



Liceul de Artă „Margareta Sterian”
Buzau, Romania.

Methodological guide

Migration 2016-1-RO01-KA219-024814
2016-2018

Strategic partnership 2016-1-RO01-KA219-024814



Erasmus+

The methodological guide has developed out of the activities implemented within Erasmus+ project, „MIGRATION“ 2016-1-RO01-KA219-024814 for two years. It is the jointly work of teachers coming from eight countries: Romania (the coordinator), Sweden, Turkey, Austria, Spain, Croatia, Germany and Italy. The lesson plans are mostly about the migration process from different perspectives, they are diverse concerning the content, time and resources.

It is meant to be an inspirational tool for educators around the world not only to be used in the classroom, but also as informative resources as it provides detailed guidance in the development of materials and it also serves as a basis for the development of curriculum.

Many thanks to all the teachers who contributed and shared their work and ideas:

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Teacher: Lo Presti

Teacher: Sara Dahl

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Teacher: Ramir Dàvila and Albert Cantarell

Teacher: Mario Sanchez, Zuriñe Resa

Teacher: Arnold Frick

Teacher: Andreas Roesch

Teacher: Boel Jordahl

Teacher: Gemma Boncompte

Teacher: Kristina Strand

Teacher: Angela Di Maio

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People of migrants across seas and lands		
CLASS: 2 F		DATE: 1st Term
Teacher Mrs Lo Presti/ Italian		School ICS Scinà Costa Palermo Italy
LEARNING OBJECTIVE/S:		
Social area		
<ul style="list-style-type: none"> - Knowing oneself and the other; - concept of cultural identity; - difference as enrichment; - being open to multiculturalism; - citizenship. 		
Cognitive area:		
<ul style="list-style-type: none"> • watching the present times through the knowledge of the past; • knowing the migration flows; • acquiring concepts of mother tongue, official language, national language, vehicular language, acquisition of a language, lingua franca; • the relationship among language, culture and territorial identity • concept of minority; • achieving communicative competence • Open oneself to new experiences and views 		
RESOURCES REQUIRED		
<ul style="list-style-type: none"> •)Whiteboard • Written documents 		
videos		
LESSON OUTLINE: 4 UNITS		
<ol style="list-style-type: none"> 1. <i>MOTIVATION</i> 2. <i>MIGRATION ACROSS THE SEA</i> 3. <i>MIGRATIONS THROUGH THE LAND</i> 4. <i>INTERCULTURALITY</i> 		
Structure & time	Groupings (S-S, T-S, GW, TW, PW)	Activities(add one row for each activity)
1 ST UNIT 2 HOURS	S S G W	THE GAME OF THE SQUARES
2 HOURS	S S GW	THE ILLUSIONISTIC IMAGES
2 ND UNIT	GW T S	READING A PASSAGE FROM Report about Italian immigrants made by the Immigration Inspectorate at the US Congress, october 1912
	GW T S	The students watch the film "Nuovomondo"
	GW	The study of the site about Italian migration https://libertyellisfoundation.org
	GW	The site about satire about Italian migrants: http://www.democraziapura.altervista.org/?page_id=7649
	S	CLASS SURVEY ABOUT MIGRANTS IN THEIR FAMILIES
3RD	T S	Documentary film by L. Vullo "From sulfur to coal"

UNIT		
	S S	Search of documents about Italy_Belgium Treaty ,in reference to the exchange of migrants with coal.
	T S	Reading the poesy "Lu trenu di lu sulì" by Ignazio Buttitta
4 TH UNIT	T S	<ul style="list-style-type: none"> Online video about how the Italians are perceived in Europe: http://www.youtube.com/watch?v=JCvQ8y2OmCY&NR=1
	T S	Game of the big box containing objects from different countries.
	T S	Activity about the false concept of race through the analysis of the document "Manifesto della razza", 1938.
	S S	Study of different styles of nutrition in Science and Technology: each student brings a typical Italian receipt, best known all over the world.

Anticipated problems

Before carrying out the present problems connected to migration, it's important to deepen it from the historical point of view, in order to elicit some specific periods and the countries involved in the phenomenon of Italian migration

Evaluation of pupils' learning:

The criteria will be: the students' process of working ,their motivation, their effort rather than the products carried out.

• Bibliography

Rapporto dell'ispettorato per l'immigrazione del Congresso degli Stati Uniti sugli immigrati italiani, ottobre 1912);

"La spartenza" di Tommaso Bordonaro, Navarra Editore 2013

"Lu trenu di lu sulì" di Ignazio Buttitta, 1963

Lettera dello zio d'America, tratta da «Addio senza Addio, storia di uno zio d'America» di Marco Jaccond, pp 38 / 39

"Manifesto della razza", 1938 ("La difesa della razza", direttore Telesio Interlandi, anno I, numero 1, 5 agosto 1938, p. 2)

Film "Nuovomondo" E. Crialesi, 2006

Film documentario del regista L. Vullo "Dallo zolfo al carbone", 2008

Film Sacco e Vanzetti di G. Montaldo, 1971

Museo dell'immigrazione: sito <https://libertyellisfoundation.org>

La satira anti-italiana (quando gli immigrati eravamo noi): come venivano visti gli italiani:http://www.democraziapura.altervista.org/?page_id=7649

Visione del filmato on line su come sono percepiti gli italiani in Europa:

<http://www.youtube.com/watch?v=JCvQ8y2OmCY&NR=1>

What is migration?

CLASS: 3 E	DATE: 1st Term	
Teacher Mrs Di Maio/ English	School ICS Scinà Costa Palermo Italy	
LEARNING OBJECTIVE/S: <ul style="list-style-type: none"> - Knowing what Migration is - Reflection on types of migration: external, internal, immigration, emigration - Acceptance of the differences between people - Knowing the reasons that drive people to migrate 		
RESOURCES REQUIRED <ul style="list-style-type: none"> • Whiteboard • Written documents 		
LESSON OUTLINE: 3 UNITS <ol style="list-style-type: none"> 1. <i>MIGRATION</i> 2. <i>DIFFERENCE BETWEEN IMMIGRATION AND EMIGRATION</i> 3. <i>REASONS</i> 		
Structure & time	Groupings (S-S, T-S, GW, TW, PW)	Activities(add one row for each activity)
1 ST UNIT 1 hour	S S G W	OBSERVATION (Students observe some pictures related to Migration)
1 hour	S S GW	Game of words: students (in groups of five) find words related to migration and write them on a sheet of paper. At the end every group gives a definition of Migration)
2 ND UNIT 2 hours	GW T S	Students watch the film “Spanglish” (https://www.youtube.com/watch?v=--2IG_rxfUM)
	GW	Class comment on the film and reflect on the reasons which drive people to migrate
3RD UNIT	T S	Class survey about migrants in their family
	S S	Reading the book “Il mare nasconde le stelle” and survey
	S S GW	OBSERVATION : Students look at a picture in which they see immigrants from different countries Role-play This activity gives the students the opportunity to imagine themselves as the immigrants in the images. The students are in groups of five. Each student takes on the role of one of the six people in the photograph. Give the students a few minutes to think about their role. Then the group should speak as naturally as possible about themselves and compare their circumstances.

Anticipated problems

Before carrying out the present problems connected to migration, it's important to find some information on the Internet, on media, etc. to understand better the phenomenon of migration.

Evaluation of pupils' learning:

The criteria will be: the students' process of working, their motivation, their effort rather than the products carried out.

Bibliography:

Francesca Barra , Il mare nasconde le stelle, Ed. Garzanti

Articles and pictures on newspapers " La Repubblica" - "Il Giornale di Sicilia"

Instructional texts		
CLASS: IMSPR17AV		DATE: Oct
Teacher Boel Jordahl		School ESS-gymnasiet Väst
LEARNING OBJECTIVE/S:		
<ul style="list-style-type: none"> • Expansion of vocabulary in domestic area • Pronunciation of the relevant words • Understanding the importance of sequencing in instructions • Understanding abbreviations of measurements (tsp for teaspoon etc) 		
RESOURCES REQUIRED		
<ul style="list-style-type: none"> • Kitchen, baking utensils, cake recipe • baking ingredients: cocoa powder, flour, sugar 		
LESSON OUTLINE:		
Structure & time	Groupings (S-S, T-S, GW, TW, PW)	Activities(add one row for each activity)
15 minutes	T-S	Reading the recipe aloud
10 minutes	T-S	Assembling the ingredients and the utensils/kitchenware
15 minutes	S-S	Measuring
20 minutes		Stirring and mixing
		Baking time meant washing up and preparing for next step. Coffee brewing.
10 minutes	S-S	Cutting the whole cake into pieces which were served to the other students.
<u>Anticipated problems</u>		
<p>Lack of interest: did not happen. Everyone was eager to show their skills. The physical action and the tactile nature of this lesson activated students. Silent students overcame speech anxiety when they were asked to read aloud from the recipe that was taped on the whiteboard (see blog for images).</p>		
<u>Evaluation of pupils' learning:</u>		
Two weeks later, the students remembered most verbs that mean stirring, baking in the oven etc, whereas nouns such as sieve and ladle had to be repeated.		

Hunters become farmers – reading to learn		
CLASS: Upper secondary school, language introduction		DATE: October 2017
Teacher Sara Dahl		School: ESS-gymnasiet
LEARNING OBJECTIVE/S:		
<ul style="list-style-type: none"> • Understanding of antiquity and about how hunters become farmers • Vocabulary about antiquity • Implicit and explicit grammar • Improved communication skills 		
RESOURCES REQUIRED		
<ul style="list-style-type: none"> • Texts about antiquity (appendix 1) • “Reading to learn” questions (appendix 2-3) • Questions about antiquity (appendix 4) 		
LESSON OUTLINE:		
Structure	Groupings	Activities
1. Introducing the subject	T- S	1. Showing the students the lesson plan and goals.
2. Reading texts	T-S	2. Reading descriptive texts about antiquity: Hunters become farmers and The agriculture came from the south (appendix 1) together.
3. ”Reading to learn”	T-S	3. Using the methodology “reading to learn”. The teacher asks questions about the text (appendix 2 + 3). The students mark words in the text with marker pens.
4. Retell the text	T-S	4. A student writes the marked words on the whiteboard and retell the content of the text.
5. Answering questions in writing	S-S	5. Students answer questions about the text in writing (appendix 4).
<u>Evaluation of pupils’ learning:</u>		
The students were focused and the “reading to learn” questions gave them a deeper understanding of the text. The students improved their historical knowledge of antiquity at the same time they improved their Swedish.		

