

Refugee Week 2022

Teachers' notes

Thank you for engaging with our Refugee Week resources. These resources were generously funded by the Marks Family Charitable Trust, the Association of Jewish Refugees and The Blue Thread, enabling us to provide these to schools for free.

The theme for Refugee Week this year is 'Healing'. Healing is a process. It means becoming well again after a painful experience or situation. No-one understands this better than those who have had to build new lives after fleeing from their homes.

We recognise that, while this subject is of the utmost importance, it might also feel like a tricky one to teach. To that end, we are delighted to partner once again with Tom Palmer, author of the award-nominated novel *After the War*, who has worked on these resources. Tom has conducted extensive interviews and research as part of his work.

In these notes, you will find:

- [About the resources](#) and a short overview of [how to use them](#)
- [A suggested framework for delivery](#)
- [Sources used by Tom Palmer to inform the instalment story](#)
- [Guidance for you on how to approach the subject](#)
- [Some writing tips for students from Tom Palmer](#)
- [Sources and further resources](#)
- [Suggested reading \(fiction\)](#)
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We hope that these resources will be of great use to you and your students, enabling and inspiring them to produce a short piece of writing over the course of a week.

About the resources

All resources can be downloaded for free from <https://literacytrust.org.uk/resources/refugee-week-2022/>, and are designed for children in Years 6 to 9. They are based around Tom Palmer's brand new story, *The Girl in the Lewandowski Top*, which has been written especially for Refugee Week. The story follows the friendship that forms between Archie, a football-mad boy, and a young Ukrainian refugee who has arrived at his school in England.

Resources are designed to engage children through a five part-story, and inspire and support them to write their own responses to the issue of refugees, producing several different text types by the end of the week.

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We have created a series of videos and worksheets to support students to consider the issue of refugees. Students will be asked to produce five different text types, carefully considering the purpose and audience of each text type. Each day there is a video from Tom which helps students explore the issues from the story as well as the writing criteria. These resources are intended to provide students with an opportunity to develop and demonstrate empathy, and sympathy, to those less fortunate than themselves. We intend to help students to secure an understanding that societies, communities, and individuals within them can and should help and welcome those in need.

The students' task

These resources will support and inspire students to produce five pieces of writing, both creative and transactional. Responses will take a range of forms: a diary entry; a formal email; a welcome sign; writing notes; creating a fundraising page. Students might even be inspired to send the email to someone in a position of authority, outlining what they think should be done to support refugees today. They may also wish to use their notes to give a presentation about what they have learnt to the class or year group.

We want to give your students the opportunity to have their hard work showcased. Therefore, we are inviting teachers to submit the top three pieces of work from the project to the National Literacy Trust, so we can publish some of the entries on our website. Furthermore, from the entries received, one school will be chosen at random to receive a box of books from The National Literacy Trust. If you would like to get involved, please send students' work to sport@literacytrust.org.uk, with 'RW writing' in the subject heading. Our deadline for submissions is **Friday 1st July 2022**.

To enable this, we have provided the following:

- A video from Tom Palmer, to introduce the story and resources to students (9 minutes)
- A story written especially for Refugee Week in five instalments by Tom Palmer
- Five videos of Tom Palmer reading *The Girl in the Lewandowski Top*
- Videos and worksheets to support and inspire students to write their own responses
- A teacher guide with ideas and sources to support your delivery and children's writing (this document)
- A free online event with Tom Palmer at **10.30 on Monday 20 June 2022**. During this event, Tom Palmer will read the first chapter of his new story and provide supportive ideas about how to write about this sensitive subject

How to use these resources

We want these resources to support you to address this important topic respectfully and sensitively, and to strengthen your confidence to deliver related activities. To this end, we are providing all resources on Friday 17 June for you to review and consider their suitability in relation to your students.

