A Bag for Juliane Lesson 1

Curriculum links:
- **Computing**: computational thinking: logical thinking, designing, user needs
- **Art and Design** drawing and craft, **Science** Day and Night / Sensors, **Design & technology** Product design, **Citizenship** Respect, road safety, communities, **PSHE** understanding others, mental health and wellbeing, **Geography**, understanding the world, sustainability

Skills: Empathy, creative thinking, problem solving, team working, presenting

Resources: Teacher Guide (presentation download, lesson plan download, worksheet download), Google Earth or similar and/or map of the world, animation, large sheets of paper and pens.

Background:
It is assumed that you have first completed the safety introductory lesson. This could be an emotive lesson for some children, so do adapt it sensitively if needed.

Introduction
In this lesson students are introduced to Juliane and her story. They consider how she must have felt at different times on her journey and discuss ways she is being helped to feel ‘safe’. They start to design a bag that might help Juliane feel safer on her journeys to and from school in England.

Teacher guide:
Learning objectives
- To develop empathy and understanding around child refugees
- To consider ways in which a child refugee, Juliane can be helped to feel ‘safe’
- To begin to design a bag to help Julianne feel safe on a journey to school

Agenda
- Introduction and finding out about Zimbabwe (10 minutes)
- Juliane’s story (15 minutes)
- Juliane’s journey to school (5 minutes)
- Creating ideas for a bag for Juliane (15 minutes)
- Presenting ideas and feedback (10 minutes)
- Wrap up (5 minutes)

Introduction
- Using Google Earth or maps, or simply a map of the world, ask students to locate Zimbabwe.
- If you wish, give them a short, focussed time to research online to find out some key facts about living as a child in Zimbabwe (some suggested websites on slide 2).
- Share what they have learnt as a class and explain that in this lesson they will be learning more about Zimbabwe and in particular about a girl called Juliane.

Main activities
Juliane’s story
- Watch the animation of Juliane’s story (slide 4), either all the way through or stopping the animation at different points as appropriate for your class to help them understand what is happening.
● Ask students to work in pairs or small groups and give each group a worksheet, asking them to discuss and note down their thoughts to the questions (slide 5).
● Discuss their answers as a class, drawing out their thoughts and adding appropriate explanations where necessary to help them to understand Juliane’s situation (e.g. refugees, anxiety, panic attacks).
● When discussing their ideas on ways to help, try to focus on ways that she could be helped to be made to feel ‘safe’.

Juliane’s journey to school
● Introduce the learning objectives if you wish (slide 6) and explain that you are going to be focussing on one specific area of the journey Juliane now does - her walk to and from school.
● Ask students to think/pair/share about the questions on slide 7.

Ideas for a bag for Juliane
● Explain that you are going to be working through one way of helping her to keep and feel safe together and will be creating a bag that she could take with her when walking to and from school when it’s dark.
● Give pairs or small groups large sheets of paper and ask them to think creatively about what their bag could look like and the features of the bag (slide 8).
● Explain that they will be using micro:bit so should include at least one programmable element.

Presenting ideas
● Ask students to present their initial ideas to the group and invite others to offer constructive feedback (e.g. WWW/WBI or 2 stars and a wish).
● Explain that starting next lesson they will create a prototype of their bag for Juliane.

Lesson wrap up
● Recap the learning objectives if you wish (slide 9).
● Give out sticky notes and ask students to write down 2 things they have learnt today, invite them to share and sticking them on the wall as an exit ticket to the lesson (slide 10).
● Some children may have been affected by some of the issues or emotions raised in the lesson, so do ensure any student who wishes to talk to you, or another trusted adult, is encouraged to do so.

Extension / homework
● Students could start a portfolio of work for this topic and add their work so far.
● They could look in more detail at the plight of child refugees and you could set literacy based tasks around this (e.g. writing a factual report or newspaper article).
● You could use this to help children share how they feel at school and learning more about mental health.

Differentiation
Support:
● Consider pairs or groupings carefully and you could give students prompts to help them in their understanding of Juliane’s feelings (e.g. emotion word cards or emojis).
● Some students who are sensitive to any issues covered may need additional emotional support (e.g. a quick ‘check-in’ or an additional adult working with them).

Stretch & challenge:
● Students can be stretched to articulate in more detail and using more complex vocabulary how Juliane might feel at different times in her journey. They can use their understanding to think deeply about different ways Juliane’s bag could help her to feel safe and other ways she could be helped.

Opportunities for assessment:
● Informal assessment of students’ understanding and progress through answers and discussions.
● Formal assessment if wished of worksheet.