

Migration – Teacher’s notes (refer to worksheet)

Different types of migrants may include:

Economic (they come primarily to work)

Refugees/asylum seekers (fleeing repression in their home countries)

Students

Family members/dependants (joining someone already in the host country)

Illegal immigrants (These would generally fall into one of the above categories)

Criminals

Elicit the following or other ideas the class may have. Try not to let your own political views overshadow those of the class:

Pros	Cons
Might include: Multiculturalism Giving different perspectives Influence overseas Moral imperative Do jobs natives don't want Increase contributions to the state	Might include: Taking locals' jobs Changing the culture Reducing wages A drain on the state's resources

Give out, or provide links to, a fair mixture of the following three articles to give a spread of views on a single report:

- Daily Mail, *Migrants from outside the EU have taken £120billion more from the state than they paid in taxes over 17 years*, (<http://www.dailymail.co.uk/news/article-2821151/Non-EU-migrants-State-costing-British-finances-120billion-1995.html>)
- The Guardian, *UK gains £20bn from European migrants, UCL economists reveal*, (<http://www.theguardian.com/uk-news/2014/nov/05/eu-migrants-uk-gains-20bn-ucl-study>)
- The Guardian, *It's simply incorrect to say migrants represent a huge cost to Britain*, (<http://www.theguardian.com/uk-news/2014/nov/05/telegraph-mail-headline-migrants-cost-contribution>)

Students read and take notes, then summarise the article in 2 minutes. They might want to underline parts of the text they can read out but try to encourage them to speak not read. Ask them to discuss the differences in the text and see if they can pick out the 'facts' in each, compared with the emphasis.

Ask the question about British politics to the class. If they don't know Nigel Farage, try to keep the explanation simple or let him do the talking by watching the video

(<https://www.youtube.com/watch?v=bVNADndn0BQ>). Students answer the questions.

Organise the class into two sides and explain the rules of the debate. I recommend a sized-down Oxford debate where one side starts by proposing their ideas (one or all could speak) while the other side listen and take notes of their points, then they swap roles and the other side speaks. Set a time limit of 2-5 minutes, depending on ability. The two sides then go through their opponents points and figure out how to rebut them, before taking it In turns to issue their rebuttals. You decide the winner. Corrections should be made afterwards (take notes as you listen so you can go over them) and interruptions kept to a minimum.