

Why Help?

KS2



Lesson Objectives

- To learn what a refugee is and what they may have experienced
- To find out how The Salvation Army is supporting refugees
- To reflect on why The Salvation Army supports refugees

Curriculum Links

England - may differ to local SACRE

- To explore how the teachings of Jesus can be applied to different life experiences.
- To apply a principle to solve a moral problem.

Scotland

- Through investigating and reflecting upon biblical stories, I can show my understanding of these stories.
- I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights.

Wales

- To explore and make links between religious beliefs, teachings and practices

Northern Ireland

- To explore some of the ways in which people express their Christian beliefs and values through action in their church, local community and the world and why they do this.

Resources

PowerPoint presentation

'Modern-Day Samaritan Story' Resource Sheet A

'Packed Bag' Resource Sheet B

Refugee Photographs Resource Sheet C enlarged to A3

International Response Reference Sheet

Acting props - funny hat, trendy cap, several baseball caps, mobile phone, baby doll

Large sheets of paper

One die - large if possible

Paper or wipe boards to jot notes on

Starter - Helping Others

Slide 1 *Let me tell you a story. You may have heard something similar to it before, or it may be brand new to you today.* Tell the story of the 'Modern-Day Samaritan' using **Resource Sheet A**, 6/8 pupil volunteers and acting props. At this stage make no mention of Jesus' parable of the Good Samaritan.

Slide 2 Discuss the story of Mr Lonely and Mr Trendy with the class. *What part did you like? What part surprised you? Why did no one help Mr Trendy? Why did Mr Lonely help him?* Highlight that Mr Lonely saw someone in need and he went to help that need.

Slide 3 Explain now that this story was based on a story Jesus told which can be found in the Bible - the parable of The Good Samaritan. The story is about someone travelling to Jerusalem who has been hurt and is in need. He is ignored by everyone but is eventually helped by a man from Samaria. (People from Jerusalem and Samaria would not normally get along - like football fans from two rival teams.)



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Slide 4 Explain that the parable comes with a message. Ask the pupils to give some suggestions what that message might be. Display Luke 10:27 - **'Love your neighbour as yourself.'** Review with the class what this means. Ask what did Mr Trendy do that followed that message? The Salvation Army takes this as an instruction to support people in need.

First Part - What is a Refugee?

Slide 5 Brainstorm quickly with the class different types of people that might be in need of help. Click to reveal image on slide 5. Have they seen images similar to this on TV? What group of people might this image represent?

Slide 6 Introduce the term *refugee*. What is a refugee? Give two minutes for talk partners to discuss what this word means. Ask for some responses.

Slides 7 Display the definition of a refugee adapted from the UNHCR 1951 treaty: **'A refugee is someone who has fled their country because they will not be safe there any more. This is because they will be persecuted because of their race, religion, their social group or political opinion.'** Click to reveal the meaning of 'persecute'. **Persecute means: to mistreat, harass, and punish unfairly.** Discuss the definition of 'refugee'. *Can you imagine having to flee your home? Not because you have done something wrong but because the government does not like who you are or what you believe in. That is - if you stay, you are in danger of being killed.*

Slides 8 Discuss with the pupils what they would pack if they and their family had to leave their homes for ever. Things to think about: food, drink, how to keep warm, medicines, extra clothes, navigation tools, something you can't leave behind - a keepsake. Pupils to decide on six items they would pack and write/draw their ideas on **Resource Sheet B - 'packed bag' sheet.** *How would you feel if you were a refugee, starting on this journey?* Click to reveal the question.

Slide 9 Embellish the story of the possible journey of a refugee travelling with their packed bag, using images revealed on slide 9 to support. At key points luggage is left behind or lost. Cross the item out on the sheet. When a random item is lost, roll a die for the class, and cross out the item on the sheet that corresponds with the die roll. If the die roll corresponds with an item already lost, nothing else is lost.

Key points of the story:

- Packed bag and left home. But the bag is too heavy to carry for long. What do you leave behind? Choose.
- Given a lift in a truck - but there are too many people. The driver throws out some the luggage. Roll a die to find out what is thrown out.
- Arrive at a camp. You meet someone who has lost everything. Choose an item to give them.
- There's a raid on the camp. You leave in a rush. But what got left behind? Roll a die.
- You find passage on a boat. But your bag gets wet. Roll a die to find out what is ruined by seawater and is thrown out.
- You arrive at a camp in a safe country. Somebody steals from you on your first night. Roll a die to find out what is missing.

Give two minutes for pupils to discuss with their talk partners the items they are left with and the repercussions of what was lost or left behind.



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Second Part - Supporting Refugees

Slide 10 In small groups, pupils examine a photograph of refugees - **Resource Sheet C** enlarged to A3. Ask the pupils to imagine they are in the photograph - What might they be thinking or feeling? What might they be doing? What do they notice about the photograph? Encourage pupils to record their ideas around the edge of the sheet.

Slide 11 Pose the question to the class - *If you are a refugee, [who has arrived in a safe place] what might you need?* Make a class list of ideas on a large sheet of paper. The ideas may vary from lists of resources to ideals - compassion, understanding.

Slide 12 Explain that The Salvation Army, as an international church and charity, has been working to support refugees in Europe for decades. Show the map of the countries that are giving aid. Point out that individual corps (churches) throughout Europe are also sending support.

Slide 13 and 14 Display images of Salvation Army support in Europe. Give talk partners two minutes per slide to note down what support they can see. For a full breakdown of aid being given, refer to the **International Response Reference Sheet**.

Possible types of aid:

Slide 13: Handing out clothes, sorting donations of shoes, food bags, fresh fruit donations, supplying tents for shelter - Greece. Buying bottled water - Hungary. A safe place to sleep, and a welcome celebration - Germany.

Slide 14: Buying sleeping bags - Hungary. A safe place to sleep (in the church) - Sweden. Preparing sandwiches, donations of toys, baby supplies, fresh meat, handing out supplies and talking to refugees - Greece.

Discuss as a class the support they notice. *How do you think refugees feel when receiving this support? Was there any type of support they were surprised to see?* Pupils may need to be supported to notice aid that is emotional - being made to feel welcome by celebrating the presence of refugees, and by people talking with refugees. Talking is important as it helps to build a relationship, to see refugees as individuals with their own needs and aspirations.

Slide 15 Discuss why The Salvation Army is helping refugees. Pupils may refer back to the parable of The Good Samaritan.

Slide 16 Governments, churches and charities are supporting refugees. What can young people do to support? Brainstorm with the class some ideas and record on a large sheet of paper. Possible answers - *Wider scale: Write to an MP for more support. Start a collection of donations. Smaller scale: Be kind to others. Help others in need. Raise awareness by creating a drama, a poster, a poem. Watch the news with compassion and understanding.*

Plenary

Slide 17 Quickly review all that has been covered in this lesson: the Mr Trendy story (the Good Samaritan parable), the bag (journey of a refugee), the photo, refugee support.

What did you enjoy the most?

What do you think is the most important thing?

Was there anything that could have been left out?

Is there anything else you wanted to know?



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Additional Ideas

- Make a large class banner saying Why Help? Inside the letters put drawings, images and writing about refugees.
- Develop some of the class ideas to support refugees from slide 16.
- Write a diary entry as a refugee.



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