

**SEE ME NATIONWIDE
CREATE STUDIOS
SWINDON CITY OF
SANCTUARY**

**SUBJECT: CITIZENSHIP /
HUMANITIES
TOPIC: MIGRATION - LESSON 1
OF 2: JOURNEYS
KEY STAGE 3 / KEY STAGE 4**

NB: Before using these lessons, it is essential that teaching staff watch the films and strongly recommended that teaching staff familiarise themselves with:

- [Creating a safe, inclusive and supportive learning environment \(redcross.org.uk\)](https://www.redcross.org.uk)
- [Understanding migration and refugees | British Red Cross](https://www.bbc.com/news/health-55888888)

RESOURCES:

- Essential background information for teaching staff (see above)
- *See Me Nationwide* Passport
- *Journeys* film (6:58)
- World map
- Two envelopes: one containing named countries; one containing photos of Nationwide employees

migration belonging
change friendship
stereotypes journey
emotional
cultural diversity home
KEY WORDS
assumptions identity
challenge archive
community
racism prejudice

LEARNING OBJECTIVES

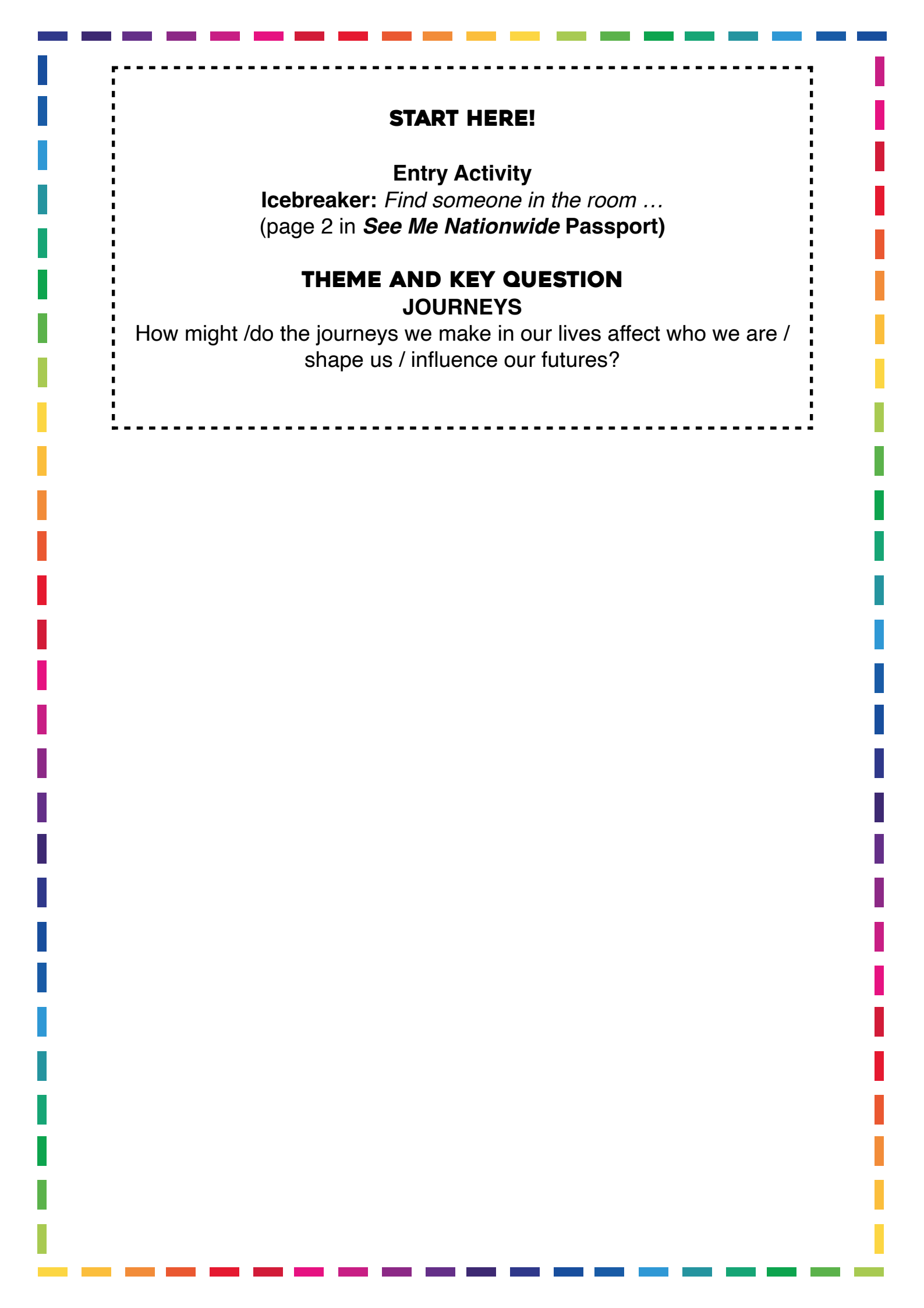
During this sequence of lessons, learners will:

- Identify, select and respond to information
- Make inferences, compare and share interpretations
- Reflect on issues relating to stereotypes and prejudice
- Assess the impacts on individuals of making journeys
- Begin compiling ideas for future work around: collecting and sharing stories; keeping collected stories in archives

LEARNING OUTCOMES

By the end of this sequence of lessons, learners will have shown:

ALL – ability to select, note and use information gathered
ALL – ability to make inferences and discuss with others
ALL – ability to organise ideas
MOST – ability to make informed judgements and justify explanations and interpretations
MOST – ability to use what has been learned to shape further thinking, planning and actions



START HERE!

