

Refugee: Could be You, Could be Me – Session 3

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.
- **Understand how perceptions based on nonfactual beliefs and generated negative emotional responses can lead to prejudice and hatred.**

○ **NOTES:**

- View PowerPoint in slide show mode.

Learning Objectives and Success Criteria

LO: To present both sides of an argument

SC: *I can discuss human rights,
I can listen to and empathise with refugee stories,
I can discuss reasons for and against,
I can write a balanced argument.*

Slide 1	Session 3
Slide 2	Go through LO and SC as a class.
Slide 3	Group task: Diamond Nine Give each group a set of Diamond Nine cards (Resource 3a) Tell them to look at the cards and discuss as a group which ones they think are the most important rights. They then have to decide where to place them on the diamond nine shape – with the most important at the top and the least important at the bottom. Once completed, each group needs to share and explain their choices. Draw comparisons between groups and discuss outcomes as a class.
Slide 4	Match the Myth to the truth. Give each learning pair or small group Resource 3b . They need to cut out the myths and truths and match them.
Slide 5	The children then stick the matched myths and truths onto the table (Resource 3c) and discuss the consequences of the myths without any truth or empathy. Jot down their thoughts – this could be in bullet point or note form. Once complete, they will then discuss what could be changed or what could be done to lead to tolerance and inclusion. This can also be written in note form or bullet points.
Slide 6	Show the newspaper headlines and media footage. Discuss that these newspaper headlines imply that refugees and asylum seekers are scroungers, are a danger to our country and that refugees flee to countries where they can receive cash benefits. Play the interviews from East Side Community Heritage Oral History. Give children the transcripts to follow along (Resource 3c). Discuss the interviews in comparison to the headlines and the previous task of myth or truth.
Slide 7	<i>This slide contains three videos of real refugee journeys. These should be watched beforehand and only used if class teachers feel comfortable using them in class. The first tells a story from a Palestinian father's point of view. Although this is an animation, it speaks about dead bodies floating in the sea. Teacher judgement on whether to watch this with their class.</i> <i>The second video is an animation of Malak's journey and the third is again Malak's journey – but with more detail and footage of Malak. Teachers choose which videos to watch, being mindful of the sensitivity of the subject and whether children in their class may be affected by the content.</i> https://www.youtube.com/watch?v=BOHWYcFIY-8&feature=youtu.be https://www.youtube.com/watch?v=-FL5Ham2C-o&feature=youtu.be https://www.youtube.com/watch?v=UDy8_8L3s0A&feature=youtu.be
Slide 8	Drama: Conscience alley. Sami and his family go through quite an ordeal when travelling to safety. In chapter 6 we hear of Aadam's ordeal and have empathy for Sami as he is faced with the dilemma: should he take money from his Baba to help Aadam (in Chapter 10)? Split the class in half and have them in two

	<p>lines facing each other, leaving a tunnel going down the middle. One row is in favour of taking the money, one row is against taking the money. One confident child (or class teacher) to walk down the center of the alley in role as Sami. As 'Sami' walks past each child, the child gives a statement of why 'Sami' should / shouldn't take the money (depending on which side they are on).</p> <ul style="list-style-type: none"> - Watch the video link for further instructions on how to do a conscience alley. https://www.youtube.com/watch?v=-Hs0LirW9v8
Slide 9	Create a class list of reasons for and against Sami taking the money from Baba.
Slide 10	Children to write a balanced argument of reasons for and against Sami taking the money. Class teacher to remind class of the features of a balanced argument. (Word bank for a balanced argument: Resource 3d)
Slide 11	Plenary: Feedback. In learning pairs, share balanced arguments. What do they conclude? Should Sami have taken the money?
	<p style="text-align: center;"><u>Evaluation & Evidence for Eastside Community Heritage</u></p> <p><u>Evidence 2: Photographs or digital scans of Myth & Truth exercise (to show that students can recognise intolerance and misinformation about refugees and understand how this can lead to hatred)</u></p> <p>Submit a sample of 5 – 8 Myth & Truth exercises depending on the size of your groups, by 11th March at the latest. Send photographs or digital scans by email to freya@ech.org.uk.</p>