



Amnesty International

SEEKING SAFETY

An Amnesty International human rights resource on asylum and refugee issues for Primary 3+ classes in Scotland. This pack supports the teaching of Citizenship in accordance with the values, purposes and principles of a Curriculum for Excellence.

PRIMARY SCHOOL PACK

www.amnesty.org.uk/education

PROTECT THE HUMAN

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Facts and figures

Background information on refugees and asylum-seekers to support teachers in discussions or Q&A sessions. This information can also be photocopied for use with pupils if appropriate.

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Classroom activities

Eight interactive activities for to enable primary classes to explore asylum in a participatory way. Adaptable individual classroom use (some include relevant preparatory materials).

Circle time (Activity 1) <i>Kids welcome asylum seekers: when will grown-ups catch up?</i> (see DVD below). Discussion activity and follow-up myths/truths matching.	8
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DVD

PRIMARY: Kids welcome asylum seekers. When will grown-ups catch up?

In this short film, young asylum seekers interview their primary school classmates about their experience of asylum seekers. The youngsters learned how to use video cameras from members of Glasgow-based mediaco-op, a non-profit cooperative of professional film-makers. Funding was provided by the Oxfam Asylum Positive Images Project supported by the ESF Equal Atlas Partnership. The film can be downloaded from www.amnesty.org.uk/educationscotland



INTRODUCTION

About this resource

This pack focuses on asylum, approaching the issue from global, UK and Scottish perspectives and encouraging students to draw parallels with their own lives. Many of the activities build on an empathetic understanding of situations to develop knowledge and skills for approaching the subject of asylum. Pupils are encouraged to expand their understanding beyond themselves: to think globally and to think about human rights.

The pack is designed to approach the issue of asylum in a way that is accessible and appropriate to primary school children. The materials and activities can be used in stand-alone lessons in subjects including **Religious and Moral Education and Social Studies**, or in an **interdisciplinary project** to encourage students to make connections between different areas of learning.

The activities in this pack support the teaching of Scotland's new **Citizenship** in accordance with the values, purposes and principles of a Curriculum for Excellence. The activities enable young people to learn independently and as part of a group, and to develop their creativity, teamwork and ability to apply their learning in new and challenging contexts.

They contribute towards developing the **ethos and life of the school as a community** by developing young people's understanding of values and promoting respectful and positive relationships. The activities support the strengthening of students' abilities to develop informed ethical views of complex issues.

Age range

Each of the activities is designed to be used by children from Primary 3 upwards (8-12 age group). However, it is also possible to adapt some of the activities to a younger age group.

Aims of the pack

To give students:

- A clear understanding of the key terms and facts about refugees and asylum seekers.
- Empathy with issues facing asylum seekers and refugees.
- Awareness of the ways people are interconnected across the world.
- Understanding of some of the causes of refugee movements.
- Knowledge of the myths and stereotypes surrounding asylum seekers and refugees and the ability to develop their own responses.
- An introduction to human rights and the right to seek asylum in particular.

Sensitivity

Refugees in the classroom

There may be staff or pupils at school who are refugees and the topic needs to be approached in a way that safeguards their wellbeing and self-esteem. It may be difficult for a refugee to talk about traumatic experiences; they may have fears about returning home or being seen as 'different'. While personal experiences can enrich debate, teachers should be aware of the difficult emotions colleagues and pupils might face in such situations.

3 ASYLUM ACTIVITIES



Difficult issues

Talking about human rights and refugees can seem complex and not relevant for discussion by primary school children. However, children face the basic issues of fairness, prejudice, conflict-resolution and human choice and action every day through relationships with their peers. The aim of this pack is to develop these concepts and relate them to the issue of asylum.

Children are exposed to negative myths around refugees and asylum seekers and may have come into contact with refugee issues directly or through a friend. Through open discussion and structured activities, children can explore these issues in the safety of the classroom environment.

Amnesty International's work on asylum

Amnesty International is made up of ordinary people from across the world standing up for humanity and human rights. Our purpose is to protect individuals wherever justice, fairness, freedom and truth are denied.

Amnesty campaigns for the protection and promotion of the human rights of refugees and asylum seekers. We aim to bring about a fair and effective asylum system and we work in a wide variety of ways. We carry out research into aspects of asylum policy and practice, develop proposals for improving those policies and practices and lobby the government, members of parliament and other influential audiences.

Amnesty is keen to challenge myths and misrepresentations of refugees and to promote the positive contribution that refugees make to our society. We believe positive educational messages are a crucial tool to counter fear, ignorance and the negative stereotyping of refugees.

FACTS AND FIGURES

DEFINITIONS



What is a refugee?

A refugee is someone who cannot live in their own country because they are afraid of being persecuted (abused or mistreated) because of their religion, political beliefs or social behaviour. When you are given refugee status by another country you are allowed to live in that country, safe from harm.

Many people consider themselves refugees whether or not they have been officially recognised by the government of the country in which they are seeking asylum.

What is an asylum seeker?

An asylum seeker is someone who seeks asylum (safety) in a foreign country and has applied to the government in the hope that they will be given refugee status.

What is an internally displaced person?

An internally displaced person is someone who seeks safety in another part of their country because they are afraid of being persecuted. They do not cross any international borders, so are not considered refugees.



FACTS AND FIGURES

REFUGEES ACROSS THE WORLD

How many?

