

Akademi Workshop Plan

Migration, Refuge and Refugees

Aim:

- To explore the issues around refuge and refugees through collaboration of creative writing and South Asian Dance.

Objectives:

- Explore and create awareness around migration/refuge/refugee issues.
- Learn about different journeys.
- Explore/ learn South Asian Dance and creative writing through practice.

Learning outcomes: pupils will be able to:

- Have sensitivity and awareness of the experiences of refugees.
- Understand the issues (political/social/emotional) of refuge/migration.
- Perform/create poetry/dance/movement.
- Show increased confidence.

Preparation before the lesson:

Before undertaking the lesson the pupils should have completed a poem/ piece of writing, based on the ideas given on the following sheet. This will give the pupil's a background knowledge of the feelings that will be explored throughout the lesson and they will feel more confident about participation in the lesson if they have had the opportunity to think around the subject area.

Ideas for Poems

As an initial exercise it would be useful for the pupils to write a poem/piece of writing based on a particular issue within the theme of migrations. This would make them more able to understand the issue and it would be good stimuli for a movement piece. Below are some of the topics that arose in the migration project that the pupils could write about. They could also choose an emotional angle to write the poem from.

- **Their special place or safe place.**
- **Different goodbyes.**
- **Starting every sentence with a letter from the word 'Migration'.**
- **About refugees/ 7 days in a refugee's life.**
- **What is important about family.**
- **A poem in the first person about themselves being a refugee.**
- **Different journeys.**
- **Questioning life and what is important.**
- **How you welcome someone to the country.**
- **A poem around the issue of what not to do.**
- **What would you do as a superhero.**
- **How to help different people in trouble.**
- **Identity and the best parts of your personality, e.g. religion, nationality etc.**

For the Key stage four pupils, it would be more productive for them to base a piece of writing on the above ideas, in the form of a monologue, or thought tracking. They could extend this by performing it as the basis of their understanding of the issues.

Activity	Content	South Asian Dance related moves	Objectives
<p>Warm up (Traditionally, South Asian dance teaching does not include exercises specifically designed to warm-up the body parts before undertaking strenuous activity so it is important for the class to be appropriately warmed up prior to the session beginning).</p>	<ul style="list-style-type: none"> ❑ Brainstorm words that the class connects with refugee/migration. ❑ Involve the class in a sharing of different cultures. Ask the pupils if they have a second language that they can share in front of the class, such as how to say 'hello', 'goodbye', or counting. 	<ul style="list-style-type: none"> ❑ In a circle demonstrate hand gestures specific to the themes raised in the brainstorm. (See Appendix 2). ❑ Practise the hand gestures and make a connection between the eyes and hands. (This could also be done in pairs to gain feedback on whether the meaning is communicated correctly). ❑ Whilst walking around the space the pupils should interact with one another using different gestures, which originate from different cultures, to greet each other. 	<ul style="list-style-type: none"> ❑ To draw out some of the related issues: fear, isolation, loss, injustice, war etc... ❑ To introduce the students to an important aspect of South Asian Dance. ❑ To improve the quality and clarity of movement. ❑ To make the pupils aware of the diversity of cultures within the community of their own class. ❑ To develop trust within the group and an understanding of how different cultures communicate with each other.

Main Activity	<ul style="list-style-type: none"> ❑ Brainstorm what feelings they would have if they had to leave their home because of a natural disaster/fear of violence. ❑ Using the map of the world, get the pupils to draw a route of how you would travel from Asia to Britain. 	<ul style="list-style-type: none"> ❑ The students should then create separate movements based on the main ideas formulated in the brainstorm and from the DVD, in the Migration section, scene 3. ❑ Get the class to be familiar with their pattern and get them to start moving around the space with the pattern. ❑ The hand gestures and the movements based on the brainstorm should be combined and a sequence created based around the floor pattern each of them has. 	<ul style="list-style-type: none"> ❑ Again, to draw out some of the themes of fear and isolation etc... ❑ To explore the young people's creativity in choreography. ❑ To improve geographic and decision making skills. ❑ To creatively use the space that is available to them. ❑ To create a sequence that every person has ownership over and has developed from start to finish individually.
Extension activities		<ul style="list-style-type: none"> ❑ In pairs, get the students to teach each other their sequence and combine them to make a performance that the rest of the class will view. ❑ Consider different floor patterns for creating a group dance. Make a selection and adapt where necessary, without changing the meaning, or losing the overall shape. 	<ul style="list-style-type: none"> ❑ To improve teamwork skills. ❑ To gain negotiation and sensitivity skills. ❑ To acquire performance skills. ❑ To be able to plan, refine and adapt performance when working with others.