

// MIGRATION // IMMIGRANTS – WHO ARE THEY?

SUBJECT

English

METHODS:

Video presentation, group work, discussion

DURATION

45 minutes

MATERIALS:

YouTube videos

TOPICS

- migration, immigrants,
- the image of immigrants in the media, racism, discrimination

LESSON PLAN

INTRODUCTION

Students sit in two rows in the center of the classroom with their backs to the door. A few of them go outside with the facilitator. When they come back, they stand behind the backs of the others, and begin to read immigrant stories (available on the Internet¹ - select stories written in first person and match them to the level of the group). After reading the texts, initiate a discussion: How did the stories make you feel? Did you look back to look at your classmates? Did you empathize with the migrants behind these stories?

VIDEO

Play the video “Migration – why do people migrate?” (<https://www.youtube.com/watch?v=54xM8VlgP7s>) While watching, students make a list of reasons why people are forced to migrate, then create a common list of those reasons.

¹ For example on following websites: „I am a migrant“, <https://iamamigrant.org/stories>; „Stories of Syrian Refugees“, <https://www.savethechildren.org/us/what-we-do/emergency-response/refugee-child-ren-crisis/refugee-stories>; „13 Powerful Refugee Stories From Around The World“, <https://medium.com/globalgoodness/12-powerful-refugee-stories-from-around-the-world-5c0a54d2e2ed>

OBJECTIVES

- the students will understand the multifaceted nature of migration
- the students will be able to provide reasons for migration
- the students will be able to critically analyze the media image of migrants
 - the students will develop empathy towards migrants
- the students will develop a sense of solidarity with migrants

GROUP WORK

Display English headlines (Appendix 1) - partly taken from the coursebook "Migrant Workers - A global dimension"², p. 32. Students also search the Internet for articles about immigrants. Divide the students into groups of 4 and ask them to discuss the following questions based on the materials:

- Do these headlines give a fair impression of migrants? Do you think they are based on facts?
- Are the headlines positive or negative? Are they fair? Do they generalize too much?
- What impact would these headlines have on public opinion about migrants?
- Why does the press use these sorts of headlines? Could they be dangerous?
- How would you feel if those headlines were about your group (e.g. about teenagers)?

SUMMARY

Students share the results of their group work. Afterwards, you can summarize the discussion, pointing that migration has various reasons, it is multidimensional, and in the media it is often presented one-sidedly. Students should be critical of the information that is presented in the media.\

A. Appendices

TOPICS

- *migration, immigrants,*
- *the image of immigrants in the media, racism, discrimination*

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² Online access: http://ccea.org.uk/sites/default/files/docs/curriculum/area_of_learning/global_dimensions_migrant_workers.pdf.

Appendix 1:

Illegal immigrant's a faker

Daily Star, Jan 2011

Taxpayers fund foreign fraudster's passport con

Daily Express, Jan 2012

Daily Mail

HUMAN RIGHT TO SPONGE OFF UK

3,200 foreign criminals, failed asylum seekers and benefit tourists can't be kicked out because of right to family life

Daily Mail, June 2011

Daily Mail June 2011

News Latest News

Migrants have more kids for big benefits

ASIAN parents breed big families to claim more benefits, says Britain's first woman Asian peer.

Daily Star, Sept 2011

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Daily Express, November 2007

Foreign criminals avoid deportation

The UK's courts are making it harder to deport foreign criminals and failed asylum seekers from the UK, the Immigration Minister has said.

Daily Express, March 2005

Migrant war on British streets: Secret Home Office report warns of violence

A NEW flood of Eastern European migrants could spark racial clashes on our streets, a secret Government report has warned.

Daily Star, 30.12.2013

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