Two sets of statistics are collected on refugees worldwide. At the start of 2006, the UNHCR (United Nations High Commissioner for Refugees) calculated that there were about **8.4 million** refugees in the world.

The UNRWA (United Nations Relief and Works Agency for Palestinian refugees in the Near-East) estimated a further **4.4 million** refugees from Palestine.

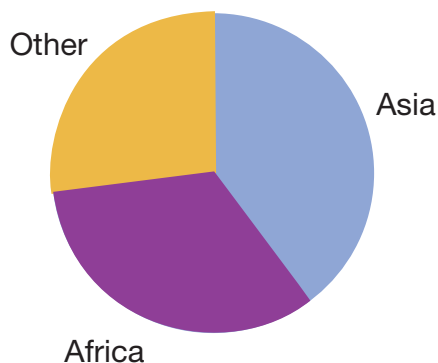
So, in total there are 12.8 million refugees worldwide - *more than **twice** the population of Scotland!*

There are an additional **16.4 million** people living in refugee-like situations. This includes nearly **1 million** asylum seekers and **6.6 million** internally displaced people.

So **1 in every 200** people in the whole world are refugees, or live in refugee-like situations.

Where?

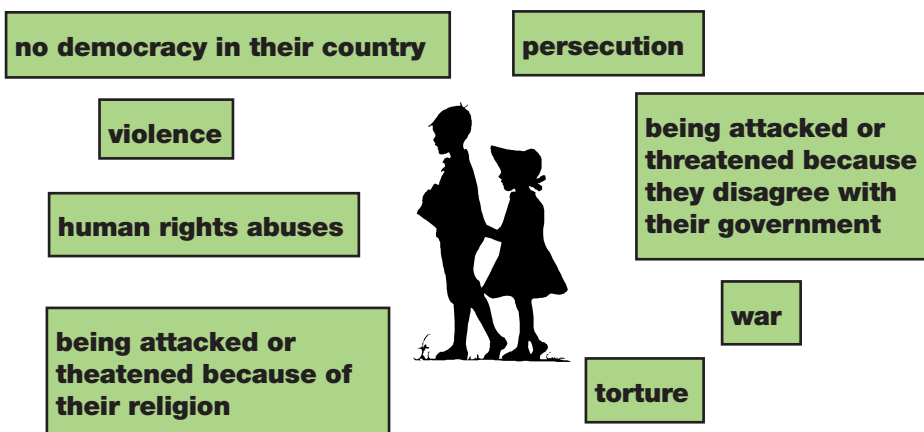
The vast majority of refugees are not living in the rich countries of the Western world, but in the developing world.



Why?

What do you think would make someone want to leave their home?

Refugees' reasons for fleeing often include:





FACTS AND FIGURES REFUGEES IN THE UK

In 2005, the Home Office received **25,710 applications** for asylum. All of these people wanted to live as refugees in the UK.

Asylum applications were made from more than **45 countries** in 2005. The largest numbers of applications came from Iran, Somalia, Eritrea, China and Afghanistan.

War in Somalia

Because of civil wars since 1988, there are 665,000 refugees in Africa and Europe and 200,000 people are displaced in their own country.

Conflict in Afghanistan

Fighting in the country since 1979 meant there were 2 million refugees living in Iran in 2001. After the war in 2001 the number of refugees increased, and were more than 4 million people were displaced in their own country - unable to get food or help.

Less than 0.3% of the UK population are refugees and asylum seekers.

REFUGEES IN SCOTLAND



If you put all Scotland's refugees and asylum seekers into Murrayfield stadium, it would still be more than three-quarters empty!

There are about 10,000 refugees and asylum seekers living in Scotland.

More than half of the refugees and asylum seekers in Scotland are educated to college level or higher and three-quarters speak more than one language.

Information from UNHCR, Home Office and Refugee Council, Scottish Refugee Council and Scottish Asylum Seekers Consortium.



ACTIVITY 1

CIRCLE TIME KIDS WELCOME ASYLUM SEEKERS

To accompany mediaco-op DVD 'Kids welcome asylum seekers. When will grown ups catch up?' funded by the Oxfam Asylum Positive Images Project with support from the ESF Equal Atlas Partnership.

Learning objectives

This activity aims to provide an opportunity for children to share views, ideas and feelings about asylum and to promote empathy, respect and understanding. Pupils will:

- Explore and discuss attitudes, myths and prejudices about refugees and asylum seekers in a safe, structured environment.
- Improve skills of speaking, listening and analysis.

The activity may be particularly useful if there are asylum seeker pupils in your school and negative attitudes towards them, or prejudices, have been identified. The activity offers a space to begin to explore the issue without judgment or coercion.

Preparation

Circle time is used in many primary schools and a few secondary schools in Scotland so you may already be experienced in using it in your classroom. This activity is particularly suitable for teachers who have been trained in circle time and who have already established it with their class. Some preparatory work would be necessary if you have never used circle time with a group before including establishing circle time rules (see More on circle time, page 11).

- Set up a DVD player to play the film clip.
- Make a circle of chairs or cushions without desks.
- Find a 'talking object' to facilitate discussion. This could be any item, for example a toy or stick, as long as it is large enough for all participants to see who has it.
- Write out the truths on page 10 on large sheets of paper and photocopy and cut out the myths, so that every child has one myth. Or photocopy the work sheet on page 10 for pupils to work on individually.
- Photocopy the 'facts and figures' information sheets if reading these as a class.

