MIGRATION RHYTHMS

LEARNING & ENGAGEMENT ACTIVITIES

Lifeworlds Learning

POSITIVE NEGATIVES®

PRIO

CONTENTS

ABOUT THIS RESOURCE

Welcome to these learning and engagement activities for the Migration Rhythms project from the Peace Research Institute Oslo (PRIO). This resource supports learning around migration and middle-classness based on four animations/comics sharing stories from cities across four Asian countries (see map, right).
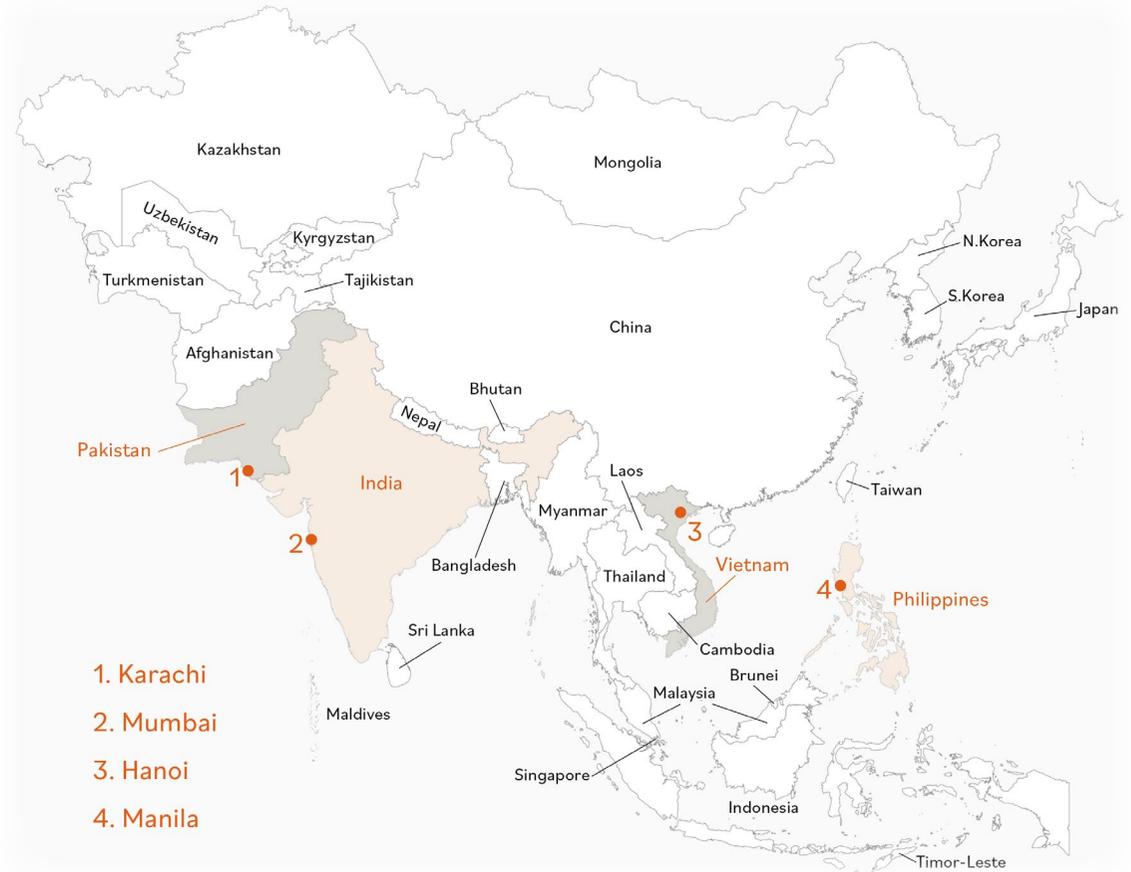
The resource and activities are aimed at students aged 14 years and older, and at their educators. They have been designed for social learning in groups with a facilitator or educator but could also be used for independent learning as a self-led process, or as a mixture of both forms.

The activities follow an enquiry-based approach that provides students with the opportunity to be creative, committed and inquisitive and to learn to think critically.

They support the development of transferable capabilities and dispositions such as dialogue, oracy, empathy, resilience and agency. They will help learners to connect with, and broaden their understanding of values, identity, diversity, and inequality.

1. Karachi
2. Mumbai
3. Hanoi
4. Manila

Map created by Rob Bowden/Lifeworlds Learning Base Map by FreeVectorMaps.com

The activities are developed around themes rather than subject areas. They could therefore be used in pastoral learning, or for off-timetable, cross-curricular learning opportunities. They will however, also appeal directly to mainstream subject and curriculum areas including Geography, Development, Economics, Sociology, Politics and Citizenship at upper high-school and undergraduate levels within many educational systems and settings.

The activities that follow are written with guidance notes for the facilitator and/or for self-led learning, but they are not prescriptive. The adaptation of activities to suit the prior knowledge or preferred learning styles is encouraged.
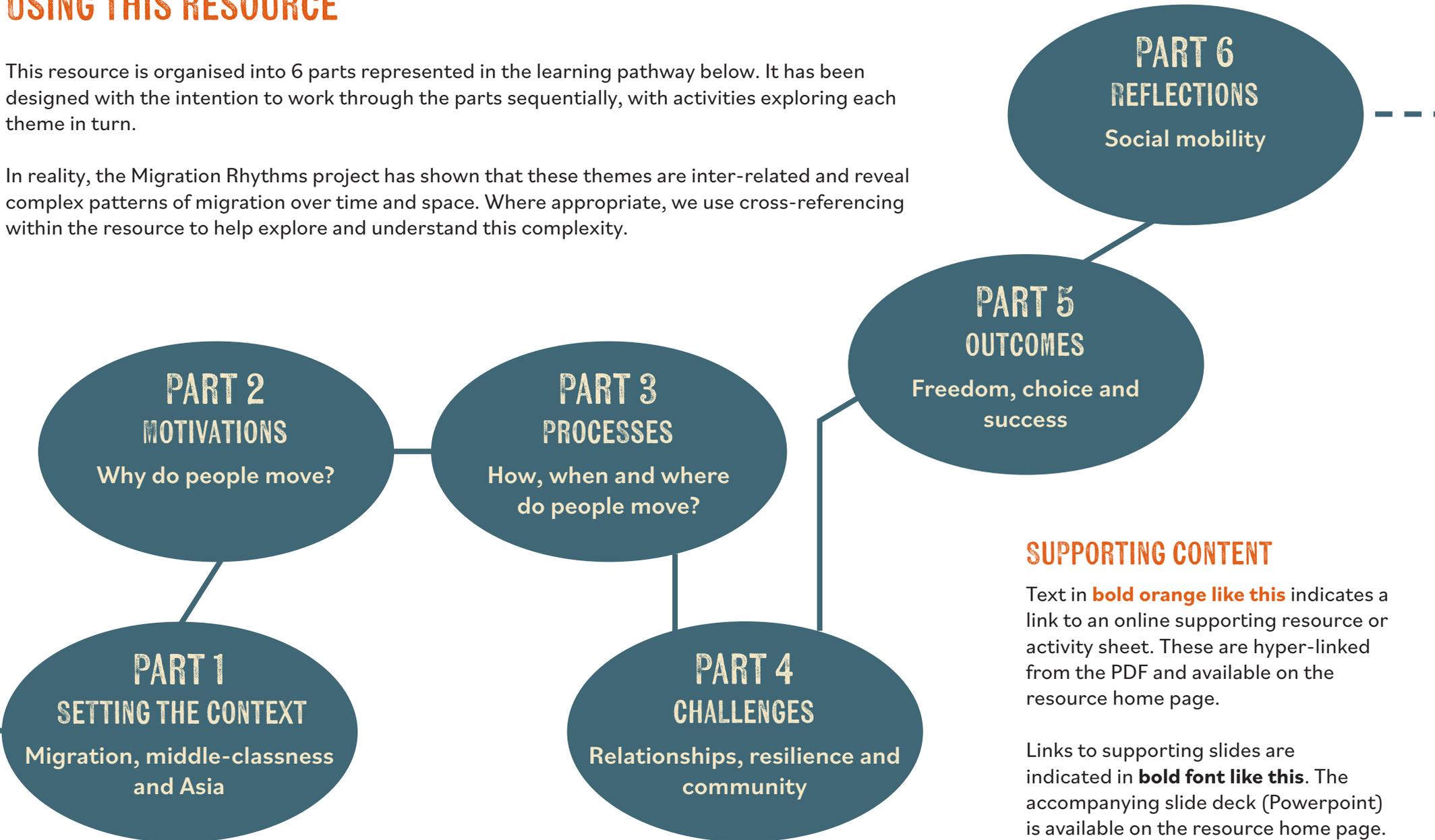
USING THIS RESOURCE

This resource is organised into 6 parts represented in the learning pathway below. It has been designed with the intention to work through the parts sequentially, with activities exploring each theme in turn.

In reality, the Migration Rhythms project has shown that these themes are inter-related and reveal complex patterns of migration over time and space. Where appropriate, we use cross-referencing within the resource to help explore and understand this complexity.

PART 6
REFLECTIONS
Social mobility

PART 5
OUTCOMES
Freedom, choice and success

PART 2
MOTIVATIONS
Why do people move?

PART 3
PROCESSES
How, when and where do people move?

PART 1
SETTING THE CONTEXT
Migration, middle-classness and Asia

PART 4
CHALLENGES
Relationships, resilience and community

SUPPORTING CONTENT

Text in **bold orange like this** indicates a link to an online supporting resource or activity sheet. These are hyper-linked from the PDF and available on the resource home page.

Links to supporting slides are indicated in **bold font like this**. The accompanying slide deck (Powerpoint) is available on the resource home page.

FRAMEWORK AND OUTCOMES

Each part of this resource uses a common learning framework to support learners and educators to work through the activities. We call this the COMIC framework:

Connect with the theme/issue. What is this about?

Open-up to new ideas through the stories of the comics/animations.

