

Migrant Children

"Minors have some of the best chances of making it where they want to go but some of the worst experiences getting there."

Lauren Collins - Journalist

Three different texts on the current plight of unaccompanied child refugees in Europe

<http://www.collaborativelearning.org/migrantchildren.pdf>



So called "British Values" in
1939 and 2017?
Same or different?

Migrant Children

Here is a new information gap activity. This activity was sourced from an article by Lauren Collins in the New Yorker for 27th February 2017. We have used New Yorker articles before very effectively. They reflect thorough respectable journalism. They are produced for an audience that needs plenty of background information for context. There really does not seem to be a comparable source in the UK. If you can recommend one please tell us. The idea here is to raise awareness of issues that demonstrate the effectiveness and ineffectiveness of government, to encourage more reading by students in this area and to further their participation through discussion in democratic processes. Above all we wanted to emphasise the impact of small groups of individuals on policy and practice. "British Values" are not some kind of abstract entity: they are the result of participation and campaigning by individuals who see beyond greed and selfsurvival.

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Webaddress: www.collaborativelearning.org/migrantchildren.pdf

COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

Supporting a cooperative network of teaching professionals throughout the European Union to develop and disseminate accessible teaching materials in all subject areas and for all ages.

17, Barford Street, Islington, London N1 0QB UK Phone: 0044 (0)20 7226 8885

Website: <http://www.collaborativelearning.org>

BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies across all phases and subjects. We hope they will inspire you to use similar strategies in other topics and curriculum areas. We run teacher workshops, swapshops and conferences throughout the European Union. The project publishes a catalogue of activities plus lists in selected subject areas, and a newsletter available by post or internet: "PAPERCLIP".

*These activities were influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in mixed classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening. They provide teachers opportunities for assessment of speaking and listening and other formative assessment.

*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in mother tongue and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

Collaborative Reading Materials with an information gap.

There are three different texts with a sample common question sheet with a small space for notes. The principle here is that readers will be unable to complete the questions by simply using the information in their version, but will have to collaborate with other readers, asking questions and eliciting information, possibly arguing and negotiating. There is also an opportunity to draw on their own previous knowledge or seek out other information.

We have outlined the following procedure, but you can reorganise things in a variety of ways to suit your class and teaching methods. You can possibly arrange to pair slower readers with faster ones etc. You could start with threes rather than pairs etc.

The class might work first in pairs. Partners have copies of the same text and everyone has their own question sheet. Five pairs have Sheet A, five Sheet B etc. I hand out coloured cards to organise pair work, and if you want or select pairs you can always deal the cards from the bottom of the pack. My aim is to ensure that everyone works with everyone else at some point. Pairs can read the text silently first, and then to each other, and then work together to answer as many questions as they can. They need to know that they may not have answers to all the questions at this stage. For this topic many of the answers will require some research on the net.

The pairs then split up and move into different colour groups of six where two participants have Sheet A, two Sheet B etc. They can then go on to complete the questions by interrogating each other. At this stage you might prefer to organise pupils in threes rather than sixes.

When pupils have completed the task they are in a good position to select new different questions for a new question grid (we have provided a template for this) or prepare a presentation for another class.

You might well want to produce your own version of the question sheet. If you are thinking about producing your own information gaps this is how we do it. We find a suitable whole single text containing the information we wish to teach. We formulate a series of questions for the text. Produce three or four texts where the factual and inferential information is shared between them. Some overlapping of information is fine. If they work well, please send them to us for inclusion on the network.

Migrant Children Text A



On the right a view of the Port of Calais and the Jungle.

On the left graffiti in the Jungle by Banksy showing Steve Jobs depicted as a migrant. He originally came from Syria.



Wasil is now twelve. He is the oldest in his family and lived in Kunduz in Afghanistan. He learnt good English from his father who was an interpreter for NATO forces. His father was threatened with death by the Taliban so he left the country in a hurry. He has disappeared. In December 2015 Wasil's mother decided that he was now in danger, so paid a smuggler 3500 afghanis to help him leave. She had a brother in England, so hoped Wasil could reach him.

The smuggler took him to Kabul and another smuggler took him with other boys to Bulgaria. He then walked through the woods to France. Wasil travelled four thousand miles and took ten months to reach Calais. It was not easy. At one point he lived in a forest for ten days with two bottles of water, two biscuits and a packet of dates. He found wild plums to eat. He spent a month in a derelict railway station in Italy. The camp in Calais shocked him. It contained six thousand inhabitants. Every night people tried to get to England on trains and lorries.

Migrant Children Text B

1.3 million people sought asylum in Europe in 2015. One hundred thousand were children on their own. There are supposed to be clear rules on how this works out. Adults must claim asylum in the first European country they arrive at. Children on their own, who have a relative in an EU country, can continue travelling to that country.



One of the several graffiti drawn by Banksy in the Calais "Jungle".

The United Kingdom discussed a new law in May 2016. Alf Dubs, now Baron Dubs, who travelled from Czechoslovakia in 1939 as a child on his own with Kindertransport proposed the law. At that time he was escaping from the Nazis. 700 Czech Jewish children were rescued. Altogether 15,000 children arrived through the Kindertransport before the start of the second World War. Their parents died in the concentration camps

The Dubs proposal would have permitted 3000 unaccompanied children to settle in the UK. 294 Members of Parliament voted against it and it failed. In February 2017 the Home Secretary said only 350 children would be admitted. In February 2017 the Children's Commissioners wrote to Amber Rudd the Home Secretary:

"The UK should play a far greater role in both offering protection and security to lone child refugees in Europe and in resolving the crisis that children are facing in Europe, especially in Greece and Italy."

Migrant Children Text C

Kindertransport Memorial
at Liverpool Street
Station in London



Nicolas Winton

You must never doubt that a small group of people can change the world. Usually they are the only people who can make a difference. Nicolas Winton was one of these. He went to Prague in 1938 when Germany invaded Czechoslovakia. The British government had passed a law which allowed refugees under 17 to enter Britain if someone guaranteed them for fifty pounds and they had somewhere to stay. Winton arranged and created the guarantee for 669 Jewish children to leave Prague by train and for them to cross Germany and the Netherlands to come to Britain. He wanted to save more. He wrote to the US president and other presidents asking for help. Only Sweden responded. The last Kindertransport train on 1st September 1939 never left Prague because the Second World War began. Of the 250 children on that train only two survived.

Currently the UK is making it virtually impossible for unaccompanied children to enter. On 8th February the Home Office announced that it was shutting down the Dubs plan, because it "encouraged" children to become refugees in Europe. "Will we choose to follow Trump," Lord Dubs wrote in response, "or to honour our tradition of generosity, compassion and courage?" Are British Values changing?

Migrant Children - Question sheet with space for answers.

1. What is the difference between a migrant and a refugee?	2. How many refugees entered Europe in 2015?	3. Why did Alf Dubs propose a change to UK law.	4. Why does Lord Dubs say we are following Trump?
5. What was 50 pounds worth in 1939?	6. Name three British values.	7. Did your MP vote against the Dubs law?	8. What are the different rules for children seeking asylum?
9. Why do unaccompanied children stand a better chance of surviving?	10. What could you do to help children like Wasil?	11. Are British values changing and if so why?	12. Do you think Banksy's work is valuable and makes a difference?

Migrant Children - Blank Question sheet with space for answers in note form.

1.	2.	3.	4.
5.	6.	7.	8.
9.	10.	11.	12.