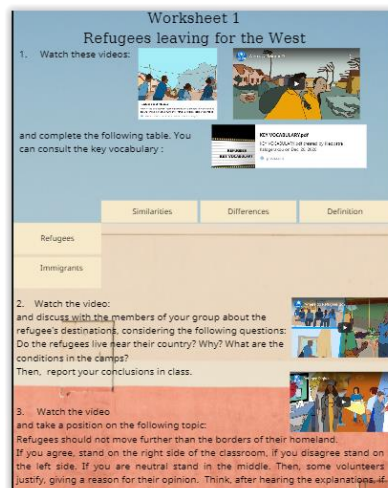


www.randomlists.com/team-generator

1st teaching period

The teacher splits the students into groups using www.randomlists.com/team-generator

This is an easy way to create groups and cultivate the mentality of working with everyone and not just with their friends. Students are given a [worksheet](#) with the instructions.



1st Activity: Discussion on the distinction between immigrant and refugee terms.

Time: 10'

Type of activity: Visualization of interactive map, discussion

Class organization: in groups

Actions / Tasks: Teacher presents on the interactive board videos

<https://www.unhcr.org/teaching-about-refugees.html#words>

<https://www.youtube.com/watch?v=yRPfM5Oj-QA>



and asks students to write similarities and differences between these two terms and the definition of the words immigrant and refugee. The students need to complete

the worksheet (1st activity) by the use of the key vocabulary
<https://prezi.com/i/view/Fk6mBcVZ9i56kUy2V0Hf>

There is a [glossary](#) throughout the lessons

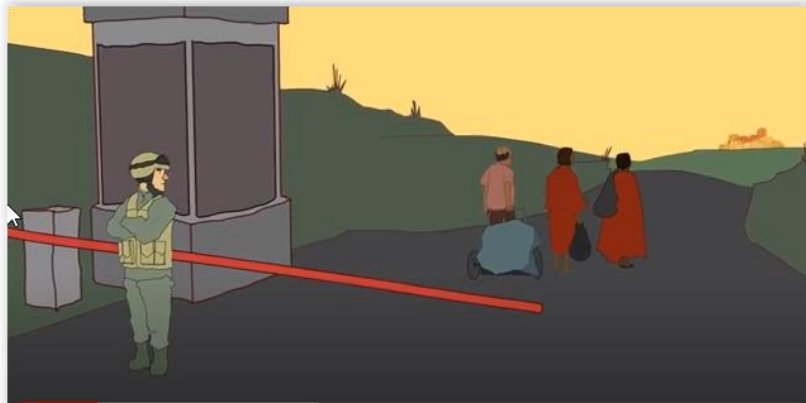
2nd Activity: Refugees' destinations

Time: 15'

Type of activity: Video projection, group discussion

Class organization: in groups

Actions / Tasks: Teacher presents another video about refugee's destination areas to students : https://www.youtube.com/watch?v=NM3n3dZzw_w



Then he asks students some questions such as: *Do the refugees live near their country? Why? What are the conditions in the camps?* and gives them time to discuss it with the members of their group. After that they report their conclusions in the plenary session.

3rd Activity: Refugees' rights

Time: 20'

Type of activity: Take a position: Agree/Disagree

Class organization: Plenary session

Actions / Tasks: Teacher presents another video about refugees' rights.

<https://www.youtube.com/watch?4=&v=qpOEaBwFuj0>



After watching the video students should state their agreement or disagreement on the following topic: ***Refugees should not move further than the borders of their homeland.*** If they agree they stand on the right side of the classroom, if they disagree they stand on the left side. If they are neutral they stand in the middle. Some students explain and justify their position. After hearing all the explanations if they want they can change their opinion.

Before the 2nd teaching period, in the e-class students are divided into groups and each group chooses to study a migrant story.

<https://greece.iom.int/en/migrants-stories>



2nd teaching period

1st Activity: Refugees' asylum applications

Time: 15'

Type of activity: Productive discussion


Class organization: In groups

Actions / Tasks: In the computer lab each group visits the following website about refugees' asylum applications from 2012 to 2018: <https://www.lucify.com/the-flow-towards-europe/>.

They are given a [worksheet](#) with instructions.

WorkSheet :
Refugees leaving for the West

1. Visit the following web site about refugee's asylum applications from 2012 to 2018.
<https://www.lucify.com/the-flow-towards-europe/>
 and discuss with the members of your group about the refugee's crisis in Europe. Write down your conclusions:
 What countries are the refugees from?
 Where are the refugees going?
 Which European countries are most affected?



They observe the map and have a discussion about it with the members of their group. For their conclusions they could focus on the following questions: *What countries are the refugees from? Where are the refugees going? Which European countries are most affected?* Then they *report* their conclusions in the plenary session.

