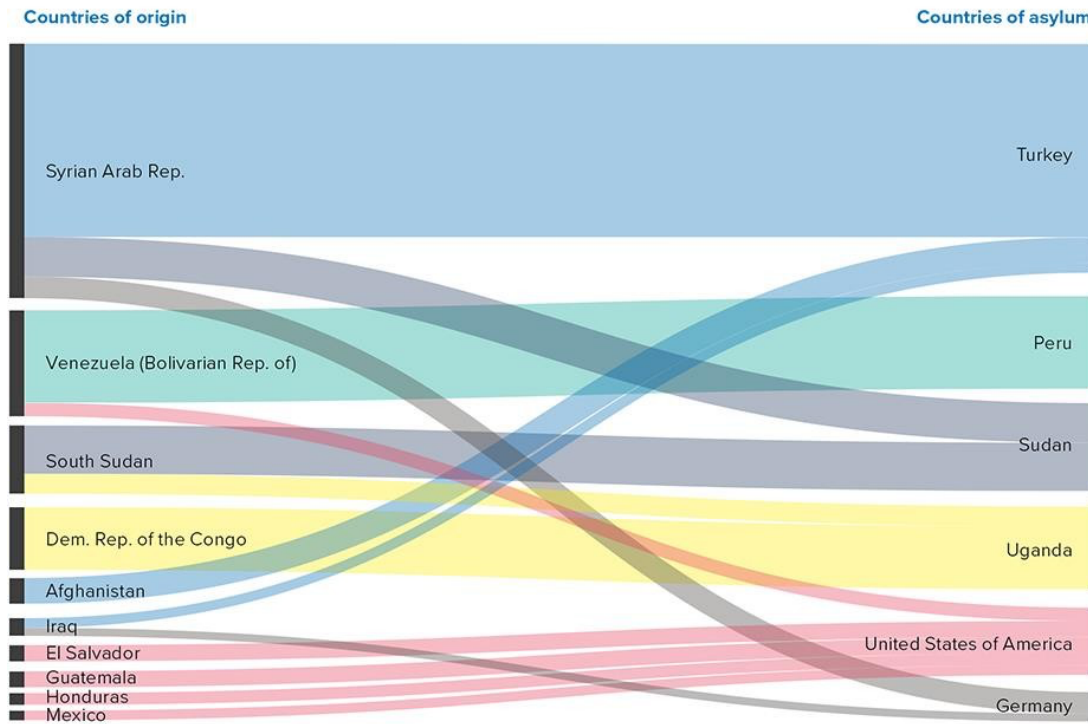


GeoCapabilities 3

1. Curriculum artefact on migration

Key flows of newly registered refugees and new asylum-seekers in 2018



Which specific place(s) are being studied?

- On the one hand, the countries in the world from which refugees depart and, on the other, the countries where they are received.
- Specific emphasis is placed on Syria and Venezuela as countries of origin.
- Among the countries of arrival, the focus is on Turkey and Germany.

What is the contextual geographical 'core knowledge'?

- To be able to locate the geographical position of countries on a map
- To understand the meaning of refugees
- Understanding the concept of asylum

What is the powerful geographical knowledge?

- Motivation of migration: being driven by intense conflict, latent conflict and/or dysfunctional government.
- Knowing the reasons to which refugees migrate (neighbouring countries, rich western countries, ports of entry)
- Being able to demonstrate the inequality in the international geographical distribution of refugees with examples
- Understanding the consequences for the refugees and the inhabitants of the country where they arrive
- Discuss the implications for international policy

What is the social justice dimension?

- The uneven geographical distribution of refugees puts too much pressure on a small number of countries, as a result of which good reception and working conditions can no longer be guaranteed (individual justice for the refugee).
- This small number of countries that receive disproportionate numbers of refugees must make far more resources available than other countries (international justice between countries).

What are the ways in which geographical thinking deepens or enlarges the theme, issue or place?

- Migration is widespread and occurs in all continents
- Our media mainly focus on the Syrian issue, but there are many more refugees worldwide than just Syria.
- It is often the neighbouring countries that receive refugees
- Turkey acts as the gateway to the EU and receives by far the most refugees
- Europe receives relatively few refugees. Germany is head and shoulders above the rest of the EU.

In what ways are the Pupils' experiences/knowledge accessible and included?

- Pupils are asked what they know about the Syrian conflict. What is the cause of the conflict? Who are the warring parties?
- Where do Pupils think Syrians mainly migrate to?
- Next, the Pupils are asked what they know about the other countries from which people migrate.
- Why do we focus on Syria (the conflict with the greatest impact on the EU)?

