





# SCHOOLS OF SANCTUARY

## Section 1—Schools of Sanctuary

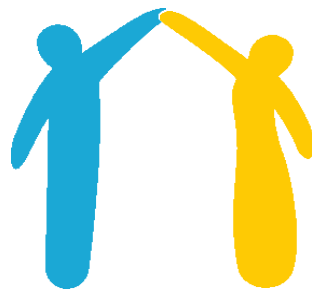
- What is a School of Sanctuary?.....5
- Why become a School of Sanctuary?.....6
- How do we become a School of Sanctuary?.....6
- The process of becoming a School of Sanctuary.....7
- Some things you may already be doing.....7
- Why are Schools of Sanctuary important?.....8
- Contacts.....10

## Section 2—Seeking Sanctuary

- Some definitions.....12
- Some facts about refugees.....13
- Contributions of refugees.....14
- Some issues faced by asylum-seekers.....15
- Some more information about destitution.....17
- What's it like being an asylum-seeking child in school?.....18

## Section 3—Becoming a School of Sanctuary

- What can you do as a school?.....21
- What can pupils do?.....24
- Principle One: Learn what it means to be seeking sanctuary.....25
- Principle Two: Take positive action to imbed concepts of welcome, safety and inclusion.....26
- Principle Three: Share your vision and achievements.....27
- What evidence do we need to submit?.....28
- What criteria will be used to judge the evidence?.....29



# SCHOOLS OF SANCTUARY

## Section 4—Resources

• Poem from 'Athava Veda'.....	31
• General resources.....	32
• Region specific resources.....	34
• Dates for your diary.....	35
• 'The British' by Benjamin Zephaniah.....	36
• Activities for Foundation Level.....	37
• Activities for Key Stage One.....	38
• Activities for Key Stage Two.....	40
• Activities for Key Stage Three.....	44
• Activities for Key Stage Four.....	46
• Activities for Key Stage Five.....	47







## Section 1—SCHOOLS OF SANCTUARY

Sanctuary





## What is a SCHOOL OF Sanctuary?

A School of Sanctuary is a school that is committed to being a safe and welcoming place for those seeking sanctuary. It is a space for those whose lives were in danger in their own country, who have troubles at home or are just looking for a space where they can feel safe.

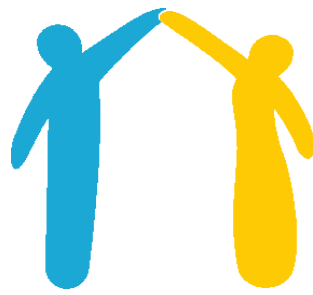
A School of Sanctuary is a school that helps its students, staff and wider community understand what it means to be seeking sanctuary and to extend a welcome to everyone as equal, valued members of the school community. It is a school that is proud to be a place of safety and inclusion for all.

## SCHOOLS OF Sanctuary

### **Schools of Sanctuary is an initiative which aims to:**

- promote positive attitudes within schools and their communities around people seeking sanctuary
- support schools to take positive steps and to be proud of being places of safety and inclusion for all
- recognise and celebrate schools that are committed to welcoming and supporting people seeking sanctuary





## Why become a **SCHOOL OF SANCTUARY?**

- Create a sense of safety and inclusion that is beneficial to all members of the school community
- It provides learning opportunities about what it means to seek sanctuary and to dispel some negative myths as well as wider issues of human rights and social justice
- Strengthen race equality and community cohesion in school
- An opportunity to increase student voice and promote active citizenship

## How do we become a **SCHOOL OF SANCTUARY?**

There are three simple principles to being a School of Sanctuary:

1. **Learn** about what it means to be seeking sanctuary
2. **Take positive action** to embed concepts of welcome, safety and inclusion within your school and the wider community
3. **Share** your vision and achievements – be proud!





## The process of becoming a **SCHOOL OF SANCTUARY**

- Read through the principles and criteria on the next few pages
- Talk to someone from the Schools of Sanctuary team (see the Contacts page)
- Sign the initial agreement if you want to start the process
- Think about what you're already doing and other things you could do to meet the principles
- Start filling in the evidence sheets and complete these as you go along
- Meet us after 6 months and we'll fill in a progress report to see how you're getting on
- When you've got all your evidence together, submit your portfolio to us for consideration
- A panel will decide whether or not to award 'School of Sanctuary' status. We may have suggestions for improvements to be made before you get the award.

## *Some of the things you may already be doing*

- Celebrate the different languages that children speak!
- Learn about other countries or have an 'international week'
- Reflect the idea of 'sanctuary' and inclusion in policy documents such as inclusion policy, EAL policy and school prospectus
- Hold an induction for new pupils and their parents, including a tour of the school
- Teach children about welcoming others and supporting each other. This could include anti-bullying activities







## Why are **SCHOOLS OF SANCTUARY** important?

A survey by the Refugee Council in 2011 found that 82% of British people believe protecting the most vulnerable is a core British value.

However, negative attitudes towards asylum-seekers are common. Many people get confused between asylum-seekers and economic migrants and think asylum-seekers are here to get jobs or benefits.



In fact, an asylum-seeker is someone who says their life is in danger in their own country and has applied to stay in the UK. The UK asylum system is extremely tough. People often get moved around whilst their claim is decided and there is a lot of uncertainty. Housing is often sub-

standard and financial support is low.

Refugees make a huge contribution to the UK. 18 refugees have become Nobel Laureates, 16 refugees have received knighthoods. Many refugees are doctors, nurses or teachers.

"Children seeking asylum contribute very positively to schools across the country. This in turn enables more successful integration of families into local communities" (Office for Standards in Education)

Creating a culture of welcome in school provides a place of safety for children going through a difficult time and helps to make communities more inclusive.







**And it's not just about asylum-seekers...**

- Around 69% of children in the UK report being bullied (Bullying UK 2006 report). Bullying takes many forms and affects children from widely varying backgrounds.

*"One time I wouldn't eat because of people calling me 'fat" - boy aged 14*

*"Mondays were worst because I had to face the bully again and I soon got so worried it made me ill" - teenage girl*

*"I feel lonely and I want some advice about how to feel better about myself, going to school" - girl aged 15*

- Negative attitudes towards different groups can sometimes be encouraged by the media or children may hear things said at home which they repeat at school. Some common examples are:



- Racism
- Sexism
- Negative attitudes towards travellers
- Negative attitudes towards people on benefits or people who don't have a lot of money
- Homophobia
- Negative attitudes towards people from other countries
- Negative attitudes towards different body types

**Schools of Sanctuary aim to create a safe environment that includes everybody in school, regardless of where people come from or what they look like.**





## CONTACTS

Learn more about Schools of Sanctuary via our website  
<http://www.cityofsanctuary.org/schools>

Find your local City of Sanctuary group on  
<http://www.cityofsanctuary.org/>

These groups have Schools projects. Please check the website for others!

