



STORIES OF MIGRATION



LEARNING AND ENGAGEMENT MATERIALS



This resource explores understanding about migration and its relationship with inequalities, using two animations produced as part of an international research project. The first of the animations, *'The Story of Migration'* shares the story of migration that has come to dominate narratives and understanding of migration in the Global North. It invites us to engage critically with what we think we know about migration and where the information that this is based upon comes from. Who creates our knowledge, understanding and perceptions of migration?


The second animation, *'Our Story of Migration and Inequality'* offers an alternative narrative on migration told from the perspective of migrants in the Global South. It explores the overlooked, though statistically dominant, pattern of migration between countries within the Global South.


Together, the animations help learners to reflect on how we currently understand migration and to explore how different stories might challenge existing narratives and open up spaces for more critical and creative dialogue. You do not need to be a migration expert to engage with this resource. The activities and notes have been carefully designed to support learners and their educators, but they are not prescriptive. Educators should feel free to adapt them to suit their own setting, curriculum, and learners.


The resource is organised into two parts following the two animations. We suggest that learners will benefit most from engaging with the resource sequentially, but it is possible to use only part/parts of the resource if your learners are already engaged in this issue or have done previous learning related to migration and inequality.




This resource uses a number of visual or text prompts to help you navigate and use them easily. This page explains each prompt.

 **Animations - ‘The Story of Migration’ / ‘Our Story of Migration’**
The animations these materials are based on are available to [watch here](#). We use the play symbol where we think you may wish to show all or part of an animation to your learners. If we are suggesting using just part of the animation we will provide the time segments to use in minutes and seconds in the format 1:23 (meaning 1 minute and 23 seconds).

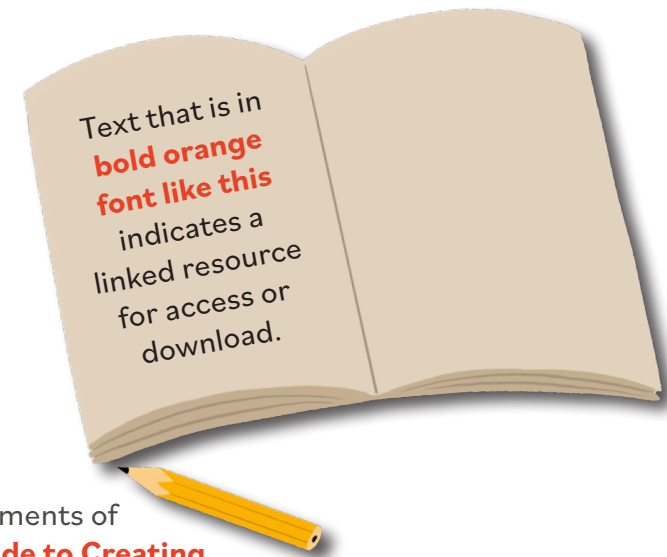
 **Discussion**
We use this discussion symbol to show that the focus of the learning is through dialogue. Some elements of the content could be sensitive for some learners to discuss. We recommend reading our [Short Guide to Creating Safer Spaces](#) before using the activities. There is also a [Short Guide to Developing Dialogue and Oracy](#) with ideas for improving dialogue.

 **Activity**
We use this activity symbol to show that the focus of the learning is through some form of activity. This may require the use of accompanying slides or downloaded materials. You may also need to think about room layout, assigning groups or other planning.

 **Sensitive topic**
We use the caution triangle where we think a topic might be sensitive for some learners. It is hard to always know what might trigger feelings or discomfort and so a general sensing of learners should be ongoing, but this symbol is used to highlight certain parts that we believe could cause particular sensitivity.

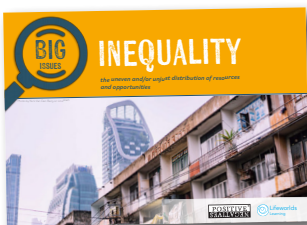
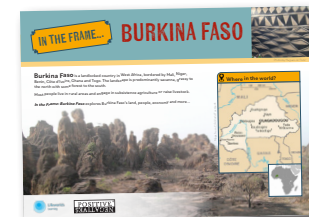
...and finally

1. Where we refer to [downloadable activity sheets](#) or [slides](#) used to support the learning, these will be indicated by a number related to where they come in the sequencing of the activity.
2. If we are referencing external sources or additional materials we will use a number like this¹ to show that there is a reference. All references are provided at the end of these learning materials and hyperlinked directly to the source where possible.
3. These materials have been created to support but not dictate learning. They are guided ideas, but we fully expect educators and other facilitators to adapt these ideas to best suit their focus and/or the needs and interests of those they are learning with.



