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**Session 4 – 90 minutes**

**Topic 4: Migration, climate change, international inequalities**

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

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| Pedagogical task: involving the whole class in the activities | Teacher support notes |
| **Introduction 15 minutes**  **Teacher:** Aims of the lesson and basic terms  Migration flows around the world are increasingly triggered by poverty and natural disasters. This is related to violations of genuine human rights and can be considered as a pretext for obtaining migrant / refugee status. Climate change exacerbates poverty, causes conflict, and exacerbates fragility. Poverty, in turn, is a powerful factor for the migration of large flows of people from poorer to richer countries, as well as for "internal" migration.  **Ideas for questions:**  What is the relationship between climate change, inequalities between countries and migration?  What are the causes and consequences of this interaction? How could they be resolved?  **Activity 1:**  **Introductory part:** Divide the participants into groups of 3-4 people. Hand out information to them about events related to climate change and inequalities in countries.  **Implementation 15 minutes:** Ask students to read the stories. They can consult and search additional information on the Internet for individual cases, as well as similar cases to those described on the map. Mark on the map the location (s) where the case is affected.  **Discussion 20 minutes:** Each group presents the history and additional information relevant to the topic they have found on the Internet. | Resources: World map, colored  cards to mark the card or  colour pencils. Maps with information about  events related to climate change  and inequalities in the countries provoking  migration (Annex 1). |
| **Open to ideas 10 minutes**     * What are the causes of migration? What are the results of them? What would be the long-term consequences of these problems? Can and how, by whom, these processes be influenced? * Ask students how much money they usually have on average per day? How much do they spend per month for extra expenses - clothes, cosmetics, training, entertainment? Refer to average incomes in developing countries and developed countries.   **Activity 2: What is the poverty? – 30 minutes (Adapted game model from the Handbook "The world is before our doorstep “).**  **Implementation:** Using the "concept line". Put the rope in a straight line by placing the "Agree" and "Disagree" cards on each end (if possible, the edges should be raised, such as chairs). The participants gather on the side of the straight line, about a meter from the rope  Start with an explanation. In this method, the teacher reads a statement, this involves reading the statement, giving participants a brief time to think whether they agree or disagree with it. Explain to them that they need to be sincere, and consent or disagreement may not be fully shared. To show what they think, participants will choose their position by standing in the appropriate position next to the rope. Demonstrate the procedure by asking three volunteers to take a step forward. Read the statement: "Footballers deserve to earn high salaries" and ask the three volunteers to stand on the ropeway to show to what extent they agree or disagree with this statement. Ask them to share the reasons for their choice. Don't put pressure on the volunteers (until they want to talk). Ask the whole group "Why can anyone agree that football players deserve to earn high salaries?" and allow the volunteer to express his / her position. Then ask the whole group - someone may disagree with this opinion and let another student express their reasons for disagreement.  Ask if one of the three volunteers wants to change his position on the line - let him do it. Then thank them and ask them to rejoin the other participants. Explain that this is how the "concept" works - we listen and think, we motivate our statements - and then think a little more. So we can change our minds. | **Resources:**  The question "What is poverty?" - written in large letters (on a laminated sheet or on a PowerPoint slide or on a white or black board)  • Pair of A4 laminated sheets with - Agree and Disagree  • Rope (about 5 meters long)  • Participant's note and comment sheet  • A note sheet for the facilitator |
| **Discussion:** Ask the question: "What is poverty?" (Which is written in uppercase letters on a laminated sheet or on a PowerPoint slide or on a white / black board). If the term seems difficult, you can say "be poor." Give participants 20 seconds to think about it individually. Ask them to discuss their thoughts in pairs for 60 seconds. (This gives everyone the opportunity to address this question rather than leaving it to others to think about the answer.)  Then tell them that the whole group will be included in the "line of concept" game.  Use the following allegations of poverty on your part, asking participants to stand on the ropeway position (or as close to it as they can). This will allow them to show the extent to which they agree / disagree. Ask volunteers to list the reasons for the allegations and ask them to comment on other ways of perceiving things - stay for about 2 minutes on each topic:   * Poverty is not just about money, it is also about other things * If you are poor, you are more likely to be ill * There is no real poverty in our country * Тhe fact that there are poor people in the world really does not affect me * Poverty may end   It is the same as being poor wherever you liveAvoid giving personal opinions and don't try to show your approval or disapproval (for example, by tone of voice) - look for alternatives from volunteers among participants, follow where they lead, ask them for reasons.  **Writing down basic ideas**  Ask participants to re-form groups of four to help write down basic ideas. Give each group a copy of the scrapbook help sheet. Tell them you want to write down your thoughts for three statements. They can choose one person to record on behalf of the group - we will not correct them for spelling or grammar! Give them 12 minutes (about 2 minutes per statement) to agree and then write down their main thoughts for each statement.  **Conclusion**  Gather the sheets (and use them later to complete the help sheet). Tell the participants that we will explore different perspectives on poverty in future activities and that the next activity looks at what we can do to change world poverty.  The students write in their notebooks the answers to the following questions:  1. What are the directions of migration flows?  2. How do hunger, poverty and climate change affect migration?  3. Do countries and businesses promote migration? If so, how?  4. Do countries and businesses promote migration? | * **THE BIG IDEA**   Differences in the economic, political and social development of countries, as well as climate change, are the two main, powerful drivers of migration. Climate change can negatively affect the ability of people in many countries around the world to produce food and survive.  The migration is done internally and internationally. Nowadays, the largest international migration flows are from rich to other rich countries and from poorer to other poorer countries.  **RESULTS FROM THE TRAINING:**  Students understand that migration from poorer countries to richer ones in the world is a consequence of the difference in equality. They may explain some of the links between migration and climate change. They understand that "home remittances" can support development and limit the equality gap.  Students know that migration is a dynamic, continuous process that takes place locally, nationally and internationally. They may indicate some key facts about major national and international migration flows. |