How to Talk About Migration in your Classroom?

A Toolkit for Middle School Teachers
The UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) is UNESCO’s category 1 Research Institute that focuses on Sustainable Development Goal (SDG) 4.7 towards education for building peaceful and sustainable societies across the world. In line with its vision of 'Transforming Education for Humanity', the Institute employs the whole-brain approach to education, with programmes that are designed to mainstream Socio-Emotional Learning in education systems, innovate digital pedagogies and to put youth as global citizens at the centre of the 2030 agenda for Sustainable Development.

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TABLE OF CONTENTS

OVERVIEW ...........................................................................................................................................4

LESSON PLANS....................................................................................................................................7

COMPARING QUANTITIES .....................................................................................................................8

CLIMATE AND ANIMAL MIGRATION .................................................................................................10

MIGRATION IN SOCIAL SCIENCES ...............................................................................................12

THE MEETING POOL .......................................................................................................................18

ACKNOWLEDGEMENTS
Overview

UNESCO MGIEP launched DICE (Digital Inter-Cultural Exchange) programme for the schools to explore a new way of teaching and learning and to further 21st century skills. DICE seeks to couple a project-based, thematic, peer-to-peer approach to learning where students engage in collaborative projects and intercultural dialogue with students from other schools through a digital platform.

Objectives

- Foster dialogue and mutual understanding amongst young people from varied socio-economic and cultural backgrounds
- Analyze how peer-to-peer learning affects perceptions

The project Process

DICE (Digital Intercultural Exchange) programme is an ICT-based intercultural exchange project that connects schoolchildren from across the globe allowing them to share ideas, stimulate dialogue and drive their own learning on the issue of Migration. The programme takes the students through a learning process where the students from different contexts collaboratively explore the concept related to migration through projects and assignments that are guided by the lesson plans in the toolkit. Students then broaden their understanding of the issues related to migration through online chats with peers from different countries.

The learning journey begins with students being assessed on their knowledge and attitudes towards the key global issue of migration along with other social emotional domains of learning. Followed by engaging in collaborative project guided by the lesson plans and then engaging further and dwelling more deeply in the issue of migration through online chats. Students are assessed again to understand how dialogue helped enhancing knowledge about migration and how it changed their attitude and impacted other aspects of social and emotional learning.

The lesson plans in the toolkit helps the teacher to talk about the key issue of Migration in the regular teaching learning practice as the issue of migration has been embedded in 6 subject based lesson plans.

About the Toolkit

This toolkit contains 6 lesson plans. Each lesson plan contains the following:

- **Objectives:** These specify what students will learn.

- **Essential Questions:** These are big questions that students can grapple with on the digital platform. They are intended to spur dialogue and to help students think critically. Questions can be repeated at the beginning and the end of the exercise to see how students’ behaviours, attitudes, and skills have changed.
- **Activities:** These are the activities that students will conduct under the guidance of the teacher within the classroom.

- **Assessment:** This specifies how teachers will assess students. Assessments are continuous and anchored in real world situations, encouraging students to demonstrate competencies and use multiple intelligences.

Each lesson plan is aligned with a specific subject in a way that can help the teachers engage students in collaborative projects and talk about issue of migration within the classroom.
Comparing Quantities

In this lesson, students will learn about quantities and ratios through conducting primary research and analyzing data.

Objectives:

After the intervention, students will be able to (SWBAT):
- Compare different quantities.
- Use concepts related to ratios and percentages to compare quantities.
- Calculate ratios and percentages from primary data.
- Draw conclusions about data using ratios and percentages.

Essential Questions:

Use these to generate dialogue on the digital platform.
- How can ratios and percentages help us understand our histories and communities?
- Why do people migrate?
- How has migration affected your school and community?
- When people migrate, how do they decide where to go?

Activities:

Activity#1: Warming up

Students will engage in dialogue with students from other schools about the essential questions listed above. Based on this dialogue, students will create hypotheses about their own schools and communities. Students will hypothesize about the following, although teachers can include other areas of inquiry as well:
- What percentage of students in my school migrated?
- What percentage of students’ parents and grandparents in my school migrated?
- What are the main reasons why families from my school migrated?
- Where have families in my school come from?

