



**University
of Worcester**



This lesson plan uses characters' experiences of moving home to address immigration in a safe, age-appropriate way, and suggests different storybooks that teachers can use to help pupils develop empathy and respect for others.

LESSON PLAN

Moving & moving home

Key stage 2

**PSHE Association
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Resource**

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Lesson: Moving and moving home

Key stage 2

This lesson focusses on characters' experiences of moving and moving home. Suggested picture books are used as a stimulus to help pupils consider the feelings of others and develop empathy for people in different circumstances. It includes learning about refugees and asylum seekers, challenging stereotypes and supporting work to tackle discrimination, considering their journey from difficult and complex circumstances in their home location. The concentration on individuals and their families brings the issues into focus and can either build on the learning identified in the pre-lesson activities, provide a stimulus in its own right, or provide a range of picture books in order to contrast the experience of individuals. The lesson provides an opportunity for pupils to consider the feelings of others, to develop empathy and to explore how they might give support within their own school community. It provides an opportunity to promote British values including valuing difference and diversity and giving welcome to those joining a community.

Note for teachers:

This lesson deals with change and times in people's lives that can feel exciting but that can also be unsettling. It may raise further questions from pupils about things they have seen or heard about in the news or things they have experienced for themselves. It will be important to point out, before and during teaching, that they can talk to an adult they trust (such as a parent/carer or teacher) about questions or concerns they have. [Signposts to support](#) are included later in this lesson plan.

Learning objective:

To understand why some people have to leave their homes, including in adverse circumstances, and to consider how this feels.

Resources required:

Post it notes (for think – pair – share)
[Display board, large paper and/or large whiteboard \(for graffiti wall\)](#)
Pens and pencils
[Children's picture book\(s\) \(selections identified below\)](#)
Postcards or plain paper

Learning outcomes:

By the end of the lesson, pupils will be able to:

- Identify why some people may need to find a new place to live.
- Give examples of how people may feel when moving to a new location.
- Empathise with people facing difficult and complex situations.

Keywords:

Homes, moving home, valuing difference, respect, positive relationships, migration, asylum, refugee

Climate for learning:

Before teaching this lesson ensure that you have read the accompanying PSHE Association document [Teacher guidance: teaching about mental health and emotional wellbeing \(2019\)](#) which provides guidance on establishing ground rules, developing a non-judgemental approach, not making assumptions and additional advice relating to teaching about dealing with sensitive and sometimes controversial issues (see particularly pages 6 – 8).

You may also like to read [Promoting Fundamental British Values through SMSC \(DfE, 2014\)](#). This lesson relates particularly to developing children's knowledge and understanding in order to promote:

- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination (DfE 2014: 5).

The lesson, and the pre and post lesson ideas, also relate to the new curriculum for [Relationships Education](#) in primary schools (DfE 2019) which is mandatory from September 2020, namely that by the end of this phase of education children should know:

- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care (DfE 2019: 20), and
- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (DfE 2019: 21).

Activity	Description	Timing
Pre-lesson activities	Use a range of children's picture books to consider one (of more) of: (A) our homes and what they mean to us; (B) our homes, meeting different people in our communities (C) our homes and how they contrast with those in other locations	
Baseline assessment	Think-pair-share activity considering why people move home.	10 mins
Introduction	Explain that some people feel they have to move home in order to leave a situation where they are facing danger or persecution. Introduce the terms migration, refugee and asylum seeker.	5 mins
Stimulus	Read one of the children's picture books about a child/family moving home.	10 mins
Activity	Identify stages in the story: (i) pre-move, (ii) during the move, and (iii) after the move. Develop discussion using key questions and use a graffiti wall to consider how the main character(s) might feel in each stage.	15 mins

Activity	Consider how we might welcome the character(s) from the story if they moved into our community. Develop a postcard or letter to help them settle into the community.	15 mins
Reflecting on today's learning	Reflect on how a child might feel if they moved into our community from a distant place.	5 mins
Endpoint assessment	Learning evidenced by completing sentence starters.	
Extension activity (optional)	Script a short presentation to camera for a news report telling the character(s) story.	

Pre-lesson activities:

The following three ideas may be used either as a sequence of pre-lesson activities, or provide a choice from which to select one:

Activity A: Our homes: what they mean to us

Choose one or more of the following picture books:

When I lived in Uncle's Hat
Moving
Where's Jamela
Baking with Dad

Full bibliographic detail is included at the end of this lesson plan.

Using the characters in the story to consider why homes are distinctive and what people like about their homes. They will give insights into different homes (or at least one home different to where the pupils live) to provide opportunities for discussion and reflection, using picture books as a distancing technique. This provides a secure consideration of homes, prior to considering migration, asylum seeking and refugees in the main lesson.

