



UNHCR
The UN Refugee Agency

REFUGEE READING WORKSHOP

WHAT TO EXPECT DURING YOUR WORKSHOPS

This is a great programme, supported by you, Children's Books Ireland and UNHCR. What a fantastic opportunity for you and the children taking part to learn more about refugees and to read some terrific books about refugees! It's also a great adventure for each of you to be going into a primary school classroom—many of you won't have been in a classroom since you were students. No doubt you're excited and a little nervous. What will you be doing? What will you say? How will you feel?

This pack breaks each workshop down into manageable steps for you to follow. There's plenty of information about the materials you need, the timing of activities and the focus of the workshop. There are also some guidelines about what to expect in the classroom, and some tips and suggestions to make your workshops as successful as possible. Extra activities and reading recommendations are included so the children and their teachers can continue exploring more about the stories of refugees.

Feel free to ask questions during the training session and to find out all you can.

Good luck!

THE BOOKS

WORKSHOP 1



A Dangerous Crossing
by Jane Mitchell

WORKSHOP 2



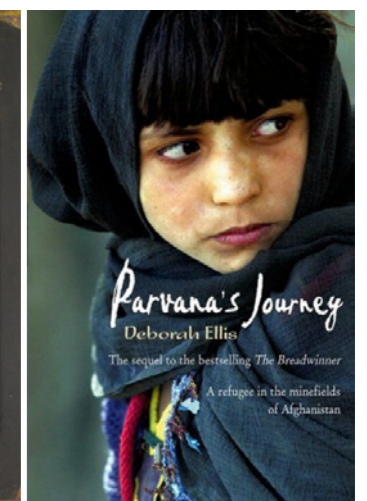
When Hitler Stole Pink Rabbit
by Judith Kerr

WORKSHOP 3



The Arrival
by Shaun Tan

WORKSHOP 4



Parvana's Journey
by Deborah Ellis

This project is supported by Salesforce and Children's Books Ireland



PREPARATION

1: Read the books before the workshops.

While this might sound obvious, some of you might try to rely on the book summaries included in the workshop materials. This is not advisable, and your workshops will not be successful. The summaries are there to remind you of the story and to help you recap with the children. They are no substitute for reading the book. The children will quickly figure out if you haven't read the books and will not have the same regard or respect for you.

2: Make contact with the teacher

Contact the teacher before your first workshop to introduce yourself and to check a few things out:

- Find out if the teacher wants you to email the slides in advance.
- Ask the teacher to prepare name stickers for the class so you can address the children by their names, which will help to break down barriers.
- Check if there are any refugee children or asylum seekers in the class. If there are, talk through the content of your workshops with the teacher in case there are sensitive issues that might be upsetting or difficult for those children.
- Check that the children will have the right materials for each workshop.

3: Yourself

You might feel nervous before you meet the children. It's OK to feel this way. Try to stay focused on the material and on what you'll be doing. That'll help distract you and will keep you on track. Go over your workshop content the night before and keep your notes and resources to hand to remind yourself what you'll be doing. Even if you feel nervous inside, smile and try to sound confident—you don't want to look scared and nervous! It's also ok to tell the children you're feeling nervous: some of them might feel nervous too.

ON THE DAY

The classroom

The classroom might have changed a lot since you were last in it. Schools and the education system have progressed over the years. For a start, your workshop might not even be in a classroom—you might be in a library or an art room. There's likely to be more technology than you remember. Blackboards and even some whiteboards have been replaced with interactive screens and projectors. You'll probably need to bring your slides on a memory stick.

There will probably be a relaxed atmosphere with the children sitting in small groups, around low tables, or even on bean bags. However the children are arranged, make sure all of them are within your sight. If you can't see all the children, it's ok to ask a scattered few to move closer to the group or to come out from behind book-shelves or from the corner.

The children

Without doubt, the children will be excited about your arrival. You'll be doing something new and interesting with them, and they'll enjoy the workshops and the activities. Try to keep this in mind if you're feeling anxious.

They might be giddy because they know the workshops won't be like their usual structured learning: you might find you need the teacher's help to settle them down. Or it might take them a few minutes to warm up to you, so don't worry if they're quiet to begin with: children of this age are enthusiastic and energetic, and will have plenty to say for themselves once they're comfortable with you.

Include all the children in your workshops. There are likely to be children for whom English isn't their first language or who come from other countries. There could be children with disabilities in the class who may have special needs assistants (SNA's) to help them. SNA's are trained staff who support one or two children with disabilities. Some students will have read the books and will be enthusiastic and eager to talk. Others might not be so eager. Both is ok, and it's not any reflection on you or how they see you: some of them might find it difficult to read and workshops focussing on reading and books might not be their thing. Try to keep this in mind and encourage contributions from all of the children, no matter how small. The workshops include non-reading activities, which might be easier for reluctant readers to manage.

The teacher

Don't forget the teacher is your friend and a great resource to you in the classroom. Teachers will be quick to pick up when you find the going tough or if you're getting a bit stuck. They'll give you a dig out. They also know the children in the class who might need a little extra support, or the lively characters who might need an eye kept on them.

Materials

Each workshop comes with a set of materials you will need to bring with you or prepare in advance. There are also materials that you should have access to in a typical classroom: pens and paper, whiteboard, markers.

HEALTH AND SAFETY

Supervision

At all times when you are with the children, there should be a teacher present to supervise the workshops. This is to ensure that both you and the students are safe, to maintain order in the classroom and to provide you with any support you might need. If you are left alone with the children at any time, you must tell the organiser in the school or in your workplace.

Child Protection

All activities developed for these workshops are guided by what is best for children. It is important that you conduct them in an atmosphere that is positive, encouraging and safe. Avoid the following situations at all times:

- Being alone with a child
- Socialising inappropriately with children outside of the workshops
- Horseplay or inappropriate touching

If a child wishes to speak with you privately before or after a workshop, make sure you are always in full view of the teacher during any conversation. If you have any concerns about a child's safety, report your concerns to the designated Child Protection Liaison Officer in the school.