Students will justify their hypotheses with personal experience, research, or conversation from the digital platform.

Activity #2: Data collection

Students will work together with teachers to collect the following data within their schools. Teachers and students will design the questionnaires together, and can add other areas of inquiry based on what students would like to find out about migration. At minimum, each class will collect the following data, with each student collecting data for at least five questionnaires:
- Percentage of students in class who have migrated during their lifetime.
- Percentage of students’ parents and grandparents that have migrated.
- Main reasons for migration.
- Main places where families have migrated from to get to your city / country.
- Main places where families from your city/ country have migrated to.

To expand the lesson, students can include data from other classes, past generations, or their neighborhoods. They can also expand the number of questions they are asking.

Throughout the process, students will engage in dialogue with other schools to find out about how data collection is proceeding, including discussing challenges, sharing best practices, and sharing interesting preliminary results.

Activity #3: Data analysis and presentation

Students will enter the data into excel sheets or use notebooks and calculate, at minimum, the following (although teachers can expand this):

- Percentage of students in class who have migrated during their lifetime.
- Percentage of students’ parents and grandparents that have migrated.
- Main reasons for migration with associated percentages.
- Main places where families have migrated from to get to your city / country with associated percentages.
- Main places where families from your city / country have migrated to with associated percentages.

Students will create bar graphs and pie charts to represent the data and post these on the digital platform. Students will then compare their data with data from other schools, and engage in conversation around the results. Students can fill out venn diagrams showing the differences and similarities between their schools and others. On the digital platform, students can discuss their hypotheses and whether or not they were proven correct.

Activity #4: Student reflection

Students will write reflections about the process of collecting, analyzing, and sharing data, and reflect back on at least two essential questions posed during the session. Students will talk about how their views about migration and answers to these questions have changed or stayed the same. Students will also pose additional questions that they would like to explore.

Assessment:

- Students can be assessed on the reports they produce through the data analysis, their participation in dialogue, and the reflection that they write at the end of the activities.
CLIMATE AND ANIMAL MIGRATION

In this lesson, students will compare and contrast animal migration and human migration.

Objectives:
After the intervention, students will be able to (SWBAT):
- Describe the difference between climate and weather.
- Compare and contrast animal and human migration.
- Evaluate how humans have affected animal migration.

Essential Questions:
- What kind of place would you like to live in and why?
- Why do animals migrate?
- How does human migration affect animals?
- How does animal migration affect humans?
- How are animal and human migrations similar and different?
- How do adaptations affect the survival of humans and animals?

Activities:

Activity #1: Warming Up
Students will engage in dialogue on the online platform about animal migration using the essential questions above. They will share videos and photographs of animal migrations, and relate personal experiences of seeing animals migrate. They will create hypotheses about why animals migrate and how animal migration has changed over time.

Activity #2: Understanding climate and weather
Teachers will conduct a brief lesson on the difference between climate and weather. On the digital platform, students will share examples of climate and weather. Students will also share examples of how the climate and weather in their area change over time. These could include data of the several years, photos or videos of the same season in different types or any other creative approach.

Activity #3: Animal migration
Each class will be assigned one of the animals from the following list. Each class will create and share multimodal presentations providing the following information:

- Teachers will then conduct a brief lesson on animal adaptations. Teachers will emphasize the fact that evolution is random, but that when animals randomly mutate, they sometimes survive better in certain weather or climates.
- An introduction to the animal and its habitat.
- A brief description of the animal’s adaptations to its habitat.
- The animal’s migration route, including area travelled, mode of travel (flying, swimming, walking, etc.), frequency of migration (once or twice a year) and reason for migration.
• How human settlement has affected migration.
• How climate change has affected migration.
• Recommendations for what humans can do to help protect animals that migrate.