Resources to support activity can be used in the following ways:

- **The five-part story** should be read together. *The Girl in the Lewandowski Top* by Tom Palmer follows Archie and the friendship he forms with a Ukrainian refugee, Mirosława. Over the course of the story, we see how she is received into her new community, and witness how small acts of kindness can mean so much to those who have lost everything. Each chapter is five minutes long when read aloud, and is designed to be read one part each day from 20 to 24 June 2022. You can choose to share a video of Tom reading the story, or use the PDF copy to read chapters aloud yourself.
- **An introductory video** is available, to introduce the story and resources to students. In this video, Tom Palmer introduces himself and the story, as well as the activities that students will be taking part in, letting them know how they will be supported to work.
- **Writing activities:** Tom Palmer has created five writing activities that support children to write with purpose and audience in mind. These are supported by five real-world sources that Tom used to write *The Girl in the Lewandowski Top*. These sources are listed at the end of this document. We have also provided five short videos (4-6 minutes each) which show Tom guiding children to consider different purposes and audiences for the text types that they are being asked to produce. Each video comes with an **A4 worksheet** that the children can use at school or home.
- **A live event with Tom Palmer**, who will read the first instalment of *The Girl in the Lewandowski Top* and discuss how to approach writing sensitively and appropriately about the experiences of refugees, and how we can offer support to them, will take place Monday 20 June from 10.30 to 11.00. Schools are invited to submit questions for this Q&A by emailing sport@literacytrust.org.uk. Teachers must write 'Refugee Week question' in the subject, and include information that they wish to share, considering data protection and safeguarding protocols. We will only use students' first names, year group, school and area (e.g. Ella, Y8, Alfred Academy in Newham). All questions are to be submitted by 09:00 Monday 20 June 2022. The Q&A will be a live Zoom webinar. You can sign up to take part using this link: <https://literacytrust.org.uk/events/refugee-week-2022>.

Framework for delivery

We recommend the following framework for each day throughout the week beginning Monday 20 June 2022:

1. Read or share Tom's video of a part of the instalment story (6-8 minutes)
2. Show the workshop video for that day. Children should be encouraged to note down any tips and ideas (4-6 minutes)
3. Share the worksheet to support the activity for that day, and support students to complete their task (30 minutes or more, depending on capacity)

For Monday 20 June 2022, we would encourage you to take part in the online event and play the introduction video from Tom.

Date	Story	Writing activity	Additional resource
Monday 20 th	Part one	Film and worksheet #1	Live event. Intro video

Tuesday 21 st	Part two	Film and worksheet #2	
Wednesday 22 nd	Part three	Film and worksheet #3	
Thursday 23 rd	Part four	Film and worksheet #4	
Friday 24 th	Part five	Film and worksheet #5	

Sources used by Tom Palmer, to be used with the writing challenges

These five different sources – or ways of looking at the war in Ukraine – have been used in chapters one to five. Firstly, they have been used to help make the story authentic. Secondly, they will show students how an author might use real testimonies or reporting to create a story. Teachers don't need to use them, but it would help to contextualise both the chapters and the writing challenges.

Please note: these sources are external to the National Literacy Trust, and we are not responsible for their content. Content on these sites could be changed at any time and, owing to the subject, may cause distress. Please check that these resources are appropriate for your students before sharing them.

- Chapter 1. A TV report. <https://youtu.be/STnZYNschHVA> (you will need to copy and paste this link into your browser)
- Chapter 2. A newspaper article. [Here at the Polish-Ukrainian border, I see nothing but humanity towards refugees | Anastasia Lapatina | The Guardian](#)
- Chapter 3. A podcast. Marco, Ukraine Stories. <https://open.spotify.com/episode/7iTZBGCBuCpysVdR7UUjEj?si=aa91ba69b0a94d6c>
- Chapter 4. Images. A photographer on Facebook. <https://www.facebook.com/arismessinis/>
- Chapter 5. A Ted Talk: Zarlisht Halaimzai. <https://youtu.be/p-JeKjsRiVI> (you will need to copy and paste this link into your browser)

Guidance for you on how to approach the subject

Our resources show how one boy reacted to a refugee arriving at his school, and offers students the opportunity to consider how they and others might react. Our hope is that they will help your children to develop their empathy skills, kindness and generosity, and to consider those less fortunate than ourselves and how we might support them. For formal training and deeper insight into the topic, we strongly recommend that you explore the wealth of resources that support teachers to teach about refugees (see [Sources and further resources section](#) at the end of this document).

