



Educate Together / Plan Resource Project

- **Topic: Migration**
- **Sub Topic: Involuntary Migration**
- **Lesson: 1**

- **Date:**
- **Subject: Learn Together Programme**
- **Class level: 5th/6th Class (Ages 10-12)**

■ **Learning objectives:**

This lesson takes children through the experience of being forced to leave their home and migrate elsewhere.

Strand: Equality and Justice

Strand Unit: Promoting Equality

■ **Content Objectives:**

- To explore an issue in-depth such as migration, gender etc. comparing issues at a community, local/national level and globally.
- To discuss, analyse and debate controversial issues at both local and global level.
- To help children develop the ability to critically question and make informed decisions.

■ **Lesson Objectives:**

- Define and use the term 'migration' correctly.
- Record the global locations that our class community has lived in, moved from and moved to.
- Play the 'Exodus Game'

■ **Learning activities:**

Note to teacher: It is important to clarify for children that this is only one form of migration experience, especially if this lesson is being taught without the other lessons in this series.

Introduction:

- The class will play the 'Exodus Game'. Teacher explains to the students that they are about to participate in a fictitious scenario.
- Teacher will show the PowerPoint slide on the IWB of the President instructing the class that they have to leave their country and the children have five minutes in groups to decide "*Where to go? What to bring? Who to bring?*"

Development:

- Teacher starts the five minutes countdown on the IWB.
- The class divide into groups and roles are assigned within the group (time keeper, scribe, manager, and reporter).

- The groups discuss “*Where to go? What to bring? Who to bring?*”
- Teacher hands out the worksheet to each scribe where the children record their answers as well as a reason why for each.
- After five minutes the buzzer will sound on the IWB and the President will call the class back to their seats for a group discussion.
- Teacher invites the reporters to feedback the results.
- Teacher leads class to examine the decision making process from the exercise: *What sorts of choices had to be made and why? Was it easy or difficult to make the decisions? Why? How did you arrive at your groups’ decision? Did everyone agree? Was there conflict/argument? Do you think this influences who goes where? How do you think people might feel about migrating? Why? (Look for positives as well as negatives here.)*
- Teacher will direct the ensuing class discussion towards a definition of migration.

Conclusion /Plenary:

- Teacher and class arrive at an agreed definition of migration that is recorded on the IWB and can be used as part of a visual display to accompany this series of lessons.
- Teacher puts up an interactive map of Ireland and one of the world and the children are invited to record in coloured dots all the places they/their family members have migrated to and from. To illustrate that one location can be both a destination and a departure point for migration red dots are used for destinations and yellow dots for departure points. This IWB map can then be downloaded and printed for use as a visual display.

Important note for Teacher:

For some children and families their and their family’s migration may not be something they are comfortable talking about for many different reasons. In some cases this may be out of genuine fear and/or instruction from home. Teacher must be sensitive to this in relation to participation in the mapping exercise.

■ **Linkage and Integration for this lesson:**

Geography: Mapping Skills / People and Places in other countries

History: Eras of Change and Conflict

English: Reading, Writing, Oral Language

Drama: To explore feelings, knowledge and ideas leading to understanding.

SPHE: Myself and the Wider World

■ Differentiation:

Differentiation by

- Group work and roles: Teacher will ensure the roles assigned in the group meet the needs and abilities of the individual.
- Questioning: Teacher will use a series of higher and lower order questions (see above marked HO and LO).
- Resource: For less able groups teacher can provide a list of suggested locations to migrate to including a visual representation of each location. These can include holiday destinations teacher is aware the class have visited previously.

■ Assessment:

- Teacher Observation and Questioning
- Teacher designed tests and tasks (e.g.: record cards)
- Peer to Peer and Self Assessment (teacher will observe this during the class discussion)

■ Resources:

- IWB
- Script for President's speech
- Countdown timer
- World map flipchart
- Worksheet
- Pencils / Pens
- Flash cards with migration terms
- World Globes and atlases
- Coloured stickers (for extension activity)

■ Extension Activities: *(Ideas to extend this sub topic in EE and other subjects)*

English

- Class novel activity, 'Britta's Journey an Emigration Saga' by Ann Marie Mershon

SPHE/Geography/Drama/English

- Children in groups are assigned a country to research in terms of migration and to report back to the whole class.
- Role-play activity exploring the experience of having to migrate and arrival in a new country from a child's perspective.
- *People on the Move* – Trócaire Resource. An exercise on having to leave home in a hurry. <http://www.trocaire.org/sites/trocaire/files/pdfs/edu/age/e3juniorprimary.pdf>

Acknowledgements

This lesson was developed by Emer Byrden and Ross Ó Corráin (Educate Together teachers), Susanne Boesch Thomas (Plan Ireland) and Suzanne Smith (Educate Together) as part of a joint project of [Plan Ireland](#) and [Educate Together](#). The project reflects Plan's commitment to raising students' awareness and understanding of global development challenges and Educate Together's continual development of resources and support for its schools and teachers. Funding for this project was provided by [Irish Aid](#), the Irish government's development cooperation agency.