Each school will choose from the following list of migratory animals:
• Monarch butterfly
• Arctic tern
• African elephant
• Asian elephant
• Gray Whale
• Earth worm
• Umbrella bird
• Caribou
• Salmon
• Mexican free-tailed bat
• Gazelle
• Zebra
• Dragonfly
• Palm swallow
• Emperor penguin
• Olive ridley turtles

Students will post their presentations online and engage in discussion about the different kinds of animals and their migratory patterns. Students will compare and contrast the different species of animals, their adaptations, and their interactions with humans.

Activity #4: Student reflection and action
Students will use Venn diagrams or other graphic organizers to compare and contrast different species and their migration patterns. Students will return to the essential questions posed at the beginning and reflect on how their understanding has changed. Students will also each choose one suggested action about how they can help animals survive migration. Students will perform this action – such as putting out water for birds, planting native plants, etc. and document it by taking a photograph and writing a reflection. Students will then discuss the outcomes of their actions over time on the digital platform.

Assessment:
Student reflections, presentations, and actions can be used as assessments.
MIGRATION IN SOCIAL SCIENCES

Social and Political Life
In this lesson, students will be introduced to gender stereotypes and encourage them to develop self-reflective process to critical review culturally inherited stereotypes and how the process of migration impacts different genders.

Objectives:
After the intervention, students will be able to (SWBAT):
- Develop an understanding of the social constructs of gender and its influence.
- Understand concepts of gender, gender stereotypes, and gender equality.
- Identify the effects of gender stereotypes on individuals and their relationships.

Essential Questions:
- What makes us different from each other?
- How does our gender affect people’s expectations of us?
- How do people’s expectations affect our gender?
- Where do stereotypes come from?
- What happens to people who do not follow gender rules?
- How does gender influence migration?

Activity #1: Understanding key terms
Students will engage in dialogue on the online platform in response to the essential questions above. They will share examples from personal experiences and identify traits and behaviour not conforming to the gender stereotypes.

Activity #2: Understanding gender-differentiated practices in the society
Students will make a list of the toys and games owned or played by their younger relatives. Ask them to separate the lists by gender and to post these online. If there is a difference between the two lists, prepare the list of reasons, as to why it is so? Are there some items that are only on one list, and not the other? Are there some items that are on both? Discuss, online, whether this has any relationship to the roles children have to play as adults? Students can also make an e-poster and share the same with groups/schools.

Activity #3: Understand differences in the work done by women and men.
Each school will assign the activity to the identified/selected groups. Students will interview one woman and one man who migrated to your city / country and are now working in their locality and find out a little bit more about their lives – Who are their family members? Where did they come from? Where is their home now? How many hours do they work? How much do they get paid? If given permission, students can also take photos or do a video interview. Students will then write a reflection comparing and contrasting the interviews, and will post these on the discussion forums. Teachers should encourage students to comment on each other’s work.
Assessment:
Student reflections, presentations, and e-posters made by students can be used as assessments.

Struggles for equality
In this lesson students will be introduced to concepts of inequality, discrimination and struggle or fight for equality along with migration.

Objectives:
After the intervention, students will be able to (SWBAT):
- Understand the commitment to uphold the constitutional values of justice, equality, citizenship and freedom at the collective level.
- Develop the ability to question relations of power in the Society
- To understand the interconnections between social movements and migration

Essential Questions
- Why do some people have more resources than others?
- Why do these inequalities still exist?
- What work remains to be done for creating a just and equitable society?
- What can we do to address inequality?
- How does inequality affect migration?

Activity # 1 Understand the term “Inequality”
“Even though there is equality among people in your city / country yet poverty and the lack of resources continue to be a key reason why so many people’s lives in your city / country are highly unequal”. Students will research and find out examples in favour or against the statement given above. Students can present their ideas through a PowerPoint presentation.

Activity # 2 Students understand the connections between migration and equality
Teachers can discuss, briefly, the difference between a revolution and movement for students to build an understanding around these concepts. Thereafter, students are required to critically investigate causes leading to formation of any organization in their neighborhood for the rights and how they overcame obstacles. Ask students to think about what they would do if they were about to be displaced. Would they migrate? Or would they stay and form a movement?