### **Bradford**

Visit our website <http://www.cityofsanctuary.org/bradford/schools>

Or email us at [schools@bradford.cityofsanctuary.org](mailto:schools@bradford.cityofsanctuary.org)

### **Bristol**

Visit our website <http://www.cityofsanctuary.org/content/schools-and-colleges-sanctuary>

Or email us at [bristol@cityofsanctuary.org](mailto:bristol@cityofsanctuary.org)

### **Leeds**

Visit our website <http://www.cityofsanctuary.org/leeds/schools>

Or email us at [schools@leeds.cityofsanctuary.org](mailto:schools@leeds.cityofsanctuary.org)

### **Newcastle**

Visit our website <http://www.cityofsanctuary.org/newcastle/our-current-initiatives>

Or email us at [info@newcastle.cityofsanctuary.org](mailto:info@newcastle.cityofsanctuary.org)

If there isn't a Schools project in your area, why not start one! Contact  
[coordinator@cityofsanctuary.org](mailto:coordinator@cityofsanctuary.org)

Check out the Resources section of this pack for great organisations you can contact for help throughout the process.





## Section 2—Seeking Sanctuary





## Some definitions

**A refugee** is a person who: 'owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion, is outside the country of his nationality, and is unable to or, owing to such fear, is unwilling to avail himself of the protection of that country' (Article 1, 1951 Convention). Someone with refugee status has leave to remain and the right to work or to claim benefits.

**An asylum seeker** is someone who has asked the Government for refugee status and is waiting to hear the outcome of their application. They are allowed to stay whilst they're waiting. They are not allowed to work and have a different system of benefits.



**A refused asylum seeker** is someone whose claim has been refused. They may be deported but they may collect further evidence to re-start their claim. They are not allowed to work and may not be able to claim benefits. Many become homeless.

**An economic migrant** is someone who has moved to another country to work. EU migrants often fall into this category.

**An illegal immigrant** is someone who has either entered a country illegally and not made themselves known or who has overstayed and has no legal right to stay. They are not allowed to work or claim benefits.

**For more info see:**

[www.refugeecouncil.org.uk/practice/basics/truth.htm](http://www.refugeecouncil.org.uk/practice/basics/truth.htm)  
[www.unhcr.org.uk/about-us/the-uk-and-asylum.html](http://www.unhcr.org.uk/about-us/the-uk-and-asylum.html)  
[www.refugee-action.org.uk/RAP/PDFbooklets/RAPbook2011\\_UK.pdf](http://www.refugee-action.org.uk/RAP/PDFbooklets/RAPbook2011_UK.pdf)







## *Some facts about refugees*

As of the beginning of 2012, the population of refugees, pending asylum cases and stateless persons made up **0.33% of the population** of the UK.

The vast majority of refugees stay in their region of displacement, so that four fifths (80%) of the world's refugees are hosted by developing countries.

The top ten countries of origin are as follows: Iran (2,477); Pakistan (2,418); Sri Lanka (1,756); Afghanistan (1,271); Eritrea (797), China (778); Nigeria (732); Libya (722); Sudan (688) and Bangladesh (616). Based on 2012 UKBA figures.

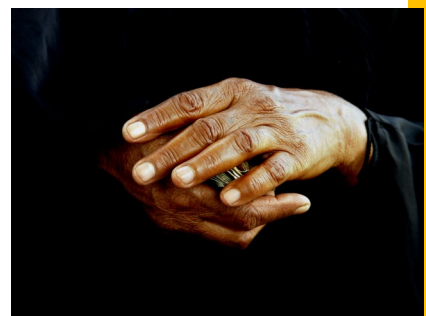
The majority of asylum seekers **do not have the right to work** in the United Kingdom and so must rely on state support. Housing is provided, but asylum seekers cannot choose where it is, and it is often 'hard to let' properties which Council tenants do not want to live in. Financial support is available, and is currently set at £36.62 per person, per week, which makes it **£5.23 a day** for food, sanitation and clothing.

**For more info see:**

<http://www.unhcr.org.uk/about-us/the-uk-and-asylum.html>

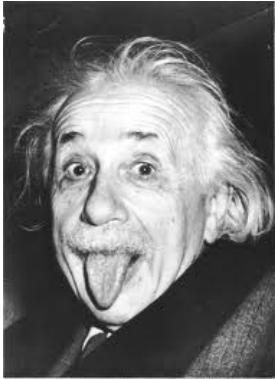
[http://www.refugee-action.org.uk/RAP/PDFbooklets/RAPbook2011\\_UK.pdf](http://www.refugee-action.org.uk/RAP/PDFbooklets/RAPbook2011_UK.pdf)

<http://www.refugeecouncil.org.uk/practice/basics/truth.htm>



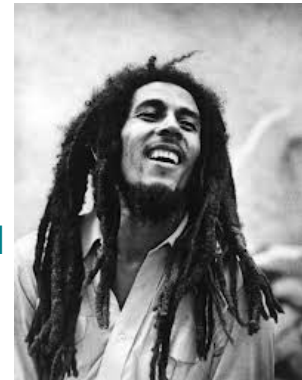


## Contributions of refugees



Albert Einstein fled Germany in 1933. His cottage was raided by the Nazis, his books were burnt and his name was on a list of targets for assassination. He lived in Belgium, England and America. He is considered as the father of modern physics.

In 1976, Bob Marley and his wife Rita fled Jamaica and spent 2 years in England, following being shot at before a concert organised to bring 2 rival political groups together.

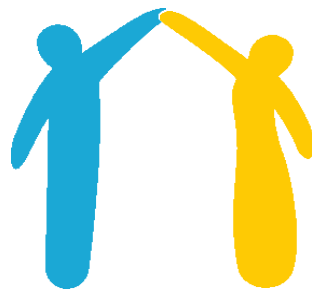


In 1922, Prince Philip's family fled Greece during the Greco-Turkish war. Philip (aged 1) was escorted by the British Navy in a cot made out of a fruit box. He later married Queen Elizabeth II of Britain.

Michael Marks, one of the founders of Marks & Spencer was a Jewish refugee fleeing from the Russian Empire in the late 19th century.

