

Should I stay or should I go?

An enquiry investigating Polish migration to the UK

drama. She introduced us to some drama teaching techniques such as 'private property', 'teacher in role', 'freeze framing', 'thought tracking' and 'conscience corridor'. The head of history began to use some of these with his students, and the result was a dramatic improvement in their learning. Mary then threw down the gauntlet: could I find a geography department in the city that would be willing to experiment with drama? As a geography teacher myself I had found that students enjoyed and benefited from role play and was aware that Biddulph and Bright (2003) discuss the value of

Why was the sound of the 1980s hit single (or was it the 1990s re-issue?) *Should I Stay or Should I Go?* by The Clash coming from one of the geography rooms? Why had all the desks been cleared to the sides of the room and why were some students walking around while others shouted at them? **Paul Bolton**, the Teaching and Learning Consultant from the Local Authority was teaching them again. That explains it all!

Introduction

The challenge was set in October, when I attended a geography and citizenship workshop, led by Diane Swift, at the Action Plan for Geography Curriculum Building Course in Manchester:

'Plan a 4-6 lesson curriculum unit that links geography and citizenship. It should be about a topical and relevant issue, it should be taught in an engaging way and it should involve the students developing the skills of argumentation.'

The catalyst for action appeared about the same time. The head of history at the Alsop School in Liverpool regularly gets his key stage 3 students to perform plays during lessons. The degree of historical knowledge and understanding that a student could display depended on the role they take, but the HoD wanted support in using drama to deepen the understanding of all the students in the class. A consultant's most important skill is to know when he or she is out of his or her depth, so I quickly called for reinforcements in the shape of Mary Hind-Portley, a colleague whose specialism is English and

A case study of Polish migrant workers in the UK in which active learning strategies including drama techniques are used, and in which students develop their ability to formulate a logical argument.

LEARNING OBJECTIVES

Subject-specific, including links to key geographical concepts in the key stage 3 Programme of Study.

In completing this unit students should develop their:

Knowledge

- of the relative locations of Poland and the UK and the geographical characteristics of the two countries which have led to recent migration from Poland to the UK (Place)
- of the nature, scale, cause and consequences of recent migration of Poles to the UK (Space)

Understanding

- of the push and pull factors that influence Polish migrants to the UK (Interdependence)
- of the impact of migration on the individual migrants, their home areas and the destinations that they go to (Scale, Interdependence, Human Processes)
- that the impact that migration has on the home area and the destination is seen differently by different people, whose views are influenced by their experiences, values and attitudes (Cultural Understanding and Diversity)

Cross-curricular or transferable skills

In completing this unit students should develop their ability to:

- select, sift, sort, evaluate and refine information presented in a variety of ways
- construct a logical argument using claim, counter-claim and rebuttal – all supported by evidence
- hypothesise on the basis of information provided
- co-operate in group activities by sharing information and ideas, influence and be influenced by others through the use of logical argument
- communicate their ideas – in particular their opinions and supported claims – orally and in writing.

LEARNING OUTCOMES

Ephemeral

Students' oral and physical contributions to active learning and drama activities

Concrete

Posters showing push and pull factors

Cost/Benefit analysis

Framework for an argument

Individual students' 'Final Decision', 'Advice to Karolina' etc.**

Poland: A Geographical Factfile**

** If necessary, either or both could be formally assessed pieces of work.

Figure 1: Objectives and outcomes for the Should I Stay Or Should I Go? unit of work?