Those of you who have students who are refugees themselves, from areas of conflict, will know to introduce the subject appropriately. By nature, the themes we are exploring here may cause distress, so please review them to ensure that you are comfortable sharing them, and that they are appropriate for your students. Equally, you may have students who come from families who have limited experience of other cultures. These activities should provide an opportunity to open students' eyes and develop empathy for others.

1. Does this story include any traumatic scenes? Whilst there are no traumatic scenes, the Ukrainian family in the story continue to live with and struggle with the effects of the war in Ukraine.
2. How do I support students to explore viewpoints that might be considered challenging or different from their own? The story is about small acts of kindness and explores positive values and friendship. However, with the presentation of a range of reactions to the arrival of Miroslava, there are descriptions of undertones of discrimination and 'othering'. We want our young people to understand why fear and suspicion of those who may be perceived as being 'different' is damaging, harmful and unfounded. It is important to explore this with your students. You might consider some of the following approaches:
 - Group work, to enhance understanding, identify issues, and to consider and demonstrate appropriate responses together
 - Link in with your school values, with a focus on kindness and community
 - Encourage children not to judge, but to question. If you don't understand something, find out why it might be happening

Tom's top tips for writing

Here are some additional tips from Tom to support students' writing:

1. Research: Write down key words that jump out at you from your source material. You can always add to these in later stages
2. Planning: Use bits of paper and be free to move anything around. Add in further key words if you like. Group key words into clusters. Add feelings and/or descriptive words
3. Drafting: Just get it down. This is the hardest bit, but also rewarding and fun. Don't worry about any mistakes. If you get stuck, leave it and keep going. Can you paint a picture with your words?
4. Big editing: Move pieces around, add further information, link paragraphs. Can you use questions?
5. Little (line) editing: Replace words, add words, remove words. Repetition can be powerful. You can always undo any changes. Can you use formatting to put emphasis on certain words? Read the whole thing aloud

Sources and further resources

Refugee Week (<https://refugeeweek.org.uk/>)

Refugee Week is a UK-wide festival celebrating the contributions, creativity and resilience of refugees and people seeking sanctuary. Founded in 1998, and held every year around World Refugee Day on the 20 June, Refugee Week is a growing global movement.

The website contains details of all the arts, cultural, sports and educational events that will be taking place this year. Refugee Week enables people from different backgrounds to

connect beyond labels, as well as encouraging understanding of why people are displaced, and the challenges they face when seeking safety.

The theme for Refugee Week 2022 is 'Healing', and it is a celebration of community, mutual care, and the human ability to start again.

Ukrainian war resources (<https://literacytrust.org.uk/about-us/ukraine-war-support-and-resources>)

This page houses a collection of resources from the National Literacy Trust, as well as signposting to external resources, to help teachers support the children and families they work with who are affected by the crisis in Ukraine. This includes those fleeing the war, those hosting refugee families, or any children finding news about the crisis upsetting and overwhelming. These resources are designed to help teachers support wellbeing, combat the spread of disinformation, and welcome newly-arrived families.

Tom Palmer (<https://tompalmer.co.uk/after-the-war/>)

Tom based his book, *After the War*, on the testimony of several Holocaust survivors that he listened to on the Lake District Holocaust Project website. His website includes interviews and resources about how *After the War* came to be, as well as resources to support its teaching.

British Red Cross (<https://www.redcross.org.uk/get-involved/teaching-resources/refugees-and-migration>)

The British Red Cross provide a plethora of resources to support the teaching of refugees and migration. They provide both primary and secondary age-appropriate materials that may help in addressing any questions that students have around current humanitarian crises.