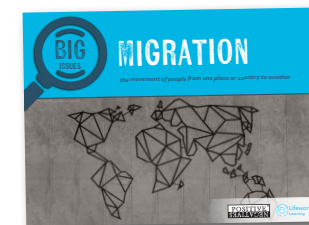
In addition to the main themes there is additional content to further support learning and engagement with *Stories of Migration*. This includes the following materials:

IN THE FRAME provides background information about the countries featured in the animations relating to these resources. Click on each image to visit the country profiles.



BIG ISSUES: INEQUALITY

an overview of inequality to support learning



BIG ISSUES: MIGRATION

an overview of migration to support learning



Part 1 of this resource is based on the animation *'The Story of Migration'*. We strongly advise that educators watch this through a couple of times before using the activities. This will allow you to:

- familiarise yourself with the content;
- place the suggested activities in context;
- consider any sensitivities that may arise for your learners;
- think through the issues raised by this animation for yourself.



ACTIVITY 1: STARTING WITH SELF

This activity begins by allowing learners to explore their existing knowledge of migration. The aim is to self-assess current understanding.



1. Explain to learners that this is a self-assessment activity to begin exploring the issue of migration. Clarify that it is not about being judged. Learners should respond as honestly as they can and not worry if others around them respond differently. It is not a competition and there are not right and wrong answers.

Resources: Learners will each need a copy of [Activity Sheet 1.1: Spidergram](#) for this activity.

2. Introduce the 'Spidergram' using [Slide 1](#) and explain, using the following, how it works:
 - Each arm of the Spidergram is associated with a particular statement.
 - The arms are marked with numbers from 1 to 9. Number 1 indicates that you know nothing in relation to the statement on that arm. 9 would indicate you know a great deal about that statement. You could be anywhere in between these two extremes.
 - Look at each statement and think about how this applies to you and your current understanding or knowledge.
 - When you have thought about it, make a mark on the arm and move on to the next statement, until you have done this for each of the arms on the Spidergram.
 - Now join up the marks that you have made to create a personal migration baseline shape (see [Slide 2](#) for example). Ask learners to write their names somewhere on the Activity Sheet as you may want to come back to re-assess understanding at the end of the activities.



3. Invite learners to share and discuss their shapes with those around them. Ask: *'How are they similar? How are they different?'*

ACTIVITY 2: ENGAGING 'THE STORY OF MIGRATION'

In this activity, learners will engage with the first of two animations: *'The Story of Migration'*.



1. Show learners the animation from the beginning through to 4:40 and then pause the animation.



2. Invite reactions from learners and encourage an open dialogue about what they have seen. NOTE: You may want to show the animation a second time to support a deeper engagement with the film.

3. Ask learners if it makes them reflect on their Spidergram in Activity 1 and their assessment of their current understanding.



4. Read out the following statements and use a simple Thumbometer* measure to see what learners think as a room:

"Migration is complex."

"There is lots more to know about migration."

"The media often only provides a partial picture of migration."

"Migration is a highly political issue."

"Migration is connected with inequality."

"Migration can create strong emotional responses."

"We have a responsibility to be better informed about migration."

THUMBOMETER

* using a 'Thumbometer' to assess feeling/ reaction is a simple interactive method using thumbs to indicate a response:



Thumbs up indicates a positive response.



Thumbs down indicates a negative response.



Thumbs horizontal indicates a neutral or 'not sure' response.

ACTIVITY 3: MIGRATION TAKEAWAYS

This activity is made up of a series of mini-activities. These are short provocations that can be used to help learners engage more critically with their existing knowledge and understanding of migration.

3.1 WE ARE ALL MIGRANTS



1. In the animation we are told:

“The story of migration is all our story because once upon a time we were all migrants.”

“Human movement has occurred throughout history.”

Invite learners to reflect on their own migration story and, if comfortable, to share it with a partner. **Slide 3** can be used to support this.



2. Discuss with learners this question: *What do we learn about ourselves and migration from doing this activity?*
3. Extend the discussion further by asking whether learners can make any links between inequality and migration in their own stories.
4. Close the activity by displaying **Slide 4** which shows a map of human migration over history. Discuss what we might learn from this.

