

Topic: Identities and cohesion

Lesson: Immigration	KS or Year Group: KS4
<p>Resources:</p> <ol style="list-style-type: none"> 1. Resource 1 – Essential words 2. Resource 2 – Jean’s story 3. Resource 3 – Teacher’s story 4. Resource 4 – Innocent’s story 5. Resource 5 – Diary 6. Resource 6 - Diary of Innocent 7. Resource 7 - Diary of Jean 8. Resource 8 - Diary of teacher 9. Highlighter pens 	<p>Outcomes:</p> <ul style="list-style-type: none"> • Students will be able to discuss the difference between the terms ‘emigrate’, ‘immigrate’, ‘asylum seeker’ and ‘refugee’. • Students will be able to reflect upon the challenges facing some immigrants in the UK. • Students will realise that immigrants living in the UK are here for very different reasons.

National Curriculum

Key Concepts: 1.1b, 1.3a, 1.3b, 1.3c & 1.3d

Key Processes: 2.1a & 2.2b.

Range and Content: 3a & 3l

Curriculum Opportunities: 4a, 4b, 4c, 4g, 4h & 4i

PLEASE NOTE: The content of this lesson might cause distress to certain students (i.e. those who have experienced immigration firsthand).

Lesson

The lesson on immigration begins with students familiarising themselves with important terms such as ‘emigrate’, ‘immigrate’ ‘asylum seeker’ and ‘refugee’. They then peruse some information from the Border and Immigration Agency and look at three true stories of people living as immigrants in the UK. Plenty of time for discussion is given. At the end of the lesson, students choose a character from one of the stories and write a diary entry from their viewpoint.

Starter

- Share learning objectives and outcomes with the students.
- Students are given copies of **Resource 1 – Essential words**. For each of the four keywords on the sheet, a different student is asked to say a sentence in front of the class which puts the word into context.
- Students are asked to put up their hands and ask questions to clarify any of the definitions.

Main Activity

Activity 1:

- Students are put into mixed-ability groups of four. It is explained to students that arranging to live in the UK is an extremely long and difficult process for many immigrants. In their groups, students should be given copies of the three personal accounts in **Resources 2 - 4**. It is explained that they are true stories .
- Students are given ten minutes to read the information and are then asked to put up their hands and comment on how they feel about the articles. Prompt questions might be “Did any of the articles release any strong emotions in you?”, “Which article surprised you the most and why?”, “Did you know any true stories about immigrants in the UK before reading the articles?” etc.

Plenary

- Students are each given a copy of **Resource 5 - Diary** and the suggested beginnings for a diary entry in **Resources 6 - 8**.
- Students follow the instructions on the sheet. In other words, they have to choose a character from one of the articles and write an imaginary diary entry from their point of view. Respectful ‘poetic licence’ should be given (the diary entries might be set in the future). Some students will find it useful to refer back to Resource 2 as well as the articles.

Aim High

- During the starter, high-achieving students should be challenged to devise one sensible sentence which includes all four keywords.
- During the plenary, high-achieving students should produce a diary entry which incorporates at least ten of the suggested keywords.

Assessment

In order for students to achieve certain levels within the lesson, the following should be considered:

Immigration

LEVEL FIVE:

Students can empathise with the viewpoint of at least one of the characters in the articles.

Students can understand that situations in other countries can have an impact on immigration in Britain.

LEVEL SIX:

Students can name three possible sources of influence over people's opinions about immigration in Great Britain.

Students can recognise why citizens not born in Britain might have different identities to non-British citizens living here.

LEVEL SEVEN:

Students can make links to concepts such as human rights in order to explain why countries have a responsibility to take asylum seekers seriously.

Students can, with reference to current affairs issues, describe why there are sometimes increases in the amount of immigrants arriving from certain countries.

LEVEL EIGHT:

Students can make perceptive observations about the advantages and disadvantages of different forms of immigration in the UK (e.g. 'economic migration', 'seeking asylum' and 'undertaking a British degree').

Students can explain ways in which Britain is more democratic than certain other countries. They can apply this knowledge to suggest ways in which the British system can more successfully support foreign immigrants from both democratic and non-democratic countries.

Check The Web

<http://news.sky.com>

www.amnesty.org.uk

www.bia.homeoffice.gov.uk

www.dailymail.co.uk

www.oxfam.org.uk

Summary of learning

- Students can understand that every immigrant in the UK has a different background.
- Students can recognise the types of challenges which immigrants might face when living in Britain.

