



OUTRIGHT

Speak out on children's rights

PRIMARY RESOURCE PACK

FOR EVERY CHILD



OUTRIGHT

Speak out on children's rights

Unicef UK
30a Great Sutton Street
London EC1V 0DU

Dear Colleague,

We are delighted that your school is taking part in OutRight 2017 and speaking out about children's rights on World Children's Day, 20 November. OutRight is a campaign for children, by children that helps them to promote and protect children's rights in the UK and around the world.

This year, OutRight is focused on the rights of refugee children – especially their right to protection and their right to be with family. The campaign empowers children and young people to speak out and share their views on the refugee crisis.

If your school took part in OutRight 2016, you'll see that this year's campaign is a natural sequel, as Unicef UK continues to campaign to the government to reunite refugee children with their family in the UK. This call to action is more crucial now than ever – the job is not yet done and the campaign is not yet over.

The OutRight campaign and the learning activities in this pack, fronted this year by Paddington™, will help your pupils to develop their understanding of the refugee crisis and its impact on children, as well as their own perspective on how to improve the rights of unaccompanied refugee children. Following these sessions, children are encouraged to speak out to their local MP and take action in their local community on 20 November, World Children's Day.

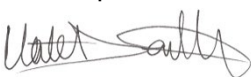
Children taking part in OutRight 2017 will:

- Develop their knowledge and understanding of the UN Convention on the Rights of the Child
- Learn about the impact of the refugee crisis on children's right to protection and right to family reunification, through activities that encourage empathy and understanding
- Express their views on children's rights to their local community and to their local MP.

If you are a **Unicef UK Rights Respecting School**, all the activities in the pack will help your school to fulfil the requirements laid out in Standard D of the Level 1 and Level 2 Rights Respecting Schools Award assessment criteria. Pupils will play an active role in their own learning, and speak out for the rights of all children.

If you have any questions, please contact us at outright@unicef.org.uk or phone Unicef UK's Supporter Care team on **0300 330 5580**.

Do keep in touch – we look forward to hearing how you get on!



Best wishes,
Kate Dentith

Unicef UK Campaigns Manager





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PADDINGTON'S STORY

40 years ago, an explorer from the Geographer's Guild of London visited the forests of darkest Peru and discovered an intelligent species of bear.

The explorer became friends with a bear family, Pastuzo and Lucy. He told them all about London and said they would always be welcome there. When he left he gave Pastuzo his hat.

For many years after, the two bears lived there happily with their nephew.

A special day arrives for the bear family as the oranges are ripe, which means it's marmalade day! Unfortunately, the very same day, a severe earthquake strikes their home. While searching for his Uncle Pastuzo, his nephew finds only his hat, and Uncle Pastuzo is presumed dead.

Lucy plans to move into the home for retired bears and encourages her nephew to seek a better, safer life in London. At the ship which will take him to London, the young bear says his last goodbye to his Aunt Lucy and makes sure he has all his supplies for the journey.

The young bear finally arrives in London but people are not friendly and he has nowhere to go. The Brown Family find him alone on the station and invite him to their home for one night while they try and find a place for him to live.

Mrs. Brown names him Paddington after the station where he was found.

Paddington has never lived in a house before and causes a series of accidents. He even manages to flood it after using the bathroom. The house is a complete mess and Paddington has to help the family tidy it up.

Paddington hopes he can find a home with the explorer who found Aunt Lucy and Uncle Pastuzo, but he doesn't know his name.

Mrs. Brown and Paddington have a hearty breakfast before going in search of the explorer. The only clue they have is the explorer's hat and Mrs. Brown takes Paddington to the antique shop of Mr. Gruber to see if they can find out more about it.

After checking the hat carefully, Mr. Gruber discovers the hat has a stamp from the Geographer's Guild, but the Guild denies ever having sent one of their members to Peru. Paddington and Mr. Brown do not believe this and decide to search for the truth themselves in the archives of the Geographer's Guild.

Paddington discovers an explorer called Montgomery Clyde did undertake an expedition to Peru.

The museum taxidermist Millicent Clyde hears about Paddington and determines to add him to her collection. Millicent's plan to kidnap Paddington fails, but the Browns' house is left in a terrible mess in the process.

Feeling unwanted by the Browns, Paddington sadly leaves and attempts to track down Montgomery Clyde by himself, using the phone book to check the addresses of everyone listed as 'M. Clyde'.

He finally locates the right house only to discover that Mr. Clyde died many years ago and that Millicent is his daughter. She captures Paddington and takes him to the museum.

When the Browns discover what has happened they immediately set off to save him.

With the help of the Browns, Paddington finally manages to escape. The Browns realise Paddington is part of their family and should stay with them, while Millicent is sentenced to community service.

Paddington writes to his beloved Aunt Lucy to let her know he is happy and has at last found a home.

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You may also find the [In Search of Safety school resources](#) helpful to prepare your pupils ahead of taking action.

For further information about the UN Convention on the Rights of the Child, please visit unicef.org.uk/UNICEFs-Work/UN-Convention

GET YOUR OUTRIGHT CERTIFICATE

If you're a Rights Respecting School, all activities in this pack will help your school to fulfil the requirements laid out in Standard D of the Level 1 and Level 2 RRSA assessment criteria.

By taking our key actions – Speak out to your local MP and Speak out to the Local Community – and sharing evidence of your participation, your school will be entitled to receive the OutRight certificate which you can use as evidence for Standard D.

Contact us by post or via email:

Post: FAO: Kate Dentith, Unicef UK, 30a Great Sutton Street, London, EC1V 0DU

Email: outright@unicef.org.uk

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TIMELINE

The suggested timeline below can help you structure your campaign activities at school

OCTOBER

- **2 October onwards**
Work through learning activities (approximately 30 mins – 1 hour per session)

NOVEMBER

- **20 November**
World Children's Day – OutRight 2017 Day of Action

DECEMBER

- **4 December**
Evidence of campaign activities submitted by email or post in order to receive the OutRight 2017 certificate

OUTRIGHT

Speak out on children's rights



INTRODUCE YOUR SCHOOL TO OUTRIGHT

EXPLAINING OUTRIGHT TO STAFF

OutRight is Unicef UK's annual schools' campaign that empowers children and young people to speak out about the importance of children's rights.

A campaign for children, by children, OutRight is a celebration of the UN Convention on the Rights of the Child, the anniversary of which falls on 20 November, **World Children's Day**.

OutRight 2017 focuses on promoting and protecting the rights of unaccompanied refugee children. Pupils are encouraged to:

- Develop their knowledge and understanding of the UN Convention on the Rights of the Child
- Learn about the impact of the refugee crisis on children's right to protection and right to family reunification, through activities that encourage empathy and understanding
- Express their views on children's rights to their local community and to their local MP.

