

WORKSHOP TEMPLATE for F2F Instruction

Module Title	Migration, Security and Sustainable Development in an interdependent world: Theory and Practice. Unit 1: Introduction to Migration			
Duration (in min/hours)	1 h			
<p>Workshop Objectives: Upon completion of this Module learners should be able to:</p> <ol style="list-style-type: none"> 1. Distinguish between different types of migration and other related concepts; 2. Describe the scope and tendencies of international migration; 3. Explain for what reasons and with what outcomes migration undergoes intense political debates; 4. Outline the potential benefits and risks of migration to national and local communities. 				
Methodology (discussion, role-play, problem solving etc.)	<p>The unit is largely based on slides. The presenter is expected to show them to students during the workshop. Notes in the slides are for the presenter. They provide additional context, comments and tips on how to introduce the content in an effective way, but are open to moderation as the presenter sees best.</p> <p>Slides include questions that the presenter should ask the class to encourage their active learning. Some questions are knowledge-based and used to activate their prior knowledge, while others are questions for discussion and more comprehensive understanding topics surrounding debates on migration. The unit includes small-scale discussions, working in pairs as well as in groups.</p>			
Materials/Equipment (projector, internet connection etc.)	<p>Necessary:</p> <ul style="list-style-type: none"> • Computer + projector (both are required for slides and a video used for discussion; sound should work as well) • Small paper pieces for all students <p>Optional:</p> <ul style="list-style-type: none"> • a blackboard, a whiteboard or a larger piece of paper to write down suggestions of students during discussion. 			
Resources	Slides, internet (to display a youtube video and potentially explore one of the interactive websites indicated in the end of the slides).			
ANNEXES	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">PPT document</td> <td style="width: 50%;">ANNEX_ Module 1_ Unit 1</td> </tr> </table>		PPT document	ANNEX_ Module 1_ Unit 1
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Please provide a detailed description of the activities that will be carried out during the lessons.

Introduction to the topic (*activating students' prior knowledge, stating learning tasks*)

In the beginning of the workshop students are introduced to the topics that will be explored. They are presented in slide 2. The presenter is encouraged to extend on the structure and relevance of the unit by explaining the broader context (the text below can be found in notes on slide 2).

The presenter should emphasise that active participation is encouraged and questions are welcome (either during or after the workshop, as the presenter finds most suitable).

In slide 3, the presenter is encouraged to ask students what they already know about migration (referring to slide 3, question "What is migration?"), or to ask how confident they feel about the level of information they have about migration (i.e., the presenter could ask whether students would feel competent enough to discuss potential benefits and risks of migration with their friends or family).

Topic Exploration (*Knowledge construction*)

Slides 3-12 aim to introduce students to the main concepts and key facts in migration. Different types of migration (such as regular vs. irregular and forced vs. voluntary migration) are defined; numbers of migrants and refugees as well as and main host countries of refugees are presented.

To ensure active participation, students are asked to guess these numbers (slide 9) and the main host country (slide 11). The presenter can decide whether students should guess from their seats, by raising a hand or by discussing the answer in pairs first.

Slides 13-15 aim to improve knowledge about the socio-political context underlying the topic of immigration.

In slide 13, students are asked to think about what they have heard about immigrants in their environment (friends, family or relatives). For this, the presenter could ask students to discuss the question in pairs for 5 minutes and then share some of the answers with the rest of the class.

In slide 15, students are asked to consider how immigration is used in a political poster. The poster aims to encourage British nationals to vote Leave in the UK EU referendum in 2016. Questions such as "what emotions does the image evoke?" and "what is the message of the poster?" are asked. Students could work in pairs and then share their answers or answer from their seats (as the presenter sees most suitable).

Slide 16 the basis for the most important discussion in the Unit, the impact of immigration. The presenter is advised to make two groups of students, with one of the groups making a list of potential benefits of immigration and the other one making a list of potential risks of immigration. Groups should be given 10 minutes to make lists and then introduce them to each other. Other students (from the opposite group) could add to the lists. The presenter could also add to them or extend some of the suggestions by benefits and risks listed in the notes of slide 16. Slide 17 is a suggestion of a scheme regarding the role of anti-immigration attitudes. Students could be asked whether they agree or disagree with the scheme.

Reflection/Feedback (*on the content, the activities etc.*)

By the end of the workshop, the presenter should:

- 1) ask whether students have any questions (this can also be asked during the workshop)
- 2) Distribute small pieces of paper and ask students to tell the most important item they have learned in the workshop and a way in which the workshop could be improved or a way in which the workshop was effective.

Assessment (*how you will ensure that participants have learned*)

Slides 19-20 contain two "Check your Knowledge" Questions. Slide 19 asks to choose which of the 4 statements are correct. Students could be asked to work in pairs for 5 minutes and then the right answers would be told.

Slide 20 contains a link to a video that should be shown to students; the video is a case study and by the following true/false question they will apply their knowledge of the concepts learnt in the workshop. Then, students could answer the question from their seats or work in pairs and then share their answers.

Note: the video should be stopped at 3:12 (as the most relevant information is provided up to that point)