



City of Sanctuary Schools Resource Pack



Introduction



Welcome to **Schools of Sanctuary**, an initiative to celebrate the good practice of schools who welcome asylum seeking and refugee families into their school community and foster a culture of welcome and inclusion for all. This pack contains lots of teaching resources and information about seeking sanctuary in the UK and a detailed guide for schools who want to be recognised as a school of sanctuary.

Schools of Sanctuary is for everyone: diverse or homogenous schools, parents, communities, local people and people seeking sanctuary. It's a way to engage sanctuary seekers and families with their communities and educate children and teachers about the human right to sanctuary. **Schools of Sanctuary** is not just about asylum seekers and refugees. We aim to create a safe environment that includes everybody in school, regardless of where people come from or what they look like. We want to live in a country where no child fears bullying. We invite you to follow our website and upload more resources to share your experience with us at: schools.cityofsanctuary.org

Thank you!



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Section 1: Schools of 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.

What is 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?

- Creates a sense of safety and inclusion that is beneficial to all members of the school community
- 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.
- Strengthens race equality and community cohesion in school
- Increases student voice and promote active citizenship.
- Augments your work to attain inclusion standards (such as the Stephen Lawrence Education Standard) and improve your SMSC provision.



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 and understand the Schools of Sanctuary principles.
- contact your local Schools of Sanctuary group for advice and support.
- You may want to sign an initial agreement with Schools of Sanctuary (you can find an example on our website).
- 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.
- Keep in touch throughout the process and we will support you where ever possible.
- When you've got all your evidence together, you may want to submit a portfolio to your local City of Sanctuary group. This will help you share your good practice with others. We may have suggestions for improvements to be made before you get the award.
- Once you are successful, there'll be a celebration event and award presentation to celebrate your success!



Principle	Evidence submitted
1. Learn about what it means to be seeking sanctuary	
2. Take positive action to embed concepts of welcome, safety and inclusion (evidence for 2 out of 3 of the following is required):	
a) Create a welcoming environment in school for students from different cultures	
b) Incorporate the concepts into curricular (and/or extra-curricular) activities	
c) Involve refugees and asylum seekers in the day-to-day life of the school:	
3. Share your vision and achievements	

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, fuelled by incorrect media headlines, are common.

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.



Section 2:



Becoming a School of Sanctuary

What can you do as a school?

Principle One: LEARN about what it means to be seeking sanctuary

Create 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

1. LEARN: 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 as part of your normal curriculum (see Resources).



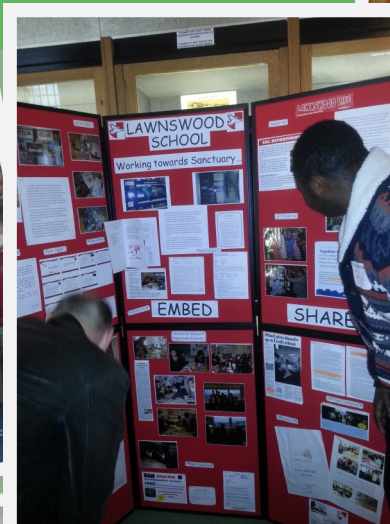


Principle Three: **SHARE** your vision and achievements

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

3. **SHARE**: 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.
- Hold an art exhibition or a musical performance around the sanctuary theme.
- Write about your work on a teachers' forum or encourage children to write about their experiences.



What can pupils do?



- Say hello! A friendly face can make all the difference. Ask someone new to sit next to you. Show them around the school.
- 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

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.naldic.org.uk/eal-teaching-and-learning/outline-guidance/ealrefugee>
- <http://www3.hants.gov.uk/hcc-asylumseekers-guidance-2009.pdf>



What evidence do we need to submit?

When you feel that your school has met the 3 principles, collect together evidence of this in a portfolio. Every school is different and so each portfolio will look different. Here are some suggestions of evidence you could include. Please contact us if you'd like to discuss some more ideas of things to include before you hand them to your local Schools of Sanctuary group.

Principle 1: LEARN

- 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: EMBED

- 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: SHARE

- 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.





Questions to consider to demonstrate the 3 principles

The following questions underpin the Schools of Sanctuary award process.

Staff involvement / awareness

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?

Covering wide age range

Did the activities completed cover a wide age range? Or are there plans to cover a broader age range in the future?

Future commitment

Has the school demonstrated a sustainable commitment to sanctuary? What evidence is there that this commitment will continue after the award is granted?

Active pupil voice

Were children involved in decisions about the work for each of the principles?

