

Topic: National, regional, ethnic and religious cultures

Lesson 3: We left because we had to	KS or Year Group: KS 3
Resources: 1. Groups to bring their finished displays to class	Outcomes: <ul style="list-style-type: none">• Students will be able to understand the definition of a 'refugee'• Students will be able to take responsibility for educating others about refugees and their situation• Students will be able to plan a course of action designed to bring about an improvement for refugees or influence members of the community

Lesson 3

Students to discuss their displays, then they are asked to make a number of suggestions about actions the school could take in an imagined scenario of refugees joining the school.

Starter

The groups put up their displays.

Main activity

Activity 1

Students move around the classroom looking at one another's displays. They take turns so that there is someone from each group to discuss the display with people from other groups. If there is time, students could explain their display to the rest of the class. Follow with a class discussion about whether the findings from their research changed their understanding of and views about refugees?

Activity 2 - Assessment opportunity.

Explain to students that you want them to imagine that a number of refugees are going to join the school. Ask them to individually produce ideas for actions that the school

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should take before, when and after the refugees arrive. This piece of work should include:

- an outline of their suggestions
- explanation of why they have chosen them
- the consequences of the actions they have suggested – short and long term
- what might happen if the school doesn't adopt the suggestions.

Explain that this piece of written work will be assessed and outline the assessment criteria.

This work could inform policy and practice within the school (a contingency plan could be made as a result of pupil suggestions). To enable students to achieve the higher levels, they need the opportunity to put their plans forward to key members of the school community and work collaboratively with them. For example, a meeting could be arranged between students and the member of staff responsible for the welfare of students, or students could take their suggestions to school council.

Plenary

Students to reflect on the progress they have made, evaluate what they have learnt, what went well, the difficulties encountered and what they would do differently.

Aim high

- Research how the media depicts refugees/asylum seekers and consider whether or not you think the media coverage is fair and accurate (ask your teacher for some sample headlines).
- Explain what an illegal immigrant is and answer the question 'What is the difference between an asylum seeker and an illegal immigrant?'
- Explain what an economic migrant is.
- Explain the legal status of refugees in this country.
- Find out what % of the world's refugees come to Britain.

Assessment

- Taking informed and responsible action:
- Level 2 – students describe how things might be improved through the actions that they or others might take.
- Level 3 – students identify what could be done to change things and plan some action.
- Level 4 – students plan and undertake a course of action to address significant citizenship issues.
- Level 5 – students work collaboratively with others from the wider community, to negotiate, plan and carry out action aimed at making a difference to the lives of others and explain the impact of actions taken.
- Level 6 – students negotiate their role and plan and undertake the course of action with others.
- Level 7 – they work with others to initiate, negotiate, plan and carry out appropriate courses of action in the community to bring about change.