Key questions include:

- (i) In the picture book, how would you describe the home(s) in which the characters live?
- (ii) What do the characters like or dislike about their homes? Why is this?
- (iii) How do the homes show similarities or differences to our homes?

Activity B: Our homes: meeting different people in our communities

Choose one or more of the following picture books:

Blue
I Want to Go Home
The Mice Next Door
Have You Seen Who's Just Moved in Next Door?

Leon and Bob

Full bibliographic detail is included at the end of this lesson plan.

Consider the people that we meet in our street or local community (i.e. the people just beyond our homes). These people may be different to us in some ways, but are close by. Explore difference at a level at which children are familiar and to which they will bring existing experience. This activity provides the opportunity to consider distance within our local community, prior to considering different people moving into a different community in the main lesson.

Key questions include:

- (i) What parts of the story make the characters feel good about themselves? Why is this?
- (ii) How are the characters (i) similar to and (ii) different from one another?
- (iii) If the characters feel unsure or unsettled, how might they cope this this situation.
- (iv) What are the positive things about meeting new people that are different in the story?

Activity C: Our homes: how they contrast with those in other locations

Choose one or more of the following picture books:

Mirror

Two Homes

Letters Around the World

Dominic Grows Sweetcorn

Full bibliographic detail is included at the end of this lesson plan.

Consider the location of homes, contrasting homes in different locations, either by showing different homes in parallel (Mirror), a child living in two locations (Two Homes) children writing as pen pals about the places in which they live (Letters Around the World) or contrasting their own experience with that of another generation in their family (Dominic Grows Sweetcorn). This activity provides the chance to contrast homes in different places, identifying contrasts and similarities. It gives opportunity to consider those living in a distant place, before the discussion of people moving from a distant place in the main lesson.

Key questions include:

- (i) Look at the different places where the characters in the picture book lives. Describe the main features of these places.
- (ii) How do the places differ from one another?

- (iii) What do the characters like or dislike about the places in which they live? Do they have feeling in common or different feelings?
- (iv) How does where we live seem (i) the same, and (ii) different to the places where the characters in the picture books live?

Suggested task: What do we like about where we live? Draw a map of our local community, in small groups, adding our favourite places and favourite activities: not so much an accurate map of the streets, but a map of our feelings, likes and favourite aspects of our community.

Main lesson:

Baseline assessment: Why might someone move home? (10 mins)

Ensure this activity is completed before delivering the lesson.

Think-pair-share. Individually write or draw why you think that someone might move home. How many reasons can you think of? Record your ideas on post-it notes. Share your ideas in a pair and find what ideas you have in common and what ideas are different. Share a summary with the whole class.

The purpose of this activity is to find out pupils' existing knowledge and attitudes. Whilst they are working, do not prompt them in any way. When complete you will get a sense of whether the reasons pupils give for moving home are positive, neutral or negative. Are any pupils aware that some people feel they have to move house in order to leave a challenging or difficult situation? Do any use terms including migrant, asylum seeker or refugee? Are any pupils aware of examples from news media?

Introduction: How might those moving feel? (5 mins)

Establish or reinforce existing ground rules – and or emphasise any ground rules that are especially relevant to this lesson.

Discuss a selection of examples identified in the baseline activity. How might individuals feel when facing such circumstances (moving home for a variety of reasons)? Choose a couple of contrasting reasons for moving home to discuss in particular.

Introduce the terms migrant, refugee and asylum seeker and their meaning, if the children have not introduced this vocabulary already.

Note for teachers:

The term **migrant** refers to a person who moves from one place to another, sometimes to improve their living conditions or work prospects. This term does not have any formal or legal definition, and sometimes a distinction is made between temporary and longer-term migration (i.e. less than or more than one year).

An **asylum seeker** is an individual who is seeking international protection. In countries with individualised procedures, an asylum seeker is someone whose claim has not yet been finally

decided on by the country in which they have submitted it. Not every asylum seeker will ultimately be recognised as a refugee, but every recognised refugee is initially an asylum seeker (United Nations High Commissioner for Refugees, Master Glossary of Terms, 2006).

Refugees are people who have left their country of origin for reasons of feared persecution, conflict or other circumstances that have seriously disturbed public order and, as a result, they require international protection. This definition was established by the United Nations and can be found in the 1951 Convention and regional refugee instruments, as well as the United Nations High Commission for Refugees' Statute.

Stimulus: Using story to provide a context (10 mins)

Choose one of the following picture books and read it to the class:

The Journey
Ali's Story
Silence Seeker
Hamzat's Journey
The Colour of Home
Azzi Inbetween

N.B. the first three books focus on an individual character, and the second three on families moving home. Full bibliographic detail is included at the end of this lesson plan.

