**TEACHER INTRODUCTION TO ‘NUJEEN’.**

The KS4 PSHCE resources that follow bring to life ‘Nujeen’, the moving story of one girl’s incredible journey from war-torn Syria in a wheelchair.

As book excerpts and media clips of Nujeen are incorporated into the resources, it is not necessary for your pupils to read the whole book. However, why not offer incentives to those young adults who choose to do so? Nujeen’s powerful story will appeal even to those pupils who ‘don’t do reading’! The book will make teenagers laugh. It will make teenagers cry. It will undoubtedly make teenagers view the Syrian refugee crisis from a brand new perspective.

An overview of twelve lesson plans is shown below. All lesson plans are intentionally ‘standalone’. This allows you to dovetail the resources with your existing PSHCE offering (and indeed with the latest current affairs issues).

None of the lessons below have prior learning requirements for students; use as few or as many as you wish. If you do use all twelve lesson plans, teach in the following order:

Lesson 1: **Refugees and Asylum Seekers.**

Lesson 2: **How do the Media Portray Refugees and Asylum Seekers?**

Lesson 3: **How do Organisations such as UNICEF Support Refugees and Asylum Seekers?**

Lesson 4: **What is the Relevance of our Human Rights?**

Lesson 5: **How can I be a Productive Member of a Diverse Society?**

Lesson 6: **Protected Characteristics.**

Lesson 7: **Disability in the UK Today.**

Lesson 8: **Rights and Responsibilities in Society.**

Lesson 9: **What is the Point of Campaigning?**

Lesson 10: **Expressing Opinions with Confidence.**

Lesson 11: **Thinking Critically about Social Issues.**

Lesson 12: **Making Informed Choices.**

Please see overleaf for **recommended websites** to accompany the book’s key themes, a **PSHCE scheme of work**, and advice on how to link the book to **non-PSHCE lessons** (such as History and English).

**USEFUL WEBSITES TO SUPPORT EXPLORATION OF ‘NUJEEN’.**

*Use these to guide students’ independent learning:*

**www.harpercollins.co.uk/9780008192785/nujeen**

**www.refugee-action.org.uk**

**www.helpforsyria.org.uk/syrian-refugee-women-challenging-stereotypes**

**www.unicef.org.uk/landing-pages/donate-refugees**

**www.oxfam.org.uk/what-we-do/emergency-response/refugee-crisis?**

**www.amnesty.org.uk/actions/russia-free-blogger-prison-playing-pokemon-go-church-ruslan-sokolovsky**

**www.citizensadvice.org.uk/Documents/Advice%20booklets/equlity-act-2010-overview.pdf**

**https://www.equalityhumanrights.com/en/equality-act/protected-characteristics**

**www.scope.org.uk/end-the-awkward**

**www.gov.uk/government/publications/inclusive-communication/inclusive-language-words-to-use-and-avoid-when-writing-about-disability**

