

Suggested activities for teachers to undertake using the smuggling of migrants video: sheet 5

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>Questioning assumptions art project</p> <p>Time: 60 minutes</p> <p>Topic: Art and inference</p> <p>Grade level: lower secondary (13-16)</p> <p>Materials:</p> <ul style="list-style-type: none"> • Paper • Poster boards • Colouring pencils 	<p>A new beginning and a new ending activity</p> <p>Time: 40-50 minutes</p> <p>Topic: Plot analysis and alternative beginnings and endings</p> <p>Grade level: lower secondary (13-16)</p> <p>Materials:</p> <ul style="list-style-type: none"> • The lesson handout on defining the smuggling of migrants and related activity 	<p>Comparing and contrasting the smuggling of migrants and trafficking in persons</p> <p>Time: 60 minutes (the lesson can be taught over two days)</p> <p>Topic: Analysis, concept mapping</p> <p>Grade level: upper secondary (16-18)</p> <p>Materials:</p> <ul style="list-style-type: none"> • The smuggling of migrants video • The human trafficking video 	

<ul style="list-style-type: none"> • Paint brushes • Paints • Crayons and/or markers <p>Learning outcome: student should be able to:</p> <ul style="list-style-type: none"> • Design a poster or a brochure of the country of destination depicted in the video • Explain why the family was attracted to the country in the video • Critique commonly held assumptions about migrants <p>Description:</p> <ul style="list-style-type: none"> • Before viewing the video, ask the students to list commonly held assumptions about migrants. If they need help, ask them to write down what they believe to be true about migrants. • After viewing and discussing the video, ask the students to review the list. This may require replaying the video. 	<ul style="list-style-type: none"> • The lesson handout on an introduction to migration • The alternative beginning template • The alternative ending template <p>Learning outcomes: students should be able to:</p> <ul style="list-style-type: none"> • Explore alternative beginnings and endings for the story in the video • Write an alternative beginning and an alternative ending <p>Description:</p> <p>After viewing the migrant smuggling video, ask the students to discuss and develop an alternative ending to the story and share it with the class.</p> <p>Extension:</p> <p>Ask the students to develop an alternative beginning to the story. Invite them to share their alternative beginnings with the class.</p>	<ul style="list-style-type: none"> • The template for comparing and contrasting the smuggling of migrants and the trafficking of persons • Global Study on Smuggling of Migrants 2018 <p>Learning outcomes: students should be able to:</p> <ul style="list-style-type: none"> • Compare and contrast the smuggling of migrants and human trafficking, and identify differences and similarities <p>Description:</p> <ul style="list-style-type: none"> • Show both videos to the students and ask them to discuss what they have seen. • Divide the students into groups and ask them to consider the scenarios in the two videos and how they are similar and different. • Hand out the template for comparing and contrasting the smuggling of migrants and the 	
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<ul style="list-style-type: none"> • Ask the students what may have attracted the family to the destination to the extent that they were willing to risk their lives to get there? • Remind the students that numerous factors drive migration, such as the prospect of a better life and the fleeing of hardship and persecution in countries of origin. • Prompt the students to question commonly held assumptions about migrants, such as they are dangerous, uneducated or looking for a handout. • Help the students to recognize that situations like the one depicted in the video are not always friendly to migrants. <p>Extension:</p> <ul style="list-style-type: none"> • Invite the students to work in groups or individually to develop artwork, such as sketches, flyers, brochures or posters that depict in 	<p>Key message:</p> <ul style="list-style-type: none"> • Smuggled migrants have human rights that must be respected, including the right to be treated with dignity and the right to personal safety. <p>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, violence, crime and conflict) and to uphold human rights.</p>	<p>trafficking of persons to facilitate this contrast and comparison activity.</p> <ul style="list-style-type: none"> • Conclude by sharing or displaying the table 1 entitled “Summary of the key differences between migrant smuggling and trafficking in persons” on page 20 of the <i>Global Study on Smuggling of Migrants 2018</i>, and asking the students to compare their findings with the information in the table. 	
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<p>detail what attracted the family to the country.</p> <ul style="list-style-type: none"> • When the students have completed this task, put their artwork on display so that everyone can view the art as part of a gallery walk. • The students should be able to explain why the family was attracted to the country as they have depicted it in their artwork and how the family might be welcomed into a new community. <p>Key messages:</p> <ul style="list-style-type: none"> • The smuggling of migrants impacts countries around the world, whether they are as countries of origin (where migrants are citizens), transit countries (that serve as transit stations or stops) or countries of destination. • The smuggling of migrants and related activities generate a profit for smugglers and organized crime groups, while exposing migrants 			
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to the risk of abuse, injury and death.			
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