**Migration: Facts, Representation, Stories**

**Module structure**

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| **TEACHING HOURS**  **(45 min each)** | **TIME NEEDED** | **CONTENT & TEACHER ACTIVITY** | **STUDENT ACTIVITY** | **RESOURCE / METHOD** |
| 3 hours  **First session: Facts & Figures** | 45 min | **Activity: Who is a migrant-refugee?**  1) Initial brainstorming on the term “migrant” through Mentimeter (S1, slide 4); presentation of IOM definition (S1, slide 5) and discussion on relative problematics (see slide notes).  2) Brainstorming on the term “refugee” through Mentimeter (S1, slide 6); presentation of UNHCR definition (S1, slide 7-8) and discussion on relative problematics (see slide notes). OPTIONAL: possibility to create a board (online or in class) with both brainstorming results side by side in order to discuss the outcomes.  3) Discussion on the distinctions between theoretical definition (S1, slide 9) and practical repercussions with presentation of article excerpt (S1, slide 10-11). | 1) Activity in plenary: brainstorming on the term “migrant”; discussion on the results from Mentimeter; discussion on the IOM definition and relative problematics.  2) Activity in plenary: brainstorming on the term “refugee”; discussion on the results from Mentimeter; discussion on the UNHCR definition and relative problematics.  3) Discussion on the distinctions between theoretical definition and practical repercussions and relative problematics. | PPT or printed copies  Mentimeter or blackboard |
| 45 min | **Activity: Why do people migrate?**  1) Brainstorming on the reasons to migrate using Mentimeter or blackboard (cf. S1, slide 12); presentation of push and pull factors;  Discussion of results;  Presentation of article excerpt (annex “push and pull factors”) and discussion;  2) Presentation of image (S1, slide 13), division of the class in groups of 3-4, group discussion on questions from slide, and final plenary discussion;  3) Presentation of different terms related to migration (S2, slide 4) and discussion (S2, slide 5). | 1) Activity in plenary: brainstorming on the reasons to migrate; discussion of results from Mentimeter; Discussion on the text.  2) Discussion on the image in groups of 3-4 and then sharing of results in plenary.  3) Discussion on the different terms related to migration. | PPT or printed copies  Mentimeter  Annex “push and pull factors”  Breakout Rooms |
| Alternative activity | **Drag the words (H5P):**  Students are asked to conduct H5P drag the words activity “Why do people migrate?” by themselves. | Students conduct H5P activity by themselves for repetition or as a preparation for future discussion. | H5P activity prepared on elearning platform |
|  | 45 min | **Activity: Migration quiz via H5P**  1) Presentation of the quiz (H5P), and discussion on the relative answers or on the perceptions related to the questions.  2) (Homework) Division of class in groups of 3-4, asking each group to choose a specific country and elaborate a report on migration facts and figures about that country. | 1) Completion of the quiz and discussion of the answers.  2) Group activity: choice of a country, collection of migration facts and figures about that country, elaboration of a short report, presentation of the report in class. | PPT  H5P activity prepared on elearning platform Word |
| Self-study material for session 1:   * *Beutin, R., Canoy, M., Horvath, A., Hubert, A., Lerais, F., Smith P. and Sochacki, M. (2006) Migration and public perception. Bureau of European Policy Advisers, European Commission.* [*https://ec.europa.eu/home-affairs/sites/default/files/e-library/documents/policies/legal-migration/pdf/general/bepa\_migration\_2006\_en.pdf*](https://ec.europa.eu/home-affairs/sites/default/files/e-library/documents/policies/legal-migration/pdf/general/bepa_migration_2006_en.pdf)*, accessed 12 January 2022.* * *De Genova, N. (2004) ‘The Legal Production of Mexican/Migrant “Illegality”’. Latino Studies 2:160–185. doi:10.1057/palgrave.lst.8600085* * *Sajjad T. (2018) ‘What’s in a name? “Refugees”, “migrants” and the politics of labelling’, Race & Class, 60(2): 40-62. doi:10.1177/0306396818793582* * *Schuster, L. (2011) ‘Turning refugees into “illegal migrants”: Afghan asylum seekers in Europe’, Ethnic and Racial Studies, 34(8): 1392-1407* * *Tazzioli, M., Garelli, G. and De Genova, N. (2018) ‘Autonomy of Asylum?: The Autonomy of Migration Undoing the Refugee Crisis Script’, South Atlantic Quarterly, 117 (2): 239-265.* * *Yaro, J. (2008) ‘Development as Push and Pull factor in Migration’, Heinrich-Böll-Stiftung,* [*https://heimatkunde.boell.de/de/2008/12/01/development-push-and-pull-factor-migration*](https://heimatkunde.boell.de/de/2008/12/01/development-push-and-pull-factor-migration) *, accessed 12 January 2022 .* | | | |
| 1 hour  **Representations of Migration – laws and policies** | 15 min | **Activity: text analysis**  1) Presentation of article excerpt (annex “laws and policies”) and discussion on the concept of “illegality” (S2, slide 6).  2) (Homework) Division of class in groups of 3-4 people, asking each group to examine the (evolution of) main migration policies in Europe or in a specific country and to present a short report, discussion of the report in plenary. | 1) Discussion of the text (annex “laws and policies”) in plenary  2) Group activity: choice of a country, analysis of main migration policies about that country, elaboration of a short report, presentation of the report in class. | PPT or printed copies  Annex “laws and policies” |
