

ACTS OF THE IMAGINATION

A Zephaniah Resource for schools, families, adults, and communities to explore asylum and refugee issues

Written by Julie Wilkinson

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www.zephaniah.org.uk/refugee-week

INTRODUCTION

Almost a decade ago, we began running our **Refugee Voices** drama project in schools and communities around Bradford. Based on the true stories of three refugees who have lived in or passed through our city, we began workshopping the script alongside myth-busting lessons with groups of students from year 5 upwards - enabling them to put on a play in a week for their peers, teachers and parents.

It has been one of the most rewarding projects I have ever been involved with.

Our imaginations are powerful things, enabling us to think beyond ourselves, to find empathy with others, to dream of better things, and to take hopeful steps to make those better things a reality.

I have seen that first-hand in the students I have worked with.

This resource pack is full of ideas - acts of the imagination - that you can take this Refugee Week to engage with the issue of sanctuary, to develop compassion, and to take action. These ideas work with school groups or families and groups of friends. There are simple activities for children of all ages - from Early Years to secondary school - as well as suggested films to watch and books to read, links to find out more and take action, and information on virtual events we are running for Refugee Week 2020.

We would love to know what you are up to - please contact us via our Facebook page or on zephstoryteller@gmail.com to let us know.

Now dig in, enjoy, and take part in some acts of the imagination...

Julie Wilkinson

Storyteller, Zephaniah Trust

Join us for an
online performance of
Refugee Voices
Monday 15 June 2020
7.30pm
[youtube.com/zephstoryteller](https://www.youtube.com/zephstoryteller)





JOIN OUR REFUGEE WEEK

CREATIVE WRITING

CHALLENGE!

SEE PAGE 11

FOR DETAILS!

Facts and Figures - QUIZ

Suitable for all ages, have a go at our Seeking Sanctuary Quiz and find out how much you already know - maybe you'll learn something new along the way...

QUESTION ONE

TRUE or **FALSE**

An asylum seeker is someone who has run away from their own country because they are afraid that they will be put in prison, seriously hurt, or killed because of who they are or what they believe. They must find a new country to live in.

QUESTION TWO

TRUE or **FALSE**

A refugee is someone who has proved to the government in their new country that they have a real, valid reason for needing safety, and has been given permission to stay and make the new country their home.

QUESTION THREE

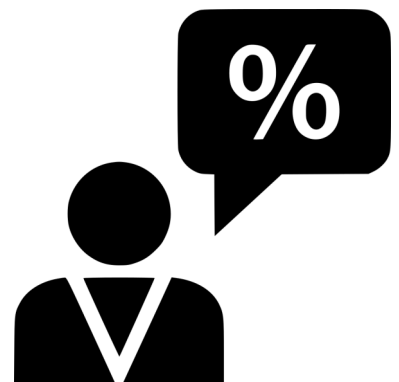
How many refugees are there in the world according to the latest UN figures?

- a. 1.25 million
- b. 25.9 million
- c. 86.8 million
- d. 193.9 million

QUESTION FOUR

Approximately what percentage of refugees are hosted in developing (poorer) countries?

- a. 5%
- b. 20%
- c. 54%
- d. 84%



Facts and Figures - QUIZ

QUESTION FIVE

What country produced the most asylum seekers in 2018?

- a. Afghanistan
- b. Zimbabwe
- c. Myanmar
- d. Syria
- e. China
- f. Ukraine

QUESTION SIX

What country hosts the highest number of refugees?

- a. Bangladesh
- b. Germany
- c. Pakistan
- d. UK
- e. Turkey
- f. Uganda

QUESTION SEVEN

What percentage of the UK population is made up of refugees, asylum seekers and stateless persons as a group?

- a. 32.1%
- b. 0.26%
- c. 3.73%
- d. 15.4%

QUESTION EIGHT

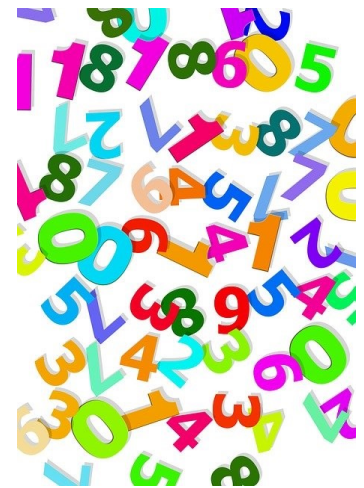
In the year ending March 2020, how many unaccompanied children (under 18) applied for asylum in the UK, having arrived here with no parents or anyone to look after them?