Activity: How might the character(s) feel? (15 mins)

Reflecting on the story activity, consider how the character(s) might have felt during each of three stages in the story:

- (i) Pre-moving home
- (ii) During the move
- (iii) After moving home

Questions to support discussion include:

- Where do the main character(s) live at the start of the story? Describe this place.
- Why do these character(s) need to move? How much choice do they have and how much do they feel they have to move? Why?
- Describe the different feelings experienced by the main character(s) at different stages in the story. How do they change as the story progresses?
- How do the main character(s) feel at the end of the story? Does this feel positive and hopeful or frustrating and difficult? Why might this be?

Develop a graffiti wall in three sections, highlighting the feelings the main character(s) may have experienced pre, during and post moving home. Add ideas to the wall by writing and/or drawing.

Activity: How might we welcome someone new to our community? (15 mins)

Imagine the individual or family from the picture book is coming to live in the local community where the pupils are based. Write them a letter or a postcard to welcome them.

Pupils should suggest what the character(s) should look forward to, what might help them settle in, and provide some advice to help them think about moving.

Support:

Based on the book chosen as the focus of the lesson, provide a character profile about why they are moving, their feelings about it and what might help them.

Challenge:

Develop the detail in the letter to show more in depth thinking about what might help the character to settle in and additional advice about positive aspects of the local community. What might the character(s) need to know in order to feel at home?

Assessing learning & signposting support

Reflecting on today's learning:

Ask the pupils to summarise the feeling that a child moving into a different community as a refugee or asylum seeker might feel.

Endpoint assessment:

Children to complete the following sentence starters:

Before this lesson I thought that most people moved home because...

I have learned that people might move home because...

Signposting support:

Ensure that children are aware to tell an adult they trust (for example a teacher or carer/parent) if the lesson raises further questions about things they have seen or heard about in the news or things they have experienced for themselves.

Signposts for children:

Childline: <https://www.childline.org.uk/> 0800 1111

Specific advice and support on moving home is available from Childline at: <https://www.childline.org.uk/get-support/ask-sam/temp-asksam/moving-house/>

Signposts for teachers:

Further picture books showing a diverse range of families and a range of changes faced in childhood are available in the following two resources, both of which are freely available to download by educational settings. Each provides an annotated bibliography of over 150 high quality picture books, cross-referenced by topic:

Morris, J. and Woolley, R. (2017) [Family Diversities Reading Resource \(second edition\)](#). Lincoln: Bishop Grosseteste University and University of Worcester. This resource includes all the picture books used in this lesson plan, each with a detailed description / review.

Morris, J. and Woolley, R. (2011) [Transitions Reading Resource](#). Lincoln: Bishop Grosseteste University College. This resource covers the many changes that a child may face e.g. moving house, changing school, making and losing friends, family changes and bereavement.

Extension activity:

Task: Imagine you are a news reporter meeting the main character from the book. Script a short presentation to camera for a news report telling their story. Focus on including the feelings they may have experienced at different stages of their journey.

Acknowledgements:

This lesson plan was developed collaboratively by staff at the [University of Worcester](#) and [Bishop Grosseteste University](#). It draws from a wider range of picture books exploring the diverse experience of families, which is freely available to childcare settings, schools and not-for-profit organisations (see *signposting support*, above).

Summary of picture books referred to in this lesson plan:

Baker, J. (2010). *Mirror*. London: Walker Books.
Cacciapuoti, A. (2016). *Baking with Dad*. Sine loco: Child's Play (International) Ltd.
Daly, N. (2004). *Where's Jamela*. London: Frances Lincoln.
Dupasquier, P. (2004) *Blue*. London: Andersen Press.
Garland, S. (2012). *Azzi In Between*. London: Frances Lincoln Children's Books.
Hoffman, M. (2003). *The Colour of Home*. London: Frances Lincoln.
James, S. (1997) *Leon and Bob*. London: Walker Books.
Knowles, A. (1991). *The Mice Next Door*. London: Macmillan Children's Books.
Maclaren, T. (2004). *Letters Around the World*. London: Tango Books.
Maldonado, S. (2015). *Ali's Story*. Sine Loco: Wayland Books.
Masurel, C. (2001). *Two Homes*. London: Walker Books.
McNaughton, C. (1991) *Have you seen who's just moved in next door?* London: Walker Books.
Morley, B. (2009). *The Silence Seeker*. London: Tamarind Books.
Robinson, A. (2009) *Hamzat's Journey*. London: Frances Lincoln Children's Books.
Rosen, M. (1995) *Moving*. London: Picture Puffins.
Ross, M. ((2013) *Dominic Grows Sweetcorn*. London: Frances Lincoln Children's Books.
Ross, T. (2006) *I want to go home!* London: Andersen Press.
Sanna, F. (2016). *The Journey*. London: Flying Eye Books.
Stamm, P. (2008) *When we lived in Uncle's hat*. Basel: Winged Chariot Press.

All books are readily available through good bookshops and online retailers.

It is anticipated that many will already be included in school libraries.