



A DAY OF WELCOME

AT A GLANCE

This document gives an overview of some of the different resources, activities and ideas that we will be sharing for this year's A Day of Welcome, on Friday 11th of June 2021

As well as teaching resources that explore refugee migration on a general level, this year, we have produced resources that have been developed specifically for Norfolk, Cambridgeshire and Essex.

In order to access these resources, you will need to [click here](#) to complete a brief online form. We will share a folder with all participants in May, which will allow you to download your preferred resources.

What could A Day of Welcome look like in my school?

Every school is different, so there's no fixed template for how A Day of Welcome should operate. Below are some examples of the type of things you could organise in your school.

Straight-forward

- **Non-uniform day** – Invite pupils and staff to wear particular clothes with some thematic relevance to the work of A Day of Welcome (colours are easiest!) and ask for donations to raise funds for a local organisation that supports refugees and asylum seekers.
- **A Welcome assembly** – Using our tailor-made resources, hold a special assembly to mark the day.
- **A Welcome lesson** – Use or adapt one of our lesson plans to help pupils make sense of refugee migration and to challenge stereotypes and misconceptions about refugees and asylum seekers.

A bit more effort

- **A day off curriculum** – Explore our selection of online assembly/lesson/PHSE session plans and recommended resources and use them to timetable a whole day of activities that help pupils explore refugee migration in greater depth.
- **Signpost local Refugee Week events** – Let your pupils, staff and wider community know what events will be held in your area for this national celebration of the contribution refugees make to UK culture. For details of what is happening in your area, see the Events section of [Refugee Week's website](#).

Really going for it!

- **Explore your area's history of refugee migration** – Whether in the past or in the present, most UK communities have been touched by stories of refugee migration. With a little internet research, you can uncover these stories and incorporate the sharing of them into your Day of Welcome.
- **Design a creative arts project** – Using our resources for inspiration, find a way for your pupils to use music, art, poetry or another creative medium to respond to what they've learnt about refugee migration – and, ideally, showcase their work for parents and carers, or find another appropriate way to share it with a wider audience.

General Resources

These resources were designed to introduce and explore refugee migration in a general sense and are suitable for schools regardless of their location. They are grouped under two headings: *Introductory* and *Creative Response*. Introductory resources are a good starting point for to build pupils' understanding of refugee migration. Creative response resources culminate in some kind of artistic or creative output in response to the learning – these are suitable for one-off lessons or, if you'd like to put more emphasis on the creative aspect of the work, they can be extended into a series of lessons.

KEY: The table indicates which Key Stage the resource was designed for (X) and for which it could be easily adapted for (A).

INTRODUCTORY RESOURCES	KS1	KS2	KS3	KS4	Suitable for Home-Learning	For those new to the topic
<p>A DAY OF WELCOME ASSEMBLIES (NEW FOR 2021) For schools short on time, an easy means of marking A Day of Welcome is to hold a special assembly. Equally, if you are interested in putting together a whole-day event for your school, then an assembly is an excellent way to kick things off.</p>	✓	✓	✓	✓		✓
<p>THE DAY WAR CAME & THE SILENCE SEEKER (NEW FOR 2021) Norfolk Library Education Service have recorded a reading of the picture books: 'The Silence Seeker' and 'The Day War Came'. Use the video and accompanying teaching notes for 'The Day War Came' to introduce to your pupils some of the reasons that people are forced to flee and what we can do to make our school a welcoming place for new arrivals.</p>		✓	A			
<p>ALI'S STORY – PSHE, 30–60mins This lesson helps children to understand what a refugee is and the reasons why they have to leave their homes and countries. It also invites children to explore the different ways we can help refugees to feel welcome and safe.</p>	✓	A				✓
<p>AMNESTY CIRCLE TIME LESSONS – PSHE, 20–40+ mins Perfect for tutor time, these 4 short PSHE lessons, based upon Amnesty International resources, are designed to introduce some key concepts, promote discussion about refugee migration and to build empathy for the experiences of displaced people.</p>		✓	✓	A		✓

KEY: The table indicates which Key Stage the resource was designed for (X) and for which it could be easily adapted for (A).

CREATIVE RESPONSE	KS1	KS2	KS3	KS4	Suitable for Home-Learning	For those new to the topic
<p>MY ART, MY VOICE (NEW FOR 2021) – ART / PSHE / HISTORY, <i>unspecified time</i> Pupils will connect with refugee experience and respond using collage, assemblage or performance art. They will discover how artists use words, objects or movement to express their ideas, thoughts and feelings. Finally, they will create art to invite others to reflect on the stories of refugees, both past and present, posing the question “What next?”</p>	✓	✓	✓	✓	✓	✓
<p>HEXAGONS OF HOPE – ART / HISTORY / PSHE, <i>60+ mins</i> This resource explores facts and figures relating to refugee migration, inviting people to use hexagons in a creative way, as symbols of connection and community. An art project, for home or school, that is suitable for children and young people of all ages.</p>	✓	✓	✓	A	✓	✓
<p>WORDS OF WELCOME – ART / PSHE, <i>60+ mins</i> Use this resource to explore the experiences of refugees forced to flee the conflict in Syria. Then create a piece of art that extends a welcome to Syrian families resettling in the UK, that can be featured in our digital exhibition.</p>		✓	A	A	✓	✓
<p>OUR SCHOOL WELCOMES THE WORLD – LANGUAGES / ART / PSHE, <i>60+ mins</i> Pupils consider what might be difficult for child refugees who are resettled in communities like theirs. They reflect on the languages in their community before choosing a task that helps make everyone, whatever language they speak, feel welcome in their school.</p>	A	✓	A	A	A	✓
<p>VISUAL POETRY OF WELCOME – ART / ENGLISH / PSHE, <i>60+ mins</i> Pupils consider an animation that tells one child’s story of seeking sanctuary in the UK. They then write poetic fragments that encapsulate messages of welcome and incorporate these into works of art that can be combined to create a striking display.</p>	A	✓	A	A	A	✓
<p>IF YOU JOINED OUR CLASS – ENGLISH, PSHE, <i>30 – 60 mins</i> Pupils will watch an animation and consider the experiences of a child refugee in the UK. They will imagine the welcome they would like to give this child if they joined their class. Their ideas will then be transformed into a collaborative class poem, for sharing.</p>	A	✓	A	A		✓

SUPPORTING RESOURCES

A DAY OF WELCOME BOOK LIST

Our colleagues at Norfolk Library Education Services have produced booklists to support schools in building a culture of welcome for refugees and asylum seekers.

HAVENS EAST WEBSITE – www.havenseast.org

Our partner project, *Havens East*, uses rarely seen film footage and original photographs along with the voices of rescuers and refugees to uncover the forgotten stories of Basque child refugees who sought sanctuary in Cambridge and Norfolk during the Spanish Civil War (1936–1939).

GUIDANCE FOR TEACHERS IN DISCUSSING REFUGEE EXPERIENCE IN A CLASSROOM SETTING (NOT YET RELEASED)

To support teachers in exploring potentially difficult and sensitive topics, we have put together some tips and things to consider when having these conversations with pupils.

FUNDRAISING – HOLD A NON-UNIFORM DAY

Hold a non-uniform day to raise funds for a charity who support refugees and asylum seekers

Local Resources – Norfolk

The resources, opportunities and events included in this section were designed specifically for schools in Norfolk, to help explore local histories of refugee migration and related topics.

Norfolk Welcomes – We have been developing the *Norfolk Welcomes* project in Norfolk for several years. Over this time, we have extensively researched local histories of refugee migration and we now have a back catalogue of teaching resources inspired by them. If you would like to be involved in our community of practice to uncover local histories of refugee migration and/or create teaching resources that are inspired by them, please get in touch with us at info@norfolksos.co.uk

KEY: The table indicates which Key Stage the resource was designed for (X) and for which it could be easily adapted for (A).

NORFOLK WELCOMES – OUR RESOURCES	KS1	KS2	KS3	KS4	Suitable for Home-Learning	For those new to the topic
<p>A TALE OF 3 HOSTELS: NAUGHTY BOYS, FOOTBALL AND A FLOOD (NEW FOR 2021) Many children came from war-torn Spain in 1938 to find safety and refuge in England. They were looked after by many caring adults in camps and hostels but it didn't always go to plan and they were not always welcomed by the locals. In this lesson pupils will find how a group of Basque boys found a safe haven in Oakley Park camp until a flood forced the children to move indoors – to Rollesby. There were still lessons and there was still football!</p>		✓	✓	A		✓
<p>THE CANARY'S STORY – HISTORY / PSHE, 40-60mins In this lesson pupils discover a 'canary' in their class and explore ways to make this visitor feel welcome and safe. They are introduced to 'The Strangers', the 16th century refugees who first introduced the bird, which is now associated with Norwich City FC, to the city.</p>	✓	✓				✓
<p>NORFOLK WELCOMES THE WORLD (Creative Response) – LANGUAGES / EAL / PSHE, 60mins+ Pupils will learn about how the arrival of The Strangers – 16th century refugees – led to Norwich becoming a trilingual city. They will reflect on the languages in their community before choosing a task that helps make everyone, whatever language they speak, feel welcome in their school.</p>	A	✓	A	A	✓	✓

<p>VISUAL POETRY – WELCOME (<i>Creative Response</i>) – ART / PSHE, 60mins+ Pupils will learn a little about the arrival of The Strangers – 16th century refugees – in Norfolk before considering an animation that tells one child's story of seeking sanctuary in the UK. They then write poetic fragments that encapsulate messages of welcome and incorporate these into works of art that can be combined to create a striking display.</p>		✓	A	A		✓
<p>'NORFOLK WELCOMES REFUGEES' STICKERS AND POSTERS If you are based in or around Norwich, we can drop off 'Norfolk Welcomes Refugees' posters and stickers to your school. Just complete this form to let us know how many you require.</p>						
<p>NORFOLK SCHOOLS OF SANCTUARY VIRTUAL TEACH MEET – 16 JUNE, 4–5pm Join us in Refugee Week for a webinar in which colleagues from across the network will be sharing short snippets of good practice. If you are already, or are interested in becoming, a School of Sanctuary, then come along to meet some like-minded colleagues and to be inspired and enthused by their work. Please complete this form if you would like to attend.</p>						

NORFOLK RESOURCES – FROM FRIENDS & PARTNERS	KS1	KS2	KS3	KS4	Suitable for Home-Learning	For those new to the topic
<p>ANIMATED HISTORY OF MIGRATION IN NORFOLK This beautiful animation from our friends at <i>Rewriting Rural Racism</i> highlights some of the many groups and individuals from around the world who have made Norfolk their home over the centuries. It is a must see!</p>	A	✓	✓	✓	✓	✓
<p>INTERVIEW WITH NORWICH CITY FC'S MARIO VRANČIĆ Canaries' midfielder Mario shares a little about his family's experiences fleeing war in Bosnia and seeking asylum in Germany. Recorded in 2018 for Norfolk Welcomes and Football Welcomes.</p>		✓	✓	✓	✓	✓
<p>COME YEW IN! SONGBOOK – MUSIC / PSHE This songbook was inspired by stories of migration to Norwich from the last 500 years. The songs were made for, with and about people from across the city, including children from several Schools of Sanctuary. All of the songs embody a spirit of welcome.</p>	✓	✓	✓	✓		✓

Local Resources – Cambridgeshire

The resources, opportunities and events included in this section were designed specifically for schools in Cambridgeshire, to help explore local histories of refugee migration and related topics.

Cambridgeshire Welcomes – In 2021–22, we are looking to develop a community of practice made up of educators and citizens that are keen to develop *A Day of Welcome* in Cambridgeshire. If you would be interested in uncovering local histories of refugee migration and/or creating teaching resources inspired by them, please get in touch with us at info@norfolksos.co.uk

KEY: The table indicates which Key Stage the resource was designed for (X) and for which it could be easily adapted for (A).

CAMBRIDGESHIRE WELCOMES – OUR RESOURCES	KS1	KS2	KS3	KS4	Suitable for Home-Learning	For those new to the topic
<p>A TALE OF 3 HOSTELS: TOO NOISY FOR OUR VILLAGE (NEW FOR 2021) Many children came from war-torn Spain in 1938 to find safety and refuge in England. They were looked after by many caring adults in camps and hostels but it didn't always go to plan and they were not always welcomed by the locals. In this lesson, pupils will explore why the children who came from Spain to live in the Vicarage in Pampisford had to move to a new hostel in central Cambridge. Were they just too noisy?</p>		✓	✓	A		✓

Local Resources – Essex

The resources, opportunities and events included in this section were designed specifically for schools in Essex, to help explore local histories of refugee migration and related topics.

ESSEX WELCOMES – In 2021–22, we are looking to develop a community of practice made up of educators and citizens that are keen to develop *A Day of Welcome* in Essex. If you would be interested in uncovering local histories of refugee migration and/or creating teaching resources inspired by them, please get in touch with us at info@norfolksos.co.uk

KEY: The table indicates which Key Stage the resource was designed for (X) and for which it could be easily adapted for (A).

ESSEX WELCOMES – OUR RESOURCES	KS1	KS2	KS3	KS4	Suitable for Home-Learning	For those new to the topic
<p>A TALE OF 3 HOSTELS: FROM BILBAO TO THEYDON BOIS (NEW FOR 2021) Many children came from war-torn Spain in 1938 to find safety and refuge in England. They were looked after by many caring adults in camps and hostels but it didn't always go to plan and they were not always welcomed by the locals. In this lesson, students will have the chance to explore what life was like for the children who came to Woodberry using first-hand accounts. And what motivated the adults to find such a safe haven for them in the Essex countryside?</p>		✓	✓	A		✓