



**Activities for students  
age range 16-19**



# **STAGE 2: RECEIVING AND PROCESSING CRITICAL INFORMATION**



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## Stage 2: Receiving and Processing Critical Information



### AIM

To actively acquire knowledge and develop skills in using media effectively, while honing the ability to critically analyze information.



### OBJECTIVES

Students will gain knowledge on the topics of refuge and migration through active learning. Students will develop and enhance their ability to evaluate sources and critically analyze information.



### KEY WORDS AND CONTENT

Migration, forced migration, refuge, data, facts, reliable sources.

### METHODS AND TIMING

Activities designed to learn to differentiate between knowledge and opinion, credible sources and unreliable information, as well as to identify generalizations and oversimplifications.



This exercise may require two sessions of 45-50 minutes each. Alternatively, you could complete it in one session by:

A: prioritizing two questions from each research task, or

B. asking students to focus solely on writing down their answers.



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### We research a complex topic!



Organize the students into groups of 3 or 4 to conduct an internet search to answer the following questions. (Students could find the questions in > Stage 2 - Student worksheet)

a. Randomly assign tasks A, B, and C to each group, ensuring that at least two groups work on the same research task whenever possible.

TASK A	TASK B	TASK C
What do we mean when we talk about migration?	What reasons might lead a person to migrate or flee their country?	What are the relevant numbers and statistics?

b. Instruct the groups to document their findings. Visual representation is crucial; depending on the time and resources available, you may also ask them to prepare a presentation (using a flipchart, PowerPoint, etc.) that includes representations of their discoveries. (Refer to the questions in Stage 2 - Student worksheet)



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### What do we mean when we talk about migration?

What is migration? Is leaving a country a requirement to be considered a migrant?

What constitutes forced migration? Under what circumstances does a person fleeing their country become a refugee?

What does it mean to be stateless? What is the 1951 Refugee Convention, and why is it significant from a legal perspective?

Have there been any instances of large-scale forced migration from our country to others? What were the causes?



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**What reasons might lead a person to migrate or flee their country?**

Some reasons for fleeing a country can be related to various issues, such as politics, climate, gender, religion, and the economy. Can you think of any other reasons? Please identify an example of each from different countries.

Do you see any connections between your lifestyle or the political situation in your country and the causes of migration? What steps could be taken to reduce the factors leading to forced migration?



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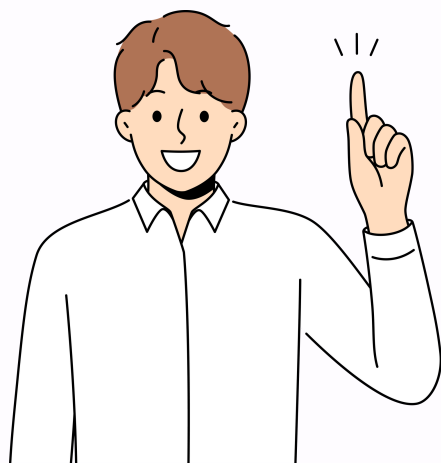
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### What are the relevant numbers and statistics?

How many people were displaced worldwide in 2023? How many were children? How many were women? Which countries in the world host the most refugees?

How many people fled to the European Union in 2023? How many people fled to our country in 2023?



How many of them move on to another country? From which countries do the refugees come who seek refuge in our country?

Has been any situation of massive forced migration from our country to other countries? How many people fled and to which countries?



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Based on your assessment of your students' knowledge and skills, you can provide varying levels of guidance. Utilize the list of information sources compiled at the end of this stage, and consider adding resources from your country, such as websites from relevant authorities, NGOs, and reputable media outlets.



To help students practice distinguishing between reliable and unreliable sources, consider sharing examples of both. Provide references to organizations and media that you deem "credible," as well as those that might be "problematic" due to their tendency toward inappropriate generalizations or fake news. This could include tabloid media or sensationalist outlets known for oversimplifications or misinformation, as well as websites of organizations that hold anti-migration views. Additionally, if possible, show a news report from various tabloids to illustrate these differences.