Lesson	Objectives	Suggested teaching and learning activities, including resources	Outcomes
1	<p>Students should know:</p> <ul style="list-style-type: none"> Relative location of Poland and UK Appropriate characteristics of Poland and UK which have resulted in migration between them (<i>ongoing throughout unit</i>) The difference between push and pull factors <p>Students should understand:</p> <ul style="list-style-type: none"> Some of the reasons why Polish workers move to UK (push and pull factors) (<i>to be introduced later in lesson</i>) <p>Students should be able to:</p> <ol style="list-style-type: none"> Make use of clues or evidence to build up knowledge of a 'mystery person' Extract and classify relevant information from a text source (and other sources for homework) 	<p><i>Starter</i> Who's in the Bag/Mystery Guest/Private Property (see Figure 3)</p> <p><i>Main Activity</i> Resources: 'Jerzy's Story', 'Polish Migrant Workers Background Information', Atlases or handout maps Krakow to Liverpool, Outlines for push/pull posters</p> <ol style="list-style-type: none"> Locate UK and Poland, Krakow and Liverpool on maps Use two coloured pencils and text-mark the worksheets 'reasons for coming to UK' and 'reasons for leaving Poland' Produce push/pull posters <p><i>Plenary</i> To starter: Introduce your mystery guest To main activity: show and tell posters</p> <p>Initial answer to the Big Question 'Should Jerzy have come to Britain or not?' (e.g. Thumbometer)</p> <p><i>Homework</i> (If relevant) Individual research activity. Poland: geographical fact file, in particular focusing on Krakow and/or socio-economic differences between Poland and UK</p>	<p>Produce a description of their mystery guest based on the evidence they are given (oral or written)</p> <p>Produce posters identifying push and pull factors for Polish migrant workers coming to UK</p> <p>Individual report (e.g. PowerPoint presentation, Word document) to be completed and presented at a later date</p>
2	<p>Students should understand:</p> <ul style="list-style-type: none"> That migration has positive and negative impacts on the migrants themselves, the areas they go to and the areas they leave That migration is a controversial issue. People hold, and can justify, different opinions about it That in a logical argument claims need to be backed up with evidence <p>Students should be able to:</p> <ul style="list-style-type: none"> Back up a claim with evidence Make a counter-claim with evidence Rebut a counter-claim with evidence 	<p><i>Starter</i> Who said that? card sort, matching characters and quotations and classifying as to whether they were said in Poland or the UK and whether they describe advantages or disadvantages (could be kinaesthetic, moving round room to find partner, then moving to sides and corners to stick characters and quotes on the wall or a card game like 'happy families')</p> <p><i>Main Activity</i></p> <ol style="list-style-type: none"> Cost/Benefit Analysis could be a large slide on whiteboard to which students attach their quotes from the starter Show Monty Python argument room video clip or get students to read two versions of a 'good argument'. Framework for argument to be completed, probably use part-completed one to model. <p>(Students should have a copy of Jerzy's claims and permission to move around room to collect evidence for these two sheets)</p> <p><i>Plenary</i> Hot-seating activity modelled on a TV show, using characters and quotes. Debate the costs/benefits of Polish migrant workers in the UK</p> <p>Revised answer to the Big Question, 'Should Polish migrant workers be allowed to come in to Britain?' (e.g. Thumbometer), justifying changes of opinion</p> <p><i>Homework</i> As for Lesson 1</p>	<p>Match characters and quotes correctly.</p> <p>Identify at least one cost and one benefit for migrant and family, source area, and destination area</p> <p>Identify difference between contradiction and argument</p> <p>Complete at least one line of the framework for argument</p>

Figure 2: Lesson-by-lesson plan for the Should I Stay or Should I Go? unit of work.