Students to brainstorm more instances about various efforts and profile people, who dedicated their lives for civil rights, collect information and present the same through online presentations. Based on the presentations, students will hold an online discussion/brainstorming session on struggle for equal rights. Students can also come-up with a plan for creating a more equitable environment in their school or community.
Assessment
Online reflections / discussion by students on insights gained during research, presentations and feedback by teachers and students of other schools covered under the pilot.
Our Past
The students will explore the causes and consequences of migration on culture, architecture, economic and environmental conditions

Objectives:
- Develop an understanding of the concept of migration
- Understand causes of migration
- Examine contribution of migrants and its impact on our culture, with special reference to architecture.

Essential Questions
- What is migration?
- Why do people migrate?
- Who are migrants?
- What are major immigrant groups, which migrated to your city / country and why?
- How contributions of various migrant groups’ have influences the culture?

Activity# 1 Understand the term “migration” and causes of the same.
Ask students to respond to the question, “Why do people migrate?” and “Who are migrants?” on the platform. Then have them collect demographic data (name, age, gender, place of birth) of family members, domestic helpers, vegetable vendors, shopkeepers & other service providers in their locality. Also find out the place of origin of each person, covered under the survey, and reasons for migration. Ask students to create a graphical representation of this data and share it on the platform. Ask students to revisit the questions and see how their answers have changed or stayed the same.

Activity# 2 Make a timeline
Students to research and identify 2 to 5 cities from your country and examine how these cities changed over the last 100 years in terms of name, composition of population, culture and architecture. Students will examine the causes of changes observed and undertake a pictorial representation on timeline for sharing online. Students should discuss.

Activity #3 Research the architecture of a monument
Students to visit/or undertake web search on any one historical monument from your city, ideally in their neighborhood, and examine the architecture, analyze the style or styles and note down their observations. Students will further research on the observed architectural styles, identify the origin. Students will document their findings on the monument and share the same with other groups/schools. Groups can also engage in comparing and contrasting their findings.
Assessment:
Students to be assessed on the use and evaluation of research information from various sources (with particular emphasis on technology). It would be interesting to assess their ability to identify and explain causes, consequences, and/or point of view related to the topic under consideration.

Earth our Habitat
Through this lesson, students will understand the relationship between the physical and human environment.

Objectives
After the intervention, students will be able to (SWBAT):

- Understand the concept of physical geography and human geography
- Identify the ways in which the physical environment influences human environment
- Identify ways in which human activities are constrained by the physical environment
- Compare and contrast different types of habitats and identify related issues

Essential questions
- What is an ecosystem?
- How do climate, physical environment and natural resource affect the way humans live?
- Why do people move or migrate?
- What are the intended and unintended consequence human activities on the local environment?

Activity #1 Understanding the Ecosystem
Ask students to discuss the essential questions on the platform. Then guide students through three key attributes of an ecosystem and habitats and depict each attribute using picture/images. Using the digital platform, students will prepare a quiz, wherein by posting an image, they can as other groups to explain the difference between the ecosystem and habitat.

Teachers need to guide learners in the discussion of what an ecosystem might be and why it is important to understand and study ecosystems. Differentiation between ecological and biological might be helpful for children.

Activity # 2 Understanding patterns of Human settlement
Teachers to provide an example of human settlement, by using a nighttime image of a city (from any part of the world), and explain patterns of human settlements. Students will be assigned 2 cities (from any part of the world) and will investigate, using nighttime images, patterns and spatial distribution of human settlements.

1 [https://www.nasa.gov](https://www.nasa.gov) / [http://visibleearth.nasa.gov](http://visibleearth.nasa.gov)
Explain the type of settlement, which city has the lowest population density and why. Also explain which settlement is much more lit-up?
Students will prepare a two-page report by explaining the reasons for spatial concepts of pattern, dispersion and density and physical features of the region.

