

# Empathy - Pack the Bag

KS 2-3

## Learning Objectives:

To encourage pupils to think about the practical consequences of being forced to move from their home quickly.

To develop empathy with people who have faced this situation.

## Suitable for:

Most suitable for Key Stages 2 and 3

## Time needed:

20 minutes

## You will need:

Pen and paper for each pupil  
Whiteboard/ flip chart and pen

## What to do:

Tell the pupils to imagine that they are suddenly facing great danger. They must leave their house in 10 minutes, and everything that they take with them must fit into one suitcase.

Give the children 10 minutes to write down what they think they would take. They could also draw an outline of a suitcase, to write ideas inside.

Write a list of what the pupils come up with and ask them to discuss the items they selected and why these items are so important to them.

## Extension group activity:

After completing the individual brainstorming activity, ask pupils to form groups of three to four.

Tell the groups that they are only allowed to take a maximum of six items between them.

The group must try to prioritise the items collectively. Encourage further discussion of what factors make one depend on particular items, both physically and emotionally.

## Extension activity - Art:

Ask pupils to select the three items that they would choose to take with them in this situation.

Pupils should then either paint a picture or make a model of the items they choose.

The pupils then write a short description of the items they have selected, and why they would like to take these items.

The pictures and writing could form part of a class display.



## Refugee Speakers

### Learning Objectives:

Understand the real life experiences of individual asylum seekers and refugees, and relate past learning to this

### Suitable for:

Most suitable for Key Stages 2 and 3

**Time needed:** 30- 40 minutes

### You will need:

A refugee speaker- in South Yorkshire Northern Refugee Centre's REACT project offers speakers ([www.nrcentre.org.uk/react](http://www.nrcentre.org.uk/react)); in other areas try your local refugee organisation, Refugee Council or Refugee Action (see page 37 for web addresses)

*(It is best to invite a refugee speaker after the group have done background work on the issues or exercises in this book).*

### What to do:

- Introduce the refugee/asylum seeker volunteer (if there are several volunteers, they could split into groups).

- Volunteer to introduce themselves, where they are from and where they live now. It is important to emphasise positive elements of their identity, for example profession or hobbies so they are not seen as 'just' a refugee.

- Volunteer to talk for around 10 minutes about their experiences in their country and/ or the UK (volunteers vary in what they are happy to talk about and it is important to establish this in advance).

- Get the pupils to devise questions to ask the refugee in pairs.

### Debrief and evaluation (10 minutes)

- Talk about key things learned.

- Ask pupils to write a short written reflection.

### Curriculum Links:

English KS2  
En1 3a-f, 9c,10a  
KS3 1.1c-e, 2.1e-g, 3.1e,  
PSHE and  
Citizenship:  
KS2 1a,d, 2a,e,4a,  
SoW Units 5 & 7  
SEAL Y5-6  
GO&FO p24  
Citizenship:  
KS3 1.3a, 2.1a  
SoW Unit 4  
PSHE(PW):  
KS3 2.1a  
SEAL Y7  
Empathy  
Art:  
KS2 2c

Source: Refugee Council