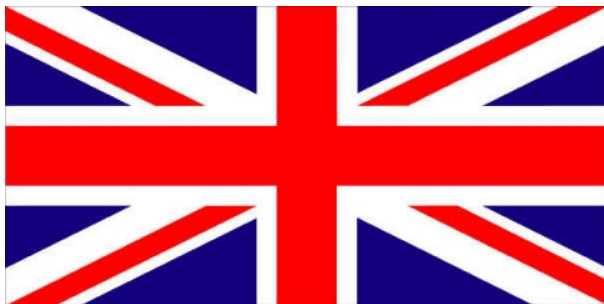


Should Emily and Peter stay or go?



Photo © Aseel Luzarraga

London, UK or Toruń, Poland?



Resources within this pack:

A. A sequencing/categorising activity that identifies push and pull factors and explores Emily and Peter's experiences in the UK.

B. A group discussion activity that considers some of Emily and Peter's reasons for moving to the UK and explores their experiences in the UK.

C. A series of statements and data that can be used to extend resource 1 or 2 by situating the case study within the broader context of EU enlargement and economic migration.

Di and Dii. A decision making activity that presents evidence 'for' and 'against' a move back to Poland and allows students to decide whether they should stay and go.

Maps 1 and 2 provide context and can be used by students to identify places within the sequencing activity.

Introduction

This pack contains information, activities, resources and links to support the teaching and learning of economic migration within the EU. A detailed case study of two economic migrants is considered, allowing students to evaluate the individual lived experience of economic migration. The case study draws on the experiences of Emila (Emily) and Piotr (Peter); Polish migrants that moved to the UK. Student activities centre on a decision making activity which explores the reasons for their return to Poland and questions the longer term impact of EU migration. Teachers can use this pack to enhance students' understanding of economic migration, providing up to date information and an accessible case study of migrant experiences in the UK.

This study draws on links between Poland and the UK which were explored during the GA study tour to Poland in August 2010. The notes and activities have been created based on information taken from an informal interview with Emily. The interview was carried out by members of the GA in Toruń during the study tour. The information provided is based on the responses given by Emily – exchange rates etc. have not been verified. Some of the data and analysis of migration trends is taken from a presentation by Dr Pawel Kaczmarczyk, the vice-head of the Centre of Migration Research, Institute of Social Studies, University of Warsaw.

Links and other suggestions have been provided to broaden the scope of these resources and fit them within a wider context. Resources aim to meet the needs of KS3, GCSE and A Level teachers and students. This pack also draws upon a number of themes from the KS3 curriculum and whole school initiatives; indeed many schools will have new arrivals from Eastern Europe among their classes. Suggested activities and resources could lead to a whole series of lessons exploring the experiences of new arrivals in your school or local community – perhaps even with input from migrants or employers in the local area. Such a focus would take this work well beyond the geography curriculum and presents significant opportunities for cross-curricular learning.

No prior learning is needed as these activities could be used to introduce migration, Poland or the EU – however, if this is being used as a case study for GCSE or A Level it would have been beneficial to have introduced students to different types of migration and migration theory. One or more of the following activities may be useful prior to completing the work on Emily and Peter:

- Students could carry out their own background research into Poland, with potential for collaborative working, peer teaching, presentations or display material – especially if different students or groups are given a variety of themes to research. It may be beneficial to include some knowledge of Toruń (Emily and Peter's home city).
- Students could carry out a mapping activity to identify the growth in EU membership – highlighting in particular the inclusion of 14 Eastern European countries since 2004.
- Students could carry out their own background research on Polish migrants in the UK – perhaps identifying a relevant newspaper article that is pro or anti migration, especially those that are specific to students' local area.
- Students could research UK immigration policy and identify different groups that are able to work in the UK without the need for a visa – a subsequent discussion could question why, making appropriate link to the EU enlargement.
- Students could use a website such as <http://www.flightmapping.com/maps/> to identify and mark on a base map all the flight routes between UK and Polish airports – they could describe the

pattern, and subsequent discussion could pick up on why there are so many routes from UK regional airports to lesser known Polish regional airports.

