



RESOURCE
PACK

MIF

Théâtre
Rites

Made at
Z
arts

RUHRTRIIENNALE
Festival der Künste

The Granada
Foundation

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About The Welcoming Party Production

How do we welcome new arrivals? What stories have they to tell? The Welcoming Party is site-specific production premiering in Manchester this summer that will take you on a journey through a hidden warehouse at the Museum of Science and Industry. You will walk alongside people who have travelled from towns and cities far beyond Manchester, all looking for a place where they can feel safe and sound.

Inspired in 2015 by what was happening in Germany, where people met refugees with banners, gifts and a warm welcome, this production accepts that people have had to leave their homes and focuses on their journeys and the symbol of arrival – our WELCOME. The Welcoming Party invites you to think about what it means to be different – and why we should all be proud of who we are.

The production mixes together installation that you can explore, live music, puppetry and dance, with a cast of 7 performers, many of whom who have experienced what it is like to leave their homes and countries in search of safety.

The Welcoming Party is commissioned by Manchester International Festival, Theatre-Rites, Z-arts and Ruhrtriennale International Festival of the Arts. Produced by Manchester International Festival, Theatre-Rites and Z-arts and supported by the Granada Foundation.

The four commissioning organisations passionately believe in the importance of working together to create art that allows young people to explore the complex issues of the world we live in. The Festival is a place where many cultures meet, and Manchester a diverse and vibrant city - the perfect home for The Welcoming Party.

The performances of The Welcoming Party are 4 to 16 July at The Museum of Science and Industry, as part of Manchester International Festival.

Join in!

Z-Arts will be The Welcoming Party HQ throughout August. You can take part in a blend of creative arts including photography, printing and textiles from resident artists Pathway Arts : Saturdays 5, 12, 19 & 26 August
www.z-arts.org

Refugees are going to continue to come, and the only question is what are we going to do to help them.
Davan Yahya Khalil (writer)



About Theatre-Rites

www.Theatre-Rites.co.uk

Award-winning company Theatre-Rites is a field leader in the creation of experimental theatre for children.

Acclaimed nationally and internationally, Theatre-Rites' touring productions and site responsive works stir the imagination and stimulate thought. Theatre-Rites specifically promote understanding and enjoyment of 'object-led' theatre and celebrate the power of visuals, puppetry and animation by working in genuine collaboration with designers, visual artists, film-makers, puppeteers, musicians, composers, actors and dancers. They believe children should be offered theatrical experiences that are challenging and inspirational and work hard to create theatre with the same high quality production values and integrity of content as the best adult theatre.

About Manchester International Festival

www.mif.co.uk

Manchester International Festival (MIF) is the world's first festival of original, new work and special events, staged every two years in Manchester. MIF launched in 2007 as an artist-led festival presenting new works from across the spectrum of performing arts, visual arts and popular culture. MIF brings together world-renowned artists from different art forms and backgrounds to create dynamic, innovative and forward-thinking new work, staged in venues across Greater Manchester – from theatres, galleries and concert halls to railway depots, churches and car parks. The Festival also works widely within communities around Manchester through My Festival – a new creative community – giving opportunities to connect with the Festival all year round.

About Z-arts

www.z-arts.org

Z-arts is Manchester's dedicated venue for children, families and friends and their mission is to inspire and enable generations of young people from across Manchester and beyond to utilise their creativity to maximise their potential. Z-arts is an artistic hub which houses a 230 seat theatre, gallery, music room, dance studio and various activity rooms as well as a bustling café. Z-arts core values are to be welcoming; vibrant; engaging, inclusive and forward thinking and this runs through their programme and all communications channels. Creative learning is at the core of everything they do, both inside and outside the building and they work with schools and communities all over Greater Manchester, spanning the whole curriculum. Z-arts strive to be forward thinking in all their projects, making them as relevant, accessible, educational and of course, as fun as everyone who takes part in them deserves.

People who made The Welcoming Party

Director – Sue Buckmaster

Designer – Simon Daw

Composer – Frank Moon

Choreographer – Jamaal Burkmar

Lighting Designer – Mark Doubleday

Cast: Amed Hashimi, Carl Harrison, Clementine Telesfort, Emmanuela Yogolelo, Michal Keyamo, Mohamed Sarrar and Mohsen Nouri.

Assistant Director – Alexander Raptotasio

Assistant Designer – Nina Patel-Grainger

Puppet Makers – Paul Vincett and Becky Johnson from Stitches and Glue, Naomi Oppenheim, Matt Hutchinson

Visual Artist – Miriam Nabarro

Costume Supervisor – Holly Henshaw

Production Manager – Ali Beale

Company Stage Manager – Laura Hammond

The Welcoming Party Associate Artists: Adam Ali Gseebat, Asif Majid, Emilie Lahouel, Jana Kennedy, Keisha Thompson and Sarah Atter.

Jerwood Creative Fellow – Hafsa Bashir

Education Resource Writer – Anne Langford

Education Resource Assistant – Reem Alsayyah



Greater London
greater London



Art is not what you see,
but what you make others see.

Edgar Degas (artist)

About this pack

This pack has been designed to help schools, groups and families explore some of the ideas and themes around The Welcoming Party production. The activities are designed for young people aged 8-12. The exercises have been written for a group leader to deliver to a group. All timings are based on a group of about 28 participants. Key Stage 2 curriculum links are provided for the exercises in this pack, although they are also suitable for participants at the beginning of KS3, in Year 7. There are special notes to adapt activities to do with your family at home, you are welcome to adapt and change any of the activities to suit your needs. The answers to The Words Matter and What are our Human Rights puzzles are on page 12.

Some of the exercises in this pack need arts and crafts materials, this could include: scissors, glue, tape, pens, crayons, paints, paper (old magazines, newspapers, bags, old wrapping paper, labels and old food boxes, tissue paper or coloured paper) and other things! You can raid your recycling bin for bottle tops, scraps of old fabric like odd socks, bits of wool, seashells, interesting leaves, string, sandpaper, pipe-cleaners, stickers and glitter.

The creation of this resource pack has been generously supported by the Granada Foundation.

Other useful sources of information

A comprehensive collection of teaching resources around the refugee experience can be found at <http://refugeeweek.org.uk/resources/education-resources/classroom-resources/> comprising links to a range of organisations including Schools for Sanctuary, Amnesty, The Red Cross, Action Aid and Oxfam lesson plans and resources.

