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**Session 5 – 90 minutes**

**Topic 5: The challenges and benefits of migration. Acceptance, non-discrimination, integration.**

**Units 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  **Challenges for migrant host countries and communities; benefits for host communities; challenges and benefits for countries of origin.**  **Control of migration flows**  **Activity 1 – 40 minutes: „I hear, I see, I don't understand!“**  This game shows the challenges that refugee migrants face when applying for asylum. Participants can experience the emotional shock, they will have to try to overcome the language barrier while completing the Asylum application form. They will understand that people can be discriminated against by government officials.  **Preparation:** Arrange the room so that you sit behind a desk and act as a bureaucratic immigration officer.  **Implementation:** Wait for participants to enter the room, but do not greet them and do not indicate that you noticed their presence. Don't say anything. Wait a few minutes and give the participants one copy of the Asylum application and a pen. Tell them they have 5 minutes to fill out the form, but do not say anything else. Ignore all questions and protests. If you have to say something, use a foreign language (or fictional language) and gestures. Minimize communication. Remember that refugee problems are not your concern, your job is just to hand out the forms and collect them back! Keep rough with the late ones (for example, "You're late. Take the form and fill it out. You have 5 minutes left."). When the five minutes are up, collect the forms without smiling or making personal contact. Call up the first name on the completed forms and tell the person to come forward. Review the form and make any comment, for example, "You didn't answer the eighth question" or "I see you gave a negative answer to the sixth question. You are being denied asylum. "Tell the person to sit down. Don't let him talk to you. Move to the next candidate immediately.  Repeat the process several times. It is not necessary to call everyone by name, it is important for participants to understand what is happening. Finally, quit the role and invite the participants to discuss what happened.  **Discussion:** Ask students how they felt during the game and what they learned. How did the participants feel when filling out the incomprehensible form? Is this a realistic simulation of what asylum seekers are experiencing? Do you think that refugees are treated fairly when applying for asylum in your country? Why? What can be the consequences for the asylum seeker? Ask participants if they have ever found themselves in a situation where they do not speak the language and have confronted an officer - a police officer or a supervisor who checks  tickets? What is the feeling?  **Activity 2- 30 minutes: „My star - on the other hand!“**  **Introduction:** Tell students that many famous people, scientists, musicians, athletes are migrants to other countries. Give examples of this, e.g. Sigmund Freud, Victor Hugo, Karl Marx, Rudolf Nureyev, Salma Hayek, Natalie Portman and others.  **Implementation**: Hand out a sheet and a pen to each participant. Ask them who are their favorite music artists, writers, sports and movie stars? Do they know where they were born, where they work and live now? What was the reason why they left home? What challenges did they face in their journey of development? Allow 10 minutes for self-study work for students to research about the personalities they are interested in (they can study interviews, movies, find information in books, tutorials, the Internet). They can also write stories to their acquaintances, friends who have also left their homeland and migrated to other countries.  **Discussion:** Ask participants to share what they wrote. Summarize the causes, challenges and contributions that these individuals make to the host countries.  *This activity was adapted from the publication of the Commission on Protection against Discrimination -Exercises under the project “Schools without Discrimination “(pp. 73-75). It may be an alternative to the previous role-playing game.*  The students write in their notebooks the answers to the following questions:  1. Does migration bring benefits to host countries? If so, which ones?  2. Does migration present challenges for host countries? What kind?  3. Does migration bring benefits or challenges to the country of origin?  4. How the media portray migrants, incl. refugees in your country? | Resources: Asylum application, pen (for each participant)  **Resource:** Writing sheets and a pen   * **THE BIG IDEA**   The challenges facing host countries and communities are diverse and multifaceted. Local communities may find it difficult to adapt to people with different behaviours and often have concerns about the negative impact that the presence of foreigners can have on their lives. However, migration also often has benefits for the host communities - such as new ideas, more wealth, and manpower.  The process of migration leads to the creation of new culturally diverse societies, raising questions about what diversity is and how to live in a diverse society. Migration raises questions about how we see "ourselves" and "the other."  Countries are trying to control and reduce migration, for example by building physical barriers, adopting laws to curb benefits, investing in poorer countries and helping to resolve conflicts  **RESULTS FROM THE TRAINING:**  Students can explain why migration poses challenges and bring benefits for the host communities, and can list some of them. Students can explain why migration is a controversial issue and why people have different perspectives on it. They are able to explain how this can be misrepresented by the media and used by political parties. They can describe some of the implications of this. Students may indicate some of the challenges and benefits of migration to countries of origin.  Students understand that migration raises questions about how we see "ourselves" and "the other." |