|  | 30 min | **Activity: Analysis of European migration policies and jurisdiction**  Presentation of story on migration trial in Greece (annex “laws and policies”, p. 2; cf. slide 7) and brief discussion in plenary about learners’ feeling about the story. Division of class into groups of 3-4 people, asking each group to collect information on main European and Greek migration and asylum policies (see AIDA or RESPOND Migration Project) and to discuss the words of the judge | Discussion of the story (annex “laws and policies”, p. 2) in plenary; Group activity: Collection of information about main migration and asylum policies in Europe and Greece; Analysis of the judge’s words. | PPT  Annex “laws and policies”  Breakout rooms |
| Alternative activity | **Activity: Video analysis**  Presentation of video (S2, slide 8) and discussion in plenary. | Discussion of the video (S2, slide 8) in plenary. | PPT Speakers |
| 1,5 hours  **Representations of Migration – political discourse** | 25 min | **Activity: examination of political slogans**  Division of the class in groups of 3-4 people, each group is shown 5 political slogans/statements (S2, slides 9-13), teacher asks students to discuss their meaning (in particular in relation to terms such as illegality, security, borders, etc.), final discussion in plenary. | Group activity: Discussion on the political slogans and their meaning, Final discussion in plenary. | PPT or printed copies  Breakout Rooms |
|  | 45 min | **Activity: Debate of political statements**  Division of class in small groups (2-3 people); each group collects 2-3 statements by politicians in relation to migration and asylum; gathering of learners in the middle of the room; Reading of statements out loud and positioning of learners according to their opinion, discussion of statement among learners and repositioning in case of opinion change, final debrief on learners’ feelings and changes of opinion. | Group activity: collection of statements by politicians on migration and asylum; distribution across the room according to the personal opinion on the statement, discussion of the statement and possibility to switch side. | Alternative statements for discussion in plenum activity could be prepared. |
| Approx. 2 hours  **Representations of Migration – media representation** | 30 min | **Activity: Image analysis**  Division of the class in groups of 3-4 people, each group is shown 5 pictures regarding migration (S2, slides 14-18), group discussion on their first impression and reflection on how the same situation can be portrayed differently in the media; discussion in plenum. | Group activity: discussion on first impression about pictures and possible representations in the media; discussion in plenum. | PPT or printed copies  Breakout rooms |
| Alternative activity | **Activity: H5P image slider**  The H5P image slider could be used as an alternative - to provide students with the photos from the presentation; students can be asked to conduct an individual reflection and work on an essay (how could these photos be used in different ways by the media?). | Students review images provided through image slider and write a short essay. | PPT  H5P activity prepared on eLearning platform |
| 30 min | **Activity: Commentary**  1) Preparation before the session: students are instructed to read the ERUM report on the Sea Watch case (specifically sections 2.2, 2.3 and 2.4) and watch video on disembarkation (S2, slide 19).  2) Division of students into groups of 3; each group writes a commentary on the video using different writing styles (compassionate, neutral, hostile), reading of commentaries by group representative in front of class and discussion. | 1) Review of ERUM report and Sea Watch disembarkation video at home.  2) Writing of short commentary, final discussion in plenary. | ERUM report prepared on eLearning platform  Video link (S2, slide 19) for students to view at home  Breakout rooms |
| 30 min | **Activity: Text analysis**  Division of class in three groups, each group reads excerpts from newspapers (annex “media representation”), group discussion on the excerpts (S2, slide 20), final discussion in plenary on the role of media in representing migration and in orientating public opinion. | Group activity: reading of excerpts (annex “media representation”, internal group discussion, final discussion in plenary | Annex “media representation”  PPT  Breakout rooms |
