

9. Teaching the EU: Immigration and the European Union

Applicable course in new B.C. curriculum: Political Studies 11
(also has application for Socials 11 and Social Justice 12)

DESCRIPTION: The purpose of this lesson plan is to introduce students to the increasing prevalence of restrictive migration policies in the EU, approaches to asylum and refugee policy, and the consequences of restrictive policies, such as human trafficking or unforeseen consequences from EU membership and national policy-making. More specifically, this lesson will look at how rising rates of xenophobia are increasing fears regarding immigration in certain countries and how this translates into stricter migration policies and the consequences this has for potential migrants, and specifically, asylum-seekers.

Big Idea

- International political agreements require compromises between countries with a wide range of values and priorities.

Curricular Competencies

- Explain how different ideologies and worldviews shape perspectives on the same political issue and information (political perspectives)
- Analyze interrelationships between objectives and intended or unintended results (interrelationships, objectives, and results)
- Recognize the influence of implicit and explicit ethical judgments in political decision making, and formulate positions on issues of ethics in politics (judgments in political ethics)

Content

- scope and characteristics of the international system
- issues in global politics, such as security, conflict management, development, and sustainability



Pre-reading, for students:

[UN convention on refugees \(Geneva Convention and Protocol\)](#) and [New York Declaration](#)

[Canadian refugee policy](#)

[Immigration in Europe](#)

[EU common asylum policy](#)

Procedure:

Have students pre-read material above. In small groups, have them complete ‘Migration: Key Terms’ (based on documents above).

Discussion of differences regarding immigration systems and asylum policies: Canada and the EU.

In small groups, have students complete the scenario (‘Asylum Policies: Croatia and the EU’). Discuss and debrief.

Migration Key Terms. In small groups, define the following terms:

Migration: _____

Immigration: _____

Emigration: _____

Migrant: _____

Illegal (or undocumented) immigrant: _____

IDP: _____

Refugee: _____

Asylum: _____

Non-refoulement: _____

Migration and Asylum Key Terms Answer Sheet

Migration: The movement of people from one place to another.

Immigration: Movement into a country for the purpose of settling there.

Emigration: Movement out of a country for the purpose of resettling elsewhere.

Asylum policies: Croatia and the EU

In 2015, the Canadian federal government committed to accepting 25,000 Syrian refugees (which could be up to 50,000 if all forms of refugee sponsorship are considered). This is a newer development for Canada, even though the refugee admittance process remains highly

7. How could the EU focus on prevention of persecution and encouragement of development in third countries in order to reduce refugee numbers and stem illegal migration? What types of measures would be most effective?
8. Every action will have a consequence so try and predict what that would be. What would be the consequences for Croatia, for the EU, and for the migrants themselves?