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### Reflective practice

Explain the reflection task for this stage (Reflection practice, Students could find the questions in → Stage 2 - Student worksheet). Let's dig deeper! After recording the information obtained, ask the groups to perform the following steps:



**Summarize your findings: What information did you uncover regarding each question?**



**Identify your curiosities: List up to five questions that arose during your research.**



**Reflect on perspectives: How do your findings align with or differ from each group member's observations or prior knowledge about the topic?**



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### Share and compare



Each group shares their findings with the class. To do this, it is suggested that the teacher randomly select a question from task A, B and C and encourage sharing among the students with the following questions:

1

Did anyone discover something different? What findings did we uncover?

2

What were my initial thoughts, and how have they changed after learning this information? Why?

3

Have you come across different answers to the same question? What might explain these differences?

**\*It is a good opportunity to show the visual aids developed in step 1.**



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### Learn more about the situation worldwide



Show students the following seven-minute video (UNHCR's global trends in forced displacement) that shows major developments concerning the issue of refuge. The video has the advantage of reiterating some of the information discussed in this lesson (on a global level) and at the same time "giving faces" to the data and facts and making them more vivid.



What happens when people are forced to flee?



UNHCR, the UN Refugee Ag...  
198K subscribers

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The primary objective is for students to recognize that migration is a complex issue. When searching for the term "migrant" online, the first images often depict individuals fleeing their countries in small boats or traversing difficult paths. However, it's crucial to understand that migration can be both forced and voluntary. Students should also grasp that war and conflict are not the sole reasons for forced migration; there are other causes that result in suffering and can be considered violations of human rights.



For this lesson, it may be beneficial to have support from a Together4Change partner, such as a JRS representative or a refugee /migrant-led organization. An expert could provide insights on the presentations related to the research assignments and offer additional information where necessary. Additionally, if time allows, the expert could contribute their own insights. Collaborating with other teachers in the school could also be advantageous; for example, partnering with a Geography teacher could enhance the data analysis and research components of the lesson.



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Your **Together4Change partner** can be helpful to find accurate information. You can also invite your partner to students' presentation of the research results so they can listen to what student have found and probably more interesting information that might complete students' research.



### Reflective practice

Explain the reflection task for this stage (Reflection task, Students could find the questions in→ Stage -2 Student worksheet ).



What is new and surprising to me?



What feelings do the different information received evoke in me?



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### Closing reflections & prepare for next steps



Ask the students to summarize in a few sentences what they have learned during this stage. After some students share their thoughts, you can summarize their insights in your own words, referring back to the lesson's goals.

If time permits, consider conducting a brief activity. Ask the students to search for the term "migration" online and examine the images that appear at the top of the results. These images will likely depict large groups of people displaced in deserts, jungles, seas, etc. While these images represent real situations, remind students that migration encompasses much more, as they have learned, and is a complex topic.



Finally, explain how the next stage will unfold: "In the next stage, we will delve deeper into the experiences and situations of refugees." Since various activities are planned for the next stage, you may also specify which activity will be conducted



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### Useful information sources



On these websites you will find background information, figures, data and facts about refugees and migration:

#### Websites of the Jesuit Refugee Service

[JRS Europe](#)

[JRS Ireland](#)

[JRS Malta](#)



#### Other Websites of International and European Organizations:

[UNHCR](#)

[European Council on Refugees and Exiles \(ECRE\)](#)

[EU-Commission department Migration and Home Affairs](#)

[Catholic Migration Commission \(ICMC\)](#)

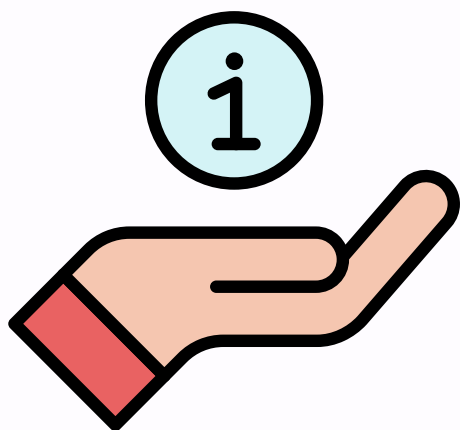
[Migrants & Refugees Section of the Vatican](#)

[European Migration Network Glossary](#)

[International Organization for Migration \(IOM\)](#)

[PICUM](#)

[Amnesty International](#)



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