Creating Citizenship Communities

MATERIALS FOR LEARNING
Acknowledgments

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We are indebted to all the staff and students in schools who supplied survey data, created and joined the focus groups, and who trialled the materials. We wish to thank very warmly Tony Thorpe who was the principal author of these resources for professionals and young people.

Project team: Ian Davies, Gillian Hampden Thompson, Vanita Sundaram, Maria Tsouroufli, Jennifer Jeffes, Pippa Lord, George Bramley, with administrative assistance from Yvonne Mason and Helen Laycock.

We are grateful to the Equality Trust for permission to use the illustration on page 66.

For further information about the project, please contact Professor Ian Davies, Department of Education, University of York, York YO10 5DD UK, see also www.york.ac.uk/education/research/cresj/news.
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>6</td>
</tr>
<tr>
<td>Working together and using the community</td>
<td>9</td>
</tr>
<tr>
<td>UNIT 1: Climate change</td>
<td>19</td>
</tr>
<tr>
<td>UNIT 2: Family life</td>
<td>33</td>
</tr>
<tr>
<td>UNIT 3: Digital life</td>
<td>41</td>
</tr>
<tr>
<td>UNIT 4: Inequality</td>
<td>57</td>
</tr>
<tr>
<td>UNIT 5: Migration</td>
<td>69</td>
</tr>
</tbody>
</table>
Creating Citizenship Communities

Introduction

Background

Creating Citizenship Communities is a project funded by the Esmée Fairbairn Foundation and undertaken by a team from the Department of Education at the University of York and the National Foundation for Educational Research (NFER).

The project aimed to help create citizenship communities by identifying current thinking and practice in schools, exploring young people’s perceptions and practice, and encouraging partnerships between young people, professionals, and others.

The project began in 2011 and is made up of several elements. These include:

- a literature review,
- an online survey of perspectives, policy and practice from a sample of 119 secondary schools,
- in-depth research in eight schools, and
- a student guide and set of sample teaching materials.

A full description of the project’s methodology and outcomes is available from the project website, www.york.ac.uk/education/research/cresj/citizenship-communities

Findings

The online survey and fieldwork revealed a positive response by schools to the promotion of citizenship education and community cohesion. Schools reported that learning took place in a number of contexts; mainly through timetabled lessons and whole-school and out-of-class activities, but also through links with outside organisations, volunteering, and other charitable work.

However, despite the value that was placed on citizenship education and community, the research indicated that there were very different ideas about what community meant. It also found that, in practice, schools made relatively little use of their local area within the citizenship curriculum.
The fieldwork also suggested that the interpretation and delivery of citizenship education was primarily shaped by teachers’ views, expertise and commitment, and that students’ local and personal knowledge was not routinely used in the development of lessons and programmes.

**Rationale**

These materials have been developed to try to address these findings by attempting to make greater use than is customary of students’ knowledge and experience, and of resources that may be available in the local community.

In practice, this has meant trying to raise the level of student input in determining priorities for discussion, and identifying and answering questions in the classroom. It has also involved finding ways of achieving closer links between the citizenship classroom and the rest of the school, governors, parents, and the wider community.

It is hoped that greater use of these resources will improve the quality of citizenship learning and raise the level of engagement between the school and the local community.

**Evaluation**

The materials were evaluated in four secondary schools during the autumn term 2012. We are very grateful for the assistance of the students and teachers involved, and many of their recommendations have been incorporated into the revised materials.

**Outline**

These materials are divided into six sections: a short student guide, and five units of teaching materials.

The student guide is designed to help students plan and organise further research and action linked to their citizenship work.

The teaching materials cover five topics:
- Climate change
- Family life
- Digital life
- Inequality
- Migration.

These topics were selected for several reasons. Firstly, each subject is closely linked with aspects of community cohesion.

Secondly, they all contain issues that represent significant challenges facing the current generation of students in school.

Thirdly, with the exception of the unit on climate change, they introduce a number of new topics for use in the citizenship curriculum.

The materials themselves are exemplars of a particular approach, designed to highlight the value of closer involvement with the local community and closer co-operation with students in shaping their learning.

The units are designed to be self-standing and flexible. They may be used in any order, and do not need to be taught in their entirety. However, if time is available there is scope in each one for the production of extended pieces of work.

Each unit contains full guidance notes with answers, where appropriate.

Further copies of the materials are available in downloadable form from the project website, www.york.ac.uk/education/research/cresj/citizenship-communities
Working together and using the community
A student guide to social action and research

Citizenship education is designed to help students develop the skills and knowledge they need to understand and contribute to what is going on in society.

During 2011 and 2012, researchers from the University of York gathered data from more than 100 English secondary schools about the citizenship education that they provide and the work that they do with their local community. They spoke and listened both to teachers and young people.

Researchers found that schools organised their citizenship education in a number of different ways and also had different views about the meaning of community. Everyone said that they thought that these ideas were important and deserved more attention but, despite this, researchers noticed that there were two things that many schools did not do.

The first was that schools did not always use, or engage with, the local community in studying a particular topic. The second problem – not dissimilar to the first – was a tendency to overlook the contribution that students could make to the topic being studied. Sometimes, students are better informed than their teachers about things that are going on in society, particularly locally.

The materials that you have been using try to go some way to redress this balance, encouraging closer links with local organisations and more involvement by students.

This section provides guidance on working together as a group, particularly in your local community, and on ways you can take action on citizenship topics that interest you.
Getting started

Try to be as clear as you can about exactly what you are trying to do. What is the question or big idea?

Working together

Having several people on the case cuts down on the individual workload and usually means that more can be done.

It’s worth thinking about the skills and assets you have in the team. What are the individual team members’ strengths? What skills do they each have? Who do they know? Do any have friends or contacts that are likely to be particularly useful?

Meetings

If you’re working as a group, it’s a good idea to agree times when you will next meet or report back on progress.

If you’re a large group of four or five or more, it might be helpful to have agreed rules for meetings; who’ll chair the meeting, and who’ll take notes?

Giving your meeting – whether it’s small of large – a structure or running order is usually worthwhile. This can be provided by an agenda – a list of the topics or subjects that need to be discussed, set out in a logical order.

At the end of any meeting it’s always a good idea to…

- run through what has been discussed,
- list the key decisions that have been made,
- summarise the tasks that various people have said they would do, and
- agree a date for the next meeting.

Planning

Think about the jobs that need to be done; it usually helps to draw up a list.

Having a timetable is also useful – particularly if some things have to be done by a certain date.
Gathering information

Be clear in your own mind about what you want to find out. Sometimes this is best expressed through a list of questions.

Online research

A good place to start; use whatever devices you normally use to narrow down your search. If you think a story is likely to be carried by a particular news organisation or newspaper, include their name in the search.

If you can, gather several reports around the same story; it helps you check for accuracy and may provide you with extra detail.

Think about keeping paper copies of any useful articles. The information is often easier to read off-screen, and if you do start to put together a case, you need to keep track of all your sources; particularly useful if you are challenged about anything that you say.

Freedom of information

Not all the information you may need will be available in books or accessible online. If your subject concerns the activities of a public body – that is, the local council, a government department, the police, a school, or hospital – you may have a right to request the information from them under the Freedom of Information Act 2000.

This Act gives anyone, regardless of age, the right to seek information from any public body in England, Wales and Northern Ireland. (Scotland has its own separate arrangements.)

Applications are made by letter or email to the organisation concerned, giving a detailed description of the information required. This service is usually free, although a charge may be made for photocopies or postage. The information should be supplied within 20 working days; and you should be informed if it is likely to take longer.

Full details of this are available on the government website, www.gov.uk along with many examples of the kind of information that is requested and released. (For access, put the letters ‘foi’ into the site search engine.)

Libraries

If you don’t have access to a PC or laptop, most libraries will let you get online for free (although you may need to have a library card and book a time slot in advance.)

If you are interested in a local issue, your local library will probably have a special file on the subject. You should also be able to get some background information from one of the librarians.

Librarians can also show you how to look up and access official statistics and government reports.
Talk to someone who knows

It is almost always useful, at some stage, to talk to someone with first-hand knowledge or experience of the subject that you are interested in. Local councillors and school governors may be able to help directly, or suggest who you need to speak to.

You’ll probably need to make an appointment to see most people and explain what you want to talk about. When you do meet, have some questions ready, and some way of noting down or recording their answers. (If you are making a recording, you’ll need to have the agreement of the person you are interviewing.)

Think about your questioning style; try to put the person at ease, and try to get them talking early on in the interview. Open-ended questions (those that can’t be answered with a simple ‘yes’ or ‘no’) are usually best for this. ‘Tell me about…’ or questions beginning how/why/where are often good ways to start, followed by exploratory questions such as ‘why do you say that?’ or ‘what is the evidence to support that?’

A gentle, neutral style can be a good way to draw out information.

After the interview, write up your notes as soon as you can. Also, drop the person a line to thank them for their help.

Questionnaires and surveys

Sometimes the information that you want doesn’t exist in any of the usual forms; you have to create it yourself, and do some original research – often through a survey or questionnaire.

It’s usually a good idea to keep the questionnaire as simple and brief as you can. Generally speaking, don’t ask too many questions (you rarely need to go beyond ten), and only ask for information that you are likely to use.

There are two broad types of research: quantitative and qualitative research. Quantitative research is usually collected and presented in number form – for example, recording those who are in favour/against the installation of CCTV cameras, or the levels of strenuous exercise that people take part in each week expressed in hours or minutes. Quantitative research questionnaires usually use tick boxes or multiple choice.

Statistics can be very useful in supporting the case that you are putting forward, but sometimes you need more information; perhaps the reasons why people behave in a certain way, or why something is important to them. In this situation, you may get more detailed or qualitative answers by letting people answer your questions in their own words. This method may throw up a lot of useful information, but often takes much longer to record.

For useful advice about writing and issuing questionnaires put ‘questionnaire design’ into a search engine.

As well as your results, make sure you keep records of all the questions you asked, the number of people that you interviewed or answered your questionnaire, and how you went about your research (your methodology). This information should always be available if you need to use the results of your survey in a report or presentation.
Taking action

Following a few basic rules will improve your chance of success.

Be clear about what you are trying to achieve

What is your aim? Is it to make a complaint, to get more people to listen to your views, or do you want a change in policy or a particular decision reversed?

In writing…
When writing letters and emails, try to be as clear, and as brief, as possible. Keep copies of everything that you send and receive.
If you are sending an important letter, ask the post office for a certificate of posting (there’s no charge) or to send it by recorded delivery.

…and on the phone
Try to gather together all the information and paperwork you might need before you make the call. Write down the key points or questions that you want to deal with. It’s often easier to say things with the exact wording in front of you.
Try to be clear about the first steps; you’ll need to give the general reason for your call and have available the name of the person you’d like to speak to or ask for someone who can help you.
Always ask for, and make a note of, the name of the person you speak to, and make a note of the details of your call immediately afterwards.
If the first person you speak to can’t help, ask to speak to someone more senior. If you’re still not happy, write a letter or email.

Seek advice

Don’t hesitate to seek advice – online or in person. Some useful starting points are given below, see Further help.

Making a complaint

Many large organisations have an established complaints’ procedure; details of which are usually given on their website.
If it is a matter concerned with the work of the local authority, you can also raise the issue with a local councillor.
The Ombudsman Service may also be used for complaints over maladministration (such as inefficiency, delay or rudeness), which has lead to unfair action and for which there is no legal remedy. The service mainly deals with problems with public services, but also covers the banking and insurance sectors. The service is free, but your case will not usually be taken up until you have done all you can to settle the matter with the organisation concerned.
If the Ombudsman decides that the case is reasonable, the department or organisation responsible will be asked to do something about it; this could involve compensation, an apology, a change in policy, or taking action to make sure the problem doesn’t happen again.
Working together and using the community

**Campaigns**

Public support for an idea helps bring about social change. This means getting your message out to the public.

**Your message**

As always, be clear about what you want to achieve, do your research, gather your evidence, and be able to argue your case.

**Social media and the web**

A website, Facebook and Twitter etc, are all good ways of letting people know more about your message and gathering support.

A successful online petition can be an effective way of demonstrating support for your cause.

Getting people of influence on your side, known as lobbying, is half the battle in bringing about change. Having the support of a local councillor, your AM, MP, or some other person of influence can be of great benefit to your campaign.

Councillors, AMs, and MPs can be reached by letter or email. See your local authority’s and AM or MP’s websites for contact details. All of these representatives (and MEPs too) hold regular local surgeries or meetings where you can speak to them in person to outline your concern.

