



Educate Together / Plan Resource Project

- **Topic: Migration**
- **Sub Topic: The Impact of Migration (local / global)**
- **Lesson: 5**

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

■ **Learning objectives:**

This lesson explores the impact of migration on children with particular focus on children in Moldova.

Strand: Equality and Justice

Strand Unit(s): Exploring Human Rights / Promoting Equality / Activating Equality through Positive Action

Content Objectives:

- To involve children in an in-depth exploration of human rights and responsibilities in an Irish context, e.g. the right to a home, the right to asylum, the right not to be discriminated against
- To carry out an in-depth exploration of a human right in a global context, e.g. the right to education, the right to an adequate standard of living, including food, shelter and clothing.
- To explore an issue in depth such as migration, poverty etc. comparing issues at a community, local/national level and globally.
- To discuss, analyse and debate controversial issues at both local and global level.

Lesson Objectives:

- Interpret the meaning of 'Paper Dream' a film about the impact of migration on Moldovan children.
- Discuss and list the impacts of migration on children (positive and negative, local and global), justifying each impact with a reason.

■ **Learning activities:**

Introduction:

- Teacher explains that the class are going to watch a short film made by a child. Teacher provides class with some questions in advance to guide their viewing of the video. (Teacher can use to provide the class with all the questions or assign questions to groups so that each group only focuses on one question.)
- Questions: *What is happening to the boy in the film? Where do you think he lives? How does he feel about what has happened to him? How does he convey that feeling in his film?*

- The class will then watch the film 'Paper Dream' (2:03min), Moldova children express their views on migration, http://www.youtube.com/watch?v=CTIUWW_Y2PA
- Teacher elicits the answers to the questions from the children.
- Teacher then explains the background to the story. (See PowerPoint presentation).

Development:

- Teacher will then explain that they have seen in the video the impact that migration has had on one child, now they are going to discuss impacts of migration for various different situations.
- The children are then put into groups to discuss the impacts of migration in various scenarios (A child moves to another part of the country with their family, a child moves to another part of world with their family, a child's parent(s) moves to another country without the child etc).
- The groups must discuss and list three impacts of migration in each scenario, positive and negative. They then select which one they see as most positive and most negative and give their reasons for this.
- Teacher provides class with a worksheet to record their work.
- Teacher moves around the room supporting the groups.
- Teacher will alert the groups when time is almost up to ensure they are on track.

Conclusion /Plenary:

- Teacher will refocus the whole class.
- A spokesperson from each group will call out the main positive and negative impact from each scenario. Teacher or a selected child will record these on board.
- Teacher then asks the children to look at the list and see if any of the impacts from one scenario would be applicable to another scenario.
- The class could now watch a video about the impact of migration on some children in Moldova, 'The Children Left Behind – United Nations TV' (8:11min) <http://www.youtube.com/watch?v=ZJIBpi19MIE>. Following the video the Teacher will encourage children to discuss their reactions to the film. *How might they feel if they were these children? What about their parents? What other choices might they have? What can be done?*
- If time allows round-up discussion on what did the children learn in these 5 lessons related to migration, what have been the major learning points (collect answers on flip chart and put on display in classroom).

Note to teacher: Take into account the experiences of the families of children in your class and possibly the school when deciding whether to use this video. If it is likely to distress any child then consider an alternate video or activity.

■ Linkage and Integration for this lesson:

Geography: People and Places in other countries

English: Reading, Writing, Oral Language

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 during development of lesson.
- Jigsaw Groups: If you have a very able class you could try Jigsaw groups. In this format during the development of the lesson the children would discuss impacts in their groups (local, global). One child from each group then comes together to form a new group and report the impacts they have recorded from their first group.
- Sensitivity: If you have children living without one or more parents at home, discuss the lesson content in advance with their parent/guardian to ensure the topic will not upset the child. If necessary, adapt scenarios to suit the child's needs.
- Video Resource: You know your class maybe they would respond better to these videos.

<http://www.youtube.com/watch?v=gsgAsO91QP0>

<http://www.youtube.com/watch?v=MFmIQVIROiY>

<http://www.youtube.com/watch?v=hcoOENLfpUI&feature=related>

■ Assessment:

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

■ Resources:

- IWB/flip chart
- PowerPoint presentation
- Videos
- Worksheets

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

- The class research and complete a project on the impact of migration (contemporary / historical).
- The children find a person to interview who has migrated (within or without Ireland). This could be a parent, guardian, grandparent, neighbour or even a schoolmate. They discuss the impacts positive and negative on that person and bring it back to class.
- The class create their own video about the impact of migration (in general or specific to a group or person).

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.