Resource 1 – Essential words

You **emigrate** (*leave*) from your country to another country. E.g. “Sally emigrated from England to live in Japan”.

You **immigrate** (*arrive*) into another country from your country. E.g. “Sally is now accepted as an immigrant by her Japanese friends”.



An **asylum seeker** is someone who is applying to live in a different country because they are afraid of been hurt or killed in their own country.

A **refugee** is an asylum seeker who has been given permission to stay in the country

Resource 2 – Jean's story

"I felt so stressed. It's horrible being in detention especially with a child. My child wanted to kill himself. He said 'Mummy, we're in prison.'"

Jean is a woman from a country where her life was threatened. Her brother had been shot dead and Jean's throat slit. All this took place in front of her young son who was born after Jean had been raped years earlier. She and her son, then seven years old, fled and applied for asylum in the UK. Jean and her son were detained and her case 'fast-tracked' because she came from a country on the 'white list', a list of so-called 'safe countries'.

Her asylum application was judged to be 'clearly unfounded' and was refused with no right of appeal from within the UK. Jean applied for bail so that she and her son could be released from detention. This failed and she was kept in detention with her son, pending the granting of a travel document by the authorities of her country.

Medical staff expressed concerns about Jean's son's mental and physical health. However no action was taken. Eventually, Jean was referred to a new legal representative so that she could pursue her asylum case. She and her son were released from detention after 143 days, following a successful bail application by her new solicitor. After further representations by her solicitor, Jean was granted an in-country right of appeal. Jean and her son were finally recognised as refugees in March 2005.

Resource 3 – Teacher's story

Tea in hand, I headed back to the classroom to greet my Y9 class. Suddenly the headteacher was at my side. His words were brief and to the point: I would have a new child joining my form class next week. This did not impress me because that kind of announcement usually spells trouble. Most children who leave a school halfway through a term do so because they have been excluded!

I desperately try to find a reason not to accept the new boy and hear myself stuttering and muttering about there being too many boys in my class already. However, I soon stop in my tracks when he tells me that the new student will be Polish. Without even pausing for breath, I accept the proposition with a huge smile and even have to hold myself back from hugging my boss!

In my job I have learnt that (despite what some of the country might say) immigrant children are usually extremely well-mannered and very keen to make the most of their education; they are a real pleasure to teach. This is probably because a lot of them come from countries where education is seen as a real luxury. Many British children seem to take their schooling for granted because few of them understand about issues such as poverty or political instability.

Perhaps this explains why foreign-born children often do better than British white students in tests. What concerns me about this is that British white children are now making less progress in years 10 and 11 than most other ethnic groups.

I have heard people complain about the fact that immigrant children don't speak English to an adequate level. I accept that this is true for most immigrant children when they first arrive in Britain. However, what the newspapers rarely say is that immigrant children's acquisition of English sets a good example for other students. Furthermore, young people pick up languages incredibly quickly; so quickly that they soon compete with native English-speakers for the top marks!

Several students stick in my mind from the last ten years. One Bulgarian boy became so proficient at English that he won a prize for his science project. I also remember a girl from Zimbabwe who found the British children rude because she felt that they did not let her get on with her work. My clearest and happiest memory is of a girl from Somalia got incredible results in her GCSEs despite having experienced things that are too distressing to mention.

I made an important decision today. I heard about a local primary school with a high proportion of immigrant students and I applied for a place at this school for my daughter. I hope that my application is successful because it is my dream for her to have a diverse educational experience. I believe that she will learn something from young immigrant friends that no textbook will ever teach her.

Resource 4 – Innocent's story

Innocent arrived in the UK last year seeking asylum after escaping from one of the Democratic Republic of Congo's notorious prisons. He was arrested in the capital city of Kinshasa while working as a political activist. He and other young men and women were protesting against the dictatorship of rebels that the country's people are locked in.

In the last ten years more than 3 million civilians have been killed as a consequence of the civil war in the Democratic Republic of Congo. Men, women and children have been indiscriminately killed, tortured and raped by brutal militiamen bent on gaining power in the country. As an asylum seeker, Innocent has experienced first hand the brutality of civil war in the DRC.

