



# Migration

## 5<sup>th</sup>/6<sup>th</sup> class



### Lesson 3

## In today's lesson we are going to...

- Examine migration policy - how it works
- Explore migration push and pull factors
- Play "The Passport Game"
- Experience "The Migration Role Play"



# Do you remember?

Explain what the following words mean:

Migration

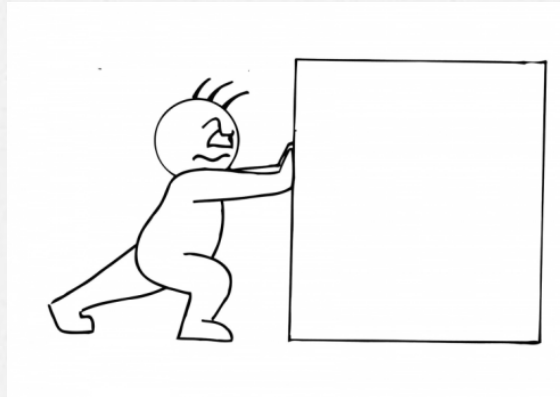
Immigration

Emigration

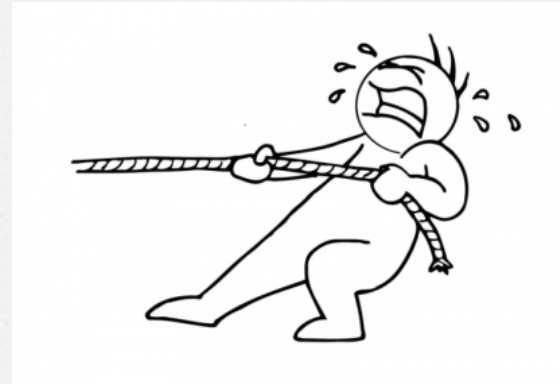


# Why Migrate?

Push Factors

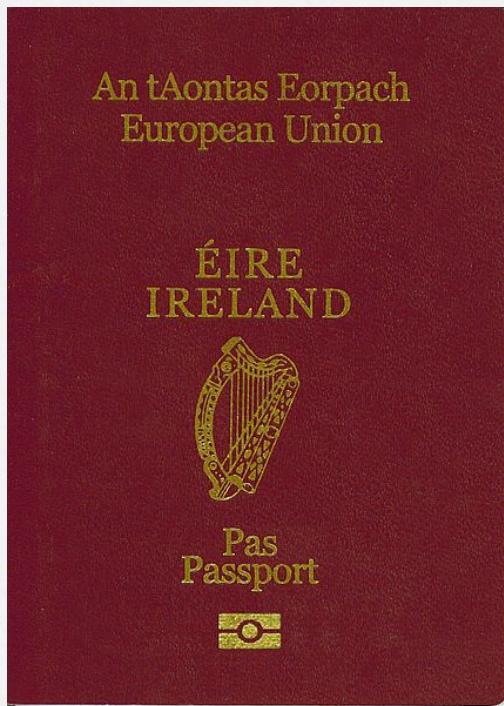


Pull Factors





# Let's play 'Passport Game'



## Aim of the game

- to travel to a country of your choice

## Instructions

- Pick three countries that you would like to visit.
- Put them in order of preferences (1-3)
- You have 2 minutes to get into your chosen country
- If you have not been able to get into your chosen country go to the back of the room.

# Discussion

How did it feel when you were told that you could not get in?

How do you think it would be like if your life depended on you getting in?

How did it feel to tell people they could not get in?

Why do you think they decided not to let you in?



# Immigration Policy

Let's take part in a role play/debate and see what we learn about Immigration Policy.





# The Federal States

- The Federal States is a wealthy country.
- They have no policy on immigration.
- In the last few years they have seen a dramatic increase in immigration.
- They have put together teams of experts to discuss whether they should write a policy or not.



# Group work

In teams discuss the topic you have been given.

Would an immigration policy improve things in The Federal States?

# Immigration Policy

So would you write an Immigration Policy  
for The Federal States?



Why?







# Federal States Immigration Policy

## Key Rules

1.

2.

3.

# **‘WAIT’**

## **by Havi Ibrahim**

### **SYNOPSIS**

*This is a documentary exploring themes of frustration, helplessness, anxiety and stress. The true-life story of a Kurdish asylum seeker in Hull who has been waiting for the Home Office's decision for permission to stay officially in the UK for almost ten years. After he fled from Saddam Hussein's regime, Hayder Gafar Azis has been living in a small room, with just enough vouchers to spend on basic food items. If he gets permission he would earn the right to work, study, and be part of society.*





# Discussion

What do you think  
about the  
documentary?

Do you think the  
immigration policy  
works for all?

What do you think now  
about the immigration  
policy they developed?

Would you change  
anything? If so what  
and why?

# Conclusions





# Extension activities

- o Teacher introduces or reviews the Universal Charter of Human Rights <http://www.un.org/en/documents/udhr/> (For more details see lesson plan)
- o The class research and compare the immigration policy of Ireland and/or other countries. Irish Naturalisation and Immigration Service, <http://www.inis.gov.ie/>
- o 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?*

# Definitions

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Migration ► The movement of people from one place to another, this can be within a country or from one country to another.

Immigration ► The action of coming to live permanently in a foreign country or region.

Emigration ► Leaving one's native country or region to settle in another. It is the same as immigration but from the perspective of the country of origin.