

Materials for A-level Citizenship Studies

Activity 2a, 2b and 2c: Migration, immigration and emigration

These three linked activities are designed to explore the issue of how diverse is Britain and focus on migration, immigration and emigration.

In Activity 2a students explore the reasons for and influences on immigration and emigration; in Activity 2b they are encouraged to explore their own identity and background; and in Activity 2c students can investigate patterns of migration into Britain since 1945

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Activity 2a: Migration – terms and factors

Background, organisation and resources

As global citizens, people move into and out of the United Kingdom all the time, and migration affects the overall size of the British population, as well as birth and death rates. Measuring the extent of migration in Britain is difficult due to many issues. Official statistics assume that an immigrant is someone who enters the country with the intention of settling for more than a year. However, even with this definition it is not always possible to identify the level of migration in Britain.

There are many reasons why people choose to move in and out of a country. These are often referred to as push and pull factors. Push factors are reasons why people leave a country and pull factors are reasons why people enter a country. One way of studying these factors is to research official statistics. By identifying social trends you can discover many of the reasons why people choose to settle in other countries.

In the first part of the activity students explore and critically review their own understanding of key migration concepts. They discuss six case studies which raise issues about migration.

Allow approximately 45 minutes for this activity and use the case studies provided to facilitate discussion.

Link to AQA specification

The activities link to Unit 1 CIST1 Identity, Rights and responsibilities and, in particular, the content outline covering *How much change and continuity is there in migration patterns?*

Aims of the activity

- To identify a range of concepts, including migration, immigration and emigration
- To know the factors that account for migration
- To enable participants to consider their own views on migration in Britain.

QCA post-16 citizenship learning objectives

- Show understanding of key citizenship concepts
- Discuss and debate citizenship issues
- Express and justify a personal opinion to others.
- Demonstrate knowledge and understanding of citizenship issues
- Analyse sources of information, identify bias and draw conclusions
- Demonstrate understanding of and respect for diversity and challenge prejudice and discrimination
- Consider the social, moral and ethical issues applying to a particular situation.

Tasks

Stage 1

Ask students to write their own definitions of the following terms: 'migration', 'immigration' and 'emigration'. Then ask them to pair up and discuss their definitions. Pairs should try to agree common definition of the three terms. Write down all these on a whiteboard/flipchart pad and facilitate a discussion on these terms. As a whole group produce a definitive definition for each of these.

Stage 2

In the whole group, discuss the possible reasons why a person may leave Britain and possible reasons why someone may move to Britain. Capture some of the ideas on a flipchart or white board. Cut up the **Migration case studies** from the resource sheet into sets with enough for one set per pair. Ask students to sort them into examples of immigration and emigration. They should identify the main motivating force behind the decision to move. Then ask the pairs to work with another pair to discuss and finalise their answers.

In a plenary session, ask for volunteer groups to explain their choices and to report back on the discussion they had about the various case studies. Ask also if participants think there are any other reasons why people may choose to leave or settle in another country other than the reasons given on the case studies.

Stage 3

Put students into pairs and give each pair a set of the **Push and pull factors** cards, including a blank card. Ask them to discuss which of the features on the cards has most influence on migration to and from Britain. They should also try to arrange the cards in some kind of order to show the different influences each has, e.g. immigration ranked from most to least important; emigration ranked from most to least important. If there is an influence missing, it should be written on one of the blank cards.

Go around the groups getting some feedback from each pair on how they arranged their cards and why. Highlight and discuss any differences between responses. Discuss if there are any other pull factors which may influence an individual. If possible, come to a consensual agreement about the relative importance of these factors and arrange the reasons into an order on a white board or flipchart pad.

Assessment opportunities

- Demonstrate knowledge and understanding of citizenship issues: staff feedback on understanding of the relevance of different concepts from students' feedback in stage 1
- Analyse sources of information identify bias and draw conclusions: staff observation and feedback on understanding of where we get our opinions from in stage 3
- Consider the social, moral and ethical issues applying to a particular situation: self-assessment of understanding of what migration, immigration and emigration is and the reasons for these through evaluation of activity in a logbook
- They can record the work under the 'Developing your knowledge' part of the Active Citizenship Profile.

Migration case studies

Case study 1

Ian and Alison married two years ago and live in Scotland with Alison's two children from her previous marriage. Alison has always dreamt of living in Australia and recently they went on holiday to Sydney. While out there Nick explored job opportunities, housing and schools. They liked the look of the lifestyle so much that on arrival they decided to move there.

Case Study 2

Iwona is from Poland and is 24 years old. She is currently studying business management at university. Her degree is five years long. She studied two years there and then decided to take a gap from studying to move to England and work as an au pair so that she can fund the next three years of her degree.

Case study 3

Nicholas is from France, and has moved to England for two years to study for a masters degree in engineering. He could have stayed in France to study for this qualification but felt that it would be beneficial for his future to study at the best engineering university possible and learn the English language, which he will need to succeed in the industry.

Case study 4

Mark is from Ghana. He moved to England leaving his wife and daughter back in Ghana. He works in a supermarket full time and is also studying part-time to gain an accounting qualification. The majority of the money that he makes he sends home to his family and after he has finished his accountancy course he aims to move back to Ghana to be with his family.

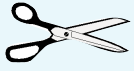
Case study 5

Afshin and his family are from Iran and are currently living in the UK under the status of asylum seeker. They are staying in a refugee centre while the case is being processed. They moved out of Iran after Afshin publicly spoke out about the government. He fears for his and his family's safety if they have to return. He would like to settle in the UK, get a job and bring up his children in a safe environment away from persecution.

Case Study 6

John and Rita have lived in England for the last 65 years and have both just retired. For the last 20 or so years they have visited Marbella in Spain for their holidays. Now that they have retired they have decided to sell their property in England and buy a villa on the coastline. They feel that they will have a better quality of life where the cost of living is cheaper.

Push and Pull Factors



Lack of work opportunities	Escape from persecution	To escape poverty and a low quality of life
Lack of education opportunities	To experience a new culture	Political freedom and democracy
Better paid employment	Better housing	Better climate and lifestyle
Religious freedom	Common language	Civil war
Freedom from discrimination against women	Safety and protection by the law	

