



## Educate Together / Plan Resource Project

- **Topic: Migration**
- **Sub Topic: Why do people migrate?**
- **Lesson: 2**

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

### ■ **Learning objectives:**

*This lesson looks at the factors that push and pull people to make the decision to migrate.*

**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 the terms migration, immigration, emigration, voluntary migration and involuntary migration.
- Identify reasons for migration in terms of push and pull factors.
- To list push and pull factors for migration in classroom display poster.

### ■ **Learning activities:**

#### **Introduction:**

- Teacher will recap on previous lesson on definition of migration with reference to the online map and the wall-chart/map created by the children, drawing attention to the terms above as the class discuss the topic. If previous lesson not done teacher will define migration with children.
- Teacher will list a number of places and ask children where they think the people from those places migrate to (*E.g. where do people from Ireland migrate to? What about Americans? What about Africans?*)
- Teacher will tell children they are about to watch a video and they should focus on finding out the reality of where people migrate to. Children will watch YouTube clip on migration patterns worldwide (up to 1min 36 sec of the following clip, explain terms such as 'fear mongering')  
<http://www.youtube.com/watch?v=hcoOENLfpUI&feature=related>
- Children will define the above terms in their own words, having watched the video clip.

### Development:

- Children will brainstorm in fours the countries they would like to migrate to and think about the reasons why. The teacher will bring the class back to a plenary session and discuss the destinations chosen by the children and the reasons why. The teacher will collate these ideas on a flipchart, or on the IWB. These will be labelled 'pull factors'.
- On a new chart or IWB document the teacher will put up the label 'push factors'. The teacher will elicit the meaning of 'push factors' in terms of migration from the children (guided discovery, teacher will direct discussion as necessary).
- Children will be divided into groups of four and asked to list 'push factors' or reasons why people migrate. As the children discuss the slide show on push/pull factors will be played: <http://www.youtube.com/watch?v=BjFJtAUsMN4&feature=related>. These will then be discussed in a plenary session and added to 'push factors' chart. With reference to the push and pull factors, the teacher will illicit a definition of voluntary and involuntary migration from the children.
- Children will be divided into four groups and given cards describing a child's life, e.g.
  - a) *a boy who lives in a country at war, who does not speak English, but whose family have a lot of money*
  - b) *a girl from a poor country, who wants to be a doctor, but who does not speak English or Spanish but does speak 5 languages used in India.*
- The groups must consider the push and pull factors for migration in each of the cases, they must discuss, if these children were to migrate whether migration would be voluntary or involuntary in each case.

### Conclusion /Plenary:

- Each group's speaker reports back to the class on the push and pull factors and the type of migration, which would be a choice for that person.
- Teacher and class arrive at an agreed definition of voluntary and involuntary migration that is recorded on the IWB and can be used as part of a visual display to accompany this series of lessons.
- The push and pull factors chart created by the children during the lesson is displayed in the classroom.
- If time allows, teacher asks the class about their community: *Do you know yourself somebody who is an immigrant? What is her/his experience coming to Ireland? Do you know when, why, how, and with whom she/he came to Ireland?*

### ■ 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 prompt list of push and pull factors, the slide show will also be a useful prompt.

## ■ 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 or similar with ability to play video clips
- Flash cards with migration terms
- Cards for push/pull activity with descriptions of children's lives on them
- World map
- Flipchart or posters to display push/pull factors
- Record Cards
- Pencils / Pens
- World Globes and atlases

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

- Class visit from migrant or emigrant (show the transitory nature of migration).
- Research your own family's migration history as a project.
- Role play activity exploring the experience of voluntary vs involuntary migration and emotions attached to both experiences.
- Discuss different portraits of people immigrating to Ireland, Immigrant Council Ireland video "Richness of Change", <http://immigrantcouncil.ie/media/multimedia-products>
- Conduct a class project on aspects of migration. For more information see <http://www.bbc.co.uk/schools/gcsebitesize/geography/population/migrationrev2.shtml>

## **Acknowledgements**

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