



**How and why do people
migrate to and from our
communities?**

Lesson 2

Who does our changing community identity matter?

Lesson 2

How and why do people migrate to and from our communities and how are you a part of it?

Key Stage 4

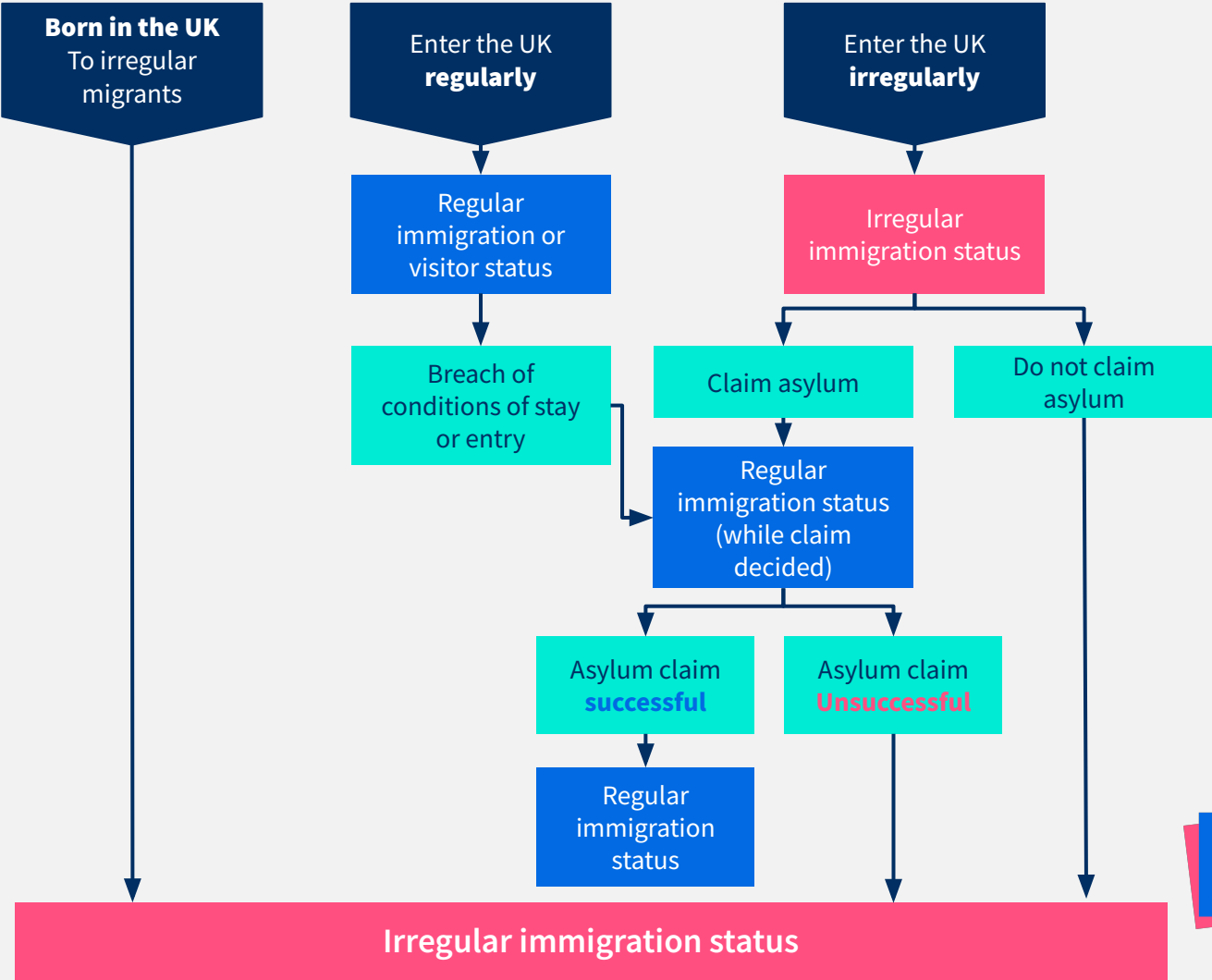
<p>Overview</p>	<p>Students consider what migration is within this lesson and identify reasons why migration occurs with particular reference to push and pull factors. Students use statistical information to support their understanding of migration. Through use of the points based system they analyse the systems in place within the UK and debate how fair this is.</p>
<p>Citizenship Skills and Concepts</p>	<p>Skills: critical thinking, enquiry, tackling controversial issues, oracy, discussion and debate, collaboration and teamwork, problem solving and critical reflection.</p> <p>Concepts:</p> <ul style="list-style-type: none"> ● Diversity ● Rights ● Identity ● Agency
<p>Essential Teaching Guidance</p>	<p>This lesson contains sensitive topics. It is crucial to understand the students you teach and their individual circumstances as this may be directly related to their personal lives. Be mindful of the viewpoints that might arise and encourage empathy and understanding through discussions with students. You may not be aware of the backgrounds of all of your class so it could be advisable to ask the pastoral team before teaching this lesson if anybody will be affected. Where the issues raised in teaching the lesson may be sensitive or controversial in nature, do ensure you are in line with your school policies on such matters. You may also find the ACT guidance on teaching sensitive and controversial issues in Citizenship helpful.</p> <p>You may want to read around the the arguments concerning illegal and irregular immigrants before the lesson starts to help answer any student questions:</p>

