

## Dreams

Through this unit of work about refugee themes:

Children understand fundamental issues in history, geography, RE or PHSCE and they can bring an unexpectedly poignant and imaginative approach to teaching of English or the arts.

\*Understand some of the complex processes that lead to violence and conflict, which in turn cause refugees to flee their homes and countries of origin.

\*Cultivate attitudes that lead to constructive, active and non-violent resolution of conflict.

\*Develop the personal and social skills necessary to respect basic human rights.

\*Highlight the refugees' lack of choice by giving choice to the learners in how they express their feelings and present their work.

# The Refugee Phenomenon

What is that bad that they would choose to do something so dangerous?

Why is nobody looking after them?



## Evaluating Outcomes

Evaluation outcomes may come through verbal comments from children, pupils, members of the community.

Shared assemblies, pieces of art work, collective dance, children's creative writing, film or a piece of drama. Children's self-assessment of learning and their ability to peer tutor others... (through organising whole school assembly perhaps) will provide evidence of progress in learning and self-awareness. Evaluate through a performance/exhibition /film created by the children.

## Progress

This topic can take either Arts/English/Humanities focus for developing key skills and values.

Progression in speaking and listening skills can have a primary emphasis.

Tackling writing across a range of genres, self-expression through art, dance and role play and deepening core values will be evident through the study of such a sensitive but relevant subject.

The learning CAN and SHOULD be based on what the children know and what they want to find out.

## Role of parents

Parental involvement is vital to share, alter and even correct misconceptions. Invite them to a blockbuster start or to an exhibition of the learning .References:

- Pleasance Theatre Trust (tackling immigration and racist issues through drama)
- The UN Refugee Agency (teaching resources)
- EdChange– Race and Racism songs
- CBBC News website - current and archived videos/articles/interviews about refugee crisis.
- Counterpoint Arts
- Platforma; Arts and refugees organisation
- Oxfam Education (teaching resources)
- British Council (Schools Online) - PROJECT 5 The Dancing Schools>Welcome dance for refugees/ dances from other cultures
- Syria; Third Space (art exhibition of Syrian artists) Schools Online (British Council)
- Bidna Capoeira—Brazilian dance shared with refugees website link (<http://www.nrc.no/?did=9180967#.VgCFzJpwbIU>)
- Global Dimension (teaching resources)
- World view (teaching resources)

## Design

This short project may include;

**Arts;** responding through art to experiences, politics and art, what do images/music say to us? Artists to be studied; Dante Alighieri (art) Miguel Angel Estrellas (music) Kafka (Writing)

**Geography;** mapping, population, settlements, journeys, planning, economic issues, environment, developing countries and poverty

**History;** refugees through the ages, religious wars, revolutions, conflicts; past and present

**PHSCE;** Human rights, racism, persecution, immigration, nationalism

**English;** discussion/discursive texts, newspaper reports, film clips ,blogs, radio programme, e-books , speaking and listening skills, fact or opinion, P4C.

(Y5/6) Bertolt Brecht's poem: [Concerning the Label Emigrant](#)  
(Y5/6) Misganaw Worknehe's short story: [All tomorrows are the same](#)  
(Y3/4)Shaun Tan's pictorial text [The Arrival](#)

## Skills Development

**Art;** To exercise creative imagination To practise translating powerful emotions into artwork a wall hanging/a piece of glass-work/ a sculpture using scrap materials—choice.

**Geography;** To gain a general understanding of refugee issues / To understand clearly;

- a) The concepts of *migration, emigration and immigration*
- b) the definition of a *refugee*
- c) the concept of *asylum* -To see that the refugee crisis is a world wide one

To become more familiar with the regions which are often in the news, areas which are currently a source of refugees and which give asylum

**History;** To understand that the causes of migration are many and varied.

- To understand *migrants*.
  - To understand *refugees*.
  - To understand the concept of *asylum*.
  - To demonstrate to the students that there have been refugees throughout
- Where there is persecution, there will be refugees.

To learn in more detail about a historical group who fled their country for safety; such people were refugees.

**English;** To perceive the meanings behind a simple story

- To practise imaginative writing skills

**PHSCE;** To encourage *empathy* by developing a feeling of relationship with a possible refugee in one's family tree.

To foster a sense of *solidarity and responsibility* towards refugees.