Sweets and treats

While you might be tempted, don't bring sweets, chocolate or treat foods into the classroom as a reward or to keep the children's attention. Many schools have healthy eating policies and do not permit sweets, crisps or fizzy drinks. In addition, some children have food allergies or intolerances and should avoid certain foods. In any case, using sweets, chocolate or treat foods as a reward only encourages bad habits in children, and may make you dependent on props to run your workshops.

If you want to bring something into the class before you finish up, think of something that can be used, or that is associated with the activities you've done. Perhaps some books for the class library from the recommended reading lists, some art materials, or even some colourful posters.

WORKSHOP 1: *A DANGEROUS CROSSING* BY JANE MITCHELL



WORKSHOP 1: A DANGEROUS CROSSING BY JANE MITCHELL

Age range 11-13 years
Workshop Time 40-45 minutes

Materials

- A copy of *A Dangerous Crossing* by Jane Mitchell
- PowerPoint presentation: **Workshop 1 A Dangerous Crossing**
- Pens and paper
- Whiteboard and markers

DISCUSSION

SLIDE 1: HOLDING SLIDE (3 minutes)

Introduce yourself to the class by name and tell them about your organisation and your normal daytime job. Explain a little about the CSR programme, what it means, and why you're here.

Explain that you'll be focussing on four books over four workshops, one book each week, and that each book and each workshop explores what it's like to be a refugee, and what it's like to have to leave your home and community in search for somewhere safe to live.

SLIDE 2: THE WORD 'REFUGEE', WITH ILLUSTRATIONS (5 minutes)

Try to get the children talking to break the ice. Ask them what they might understand by the word **REFUGEE**. If they're a bit quiet to start off, ask them questions to get them thinking:

- Is a refugee someone who wants to move to a new country to see what it's like?
- Is a refugee someone who wants to go on holidays to another country?
- Is a refugee someone who chooses to leave home to find a job?
- Have you seen on the television people being rescued from little rafts and dinghies in the middle of the sea?
- What about people living in makeshift camps and shelters, queuing up for food and help?

Encourage the children to put up their hands to answer. They might say things like:

- People escaping war
- People in boats on the sea
- Poor people with nowhere to live
- Someone who has to go to another country
- Someone looking for work in another country

Explain to the children that a refugee is:

SLIDE 3: REFUGEE: A person who has been forced to leave his or her country to escape dangers or threats to their safety (7 minutes)

Explain to the children that a refugee is not someone who **wants** to travel somewhere else, or who **chooses** to live somewhere else. A refugee has **no choice**: they have to flee because of dangers or threats to their safety.

Ask the class some questions to get them thinking. If they're a bit stuck, give them hints to help them, but avoid giving them the answers:

- What kind of dangers or threats might make someone run away from their home and country? Try to encourage the children to suggest words like war, conflict and persecution. It is expected that increasing numbers of people will be displaced due to climate change in the years ahead. However, current laws do not provide legal protection for these people. You can add religion, race, dictators, violence, beliefs: explain to the children what these words mean in a way they can understand. Write some of the children's suggestions on the board.
- Where have you seen stories about refugees? Talk a little about television, Youtube videos, newspaper stories, family discussions, school projects.
- Can you name any countries these refugees have come from?
- How do you think these people must feel, having to leave their homes and friends because of threats and dangers? What must be going on in their heads?
- How would you feel if you had to leave Ireland and travel overseas, carrying everything your own with you?
- Are there any dangers or threats in Ireland that would force you to flee?

SLIDE 4: COVER OF A DANGEROUS CROSSING (10 minutes)

Tell the children that this week is about **A Dangerous Crossing**—a story set in the present. Ask them if they've read some or all of the book, to give you an idea of where to pitch your discussion.

Talk a bit about the cover of the book. What might it mean? Where did the artist get his ideas? What do you think the cover symbolises? You might need to explain the word 'symbolism.' Why is symbolism important?

Ask them some questions about the book to get them thinking and talking:

- What did you think of the book?
- What did you like/dislike about it?
- What did you find difficult to read about?
- How do you think Ghalib and his family are going to manage in the future?

Interesting Fact about the Book

Explain to the children that every name in this book is the name of an actual Syrian child who died as a direct result of the war in Syria. The real children and their ages are listed in the back of the book. Read out some examples from the list of real children.

Brief recap of the book

You can summarise the book in your own words, or read the summary included in this activity sheet. **If most of the class haven't read the whole book, don't reveal the ending, so that there are no spoilers.**

Ask the class some questions:

- Who are the main characters in the story?
- Where does the story take place?
- What is making Ghalib's life unsafe in Syria?
- What's the final straw that made Ghalib's father decide they have to leave?
- Was this an easy decision for Ghalib's father to make? Why not?

SLIDE 5: GHALIB'S LIST, WITH ILLUSTRATIONS (20 minutes)

Reading: read aloud chapter 5, page 40 from 'The night before we leave...' to the top of page 42, ending '... Where's your toothbrush?'

Ask children questions about your reading:

- How does Ghalib sort out his belongings to help him decide what to bring with him?
- What does he want to bring but his mother doesn't agree with?
- What does his mother want him to bring, but Ghalib doesn't agree with?

CLASS ACTIVITY

1. Tell the children to pretend they have to leave home because of some danger or threat to their safety.
 - They have until teatime to get ready
 - They don't know where they're going or even if they'll ever be back.
 - They'll be with their families, but will have to leave all their friends behind.
 - They can only bring whatever they can fit in their schoolbags – nothing else.
2. The children have to write or draw what they would bring with them. Remind them that everything has to fit in their schoolbags, so they can only carry essentials. Give the class about 10 minutes.
3. Invite the children to read out their lists. Write up some items that the children have suggested, or items that come up repeatedly.
 - What difficult choices did they have to make?
 - What was difficult to leave behind?
 - What was very important to bring with them? Why?
 - Why did they make the choices that they did?
4. Have a conversation with the children about what essential items they might need to help them survive in another country:
 - Identity papers: passport/student card/photo ID
 - Something warm to wear, strong shoes
 - Something to remember home or to comfort them
 - A smartphone and charger for maps, radio, torch, comms etc
5. Did any of the children include these items in their lists? What items would they leave out to bring essentials that might help them to manage or to survive?

