



PEER INTEGRATION AND ENHANCEMENT RESOURCE (PIER)

REFUGEESWELLSCHOOL (RWS) PROJECT

MANUAL

CHARLES WATTERS, EMMA SOYE, & INES MEIER

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BACKGROUND

ABOUT THE INTERVENTION

The Peer Integration and Enhancement Resource (PIER) aims to enhance peer interactions between ‘host’ society and migrant and refugee adolescents in schools. The direct target group for the intervention is adolescent students in mainstream classes from diverse backgrounds, including refugee and migrant students and students from the host society. This intervention specifically focuses on schools where the ‘host’ or native population is the majority and where refugees and migrants are smaller in number.

The PIER intervention develops a participatory approach to supporting safe, positive peer interactions and social relationships in multi-ethnic schools. Through clustering pupils from diverse backgrounds in small collaborative groups working together on establishing social connection and participatory activities in the school context, the intervention aims at strengthening school belonging and promoting dialogue between minority and majority groups. The intervention builds on research undertaken by Watters and colleagues (2009) in schools in the UK that observed an ‘integrationist’ attitude as positively associated with two psychosocial outcomes: self-esteem and peer acceptance. The findings provided support for Berry’s (1997) prediction that an acculturation attitude that combines both culture maintenance and intergroup contact will have the most favourable prognosis for wellbeing.

A helpful orientation towards examining intergroup interactions in this context is to focus on the generation of social capital, specifically the ways in which both bonding and bridging social capital is developed in schools. Previous research has demonstrated the close relationship between bridging social capital and an integrationist approach (Watters et al., 2009). This intervention provides an opportunity to examine strategies aimed at developing positive peer interactions and social support in the context of multi-ethnic schools. Epistemologically, it recognizes the importance of the child’s own perspectives on salient groups and networks, rather than presupposing that the imposition of a simple binary will be reflective of the child’s own viewpoint (Söderbäck et al., 2011).

The intervention draws on and adapts materials, exercises and activities from various non-governmental organisations (NGOs). These are all publicly and freely available online. An accompanying ‘Student Materials’ pack contains relevant materials and PowerPoints are available upon request.

The intervention consists of eight weekly sessions. Each session should last between 45 and 60 minutes, but this can be adapted where necessary with participating schools. An experienced facilitator is normally recruited to run the eight-week programme. The facilitator can be someone from a range of disciplinary backgrounds who is skilled and experienced in group work with children on sensitive topics. The class teacher should be present during the sessions. PIER may also be facilitated by class teachers rather than a facilitator where appropriate.

INTERVENTION CONTENT

The first half of the intervention (**weeks 1-4**) aims to **encourage understanding** of migrant and refugee experiences. In Week 1, students learn about why people become asylum seekers and refugees using facts and a case study (*Amnesty International*). The session in Week 2 involves comic strip reading about the

experiences of three Syrian refugees (*PositiveNegatives*). The comics are provided on slides and presented to the class on PowerPoint, followed by discussion. In Week 3 students engage in a roleplaying scenario that encourages empathy for the situation of refugees and asylum seekers (*Amnesty International*). Week 4 includes two activities. In the first activity, students work with sets of cards to critically engage with understanding who people with refugee or asylum seeker status are (*British Red Cross*). In the second activity, they watch a video (*Save the Children*) depicting the lives of children growing up surrounded by war.

In **weeks 5-8**, students participate in activities which aim to **encourage integration** between migrant or refugee young people and children from the 'host society'. In Week 5, students watch and discuss a documentary about a friendship between a young Syrian student and a white British student at a school in northern England. In Week 6, students watch 'Dear Habib', a short animation about an asylum seeker from Afghanistan, and then complete various activities based on the animation (*PositiveNegatives*). The final two sessions in weeks 7 and 8 aim to encourage young people to reflect on their own positionings in school life. During Week 7 students engage in dialogue about their similarities and differences (*Teaching Tolerance*). In Week 8 students reflect on their views about friendship and belonging in a 'Q sort' exercise and think about how they might support positive changes at school. Where possible, **a double session is recommended** for this week.

INTERVENTION TIMETABLE

Week	Specific activity
1	Suada's Story
2	A Perilous Journey
3	Time to Flee
4	Who is a refugee?
5	Jack and Rani
6	Dear Habib
7	Similarities and differences
8	Q Sort

SAFEGUARDING

Discussions around migration and displacement can be sensitive and should be handled carefully. Facilitators are advised to establish a 'safe space' for enquiry and discussion before commencing with the PIER programme. This may be achieved by encouraging students to be respectful of each other's responses to the material (see below for a short guide on establishing safe spaces, developed by *PositiveNegatives*). Once the idea of the 'safe space' has been established, it can be referred to throughout the programme where necessary. Students should also be reminded of how and where to access psychological support.

