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| **Course(s):** Geography 3200/3202 |
| **Curriculum Expectations:**   * 6.4.1 define the terms migration, immigration, and emigration * 6.5.1 define the terms push factor, pull factor, repel factor, and intervening obstacle \*will only explore push and pull factors\* * 6.5.2 examine the dynamics related to an individual’s decision to migrate * 6.5.5 describe the economic impacts of immigration and emigration   (<http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/socialstudies/geo3200/unit6.PDF>) |
| **Overview:** Using the research conducted on the coastal community of St. Paul’s, students will be able to explain migration in terms of push and pull factors as well as relate migration patterns to economic, political, social, and environmental influences. Students will also gain an understanding of what a location needs in order for them to live. |
| **Materials:**  *Teacher*   * Rural Youth SMARTBoard file (includes definitions, brainstorming page, “Will you stay or will you go?” activity)   *Students*   * Computer (1 per student, or students can work in pairs) * St. Paul’s: Past, Present, Future \*see CURRA Reference\* * Role play character cards |
| **CURRA Reference:** St. Paul’s: Past, Present, Future - Jessica Kukac, Kurt Korneski and Ratana Chuenpagdee (<http://www.curra.ca/documents/St%20Pauls%20-%20Past%20Present%20Future.pdf>), Reflections on Sustainable Fisheries Communities: A Youth Lens- keynote address by Nicole Power (<http://www.curra.ca/symposium/keynotes.html>). |
| **Lesson Details:**  *Lesson One*   * Students will be asked to look at a world map and choose a place where they would like to live. * Students must determine if these places have everything they will need to live. This includes basic human needs as well as needs of the individual. Students will provide short (1 minute) presentations describing why their chosen location does or does not meet their needs. * As a class, come up with a list of qualities students feel are essential when choosing a living location. * Students will then be asked to read “St. Paul’s: Past, Present, Future” * Students will be assigned roles for next lesson so that they have time to prepare for their role play.   *Lesson Two*   * Students will be split into small groups and assigned roles which they must immerse themselves. * Students will then complete the “Will you stay or will you go?” activity based on the roles their groups have been assigned. * Class will debrief with the discussion questions below. |
| **Assessment:**  Discussion Questions   * Ultimately which item from the “essential qualities” list most influenced your (your character’s) decision to stay or go? * How did your decisions differ from your classmates’ characters? Why might this be? * After this activity, which qualities do you feel are most important when deciding where to live? Have they changed since before this activity? * Would St. Paul’s meet your needs as a young adult? Justify. * If not, what changes would you need to see in the community in order to settle there? How could these changes be made possible? * Are there any common needs that you and your classmates feel are essential to settling in St.Paul’s? |
| **Notes:**  Stress that jobs opportunities and recreation were very important for youth interviewed in rural Newfoundland. |

**Will You Stay or Will You Go?**

**Role Play Questions**

You are a 17 year old youth living in the community of St. Paul’s. You have lived there your whole life, and both your father and your grandfather chose fisheries as their career path. You have been surrounded by the job and the culture since you were young and you have a real “knack” for it. You really enjoy the outdoors and spend most of your free time hunting, hiking, or snowmobiling with your friends.

You are a 17 year old youth living in the community of St. Paul’s. You have lived there your whole life but have always dreamed of living in the city. You feel that your community is beautiful and the people are very nice, but you want to go to college and start a life away from town. Your family has always been heavily involved in the fishing industry and your parents are hoping you will follow in the family business. You like the outdoors, but prefer spending your free time shopping, going to the movies and trying new restaurants.

You are a 17 year old youth living in the community of St. Paul’s. You have lived in other rural communities in Newfoundland before but do not consider St. Paul’s your hometown. You are not totally sure about your career path, all you know is that you want a family and to be able to support that family. You enjoy the outdoors and coastal life, including the idea of fishing for a living, but your number one priority is a stable career.

You are a 17 year old youth living in the community of St. Paul’s. You have lived in other rural communities in Newfoundland before. You have always dreamed of a career in science as a fisheries biologist. You appreciate the biological significance of your location as well as all of the outdoor recreation coastal life has to offer. Your friends are very important to you as well. You know you need to leave for education, but are hoping to return to the area.