

Refugee Week

Imagine a kinder world

Learning objectives

- Build empathy
- Reflect on the importance of understanding
- Reflect on empathy and understanding as a kind act
- Look at other stories and perspectives
- Explore the lives of refugees

The background is a vibrant red color, densely populated with small, white, rectangular confetti-like shapes scattered in various orientations. In the center of the image, there is a white, rounded rectangular box with a slight drop shadow, containing the text "Empathy and understanding" in a red, sans-serif font.

Empathy and
understanding

Definition activity: what is empathy?

What does the word
“empathy” mean to you?

Role play: imagine it was you

- Your friend doesn't understand the homework, they think it is too difficult for them. The teacher has explained but, they still don't understand. The teacher won't explain it again in a different way.
- Your family member wants to share a story with the family about something significant to them. Nobody is listening to them.
- Someone in your class is being told off for something they didn't do. The adult won't listen to their side of the story. They are blaming them because they just think they are a "troublemaker".
- Someone is calling your friend names. Other people are laughing.

Reflection activity: we could be friends

“If we try and understand each other,
we may even become friends”

Maya Angelou

Creative activity: the empathy tree

- Imagine that empathy is a seed. That seed can grow into a tree. It has roots and also branches.
- Draw this seed on a piece of paper. Underneath draw the roots. Write five kind things we can do to build empathy and understanding with others inside or underneath each root. Use the notes from the other activities you have done.
- Now draw the tree. Draw branches and leaves. On each leaf write a positive thing that can come from understanding people. Think about how it can be positive for you, for the other person, the community and the wider world.
- Think about empathy, kindness and understanding. What did you learn?

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Sharing stories

Starter activity: who is a refugee?

Asylum seeker	Someone who leaves their homeland and arrives in another country. They make themselves known to the government and submit an 'asylum application' so they can be seen as a refugee in another country. They have a legal right to stay in the country while their application is processed.
Refugee	Someone who has proven to the government that they would be at risk if returned to their home country. They have had their application for asylum accepted by the government. They can now stay there either long-term or indefinitely.
Migrant	Someone who has left or fled their home to go to new places to seek opportunities or safer and better prospects. This term can mean anyone who has left their country for any reason.
Persecution	Mistreating someone because of who they are. It may be because of their race, religion, nationality because they belong to a particular social group or their political opinion.

Reflective activity: listening to stories

Read the statements below and see how far you agree or disagree with each one:

- It is easier to understand people if I know their history
- It is easier to understand people if I know the things they like and dislike
- It is easier to understand people if we have things in common
- I can't understand people if we have lived really different lives
- Reading stories makes me think about my own life and feelings
- I find it easy to understand the characters in books and films
- I think I could be friends with my favourite characters
- Sharing stories with other people is easy
- Listening to other people's stories is a challenge
- Once I understand a person, it is easy to be friends with them

Video activity: Leen's story



Video activity: Leen's story-

<https://www.youtube.com/watch?v=Kve20N4WejU>



We came here to rest, this is what we are most relieved about, that we got peace.

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Family and
community

Reflection: what makes you feel safe?

What makes you feel safe:

- in your home
- in your neighbourhood and community
-
- in your country

Look at the characters below-

- TOM: You didn't know much about refugees until you did a family history project at school. You learned that your grandparents were Jewish refugees from Nazi Germany in 1939.
- HAMID: You are from Afghanistan. You had to leave because it was too dangerous for you. Your dad paid for someone to take you to the UK alone. You're live in a big house with lots of other boys. You've started going to school but everything is different here – the food is strange and the weather is cold and you miss your family.
- ALLANAH: Your mum couldn't get a job at home in Wales, and as she knew someone who ran a hotel in Spain, you have moved there so that she can work. You are going to a Spanish school and it is hard to understand things, but every week is getting better and a girl has just started being friendly to you. You miss your friends and family, but talk to them online.
- SYLVIE: You are Polish and your family have been living in Scotland for about a year. You are starting to learn the language but a lot of people are really horrible to you as soon as you start talking. You don't want to go back to Poland as your parents couldn't get a job and so you didn't have any money, but you don't like it here as you don't have any friends.
- ABDULLAH: You live with your parents and sisters in Homs, in Syria. Lots of the schools, shops and hospitals have burned down and your brothers have gone away to fight. Hearing gunshots is really scary. You need to leave home and try to find somewhere safe away from the fighting.

Look at the characters below

- ALMA: You moved to the UK six months ago from Somalia. You couldn't stay there as it was too dangerous. You left with your mother. You haven't been to school for a few years as you have been helping your mum with the other children in the family. You've started at school but it's hard because you don't know much English and the house you've been placed in is small and damp. Because your family are asylum seekers you don't have much money, but you get food vouchers from the Red Cross.
- IDRIS: You came from Eritrea 4 years ago. There was no water or food, and lots of people were dying so you had to move. You have passed an exam and now have a British passport. At school people used to make fun of you but you have big dreams for the future.
- LUCY: You are from the UK. You live with your parents, and your brother. You love gymnastics and dancing and want to study Computer Science when you're older.
- SOLANGE: You came from the Democratic Republic of the Congo three years ago because it wasn't safe there. You've been told that can't stay in the UK and you might have to leave. You won't get any help to buy food, it'll be harder to get treatment if you're sick and you could be forced to go back to the Congo. That makes you worry a lot, it was really scary there, and you still have nightmares about the journey.

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How many of these can each character do?

I can speak my own language at school	I can eat and drink when I need to	I can experience my culture and heritage easily	I can see my family
I can meet my friends	I can eat my favourite food	I can be successful here when I grow up	I can feel like I'm part of my community
I can join any group or organisation I like	I feel safe	I can go to school	When I am sick I can go to the doctor

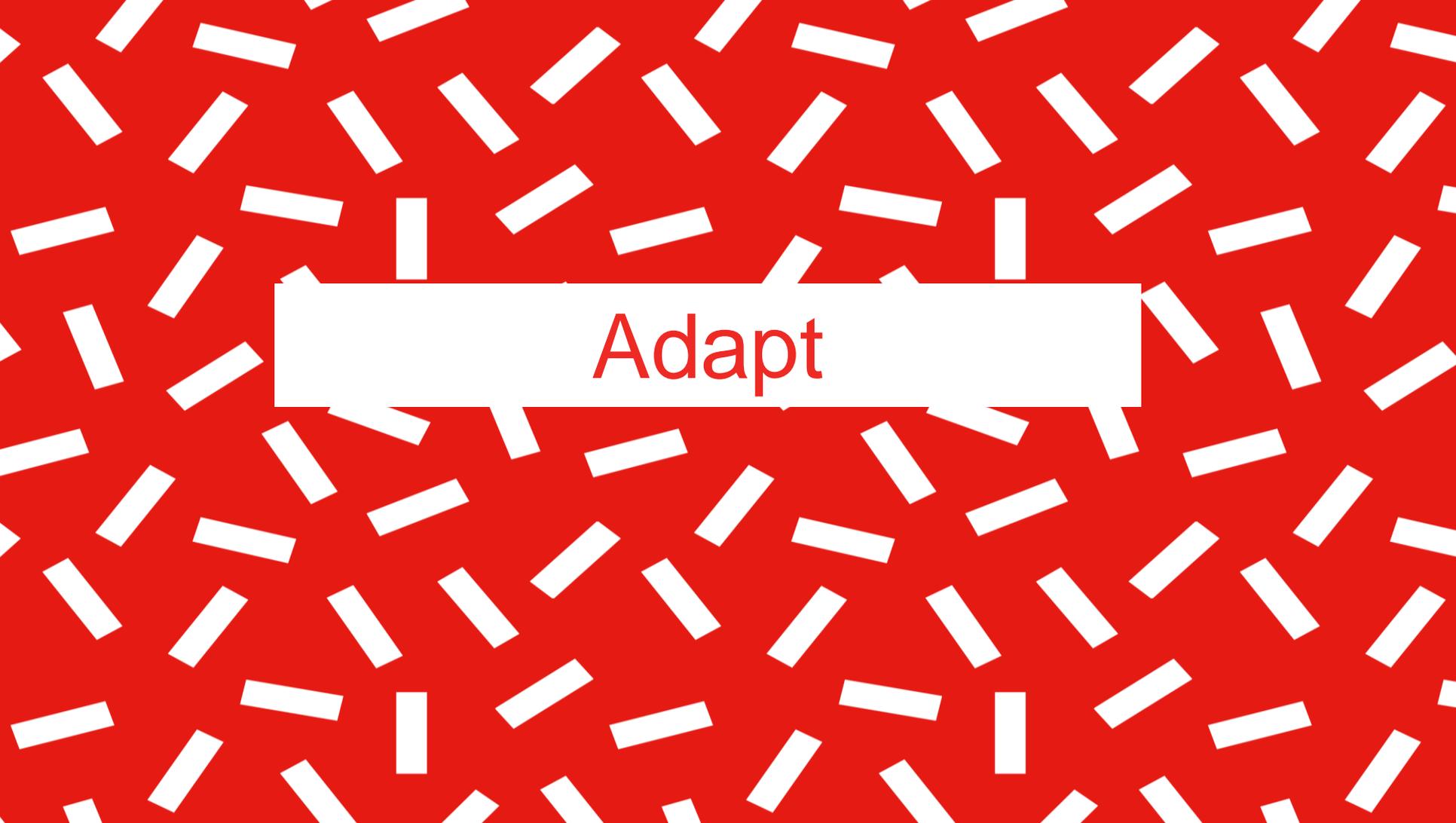
Video activity: family reunion-



<https://www.youtube.com/watch?v=pTcyH5GAP7Y>

Creative activity: write a letter

- Write a letter to a refugee your age who is in the UK without their family.
- Imagine how they must feel? What supportive words and helpful advice would you give? Think about how you deal with things when you are sad or lonely.
- Think about what kind of letter you would like to receive if you were them.

The background is a solid red color with a pattern of white, irregular rectangular shapes scattered across it, resembling confetti or small pieces of paper. In the center, there is a white horizontal bar.

Adapt

Why do people leave?

Push or Pull

Photo activity – should I stay or go



150^{years} the power
of kindness



150^{years} the power
of kindness



150^{years} the power
of kindness

Stories of refugee resilience



150^{years} the power
of kindness

Creative activity: welcome poster

Where can you get cheap clothes?	Which health services and advice centres are worth knowing about?	How do you travel around the area?	How might someone improve their English? Do you have any regional words they should learn?
How do you know where to go?	Have you included sport or physical activities?	What do you enjoy doing?	Where do you go to eat? What do you eat?