

Theme 4: Positive Images



ACTIVITIES

9. How are migrants portrayed in the media?

10. Positive Images

Theme 4: Worksheets

Activity 9. How are migrants portrayed in the media?

Aims (PowerPoint slide 1)

- > To explore how migration is portrayed in the media
- > To learn to recognise different points of view in the media.

Total Timing One hour.

Credit: Part of this activity is based on an activity from the Not Just Numbers Toolkit (UNHCR and IOM www.unhcr.org/pages/4b7409436.html)

Timing

Activity

Materials

Starter

5 minutes

Present the sentence below (**PowerPoint slide 2**):

Illegal migration from North Africa to Italy reaching crisis levels.

Ask students:

- > Where may this information have come from?
- > How does it make you feel about migration?
- > Do you think this information is true? Why or why not?

Explain to students that through this activity they will learn to recognise different points of view on migration in the media

PowerPoint slide 2: Starter

Media photo activity

15 minutes

Place students into small groups.

Hand out **worksheet 24**, which can also be presented on **PowerPoint slide 3**. Also hand out one statement from **worksheet 25** per group.

Read out the activity instructions (**PowerPoint slide 4**):

The photograph shows migrants arriving in Lampedusa, an island in Italy. In your groups, imagine you are a journalist writing for a newspaper.

- > Write a news headline and a short photo caption to match the photo.
- > Write your headline and caption based on the view of your journalist.
- > Do not share your journalist's view with other groups.

Worksheet 24: Media photo activity and **PowerPoint slide 3**.

Worksheet 25: Journalist perspectives, one per group. Some groups may have the same information.

PowerPoint slide 4: Media activity instructions

Group discussion

20 minutes

Ask groups to present their news headline and caption to the rest of the students.

Ask other groups to guess what they think the view of the journalist is. How could they tell?

Activity 9. How are migrants portrayed in the media?

Timing

15 minutes

Activity

News headlines activity

Place students back into their groups.

Hand out a copy of **worksheet 26** to each group. Explain that the worksheet includes real headlines about migrants arriving in Lampedusa, Italy.

Ask students to read the headlines and decide what view they think the journalist that wrote each headline may have (**PowerPoint slide 5**). Students should be able to explain their choices.

Feedback on the answers with all the students.

Materials

Worksheet 26:
News headlines

PowerPoint slide 5: Journalist perspectives

5 minutes

Review questions (PowerPoint slide 6):

- > Where may some of our opinions, or the opinions of people around us, about migration come from?
- > Is what we read in the media always true? Why or why not?
- > How can we ensure we get more accurate information?

PowerPoint slide 6: Review questions

Take action on positive images!

Encourage students to build on their learning through the take action activities (**worksheet 29**).

Activity 10. Positive Images

Aims (PowerPoint slide 1)

- > To consider positive contributions of people who migrate to their new communities.
- > To consider your future dreams and to create a list of actions to change things for the better for everyone.

Total Timing One hour.

Timing

Activity

Materials

Starter

5 minutes

Ask students to think of how other cultures may have influenced their country.

Examples may include food, celebrations, sports, dance and music. Explain that people from different countries bring new ideas and ways of life and that over time these are adopted as a part of everyday life.

Explain that this activity will consider contributions made to their new communities by people who have migrated.

Introducing film 4 and discussion questions

10 minutes

Introduce **film 4**. Explain that the film has two parts. The first part has people expressing negative opinions about migrants. The second part shows some people who have migrated responding to this and showing how they have made positive contributions to their new community.

Educator tip: The film contains some antagonistic language at the start. You may like to provide some context before watching the film to help students understand why people may express these views. For example you could run **activity 9**, which explores the media's influence on people's opinions on migration.

Encourage students to think about the following questions while they are watching the film (**PowerPoint slide 2**):

- > Where do you think some of the negative opinions expressed at the beginning of the film may have come from?
- > How do the people in the second part of the film respond to these statements?
- > What positive ways do people say that they have contributed to their new communities?
- > How do you feel about the issues raised in the film?