2nd Activity: Integration Curb

Time: 15'

Type of activity: Productive dialogue

Class organization: In groups

Actions / Tasks: Students study the Integration Curb and define the terms from the figure below:

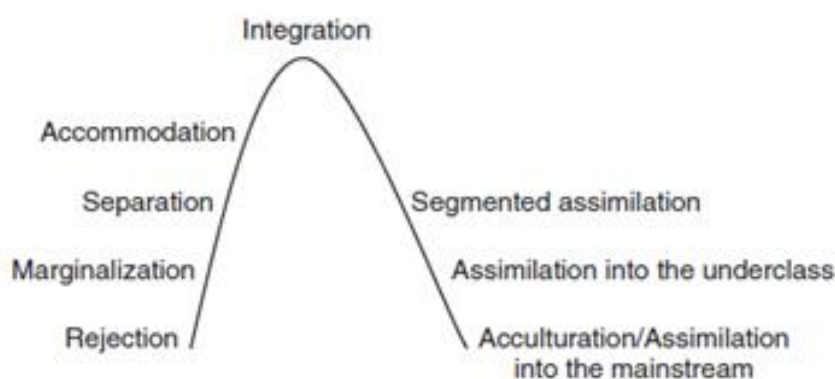


Figure 13-1. The Integration Curb

Uma A. Segal, Doreen Elliott, Nazneen S. Mayadas (2010). Immigration Worldwide: Policies, Practices, and Trends. Oxford University Press. p.199

Then, they discuss with the members of their group about the stages that refugees go through after they settle down in the new country. They report their conclusions in the plenary session.

3rd Activity: Connect concepts with specific cases

Time: 15'

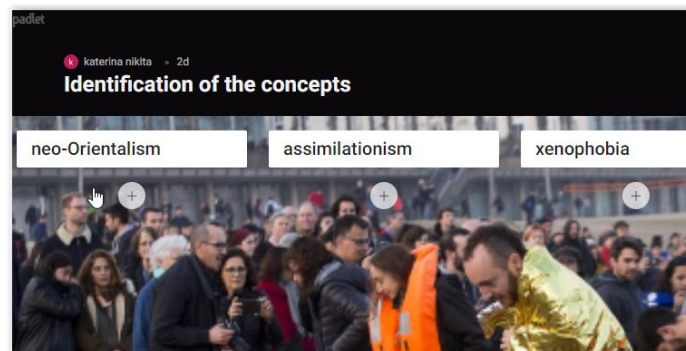
Type of activity: Productive dialogue

Class organization: In groups

Actions / Tasks: Based on specific examples

<https://greece.iom.int/en/migrants-stories> (case study) students approach the following concepts: 1. neo-Orientalism, 2. assimilationism, 3. xenophobia, 4. integration, 5. ethnic mobilization, 6. inassimilability. They can look up the terms in the glossary provided. They are then asked to identify which concept corresponds to each of the examples using the padlet digital wall

<https://padlet.com/knik97/npqaf09nc6jrbdj2>



3rd teaching period

1st activity

Time: 45'

Type of activity: Design a refugee journey to Europe

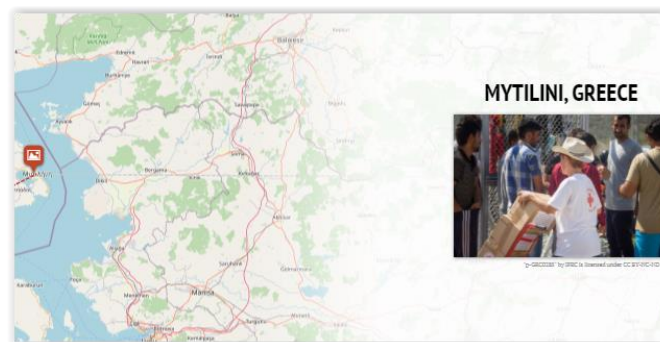
Class organization: In pairs

Actions / Tasks: Students in pairs dramatize the role of a refugee from Syria through the interactive game <https://www.bbc.com/news/world-middle-east-32057601>



Then they design their own escape route to Europe using the [story maps](#) online tool.

Example of a route



4nd teaching period

1st Activity:

Time: 45'

Type of activity: Dramatization and discussion

Class organization: Individual students

Actions / Tasks: Theatrical reading : Students choose to dramatize the stories they have studied. After finishing they ask the audience's opinion and feelings about the stories they have watched.

Assessment/Practice

quizlet.com/_9h1bjl

<https://wordwall.net/play/11775/813/869>

<https://wordwall.net/play/11776/050/898>

https://h5p.org/node/1116982?feed_me=nps

https://h5p.org/node/1116994?feed_me=nps

<https://www.gimkit.com/live/603cd23c91886700229bbcc8/603cd19891886700229bab21>

Suggestions for future development and expansion of the scenario

Differentiation

The flow of migrants and refugees to Europe and to the Western world in general is a complex phenomenon that is expressed through forms of behavior and correlations that range from the level of rejection and marginalization to that of acculturation-assimilation into the mainstream cultural environment. Since the Western-oriented migratory phenomenon leads to some kind of communication between cultures, a multifaceted framework is formed that affects areas such as religion, language, customs and traditions.

Overall, it may be said that it would be useful for gaining a deeper understanding of this multidimensional phenomenon if the basic characteristics of the immigrants' way to Europe (i.e. The Integration Curb) were presented in the form of video, e.g. through the online video-sharing platform TEDed. Suggestions:

https://www.ted.com/talks/benedetta_berti_and_evelien_borgman_what_does_it_mean_to_be_a_refugee_feb_2018/transcript

https://www.ted.com/talks/david_miliband_the_refugee_crisis_is_a_test_of_our_character/transcript