

INTERMEDIATE PHASE

Lesson Ideas



Intermediate Phase

LESSON ONE

FLEEING HOME

This lesson uses a simple story to help learners reflect on the journey that refugees make from their homes into the unknown.

Stories are one of the most powerful techniques for helping learners to engage diversity.

Aims

- introduce the concept of “refugee” and “refuge”
- reflect on the nature of the journeys refugees make
- imagine talking to refugees
- engage a map of Africa to get a sense of scale

Materials

- printout of the story below



S

Step 1: Introduction

Who can tell me what we mean when we call someone a refugee?

S

A refugee is someone who has been forced to leave their home and find a safe place somewhere else - perhaps even across a border in another country.

E

What does the word *refuge* mean?

A *refuge* is a safe place where you are protected from danger.

C

How are the words “refugee” and “refuge” similar?

Imagine what it is like to be forced to leave your home and to travel through strange places, facing even more dangers, all in an attempt to find a safe place to live – to find a *refuge*.

O

What could force you to leave your home?

- War
- Maybe a lot of people are against you and want to cause you harm because they don't like the colour of your skin, or your beliefs, or the political party your parents support (This is called “persecution”)
- Natural disasters like drought, floods, earthquakes, fires, hurricanes, tsunamis
- Maybe the land in your country cannot grow food anymore

R

Let's read the story of Ayaan and her younger brother Erasto together.

R

Step 2: Read story together.

Step 3: Ask the following questions.

How would you feel if you were in the same situation as Ayaan and Erasto?

What would you do if you were forced to leave your home country?

What do you think was the most difficult part of their journey?

An Eritrean couple helped Ayaan and Erasto. Would you help children who have been separated from their families when you yourself are trying to survive?

How would you like a country to welcome you?

Do you think the way they were treated when they entered South Africa was fair?

How are they going to find their uncle?

What do you think he will say when he sees them?

Have you had any personal experiences with refugees?

Step 4: Group work

*Now work in groups and discuss:
What questions would you ask Ayaan and Erasto if you met them?*

Step 5: Look at a map of Africa and try to trace a possible journey that Ayaan and Erasto could have made.

Where is Somalia?

Where is South Africa?

How far is it?

What countries do you have to go through to get to South Africa?

Does anyone know anything about those countries?

Where do you think Ayaan and Erasto entered South Africa?

Where is Pretoria? How will they get there?

The story that you can copy as a hand-out for reading in class is found on the following pages.





FLEEING HOME

Ayaan and her younger brother Erasto have been traveling with their parents for five days. They have had almost no food and very little water. There is a war in their home country, Somalia. They had to flee their home and had very little time to plan what to take with them.

Ayaan couldn't believe what was happening to them. In between her tears she said, "We had a home and a garden and nice things. I had my clothes and my toys and my books. And now we have nothing. **How can this happen to us?**"

“We are alive,” her father said. “That is not nothing.”

They came to a village near the border between Somalia and Kenya. This was where their Aunt Bishaaro lived. Ayaan's mother said, “We need to find your aunt and get some food. It may not be safe, so stay here under this tree. Ayaan, look after your brother. We'll be back soon.”





Ayaan turned to Erasto and said, "We have to cross the border. It will be safer there. Then we can wait for mama and papa."

There were many people trying to cross the border. Some were carrying bags and suitcases. Some just had huge bundles of things wrapped up in a cloth.

After crossing the border

at night and in secret, they waited.

Ayaan and Erasto had no money, no food, no water. They tried asking some of the other people for help. No one agreed to help them. Everyone looked scared and confused. People said things like, "Go away! Can't you see I have my own family to look after?"



After waiting for two days, Ayaan said, “They are not coming. We can’t stay here.”

Erasto asked, “Where are we going?”

Ayaan tried to comfort him. “Remember Uncle Nadifa? He went to South Africa. It took him a long time, but he made it. He works at a hotel in Johannesburg. I will recognise the name of the hotel if I see it. Maybe we can try to find him?”

