

Our home, our world

Students' material

Unit 1: Exploring diversity

Activity 1.1: THE PLACE WHERE WE LIVE

WORKSHEET 1.1.1



1. *In what language is the title?*
2. *Can you match the text with the name of the language?*

RUSSIAN, CZECH, GERMAN, ITALIAN, SLOVAK, VIETNAMESE, ENGLISH, FRENCH, SPANISH, POLISH, SWEDISH

The place where we live.	
L'endroit où nous habitons.	
Место, где мы живём	
Stället där vi bor.	
Chỗ sống của chúng tôi	
Místo, kde žijeme.	
Miesto, kde žijeme.	
Il luogo dove viviamo.	
El lugar donde vivimos.	
Der Platz, wo wir leben.	
Miejsce, gdzie mieszkam.	

3. *Can you translate the title into any other language? If so, please, write it down here:*

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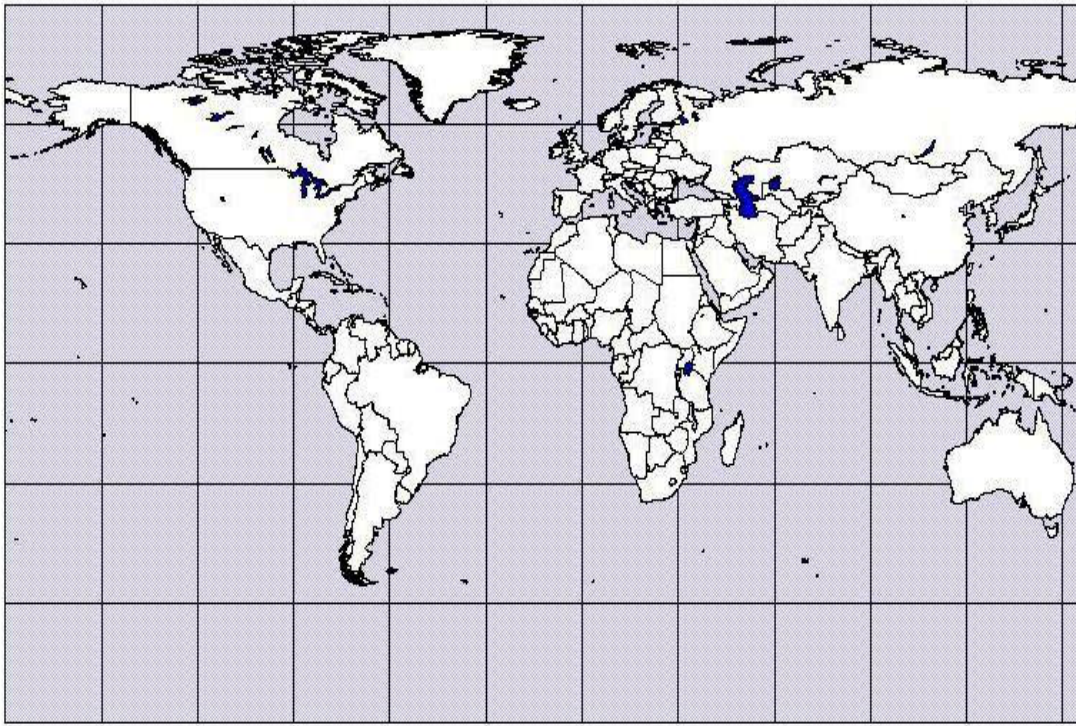
Follow up tasks for the whole class:

1. Do you know where these languages are spoken? Show the countries on the map.
2. Can you say the title “The place where we live” in any other language?
3. Can you teach your classmates how to say it? They will repeat after you.

Activity 1.2: CONTINENTS


1.  Here is a photocopy of the map of the world.

WORKSHEET 1.2.1



In pairs, write the English names of the continents and 3 countries in each continent on your map.

AFRICA, ANTARCTICA, NORTH AMERICA, EUROPE, ASIA,
SOUTH AMERICA, AUSTRALIA

 Follow up tasks for the whole class:

1. Check your answers in the whole class and show the continents and the countries you wrote down above on a big map.
2. Can you say the names of the continents in another language?

