

### ON THE MOVE

ACTIVITY	INSTRUCTION	RESOURCES
<b>Objective(s)</b>	<p>To understand what The Salvation Army is doing in the UK to support refugees.</p> <p>To reflect on whether they themselves have a responsibility to support refugees and explain why/why not.</p>	
<b>Starter</b>	<p>Slide 1 *hidden* : Get students to recap the definition of 'refugee' and question them on what they remember/learnt last lesson.</p> <p><b>OR</b></p> <p>Slide 2: put slide on the board, have students read out clues and try to figure out who the famous refugee is. Did the fact these people are refugees surprise them?</p> <p>Why? Why not?</p>	
<b>Introduction</b>	Slide 3: Introduce the lesson title and learning objectives.	
<b>Main activities</b>	Slide 4: Place a statistic/fact about refugees on each person's desk. Ask students to share the fact with the person next to them and tell their partner if it surprised/shocked them, and why/why not.	<b>Refugee Facts</b>
	<p>Slide 5: Choice of two videos: Part 1 Refugees in London, or Part 2 Asylum seekers in Yorkshire. Followed by group discussions:</p> <p>How did it make you feel?</p> <p>How do you think it will make the family feel?</p> <p>Would you like to be involved in something like this if you could? Why? Why not?</p>	<b>Refugee response part 1 or part 2</b>

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<b>Main Activities</b> <i>(continued)</i>	Slide 6: Students read about the Lift The Ban campaign and work in groups to produce promotional material to support the campaign – the more creative the better. You can suggest recording news bulletins, writing a song, recording a video etc.	<b>Lift The Ban</b>
	Slide 7 *hidden*: RE extension. Get students to look at quotes from Salvationists about why they want to support refugees. What is the motivation for Salvation Army members supporting refugees? Ask students to reflect on the beliefs they have that lead into action in their own lives.	<b>Statements from Salvationists</b>
	Slide 8: Questions to reflect and think about. Put big sheets of paper on each table with one question written on them. Students rotate around tables, getting three minutes on each and jotting thoughts on the paper. Collect them at the end and share what's been written. Could any of the ideas – particularly about what the school could do – be taken forward by the students?  Is it everyone's responsibility to support and welcome refugees?  What could be done where you live to support refugees?  What are the questions you would ask a refugee?  What are the things that stop more people doing more to welcome and support refugees?  Could our school do anything more to support refugees?  Could you do more?	<b>Discussion Questions</b>
<b>Plenary:</b>	Pick an emoji that best illustrates how you got on in the lesson today. Why this one?	