

## Migration

<b>Lesson 4: Can I create a profile of a migrant?</b>	
<b>Subject knowledge</b> <ul style="list-style-type: none"> <li>● Stories are very effective at individualising the migrant or refugee experience and making it relatable. Concern Worldwide’s website relates the story of Bashir, an 11-year-old orphan from Syria now living as a refugee in Lebanon, and Mona, the former teacher who decided to look after him. This story can be found in the ‘Emergencies’ section of the website, and was listed on 16 June 2020.</li> <li>● Made into America is a website with a large pool of stories of migrants from many different countries who migrated to the USA.</li> <li>● Our Migration Story is a website that has collected together the stories of many generations of migrants to Britain, from 43 CE to the 21st century.</li> </ul>	
<b>Key questions</b> <ul style="list-style-type: none"> <li>● What is a character profile?</li> <li>● What is a refugee?</li> <li>● What details should a profile of a migrant contain?</li> </ul>	
<b>Activate prior knowledge</b>  <b>10 mins</b>	Lesson slides 3–6 and Work booklet pages 3 and 19 <ul style="list-style-type: none"> <li>● Show pupils the main lesson question and key questions.</li> <li>● Pupils should complete the Quiz independently.</li> </ul>
<b>Targeted activity</b>  <b>15 mins</b>	Lesson slides 7–9 and Work booklet pages 20–21 <ul style="list-style-type: none"> <li>● Read the profiles of Antoni and Maria together as a class. Discuss the term ‘refugee’ (Maria is a refugee) and its meaning.</li> <li>● Remind pupils of the difference between forced migration and voluntary migration.</li> <li>● Pupils complete questions 1–5 in pairs.</li> <li>● Discuss this question as a class: What would life be like in a place like this? Tell pupils that there are problems getting clean water, electric power, food; there is no work; it is not safe.</li> </ul>
<b>Demonstrate understanding</b>  <b>20 mins</b>	Lesson slide 10 and Work booklet page 22 <ul style="list-style-type: none"> <li>● Pupils work through question 6 independently. This will give them the information they need to include in their profile description in the next question.</li> <li>● Pupils complete question 7.</li> <li>● Ask some pupils to read out their profiles to the class.</li> </ul>
<b>Reflect</b>  <b>5 mins</b>	Lesson slide 11 and Work booklet page 3 <ul style="list-style-type: none"> <li>● Pupils should complete their Learning review.</li> <li>● Encourage them to write the things that they think are important to know about the real people who are migrants, and share some of these ideas.</li> </ul>