- a. 34
- b. 346
- c. 3,463
- d. 33, 463

QUESTION NINE

TRUE or **FALSE**

Only rich people can claim asylum in the UK



Facts and Figures - QUIZ

QUESTION TEN

TRUE or **FALSE**

Asylum seekers can be employed by any company in the UK.

QUESTION ELEVEN

TRUE or **FALSE**

Asylum seekers get given loads of money and a brand new mobile phone when they arrive.

QUESTION TWELVE

TRUE or **FALSE**

In the UK, asylum seekers get given nice houses in expensive areas, for free.



Facts and Figures - ANSWERS

Wondering how you got on? Here are the answers - with places to go for further information...
Good luck!

QUESTION ONE

TRUE

An asylum seeker IS someone who has run away from their own country because they are afraid that they will be put in prison, seriously hurt, or killed because of who they are or what they believe. They must find a new country to live in. It is impossible to be an illegal asylum seeker - because everyone has the legal right to seek asylum.

QUESTION TWO

TRUE

A refugee IS someone who has proved to the government in their new country that they have a real, valid reason for needing safety, and has been given permission to stay and make the new country their home.

QUESTION THREE

How many refugees are there in the world according to the latest UN figures?

b. 25.9 million

QUESTION FOUR

Approximately what percentage of refugees are hosted in developing (poorer) countries?

d. 84%

The word 'asylum' originally means 'safety, shelter, sanctuary' - **Asylum Seekers** are **Safety Seekers** - or **Sanctuary Seekers**. They need a safe place to live.

Once an asylum seeker is given legal permission to stay in their new country, they have found sanctuary - or refuge. They become a **refugee**.

Over half of this figure are under the age of 18. And there are 3.5 million asylum seekers. At least 70.8 million people worldwide have had to flee their homes. Find out more from the [UNHCR website](#).

Many people who are forced to flee their homes don't run very far - 80% cross the border to a neighbouring country. The vast majority of refugees live in poorer countries.

Facts and Figures - ANSWERS

QUESTION FIVE

What country produced the most asylum seekers in 2018?

d. Syria

QUESTION SIX

What country hosts the highest number of refugees?

e. Turkey

QUESTION SEVEN

What percentage of the UK population is made up of refugees, asylum seekers and stateless persons as a group?

b. 0.26%

QUESTION EIGHT

In the year ending March 2020, how many unaccompanied children (under 18) applied for asylum in the UK, having arrived here with no parents or anyone to look after them?

c. 3,463

QUESTION NINE

FALSE

It is **NOT** true that only rich people can claim asylum in the UK

In 2018, UNHCR figures identified 6.7 million Syrian refugees worldwide. Around 4.6 million of these were hosted by just two countries - Turkey & Lebanon. Find out more about the countries producing the most refugees from [World Vision](#).

Latest figures suggest Turkey hosts more than 3.8 million refugees. Germany is the only Western European country in the top ten. Find out more with [Amnesty International](#).

Only just over a quarter of a per cent! Find out more with [Refugee Action](#).

Imagine how desperate you must be to send your child away without you - or to run away with no one to take care of you. Find out more from the [Refugee Council](#).

Everyone in the world has the legal right to claim asylum in another country, regardless of wealth. However, it is easier to travel a long way - by plane, train, boat etc - if you have the money to buy tickets or pay people smugglers.

Facts and Figures - ANSWERS

QUESTION TEN

FALSE

It is **NOT** true that asylum seekers can be employed by any company in the UK.

QUESTION ELEVEN

FALSE

It is **NOT** true that asylum seekers get given loads of money and a brand new mobile phone when they arrive.

QUESTION TWELVE

FALSE

It is **NOT** true that, in the UK, asylum seekers get given nice houses in expensive areas, for free.

Were you surprised by any of the answers?

There are lots of places to find out more!
Try these for starters...

