Immigration
What’s the story?

SHOW RACISM THE RED CARD
Introduction

These notes are to be used in parallel with Show Racism the Red Card’s ‘Immigration - What’s the story?’ video. These resources have been designed to support teachers and educators facilitate effective discussion around immigration.

Racism includes discriminating against someone or a group of people due to their nationality as well as skin colour, religion or culture. In times of recession, messages such as ‘immigrants are stealing British jobs’ can resonate with individuals and divide communities. Many young people are confused and have a lack of information on the issue which can lead to fear and resentment towards immigrants.

The information and activities below will help young people to better understand the reasons why people move from one country to another, build empathy with those who are forced to leave their country and help the young people to understand the mechanisms that are in place to control immigration into the UK.

Before you begin...

Creating a safe space for your discussion

While the activities in this resource are intended to help increase understanding and broaden young peoples’ perspectives, some of the themes explored may cause prejudices and stereotypes to surface. Participants may also express anger, frustration, discomfort and sadness, or have difficulty expressing or accepting alternative views. It is therefore extremely important to dedicate some time to creating the right environment to keep all participants and facilitators safe. A useful and necessary way to encourage openness and to provide a safe space for learners is to introduce a set of ground rules. Work collaboratively with students to develop an agreement that communicates expected standards of behaviour and interaction ensuring safety and respect.
Activity: ‘Immigrant’ word association.

Ask students to come up with words that they associate with the word immigrant. They can either write them down in groups, or take turns speaking in one big group.

Teacher Tip - It is important to allow students to be honest about their ideas in order to discuss genuine attitudes towards immigration.

Explain that an immigrant is a person who comes to live in another country.

Discussion: Immigration ideas.

Facilitate a discussion around the ideas that arise during the word association activity. Jot down the main ideas on the board.

Useful discussion prompts:

- Where do we get our ideas about immigration from?
- How do we hear the word ‘immigrant’ being used in the world around us?
- What is the media’s role in shaping our views and ideas? (Use the newspaper headlines below to inform the discussion.)
- What is World View? (A philosophy of life or conception of the world.)
- Can our World View change over time?
Before you move onto the next section of the film, complete the following activity with your students.

**Sandel Statements**

This activity requires space to move, so please ensure classroom equipment is moved safely to the side. Use a pen and paper to create the indicators, ‘Reasonable’ and ‘Unreasonable’. Place both on the wall at either end of the room. You can also use a piece of string to indicate a line between the two. You should now read out each of the Sandel statements. Ask students to think about how they feel about each statement in terms of whether they think it’s reasonable or unreasonable. Students should move to stand along the line at a point they feel represents their choice in response to each statement. Once all the statements are complete, hold a discussion about the statements. Ask students to say how they felt about having to choose and about why they made the choices they did.

This activity encourages students to think about the complexity of the issue of immigration.

- **It should be a priority to arrest and deport all illegal immigrants**
- **There is no right to immigration, only a privilege**
- **There are morally defensible reasons to restrict immigration**
- **All illegal immigrants should be given citizenship of the country**
- **There is no right to immigration, only a privilege**
- **If space and resources are limited there should be restrictions on pro-creation of the citizens of that country**
- **A country is the property of those who already live there**
- **Children should not be given automatic citizenship to the country they are born in when they have done nothing to deserve it.**
- **You should only be allowed citizenship if you are economically useful**
- **There should be open borders**
- **There needs to be some form of immigration control**
- **Illegal immigrants should be brought into the fold so they can contribute taxes**
Activity: Famous Immigrants.

Ask students to research famous immigrants, both historical and contemporary. In groups, ask students to prepare a short presentation about an immigrant they feel has made a significant contribution to British Society.

(Examples might include Mo Farrah, Sigmund Freud, Dame Zaha Hadid, The Duke of Edinburgh)

Activity: Why do people move?

Ask students to discuss why people move. You can refer to both Sheila and John’s stories to get some ideas. Encourage students to think of the reasons why they may have moved house in the past and list all the suggestions on the board.

Explain that sometimes people move because they want to and other times because they have to. Talk through the reasons on the board and ask the young people to make a decision as to which category each reason falls into.

Ask the young people to think of reasons why someone might move because they have to.

Before you move onto the next section of the film, ask students to read the immigrant definitions below. After each of the following stories, ask students to identify what category each person falls into.

