LESSON PLANS ON
THE HISTORY OF MIGRATION

MEKONG MIGRATION NETWORK
FOUNDATION FOR MIGRANTS FROM THE MEKONG NEIGHBOURHOOD
Lesson Plans on the History of Migration
Published by the Mekong Migration Network (MMN) in October 2014

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Published with the support of the Toyota Foundation
Acknowledgement

MMN would like to thank the following people who contributed in the production of the lesson plan.

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Finally, we are deeply grateful to the Toyota Foundation, without whose support this project would not have been possible.
# Table of contents

## Background, p. 4

### History of Migration Lesson Plans, p.8

#### Lesson 1: Features of Migration, p.8

- I: Objectives, p. 8
- II: Lesson 1 Layout, p. 8
- III: Activity breakdown, p. 8
  
  - Activity 1: Introduction, p. 8
  - Activity 2: Icebreaker, p. 9
  - Activity 3: Finding Cultural Traits in Community, p. 9
  - Activity 4: PowerPoint Presentation on Cultural Traits, p. 10
  - Activity 5: Class Assignment, p. 14

#### Lesson 2: Migration on the individual and community level, p. 16

- I: Objectives, p. 16
- II: Lesson 2 Layout, p. 16
- III: Activity Breakdown, p. 16
  
  - Activity 1: Introduction, p. 16
  - Activity 2: Recap Icebreaker, p. 16
  - Activity 3: Story Sharing, p. 18
  - Activity 4: Mapping Exercise, p. 18
  - Activity 5: GMS Migration: Quiz and Map, p. 19
  - Activity 6: Wrap up, p.20

#### Lesson 3: History of Migration in Greater Mekong Sub-Region, p. 22

- I: Objectives, p. 22
- II: Lesson 3 Layout, p. 22
- III: Activity Breakdown, p. 22
  
  - Activity 1: Introduction, p. 22
  - Activity 2: Recap Icebreaker, p. 22
  - Activity 3: Making a timeline of the history of migration in the GMS, p. 24
  - Activity 4: wrap up, p. 26

#### Lesson 4: Global history of migration, p. 35

- I: Objectives, p. 35
- II: Lesson 4 Layout, p. 35
III: Activity Breakdown, p. 35

- Activity 1: Introduction, p. 35
- Activity 2: Recap icebreaker, p. 35
- Activity 3: Journey of Mankind, p. 36
- Activity 4: Findings on the global history of migration, p. 37
- Activity 5: Famous people in migration, p. 38
- Activity 6: Lesson conclusion, p. 38
Background

In response to ASEAN’s goal of “strengthening the regional social cohesion” and working towards social and economic integration, countries of the Greater Mekong sub-region (GMS) have worked together to develop this concept in the classroom. Children in primary schools are now learning about other countries within the ASEAN region and some schools are also teaching its students the languages of other ASEAN countries. The Mekong Migration Network, together with the Foundation for Migrants from Mekong Neighbourhood and other partner members, have been working on projects to explore the concept of living together and how to further social integration in the region. In February 2013, MMN organised the Mekong Symposium on Migration: Migrants from the Mekong Neighbourhood Living Together in Bangkok, Thailand. The participants of the Symposium developed a comprehensive set of recommendations. One of these recommendations encouraged the development of educational materials on multiculturalism, to promote a greater awareness of how the migration and mobility of peoples in the Mekong region have enriched regional cultures and ways of life.

Following this, in December 2013, MMN embarked on a project entitled “Embracing Diversity” to develop the following educational resources:

A) an illustrated book for children aged 6 to 7 years old on living together with different cultures and nationalities and B) a set of lesson plans and resources on the history of migration in the GMS.

In order to develop the lesson plans on the history of migration, MMN first carried out desk research to study existing lesson plans and curriculums on the history of migration in other regions. We also conceptualized how lesson plans on the history of migration in the GMS could be presented. In order to develop lesson plans that are suitable for local school settings, the production team first met with teachers of collaborating schools to understand the schools’ expectations of such lessons, introduced the concept of the proposed MMN lessons, and discussed possible methods and time allocation for the lessons. Based on these discussions, MMN prepared initial draft lesson plans and carried out pilot classes in two primary schools in Chiang Mai. The lesson plans were then revised and adjusted to reflect the reactions and responses of the students and teachers to these pilot classes.

To ensure the cultural sensitivity and adaptability of the lesson plan to other countries, MMN also sought input from its partners from various countries.

While the lesson plans were created with the assumption that there will be four lessons, each school may need to adjust the time allocation and methodologies to reflect their needs, including time limitations and the number of children in each class. When it is possible, MMN encourages the schools to allocate ample time to enable children to have open discussions and for them to be able to reflect on what they have learnt in class.

We hope that teachers and children will find the lessons on the history of migration fun, and that they will feel excited and encouraged to further explore the subject in class and beyond.
<ul><li><strong>Overview</strong></li></ul>

This set of lesson plans consists of 4 lessons. Each lesson requires a one-hour class to cover the topic. The lesson topics are the following: 1) features of migration; 2) migration on the individual and community level; 3) the history of migration in the GMS; and 4) the global history of migration. The lessons are organized so that students will gradually develop their own understanding of how migration is a natural part of human progress and that it contributes to our present day way of life.

<ul><li><strong>Objectives</strong></li></ul>

This project aims to create acknowledgment among children, through the study of global and regional histories of migration, that migration is a natural process of humankind. At the end of the lesson, students are expected to be familiar with the movement of people and celebrate the influences of cultural diversity upon our way of life.

