

## Migration



### Lesson objective

Learn about the impact of different national, ethnic and religious groups on communities in the UK

*Ahead of the lesson ask the class to spot - from where they live, what they see in the newspapers and on TV - evidence of different national, ethnic and religious groups in the local community and in the UK. And there may be in class one or two, perhaps more, who come from overseas.*

### Starter (10 minutes)

By the end of the lesson you will be able to explain the different categories of people who leave their country of origin to live elsewhere, what causes them to leave and what impact they have on the new communities in which they live.

### Whole class discussion

Ask the class to report on what they have found out about different groups. How many different national, ethnic, religious groups they have spotted. And what evidence they have found for the groups, dress, restaurants, etc.

What does all this tell us about the UK?

◆ UK is a multicultural community.

Remind the class that many other countries are the same. Migration is happening across the world. About three per cent of the world's population (190 million) live outside the country of their birth. British emigrate in large numbers too. In 2009 55,000 went to live in Australia.

### Main activity Group activity (working in pairs)

List some reasons for people to leave their own country and make a new one for themselves elsewhere, not necessarily the UK.

### Short plenary

*Write the feedback on the whiteboard*

Better job or any job  
Join their family already settled here  
Escape trouble at home from:

- ◆ Famine
- ◆ War
- ◆ Persecution

Education

Use the *Definitions* worksheet to define the different categories of people who leave their countries for one or more of these reasons.

[[www.citizensofeurope.org/filepool/KS4\\_DC1](http://www.citizensofeurope.org/filepool/KS4_DC1)]

Or as a whole class exercise use the *Definitions quiz*.

[[www.citizensofeurope.org/quiz.php?quiz\\_id=5&cat\\_id=6](http://www.citizensofeurope.org/quiz.php?quiz_id=5&cat_id=6)]

Now we are clear about the type of people who come here and why. Next let's think about the difference they make to where they live. The benefits and in some cases the difficulties.

**In groups**  
(5-10 minutes)

Divide the class into two groups of pairs, one studying the **benefits**, the other studying the **difficulties**. After five to 10 minutes mix into groups of four, each pair explaining to the other what they have thought about.

(G&T group to study and report on asylum seekers, the basis for the UK accepting them, what happens to them when they come here.)

**Benefits**

- ✓ Helps the economy
- ✓ Young people needed to offset ageing population
- ✓ Brings new ideas
- ✓ Brings cultural richness
- ✓ Provides safety for those who need it

**Difficulties**

- ✗ Too many people?
- ✗ Don't speak English?
- ✗ Threat to people's jobs?
- ✗ Changes to the way we live?
- ✗ Cost to the taxpayer?

G&T group report on asylum seekers  
What controls are in place over who comes in to stay?

**Whole class discussion**  
(10 minutes)

Do we need controls?

Why not let them all come in?

Need to distinguish between two groups: migrants from the other EU countries; migrants from other countries.

Under EU law that allows free movement of peoples, citizens of other EU countries are free to come to the UK and if they get a job to stay. British people have that right also, to go work and live in other EU countries.

**Reference: *Migrant workers from the EU***

[[www.citizensofeurope.org/full\\_article.php?article\\_id=6&cat\\_id=4](http://www.citizensofeurope.org/full_article.php?article_id=6&cat_id=4)]

Migrants from non EU countries can come in *only if*:

- They are joining their families if they are already here
- They have employment skills that are needed in the UK
- They seek asylum because of conditions back home
- They have student visas to study at UK universities

Britain's obligations under international law

**Reference: *Asylum seekers in the UK***

[[www.citizensofeurope.org/full\\_article.php?article\\_id=5&cat\\_id=4](http://www.citizensofeurope.org/full_article.php?article_id=5&cat_id=4)]

How would we rate immigration? (*Don't use if there are recent immigrants in the class*)

- A good thing?
- A bad thing?
- A good thing, but need to tighten up controls?

**Plenary**  
(5 minutes)

**Options**

Use the whiteboard for a quiz helping to define migrant and asylum status

**Reference: *Definitions quiz***

[www.citizensofeurope.org/quiz.php?quiz\\_id=5&cat\\_id=6](http://www.citizensofeurope.org/quiz.php?quiz_id=5&cat_id=6)

Imagine you are a member of the Border Agency. You are interviewing an applicant for asylum/ to get a job. What sort of questions will you ask?

**Reference: *Appeal for asylum***

[www.citizensofeurope.org/filepool/Asylum\\_appeal.pdf](http://www.citizensofeurope.org/filepool/Asylum_appeal.pdf)

*For differentiation*

You are a member of a local authority that wants to help first-time immigrants to get settled in the community.

What sort of things would you do to make them welcome?

**Reference: *How to make them welcome***

[www.citizensofeurope.org/teacher\\_full\\_article.php?article\\_id=102](http://www.citizensofeurope.org/teacher_full_article.php?article_id=102)

**Worksheets**

[Diverse communities: definitions](#)

[www.citizensofeurope.org/filepool/KS4\\_DC1](http://www.citizensofeurope.org/filepool/KS4_DC1)

**References**

[Definitions quiz](#)

[www.citizensofeurope.org/quiz.php?quiz\\_id=5&cat\\_id=6](http://www.citizensofeurope.org/quiz.php?quiz_id=5&cat_id=6)

[Migrant workers from the EU](#)

[www.citizensofeurope.org/full\\_article.php?article\\_id=6&cat\\_id=4](http://www.citizensofeurope.org/full_article.php?article_id=6&cat_id=4)

[Asylum seekers in the UK](#)

[www.citizensofeurope.org/full\\_article.php?article\\_id=5&cat\\_id=4](http://www.citizensofeurope.org/full_article.php?article_id=5&cat_id=4)

Rôle-play [Appeal for asylum](#)

[www.citizensofeurope.org/filepool/Asylum\\_appeal.pdf](http://www.citizensofeurope.org/filepool/Asylum_appeal.pdf)

[How to make them welcome](#)

[www.citizensofeurope.org/teacher\\_full\\_article.php?article\\_id=102](http://www.citizensofeurope.org/teacher_full_article.php?article_id=102)

**Programme of Study**

Key Concepts 1.3 (b, d)

Key processes 2.1 (a, d)

Range 3 (l )