

# Migration Activities - Sorting Boards

were forced to leave		
Choose to leave	<b>Connect Four Games</b>	
	knew they had a safe place to go	did not know whether or not they had a safe place to go

In the early 1970's some American men went to Canada because they did not want to fight in Vietnam.

The rule of the Taliban in Afghanistan after 1991 meant that girls and women could not study. Many left the country.

I am Rama. We had to leave our houses and money behind in Africa. We came to Leicester because we knew friends there.

1997 I am Jennifer. Mount Soufriere erupted on our island and we have all had to come to England to be safe from the lava and gases.

2007 I am Ahmed. I trained to be a doctor in Egypt and have come to work in a hospital in London.

1685 I am Emile I am a silk weaver in London. I have left France, because Protestants are not allowed to worship.

1987 I am Conchita. I paid money to be shown the way from Mexico through tunnels. I am trying to earn money to send back to my family.

# Migration

These activities were devised for Refugee Week in 2007 by Judith Evans from Netley School in LB Camden and Stuart Scott.

The webaddress for this activity is: <http://www.collaborativelearning.org/migrationconnect.pdf>

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## COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

We support a network of teaching professionals to develop and disseminate accessible talk-for-learning activities in all subject areas and for all ages.

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## 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 that promote talk across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We want to encourage you to change them and adapt them to your classroom and students. We run teacher workshops, swapshops and conferences throughout the European Union. The project posts online many activities in all subject areas. An online newsletter is also updated regularly.

\*These activities are 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 non selective classes where children in need of language or learning support are integrated. They are well suited for the development of oracy. They provide teachers opportunities for assessment of talk.

\*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 pupils' first languages 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 more 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.

## Migration: Teachers' Notes

The aim of this activity is to allow children to understand the recurring common theme of migration through human history. Children then, by focussing on reasons for migration, can come to understand the particular circumstances of refugees.

We have provided cards with general accounts of the particular situations that led to migration and cards with 'characters' talking in the here and now. We have provided a series of sorting activities which you can select appropriately for your children:

- . \* sorting the movements according to basic human rights
- \* sorting the movements into categories which also exist on the connect four baseboard
- \* sorting the movements under standard labels

We have also provided a sorting board to form a Carroll diagram. We feel this four way sorting: 'forced to leave or not/safe or unknown place to go', provides the best talk. The connect four game is for consolidating the knowledge and should be used at the end of the unit of work.

In order to support chronological understanding and developing sense of place, the characters or situations could be placed on a timeline and/or a suitable world map for marking the journeys. A more sophisticated approach using colour coding to map the journeys could yield some thought provoking discussion for classes with the time and capacity to explore these issues.

We discovered as we worked on this that our knowledge in many areas was missing, and although we hope what we have provided is accurate, we would welcome any corrections or additions. We hope that the sorting will, like our other sorting activities, lead to research and reading on the part of the children and their teachers. EMA/Refugee support teams have provided plenty of material to fill the knowledge gaps which you will now need to conserve.

# Migration Connect Four Situations Cards

<p>C2000 BCE thousands of Jewish people walked from Egypt to Israel to build a new home where they wouldn't have to be slaves.</p>	<p>In 49 CE many Romans came to Britain to make it part of the Roman Empire.</p>	<p>In the early 1970's some American men went to Canada because they did not want to fight in Vietnam.</p>	<p>Today many people crawl through the tunnels at the Rio Grande to enter the USA where jobs are better paid.</p>	<p>In 1620 a group of Dutch and English people sailed to America to be free to follow their religion.</p>	<p>In the 1970's and 1980's young Black South Africans came secretly to Britain so that they could study.</p>
<p>In the 1800s some criminals were sent from Britain to Australia for stealing food.</p>	<p>Many people have left Somalia and come to Europe because there is fighting between different groups.</p>	<p>In the 1930's people who did not agree with the government, or who were Jewish, left Germany and moved to Britain and the USA, to avoid being put in concentration camps.</p>	<p>In 1973 Idi Amin made all people who were Asian leave Uganda.</p>	<p>In the 1840's people left Ireland and went to the USA or Britain because the potato crop failed and they had no food.</p>	<p>In the last seven years many people have moved from Poland to Britain to earn more money.</p>
<p>In 1974 Turkey took over Northern Cyprus. Many Greek and Turkish Cypriots moved to Britain because they had no homes.</p>	<p>After Yugoslavia broke up into several countries there was war. Many Albanians were forced to leave Kosovo.</p>	<p>In the 1950's people were asked to come from the West Indies to help Britain by working as doctors, nurses, train and bus drivers</p>	<p>In the 1997 a volcano erupted in Montserrat and everyone had to leave the island.</p>	<p>The rule of the Taliban in Afghanistan after 1991 meant that girls and women could not study. Many left the country.</p>	<p>Many people left Chile in 1977 after the murder of Salvador Allende and the start of the dictatorship of Pinochet .</p>
<p>Kurdish people left Turkey and Iraq because their country (Kurdistan) had been taken over and they were being attacked by soldiers.</p>	<p>In the last few years some older people have sold their homes in Britain, and gone to live in France and Spain when they retire.</p>	<p>When India was divided up in 1947 Muslim people moved to Pakistan and Bangladesh.</p>	<p>When India was divided up in 1947, Hindus moved from Pakistan and Bangladesh to India.</p>	<p>Many British doctors move to Australia and the USA where the climate is better and they can earn more money.</p>	<p>Many Indian and Egyptian doctors move to Britain where the jobs are better paid.</p>
<p>From 1760 many people from Bangladesh took jobs on British ships. The shipowners sometimes took away their jobs when they reached London.</p>	<p>From 1850 many people from China took jobs on British ships. The shipowners sometimes took away their jobs when they reached Britain.</p>	<p>When Vietnam became independent in 1979, all the Chinese people living there were forced to leave.</p>	<p>The Huguenots moved from France to Britain after 1685, because they were not allowed to be Protestants, and were being forced to change their religion</p>	<p>When Germany attacked Belgium in 1914, the British government said that any Belgians could come to Britain.</p>	

