

Early Years Primary – Primary 1/2
Curriculum Overview

'My Name is not Refugee' by Kate Milner

This package provides all the material needed to deliver a learning programme on the plight of refugees

Contents:

- 1. Introduction*
- 2. Learning Aims*
- 3. Video Presentation: Reading of My name is not Refugee.*
- 4. Detailed lesson commentary and plan for initial and extension learning activities incorporating themes and skills explored*
- 5. Extension work with themes, skills and Experiences and Outcomes identified*
- 6. Experiences and Outcomes for Early Years at level 0 and 1 for all activities*
- 7. Activity sheets for all learning activities and extension work 1 – 8*

8. User friendly summative lesson outline for each learning activity and extension work

1. Introduction

This programme of work is based on the story *My name is not Refugee* by Kate Milner. The book follows the journey of a child and his mother as they are forced to leave their home and travel to a new home in a place of safety. The book is endorsed by Amnesty International. It is published by The Bucket List, Edinburgh.

Themes:

It focuses on exploring the following themes: ***being safe, family, loss, journeys, identity, refugee crisis, value, inclusion***

Skills:

It focuses on developing the following skills: ***empathy, gratitude, kindness, respect, equality, sharing, working together, thinking in role, imaginative response***

Timing:

- The **video presentation** reading takes about 15 minutes. It includes the story being read aloud by the presenter, looking at the pictures of the story and some open questions to stimulate conversation at the start of the practical lesson. It also introduces basic vocabulary for this session.
- The following **learning activities** are divided into sections, each of which takes between 15 and 30 minutes. These are designed to be followed chronologically as a response to the story. Each of the 6

activities covers **one or more of the themes, one or more of the skills and Curriculum for Excellence Experiences and Outcomes.**

- Each of the extension activities is designated a **subject focus** and is designed to deepen learning in skills and themes

2. Learning Aims & Objectives

- **To raise awareness of the refugee crisis by:-**
 - Exploring how global events can impact on the lives of individuals
 - Examining the journeys faced by refugees in pursuit of safety
 - Reviewing the myths surrounding the refugee crisis
- **To develop empathy towards the plight of refugees by:-**
 - Giving children the opportunity to take on the roles of young refugees
 - Exploring feelings and sensory responses to imagined situations
 - Examine ways in which the worlds of the refugees and the children are both similar and different
- **To promote the successful integration of refugees in the community by:**
 - Providing activities which heighten awareness of social responsibility
 - Promote acceptance and celebration of diversity of culture in our community
 - Considering the lives of refugees in their new communities

In addition, many of the learning are **CfE Experiences and Outcomes** are covered as are the following **four capacities:**

- **Successful Learners**

- Effective Contributors
- Confident Individuals
- Responsible Citizens

		Resources	Themes
	<p style="text-align: center;">3. <u>Video Presentation</u></p> <p>Play the presentation to the children. RS1</p> <p>Initial response of pupils generated from questions. Example of questions:</p> <ul style="list-style-type: none"> • what would you say that story was about? • how did it make you feel when you were listening to the story and looking at the pictures? • if you were telling a friend or someone at home about the story, what would you say the story was about? 	RS1	<i>All themes covered below are introduced through the telling of the story.</i>
A1	<p style="text-align: center;">4. <u>Detailed Lesson Outlines</u></p> <p><u>Being Safe – 10 mins</u></p> <p>Q. What makes you feel safe? In pairs or with class teacher, discuss and share what you come up with. Teacher writes these down on individual pieces of paper.</p> <p>Q. How does it feel to be safe? Repeat this process. The words are put into a word jar to keep them safe!</p> <p>T. Close your eyes. Think of a safe place. What did you see? Teacher writes down the responses.</p>	Safe jar	<p>1)Safety</p> <p>2)Reasons people become refugees</p> <p>3)Family</p>

Q. What is the opposite of 'safe'? What could 'not safe' mean for this boy in the story and his Mum? Why do you think people might have to leave their homes?

T: How might you feel when you are not safe? Discuss. Choose words that would describe what you might feel if you were not safe. The words are put into a word jar to keep them safe!

AS1
x each pupil

4)Danger

A2 Saying Goodbye – 20+ mins

You can only take what you can carry.

Q. What would you take with you in your bag? Discussion.

T. Pupils are given sheet **AS1** to complete by drawing around the bag what they would want to take with them. When they then share what they have drawn, they should be encouraged to say why they chose these things. This could be shared with another pupil.