Parents' involvement

Were parents made aware of what School of Sanctuary means? Were parents involved in work? Were attempts made to increase parents' awareness?

Self evaluation

Do teachers feel that the school has met the principles?

Feedback from children

Has feedback from children been taken into account? Do the children feel like they have learned something?

You may not have an answer to all these questions, but there needs to be a commitment to the three principles and to on-going improvement.



Section 3: 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.

A migrant is a someone who has moved to another country. There are lots of reasons for this. Economic migrants move to find work (EU migrants often fall into this category).

For more info see:

www.refugeecouncil.org.uk/practice/basics/truth.htm

www.unhcr.org.uk/about-us/the-uk-and-asylum.html

www.refugee-action.org.uk/RAP/PDFbooklets/RAPbook2011_UK.pdf





The Refugee Crisis



Conflict in countries like Syria and Iraq has led to unprecedented numbers of refugees leaving their homes. Most have ended up in neighbouring countries like Jordan and Lebanon but many have been making the journey across the Mediterranean to Europe, risking their lives to reach safety. Many people have lost their lives in the attempt.

You can find out more about the current refugee crisis through the Guardian's pages which are constantly being updated:

<http://www.theguardian.com/world/refugees>

no one leaves home unless
home is the mouth of a shark

From 'Home' by Warsan Shire

Image from <https://disegnidallafrontiera.wordpress.com/>





Some facts about refugees

- ◆ As of the beginning of 2012, the population of refugees, pending asylum cases and stateless persons made up **0.27% of the population** of the UK. (UNHCR)
- ◆ 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.
- ◆ As of 2013, the top five countries of origin are Afghanistan, Syria, Somalia, Sudan, Congo. (UKBA)
- ◆ 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, toiletries 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

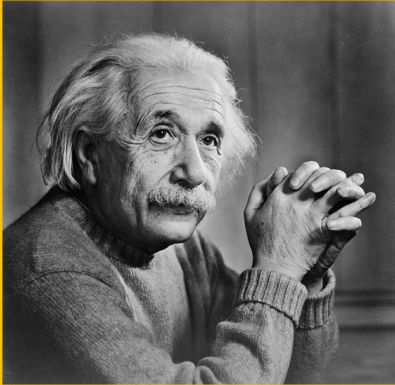
<http://www.refugeecouncil.org.uk/practice/basics/truth.htm>

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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.



© Wattie Cheung

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



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 system is 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 their 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, at the market or in charity shops.
- **Language** – trying to navigate the system in a different language is difficult and access to English classes can be challenging.
- **Discrimination** – lots of asylum-seekers face prejudice and even hate crimes where they live.
- **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.

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.
- 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 service.
- 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.

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 wait for residency permit cards and national insurance numbers. before they can access a homeless hostel, social housing or benefits.
- **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.



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



For more resources and local ideas, visit:
schools.cityofsanctuary.org/resources





Useful dates

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.





General Resources

Invite a speaker

To arrange a refugee and give a talk, visit

<http://www.cityofsanctuary.org/about/groups>

to find the details of your local City of Sanctuary group.

speaker to come to your school

Oxfam 'Schools of Sanctuary' pack

<http://www.oxfam.org.uk/education/resources/schools-of-sanctuary>

West Yorkshire Playhouse 'Refugee Boy' Resource Pack

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>

♦ http://www.childrenssociety.org.uk/sites/default/files/tcs/01_-_why_did_your_family_leave.mp3

Guardian resources on 'How to Teach... About Refugees'

<http://www.theguardian.com/teacher-network/2015/may/25/how-to-teach-refugees>

Oxfam Resource on Syria—'Syria: A Children's Crisis?'

<http://www.oxfam.org.uk/education/resources/syria>



General Resources continued

All You Need for a Refugee Assembly

http://www.risc.org.uk/files/refugee_assembly.pdf

'Far from Home' Assembly

http://learn.christianaid.org.uk/TeachersResources/primary/primaryassembly_jun08.aspx



Two suggested activities

1

Everyone should start in an area of the room that represents their allocated country. 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.

2

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.



