



### What's going on this week?

Turkey opened its borders for Syrian refugees to leave its territory for Europe at the end of February. So far hundreds of thousands have left Turkey. Many Syrians have fled their home country, following dangerous conditions and fighting due to the ongoing civil war there. Fife Council in Scotland has one of the highest rates of resettlement for Syrian refugees in the UK. During the increasingly unsettled situation in Syria, Fife are wanting to help more families and have said they will continue to welcome many more families this year.

#### Main question:

**What would you find hard about starting again?**

#### Listen, think, share

- Look at this week's poster and introduce this week's story.
- Explain that because of the ongoing war in Syria, lots of families there flee due to the dangerous conditions. They travel to other countries seeking asylum, this means they need protection as it isn't safe for them to return. Can we imagine what this must feel like? Talk about the difference between moving to a new house because it is our choice and moving because we are no longer safe.
- Read through the information found on the assembly resource about refugees from Syria. Do we think people should be protected in difficult situations? Talk about why we think the way we do.
- Has anyone ever moved to a different country or place where you don't know many people? Talk about some of the difficulties that you need to overcome in this situation. Can we think of any positives to living somewhere new?
- Watch this week's useful video, which shows one young boy's journey from Syria to Sweden. What do you think he would find hard about the journey? Talk about how he had to start again in Sweden. Think about some of the difficulties he will have had to overcome e.g. learning a new language, making friends, understanding a different culture etc.

#### Reflection

Refugees move not always because they want to, but because it is no longer safe for them to stay where they live. Many countries around the world have signed a convention, meaning they will protect and help refugees in difficult situations.



### P1-P4 Focus

#### Question:

**What is a refugee?**

#### Listen, think, share

- Think about your home. What do you like about it? What is your room like? Do you have any special belongings?
- Imagine you had to leave your home very quickly. You wouldn't have time to pack all of your belongings and you could only take what you were able to carry. How would you feel? What would you want to take with you? What would you have to leave behind?
- Explain that there are some people who are forced to leave their homes and their country quickly because they are in danger e.g. war or a natural disaster. We call these people refugees.
- Look at resource 1, which gives more information about refugees. What would it be like to be in a country where nobody knew you and you didn't speak the same language as them?
- Explain that sometimes because the journey to safety for refugees can be dangerous, families can end up being separated. How would you feel if you were separated from some of the members of your family?
- People would rather make these unsafe journeys, without any belongings, and live in campsites or temporary accommodation than stay in their homes. What does this tell us about a refugee's life?

#### Reflection

Some people must escape their homes and countries as it is too dangerous to stay. Not having a home or any belongings can be frightening. Often, it is our homes where we feel the most safe and secure.



### P5-P7 Focus

#### Question:

**How can we make refugees feel welcome?**

#### Listen, think, share

- Imagine what it might be like to be a refugee having left your home and country because it is unsafe. What might it be like to live in another country?
- Consider the difficulties a refugee might face e.g. no money, no belongings including clothes, no food, unable to speak the same language.
- Millions of people have fled Syria to seek asylum, with the majority of these refugees being hosted by Turkey and Lebanon. Some, however, have found asylum in other countries, including the UK.
- Across the UK, many people are trying to welcome refugees and offer their help and support. What do you think you could do to make a refugee feel welcome?
- Look at resource 2, which shows just three of the many innovative ways people living across the UK have welcomed refugees. How would you welcome someone? How would you like to be welcomed yourself? Have you ever been made to feel unwelcome?
- Read the comment from Selina Hales, one of the organisers of the Cup of Tea events. Do you think feeling apprehensive about meeting a refugee is a common feeling? Why? How do you feel when you meet someone for the first time? Do you find chatting to people you don't know easy or hard?
- How important do you think these innovative ways of welcoming people are? What might happen if they didn't exist?

#### Reflection

There are many different ways we can welcome people. Being welcomed can help people to feel accepted and safe. This is something we all have the right to feel.



## Picture News

### P5-P7 Follow-up Ideas

**Option 1:** Explain that we often get people visiting school and sometimes new children and families join us too.

- What do you do to welcome visitors or new children to your school?

Sometimes, knowing a bit more about your school can be really helpful in making people feel at ease and welcomed. Create a 'Useful information about my School' booklet/guide. Include the following:

- Introduction – where your school is and your motto/ethos
- Timetable
- Lunch and breaktimes
- Clubs
- A map of the school

Add any other important or useful information that would help to make someone feel welcome. Next time you get a visitor, share a copy of the guide!

**Option 2:** Think about times when you may have had to travel to make a journey.

- Where were you going?
- Why were you going there?
- What did you take with you?
- Who did you travel with?

Quite often we have a bag, rucksack or suitcase to hold our belongings when we are travelling somewhere. Design a rucksack to take on a long journey. Consider the following:

- What shape and size will it be?
- What material will you use?
- How will you make sure it is comfortable to wear?
- What will its colour and design be like?
- What compartments/pockets will you have?



## Picture News

### P1-P4 Follow-up Ideas

**Option 1:** Remind the children that, often, when a refugee must leave their home, they need to do so quickly. Imagine you had to leave your home quickly and you could only pack five things into your suitcase.

- What five things would you take with you?
- Why would you choose these?

Share responses. Ask the children to draw each of their items with a description of what it is and why they would take it. You could even give them a suitcase shaped piece of paper to record their ideas!

**Option 2:** Explain that the people that have to escape Syria often have to embark on a long journey.

- Have you ever been on a long journey?

Think about the different modes of transport we have. Record a list of the different ways we might travel e.g. walk, bike, car, bus, train, aeroplane, boat.

- Have you ever travelled using any of these ways?
- Which ways do you think are best for longer journeys?
- Which would be most suitable if you had to cross a wide river or the sea?
- Which do you think would be cheaper?
- Which is your favourite way to travel and why?
- Which mode of transport is best for the environment?

Using some of the questions above, children can order/rank the modes of transport e.g. best for longer journeys to worst, favourite mode of transport to least favourite, cheapest to most expensive etc. Compare with others.

- Is everyone's order/ranking the same?



## Picture News

### This Week's Useful Websites

[This week's news story](#)

<http://bit.ly/2IgJeJo>



### This Week's Useful Videos

[From Syria to Sweden](#)

[www.bbc.co.uk/newsround/39089504](http://www.bbc.co.uk/newsround/39089504)



### This Week's Useful Vocabulary

**Asylum** – the protection granted by a state to someone who has had to leave their home country.

**Convention** – an official agreement between countries.

**Fled** – ran away or escaped from a place or situation of danger.

**Refugee** – a person who has been forced to leave their country to escape war, persecution or a natural disaster.

**Resettlement** – moving people to a different place to live.

**Territory** – the land that is controlled by a particular country or ruler.