

TEACHER'S NOTES**RACISM****NEWSSTAND****MIGRANT WORKERS****INTRODUCTION:**

Since the Second World War there has been a growing number of ethnic minorities in Britain and Northern Ireland. In 1945 the British Government tried to encourage ethnic groups to come to the UK to work. Initially it was to fill the unskilled, poorly paid jobs that white British people were reluctant to undertake. These jobs were in areas such as the NHS, transport companies and the clothing industry. Today in Northern Ireland there are increasing numbers of Portuguese working in factories and growing numbers of specialists being employed from India and the Philippines in the medical sector. This lesson aims to examine the reasons for the growth in migrant workers and what effect this has had on the local population in Northern Ireland as well as the migrant workers themselves.

KEY QUESTIONS:

- Why have foreign workers come to Northern Ireland to work?
- What impact has the settling of migrant workers had in Northern Ireland?
- Are the migrant workers, who contribute to Northern Ireland's economy, accepted by the people of Northern Ireland?

TIME: 1 hour (1 double period)**LEARNING OUTCOMES:**

This lesson will offer students opportunities to explore:

- The main reasons why ethnic minorities have settled in Northern Ireland
- The difficulties facing migrant workers living in Northern Ireland
- The challenges facing Northern Ireland as it becomes an increasingly multicultural society

Throughout the lesson students have opportunities to:

- Develop an understanding of the difficulties facing ethnic groups in Northern Ireland
- Learn to respect differences around them
- Develop openness about accepting that there are a variety of groups in their community who each have rights and needs
- Improve their thinking skills and ability to manage information

RESOURCES:**Newspaper Articles**

Article A: "Worries that foreign nurses may turn backs on province" Portadown Times 09/04/04

bbc.co.uk/ni/learning/ks3citizenship

A report on how Filipino nurses have been intimidated in Craigavon and the possible implications for NI hospitals.

Article B: "Working together to tackle racism issue" Irish News 16/06/04

A report about the Portuguese community in Dungannon and the efforts that have been made by both locals and immigrants to encourage peaceful integration.

Article C: "Step in right direction for multi-ethnic society" Irish News 16/06/04

The changing face of Dungannon as Portuguese-speaking migrants settle there and are joined by a new group of workers, mainly from eastern Europe.

Article D: "T&G fights for rights of north's migrant workers" Irish News 15/06/04

Northern Ireland trade union campaigns for migrant workers' rights with the launch of a charter protecting their rights. This is in response to evidence that they are being exploited.

LESSON PROGRESSION:

1. Using Article A

a) Describe the racist attack on nurses in Craigavon

b) Identify and explain how individuals and groups have responded to this incident (This table can be printed off and handed out – Appendix 1)

	Community	Hospital	Government & Politicians	
Action taken				

c) According to the information provided what would be the negative consequences for Northern Ireland if other foreign nurses were afraid to come here? Explain your answer fully

2. Read Article B.

a) Apart from racist attacks, identify and explain the main issues which cause difficulties for migrant workers who come to Northern Ireland

b) List the practical methods that have been used in Dungannon to overcome some of the problems that migrant groups face

3. Using Articles C and D

a) Provide the main reasons for the growth in migrant workers in mid-Ulster

b) Identify and explain the practical ways in which organisations are attempting to deal with the rights and needs of migrant workers in Northern Ireland

4. Using blank maps provided

a) On the world map (Appendix 2) mark the countries that migrant workers in Northern Ireland come from

b) On the Northern Ireland map (Appendix 3) mark the areas where migrants work.

Use a colour code to identify different groups

CONCLUSION:

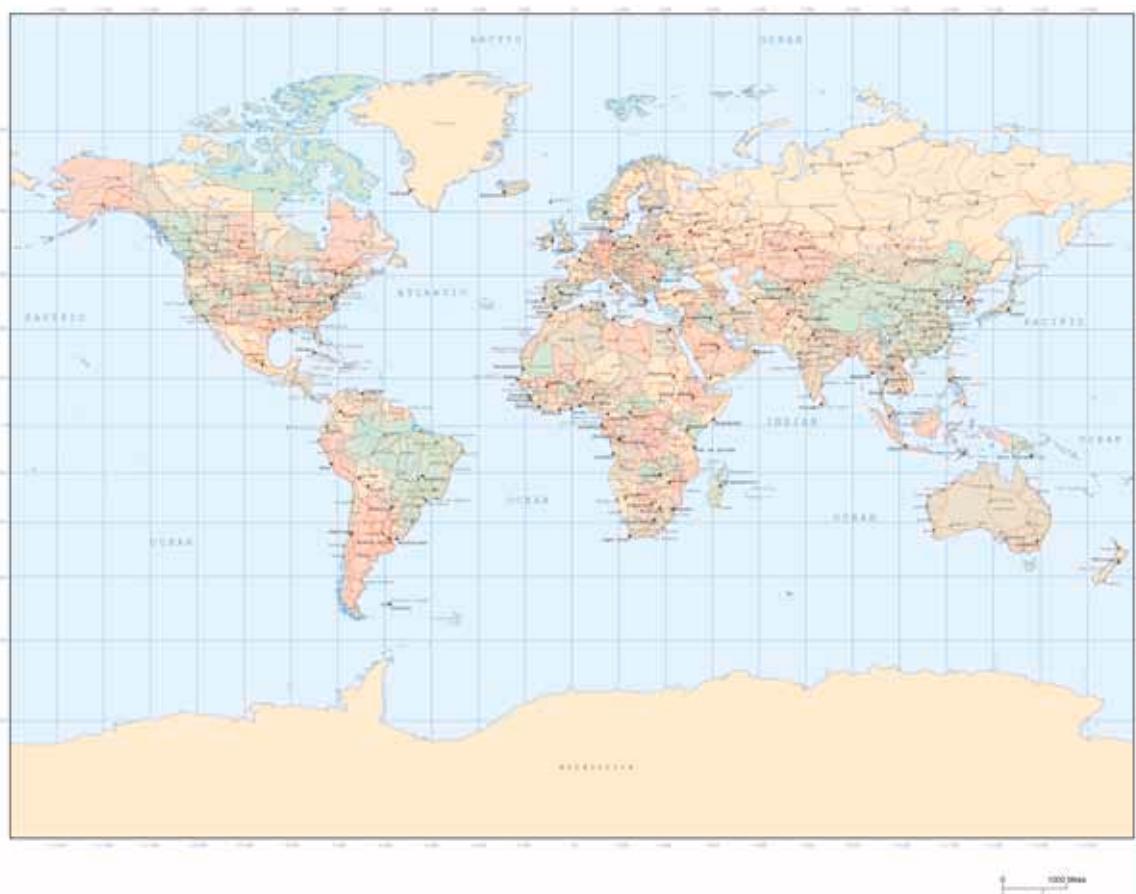
Ask the students to research a Northern Ireland government department or agency (such as the Housing Executive or Department for Employment and Learning) for homework. They should consider not only what the role of the organisation is but also what they think it could do to address the needs of migrant workers.

EXTENSION ACTIVITY:

Students will study news reports either on television, radio or in the newspapers for one week and record any incidents of racism, prejudice or discrimination towards migrant workers in Northern Ireland.

APPENDIX 1

	Community	Hospital	Government & Politicians	Individuals
Action taken				

APPENDIX 2

APPENDIX 3

