

# MIDDLE EASTERN Lesson Plan



MERHABA



## Activity

### 1

#### Defining an asylum seeker and refugee.

Activate prior knowledge – Discuss the pupil's ideas and perceptions. Reinforce the understanding that a refugee is someone who has to leave their own country because they are afraid of being persecuted (abused or mistreated) because of their religion, political beliefs or social behaviour. When you are given refugee status after successfully applying for asylum in another country, you are allowed to live in that country, safe from harm.

Many people are refugees whether or not they have been officially recognised by the government of the country in which they are seeking asylum. Once a person flees their home country they become a refugee.

#### What is an asylum seeker?

Reinforce an asylum seeker as someone who seeks asylum (safety) in a foreign country and has applied to the government in the hope that they will be granted refugee status.

In talking partners discuss and note why you think someone would want to leave their home? Share ideas as a class. Use sheet provided to reinforce and develop possible reasons.



#### Learning objective

- To explore and discuss attitudes, myths and prejudices in a safe and structured environment
- To improve skills of speaking, listening and analysis



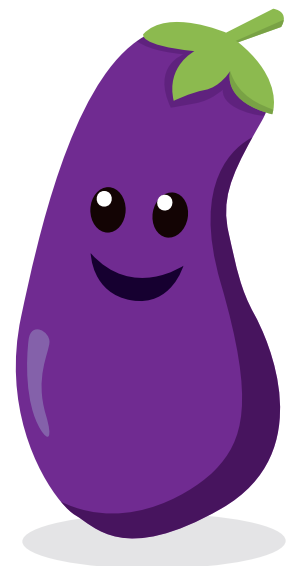
#### DVD Link

- View clip 4



#### Resources needed

- Reasons for people needing to leave their home information sheet provided (R41)
- Notes page provided (R42)





## Skills

### Year 3

Relevant vocabulary

Use talk purposefully to complete a task in a group.

### Year 4

Explain information and ideas using supportive resources, e.g. on-screen and web-based materials

Help a group to reach agreement, e.g. considering reasons or consequences, keeping focus on the topic.

### Year 5

Explain information and ideas, exploring and using ways to be convincing, e.g. use of vocabulary, gesture, visual aids

Build on and develop the ideas of others in group discussions, e.g. by asking questions to explore further, offering more ideas.

### Year 6

Express issues and ideas clearly, using specialist vocabulary and examples

Follow up points in group discussions, showing agreement or disagreement giving reasons.

## Levels/Differentiation - Oracy

### Level 3

- Through relevant comments and questions, they show they have listened carefully.

### Level 4

- In discussion, they listen carefully, making contributions and asking questions that are responsive to others' ideas, needs and views.

### Level 5

- In discussion, they pay close attention to what others say, ask questions to develop ideas and make contributions that take account of others' views.

## Activity

2

### Sorting fact from fiction when talking about asylum seekers.

Before the class discussion it is important to emphasise that you will be airing some of the myths or issues pupils may be uncertain about. It is not about judging or criticising anyone. Everyone should be careful not to offend others.

Tell the children that the press sometimes will refer to asylum seekers negatively as 'taking over the country'. Discuss can you believe everything you read or hear?

Discuss prior knowledge about asylum seekers with the class. **Think, Pair, Share.**

Use the sheet provided to work out which truths match the myths and draw a line between them.

Do you now feel differently about asylum seekers to how you felt previously? Has educating yourself about this issue changed your feelings and opinions?



#### Learning objective

- To sort fact from fiction



#### DVD Link

- View clip 4



#### Resources needed

- Myths and truths sheet provided (R43)

## Activity

3

### How do refugees contribute to society?

Britain has a long history of providing asylum to refugees. Many different groups have been forced to flee their homes in the past. They have settled into British life and continue to contribute to the community.

**Activating prior knowledge** – Look at the photos provided and ask who has heard of the famous people in the photographs? Share thoughts using snowballing.

Facilitate class discussion about what the famous people might have in common. The answer is that they are all famous for their contribution to society in the UK, and they or their families are refugees.

Reflect with pupils on the answer and whether this challenges perceptions.

Split class into 6 groups and give each pair a 'refugee story'. They should read over their 'refugee story' so that they can become 'experts' on this person. The expert from each group will envy to other groups to share their knowledge.

At the end of the session as a class reinforce who the people are, why they are famous and that they or their families are refugees.