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.ca/teachersupervision/us/index_uk.html

Red Cross 'Positive Images' toolkit

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

School Linking Network

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

Global Communities Primary Pack

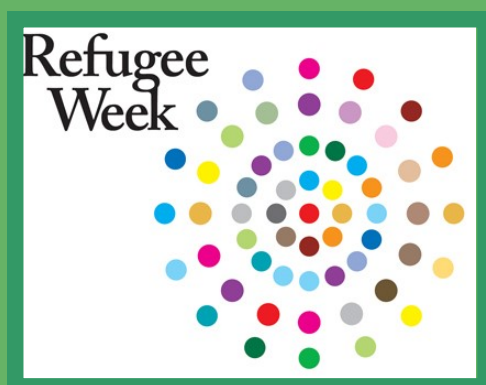
<http://www.refugeeweek.org.uk/Resources/Refugee%20Week/Documents/Global%20Communities%20Primary%20pack.pdf>

Global Communities Secondary Pack

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

Refugee Week Resources for Teachers

http://www.refugeeweek.org.au/resources/2012_RW_ResourceKit_Ch5.pdf



Activities for Foundation level



Paddington Bear

[https://](https://www.youtube.com/watch?v=mCIA14WQFu8)

www.youtube.com/watch?v=mCIA14WQFu8

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

Learn about different countries

Check out the great artefact boxes available through DEC

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



Activity idea

Foods from around the world

Make a fruit salad and find out where different fruits come from.

There are many famous stories of sanctuary...



Fleeing danger



Finding sanctuary

Can you think of any more?

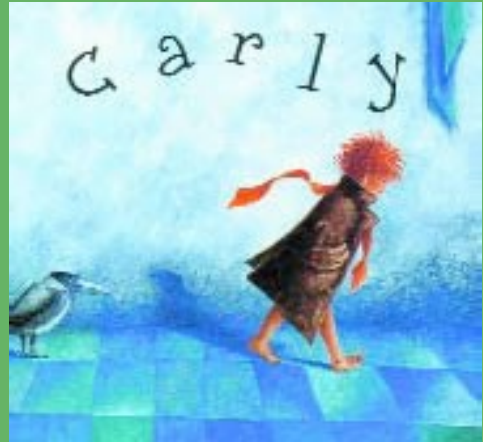




Activities for Key Stage 1

Carly's Story

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/
"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?"

Activity idea

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 1

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

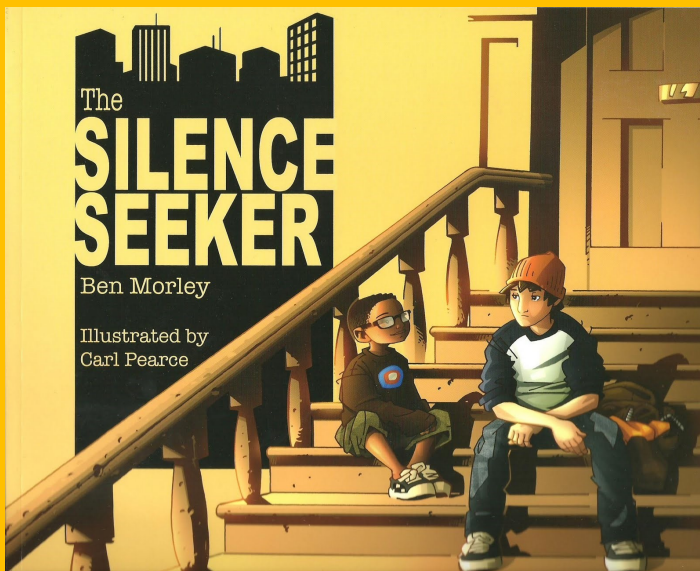
The true story of a librarian's struggle to save her community's collection of books during the war in Iraq

For ages 5-11.

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

There are more books listed on our website
schools.cityofsanctuary.org/resources





Activities for Key Stage 2

BBC Seeking Refuge Series



David'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

<http://www.amnesty.org.uk/resources/activity-pack-seeking-safety>



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.

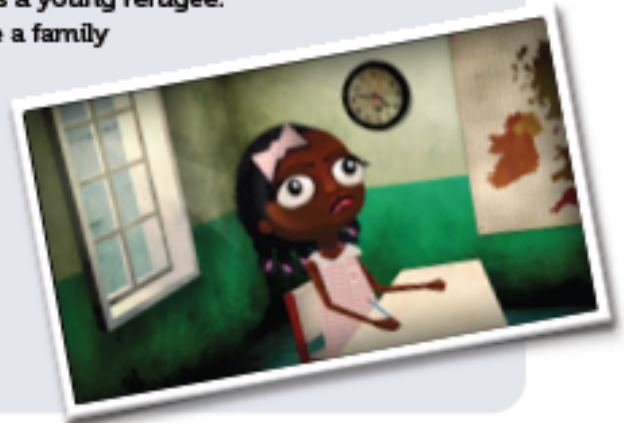
For Discussion

- ① **Identity** - the importance of belonging and the effects of displacement and alienation.
- ② **Emotional health** - the impact of being separated from friends, family, and home.
- ③ **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 2

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.

