Considering and Caring Your Class

The resources included in this pack have been carefully created for KS2 and KS3 pupils with the support and guidance from teachers, and heritage professionals skilled at working with these age groups in migration and heritage fields. Whether you have refugee children in your class or not, it is strongly recommended that you take time to think about how you will prepare all your pupils for seeing the images and taking part in the activities from this pack as it deals with sensitive topics. Though the activities are age appropriate and link to the KS2 and KS3 curriculums, it is important to consider the individual and collective needs, abilities and experiences of the children in your class, to ensure the delivery of activities is inclusive and isn’t triggering for children who may have experience of homelessness, displacement or difficulty exploring emotive material and subjects.

**Think about how the emotion and trauma of learning about refugee stories could support or affect children with refugee experiences – themselves or in their family history - in your class.**

With forced displacement at a record high since WW2, many teachers now have refugees or asylum-seekers in their classroom. Teaching newcomers often comes with specific needs relating to language acquisition and adaptation to a new culture and environment. Some refugee children may suffer from stress or trauma preventing them from participating fully in activities and requiring specific support. UNHCR have a range of resources to support you to prepare for dealing with emotions and trauma associated with migration and displacement in the classroom: <https://www.unhcr.org/uk/teaching-about-refugees.html#including>

Teachers also need to consider children in their classroom who may have family links to the Kindertransport or the Holocaust. Guidance on teaching the Holocaust is available through the International Holocaust Remembrance Alliance can be found here <https://www.holocaustremembrance.com/educational-materials/how-teach-about-holocaust-in-schools>

**Think about how learning about the wider themes associated with refugee stories, Kindertransport, and displacement could affect non-refugee children in your class.**

SEN children might need extra support with activities dealing with emotions and empathy, children in temporary accommodation may have issues learning about displacement that may be supported by learning about other people’s experiences, but may also be triggering, so take care to think about the diverse needs and experiences of your class first. UNHCR have also produced these resources to help you to think about the impact of learning about these issues and are recommended for children suffering trauma or additional special educational needs: https://www.unhcr.org/uk/59d346de4

**Think about the language you are going to be using during the project/topic.**

Who is a refugee? A refugee is someone who has had to leave their home because it’s unsafe due to war, political persecution, famine, economic crisis or natural disaster.

For full definitions of refugee, migrant, asylum-seeker, illegal, crisis check out: <http://www.star-network.org.uk/index.php/refugees/who_is_a_refugee> The words used to describe migrants and migration can be confusing, but to those affected by the debate are incredibly important. The *Reactions to Refugees* and ‘*Sanctuaries’ Compared* activities could be used with older children to initiate a class discussion about how the labels the media give people, and the language used to describe individuals or groups, can affect how we feel about people, their lives and experiences. This is also important when discussing the Kindertransport, and the language used to describe Jewish life in Europe pre-1938. It is an opportunity to challenge stereotypes and myths, while also ensuring the most appropriate explanation of difficult words is presented. The keywords in the *Creating an Exhibition* resource can be used to explore these, as well as have available to pupils as reminders.

**Consider becoming a Refugees Welcome School or a School of Sanctuary.**

Schools across the UK are signing up to the Citizens UK Refugees Welcome School scheme and the Oxfam School of Sanctuary scheme to show that refugees are welcome in their school. Use the Welcoming Words resource to initiate a wider school project and consider becoming a Refugees Welcome School or a School of Sanctuary (link is included in this resource). These activities require pupils to explore and imagine the individual stories, experiences, emotions and lives of a refugee to develop empathy towards individuals and groups, and to think about people embarking on new lives.

**Think about preparing teachers for using the resources and preparing to teach the topics with their children.**

Make sure any teachers planning to use the resources receive a copy of these Teachers’ Notes to help them to prepare. The accompanying bibliography of this resource pack offers a wealth of website links and further reading which we recommend teachers investigate and further to support their teaching and knowledge, this is particularly key when teaching about the Kindertransport, and related history to Holocaust Studies.

**Think about involving the wider community. Do you have migrant or refugee families, or communities represented in your school or classroom?**

An exhibition or assembly of the children’s work could be an opportunity to engage wider families and communities in inclusive activities where diversity is celebrated. These events could be an opportunity to engage harder to reach families, to challenge racism and anti-Semitism, to provide a supportive environment or welcome for newly arrived refugees and their families, or as something to support English language and ESOL learners in their studies.

Local people in the wider community could be invited to take part in exhibition or assembly celebration events alongside your project, or to speak to your class before starting the project, to help the children to appreciate current refugee stories and situations first-hand. Refugee Week is held annually every June, which is a perfect opportunity to encourage a wider project or topic across the school and explore your communities current refugee voices.

**Think about using the resources and activities as a foundation to developing the understanding of the experience of young refugees in schools.** The NUT have produced 3 minute talking heads films with refugee children, teachers and families speaking about starting school in the UK with accompanying teaching resources, guidance notes: <https://www.teachers.org.uk/equality/equality-matters/refugee-teaching-resources/refugee-voices>