EXTRA ACTIVITIES FOR EARLY FINISHERS

You might find your workshop finishes ahead of time and you're left wondering what to do. Or you might have a couple of enthusiastic students who finish before everyone else. This activity is a back-up you can start with the children in just such a situation. It doesn't matter if you don't get to do this activity, or if the children don't finish it before the workshop is over—they can finish it themselves in their own time.

Writing Activity

Pretend you are Ghalib or Bushra. Write the next chapter of your life: what might happen to you now that you're safely in Greece. Is your life better now? Or harder? Give reasons for your answer.

Other books to read about refugees, set in the present

Now is the Time for Running by Michael Williams: Set in Zimbabwe, this is the story of Deo and his older brother Innocent who are forced to run for their lives when soldiers arrive to destroy their village. The two boys face prejudice and poverty as they try to find a safe place to live.

Child I by Steve Tasane: This is the story of a group of children with letters for names who live in a refugee camp. They have stories to tell but no papers to prove them. As they try to forge a new family amongst themselves, they also work hard to keep memories of their old identities alive.

SUMMARY OF THE BOOK

13-year old Ghalib Shenu, his little brother Aylan and his cousin Hamza are looting goods from the old *souk* in Kobani. Hamza and Ghalib get caught up in an explosion, and though they get out safely, Hamza is badly injured.

A few days later, the People's Protection Units call to Ghalib's home to try to get him and his sister Bushra to fight in the Syrian war. Their father is strongly against this. To keep the family safe, he decides they have to flee Syria. Ghalib, Aylan, Bushra, their parents and grandmother cram into a minibus to Aleppo, then start walking on foot, walking all day towards the Turkish border.

The family have to dive for cover when someone shoots at them from the hills, but they finally get to meet the sniper: a wild young girl called Safaa and her sick little brother Amin. After Amin gets better, the two children join Ghalib and his family. After walking endlessly, they finally reach the Turkish border, which is crowded and confusing. They get hungry and thirsty and have to sleep out overnight. The next morning, Safaa and Amin are missing. Ghalib thinks he sees them at the border, but the guards shoot at him and fire tear-gas into the crowd. Ghalib gets separated from his family and ends up crossing the border alone. Terrified and hurt, he shelters in the mountains overnight.

He makes it to a refugee camp where he's taken for medical treatment. To his astonishment, he finds Safaa and Amin in the camp. His family arrives in the camp to find him and Ghalib is heartbroken to hear his grandmother has died. After some time, Ghalib's family decide to move on, but they have to leave Safaa and Amin behind.

In Turkey, Ghalib can't understand how everything can be so normal when there's a war just across the border. They travel on buses to the coast and pay a fortune to people smugglers to get to Greece.

Arriving for their sea crossing at night, Ghalib is terrified of the leaky dinghy and the dark choppy waters. They're attacked by other would-be escapees and only just manage to get away from the shore. Waves threaten to swamp them. The engine fails and they drift aimlessly. At dawn and almost at the Greek shore, rolling waves tip them into the sea. Ghalib is devastated when Aylan is lost under the waves, his lifeless body finally pulled from the water. They try to save him, but it looks like it's too late. But finally, Aylan splutters and breathes. The family has arrived in Europe and faces a new unknown life in Greece.



WORKSHOP 2: WHEN HITLER STOLE PINK RABBIT BY JUDITH KERR



WORKSHOP 2: WHEN HITLER STOLE PINK RABBIT BY JUDITH KERR

Age range 11-13 years
Workshop Time 40-45 minutes

Materials

- A copy of When Hitler Stole Pink Rabbit by Judith Kerr
- PowerPoint presentation: **Workshop 2 When Hitler Stole Pink Rabbit**
- Pens and paper
- Prepared Graffiti sheets (A3 sheets - see Class Activity)
- Thick markers
- Bluetac

DISCUSSION

SLIDE 1: HOLDING SLIDE (3 minutes)

Greet the class and remind them of your name. Explain again why you're in the class, in case any children were absent for your first workshop.

Ask the children if they've done any activities on refugees after your last workshop. Show your interest in their responses, ask them questions about what they tell you, and listen to their answers.

To get the children talking, ask them if they can remember what the word **REFUGEE** means. Prompt them with some questions, but don't give them the answers:

- Where have you seen stories about refugees in danger?
- Can you name any countries these refugees have come from?
- How is a refugee different from a tourist or someone who wants to visit another country?

SLIDE 2: REFUGEE: A person who has been forced to leave his or her country to escape dangers or threats to their safety (7 minutes)

Remind the children of what refugee means. Tell them that a refugee has **no choice** but to leave.

Recap some of the questions you've asked before:

- What kind of dangers or threats might make someone leave their home and country? Remind them of some of the suggestions from the last workshop: war, hunger, famine/no food, hurricanes, earthquakes, religion, race, dictators, violence, beliefs. Explain to the children the meaning of any words they don't understand.
- How do you think these people must feel, having to leave their homes and friends because of threats and dangers? Why would they feel this way?
- What items would you bring with you if you had to leave home? Ask a few children their answers to this.
- What would you definitely leave behind? Why? Ask a few children their answers to this.

SLIDE 3: COVER OF WHEN HITLER STOLE PINK RABBIT (10 minutes)

Tell the class that today's workshop is about the second book on the list: **When Hitler Stole Pink Rabbit by Judith Kerr**. Tell the children that this is a book that tells us about refugees from history and that leaving home to find a safe place is not just something that happens today—people in danger have always had to flee from their homes and countries in search of safety.

Ask the children if they've read some or all of the book, to give you an idea of where to pitch your discussion. Talk to the class about the title of the book. Where do they think the author got the title? Did Hitler really steal Pink Rabbit? How does it work as a title?

Ask them some questions about the book to get them thinking and talking:

- What did you think of the book?
- What did you like/dislike about it?
- What did you find difficult to read about?
- How do you think Anna and her family are going to manage in the future?

Interesting Fact about the Book

Explain to the children that the book is based on the author's real-life experience of fleeing from Germany when she was a little girl. She wanted to write down what happened to her as a story for others to read. She made up the parts she couldn't remember properly, but mostly it's a true story.