Running the activity

Part 1 (10-15 mins)

- Explain that the session is going to be about discussing attitudes to asylum and show the DVD.
- Ask the pupils for their first reactions to the film. Emphasise the pre-agreed ground rules of a safe space for discussion. You might want to ask questions such as:
 - What did the children say about asylum seekers?
 - How would you feel if your classmates said things like that about you?



ACTIVITY 1 contd

- What positive things did they say?
- What negative things did they say?
- The talking object is passed around the circle and only the person who has the talking object is allowed to speak.

Part 2 (20 mins)

- Once you have talked about the positive opinions of asylum seekers expressed in the film, you could have a round table discussion to explore why a film like that might have been made and whether there is anything unusual about hearing such positive comments with nothing negative expressed. You could start this discussion with questions such as:
 - What do you think about the title of the film?
 - Why do you think it says grown-ups need to catch up?
- Write down some 'sentences stems' for pupils to use to discuss attitudes they have come across in a de-personalised, less emotive way. Examples might include:
 - 'People say that...'
 - 'The newspapers say that...'
 - 'I'm not sure if it's true when people say...about asylum seekers'
 - 'It is upsetting when people say ... about asylum seekers'

It is important to emphasise that this discussion is about airing some of the myths or issues pupils are uncertain about. It is not about judging or criticising anyone and everyone should be careful not to offend others.

- Write up any myths, questions or issues that have come up in the class discussion. Tell the group you will be looking at them further to find out the truth behind the myths.
- You can do this immediately with the truths and myths matching activity below or set it as homework.
- If carried out in class, it can either be used as an individual exercise followed by a discussion or you can cut up the sheet of myths and truths and stick up the truths around the room. Give everyone a myth and ask them to go around and read the truths and look for the one that matches their myth.
- If appropriate, photocopy the 'Facts and Figures' information sheets for pupils and read over as a class.



ACTIVITY 1 contd

MYTHS AND FACTS ABOUT REFUGEES

Adapted from ‘Global Communities: Learning about Refugee Issues, Secondary School teaching resource’, Refugee Week 2005

The press sometimes refers to asylum seekers negatively as ‘bogus asylum seekers’ or ‘scroungers taking over the country’. You can’t believe everything you read or hear.

Work out which truths match the myths and draw a line between them.

Myths	Truths
1 Asylum seekers take our housing.	A Most asylum seekers coming to Scotland are fleeing countries where there is war and violence.
2 Most asylum-seekers aren’t really fleeing from danger. Their countries are safe	B Asylum seekers are much more likely to be victims of crime than criminals.
3 Asylum seekers are here illegally.	C Asylum seekers cannot choose where they live. The housing they get is not paid for by the local council. It is nearly always housing that other people do not want to live in.
4 Most of the world’s refugees come to the UK. They are swamping the country.	D There is no such thing as an ‘illegal’ asylum seeker. Under international law anyone has the right to apply for asylum.
5 Asylum seekers get lots of money and special treatment from the government.	E The UK is home to just 3% of the world’s refugees. Most of the world’s refugees are living in poor countries in Africa and Asia.
6 Asylum seekers are criminals.	F Asylum seekers are not allowed to work while they are waiting for a decision on their case. They get support from the government but it is only 70% of what UK citizens on benefits get



ACTIVITY 1 contd

More about circle time

Circle time is a democratic and creative approach developed by Jenny Mosley in which the whole class sits in a circle to look at issues and problems, which can include personal, social, moral and health education. The sessions encourage positive behaviour and relationships and democratic group processes.

Circle time can be used as part of a whole school approach to include young people in the day-to-day running of the school and solve problems such as bullying. It is a method for facilitating dialogue between pupils and teachers and between pupils themselves. Exploring relationships, feelings, reflections and emotions lies at the core of circle time.

Suggested rules

One of the first activities to start off circle time is to agree the rules. These should be discussed and agreed by the whole class. The rules aim to ensure emotional safety for the children, making sure that they feel safe to participate without fear of ridicule but not forced to speak about something they find very difficult. They also help to keep the discussion structured and encourage participants to listen to others.

Once agreed, the rules are usually displayed in the classroom and can be referred to as the starting point for each session. The three basic rules usually cited are:

- Only one person speaks at once (the person with the speaking object) and others listen to them.
- You can 'pass' if you don't want to speak about something.
- Show respect for everyone else at all times.

There may well be other rules specific to your class that will emerge through discussion.

Further information

For more information on circle time and ideas for getting started see:

<http://www.circle-time.co.uk/>

<http://www.teachernet.gov.uk/teachingandlearning/library/circletime/>

<http://www.healthpromotingschools.co.uk/children/factfiles/circletime.asp>



ACTIVITY 2

1 REFUGEES' CONTRIBUTIONS

Adapted from 'Global Communities: Learning about Refugee Issues Primary School Teaching Resource' (DFID 2005)

Learning objectives

Britain has a long history of providing asylum to refugees. Many different groups have been forced to flee their homes in the past. They have settled into British life and contributed to the community. However some have become particularly famous.

This activity aims to encourage participation and discussion. Pupils will be:

- Introduced to the history of Britain offering asylum to people who are forced to flee their homes.
- Introduced to the contributions made by refugees to the UK.
- Able to relate the term refugee to individual, personal stories.