Lesson	Objectives	Suggested teaching and learning activities, including resources	Outcomes
3	<p>Students should understand:</p> <ul style="list-style-type: none"> ■ The varying factors that influence a migrant's decision to move ■ That the decision will involve consideration of pros and cons ■ That the decision is an individual one, that different people make different decisions ■ That the decision of an individual migrant can affect other people at a local, national or international scale <p>Students should be able to:</p> <ul style="list-style-type: none"> ■ Use information to try and influence someone to make a decision ■ Make and explain a decision having weighed up pros and cons 	<p><i>Starter</i></p> <ol style="list-style-type: none"> 1. Karolina's Story (to be read) 2. Taking Sides: students are given a character card and decide whether this character believes that Karolina should stay or go <p><i>Main Activity</i> Conscience Corridor or Push me/Pull you activity</p> <p><i>Plenary (long)</i> (could be done using hot-seating)</p> <ol style="list-style-type: none"> 1. Migrants explain their decision 2. Characters categorise their reasons (could be done by putting their card into a box or hoop on the ground) 3. Migrants can change their decision when they have heard all the reasons (especially if push me/pull you was used) <p><i>Homework</i> As above</p>	<p>Students take a particular point of view and justify it by moving to one side of room or another</p> <p>Potential migrants say whether they would stay or go, and give a reason based on the influences they have heard</p> <p>Reasons are categorised into economic and personal/emotional. If hoops used could be like a Venn diagram with an overlap area</p>
4	<p>Students should understand:</p> <ul style="list-style-type: none"> ■ That new information can make someone change their minds ■ That in a logical argument claims need to be backed up with evidence <p>Students should be able to:</p> <ul style="list-style-type: none"> ■ Summarise the main points in a piece of text ■ Use these points to reach a conclusion ■ Explain their conclusion to other people ■ Make and justify a conclusion or decision, taking various pieces of information into account 	<p><i>Starter</i> Finding Friends (a way of grouping students and recapping prior knowledge and understanding)</p> <p><i>Main Activity</i></p> <ol style="list-style-type: none"> 1. In groups, students summarise a piece of new information. How does it affect Karolina's decision? 2. Jigsaw to make new groups which consider all new pieces of information as summarised by representatives of original groups 3. Re-form original groups and share findings? 4. As individuals, come up with their own advice to Karolina (not in character). (Writing or speaking frame to be available – example included is in the form of a reply from an agony aunt in a magazine) <p><i>Plenary</i> To starter: Each group describes where they fit into the story so far</p> <p>To main activity: Each group suggests how the situation might have changed</p> <p><i>Homework (if relevant)</i> Students complete written draft of their advice to Karolina</p>	<p>Students get into 'logical' groups, then explain what they have in common and how they contribute to the story so far</p> <p>Members of group agree a brief summary of main points.</p> <p>Each student can summarise their group's points to other students and listen to what they have to say</p> <p>Each student can make a decision, give at least one evidence-based reason why they have reached this decision and show that they have considered at least one counter argument. (Could be presented in a variety of forms, e.g. a letter from an agony aunt)</p>
5	<p>Possible continuation activities could include:</p> <ul style="list-style-type: none"> ■ Individual or group presentations about the causes and effects of Polish immigration to the UK, e.g. using PowerPoint or wall posters etc. ■ Group drama presentations in the form of a short play featuring some of the characters in the conscience corridor, e.g. conversations around the family dining table in Krakow when Jerzy returns home for Christmas for Easter. 		

creative talk and suggest a range of strategies for using drama in the classroom, including hot-seating, which were in common use in many geography rooms across the city. I shouldn't have too long a wait for a volunteer.

The opportunity presented itself at Gateacre Comprehensive School, a Specialist Arts and Humanities College, with Paul Elms the head of geography and Jenny Owen an NQT. One of Paul's innovative ideas has been that in the spring term the four top-band classes in year 9, who are all taught by specialist geographers, at the same time, follow a mini-carousel for eight weeks. Each teacher plans a four-lesson (two-week) mini module on a topical, possibly 'unusual', subject and uses it, firstly with their own class and then with the other year 9 classes in turn. I was welcome to pair up with Jenny and give my ideas a go. I noticed that the walls of the geography corridor at Gateacre were currently covered in a display about asylum seekers coming to Britain, in an attempt to de-bunk some of the students' myths and prejudices about immigration. An idea started to form in my mind.

The spark that ignited my imagination was a recently-opened shop selling traditional Polish food which I passed regularly. I would base the unit around recent Polish migration to the United Kingdom:

- What brought Poles to Britain?
- What impact was Polish migration to Britain having, both here and in Poland?
- What factors did Poles (and other migrants) consider before deciding to move to another country?

It was certainly a relevant topic in both geography and citizenship and had featured in *Teaching Geography* (Scott, 2007). It touched at least two of the key concepts of the new programme of study: interdependence and cultural understanding and diversity. The fact that people hold strong pro- and anti-immigration views suggested that it was ripe for building up students' ability to formulate and substantiate a reasoned argument. I also felt that the issue could be investigated using some of the drama-teaching techniques with which I was becoming familiar.

From these ideas I developed a short unit of work of four lessons. Figure 1 shows the overall objectives for the unit of work and the hoped-for learning outcomes. Figure 2 shows the objectives, activities, resources and outcomes for each of the four lessons. Details of each lesson are set out below.

