

HUMAN SIDE OF MIGRATION and THINKING HOME Lesson plan For Primary schools

Topic	Duration
Question	5 minutes plus 5 minutes sharing
Leaving for a new place: your home in a suitcase	10 minutes
Creating a place and characters	10 minutes
Clip from Priority Seating	5 minutes plus 5 minutes discussion
Writing a monologue for each character.	15 minutes plus 10 minutes sharing
Conclusion	5 minutes
Total	1 and 15 minutes.

Learning outcomes

Two main topics: Home and migration

- Write the initial draft of a short script around the concept of home and migration answering the question 'what happens when people move from one country to another?'
- Identify the key issues related to personal, national identity and how we define the concept of home
- Discuss the reason why people migrate from one country to another.
- Explain the significance of intercommunity relation in understanding the relation between people in a given space/location.
- Reflect on 'Home' own immediate environment

1. Question: Home

Duration: 5 minutes plus 5 minutes sharing

Divide them into groups; give them a flipchart to write down their answers; ask them to answer the question in writing with bullet points as well as by drawing a picture that represents their main answer to the question (push them to be creative); if an agreement can be reached within the group ask them to write two or more answers; share in plenary.

- What is 'home' for you? Think in terms of personal identity, family ties etc.

Use the following to help students think about home

- Walk around your home what do you see?
- Imaginary door: what is the first think you see when you walk through the door after a holiday/back from school?

- What is the first thing you long to see when you walk through the door after a holiday/back from school?

The following questions can be addressed in the discussion: Home as human body (Easter religion); at a wider level a collective body (family; nation etc.)

- Home as home-ownership
- Home as homeland = nationalism (6)

Participants will be asked to go back to their answers at the end of the session and see whether their answers would be the same; the aim is to see whether their perceptions and initial ideas have changed thanks to session. The flipchart papers will be displayed on the wall with blue tack.

2. Leaving for a new place: your home in a suitcase

Duration: 10 minutes

In pairs ask them to gather 10 things from home to take with them; pairs joins other pairs to form a group of 4; they will all have 20 different objects; however, once in the new home they only can keep 4 items. Ask each group to choose 4 items. Cards with items will be provided.

This exercise will help them think about the experience of migrants who cannot take everything they want with them; their world becomes much smaller.

3. Creating a place and characters

Duration: 10 minutes

*In their existing group, students will be asked to write a short synopsis to a short play (tell them that the difference between a play and story is all about a specific space and that the reveal should come much later); in their synopsis we only need to know at this stage **where** they are; **who** they are and **what** they are doing there.*

They have to use some of their objects or the objects should be important to these characters.

Given Circumstance:

They are on the move or They are in their new home

Sample of places to choose from:

- A car
- A train
- A caravan
- A boat
- The sky
- The sea

Sample characters: Children from different countries (they need to decide which country?); Adults from different countries (they need to decide which country?); Animals of different species (they need to decide which species)

Ask the students to share.

4. Show a clip from Priority Seating

Duration: 5 minutes plus 5 minutes discussion

Ask them: what did they see? Who is the character? What happened to the character? If you give the character objects what would they be?

5. Writing a monologue for each character.

Duration: 15 minutes plus 10 minutes sharing

Inspired by the clip, students are asked to write a monologue (backstory) to each character they have chosen. It should not be longer than one page A5. Ask to share.

Away Task

Based on the writing they have done so far (they will have a place; a circumstance; characters), students will be asked to write a story-line, which would see them address the following questions:

Main questions:

*are they going to reach their destinations? Are they going to find a new home? Or they going to make their current place their permanent home?
Are they going to help each other in doing this?*

After they write a storyline; they give their characters voices by writing dialogical exchanges.

6. Conclusion

Duration: 5 minutes

Go back to the flipchart and ask them to write on the other side again what home is for them?