Your councillor, AM, or MP may be able to give you guidance on your campaign, and if it concerns their constituency or is a matter of personal interest, they may be able to support your case more directly.

**The media**

Writing a letter to a newspaper is the traditional way of letting people know about a local concern. If the letter is published, a lot of people will read it, and may write their own letters to the paper in support of what you’ve said. Keep your letter brief and to the point.

If you are holding an event in support of your cause, let local newspapers, radio and television know about it well in advance. You’ll need to prepare a press release, concisely setting out details of your case and the event you have planned.

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Protest
The same laws apply to political protest as in any other area of life. Offences such as criminal damage, assault and theft remain crimes, no matter how good the cause.

Under the Public Order Act 1986, and the Criminal Justice and Public Order Act 1994, organisers of marches must inform the police where and when the march will take place and how many people it is likely to involve.

If the police believe it is likely to cause serious disruption, a senior police officer can issue a ban for a period of up to three months.

Further help
The National Council for Voluntary Organisations (NCVO) provides useful guidance on campaigning, including a series of short films on starting a campaign. See their website, www.ncvo-vol.org.uk; click on Campaigning and influencing policy and Free Dave.


The best starting place for information on government services is the official government website, www.gov.uk.
UNIT 1: Climate change
Background

Although there is near (but not quite) universal agreement on the nature, causes, and future impact of climate change, there is little doubt that the UK is moving towards a lower-carbon lifestyle. This change will particularly affect today’s young people, who are almost certainly the first generation to live in a less carbon-intensive way than their predecessors.

This unit is designed to introduce and engage students with some of the issues surrounding this. It also offers students the opportunity to enquire into, and discuss, the ways that climate change affects and is being addressed in their local area.

Accessible background information on climate change is available from the New Scientist site: www.newscientist.com/article/dn9903-instant-expert-climate-change.html and from Sustainable Stuff, www.sustainablestuff.co.uk

Key concepts

Responsibility – as applied to government, business and the individual.

Community engagement – in relation to involvement in the debates surrounding climate change and, in particular, over what action should or should not be taken in relation to climate change.

Knowledge and understanding

All students should be aware of the current debate about climate change and of the argument linking the use of fossil fuels to climate change.

Most students should be aware of the main competing arguments surrounding the debate about climate change.

Some students should be aware of measures that are being taken internationally, nationally, and locally to address the problems associated with climate change.

Skills

Students are encouraged to:

- question and reflect on different ideas, opinions, assumptions, beliefs and values,
- research, plan and undertake enquiries into issues and problems,
- interpret and analyse critically sources used,
- draw and reflect upon their own knowledge and experience,
- evaluate different viewpoints,
- explain their viewpoint,
- present a convincing argument,
- research, initiate, and plan action, and
- reflect on the progress they have made.

Curriculum focus

This material supports the statutory requirements in citizenship education and may be used directly in both GCSE and A level citizenship courses.

Preparation

1. Make enough copies of page 25, one per student

2. Copy pages 26 and 27, and cut page 26 into slips, with enough sets for students to be able to work in pairs or small groups.

3. Copy pages 28 and 29, and cut into slips, with enough sets for each pair or small group.

4. Copy page 30, ideally onto A3; one copy per pair or small group.

5. Arrange for students to have access to the video clips and links mentioned in these notes.

Activities

Introduction

1. Explain to students that the session is designed
to look at action on climate change. Key questions here will be:

- what are the key arguments supporting the existence of climate change?
- how valid are the arguments emphasising the significance of human activity on climate change?
- how should individuals, organisations and governments respond to these arguments?
- what action should be taken in relation to this?

2. Begin the lesson by asking students to indicate what they know about climate change. This may be a simple idea, a tentative thought, a more complex explanation, or an expression of what they don’t know.

(You may find it helpful to stimulate discussion by using a number of images, obtainable by putting “climate change” into a search engine.)

Make a note of students’ feedback, checking that you are accurately representing their views and, where necessary, seeking further clarification.

Now with students, try to draw out the patterns or groupings that have emerged; for example good and bad practice, emotions, uncertainty, cynicism etc.

Try to clarify some of the reasoning behind their responses. If there are expressions of distrust, disinterest, or weariness, why do students think they occur? Answers here may include contradictory evidence, the sheer size of the issue, and the difficulty of controlling or changing natural forces.

3. If time is available, and you are working with a smaller group, you may like to extend this activity by using the technique of asking students to draw climate change, in pictures and symbols, without using any words. You may like to ask the question “What does climate change look like?”

Working in pairs or small groups, students devise a series of images or symbols to indicate the nature and consequences of climate change, and briefly present these to the rest of the class, enabling the group as a whole to draw up a composite list of the impact of climate change.

Some background details of climate change are given on page 25, and further information is available on a number of websites, including: www.decc.gov.uk/en/content/cms/tackling/explaining/impacts/impacts.aspx

4. Although students may have covered this area before, we suggest that it would be helpful to spend a few minutes ensuring that all members of the group have a grasp of the basic science behind global warming and, in particular, the workings of the greenhouse effect. Those with a background in science or geography will probably be quite familiar with the concept, but others may need some help.

There is a great deal of information about this online. However, two sources that you might find helpful are the Met Office’s short guide to climate change: www.metoffice.gov.uk/climate-change/guide what-is-it, and a film clip on the BBC News’ site showing a simple scientific demonstration of the greenhouse effect: news.bbc.co.uk/1/hi/8394168.stm

5. Explain to students that the idea of climate change is not new.

During the late 18th and 19th centuries geologists recognised that different geological periods were a reflection of changes in climate; but, much earlier than this, the Greek writer and philosopher Theophrastus, born 371 BC, documented the effects of deforestation on the local climate.

Theories of global warming have been advanced since the late 19th century. These were initially distinctly minority views; they were not always consistent, nor did they necessarily see global warming as a bad thing.

However, more consistent reporting of climate change and global warming has taken place since the 1970s, to the point that we have
reached today where there is general (but not universal) agreement that climate change, principally generated by human activity, poses threats and challenges to the environment, the economy, and to many people’s lives.

It is these warnings, and questions surrounding the priority that they should be given, that form the basis for the next part of this unit.

Further information on the history of climate change is available from the BBC website, www.bbc.co.uk/news/science-environment-15874560

6. Explain that you would now like to focus more closely on what people say and think about climate change.

With students in twos or threes, give each pair or small group a set of slips, page 26, How certain?

Also give each pair or small group a single copy of page 27, Degrees of certainty, ideally copied onto an A3-sized sheet.

Now ask students to go through the slips and to decide together how certain they feel about each comment or prediction. Those they believe to be 100 per cent certain should go at the top of the chart, Degrees of certainty. Those of which they are less certain should be placed further down.

Encourage students to make a considered decision about where each slip should be placed and to try, where possible, to reach agreement between themselves on the location of each one.

When students are ready, go around the class taking a poll on the two or three statements that groups felt most certain about. Record these on the board. Now ask for those that they felt least certain about.

Try to draw out the thinking behind their choices. “Why are you so certain?” “What makes you uncertain?”

7. Now ask students to explain how certain they would have to be of an argument before they took any action. Would they take any action if they were 10 per cent sure an argument was correct? What about 20 or 30 per cent? Is this a general rule, or do their answers depend on the subject under consideration, or the potential consequences of failing to take action?

Go around the class asking students where their threshold for action would be on climate change. Make a note of some of their figures, asking students to explain their thinking. Why would some delay action until they were (say) 90 per cent certain, or why would they act on the basis of a much lower level of certainty?

Main

1. Explain to students that in 2008, the UK government passed the Climate Change Act, committing Britain to reduce levels of carbon emissions by 2020 to 68 per cent of 1990 levels, and to 20 per cent of 1990 levels by 2050. In doing this, Britain became the first country in the world to have a legally-bound framework to cut carbon emissions.

This undertaking clearly requires action on the part of both the government and people of Britain. You may like to point out that the students’ generation will probably be the first to live a lower-carbon lifestyle; but, how will this be achieved?

2. Still working in pairs or small groups, give students a set of slips from page 28, What change is required? listing ways of reducing greenhouse gas emissions, and therefore of delaying (and possibly reversing) climate change.

A set of Blank slips, page 29, are available to give group members the opportunity to add any further ideas of their own.

Ask students to look at each of the slips and to put to one side any that they fundamentally disagree with. Check which ideas they rejected, and the reasons for this.
3. Now raise the question of “Who has responsibility for taking action on climate change?”

Ask students to allocate the remaining slips into one of four categories: National government; Big business and other large organisations; Local councils and communities; and Individuals.

Students will probably find it quite straightforward to locate some of the slips, but others will be less clear cut, perhaps covering more than one category. Ask students to explain why this is the case.

Again go around the class, sampling students’ responses. Where do the government’s responsibilities chiefly lie? What kind of action is best undertaken at a local level? What should individuals be expected to do?

Some students may find it easier to tackle this as a whole group exercise, with each slip explained and discussed in turn – with the class as a whole deciding which ideas to accept and reject etc.

4. In this next section, students are asked to identify policies or measures that the Government might adopt to combat climate change.

With students still in pairs or small groups, ask each group what they feel would be the three most effective measures to reduce the impact or slow down the onset of climate change.

For example, these could include:

- much greater use of public transport,
- increased levels of recycling,
- measures to reduce water consumption in homes and in industry,
- smaller family sizes,
- the use of more energy-efficient equipment etc.

Draw up a list on the board of the choices that students have made, grouping together similar measures and ideas.

Final

1. As a final task in this section, ask each group to select just one of the areas of action listed on the board and to prepare a 60-second talk on a piece of legislation that would help to bring this about.

At this stage, you may like to ask students whether they wish to adopt “a carrot or stick” approach. Will their measure be designed to encourage change – possibly with incentives; or do they favour a more authoritarian approach, ensuring compliance by punishment or other sanctions?

Each presentation should begin with the words A policy/law to... and cover the following questions:

- what will it say?
- what will it aim to achieve?
- how will it work?
- how will it be enforced?

2. Ask each group in turn to make their presentation, and give the rest of the group an opportunity to ask questions.

Invite each member of the class to vote for the proposal that they most favour, other than their own, which they may not vote for.

3. If at all possible, try to publicise these ideas by suggesting students forward their reasoned ideas to local or national politicians.

4. One of the cornerstones of the Cohesive Communities Project is to encourage the incorporation of local perspectives in citizenship education, particularly when they reflect students’ own knowledge and experiences.

However, we recognise that this may be easier in some classroom or curriculum settings than in others.

If time and circumstances allow, the final exercise may be adapted to focus on local, rather than national measures, for adoption.
5. After nominating key policies in section 4 (Main) above, give the students the task of deciding how these might be implemented locally, again by preparing a short presentation proposing one key policy that the council might adopt.

Action within the remit of local councils includes:

- improving energy efficiency in council, residential, and administrative properties,
- reducing traffic pollution through improved public transport, electric charging points, improved cycle facilities,
- the development of district heating schemes,
- improved facilities or incentives for recycling, or waste-to-energy schemes,
- setting an example by reducing emissions from council buildings, lighting and vehicles.

Once again, each presentation should be entitled **A policy to...** and cover the following questions:

- what will it say?
- what will it aim to achieve?
- how will it work?
- how will it be enforced?

Ideally, this should be done in conjunction with a review into what the local authority already does in helping to reduce CO2 emission, with students either researching or drawing on their own knowledge of what is happening in the area. Consultation with local councillors or council officials would obviously be a bonus here.

As above, it would be good practice to present the students’ ideas to a local councillor, or Leader of the Council.
Introduction: **What are the effects of climate change?**

There is strong evidence to show that climate change has been with us for millions of years, with climates sometimes getting colder, and sometimes getting hotter. Until relatively recently, however, these changes have been due to natural causes, and not human activity. Although most scientists believe that further global warming will certainly continue for the rest of this century, it is not possible to predict with absolute certainty how the Earth’s climate will change in the future. A number of scientists question the accuracy of the methods used to predict climate change.