| Self-study material and accompanying literature for chapter 3 – Ideology   * *Arcimaviciene L. and Baglama, S.H. (2018) ‘Migration, Metaphor and Myth in Media Representations: The Ideological Dichotomy of “Them” and “Us.” SAGE Open, 1-13. doi:10.1177/2158244018768657* * *Bradimore, A. and Bauder, H. (2011) ‘Mystery Ships and Risky Boat People: Tamil Refugee Migration in the Newsprint Media’, Canadian Journal of Communication, 36(4):637-661. doi:*[*10.22230/cjc.2011v36n4a2466*](https://doi.org/10.22230/cjc.2011v36n4a2466) * *Chouliaraki, L., Georgiou, M. and Zaborowski, R. (2017) ‘The European “migration crisis” and the media: A cross-European press content analysis’. The London School of Economics and Political Science,* [*https://www.academia.edu/33647366/The\_European\_migration\_crisis\_and\_the\_media\_A\_cross\_European\_press\_content\_analysis*](https://www.academia.edu/33647366/The_European_migration_crisis_and_the_media_A_cross_European_press_content_analysis)*, accessed 12 January 2022.* * *Forensic Oceanography (2016) Death by rescue. The lethal effects of the EU’s policies of non-assistance. Forensic Architecture,* [*https://deathbyrescue.org/*](https://deathbyrescue.org/)*, accessed 12 January 2022.* * *Fiddian-Qasmiyeh, E., Loescher, G., Long, K., and Sigona, N. (eds.) (2014) ‘The Oxford Handbook of Refugee and Forced Migration Studies’. Oxford: Oxford University Press. (Look in particular section on “Lived Experiences and Representations of Forced Migration”)* * *Mogiani, M. (2020) ‘Analysis of media articles on the Sea Watch Case: Facts and controversial issues’, ERUM Report,* [*https://projects.uni-foundation.eu/erum/wp-content/uploads/sites/2/2020/07/ERUM-IO1-Subreport-UV\_final2.pdf*](https://projects.uni-foundation.eu/erum/wp-content/uploads/sites/2/2020/07/ERUM-IO1-Subreport-UV_final2.pdf)*, accessed 12 January 2022.* | | | |
| 1 hour  **Stories & Experiences – we all come from somewhere** | 15 min | **Activity: video analysis**  Show video (S3, slide 4), discussion on learners’ feelings and perceptions about the video, discussion on issues of nationalism and belonging. |  | PPT  Speakers |
| 30 min | **Activity: Self-reflection of own identity**  1) Ask learners to write down 8-10 aspects that define their identity, guided reflection upon those aspects (see S3, slide 5) or ask them to move around the class to respond to the questions provided.  2) Let students fill the table provided through the annex “the part of my identity that”, discussion of results (see S3, slide 6).  3) Show the video on intersectionality (S3, slide 7) followed by the introduction of a final discussion. | 1) Learners write down 8-10 aspects that define their identity; discussion in group.  2) Completion of table provided through the annex “the part of my identity that”; discussion in group. | PPT  Speakers  Annex “the part of my identity that” |
| 1,5 hours  **Stories & Experiences – migration letters** | 20 min | **Activity: analysis and discussion of text samples**  Ask the class to read the letters (provided through the annex “migration letters”); division of class in three groups; ask each group to answer questions (S3, slide 8). | Group activity: Learners read the letters (annex “migration letters”) and discuss them based on questions (S3, slide 8). | PPT  Word  Breakout rooms  Annex “migration letters” |
| 45 min | **Activity: Imaginary migratory experiences**  Ask learners to write their own letter or diary about their imaginary migratory experiences (see S3, slide 9 for guidance), final discussion. | Individual activity: writing own letter/diary | PPT |
| 1-1,5 hours  **Stories & Experiences – the luggage** | 30 min | **Activity: The luggage**  1) Ask learners to rad the stories about the three objects provided through slide 10.  2) Divide the class in small groups of 2-3 people, ask each group to create their own luggage (see S3, slide 11 for guidance), final discussion. | 1) Discussion about the objects and relative stories  2) Group activity: create own luggage, final discussion | PPT  Breakout rooms |
|  | 25 min | **Activity: Passport check.**  Divide the class in groups of 2-3 people, ask each group to select [passport](https://www.passportindex.org/) (make sure they choose variegated countries) and to check where they could go without visa, comparison of results and final discussion. (Debate can focus on requirements to enter a developed country, or on the privileges of a person in a developed country.) | Group activity: choose a passport and check the number of countries that they can get access to without visa, discussion in plenary. | Breakout rooms |
|  | Alternative activity | Show [video](https://www.youtube.com/watch?v=lk9vP62EiL8) (S3, slide 12) or ask learners to read the [story](https://www.raiseyourhandtexas.org/stories/from-migrant-farmer-to-future-teacher/) instead, divide class in groups of 3-4 people, ask each group to discuss their impressions about the video, final discussion on difficulties connected to migration and/or on the migrants’ social contributions. | Group activity: discussion on the video, final discussion in plenary. | PPT  Speakers  Breakout rooms |
|  | Self-study material for session 3:   * Crenshaw, K. (1989) ‘Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics’, University of Chicago Legal Forum 1989(1):139-167, <http://chicagounbound.uchicago.edu/uclf/vol1989/iss1/8> , accessed 12 January 2022. * Fiddian-Qasmiyeh, E., Loescher, G., Long, K., and Sigona, N. (eds.) (2014) ‘The Oxford Handbook of Refugee and Forced Migration Studies’. Oxford: Oxford University Press. (in particular section on “Lived Experiences and Representations of Forced Migration”) | | | |