Extension: Learners could create their own story of migration by using a blank map of the world (see **Activity Sheet 3.1**) to plot the movement of their family over time. They could make contact with family members to go back as far as they can. NOTE: A map of the UK (**Activity Sheet 3.1b**) is also provided for learners whose migration story may be limited to within the UK only. If their migration story includes elements of both, then learners might choose to use both maps. If they are able to, the following information could be recorded on the map:

- Location and movement (from where to where?)
- Nature of relationship (e.g. grandparent, great aunt)
- Approximate date of movement



PART 1: THE STORY OF MIGRATION



3.2 PATTERNS OF MIGRATION



1. In the animation we are told that:

“Consistently over the past 20 years, more than 96 per cent of the world’s population has not migrated.”

Ask learners: *How does this challenge public perceptions of migration as expressed in the media and by politicians? Are you surprised by this figure?*

2. Share **Slide 5** which shows data from page 4 of **Big Issues: Migration** and ask learners:

Are there any surprises in the data that is shown here?

How does actual data on migration compare with what you hear about migration and what you previously thought about it?



3. You could reflect on this learning by making a ‘myth-busting’ poster about migration. This would include some of the popular myths that exist about migration (maybe things people have been told, or seen in social media/media, or heard from politicians etc) and then balance this with some factual statements drawn from the animation and from the **Big Issues: Migration** resource.

The posters could include imagery and be designed to draw attention to, and challenge, dominant narratives and images on migration.

3.3 THE PEOPLE BEHIND THE DATA



1. In the animation there is a focus on the ‘people’ that are behind the story of migration and not just the numbers and patterns.
2. Ask learners why they think the researchers and artists are encouraging us to see the people through the creation of this animation? What might their purpose be? [e.g. to create empathy for the human stories and real people behind the ‘data’ and ‘labels’ surrounding migration and the ways in which it is often portrayed to the public]
3. Mainstream media and politicians often talk about migration in broad terms using numbers and targets. What might the impact of talking about migration in this way be? [e.g. to remove the people from the story and desensitise people to the plight of migrants]

How might not seeing or considering the people behind the numbers, make us feel about migration?

How does seeing and connecting with people change how we might see migration?

[NOTE: talk about the danger of becoming desensitised by dominant migration narratives. This can feed into polarised and extreme (often misinformed) views. It can also create a culture of suspicion, mistrust and fear. Seeing and hearing from people can reduce or reverse this process.]



4. A **short film made by British Red Cross** that considers the ways in which refugees are talked about in the media (including social media) provides a powerful insight into how public perceptions of refugees might be shaped. Refugees are just one type of migrant (see migration terminology on page 3 of **Big Issues: Migration**), but the idea in this film could be equally applied to the way 'migrant' is used by politicians and in the media. Show the film to learners and invite responses from them. Questions to assist this might include:

What role should the media and politicians play in public discussions about migration?

*What could the consequence of bias in media representations of migrants be? [NOTE: you could reference the **2024 UK riots** following the false reporting of a young person committing a crime as a refugee/migrant]*

What can we as recipients (audiences) of media (including social media) do, to be more responsible?

3.3 MIGRATION CONNECTS TWO PLACES

1. In the animation we are told:

“Dominant migration narratives focus on where people move to, but not why they move. They focus on the impacts of the countries where people move to, but not on the impacts on the countries where they move from. They focus on the people who move, rather than on those left behind or those that return. And they focus more on the impacts of migrants on countries, than the social, economic, political, technological and environmental impacts of countries on migrants and their decisions.”

ACTIVITY 4: REFLECTIVE PAUSE

This last activity in Part 1 provides space for reflection on the existing story of migration that many of us are exposed to if we live in the Global North.



1. Focus learners on the part of the animation where it says:

“It’s time to rip up this story and write a new one based on new questions, new concepts and new ideas.”

