



Refugees Welcome demonstration in London, 2015
© Marie-Anne Ventura/AI

REFUGEE RIGHTS PRIMARY PACK

An Amnesty International UK human rights resource
on refugees, asylum and migration for primary schools
(age 7+)

**AMNESTY
INTERNATIONAL**



INTRODUCTION

Welcome to Amnesty International UK's Refugee Rights education pack. It has been written to support primary school teachers to explore refugee rights and migration with children and build a culture of understanding and welcome in their schools.

The activities in this pack introduce some key concepts, including why people flee their homes and what it is like to arrive in a new country, and promote discussion about refugee rights and migration experiences. Students will also explore ways to make refugees feel welcome.

Each activity can be adapted to individual classrooms and is suitable for one-off lessons or can be extended into a series of lessons.

This is part of our set of Refugee Rights teaching resource materials.

Aims of the pack

To give this age group:

- A clear understanding of the key terms and facts about refugees and people seeking asylum
- Compassion and understanding towards people who have been forced from their homes
- More knowledge about why people have to leave their homes, their experiences and the difficulties they face
- Awareness of the positive contribution that refugees make to our society
- An introduction to human rights and how everyone has the right to seek safety

Guidance for teachers

You may have refugee students or some in the process of seeking asylum in your classroom or school, and this content needs to be approached in a way that safeguards their wellbeing.

Before beginning these activities, liaise with the school safeguarding or pastoral team. Give students time to share any relevant information about their identities with you, or to express interest in answering questions or speaking about these issues. Let students (and parents and carers) know support is available if they need someone to talk to afterwards.

Contact us

If you have any questions or suggestions about this resource, please contact Amnesty International UK's Human Rights Education team at teachers@amnesty.org.uk

- For more information on Amnesty's work on asylum and refugees, see [amnesty.org.uk/refugees](https://www.amnesty.org.uk/refugees)

CONTENTS



DEFINITIONS, FACTS AND REFUGEES ACROSS THE WORLD

Page 4

Background information on displacement to support teachers in discussion. This information can be photocopied for use with your class if appropriate.

ACTIVITIES

Activity 1 Refugee contributions

Page 6

Activity 2 Why do people become refugees?

Page 12

Activity 3 Refugee rights and protections

Page 15

Activity 4 How to welcome refugees

Page 18

Additional teaching resources

Page 21

DEFINITIONS, FACTS AND REFUGEES ACROSS THE WORLD

FOR THE
TEACHER

Definitions

Who is a refugee?

A person forced to flee their country because of conflict, persecution, violence, natural disasters or other circumstances that put them at risk. It is too dangerous for them to return home to their own country, and they need to find safety elsewhere.

Who is an asylum seeker?

A person who has asked for asylum (protection) in another country. Once the authorities have recognised the person as a refugee, the host country is expected to provide civil rights, the right to work, and access to social services.

Who is an internally displaced person?

A person who has fled their home to escape conflict, violence or environmental and human-made disasters, but has stayed in their own country. Their protection is the responsibility of their government.

Human Rights

Just like anyone else, refugees have human rights.

The Universal Declaration of Human Rights (UDHR) is an important document that lists all the human rights that belong to all of us.

Article 14 of the UDHR is particularly relevant to this resource: if we are frightened of being badly treated in our own country, we all have the right to move to another country to be safe.

- For a summary version of the Universal Declaration of Human Rights: [amnesty.org.uk/udhr](https://www.amnesty.org.uk/udhr)

Facts and figures

Statistics according to United Nations High Commissioner for Refugees (UNHCR): [unhcr.org/refugee-statistics](https://www.unhcr.org/refugee-statistics)

How many people are refugees in the world?

The number of people who are refugees has reached 36.4 million, as of October 2023. At the end of 2022, of the 108.4 million forcibly displaced people, an estimated 43.3 million (40 per cent) are children.

Where do refugees come from?

All over the world but as of October 2023, 52 per cent of refugees and other people in need of international protection come from just three countries: Syria, Afghanistan and Ukraine.

Where do refugees go?

75 per cent of refugees are hosted in low- and middle-income countries. They tend to stay in neighbouring countries but there is no rule requiring refugees to claim asylum in the first safe country in which they arrive.

Are there many refugees in the UK?

The UK is home to just less than 1 per cent of the world's refugees.

Countries with the most refugees leaving

Syria	6.5 Million
Afghanistan	6.1 Million
Ukraine	5.9 Million
Venezuela	5.6 Million
South Sudan	2.2 Million

Countries hosting the highest numbers of refugees

Iran	3.4 million
Turkey	3.4 million
Germany	2.5 million
Colombia	2.5 million
Pakistan	2.1 million

Why do people become refugees?

No one chooses or expects to become a refugee and every refugee's situation can be very different. Reasons people feel forced to leave their homes include:



ACTIVITY 1 REFUGEE CONTRIBUTIONS



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

Aims

- To gain an understanding of who refugees are
- To consider contributions made by refugees to the UK
- To relate the term refugee to individual, personal stories

You will need

Handouts: Who invented this? (one per student)

Refugee stories (cut into individual strips, one per pair of students)

For the teacher: The stories behind the inventions

Running the activity

Show or hand out the picture sheet of inventions. Ask who has heard of these inventions and how have they come across them in their everyday lives. Do they see or use a certain invention often? Did they change their lives for the better?

Encourage a discussion about what all these inventions have in common. Answer: all the inventions were created by people who settled in the UK as refugees.

Explain and discuss the terms refugee and asylum seeker using the **Definitions, facts and refugees across the world** sheet given at the start of the pack.

Use the handout **Who invented this?** to explain the stories behind the inventors. What do they think?

Reflect with students on their thoughts. Does it surprise them or challenge any of things they have heard about refugees?

Refugee stories

Ask the class to work in pairs and give each pair a 'refugee story' to read. Ask them to write down any questions they have about that person and their life.

Next, ask each pair to move around the classroom and ask and answer questions about the person in their story. For instance: Who are you? What did or do you do, and why? They should aim to share their story with as many people as they can in 10 minutes and to learn about other stories.

Finally, ask them to write or draw two things they have learned about refugees during this session.

Further activities/homework

- Find out about another important refugee and write an account of their life.
- Imagine that you have 1 minute to explain to another student what you have learnt about refugees in this lesson. What would you say? Can you define the word refugee, explain one of the refugee stories to them or give an idea of some of the questions you would ask a refugee if you could?

HANDOUT 1

ACTIVITY 1 REFUGEE CONTRIBUTIONS

WHO INVENTED THIS?

And what do they all have in common?

The Mini car

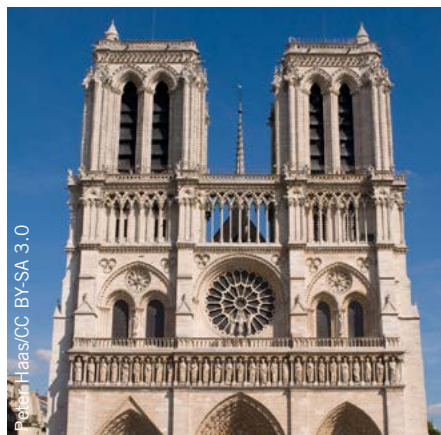
Fish and chips

Marks and Spencer

Toilet paper

The Hunchback of Notre-Dame story

Achromatic telescope



**HANDOUT
2****THE STORIES BEHIND THE INVENTIONS****The Mini car**

Sir Alec Issigonis was born in Turkey in 1906. In 1923, Alec escaped a war between Turkey and Greece, and he and his mother came to live in the UK. He was just 16 years old. He studied motor engineering, became a car designer, and went on to create the iconic Mini, the best-selling British car in history.

Marks and Spencer

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, but he started selling clothes from a market stall in Leeds. He later opened a clothing shop with his friend Tom Spencer in 1884. It grew into one of the best-known British stores.

Fish and chips

Fish and chips were adopted in the UK after being brought here by Jewish refugees expelled from Portugal in the 17th century.

Toilet paper

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

The achromatic telescope lens

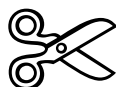
John Dollond's family fled from France to England in the 18th century to escape persecution because they were Protestants. He was born in London in 1706 and he became an inventor. He developed a special kind of telescope lens with his son Peter and set up the opticians' firm Dollond and Aitchison.

The Hunchback of Notre Dame story

Victor Hugo was a French poet and writer who was born in France in 1802. He became involved in French politics and spoke strongly about justice and against the death penalty. He fled 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.

HANDOUT 3

REFUGEE STORIES



Cut up the stories and hand out one each to students

FOR THE
TEACHER

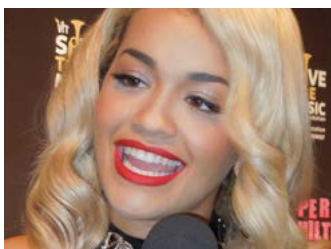
team art in berlin/CC BY-SA 2.0



Sir Anish Kapoor's story

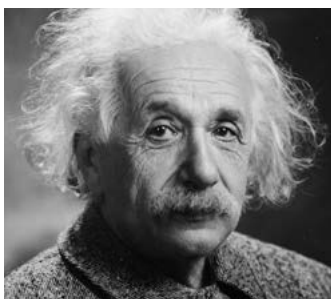
Sir Anish Kapoor is a well-known sculptor and artist. He was born in Bombay, India, in 1954. His mother was Iraqi-Jewish and took refuge in India in 1920 after the Iraqi Revolt. He came to London to study art, and in 1991 won the prestigious Turner Prize. An important sculpture he designed is the ArcelorMittal Orbit at London's Olympic Park. It is the tallest sculpture in the UK. He received a knighthood in 2012.

Neon Tommy/CC BY-SA 2.0



Rita Ora's story

The singer and actress Rita Ora was a refugee at just 1 year old. She was born in Pristina, Kosovo, to Kosovar Albanian parents but a year later they all moved to the UK to escape the Kosovo war. She has since commented on the struggles her parents went through, saying how lucky they were to get the last flight out of Pristina before the airport closed. She is now a British citizen.



Albert Einstein's story

Albert Einstein was a brilliant German Jewish scientist. He was born in 1879 and fled Germany in 1932 after Hitler came to power. 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 for Physics in 1921 and is most famous for his important 'theory of relativity' and the equation $E=mc^2$.

Unknown photographer/Collectie Anne Frank Stichting Amsterdam



Anne Frank's story

The German-Jewish teenager Anne Frank tried – and failed – to escape Nazi persecution. She and her family fled from Nazi Germany to the Netherlands during World War II. In 1942 the family went into hiding after receiving a Nazi order to go to a labour camp. They were eventually discovered. Anne died at a concentration camp in Germany at the age of 15. Her book *The Diary of a Young Girl* is one of the most widely known and powerful accounts of the refugee experience.

HANDOUT 3

FOR THE
TEACHER

Chris McAndrew, CC BY 3.0



Lord Alf Dubs' story

Alf Dubs was born in Prague in 1932. He arrived in the UK in 1939 as a six-year-old refugee fleeing the persecution of Jews in Nazi-occupied Czechoslovakia. He was one of 669 children saved on the Kindertransport during the Second World War. He studied at the London School of Economics before working as a local councillor, an MP, head of the Refugee Council and member of the House of Lords. All along he has stood up for the rights of refugees, especially children.

© Sipa US/Alamy



Eduardo Camavinga's story

Eduardo Camavinga is a professional footballer who plays for Real Madrid and the France national team. He was born in a refugee camp in Cabinda, Angola in 2002 after his parents fled the civil war in the Democratic Republic of Congo. The family moved to France when Eduardo was 2 years old. It was here he started training at summer football camps, and he signed his first professional contract at the age of 16. At 17, he became France's youngest goal scorer in over a century. He has worked with the United Nations refugee agency who support displaced people around the world.

Christoph Rieger, CC BY-SA 4.0



Judith Kerr's story

Judith Kerr was born in Berlin, Germany in 1923. When she was 10 years old, the Nazis took power in Germany and, because her family were Jewish, they were at risk and forced to flee in 1933. She ended up in the UK. She went to art school then worked as a Red Cross volunteer during the Second World War, helping wounded soldiers. She went on to work as a TV scriptwriter for the BBC before becoming a children's author, writing over 30 books including *The Tiger who Came to Tea*.

© 2016 Getty Images For IOC



Yusra Mardini's story

Yusra Mardini was born in Syria and grew up in Damascus where she was training to be a professional swimmer. Then war broke out. In 2015, she fled Syria in the hope of finding safety, and almost died on the treacherous boat journey over to Europe. The boat's motor stopped working and it began to take on water. Yusra and her sister Sara jumped into the sea and swam for three hours, helping to pull their waterlogged boat to safety. After settling in Germany, she started swimming again and was selected to represent the first Refugee Olympic Team at Rio 2016.

REFUGEE
RIGHTS
PRIMARY
PACK

ACTIVITY 2 WHY DO PEOPLE BECOME REFUGEES?



Aims

- To gain an understanding of why people become refugees
- To explore the importance of the right to safety and a home
- To encourage discussion, critical thinking and opinion formation

You will need

Definitions, facts and refugees across the world sheet

Book: *The Journey* by Francesca Sanna or download activity pack (see Teacher note)

Teacher note

This activity looks at *The Journey* by Francesca Sanna, a beautifully illustrated picture book sensitively offering a moving perspective on migration, told through the eyes of a young girl.

Download **Exploring The Journey Together – Activity pack** for book spreads and discussion questions.

What does refugee mean?

Ask your class if they have heard about refugees. What's the difference between a person seeking asylum, a refugee and an internally displaced person?

Refer to the **Definitions, facts and refugees across the world** sheet provided in this pack. Share refugee numbers, their countries of origin and host countries. Do the students know where these countries are? You may wish to point out on a map.

Explain that refugees all have different experiences. Behind the statistics there are real people with real stories about why they have had to flee their homes for their own safety or survival. Many people have experienced extreme situations and faced danger and violence.

Introduce the book **The Journey** by Francesca Sanna. Teachers can buy the book or **download the activity pack** for spreads and questions.

Choose some of the spreads to examine closely. Start each with 'What can you see?' in order to give the students space to respond freely. Then use the discussion questions provided in the activity pack.

After finishing the book

Tell the class that this book is based on true stories of refugees the author met. This kind of journey really happens.

Explain that everyone has the human right to a home. And if someone hurts us, we all have the right to go to another country and ask for protection. Ask them what home means to them.

Discussion questions

- Why did the family in the book have to leave their home?
- How would you feel if they had to leave your home and travel to a strange country to start a new life?
- Can they think of any other reasons why people decide to seek safety and become refugees?
- How do you feel about people going on journeys like they did in the book?

Explain that people become refugees for many reasons, including persecution, oppression, torture, violence, being attacked or threatened because of their race, religion or political opinions, other serious human rights abuses and natural disasters.

Ending for the book

Ask the students to draw up a list of challenges people may face when arriving in another country.

The story ends without telling us if the family find a safer life. Ask the students if they like this ending? What do they think happened?

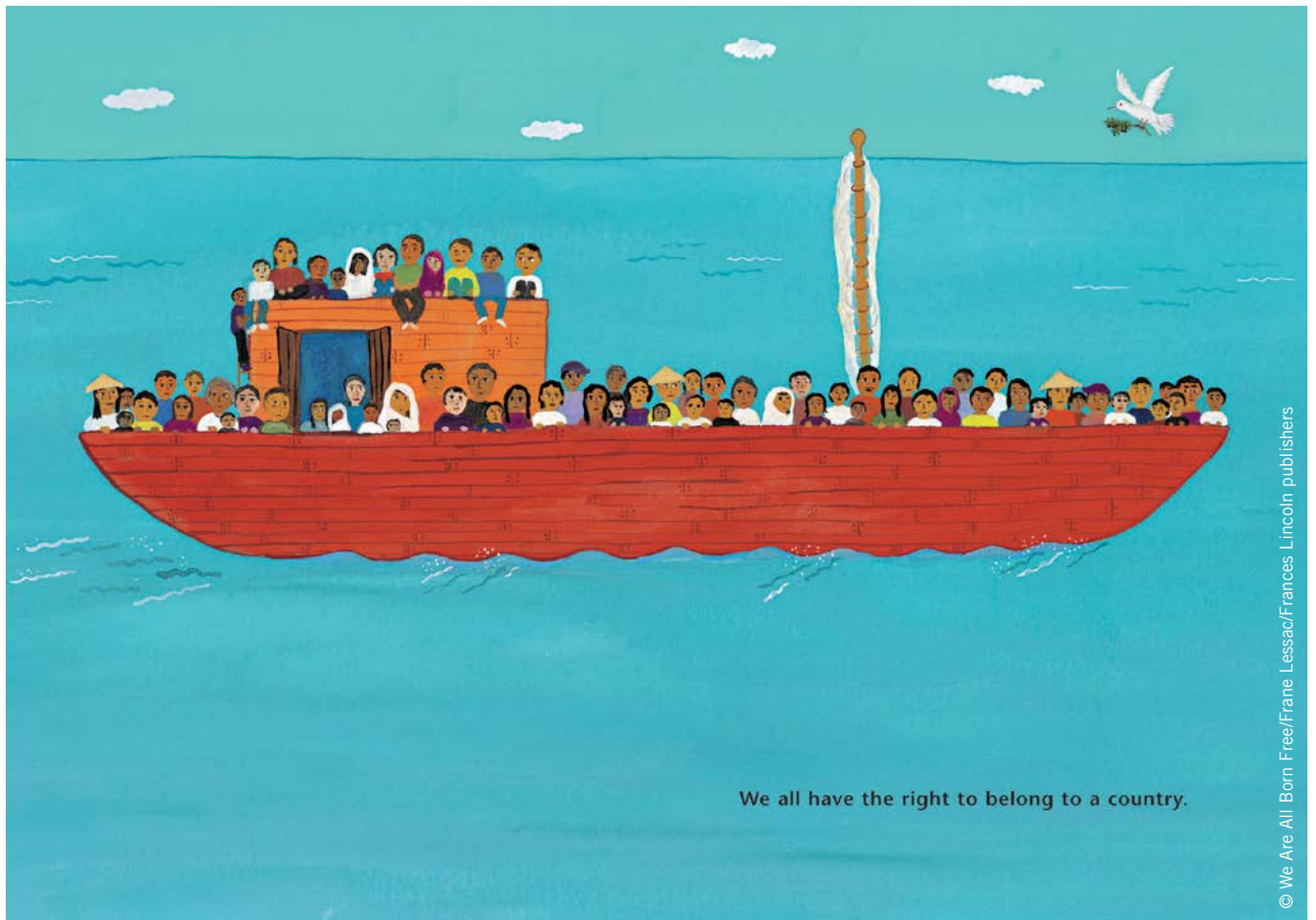
In pairs, ask students to draw a final picture for the book showing the family in a new home. What does it look like? What would help them to feel at home? What new life are they enjoying? Give them 10 minutes.

Finally, ask pairs to share their ending with another pair then make it a class discussion about the endings they have created.

Further activities/homework

- Students may wish to read and reflect on more stories from refugees:
[unhcr.org/teachers-toolkit](https://www.unhcr.org/teachers-toolkit)

ACTIVITY 3 REFUGEE RIGHTS



We all have the right to belong to a country.

© We Are All Born Free/Frane Lessac/Frances Lincoln publishers

Aims

- To gain an understanding of the Universal Declaration of Human Rights
- To explore the rights and experiences of people forced to seek sanctuary

You will need

My Rights Passport – order a free class pack or **download**

Access to the internet to watch a video clip: **We are all born free** (6 minutes 28 seconds)

Introduction

If you haven't covered this already, discuss and check understanding of the terms refugees and people seeking asylum. Use the **Definitions, facts and refugees across the world** sheet provided in this pack.

Explain to students that after World War II, when millions of people lost their lives and millions more people were driven from their homes, the leaders of the world got together.



Children of UN staff members in New York look at the UDHR, 10 December 1950

© UN Photo

In 1945, they set up a new organisation – the United Nations – to help stop future wars between countries and to build a better, fairer world.

One of the United Nations' first jobs was to draw up a list of human rights and freedoms that belong to everyone in the world. This document is called the Universal Declaration of Human Rights (UDHR), and on 10 December 1948, it was adopted by the General Assembly of the United Nations. Today there are 193 member states of the UN who are supposed to protect the rights in the UDHR.

Film: We are all born free

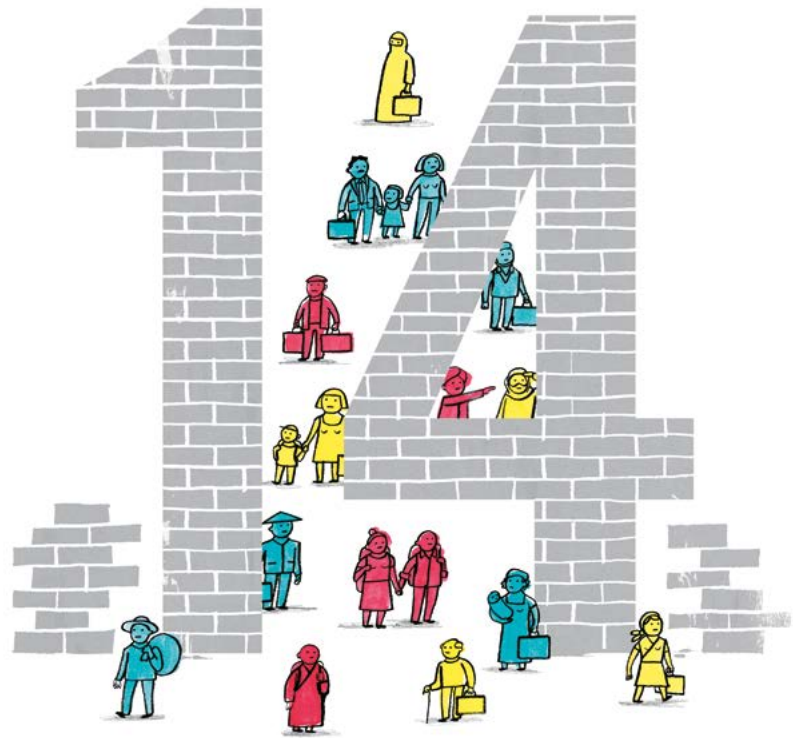
Introduce the video clip *We are all born free* and tell students it will explain the rights in the UDHR in more detail. Tell them to watch carefully: you'd like them to try to remember some of the human rights in the clip.

In pairs, ask them to see how many rights and freedoms they remembered. Feedback can include our right to live, get married, go to school; our right to play, to food and shelter and to travel; our right to think and say what we believe in; our right to be treated fairly; our right to peace and order.

My Rights Passport

Hand out the My Rights Passport, one per child or one between two.

Explain that the UDHR says that anyone frightened of being badly treated in their own country has a right to move to another country to be safe. Ask them to look up Article 14.



© Amnesty International/Mario Pinheiro

Next, ask students to think about what are the human rights that refugees may be denied in their own country which force them to leave. For instance: the right to life, freedom from torture, the right not to be arrested without good reason, the right not to be persecuted and the right to seek safety when needed.

Ask students to choose and draw a human right that refugees can expect to enjoy when they settle in a new country.

Afterwards, ask each student to share their drawing with the person next to them who should try to guess the right it depicts.

Take some examples of human rights from the class and explain that refugees are entitled to all 30 rights set out in the UDHR. Put the human rights images on display in the classroom and refer to them throughout the term to begin to establish a welcome for refugees.

Further activities/homework

- Students may wish to hear more stories from people about becoming refugees. There are a wide range of videos available at **Schools of Sanctuary**.
- Show the class a story and ask them to identify the human rights involved.

ACTIVITY 4 WELCOMING REFUGEES



A Day of Welcome at Avenue Junior School, Norwich
© Katherine Mager

Aims

- To gain an understanding of refugees
- To create artwork, maps and guidebooks to welcome newcomers, particularly people from refugee backgrounds, into your school and community

Context: A Day of Welcome

Every year, schools in the UK are invited to take part in a Day of Welcome which takes place in the lead up to Refugee Week in June. The day is to support teachers with ways to develop solidarity and learning, and to build a culture of welcome for those forced to flee to safety in their communities and wider society. It was founded by teachers in Norfolk and is now sponsored by Schools of Sanctuary and Anglia Ruskin University and supported by Amnesty International. It is open to any school, nursery or Sixth Form.

A Day of Welcome is celebrated on the Friday before Refugee Week. You can use the following creative actions to take part, or any of the stand-alone activities in this pack. There is also a teacher toolkit and over 50 learning materials for Key Stage 1-4 on the [Day of Welcome website](#)

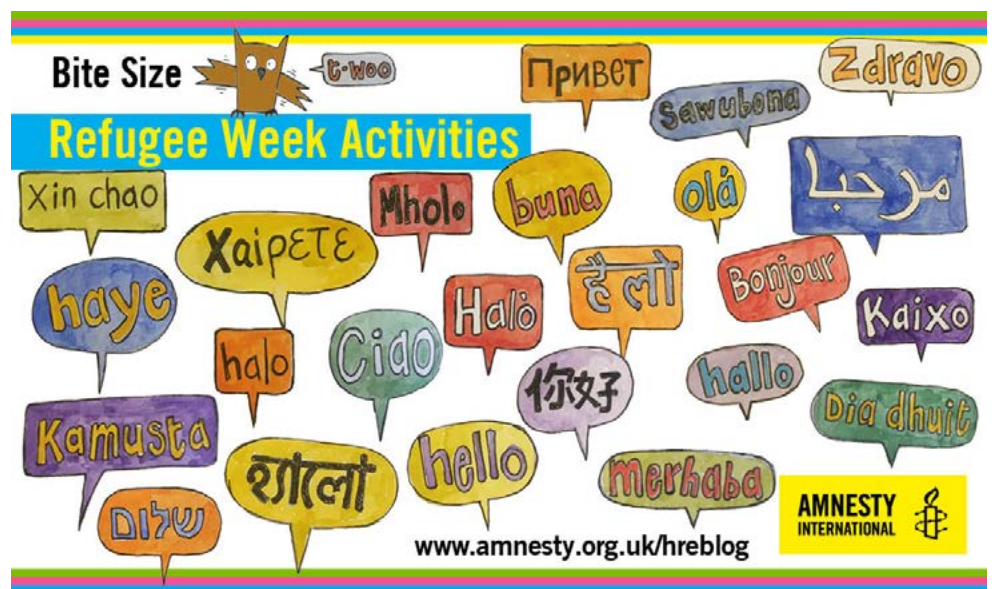
You will need

Paper, pencils, paint, coloured pencils

Introduction

If needed, check understanding of terminology around refugees and people seeking asylum – use the **Definitions, facts and refugees across the world** sheet provided.

How would your students welcome a newcomer into the class, school or community? Explain that this lesson will focus on creating a welcoming space for new people who may have fled their country.



Hello everyone

To start, students will learn how to say hello in a variety of languages. There are over 6,500 languages spoken around the world. Many of these are spoken in the UK alongside British Sign Language, English, Gaelic, Scots, Ulster Scots and Welsh.

Ask the class to:

- Research how to say hello in as many different languages they can find or already know. Include languages that use different alphabets. You may wish to research how to say hello in the countries producing the most refugees: Syria, Afghanistan, Ukraine, Venezuela, South Sudan.
- Create a colourful poster showing the different ways to say hello.
- Combine the posters in a striking display as a way of welcoming everyone to your school.
- Extension: Practise saying hello to different people in a variety of languages.

Imagine if....

Ask your students to imagine how they would feel if they had moved into a new home and neighbourhood. How would they like to be welcomed by neighbours and classmates? What concerns would they have about settling in to a new area or school? Why?

Working in pairs, ask them to:

- Draw a map of the local area to help people, especially refugees, know where things are and to help them call the UK 'home'.
- Include favourite places they would like to share with someone new to the area. For each place, add a guidebook entry and a picture.
- Include places people need to know about to build new lives – like food shops, schools, libraries, playgrounds, doctors.

Afterwards, ask each pair to share their work with another pair.

Bring it back to a class discussion about what students included and why. Ask students how it felt to create their map and guidebook. What two actions can they do to make people, particularly those who had to flee their home, feel welcome? Can they make a special effort to make friends with new refugee students at school?

Students: Can your map be shared with someone who has recently settled in your local community?

Teachers: Can you showcase their messages of welcome in your class, the school's reception area or entrance foyer, or during an assembly?

- If you would like to share your school's work from these activities, please email your photos to HRE@amnesty.org.uk

Further activities

Find out more about **A Day of Welcome resources** to help explore refugee migration across Key Stages 1 to 4.

Teachers and children could hold an event to raise funds to support charities that work with displaced people.

ADDITIONAL TEACHING RESOURCES

Teacher review is recommended before use in class



Refugee Week

Download the *Children and Young People Pack* to celebrate Refugee Week (June) with activity ideas for inspiring lessons, themed assemblies and discussions. Also see Simple Acts, everyday actions everyone can take to stand with refugees.

refugeeweek.org.uk/take-part/resources

refugeeweek.org.uk/simple-acts

Day of Welcome

A Day of Welcome (June) is an annual day of solidarity and learning in schools designed to support teachers to kickstart Refugee Week by providing free live events, resources and activities for all ages.

<https://schools.cityofsanctuary.org/resources/a-day-of-welcome>

Schools of Sanctuary

For information on how to become a School of Sanctuary and commit to creating a culture of welcome and inclusion for refugees and people seeking asylum. Also a growing collection of downloadable toolkits and resource packs.

<https://schools.cityofsanctuary.org/resources>

UNHCR

Videos, worksheets, lesson plans, activities for primary and secondary students, as well as key facts and figures, and guidance for teachers working with refugee children in the classroom.

unhcr.org/uk/what-we-do/build-better-futures/education/teaching-about-refugees

Amnesty International

Online courses, lesson plans and classroom activities for teachers and educators to use with students on refugee and asylum issues.

amnesty.org.uk/education-resources-refugee-asylum-immigration

UK Refugee Council

A selection of personal stories from people seeking asylum, their experiences, struggles and how their lives have changed.

refugeecouncil.org.uk/stories/

VIDEO CLIPS AND FILMS

Amnesty International

When you don't exist (2 mins, 10 secs), imagines European refugees migrating to Africa. It asks students to consider the global refugee crisis from a different perspective. Search title on **YouTube**.

BBC

Seeking Refuge, a series of short, animated clips explaining the different experiences of people looking for safety. For instance, 16-year-old Navid describes the difficult journey from Iran to the UK and adjusting to life in a new country.

bbc.co.uk/programmes/b01k7c4q/clips

BBC Teach

From the series *Bringing Books to Life 2*, actor Alexander Vlahos reads extracts from *Refugee Boy* by Benjamin Zephaniah, explaining why he loves the book.

bbc.co.uk/teach/class-clips-video/refugee-boy-by-benjamin-zephaniah/z6rtvk7

Teacher review is recommended before use in class

Amnesty International

Seven free short films about refugees recommended by Amnesty International's Human Rights Education network. For instance, in *Malak and the boat*, Syrian 7-year-old Malak tells the story of her journey to Greece.

[amnesty.org/en/latest/education/2016/03/seven-free-short-films-about-refugees-recommended-by-human-rights-educators/](https://www.amnesty.org/en/latest/education/2016/03/seven-free-short-films-about-refugees-recommended-by-human-rights-educators/)

Please note: Some of these videos include language which may offend and be triggering for some students. Teacher review is recommended before use in class.

PODCASTS

Asylum Speakers with Jaz O'Hara: Stories of migration

Hear personal stories from across the world: people forced to flee their homes and those living in refugee camps to the volunteers working alongside them.

Available on Apple, Spotify, Deezer. For age 13+

BOOKS

Stories that address issues of refuge, asylum and sanctuary:

- The Bone Sparrow, Zana Fraillon (Orion Books, 2016)
- The Journey, Francesca Sanna (Flying Eye Books, 2016)
- Azzi in Between, Sarah Garland (Frances Lincoln, 2012)
- The Unforgotten Coat, Frank Cottrell Boyce (Walker Books, 2011)

Download supporting activities and discussion questions at [amnesty.org.uk/fiction](https://www.amnesty.org.uk/fiction)

- A Story Like the Wind, Gill Lewis (OUP, 2017)
- King of the Sky, Nicola Davies, Laura Carlin (Walker Books, 2017)
- Frog and the Stranger, Max Velthuijs (Milet, 1993)

Download or order **Amnesty's Story Explorer** for free. This piece of classroom origami will help young people explore the human rights themes in fiction with questions designed to promote discussion and critical thinking. Questions include: Whose voices aren't being heard? Who is treated with respect?

[amnesty.org.uk/resources/story-explorer-questions-exploring-fiction](https://www.amnesty.org.uk/resources/story-explorer-questions-exploring-fiction)

THEMED IDEAS

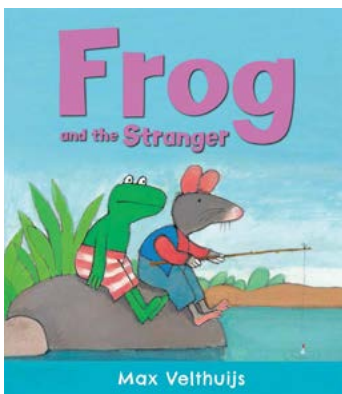
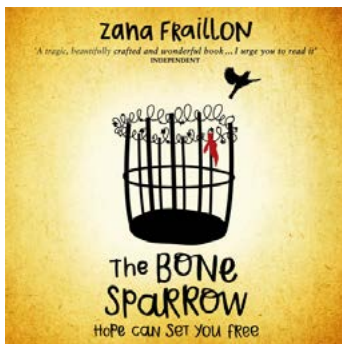
Arts project

Ask your class to create artwork responding to what they've learned and to welcome refugees and those seeking sanctuary. Invite a refugee artist into school to work with students. Creative resources with an art focus, suitable for one-off lessons or a series of lessons, have been created by Norfolk Schools of Sanctuary at

[norfolksos.co.uk/resources/dow](https://www.norfolksos.co.uk/resources/dow)

Food fair

Hold an International Food Fair, an evening, or a stall to celebrate food and culture. Invite parents and local refugee organisations to cook different dishes.



KEY DATES

Events and celebrations to provide a way to focus on the theme of refuge and solidarity:

World Music Day

Learn song and dances from other countries that refugees in the UK come from. Involve local musicians who are refugees to perform in your school or run workshops.

National Poetry Day

Hold a poetry reading to explore poems on refugee issues, or a writing workshop to support students to produce their own writing. Amnesty International's Words that Burn poetry and human rights project has a session on exploring identity:

[amnesty.org.uk/resources/session-2-being-me](https://www.amnesty.org.uk/resources/session-2-being-me)

We also recommend work in your school around these days:

- 20 June World Refugee Day / Refugee Week
- 10 December Human Rights Day
- 18 December International Migrants Day
- 20 December International Human Solidarity Day

JOIN TEACHRIGHTS

Join Amnesty UK's TeachRights mailing list and you'll receive a termly e-newsletter with:

- the latest teaching resources
- professional development opportunities
- human rights news
- invitations to learning events from Amnesty International and other human rights education providers.

We'll also send you a calendar of human rights days with relevant resources to commemorate them with your students. Sign up at **[amnesty.org.uk/teachrights](https://www.amnesty.org.uk/teachrights)**