



Educate Together / Plan Resource Project

- **Topic:** Migration
- **Sub Topic:** Where can I go? Immigration Policy
- **Lesson:** 3

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

■ **Learning objectives:**

This lesson examines how immigration policies come about and how they impact people seeking to move from one country to another.

Strand(s): Equality and Justice, Moral and Spiritual Development

Strand Unit(s): Promoting Equality/Activating Equality through Positive Action, Exploring Moral Development

Content Objectives:

- Examine an equality issue in relation to minorities in Ireland, e.g.: the travelling community, refugees, the Jewish/Muslim/Vietnamese population etc.
- To explore an issue in-depth such as homelessness, poverty etc comparing issues at a community, local/national level and globally.
- Discuss, analyse and debate controversial issues at both local and global level.
- To help children further develop the ability to critically question and make informed decisions.

Lesson Objectives:

- Define and use the term 'migration' correctly.
- Debate the merits of an immigration policy, justifying reasons for and against.
- Participate in role as an expert in a 'Migration Role Play'.

■ **Learning activities:**

Introduction:

- Teacher will explain to the students that on the topic of migration we will be looking at where people migrate to and how that process might work. If previous lesson was completed, teacher will remind the children of a migration definition and what push and pull factors are.
- If previous lesson was not done, the teacher will briefly explain what migration means and what migration push and pull factors are and list them on the IWB.
- Teacher now explains we are going to play the 'Passport Game'. Teacher will have pre-set up some immigration stations around the room to represent different world countries. (Use countries the children have already learned about or those in which they have family members or have themselves come from) One child will be the immigration officer for each country and decide who gets in and who does not.
- The remaining children decide three countries they would like to migrate to and rate them in order of preference. (Teacher could decide to list a pull factor for each country i.e. 'sunny weather', 'short school day' on the IWB)
- Each child is then given a passport with a numeral from one to ten printed on the inside (you can use simple numeral cards or playing cards if you prefer). The immigration officers pre-

decide what numbers from one to ten they will let in to their country and who they will not let in. (If whole class knows this is what is happening teacher can explain that this is the immigration policy if only immigration officers know then it can be explained later)

- The children then have two minutes to try and get into a new country. If they cannot get in they return to a specific point in the room.
- When the time is up the children have to stop wherever they are. Teacher can quickly go around the room and see who got into their first, second or third choice and even who did not get in anywhere at all. *How did it feel when you were told you could not get in? I wonder what that would be like if your life depended on you getting in.*

Development:

- Teacher now introduces the 'Migration Role Play'. A fictitious situation where a country called 'The Federal States' has seen a dramatic increase in immigration. They put together a team of experts to decide whether to continue to let in everyone who wants to come to their country or to put in a system to control immigration into the country.
- Teacher assigns students into small groups. Each group is given a role or identity card with some key points to discuss about their opinion on immigration (Ex: The Federal States' top surgeons. There is a very high standard of health care in your country. But resources are becoming strained with the increase in population. You do not have enough trained doctors and nurses to deal with current population growth). This could lead to arguments in various directions – let in only trained nurses and doctors or stop letting people in, or maybe increase the number of people we train as doctors and nurses (Teacher may need to prompt children to consider creative positive solutions as well as restrictions.)
- The class prepare their position on the issue of a general migration policy and record them on blank record cards.
- Teacher then leads a discussion on the topic where the expert groups provide their opinions.
- During the debate Teacher can add in Wild Cards. These cards add a new piece of information or opinion into the debate.
- Teacher will refocus the group and sum up the main points addressed by the groups. Class will then vote on whether to write a new immigration policy for The Federal States and pick 3 key things to include in the new policy.

Conclusion /Plenary:

- The class watches a video about a Kurdish asylum seeker in the UK. This video shows the human side of today's lesson, people trying to make a better life for themselves or migrating out of fear for life and encountering problems gaining admission to a new country. "Wait" a documentary by Havi Ibrahim, April 2011, (2:57min)
<http://www.youtube.com/watch?v=l7yjdj1g9poE>
(Note: If running short of time this could be an extension activity to ensure time to discuss the process of developing an immigration policy and who it effects.)
- Teacher leads a short discussion to explore: *What do the children think now about the immigration policy they developed? Would they change anything? If so what and why?*

■ Linkage and Integration for this lesson:

Geography: 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: Wild cards can be used to provide support for those who are not participating by offering them an idea to present to the class '*What would happen if we let in people who do jobs that we need them to do?*'. The Wildcards can also be used to change the dynamic of the debate '*I have just been told a war has broken out in one of our border countries and this will triple the number of people wanting to come into our country?*'.

■ 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 debate)

■ Resources:

- IWB/flip chart
- PowerPoint presentation to debate/role play
- Video clip of immigrant to the UK
- Countdown timer
- Set of passports with numerals (can use playing cards or simple numeral cards also)
- Passport Office Flags/Signs
- Role Cards for Immigration Policy Strategy Groups
- Wild Cards

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

- Teacher introduces the Universal Charter of Human Rights <http://www.un.org/en/documents/udhr/> and lists the key areas of Dignity, Freedoms, Justice, Citizenship Rights, Equality and Solidarity on the IWB. *Teacher asks if the immigration policy the class designed in this lesson respects these rights? Would the class change their policy now?* (Purpose here is to explore why certain rules get included and changed over time and how they impact people who want or need to move countries.) Class creates a wall chart with their record cards from "The Migration Role Play", and a list of human rights showing how they link together in either a positive or negative way.
- The class research and compare the immigration policy of Ireland and/or other countries. Irish Naturalisation and Immigration Service, <http://www.inis.gov.ie/>
- The class explores the experiences of someone seeking asylum or refuge. What does this mean? How are the two different from each other and from other migration? How are experiences of immigration policies different depending on why you are migrating?

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.