Preparation

- Photocopy individual handouts for pupils (pages 13 and 15).
- Photocopy 'Refugee Contributions', Stories 1 and 2 (pages 14 and 16) and cut up the information into individual strips.
- Familiarise yourself with the refugees' stories.

Running the activity

- Ask who has heard of the famous people/inventions in the pictures and encourage pupils to tell the class how they have come across them in their everyday lives.
- Facilitate class discussion about what the famous people/inventions might have in common.
- The answer is that they are all famous for their contribution to society in the UK, and they or their families are refugees. the inventions were all made by people who came to the UK as refugees.
- Reflect with pupils on the answer and whether this challenges expectations.
- Ask the class to work in pairs and give each pair a 'refugee story'. They should read over their strip of paper so that they can be 'experts' on this person or invention.
- Then encourage the class to ask questions about the images they have seen, eg: Who invented toilet paper? Who was Karl Marx? Where did Judith Kerr come from? The pair with the relevant information should answer the question to the class.

Further activities/homework

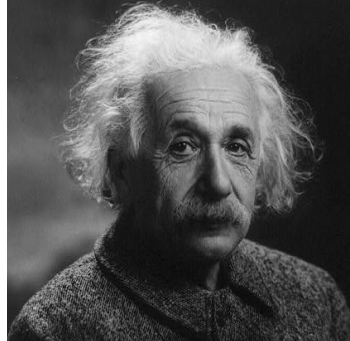
- Find out about another famous refugee and write a short story of their life. Pupils could use Amnesty's 'Credit to the nation' cards. Order a pack from www.amnesty.org.uk/education
- Draw a picture of a famous refugee.
- Ask pupils to research their family history. Has any of their family come from other countries?
- The pictures and stories could be used in further activities such as a talk or a discussion.

ACTIVITY 2 contd

WHAT DO WE HAVE IN COMMON?



Omid Djalili (Tiger in Over the Hedge)



Albert Einstein

© Copyright expired



Archbishop of York

© Office of the Archbishop of York



Etame Mayer Lauren

© Portsmouth football club



Judith Kerr

© 1970 Judith Kerr

© 1971 Judith Kerr



Karl Marx

© copyright-free-pictures.org.uk



ACTIVITY 2 contd

Refugees' contributions: Stories 1

Omid Djalili's story

Omid Djalili is a film star and comedian. His parents are from Iran but he was born in London in 1965. His family fled to the UK after there was a revolution in Iran in 1979. He went to university in Northern Ireland and studied English and Theatre Studies. He performed at the Edinburgh Festival in 1993 and was a huge success. After that, he became famous as a stand-up comedian and actor and has performed all over the world. He played Tiger, the spoiled Persian cat in the recent animated film 'Over the Hedge'. In 2003, he was listed in The Observer newspaper as one of the 50 funniest acts in British comedy.

Albert Einstein's story

Einstein is a very famous German Jewish scientist. He was born in 1879 and had to leave Germany after Hitler came to power in 1933. His property was taken away from him by Hitler's Nazi government because his family was Jewish. He escaped to America and became an American citizen in 1940. All over the world people think of him as a genius and one of the greatest physicists ever. He won the Nobel prize in 1921 and is most famous for his important 'theory of relativity' and the equation $E=mc^2$.

The Archbishop of York's story

John Sentamu was born in Kampala, Uganda, in 1949. After studying hard at university, he worked as a lawyer and later became a judge. He argued with the president of his country, a man called Idi Amin, who had murdered his friend Archbishop Luwum. Idi Amin was murdering many people who spoke out against him. This meant Sentamu's life was in danger, so he fled to the UK. There, he studied at university again and became an Anglican priest in South London. Then he became Bishop of Stepney, then Bishop of Birmingham and he is now Archbishop of York, number two in the Church of England.

Judith Kerr's story

Judith Kerr was born in Berlin in Germany in 1923. When she was 10 years old her family fled from Hitler's Germany. First they went to Switzerland then came to the UK. In the war she worked for the Red Cross. After that she worked for the BBC and became a writer and illustrator of many children's books including the Mog the Cat series. Her book 'The Tiger Who Came to Tea' sold two million copies. She also wrote 'When Hitler Stole Pink Rabbit', a story of escape from the Nazis, based on her own experiences.

Karl Marx's story

Karl Marx was born in Trier in Germany in 1816. When he lived in Germany he was the editor of a famous newspaper. However, the authorities did not like Marx's radical ideas, so they shut down the newspaper. Marx fled to France and then to England. He worked in the library of the British Museum and wrote many books. He came up with new ideas about how people should live and work, and became famous all over the world.

Etame Mayer Lauren's story

Etame Mayer Lauren is a famous footballer. His parents are from the African country of Equatorial Guinea, but he was born in Cameroon. His parents had to escape from their home country because they were in danger because of their political beliefs. Then his family moved to Spain where he began playing football for Spanish clubs. In 2000 he started playing for the English football club Arsenal. He played for Arsenal for six years and won medals and cups. In 2007 he started playing for Portsmouth FC. He has also played for the Cameroon football team.

ACTIVITY 2 contd

WHAT DO WE HAVE IN COMMON?