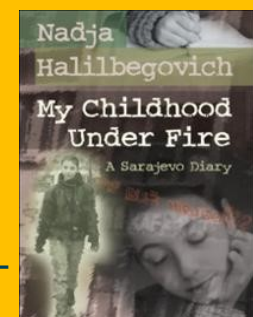
For ages 9+



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.

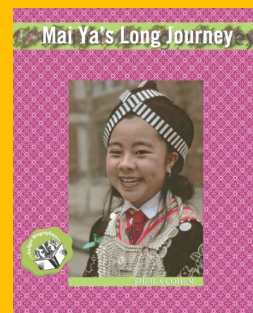
For ages 9-12



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.

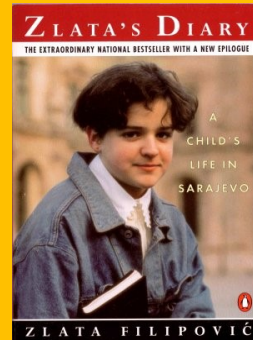
For ages 7-12



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





More books to read for Key Stage 2

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?

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.

There are more books listed on our website
schools.cityofsanctuary.org/resources





Activities for Key stage 3

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

Oxfam "Syria: A Children's Crisis?"

Information and activities about the conflict in Syria
<http://www.oxfam.org.uk/education/resources/syria>

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
(10 sessions available)





More books to read for Key Stage

3

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.

There are more books listed on our website
schools.cityofsanctuary.org/resources





Activities for Key Stage 4

'A Time to Flee'

For ages 11-16

<http://www.amnesty.org.uk/resources/activity-pack-time-flee>

'Border Control'

For ages 12+

<http://www.amnesty.org.uk/resources/activity-border-control-role-play>

'The Great Escape' game

For ages 14+

<http://www.amnesty.org.uk/resources/activity-great-escape>



Challenge Card 4 Spy



Challenge Card 1 Funeral

Stop and Talk

Research the topic of asylum-seekers in Britain, using as many different sources as possible—newspapers, internet, television, first-hand interviews. Analyse the quality 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.

in Britain—possibly radio, range available

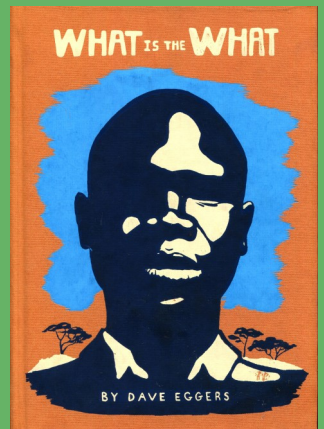




Books to read for Key Stage 4 and 5

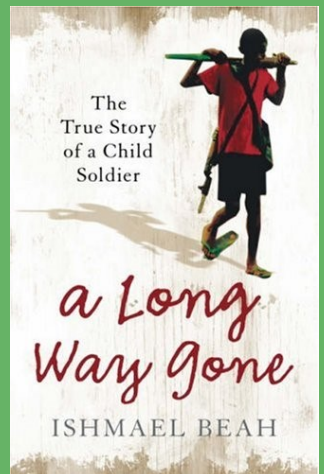
What is the What by Dave Eggers

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.



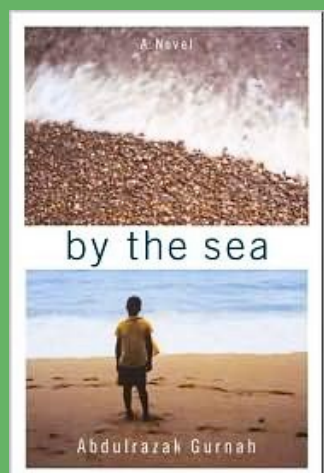
The Other Hand by Chris Cleave

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.

There are more books listed on our website schools.cityofsanctuary.org/resources





City of Sanctuary

Your guide to becoming a **School of Sanctuary**, with detailed explanations about how to achieve the School of Sanctuary award, valuable information about refugees and asylum seekers and what's it like being an asylum-seeking child in school.

Find out what you can do as a school to Learn, Embed and Share the values of sanctuary. Including a list of relevant teaching resources for KS1 to KS5.

Visit our website for more information:
<http://www.cityofsanctuary.org/schools>

Contact us to get started:
info@cityofsanctuary.org