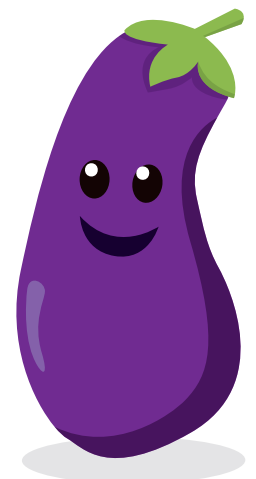
#### Learning objective

- To find out how people make a difference or contribution to life



#### Resources needed

- Photos of famous people sheet provided (R44)
- Refugee stories provided (R45)





## Skills

### Activity 2

#### Year 3

Listen carefully and make connections between what they are learning and what they already know

- Skim to gain an overview of a text, e.g. topic, purpose
- Contribute to group discussion, sharing ideas and information

#### Year 4

Listen carefully to presentations and show understanding of main points

- Skim to gain the gist of a text or the main idea in a chapter
- Contribute to group discussion and help everyone take part

#### Year 5

Listen carefully to presentations using techniques to remember the main points, e.g. making notes, summarising

- Use a range of strategies for skimming, e.g. finding key words, phrases, gist, main ideas, themes
- Contribute to group discussion, taking some responsibility for completing the task well, e.g. introducing relevant ideas, summing up

#### Year 6

Listen carefully to presentations and show understanding of the speakers' conclusions or opinions

- Distinguish between facts, theories and opinions
- Use a range of strategies for finding information, e.g. skimming for gist, scanning for detail
- Contribute purposefully to group discussion to achieve agreed outcomes

### Activity 3

#### Year 3

Explain information and ideas using relevant vocabulary  
Contribute to group discussion, sharing ideas and information

#### Year 4

Explain information and ideas using supportive resources, e.g. on-screen and web-based materials.  
Contribute to group discussion and help everyone take part

#### Year 5

Explain information and ideas, exploring and using ways to be convincing, e.g. use of vocabulary, gesture, visual aids  
Contribute to group discussion, taking some responsibility for completing the task well, e.g. introducing relevant ideas, summing up

#### Year 6

Express issues and ideas clearly, using specialist vocabulary and examples  
Contribute purposefully to group discussion to achieve agreed outcomes

### Thinking Skills

Activating prior skills, knowledge and understanding  
Considering evidence, information and ideas

## Levels/Differentiation

### Activity 2 & 3 - Oracy

#### Level 3

- Pupils talk and listen confidently in different contexts, exploring and communicating ideas.

#### Level 4

- Pupils talk and listen with confidence in an increasing range of contexts.

#### Level 5

- Pupils talk and listen confidently in a wide range of contexts, including some that are of a formal nature.

### Activity 2 & 3 - Reading

#### Level 3

- They can use appropriate strategies in order to read independently and establish meaning.
- In responding to literary and non-literary texts they show understanding of the main points

#### Level 4

- In responding to a range of texts, pupils show understanding of significant ideas, themes, events

#### Level 5

- Pupils show understanding of a wide range of texts, selecting essential points and using inference and deduction where appropriate.



## Activity

### 4

### Exploring prejudice facing refugees and to empathise with how they could feel.



Encourage pupils to sit in a circle and discuss the following: **Name**

What does your name mean to you? Have you ever chosen to be called something different e.g. a shortened name or even a nickname? Have other people ever labelled you instead of using your name? If yes, why do you think that they did it? How did it make you feel? What can you do to stop it?

Refugees arriving in the UK often face prejudice. Pupils may have come across this before in the media, in political debates or in the playground. It can be especially hard for refugee children to settle into a new school.

Split pupils into pairs or groups and hand out a photocopy of the poem provided to one member of each group to read it to the others.

Encourage discussion based around topics like 'What does she think about the label given to her?' 'What could people do differently to help Ruvimbo feel at home?'

Empathise and imagine you are Ruvimbo. Complete the feelings, needs and hopes sheet provided.



Highlight key words to make a word foto on the ipad.