Make room for different perspectives through dialogue, exchange and collaboration.

Imagine what might it be like.

Challenge what you now know/think; reflect on your learning and any changes.

The icons above are used within each part of this resource to help guide you through the COMIC framework and individual activities.

Learning outcomes

The activities in this resource will help students (and educators) to develop several learning outcomes. We have listed some of the key outcomes below, but there may be others that are specific to local contexts, subjects and students:

- Question assumptions about migration.

- Gain new insights into middle classness and its links to migration.

- Recognize the commonality of social processes across cultures/ geographies.

- Explore the importance of connections and relationality (relationships).

- Appreciate the role of power and agency.

- Embrace challenging issues with greater confidence.

- Engage in critical and creative thinking.

- Develop dialogic skills and competencies.

- Build empathy and compassion for others.

- Relate the learning to their own life-stories.

- Reflect on their own values and aspirations.

- Develop their visual literacy capabilities.

MIGRATION, MIDDLE-CLASSNESS AND ASIA

This first part of the resource helps to set the context for learning, through activities that focus on migration, on middle-classness, and on Asia as a region. It is designed to help learners develop a good grounding in some of the key concepts that will be used in later parts of the resource.

1.1. Migration

In this activity we explore current understanding about migration and related ideas.

Connect

1. Provide learners with a copy of **Activity Sheet 1.1: Encountering Migration** that is designed to help them think about how they currently encounter the idea of migration in their day to day lives.

2. Ensure learners understand the structure of the sheet which uses scale to help them think about how they encounter migration, ranging from the local, through national, to the international scale. **SLIDE 2** can be used to support this if needed.

3. Invite learners to discuss in small groups (2-4 per group) how they encounter migration at each of these scales in their day to day lives. They could complete an activity sheet each. You may prefer to enlarge the activity sheet to A3 size for students to complete as a group or they could draw it themselves onto large paper using **SLIDE 2** as a template.

4. Encourage learners to think broadly about how they currently encounter migration and to record their understanding, thoughts, ideas, and feelings in the relevant section of the activity sheet.

5. The following prompts could be used (available on **SLIDE 3**) to aid learners if they are not forthcoming with ideas from their discussions:

   How do you encounter migration...?

   ...in direct relationships and connections

   ...through social media

…through conversations with friends/family

…in the news and other media

…in popular culture (film, TV, music etc)

…in politics

…in education and learning

…through language and related terms

6. Once learners have had a little time to share and record their thoughts, invite wider sharing across the whole group, perhaps looking at each scale (local, national, international) in turn. An alternative sharing method is to use a walking gallery where you invite learners to move around the room exploring what other groups produced and how their ideas compared to their own.

   [**NOTE:** it is important to make clear that there are not right and wrong answers in this activity. Rather it is intended to help learners reflect on their current understanding of migration.]
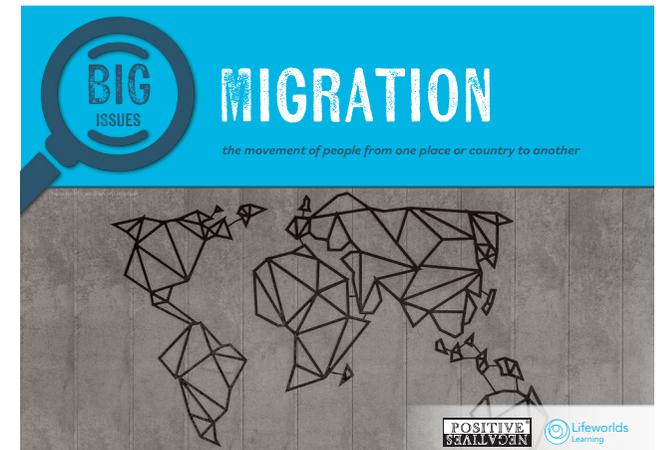
Open up

7. Provide learners with access to a copy of the supporting resource, **BIG Issues: Migration** and give them time to read it. If time is short, you may wish to draw attention to page 3 that shares different migration terminology as a focus.

Make room

8. Invite learners to return to their Encountering Migration sheets and see if they want to add any further details, ideas, reflections having engaged with the resource **BIG Issues: Migration**.

   How do some of the different ideas about migration influence their views and ideas about how they might encounter forms of migration?

BIG ISSUES

MIGRATION

the movement of people from one place or country to another

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Imagine

9. In the resource **BIG Issues: Migration** we are told:

   'Human history is a story of people on the move'.

   Ask learners to reflect on this statement and to consider their own stories or experiences of people on the move. This could involve their parents, grandparents, relatives, friends, and of course themselves.

   [**NOTE:** be aware that this may raise sensitive issues for some learners.]

10. Encourage learners to reflect not just on the geography of any movement (from where to where) but also on the reasons for moving and perhaps the feelings and emotions that those moving may experience.

11. You may like to ask learners to think about whether their stories reflect local, national or international forms of movement to link back to the earlier activity.

    If learners are comfortable then they could share their movement stories. As an educator you could draw from the group to get different examples at different scales and for different reasons.

12. Invite learners to now think ahead and to consider how, why and perhaps where, they imagine moving in the future.

    What are their motivations for moving?

    Do they consider moving to be something they have a choice about?

    What would it mean to not move?

    How might moving connect with their aspirations/hopes in life?

Challenge

13. Having completed these activities, what do learners now understand about migration? Have their ideas changed and if so, how?

14. Use **SLIDE 4** to share the following understanding of migration that is used in the remainder of this resource:

- Migration is an umbrella term; there are many different forms of people moving.

- Most migration takes place within countries (eg rural to urban) rather than between countries.

- The reasons people may move are complex and can change over time.

- Migration is not always permanent or one way.

1.2. Middle-classness

In this activity we introduce and explore the idea of middle-classness.

Connect

1. Introduce the idea of 'middle-classness' to learners and invite them to share with a learning partner what it means to them.

   [**NOTE:** emphasise to learners that there are many interpretations of what it means to be middle class and so all views are valid. This is not a right answer question.]
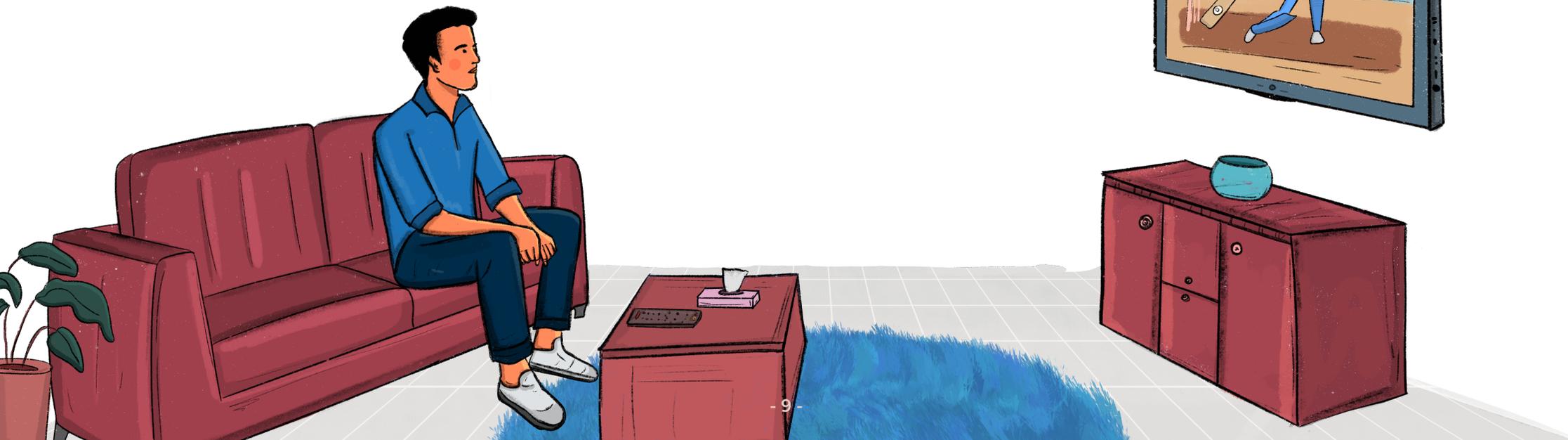
2. After a few minutes invite learners to share their thinking with another pair.

3. Finally, bring the whole group together and invite ideas from across the group's discussions. You may want to record their ideas on a whiteboard or flipchart to refer to at a later point.

Open up

4. Build on their conversations about middle-classness by providing learners (in small groups of 4-6) with a set of Middle Class Cards (**Activity Sheet 1.2**) that have been cut up.
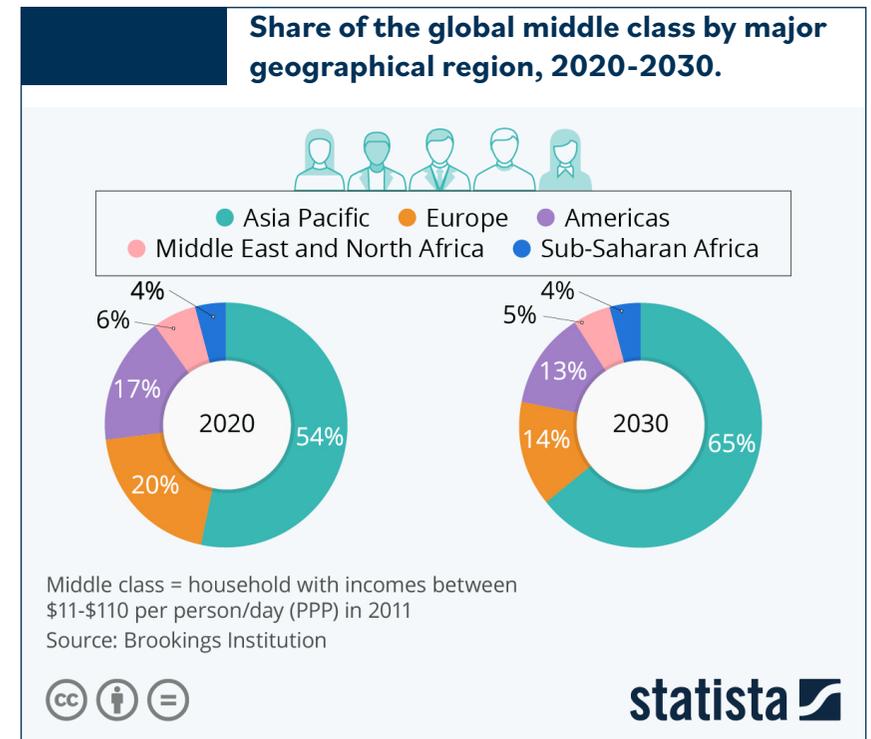
   These show different ways of thinking about middle-classness. Which of these ideas connects best with the ideas that were coming up in learners' discussions?

5. Ask learners which of these understandings of middle-classness they feel most comfortable or familiar with. Are there some perspectives on middle-classness that they had not thought about before? How do these new perspectives influence their own thinking?

Make room

6. Ask learners where they imagine the middle classes to be geographically located? (In which countries or regions of the world?). What makes them think that?

7. Show learners the graphic (right) on **SLIDE 5** that shows the breakdown of the world's middle class population by major geographical regions of the world.

   • Does the data in this graphic challenge their existing thinking?

   • Are there any surprises in the data that is represented here?

   • Does the data in this graphic generate any questions?

Share of the global middle class by major geographical region, 2020-2030.

Legend:
- Asia Pacific
- Europe
- Americas
- Middle East and North Africa
- Sub-Saharan Africa

2020: Asia Pacific 54%, Europe 20%, Americas 17%, Middle East and North Africa 6%, Sub-Saharan Africa 4%

2030: Asia Pacific 65%, Europe 14%, Americas 13%, Middle East and North Africa 5%, Sub-Saharan Africa 4%

Middle class = household with incomes between $11-$110 per person/day (PPP) in 2011
Source: Brookings Institution

statista

Imagine

8. Ask learners to reflect on their own lives and to discuss with a trusted learning partner whether they consider themselves to be middle class. What evidence do they draw upon to justify this?

   [**NOTE:** The Middle Class Cards from **Activity Sheet 1.2** used earlier in this activity may help to generate ideas].

   You might want to encourage some sharing of perspectives across the group if learners are comfortable to do so.

9. Expand the conversation by asking some of the following prompts:

   • How did they/might they enter the middle classes?

   • Do they or their parents/grandparents have stories about becoming middle class that they know about? What benchmarks, events, achievements are associated with this?

   • Does it matter what class you identify with or that others identify you with? Why might this be?

   • What feelings or emotions might be associated with middle-classness? What about with lower-classness or higher-classness?

   • What might cause people to move between the classes?

   • Is it helpful or kind to categorise people into classes?

Challenge

10. Ask learners in small groups to draw on what they have learned in this activity to try and create a definition of middle-classness. Invite them to share their definitions with one another.

11. Show **SLIDE 6**. How do these definitions of middle-classness compare with those that they created? Do they want to amend their definition at all?

12. Can they agree as a group on a definition of middle-classness to carry forwards into other activities in this resource?

1.3. Asia setting

In this activity we introduce Asia and four Asian cities as the setting for the activities in this resource.

Connect

1. Organise learners into small groups (3-4 in each) with a large sheet of paper and ask them to write 'Asia' in the centre. Invite them to populate the paper with their ideas, existing knowledge, experiences, feelings, questions about Asia. They could use visual (sketches etc) as well as written notes if they want to.

2. Learners could share their thinking with each other using a walking gallery, by taking turns to present their posters, or by rotating them around the room until they have all seen each other's poster ideas.

Open up

3. Provide learners with access to the supporting resource **In the Frame: Asia** (printed or digitally) and invite them to explore it in their small groups.

4. Once they have had a little time to engage with the resource, lead a discussion with learners using some of the following prompts as needed:

   - Does the resource change their understanding about Asia?

   - Were there things that were surprising or unexpected?

   - Did anything in the resource counter or challenge ideas they had previously had?

   - Does the resource generate any further questions about Asia?

Make room

5. Inform learners that the remaining activities in this resource are based on research about migration and middle-classness in Asia, and in four Asian cities in particular. **SLIDE 7** can be displayed to show the location of these four countries (Pakistan, India, Vietnam and the Philippines) and cities (Karachi, Mumbai, Hanoi and Manila).

Explain that the researchers worked with a visual storytelling organisation called PositiveNegatives and artists in the different Asian countries to produce comics and animations that share four different stories and perspectives about migration and middle-classness.

6. Provide learners with **access to the four comics/animations** and allocate each group one of the comics/animations to read/watch. The animation lengths are: Mumbai (6.30), Karachi (5.16), Hanoi (4.08), Manila (4.03). You may want to watch one of the animations together to introduce the format before splitting into groups.

[**NOTE:** Depending on your numbers and groups sizes, it may be that more than one group is engaging with each story.]

7. Once learners have engaged with their comic/animation open a discussion about how the comic/animation might confirm, challenge or add to their understanding of Asia? The following prompts, available for display on **SLIDE 8**, might be useful to aid conversation:

    • What did they find most interesting about their story?

    • How do stories add meaning and understanding about a place or issue in ways that data and text might not?

    • How does the artwork help to shape the story and your understanding?

    • Why might first person perspectives be important in learning about another place or issue?

[**NOTE:** the above discussion could be had within groups or across the groups, giving each group a chance to draw upon their own story and share different perspectives with one another using examples from their comics/animations.]

Imagine

8. Returning to their comic or animation, ask learners to think about one of the characters in their story:

   • Who did they most connect with and why?

   • How do they imagine that person might have felt at different points in the story?

   • Can they relate to those feelings or imagine how they would feel if they were in a similar situation?

   [**NOTE:** a good way to support this is to ask learners to imagine they could 'put themselves in the picture'. What would they see, feel? What would they want to ask or say to other characters? Can they draw any similarities or differences between people in their story and their own life experiences?]

Challenge

9. Having completed this activity ask learners whether their thinking about Asia has changed and if so how.

10. Invite learners to identify three things they might want to tell someone else about Asia. They could choose a creative way to do this if they want to such as creating a series of social media memes.

11. Finish this activity by asking learners to reflect on why it might be important and interesting to learn about migration and middle-classness in Asia.

    [**NOTE:** they should be able to draw on the dominance of Asian populations in global demographic figures and the significance of this shift/pattern for the wider world. They should also be able to identify with similarities (both historical and contemporary) with social changes in their own setting.]

12. The key learning to draw out here is that learning about somewhere else can sometimes help us to think about and see our own place differently. In this resource we use the idea of windows and mirrors to talk about this. Use **SLIDE 9** to introduce this idea explaining that by looking through a metaphorical window at somewhere different (geographically, socially, politically, culturally) we can come to reflect differently on our own place and understanding about issues, patterns and processes.

WHY DO PEOPLE MOVE?

The second part of the resource explores the motivations behind why people might move, including looking at how their reasons might vary, and change, over time. It helps to dig beneath the numbers of migration to reveal the human stories behind the data.

2.1. Motivations for moving

In this activity learners will explore the motivations behind why people move. The activity includes the opportunity for learners to reflect on what their own motivations for moving might be in the future. Learners may have personal stories and recent experiences of movement that could be sensitive and upsetting. Educators should be aware of this and adapt the activity and/or support learners accordingly. See our **Short Guide to Safer Spaces** for support in creating positive learning environments for sensitive or controversial issues.

Connect

1. Begin by asking learners to reflect with a learning partner on why people might be motivated to move (to migrate). Gather ideas from their discussions using a whiteboard, large sheet of paper, or other mechanism to record their thoughts.

    Ideas could be drawn directly from learners' experiences (if they feel comfortable to share them) or from those of relatives, friends or from wider learning and knowledge. [**NOTE:** be clear to inform learners that there are no right or wrong answers; this is about the gathering of ideas].

2. Extend the discussion by asking learners to think about any plans or thoughts they have about moving in the future. What is motivating those ideas or plans?

3. In migration studies the idea of 'push' and 'pull' factors is commonly used to help think about motivations for movement. If learners are not already familiar with these then use **SLIDE 10** to introduce them.

4. Using the ideas that they have generated so far, challenge learners to organise their thoughts into 'push' or 'pull' factors. What do they notice by organising their ideas using this framework? Are there more push or pull factors?

Open up

5. Introduce to learners the idea of aspiring for a better life. What do they think 'a better life' might involve? Why might middle-classness be associated with a better life?

   [**NOTE:** you may want to remind them of the middle-classness activities in Part 1.]

6. Explain that the four stories in the comics/animations are all in different ways about people aspiring for a better life, either for themselves or for their family members. Invite learners in small groups to (re)watch/read one or more of the comics/animations.

   How is a better life spoken about/portrayed in the story/stories?

7. Use learners' responses to the comics/animations to broaden discussion and perspectives on a better life. Are Asian perspectives on a better life, similar or different to their own ideas?

8. The Hanoi animation, **'Winged wishes for my daughter'** begins with the line:

   "In Vietnam we have a saying: good land attracts birds"

   What is this line implying? How does it relate to ideas of a better life?

   [**NOTE:** learners should hopefully draw a connection between movement, opportunity, and a better life.]

9. Does movement guarantee a better life? What evidence can learners identify in the comics/animations to explore this question.

   [**NOTE:** this question lends itself well to philosophical enquiry. See our **Short Guide to Philosophical Enquiry** for advice and tips to support this approach.]

Make room

10. The comics and animations show different pathways to a better life. In Vietnam we see movement to and from Hanoi. In Karachi we see lives improving through the efforts of successive family members over time. In Mumbai we see the struggles that aspiring for a better life can involve. In Manila, we learn about international migration as one pathway towards better lives.

