



Searching for Home: Nasrin's Journey **Primary Lesson Plans on Refugees**

Social Studies Grade 2

- Big ideas: Local actions have global consequences and global actions have local consequences.
- Curricular competencies: Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events.

Social Studies Grade 3

- Big ideas: People from diverse cultures and societies share some common experiences and aspects of life.
- Curricular competencies: Explain why people, events, or places are significant to various individuals and groups.
- Recognize the causes and consequences of events, decisions, or developments.

English Language Arts Grade 1

- Big ideas: Everyone has a unique story to share.
- Curricular competencies: Use personal experience and knowledge to connect to stories and other texts to make meaning.
- Identify, organize, and present ideas in a variety of forms.

English Language Arts Grade 2

- Big ideas: Through listening and speaking, we connect with others and share our world.
- Curricular competencies: Plan and create a variety of communication forms for different purposes and audiences.

English Language Arts Grade 3

- Big ideas: Stories can be understood from different perspectives.
- Curiosity and wonder lead us to new discoveries about ourselves and the world around us.
- Curricular competencies: Exchange ideas and perspectives to build shared understanding.
- Engage actively as listeners, viewers, and readers, as appropriate to develop an understanding of self, identity, and community.

The following suggested lessons are a supplement to the intermediate lessons based on the BCTF-created zine, *Searching for Home: Nasrin's Journey*.

The following lessons are based on imagery from the zine, or an alternate picture book (suggested resource: *Stepping Stones, A Refugee Family's Journey*, by Margriet Ruurs and artwork by Nizar Ali Badri).

1. Have students look at cover of the book and/or a beginning picture from the zine, and make a prediction (oral, written, or pictorial) of what is happening in the picture. Then read the story to the class and have students complete a beginning, middle, end worksheet.

2. Ask students if they are familiar with the term refugee. Explain to them that a refugee is a person fleeing their home because of a crisis that threatens their health, safety, or freedom. Show the students where Canada and Syria are located on a world map.
3. Have students discuss freedom and what it means to them. Discuss the freedoms they have in our country. Complete a Venn diagram as a class, comparing freedoms here and freedoms in Syria.
4. Show the students the UN Declaration of the Rights of the Child. Ask the students what rights they have and compare this to the rights of the children in the story that are being denied.
5. Have students discuss peace and complete a T-chart (looks like/sounds like) as a class. Students then design and complete a picture made of stones that represents peace to them. An alternative to stones could be to create a picture using scraps of fabric and other notions, perhaps creating a peace quilt.
6. Discuss the concept of home with the class, and have students brainstorm words that could be incorporated into an acrostic poem of H-O-M-E (e.g., H for happiness, O for on peaceful soil, M for mother, and E for everyone together).
7. Design a graphic that is shaped like a backpack. Have students discuss what they would take with them in their backpack if they had to leave in a hurry, and then write or draw these items in their backpack.

Other possible picture books to use for teaching young children about refugees:

1. *Brothers in Hope: The Story of the Lost Boys of Sudan*, by Mary Luana Williams
2. *My Name is Sangoel*, by Karen Williams and Khadra Mohammed
3. *Teacup*, by Rebecca Young
4. *The Colour of Home*, by Mary Hoffman and Karin Littlewood
5. *Four Feet, Two Sandals*, by Karen Williams and Khadra Mohammed.