AS2
x each pupil

1)Journeys
2)Loss
3)Values
4)Family

Look at the picture of the boy saying goodbye. Who might this be that he is saying goodbye to? Who would you want to say goodbye to?

AS3
x each pupil

Safe jar

Journeys – 30 mins

A3 The boy and his Mum in the story are going 'somewhere else'.

Q. Has anyone here been 'somewhere else' away from your home town?

Q. How did you get there?

T. Think of all the ways you can travel. Find pictures in books. Models of vehicles in the classroom. Or draw pictures of how you can travel. **AS2**

Q. If you did not have any of these, how could you travel?

T. Make a display of all the different ways to travel that you find.

T. In threes, using your bodies, create one kind of way of travelling.

Q. What kinds of feelings do you have when you are going 'somewhere else'?

Q. If you did not know where you were going, how might you feel? Class discuss

1)Journeys
2)Safety
3)Feelings

T. Walk around the room. Or – march, dance, skate, wait, walk. Make sure you do not bump into anyone. And you must be silent. You have never been on this journey before. It is strange and new. Imagine you have your bag on your shoulders. Imagine it is getting warmer and warmer and then colder and colder and you are getting more and more tired.

Then freeze like a statue. Freeze being warm. Freeze being cold. Freeze being tired. Freeze being hungry. And start waling again. Don't bump into anyone! You are getting warmer and warmer, and colder and colder, and more and more tired. And hungrier. Then freeze like a statue again and sit down in your space.

T. Write a short diary, three sentences, about your journey. Write more if you wish. **AS3**

Q. Apart from feeling warmer and then colder and then more and more tired and hungry, how else did you feel when you were on your journeys

Q. What did you **see** when you were walking? What did you **smell, hear,taste, touch**? Discuss this in pairs. Put ideas in a jar.

A4

New Places, new people – 15 mins

Q. Look again at the picture of the boy and his mum.

Q. Why do you think the wire fence is there? What is a border?

Q. What comes into your head when you look at the people in the picture? List the words and put them in a jar.

T. Choose a person from the group in the picture that you would like to talk to. What questions might you ask them? Discuss this in pairs. Think about the information you have already talked about when you discussed the reasons for people leaving home. Discuss what their answers might be. Share with the class.

T. The boy and his Mum will have to sleep in some strange places, and visit strange new countries. Have you slept in a strange place? Or eaten strange food? Class discuss

Writing in role

AS4
x each pupil

AS5
x each pupil

AS6
x each pupil

- 1) Borders
- 2) Meeting new people
- 3) Dealing with difference
- 4) Respect
- 5) Empathy

Identity – 30 + mins

A5

Q. What was the name of the child in the story? The story did not tell us what his name was but he must have one. Discuss names.

Q. What is your name? Do you like your name? What is your favourite names(s)? Why is this?

Q. Why is your name important to you?

Q. Can you imagine if you were never called by your name but everyone called you, 'child' or 'pupil' or 'hey you' or 'refugee'?

Q. How would that make you feel? When someone says your name when they talk to you, how does that make you feel?

T: Exercise on using names:

Q. Who am I? Your name! What else makes you you?

My name is not Refugee:- 60 mins +

A6

Q If you had been on that long journey, how do you think you would feel when you arrive somewhere new and safe? What might you be worried about? Draw a picture of what you would like your new home to be like. **AS5**

T. In pairs or threes, give the pupils one of the stages of their work to create a frozen picture of, a still photograph a statue. They should think – **who** is in the picture, **what** are they doing, **how** are they feeling. Each person in the picture should try to put this information across. **AS6**

- Hearing we have to leave
- Packing your bags
- Saying goodbye
- Walking
- Sleeping in a strange place

- 1) *Identity*
- 2) *The power of names*
- 3) *Being inclusive*

- 1) *Refugees*
- 2) *Journeys*
- 3) *Empathy*
- 4) *Gratitude*
- 5) *Feeling safe*
- 6) *Respect*
- 6) *Kindness*

- Waiting at the border
- Travelling
- Eating in a strange country
- Meeting other people
- Arriving at your new home

Q. How would you like to be treated by other people when you arrive? Look at the picture of the boy meeting the girl. If you were the boy, how would you like the girl to treat to you?

What might you say to someone? What might be kind to do for them? How would you want to make them feel? How would you do this?

T: Treat others as you would like to be treated' Discuss. This should be related to the wider use of kindness and empathy.