11. Invite learners to reflect on the idea of pathways to a better life. Can they trace the pathways that those before them might have taken to create a better life? What have others done to make their life better?

[**NOTE:** This may raise sensitive issues for some learners so educators should use their discretion and sense how this is received. Learners who find this challenging may need to be given support or to sit this part of the activity out. You may choose to skip this part if you know of issues in advance.]

12. What about their own lives looking ahead? What steps or actions (pathways) do they think might help them to achieve a better life for themselves and for those that may follow them? What sorts of movement (where to, for how long etc) might be involved in these pathways? At what stage of their life do they imagine any movement might occur?

A creative way to engage with the above questions is to use **Activity Sheet 2.1** which has Pathway Birds (see image right) that can be cut out and written on to plot various pathways to a better life. **SLIDE 11** can be used to introduce the Pathway Birds and to share movement ideas. These have been colour coded by:

〰 Reason for movement

〰 Where movement is to

〰 Type of movement

〰 Life stage of movement
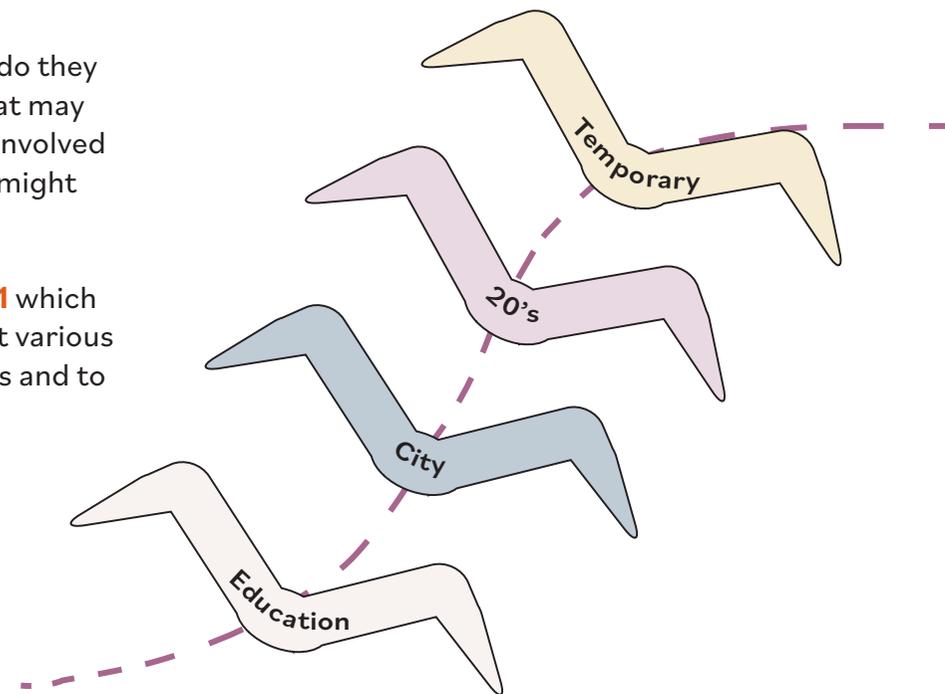
The example to the right shows an example pathway of someone moving for education to a city during their 20s on a temporary basis.

The Pathway Birds can be put together in any order, allowing learners the flexibility to think about movement towards a better life in different ways. They could for example start with the reason for moving (eg looking for a new job - employment) or they might start with a particular life stage (eg in 30s intend to move for housing).

Encourage learners to think as far ahead as they can and not just to their immediate future and any possible movement. If they recognise that this might be difficult to predict then that is part of the learning - movement is not always planned or predictable and can arise for many different reasons.

The following are some other examples of how you could string the birds together to create movement pathways towards a better life:

- In their 20s this person moves temporarily to another country to explore and work abroad whilst they are young.

- Driven by their personal interest in the outdoors, this person moves permanently from the city to a more rural area in their 40s.

- In their 70s this person moves to a different town to be closer to their grandchildren and offer support with childcare.

- Choosing to work in the tourist industry, this person in their late 20s moves seasonally between regions to where the work is.
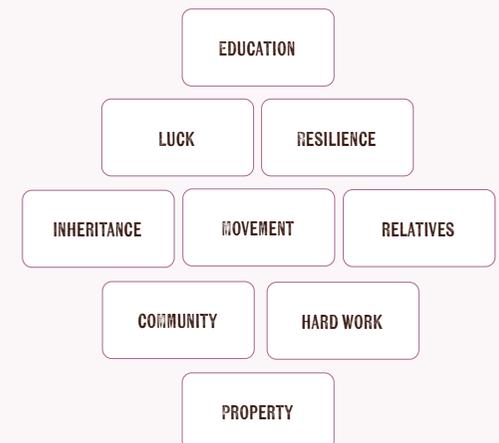
13. Invite learners to share their pathways with one another. How are they similar? Where do they differ? Once they have shared some ideas bring the group together and reflect on the question: Is the pathway to a better life universal? Encourage them to give reasons for their response and not simply a yes or no answer.

14. In the animations and comics, different factors could be identified as contributing to people building a better life. Cut up a set of the 12 downloadable Better Life Cards on **Activity Sheet 2.2** including the blank card.

Give learners a set of the cards in small groups and ask them to construct a Diamond 9 of what they think are the most important factors from the comics/animations in securing a pathway to a better life. If you are unfamiliar with the Diamond 9 method then see the box right.

Diamond 9

The Diamond 9 is a method that can be used to think about ranking or prioritising different factors or issues. It works by placing cards (each with a different factor/issue on) in a diamond shape from the most important at the top and then working down the pyramid shape in order of their importance. If you have more than 9 factors, then the lowest ranking are left out altogether. If you have blank cards, then these allow the addition of extra factors.

EDUCATION

LUCK   RESILIENCE

INHERITANCE   MOVEMENT   RELATIVES

COMMUNITY   HARD WORK

PROPERTY

Creating a Diamond 9 encourages discussion as the cards can be continuously moved around in response to the sharing of different ideas and perspectives until there is some agreement on the final pattern.

15. Once they have created their Diamond 9 based on the stories in the comics/animations, ask them to reflect on whether they think the factors that might help to build a better life where they live are the same. Would they reorder the cards and if so how? Would they want to add any cards to reflect factors in their locality that might be different to the Asian setting of these stories?

    Optional Extension: Some research has suggested that in many European countries the pathway to a better life is becoming harder for younger generations. It suggests that generations born since 1981 may be the first to be worse off than their parental generation since the 1800s. Show **SLIDE 12** that shares some evidence based on this research.

    - What might this mean for movement and for pathways to a better life for younger generations?

    - To what extent do learners agree with what this research is suggesting?

    - Might a similar challenge to achieving a better life also occur in Asia? Why might this be?

Imagine

Our motivations in life - what we think is important, what we choose to prioritise - help us to make choices that shape our lives and the lives of those we are connected to. Values offer one way to think about and understand human motivations and how these might change over our lifetimes.

16. Provide learners with a copy of the downloadable **Activity Sheet 2.3: Values Map**. Use **SLIDE 13** to introduce the values map (right) to learners and explain that these are 58 Universal Human Values based on research across languages and cultures in more than 70 countries.

17. Give learners a chance to look at the values and at how they vary across the map. Explain that we can all be motivated by and act upon any of these values at different points in our life. We tend to prioritise a certain set of values (often quite close together on the map) over others, however this can change over our lifetime in response to circumstances, opportunities, events etc.

18. Tell learners that they are going to use the values map to analyse one of the stories – the one from Vietnam – and to think about the values that may have motivated the actions and choices of Nhạn (the main character), over time.

They should watch the animation or read the comic (whatever is preferred) and at different points in the story use the values map to imagine what values might be more active. They could number these on their map as the story progresses through these stages:

1. Nhạn leaves home

2. She secures a regular job

3. Nhạn falls in love and has a child

4. She saves and prioritises caring for her daughter

5. Nhạn accepts her daughter leaving to start her own life

6. Nhạn and her daughter have found stability and are settled

7. She just wants her granddaughter to have choices and a good life

They could join the selected values for each stage up with arrows to show the values journey that they imagine having occurred.

[**NOTE:** An example of a values journey is available on **SLIDE 14** should you want to use it, but learners should be encouraged to have a go first as this example might influence their thinking.]

19. Once completed, they could share their values map with others and discuss the values journey that they plotted. Where do they agree and where do they vary? They could discuss their reasons for making those choices.

20. Finally, you could invite learners to use the same values map to think about their own motivations for a better life and any movement that this might involve:

- What do they see as their own motivations for a better life?

- What might motivate them to move in pursuit of a better life, or alternatively to not move?

They could discuss this with a learning partner and mark the map by circling the values that they feel are important to them at this point in their lives and that might motivate their own choices in the near future.

Challenge

21. Ask learners to reflect on how movement and the hope for a better life are connected, and to present their ideas in a short creative form. They could produce a short poem, for example, or create a poster that explores these ideas. They could draw directly from the comics/animations using words or imagery to inspire them, but also on their own thoughts and learning from this activity.

22. End by asking learners to think about the ways in which movement and migration are portrayed and talked about in their own localities. This could include in the media, by politicians, and by peers and friends. Remember that examples could be both positive and negative.

- How has the learning in this activity equipped them to have a more critical engagement with ideas of migration and movement?

- What ideas will they take away with them from their discussions and activities?

- How might their learning make them think about those who move (and perhaps about their own movement plans) differently?

HOW, WHEN, AND WHERE DO PEOPLE MOVE?

The third part of this resource explores the process of movement looking at how, when, and where people might move using the comics and animations as a stimulus. It also introduces the ideas of social mobility and spatial mobility as two distinct but sometimes related forms of movement.

3.1. People on the move

In this activity, learners explore the idea of movement as a shared human/life experience. Even if we ourselves remain in one place then there may be the movement of others around us. Movement is often associated with geographical movement from place to place and the activity begins by exploring this form of movement or spatial mobility. It then introduces another form of movement or mobility that is more to do with changes in social status or class. This introduces the idea of social mobility.