A good book on the subject is **'Who are Refugees and Migrants? What makes people leave their homes? And other big questions'** by Michael Rosen and Annemarie Young

If your school community would like to be more welcoming you could become a School for Sanctuary <https://schools.cityofsanctuary.org>.

A pdf copy of the summary of the UN Rights of the Child can be downloaded from [Unicef.org.uk](https://www.unicef.org.uk), if you want to become a Rights Respecting School find out more here <https://www.unicef.org.uk/rights-respecting-schools/>



Words matter

At home: match the word with its definition by drawing a line between the two, then read about why words matter on the next page.

At school you will need:

- photocopies of this page with the flashcards cut up – one per pair of participants

- 5-10 minutes

1. Working in pairs give participants a set of flashcards and 5 minutes to match the word with its definition.
2. Reveal the answers and then read or distribute Why Words Matter on the next page and discuss.

AIM: To understand the correct definitions of words and consider why it might be important.



1. Refugee

2. Asylum Seeker

3. Migrant

4. Internally Displaced Person

5. Persecution

6. The Universal Declaration of Human Rights

a. To treat someone badly or unfairly because of who they are, their race, their political or religious beliefs, gender, sexuality or age.

b. A document created in 1948 by people of all cultures that sets out essential human rights for everyone, it has been translated into over 500 languages and includes the right to safety.

c. A person who says they have had to leave their country because they are not safe and has asked the Government of the country they are in to let them stay as a refugee.

d. A person who has had to leave their country and cannot return because they would not be safe.

e. A person who has left the place where they usually live and moved to another part of the country to stay safe.

f. A person who has left the place where they usually live, they may have chosen to move or been forced. They may move to be with family, find a job or better education or healthcare.

Refugee, asylum seeker or migrant: Why words matter

In 1945, at the end of the Second World War, the United Nations (UN) was set up 'to promote international co-operation in order to prevent such conflicts happening again'. Created as a reaction to some of the awful things that happened during the war, the first big task for the UN was to support the million European refugees, people who left their homes because of the war.

The word refugee is defined by international law and described in the United Nations High Commissioner for Refugees (UNHCR) Convention of 1951.

A refugee is "A person who owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion is outside the country of his / her nationality and is unable or, owing to such fear, is unwilling to avail himself / herself of the protection of that country..." This means that someone is a refugee if they think their life would be in danger if they went home. This might be because of their religion, or gender, the language they speak, who they love or their political beliefs. Being described as a refugee gives a person specific legal rights to protection and support under international law. Individual countries can make their own rules about how refugees and immigrants are treated but they must comply with international law.

You may have heard the word asylum seeker. The UNHCR describe an asylum seeker as "someone who has applied for protection as a refugee and is waiting to hear if they have been granted refugee status". Sometimes people have to wait a long time to find out if they have been granted refugee status.

A migrant or immigrant is someone who is moving country for reasons not included in the legal definition of a refugee. Most migrants are moving to improve their life, to get a better job or access to education, or maybe to join other members of their family. Migrants who leave poorer countries are not in immediate danger if they return home, though returning to their home country may mean that they have less food, or not as good healthcare, education or other opportunities.

Why is it important to use the correct language when describing people who have left their homes?

Do you think it's important that the world recognises and protects people who have to leave their homes? Why?



Be a lamp, or a lifeboat, or a ladder.
Help someone's soul heal. Walk out
of your house like a shepherd.

Jalaluddin Rumi (poet and scholar)



'Signing the refugee convention in Geneva, 1951

UN Archives

Origin countries in The Welcoming Party



Courtesy Amnesty International UK, 2011

Where in the world?

AIM: To understand more about the countries that appear in The Welcoming Party, and the reasons why people leave them.

KS2 Geography: Locate countries using maps and understand geographical similarities and differences through the study of places.

At home you can read through the country files and look at the map.

At school you will need:

- An interactive whiteboard or photocopies of the world map page
- 2 or 3 copies of each of the country files
- About 20 minutes

1. Look at the world map and identify where you are. Introduce the other countries as places where some of the journeys of The Welcoming Party performers have started, lots of other people's journeys have started in these places too. Do participants know anything about these countries? Brief discussion exploring simple concepts like how hot or cold we think a place might be.
2. In small groups give participants a country file to read and discuss. The group should think about what living there might be like. Each group will be asked to share their discoveries in a very short presentation in their own words.
3. Share presentations, ask participants if they notice any similarities. Ensure participants have connected that people leave these places because they don't feel safe, most people who leave their home stay within their country or a neighbouring country. Explain that people have to leave their homes in lots of other countries, but these five are the focus of The Welcoming Party.



Sudan or the Republic of the Sudan

- 42 million people live in Sudan
- The capital city is Khartoum
- Most people who live in Sudan are Muslim
- The main languages spoken are Arabic and English

Mohamed, one of The Welcoming Party, says the things that remind him most of Sudan are the smell of Hilumur, a special drink for Ramadan made with spices and cornflour, and Roab, a yogurt based stew, cooking. He remembers day trips with family through green fields after the rain and the sound of women ululating to celebrate the arrival of a new baby, a special guest or at a wedding. Mohamed remembers lots of songs and dancing and sometimes, when he's bored, he dances for fun now.

Why do people leave Sudan?

Since 1955 there have been a series of civil wars and conflicts in Sudan, and between Sudan and South Sudan that have meant people have had to leave their homes to stay safe. While Sudan is technically a democracy, it does not work in this way, and it is very hard for people to have any say in how their country is run. As well as this, the changing climate has meant that more of the country has become desert, making it harder to find enough water and food. More than 3 million Sudanese people have left their homes to live in a different part of Sudan, with other people going to Egypt, Chad, Kenya and Ethiopia.



Congo, The Democratic Republic of Congo or DRC

- 82 million people live in DRC
- The capital city is Kinsasha
- Most people who live in DRC are Christian
- The main languages spoken are French, Lingala, Kituba, Swahili, Tshiluba

Emmanuela, one of The Welcoming Party, thinks about all the bright colours and traditional batik prints that people wear when she thinks of Congo. She remembers that everywhere you go there is live music, people singing and playing instruments all day and night. There are work songs that the fisherman sing and work songs for the farmers, songs for funerals and songs for weddings, every part of life is accompanied by music and song.

Why do people leave DRC?

