

In the 21st century, we are all immigrants

SDG 1: End poverty in all its forms everywhere

Quest title:	We are all immigrants
Target:	15 -17 years old

<p>Introduction:</p>	<p>© 173 Licensed under CC-BY-SA</p>
	<p>Immigration continues to be one of the most prominent political issues in the developed countries. Voters in many countries consider immigration to be one of the most pressing challenges facing their country, and 'radical right' political parties who oppose immigration continue to find support in many countries. With high levels of labour migration to many western European countries and in the USA, as well as continuing pressure to accept refugees and asylum seeker from war zones around the world, this topic is unlikely to lose its significance in the foreseeable future. And you? How much do you know about it?</p> <p>https://www.europeansocialsurvey.org/docs/findings/ESS7_toplines_issue_7_immigration.pdf</p> <p>https://www.iom.int/wmr/2020#content</p> <p>https://www.unhcr.org/migration-and-development.html</p>

<p><u>Objectives of the WebQuest:</u></p>	<ul style="list-style-type: none"> • Raise awareness among people about the immigration topic • Raise awareness of our history and displacements • Outline any predisposition in student thinking regarding immigration • Fostering skills and competencies in students on advocating about the migrants welcoming in our and all the countries.
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<p><u>Main text:</u></p>	<p><u>Task 1:</u></p> <p>To better understand the topic, you need to know the basic terms useful to talk about migration. https://www.iom.int/key-migration-terms</p> <p>Refugees: the world is witnessing the highest levels of displacement on record. An unprecedented 70.8 million people around the world have been forced from home by conflict and persecution at the end of 2018. Among them are nearly 30 million refugees, over half of whom are under the age of 18. There are also millions of stateless people, who have been denied a nationality and access to basic rights such as education, healthcare, employment and freedom of movement. https://www.un.org/en/sections/issues-depth/refugees/</p> <p>Take a look on the History of Global Population to understand the real context. https://www.youtube.com/watch?v=PUwmA3Q0 OE What do you think? How this video is connected with the migration topic?</p> <p>Do you have the right information about the actual migrant flows all around the globe? Take a look here: http://metrocosm.com/global-migration-map.html https://migrationdataportal.org/data?i=inflow_total&t=2017 https://www.nationalgeographic.com/magazine/2019/08/graphic-shows-past-50-years-of-global-human-migration/</p> <p>Creates an infographic that compares real data against the most common fake news related to immigration.</p> <p>When you do not know a situation is easy to judge people without taking into consideration the challenges they may be facing. Moving to a new country often means starting up from scratch, with no income and no strong relationships safety net. How would do you act in that situation? Do you think that being a migrant makes it different? How? Play SPENT: http://playspent.org/</p> <p>After having played the game as yourself, elaborate in a role-play in small groups. Each of the players will have to impersonate a different type of immigrant (student abroad, economic immigrant with working visa, immigrant without regular documents, refugee).</p>
	<p><u>Task 2:</u></p> <p>Humans are in motion across time as well as geography. We are all migrants! https://www.nationalgeographic.com/magazine/2019/08/we-all-are-migrants-in-the-21st-century/</p> <p>Find out if there are migration stories in your family o in the family of a friend/class-mate of yours.</p>

	Once this first step has been completed, create a video or a presentation where you can put together the stories of the various people in your group with the aim of raising awareness of the issue of migration.
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Process:	At the beginning and end of the tasks the students should fill the evaluation table in order to monitor any changes in their perspectives/beliefs and to raise self-consciousness of the learning process (Annex 1).
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URL:	<p>Websites:</p> <ul style="list-style-type: none"> ✓ https://www.europeansocialsurvey.org/docs/findings/ESS7_toplines_issue_7_immigration.pdf ✓ https://www.iom.int/wmr/2020#content ✓ https://www.unhcr.org/migration-and-development.html ✓ https://www.iom.int/key-migration-terms ✓ https://www.un.org/en/sections/issues-depth/refugees/ ✓ http://metrocosm.com/global-migration-map.html ✓ https://migrationdataportal.org/data?i=inflow_total&t=2017 ✓ https://www.nationalgeographic.com/magazine/2019/08/graphic-shows-past-50-years-of-global-human-migration/ ✓ https://www.nationalgeographic.com/magazine/2019/08/we-all-are-migrants-in-the-21st-century/ <p>Videos:</p> <ul style="list-style-type: none"> ✓ https://www.youtube.com/watch?v=PUwmA3Q0_OE ✓ https://www.youtube.com/watch?v=pj-WqrFZZmg ✓ https://www.ted.com/talks/luma_mufleh_don_t_feel_sorry_for_refugees_believe_in_them ✓ https://www.ted.com/talks/duarte_geraldino_what_we_re_missing_in_the_debate_about_immigration#t-464028 <p>Game:</p> <ul style="list-style-type: none"> ✓ http://playspent.org/
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Learning outcomes:	<ul style="list-style-type: none"> ✓ Realize how broad the issue of global migration is, and how much it affects us in our daily life. ✓ Be more aware of what "refugee" means and what a large proportion of migrants have to go through. ✓ Become an active and informed participant in the debate about migration, and on what an individual can do to change
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	<p>the way of thinking.</p> <ul style="list-style-type: none"> ✓ Make the struggle for equal rights and opportunities your struggle too.
<p><u>Skills and Competence acquired:</u></p>	<ul style="list-style-type: none"> ✓ Use various documents and tools to find facts about migration. ✓ Developing the capacity to analyse an issue, and to recognize a fake information in the future about the migration topic. ✓ Students acquire a heightened sense of global interconnections and interdependencies.

<u>Evaluation</u>		
<p><u>Acquired competences</u> Carrying out an investigation. Researching the internet. Applying knowledge and skills to real life scenarios. Being aware and overcoming personal biases.</p>	<p><u>Social Skills</u> Collaborative and cooperative learning skills. Involve in discussion. Outline arguments based on findings.</p>	<p><u>Knowledge</u> Awareness of migration related to the personal history/life of each one of us. Awareness of Agenda 2030 and its goals. Knowledge to SDG 1 and its implication in real life.</p>

Annex 1

	YES	NOT SURE	NO
1. Do you have reliable information on immigration flows?			
2. Do you believe immigration could be a threat to your country?			
3. Do you think you have the power to do something to help refugees?			
4. Do you feel confident in advocating for immigrants and refugees?			