MARKS &  
SPENCER





## Some issues faced by asylum-seekers

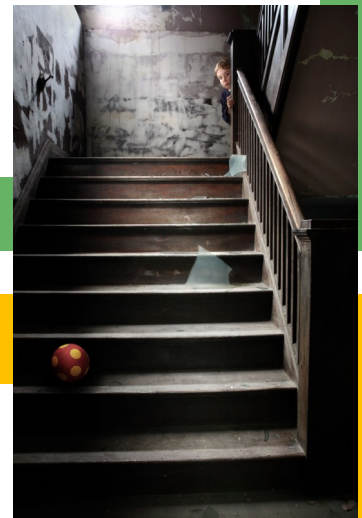
- **Uncertainty about their future** – a decision can take a long time, it is difficult to collect evidence and the asylum system is really tough and complicated
- **Trauma** – experiences in their home country often leave asylum-seekers with symptoms of trauma, which can include depression, flashbacks and memory loss. This makes it more difficult to cope with all the other things going on. Most asylum-seekers have also left family behind and will be worried about their safety
- **Being moved around** – asylum-seekers are not allowed to work so they rely on government support whilst their claim is being decided. As part of this, they can get moved around a lot. This makes it difficult to make friends and get to know things in your area
- **Sub-standard accommodation** – asylum-seekers usually get put in the houses no one else wants. They often have to share with people they don't know and sometimes even have to share a room
- **Low financial support** – Asylum-seekers get less money than people on benefits, which means they live below the poverty line. One type of support called section 4 is provided on a card that is topped up and can only be used in some shops - it can't be used for things like bus fare
- **Language** – trying to navigate the system in a different language is difficult and access to English classes can be challenging





## Some issues faced by asylum-seekers continued...

- **Destitution** – there are different points in the system where an asylum-seeker can find themselves without anywhere to live and without any form of financial support. They may rely on friends, charities or can end up sleeping on the street. They will face difficulty accessing homeless shelters. Some end up looking in bins for food.
- **Detention** – asylum-seekers can be detained during the process. This includes families with children.



You might think that getting refugee status is an end to all these problems and it is a time for joy but there are other problems too:

- **Problems with accommodation** - you can't stay in your asylum accommodation once you get refugee status so there's often a gap whilst people move into Council housing (and they don't get to skip the queue)
- **Stuff** – people often get refugee status and have nothing except their clothes. They can apply for an integration loan but in the meantime, have to rely on donations or borrow basic things like a bed and pots and pans
- **Integration** – language may still be an issue and it's hard to find a job. Refugees may also face prejudice and hate crimes. English classes can also be difficult to access.







## Some more information about destitution

- Being destitute means someone has no money coming in and nowhere to live. An asylum-seeker who is destitute may rely on friends for somewhere to stay or may sleep on the streets.
- Asylum-seekers are not allowed to work. They may become destitute if financial support from the government is stopped. Destitution can happen at any stage of the asylum process (sometimes because of delays) but most destitute asylum-seekers have had their case refused (80%).
- It can be difficult for people who have had their case refused to be deported. They may be from a country like Somalia where the Home Office cannot return them, or they may not have the relevant documents to return. Many people are collecting evidence to try to re-open their claim when they find themselves destitute.
- A four week study by the Joseph Rowntree Charitable Trust in 2009 recorded 273 destitute asylum-seekers in Leeds (including 30 children). The issue is widespread across the country.
- Asylum-seekers find it difficult to access mainstream homeless shelters. Some shelters have a couple 'compassionate' beds but because asylum-seekers have 'no recourse to public funds,' they are not allowed to access normal homeless bed spaces.
- A pregnant woman cannot access support on the basis of her pregnancy until she is 32 weeks pregnant, despite the fact that destitution can affect her unborn child. Some pregnant women find themselves on the street, others do whatever they can to get a roof over their head for the night.
- Destitution can cause or aggravate mental health problems. Many people who are destitute are suffering from Post-Traumatic Stress Disorder or symptoms of trauma.
- There are some charities that help destitute asylum-seekers but they are usually over-stretched. They may provide food parcels or hot meals, advice or emergency accommodation.

For more information see:

Joseph Rowntree destitution study: <http://www.jrct.org.uk/text.asp?section=0001000200030006>

For more information about ways to help destitute asylum-seekers, please contact your local City of Sanctuary group.





## What's it like being an asylum seeking child in school?

"I had to sit all by myself. People did not play with me because if they asked me questions I didn't know how to answer" (Fatia, Somalia)

"You say that you don't understand English, you think they talk about you... so you sit alone in a corner" (Amin, Somalia)

"It is awful to leave your country. I left alone. You never know when you are able to go back again and visit family and friends... all of your memories of life is there—you have to leave everything" (Akram, Iraq)

"I was really shy because I didn't know what to do, what to say" (Valdemar, Angola)

"I had to come here. It wasn't a choice. I had to... I knew nobody, I was just indoors all the time... If you stay alone, just with other refugees then obviously you're not going to learn much" (Ahmed, Zanzibar)



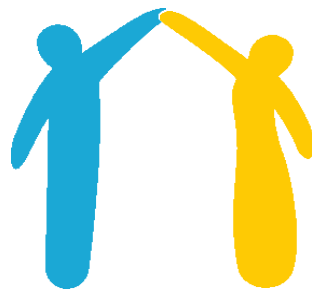
"It was really scary and I was really nervous. At first I didn't know any English and the language was really difficult... They started to get nice to me and I was starting to speak to English people" (Gulsen, Turkey)

"They was laughing at me 'You can't speak English'... I was quite upset" (Maheria, Afghanistan)

### Hear from more children about why they left their country

[http://www.childrenssociety.org.uk/sites/default/files/tcs/01\\_-\\_why\\_did\\_your\\_family\\_leave.mp3](http://www.childrenssociety.org.uk/sites/default/files/tcs/01_-_why_did_your_family_leave.mp3)





## What's it like continued...

Issues children face in school:

- Being new
- Making friends
- Speaking English might be an issue
- Feeling isolated if no one else is going through a similar experience
- Trauma from previous experiences – symptoms of trauma could include flashbacks and difficulty remembering
- Sometimes children face racism and bullying. They might not want to disclose their immigration status for fear of a negative reaction
- If they're new to the country, the way the school does things might be quite different to the school where they were before
- Worries about things going on at home – their parents might be worried about their case, they might get moved around, they may have very little money (this can also lead to worries about uniform, free school meals, not having the same stuff as everyone else etc)

Experiences of school prior to coming to the UK can vary dramatically, depending on the situation children have come from. They could have had a very good education but had to flee suddenly or they could have faced lots of disruption because of war and may have had to move around a lot.



School is very important and can bring a sense of stability and normality at a difficult time.

Some children arrive in the UK by themselves. They may stay with family, if they have any in the UK, or they may be placed with a foster family or in a children's home.