# Migration Connect Four Characters Primary

<p><u>2000BCE</u> I am Isaac. I was a slave in Egypt. I walked across the desert to settle in the land of Israel.</p>	<p><u>55</u> I am Claudius. I came here as a soldier, and now live in Londinium. We are pleased this country is now part of the Roman Empire.</p>	<p><u>1973</u> I'm Henry. I think the war in Vietnam is wrong, and have come secretly to Canada, so that I won't have to be a soldier.</p>	<p><u>1987</u> I am Conchita. I paid money to be shown the way from Mexico through tunnels. I am trying to earn money to send back to my family.</p>	<p><u>1620</u> I am James. I came with my family on a ship from Plymouth. The people here are helping us and we are free to pray.</p>	<p><u>1983</u> I am Nelson. I was not allowed to go to university in South Africa. I had to come away in secret to study in Britain.</p>
<p><u>1842</u> I am Edward. I stole bread to feed my children and am being transported to Australia</p>	<p><u>1998</u> I am Suleyah. We had to leave some of our family in Somalia. The war means it is not safe to go back and see them.</p>	<p><u>1938</u> I am Eric. My family left Germany. My grandmother stayed and our old neighbour saw her being taken away.</p>	<p><u>1973</u> I am Rama. We had to leave our houses and money behind in Uganda. We have come to find our friends in Leicester.</p>	<p><u>1846</u> I am Marie. We came on a ship from Ireland. The crossing was hard, but at least there is food here.</p>	<p><u>2006</u> I am Marika. I was a teacher in Poland, but I earn more money packing vegetables for Sainsbury's.</p>
<p><u>1974</u> I am Costas. I have lost my land and home in Cyprus and have come to London with many of my family and friends.</p>	<p><u>1998</u> I am Koseta. We have come from Kosovo We have come to Britain because Serbian soldiers attacked our village.</p>	<p><u>1950</u> I am Esther. I have come to London from Jamaica. I saw an advert saying they needed nurses and I am a good nurse.</p>	<p><u>1997</u> I am Jennifer. Mount Soufriere erupted on our island and we have all had to come to England to be safe from the lava and <u>gases</u>.</p>	<p><u>1996</u> I am Faisa. My mother brought me out of Kabul at the time of the Taliban, because I was not allowed to go to school.</p>	<p><u>1977</u> I am Emilio. Our family left Chile when Pinochet became dictator, because my parents might have been put in prison.</p>
<p><u>1993</u> I am Armanc. My country, Kurdistan, is half in Turkey and half in Iraq. Soldiers make life difficult for us to live, study and work.</p>	<p><u>2006</u> We are Jon and Maggie. We retired last year, and have moved to France. Life is cheaper and the weather is much better.</p>	<p><u>1947</u> I am Shabir. Now India is being divided many of our friends have been killed. My family is moving from Delhi to Bangladesh.</p>	<p><u>1947</u> I am Neha. I am on a train moving from Lahore to the Gujerat in India. Hindus cannot stay in Pakistan</p>	<p><u>2007</u> I am David. I am a doctor in the UK and have decided to work in the U.S.A. The money is much better.</p>	<p><u>2007</u> I am Ahmed. I trained to be a doctor in Egypt and have come to work in a hospital in London.</p>
<p><u>1863</u> I am Ali. I joined a ship as a deck hand in Calcutta. Now they have taken away my job and I am left in London.</p>	<p><u>1950</u> I am Cheung. I joined a ship as a cook in Hong Kong. Now they have taken away my job and I am left in London. I would like to own a restaurant.</p>	<p><u>1981</u> I am Ho. I am Chinese. Now Vietnam has become independent we cannot stay. We have escaped in a boat and are trying to get to London.</p>	<p><u>1685</u> I am Emile I am a silk weaver in London. I have left France, because Protestants are not allowed to worship.</p>	<p><u>1914</u> I am Hercule. When Belgium was invaded the British invited us to come to the UK to be safe.</p>	

