

Time	Key Question	Activity	Aims	Resources
10 minutes	Review and recap Can you decide on your role in the family? Who are you? What is your name? How do you feel about your family member leaving?	Welcome and Outline of session. Have each table with their family names as well as city names. Placing boards on table again so they can recall each of their family members and who they are in the family.	To understand overview and aims of session.	Family character boards on tables
15 minutes	Who is leaving?	Explain we will be bringing the family to life through some drama and performing to explore some of the things that the families and person leaving might have experienced. Make sure each family knows who they are/which role they are taking and who is leaving. Invite families to come into the centre of the room and hear the story of another family and someone who left. The story will provide context for why they might be leaving..... for a new life... economic	To help create understanding as to why people left Bangladesh in the 1960's for the UK. To help create empathy and understanding of what some of the migrants and their families would have gone through.	Stories of elder Bangladeshi migrant.

<p>40 minutes</p>	<p>How do you think each of the family would feel? Now think about your family?</p> <p>What things did they have to experience for the first time? What sort of emotions might you have? Can you name some of the different feelings that they might have?</p> <p>What are some of the different ways you know how a person is feeling?</p>	<p>migration, poverty, war – to provide for their family.</p> <p>Mask work</p> <p>One of the ways we can explore emotion is to use mask. We are going to have a play with the masks to explore how different characters in the story might have felt. These are great because we show so much of how we feel with body language so using mask helps us to focus on that.</p> <p>So if thought about how I was feeling this morning – I might choose (....) then I would look at the mask and make my face into it's shape – then my body, then put it on and think how I would move to show my emotion. – couple examples.</p> <p>Then if we moved onto thinking about how Mohammed?? Would have felt leaving – who would like to choose a mask for that? Ask one of the children/adults to come up. Let's focus on a scene where he is saying goodbye. Volunteer....suitcase for prop.. get them dressed up and waving family off?</p> <p>Now going to think about your Bangladeshi families and getting a family up at a time – thinking about your character.</p>	<p>To familiarise with using masks to explore how the different family members might have felt as the family member left.</p>	<p>Masks, hats and cases</p> <p>To explore the migration journey from</p>
<p>15 minutes</p>				

10 minute	Break	Each character/family member that would like to choose a mask for a saying goodbye/helping to pack scene. Direct at the front.	Break	leaving to arrival and bring some of the processes to life.
35 minutes	<p>Can you think about the different emotions – would they all be sad? Would they be worried? What does this mask look like? Who in the story might have felt like that? Why? Could you try it on and show how they would have felt?</p> <p>Can you choose a mask for your family member?</p>	<p>Creating scenes – each team creates a scene to represent a stage in the migration experience from the leaving to the settling – so that when put together the whole story is told.</p> <p>Create short scene – each group gets 2 masks, person migrating is dressed up in 1960's outfit, there must be at least 3 bits of dialogue – there could be a mime narration – somebody tells the story while the others act out. Looking for the emotion in the piece and everyone must play a part whether narrating, directing, being a prop or actor.</p> <p>Performances: each team to share their scene with the rest of the group reflecting the migration journey as a whole.</p>	Break	To perform and share work as a team. To listen, watch and respond to other teams work.