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DIGITAL COMICS OF MIGRATION

LEARNING PROGRAM

2023-1-TR01-KA220-SCH-000166103

MODULE

8

YOU NEVER KNOW



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OVERALL LOOK

MODULE 8 – YOU NEVER KNOW



40 MIN.

OBJECTIVES:

- C1. Students will explain the development initiated with immigrants.
- C2. Students will explain the relationship between development and migration.
- C3. Students will analyse the effect of migration on development on personal level.
- C4. Students will analyse the effect of migration on development on society/country level.
- A1. Students will value diversity of people's background.
- A2. Students will propose a plan social cohesion for migration in science.
- SBL. Students will recognize the strength of immigrants (social awareness).

ACTIVITIES:

1. Who are They?
Students will explore famous refugees and discuss their contributions.
2. Venn of Migration
Students will read the comic "Different Directions" and draw a venn diagram about different contexts of migration.
3. Archeologist's Speech
Students will write a short story of Carl's journey to Egypt and Carl's father's speech.

MATERIALS:

- Blackboard
- Papers / Notebook
- Pencils
- Crayons
- Printouts of famous refugees
- Comics 8 – *Different Directions*



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FLOW

E nhance 5 mins.	Who are They? Students will meet immigrant scientists, singers and artist.
E xtend 20 mins.	Venn of Migration Students will create a venn diagram about different contexts of migration.
E mpower 15 mins.	Archeologist's Speech Students will write a short story on the Carl's journey to Egypt.



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E1 – Who Are They?

Objectives:

C1. Students will explain the development initiated with immigrants.

A1. Students will value diversity of people's background.

SBL. Students will recognize the strength of immigrants (social awareness).

Materials:

“Who is it?” worksheet

5 mins.

PREPARATION

This activity is designed to introduce the strengths that immigrants and refugees bring to societies and countries. On “Who is it?” worksheet, you can see famous artists, sportspeople and entrepreneurs who brought advantage to different countries. You can include more names to the worksheet if you like. Printout the worksheet (number of your students/2) and cut it from dotted lines before the class.

IMPLEMENTATION

1. Please greet your students and explain them that they are going to play a guessing name. Each student will have three of the cards below. Student A will read the short description and Student B will guess who the person is. When Student A finishes, Student B will ask his/her cards.



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"Who is it?" Worksheet

Born in southern Netherlands. Then he moved to London and Paris. He is a famous artist for self-portrait.

Vincent Van Gogh

He was born in Nigeria. He travelled to the United Kingdom after he lost his family because of religious conflicts. He is a footballer who's played for clubs like Crystal Palace, Chelsea and now Inter Milan, in Italy.

Victor Moses

She was born in Germany. Her family was Jewish and they had severe difficulties in Nazi government and they moved to London. She is a famous writer for children book.

Judith Kerr, *The Tiger Who Came to Tea*

He was born in Zanzibar. After 1964 revolution in Zanzibar he and his family moved to England. He is a famous singer of a famous band, Queen.

Freddie Mercury

He was born in Russia as a Polish Jew. He moved to England and to Leeds. He was an entrepreneur and founded one of the famous international brands of fashion.

Michael Marks

She was born in Pristina, Yugoslavia (now Kosovo) to Albanian parents. Her family left Kosovo for political reasons, to London in 1991, when Ora was a baby.

Rita Ora

Figure 1. "Who is it?" Worksheet

2. When the guessing game finishes, explain students the actual and potential benefits of emigration for countries of origin are often underestimated. Immigrants remit money or invest in businesses; many return with new human, social and financial capital, boosting local economies and creating new trade.