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The Hunchback of Notre Dame

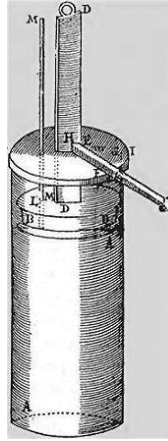


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Toilet paper

MARKS & SPENCER

Marks and Spencer



© Copyright expired

Piston steam engine



© Museum of the History of Science, University of Oxford

Achromatic telescope lens



© BMW AG

Mini



Burton menswear



ACTIVITY 2 contd

Refugees' contributions: Stories 2

The Hunchback of Notre Dame, written by Victor Hugo

Victor Hugo was a French poet and writer who was born in France in 1802. He became involved in French politics and spoke very strongly about his views about justice and against the death penalty. He had to flee from France when an emperor (Napoleon III) took control of the country. Hugo was afraid for his life and escaped to Guernsey, one of the Channel Islands. He wrote famous plays, poetry and historical novels, including 'The Hunchback of Notre Dame' which was made into a Disney film in 1996.

Toilet paper

Soft toilet paper was first manufactured by German Jewish refugees in the 1930s.

Piston steam engine, invented by Denis Papin

Denis Papin was a mathematician, physicist and inventor. He was born in France in 1647. He had to escape to Germany and then to England because of his religion. He was a Protestant and the King of France, who was Catholic, made it illegal to be a Protestant. He made the first pressure cooker and the first piston steam engine.

Mini, designed by Alec Issigonis

Alec Issigonis was born in Turkey in 1906. His father was Greek and his mother was Bavarian. In 1923, they escaped from a war between Turkey and Greece and Alec and his mother came to live in the UK. Issigonis studied motor engineering and became a car designer. He designed famous cars including the Morris Minor and the Mini. The Mini is the best-selling British car in history. In 1961 he developed the Mini Cooper with his friend John Cooper.

Burton menswear, started by Sir Montague Burton

Sir Montague Burton was born in 1885 in Lithuania, which was then part of the Russian empire. In 1900 his family fled to the UK because they were Jews and in Russia at that time Jews were being persecuted. They were being attacked and killed and their homes and businesses were being destroyed. He was just 15 when he set up his first clothes shop. He worked hard and his business grew to become one of the UK's largest chains of clothes shops.

The achromatic telescope lens, invented by John Dollond

John Dollond's family fled from France to England in the 18th century to escape persecution because they were Protestants. He was born in London in 1706 and he became an inventor. He developed a special kind of telescope lens with his son Peter and set up the opticians' firm Dollond and Aitchison.

Marks and Spencer, co-founded by Michael Marks

Michael Marks was born in Russia in 1859. His family were Polish Jews and they fled to the UK in 1883. He spoke no English and didn't know a trade, so he started selling clothes from a market stall in Leeds. He built up the business and later he opened a clothing shop with his friend Tom Spencer, which grew into the business known as Marks & Spencer. Today, Marks & Spencer is one of the best-known British stores.



ACTIVITY 3

WHAT'S IN A NAME?

Adapted from 'Global Communities: Learning about Refugee Issues, Secondary School teaching resource', Refugee Week 2005

Learning objectives

Refugees arriving in the UK often face prejudice. Pupils may have come across this before in the media, in political debates or in the playground. It can be especially hard for refugee children to settle into a new school.

Pupils will be enabled to:

- Understand that children's enjoyment of their rights can often be affected by their circumstances and/or the attitude of others.
- Develop a sense of awareness of their identity.
- Relate difficult situations in their personal experience to the possible feelings and experience of refugees and asylum seekers.

Preparation

Photocopy the poem by Rubimbo Bungwe for each group.

Running the activity

- Split pupils into groups of 4-5 people and encourage them to think about their own name.
- Ask probing questions such as:
 - What does your name mean to you?
 - Have you ever chosen to be called something different, eg a shortened name or even a nickname?
 - Have other people ever labelled you instead of using your name?
 (**Sensitivity:** be alert at this point to the possibility of students using this as an opportunity to bully others)
 - If yes, why do you think that they did it? How did it make you feel? What can you do to stop it?
- Hand out the poem and have one member of each group read it to the others.
- Encourage discussion based around topics like 'what does she think about the label given to her?' 'What could people do differently to help Rumbimbo feel at home?'

Further activities/homework

- Ask pupils to think of some good and bad labels that people give to each other (prompt discussion about 'refugee' and 'friend' as labels).
- Design a poster together about labels that are given to people.
- Pupils could try writing a poem about their name or nickname.
- Make a collage as suggested in 'Look beyond the labels' (Activity 9 on page 30).

ACTIVITY 3 contd

Refugee
by Rubimbo Bungwe, aged 14,
from Zimbabwe, 2002



So I have a new name – refugee.
 Strange that a name should take away from me
 My past, personality and hope.
 Strange refuge this.
 So many seem to share this name – refugee
 Yet we share so many differences

I find no comfort in my new name.
 I long to share my past, restore my pride,
 To show, I too, in time, will offer more
 Than I have borrowed.
 For now the comfort that I seek
 Resides in the old yet new name
 I would choose – friend.

[reproduced from 'Global communities: Learning about Refugee Issues Secondary School Teaching Resource' (DFID 2005)]



ACTIVITY 4

COMMON HUMANITY POTATO ACTIVITY

Adapted from 'Lift Off: Introducing Human Rights Education within the Primary Curriculum', The Lift Off Initiative (a partnership between Irish National Teachers' Organisation, the Ulster Teachers' Union, Amnesty International (Irish and UK sections) and Education International) www.liftoffschools.com

Learning objectives

Learning about the similarities and differences between people helps pupils to challenge stereotypes and myths about people from different cultures, religions and countries.