#### Learning objective

- To infer and empathise



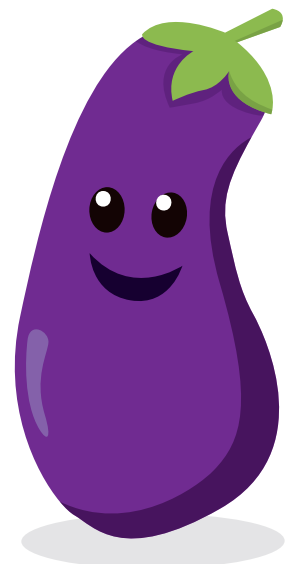
#### DVD Link

- View clip 4



#### Resources needed

- Poem by Ruvimbo Bungwe provided (R46)
- Feelings, needs and hopes sheet provided (R47)
- ipads – word foto





## Skills

### Year 3

Express basic opinions about topics and written texts, e.g. discuss topics that are within their scope of experience, discuss a character in a story.

An increasingly imaginative vocabulary.

### Year 4

Express opinions about topics and written texts, e.g. topics that affect their school, what they think about the ending of a story

Choose and use words from an increasing range of imaginative vocabulary

### Year 5

Express opinions about topics and written texts and include some supporting reasons

Choose and use a wide range of adventurous and imaginative vocabulary with increasing precision

### Year 6

Express opinions clearly about topics and written texts and include supporting reasons

Choose and use a wide range of adventurous and imaginative vocabulary with precision

## Levels/Differentiation - Writing

### Level 3

- Sequences of sentences are used to develop ideas and words are sometimes chosen for variety and interest.

### Level 4

- Vocabulary choices are often adventurous and words are sometimes used for effect.

### Level 5

- Vocabulary choices are imaginative and words are often used precisely.

## Levels/Differentiation - Oracy

### Level 3

- Pupils talk and listen confidently in different contexts, exploring and communicating ideas.

### Level 4

- In discussion, they listen carefully, making contributions and asking questions that are responsive to others' ideas, needs and views.

### Level 5

- In discussion, they pay close attention to what others say, ask questions to develop ideas and make contributions that take account of others' views.

## Activity

### 5

### What rights are the most important to you?



Divide the pupils into small groups and give each group a set of 'our rights' cards provided.

Tell them to read the cards then discuss and decide which ones they think are the most important rights. Ask them to rank the cards in a 'diamond nine' shape with the most important at the top and the least important at the bottom.



1  
22  
444  
77  
9

Encourage the groups to discuss the question together and reach a consensus and when they have ranked their rights, ask someone from each group to briefly explain their top and bottom choices. Draw comparisons between the different choices groups have made.



#### Learning objective

- To make decisions giving reasons for choices made



#### DVD Link

- View clip 4



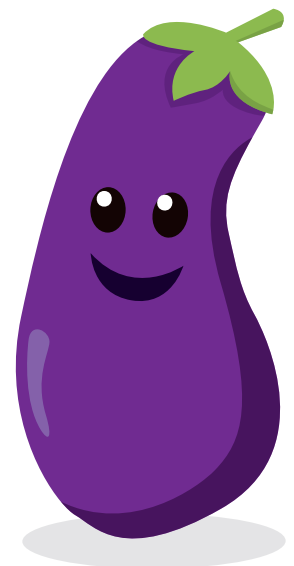
#### Resources needed

- People's rights sheet provided (R48)



#### Useful links

Encourage links to 'Rights Respecting' (UNICEF) for further activities on the 'Rights of the Child'. Children's versions of the 1989 Convention on the Rights of the Child can be downloaded from [www.unicef.org/tz/rights/convention.asp](http://www.unicef.org/tz/rights/convention.asp) and of the 1948 Universal Declaration of Human Rights from [www.un.org/cyberschoolbus/humanrights/resources/plain.asp](http://www.un.org/cyberschoolbus/humanrights/resources/plain.asp)





## Skills

### Year 3

Contribute to group discussion, sharing ideas and information

### Year 4

Contribute to group discussion and help everyone take part

### Year 5

Contribute to group discussion, taking some responsibility for completing the task well, e.g. introducing relevant ideas, summing up

### Year 6

Contribute purposefully to group discussion to achieve agreed outcomes

### Thinking Skills

- Asking questions
- Activating prior skills, knowledge and understanding
- Thinking about cause and effect and making inferences
- Forming opinions and making decisions
- Reviewing the process/method

## Levels/Differentiation - Oracy

### Level 3

- They express an opinion simply.
- In discussion, they show understanding of the main points.

### Level 4

- Their talk is adapted to the purpose: developing and organising ideas thoughtfully, describing events and conveying their opinions clearly, including reasons occasionally.