Appendix 1

Hunters become farmers

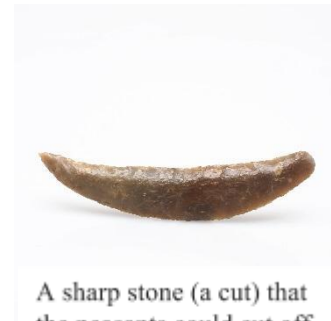
The hunter people did not live in the same place for so long. They moved to places where there were animals to chase and plants to gather. However, about 6000 years ago, there were people in the Nordic region who lived as peasants: they cultivated fields and had cows. They lived in villages next to their fields.

The agriculture came from the south

We do not know how the agriculture was introduced in the Nordic region.

Was it immigrants from the south who came with the agriculture? Or had hunters greeted the farmers in the south and then decided to try to grow themselves?

Agriculture has occurred in different places on earth, but that agriculture that spread to the Nordic countries began in present Turkey 4000 years earlier, i.e. 10,000 years ago.



A sharp stone (a cut) that the peasants could cut off the seed with.

Appendix 2

Hunters become farmers

The hunter people did not live in the same place for so long.

They moved to places where there were animals to chase and plants to gather. However, about 6000 years ago, there were people in the Nordic region who lived as peasants: they cultivated fields and had cows.

They lived in villages next to their fields

Questions to the text

Mark the words in the text with the overlap pens

1. In the title there is a word that means that people chase animals. What word do I seek?
Hunters
2. In the title there is also a word that means that people are working to grow or eat their food. What is the word? **Farmers**
3. In the first sentence there is a new word describing a group of people chasing. What word do I seek? **The hunter people**
4. In the first sentence, also a word means the same thing as where people are at home.
Live
5. In the second sentence, a word means that people change their place of residence or place. What is the word? **Moved**
6. In the second sentence, also a word explains things that grow. What is the word?
Plants
7. There is also a word in the second sentence, which means the same thing as saving things. What do you do then? **Gather**
8. In the third sentence, a word about time that explains how long ago something happened. Which? **6000 years ago**
9. In the third sentence, also three words that explain what people worked or worked with. What did the people do? **lived as peasants**
10. In the same sentence, means a piece of land where things grow people have put for example wheat on a word. What is such a word? **Fields**
11. What is it called when people plant plants on a piece of land? **Cultivated**
12. . In the same sentence, also find a word on an animal that gives people milk. What is the animal or the word? **Cows**
13. In the last sentence, we are told where people lived. It's a word that means small town.
Villages
14. There are also four words that together explain where the villages are low. Who are these? **next to their fields**

Appendix 3

The agriculture came from **the south**

We do not know how the agriculture **was introduced** in the Nordic region.

Was it **immigrants** from the south who came with the agriculture? Or had hunters **greeted** the farmers in the south and then **decided** to **try to** grow themselves?

Agriculture **has occurred** in **different places on earth**, but that agriculture that **spread** to the Nordic countries began in **present** Turkey 4000 years earlier, i.e. 10,000 years ago.

Questions to the text

Mark the words in the text with the overlap pens

1. In the headline a word that explains a place where people are farmers and have a farm. What is the word? **The agriculture**
 2. In the headline also a weather streak tells us where the agricultural land came from. Where did agriculture come from? **the south**
 3. In the first sentence a word means the same as starting to use something. What is the word? **was introduced**
 4. In the second sentence there is a word that means the same as moving people into a new country. What is the word? **immigrants**
 5. In the third sentence there is a word that means going home to someone else. Which two words is that? **greeted**
 6. There is also a word that means you know what you want. What words do I seek? **decided**
 7. There are also two words like calculus that you try something new. What do you do then? **try to**
-
1. In the second paragraph there are four words that together explain where on earth. What are the words? **different places on earth**
 2. There is also a word in the same sentence that explains how something has come about. What is the word? **has occurred**
 3. There is also a word in this sentence, which means that someone moves to several different places. What is the word? **spread**
 4. Finally, a word means what is or is currently called. Which? **present**

Appendix 4

Understand the text - Hunters become farmers

1. What do you know about the title?
2. How did the hunter people live?
3. How did the peasants live?
4. What did people do in the villages?

Understand the text - The agriculture came from the south

1. The headline tells us where the agricultural land came from. Where did agriculture come from?
2. We do not know how it happened when agriculture came to the Nordic region. In the text, we get to know two different explanations. Which two?
3. Agriculture has been in different places on earth. When did people start farming?

Appendix 1

Write retelling text about the Stone Age - from hunters to peasants

In a reproductive text, events often start with time words. Examples of time words are:

First, Since, Then, After a while
At 15 o'clock, In the evening, finally

First, 100,000 years ago

Then, 14,000 years ago,

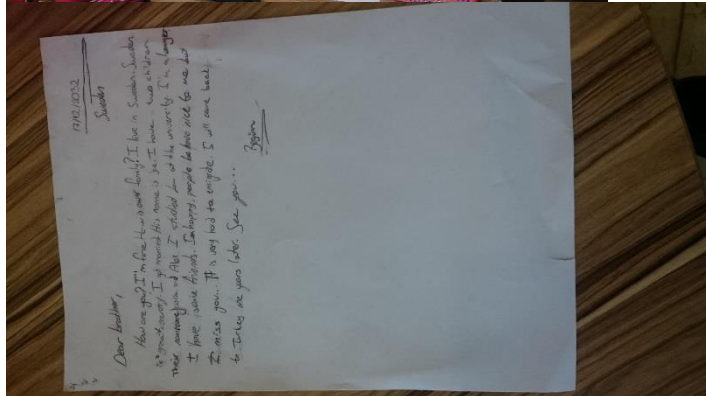
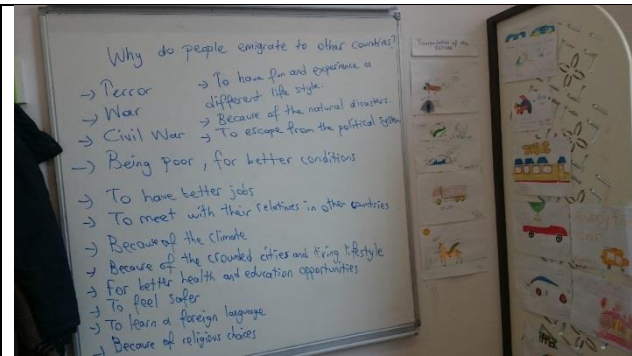
Finally, about 6000 years ago, _____

Appendix 2
What do I know?

Name: _____

	I can ...	I need to ...
Timeline	I can use a timeline	
Concept about time	I can the words Stone age, Bronze age, Iron age, past, present and future	
Describe and reproduce	I can describe and reproduce how people lived during Stone age, Bronze age and Iron age.	
Describe traces	I can describe how to see traces of ancient times in nature and how the writing language looked like.	
Compare	I can compare life now and then. I can compare life between the Stone Age, the Bronze Age and the Iron Age	
Search for information	I can search information and choose the facts in a text. I can find and answer questions that are important in antiquity.	
Write	I can write a reproductive text about antiquity.	
Speak	I have shown my knowledge orally on the lessons.	

Writing a letter to an immigrant		
CLASS: 6 TH Grades	DATE: 03.03.2017	
Teacher : Ayşegül Miroğlu Elgin	School : Çanakkale Bilim ve Sanat Merkezi	
LEARNING OBJECTIVE/S: Developing students' speaking skills by discussing migration and the reasons of migration. Developing students' writing skills by writing a letter to their families or friends as an immigrant in one of the project countries.		
RESOURCES REQUIRED • Cardboards, felt-tip pens, glue, paper and pencil		
LESSON OUTLINE:		
Structure	Groupings	Activities
1. Introducing the Topic 2. Explaining the Reasons of Migration 3. Introducing the Project Countries 4. Writing a Letter as an Immigrant	2 groups 6 students	1. Introducing the Topic (10 minutes) Showing some pictures of the immigrants to the students and asking some general questions about migration. Asking them if they have an immigration background in their families or not. 2. Explaining the Reasons of Migration (10 minutes) Asking the students the reasons of the migration. 'Why do people decide to emigrate to other countries?' Write the answers on the board or tell the students prepare a poster about the reasons of migration. 3. Introducing the Project Countries (40 minutes) Introducing the project countries to the students and giving information about their population, language, currency, capital, the percentage of immigrants, political systems, etc. Asking them to prepare the posters of Croatia, Romania, Austria, Germany, Sweden, Italy, and Spain. 4. Writing a Letter as an Immigrant (20 minutes) Telling the students that they will choose one of the project countries to immigrate and after living two years in this country, they will write a letter to a family member or a close friend and explain their situation and feelings as an immigrant. With this activity students will be able to put themselves into the shoes of the immigrants in their countries.



Evaluation of pupils' learning: Students enjoyed the activity and learnt a lot about the reasons of migration and the project countries. They developed empathy with the writing a letter activity and they also felt sad about the immigrants. It was a lesson that raised awareness about migration.

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Creating the 3d shape of EU logo

CLASS: 5th Grade DATE: 13/04/2017

Teacher : Burak Saygılı School : Çanakkale Bilim ve Sanat Merkezi

LEARNING OBJECTIVE/S:

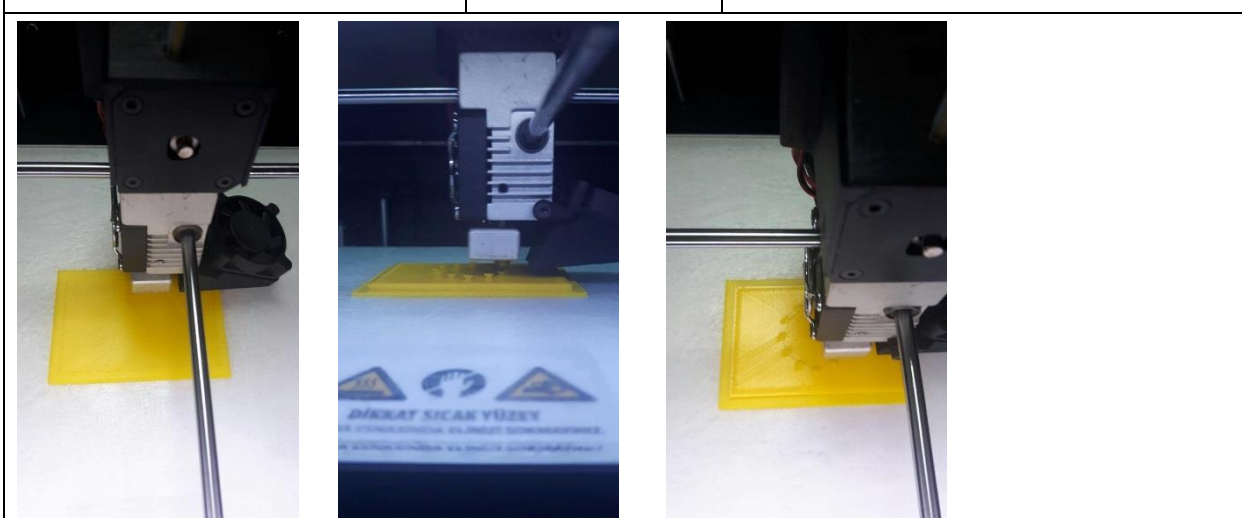
- Changing the dimensions of the files they download from the Internet and extracting the model from the 3D printer.
- Knowing the logo of Erasmus and its meaning.
- Knowing the logo of Erasmus+ project Migration.

