

HUMAN PATHS, PATHS OF LIFE



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Generació Plurilingüe (GEP)

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Identification of the GEP project

Title	Demography: Migration Movements
Authorship	Elisabet Ibáñez I Elisabet López
School	Escola Pia de Granollers
Students' CEFR Level (A1, A2...)	B1
Grade	2n Batxillerat
Content area(s)	Geography
Number of sessions (4, 6 or 9)	9
Teacher(s) involved	Elisabet Ibáñez I Elisabet López
Keywords	Immigration, emigration, world population, ONGs, history, war, economy, inequality, solidarity, refugees...

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1. OUR PROJECT

Introduction: we want to explain the contents of unit 7, related to demography and migration movements (focusing on Spain), and link them to human rights, social values and current news.

Driving question:

1. How does where you live influence your attitude towards migration movements? (GLOBAL)

2. Why is it important to see either internal and external migrations as an enriching global fact? (SPECIFIC)

Final product:

1. A written reflection about the internal and external migrations as a positive global phenomena.

2. A recorded talk defending the right to be an emigrant.

2. GOALS

1. To research information about the migrations in Spain.

2. HOW DO YOU KNOW STUDENTS ARE MAKING PROGRESS? (assessment criteria)

- 1.1 They have found information about migrations in Spain.
- 1.2 They have contrasted this information or data with different sources in order to be rigorous.



<p>2. To distinguish amongst types of causes that lead to migration.</p> <p>3. To gloss the concept “Migratory balance” and “Intraprovincial migrations”.</p> <p>4. To interpret different sources such as maps or graphics correctly.</p> <p>5. To describe the stages in the emigration process in Spain from 1950 to 1980.</p> <p>6. To explain the different attitudes that can derive from the possible problems due to the high immigration.</p> <p>7. To investigate the position of the ONU related to family reunification and the right of asylum.</p>	<p>2.1 They can distinguish amongst the different causes that lead to migrational movements: political, economic, etc.</p> <p>3.1 They can define all the concepts requested with correction and completeness.</p> <p>4.1 They are able to interpret properly any kind of map or graphic or chart.</p> <p>4.2 They are able to draw conclusions only with the interpretation of these sources.</p> <p>5.1 They can describe the main facts occurred in Spain from 1950 to 1980, related to emigration.</p> <p>6.1 They are able to report (orally and in writing) the different attitudes that can derive from the problems arises from immigration.</p> <p>6.2 They can justify (orally and in writing) the importance of values like tolerance, solidarity or sympathy.</p> <p>7.1 They can explain the position of ONU related to family reunification and the right of asylum.</p> <p>7.2 They are able to defend the work carried out by ONGs like OPEN ARMS, ACNUR, SOS Racisme, STOP Mare Mortum, etc.</p>



3. CURRICULUM CONNECTIONS SPECIFIC COMPETENCES AND KEY CONTENTS

Subject-matter curriculum		Foreign language curriculum	
Specific Competences	Key Contents	Specific Competences	Key Contents
<p>Geographical dimension: 1. Explaining interactions between different elements from the geographic space and human movements. 2. Application of the geographical skills from researching and analyzing different kind of resources in order to interpret and to make decisions.</p>	<ol style="list-style-type: none"> 1. Researching, analyzing and comparing information. 2. Interacting present and past of the migrations. 3. Interacting migratory flows, globalization and unequal economy. 4. Describing, explaining, justifying different kind of resources. 5. Understanding the cultural diversity as the wealth of a society 	<p>Language competences 1. Oral communication. 2. Reading and listening comprehension. 3. Writing expression.</p>	<ol style="list-style-type: none"> 1. Strategies for the oral communication. 2. Strategies for the writing expression. 3. Specific vocabulary: key words and expressions. 4. Use of dictionary

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4. 21st CENTURY COMPETENCES

Collaboration	x	Information, media and technology	x
Communication	x	Leadership & Responsibility	x
Critical Thinking and Problem Solving	x	Initiative & Self-direction	x
Creativity & Innovation		Social & Cross-cultural	x
Others:			

5. KEY COMPETENCES

Communicative, linguistic and audiovisual competence	x	Digital competence	x
Mathematical competence		Social and civic competence	x
Interaction with the physical world competence		Learning to learn competence	x
Cultural & artistic competence		Personal initiative and entrepreneurship competence	x

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6. CONTENT (Knowledge and Skills)

CONTENT-RELATED KNOWLEDGE	CONTENT-RELATED SKILLS
<ol style="list-style-type: none"> 1. Knowledge of the history of the migrations in Spain. 2. Knowledge of the key contents related to demography: internal and external migrations; difference between migrant, foreign and refugee. 3. Knowledge of the Implications of being a country of emigrants or a country of immigrants. Causes and consequences. 4. Knowledge of the politics of European Union related to family reunification and the right to asylum. 5. Knowledge of Spain migration politics. 	<ol style="list-style-type: none"> 1. Researching on internet information about the topic. 2. Describing the migration process 3. Organizing and doing a mind map about kind, causes and consequences of the migrations 4. Analyzing and interpreting maps, graphics.. 5. Creating graphics from figures given. 6. Discussing about immigration 7. Recording a video explaining the knowledge gained.

