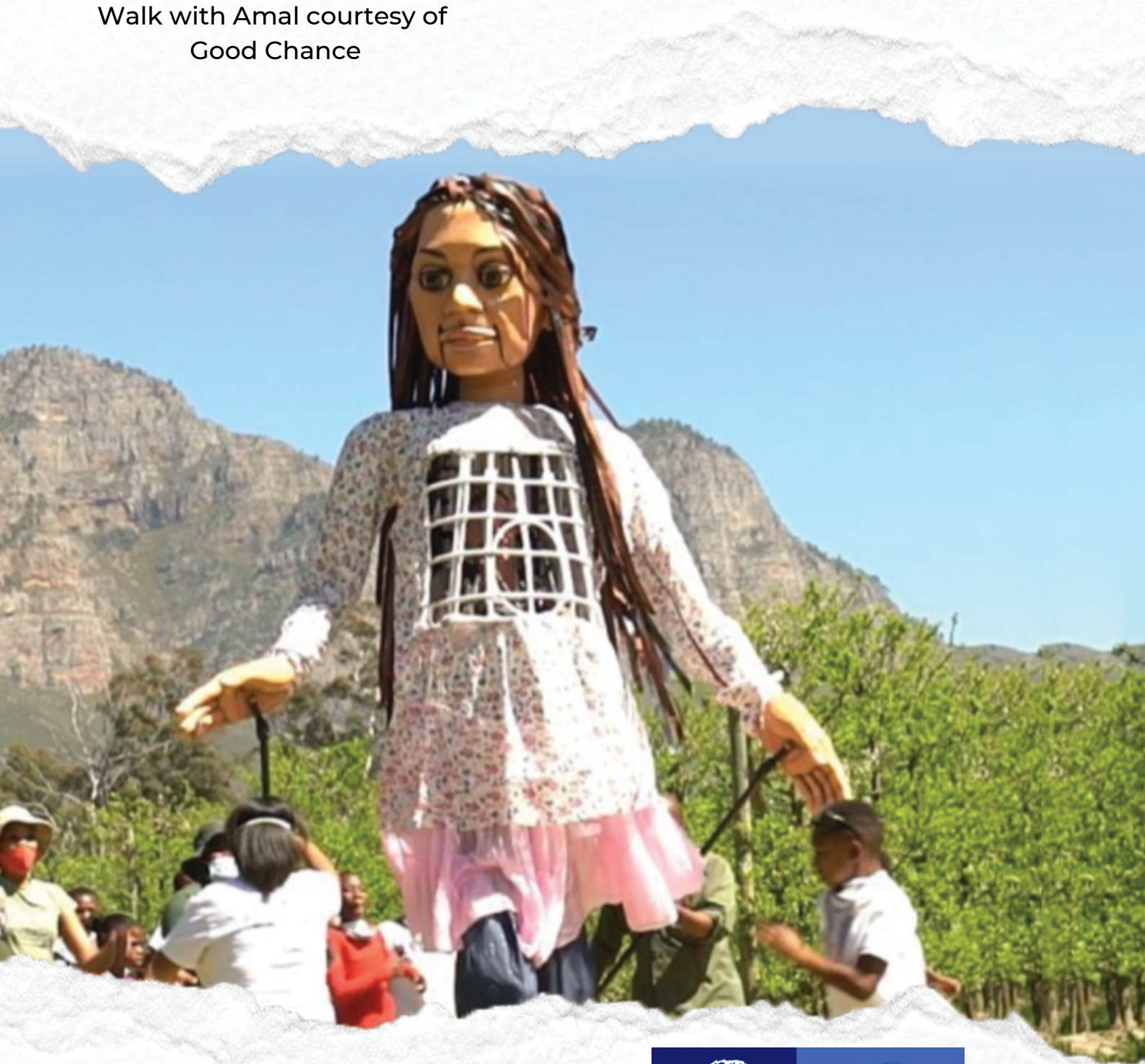


# Inclusive Education for Refugee and Migrant Children: A Toolkit for Early Childhood Education and Care Settings

Created by EECERA Special Interest Group:  
Children from Refugee or Migrant Backgrounds

Walk with Amal courtesy of  
Good Chance



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# Acknowledgements

Creating this toolkit on behalf of EECERA: Special Interest Group: Children from Refugee or Migrant Backgrounds has been a unified vision of hope toward inclusivity for children from refugee and migrant backgrounds around the world. Inspired by Amal's journey from Syria to Manchester in 2021, this framework will guide early educators, offering ideas and knowledge with play and sensitivity at the forefront of children's learning alongside their family support.

The support and contribution of many wonderful individuals and organisations is greatly appreciated and valued.

We sincerely thank Good Chance Theatre who first embraced us, along with Amal, a 3.5 metre puppet as she walked an 8,000 km trek through unknown countries to look for her mother and find a new home. In solidarity and unison, we mutually foster echoes of welcome, understanding, compassion and awareness of the challenges for children and their refugee families.

The toolkit would not have been possible without the generous support of Froebel Trust, and we thank them for believing in our vision and expertise to develop a free access, research and evidenced based pedagogical tool for early childhood education. We are grateful for this opportunity and partnership.

To the Centre for Research in Early Childhood (CREC), whom without their support we would not be on this journey. We appreciate your guidance and encouragement.

Our heartfelt thanks to educators and practitioners who tested the toolkit in Early Childhood Education and Care settings or Benevolent settings in Australia, Greece, Poland, Turkey and the United Kingdom. What we imagined would be a small lens to refugee and migrant experiences through play, extended to connectedness with Amal, and cross-cultural sense of togetherness within their learning community and local community.

Lastly, to our loved ones, who have patiently understood the need for our regular collaboration from the different universal time zones. We are truly thankful for supporting us individually, our deep interest, and passion to support positive outcomes for young children from refugee and migrant backgrounds.

## About the Authors



Dr Josephine Gabi is a senior lecturer at Manchester Metropolitan University. Her research interests are on children's (refugee, migrant and host) development of a sense of belonging and identity in the Early Years Foundation Stage and the restorative potential of hospitable and de/colonial pedagogy as a critical orientation towards destabilising conventional ways of knowing, being and doing that subjugates, silences, and delegitimises the knowledges, histories, and experiences of children from refugee and migrant backgrounds



Donna Gaywood has over 30 years of working with children, young people, and adults to enable them to be resilient lifelong learners. She has developed a specialism for working with children and their parents who have encountered significant challenge in their lives, supporting young children who are struggling with their social, emotional, and mental health. Her research is concerned with the post-migration lived experiences of young refugee children in ECE (Early Childhood Education) in England. She is soon to take up a senior lecturer post at University of Gloucestershire.



Jennifer Koutoulas B.Ed., M.Ed. is an experienced early years and early childhood teacher, educational leader, project lead, mentor, and co researcher. She is a director on the board of Early Years Intercultural Association EYIA™, a registered charity in Australia. The charity works in partnership with stakeholders to support the wellbeing of young children from refugee or migrant backgrounds with their families, and foster community integration.