Immigrant - A person who has chosen to stay in the country they moved to and take up residence. The majority of immigrants in Britain are here legally. They often go on to earn full citizenship in their adopted country.

Refugee - Someone whose asylum application has been successful. They have proved that if they returned to their home country they would face violence and persecution because of ethnicity, religion, nationality, social group or political views.

Economic Migrant - A person who leaves their local community or place of birth looking for work. Currently people from the European Union (EU) are free to work and live in the UK without a visa; people from the UK are also free to move to these countries without a visa (however, due to the UK voting to leave the EU this is likely to change). People who come from outside the EU have to apply for a visa through a strict system on the Home Office website.

Illegal Immigrant - A person who has entered the country through deceptive means, perhaps has not applied for a visa for asylum. Whilst it may feel like this is a big problem for the UK, it is the least common type of immigrant.

Student - A person who is studying at school, college or university. People who want to study here in the UK from the EU currently do not have to apply for a visa. A person from outside the EU has to apply for a visa; which is not necessarily permanent and is usually just for the duration the person is studying for. One of the largest groups of immigrants are fee paying students and many universities would struggle to survive without the substantially higher overseas fees. If students are not welcomed here, they may choose to study in our competitor countries and the British economy would greatly suffer.
Discussion: ‘They are stealing all our jobs.’

Facilitate a discussion around the above statement that we sometimes hear from young people about immigrants. Use the information below to inform the debate.

- You cannot ‘steal’ a job that you have not been offered.
- In 2016, 89% of jobs were held by UK nationals (ONS)
- EEA migrants are able to work, reside and enjoy equal treatment with nationals in access to employment, working conditions and other social and tax advantages in the UK (just as we can in other EU countries)
- There is, however, an issue with EU workers being exploited by companies in order that they can pay less than minimum wage.

Discussion: ‘They are just coming here to claim our benefits.’

Facilitate a discussion around the above statement that we sometimes hear from young people about immigrants. Use the information below to inform the debate.

- EU migrants are not allowed to claim Job Seekers Allowance for 3 months, and then they can only claim for 6 months unless they can prove they have an offer of a job.
- Since April 2014, migrants do not have access to Housing benefit.
- Foreign born people are much less likely to claim benefits such as Job Seekers Allowance (less than 5%), or live in social housing, since to qualify you need to have permanent residency in the UK. Those on work visas, students and asylum seekers don’t qualify.
- A report from the Equality and Human Rights Commission found that 90 per cent of public housing goes to people born in the country.
Immigrant Stories

10.52-11.53 Discussion: 'We can’t afford them. Hospitals and schools are swamped and could collapse.'

Facilitate a discussion around the above statement that we sometimes hear from young people about immigrants. Use the information below to inform the debate.

- Over last 10 years, immigrants have made a net contribution of £20bn to the UK.
- EU migrants to the UK have paid significantly more in taxes than they received in benefits. Stopping EU migration would actually cost more in lost tax than it would save in reduced demand.
- Foreign nationals play a key role in services. 11% of NHS staff are not British, rising to 26% for doctors. The British Medical Association noted, without non-British staff “many NHS services would struggle to provide effective care to their patients.”
- Immigration has found to be positive in the school system. London schools with large immigrant numbers, including those with English as a second language, significantly outperform the rest of the country. Research suggests that the presence of children from Eastern Europe actually improves the educational attainment of British schoolmates.

11.53 - 13.41 Discussion: 'Racism is just a part of life for an immigrant.'

Facilitate a discussion around the above quote from this story.

13.41 - 15.09 Activity: Welcome to Britain!

Ask students to think about the experience Daria described when she first arrived at her new school in Britain. Encourage them to imagine that they were in Daria’s new class at school. In groups, ask students to come up with ideas around how they could have welcomed and supported Daria.

