



# What challenges have some migrants faced when coming to the UK?

## Lesson 4

**Why does our changing community identity matter?**

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**What challenges have some migrants faced  
when coming to the UK?**  
**Key Stage 4**

<p><b>Overview</b></p>	<p>This lesson will allow students to develop an understanding of an episode of migration in our history that has affected our communities and caused change. This story begins after WWII but continues to 2018. Students will be given the opportunity to explore how this case study of one group of migrants illustrates a range of political and social effects of migration.</p>
<p><b>Citizenship Skills and Concepts</b></p>	<p>Skills: Media literacy, critical thinking, discussion</p> <p>Concepts: Fairness and justice, identity, community, Human Rights, protected characteristics</p>
<p><b>Essential Teaching Guidance</b></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. 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. More recently the Windrush generation has hit the public's attention again following issues surrounding the right to rain in the UK. It is advisable to read this report prior to teaching this lesson.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/874022/6.5577_HO_Windrush_Lessons_Learned_Review_WEB_v2.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/874022/6.5577_HO_Windrush_Lessons_Learned_Review_WEB_v2.pdf</a></p> <p>Of course not all of the changes in the diversity of our population are because of Windrush - and it's important to remind students that this is just one, albeit important, of many migration stories.</p>
<p><b>Learning Questions</b></p>	<ol style="list-style-type: none"> <li>1. Refugees, asylum seekers or migrants?</li> <li>2. Who are the Windrush generation?</li> <li>3. How were they treated at the time?</li> </ol>

<p><b>Resources</b></p>	<p>Modern day UK Photo sheet with questions</p>
<p><b>Assessment Opportunities</b></p>	<p>A range of assessment methods are used within this lesson.</p> <ul style="list-style-type: none"> <li>- True or false questions are used to check students' knowledge on the concepts covered in this lesson. Further questioning needs to be used to check for understanding.</li> <li>- 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.</li> <li>- Recall from previous lessons is included in this lesson to check knowledge of key concepts to ensure students have a good foundation of understanding to understand issues covered in this lesson.</li> <li>- Students use critical thinking within this lesson to analyse sources. Guided questioning is to be used to check for understanding.</li> <li>- Written responses are used to allow for acknowledgement of all students' responses. These could be assessed during the lesson or more formally after the lesson.</li> <li>- 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.</li> </ul>

<p><b>Do now / Starter /Entry Task</b></p>	<p><b>Tackling the misconceptions of migration</b> - True or False questions. When completing this activity with students you should be able to identify their views on whether they believe the statements are true or false. You could get them to write on mini white boards or raise their hands. After each revelation spend time discussing the facts - notes are provided here to guide these discussions:</p> <p>Britain receives the most asylum requests - False - it's actually Germany (2022)</p> <p>A refugee is the same as an asylum seeker - False - An asylum seeker is a person looking for protection because they fear persecution, or they have experienced violence or human rights violations. A refugee is a person who asked for protection and was given refugee status. They may have been resettled in another country or are waiting for resettlement.</p>
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	<p>Adults are more likely than children to be given refugee status - True - Overall, 34% of decisions on asylum applications were specifically grants of asylum, compared to just 27% for separated children. Instead, many separated children are granted short term leave to remain which expires after 2.5 years.</p> <p>Passengers on Windrush were asylum seekers - False - They had been invited to work by the UK government and would be classed as migrants</p> <p>62% of migrants to the UK are asylum seekers - False - Net migration shows that asylum seekers make up 6%</p> <p>Within the EU, most asylum seekers go to the UK - False - Last year (2021) only 3% of asylum seekers across the EU came to the UK</p>
<p><b>Activity 1</b> <i>(3 minutes)</i></p>	<p><b>Definition recall</b> Following the true or false quiz students should re-cap core definitions that would have been covered and are crucial for this lesson. This allows students to be secure in their knowledge of key concepts covered in previous lessons and allows for secure foundations to continue with the learning.</p>
<p><b>Activity 2</b> <i>(15 minutes)</i></p>	<p><b>Windrush</b> Introduce Windrush using the information provided within the slides. Some students may find it beneficial to have this printed and in front of them to highlight/underline to enable them to complete this activity. Students should summarise Windrush in their own words using the information provided.</p> <p>You may ask students to write a sentence in their books or share their understanding with their neighbour. As understanding what Windrush was is an important element of the lesson it is important to live mark this while students are writing or take feedback from students once they have completed the task. This could be via cold calling, random name generation or targeting particular students based on your knowledge of them.</p>

### Activity 3

*(15 minutes)*

For this activity you need to show a newsreel clip from the day Windrush arrived in Tilbury docks. A recommended clip is:

 **Pathe Reporter Meets (1948)**

Students are to build on their understanding of Windrush and what its arrival meant. Encourage critical analysis of the events here.