Teachers' Background: Emily and Peter

These resources introduce students to Emila (Emily) and Piotr (Peter), a Polish couple who chose to migrate to the UK in 2005. They have subsequently returned to live in Poland. The paragraphs below outline their experiences and provide some commentary which will support teachers when discussing this case study with students.

We begin our investigation in 2004 when Emily is 22. Emily and her husband, Peter, lived in the city of Toruń, Poland. Emily completed an Economics degree and could not find a suitable, well paid job. She worked as a Manager for a Polish supermarket chain, earning only 700zł (£120) a month, enough to cover her essential living expenses but not to allow her to begin saving. In 2005 Peter, a qualified plumber, migrated to Italy in search of work; Emily realised that this also gave her the opportunity to search for work abroad; having learnt both English and German she decided that the UK would provide the best chance of finding work, especially as she knew a friend of a friend in Middlesex who could help her get started.

Emily moved to the UK in 2005 and found work almost immediately– through an employment agency she was able to start work as a maid in a hotel at Heathrow airport, and was soon promoted to supervisor. As a supervisor she was able to earn £225 per week – enough for her to rent a room in a shared house with other Polish migrants. Her room cost around £100 a week, and she tried to spend as little money as possible. After just a few months she was able to send home 6000zł (£1,000) to her family. Emily commented that many of the staff working through the agency were actually Russians trying to pose as Eastern Europeans to work without visas and permits.

Peter soon joined Emily in the UK and they are both worked for an Egyptian property developer in Richmond, London. The firm employed 40 Polish builders, including Peter, and Emily worked as a secretary and translator. They got these jobs through connections with friends and did not have contracts – she was even told that you do not need a contract to work in the UK! Emily was pleased to be earning £1,300 a month, but the British worker that did her job previously was earning £2,500 a month. Peter was able to earn over £3000 a month, mainly by tiling bathrooms, and he was able to work quickly and produce high quality work with his Polish colleagues.

Emily gave birth to her daughter, Suzanna, in Hillingdon NHS hospital on 6th January 2007. They were really pleased with the care they received on the NHS, but Emily's employer would not give her maternity leave and subsequently fired her. Emily likes to stand up for her own rights and the Citizens' Advice Bureau told her that she had the right to claim £10,000 from the property developer for unfair dismissal. She chose not to take the matter any further as Peter still worked for the property developer and they relied on his job and income to be able to support Suzanna.

In March 2007 Emily and Peter had earned enough to be able to afford to rent a flat of their own in High Wycombe. They chose High Wycombe as it had a big Polish community, including a popular Catholic Church. Emily really enjoyed bringing Suzanna up in High Wycombe and went along to mother and baby groups which allowed her to meet other parents and get help and advice. She believes that she would not have got this type of support in Poland and would have needed to rely on grandparents for help.

Towards the end of 2008 Emily and Peter thought about returning to Poland for a number of reasons:

- Some close friends decided to move back to Poland – Peter worked with one of them and was not sure that he would be able to earn as much working alone or with someone else.
- Emily's father became very ill and Emily wanted Suzanna to be able to spend some time with her grandfather.
- Peter was offered a well paid job in Toruń.
- Emily wanted to continue studying for her Economics qualification.
- They both missed their families, who they only saw 2 or 3 times a year.
- They thought they had managed to save enough money to be able to buy a house or flat in Poland.
- They did not like the behaviour and attitudes of some British teenagers and did not want Suzanna to become like that as she grew up.

However, they realised that they both enjoyed their quality of life in the UK:

- They were able to earn far higher wages than in Poland and send money back to their families, and also save for themselves.
- They were close friends with many Poles in London and were part of a community.
- They enjoyed being able to spend some of their money on treats like a new cars – they started with a Vauxhall and were pleased to buy a BMW.
- They were able to have weekends away – they visited Newquay, Portsmouth, Dover, Southend and Brighton and wanted to explore more of the UK.
- Their families enjoyed coming to the UK to visit them - they could sightsee and go shopping and they bought lots of their electrical goods in the UK (such as cameras) as they were much cheaper.
- People in the UK are friendly; they stop and chat in the street and in shops and they meet in cafes and pubs – this does not really happen in Poland.
- After Suzanna's birth they realised that the healthcare in the UK is excellent.
- They want Suzanna to grow up being able to speak English and having an understanding of people from different nationalities.