Entry Activity

Icebreaker: *Find someone in the room ...*
(page 2 in ***See Me Nationwide Passport***)

THEME AND KEY QUESTION JOURNEYS

How might /do the journeys we make in our lives affect who we are /
shape us / influence our futures?

INTRODUCTION

1. **Drawing up the Group Agreement (pages 4-5)** [Creating a safe, inclusive and supportive learning environment \(redcross.org.uk\)](https://www.redcross.org.uk) Explain that as the activities in this sequence of lessons may be challenging/upsetting to some young people, the class will draw up a **Group Agreement** to establish some ground rules for a safe learning environment to support open discussion.
2. Use a series of quick focused questions to open dialogue around the lesson theme: *What does the word 'journey' mean to you? What journeys have you (or any of your family members) made? Why do people make journeys?* (Encourage thinking about different sorts of journeys including emotional and metaphorical as well as physical). Engage a scribe to capture these responses on a flipchart/whiteboard.
3. Link these responses to exploring key word, *migration*: *What immediately comes to mind when you hear the word 'migration'?* Again, engage a scribe to capture these responses. Be prepared for comments and questions which could be challenging and negative. (See suggestions on page 3, *Supporting refugees in your school* for how to explore negative comments sensitively.)
4. Connect all responses to the way communities have always been built around migration and some of the many positive local, national and global benefits to communities as a result of migration. Focus on young people themselves, their families, and their local area. Refer back to entry activity and young people's own families. (Some local demographic data from Census 2021 may be available from ONS, November 2022)
5. Introduce the context around which the lessons are focused (page 3 in Passport). Nationwide Building Society is the largest employer in Swindon. It has a culturally diverse workforce which enriches the whole work environment and the local community. Nationwide Building Society has captured the stories of some employees for its historical archives, creating a permanent record of different voices and experiences from the workplace. This will enable future generations to explore what their predecessors did and how they felt.
6. Include a brief explanation about archives and why any archive (personal, family, public, local, national, global) is important and exciting to generate. Mention that this will be one of the practical outcomes following these lessons – young people will begin collecting stories for creating their own personal archives.
7. Finish this introduction with a brief outline of what will happen in the lesson linking the activities to Learning Objectives and Outcomes.

INTRODUCE THE TASKS

Mention: the two tasks are linked; discussion and reflection time will be given during each activity; a review at end of this lesson will link both tasks.

Before Task 1, talk through questions on Passport page 4 which introduce *Journeys* short film (6:58) and explain the group work (outlined below).

After Task 1, use some of the main points from Home Group task, to make pertinent link with Task 2.

TASK 1 - THE FILM (Small group work)

1. Introduce Home Group task: *What impact did people's journeys have on them and how did their experiences affect them?*
2. Assign four 'experts' in each Home Group. Each 'expert' is given the name of one of four different people to follow throughout the film.
3. Experts with same person group together: watch *Journeys* film; make notes about journey / migration experiences of their given person; discuss inferences of person's experience; consolidate notes; return to Home Groups.

TASK 2 - THE MAP (Small group work)

1. Home Groups (as in Task 1) collect two envelopes and a world map.
2. Home Groups then follow guidance for **The Map** activity on page 5 in Passport (ie. identify location of named countries on world map; match photos of people to countries identified).
3. During activity, circulate and listen-in to group talk; intervene with prompts and questions to develop critical thinking about what they are doing and what is influencing their decisions.

DEMONSTRATE LEARNING

4. In Home Groups, each of the four experts take turns to share notes and inferences, and determine comparisons and contrasts.
5. Individually, all learners complete *Journeys* reflection questions in Passport page 4
6. Home Group, using their reflections and their earlier notes, complete their task together: *What impact did people's journeys have on them and how did their experiences affect them?*
7. Each Home Group share, with whole class, one point from their task that they found most interesting, poignant, or caused most discussion. Make links with Learning Objectives.

DEMONSTRATE LEARNING

4. Individually, learners complete *Some things to think about* on page 5 (why they placed people where they did; what influenced their decisions).
5. Invite some learners to share a few significant discussion points which emerged from the group work; these points, which may relate to stereotyping and prejudice, provide an opportunity to make links with Learning Objectives and develop discussion reflecting on: the negative impact of stereotyping; labelling; migration and the way news of migration is portrayed; personal impact on some learners.

REVIEW

Brief whole class round-up of main learning points from the tasks; make links with Learning Objectives and Outcomes.

Focus on particular ideas which attracted most discussion; this could be something to extend further in future lessons related to migration.

Brief reflection about own personal journeys which could be included in their own personal archives.

BEFORE NEXT LESSON

Begin gathering ideas for creating a personal / family archive around stories of significant / important journeys.

Think about: Journeys you would include and why; journeys you wouldn't include and why; how you'll collect and present the stories; how you'll prepare for collecting and presenting the stories.

PERSONALISING THE LEARNING TO SUIT THE CLASS

ALSO INCLUDE OPPORTUNITIES FOR...

LITERACY AND NUMERACY:

SMSC:

AFL: