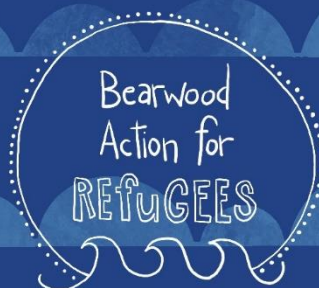




# SCHOOLS PACK

KEY STAGES 3 & 4





## Overview

Action for Refugees is a network of local community groups who are committed to supporting refugees and asylum seekers. We are not-for-profit charitable organisations working with local individuals, groups and schools to help refugees. We deliver a range of community fundraising events, and promote awareness, befriending, support and solidarity for refugees and asylum seekers living in Birmingham and the Black Country and those seeking safe passage across Europe

Over 36,000 people have lost their lives in transit trying to seek asylum in Europe since 1993. In 2019 alone, out of 2,290 people who have attempted the sea crossing from North Africa to Italy, 350 died en route.

Every one of those people has a family and a story, and we are inviting teachers and students to learn about these and their own stories.

### **What change or learning are we trying to bring about?**

The aim of this pack is to help students learn about the world they live in and the people who live alongside them. The suggested lessons will enable students to acquire subject-specific skills as well as engage with meaningful and challenging materials to enhance their thinking skills. The lessons will contribute to the rounded education of young citizens.

### **How does this align to education in schools?**

This pack can be adapted to support lessons across the National Curriculum. It contains ideas and materials for English Language, PSHE/Citizenship, Religious Education, Humanities, Art and Drama lessons, as well as for thought-provoking assemblies.

### **How do we make this inclusive?**

Teachers are the experts in learning and students are the experts in their own lives. Be sensitive to who is in your classroom and their stories. Adapt the materials in this pack to reflect the backgrounds and meet the social and educational needs of the students in your school.



## Ideas for Lessons

See also the additional lesson plans that accompany this pack

### History and Geography

Use the website here as source material:

<https://warwick.ac.uk/fac/soc/pais/research/researchcentres/irs/crossingthemed/output>

Click on the interactive map to see the journeys undertaken by refugees and their stories of what happened along the way: <https://crossing-the-med-map.warwick.ac.uk/>

1. Identify what current and historical world events contributed to the circumstances that led to the refugees leaving their homelands
2. Describe the physical geography travelled and the changes in human geography in recent times that caused the journeys to be necessary
3. Produce a leaflet that explains this to visitors to a conference

### Art and Drama

Use either or both of these websites for source material:

<https://www.theguardian.com/world/2018/jun/20/drowned-restrained-shot-life-stories-migrants-case-studies>

<https://crossing-the-med-map.warwick.ac.uk/>

1. Design the cover of a magazine inside which the stories of refugees are printed
2. Draw or paint a scene from a refugee journey in the style of a famous artist that you think best lends itself to conveying the scale and emotion of the journey to the audience
3. Write and perform a monologue from the perspective of a refugee making a long and dangerous journey
4. Or write a dialogue between two people, one of whom is a refugee and the other who is not, that demonstrates their friendship as well as the similarities and differences between them



## English Language

Use the narrative stories here: <https://www.savethechildren.org/us/what-we-do/emergency-response/refugee-children-crisis/refugee-stories>

Or the poem here: <https://nationalpoetryday.co.uk/poem/refugees/>

1. Analyse the text – what is the subject, who is the intended audience, what persuasive techniques are used, is there a key message and if so what is it?
2. Imagine you are a refugee making a long journey to a new country, or that you are a crew member on a rescue boat, or a volunteer in a refugee camp. Produce a creative writing piece, prose or poetry, that tells your story and conveys your ideas and emotions

## Religious Education

Explore the stories in this newspaper article: <https://www.theguardian.com/global-development/2019/oct/07/unwilling-and-fearful-refugees-should-not-be-forced-to-return-home>

1. Write an account of how faith might be challenged under such circumstances
2. Write a report on how religious practice and faith might help the people in the article. Choose two religions and focus your work on these.

