



Refugees – Stranger to Citizen: Lesson Plan

Class	Key Stage	Time	Curriculum Areas
Year 5 & 6 (could be adapted for year 4)	2	90 minutes	History (local / topic after 1066) Geography (Where is the UK / mapping) Citizenship – British Values Relationships & empathy (soft skills)

Sensitivity: Stories of persecution and refugees, there may be members of the class who have fled war torn countries or persecution. The role play, for example, may actually be lived experience for some students. This is a live current topic and may raise difficult memories and emotions. It is, however, useful for embedding soft skills around discussion and empathy.

A book that would be useful to read alongside this lesson would be Onjali K. Rauf *The Boy At the Back of the Class* (2018).

Learning Outcomes			
<ul style="list-style-type: none"> • To explore the differences between ‘Strangers’ and Citizens and the value of both. • To understand that some people leave their countries of birth. • To understand why people leave their countries of birth. • To explore life in a different country as a refugee and/or migrant • To discuss values and share information and opinions in a respectful manner • To learn about the story of the Huguenots, the first refugees. • To learn about waves of migration to Spitalfields in East London 			
Teacher / student activities	Timings	Resources	Notes (✓ done)
1. Introduction (slide 2 – 3) <i>Activity and/or Discussion</i> Definitions – What is a citizen? What is a stranger? What are the differences between a stranger and a citizen? What are the similarities? What links us all together? Similarities and differences – we are all human – common denominator, what links us all. Pupils to write around the human templates on the Stranger/Citizen worksheets.	0.00 – 0.10	Stranger/Citizen worksheets (print slide 3) Pens/pencils	

<p>2. Why might people leave their country of birth? (Slide 4)</p> <p><i>Discussion</i></p> <p>Ask students to come up with ideas. Once they've exhausted their own ideas, give them words cards with other reasons for them to discuss in pairs – feedback to group.</p> <p>Persecution – faith / nationality/ race or ethnic identity/ gender / sexuality (years 5/6); environmental disaster; poor economics of home country; oppression (regime / government); free will.</p> <p>Encourage the pupils to think of a variety of reasons e.g. war or new job, persecution or climate.</p>	0.10 - 0.20	Word card – reasons for leaving country of birth	
<p>3. What is a refugee/economic migrant/migrant?</p> <p><i>Teaching and discussion</i></p> <p>Have you heard of these words before? Where have you heard them? What do they mean?</p> <p>Explain meaning and differences. Explain refugee as word of French origin and that the Huguenots were the first refugees.</p>	0.20 – 0.25	Slide 5 - 6	
<p>4. Issues refugees face</p> <p><i>Group activity discussion (Pairs or table groups)</i></p> <p>Students pretend they have just arrived here and are trying to start a new life – look at specific topic/prop and think about problems (and opportunities) that might arise – i.e. no language, no written skills, no friends or family.</p> <p>Props – money, book/sign in different language, food, wood for fire, contract for housing / work</p> <p>Feedback to group</p>	0.25 – 0.35	<p>Slides 7 - 8</p> <p>Word cards and related props – money (fake coins/notes), book / signage in different language / contract in different language / school book / medicine instructions</p>	

		teddy bear / heavy book	
<p>DEBATE</p> <p>8. Were the Huguenots good citizens? (slide 15-16) <i>Discussion activity</i></p> <p>1) What makes a good citizen? What are the qualities you think make up a British Citizen? And what don't?</p> <p>2) Does the past matter? Should we spend money on repairing old buildings? What can old buildings tell us about our area?</p> <p>What do you think people thought of the Huguenots skills/craftsmanship? Do you think this helped them settle into life in UK? Draw out of your discussion the values the Huguenots displayed of honesty, loyalty, trustworthiness, committed to their faith, hardworking, tolerance, adaptability.</p> <p>Do you think the Huguenots were good citizens? What makes a good citizen?</p> <p>Do you think you are a good citizen?</p>	1.00 – 1.15	Slides 16 - 18	
<p>11. Summary</p> <p>What have the students learnt? (Use aims from the top of the page to find out what the children remember.)</p>	1.15 - 1.20		