CREATING SAFE SPACES

Source: *PositiveNegatives* (adapted)

Students should form a group level commitment to the co-construction, with the facilitator, of a safe space. The list below may help as a prompt, support, check list against which to compare this, and to ensure that these basics at least, have been included.

Imagine a space in which there is...

...no pressure to become or pretend to be like somebody else.

...no obligation to agree with anything.

...no need to reach consensus (as this is generally shaped by those who are more articulate in the group).

...no pressure to 'win' a discussion or competition to impose one's perspective on another's.

...no fear of being denied recognition as a whole person because you think differently.

...freedom to express one's views with respect and to change one's mind when one is faced with something new.

...safety for learning to live with conflict, uncertainty and difference.

...support for questioning and reflection on the origins and implications of our assumptions without people feeling personally attacked, de-legitimised or silenced.

...a focus on the issues and the stimulus rather than on those discussing them.

IMPLEMENTATION

The following section outlines the approach and methodology for each session.

WEEK 1: SUADA'S STORY

In this activity, students consider refugee experiences and definitions with the help of a case study.

Source: *Amnesty International*

Materials required: Attached PowerPoint and script for 'Suada's Story' (in 'Student Materials')

Procedure:

1. Tell students you are going to read the true story of Suada, a refugee who arrived in the UK from Bosnia.
2. Show students the map of Bosnia on the attached PowerPoint. Explain that there was a conflict there between 1992 and 1995.
3. Read and discuss Suada's story, using the prompts below if necessary:
 - How do you think Suada felt when the soldiers arrived?
 - How would you feel in her situation?
 - How does Suada feel now that she is in the UK?
4. Remind students that Suada is a 'refugee'. Ask the students to write down their own definitions of
 - Persecution
 - Refugee
 - Asylum seeker
 - Migrant
5. Share, discuss and compare their definitions with the following:
 - **Persecution** – Subjecting a person to prolonged hostility and ill-treatment because of who they are or what they think.
 - **Refugee** – Someone who has left their own country because they are afraid of being persecuted (abused or mistreated) because of their religion, political beliefs or social behaviour. When you are given refugee status by another country you are allowed to live in that country, safe from harm. Many people consider themselves refugees, and are considered so by others, whether or not they have been officially recognised by the government of the country in which they are seeking asylum.
 - **Asylum seeker** – A person who has come to another country asking the government to stay here as a refugee. They are waiting to hear whether they are allowed to stay or not.
 - **Migrant** – A person who moves from one place to another, especially in order to find work.
6. Ask the class questions about numbers of refugees and compare their ideas with the answers.

There are approximately 26.6 million refugees in the world (UNHCR, 2021). That's more than double the population of Scotland, more than half the population of England, seven times the population of Wales and about 10 times the population of Northern Ireland.

Less than 1 per cent of the world's refugees are in the UK. Most refugees have fled from one poor country to another and over half of all refugees are women and children.

7. Discuss some of the facts in relation to asylum in the receiving country. Tell the class about the support that asylum seekers receive and discuss some of the challenges they face in the receiving country. For example, asylum seekers in the UK are not allowed to work.

A recent body of research emphasises the narrative power of illustrative storytelling as a way of understanding migrant and refugee experiences. 'A Perilous Journey' is a trilogy of 3 comics based on testimonies taken from Syrian refugees seeking asylum in Scandinavia in July 2015. The stories are told through the comic strip medium and are interspersed with short video vignettes of particular scenes. Students read through the comic together and discuss.

