

Theme 3: Migration patterns and journeys



ACTIVITIES

6. Where do migrants come from and go?
7. What do people face on their journeys?
8. How does it feel to be in a new country?

Theme 3: Worksheets

Activity 6. Where do migrants come from and go?

Aim (PowerPoint slide 1)

- > To consider some facts about migration patterns.

Total Timing 30 minutes

Timing

30 minutes

Activity

Place students into teams and hand out one quiz sheet per team (**worksheet 17**).

Read out the questions (**PowerPoint slide 2**) and allow enough time for teams to discuss the answers among themselves.

Use the answer sheet for educators (**worksheet 18**) and **PowerPoint slide 3** to elicit responses from the students. Ask the teams to mark their quizzes.

Select the winning team and award them the prize.

Finally ask students if there was anything they found surprising about the quiz answers and why?

Materials

Worksheet 17:
Quiz for students

PowerPoint slide 2: Quiz

PowerPoint slide 3: Quiz answers

Activity 7. What do people face on their journeys?

Aims (PowerPoint slide 1)

- > To learn about the situation people face during their journeys.
- > To consider dangers faced by people on journeys by sea.
- > To learn about the experience of arriving in a new place.

Total Timing 45 minutes or one hour, with extension activity

Timing

Activity

20 minutes

Introduce **film 3**: Migrant journeys or **worksheet 19**.

Remind students that there are 214 million people on the move worldwide. Inform students that they will hear stories from five migrants of their journeys and the situation they faced when they arrived in a new country.

Ask students to consider the following questions while watching the film

(PowerPoint slide 2):

- > Where are the people in the films from?
- > What situation do they face on their journeys?
- > What situation do they face in their new country?
- > Which people in the films faced difficult journeys?
Why do you think this is?
- > What positive things do people express about their journeys or their arrival in their destination?

After the film, feed back to the rest of the group.

Explore how Saijwaa and Ebrahim have difficult journeys. This may reflect how dangerous the situation was they were fleeing from and how much risk they were willing to take to get away. You may like to reflect back on the reasons to migrate in **activity 1** or watch **film 1**: Why do people migrate?

Ask students to reflect on the final point by Ines about how through her own experiences, she changed her perspective about migration. Ask students if they have changed anything about how they think about migration through what they have learnt.

Materials

Film 3: Migrant journeys or **worksheet 19**: film 3 transcript.

PowerPoint slide 2: Film 3 questions

Worksheet 23: Take action on migration journeys

Activity 7. What do people face on their journeys?

Timing

25 minutes

Activity

Optional extension: Journeys by sea photo activity

Place students into groups and hand out one copy of **worksheet 20** to each group.

Ask students to examine the images and come up with a list of questions that could help them understand what is going on. They should then attempt to answer their questions.

Alternatively, ask students to discuss (**PowerPoint slide 3**):

- > Who are the people in the photos?
- > Where might they have come from?
- > How did they get there?
- > What may have happened?
- > What clues do the images give us about the conditions they have been through before reaching the beach?
- > What do you think their lives may have been like before?

Each group should share their answers to one of the questions, until all the groups have fed back and all the questions have been answered.

Materials

Worksheet 20:
Photo activity
(one copy per group)

PowerPoint slide 3: Photo activity questions

10 minutes

Fode Camara's story

Read Fode Camara's story with the group (**worksheet 21**).

Discuss with the students:

- > Does Fode's story help you answer the questions you may have been unsure of from the last activity?
- > Was there anything that surprised you about the way the people have traveled to another country and the risks they have taken?

Introduce the idea of journeys by sea. Tell students that more than 3,000 people are believed to have drowned between 1997 and 2005 in the Straits of Gibraltar while trying to enter Europe on makeshift boats.

Worksheet 21:
Fode Camara's story

5 minutes

Review questions (PowerPoint slide 4)

- > What situations do people face their journeys?
- > Not all people have difficult journeys. But why might people sometimes take big risks to get away from their country?
- > Share one new thing with the group about your response to this activity. It may be something new you have learnt or something you feel.

Take action on migration journeys!

Encourage students to build on their learning through the take action activities (**worksheet 23**).

Activity 8. How does it feel to be in a new country?

Aims (PowerPoint slide 1)

- > To consider what situations people may face when they newly arrive in a country.
- > To consider how difficulties for people who have newly arrived can be overcome.