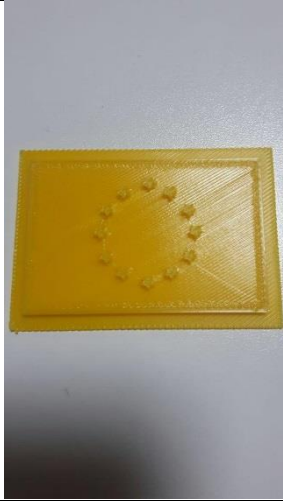
RESOURCES REQUIRED

- Module, computer, projection, 3D printer

LESSON OUTLINE:

Structure	Groupings	Activities
1. Students acquisitions/targets and behaviours. 2. Teaching and learning activities. 3. Assesment and Evaluation.	1 group 4 students	<ol style="list-style-type: none">1. Students are presented with the logo of their Erasmus project and started their classes by asking their thoughts.(10 minutes)2. The 3D shape of the EU logo is given to the students.3. In the Thinkercad program, students are asked to adjust the size of the logo. (30 minutes)4. The file is saved as flash disk.5. .The teacher explains the steps how to extract the file saved from 3D printer and asks the students to perform the application. (40 minutes)





Evaluation of pupils' learning: Students learnt the meanings and the shapes of Erasmus logo and our project logo. They were able to change 3D shape metrics. They learnt the necessary steps to get 3D shape. Students enjoyed the activity and joined the activity willingly.

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Tin Kolumbić: Ivan's Christmas dream		
CLASS: 6b	DATE: December 12th 2016.	TIME: 45'
Teacher: MIRELA KLARIĆ mirela.klaric1@skole.hr	School: Osnovna škola Ivana Mažuranića, Vinkovci	
LEARNING OBJECTIVE/S: recognise theme, motives and composition of the short story develop reading and writing skills understand the difference between global and national culture show sympathy towards refugee children and other migrant children understand importance and value of peace		
RESOURCES REQUIRED 6 th grade textbook (Snaga riječi 6) notebooks cardboard coloured pencils media photographs of migrants (attachment 1)		
LESSON OUTLINE:		
Structure & time	Groupings	Activities
Introduction 10'	work in groups	Drawing Christmas tree divided in two parts – on one side students “decorate” tree with global Christmas customs and on the other side they “decorate” it with traditional Croatian customs. (ATTACHMENT 2)
Reading the short story 15'	work in pairs individual work	Expressive reading of the short story, questions and answers about story content (students work in pairs; each student writes down 5 questions and his pair answers them). Recognizing theme, motives and composition of the short story (individual task).
Writing assignment 20'	individual work work in pairs	Discussion about main character's problem (he is a refugee dreaming about his home). Watching photographs of migrants and talking about what they show. Students are identifying problems migrant children are facing; they describe how would they feel in their situation. Students are writing Christmas cards to children they saw on the photographs.
Evaluation of pupils' learning: success in recognizing theme, motives and composition students' cards (ATTACHMENT 3)		

Attachment 1



(<http://hr.n1info.com/tag8071/ilegalni-imigranti/1>)



(<http://www.bhrt.ba/vijesti/svijet/djeca-migranti-izlozeni-sindromu-ostavljenosti/>)

Attachment 2



Attachment 3 <https://drive.google.com/file/d/0B05iQvddcW7bZ0ZYMVlfQ20tc3c/view>

Migration - basic terms		
CLASS: 6a	DATE: 19/1/2017	TIME: 45'
Teacher: ANDREJA PRANJIĆ andreja.pranjic@skole.hr	School: Osnovna škola Ivana Mažuranića, Vinkovci	
LEARNING OBJECTIVE/S: pronounced definitions of migration, migration changes, total change distinguish immigrants describe when migrations occur list the causes and types of migration describe the difference between migration in the past and today		
RESOURCES REQUIRED: Geography text book workbook article about Croatian migrant to Ireland (ATTACHMENT 1) power point presentation (ATTACHMENT 2)		
LESSON OUTLINE:		
Structure & time	Groupings	Activities
Introduction 10'	work in pairs	Reading of the article (attachment 1) short discussion: one student will represent the view that leaving Croatia to go for better life in Ireland (or other country) is good decision, other will represent the view that it's a bad one; few students will share their views with entire class
Explicit Instruction/ Teacher Modeling 15'	individual work	oral presentation (attachment 2, slides 1-12) – the teacher will define and explain the main terms about migration; students read and mark main terms in their textbooks
Guided Practice/ Interactive Modeling 20'	group work	each group (4-5 students) is given assignment to read and make poster about certain period of migration of Croats (attachment 2, slides 11-13); they will present posters to the rest of the class
<u>Evaluation of pupils' learning:</u> students' posters quiz (attachment 2, slides 17-34) solve tasks in the workbook that refer to migration (homework)		

ATTACHMENT 1

<https://dnevnik.hr/vijesti/hrvatska/prica-emigrantice-u-dublinu-gradim-zivot-u-tudjini-ispocetka-ali-da-li-to-zelim---462526.html>

ATTACHMENT 2

https://drive.google.com/file/d/1cG_TGjH_2RwwPItRdkt3vghSQ0JerJmI/view?usp=sharing

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024814

Migration **2016-1-RO01-KA219-**

International migration push and pull factors		
CLASS: XII		DATE: 19 November 2017
TEACHER: Carmen Neagu		SCHOOL: Liceul de Arte “Margareta Sterian”, Buzau, Romania
LEARNING OBJECTIVE/S:		
<ul style="list-style-type: none"> To identify the impact of migration on the country of origin and the host country; To explore own perceptions, values and attitudes and mull over those of other people; To challenge media preconceptions about migrants; To reflect on some of the issues about being a migrant. 		
RESOURCES REQUIRED		
<ul style="list-style-type: none"> ARTICLES ON THE SUBJECT OF MIGRATION https://www.theguardian.com/inequality/2017/aug/17/my-father-good-citizen-americas-immigration-system-should-realise-that-romulo-avelica-gonzalez-ice <i>INTERNATIONAL MIGRATION</i> film http://www.youtube.com/watch?v=IOZmqIwqur4 FLYING SEAGULL PROJECT http://www.theflyingseagullproject.com/ http://educativpgm.wordpress.com/2013/10/21/global-education-week-2013/ www.pstalker.com/migration/ www.iom.int www.ecre.org www.unhcr.ch 		
LESSON OUTLINE:		
Time	Groupings	Activities
10'	S-S T-S	The teacher hands to students articles on the subject of migration and asks them to read in pairs the information on the given websites and think of appropriate headlines for the articles. Then the teacher draws a spider gram on the board and asks the students to guess the topic of their English class. The students choose the topic from the list of words in the worksheet.
10'	T-S	The students are required to watch the <i>INTERNATIONAL MIGRATION</i> film and take notes on the causes, types, problems and advantages of migration.

10'	T-S S-S	<p>The teacher writes the headline UNKNOWN MAN FOUND DEAD NEAR HOSTEL on the board reporting the murder of an unknown individual/ foreigner/ migrant. Each student is given a role card with pieces of information about the murdered man. The teacher tells the students they have the task of finding out as much as they can about him and writes some key questions on the board:</p> <ul style="list-style-type: none"> • Where did he come from? • Why did he choose to come here? • Why did he leave his country? • What problems did he face in his new country? • What work was he doing and why?
15'	S-S	<p>The students are invited to explore the Flying Seagull Project and take part in a debate on the topics of discrimination, migration, stereotypes. The questions that will be tackled upon are:</p> <ul style="list-style-type: none"> • What rules on immigration would you like your country to have? • Do you think immigration helps us all understand each other better? • What is the stereotype of someone from your country? Is it fair? • What are the stereotypes of men and women? • What is the worst kind of discrimination? • How do people who are discriminated against react in your country?
5'	T-S	<p>The teacher mentions the names of the most active students and rewards their participation with marks. Afterwards the teacher asks for reasons from the less involved students, offering possible solutions for improvement.</p>

Anticipated problems

- Some students might have watched the *INTERNATIONAL MIGRATION* film before in which case be prepared with a list of extra and detailed questions for them;
- Since several students might monopolize the group discussions, ask the selected student chairpersons to involve the shy students by asking them questions such as: *What do you think? Do you agree?*

Evaluation of pupils' learning:

- Forum on formulating appropriate headlines
- Brainstorming of the word MIGRATION
- Active listening and watching notes on the causes, types, problems and advantages of migration
- Interview collecting
- Role play
- Story telling
- Discussion groups conducted by selected student chairpersons on the topics of discrimination, migration, stereotypes
- Reflective answers

From one country to another		
CLASS: XII A B, C (level of English: upper-intermediate)	DATE: May 2016	TIME: 50'
Teacher: Raluca Filipache raluca_filipache@yahoo.com	School: "Margareta Sterian" High School of Art, Buzau, Romania	
<p>LEARNING OBJECTIVE/S:</p> <p>o introduce the topic of migration and to get SS to talk about migrants and their reasons for leaving their countries.</p> <p>At the end of the lesson SS will be able to:</p> <ul style="list-style-type: none"> • Answer questions about the specific topic of the lesson (migration), based on the information newly acquired; • Make the difference between different terms such as: immigrant, refugee, asylum seeker etc • express personal opinion based on general knowledge and newly acquired information. 		
<p><i>RESOURCES REQUIRED</i></p> <ul style="list-style-type: none"> • video projector, work sheets, audio-video material, white board. 		
LESSON OUTLINE:		
Structure & time	Groupings	Activities
Warm-up 2'	T-SS	T greets SS and asks them if they are ready to begin their lesson. T asks who is on duty and if there is somebody absent. SS are ready to begin the English lesson.
Check the previous knowledge 5'	T-SS SS-T	T asks SS what their homework was and checks how they did it. T elicits three or four answers. SS check their homework.
Lead in 5'	T-SS SS-T SS-SS	T asks SS questions about the stereotypes Romanian people have around the world e.g. What are some of the stereotypes people have created on Romanians? Are they positive or negative? What are the reasons for which people have come to think ill of Romanians?
Getting the words right 5'	T-SS SS-SS SS-T	T writes the title of the lesson on the board: FROM ONE COUNTRY TO ANOTHER. T asks SS to make suppositions / brainstorm on the topic of the current lesson. T introduces the topic of migration. T divides SS into groups of 4 or 5 and hands out worksheets. SS are asked to work together to find the correct

		definition / explanation for the following terms: IMMIGRATION, CITIZENSHIP, TRAFFICKING, ASYLUM, IMMIGRANT, REFUGEE, VISITORS OR TOURIST, MIGRATION, ASYLUM SEEKER
Starting the conversation 5'	T-SS SS-T	T writes three questions on the board: <ol style="list-style-type: none"> 1. What is migration? 2. What are the causes for which people choose to change residence? 3. What problems and opportunities does migration present? SS work in group and take notes. SS choose a representative of the group to give answers to the three questions
Presentation 8'	T-SS SS-T	T plays video and asks SS to find the answers to the previous questions and to learn more on the topic of migration.
Check-up 15'	T-SS SS-T	T asks questions on the information SS have received from the video material. SS may ask to see parts of the film again. T elicits SS to answer the questions. <ol style="list-style-type: none"> 1. What is migration? 2. What are the main contexts in which people choose to leave their birth places? 3. What percentage of the world population live away from their homes? 4. What are the push factors and the pull factors? 5. What convention in 2004 is mentioned in the video and what does it refer to? 6. What are illegal migrants? 7. Which country in the world has most migrants? Where do most of them come from? 8. Which country in Europe has most Romanian migrants? 9. What is the "FREE MOVEMENT" principle in the EU? 10. What are the threats of migration? 11. What is FRONTEX? 12. What is the main danger in the close surveillance of the borders? 13. What are some of the positive aspects of migration?
Production 3'	T-SS	SS are asked to write in 2-4 paragraphs about their intentions in the future.