[Refugee Council UK](#)

[UNHCR](#)

[Amnesty International](#)

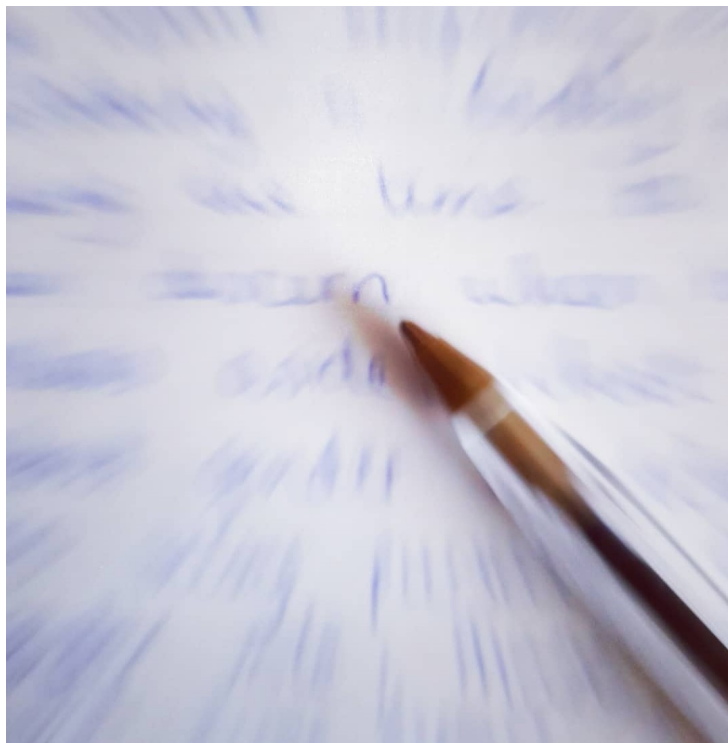
[Red Cross](#)

You might see newspaper headlines about asylum seekers taking jobs - but at the moment, the law in the UK prevents them from working. Companies can be fined thousands of pounds for employing them. There are campaigns calling on the government to change the law so that asylum seekers can work - find out more at [Refugee Action](#).

If asylum seekers cannot support themselves financially, they are entitled to some financial help from the government - this works out as the equivalent of £5.39 per day, which isn't much. Sometimes, this comes in the form of vouchers that have to be spent in particular shops, and they don't receive any change.

If asylum seekers receive housing from the UK government, they get no choice over where they are sent to live. There are many documented issues in relation to asylum housing in the UK - it is often in poor repair or poor hygiene and they do not receive basic equipment needed to live.

Creative Writing Challenge



TAKE PART IN THE ZEPHANIAH COMMUNITY CREATIVE CHALLENGE!

Refugees have to leave their homes behind them because it isn't safe for them to stay. How can we build a country that will welcome them and help them to build a new home?

We're inviting you to make a creative response to Refugee Week and help us build up a community anthology of writing and art.

All you have to do is write something - a poem, a story, a prose piece, a song, whatever you like! - inspired by or starting with the phrase:

"If I were to build a Home, I would..."

You could even create a piece of artwork if writing isn't for you!

Then, send your finished pieces to us at zephstoryteller@gmail.com - we'll be sharing them on our social media pages and website throughout the week.

We can't wait to see what you come up with!

What is Home? Activity

THIS ACTIVITY IS A GREAT WAY TO START USING OUR IMAGINATIONS TO ENGAGE WITH THE TOPIC OF REFUGEES.

Home is an almost universal concept that can help us to connect with others across geographical and cultural boundaries. We all have, or seek, home - the place where we live, the people we surround ourselves with, the things we choose to carry with us.

Home should be a safe place. But it isn't always. Create a discussion sheet like the one on the right and use it as the basis for a group discussion - with friends, family, or in your school group.

What is Home? Record everybody's answers on the sheet. This might include things, people, pets, or feelings - how does home make you feel?



What is home?

IMAGINE...

Have look at your completed discussion sheet and ask the following questions:

What if it suddenly became unsafe to stay at home and you had to run away? What if you lost everything written on that sheet in one single stroke? How would that feel? What would you do?

What would you want to take with you? What do you think it would be important to pack? Passport, wallet, phone and charger? Clothes? Other documents? Sentimental items? Photos?

What if you had to run away suddenly and you didn't have time to pack? What if you had to run with just the items that are currently in your handbag or normally in your schoolbag? How would you prove your identity or why you had to run away with the items you have in there?