## Section 3—Becoming a SCHOOL OF SANCTUARY







## What can you do as a school?

- Learn about becoming a School of Sanctuary – visit <http://www.cityofsanctuary.org/schools>
- Contact your local group to find out more.
- Create a welcoming environment and demonstrate a commitment to inclusion and equality
  - Take action to stop bullying
  - Have books available in children's home languages
  - Create displays that celebrate diversity and the different languages that children speak / countries that they come from
  - Learn about other cultures and encourage children to share their culture – maybe have an international week!
- Learn about asylum-seekers and refugees as part of the curriculum and provide training to staff - contact your local Schools of Sanctuary group to arrange a refugee speaker or a workshop of refugee issues. They can also put you in touch with local refugee artists. You could also have lessons on the theme of 'sanctuary.'
- Look at admission procedures. Some families may need help filling in forms
- Use interpreters where needed but don't use children to interpret

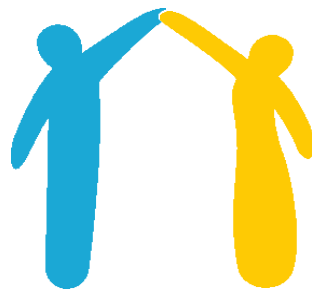




## What can you do as a school continued...

- Look at your induction procedures
  - Create a welcome pack for new pupils and their families
  - Have a planned induction programme
  - Loan a PE kit and uniform or look at options for buying these cheaper second-hand
  - Check if a bus pass is needed
  - Establish a 'buddy' system
  - Have access to a bilingual dictionary in class
  - Children may need to see the school nurse for a check-up
- Make sure you have a system in place to support children who are suffering from trauma or who are struggling to cope
- Think about employing a refugee support teacher or team who would
  - Support children when they start
  - Provide EAL support
  - Act as a point of contact or in an advisory capacity
- Work with local refugee community organisations and youth services to help with access to extra-curricular activities
- Have a 'conversation club' for children that don't speak English
- Improve home-school liaison
- If a pupil is at risk of deportation, there are things you can do to help. Think about joining 'Schools Against Deportations.' See <http://www.irr.org.uk/news/national-declaration-against-deportations-of-school-students-launched/>



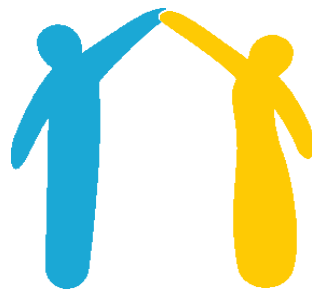


## What can you do as a school continued...

### For more information see

- <http://www.jrf.org.uk/sites/files/jrf/1859351395.pdf> (Includes entitlements)
- <http://www.educ.cam.ac.uk/people/staff/arnot/AsylumReportFinal.pdf> (Includes different approaches)
- [http://www.cfbt.com/evidenceforeducation/pdf/91098\\_asylumrefugee\\_ddcfinalreport.pdf](http://www.cfbt.com/evidenceforeducation/pdf/91098_asylumrefugee_ddcfinalreport.pdf)
- <http://www.naldic.org.uk/eal-teaching-and-learning/outline-guidance/ealrefugee>
- <http://www3.hants.gov.uk/education/ema/ema-asylumseekers/ema-as-schools.htm>
- <http://www3.hants.gov.uk/hcc-asylumseekers-guidance-2009.pdf>





## What can pupils do?

- Say hello! A friendly face can make all the difference. Ask someone new to sit next to you.
- Ask about where a new-comer has come from but remember they might not want to talk about bad things that happened there. Learn about their country, what it's like and what food they like to eat
- Play games together. Even if someone doesn't speak English, they can still play with you
- If someone doesn't speak English very well, ask if they want to do homework together (but don't do it for them!)
- Tell a teacher if someone is being bullied or if you're worried that they're having trouble getting used to things







## Principle One: Learn about what it means to be seeking SaNCTuaRY

By creating awareness among students, teachers, school support and office staff, school management and governors about:

- Why people become refugees
- Where refugees come from
- The difference between refugees and asylum-seekers and other migrants
- Why refugees come to the UK and to your city
- Why some refugees are destitute
- Why refugees and asylum-seekers need protection

## Principle One: Some suggestions

- Invite a trained refugee speaker to deliver an awareness-raising session based on their personal story (contact us to arrange this)
- Invite a facilitator in to deliver a workshop to staff and children about the issues refugees and asylum-seekers face
- Use resources to create activities that explore refugee issues



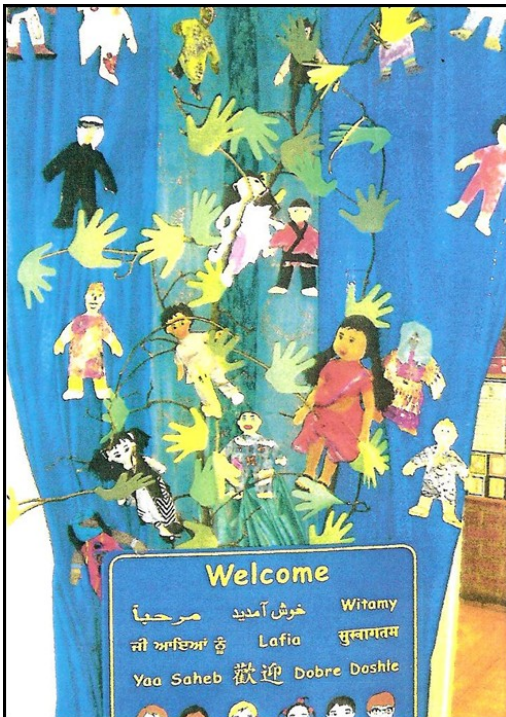


## Principle Two: Take positive action to imbed concepts of welcome, safety and inclusion

There are 3 strands to Principle Two

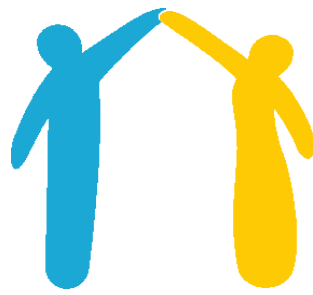
- Create a welcoming **environment** in school
- Incorporate the concepts into **curricular or extra-curricular** activities
- Involve refugees and asylum-seekers in the **day to day** life of the school

## Principle Two: Some suggestions



- Create displays that celebrate diversity within the school
- Have a 'language of the month' or get children to teach their classmates phrases in their language
- Set up conversation clubs for children who don't speak English
- Review your schools policies and ethos statement
- Carry out projects or plays around the theme of journeys or Sanctuary eg. 'Where is your sanctuary?'
- Embed issues around refugees and asylum-seekers into different areas of the curriculum
- Encourage positive action eg. writing to your MP
- Support a local refugee charity
- Take on a refugee teacher as a voluntary classroom assistant
- Look at ways of welcoming new arrivals and their families into the community. More settled parents could help support new inductions





## Principle Three: Share your vision and achievements

Celebrate what you've achieved within school and share the principles of sanctuary with parents, the community and other schools

## Principle Three: Some suggestions

- Create a link with another school, perhaps with different cultural make-up. Arrange joint projects or visits
- Act as a contact for other schools going through the process of becoming a School of Sanctuary to offer suggestions and ideas
- Hold an event showcasing the work you have done, inviting parents and people from the local community







## What evidence do we need to submit?

When you feel like your school has met the 3 principles, collect together evidence of this in a portfolio. This evidence could include:

### Principle 1

- Feedback from pupils that attended an awareness raising session
- Copy of presentation delivered to pupils
- Work completed by pupils
- Minutes from staff or governors' meeting where Schools of Sanctuary is mentioned

