

**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.britishredcross.org.uk)

RESOURCES:

- Essential background information for teaching staff (see above)
- Word Block sheet (for Entry Activity)
- *See Me Nationwide* Passport
- *Belonging* film (6:33)
- *Person and Quotes* resource sheet
- *True or False* Quiz sheet

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

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 – Word Block

Working in pairs, learners have **5 minutes** to: make as many words as possible from the 9-letter word in the block; for each word they make, they can only use the letters that appear in the block; work out the 9-letter word; select from their word list any that have a link with the 9-letter word.

G	I	E
N	B	G
N	L	O

THEME AND KEY QUESTIONS BELONGING

What makes people feel they belong / fit in somewhere? How might people feel a sense of belonging / feel they are part of a community?

How long can it take before people feel they belong somewhere?

What might make people feel isolated rather than belong somewhere?

How might people feel if they don't belong?

INTRODUCTION

1. Refer back to the **Group Agreement** made in previous lesson to establish some ground rules for a safe learning environment to support open discussion. Remind learners that the activities in this lesson may be challenging/upsetting to some young people. Discuss if learners feel any need to change anything or add anything in relation to the theme of this lesson.
2. Using the responses to the Word Block, open the dialogue around the lesson theme and key questions above. Encourage thinking about 'belonging' on a personal, community, national and global level. Focus more on how people do or don't feel a sense of belonging when they join a new country, region, community or organisation and explore the positives and negatives of new beginnings. Engage a scribe to capture these responses on a flipchart/whiteboard.
3. Link these responses to exploring two other key words: *identity, community*: *What immediately comes to mind when you hear the word 'identity' and the word 'community'?* 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 learning from the previous lesson. Perhaps an opportunity to follow up some thoughts and ideas about collecting stories for personal archives.
5. Remind learners of 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. Talk about some ideas learners have already had about 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, decide which four people from the eleven featured in this film will be allocated to each Home Group of four learners – aim to use all eleven across different Home groups; talk through questions on Passport page 6 which introduce *Belonging* short film (6:33) 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: *How do we make connections and feel like we belong?*
2. Assign four 'experts' in each Home Group of four. 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 *Belonging* film; make notes about experiences of their given person; discuss inferences of person's experience; consolidate notes; return to Home Groups.

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 *Belonging* reflection questions in Passport page 6
6. Home Group, using their reflections and their earlier notes, complete their task together: *How do we make connections and feel like we belong?*
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.

TASK 2 - PERSON AND QUOTE ACTIVITY (Small group work)

1. Home Groups (as in Task 1) collect Person and Quote envelopes.
2. Home Groups then explore what the three quotes suggest about each person's feelings and challenges; group members agree up to three summary points about 'feelings' and 'challenges', noting this on page 7.
3. During activity, circulate and listen-in to group talk; intervene with prompts and questions to develop critical thinking about how they've arrived at their inferences.

DEMONSTRATE LEARNING

4. Invite some learners to share a few significant discussion points which emerged from the group work; these points, which some learners may identify with, provide an opportunity to extend conversations, ask questions and develop discussion reflecting on personal experiences of some learners or their families and friends. Make links with Learning Objectives.

REVIEW

Summarise that to feel a sense of belonging, we need to know about the places we live and the people we live amongst. Draw this sequence of lessons to a close with a True or False quiz. The quiz on page 8 in the Passport relates to Swindon (encourage learners to create a quiz about their own community).

Brief whole class round-up of main learning points from the tasks over the two lessons; 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. Complete the 3/2/1 Reflection on page 10 in Passport.

Brief reflection about own personal experiences of a sense of belonging which could be included in their own personal archives.

AT THE END OF THIS LESSON SEQUENCE

Learners create a personal / family archive around stories of significant / important journeys and stories of how they've felt a sense of belonging.

Think about: including artefacts (objects and documents) into their personal archives.

For Key Stage 4, teaching staff can **create an Extension Lesson** about **Challenges**. A short, 6-minute film is available, along with a brief guide, on page 9 in the Passport, for discussion and reflection. As with the previous lessons, it is essential for teaching staff to watch the film before using with learners in the classroom.

Personalising the learning to suit the class

Also include opportunities for...

Literacy and numeracy:

SMSC:

AFL:

