

Refugee poster project

Topic

Refugees

Aims

- To promote cross-cultural understanding and tolerance
- To encourage planning, collaboration and teamwork
- To raise awareness of [World Refugee Day](#)
- To give pupils an opportunity to be creative
- To develop presentation skills

Age/level

Young learners aged 12+
CEFR level B1 and above

Time

70–80 minutes

Materials

Refugee poster project worksheet (one per pupil)

Project materials: coloured pens, pencils or crayons, paper, a large sheet of card, scissors, glue

Optional: access to a classroom computer

Introduction

Since 2001, the United Nations has designated 20 June as World Refugee Day, dedicated to raising awareness of the situation of refugees throughout the world.

In this lesson, pupils learn what a refugee is by reading a definition, some statistics and some information about how refugees might feel. Learners are encouraged to put themselves in the place of a refugee and consider how they might feel at leaving behind their homes and belongings. They can also watch a short video produced by UNICEF, in which two brothers talk about their journey from Syria to Germany.

In the main part of the lesson, learners work in groups to produce a poster presentation. They imagine a group of refugee children of the same age are coming to live in their town. They follow clear steps to plan, research, prepare, do and present ideas for activities to make the refugees feel welcome. Finally, they present their ideas to the class using posters to help them explain their ideas.

Procedure

Before the lesson	Download and make copies of the worksheets you need for the lesson.
1. Warmer (5 minutes)	If appropriate, explain that 20 June is World Refugee Day. Write <i>refugee</i> on the board and ask learners if they know what it means. Accept any ideas at this stage.
2. Checking understanding (10 minutes)	Give each learner a copy of the Refugee poster project worksheet. Learners do activity 1. They read the text about refugees and answer the question (orally or in writing). Check learners' understanding by asking a few comprehension questions: <i>Why do refugees leave their country? What do they leave behind? What's the difference between travelling to another country for a holiday and being a refugee?</i>
3. Video viewing (10–15 minutes)	To help learners develop a deeper understanding of the refugee crisis, you could show them the UNICEF video 'From Syria to Germany: A tale of two brothers'. The language level of the video is aimed at CEFR level B2 learners so some of the language will be challenging. However, the LearnEnglish Teens website has a series of exercises to help comprehension. Link to video and exercises: https://learnenglishteens.britishcouncil.org/study-break/video-zone/tale-two-brothers
4. Project preparation (5 minutes)	Learners do activity 2 (read the description of the project). Put learners into groups of four. If you think it is helpful, appoint the following roles within each group: Learner A: Note-taker (writes down initial ideas) Learner B: Organiser (organises the group and the materials) Learner C: English monitor (reminds learners to use as much English as possible) Learner D: Time-keeper (decides how much time needs to be spent on each step and then makes sure times are adhered to)
5. Project work (30 minutes)	Learners follow steps 1–6 of their projects.
6. Presentations (10–15 minutes)	Learners take turns to present their ideas to the class (step 7). Optional: Film learners' presentations (with parental permission) and play back the recordings in the next lesson. Encourage learners to praise their classmates' efforts.

Contributed by

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