## PSHE / Citizenship and Assemblies

Listen to this Ted Talk about two people who survived a journey across the Mediterranean:  
[https://www.ted.com/talks/melissa\\_fleming\\_a\\_boat\\_carrying\\_500\\_refugees\\_sunk\\_at\\_sea\\_the\\_story\\_of\\_two\\_survivors](https://www.ted.com/talks/melissa_fleming_a_boat_carrying_500_refugees_sunk_at_sea_the_story_of_two_survivors)

Read this report from Oxfam about refugee journeys and what happens to them when they reach new countries: <https://www.oxfam.org/en/emergencies/refugee-and-migrant-crisis>

1. What does this tell us about human capacity to survive extreme adversity?
2. What does this tell us about how refugees are treated as newly arrived people in a country?
3. How should the United Kingdom respond to the refugee situation? What do you think are the political and moral obligations to its own citizens and to refugees?
4. What can your school do to help refugees in your school and community?



## Lesson Plan: Life as a refugee or rescue/support worker

Year group:	Key stage 3 and 4
Subject:	English Language
Topic:	Life as a refugee or rescue/support worker
<b>Curricular Links:</b> <ul style="list-style-type: none"><li>• Write accurately, fluently, effectively and at length for pleasure and information</li><li>• Summarising and organising material, and supporting ideas and arguments with any necessary factual detail</li><li>• applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form</li><li>• plan, draft, edit and proof-read</li></ul>	
<b>Learning objective:</b>  Develop vocabulary and structure to convey ideas and emotion.	<b>Success Criteria:</b>  Production of a piece of writing that extends insight into other people's lives via increased vocabulary and narrative or poetic structure
<b>Learning Activities:</b>  Imagine you are a refugee making a long journey to a new country, or that you are a crew member on a rescue boat, or a volunteer in a refugee camp. Produce a creative writing piece, prose or poetry, that tells your story and conveys your ideas and emotions	<b>Use of Teaching Time</b>  Ask class to discuss the topic prior to writing.  Support learners to extend their insight into character, narrative and description.
<b>Resources:</b>  Source material to stimulate discussion and ideas, for example contemporary press clippings or video clips from Doctors Without Borders website: <a href="https://www.msf.org.uk/teaching-resources-schools">https://www.msf.org.uk/teaching-resources-schools</a>	



**Evaluation of learning and next steps:**

- Identify prior knowledge via initial discussions when introducing topics
- Content and complexity of verbal discussion
- Content and complexity of written work

Next steps: learners to produce longer written pieces, or work in a different format, such as a magazine article or short play

**Evaluation of teaching and next steps:**

- Engaging all learners in the task
- Involving all learners' perspectives within the class
- Supporting learners to develop skills

Next steps: find more source material; link topic to English Literature curriculum content by comparison of characters and circumstances



## Lesson Plan: Where and why does the world have refugees?

Year group:	Key Stage 3-4
Subject:	Humanities
Topic:	Where and why does the world have refugees?
<b>Curricular Links:</b> <ul style="list-style-type: none"><li>• Human geography – climate change; food production; industry/natural resources</li><li>• History – conflict over time; creation of countries and borders</li><li>• Politics – decision- and law-making processes; economics</li></ul>	
<b>Learning objective:</b> Identify and discuss the links between economics, nations and governments, and the location of and reasons why people become refugees	<b>Success Criteria:</b> Production of written accounts that make logical and informed arguments about refugees Verbal discussion of knowledge, ideas and concept
<b>Learning Activities:</b> <ul style="list-style-type: none"><li>• Read or watch source material</li><li>• Discuss in small groups or as a classroom the key events or impacts on people</li><li>• Deliver a 'panel debate' in class in which panel members and audience argue from different points of view using information from source material</li><li>• Write a newspaper article or design a poster that offers an explanation of events and uses key vocabulary and concepts</li><li>• Over several lessons, research and develop a project folder covering a range of aspects of the topic</li></ul>	<b>Use of Teaching Time</b> <ul style="list-style-type: none"><li>• Give an overview of the topic</li><li>• Introduce source material</li><li>• Highlight key concepts and vocabulary</li><li>• Facilitate learners in planning their work</li><li>• Support differentiated learning by offering extension opportunities to the most able learners and assisting learners who find it harder to work independently</li><li>• Liaise with library/support staff re: access to research material</li></ul>
<b>Resources:</b> Source material to stimulate discussion and ideas, for example contemporary press clippings or video clips: Doctors Without Borders website: <a href="https://www.msf.org.uk/teaching-resources-schools">https://www.msf.org.uk/teaching-resources-schools</a> Equality and Human Rights Commission: <a href="https://www.equalityhumanrights.com/en/secondary-education-resources">https://www.equalityhumanrights.com/en/secondary-education-resources</a>  Maps and timelines.	