Total Timing 50 minutes

Credit: Based on an activity by Refugee Action.

Timing

Activity

Materials

Starter

5 minutes

Ask students to think of a time when they arrived somewhere new. What worries did they have? What expectations? What helped them overcome their concerns?

Explain that when people who have migrated first arrive in a new country, they face a new situation.

The following activity aims to show what it might be like for someone who has arrived in a new country.

Activity set up

10 minutes

Hand out a copy of **worksheet 22** to each student.

Ask students to read all six character descriptions. Then ask students to choose a character whose role they will take on and take a sticky label for their character.

Read through the activity instructions (**PowerPoint slide 2**):

Form a line at one end of the room.

You will hear some statements and you should step forward or stay in the same place, depending on how confident you think your character would feel in response to the statement.

You should respond in character as follows:

- > Confident: move two steps forward.
- > A little bit or not sure: move one step forward.
- > Not confident: don't move.

Worksheet

22: Character descriptions, one worksheet per student

One sticky label per student. Each label with the name of one of the characters from worksheet 22. Every student should have a character and some students can be the same character.

PowerPoint

slide 2: Activity instructions

Activity 8. How does it feel to be in a new country?

Timing

10 minutes

Activity

Activity

Read the statements below to the group and ask students to respond to each statement.

How confident would you be to:

- > Ask someone for help because you don't know your way around.
- > Answer a question about where you are from.
- > Wear different clothes to others.
- > Tell someone you are being bullied.
- > Express your views in class.
- > Learn a new language.
- > Be around people from different cultures.

After reading the statements, ask students (**PowerPoint slide 3**):

- > Which situations were you more confident about?
- > Which situations were you less confident about?
- > How do you feel about where you are?
- > How could you help each other to gain confidence?

5 minutes

Review questions (PowerPoint slide 4)

- > What situation might people face when they newly arrive in a country?
- > How can difficulties be overcome?
Think of what the person could do and what others could do to help.

Take action on migration journeys!

Encourage students to build on their learning through the take action activities (**worksheet 23**).

Materials

This activity requires a spacious room that students can easily move around in.

PowerPoint slide 3: Activity questions

PowerPoint slide 4: Review questions

Worksheet 17: Quiz for Students

Activity 6: Where do migrants come from and go?

1. What proportion of the world's population are migrants?

55% 10% 3%

2. What proportion of Europe's population are migrants?

52.3% 8.7% 24.1%

3. How many refugees are there in the world?

11 million 100 million 1 billion

4. Where do most refugees in the world come from?

Somalia Afghanistan China

5. Where do most of the world's refugees live?

In the United States of America In Europe In neighbouring countries

6. Which of these countries hosts the largest number of refugees worldwide?

Australia Pakistan Germany

7. Answer true or false to the following statements

- Richer countries host most of the world's refugees
- In the last ten years, the number of asylum applications in Europe has increased
- One in three migrants in Europe are from other European countries
- The amount of money that migrants worldwide send home is more than the amount of money countries donate to development.

Score out of 10:

Worksheet 18: Answer sheet for educators

Activity 6: Where do migrants come from and go?

1. 3 per cent of the world's population are migrants, or 214 million people of a total world population of 6.8 billion (World Migration Report, IOM 2010 http://publications.iom.int/bookstore/free/WMR_2010_ENGLISH.pdf)

2. 8.7 per cent of Europe's population are migrants (World Migration Report, IOM 2010 http://publications.iom.int/bookstore/free/WMR_2010_ENGLISH.pdf)

3. There were 11 million refugees in the world in 2010 (Global Trends 2010, UNHCR www.unhcr.org/4dfa11499.html)

4. Most refugees come from Afghanistan (3 million). Iraqis are the second largest refugee group, with 1.7 million people. Afghan and Iraqi refugees account for nearly half of the world's refugees (Global Trends 2010, UNHCR www.unhcr.org/4dfa11499.html)

5. In neighbouring countries. Three quarters or 75 per cent of the world's refugees live in neighbouring countries (Global Trends 2010, UNHCR www.unhcr.org/4dfa11499.html).