Q: When should you use empathy and kindness in your life? Think of some situations. Discuss as class, in pairs or in groups

5. Extension Work

		Games	Resources	Themes
EXT 1	<p>Stone Soup</p> <p>Stone Soup is a European folk story in which hungry strangers convince the people of a town to each share a small amount of their food in order to make a meal that everyone enjoys, and exists as a moral regarding the value of sharing. There are many versions on You-tube as well as books with different interpretations and contexts for the story. RS1</p>		RS2	1) Sharing 2) Kindness 3) The power of community
		Art	Resources	Themes
EXT 2	<p>The Colours of Home. This idea comes from a book called The Colour of Home (see reading list below)</p> <p>Look at what you put in the word jar from exercise A1 – Being Safe.</p> <p>1) Look at the safe words and discuss in pairs or groups what colours do you think of when you think about being safe. Use these words to paint or draw a picture called 'Safe'. Just use the colours. You do not need to draw or paint any object, just have fun with the Safe colours.</p> <p>2) 1) Look at the safe words and discuss in pairs or groups what colours do you think of when you think about being safe. Use these words to paint or draw a picture called 'Safe'. Just use the colours. You do not need to draw or paint any object, just have fun with the Safe colours.</p> <p>RS2</p>			1) Being safe 2) Being in danger
		Writing	Resources	Themes

<p>EXT 3</p>	<p>Complete the following sentences on the task sheet included. The sheet can be differentiated to allow for children to include one or two words or a sentence.</p> <p>Today I had to leave home. It was _____ and I felt _____ because _____ .</p> <p>Last night, I slept in a big hut, with lots of other people. It was _____ and I felt _____ because _____ .</p> <p>Today I arrived at my new school. It was _____ and I felt _____ because _____ .</p> <p>RS3</p>	<p>AS6</p>	<p>Refugees Journeys</p> <p>Identification of Feelings</p>
<p><i>Movement and Mime</i></p>		<p>Resources</p>	<p>Themes</p>
<p>EXT 4</p>	<p>Following on from the section on choosing items to take with you, do a mime showing you packing each object. First of all, imagine looking around your home and choosing. Maybe you choose one thing and then decide not to take it for some reason. Then slowly examine the object you want to take and carefully pack it in your bag. Once each object is in, slowly close the bag and put it on your bag or in your hands and freeze like a statue.</p>		<p>Leaving home</p> <p>The value of objects</p>
<p><i>The Globe</i></p>		<p>Resources</p>	<p>Themes</p>
<p>EXT 5</p>	<p>Think of the boy in the book and how he found it strange to be in other countries and eating strange food and listening to other languages. Look at the countries that many of the refugees come from and have to travel through to get to a safe place. In pairs, choose a country and find out where it is on the map. Share with the rest of the class.</p> <p>RS4</p>	<p>RS3</p>	<p>Global Refugee crisis</p> <p>Journeys</p>
<p><i>Research</i></p>		<p>Resources</p>	<p>Themes</p>
<p>EXT 6</p>	<p>Find out what kind of food they eat in this country. Find a picture of it. Have any of you eaten different food when you were away from home? Does anyone speak another language? You could try and find some of the food you discover and bring it in for everyone to taste.</p>		<p>Exploring culture difference Celebrating cultural difference</p>

	<i>Drama</i>	Resources	Themes
EXT 7	Create a performance piece from the narrated story. A model for this is available to use on RS5 . The story can be divided up into the sections and read live or pre-recorded by teacher or pupils. The pupils can then create their tableaux and move in and out of these in presentation along with the story.		Refugee Crisis
	<i>Reading</i>		Themes
EXT 8	There are extensive numbers of books available to extend the main subject of the programme as well as additional related themes. Please see attached book list of publications recommended by Book Trust Scotland.		Refugee Crisis and many other themes are explored in these books

Curriculum for Excellence

6. Experiences and Outcomes

Expressive Arts: EXA

Experiences and Outcomes	My Name is not Refugee	Being Safe	Saying Goodbye	Journeys	New Places, New People	Identity	Refugee
Participation and performance in presentation			0.01a/1.01a	0.01a/1.01a	0.01a/1.01a		0.01a/1.01a
Art		0.02a/1.02a 1.03a 0.04a/1.04a	0.02a/1.02a 1.03a 0.04a/1.04a	0.05a/1.05a 0.06a/1.06a	0.02a/1.02a 1.03a 0.04a/1.04a		
Drama		0.13a/1.13a 0.14a/0.14b 0.15a/0.15b	0.01a/1.01a 0.02a/1.02a 1.03a 0.04a/1.04a	0.01a/1.01a 0.12a/1.12a 0.13a/1.13a 0.14a/0.14b 0.15a/0.15b	0.13a/1.13a 0.14a/0.14b 0.15a/0.15b		0.13a/1.13a 0.14a/0.14b 0.15a/0.15b