Activity 1.3: COUNTRIES



Here is a photocopy of a map of Europe.

WORKSHEET 1.3.1

Europe

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Work in pairs. Find your country and its neighbours. Write their names on your map. Try to find the place where you live and make a cross. Write its name in 2 languages of your choice here:

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Follow up tasks for the whole class:

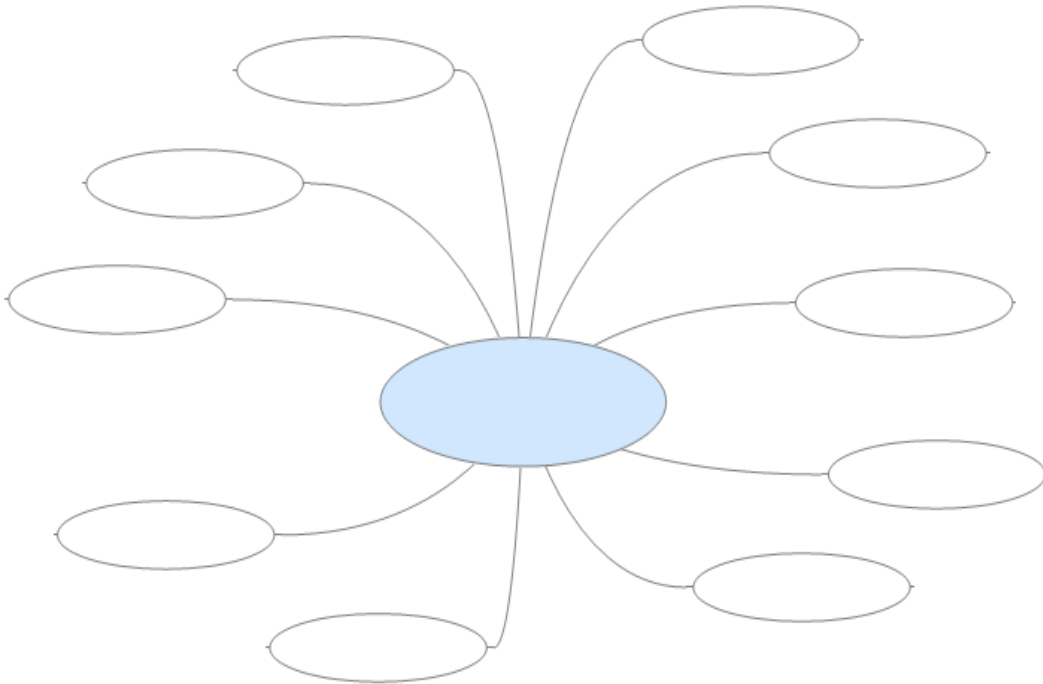
1. Name the countries and their capitals, and show them on a big map of Europe.
2. Can you say the names of the neighbouring countries in the language of that neighbor?
If not, search on the Internet the names in the official language of each country and try to pronounce them.
3. Can you teach your classmates how to say the names? They will repeat after you.

Activity 1.4: MY COUNTRY

WORKSHEET 1.4



First, write the name of your country in the middle. (You can use English or your home languages) Then write the names of languages spoken in your country by people who live there (not tourists). In case you come from a different country from the one you live write the name of the country that you prefer.



Follow up tasks for the whole class.

1. Read the names of the languages in English, in the language(s) spoken in your school or class and in your home language(s).
2. How many of you come from different countries?

Work in groups:

Group 1: Create a chart showing how many different languages are spoken in the country where you live. Present your chart to the class.

Group 2: How many of you come from different countries? Present the diversity in your class in a chart showing the different languages spoken in your class (use percentages).

Activity 1.5: LOOKING FOR INFORMATION



Work in groups of 3

Discuss in English or in your home language(s):

“What is the difference between migration, immigration, emigration?”

If you are not sure, look up the words in an encyclopedia, in a dictionary, or on the Internet.

You can use this Internet address:

http://en.wikipedia.org/wiki/Main_Page (in the language of the country)

One group present its findings and the rest groups comment on them.