		<ol style="list-style-type: none">1. Do you plan to leave your country? Why? Why not?2. Which country do you think would suit your needs? Why?
<p><u>Anticipated problems:</u> Students may not have much knowledge on the chosen topic and may find it difficult to talk about it in the beginning.</p>		
<p><u>Evaluation of pupils' learning:</u> SS will be evaluated and graded, based on their presentation of their homework the next lesson.</p>		

raluca_filipache@yahoo.com

Ali's Story		
CLASS: XI C, VIII B	DATE: June 2016	TIME: 50'
Teacher : Raluca Filipcahe raluca_filipache@yahoo.com	School: "Margareta Sterian" High School of Art, Buzau, Romania	
<p>LEARNING OBJECTIVE/S: Introduce the topic of refugees and to get SS to talk about migrants and their reasons for leaving their countries.</p> <p>The aim for SS: to practise vocabulary related to refugees, speak about refugees, watch a short film, empathise with refugee children and write an account of a refugee child fleeing their country.</p>		
<p>RESOURCES REQUIRED</p> <ul style="list-style-type: none"> video projector, work sheets, audio-video material, white board. 		
LESSON OUTLINE:		
Structure& time	Groupings	Activities(add one row for each activity)
Warm-up 2'	T-SS	T greets SS and asks them if they are ready to begin their lesson. T asks who is on duty and if there is somebody absent. SS are ready to begin the English lesson.
Check the previous knowledge 5'	T-SS SS-T	T asks SS what their homework was and checks how they did it. T elicits three or four answers. SS check their homework.
Lead in Presentation 5'	T-SS	T writes "refugee" on the board. T elicits or explains that a refugee is someone who has been forced to flee their country because of persecution, war or violence. According to the United Nations, a refugee "has a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership in a particular social group".
Starting the conversation 5'	T-SS SS-SS (small groups) GW	T asks SS to discuss the following questions in groups: <ul style="list-style-type: none"> What is the difference between a refugee and an immigrant? What problems do refugees bring to the countries they go to? What benefits do refugees bring to the countries they go to? What benefits and rights should a country give to refugees? What do you think it is like to flee your country

		and end up in a detention centre or refugee camp in another country?
Production 8'	SS-T	T and SS hold a plenary discussion based on the questions from the previous stage.
Video watching Presentation 8'	T-SS SS-T	SS are told they are going to watch but will not hear an animated film, about an Afghan boy called Ali, who is a refugee. T shows the film with the sound off twice. Link: https://vimeo.com/44516196
Conversation Production 7'	SS-SS PW	SS work in pairs to retell Ali's story to each other.
Production: 3'	SS-SS SS-T	The whole class will work together to tell Ali's story.
Presentation 4'	T-SS	T and SS will watch the video material again, this time with the sound on. SS may take notes.
Production 3'	SS	SS are asked to write the account of Ali's story as homework, as if their own (in the I person singular).
<u>Anticipated problems</u>		
<u>Evaluation of pupils' learning:</u>		

Make sure

- your lesson plan is clear (good English) and add any additional hand-outs and mention them throughout your lesson plan eg. Students are given some pictures to discuss (hand-out 1). Also, add the hand-outs as well.
- Add bibliography if it is applicable.
- Insert your email address as footnote.

The migration story of my family		
CLASS: pre-intermediate level	DATE: November 2017	TIME: 50'
Teacher: NECHITA NICOLETA nicoletanichita@yahoo.com	School: “Margareta Sterian” Art High School, Buzau, Romania	
LEARNING OBJECTIVE/S: Aim: gain greater understanding of the migration process by collecting stories and experiences from their own families. <ul style="list-style-type: none"> Identify the reason why their family member had to migrate, Write about the migration story of their families by studying the historical context, using geographical features, varied vocabulary and drawings; Deliver the speech about the migration story of their families by mentioning: reasons, geographical features, historical context, means of transport and feelings. 		
RESOURCES REQUIRED <ul style="list-style-type: none"> Video projector, markers, paper, coloured pencils, mobile phones, internet connection, computer. SS’ own projects 		
LESSON OUTLINE:		
Structure & time	Groupings	Activities
Introduction/Presentation 5'	T-SS	<ul style="list-style-type: none"> Teacher reminds Ss the desired behaviour and raise interest among students by asking: Does any of you family members migrate to another country? Why? When?
Main content Practice 10'	T-SS PW	<ul style="list-style-type: none"> T presents the migration story of her family. Ss are invited to watch the presentation. https://youtu.be/RUFNeq6Y_IM <p>In pairs students are asked to talk about the migration stories within their families.</p>
Production 35'	SS	<ul style="list-style-type: none"> Students make their projects about their families and they need to include: How they traveled to the new place. What did they do to prepare? What did they do once they got there? How long did their migration take? Did they go alone or as part of a group. Why did they migrate, and how was their new climate similar or different to the old one?

		<ul style="list-style-type: none"> Students need use drawings to show places, routes, maps, cardinal points and historical data about the events.
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Anticipated problems:

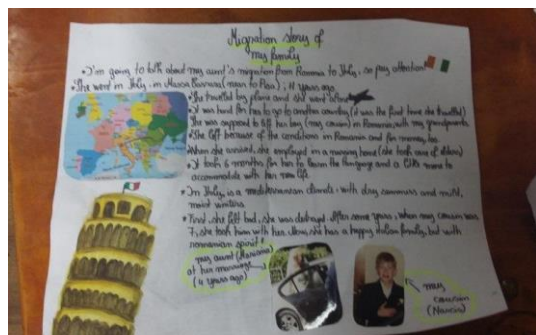
It may be a sensitive subject for some students as their parents may be away to work abroad, therefore the teacher needs to handle this with care.

Students may not know much about the historical context, so they can use their mobile phones to search about the historical events and also to ask their parents about their family members.

Evaluation of pupils' learning:

Students projects will be evaluated based on some assessment [Evaluation Criteria](#)

and will be graded. Each student will present the project and also answer the questions the Teacher or his/her classmates may ask.



Evaluation Criteria

Evaluation Criteria	Descriptors	Student name	Self evaluation
Content 20p	<ul style="list-style-type: none"> Covering all points (8p) Data form three disciplines) history, geography, art (10p) Meeting length requirements (2p) 		
Organisation and	<ul style="list-style-type: none"> Clear info presentation (6p) Linking maps, photographs, 		

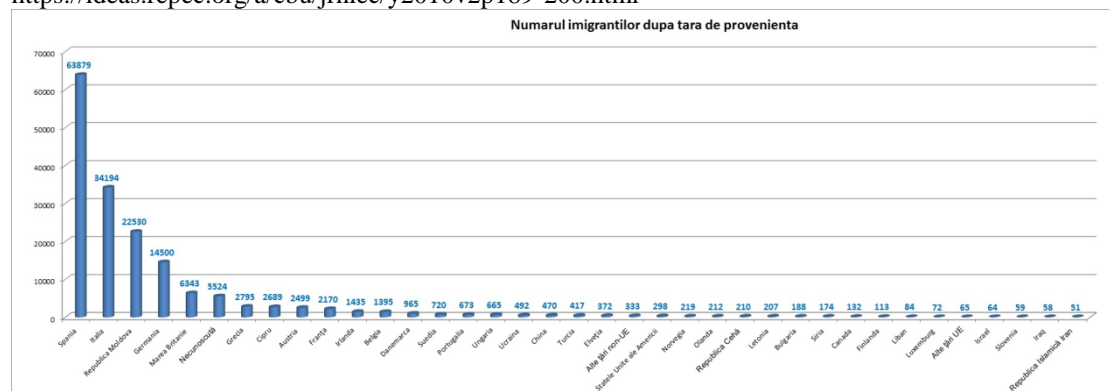
Cohesion 20 p	drawings (6p) <ul style="list-style-type: none"> • Artistic layout (8p) 		
Structures and Vocabulary 10p	<ul style="list-style-type: none"> • Appropriacy of vocabulary (5p) • Accuracy of grammar (5p) 		
Presentation 5p	<ul style="list-style-type: none"> • Body language (2p) • Speech delivery (3p) 		
Self- evaluation 5p	<ul style="list-style-type: none"> • Objective evaluation (5p) 		
Total	60p		