Brief recap of the book

You can summarise the book in your own words, or read the summary included in this activity sheet. **If most of the class haven't read the whole book, don't reveal the ending, so there are no spoilers.**

Ask the class some questions. If they're a bit stuck, give them hints to get them thinking but avoid giving them the answers:

- Who are the main characters in the story?
- In what countries does the story take place?
- When do you think this story takes place?
- Why do Anna and her family have to leave Germany?
- What does Anna miss about home?
- What are some of the differences she notices when she moves to Switzerland? How about when she gets to France?

SLIDE 4: COVER OF BOTH BOOKS: DANGEROUS CROSSING AND WHEN HITLER STOLE PINK RABBIT, SIDE-BY-SIDE (5 minutes)

Ask the children what **differences** they noticed between this book (When Hitler Stole Pink Rabbit) and the last book (A Dangerous Crossing). You're looking for responses such as:

- When Hitler Stole Pink Rabbit is about a girl, but A Dangerous Crossing is about a boy
- There are different countries in the books. When Hitler Stole Pink Rabbit is based in Germany, Switzerland, France and the UK, while A Dangerous Crossing is in Syria, Turkey and Greece
- When Hitler Stole Pink Rabbit happens in the past, while A Dangerous Crossing is happening now
- The weather is different in the two books: it's cold, snowy and wet in some of When Hitler Stole Pink Rabbit, but mostly hot and dry in A Dangerous Crossing.

Now ask them if they noticed any **similarities** between the books. This could be more challenging for the children, so they might need a bit of prompting. Avoid giving them the answers—just give them hints to get them thinking, then ask further questions about their responses. This will encourage the children to reflect on their answers.

There are some possible answers below, along with suggested questions to help with exploration. You'll probably get different answers from the children, so your questions will vary accordingly:

- Anna and Ghalib are both unsafe in their home countries
 1. How do we know this?
 2. Can you give examples from each book?
- There are dangers or threats facing Ghalib and Anna's families
 1. Are there similar or different threats?
 2. What dangers are in Syria?
 3. How about in Germany?
- The main characters are sad about leaving their homes
 1. What does Anna get sad about in *When Hitler Stole Pink Rabbit*?
 2. Why is Ghalib sad leaving Kobani?
- They find it difficult to get used to being somewhere new
 1. What does Ghalib find difficult to adjust to?
 2. What about Anna – what did she find difficult in Switzerland? How about in France?

SLIDE 5: GRAFFITI SHEETS (20 minutes)

CLASS ACTIVITY

1. Ahead of the workshop, prepare 6 or 8 graffiti sheets each with a statement or question on the top of them (see examples).
2. Display the sheets around the walls so they can be written on.
3. Read out the statement or question on each sheet and ask the children to think about their own personal responses. They can write or draw whatever response they like: there's no right or wrong answer—but they must think up a response themselves and not discuss it with others.
4. Divide the class into 6 or 8 groups—the same number of groups as there are graffiti sheets.
5. Ask the groups to move around the graffiti sheets in the room. Each child in each group must write or draw their responses to the statements and questions on the sheets. Give them 3 or 4 minutes at each sheet before they move on.
6. Examine the graffiti sheets together as a group and discuss what the children have written or drawn.
 - a. What ideas or words come up more than once? Why do you think this is?
 - b. What sheet has most responses on it? Why do you think this is?
 - c. Are there any extras anyone wants to add? (Write up these responses)
 - d. Was there any sheet that was more difficult than the others to respond to? Why?
7. Keep the Graffiti Sheets as a basis for the class activity in Workshop 3

Suggested statements/questions on the Graffiti Sheets (you might also have ideas of your own)

1. If Anna came into your class, what would you want to ask her?
2. I would help Anna by...
3. What different things in Ireland would you tell Anna about, to help her settle in?
4. I think this story shows us...
5. What part of Anna's story was the most frightening? Why?
6. I think Anna is...
7. What would you miss most if you had to leave your home because of war?
8. What would help you if you arrived tired and afraid in a new country?

Extra activity

This activity is a back-up you can do if your workshop finishes ahead of time and you're wondering what to do, or if you have a couple of enthusiastic students who finish before everyone else. It doesn't matter if you don't get to do this activity, or if the children don't finish it before the workshop is over—they can finish it themselves in their own time.

Writing Activity

You're helping your dad in his corner shop in London at the start of the Second World War when Anna's family arrives in. They don't speak any English and you don't speak German or French. Write about how you find out what they want to buy in the shop. How do you communicate with them? What if they don't recognise the items you show them? How can you help them?

OTHER BOOKS TO READ ABOUT REFUGEES, SET IN THE PAST

I am David by Anne Holm: This tells the story of a young boy who escapes from a concentration camp in Europe and travels to safety in another country. On the way, he meets many people who teach him about life outside the concentration camp.

The Diary of Anne Frank by Anne Frank: This is the true life diary of a young girl whose family hid for two years from the Nazis in the Netherlands during the war. Anne Frank died in a concentration camp in Germany when she was fifteen years old.

SUMMARY OF THE BOOK

It's winter in Germany, where Anna—who is Jewish—lives with her parents, brother Max and their housekeeper. There are elections coming up in Germany and Anna's parents are afraid that Hitler and the Nazi party will win. Anna's father, who's a famous writer, vanishes overnight after a mysterious phone call. Her mother explains he's gone to Prague to escape the threat of the Nazis, who don't like anybody who criticizes them and who especially don't like Jews. A few weeks later, the rest of the family secretly leaves Germany to meet Anna's father in Switzerland because it's not safe in Germany. Anna is upset about leaving her home and her friends. The journey is frightening and exhausting for everyone, but Anna is happy and relieved to see her father.

The Nazis win the elections, which worries the family and means they can't go home. They move to an inn beside a lake in Switzerland, where Max and Anna start school. It feels strange to go to a new school in a new country, where everything is different. Anna doesn't understand some of the strange customs and she misses her school and home. Nobody will publish her father's writing because of the Nazis, so the family has very little money.

During the summer holidays, a German family arrives to stay in the inn. The children in the family aren't allowed to play with Anna and Max, because they are Jews. This is upsetting and confusing. Then Anna hears terrible stories about what is going on in Germany: people arrested and imprisoned, others fleeing the country.