### Level 5

- In discussion, they pay close attention to what others say, ask questions to develop ideas and make contributions that take account of others' views.
- They develop their talk purposefully and when expressing opinions they provide reasons to support their views.

## Activity

### 6



#### View clip 4

Lawa stated that he fled from North Iraq due to Saddam Hussein's regime.

**Can you work out how many asylum applications the Home Office receives?**

In 2005, the Home Office received **25,710** applications for asylum. All of these people wanted to live as refugees in the UK. Asylum applications were made from more than 45 countries during this year. The largest numbers of applications came from Iran, Somalia, Eritrea, China and Afghanistan.

Research the number of applications the Home Office received in 2015. Use your findings to present and compare the statistics collected.



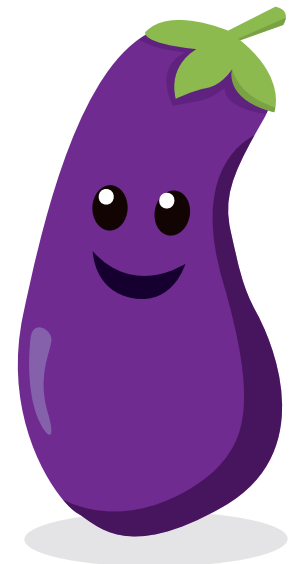
#### Learning objective

- To collect, present and compare data



#### Resources needed

- Access to the internet





## Skills

### Year 3

Skim to gain an overview of a text, e.g. topic, purpose

- Locate information on web pages using screen features, e.g. toolbars, side bars, headings, arrows

### Year 4

Skim to gain the gist of a text or the main idea in a chapter

- Find information and ideas from web pages, using different search methods, considering which are the most efficient methods

### Year 5

Use a range of strategies for skimming, e.g. finding key words, phrases, gist, main ideas, themes

- Use information from trusted sources, on-screen and on paper, selecting and downloading as necessary

### Year 6

Use a range of strategies for finding information, e.g. skimming for gist, scanning for detail

- Use internet searches carefully, deciding which sources to read and believe

### Year 3 & 4

Represent data using:

Lists, tally charts, tables and diagrams

Bar charts and bar line graphs labelled in 2s, 5s and 10s

Pictograms where one symbol represents more than one unit using a key

Venn and Carroll diagrams

Extract and interpret information from charts, timetables, diagrams and graphs.

### Year 5 & 6

Represent data using:

Lists, tally charts, tables, diagrams and frequency tables

Bar charts, grouped data charts, line graphs and conversion graphs

Extract and interpret information from an increasing range of diagrams, timetables and graphs (including pie charts)

Use mean, median, mode and range to describe a data set

## Levels/Differentiation - Maths

### Level 3

- They extract and interpret information presented in simple tables and lists, and construct and interpret bar charts and pictograms.

### Level 4

- They collect discrete data, group data where appropriate, and use the mode and median as characteristics of a set of data.

### Level 5

- They use the mean of discrete data and compare two simple distributions.

## Activity

### 7

#### Kurdish food:

What do you know, what can you find out and can you design your own menu?



Find out what the pupils know about Kurdish food.



Use talk partners to research and make notes on different Kurdish foods. Share ideas with the class.



Ask the pupils to look at an example of a menu and highlight key features. This will provide the class with a success criteria to follow.



Ask the pupils to design and present ideas for a Kurdish cuisine menu. Children could use Book Creator if ipads are available.

#### Extension Activities

##### Numeracy task

Swap your menu with a partner and ask them to order food from the menu to feed a family of 5.

Can they work out the bill?

Can they work out a 10% tip for the waiters?

##### Language task

Can you translate your menu into Welsh?



#### Learning objective

- To use research to write for a purpose



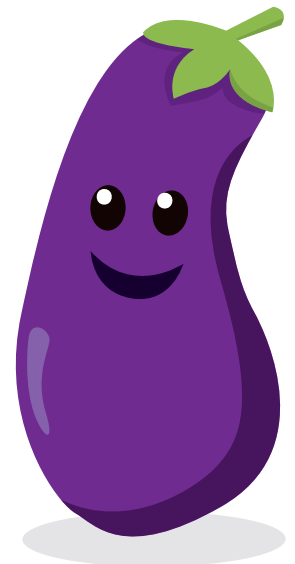
#### Resources needed

- Access to the internet or Kurdish cookery books
- Examples of menus provided (R49)
- Paper, pens and pencils
- Ipad – Book Creator