Suggested reading (fiction)

- *After The War* by Tom Palmer
- *Boy Everywhere* by A.M. Dassu
- *Illegal* by Eoin Colfer and Andrew Donkin
- *Migrants* by Issa Watanabe
- *My Name is Not Refugee* by Kate Milner
- *No Ballet Shoes in Syria* by Catherine Bruton
- *On the Move: Poems About Migration* by Michael Rosen
- *Refugee Boy* by Benjamin Zephaniah
- *The Arrival* by Shaun Tan
- *The Boy at the Back of the Class* by Onjali Q. Rauf
- *The Crossing* by Manjeet Mann
- *The Island* by Armin Greder
- *The Journey* by Francesca Sanna
- *The Suitcase Paperback* by Chris Naylor-Ballesteros
- *The Unforgotten Coat* by Frank Cottrell Boyce

Curriculum links

English POS KS2

The resources provided link to several strands of the curriculum:

- By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7
- They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar
- Understand the nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language

Reading

The text is designed to help maintain 'positive attitudes to reading' by giving students the opportunity to read and discuss a fictional text.

The non-statutory guidance suggests that even though pupils can read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves. Listening to Tom Palmer provides an opportunity for this.

Writing

The writing tasks look carefully at the purpose and audience of each text type and ask students to select the appropriate form using the guidance given. Students also work on noting and developing initial ideas, drawing on reading and research.

Students are given the opportunity to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. They are also given the opportunity to evaluate and edit by assessing the effectiveness of their own and others' writing, and proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

English POS KS3

The English national curriculum at Key Stage 3 aims to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop a love of literature through widespread reading for enjoyment.

The resources provided link to several strands of the curriculum:

- ♣ Read easily, fluently and with good understanding
- ♣ Develop the habit of reading widely and often, for both pleasure and information

- ♣ Acquire a wide vocabulary, an understanding of grammar, and knowledge of linguistic conventions for reading, writing and spoken language
- ♣ Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- ♣ Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

Reading

Students will:

- ♣ Check their understanding to make sure that what they have read makes sense
- ♣ Study a range of authors

Writing

Students will:

- ♣ Write for a wide range of purposes and audiences, including:
 - Imaginative writing (a diary entry)
 - Notes for talks and presentations
 - Non-narrative texts, including arguments, and personal and formal letters
- ♣ Summarise and organise material, and support ideas and arguments with any necessary factual detail
- ♣ Apply their growing knowledge of vocabulary, grammar and text structure to their writing, and select the appropriate form
- ♣ Draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing
- ♣ Plan, draft, edit and proof-read, through:
 - Considering how their writing reflects the audiences and purposes for which it was intended
 - Amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
 - Paying attention to accurate grammar, punctuation and spelling, applying the spelling patterns and rules

Links to the Welsh 2022 Curriculum

Refugee Week resources give learners the opportunity to explore:

Speaking

(progression step 3)

- Talk about issues and express ideas clearly, reasoning and giving examples, and using subject-specific and context-specific vocabulary

- Ask questions to confirm and check information
- Explain information, ideas, own and others' points of view
(progression step 4)
- Present ideas and issues convincingly, using a range of techniques for impact
- Respond in group discussions to the ideas of others in thoughtful and considerate ways, including seeking clarification through appropriate questioning

Writing

(progression step 3)

- Use a range of strategies to plan writing in a range of forms and genres
- Adapt writing style to suit purpose and audience
- Develop ideas and organisation of writing
- Use a wide range of suitable vocabulary, including idiomatic language, subject-specific and context-specific words

(progression step 4)

- Produce writing, including extended pieces, which uses appropriate tone and style for specific purposes and audiences
- Structure writing in different forms to engage the reader's interest and sustain ideas coherently
- Use wide-ranging vocabulary and idiomatic language effectively to convey meaning and to engage the audience

Reading

(progression step 3)

- Discuss the plot, character, theme and context of the literature read, expressing ideas and opinions
- Show empathy and recognise that others may have different views

(progression step 4)

- Analyse language choices and techniques used by authors
- Explore and analyse issues through the plot, character, theme, identity and context of the literature read
- Show tolerance and empathy in responses and appreciate that texts can be interpreted differently
- Develop writing craft and creativity, experimenting with language features used by a range of authors and genres