

Suggested activities for teachers to undertake using the smuggling of migrants video: sheet 4

Cognitive The knowledge and thinking skills necessary to better understand the world and its complexities	Socio-emotional The values, attitudes and social skills that enable learners to develop psychosocially and physically, and to live with others respectfully and peacefully	Behavioural Conduct, performance, practical application and engagement	Teacher <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>Debating the issue of migrant smuggling</p> <p>Time: 60-90 minutes (this lesson can be taught over two days. Viewing the video, debriefing and preparing for the debate may take more than one day)</p> <p>Topics: Public speaking, developing evidence-based arguments and critical thinking</p> <p>Grade level: upper secondary (16-18)</p>	<p>Migrant smuggling and human rights</p> <p>Time: 30-40 minutes</p> <p>Topic: The Universal Declaration of Human Rights and the dangers of migrant smuggling</p> <p>Grade level: lower secondary (13-16)</p>	<p>Role-playing</p> <p>Time: 60-90 minutes (the lesson can be taught over two days)</p> <p>Topic: Role-play communication and drama-based education</p> <p>Grade level: secondary (13-18)</p>	

<p>Materials:</p> <ul style="list-style-type: none"> • The smuggling of migrants video • Case studies (pages 7-9 and 71) from the <u>Toolkit to Combat Smuggling of Migrants</u> <p>Learning outcome: students should be able to:</p> <ul style="list-style-type: none"> • Develop evidence-based arguments to support claims <p>Description:</p> <ul style="list-style-type: none"> • After viewing the video and carrying out a debriefing, divide the students into four debate teams. • Assigned each team a case study from the <i>Toolkit to Combat Smuggling of Migrants</i>. Other appropriate case studies can be also be used. • Ask the teams to read the case studies and using the Toolkit (and other resources if required) to develop claims and supporting arguments for and against the notion that the person and their 	<p>Materials:</p> <ul style="list-style-type: none"> • The smuggling of migrants video • The lesson handout on the smuggling of migrants and human rights • <u>Illustrated edition of the Universal Declaration of Human Rights</u> • <u>Global Study on Smuggling of Migrants 2018</u> <p>Learning outcomes: students should be able to:</p> <ul style="list-style-type: none"> • Identify the dangers involved in the smuggling process, both those faced by the migrants and by the authorities acting to combat the practice • Make the link between the dangers faced by migrant during the smuggling process and infringements of human rights afforded by the Universal Declaration of Human Rights <p>Description:</p> <p>The purpose of this assignment is to help the students recognize the</p>	<p>Materials:</p> <ul style="list-style-type: none"> • The smuggling migrants video • <u>Global Study on Smuggling of Migrants 2018</u> <p>Learning outcomes: students should be able to:</p> <ul style="list-style-type: none"> • Role play an extended scene from the video • Portray how smugglers facilitate the illegal entry of smuggled migrants into countries <p>Description:</p> <ul style="list-style-type: none"> • After viewing and discussing the video, ask the students to envision the family making a successful journey on the boat to their destination. • Divide the students into groups and ask them to prepare a script about the family's first few days in the new country. The script should depict both positive and negatives developments. It should also include how 	
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<p>family in the case study are better off staying or leaving their country.</p>	<p>dangers faced by migrants during the smuggling process and how the safety and human rights of migrants are endangered.</p> <ul style="list-style-type: none"> • After viewing the video, discuss with the students the dangers that the migrants are exposed to on the boat, such as the boat sinking, drowning and exposure to the elements and disease. • Discuss with the students the dangers that migrants face when they reach their destination, such as discrimination, a lack of personal safety and security, continued indebtedness to the smuggler, being trafficked and the denial of basic needs, such a health care, education and freedom of movement. Highlight that women and children can be disproportionately impacted by these dangers. • Explain to the students that they should link the dangers faced by migrants during the smuggling process to infringements of their human rights. For example, a lack 	<p>smugglers facilitate the stay of the family in the country.</p> <ul style="list-style-type: none"> • Ask the students to role play the script to the class. • Use the <i>Global Study on Smuggling of Migrants 2018</i> as a resource to determine the type of services smugglers offer and what challenges and opportunities await migrants. 	
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	<p>of personal safety and security is an infringement of article 3 of the Universal Declaration of Human Rights.</p> <ul style="list-style-type: none"> • To help the students learn more about the rights afforded by the Universal Declaration of Human Rights, refer them to the illustrated online version published by the United Nations. • Using the handout on the smuggling of migrants and human rights and the illustrated edition of the Universal Declaration of Human Rights, the students should be able to link dangers faced by smuggled migrants with infringements of human rights afforded by the Universal Declaration of Human Rights. <p>Extension:</p> <p>You can discuss with the students what human rights violations the migrants may have been faced in their country of origin. For example, migrants are often fleeing poverty, persecution and violence.</p>		
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	<p>Key messages:</p> <p>Remind the students of the key messages about the smuggling of migrants:</p> <ul style="list-style-type: none">• Smuggled migrants are vulnerable to many forms of violence and crime, such as rape, extortion, theft, kidnapping and human trafficking• Smuggled migrants have human rights that must be respected, including the right to be treated with dignity and the right to personal safety• It is important to raise awareness about the smuggling of migrants, to address the root causes of the vulnerabilities linked to the practice, such as poverty, conflict and environmental disaster, and to uphold human rights.		
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