6. Pakistan hosted the largest number of refugees worldwide (1.9 million) in 2010, followed by the Islamic Republic of Iran (1.1 million) and the Syrian Arab Republic (1 million), (Global Trends 2010, UNHCR www.unhcr.org/4dfa11499.html).

7. a. False. 80 per cent of refugees are in developing countries (Global Trends 2010, UNHCR www.unhcr.org/4dfa11499.html).

b. False. The numbers have fallen in the last ten years (UNHCR 2010, www.unhcr.org/4d8c622c9.html)

c. True (UNHCR 2010, www.unhcr.org/4d8c622c9.html)

d. True. The money that migrants send back home, which is called remittances, to developing countries is three times as much (\$325 billion) as the money donated to developing countries in foreign aid. This demonstrates the importance of migration for development (World Migration Report, IOM 2010 http://publications.iom.int/bookstore/free/WMR_2010_ENGLISH.pdf)

Migrant Journeys

“Given the opportunity I don’t think that anyone would want leave their country.”

“It was terrible to leave my family behind.”

“The best part is just to be in a secure country where people are free to say what they want to say.”



(Sajwaa) “We had to leave Iraq without telling anyone. During the journey, on the road to the Syrian-Iraqi border there was an American tank in front of our car. First of all the soldier on that tank waved a red flag, so we stopped. And then, after a while, the same soldier raised an orange flag. This orange flag should logically be interpreted as get ready, just like the traffic lights, but the driver who was driving the car started going forward. That was a really life threatening move because at that minute the tank opposite us started shooting towards our car”.



(Ebrahim) “I’m Iranian-Kurdish. I had political problems in my country and one day I had to leave the country very urgently. We spoke to the driver and then we had to go to the back of the lorry. There was a space in the middle so we went in so that it looked like we disappeared, no one could see us if they opened the door. Sometimes the lorry stopped and the driver said “I want to have a rest” and then he’d sleep for about ten hours and then we’d start moving again. But when I came out from the lorry I didn’t know where I was. I asked the driver, he said “it’s the UK”. I just wanted to go somewhere safe, I couldn’t even speak English, I was very hungry, I hadn’t slept for about four or five days”.



(Glenda) “I left the Philippines in January 2002 and we were in a group, about fourteen of us. When we reached Paris I said to my friend “Can you pinch me?” I couldn’t believe I was there!”

(Rex) “I was really nervous because my English wasn’t good at the time so communication was a bit of a problem when I first got here. Before my wife arrived I used to eat fish and chips!”



(Priyanga) “It was very hard to make friends at the start. They wouldn’t talk to you because you were different and if they were seen talking to you they would be different and they were conscious about that”.



(Ines) “I don’t know if you know but in Portugal there are also a lot of migrants. We create an opinion when we are in our own country, looking at migrants, but coming here you can imagine that my perspective changed a lot. I can see and understand the reasons why people do it and how fragile those people are, simply because they are not in the place that works the way they know it. They can’t see people they know every day. Now when I go to Portugal, whereas before I had huge prejudice towards the migrants there, now I look at them and I just wish them the best luck”.

Worksheet 20: Photo activity

Activity 7: What do people face on their journeys?

Discuss in your groups:

- > Who are the people in the photos?
- > Where might they have come from?
- > How did they get there?
- > What may have happened?
- > What clues do the images give us about the conditions they have been through before reaching the beach?
- > What do you think their lives may have been like before?



The British Red Cross would like to thank Arturo Rodriguez for kindly allowing us to use his photographs in this education resource. The photos must only be used in conjunction with this resource.

Worksheet 21: Fode Camara's story

Activity 7: What do people face on their journeys?

Fode Camara is a 41 year old father of three from Guinea-Bissau in Africa. He travelled by sea from Africa on a Patera, a small, open fishing boat across 100 kilometres to Spain's Canary Islands to flee from poverty and war.

"We set off at five in the morning and by seven that evening we were in Spain," he recalls.

It is estimated that 1,200 migrants died at sea between November 2005 and April 2006 trying to reach Spain from Africa.

On land, Red Cross volunteers provided water and hot food, medical care, blankets, hygiene kits, clothes and free telephone calls.

"These people are not criminals," says Jaime Bará Viñas of the Spanish Red Cross. "Many of them are just youngsters looking for a better future."