There have been a series of wars which meant a lot of people left their homes to stay safe. The government in DRC do not respect everyone's human rights and there's still lots of fighting between the army and other armed groups all over the country. About 1.5 million Congolese people have left their homes but stayed in the country. Most Congolese who leave the country go to Rwanda, Uganda, Tanzania or Burundi.

Flag images / Shutterstock



Nigeria or The Federal Republic of Nigeria

- 192 million people live in Nigeria
- The capital city is Abuja
- In Nigeria most people are either Muslim or Christian
- The main languages spoken are English, Hausa, Igbo and Yoruba

When she thinks of Nigeria, Michal, one of The Welcoming Party, thinks of rich spicy flavours of the delicious foods that you traditionally eat with your hands. The palm oil which stains everything, chilli pepper that burns your mouth off, spinach, slimy okro, plantain and puff puff, a Nigerian snack like a donut made from flour, sugar, yeast, ground nutmeg, water and salt. Her favourite meals are okro soup served with eba, which is made from dried cassava, and her Aunt Sarah's Banga soup served with fresh fish and pounded yam. Michal thinks of the music – harmonies, loud drums, quick tempos and a lot of rhythm. A song that is played a lot in her family is Sweet Mother by Prince Nico Mbarga.

Why do people leave Nigeria?

Over 2 million people have left their homes and found somewhere new to live inside Nigeria because of violence from an extremist group called Boko Haram. Some Nigerian people have gone to neighbouring countries like Cameroon, Chad and Niger. Some people have left Nigeria because of problems with political corruption, which means they do not feel safe so they have decided to move to a new country.



Iraq or the Republic of Iraq

- 38 million people live in Iraq
- The capital city is Baghdad
- Most people who live in Iraq are Muslim
- The main languages spoken are Arabic and Kurdish

Amed one of The Welcoming Party, says the things that remind him most of Iraq are the sounds of the Euphrates river, which runs through Baghdad, the rustling of the date palms when there is a breeze and of bustling markets and friendly faces offering food for free before you buy. The smell of dill rice and green beans with lamb stew also makes him think of Iraq.

Why do people leave Iraq?

There have been a series of wars since the 1980s which have meant that lots of Iraqi people have left their homes to stay safe. Some Iraqi people had to leave because different governments have persecuted them because of their beliefs. Nearly 3 million Iraqi people are living in a different part of Iraq, and many others have fled to other countries including Jordan, Lebanon and Syria.



Syria or the Syrian Arab Republic

- 19 million people live in Syria
- The capital city is Damascus
- Most people who live in Syria are Muslim
- The main languages spoken are Arabic, English and French

Reem, one of The Welcoming Party, remembers that Syria smells like coffee, olive trees and apricots. It sounds like the river that ran near her grandfather's house and the songs of famous singers Fairuz and Om Kolthoum.

Why do people leave Syria?

A civil war began in Syria in 2011. Some Syrian people were unhappy because they didn't have certain freedoms to vote or express themselves. Also, a severe drought meant crops failed and lots of people moved to the cities and found themselves poor and hungry. Since then more than 10 million Syrian people have had to leave their homes because of fighting. There are more than 6 million Syrian people living in a different place in Syria and about 5 million people have left Syria, moving mainly to Lebanon, Turkey and Jordan.

In a sea of human beings, it is difficult,
at times even impossible to see the
human as being.

Aysha Taryam (writer and editor)

Flag images / Shutterstock



Why do people leave their homes?

AIM: To understand the reasons why people leave their homes and reflect on the circumstances that cause them to go.

KS2 PSHE: Reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences.

Some people have a strong reason to leave their home and some people have a strong desire to go to a particular place. Understanding what makes people leave their home is a very important part of all migration stories.

- War is one of the main reasons that people leave their homes, so that they and their families aren't hurt or killed. Wars can also make it very difficult to get food and clean water and other essentials, so sometimes people who aren't very close to the fighting will have to leave in order to have the things they need to survive.
- Natural disasters like earthquakes, floods or droughts can make it impossible for people to stay in their homes so they may have to leave to find safety.
- Persecution, being threatened or hurt because of your beliefs or who you are,

means people need to find somewhere safer to be. People can be persecuted for many reasons, sometimes people aren't allowed to practise their religion, people may be abused because of the colour of their skin or their ethnicity. Some places have strict rules about what genders can do, or who can marry or be a family. In some places people aren't allowed to have, or talk about, different ideas about how their community should be governed.

- A better life. The things that make life safe and comfortable aren't shared evenly around the world.

In some places, there isn't enough to eat or clean water, there aren't enough doctors, nurses and hospitals, there are very few teachers or schools and there isn't much support for older people. If you lived in one of these places and you were poor and hungry and heard that in another place there was a chance of a better education, enough food to eat or a good job, what do you think you might choose to do?

Sometimes people have some time to plan to leave their home and sometimes they may have to leave very quickly, taking only what they can carry. More recently, lots of young people aged 8 - 16 have been leaving their homes on their own. Sometimes this is because their families have been killed, sometimes they are sent away because their families think they will have a better life in a new place.



No one leaves home unless home is the mouth of a shark.

Warsan Shire (poet)

What might a Welcoming Party be?

AIM: To understand what a political party is, how it operates and practise being political. To investigate how being welcoming to others is a political act.

KS2 PSHE: Research, discuss and debate topical issues, problems and events. Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.

At school you will need:

- 20 - 40 minutes
- some paper and pens
- a whiteboard (not essential)

At home you will need:

- a grown up to talk to, and maybe some other children and young people
- some paper and pens
- at least 20 minutes (though you can spend longer)

1. The title of this production is 'The Welcoming Party' – what do you think this might be about? What sort of parties are there? Has anyone heard of a political party? Make a list of the political parties you know. What does a political party do? A political party is an organised group of people who share similar aims and opinions about how a community or country should be run. A political party tries to change people's minds

and get its candidates elected, so they can organise the running of the community in the way that they want. In the UK this might mean being elected to be a local councillor or a Member of Parliament (MP).

2. What do you think The Welcoming Party might be about? How might they like the community to be run? Do you think this party is important? Why? Would you want to join The Welcoming Party?
3. Explain that political parties have a manifesto – a series of promises about what they will do. Put participants in groups of 4 and ask each group to create a manifesto with three promises about what they will do if they are running the community. Each promise should begin with 'The Welcoming Party...' After 5 minutes share back the manifestos.
4. Political parties have a slogan, words that describe what they are trying to do in an interesting and memorable way. Ask the participants to list slogans they know, include commercial and political options. Examples: Make Poverty History, Just Do It, Yes we can. What makes a good slogan? Not too long, quite catchy, describes something in few words. Ask each group to create a slogan for The Welcoming Party. After 5 minutes share back the slogans.
5. As an extension the groups can design posters, t-shirts or badges. Invite the participants to consider what else The Welcoming Party might need to spread their message eg. a short film about The Welcoming Party, why it is important, what it will do and inviting people to join.



Donald Christie

The way a government treats refugees is very instructive because it shows you how they would treat the rest of us if they thought they could get away with it.

Tony Benn (politician)

What are our Human Rights?

AIM: To understand that all humans have rights, what some of the rights of a child are and the difficulties of protecting rights when a refugee, asylum seeker or migrant.

KS2 PSHE: To understand that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other.

Humans have rights, these were agreed in a special document in 1948 after the end of the Second World War. These rights apply to every human being, there are a special group of rights for people who have to leave their homes and another group of rights for children and young people under the age of 18. Human rights are the things that it is believed we are all entitled to in order to live safely, be healthy and contribute to our communities. Do you know what your rights are?

At home: draw a circle around the things that you think are rights.

At school you will need:

- Photocopies of the rights table cut into flashcards
- Copy of the summary of the UN convention on the rights of the child for each participant
- about 20 minutes

1. Give participants a set of flashcards in a small group and ask them to group together the things that they think are rights or needs and the things they think are nice to have or wants. Allow 3-5 minutes for this task.
2. Ask each group to share back their answers and talk about one of the things they found tricky to categorise, why?
3. Share back the answers and ask the participants if there is anything that surprises them. Notice how some of the things we want, we could argue are ways to manifest our rights, eg. Toys or places to play as a practical way to manifest the right to play.
 - Is there something missing?
 - How do we experience these rights in our everyday life?
 - When we think about a child or young person who has to leave their home, why do you think it might be especially important to protect their rights?
 - What can we do to make sure that happens?
 - What could your school or family do to make sure that happens?
4. Share and read the Summary of the UN Convention of the Rights of the Child. As an extension activity, you could pick a right to draw a picture of, or re-write in your own words or language?



Answers

Words Matter: 1=d, 2=c, 3=f, 4=e, 5=a, 6=b.

What are our Human Rights: 2, 5, 8, 10, 12, 16, 18, 21 & 27 are not rights.

1. To have a free primary school education	8. To have some toys	15. To express your ideas	22. Life
2. To have a phone	9. Take part in cultural and artistic activities	16. To have places to play, playgrounds or parks	23. To have a name
3. To play	10. To choose what to eat	17. To have your views considered	24. To be protected from violence
4. To practise your religion	11. To be cared for if it is not safe for you to live with your family	18. To choose which school to go to	25. To have access to information and the media
5. Never to be shouted at	12. To have your own bedroom	19. To know what your rights are	26. To live with your family, if it safe to do so
6. To be healthy	13. To relax	20. To have a nationality	27. To have a free secondary school education
7. Not to be sent to prison	14. To work	21. To live where you want	28. To learn the language of your family

Welcoming Party in action

AIM: To take practical action in your community around the issue of welcoming new arrivals.

KS2 PSHE: Research, discuss and debate topical issues, problems and events. Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.

Sometimes being a child or young person can feel like no-one is listening to you. Now you are a member of The Welcoming Party, and you understand the rights of other children and young people who may have had to leave home it's time to take action. We've got some suggestions of things you could do, what other ideas do you have?

- write a letter to your MP to tell them that you would like your country to be more welcoming.
- if there are organisations in your community who help people who have just arrived, see if they need anything, like clothes or toys and organise a collection in your school or with family and friends.
- do a fundraising activity for organisations who help refugees, like a bake sale or a sponsored walk. Tell people why you are raising money, even if they can't give, letting everyone know that you think welcoming people is important might make them think about how they welcome others.
- make your school extra-welcoming by becoming a School of Sanctuary. Talk to your teacher or school council, you can find out more here - <https://schools.cityofsanctuary.org>

You must be the change you want to see in the world.

(Mahatma Gandhi - civil rights leader)



Chantal Heijnen

Greeting Rituals

AIM: To explore different cultures' approaches to greeting people and create a welcoming greeting of your own.

KS2 PE: Translate ideas from a stimulus into movement. Compose a sequence of movements creatively using space.

At school you will need:

- a space large enough for everyone to move around in, like a school hall
- about 20 minutes

At home you can enjoy trying out all the greetings, then make up a greeting to welcome people.

1. Ask participants to move around the space with energy as if they were going on a journey to meet a friend, call out freeze, and ask the group to get into pairs or a three with those closest to them and greet each other as friends.
2. Encourage participants to share their greeting for the rest of the group to see. Reflect on how it felt to greet or be greeted.
3. If participants shook hands refer to this, or invite the group to shake hands with each other – what sort of greeting is this? Why do we usually shake hands with the right hand? Most people hold their weapons in their right hand, shaking hands with your right hand shows you are not carrying a weapon. It is a friendly, peaceful gesture.

4. We are now going on a journey around the world exploring how people in different places greet each other. Between each greeting invite the group to go on a move around the space and then freeze and form a new pair.

5. Greetings to try out.

- In Thailand people perform a wai, you place your hands together palms touching in a prayer position and hold them at chest level, then bow a little. The higher the hands on your body the more respectful it is to the other person.
- In Japan you greet people with a little bow, the deeper the bow the more respect you are giving to the person you are greeting.
- In Nigeria the Kunari people raise their fists to the side of their head, shake them and say 'Wooshay' meaning hello, twice.
- In Tibet, you greet someone by sticking out your tongue to prove you aren't the black tongued demon, Lang Darma.
- In Malaysia you stretch your hands out to lightly touch the hands of the person you are greeting and then bring your hands to your heart and say 'Salaam', meaning peace.
- In France people kiss each other on both cheeks, in Ukraine people kiss each other three times on the cheeks (left, right, left).
- In New Zealand the Maori might greet each other with a hongi, where the two people touch foreheads and noses and share a breath.

6. After each greeting ask how it felt to participate in this greeting, what did you enjoy about it? What was more difficult or less comfortable? Notice that some of the greetings require quite close physical contact so adapt to your participants if required, you can also reference how personal space is different in other cultures.

7. Having explored different greetings, and how it felt to be greeted or to greet, ask participants to create a greeting ritual of their own. As well as gestures, they can include sounds or words from any language they choose. Give everyone 2 minutes to create their rituals before sharing back.



Donald Christie

A smile is the universal welcome.

Max Eastman (writer and political activist)

Welcoming traditions

AIM: To consider how different faiths and cultures welcome people.

KS2 RE: To draw out similarities and differences between and within religions.

A Muslim welcome. Merhaba does not have a direct translation into English, it means all of these things: God is love, Hello, be seated well, welcome. In many Arab and Muslim countries, hospitality or welcoming your guests is very important. It is considered a duty but also an honour. In a Syrian home you always keep the best room in the house for guests; family, friends or anyone who comes. It should always be clean, with lots of decorations. You provide lots of tea and delicious things to eat, like dates, and a chance for your guest to wash their hands and face. Traditionally you never ask a guest's purpose for visiting until after three days have passed – before then you are just welcoming.

A Jewish welcome. Baruch haba means welcome in Hebrew. In Judaism, showing hospitality to guests is considered a mitzvah, or commandment. If you know about a stranger who is hungry or in need of a place to rest and relax, you should offer a welcome. Some rabbis (Jewish religious leaders) consider hakhnasat orchim, the bringing in of strangers, to be a part of gemilut hasadim, the religious duty of giving of loving kindness.

A Christian welcome. The Bible contains guidance to Christians on welcoming people; *'When a stranger lives with you in your land, do not ill-treat him. The stranger living*

with you must be treated as one of your native-born. Love him as yourself, for you were strangers in Egypt.' [Leviticus 19:13]. This piece of writing reminds people to treat strangers as you would treat yourself, remembering that you have been, or might one day be a stranger in a different land.

A Manchester welcome. Carl, a dancer in The Welcoming Party remembers how his family welcomed people when he was growing up in Knutsford, near Manchester.

"We really don't like to fuss over people, so we try and make people feel welcome by treating them as one of the family and not putting on any airs or graces when they come over. There's always a mandatory cup of tea but that was about it. Sit down and join in was the vibe. But in that way everyone did feel welcome, because you were just part of what was going on; included and not fussed over."

An Iraqi welcome. Amed, a performer in The Welcoming Party from Iraq describes what would happen when guests visited his family in Baghdad.

"When guests are invited to our home, they are sat on the floor mats and cushions and a sofra (lots of different food), is prepared with an array of dishes from kubba (rice balls with mince meat and raisins), fried kebab, hummus and salad with radishes, deserts like baklava, zarda (saffron rice pudding) and black tea served in small cups. Generosity and good conversation about politics, religion and old stories of experiences before Saddam came and how free society was becoming."

Do you notice any similarities between the different traditions of welcoming people?

How do you think you might like to be welcomed?

How does your family welcome guests and visitors? Do you have any special traditions?

At home: Create a special welcome tradition for guests and visitors – you could make a beautiful banner to put up with pens and paper, or offer a special food treat.

At school: Read through the traditions of welcoming as a class, either led by the teacher or in small groups. Discuss how different participants welcome guests at home, are there any traditions? Agree as a class how you can make your classroom more welcoming, while still being a good place to study and learn. Maybe you could create a welcome banner as a whole class, with everyone making a letter? What might a new arrival need? A drawer or water bottle or peg? Could you prepare for a new arrival?



There is no hospitality like understanding.

Vanna Bonta (writer and actor)



The invisible bag

AIM: To imaginatively explore the experience of having to leave home with very few things.

KS2 PSHE: To talk and write about their opinions, and explain their views, on issues that affect themselves and society.

At school you will need:

- a space to sit in a circle on the floor
- about 20 minutes

At home find a comfy place where you can sit in a circle.

1. Sitting in a circle ask if anyone has taken a journey that day – what was their journey? Where did it start, where did it end? How did they travel? Repeat this to explore everyday journeys to school and families.
2. Ask if anyone has been on a slightly more special journey, maybe to visit a family member or friend, swimming pool or library. What was their journey? Where did it start, where did it end? How did they travel?
3. Ask if anyone has been on a holiday recently. What was their journey? Where did it start, where did it end? How did they travel?
4. Reflect on the different kinds of journeys – the everyday to the more unusual. Ask participants what sort of things people do before they go on a journey, when you have established that people pack, discuss what people might pack for their everyday journey, for a more special journey and for a holiday.

5. Introduce the invisible bag in the centre of the circle – pointing out that you are sure that everybody saw it from the start. Explain that this bag can expand to become quite huge and carry precious things. Point out a particular feature of the bag, for example its long comfy handles, before asking what colour the bag is, what the group can see, accepting all suggestions (the bag can be red and blue and zig zag)
6. Explain that sometimes people have to go on a journey and leave their homes very quickly, they may not know how far they will be travelling or how long they will be travelling for. Imagine if you were this person and you could only take one thing. What would you take? You can model a series of examples, my bear because it comforts me or a hug from my sister. We can put things that you can't touch or carry in this bag. Explain that each participant is going to put something in the bag, they can choose to tell us what it is, or not, when they get up. You can engage other members of the group in holding the bag or helping lift heavy objects in. If a group member wants to take a person allow it and explain that inside the bag is cosy (though maybe a little cramped)
7. When every participant has put something in the bag you can discuss how it felt to have to choose just one thing, was it easy or hard? Why did you make the decision that you did? What might you miss?



'Omran's bag'
Omran is 6 and had to leave his home in Damascus, Syria

Come, friends.
Come with your grief.
Come with your loss.
Carry all the pieces of your heart
and come sit with us.

Kamand Kojouri (poet)

Home

AIM: To write a short piece about whatever home means.

KS2 Literacy - writing: Create atmosphere within a narrative.

At school or at home you will need:

- Paper
- coloured pens and pencils
- somewhere to write or draw
- about 20 minutes

1. Ask the participants to describe what things make somewhere or something feel like home. Discuss feeling safe, relaxed. Explore how it can be a physical building and maybe the one you live in, though not always. It could be another place like a park, or it could be a person or an object.
 2. Give each participant paper and pen and then lead them through a brief free writing exercise. There is no right answer, if you don't know what to write, doodle a line. It's important to keep your pen moving. You can pre-print paper with the starter phrases if that will help. Encourage participants to be quiet and still and think about what home means to them. Then begin by reading the phrases with energy
- Home smells like
 - Home sounds like
 - Home tastes like
 - Home feels like
 - Home is

3. You may want participants to share some of their writing at this point, otherwise ask the participants to draw a picture of the place or object that they thought of when they thought of home.
4. Then ask the participants to write their home poem into the picture, encourage them to be creative with where they place the writing. You can share these home picture poems back as a performance and / or in a display.



