**Teachers’ notes Level B1.2**

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| A picture containing sheep, sky, outdoor, mammal  Description automatically generated**Lesson outcomes**By the end of the lesson students will have: * discussed the reasons why people leave their country.
* read the story of an enterprising Ethiopian immigrant.
* created a commentary to accompany a short video about her life.
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| **Materials**Handout for studentsAppendices <https://youtu.be/40RRuQbpYQQ>PPT |

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| **Time** | **Procedure** | **Materials** |
| **10 minutes** | **Activity 1:** Why do people leave their country?* Display lesson objectives.
* Ask the class why they think people leave their country. If they have e a lot of ideas, put them into groups with a time limit of 3 minutes to continue. Ask them write a list. *Ideas will include: work, study, travel, holiday, to meet family, poverty, war, political unrest, persecution, environmental disaster, racist violence, exploitation, abuse, discrimination.* Input the correct terms when students explain an idea well, but don’t know the terminology *.*
* Ask them the difference between leaving their country to travel, for example, and leaving their country because it is too dangerous to stay. **Eg.** *The first is because you choose to. The second is because there is no choice.*
 | **PPT** |
| **10 minutes****10 minutes****20 minutes** |  **Activity 2:** A success story.* Ask students to read the beginning of an immigrant story.

**“An Ethiopian migrant has become a symbol of integration in Italy her adopted home. She escaped from Addis Ababa after her participation in protests against “land-grabbing” angered local authorities. She has created a successful animal farm and business”*** Comprehension check: Who is Agitu Gudeta? Why did she leave her country? Where did she go? How do students think the story will continue?
* Give them 3-4 minutes and then listen to how each group thinks the story couldcontinue.

**Activity 3:** Read about Agitu* Ask students to look at Appendix 1. The story has been divided into 5 paragraphs. The paragraphs are written in the wrong order. Tell them to read the story and put the paragraphs in order. Tell them to note especially the beginnings and ends of each paragraph for linguistic “signals” or signposts to help them reorder correctly. *Correct order: x, k, z, j, q.*
* Distribute a copy of the correct order (Appendix 1) or show the slide on the ppt.
* ***Comprehension check:***

***Why did Agitu leave Ethiopia? She was a protester. Where does she live now and what does she do there? In Italy in the Trentino. How was she able to buy the land that she uses? She didn’t buy it. It was given in an initiative to repopulate abandoned land. In Agitu’s opinion, why do the local people respect her? Because she works hard and is self-sufficient.******What is encouraging people to dislike immigrants who come to Italy? The politically right-wing press*** **Activity 4:** Watch and write.<https://youtu.be/40RRuQbpYQQ>* Ask students to watch this one minute video about Agitu’s life in Trentino **without the sound turned on**.
* Tell them to concentrate on the images. What do they teach us about Agitu? .
* In pairs, students write a commentary to the video. They should look carefully at the video sequence and use the summary in Appendix 1 to help them.
* Choose two of the commentaries. Watch the silent video while the students read their commentary.
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| **5 minutes** | **Reflection*** What do the students think about Agitu and the life she has created for herself?
* Could the students do something similar? Why? Why not?
* Is there a reason she has never experienced racism or aggression by the local people?
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**Students’ handout**

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| A picture containing sheep, sky, outdoor, mammal  Description automatically generated**Lesson Outcomes** By the end of the lesson you will have: * discussed the reasons why people leave their country.
* read the story of an enterprising Ethiopian immigrant.
* created a commentary to accompany a short video about her life
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 **Activity 1:** Why do people leave their country?

* Work in pairs. How many reasons can you think of why people leave their country?
* If you have a lot of ideas, write a list. Your teacher will give you a time limit.
* What is the difference between leaving your country to travel, for example, and leaving your country because it is too dangerous to stay?

 **Activity 2:** A success story.

* Read the beginning of an immigrant story.

**“An Ethiopian migrant has become a symbol of integration in Italy her adopted home. She escaped from Addis Ababa after her participation in protests against “land-grabbing” angered local authorities. She has created a successful animal farm and business”**

Comprehension check: Who is Agitu Gudeta? Why did she leave her country? Where did she go?

 How do you think the story will continue? Go back into your pairs and talk about the development of the story together. Report back your ideas.

