



Project Website <https://pros4democracy.internprize.eu/>

Activity Video Summary <https://www.youtube.com/watch?v=vYP-E2dC9IM>

Lesson Category

Socio-Emotional Literacy

Title

Immigrants and society

Area(s)

Youth politicization-raising awareness and prolific criticism on the issue of immigration.

Objectives

Students aim to:

- 1. to know and understand the phenomenon of migration**
- 2. study the social and political dimensions of migration.**
- 3. be aware of both the problems of immigrants and those of the society that accepts them.**

Time needed

8 teaching hours

Materials needed

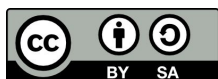
Computer, a sheet of paper

Age level(s)

14-18

Number of participants per group

The whole class in groups of 4



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<https://eurovoters.eu>

Immigrants and society

Step-by-step description of activity

1. A video is presented to the children (<https://www.youtube.com/watch?v=gwy9KhUXS0U>) which contains scenes from the migration of the Greeks in the middle of the 20th century. (Alternatively, the film or part of Charlie Chaplin's "The Immigrant" may be shown.)
1. During the screening the teacher asks the students to write down words that come to their mind spontaneously (they are more likely to hear words such as: despair, sadness, anxiety, injustice, poverty, tragedy, unknown, etc.). In this way, children's empathy will be activated and they will be able to better understand the meaning of migration.
1. On the occasion of the video that the students watched, we ask them to answer the following questions:
 - a. What period is the video referring to?
 - b. What issues does it refer to?
 - c. Introduce in 2-3 lines the basic meaning of the story.
 - d. What is the image we have of the immigrant today?
 - e. Have any characteristics of the immigrant changed compared to the past? If so, describe them briefly.
4. Following is a role play in which students are divided into two large groups. In one group are the immigrants who will talk about their reasons for migrating and living conditions and in the other group are citizens of the host country, who will talk about the feelings they feel about them and the ways in which immigrants are treated by politicians.
4. In the next phase, students watch a video (<https://www.youtube.com/watch?v=bCusFgxHpD8>) with people protesting against the entry of immigrants into their country and addressing problems created by their society.
4. We ask students to record which of them they think create a relevant problem.
4. We encourage students to participate in a virtual debate on the free entry of immigrants in our country. Two students will undertake to present the different views on the topic (students who want). Three students help each group choose arguments. A student will have the role of coordinator (preparation)
4. The groups present their arguments in the plenary of the class.
4. Students vote for the student who is most convincing with their positions.
4. Discussion follows.

Strategies of teaching and learning

Problem-based learning, critical event analysis, collaborative role-playing and simulations.

Evaluation

Students are asked to empathize with immigrants. Through activities-tasks that will be given to them for further knowledge and research they can deal with the causes of migration in their time (eg 19th -20th-21st century). Students will then capture in groups their work in articles in a school newspaper or blog.

Notes to the educator

- The teacher helps the students when necessary and provides them with information only to help them achieve the above goals and conclusions.
- The activity can be applied to Language Education and Citizenship courses.

Notes to the students

Students can use computers throughout the lesson if additional clarifications are needed.

Suggestions for follow-up activities:

In combination with the history lesson, students are asked to study (in groups) basic elements of migration during the 19th, 20th and 21st centuries. They look for the causes of migration in different times and peoples and present them in two paragraphs (each group) in the form of an article in a school newspaper.

Worksheet 1

1. After watching the video, record words that come to mind spontaneously:

1. Answer the following questions:

- a. What period is the video referring to?
- b. What issues does it refer to?
- c. Introduce in 2-3 lines the basic meaning of the story
- d. Today what is the image we have of the immigrant
- e. Have any characteristics of the immigrant changed compared to the past? If yes, describe briefly

1. Discuss with your classmates the timelessness of migration.

Worksheet 2

1. Role play: students are divided into two large groups. In one group are the immigrants who will talk about their reasons for migrating and living conditions and in the other group are citizens of the host country, who will talk about the feelings they have about them and the ways in which the immigrants are treated.
2. After the video, record what you watched that creates problems in society.
3. You undertake to present as politicians whether or not you agree with the free entry of immigrants in our country.

Supporting material

<https://rm.coe.int/-1-/168075b8b1>