Pupils will understand

- a) the definition of a refugee
- b) the concept of human equality
- c) the possible sources of *stereotypes, prejudice, intolerance, racism and discrimination*.

watch TV(!)? Do they die?  
**What is that bad that they would choose to do something so dangerous?**

## Years 5 and 6

## Discovery

During this unit of work, children will develop and extend their value sets. Learning will be guided by children's own questions.

For example; (given by Y6 class during PHSCE lesson)

**What is a refugee/immigrant/migrant?**

**Where are they coming from?**

**Why do they have to leave their own countries?**

**Where do they eat/sleep/live?**

## Risks and Barriers

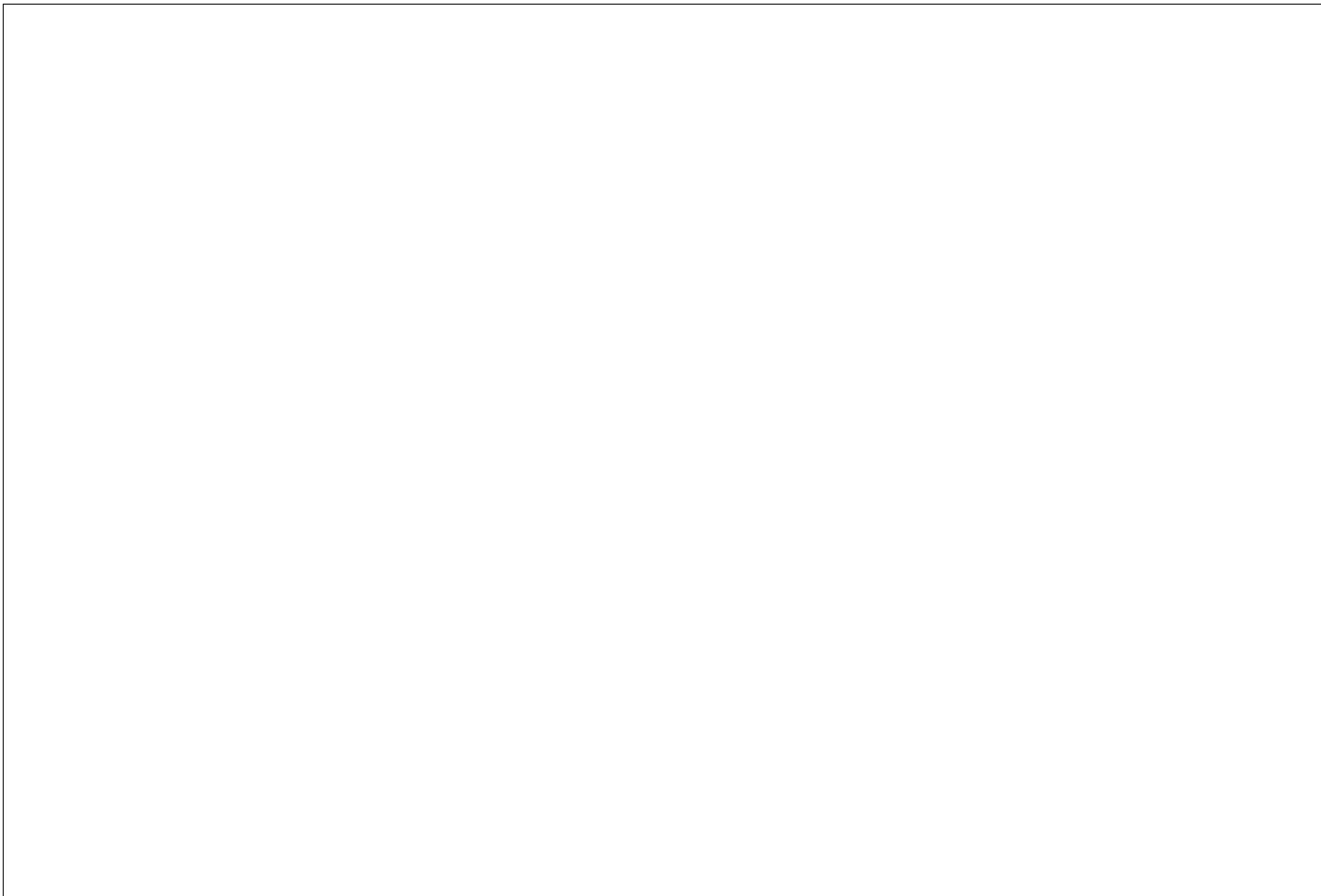
The issues need to be tackled sensitively.