<ul><li><strong>Time</strong></li></ul>

The entire lesson requires a minimum of 4 classes. Each lesson takes an hour.

<ul><li><strong>Target group</strong></li></ul>

Children between 10-11 years old or students who are in the 4<sup>th</sup> or 5<sup>th</sup> grade of primary school.

<ul><li><strong>Methodologies</strong></li></ul>

Interactive learning.

<ul><li><strong>Materials</strong></li></ul>

Projector for PowerPoint presentation. Other resources as specified in each lesson.

<ul><li><strong>Notes to teachers/facilitators</strong></li></ul>

As these lessons aim for students to become familiar with migration as a natural phenomenon, it is important that teachers avoid perpetuating certain stereotypes. Words used to refer to migrants can have a remarkable impact, either positive or negative, on how students come to perceive migration and migrants. In order to promote neutral and just attitudes towards migration and migrants within their communities, it is suggested that teachers adopt the following guidelines.
o ‘Terms to Avoid’

Usage of the following terms should be avoided.

1. Illegal migrant / illegal migration  
   ->Consider using: undocumented migrant/irregular migration
2. Boat people  
   ->Consider using: asylum seekers / undocumented migrants / irregular migration
3. Alien  
   ->Consider using: migrant/migrant worker
4. Unskilled worker  
   ->Consider using: informal sector worker
5. Floods of migrants  
   ->Consider using: the movement of migrants
6. Migrants flocked to...:  
   ->Consider using: migrants moved to...
7. Lured into  
   ->Consider using: recruited dishonestly / recruited through the use of deception
8. Slave  
   ->Consider using: working in exploitative labour conditions / worker / workers enduring hardship

To understand the reasons why usage of such terms should be avoided, please see: MMN, “Terms to Avoid”, http://www.mekongmigration.org/vocab/terms_to_avoid.html.

For a better understanding of the general terms used when discussing migration, please see the publication by the Mekong Migration Network titled “Speaking of Migration: Mekong Vocabulary on Migration” or access it online at: http://www.mekongmigration.org/vocab/.

o Stereotyping

It is also important for teachers to acknowledge that how history and/or migration is taught and talked about unconsciously reflects personal perspectives, some of which can amount to biases and stereotypes, including those by teachers. Keeping this in mind, teachers should strive to ensure that they stay neutral and that the class discussions are carried out with an emphasis on mutual respect and sensitivity. In cases where there is a risk of stereotyping, for example, when children make comments about perceived characteristics of people from a particular place, teachers will need to address the issue. Methods to address such comments are:

1. Discuss with students how people often use labels to describe others and how these labels can be based on characteristics such as clothing, looks, the way a person talks, or the groups to which he
or she belongs. Explain that categorizing things or people is a natural human inclination; however, people often make assumptions about groups of people they don't even know.

2. Ask student for examples, e.g. “jokers” “hard workers” etc. Write down on the board.

3. Ask students to take a moment and look at the adjectives they have shared. Use the following questions to lead a discussion about the words written on the board:
   • Do assumptions apply to everyone in a group?
   • Do most people hold the same assumptions about a group? Why or why not?
   • Do assumptions tell us anything definite about a categorized individual?
   • How do assumptions affect your behaviour toward others?

4. Now ask students to help define the word "stereotype." Explain that when we make assumptions about an entire group of people, those assumptions are referred to as stereotypes. When assumptions and stereotypes influence our attitudes, we may find that making a fair judgement about someone or something is difficult. This influence on judgement is called a "bias."

5. Take another look at the adjectives recorded and hold a class discussion around the following questions: Do these adjectives describe stereotypes? How can they be unfair or hurtful?\(^1\)

The best time to discuss the issues of stereotyping and prejudices depends on the characteristics of the students in a class. For example, students who have made a biased comment may feel discouraged from further participating in the class if their comments are immediately branded as stereotyping. In that case, teachers may hold the discussion on stereotypes during the next lesson or even outside of the lesson on the history of migration.

- **Additional suggestions**

In addition to keeping in mind stereotypes and terms to avoid, teachers can also play a part in eliminating negative images of migrant people created by the general public media by:

- Avoiding photos, text, resources, and multimedia with negative images of migrants, e.g. migrants as poor, dirty, desperate, illegal;
- Avoiding sensationalized stories;
- Using accurate, up to date, and credible data;
- Ensuring correct terminology is used;
- Including the perceptions, opinions and experiences of migrants themselves.

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\(^1\) Extracted from “Understanding Stereotypes”. For more details, please see: http://www.discoveryeducation.com/teachers/free-lesson-plans/understanding-stereotypes.cfm
History of Migration Lesson Plans

Lesson 1: Features of Migration

I: Objectives

i) To discover examples of migration in everyday life
ii) To recognize the contributions of migration on a personal and local level
iii) To celebrate cultural diversity and multicultural living as a result of people’s movements and interactions
iv) To introduce students to this series of lessons in a fun and exciting way

II: Lesson 1 Layout

<table>
<thead>
<tr>
<th>Content</th>
<th>Materials</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity1) Introduction</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Activity2) Icebreaking</td>
<td>Song (optional), audio device</td>
<td>10</td>
</tr>
<tr>
<td>Activity3) Finding cultural traits in community</td>
<td>Meta cards, pens</td>
<td>10</td>
</tr>
<tr>
<td>Activity4) PowerPoint Presentation on Cultural Traits</td>
<td>PowerPoint Presentation, A3 papers, pens</td>
<td>30</td>
</tr>
<tr>
<td>Activity5) Assignment</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

III: Activity breakdown

Activity 1. Introduction

• **Time:** 5 minutes

• **Steps:**

Inform students of the following:

- That a special activity is going to be held in class for 4 days. It is different from other classes as it will require a lot of their participation.
- General information about the lessons: titles, objectives, time, why and how.
- Set classroom participation rules: ask students to make suggestions first and then teachers should add key principles such as “listen to others’ opinions” and “respect various opinions”
- Explain that there are not always right and wrong answers, and that students are welcome to share their ideas without fear of “failing” the class.
- Ask what their ideas of ‘migration’ are. Write down on the board. Highlight any common or significant findings.