**Evaluation of learning and next steps:**

- Identify prior knowledge via initial discussions when introducing topics
- Complexity and coherence of verbal discussions
- Complexity and coherence of written work
- Use of concepts and vocabulary
- Use of source material to inform arguments

Next steps: Create and deliver a presentation on one or more aspects of the topic, for example imagine you are a charity director and you want to persuade politicians to help

**Evaluation of teaching and next steps:**

- Engaging all learners in the task
- Involving all learners' perspectives within the class
- Supporting learners to develop skills

Next steps: find more source material; link topic to other curriculum content by comparison processes, statistics and circumstances





## Lesson Plan: The influence of refugee experience on art, performance and design

Year group:	Key stage 3-4
Subject:	Art and Design
Topic:	The influence of refugee experience on art, performance and design
<b>Curricular Links:</b> <ul style="list-style-type: none"><li>• Fine art, craft and design</li><li>• 2D and 3D media, processes and techniques</li><li>• Study of a range of artefacts, artists and designers</li></ul>	
<b>Learning objective:</b> <ul style="list-style-type: none"><li>• Understand links between life experience and art/design practice</li><li>• Create art and design pieces using similar techniques and processes</li></ul>	<b>Success Criteria:</b> <ul style="list-style-type: none"><li>• Identification of techniques and processes used by famous artists</li><li>• Description of links between their life experience and work</li><li>• Production of art/design pieces that reflect artists' use of technique and visual language</li></ul>
<b>Learning Activities:</b> <ul style="list-style-type: none"><li>• Explore the work of two or three famous refugee artists and designers</li><li>• Discuss how their life experience may have influenced their work, it's content and techniques</li><li>• Develop a painting, sculpture or design using the influences of the artists/designers studied</li><li>• Include techniques and processes from the curriculum on the work</li></ul>	<b>Use of Teaching Time</b> <ul style="list-style-type: none"><li>• Facilitate exploration of artists' work in class</li><li>• Facilitate discussion of artistic/design language, motifs, technique and process</li><li>• Help learners identify their own project that uses similar language or technique</li></ul>



**Resources:**

Explore the work of famous refugee artists:

- Camille Pissarro
- Marc Chagall
- Jacob Epstein
- Peter Carl Faberge
- Anish Kapoor
- Rita Ora
- M.I.A. (Mathangi Arulpragasam)

**Evaluation of learning and next steps:**

- Quality of discussion of source material
- Test understanding of artists' work
- Quality of finished art/design projects

**Next Steps:**

- Extended projects
- Links to examination pieces

**Evaluation of teaching and next steps:**

- Effectiveness of facilitation
- Effectiveness of acquisition of technique/skills

**Next Steps**

- Extend source material
- Link to exam projects
- Consider visits to galleries and/or museums



