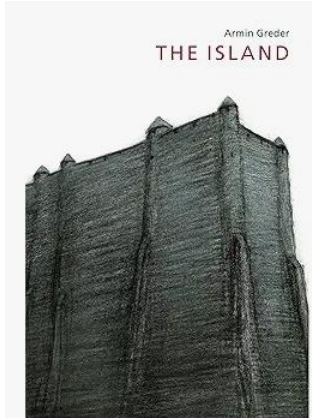


Books and ideas to support discussions about what it means to be a refugee and how we might choose to respond.

All these books require reading by the teacher first.

The island by Armin Greder



[Amazon.co.uk : the island armin greder](https://www.amazon.co.uk/dp/1471400000)

Illustrated picture book in black and white stark images. Suitable for Y4- Y6

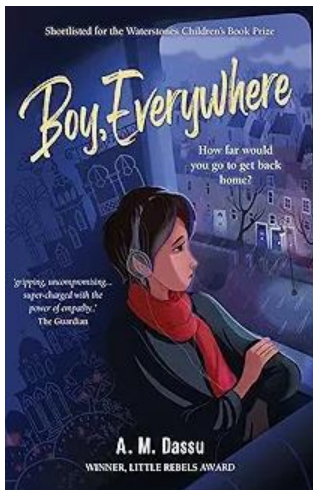
This is a story of a man who arrives on an island washed up on his raft. He isn't like the other people. The people of the island don't know what to do with him. A fisherman says that if they put him back in the sea his death will be on his conscience. So, they take him in and lock him up on the island. The man escapes confinement because he is hungry. The community treat him badly. They don't know what do to . They feel that they can't feed everyone as there won't be enough food for them. The community grow restless (images show men with pitch forks and other implements). The man is put back out to sea. They also burn the boat of the fisherman because he made them help the man.

This book would need to be used very sensitively to avoid any political bias. It provides opportunity amongst other things, to discuss:

- What is it like to arrive in another place/ country?
- How do we care for and welcome others who arrive in our country? What can we do to help?
- What do we learn in our church school that guides us to know what is the right way to help others?

The book would sit well in a series of discussions which could lead to exploration of Human Rights [UNCRC summary-1_1.pdf \(unicef.org.uk\)](https://www.unicef.org.uk/uncrc-summary-1_1.pdf)

Boy Everywhere – A.M. Dassu



[Boy, Everywhere \(A Boy, Everywhere Story\) : A.M. Dassu, Zainab 'Daby' Faidhi, Zainab 'Daby' Faidhi: Amazon.co.uk: Books](#)

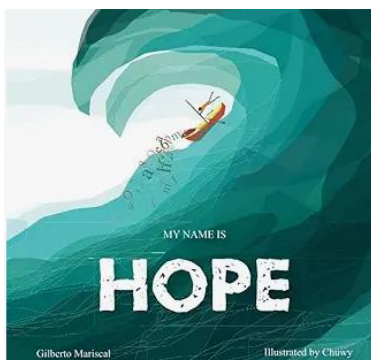
A longer fiction book for upper KS2. This is a story of a typical 13 year old boy who loves his friends and football. It tells the story of bombing in his home of Damascus and how he and his family flee making the perilous and painful journey to a new life in the UK. Sami, discovers a world he'd never encountered before, harsh, dangerous but also at times unexpectedly kind and hopeful.

This book tells the story of a boy arriving on a small boat. It includes reference to violence, smuggling, prison and murder.

'in a world where we are told to see refugees as the 'other' this story will remind readers that 'they' are also 'us'.

My name is Hope – Gilberto Mariscal Illustrated by Chuwy

[My name is Hope: A story about love, courage and hope : Mariscal, Gilberto, Chuwy: Amazon.co.uk: Books](#)



A short picture book aimed at KS1 and lower KS2. Also, suitable for use in collective worship with a whole school

This book is about a child who lives a happy life with their family in another country. That is until war comes and they must flee. The child's hopes and dreams are represented by his magic letters. The child is separated from their mother and flees across the ocean on a boat. The child's magic letters

help them survive at sea. This is a story of HOPE. This is a book that prompts reflection on the world in which we live; so full of contrasts on either side of a sea.

