

# Sara's Story: Activities for Classes

Curriculum Links SMSC/PHSE/Literacy

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## Aims

- *to give children the opportunity to understand how a child called Sara became a refugee, and the reasons why she had to leave her home and country.*
- *to imagine Sara's journey, build empathy and challenge negative stereotypes*
- *to reflect on how they would make a child from a refugee family welcome at their school and in their community*

## Themes and Topics

- |                         |                       |
|-------------------------|-----------------------|
| - journeys              | - making a difference |
| - migration/immigration | - tolerance           |
| - refugee experience    | - friendship          |
| - diversity             | - resilience          |
| - belonging             | - courage             |

### 1. Making new people feel welcome

**If someone like Sara came to school or moved next door to you:**

- How would you make her feel welcome?
- How would you make her feel at home?

**Typical student response is likely to be general. For example**

- "I would .... be kind"
- "I would .... be friendly"

- “I would .... be curious”
- “I would .... be worried about them”
- “I would .... be unsure how to talk to them”

### Teacher prompt for deeper reflection

- What could you do to be kind?
- How would show you were friendly?
- How could you find ways to talk to them and learn about them?

### Examples of students’ responses

I would ....

- say “hi” to them
- ask them to play with me
- ask them to join in a game with my friends
- show them around school and explain everything
- show them the local park and shops, draw them a map
- invite them to my house to play/have tea
- share my toys
- ask them about their town/country
- help them learn English

## 2. Thinking about journeys you have been on

- Where did you go?
- How did you travel?
- Who did you travel with?
- What did you take with you?
- Did you enjoy it? Why/not?

## 3. Thinking about Sara’s journey in more detail

### a. “What do you see?”

Look closely and describe what you see.

### b. Imagine how Sara feels on each stage of her journey

Does she miss her home? Is she looking forward to finding a new place to live? Is she confused and overwhelmed by her surroundings?

### c. Imagine what Sara thinks on each stage of her journey.

What can Sara see, smell and hear?

## 4. Write a class poem from Sara’s point of view.

Having imagined and discussed Sara’s journey, write a class poem from her point of view.

## 5. Thinking about the Sara’s rucksack

- Can you remember what Sara packed in her rucksack before she left home forever?

(soft toy, T shirt, hairbrush, waterproof, snacks - apricots and sesame snacks - water bottle, English picture dictionary, Arabic story book, mobile phone)

**b) Why do you think Sara chose those things?**

What are they used for?

Can you imagine her choosing them – what she was thinking and experiencing when she chose them?

Can you imagine who might have given her some of the items?

What do you think she might need that she could be missing?

**c) What would you put in your rucksack** if your family told you that you were leaving home and couldn't go back?

**d) Why did you choose them?**

e) Children can draw pictures or write in a rucksack template

f) **Discuss what things appear in most rucksacks**, like the one you use for school.

**g) What needs do they meet?**

**h) Discuss and decide on the top 5-10 most essential items**

- Look around you. What do you see in the room right next to you? If you had to leave immediately, what single item could you take? What would you choose if it was closer to you?
- Justify your choice.
- Vote as a class.

## 5. Thinking about a good place for a refugee family to live.

**a) What would you/your family need if you moved to a new area/country?**

**b) For example**

- schools, shops, doctor, dentist, parks etc
- public transport/bus/rail routes etc

**c) What do the refugee families need moving to a new country?**

- schools, shops, doctor, dentist, parks etc
- public transport/bus/rail routes (why? may be able to drive but have to pass UK driving test, in English).
- near other refugee families, (is that a good idea? why?)

## Key Terms

- A **refugee** is someone who has been forced to leave their home country because they may be punished or mistreated because of their race, religion, nationality, sexuality, gender identity, social or political views.
- An **asylum seeker** is someone who has had to leave their home country to find safety, has applied to the national government for permission to remain somewhere new, and is waiting to find out if they're successful.
- A **failed asylum seeker** has had their application to remain turned down, and is awaiting return to their home country. It may be dangerous for them to return, and therefore be some time before they can do so safely.
- An **illegal immigrant** is a person who arrives in another country and does not inform the authorities of their presence. However, **every person has the right to claim asylum abroad** as part of the Declaration of Human Rights – and they have the right to do this even without entering a country 'legally' or using conventional means.
- An **economic migrant** is one who has arrived in a new country in order to find work that may not be available in their home country.

## QUICK LINKS

- [Watch \*Sara's Story\*](#)
- [Myth Busters](#)
- [Famous Refugees](#)
- [Where can I find more information?](#)