7. REFERENCES






8. COMMENTS (optional)



9. ACKNOWLEDGEMENTS (optional)

Skills: R: reading, S: speaking, L: listening, W: writing, I: Interaction
 Interaction: T-S: teacher-student, S-S: student-student, SG: small groups, WG: whole group, S-Expert, S-World
 Assessment: PA: Peer assessment, SA: Self-assessment, TA: Teacher assessment, AT: Assessment tools

10. UNIT OVERVIEW

Session	Activities	Timing 	Skills 	Interaction 	ICT 	Assessment 
1	ACTIVITY 1: DRIVING QUESTION	5'-10'	R-S-I	SG	Cardboards	TA
	ACTIVITY 2: BRAINSTORMING FOR ANSWERGARDEN	5'-10'	S-L-I	WG	ANSWERGARDEN	TA
	ACTIVITY 3: QUIZLET	10'	R	S-WORLD	QUIZLET and mobile	AT
	ACTIVITY 4: DICTOGLOSS	15-20'	R-L-W-I	T-S	Classroom and photocopies	PA (formative) EXIT TICKET

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2	ACTIVITY 5: RALLY-ROBIN	5'	S-L-I	S-S	Classroom	PA
	ACTIVITY 6: THINK-PAIR SHARE	25'-30'	R-S-W-I	S-S	Classroom and photocopies	PA
	ACTIVITY 7: TABLE GRID	15'	R-S-I	SG	Classroom and flashcards	TA (formative) MIND MAP
3	ACTIVITY 8: REVISING CONTENTS AND VOCABULARY	40'	L-S-I	WG	Classroom and PADLET	PA/TA
	ACTIVITY 9: FISHBOWL-TECHNIQUE	20'	L-S-W-I	WG	Classroom and notebook	TA (formative) 3-2-1
4	ACTIVITY 10: MEMORY GAME	10'	R-I	SG	Classroom and flashcards	PA/TA
	ACTIVITY 11: SUMMARIZING VIDEO	45'	L-W	WG	Classroom and YOUTUBE	TA (formative) MODELLING

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5	ACTIVITY 12: A STOP FOR REFLECTION	60'	W	SE	Classroom and drive	AT/SA/TA (formative and summative) RUBRIC
6	ACTIVITY 13: COOPERATIVE KAHOOT	30'	R-W-I	SG	Classroom and drive KAHOOT	AT
	ACTIVITY 14: SONG	15'	L-I	WG	Classroom and photocopies	TA
	ACTIVITY 15: ACTING LIKE A LECTURER	15'	L	SG	Video FLIPGRID	AT/TA (summative) CHECK-LIST and RUBRIC
7	ACTIVITY 16: DOING THE KAHOOT	15'	R-S-I	SG	Classroom and video KAHOOT	AT/SA/TA (formative)
	ACTIVITY 17: THINKING ABOUT WHAT WE'VE LEARNED	25'	L-S-I	SE	Classroom	AT (formative) SNOWBALL
	ACTIVITY 18: ROUNDING MARKS	5' (each student)	S-L	S-T	Out of the class, orally.	TA (summative) 5W

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11. SESSION PLANNING

SESSION 1: INTRODUCING THE TOPIC

Objectives of the session: Introduce the topic of “Migration movements” throughout engaging and dynamic activities and start talking about historical migration movements in Spain.

Content-obligatory language for the session: immigration, emigration, world population, history, economy, currency, transoceanic movements, non-qualified workers...

Activities

include : Name and description; Assessment tool (if any); Material (including language support)








1.1	<u>PRELIMINARY CONSIDERATIONS</u>	5'				
1.2	ACTIVITY 1: <u>DRIVING QUESTION</u>	5'-10'	R-S-I	SG	Cardboards	TA
1.3	ACTIVITY 2: <u>BRAINSTORMING FOR ANSWERGARDEN</u>	5'-10'	S-L-I	WG	<u>ANSWERGARDEN</u>	TA
1.4	ACTIVITY 3: <u>QUIZLET</u>	10'	R	S-WORLD	Mobile <u>QUIZLET</u>	AT
1.5	ACTIVITY 4: <u>DICTOGLOSS</u>	15'-20'	L-W-S-I	WG	Classroom and photocopies	PA

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<h2>SESSION 2: GOING DEEPER</h2> <p>Objectives of the session: revising previous contents, learning some aspects of migration movements in Spain, such as causes and consequences, or the daily mobility.</p>						
<p>Content-obligatory language for the session: immigration, emigration, history, war, economy, inequality, daily mobility, rush hour, public transport, traffic delays, traffic jam.</p>						
<p>Activities <i>include : Name and description; Assessment tool (if any); Material (including language support)</i></p>						
1.1	ACTIVITY 5: <u>RALLY-ROBIN</u>. Recapping information	5'	S-L-I	S-S	Classroom	PA
1.2	ACTIVITY 6: <u>THINK-PAIR SHARE</u>. Countries of origin and destination places.	25'	R-S-W-I	S-S	Classroom and photocopies	PA
1.3	ACTIVITY 7: <u>TABLE GRID</u>	15'	R-I	SG	Classroom and flashcards	TA (formative) MIND MAP
...						