### Principle 2

- Photos of a welcoming school environment
- Copy of policies or statements that include welcome and inclusion
- Feedback from pupils about activities completed
- Work completed by pupils as part of curricular or extra-curricular activities
- Feedback on how a refugee teaching volunteer is getting on



### Principle 3

- Copy of newsletter sharing work you have done
- Minutes from cluster meetings where you have shared information with other schools
- Photos of celebration event
- Sharing lesson ideas or other materials with City of Sanctuary or other schools
- Acting as a contact for other schools







## What criteria will be used to judge the evidence?

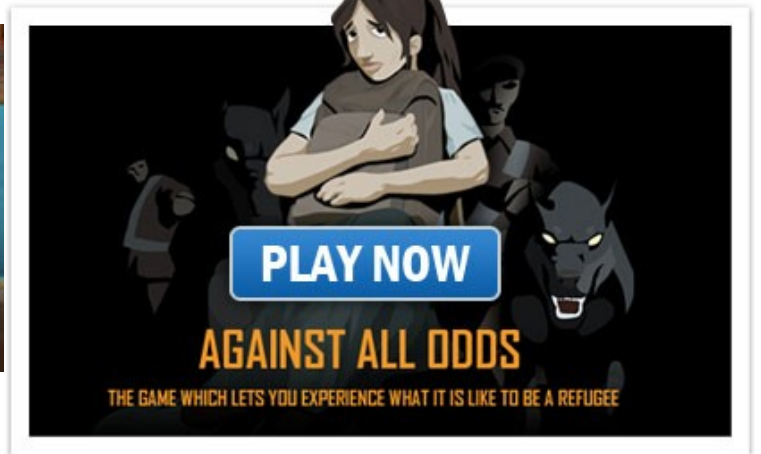
We'll look at the principles and the following criteria when making a decision about whether your school should be awarded 'School of Sanctuary' status

### Have the following criteria been met across the whole portfolio of evidence?

Criteria
<b>Staff involvement / awareness</b> Were staff made aware of what School of Sanctuary means? Were staff involved in work towards the different principles? Was staff awareness of the issues surrounding sanctuary increased?
<b>Covering wide age range</b> Did the activities completed cover a wide age range? Or are there plans to cover a broader age range in the future?
<b>Future commitment</b> Has the school demonstrated a sustainable commitment to sanctuary? What evidence is there that this commitment will continue after the award is granted?
<b>Active pupil voice</b> Were children involved in decisions about the work for each of the principles?
<b>Parents' involvement</b> Were parents made aware of what School of Sanctuary means? Were parents involved in work? Were attempts made to increase parents' awareness?
<b>Self evaluation</b> Do teachers feel that the school has met the principles?
<b>Feedback from children</b> Has feedback from children been taken into account? Do the children feel like they have learned something?
<b>Other</b>

Not all criteria need to be specifically met but there needs to be a commitment to the principles and to on-going improvement.





## Section 4—Resources





We are birds of the same nest  
We may wear different skins,  
We may speak in different tongues,  
We may believe in different religions,  
We may belong to different cultures,  
Yet we all share the same home -  
our Earth.  
Born on the same planet  
Covered by the same skies  
Gazing at the same stars  
Breathing the same air  
We must learn to happily progress together  
Or miserably perish together,  
For man can live individually,  
-But can survive only collectively.

Atharva Veda





## General Resources

To arrange a refugee speaker to come to your school and give a talk, visit <http://www.cityofsanctuary.org/schools> to find the details of your local Schools of Sanctuary group

### **All You Need for a Refugee Assembly**

[http://www.risc.org.uk/files/refugee\\_assembly.pdf](http://www.risc.org.uk/files/refugee_assembly.pdf)

### **'Far from Home' Assembly**

[http://learn.christianaid.org.uk/TeachersResources/primary/primaryassembly\\_jun08.aspx](http://learn.christianaid.org.uk/TeachersResources/primary/primaryassembly_jun08.aspx)

### **Global Communities Primary Pack**

<http://www.refugeeweek.org.uk/Resources/Refugee%20Week/Documents/Global%20Communities%20Primary%20pack.pdf>

### **Global Communities Secondary Pack**

<http://www.refugeeweek.org.uk/Resources/Refugee%20Week/Documents/Global%20Communities%20Secondary%20pack.pdf>

### **West Yorkshire Playhouse 'Refugee Boy' Resource Pack**

[http://www.wyp.org.uk/media/2699089/refugee\\_boy\\_resource\\_pack.pdf](http://www.wyp.org.uk/media/2699089/refugee_boy_resource_pack.pdf)

### **Refugee children talk about their experiences**

\* <http://www.youtube.com/watch?v=2N3ndNyuU2k>

v=2N3ndNyuU2k

\* [http://www.childrenssociety.org.uk/sites/default/files/tcs/01\\_-\\_why\\_did\\_your\\_family\\_leave.mp3](http://www.childrenssociety.org.uk/sites/default/files/tcs/01_-_why_did_your_family_leave.mp3)







## General Resources continued

### **UNHCR Game 'Against All Odds'**

Experience what it's like to be a refugee—escape war and conflict, seek safety and start a new life

<http://www.playagainstallodds.com/>

**Teachers' Guide**—[http://www.playagainstallodds.com/teachersupervision/us/index\\_uk.html](http://www.playagainstallodds.com/teachersupervision/us/index_uk.html)

### **Red Cross 'Positive Images' toolkit**

<http://www.redcross.org.uk/What-we-do/Teaching-resources/Teaching-packages/Positive-Images>

### **Refugee Week Resources for Teachers**

[http://www.refugeeweek.org.au/resources/2012\\_RW\\_ResourceKit\\_Ch5.pdf](http://www.refugeeweek.org.au/resources/2012_RW_ResourceKit_Ch5.pdf)

### **School Linking Network**

<http://www.schoolslinkingnetwork.org.uk/>  
Training, activities and networks for linking schools

### **Activity One**

Everyone should start in an area of the room that represents their allocated country—England, Northern Ireland, Scotland or Wales. The journalist will read out news about the changing situation in your country. As the situation changes, decide whether you will stay or move to another country.

### **Activity Two**

Think of 5 things you would take with you if you had to leave your country. Draw or write these items in a suitcase. Discuss what you would take and what you would miss.





