

SOCIOLOGY

Migratory movements

Before

In the regular class about migratory movements the teacher will start by showing the interactive map of global migration: <http://migrationsmap.net/#/NLD/arrivals>. The starting point is The Netherlands. The teacher asks pupils about possible reasons for migration and complements the list. After this, he will sketch what the history of migration from and to the Netherlands has looked like since World War II. When the previous goes quicker than expected, the teacher may show other countries, or pupils can start making assignment from the book.

After reversal and omission

Whole task first

The teacher writes the whole task for the class on the blackboard. "Produce a survey of the main migratory movements and reasons for migration from and to The Netherlands and other countries." Pupils have to write down in silence, by themselves what they think the reasons are. Then the teacher will show the interactive map of global migration (<http://migrationsmap.net/#/NLD/arrivals>.) The teacher indicates the options of a whole task at basic, average or high level, and that the pupils can work in twos or threes. At basic level, they have to choose a country individually or in twos, and investigate online where immigrants come from and where emigrants are going. Subsequently, they have to find information about the reasons behind this migration and work them out in a survey, in which they compare their chosen country to the Netherlands. At the higher levels, the pupils are asked to compare countries, come to conclusions and give a substantiated opinion on the Government Policy of 'Shelter in home region.'

Adaptive support

The pupils will have to look for additional information with all the assignments (less with the basic assignment than with the more difficult one.) The teacher does not immediately tell the pupils where they may find this information, but lets them look by themselves. After some time (15-20 minutes) the teacher halts the class and asks who needs more explanation. Depending on the number of pupils who want more explanation and the distribution of the assignment levels he may decide to:

- give a general explanation (when many groups are working on the same assignment and come up with the same questions)
- compose a separate group for explanations (same, but with a representative of every group needing explanation)
- explain to each group (by talking the groups and answering specific questions – when the groups differ a lot in level and in questions)

When the pupils have finished, they are handed a check-up sheet (except at the high level) and they can choose a simpler or more difficult assignment. The teacher takes in the advices and will give feedback during the next class.