

QUESTIONING MIGRATIONS



PEDAGOGICAL SHEET KIT #5



DEMOGRAPHY AND MIGRATION



> EDUCATIONAL GOALS

- To discover the recent history of migration flows in the EU
- To realize how the climate crisis is affecting migration
- To explore how migration affects the demographic concerns in the EU
- To identify the positive effects of migration

> PARTICIPANTS

Youth between 16 to 30 years old.
Number of participants: Minimum 5 people / maximum 30 people.
*These recommendations are subjected to the context, needs and opportunities of each organization and the public.

> DURATION

3hours

*This workshop can be carried out in one day or divided into two 1h30 sections (without considering the time needed for the introduction, ice-breaking exercises, energisers, breaks, debriefing and evaluation).



Part 1 : Jenga Time Line -> 30'

> PEDAGOGICAL OBJECTIVES

- Discover the recent history of migratory flows in Europe

> FACILITATORS

1 or 2 depending on the number of participants

> NEEDED MATERIAL

- Jenga
- Plastified timeline
- Cards with the answers to put on the timeline

UNFOLDING THE ACTIVITY

Before the activity :

Stick slips of paper with questions on the short side of pieces of wood OR number the pieces of wood from 1 to 22 according to the number of questions. Add the letters A-F to 6 pieces of wood.

Activity :

Divide the group into 2 teams and ask them to build the tower together. Play Jenga. One team takes/pulls a piece of wood from the tower without knocking the tower over. The team must then answer the question. A correct answer = 1 point. If the answer is incorrect, the other team can answer and get the point. If no-one answers correctly, the host gives the solution.

Once the solution has been given, the facilitator (or a member of the group) pastes/places the historical information on the timeline board.

In addition to the questions, challenges, bonuses and penalties can be suggested to the groups (wood with the letters A to F).

If the tower falls "too early", the two groups start a new part of the game.

At the end of the game, the teams look at the timeline they have created. They can be asked to add events they know about or have experienced in the recent history of migration in Europe.

DEBRIEF

10'

- Gather the group's emotions and questions
- Ask questions to find out how the activity has helped people
- Encourage people to share their experiences of migration
- Point out that the activity focuses on the recent history of migration in a limited geographical area (Europe), but that migration is a natural phenomenon that has always existed.



Part 2 : Tell me green -> 45'

> PEDAGOGICAL OBJECTIVES

- To realize how the climate crisis is really affecting migration

> FACILITATORS

1 or 2 depending on the number of participants

> NEEDED MATERIAL

- 3 sheets with green stories: one local, one regional (European), one global (see Annex)
- 3 tables
- The stories
- Statements
- Tables

UNFOLDING THE ACTIVITY

The group is divided into 3 small groups. One per table.

This activity requires 3 people to take on the role of narrator. The facilitator can ask 2 volunteers to help.

40'

Each narrator takes a story: local, regional or global. (see Annex)

The storyteller takes 5 minutes to read and understand the story and then joins the group waiting at their respective tables.

Each storyteller reads their story aloud to the group. The participants ask closed questions (yes or no) to guess/understand how the story begins and unfolds.

After 10 minutes, the groups change tables to discover a new story using the same method. The narrators remain at the same table, repeating the same activity.

Tips for the facilitator (if the group is having a lot of trouble finding the common thread) :

Help the participants to think about migration due to global warming.

If it is difficult for the participants to find the story by asking questions, the facilitator can give them more details, by sharing the penultimate sentence with them.

DEBRIEF

5'

- Individual expression of emotions
- Did you learn any new information during this activity?
- Emphasise the fact that climate migration is currently underway and is happening all over the world (not just in the South).
- Brief discussion of the reasons for and impacts of climate change (human activity, extreme increase in natural disasters, displacement of populations).



Part 3 : Demigraphication -> 35'

> PEDAGOGICAL OBJECTIVES

- Exploring the impact of migration on the EU's demographic problems

> FACILITATORS

1 or 2 depending on the number of participants

> NEEDED MATERIAL

- (optional) Mentimeter link
- (optional) Internet access
- (optional) A medium on which to project
- Statistical data sheets (also known as "statistics" sheets) x2

UNFOLDING THE ACTIVITY

(optional) The facilitator asks everyone to take part in the Mentimeter and answer the question "How does migration affect demography in the EU?" or "What do you think of when someone says the word demography? If there is no Internet connection, this stage can be done orally.

25'

Demography = the study of statistics such as births, deaths, income or incidence of disease, which illustrate changes in the structure of human populations (<https://languages.oup.com/google-dictionary-en/>).

After the Mentimeter, the group forms two concentric circles so that the people in the inner circle can look at the people in the outer circle.

The facilitator distributes a "statistics" sheet to each participant. The participants take a few minutes to read their sheet.

Then, like speed dating, each person has to tell their partner what they have learnt or what has impressed them by reading their sheet.

Every 3 minutes, the facilitator signals and the people in the outer circle move a step to the left to change pairs. The new pairs discuss their cards. Repeat the activity a few times so that everyone can read each other's cards.

DEBRIEF

10'

- What was new for me?
- How does this relate to the issue of immigration?
- What has changed in my thinking?



Part 4 : Strings attached -> 35'

> PEDAGOGICAL OBJECTIVES

- To identify the positive effects of migration in the EU.

> FACILITATORS

1 or 2 depending on the number of participants

> NEEDED MATERIAL

- 1 string
- Scissors
- 11 printed key words

UNFOLDING THE ACTIVITY

35'

The participants form a circle and the facilitator distributes a key word to each person. If there are more than 11 participants, create groups of 2. The facilitator holds the string before the game begins.

Each participant must find at least one argument in favour of the positive impact of migration based on their word.

Each participant then shares their argument with the group, takes a piece of string and passes it to another person (who in turn shares their argument) to form a network of positive impacts with the string. Participants may speak up more than once to add arguments about the positive impacts of migration.

At the end of the activity, participants can cut off part of the string to make a bracelet or necklace.

Tips for the facilitator :

If the participants are having difficulty coming up with arguments encourage them to share examples from their personal lives.

Encourage them to imagine positive impacts for the people/countries that migrate but also for the people/countries that receive them.

KEYWORDS

- Tax
- Employment
- Demography
- Education
- Entertainment
- Exchange
- Health / Care
- Culture
- Safety
- Science/Research
- Politics