## Region specific resources

### Leeds

- To arrange a refugee speaker to come to your school, contact [schools@leeds.cityofsanctuary.org](mailto:schools@leeds.cityofsanctuary.org) or phone 0113 2449404
- Leeds Development Education Centre ([www.leedsdec.org.uk](http://www.leedsdec.org.uk)) can help link schools and have great resources, including a 'Refugee and Asylum-seeker' topic box you can hire
- Chris Hoy ([chrishoysilver@hotmail.co.uk](mailto:chrishoysilver@hotmail.co.uk)) does theatre and puppetry workshops that enable children to share stories
- The African Voices project provides activity days led by African post-graduate students which challenges pre-conceptions about Africa and explores the diversity of the continent. For more info visit [www.polis.leeds.ac.uk/lucas](http://www.polis.leeds.ac.uk/lucas) or email [r.borowski@leeds.ac.uk](mailto:r.borowski@leeds.ac.uk)

### Bradford

- Bradford Action for Refugees provide 'myth-busting' sessions for years 5-8 and for teachers. Contact 01274 762100
- The Refugee Voices project works with a group of children to create a performance based on refugee stories. Visit <http://www.zephaniah.org.uk/what-we-do/schools-churches-communities/refugee-voices.php> for more info





*Dates for your diary*

### **27th January—Holocaust Memorial Day**

Visit <http://hmd.org.uk/> for information and activities

- \* Younger age groups could create a jigsaw where each piece represents someone in the class—together they make a whole!
- \* Older age groups could think about what causes genocide and look at other genocides across the world. Are there similarities in the ways people are treated leading up to genocide?

### **June—Refugee Week** (dates change every year)

Visit <http://www.refugeeweek.org.uk/> for activities and events in your area

- \* Why not invite a refugee speaker in to school to talk about their experiences
- \* Do some activities from the Simple Acts page  
<http://www.simpleacts.org.uk/>

### **October—Black History Month**

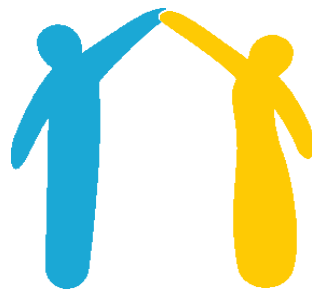
Visit <http://www.blackhistorymonth.org.uk/> or <http://www.guardian.co.uk/uk/blackhistorymonth> for information and events

- \* <http://www.guardian.co.uk/education/2011/sep/26/black-history-month-resources> has some great resources for teachers

### **10th December—Human Rights Day**

Visit <http://www.un.org/en/events/humanrightsday/> for more Information or <http://www.amnesty.org.uk/content.asp?CategoryID=10679&gclid=CP2A2rvfybUCFfLLtAodakcAag> for some great activities





## The British

### Benjamin Zephaniah

Take some Picts, Celts and Silures  
And let them settle,  
Then overrun them with Roman conquerors.

Remove the Romans after approximately 400 years  
Add lots of Norman French to some  
Angles, Saxons, Jutes and Vikings, then stir vigorously.

Mix some hot Chileans, cool Jamaicans, Dominicans,  
Trinidadians and Bajans with some Ethiopians, Chinese,  
Vietnamese and Sudanese.

Then take a blend of Somalians, Sri Lankans, Nigerians  
And Pakistanis,  
Combine with some Guyanese  
And turn up the heat.

Sprinkle some fresh Indians, Malaysians, Bosnians,  
Iraqis and Bangladeshis together with some  
Afghans, Spanish, Turkish, Kurdish, Japanese  
And Palestinians  
Then add to the melting pot.

Leave the ingredients to simmer.

As they mix and blend allow their languages to flourish  
Binding them together with English.

Allow time to be cool.

Add some unity, understanding, and respect for the future,  
Serve with justice  
And enjoy.

Note: All the ingredients are equally important. Treating one ingredient better than another will leave a bitter unpleasant taste.







## Activities for Foundation level

### **Paddington Bear**

<http://www.youtube.com/watch?v=zgLD5Nk2JCg>

How do you think Paddington felt when he arrived? What did Mr and Mrs Brown do to welcome him?

### **Foods from around the world**

Make a fruit salad with fruits from around the world!

### **Learn about different countries**

Check out the great artefact boxes available through DEC

<http://www.leedsdec.org.uk/artefactboxes.php>





## Activities for Key Stage One

### **Carly's Story**

[www.youtube.com/watch?v=oF1HGfg2bSo](http://www.youtube.com/watch?v=oF1HGfg2bSo)

How does Carly feel at the beginning of the film? How does she feel at the end?

What problems does Carly face on her travels?

Why do the different people, animals and groups turn Carly away? How does Carly feel after being turned away?

How could the groups have behaved differently?

### **Learn a song! 'Refuge' by Howard Goodall**

[www.singup.org/songbank/song-bank/song-detail/view/44-refuge/](http://www.singup.org/songbank/song-bank/song-detail/view/44-refuge/)

"There's always someone standing on their own outside the crowd.  
Who looks bewildered and confused.

They try to make some sense of all the jostling and  
The jokes, but still they don't look that amused.

What place, what life, what did they leave behind?

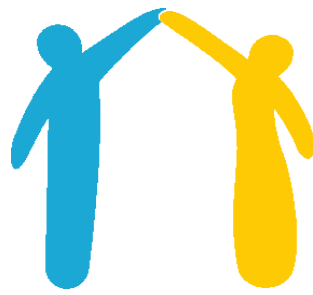
What sights, what sounds, what thoughts are on their minds?"

### **I could not live without...**

Sit in a circle and ask each pupil to talk about an object they've brought in, why it's important to them and how would they feel if they didn't have it anymore. You could also talk about things they don't have with them, people or pets.

Ask them to imagine they have to run away from danger. What would they take with them?





## Books to read for Key Stage One

### **The Silence Seeker** by Ben Morley

When a new family moves next door, Joe's mum explains that they are asylum-seekers. Joe hears that they are silence seekers, especially as Mum adds that they need peace and quiet. When he sees a young boy from the family sitting disconsolately on the steps, Joe decides to help him find a quiet place in the noisy and chaotic city.

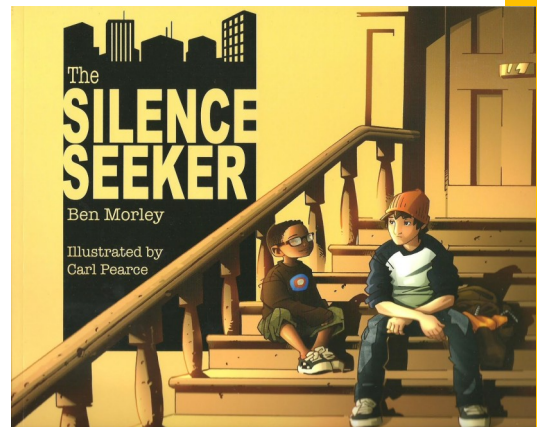
For ages 5-7.

Activity sheet available from [http://www.tamarindbooks.co.uk/activitysheets/TAMARIND\\_ACTVTY\\_3.pdf](http://www.tamarindbooks.co.uk/activitysheets/TAMARIND_ACTVTY_3.pdf)

### **The Colour of Home** by Mary Hoffman

The story of Hassan's first day at an English school, after his family flee war in Somalia. It describes his sadness and how the school helps him feel welcome and settled.