Border Guard – warm up game

AIM: To physically explore the idea of trying to reach a border.

KS2 PE: Hold a balance for a short period of time.

At school or at home you will need:

- a space large enough for everyone to move around in, like a school hall, or a living room with chairs pushed back

- about 10 minutes

1. We know from experience that in order for children to understand complex issues, they often need to play games. This game is one of the ways the performers began to explore some of the issues in the production. The traditional game of Grandmothers Footsteps, except that Grandmother is replaced a Border Guard.
2. You can make this game more difficult and more fun by adding in props. For example a bag for every player that they must pick up, or two chairs that everyone must take turns to sit on before they touch the guard.
3. You can develop this game into the beginning of an improvisation exercise. Select your props carefully and when the border guard turns around, you clap, and the group must start improvising a scene at the border between two countries. Who is allowed to pass? Why are people trying to cross?

The welcomers and the welcomed

AIM: To experience trying to welcome someone and to be welcomed.

KS2 Reading Objective: Infer a character's feelings, thoughts, motives from their actions, justifying inferences with evidence. Although there is no text, the children will still have to infer how someone feels through their actions/expression.

At school or at home you will need:

- a space large enough for everyone to move around in, like a school hall, or a living room with chairs pushed back

- about 20 minutes

1. Stand with half the group on either side of the space. You can give participants numbers or use people's names. Call the first person, they are the one to be welcomed and take one step forward from their line.
2. Call the second person, they will welcome the first person without using any words. The person who is doing the welcoming must try and sense how the first person is feeling, are they nervous? Excited? Sad to be leaving? and make sure that how they welcome them matches that feeling. Ask other participants to notice what happens, how do they think the person being welcomed feels?

3. Play the game until at least half the group have either welcomed or been welcomed and have a short discussion about how it felt to take on one of those roles, or what was noticed. What were the most successful welcomes? Reflect on how that experience might relate to refugees, how might they feel when they leave? How might they want to be welcomed?
4. Play again but swap the intention, so that the second person is unwelcoming. You can add in the rule that you cannot touch each other. As the game develops you may want to encourage the person to be welcomed to consider how much they want to leave where they are or how much they want to get to the other group.
5. When all the group have played have a short discussion about how it felt to take on one of those roles, or what was noticed. Ask participants to think about what sort of unwelcoming experiences refugees arriving may face. Introduce how refugees have to prove who they are, how old they are and that they really were in danger, often without any documents as they had to leave these when they left their home. New arrivals in the UK often have to wait at least 6 months before they find out if they are granted refugee status, while they are asylum seekers they can't work or claim any benefits – what might this feel like as your first experience of a new place?

I urge you to celebrate the extraordinary courage and contributions of refugees past and present.

Kofi Annan (former UN Secretary General)



Donald Christie

Journey Collages

AIM: To create a piece of art inspired by a journey, using collage techniques featured in the production.

KS2 ART: To learn to design and create a montage using mixed media.

At school or at home you will need:

- 3 sheets of card, A5 – A4 size
- Art and craft materials
- Pencils and rubbers
- You may want to use photocopies or print outs of scanned photographs (not the originals)
- At least an hour, you may want to break this exercise up and return to it over a number of sessions

1. Ask participants to think about a place they have lived or visited, or a place that they would like to visit
2. Explain that you are going to create a collage of that journey, thinking about the beginning, middle and end. Ask the participants to define what a collage is and show some examples of collage, like Sarah Hanson's. Notice how some are realistic and some are not, they can be quite simple or complicated. You can use whatever you have, it doesn't have to be too realistic, see the Kurt Schwitters example.
3. Start making your collages (you may want to encourage participants to plan a little, writing or drawing on the card in pencil, then collecting collage materials before sticking). You can encourage participants to think about layering or creating pop-ups or playing with textures. Older participants may want to make more than three elements, or experiment with cutting the sections up and re-attaching in new ways, for example with string.

Peg worry doll puppets

AIM: To create peg worry doll puppets

KS2 ART: Develop an awareness of different kinds of art and craft.

In Guatemala and Mexico, worry dolls are given to children who are worried about something. You tell the doll about your sorrows, fears and worries, then hide it under your pillow during the night while you sleep. When you wake up the next morning, all worries are said to have been taken away by the doll.

At school or at home you will need:

- One wooden peg each
- Art and craft materials
- About 30 mins

1. Start by carefully drawing a face onto your peg in pencil then going over it in pen or paint on a cocktail stick. Is your peg doll happy, sad, confused or excited? The next step is to think about your doll's hair or headscarf or hat, will you paint it on or make it out of paper, string or wool?
2. Once you have completed the head of your doll it's time to dress them and give them shoes. What would you like them to wear? You can re-create your favourite outfit or maybe the traditional dress of another country, or maybe an exciting outfit from your imagination.
3. When everyone has created their peg dolls you could use them in a display, or to create a short scene where the dolls become puppets, welcoming each other in their own special way.



Sarah Hanson



Schwitters Kurt Untitled 1928 (collage) @DACS 2017



Mamta Mertner

Journey stories

AIM: To write a monologue about a journey using a real story as the starting point.

KS2 literacy: Write own non-narrative using correct structural, linguistic and grammatical features of a particular genre.

At school or at home you will need:

- Some paper and a pen
- a person to interview about their journey
- around 2 hours in total, in sections

1. Ask participants to think about someone they can interview, a family member or friend about a journey. It could be a holiday, a migration journey, bringing a baby home from hospital for the first time or a special trip like a long cycle ride or run. The participant needs to interview that person about their journey. Ask participants to think about what might be good interview questions, thinking about open and closed questions, and write down the questions. Remind participants of everyone's right to privacy so they need to find someone who is willing to share their story. Ideally participants want 8- 10 questions, some useful questions to ask might be:

- Where did your journey start?
- Why did you go on your journey?
- How did you feel when you started?
- What was the best part of your journey?

