



Lesson Plan

Topic : Migration
Key stage: KS 3
Age group: 11-14 years old
Subject: Geography, History, Citizenship



Objectives:

Students will be able to understand the meaning of migration, both voluntary migration and forced migration. They will learn the possible factors (pull and push factors) and consequences of migration. They will learn how to interpret geographical information referring to maps, charts and diagrams. Students will understand the people living in the UK may come from other countries and we are living in a multi-cultural society.

Learning outcomes:

Knowledge:

- ✦ understand the meaning of migration, both voluntary migration and forced migration
- ✦ understand the possible factors (pull and push factors) of migration
- ✦ be able to compare immigration to emigration and the consequences of migration
- ✦ understand the migrant labour and its implications

Skills:

- ✦ learn how to interpret geographical information referring to maps, charts and diagrams
- ✦ develop critical thinking and comment on other people's opinions on a specific issue
- ✦ develop debating skills by establishing arguments based on facts and evidence

Understanding:

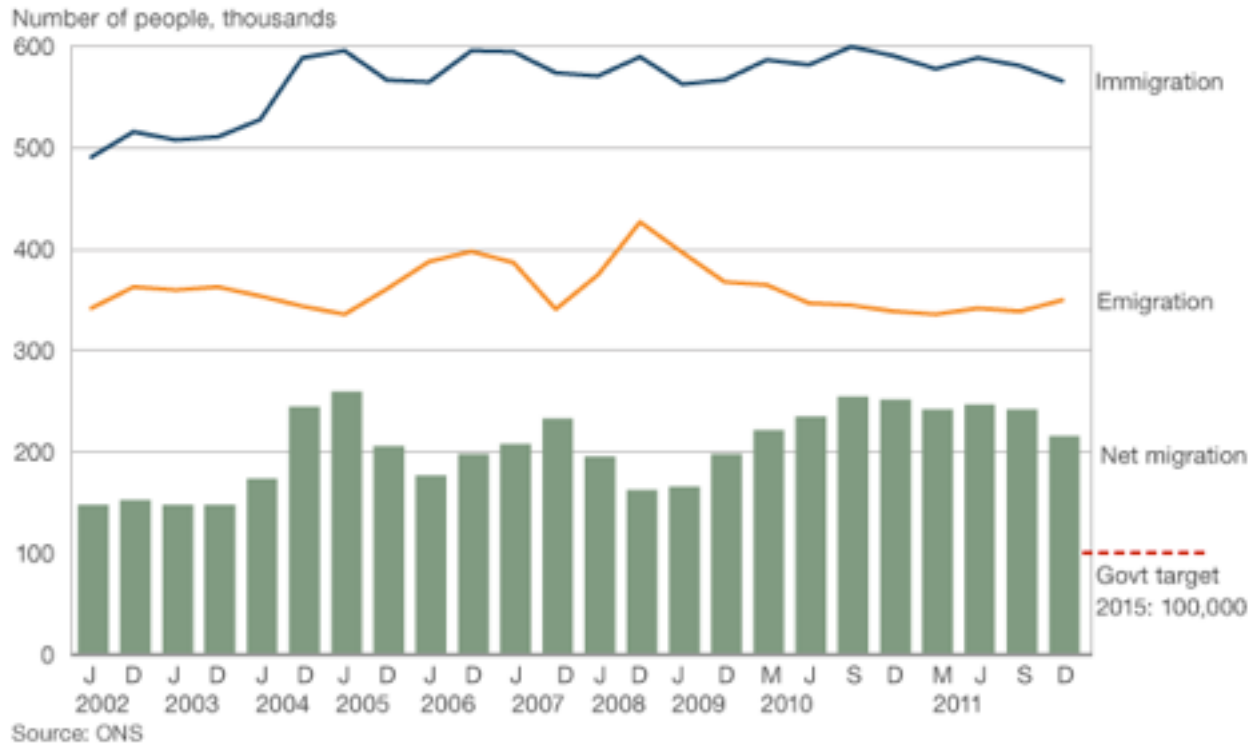
- ✦ understand the people living in the UK may come from other countries and we are living in a multi-cultural society.
- ✦ learn to appreciate our multi-cultural and diverse society

Total: 60 mins	Activities
Introduction (10 mins)	Ask students the following questions: A. What is migration? B. What is the difference between voluntary migration and forced migration? C. Are your family migrants or do you know any migrants? D. What are the possible factors (pull and push factors) of migration? E. What are the consequences of migration?

<p>Activities (40 mins)</p>	<ol style="list-style-type: none"> 1. Show the website of British Chinese Workforce Heritage (http://www.britishchineseheritagecentre.org.uk) to the students and let them know the migration history of Chinese people in the UK. 2. Ask students to discuss in groups by referring to the following questions: <ol style="list-style-type: none"> A. Why most early Chinese migrants were sailors? B. What were the reasons for Chinese migrants coming to the UK in the past? C. Why most Chinese migrants changed their early careers (e.g. sailing, laundry) to other business (e.g. catering)? D. What were the changes of Chinese people in different workforce over the past decades? E. Why did Limehouse become the first Chinatown? Any geographical characteristics that contribute to the emergence of early Chinatown? F. How did the new Chinatown in Soho develop? G. What are the consequences of Chinese migrants to the society in the UK? 3. Ask students to report their conclusion of discussion. 4. Ask students to discuss the different opinions of political parties about migration policy and discuss the worksheet 1(A chart of migration). Tell the students to fill the form and then separate in groups and conduct a debate on the topic: "Migrants bring more positive consequences than negative consequences to the society." (Students can decide their own debate topic)
<p>Conclusion (5 mins)</p>	<p>Summarize the arguments given by students on both side and ask them to give their own opinion about migration.</p>
<p>Homework (5 mins)</p>	<p>Ask students to visit the website (http://www.britishchineseheritagecentre.org.uk) and try to find a topic/issue that interest them most. Then write a short essay to describe the topic and why they think it is interesting.</p>
<p>Further study</p>	<p>Ask students to search more information about migration. Then to write an interesting story about an immigrant and share with other students.</p>

Worksheet 1

Long-term international migration, UK 2002-2011



Ask students to discuss about this document:

1. What is this document?
2. When was it published?
3. Who published it?
4. What information you can get from this document?
5. Compare the government target and the results.