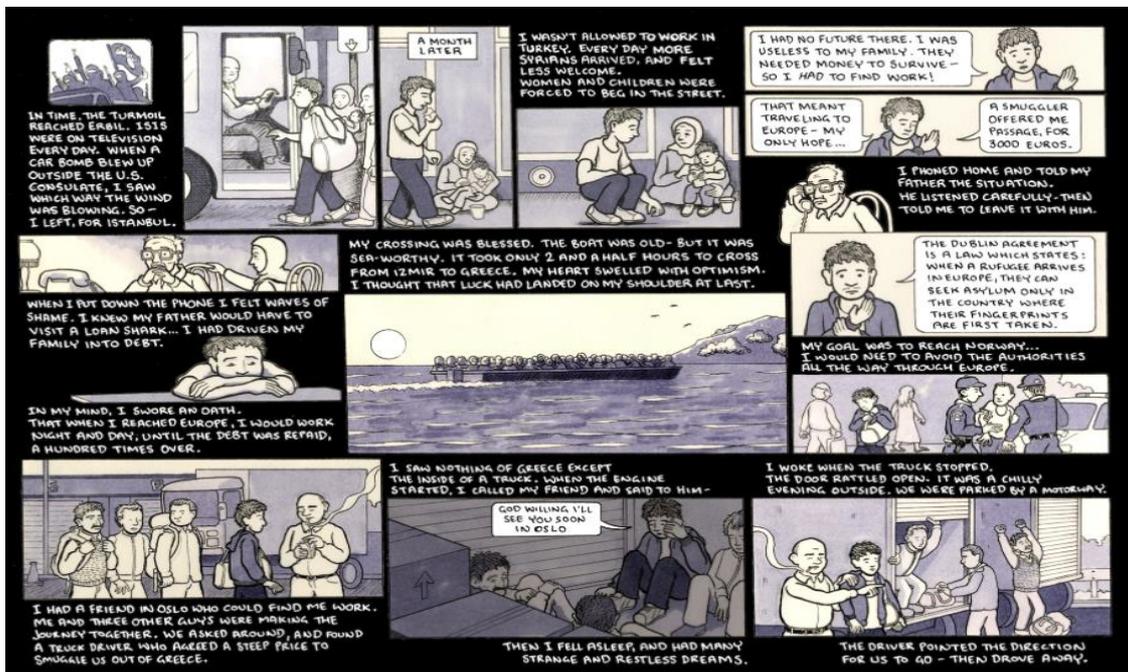
Note: The stories contain some **sensitive material** and should be used at the discretion of the facilitator.

Source: *PositiveNegatives*

Materials required: Attached PowerPoint or link to webpage (<https://positivenegatives.org/story/a-perilous-journey/a-perilous-journey-comics/>)

Procedure:

1. The facilitator shows the students the map showing Syrian refugee journeys (Vox) and gives a brief overview of the Syrian refugee crisis.
2. The facilitator reads through the comic (on slides) with the students. Students can volunteer to read particular parts aloud (e.g. narrator or various characters).
3. After the comic reading, the facilitator should engage students in discussion about what they have read together. Students should be encouraged to reflect on what they have learnt from the story. Were they surprised by anything? What were the most difficult aspects of the journey?



Extract from A Perilous Journey (PositiveNegatives)

Source: *Amnesty International*

Materials required:

- Felt tip pens and large sheets of paper (one per group)
- Facilitator script (in 'Student Materials')

Students will engage in a role playing scenario in order to encourage empathy for the situation of refugees (based on role play material developed by Amnesty International).

The facilitator will be provided with a script telling the story about a family who are forced to flee their home after they receive a death threat during a civil conflict.

Procedure:

1. The class is divided into groups of five or six, giving each group a large piece of paper and coloured pens. The facilitator reads the story to the class, asking each group to imagine that they belong to the family described.

2. The facilitator then asks each group to make two decisions:

a) Who is to go?

Each group must decide who should go, and who should be left behind or sent off to relatives, or hidden somewhere. Should they take Mum, Dad, the baby, Uncle Ali, Granny, the children? Ask each group to feed back their decision and discuss it.

b) What should they take with them?

Each group must make a list of the 10 most important things to take with them to get across the border to claim asylum as refugees. When everyone is agreed, they should write the list down or draw pictures of the chosen items on the sheet of paper.

3. Groups report back on who they decided should go and what was on their lists. Tell them to keep their lists safe.

4. Tell the class that after a long, difficult and frightening journey, they arrive tired and hungry at the border. The facilitator now takes on the role of an Immigration Officer at passport control.

Ask the students who they are and what they are doing here. When they say they are in danger and need a place of safety in your country, ask them to tell you what happened. Tell them their story sounds improbable and you suspect they are bogus. Do they have any proof for this story in their bags? Ask them to unpack their bags (read their items from their list). Evidence could include Dad's union card, the anonymous death threat and the newspaper article.

If any of them have listed a weapon among their 10 things, ask what they intend to do with it and ask if they are terrorists. Confiscate the weapons. If they have brought family photographs, confiscate them too, saying they may well prove useful in your investigations.

