

# LESSON 2

**TOPIC: MIGRATION AND REFUGEES**

**SUB TOPIC: INVOLUNTARY MIGRATION**

**LESSON 2: WHY WOULD YOU HAVE TO LEAVE YOUR HOME?**

**SUBJECT: GEOGRAPHY**

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

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## LEARNING OBJECTIVES:

This lesson explores why people are forced to leave their home, exploring themes of conflict and discrimination.

### GEOGRAPHY

**Skills and Concepts development**

- Maps, globes and graphical skills

**Strand:** Human environments

**Strand unit:** People and other lands

## LESSON OBJECTIVES:

- Understand why people are forced to leave their homes and go to another country.
- Experience the feelings and choices that happen when forced to leave your home.
- Learn to empathise with people who must leave their homes.

# LESSON PLAN



## INTRODUCTION:

- Ask the class to look up the terms migration, immigration, emigration, involuntary migration and refugees in their dictionaries. Get the children to write down the definitions and discuss the differences and similarities.
- Ensure that the class understands that sometimes people do not have a choice and must leave their homes due to war, famine, climate change etc. (remember the push factors!). These are refugees and are not the same as people who choose to move to another country. This is called involuntary migration.

### Game Time!

- Introduce the Exodus Game – tell the class to imagine that they are living in a country where there is conflict. They belong to a certain group of people who were treated very badly by the Government. Get the class to think for a moment about different groups of people that may exist in a country – different tribal groups, people from other countries or people from different religions maybe.
- A message has come in for them from the President, they must listen carefully. Read the statement from the President.



## DEVELOPMENT:

- Split the children into pairs, mixing gender and ability. Tell the children that this activity will be timed and they have to come to an agreement.
- They have heard what the President said. So now tell them to discuss and write down – What will they do? Where will they go? What will they bring? Who will they bring with

them? Tell them to make sure they write down their reasons for each decision!

- Start the timer (base this on ability and time available, 5 minutes is recommended – they should be under pressure!).
- While the children are discussing and writing down their answers, remind them this is timed and tell them how many minutes they have left. The aim of reminding the children is to highlight a sense of urgency in making these decisions.
- When the time is up get each pair to report back on their decisions to the whole class. You can use the IWB for this.
- How did this activity make them feel? Was it easy or difficult to make these choices? How did your team arrive at the decision? Did you agree? Did you argue about what to do?
- How does this make the children feel about people who have to leave their homes?



## CONCLUSION:

- Ask the children to make two lists on the IWB, or a big sheet of paper, about involuntary migration. One list should be of times in history when involuntary migration has happened. The other list should be about involuntary migration happening now. How does this make them feel?

### Reflection Time!

- Ask the children to reflect on the definitions that they looked up at the start of the class. How does this make you feel about people who are forced to migrate? Is it fair? What can we do?

The background of the entire image is a photograph of a rural landscape. In the foreground, a rustic wooden fence made of vertical posts and horizontal rails runs diagonally from the bottom left towards the middle right. Beyond the fence is a dirt road that stretches into the distance. The background is filled with green grass and out-of-focus trees under a bright sky. A white rectangular box with a blue border is overlaid on the top half of the image, containing text.

## STATEMENT FROM THE PRESIDENT

“Fellow citizens. This is your President speaking. Our country can no longer tolerate the presence of this group, whose culture, language and religion are so different from ours. In order to save our nation, I have therefore decided that all members of this group – women, men and children – must leave our country by next Monday.

Each member of this group will be allowed to carry one suitcase of personal belongings. All their remaining possessions, including land, houses, businesses and bank accounts, will become the property of the State.

Any member of this group who remains within our borders after next Monday will be arrested.”

# LINKAGE AND INTEGRATION FOR THIS LESSON:

## ENGLISH

**Strand:** Receptiveness to language

**Strand:** Developing cognitive abilities through language

**Strand:** Emotional and imaginative development through language

## DRAMA

**Strand:** Drama to explore feelings, knowledge and ideas, leading to understanding

**Strand unit:** Exploring and making drama

## SPHE

**Strand:** Myself and the wider world

**Strand unit:** National, European and wider communities

## DIFFERENTIATION:

- When teaching this lesson ensure there is sensitivity to children in the class who may have fled their own countries. Talk to the child and their parents about teaching the lesson.
- Ensure that the groups are mixed ability and that the roles assigned to each child in each group meets the needs and abilities of the individual.
- Set the time of the Exodus game based on the abilities of the class.

## ASSESSMENT:

- The teacher can assess children's understanding, empathy and learning during the Exodus game.
- The children can self-assess and reflect on the game during questioning and discussion after it.
- The teacher can observe learning during reflection time at the end of the class.

## RESOURCES:

- IWB/flipchart/big sheet of paper • Whiteboard markers/pens
- USB presentation • Statement from the President



# MIGRATION AND REFUGEES: WHY DOES IT HAPPEN?

## LESSON 2 Involuntary Migration

# WHY WOULD YOU HAVE TO LEAVE YOUR HOME?

Can you remember what involuntary  
migration means?

# The Exodus Game

- You are in a country with conflict
- You belong to a group of people treated badly by the Government
- A message has come in from the President...



“Fellow citizens.

This is your President speaking.  
Our country can no longer tolerate the presence  
of this group, whose culture, language and religion  
are so different from ours.

In order to save our nation, I have therefore decided that all members  
of this group – women, men and children – must leave our  
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of personal belongings. All their remaining possessions,  
including land, houses, businesses and bank accounts,  
will become the property of the State.

Any member of this group who remains within our  
borders after next Monday  
will be arrested.”



# The Exodus Game

## What would you do?

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- Where to go?
- What to bring?
- Who to bring?



# What did you decide?

**Where?**

**What?**

**Who?**

# How did this make you feel?

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- Was it easy or difficult to make these choices?
- How did your team arrive at this decision?
- Did everyone agree or was there an argument?
- How do you feel now about people who have to migrate?

# Involuntary migration

## HAS THIS HAPPENED IN THE PAST?

Make a list of times in history when people were forced to migrate

## IS THIS HAPPENING NOW?

Make a list of places and people who are being forced to migrate now

**REFLECTION  
TIME...**

**INVOLUNTARY  
MIGRATION**