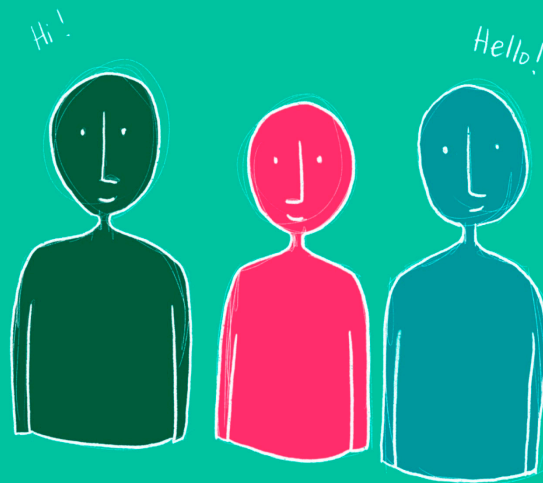




KS3 Resources

# Our Stories 2

Created by Dr Sita Thomas



*connect with someone  
new*

Go Tell the Bees Learning Hive  
National Theatre Wales



# Film 2.1 Our Stories

## Bees & Migration

**This video explores the theme of migration through a number of tasks including group discussions and hot-seating. The video is split into 3 sections with pause points for reflection and group activities. Students should be encouraged to make notes throughout.**

Part 1 of the video explores bee migration and the ways in which each colony protects itself from intruders and links to group discussion and hot-seating activity.

Part 2 of the video starts to look at human migration and introduces students to linked terminology. Students are asked to discuss migration and find 5 reasons that someone might move to another country.

The last section of the video asks students to think about refugees and the reasons they may need to move to another country. It includes a short film by Counterpoints Arts to aid discussion.

 <https://youtu.be/576SKhjnpK8>

### Simple Acts

- Connect with Someone New

### Area of Learning and Experience

- Humanities
- Expressive Arts
- Language, Literacy and Communication

### Resources Required

- Computer
- Projector
- Pens and paper
- Access to internet

# Film 2.1 Our Stories

## Bees & Migration

### Task 1: Discussion and hot-seating

At the pause point ask students to discuss what they have learnt about bee migration.

- What is migration?
- Why would the hives use guard bees?
- What are they working to protect?
- Why would the hives not want newcomers?
- Under what circumstances are new bees allowed in?

#### Hot-seating:

Next, choose students to play the part of the guard bees. The rest of the class use the questions from the discussion to explore the reasons why new bees aren't welcome in the hive.

### Task 3: Refugees

Students take part in a group discussion regarding the Counterpoints Arts film and the themes raised in this section of the video.

- What do the terms Refugee and Asylum Seeker mean?
- What are Push and Pull factors?
- Why might someone become a refugee?
- What difficulties might refugees face?
- How would it feel to have to move to another country?
- What can we do to help refugees?
- How can we make refugees feel welcome?

### Task 2: Human Migration

At the pause point ask students to get into pairs or small groups and discuss the following terminology:

- Emigrate
  - Immigration
  - Immigrants
  - Migration
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- What springs to mind when you hear the words?
  - What do they mean?
  - Have you heard the terms before?
  - Where they used in a positive or negative way?

Next ask the students to come up with 5 reasons why people might move to another country.

# Film 2. Our Stories

## Research and Interviews

**This video asks learners to research the theme of migration then prepare and conduct their own interviews. This video is split into 3 tasks over 2 lessons, though the research task may take longer.**

 <https://youtu.be/ASccseFs90o>

### Lesson 2 Task 1: Interview Questions

Using the research from the last lesson, write a list of 5-10 questions to ask someone about their feelings and understanding of Migration. Remember to avoid closed questions, these are questions which have a Yes or No answer.

### Lesson 1 Task 1: Research

At the pause point ask students to get into groups. Each member needs to choose one of the points below to research then feedback to the rest of the group.

- Uk migration laws
- How does human behaviour relate to bees and migration?
- What can we learn from the bees and what might we do differently?
- What is humanitarianism?
- What does it mean to be compassionate?

### Lesson 2 Task 2: Interview

Get into pairs and ask your partner the questions you prepared in Task 1.

These interviews could be an audio recording or answers can be written down.

- A will start as the interviewee (answering questions)
- B will start as the interviewer (asking questions)

Next A becomes the interviewer and B becomes the interviewee.

Remember to be a good listener and supportive towards your partner.

# Film 2.3 Our Stories

## Migration and Colonisation

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The video looks at multiculturalism and asks students to consider the ways in which Wales' culture and economy have been enriched by it. It looks at colonisation, the British Empire and Welsh settlement in Patagonia. It includes group discussion, research and presentation tasks.

 [https://youtu.be/ul4z\\_rOfUyA](https://youtu.be/ul4z_rOfUyA)

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### Task 1: Migration in Wales Group Discussion

At the pause point ask students to get into groups discuss and make notes on the following:

- What is meant by the term multicultural?
  - Why might cities and large towns be more multicultural than rural areas?
  - List 5 ways in which multiculturalism enriches society.
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### Task 2: Colonisation Research Task

Examine Welsh settlement in Patagonia and the impact it had on the language and culture of indigenous people.

Use your research and fact sheet to create a presentation to show the rest of the class.

# Film 2.4 Our Stories

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**Choose someone you already know or connect with someone new and interview them about their experiences of migration.**

- Think carefully about your interview questions.
- Ask about things that interest you.
- Think about the best way to word your questions.
- Use open ended questions.
- Be kind and supportive in your questioning.

 <https://youtu.be/58qCljY2ltk>