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<th>Temperatures throughout the world are gradually rising.</th>
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<tr>
<td>Over the last century, average temperatures have risen by almost one degree. The increase has been much higher in some areas than others. In the Arctic, for example, average temperatures have risen by about three degrees.</td>
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<tr>
<th>A rise in sea levels</th>
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<td>By the end of this century, it is predicted that global warming will have caused sea levels to rise by between 15 and 90 cm. If this occurs, some low-lying parts of the world will be flooded, including parts of major coastal cities, such as London and New York.</td>
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<th>Extreme weather</th>
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<tr>
<td>Global warming is likely to mean that extreme weather events – heavy rain, snow, drought, plus high and low temperatures – will occur more often than in the past.</td>
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<th>Some species will disappear</th>
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</thead>
<tbody>
<tr>
<td>Some species of animals and plants will no longer survive as they fail to adapt to climatic changes or to move quickly enough to more favourable environments.</td>
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<table>
<thead>
<tr>
<th>Greater poverty and famine</th>
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<tbody>
<tr>
<td>Increases in temperature or lack of rain will result in lower yields from crops and livestock, threatening the lives of many people around the world.</td>
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<table>
<thead>
<tr>
<th>A greater threat from disease</th>
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<tbody>
<tr>
<td>If global warming continues, diseases, like malaria, normally associated with tropical countries, will spread north to Europe.</td>
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</table>
**Introduction:** How certain…?

<table>
<thead>
<tr>
<th>A</th>
<th>… that climate change is producing greater extremes in our weather?</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Many argue that global warming has and will continue to produce periods of extreme weather – storms, floods, heat waves, and blizzards.</td>
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<thead>
<tr>
<th>B</th>
<th>… that overall temperatures throughout the world are gradually rising?</th>
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<tbody>
<tr>
<td></td>
<td>Scientists state that over the last century average temperatures have risen by almost one degree. The increase has been much higher in some areas than others. In the Arctic, for example, average temperatures have risen by about three degrees.</td>
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</table>

<table>
<thead>
<tr>
<th>C</th>
<th>… that some species of animals and plants are under threat?</th>
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<tbody>
<tr>
<td></td>
<td>Some scientists predict that some species of animals and plants will disappear as they will be unable to adapt to changing climatic conditions.</td>
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<tr>
<th>D</th>
<th>… that climate change will increase poverty and famine?</th>
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<tbody>
<tr>
<td></td>
<td>An increase in temperature or lack of rain will result in lower yields from crops and livestock, threatening the lives of many people around the world.</td>
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<tr>
<th>E</th>
<th>… that low-lying villages, towns and cities are under threat from flooding?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>As the polar ice caps melt, sea levels will rise and some low-lying parts of the world will be flooded, including major coastal cities, such as London and New York.</td>
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<thead>
<tr>
<th>F</th>
<th>… that human activity contributes to climate change?</th>
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<tbody>
<tr>
<td></td>
<td>There is strong evidence to show that climate change, due to natural causes, has been with us for millions of years. Over the last 200 – 300 years, however, the causes have become increasingly linked to human activity.</td>
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<tr>
<th>G</th>
<th>… that action to deal with the causes or effects of climate change is worth taking?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Action to reduce emissions of CO2 and methane will slow down the rate of climate change and set the planet on course for a “greener” future.</td>
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<thead>
<tr>
<th>H</th>
<th>… that anything can be done about climate change?</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>The Earth’s climate has always been subject to change, and there is nothing we can do to alter this significantly.</td>
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</table>
Introduction: **Degrees of certainty**

<p>| | |</p>
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</table>
## Main: What change is required?

<table>
<thead>
<tr>
<th>Develop new, cleaner fuels</th>
<th>Information and education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global warming can be reduced if more time and money are spent developing new fuels that put less greenhouse gas into the atmosphere.</td>
<td>Do more to encourage people’s interest in and understanding of climate change.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Drive and fly less</th>
<th>Change the way we eat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aircraft flights and both petrol and diesel-engined cars contribute significantly to global warming. This can be reduced by cutting down on unnecessary journeys, making greater use of efficient public transport, and encouraging people to live closer to work and to walk and cycle more than they do at the moment.</td>
<td>Two ways of reducing global warming are to eat more locally produced foods and to eat less meat. Farm animals produce more greenhouse gases than different forms of transport. Livestock production also causes a lot of trees to be cut down, for grazing and cultivating animal feeds.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Consume less</th>
<th>Waste less energy</th>
</tr>
</thead>
<tbody>
<tr>
<td>If we bought fewer goods, and used what we have for longer, less fossil fuel would be used in manufacturing new items and transporting them around the world.</td>
<td>Leaving lights on unnecessarily and electrical appliances on standby wastes a great deal of electricity. Slower driving speeds also mean lower emissions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Modernise</th>
<th>Fewer children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Better roads and railways, more efficient power systems, and better insulated buildings would all save energy in the long run.</td>
<td>The world’s population is projected to grow by nearly 50 per cent in the next 50 years. If people had fewer children there would be lower greenhouse gas emissions.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Use more energy-efficient equipment</th>
<th>Stop cutting down trees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modern and more efficient appliances generally use less energy.</td>
<td>The destruction of tropical forests is a major source of greenhouse gases. Using wood is not necessarily a bad thing, but it should be used from sustainable sources, and, ideally, as near to home as possible.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recycle more</th>
<th>Use less water</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recycling cuts CO2 and reduces landfill. More energy is generally required to make new goods and materials than to recycle them.</td>
<td>Using less water to bath, shower, wash clothes etc means that less energy is used in purifying and transporting the water.</td>
</tr>
</tbody>
</table>
Main: **Blank slips**
## Responsibilities

<table>
<thead>
<tr>
<th>National government</th>
<th>Big business and other large organisations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local councils and communities</td>
<td>Individuals</td>
</tr>
</tbody>
</table>
UNIT 2: Family life
Background

It is widely recognised that the family is a key element in the creation of community cohesion. However, patterns of family life in Britain have changed significantly over the last 20 years. Today, far fewer families than in the past are based around two married parents, who are living together, and bringing up their children.

This unit offers some explanations for these changes and highlights some of the main Government measures designed to support the family. It moves on to ask a number of questions about the role of the state in the promotion of family life.

It is important to recognise that family relationships may currently, or have been previously, a source of concern or anxiety to a number of students.

We have tried, in these materials, not to personalise family issues, nor to put students in a position in which they are expected to reveal personal information about which they are uncomfortable.

We suggest that you treat this topic in a non-judgemental fashion and are sensitive to any indications that students are uncomfortable about the subject matter.

In some circumstances, it may be helpful to raise this point with students at the outset, so that everyone is aware of potential problems.

Key concepts

The two central concepts in this unit are responsibility and freedom. Students are asked to consider the responsibilities of parenthood and the duty of the state to protect and nurture children, along with the question of when may state intervention be inappropriate and excessively intrusive.

Knowledge and understanding

This unit seeks to explain some of the social factors influencing family life in modern Britain, along with the steps being taken by the Government designed to support family life.

All students should be aware of the variation in family arrangements in Britain today.

Most students will be aware of some of the significant ways in which family life has changed during the last 50 years and of the impact that some of these changes have had.

Some students will be able to advance reasoned arguments either supporting or criticising aspects of government policy designed to shape the nature of family life.

Skills

In this unit students are encouraged to:

- question and reflect on different ideas, opinions, assumptions, beliefs and values,
- research, plan and undertake enquiries into issues and problems,
- draw and reflect upon their own knowledge and experience,
- evaluate different viewpoints,
- explain their viewpoint,
- present a convincing argument,
- research, initiate and plan action, and
- reflect on the progress they have made.

Curriculum focus

This material supports the statutory requirements in citizenship education and may be used directly in both GCSE and A level citizenship courses.

Preparation

1. Copy pages 37, 38, and 39, and cut pages 37 and
Activities

Introduction

1. Open the discussion by asking students in pairs or small groups to think about the ways in which families today are different from the past. You may like to do this using a number of images, sourced online, as a prompt. A range of old and new images may help students identify aspects of change.

Answers are likely to include:

- families types are more varied in nature than they were in the past,
- families tend to be smaller,
- many families are more geographically mobile than their predecessors,
- divorce and separation are more common than they were a generation ago,
- couples are less likely to be married than they once were, but more likely to live together, and
- children today are more likely than they were in the past to have parents who are not married etc.

Today, families may consist of two married parents and children, couples with children in a civil partnership, unmarried parents with children, single parents, children living with families other than their own, children in families known as ‘living apart together’, extended families etc.

2. Move on by explaining to students that you’d like them to think about some of the factors that have caused these changes in family patterns.

In some circumstances, students may be able to suggest reasons for themselves. Alternatively, give each pair or small group a set of slips from page 37, Changing times.

Explain that each slip outlines details of one of the factors that contributed towards these changes in family patterns; for example, attitudes towards people having sex before marriage are almost certainly much more relaxed than they were in the past.

Check that students understand the text on each slip, and then ask them to sort the slips into three categories: those describing changes that, on balance, they support; those describing changes that they oppose, and those upon which they cannot reach agreement.

When students have had time to complete the task, try to get a measure of the class view as a whole.

Do any of the changes have universal support? Are there any changes that have broadly been rejected?

Where do disagreements lie? If time is available, try to draw out the arguments on both sides.

Main

1. Remind students that almost everyone’s experience of family life is difficult at times; conflict, argument, strained relationships etc. Ask students what they feel can cause these stresses and strains.

Suggestions here are likely to include financial worries, stress from work or school, relationship difficulties, failures to understand, listen etc.

Explain to students that this question is also of interest to politicians; some of whom often emphasise the ways in which they believe families should (and should not) function.

2. In the aftermath of the riots in the summer of 2011, poor parenting was cited as one the causes of the looting and violence in English cities.
In 2012, the Government outlined its plans for the family, details of which are summarised on page 38, Proposals.

Briefly go through this information with students, and explain that there is some controversy over how much governments should become involved in people’s family life.

3. With students working in pairs or small groups, provide each group with a set of slips from Points of view, explaining that each slip represents a different viewpoint about the Government’s proposals.

Ask students to go through the slips and to first discard any views with which they disagree. Tell them now to go back to the remainder and to select up to five statements with which they most strongly agree.

When students are ready, go round the class, asking for just one slip that best sums up each group’s position. (If a group’s view is not reflected by any of the statements, ask group members to write their own slip for presentation.)

In all cases, try to draw out from students:

- why they support or disagree with the Government’s proposed measures, and
- for those who are critical of the proposals; what alternative action, if any, they would take?

Finally, in this section, ask students how they respond to a recent comment to a national newspaper from one of its readers: “Governments shouldn’t get involved in family life.”

Final

1. In the final part of this lesson, students are introduced to a US experiment that aims to change the lives of more than 10,000 children living in the district of Harlem, New York.

The programme, run by the Harlem Children’s Zone, is designed to raise the expectations and achievements of children in one of the most disadvantaged areas in America. It is involved in every stage of family life, from pre-natal care and guidance, to advice for parents and training in nutrition. The pipeline of intervention continues until the young person reaches their late teens.

The Harlem Children’s Zone (HCZ) has significantly reduced the gap in achievement between black and white young people and has been called “one of the most ambitious social service programmes of our times.” Funded through both the public and private sectors it is designed to lift children out of poverty through long term engagement with families.

2. A film clip showing the programme in action is available on YouTube and YouTube Teachers, see Preparation.

If time is available, show students the 15-minute clip and ask them, as they watch it, to note down any unusual measures taken by HCZ – ie ways of doing things that are significantly different from those that we are used to in the UK.

The short clip ends with a researcher stating that one of his tasks is to find the key factors in the programme that lead to higher achievement.

Using students’ notes draw up a list of the different ways in which the HCZ programme operates, and from this ask students to suggest those factors which they believe may be the key to change.

3. Conclude the lesson by asking two questions. Firstly, what do students believe is the significance of such programmes? Why do people feel that it is important to improve people’s chances of success and to reduce major differences in life chances and expectations?

One of the answers, this project believes, is the contribution that can be made to the development of community cohesion.

The second question is: would it work here? Would students support similar interventions in their own local area?
### Introduction: Changing times

| Greater approval of couples who live together without marrying. | Declining influence of religious organisations on the nation’s morals. |
| In the early 1960s, around two per cent of couples lived together before marrying. Today, this figure is approximately 80 per cent. | It is probably true to say that religion has less of an impact on most people's lives today than it did in the past. |

| Greater availability of contraception. | Less criticism attached to divorce |
| Women now have greater control over whether and when to have children. | There is now much less stigma attached to divorce than in the past. |

| Easier access to divorce. | Improved education and job opportunities for women. |
| Today, it is generally easier for a couple to obtain a divorce and a more equal settlement than it was in the past. However, divorce rates are now much lower than they were 20 years ago. | Over the last 30 years, female employment rates have risen from 59 to 70 per cent. Although women's pay and opportunities are not generally as high as those of men, they do have greater economic independence than they used to. |

| Greater tolerance towards people who are gay or lesbian. | The introduction of civil partnerships |
| Homosexuality was illegal in Britain until 1967. In January 2001, the age of consent became the same for gay men, lesbians and heterosexuals. | Civil partnerships were introduced in the UK in 2004, giving same-sex partners the same legal rights as people who marry. |

| A more relaxed attitude towards sex before marriage. | Less concern over having children outside marriage. |
| In the past it was not unusual for a couple not to have sexual relations until they were married. | In 1971, eight per cent of babies were born to parents who were not married. In 2010, the corresponding figure was 47 per cent. |
Main: **Proposals**

## Supporting the family

In 2012, the Government announced a series of measures designed to help families, and to provide them with a more substantial safety net than has existed in the past. Its plans included the following…

### A change to the benefit system

- supporting families by making sure that the benefits system does not give couples with children more money if they live apart, than they would receive if they were together.

