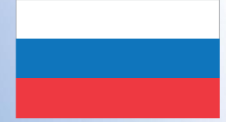




Module 2.

Topic 2.2.1. Examples and plans of thematic and interdisciplinary lessons using the interactive learning toolkit “Climate box”



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Geography lesson "Population Migration"

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I. Today's lesson. "Population Migration"

II. The purpose of the lesson.

Study the features of population migration, understand the causes of population migration, including those related to global climate change.

III. Lesson plan.

- To define the concepts of: migration, immigration, emigration, refugees, internally displaced persons, occasional migrations.
- Identify the causes of migration in the modern world, including those related to global climate change, problems that arise during active migration of the population and identify ways to solve problems.
- Foster a communicational culture, active citizenship, respect for representatives of other nationalities and refugees, and environmental friendliness.

IV. Type and form of the lesson:

Learning new material based on analytical thinking

Work forms: survey, explanation, group work, conversation, formula conclusions, working with text.

V. Equipment.

Interactive whiteboard, computer, self - assessment sheets, textbooks, notebooks, pens, pencils.

Interactive learning toolkit "Climate Box" (aid and map).



VI. Course of the lesson:

1. Organisational aspect.	
The teacher's action	The students' action
Organization of the class, greeting students.	Greeting the teacher, taking places, preparing of workplace.
2. Checking homework.	
The teacher checks knowledge of the students on previous lessons: - What countries have the largest population? - And which ones have the highest population density?	Students answer the questions.
3. Actualization of knowledge.	
Today's topic and goals of the lesson. Lesson motivation and psychological preparation for learning new material. - What do you think are the reasons for the unbalanced distribution of the population? - Can climate conditions affect the unequal distribution of the population? If yes, in what way?	Students answer the questions.

VI. Course of the lesson:

4. Lesson plan. Questions to study (based on the textbook).

1. Classification of migration movement, basic concepts and types.
2. Reasons for migration: national, religious, environmental, climatic, economic, political.
3. Problems that arise during active migration of the population and ways to solve them.

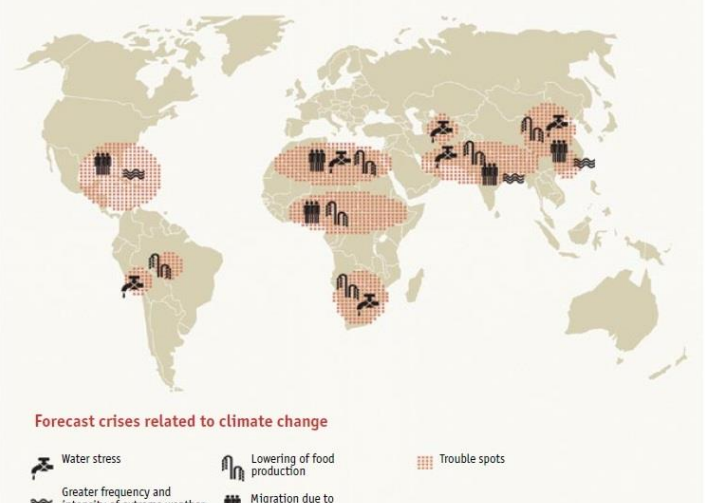


Fig. 2.10.3. A camp of migrants who were forced to leave their homes due to a severe drought (Somalia, 2011).



VI. Course of the lesson:

5. The main part.

No.	Lesson's questions.	Materials from the "Climate Box": number and name of the section (subsection)
1	Classification of migration movement, basic concepts and types of migration (the teacher explains).	2.10. How climate change affects... social issues?
2	Reasons for migration: national, religious, environmental, climatic, economic, political.	The group discussing climate migration uses an aid, map 2.10.5, and a poster "Climate Change Consequence". Working with the map. Identify the migration regions on the map.
3	<p>Problems that arise during active migration of the population and ways to solve them.</p> <p>The class is divided into 6 groups to discuss the main causes of migration: national, religious, environmental, climate, economic, and political.</p> <p>Each group prepares one of the reasons within 10 minutes. Students use a textbook, a map and a set of "Climate Box".</p> <p>Each group is given 3 minutes to present.</p>	<p><i>Fig. 2.10.5. Areas of potential crisis related to climate change.</i></p>  <p>Forecast crises related to climate change</p> <ul style="list-style-type: none"> Water stress Lowering of food production Greater frequency and intensity of extreme weather events (hurricanes, droughts, etc.) Migration due to climate change Trouble spots



VII. Task and discussion are for fixing the material.

1. Discussion:

Which countries may be or are already affected by climate migration?

2. Task:

The country has a population of 6 million people.

Natural population growth of 0.8% per year.

What will be the population of the country in a year, if emigration was 7,000 people, and immigration 12,000 people a year?

Problem solution:

- 1) $6000000 \times 0.8\% / 100 = 48000$ people
- 2) $6000000 + 48000 = 6048000$ people (by natural population growth)
- 3) $6048000 - 7000 + 12000 = 6053000$ people (population in a year)

VII. Electronic test is for fixing the material.

Electronic test / knowledge check

Editable version for the teacher

<https://quizizz.com/admin/quiz/5f26f26460da44001ba17e96/%D0%BC%D0%B8%D0%B3%D1%80%D0%B0%D1%86%D0%B8%D1%8F-%D0%BD%D0%B0%D1%81%D0%B5%D0%BB%D0%B5%D0%BD%D0%B8%D1%8F>

Game version for students

<https://quizizz.com/join?gc=417333&source=liveDashboard>



VIII. Lesson summary (reflection).

Teacher's questions:

What type of migration is relevant for our country?

Can we have climate migration in our country? Justify the answer.

What did you find most interesting in today's lesson?



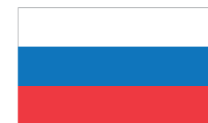
Fig. 2.10.4. The aftermath of Hurricane Haiyan (Yolanda) (Philippines, 2013).



Home assignment:

Task from the "Climate Box": imagine that you work for an International Fund that allocates money to projects to combat the effects of climate change. What kind of projects that aid poor countries would you be financing in the first place? Prepare a presentation.

THANKS FOR YOUR ATTENTION!



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