

Refugee: Could be You, Could be Me – Session 4

Shared Endeavour Fund Outcome

To challenge and prevent hatred, discrimination and intolerance

Eastside Community Heritage Outcomes

- To counter prejudice and hatred towards refugees by raising awareness
- Development of positive affective responses gained via empathy around the experience of being a refugee and its impact on the individual and families.
- To raise awareness of how non-factual perceptions, beliefs and generated negative affective responses can lead to prejudice and hatred.
- Develop an awareness of how right-wing extremist groups can use perceptions based on nonfactual beliefs and generated negative emotional responses, to promote messages of hate.
- Confidently discuss the experience of being a refugee and how perceptions based on stereotypes, negative affective responses and non-factual beliefs can lead to prejudice and hatred.

○ NOTES:

- Teacher script in purple text.
- View PowerPoint in slide show mode.

Learning Objectives and Success Criteria

LO: To explore empathy

SC: *I can perform poetry,
I can discuss media influences,
I can mind map ideas,
I can write my own poem.*

Slide 1	Session 4
Slide 2	Go through LO and SC as a class.
Slide 3	<p>Explain that last lesson we looked briefly some people's views of refugees. Today, we are going to have a deeper look at the views and opinions that some people may have.</p> <p>DRAMA: Performance poetry. Give each child a line from the poem. (Cut up the lines for Resource 4a). Children stand in a straight line or semi-circle and read their line of the poem in order. (There are 24 lines in the poem, so some children may need to be paired up to say a line). Children need to keep their poetry line safe as they will need these at the end of the lesson.</p> <p><i>You are each going to receive a line from a poem. When instructed, you will read your line of the poem. Make sure that you are standing up straight and that you read your line with volume, expression and inflection. Do not look at anyone else's lines. Instead, listen carefully to the whole poem.</i></p> <p>Feedback – what do they think of the poem? Have they heard any of these views before?</p>
Slide 4	<p>Show images of newspaper headlines and posters. Link back to the last session where you looked at some headlines. Pose the question: How do you think the media might influence the way people perceive refugees? Give each pair a copy of these media headlines and posters. (Resource 4b) In pairs, look at each one and together they need to choose one that they think is particularly influential. They are to practise saying this headline or phrase so that they know it by heart.</p> <p>Drama: Stand in a class circle, next to their partner. Place an empty chair in the middle of the circle. Go around the circle with each pair saying their headline / slogan out loud towards the chair. Think about how they are saying the words. Should they be said with a smile or a hint of aggression? Should they be mumbled or shouted? What emotion should they be showing when they say it?</p> <p>Now sit a volunteer in the chair, this time the children are to repeat their headlines but aim it towards the child. Is it easier to say it to an empty chair or an occupied chair? Why?</p>
Slide 5	<p>Children read / act out the script in pairs (Resource 4c). Reminder of character voice. Teacher walk around and give verbal feedback. Possible evidence gathering of recording / photographing script work. How dangerous would it be if the only information we received was from media influence?</p>

Slide 6	As is often the case, some people find it easier to look at an issue, such as people seeking asylum or the migration or displacement of people, as a problem that will affect their own lives. Such views and opinions can sometimes be associated as far-right extremist views. But just what is a far-right extremist? Watch the short film for a brief explanation: https://www.youtube.com/watch?v=uK2u57lz9fM&list=PLvnfxJ6uhLqAQ-a2okvC4R2RzKfxKU1UJ&index=4
Slide 7	When asked why she had written the book 'Boy Everywhere', author A. M. Dassu said: <i>Boy, Everywhere was inspired by a news interview that showed refugees in muddy camps wearing Nike trainers, holding smartphones, and talking about what they'd left behind. Looking around my comfortable living room, I realised that it could easily have been me. Due to media coverage at the time, many people assumed refugees were poor, uneducated, and wanted to come to Europe because they'd have a better economic life. But the more Syrian people I met and the more research I did, the more I realised that if it weren't for the war, most Syrians would never have left. It became clear their lives were very similar to ours in the West, and a civil war could easily bring the same fate upon any of us.</i>
Slide 8	DRAMA: Performance poetry. Each child to have the same line from the poem that they had before, standing in the same line / semi-circle. However, this time the poem must start from the end – meaning the last line is read first and so on until the first line is read last. How has it changed? How do they feel now? How can we apply this to our own thinking? <i>Now we are going to read the poem again. I want each of you to go back to the places you were before and read the same line as before, but this time, we are going to start at the end of the poem and work our way through to the beginning –the reverse order. I still want you to say your line with the same amount of expression. Listen carefully to the poem again.</i> POEM <i>Now that you have heard the poem in reverse, how do you feel now? How has it changed? How can we use the idea of changing the direction of the poem to changing the perception of refugees?</i>
Slide 9	Share another poem with the class. Written by a 14-year-old refugee. (Resource 4d) Teacher read aloud / children partner read. Discuss the poem's meaning and emotion. What was the poet trying to say?
Slide 10	Pose the question: So what now? Explain that the purpose of these lessons was not for the children to actively do something to solve the issue, but to make them aware of the truth behind refugees, migrants and asylum seekers. In small groups, create a large mind map of what they have learnt and the attitudes they have now. Encourage them to explain the importance of kindness and acceptance as a way for them to be a force for positive change. What acts of kindness could they do?
Slide 11	Using the refugee poem as a stimulus, children to write a poem about the importance of kindness and acceptance and what it means to be a refugee. Reminders that the style of poem can be their choice and it doesn't need to rhyme – the use of language for effect is the most important thing.
Slide 12	Plenary: Select a few children to read their poems aloud.
	<u>Evaluation & Evidence for Eastside Community Heritage</u> <u>Evidence 3: Poems (to show that students know basic facts about refugees and show empathy around the experience of being a refugee)</u> Submit 3 poems per class from students of different abilities by 11th March at the latest. Please submit 1 poem by a student working towards, 1 poem by a student working at, and 1 poem by a student working beyond. Send photographs or digital scans by email to freya@ech.org.uk .