- What was the worst part of your journey?
 - Where did your journey finish?
 - How did it feel when you finished?
 - Were you welcomed? How? Who welcomed you?
2. When participants have completed their interviews ask them to review the answers and find parts of the story that they find most exciting, interesting or moving, maybe they are unusual or maybe it's the everyday details that are interesting.
3. Ask participants if they know what a monologue is? Agree a definition together, it's a speech in a play or performance given by one person that tells their story.
4. Ask each participant to use their interview answers to write a short monologue. Now we are changing the story from its original form so they can think about what sort of person or character might tell this story, who would they tell it to? This can help to choose which sections of the interview to use. Participants can add a few of their own words but should keep this to a minimum.
5. Finally, everyone can perform their journey monologues to each other. Lead a discussion about the process, how was it to hear other people's journey stories? Were you surprised by what you heard? How much do journeys impact people's lives? Notice how journeys become part of the story of our lives. Why might it be important to listen to people's stories? How does listening to people's stories relate to being welcoming?



I know how men in exile feed on dreams.

Aeschylus (playwright)

Obstacle journey

AIM: To explore, through physical play, the experience of a challenging journey.

KS2 PE: Show control, consistency and accuracy of movement using changes in level.

At school or at home you will need:

- a space large enough for everyone to move around in, like a school hall, or a living room with chairs pushed back or a park or garden
- things to build obstacles with; chairs, benches, blankets, ropes, hula hoops
- an egg, saucer or shallow bowl of water – maybe a few if you have a big group in teams
- about 20 minutes

1. We know from experience that in order for children to understand complex issues, they often need to play games. This task is one of the ways the performers began to explore some of the issues in the production. Set up an obstacle course, with things to step over, wriggle under or climb through. Make sure that all of the obstacles are possible (though maybe tricky) for someone who is carrying something in their hands. Ensure the rules of each obstacle are clear and understood. If you are in school maybe make two identical courses.

2. Each participant has to carry something, like an egg or a saucer or shallow bowl of water, through the obstacle course. Explain that participants need to transport their precious object without dropping or spilling. With large groups you could split into two teams and make a relay race, travelling back and forth through the obstacle course passing on their precious object, or it could be an exercise that each participant does alone.
3. When everyone has had a go at the obstacle course have a discussion about how this might relate to the refugee experience. What sort of obstacles might people face? Physical things like mountains, rivers, deserts, border wall and fences. Bureaucratic things like not having papers or passports, or being able to prove who you are, not speaking a language. What could the precious thing that you were carrying be? Is it an object, a person, a memory, an idea or a dream? What would it be like to be welcomed at the end of your journey? What difference could that make?



One of the marvelous things about community is that it enables us to welcome and help people in a way we couldn't as individuals. When we pool our strength and share our work and responsibility, we can welcome many people, even those in deep distress, and perhaps help them find self-confidence and inner healing.

Jen Vanier (philosopher)

Sarah Atter's 1-8 welcome song

AIM: To create a welcoming song, using rhythm.

KS2 MUSIC: Use voices with increasing accuracy, fluency, control and expression. Music objective.

At school or at home you will need:

- a space large enough for everyone to move around in where you can be noisy
 - a whiteboard or flipchart paper and pen
 - about 15 minutes
1. Stand in a circle and share as many words for welcome or hello that you know, in as many languages as you can as a group, write these up on the board / flipchart. Some suggestions include: Hello, Welcome, Hi, Hej Hej (pronounced hay hay, Swedish for Hi), Merhaba, Karibu (Swahili for welcome), Ola, Ciao.
 2. Now set up a simple 8 count beat that you clap and count, encourage the participants to gently rock, tapping their feet side to side. Explain that each participant picks a number and says a welcome word on that number, repeat this a few times. It doesn't matter if participants speak on the same number, and some numbers have no sound. Introduce volume control, keep counting but stop clapping and develop a gesture for louder and quieter.

3. Stop the rhythm and ask the whole group to look down then quickly look up. The first person you meet eyes with is your buddy and you need to learn their word and when they say it, by listening and watching when you start the rhythm again. Start the rhythm and if you discover you are both saying a word on the same number, negotiate without speaking so that one person moves their word to a different number. Now you have two words on two numbers.
4. Keep the rhythm going and listen, then ask participants to add a welcoming sound on a new number that will support the sounds that are already being created – give some examples.
5. Finally add in a welcoming gesture on another number, you could reference greeting rituals or demonstrate some ideas. Each participant has two words, one sound and one gesture that they repeat every eight counts. Keep the clap going but stop vocalising the numbers, just giving the group an indication of the count of one each time the rhythm starts again.
6. If the participants are doing well, you can stop clapping, keep a foot tap going and a count of one. You can play around with volume for the whole group, or even splitting the group with some people loud and some people quiet. You could also leave the circle and move around the space.
7. End and give everyone a round of applause and then lead a brief discussion about how it felt, what was easy or hard? Can we tell if something is welcoming even if we don't understand the meaning? How?

Music expresses that which cannot be put into words and that which cannot remain silent.

Victor Hugo (writer)



Houda's story

This is a true story. The Education Resource Assistant Reem is waiting to be re-united with her little sister, her father and brothers, and wanted to share this story with you.

KS2 PSHE: To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences.

Houda is six years old and lives in a flat in Damascus, Syria, with her Mum and Dad, her four older sisters and three older brothers. Her grandfather's furniture shop is on the ground floor, her grandparents live in the flat below and her Uncle and his family live next door. Houda has just finished her first year of school and she enjoys playing with her cousins and friends in the street. She also enjoys playing on the flat roof of her home with her three cats, Gordon, Waffle and Mr Blik, all named after her favourite cartoon, Catscratch.

Houda has noticed that her family have started to get sad when they watch the news. There have been demonstrations with lots of people shouting starting to happen in the streets near where she lives. Once she hears some gunshots. When the shouting happens Houda is not allowed to play outside. Sometimes the shops all close, on strike. Although these unusual things happen they seem to pass and then things return to normal. On a regular day in the school summer holidays there is suddenly the sound of helicopters flying overhead, and the sounds of explosions and the

electricity goes off. After a short while the power comes back and everyone thinks the next day will return to normal.

The next day a lot of people are attacked and many are hurt, some people died. Houda's father was worried about keeping everyone safe and he decided that they would leave the next morning, to go to Houda's grandfather's house outside of the city. Helicopters were flying above the city all night and there was horrible, sad news on the television. In the morning nobody really wanted to leave. People took clothes they were wearing, some pyjamas and clean underwear and the grown-ups took their identification cards and any money they had. Houda had to leave her toys and books and the photograph of her finishing her first year of school. Houda didn't understand what had happened but she knew it was not good. As Houda travels her big sister cuddles her up and covers her face. Everyone who lived on Houda's street was also leaving. Part of her was happy to go on a trip but part of her was frightened.