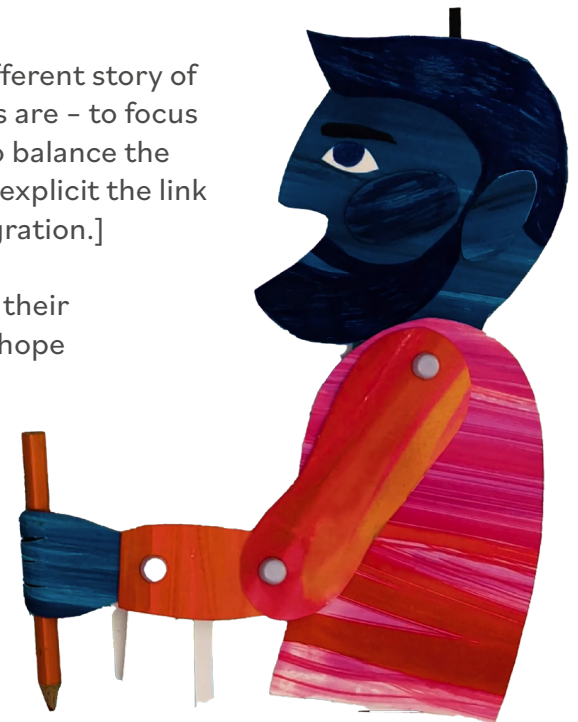
Ask them to talk to a partner about why it might be important to write a new story. [NOTE: they can use their ideas from activities 1-3 to help them develop their ideas.]

Invite pairs to share an idea with the wider group if they are happy to do so. Encourage pairs to build on each other’s ideas.



2. Show the remainder of the animation to learners. If you have time, you may wish to show it all from the beginning again and simply let it run through to the end.
3. Having watched the end, ask learners if they have anything to add to their ideas about why a different story of migration might be needed. [NOTE: key concepts that are suggested by the MIDEQ researchers are – to focus on migration corridors rather than the bias and misrepresentation of south-north migration; to balance the focus by looking at the impact of migration on origin AND destination countries; to make more explicit the link between migration and inequality; to emphasise the humanity and relationships involved in migration.]
4. Inform learners that there is a second animation that was made by the same team at the end of their research on migration and inequality in the Global South. Ask them what questions they might hope for that film to answer. What would they want to learn from watching it?

Generate ideas as a group and record these in some form to return to later.

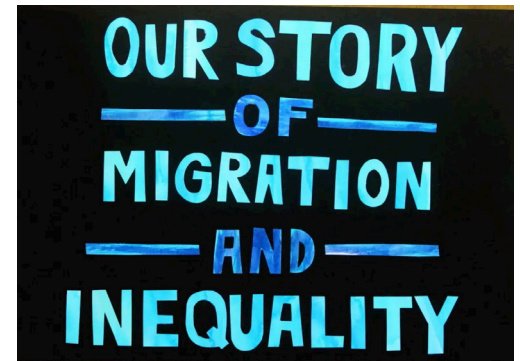




Part 2 of this resource is based on the animation *‘Our Story of Migration and Inequality’*. We strongly advise that educators watch this through a couple of times before using the activities. This will allow you to:

- familiarise yourself with the content;
- place the suggested activities in context;
- consider any sensitivities that may arise for your learners;
- think through the issues raised by this animation for yourself.

It also enables you to see how *‘Our Story of Migration and Inequality’* builds upon and complements *‘The Story of Migration’* used in **Part 1** of these resources.



ACTIVITY 5: SETTLING IN

This activity is designed to settle learners into the context of *‘Our Story of Migration and Inequality’*. It will support them to think through the reasons for making a second animation and why this might be necessary/important.

1. Inform learners that they are going to watch a different animation now. This one is called *‘OUR Story of Migration and Inequality’* instead of *‘THE Story of Migration’*. Ask learners what they think might be significant about the change in the title. What do they think it represents? [NOTE: ‘THE’ story shares the dominant and filtered narrative around migration in the media. ‘OUR’ story presents a different perspective direct from the experiences of migrants themselves. It also engages with inequality as an issue associated with migration.]



2. Start the film and pause it almost immediately at the 7 second point after the narrator says:

“Are you sitting comfortably? Then this story is not for you”.

Display **Slide 7** that shows this statement and invite learners to discuss why we are told this. *What might make it uncomfortable?*

[NOTE: responses you might draw out for learners if they are not forthcoming include: it challenges our current understanding/knowledge; it can raise emotions through developing empathy with those depicted; it might create strong feelings about the issues involved (poverty, inequality, migration).]

- Continue playing the animation (or restart from beginning) and run through until the 1-minute point where the narrator says:

“So, let’s spread our wings and visit some of the people we’ve met along the way”.

