# Refugees: Welcome – Building understanding

## Introduction

This activity uses photographs and a story from an asylum seeker who was granted refugee status and has begun a new life in the UK – in this case in Glasgow, Scotland.

The images and story are intended to help young people build their understanding through questions which help them understand what it might be like to be a refugee.

## Learning objectives

In this activity young people will:

* critically engage their understanding of the refugee crisis through discussing and exploring a real life story.
* develop awareness of the personal crises behind the numbers and headlines.

## Activity 1

This activity builds understanding through a number of stages.

Photos stimulate the curiosity of learners before additional information helps them to challenge and further their thinking. The activity is best suited to small group (four to six learners) or paired learning.

You will need to make copies of the [key facts sheet 2016](http://www.redcross.org.uk/~/media/BritishRedCross/Documents/What%20we%20do/Teaching%20resources/Lesson%20plans/Refugee%20week%202016/Key%20Facts.pdf)and the [story sheet](http://www.redcross.org.uk/~/media/BritishRedCross/Documents/What%20we%20do/Teaching%20resources/Lesson%20plans/Refugee%20week%202016/Mohammad%20and%20Kamaars%20story.docx) for this activity.

1. Give learners a large piece of A3 paper. Ask them to write the following four words, one in each corner of their paper: Facts, Feelings, Present and Future.

Explain that you will show them some images and give them some information. The four words are a question framework to help them structure and organise their responses to the images.

Using slide two of the [PowerPoint](http://www.redcross.org.uk/~/media/BritishRedCross/Documents/What%20we%20do/Teaching%20resources/Lesson%20plans/Refugee%20week%202016/Powerpoint%20-%20Refugee%20Week%202016.pptx), clarify the four words and what they relate to as follows:

**Facts** – what do you know or want to know about the person and their story?

**Feelings** – what emotions are evident? How do you think they might be feeling?

**Present** – how are they living now? What would you like to ask them?

**Future** – what might you ask them about their hopes for the future?

1. Display the image on slide three of the [PowerPoint](http://www.redcross.org.uk/~/media/BritishRedCross/Documents/What%20we%20do/Teaching%20resources/Lesson%20plans/Refugee%20week%202016/Powerpoint%20-%20Refugee%20Week%202016.pptx) for all to see. Give learners the following information with the image:

*This is Yamat showing a picture of her home in Syria. She is a refugee living in Glasgow, Scotland.*

Ask learners to look at the image and to respond to it, noting down and discussing their thoughts, reactions and any questions they might have, using the framework on their A3 paper.

Encourage them to develop and expand this if needed – the framework is there to help and not limit them.

1. After a few minutes, show the image of Yamat on slide four of the [PowerPoint](http://www.redcross.org.uk/~/media/BritishRedCross/Documents/What%20we%20do/Teaching%20resources/Lesson%20plans/Refugee%20week%202016/Powerpoint%20-%20Refugee%20Week%202016.pptx), and provide learners with an additional piece of information as follows:

*As the family slept a rocket destroyed their house and 8 year old Yamat’s hearing was permanently damaged by the blast.*

Ask them to continue to discuss and add to their sheet with their responses and questions.

What new questions and responses might emerge as a result of this additional information?

1. After a further five minutes give learners a copy of [Mohammad and Kamaar’s story sheet.](http://www.redcross.org.uk/~/media/BritishRedCross/Documents/What%20we%20do/Teaching%20resources/Lesson%20plans/Refugee%20week%202016/Mohammad%20and%20Kamaars%20story.docx)

Once they have read the story ask them to add any further responses or questions based on this additional information.

What might they now like to ask Mohammed, Kamaar or Yamat?

1. Finally, give learners a copy of the [key facts sheet 2016](http://www.redcross.org.uk/~/media/BritishRedCross/Documents/What%20we%20do/Teaching%20resources/Lesson%20plans/Refugee%20week%202016/Key%20Facts.pdf) that provides background information to the refugee crisis that Yamat is part of.

Draw particular attention to the definitions of refugee and asylum seeker, but give them time to look at all of the information about the current crisis.

Does the extra information help to answer some of their questions or lead to new ones? Does it alter their understanding of the situation?

1. Close the activity by asking learners to reflect and share how their understanding might have changed over the course of the activity.