### Relationships

- marriage preparation courses.
- counselling for couples who are experiencing difficulties in their relationship.
- help for parents who have separated to work together for the best interests of their child.

### Parenting

- extra help for couples during pregnancy.
- classes for parents, particularly those who are parents for the first time.
- helping parents form close ties with their children, particularly in their early years.
- working to improve the lives of troubled families – getting the children back to school, helping parents get work and lead less chaotic lives, providing treatment and therapy for those children showing the most serious anti-social behaviour.

### Education

- extending free early education provision to the most disadvantaged.
- increasing the amount of free education available for all three and four-year-olds.
- help for parents whose children are behaving badly at school.

### General guidance

- online and telephone help services to give parents and families free information and guidance.
### Main: Points of View

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<th>Point of View</th>
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UNIT 3: Digital life
Background

Over the last 20-25 years, the Internet has moved from the province of government and business to form an everyday part of many people’s private lives. For most it has become a part of their work, their domestic and social life – and their education.

Digital media has influenced traditional forms of community and also created a wide range of new kinds of communities.

Students in school today are members of the first generation to be so closely involved with the Web. This unit is designed to recognise young people’s knowledge and expertise and to help students reflect on a number of current issues associated with digital technology.

Key concepts

Freedom and privacy are the central concepts in this unit. Questions include:

- what limitations should be placed on people’s use of the Net?
- what limitations, if any, should be placed on people’s freedom of expression on the Net?
- what should be the balance between privacy and national security?

Knowledge and understanding

This unit is largely designed to draw on students’ own experience and understanding of digital media.

All students should be able to recognise and outline the significant role played by digital media in everyday life.

Most students should be able to recognise the potential conflict between freedom of expression on the Net, and national interest and individual security and safety. They should also be aware that both these areas are covered in some way by the law.

Some students should be able to develop a reasoned argument outlining the balance that should exist between Internet freedom, personal interest, and public safety.

Skills

In this unit students are encouraged to:

- question and reflect on different ideas, opinions, assumptions, beliefs and values,
- research, plan and undertake enquiries into issues and problems,
- interpret and analyse critically sources used,
- draw and reflect upon their own knowledge and experience,
- evaluate different viewpoints,
- explain their viewpoint,
- present a convincing argument.

Curriculum focus

This material supports the statutory requirements in citizenship education and may be used directly in both GCSE and A level citizenship courses.

Preparation

1. Copy pages 47, 48, 49, making enough sets for students to be able to work in pairs or small groups.
2. Copy page 50, if required, one per student.
3. Copy pages 51 and 52 (ideally, page 52 onto A3). Duplicate one copy per pair or small group. Cut page 51 into slips.
4. Copy pages 53, 54 and 55, one per student.

Activities

Introduction

1. Open the lesson by asking students what they
feel are the biggest differences between the lives of young people today and those of their parents’ or grandparents’ generation.

Students’ answers may refer to family life, work, transport, standard of living; but some will almost certainly also mention the presence today of digital technology.

Explain to students that their generation is the first to have been born into the digital age – where the Internet is an important part of many people’s everyday lives.

2. If time is available you may like to set class members a research task of finding out when a number of key digital developments first took place. For example, when was:
   - the World Wide Web first developed?
   - the first web-based mail service?
   - Facebook, and
   - Twitter launched?

   Or, you may like to give out copies of the Quiz, page 47, with students working in pairs or small groups.

   When they have had enough time to answer the questions, go through the answers, using Quiz – answers, pages 48–49, encouraging students, as you do so, to comment on their own memories and first experiences of the Web.

   The answers to these questions should emphasise the speed with which the use of digital technology has developed in recent years.

3. Now move on to the question of the impact of digital media by asking students, in pairs or small groups, to draw up a list of what digital media does for us.

   (Another way of raising the same question would be to ask how life would change if digital media were no longer available.)

4. Go round the class taking one or two suggestions from each group, and then ask students to suggest how they would categorise these observations – Good? Bad? or, Both good and bad?

   You may like to use a system of coloured markers to denote each category.

5. Discussion of the benefits and drawbacks of the Net can be taken a stage further with the following four words…
   - community,
   - equality,
   - freedom,
   - politics.

   Either as a whole group, or by giving one or two words to each small group, ask students to think about (or to research) the impact of the Net in the context of one or more of these words.

   For example, community may prompt suggestions that the Net provides links with:
   - friends and family through email, text and social media,
   - people of similar interests social media, online gaming etc,
   - members of a community through a common cause, such as part of a pressure group or protest.

   In terms of equality, it may be argued that the Net provides much more equal access to information than has existed in the past. Information is no longer solely in the hands of experts, and the cost of access to many types of information has been significantly reduced. The Internet can also provide people with a more equal voice, making it easier for individuals or small groups to have their opinion heard.

   It may be argued that social media has provided greater freedom of access to information, and greater freedom for people to express their opinion. Individuals are much freer to publish what they wish, and access to information generally by-passes the authorities much more than it did in the past.

   The recent use of social media in politics is
something that students may be interested in researching, if time is available. The organising of the uprising in Egypt and the transmission of news in Tunisia are two examples of the ways in which social media was used to effect change. It is now not uncommon for news of important events to be transmitted first through social media, particularly if other media are facing censorship from the authorities.

6. If they have not done so already, encourage students to reflect on some of the drawbacks associated with the Net. These include problems associated with:

- privacy,
- the exclusion of certain sectors of the population, such as the poor and the elderly, as so many everyday transactions require access to a computer or mobile phone, and
- personal problems associated with people spending too much time online, or using the Net for other harmful purposes.

Students themselves may have personal experience of some of these drawbacks, details of which some may volunteer.

Main

1. In this next section, students consider the balance that should be struck between privacy and national security and, in particular, whether the authorities in Britain should have powers to access people’s online records, as is proposed.

Go back to the discussion about the use of social media during political uprisings in the Middle East. Ask students to look at the situation from the point of view of the governments under attack. Is it acceptable for them to try to restrict or close down certain social media sites?

2. Explain to students that, since 2009, phone providers have been required to keep for one year records of the phone calls (ie phone numbers) and messages sent via their own email services, to which the police and other authorities have access.

In order to keep up with the way in which criminals are using technology, the Government has announced plans to require communication providers to collect and store additional information about their customers’ use of communications services, notably Internet sites.

Under the Communications Data Bill, it is proposed that communications providers should be required to keep details of people’s activity on social network sites, webmail, Internet phone calls, and online gaming, for a period of a year. (The Government reportedly hopes the Bill will become law by 2014.)

The information will be accessible to a number of public authorities (on the approval of a senior officer), including the police, HM Revenue and Customs, the security services, and anyone else the Home Secretary deems appropriate.

A summary of the Bill is available for students on page 50.

You may, at the outset, like to take a quick poll of students’ views about the Bill: in favour, against, or not sure?

3. Now give each pair or small group of students a set of slips, page 51, Security or privacy?, and a copy of page 52, What’s your view? – ideally enlarged to A3.

Ask students to share the slips A – N between them, with each person, in silence, taking it in turn to place a slip, face up, in the position on the grid (What’s your view?), which accords with their view.

When all the slips have been placed on the page, asks members of each pair or small group to look at the slips that they did not put down, and to turn over (again in silence) those whose positioning they disagree with.

Now ask students to discuss the slips that have been turned over, and to try to reach agreement between themselves as to where on the grid they should be finally positioned.

4. When students have had enough time to do this (or are unable to reach agreement), go round
the class, asking a number of pairs or groups over which slips they had most difficulty in reaching consensus.

Try to draw out and make explicit the key factors surrounding each dispute, encouraging students to relate their own experiences wherever possible.

Now focus on the arguments with which students most strongly agree and disagree.

Some of these may have already been covered, but once again encourage students to summarise the position that people are taking; for example, “privacy seems to been the key factor” or “people seem to want to maintain national security, even if this means losing a certain amount of privacy or freedom.”

5. If you wish to extend this work for more able students, ask them to suggest what factors MPs should consider in deciding whether to support this Bill.

(You may like to link this with other work on Parliament, and explain that Bills of this kind pass through a number of stages before becoming law. The first significant step, known as the Second Reading, is when Parliament debates the general principles of a Bill, and decides whether to give its support to the fundamental idea on which the Bill is based.)

Questions students might suggest include:

• how much will it cost to store this data?
• how will Parliament ensure that the police and other authorities do not abuse their power?
• how will this data be kept safe?
• how will Parliament ensure that the data does not fall into the wrong hands?

6. If, at the outset, you took a straw poll of students’ views, ask students the same question again and note any changes, asking those who have altered their opinion to explain the reasons for this.

7. If time is available, you may wish to invite your local MP to join you in one of the lessons. This can provide...

• an opportunity for students to present their views on a proposal that would directly affect them if it becomes law, and
• general guidance on how such a Bill would be debated in Parliament.

You may also wish to invite representatives from the police, pressure groups, the local council, or solicitors to come into class to discuss some of the issues raised in this debate and to involve students more closely in relation to the use of digital media in developing curricular and whole-school activities.

Final

1. This unit concludes with a short case study asking what level of freedom of speech should apply to social media.

Provide each student with a copy of page 53, Freedom of expression – How far can you go? Go through the text – particularly the wording of the law, outlined in the fourth paragraph. With students sitting in threes, ask them, as they would as magistrates, to reach a verdict on the evidence and law, as given.

Further information on the case on which this example is based is available from newspaper reports which may be traced via the defendant’s name, John Kerlen.

2. Finally move on to the second page, Verdict and Reaction asking students to look at the wider issue of whether the law should be used to control what may and may not be sent via social media.

Again, try to make full use of students’ own knowledge and experience of social media.

3. If time is available, there is an opportunity here for students to suggest how, if at all, the law should adapt to developments in social media.
The five cases listed on page 55 were all in the news between 2010 and 2012. (Almost 2,500 investigations were undertaken in 2011 after complaints over the content of messages on social media.)

One suggestion offered by the Director of Public Prosecutions about messages of this kind, is that they could be placed into one of three categories; those that...

- pose a credible threat,
- harass or menace, and those that
- are offensive.

...with each category being dealt with in a different way.
# Introduction: Quiz

<table>
<thead>
<tr>
<th>Questions</th>
<th>Your answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When was the World Wide Web invented?</td>
<td></td>
</tr>
<tr>
<td>a) 1971</td>
<td>b) 1991</td>
</tr>
<tr>
<td>c) 2001</td>
<td></td>
</tr>
<tr>
<td>2. Currently what percentage of the world’s population uses the Internet?</td>
<td></td>
</tr>
<tr>
<td>a) about 15 per cent</td>
<td>b) about 25 per cent</td>
</tr>
<tr>
<td>c) about 35 per cent</td>
<td></td>
</tr>
<tr>
<td>3. When did it first become possible for commercial businesses to use</td>
<td></td>
</tr>
<tr>
<td>the Web?</td>
<td></td>
</tr>
<tr>
<td>a) 1988</td>
<td>b) 1994</td>
</tr>
<tr>
<td>c) 2000</td>
<td></td>
</tr>
<tr>
<td>4. When was Twitter first developed?</td>
<td></td>
</tr>
<tr>
<td>a) 2002</td>
<td>b) 2004</td>
</tr>
<tr>
<td>c) 2006</td>
<td></td>
</tr>
<tr>
<td>5. Which nation has most people online?</td>
<td></td>
</tr>
<tr>
<td>a) China</td>
<td>b) South Korea</td>
</tr>
<tr>
<td>c) United States</td>
<td></td>
</tr>
<tr>
<td>6. When was the first webcam developed?</td>
<td></td>
</tr>
<tr>
<td>a) 1985</td>
<td>b) 1991</td>
</tr>
<tr>
<td>c) 1996</td>
<td></td>
</tr>
<tr>
<td>7. When was Facebook launched?</td>
<td></td>
</tr>
<tr>
<td>a) 2004</td>
<td>b) 2006</td>
</tr>
<tr>
<td>c) 2008</td>
<td></td>
</tr>
<tr>
<td>8. How many people are on Facebook?</td>
<td></td>
</tr>
<tr>
<td>a) about 9 million</td>
<td>b) 90 million</td>
</tr>
<tr>
<td>c) 900 million</td>
<td></td>
</tr>
</tbody>
</table>
### Questions

1. **When was the World Wide Web invented?**
   
   The Web is a system of publishing pages on the Internet. It was invented by British computer scientist, Tim Berners-Lee, whilst working at CERN, the European Particle Physics Laboratory in Geneva. At the time, all the different universities that were working at CERN tended to use different computers, working on quite separate systems. Tim Berners-Lee’s idea for the World Wide Web came from the wish to be able to transfer information from one system to another. The first website went online at CERN in August 1991.