Dr Angelika Popyk graduated from the University SWPS, Poland. Her research focuses on migrant children's transnational transitions from one cultural, societal, and educational context to another; children's sense of belonging and identity formation. Anzhela develops the participatory child-centred approach in research with migrant and refugee children while underlining children's rights and research ethics methodology.



Alison Tobin has worked as a senior practitioner in EY settings and programme lead for the Early Years Educator Level 3 qualification and Foundation Degree in Early Years. Her research focus explores how play provides affordances for connectedness of newly arrived and host children in ECEC in England.

## Glossary

**Asylum seeker:** An individual who is seeking international protection. In countries with individualised procedures, an asylum seeker is someone whose claim has not yet been finally decided on by the country in which he or she has submitted it. Not every asylum seeker will be recognised as a refugee, but every recognised refugee is initially an asylum seeker (UNHCR, 2018).

**Refugee:** (1951 Convention) – A person who, owing to a well-founded fear of persecution 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 or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it (UNHCR, 2018).

**Migrant:** This is an umbrella term not defined under international law, reflecting the common lay understanding of a person who moves away from his or her place of usual residence, whether within a country or across an international border, temporarily or permanently, and for a variety of reasons. The term includes several well-defined legal categories of people, such as migrant workers; persons whose types of movements are legally defined, such as smuggled migrants; as well as those whose status or means of movement are not specifically defined under international law (UNHCR, 2018).

**Forced migrant:** A person subject to a migratory movement in which an element of coercion exists, including threats to life and livelihood, whether arising from natural or human made causes (e.g., movements of refugees and internally displaced persons as well as people displaced by natural or environmental disasters, chemical or nuclear disasters, famine, or development projects) (European Commission, 2022).

**Pedagogy:** The instructional techniques and strategies that allow learning to take place. It refers to the interactive process between teacher/practitioner and learner and it is also applied to include the provision of some aspects of the learning environment (including the concrete learning environment, and the actions of the family and community) (Siraj-Blatchford, Sylva, Muttock, Gilden & Bell, 2002:10).

**ECEC:** Early Childhood Education and Care (ECEC) setting refers to any regulated arrangement that provides education and care for children from birth to compulsory primary school age.

**Early Educator:** Throughout this toolkit, the term educator will be used to describe early years teachers or practitioners.

**Child:** A child is defined by the UN Convention on the Rights of the Child as any person under the age of 18.

**Trauma:** Trauma relates to circumstances that children might experience during which they may feel completely overwhelmed or fear for their life. These events can have a negative effect on children, which may impact their learning. The human brain responds to a perceived threat by activating the survival part of the brain.

There are four general responses you may see: fight, flight, freeze or be-friend. When a child feels afraid, they might act in any of these ways. It is important to remember that children have little control over these responses if they have experienced trauma, so should not be punished (Early Years Alliance, 2022).

**Strength based approach:** recognise that all people have strengths and leverage these assets to help individuals, their families, and their communities succeed (Pulla, 2017).

**Racism:** Racism is where someone treats another person differently because their skin colour is different from theirs, they speak a different language or have different religious beliefs, for example BBC, 2022).

## **Preface**

### **Professor Chris Pascal and Professor Tony Bertram, Centre for Research in Early Childhood**

The global challenges of rapidly escalating levels of population migration due to poverty, war, climate change and political oppression confront those of us who live in more settled populations with complex issues of diversity and social change. They bring key political issues that connect domestic to international policies, that are closely linked with poverty and related social problems, and that reflect core concerns about what it means to be a nation, a people, a society and a community, and for individual children, issues of identity and belonging. The need for ethical, compassionate and fair treatment of migrants and refugees, including the rising numbers of young children, has become even more salient as population movements have heightened anxieties in host countries about national security and rising xenophobia. These young children and their families face a wide range of challenges, including prejudice, abuse, neglect, violence and exploitation as they try and settle in their new country.

For the young children who have come from other countries and cultures, early childhood education and care (ECEC) services are often the first context in which they come face to face with differences between the culture of their home and the public culture of their new country. For parents who have recently come to a new country, enrolling their child in an early childhood programme also brings the cultural values of their home and adopted country into contact and, often, conflict. For countries with high rates of immigration, ECEC services are key sites for enacting national goals for social inclusion and the creation of new citizens.

There is, however, a critical shortage of guidance and support for migrant and refugee children in ECEC services. The development of this toolkit, 'Inclusive Education for Refugee and Migrant Children: A Toolkit for Early Childhood Education and Care Settings' is a response to this dynamic situation. It sets out to improve the capacity of ECEC settings to serve these children with humanity, compassion, respect and welcome. The skilled and experienced team of authors have developed this pack on behalf of the EECERA Special Interest Group with focused attention on Children from Refugee or Migrant Backgrounds, supported with funding from the Froebel Trust. The content of the pack has been deeply informed by the incredible journey of the giant puppet, Amal, who made her refugee journey from Syria to Manchester in 2021 accompanied by the Good Chance Theatre which has documented the walk. The team who have developed this toolkit joined Amal on parts of her journey and were informed and motivated by the many communities who experienced the joy of Amal and those who walked with her.

## **Preface continued..**

In developing this Education Toolkit, the team aimed to guide early years educators and practitioners with a framework, offering ideas and knowledge with play and sensitivity at the forefront of children's learning, alongside their family support. The team have worked with 'a unified vision of hope toward inclusivity for children from refugee and migrant backgrounds around the world' (EECERA Special Interest Group: Children from Refugee or Migrant Backgrounds, 2022). The toolkit firstly offers an opportunity to give voice to the hopes, beliefs, and concerns of migrant and refugee children. Second, it identifies relevant and thoughtful themes for practitioners to share with young children in the hope that they can learn together by exploring ideas that expand their repertoire of the possible, and also challenge taken-for-granted assumptions. Third, the toolkit models a process for ECEC staff to engage in positive and strength-based dialogues about the lives of the newly arrived young children.

We feel that this creative and inspiring toolkit highlights the enormous potential of listening well to young children about their lives and through the play activities it encourages, successfully realises the authors' intentions of developing a Froebelian-inspired pedagogy which 'helps children to connect with their inner self in relation to feelings, lived experiences and thoughts and therefore helps them to understand not only themselves, but the world and people around them' (EECERA Special Interest Group: Children from Refugee or Migrant Backgrounds, 2022). We agree with the authors that the toolkit provides a pedagogic means for social learning and cultural cohesion and demonstrates that supporting and listening to young migrant and refugee voices properly, ethically and equitably, is beneficial for all. Our organisations, EECERA and CREC, and ourselves, are very proud to have supported this motivating and inspirational work. We believe that those who use this Education Toolkit will enhance the lives of young migrant and refugee children, and in turn, have their own lives enriched by experiencing the richness of the dialogues that will flow.

**Professor Chris Pascal and Professor Tony Bertram, Centre for Research in Early Childhood**



# Rights of the Child

This resource pack is underpinned by the United Nations Convention on the Rights of the Child and specifically the following articles:

## **Article 3:**

The best interests of the child must be a top priority in all decisions and actions that affect children.

## **Article 12:**

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

## **Article 15:**

Children and young people have the human right to freedom of association.

## **Article 22:**

Children and young people have the right to special protection and help if they are a refugee (someone who has been forced to flee their own country because of persecution, war, or violence).