**Activity # 3 Human settlement, transport and communication**
Students to select three major cities and the city of their origin and identify migration trends and predict future trends based on the research. Also identify the push and pull factors which contributed to the growth/decline of these cities.
Students will plot the population distribution of their city of origin and explain the reasons for these patterns. Students will also create a timeline tracking migration of their family members within and outside their country.

**Assessment**
Students will be assessed on their discussions, reports, research and inferences drawn from the data collected. The online sharing and responses to queries will also provide vital indications pertaining to the understanding acquired.
THE MEETING POOL*

Through this lesson, students will be able to articulate their thoughts on Landscape and issues related to climate change.

Objectives:
After the intervention, students will be able to (SWBAT):
- Identify key ideas within the given story
- Demonstrate basic critical thinking skills in response to ideas given
- Acquire and internalize vocabulary and structures, which helps in writing too
- Understand the importance of reading attentively

Essential Questions
- How to organize ideas into a paragraph?
- How to evaluate text for connections between ideas and use of appropriate language to convey these connections?
- How to give critical response to the writing task and text?

Activity #1 To assess the ability, of students, to identify the context and circumstances influencing the behavior of people. Towards this, students will be required to read the story “The meeting pool” by Ruskin Bond and then respond to following questions:

a) Were Anil and Soni different from each other? Which words help you to notice the difference between them? Which words help you to notice the link between them?
b) Imagine yourself to be one of the Rusty’s friends. Write a diary entry expressing
Your feelings when you met them after a decade.

**Activity #2** Teachers to discuss the story “The meeting pool” with students. Teachers
to encourage students to list down the merits and demerits of transferable job.
Students will be expected to re-write the story but with a different ending. Students
will share the story on the digital platform and discuss why they wrote the ending that
way.

**Activity # 3** Teachers will discuss the current situation of Europe’s refugee crisis and
students will write a paragraph after researching for the reasons, for such migration
decisions and share a write-up with the other groups. Students to evaluate the writings
of other groups on fluency, content, syntax and vocabulary

**Assessment:**
Students will be assessed on the work shared, discussions, and
evaluations/assessments on the digital platform.

Post-pilot discussions/documentation with students and teachers will enable
capturing of the experiences at an individual and also at the group level.

*The story has been attached as an annexure*
Ruskin Bond is the author of hundreds of stories, poems and novels. His writings are deeply influenced by his life spent in the foothills of the Himalayas. He writes straight from the heart about what he cares for—most—his adopted family, the valleys, the mountains, rivers and roads, villages and small tea-stalls and many such simple things.

Three friends, Somi, Anil, and Rusty, promise to meet at a favourite childhood spot ten years later, but much to his disappointment, only Rusty shows up. The narrator, Rusty, regrets the passage of time and is sorry that people and places change. But he sees other children playing in a pool just as he did with his friends and understands how life goes on and nature does not change.

1. It was Somi’s idea that we should meet at the pool in ten years’ time.

2. “When we are men,” he said, “We must come back to this place. Ten years from today, Rusty—at midday on the fifth of April 1964—we must return to the pool. No matter where we are or what we are doing, we must meet at the pool. Promise?”

3. “Promise,” I said.

4. “Promise,” said Anil.

5. It was a schoolboy’s pledge, and made in deadly earnest. As boys, we usually mean the things we say. And so we shook hands on it, and dived back into the water.

6. The pool had been my discovery. I remember that it was going to rain—I could see the rain moving across the foothills, and I could smell it on the breeze. But instead of turning homewards, I pushed my way through the leaves and brambles that grew across the forest path. I had heard the murmur of water at the bottom of the hill, and I wanted to see the water and touch it.

7. Sliding down a rock-face into a small ravine, I found the stream running over a bed of shingle. Water trickled down
from the hillside, from amongst ferns and grasses and wild primroses. The rocks beside the stream were smooth, and some of them were grey and some yellow. A small waterfall came down the rocks and formed a deep, round pool of apple-green water. When I saw the pool, I turned and ran back to town because I wanted to tell the others.

