

Migration: skills and the job market

Teachers' notes

Lesson 2: Who do you think they are?

This lesson encourages students to think about immigration and emigration and the real motives behind migration. They will also explore the advantages and disadvantages for source and destination countries.

The Starter:

Students can either be given a copy of the **Worldmapper resource sheet** or it can be projected onto a board at the front of the classroom. The maps clearly show countries experiencing a high volume of immigration and countries experiencing a high volume of emigration. Identifying a pattern will help students understand global movements.

The Main activity:

Students need to be divided into pairs. With a copy of the **Who do you think we are? fact file worksheets**, they use their knowledge and understanding of migration and the basic information on the sheets to put together a fact file for the two migrants. ***NB It is very important that they do not have any other resources at this stage.*** Their initial ideas can be shared with the class including a justification of why they have made the assumptions they have.

The next part of the activity is to develop their ideas with the use of different resources. A media clip of Philippe Legrain [video clip](#) (timings 6.54 – 9.22) should be shown to give students more information about Filipino migrants. Students then add to their fact file and share their changes with the class. Newspaper reports (**see resources section on the lesson plan**) should be handed out for students to develop the Polish migrant's fact file. Again, additions to the fact file should be shared with the class. The teacher's role is to encourage students to develop their answers fully as a result of the information given in the resources.

The Plenary:

Addressing the class with the question ***“How might the current global economic crisis affect global migration?”*** students watch a media clip of Khalid Koser [video clip](#) (timings 0.36 – 2.25) who highlights the fact that there are likely to be a number of effects. Working in their pairs, students write down three effects while the teacher circulates handing out one post-it note per student. Students then choose the effect they think is the most important or will have the greatest impact, and stick the post-it note to the wall. Students are given the opportunity to read their peers' ideas and can move the post-it notes into groups where similar comments have been made. The teacher could call on individual students to explain why they have made certain comment or why a number of comments are the same/similar. The outcome of this task will very much depend on the comments written by the students.