#### Resources needed

- Welsh dictionaries
- Calculators





## Skills

### Year 3

Note down ideas to use in writing

### Year 4

Gather ideas to plan writing

Find information and ideas from web pages, using different search methods, considering which are the most efficient methods

### Year 5

Use techniques in planning writing, e.g. mindmapping, sequencing, placemat activities

Use information from trusted sources, on-screen and on paper, selecting and downloading as necessary

### Year 6

Use a range of strategies to plan writing, e.g. notes, diagrams, flowcharts

Use internet searches carefully, deciding which sources to read and believe

### Maths Year 3, 4, 5 & 6

Transfer mathematical skills to a variety of contexts and everyday situations

Select and use suitable instruments and units of measurement

## Levels/Differentiation - Writing

### Level 3

- The main features of different forms of writing are used appropriately, beginning to be adapted to different readers.
- Handwriting is legible and work is appropriately presented.

### Level 4

- Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose and reader.
- Vocabulary choices are often adventurous and words are sometimes used for effect.
- Handwriting is clear and legible and, where appropriate, presentation is adapted according to the task.

### Level 5

- Pupils' writing is varied and interesting, conveying meaning clearly in a range of forms for different readers, using a more formal style where appropriate.
- Work is legible and well presented.

# Activity

## 8

### ? Big Question!

Should there be a limit on the number of refugees entering the UK?

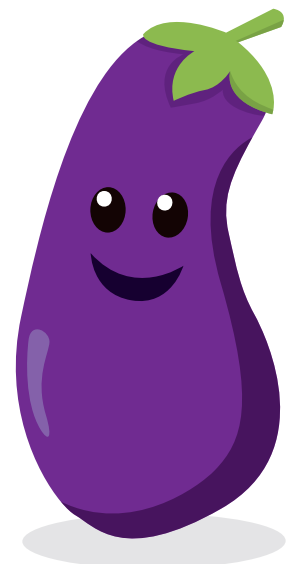
In recent months, chaos at border crossings and train stations, squalid conditions in makeshift refugee camps have all helped bring Europe's refugee crisis into the global spotlight. They are fleeing persecution, poverty and conflicts that rage beyond the continent's borders, but not all manage to reach safety – this year alone **2,850** people have drowned in the Mediterranean when trying to reach European countries along very dangerous routes.

**As a class prepare a debate – for and against- surrounding the question: Should there be a limit on the number of refugees entering the UK?**



#### Learning objective

- To develop empathy, listening, discussion and debating





## Skills

### Year 3

Written texts, e.g. discuss topics that are within their scope of experience, discuss a character in a story

Use talk purposefully to complete a task in a group.

### Year 4

Express opinions about topics and written texts, e.g. topics that affect their school, what they think about the ending of a story

Help a group to reach agreement, e.g. considering reasons or consequences, keeping focus on the topic.

### Year 5

Express opinions about topics and written texts and include some supporting reasons

Build on and develop the ideas of others in group discussions, e.g. by asking questions to explore further, offering more ideas.

### Year 6

Express opinions clearly about topics and written texts and include supporting reasons

Follow up points in group discussions, showing agreement or disagreement giving reasons

## Levels/Differentiation - Oracy

### Level 3

Pupils talk and listen confidently in different contexts, exploring and communicating ideas.

- In discussion, they show understanding of the main points.
- Through relevant comments and questions, they show they have listened carefully.
- They begin to adapt what they say to the needs of the listener, varying the use of vocabulary and the level of detail.
- They express an opinion simply.
- They are beginning to be aware of standard forms and when they are used.

### Level 4

Pupils talk and listen with confidence in an increasing range of contexts.

- Their talk is adapted to the purpose: developing and organising ideas thoughtfully, describing events and conveying their opinions clearly, including reasons occasionally.
- In discussion, they listen carefully, making contributions and asking questions that are responsive to others' ideas, needs and views.
- They can suggest changes in vocabulary and style which would improve talk.
- They use appropriately some of the features of Standard English vocabulary and grammar.

### Level 5

Pupils talk and listen confidently in a wide range of contexts, including some that are of a formal nature.

- Their talk engages the interest of the listener as they begin to vary their expression and vocabulary.
- In discussion, they pay close attention to what others say, ask questions to develop ideas and make contributions that take account of others' views.
- They develop their talk purposefully and when expressing opinions they provide reasons to support their views.
- They are able to evaluate talk and understand how