

Migration: skills and the job market

Lesson Plan

Lesson1: Migration - economic gain or economic drain?

Aim	To investigate and reason whether migration to the UK is an economic gain or an economic drain
Objectives	<ul style="list-style-type: none"> • To identify economic advantages and disadvantages of migration for the UK • To formulate an argument to support and dispute whether migration is an economic gain or an economic drain • To use reasoning and evidence to draw tentative conclusions
<p><i>NB Throughout the lesson students will need to work in groups. The group sizes will be dependent on the total number in the class, but however students are divided, the total number of groups needs to be an even number.</i></p>	
Starter 10 mins	<p><i>What are the main issues surrounding immigration in the UK today?</i></p> <p>Using a large sheet of paper, students work in their groups to collate ideas about any issues surrounding immigration in the UK.</p> <p>Students are then asked to categorise the issues into economic, social, socio-economic and political by writing an E, S, S/E or P next to their comments.</p> <p>Students are asked to share their findings, issues and categories, with the rest of the class.</p>
Main 35 mins	<p>THE DEBATE UK immigration – economic gain or economic drain?</p> <p>Two media clips are used to get students thinking about migration as an economic gain or drain. Philippe Legrain (video clip 0.35 – 1.20) puts forward the case for gain and Sir Andrew Green (video clip 2.13 – 3.36) the case for drain.</p> <p>With the question presented to the class, groups are divided into equal numbers of ‘gain’ and ‘drain’. Students are given the resource material from which to start formulating their argument (either that migration leads to economic gain in the UK or that it leads to economic drain) Students have 20 mins to put together their arguments, find evidence to back up their claims and write an opening statement.</p> <p>Each group gives their opening statement before students are given the opportunity to openly debate the question. Students should be reminded that they must argue their case ‘in role’ rather than including their own personal opinions. Students should also be encouraged to note what their peers are saying in order to formulate a counter argument. Careful management is needed throughout this task to ensure the involvement of all students and the development of the arguments they are making.</p>
Plenary 15 mins	<p>Students are encouraged to use all of the information gained during the lesson to give their own opinions of the gain or drain debate. A class vote on economic drain or gain is a good way to either start the plenary session. Students should be able to justify their decisions with reasoned responses.</p>

Resources

[Philippe Legrain - gain](#)

[Sir Andrew Green - drain](#)

Resources for groups arguing economic gain

[Britain needs migrant workers...](#) News article The Independent

[Immigration is 'big boost for economy'](#) News article The Independent

[What are the impacts of economic migration to the UK?](#) Institute of employment studies

Resources for groups arguing economic drain

[Reduce net immigration to zero, say MPs](#) News article The Independent

[Analysis: The impact of migrants](#) News article BBC

[Immigration 'small benefit' to UK](#) News article BBC

[Migration watch - questions and answers section](#) Migration Watch UK

Resources for both groups

[Immigration keeps London business afloat](#) City of London news release

[The £7-per-hour jobs locals don't want](#) News article BBC

[Shifting the debate on immigration](#) News article BBC