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Topic/ Title of Project	Migration and Culture
Lesson goals / learning outcomes	<ul style="list-style-type: none">✓ Students enhance their intercultural competences while working in an international group.✓ They learn about migration in general, the history of human migration, push and pull factors, who migrates where from and where to.✓ Students improve their language skills by reading texts about factors, listening to and watching people talking about the history of migration, by interviewing people who have migrated to their home countries and reporting about them and by working with comic series and creating and presenting profiles from it.✓ They practise working with and creating visual dictionaries in different forms.✓ Students practise brainstorming techniques and rules of brainstorming.

Time	Task / Activity	Teacher / Student	Materials
0 Warmup			
45'	WARM-UP ACTIVITIES: Ice breakers and team building: 3 teams of 6 students	teacher + students	paper, sellotape and /or masking tape, pens, music
1 INTRODUCTION			
15'	<ul style="list-style-type: none"> - Show scene from “Almanya – Willkommen in Deutschland” without sound - Let students speculate what the story behind the pictures is. - They should come up with “migration” or similar. - S. create an acrostic with the letters of the word MIGRATION and introduce it to the course. 	S+T, S	computer, beamer, speakers, DVD or trailer of the film, Paper, tape
2 VOCABULARY			
15'	<i>migration, tradition, ethnic group, destination, ancestor, persecution, to settle, to attract someone, poverty</i> <ul style="list-style-type: none"> - Point out that all the words have got to do with migration. - Hangman game on learningapps - Circle game – words and explanations - Stick cards with words + explanations onto the wall of the classroom in order to create a dictionary for the lessons 	S (T)	computer(s) + beamer, hangman on learningapps, Papers with vocab, tape
3 INTERVIEWS - QUESTIONNAIRES			
15'	<ul style="list-style-type: none"> - In advance, S. interviewed people who or whose relatives migrated. - S. talk about family members or friends (<i>Who? Where from? Cultural / religious / ethnic background? How long in destination country? Reasons for migration? Expectations? Positive experience? negative experience? Kept and adapted traditions?</i>). - Depending on the level of English a set of phrases can be provided: <ul style="list-style-type: none"> <i>I talked to ...</i> <i>Originally he/she is from ...</i> <i>He/She is a/an ...</i> <i>He/She has been in ... for ... years/months.</i> <i>He/She migrated, left the country because ...</i> <i>Before coming to ... he/she expected/thought that ...</i> <i>... was good / surprising / wonderful --- not good / terrible / not easy to deal with</i> <i>He / She kept / adapted</i> - Additionally, this could be used to create a cluster ... 	S	questionnaires, copies with phrases if required
4 MIGRATION			

10'	<p><u>4.1 Intro: Video migration blues</u></p> <ul style="list-style-type: none"> Show parts of an interview with blues singer Eric Bibb https://www.youtube.com/watch?v=f5KmRZyR-9o&t=0s&index=10&list=PLbrGfOsAnSkV4wqsfHllhk9NeODCV8wBh Ask the following questions afterwards: <ol style="list-style-type: none"> 1 What does the singer Eric Bibb think about migration? 2 What is the point that you agree most with and why? Finish with the following statement: <i>"Of the 7.7 billion people who populate the world, approximately 260 million live outside their country of birth." (2018)</i> 		Computer, beamer, speakers, i-net
5'	<p><u>4.2 What is migration?</u></p> <p>S choose from 3 definition</p> <p><i>A People move to a city or region close to their home region because it is nicer there.</i></p> <p><i>B People commute every week or every month to another country or region for a better job, better salary or better working conditions.</i></p> <p><i>C People move to another country or distant region to settle their permanently or temporarily.</i></p>	S / (T)	
45'	<p><u>4.3 History of human migration</u></p> <ul style="list-style-type: none"> Ask the students the following question: "Since when have humans been migrating?" S. discuss in their groups, agree on a period of time, write it on post-its and stick it to the board. Do not say anything to correct them at this point. S watch a video on youtube and complete a timeline on learningapps <p>Video: https://www.youtube.com/watch?v=CjdT6QcSbQ0&list=PLbrGfOsAnSkUFuNK_U</p>	S / T	XXL post-its, tablets, computer, beamer, speakers, worksheet

	<p>Ymt48reZsSCjzah&index=8&t=0s</p> <ul style="list-style-type: none"> - S watch an animation on youtube and complete a text. - Now ask the question from the beginning again. S should come up with the fact that humans have been migrating since the beginnings of mankind and that migration is a normal and important process. 		
25'	<p><u>4.4 Why do people migrate – push and pull factors</u></p> <ul style="list-style-type: none"> - Ask students what they associate with the words push and pull. Let them write their ideas (in capital letters) on post-its. Stick them to the board. - S. go to www.visuwords.com and make more suggestions. - Look at the definitions. - Do the worksheet with the students. Let them practise reading and correct pronunciation if needed. 	S / T	Tablets, worksheets
20	<p><u>4.5 Who migrates, where from and where to</u></p> <ul style="list-style-type: none"> - Ask the students to look at the questionnaires again and discuss the questions (who, where from, where to). - Do the worksheet. 	S / T	questionnaires, worksheets

5 MIGRATION AND CULTURAL IDENTITY

40'	<ul style="list-style-type: none"> - Introduce vocab: <i>cultural identity, cultural stereotypes, culture shock</i> and add to the dictionary (wall) <i>(If the students are shy, it might be a good idea to add icebreakers here. Do a silly walk or play Grandma, ninja, tiger or similar)</i> - Pair students. - Hand out cards with illustrated different ways of greeting. (The more unusual or even unpleasant - the better). - Ask a pair to act out while the others should watch them carefully. Continue doing that. - Finally ask them what they found unpleasant and why, which of the greetings could lead to misunderstandings and why and why it is important to know about cultural differences. - Do worksheet 5 on culture and culture shock. 		kind if stage area, cards with greetings, worksheet
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6 MEET THE SOMALIS

45'	<p>- Tell the students about the comic series "Meet the Somalis"</p> <p>https://positivenegatives.org/story/meet-the-somalis/meet-the-somalis-comics/</p> <p>group work:</p> <ul style="list-style-type: none">- S. choose one migrant from Somalia, look at and read the comic.- S. create a profile.- S. prepare to and talk about him or her (<i>Who, Where now, reasons to leave / to come, difficulties, culture shock situations, family, problems with who? adapted? ...</i>)- presentation with the course	S	Tablets, i-net, coloured papers (A3, A2), pens, glue etc.
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