OUTRIGHT
Speak out on children's rights

EXPLAINING OUTRIGHT TO PUPILS

Show the 'Welcome to OutRight' video and PowerPoint in an assembly to introduce OutRight to your school.

The video and PowerPoint explain what OutRight 2017 is all about and why it's important for children and young people to get involved.

Find the video and PowerPoint (along with accompanying teacher's notes) [here](#).

For further information about the UN Convention on the Rights of the Child, visit [unicef.org.uk/UNICEFs-Work/UN-Convention](https://www.unicef.org.uk/UNICEFs-Work/UN-Convention)

BACKGROUND READING FOR TEACHERS

The OutRight 2017 campaign will focus on the rights of unaccompanied refugee children – in particular their right to protection and their right to family reunification.

Right now, refugee children are in real danger. 50 million children have been uprooted from their homes, most forced to flee from violent conflict. Many of them are making dangerous journeys, risking their lives in search of safety and close family.

Family comes in so many different shapes and forms. What it represents is what counts – love, care, protection, warmth – things that no child should be without. This is what children are missing out on when they're torn apart from their loved ones by circumstances beyond their control, be it war, poverty or conflict.

All too often children have lost their parents, been forced to leave them behind, or found themselves separated from them due to the perils of war. They often find themselves alone and at risk of violence, abuse and exploitation. What they need is for the UK refugee family reunion law to allow them to reunite with close family in the UK, from wherever they are.

Under the current law, children have to make their own way to Europe to be able to reunite with older siblings, aunts and uncles, and grandparents waiting for them in the UK. Children fleeing war and persecution shouldn't have to make these needless, dangerous and often deadly journeys.

The Home Secretary has the power to change the UK Refugee Family Reunion law, and help to urgently reunite children with their families, where they belong. We'll be asking your pupils to take action at the end of the learning activities to support Unicef UK's calls on the UK Government and help reunite refugee families in the UK.

WHAT THE UK GOVERNMENT CAN DO

7

The UK's refugee laws divide families. Currently the UK Government doesn't recognise a brother or a grandma as family – at least not if you are a refugee. Under the current laws, children must reach Europe to be able to reunite with older siblings, aunts and uncles, and grandparents waiting for them in the UK. Children fleeing war and persecution shouldn't have to make these needless, dangerous journeys across land and sea to be with their family in the UK.

We are calling on the Home Secretary to fix the family reunion laws and help reunite refugee children with their family in the UK where they belong, based on their right to protection and to family life:

- **Article 10** (Family reunification): governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country. If a child's family members live in different countries the child has the right to visit and keep in contact with them.
- **Article 22** (Refugee children): if a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them.

If your school took part in OutRight 2016, you'll see that this year's campaign is a natural sequel, as Unicef UK continues to campaign to the government to reunite refugee children with their family in the UK. This call to action is more crucial now than ever – the job is not yet done and the campaign is not yet over.

By safely reuniting refugee children with their close families in the UK, we can uphold their right to a family life and protect them from abuse and exploitation.

HOW YOUR PUPILS CAN TAKE ACTION

No one is better placed to champion children's rights than children and young people themselves, which is why it is vital that they are heard by key

OutRight is inspiring pupils to stand up for the rights of refugee children and strengthen their own knowledge and understanding of children's rights.

To find out more about the refugee crisis in Europe, please use our [In Search of Safety school resources](#).

For further information about the UN Convention on the Rights of the Child, please visit unicef.org.uk/UNICEFs-Work/UN-Convention



SUPPORTING CHILDREN AFFECTED BY THIS TOPIC

Thinking about how rights are implemented or violated can evoke strong feelings in both adults and children. Sharing your feelings about the information – for example, that it made you feel sad or surprised – could help to initiate a supportive conversation. The stories, videos and photographs may be upsetting, or prompt wider discussions about the treatment of refugees and asylum seekers.

When discussing these issues, be sensitive to the possibility that there may be young people in your class who are refugees and may have experienced some of these circumstances. Depending on what you know of their experiences, this could be an opportunity to acknowledge their achievements in learning a second language and becoming part of a new country.

Always review materials before sharing them with your pupils.

decision-makers at every level of government, and in their school and local community. Pupils can help protect and promote the rights of unaccompanied refugee children by asking their local MP to call on the Home Secretary to reunite them with their families in the UK, and by raising the profile of the campaign in their school and local community. They can also take part in the creative World Children's Day actions recommended in this pack.

OutRight empowers children and young people to speak out and stand up for their rights and the rights of other children and young people. On 20 November – World Children's Day –

LEARNING ACTIVITIES

INTRODUCTION

The following learning activities have been created to help primary pupils gain a better understanding of the rights of all children, including refugee children, to be together with their families. Through the activities led by Unicef UK OutRight Champion Paddington, pupils will:

- Develop empathy and understanding of how the refugee crisis is affecting children and their families
- Understand how refugee children's rights to protection and family life are compromised
- Understand the UK's family reunion laws and how they affect refugee children
- Feel informed and inspired to take action for the rights of refugee children.

Starter activities are warm-up activities designed to introduce the issues of refugees and rights and set a foundation, while the main activities are developed to build on one another in a series that develops understanding. All activities can be adapted for the learning needs and styles of your pupils and classroom.

STARTER ACTIVITY A: MEET PADDINGTON

AIM

Pupils are introduced to the concept of family reunion and begin to think more deeply about the issue of refugee children and family separation.

MATERIALS NEEDED

- Story of Paddington or Paddington film or Paddington summary at the start of this pack
- Teacher discussion guide
- Poster paper
- Sticky notes

PREPARATION

Familiarise yourself with the version of the Paddington story to be shared in the classroom.

If classroom time and resources allow, prepare to show the Paddington film in class, or prepare a classroom reading of the Paddington story by Michael Bond. Alternatively, share the Paddington short summary included in the OutRight introduction.

Display a large blank sheet of paper on a classroom wall or board, where it can remain over the course of the OutRight learning activities.

STARTER ACTIVITY A: MEET PADDINGTON (CONTD.)

WHAT IS CAMPAIGNING?

Campaigning, activism, advocacy, influencing, voice, lobbying, protest...

All of the words above are drawn together by the theme of 'change' and how people can achieve the changes they want to see in their community, their country or across the world.

Essentially, campaigning is about helping to create positive change. It's about taking specific and organised actions to bring about change on an issue, and inspiring others to join your campaign to influence those in power to act.

