

LESSON PLAN (CLIL)

A MULTICULTURAL SOCIETY

Topic

Immigration

Aims

- To practice speaking skills, in the context of discussing immigration
- To practice writing skills, writing a poem about immigration
- To develop students' reading skills
- To encourage reflection and critical thinking

Age group

13 years old children

Level

A2 / B1

Time

120 minutes

Materials

Internet link – news articles on immigration **statistics**
Internet link – news articles on immigration from an **historical**
and **geographical** point of view. Interactive maps showing
immigration trends in Italy
Internet link- Wikipedia page on Immigration
Immigration student worksheet
A video on YouTube (multiculturalism)
A Multicultural society worksheet

Introduction

This lesson is based on the topic of multiculturalism and immigration. There are a range of reading and discussion tasks, which enable students to reflect on their own culture and the minorities within it. Needless to say, depending on where you are teaching, this could be a highly sensitive topic, which may generate strong opinions. When approaching a topic like immigration do take into account the backgrounds of your students and make sure nobody will be made to feel uncomfortable. Firstly, students will solve a simple anagram or a jigsaw puzzle to introduce the topic, which should be followed by some introductory questions. You can also show some newspaper images related to immigration, preferably from the country you are in. **Task 1** asks students to discuss the reasons that people emigrate and rank them in order. **Task 2** is a creative writing . There is a discussion activity. **Task 3** Students practice listening skills while watching the video, they discuss related topics in small groups.

Procedure 1. (Immigration)

<p>1. Jigsaw Puzzle and an Anagram-introducing the topic</p>	<p>Invite students to solve a jigsaw puzzle about a photo of immigration on an interactive board and then write the word IMMIGRATION on the board in a jumbled order such as GOMITRAIMNI. Ask students to unjumble the word. When they have guessed the topic, start by asking students some general questions about immigration. If possible, personalize to the country you are working in. If you can, find some newspaper articles about immigration and some photos of recent immigration stories where you are.</p>
<p>2. Task 1-thinking about reasons for emigration</p>	<p>Ask your students, 'Why do people decide to emigrate to other countries?' They will probably come up with many ideas which you could write up on the board. At this stage you may need to help students with new vocabulary. Try to think about how you will explain the new vocabulary before you go into the class. Discuss their ideas as they appear depending on how much time you have. Then ask students to try to rank the ideas in order from the most to the least important. Encourage the groups to discuss amongst themselves and do stress that it doesn't matter if the members of the group don't always agree with each other. Make it clear that students can also add their ideas to the list. When they have finished, join groups together to compare their ideas.</p>
<p>3. Task 2-Immigration Poem</p>	<p>This is a challenging task for even the highest levels as it asks students to express their thoughts on the topic of immigration by producing a poem using the stem word 'Immigration'. Give an example of your own on the board. The poem doesn't have to rhyme at all and let students be as creative as possible with how they decide to produce the piece of writing. When students have created their poem they could share them with the rest of the group.</p> <p>I Missing my country M Improving in a new language G R A T I</p>

	<p style="text-align: center;">o</p> <p style="text-align: center;">New friends and places</p>
--	--

PROCEDURE 2. (Multiculturalism)

1.Introduce the Topic (multiculturalism)	<p>You can introduce this theme in a variety of ways:</p> <ul style="list-style-type: none"> • Use collections of pictures / photos which reflect the diversity of the population and elicit from students: Where might these people’s families originate? What are they wearing? Were they born in Italy? How long have they been in Italy? • Focus on the word ‘multicultural’ – Could they describe their own country as multicultural?
2.Questionnaire	<p>Use the questionnaire to preview vocabulary like: Immigrant, immigration, racial group, settle in a country. Give the worksheet for the students to do the questionnaire in pairs. Monitor and see what new vocabulary they are having problems with. If possible, try to get stronger students to help the weaker ones with new words.</p>
3.Discussion	<p>Refer students to the discussion question in Task 2 and do this in pairs or as a whole class activity. Give guidance by talking through the first 2 examples and use this to preview vocabulary for different types of religion and racial groups.</p>
4.Reading	<p>Refer students to the pre-reading questions in Task 3 and ask them to predict the answers together. Emphasise that it doesn’t matter if they don’t know. Then they should read the text and check their answers. It will help them if you give them time to compare their answers in pairs before you tell them what the answers are.</p>
5.Your country	<p>This task can be prepared in small groups as a project to present in the next class.</p>

Student worksheet 1.