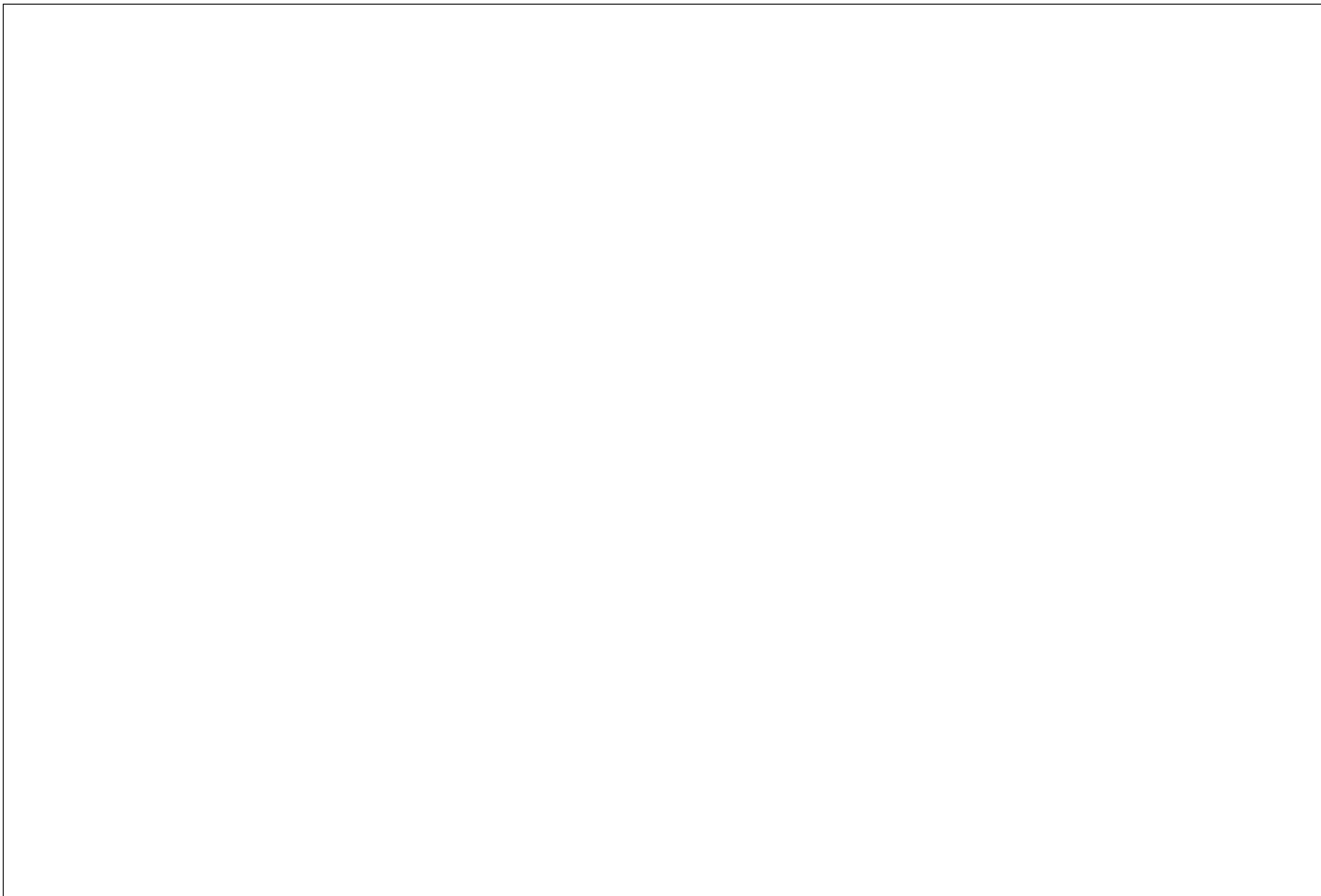
Immigration and racism need to be addressed through discussion, role play (see Drama Through Learning document 2013—National Drama Organisation)

