

LESSON 1

TOPIC: MIGRATION AND REFUGEES
SUB TOPIC: VOLUNTARY MIGRATION
LESSON 1: WHY DOES IT HAPPEN?

SUBJECT: GEOGRAPHY

CLASS LEVEL: 5TH/6TH CLASS (AGES 10-12)

LEARNING OBJECTIVES:

This lesson explores why people voluntarily choose to leave their homes to go to another country and the contributions migrants make to the country they settle in.

Skills and Concepts development

- Maps, globes and graphical skills

Strand: Human environments

Strand unit: People living and working in the local area

Strand unit: People living and working in a contrasting part of Ireland

Strand unit: People and other lands

LESSON OBJECTIVES:

- Understand what the term migration means and the differences between voluntary and involuntary migration.
- Recognise that people choose to leave their homes for many reasons.
- Explore the benefits of migration and the contributions that migrants bring to a country.

LESSON PLAN



INTRODUCTION:

- Start the class with a discussion on the meaning of migration.
- Ask the children do they know what migration means? Explain that it means people moving from one country to another.
- Explain the differences between involuntary and voluntary migration.
 - Involuntary migration is when people are forced to leave their homes or their home region.
 - Voluntary migration is when people choose to leave their home or home region in search of a better quality of life.
- Today we are learning about voluntary migration.
- Ask the children has anyone in their family migrated? Have they migrated themselves? Can they think of a time in Irish history when Irish people migrated?
- Show the slide of the world map. Using the IWB ask the children to draw lines in black from Ireland to places they know Irish people typically move to (e.g. UK, Australia, USA), and draw lines in blue from countries that people move to Ireland from (e.g. Eastern European countries).
- Show the migration video.
- Now ask them to think about why people might leave their homes to go to another country – what is pushing them away from their homes?
E.g. no jobs, bad healthcare, climate change, expensive living costs, war. These are called ‘push factors’.
- Ask the children to make a table of all the push and pull factors they can think of.
- What would make a person want to leave a country? What would make a person want to come to a country? Steer the children towards economic, social, health care issues such as family, better job opportunities, better education system, better weather, safety, better doctors etc.



CONCLUSION:

- Ask the class to think about what benefits migration to a country might have for that country. What good things could people bring to a country? E.g. skills and knowledge for jobs, different foods and cultures, languages etc.
- Show the class the slide suggesting the benefits of migration, can the children think of more?
- If there is time in class, or for homework, ask them each to make a collage representing the good things people who have migrated to a country can bring.



DEVELOPMENT:

- Explain push and pull factors.
 - Get the class to think about why people might move to other countries – what is in those countries that they want? E.g. jobs, affordable homes, good healthcare, good education, safety. These are called ‘pull factors’.

Reflection Time!

- Did anyone learn anything new today? Can you name one thing that you didn’t know before today’s class? What will you remember from today? How will you use this information in everyday life?

LINKAGE AND INTEGRATION FOR THIS LESSON:

ENGLISH

Strand: Receptiveness to language

Strand: Competence and confidence in using language

Strand: Developing cognitive abilities through language

Strand: Emotional and imaginative development through language

ART

Strand: Fabric and Fibre

Strand unit: Creating in fabric and fibre

SPHE

Strand: Myself and the wider world

Strand unit: National, European and wider communities

Strand unit: Media Education

DIFFERENTIATION:

- Depending on the ability of the class, the teacher can provide suggestions for the children to steer them in the right direction.

ASSESSMENT:

- Teacher Observation and Questioning
- Peer to Peer and Self-Assessment (teacher will observe this during the class discussion)

RESOURCES:

