

Materials for A-level Citizenship Studies

Activity 2b: Migration – research task

Background, organisation and resources

This research activity builds on Activity 1a. It encourages students to explore their own identity and background to establish whether there have been any particular cases of migration. This should not be a compulsory activity (some students may have sensitivities and may not want to discuss their heritage in public) and it may be more appropriately set as an individual research project than a whole-class activity.

You can set your own time limits for this activity; you may wish to use it as an opportunity to explore techniques for researching and developing students' skills of enquiry and communication, achieved through encouraging interviews with family members and the development of ICT skills through the use of internet resources.

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 enable students to explore an aspect of their own identity
- To identify, through research, patterns of migration within the students' own ancestry.

QCA post-16 citizenship learning objectives

- Show understanding of key citizenship concepts
- Developing skills of enquiry and communication, to research, investigate and analyse topical issues.

Tasks

Stage 1

Give out a copy of the **How to research** sheet. Explain the different methods of researching an issue and the distinction between primary and secondary research methods.

Explain that participants are going to explore their own family trees for patterns of migration. Before starting the project, encourage participants to write down what they think they may find. Do they think that there will be any patterns of migration within their own family tree? Discuss possible findings as a whole group.

Ask participants in pairs to list all the possible ways they could research this. Then ask pairs to feedback their ideas. Record all the methods on a flipchart pad or whiteboard and discuss which methods would be most appropriate.

If participants are considering using interviews with family members, you may choose to construct these within the session, or as a group construct a generic interview schedule all members can use. It is always the best place to start in researching family history.

Stage 2

Give participants the useful internet references below. Participants should then go and collect their research.

www.GenesReunited.co.uk

www.myheritage.com

www.familyrecords.gov.uk/

www.findmypast.com/

www.bbc.co.uk/familyhistory/

www.familysearch.org/

Stage 3

After the research has been collected, encourage participants to feedback their findings to the group. These could take the form of a presentation, poster or verbal feedback. Encourage students to reflect on this experience:

- *Was it easy to research your family tree?*
- *Did you learn anything about your own identity?*
- *Are there any experiences of immigration or emigration within your own family? If so, did you find out the reasons for this? What were the push and pull factors?*
- *If you could do this project again is there anything you would do differently?*

Assessment opportunities

- There is an opportunity for the teacher to assess students' knowledge and awareness of conducting an enquiry
- Participants can demonstrate knowledge and understanding of citizenship issues through final feedback on their project
- They can record the work under the 'Developing your knowledge' part of the Active Citizenship Profile.

How to research

There are two main ways of collecting information. You can either find out the information yourself first hand; this is often referred to as **primary research**. Alternatively you can use information that already exists; this is known as **secondary research**.

Primary research may be conducted using a number of different techniques including:

- questionnaires and surveys
- interviews
- observation.

Primary research can be very useful. By collecting the information first hand, you may have the opportunity to validate your data. You can often collect a lot of detailed information entirely relevant to your project.

However, primary research can be problematic. It can often be very time-consuming. For example, when conducting a questionnaire or interview, it is not as simple as going and asking random people questions. You should carefully plan out your questions, test them on someone typical of your sample population (this is called a **pilot study**) and then collect your data.

Also, when collecting your primary research, you must ensure that you follow **ethical codes**. In other words you must ensure that your research does not have any negative reactions. You must always ensure that you are safe, that you do not upset your participants, that you do not break any laws or institutional rules, that you inform your participants of the true nature of the research and that you have their consent.

There may be times when primary research methods are not appropriate. If this is the case, you may choose to use secondary research methods instead.

Secondary Research may be conducted using a number of different techniques including:

- information from books, magazines, journals, etc
- information from internet resources
- information from government documents
- official statistics
- life documents (e.g. diaries, letters, photographs).

Using secondary resources can be very useful, especially when researching the past. If you are researching an event that happened a long time ago, it may not be possible to use primary methods. When using secondary research techniques, you should always ensure that you reference the information appropriately to avoid plagiarism.