

Arrivals Project

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For further information see:
<http://www.decsy.org.uk>
OR
<http://www.jeremyabrahams.co.uk/arrivals>

P4C Arrivals

Age group: KS2

Main curriculum / subject area: P4C focus

21st Century Skills: Critical thinking, questioning and reflection and collaborative working

Cross Curricular links:

Citizenship: Awareness of the inequities that exist around the world and what that might mean for people like them.

Literacy: Communication skills

Students will:

have the opportunity to take part in a philosophical enquiry
have opportunities to develop their critical thinking and questioning skills
be encouraged to formulate and share their opinions, giving reasons for what they say
be given the chance to work collaboratively as co-facilitators

This session will follow the standard P4C enquiry structure. What follows is a selection of stimuli that could be used along with anticipated questions and concepts that might emerge.

Quotes with photos from the exhibition

1. Issues with immigration, belonging, acceptance and responsibility.

'No one leaves home unless home is the mouth of a shark.'

Warsan Shire, Teaching My Mother How to Give Birth

'Recognize yourself in he and she who are not like you and me.'

Carlos Fuentes

'The land flourished because it was fed from so many sources - because it was nourished by so many cultures and traditions and peoples.'

Lyndon B. Johnson

'Our lives begin to end the day we become silent about things that matter.'

Martin Luther King

'We may have all come in on different ships but we're on the same boat now.'

Martin Luther King

'The time is always right to do what is right.'

Martin Luther King

Possible Questions

- Is movement of people always a good/bad thing?
- Is there a limit to how many people can live in a place?
- Do we really need borders?
- What would you take with you if you had to leave your home?
- Are we really that different from each other?
- How can you make people feel welcome and who is responsible for that?

Photos from the exhibition of special places – including religious and non-religious buildings

2. Issues with special places, what's important to you, a sense of community, belonging and identity, where you feel yourself and at ease.

Possible Questions

- Why are special places important? What makes them important?
- Can we have the same special place?
- Why are some places more important and special to people than others?
- Do you behave differently in your special place? Why?

Videos about refugee experience

3. Issues with the refugee experience, the lottery of birth, responsibility and connectedness of the world

** Please consider how to use these especially if you have children in your class who have gone through a similar experience **

UNICEF - Meet one of the Syrian refugee children

UNICEF – An Unfair Tale Irvine and Pillow

UNICEF – An Unfair Tale Mustafa goes for a walk

UNICEF – An Unfair Tale Malak and the Boat

The Independent Newspaper - What would it be like to be a British refugee?

Possible Questions

- Why are there refugees?
- What might it be like to be a refugee?
- How can you help welcome/support refugees?
- How would you feel if you had to leave your home?