

Project: Welcoming refugees

Topic

Refugees

Learning outcomes

- To promote cross-cultural understanding and tolerance
- To encourage planning, collaboration and teamwork
- To give pupils an opportunity to be creative
- To develop presentation skills

Age and level

13-17 (B1+)

Time

60-80 minutes (including a 10-15 minute optional activity)

Materials

- Student worksheet
- Project materials: pens, pencils or crayons, paper, a large sheet of card, scissors, glue
- (Optional) Video: From Syria to Germany: A tale of two brothers:

<https://www.youtube.com/watch?v=-QIHUcXQhf0>

Introduction

In this lesson, pupils learn what a refugee is by reading a definition, some statistics and some information about refugees. Learners are encouraged to put themselves in the place of a refugee and consider how they might feel about leaving behind their homes. They can also watch a short video produced by UNICEF, in which two brothers talk about their journey from Syria to Germany.

In the main part of the lesson, learners work in groups to produce a poster presentation. They imagine a group of refugee children of the same age are coming to live in their town. They follow clear steps to plan, research, prepare, do and present ideas for activities to make the refugees feel welcome. Finally, they present their ideas to the class using posters to help them explain their ideas.

Procedure

Warmer (5 minutes)	<ul style="list-style-type: none"> Write 'refugee' on the board and ask learners if they know what it means. Accept any ideas at this stage.
Checking understanding (10 minutes)	<ul style="list-style-type: none"> Hand out the student worksheet and ask learners to read the text in Task 1. Alternatively, display the text or read it out aloud. Check learners' understanding by asking a few comprehension questions: Why do refugees leave their country? What do they leave behind? What's the difference between travelling to another country for a holiday and being a refugee? Finally, ask learners: How do you think a refugee of your age feels?
Video viewing (10–15 minutes) (Optional)	<ul style="list-style-type: none"> To help learners develop a deeper understanding of the refugee crisis, you could show them the UNICEF video 'From Syria to Germany: A tale of two brothers': https://www.youtube.com/watch?v=-QIHUcXQhf0 The language level of the video is aimed at CEFR level B2 learners so some of the language will be challenging. If you use the video, provide some activities to help learners understand. For example: Before watching the video: Explain that learners are going to watch a video about two brothers (Ali and Ahmed) travelling from Syria to Germany. If possible, show the journey on a map, and ask learners to predict how the brothers will travel, and the challenges they might face. While watching: Ask questions to check understanding: Why did the brothers leave Syria? What do they think about Germany? Where do they live now? Is Ali happy? Why? Let learners watch the video more than once if they need to and pause if necessary. After watching: Ask learners what they have learned about the refugee experience for young people. How would they feel in Ali and Ahmed's situation?

Project preparation (5 minutes)	<ul style="list-style-type: none"> • Refer learners to Task 2 in the student worksheet. Alternatively, display the text or read it aloud. Check that learners understand the situation and what they need to do. • Put learners into groups of four. Each group can choose a name. If you think it is helpful, appoint the following roles within each group: <ul style="list-style-type: none"> ○ Learner A: Note-taker (writes down initial ideas) ○ Learner B: Organiser (organises the group and the materials) ○ Learner C: English monitor (reminds learners to use as much English as possible) ○ Learner D: Timekeeper (decides how much time needs to be spent on each step and then makes sure times are adhered to)
Project work (20-30 minutes)	<ul style="list-style-type: none"> • If you have copies of the worksheet, read through steps 1-6. • Alternatively, talk learners through the steps, writing the following headings on the board to help everyone remember what they have to do: <ol style="list-style-type: none"> 1. Get started 2. Plan: think of 3-5 activities for refugees to do (you could brainstorm some ideas here) 3. Research: find out information about the activities (if possible) 4. Prepare: write ideas, draw pictures, design the poster 5. Make your poster 6. Practise presenting your ideas • As groups work, walk around and help where necessary.
Presentations (10–15 minutes)	<ul style="list-style-type: none"> • Learners take turns to present their ideas to the class. If you have a large class, put groups together to present their ideas. • Optional: Film learners' presentations (with parental permission) and play back the recordings in the next lesson. Encourage learners to praise their classmates' efforts.

Contributed by

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