**Activity 2. Icebreaker**

- **Time:** 10 minutes
- **Steps:**
  
  Have all the students stand next to their desks. Explain the game by suggesting a category and explaining that if anyone matches the category given, he or she has to switch places with a classmate who shares that similarity.

  - For example, wearing eye glasses, musical ability, hobby, food, country they want to go, and so on.

  The last person standing without a new place has to shout out the next category from the centre of the room. The game goes on for about 5 – 10 times according to the time given (10 minutes including introduction). Turning some music on can help boost up their excitement.

  At the end of the game, inform the students that wherever they now stand (at whoever’s desk) will be their table for the rest of this class. Ask the students to turn to the side and greet their new neighbours.

  - **Materials:** music (optional)
  - **Classroom environment:**
    
    - Make it exciting and interesting. Make the class curious about the lesson plans on the history of migration and this special activity.

**Activity 3. Finding cultural traits in community**

- **Time:** 10 minutes
- **Steps:**
  
  Give one meta card to each student. Ask the students to write down their three favourite foods on their meta card. Ask some students to read out their meta cards and place them on the board. Circle any culturally significant answers; e.g. any international dishes. Ask whoever gave those answers where they think the dishes come from, how they were introduced to the dish, and what they think allows them to enjoy those meals without travelling to that original country.
• Classroom environment:
  - Engage students in discussion. Encourage participation, as there is no right or wrong answer but rather a learning process.

Activity 4. PowerPoint Presentation on Cultural Traits

Challenge students’ pre-perceptions of ordinary cultural traits in their community and where they are originally from. Students will get to explore these traits which can easily be found in the community. At the end of the lesson, students are expected to realize some new findings and be surprised by how the movement of people contributes to the richness of culture.

• Time: 30 minutes

• Steps:
  1. Through this activity, we will explore the origin of some cultural examples such as traditional costume, desserts, noodles and languages.
  2. Prepare A3-size papers of true/false sentences containing information about each cultural example. Post the papers around the room.
     For example, write “This is a Thai traditional costume: true or false?”, “This dessert originally comes from China: true or false?”, “This alphabet is Khmer: true or false?” etc.
  3. Divide students into four groups. The groups go around the room in the same order and decide as a group whether each sentence is true or false. At the end, all groups gather and swap their answer sheets with another group.
  4. The teacher begins showing the power point presentation (attached) and reveals answers as she/he goes through the relevant sections.
  5. While listening to the teacher’s presentation, students should correct another group’s answers.
  6. After the presentation is completed, the teacher will ask how many correct answers each group had, and announce the winner.
Power Point presentation

A: Traditional Costume

Show the first slide. Ask them what country, or part of the country, they think this costume is traditional to. Ask if they think this is any country or culture’s ‘traditional’ dress.

Show the next slide. Ask if they see any similarity between these photos. Point to each one and explain how and on what occasions people in each country wear this costume. Countries such as Lao and Myanmar wear it on both casual and formal occasions. In Myanmar, men wear ‘long-kyi’ or this kind of long skirt too.

Ask them to pay attention to the relation of these countries geographically.

B: Desserts

Ask what country they think these desserts come from.

“Thong Yip Thong Yord, Foi Thong” Reveal that the first is originally from Portugal, brought to Thailand when Portuguese merchants came by boat to trade. Their use of egg with sugar continues to influence Thai desserts even today.

“Khao nom tom” is originally an Indian dessert. The use of rice and coconut for desserts is very popular in India. Trade between India and this region influenced Mekong countries by supplying them with large amount of rice and well-grown coconut to use as key ingredients. Similar desserts can be found throughout the region.
Ask if they have ever tried this dish, like it, or think it is our traditional food?

Reveal that noodles are also prominent in other countries, with different textures, flavors, and uses.

The first country believed to have created noodles is Italy, a country largely surrounded by the ocean, enabling them to easily travel and interact with other parts of the world. But whoever made them first, similar noodles are found in almost every part of the world.

What do they think caused cultures to influence one another?
D: Language

- Ask if they know who established ‘Thai’ alphabets. (Ramkhamhaeng Maharaj King).

- Show the second slide. Ask them if they see any similarity. Ask if they know what countries use these alphabets.
- Ask them why they think these alphabets are similar. Is it a coincidence or is there any reason?
- Ask them what kinds of interactions may occur between people with connecting borders.

Summary:
- The cultural traits of one country can also be found in other countries.
- This cultural diversity is partly a result of people’s movements and interactions.
- Without the movement of people, we might not have and enjoy such richness in our culture.

• Things to prepare in advance:
- Prepare A3-size paper with “true or false” questions for Activity 4.
- Go through the Power Point Presentation and information given on each slide. Find any distinctive aspects of each cultural trait in your country, if any (as information will vary from one country to another). Add other examples if more suitable.

