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**Session 1 – 60 minutes**

**Topic 1: Migration! Features, history!**

**Unit for students 11-18 years old**

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| Pedagogical task: involving the whole class in the activities | Teacher support notes |
| **Introduction 20 minutes**  **Teacher:** Aims of the lesson and basic terms   * Migration is a characteristic of human existence and our interdependent world * Migration is a global phenomenon. Migration is internal and external. * Historical migration flows.   To engage students with the topic you can view a world map:  **Ideas for questions:**   * Where in the world do you have information that there is migration? * What do you think are the reasons for this? * Can you specify historical, natural and more. events that led to the displacement of people?   **Extended discussion20 минути:**   * Let’s think together: Do you have relatives in the family that are originally from other countries or currently live in other countries around the world? Mark on the map the places of origin and residence. Discuss with the children the reasons why they think these people have migrated. What do they know about these countries, what are their impressions based on the stories of their relatives. Have the students traveled to other country? Do they know stories (from books, movies, videos) about people/animals who have migrated? Ask them to color the migration lines on the world map and to share with each other and with the whole class, about migration and the reasons for its occurrence. | Resources:  Large-format world map, colored leaflets, pin pins on the map, colored pencils / markers, A4 world map, flipchart and / or whiteboard for recording results. If you have a whiteboard and multimedia, you can project the map on the board and draw the migration lines directly on the board. |
| The teacher hands out colored sheets of paper/markers to the students to mark the places they know are migratory flows. The teacher can provide each student with an individual map of the world, in which everyone can mark the places of origin of family members (if any) or countries in which their relatives have migrated. You can call this “My family roadmap”. On the map, children can mark the movement of other people or animals, for which they also have information that they are migrating.  **Discussion:** The teacher leads the discussion. Let the students think for themselves about the causes of migration and its key flows. Students need to know that migration is a historical process and we are all part of it in one way or another. Tell them about the largest migration flows (migration from Africa and Europe to America, migration to Europe, The great migration of nations, etc.).  **Open for ideas - 20 minutes**     * Mark on the board/flipchart the reasons that the students have drawn as conclusions about the migration. Have a discussion with students about the types of migration (peaceful, compulsory). Ask them to group the reasons they have given in the conclusions oriented to the different types of migration. Encourage them to justify their answers.   **Highlights:**  1. Which are the reasons for migration? Mark on the board/flipchart.  2. Noting on the board the main aspects concerning Bulgaria.  3. Systematizing the main questions and writing them on the board.  The teacher supports group discussions and moderates the aggregation and recording of the results.  Conclusion 5 minutes - read back the main highlights recorded on the board.  **Students write in their notebooks the answers to the following questions:**  1. What is migration?  2. Specify which species of creatures migrate?  3. Why do people migrate?  4. What kinds of migration have been observed in the last 5 centurie**s?** | * **BIG IDEAS**   Migration is a characteristic of human existence and our interdependent world. Migration is a global process.  **RESULTS FROM THE TRAINING:**  Students understand that the migration is a global process and has always been a feature of human (and other animals) behaviour. They know that all people are descendants of migrants, including ourselves and our families.  Students understand that there are a variety of reasons why people migrate, and they can name some key factors for this. They know that there are different types of migration flows; they can describe some of the political, social, environmental and economic causes of migration. |