Emily and Peter decided to return to Poland and, with the money they had saved, they were able to buy a 3 bedroom house from their family. Emily now works for the Polish Inland Revenue, she earns far less than in the UK but she has a lot of job security. She has been able to continue studying Economics, although she has had to spend about half of her wages on childcare for Suzanna. Peter works as a tiler – he earns much less than in the UK but enjoys working with a Polish colleague that he met in the UK. Peter may go back to the UK for short term contracts with his old employer if they need to boost their income. Many of their friends still live in the UK – they have been able to move out of London and buy houses and they are all doing well. Emily agrees that her friends may be taking jobs from UK workers, but she says that this is because they work much harder and to a very high quality.

Section 1: Why did Emily and Peter move to the UK?

Resources A and B introduce students to Emily and Peter and explore the couple's motivation for moving to the UK. The activities focus on their experiences in the UK and can be combined with *Resource C* to set their personal story within the wider context of EU enlargement.

Resource A

Resource A is a series of 26 statements that trace Emily and Peter from 2004 to 2007; a period during which they migrated to the UK in search of work and also witnessed the birth of their daughter, Suzanna. Many of the statements contain dates and all of the statements clearly refer to Emily, her husband Peter, her daughter Suzanna or the whole family. The statements should allow students to piece together a sequence of events in Emily and Peter's life or identify push and pull factors. It is intended that students work individually or in groups to either cut out and physically sequence/categorise the statements, or to categorise and sequence a sheet of statements by shading or numbering as appropriate. A space has been left blank for you to type your own instructions or questions suitable for your students.

Working in groups students could categorise or sequence in a number of ways:

- In a timeline from 2004 – 2007; Emily and Peter could be arranged in sequence individually or together.
- Into 'push' and 'pull' factors.
- Into positive and negative experiences in the UK.
- Into significant places e.g. Poland, Hayes and High Wycombe.
- A suitable model of Migration such as Lee's model could be used identify 'origin', 'destination' and 'obstacles/barriers' – the origin and destination could then be sorted into positive and negative.

Subsequent discussion or written work could then identify their reasons for moving to the UK, their experiences in the UK and the links between this case study and basic models of migration. Suggested points for discussion could include:

- a. Why did Emily and Peter move abroad to find work?
- b. Why did they decide to go to different countries?
- c. Why did Emily chose the UK?
- d. What would have been the biggest challenges they faced when deciding to leave Poland and move abroad to find work?
- e. Why was Emily able to find a job so easily? / Why did she use an employment agency?
- f. Why did Emily send so much of her earnings home in the first few months? – Why didn't she spend this money herself in the UK?
- g. Why didn't the employer want to give Emily and Peter contracts?
- h. Why did the property developer only employ Polish labour?
- i. Why were they attracted to High Wycombe

- j. How do you think Emily and Suzanna benefitted from support such as the mother and baby groups?

Maps 1 and 2 may also prove useful here and provide context to the locations mentioned. Students could use the maps to identify the locations mentioned within the sequencing activity. The maps have been produced using UMapper, which is an excellent and freely accessible web based tool adding places and information to Bing/Google background mapping. More details on UMapper can be found via <http://www.geography.org.uk/resources/ictreviews/>

Resource B

Resource B contains the same information as *Resource A* but presents it in the form of 5 short passages, each accompanied by a series of discussion points or questions. These may be more suitable in some situations to push students quickly onto the discussion and debate without time spent on the sequencing and categorising activity. Whilst this approach may allow more time for in depth discussion, it should be noted that by simply reading the passages, students may not take in as much of the detail or significant sequence to the series of events.

Resource C

Resource C contains 24 statements which provide context and data to situate the case study of Emily and Peter within a broader understanding of the scale of economic migration within an enlarged EU. These statements could be used to extend students work with *Resource A or B* and provide a broader understanding of population movements taking place within the EU.