1. Ask pupils how many of them know the story of Paddington. Explain that while many may think of it as a children's story, there are many deeper lessons to be learned.
2. Read the story of Paddington in class, or as a class activity, watch the Paddington film.
3. Have a class discussion using questions from the teacher discussion notes. The intention of this discussion is to draw out the refugee theme from the Paddington story with a focus on the theme of family separation, and making note that Paddington's family was his Aunt Lucy and Uncle Pastuzo. This is intended to prepare the pupils for the activities they will participate in over the next few weeks.
4. Following the class discussion of the Paddington story, ask the class to think of questions that they have about child refugees. Pupils can write these questions on sticky notes and put these on the poster paper. These can be displayed in the class over the next weeks and children can add questions to this poster and remove questions as they are answered. These questions can be used by the teacher for further discussion and incorporated into appropriate lessons to follow.

Optional Activity: Ask pupils to draw a picture of Paddington's family in Peru. Use this activity to emphasise to pupils that families can look different, and that Paddington's Aunt Lucy and Uncle Pastuzo were his family.

TEACHER DISCUSSION GUIDE:

1. Who was Paddington's family in Peru? Do we know where his parents were? How do you think Paddington felt after the earthquake in Peru when he couldn't find his Aunt Lucy and Uncle Pastuzo? (Emphasise to pupils that Paddington's Aunt Lucy and Uncle Pastuzo were his family).
2. Why did Aunt Lucy put Paddington in the lifeboat alone to go to the UK? How do you think she felt?
3. How do you think Paddington felt to leave everything that he knew behind and go to a new place where he had never been and didn't know anyone? Have you ever had to move to a new city or to a new school where you didn't know anyone? What were some of the things you were afraid of or excited about?
4. What were some of the dangers Paddington faced being in the lifeboat alone? How long do you think it took to sail from Peru to the UK? If you were on a boat that long what would you think about?
5. Because of Aunt Lucy and Uncle Pastuzo's experience in meeting the explorer, Paddington grew up believing that London was a wonderful place – but London and the people there weren't exactly like he imagined when he arrived. What were some of the challenges that Paddington faced when he made it to London? What do you think Paddington was most scared of? (He didn't have a family, he had to learn many new things, he was all alone, the things he had been taught about London weren't exactly true, he didn't know how everyday things worked – like using the toilet and brushing your teeth.)
6. Can you imagine what Paddington might have felt like being in the train station alone?
7. How do you think Paddington felt when he met the Brown family? Why do you think Mrs. Brown wanted to help Paddington? Why do you think Mr. Brown was very nervous about having a bear in the house?
8. What were some of the things that were very new in the UK for Paddington? Have you ever been to a foreign country where things were very different? How did you feel?
9. Paddington left Peru after the earthquake. What other kinds of situations besides earthquakes (natural disasters) may force children and their families to leave their homes?

STARTER ACTIVITY B: KNOW YOUR RIGHTS

AIM

Pupils will explore issues of child rights, including the rights of refugees, and family reunion rights in order to set the framework for further discussion of these topics as part of the OutRight 2017 learning activities.

MATERIALS NEEDED

- Know Your Rights quiz
- Know Your Rights answer key and teacher discussion notes
- Pens or pencils
- Poster paper or bulletin board
- **Child-friendly PDF summary of the Convention on the Rights of the Child**

PREPARATION

Prepare a printed copy of the 'Know Your Rights' quiz for each pupil in the classroom. Review the answer key and teacher discussion notes. Prepare a written copy of Convention Articles 10 and 22 on poster paper or a bulletin board to hang in the classroom until the World Children's Day celebration.

1. Pass out a copy of the 'Know Your Rights' quiz to each pupil, with the explanation that the purpose of the quiz is to test their own knowledge about child rights and refugee rights.
2. Give pupils approximately 10 minutes to complete the quiz (more or less may be given depending on time available and level of pupils' knowledge of the topic).
3. Review the answers using the teachers' answer key and discussion notes. Have the pupils mark their own work (or switch with a classmate).
4. Explain that this year in OutRight we are going to focus particularly on learning about two articles from the UN Convention on the Rights of the Child and how these two rights affect refugee children in the UK today, and refugee children trying to reach family in the UK. Draw pupils' attention to Article 10 and 22 and discuss them in class.

Article 10 (Family reunification):

Governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country. If a child's family members live in different countries the child has the right to visit and keep in contact with them.

Article 22 (Refugee children): if a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them.

KNOW YOUR RIGHTS QUIZ

1. Every child should have a country to belong to. T F
2. As a child, you have the right to voice your opinion about issues to your government. T F
3. According to the Convention, you are considered a child up until the age of 16. T F
4. Children should have a right to education, but refugee children don't have this right because there aren't enough schools for them to attend. T F
5. Every child has a right to access information and the Internet. T F
6. Every child has the same rights no matter what country they live in. Children from Syria, for example, have the same rights as children from the UK. T F
7. All children, no matter where they live or come from have a right to health, happiness, wealth, and protection. T F
8. A refugee child in the UK is entitled to the same rights as a child who is born in the UK. T F
9. A refugee child has the right to practise the religion from their home country even if it isn't the common religion in the country where they're now living. T F
10. Refugee children have a right to be kept together with their family. T F

KNOW YOUR RIGHTS

ANSWER KEY AND TEACHER DISCUSSION NOTES

14

- 1. Every child should have a country to belong to.**
TRUE – Article 7 gives every child the right to be registered at birth, and to have a nationality. This article also says every child has the right to a name and to know and be cared for by their parents.
- 2. As a child, you have the right to voice your opinion about issues to your government.**
TRUE – According to Article 13, which protects freedom of expression, every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.
- 3. According to the Convention, you are considered a child until you reach the age of 16.**
FALSE – The Convention considers anyone below the age of 18 a child. According to Article 1 (definition of the child) everyone under the age of 18 has all the rights in the Convention.
- 4. Children should have a right to education, but refugee children don't have this right because there aren't enough schools for them to attend.**
FALSE – All children have a right to education.
- 5. Every child has a right to access information and the Internet.**
FALSE – Having access to the Internet is not considered a right, but having access to information is. Article 17 says that every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help to protect children from materials that could harm them.
- 6. Every child has the same rights no matter what country they live in. Children from Syria, for example, have the same rights as children from the UK.**
TRUE – Child rights apply to all children no matter where you live. The only country that has not ratified the convention is the USA. Child rights are still recognised in the USA.
- 7. All children, no matter where they live or come from have a right to health, happiness, wealth, and protection.**
FALSE – The Convention does not guarantee wealth or happiness. It guarantees children rights under the four categories of survival, participation, protection, and development.
- 8. A refugee child in the UK is entitled to the same rights as a child who is born in the UK.**
TRUE – Article 22 clearly states that children who come into a country as refugees should have the same rights as children born in that country.
- 9. A refugee child has the right to practise the religion from their home country, even if it isn't the common religion in the country where they're now living.**
TRUE – Under article 14, all children have a right to practise their own religion. This applies to all children.
- 10. Refugee children have a right to be kept together with their family.**
True – The Convention says that governments should respect children's right to a name, a nationality and family ties. The Convention, however, does not define the word 'family' so this is open to interpretation by countries. Under the UK family reunion law, a family is defined as parents, and any siblings under the age of 18.