"Arms are used all the time in the Congo. I am against arms. I have seen too many times the very bad effects that they have. In our country, rebel leaders want power and because they cannot secure power democratically, they use arms instead. They are used to kill and torture people and to exploit resources. In the Congo children as young as eight are recruited to fight as kadogos - child soldiers. You see them carrying arms as if they are toys. But they are not toys and these children are trained to kill. Children as young as eight."

This is a war that has left more than 180,000 people dead from gunshot wounds between 2000 and 2003. Around 85 per cent of people living near the frontline in the DRC have been affected by gun violence, and half of the hundreds of thousands of people who have died in the country between 1998 and 2000 have been women and children. Yet it is a war that many people still refuse to accept has consequences. Since his arrival in the UK, Innocent's application for asylum has been refused on the basis that there is no evidence to support his case. "There is a definite attitude of disbelief," says Innocent. "People think that every asylum seeker must be a liar. People do not want to believe that this sort of thing could happen. But it does."

"Last year the BBC World Service went to the Congo and brought back evidence of the human rights abuses that were happening there, but still people refuse to believe us."

As an asylum seeker, Innocent is put up in poor quality housing and given just £35 a week in vouchers off which to survive. The vouchers can only be exchanged for food, often from expensive shops and coffee bars. Many asylum seekers experience negative attitudes from other shoppers and indeed, the people who serve them. For his other personal needs he must rely on the generosity and support of campaigners and friends.

Yet despite the animosity that he and thousands of other asylum seekers living in the UK must face, he still remains optimistic. "People generally have been very positive towards me. I have had negative experiences where people have threatened me, but now, in the area that I live, people are starting to understand the complexity of asylum and what is happening in countries all over Africa. I only wish that people could learn about my situation in the Congo and that of so many others."

Resource 5 – Diary



You need to choose a character from one of the articles (e.g. the teacher, Jean’s son, Innocent etc). Write a diary entry talking about your day. The diary entry must show some of the challenges facing immigrants in Britain. It should include information about people other than your character. For example, the teacher might talk about immigrant children in her class and discuss which challenges they face.

Dear diary,

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Immigration

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

These words might be of help:

asylum seeker	britain	british	citizenship	culture	danger
committed	democracy	dictatorship	differences	education	emigrate
fear	foreign	frightening	funding	government	human rights
illegal	immigrant	immigration	impact	legal	media
murder	necessary	passport	politician	receptive	refugee
responsibility	similarities	suffering	support	temporary	welcoming

Resource 6 – Diary of Innocent

Dear diary,

Today I felt really proud of myself because I was given a promotion at work. I can't believe that after so many months of waiting to hear about whether I would be allowed to become a refugee, here are I am doing a decent job at last.

My wife seems happy that I have been promoted, but she never smiles like she used to. She says it's because she can never forget the atrocities that she saw in our country. She still won't tell me some of the things that she saw happen to her mother. I don't want to bring it up though because I want her to try and settle in here and forget about the horrific things we experienced. I wish I could cheer her up by taking her out for a meal. Since that lady left racist graffiti on our front door though, I still feel frightened about leaving the house empty at night.

Resource 8 – Diary of Jean

Dear diary,

Today has been really distressing day for me, despite the school trip which I'd been looking forward to. When I came home from school the first thing I heard was my mum crying upstairs. The noise made my heart feel as if it was going to tear in two; before I knew it I was crying too. I didn't have to ask what was wrong as I already knew. Mum misses our native country.

However, she also realises that it's the country where she got raped and where our lives were in danger every day because of our religious beliefs. I feel so confused because I am happy in Britain now and believe that this is my home and a happy place. Mum will probably never feel like this too because she can hardly speak English. She is too frightened of making mistakes to practise it with British people in shops.

Resource 9 – Teacher's diary

Dear diary,

Today I came home feeling exhausted but I guess nothing's new there. I feel particularly tired today though because of staying late for parents' evening. It was quite a sad experience because I couldn't communicate very well with some of the immigrant children's parents. Of the ten immigrant children in my class, only two of them live with adults who can speak good English.

It makes me really sad to think that I have so much to praise some of my children for, and so many questions to ask their families about how they are coping with life in the UK, yet we can barely communicate with each other. It's a bit awkward asking their child to do all the translation because I don't want the adults to feel patronised or worry that I am looking down on them for not speaking English. After all, it's not like I have a clue how to speak any other languages.