



Funded by
the European Union



DIGITAL COMICS OF MIGRATION

LEARNING PROGRAM

2023-1-TR01-KA220-SCH-000166103

MODULE

1

**MIGRATION FOR EVERY MOVING
CREATURE**



Funded by
the European Union



OVERALL LOOK

MODULE X – THEME NAME



X MIN.

OBJECTIVES:

C1.
C2.
C3.
A1.
A2.
A3.
SBL.

NoName 28.12.24 14:53

Comment [1]: The objectives should be in alignment with the Project objectives. Be careful not to use verbs like "learn, understand, grasp". Use performance verbs "tell, explain, introduce, etc."

ACTIVITIES:

1. Name of the activity
Students will do
2. Name of the activity
Students will do
3. Name of the activity
Students will do

NoName 28.12.24 14:57

Comment [2]: For objectives in the cognitive domain, use "C" code. Write at least two cognitive objectives. They should be related to the Project objectives and key competences of European Union. One of the cognitive objectives should be higher order thinking objectives such as critical thinking, creative thinking, etc. At least two objectives should be in the affective domain. Please revise Bloom's taxonomy about affective objectives. The affective objectives should also be in alignment with the Project objectives. You should also use one objective in Social-Emotional Learning. Social Emotional Learning contributes to social and emotional skills. For further information, please refer to: <https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/#social-emotional-learning>

MATERIALS:

- All paper, traditional and digital materials should be listed here



Enhance X mins.	The name of the activity Brief explanation
Extend X mins.	The name of the activity Brief explanation
Empower X mins.	The name of the activity Brief explanation



Funded by
the European Union



E1 – Name of the Activity

Objectives:

Materials:

NoName 28.12.24 14:52

Comment [3]: Here, the objectives should be in alignment with the ones written on the first page.

PREPARATION

Please explain how teachers should prepare for the lesson. Key points to consider, materials, and required knowledge should be stated here.

IMPLEMENTATION

Here, steps of implementation should be presented in order.



Funded by
the European Union



E2 – Name of the Activity

Objectives:

Materials:

PREPARATION

Please explain how teachers should prepare for the lesson. Key points to consider, materials, and required knowledge should be stated here.

IMPLEMENTATION

Here, steps of implementation should be presented in order.

E3 – Name of the Activity

Objectives:

Materials:

PREPARATION

Please explain how teachers should prepare for the lesson. Key points to consider, materials, and required knowledge should be stated here.

IMPLEMENTATION

Here, steps of implementation should be presented in order.

Activity Alternatives

Migration Atlas

Ask students to interview their parents and grandparents about their roots. Bring a World map to the classroom and ask them to point in where they migrated from. Start a discussion on how people migrate over time.

Push and Pull Factors of Migration - Drama

This is a drama activity. Prepare cards on which situations of migration are written. At least 5 cards are required for this activity. Please use the roles of "student, child, mother, father, uncle, etc." in the situations. Ask students to form at least 7 groups. 5 groups will have the situation cards while 2 groups will be countries. The countries will prepare "push and pull" factors of migration without hearing the situations. The 5 groups with situation cards will choose between the countries.

Passport Activity (especially for migration policy theme, but could be adapted to any theme)

Students will design passports for the characters in the comics. Their designs should be creative and authentic. They can use any name of a country. They will include any necessary information in the passports.

Thumbs up, thumbs down

Prepare statements about the comics. Ask students to have their thumbs up if the statement is True, down if the statements are False.

Guided Reading Ball

Bring a small ball to the classroom. Softly throw the ball to the students while asking a question like "Who are the characters?". The student who catches the ball needs to answer the question. Every student with the ball has 3 rights to answer correctly. If they cannot answer correctly, they are excluded from the game. After the student answered the question correctly, he/she will throw the ball to someone else and ask a new question.

Ideal Place to Live (Warm-up activity)

Ask students this question: "What kind of place would you like to live in and why?" You can ask students to write a text or draw a picture of this ideal place. They can work in groups or individually.

Migratory Animals

Ask students to form groups of 3 and 4. Each group will be named as: Monarch butterfly, Arctic tern, African elephant, Asian elephant, Gray Whale, Earth worm, Umbrella bird, Caribou, Salmon, Mexican free-tailed bat, Gazelle, Zebra, Dragonfly, Palm swallow, Emperor penguin, Olive ridley turtles. Ask students to prepare fact cards about these animals answering these questions:



Funded by
the European Union



- From where to where do these animals migrate?
- What is the migration pattern of these animals?
- How do these animals migrate?, etc.

I am Different

Hand out cards to students and ask them to write their answers to this question:

- What makes you different than the others?

Each student will write their answers to this question, fold them and put them in a jar. They will not write their names on the cards. Teacher (or voluntary students) will pick up cards and read them. The class tries to guess the person who wrote the card. When all cards are read, teacher asks students "Do our differences make us weird or special?" and starts a discussion on variety and respect.

Migration and the Nature

Prepare

How do climate, physical environment and natural resource affect the way humans live? • Why do people move or migrate? • What are the intended and unintended consequence human activities on the local environment?

Pre, During and Post- Reading Activities:

https://jobs.languagelink.ru/tefl_clinic/practical_teaching/reading_skills/exploiting_readers/ideas2.php

<https://www.readingrockets.org/topics/activities/articles/103-things-do-during-or-after-reading>

Social and Emotional Learning Link:

<https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/#social-emotional-learning>