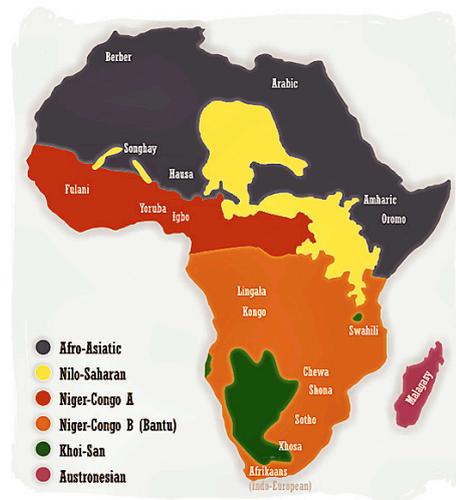


Lesson 2: forced migration



LESSON OBJECTIVE:

- To **UNDERSTAND** THE ISSUES SURROUNDING MIGRATION
- To **EMPATHISE** WITH MIGRANTS IN SPECIFIC CONTEXTUAL SITUATIONS



LESSON OUTCOMES:

- To WRITE A DIARY ENTRY IN THE VOICE OF AN AFRICAN MIGRANT



STARTER

STUDENTS ARE ASKED THE KEY QUESTION OF 'WHO HAS EVER MOVED FROM ONE PLACE TO ANOTHER'? IF TEACHER HAS AN INTERACTIVE WHITE BOARD THEY CAN PROJECT A MAP OF THE WORLD (RESOURCE D) AND PLOT THE DIFFERENT PLACES STUDENTS HAVE MOVED FROM. TEACHER SHOULD ELICIT THE POINT THAT THIS IS MIGRATION.

Learning Outcomes: students can link the key term to their own lives.

STARTER PART 2

TEACHER PROJECTS THE MAP OF THE WORLD (RESOURCE D) ONTO BOARD AND ASKS STUDENTS TO COME UP AND DRAW A LINE WHERE THEY THINK MOST PEOPLE MIGRATE TO AND FROM. TEACHER

SUBSEQUENTLY PROJECTS MAP OF MIGRATION (RESOURCE E) ONTO BOARD AND DISCUSSES HOW MIGRATION PATTERNS DEPEND ON WHAT IS GOING ON IN THE WORLD. STUDENTS COULD BRAIN STORM THEIR IDEAS ABOUT WHAT TYPES OF EVENTS COULD MAKE PEOPLE OR FORCE PEOPLE TO MIGRATE.



MAIN ACTIVITY (PART 1)

STUDENTS WORK IN FRIENDSHIP GROUPS OF 4 OR 5. THEY MUST SIT AROUND A TABLE AND ELECT ONE MEMBER OF THE GROUP TO READ THEIR RESOURCE PACK (RESOURCE F) DETAILING THE SPECIFIC CONTEXTUAL SITUATION THE GROUP IS IN.

MAIN ACTIVITY (PART 2)

SHOCK ANNOUNCEMENT: WAR HAS BROKEN OUT. IT IS NO LONGER SAFE IN THE COMMUNITY AND A LOCAL REBEL GROUP WILL SHORTLY ARRIVE AT YOUR VILLAGE AND FORCE ONE MEMBER OF YOUR GROUP TO MIGRATE. EACH GROUP MUST CHOOSE ONE MEMBER TO MOVE TO ONE OF THE OTHER GROUPS. THEY MUST NOT TAKE ANY OF THEIR BELONGINGS AND THEY DON'T KNOW THAT THEY WILL EVER SEE THEIR FRIENDS AGAIN. ONE MEMBER FROM EACH GROUP JOINS THE NEXT GROUP GOING CLOCKWISE. NEWLY FORMED GROUPS SHOULD SPEND 6 OR 7 MINUTES TALKING ABOUT THEIR CONTEXT, WHERE THEY HAVE COME FROM AND HOW IT FEELS TO HAVE MOVED/ACCEPTED A MIGRANT.

STUDENTS SHOULD NOW WRITE A DIARY ENTRY FOCUSING ON

- HOW THEY FEEL HAVING LOST A MEMBER OF THEIR GROUP TO THE UNKNOWN
- HOW IT FEELS TO HAVE MOVED AS A MIGRANT
- THEIR CONCERNS FOR THE FUTURE

Learning Outcomes: students learn to empathise with both migrants and communities who have had members migrate. They understand how it feels to be in the unknown and students continue to work in role to create a diary extract detailing their feelings.