## Lesson Plan: Making kusudama flowers

Year group:	Key stage 3-4
Subject:	Art
Topic:	Making kusudama flowers
<b>Curricular Links:</b> <ul style="list-style-type: none"><li>• Fine art, craft and design</li><li>• 2D and 3D media, processes and techniques</li><li>• Study of a range of artefacts, artists and designers</li></ul>	
<b>Learning objective:</b> <ul style="list-style-type: none"><li>• Explore Japanese design and craft technique called Kusudama</li><li>• Construct paper flower petal units</li><li>• Assemble into flower heads on a wire or twig stem</li><li>• Utilise upcycled materials</li></ul>	<b>Success Criteria:</b> <ul style="list-style-type: none"><li>• Able to describe Kusudama</li><li>• Construction of flowers</li></ul>
<b>Learning Activities:</b> <ul style="list-style-type: none"><li>• Read description of Kusudama</li><li>• Follow step by step instructions to fold flower petal units</li><li>• Assemble flower head on stem using adhesive</li><li>• Label each flower in remembrance of an event or occasion</li></ul>	<b>Use of Teaching Time</b> <ul style="list-style-type: none"><li>• Support learners with folding process and flower assembly</li></ul>
<b>Resources:</b> <p>Paper squares approximately 12cm x 12cm cut from unwanted magazines or books – 4-6 squares per flower; paper strips for labels approximately 1cm x 10 cm</p> <p>Wire or twigs approximately 20cm – 30 cm in length to form stems</p> <p>Glue stick for petal units; contact adhesive such as UHU or Bostik for flower head assembly</p> <p>Pens to write labels</p>	

**Evaluation of learning and next steps:**

Consider making single flowers or several on a stem.  
Display in school to signify remembrance or another  
celebration/memorial

**Evaluation of teaching and next steps:**



## Key Stage 3-4 Art and Design - Upcycled Kusudama Flowers

Kusudama originate from ancient Japanese culture, where they were used for incense and potpourri; possibly originally being actual bunches of flowers or herbs. The word itself is a combination of two Japanese words kusuri, Medicine, and tama, Ball. They are now typically used as decorations, or as gifts.

<https://en.wikipedia.org/wiki/Kusudama>



Once you know how to make one flower, you can learn how to make buttonholes, bouquets from flowers of all sizes.

You can buy beautiful Japanese origami paper, or if you prefer to reduce the carbon footprint of your crafts, then upcycle old paper. Paperback books, magazines and leaflets work well.

For further instructions and ideas, see:

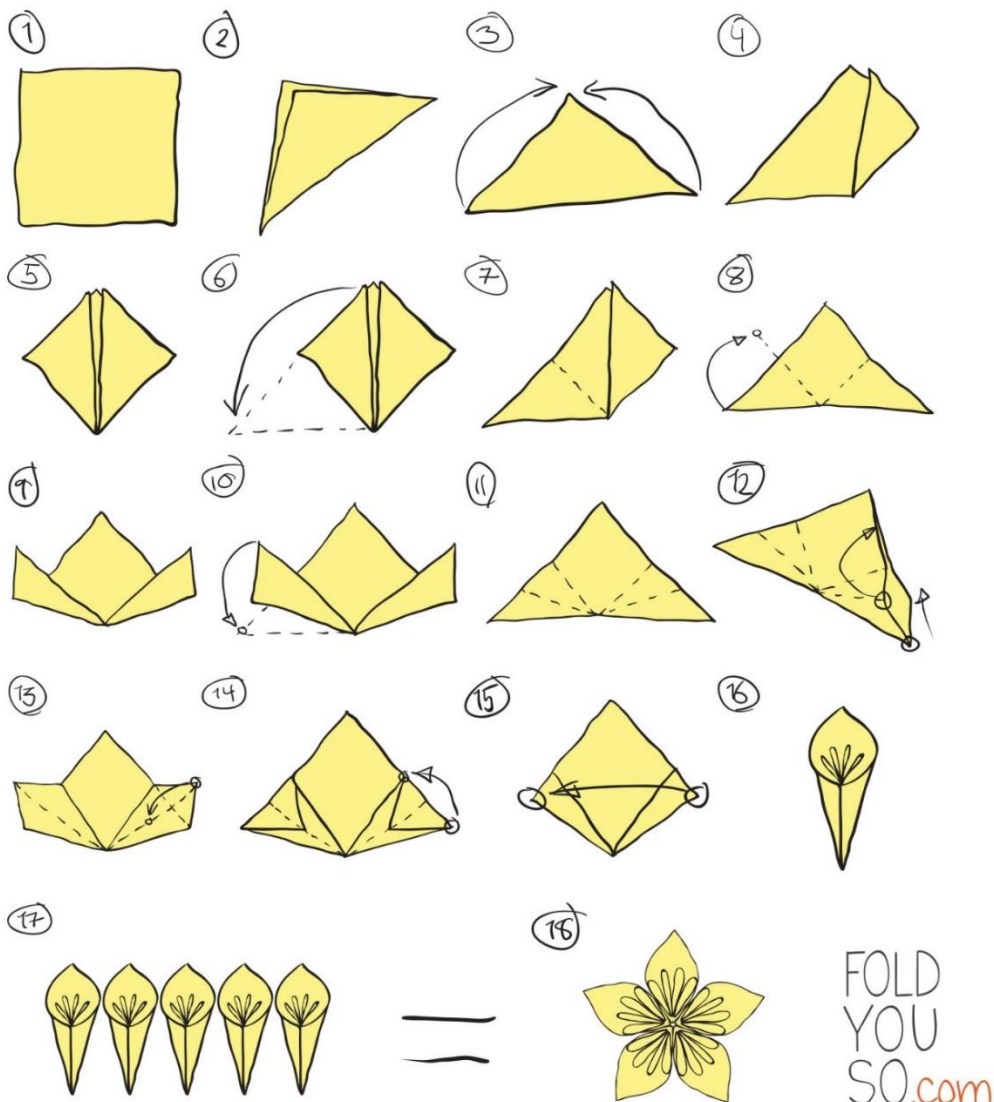
<https://www.thesprucecrafts.com/origami-kusudama-flower-2540931>

<https://youtu.be/NcVjCuJG26c>

<https://youtu.be/Bz0z7fZBwsQ>

(The instructions below are available for use under a non-commercial share-alike Creative Commons license)

# Kusudama!





## Schools Resources from Other Organisations

### Médecins sans Frontières / Doctors Without Borders

Doctors Without Borders provide an extensive range of schools' teaching and learning materials covering subjects such as:

- Assemblies
- English
- Humanities
- Languages
- Missing Maps
- Sciences

These resources have been carefully matched to Awarding Body specifications and have been informed by detailed review of Examiners' Reports. They include PowerPoint presentations, activities and handouts.

See their website: <https://www.msf.org.uk/teaching-resources-schools>

### Equality and Human Rights Commission

EHRC provides videos, lesson plans, assembly materials and other resources to support teaching and learning, with a focus in equality and human rights. These are relevant to PSHE, Citizenship, Religious Education and English, but can also support the teaching of arts and humanities, as well as addressing issues such as bullying.

See their website: <https://www.equalityhumanrights.com/en/secondary-education-resources>

### Positive Negatives

The maths of migration - this is part of a series of cross curricular lessons looking at stories of migration. The series is freely available – with more subjects being added in due course.

<https://positivenegatives.org/about/education/maths-of-migration-educational-resources/>



## The Choices Program – Brown University

The Choices Program seeks to empower young people with the skills, knowledge, and participatory habits to be engaged citizens capable of addressing international and public policy issues through thoughtful public discourse and informed decision making.

<https://www.choices.edu/teaching-news-lesson/syrian-refugees-understanding-stories-comics/>

## Oxfam Learning

This guide is packed with practical tools and advice for teachers wanting to embed global citizenship in their classrooms. Learn how to effectively bring a global lens into your teaching with our handy planning framework, participation methods, and tools to assess learning.

<https://www.oxfam.org.uk/education/resources/global-citizenship-in-the-classroom-a-guide-for-teachers>