There's no work for Anna's father so the family packs up again and leaves Switzerland for France. It's hard for Anna and Max to leave their school and friends and start over again in a new country. The journey is dangerous and once again exhausting. They move into a cramped little flat in Paris where Anna's mother tries to cook and clean, which she has never done before as they've always had maids. There's also a new language to learn because nobody in France speaks German. School is especially difficult: Anna doesn't understand anything, but she and Max get used to it and things get better. They both do well in school and Paris is a lovely city, but their father can't get work and they're very poor: all their clothes must be mended, and they can hardly pay the rent. Things are more and more dangerous in Germany.

Finally, Anna's parents decide they must travel to the UK for work and safety. For a third time, Anna must leave her school, home and friends. After another long and difficult journey, the family arrives in a dark and cold London to start a new life.



WORKSHOP 3: *THE ARRIVAL* BY SHAUN TAN



WORKSHOP 3: THE ARRIVAL BY SHAUN TAN

Age range	11-13 years
Workshop Time	40-45 minutes

Materials you will need

- A copy of The Arrival by Shaun Tan
- PowerPoint presentation: **Workshop 3 The Arrival**
- Colouring pencils/markers/crayons
- Large sheets of drawing paper
- Completed Graffiti sheets from Workshop 2
- Bluetac

DISCUSSION

SLIDE 1: HOLDING SLIDE (3 minutes)

Greet the class and remind them of your name.

Ask the children if they've done any activities on refugees since your last workshop. Show interest in their responses, ask them questions about what they tell you, and listen to their answers.

The children should be more comfortable with you by now and ready to engage and talk. If they're a bit giddy, keep order in the class and remind the children to put their hands up to answer questions. Don't let things get unruly or you will lose control.

Ask them if they can remember what the word **REFUGEE** means. Prompt them with some questions, but don't give them the answers:

- Where have you seen stories about refugees in danger?
- Can you name any countries these refugees have come from?
- How is a refugee different from a tourist or someone who wants to visit another country?

SLIDE 2: REFUGEE: A person who has been forced to leave his or her country to escape dangers or threats to their safety (7 minutes)

Briefly recap some of the questions you've asked before:

- Can you remember what kind of dangers or threats might make someone leave their home and country?
- Do we have any of those threats in Ireland?
- Do people have to leave Ireland because of dangers or threats?
- Where have you seen stories about refugees?
- Can you name any countries these refugees have come from?
- How do you think these people must feel, having to leave their homes and friends because of threats and dangers?

SLIDE 3: COVER OF THE ARRIVAL (10 minutes)

Tell the class that today's workshop is about the third book on the list: **The Arrival by Shaun Tan**, that this is a book that is a different from the last two books, but there are also similarities.

Talk to the children about the style of the illustrations. What do they think the artist used to draw the images—pens/pencils/crayons? How effective are black and white illustrations, instead of full colour? Is it harder or easier to understand what is happening in the story because there are no words? Why/why not?

Ask the children if they've read some or all of the book, to give you an idea of where to pitch your discussion.

Ask them some questions about the book to get them thinking and talking:

- What did you think of the book?
- What did you like/dislike about it?
- What did you find difficult to read about?
- How do you think the man and his family are going to manage in the future?

Brief recap of the book

You can summarise the book in your own words, or read the summary included in this activity sheet. **If most of the class haven't read the whole book, don't reveal the ending, so there are no spoilers.**

Ask the class some questions. There are some suggestions below. You don't have to ask all of them—these are just some ideas. As you know the class a bit better now, you might have ideas for questions of your own, based on your previous workshops.

- Who are the main characters in the story?
- Where does the story take place?
- How do we know what the man is feeling or thinking, if he doesn't tell us anything?
- Why do you think the man has to leave his family?
- How do we know there are threats or dangers in the man's home country?
- Was leaving home an easy decision for him to make? How do we know this?
- How do we know he misses his family?
- What four people help the man when he first arrives in the new country?

SLIDE 4: COVER OF ALL THREE BOOKS: DANGEROUS CROSSING, WHEN HITLER STOLE PINK RABBIT, AND THE ARRIVAL, SIDE-BY-SIDE (5 minutes)

To get the children talking, ask them what are the main **differences** they've noticed between this book (The Arrival) and the last two books (A Dangerous Crossing and When Hitler Stole Pink Rabbit). You're looking for responses such as:

- The Arrival has no words, just illustrations/pictures/drawings
- The main character is an adult/there are hardly any kids in The Arrival
- It's not taking place in Syria or Europe: it's not any place we recognise
- It's somewhere unknown/weird
- There are lots of things we don't recognise, such as foods, animals, transport etc
- The Arrival doesn't look modern: it's old-fashioned or dated

Now ask them what **similarities** there are between The Arrival and the other two books. This might be a little more difficult, so you might have to prompt the children a little—don't tell them the answers: just hints.

Ask more questions about the answers they come up with, to get them thinking more deeply about similarities between the books. You're looking for examples from the class, as well as their answers. The children might come up with similarities other than the ones listed below. Try to have some questions of your own ready to explore the children's replies a little bit. Some similarities between the books include:

- The characters are all unsafe in their home countries
 - How do we know this from each book?
 - Can you give examples?
- There are dangers or threats facing the families
 - What dangers are in Syria?
 - How about Germany?
 - How do we know there are threats in *The Arrival*?
- The main characters are sad about leaving their homes
 - What makes the man sad in *The Arrival*? How do we know he's sad?
 - What does Anna get sad about in *When Hitler Stole Pink Rabbit*?
 - Why is Ghalib sad leaving Kobani?
- They find it difficult to get used to being somewhere new
 - What did Ghalib miss about Syria and Kobani?
 - What about Anna – what did she miss?
 - What is the man missing in *The Arrival*? How do we know, if he doesn't tell us?

SLIDE 5: Full spread of pages 14 and 15 from Chapter II of *The Arrival* (20 minutes)

Talk about the Reception Hall in the new country and why this might be confusing for the man. Identify what is confusing about it: the crowds, the endless queues, the new language, not understanding what's happening. What is difficult for the man to understand? Why might this be scary for him? What might make things easier for the man and other arrivals? What could people in the new country do to make everything more welcoming so that new arrivals can understand what's happening?