If you had to run to another country, where would you run to? Would you want to aim for somewhere you could speak the language or that had a similar culture to you? Or somewhere you already had family? What if that isn't the nearest neighbouring country?

How would you want to be treated when you arrived in a new country? What would help you to feel at home there?

The Universal Declaration of Human Rights protects everyone's right to live free from persecution and to an adequate standard of living. How can we make people feel welcome in this country if they haven't had access to these rights in their own countries?

Imagine... EYFS (under 5's)

It is important that young children feel safe - so approaching a subject like asylum has to be done sensitively. But there are things you can do! Check out the ideas below...

For young children, start to build a foundation for compassion by helping them to think about what makes them feel safe and at home - and how we can extend a welcome to others. Here are some suggestions:

PLAY

Choose some toys that you can play with, with your child, alongside a conversation about home - a toy house, playdough, or building a den are all great, playful ways to start thinking about home.

As you play with your child, ask them what things they love about your home. Listen to what they have to say, acknowledge it, and show that you value it too - "You DO love your cushion, it's your favourite, isn't it? It definitely makes you feel at home." If you're playing with a house, play at putting things in it that make it safe and cosy. If you've got playdough, make the things they love.

If you can build a den with them, that's a perfect opportunity to build a safe space - "let's build a den where we can be safe and cosy! What things will we need to put in it?" Again, go with whatever they say - make as much of it happen as you can to validate their ideas.

Once the den is built and you've played in it for a while, introduce another imaginative element - the visitor. Imagine that someone else is coming to stay - it could be someone you know (a relative - Grandma or Great Grandpa - or a friend, someone from the TV or their favourite film or book, or someone made up). If that person were coming to stay, how would you make the den cosy, safe and welcoming for them? Ask the child and help them to think of the needs of others, putting things in place to be welcoming - e.g. Could Great Grandpa sit on the floor or would he need a chair? (You could add these things to your toy house or make them out of playdough too.)

ART

Follow up the play activities by drawing or painting together. Draw a house outline and ask them what things they love about your home or would love to have in their house - and add them to the picture together.

You could write the things they love about home on lolly sticks or similar and add them to a Thanksgiving Pot - each day during Refugee Week, you could spend a couple of minutes drawing sticks from the pot and being thankful together for the things that make your home, home.

We'd love to see what you get up to - please send us photos of your dens, artwork, playdough creations or Thanksgiving Pots so we can include them in our Community Creative Gallery. See page 11 for details!

Imagine... KS1 (5 to 7's)

Many of the ideas for Under 5's on the previous page can be used with slightly older children too - so make sure you have a look! Here are some additional ideas you could try...

At age five to seven, it's still about building a foundation for compassion and making sure they feel safe - but you can start to build in more awareness.

PLAY

Play is a great place to start exploring any subject with this age group. Start by asking them what they love about home - what makes it feel like home, what makes it feel safe and cosy, like it belongs to them?

Gather together as many of their answers as you can - if you can't physically get the items, get things that are representative or draw pictures of them on pieces of paper or card. Together, build a big frame out of the items, on the floor if possible, with a space in the middle, big enough to fit the child. Once the frame is made, take a photo of the child inside it. You could build your own frame and let them take a photo of you too, if you're feeling extra playful!

Once the frame is built and you've taken a photo, play Desert Island Home. Imagine you're going away for a while - "Let's pretend we're going on a trip to a desert island for two months! We need to pack but we don't have lots of room. What five things will you need to take to help you feel at home?"

Help them choose their top five things from the frame - and think about why those are the things they choose.

DRAW

Follow up the play activity by explaining to your child about refugees:

"We're very lucky because we live in a country where we are safe. It's important to feel safe. Some people live in countries where, for all kinds of reasons, it's not safe for them. And sometimes those people have to run away and find new countries to live in - they have to leave their homes and find new ones. If someone like that arrived here, in our street/school, what kind of things might they need to help them feel safe? How could we welcome them and make them feel at home?"

Talk about their answers and get them to draw them on a piece of paper - they could label each one too. By the end of the task, you'll have created a big sheet of welcome together!

WRITE

Use the activities you've completed so far to write an entry for our Creative Writing Challenge (see page 11) - beginning with the line: "If I were to build a home, I would..."

We'd love to see what you get up to - please send us photos or your drawings/pieces of writing so we can include them in our Community Creative Gallery. See page 11!