Connect

1. Begin this activity by asking learners to think about the ways in which they have personally encountered movement in their lives. Examples to share with learners if they need them might include:

    •   Moving home

    •   Changing schools

    •   Changing jobs

    •   Parents/carers commuting

    •   Staying with relatives

    •   Going on holiday

    •   Leisure purposes (entertainment, hobbies)

    •   Meeting needs (health, study)

    •   Visiting friends

    •   Curiosity (visiting new places)

2. Share **SLIDE 15** that shows different forms of movement (below) and invite learners to revisit their conversation and think about these different types of movement in relation to what they were discussing. What types of movement have they experienced or encountered?

- External – outside of a country or region to a different country or region.

- Internal – within a country, region, city or town.

- Temporary – for a limited period.

- Permanent – involves relocation to a new place.

- Regular –involves a regular and repeated pattern like commuting or seasonal.

- Irregular – not part of a pattern and may be a one-off movement.

- Voluntary – a choice of the individual/group involved.

- Forced – where people have had to move to avoid danger or risk for example.

Open-up

3. Introduce to learners that the forms of movement on **SLIDE 15** can all be described as types of spatial movement or spatial mobility. This is because they involve some form of mobility through space (from one place to another). Share with learners the idea that movement or mobility can also be used to talk about social change or social mobility.

4. Ask learners what they think social mobility/movement might mean and invite them to give examples to help explain or illustrate their thoughts. **SLIDE 16** introduces definitions of social mobility. How do these compare with their own ideas?

5. Using this new understanding of movement/mobility ask learners to revisit their earlier discussion around different types of spatial mobility and to reconsider them in terms of social mobility or movement. What do they notice as they do this?

[**NOTE:** they should identify that spatial and social mobility can be connected. For example, someone may move to a new job in a nearby city and commute each day (spatial mobility) to bring home better wages to improve the lives of their family (social mobility).]

6. It can be more challenging to make the connections the other way – from social mobility to spatial mobility - or to see how these two forms of mobility might be entwined in complex relationships. To help reveal this, show learners the animation **Tita Nurse and the Balikbayan Box** (the Manila animation) and ask them to identify how spatial and social mobility might be connected. **SLIDE 17** gives some responses, should they be needed to support learners.

7. Provide learners in pairs with **Activity Sheet 3.1: Mobility Relationships** that has one side of the page titled Spatial Mobility and the other side Social Mobility. Ask learners to use their understanding and ideas to present examples of the relations between these two forms of mobility. For example they might put 'move to city to go to university' under Spatial and then under Social put 'earn higher wages in better job as graduate' to show how these might relate/connect.

   Learners could use the different comic/animation stories to source and develop their ideas, but they should also be encouraged to draw on their own experience and ideas, and on any previous learning. Some examples of mobility relationships are given on **SLIDE 18** if needed to support learners.

8. The researchers who collected the data behind these animation stories used Migration Rhythm Maps as one way to explore and understand relationships between spatial and social mobilities, and how these connect to movement and middle-classness.

   Display **SLIDE 19** that shares an example of a Migration Rhythm Map from the research project. The example is also available to download and print for learners as **Activity Sheet 3.2: Migration Rhythm Map example**.

   • What do learners notice about the Migration Rhythm Map?

     [**NOTE:** They should be able to pick up on the dates, different locations, multiple characters, and key life events.]

   • Invite learners to share ideas about how or why this research method might be useful.

     [**NOTE:** A good way to demonstrate its usefulness is to try reading the map to tell the story of a chosen character. Telling the story of the daughter for example might be as follows:
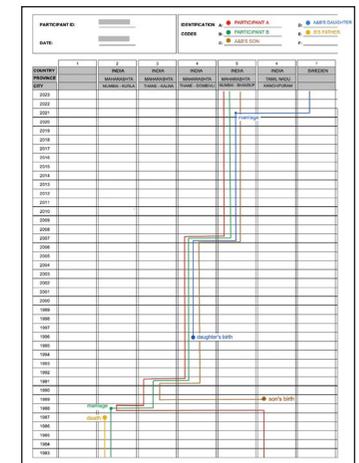
'The daughter was born in 1996 in the Indian city of Thane in the Dambiuli neighbourhood. Her parents and elder brother (born in 1989) had lived there since 1991 when they moved from a different part of Thane called Kalwa. Her parents had moved to Kalwa following their marriage in 1988 in Mumbai (Kurla) where her father had come from. Her mother had lived in Tamil Nadu before their marriage. When she was 11 years old her family moved back to Mumbai, settling in the Bhandup neighbourhood. She remained there until she was 25 when she married and relocated to Sweden where she has lived since 2021.'

- If learners have not already, invite them to consider the limitations of the Migration Rhythm Map. What can't it tell us? What questions does it generate? What would they like to know?

9. As an extension learners could be invited to create their own Migration Rhythm Map to share their own story and/or that of their family members. This might be best used as a home learning activity so that they can consult with family members to provide details. If there is little migration in their immediate family they may want to extend the activity to include historical movements of their parents or grandparents.

   A template for this is provided for download as **Activity Sheet 3.3: Migration Rhythm Map Template**. This allows for a timespan of 50 years and for up to 6 different locations. Note that the template is in a landscape rather than portrait format, but it has the same components as the one used in the research. **SLIDE 20** can be used to display the template make sure learners understand how to use it. Learners may want to expand or create their own migration map if their personal story is more complex or they want to extend it over a longer period of time.

   [**NOTE:** An alternative way to use this is to ask learners to project forwards using the same template. Where do they imagine they might move to, at different points in their life looking ahead?]

Make room

10. Remind learners that the research this resource is based on explores the rapid growth of middle class populations in Asia. Invite learners to think about whether more people becoming middle class is a good thing. You might like to use a thumbometer (see box right) to assess the feeling in the room.

11. Expand on the initial thoughts of learners by asking for examples of the different perspectives (positive, negative, not sure) on the growth of the middle classes.

12. One of the things we see associated with middle-classness in the comics/animations is an increase in levels of consumption. Can learners recall examples of this from the stories they have looked at?

    - Does this prompt change their perspective on middle-classness in any way?

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.

13. Ask learners what they understand by the concept of 'sustainable development'.

    Use **SLIDE 21** to share a definition of sustainable development and see how this compares with learners' ideas.

    Expand the conversation by asking learners how this definition relates to ideas of social mobility and the growth of middle-classness at a global scale. Some key issues that could be discussed here include:

    • The definition prioritises meeting needs and social mobility can help people to meet these needs.

    • The definition also recognises that there may be limits on the ability of the environment to support meeting needs.

    • As more people become middle class and have greater purchasing power they consume more energy and resources.

    • Do consumption patterns of the present threaten the ability of future generations to meet their needs?

14. Show learners **SLIDE 22** that introduces the idea of Earth Overshoot Day. This is one way to look at sustainable development and the impact of human activities on our planet.

    • What do learners notice about how Earth Overshoot Day has changed over time?
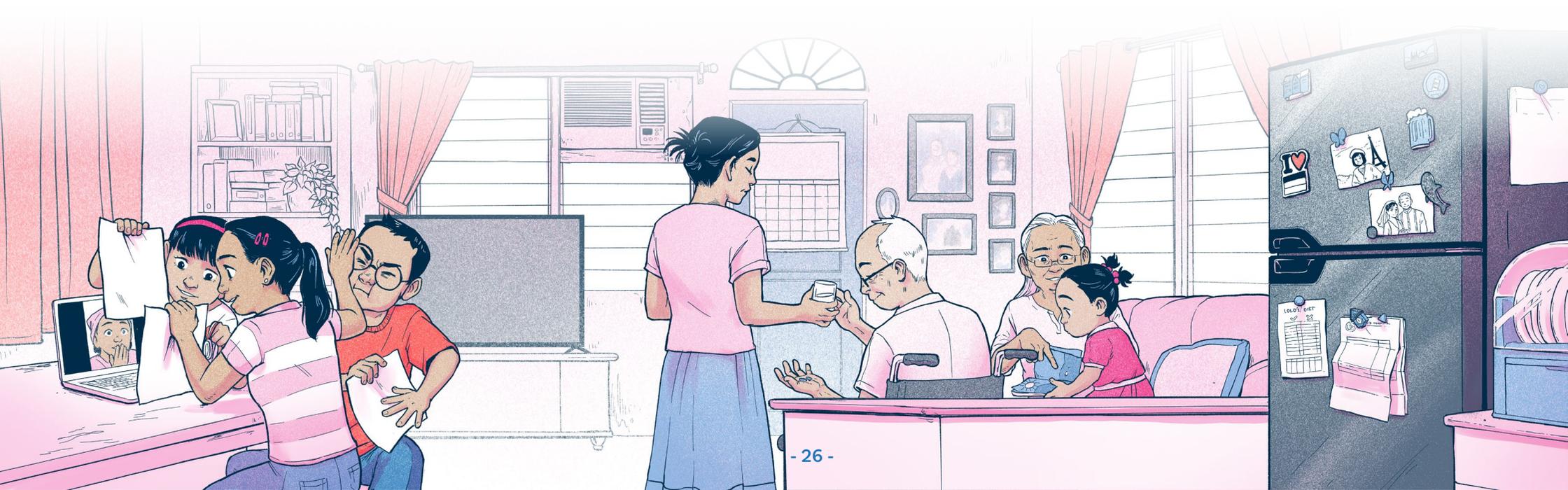
There are many reasons why Earth Overshoot Day has been getting earlier over time. Some of the key reasons include population growth, urbanisation (taking more ecologically productive land out of service) and increased consumption and waste (using up more of the Earth's resources). Upward social mobility and growing middle classes are accelerating some of these trends and putting further pressure on Earth Overshoot Day.

