

Topic: Immigration in the UK

Lesson 2: Immigration in the UK	KS or Year Group: KS 3
Resources: <ol style="list-style-type: none">1. Resource 3 – Census 2001 results2. Resource 4 – Quotes from immigrants3. Resource 5 – Five factors	Outcomes: <ul style="list-style-type: none">• Students learn that immigration is not just a modern phenomenon.• Students find out more about the demographics of immigration in modern Britain.• Students are able to relate more sensitively to the immigrant experience.

National Curriculum

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

Key Processes: 2.1a, 2.2b

Range and Content: 3i

Lesson 2

This is the second lesson in a three-part series that looks at immigration in the UK. The overall aim of this series is to look at multicultural Britain today and show how immigration is not just a modern phenomenon but rather something that has been occurring here for at least the last two thousand years.

The next lesson will focus on the major ‘waves’ of immigration into the UK within a historical timeframe. This lesson, however, will take a look at two key aspects of modern multicultural Britain: firstly, the demographic composition of ethnic minorities within the wider UK population and, secondly, a more subjective look at the experience of immigrants as they settle in their new country.

Starter

- Prior to the lesson, the teacher should acquire figures (or make an informed estimation) that show the demographics of the student body according to ethnic group.
- Ask the students to guess the percentage of students at their school who fall into each ethnic category (as defined by the categorisations in the census in Resource 3). Create

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a pie-chart: draw a circle on the board and, with each guess, divide the circle into representative 'slices'.

- Compare their guesses to the figures acquired earlier. Have the students overestimated or underestimated? In either case, can they think of any reasons why they might have done so? These reasons will most likely touch upon questions of integration within the school and can usefully help illustrate the learning at various stages in the following lesson.

Main activity

The aim of the main activity is to take both a quantitative (referring to research data that is objective, measurable and lends itself to statistical analysis) and qualitative (referring to research data that is subjective, comprised of people's experience and open to interpretation) look at the reality of UK immigration. By using both methods, we will hopefully get a fuller picture of immigration today.

Activity 1

- Ask the students to guess what percentage of the population in Great Britain comes from an ethnic minority. Using a show of hands, work out an average for their guesses.
- Tell the students that the correct figure (according to the 2001 Census) was 8%. Did they overestimate or underestimate? Were they surprised by the true figure? Estimates are usually much higher than reality, given the volume and high profile of news stories about immigration in the media. Was this borne out by their guesses?
- Ask them to use the table to identify the percentage of ethnic minorities in the population of their area. Is this figure more or less than they thought? Is it below or above the national average? For homework, they can put this figure in context by looking at how immigration varies by area.
- What have they learnt about their preconceptions of immigration by looking at the statistics? Were they accurate? If not, why might have they been inaccurate?

Activity 2

As part of a Home Office survey in 2004, researchers conducted 62 in-depth interviews with a cross-section of refugees living in Islington (in London) and Pollokshaws (in Glasgow). The study aimed to find out whether these immigrants had been well integrated into their local community, specifically looking at the extent to which individuals felt 'settled' or 'belonging' in relation to their new locality.

- Divide the class into small groups. Give each group one of the quotes from **Resource 4 – Quotes from immigrants.**
- Explain that these are quotes from immigrants into the UK. They are all talking about their experiences of settling down in a new community as a refugee.
- Ask each group to read their quote and discuss the following questions amongst themselves:
 - What kind of issues are felt to be important by this refugee?
 - Do it sound like this refugee is well-integrated into their new community?

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- Ask each group to read out their quote and briefly outline the responses to the two questions above. Put their key points on the board. Allow the rest of the class to feed back, questioning or elaborating the points made by the group.
- When all the groups have finished, hold a discussion on what was learnt during this activity. Did they find any of the quotes surprising or interesting? To what extent were they willing or able to empathise with the situation of the refugees? Has learning more about refugees' lives changed any of their opinions?
- Read out **Resource 5 – Five factors**, which outlines the five most important factors affecting how well immigrants were integrated into the community, according to the Home Office report.

Plenary

Ask the students to summarise the key findings of Activity 2.