At this point revisit the opening question about ‘OUR’ story by asking learners: Who is telling us this story then? [NOTE: pick up that it is from 100s of researchers and 1000s of migrants, based in the Global South]



- Display **Slide 8** that shares a statement from this first part of the animation:

“This is a different kind of migration story to the one you may have seen in the media or heard from the mouths of politicians.”

Discuss with learners: *How is it a different story? What is different about it? Why might this “different” story be necessary?*

ACTIVITY 6: QUESTIONING KNOWLEDGE

This activity engages learners in questioning how knowledge is acquired. Where do we get our knowledge from? Who creates our knowledge? Who controls the knowledge we receive (the knowledge brokers)? Is all knowledge reliable?

- Remind learners about the idea that this is ***“a different kind of story”*** to the one they may have heard. One of the things that makes it different is where the story comes from: local researchers and migrants themselves, rather than through politicians and the media.
- Invite learners to engage with the idea that this raises questions about where we get our knowledge from and how reliable that knowledge is.
- Introduce the idea of ‘voting with your feet’ [see box right].
- Explain that the focus here is on which sources of knowledge might be MORE or LESS reliable when it comes to information about migration and inequality.

VOTE WITH YOUR FEET

This method uses space in a room or outside and the mobility of people to express their opinions about a particular issue or statement.

Place opposing or contrasting ideas/opinions at different points in the designated space.

When ready, invite people to move to (or towards) the corresponding position that they most agree or align with to get a visual representation of opinions.

These poles should be located at either end of the space you are working with and indicated 'MORE' and 'LESS' accordingly.



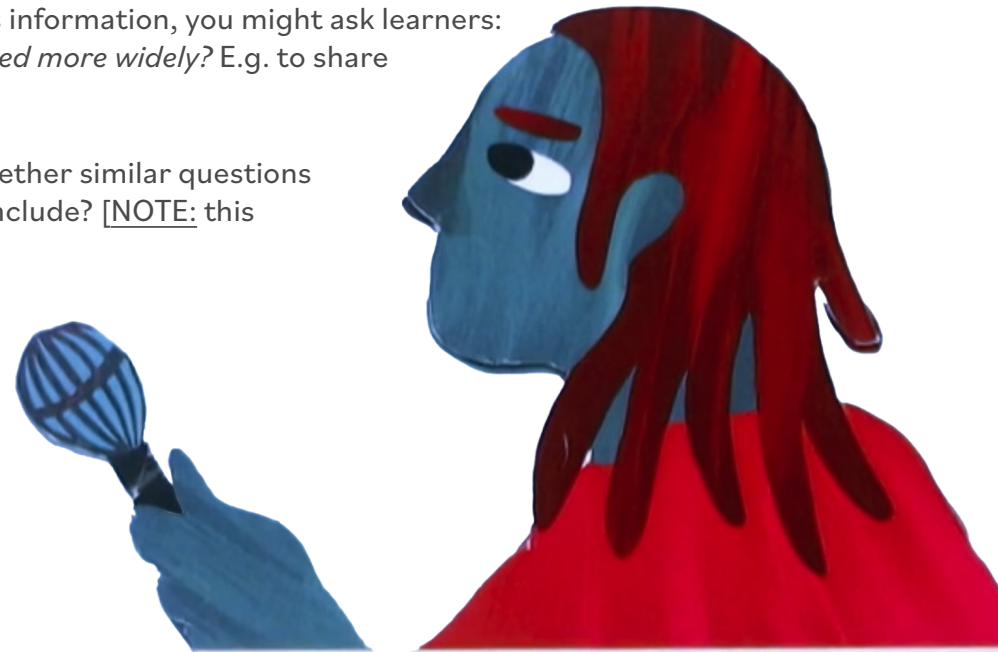
5. Use **Slides 10 – 21** to introduce different actors/sources of knowledge (see below) and invite learners to move along the line in response to each. Once they have moved, invite responses by 'interviewing the line' to find out why they chose to stand where they did [**NOTE:** be careful not to offer judgement during the activity. It is about perspectives and not necessarily about right and wrong answers.]

Politician	Influencer	Celebrity	Teacher	Parent	Friend
News	Social Media	Website	Film	Book	Researcher

Variation: An alternative group method for this is to use the downloadable **Knowledge Broker Cards** that can be printed and cut up for learners to organise along a table with the labels 'More reliable' at one end and 'Less reliable' at the other. Learners could then move around each other's tables to see what other groups did before opening up a general discussion about how reliable different sources of knowledge are.