Houda's grandfather's house was big but all of Houda's family were there, fifty people in total, it was difficult to cook and use the bathroom. It was very cramped but Houda enjoyed playing with her cousins and there were lots of funny moments. One morning, very early before the sun had come up, Houda's family were eating a special Ramadan meal together. They heard lots of loud noises and realised it was the sound of bombs. It was very frightening and the family hid under the stairs. After this Houda's mother, father, brothers and sisters had to move somewhere else. Then it seemed like things were improving and Houda's family returned to their home in Damascus, after two days they realised it wasn't safe

to stay. Houda's family stayed in an old, tumble-down farmhouse, the kitchen and the bathroom were not good and sometimes they had to heat water on an open fire. Houda had to be careful because it was not safe. Houda's father managed to find a better house in the same area where they could stay but the army returned. It was difficult, Houda and her family couldn't safely leave this house, often there was no bread or gas to cook food on. Houda's family left Syria to go to a nearby country, Jordan.



Houda in Jordan

Reem Alsayyah

In Jordan Houda's family lived in the same town but moved house three times. The first flat they lived in was not very nice, the second flat flooded and was even worse (but there was a cat called Tiramisu there!) The third flat was the best. It has a balcony and a room she shares with her sisters, Houda has the top bunk bed and she really likes it.

Houda had to miss a lot of school because she was moving around, when she starts school in Jordan she finds reading and writing a bit difficult. Houda and her big brother are both bullied a bit in their new school. Houda usually speaks Arabic but she is learning to speak English. On all the journeys between houses and countries different members of Houda's family have gone to live in other places. Some of her sisters are now living in different countries all over the world. She can keep in contact with them through Skype and WhatsApp messages and video calls.

Houda is waiting to come here to the UK. How would you welcome her?

What do you think Houda is feeling when she left her home for the first time? What would you be feeling if you were her?

How do you think Houda feels when she leaves Syria? How do you think you might feel if you had to leave your country?

Do you think Houda would be happy to come here to the UK? Why?

What sort of help do you think Houda, or somebody like her, might need to feel happy here?

What things do we have here in the UK which you think Houda will enjoy? (Get children to think about things which they appreciate i.e safe place to live, free school for every child etc).

Moutabel recipe

When Houda is re-united with her sister they would like to make Moutabel together. Moutabel is a delicious aubergine dip to enjoy with carrots, cucumber or pitta bread.

You will need

- 2 aubergines
- 4 tablespoons of tahini (sesame paste)
- 4 tablespoons of plain yoghurt
- 1 lemon, juiced, or 2 tablespoons of lemon juice from a bottle
- 2 garlic cloves, crushed – or less if you prefer
- 1/2 tsp table salt
- pinch of cumin (optional)
- optional garnish: oil, mint or parsley leaves or pomegranate seeds



In total it takes an hour to make Moutabel, but 50 minutes of that is cooking and cooling time.

1. Turn your oven on to 200c / gas mark 6. To begin, use a fork to prick the skins of the aubergines several times - this will stop them exploding as they cook.
.....
2. Place the aubergines on a baking tray in the oven and cook for 30 minutes, until they are soft and the skins are starting to go black, then take them out and allow the aubergines to cool for 20 minutes
.....
3. Gently stir together the crushed garlic, tahini, yoghurt, lemon juice and salt until blended well together. Season to taste.
.....
4. Peel the aubergines, placing the flesh into a bowl and mashing well, then add the tahini and yogurt mixture.
.....
5. Put in a bowl and enjoy! You can decorate the top with fresh mint or parsley leaves, a little drizzle of olive oil or even pomegranate seeds to make this dish more beautiful if you are serving to welcome a guest.

Lesson Plans

Why Words Matter, 50 mins, classroom based

- To understand the correct definitions of words and consider why it might be important.
- To understand more about the countries that appear in The Welcoming Party, and the reasons why people leave them.
- To understand the reasons why people leave their homes and reflect on the circumstances that cause them to go.

Resources to prepare

- Words Matter – Definitions game, flashcards photocopied and cut up
- Refugee, asylum seeker or migrant: Why words matter – text photocopied or on white board
- Origin countries in The Welcoming Party map on whiteboard or photocopied one per small group
- Where in the world country files photocopied, 3 sets of each, sharing approx one between three in small groups
- Why do people leave their homes? – text photocopied or on white board

Lesson outline

1. Page 5: Words Matter – Definitions game (5 mins, discuss after reading Page 6 text)
2. Page 6: Refugee, asylum seeker or migrant: Why words matter (10 mins)
3. Page 8&9: Where in the world? – photocopied for 5 groups, one between two (25 mins)
4. Page 10: Why do people leave their homes? (10 mins)

The Welcoming Party, 50 mins, classroom based

- To understand what a political party is, how it operates and practise being political. To investigate how being welcoming to others is a political act.
- To understand that all humans have rights, what some of the rights of a child are and the difficulties of protecting rights when a refugee, asylum seeker or migrant.
- To identify a practical action to take in your community around the issue of welcoming new arrivals.

Resources to prepare

- What are our Human Rights? – chart photocopied one per participant
- Paper, pens

Lesson outline

1. Page 12: What are our Human Rights? (20 mins)
2. Page 11: What is the Welcoming Party? (25 mins – manifesto and slogan – not badges or film)
3. Page 14: Welcoming Party in Action. (5 mins – to identify action for class to do, though not complete – you could reference the classroom welcoming exercise suggested on page 16)

Welcoming Movement session, 50 mins, school hall

- To physically explore the idea of trying to reach a border.
- To experience trying to welcome someone and to be welcomed.
- To explore different cultures' approaches to greeting people and create a welcoming greeting of your own.

Resources to prepare

- You may want some resources for the Border Guard game, jumpers and bags

Lesson outline

1. Page 19: Border Guard (10 mins)
2. The welcomers and the welcomed (20 mins)
3. Greeting Rituals (20 mins)

Assembly idea

1. Play a gameshow style Words Matter – Definitions game with definitions on flipcharts
2. Brief presentation about Why Words Matter based on Refugee, asylum seeker or migrant: Why words matter
3. Brief presentation on Why do people leave their homes? that could reference some of the countries
4. Share some Greeting Rituals from around the world, and a self-devised ritual
5. End with own version of Sarah Atter's 1-8 welcome song.