

LESSON FOCUS: Immigration and the media

Key stage	KS4 (Year 10)
Key concepts	1.3a
Key processes	2.1a, 2.2b
Range and content	3g, 3l
Curriculum opportunities	4a, 4b, 4c

PLTS:

Reflective learners, team workers and effective participants

FUNCTIONAL SKILLS:

Literacy - paragraph writing, oral feedback and sentence completion

RESOURCES:

- Resource A - Keywords
- Resource B - Leaflets
- Resource C - Headlines and test
- Resource D - Reactions

OBJECTIVES:

- I can discuss the ways in which immigration is perceived in the UK.
- I can discuss different perceptions (including those from the media) of being a citizen in the UK.

OUTCOMES:

- I can justify my opinions about immigration in the UK.
- I can explain how media bias can affect the public perception of immigration.

Overview

Have your Year 10s bought into the media's negative portrayal of immigrants? Challenge stereotypes with this thought-provoking lesson about differing reactions to Britain's diversity.

Keywords

Community, diverse, diversity, immigrant, immigration, media, newspaper, perception, racism, stereotype, tabloid

Immigration and media

Introduction (5 minutes)

- Share the lesson objectives and outcomes.

Starter (15 minutes)

Resources:

- Resources A and B

Instructions:

- Distribute resource A.
- Ask the key question: 'How have people in the UK reacted to diversity in recent years?'. Invite students to share their thoughts.
- Examples of good responses:
 - ▶ 'My parents reacted by going to an anti-racism rally last year. Those rallies wouldn't be necessary if no one ever left their own country.'
 - ▶ 'I read in the paper that a group of teenagers got viciously attacked because of their skin colour. Unfortunately, one of them died.'
- Provide students with resource B. Explain it's a series of leaflets linked to diversity.
- Ask students to write:
 - ▶ 1 on leaflets that show a positive reaction to diversity
 - ▶ 2 on leaflets that show a negative reaction to diversity
 - ▶ 3 on leaflets that encourage people to think about their own identity in relation to diversity
 - ▶ 4 on leaflets that might influence people
 - ▶ 5 on leaflets that give information that is frequently available in the local community.

NB more than one number can apply to each leaflet.

- Encourage students to feed back and justify their decisions.
- Examples of good responses:
 - ▶ 'I wrote 1 on three leaflets. The most positive reaction to diversity was the advert for the Citizenship teacher. Concerts and street parties happen every now and again and not everyone attends them, but every British child gets Citizenship education.'
 - ▶ 'I've seen a BNP leaflet at my sister's house and it's just like what's on this leaflet. Some people definitely react to diversity with fear and anger.'

Immigration and media

Main (20 minutes)

Resources:

- Resource C

Instructions:

Activity 1 (5-10 minutes)

- Put students into small groups. Each group creates a definition (20 words max) of 'UK citizen'.
- Encourage students to share their ideas on the board.
- Examples of good responses:
 - ▶ Caring about your history but looking to your future. Being European as well as Welsh, Northern Irish, Scottish or English
 - ▶ Being multicultural; having a cup of tea with your curry or watching a French film in an American T-shirt
- Remind students that the media influences and informs the public in terms of what 'UK citizen' means.
- Show students the speech bubbles on resource C. Ask them to discuss the following in small groups:
 - ▶ The negative headlines in the top speech bubble are real headlines taken from tabloid newspapers. What effects might these have on people's perception of immigration to the UK?
 - ▶ The positive headlines in the second speech bubble are imaginary. Do we see positive headlines about immigration very often? What effect might headlines like these have on people's perception of immigration to the UK?
- Encourage students to feed back other group members' answers.
- Examples of good responses:
 - ▶ 'Kerry mentioned she was not surprised they were real headlines. She says the media is intent on portraying immigrants in a bad light. She reckons that tabloids are read by millions of British citizens, and that lots of them get indoctrinated into thinking immigration is bad.'
 - ▶ 'Kasam thinks people read shocking headlines more often than positive ones. He says journalists wouldn't write about an immigrant who handed in a wallet containing £1000, but would make a story out of an immigrant stealing £10!'