For ages 5-11.



### **The Librarian of Basra** by Jeanette Winter

The true story of a librarian's struggle to save her community's collection of books during the war in Iraq

For ages 5-11.





## Activities for Key Stage Two

### **BBC Seeking Refuge Series**

#### **Navid's journey from Iran**

<http://www.bbc.co.uk/learningzone/clips/seeking-refuge-navid-s-journey-from-iran/13805.html>

#### **Ali's journey from Afghanistan**

<http://www.bbc.co.uk/learningzone/clips/seeking-refuge-ali-s-journey-from-afghanistan/13767.html>

#### **Hamid's journey from Eritrea**

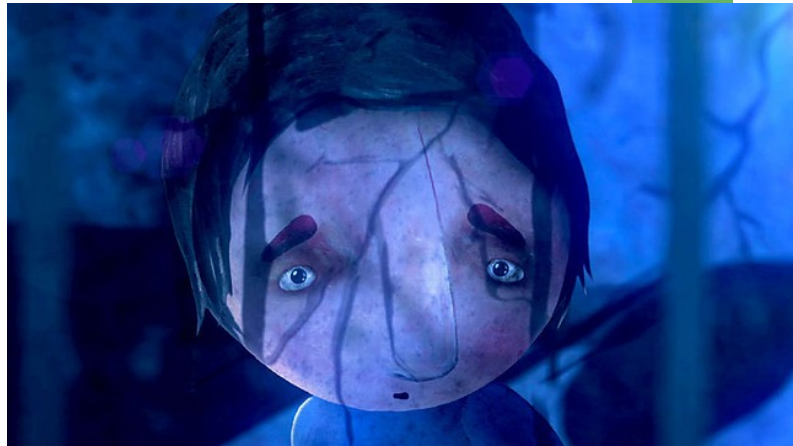
<http://www.bbc.co.uk/learningzone/clips/seeking-refuge-hamid-s-journey-from-eritrea/13806.html>

#### **Juliane's journey from Zimbabwe**

<http://www.bbc.co.uk/learningzone/clips/seeking-refuge-juliane-s-journey-from-zimbabwe/13803.html>

#### **Rachel's journey from a country in Eurasia**

<http://www.bbc.co.uk/learningzone/clips/seeking-refuge-rachel-s-journey-from-a-country-in-eurasia/13804.html>



See the guidance on the next page

### **Amnesty International 'Seeking Sanctuary' Resource Pack**

A pack with activities, worksheets and resources for ages 8-12

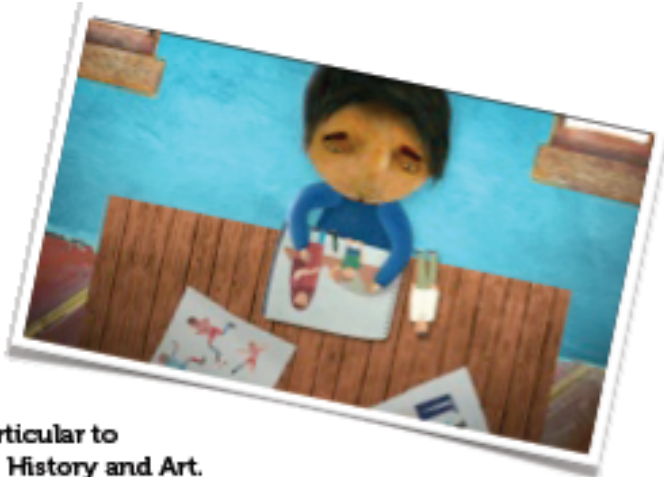




# Seeking Refuge

Told by young people who have sought asylum in the UK, these films cover issues of immigration, war, persecution and separation and the personal impact these can have on children.

These films are a dynamic resource for many areas of the curriculum in KS2 and KS3, lending themselves in particular to PSHE and Citizenship but also to English, RE, Geography, History and Art.



## Learning Objectives



Children will learn about key issues surrounding immigration, and some of the reasons why people have to leave their homelands.

Children will learn about things happening around the world such as war, injustice and religious and political persecution.

Children will gain an insight into the experiences of young refugees and better understand classmates who may have had similar experiences or come from different backgrounds.

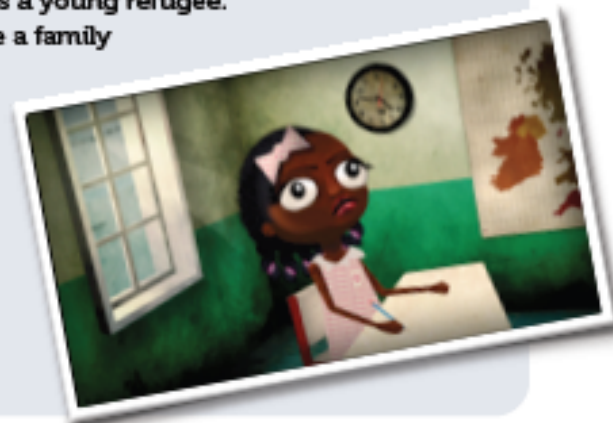
## For Discussion

- **Identity** - the importance of belonging and the effects of displacement and alienation.
- **Emotional health** - the impact of being separated from friends, family, and home.
- **Rights and responsibilities** - recognising the importance of the rights to education, health, a home, safety, and the role we all play in this.



## Activities

1. Can the class identify some of the reasons why the children had to leave their homelands?
  - How would it feel to be banned from practicing your religion or speaking about your political or religious beliefs?
  - Reflect on what it might be like to live in a dangerous place.
2. What were some of the feelings that the children described they felt when they left their homelands, and arrived in the UK?
  - Reflect on how it might feel to arrive in the UK as a young refugee.
  - Reflect on what it might feel like to have to leave a family member or close friend behind.
3. How would it feel to be unable to speak the language of your classmates?
  - What would you do to make friends?
  - In pairs, get the children to try and have a conversation without using any words. How do they find it? What are the challenges?





## *Books to read for Key Stage Two*

### **Shadow** by Michael Morpurgo

The story of Amam, a boy from Afghanistan fleeing the Afghan war. A dog will guide Amam and his mother through the endless journey to the UK. Once in the UK, Amam makes friends with Matt, with whom he shares a passion for football. Their friendship is interrupted when Amam and his mother are detained for deportation.

For ages 9+

### **My Childhood Under Fire: A Sarajevo Diary** by Nadja Halilbegovich

Nadja's story is a first-hand account of life during the Bosnian war, told through the eyes of a child.

For ages 9-12

### **Mai Ya's Long Journey** by Sheila Cohen

The true story of Mai Ya, a young Laotian girl born in a Thai refugee camp after her parents fled their country in the Vietnam war. The story follows her journey to America where she faces a new challenge: balancing her heritage with her newly adopted culture.

