

GOT TO GO!

ACTIVITY	INSTRUCTION	RESOURCES
Objective(s)	<p>To understand what the term 'refugee' means and to reflect on what it might feel like to be a refugee</p> <p>To explore what The Salvation Army is doing to support refugees in Europe</p>	
Starter	<p>Slide 1: Refugees in the media: Discussion surrounding the news headlines about refugees.</p> <p>Suggested questions:</p> <ul style="list-style-type: none"> What does this suggest about refugees? How does it make you feel about / relate to refugees? Do you think we do enough to support refugees? <p>OR</p> <p>Slide 2: Have instructions on the board and tell pupils they must complete the task (if you can speak another language – great; give the instructions in your other tongue!).</p> <p>After a couple of minutes ask the students:</p> <ul style="list-style-type: none"> How they would feel going to a school for a week on their own in another country they'd never been to. What would the challenges be? How would they feel? Lead the discussion. 	
Introduction	Slide 3: Introduce the lesson title and learning objectives.	
Main activities	Slide 4: Matching words and definitions card sort. Ask students to define each term and then complete a card sort to see if they can match the key words with their meanings. Go over the correct definitions.	Definitions Sheet

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<p>Main Activities (continued)</p>	<p>Slide 5 *hidden*: Who is the odd one out? Show the range of images on the presentation and ask students to decide which is the odd one out and why.</p> <p>There's no right or wrong answer. Explain that everyone in the pictures was a refugee.</p>	<p>Odd One Out Images</p>
	<p>Slide 6: Causes of people fleeing their countries cards. Ask students to go through and discuss each one with a partner – What does it mean? Have you heard of examples of places where this has happened? Do any surprise you?</p>	
	<p>Slide 7: To start the audio, click ANYWHERE except the speaker icon. Listen to Chichi's story, (offline version available to read on *hidden* slide 8) and draw an emotions graph from her story.</p> <p>Encourage pupils to add in other emotions on the axis provided.</p> <p>Each group could share with the rest of class. Question students:</p> <p>At each low point in her story / your graph, how could we inject support?</p>	<p>Emotions Graph</p>
	<p>Slide 8: *hidden* (offline version available to read of above)</p>	
	<p>Slide 9: Explain that The Salvation Army is a church and charity that is working across Europe to support refugees. Show the clip from Norway.</p> <p>Ask students what The Salvation Army was doing to support people. How do you think it impacted people's lives?</p>	



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<p>Main activities (continued)</p>	<p>Slide 10 *hidden*: RE Extension activity – Why is The Salvation Army supporting refugees? A look at Salvation Army mission statement and Bible verses card sort. Ask students to look at Bible passages and decide which verses would lead a member of The Salvation Army to believe that they should be supporting refugees. Why?</p>	<p>RE Card Sort</p>
<p>Plenary:</p>	<p>Slide 11: Taboo. In pairs pupils can use key word cards to play taboo game. Pupils with card have to explain the word they have without saying it, and their partner needs to guess what the word is.</p>	<p>Taboo Cards</p>