

Social Education II

Migration

Masaryk University Language Center
Faculty of Education

1. Discussion

- What can you see in the pictures?.
- How are they related to the topic?
- What message do they communicate?



Picture 1 taken from: <https://www.injustoneday.com/kindertransport/>

Picture 2 taken from: <https://www.nps.gov/stli/learn/historyculture/the-immigrants-statue.htm>

Picture 3 taken from: <http://www.nottsrefugeeforum.org.uk/refugee-experience/the-plight-of-asylum-seekers/breaking-point/>

Picture 4 taken from: <https://edition.cnn.com/2017/01/13/europe/hungarian-camerawoman-sentenced-kicking-refugees/index.html>

2. Push and pull factors

Push factors are those that encourage a person to leave a place, pull factors encourage them to go to that place.

What do you think were the push and pull factors for your teacher? Think of a few, then ask them.

If you had to, or chose to, leave your home country, where would you go? What would be the pull factors?

3. Match the terms with their definition

asylum seeker, (economic) migrant, illegal immigrant, immigrant, refugee

- a) _____ - someone that goes to a different country, usually for work, not usually to live..
- b) _____ - someone that goes to a different country to live.
- c) _____ - someone that leaves their country to escape danger and tries to get permission to live in a different country
- d) _____ - someone that has been forced to leave their country
- e) _____ - someone that goes to live in a different country without permission

Which term describes your english teacher?

4. Discussion - use the correct terms where necessary

- What is at the heart of the immigration issue for you?
- What personal experiences inform your beliefs about immigration? You can include experiences of your family and friends.
- How does considering legal versus illegal immigration impact your feelings or positions?
- What about refugees? How welcoming should the Czech Republic/Slovakia be of people fleeing hardship and/or violence?

Questions adapted from: <https://www.livingroomconversations.org/topics/immigration/>

5a. Watch the video and answer the questions (from 2m18s to 2m55s).

<https://www.youtube.com/watch?v=RvOnXh3NN9w&t=203s>

1. What is Mare Nostrum?
2. Why did the UK want to stop it?
3. What changed the perception of the migrant crisis?

5b. The video looks at the facts behind four migration fears: Islam, high birth rates, crime, and the collapse of social systems. Make notes on the facts for each fear. (from 3m21s - 4m58s)

1. Islam

2. High birth rates

3. Crime

4. Collapse of social systems

5c. A common argument in some parts of the British media was many refugees have smart phones, this means they must have money and so don't need our help. What are your thoughts on that argument? What does the video say about refugees with smart phones?

6a. Crime and punishment

Look at the board. Which crimes can you identify? What do you call a person that commits those crimes? Do you know any others?

6b. Discussion. Consider the crimes on the board and discuss the following questions with your partner(s).

- 1) What is the motivation for the crime, why do people do it?
- 2) What kind of victim do they choose and why?
- 3) What should the victim of the crime do?
- 4) How can we prevent this sort of crime?

7. What's the process?

Complete the missing stages

1. C_____ a crime
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. Be released

8. Discussion

1. What is a prison?
2. What's a prison for?
3. Who works in a prison? How many names do you know for them?
4. Who lives in a prison? How many names do you know for them?
5. If you behave badly in prison, how can you be punished?

9. Young offenders

- What can you see in the pictures?.
- How are they related to the topic?
- What message do they communicate?



Picture 1 from: <https://waukeshacriminalattorneys.com/juvenile-delinquency-what-makes-teenager-commit-a-crime>

Picture 2 from: <https://www.secureteen.com/juvenile-delinquency/reforming-delinquent-kids-through-education-alone/>

Picture 3 from: <https://www.express.co.uk/news/uk/93718/Jail-Gang-blamed-for-92-of-city-s-gun-crime>

Picture 4 from: <https://www.quotemaster.org/Delinquent>

9b. In the UK, what is the age of criminal responsibility* – the age at which you can be found guilty of committing a crime?

*also known as: age of accountability, age of responsibility, age of criminal responsibility and age of liability

9c. What happens to law breakers under that age?

9d. Discussion

When minors commit violent crimes, should they be treated differently than adults?
Is prison an effective deterrent for juveniles?

10. Watch the video and answer the questions.

<https://www.youtube.com/watch?v=oGlsUYGMYks>

1. Throughout the talk, Nazario talks about Riker's Island. What do you think it is?
2. Who is Monroe? What did he do? What did Nazario think about it? What do you think about it?
3. What is solitary confinement designed to do?
4. How did Nazario stop himself going insane?
5. What are Nazario's criticisms of Gladiator school ?

11a. Giving presentations

What do the words and phrases in the box mean?

hook the audience theme song crucial
burst at the seams with confidence vivid credibility

11b. Watch the video. What are the four stages mentioned?

<https://www.youtube.com/watch?v=aGEFtRwPhE4>

1. _____

3. _____

2. _____

4. _____

11c. Listen again. Make notes on the stages. Why should we follow them? What is involved at each stage?

11d. Read the following statements and choose should or shouldn't. Justify your answer - say why.

- 1) You should/ shouldn't fold your arms.
- 2) You should/ shouldn't smile.
- 3) You should/ shouldn't use too many gestures.
- 4) You should/ shouldn't stand up straight.
- 5) You should/ shouldn't play with things you are holding (e.g. your pens or notes).
- 6) You should/ shouldn't put your hand near or over your mouth.
- 7) You should/ shouldn't point at a visual aid or a specific part of a visual aid.
- 8) You should/ shouldn't rush.
- 9) You should/ shouldn't turn your back on the audience.
- 10) You should/ shouldn't make a dramatic gesture when you forget a word in English.

(adapted from Presenting, HarperCollins, 2013, p. 71)

11f. Presentation preparation

With a partner, you will have twenty minutes to prepare a five minute presentation on your assigned questions. Use that time to find examples and statistics to answer the questions, and also to rehearse your presentation.

1. What factors influence how communities respond to migration? What are the different ways communities can respond to newcomers? When are individuals and communities welcoming to newcomers? When are individuals and communities hostile to newcomers?
2. How does migration impact migrants and their host communities? How does migration impact the way members of host communities see themselves and others? How does the experience of migration impact the identities of newcomers and their descendants?
3. How can communities balance a respect for difference without creating parallel lives for those that live there? What needs to happen to enable newcomers and host communities to thrive and develop a common sense of identity and purpose?
4. What is the prison system in the Czech Republic and how does it compare with prison systems in other countries?
5. Do all crimes need to be punished?

USEFUL LANGUAGE:

Reference to audience's experience

As I'm sure you know ...

We have all experienced ...

Most of you probably think ...

Story/anecdote technique

I remember when ...

A few years ago ...

An interesting thing happened to me ...

Questions

How many people ...?

Has anyone here ever ...?

How would you ...?

Amazing facts technique

Did you know that ...?

Statistics show that ...

According to the study ...

(adapted from *Academic Skills*, Oxford, 2011, p. 65; *Presenting in English*, LTP, 1996, p. 15; *Effective Presentations*, Oxford, 1995, p. 27)

Signposts

Which leads me on to ...

A further point is ...

Giving consequences

That's why, ...

As a result, ...

Comparing and contrasting

Similarly, ...

But, ...

Giving examples

For example, ...

For instance, ...

Generalizing

Usually ...

Generally ...

Showing your stance

Interestingly, ...

Surprisingly, ...

THE LANGUAGE OF CONCLUSIONS

a) Summarizing

To summarize, ...

b) Concluding

To conclude, ...

c) Recommending

I recommend that ...

d) Closing

Thank you for listening.

e) Questions

Does anyone have any questions?