Imagine... KS2 (7 to 11's)

Have a look at the previous two pages in case there are ideas there that will work with your children in this age group. Then read on for even more!

There are all sorts of things you can do as children get older to build their understanding and develop their compassion.

DEN-BUILDING

Take den-building up a level - ask them, "If you were going to build your ideal den, your space, to feel safe and cosy, in your own world, what would you build?"

Get them to draw plans/blueprints or build a scale model in an old cardboard box. Encourage as much imagination as you can. If you can, build a den somewhere as close to their plans as possible. Ask them questions and show an interest in the choices they make.

WHAT IS HOME?

Follow up the play activity by completing the activity on page 12, and explaining to your child about refugees: "We're very lucky because we live in a country where we are safe. It's important to feel safe. Some people live in countries where, for all kinds of reasons, it's not safe for them. And sometimes those people have to run away and find new countries to live in - they have to leave their homes and find new ones. If someone like that arrived here, in our street/school, what kind of things might they need to help them feel safe? How could we welcome them and make them feel at home?"

Talk about their answers and get them to draw them on a piece of paper - they could label each one too. Think about questions like: How could we help someone if they didn't understand our language? How would we help them make friends? How might they be feeling - lonely, sad, confused? How could we help them to feel happier? By the end of the task, you'll have created a big sheet of welcome together!

WRITE

Use the activities you've completed so far to write an entry for our Creative Writing Challenge (see page 11) - beginning with the line: "If I were to build a home, I would..."

Choose one of the following people - all refugees - and complete a project about them. Research their stories - what are they famous for? What country are they originally from? What are their achievements? Then create a project - write, draw, use PowerPoint, make a scrapbook - all about them. Choose from:

Malala Yousafzai (activist), Saido Berahino (footballer), Yusra Mardini (Olympic swimmer), Albert Einstein (scientist), Rita Ora (singer), Lord Alf Dubs (politician).

We'd love to see what you get up to - please send us photos or your drawings/pieces of writing so we can include them in our Community Creative Gallery. See page 11!

Imagine... KS3 upwards

There are all kinds of creative ways young people can explore the topic of sanctuary and respond - look through the previous pages, then read on and give some of these a try!

SAFETY

Amnesty International summarises Article 3 of the Universal Declaration of Human Rights as: "We all have the right to life, and to live in freedom and safety."

Do you agree that this is an important right? Why/why not?

Think about how it feels to be safe - and then how it feels to be unsafe. How does our level of safety impact our lives and our ability to fulfil our potential?

Create a piece of writing - maybe a two verse poem - exploring the opposing feelings side by side, one verse on feeling safe, one on feeling unsafe.

WHY THEY RUN

There are various reasons why people have to leave their home country and seek safety in a new one. Do some research and see how many reasons you can find for people becoming refugees, with examples of different countries that they have to run away from.

'ASYLUM' or 'SANCTUARY'

The language used to describe asylum seekers has shifted over the years - many organisations now use the term 'Sanctuary Seekers' instead. Look up the definitions of 'asylum' and 'sanctuary' and think about how they have been used over the years - research the introduction of lunatic asylums in the nineteenth century and the concept of claiming sanctuary in medieval times. Which term do you prefer - 'asylum seeker' or 'sanctuary seeker'? Why? Create a piece of artwork based on these words and which one you think is the better term.

WRITE

Use the activities you've completed so far to write an entry for our Creative Writing Challenge (see page 11) - beginning with the line: "If I were to build a home, I would..."

Choose one of the following people - all refugees - and complete a project about them. Research their stories - what are they famous for? What country are they originally from? What are their achievements? Then create a project - write, draw, use PowerPoint, make a scrapbook - all about them. Choose from:

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We'd love to see what you get up to - please send us photos or your drawings/pieces of writing so we can include them in our Community Creative Gallery. See page 11!

Imagine... Games/Activities

The Gobble-de-Gook Game

THE AIM: to think about the difficulties of navigating daily life when you don't understand the language of those around you.

HOW TO PLAY:

Imagine you had to seek safety in a new country where you didn't understand the language - how would you know where to go or what to do? How would you ask for help? Here's a game that might help us to understand what that feels like...

1. Choose someone to be The Overseer and two people to be the Gobble-de-Gooks. The Overseer takes the Gobble-de-Gooks on one side SEPARATELY, then whispers a situation to each of them - e.g.