As the immigration officer, you can influence whether or not they are let into the country as refugees.

5. The facilitator comes out of the role and discusses with the students:

- How did they find the experience of being an asylum seeker?
- Has it changed their perception of asylum seekers in this country?

4.1. SOMEONE LIKE ME

Source: *British Red Cross*

Materials required:

- Several sets of 'identity' cards (one set per group) (see *Student Materials, Week 4*)
- PowerPoint

In this week's activity, students critically engage with understanding who people with refugee or asylum seeker status are, and use an exploration of identity to reframe refugee/asylum seekers as 'someone like me' (based on activities developed by the British Red Cross for Refugee Week 2017).

This activity uses aspects of identity to stimulate dialogue and provide an opportunity for young people to challenge their own thoughts about refugees and asylum seekers. The focus is less on the label of 'refugee' or 'asylum seeker' and more on the common humanity of refugees/asylum seekers as 'someone like me' (someone that I can relate to) – British Red Cross, 2017

Procedure:

1. In small groups, students look at a set of cards which all describe different aspects of a person. They look at the cards in turn and then imagine that the people described in the cards were starting at their school next week. The students are asked to stay in their groups to consider the following questions:

- Who do they feel they have the closest connection with and why?
- Which of the people do they think it would be easiest to make friends with and why?
- Who would they be most interested to meet and why? Is there anyone they think it would be harder to get to know? If so, then why?

2. The facilitator reveals to groups that the cards they have been looking at are actually all aspects of the same person. The whole group then discusses the following questions:

- Does this additional information change how you think/feel, and if so how and why? Does it change how you would respond to/welcome the person?
- Knowing that these were all aspects of the same person, what can we learn about our identity and about the identity of others? (Responses might include that we all have complex stories and different aspects to our identity, and that we can all give each other labels and make judgements based on how we see each other.)

3. The facilitator asks everyone if they are able to identify with at least one aspect of the person. They ask for a show of hands and perhaps invite one or two examples of how the person was 'someone like me'. Finally, they reveal that the person from the cards is a real refugee called Abraham who came to the UK from Eritrea and is now living in Kent.

4.2. SECOND A DAY

Source: *Various*

Materials required: *Save the Children* video (access online at <https://www.youtube.com/watch?v=RBQ-loHfimQ>)

This activity continues the idea developed in Activity 1 that ‘refugee’ children are normal young people whose lives are affected by conflict and war. The video shows a young British girl experiencing the impact of a hypothetical civil war in London. It shows a second a day of her life for several days over the span of a year, from one birthday to the next. The video ends with the phrase, ‘Just because it isn’t happening here doesn’t mean it isn’t happening’. It is revealed that the video is based on true stories of children living through the conflict in Syria.



Stills from ‘Second a Day’ video (Save the Children)

Procedure:

1. Watch the video.
2. Discuss the video as a class. Where do you think the little girl is from? What happened in the video? How did it make you feel? What is the point of the video?

Source: *Various*

Materials required: *Educating Greater Manchester*, Episode 1, Series 1 (access online at <https://www.youtube.com/watch?v=A4POLi7AJmI>)



Jack and Rani

This activity is based on the 'extended contact hypothesis', which suggests that an individual's knowledge of an ingroup member's direct contact with outgroup members may help to reduce intergroup bias (Hewstone and Hughes, 2015). Cameron et al. (2006) find the 'dual identity' technique to be the most effective extended contact model at improving outgroup attitudes. In the 'dual identity' technique in storytelling, both common ingroup identity and story characters' subgroup memberships are emphasised.

Clips from the Channel 4 documentary found at the link above show the story of friendship between Rani, a young Syrian refugee, and Jack, a white British student, at a secondary school in Manchester (UK). The story is applicable for use in diverse contexts. However, facilitators in countries outside the UK are encouraged to source a story of friendship that is set in their local context.

Procedure:

1. Students watch the video above together (or read an alternative story sourced by the facilitator).
2. The facilitator should stop the video at appropriate points to prompt class discussion. Points for discussion are suggested below.

1. Introduction to the school and Rani

Start – 12:04 mins

- What is the area like? How would you describe the school?
- Where is Rani from?
- How is Rani feeling at school? [sad, nervous, can't understand English in the playground]
- A student says, 'People who come to this country get paid more than we do' – is this true?
- The teacher says that Rani is a 'fish out of water' – what does she mean?

- Why did Rani leave Syria?
- What is Rani's religion?