2. **Currently what percentage of the world’s population uses the Internet?**
   
   The number of Internet users (2012) is now approaching 2.5 billion people, about 35 per cent of the world’s population, and represents an increase of more than 500 per cent in ten years. Over this period, growth has been greatest in Africa and the Middle East.

3. **When did it first become possible for commercial businesses to use the Web?**
   
   Until 1994, the Internet was administered by a public body, which prohibited the use of the Internet for commercial business. However, in 1994, the injunction outlawing Web commerce was lifted, and it is said that Pizza Hut was the first company to allow customers to order online – from their restaurant in Santa Cruz, California.

4. **When was Twitter first developed?**
   
   Twitter was developed in San Francisco in 2006.

5. **Which nation has most people online?**
   
   China has more people online than anywhere else in the world, although South Korea has the greatest percentage of its population online.

6. **When was the first webcam developed?**
   
   The first webcam was set up in 1991 in one of the rooms of the Cambridge University Computer Science Department, opposite a small coffee filter machine. It was designed to enable people working in other rooms to know whether there was any coffee left in the pot, and to save them a wasted journey if the pot was empty.
### Questions

<p>| | | |</p>
<table>
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<th></th>
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</thead>
</table>
| 7. | When was Facebook launched? | a) 2004  
Mark Zuckerberg, Dustin Moskovitz, Chris Hughes and Eduardo Saverin launched Facebook from student accommodation at Harvard University, as a social networking site, designed initially just to bring Harvard students closer together. |
| 8. | How many people on Facebook? | c) about 900 million  
If Facebook users were citizens of a country, they would form the third largest country in the world. |
The main provisions of the Data Communications Bill are as follows…

- Telecommunications firms and Internet providers will be required to retain for a period of twelve months details of the time, duration, sender and recipient of…
  - phone calls and voice calls over the Internet,
  - email and webmail,
  - messages sent on social media,
  - gaming,

… and the location of the device from which it is made.

- This information does not include what is being said or the content of the messages.
- Officers will not need permission from a judge to see this information, but access will be permitted only in the course of investigating a crime or in the protection of national security.
- Four groups of people will have access to data…
  - the police,
  - the Serious and Organised Crime Agency,
  - the intelligence agencies, and
  - HM Revenue and Customs.
- Local authorities will have access to some of the data.
### Main: Security or privacy?

<table>
<thead>
<tr>
<th>A</th>
<th>This law turns us all into suspects.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Criminals and terrorists today use very sophisticated means of communication. The police need these powers if they are to compete against organised crime.</td>
</tr>
<tr>
<td>C</td>
<td>If you have nothing to hide, then you have nothing to fear from this law.</td>
</tr>
<tr>
<td>D</td>
<td>This law would be an unnecessary intrusion into people’s privacy.</td>
</tr>
<tr>
<td>E</td>
<td>This law does not invade people’s privacy, as the content of the emails and details of pages visited will not be stored.</td>
</tr>
<tr>
<td>F</td>
<td>The public can be assured that the police will use this data only when it is in the public interest.</td>
</tr>
<tr>
<td>G</td>
<td>This is a snoopers’ charter, all kinds of government agencies and departments will be able to access this information.</td>
</tr>
<tr>
<td>H</td>
<td>We should not have personal information stored about us, just in case it might be useful one day.</td>
</tr>
<tr>
<td>I</td>
<td>The data can easily be lost or get into the wrong hands; it’s happened before.</td>
</tr>
<tr>
<td>J</td>
<td>There is no point; criminals always find a way of getting round the law.</td>
</tr>
<tr>
<td>K</td>
<td>There is a hole in the armoury of the law; we have to control the Internet in some way.</td>
</tr>
<tr>
<td>L</td>
<td>This law will save many lives.</td>
</tr>
<tr>
<td>M</td>
<td>We have to give up some of our privacy in order to fight crime.</td>
</tr>
<tr>
<td>N</td>
<td>Under this law, people in Britain will be under more surveillance than almost any other country in the world.</td>
</tr>
</tbody>
</table>
Main: What’s your view?

- Support this view
- Can’t decide
- Disagree with this view
Final: **Freedom of expression?**

**How far can you go?**

A man, who had a long-running dispute with his local council, posted two tweets as part of his campaign.

The first included a picture of a local councillor’s house, and a sexually explicit insult.

The second message asked people to post excrement to the councillor’s house. No address was given, although the message said that that would come later.

The man was charged under the **Communications Act 2003**, which says that an offence is committed if a person sends, by means of public electronic communications, a message or other matter that is grossly offensive or of an indecent, obscene or menacing character.

**Question**

- Look carefully at the wording of the law, and the facts of the case, as given above.

The test for something that is grossly offensive in law is that it would be found offensive by a ‘reasonable person’.

In your opinion, has the man who sent the tweets committed an offence?
Final: **Freedom of expression?**

**Verdict**
The man was found guilty and sentenced to twelve months’ community service and a five-year restraining order forbidding him to make contact with any of his local councillors either in person or via social media.

**Reaction**
The decision of the court prompted a great deal of discussion online.

Listed below are just a few of the many comments that were made.

- Don’t people have a sense of humour?
- The law goes too far and encroaches on freedom of expression.
- Everyone who uses the Net expects to come across abuse, but hateful comments like these are usually seen as a joke and not taken seriously.
- Using the law to punish this is like taking a sledgehammer to a nut.
- True freedom of speech allows people to be offensive.
- They’re trying to beat anger out of us.
- The councillor’s address wasn’t given, so how is this an incitement to post excrement?
- At first the tweet only went to his followers. How is this public? He can’t be held responsible for them tweeting it to a wider audience.
- You should have the right to offend, not the right to threaten or intimidate.
- Putting something on Twitter makes it a public statement.
- What if the tweets had been sent by the councillor about a member of the public?

**Question**

- Should the law be used to control what may and may not be sent via social media?
Final: **Policing social media?**

- **Matthew Woods**, aged 19, was jailed for twelve weeks after posting an offensive message about a five-year-old girl who had gone missing.

- **Azha Ahmend**, aged 20, was sentenced to 240 hours’ community service after posting an offensive message about the deaths of six British soldiers in Afghanistan.

- **Daniel Thomas**, aged 28, was arrested, but not charged, after sending an abusive message about diver, Tom Daley.

- **Liam Stacey**, aged 21, was sentenced to 28 days’ imprisonment for posting offensive comments about the footballer Fabrice Muamba who had collapsed during an FA Cup match.

- **Paul Chambers**, aged 27, sent a tweet saying that he would blow up Robin Hood Airport, in South Yorkshire, if it did not re-open in time for him to visit his girlfriend after the airport had been closed due to heavy snow. He was initially fined £1,000, but this decision was eventually overturned and the conviction quashed after a high-profile case in the High Court.

**Questions**

- Should people who write offensive messages on social media face criminal charges?
- How do you think the law should deal with offensive messages of this kind?
Background

In this unit, students are asked to look at the subject of income inequality, both as a general principle and as applied to life in Britain today.

The gap between the richest and poorest groups in a country is, arguably, a key determinant of community cohesion. High levels of inequality give rise to separate communities, with little contact between one another, and with very different life experiences.

Key concepts

*Justice and fairness* are the central concepts in this unit, in relation to:

- how people should be rewarded for the work that they do,
- levels of taxation and benefits, and
- state involvement in controlling levels of income.

Knowledge and understanding

This unit is largely designed to encourage students to reflect on the nature and consequences of economic inequality within society.

All students should be aware of a degree of income inequality in society, along with a number of its potential consequences.

Most students should be able to put forward a reasoned argument either supporting or opposing moves to greater income equality.

Some students should be able to understand the situation in Britain in relation to that of other countries, such as Japan, Sweden and the United States, along with some of the main political implications of government action to reduce income inequality.

Skills

In this unit students are encouraged to:

- question and reflect on different ideas, opinions, assumptions, beliefs and values,
- research, plan and undertake enquiries into issues and problems,
- interpret and analyse critically sources used,
- evaluate different viewpoints,
- explain their viewpoint,
- present a convincing argument.

Curriculum focus

This material supports the statutory requirements in citizenship education and may be used directly in both GCSE and A level citizenship courses.

Preparation

1. Copy pages 62, 63 and 64, with enough sets for students to be able to work in pairs or small groups. Cut pages 62 and 64 into slips, as required.

2. Copy pages 65, 66 and 67, with enough copies for one per student.

3. Arrange student access to the video clip used in the Main activity.

Activities

Introduction

1. Explain to students that you would like to begin by looking at the question of how much people are paid for the work that they do.

With students working in twos or threes, give each small group a set of slips/cards from page 62, *How much?*

Ask students initially to rank the cards in order of salary that the individuals can expect to receive – from highest to lowest. (They may like
to do this as a straightforward list, or in the form of a 'diamond' ranking.)

Ask a number of groups for their top and bottom three jobs and, if possible, try to develop a rank or order for the class as a whole.

2. Now give students page 63, How much? Answers, and ask for their comments on both the order and the salary figures for each group.

3. Now ask students to consider just two of the groups – the footballer and the nurse. Who should be paid more? Ask for a show of hands.

Of those who feel that the nurse should be paid more, ask someone to explain why.

Try to draw out the reasoning behind their statement; “so what you seem to be saying is...” and make a note of this on the board.

Now ask someone of the opposite point of view to explain their position – ie why they feel it is acceptable for a Premiership footballer to be paid more than a nurse. You may like to ask the question in a more emotive way; should a footballer be paid more for playing in one match than a qualified nurse receives for a whole year’s work?

Again try to extract the fundamental principles on which students’ arguments are based

4. In this discussion, students are likely to have included the following points in support of their views.

a. people should be rewarded on the basis of what they contribute to the good of society.

b. pay should be a reward for hard work and effort.

c. you can’t say that one job is better than another; it is the market that decides. A person’s wages reflects the demand there is in society for their skills. Very few people have the skills of a Premiership player.

d. good footballers create a lot of wealth for their clubs, and deserve to receive a share of that themselves

5. Encourage students, if they can, to put forward counter-arguments to these points. For example, hard work and effort doesn’t necessarily create a valuable employee.

6. In the course of the discussion, some students may suggest that the problem is not that a Premiership player’s earnings (or those of any other very high earner) are higher than those of others – but that they earn so much more than almost anyone else – including the Prime Minister.

If this point hasn’t already been raised, you may like to ask if it would be acceptable for the position to be reversed; that is, for nurses to earn many many times more than those in other occupations.

7. Move the discussion forward by asking students if there is any harm in some groups of people earning significantly more than others. What are the strengths and weaknesses of paying top money for top jobs? (In some cases, you may wish to summarise the arguments below and copy onto slips for students to sort and discuss.)

Again try to draw out the arguments on both sides. Points here are likely to include:

a. that high wages encourage people to work harder than they otherwise would.

b. it is right that those with the skills and earning capacity are generously rewarded.

c. if UK employers don’t pay top wages, good employees will go elsewhere.

d. large wage differences are morally wrong; the gap between high and low earners is too wide.

e. the skills or circumstances that have given people high wages and great rewards are not their doing, but often just a matter of chance – based on upbringing, genetics or the fact that their parents also happened to be wealthy. People should not be excessively rewarded for something they have been given by chance.
Main

1. Open this section by asking students, in pairs or small groups, to draw a picture of a society in which there is a large gap between rich and poor.

   You may like to present the task as follows:

   “Without writing down any words try to draw a picture of a society in which there is a wide gap between the rich and the poor. What would it look like?”

2. When students have had time to complete this, ask for groups to show and explain their drawings to the rest of the class. As they do so, make side notes on the board of students’ suggestions about the implications of inequality. For example, these might include a higher incidence of crime, higher death rates, homelessness etc., amongst poorer groups of people.