• Classroom Environment
- Stimulate students’ thinking process and answers.
Activity 5. Class Assignment

Distribute explorer books to each student. Tell them that before the next class they have to go exploring and interview their family, friends, community and even themselves in order to run the class. Learning will come from them, not the teachers, in the next class.

Explain that the explorer book will help them explore their personal stories and learn more about others.

Ask if they have any questions before beginning the exploration. If not, ask them to complete as much as they can of the book and prepare it for an activity in the next class.

- **Material:** Copies of the “Explorer Book” for distribution
- **Time:** 5 minutes
- **Things to prepare in advance:**
  - Print out the explorer book according to the number of students.
- **Classroom Environment:**
  - Intrigue and excite students about the next lesson. Leave them with important key notes learned from today.
Reference materials – Lesson 1

1. Power Point – Slides 1 to 7
See more: http://www.mekongmigration.org/?page_id=2718

2. Explorer book

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Explorer Book

This book belongs to

[Image of an explorer character]

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Explorer’s Question Guidelines

- I am currently living in:
  ____________________________

- I was born in: ____________________________

- Members of my family members that have moved:
  ____________________________
  ____________________________

  They moved from _________ to _________

- Some members of my community that have moved are:
  ____________________________
  ____________________________

  They moved from _________ to _________

- Some famous people who have moved are:
  ____________________________

  They moved from _________ to _________

- The reasons these people moved:
  ____________________________

- Interesting facts I found out about people’s movements:
  ____________________________
Lesson 2: Migration on the individual and community level

I: Objectives

i) To acknowledge that migration continues to shape our communities
ii) To acknowledge that people move for a variety of reasons
iii) To explore the current patterns of migration in the GMS

II: Lesson 2 Layout

<table>
<thead>
<tr>
<th>Content</th>
<th>Materials</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity1) Introduction</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Activity2) Recap Icebreaker</td>
<td>A ball, container, paper, music, audio device</td>
<td>10</td>
</tr>
<tr>
<td>Activity3) Story Sharing</td>
<td>Explorer books</td>
<td>10</td>
</tr>
<tr>
<td>Activity4) Mapping Exercise</td>
<td>GMS Map + explorer books + post it+ strings</td>
<td>20</td>
</tr>
<tr>
<td>Activity5) GMS Migration: Quiz &amp; Map</td>
<td>GMS Map</td>
<td>10</td>
</tr>
<tr>
<td>Activity6) Class Wrap Up</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

III: Activity Breakdown

Activity 1. Introduction

Ask the class how they felt about the previous session. Ensure lesson continuity and keep all students on the same page.

Inform them about this lesson: objectives, activities, requirement (participation) and what they will learn.

- **Time**: 5 minutes

- **Classroom Environment**:
  - Boost up enthusiasm.

Activity 2. Recap Icebreaker

- **Time**: 10 minutes

- **Preparation of materials**: Write 5 questions regarding the topic learnt during the first lesson. You can use the questions provided below and/or prepare other questions that need to be
reviewed. Prepare 5 pieces of paper, each of which should be folded up and placed in a container.

Turn on music during the icebreaker. Direct the students to pass the ball around and whenever the music stops, whoever holds the ball has to select a paper from the container and answer the question on it. Below is a list of sample recap questions:

- **Question:** Give some examples of any cultural traits you can find in your community.
  - **Answer:** This is an open-ended question. There is no specific answer. It is just to see if students understand what is meant by ‘cultural traits’ as well as enforce that there are no right or wrong answers, to ease tension and encourage participation.

- **Question:** Give some examples of cultural traits that exist in one culture and also in another culture. Ask them to specify the traits (not just provide a category) and tell where they are from.
  - **Answer:** Anything from food, costume, language, desserts, etc.

- **Question:** What causes one cultural trait to also exist in another culture?
  - **Answer:** Movement of people / human to human interaction / cultural diffusion / diversity

- **Question:** What would happen if people were to remain in the same place, without ever moving?
  - **Answer:** Various answers accepted. Check if they understand the point of the previous lesson. You might clarify again how the movement of people benefits the richness of culture.

**Materials:** Beach ball, papers with questions, container (bag/box), music, audio device

**Teaching instruction:**
- Teachers are encouraged to read some related materials prior to the class.
- Teachers are encouraged to include current issues that are likely to attract students’ attention.
- Write recap questions on papers. Place them in a container such as a bag or box.
- Prepare a song and an audio device.

**Classroom environment:**
- Encourage students’ thinking. Do not give them direct answers, but rather stimulate.
- Fun learning environment.
Activity 3. Story Sharing

Ask the class about the explorer book. Whom did they interview to fill the explorer book? Any interesting facts found? Have they or any of their families moved from one place to another? Ask for a few volunteers to share their findings.

- **Time:** 10 minutes
- **Classroom Environment:**
  - Encourage class participation, develop shared enthusiasm.

Activity 4. Mapping Exercise

Distribute post-it papers to students; two different colours for each person. Colour A is country of origin, and colour B is country of destination. Instruct them to write down the name of anyone they interviewed who has migrated into or out of the country in each colour according to their findings. They should stick both papers on the map according to the place where this person comes from and the place where this person has migrated to. They then place strings on the map to show the movement. Teachers should write and stick their own findings on the board to show students how. As students finish writing they should come up and post their notes and string.

Ask them if they notice any interesting patterns on the board. Ask volunteers what they think of this pattern of movement.