Anil and Somi were my closest friends. Anil lived in a crowded lane off the Dilaram Bazaar. He was wild, moody and impulsive but had a certain charm. Somi, on the other hand, was gentle in his ways; but he too, like Anil, had a sense of fun. They usually chose the adventures we were to have and I would just grumble and allow myself to be a part of them.

But the pool was my discovery, and I was proud of it.

"We'll call it Rusty's pool," said Somi. "And remember, it's a secret pool, no one else must know about it."

I think it was the pool that brought us together more than anything else. Somi was a beautiful swimmer. He dived off the rocks and went gliding about under the water like a long golden fish. Anil's legs and arms were very long, and he thrashed about with much vigour but little skill. I could dive off a rock, too, but I usually landed on my stomach.
There were slim silver fish in the water of the stream. At first, we tried catching them with a line, but they soon learnt the art of taking the bait without being caught on the hook. Next, we found a bedsheet (Anil removed it from his mother's laundry), and we stretched it across one end of the stream; but the fish wouldn't come anywhere near it.

Then there were other activities at the pool—wrestling and buffalo-rides. We wrestled on a strip of sand that came down to the edge of the water, and rode on a couple of buffaloes that sometimes came to drink and wallow in the more muddy part of the stream. We would sit on the buffaloes, and kick and yell and urge them forward; but we were never able to move them. At best, they would roll over on their backs, taking us with them into the soft mud.

It did not really matter how muddy we got, because we had only to dive into the pool to wash off the mess.

I do not remember how we finally broke up; it was hardly noticeable at the time. In spite of our pledge to return to the pool as grown men, we never really believed that we would go different ways, that we would be leaving the pool. After about a year, Somi passed his matriculation examination and entered a military school. When I saw him about three years ago, he had a fierce and very military moustache.

Shortly after Somi left school, Anil and his family went away to Delhi, and I did not see them again.

And what of the pool, and our pledge to come back after ten years?

In April, I happened by chance to be in the same part of the country, and I decided that I at least would keep my part of the pledge. But I could not find the pool. I found the ravine, and the bed of shingle, but there was no water. The stream had changed its course, just as we had changed ours. I waited in the ravine for two or three hours, but no one came. I suppose it was foolish of me to expect anyone. Somi must have been with his unit, Anil occupied with the business of living. Probably, they both had families. I was the only one who had not really grown up.
I turned away disappointed, and with a dull ache in my heart.

But I hadn’t gone far when I heard the splashing of water and the shouting of boys; and pushing my way through a thicket, I found another stream and another pool, and half-a-dozen boys splashing about in the water.

They did not see me; I kept in the shadow of the trees and watched them play. But I did not really see them. I was seeing Somi and Anil and the comfort-loving buffaloes. And I stood there for nearly an hour, my spirit romping again in the shallows of our secret pool.

romping: playing and frolicking. (He felt as happy as he had in his boyhood.)

Understanding the Text

Answer these questions.

1. it was a schoolboy’s pledge, and made in deadly earnest. What did the boys not realise when they made that pledge? (paras 5 and 15)
2. ... it was going to rain...but instead of turning homewards, I pushed my way through the forest. Why? Had the narrator felt or noticed something? If so, what? (para 6)
3. What indicates that Rusty was greatly excited when he saw the pool? (para 7)
4. Read the narrator’s description of Somi and Anil. Does it show a clear difference between the two? If so, what is the difference? Was there also something similar between them? If so, what? (para 8)
5. But the pool was my own discovery... Did the others recognise that it was his own discovery? If so, in what way? (paras 9–10)
6. How did Rusty describe Somi as a boy? What was he like when Somi saw him recently? (paras 8 and 15)
7. What activities, other than swimming, took place at the pool? (paras 11–13)
8. Do you think that Rusty remembered the pledge all the time and made sure that he went back to the pool on the correct date? Which words indicate the answer? (para 18)
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