

## A Lesson Plan in Polish Studies and Social Education

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**Topic:** *Why did Kunkush leave his home and become a migrant?*

**Subject:** Polish and social education

**Reference to the core curriculum / general objectives:**

I. Polish Studies (or any language):

In terms of listening students listen carefully to readings and other texts read by the teacher, pupils and other people.

In the field of speaking students speak in an orderly and developed form on topics related to experiences, task, school situations, reading or cultural event.

In the field of self-education students use acquired skills to solve problems and explore the world, caring for their own development and creating individual learning strategies.

II. Social Education:

Students evaluate their behaviour and other people's, referring to the values they have learnt, such as: dignity, honour, justice, duty, responsibility, friendship, kindness, moderation, restraint, help, satisfaction, apologising, recognition, honesty, gratitude and other respected by the school environment.

**Time:** 45 minutes

**Age group / class:** ten-year-olds, Class/Year 3

**Purpose of the lesson:**

- Students explain the concept: migrant, migration and list the causes of migration,
- Students can assess the behaviour of others,
- Students can empathise with the opinions of others,
- Students shape the ability to interpret the text of culture.

**Formative assessment** - After this lesson, students will explain:

- why people leave their homes, their homeland,
- what migration is,
- how one can help those who flee from their countries.

**Methods:** work with text, brainstorming, drama, directed conversation.

**Forms:** collective work, individual work.

**Teaching aids:** coloured sticky notes, drawing of a house, an interactive whiteboard, a computer with access to the Internet, envelopes with questions, ice cream sticks with the students' names;

a book by Ewa Nowak *A Cat Which Lost Its Home* published by Egmont Polska sp. z o.o, Warsaw 2016 ( or any versions of the story in a national language, one may also use the online links provided below).

**Attachments:** cards with questions: *What do you like doing at home? Which items do you like the most at home? Who do you spend time at home with the most?* put into an envelope.

**Sources:**

1. <https://www.youtube.com/watch?v=05K-YUezBKA>
2. <https://www.youtube.com/watch?v=wKh2aBmEi60>

**INTRODUCTION**

<p>1. Show the students a house diagram drawn on a grey sheet of paper. Please note that under the bench there is an envelope for each student with questions to be answered. The questions concern their family home.</p> <p>2. Discuss the answers of students and state that the house is a building, a place where we live, rest and collect important items for us. Home is a family, household, animals, etc. Write ideas, associations that were common for children on the house diagram.</p> <p>3. Give the topic of the lesson. Ask the students whether they know the meaning of all the words that have appeared in it. Emphasise the word <i>migrant</i> and that you would like to inform them that today's lesson will tell the story of a cat, thanks to which they will find out who migrants are. Present the criteria for success.</p>	<p>The envelopes stuck beneath the bench are to interest the students and encourage them to answer the questions in them.</p> <p>8 minutes</p>
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## LESSON DEVELOPMENT

<p>1. Read to the children the content of the task: <i>Imagine that you find out from your parents that you have to leave your home within an hour. You can take only two things with you. On separate sheets of paper, write or draw the two things that you would take with you. You have 2 minutes to complete the task.</i></p> <p>2. After a while some volunteers read what they would take with them.</p> <p>3. Inform the students that unfortunately they cannot take two things with them but only one. Ask the students to tear up the card with the thing they have to leave and to fold the piece of paper with the thing they would take with them and put into their pockets.</p> <p>4. Discuss this experience with the group:  <i>Why did you just take these things?          Was it easy to choose only one thing?          How did you feel by choosing these things?</i></p> <p>Refer to the exercises that the students did at the beginning of the lesson.</p>	<p>10 minutes</p>
<p>5. Invite the class to sit in a circle. Read a report by Ewa Nowak titled <i>A Cat Which Lost Its Home</i> (skip the last page) – or any adaptation of the story, and then put the questions to the text:</p> <ul style="list-style-type: none"> <li>• <i>What country do Kunkush and his family come from?</i></li> <li>• <i>Why did Kunkush leave his home?</i></li> <li>• <i>Where did Kunkush and his family arrive?</i></li> <li>• <i>Under what conditions did the cat's family go to a safe place?</i></li> <li>• <i>Why did the cat get lost?</i></li> </ul>	<p>17 minutes</p> <p>When selecting the person for the answer, draw ice cream sticks with the children's names.</p>

<ul style="list-style-type: none"> <li>• <i>How did he feel in a strange place?</i></li> <li>• <i>Who helped him find his family?</i></li> <li>• <i>What feelings could accompany Kunkush and his family while escaping from Iraq?</i></li> <li>• <i>What is foreign when one arrives in another country?</i></li> </ul> <p>After the discussion, read the last page of the report.</p> <p>6. Tell the students that this story really happened and present photos from the Internet or the film on Youtube.</p>	
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## SUMMARY

<p>1. Based on deliberations and reflections on the fate of Kunkush, determine the definition of migrants with the students. Ask the children to answer the question in the topic of the lesson.</p> <p>A sample definition:  <i>Kunkush escaped with his family from the country before the war. Such people who leave their country and live in another one are called migrants. And leaving the homeland to another country, to live in it, to work and to learn, we call migration.</i></p> <p>2. Ask the students how they could help children - migrants who fled their country. Encourage the students to have a short discussion. Write the proposals on the board and discuss.</p> <p>3. Summarise the lesson with summary sentences like <i>I want to remember from today's lesson ..., I was surprised with ... It's great that today ...</i></p> <p>Thank the students for their activity and encourage reflection.</p>	<p>10 minutes</p> <p>It is worthwhile to offer students books that relate to the topic of migration as their reflection.</p>
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