

## Suggested activities for teachers to undertake using the smuggling of migrants video: sheet 1

<b>Cognitive</b>  The knowledge and thinking skills necessary to better understand the world and its complexities	<b>Socio-emotional</b>  The values, attitudes and social skills that enable learners to develop psychosocially and physically, and to live with others respectfully and peacefully	<b>Behavioural</b>  Conduct, performance, practical application and engagement	<b>Teacher</b>  <i>Consider which activities you might undertake using the smuggling of migrants video. Reflect on why you selected the activity and how you plan to implement and integrate it</i>
<p><b>Brainstorming: KWLQ activity</b></p> <p><b>Time:</b> 40 minutes</p> <p><b>Topic:</b> Brainstorming, prior knowledge</p> <p><b>Grade level:</b> secondary (13-18)</p> <p><b>Learning outcomes:</b> students should be able to:</p> <ul style="list-style-type: none"> <li>• Recall prior knowledge</li> <li>• Evaluate their own learning</li> <li>• Formulate further questions</li> </ul>	<p><b>Understanding migration</b></p> <p><b>Time:</b> 40 minutes</p> <p><b>Topic:</b> Understanding the smuggling of migrants in the larger context of migration</p> <p><b>Grade level:</b> secondary (13-18)</p> <p><b>Learning outcomes:</b> students should be able to:</p> <ul style="list-style-type: none"> <li>• Recognize how migration has advanced the growth and development of culture and society</li> </ul>	<p><b>Crossing the line simulation</b></p> <p><b>Time:</b> 50-60 minutes</p> <p><b>Topic:</b> Understanding the motivations of smugglers and migrants</p> <p><b>Grade level:</b> lower secondary (13-16)</p> <p><b>Learning outcome:</b> students should be able to:</p> <ul style="list-style-type: none"> <li>• Understand why the family in the video are motivated to leave their home for another country</li> </ul>	

<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>The information sheet on the different versions of the KWLQ exercise</li> </ul> <p><b>Description:</b></p> <p>Conduct the KW part of the activity before viewing the video. The LQ part of the activity takes place after viewing the video.</p> <p><b>K:</b> What students <b>know</b> about the smuggling of migrants  <b>W:</b> What they <b>want</b> to learn about the subject  <b>L:</b> What has been <b>learned</b> about the subject  <b>Q:</b> What further <b>questions</b> do the students have about the subject?</p> <p>The Q offers opportunities to explore questions students have concerning issues relating to the smuggling of migrants that are not covered in the video.</p> <p><b>Presentation:</b> The students should present the results of their KWLQ activity to the class.</p>	<ul style="list-style-type: none"> <li>Identify both the benefits of and the challenges connected with migration</li> <li>Develop empathy for migrants</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>The glossary</li> <li>The smuggling of migrants video</li> <li>The lesson handout on the introduction to migration</li> </ul> <p><b>Description:</b></p> <p>Before playing the video, introduce the students to the concept of migration and help them understand that the movement of people, whether from within or across borders, is a driver of social change and progress.</p> <p>Begin by asking the students to raise their hands if their parents, grandparents or great-grandparents are from another country.</p> <p>If the lesson is being taught in an area where there are high levels of anti-immigration sentiment, rephrase the question by asking the</p>	<ul style="list-style-type: none"> <li>Identify factors that drive migration</li> <li>Empathize with other people and understand the conditions that force or motivate them to flee</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>The glossary</li> <li>The smuggling of migrants video</li> </ul> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>After viewing the video, go back to scenes 1 to 5 and review key points to help the students deduce what is motivating the smugglers and the migrants to do what they are doing.</li> <li>Ask the students what the conditions on the pier and the state of the people, and what the migrants are willing to give up, tell us about why they want to leave their homes for the country on the other side of the ocean?</li> <li>Ask the students what can be deduced about the motivations of the smugglers? (Smuggling is a</li> </ul>	
---	---	---	--

	<p>students if they have a friend or know someone who has come from another part of the world.</p> <p>The purpose of this question is to relate the concept of migration to students' personal lives.</p> <p>Divide students into two groups. The first group should compile a list of the benefits of migration. This can include aspects relating to creativity, innovation, culture and economic growth, both in destination countries and countries of origin (migrants often perform work that is deemed unattractive to the larger society and they often send money back to their countries of origin).</p> <p>Invite the second group of students to compile a list of challenges connected with migration (not necessarily as a result of migration, but because of prejudice, racism, fear, intolerance and ignorance). Invite the groups to share their lists with the class.</p> <p>To conclude, ask the class to write a list of ways that prejudice, racism,</p>	<p>business where smugglers profit from facilitating the illegal entry of desperate people into other countries).</p> <p><b>Review the following scenes with the students:</b></p> <p><u>Scene 1:</u> A beach where migrants are lined up on a pier. An unsafe boat is docked on the pier. Ask the students what they notice about the people lined up on the pier.</p> <p><u>Scene 2:</u> The family stands on the edge of the pier. They stare out across the ocean at a seemingly vibrant country.</p> <p><u>Scene 3:</u> The hopeful faces of the family are reflected in the vibrant country.</p> <p><u>Scene 4:</u> An inflatable boat is docked at the pier. A smuggler is standing at the front of the boat.</p> <p><u>Scene 5:</u> The line of migrants moves steadily as the boat fills. Each passenger hands over a prized possession to the smuggler.</p>	
--	--	---	--

	<p>fear, intolerance and ignorance can be challenged and overcome.</p> <p><b>Key messages:</b></p> <p>Migration nurtures cultural diversity, multilingualism and cultural exchange, and is a source of creativity and innovation. It introduces new cuisines and different approaches to problem solving.</p>	<p><b>Simulation:</b></p> <ul style="list-style-type: none"> <li>• Draw a line on the ground. Randomly pick students to be placed on one side of the line or the other. Place them some distance apart.</li> <li>• Give a treat to the students on one side of the line. Do not give the students on the other side a treat. Tell them this is because they are on the wrong side of the line.</li> <li>• Explain to the students on the wrong side of the line that they have 10 seconds to try to cross the line. This can be made more challenging by creating obstacles, such as by putting chairs in the way, by blindfolding the students or by telling the students that they have to hop on one foot, cannot speak or have to carry something as they try to cross the line.</li> </ul>	
--	---	---	--

		<p><b>Debriefing:</b> ask students the following:</p> <ul style="list-style-type: none"> <li>• What is the simulation meant to teach them? (it is meant to help them understand why and how people flee from one country to another)</li> <li>• What does the line represent? (the border between two countries)</li> <li>• What does the treat represent? (a desired resource that attracts people to leave their country of origin)</li> <li>• What might the blindfold and inability to speak represent? (harsh conditions in the origin country, which serve as reasons for people to leave, and disabilities in the migrating population)</li> </ul> <p><b>Key messages:</b></p> <ul style="list-style-type: none"> <li>• People migrate for many reasons. They migrate to reunite with family members and in pursuit of desirable resources, which may or may not be accessible on arrival,</li> </ul>	
--	--	--	--

		<p>and to escape poverty, persecution and war.</p> <ul style="list-style-type: none"> <li>• The reasons for migration are often interconnected and these push-and-pull factors make people vulnerable.</li> <li>• Smugglers exploit these vulnerabilities. They are motivated to facilitate illegal entry into and stay in another country in return for money and other materials benefits.</li> </ul>	
--	--	---	--