Lesson 1

The objectives were for students:

- To be able to use evidence or clues to build up answers to questions that they had posed themselves
- To understand how someone's personal property or belongings might give clues as to what is important in their culture
- To understand the push and pull factors that caused the migration of Poles to the UK.

A drama technique known as 'Private Property' or 'Who's in the Bag?' (re-named 'Mystery Guest' for the purposes of this unit) was used to introduce students to the central character in the story. This challenges students to build up a profile of a real or imaginary character using some of their property as clues.

Using the 5Ws (who, what, where, why, when) as a stimulus, students were asked to come up with questions that they would like to ask if they were going to meet a mystery guest for the first time. A bag containing various pieces of property (or in this case pictures of the property) (Figure 3) was passed around the room. Each pair of students pulled out an item and:

- Described what it was
- Stated whether it answered any of the questions that had been asked about the mystery guest (i.e. what they knew about him or her)
- Explained whether it suggested anything else to them about the mystery guest (i.e. what could they infer from it)
- Discussed any further questions about the mystery guest that it might raise.

Together, these items helped to paint a portrait of Jerzy Bronowski, a fictional 32-year-old dentist from Krakow, avid football fan and devout Catholic, who had come to England in 2006 to fill a vacancy in an NHS dental practice, leaving his wife Karolina and 4-year-old twins, Franciszka and Stefan, in Krakow.

Once the class had been introduced to Jerzy and his personal reasons for coming to the UK, a map of Europe was used to introduce a spatial dimension, locating Liverpool and Krakow. Finally, an information sheet giving some background information about Polish migration to the UK was distributed. This sheet discussed the enlargement of the EU and the impact that this has had on migration from Eastern Europe and

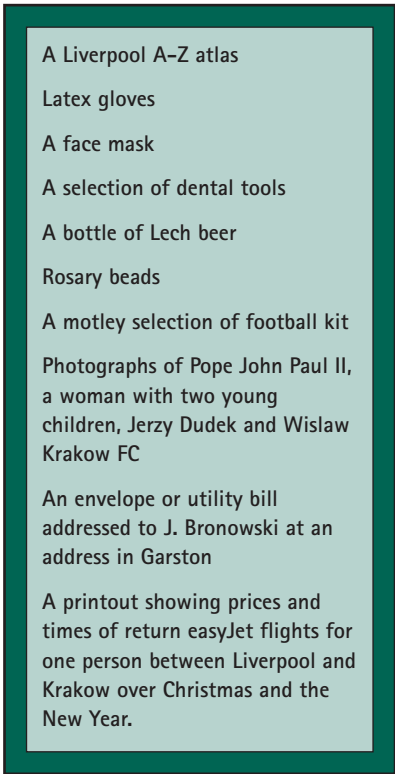


Figure 3: 'Private Property' in the bag.

contained some comparative economic statistics for Poland and UK. The students used this information to complete a poster showing the push and pull factors that influenced Poles moving from their home country to the UK.

The following resources for Lesson 1 can be downloaded free from the GA website at www.geography.org.uk/journals:

- 1.1 Mystery Guest/Private Property
- 1.2 Jerzy's story
- 1.3 Krakow to Liverpool
- 1.4 Polish migrant workers in UK.

Lesson 2

The objectives were for students to:

- Understand that migration was a controversial issue: people held different opinions about it
- Understand that migration brought both benefits and costs to the home country, the host country and the migrants and their families (although we did not use the words 'interdependence' or 'cultural understanding and diversity' explicitly, the information that the students used illustrated these two concepts clearly, examining the economic impact of migration in both Poland and UK and exploring how the immigrants kept their culture alive and enriched that of the host country)

- Be able to take part in a logical argument, backing up their claims and counter claims with evidence.

An activity called 'Who Said That?' or 'Quote Matching' was used. As they entered the room, each student was given a card with either a photograph and some information about the various people or just a quotation from these people. The task was to find their partner, matching the quote to the character.

We anticipated that this activity, involving moving round the room and sharing information with classmates, would prove popular, as indeed it did. When the first set of cards had been paired up we distributed a second set. This time students who initially had had a picture were given a quote and vice versa.

