# Refugees: Welcome

## Introduction

This resource celebrates the welcome shown to refugees and asylum seekers in the UK and seeks to encourage and inspire communities to continue to welcome new arrivals in the weeks, months and years to come.

This teaching resource is designed to help young people gain a better understanding of the humanitarian impact of the refugee crisis. Activities build learners’ empathy for the real people affected by the crisis and encourage young people to consider the difference a welcome could make to someone seeking asylum and refuge.

We recommend using the [Key facts sheet](http://www.redcross.org.uk/~/media/BritishRedCross/Documents/What%20we%20do/Teaching%20resources/Lesson%20plans/Refugee%20week%202016/Key%20Facts.pdf) alongside all the activities. The fact sheet provides important definitions and background information that will help educators and young people to get the most from the activities.

## Audience and learning focus

* The resource has been designed for use with 11–16-year-olds.
* The activities support elements of the English curriculum – specifically the development of literacy skills including reading, writing, speaking and listening.
* Drama, Art and Design, the Arts and the Expressive Arts in the different UK curricula are also a strong theme for this resource – specifically through the presentation of ideas and understanding.

## Notes for educators

Activities are intended to stimulate questions and provide an opportunity for young people to share their own thoughts and perhaps preconceptions about refugees in the UK.

With this in mind educators should be careful to ensure activities do not further any negative or disrespectful viewpoints that young people may have been exposed to.

Educators should be especially aware if there young refugees amongst their learners. Handled with care, any such first-hand experience can of course help others to build their own understanding.

## Activities

The following provides an overview of the learning objectives for each activity. Each activity is designed to take approximately 45 minutes.

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| **Activity** | **Learning objectives** |
| **1. Building understanding** | Young people will:   * Critically engage their understanding of the refugee crisis through discussing and exploring a real life story. * Develop awareness of the personal crises behind the statistics and headlines. |
| **2. Developing empathy** | Young people will:   * Explore how language can enforce and encourage negative views and stigma towards refugees and asylum seekers. * Develop empathy for refugees and asylum seekers who might experience the harmful effects of stigma. * Use facts to formulate more informed and respectful views on refugees and asylum seekers. |
| **3. Welcome** | 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. |
| **4. Welcome words** | Young people will:   * Use poetry to explore the power of language in making refugees and asylum seekers feel welcome. * Create their own message of welcome using a variety of writing formats. |

## Supporting resources

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| **Supporting resource** | **Help young people:** |
| Key facts sheet | * Understand the scale and causes of the current refugee crisis in Europe. * Appreciate the bigger picture of refugee movements in around the world. * Use statistics and data to help them build an informed picture of the current refugee crisis. |
| Next steps | * Consider a range of further activities and actions that they could take individually or collectively to make refugees and asylum seekers feel welcome. |

## Curriculum links

**England**

**English:** discussing perspectives and clarifying the meanings of words; articulating and justifying answers; developing understanding; evaluating different viewpoints; fact vs opinion; expressing feelings; attending to and building on the contributions of others; power of language; consideration of audience and impact and context.

**Citizenship:** the precious liberties enjoyed by the citizens of the United Kingdom; the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities including opportunities to participate in school based activities.

**SMSC**

**Spiritual development** – reflective about their own beliefs, feelings and values; sense of enjoyment and fascination in learning about themselves, others and the world around them; use of imagination and creativity in their learning; willingness to reflect on their experiences.

**Moral development** – understanding of the consequences of their behaviour and actions; interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

**Social development** – accept and engage with individual liberty and mutual respect and tolerance of those with different faiths and beliefs; develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

**Cultural development** – understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain; interest in exploring, improving understanding of and showing respect for cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

**Scotland**

**Literacy and English:** Reading: finding and using information from texts (with increasingly complex ideas, structures and specialist vocabulary); Reading: understanding, analysing and evaluating, investigating and/or appreciating fiction and non-fiction texts (with increasingly complex ideas, structures and specialist vocabulary for different purposes); Writing: creating texts, applying the elements which writers use to create different types of texts.

‘Texts’ in Scottish curriculum can include images, oral, visual, social media, web, news, print, digital etc.

**Expressive Arts:** Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design through drama.

**Curriculum for excellence:** This resource also contributes to the development of young people’s skills as part of the curriculum for excellence through support in developing successful learners, confident individuals, responsible citizens and effective contributors.

**Northern Ireland**

**Language and Literacy:** Through engagement with a range of stimuli including peers, poetry, prose, drama, non-fiction, media and multimedia which enhance creativity and stimulate curiosity and imagination, pupils should have opportunities to become critical, creative and effective communicators by: expressing meaning, feelings and viewpoints; talking to include debate, role-play, interviews, presentations and group discussions; interpreting visual stimuli including the moving image; writing and presenting in different media and for different audiences and purposes;

**The Arts:** Drama – explore ethical issues through the medium of drama.

**Exploring Equality and Social Justice:** provides opportunities to understand that society needs to safeguard individual and collective rights to try and ensure that everyone is treated fairly.

**Wales**

**English**

**Oracy** – express issues and ideas clearly, using specialist vocabulary and examples; explore challenging or contentious issues through sustained role play; express opinions clearly about topics and written texts and include supporting reasons.

**Reading** – pupils should engage with texts that have challenging subject matter, which broaden perspectives and extends thinking; texts that extend learners’ intellectual, moral and emotional understanding; infer ideas which are not explicitly stated, *e.g. writers’ viewpoints or attitudes;* distinguish between facts, theories and opinions.

**Art & Design:** experience a wide range of techniques and media to realise their ideas, express their feelings, and communicate meaning.