

## Suggested activities for teachers to undertake using the smuggling of migrants video: sheet 3

<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>Mapping the plot</b></p> <p><b>Time:</b> 30 minutes</p> <p><b>Topic:</b> Mapping the plot</p> <p><b>Grade level:</b> lower secondary (13-16)</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• The smuggling of migrants video</li> <li>• The sample plot diagram</li> </ul>	<p><b>The human cost of migrant smuggling</b></p> <p><b>Time:</b> 40 minutes</p> <p><b>Topic:</b> Understanding the human cost of migrant smuggling</p> <p><b>Grade level:</b> secondary (13-18)</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• The smuggling of migrants video</li> <li>• <a href="#">Toolkit to Combat Smuggling of Migrants</a></li> <li>• <a href="#">Global Study on Smuggling of Migrants 2018</a></li> </ul>	<p><b>Sharing stories</b></p> <p><b>Time:</b> 30 minutes</p> <p><b>Topic:</b> Facilitating engagement and understanding through storytelling</p> <p><b>Grade level:</b> secondary (13-18)</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• The smuggling of migrants video</li> <li>• Case studies (pages 7-9 and 71) from the <a href="#">Toolkit to Combat Smuggling of Migrants</a></li> </ul>	

<p><b>Learning outcomes:</b> students should be able to:</p> <ul style="list-style-type: none"> <li>• Map the plot and the sequence of the story in the video</li> <li>• Identify the internal structure of the story in the video and expand on it</li> </ul> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• After the students have viewed and discussed the video, ask them to use a plot diagram to map the key events in the video. They can do this individually or in groups.</li> </ul> <p>Mapping the plot structure lets the students visualize the key features and forms of the story, and helps them understand the key messages about the smuggling of migrants.</p> <ul style="list-style-type: none"> <li>• The students will need to know the basic elements of a plot diagram (see the sample plot diagram):             <ul style="list-style-type: none"> <li>○ Plot</li> <li>○ Exposition</li> </ul> </li> </ul>	<p><b>Learning outcome:</b> students should be able to:</p> <ul style="list-style-type: none"> <li>• Describe the dangers faced by smuggled migrants</li> </ul> <p><b>Description:</b></p> <p>After viewing the video, ask the students to identify the dangers that migrants face during the smuggling process. For example, abuse, violence, exposure to disease and drowning.</p> <p><b>Note:</b> Ask upper secondary students (ages 16-18) to read the “Nok” case study in the <i>Toolkit to Combat Smuggling of Migrants</i> (tool 1, page 40) and list all the possible dangers. Invite the students to share their lists with the class and discuss what they have written.</p> <p><b>Conclude</b> by sharing information on the number of reported migrant fatalities in 2017 (page 13 of the <i>Global Study on Smuggling of Migrants 2018</i>). Other reliable statistics can also be used.</p>	<p><b>Learning outcome:</b> students should be able to:</p> <ul style="list-style-type: none"> <li>• Share stories of friends or family members who have used smugglers to flee a country and enter into and stay in another country</li> </ul> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• After viewing the video, ask the students to read the case studies of Morgan and Sue in the <i>Toolkit to Combat Smuggling of Migrants</i>.</li> <li>• Ask the students to sit in a circle and to share stories of friends or family members who have used smugglers to flee one country and enter another.</li> <li>• Ask the students to talk about whether these acts of migration have improved the lives of family or friends members, both those in the country of origin and the country of destination.</li> </ul>	
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<ul style="list-style-type: none"> <li>○ Inciting event</li> <li>○ Rising action</li> <li>○ Climax</li> </ul> <ul style="list-style-type: none"> <li>• Replay the various sections of the video to facilitate the mapping.</li> <li>• After the mapping is completed, invite the students to add text and to further describe the exposition or the climax.</li> </ul>	<p><b>Key message:</b></p> <ul style="list-style-type: none"> <li>• Thousands of migrants die during the smuggling process.</li> </ul>	<p><b>Key messages:</b></p> <ul style="list-style-type: none"> <li>• Because of where they were born or who their parents are, many young people face a much harsher future than their peers in other parts of the world. As a result, many people are willing to take great risks, including violating immigration laws, to leave their homes and seek the chance of a better life elsewhere.</li> <li>• In some communities, the practice is very common and illegal immigration bears no social stigma.</li> <li>• As a result of having to enter countries illegally, undocumented migrants may resort to using the services of smugglers to help them do so.</li> </ul>	
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--