Compare and discuss ideas. Can students think of any situations in their lives where they could use some of these ideas to support someone else?
Immigrant Stories

Eniola Aluko’s story

Positive attitudes

Immigration Socratic Debate activity

How would you respond to the following? You may also choose to take a position that is in fact counter to one you actually hold

1. There are too many immigrants coming to the U.K.
3. Illegal immigrants take away jobs from U.K. citizens.
4. U.K. immigration policy has been fair to all groups entering the U.K.
5. If a country is having economic problems, the U.K. should allow its residents to come here for a better life.
6. Immigration has helped the United Kingdom.
7. Having a variety of cultures and languages in the U.K benefits everyone.
8. Most immigrants come to the U.K. just to get on benefits.
9. Everyone who comes to the U.K. should be required to learn English.
10. If a country is having political problems, the U.K. should allow persecuted citizens from this country to seek asylum here.

Four Corners Activity:
Ask students to respond to the preceding statements about immigrants. They should indicate their position on each statement: strongly agree, agree somewhat, disagree somewhat, strongly disagree.

Activity: Media mindful.
Ask students to think about the previous conversations you have had about the way immigration is presented in the media. Ask students to write three fictional news articles about immigration for a newspaper; one neutral towards immigration, one biased against immigration and one biased towards immigration.

This activity should demonstrate each student’s understanding of how media outlets manipulate information to generate attitudes around immigration.
Refugee Stories

Discussion: What is home?

(Teacher note – it is important to be sensitive when discussing the idea of home with students as individual experiences of this may differ considerably)

Write some popular sayings about home on the board;

- There’s no place like home
- Home sweet home
- Home is where the heart is

Have the class add some more examples and have a brief discussion about what this means. Discuss “what is a home?”

Useful discussion prompts:

- What makes a home?
- What does your home look like?
- What makes it home?
- What makes you feel at home?
- What do you do first after returning home from school?
- How do you know you are at home?

Introduce the idea of being homeless, a displaced person, refugee, or asylum seeker. Ask students to reflect on what it must be like to have to leave your home, your neighbourhood and your country very quickly.

18.03 – 24.25

Discussion: Omar and Agnes

Facilitate a discussion around the push and pull factors in Omar and Agnes’ stories. Write up ideas on the board.

Useful discussion prompts:

- What might have been the consequences if Oma or Agnes had stayed?
- What difficulties do you think they faced when they arrived in their new country?
- What kind of help must they have needed?
- Do you think they should return to their home countries one day? What are the arguments for and against this?

Repeat the Sandel Statements activity you did near the beginning of this plan. Ask your students to reflect on their original thoughts and feelings around the statements and consider if and how their ideas have changed.
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“They just come here to claim our benefits”

They are stealing our jobs

“They are stealing our jobs”

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A report from the Equality and Human Rights Commission found that 90 per cent of public housing goes to people born in the country.

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EEA migrants are able to work, reside and enjoy equal treatment with nationals in access to employment, working conditions and other social and tax advantages in the UK (just as we can in other EU countries)

There is however an issue with EU workers being exploited by companies in order that they can pay less than minimum wage. We need to examine the system rather than blame people for coming to the UK for work.

Over last 10 years immigrants have made a net contribution of £20bn to the UK

Foreign nationals play a key role in services ie 11% of NHS staff are not British, rising to 26% for doctors. The British Medical Association noted, without non-British staff “many NHS services would struggle to provide effective care to their patients.”

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These immigrants and asylum seekers are all coming here illegally

They dilute our values

Values are not static. They are never the same for everyone in a society and they constantly change. For instance in the 1970s, a woman still sought her husband’s permission to take a job. This is not the case today.

Values are always the sum of the beliefs of the individuals that are negotiated as we live together. The more these individuals widen their horizons through immigration, the wider their spectrum of values gets.

They won’t learn the language

The overwhelming majority of migrants living in Britain do not need to learn English, they already speak it.

They won’t learn the language

The government has made passing an English language test a condition of getting a visa for work or study or applying for British passport. In addition, it has been made clear to unemployed people that if they are not prepared to learn English they will face benefit cuts.

ESOL students are required to pay up to £1,000 a course. Despite this courses are oversubscribed - an indication of the strong desire of most new migrants to integrate as fast as possible.

These immigrants and asylum seekers are all coming here illegally

Someone arriving in the UK could be a migrant from elsewhere within the EU (and therefore allowed to work here), a migrant fleeing persecution or desperate poverty further afield, or a refugee from a conflict zone. All of these are legal avenues.

The phrase 'illegal asylum seeker' is a contradiction in terms. Someone who is an asylum seeker has every legal right to be in the country - they’re simply waiting on a decision as to whether they can stay.