2. Introduction to Murad; Jack interview

12:36 mins – 18:58 mins

- What was Murad's experience like?
- What did Murad say was the most difficult thing about moving to the UK?
- How long has Murad's family been waiting for asylum? What does this mean for his family?
- Jack says that what's happening in Syria 'wouldn't happen here' – do you agree?

3. Rani goes to Jack's house for tea

42:03 mins – 45:08 mins

- How are Jack and Rani similar? Different?
- Have you had similar experiences to them?

Source: *PositiveNegatives*

Materials required:

- 'Dear Habib' animated film (access online at <https://positivenegatives.org/story/dear-habib/animation/>)
- Felt tip pens and large sheets of paper (one per group)
- Attached PowerPoint

The students watch a short animated film sharing the true story of a young, unaccompanied migrant called Habib, who came to the UK from Afghanistan. Young people watch the animation 'Dear Habib' several times throughout the session. In groups, they complete mood boards to record their feelings, thoughts, and questions in relation to the animation. Students then engage in discussion on their mood boards.



Still from 'Dear Habib'

Procedure:

1. Without informing learners, show the animation 'Dear Habib' to learners with the sound turned off so that only the visuals are experienced.

a. At the end of this first viewing, ask learners what they think the animation is about? [**Note:** you may wish to give learners a few moments to discuss their ideas in small groups before sharing as a whole.]

b. If they don't bring up, or question, the lack of sound, then prompt learners by informing them that you played the film without sound. Ask them why that decision might have been made?

[Responses might include references to focussing on the imagery, making them think harder about the story, exploring different interpretations, etc. You may wish to record responses on a whiteboard for later review.]

2. Explain to learners that you are going to show the animation again (keeping the sound off). In small groups of 3-4, or pairs if you prefer, give learners a large sheet of paper and ask them to use this to record their feelings, thoughts, questions in reaction to the animation. Tell them to write 'Habib' in large letters in the middle of the page, and make their notes around it.

The following prompts might be useful if groups are not sure how to use a 'mood board':

- As the animation is a story, it may result in a range of different (even conflicting) moods being expressed. There are no right or wrong answers involved.
- Learners might wish to react as a viewer, but could also position themselves as Habib, or some of the other characters in the animation - what were their feelings, thoughts, questions etc.

3. Once learners have created their mood boards ask them to leave them on view (i.e. on a table) and take a short 'sharing walk' (2-3 mins) around the other boards with their group/partner to see how others responded. Learners should end back where they began at their own board.

a. How did their 'mood board' compare with others? Where there any surprising or challenging issues they identified? *[Note: you may wish to look at the 'mood boards' yourself during the 'sharing walk' so that you can support and draw out these conversations.]*

b. What choices do learners think the animator has made to try and engage moods? Can they give specific examples from the animation?

c. Does watching the animation without the sound influence how you engage with the story in terms of the feelings, thoughts, and questions you were recording?

d. Does the absence of sound mean we miss out on some things? What might those be?

4. Now play the animation to learners again, but this time allow the sound to be heard. Use some of the following prompts to hold a closing dialogue:

- How effective do you feel you were at identifying with the story now that you can hear the sound? Was there anything key in the sound that you were not able to take from the visual elements alone?
- What about the emotions? How does the sound alter the emotions explored in the animation? Does it change the way you engage emotionally with the animation?
- Does the addition of sound introduce alternative perspectives or challenge some of those you had formed when using the visual alone? What can we learn from this? *[Responses might include that we should not judge by appearance alone; that we should listen to others' stories and not make assumptions.]*

WEEK 7: SIMILARITIES AND DIFFERENCES

Source: *Teaching Tolerance* (adapted)

Materials required: Roll of string/tape

Procedure:

1. To prepare, create a visible line on the ground with string or tape. Arrange the classroom so there is ample space for every student to stand around the line. Separate students into two lines, facing one another on either side of the line. Students should begin by standing about a foot or two away from the line. Instruct students to try to complete this activity in silence, but to think about who is standing next to them after each statement.
2. Explain to students that in this activity you will call out a series of statements and that you want them to walk to the line if the statement is true. Use the following statement as a model: 'Step to the line if you are a student'. Let students know that they don't have to move if they feel uncomfortable. Then tell students to step back.
3. The activity will now be conducted in two parts. First, read the identifiers on the left hand side of the list below, using 'Step to the line if you...' each time. Pause after each statement and notice who moved and who didn't. Then tell students to step back.
4. When all the descriptors on the left hand side have been called out, have students discuss the following:
 - How did it feel when you stepped to the line?
 - Did anything surprise you?
 - At any point during the activity did you feel alone or isolated?
 - At any point during the activity did you find you had more in common with others than you thought?
 - What did you learn about your classmates?
5. Repeat steps 3. and 4. using the identifiers on the right hand side.