Activity 2 (10-15 minutes)

- Explain that the government tries to combat tensions arising from immigration.
- Show students the bottom of resource C: examples of questions on the government British Citizenship test.
- Ask students to write a paragraph about the usefulness of the test.

Immigration and media

- Examples of good responses:
 - ▶ The test seems incredibly useful; immigrants who revise for it will absorb information about various aspects of British culture. The benefits of this are that they will acclimatise to UK life quite quickly and that British-born citizens will respect them for learning about the culture here. The main problem with the test is that some British-born citizens would probably fail it. Perhaps we should all have to pass the test to live here!
 - ▶ Initially I thought that the test was not useful. It seemed more likely to measure memory than an attitude to British culture. After all, you can know when 18-year-olds got the vote without being committed to democracy. However, the public might perceive the test as useful in that it encourages immigrants to follow British laws and adapt to British customs.

Plenary (20 minutes)

Resources:

- Resource D

Instructions:

- Remind students that individuals have differing opinions about immigration.
- Distribute resource D. Ask students to complete the speech bubble sentences.
- Invite students to read out their speech bubbles to the class.
- Example of good response:
 - ▶ *'For the tabloid journalist, my sentence was I react to immigrants by secretly following them in the hope I get a photograph of them breaking the law. The more shocking the headline, the more money I'll earn!'*
- Invite discussion on the following questions:
 1. Can we guarantee that a certain person will react in a certain way to immigration?
Example of good response:
 - ▶ *'I don't think so. The girl who's at a school with a high percentage of immigrants might have loads of immigrant friends or might just have British friends. We can't know this without meeting her. Mind you, sometimes you can predict things. It's a fair assumption that someone who spends his time running a charity for immigrants will react more positively towards immigrants than to BNP members.'*
 2. Do some citizens expect to be treated as individuals but treat other people as group members?
Example of good response:
 - ▶ *'Yes. If foreigners thought that I was the same as every other British person, I'd think that they were mad because we're all unique. However, I've heard lots of British people make sweeping generalisations about Muslim women, Polish builders and other groups of immigrants.'*

Immigration and media

Attainment

Level 1	I can recognise some similarities and differences between people.
Level 2	I can discuss what is fair and unfair about immigration.
Level 3	I can describe how immigration is changing some communities.
Level 4	I can explore how immigrants' identities relate to mine.
Level 5	I can give relevant reasons for my views on immigration.
Level 6	I can begin to assess media information about immigration for validity.
Level 7	I can analyse the reasons for change over time in UK immigration.
Level 8	I can hypothesise alternative courses of action to those of the media in terms of showing the positive side to immigration.
Exceptional performance	I can debate challenging immigration-related questions about what kind of UK society I would like to live in.

Recommended links

<http://bnp.org.uk> - under strict supervision. NB It is essential to consult the headteacher before students access this site.

www.lovemusichateracism.com

<http://en.wikipedia.org/wiki/Britishness>

Notes

Collect posters/magazine clippings/poetry promoting positive role models within the immigrant population to create a wall display.

RESOURCE A

arrival

British Citizenship test

BNP

Britishness

citizen

Citizenship education

country

diversity

generalisation

group

identity

individual

'Love Music Hate Racism'

media

perception

UK

RESOURCE B

Do you love music and hate racism? If so, then come to LOVE MUSIC HATE RACISM this autumn! We are proud to announce an amazing line-up of acts (including Kaiser Chiefs and top Radio 1 DJs plus plenty of motivational speakers). The LOVE MUSIC HATE RACISM tour will be arriving near you soon.