Pupils will be enabled to:

- Explore the similarities and differences that exist among us.
- Develop the understanding that all human beings, regardless of race, language or culture, share a common humanity.
- Learn to appreciate the uniqueness and diversity of human beings.

Preparation

You will need enough potatoes for each pupil to have one.

Running the activity

- Give each pupil a potato and encourage them to examine it, feel it and look at its shape and size.
- Collect all the potatoes and place them together in a bag.
- Scatter the potatoes on the floor and invite the children to find their potato.
- When all the pupils have found their potatoes, explore the following questions with them:
 - Were you able to find your own potato?
 - How did you find it?
 - How are the potatoes different?
 - How are they the same?
- Develop these ideas by exploring with the pupils how, like the potatoes, we are different yet share a common humanity.
- Record children's ideas on the board under the headings:

How are we different?

How are we the same?

Further activities/homework

- Ask pupils to draw a picture of their friends and list the things they have in common and the things that make them different? For example, who has the same/different hair colour, or likes the same/different games or television programmes?



ACTIVITY 5

WHY DO PEOPLE BECOME REFUGEES?

Adapted from 'Lift Off: Introducing Human Rights Education within the Primary Curriculum', The Lift Off Initiative (a partnership between Irish National Teachers' Organisation, the Ulster Teachers' Union, Amnesty International (Irish and UK sections) and Education International) www.liftoffschools.com

Learning objectives

Refugees all have different experiences, but behind the statistics there are real stories of why people have to flee their homes. Many have experienced extreme situations and faced danger and violence.

Pupils will be enabled to:

- Explore the reasons why people become refugees.
- Develop perspective and empathy.
- Engage in activities that promote the skills of discussion and opinion formation.

Preparation

- Photocopy Amira's story for each pupil.

Running the activity

- Divide the class into smaller groups and give each group a copy of Amira's story.
- Ask each group to read the story and to discuss what Amira's life might be like, for example:
 - How did she feel when she came here?
 - What do you think she misses about her home?
 - How have people treated her?
 - What would you miss about your home if you had to leave?
- Ask each group to discuss their ideas with the class.

Further activities/homework

- Pupils may wish to read, discuss and reflect on more stories like this. Further stories from refugees can be found at http://www.ecre.org/projects/refugee_stories_project. Also look at <http://www.unhcr.org.uk/info/resources/teachtools.html> for stories from young refugees, where the video 'To be a refugee' (the story of five young refugees in their new homes) and numerous children's storybooks about refugee and asylum issues can be ordered. See page 32 for other recommendations.

ACTIVITY 5 contd



AMIRA'S STORY

Adapted from 'Lift Off: Introducing Human Rights Education within the Primary Curriculum', The Lift Off Initiative (a partnership between Irish National Teachers' Organisation, the Ulster Teachers' Union, Amnesty International (Irish and UK sections) and Education International)



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Sudanese girl

Hello my name is Amira. I come from Sudan, a country in Africa. My family and I came here because there was a war in our country and our lives were in danger. We had to leave our homes in a hurry in the middle of the night. We had to leave everything behind except some clothes, some cooking dishes and a little money.

When we arrived here everything seemed very strange. It was very cold, people wore different clothes and spoke a different language. We were all very frightened and worried about our future. After some time we were given a place to stay and things got better. I started going to a local school. Some children were kind and friendly towards me. But some children were unkind and said things like, 'Why don't you go back to your own country and leave us alone. You don't belong here.' Now I have two good friends. They tell me not to worry or get upset when people are unkind to me. But I still get sad and lonely sometimes and wonder if I fit in here.



ACTIVITY 6

HOME IS WHERE THE HEART IS

Adapted from 'Lift Off: Introducing Human Rights Education within the Primary Curriculum', The Lift Off Initiative (a partnership between Irish National Teachers' Organisation, the Ulster Teachers' Union, Amnesty International (Irish and UK sections) and Education International) www.liftoffschools.com

Learning objectives

The Universal Declaration of Human Rights says that everyone has the right to a home. However, sometimes we take some of our rights for granted, when others may have them taken away. Refer to Activity 8 (page 29) for a more detailed discussion of different human rights.

The pupils will be enabled to:

- Explore the importance of a particular right – the right to a home.
- Empathise with those who have lost that right.
- Develop perspective consciousness and empathy.
- Engage in activities that promote the skills of discussion and opinion formation.

Preparation

Use (and possibly distribute) Amira's story from Activity 5, or another refugee story from the 'further activities' section of Activity 5. Photocopy the 'Feelings, needs and hopes' worksheet for each pupil.

Running the activity

- Read the pupils either Amira's story, or another refugee story. At the end ask them to imagine that it is them in the story; they are in danger. But they might be able to stay in this country where it is safe. So, instead of being a visitor, they would become a refugee.
- Hand out the 'Feelings, hopes and needs' worksheet.
- Ask pupils to draw a picture and write a word in each box to describe how they would feel, what they would need and what they might hope for if they were forced to leave their homes to move to a strange country.

Further activities/homework

- Ask pupils to draw a picture of their emergency suitcase. They should pick three things they would take with them if they had to leave their home because of danger. Ask them to draw these inside the suitcase.

ACTIVITY 6 contd



FEELINGS, NEEDS AND HOPES

How do I feel right now?

What do I need right now?