Explain some of the findings to students. What countries have the most people migrated to? What countries have people moved out of and to where? What countries serve as both origin and destination countries?

- **Material:** Map, post-it papers, explorer books, strings
- **Time:** 20 minutes
- **Teaching instruction:**
  Notes for discussion;
  - Highlight any significant points from students’ findings. Point out distinctive, common, or interesting data.
- **Classroom environment:**
  - Encourage participation.
  - Encourage sharing of personal stories.
Activity 5: GMS migration: quiz and map

- **Time:** 10 minutes
- **Steps:**

1. Prepare in advance multiple-choice questions using the information below.
   - The Mekong River is the 10th largest river in the world.
   - The Mekong River runs through 6 countries: China, Myanmar, Laos, Thailand, Cambodia and Vietnam.
   - More than 240 million people live in the Greater Mekong Sub-Region countries sharing this river.
   - An estimated more than 4 million migrant workers form the back bone of the economy in this region.
   - Over 3 million migrants, or almost half of all the migrants in this region, reside in Thailand.

2. Divide the class into two groups. Each group will take turns answering. Tell the groups to discuss amongst themselves. One point is given to the group who answers correctly; but if a group answers incorrectly then the other group will be given a chance to answer.

3. Show the map of migration patterns in the Greater Mekong Sub – Region.

Ask students what they think is meant by the in and out arrows. Explain to them. Ask the students if the map reflects the patterns we saw in the earlier mapping exercise. Ask the students which countries have both in and out arrows. Discuss briefly how a country can be both an origin and destination. Ask the students to point at some clear examples on the map, e.g. Thailand, Cambodia etc...

Ask the students if they think migration happens only in the GMS or not. Get initial responses. Explain to them that migration is a natural phenomenon, existing in every part of the world.
• **Materials:** Power Point Presentation, multiple-choice questions

• **Teaching instruction:**

- Take a look at the Power Point Presentation. For further information about migration, the teacher is encouraged to read one or more of the following prior to class.


- Prepare multiple-choice questions related to the information given here. For example, what are the countries the Mekong River has a physical connection with? How many people live in the Greater Mekong Subregion countries?

- Gather additional information relevant to your country’s situation if necessary.

• **Classroom environment:**

- Encourage participation. Relate to their personal findings. Make the quiz exciting. Intrigue them with interesting or relevant facts.

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**Activity 6. Wrap up**

• **Time:** 5 minutes

Ask them what they thought of the lesson today, if there are any questions.

Ask for some volunteers to share with the class anything new they learned from the past two lessons. Ask what they want to know more about, if anything.

• **Classroom environment:**

- Closely monitor students’ learning progress and reaction to the topic. Ensure everyone is on the same page.

- Check/observe if the level and detail of information given is appropriate for them, making adjustments accordingly for the next lesson.
1. Explorer Book

See “Reference materials – Lesson 1’. It can also be downloaded from http://www.mekongmigration.org/?page_id=2718

2. Greater Mekong Subregion Map

See more: www.mekongmigration.org/GMS%20migration%20flow%20map-MMN.pdf

3. Power Point – Slides 8 to 9

See more: http://www.mekongmigration.org/?page_id=2718
Lesson 3: History of Migration in Greater Mekong Sub-Region

I: Objective

i) To learn the history of migration in the Greater Mekong Sub-Region

II: Lesson 3 Layout

<table>
<thead>
<tr>
<th>Content</th>
<th>Materials</th>
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<tbody>
<tr>
<td>Activity 1) Introduction</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Activity 2) Recap Icebreaker</td>
<td>Song and audio player (optional)</td>
<td>10</td>
</tr>
<tr>
<td>Activity 3) Making a timeline of the history of migration in the GMS</td>
<td>Case papers, timeline with event boxes kept blank, a board, event papers, the completed timeline</td>
<td>40</td>
</tr>
<tr>
<td>Activity 4) Wrap up</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

III: Activity Breakdown

Activity 1. Introduction

- **Time**: 5 minutes

Ask the class how they feel about the lessons so far. Ensure both lesson continuity and that all students are on the same page.

Refer to the discussion on the Mekong River from the end of the previous session. Inform them about today’s lesson: objectives, activities, requirements (full attention and participation) and what more they will learn about the region they live in.

- **Classroom environment:**
  - Stimulate enthusiasm.

Activity 2. Recap Icebreaker

- **Time**: 10 minutes

- **Steps**:
  1. Ask the students to stand up and gather in the centre of the room.
  2. Name one side of the room “side A” and the other side “side B”.
  3. Explain to the students that the teacher is going to read out some statements regarding what they learnt during the previous lesson. If they agree with the statement or think it is true, they
should go to one side (say, side A). If they disagree or think the statement is false, they should go to the other side (say, side B). If they think that there is no definite answer and the statement is somewhere between true and false, they may stand somewhere between side A and side B.

4. Once the students relocate to their chosen sides, the teacher will ask some students why they chose that side and what they remember from the previous lesson related to the statement the teacher has read.

