



Migration

Learning objective

Learn what it means to be a UK citizen in a changing and diverse society

Success criteria and assessment activities

Describe some of the different identities that people have
Describe some of the ways that those differences reveal themselves
State some of the values and behaviours UK citizens have in common

Introduction to learning

In small groups write down what you think it means to be a citizen of this country. Suggest up to three things.

Pupils may give one or more of

- Speaks English
- Lives in Britain
- Born in Britain

Question them: could you be a UK citizen without any of those criteria being met?

Main body of lesson

Class discussion on what identity means, e.g. membership of a group. And how people can have many identities/ belong to many groups.

List on the whiteboard in any order (possible answers)

- Humanity
- Age groups: old people, young people, middle age
- Gender
- Ethnic
- Skin colour
- Education: school/ college they go to/ went to
- Things they do in their spare time, art, music, sport
- Nationality
- Where people live: town/country, north/ south etc
- Where they come from, immigrants
- If they are employed what job they do, their employer, profession
- Religion, the church, mosque, synagogue they go to

In some cases you can easily tell which groups people belong to.

In pairs think how you can tell the groups a person may belong to. Take one or two groups.

Two lists on the board: one list, prepared in advance, of the identity groups, the other a list of factors showing membership.

- How they speak, regional accents, foreign language
- What they wear
- How they spend their time
- What they eat
- How they vote, perhaps
- TV programmes they watch etc
- How they communicate with each other

Challenge and extension activities

Imagine the differences between a woman in her 30s who has come from India, lives in London and works in a large store in Oxford Street. And an elderly retired white couple living in a village in Northumberland. A day in the life.

What it means to have a British identity and behave as a British citizen.

The values game Distribute same set of cards among small groups. Each group gives the scale of importance from 1 to 5 for each card as indicators of being British.

Cards

- Speaks English
- Lives in Britain
- Born in Britain
- Obeys the law
- Protects the environment
- Respects other people's rights
- Votes in elections
- Is kind to animals
- Other indicator: suggest one

Get a ranking from the groups of these factors and come up with a British identity.

(Tell pupils that an immigrant wishing to become a British citizen has to meet certain residency and other requirements and pass a test on knowledge of English and life in the UK.)

Support activities

Name some other things that are typical of British people and help us get on with each other. One or two ideas

- Sense of humour
- Sense of fair play
- Drink in pubs
- Put up with things like the weather

Silent work

Write down and list the identities you have and what effect you think they have on the way you behave.

Closing thought

What we have said about the differences between groups and the things they have in common in this country would be just as true in many other countries.

Feedback and assessment

Teacher questioning of individuals and groups.

References

Department for Education
Citizenship programmes of study 2013

Citizens of Europe [Migration: Moving around Nationality laws](#)