In particular, students could compare the experiences of Emily and Peter with some of the more general experiences highlighted in *Resource C* – for example they could compare Emily and Peter with the 'typical' migrants from Eastern Europe – how is their age, skills and experiences similar to/different from other migrants? These statements could also be used to begin to investigate the impact of Eastern European migrants in the UK, perhaps using some of the suggested activities towards the end of this pack.

Why did Emily and Peter move to the UK?

In High Wycombe they enjoyed living near a popular Polish Catholic Church.	Within a week of arriving in the UK, Emily was working as a maid in a large hotel at Heathrow airport.	Emily gave birth to her daughter, Suzanna, in Hillingdon NHS hospital on 6 th January 2007.
Peter joined Emily in the UK in 2006 and worked as a tiler for an Egyptian property developer.	Emily was pleased that Suzanna was born on the NHS and that she could go to the mother and baby clubs.	In Toruń Emily worked as a Manager for a Polish supermarket chain, earning only 700zł (£120) a month.
In Toruń Emily completed her Economics degree and could not find a well paid job.	In High Wycombe Emily and Peter only spoke English in public; they did not always want to appear foreign.	In 2006 Emily also started working for the property developer as a secretary and earned £1300 a month.
Peter worked quickly when working with his Polish friends in the UK.	By the end of 2005 Emily had sent home over 6000zł (£1000) to her family.	In 2005, Peter, a qualified plumber decided to migrate to Italy in search of work.
Emily is well qualified and had learnt English and German; she thought she would be able to find work abroad.	The property developer would not give Emily a contract when she started working for him in 2006.	In 2006 Peter earned over £3000 a month by tiling bathrooms.
At the hotel she soon became supervisor and was able to earn about £225 a week.	In 2004 Emily (age 22) and her husband, Peter, lived in the city of Toruń, Poland.	In 2007 Emily and Peter rented their own flat in High Wycombe.
In 2005 Emily moved to the UK and registered with an employment agency in Hayes.	The Egyptian property developer only employs Polish builders.	Emily knew of a friend who had moved to Hayes, Middlesex.
When her husband migrated to Italy, Emily decided that she should also look for work abroad.	In Hayes, Emily rented a room in a shared house with other Polish Migrants – it cost about £100 a week.	Emily lost her job when Suzanna was born; the employer would not give her maternity leave.

Activities to complete

Maps 1 and 2

These maps have been created using UMapper www.umapper.com, and are provided for context, and could be used by students to identify the places discussed within the sequencing activity.



1 - Why did Emily move to the UK?

In 2004 Emily (age 22) and her husband, Peter, lived in the city of Toruń, Poland. Emily has an economics degree and could not find a suitable, well paid job in Poland. She worked as a Manager for a Polish supermarket chain, earning only 700zł (£120) a month, enough to cover her essential living expenses but not to allow her to begin saving. In 2005 Peter, a qualified plumber migrated to Italy in search of work; Emily realised that this also gave her the opportunity to search for work abroad; having learnt both English and German she decided that the UK would provide the best chance of finding work, especially as she knew a friend of a friend in Middlesex who could help her get started.

Why do you think that Emily and Peter decided to move abroad to find work?

Why do you think they decided to go to different countries?

Why do you think Emily chose the UK? (Try and suggest at least 3 different reasons).

What would have been the biggest challenges they faced when deciding to leave Poland and move abroad to find work?

2 - Arrival in the UK;

In Hayes Emily went to an employment agency and found work almost immediately – she started as a maid in a hotel at Heathrow airport, and was soon promoted to supervisor. As a supervisor she was able to earn £225 per week – enough for her to rent a room in a shared house with other Polish migrants. Her room cost around £100 a week, and she tried to spend as little money as possible. After just a few months she was able to send home 6000zł (£1000) to her family.

Why do you think Emily was able to find a job so easily?

Why do you think Emily chose to use an agency to find work?

Why do you think Emily sent so much of her earnings home in the first few months? – Why didn't she spend this money herself in the UK?