ACTIVITY 1: WHAT'S IN A NAME?

AIM

Pupils understand the difference between the terms 'refugee' and 'migrant' and discuss what people may think when they hear these words.

MATERIALS NEEDED

- Two large sheets of paper
- Sticky tack
- Sticky notes
- 'Refugee' and 'Migrant' definitions

PREPARATION

Write the headings '**Refugee**' and '**Migrant**' on two large sheets of paper. Stick each sheet of paper in a different area of the classroom.

Write the following word prompts on a sticky note (add any additional words you would like to discuss, and remove any words which you think might introduce a negative impression of refugees or migrants to your pupils):

- | | |
|---------------|---------------|
| ■ Positive | ■ Frightened |
| ■ Negative | ■ In danger |
| ■ Neutral | ■ Too many |
| ■ Dangerous | ■ Brave |
| ■ In need | ■ Children |
| ■ Welcome | ■ No choice |
| ■ Unwelcome | ■ Ignored |
| ■ Poor | ■ No rights |
| ■ Listened to | ■ Have rights |

Prepare additional sticky notes for additional words that pupils associate with these terms.



1. Direct pupils' attention to the large sheets of paper on the wall and ask if anyone has heard these words before and if they know what the difference is between a refugee and a migrant. Discuss where they have heard the words, and stress that the way words are used, particularly in the press and on social media, can be hurtful and misleading.
2. Hold up one of the sticky notes and read out the word. Ask pupils to work in small groups to discuss whether the word on the sticky note is most likely to be associated with refugees or migrants or neither.
3. Ask one pupil to come up and put the sticky note onto one of the large sheets of paper. Ask the rest of the class if they agree. If they don't, discuss the reasons behind their different opinions.
4. Distribute the rest of the sticky notes between the groups and ask pupils to continue discussing the words and sticking them onto the large sheets of paper.

ACTIVITY 1: WHAT'S IN A NAME? (CONTD.)

REFUGEE / MIGRANT DEFINITIONS

The terms 'Refugee' and 'Migrant' are often used to mean the same thing, but they have different meanings in law. The word used to describe someone can affect the way they are seen by others and the help and support they receive.

REFUGEE:

Someone who has been forced to move from one country to another because they are not safe in their own country.

They may have fled because of conflict or persecution. They are protected under international law, which says that they cannot be sent back to a place where their life or freedom is in danger.

MIGRANT:

Someone who moves from one area to another, either permanently or for a short time. They may be students, or people looking for work and a better standard of living (sometimes called 'economic migrants').

5. Once all of the sticky notes are on the large sheets of paper, read out each of the words and discuss as a class whether pupils agree or disagree. Discuss if there are any words that are commonly associated with both refugees and migrants, or with neither. Allow pupils to create additional sticky notes to add other words they can think of.
6. Explain to pupils the difference between a refugee and a migrant using the definitions provided. If you have time, invite pupils to look at the CBBC Newsround website for content about the current refugee and migrant situation on why child refugees want to come to the UK: [bit.ly/newsround-refugees](https://www.bbc.com/newsround/refugees)
7. Give pupils a few minutes to consider whether they think any of the words on the sticky notes are unfair and should be removed from the large sheets of paper. Ask if there are any new words they would like to add to either sheet of paper. Write any suggestions on sticky notes.
8. Finish by drawing pupils' attention to the sticky note about rights, and explain to pupils that they will be learning about children's rights, and particularly how the on-going refugee crisis impacts on children's rights to protection and a family life. Explain that we can all speak out about things we care about – such as refugee rights – and help to create positive change in an organised and active way.





ACTIVITY 2: THUMBS UP / THUMBS DOWN

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AIM

Pupils discuss headlines and statements that present refugee issues and discuss which are true and which are lies. Through this exercise, pupils learn how to critically think about the things they hear in the news and other places about refugees.

MATERIALS NEEDED

- Thumbs Up / Thumbs Down worksheet and answer key

PREPARATION

Review worksheet and prepare discussion around on the importance of thinking critically about what we hear in the news.

Optional: Write the statements on the board, or prepare in a slide deck for pupils to be able to read the statements as they discuss.

Pupils are presented with statements about refugees and discuss which statements are fact and which are a lie. Pupils vote thumbs up for facts, and thumbs down for lies. From each of these statements, pupils will learn a fact about refugees. This exercise can be completed in small groups or in a plenary with individual pupils discussing in pairs and voting at their desk.

1. Read or present each refugee statement one by one.
2. Pupils (in pairs or in their small group) vote thumbs up if they believe the statement is fact, and thumbs down if they believe the statement is a lie.
3. Lead a class discussion about what the pupils think for each statement.
4. For lies, ask 'How can you rewrite the statement to be true?' and have students discuss in pairs or in their small groups.
5. Lead a discussion about why it is important not to believe everything that we hear without checking the facts. When we believe lies about refugees, we can sometimes act in ways that hurt them and aren't supporting their rights.

THUMBS UP/THUMBS DOWN WORKSHEET AND ANSWER KEY

1. There are more refugees in London than any other city in the UK.
2. Refugees who are leaving their countries are all very poor, that is why they are all travelling to Europe in crowded boats. **(LIE: Many refugees are travelling by boat because this is their only transportation option to escape their country.)**
3. More than half of the world's refugees are children.
4. Many refugee children are in danger, making dangerous journeys across land and sea by themselves or with smugglers.
5. If a mother arrives as a refugee to the UK, she can then apply for her husband and her children under the age of 18 to join her.
6. Refugee children who are 18 years or older are not invited to come to the UK with their parents.
7. If a grandmother already living in the UK has a grandchild living in a country where there is war, she can apply for the child to come and live with her. **(LIE: Grandparents are not considered immediate family under the UK family reunion law. Unicef UK are calling on the UK Government to fix the refugee family reunion law to allow refugee children to reunite with their family in the UK (including grandparents, aunts, uncles and older siblings.)**
8. You can apply to be a refugee in the UK if you can prove that you can't find a job in your own country. **(LIE: In order to seek asylum in the UK you must be able to show that you are in danger to live in your own country.)**
9. Refugees contribute to community and society when they are welcomed and included.
10. There are more refugees trying to come to the UK than to any other country in the world. **(LIE: Most refugees live in countries that are close to the countries that they've fled. For example, there are 1.1 million Syrian refugees in Lebanon, 600,000 in Jordan, and 800,000 in Turkey. These are the countries near to Syria. In comparison, the UK will resettle 20,000 Syrian refugees by 2020.)**

ACTIVITY 3: TO LONDON IN A LIFEBOAT

AIM

Using the experiences of Paddington, pupils begin to understand the challenges, difficulties, and dangers that refugee children face when fleeing conflict or persecution. Pupils become more empathetic by exploring what they would take if they were forced to flee their own homes, and discuss the unnecessary and dangerous journeys refugee children are making.