**www.amnesty.org.uk/sites/default/files/udhr\_simplified\_0.pdf**

**www.unicef.org.uk/Documents/Publications/Child\_friendly\_CRC\_summary\_final.pdf**

**www.time-to-change.org.uk**

**www.stonewall.org.uk/get-involved/campaign-us**

**www.nspcc.org.uk/fighting-for-childhood/campaigns**

**www.berealcampaign.co.uk/the-campaign/real-diversity.html**

**SCHEME OF WORK: KS4 PSHCE.**

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| **Lesson.** | **Learning Objectives.** | **PSHE Links.** | **Citizenship Links.** |
| 1: REFUGEES AND ASYLUM SEEKERS. | 1. Understand what refugees and asylum seekers are.  2. Appreciate why some vulnerable people choose to leave their own countries. | Developing my awareness of issues in the wider world. | Learning about the UK’s relations with the rest of the world. |
| 2: HOW DO THE MEDIA PORTRAY REFUGEES AND ASYLUM SEEKERS? | 1. Explore how the media portray refugees and asylum seekers.  2. Describe how media bias affects the public’s perception of refugees and asylum seekers. | Learning about barriers to community cohesion. | Developing an interest in responsible actions. |
| 3: HOW DO ORGANISATIONS SUCH AS UNICEF SUPPORT REFUGEES & ASYLUM SEEKERS? | 1. Find out how organisations such as UNICEF support refugees and asylum seekers.  2. Decide how my school could do more to support refugees and asylum seekers. | Exploring how the life chances of vulnerable people can be improved. | Influencing local, national and international decisions. |
| 4: WHAT IS THE RELEVANCE OF OUR HUMAN RIGHTS? | 1. Find out what my human rights are.  2. Appreciate the relevance of my human rights. | Finding out which rights support my wellbeing. | Developing awareness of what makes a society democratic. |
| 5: CAN I BE A PRODUCTIVE MEMBER OF A DIVERSE SOCIETY? | 1. Appreciate what the term ‘diverse society’ means.  2. Explore what makes a citizen a productive member of a diverse society. | Building my self-esteem through helping those around me. | Participating actively in the community. |
| 6: PROTECTED CHARACTERISTICS. | 1. Find out what protected characteristics are.  2. Understand why protected characteristics are relevant to the Equality Act 2010. | Improving my level of empathy. | Learning how the law helps society deal with complex problems. |
| 7: DISABILITY IN THE UK TODAY. | 1. Learn more about what the term ‘disability’ means in the modern world.  2. Explore how disability should be viewed in the UK today. | Having better relationships with other people. | Appreciating the need for mutual respect and understanding. |
| 8: RIGHTS AND RESPONSIBILITIES IN SOCIETY. | 1. Learn more about which rights we have.  2. Explore which responsibilities come with these rights. | Thinking carefully about the importance of good morals. | Exploring the rights and responsibilities of citizens. |
| 9: WHAT IS THE POINT OF CAMPAIGNING? | 1. Understand what ‘campaigning’ means.  2. Appreciate what campaigning can achieve. | Managing the challenges and responsibilities faced in adulthood. | Playing a full part in society. |
| 10: EXPRESSING OPINIONS WITH CONFIDENCE. | 1. Improve my ability to express my opinions with confidence.  2. Develop the skills needed to challenge other people’s opinions. | Improving my level of employability. | Making persuasive arguments. |
| 11: THINKING CRITICALLY ABOUT SOCIAL ISSUES. | 1. Find out more about critical thinking.  2. Think critically about social issues. | Preparing for the opportunities and experiences of adult life. | Exploring political and social issues critically. |
| 12: MAKING INFORMED CHOICES. | 1. Find out what an informed choice is.  2. Improve my ability to make informed choices. | Exploring how to make safe and healthy decisions. | Weighing evidence, debating and making reasoned arguments. |

**HOW CAN I INCORPORATE ‘NUJEEN’ INTO OTHER SUBJECTS?**

*Use these excerpts to inspire students in non-PSHE lessons:*

[**Art and Design**](https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study) (p162).

*It’s not so easy booking hotels as refugees. Often they turn us away or charge more because we don’t have papers. It’s like they think we are dirty or criminals – we are just the same as everyone else but we have lost our homes. Where we were staying was called the New*

*Dream Hotel. Our room had blue lights and a painting of an angel over the bed. Nahda stayed with her relatives as she would be leaving with them. They bought us some bread and halal salami, and we hugged Nahda goodbye and wished each other luck.*

**Computer Science** (pP 144 & 145).

*Our elder sister Nahda didn’t look at the sea. Her baby and the three little girls were all crying and she was focused on calming them. She was stressed because she’d decided to take her children out of the poisoned environment of war to somewhere they could get on with life, go to school, but now it seemed like a big responsibility for a thirty-three-year-old*

*alone and she wondered what she had done. Uncle Ahmed was all furrow-browed trying to drive the boat. He’d spent the last two days in the hotel in İzmir studying YouTube videos on how to do it. At the start he gunned the engine too much and we shot forward then zigzagged a bit as he tried to correct the course. ‘Look out!’ shouted Aunt Shereen as we bumped right into a wave and water came over the sides.*

[**Design and Technology**](https://www.gov.uk/government/publications/national-curriculum-in-england-design-and-technology-programmes-of-study) (P36).

*In the days running up to Newroz the flat would be filled with heavenly smells of cooking, Ayee and my sisters making dolma, vine leaves rolled around a stuffing of tomato, eggplant, zucchini and onion, and potatoes filled with spicy mince (apart from one potato that we always leave empty for luck for whoever gets it).*

[**English**](https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study) (P184).