	<p>https://migrationobservatory.ox.ac.uk/resources/briefings/irregular-migration-in-the-uk/</p> <p>This video may be helpful to understand the difference between migration in EU which is not regulated between member states and migration outside of the EU:</p> <p>EU External Migration: What it is & Why it Matters</p>
<p>Learning Questions</p>	<ol style="list-style-type: none"> 1. What is migration? 2. Why do people change communities? 3. How does the points-based system work?
<p>Resources</p>	<ul style="list-style-type: none"> ● Card sort: Push and Pull Factors ● Summary of Human Rights
<p>Assessment Opportunities</p>	<p>A range of assessment methods are used within this lesson. Multiple choice questions are used to check students' understanding of key terms. Further questioning needs to be used to check for understanding.</p> <p>Discussion points are a core part of this lesson and understanding will need to be checked for using direct questioning, through random selection of students.</p> <p>A card sort allows students to demonstrate their knowledge of key points, it is crucial to assess the pair's work and check for correct knowledge.</p> <p>Written responses are used to allow for acknowledgement of all students responses</p> <p>Students are expected to draw upon knowledge from across the lesson within the plenary allowing for an assessment of understanding before potentially moving onto new content in the next lesson.</p>
<p>Do now / Starter /Entry Task</p> <p><i>(5 minute class discussion)</i></p>	<p>How does migration link to our community?</p> <p>Students reflect on their local communities, or knowledge from the media to identify how connected they are to migration. Ask for feedback from the students to clarify their understanding or establish their misconceptions regarding migration. You may want to allow students to think-pair-share before sharing their ideas. Alternatively, you could cold-call students.</p>

<p>Task 1 <i>(10 minutes)</i></p>	<p>What is migration?</p> <p>Students develop their understanding and knowledge of migration through use of key terms associated with this area. A definition of migration is given with four key terms which are often associated with emigration; asylum seeker, irregular migrant, refugee and immigration. Students begin to discuss the connections between these terms. Understanding of these terms to be checked through key terms to definition matching task. This is an important section of the lesson which will ensure that students continue the lesson with the correct understanding.</p> <p>Remember that communities change for all sorts of reasons not just because of migration (e.g economic investment in infrastructure, new jobs or decline in employment, natural disasters, war, environmental change, urbanisation etc) but this lesson focuses on emigration. The task will also allow students to see the misconceptions and conflation of terms perpetuated by the media.</p>
<p>Task 2 <i>(10 minutes)</i></p>	<p>Can you be an illegal immigrant?</p> <p>Students consider the phrase “Illegal Immigrant” and assess four headlines which include this terminology. It will be important to tease out, and develop students' media literacy, through discussion over the incorrectness of this phrase as it is not possible to be an illegal immigrant. Instead the correct term used by the government is irregular migrant. A diagram from the migration observatory is provided within the slides to aid explanations of this.</p> <p>A brief class discussion can then follow over how migration has occurred in the UK over time with reference to major events using the timeline provided. You may pick one or two of these to explain in slightly more detail to emphasise how migration has occurred over a long period of time, asking students to consider why these events occurred and how they might have affected our communities. Discussion around why the media and politicians may use the term “illegal” rather than “irregular”. Which would have the most impact with voters or readers etc? Which word is most emotive?</p>

<p>Task 3 <i>(10 minutes)</i></p>	<p>Push and pull factors</p> <p>Students consider four images and identify what would make them want to move somewhere and what would make them want to move away from somewhere. This then allows them to identify the difference between push and pull factors. Following this understanding can be assessed through the push and pull factor card sort. Students are to be encouraged to develop this further by matching the corresponding push and pull factors. Using their knowledge of these factors they can further demonstrate their understanding by either drawing and annotating or writing a descriptive paragraph to explain what the most ideal place to live would be like - referring to at least 2 push and pull factors. To relate this to some concrete real world examples, ask students if they know of any countries where these push or pull factors have been used. Take students through the next two slides to demonstrate some patterns of migration and reasons behind this and the countries that receive migrants and their pull factors.</p>
<p>Task 4 <i>(15 minutes)</i></p>	<p>Immigration to the UK</p> <p>Students can use the graph provided in the slides to identify reasons why people migrate to the UK. They could also develop this further by considering how this has changed over time. You could set the task “Draw conclusions from this graph about why people migrate to the UK and how this has changed over time” This will then lead them into how immigration works in the UK today. A clip is provided from the government website for students to watch as well as a government diagram around the labour pool.</p> <p>Students are to use the points based system to analyse 4 fictional people and their entitlement to migrate to the UK. Students should then be encouraged to identify whether they believe this points based system is fair. Students should be encouraged to note a brief response - a post-it note could be used here - to register their current thinking. Following this students should then consider human rights (using the hand out) and how these might connect to the points based system. Referring back to their original response they are to develop this and write an argument that either the UK points based system is fair or unfair referring to at least two human rights in their response. A slide is provided to highlight some of the human rights they could connect to this. Students can peer assess this once completed ensuring that there are two human rights mentioned and linked to why people would migrate.</p> <p>Students could then feedback on the work they assessed and a list</p>