Hang up the Graffiti posters the children completed during Workshop 2.

Talk about their responses, in particular where they wrote or drew different things about Ireland they would tell Anna, to help her settle in. Talk a little about what Ghalib, Anna and the man found different and confusing in their new countries.

CLASS ACTIVITY

1. Ask the children to pretend they're working in the Reception Centre in the country where *The Arrival* is set.
2. Their jobs are to make posters to help new arrivals learn something about the country. The children can choose to make posters about one thing—such as food, animals or public transport—or about lots of different things.
3. They can't use any words or writing in their posters because they don't know what language the new arrivals speak. They can only use images, symbols (arrows, signs, or colours to indicate danger etc) and pictures.
4. Give the children about 15 minutes to design and draw their posters.
5. Display them around the class when they are finished, and ask the children to talk through their posters and explain them.

EXTRA ACTIVITY

This activity is a back-up you can do if your workshop finishes ahead of time and you're wondering what to do, or if you have a couple of enthusiastic students who finish before everyone else. It doesn't matter if you don't get to do this activity, or if the children don't finish it before the workshop is over—they can finish it themselves in their own time.

Drawing Activity

You've arrived as a refugee in a new country and you're trying to explain to your family back home some of the weird new things you've seen. Draw some of the unusual animals, the strange foods you've eaten, and the new public transport you've used.

Other books to read about refugees, with lots of images and few words

***Illegal* by Eoin Colfer and Andrew Donkin:** This graphic novel tells the story of a young boy who lives in Niger. After his sister Sisi and then his brother Kwame leave home, Ebo travels across the Sahara to Tripoli, and from there across the sea to Europe in search of Sisi and somewhere safe to live.

***Over Under Sideways Down* by Karrie Fransman:** This comic book tells the true story of Ebrahim, a young boy from Iran who travels alone to the UK in search of a safer life. It was written in partnership with the Red Cross and is available to download from the British Red Cross website (www.redcross.org.uk)

SUMMARY OF THE BOOK

The book shows us important items in the family's home: clock on the mantelpiece, teapot, child's drawing and a family photograph. Aman folds shirts and packs them with the family photo into his suitcase. His daughter dresses warmly and the family leave home together. There are dragon shadows throughout the city.

At the train station, the man says a tearful goodbye to his family, then departs on the train. The little girl and the woman return home alone, while the man travels for many days across the sea, leaving his family and the city of dragon shadows behind. The journey is cold and miserable. The man writes home, making a folded bird for his little girl. Strange creatures fly over the ship just before it arrives in a strange new port. Everyone disembarks and queues in a huge reception centre. The man's details are recorded, and he is checked by doctors, then photographed, interviewed and labelled. He is confused. He doesn't understand what's happening.

The man travels into the strange city in a weird flying machine. Everything is different from home: strange creatures, foreign writing, unusual clothes. Even telling the time is difficult! The man is helped by a local who shows him where to find a room to stay, but even that's hard because his room has strange things in it, even an animal!

The next morning, the man heads into the strange city, helped by a girl who tells him how she fled to the city as a child after being locked up and forced to work. The man's day is full of strange and scary challenges, but he is helped by another man and his son, who show him what foods to eat. They share stories of the fears and terrors they faced in their home countries, and of having to escape threats to their safety. The man and boy invite him back to their home for dinner. The man enjoys the evening sharing food with the family.

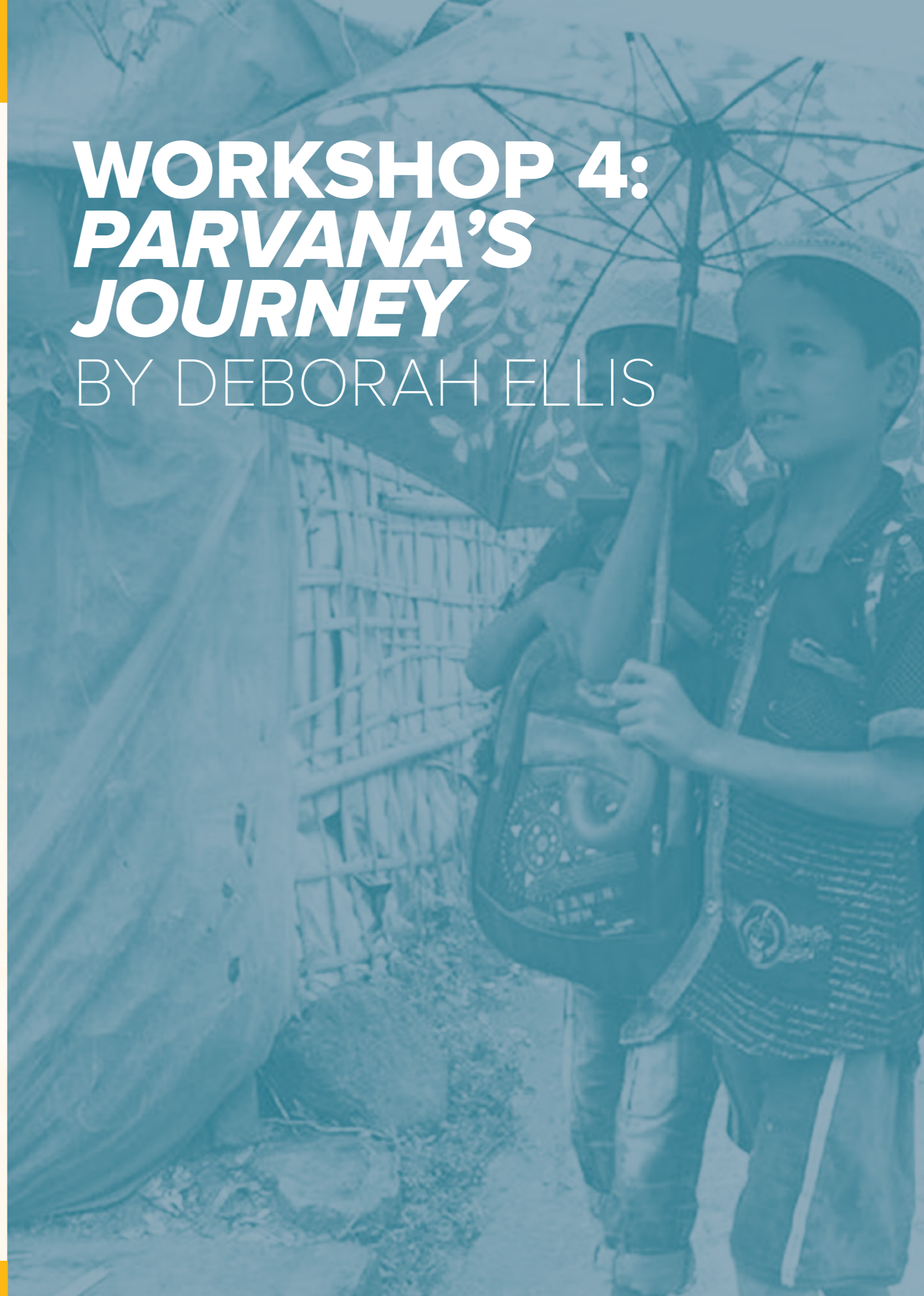
The man tries to find a job, but it's difficult. He makes mistakes, but finally manages to get work. An old man working with him shares his story of war, of escaping dangers, and becoming a refugee. After work, they meet the old man's friends.