MATERIALS NEEDED

- Activity sheets
- Timer
- Teacher discussion questions
- **Video: 'Forced to flee from home in Chad'**

PREPARATION

Preview recommended video case study before showing to your pupils. Make sure content is appropriate for your class.

Cut out copies of the 'My Suitcase' activity sheets. You will need one set for each group of pupils.

PART 1:

1. Organise pupils into small groups and give each group a copy of the suitcase from the activity sheet and a set of twelve item cards.
2. Ask pupils to spread out the cards in front of them and read the words.
3. Explain to pupils that refugees often have to leave their homes very suddenly and may only be able to take a few possessions with them. Remind pupils that when Paddington was found by the Brown family at Paddington Station in London, he only had a suitcase containing an empty jar of marmalade, a scrapbook, some coins and a photograph, having travelled almost 10,000 miles alone in a lifeboat from Peru to the UK. Paddington also had his Uncle Pastuzo's hat with him, of course.
4. Ask pupils to imagine that they have just been told they need to flee their home and that they don't know when they will return. Explain to pupils that you are going to set a timer, and that when you shout 'Go!' they will have three minutes to decide in their groups which four of the 12 item cards to put in their suitcase.
5. Start the timer, stopping it after three minutes. As a class, discuss what each group has put in their suitcase and why, using the teacher discussion questions as a tool.

ACTIVITY 3: TO LONDON IN A LIFEBOAT (CONTD.)

SUITCASE ACTIVITY TEACHER DISCUSSION QUESTIONS

1. Why did you choose the items you did? Why did you eliminate other items?
2. Did you choose items based on what you thought you would need and/or what would help you remember your life back at home?
3. Do you think you could carry all of them?
4. Did one person in your group have more say in the decision-making process? In real life, would you listen to what your parents or someone else told you to take, or would you take something different?
5. How did you feel about what was happening?

PART 2:

1. Ask the class: How do you think Paddington must have felt like taking a 10,000 mile journey in a lifeboat? How might it feel to be forced to flee your home suddenly? What if you had to do this without your family, like Paddington did?
2. Explain that even though Paddington is a fictional story about a bear, there are many stories similar to Paddington's that are very true. Introduce and show the '**Forced to flee from home in Chad**' video. Explain that this family had to leave their home when their community was under attack, and they had to journey a very long way to find a place to stay in the refugee camp.

Note that the video contains unsettling scenes and ensure that it is appropriate for the pupils in your classroom

FORCED TO FLEE FROM HOME IN CHAD TEACHER DISCUSSION QUESTIONS

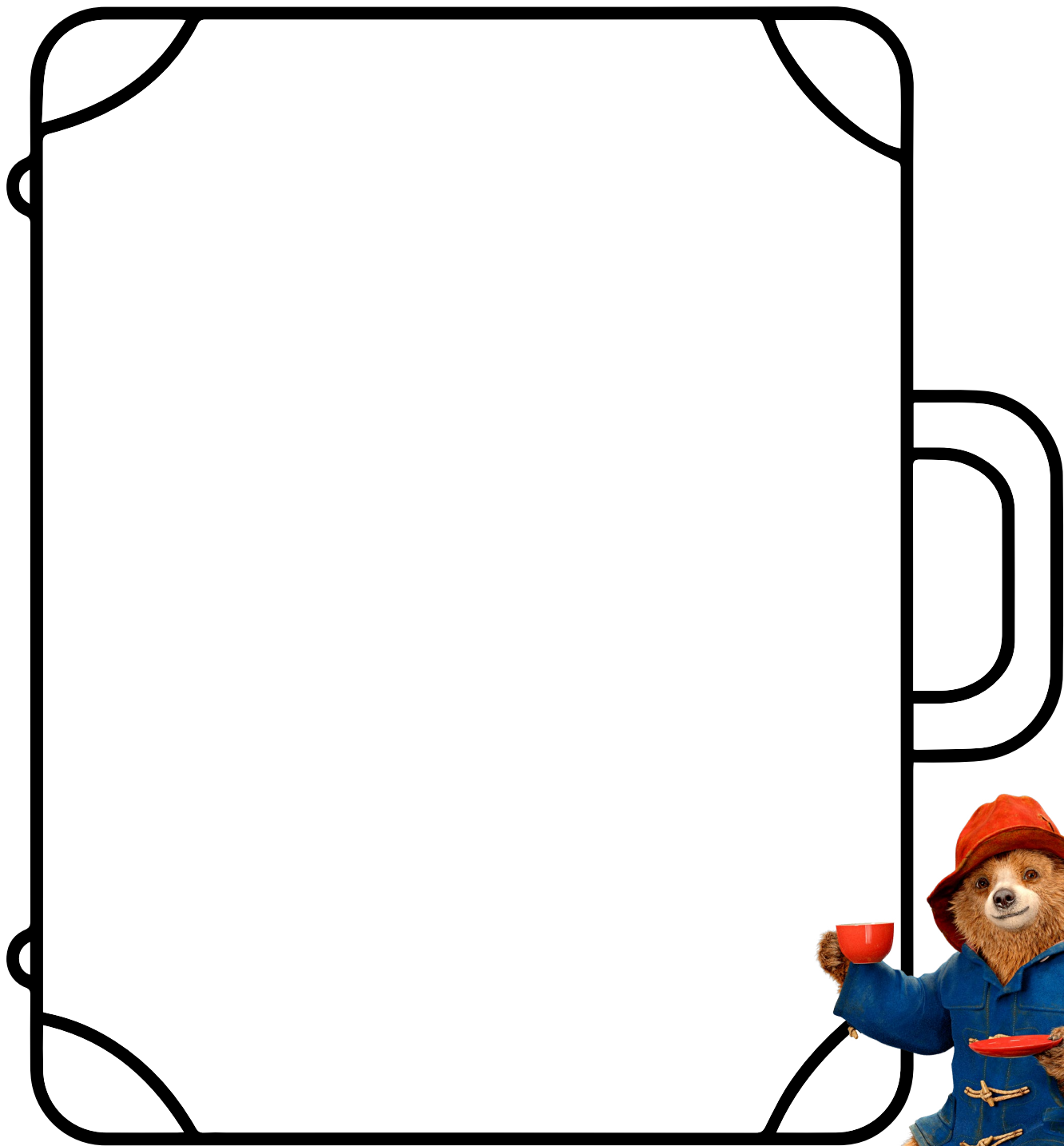
1. Why do you think this family had to leave their home in Chad?
2. Does anyone know where Chad is? Can you find it on the world map?
3. What was the one thing that the little girl took along with her? Why do you think she chose her teddy bear of all things?
4. What different types of transportation did they use to escape and get to the camp? (Running, boat, walking, riding in the back of a truck.)
5. What were some of the dangers that they faced on their long journey?