What do I hope for right now?

ACTIVITY 7



MATCHING CARDS

Learning objectives

Information about refugees is often misrepresented to make catchy media headlines.

Pupils will be enabled to:

- Challenge the prevalent myths concerning refugees and asylum seekers in the UK.
- Increase their knowledge of refugees and asylum seekers.
- Develop memory skills.

Preparation

- Photocopy the question and answer cards on to coloured card.
- Cut them up and place each set in an envelope.
- Each group should have a set of question cards and a set of answer cards.

Running the activity

- Split the pupils into small groups and give each group a set of cards.
- Ask them to look at the question cards and match them up with the right answers.
- Once the answers have been discovered, the cards could be used as a memory game to reinforce learning.
- Run through the answers at the end using the additional information on page 28.

Further activities/homework

- Ask pupils to write a short article entitled 'What is a refugee?' using the information from the activity and include two other facts from their own research.

ACTIVITY 7 contd



QUESTION CARDS

What is a refugee?

How many refugees are there in the world?

Which continent hosts the most refugees?

Which is the odd one out?
- Roll of Andrex toilet paper
- Marks and Spencer's shop
- Häagen-Dazs ice cream

How many refugees are there in Scotland?

ACTIVITY 7 contd



ANSWER CARDS

Someone who has been forced to move to another country for fear of what might happen to them if they stayed	Europe
Asia	6.4 million
800	10,000
Someone who wants to move to another country to work	Häagen-Dazs
12.8 million	Roll of Andrex toilet paper



ACTIVITY 7 contd

WHAT DO YOU KNOW ABOUT REFUGEES? ANSWERS

1 In 1951 the UN defined a refugee as 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 or return there because there is a fear of persecution...’

In 1984 this definition was expanded to include people who had fled because of war or civil conflict.

2 There are approximately **12.8 million refugees** living in the world.

Not only that, but the United Nations High Commissioner for Refugees (UNHCR) estimates that there are a further **16.4 million people** living in refugee-like situations.

3 The continent with the most refugees is **Asia**

In 2003, Asia hosted 37% of the refugee population and this percentage has since increased. Most people don’t realise that 8 out of 10 refugees actually flee from one poor country to another, often the country next door.

4 Approximately **10,000**

refugees and asylum seekers live in Scotland. The vast majority live in Glasgow because the Home Office sends asylum seekers who come to London and south-east England to live in Glasgow.

5 All these things were invented or created by people who were once refugees and named after them, except **Häagen-Dazs ice cream**

Actually, Häagen-Dazs is a made-up name.



ACTIVITY 8

DIAMOND RANKING
UNIVERSAL DECLARATION OF HUMAN RIGHTS

Adapted from 'Global Communities: Learning about Refugee Issues, Secondary School teaching resource', Refugee Week 2005

Learning objectives

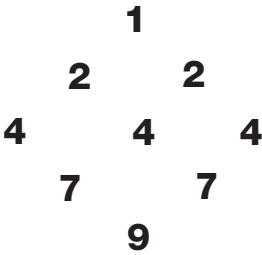
- Pupils will:
- Be introduced to some of the human rights contained in the Universal Declaration of Human Rights (UDHR) through active learning.
 - Develop a sense of fairness.
 - Weigh up and consider the rights of all people in any given situation.
 - Have an opportunity to develop key skills of prediction, critical thinking, empathy, listening, discussion and debating.

Preparation

- Photocopy the 12 cards on to coloured card.
- Cut them up and place a set in an envelope for each group.

Running the activity

- Divide the pupils into small groups and give each group a set of cards.
- Tell them to look at the cards and decide which ones they think are the most important rights.
- Ask them to rank the cards in a 'diamond nine' shape with the most important at the top and the least important at the bottom. Encourage the groups to discuss the question together and reach a consensus.
- When they have ranked their rights, ask someone from each group to briefly explain their top and bottom choices.



- You can then draw comparisons between the different choices groups have made and use the opportunity to give more information about the UDHR.
- Groups may well reject the idea of a diamond for a flatter shape, in which they have ranked the rights equally.

Further activities/homework

- Further activities could be based around specific human rights. Children's versions of the 1989 Convention on the Rights of the Child can be downloaded from <http://www.unicef.org.uk/tz/rights/convention.asp> and of the 1948 Universal Declaration of Human Rights from <http://www.un.org/cyberschoolbus/humanrights/resources/plain.asp>

ACTIVITY 8 contd



Being able to say what you think

Being able to visit a doctor or a hospital if you need to

An education

Being protected from violence

A home

Having a say in your future

Being able to seek asylum in another country if you are in danger in your own

Not to be held in slavery

Not to be tortured



ACTIVITY 9

POSITIVE ACTION WE'RE ALL HUMAN – LOOK BEYOND THE LABELS

Learning objectives

The labels 'asylum seeker' and 'refugee' are often seen as negative by refugees and asylum seekers, marking them out as different. The words are sometimes used as terms of abuse in schools and in wider society. They are also often used alongside, or confused with, inaccurate and offensive labels such as: 'bogus asylum seeker' 'illegal immigrant' and 'asylum cheat'.

This simple positive action aims to allow young people to challenge negative attitudes which treat refugees and asylum seekers as different by highlighting our common humanity and asking people to look beyond the labels.

It is particularly suitable for use after Activity 3, which explores names and labels.