Fode Camara has learnt Spanish since he arrived at the Canary Islands and would like to work to give his family, which he hasn't seen for seven years, a better life. However he is not allowed to work as he is not legally a citizen in Spain and he cannot afford to return to his home country. The government cannot return Fode to Guinea-Bassau as Spain does not have an agreement with them on returning migrants. He is stuck in a very difficult situation.



Juan Medina

Worksheet 22: Character descriptions

Activity 8: How does it feel to be in a new country?

Julio

You are 15 years old and you have grown up in a small village in this country and have many family and friends nearby. You and your family have lived in the area for most of your life. Your parents are both successful in their jobs and last year your family could afford to move into a larger home. You are doing well at school and you get on well with the teachers.

You particularly enjoy playing sport and you are part of the local football team. You have never travelled to another country. One of your friends recently moved to Canada with his family and has invited you to visit him.

Melissa

You are 17 years old. Your parents are from India and they moved to this country when you were two years old. You do not have many memories of India. You sometimes visit India with your parents which you enjoy. However you don't feel the same attachment to India as your parents, as you have spent most of your life in this country.

You live in an area of town where there are many families from different countries and cultures. The shops sell food and clothes from many different parts of the world. You are doing well at school and have many friends. Most of your friends and children in your school are from diverse cultures.

Sarah

You are 16 years old and you are from this country, although you have only lived here for part of your life. Your father works for an international company so you and your family have lived in different countries over the years. You can speak several languages. You have many friends from different countries. You enjoy making friends with people from different parts of the world. You have been going to a school in your neighbourhood for many years, where your brother and sister also go. You are good at school although you find it a little boring.

Max

You are 14 years old and have come here with your family from Poland a few months ago. Life in Poland was hard as your father could not find a job for many years and it was difficult to afford the basics to live.

Your father came here first and after he found work you were able to join him. Both your parents work hard. You joined a local school in the middle of the school year and have been finding it hard as it's quite different to your school in Poland. You are taking extra classes to learn the language as well. You've made new friends but you sense that some of the other children in the school are hostile towards you, although you're not sure why.

Eliza

You are 11 years old and arrived here with your mother 6 months ago. In your home country, Sudan, you helped your family with farming. Your mother took you away because there was a civil war in your country. You don't know what's happened to the rest of your family. Your mother seems very anxious about whether or not you can stay in this new country. You hope you can stay.

You didn't speak the language in your new country when you arrived but you've been trying hard to learn. You love going to school although you are still finding it hard to communicate in another language. You have made friends with some other girls from Sudan in your neighbourhood.

Abdul

You are 16 years old and arrived here with your older brother two years ago. It took you a year to travel here from Afghanistan and it was a very difficult journey. Your father is a doctor and he paid people to take you to safety. You don't know what's happened to him.

You travelled through different countries to get here and you're good at picking up new languages. You also easily get along with people from different countries and you quickly fit in. You enjoy going to a local youth group where you can meet other people your age from different cultures and do various activities together such as cooking and traditional dancing. As you've missed a year of school, you are struggling a little at school. Your aspiration is some day to be a doctor like your father and to work in countries that have been affected by war.

Worksheet 23: Take action on migration journeys!

Take action!

- > Research migration journeys to your country or area. You can use facts as well as people's stories of migration. Create an interactive exhibition for students to experience what the journey and arrival in a new country might be like for people who migrate.
- > Research stories of people who have migrated to your country or area and create a piece of art expressing your response to their stories. For example select one of the stories from film 3: migrant journeys. Think of one word to describe your thoughts or feeling in response to the story. Create a piece of artwork based on this word and exhibit this in your school to raise awareness to other young people about migrant journeys.
- > Meet students in your school or youth group who are speakers of other languages or are from other countries. Work together on a creative display celebrating cultural diversity.

Inspire me!

Life in a different country

What did they do?

- > A group of young people from the Young Saheliya youth group gathered stories of people's migration to Scotland.
- > They worked with a visual artist to create an artistic response to what they learnt.
- > They exhibited their work at a multi-cultural event at North Edinburgh Arts.

What did they say?

"I now know more about why people migrate and what they go through in their own countries",
(young person).

"I thought it was amazing to learn about migration as I knew nothing about it! I thought it was really fun to do the art. I really enjoyed telling people about what we had learned and to write their stories on the wall",
(young person).



