# Refugees: Welcome – Activity 3

## Introduction

This activity explores the idea of welcome.

## Learning objectives

In this activity young people will:

* explore emotions associated with the idea of feeling welcome
* explore the language associated with feeling welcome and unwelcome
* use drama techniques to personally reflect upon and share their ideas.

## Activity 3

1. Ask young people to find a partner and to share a personal experience of when they have felt unwelcome.

This could be very local to them – perhaps when trying to join in something with friends, or could be a wider experience such as arriving somewhere new – perhaps through travel for example. Each person should share their experience of feeling unwelcome.

1. Next ask pairs (or merged pairs in larger groups of four) to create a short drama to show the actions and feelings they discussed. This could focus on one experience or they may choose to combine aspects of different experiences.
2. Explain that learners will now perform their short drama to each other.

Their task as an audience is to see how they might change the situation to transform it into one of feeling welcome.

What would they change and why? If they need guidance suggest that this could include language, body language, gestures etc. If confident you could do this as forum theatre.

1. Returning to their pairs or small groups ask learners to reflect on the performances and the changes that were suggested.

Using columns on a sheet of paper, ask them to create two word banks – one for ‘unwelcome’ and one for ‘welcome’.

Young people should try to fill each column with words or short phrases based on what they have been learning. Keep these word banks for later use in Activity 4.

1. Now ask learners to think about the journey that some refugees and asylum seekers may have gone through to seek sanctuary in a new country and the experiences they might have been fleeing.

Note: the [key fact sheet 2016](http://www.redcross.org.uk/~/media/BritishRedCross/Documents/What%20we%20do/Teaching%20resources/Lesson%20plans/Refugee%20week%202016/Key%20Facts.pdf) and [Mohammad and Kamaar’s story](http://www.redcross.org.uk/~/media/BritishRedCross/Documents/What%20we%20do/Teaching%20resources/Lesson%20plans/Refugee%20week%202016/Mohammad%20and%20Kamaars%20story.docx) may help young people’s thinking around this.

1. Reflecting on their own experiences of feeling welcome and unwelcome during the dramas they created, how could young people make refugees and people seeking asylum feel more welcome in their own community or school?

You might want to remind learners that refugees and asylum seekers may not speak English or other languages used within the community and so they will need to think about the different ways that they could make people feel welcome.

## Extension

Create a short drama to depict a welcome for young asylum seekers or refugees arriving in your own community or school.

* How could you make them feel welcome?
* What might you need to think about in terms of cultural sensitivity i.e. food requirements, gender roles, religious needs, clothing expectations, physical contact (handshake may not be appropriate for example), facial and hand gestures etc.?