3. You can share this chart below with your students:

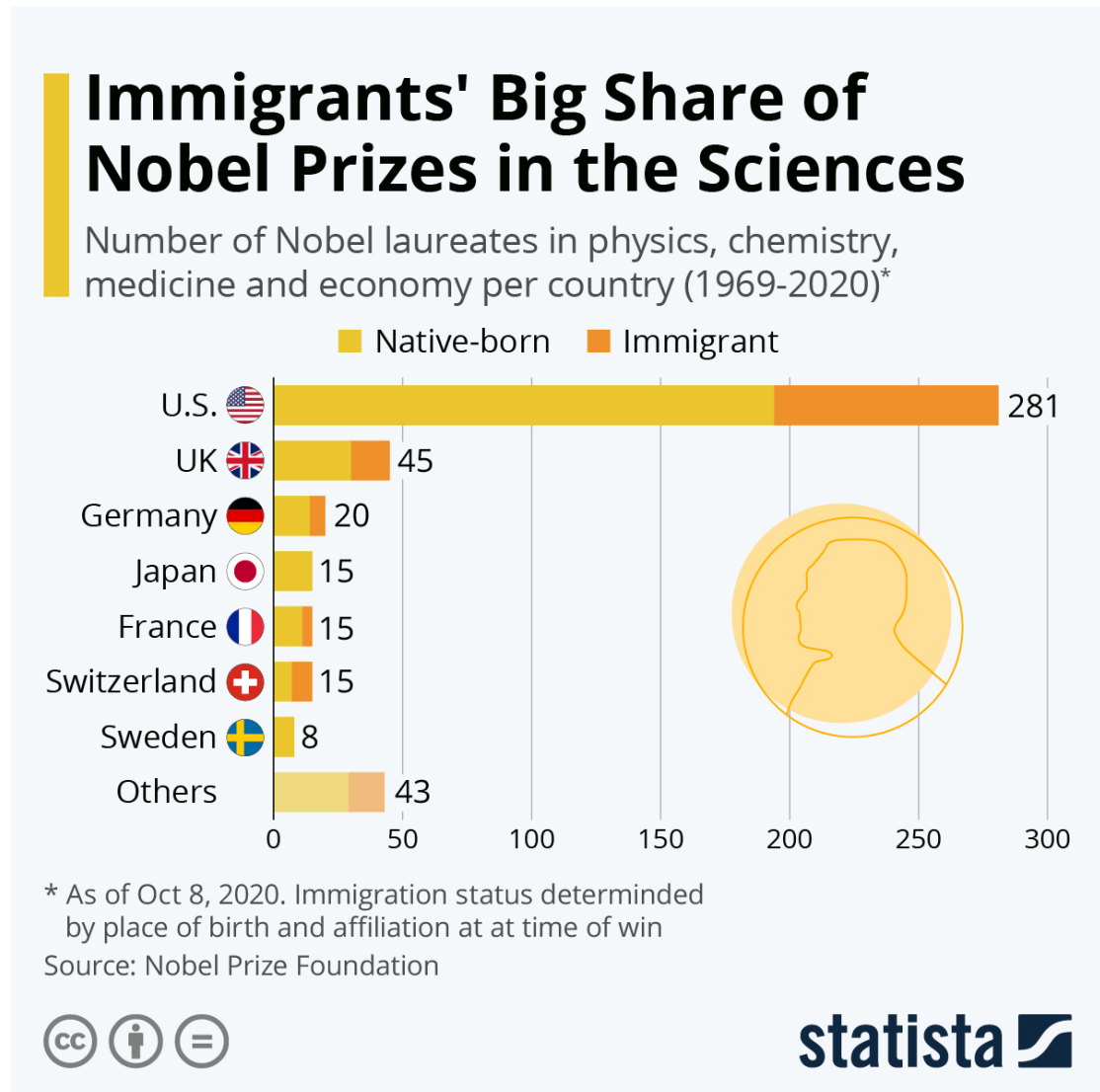


Figure 2. Nobel Prize and Migration
(<https://cdn.statcdn.com/Infographic/images/normal/19646.jpeg>)



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E2 – Venn of Migration

Objectives:

C2. Students will explain the relationship between development and migration.

C3. Students will analyse the relationship between migration and development on personal level.

C4. Students will analyse the relationship between migration and development on society/country level.

A1. Students will value diversity of people's background.

SBL. Students will recognize the strength of immigrants (social awareness).

Materials:

Comic 8 - *Different Directions*

Venn Diagram worksheet

20 mins

PREPARATION

In this activity, students will read the comics *Different Directions* and create a Venn diagram on the advantages of immigrants, local communities, and the country. Please refer to these websites for background knowledge on how migration contributes to country's development.

[OECD](#)

[International Organization for Migration](#)

[The Economist](#)

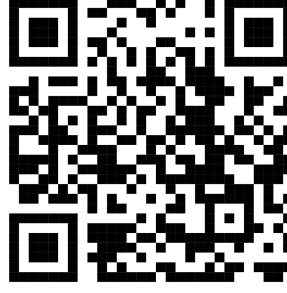
Print out the Venn diagram worksheet as half many as the students. Students will write the advantages that the comics presents and reminds them of. They can provide examples outside the comic. Please scaffold them when they need.

IMPLEMENTATION

1. Please hand out the Venn diagram worksheet to students. Explain them that they will read comics and fill in the Venn diagram on the advantages of immigrants, local communities, and the country.
2. a. In classrooms with digital tools, share this link with your students:
<https://share.pixton.com/r9laojd>



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- b. In traditional classrooms, print out Comic 8 *Different Directions* and distribute them to students.
3. Ask students to read individually and work in pairs to fill the Venn diagrams.
4. Ask students to explain their Venn diagrams. Comment on their diagrams and explain how migration contributes to development.
5. Hang the Venn diagrams on classroom board.