**Activity 3:** Read about Agitu

* Look at Appendix 1. The story has been divided into 5 paragraphs. The paragraphs are written in the wrong order. In pairs, read the story and put the paragraphs in order. Note especially the beginnings and ends of each paragraph for linguistic “signals” or signposts to help you re-order correctly.
* Look at a copy of the correct order (Appendix 1) or look at the slide on the ppt.
* ***Comprehension check:***
1. ***Why did Agitu leave Ethiopia?***
2. ***Where does she live now and what does she do there?***
3. ***How was she able to buy the land that she uses?***
4. ***In Agitu’s opinion, why do the local people respect her?***
5. ***What is encouraging people to dislike immigrants who come to Italy?***



 **Activity 4:** Watch and write.

<https://youtu.be/40RRuQbpYQQ>

* Watch this one minute video about Agitu’s life in Trentino **without the sound turned on**.
* Concentrate on the images. What do they teach us about Agitu? .
* In pairs, write a commentary to the video. Look carefully at the video sequence and use the summary in Appendix 1 to help them.

All together. Watch the silent video while some of you read your commentary.

 **Reflection**

* What do you think about Agitu and the life she has created for herself?
* Could you do something similar? Why? Why not?
* Is there a reason she has never experienced racism or aggression by the local people? What do you think?

**Glossary:**

**Common land = *land which people have the right to use eg. for their animals or to collect wood*.**

**Abandoned land *= land which no one claims or pays a tax to use.***

**To set aside land = *to remove land from production, usually for development or supply control.***

**To fuel hostility *= to deliberately make people feel angrier about something.***

**To be self-sufficient = *requiring no outside help to satisfy needs.***

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| **Language Box:**Read Agitu’s life line:2010 **arrived** in Italy. **Worked** as a waitress.**Applied for** use of common land.**Bought** 15 goats.**Started** milking the goats and making cheese.**Started** selling the cheese from her dairy and in the market.**Started** producing beauty products using the goat’s milk.Has employed young immigrants to help her.2020 she has 150 goats, has continued to make and sell their cheese and has often described her own story and the political problems in Ethiopia to groups of local environmentalists and NGO’s. Why do we say “She **worked** as a waitress” but “she **has employed** young immigrants”?***Past Simple Tense and Present Perfect tense******Remember, we use the simple past tense for finished past actions and the present perfect tense for actions that started in the past and continue to the present.***  |  |

**Appendix 1**

**NOT the correct order**

Paragraph Z

She escaped from Addis Ababa in 2010 after her participation in protests against “land-grabbing” angered local authorities. Activists accused the authorities of setting aside large areas of farmland for foreign investors, especially to grow flowers, maize, sugar cane and produce palm oil for export.

Paragraph Q

She started with 15 goats, a local breed called Pezzata Mochena, and by 2018 she had 180, becoming a well-known local figure. “I created my space and made myself known, there was no resistance to me” she said. There was no racism or hostility towards her. “I’ve always worked, was self-sufficient, never needed to ask for anything. I was independent. People respect that.”

Paragraph K

In fact, Gudeta’s story has been reported by numerous international media as an example of a migrant success story in Italy at a time of rising hostility towards immigrants, fuelled by the right wing Lega party. Agitu grew up in the Ethiopian capital of Addis Ababa.

Paragraph J

After leaving Ethiopia, when she reached Italy, at first she felt afraid and indecisive. She had contacts in Trento so she went there. She was able to use common land in the northern mountains to build her new enterprise, taking advantage of permits that give farmers access to public land to prevent unclaimed territory from being reclaimed by Mother Nature.

Paragraph X

An Ethiopian migrant has become a symbol of integration in Italy, her adopted home, where she keeps goats and has a successful cheese business. Agitu Gudeta, has made her home in the mountains of Trentino’s Valle dei Mocheni, making goat’s cheese and beauty products on her farm La Capra Felice (The Happy Goat), which was built on previously abandoned land.

**Appendix 1**

**THE CORRECT ORDER**

An Immigrant success story

(Adapted from [www.sowetanlive.co.za](http://www.sowetanlive.co.za))

Paragraph X

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She started with 15 goats, a local breed called Pezzata Mochena, and by 2018 she had 180, becoming a well-known local figure. “I created my space and made myself known, there has been no resistance to me” she said. There has been no racism or hostility towards her. “I’ve always worked, am self-sufficient, never needed to ask for anything. I am independent. People respect that.”