Health and Well Being: HWB

Experiences and Outcomes	My Name is not Refugee	Being Safe	Saying Goodbye	Journeys	New Places, New People	Identity	Refugee
Mental and Emotional Well-being	0.1a/1.01a 0.02a/1.02a 0.04a/1.04a 0.05a/1.05a 0.07a/1.07a 0.08a/1.08a						
Social Well-being	0.09a 0.10a 0.11a 0.13a 0.14a				0-9a to 0-14a 1-9a to 1.19b		
Physical Well-being	0-15a/ 1-15a 0-16a+b/1-16a+b 0-18a+b/1-18a+b						
Relationships	0.044a/1.44a 0.44b/1.44b 0.45a/1.45b						
Planning choices and changes							

Footnote: Many of the outcomes and experiences covered in this learning programme are done so through thinking and responding in role. Within these roles many of the E's and O's are covered.

Literacy: Listening and Talking



	My Name is not Refugee	Being Safe	Saying Goodbye	Journeys	New Places, New People	Identity	Refugee
Enjoyment And choice	0.01a/1.01a						
Tools for listening and talking	0.02a/1.02a	0.02a/1.02a	0.02a/1.02a	0.02a/1.02a	0.02a/1.02a	0.02a/1.02a	0.02a/1.02a
Finding and Using information	0.07a/1.07a 0.16a 1.07a/1.08a	0.04a/1.04a 1.05a 1.06a	0.04a/1.04a 1.05a 1.06a	0.04a/1.04a 1.05a 1.06a	0.04a/1.04a 1.05a 1.06a	0.04a/1.04a 1.05a 1.06a	0.04a/1.04a 1.05a 1.06a
Understanding, analysing and a	0.07a/1.07a 0.16a 1.07a/1.08a						
Creating Texts			0.07a/1.07a 0.08a/1.08a 0.09a/1.19a 0.10a/1.10a	0.07a/1.07a 0.08a/1.08a 0.09a/1.19a 0.10a/1.10a	0.07a/1.07a 0.08a/1.08a 0.09a/1.19a 0.10a/1.10a	0.07a/1.07a 0.08a/1.08a 0.09a/1.19a 0.10a/1.10a	

	My Name is not Refugee	Being Safe	Saying Goodbye	Journeys	New Places, New People	Identity	Refugee
Enjoyment And choice	0.01a/0.11a 0.20a						
Tools for writing				0.10a/0.13a 0.21a/1.21a 0.21b 1.22a/1.22b	0.10a/0.13a 0.21a/1.21a 0.21b 1.22a/1.22b		
Organising and Using information		0.26a	0.26a	0.26a			
Creating Texts			0.09b 0.31a 1.28a/1.29a	0.09b 0.31a 1.28a/1.29a	0.09b 0.31a 1.28a/1.29a		

Experiences and Outcomes	My Name is not Refugee	Being Safe	Saying Goodbye	Journeys	New Places, New People	Identity	Refugee
Beliefs	0.04a/1.04a 1.04b/1.04c	0.04a/1.04a 1.04b/1.04c				0.04a/1.04a 1.04b/1.04c	
Values and Issues	0.05a/1.05a 1.05b	0.05a/1.05a 1.05b			0.05a/1.05a 1.05b	0.05a/1.05a 1.05b	
Practices and traditions	0.06a/1.06a 1.06b	0.06a/1.06a 1.06b			0.06a/1.06a 1.06b	0.06a/1.06a 1.06b	
Development of beliefs and values	0.09a/1.09a 1.09b 1.09c	0.09a/1.09a 1.09b 1.09c	0.09a/1.09a 1.09b 1.09c	0.09a/1.09a 1.09b 1.09c	0.09a/1.09a 1.09b 1.09c	0.09a/1.09a 1.09b 1.09c	0.09a/1.09a 1.09b 1.09c

Expressive Arts				0-13a/1.13a 0-14a					
Health and Wellbeing	0-05a		0-01a	0-21a		0-30a			
Literacy	0-01c 0-07a/1.07a		0-13a 0-21a 0-26a						
English			1-30a						
RME	0-09a 1-09b 1-09c								
Social Studies									
Numeracy									0-01a 0-02a
Sciences									
Technologies						0-02a/1-02a			