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ACTIVITY SHEET: MY SUITCASE

What would you take with you if you had to leave your home suddenly?



ACTIVITY SHEET: MY SUITCASE

What would you take with you if you had to leave your home suddenly?

PASSPORT	COAT	PHOTOGRAPH OF FAMILY
MONEY FROM YOUR OWN COUNTRY	PEN	PAPER
FAVOURITE TOY	FAVOURITE BOOK	PACKET OF BISCUITS
BOTTLE OF WATER	BLANKET	SPARE SET OF CLOTHES



ACTIVITY 4: WHERE DO YOU BELONG?

AIM

By considering 'Who is your family?' and 'Who is your community?' pupils learn that refugees who resettle in the UK face many challenges in integration and belonging. Pupils learn to empathise, and explore further the challenge of family separation and what can be done to change this in the UK.

MATERIALS NEEDED

- Paper
- Pens or pencils
- [Video: Family Reunited in South Sudan](#)

PREPARATION

Prepare to show the Family Reunited video to the class.

Create a sample family tree to demonstrate the activity.

PART 1:

1. Introduce the activity by referring to the story of Paddington, and asking the class, 'Who was Paddington's family?' Recognise that we don't know who Paddington's parents were, but we know that his family in Peru was his Aunt Lucy and Uncle Pastuzo. In London, the Brown Family became Paddington's new family — this family is what we consider more traditional, i.e. parents and children. Acknowledge to pupils that all of these people in Paddington's life were his family. Ask pupils, 'When I say "family", what does that mean to you? Who does that make you think of?' Everyone's family looks different, but these are the people we belong to, and who belong to us.
2. Each pupil draws a picture of his or her family within a family tree. Ask pupils to consider their whole family - not just their mum, dad and siblings. Ask the pupils to think about what role each of these people plays in their life. Teachers should recognise that this might be a sensitive issue for some children, including children with non-traditional or separated families, children who have lost a family member, and refugee families. Please consider whether there are pupils in your class who may need support in this activity.
3. Building on family, talk about community. Ask pupils to think about which other people in their lives are very important to them. Share examples of friends, teachers, close family friends, neighbours. Ask the pupils to add these around the edges of their family tree paper, and then to consider what role each of these people plays in their life.

ACTIVITY 4: WHERE DO YOU BELONG? (CONTD.)

4. Explain that our families are the people who we 'belong' to and who 'belong' to us. They are the people who help us and care for us (and sometimes we don't even know they play this role until they are not around). When refugees leave their home, they are separated from their community support structure and sometimes their family support structure. It can be lonely, especially as family can be a child's main source of comfort.
5. Share the **Family Reunited video** of children from South Sudan being flown to reunite with their families after being separated from them for five years.

Note that the film contains upsetting scenes; ensure that it is appropriate for the pupils in your classroom.

6. Have a short class discussion about the video with questions such as the following: What are the emotions that the children and their parents and grandparents are showing? Have you ever seen someone after five years of not seeing them? How did it feel? If you didn't see you parents or siblings for five years, what would you be worried about? What would be the first question that you asked them?
7. Summarise the video and exercise by explaining that family is important for every child, but when your home has been destroyed and you've had to flee your country, family becomes everything: they are your only link to your past and to who you are. Irrespective of the country they're in – they are where you belong. When your home has been destroyed, your family are your home.

8. Explain to the pupils that everyone has the power to make a difference and to speak out for others. Explain the different ways pupils can take action for refugee children and families in their community to enable them to feel like they belong.
9. Clarify that one of the ways that pupils can help is to exercise their right to make their opinion known, and to let their government representatives know that they think it is important to keep refugee families together. One way pupils can do this is by asking the UK government to expand the definition of family under the UK family reunion laws, so that a family can include aunts, uncles, grandparents and siblings aged 18 and over.



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ACTIVITY 5:

KEEP FAMILIES TOGETHER: POSTER PROJECT

AIM

Using your creative skills is a way to raise your voice to speak out for important issues that you want others to know about so that change can happen.

MATERIALS NEEDED

- A2 paper
- Marker pens
- Other art supplies
- Sample advocacy messages

PREPARATION

Prepare art supplies for pupils and set aside approximately one hour for classroom work.

Using the lessons that pupils have learned around family reunification, refugees, and child rights, each pupil in the class will create a poster that shares an important advocacy message that they have self-selected and believe is important to remember and share with their community.

1. Introduce the poster project in class, explaining how important it is that countries like the UK are doing everything they can to reunite and keep refugee families together.
2. Ask each pupil to think about the most important thing that they've learned about keeping families together, and to write it down. You may need to prompt them on some of the previous discussion points you talked through as a group.
3. Explain to pupils that a campaign message is a crisp, clear, and attention-grabbing message that shares specific information and directly asks for the change you want to see. A campaign message is usually short so that people will hear it and remember it well enough to share with others.

4. Pupils revise their statements to become short campaign messages that ask for a change. Share the example:

Pupil statement: 'It is important for kids that when their families want to come to the UK that they should all be allowed to stay together — and even a child that has a grandparent or aunt or uncle in the UK, then they should be allowed to be invited to come and live with them.'

Campaign message: Children belong to their whole families. Call on the Home Secretary to keep refugee families together by fixing the refugee family reunion law.

5. If needed, teachers can share sample family reunion campaign messages. Sample messages may include:
 - Fix the refugee family reunion law to reunite families.
 - Children seeking refuge should be with their families.
 - Grandparents, aunts, and uncles are family too.
 - Families belong together.
 - Family Means: parents, children of all ages, aunts, uncles, and grandparents.
 - Stop refugee children having to make dangerous journeys across land and sea to be with their family in the UK. Reunite refugee families.
6. Using their campaign messages, ask pupils to create and illustrate a campaign poster.
7. Posters can be displayed in the school, and displayed centrally on World Children's Day as part of your class community action (see page 28).