It is not easy to walk when you have not

eaten any food. Erasto started walking slower and slower. He felt so tired and so lost. Then he saw a hand offering him some bread. He looked up and saw a kind face. It belonged to a man called Tesfay. He, and his wife and child, were from Eritrea.

After eating some bread and drinking some water Ayaan explained what they were trying to do. Tesfay said, “You can come with us. We are also going to South Africa. We will be safer together.”

They walked and
walked and walked.

They had to find
secret ways to
cross borders.

They had to swim
across dangerous
rivers with crocodiles
and hippos.

They had to run from
other wild animals.

They had to hide
from soldiers.

They walked and
walked and walked.

They were so hungry
and so thirsty in the
blazing heat.

They walked and
walked and walked.

Every now and then,
someone gave them
a short lift in the back
of their truck, or in a
cattle trailer filled with
other travellers from all
over Africa.



Finally, they made it to the border between Mozambique and South Africa. Tesfay said, "We want to be properly registered. We cannot cross in secret. They will give us a permit that will allow us into the country. Then it will take some time for them to decide if they will accept us as refugees."

At the border post a scary officer asked Ayaan, "Are you an asylum seeker?" She didn't know what to answer. Tesfay tried to help her. The officer said, "Is this your daughter?" It was all very confusing.

After lots of questions, Ayaan and her brother were told that they had to report to a Refugee Reception Office in Pretoria within 14 days.

Erasto started crying. "I don't feel safe," he said. "I miss mama and papa. How will they find us?"

Ayaan and Erasto did not know what had happened to their parents. They did not know if they would find their uncle. They did not know if they would be allowed to stay in South Africa.

Ayaan said, "My name means lucky. Your name Erasto, means peace. We'll be OK."



OTHER THINGS TO TRY

1. Watch 'Precieuse – a refugee's story' (<https://www.youtube.com/watch?v=ScJetmtVQek&t=56s>)

and 'a precious life in a scary world' (<https://www.youtube.com/watch?v=zSUFzx9fJTE&t=6s>).

Refugee children from the Three2Six Education Project created these stop frame animation projects.



2. Try and find refugee stories that your learners will find interesting. Here are some suggestions:

Grades 1 -3

Frog and the Stranger (1993) by Max Velthuis

Out (2016) by Angela May George

Refugees and Migrants (2016) by Ceri Roberts

Dreams of Freedom (2015) by Amnesty International

Grades 4 - 6

Ziba came on a boat (2007) by Liz Lofthouse

The Unforgettable Coat (2011) by Frank Cottrell Boyce

King of the Sky (2017) by Nicola Davies & Laura Carlin

The Journey (2016) by Francesca Sanna

The Bone Sparrow (2016) by Zana Frailon

Azzi in Between (2013) Sarah Garlands

Story Like the Wind (2017) by Gill Lewis

A person is shown from the back, holding a globe of the Earth. The entire image is overlaid with a semi-transparent blue filter. The text is positioned on the left side of the image.

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LESSON TWO

WHAT WOULD YOU TAKE WITH YOU?

Aims

- to help learners put themselves in the role of someone who has been forcibly displaced, in order to develop a capacity for empathy
- *practice problem solving skills*
- make choices by selecting from options and making necessary sacrifices
- critically assess the usefulness of objects in different contexts
- innovate diverse uses of an object

Materials

- printout of the page of images below



Step 1: Naming my favourite things

What are your most favourite possessions?
What do you use them for?
How would things change if you no longer had them?

Step 2: What will I choose to take with me if I have to flee?

Remind me of some of the things that could force you to leave your home.

Imagine you are forced to leave your home. What would you take with you?

Share the page of items (below) with learners.

Look at the items in this image. Choose five items you would take with you if you were forced to leave your home.

Step 3: Group Work

Now work in your groups. Share with each other what you have decided to take with you and why.