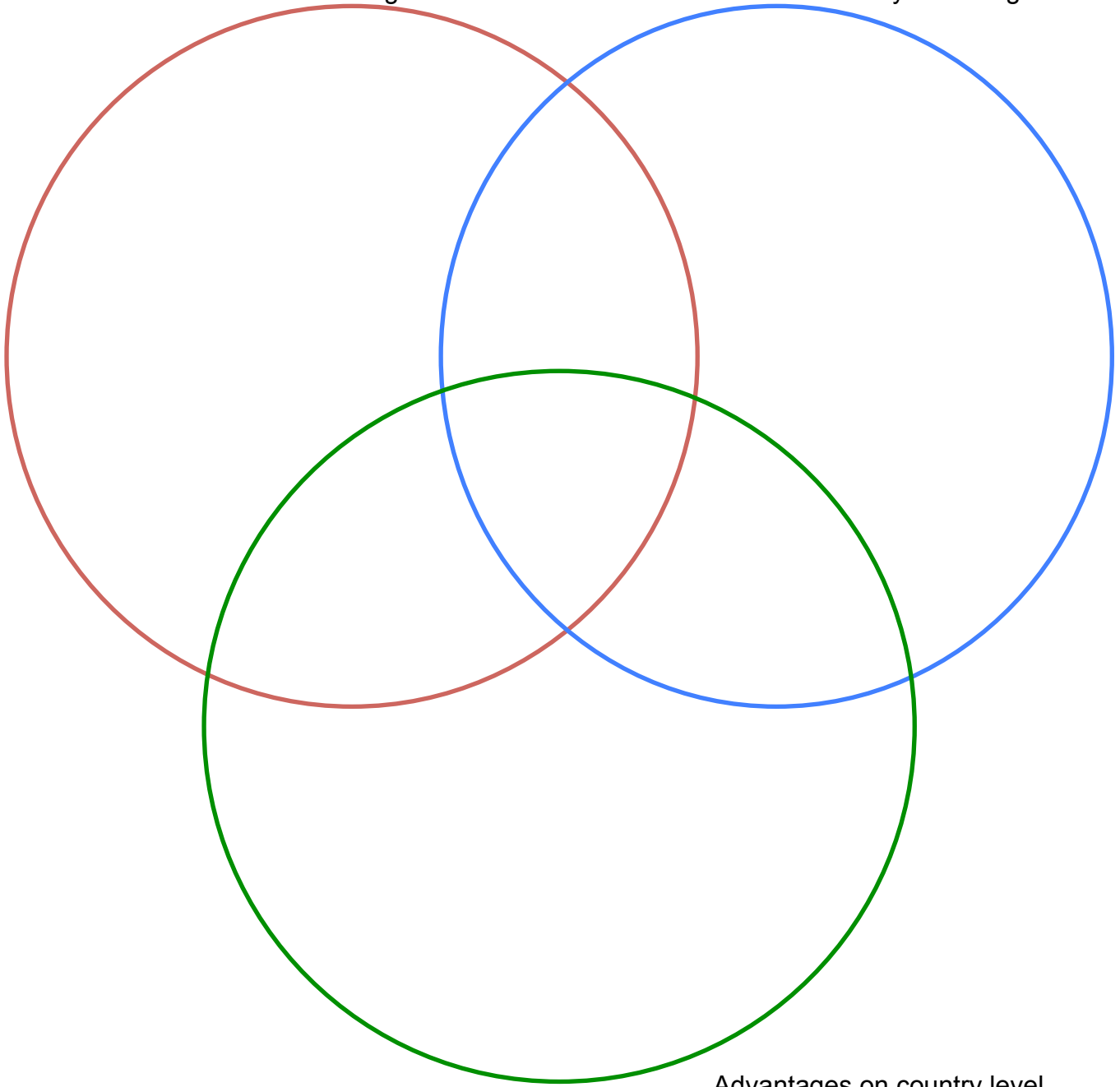
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Venn Diagram Worksheet:

Personal advantages

Community advantages



Advantages on country level



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E3 – Archeologist's Speech

Objectives:

C2. Students will explain the relationship between development and migration.

A1. Students will value diversity of people's background.

A2. Students will propose a plan social cohesion for migration in science.

SBL. Students will recognize the strength of immigrants (social awareness).

Materials:

Notebook and pencil

PREPARATION

In this activity, students will write about what happens after Carl and his family go to Egypt. Carl and his family go to Egypt and Carl's father gives a speech to television about an interesting exploration. Students need to use the advantages they outlined in Venn diagrams.

Print out the worksheets as many as the students. Students will work individually in this activity.

IMPLEMENTATION

1. Tell students that Carl and his family go to Egypt. Ask them to write the rest of the story on the worksheet.

2. Ask students to use the advantages they outlined in the Venn diagram in previous activity.

3. Ask students to read their stories.

P.S. All students may not be able to read their stories. If so, please read the stories after the lesson and write short comments or responses on students' stories.



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Archeologist's Speech Worksheet

[illegible]

At the press conference, Mr. Downey (Carl's father) remarked:

[illegible]