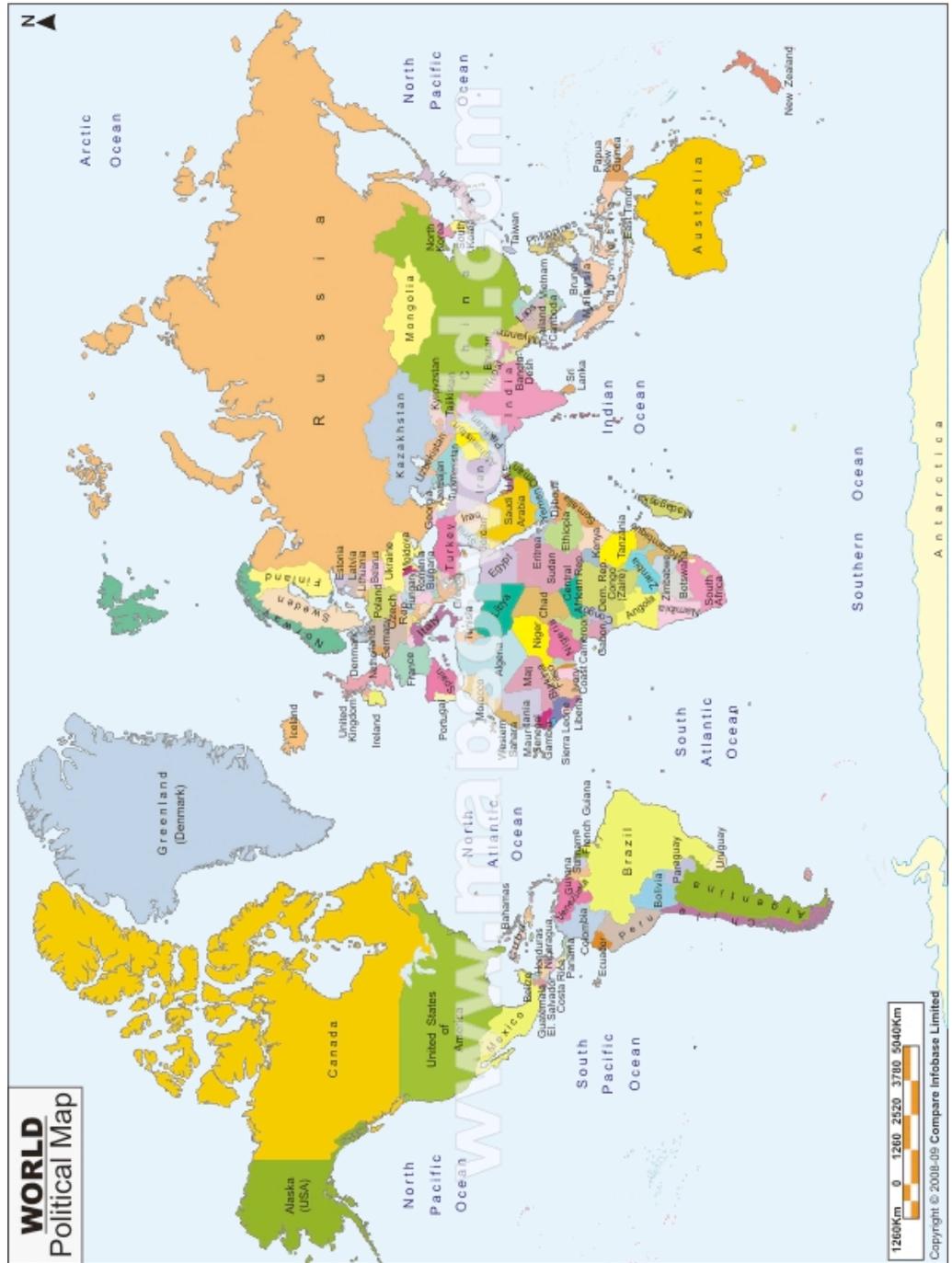


PLENARY

TEACHER TO PUT THE MAP OF AFRICA (RESOURCE G) UP ONTO THE BOARD AND STUDENTS TO REFER BACK TO THEIR INFORMATION PACK AND COME UP TO THE BOARD TO EXPLAIN TO THE CLASS A BIT ABOUT THEIR COMMUNITY, WHAT THEIR MIGRATION PATTERNS ARE AND WHY.

Learning outcomes: students expand on their own personal feelings to migration and gain a wider appreciation of African migration patterns, both causes and consequences.

Resource D - lesson 2



Resource E



- 1 1918 - 1919** : Eastern Europe to USA and Canada
2 1918 : Eastern Europe to Mexico and Central America
3 1918 - 1919 : Eastern Europe to USA and Canada
4 1918 : Eastern Europe to Russia
5 1930 - 1940 : Russia to Siberia
6 1940 : European Jews to USA
7 1950 : Eastern Europe to Mexico and Central America
8 1950 - 1960 : North Africa to France, Spain and Italy
9 1950 - 1960 : West Indies to UK
10 1973 : Ugandan Asians to UK
11 1975 : India, Pakistan and Sri Lanka to UK
1945 : Turkey to Germany
1947 : India, Pakistan and Sri Lanka to UK
1975 : Vietnam to Malaysia, Australia and USA

Resource F - information packs

African migration to Europe

You are a small Algerian community living the desert. Water is scarce and you are concerned your animals might die if they do not receive water soon. You have heard that in Europe people can expect to live until they are 80 years old, whereas in Algeria people usually die before they get to 50. You know that almost 99% of Europeans receive an education whereas only 65% of North Africans do. You have been talking about sending someone to the northern coast of Morocco to try to get into the Canary Islands. You must make sure it is someone who is reliable because the whole community will be relying on them sending back money. It must also be someone who is strong because the route over is harsh and extremely dangerous; many have been known to have died en-route.