PowerPoint slide 2: Film 4 questions

Activity 10. Positive Images

Timing

15 minutes

Activity

Film 4: Positive Images

Watch **film 4** or read the film transcript from **worksheet 27**.

Feedback as a group after the film, using the questions on **PowerPoint slide 2**.

Materials

Film 4: Positive Images. Film contains multiple languages. Choose subtitles in your language before you start.

Worksheet 27: Film 4 transcript

30 minutes

Our future dreams

Place students into groups and handout **worksheet 28**.

Read out the activity instructions (**PowerPoint slide 3**):

The images show young asylum seekers living in the United Kingdom expressing what their future dreams are.

Use the images to discuss in your groups:

- > What talents do you think the young people have?
- > What jobs do you think they would like to do in the future? How do you think they could help their communities?
- > Think about your talents. How could these help you find a job and help your community in the future?
- > What can you find in common with the young people in the images?

Finally students can complete the following activity (**PowerPoint slide 4**):

- > In your groups, write one action you will take in your school or youth group to change things for the better for everyone in the future.
- > Collect the actions from each group together. Ensure everyone agrees on your list of actions. Display the actions somewhere for everyone to see and remember.

Worksheet 28: Future dreams

PowerPoint slide 3: Future dreams questions

PowerPoint slide 4: Our future dreams activity

Take action on positive images!

Encourage students to build on their learning through the take action activities (**worksheet 29**).

Worksheet 24: Media photo activity

Activity 9: How are migrants portrayed in the media?



Credit: Tomasso Della Longa, Italian Red Cross

Worksheet 25: Journalist perspectives

Activity 9: How are migrants portrayed in the media?



You are a journalist who thinks migration is bad for your country and its economy.

You are a journalist with a humanitarian view of migration. You are concerned about the needs of migrants, particularly the most vulnerable such as children.

You are a journalist who thinks migration is beneficial for your country. You think migration is good for the economy and for society.

You are a journalist with a factual and informed view. You use research and draw on different sources of information.



Illegal migration from North Africa to Italy reaching crisis levels

Source: CNN, April 2011
http://articles.cnn.com/2011-04-06/world/tunisia.italy.migrants_1_lampedusa-italian-island-italian-coast-guard?_s=PM:WORLD

25 found dead in boat carrying refugees off Italy coast

Source: CNN April 2011
<http://edition.cnn.com/2011/WORLD/europe/08/01/italy.boat.bodies/index.html>

Lampedusa migrant numbers prompt United Nations crisis warning

Source: Guardian 2011
www.guardian.co.uk/world/2011/mar/21/lampedusa-migrant-italy

EU fear of north African migrants 'overblown'

Source: EU Observer 2011 <http://euobserver.com/22/31973>

Thousands of migrants swamp Lampedusa

Source: Euronews 2011
www.euronews.net/2011/03/15/thousands-of-migrants-swamp-lampedusa/

Minorities continue to flee Libya to Tunisia and Lampedusa

Source: Malta Independent Online 2011
www.independent.com.mt/news.asp?newsitemid=124576

The tiny Italian fishing island which now has MORE migrants fleeing Tunisia and Libya than inhabitants

Source: Mail Online 2011
www.dailymail.co.uk/news/article-1371204/Lampedusa-MORE-migrants-fleeing-Tunisia-Libya-inhabitants.html

Seaborne immigrant invasion racks holiday island of Lampedusa

Source: Times Online 2008

Italy's Lampedusa island hit by migrant crisis

Source: BBC 2011
www.bbc.co.uk/news/world-europe-12816340

840 refugees arrive in Lampedusa, 117 women 28 children

Source: AGI News 2011
www.agi.it/english-version/italy/elenco-notizie/201106222217-cro-ren1110-840-refugees_arrive_in_lampedusa_117_women_28_children

Refugees Fleeing Libya Feared Dead At Sea

Source: Sky News 2011
<http://news.sky.com/home/world-news/article/15967538>

EU should act to avert humanitarian crisis

Source: Africa News 2011

Positive Images

“If you come here you’re going to need to get a job, support yourself, contribute!”

