

What would you take?

Topic: Human rights and responsibilities

Lesson 1: What would you take?	KS or Year Group: KS 3
Resources: <ol style="list-style-type: none">1. SKY video2. Resource 1 - PowerPoint presentation3. Resource 2 - A3 copy of a suitcase (one per group)4. Post-it notes or squares of paper	Outcomes: <ul style="list-style-type: none">• All students should be able to empathise with people who are forced to leave their homes.• All students should understand that many people across the world are forced to make such decisions for real and do not choose to become refugees.

National Curriculum

Key Processes: 2.1a, 2.1, 2.2d

Range and Content: 3a

Lesson 1

This lesson asks students to question how and why people become refugees. It is designed to last as long as a lesson and should allow students the chance to empathise with those who are forced to leave their homes. The timings are approximate and should be altered to fit in with the lesson – however it works better if they are kept short as it increases the sense of urgency.

It aims to tackle prejudice against refugees and encourages students to think about the difficulties facing those who have to leave their homes by getting students to think about what is important to themselves.

Starter

- Show the **SKY video** which is a clip depicting the violence in Kenya that occurred in 2007/8 after the disputed elections.
- Discuss with the group what is happening and how the people shown might feel.
- Make a list of key words which describe their feelings.

Main activity

What would you take?

Use **Resource 1**, the PowerPoint presentation, as the basis for the lesson. It contains all of the stages. The 'newsflashes' can be shown on a white board or given to groups on slips of paper (more/less able groups can be given difference scenarios as appropriate).

- What would you take? Ask the class to get into groups and give each group a copy of **Resource 2** (an A3 sheet with a picture of a suitcase on it). Follow the instructions on the Powerpoint presentation and tell them they have ten minutes to decide upon what to take as their homes and lives are under threat. Ask them to write each thing they will take on a post-it note and stick on the picture (look out for ideas such as hair-straighteners, playstations, mobile phones, etc.).
- Now tell them they can only take ten things and give them five minutes to edit their list.
- Get some groups to feedback and then give them a series of 'newsflashes':
- Newsflash 1 – all electricity is down, so no electronic devices will work. Give them five more minutes to discuss as a group and edit their lists.
- Newsflash 2 – the temperature will drop to below freezing at night and you will have no accommodation. Allow them to add items to their list.
- Newsflash 3 – all mobile phone signals are down, no phones will work. Give them five more minutes to discuss as a group and edit.
- Newsflash 4 – a neighbour tells you they are heading for the airport as a plane is leaving soon. Discuss the need for passports or identification.
- Final decision time. Ask groups to come up with their final list of ten things they would take. When they have done that, get each group to stick the A3 sheet on the wall for the rest of the class to see.
- Go around the groups and get each group to present what they have put in their suitcase.

Plenary

Ask each student to individually reflect on the activity, whilst explaining that for many people who are forced to leave their homes this is a real situation. Each group can then feedback to the class and describe what they took and why.

Ask each student to describe how it felt to take part in the activity and how it would feel to be left with only ten possessions. This could be written in a book or on a post-it or described to a partner.

Aim high

More able students could be given more newsflashes.

Summary of key learning

- Students should be able to empathise with those who are forced to leave their homes.
- Students should understand that many people across the world do not have the choices that they do.

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Resource 2 – Suitcase

