

Migrants and refugees

Project Kit description

The activities in this toolkit focus on the topic of immigration. Pupils explore the history of immigration and compare it with immigration patterns of today's Europe. They analyse history and literature to put current events into perspective and into their historical and international context. They learn about the reasons why refugees and migrants are forced to leave their countries. They build empathy for refugees and migrants by putting themselves in their shoes. They gain a deeper insight and a better understanding of what it means to be a migrant or a refugee. The activities in this toolkit are based on eTwinning projects about migrants and refugees.

Pedagogical Objectives

- To assist pupils to identify the realities of migration in today's world.
- To help pupils to compare their own personal experiences in terms of being an immigrant.
- To help pupils to examine the struggles often faced by refugees and asylum seekers.
- To empower pupils to take initiatives to raise awareness and help new migrants.
- To develop pupil's empathy towards refugees, migrants and their situations.

Difficulty level

Intermediate

Key competencies

Civic, Cultural awareness and expression, Digital, Languages

Subjects

Art, Drama, Ethics, Foreign Languages, Geography, History, Language and Literature

Level

16-19

Trace your roots. Most of us have arrived at the place where we live today from somewhere else. Some arrived only recently, while others have ancestors who settled in this place a long time ago. In this activity pupils interview as many pupils as possible at their school to find out which country they come from. The places of their origin are then put on a collaborative map. Each school is assigned a coloured marker. They pin a marker to a country where their pupils are originally from and write the number of pupils who come from that particular country.

Example tool: Zeemaps (<http://www.zeemaps.com>)

Home is where ... Pupils are asked to define the word HOME and think of what HOME means to them. What are the words and ideas that they associate with HOME? Teachers ask pupils to come up with as many answers as they want and create a word cloud from their answers. Pupils from all partner schools can contribute to the same word cloud, or each school can create their own word cloud and then pupils can compare and analyse the differences and similarities between their descriptions and meanings of the word home.

Example tool: Answergarden (<https://answergarden.ch/create/>)

Reasons for immigration. Pupils are asked to think about the reasons why people immigrate. They enter one or more words into a word cloud tool that the teacher has previously set up. Pupils from all partner schools can contribute to the same word cloud, or each school can create their own word cloud and then compare and analyse the differences and similarities between their descriptions of the word home.

Example tool: Mentimeter (<https://www.mentimeter.com>)

Small bag for a big journey. In this activity, pupils think of things that they would take with them if they had to leave their home. Teachers tell pupils that they must escape from their home tomorrow and they must pack immediately. They must decide what to take with them, knowing that they will have to carry their belongings by themselves and that the journey will most likely be long and exhausting. Pupils write about the items they want to take on an online whiteboard. They can also add pictures of the items they want to take.

Example tool: Padlet (<https://padlet.com>)

After posting their ideas, pupils examine photos of migrants and refugees leaving their homes. In small groups, pupils talk about the things that migrants and refugees are carrying with them. They share thoughts about what a refugee bag might or should contain. They compare it with the contents of their bags.

Waves of immigration. Pupils do research on the history of immigration in their countries. They collaboratively create a timeline of the most important events in their country's history that forced the inhabitants to move or flee their homes. They also explore events when their country offered refuge to people who escaped from their countries.

Example tool: Tiki-Toki (<http://www.tiki-toki.com>)

Routes to a safer life. In this activity, pupils compare the migration routes in the past with the migration routes of the present day. In international teams, the pupils do research on different periods in history (e.g. early human migration, the age of industrialisation, the World Wars and their aftermaths, modern day migration, etc.). They can find public domain maps on Pixabay (<https://pixabay.com>). They upload their maps to Google Drawings and use arrows to mark the migration routes on their map.

Example tool: Google Drawing (<http://bit.ly/routes2safety>)

They embed their marked maps in the Twinspace. They compare the routes and discuss how the migration routes have changed over history.

Ancient and Modern Refugees or Fiction and Reality. In this activity, pupils read extracts from Homer's Odyssey and in groups, they compare Odysseus' journey with the journey of today's migrants. After that, they write a story about the journey of a modern-day migrant. They write the story collaboratively. The teacher divides the pupils into four international teams. Each team writes one part of the story: Introduction, First Conflict, Second Conflict, Ending.

Example tool: Twinspace. They can also create a storybook and publish it online.

Example tool: Adobe Spark Page (<https://spark.adobe.com/about/page>)

Evaluation & Assessment

Everyone deserves a chance at a good life

As a follow-up activity pupils create a discussion page (Twinspace Forum) and invite other pupils, teachers and parents to contribute with their ideas on how to help new pupils at their school to adjust to a new life and culture and how to make them feel comfortable in their new school.

Follow-up

Home is... where refugees are greeted with open arms. Find organisations in your local community that welcome migrants and offer to volunteer to help migrants and refugees.