Characters involved in the activity included:

- Someone who lamented the conversion of his local mini-market into a Polish deli
- The owner of a contract cleaning company who was unable to recruit workers other than East European immigrants
- Jerzy's parents who missed him but appreciated the money he was sending home
- The director of a Polish hospital, complaining that the loss of skilled medical personnel was making it impossible to run the hospital effectively
- A young Pole, living in Britain but planning to return home soon because he missed the cold winters and his beloved ice hockey.

Once all the characters and quotes had been paired up they were stuck to the wall in four corners of the room, according to whether they were said in Poland or in the UK and whether they represented an advantage or a problem caused by migration from Poland to the UK (Figure 4).

Once the 30 pairs of cards were correctly positioned on the classroom walls the students used them to complete a 'cost benefit analysis chart' (Resource 2.5 on the website).

The final episode of this lesson introduced the idea of 'argumentation'. In soccer-mad Liverpool it was not hard to find two Liverpool fans and two Everton fans willing to argue the merits of their teams in public. With the help of scripts, one pair argued irrationally, on the basis of blind prejudice and without a shred of supporting evi-

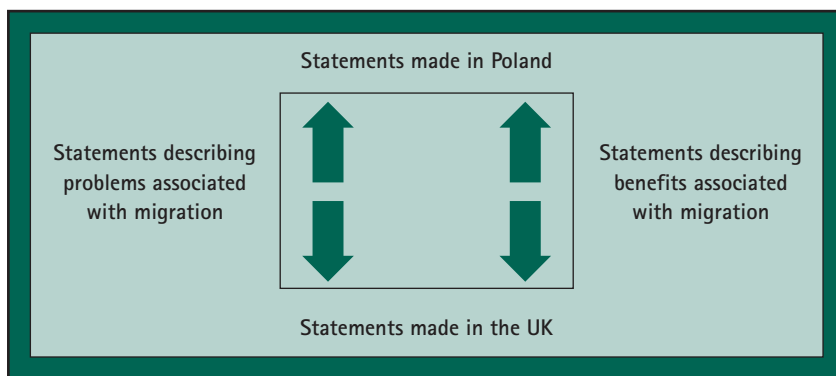


Figure 4: Siing the statments for quote matching.

dence, whilst the other pair quoted evidence from league tables and referred to trophies won to support their arguments. The other students quickly recognised the need to support a claim with evidence. Using a simplified version of a framework for an argument that Diane Swift had introduced at the curriculum-building course, the students examined at least one of Jerzy's 'claims' as to why his coming to Liverpool had been a good thing. They used the evidence on the wall to support his claim and then thought up a counter-claim, which could also be substantiated with evidence from the cards on the wall.

The following resources for Lesson 2 can be downloaded free from the GA website at www.geography.org.uk/journals:

- 2.1 Who said that?
- 2.2 Who said that quotes
- 2.3 Who said that characters
- 2.4 Wall markers
- 2.5 Cost benefit analysis
- 2.6 Model argument
- 2.7 Jerzy's story
- 2.8 Simple framework for an argument.

Lesson 3

The objectives were for students to:

- Understand the factors that might influence an individual's decision whether or not to move to another country, with particular reference to a young Polish woman moving to the UK. Again, although the words were not used explicitly the information that the students used covered the concepts of cultural understanding and diversity and interdependence
- Understand how a potential migrant might be influenced by other people

- Be able to either make and justify a decision having weighed up the pros and cons, or use information to try and influence someone to make a particular decision.

The focus shifted from Jerzy to his wife Karolina, a 30-year-old teacher of English at a high school in Krakow, who, we discovered in Lesson 2, very much appreciated the £300 that Jerzy sent home each month (approximately the monthly salary of a Polish teacher) but was concerned that her husband might meet an attractive woman over here, 'because English woman have so much more money to spend on clothes and make-up'. Jerzy was hoping that Karolina and the children would move to England in time for the twins to start school here in September. It was make-your-mind-up time for Karolina: Should she stay (in Krakow) or should she go (to Liverpool)? To simulate this decision-making process we used a drama technique called Conscience Corridor. Approximately a quarter of the class were asked to assume the role of Karolina. Their first task was to discuss the sort of questions that a 30 year old, well-qualified, professional, working mother of two young children might ask before deciding whether or not to move to another country. They were also asked to consider who they might ask for advice.

