# 21st Century Challenges

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**Royal Geographical Society**
with IBG

Advancing geography
and geographical learning

*Migration: skills and the job market*

### Lesson 2:  Who do you think they are? Lesson Plan

| Aim | To explore the concept of migration |
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| Objectives | <ul><li>To identify a global pattern of immigration and emigration</li><li>To suggest reasons for migration</li><li>To highlight economic and social impacts of migration</li></ul> |
| Starter 10 mins | At the beginning of this activity, it is important that students know definitions for the terms net immigration and net emigration.<br><br>Using **Worldmapper resource** - maps of global net immigration and global net emigration, students identify areas of the world and specific countries which are experiencing net gain and net loss.  Students share their observations and should be encouraged to offer answers to explain these patterns.  NB students can either be given copies of the maps (**see resources below**) or the two maps can be projected onto a white board at the front of the classroom. |
| Main 35 mins | Working in pairs, students put together a migration fact file for two migrants.  They have basic information for each migrant (name, age, nationality) and then must construct a reason for migration, destination for the migrant, duration of stay, advantages and disadvantages for the individual and advantages and disadvantages for the source and destination countries.<br><br>After students have compiled the **fact files**, they are shown a media clip of Philippe Legrain (timings 6.54 – 9.22) discussing the benefit of Filipino migration to the UK.  Students use the information to add to their fact files.  Class discussion of the revised migrant profile will then allow students to share and justify their answers and for the teacher to refine and contribute to their ideas.   Students then use a news report (***What if the Poles went home?***) and a media clip (***The Poles are coming***) to refine and add to their second fact file.  Again this is followed by a class discussion. |
| Plenary  15 mins | **How might the current global economic crisis affect global migration?**<br><br>Students watch a media clip of Khalid Koser making reference to the potential effects of the global financial crisis on migration (media clip 0.36 – 2.25) Students then work in pairs to formulate three effects.  They need to think about who will be less or more likely to migrate and where they will be going from and to.  From their three effects, students choose which one, in their opinion, the economic crisis will have the most impact on.  Each pair then write their chosen effect on a post-it note and all notes are stuck to the wall so all members of the class can read their peers' ideas.  Students comment on each others ideas and formulate an opinion as to whether the financial crisis will affect global migration and how. |

**Resources**

Worldmapper resource sheet
Who do you think we are? Fact file Worksheet 1 image sheet
Who do you think we are? Fact file Worksheet 2

[Khalid Koser video clip](#)
[Philippe Legrain video clip](#)
[What if the Poles went home? BBC News Report](#)
[The Poles are coming media clip](#)