3. Now ask students how equal or unequal they believe British society to be.

   One way of doing this is by giving students a list of six countries – Australia, Germany, Japan, Sweden, the United Kingdom, and the USA – and asking them to rank the countries in order of income equality; placing the most equal society at the top, and the least at the bottom. (If it is helpful, the names of the six countries (are printed as slips on page 64, Equality of income, followed on page 65, by the correct ranking.)

4. Explain to students that although Britain is one of the richest countries in the world, there is also quite a large gap between the richest and poorest groups in our society.

   The Equality Trust, which campaigns for a more equal society in Britain, notes that the richest 20 per cent of the UK population are seven times richer than the poorest 20 per cent. By comparison, the gap between these groups in Sweden and Japan is less than four times, but in the USA, the richest 20 per cent are nine times better off than the poorest.

Now go back to the suggestions that students made earlier about the nature of societies where there is a significant gap between the rich and the poor, and give each student a copy of page 66 – again produced by the Equality Trust.

Ask/help students to interpret the graph – first by describing the x and y axes, and then by outlining the implications of the position of the various countries along these axes.

The Equality Trust maintains that there is a direct link between the major social problems of modern industrial societies and wide differences in incomes within those societies. If time is available, you may like to show the following 16-minute clip www.youtube.com/watch?v=cZ7lZ3u7Bw where this point is outlined in more detail.

5. Finally, in this section, ask students whether the Government should try to reduce income inequality in Britain and, if so, how this might be done. What are the options, and what are their implications?

   Students may suggest the following alternatives:

   a. higher taxes,
   b. smaller differences in income,
   c. a higher minimum wage,
   d. greater welfare benefits,
   e. a greater transparency in income.

6. Give students a few minutes to discuss the strengths and weaknesses of each of these ideas, and then ask for feedback.

   Their comments are likely to include the following:

   a. higher taxes on middle and higher incomes would reduce the amount of income that the wealthier members of society had at their disposal.

   However, some may argue that this would act as a disincentive to the workforce and would discourage work and enterprise.
b. smaller differences in income between the highest and lowest paid would reduce income inequality.
    This is likely to require some form of state control over pay and/or the possibility of greater state ownership, which some may criticise.

c. a higher minimum wage would raise the income of the lowest paid groups, but is unlikely to reduce the gap between the middle and very high income earners.

d. greater welfare benefits could help to ensure that everyone is able to live above a certain minimum standard, but they could also be open to abuse, and a disincentive to work. They would also almost certainly require higher levels of taxation and a reallocation of government spending.

e. a greater transparency in income would require companies and organisations to publish their wage structures so that pay scales became the subject of public knowledge.
    It may be possible to implement this in the public sector, but there would almost certainly be criticisms – particular when applied to the private sector – of a breach of personal and commercial confidentiality.

7. Finally, in this section, you may like to ask whether Britain should follow the example of Sweden, Norway and Finland where everyone’s tax returns are open and available to public scrutiny.

   This may be demonstrated by accessing the following “taxlist” site: http://skattelister.no/

Final

1. Ask students now to think about the kind of society they would like for the future – possibly the kind in which they would like their children to grow up.

   If time is available, students may wish to undertake further research on the strengths and weaknesses of trying to move towards a more equal society. This maybe purely internet-based or could include local survey work or interviews with local representatives of the political parties and pressure groups with an interest in this area.

Conclude the unit by asking students which of the three positions outlined on page 67, Which way now? They would advocate, and why.

Summarise, for the group as a whole, the key points on which the debate rests. Again, if time is available, this could be represented as a labelled drawing.

Further resources on Inequality are available from the Equality Trust, www.equalitytrust.org.uk, including a young person’s guide – click on the tab Get involved.
### Main: How much?

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
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<tbody>
<tr>
<td></td>
<td>Premiership footballer</td>
<td>Bus driver</td>
</tr>
<tr>
<td>C</td>
<td>The British Prime Minister</td>
<td>Nurse in charge of a hospital ward</td>
</tr>
<tr>
<td>E</td>
<td>Care assistant in a home for the elderly</td>
<td>Farm worker</td>
</tr>
<tr>
<td>G</td>
<td>Supermarket assistant</td>
<td>Family doctor (GP)</td>
</tr>
<tr>
<td>I</td>
<td>Police officer, newly trained</td>
<td></td>
</tr>
</tbody>
</table>
Main: **How much? Answers**

The figures below indicate an average salary for each job. Rates can vary according to experience or location. Rates of pay are commonly higher in London and other major cities, but this is often offset by a higher cost of living.

### Questions

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<tr>
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<tbody>
<tr>
<td><strong>A</strong></td>
<td>Premiership footballer</td>
<td><strong>About £1.5m</strong></td>
</tr>
<tr>
<td></td>
<td>Research published in 2010 indicates that pay levels in the English Premier League are not as high as some other footballers in the world, with only two clubs (Chelsea and Manchester Utd) appearing in the world’s top 30 highest payers.</td>
<td></td>
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<tr>
<td></td>
<td>Currently, the average salaries in the American National Basketball Association League, Major League Baseball, and India’s Premier Cricket League, are all higher than those in the Premiership.</td>
<td></td>
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<tr>
<td><strong>B</strong></td>
<td>Bus driver</td>
<td><strong>£25,000</strong></td>
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<tr>
<td><strong>C</strong></td>
<td>The British Prime Minister</td>
<td><strong>£142,000</strong></td>
</tr>
<tr>
<td></td>
<td>In 2009, the then Prime Minister, Gordon Brown voluntarily reduced his salary from more than £197,689 to £150,000. Following his election to office in May 2010, David Cameron announced a further five per cent cut to £142,500.</td>
<td></td>
</tr>
<tr>
<td><strong>D</strong></td>
<td>Nurse in charge of a hospital ward</td>
<td><strong>£35,000</strong></td>
</tr>
<tr>
<td><strong>E</strong></td>
<td>Care assistant in a home for the elderly</td>
<td><strong>£15,500</strong></td>
</tr>
<tr>
<td><strong>F</strong></td>
<td>Farm worker</td>
<td><strong>£20,000</strong></td>
</tr>
<tr>
<td><strong>G</strong></td>
<td>Supermarket assistant</td>
<td><strong>£13,500</strong></td>
</tr>
<tr>
<td><strong>H</strong></td>
<td>Family doctor (GP)</td>
<td><strong>£106,000</strong></td>
</tr>
<tr>
<td><strong>H</strong></td>
<td>Police officer, newly trained</td>
<td><strong>£23,000</strong></td>
</tr>
</tbody>
</table>
Main: **Equality of income**

<table>
<thead>
<tr>
<th>Australia</th>
<th>Germany</th>
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<tbody>
<tr>
<td>Japan</td>
<td>Sweden</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>USA</td>
</tr>
</tbody>
</table>
Main: *Equality of income? answers*

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<table>
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<tbody>
<tr>
<td>1.</td>
<td>Japan</td>
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<tr>
<td>2.</td>
<td>Sweden</td>
</tr>
<tr>
<td>3.</td>
<td>Germany</td>
</tr>
<tr>
<td>4.</td>
<td>Australia</td>
</tr>
<tr>
<td>5.</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>6.</td>
<td>USA</td>
</tr>
</tbody>
</table>
Health and Social problems are worse in more unequal countries


Index of: 
- life expectancy
- maths and literacy
- infant mortality
- homicides
- imprisonment
- teenage births
- trust
- obesity
- mental illness – including drug & alcohol addiction
- social mobility.
Plenary: **Which way now?**

What kind of society do you hope you, and possibly your children, will be living in twenty years from now?

Here are three alternatives. Which do your prefer?

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<table>
<thead>
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</thead>
<tbody>
<tr>
<td>A</td>
<td><strong>Widening the gap</strong> In this society the differences between the richest and poorest groups would be wider than they are now. With lower taxes and higher salaries, some people would obtain even greater rewards than they do at present.</td>
</tr>
<tr>
<td>B</td>
<td><strong>Steady as you go</strong> In this society the richest and poorest would be very much as they are now. There would be very few people in real poverty, but the gap between rich and poor would have remained constant.</td>
</tr>
<tr>
<td>C</td>
<td><strong>Less inequality</strong> In this society there would be less of a gap between the rich and the poor – a situation which some will argue is a great improvement on today. Others however, may be less pleased; believing taxes, benefits, and the wages of many workers to be too high.</td>
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UNIT 5: Migration
Background

The early part of the 21st century has shown a significant growth in the UK population; Census data from 2011 indicates that just over 70 per cent of this can be attributed to migration from outside the UK.

Over a period of ten years, the foreign-born population of England and Wales has increased by almost three million people.

Most migrants to the UK live in England (89 per cent), with London the most popular final destination. However, the proportion of migrants settling in London has decreased over the last ten years, with relatively more moving into the regions.

Some of these areas – at least in recent times – have been unaccustomed to receiving large numbers of people from outside, causing pressure on resources and creating a challenge for building integration and cohesion.

Migration is an issue that receives widespread coverage in parts of the press and one that many young people wish to discuss and clarify. This unit is designed to help inform that debate using information drawn from the most recent census.

The unit also reflects the wider phenomenon of increasing diversity within our society and, like the other project materials, tries to explore and promote ways in which people may be brought together in a less fragmented, more cohesive community.

It should also be noted that this is also a potentially complex topic to manage and teach.

Firstly, migration raises many sensitive issues, particularly for students whose families have recently moved to the UK. It opens the possibility of students expressing prejudiced and hurtful attitudes towards certain groups or individuals who may be present, or linked in some way to students in class.

Secondly, the statistics, laws, and rules surrounding the administration of migration to Britain are extraordinarily detailed and complicated, and subject to change at very short notice. There is a the risk that materials developed just a few months previously may have already become out of date and unreliable.

Despite these drawbacks, it does, nevertheless, still seem worth tackling this topic in the classroom, albeit in a guarded and cautious way...

- it may not be appropriate to use these materials with all classes; activities are probably best chosen on an individual basis,
- it is probably very sensible to approach this topic, in particular, in a spirit of enquiry, critically reflecting on evidence, and recognising the presence of a more complex dimension, which may not be immediately apparent, and
- by encouraging students to undertake their own research to answer questions arising from discussion, and
- by developing links with specialists with experience in this field, such as local refugee or migrant community organisations, national refugee charities, your local MP (who will have had experience of this area, via local constituents), and possibly local law firms handling migration cases.

The materials are designed to cover a number of key ideas...

- that migration is very much part of human history,
- that the numbers migrating to England and Wales in the past 10–12 years have risen sharply, with a significant impact on national population growth,
- that widespread public opposition to high levels of immigration makes the subject a important citizenship issue.

...and questions...

- what action should be taken, if any, to control immigration?
- what action should be taken to promote community cohesion amongst migrants to Britain?
Key concepts

Rights, responsibility, and fairness are the central concepts in this unit, in relation to:

- the circumstances in which people should be allowed to work and stay in Britain,
- the support they should be given in doing this, and
- the duties of employers, local communities, and local and national government in relation to this.

Knowledge and understanding

As noted above, this unit is designed to clarify a number of issues surrounding the changing patterns of immigration to Britain.

All students should be aware of the increase in economic migration to Britain over the last ten years, and that this has had a number of political and economic consequences.

Most students should be aware that most of the new migrants (about 60 per cent) have come from other EU member states, and that this free-movement of labour is a fundamental feature of EU membership.

Some students should be able to understand some of the more complex positive and negative consequences of this, together with the need for action by individuals, and both private and public bodies to support community cohesion.

Skills

In this unit students are encouraged to:

- question and reflect on different ideas, opinions, assumptions, beliefs and values,
- research, plan and undertake enquiries into issues and problems,
- interpret and analyse critically sources used,
- evaluate different viewpoints,
- explain their viewpoint,
- present a convincing argument.

Curriculum focus

This material supports the statutory requirements in citizenship education and may be used directly in both GCSE and A level citizenship courses.

Preparation

1. Copy pages 76–78, 80–86, one per student.
2. Copy page 79 and cut into slips, with enough sets for students to work in pairs or small groups.
3. Arrange student access to the websites mentioned in the teacher guidance.

Activities

Introduction

1. Open the session by explaining to members of your group that they’ll be doing some work on migration and, as an initial task, ask students to respond to two questions:
   - where would they like to live, or to move to, in the future?, and
   - where have they or their family lived in the past?

   The first question is generally unlikely to be problematic, but answering the second could cause uncertainty or discomfort for some students. In view of this it may be best, in some circumstances, to ask students to answer one or other of the questions, and not necessarily both.