The remaining members of the class were each given a card with a picture, brief description and some prompts (on the reverse), representing someone who might have a vested interest in influencing Karolina's decision. These people included family, friends, Karolina's employer in Poland, potential employers in the UK, members of the Polish community in the UK and members of the British public, including a police officer, a GP and a primary school head teacher.

Whilst 'the Karolinas' were discussing the information that potential migrants needed, the other students decided whether their character thought Karolina should stay in Poland

or go to the UK, and considered what their character might say to persuade Karolina of their point of view. This phase of the lesson ended with the students taking the part of Karolina sharing their questions, and any students who thought they might be able to answer a particular question identifying themselves, but not providing an answer to it.

The students whose job it was to influence Karolina's decision then formed two parallel lines, one containing those who wanted her to stay in Krakow, the other containing those who thought that she should come to Liverpool. 'The Karolinas' walked slowly between the lines as each student told them either to 'stay' or to 'go' and gave as persuasive a reason as possible for doing so. After three trips up and down the 'corridor' the 'Karolina's sat to one side of the room or the other, depending on whether they had decided to stay in Krakow or come to Liverpool. In all classes it was a split decision. Those who opted to go to the UK cited economic and material reasons as well as the desire to be reunited with their husbands, while those who opted to stay in Poland cited their children's education and the problems they might face in school in England, the need to remain close to elderly parents and their own careers as reasons.

Once their decision was made, 'the Karolina's' were put in the hot-seat by their classmates and the teacher. In one class the hot-seating became very animated. First the characters playing the twin children fell out, Stefan wanting to come to England to play with his dad, Franciszka preferring to stay in Poland to start school with her friends from nursery. The 'head teacher of an English primary school' was joined by 'a Polish junior school teacher' in pointing out that the children would be doubly disadvantaged going to an English school, their limited command of English would hold them back socially and academically and they would miss out on learning about their Polish heritage. To this, one of the 'Karolina's retorted that as an English teacher herself she could start teaching the twins English before they came, she and her husband would continue to speak Polish to them in the home, and anyway, at the age of five, they would probably pick up a foreign language very quickly. Next, Jerzy's next-door neighbour pointed out that the house he shared with other young Poles was already crowded and not suitable for bringing up young children. This argument was countered by one 'Karolina' who pointed out that once she was working over here, she and Jerzy would be able to afford their own house. When quizzed as to who she was going to

work for, she identified at least two characters who had said they could find her well-paid work because she was proficient in English, one as an office administrator and the other as a bi-lingual classroom assistant. A 'Karolina' who had opted to stay in Poland pointed out the high cost of housing in England compared to Poland and questioned whether recent immigrants could afford to buy a house. A council house was suggested as an alternative by yet another 'Karolina'. This raised the hackles of the 'teacher in role' playing the part of a member of the UK Independence Party, who raised the point that council houses were funded by British taxpayers for British taxpayers. One 'Karolina' retorted that if she and Jerzy were working here they too would be paying British taxes!

The quality of the debate suggested that the two learning objectives – understanding the issues that made immigration such a controversial issue and being able to cite evidence to support and substantiate or rebut an argument – had undoubtedly been met.

The following resources for Lesson 3 can be downloaded free from the GA website at www.geography.org.uk/journals:

- 3.1 Taking sides
- 3.2 Karolina's story
- 3.3 Role cards
- 3.4 Reverse of role cards
- 3.5 Drama activities

Lesson 4

The objectives were for students to:

- Understand that changing circumstances might make migrants or potential migrants change their course of action, including possibly returning to their home country
- Be able to summarise a piece of information, extracting the most relevant points from it
- Be able to use the information they had gathered in this lesson and the previous lessons to make, and justify, their own decision as to whether Karolina Bronowski and her twins should move from Krakow to Liverpool.

Home and expert groups and jigsawing were used to introduce some new information which might complicate Karolina's decision or open other scenarios for her and Jerzy to consider.

As the students entered the room they were each given a card numbered 1-6 and asked to sit down in groups, all of whom had the same number on their card. These were their home groups. On the reverse of their cards the students had some words or short sentences. They were instructed to form five new groups consisting of students who had information on their cards that matched, and to tell the rest of the class what they had in common.

This proved a useful way of recapping the ideas covered in the three previous lessons.

