



## Lesson: Migration



### ACTIVITY OUTLINE



**Starter:** Students begin by a quick activity exploring 'Who are Migrants?' and discover that they themselves, and all humans are migrants or from migrant families. Please see notes in the slides for how to minimise discomfort for students during this activity. They discuss a map showing historical global human migration, think about where their own roots are and watch a 5 minute clip showing people having their global ancestral roots revealed by DNA testing. Students predict where most people migrate from and to and check whether their predictions were correct using a link to an interactive infographic.

Students discuss why people migrate, exploring pull and push factors. They then sort a series of statements about migration into true and false. Have a class discussion about how they sorted them, what gives them away as being true/false, whether any of their assumptions had been challenged. Reveal to them that all statements are true – ideally discuss whether this changes their opinions and how this makes them feel about migration. There is a short think, pair, share activity on stereotypes and prejudice about migrants, refugees and asylum seekers. For further activities on this, see note in slide 16.

Students will then be introduced to the contributions of migrants in Britain, including statistics from the refugee council of Britain and discuss a campaign for asylum seekers to have the right to work.

Students will then be introduced to three case studies. Please make sure they are split into groups of three, and that they have access to a sheet of A3 paper as a group. The case studies are differentiated, Hien's story is the easiest to understand, Busilana's story is aimed at MA and Habib's may be most appropriate for HA students.

The tasks related to the case studies are split into three sections, with opportunities for class discussion in between each section. Please be aware, elements of Habib and Hien's stories may be distressing for students. <https://www.refugeecouncil.org.uk/latest/case-studies/> has appropriate alternatives if required.

**Plenary task** – students should answer this individually. Could be collected in as an exit ticket.



### CURRICULUM OUTCOMES



#### **Citizenship:**

**Students understand why migration happens.**

**Students consider why migrants continue to be important to society.**

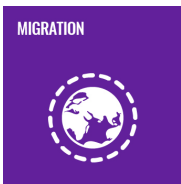
**Review how we can educate others in our community to encourage a more inclusive environment.**



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### GLOBAL LEARNING OUTCOMES



Students understand that migration is a global process and has always been a feature of human behaviour. They know all people are descendants of migrants, including themselves and their family.

Students understand that there are a variety of reasons why people migrate and can name some key 'pull' and 'push' factors.

Students are familiar with some migrants' stories and can empathise with them.

**SMSC/ British Values - Reflect on our own beliefs and our respect for the life, feelings and values of others. Reflect on the consequences of our behaviours and actions. Investigate moral and ethical issues and offer reasoned views**

## Action



There are many organisations across the country working to make their cities and regions more welcoming places for asylum seekers and refugees who have been forced to leave their homes.

Refugee Action has a campaign to get the government to give asylum seekers the right to work: this would provide them with purpose and dignity, the ability to use their skills to give back to their communities and support themselves and their families rather than relying on meagre state handouts or charity. Instead of relying on taxpayers, asylum seekers could become taxpayers themselves while they face the often prolonged wait for their refugee status to be decided.

This page from Refugee Action contains lots of information on how you can get involved <https://www.refugee-action.org.uk/lift-the-ban/>