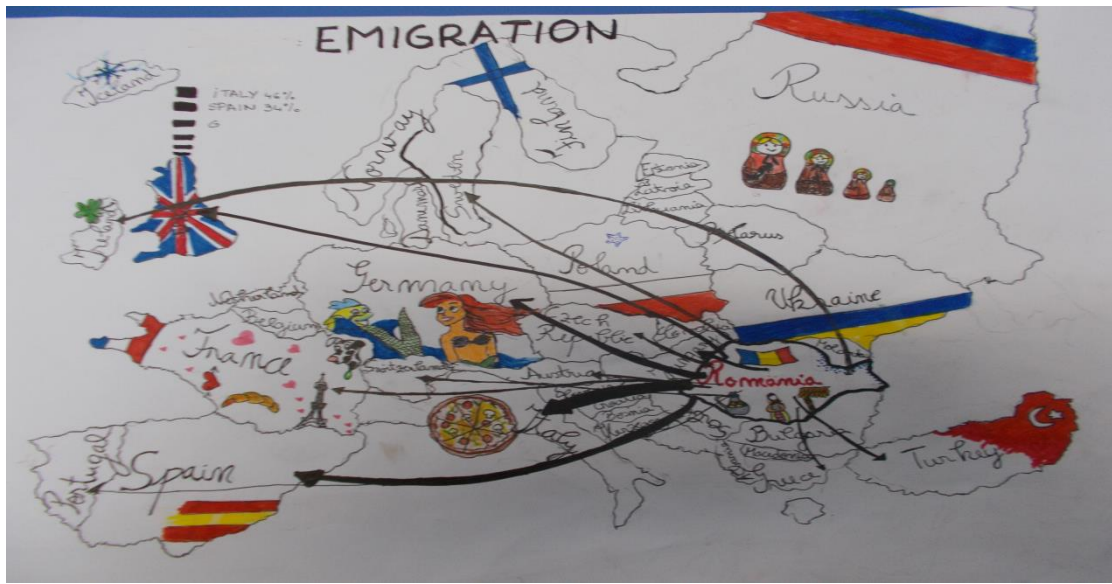
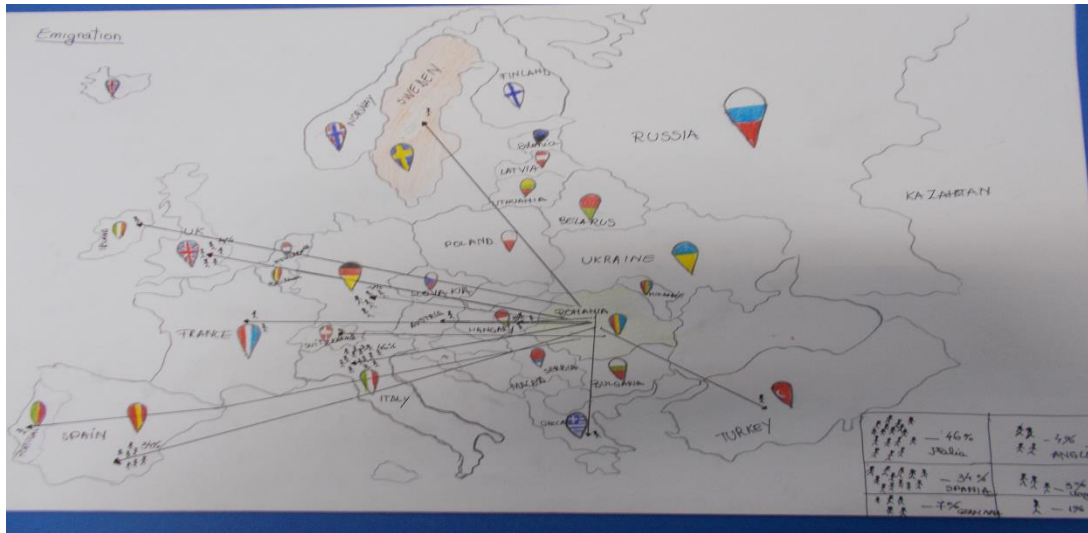
Maps of migrations		
CLASS: a VIII-a B		DATE: 20 th february , 2017
Teacher Simona Rajka		High School of Arts, Buzau
<p>Specific skills:</p> <ul style="list-style-type: none"> • To analyze statistical, graphic and cartographic materials in the characterization of demographic indicators; • Knowing and assuming the values of democratic citizenship; • Selecting and commenting on statistical sources to support / combat a point of view. <p>Operational Competencies:</p> <ul style="list-style-type: none"> • Explain the essence of the notions of migration, immigration, emigration; • To list the causes and consequences of migration of the country's population based on the study of graphic materials; • To represent the map of migration as they perceive, using symbols; • To classify the main forms of migration of the population, completing a scheme; • To argue that the values of democratic citizenship have to be appropriated. 		
<p>Resources required:</p> <p>Statistics on emigration and immigration in Europe and the world, drawing sheets, watercolors, brushes, colored pencils.</p> <p>Methods / Procedures: Heuristic conversation, study of statistical data, explanation, map study exercises, brainstorming. Clusters, map analysis, debate, "Sun of Ideas", Power Point Presentation,</p> <p>Forms of education: frontal, individual, in pairs.</p>		
LESSON OUTLINE:		
Time	Activities	Interaction
5'	T greets the students. Mark absences. Preparing the materials for the lesson.	T-S
10'	T. presents the title of the lesson and the objectives. Ask students to answer the questions: What is emigration? What is immigration? SS are careful and answer the questions: Immigration (the ensemble of entries) Emigration (the set of exits),	T-S T-Ss S-S
20'	T recommends viewing statistics on immigration and emigration into Europe and the world. T are asked to draw a personal perception of migration in the world. Students are asked to present their drawings.	T-Ss S S-S

5'	<p>T proposed to work in pairs and to complement the "Sun of Ideas" with the causes of migration,</p> <div style="border: 1px solid black; width: 100%; height: 100%; display: flex; flex-direction: column; align-items: center; justify-content: center;"> <div style="border: 1px solid black; width: 80%; height: 80%; margin-bottom: 5px;"></div> <div style="border: 1px solid black; width: 80%; height: 80%; margin-bottom: 5px;"></div> <div style="border: 1px solid black; width: 80%; height: 80%; margin-bottom: 5px;"></div> <div style="border: 1px solid black; width: 80%; height: 80%; margin-bottom: 5px;"></div> <div style="border: 1px solid black; width: 80%; height: 80%; margin-bottom: 5px;"></div> <div style="border: 1px solid black; width: 80%; height: 80%; display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; border-radius: 50%; width: 60%; height: 60%; display: flex; align-items: center; justify-content: center;"> <p>causes migratio n</p> </div> </div> </div>	T-S SS-G
5'	<p>Then they still identify the pairs</p> <div style="border: 1px solid black; border-radius: 50%; width: 200px; height: 80px; margin: 20px auto; display: flex; align-items: center; justify-content: center;"> <p>consequences of migration</p> </div> <p>the consequences of migration.</p> <p>Each group presents the identified causes and then the consequences of migration.</p>	T-S SS-G G-S
5'	<p>The teacher asks the students to propose a solution for mitigating the consequences and to stick it to a post-it on the board.</p>	T-S S-S

Bibliography:

<https://scholar.google.ro/scholar?q=CHARACTERISTICS+OF+MIGRATION+IN+ROMANIA&hl>
<https://ideas.repec.org/a/cbu/jrnlec/y2010v2p189-200.html>





Migration in Spain in 19th and 20th century

CLASS: 2n d'ESO

DATE: November 2017

**Teacher Ramir Dàvila and
Albert Cantarell**

School: Escola Pia Igualada

LEARNING OBJECTIVE/S:

- Learn how to organize human society.
- Know the different factors that intervene in social organization: political system, economy, culture, technology and values.
- Recognize the social, cultural and linguistic diversity of the societies of the world.
- Understand the evolution of human society: traditional societies, modern societies and

ostmodern societies

- Explain the characteristics of European, Spanish and Catalan society.
- Identify migratory movements in the world: causes and consequences.
- Analyze the positive and negative effects of migrations.
- Comment on the causes of external and internal migrations in Spain and Catalonia.
- Know the origin of immigrants living in Spain and Catalonia.
- Understanding emigration outside of Spain as a search for new opportunities.
- Analyze maps, graphs, tables, schemes and audiovisuals related to humanities societies to migratory phenomena.
- Recognize social diversity and reject discrimination due to ethnicity, religion, sexuality, aesthetics, age or economic level.

RESOURCES REQUIRED

- Photographs, tables and graphs:



Photography

Any	Estrangers censats	% total
2000	923 879	2,3
2001	1 370 657	3,3
2002	1 977 946	4,7
2003	2 664 168	6,2
2004	3 034 326	7,0
2005	3 730 610	8,5
2006	4 144 166	9,3
2007	4 519 554	10,0
2008	5 220 600	11,3
2009	5 598 691	12,0
2010	5 747 734	12,2
2011	5 730 667	12,2
2012	5 711 040	12,1
2013	5 546 238	11,7
2014	5 023 487	10,7

Attached table2

Nacionalitats	2014	2015
Romania	728 253	707 284
Marroc	717 992	686 314
Regne Unit	310 052	303 776
Itàlia	180 823	182 246
Equador	214 039	174 328
Xina	165 978	166 383
Alemanya	148 502	145 577
Colòmbia	173 193	145 490
Bulgària	139 931	134 507
Portugal	108 984	103 877
Bolívia	127 477	100 855
França	99 486	98 419
Ucraïna	81 802	84 013
Argentina	80 923	73 362
Polònia	70 272	68 203

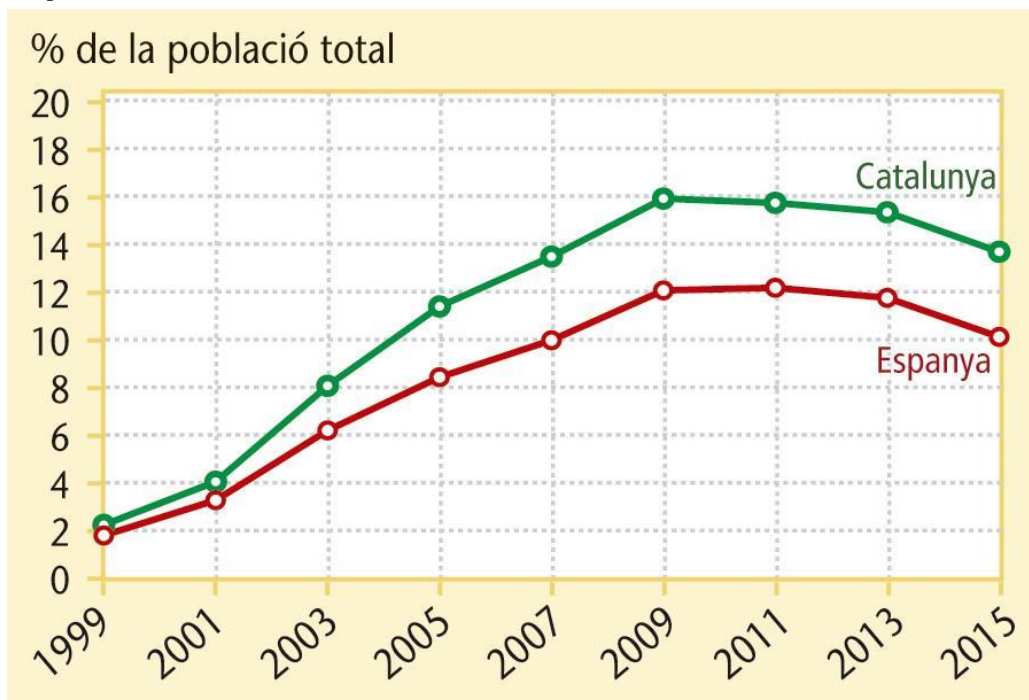
Attached table3



Photography

4

Graphic 5



Graphic 6

- Movie "Un franco 14 pesetas"