Immigration

Task 1 - Thinking about reasons for emigration

There are many reasons why people choose to emigrate. Have a look at this list of possible reasons and discuss them with your group. Then try to put them into order from the most important to the least important. You can add more reasons of your own.

- To escape poverty
- To escape war
- To have better job opportunities
- To have a better education for your children
- To escape the political system
 - To be with someone you love
- To escape natural disasters
 - To learn a foreign language
- To have a higher quality of life
- To live in a country with a better climate

When you have finished, compare your list with the other groups’ lists.

Task 2 – Immigration poem

You are going to write a poem about immigration. First, listen to the instructions that your teacher gives.

I
M
M
I
G
R
A
T
I
O
N

IMMIGRATION DISCUSSING CARDS

- Everybody should be able to live where they choose.
- Freedom of movement is a civil right.
- People should stay and live in the country where they are born.
- Immigration is one of the biggest problems of our time.
- There should be more help available to immigrants to adapt to their new country.
- In an ideal world nobody would need to emigrate.
- People can not be 'illegal'.
- Immigration makes countries more interesting and helps people become more tolerant.

Student worksheet 2.

Multiculturalism

Task 1 – Questionnaire

- Where do your family originally come from?
- Have they always lived in your town?
- Where were your grandparents born?
- Did they ever move to another town or country? When? Why?
- Has anyone in your family ever emigrated? Where did they go? Why?

Task 2

In pairs or groups, discuss which of the following factors might decide a person's ethnic group?

- religion
- sex • skin colour
- language

- country of origin
- political opinions

Task 3 - Reading

What do you know about immigration in the UK? Try to answer the questions in pairs, then read the text to check your ideas.

- Where do black people in the UK originate from?
- Which country or countries do they come from?
- When was the main period of immigration into the UK?
- What is the largest ethnic minority in the UK today?

Multicultural society

Multicultural Society The UK has welcomed newcomers for centuries. It is a mixture of diverse ethnic groups, each with their own distinct culture and sometimes their own language or religion. This month is Black History month, celebrating the contribution that Afro Caribbean people have made to British society. Many British Asians will be celebrating Ramadan soon. There are 1.5 million Muslims in Britain with over 6,000 mosques. Asian can be a misleading term as it refers to all those people with roots or family connections in the former British colonies of India, P The Irish have come to Britain for many years, looking for work. After World War Two Irish and other European workers were encouraged to take factory jobs. Britain couldn't get enough workers to help rebuild the economy and to work in the new Health Service so employers also looked to former colonies and Commonwealth countries. India, countries in Africa and the Caribbean had been controlled by Britain in the past and had strong cultural links with Britain, including the language. Many arrived in the hope of building a new life for their young families. The descendants of these immigrants are now the teachers, the footballers, the TV presenters, the musicians and the politicians that shape British society. There are numerous ethnic newspapers, magazines, TV programmes, radio stations and internet sites for each community. The largest groups live in and around the capital London and many other groups are concentrated in the industrial centres in Yorkshire, The Midlands and the South East. Pakistan, Bangladesh and Sri Lanka. Asian does not always mean that the person is of Indian descent. Not all Asians are Muslim. Some are Hindus and others are Sikhs. These 2 groups celebrate the festival of Diwali on November 6th.

Ethnic minorities timeline

- 19th century: Jewish arrivals from Russia/Poland, escaping persecution;
- Irish people escape from poverty in rural Ireland
- 1948 –50s: Caribbean workers invited to help rebuild post war Britain
- 1950s-60s: Asians from India, Pakistan and Bangladesh escape poverty
- 1970s: East African Asians escape persecution and Vietnamese escape war
- 1980s: Eastern European refugees arrive from war and political unrest in Romania and the former Yugoslavia. Ethnic groups in the UK(6.5% of the British population are from ethnic minorities)
- White – 53,074,000 (includes Irish, Polish, Italian etc).
- Black Caribbean – 490,000
- Black African – 376,000
- Black other – 308,000
- Indian – 930,000
- Pakistani – 663,000
- Bangladeshi –268,000

- Chinese – 137,000
- Other Asian – 209,000 (includes Vietnamese, Malaysian, Thai)
- Other – 424,000 (people who did not think they fitted the above categories)

Task 5 - Your country

- Describe the different ethnic groups that make up your country. Do you know the numbers for each group? Which are the main minority groups? Where did they originate? When and why did they move to your country? How do they contribute to the life of your nation?