(To Person One) *"You are in a public place and you need the toilet but you don't know where to find it. You need to ask for help."*

(To Person Two) *"You have lost your dog. You need someone to help you find it."*



2. The Gobble-de-Gooks then have to stage a conversation, trying to communicate their difficulty to one another - but they must do this in an entirely made-up nonsensical language containing no real words. Additional players must watch and listen and try to guess what they are trying to communicate.
3. Once the conversation has run out of steam, take guesses as to what the problems were. Did any one get them right? How easy/hard did it feel to want to communicate something but struggle to do so? How frustrating did it get?
4. You can play as many rounds as you like, switching roles as you go so everyone can have a go at everything.
5. At the end, have a conversation about how it felt - then think about how it must feel to move to a new place and make it your home if you don't understand the language. How can we help people to feel more at home in those circumstances?

Imagine... Games/Activities

CHOPSTICKS

THE AIM: to think about the challenges of getting to grips with a whole new culture and way of doing things.

YOU WILL NEED: two bowls per person, at least one pair of chopsticks, a stopwatch or other timing device, some sweets such as Skittles or Smarties - or raisins if you prefer a healthy option!

HOW TO PLAY:

Imagine you have arrived in a new country to seek safety. There are lots of things that are done slightly differently to what you're used to - for example, there is no cutlery! You must eat all your meals with chopsticks. Let's find out who'd be full - and who'd be going hungry!

1. Give everyone two bowls, one of which should have sweets in it. Everyone should have the same number of sweets. Depending on how many pairs of chopsticks you have, you can either take it in turns and keep a record of the scores or go head-to-head.
2. Using a stopwatch or equivalent, give everyone 60 seconds to see how many sweets they can move from their full bowl into their empty one, using only the chopsticks - no picking them up with your fingers! Go!
3. Once time is up, count the sweets in the second bowls - the highest number of sweets wins!
4. Eat the sweets together as you think about the following questions:
How would you feel if everything around you felt different - the way people speak to each other, the food and drink, the weather, the landscape - buildings & plants, people & their clothes look different, transport is different, games and toys are not the same...
What else can you think of that might be different if you lived in a different country?
How would it make you feel?
What would you miss?
How can we help people feel comfortable and at home in our country if they are missing home?



Imagine... Art

It is a powerful thing to carry out an act of the imagination. Make a creative response to Refugee Week through art - here are some ideas to get you started...

FOOTPRINTS

Whether they travel by boat, plane, train, or on foot, all refugees walk as part of their journeys.

Read this line from a poem by Mahmoud Darwish:

“Glory is ours: a throne carried on feet torn by roads that led to every home but our own!”

Think about our feet and all that they carry. Get some paper or fabric and paint and create some footprint artwork - make literal prints of your bare feet; or draw round them and cut them out. Then imagine those feet are the feet of refugees, torn by the roads they have trodden. Treat them with respect and restoration, adding decoration worthy of the throne in the poem above.



WINDOWS OF WELCOME

Can you create a window of welcome for Refugee Week? Earlier in lockdown, people put rainbows in their windows to spread hope. Make a powerful statement by creating a window to spread welcome. You could research how to say 'welcome' in different languages and create a display around words. You could start with the phrase 'Refugees Welcome' or 'Sanctuary for All' and be inspired from there. Let your imaginations run wild!

WHAT IS HOME?

Create a piece of artwork that captures what home means to you. Use whatever medium or materials you want.

RECYCLED FLOWERS

Follow this [online tutorial](#) to make flowers out of plastic bottles, then use them to create an installation outside your home or school, in memory of the more than 36,570 people who have lost their lives trying to reach Europe in search of sanctuary.



Send us photos or your artworks so we can include them in our Community Creative Gallery. See page 11!

Virtual Discussion Group

Use our Re:Imagining Resource Kit to



Wednesday 17 June · 7.30pm

Contact us
for details

 Adobe Spark

CAN YOU HOST A VIRTUAL DISCUSSION GROUP?

In addition to this Resource Pack, we've created a Re:imagining Discussion Kit to help you get together with friends and host your own discussion group for Refugee Week 2020.

In line with this year's theme of 'Imagine', we're inviting you to engage with some creative resources and spend some time thinking about how we as individuals can respond through simple acts to build a brighter future.