   You may like to collect the answers on two large sheets of display paper, or on either side of a large board, perhaps headed Coming from... and Going to... or ask students, in a slightly more anonymous fashion, to supply, on one colour of Post-it notes, the names of places that they or their family have been linked to in the past; and to write on another the names of where they would like to live in the future.
2. Go through the completed lists with the group, or ask students to identify any patterns or groupings for themselves.

Places where students or family members have come from are likely to reveal patterns of migration from both within and outside the UK. These may include EU states, Commonwealth nations, and also countries with which the UK has no special ties.

Students will also have certain hopes and wishes about where they would like to go. Some will almost certainly wish to stay close to family and friends and remain within the locality; others to return to places where their family once lived, and others will be keen to go further afield. Some may see this travel as temporary, others as permanent.

Again, with students, look for strands and patterns in these answers.

3. You may like to ask students for their ideas about the reasons behind these movements. Why would they like to live in Australia or the United States; why did members of their family come to the UK or move within the UK to their present location?

After hearing some of their own personal reasons for moving from one location to another, ask students about people’s wider reasons for doing this. These are likely to include the wish to...

- seek work,
- seek greater life chances, better education and healthcare,
- be with family or friends,
- find safety, security or greater freedom, and
- escape from danger, persecution, or poverty.

It would useful at this stage to introduce students to, or remind them of, the idea of ‘push’ and ‘pull’ factors. It is a useful aide to understanding the forces at work determining migration flow.

Use these answers to establish a number of points about migration: that...

- it has been widely undertaken in the past,
- it is something to which many people aspire today and, almost certainly, will continue to do so in the future,
- it is undertaken for a number of reasons, including economic benefit, safety, and family ties, and that
- poverty, oppression etc may push people away from certain areas, with pull factors such as economic opportunities, the hope of freedom, or existing family ties, drawing them towards one particular country or region.

As you will know, there is a considerable amount of material available online and in citizenship textbooks about the historical importance of migration to and from Britain. If time is available, you may wish to use or direct students towards these sources to explore some of the causes and legacy of migration both to and from, and within Britain.

4. Now move on to the Migration quiz, page 76, designed to provide a snapshot of the current situation in England and Wales, based on information drawn from the 2011 Census.

Ask students, working in twos or threes, to answer each set of questions, and then go through their answers, providing further detail, where necessary.

After you have been through the answers, try to draw the discussion together by asking which pieces of data students found most significant or surprising.

5. The website of Oxford University’s Migration Observatory provides a summary of these trends and a great deal of other Census data at www.migrationobservatory.ox.ac.uk

Amongst the information provided on the site is immigration data on all areas of England and Wales. This is accessible via the section on data and resources and the links to create your own chart and 2011 England and Wales Census.
6. If time is available, you may like to extend the discussion by asking students what they understand by migration.

In the natural world, the term is commonly applied to birds or animals, where movement tends to be seasonal, and at specific times of the year.

How does the term apply to human beings? Do holidaymakers migrate? Can overseas students be termed migrants? What about the person who takes a fixed-term contract to work overseas? How would students define a migrant?

Page 78, *What do we mean by migration?*, gives a number of common scenarios surrounding people who come to Britain.

Ask students to decide how they would categorise the person in each scenario. Who would they classify as a migrant, and who would they not?

How would they describe those not classified as migrants?

What appear to be the strands that define those in the migrant group; what do we mean by migration?

**Main**

1. In the previous section, students learnt of increased levels of immigration to England and Wales since 2001.

Here we try to clarify some of the points of detail surrounding the right of people to enter and live in the UK.

2. With students working in pairs or small groups, give each group a set of slips, page 79, *A right to enter?* Ask students to look at the cases, and to decide how likely it is that each person will be admitted and allowed to stay in the UK.

When students have had enough time to discuss each one, you may like to ask them to sort the cases according to likelihood of admission. Then go through each one, inviting students to explain why they feel the person is or is not likely to be admitted to Britain.

As you discuss the cases, draw out and note down the reasoning behind students’ arguments.

Use the information on the answer sheet, *A right to enter? Answers*, pages 80–82, to clarify the situation surrounding each person’s position.

3. One purpose of this exercise is to start to build up students’ understanding of some simple key aspects of migration law, that...

   • under international law, signed by Britain in 1951, and known as the *Geneva Convention*, anyone is entitled to seek protection in a foreign state from persecution, and that protections under the Convention should be applied without discrimination on the basis of race, religion, country of origin, or other prohibited grounds for discrimination.

   The *Convention* also stipulates that refugees should not be penalised for illegal entry and should not be expelled or returned to a territory where he or she fears threats to life or freedom.

   • citizens of any EU state have the right to travel to any EU country, provided they have a valid passport or identity card.

   • most jobs in the EU are open to members of any EU state, and EU citizens should be offered the same conditions as citizens of the state in which they are working.

   • this ability to move and live freely within the EU (known as the single market) is a fundamental principle behind the creation of the European Union.

   • a person living outside the EU who wishes to enter Britain (for visit, study, or work) normally requires a visa; although there are a number of exceptions to this, notably for Icelandic, Swiss and Norwegian nationals, and visitors from Australia, Canada, New Zealand and the USA.
British Government policy in recent years has tended to be a compromise between these two positions by attempting to reduce the growth (and more recently, the overall level) of economic migration, and still at the same time allowing and encouraging a selected group of economic migrants to work and possibly settle in this country.

Now move onto the question of how this might be done. Ask students to suggest how a government might try to control economic migration. How do you pick and choose between people you will and will not allow to enter the country as an economic migrant?

Students may be able to come up with ideas of their own and assess the strengths and drawbacks of each one. Alternatively, you may like to give them page 84, Selecting people to work in Britain, on which three options are outlined.

Ask students to consider the strengths and weaknesses of each approach (some points on this are included on the following page, page 85).

Final

1. In this final section, students consider Britain’s responsibilities towards people who come to work in this country.

Begin by asking students to suggest some of the difficulties that migrants might face when coming to the UK.

Their answers are likely to include the following:

- finding work,
- finding affordable housing,
- learning the language,
- unfamiliarity with a new culture,
- making friends,
- public attitudes and discrimination,
- problems in having qualifications recognised.
2. Move on to ask who has responsibility for addressing these issues. Clearly, some responsibility lies with the migrant – but what about employers, local and national government, or members of the local community?

Suggest that perhaps migrants should be left to fend for themselves; ask what are the arguments for and against this view.

3. Arguably there are a number of moral, political, and economic arguments in favour of providing some level of support to migrants arriving in any country. But how much support should be given; and what form should it take?

Explain to students that the Statue of Liberty was originally a gift to France to commemorate a century of independence. (For effect, you may like to show an image of this on the board.) It stands at the entrance to New York Harbour and has become a symbol of welcome to thousands of migrants to America, bearing the inscription... Give me your tired, your poor, your huddled masses yearning to breathe free. These stirring words of welcome raise the question of what Britain should do by way of welcoming or supporting its migrant population. What action or policy would best serve the needs of the country?

Again working in pairs or small groups, give students a copy of page 86, Help and support, which contains a number of ideas designed to help migrant workers integrate more effectively with the host population.

Ask students to consider each idea and rate it, out of five. High marks should be awarded to ideas that they feel would be effective and valuable to both the migrant and wider society. Low marks should be given to ideas that they feel are impractical or would provide little benefit.

One of the slips has been left blank; students may like to use this to suggest an idea of their own that might aid integration.

When students have had a chance to score each idea, go through each slip, record and total the scores for each one, and then discuss the results with the whole group. Why were some ideas scored lower than others? What reasoning lies behind these views?

What conclusions have students reached about the integration of people travelling to Britain to work from overseas.

4. For a cross-cultural comparison, there is an interesting website that ranks a number of countries, including Britain, on how well or badly they integrate migrant workers into mainstream society, see www.mipex.eu

There are also opportunities here for students to contact local councillors, schools, and community leaders to discuss the ways in which migrant workers are received locally. What are the strengths and weaknesses of present arrangements?

5. Finally, you may like to close this session by asking students what conclusions they have drawn from the work that they have undertaken.
**Introduction: Migration quiz**

<table>
<thead>
<tr>
<th>Questions</th>
<th>Your answer</th>
</tr>
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<tbody>
<tr>
<td>All the following questions are based on information gathered in the last Census, carried out in 2011. (The next Census is due to take place in 2021.)</td>
<td></td>
</tr>
<tr>
<td><strong>1.</strong> What is the total population of England and Wales today?</td>
<td></td>
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</tbody>
</table>
| a) Just over 46m  
| b) Just over 56m  
| c) Just over 66m |             |
| **2.** Over the last ten years, has the total number of people resident in England and Wales… |             |
| a) Risen?  
| b) Fallen?  
| c) Stayed just about the same? |             |
| **3.** What proportion of the population of England and Wales was born outside the UK? |             |
| a) 7 per cent  
| b) 9 per cent  
| c) 13 per cent |             |
| **4.** Between 2001 and 2011, the population of England and Wales rose by 4m. What percentage of these people were born outside the UK? |             |
| a) 11 per cent  
| b) 41 per cent  
| c) 71 per cent |             |
| **5.** Which region of England and Wales has the largest proportion of its population born outside the UK? |             |
| a) London  
| b) the West Midlands  
| c) the North West |             |
| **6.** When did most people in England and Wales who were born outside the UK come to Britain? |             |
| a) 1981 – 1990  
| b) 1991 – 2000  
| c) 2001 – 2010 |             |
Introduction Quiz: answers

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
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</thead>
<tbody>
<tr>
<td>1. What is the total population of England and Wales?</td>
<td>b) Just over 56m</td>
</tr>
<tr>
<td>The Census was taken on Sunday 27th March 2011, when the population of England and Wales was recorded as 56.1m.</td>
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<tr>
<td>2. Over the last ten years, has the population of England and Wales…</td>
<td>a) Risen?</td>
</tr>
<tr>
<td>Between 2001 and 2011, the population of England and Wales rose by 4 million. The greater number of births than deaths contributed to an overall increase of 1.6m; the remaining 2.4m increase in population was due to migration.</td>
<td></td>
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<tr>
<td>3. What proportion of the population of England and Wales was born outside the UK?</td>
<td>c) 13 per cent</td>
</tr>
<tr>
<td>In 2001, the figure was 9 per cent, and 7 per cent in 1991. 7.5m people living in England and Wales in 2011 were born abroad. In 2001, the figure was 4.6m, and 3.6m in 1991. Of the 27 countries in the EU, England and Wales ranks ninth in terms of the percentage of its population born overseas. EU countries with a greater proportion of overseas-born migrants tend to be the smaller states, such as Austria, Belgium, Spain and Sweden.</td>
<td></td>
</tr>
<tr>
<td>4. Between 2001 and 2011, the population of England and Wales rose by 4m. What percentage of these people were born outside the UK?</td>
<td>c) 71 per cent</td>
</tr>
<tr>
<td>In 2012 it was reported that the foreign-born population of the UK had doubled since 2001.</td>
<td></td>
</tr>
<tr>
<td>5. Which region of England and Wales has the largest proportion of its population born outside the UK?</td>
<td>a) London</td>
</tr>
<tr>
<td>In 2011, 37 per cent of residents in London were born outside the UK. This is the largest figure for any region. The comparable figures for the West Midlands were approximately 12 per cent, and about 9 per cent for the North West.</td>
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</tr>
<tr>
<td>6. When did most people in England and Wales who were born outside the UK come to Britain?</td>
<td>c) 2001 – 2010</td>
</tr>
<tr>
<td>According to Census figures 50.3 per cent of the population of England and Wales who were born overseas arrived between 2001 and 2010. More than 30 per cent of foreign-born individuals arrived between 2004 and 2009. 2004 was the year in which the European Union was enlarged to include new East European members.</td>
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# Introduction: What do we mean by migration?

<table>
<thead>
<tr>
<th>Which of the following people would you describe as migrants?</th>
<th>Migrant?</th>
<th>If NO, into what category would you place them?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A holiday-maker from Germany visiting the Lake District.</td>
<td>Yes/No</td>
<td></td>
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<tr>
<td>2. A young French woman staying and working in Britain as part of her gap year.</td>
<td>Yes/No</td>
<td></td>
</tr>
<tr>
<td>3. A student from South Korea, studying engineering at a British university.</td>
<td>Yes/No</td>
<td></td>
</tr>
<tr>
<td>4. A child born in Britain of parents both born overseas.</td>
<td>Yes/No</td>
<td></td>
</tr>
<tr>
<td>5. A man born in Britain, returning to live in the UK after emigrating to Australia in the 1980s.</td>
<td>Yes/No</td>
<td></td>
</tr>
<tr>
<td>6. An overseas scientist invited to Britain to lead an important research project.</td>
<td>Yes/No</td>
<td></td>
</tr>
<tr>
<td>7. A little girl, born in the US, returning to the UK with her British parents.</td>
<td>Yes/No</td>
<td></td>
</tr>
<tr>
<td>8. A man from China, working in Britain as managing directory of a Chinese-owned company.</td>
<td>Yes/No</td>
<td></td>
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</table>
Main: **A right to enter?**

**A** Peter, who was born and has always lived in Zimbabwe, has campaigned for a long time against the Zimbabwean government. He has begun to receive death threats after refusing to take part in a rally called to show support for the government.