6. Invite learners to think about the stories created by MIDEQ researchers in these animations. How reliable do they think those stories are and why? [**NOTE:** draw attention to the fact that these stories have been generated by researchers working in local languages. They are examples of thousands of stories that have been collected to represent the experience of migrants. The research team collecting the stories do not work for the media or for political parties. Given this information, you might ask learners: *why might it be important for the stories in these animations to be shared more widely?* E.g. to share perspectives that are less well known, or ignored.]
7. You might wish to extend the discussion further by asking learners whether similar questions about reliability come up in relation to other issues? What might you include? [**NOTE:** this could be true of climate change or mobile phone use for example.]
8. You could close by making a table together of what makes knowledge sources more or less reliable to draw out criteria that learners could use and carry forwards with them into various situations. Try to create this with ideas generated by learners (using elements discussed in step 5 above). Some examples are shown on page 15.



+	MORE reliable	LESS reliable	-
	<p>Multiple voices</p> <p>Reviewed and checked</p> <p>Experience</p> <p>Author/producer known</p> <p>Publicly available (for scrutiny)</p> <p>Human-based</p> <p>Professional</p>	<p>Single voice</p> <p>Unchecked</p> <p>No experience</p> <p>Author/producer unknown</p> <p>Private</p> <p>AI-based</p> <p>Personal</p>	

ACTIVITY 7: HUMANISING MIGRATION

This activity brings the humanity of migration to the fore and encourages learners to focus on the individuals, families and relationships that exist behind the numbers of migration that we see and hear in the media or through politicians.

1. Just before the 1-minute mark in the animation, the narrator invites us to ***“spread our wings and visit some of the people we’ve met along the way”***. Ask learners why the researchers and creators of this animation chose to put people at the centre of the story.
2. Explain to learners that they will now meet four people – Paul, Kabore, Myra, and Abraham – from four different countries and linked to four other countries through migration. Show the animation through from 1.00 to 5.31 to introduce learners to the four people and their stories.
3. Provide learners working in pairs or threes with a downloadable [Story Sheet](#) template that is designed to help unpack each of the four stories that have been shared. Explain that you will show the animation again, but this time you’d like them to note down details and any thoughts, reactions or questions they might have about each of the stories.



[NOTE: you may want to pause the animation between each of the four stories to give learners time to note their ideas before moving on to the next story.]



4. When learners have had a chance to fill in their 'story sheet' encourage some sharing of ideas in the room (between groups) by going through each story and seeing what they noticed and/or felt about each.
5. Ask learners to imagine that it would be possible to 'put yourself in the picture' and to come face to face with the characters in the animation. If this were possible, who of the people we have met would they be most interested to meet and what might they want to ask them?

Questions could be quite practical but may also be more emotive and relate to feelings and relationships for example. Invite responses from learners (and perhaps even hypothetical answers to their questions).

[NOTE: this could also be done as a role play with learners taking on the character and the visitor positions.]

[NOTE: this activity is good for purposefully building empathy by trying to imagine being in another's shoes.]



ACTIVITY 8: WHY DO PEOPLE MOVE?

This activity focuses on the question of ‘why people move’. It introduces the idea of mobility as a way to think about migration and question the stigma that can be attached to migration as a word.

1. Share **Slide 22** that shows a statement from early in the animation:

“This is a story about the fleers, the flyers, the seekers, the movers, the migrants”.



Invite learners to look at this sentence and to focus on the words used. Working with a thinking/talking partner ask them to think about what the words tell them about why people might move.

2. Once they have had a few moments to share their ideas with each other, invite and record (on a whiteboard or flipchart) ideas from the room about why people move.



3. Show **Slide 23** that introduces the idea from Migration Studies of ‘push and pull factors’. Ask learners if they have heard of these before and understand what they are. Invite learners to define these for themselves if they are able and/or share **Slide 24** to check there is a shared understanding.



4. Using the discussions started on the words from the animation, invite learners to develop their ideas into ‘push’ and ‘pull’ factors that might make people move. These could be listed into a simple table with two columns, or could be shared more creatively along a continuum from ‘push’ at one end to ‘pull’ at the other. They could be given different strengths by where they were on the line. Learners should be encouraged to come up with their own ways of organising their thoughts if they want to.