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SESSION 3: WG AND S DYNAMICS						
Objectives of the session: to check up, thoughtfully, either contents and specific vocabulary acquired. Afterwards, the aim is to keep on working on the subject focusing now on the immigration in Spain.						
Content-obligatory language for the session: immigration, profile, cultural diversity, rights, war, expectations, poverty, hard living conditions, will, survival.						
Activities <i>include : Name and description; Assessment tool (if any); Material (including language support)</i>						
1.1	ACTIVITY 8: <u>REVISING CONTENTS AND VOCABULARY</u>	40'	L-S-I	WG	Classroom and <u>ANSWERGARDEN</u>	PA/TA
1.2	ACTIVITY 9: <u>FISHBOWL-TECHNIQUE</u>	20'	L-S-W-I	WG	Classroom and notebook	TA (formative) 3-2-1
1.3						

SESSION 4: TED TALK FOR REFLECTION						
Objectives of the session: again, but quickly, the objective is to revise previous contents and then to confront the tragedy of immigration by watching a ted talk video. We're looking for sympathy amongst students and to make reflection arise in some way, so they can ask themselves about questions like clandestine networks, human trafficking or the human rights.						
Content-obligatory language for the session: asylum, human rights, clandestine networks, human trafficking, borders, policy, sympathy, international cooperation, illnesses, hunger, pain.						
Activities <i>include : Name and description; Assessment tool (if any); Material (including language support)</i>						
1.1	ACTIVITY 10: MEMORY GAME. Foreign migration	10'	R-I	SG	Classroom and flashcards	PA/TA
1.2	ACTIVITY 11: SUMMARIZING VIDEO	45'	L-W	WG	Classroom and youtube Questions about the video	TA (formative) MODELLING

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SESSION 5: PUTTING INTO WORDS THE DRAMA OF IMMIGRATION

Objectives of the session: after all the activities and dynamics done, now it's time to give the students enough space to reflect about the controversial problem of immigration by writing down an opinion essay. They have to connect with their inner feelings and put together all the data compiled, all the information they've learned during the previous sessions.

Content-obligatory language for the session: - (it depends on the students range of vocabulary acquired).

Activities

include : Name and description; Assessment tool (if any); Material (including language support)



ACTIVITY 12: WRITING TASK

60'

W

SE

Classroom and drive

AT / SA /TA (summative)

[Writing guide](#)

[Template](#)

[Rubric](#)

[Assessment sheet](#)






1.1

1.2

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SESSION 6: FACING THE END								
Objectives of the session: to give the students the feedback of the writing task (the opinion essay, the first final product), to help them summarize the main information of the unit (by creating themselves a kahoot) and to explain the second final product (a 2' talk to convince people of the right to be an immigrant).								
Content-obligatory language for the session: human rights, war, borders, sympathy, cooperation, exile, tragedy, ONGs, racism, xenophobia, scarcity, chance, raise awareness, etc.								
Activities <i>include : Name and description; Assessment tool (if any); Material (including language support)</i>								
1.1	ACTIVITY 13: COOPERATIVE KAHOOT	20'	R-W-I	SG	Classroom and drive KAHOOT	AT		
1.2	ACTIVITY 14: SONG	15'	L-I	WG	Classroom and Photocopies YOUTUBE			
1.3	ACTIVITY 15: <u>ACTING LIKE A LECTURER</u>	20'	L	SG	Video FLIPGRID	AT/SA/TA (summative) CHECKLIST and RUBRIC		

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<h2>SESSION 7: TIME'S UP</h2> <p>Objectives of the session: this is the last session of our PBL, so we want to close the topic. As a mere game (and also a way for self-assessment), students will answer the kahoot designed before. Then, we're asking the students to talk freely about what they think they've learned in this project. Finally, and in order to be confident with the final mark -which is the average of both final products, and an extra point if the attitude throughout the project has been appropriate enough-, if we find it necessary we're going to implement the 5W assessment technique.</p>						
<p>Content-obligatory language for the session: - (all the vocabulary used in the previous sessions. There's nothing new).</p>						
	<p>Activities</p> <p><i>include : Name and description; Assessment tool (if any); Material (including language support)</i></p>					
1.1	ACTIVITY 16: Checking our knowledge THE KAHOOT	15'	R-S-I	SG	Classroom and video KAHOOT	AT/SA/TA (formative)
1.2	ACTIVITY 17: THINKING ABOUT WHAT WE'VE LEARNED	25'	L-S-I	SE	Classroom Activity	AT (formative) SNOWBALL
1.3	ACTIVITY 18: ROUNDING MARKS	5' (each student)	S-L	S-T	Out of the class, orally.	TA (summative) 5W
...						

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