Activity 1.6: HUMAN MIGRATION

Discuss the topic in the whole class and work in four groups. Speak English or your home language(s) (15')



Suggested questions:

1. Why do people migrate, emigrate, and immigrate?
2. What do you know about immigrants in your country? Which languages do they speak?



Now create four groups and pick up one country. Each group may search on the Internet or in an encyclopedia about questions 3-5 and present your findings to the class.

3. What do you know about people who emigrated or immigrated in the past and nowadays? (2 groups will look up information about immigration/emigration in the past and 2 groups will do the same with reference to the present)
4. Where from? Where to?
5. Why did they decide to do it?

UNIT 2: Changing the place where we live

Activity 2.1: MIGRATION - FAMILY PERSPECTIVE



Create a poster telling a story about your family with reference to the questions below. You can use words, drawings, pictures, songs etc. Discuss about it in the group. Then the groups will present their posters to the whole class. Speak English or your home language(s).

Suggested questions:

1. Do you know anyone in your family who lived / has lived abroad?
2. Who was / is it? Your parents / aunt / uncle / grandmother / grandfather / cousin?
3. When was that?
4. Can you tell us more about it? (e.g. where from, where to, how long, why)

Activity 2.2: MIGRATION - Greek PERSPECTIVE



You are going to work in small groups.

1. Each group (2-3 pupils) will get a different text to read. Together, find answers to the questions above the text. After you finish, you will tell the class about your text in English. The questions and answers will help you prepare your presentation later.

Worksheet 2.2.1

Questions:

How many immigrants are in Greece today?

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Which countries do the immigrants come from?

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How does immigration in Greece look like after 1990s?

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Text:

IMMIGRATION TO GREECE

Released: 11/ 8/ 2022, 14:37, https://en.wikipedia.org/wiki/Immigration_to_Greece

Immigration to Greece percentage of foreign populations in Greece is 7.1% in proportion to the total population of the country. Moreover, between 9 and 11% of the registered Greek labor force of 4.4 million are foreigners. Migrants additionally make up 25% of wage and salary earners. As of 2012, Albanian migrants constitute some 55–60% or more of the immigrant population. More recent immigrant groups, from the mid-1990s on, consist of Asian nationalities—especially Pakistani and Bangladeshi—with more recent political asylum and/or illegal migration flows through Turkey of Afghans, Iraqis, Syrians and others. Since the 1990s, increases in such flows have led to the emergence of immigration as an increasingly important political issue in Greece. [...] While the Greek government has made some changes in immigration policy, immigration reform remains a low priority. In 2015, arrivals of refugees by sea have increased dramatically in Greece mainly due to the ongoing Syrian Civil War. There were 856,723 arrivals by sea in Greece, an almost fivefold increase to the same period of 2014. An estimated 8% of the arrivals applied for asylum in Greece, with others hoping to find asylum in Northern European countries. On 13 August 2019, 650 migrants arrived on sixteen boats in Greece for the first time in such mass since 2016. As a result, the government decided to increase border patrols and deportations to control the sudden migrant influx.

Worksheet 2.2.2

Questions:

In which sectors are Albanians employed in Greece?

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In which sector are Romanians mainly employed in Greece currently?

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How has a gender shift in the immigrant group composition influenced the primary sector of employment for Georgians?

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Text:

IMMIGRANTS IN GREECE: CHARACTERISTICS AND ISSUES OF REGIONAL DISTRIBUTION -Employment by economic sector

Released: 11/ 8/ 2022 14:55, author: Martin Baldwin-Edwards

The only sources of data for comparison of sectoral employment of immigrants are the Census 2001 and recent LFS data. [...] Assuming that the LFS sampling is good enough for comparison with the Census data, we can make the following observations:

Albanians

Decrease of 50% in agriculture, increases of 15% in construction, 40% in hotels/restaurants, 20% in households. The construction sector, which was always the largest, has increased in importance.

Bulgarians

Decrease of 40% in agriculture, increases of 80% in construction, 40% in households, Household employment is now the primary employment for Bulgarians.

Romanians

Decrease of 80% in agriculture, increases of 100% in hotels/restaurants, 100% real estate, 60% households. Construction is now the single biggest sector, previously equal with agriculture.

