



ARTICLE OF THE WEEK



RIGHTS
RESPECTING
SCHOOLS



unicef
UNITED KINGDOM

INSTRUCTIONS

Conversations about the issues linked to World Refugee Day could be difficult, particularly for younger children.

We strongly recommend completing this week's pack in class with teacher supervision and not setting this pack, or activities from this pack, as homework. We would also recommend considering the situations your learners may bring with them into this discussion and have support and safeguarding in place.

Please **edit out non-relevant slides** or tasks before sharing with students. Please check the content works for your learners and feel free to add any content that would make the material more relevant to your setting.

This pack also provides links to learning resources from third parties and from the UK Committee for UNICEF (UNICEF UK) that you can access for free.

- **Slide 3: Introducing World Refugee Day**
- **Slide 4: Linked Articles**
- **Slide 5: Exploring World Refugee Day**
- **Slide 6: Some possible answers**
- **Slide 7, 8 & 9: Primary activities**
- **Slide 10, 11 & 12: Secondary activities**
- **Slide 13: Reflection**



INTRODUCING WORLD REFUGEE DAY

Steven Kidd, RRSA Professional Adviser, introduces World Refugee Day



[Click here to watch on YouTube](#)

World Refugee Day

World Refugee Day is an international day designated by the United Nations to honour refugees around the globe.

It falls each year on June 20 and celebrates the strength and courage of people who have been forced to flee their home country to escape conflict or persecution.

'Refugee Week' occurs at the same time as World Refugee Day and is a UK-wide festival celebrating the contributions, creativity and resilience of refugees and people seeking sanctuary.



LINKED ARTICLES

Article 10 (family reunification)

Governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit and keep in contact with both of them.

Article 22 (refugee children)

If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them.





EXPLORING WORLD REFUGEE DAY

*What events may lead to children
and their families becoming
refugees?*

**Have a think and write down some
answers.**



UNITED KINGDOM

EXPLORING WORLD REFUGEE DAY

Did you think of these?

- Natural disasters like floods, hurricanes, earthquakes, tsunamis, volcanic activity, snow storms or bushfires.
- Drought or famine which leads to lack of food and water.
- War and conflict.
- Climate change. Changes in weather may affect children's access to food, water and education.
- Discrimination around race, religious beliefs, sex, nationality, or political beliefs.
- Civil unrest in a country making people feel unsafe.
- Poverty or loss of income.
- Family disputes or problems.

What else did you think of?



PRIMARY ACTIVITIES



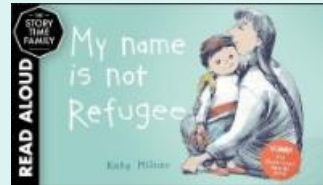
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You do not need to complete every activity but if you have time, you can try to complete more than one.

Watch or read [My Name is Not Refugee](#) or [The Suitcase](#).

Use the themes of the stories to open up a simple exploration of what it is to be a refugee.



There are many rights related to being kept safe and protected from harm. Do you have a special place where you feel really safe? Maybe at home or a grandparent's home, or somewhere else? Draw a picture of where you feel safe.

Paddington Bear was a refugee. [Read some of his story](#) or watch the Paddington film and then discuss how you think Paddington felt when he was in the lifeboat after leaving Aunt Lucy in Peru or how he felt being at the train station on his own. How do you think he felt when he met the Brown family?

If you had to flee your home suddenly, what would you take with you? Draw or list what you would take and remember that you might have to carry it a long way. Compare your list with other people in your class.

PRIMARY ACTIVITIES 2



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You do not need to complete every activity but if you have time, you can try to complete more than one.

Imagine a new refugee family is arriving in your neighbourhood. Write a letter to welcome them. Tell them everything they need to know about places to visit, who can help and perhaps a bit about yourself too.

Watch [this video](#) explaining what a refugee is. Can you create your own film or a simple PowerPoint presentation to help other children in your school understand what it means to be a refugee?



You might be interested in finding out about an extraordinary art project called [Little Amal](#). Little Amal is a giant puppet – a 3.5 metre-tall living artwork character that represents child refugees, especially those who have been separated from their families. Since July 2021, Amal has travelled over 9,000km in 13 countries and been welcomed by more than a million people on the street, as well as by tens of millions online. Her urgent message to the world is, “Don’t forget about us.” Can you think how you could use puppets or another type of artform to raise awareness of the lives of children forced to be refugees?

