

Step 2 Part 3: Choosing the topic of their documentary

Introduction

During this part, students will choose the topic of the documentary they will create, taking ideas from the video clip, characters and news about migration, as well as focusing on a policymaker.

Lesson Objectives

- Students will organise themselves in groups of 4-6.
- Students will choose a topic for their research focusing on a policymaker: in addition to a main character to tell their story, students will be encouraged to take a stance and address a policymaker in their video, so that they can share their own views on the issue of migration with this policymaker.

Preparation and materials

- Groups of 4-6 students
- Information about migration that students have to bring to class (newspaper articles, ...)

Planning grid

- 1) Introduction
 - a) Tell students they will create the documentary in groups of 4-6. Make the groups or tell them to organise themselves into groups.
- 2) Choosing the topic
 - a) Before they start choosing the topic, remind them that the issue of migration is very complex.
 - Students can take ideas from the character cards and the news about migration they took to school as homework.
 - Ask students which part of the problem they would like to investigate and propose solutions to, and give them the following list, as example:
 - Legislation
 - Transportation
 - Procedures
 - How to improve the living conditions of people considering migration

- Consequences of migration for Europe (+ and -)
- Consequences of migration for home countries (+ and -)
- Brain drain, loss of young people
- Image of migration in home countries ('European dream')
- Image of migration in Europe (fear for loss of jobs, housing, culture)

b) Addressing the policymaker:

- In the research tutorial that students will watch in the next step, students will learn how to find a main character.
- For the documentary on migration we suggest not only to tell the story of a main character but also to take a stance and address a policymaker. At the end of the short documentary, students will share their views/questions and possible solutions with this policymaker. In this way students play an active role in the documentary.

Some examples to help students

- There is a shelter in your town. There is not enough to do for kids there, no sports facilities, etc. Students interview some families or one family to try to get an overview on the issue and the problems. They think of possible solutions to the problem, and ask the family for solutions as well. They choose the mayor of their town as the policymaker and address him or her. If they have enough time, they might even make an appointment with the mayor to show him/her the filmed material asking for their comment on the matter.
- Your grandfather is a Hungarian who fled to Germany in 1956 during the Russian invasion. How does he look at his country and fellow countrymen who have closed their borders and were quite hostile to migrants? The students will address the prime minister of Hungary. Of course, they cannot meet him, but they can surely raise some questions.
- Your math teacher is from Syria. She integrated very quickly, learned to speak the language of your country and has already been working for several years. But she earns the money for the whole family because her husband, who graduated as a neurologist, does not have a job. Students interview him to try to find out why it is

so difficult for qualified migrants to find jobs. They address the minister of social affairs to do something about this.

Be sure that each group has chosen the topic and the policymaker for the documentary so that they can start the research in the next step.