15. Provide learners in small groups with a copy of **Activity Sheet 3.4: Country Overshoot Day** (also available on **SLIDE 23** for display). This shows when Earth Overshoot Day would be if everyone on Earth lived like the residents of different countries. It shows for example that if everyone lived like a typical Canadian then Earth Overshoot Day would be on 26th March - not even three months into the year. By contrast, if everyone lived like a typical Uruguayan then it would fall on 17th December.
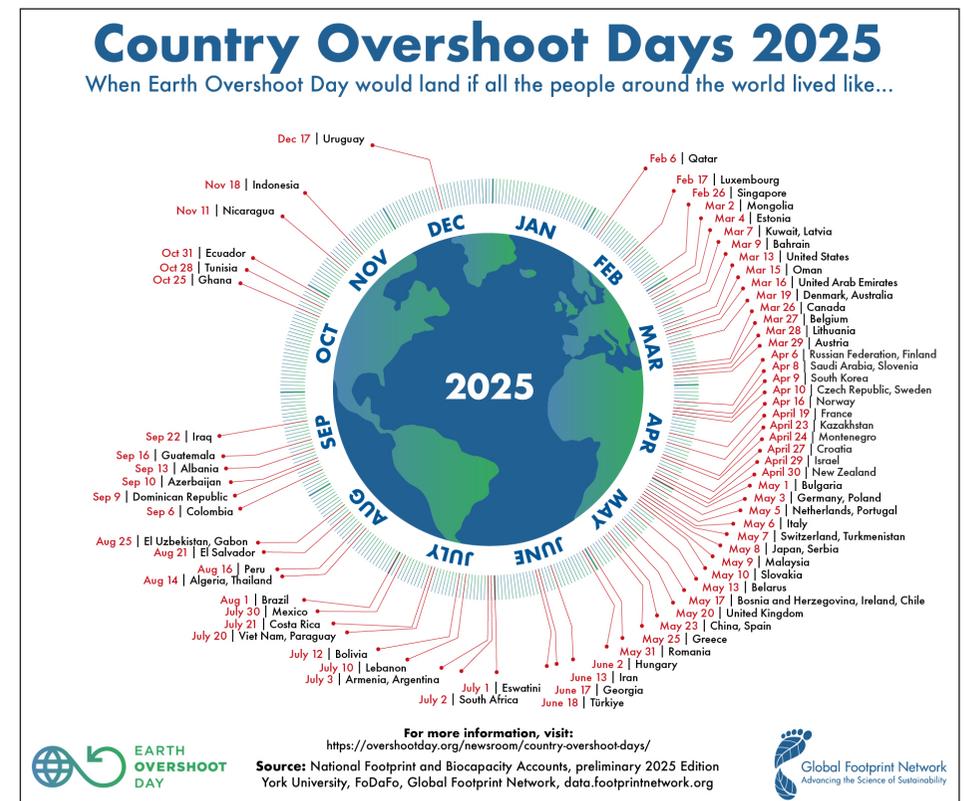
[**NOTE:** If a country is not shown on this chart then it means it's populations lifestyle and consumption patterns do not currently overshoot the ecological regeneration of the country. This means if everyone lived like they currently do, on average, then we would not overshoot the Earth's ecological capacity at a global level.]

Give learners a little time to explore the chart and use the following prompts to help them engage with the data:

- What do you notice about the data?

- Are there surprises in some of the data?

- Where is your own country? Is that what you expected?

- How does this data connect with what you understand about social mobility and middle-classness?

- Where are the countries represented in the animations/comics (Pakistan, Indian, Philippines, Vietnam)?

  [**NOTE:** Only Vietnam is shown on the chart. Pakistan, India and Philippines are currently within the overshoot limits. This means if everyone lived as an average person in those countries then we would not currently exceed the ability of the Earth to support us.]

- How might growing middle-classness influence Earth Overshoot Day in the future?

Country Overshoot Days 2025
When Earth Overshoot Day would land if all the people around the world lived like...

Dec 17 | Uruguay
Nov 18 | Indonesia
Nov 11 | Nicaragua
Oct 31 | Ecuador
Oct 28 | Tunisia
Oct 25 | Ghana
Sep 22 | Iraq
Sep 16 | Guatemala
Sep 13 | Albania
Sep 10 | Azerbaijan
Sep 9 | Dominican Republic
Sep 6 | Colombia
Aug 25 | El Uzbekistan, Gabon
Aug 21 | El Salvador
Aug 16 | Peru
Aug 14 | Algeria, Thailand
Aug 1 | Brazil
July 30 | Mexico
July 21 | Costa Rica
July 20 | Viet Nam, Paraguay
July 12 | Bolivia
July 10 | Lebanon
July 3 | Armenia, Argentina
July 1 | Eswatini
July 2 | South Africa

Feb 6 | Qatar
Feb 17 | Luxembourg
Feb 26 | Singapore
Mar 2 | Mongolia
Mar 4 | Estonia
Mar 7 | Kuwait, Latvia
Mar 9 | Bahrain
Mar 13 | United States
Mar 15 | Oman
Mar 16 | United Arab Emirates
Mar 19 | Denmark, Australia
Mar 26 | Canada
Mar 27 | Belgium
Mar 28 | Lithuania
Mar 29 | Austria
Apr 6 | Russian Federation, Finland
Apr 8 | Saudi Arabia, Slovenia
Apr 9 | South Korea
Apr 10 | Czech Republic, Sweden
Apr 16 | Norway
April 19 | France
April 23 | Kazakhstan
April 24 | Montenegro
April 27 | Croatia
April 29 | Israel
April 30 | New Zealand
May 1 | Bulgaria
May 3 | Germany, Poland
May 5 | Netherlands, Portugal
May 6 | Italy
May 7 | Switzerland, Turkmenistan
May 8 | Japan, Serbia
May 9 | Malaysia
May 10 | Slovakia
May 13 | Belarus
May 17 | Bosnia and Herzegovina, Ireland, Chile
May 20 | United Kingdom
May 23 | China, Spain
May 25 | Greece
May 31 | Romania
June 2 | Hungary
June 13 | Iran
June 17 | Georgia
June 18 | Türkiye

For more information, visit:
https://overshootday.org/newsroom/country-overshoot-days/
Source: National Footprint and Biocapacity Accounts, preliminary 2025 Edition York University, FoDaFo, Global Footprint Network, data.footprintnetwork.org

EARTH OVERSHOOT DAY

Global Footprint Network
Advancing the Science of Sustainability

16. Although global trends suggest that growing middle classes present challenges to sustainable development, some research suggests that it may also present opportunities. Introduce this idea to learners if it has not already come up and see if they can suggest what some of these opportunities might be.

    The following are three ideas from research on middle-classness and sustainability:

    - Middle-classness is associated with higher levels of education and greater awareness of, and concern about, sustainability.
    - Middle class populations are more likely to make (and be able to afford) sustainable consumption choices such as investing in green technologies or purchasing organic foods. Research shows that middle class consumers are more likely to make pro-environmental choices than either lower or upper class consumers.
    - Middle class populations are more likely to support pro-environmental causes and organisations.

17. To close this part of the activity, return to the thumbometer (see step 10, page 25) and repeat the poll of whether growing middle classes are a good thing. Have learners' views changed and if so how and why?

Imagine

This next part of the activity focusses on needs and explores how it might feel if these were not being met. Please be aware that this may be a sensitive topic for some learners.

18. Use **SLIDE 24** to introduce learners to Maslow's hierarchy of needs (right) and check that they understand the different levels of the hierarchy.

    - Invite learners to share thoughts about how they think the hierarchy connects to ideas of social mobility, migration and middle-classness.

19. Returning to the comics/animations that they have previously engaged with, ask learners to consider how the stories relate to the hierarchy of needs.

    - Can they associate particular characters or phases of the story with different levels of the hierarchy (perhaps at different stages in the story)?
    - How might it have felt for those characters?

Maslow's hierarchy of needs pyramid:
Self-actualisation
Esteem
Love and belonging
Safety needs
Physiological needs

20. Research into the growing global middle classes suggests that things that were once considered luxuries or wants are now thought of as needs or even necessities. Mobile phones and laptops were once considered luxuries for example, but are now considered a necessity by many.

    Provide learners with a set of the wants and needs cards on **Activity Sheet 3.5: Wants and Needs** and ask them to cut them out. Working in small groups (3-4) ask learners to decide whether each of the cards is a want or a need.

    They could organise them into two piles or alternatively create a continuum from Definite Need at one side to Definite Want at the other. This allows for cards to be placed at different points along the continuum dependent on how strongly they feel it is a want or need.

    [**NOTE:** This is not a right or wrong answer activity and learners should be encouraged to express their opinions. They do not have to agree on where the cards should be placed. The learning is in the discussion and the thought process.]

21. Once learners have organised their cards you might like to invite them to share their thoughts either by taking each card at a time and seeing where groups placed it, or by inviting groups to visit one another and see how others chose to place the cards.

22. As an extension, learners could relate the cards back to Maslow's hierarchy of needs. Where would they place the different cards? Where on the hierarchy do they notice the wants are, compared with the needs?

23. Close this section of the activity by asking learners to reflect on whether what is considered a 'need' or 'want' might change according to your level of social mobility and class. How might movement (spatial mobility) factor into this?

Challenge

24. Working with a partner, invite learners to reflect at the end of this activity on what they now understand about mobility and how this connects to processes of migration and a growing middle class. They might like to draw on examples from the comics/animations as well as from their own life experiences. They could look at the **PRIO City Briefs** for each of the four cities for further ideas.

25. Bring learners together by asking them to share their thoughts more broadly with the room to build a bigger picture of understanding.

THE CHALLENGES OF MIDDLE CLASS MIGRATION

The fourth part of this resource considers some of the challenges faced by people involved in middle class migration. It uses the comics and animations to explore the emotional strain that both migration and the struggle for upward social mobility can place on people.

4.1. The mobility rollercoaster

In this activity learners will consider the challenges that face individuals and families as they migrate to improve their lives and move towards middle-classness. It focusses on both the practical, but also the important emotional challenges that might arise and on how these might be overcome.

