

Global Citizenship – An Interdisciplinary Approach in Primary School

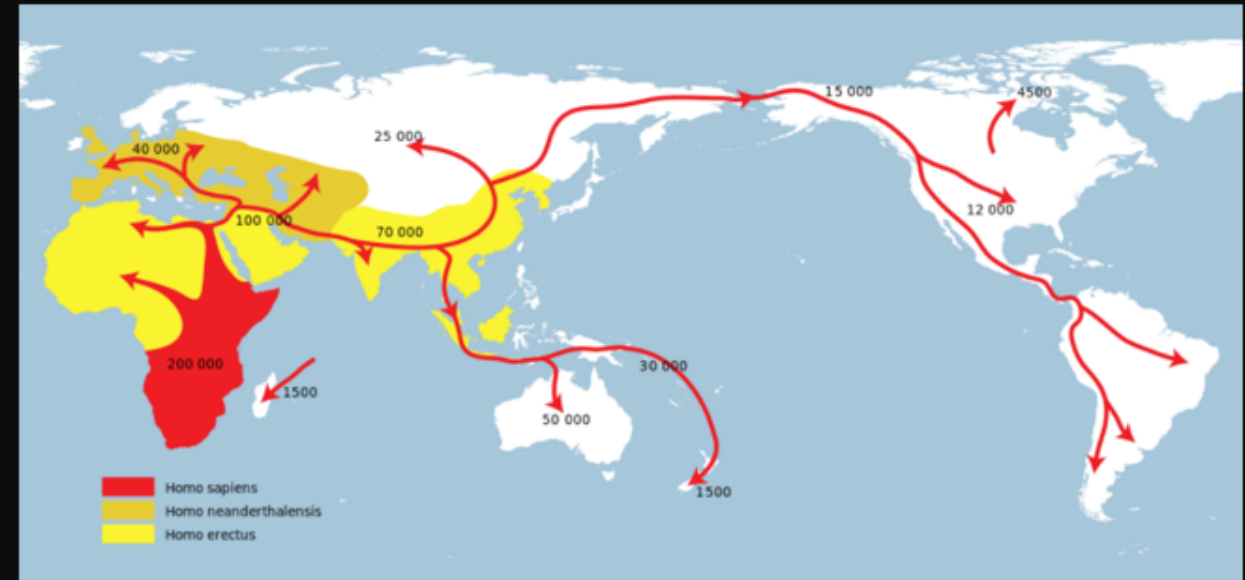
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Social Studies & Busting the Myths of Immigration

Understanding that migration has happened throughout our global history and the reasons behind it.

- *Learning context:*
 - *A lesson plan developed to understand the causes of migration around the world and bust the myths around immigration, especially in the western world.*
 - *Can be taught alongside novel studies such as *Divided City* or *The Boy at the Back of the Class*.*
 - *Critically analysing the role of media bias and discrimination in encouraging harmful stereotypes.*
 - *Use the linked pdf presentation to develop an understanding of correct terms.*
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Focus: Social Studies/Myths around Immigration

Stage: Second Level

Mathematics

I can display data in a clear way using a suitable scale, by choosing appropriately from an extended range of tables, charts, diagrams and graphs, making effective use of technology.

MTH 2-21a

literacy

By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.

LIT 2-26a

I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. **LIT 2-06a**

Health and Wellbeing

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.

HWB 2-05a

Expressive Arts

Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail.

EXA 2-04a

Learning Context

Social Studies:

Tackling Myths around Immigration

Global Citizenship Focus: Peace & Justice

ICT and Technologies

Throughout all my learning, I can use search facilities of electronic sources to access and retrieve information, recognising the importance this has in my place of learning, at home and in the workplace.

TCH 2-03b

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Social Studies

I can gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives.

SOC 2-16b

I can use primary and secondary sources selectively to research events in the past. **SOC 2-01a**

Religious and Moral Education

I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights.

RME 2-05b

Sustainable Development Goals

SDG 16: Peace and Justice

Focus for Assessment

SAY: Explain the differences between the terms describing why people leave their countries of origin.
MAKE: *Construct an issue tree, critically analysing the causes of conflict, the impact and possible solutions.*
Design a Refugees Welcome poster
*Construct a pie chart on refugee intake of different countries.

WRITE: Letters or welcome postcards for Glasgow's refugee community.

DO: Organise a debate around the issues that cause people to feel unsafe. Who should be responsible for the causes?

Primary

Recommended for Primary 3 upwards

Scotland's largest
and most effective
education trade union

eis

Myths of Immigration



Guidance for primary teachers on
challenging myths and misunderstandings