

**Session 2 – 80 minute**

**Topic 2: Causes of migration, factors, migration flows.**

**Unit for students 11-18 years old**

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| Pedagogical task: involving the whole class in the activities | Teacher support notes |
| **Introduction 20 minutes**  **Teacher:** Aims of the lesson and basic terms   * Causes of migration, types of migration, migration flows. * Distinguish between factors that "attract" and "force" people to migrate. * Trafficking in human beings   **Ideas for questions:**  Which factors do you think affect people in migration?  Group these factors / causes.  **ACTIVITY 1: My home is everywhere!**  **Run time 30 minutes**  The purpose of the activity is to understand the reality faced by foreign citizens, to increase understanding and sensitivity to the problems that people encounter when coming to a foreign country, to promote sympathy, tolerance and empathy for others, to pay attention the integration of foreigners and the way we look at different people. The game is suitable for increasing mutual trust, comparing different regulations, comparing with the lives of minorities, different ethnic groups, etc. **Preparatory activity:** Begin by discussing the causes and challenges that make people leave their home country and live in another country. Hand out story material to students, and be prepared to share it with the participants. If possible, you can invite an immigrant / refugee or a non-governmental organization working with such persons.  **Implementation:** Hand out photos of different people's faces to students. Read the following story aloud: *„The man you see in the picture arrived in our city a few months ago. She / he has left her country because…”* Ask participants to divide into groups to discuss and write a story about how this person left their country, what it is for him / her to live here. You may consider the following questions: Where did he/she come from? What is his / her life here? What are the problems? What does he/she do for living? How does he learn the language? Can he work, and if so, what kind of work? Do you think it's easy for her / him? What is your attitude to him / her? What is her / his attitude to you?What experiences did he / she have on his / her journey here? What has he left in his home country? What are the procedures that must be followed to stay here? Such connection could be done by placing ourselves in the place of a person who falls in a foreign country. The questions above are relevant to the same situation, but at the same time they provide a mirror-image of the stereotypes and prejudices with which we view others and others view us.  Let the groups work for about 15 minutes. Then write down the highlights of each group's answers to each question.  **Extended discussion 15 minutes:** Begin a discussion by inviting participants to discuss the recorded answers, identifying the most realistic ones. If the discussion works hard, you can move the situation with questions such as: *How do you think - is this fair? Do you know any foreigner? Do you have any natives and friends who live in another country? Where? Have you ever thought you might be in the same situation?*  **ACTIVITY 2: 30 minutes - Why I’m living home?**  **Introductory part:** This lesson should explain to students that people leave their home for different reasons. It must point out to them the difference between peaceful and forced migration.  **Implementation:** Divide the students into three groups. Hand out colored stickers and a pen to each group. Each group works on one type of migration. Ask them to record on a separate slip, each reason that leads to the type of migration to which group they are distributed. Make a wall panel / three-column flipchart for each of the groups. Ask participants to glue stickers to the board. Time for group work: 10 minutes.  **Extended discussion:** The teacher discusses the concepts of peaceful and forced migration. Discuss how they came to what they thought about the causes of each migration. Conclusion - mark the main conclusions recorded on the board again**.**  *The session was adapted according to the play of the United Nations in Bulgaria “Refugees and We. Borderless Tolerance Lessons”, 2014.*  Students write in their notebooks the answers to the following questions:  1. Why do people migrate? Why are refugees migrating?  2. Which are the factors that make people migrate?  3. Which are the reasons that attract people to migrate?  4. Is migration today related to events in the past?  5. Identify some of the key historical migration flows? What are the reasons for their existence? List some migration flows today, incl. in your country?  6. How do the media present migrants? What prejudices do they face? | Resources: Photographic material, a printout of the foreigner's history, sheets for recording the answers.  (Annex 1).  **Video**: Leave No One Behind - Sustainable Development Goals:  <https://www.youtube.com/watch?v=99UN7so92tk>  **Additional resources for activities**: You can use in the lessons interactive games that recreate the reality that refugees face on their journey to new countries. Any student can "get into the shoes" of migrants. The games offered are in English and you can find them here:  1. **Syrian Travel Interactive Refugee Path Game: Choose Your Own Escape Path** (Syrian Journey: Choose your own escape route) <https://www.bbc.com/news/world-middle-east-32057601>  2. **Interactive game “Two two billion miles”** <http://twobillionmiles.com/>   * **THE BIG IDEA**   Migration is a human right (Article 13 of the Universal Declaration of Human Rights). This right includes freedom of movement within a territory, the choice of residence, the right to leave any country and the right to return to one's own country.  „ Peaceful" and "forced" migration flows have existed throughout human history. An example of forced migration is the Transatlantic Slave Trade, an element of the world slave trade, in which, between 16 and 19 centuries, between 10 and 12 million Africans have been forcibly displaced from Africa to America.  Migration today is often associated with events in the past. European violent colonization’s of the 15th and 20th centuries in parts of Asia and much of Africa and America led to "peaceful" migration into Europe in the 20th century.    **RESULTS FROM THE TRAINING:**  Students understand that there are a variety of reasons why people migrate and may name some of the key factors 'attractive' and 'compulsory'. Students know that there are different types of migration flows. Students understand the characteristics of different types of migration (peaceful and forced). They may name some key historical migration flows. Students understand the links between events in the recent or distant past and migration today. |