[Watch or read the book The Journey by Francesca Sanna.](#)

Create a display of books exploring stories on the topic of refugees in your book corner or library. How can you promote these books and encourage others in your school to read them?



PRIMARY ACTIVITIES 3



You do not need to complete every activity but if you have time, you can try to complete more than one.

Article 22 is about governments supporting refugee children to enjoy all of their rights and to make sure they are reunited with their parents. [Watch this video from Newsround](#) explaining some of the issues around refugees, migrants and asylum seekers coming to the UK. What do you think the Government should be doing to support children seeking safety in the UK? Send a letter or have a discussion with a local politician to share your view on what the government should be doing to support Article 22.



Who do you think of as family? Is it the people who share your home? Anyone else? Do any of your family live in different countries? How often do you get to see them? Think about how you would feel if the Government stopped you from seeing any of those people?

[Research this year's 'Refugee Week' theme.](#) Can you devise a creative response to this theme through art, music, drama or dance?

Research the work of charities in the UK who are supporting asylum seekers and refugees for example, [Supporting Refugees UK](#), [British Red Cross](#), [Refugee Council](#) [Young Roots](#).

There may also be charities local to your school working with refugees. Can you help support their work in any way?

SECONDARY ACTIVITIES

You do not need to complete every activity but if you have time, you can try to complete more than one.

Have a look at [this list](#) of stories about refugees. Choose one you would like to read and perhaps write a short book review to share with others. Discuss with your school librarian ways of including more books from the perspective of refugees in your school library.

Explore the wording of Articles 10 and 22. Research government policy on immigration and asylum, then write to or meet with your local MP to urge the government to ensure that current policies on immigration, asylum seekers and refugees uphold children's rights. This film from BBC Newsround may be a useful starting point.



Use [this information](#) from UNICEF to find out about how and why some people become refugees and how UNICEF supports them. Create a display or a piece of drama or music to raise awareness in your school.

Hold a debate in school using this statement:
The UK government should provide more safe and legal routes for asylum seekers to come and live in the UK.
These websites will help you to research the issue for the debate:

- FOR - [source 1](#) – [source 2](#) – [source 2](#)
- AGAINST - [source 1](#) - [source 2](#)
- STATISTICS – [source 1](#)

SECONDARY ACTIVITIES 2



You do not need to complete every activity but if you have time, you can try to complete more than one.

Simple Acts are everyday actions we can all do to stand with refugees and make new connections in our communities. Have a look at the list here and choose which simple act you will do to show support.

Can you come up with any acts of your own?

Download the UNICEF UK resource [Forced to Flee](#).

Work with a group to plan a lesson or an assembly to mark the World Refugee Day in your school.

You might like to start with helping people to understand and use the accurate terminology on page 4.

Research the work of charities in the UK who are supporting [asylum seekers and refugees for example, British Red Cross, Refugee Council, Young Roots](#). There may also be charities local to your school working with refugees.

Can you help support their work in any way?

Research this year's '[Refugee Week](#)' theme.

Can you devise a creative response to this theme through art, music, drama or dance?

SECONDARY ACTIVITIES 3



You do not need to complete every activity but if you have time, you can try to complete more than one.

Take a look at the UNHCR's [7 videos guaranteed to change the way you see refugees](#).

Pick one that you feel is really powerful and talk about why with a partner. Who could you share it with to help them understand?

Did you know that an official Refugee team now competes at the Olympics, with many of the athletes receiving scholarships and support? The team is supported by the [Olympic Refugee Foundation](#), which wants to ensure that 'young people affected by displacement thrive through sport'.

How do you think sport could help?

Singer-songwriter Rita Ora arrived in the UK as a baby, after her parents had fled conflict in Kosovo. [In this Big Issue article](#) she explains why it's an important part of her story. Take a look at this list of famous refugees on the [Refugee Week website](#) – pick one and find out a bit more about their story.

In small groups think about the practical obstacles refugees may face when leaving their country, on the journey to another country and in settling into the new country. Which children's rights might be under threat?



REFLECTION

Imagine how you would feel if you were forced to leave your home.

- Think about people in your community who have been in this situation:
- How can we make sure that people feel welcomed and supported?

