

## KS3 Lesson Plan: One hour

# A REFUGEE LIKE ME



### Learning objectives:

- To understand what a refugee is
- To step into the shoes of a refugee and see what it would be like

### To support this lesson there are:

- Worksheets
- PowerPoint presentation.

Following the plan you will find suggestions for extension reading should your students be interested.

N.B. Parts 1 and 3 could be used as stand-alone workshops.

We would be grateful for any feedback on this lesson plan so we can improve it for other teachers.



### PowerPoint Slide 1

## PART 1: FLOOD THOUGHT EXPERIMENT

– estimated to take 20-25 minutes.

### Purpose:

- Introductory task to encourage students to relate to the experiences of refugees
- To help students to appreciate that events which force someone to seek asylum could happen to anyone
- To draw out an understanding of what it feels to be vulnerable and to highlight that this is the basis of how people become refugees

### PowerPoint Slide 2

#### Step One: Outline the following scenario to the class:

“Imagine there’s been a massive storm and flood. It’s left your home, neighbourhood, and school flooded and many buildings could collapse. The water damage has cut off the electricity supply and your family only has enough food to last 1 to 2 days. It is difficult to get around as the roads are flooded or covered in metres of mud and sewage left by landslides and sewer overflows. Trees have fallen on the train lines around the city.

“Parts of Glasgow, Liverpool, Manchester, London, Newcastle as well as Somerset, Norfolk and Cumbria are all completely flooded, including the Houses of Parliament.”

#### Step Two: Worksheet One (10 minutes)

Invite student to explore their thoughts and priorities in groups.

#### Step Three (10 minutes): invite the groups to share their conclusions with the whole class.

For example, you might ask them to answer the questions

- What would you do?
- What are your first priorities?
- Where would you go? (where would have survived? hospital/ school/ community centre/ church? High ground. Where might have food? Where would be warm and dry? Is anyone in their family old/ sick/ frail/ very young? etc.)
- Who would you ask for help? (parents/ friends/ teachers/ mayor/ MP/ councillor/ church leader/ doctors/ hospital?)
- How long would you stay in the city and wait for the government to get control of the situation? Or would you leave and look for somewhere safe straight away?



### PowerPoint Slide 3

## PART 2: WHAT IS A REFUGEE?

– 15 minutes

**Purpose:** to help provide students with a working definition and understanding of what refugees are.

### Step One: Explain

Originally, after World War 2, a refugee meant someone fleeing persecution due to their race, religion, nationality, social group or political opinion.

Today, the word 'refugee' is used more broadly. It describes someone who fleeing danger arising from war, political persecution, famine, economic crisis or natural disaster, and who cannot rely on their own government for protection.

### Step Two: Worksheet Two

On their own or in groups the students can identify who is a refugee and who is not.

### Step Three: Answers

Clockwise from top right

- Yanis – No – Even though the economic situation is bad in Greece, the government is still able to protect people. He also remains in his own country.
- Chenxi – No – She could be a political refugee but as she already has an American passport she does not need refugee status as she is a US citizen and can live in America without a visa.
- Paul – Yes
- Josh – No- Even though this situation is bad, he is not a refugee.
- Ali – Yes
- Zainab – Yes
- Ana Maria – No - Technically she is an internally displaced person as although he meets the criteria for being a refugee, she remains in her country.



#### PowerPoint Slide 4

## PART 3: THE RUCKSACK CHALLENGE

- 15 minutes

**Purpose:** This task asks students to think what they would take if they were fleeing their homes and to step into the shoes of refugees their age.

**Step One: Worksheet Three**

**Step Two: Each group to feed back to the class.**

Suggested questions:

- Would that be very heavy?
- Would that survive a journey at sea?
- Why would you need that?
- Would you need one yourself, or could you share it with a family member?
- Would that be useful for the journey or only when they get somewhere safe?
- Would it depend upon how they travelled?

Examples of useful things to bring might be:

- Mobile phone and charger (serves as a store of information to contact friends and family, a torch, GPS etc.)
- Sleeping bag (keeps you warm at night)
- Food (essential)
- Water/ water purification tablets (essential if there is no clean water)
- First aid kit (there may be no medical facilities on the route)
- Change of clothes (poor hygiene and wet clothes can cause illness and discomfort).
- Warm coat
- Cash and foreign currency (Do they know where they are travelling? Are some currencies worth more than others e.g. US Dollars are accepted in most places. In half an hour would they have time to get to the bank to withdraw money?)
- Passport, birth certificate and proof of address & ownership

#### PowerPoint Slide 4

This is what a teenage boy refugee, Iqbal, brought to Europe from Afghanistan. He has walked much of the journey.