IT'S NOW TIME TO TAKE ACTION

HELP REUNITE REFUGEE FAMILIES

Once you've worked through the learning activities, your pupils should have a better understanding of children's rights – especially the rights of refugee children. They should have a stronger appreciation of what it might feel like to be a child refugee, and an understanding of the importance of reuniting refugee children with their families in the UK.

We hope your pupils now feel inspired to **take action for refugee children on World Children's Day, 20 November**. Here you will find three suggested ways your pupils can take action to support the OutRight 2017 campaign:

1. Ask your local MP to call on the Home Secretary Amber Rudd to commit to keeping refugee families together by fixing the UK's family reunion law.
2. Speak up for the rights of refugee children and their families within your local community.
3. Take over your school or local community and be part of a global World Children's Day Takeover to show that the opinions and actions of children matter.



ACTION 1: PLEASE REUNITE REFUGEE FAMILIES: WRITE TO YOUR LOCAL MP

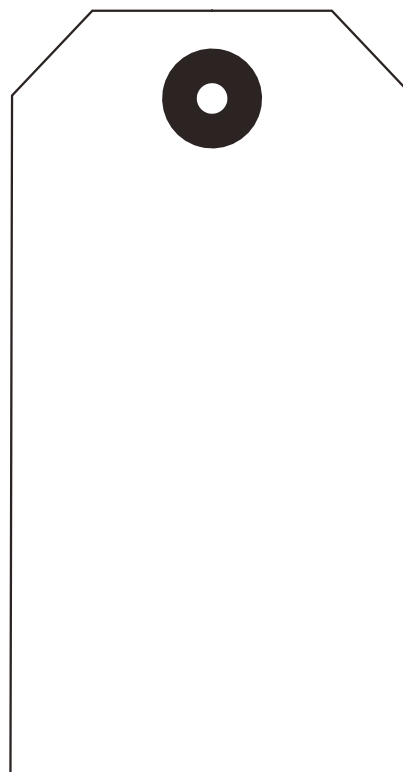
Pupils can help protect and promote the right of refugee children to be with their families by calling on their local MP and the Home Secretary to fix the UK’s Refugee Family Reunion law by extending the definition of family to include grandparents, aunts and uncles, and adult siblings.

Using the knowledge that pupils have gained as a result of completing the learning activities, they can exercise their right to share their opinion, and promote Article 10 and Article 22.

Based on the label that Paddington wears around his neck upon arriving in the UK, (‘Please look after this bear, thank you’), encourage pupils to write and send notes to their local MP to pass onto the Home Secretary, asking the UK Government to look after and reunite refugee children with their families in the UK. Notes can be written on these post labels (available from stationers), which are just like the one Paddington wore.

On one side of the label, pupils write the message: ‘Please look after and reunite refugee children with their families in the UK, thank you.’ On the other side, have each pupil write their own note to their local MP and the Home Secretary (for example: ‘Family means more than just mum and dad. Please fix the UK’s family reunion law.’). Pupils may also want to write a longer letter to accompany their labels and share some of the key messages and stories they’ve learned about children’s right to be with their family and emphasise that it is important that children who are refugees should be reunited with their family in the UK.

We suggest that your pupils deliver or present their work to your local MP (by post or as part of a Community Picnic action – see below) and ask for them to pass on this message to the Home Secretary (this way the Home Secretary will hear from children and young people but also from her peers).



Please let us know how you get on in order to receive your school’s OutRight 2017 certificate! Deadline: Monday 4 December.
Post: FAO: Kate Dentith, Unicef UK, 30a Great Sutton Street, London, EC1V 0DU
Email: outright@unicef.org.uk

ACTION 2: RAISE AWARENESS IN YOUR LOCAL AREA THROUGH AN INDOOR COMMUNITY PICNIC

Pupils can help protect and promote the right of refugee children to be together with their families by ensuring there are positive discussions about family reunion happening within their school or local community.

Using the knowledge that pupils have gained as a result of completing the learning activities, they can promote Article 10 and Article 22, and use their voice to advocate for the inclusion of grandparents, aunts and uncles, and adult children in the UK's family reunion law.

To start a conversation about family reunion within your local community, we suggest that pupils plan and host an indoor community picnic in honour of Paddington, a well-known UK refugee.

Host an indoor picnic at your school or a community centre and have pupils invite the members of their whole family (including aunts, uncles, grandparents, etc.) and members of their community (refer to the people pupils identified in Activity 4, 'Who do you belong to?', to build your guest list). In addition, invite your local MP and the local media as special guests.

You could serve marmalade sandwiches, and use the completed posters from Activity 5, 'Keep Families Together' poster project, to decorate the walls for the picnic.

For the picnic, pupils can create and present a short programme that highlights what they have learned about child rights and refugee families. Pupils explain that they have invited their close families to participate in this event to represent that being together with your family is important for children, and that this right is currently not being fully recognised for refugee families in the UK.

Through the programme, pupils ask that their MP support Unicef UK's Family Reunion campaign and help to reunite refugee children with their aunts, uncles, grandparents and adult siblings in the UK by extending the definition of family beyond immediate parents. Pupils can create a petition to have the picnic attendees sign, and then present this petition to their MP.

ACTION 3: JOIN THE GLOBAL WORLD CHILDREN'S DAY TAKEOVER

Pupils can help protect and promote child rights and the rights of refugee children by joining other children and young people around the world in the Unicef World Children's Day Takeover.

In preparation for 20 November, encourage your pupils to think of what differences they could make in their community and the world if they had the opportunity to take over the positions of adults for a day. What role would they want to take over, and how would they engage their local refugee community if they had this job?

Assist your pupils to plan a takeover in the school or community. Some possibilities include:

- Pupils take over leading the classroom for a session, or for the day.
- Pupils take over the head teacher role for the day.
- Pupils take over and plan the school assembly for World Children's Day.
- Partner with a local business to have your pupils take over.
- Partner with the local newspaper to have pupils edit the front page for the day.
- Partner with community offices - police, courts, libraries, post, fire brigade - to find roles your pupils could actively take over for the day.
- Take over the Twitter or Instagram account of your school, or perhaps your MP, and share your OutRight campaign messages (use #WorldChildrensDay).

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Post: FAO: Kate Dentith, Unicef UK, 30a Great Sutton Street, London, EC1V 0DU
Email: outright@unicef.org.uk

ENGAGING LOCAL MEDIA

An effective way of speaking out in support of children's rights is to tell your local newspaper or radio station about what you're doing for OutRight 2017.