The Facts:

The majority of African migrants living overseas are in Europe - about 4.6m. But the Migration Policy Institute believes there are between seven and eight million irregular African immigrants living in the EU.

About two-thirds of Africans in Europe are from north Africa (Algeria, Morocco and Tunisia). An increasing number are travelling from Sub-Saharan Africa, mainly heading for the former colonial powers of France, Germany, Italy and the UK. About 22,016 people reached Italy by boat in 2006. But the sea crossings are not without their dangers - it is thought hundreds die attempting to reach Europe. In June this year, 24 Africans drowned after a dinghy capsized south of Malta.

Resource Pack: Migration in the Congo

You are a small community who have been forced to move from North Kivu (your home) to a refugee camp by armed rebel groups who were threatening your safety. You migrated against your will and you do not have enough resources to migrate to another country. You have one cow that you are trying to keep alive as it is your only source of income and you rely on aid from the international community. However, even though life is difficult in the camp you are all grateful to be safe and with your closest friends. In the evenings you often get together and tell stories, supporting each other through this difficult time.

The Facts: Internal Displacement

Approximately 2 million people remain internally displaced in the Congo, which means they cannot go back to their homes. There are more than 450,000 Congolese refugees in neighbouring countries. The Democratic Front for the Liberation of Rwanda (FDLR) and other rebel groups in North and South Kivu continue to control swaths of countryside, especially remote areas, causing new displacement and making it impossible for those already displaced to return to their land. Armed groups, including the national army (FARDC), have repeatedly engaged in acts of sexual violence, especially against young women and girls. More efforts are necessary to better protect the displaced and the most vulnerable amongst them. Access for humanitarian organizations to assist

displaced populations remains extremely challenging due to ongoing insecurity and poor roads.

Resource Pack: Migration in Uganda

You are a group of friends who have migrated together from your country village in the north of Uganda. You migrated because there were few economic opportunities in your town and you could not make enough money to support your families. You migrated to the city and you now live with each other in an urban slum. You were hoping to gain the opportunity to an education in the city but you have found out that this will not be possible; all the money you make must go to supporting yourselves.

The facts: rural to urban migration

Security: Most rural areas are insecure since most crime like these favour rebel activity. This creates insecurity in rural areas and people will have to migrate in search of a peaceful home... ending up in the urban areas.

Cultural factors: Many people leave their home for urban areas because they are scared of some cultural practices like circumcision. They try to hide in the urban areas.

Standards of living: High standards of living also attract people especially the youths to live in urban areas. They leave their home in rural areas and try to start new urban lives, but are sometimes disappointed.

Rural urban migration has many impacts to the places where these people settle. Slums develop highly in the places since they lack enough accommodation. There is cheap labour since most of the people may not be educated. Most of the culture is destroyed since most people get on with urban western

styles. Since these people are accumulating in the urban places, very soon there is a problem of unemployment.

Resource Pack: Migration in Sudan

You are a group of Sudanese families living in the south of the country. You are concerned that the civil war will lead to destruction for your village, and you are constantly aware that rebel forces might come and force you to leave everything you know. You have heard that child soldiers have been taken and recruited from the village a bit further north, and you are really concerned that you might lose some of your children in this way.

The Facts:

Forced migration can be described as movements of refugees and internally displaced people (those displaced by conflicts) as well as people displaced by natural or environmental disasters, chemical or nuclear disasters, famine, or development projects.

From being host to a net influx of refugees from neighbouring states in the 1970s and early 1980s, Sudan has become a generator of forced migration on an unprecedented scale, creating the world's largest crisis of human displacement. Since 1983 two million Sudanese are reckoned to have died as a result of conflict. About a million have fled to neighbouring countries, and some six million - one sixth of the population - have been displaced within the country. The process has, until relatively recently, been accelerating.

Resource Pack: Migration in Kenya

You are a group of farmers who live in the Kenyan mountains growing coffee. You have been severely affected by the droughts and you see communities and friends suffering around you. You know you must either wait for the rains to come or you must migrate and find somewhere with water and food. You are worried that if you move you will end up in a refugee camp and that you will lose contact with your friends and family.

The Facts

In 2011 drought left 12 million people in Ethiopia, Kenya and Somalia needing help. Famine-like conditions are threatening the lives of some 12 million people in drought-stricken Kenya, Somalia, and Ethiopia. United Nations experts estimate that tens of thousands of people have already died from starvation and related diseases, and the UN is calling the crisis "the world's worst humanitarian disaster."

People are migrating in order to find food and water. Young children are dying on their way to or within a day of arrival at camps in Ethiopia and Kenya, the UNHCR says.

It estimates that a quarter of Somalis are either displaced within the country or living outside as refugees.

The worst drought in 60 years has been compounded by the violence in Somalia.

Resource 6