Weeks pass. Winter comes, then spring. The man writes to his family. One day, he gets a letter. He rushes out, through the city streets, to meet his wife and daughter, who have just arrived in the strange flying machine. They settle together in the city. At the end, we see important items in the family's new home—clock on the mantelpiece, teapot, child's drawing, family photograph. The little girl is used to her new life. When she is out one day, she in turn helps a new arrival into the city—showing her where to go.



WORKSHOP 4: PARVANA'S JOURNEY

BY DEBORAH ELLIS



WORKSHOP 4: PARVANA'S JOURNEY BY DEBORAH ELLIS

Age range 11-13 years

Workshop Time 40-45 minutes

Materials

- A copy of Parvana's Journey by Deborah Ellis
- PowerPoint presentation: **Workshop 4 Parvana's Journey**
- Pens and paper
- Whiteboard and markers
- Outline of a person on A4 pages, one copy for each child in the class—see attached sheet, or the children can draw their own

DISCUSSION

SLIDE 1: HOLDING SLIDE (3 minutes)

Greet the children and remind them that this is your last workshop with them. Ask them about any refugee-based activities they might have done or books they might have read since your last workshop. Show interest by listening to their answers and asking them questions about what they tell you. Invite volunteers to read out any writing they've done or to show you their artwork.

Check if they've any questions about the books and activities you've done over the four workshops.

SLIDE 2: REFUGEE: A person who has been forced to leave his or her country to escape dangers or threats to their safety (3 minutes)

Recap with the children what a refugee is. They should know by now and it shouldn't take much prompting to get a response from them. If they're a bit uncertain still, ask them questions to get them thinking:

- Have you seen on the television people being rescued from little rafts and dinghies in the middle of the seas?
- What about people living in makeshift camps and shelters, queuing up for food and help?
- What's the difference between a refugee and someone who wants to travel?
- Why do people become refugees? Why do they need to flee their homes to find somewhere else to live?

SLIDE 3: COVER OF PARVANA'S JOURNEY (10 minutes)

Tell the children that this week is about *Parvana's Journey*—a story based in Afghanistan. Ask them if they've read some or all of the book, to give you an idea of where to pitch your discussion.

Talk about Afghanistan. Where is it? What countries are near Afghanistan? Tell them a little about the Taliban and the views of the Taliban on freedom of expression and creativity. Talk about the limitations the Taliban put on all people, but especially women, how basic human rights are affected—including access to education, healthcare, freedom of movement etc.

Ask them some questions about the book to get them thinking and talking:

- What did you think of the book?
- What did you like/dislike about it?
- What did you find difficult to read about?
- How do you think Parvana and her family are going to manage in the future?

Interesting Fact about the Book

Explain to the children that the author spent weeks in refugee camps in Pakistan interviewing women and children who had fled Afghanistan, to get a better understanding of what was really going on in the country, and to see what refugee camps are really like.

Brief recap of the book

You can summarise the book in your own words, or read the summary included in this activity sheet. **If most of the class haven't read the whole book, don't reveal the ending, so there are no spoilers.**

Ask the class some questions:

- Who are the main characters in the story?
- Where does the story take place?
- Why does Parvana have to flee from the village where she buried her father?
- Where does she live as she travels?
- Who are the extra children she picks up along the way?
- What is their biggest need as they travel?

SLIDE 4: COVER OF ALL FOUR BOOKS: A DANGEROUS CROSSING, WHEN HITLER STOLE PINK RABBIT, THE ARRIVAL, AND PARVANA'S JOURNEY SIDE-BY-SIDE (9 minutes)

Ask the children their views on all of the books. The children will have different opinions: make sure you give as many of them as possible a chance to respond to your questions and give their views. Explore their answers with them, to get them thinking and reflecting.

- Which was your favourite story? Why?
- Which was the hardest/most difficult to read? Why?
- What experiences did the main characters share in all four books?
- What difficulties/challenges did they face?
- What more would you like to know about the characters and their lives?
- Why is it interesting to read about people from other countries?
- What other books have you read about refugees or people from other countries?

Talk a little about the other books listed under recommended reading section for each workshop, especially if you or any of the children have read them, or if they're in the school/class library.

SLIDE 5: Outline of a person – as included on this sheet (20 minutes)

Reading: read aloud chapter 1, from the start of the book, page 9, ‘A man Parvana didn’t know...’ to the top of page 12 ‘...There were other things to think about.’

Ask children questions about your reading:

- Why is Parvana dressed as a boy?
- What has she done to disguise herself?
- What has just happened in her life?
- Where was she living with her father when he died?
- Why are there mainly old men at the burial?
- Where are the young men, the women and the girls?

CLASS ACTIVITY

Explain that Parvana has to hide her true identity, that what she showed to the people in the village was not her true self.

- Why did Parvana hide who she really was?
- Would this be easy or difficult to do? Why/why not?
- How would you dress yourself to hide being a boy/girl?
- What advantages, if any, would there be if you hid your true identity here in Ireland?