5. Repeat the exercise with a couple more questions.

<table>
<thead>
<tr>
<th>List of sample recap statements and related discussion points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Statement 1</strong>: “A country can be both an origin and destination country for migration”.</td>
</tr>
<tr>
<td><strong>Discussion point</strong>: True. A country can be both an origin and destination, for example, there are over 3 million migrants in Thailand and many Thai people also migrate to places such as Middle Eastern countries, Taiwan, Japan, Hong Kong etc.</td>
</tr>
<tr>
<td><strong>Statement 2</strong>: Thailand has the biggest number of migrants in the GMS.</td>
</tr>
<tr>
<td><strong>Discussion point</strong>: True. Migration occurs throughout all the Mekong countries, although some countries have more migration than others. Thailand is the most common destination of migrants in the GMS, home to more than 3 million migrants.</td>
</tr>
<tr>
<td><strong>Statement 3</strong>: People migrate from one country to another for only one reason.</td>
</tr>
<tr>
<td><strong>Discussion point</strong>: False. Answers will vary. Migration happens for various reasons. Ask students to share example reasons. Some of those examples may be (but are not limited to) to search of work, to seek safety, for marriage, to gain new experiences, etc. Neutralize the students’ perceptions of migration by reminding them of its various different types, especially if what they remember focuses on negative factors.</td>
</tr>
</tbody>
</table>

- **Classroom environment:**
  - Avoid giving students direct answers, but stimulate their critical thinking and help them think outside the box. Clarify if their answers reflect any misunderstandings.
  - Fun learning environment.
Activity 3. Making a timeline of the history of migration in the GMS

- **Time**: 40 minutes in total

### 3-1. Role Distribution

- **Time**: 10 minutes

- **Steps**:
  1. Divide the class into 8 groups according to the total number of events.
  2. Distribute the papers randomly to each group. Each paper describes a migration event that occurred at a particular time in the history of migration in the GMS.
  3. All the group members should read their assigned event carefully. Ask if there are any questions.

- **Materials**: event papers (8 in total)

- **Teaching instruction**:
  - Write or print out each event on paper.

### 3-2: Ordering the migration history of the GMS

- **Time**: 30 minutes

- **Steps**:
  1. On the classroom board, draw a timeline in the form of a large table with empty boxes for the students to fill in with their event information. The time periods should be written on the table, next to the blank events boxes. (See the completed timeline below).
  2. Each group will have to guess what time period their assigned event happened in.
  3. Each group is invited to place their event paper in whichever box they think is most appropriate on the blank timeline.
  4. If another group has already posted their paper in any particular box, other groups can still place their papers in that box as well, by posting their papers alongside their chosen box.
  5. After placing their events on the board, students should return to their seats. The teacher will go through the events according to the timeline. Ask each group why they placed their event in that time period. If more than one group chose the same time period, discuss which event is more likely to have occurred at that time, after hearing from the students their reasoning.
  6. After all the timeline boxes have event papers placed in them, the teacher will go through the completed table with the students. Ask if everyone agrees that this timeline is an accurate history of migration in the GMS.
7. Show the correct timeline of events as below and compare. Reorder the events if there were any errors.

8. Ask the students what they think has changed and what has not changed in terms of migration over time, such as common reasons for migration or other characteristics.

9. Ask what they think will be the future pattern of migration in the region. Why do they think that?

**Accurate timeline of events**

<table>
<thead>
<tr>
<th>Events</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 The first modern humans arrived in Southeast Asia around 50,000 years ago.</td>
<td>48,000 B.C.E.</td>
</tr>
<tr>
<td>2 The Hoabinhian hunter-gatherers emerged and spread throughout much of Southeast Asia, including Thailand, Laos, and Vietnam.</td>
<td>8,000 B.C.E.</td>
</tr>
<tr>
<td>3 Tai clans migrated down the valleys of the Mekong, Salween, and later the Nan, Ping and the Chao Praya.</td>
<td>12th-13th century</td>
</tr>
<tr>
<td>4 During the French colonial period in Vietnam, there was an increase in rural to urban migration of landless people, wage labourers’ movements between subsistent rural villages to plantation/mining zones run by the French, and seasonal migration between rural areas during planting and harvesting seasons in search of temporary employment</td>
<td>1859 – 1954</td>
</tr>
<tr>
<td>5 Thailand, less affected by the Cold War than its Indochinese neighbours, saw increasing number of people migrating abroad. Common work destinations included the United States, the Middle East, Europe, Australia, Japan, Hong Kong, and Taiwan.</td>
<td>1960 – 1990s</td>
</tr>
<tr>
<td>6 Millions of refugees fled Vietnam, Laos and Cambodia.</td>
<td>1975</td>
</tr>
<tr>
<td>7 The number of Burmese refugees increased and further accelerated after September 1988, when a major democratic uprising was quashed by the military regime.</td>
<td>1980s</td>
</tr>
<tr>
<td>8 Thailand experienced an economic boom. The country then needed many more workers. Many workers from rural areas across Thailand, as well as from neighbouring countries, including Lao PDR, Cambodia, and Myanmar migrated to industrial areas in Thailand.</td>
<td>1990s</td>
</tr>
</tbody>
</table>
• **Materials:** Written timeline on classroom board with blank boxes for events, event handout papers, and the above timeline of the history of migration

• **Teaching instruction:**
  - The teacher can present the timeline using a Power Point Presentation with a projector, print out the table with the correct answers prior to class, or write a timeline on the board.
  - Read the information about each case event and comprehend the continuity of sequences before class.
  - Find additional information related to your country’s situation, if necessary.

• **Classroom environment:**
  - Slow and clear explanation of each historical event. Focus on significant findings.
  - Encourage questions.

<table>
<thead>
<tr>
<th>Activity 4. Wrap up</th>
</tr>
</thead>
</table>

• **Time:** 5 minutes

Ask the students what they thought of the lesson today. Inform them that the next session is the last session, so if there are questions, it is better that they ask now.