- <http://www.ccma.cat/tv3/alacarta/Sense-ficcio/Barraques-La-ciutat-oblidada/video/2333059/#>

LESSON OUTLINE:

Structure	Groupings	Activities
		<p>Explanation prior to the visualization of the film "A franc 14 pesetas"</p> <p>SPAIN: COUNTRY OF EMIGRANTS ...</p> <ul style="list-style-type: none"> ■ In the past Spain was a country of emigrants. Students need to know the destination of external migrations from the 19th and 20th centuries. We can ask the following questions: <ul style="list-style-type: none"> - Which countries in Latin America did the Spanish population emigrate during the first decades of the 20th century? - For what reasons did these migrations occur? - Where was the outward migration of Spanish in the 1960s? ■ Next we will analyze photo 1 and we will ask them: <ul style="list-style-type: none"> - What do the people of the image do? In what place of the Spanish geography are they? - Given what we learned, where do you think they are going? We can ask if they know someone who has emigrated and who has returned to our country and commented on their experiences. ■ Foreign migrations were added to internal migrations, which began in the nineteenth century, and gained special intensity in the mid-twentieth century. We will explain the features of these migrations and we will highlight the reasons for the emission and attraction of emigrants: <ul style="list-style-type: none"> - Outbound places: rural regions where work was scarce and wages were very low. - Places of destination: industrial cities such as Barcelona, Madrid, Valencia and the Basque Country. <p>SPAIN: COUNTRY OF IMMIGRANTS</p> <ul style="list-style-type: none"> ■ We do an analysis of the attached table 2: <ul style="list-style-type: none"> - What year was the biggest increase in the number of immigrants? - From what year did the figure begin to decrease? What is the trend of recent years? <p>From the attached table 3, we talk about the origin of immigrants and we will analyze the evolution of the migrant population according to their origin. Then consider the following questions:</p> <ul style="list-style-type: none"> - Which foreign population is the one that increased the

most between the years 2014 and 2015 in Spain?
- What was the foreign population that diminished more in this time?

■ To close the section of Spanish migrations, we see the film "Un franco 14 pesetas".

This film can help us to work on the contents of this topic and to empathize with people who migrate. At the same time we can work on positive and negative aspects related to immigration with a subsequent debate.

Explanation prior to the visualization of the documentary "Barraques: la ciutat oblidada"

MIGRATIONS AND THE CATALAN SOCIETY

Catalan outer migration

■ Start with the following questions:

- In what period did the most massive arrival of foreign population take place?

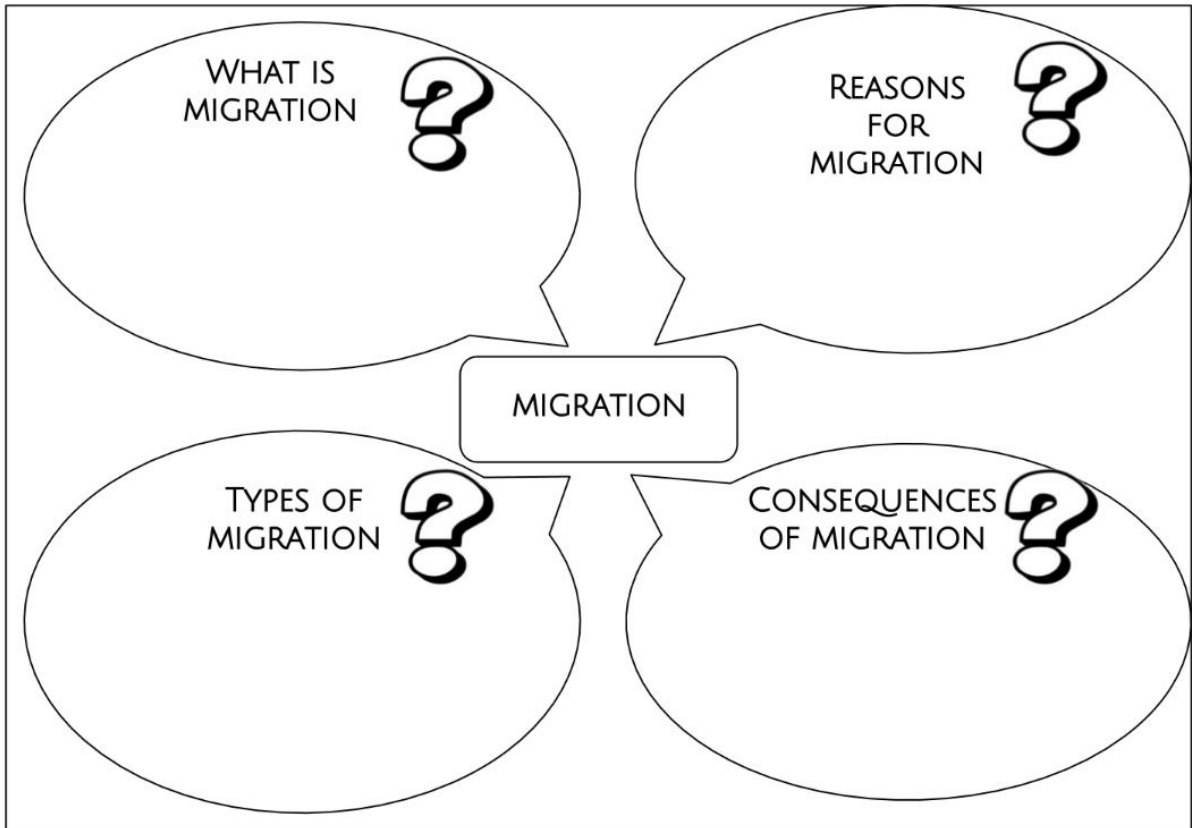
- What are the two main flows of Catalan outer

		<p>migration? When did they occur?</p> <ul style="list-style-type: none"> - What consequences did the return of the Indians have to Catalonia? <p>■ Then we will analyze photography 4 and we will ask:</p> <ul style="list-style-type: none"> - What do the people of the image do? In what place of the Spanish geography are they? - Where do you think they are going? <p>We will ask the students if they know someone who has emigrated and who has returned to our country to comment on their experiences.</p> <p>Immigration in Catalonia</p> <p>■ The first arrival of immigrants was of internal character, and they received special intensity in the middle of the 20th century. We will explain the main features observing graph 5:</p> <ul style="list-style-type: none"> - Places of origin: especially Andalusia, Aragon, Castilla y León, Extremadura and Murcia. - Places of destination: mainly the areas of Barcelonès and Baix Llobregat. <p>Of foreign immigration we will observe graph 6 and we will emphasize the following thing:</p> <ul style="list-style-type: none"> - The wave was very important between 2001 and 2009, when it was stopped as a result of the crisis. - Most foreign immigrants come from Europe (Romania, Italy), Africa (Morocco, Senegal), Latin America (Bolivia, Ecuador) and Asia (China). <p>■ To close the section of Spanish migrations, we will see the documentary: “Barraques: La ciutat oblidada” (“Barracks: The Forgotten City”).</p> <p>This documentary can help us to work on the contents of this subject and to empathize with people who emigrated to Catalonia. At the same time we can work on positive and negative aspects related to immigration with a subsequent debate.</p>
<p><u>Evaluation of pupils’ learning:</u></p> <ul style="list-style-type: none"> • Check that they describe the variables involved in the organization of human societies. 		

- Verify if they define the concepts of cultural diversity, linguistic diversity, welfare state and globalization.
- Ensure that they point to the basic characteristics of traditional, modern and postmodern societies.
- Observe they know how to list the fundamental characteristics of European, Spanish and Catalan society, respectively.
- Confirm that they know the migratory movements in the world, their causes and their effects, both positive and negative, in the receiving countries.
- Verify that they discuss the migrations that take place in Europe, Spain and Catalonia, referring to the place of origin and the causes.
- Check that they are capable of commenting on graphs, diagrams, tables and audiovisuals where demographic and economic data appear, among others.

Media analysis about migration in the world		
CLASS: 2nd ESO		DATE: 2017/09/26
Teacher Mario Sanchez, Zuriñe Resa		School Escola Pia Igualada
LEARNING OBJECTIVE/S:		
<ul style="list-style-type: none"> • Acquire group and social learning • Learn about the concept of migration • Distinguish the types of migrations • Debate about the causes and the consequences of human migration 		
RESOURCES REQUIRED		
<ul style="list-style-type: none"> • Video Projector • Computer • Google sites with the content 		
LESSON OUTLINE:		
Structure	Groupings	Activities
	Groups of 3-4 students	<ul style="list-style-type: none"> • Video projection • Write around • Numbered heads
<p>The lesson begins with a video projection in which the students can see some outlines of the types of human migration and the different causes and consequences. After, they have to answer a question about human migration that the teacher asked them to answer in separate pages. Then, every page will go around between the group so as the other members of the group can also answer the rest of the questions. Once all the pages have gone around all the members of the group, they groups will be split in groups of “experts”. In each group of experts will meet all the members of the different groups so as to answer the same question between all of them. Once they have found the best answer, they will write down and go back to their original group. In their original group they will write down all the answers that they have agreed with the experts in a din-A3.</p>		
<u>Evaluation of pupils’ learning:</u>		
The final answers to the questions will be auto-evaluated by the pupils after watching a video with the answers.		

[What is migration? A short film](#)



Where do we come from? Our roots.		
CLASS: 5-8		DATE: Oct 2017
Teacher Arnold Frick		School NMS Völs
LEARNING OBJECTIVE/S:		
Social skills:		
<ul style="list-style-type: none"> • Students explore their origins (where did their parents and their grandparents grow up) • Students recognize that many people change their place of residence during their lifetime (within a country and across borders) 		
Students get to know different migration stories		
<ul style="list-style-type: none"> • Mathematics, Statistics, ICT • Students learn methods of statistical evaluation of data • Students learn to display data in diagrams 		
<i>RESOURCES REQUIRED</i>		
<ul style="list-style-type: none"> • questionnaire • Computers 		
LESSON OUTLINE:		
Structure & time	Groupings (S-S, T-S, GW, TW, PW)	Activities(add one row for each activity)
Days before the lessons		Students get questionnaires to fill them at home (with the help of their parents)
Lesson 1 45'	Teacher and students (class)	Students report where their parents lived when they were children. The teacher records the results on the board. He assigns them to four categories, each separately for parents and grandparents: 1) They come from the community where we live 2) They come from a nearby place 3) They come from another place in our country (Austria) 4) They come from abroad Students are not forced to tell anything but they were encouraged to do so, if they liked.
Lesson 2	Students work on Computers	According to the skills the students already have the teacher gives more or less input and instructions. Students design spreadsheets and try different forms of diagrams.
<u>Conclusions</u>		
The students liked to talk about the origins of their parents. They also saw that people are always on the move and that migration is an ongoing process. The children were also very interested in the stories of others and the motivations from which their parents or grandparents moved on.		