These media outlets can help spread the word in your local community and galvanise support. For example, your local MP might read about OutRight in the local newspaper and contact the Home Secretary as a result.

GUIDANCE

To speak out to your community about your school's plans for OutRight 2017, call the local newspaper and invite them to take a photo of your school as you celebrate World Children's Day. Perhaps you have some budding radio presenters at your school. Why not phone your local radio station to see if your pupils could go and talk about your OutRight activities and why promoting and protecting the rights of child refugees is important?

If you're not sure how to contact local media outlets, please email outright@unicef.org.uk and we would be more than happy to help. Here are some tips:

- Be prepared for a quick phone call. Sometimes people who work in the media can be very busy, so it's a good idea to write down what you want to say to keep in front of you when you call.
- Don't leave it too late. The sooner you can get in touch the better, as they are more likely to have a space for you.
- Be enthusiastic! The person you are calling should want to find out lots more about your involvement in OutRight 2017 and why you're raising your voice for refugee children.

If your school is featured in your local media, please let us know and send a clipping to outright@unicef.org.uk

PRESS RELEASE TEMPLATE

Use this template to draft a press release for local media. You can personalise the release for your school and delete the highlighted sections as appropriate. The template can also be downloaded from the [OutRight resources page](#).

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[Date]

[INSERT SCHOOL NAME] JOINS UNICEF UK'S OUTRIGHT CAMPAIGN TO SPEAK OUT ON CHILDREN'S RIGHTS

On [INSERT DATE OF EVENT] pupils at [INSERT SCHOOL NAME] will be taking/took part in OutRight – a nationwide celebration of children's rights organised by Unicef UK. [INSERT SCHOOL NAME] is one of hundreds of schools across the country to be speaking/speak out on children's rights and will join/joined the celebration by [INSERT EVENT ACTIVITY]

OutRight is Unicef UK's annual schools' campaign that empowers children and young people to speak out about children's rights on World Children's Day – 20 November – the anniversary of the UN Convention on the Rights of the Child. It is a campaign for children, by children that helps them to promote and protect children's rights in the UK and around the world.

This year, OutRight focuses on the rights of refugee children – especially their right to protection and their right to be with family. Fifty million children around the world have been uprooted from their homes, most forced to flee from violent conflict and make dangerous journeys in search of safety.

Pupils at [INSERT SCHOOL NAME] will develop their understanding of children's rights and speak out for the rights of refugee children with their school community. They will also call on local MPs to ask the Home Secretary to change UK family reunion law to help urgently reunite children with their families.

[Insert Name, Job title] said "QUOTE FROM STAFF MEMBER ON WHY THE SCHOOL IS INVOLVED, WHY THEY FEEL THIS IS IMPORTANT"

[Insert student name, age] said "OVERVIEW OF WHAT THEY HAVE DONE AND WHY THEY THINK IT'S IMPORTANT"

Alastair Harper, Unicef UK Head of Campaigns and Advocacy, said: "Right now, refugee children are in real danger. Millions have risked their lives on dangerous journeys in search of safety or close family. No one is better placed to champion children's rights than children and young people themselves and it is vital their voices are heard by their MPs and the Home Office."

[INSERT SCHOOL NAME] is one of more than 4,000 Unicef UK Rights Respecting Schools across the country that embed children's rights in their ethos and culture.

For further information on this event at [\[name of school\]](#), please contact:

Name: _____

Tel: _____ Email: _____

For further information on Unicef, please contact:

Unicef UK Press Office

Tel: 020 7375 6030

Email: media@unicef.org.uk

NOTES TO EDITORS

ABOUT UNICEF

Unicef promotes the rights and well-being of every child, in everything we do. Together with our partners, we work in 190 countries and territories to translate that commitment into practical action, focusing special effort on reaching the most vulnerable and excluded children, to the benefit of all children, everywhere. Unicef UK raises funds for Unicef's emergency and development work and advocates for lasting change for children everywhere. We are a UK registered charity, supported entirely by voluntary donations. We do not receive any money from the UN. For more information, please visit unicef.org.uk

ABOUT UNICEF UK'S RIGHTS RESPECTING SCHOOLS AWARD

The Unicef UK Rights Respecting Schools Award (RRSA) supports schools across the UK to embed children's rights in their ethos and culture. The award recognises achievement in putting the UN Convention on the Right of the Child (UNCRC) at the heart of a school's practice to improve well-being and help develop every child's talents and abilities to their full potential. Over 4,000 primary and secondary schools in the UK are involved, and many have reported a positive impact on behaviour, relationships and well-being, leading to better learning, improved academic standards and a reduction in bullying. Read more at unicef.org.uk/rrsa.

IMAGE CONSENT FORM

Dear Parent/Guardian,

Your son or daughter has participated in Unicef UK's OutRight campaign at school. OutRight is all about enabling and empowering children and young people to speak out about children's rights. If your child is featured in any photographs or videos as part of their OutRight activities, please complete the consent form below to confirm you're happy for this content to be shared with and used by Unicef UK. Please read the consent form carefully and complete the section below.

Thank you.

N.B this is not a release for commercial use.

Unicef uses photos, films and stories of real people to gain support so that we can help improve the lives of children internationally and nationally. If you share your story with us (via photos or another way), it is possible that your photograph, words or film may be seen by thousands of people. This is because we might use them in printed materials like reports, fundraising adverts, newsletters or magazines. We also might use them in films and on our websites. We will keep the original content safe and share only with organisations supporting our work.

If you are happy for us to use your story, photographs or video films of you, please complete and sign the form below. We prefer to use your real name but please tell us if you do not want us to.

Pupil's name _____ Age (if under 18) _____

Guardian's name _____

School name and address _____

If the person is under 18 years of age:

I confirm that I am the legal guardian of the child named above and grant permission for this release on behalf of my child:

SIGN HERE: _____

Name of Legal Guardian / Relationship to Child / Signature of Guardian

SIGN HERE: _____

Name of Witness / School / Signature of Witness

Date: _____



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TAKE PART IN THE UNICEF PLAYGROUND CHALLENGE!

FRIDAY 8 JUNE 2018

Save the date in your school's calendar to join thousands of pupils across the UK as they kick, bounce, or carry a football in the school playground around a fun obstacle course they've designed!

Up the competition and put the fun into fundraising! Your support for Unicef will help children around the world and right here in the UK live happy, healthy lives.

Register for a schools' fundraising and resource pack by 10 November to have chance of winning a ball signed by a famous footballer for your school.

Register your interest at: [unicef.uk/schools-challenge](https://www.unicef.uk/schools-challenge)