Aim high

Attempt the following extension activity at home. Click on the following link:

http://news.bbc.co.uk/1/hi/english/static/in_depth/uk/2002/race/who_lives_where.stm,

Look at where immigrant groups to the UK live. Ask the students to suggest reasons why each of the six groups have settled where they have.

Summary of key learning

- Students are introduced to key statistics and demographics relating to immigration in the UK.
- Students are able to relate more sensitively to the immigrant experience.

Resource 3 – 2001 Census results

	Percentage in each group								Minority ethnic population as a percentage of total population
	Mixed	Asian or Asian British	Black or Black British	Chinese	Other ethnic group	Total (=100%) (thousands)	White population (thousands)	Total population (thousands)	
Great Britain	12	50	28	4	6	4,367	53,013	57,458	8
North East	..	73	..	..	..	50	2,481	2,534	2
North West	15	60	16	5	4	335	6,457	6,801	5
Yorkshire and the Humber	12	67	14	3	4	303	4,687	4,996	6
East Midlands	8	65	19	6	..	233	3,936	4,172	6
West Midlands	9	66	20	2	3	566	4,691	5,265	11
East	19	51	19	5	6	221	5,211	5,436	4
London	9	42	38	3	8	2,087	5,268	7,370	28
South East	21	48	16	6	9	323	7,685	8,022	4
South West	31	27	26	..	12	106	4,809	4,920	2
England	11	50	28	4	6	4,225	45,225	49,517	9
Wales	32	37	20	..	..	58	2,847	2,909	2
Scotland	13	51	12	12	13	84	4,941	5,031	2

Resource 4 – Quotes from immigrants

They were hitting me with a ball and calling me names. They were just kids and some of them were even younger than ten. They were calling me names like “Black bitch” and telling me, “Go back to your country!”. They were swearing at me and making fun of me. You just don't know what to do.

Refugee, Glasgow

I have not made any effort so far to try and talk to neighbours or try to make friends, because I don't want to risk it. I don't want trouble, basically. In Castlemilk, there was always violence. I had to live there before I lived here and I learned to keep to myself. That's the way to avoid trouble.

Refugee, Glasgow

I live on a big estate, which is very mixed. I see it as quite an international kind of place. There are people speaking different languages as I am coming down the stairs or coming out of the lift. There is a good feeling about the place and you feel like you are not alone here. So yes, it is fine where I live.

Refugee, Islington

Sometimes I feel like I'm settling in okay. But at other times, I feel like my neighbours are isolating me. Some people have said, 'you foreigners, go home'. Most of the time, they don't say 'hello'. They are not warm, not friendly.

Refugee, Islington

Through this place [a drop-in centre for asylum seekers and refugees], I've found English friends. We're different, but when you have friends you can begin to respect other's people's cultures and traditions. It's good to have a place like this where you can go and meet people.

Refugee, Islington

To have people come to the community group is great. It gets something going for the whole community, so people can meet and not be strangers. If I see you on the streets, because I have not spoken to you I will judge you according to the way you look. But if you sit down and talk to people, and deal with them as a person, you understand them better.

Refugee, Pollokshaws

Resource 5 – Five factors

According to the Home Office study, there are five key factors affecting whether integration is felt to be successful (i.e. whether immigrant felt like they were 'at home' or not):

1) Feeling safe from threats

A sense of being safe was important for many. Refugees often said that if they did not feel physically safe in an area, they could not feel like they belonged there. A lot of the time, violence or threats had coloured their overall feelings about living in the community.

2) Tolerance

In Islington (the more diverse of the two communities under study), refugees felt that there were so many different groups and nationalities in the area that differences were not noticed as much. Instead, being different was accepted as normal.

3) Welcome and friendliness

Both refugees and non-refugees said that an important factor in making them feel 'at home' in an area was the friendliness of the people they saw on a daily basis. People in the neighbourhood knowing who they were and saying hello was greatly valued. On the other hand, unfriendliness from neighbours often undermined the refugee's sense of belonging even if other aspects of settling down in the area have been successful.

4) Having friends

In addition to family relationships, strong friendships were seen as key to effective integration.

5) Getting involved in the community

Both refugees and non-refugees talked about integration in terms of people from different countries all getting involved in community activities. Examples of shared activities given in the study include sports, college classes, religious worship, community groups and political activity. All of which were welcomed as evidence that integration was occurring.