A suggested **framework for this discussion**, taken from “The Art of Focused Conversation For Schools” could be:

#### Opening

- This newsreel is from the time of the arrival of Windrush to the Tilbury docks. Let's consider it as a source where we can obtain information. Let's watch the video and try to build a picture of what was happening.

#### Objective Questions

- What reasons did those on Windrush have to come to the UK and what reasons made them want to leave their home? (You may wish to re-use the push/pull factor card sort from the previous lesson to aid students here)

#### Reflective Questions

- What's your personal reaction to this video?
- What did you think was interesting?
- Did it raise any questions or concerns for you?

#### Interpretive Questions

- How would they have felt?
- How would locals have reacted?
- What implications might this have had on society?

#### Decisional Questions

- Is this a reliable source?
- How should this source be used?

#### Closing

- These are the suggestions I hear you making....
- Thank you for your input.

<p><b>Task 4</b> <i>(15 minutes)</i></p>	<p>Using the film from the Caribbean Social Forum - Windrush Community Project ask students to complete the table on the individuals speaking about their experiences. The video is split into clear sections. Depending on your group you could:</p> <ul style="list-style-type: none"> <li>a) Leave the video to run and the class to record the information then feedback at the end</li> <li>b) Stop the video at each section to check for understanding</li> <li>c) If you are concerned about the timing you could adapt the worksheet to only use one to two sections.</li> </ul> <p><u><a href="#">Community Programme: Collaborative project with the Caribbean Social Forum   The British Library</a></u></p> <p>Once you have checked on the students understanding pose the following questions should you think it suitable:</p> <p>Can you identify any prejudice experienced by the speakers?</p> <p>Do you notice any issues that could affect their Human Rights?</p> <p>Do you think this sort of experience could happen to a migrant today?</p>
<p><b>Plenary / Reflection</b> <i>(5 minutes)</i></p>	<p>This activity allows students to consider how our communities and society has changed due to the migration following WWII. While the Windrush generation is a well documented migration story many other groups of people have also had an impact on the UK.</p> <p>If students ask what the pardner system is this may be helpful:</p> <p><u><a href="#">Pardner: The young people saving money the Jamaican way - BBC News</a></u></p> <p>Students should discuss the questions on slide 26 with the person next to them and be able to offer the answer to any before leaving the lesson. Their ideas should be justified based on learning so far in this lesson and in previous citizenship lessons.</p> <p>Legislation that improves society for everyone includes:</p> <p>Equality Act 2010: <u><a href="#">Equality Act 2010: guidance - GOV.UK</a></u> which replaced the Race Relations Act 1976, the Sex Discrimination Act 1975, and the Disability Discrimination Act 1995. The nine protected characteristics from the Equality Act are here: <u><a href="#">Protected characteristics   Equality and Human Rights Commission</a></u></p> <p>Students should be called on using cold calling or a random name generator to answer. Alternatively you may want to target certain questions at students depending on your knowledge of the class.</p>

<p><b>Takeaway Task</b></p> <p><i>(45 minutes)</i></p>	<p><b>Research on Windrush</b></p> <p>Students could go away and investigate two of the following around the Windrush Generation:</p> <ul style="list-style-type: none"><li>• Individual stories of a Windrush Migrant from first arrival onwards</li><li>• The reactions of the general public to Windrush when it arrived.</li><li>• The development of any legislation around Race Relations Acts</li><li>• Other groups who migrated to the UK between the 1940 - 1970's</li></ul>
<p><b>Additional Teacher Links &amp; Resources</b></p>	<p><a href="#">The Story of Windrush   English Heritage</a></p> <p><a href="#">The Story of the Windrush Generation</a></p> <p><a href="#">Bristol's Windrush Generation   Stories</a></p> <p><a href="#">7 Places That Tell Stories of the Windrush Generation</a></p>

## How did society change with the Windrush generation?

Caribbean migrants have become a vital part of British society and changed British communities.

In 1948, Britain was just beginning to recover from the damages of war. Housing was a huge problem and stayed that way for the next twenty years. There was plenty of work for everybody but not enough housing and this caused tension between the British and Irish that had moved into cities to build houses and work.

Unfortunately these new arrivals from the Windrush generation, were excluded from much of the social and economic life around them. They began to adjust the institutions they brought with them - the churches, and a cooperative method of saving called the 'pardner' system.

Many newly arrived Caribbean people also began to participate in institutions to which they did have access: trade unions, local councils, and professional and staff associations.

This migration had an impact on our communities for years to come.

1. What features of our communities today, locally and nationally could be related to Windrush?
2. What other aspects of culture have migrants brought or contributed to?
3. Do you know of any laws or legislation that make it better for all members of our society in the UK?



CC Gideon Mendel, Corbis, NTB scanpix



# Caribbean Social Forum - Windrush Generation

<b>Views on Arrival</b>	<b>Education</b>	<b>Working experiences</b>	<b>Where's home?</b>