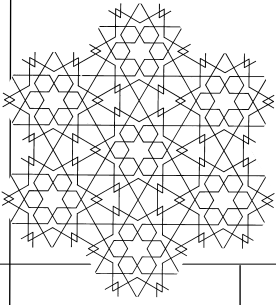


Forced to leave home



Learning outcomes

- ◇ To empathise with character
- ◇ To explain point of view in role
- ◇ To justify point of view
- ◇ To question point of view

Lesson in brief

After brainstorming what they would take from their homes if they had to flee at short notice, students will do short role-plays based on fleeing home.

National curriculum

2.1d

Materials: Optional—large paper and pens for a poster

Lesson Plan

Starter

- ◆ Ask the students to imagine they are being forced to leave their homes at short notice. Give them a few minutes to work alone and to choose and write down the 5 items that they would take with them. Remind them that these must be things that can be carried easily.
- ◆ Bring the class together for a group discussion. What do people take with them when they have to flee their homes? What are the things that are important to us? What are the similarities and differences?
- ◆ As an option, and if you have time, ask students to stick the images of the things on their list or the words on one massive poster to be displayed in the classroom.



Activity

- ◆ Ask pupils in groups to do a short role play based around fleeing their home. The situation can be any one that they choose. It is important to give this option as it allows pupils to bring to the lesson their own cultural knowledge and understand that this is valued. It will also enable them to empathise with Palestinians.
- ◆ Remind the students to refer back to their list and the poster if you have done one and suggest that they include:
 1. What things they take with them
 2. Where they are going
 3. How the future will change
 4. How they feel about what is happening
- ◆ Watch performances and comment.
- ◆ You could introduce an opportunity to question the characters in role what did they say, what did they think.

Plenary

- ◆ Whole class summarise feelings and emotions explored in lesson and add these to poster if you have done one.
- ◆ Contextualise the lesson by showing the class the maps of Palestine and explaining that the Palestinians have at several times been made refugees – many of them in their own country. In this discussion, it is important to let the students know that Palestinians have not been allowed to return to their homes.

**Homework/follow-up**

- ◆ Students could write up a diary entry of the events and feelings explored in the role plays.