In what ways are the theme, issue or place made accessible to the Pupils?

- Pupils are shown an everyday news story about European migration flows, with Syria highlighted.
- Pupils are shown where the countries of the artifact are located on a blind map, allowing Pupils to visualise migration flows.
- Pupils are shown a news report on the problems in Venezuela.
- Pupils are shown pictures of refugee camps in Turkey

In what ways are Pupils challenged to think beyond their current (or 'everyday') understanding?

- Pupils' everyday knowledge is questioned by looking beyond the Syrian crisis and adopting a more global view.
- Pupils are challenged not just to look at refugee crises from a Eurocentric perspective.
- Students consider the impact of massive refugee flows on the (non-European) country of arrival
- Students consider how international policy can bring about a fairer distribution of refugees

Is it possible to say how student learning is progressing?

- Students may take a case other than Syria or Venezuela (e.g. Congo, South Sudan) to analyse the reasons for migration and the reception conditions in the countries of arrival.
- The students draw up an (international) policy for the reception of the refugees from the chosen case study.

How does this theme, problem or place study contribute to the broader curriculum objectives?

1. The students can indicate migration flows on a world map based on the artefact
2. The students learn about push and pull factors in migration flows.

Internationale migraties

A11	7 Aan de hand van voorbeelden de push- en pullfactoren van demografische migraties onderzoeken.	7.1 Huidige migratiestromen op wereldkaart
A27*		7.2 Push- en pullfactoren vanuit socio-economisch of politiek standpunt.

What has the teacher done to generate a need to know, enthusiasm or motivation?

- The pupils are stimulated by the fact that standard views on migration are questioned with the aid of the artefact and news reports.
- The pupils themselves mark the migration flows on a blind map, creating an active learning environment.
- The pupils are actively put to work to independently work out a case and think about solutions.

In what ways has the teacher provided data for Pupils to assimilate, process, transform and communicate?

- The general perception of migration is challenged by news reports. The artefact helps students to adjust this image.
- Students transform the artifact into a geographically blind map.
- Using news reports and photos, the motivations of migration are made clear. Students apply this knowledge to a new case.
- The situation in the country of arrival is explained by means of photos.
- Students process this knowledge and apply it to a new case.
- Students communicate the findings and policy proposals of their case study.

How is the content sequenced - and how is this justified?

- The teacher shows a news report on the Syrian migration flows. This news item highlights the typical image of the European and opens the theme.
- Teacher asks if this is also their perception of migration. Teacher asks where Syrians mainly migrate to (students' answer is likely to be Europe).
- Teacher displays the artefact and asks students what they see on it in relation to Syria (Syrians flee mainly to Turkey and Sudan).
- The teacher asks what else strikes the students.
 - Migration is widespread.
- The teacher asks students to mark the countries of origin of the artefact on a blind map using different colours. Students may use their atlas to locate the countries.
- Teacher asks students what they know about Venezuela (presumably not very much).
- Show a movie about the situation in Venezuela and ask students why they did not know about it.
 - The Venezuelan situation has little impact on Europe because it is geographically far away.
- Teacher asks students to mark the countries of arrival of the artefact on a blind map and to draw the corresponding migration flows.
- The teacher asks what the students notice about these migratory flows.
 - It is mainly neighbouring countries that take in refugees, as the artefact shows.
- The teacher asks why neighbouring countries take in so many refugees.
 - Close by, culture is similar, less dangerous
- The teacher asks which country takes in the most refugees. Students base their answer on the artefact (Turkey).
- Using the blind card, the teacher asks why they think Turkey attracts so many refugees
 - Turkey is the gateway to Europe.
- Teacher asks which European countries are on the artifact (Germany) and why exactly this country is on the artifact.
 - The teacher shows an article by Angela Merkel and "Wir schaffen das".
- Teacher introduces pictures of refugee reception in Turkey and Germany.
- The teacher asks students to link the pictures to the artifact and give reasons why the situation is so different (Turkey has fewer resources than Germany to provide refugee care and has a much larger influx)
- Teacher asks students whether they think this is a fair distribution.
- Teacher asks students how the distribution of refugees can be made fairer, so that the

countries bear a more equal burden and the future prospects of refugees are as good as possible (globally coordinated policy through the UN)?