What uses does each item have?

Which items would have helped Ayaan and Erasto on their journey?

This question only works if you have read the story from the previous lesson.

Did you choose items that remind you of home?

Would these items make you feel better on your journey?

Which of your items would help you to get food?

Which of your items would help you to store food?

Which of your items would help you to protect yourself against wild animals?

If you had to lose one of your five items what would you prefer it to be?

If you could only take three items what would they be?

Now give learners an opportunity to share the four items they are each left with.

*Which item was chosen the most by the class?
Did everyone give the same reasons for choosing it?*

Seeing what your group members chose, would you change your own choice and how?

Imagine your whole class travelled together, each with their four items. Would you be fully prepared for the journey?

Were there some useful items that nobody chose?

Is it helpful to have more than one of certain items?

WHAT WOULD YOU TAKE WITH YOU?



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Lesson: 2 | What would you take with you?

Other things to try

1.

The learners could bring examples of the four most important items they chose during the exercise.

If possible, learners can even construct a suitcase with items they would chose and then present it to the class, explaining their choices.

The learners make drawings/ paintings of themselves using each of their four most important chosen items.

2.

Watch **'What Would You Take?'** a film by UNHCR (*UN High Commissioner for Refugees*)
<https://www.youtube.com/watch?v=JSeS4iF6yEU>.

This is probably more suitable for Senior Phase and FET.

Intermediate Phase

LESSON THREE

**MY
TALENT
MAKES
ME A...**



In violent conflicts people are often compared to animals in order to remove their humanity and justify acts of violence. In this lesson we want to turn this practice on its head by allowing learners to identify their character traits they are proud of and to link those traits to animals that represent them. In traditional African communities people are proud of their animal totems.

This is also a lesson about the value of diversity in collaboration and facing challenges that require collective intelligence.

Aims

- identify talents (character traits)
- think about what character traits help you to deal with extreme challenges
- think about the skills refugee children need to make their journey and thrive in a country that is foreign to them
- represent character traits with metaphors
- understand the uses and the dangers of personification
- appreciate the value of combining diverse character traits through collaboration

Materials

- printout of the list of talents
- printout of the image of young people in T-shirts
- paper
- drawing materials



PROCESSES

Step 1: What are talents?

Can anyone tell me what talents are?

They are our strengths, the things we are good at. They are what some people call gifts, because they are so valuable. Others call them character traits.

Step 2: What are your talents?

Look at the list and decide on one talent you are going to choose to describe yourself today. You may have many talents, but which talent would you choose to describe yourself today?

Step 3: What animal would you choose to represent your talent?

Show the learners the image of the three children wearing T-shirts.

Step 4: How would these talents help you if you were a refugee fleeing your country?

Think back to the story of Ayaan and Erasto. What talents could have helped them?
How would the talent you have chosen help you if you were a refugee fleeing your country?

Step 5: Draw your animal and talent as if you were designing a T-shirt

Give all learners time to design their T-shirt. You may choose to give them paper that has already been cut out in the shape of a T-shirt.

Step 6: Look at the other animals around you

Look at the other animals around you. If all the animals were the same in your group you would be limited to one talent. If you had different animals working together, you could add many different talents and create a powerful team.

You can copy and share the hand-outs of the list of talents and the image of young people in their T-shirts on the following pages.

A LIST OF TALENTS

fierce	helpful
honest	generous
funny	sensitive
fast	tough
friendly	creative
clever	caring
loving	sharp
helpful	wise
brave	kind
prepared	observant
patient	
confident	You can also
hard-working	think of a
fearless	talent that is
reliable	not on the list.





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LESSON FOUR

FRIENDS AND OTHERS

Aims

- opportunity to engage with the concept of friendship, and define criteria for what makes good friends
- put themselves in the shoes of a refugee who needs a friend

Materials

- worksheet on 'Finish The Sentence'



SHARE PROPS

Step 1: Warming Up

Now we are going to share ideas on all our favourite things to do with friends. Find anyone in the room and tell them one of your favourite things you do with friends. Share with as many different people as you can.

