

# Migration: activity plan

Author: Zorana Matićević

## THEME

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Migration: the term, causes and consequences  
Age group: 17/18 years old

## CONTEXT

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Migration is a significant social phenomenon and therefore an important subject of interest in sociology. Primarily, migration is important to study because it has existed since the very beginning of the human existence, it was present throughout the human history and is also prevalent in the modern society. Secondly, migration has had a great deal of impact and consequences for our societies. Finally, due to migration new social issues and dilemmas arise which need to be studied and for which solutions should be sought.

Therefore, it is important:

- to define migration (what it is and what it isn't) and to categorize it if possible
- to point out the evolution of migration from the first examples in the history until now
- to recognize the existence of this phenomenon in the contemporary society and its various forms and examples
- to look at the causes and consequences of this phenomenon
- to emphasize questions, dilemmas, issues, and problems which refugees face

## GOALS

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- Get to know the meaning of the terms: migration, immigration, asylum, and refugee
- Recognize the importance of migration for the survival and progress of the humanity
- Emphasize questions, dilemmas, issues, problems and needs in relation to migration
- Explore the ways in which the issue of migration can be addressed
- to try to better understand the refugees (e.g. their rights, obligations, possibilities and difficulties they face, reasons why they left their own country etc.)
- Foster empathy with refugees by reflecting on the experiences of migration in one's own family
- Point out the possibilities of young people to engage with the phenomena of migration in the modern society
- Practice sociological observation of social phenomena; sociological imagination; and the perception of connection between causes and consequences of migration
- Improve the skills of summarizing a short film, conducting a small on-line research, interviewing and presenting results by using different tools such as a family tree, a timeline or a map

## MATERIAL & EQUIPMENT NEEDED

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- Access to the internet
- Projector
- Short animation film on refugees from Just Now Toolbox [https://youtu.be/i5fnRd2\\_gB4](https://youtu.be/i5fnRd2_gB4)
- Family tree or genealogy applications
- Timeline application (www.timetoast.com)
- Google maps application
- Padlet application

## METHODOLOGY:

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- Brainstorming
- Interviewing
- Creating timelines and family trees
- Creating a class map of family migrations
- Oral presentations
- Group discussions

## Overview of activities (process)

**Duration:** 2 sessions of 45 minutes

### PART 1: 45-50 MINUTES

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#### **Introduction: 5 minutes**

The teacher/educator briefly introduces the content and goals of this lesson.

**Topic:** Migrations: term, causes and consequences

**Goals:** To understand the meaning of terms migration, immigration, asylum, refugee; to understand the causes and consequences of migration, as well as social issues and activities in relation to migration.

The teacher/educator informs the students/participants that this lesson will be divided in two parts and last for 90 minutes in total. He/she/they explains the structure of the lesson. In the first part students/participants will take part in brainstorming in regard to the phenomenon of migration, further they will watch an animation movie and finally they will receive a homework task. In the second part students/participants will be presenting their homework tasks and creating a class map of family migrations. Finally, they will receive another homework task in which they will have to write short comments on the Padlet application for each of 5 assigned topics.

#### **Central part: 30 minutes**

The teacher/educator is inviting students/participants to take part in the brainstorming activity by answering on the following questions:

- What is migration? What it is and what it isn't? What is the difference between traveling and migrating? Who is a refugee?
- Can you give examples of migrations in the ancient history? An in the middle age?
- Can you give examples of migrations in the modern world?
- What are the reasons for migration? Why do people migrate? What do they want to achieve by migrating? Is that positive or negative?
- What is positive and what is negative about migration? What are the issues related to migration?
- Who is responsible to solve the issues related to migration? Are we responsible? How? Why?
- What can we personally do to solve the issue related to migration. What is it that we can't do?
- Are you familiar with the situation and the rights of refugees?

- Do you know what is asylum? Can you define this term?
- Do you know any worldwide famous person who is an immigrant?
- Is there someone in this classroom who is an immigrant or a refugee?

Depending on the students'/participants' answers, the teacher/educator can additionally share the following:

- Migrations are social movements which involve changes in terms of settlement in order to experience a better life. Migrants are not only motivated by access to better life conditions, but also by avoiding the natural disasters, political or economic pressures, by achieving dignity and by accessing basic human rights etc.
- A refugee is a person who had to leave his/her country for the reasons of one's own safety. This status is guaranteed by an international codex Universal Declaration of Human Rights (article no. 14) and Convention relating to the Status of Refugees. A refugee is a person outside his/her own country who is unable or unwilling to return to it because of the fear of persecution based on race, religion, nationality, gender, sexual orientation etc. Refugee can seek an asylum.
- Migration as a phenomenon dates back to the ancient times, it existed in the Middle Ages and is present nowadays. Therefore, it has an important role in the human history.
- Migration is accompanied by expected but also unexpected consequences. As a result of migration many people stay alive and very often improve the quality of their life. However, there are many challenges and issues connected to migration such as provision of accommodation for refugees, financial support, education, social, medical care, personal documents (e.g. ID, passports), citizenship etc. Moreover, very often there are xenophobic attitudes and discrimination that immigrants have to face.
- There are various ways in which the above mentioned issues are dealt with. Some countries keep their borders open and welcome refugees, some of them not. However, the solutions should be developed by the government and in line with the international conventions. There are also some things that we can do in local frames and individually because we are responsible not only as citizens but also as humans.
- People who migrate can also contribute to the country in which they live. There are many famous people who are migrants or refugees who are accepted in the society and who are acknowledged for what they do.
- Finally, some of us already are, and we can all be in the situation of migration in the future.

### **Final part: 10 minutes**

Teacher/educator is inviting students/participants to watch a short animation film on refugees from Just Now Toolbox after which he/she/they provides students/participants with an instruction for the homework task.

Homework task:

- Each student/participant should conduct an interview with his/her family members in order to find out more about the history of migration in one's own family by using some of the following questions: Where does our family come from? Where did the family members use to live? Had they been moving and where? If yes, for which reasons (political, economic or other)? What did they use to do? How did they accept the culture and identify themselves in terms of their ethnicity and nationality?
- Further, students/participants should reflect on the acquired information by using the following questions: Did you already have information about the life of your grandparents or was it new for you? Are you surprised about something that you found out by interviewing your family members? How do you feel now about knowing where and how your ancestors lived? Can you understand their decisions, actions, believes etc.?
- Each student/participant should create a timeline or a family tree with the dates of birth and death of one's ancestors, and by highlighting the information which can help others to better understand where the family comes from, how and why the family members migrated. Students/participants can also use on-line application for that purpose.

- Students/participants should prepare a one-minute presentation in which they will explain their family history such as: *I am\_\_\_ and I live in\_\_\_ . My mother/father is from\_\_\_ . Her/his parents and \_\_\_ used to live in\_\_\_ . However, they decided to move and settle in \_\_\_ . They accepted/didn't accept the culture because\_\_\_ . They identify themselves ethnically/nationally as\_\_\_ . I knew/didn't know this information before this interview. I am/am not surprised because\_\_\_ .* Students/participants should also prepare the migration route of their family members in order to be able to present it on the class map of family migrations.
- Students/participants should write a short comment on the animation film and reflect if there are any changes in terms of their opinion regarding the phenomenon of migration?

## PART 2: 45-50 MINUTES

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### **Recap and introduction: 5 minutes**

The teacher/educator shortly summarizes the previous session and the homework.

### **Central part : 30 minutes**

Teacher/educator invites students/participants to hold one minute presentation about the history of migration of his/her family. Students/participants can show their results with the help of applications which they used for that purpose. After the presentation, a student/participant should add the family migration route to a class map of migrations which is created by a teacher/educator and put on school board.

### **Reflection : 10 minutes**

After the presentations, teacher/educator invites students/participants to take a look on the class map of family migrations and give their comments how the map looks like and what can they conclude from it. They are also invited to share their reflection regarding a short animation movie which they watched in the last session and if there has been any change regarding their opinion towards migration.

Teacher/educator invites students/participants to ask each other questions related to the topic of this lesson.

Teacher/educator provides students/participants with a homework task, a link to a Padlet application (created by an educator) where they have to reflect on what they have learned by creating 5 short comments on the following topics:

1. Migration: from the ancient history until today
2. Migration and arts
3. Migration in the modern society: issues and rights
4. Migration in the future: Me as a migrant
5. Famous people who were migrants and their personal impact on the society

## ONLINE IMPLEMENTATION

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In case you would like to implement this lesson in the online education environment, there are some changes you will need to make.

All materials and equipment, mention above, such as: Timelines, Family Tree, Google Map, Padlet, are already digital. Interviewing can be conducted, filmed and published in digital form, as well.

To complete the adaption to the online environment, the teacher/educator will need to adjust the Introduction and reflection activity from on site meeting to an on line meeting.

The on line meeting is the only thing what we have as an addition related to on site version. All constitutional elements of Introduction and reflection activity such as: Brainstorming, Lecture and defining key words, presenting Just Now animation, task delivering, task presentation, discussing session – can be performed thanks to tools which are incorporated in online meeting platforms (jam board, share screen, chat, etc.) In order to ensure successful adaptation, the Educator role is to be focused on facilitation, cooperation and support.



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