WORKSHOP TEMPLATE for F2F Instruction

Module Title	Migration, Security and Sustainable Development in an interdependent world: Theory and Practice. Unit 4: How does Security features in Migration and Sustainable Development?
Duration (in min/hours)	1 h

Workshop Objectives:
Upon completion of this Module learners should be able to:

1. Identify misconceptions regarding links between migration and security;
2. Explain how socio-economic (in)security is associated with anti-immigration attitudes;
3. Explain in what other ways socio-economic insecurity might hinder sustainable development.

Methodology (discussion, role-play, problem solving etc.)	The unit is largely based on slides. The presenter is expected to show them to students during the workshop. Notes in the slides are for the presenter. They provide additional information and tips on how to introduce the content in an effective way, but are open to moderation as the presenter sees best. Slides include questions the presenter should ask the class to encourage their active learning. Some questions are knowledge-based and used to activate their prior knowledge, while others are questions for discussion and more comprehensive understanding topics surrounding debates on migration. The unit includes small-scale discussions, working in pairs as well as in groups.
Materials/Equipment (projector, internet connection etc.)	- Computer + projector (both are required for slides; if the presenter decides to display a video as recommended in notes it is important that the sound system works as well); 3 paper sheets (A4, or bigger).
Resources	Slides, internet (advisable but might not be necessary)
ANNEXES	ppt document — ANNEX_Module 1_Unit 4

Please provide a detailed description of the activities that will be carried out during the lessons.

Introduction to the topic (*activating students' prior knowledge, stating learning tasks*)

In the beginning of the workshop students are introduced to the topics that will be explored. Topics are presented in slide 2. The presenter is encouraged to extend on the structure and relevance of the unit by explaining the broader context (the text can be found in notes for slide 2).

The presenter should emphasise that active participation is encouraged and questions are welcome (either during or after the workshop, as the presenter finds most suitable).

In slide 3, the presenter is encouraged to ask students whether they can remember any links between migration and security that you have heard/been exposed to (links do not need to be factual, it could be a point made by relatives, friends or politicians that students remember).

Topic Exploration (*Knowledge construction*)

Slides 4-5 introduce students to the role of media in knowledge production. In slide 4, some news headlines are displayed. The presenter should ask students about the messages that can be seen in these headlines. Students could work in pairs for 5 minutes and then share their opinions with the rest of the classroom. Slide 5 provides brief summary of main findings of media monitoring studies on the topic of refugees and asylum seekers. The presenter could link these findings and insights made by students (if there are links).

Slides 6-8 address three main security concerns introduced earlier (slide 3) in more detail. These concerns are analysed by taking into account empirical findings available.

In notes of slide 7 is a link to a video in which myths about economic risks of immigration are addressed. The presenter could show the video if students know English and if time allows. While the content is about the US, information regarding migration effects is also relevant to the European context. It is produced as a part of Learn Liberty, a libertarian non-profit project. The presenter is Ben Powell, a professor of economics in Texas Tech University.

Note: 30 minutes should be left for discussion and the "check your knowledge" section (slides 10-11).

 Follow-up questions that could be asked after the video:
- Were arguments convincing enough? If no, why?
- Have you noticed any persuasion techniques? (This question aims to develop critical media literacy skills of students. Potential answers: respectful position of the presenter (professor) was emphasised to establish authority; the background full of books was arguably used for the same purpose; strong statements such as "all economists agree" and "absolutely"; suggestion that this video should have changed viewers' opinion in the end of the video).

If the class does not understand English, the presenter is encouraged to an alternative material (an article, a video or a poster) in their language which would either have a negative or positive evaluations of immigration. Then, the class should analyse to what extent the source can be trusted; whether there any persuasion techniques used and what are the potential intentions of the authors/publishers.

In slide 8 students are asked whether they think immigration poses a threat to national sovereignty. They should be given 5 minutes to discuss the question in pairs and then share some of their answers to the rest of the classroom (if they agree). Responses coming from other students (a short discussion) should be encouraged.

The content in slide 9 aims to provide ideas in which ways security concerns might obstruct sustainable development.

In slide 10, students are given a task:

> *Taking into account predictions that international migration will intensify in the future, work in groups to suggest solutions how these three concerns could be effectively addressed. The aim is to encourage public discussion and ensure that society is well-informed. You could consider:*
> - *education (school education, further education, extra-curricular activities and lifelong learning);*
> - *media;*
> - *events, awareness raising campaigns.*

The presenter is advised to tell students to form 3 groups, each group making a list (or a scheme) of suggestions to address one of the security concerns (a threat to national identity, a terror threat and a threat to national security). Writing ideas down is advisable as groups should later be asked to present their lists/schemes to the rest of the class. Students should be given 10 minutes for group work and then 15 minutes for presentation. They should be encouraged to reflect on suggestions of others.

The presenter should observe students and, if a group or groups struggle to come up with ideas, help them. Further examples that could be given to help students think of their own ideas are:
- Better integration of the concept of sustainable development in tertiary education programmes, especially in subjects like journalism, pedagogy, politics and other social sciences. This could help to ensure that policies, media and education in the future is more in line with the SDGs;
- More stories about immigrants in national and local contexts as well as objective information should be made known to the public. Media articles telling personal rather than depersonalising stories of refugees and migrants, more factual articles, photography and art expositions addressing the topic should be initiated;
- Organisation of seminars to introduce current teachers to the concept of sustainable development and its relationship with migration;
- Integration of the topic of sustainable development and migration within language courses;
- Organisation of school trips/activities in which the topic of sustainable development and migration is exposed (for example, school trips to relevant photography exhibitions, theatre performances or meetings with NGOs that specialise in the area).

Reflection/Feedback (*on the content, the activities etc.*)

By the end of the workshop, the presenter should ask whether students have any questions (this can also be asked during the workshop). If there is time, the presenter could ask students which part of the unit they found most effective and whether they have any ideas on how to improve the module.

Assessment (*how you will ensure that participants have learned*)

In addition to the problem-solving task in the end of the unit which should activate their knowledge, slide 11 contains "Check Your Knowledge" section. Students have to identify which of 4 given statements are correct. They could work in pairs for 5 minutes and then statements would be commented by the presenter.