*I noticed the journalists wore a kind of uniform of buttondown shirts, jeans and walking boots. I was still wearing the same jeans and favourite denim blue shirt with embroidered*

*shoulders that I had worn from Gaziantep and had not changed since we left Athens. I also noticed they all interviewed the same people, like vultures closing in on prey. ‘Hey, there’s a Syrian girl in a wheelchair here who speaks English!’ I heard somebody shout. All of a sudden they descended on me. One of them was an American lady from ABC who wanted to know how I knew English. I explained I learnt from watching ‘Days of Our Lives’. She was astonished.*

[**Geography**](https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study) (P12).

*Now here is a fact I don’t think anyone should like. Did you know that one in every 113 people in the world today are refugees or displaced from their homes? Lots of them are*

*escaping wars like the one that has ravaged our country Syria, or those in Iraq, Afghanistan and Libya. Others are running from terrorist groups in Pakistan and Somalia or from persecution by mullah regimes in Iran and Egypt. Then there are ones fleeing dictatorship in Gambia, forced conscription in Eritrea, and hunger and poverty in countries in Africa*

*I never saw on a map. On TV I keep hearing reporters say that the movement of people from the Middle East, North Africa and Central Asia into Europe is the largest refugee crisis since the Second World War. In 2015 more than 1.2 million came to Europe. I was one of them.*

[**History**](https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study) (P 59).

*People say that history is written by the victors, but here is something I don’t understand. Why is it we always glorify the bad guys? Even though they have done terrible things we talk about them being charismatic or brilliant military leaders. When I was learning to read and write, Third Sister Nahra made me write out sentences in Arabic over and over again and one of them was ‘Alexander is a great hero.’ Later I found out he was a selfish, spoilt boy and I felt deceived. I hate the fact that I didn’t know anything about the good people but everything about the bad people. I don’t really know anything about the lives of Gandhi or Nelson Mandela. I hadn’t heard of Mandela till the World Cup was in South Africa – so why do I know so much about Stalin and Hitler?*

[**Languages**](https://www.gov.uk/government/publications/national-curriculum-in-england-languages-progammes-of-study) (P137).

*On 31 August we saw Mrs Merkel again giving a press conference, calling on the EU to do better. ‘If Europe fails on the question of refugees, then it won’t be the Europe we wished for,’ she said. ‘We live in orderly, very orderly circumstances,’ she added. ‘Most of us do not know the feeling of complete exhaustion combined with fear.’ She ended by saying, ‘Wir schaffen das’ – ‘We can do this.’ I like that woman.*

[**Maths**](https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study) (P243).

*We have three teachers for my class, and they teach us German, maths, history, English and science. To start with I had a lot of difficulty. In maths I couldn’t keep my work on the lines in the exercise book and I’d never done things like multiplication. The teachers and other pupils were astonished that I had never done it before, but I am a fast learner and I just do the only thing that I am good at which is listening, listening, listening. When I get frustrated because I can’t do something, I reassure myself that a lot of famous people were refugees – Albert Einstein, Madeleine Albright, Gloria Estefan, George Soros. Even Steve Jobs was the son of a Syrian refugee.*

[**Music**](https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study) (P102).

*In January Daesh set up their headquarters in the town of Raqqa, which was less than 100 miles away. In Manbij they had become stricter. Apart from forcing women to wear niqab, they told men to go to prayers at the mosque five times a day. They had beheaded a boy of fourteen who they accused of raping an old woman, and the mother died of sadness. They also banned music. I had just discovered classical music and adored the Spanish guitar of Rodrigo’s Concierto de Aranjuez and Andrea Bocelli singing ‘Time to Say Goodbye’.*

[**Physical education**](https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study) (P41).

*Ayee, Nasrine and I liked watching tennis. The US Open, the French Open, the Australian Open and best of all Wimbledon with the umpires so smartly uniformed in green and purple and the grass courts so perfect like carpets. Soon I knew all the rules. Ayee liked Andy Murray, while I liked Roger Federer and Nasrine liked Nadal, just as in football I liked Barcelona and Nasrine liked Real Madrid. The one time everyone watched together was during the World Cup in 2010. My family loves football! As usual everyone in the area hung flags for their favourite team. I hung an Argentina flag from the balcony for Lionel Messi. Our neighbour had an Italian flag.*

[**Science**](https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study) (PP 243 & 244).

*I like biology because it helps with learning everything about the body in case I get sick and need to go to the doctor. And of course physics because of wanting to be an astronaut, though the first time I did it I came home and cried because it didn’t seem like the physics of someone who was going to be a great scientist. Instead of learning about space or gravity, we were making Christmas trees on a wooden board.*