3 - The Property Developer;

In 2006 Peter joined Emily in the UK and they are both worked for an Egyptian property developer in Richmond, London. The firm employed 40 Polish builders, including Peter, and Emily worked as a secretary and translator. They got these jobs through connections with friends and did not have contracts – she was even told that you do not need a contract to work in the UK! Emily was pleased to be earning £1300 a month, but the British worker that did her job previously was earning £2500 a month. Peter was able to earn over £3000 a month, mainly by tiling bathrooms, and he was able to work quickly and produce high quality work with his Polish colleagues.

Why do you think the employer did not want to give Emily and Peter contracts?

Why do you think that the British worker got paid almost twice as much to do the same job as Emily?

Why do you think that the firm employed so many Polish builders?

4 - Suzanna;

Emily gave birth to her daughter, Suzanna, in Hillingdon NHS hospital on 6th January 2007. They were really pleased with the care they received on the NHS, but Emily's employer would not give her maternity leave and fired her. Emily likes to stand up for her own rights, and the citizens advice bureau have told her that she had the right to claim £10 000 from the property developer for unfair dismissal.

Suggest why Emily chose not to claim money for unfair dismissal from the property developer? - Think back to the previous section.

5 - High Wycombe;

In March 2007 Emily and Peter had saved enough to be able to afford to rent a flat of their own in High Wycombe. They chose High Wycombe as it had a big Polish community, including a popular Catholic Church. Emily really enjoyed bringing Suzanna up in High Wycombe and went along to mother and baby groups which allowed her to meet other parents and get help and advice. She believes that she would not have got this type of support in Poland and would have needed to rely on grandparents for help.

Why do you think they were attracted to an area with a large Polish community?

Suggest why they were pleased that High Wycombe had a popular Catholic Church.

How do you think Emily and Suzanna benefitted from support such as the mother and baby groups?

Economic Migration in the EU

Many Polish migrants have filled low skilled jobs in catering, factory work or cleaning.	In December 2007 it was possible to fly from 22 airports in the UK to 10 Polish cities
Unlike previous groups of Economic Migrants, Poles are far less likely to live in London; often favouring areas where the cost of living is cheaper such as the West Midlands, Scottish Highlands and even Jersey!	Polish migrants are willing to do work that Britons don't seem to want. In 2005 when Tesco needed new lorry drivers it hired 140 Poles as it claimed that it did not have enough applications from British workers.
Some areas have identified issues in providing health care for Eastern European migrants; the language barrier means they are less likely to visit their GP.	Many Poles are taken on for casual work and are exploited by their employers – often working long hours in poor conditions or never receiving the wages they were promised.
Some police forces have noticed an increase in certain types of crime such as motoring offences like drink driving or driving without insurance among Eastern European migrants.	30% of the female migrants from Poland have a university education, and 40% of the male migrants have a vocational qualification such as plumbing or bricklaying.
EU citizens can enter any EU member state without a visa and in many cases they are allowed to work without restrictions.	Poland joined the EU in May 2004 and by May 2004 over 70,000 Poles had registered to work in the UK.
Poles are well known in the UK for being very hard working, motivated and reliable.	Tesco has over 230 stores in Eastern Europe, and yet it sells more Polish food in the UK.
Some Polish migrants are attracted to high powered financial jobs in the City of London as their are far more opportunities for them to use their skills in London than in Warsaw.	Many local authorities are reporting difficulties in providing education to large numbers of Polish children in schools, often speaking very little English.
It is thought that 97% of Eastern European migrants have managed to find work in the UK, with less than 3% registered as unemployed.	Some police forces claim than Eastern European migrants have led to huge increases in their workload, especially the increased cost and time spent on translation.
It has been estimated that 70% of Eastern European migrants in the UK are not making full use of their skills and qualifications.	Polish migrants in the UK tend to be young – over 30% are between the ages of 20 and 24, and 75% are under the age of 29.
Some surveys claim that over 50% of migrants from Eastern Europe plan to stay in the UK for less than 3 months.	44 Million pints of Lech and Tyskie (2 of Poland's leading beers) are sold in the UK each year.
In 2004 8 Central and Eastern European countries joined the EU including Poland, Latvia and Lithuania.	In 2002 24,000 Poles were recorded as living in the UK – by 2008 this had increased to over 650,000.
Polish migrants do not create 'ghettoes' in cities – they tend to spread out around the UK depending on where jobs are available.	Skilled migrants from Eastern Europe are also finding work; especially plumbers, carpenters, electricians, and even doctors.