Let learners move around and share ideas.

So who liked doing the same kind of thing?

Can you only be friends if you like doing the same kind of thing?

Step 2: Finish The Sentences

Have you ever thought about what makes someone your friend? Why do you think you're friends with some people and not others? What is it that makes you get along? Read the sentences on the worksheet and fill in the blank spaces.

Hand out the 'Finish The Sentences' worksheet.

Allow learners to complete the exercise.

Then let them compare their answers with their neighbour.

OK. What did some of you put for: "A friend is someone who shares ..."

Go through the rest of the unfinished sentences in a similar way.

Do you think it is possible to agree on rules for what makes a good friend? Is it similar interests? Is it because they always stand up for you? Is it that you have shared some painful or exciting experience together? Is it harder if you speak different languages? Is it more difficult if you come from different cultures?

Would you say that different people want different things in friends, or do you think we all understand friendship in a similar way?

Let's try and come up with a list of ideas for rules that friends can agree to.

Put list on the board.

What is the difference between being a friend and being friendly? When should we be friendly to people who aren't our friends?

What does it mean to show each other respect?

Even though you can't be friends with everyone, is there a way that you can be friendly to everyone you meet? Can you think of an experience when you were not respected? How did it make you feel? What happened next?

Can you imagine what it is like being a refugee in a strange country with no friends?

What kind of friend would you look for?

Finish The Sentences

Think about your friends. What do you like about them?

Now finish the following sentences.

FILL IN THE MISSING BLANKS.

A friend is someone who shares ...

A friend is someone who says ...

A friend is someone who wants to ...

A friend is someone who always ...

A friend is someone who never ...

You are not my friend when you always ...

You are not my friend when you say ...

You are not my friend when you want me to ...





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LESSON FIVE

WHERE DOES YOUR FAMILY COME FROM?

In this lesson we will get learners to reflect on their family origins and how this affects their identity. They will explore some aspects of their identity and how identities affect relationships.

Aims

- explore the idea of multiple identities
- consider what happens when we limit our experience and understanding on anyone to one identity

Materials

- small squares of paper (10 per learner)
- Prestick
- wall space to put up the squares



SESSES PROSES

Step 1: Where Does Your Family Come From?

Where does your family come from? Have you visited these places? How long ago did your family move to where they are now? Do you have stories about the place your family comes from? Do you think about your family's origins a lot? What would it be like if you didn't know anything about your family history?

Step 2: Identities

Where your family comes from is one of your identities, but you have many other identities.

Write down where your family comes from on a square.

We are now going to explore some of your other identities. Your identities are all things about you that are important to you. People can have many identities.

Read the following out very slowly, so learners have time to absorb the complexity of multiple identities.

My friend Prashant says his identities are: Indian, tennis-player, hip-hop fan, Hindu, vegetarian, South African, bookworm, father, son, and taxi-driver.

My Friend Tsholophelo says that her identities are: African, South African, chocoholic, woman, Tswana, Mofokeng, lesbian, Christian, nurse, blogger and swimmer.

Now you are going to list some of your identities.

Try write down at least ten identities. Write each one on a separate piece of paper. You all have more than ten, but we are going to write down ten.

Hand out 10 blank squares of paper for learners to write identities on.

How would you feel if you were forced to give up all your identities except one?

Which one would you choose?

Allow discussion.

What if someone else chose for you and you were no longer allowed to be any of the other identities?

Do we sometimes look at someone and only see one identity?

Is that like choosing one identity for them?

What does that feel like?

Collect the squares of paper.

Put the squares up on the wall, but avoid duplications. What will be on the wall is a summary of the identities the class feels is important to them.

The object of the exercise is not to create groups, but to show diversity.