Preparation

- In the previous lesson set the following homework: peel or steam a label off a product such as a bottle, can or yoghurt pot and bring it into class for next lesson.

Running the activity

- Together as a class make a collage of all your labels. You might want to combine the labels with some of the words that people use to label refugees and asylum seekers. Design a layout for the collage to include a slogan or message such as:
 - Look beyond the labels: we're all human.
 - We've removed the labels: Will you follow?
 - Human beings have human rights whatever label they are given.
- Use the collage to draw attention to the issue of asylum by:
 - Displaying your collage in a public place in the school.
 - Sending the collage to a local refugee drop-in centre or support project.
 - Sending it to your local newspapers and radio stations.

Sensitivity

Teachers should be aware that there is a risk with this activity that students may use it as an opportunity to bully others, particularly if there are asylum seekers or refugees in the class. It is important to be aware of this when planning and carrying out the activities



FURTHER ACTIVITIES

Assemblies

You could include poetry, stories or other readings such as refugee testimonies. Contact Amnesty for a copy of the 'Refugee voices' assembly pack (page 32).

Performing arts and drama

Use refugee stories to develop role-plays or a short piece or drama.

World Music Day

Learn songs and dances from other countries that refugees in this country come from. Involve local musicians who are refugees to perform with the schools or run workshops with the pupils. Hold a poetry reading or have a storytelling or writing workshop.

Art projects

In Refugee Week 2000, Save the Children worked with children across Birmingham to create a Celebrating Sanctuary art wall (From RAP Pack, Save the Children 2002). The images on the wall focus on:

- What makes a place safe?
- Where do you go if you want to feel safe?
- Why might people want to leave their own country?
- What experiences might people be running away from?
- How should we welcome refugees to this country?
- What new experiences might refugees have in this country?

The class could try to create their own Celebrating Sanctuary art wall or mural. Alternatively, you could invite a local refugee artist to come into school to work with students.

Food fair

Try food from countries that refugees in the UK come from. Invite parents or local refugee organisations to come into the school and cook or buy different kinds of food.

Talks and speakers

Contact Amnesty International to request a list of our volunteer speakers who give talks in schools. If you live in an area with a population of asylum seekers or refugees, it might also be possible to get in touch with refugees who are happy to speak in schools through local refugee centres or organisations.

Junior Urgent Action

Junior Urgent Actions are monthly appeals designed by Amnesty International for young people aged 7-11. They highlight cases of human rights abuse from around the world that young people can connect with, usually because they concern other young people or families. Pupils are invited to learn about the issue, and the country it occurs in, and encouraged to write letters to the relevant authority on behalf of the victims. A Gaelic version is available three times a year. To sign up to receive Junior Urgent Actions contact the Education and Student team listed on page 32.



MORE RESOURCES

The Amnesty UK website www.amnesty.org.uk has information about all our current campaigns. The education section under 'What we do' provides links to human rights resources for teachers, Junior Urgent Actions and speakers for schools.

Join TeachRights

Join our TeachRights network and get a twice-termly e-newsletter packed with the latest resources, professional development opportunities and events from Amnesty International and other human rights education providers, plus a calendar of upcoming human rights days and resources to commemorate them with your students. You can sign up on our website.

Contact

Education and Student team or the Scottish office for advice, information or extra resources:

Education and Student Team
Amnesty International UK
The Human Rights Action Centre
17-25 New Inn Yard
London EC2A 3EA
Phone +44 (0) 20 7033 1500
Fax +44 (0) 20 7033 1503
Email sct@amnesty.org.uk

Amnesty International Scotland
9 Haymarket Terrace
Edinburgh EH12 5EZ
Tel +44 (0) 844 800 9088
Fax +44 (0) 131 313 7000
Email scotland@amnesty.org.uk

Recommended books on refugee issues

- Howard Davies and Jill Rutter *Kosovan journeys*. Refugee children tell their stories (Refugee Council 2001)
- Max Velthuis *Frog and the stranger* (Milet 1993)
- Beverley Naidoo *Making it home*. Real life stories from children forced to flee (Puffin 2004)
- Sybella Wilkes *One day we had to run* (Evans Brothers, UNHCR & Save the Children 2000)
- *Why do they have to fight? Refugee children's stories from Bosnia, Kurdistan, Sri Lanka and Somalia* (Refugee Council, 1998)
- Mary Hoffman and Karin Littlewood *The colour of home* (Frances Lincoln, 1992)

Links to more resources for teachers

www.refugeecouncil.org.uk/practice/schools

www.globaldimension.org.uk (organised by the Department for International Development)

www.unhcr.org.uk/info/resources/teachtools.html

www.savethechildren.org.uk/welcomingweb (Refugee week schools project for Scotland)

KEY DATES

FITTING INTO THE SCHOOL CALENDAR



Useful times to highlight asylum issues

19 January	World Religion Day
27 January	World Holocaust Day
21 March	International Day for the Elimination of Racial Discrimination
15 May	International Day of Families
4 June	International Day of Innocent Child Victims of Aggression
20 June	World Refugee Day (and Refugee Week)
26 June	International Day for Victims of Torture
11 July	World Population Day
9 August	International Day of the World's Indigenous People
30 August	International Day of the Disappeared
21 September	International Day of Peace
15-21 October	Protect the Human Week
16 November	International Day of Tolerance and Universal Children's Day
10 December	International Human Rights Day
18 December	International Migrants' Day