Fearing for his life, he wants to leave Zimbabwe. He plans to borrow money for a plane ticket to London, and claim political asylum.

**B** Lena, 64, is a retired doctor living alone in Moscow. Her only child, Katya, married John, an Englishman from Leeds, where they live with their three-month-old twins.

Lena would like to move to England. “Katya, John and the children are all I care about,” she says. John agrees, “We’d like Lena to come and live with us in Leeds, so the children can see their grandmother as they grow up.”

**C** Blandine lives in a remote country district in France. She feels it is too quiet and would rather live somewhere more lively.

She decides that she would like to come to London, where she could rent a flat, work, and improve her English.

**D** Tadesh, 22, has just completed his course at university in Lithuania. He’d like to join his brother and sister-in-law who have lived and worked in England for the past five years.

**E** Inderjit, 20, works on his family’s farm in the Punjab, helping to support his parents, grand parents, brothers and sisters. Sometimes the harvests are poor.

Inderjit’s friend suggests he goes to work in the UK to earn money for himself and to help his family at home.

**F** Fong, 26, is an engineer. She works for a petro-chemical company where she lives in Singapore. She is very good at her job.

Fong sees an advertisement for a job with an oil company in Britain. It’s well-paid, and looks like a good opportunity. Fong applies, and is accepted.
Main: **A right to enter? Answers**

A  **Peter**, who was born and has always lived in Zimbabwe, has campaigned for a long time against the Zimbabwean government. He has begun to receive death threats after refusing to take part in a rally called to show support for the government.

Fearing for his life, he wants to leave Zimbabwe. He plans to borrow money for a plane ticket to London, and claim political asylum.

**Probably, yes – for a period up to five years** If Peter decides to come to England he should claim political asylum as soon as he can after entering the country.

Under the Geneva Convention 1951, an important piece of international law, a person may claim asylum in another country if they have a well-founded fear of persecution due to their race, nationality, political opinion or membership of a particular social group.

Peter will be taken to a special screening centre just outside London, which generally leads to a much more detailed interview where he will get an opportunity to describe what has happened to him and outline his case for asylum. Nowadays asylum decisions are made more rapidly than they were a few years ago; in some circumstances the entire decision-making (and appeals) process can take less than two weeks.

Peter’s application may take longer, and during this time he may be held in an Immigration Removal Centre, or be electronically tagged, or expected to use a telephone reporting system. If Peter is able to show that his fear of persecution is well-founded, that he could not find protection in another part of Zimbabwe, and that he risks persecution if he is returned to his country, he will be given refugee status which lasts five years.

If after five years, it is still unsafe for him to return to Zimbabwe, he may apply to remain indefinitely in the UK.

B  **Lena**, 64, is a retired doctor living alone in Moscow. Her only child, Katya, married John, an Englishman from Leeds, where they live with their three-month-old twins.

Lena would like to move to England. "Katya, John and the children, are all I care about," she says. John agrees, "We’d like Lena to come and live with us in Leeds, so the children can see their grandmother as they grow up."

**Unlikely, right now** New rules, designed to cut the numbers of dependent relatives coming to join the rest of their family in Britain, prevent Lena from being admitted to Britain as a long-term resident. For this to occur, Lena would need to prove that she needed long term help with personal care (washing and dressing) and that her daughter and son-in-law could not afford to pay for this in Russia.

The rules in this respect are currently so firm that even if Katya and John said that they would be happy to support Lena in Britain and to pay privately for any healthcare she might need in Britain, she still probably would not be admitted.

However, if Lena had a substantial income of her own, she probably would be able to stay in Britain. Entry requirements laid down in 2012 required retired people to have a minimum pre-tax annual income of at least £25,000 under their control in the UK.
C  Blandine lives in a remote country district in France. She feels it is too quiet and would rather live somewhere more lively.

She decides that she would like to come to London, where she would rent a flat, work, and improve her English.

Yes As a French national, and an EU citizen, Blandine is free to travel and work within all EU member states.

Most jobs are open to all EU citizens, although member states are allowed to insist that only nationals of that state hold certain public service posts, such as those in the police or armed forces.

D  Tadesh, 22, has just completed his course at university in Lithuania. He’d like to join his brother and sister-in-law who have lived and worked in England for the past five years.

Yes Like Blandine, above, Tadesh also lives in an EU member state.

Following an invitation by European leaders, and a vote on joining Europe by the Lithuanian people, Lithuania joined the EU in 2004, along with nine other new member states.

Of the ten countries joining the EU in 2004, eight were from eastern Europe (Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Slovakia, and Slovenia); a group known as the A8.

At the time, the average income in these countries was significantly lower than that of much of the rest of Europe, and for this reason, most of the existing EU member states did not grant A8 citizens immediate rights to work. However, Ireland, Sweden and the UK did not impose these restrictions. From May 2004, A8 citizens were able to take up employment in Britain without restriction, as long as they registered with the Work Registration Scheme. (The WRS was designed to help the government monitor the number of A8 migrants working in the UK; it closed in 2011.)

The high level of migration from A8 countries between 2004 and 2011 was not anticipated by the British government. (Migration flow to Britain from A8 states peaked around 2007, and has decreased since then.)

E  Inderjit, 20, works on his family’s farm in the Punjab, helping to support his parents, grandparents, brothers and sisters. Sometimes the harvests are poor.

Inderjit’s friend suggests he goes to work in the UK to earn money for himself and to help his family at home.

Almost certainly not The immigration authorities in Britain (the UK Border Agency) would take the view that Inderjit does not have high-skilled or high-value employment skills, and would not qualify for a visa. It would be argued that Inderjit would almost certainly send part of his earnings to his family in India, and would have no incentive to return home.
Fong, 26, is an engineer. She works for a petro-chemical company where she lives in Singapore. She is very good at her job.

Fong sees an advertisement for a job with an oil company in Britain. It's well-paid, and looks like a good opportunity. Fong applies and is accepted.

Probably yes Today, workers from outside the European Union require a certain number of points to be able to either seek or take up work in Britain. Highly skilled workers, like Fong, would almost certainly have enough points to qualify for a visa. In addition to this, Fong’s future employer in Britain would also have to show that they had advertised the post within Britain and the EU, and that a suitable candidate could not be found.
### Coming to Britain

| Asylum seekers | Under international law, anyone is entitled to seek protection in a foreign state from persecution.  

The country in which a person seeks protection is not obliged to grant them permission to remain; immigration officials have to decide whether the person making the application fits the definition of refugee as set out in the Convention Relating to the Status of Refugees…  

A refugee is someone who has left their country and cannot return because of a well-founded fear of persecution, for reasons of race, religion, nationality, membership of a social group or political opinion. |
|---|---|
| Citizens of EU states | Citizens of any EU state have the right to travel to Britain, or any other country in the EU, as long as they have a valid passport or identity card.  

Most jobs in the EU are open to members of any EU state, and EU citizens should be offered the same conditions as citizens of the state in which they are working.  

Similar rules apply to citizens from certain European nations that are not in the EU, notably Iceland, Norway and Switzerland. |
| Citizens of other states | A person living outside the EU who wishes to enter Britain (for visit, study, or work) normally requires a visa; although there are a number of exceptions to this, notably for Icelandic, Swiss and Norwegian nationals, and visitors from Australia, Canada, New Zealand and the USA.  

The provision of a visa to work in the UK is controlled by a points-based system for immigration.  

Exceptionally talented people and those with high-value skills will generally find it easiest to apply and enter or stay in the UK, as will skilled workers, with sponsorship from a prospective employer.  

Many other applicants are likely to find it difficult to obtain permission to work or to stay for any length of time in the UK unless they have significant levels of savings, or a member of their family can provide sufficient financial sponsorship. |
Selecting people to work in Britain

Many people migrate from one country to another in order to seek better work and opportunities. Understandably, the most popular places to move to are the wealthiest countries (such as Britain) where prospects for improvement are greatest.

Most (but not all) people believe that economic immigration needs to be controlled in some way; but, how should this be done? What is the fairest way to do it? What is the best way from Britain’s point of view?

Here are three different alternative strategies. Think about the strengths and weakness of each one.

Which would recommend, and why? Perhaps you have another idea? If so, how would it work? How would it be an improvement?

A **The right skills and qualifications**
Under this scheme, only people with certain qualifications and skills are admitted. These skills and qualifications are of the kinds that are in short supply in Britain and which, it is believed, would make the greatest contribution to the British economy.

B **A maximum limit**
This is often referred to as a “cap”. Under this scheme, the Government sets a maximum figure of economic migrants who would be allowed into the country in the course of a year. Once this figure has been reached, no more admissions are permitted.

C **Employment fees**
Under this system, every employer pays a monthly fee to the government for each migrant worker they employ. The fee paid varies according to the skill of the migrant worker. Companies employing migrant workers with skills that are much in demand pay a low fee; those employing workers with skills that are widely available have to pay a high fee.
Selecting people to work in Britain: some points to consider

A  The right skills and qualifications

Under this scheme, only people with certain qualifications and skills are admitted. These skills and qualifications are of the kinds that are in short supply in Britain and which, it is believed, would make the greatest contribution to the British economy.

- This is the points-based system which has been used in Britain for a number of years.
- This method does not place an upper limit on the number of migrants entering the country, it only allows those to come in (from outside the EU) with skills that are in short supply in Britain.
- The Government can change the criteria to reduce or increase immigration levels, but it is difficult to fix migration at a particular level.
- The difficulty of fixing or limiting immigration to a particular level can lead to people believing that immigration is out of control.

B  A maximum limit

This is often referred to as a “cap”. Under this scheme, the Government sets a maximum figure of economic migrants who would be allowed into the country in the course of a year. Once this figure has been reached, no more admissions are permitted.

- This has been introduced by the Coalition Government to allay public fears about uncontrolled immigration.
- Experts say that one of the problems with this method is that there is no scientific way of determining the exact or right number of migrants required. Therefore the number that is selected is largely a political choice.
- A cap is unlikely to have a major effect on limiting economic migration to Britain as most economic migrants (about 80 per cent) come from within the EU.

C  Employment fees

Under this system, every employer pays a monthly fee to the government for each migrant worker they employ. The fee paid varies according to the skill of the migrant worker. Companies employing migrant workers with skills that are much in demand pay a low fee; those employing workers with skills that are widely available have to pay a high fee.

- This system operates in Singapore. It allows for the possibility that, in order to minimise their losses, employers deduct the fees they have to pay from workers’ wages.
Help and support

What level of support should migrants to Britain receive to help them become integrated into British society?

Rate the following measures according to how well you think they would help to improve society as a whole; **score 0 for bad, and 5 for excellent.**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Score ___ / 5</th>
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<tbody>
<tr>
<td><strong>Education</strong></td>
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<td>Providing all children of migrants, with special checks to assess their educational needs, with extra support to help them reach the same levels as most other children in school.</td>
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<td><strong>Language</strong></td>
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<td>Providing all migrants with access to high quality English language courses.</td>
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<td><strong>Law</strong></td>
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<td>Having strong laws banning unfair discrimination on the grounds of ethnic group etc.</td>
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<td><strong>Orientation</strong></td>
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<td>Giving migrants access to classes and courses designed to introduce them to life in Britain, with information and guidance on UK laws, customs and traditions.</td>
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<td><strong>Residence</strong></td>
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<td>Allowing migrants to stay as long term residents after they have worked in Britain for a certain number of years, eg five.</td>
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<td><strong>Participation</strong></td>
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<td>Allowing migrants to vote in local elections once they have lived in an area for a certain length of time.</td>
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<td><strong>Family life</strong></td>
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<td>Allowing economic migrants, after they have worked in the UK for a certain length of time, to be joined by members of their immediate family.</td>
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<td><strong>Training</strong></td>
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<td>Giving migrants access to the same training programmes as UK workers, once they have worked in Britain for a year.</td>
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<td><strong>Welcome</strong></td>
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<td>Encouraging a more welcoming attitude to people from overseas – just as we did for the 2012 Olympics.</td>
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Score ___ / 5