- IWB/flipchart/big sheet of paper
- Whiteboard markers/pens
- USB presentation

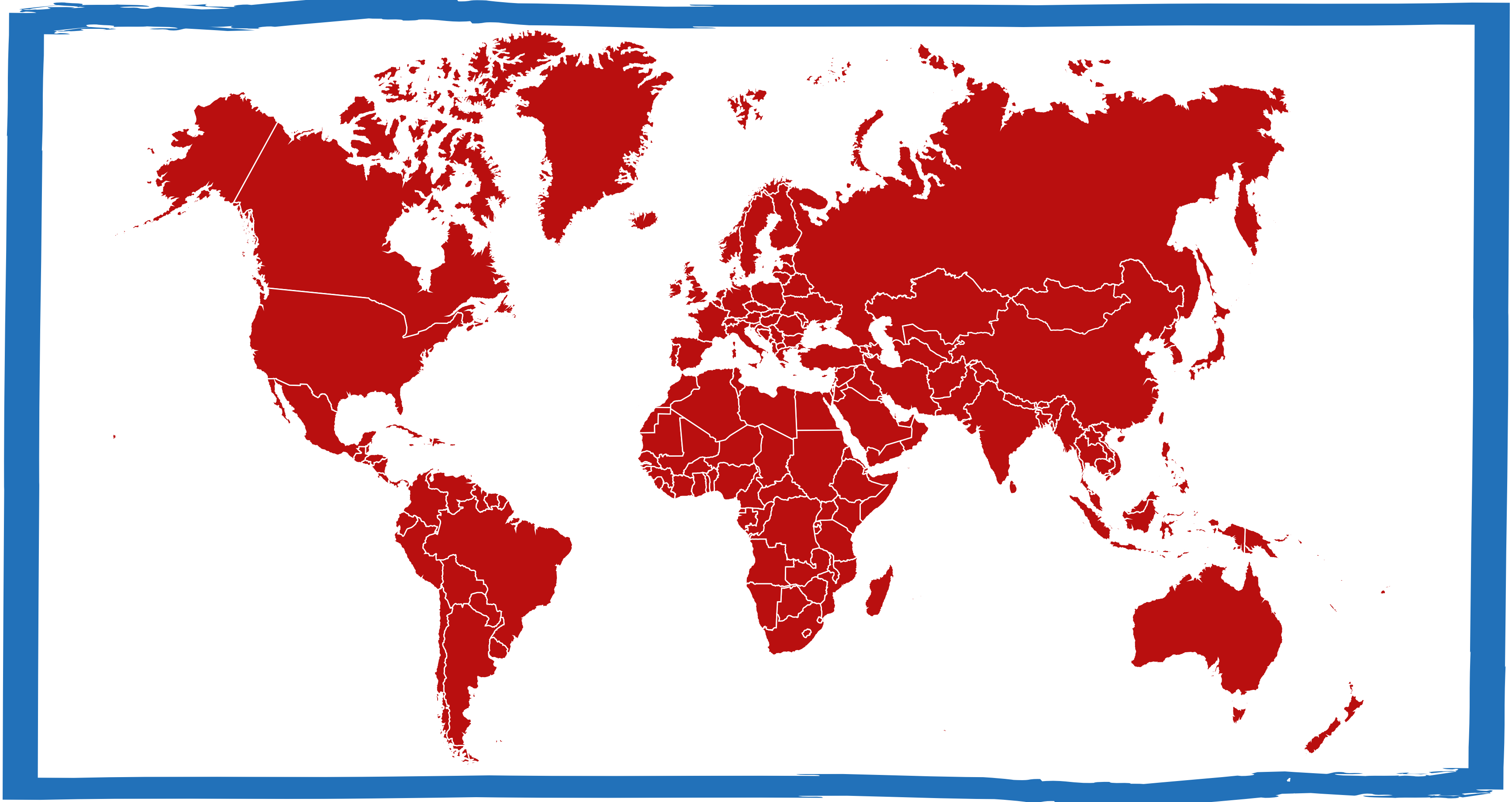
MIGRATION AND REFUGEES: WHY DOES IT HAPPEN?

LESSON 1 Voluntary Migration

DO YOU KNOW ANYONE WHO HAS MIGRATED?

- Has anyone in your family migrated?
- Have you migrated?
- Can you think of a time in Irish history when Irish people migrated?

Let's make a map of places we have migrated to and from!





What are push and pull factors?

(remember zombies don't exist!!)

Push	Pull

Make a Collage!



New games and celebrations?



New languages?



Culture?



Workers?

The Benefits of Migration?



New foods?

**REFLECTION
TIME...**

**VOLUNTARY
MIGRATION**