	of the human rights suggested could be compiled.
Plenary / Reflection <i>(5 minutes)</i>	Using the continuum line students either line up across the classroom or place a post-it note on the board. Students will then be invited to state why they are in the position they are in and try to advocate their point of view to encourage somebody who is holding the opposing view to change their mind.
Takeaway Task <i>(20 minutes)</i>	How do other countries deal with migration? Students could research other countries and their approaches to migration to consider if other places have a fairer system.



Source: The Migration Observatory

Push/pull factors

Push factors

Civil unrest

Closing of factories

Crop failure

Dangerous neighbourhoods

Decline in employment

Dictatorship

Fuel poverty

Environmental change

Pull factors

Abundant food

Better climate

Comprehensive medical care

Democracy

Education opportunities

Family reunification

Human rights upheld and respected

Investment in infrastructure



Push/pull factors

Human made environmental disasters	Job opportunities
Lack of funding for schools, hospitals and transport	Law and justice applied fairly
Lack of safety	Low crime rate
Loneliness	More wealth
No access to healthcare	New industry built
Persecution	Political stability
Poverty	Protection
Rapid destructive climate change	Renewable energy sources
War	Safe Society



A summary of the Universal Declaration of Human Rights

1. Everyone is free and we should all be treated in the same way.
2. Everyone is equal despite differences in skin colour, sex, disability, religion, language for example.
3. Everyone has the right to life and to live in freedom and safety.
4. No one has the right to treat you as a slave nor should you make anyone your slave.
5. No one has the right to hurt you or to torture you.
6. Everyone has the right to be treated equally by the law.
7. The law is the same for everyone, it should be applied in the same way to all.
8. Everyone has the right to ask for legal help when their rights are not respected.
9. No one has the right to imprison you unjustly or expel you from your own country.
10. Everyone has the right to a fair and public trial.
11. Everyone should be considered innocent until guilt is proved.
12. Everyone has the right to ask for help if someone tries to harm you, but no- one can enter your home, open your letters or bother you or your family without a good reason.
13. Everyone has the right to travel as they wish.
14. Everyone has the right to go to another country and ask for protection if they are being persecuted or are in danger of being persecuted.
15. Everyone has the right to belong to a country. No one has the right to prevent you from belonging to another country if you wish to.
16. Everyone has the right to marry and have a family.
17. Everyone has the right to own property and possessions.
18. Everyone has the right to practise and observe all aspects of their own religion and change their religion if they want to.
19. Everyone has the right to say what they think and to give and receive information.
20. Everyone has the right to take part in meetings and to join associations in a peaceful way.
21. Everyone has the right to help choose and take part in the government of their country.
22. Everyone has the right to social security and to opportunities to develop their skills.
23. Everyone has the right to work for a fair wage in a safe environment and to join a trade union.
24. Everyone has the right to rest and leisure.
25. Everyone has the right to an adequate standard of living and medical help if they are ill.
26. Everyone has the right to go to school.
27. Everyone has the right to share in their community's cultural life.
28. Everyone must respect the 'social order' that is necessary for all these rights to be available.
29. Everyone must respect the rights of others, the community and public property.
30. No one has the right to take away any of the rights in this declaration.

Source: The Human Rights Education Association



UK points-based immigration system - 70 points needed

Characteristics	Mandatory /Tradeable	Points
Offer of job by approved sponsor	Mandatory	20
Job at appropriate skill level	Mandatory	20
Speaks English at a required level	Mandatory	10
Salary of £20,480 to £23,039	Tradeable	0
Salary of £23,040 to £25,599	Tradeable	10
Salary of £25,600 or above	Tradeable	20
Job in a shortage occupation	Tradeable	20
Education qualification: PhD in a subject relevant to the job	Tradeable	10
Education qualification: PhD in a STEM subject relevant to the job	Tradeable	20

Who would be able to migrate to the UK?

Sarah

Speaks some English but has no qualification. Has been a practicing Doctor in Ethiopia. Enjoys sports. Has a job offer as a GP with an salary offer of £41,000.

Michael

Lives in a country where there is a serious conflict. He and his family are constantly in danger. Has been working as a vet. Speaks little English.

Keifa

Speaks English but has no qualification, has job offer with salary of £24,500. Has a masters degree in Film Studies. Has family in the UK who were refugees and now have citizenship.

Rishi

Is a single father to two children. English GCSE, PHD in biology, has job offer with salary offer of £32,700. Already owns a holiday home in England.