

LESSON PLAN

School: Liceum Ogólnokształcące im. Powstańców Wielkopolskich w Środzie Wielkopolskiej

Project topic: refugee crisis presented in social media.

Lesson topic: What would you take with you ?

Target group: students from junior and senior secondary school, aged 15 - 18

Language level: A2/B1

Time: 90 minutes or two sessions of 45 minutes

AIMS OF THE LESSON

a) learning (language, content)

practising vocabulary connected with social problems and humanitarian crisis

improving listening and speaking skills- suggesting and giving advice

practising writing skill – writing a leaflet

introducing AI as a tool for brainstorming, comparing information and supporting creativity

b) educational

developing critical thinking and reflection

understanding individual impact on communities

encouraging personal and social responsibility

METHODS:

brainstorming

peer to peer learning

pair work

group work

MATERIALS:

PC, interactive board, internet connection, mobile phones

RESOURCES:

<https://www.youtube.com/watch?v=xS-Q2sgNjI8>

<https://pl.pinterest.com/pin/632122497670569762/>

<https://www.weforum.org/agenda/2015/11/5-refugees-who-changed-the-world/>

LESSON STRUCTURE

Warm-up activity:

Task 1– pair work

Students agree together on a list of five things to take if you had to leave home. They explain why each item is important

Task 2 – group work

Students watch a film *What they took with them* and compare their list to the things mentioned in the poem.

Procedure:

Task 1. Pair or group work

Students brainstorm practical actions that ordinary people, schools, or local communities can take to support refugees arriving in a new place.

Examples: donating clothes, offering language support, organizing cultural events, etc.

Students share ideas with the class

AI-Enhanced Task 1– “AI Perspective Check” (10 minutes)

Students use an AI tool (on their phones or classroom devices) to ask:

“What are three common ways communities support refugees?”

They compare the AI-generated list with their own ideas from Task 1.

They discuss:

- Which ideas are similar?
- Which ideas are new?
- Are all AI suggestions realistic in their community?

Task 2 – Comparing Lists (10 minutes)

Students compare their original list of items with the list found on Pinterest.

They discuss:

- What surprised them?
- What differences do they notice between their choices and real refugees’ choices?
- What does this tell us about privilege, safety, and priorities

Task 3 – Guided Writing: Creating a Leaflet (25 minutes)

Group work

Students imagine they are volunteers for a charity supporting refugees.

They design a **leaflet layout** including:

- **Name of the charity**
- **Inspirational quote** related to the refugee experience
- **Why you help**
- **How you help**
- **What support you need from the community**
- **Contact or call to action**

Encourage creativity: colours, slogans, simple visuals.

AI-Enhanced Task 2 – “AI Inspiration Boost” (optional, 5–7 minutes)

Before writing, students may use an AI tool to generate:

- an inspirational quote about hope, solidarity, or helping others
- three ideas for charity names

- examples of charity activities

Students choose the ideas they like and adapt them to their leaflet.

Follow-up activity:

Students discuss the following quote in pairs and then present their ideas to the class:

“No one leaves home unless home is the mouth of a shark.” – Warsan Shire

Prompts:

- What do you think the author means?
- How does this relate to the video and today’s tasks?
- **How does it make you feel?**