Georgians

Serious data problem with comparisons, probably through award of Greek citizenship such that different communities sampled in 2001 and 2006. Decreases in real estate, agriculture and manufacturing, increases of 100% in wholesale and retail, and 40% in households. Primary sector of employment is households, previously was construction: this actually suggests a gender shift in the immigrant group composition, as mainly women work in the household sector and men in construction.

Russians

Serious data problem with comparisons, probably through award of Greek citizenship such that different communities sampled in 2001 and 2006. Sectors of agriculture, education, healthcare, community services have all vanished in the 2006 data. Real estate declined by 80%. Increases of 120% in hotels and restaurants, 20% in construction. The primary sector of employment is hotels and restaurants, followed by construction, in 2006.

[Worksheet 2.2.3](#)

Questions:

Why did two important waves of emigration take place in Greece?

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Why did the first wave of emigration happen?

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Why did the second wave of emigration happen?

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How many Greeks migrated among the second wave and where did they migrate?

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Text:

GREECE: A HISTORY OF MIGRATION

Released: 11/08/2022, authors: Charalambos Kasimis, Chryssa Kassimi
<https://www.migrationpolicy.org/article/greece-history-migration>

Greek History: Waves of Emigration

Two important waves of mass emigration took place after the formation of the modern Greek state in the early 1830s, one from the late 19th to the early 20th century, and another following World War II.

The first wave of emigration was spurred by the economic crisis of 1893 that followed the rapid fall in the price of currants - the major export product of the country - in the international markets. In the period 1890-1914, almost a sixth of the population of Greece emigrated, mostly to the United States and Egypt. This emigration was, in a sense, encouraged by Greek authorities, who saw remittances as helping to improve the balance of payments of the Greek economy. The lasting effect on Greece's national consciousness was the expansion of the notion of "Hellenism" and "Hellenic diaspora" to the "New World."

Following World War II, the countries of Southern Europe, Greece among them, were the main contributors to migration to the industrialized nations of Northern Europe. However, the oil crises of 1973 and 1980 caused economic uncertainty and a sharp fall in the demand for labor, which in turn led northern states to introduce restrictive immigration policies. As these countries became less welcoming to their former invitees, return migration to Greece soon followed.

More than one million Greeks migrated in this second wave, which mainly fell between 1950 and 1974. Most emigrated to Western Europe, the U.S., Canada, and Australia. Economic and political reasons often motivated their move, both connected with the consequences of a 1946-1949 civil war and the 1967-1974 period of military junta rule that followed. Official statistics show that in the period 1955-1973 Germany absorbed 603,300 Greek migrants, Australia 170,700, the U.S. 124,000, and Canada 80,200. The majority of these emigrants came from rural areas, and they supplied both the national and international labor markets.

Worksheet 2.2.4

Questions:

Which levels of education hold migrants in Greece?

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Which nationality has the lowest level of education and which the highest?

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In which sectors are mainly immigrants employed?

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In which sectors do immigrants play a structural role?

Text:

GREECE: A HISTORY OF MIGRATION

Released: 11/ 08/ 2022, authors: Charalambos Kasimis, Chryssa Kassimi
<https://www.migrationpolicy.org/article/greece-history-migration>

Education and Workforce Participation

Nearly one-half of the migrants have secondary education (including technical-skill schools) and one-third have either completed or acquired primary school education. Almost one-tenth have higher education. A qualitative analysis of the educational levels of the various nationalities shows that, comparatively speaking, Albanians have the lowest level of education and former Soviet citizens the highest. In terms of higher education, females have the largest share of the total, while males appear to predominate in all other educational categories.

Immigrants are almost exclusively (90 percent) engaged in wage work and, to a much lesser extent, are self-employed (6.5 percent). Most of the jobs are non-skilled, manual work well below the immigrants' level of education and qualifications.

According to the 2001 census data, the majority of immigrants (54 percent) enter Greece for work. Bulgarians and Romanians are the nationalities that most often cite employment as the most important reason for immigrating to Greece. Immigrants are mainly employed in construction (24.5 percent), "other services," meaning mostly domestic work (20.5 percent), agriculture (17.5 percent), and "commerce, hotels, and restaurants" (15.7 percent).