We'll provide all the resources you need - links to storytelling and music videos online and follow-up discussion questions.

All you need to do is decide who to invite, choose a video-calling app (we recommend using one with a screen-sharing facility, like Skype), and set the time and date (we're suggesting 7.30pm on Wednesday 17 June) - then get in touch with us on zephstoryteller@gmail.com and we'll send you the resources!

We're looking forward to hearing from you!

Imagine... One Simple Act



Refugee Week 2020 encourages us to take one simple act - here are some ideas...

- Choose a country that produces high numbers of refugees and find out more about the situation there.
- Explore these interactive maps, showing the movements of all known refugees in the world since 2000 - <https://www.fastcompany.com/40423720/watch-the-movements-of-every-refugee-on-earth-since-the-year-2000>
- Watch a film or read a book - there are lots of ideas on the following pages.
- Look up and follow some refugee organisations on social media - see page 25 for a list of organisations.
- Seek out some refugee voices of your own - there are lots of documentaries and short films available online, as well as blogs, articles and more. Expand your echo chamber and hear from those who have had to seek sanctuary.
- Share a resource on social media - it could be this pack, our online performance of Refugee Voices, a news story or campaign.
- Visit the Refugee Week website for more ideas - <https://refugeeweek.org.uk/>.

Imagine... Watch

Everyone can carry out one simple act for Refugee Week - here's a list of films, documentaries and other things you can watch, as a family or on your own, to spend some time thinking about refugees and the issues they face.

Note: We haven't watched all of these films - please research whether they are appropriate for your family audience before viewing.

Family-Friendly:

- An American Tail (U)** 1986 animation about a family of mice relocating to New York from Russia
Available on Netflix, or to rent on Prime, Google Play, YouTube etc
- ET (U)** 1982 film exploring themes of welcoming the other
Available on Now TV, or to rent on Prime, Google Play, YouTube etc
- Paddington (PG)** 2014 film about a family who welcome a bear from Peru into their home
Included with Prime, or to rent on Google Play, YouTube etc
- Ice Age (U)** 2002 animation exploring the idea of moving to be safe from climate change
Available on Disney Plus, or to rent on Prime, Google Play, YouTube etc
- The Animals of Farthing Wood (U)** 1990s TV animation - a group of animals threatened by drought and humans attempt to reach a new home in a wildlife sanctuary
Available in full on YouTube - Part One starts here:
<https://www.youtube.com/watch?v=CROm60VaXKw&t=2s>
- Grow Your Own (PG)** 2007 film, a group of Merseyside gardeners are unsettled when a group of refugees are given plots at their allotments - but together they find a common cause
Available to rent at BFI Player -
<https://player.bfi.org.uk/rentals/film/watch-grow-your-own-2007-online>
- Tracy Beaker Returns: Refugees** Series 2, episode 4, two refugees named Ade and Dayo arrive at the Dumping Ground and Gus tries to find out their story
Available on BBC iPlayer
- The Dumping Ground** Series 2 to 5 feature Kazima as a regular character, a Somalian refugee searching for her father and brother. She appears regularly throughout these series, but series 3 episode 20 (Refuge) and series 5 episode 12 (Farvel) are especially relevant
Available on BBC iPlayer
- The Arrival** Wordless animation of the graphic novel by Shaun Tan
<https://vimeo.com/74292820>

Imagine... Watch

Age 12+ :

- The Breadwinner (12)** 2017 animation about life under Taliban rule in Afghanistan where Parvana, an 11-year-old girl, must dress as a boy to get food for her family after her father is imprisoned
Available on Netflix, or to rent on Prime, Google Play, YouTube etc
- He Named Me Malala (PG)** 2015 documentary telling the story of Malala Yousafzai, who survived an attack by the Taliban in Pakistan, going on to become a global voice for children's rights
Available to rent on Prime, Google Play, YouTube etc
- Human Flow (12)** 2017 documentary directed by Ai Weiwei about the global refugee crisis, visiting over 20 countries in one film
Available to rent on Prime, Google Play, YouTube etc
- This is Exile (suggested age 11+)** Subtitled *Diaries of Refugee Children*, a 56-minute documentary capturing the thoughts and experiences of children caught up in the refugee crisis
Watch in full on Vimeo - <https://vimeo.com/124318360>