Connect

1. Begin by asking learners to reflect on or revisit the animations and comics from earlier activities to try and identify what challenges were faced by characters in the stories. This could be done in small groups with each group looking at a different animation/comic and then sharing their ideas with the wider group.

2. Invite learners to expand on the challenges identified in the animations/comics with any challenges from their own lived experience if they are happy to share.

   [**NOTE:** Some learners may have personal experiences that they are reluctant to share or that raise sensitivities, so care should be taken in this step of the activity and you may choose to skip this step.]

3. Ask learners to think about their own futures and any movement that this might involve as they attempt to better their lives. What challenges might they anticipate?

   [**NOTE:** Learners may want to reflect back on Part 2, step 12, page 17 to support this.]

Open up

4. Watch the animation **City of Opportunities: Mumbai** together as a group and ask learners to note the challenges faced by Rahul, Varsha and Shankar whom we meet. How do their challenges relate to those that learners have identified or anticipated in thinking about their own lives?

5. Ask learners what they noticed was different about the script of this animation. [**NOTE:** they should pick up that the city was personified in this animation.] Ask learners:

   • Why do you think the scriptwriter chose to personify the city?

   • Does personifying the city change the way you experience the story?

   • Does it change the way you feel about/for the different characters in the story?

6. The animation provides four different descriptions of Mumbai's identity (see **SLIDE 25**) as a city of opportunity, solitude, contradictions and contrasts. These could be seen as metaphors for the experience of moving to a new city and trying to improve your life chances. Based on your earlier thinking in this activity what other words might be used? Examples might include:

   • City of Hope

   • City of Disappointment

   • City of Frustration

   • City of Luck

   • City of Connections

7. Towards the end of the Mumbai story we are told:

   "I may knock you down, but I can also build you up"

   Use this as a stimulus for learners to think about how moving to a city to seek a better life might be positive (build you up) or negative (knock you down). Learners could analyse the **Mumbai script** to look for ideas/examples, perhaps underlining positives and negatives using different colours.

Make room

8. Remind learners of **Tita Nurse and the Balikbayan Box** where we meet a family in Manila in the Philippines being helped to move into middle-classness by a family member (an aunt or 'tita') who moves to Germany to work as a nurse. We are told:

*"She is living there so that we can have a better life here."*

Later in the story however we learn of the emotional and practical pressures that this places on Tita as she tries to support her family.

Ask learners to look at the comic or animation again and note the pressures for Tita and her family. The **Manila script** is available to download and analyse as an alternative way to do this.

- In what ways was Tita under pressure?
- What might the emotional and practical costs of that pressure be for her?
- Do you agree with the decisions she made about supporting her family?

In the other stories we also hear examples of family members giving support to help make a better life. In Vietnam, the mother cares for her grandaughter so that the daughter can work to earn money for a better home, and in Mumbai we hear about Shankar getting support from his wife's family after his business partnership fails.

9. These stories raise interesting questions about the expectations that family members might have on others in the family and on the responsibility that people might feel for supporting or helping their family members.
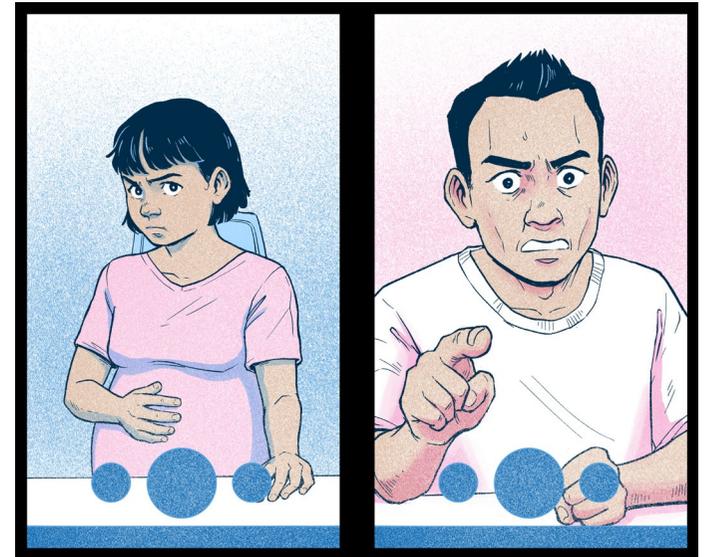
Ask learners to think about their own expectations for support/help from their family. What do they consider the relationship between parents/carers and their children should be? What is it reasonable to expect?

Looking ahead in their own lives, what do they think their own responsibilities should be for other family members, and who are those family members?

How might support from family influence migration choices and social mobility?

10. Tita sends support both in the Balikbayan Box but also in money to allow her family in Manila to pay for things like education and new appliances for the home. These are all things that help move her family towards middle-classness.

    Ask learners if they have come across such payments and if they know what they are called. Use **SLIDE 26** to double check their understanding of remittance payments or to introduce the term to those who are not familiar with it.

11. Direct learners to the remittance page of the online **Migration Data Portal**. This provides data and information about remittances at an international level.

    Invite learners to explore the page to learn more about remittances, their links with migration and their role in social mobility and the growth of the global middle classes. Draw attention to the interactive map that allows you to look at the incoming remittances for countries and where those remittances are coming from.

    Use **Activity Sheet 4.1: Remittance patterns** to record data for the four countries featured in the animations/comics. A second interactive map showing remittances as a percentage of national income (GDP) is available **here** for completing the final column.

12. Sending remittances costs money for those sending and for those receiving. This money is taken by brokers who are in the middle and charge a fee for handling transactions. In 2023 the average cost to send US$ 200 was 6.4% or US$ 12.80. In some cases it can be as high as 12%, but new mobile technologies can also make it cheaper to send money with the cost being around 4-5%.

    Target 10c of the United Nations Sustainable Development Goals (SDGs) aims to reduce remittance costs to 3% or less by the year 2030.

    Target 10c is part of the UN SDG 10 to 'reduce inequality within and among countries'.

    - How might lowering the cost of remittances help to reduce inequalities?
    - What might this mean for the growth of the middle classes in remittance-receiving parts of the world like Asia?

10 REDUCED INEQUALITIES

THE GLOBAL GOALS
For Sustainable Development

Imagine

13. In the Mumbai animation we meet Varsha who arrives in Mumbai carrying a cooking pot given to her by her mother. Ask learners what they think the cooking pot symbolises in Varsha's story.

    [**NOTE:** they might see the pot as representing the loneliness and lack of family/community that can be felt when moving to a new place. This is felt by Varsha and especially when her husband goes out to work leaving her at home alone. Later in the story it could represent the rebuilding of community and connections as Varsha begins to cook for people she has met at the local temple.]

14. Varsha's story, like many of the others in this resource, shows the importance of being resilient during the struggles to build better lives. Invite learners to share with a learning partner what they understand by resilience. They might like to draw on the animations/comics to provide examples.

    [**NOTE: SLIDE 27** shares a definition of resilience should you wish to use this with learners.]

15. In the Mumbai and Manila stories we are shown signs of loneliness and unfamiliarity for the characters involved. This can have a serious emotional impact on people who migrate. Building new connections and finding a sense of community in a new place can take time and effort, but can be an important part of being resilient.

    Ask learners to continue their discussions about resilience by thinking about how and why community might be an important part of this.

    - Why might feeling part of a community be important?
    - What does it mean to feel part of a community?
    - How might it feel to not belong?
    - In what ways might community and middle-classness be connected?

16. In the Mumbai animation we learn that both Rahul and Varsha eventually find ways to build connections and community. Use **Activity Sheet 4.2: Cooking up a community** and invite learners to illustrate or annotate the page to say what they think is important in creating a sense of community. They can use ideas from the animations/comics, but also from their own experiences and thinking.

17. Revisit the earlier phrase from the Mumbai animation/comic when we are told:

"I can knock you down, but I can also build you up"

Ask learners to imagine they are in the place of one of the migrants we have met in these stories - to put themselves in their shoes. They could choose a character from Mumbai or from one of the other stories for this.

- What are the things that might 'knock you down'?
- What about the things that might 'build you up'?
- Can they find a positive 'build you up' factor for each negative 'knock you down' one that they identify?

18. At another point in the Mumbai story we are told about Rahul:

"He's young, he can take risks"

- To what extent do learners agree with this statement? You could use a thumbpoll.
- Do they think that being young makes you more able to take on the challenges (risks) involved in migration and striving for a better life?

Challenge

19. Whether moving to a different place, or staying in the same place and trying to build a better life there, it is likely that we will all face challenges at some point in our life journey. Invite learners to use their learning from this activity to create a series of notes to their future self, to help think about how they might manage and overcome these challenges.

They might use the following format:

If I experience .... then I will ....

FREEDOM, CHOICE AND SUCCESS

The fifth part of this resource considers the outcomes of middle class migration looking at how it relates to giving people greater freedom and choice in their lives. It also considers what is understood by success in terms of building a better life and how mobility fits with this.

5.1. Agency and actions

In this activity learners are given the opportunity to reflect on what the outcomes of upward social mobility might be and on the idea of 'success'. The Migration Rhythms comics and animations are used as a stimulus for thinking.

Connect

1. Start the activity by asking learners to reflect on the comics and animations and to respond to the question 'what does success look like?'

    Encourage learners to expand on their initial ideas by drawing on examples from the animations/comics.

2. Provide learners in small groups with copies of **Activity Sheet 5.1: A Picture of Success**. This contains photographs taken from the Migration Rhythms research project. Ask learners to look at the images and to consider how they might represent a successful outcome of migration and middle class aspirations in Asia. What do they see in the photographs and how does what they see represent success.

    [**NOTE:** the images could be cut up so that they can be sorted into different forms of success, or used to illustrate a scale of success from more successful to less successful. Learners could come up with their own ideas of how to organise/sort the images and this should be encouraged.]