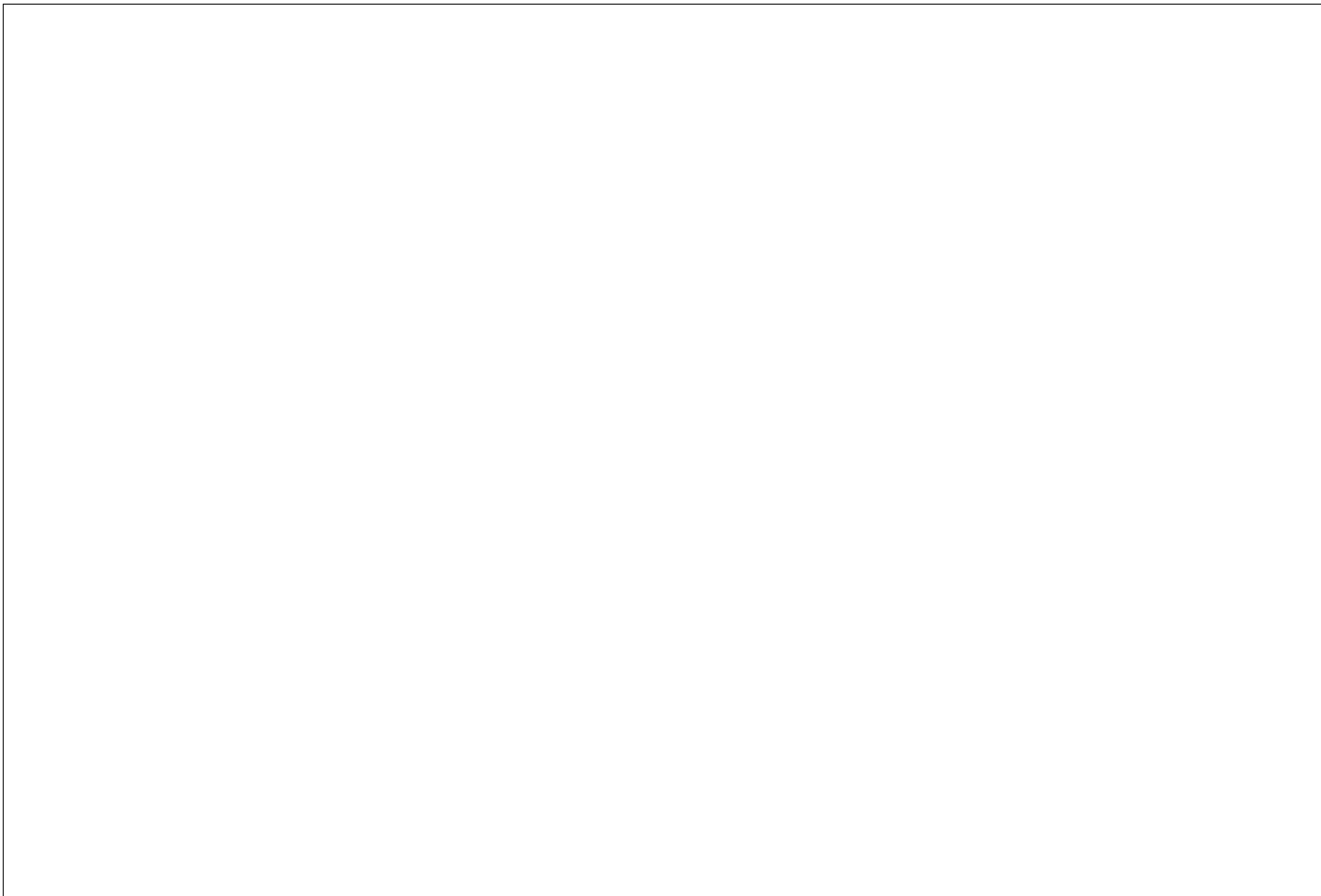
Parental misconceptions and their right to exclude their children from RE may be a barrier. Awareness of cultures and situations of children within whole school.

## Next Steps

- Children can create classroom and whole school displays.
- Plan and organise fund-raising events
- Share learning with parents through assembly, service at church, open morning
- Publish work on school website and year group blog
- Contact news-based websites; CBBC, First News with articles and reports
- Reading current news stories online and in publications







•Class task; applying and joining organisations; Unicef, Save the Children, UNESCO