Ask for some volunteers to share with the class what new things they have learnt from these three lessons. Also ask what they want to know more about, if anything.

• **Classroom environment:**
  - Closely observe students’ learning progress and their reaction to the activities. Ensure everyone is on the same page.
  - Check if the information given is too easy or difficult for them, and adjust the next lesson accordingly.
1. Events papers for students

<table>
<thead>
<tr>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>The first modern humans arrived in Southeast Asia around 50,000 years ago.</td>
</tr>
</tbody>
</table>

“Humans had spread across Asia by ....... years ago.”
The Hoabinhian hunter-gatherers emerged and spread throughout much of Southeast Asia, including Thailand, Laos, and Vietnam.

“I’m tired of hunting and gathering, too, but nobody’s invented grocery stores yet.”

“Caveman hunter gatherer.”

Image: Baloo’s Cartoon Blog

“But dad, no one goes round hunting and gathering anymore. It’s just so... paleolithic!”
Event

Tai clans migrated down the valleys of the Mekong, Salween, and later the Nan, Ping and the Chao Praya.

“Black River Valley in Vietnam’s Lai Chau Province”

“The migration of Tai groups into Southeast Asia”
During the French colonial period in Vietnam, there was an increase in rural to urban migration of landless people, wage laborers’ movement between subsistent rural villages to plantation/mining zones run by the French, and seasonal migration between rural areas during planting and harvesting seasons in search of temporary employment.
<table>
<thead>
<tr>
<th>Event</th>
</tr>
</thead>
</table>

Thailand, less affected by the Cold War than its other Indochinese neighbors, saw increasing number of people migrating abroad. Common work destinations included United States, Middle East, Europe, Australia, Japan, Hong Kong, and Taiwan.

« Japan is an immigrant destination in Asia, along with Brunei, Hong Kong, Singapore, South Korea, and Taiwan. »
Event

Millions of refugees fled Vietnam, Laos and Cambodia.

« Vietnamese refugees”

Photo courtesy TalbottBashall
The number of Burmese refugees increased and further accelerated after September 1988, when a major democratic uprising was quashed by the military regime.

“The uprising of 1988”

“Monks also took part in the protest in 1988”
Thailand experienced the economic boom. The country then needed many more workers. Many workers from rural areas across Thailand, as well as from neighboring countries, including Lao PDR, Cambodia, and Myanmar migrated to industrial areas in Thailand.

“The Thai economy”
Lesson 4: Global history of migration

I: Objectives

i) To learn the global history of migration

ii) To come to the realization that migration is a natural human process

II: Lesson 4 Layout

<table>
<thead>
<tr>
<th>Content</th>
<th>Materials</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity1) Introduction</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Activity2) Recap Icebreaker</td>
<td>A ball</td>
<td>8</td>
</tr>
<tr>
<td>Activity3) Journey of Mankind</td>
<td>Journey of Mankind presentation, Internet connection</td>
<td>15</td>
</tr>
<tr>
<td>Activity4) Findings on the Global History of Migration</td>
<td>Power Point Presentation</td>
<td>15</td>
</tr>
<tr>
<td>Activity5) Famous People in Migration</td>
<td>PowerPoint Presentation</td>
<td>10</td>
</tr>
<tr>
<td>Activity6) Lesson Conclusion</td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

III: Activity Breakdown

**Activity 1. Introduction**

Inform the class that this is the last session of the lesson on migration history. Ask how they feel so far. Refer to the previous sessions, starting from the personal, communal and regional histories of migration. Explain that this class will now expose them to the global history of migration.

- **Time:** 2 minutes
- **Classroom environment:**
  - Encourage a fun learning environment.

**Activity 2. Recap Icebreaker**

- **Time:** 8 minutes

Since it is the last session, we want to hear from students as much as possible. In this recap icebreaker, use a ball but this time for throwing (not for passing). First, the teacher asks who want to be the first one to share and throw the ball to her/him. The student has to tell the class one new thing they learned from the previous sessions. After his/her sharing, he/she will throw the ball to another student. The same process will continue until the time is up. We want to encourage many students to share, so ask them to keep their sharing to one sentence only. The rule is they cannot repeat a finding a
classmate has already mentioned. Allow speaking chances for as many students as possible. Clarify any misunderstandings, points of confusion or unclear explanations.

- **Materials:** Beach ball, music
- **Teaching instruction:**
  - Prepare a song and an audio device.
- **Classroom environment:**
  - Encourage fun learning environment.
  - Get the students excited before beginning the activity.
  - Check if students are on the same page.
  - Clarify any unclear points or confusion.

### Activity 3. Journey of Mankind

- **Time:** 15 minutes
- **Steps:**

1. Begin displaying the presentation using the projector.

2. Gradually click from the starting point of human migration. Explain the information presented in simple words and elaborate upon the important points, such as why and how. Point out any common findings such as reasons, means, influences, geography, tool development, and so on.

For example, humans – Homo sapiens – began their migration out of Africa some 60,000 years ago. Our early ancestors kept exploring until they spread to all corners of the world. How far, fast and where they moved depended on climate, population density and the invention of means of transportation (ex. boat, raft), and other tools (ex. axe, hammer). Less tangible qualities such as adaptability and innate curiosity regarding the unknown are also accounted as factors.
• **Materials:** presentation on Journey of Mankind

• **Teaching instruction:**
  - Review the presentation so you fully comprehend the information before class.
  - Display the presentation using a projector.

→ Notes for discussion: Point out to the class any significant, common or interesting data from the map.