3. Extend learners thinking and discussions by asking the what challenges there might be in trying to identify the successes of middle class migration by looking purely at images. What other ways might success be experienced, understood and expressed by those who have achieved it? Learners might like to think back to the animations/comics for ideas.

4. Using their discussions and photo analysis as inspiration, ask learners to imagine themselves in the position of someone moving to a large Asian city in order to improve their lives and enter the middle classes. Challenge them to come up with some success criteria for this. How would they know they had achieved their goal? What would the indicators be?

   [**NOTE:** Indicators could be both physical (things they have or own), but also non-physical such as a sense of security, ability to make choices, self esteem, wellbeing, good relationships etc. Help learners to draw these out if they don't come naturally from their discussions.]

5. Once they have created their criteria, invite them to think about their own aspirations for their future lives. How do the success criteria they created for the Asian stories compare with those for their own lives in their own country?

6. Show learners **SLIDE 28** that shows the survey results from the four Asian cities in the Migration Rhythms research project. What do learners think about these as 'success' criteria? Would they be relevant success criteria for where they live?

7. Linking back to the photo activity you could expand this by asking learners to think about what their 'pictures of success' would look like? What would they show in a photograph?

   A possible extension to this part of the activity is to think about the role that social media might be having in the way people portray success. It has become common for people to show their signs of success (and perhaps status) by publishing images on social media. How might social media be changing what counts as success and perhaps how people see themselves in relation to middle-classness?

Open up

8. In the Karachi animation/comic, **Paths to where we are - Karachi**, we meet Asif and he tells us about his own success and how he sees his home as a sign of this. Use **SLIDES 29-33** to show learners the opening pages of the Karachi comic where Asif talks about his success.

9. Remain on **SLIDE 33** and draw learners attention to the comment made by Asif:

   "Not bad for a self-made man, eh?"

   Do they think Asif's statement is an accurate representation of reality? If not familiar with the story, learners may like to look at the Karachi comic or watch the animation to help them respond to this.
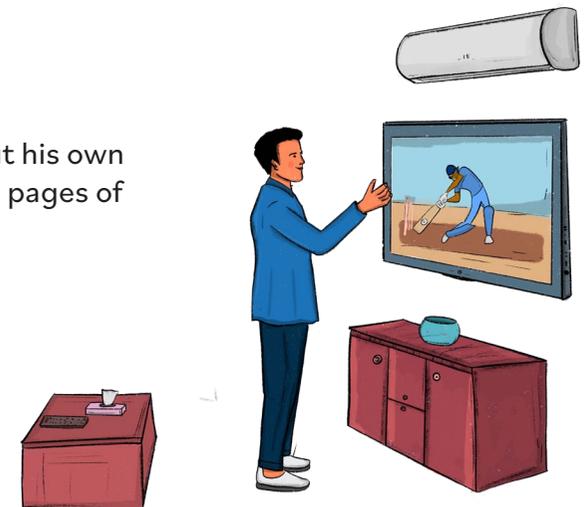
10. Ask learners to reflect on the other stories in this resource and to consider whether any of the characters are 'self-made' in the way that Asif suggests. Invite them to give examples from the animations/comics to support their views.

11. Show **SLIDES 34-35** from the end of the Karachi story where we are told:

    "Alongside my brothers. Brick by brick. We are not self-made. We each build our lives on the shoulders of those that came before us. And in building this house we lay the foundations of our family for generations to come"

    How does this change how Asif's claims to be 'self-made' might be seen? What about in the other stories? What foundations were laid by others? Whose shoulders have come before?

12. Learners could reflect on their own lives (and perhaps those of their carers) to think about the foundations that others may have laid for them. They might like to refer back to the Migration Rhythm Maps (page 25) to support their thinking. Learners should be encouraged to think about what others did to help lay the foundation, but also about what they may have given up or sacrificed in doing this.

13. In the story from Manila there is a point where the young boy talks about the things Tita (his aunt) has to give up or do to improve his own life. Recognising the efforts, energy, hardship and struggles of others who may help to improve our lives can be a reminder that very few of us are ever truly 'self-made' as described by Asif.

    In 2025, Jaz Ampaw-Farr published a book called *'Because of You, This is Me'* that gave thanks to those in her life who had helped her to become the person she is today. Introduce this idea to learners and invite them to use the title phrase 'Because of You, This is Me' to think about the people in their own life who have helped make them who they are today. This could be done as a private reflections initially, but learners could be encouraged to share their ideas with a trusted partner after a short time.

    Activity Sheet 5.2: Seeing our Foundations could be used to support this activity and make it more active. The activity sheet contains an image of bricks (like those in the comic) and learners could write/draw people, or people and actions (what they did or gave up etc) in each of the bricks to represent those that have helped them become who they are.

    [**NOTE:** This could raise sensitive issues or trigger learners who have had a more troubled past, but with care they could still be supported to engage in the activity. Educators should use their discretion.]

Make room

14. In the animation Winged Wishes for my Daughter we are told:

"What is more natural than a bird flying the nest?"

Ask learners so share their ideas about what they think this means and to what extent they agree with it or not. [**NOTE:** You might like to look at the **Short Guide to Philosophical Enquiry** for advice and tips to support discussion.]

15. Expand on learners' discussion by asking them whether it is easier for some people to fly from the nest than others? How might this relate to social mobility? This could be done as a continuation of the discussion or learners could work in pairs or small groups using **Activity Sheet 5.3: Flying the nest** to annotate or sketch their ideas about what might make it easier or harder to fly from the nest. They can use ideas from the animations/comics and their own thoughts and experiences.

16. You might like to expand this and invite learners to reflect on how they as young people feel about the idea of leaving the nest.

- What emotions does it create for them and why?

- Does flying the nest involve migration for them and if so to where, and for what reason?

- What will flying the nest mean for their social mobility (remembering that people can experience downward as well as upward mobility at different points of their lives).

Imagine

17. At various points in the comics and animations we learn about people making choices on their pathway towards becoming middle class and having a better life. Ask learners to think back over the stories and to share examples of the sorts of choices that were made. Examples may include:

- Tita choosing to go overseas to work as a nurse to support her family in Manila.

- Rahul choosing to try his luck by relocating to Mumbai.

- In Vietnam the young woman choosing to take a job at the cement factory.

- In Karachi the brothers choosing to build a home to help their family resettle.

- Shankar choosing to start a new business selling mango juice to workers in Mumbai.

18. Ask learners to reflect on the relationship between choice (choosing) and middle-classness. Which comes first? Does making choices lead to middle-classness or does middle-classness lead to choices? Encourage them to use the animations/comics to evidence their responses. Additional prompts to deepen the conversation could include:

- Why might the ability to make choices be a driver for people to aspire to a better life?

- What might it feel like to be unable to make choices?

- How do you feel when you can/can not make choices?

- Is migration always a choice?

19. Expand on the conversations by asking whether becoming middle class brings greater freedoms? What might those freedoms be? Are there ways in which becoming middle class might lead to less freedom (responsibilities, financial commitments etc).

20. In the Vietnam story, by the time the main character becomes a grandma at the end of the story she says of her granddaughter:

"I don't need her to achieve great things. I simply hope that she can have a good life.
So that one day if she so desires, she can stay or fly off and find her good land to settle in."

- What does this statement suggest about the relationship between freedom, choice and a good life?

- Is having a good life only possible by becoming middle class?

- Does everyone who is middle class have a good life?

- How would you define a good life?

Challenge

21. Using their learning from these activities, invite learners to creatively engage with the idea of living a good life. What does this mean in terms of their own mobility; about what success might mean for them; about their own choices and freedoms? They could use any mechanism they choose to express their thoughts and feelings. Examples might include:

- Draw a scene of a future good life.

- Create a series of top tips for living a good life.

- Write a letter to their future self imagining a good life and how they have achieved it.

- Write a poem around the theme of a good life.

- Create a song about living a good life.

- Produce a set of social media memes that share their ideas for a good life.

THE UPS AND DOWNS OF SOCIAL MOBILITY:MOKSHA PATAMU

This final part of the resource provides learners with a chance to reflect on their learning by reviewing the ups and down of social mobility and its relationship with migration. It uses the ancient Indian game of Moksha Patamu (also known as Snakes and Ladders) as a creative way to do this.

1. Begin by introducing learners to the ancient Indian game of Moksha Patamu (see **SLIDE 36**) which was originally a board game using dice rolls to move pieces up ladders (representing good deeds) and down snakes (representing vices) on a grid. The ultimate aim was to reach the spiritual goal of moksha (liberation).

2. Use the idea of Moksha Patamu to devise a version of the game that reflects the struggle for social mobility that the characters in this resource have undertaken. You can use real examples from the animations comics to help create your game. For example you might make a snake based on when Shankar's money is taken from him by his business partners. A ladder might be linked to Tita Nurse providing money to improve the education of her nieces and nephews.

   Follow these outline instructions:

   • Draw yourself a grid for the board. This often has 100 squares (10 x 10) but you could make it smaller and it does not have to be square. It could for example 6 squares along, by 8 high with a total of 48 squares.

   • Decide on your snakes. Their length could equate to how big a setback you think it represents to achieving middle-classness.

   • Decide on your ladders. Their length may vary according to how big a boost you think they are in social mobility.

   • Now draw your snakes and ladders onto the board or onto paper to then cut them out, arrange and stick down.

   [**NOTE:** the number of ladders and snakes learners have will partly depend on how many ideas they have, but also on how big they make the base board. They should probably aim for around 6 of each.]

   • Play your game with someone using a dice to take turns and move. You could play your own game or swap to play another groups game to see what ideas they came up with.

   • Reflect on how Moksha Patamu is largely a game of chance. Is this also true for social mobility? What role does migration play in this? Does migration improve chances for social mobility?

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

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Acknowledgements [SLIDE 37]

These materials were inspired by research conducted by the Peace Research Institute Oslo (PRIO) and their partners in the four study countries/cities.

Thanks to all our research participants who generously shared their time and stories, which are the basis for these activities.

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