

TEACHING AND  
LEARNING UNIT

8 DECENT WORK AND  
ECONOMIC GROWTH



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## Economic Migration

This is a summary of the Economic Migration TLU, which is a part of the Get up and Goals project, developed by the Liverpool World Centre.



# How do we help pupils understand the issue of Economic Migration?

Let's take action to share our ideas on the complex global phenomenon of the movement of people who seek a better life.

In these lessons, the focus is on the sustainable development goals that relate to migration. This includes SDG 10 which is about 'reducing inequality among countries' and SDG 8 which is about 'Decent work and Economic Growth'.

The aim is to help young people have a greater understanding of the vulnerability of migrants and the ease with which they can be exploited and ultimately dehumanised. We offer reliable and accurate facts relating to economic migration that will build knowledge and help pupils reflect on the links between economic migration and the right to decent work, a decent standard of living and a life where you have the freedom to learn and live where your talents are best fulfilled.

These lessons will help teachers tackle this important but sometimes sensitive subject which can be difficult in a classroom when pupils have varying understanding and experience of the issue. Pupils will have opportunities to explore their current thinking and evaluate future actions. The unit materials have a focus on 'people and their experience' and pupils are able to explore the causes, aims and outcomes of a migration journey. The lessons look at all journeys, both local, national and international as well as historical migration movements such as that caused by the Irish famine.



**Students are able to understand the issues around migration with a more intelligent world view"**

Cherry Whitehead, Head of Life Skills, Rainhill High School



## What will pupils develop?

1. An increased awareness of different life experiences, and the choices, or lack of choice that some people have.
2. An increased knowledge of economic migration – the causes of it, the experience of it, the dangers of it; how the UK manages migration.
3. Increased knowledge and understanding of related SDGs, and the implication of the goals for the UK (Goal 8: Decent work and Economic Growth, and Goal 10: Reduce Inequality within and among Countries).
4. An opportunity to raise questions about (economic) migration, and to arrive at informed viewpoints; examining and challenging assumptions.
5. An understanding of the meaning of decent work, and the dangers for victims of people.
6. Knowledge and understanding of integration and cohesion; examine ideas for the community in which they live and how this can benefit all.



## What would we like pupils to do as a result of these lessons?

Through these lesson discussions and learning activities pupils will start to develop greater empathy and compassion for those who choose to migrate in search of a better way of life.

The focus of each of these lessons will foster class and group discussions and encourage pupils to research more about the challenges that migrants face in local communities.



## The lessons are:

### Lesson 1:

#### Travel and Movement: My Life and Travel

• *Let's get started- introducing the topic of economic migration with the students' experiences of travel so far in their lives – everyday, and for special occasions.*

### Lesson 2:

#### Complex Cause of Migration

• *Building a picture – examining the causes of economic migration: exploring a case study of Ireland and migration in the past (The Great Hunger) and today.*

### Lesson 3:

#### Migration to Europe Authorised and Unauthorised Entry

• *Learning more- examining entry procedures to Europe [authorised and unauthorised], looking at the UK Visa system and the role of the media in shaping public opinion.*

### Lesson 4:

#### Decent Work and Migration 'Hidden in Plain Sight'

• *Evaluating evidence – evaluating what decent work means and the impact of exploitation on unauthorised migrants.*

### Lesson 5:

#### Discussion Time What do we think now?

• *Consolidating our thinking- what has been learned so far?*  
• *What do we need to draw informed conclusions?*

### Lesson 6:

#### Integration: Bringing People Together

• *Fostering Belonging- Exploring integration and isolation. How can we all plan together for integration so that 'everyone can join in', and belong.*



## The results of the lessons:

As a result of encountering these lessons and reflecting on the challenges ahead pupils will start to Engage, Respond and Act by:

- **Acknowledging** and understanding their own feelings about the migration of people both legal and illegal and reflecting on their own and their family's experiences.
- **Reviewing** their own personal behaviour in relationship to economic migration.
- **Evaluating** - How integrated are we as a school community? What else could be done to support everyone in our local community so that no one feels they don't belong or can join in?



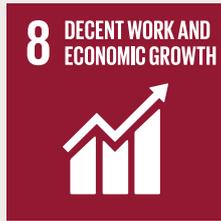
## What do teachers get?

- Six lesson plans
- A PowerPoint for each lesson
- Lots of visual images, clips and key discussion questions
- Worksheets and resource sheets
- 'Big Paper and pens' activities



THINK • REFLECT • ACT

## How do these resources link to the Wider Curriculum?



### Links to PSHE Curriculum:

**PSHE Programme of Study (2017): Living in the Wider World KS3 pp.29&30** Focus on: Identity; Diversity; Rights and Economic choices

### PSHE Education Planning Toolkit for key stages 3 and 4:

How might someone who has migrated from their home country feel if they have arrived in the UK? (2,3,4,6)

How can we show compassion and respect to those who have come to live or work in the UK?(2,3,4,6)

### Links to Citizenship: Key stage 3

These lessons link to Citizenship as pupils get the opportunities to think critically and debate political questions such as the need for economic migration as well as evaluating viewpoints and learning to present reasoned arguments.

### Links to SMSC

**Promoting fundamental British values as part of SMSC in schools Departmental advice for maintained schools (November 2014, p.5)**

## Sustainable Development Goals

Through these 17 goals, the United Nations are making a universal call to end poverty, protect the planet and ensure that every human being enjoys peace and prosperity.

These lessons are focused on SDG 10 which is about 'reducing inequality among countries' and SDG 8 which is about 'Decent work and Economic Growth'. Both of these SDGs refer to the vulnerability of migrants, and the ease with which they can be exploited, and ultimately dehumanised.



## Get up and Goals Project: What's it all about?

The Get up and Goals project aims to bring together partners from 12 European countries to share knowledge and skills to create a national campaign to promote the teaching of the Sustainable Development Goals (SDGs) through topics such as Economic Migration, Asylum Seekers, Gender and Women, Climate Change and addressing International Inequalities.

For more useful resources visit:

[www.uk.getupandgoals.eu](http://www.uk.getupandgoals.eu)

[f @getupandgoals\\_uk](https://www.facebook.com/getupandgoals_uk)

or for more information about the project:

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**Let's make a world of difference**