Each of these five groups was given a single piece of information that could potentially affect the Bronowskis. They were expected to become experts on their piece of information, identifying the main points (maximum of four bullet points) and considering how it might affect Jerzy and Karolina.

Each student had a well-defined role in the expert group, determined by the number on their card. These included chair, scribe, timekeeper, initiator (first to speak) and quality controller. After a stipulated time all members of the group had to have an agreed set of notes which they could use to report back to their home groups so that all students could consider all the new information that had been introduced and its likely impact on the family.

Finally, a written outcome was expected – a letter to Karolina from a magazine 'agony aunt' in answer to the dilemma she faced: should she stay (in Krakow) or should she go (to Liverpool)?

The following resources for Lesson 4 can be downloaded free from the GA website at www.geography.org.uk/journals:

- 4.1 Finding friends
- 4.2 Group titles if needed
- 4.3 Grouping cards for five groups
- 4.4 New information
- 4.5 Using the new information
- 4.6 Your advice for Karolina

What did the students think?

After each cycle of four lessons we asked the students to complete a questionnaire (Figure 5). Questions 1-9 had four alternative objective answers and we also invited written comments for clarification. For questions 10-12 written comments were needed, since we wanted to know:

- Which lesson or activity the students enjoyed most, with reasons

For questions 1–8 please put a circle around the most appropriate answer and add a short written comment if you want to. For questions 9, 10 and 11 please make a written comment.

1. The topic was relevant and 'in the news'.

I strongly agree I agree I disagree I strongly disagree
because _____

2. The topic was interesting.

I strongly agree I agree I disagree I strongly disagree
because _____

3. I understand why it was important to learn about this topic.

I strongly agree I agree I disagree I strongly disagree
because _____

4. I know more about this topic than I did before the lessons.

I strongly agree I agree I disagree I strongly disagree
because _____

5. I would like to find out more about this topic.

I strongly agree I agree I disagree I strongly disagree
because _____

6. The activities that we did during this unit were enjoyable.

I strongly agree I agree I disagree I strongly disagree
because _____

7. The activities that we did during this unit helped me to learn and think about the topic.

I strongly agree I agree I disagree I strongly disagree
because _____

8. The skills that I have developed in this unit may help me in other lessons in geography or in other subjects.

I strongly agree I agree I disagree I strongly disagree
because _____

We will be doing this work with other year 9 classes, so this bit of feedback is very valuable to us.

9a Which lessons or activities in the unit did you enjoy most?

9b Why?

10a Which lessons or activities in the unit did you learn the most from?

10b Why?

11a Which, if any, of the lessons or activities in the unit do you think we should change?

11b Why do you think we should change this lesson or these activities?

11c How do you think we could improve this lesson or these activities?

■ Which lesson or activity the students thought had helped them to learn most about the topic, with reasons

■ Which if any activities the students thought needed changing, with reasons, and suggestions of any changes that we could make for the better.

The responses were very gratifying (Figure 6), as were many of the written comments.

Students enjoyed the fact that they were involved and active during the lessons. The words 'learning' and 'fun' were linked in several comments and the only major changes requested were appeals for more of this sort of lesson. All the lessons were mentioned as their most enjoyable, or the one from which they learned most. Many students' responses indicated that they had experienced some deep learning, for example realising that there were different attitudes to immigration other than their own and that hearing someone else's side of the story could make you change your opinion. For example, in response to question 8, at least one student claimed that having previously been biased against immigrants they no longer were. Students also seemed to have gained a great deal from the decision-making exercise in Lesson 3, many expressing surprise at the deep personal dilemmas that many migrants may face. Students also recognised that they had gained valuable cross-curricular or personal learning skills, such as the use of evidence to support an argument and expressing their opinions orally to other students.

Further plans or extension work

Two alternatives have been considered. We considered adding two extra lessons, during which the students, working in groups of six or seven, would write, rehearse and perform a short drama set around Karolina's dinner table, during one of Jerzy's visits home, when the extended family (husband, wife, children and surviving grandparents) would discuss the proposed move in light of what they had learned in the four previous lessons.

