

Home from Home

KS2 Lesson Plan



A short lesson plan guide for teachers is also available.

LESSON OBJECTIVES

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

RESOURCES

- PowerPoint presentation
- Sheet A - Background Story
- Sheet B - Flags - print back to back
- Sheet C - Questions and feelings
- Sheet D - Community quotes
- Sheet E - People in the community cards
- Curriculum Links
- Video: *The Salvation Army prepares to welcome a refugee family* (1 min 30 secs)
www.salvationarmy.org.uk/safe-sanctuary
- Large paper and pens to record class ideas
- Paper and pens with a choice of colours to write
- Sticky tape (optional)

More educational resources are available, including an RE lesson exploring the refugee response in Europe -

www.salvationarmy.org.uk/schools

Be sensitive - pupils may have had a similar experience.

STARTER

Slide 1 - Title page

Slide 2 - Exploring Images

Click to reveal images (12 in total) giving pupils time to discuss the images and to build up the picture. *What can you see? What might this be? Where might this be? What is happening in the picture? Why is this happening?*

The 13th click reveals the whole picture. Discuss any surprises and observations. Explain that these are people in Greece who are living on the street. *But why are they there?*

Slide 3 - Look at the range of refugees' images. Assess the pupils' previous experience: *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:

- To consider what is meant by the term refugee
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MAIN LESSON

Slide 5 - Definitions

Read out the three definitions; challenge the pupils, in pairs, to work out which definition is correct. Discuss pupils' choices and each definition.

A refugee is...

1. Someone who has left their country and applied to a new country to live there (asylum seeker)
2. Someone who wants to live and work in another country - legally or illegally (economic migrant)
3. Someone who has fled their country because they will not be safe there any more (refugee)

Definitions based on www.refugeecouncil.org.uk/policy_research/the_truth_about_asylum/the_facts_about_asylum

Slide 6 - Exploring Reasons

Explain that deciding to leave a home is not always easy. There can be many different reasons. Ask for a range of possible reasons, then share these four common reasons.

Click to reveal each reason.

- We are not safe because of the war.
- We are not allowed to follow our faith.
- The government does not want people like us living here any more.
- We are hungry because of the drought.

'Refugees leave their country because they will be persecuted because of their race, religion, their social group, or political opinion.' Refugee Council

Slide 7 - It is dangerous to stay but it is also dangerous to leave. Refugees often have to travel through unsafe areas. They might have little food or resources to help. People might start exploiting them, taking advantage of them - they are at risk of being robbed, assaulted, over-charged for transport or goods, of losing their possessions, and of losing each other. Arriving at a settlement can be a very frightening experience - there are often hundreds of other people, they might not know anyone, they might not speak the same language as other people, the living conditions are poor, there is little food, there is nothing to do - no jobs or activities - there are no schools or safe places for children to play.

Slide 8 - Background

Introduce the Alnabulsi family: Mum and Dad, Manal and Ghassan and their three children, Rayan, Bisan and Mohammed. Explain that their home was in Syria which can be described as war-torn country.

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Use the [Resource Sheets A and B](#) to tell their background story, using the flag sheet as a prop to symbolise the family's story: they felt torn apart by war, were suddenly separated from their home, they felt abandoned and isolated, yet they are valued and wanted.

Discuss with the class how the family might have felt about this decision to send them to the UK. The UK is a safe place but they knew little about it including the language - they only spoke Arabic. *What questions might you have? How might you be feeling?*

Slide 9 - Questions, Thoughts and Feelings

Ask pupils to write questions or worries they might have and identify feelings they might be experiencing. Challenge pupils to do this from the perspective of an adult or child. Use [Resource Sheet C](#) and record questions and thoughts around the person and feelings inside.

Slide 10 - Community Support

Introduce The Salvation Army, a church and a charity. Explain that throughout the UK and Ireland there are different ways that people from The Salvation Army are supporting refugees.

Click to reveal examples of some locations. For example:

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

Explain that we will be looking at one example in more detail. Watch the film, The Salvation Army prepares to welcome a refugee family (1 min 30 secs). Please note that Salvation Army ministers are called officers and churches are called corps.

www.salvationarmy.org.uk/safe-sanctuary

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

Slide 11 - Inviting a family into your community is more than just getting the house ready; it is making them feel at home. The community, people of all ages, worked together to support the family. The photos represent some of the people who are supporting the family. Read some quotes from [Resource Sheet D](#).

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?*

For example: interpreter, English teacher, teachers and school staff, school pupil, doctor, nurse, pharmacist, dentist, local authority staff, neighbour, local person, local child, Salvation Army members, local church members, local mosque members, librarian, café owner, newsagent

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Slide 12 - How do they help?

How do these people help? In pairs, pupils select three to five different types of people from the community and brainstorm on a piece of paper different ways that these people could help the family.

Give each pupil a card from [Resource Sheet E](#), to represent people from the community; there are blanks for more categories. Pupils may wish to wear them by sticking them on with sticky tape. Gather in the sheets and use their ideas; ask pupils to stand if their person can help with...

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

Were there any patterns emerging? Discuss why 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! Ask pupils to imagine what it is like to start at a new school. Now imagine what it might be like to go when you have not been to school for six years! And yet it was a positive experience. [Click to share two quotes.](#)

Slide 14 - Many of the community people mentioned were adults. However, children are an important part of this project. [Click to reveal two quotes.](#) *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? Challenge pairs to write a set of guidelines. Double up the pairs and share their ideas in the group. Can they write a new set of guidelines? Can they halve the number of guidelines? Can they reduce it to one line? Share their thoughts with the class.

Slide 16 - Answers, Thoughts and Feelings

Refer back to [Resource Sheet C](#). Ask the pupils to re-read their comments. Has anything changed? Are there any answers for your questions? With a different coloured pen, ask the pupils to write a response to some of the questions or worries.

Slide 17 - Definitions

Give pupils time to look at the images. At the beginning they looked at the Refugee Council's definition of a refugee. Challenge pupils to share their own ideas of who is a refugee. *How would you define the term refugee?*

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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 and ask pupils to share what they have learned.

IF YOU WANT TO KNOW MORE...

Watch the video about Community Sponsorship and The Salvation Army which includes meeting the family one year later. (4 min 47 secs)

www.youtube.com/watch?v=cEgOCB5bgvM

ADDITIONAL ACTIVITIES

- Design a poster or a social media post, inviting refugees to an event you are planning. What message would you write? Research and include greetings in another language.
- Design a room. Which room is it and who is it for? How would you make it welcoming? What would make it a new home?
- List the different ways that a new person to your school or community might need support with. Create a map of all the people who are there to support them, in each particular area.
- Choose some of the welcoming guidelines to decorate and display.
- Write a diary entry or a letter to a friend about the family moving to the new home. Write from the perspective of a family member or a community member who helped with the house.
- Fact or Fiction? Share some opinions on refugees from the internet. Categorise and sort the opinions - if they are based on fact or fiction. Ask pupils to justify their choices.
- Write a recipe for being welcoming. Pour in lots of smiles. Add in a few jokes. Mix with a time for coffee and cake.