Age 15+:

- The Visitor (15)** 2007 movie about a lonely man in late middle age who crosses paths with an immigrant couple, exploring issues of identity, immigration and cross-cultural communication
Available in full on YouTube in English but with subtitles in another language <https://www.youtube.com/watch?v=OnfWrdqPs7M>
- Leave to Remain (15)** 2013 inspiring coming-of-age drama, exploring the hidden world of teenage asylum seekers looking for sanctuary in the UK
Available to rent on Prime, Google Play, YouTube etc
- Born in Syria (13+)** 2016 documentary following a group of Syrian child refugees as they escape their lives there and integrate into a foreign land
Available on Netflix
- Home (G)** Channel 4 comedy series exploring themes of home, family and welcome through Syrian asylum seeker Sami and the English family he encounters
Two series available on All 4
- Hamsa** 2016 documentary about Hamsa, whose radiant smile and boundless love for her children light up this story about a family of Syrian refugees
Available in full for free at <https://www.hamsathedocumentary.com/>
- Monsieur Lazhar (12)** 2011 French-Canadian film with English subtitles. After their teacher dies suddenly, a primary school class meet their new teacher, an Algerian immigrant, who gains their trust and allows them to grieve.
Available to rent on Prime

Imagine... Watch

The Kite Runner (12)

2007 movie adaptation of Khaled Hosseini's 2003 novel, exploring the friendship of two boys in Afghanistan and the harrowing events that tore them apart

Available to rent on Prime, Google Play, YouTube etc

Online:

Newsround

The CBBC site has lots of short films about refugees, including some that tell the stories of refugee children

Refugee Week

<https://refugeeweek.org.uk/resources/artists-and-films/online-films/>

Moving Worlds

<https://movingworlds.info/>

Jhora's Story

Animation of the story of a 15-year-old Rohingya refugee, part of our Refugee Voices project: <https://vimeo.com/163275265>

Imagine... Read

There are lots of books you can read about refugees/migration - here are some ideas to get you started...

FOR CHILDREN:

Please check age suitability:

The Arrival graphic novel by Shaun Tan

The Boy at the Back of the Class by Anjali Q Rauf

Shadow by Michael Morpurgo

Now is the Time for Running by Michael Williams

A Dangerous Crossing by Jane Mitchell

A Story Like the Wind by Gill Lewis

Child I by Steve Tasane

Welcome to Nowhere by Elizabeth Laird

Nadine Dreams of Home by Bernard Ashley

Refugee Boy by Benjamin Zephaniah

In the sea, there are crocodiles by Fabio Geda

Azzi In-Between by Sarah Garland

FOR ADULTS:

I am Malala by Malala Yousafzai

Butterfly by Yusra Mardini

We Are Displaced by Malala Yousafzai

The Refugees by Viet Thanh Nguyen

Refugee Tales I, II & III by various authors

This is Where I Am by Karen Campbell

City of Thorns by Ben Rawlence

The Beekeeper of Aleppo by Christy Lefteri

The Girl who Smiled Beads by Clemantine Wamariya

Sea Prayer by Khaled Hosseini

A Land of Permanent Goodbyes by Atia Abawi

The Lightless Sky by Gulwali Passarlay

Imagine... Campaign

If you've been inspired to take action, there are lots of places you can go:

The Refugee Council have a whole section on their website called 'Get Involved':

<https://www.refugeecouncil.org.uk/>

If you're in Scotland, check out the **Scottish Refugee Council**: <https://www.scottishrefugeecouncil.org.uk/>

Refugee Action support refugees in the UK, educate, and have a variety of campaigns you could support:

<https://www.refugee-action.org.uk/>

Amnesty International campaign on all kinds of issues, including refugees/asylum - explore their site:

<https://www.amnesty.org/en/>

City of Sanctuary is a national network of groups supporting refugees across the country - see if there are groups in your area you could get involved with:

<https://cityofsanctuary.org/>

Freedom From Torture stands with torture survivors, providing support and therapy, and campaigning for change.

<https://www.freedomfromtorture.org/>

The work of **The Red Cross** includes supporting refugees and asylum seekers, and providing education around refugee issues.

<https://www.redcross.org.uk/>

Visit the **Refugee Week** website here: <https://refugeeweek.org.uk/>





www.zephaniah.org.uk/refugee-week