

## *Migration: skills and the job market*

### Teachers' notes

#### Lesson 1: Migration - economic gain or economic drain?

The key to successfully executing this lesson is the management of the debate. The starter activity will get students to think about the concepts of immigration and emigration on a global scale before focusing on the economic effects of immigration in the UK. The plenary encourages students to take the ideas discussed in the lesson to form their own ideas and opinions.

Students need to work in groups (3-5 in each group is ideal) throughout this lesson. Due to the nature of the main activity, it is important that there is an even number of groups.

#### The Starter:

The starter question (***What are the main issues surrounding immigration in the UK today?***) needs to be written on the board or projected onto an Interactive White Board. Using a large sheet of paper, students write down as many issues as they can think of. Students then categorise these issues into economic, social, socio-economic and political by writing an E, S, S/E or P next to their comments. The different issues each group comes up with should be shared with the class. This can either be with one person from each group telling the rest of the class about the issues they came up with, or students can move around the room and look at the peers' ideas. They should find that the most common category is economic. The teacher should bring this to the students' attention and briefly discuss the fact that economic issues surrounding migration are often hotly debated. This provides the lead into the main activity.

#### The Main Activity:

The whole class watches two media clips from the 21<sup>st</sup> Century Challenge website:  
Philippe Legrain [video clip](#). Media clip timings – 0.35 – 1.20  
Sir Andrew Green [video clip](#). Media clip timings – 2.13 – 3.36

Then the main question is put up on the board:

#### ***UK immigration – economic gain or economic drain?***

Half of the groups are assigned economic gain and the other half, economic drain. Groups are given a number of resources (**see resource section of lesson plan**) from which to research their stand point. It is important that the teacher encourages students to 'find' the information in the resources they are using and then put it into their own words. Students should also be encouraged to gather facts and figures to support their arguments.

During the actual debate, the teacher's approach needs to be flexible to suit the nature of the class. If the class is relatively quiet individual students from each side can be called upon to answer the question. If the class is fairly vocal and happy to openly discuss the question, the teacher needs to make sure that they stay focused on the question and that the discussion isn't dominated by just a few.

#### The Plenary:

The teacher needs to tell the students that this part of the lesson is based on their own personal opinions and that they no longer have to assume the stand point corresponding to the group they were assigned to. This session could start with a vote and then one by one students could explain why they voted the way they did. As there is no right or wrong answer, the teacher should reassure students that their opinions are valid and encourage them to use evidence and information from the lesson to back up their ideas.