Venues include Wakefield, Glasgow, Portsmouth, Greenwich, Liverpool, Birmingham, Blackpool, Stafford, Carlisle, Herne Bay, Coventry, Stoke, Burnley and Rotherham.

Tickets approximately £7 in advance (depending on venue).

Come along in support of race equality. Make your stand against intolerance!

Do you want the British government to say ENOUGH'S ENOUGH to immigrants? Are you concerned that Britain is losing its identity? Do you worry about white UK citizens becoming the ethnic minority? Do you want illegal immigrants and foreign criminals to be removed for good from our homeland? Would you like to see the world's 'asylum seekers' find refuge nearer to their countries of origin? Are you keen to have a future in which British-born people are no longer classed as second-class citizens?

We answer yes to all of these questions and hope that you do too.

We want to help you to make your dreams into a reality with our support.

VOTE BNP! For more information or for the full BNP manifesto (including policies on education, health and pensions) please contact your local BNP branch.

We are a local school with an outstanding Ofsted report seeking an excellent GCSE Citizenship teacher to start next term. Do you have experience of teaching young adults about community cohesion and the reasons for migration to and from the UK? Do you want to inspire students to challenge racism and other injustices within UK society? Do you have expert knowledge about how people's rights can conflict within communities and how disagreements can be resolved at a local, national and global level?

If so, our school is waiting to hear from you.

Our young people deserve a bright future - make a difference!

Please download an application form from www.pentecostcollege.sch.uk.

Keep 15th July free in your diaries this summer for a STREET PARTY! Come along with your favourite food and drink and we'll all share what we bring (please label your donations clearly if they are Halal, vegetarian, kosher, organic, etc).

Let's all make an effort to bring our community together, rain or shine, for this fun-for-all-the-family event! ALL WELCOME.

Spread the word. We look forward to seeing you in the street - in our SHARED street.

RESOURCE C

ASYLUM CHEAT'S IMMIGRATION JOB!
NO NEED FOR MORE MIGRANTS!
2 IN 5 DRINK DRIVERS ARE NOW IMMIGRANTS!

ASYLUM SEEKER GIVES LOTTERY WIN TO CHARITY!
MIGRANT HELPS PENSIONERS WITH WEEKLY SHOPPING!
IMMIGRANT ORGANISES SKI TRIP FOR DYSLEXIC YOUNGSTERS!

BRITISH CITIZENSHIP TEST - QUESTIONS

Where does the myth of Father Christmas come from?

- a) The Victorians
- b) Pagan myths updated by Shakespeare
- c) German/Swedish immigrants to the USA

Almost 60m people live in the UK. By what factor do the native-born English outnumber their Scots or Welsh neighbours?

- a) By 9 to 1
- b) By 7 to 1
- c) By 6 to 1

What is the minimum time you must have been married before you can divorce?

- a) Six months
- b) One year
- c) Two years

What is it very important to do when engaging a solicitor?

- a) Ask if they have a potential conflict of interest
- b) Ensure that they are qualified in the area of law concerned
- c) Find out how much they charge

When did all 18-year-olds get the vote?

- a) 1918
- b) 1928
- c) 1969

(From: <http://news.bbc.co.uk/1/hi/magazine/4099770.stm>)

RESOURCE D

I'm a journalist for a tabloid newspaper whose readers lap up negative stories about immigrants. I react to immigrants by

I campaign passionately for eastern European immigrants to get minimum wage here. I react to immigrants by

I am happily married to an immigrant who I met at my first job back in 1974. I react to immigrants by

I am at a school where 80 per cent of students were born overseas. I react to immigrants by

I am an immigrant who has lived here in the UK since I trained here in 2004. I react to immigrants by

My car got vandalised by a group of immigrants who live round the corner. I react to immigrants by

I do voluntary work with refugees at my local temple. We give them language lessons and invite them to our homes. I react to immigrants by

I am a member of the BNP and am very proud of my political opinions. I want Britain to be for British people. I react to immigrants by
