

## LESSON PLAN

### **Title: Migration & the Integration of Immigrants in the EU: Challenges Ahead and Consequences for Migrants**

#### **GRADE/COURSE:**

Grade 12, CGW 4U – Canadian & World Issues: A Geographic Analysis

Grade 12, CGG 4U – World Issues

#### **TIME REQUIREMENTS:**

75 minutes, or the equivalent to one class period

\* Or two class periods if the activity/homework option chosen is student presentations \*

#### **DESCRIPTION:**

The purpose of this lesson plan is to introduce students to the increasing prevalence of restrictive migration policies in the EU, approaches to the integration of immigrants, and the consequences of restrictive policies, such as human trafficking. More specifically, this lesson will look at how rising rates of xenophobia are increasing fears regarding immigration in certain countries and how this translates into stricter migration policies and the consequences this has for potential migrants.

NOTE: This lesson can be done in connection with the lesson “The EU and Immigration”

#### **ONTARIO CURRICULUM EXPECTATIONS:**

##### **Overall Expectations**

###### *Systems & Structures*

- Humans have created systems and structures to allow societies to function; looking at the cause and effect of migration systems

###### *Interactions & Interdependence*

- Effect of globalization on migration; civic rights and responsibilities in the integration of immigrants

###### *Culture*

- The ideology behind migration as well as the legal systems developed

##### **Specific Expectations (CGW 4U)**

- Compare the economic and political aspirations of selected regional or cultural groups within different countries, in this case migrants (*Space and Systems*)
- Explain why it is important to understand the cultural and religious traditions of others – link to multiculturalism (*Space and Systems*)

- Describe the structure, membership, and activities of various international economic alliances and agreements, such as the European Union, as well as analyzing the evolving global geopolitical role of the EU (*Global Connections*)
- Explain how economic and cultural considerations influence a country's population policies, i.e. Canada or the EU's immigration policy (*Understanding and Managing Change*)
- Evaluate the perspectives and arguments of various stakeholders on a current issue (*Understanding and Managing Change*)

**REQUIRED MATERIALS:**

- Handouts (Relevant News Articles)
- Computer with internet access

**LESSON STARTER:**

If students are not familiar with the definitions used in this lesson (see below), they could be split into groups of 4-5 to come up with a set of definitions.

**MAIN LESSON:**

This lesson will be of a contemporary nature, building upon the themes and definitions listed below with the goal of having students connect their knowledge from previous courses/assignments to important events happening now.

**Important Definitions:**

- Migration, Immigration, Emigration
- Refugee/Asylum Seeker vs. Migrant
- Illegal immigration
- Xenophobia
- Sovereignty

**Key Themes:**

- Migration and its various forms
- Integration of immigrants (i.e. multiculturalism)
- Border securitization
- Fortress Europe
- Human trafficking, human smuggling

***Lecture:***

This lesson is best conducted as an active class discussion beginning with an overview of migration, illegal migration and refugee/asylum processes. This will be followed by a brief overview of immigration in Europe (See accompanying PowerPoint presentation).

***Discussion:***

Multiculturalism provides a good point to involve the students in analysis of current issues. The BBC debate on multiculturalism in Britain is a good starting point (see link below).