5. Once learners have their ideas of push/pull factors, revisit the idea of inequality which is the main focus of migration in the animations. Use some of the following prompts to guide a discussion on this:

- *How does inequality connect to the push/pull factors you have identified?*
- *Is inequality always a factor in why people move?*
- *Where inequality is a factor, should people have the right to move to seek a better life?*
- *How might it feel to experience inequality? How might you respond?*

[NOTE: a reminder that some of these topics can be sensitive and may be ‘close to home’ for some learners. You should assess this and provide appropriate support where needed.]



ACTIVITY 9: THE DANGER OF A SINGLE STORY

This activity focuses on the danger of a single story and on how this relates to current understanding about migration.

1. Reconnect learners with the idea that they have looked at 4 individual stories of migration, but remind them that these are just four of 1000s of stories that were collected by the MIDEQ team in their research. There are many other stories.

Ask learners: *why might multiple stories about migration and inequality be important to tell?*

[NOTE: two other stories have been developed into their own animations with accompanying teaching ideas and resources and could be explored as a 'deep dive' to follow on from this resource. **'The Boy with More?'** shares the story of Krishna from Nepal whose father moved away to Malaysia for work. **'Unstoppable Beat'** tells the story of Luc who left his family in Haiti to try and build a better life in Brazil so that he could bring his family with him. **Slide 25** has QR codes that link to the two animations should you wish to make these available for learners for home learning.]

2. Introduce learners to the author Chimamanda Ngozi Adichie using **Slide 26**. Explain that she did a very famous TED Talk called 'The Danger of a Single Story' that has been viewed millions of times.

[NOTE: **The TED Talk is available here** if you wish to show it or provide a link for learners to view it in their own time. The talk is just over 18 mins long.]



Give learners copies of the downloadable **Single Story Extracts** from Adichie's talk (one sheet between 2/3 learners) and use **Slide 27** to guide discussion using the following prompts:

- *How do Adichie's ideas build on those learners already shared around why many stories might be important?*
- *Why do you think Chimamanda chose to use the word 'danger'?*
- *What is the danger she is referring to?* [NOTE: ideas might include racism, stigma, loss of dignity, prejudice etc.]
- *How might this 'danger' relate to stories of migration?*

3. Towards the end of the animation **'Our Story of Migration and Inequality'** the narrator says: **"our story of migration is a story about love and hope, food and music"**. How does this challenge the existing single story of migration Adichie talks about? How does the animation reflect the importance of multiple stories? What do you think is positive about the alternative stories that the animation tells us?
4. At the 6-minute point in the animation we are told **"These are just some of the stories that we have heard on our journey"**. Show learners the still image from the animation on **Slide 28** sharing the MIDEQ process.



- What does the image tell us about how the stories were gathered/collected?
- Why do you think MIDEQ focussed its research on stories located in the global south?
- What could we learn from the MIDEQ process in our own lives, for the stories you encounter, and the stories you choose to tell or retell?

[NOTE: learners may raise issues such as the benefit of multiple sources, the importance of different perspectives, how things might look from different places, putting people at the centre of the stories we tell etc.]

ACTIVITY 10: BECOMING A STORYTELLER

This activity focuses on our own role as storytellers. What stories might we tell/retell about migration and inequality.

1. Introduce learners to the idea that we are all storytellers in our own way. The things we choose to share or post on social media, the bits of news we choose to pass on, the conversations we have with friends, the books we read, the films we watch and share, the photos we take etc. These all connect with the idea of being storytellers.



2. Invite learners to reflect on what they have learned, thought about, felt, whilst working through the 'stories of migration' activities. Suggest that they can do this however they wish and to be as creative as they want to be. Some ideas to share your key ideas/thoughts might include:
 - create a meme for social media
 - prepare a short slide deck
 - design a poster
 - make a Zine
 - make a paper boat and decorate it with your ideas/thoughts/feelings
 - write a short news article or blog
 - create a myth-busting resource to challenge ideas about migration
 - produce a poem or lyrics for a song
3. You could arrange an exhibition or other form of sharing event to showcase the ideas that learners come up with and their different creative approaches.



Stories of Migration Learning and Engagement materials were produced for Animated Learning by Lifeworlds Learning. Animated Learning is a collaborative partnership between PositiveNegatives and Lifeworlds Learning.

Activity ideas

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