## **Article 30:**

Children and young people who belong to a minority group have the right to share their culture, language, and religion with other people in that group.

## **Article 31:**

Every child has the right to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.

## Background and context

The Educational Toolkit was inspired by the international event 'The Walk' organised by the Good Chance in 2021. The Walk presented the journey of a 9-year-old Syrian refugee girl, who walked 8,000 km from Syria to the UK, seeking to be reunited with her mother in the United Kingdom.

The activities in this pack are organised into themes from the 'The Walk' created by Good Chance in 2021 <https://www.goodchance.org.uk/thewalk> and have been developed by the authors of the pack.

Good Chance stands in solidarity with European Early Childhood Education and Research Association (EECERA) and Special Interest Group: Children from Refugee or Migrant Backgrounds, Centre for Educational Research (CREC) and Froebel Trust, UK. The play-based Educational Resources Pack for the Early Years aims to approach and mitigate the challenges migrant/refugee children face in their new country. This includes a sense of safety, stability and familiarity and a sense of belonging and identity.

### Play

This education pack embraces the philosophy of Friedrich Froebel whose central principle relevant to early years settings is that of play. We know that children have an innate drive to play, and the activities within this pack are based upon the tenet that educators will employ a pedagogy of play that is underpinned with the Froebelian principle of providing freedom with guidance. This involves adults providing sensitive support to help children to achieve and use their freedom in a reciprocal, meaningful and connected way.

Play helps children to connect with their inner self in relation to feelings, lived experiences and thoughts and therefore helps them to understand not only themselves, but the world and people around them. It is a social activity that helps children to process their experiences and to express feelings in a collaboratively safe way; it is a means for social learning and cultural cohesion.

Play provides unity, connectedness and a sense of community that is deepened by the uniqueness and diversity of all involved to help establish feelings of belonging and identity.

# Background and context

## Trauma

This pack aims to support early educators to introduce important ideas and concepts about refugee experiences. We recommend implementing ideas using your knowledge and understanding of the children in your setting, and to introduce the themes with extreme care and sensitivity. Early educators should be aware that for children who are from refugee, asylum seeking or forced migration backgrounds, it is likely that they have experienced some traumatic events.

Within the pack, we have provided you with an understanding of which activities might cause difficulty for children. It is also important to be aware that there may be other children in your setting who might also find some of the discussions or learning activities challenging. Being mindful of this is important. Please be aware that any of the children in your setting may have experienced trauma in their everyday lives but have not felt able to share their experiences with you. Connecting with families and sharing the resource pack, will assist with developing this knowledge of the children's experience. It is good to be prepared before the activities are implemented with children.

The pack is designed to see refugee children from a strength-based point of view, recognising their capabilities as lifelong learners who bring much to enhance the early education setting. We ask you to use it in a trauma informed and sensitive manner.

When preparing to use the pack, we suggest that early educators should think about their own beliefs and values. Negative feelings about refugee or migrant children are often widespread, and this can make children's experiences in their new country challenging. It is often the unspoken feelings that can be most damaging. We suggest for early educators to consider the added impact of racism which can effect children's everyday lives and how they feel about themselves. Please do not use any stereotypical or negative labelling when talking about refugees.

## Migration today

With growing globalisation and multiculturalism, there is an increase in the movement of migrants across the world. The United Nations identified in the last 50 years, the number of people living outside their home country had multiplied, varying from approximately 77 million in 1960 to 281 million in 2020.

In 2021, more than 50 million children had become displaced from their homes. Most of these children were forced to leave due to violence and border conflict.

As a result of movement, children experience multiple stresses from societal, cultural, linguistic, educational, and inclusion in their caring settings. Children who are forced to leave their homes, and have witnessed violence and conflict, may face multiple challenges when adapting to living in a new country.

## How to use the pack

*'The Educational Toolkit is a window to sharing the pleasure of play through messages toward humanity such as kindness, compassion, care, respect, and welcome,'* Early Years Intercultural Association EYIA™, Australia.

The Education Toolkit is designed to provide a resource framework of play-based activities, and intentional teaching moments. While supporting children between the ages of 18 months to 7 years old, educators are encouraged to look to the learning outcomes while choosing suitable activities for children. Educators can use any part of the pack that suits children's interests, and activities can be chosen in any order. Careful consideration has been taken to provide activities that educators can select, adapt, extend, and link with the early childhood education curriculum in their country.

As educators scroll through the chosen themes; home, migration, fear, climate, adventure, and fear, they will find reflective phrases and activities with supporting resources and questions. External links and other relevant websites are provided with the basic domain name for the site. When more complicated addresses are referenced, the date of access is provided, and the authors are not responsible when websites listed are no longer available, or accessible due to country restrictions. There is no association between the authors and websites provided in the pack.

## Including families

Families and early childhood services understand their children best and are encouraged to engage in these activities and experiences together where possible. To share knowledge that supports the growth of deeper understandings with caring reflections toward children from refugee families around the world. These messages and activities can be extended into local communities to explore the history of refugee settlement and connections with families who have integrated in their community.

Partnering with families may be limited if they have experienced trauma. Educators are urged to adopt sensitive approaches with these families and seek consent before implementing any part of the pack with their children. Giving careful attention to all children's identity, mental health, well-being, and lived experiences prior to involving them in activities will strengthen the success of the pack in the early childhood education setting.

## Safeguarding disclaimer

Many children experience times in their lives when they are unsafe. Using this educational pack and introducing the themes suggested may cause children to understand their lives in new ways. If they have trusting relationships with their early educators, they might feel able to talk about their everyday experiences in a more open way. Educators need to be aware of safeguarding procedures and should be able to prioritise the child's immediate need to be kept safe.

Should any issues of safeguarding arise, or a child makes a disclosure, educators must follow their own organisation's safeguarding processes and procedures. If any of the topics appear to be causing unnecessary distress to any children, educators should use their professional judgement and adapt activities or if necessary, cease to use the pack. Children's wellbeing and safety should always be prioritised.

# Activities and Ideas

## Theme 1: Home

### **Thinking about home and belonging**

The aim of this theme is to help children begin to think about their own homes and where they live. They will also be encouraged to understand more deeply about the people who are special to them, and those they love and trust.

Educators may emphasise a link between home, belonging and the people who love them. Children will have the opportunity to learn about diverse types of homes, to think about the different homes for them and for different animals.

This learning opportunity will help children to build on the concepts about home and enable them to relate this to their daily lives and/ or lived experiences. For refugee children, this theme may be challenging, as they may have had to leave their home suddenly.

It is NOT appropriate for early educators to ask children about the homes they have left, as it may cause traumatic memories to resurface. Instead, these children should be encouraged to think about where they live now, and the people they live with. All children should be encouraged to understand that the warm relationships they have with those who are special to them, is what makes a house become a home.

### **Learning outcomes:**

To explore different meanings of what makes a 'home.'

To support and extend conversations that enable children to think about their own homes, where they belong and the people who are special to them.