H-O-P-E are the only letters the child has left when they arrive on the shore of an unknown place.

Questions to explore with this story.

Where is your most beautiful place? Who shares that place with you? What do you enjoy in your most beautiful place? What is it about your beautiful place that makes you happy? What are your dreams and hopes?

How must the child feel when war comes to his 'most beautiful place'?

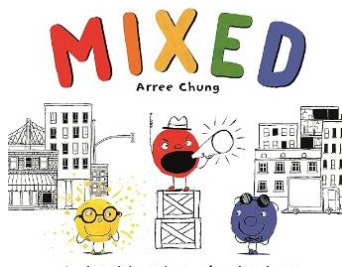
Why did the child and their family need to flee?

How must the mother have felt when they told their child to take the boat without them? Why would she do that?

What happens to the child's magic letters as they travel across the sea? (they are tossed in the sea and used up). The child has less HOPE left when they arrive on the shore of the boat. It is all that they have.

What could bring HOPE to this child?

Mixed - an inspiring story about colour by Arree Chung



Suitable for EYFS, KS1 and KS2 and whole school collective worship.

[Amazon.co.uk : Mixed Arree Chung](https://www.amazon.co.uk/dp/B000000000)

This book starts with three colours, red, yellow and blue all living in harmony until one day a Red says, 'Reds are best'.

Then the colours are not happy living together, they decide to divide. That is until a Blue and a Yellow meet each other and become inseparable. The other colours aren't happy about this. When Yellow and Blue mix, the other colours start to see other possibilities and mix creating a new city that was home.

Questions to discuss:

What does it mean to 'live in harmony'?

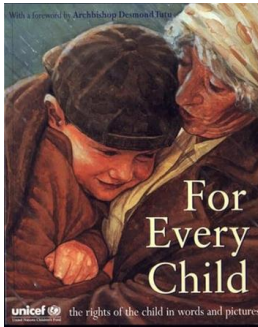
What caused the colours to fall out with one another?

What causes us to fall out with one another in our classes and school?

What caused the colours to come back together again?

How do we celebrate the unique nature of everyone in our school?

For every child



[For Every Child: Amazon.co.uk: Various: 9780099408659: Books](https://www.amazon.co.uk/Various/dp/9780099408659)

This book represents the UN Convention on the rights of the child – this book includes 14 of the right most pertinent to young children. It provides an opportunity to discuss what are right are and whether all children in the world are able to access these rights. It brings opportunity to discuss that along with rights we have responsibility to enable others to have their rights.

The following is a circle time activity for EYFS and KS1 pupils to help them understand what rights are.

The bag of rights

Create a bag containing:

Name card (the right to a name)

Lego house (the right to a home)

Family of Playmobil or Lego people (the right to a family that supports and guides us)

Laminated think bubble (The right to share our ideas with others)

Pieces of food (the right to an adequate standard of living - food)

Jumper (the right to clothing – adequate standard of living)

Packet of medicine and spoon or first aid kit (the right to health care)

Exercise book (The right to education)

Puppet or ball (the right to play and relax)

Water bottle (the right to clean water)

Religious symbol (e.g. palm cross, holding cross, image of Crescent and star (Islam) or Aum (Hinduism etc)

Activity

Explain to the children that the bag contains things that all children should be able to have.

Discussion question: What are our rights? What do we mean by rights?

Explain that Human Rights were drawn up by lots of countries working together in a group called the United Nations. It is over 70 years since they were first decided. There are over 40 of these rights. Some are more complicated about the laws that governments make but some are simpler. In 1991 the rights of children were set out for all countries in the world to make sure children are treated well.

Draw out the children's ideas about what everyone should have a right to. Prompt with some ideas from the bag. Illustrate children's ideas with the items in this bag.

Ask these thinking questions

I wonder whether everyone in the world has this?

What might stop someone having this right?

Do we know of anywhere in the world where children can't have this right?

What can we do to help people have their rights?

What do other people do to help others have their rights.

Explain that we have to remember that we should be able to have our own rights but also make sure that others can get their rights as well.

You may also be able to explore different scenarios applicable to your own class. E.g. When we talk as the teacher is speaking, do we always give everyone the right to an education? By sharing our toys do we make sure everyone has a right to play?