In his rucksack:

1 pair of pants, 1 shirt, 1 pair of shoes and 1 pair of socks

Shampoo and hair gel, toothbrush and toothpaste, face whitening cream

Comb, nail clipper

Bandages

100 U.S. dollars

130 Turkish liras

Smart phone and back-up cell phone

SIM cards for Afghanistan, Iran and Turkey

Wonder Foundation

[www.wonderfoundation.org.uk](http://www.wonderfoundation.org.uk)

contact@wonderfoundation.org.uk

Registered Company No: 7921757 & Registered Charity No: 1148679



*PowerPoint Slide 5*

## **PART 4: WHAT CAN I DO TO HELP?**

– 5 to 10 minutes

**Purpose:** Applying this knowledge to the current situation

### **Step 1: Explain**

Many young people have escaped from Syria in recent months to escape the war. Their towns have been bombed. They may be persecuted because of their religion. Hospitals and schools have been destroyed. They have escaped across the sea and walked across half of Europe to find somewhere safe to live.

### **Step 2: Discuss as a class**

When refugees are in Europe, what do you think they need?

- Learn English (or other local language)
- Somewhere to live
- Food
- Clothes
- Made to feel welcome
- Somewhere to go to school

### **Step 3: What can I do to help?**

Ideas:

- Fundraising (Wonder Foundation is raising money for young female refugees to receive support: [wonderfoundation.org.uk/refugees](http://wonderfoundation.org.uk/refugees))
- Spend time with refugee children in the UK and make them feel welcome

*If any students want to know more there are suggestions for extension reading on the next page.*

*PowerPoint Slide 6*

## **END**



## EXTENSION READING SUGGESTIONS

### IAN SERAILLIER THE SILVER SWORD

A classic children's novel about children fleeing from Warsaw (Poland) in the Second World. It describes how they survived on their long and difficult journey to Switzerland as refugees.

### JUDITH KERR WHEN HITLER STOLE PINK RABBIT

A children's novel first published in 1971. It is a semi-autobiographical story of a young Jewish girl and her family escaping the Nazis and the journey they experience.

### ELIZABETH LAIRD KISS THE DUST

For Tara, the world is turned upside down when her father's involvement in the Kurdish resistance movement forces the family to flee Iraq and eventually seek asylum in Britain. Tara is a Kurd. The Kurdish people live in the Zagros Mountains which straddle the borders of three different countries: Iran, Iraq and Turkey. When this story opens Tara and her family live in Sulaimaniya, a town in Iraq where her father is a wealthy business man. The political situation has been difficult for a long time, but Tara hasn't really noticed. She's only about thirteen and is pre-occupied with school life. But one afternoon a young Kurdish boy is shot by the security forces in the town centre outside the mosque. As life continues to get more dangerous, her family escape to the mountains and Tara perceives that her life is changing forever. Will she ever be able to go to school again? Is she destined to settle in the village and marry young, to live without electricity and running water?

### JACKIE FRENCH REFUGE

When a boat carrying a group of asylum seekers is sunk by a freak wave, Faris wakes from the shipwreck in an Australia he's always dreamed of. There are kangaroos grazing under orange trees and the sky is always blue. On a nearby beach, Faris meets a group of young people who have come from far different times and places. They are also seeking refuge, and each has their own story of why they had to leave their own story of why they had to leave their country to make a new life for themselves. IT is only when Faris chooses to return to 'real life' and find his father in Australia that he learns the extraordinary truth about the friends he made in the golden beach. A story about Australia's long history of migration and the people who make up the country.

### BENJAMIN ZEPHANIAH REFUGEE BOY

Life is not safe for Alem. His father is Ethiopian, and his mother his Eritrean. With both countries at war, he is welcome in neither place. As a treat, Alem's father takes him on a holiday to London: he sees grey skies, smooth roads, bad television, traffic fumes, and old and new buildings side by side. But when he wakes, he is alone in the hotel room. To save him from the conflict in their homeland, his parents have given him up to a new home. He finds himself in the hands of social workers, lawyers, foster parents, teachers, judges – in children's homes, hostels, schools, courtrooms. His father had told him that England had compassionate people who understand why people have to seek refuge. As Alem tries to stay strong throughout all that happens to him, he finds that some people seem to understand more than others.