Questionnaire – Where do we come from?

Where did **your parents** live when they were kids?

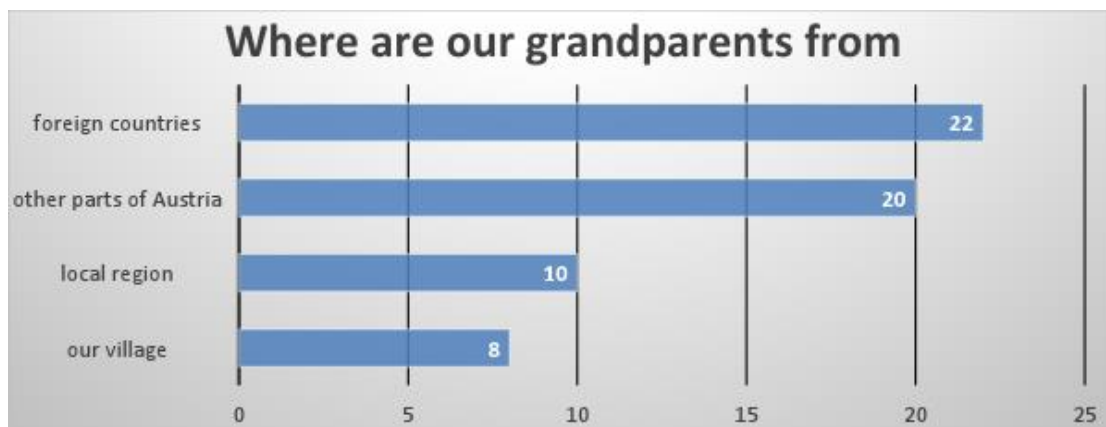
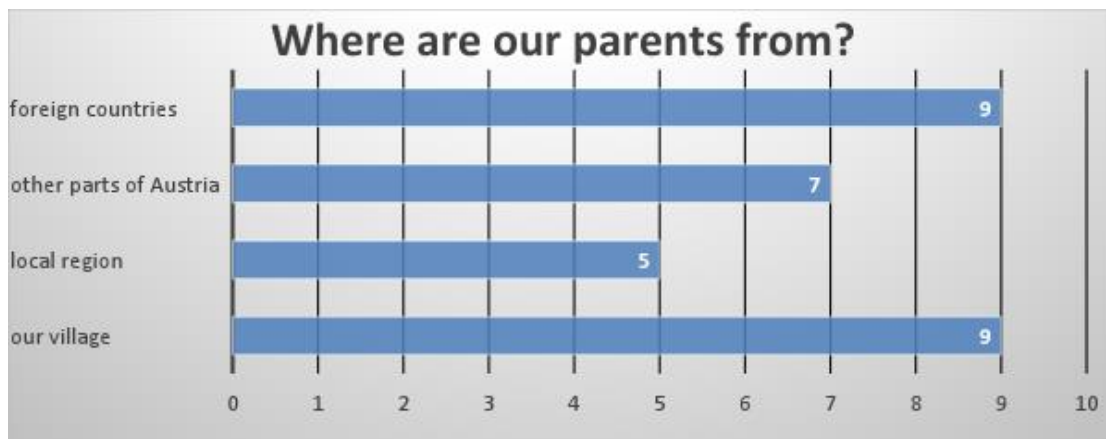
	Mother	Father
Village / Town		
Region		
Country		

Where did **your grandparents** live when they were kids?

	Grandmother	Grandfather	Grandmother	Grandfather
Village / Town				
Region				
Country				

For example:
 Evaluation of the results of one of my classes

	A	B	C	D	E	F	G	H	I	J
1	Students	PARENTS from				GRANDPARENTS from				
2		our village	local region	other parts of Austria	foreign countries		our village	local region	other parts of Austria	foreign countries
3	A				2					4
4	B	2					3	1		
5	C	1	1					1	2	1
6	D			2					4	
7	E	2					4			
8	F	1		1			1	2	1	
9	G				2					4
10	H				2					4
11	J	2						2	2	
12	K				2					4
13	L	1			1			1		3
14	M		1	1				1	2	1
15	N		2					2	1	1
16	P			2					4	
17	Q		1	1					4	
18	R				2					4
19	TOTAL	9	5	7	9		8	10	20	22
20										



Persecution, emigration and expulsion of Jewish people from National Socialist Germany and Austria (Ostmark)		
CLASS: 4 (8 th Grade)		DATE: 2017
Teacher Arnold Frick		School NMS Völs
LEARNING OBJECTIVE/S: <ul style="list-style-type: none"> recognize that there were times when people had to flee from Germany and Austria to be able to describe the situation of Jewish people in National Socialist Germany recognize that escape can often be the only way to survive create understanding for refugees get a differentiated opinion about escape aids / smugglers 		
RESOURCES REQUIRED <ul style="list-style-type: none"> Hand outs Internet Projector 		
LESSON OUTLINE:		
Structure & time	Groupings (S-S, T-S, GW, TW, PW)	Activities(add one row for each activity)
		<i>Unit 1 – Facts and figures</i>
20'	Students work independently	Each receives one out of four information texts (<i>Annexes: Fact boxes 1 – 4</i>) Students should work out important and interesting facts and write them down.
25'	work in groups	Students with the same fact sheet form groups. They compare the results and design an information poster The students also note down questions that still need to be clarified.
		<i>Unit 2 - Persecution - Emigration – Flight – Escape</i>
10'	in groups	<i>The students prepare for the presentation of their posters</i>
35'	students' presentation	The students present the results of their work The classmates ask questions. For questions that cannot be answered by the students, the teacher assists.
		<i>Unit 3 - Contemporary witnesses</i>
30'	video or handout	German speaking students watch videos: women tell the stories of their escape. Links: Sophie Haber (https://vimeo.com/73308091) Ilse Aschner https://vimeo.com/72729063 (They went alone. Their families who were not able to leave were all murdered in NS extermination camps.) Non-German speaking students , may use the transcript and the translation of the story of Sophie Haber (<i>Annex: Sophie Haber tells the story of her escape</i>)
10'	Students	Students write down their impressions.

		<i>Unit 4 – Personal view – Personal opinion</i>
45'	Students Students - Teacher	Students try to answer questions independently (they write it down) (Annex: Unit 4 – Questions) After that students present their thoughts and solutions. The results are posted on a folder / board.

Anticipated problems

Since the English texts were too difficult for our students, we worked with texts translated into German.

Fact Box 1 – Jews in German Nacional Socialism (Third Reich)

On January 30, 1933, Adolf Hitler became chancellor, the most powerful position in the German government. Hitler was the leader of the right-wing National Socialist German Workers Party (called “the NS Party” for short).

Once in power, Hitler moved quickly to end German democracy. Individual freedoms of press, speech, and assembly were suspended. Special security forces — the Gestapo, the Storm Troopers (SA), and the SS — murdered or arrested leaders of opposition political parties (Communists, socialists, and liberals). The Enabling Act of March 23, 1933 gave dictatorial powers to Hitler.

Also in 1933, the NS-Party began to put into practice their racial ideology. They believed that the Germans were “racially superior”, the “German (Aryan) Race,” the master race. and that there was a struggle for survival between them and inferior races such as Jews, Roma (Gypsies), and the handicapped.

Jews were the principal target of NS hatred. They identified Jews as a race and defined this race as “inferior.” Jews were blamed for all bad things within the state and its economy and even for the country’s defeat in World War I (1914-1918).

[\(https://www.myjewishlearning.com/article/1933-1939-early-stages-of-persecution/\)](https://www.myjewishlearning.com/article/1933-1939-early-stages-of-persecution/)

Fact Box 2

In 1933, Adolf Hitler became chancellor, the most powerful position in the German government. Hitler was the leader of the right-wing National Socialist German Workers Party (called “the NS Party” for short)

In 1933, due to new German laws Jews lost their jobs in areas of public life, civil service jobs, university and law court positions.

In April 1933, laws proclaimed at Nuremberg made Jews second-class citizens. These Nuremberg Laws defined Jews, not by their religion, but by the religion of their grandparents. Between 1937 and 1939, new anti-Jewish regulations segregated Jews further and made daily life very difficult for them. Jews could not attend public schools; go to theatres, cinema, or vacation resorts; or even stay or walk in certain sections of German cities.

Also between 1937 and 1939, Jews increasingly were forced from Germany’s economic life. The NS either seized Jewish businesses and property or forced Jews to sell them at very low prices. In November 1938, the NS-troups organized a riot (pogrom), they called Kristallnacht (the “Night of Broken Glass”). This attack against German and Austrian Jews included the physical destruction of synagogues and Jewish-owned stores, the arrest of Jewish men, the vandalization of homes, and the murder of individuals.

[\(https://www.myjewishlearning.com/article/1933-1939-early-stages-of-persecution/\)](https://www.myjewishlearning.com/article/1933-1939-early-stages-of-persecution/)

Fact Box 3:

In 1933, Adolf Hitler became chancellor, the most powerful position in the German government. Hitler was the leader of the right-wing National Socialist German Workers Party (called “the NS Party” for short).

Between 1933 and 1936, thousands of people, mostly political prisoners, were imprisoned in concentrations camps, while several thousand German Roma were confined in special municipal camps. The first systematic round-up of German and Austrian Jews occurred after the November pogrom in 1938, when approximately 30,000 Jewish men were deported to Dachau and other concentration camps, and several hundred Jewish women were sent to local jails. The wave of arrests in 1938 also included several thousand German and Austrian Roma.

Between 1933 and 1939, about half of the German-Jewish population and more than two-thirds of Austrian Jews (1938-1939) fled NS persecution. They emigrated mainly to the United States, Palestine, elsewhere in Europe (where many would be later trapped by NS conquests during the war), and other parts of the world. Jews who remained under NS rule either did not want to leave their home country or were unable to obtain visas, did not find sponsors in host countries, or had not enough money for emigration.

Everybody who wanted to emigrate legally had to leave his/her properties in Germany and Austria and had to pay a special emigration fee. Later emigration was stopped totally by the NS regime.

Most foreign countries, including the United States, Canada, Britain, and France, were unwilling to admit very large numbers of refugees.

[\(https://www.myjewishlearning.com/article/1933-1939-early-stages-of-persecution/\)](https://www.myjewishlearning.com/article/1933-1939-early-stages-of-persecution/)

Fact Box 4:

After Austria was annexed to Hitler-Germany in March 1938 thousands of Austrians – mainly Jewish people fled from the terror on the streets and the persecution of the authorities. However, a country after the other closed its borders for the Jewish refugees.

Many of the Jewish refugees were children and youngsters. Many crossed the borders illegally.

