

Migration Flows

Lesson 4

Edited by Emily Lines

Authors:

Ainhua Alustiza Galarza

Emily Lines

Copy Editor:

Sibylle Krämer

Imprint:

Editor: Emily Lines, Max Planck Institute for Demographic Research / Population Europe Secretariat

Responsible according to German press law: Andreas Edel

Technical coordination: Aimie Bouju, Emily Lines, Amparo Necker

Layout: The Brettingshams GmbH, Berlin

Photo credit (cover page): ©vectorscore – iStock

Address: Max Planck Institute for Demographic Research / Population Europe Secretariat,
Markgrafenstraße 37, 10117 Berlin, Germany

Phone: +49 30 2061 383 30

Email: office@population-europe.eu

Web: <https://www.population-europe.eu>

The opinions of the authors do not necessarily reflect those held by the publisher or the editorial office. Reprints of any part of the articles are permitted as long as the original authors and publishers are given credit and it is used for non-commercial purposes. Please provide us with a specimen copy.

Suggested citation: Alustiza Galarza, A. & E. Lines (2018): Migration Flows. In E. Lines (Ed.): *Population Europe Materials for Schools*, Lesson 4. Berlin: Max-Planck-Gesellschaft / Population Europe.

© 2018 Max Planck Society for the Advancement of Science

LESSON 4: MIGRATION FLOWS

Overview



60 Minutes

Overarching Goals

The students will be introduced to the topic of migration. They will learn about the most important theoretical concepts, hear the opinions of experts about migration-related topics and work with German migration data. These exercises will help them develop a critical and reflective understanding about the topic that is based on information from empirical data analyses and current research findings.

Overarching Skills

- Develop an awareness of the problems of the migration process
- Learn basic theoretical concepts related to migration
- Observe, analyse, interpret
- Encourage critical thinking

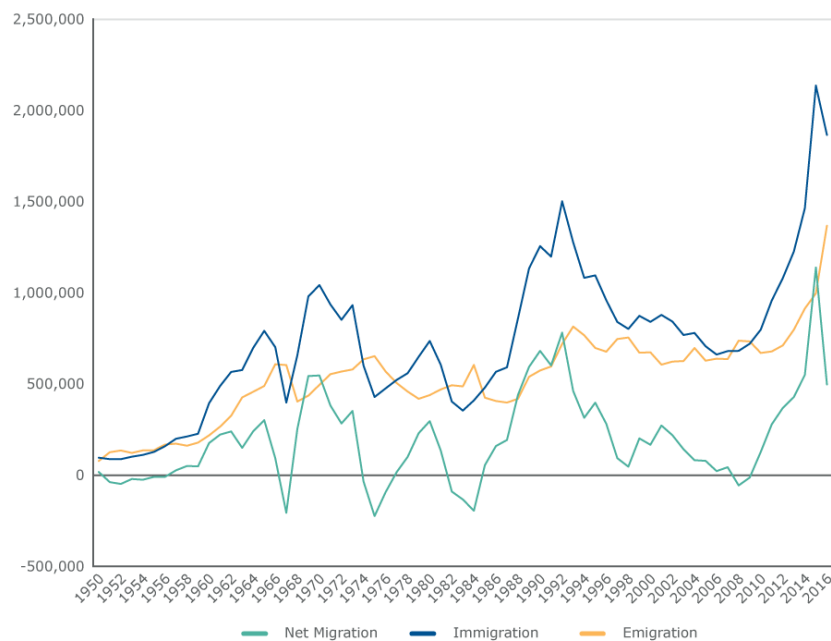
Materials

- Answer Sheet for Teachers “Activity 1 – Migration in Germany”
- Answer Sheet for Teachers “Activity 2 – Why Do People Leave Their Homes?”
- Answer Sheet for Teachers “Activity 3A and 3B – Understanding Push and Pull Factors”
- Answer Sheet for Teachers “Activity 4 – Where Will My Future Neighbours Come From?”
- Glossary
- iPads with the App *A Life Journey*
- Overview for Teachers
- Worksheet “Activity 1 – Migration in Germany”
- Worksheet “Activity 2 – Why Do People Leave Their Homes?”
- Worksheet “Activity 3A and 3B – Understanding Push and Pull Factors”
- Worksheet “Activity 4 – Where Will My Future Neighbours Come From?”

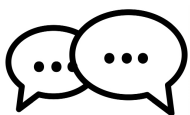


ACTIVITY 1: WHAT ARE MIGRATION FLOWS? DISCUSSION OF A GRAPH ABOUT MIGRATION IN GERMANY (🕒 15 MINUTES)

As an introduction to the topic, the class should read the text “What are Migration Flows?” to understand the basic ideas of migration. Afterwards, the students should look at the graph “Migration in Germany” and then work to answer the questions about the graph. The answers can be put on the board as bullet points.



Source: Destatis



ACTIVITY 2: GROUP WORK ABOUT THE ISSUE WHY PEOPLE DECIDE TO MIGRATE (🕒 15 MINUTES)

In order to understand why people migrate and leave their homes, the students should read the texts to help them gain an overview about the different types of migration (international, within a country and within Europe), as well as the different factors that make migration easier or more difficult (education, economic background, age, gender, etc.). To help develop a relationship to these factors, the students should work in groups to develop and present the migration background of a fictitious person. They can use the bolded terms in the texts as cornerstones for their imaginary person.



ACTIVITY 3: PARTNER WORK AND EXCHANGE ABOUT PUSH AND PULL FACTORS (🕒 10 MINUTES)

The students should work in partners. One student in each group should receive Text A about push factors while the other partner receives Text B about pull factors. Each student should read his or her text and then think about three examples for each of their terms. Together, the partners should explain the term they were responsible for and discuss what push and pull factors are.



ACTIVITY 4: WORKING WITH THE APP *A LIFE JOURNEY* (🕒 20 MINUTES)

The students should check out the chapter “Where will my future neighbours come from?” in the app *A Life Journey* to learn more about the topic of migration. They should discuss as a group or as a whole class the related questions.