- Quotas for refugee care per country (based on population)
- Task forces that try to tackle the causes of migration in the countries of origin
- The teacher asks students to work out a new case based on the artefact. Students should identify the causes of the refugee flow and the situation in the country of origin. Students are also asked to think of policy measures that would improve the situation for the country of origin and the refugees.

How does the teacher lead the learning, and how is this compensated for by more 'learner-centred' learning activity?

- The teacher provides multimedia tools (news items, photos ...), so that the pupils can draw their own conclusions.
- students can draw their own conclusions.
- The teacher allows the pupils to study the artefact independently, and with the aid of the world map the pupils can draw their own conclusions.
- The teacher often uses teaching-learning discussions to reach a solution together.
- The teacher asks the students to independently work out a case based on the artefact.

2 Lesson plan

Title (subject, theme or problem)

Global migration flows

Name

Tabitha Wuytack

Age of pupils:

16-17 y

Level of education:

Upper secondary

Prior learning:

It is helpful if students know this in advance:

- Be able to locate the geographical location of the countries on a map
- Understand what refugees mean
- To understand the concept of asylum

Learning objective:

Curriculum 2012/023, VVKSO

4.5 Carrying capacity and global shifts: International migrations

7 Using examples, examine the push and pull factors of demographic migrations.

1 Current migration flows on a world map

2 Push and pull factors from a socio-economic or political perspective.

Expected outcomes

By the end of this lesson...

... most students will

1. Identify migratory flows on the world map and understand how they are distributed geographically
2. List the reasons for migration
3. understand why refugees migrate to a particular country
4. understand the proportion of refugees actually hosted in Europe
5. Be able to discuss the fairness of current refugee hosting

... some students will go further and will

1. independently propose a policy for a specific case

Activities

Describe the course of the lesson

Phase 1: Syria

- The teacher shows a news report on the Syrian migration flows. This news item highlights the typical image of the European and opens the theme.
 - Teacher asks if this is also their perception of migration. Teacher asks where Syrians mainly migrate to (students' answer is likely to be Europe).
 - Teacher displays the artefact and asks students what they see on it in relation to Syria (Syrians flee mainly to Turkey and Sudan).

Phase 2: Country of origin

- The teacher asks what else strikes students.
 - Migration is widespread.
- The teacher asks students to indicate the artifact's countries of origin on a blind map using different colours. Students may use their atlas to locate the countries.
 - The teacher asks students what they know about Venezuela (presumably not very much).
- Teacher shows a video about the situation in Venezuela and asks students why they did not know about it.
- The Venezuelan situation has little impact on Europe because it is geographically distant.

Phase 3: Country of arrival

- The teacher asks students to indicate the countries of arrival of the artefact on a blind map, and to draw the corresponding migration flows.
 - The teacher asks what the students notice about these migration flows.
 - It is mainly neighbouring countries that take in refugees, as the artefact shows.
- The teacher asks why neighbouring countries take in so many refugees.
 - Close by, culture is similar, less dangerous
- The teacher asks which country takes in the most refugees. For this, students rely on the artefact (Turkey).
 - Based on the blind card, the teacher asks why they think Turkey attracts so many refugees
- Turkey is the gateway to Europe.

Phase 4: Europe

- The teacher asks which European countries are in the artifact here (Germany), and why this country is in the artifact.
 - Teacher shows an article by Angela Merkel and "Wir schaffen das".

Phase 5: Social Justice

- The teacher introduces pictures of refugee reception in Turkey and Germany.
 - Teacher asks students to link the pictures to the artefact, and give reasons why the situation is so different (Turkey has fewer resources than Germany to provide refugee care, and has a much larger influx)
- The teacher asks students whether they think this is a fair distribution?

Phase 6: Policy

- The teacher asks students how the distribution of refugees can be made fairer so that the countries bear a more equal burden and the future prospects of refugees are as good as possible (globally coordinated policy via the UN)?
 - Quotas for refugee reception per country (based on population)
 - Task forces that try to tackle the causes of migration flows in the countries of origin

Phase 7: New case

The teacher should ask students to develop a new case based on the artefact. Students should identify the causes of the refugee flow and the situation in the country of origin. Students are also asked to think of policy measures that would improve the situation for both the country of origin and the refugees.

Evaluation

How will you assess pupils' progress?

In groups of 4, pupils work out an untreated case based on the artefact.

- Students should indicate the migration flow on the world map.
- Students must list the reasons for the migration flow.
- Students should argue why they are migrating to this country.
- Students should identify the consequences for the country of origin and the refugees (living conditions).
- Students devise a policy that ensures social justice.