**Date:**

**Year Level:**

**Duration:** 70mins

**Topic:** Refugees #1 (Setting the scene)

**Learning Objectives**

* + Identify ‘essentials’ that students consider to be integral in their lives
  + Promote understanding of factors of spontaneous exodus experienced by many Refugees fleeing their homes
  + Foster debate about priorities in a survival situation
  + Encourage empathy with people who have to flee their homes (refugees – term to be introduced in following class)

**Resources:**

-A4 sheets of paper

-Time to Flee: Scenario

-Time to Flee: Group Activity hand out

-Time to Flee: Reflection hand out

**Learning Activities:**

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| **Time** | **Teacher** | **Student** |
| **12:05-**  **12:30** | <no introduction to class or activity>  ACTIVITY #1: **What’s important to you?**  \*Ask students to think silently for 1 min about the **5 most important things** in their life 🡪 what are 5 things you could they not live without? (e.g. family, food etc).  \***Discuss** personal responses for 1 min with a partner  \*Distribute 1 piece of A4 paper to each student. Students to **trace hand** & write one ‘important thing’ on each digit.  🡪 in the centre, write a word that defines your identity / you strongly identify with e.g. Australian, Student, family name etc.  \*Write a collection of student responses on **white board** & **discuss** emerging themes (family, safety, food/water, shelter etc), identifying what is important to us. | \*Listening to instructions  \*Thinking about 5 most important things  \*Discussing ideas with classmate  \*Tracing hand & labelling ‘important things’  \*Writing a word they strongly identify with.  \*Sharing responses with class  \*Contributing to discussion |
| **12:30-12:45** | ACTIVITY #2: **Time to Flee**  \*Present the *Time to flee* scenario  \*Group students into 4s or 5s with those next to them. Inform them they have only **5 mins** to decide **where** they will go, **how** they will get there and what **15 items** they will take.  \*Tell groups they have **1 min** to **remove 5** items from their list 🡪 remind them they can only take what they can *personally* carry between them. | \*Listening to scenario  \*Negotiating destination, transport and items in groups  \*re-negotiating item list |
| **12:45- 1:00** | \*List destinations, modes of transport & group items on board (group similar items loosely: *Clothes, Food, Documents/I.D., Sentimental, & Luxury items*  🡪Groups to contribute 5 items to class list on board until all/most items are listed.  \*Discuss types of items & identify what types of items are *needs & wants*  🡪eliminate/debate some unnecessary/dangerous items if possible & discuss why these items may be problematic to take (e.g. weapons) and/or add ‘essential’ items (food, medication etc) not represented on the list. | \*Contributing items to class list  \*Contributing to class discussion re. needs, wants & problem items. |
| **1:05-1:15** | \*Students to complete **Time to Flee: Reflection** hand out addressing the following questions:  1. How did this activity make you feel? Describe some of the emotions you experienced during the activity.  2. Was it difficult to make these decisions under pressure? Did the group argue about what to take or where to go?  3. What single thing would you take if you had to leave your home right now? Why this over all others?  4. What do you think it would be like to go through this in real life?  5. Have you heard of situations where people have to do this?  \*Collect hand tracing sheet & **Time to Flee: Reflection** hand out. | \*Write personal reflection  \*Submit hand-tracing sheet & reflection . |