## Curriculum area

**Expressive Arts  
and Design**

**Personal  
Social and Emotional  
Development**

**Speech and Language**

## Suggested activities

Suggested age range: 2-7 years

### Supported Role Play

Early educators play alongside the children in the home corner and stimulate informal conversations with them about their homes, their families and how they feel when they are at home.

#### Possible questions to ask:

Who lives in your home?

What do you enjoy doing in or around your home?

How many people live in your home and who are they?

Do you have pets, and what are their names?

Where does everyone sleep and eat in your home?

How do you like spending time with these people or animals?

#### Resources:

Everyday objects to create and make a home corner for children to role-play with e.g., pots, pans, cutlery, blankets, sheets, pretend food, highchairs, washing up bowls.

### A special object from my home

Ask children to bring in an object which is special to them from home to share in a small circle time with the other children. Show or talking with a group of children, and for younger children you can use images or objects.

#### Possible questions to use:

Can you tell us about your object/photograph?

Why is it special to you?

#### Resources:

Children's special objects from home.

Photographs/ pictures/ images of the family.

Photographs/pictures/ images of pets.

Photographs/pictures/ images of friends visiting homes.

## Curriculum Area

**Personal  
Social and Emotional  
Development**

**Knowledge and  
Understanding of  
the World**

**Knowledge and  
Understanding of  
the World**

## Suggested activities

### Exploring diverse types of homes

**Suggested age range: 3- 7 years**

Think about different types of homes where families may live e.g., flats/ apartments, farms, houses, tents, boats, multifamily, single family, mobile home, townhouses, etc. Compare the places where people live, e.g., the city, the countryside, a forest, farm, village, beachside, desert etc.

#### **Possible questions to use:**

What is a home?

How is a home different to a house?

What make a home special?

How do you travel from and to your home?

What is more important to you:

Your family, who are part of your home?

Your house, where do you keep your belongings?

#### **Resources:**

Photographs/ pictures of various places people can live. Use well known stories or traditional tales which introduce the theme of homes or houses.

### Where do animals live?

**Suggested age range: 18 months to 7 years**

Consider animal homes such as birds in nests, snails with their homes on their back, frogs in water.

Go on a nature walk to see which animals or insects the children can spot.

Visit the local park and go on a sensory walk. Look for animals that live with trees. Take photos of the animals and their habitats. Talk about where animals sleep, eat and play.



## Curriculum Area

Knowledge and Understanding of the World

Mark making  
Creative Arts and Design

## Suggested activities

### Display images of homes

Build a wormery, a worm farm or create a bug hotel/ house.

Children build homes for different animals using loose parts and recycled materials.

Using natural and/ or recyclable materials to build 'homes' for several types of insects or small animals.

### Possible questions to use:

What can you see?

Can you make a home for an animal or insect?

### Resources:

Magnifying glasses to study small insects or animals.  
Pictures of animals, birds, insects, etc in their houses.  
Collect picture books show and refer to animal homes.

### Drawing my home

#### Suggested age group: 3-7

Using a blank piece of paper, ask children to draw a picture of anything that reminds them of home. This can be an object, drawing of people, a photo, an animal pet, or a pattern drawing. Any image children like to draw that reminds them of home.

Draw a home you would like to live in.

Ask children to design a home and describe it and who would live in it with them.

### Possible questions to use:

Where is the home you created?

Can you describe it?

Who lives in it?

Where do they sleep, eat, and rest?

### Resources:

Paper (large or small)

Tools such as pencils, crayons, chalk, paint, charcoal)

## Curriculum Area

Knowledge and Understanding of the World

Personal Social and Emotional Development

Creative Arts

## People who are special to me

**Suggested age range: 3-7**

Use small world people or puppets to talk about who is special to me (including family members and loved ones)

Possible questions to use:  
Who is special to you?

Resources:  
Small world people  
Puppets  
Pegs/stones (add faces)  
Paper and sticks

People who are special to me #2

Create a Family Wall or Belonging Tree display. Children bring photos from home of family members, pets and/ or people who are special to me.

Talk with small groups of children about people who are special to them

Liaise with parents/carers for photographs.

**Possible questions to use:**

Can you tell us about this person in the picture? Who are they, and what are special things you do or have done with them?

**Resources:**

Any materials to develop a visually stimulating display. We encourage recyclable and loose materials where possible.

**Please note:**

The above activity may present difficulty for some children. Due to the circumstances their family may not have photographs. If this is the case, offer to print out images from phones or offer to take photos of them. Some parents may not wish to share photos because of fear of detection. In addition, the people who are special to the children may be dead or may have been left behind. Sensitivity is required.

## Curriculum Area

### Knowledge and Understanding of the World

#### Continued:

Use children's picture books to talk about what houses and homes are made of and why?

Encourage children to design and build homes out of varied materials for a small world person

#### Possible questions to use:

What do you think these houses are made from?

Why?

Can you build a house for the small world person?

What would you like to use?

What do you need to have inside the house?

### Design Technology, (Creative Arts and Design)

#### Resources:

Relevant picture books

A wide range of possible building materials e.g., blocks, cardboard boxes, natural materials

### Mathematics

Teach the children rhymes, songs and poems about houses and homes.

#### Possible questions to use:

Let us sing this together

Can you share special songs your family sings at home with you?

### Communication and Language

#### Resources:

Early educators and family knowledge of songs, rhymes, and poems

Musical instruments

## Theme 2: Migration

The aim of this theme is to help children develop their understanding of journey and the process of changing the localities. Children are encouraged to describe their experiences of travelling both to the nearest places, and further.

The activities are aimed to support children's thinking about the purpose and process of a journey, e.g., to the shop, visiting relatives or friends, travelling for vacations, moving to another home, city, country, etc. During the activities, children will also be able to develop spacial orientation though leaning maps (e.g., maps of an educational setting, home, neighbourhood, village/city, country, globe—depending on age).

It is important not to directly ask children with the migration or refugee backgrounds about the process of moving abroad. The aim is to induce thinking about the process of a journey.

### Learning outcomes

To increase children's knowledge about journeys and help them explore their own experience of journeys, both local, and further.

To introduce the concept of maps

**Note to educators:** This theme needs to be based on discussions with the children. These can occur either formally, in a small circle time format, or informally during play activities.

The activities have been arranged to develop the children's understanding of journeys in a sequential way. Key vocabulary to introduce is **journey**.

**Note to educators:** This activity may not be appropriate for refugee or asylum-seeking children, as it may re-trigger trauma because of their lived experiences. The suggestion is to use this carefully with host or migrant children who have not experienced forced migration.

## Curriculum Area

Communication and Language

Thinking skills

Knowledge and Understanding of the world

## Theme 2: Migration

### Thinking together about journeys

**Suggested age range: 3-7**

In small groups, educators introduce ideas about journeys the children may have undertaken. Give plenty of opportunity for the children to think together about this, possibly encourage them to talk to a peer (partner talking). This activity will work best with a smaller group of children

**Possible questions to use:**

What places and people have you visited? e.g., family member's homes, friends, at the local shops, etc  
Why do we go on journeys? e.g., food, holidays, visiting, playing with friends

**Resources:**

Key person, educator, or practitioner  
Quiet area set aside to promote talking and discussion

### Thinking about animal journeys

Use different resources: books, pictures, toys, and videos to introduce animal journeys. This may include seasonal travel, and other types of travelling. E.g., Humpback whale: Length: 12-15 metres, Weight: 65 tonnes, Lifespan: up to 50 years, etc.

**Possible questions to use:**

Which animals such as birds migrate?  
Where do animals migrate?  
Why? How far?

**Resources:**

Toys, pictures, picture books about animals

## Curriculum Area

### Knowledge and Understanding of the World

#### **Exploring ways to make a journey**

Using small world play resources, educators to play alongside the children to think about the transport or the way people might undertake a journey

#### **Possible questions to use:**

I wonder where this person is going?

Would they take a car, an aeroplane, or would they walk?

#### **Resources:**

Transport such as cars, trains, aeroplanes, buses, and people, toys, puppet, animals.

### Creative Arts and Design

#### **Journeys across the water**

Think about things that float or sink

Develop ideas about journeys in water play and making journeys across the water.

Children make their own boats out of different materials

Small world people to test if the boats can carry people

#### **Possible questions to use:**

Does this float or sink?

Can you make a boat?

What might be the best material to use?

Can your boat carry people?

How many people can it carry?

#### **Resources:**

Water tray, Materials to test floating and sinking

Boats for water play, Materials for the children to make watercrafts, Small world people

Pictures of different type of watercrafts, e.g., canoes, ferries, rowing boats, etc.)

## Curriculum Area

**Knowledge and Understanding of the World**

**Mathematics**

**Thinking skills**

### **Making maps**

Work with the children to draw maps of journey's they have made, e.g., to preschool/kindergarten. Help them to draw the route they take, drawing things they remember on the way, e.g., shops, garages, parks, etc.

#### **Possible questions to use:**

What do you see on the way to preschool?

Can you draw the road where you live and the different things you see on the way?

#### **Resources:**

Large paper

Felt tipped pens, pencils, crayons

#### **Note for educators:**

This activity will need to be accompanied by lots of discussion about their route to pre-school and you may need to begin the map by drawing a long road on it to start.

### **Introducing a “birds eye view”**

Encourage the children to think about a “bird’s eye view” and ask them to look at objects from above and give them opportunities where they can draw what they see.

Explain to the children that this is one way of how maps are made.

Show children photos of scenery taken from the air.

Allow them to discuss what they see in small groups.

Ask children to tell you what they are seeing and thinking.

#### **Possible questions to use:**

What do you think about that?

What do you see from ...?

#### **Resources:**

Drawing equipment (pens, pencils, crayons) paper

Interesting objects for children to look at from above

Aerial photographs or images

## Curriculum Area

### Knowledge and Understanding of the World

### Problem Solving

#### Exploring and understanding maps

Introduce children's local community maps for children to look at and discuss. Help children find places known to them, e.g., parks, preschool, the doctors, etc.

Show a world globe. Ask the children if they have visited any other countries and find them on the globe

#### Possible questions to use:

What can you see?

Shall we look for where you live?

Have you been to any other countries?

Can we find them together?

Where are your parents/carers from? Which country, county, town?

#### Resources:

Map of local area

World globe

#### Finding your way through

Play obstacle course games. Develop this by making a maze where children find their way out. It can be played outside with larger equipment or inside using blocks. To make it more complex, a child could be blindfolded, and using their senses and feel the way out (having a friend to guide them) Peers can give instructions to guide them on their journey.

#### Possible questions to use:

Can you find your way through the obstacle course?

What do you use to help you find the way?

Why did you choose this way?

#### Resources:

Large items to create a maze, e.g., planks, blocks, tyres,



## Curriculum Area

**Knowledge and Understanding of the World**

**Problem solving**

**Personal Social and Emotional Development**

### **What is in my bag?**

Ask the children to think of what they would take with them if they had to leave their homes in a hurry.

The children could be encouraged to draw the things they would bring.

Encourage the children to bring something special to show the other children. Offer support for the children to each speak about the item they have brought.

The educators could also bring something special in from home, that they would put in their bag if they had to leave home in a hurry.

Ask the children to think about a list of items Little Amal could include in her bag.

#### **Possible questions to use:**

What things are special to you?

What things will you take with you? Why?

#### **Resources:**

A bag with something in it a person might need for a journey to introduce the topic.

The educators could also bring something special in from home, that they would put in their bag if they had to leave home in a hurry.

Ask the children to think about a list of items Little Amal could include in her bag.

#### **Possible questions to use:**

What things are special to you?

What things will you take with you?

Why?

#### **Resources:**

A bag with something in it a person might need for a journey to introduce the topic.

## Curriculum Area

**Knowledge and Understanding of the World**

**Expressive Arts and Design**

**Knowledge and Understanding of the World**

**Communication and Language**

**Suggested age range: 3-7 years**

### **Animal habitat and migration**

Use photos of migrating animals and maps to promote discussions. Cut out photographs. Make a large map of the world to be put on the floor and stick on the photographs where the animals inhabit and draw arrows to denote migration routes.

#### **Possible questions to use:**

Why do some animals migrate?

How far do animals migrate?

Do they stop?

Do they return?

#### **Resources:**

Pictures of animals which migrate (in the journals, old pictures, books).

### **Song on migration**

Learn to sing a simple song about route, moving, or migration in a different language.

Learn greetings songs in different languages.

### **Food from different places**

Drawing a favourite food or cut and stick pictures on paper, comparing and discussions about the origins of the food.

Talking about the favourite food from their family's home country or home food.

#### **Possible questions to use:**

What is your favourite food?

What do you eat at home?

Do you eat food from your family's homeland?

Have you tried food from a different country?

What was a new dish you tried recently?

#### **Resources:**

Pictures of food, paper, crayons, images, real food.  
'I spy through Amal's eyes'

## Curriculum Area

Knowledge and Understanding of the World

Communication and Language

Knowledge and Understanding of the World

Communication and Language

Expressive Arts

Thinking skills

## 'I spy through Amal's eyes'

**Game** - Children think about what Amal would see on her journey through their country. If the journey is not through their country, the teacher provides images as clues relating to landmarks from countries where Amal has travelled is going to travel.

### **Possible questions to use:**

What countries do you know?

Where is Amal from?

What countries did she cross?

What did she see there?

### **Resources:**

Pictures of countries and places Amal visited some well-known places to show.

## **I wish I could (a collective book)**

### **Suggested age range: 2-7 years**

The teacher provides pictures to provoke discussions such as pictures of pets, toys, bed, homes, favourite food, parks, etc where Amal is from, which may be on the website. Teacher asks children to think about how they would feel if they could not have what they love anymore.

Discuss what children would want if they could. Create a book using children, teachers, educators, families and local community ideas and drawings or images.

### **Possible questions to use:**

How would you feel if you could not take your pet with you?

What would you do if you could not go to your favourite park anymore?

What if you could not go to a restaurant you like to go with your family, and eat your favourite food?

### **Resources:**

Paper, stapler, crayons, pencils, glue, or sticky tape.

# Theme 3: Fear

Young children very often need help to understand their feelings. Before early educators can introduce this theme, they may need to support children to identify other feelings like happy, sad, excited, and afraid.

The aim of this theme is to offer children the words to describe their feelings, so they can let the adults who care for them know what they are feeling, so they can be comforted. It also hopes to support children to find ways to manage difficult feelings to safeguard their long-term mental health.

Early educators need sensitivity in introducing this theme and need to observe the children closely to ensure that they are not overly frightened. Working closely with parents/carers will strengthen the work and could provide extra support for the children.

## Learning outcomes

To be able to identify a variety of their own feelings.

To think about what makes them afraid and what helps them to stop being afraid.

## Curriculum Area

**Personal  
Social and Emotional  
Development**

**Communication and  
Language.**

**Creative Development**

## Understanding feelings

Use activities to help identify and name emotions, such as:

pebble painting,

drawing faces on paper plates,

Looking in the mirror and drawing your own face, puppets of any kind.

Look at photographs of people to identify their feelings.

In circle time: acting out different emotions e.g. Can you show me a happy face

Thinking about things that make you happy, sad, excited, or afraid.

### **Possible questions to use:**

Can you make a happy/sad/angry face?

What makes you feel happy, sad, etc?

### **Resources:**

Pebbles, Paint, Paper plates

Puppets, Puppets

Photographs of people expressing different emotions

## Using books to help identify emotions

When sharing books with the children, use them to draw their attention to the different possible emotions and feelings in the story.

(Note: this activity works better with smaller groups of children).

Use soft toys, small world people, puppets or pegs to help the children re-enact the stories.

### **Possible questions to use:**

I wonder what (a character from the story) is feeling when (something that happened in the plot)?

Do you ever feel (that) emotion?

When have you felt that way?

### **Resources:**

Picture story books, Small world people

Puppets, Soft toys, Pegs

## Curriculum Area

Personal  
Social and Emotional  
Development

Creative Development

Communication and  
Language

**Please Note: This activity works better in smaller groups so that all the children have an opportunity to think and share.**

## Using rhymes and poems

**Suggested age range: 3-7**

Identify rhymes and poems which refer to emotions or feelings. Where possible, make a song bag/basket with visual or object prompts, so the children can choose which rhyme or poem they would like to recite.

Recite/sing using emotion visual prompts regularly with the children, pointing out the different emotions that are described.

### **Possible questions to use:**

I wonder what (the characters in the rhymes) are feeling when (something) happens?

Do you ever feel (that) emotion?

### **Resources:**

Basket/bag

Prompts (photos) or related objects to a rhyme or poem.

Circle time discussions about emotions.

The educator uses circle time to introduce discussions about feeling afraid.

### **When I am afraid I can.....**

Encourage children to think about solutions and how to get the comfort and support they may need e.g., a cuddle.

Use a puppet, or soft toy and create a personality to help children think about what makes them afraid. The puppet might be afraid of spiders and introduce using this story.

Using a puppet is a technique called 'distancing' and is safer for children to begin to think about what makes them afraid.

### **Possible questions to use:**

What are you afraid of?

Why do you feel afraid sometimes?

How can you feel safe again?

### **Resources:**

Puppet or soft toy

Make soft and sensory objects to feel safe and secure

## Curriculum Area

Personal  
Social and Emotional  
Development

Making Friendships

Communication and  
Language

## Building relationships and trust

**Suggested age range: 3-7 years**

For some children who have had difficult experiences, their relationships with others can be affected. These games are useful to rebuild and re-establish trust.

### Complete a puzzle together

Divide children into pairs and one child wears a blindfold. Ask the child without the blindfold to describe where the puzzle piece is to be placed. The child with the blindfold uses touch to find the right position, and the other child can help if the child asks for it.

### Build a tower together

Using the same principle as above, two children work together to build a tower, with one child blindfolded and the other giving instructions.

### Build a safe space together

In small groups, ask the children to work together to build a safe space for their group. Offer them a wide range of equipment. Adults support them in problem solving and helping them understand what will be safe. Children encouraged to share and explain their feelings during the game. Adults to lead a discussion about why it is important to trust others, and the value of cooperation.

#### **Possible questions to use:**

Can you work together to....?

How did you feel when...?

What did you need to do or say to share?

#### **Resources:**

Simple puzzles

Material to make a blind fold mask

Building blocks

Den building equipment

Larges boxes

Sticks

## Curriculum Area

Physical Development

Personal  
Social and Emotional  
Development

## Exploration of Spaces

**Suggested age range: 3-7 years**

Divide the children into two groups. Behind a large piece of material, select different objects and one after the other the children touch the hidden objects, trying to guess what it is.

At the end of the activity, support the children to talk about their feelings. Think about other times they may have felt unsure, and did not know what was happening, for example: accidentally separating from a parent/ carer.

### **Possible questions to use:**

What can you feel with your hands?

What do you think it is?

How did the activity make you feel?

Can you think of a time when you may have felt unsure?

### **Resources:**

A variety of objects

Large piece of cloth

Loose parts

## Feeling safe

**Suggested age range: 3- 7 years**

Ask children to bring in something from home that protects them when they are afraid (a religious symbol, a dreamcatcher, a special toy, or item).

In small groups encourage the children to show and talk about the things that help them feel safe.

Make puppets (shadow puppets) or items that children can take home with them, that will help them feel safe.

### **Possible questions to use:**

What things from home help you feel safe?

How do you feel when you hold them or have them close to you?

### **Resources:**

Items from home, Cardboard, Paper, Glue, Sellotape, Straws. Sticks.



# Theme 4: Climate

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When thinking about the weather, we are thinking about conditions that happen over a short period of time.

The aim is to consider how the atmosphere behaves over longer periods of time particularly as rising global temperatures affect sea levels, amounts of rain, forests, crops, and water supplies so that climate change affects human lives as well as animals and ecosystems.

The results of such change can be catastrophic, as described by the UNHRC, 2021:

'A devastating convergence of conflict and climate change is driving displacement and making life even more precarious for those forced to flee. Climate change is the defining crisis of our time and disaster displacement one of its most devastating consequences. Entire populations are already suffering the impacts, but vulnerable people living in some of the most fragile and conflict-affected countries are often disproportionately affected.'

## **Learning outcomes**

To learn about different weather changes

To explore how the weather and climate impact people and animals

## Curriculum Area

Communication and Language

Knowledge and Understanding of the World

Physical Development

Creative Arts

**Introduce the story of Noah's Ark and share the migration story of animals with images, symbols, or small toys to recreate and promote discussion.**

**Suggested age range: 3-7 years**

Encourage children to consider where the different animals might live and what climate suits them best. Encourage the children to think about how extreme weather and climates may affect different people across the globe.

**Possible questions to use:**

What might happen to the animals if the climate has changed, is too hot and sunny, no water, or too much water?

Why does climate make some animals migrate to another place?

What about Noah and his wife? Why did they have to build a big boat?

What might happen to people if the climate changes where they live?

**Resources:**

Written story of Noah's ark

Pictures to cut and stick to tell the story

Small world toys (Noah's ark/ animals)

A globe or map of the world to discuss where the different animals in the story live.

Scissors, glue, large pieces of paper

## Curriculum Area

Communication  
and Language

Physical Development

Mathematics

Knowledge and  
Understanding of the  
World

Expressive Arts and  
Design

## Create a class/ group rainbow handprint to depict what happens after the rain

Encourage children to think about the weather when they have seen a rainbow. Show pictures of rainbows and discuss the colours.

Make handprints of each child in the colours of the rainbow. If appropriate children can cut out their handprint and stick onto a large piece of paper.

### Possible questions to use:

Why do rainbows happen? (What type of two different weathers create a rainbow?)

What colours can you see?

How many handprints do we need to make another arch of the rainbow?

Do you have any stories about rainbows you have seen?

### Resources:

Large roll of paper

Pictures of rainbows, paints, scissors, glue

## Introduce images to discuss different weather and climates. Extend the activity by using dressing up clothes

Ask the children to dress for different climates, i.e., beach, skiing, raining. Use a bag or suitcase for children to pack their bags accordingly to visit different countries with different climates.

### Possible questions to use:

What would happen if...?

What do you have in your suitcase, where are you going?

Where have you been on holiday or to visit family or friends?

What was the weather like there?

### Resources:

Images of different weather and climates

Dressing up clothes to provide a range of weathers

Appropriately sized suitcases/bags

## Curriculum Area

Communication and Language

Physical Development

Knowledge and Understanding of the World

Personal Social and Emotional

Communication and Language

### Introduce 'The Walk' weather chart

Educators and children collate a weather chart that shows the weather that Amal experiences on the day that she enters each country.

#### Possible questions to use:

I wonder where Amal will sleep?

Will she need blankets?

How will she be protected from the sun, rain or cold?

#### Resources:

Paper, images to cut and stick, pencils, crayons

A map and time frame of Amal's journey

### Introduce a picture book from your region that depicts the seasons

#### Suggested age range: 2-7 years

Talk about how the weather and life changes between seasons. Encourage the children to share their experiences in extreme climate changes such as a thunderstorm, flood, snowstorm, heatwave, earthquake

#### Possible questions to use:

How did you feel?

What did you do?

Did you need help to...?

#### Resources:

Picture book, Photos, Images

# Theme 5: Adventure

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Children will be able not only develop their skills and imagination, but also strengthen their communication skills needed for cooperation at work. Children will have an opportunity to build their own tents, dens, tell their adventure stories and experiences, share feelings and knowledge.

The aim of this theme is to help children to develop their knowledge and skills of planning adventures and building various types of hiding, resting places.

During the activities' implementation, we strongly suggest evaluation of children's abilities and experiences, as well as fear of being in dark, closed spaces. We are also suggesting keeping in mind children's life experiences, particularly those that might have left negative recollections (e.g., migration process, refugee camps).

## **Learning outcomes**

To create and have adventures outdoors

To explore diverse types of adventures and emotions

## Curriculum Area

Communication and  
Language

Knowledge and  
Understanding of the  
World

Physical Development

Expressive Art and  
Design

Personal  
Social and Emotional  
Development

Knowledge and  
Understanding of the  
World

## Preparing for an adventure

**Suggested age range: 2-7 years**

Find a suitable bag and fill it with these things needed before going on the adventure with children  
Fill a first aid kit with children and ask, do we need this item on our adventure?

Discuss safety on adventures and how to stay safe.

## Build a quiet space

**Suggested age range: 3-7 years**

A quiet space can be built from various materials, blankets, sheets, boxes.

### **Possible questions to use:**

What is your space made of?  
Why did you use these materials?  
Who stays in? Why?

### **Resources:**

Blankets, sheets, boxes.

## Treasure hunt

Use the outdoor space to create an adventure/ scavenger hunt/ treasure hunt. Children in small groups can create the maps for the hunt and hide the items, other groups of children can use the maps to find the items

### **Possible questions to use:**

What does your map show? Why?  
What do you hide? Why?

### **Resources:**

Paper, crayons, rulers, rubbers, scissors, etc.

## Curriculum Area

**Communication  
and Language**

**Personal  
Social and Emotional  
Development**

**Communication  
and Language**

**Personal  
Social and Emotional  
Development**

**Physical Development**

## Using books to stimulate the idea of having an adventure:

Suggested age range: 2-7 years

Select books which show an adventure. Step by step, introduce/read the story. Discuss it with children.

### **Possible questions to use:**

Where would you like to go on an adventure?

What will you pack?

What will you need? Why

What do you think you might see or hear?

### **Resources:**

Books showing a variety of natural and built environments

## **Have snack time outdoors/ outdoor picnic**

Prepare a picnic outside or inside. Let children help on every stage of preparation, choosing the place, setting the blanket, helping with snacks or drinks.

Ask children if they have been on adventures and describe their best adventure to the group.

### **Possible questions to use:**

Where will we make the picnic?

What will we take with us?

What can we do on picnic?

Who can we go on picnic with?

### **Resources:**

Blankets, fruits, snacks, drinks, books, toys.

Sunhat ( when required)

## **Wheelbarrow race**

Children divided into pairs. Person 1 holds another person's 2 legs. Person two, together with person one, try to get to the finish line as quick as possible.

### **Possible questions to use:**

Why is it important to work with a partner?

How did you feel while you were walking and holding their hand?

## Curriculum Area

**Personal, Social  
and Emotional  
Development**

**Communication  
and Language**

**Personal  
Social and Emotional  
Development**

**Physical  
Development**

## Storytelling

Take puppets, and let the students tell their stories. They can work in pairs, groups, or all together.

Possible questions to use:

Have you ever heard about the ...(story/adventure)?

Do you like going on adventures?

Where do you go on adventures?

How do you get back there and back?

Who goes with you?

Resources:

Puppets, books, toys, role play dress up clothing

## Race in the sack

**Suggested age range: 3-7 years**

Divide children into two groups. Team lines up in a row. The first person in a row jump in a sack. Two racers try to get to the finish line and back as fast as they can. Person 1 passes the sack to the next one and stands at the end of the line. The team members change until everyone makes one circle.

**Possible questions to use:**

Why is it important to work in groups?

What is cooperation?

What is responsibility and respect?

What does patience mean?

How did you feel while....?

**Resources:**

A sack like object that is safe for young children to move inside it.



# Theme 6: Welcome

Early educators can support host children and how they can welcome children who are joining their setting. Although there are suggested activities which may help, welcoming others is an ongoing piece of learning and requires educators to adopt a fully inclusive mindset.

The aim is to encourage children to think about what it must be like arriving somewhere where they know no one and do not understand the language. This theme connects well with Theme 7: Empathy and Compassion

## **Learning outcomes**

To think about how we greet people.

Learning how to be a good friend

To think about how we show respect to people

## Curriculum Area

### Music Development

### Personal Social and Emotional Development

### Personal Social and Emotional Development

## Welcoming songs

### Suggested age range: 2-7 years

Children learn and sing, songs of welcome (traditional)  
Children and early educators create a welcome song together, using a well-known tune such as happy birthday to you.

Sing the welcome song in different languages and send the lyrics home to share with families.

Ask families to share a traditional or family song and children can learn each other's family welcome songs.

### Possible questions to use:

What words can we use in our songs of welcome?

Does your family have special songs of welcome?

### Resources:

Children's families

People from the community.

## Circle time discussions

### Suggested age range: 3-7 years

During small group time, support the children using puppets to think about what any child who would be joining their setting might feel, and what they might need to help them feel safe.

Find story books which have characters who are trying something new or having a new experience. Use these to help the children think about what the characters might be feeling

### Possible questions to use:

What might someone feel when they are new to our setting?

What things can we do to help new children feel welcome?

Have you ever had to go somewhere new, or try something for the first time? How did it feel?

(builds on the concepts introduced in Theme 3: Fear)

### Resources:

Puppets/soft toys to support circle times

Relevant picture and story books

## Curriculum Area

### Personal Social Emotional Development

### Understanding the world

### Physical development

### Creative development

## Learning about being a friend

Suggested age range: 3-7 years

In small circle time groups, introduce ideas about being a friend. Help the children to articulate what is a good friend.

Create a symbol of welcome that can be used in children's play. For example, buy a plain coloured basketball or several basketballs and ask each child to write their name or draw a picture on the ball.

Add to play outside and invite children to look at the images to invite other children to play with them. Invite new children who start at the service to add their name or drawing onto the ball and encourage other children to invite them to play with the ball together.

### Make a signature bear

Make a toy bear with plain material for everyone to decorate and add it to the role play area. As new children start at the service, they add their drawing and or write their name on the bear.

As an outdoor activity, label two spaces (far apart) with signs that show the children A GOOD FRIEND and NOT A GOOD FRIEND (using icons like a thumbs up or thumbs down). Gather the children in the middle of the two signs, and read out statements such as:

e.g., .....took a toy from.....

After each statement, ask the children, is that a good friend or not a good friend? The children run/ move to the sign they think is the answer.

### Resources:

Find stories about people who are good friends to each other, or not good friends. Read and discuss them.

## Curriculum Area

**Personal  
Social and Emotional  
Development**

**Creative Development**

**Please Note:** Early educators to play alongside children using the small world play, and act out (with the people) scenarios which show people not being a good friend and people being a good friend in a sensitive way.

(If you do not have access to small world play toys, pegs or pebbles can be used for this activity)

### **Possible questions to use:**

How can you be a good friend to someone?

What might you do to show that you are a good friend?

### **Resources:**

Relevant books

Card, pens

Small world play (pegs/pebbles)

Images of children showing friendship

### **Friendship bracelets**

Using a variety of resources, children thread and make friendship bracelets for their friends and family.

Possible questions to use:

What patterns are you going to use?

Who is special to you and who would you like to give this bracelet to?

### **Resources:**

Pasta, Beads, Rolled paper beads

# Theme 7: Empathy and Compassion

This theme relates to all the other themes and builds on the ideas provided in theme 6: Welcome.

The aim is to support the children to develop lifelong learning skills in showing empathy and compassion to others.

## **Learning outcomes**

To teach children empathy, compassion, and emotional intelligence by considering the feelings of others whilst articulating their own feelings.

To think about the complexities of migration and the longing to belong.

For children to recognise, acknowledge and promote inclusiveness, and compassionate acts of kindness toward others.

## Curriculum Area

Knowledge and Understanding of the World

Community Engagement

## Make 'Thinking of You' cards for neighbours in the street

**Suggested age range: 2- 7 years**

Add drawings, and kind words. If possible, add cuttings from flowers, herbs, or edible plants that are child safe. If permitted, add the ECEC address, telephone, and email contact details to offer the service as a place to help if neighbours need it.

Contact your local school for ways to join in a fundraising activity with them.

Call your local government department and ask for ways to help families with children in need, such as collecting food or home items to donate.

### **Possible questions to use?**

What does 'give to other people who need help' mean to you?

How do you feel when people help you? Why did they help you?

Do you know anyone who needs help?

What if people could not get the help they need?

Do you know a community helper and who do they help?

### **Resources:**

Paper, pencils, crayons, envelopes, paper bags and other items such as flowers, herbs, bush tucker, edible and child safe plants cuttings.

## Curriculum Area

### Creative Development

### Community Engagement

## Design, create and install a street library

This can be located outside the early childhood education and care service.

When completed, ask children with families to donate picture books from home to share with the local community. The children's books can be in different languages.

A street library is a small wooden container such as a house shape with a see-through door that can open, close and where books stay dry in wet weather. Anyone in the local community can freely take a picture book and add a picture book in the library/ box.

Make signs for the local community to know the street library books are free, and the library is open all the time for everyone to share.

We advise educators to monitor the books added to the street library to ensure they are children's books and child safe stories.

Add seating nearby and create a culturally safe space for reading.

### Possible questions to use?

Can you donate one of your picture books to add to our community library/ box? Who reads books to you?

Can you share your book with other children in the street library?

How will you feel if someone chooses your book and does not return it?

What would it feel like if you did not have a picture book to read it with someone?

### Resources:

Weatherproof and child safe external wood, clear front cover to see books inside, hooks, eco paint

Volunteer persons to make a library house/ box/ shape to keep books dry.

Paper, pencils, crayons, laminator if making outdoor signs.

Ongoing collection of picture books to add to the street library.

## Curriculum Area

Creative Development

Social and Emotional  
Development

Communication and  
Language

## A Kindness Tree

**Suggested age range: 2- 7 years**

Create a 'Kindness tree' which can be used to acknowledge the small everyday acts of kindness of the children to one another. Make the 'tree' using a painted handprint of each child.

These should be printed and cut out by the children. Introducing the 'Kindness Tree' so that everyone understands its purpose.

Have the names and pictures of each child nearby. Invite children to share new acts of kindness with educators, and they can respond by acknowledging them and writing the act of kindness to add to the tree.

At the end of every session, spend time celebrating acts of kindness by putting the name/picture of a person on to the Kindness Tree and ask who has been kind to another child today?

### **Possible questions to use:**

Did you see someone being kind today?

What did they do that was kind?

Who were they kind to?

How did it make the person feel (who they were kind to?)

### **Resources:**

Paint, Paper, Card, Photos of the children, Scissors



## Curriculum Area

**Creative Development**

**Knowledge and Understanding of the World**

**Social and Emotional Development**

**Mathematics**

**Communication Language**

## Circle Time

Circle time can offer opportunities for children to express themselves and develop compassion and communication skills through listening to others. It is important to create a 'safe' space where children can share their experiences, stories, and feelings.

A picture/ image of little Amal, the puppet, can be used as a way of engaging children and helping them to explore their feelings and experiences.

Use story boxes and props for children to retell stories while adding themselves as characters.

### **Possible questions to use:**

What can you see in this image of Amal?

What do you think Amal is feeling?

Why do you think this?

Is Amal with someone? Where is she going?

How would you feel if you were with Amal?

If she needed your help, would you help her?

What would you do?

How do you feel when someone does something to help you feel happy?

What are some of the words you might say to someone else to help them feel happy?

Who helps you feel happy? What do they do to help you feel happy?

Can you create your puppet and find someone you might like to get to know better to share your experiences of when you went somewhere new?

### **Resources:**

Images of Amal on her journey

Boxes, sticks, tape, paper, paint, pencils, crayons

A partner to share your story

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