

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

Cognitive	Socio-emotional	Behavioural	Teacher
The knowledge and thinking skills necessary to better understand the world and its complexities	The values, attitudes and social skills that enable learners to develop psychosocially and physically, and to live with others respectfully and peacefully	Conduct, performance, practical application and engagement	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
Questioning assumptions art project	A new beginning and a new ending activity	Comparing and contrasting the smuggling of migrants and trafficking in persons	
Time: 60 minutes	Time: 40-50 minutes	Time: 60 minutes (the lesson can be taught over two days)	
Topic : Art and inference	Topic : Plot analysis and alternative beginnings and endings	Topic : Analysis, concept mapping	
Grade level: lower secondary (13-16)	Grade level: lower secondary (13-16)	Grade level: upper secondary (16-18)	
Materials:	Materials:	Materials:	
PaperPoster boardsColouring pencils	The lesson handout on defining the smuggling of migrants and related activity	The smuggling of migrants videoThe human trafficking video	



- Paint brushes
- Paints
- Crayons and/or markers

Learning outcome: student should be able to:

- 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

Description:

- 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.

- The lesson handout on an introduction to migration
- The alternative beginning template
- The alternative ending template

Learning outcomes: students should be able to:

- Explore alternative beginnings and endings for the story in the video
- Write an alternative beginning and an alternative ending

Description:

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.

Extension:

Ask the students to develop an alternative beginning to the story. Invite them to share their alternative beginnings with the class.

- The template for comparing and contrasting the smuggling of migrants and the trafficking of persons
- Global Study on Smuggling of Migrants 2018

Learning outcomes: students should be able to:

 Compare and contrast the smuggling of migrants and human trafficking, and identify differences and similarities

Description:

- 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



- 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.

Extension:

 Invite the students to work in groups or individually to develop artwork, such as sketches, flyers, brochures or posters that depict in

Key message:

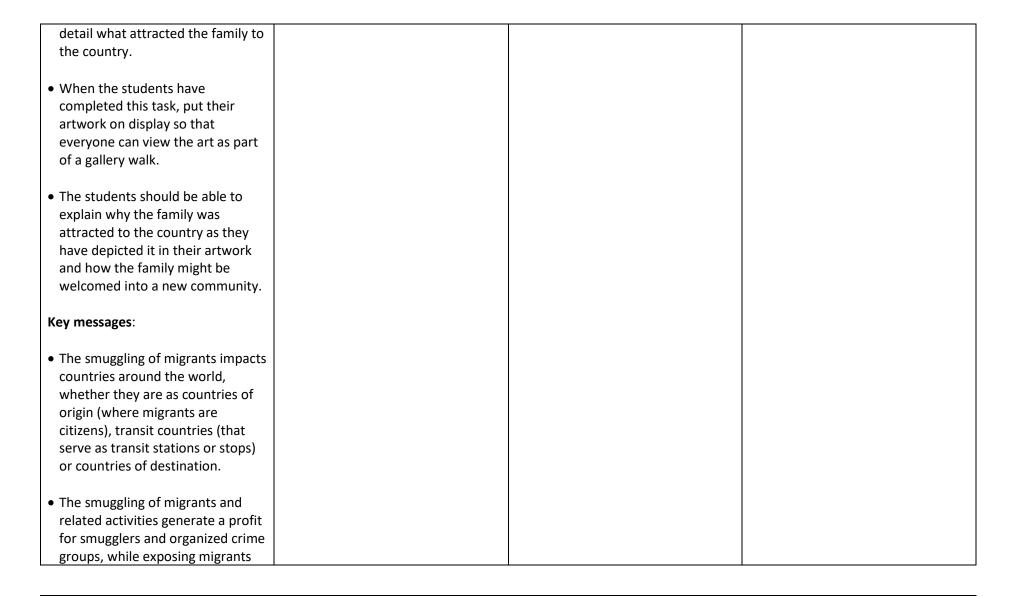
 Smuggled migrants have human rights that must be respected, including the right to be treated with dignity and the right to personal safety.

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, violence, crime and conflict) and to uphold human rights.

trafficking of persons to facilitate this contrast and comparison activity.

 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 Global Study on Smuggling of Migrants 2018, and asking the students to compare their findings with the information in the table.







to the risk of abuse, injury and		
death.		