Because of the size of their presence in the total immigrant population, Albanians dominate in all sectors. Within the Albanian nationality, however, construction absorbs the highest percentage (32 percent), followed by agriculture (21 percent), and then "other services" (15 percent). In contrast, Bulgarians are mostly occupied in agriculture (33 percent) and "other services" (29 percent).

In the construction sector, immigrants currently provide a quarter of the wage labor, and in agriculture, a fifth of the total labor expended (almost 90 percent of the non-family wage labor). Immigrants play an important structural role in both sectors.

2. Each group presents briefly the information found in the texts to the whole class. If there is time discuss with your classmates about the information you got to know and compare to what was discusses in previous tasks.

Activity 2.3: MATHEMATICS

WORKSHEET 2.3.1



How many of these word problems can you solve? Use a calculator if you like.

- According to the latest census, the population of Greece increased from 10.259.900 in 1991 to 10.964.020 in 2001.

a) In which year there were more immigrants in Greece, in 1991 or in 2001?

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b) How much was the difference in the population between the two years?

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- Data about the sectoral employment of Albanians in 2001 showed a decrease of 50% in agriculture, increases of 15% in construction, 40% in hotels/restaurants, 20% in households.

c) In which sector were the Albanians mainly employed in Greece in 2001?

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- In 2015 there were 856,723 arrivals by sea in Greece, an almost **fivefold** increase to the same period of 2014.

d) How many arrivals were in Greece in 2014?

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Activity 2.4: MIGRATION AND OUR TOWN



Discuss in your home language(s) (or the language of the school).

Suggested questions:

1. What is the situation of immigrants in our town / region?
2. Where can you meet immigrants?
3. Where do they come from and what language do they speak?

4. What do they do for living? Do they have the same chances in the local labour market to find a good job compared to indigenous people?

Activity 2.5: BECOME LOCAL JOURNALISTS



Become local journalists. Plan an interview with immigrants in your region. Split up in groups of three. Plan your interview:

1. Think where you can find your interviewees and try to contact them with the help of your teacher.
2. Prepare the questions.
3. Assign tasks among the group: decide who will take the interview, who will transcribe it and who will present it.
4. Conduct the interviews.
5. Present your findings in a short presentation in the class and discuss about them with your classmates. How is life for an immigrant in your region?

Activity 2.6: OUR MAGAZINE



Create the magazine of your class.

1. Work in the same group and write down an article based on the findings of your interview. Talk about immigrants' lives in your region.
2. Select all the articles and compile a magazine. Work in groups again. Each group will take on a different task: Choose a title, edit the cover, decide on which order the articles will be presented, find or make photos to escort the article.

UNIT 3: Meeting new friends in our town

Activity 3.1: OUT-OF-SCHOOL EXPLORATION

Grouping: 

The size of groups depends on the class size and the pupils' decision.

1. The teacher shows a map of the town / region and explains the project:

Stage 1: introductory activities at school

- Establishing a grid over the map: Groups divide the map into several areas to be explored. They present their concept of division to the class.
- Discussing the project. The whole class agrees on the main rules and the choice of tasks.
- Preparing the excursion.

Stage 2: out-of-school excursion

- Groups explore their part of the town / region. They trace different cultural markers (verbal, architectural, etymological, environmental, political, entrepreneurial, behavioral, and interpersonal). They collect evidence (e.g. by talking to people, taking notes, taking photographs, recording the sounds, marking information on the map).

Stage 3: presentation of results in class

- In L2, L1 and the languages in the class and from the town.
- Developing thematic maps of the town / region according to the researched topics.
- Discuss in class after exploring your town/region and keeping in mind the findings of the previous project (activity 2.6), how much integrated are immigrants in your town/region.

UNIT 4: Presenting exploration results – IMMIGRATION IN Our town

In this lesson you will present the results of your out-of-school exploration and the magazine that you created in a mini exhibition at school or in any other public place. You can decide on how you will exhibit the material you collected/ created (maps, pictures or photographs, Magazine of the class etc.). Invite your parents, grandparents or friends to enjoy your work.