Section 2: Should we stay or go?

Resource Di presents a range of evidence which allows students to discuss and decide whether Emily and Peter should continue to live in the UK or return to Poland. The evidence is fairly evenly weighted between 'stay' and 'go' and there is no obvious or correct 'answer' – although in reality Emily and Peter decided to return to Toruń, Poland. This resource aims to show students that there are a number of factors to consider that go well beyond the simple notion of 'where can we earn the most money?' Students should begin to appreciate that a decision to migrate to another country involves a range of barriers and obstacles – and that there are both positive and negative factors about both the origin and destination, moving away from more simplistic push and pull factors.

The evidence in *Resource Di* can be used in a number of ways. Ideally students will work in groups and will begin by cutting out the pieces of evidence and arranging them into 2 categories; 'stay' and 'go'. A number of approaches could then be used;

- In pairs or small groups students could discuss evidence for 'staying' and for 'going' and give and justify their recommendation for Emily and Peter.
- In pairs or small groups students could use the evidence to produce a role play in which they take on the role of Emily, Peter and even some of their friends, family or employers. Students could act out their role play in which they discuss whether Emily and Peter should 'stay' or 'go', referring to specific bits of evidence and the opinions of different people, ensuring that they reach a clear decision.
- Students could attempt to rank or rate the evidence for 'staying' and for 'going' based on relative importance – perhaps as a 'diamond 9' – in which they attempt to decide whether financial gain is more important than spending time with their family etc.

Students could write up their findings by taking the role of Emily and Peter and writing home to their families, explaining the decision that they have made. Alternatively students understanding could be assessed through group or whole class discussion related to the choice they should make.

Resource Dii provides a short passage that explains Emily and Peter's decision to move back to Toruń. This allows students to identify what actually happened to the couple, and allows them to compare their own conclusion to what happened in reality. The passage could also be used to discuss what may have happened to Emily and Peter if they had remained in the UK – students could suggest what they would be doing now, 3 years on and could compare it with what they have been able to achieve by returning to Toruń. It also highlights that Emily and Peter have maintained links to the UK – for example Peter may return to the UK for short work contracts. This demonstrates that networks and contacts are important, and that because the distance involved is short, and transport cheap, economic migration within the EU can be increasingly transient and short term, with migrants maintaining links with both 'home' and the 'host country' – moving between the two countries at ease, taking work opportunities when they become available whilst maintaining a close connection with family and friends at home.

What happened to Emily and Peter?

Emily and Peter decided to return to Poland and, with the money they had saved, they were able to buy a 3 bedroom house. Emily works for the Polish Inland Revenue, she earns far less than in the UK but she has a lot of job security. She has able to continue studying Economics, although she has had to spend about half of her wages on childcare for Suzanna. Peter works as a tiler – he earns much less than in the UK but enjoys working with a Polish colleague that he met in the UK. Peter may go back to the UK for short term contracts with his old employer if they need to boost their income. Many of their friends still live in the UK – they have been able to move out of London and buy houses and they are all doing well.

Should we stay or should we go?