• **Classroom environment:**
  - Provide simple explanations.
  - Connect the points.
  - Highlight significant findings.
  - Note important data.

---

**Activity 4. Findings on the Global History of Migration**

• **Time:** 15 minutes

• **Steps:**

Start Power Point Presentation

A) **Patterns of human migration**

![](Patterns_of_Human_Migration.png)

This activity will challenge students to apply what they have learnt from previous lessons as well as this lesson’s presentation on the global history of migration. Instead of merely giving them a lecture, stimulate their thought process by asking them these questions. Ask for volunteers to answer the questions.

2 Courtesy of the Bradshaw Foundation.
Q1: Follow the arrows and describe the path of early human migration across the world. Where was the first human to ever settle outside of Africa found? Why do they think these areas were settled first?

A1: The oldest human settlements outside Africa are in Asia and the Middle East. These regions were probably the first to be settled because they are so close to Africa, and could be reached by foot. Notice that early humans were only able to migrate as far as their physical abilities enabled them to (lacking tools and technology).

Q2: Consider the physical geography encountered by our ancient ancestors. Do you think early humans followed any geographic patterns in their migration out of Africa?

A2: Answers will vary. Human migration seems to follow coastlines. Early routes followed the coasts of the Red Sea, the Mediterranean Sea, and the Indian Ocean. Thousands of years later, human populations migrated along the west coast of North and South America.

Q3: Migration to remote island groups, such as the Philippines or the islands of Polynesia, appears to have been one of the final stages of global human migration. Can you think of any reasons for this?

A3: Answers will vary. Boat-building technology was a later development in human history because it took time to develop the tools necessary to build the type of boats able to carry people to isolated islands.

B) Common factors

There are many reasons people migrate. Ask them if they can find any common reasons from regional or global history.

Help the students identify as many factors as possible including climate, natural resources, opportunities/livelihood, curiosity etc. Do not focus on one reason. Explain that usually there are multiple reasons involved in the decision to migrate and that sometimes circumstances may force people to.

Note to students that we live in an increasingly inter-connected world and thus migration is increasingly part of our lives.

• Materials: Power Point Presentation

• Teaching instruction:
  - Go through the Power Point presentation and comprehend the information given before class.

• Classroom environment:
  - Stimulate students’ critical thinking.
  - Encourage their ideas.
  - Beware of creating any negative attitudes or reinforcing stereotypes.
Activity 5. Famous People in Migration

- **Time:** 10 minutes

This activity aims to emphasize to students the idea that migration is a natural process of humanity and it can happen to anyone. Apart from enriching the culture, which we learnt in the previous lesson, the people who migrate can also contribute significantly to their new home.

- **Steps:**
  1. Show the PowerPoint Presentation. Ask if students recognize any of these faces.
  2. Ask where they think these people come from, and slowly reveal the true story of their lives.
  3. Highlight the reasons why they migrate, and the contributions they make to their new communities.

- **Material:** PowerPoint Presentation of 4 famous people (adjustable)

- **Teaching instruction:**
  - Go through the Power Point presentation and comprehend the information given before class.

- **Classroom environment:**
  - Excite students by linking the discussion with current issues or celebrities.

Activity 6. Lesson conclusion

- **Time:** 10 minutes

In the last 10 minutes of the lesson plan, help the students briefly review all they have learned in these four lessons.

Refer to previous lessons and highlight important points of each 1: cultural traits in community, 2: personal history of migration, 3: regional history of migration, and 4: global history of migration.

Ask the students the following questions and allow them to think by themselves. Ask for volunteers to give their opinions about the questions.

1. Would we be able to enjoy the rich culture we have in our community without the interaction of people who are moving? How can society function without people moving from somewhere else and completing our society?
   (Remind the students what they discussed during the lesson on cultural traits of migration in community)
2. What would we be doing right now if our ancestors did not move from their places of origin? Would your mom and dad have met? Where would we be right now? Would our personal opportunities or choices have been limited if migration was not an option?
(Link to what was discussed during the lesson on the personal history of migration).

3. Conclude that migration has always been and continues to be a natural part of human living. Migration can happen anywhere and like the decisions and personal choices we all make, migration is done for various reasons. Emphasize the contributions migrants make to society and the benefits of diversity. Encourage living together.

• **Materials:** Certificates

• **Teaching instruction:**
  - Use the set of questions given above as a guideline for class discussion

☞ **Note for discussion:**

Refer to the previous lessons and lead class discussion based on their answers. When possible, bring the materials used during the previous lessons, e.g. flip charts with meta cards, timetable of the history of migration in the GMS, etc, to refresh the students’ memories; encourage questions from them. Ask what new knowledge they have gained from the lesson.

• **Classroom environment:**

  - Encourage class participation.
  - Stimulate logical thinking about reasons and results.
    Offer students complimentary words, and/or certificates of the lesson completion, make them proud about the new knowledge they have gained.
1. The Journey of Mankind

See more: http://www.bradshawfoundation.com/journey/

2. Power Point – Slides 10 to 14

See more: http://www.mekongmigration.org/?page_id=2718

3. Certificate

The certificate below can be downloaded from: http://www.mekongmigration.org/?page_id=2718
CERTIFICATE OF COMPLETION

This award certifies that

<ACCOMPLISHED STUDENT’S NAME>

has successfully completed

lesson plans on the history of migration

SIGNATURE

<enter title>

TITLE

<enter date>
Mekong Migration Network (MMN)

www.mekongmigration.org