

# Home from Home

## KS2 Short Lesson Plan Guide for Teachers

For more detail and additional activities, please refer to the full lesson plan.

### LESSON OBJECTIVES

1. To consider what is meant by the term refugee
2. To discover ways a community can support refugees
3. To reflect on how refugees might feel

### STARTER

#### Slide 2 - Exploring Images

*What can you see? What might this be? Where might this be? What is happening in the picture? Why is this happening? But why are they there?*

*Slide 3 - Do you recognise these kinds of images? Where have you seen similar images? Who are they? Where are they? Why have we heard about them?*

**Slide 4** - Share the learning objectives

### MAIN LESSON

#### Slide 5 - Definitions

Discuss in pairs which definition is correct, then feed back.

A refugee is...

1. (asylum seeker)
2. (economic migrant)
3. (refugee)

#### Slide 6 - Exploring Reasons

*What reasons would make someone leave their home? Discuss, then share some common reasons.*

**Slide 7** - Explain how difficult it can be, to leave and travel as a refugee.

#### Slide 8 - Background

Introduce the Alnabulsi family from Syria. Use **Resource Sheets A and B** to tell background story.

Discuss the decision to send them to the UK. What questions might you have? How might you be feeling?

#### Slide 9 - Questions, Thoughts and Feelings

Use **Resource Sheet C** to record questions and thoughts.

#### Slide 10 - Community Support

Introduce The Salvation Army, a church and a charity. **Click to reveal some examples of refugee support:**

fundraising throughout the UK, foodbanks (**click**), night shelters (**click**), drop-in support centres (**click**), running English classes (**click**), social clubs (**click**), campaigning and raising awareness (**click**), weekly fellowship meals (**click**), community cafes (**click**), and family support (**click**).

Watch and discuss the film - [www.salvationarmy.org.uk/safe-sanctuary](http://www.salvationarmy.org.uk/safe-sanctuary)

*What did you notice? Did anything surprise you? How are they making the family feel welcome?*

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**Slide 11 - Use Resource Sheet D** to share quotes from people in the community.

Make a class list of the types of people from the community that would need to be involved.

*Who will help them learn to speak English?  
Who will help them settle into the local area?*

**Slide 12 - How do they help?**

In pairs select three to five different types of people and brainstorm different ways that they could help.

Give each pupil a card from **Resource Sheet E**; add more if necessary. Use examples from their brainstorms.

*Stand if your person can help with...*

- Getting medical help
- Knowing where the buses go
- Learning to speak English
- Knowing how to use money
- House repairs
- Playing games
- Where to buy clothes
- Getting a new key made
- What to do in a school assembly
- Finding a job
- *Keep this one for last:* Making them feel at home

*Are there any patterns emerging? Why do people in the community want to help?*

**Slide 13 - Supporting Children**

When the girls started school a week after they arrived, they were so excited they were up and fully dressed in their uniforms at half past four in the morning!

*What is it like starting at a new school?  
Imagine what it might be like to go when you have not been to school for six years!*

**Slide 14** - Children are an important part of this project.

*Why do you think it was important for children to be involved?*

*What might happen if children were not involved?*

*If you were part of this community, what would you have wanted to do?*

**Slide 15 - Being Welcoming**

*How do you help someone feel welcome?  
What's the secret?*

In pairs write a set of guidelines. Double up the pairs. Can they reduce it to one line? Share with the class.

**Slide 16 - Answers, Thoughts and Feelings**

Use **Resource Sheet C**. Pupils to write a reply to some of the questions and worries.

**Slide 17 - Definitions**

*How would you define the term refugee?*

### PLENARY

**Slide 18** - Click to reveal each statement. Ask pupils to share:

- Three words that are important
- Two words that have made an impact
- One thing that they will do

**Slide 19** - Revisit the learning objectives; pupils to share what they have learned.