“Why is it Europe’s responsibility to care for all the immigrants?”

“I’ve read in the papers that there are loads of illegal immigrants.”

“Crime is rising in my country. Today I read in the paper that immigrants are responsible.”

“Why don’t you integrate and adopt our culture when you come here?”



(Sajwaa) “Migrants can contribute to the society. I am a mother of three, I am a teacher, and I work for Neighbourhood Watch to secure a safer and cleaner place where I live”.



(Priyanga) “Most migrants who come from their respective countries are qualified professionals anyway”.



(Shakeeb) “I’m a trained professional. I’m a chef”.



(Rex) “I’m working as a nurse now”.

(Ebrahim) “I’m a student, I study business and I also work as a volunteer, as a peer befriender for the Red Cross, and I also work for the refugee council as a volunteer”.



(Glenda) “I am recruited by an agency because the UK advertise their need for nurses because they have a shortage of professionals like me”.



(Shakeeb) “I work hard, I pay my taxes, I contribute to society”. “Hopefully once my status has been sorted I’m looking forward to going to university or college to finish my education and achieve my dreams”.



(Ines) “Immigrants definitely bring a lot of benefit, cultural benefit, educational benefit, definitely economical benefit”.



(Priyanga) “My future aspirations are to do my masters at the local tropical school of medicine to specialise in parasitology and to go overseas to developing countries and work in developing countries, hopefully, to improve people’s lives and save people’s lives”.



(Ines) “These people should be respected for the bravery of going abroad, speaking another language, having to do a job that they haven’t trained for all their lives. Having to come abroad means that these people change their ways, the lifeplan they’ve had since childhood is a different one now”.

Worksheet 28: Future dreams

Activity 10: Positive Images



Becky Duncan

Worksheet 29: Take action on positive images!

Take action!

- > Find out about positive influences of other cultures in your country. Create a piece of artwork in response to your learning and display this in your school or local community.
- > Create a presentation based on your learning about migration. Help to raise awareness of migration by delivering this to younger students in your school or a nearby school. Work together on a creative activity in response to your learning.
- > Work with your local radio station to create a radio programme about the positive aspects of cultural diversity in your community. Present the programme for World Refugee Day or International Migrants Day.

Inspire me!

Positive influences

What did they do?

- > Students in three schools in Tameside learnt about migration and the positive contributions that migrants can make, using activities from the Positive Images toolkit.
- > Students considered how different cultures influence each other, by looking at how art from Uganda in Africa influenced Brazilian art.
- > Young people produced pottery pieces in response to their learning, with the support of a professional artist, Adrian Holt. The works were displayed at a community gallery.

What did they say?

“I really enjoyed it! I produced a piece of pottery about how cultures influence each other”, (young participant).



Worksheet 29: Take action on positive images!

Inspire me!

Community Radio

What did they do?

- > Young people worked with a community radio station to design, plan and record a radio show to celebrate World Refugee Day.
- > They interviewed the public and people from refugee backgrounds in the community and they learnt about monologue writing and interviewing.
- > The show was broadcast for World Refugee Day.



Inspire me!

Do we need labels?

What did they do?

- > A group of young people organised a multicultural celebration event in their school, called 'One Holyrood, Many Cultures'.
- > Students ran interactive and creative workshops for younger students in their school.
- > They created a wall display in the shape of a parrot, where students could write on the feathers their answer to the question 'should people have labels and why?' The parrot challenged the analogy that a parrot only repeats what it hears.

What did they say?

"It made me realize that people base their assumptions on refugees on very little knowledge," (young participant).