For ages 7-12

### **Zlata's Diary** by Zlata Filipovic

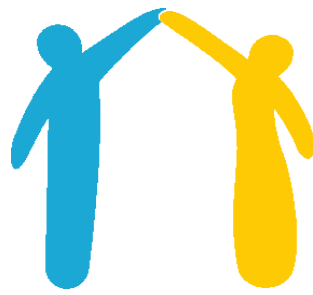
The diary of a young girl trapped in Sarajevo when war broke out in 1992. Useful to compare to 'Anne Frank's Diary.'

For ages 9-11

### **The Name Jar** by Yangsook Choi

When Unhei, a young Korean girl, moves to America with her family, she wonders if she should choose a new name. Her classmates suggest lots of new names but nothing seems to fit. Does she need an American name?





## *More books to read for Key Stage Two*

### **One Day We Had to Run!**

Children's stories and paintings depict the experiences of refugee children alongside background information about Somalia, Sudan and Ethiopia which help to explain why refugees flee from these countries.







## Activities for Key Stage Three

**BBC Learning resources on 'Seeking Sanctuary' listed under Key Stage Two**

**Oxfam 'Iraq: War and Peace' resource**

Information and activities about the conflict in Iraq

<http://www.oxfam.org.uk/education/resources/iraq-war-and-peace>

**Oxfam Rights Around the World**

<http://www.oxfam.org.uk/education/resources/developing-rights>

## Books to read for Key Stage Three

**Refugee Boy** by Benjamin Zephaniah

The story of Alem, a young boy forced to live in London whilst his parents face separation from their son and from each other at the time of the Ethiopian-Eritrean war

For ages 11+

Session plans available

[http://www.britishcouncil.org/refugee\\_boy\\_session\\_1.pdf](http://www.britishcouncil.org/refugee_boy_session_1.pdf)

[http://www.britishcouncil.org/refugee\\_boy\\_session\\_2.pdf](http://www.britishcouncil.org/refugee_boy_session_2.pdf)

[http://www.britishcouncil.org/refugee\\_boy\\_session\\_3.pdf](http://www.britishcouncil.org/refugee_boy_session_3.pdf)

[http://www.britishcouncil.org/refugee\\_boy\\_session\\_4.pdf](http://www.britishcouncil.org/refugee_boy_session_4.pdf)

[http://www.britishcouncil.org/refugee\\_boy\\_session\\_5.pdf](http://www.britishcouncil.org/refugee_boy_session_5.pdf)

[http://www.britishcouncil.org/refugee\\_boy\\_session\\_6.pdf](http://www.britishcouncil.org/refugee_boy_session_6.pdf)

[http://www.britishcouncil.org/refugee\\_boy\\_session\\_7.pdf](http://www.britishcouncil.org/refugee_boy_session_7.pdf)

[http://www.britishcouncil.org/refugee\\_boy\\_session\\_8.pdf](http://www.britishcouncil.org/refugee_boy_session_8.pdf)

[http://www.britishcouncil.org/refugee\\_boy\\_session\\_9.pdf](http://www.britishcouncil.org/refugee_boy_session_9.pdf)

[http://www.britishcouncil.org/refugee\\_boy\\_session\\_10.pdf](http://www.britishcouncil.org/refugee_boy_session_10.pdf)







## More books to read for Key Stage Three

### **The Other Side of Truth** by Beverley Naidoo

A shot. Two shots at the gate in the early morning and a car screeches away down an avenue of palm trees. A tragedy—and a terrible loss for Sade and her younger brother Femi, children of an outspoken Nigerian journalist. Now terror is all around them and they must flee their country. Plans for their journey have to be hastily arranged. Everything must be done in secret. But once Sade and Femi reach England, they will be safe—won't they?

For ages 12+

### **The Arrival** by Shaun Tan

A graphic novel that depicts a man's journey as he leaves home to build a better future for his family.





## Activities for Key Stage Four

### **'A Time to Flee'**

For ages 11-16

[http://www.amnesty.org.uk/uploads/documents/doc\\_19117.pdf](http://www.amnesty.org.uk/uploads/documents/doc_19117.pdf)

### **'Border Control'**

For ages 12+

[http://www.amnesty.org.uk/uploads/documents/doc\\_16845.PDF](http://www.amnesty.org.uk/uploads/documents/doc_16845.PDF)

### **'The Great Escape' game**

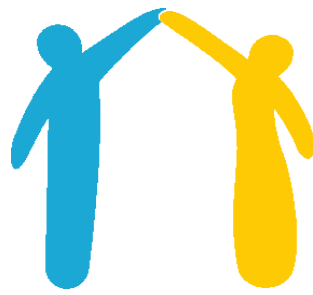
For ages 14+

<http://www.amnesty.org.uk/content.asp?CategoryID=11643>

### **Stop and Talk**

Research the topic of asylum-seekers in Britain, using as many different sources as possible—newspapers, internet, television, radio, first-hand interviews. Analyse the range of information, opinions and statistics available and the way that facts and data can be used to influence, persuade or prove a point. Choose the sources that you think are the most balanced or trustworthy to create a balanced report on the issue.





## Activities for Key Stage Five

### **'Go Back to Where You Came From'**

Watch the clips online <http://www.sbs.com.au/goback/>

Discuss in class the issues raised

### **Debate**

Give the students different roles—asylum-seeker, UKBA official, Daily Mail reader, refugee charity worker. Decide on a question to be debated eg. Is the UK a 'soft touch' on asylum? Give the students time to research their positions and prepare their arguments.

See here for more information about organising debates:

<http://www.educationscotland.gov.uk/debatinginschools/index.asp>





## Books to read for Key Stage Four and Five

### **What is the What** by Dave Eggers

Valentino Achak Deng is just a boy when conflict separates him from his family and forces him to leave his small Sudanese village, joining thousands of other orphans on their long, long walk to Ethiopia, where they find safety – for a time. Along the way Valentino encounters enemy soldiers, liberation rebels and deadly militias, hyenas and lions, disease and starvation. But there are experiences ahead that will test his spirit in even greater ways than these...

### **A Long Way Gone: The True Story of a Child Soldier** by Ishmael Beah

The true story of Ishmael Bah and how, at the age of twelve in Sierra Leone, he fled attacking rebels and wandered a land rendered unrecognizable by violence. By thirteen, he'd been picked up by the government army, and Beah, at heart a gentle boy, found he was capable of truly terrible acts.

### **The Other Hand** by Chris Cleave

The story of one brave Nigerian girl, Little Bee. She turns up on the doorstep of a slightly lost English woman one morning and simply asks, "Can you help?"

### **By the Sea** by Abdulrazak Gurnah

On a late November afternoon, Saleh Omar arrives at Gatwick Airport from Zanzibar, a far away island in the Indian Ocean. With him he has a small bag in which there lies his most precious possession - a mahogany box containing incense. He used to own a furniture shop, have a house and be a husband and father. Now he is an asylum seeker from paradise; silence his only protection.