# Migration Connect Four Board

to have a better future	as a punishment	to escape from a war	to have a better future	because there was no choice	to find a safe place
because there was no choice	to find a safe place	to take over another country	to build a new country	to be able to speak freely and hold any religious belief	because there was no choice
to have a better future	to be able to speak freely and hold any religious belief	to avoid having to fight in an army	to be able to feed their family	to have a better future	to escape from a war
to avoid going to prison for their beliefs	to have a better future	to find a home	to get away from someone who was trying to hurt or kill	to find a safe place	to be able to speak freely and hold any religious belief
to get away from someone who was trying to hurt or kill	because there was no choice	to find a safe place	to escape from a war	as a punishment	to have a better future

Labels set 1 basic rights (use to sort characters or situations to start the activity)

to be safe	to be free	for food and shelter	to make a better life
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Labels set 2 to match to the game board as preparation for play if needed

to build a new country	to take over another country	as a punishment	to have a better future
to escape from a war	to be able to speak freely	to avoid having to fight in an army	to be able to feed their family
to find a safe place	because there was no choice	to be able to hold any religious belief	

Label set 3 standard labels

economic refugee	political refugee	exile
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Sorting diagram - use with character cards

were forced to leave		
Choose to leave		
	knew they had a safe place to go	did not know whether or not they had a safe place to go



# Migration Connect Four Characters Secondary

My name is Isaac. I was a slave in Egypt. I walked across the desert to settle in the land of Israel	My name is Claudius. I have come from Rome and now live in Londinium. This country is now part of the Roman Empire.	I'm Henry. I protested against the war in Vietnam and secretly crossed into Canada when I was drafted.	I go by the name of Tex, but my real name is Felipe. I harvest peanuts in California. I am paid in cash and I send most of it back to my family in Mexico.	I'm James Winthrop. The winters are very cold here in America. The natives taught us to plant corn. We can now pray as we want to.	My name is Nelson. I was not allowed to go to university in South Africa. I left secretly to study politics in Britain.
My name's Ed. I stole bread to feed my family in Nottingham and was transported to Australia.	My name is Sulayah. We had to leave some of our family behind in Somalia and it is still not safe to return.	My name is Angelika. Most of my family died in the camps in the war. I was a baby when they sent me from Germany to England.	I am Rama. We had to leave our houses and money behind in Africa. We came to Leicester because we knew friends there.	I am Deirdre. I now live in New York. None of the family starve now and we can find work. We were lucky to leave Ireland in time.	I am a teacher in Poland but there are no jobs. I now pack vegetables for Sainsburys.
I am Costas. We lost our land in northern Cyprus. We arrived in London over 30 years ago with thousands of others.	I am Koseta. We left Kosovo during the war. We were forced to leave and come to Britain when Serbian soldiers attacked.	I am Esther. I came to Britain in 1950 from Jamaica. London needed nurses and I was a good nurse.	My name is Jennifer. When Mount Soufriere erupted in 1997 we all had to come to England. My family decided to stay.	My name is Faisa. I left Kabul at the time of the Taliban because I was not allowed to become a doctor .	Our family left Chile when Pinochet became dictator in 1977, because after that our freedoms were taken away.
I am Armanc. My country, Kurdistan, is half in Turkey and half in Iraq. Soldiers make life difficult for us to live, study and work.	We are Jon and Maggie. We retired last year and have moved to France. Life is cheaper and the weather is much better.	I am Shabir. When India was divided in 1947 my family moved from Calcutta to Bangladesh.	I am Neha Patel. Our family moved out of Lahore to the Gujerat in 1947.	I am David. I am a doctor and have decided to work in the U.S.A. The money is good and the climate is much better.	I am Ahmed. I trained to be a doctor in Egypt and have come to work in a hospital in London. I can study medicine better here.
I am Ali. I was born in Sylhet. I worked on a ship that left me in London in 1945.. I decided to stay.	My name is Cheung. I came from near Hong Kong. I work in a restaurant and send money back to my family.	I am Ho. I am Chinese. When Vietnam became independent we could not stay. We escaped by boat. We came to London in 1981.	I am Emile Marchant. I weave silk in London. We left France in 1685 when Protestants were not allowed to worship.	I am Hercule. When Belgium was invaded in 1914, the British invited us to come.	