Tell the children they’re going to do an activity about identity and belonging—about what makes us who we are.

1. Give each child a copy of the outline of a person on an A4 sheet (the children can draw their own outlines if they like, or you can photocopy the outline provided with this worksheet).
2. Ask them to write or draw **inside** the outline the things that make them who they are. Tell the children that this is a personal exercise, that there are no right or wrong answers. To explain what you mean, suggest a few categories they might like to include, such as likes, dislikes, favourite foods, events, experiences, nationality etc. Don’t give the children any answers: just make category suggestions.
3. When the children have completed their own identities, pair them up with a friend in the class. It’s good for the children to choose their own friends, but remember that some children might not have friends so you need to ensure nobody feels left-out or isolated—all the children should have someone they feel comfortable with. Ask the teacher for help with this part if needed.
4. Each child then takes turns to ask his/her partner ‘what makes me who I am?’ and to fill in the answers. Give each child a chance to take a turn. To explain what you mean, suggest a few categories they might like to answer about each other, such as characteristics, behaviours, clothes, interests, appearance etc. Don’t give the children any answers: just make category suggestions. It is important to remind the children to be **kind** and **respectful** of each other—but they also have to be honest. The children then draw or write the answers their partners give them on the **outside** of the outline.
5. Ask the children to think about the results. Ask them the following questions:
 - How was the way your partner saw you different to the way you see yourself?
 - How was the way I saw my partner different to the way my partner saw him/herself?
 - Why do you think there are differences?

6. Talk to the children about why we see differences between our ‘inside selves’ and our ‘outside selves.’ Some things might be the same, but we also make judgements about people, especially when they look or seem different to us. Some of these judgements are useful—they keep us safe—but sometimes, these judgements can be unfair, hurtful or even untrue.
7. Ask the children to think of images they have seen of refugees, or to think of any refugees they might have met. What judgements might we make of them?
 - a. They’re dirty. Why might they be dirty?
 - b. They’re poor. Why might they be poor?
 - c. They’re dangerous. Some of them might be, but what looks dangerous about them? Why might this be the case?
8. Ask the children if they’ve seen or heard other judgements about refugees. Why might these judgements been unfair or wrong? Talk about this as a class.

EXTRA ACTIVITY

This activity is a back-up you can do if your workshop finishes ahead of time and you’re wondering what to do, or if you have a couple of enthusiastic students who finish before everyone else. It doesn’t matter if you don’t get to do this activity, or if the children don’t finish it before the workshop is over—they can finish it themselves in their own time.

Writing Activity

You are Asif. Write what happened to you before you ended up sheltering in the cave and before you met Parvana and baby Hassan. What happened to your leg? Who beat you so badly and why? Try to capture Asif’s grumpy personality. Explain where your family has gone.

Other books to read about refugees who aren’t accepted by their own people.

The Breadwinner by Deborah Ellis: This book is about Parvana and her family in Afghanistan. It tells Parvana’s story before she becomes a refugee. She is forced to be the breadwinner in her family because of the war in her country when the Taliban came to power.

The Ghosts and Jamal by Bridget Blankley: This tells the story of Jamal who lives in Nigeria and finds himself the sole survivor of a gas attack on his small village. He has been saved by his epilepsy, which meant he was exiled by the villagers to live outside the compound. Now alone, Jamal strikes out to find a place of safety.

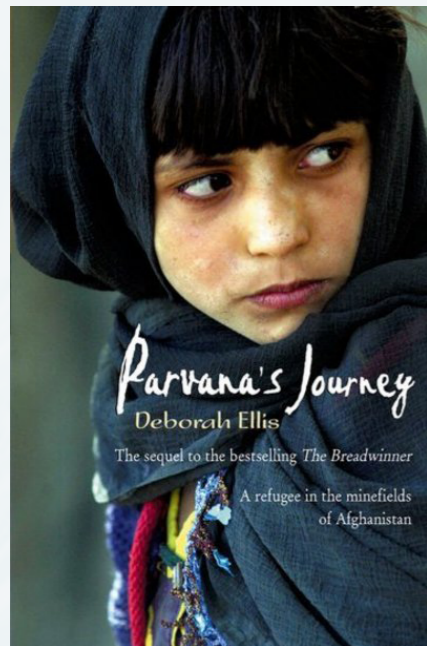
SUMMARY OF THE BOOK

Following the death of her beloved father, Parvana helps to bury him at the edge of a small village in Afghanistan where they have been living in a makeshift shelter made of plastic sheeting. Parvana is alone now. For her own safety, she is dressed as a boy, with her hair cut short. One of the old villagers invites her to stay with his family, but his daughter tells Parvana that her father plans to sell her to the Taliban, and so Parvana rolls up her blanket and sneaks out of the village at night, in search of her mother, sisters and baby brother.

She is frightened on the open road alone, at risk of bombs and attacks, and only has a little food which soon runs out. In a bombed-out abandoned village, she finds a sick and starving baby. She names him Hassan, and takes him with her, although there is little food and water for either of them. They shelter one night in a cave, where they meet a skinny grumpy boy called Asif who has been badly beaten. One of Asif's legs is gone—blown off by a landmine—and even though Parvana doesn't want to, she ends up taking him with her too.

Together, the three children keep walking, but they soon run out of food and water. Filthy, exhausted and starving, they get sick from drinking dirty water. After nearly getting blown up by a landmine, they meet an odd little girl called Leila who lives in a dirty shack with her dying grandmother. Parvana, Asif and Hassan stay with them for weeks, resting and eating and getting stronger. They clean the shack and are happy for a while. Then the bombers come and blow up the little shack and Leila's grandmother.

Heartbroken and very frightened, the four children flee the shack, with no food, water or blankets. This is a dark time for them. There are signs of war all around: sick and dying people, bombed out homes and farms, and explosions from the bombers. With baby Hassan close to death, they stumble into a refugee camp where Hassan is treated in the clinic while Parvana, Asif and Leila shelter under plastic sheeting and struggle to survive. In a horrible final tragedy, little Leila is killed in an explosion, but Parvana finds her mother and sister in the camp. The story ends in the refugee camp, where Asif and Hassan stay with Parvana and her family.





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