For those who wish to consider a different, contemporary, and potentially controversial migration stream, we are developing a parallel set of resources, where the same activities can be used to consider whether Phil and Sandra, a soon-to-retire, middle-class, English couple, should retire to Spain's 'Costa Geriatrica'. ■

Figure 5: Student feedback questionnaire.

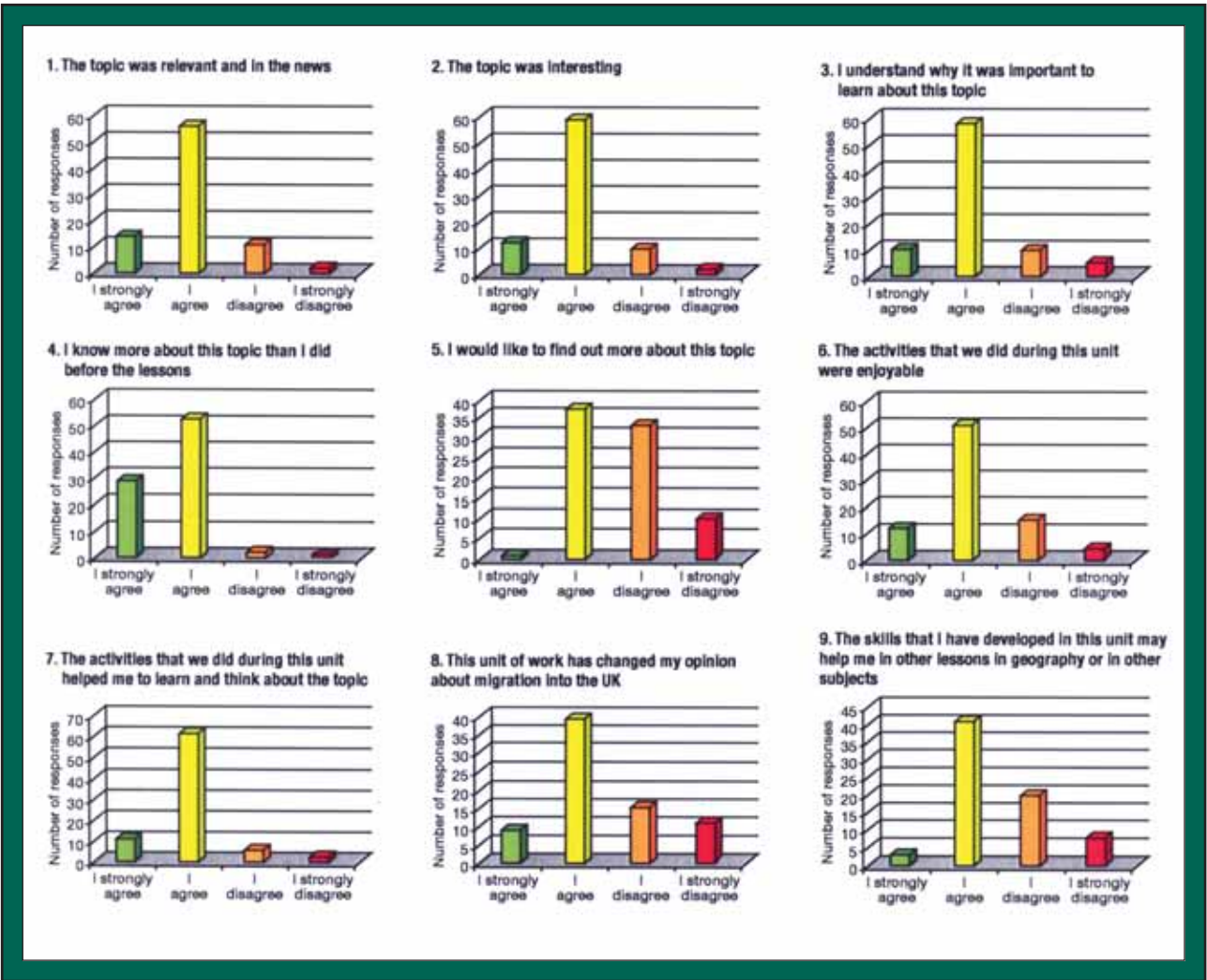


Figure 6: Responses to the student questionnaire.

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For further information, a detailed scheme of work or examples of the resources used please contact the author.

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