Emily thinks that Suzanna receives excellent medical care on the NHS.	Emily and Peter feel comfortable in the UK and they earn good money.
Close friends decided to move back to Poland – Peter works with one of them and is not sure that he will be able to earn as much working alone or with someone else.	Emily does not like the behaviour and attitudes of some British teenagers and does not want Suzanna to become like that as she grows up.
They enjoy spending money on treats like new cars – they started with a Vauxhall and are delighted to own a second hand BMW.	They have saved enough money to be able to buy a house or flat in Poland.
They want Suzanna to grow up being able to speak English and having an understanding of people from different nationalities.	People in the UK are friendly; they stop and chat in the street and in shops and they meet in cafes and pubs.
Peter has been offered a well paid tiling job in Toruń.	Emily wants to finish studying for her Economics qualification in Toruń.
Their families enjoy coming to the UK to visit them - they sightsee and go shopping.	They love having weekends away – they have visited Newquay, Portsmouth, Dover, Southend and Brighton.
They bought lots of electrical goods in the UK (such as cameras) as they are much cheaper.	Emily and Peter look forward to exploring more of the UK
They can earn more in the UK than in Poland and send money back to their families, and also save for themselves.	Emily's father, who lives in Toruń, is very ill and Emily wants Suzanna to be able to spend some time with her grandfather.
Emily and Peter miss their families, who they only see 2 or 3 times a year.	They are close friends with many Poles in London and are part of a community.

Suggested follow up and enquiry activities

Emily and Peter could be used as the starting point for a more in depth study of migrant's experiences in the UK, or an investigation into the type of work undertaken by migrant workers, perhaps focussed on an enquiry question such as '**Who benefits from economic migration in the EU?**' or even '**What would be the impacts if Eastern European migrants were banned from working in the UK?**'.

Activities could include:

- Compare the experience of Emily and Peter with new arrivals in your school or with Eastern European migrants in the local community – Why did they move to the UK? When did they arrive in the UK? Where have they lived in the UK? How did they find work? What jobs have they done? What skills/qualifications do they have? What do they think of the local community? What are their experiences of the NHS?
- Watch selected clips from 'The Day the Immigrants Left' (BBC) <http://www.bbc.co.uk/programmes/b00r3qyw> to explore the type of work that Migrants undertake and the important role that they play in the UK economy.
- Survey the local area for evidence of services targeted towards Polish/Eastern European migrants – this could include job/property adverts in Polish, specialist shops supplying Polish food and drink, Polish students in local schools.
- Students could interact with the data available at http://news.bbc.co.uk/1/shared/spl/hi/uk/05/born_abroad/html/overview.stm and <http://news.bbc.co.uk/1/hi/uk/7370955.stm> to identify numbers and proportions of migrants in their local area, describe patterns and evaluate the mapping techniques used.
- Use a selection of recent newspaper articles to evaluate the impact of Eastern European Migrants in the UK – consider:
 - Competition between migrants and locals for jobs – especially in the construction industry.
 - The extent to which Eastern European migrants maintain close links with home – sending money home and using budget airlines to return home frequently or even migrate seasonally.
 - The formation of migrant networks and specific employment agencies and other services aimed at migrant communities.
 - The positive and negative impacts of migrants on local communities and the pressure placed on local authorities to provide appropriate services.
 - Issues posed the transient nature of these migrations, with many migrants planning to return home rather than settle permanently.

Suitable articles include (though articles specific to student's local area and personal experiences should be used where possible):

- i. <http://www.independent.co.uk/news/uk/politics/home-office-migrants-work-harder-earn-more-and-pay-more-tax-than-britons-397055.html>
- ii. <http://www.independent.co.uk/news/uk/politics/dromey-politicians-are-demonising-migrants-400094.html>
- iii. <http://www.guardian.co.uk/uk/2010/feb/07/shanthy-town-migrants-free-flights>

- iv. <http://www.guardian.co.uk/uk/2005/mar/09/immigration.immigrationandpublicservices>
- v. <http://www.independent.co.uk/news/uk/this-britain/polish-migrants-find-a-welcome-in-the-underpopulated-highlands-480314.html>
- vi. <http://www.guardian.co.uk/theguardian/2009/aug/29/new-baby-boom-boston-fertility>
- vii. <http://www.guardian.co.uk/world/2006/may/03/eu.politics>
- viii. <http://www.dailymail.co.uk/news/article-1384422/Special-investigation-Inside-migrant-maternity-ward-NHS-struggling-cope.html>

Further detailed information and a consideration of public opinion towards migrants is available in the 'Migration and Population' Issue of 'Issues' available via <http://www.independence.co.uk/shop/economics-and-welfare/issues/migration-and-population#toc> – the information here would be particularly useful if these activities were being extended to cover themes from citizenship.