Between March 1938 and January 1939 approx. 65,000 people fled from those parts of the German “Reich” which are today Austria. 20,000 were “illegal” within the admission countries because of the entry restrictions. Thousands of children and youngsters were brought in so-called “child transports” to safety - England took approx. 7,000 to 8,000 children and youngsters.

A total of approx. 130,000 refugees from the area of today's Austria were received in 85 countries, the most important ones were Great Britain (approx. 31,000), the USA (approx. 30,000) and Palestine (approx. 15,000). From the countries, which were taken over by the German Reich, above all France, Belgium, Italy, many refugees were deported to German KZ.

Thousands of refugees owe her survival to the courage and the application of single men and women.

The Swiss police captain Paul Grüninger ignored the instructions and took up several hundred refugees in Switzerland. He was fired for that.

<http://www.erinnern.at/bundeslaender/oesterreich/lermaterial-unterricht/ueber-den-holocaust-unterrichten/flucht-und-vertreibung>

Sophie Haber tells the story of her escape

Sophie Haber experienced as a 16-year-old the connection of Austria to the German Reich. The situation of the Jewish population worsened. Three of her brothers fled to Switzerland in August 1938, as long as it was possible legally.

When Sophie wanted to follow them in October 1938, that was no longer possible legally

She reports:

One day I got a call at my job. My parents phoned, „Pack your things. Come back home“. I said goodbye and went home. I still went to one of my relatives with my mother and said goodbye. He gave me 5 shillings. I packed a small purse and put in laundry and these 5 shillings, I had nothing else with me. My parents probably bought the ticket to Hohenems, the train left about 8 pm and it was organized in such a way that a married couple with two children joined me. But I did not know this family.*

At the entrance stood on one side of a conductor who controlled the tickets, on the other two Gestapo men (Gestapo was the dreaded secret state police of the NS regime).

*It was only a short farewell, we just said goodbye, we did not want to attract attention. **Yes, that was the last day, the last minute that I saw my parents.***

The couple and I were pretty much alone on the train. Everything worked until Hohenems, where we had to get off. We had been told that there would be a man waiting for us and ask for our names. We waited and then someone really came. We introduced ourselves and he said, „I'll bring you to the border“.*

Fortunately I only had this small purse with me, because there was the couple with the two children, the one was three years old, the other five years old. We walked through fields for almost one hour and it was October, it was wet, we sunk deep into the earth. I carried the child, the mother took the bigger daughter by the hand, the man carried the suitcases. My purse I could hold under my arms and so we marched up to the border.

Then the man said, „Now, go on straight ahead and then on the other side somebody is waiting for you.“

I remember that we went straight along, these were the meadows of the Old Rhine, there was little water and there was a big dam on which we had to climb up and on the other side down and that was already Switzerland.

We went straight ahead and actually we came to Diepoldsau.*

And then, how can I say, I was lucky and my luck had a name, Paul Grüninger (from the Swiss border police), he saved my life. I came to him and told him my fate and that my three brothers were already in Switzerland and asked him if I could stay. Looking back, I see the room, his office in front of me, and him standing in front of me with a pinch and crossed hands. He looks at me and says: It's ok. We do. Finished. That's how I came to Switzerland.

The Swiss official Grueninger who saved Sophies live did not follow the instructions of the superiors and was therefore dismissed from the service.

Many other refugees were out of luck and sent back, for many of them this was a death sentence.

Sophie's parents were sent to the Theresienstadt concentration camp in 1942, deported to the Auschwitz concentration camp in May 1944 and was murdered there.

* Hohenems and Diepoldsau are villages on the Austrian-Swiss-border, departed by the river Rhine.

(Video: <https://vimeo.com/72729063>, transcript and translation: Arnold Frick)

Unit 4 – Questions

Try to put yourself in the position of a Jewish youth of that time.
Would you decide to leave? When?

What could move you to stay?

Should your family stay together or should you try it alone?

Who could support you? Whom could you ask?

Is it okay to send people back to the border, knowing that their lives are seriously at risk?

Paul Grüninger lost his job because he helped. Was he a hero? A fool? Something else?

LESSON PLAN – Novel about Afghan		
CLASS: 10 D		DATE: October 2 - 8
Teacher Andreas Roesch		School Hilpoltstein
LEARNING OBJECTIVE/S:		
<ul style="list-style-type: none"> • “ Drachenläufer by Khaled Hosseini 		
<i>RESOURCES REQUIRED</i>		
Basic information about Afghanistan (internet), novel		
LESSON OUTLINE:		
Structure	Groupings	Activities
5 units	groups of 4 pupils	gathering of inform., discussions, posters
<u>Students were divided into diff. teams with the same working instructions:</u>		
<p>a) <u>information about Afghan., b) knowledge of author`s life , c) summarise content of novel, d) descript. of main characters, e) exchange of views/ opinions</u></p> <p><u>The results were corrected by the tutor and revised by the students - Final product was a poster</u></p>		
<u>Evaluation of pupils' learning: Pupils worked out given instructions on their own</u>		
<u>Expression of students` opinions</u>		

Lesson plan- Why animals&people migrate?

LESSON PLAN –Why animals&people migrate?		
CLASS: pre-intermediate level	DATE: November 2016	TIME: 50'
Teacher: NECHITA NICOLETA nicoletanichita@yahoo.com	School: “Margareta Sterian” Art High School, Buzau, Romania	
LEARNING OBJECTIVE/S: <p>Aim: gain greater understanding of the natural world in order to make sense why people around the world migrate.</p> <ul style="list-style-type: none"> Identify at least three reasons why animals migrate, where/when do they migrate, Study the topic “Migration” through at least three other disciplines (transdisciplinary approach) Collect information about a country: at least three cities for a country, where they are located , what are they famous for and present them in a tree drawing; 		
RESOURCES REQUIRED <ul style="list-style-type: none"> Large sheets of paper, coloured pencils, markers, magnets, video projector, magnetic board. https://www.youtube.com/watch?v=wKbjjQA2amE http://www.livescience.com/10235-animals-migrate.html 		
LESSON OUTLINE:		
Structure & time	Groupings	Activities
Introduction/ Presentation 5'	T-SS	<ul style="list-style-type: none"> Teacher reminds Ss the desired behaviour and introduces the guests. T writes the letters: GRATNIMIO on the board and invites ss to make a word out of them to find out the lesson subject: MIGRATION. Ss are invited to watch a video about animals' migration.

		https://www.youtube.com/watch?v=wKbjjQA2amE T stops the video to ask ss to anticipate what's next, but also to clarify the video content or some unknown words.
Main content Practice 20'	T-SS GW	<ul style="list-style-type: none"> • After checking students understanding about the video • T divides ss in 5 groups: 20' • One group- makes the migration calendar when animals leave Romania when they come back / months and seasons. • One group- has to make up a poem from the word migration so as to define the word. • One group has to compare the reasons why animal migrate- continents. • One group has to write how animals know when it is time to go and how they navigate- compare distances. • One group identifies types of migration: in groups or alone, same/different location/place preparation before leaving. <p>Ss are given a hand-out to complete the task, they have to use the information from both sources: video and the present.(see below)</p>
Practice 15'	SS-SS	<ul style="list-style-type: none"> • Ss present their projects and draw a conclusion about animals' migration.
Production 10'	T-SS PW	<ul style="list-style-type: none"> • T asks students why people migrate and ask them to give reasons also; they need to compare in pairs the migration reasons for animals and for people. • T describes a situation to students: Imagine that you would like to migrate to a country: Which country would you go and why?

Anticipated problems:

Students may not know too much about the process of migration, therefore they may not understand some words. Teacher will check throughout the lesson the meaning of the new words.

Students may not catch all the details from to do the group work activity, so the teacher will play the video again after all the groups have received their tasks.

For the project, students may not understand what they need to do; therefore the teacher will give them an example about their own country.

Name of the country: Romania

Where: S-E of Europe

Cities: Bucharest : famous for(it is the capital of Romania, Parliament House built during Ceausescu regime, Open air village museum)

Constanta: famous for sandy beaches, Dolphinarium, Promenade.

Evaluation of pupils' learning:

Students have to make a **Error! Reference source not found.** about the country they would like to migrate to and represent it in a tree shape. They need to mention:

Name of the country: Romania

Where is it located(which continent)

Cities:

Famous for:

In the tree they need to add at least three cities (locate the city in the tree in accordance with the position in the country N-W, Soth etc), for each city they need to add 3 reasons why they are famous, they also have to add 3 things/landmarks the country is known for.

References :

- <https://www.youtube.com/watch?v=wKbjjQA2amE>
- <https://www.monarch-butterfly.com/monarch-migration.html>
- <http://www.livescience.com/10235-animals-migrate.html>

Students' projects



Students projects were collected in two newspapers:

1. <https://joom.ag/DhXW>
2. <https://joom.ag/yICW>

Hand-out: Why animals and people migrate

Grey Whales migrate between the warm waters of Mexico to the cold Arctic seas. During the warm season, whales migrate to cold waters where food is abundant. When the weather becomes colder, the food starts to scarce and whales migrate to warmer water for mating and breeding. Grey whales make one of the longest migrations of all mammals averaging more than 10,000 miles (16,000 km) round trip.

Swallows spend their winter in South Africa, they put on little weight before migrating because in the winter months, Romanian's temperature drops, the trees lose their leaves and many insects hide away and begin hibernating. Despite accumulating some fat reserves before crossing large areas such as the Sahara Desert, they are vulnerable to starvation during these crossings. Migrating swallows cover 200 miles a day, mainly during daylight, at speeds of 17-22 miles per hour. The maximum flight speed is 35 mph. Swallows arrive in Romania in April and May, returning to their wintering grounds in September and October. Some fish migrate long distances to have their babies in the same spot they were born.

Locusts are nomads, they move from place to place and eat up everything, they migrate wherever they can find the stuff they need. Some animals migrate seasonally, others migrate once in a lifetime or only to breed, and others are nomadic and migrate wherever the best resources and environments are at that time.

Monarch butterflies are not able to survive the cold winters of most of the United States so they migrate south and west each autumn to escape the cold weather. The monarch migration usually starts in about October of each year, but can start earlier if the weather turns cold sooner than that. The monarch butterflies will spend their winter hibernation in Mexico and some parts of Southern California where it is warm all year long. Monarch butterflies use the very same trees each and every year when they migrate, which seems odd because they aren't the same butterflies that were there the previous year. Monarch butterflies are the only insect that migrates to a warmer climate that is 2,500 miles away each year.

Animals also differ greatly in the ways that they are able to navigate. Some animals, like pigeons, use their sense of smell, while others follow trails, use the Sun and stars, or follow coastlines. Other animals, feel the Earth's magnetic pull. Many animals know where to go instinctively, while others (like Canada geese) have to be taught by their parents. There are many reasons why animals may determine it's time to migrate; they may be prompted by a change in temperature, in the length of daylight, or even in hormones that cause them to eat more and save fat for the journey.



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