Have brown hair	Have lived in another country
Have straight hair	Were born in this city
Like to play outside	Wear glasses
Speak another language	Were born outside this country
Like the colour blue	Are an only child
Have a brother or sister	Have more than two siblings
Enjoy listening to music	Are afraid of something
Have blonde hair	Have ever felt left out

Enjoy watching movies	Struggle in school sometimes
Like strawberry ice cream	Sometimes don't know what to say
Like playing video games	Think about what happens at home while you are at school
Like playing sports	Worry about what you look like.
Have dark eyes	
Have lived in another part of the country	*This list can be adapted to fit the class's needs.

Note: If you add statements, start with low risk statements and ease in to high risk ones.

WEEK 8: Q SORT

Materials required:

- Materials in QBox for Students: 34 statement cards, 9 number cards, QGrid (in 'Student Materials')
- Scissors and pen or pencil

Q methodology is a research method that gives voice to students' subjective individual and shared perspectives on a particular issue. In a Q Sort, each young person is presented with a set of statements in order to examine how they think about a particular topic (Dryzek and Kanra, 2014). They are asked to rank the statements according to how strongly they agree or disagree with each statement. The statements should cover as many sub-issues within the topic as possible so that the participants can truly express their views on the given topic (Coogan and Herrington, 2011). The statements used in PIER develop from focus group discussions with students, in which statements about networks and friendships were collected and kept in their original language in order to keep the students' voices intact.

Note: This is an extended session.

Procedure:

1. Distribute a 'QBox' package to each student. [**Note:** Package should be stapled if possible to keep materials in order]
2. Explain to students that they will be asked about their opinions on friendships. In order to explore their views, they will perform a so-called QSort. For this QSort, they will be asked whether they agree or disagree with statements about friendship. They will find these statements on 'statement card'.
3. Ask students to cut out the 34 statement cards (QBox) and put them in one stack. [**Note:** Statement cards and number cards (see below) can be pre-cut by the Activity Facilitator if so desired.]
4. Ask students to cut out the number cards (QBox)
5. Ask students to lay out the number cards in front of them – high enough so they can lay out the statement cards below the header number cards. [Students can lay the cards on their desk if space permits or on the floor, wherever the facilitator deems space to be appropriate].

The order of the number cards is as follows:

-4 (not very important) -2 cards-	-3	-2	-1	0	1	2	3	4 (very important) -2 cards-
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6. Tell students that the question to be answered by Qsort is: 'What are your OWN experiences with friendships in school?' [If possible, write this question as a reminder on a board visible to all students]

Have students read each statement card and ask them to pre-sort the cards into 3 categories (1 pile of statement cards per category). Do not skip this step.

Pile 1: Statements that they feel positive about and which they definitely agree with.

Pile 2: Statements that they feel negative about and which they definitely disagree with/or much less agree with.

Pile 3: Statements that they feel ambivalent about, that they are unsure of and/or statements that induce both negative and positive feelings.

[**Note:** It is acceptable if students come up with only 2 piles.]



7. Ask students to read the number cards. Under each card, it tells the students how many statement cards should be put below. For example, under '-4 -Most disagree' the instructions state: 2 cards. Therefore, the student can sort only two statement cards under '-4 -Most disagree'. Another example is, under '0 - Neither Agree nor Disagree' instructions state to put down 6 cards. Therefore, the student will have to sort 6 cards under '0'. Please note that the ordering of the vertical distribution does not matter.

It is important to follow this forced distribution of cards in order to hone in on the students' views. Therefore, students should not deviate from the distribution.

Most Disagree		Neither						Most Agree	
-4 (2 cards)	-3 (3 cards)	-2 (4 cards)	-1 (5 cards)	0 (6 cards)	1 (5 cards)	2 (4 cards)	3 (3 cards)	4 (2 cards)	
Statement Card 34	Statement Card 1	Statement Card 20	Statement Card 14	Statement Card 2	Statement Card 18	Statement Card 6	Statement Card 22	Statement Card 12	
Statement Card 5	Statement Card 17	Statement Card 9	Statement Card 26	Statement Card 3	Statement Card 11	Statement Card 25	Statement Card 16	Statement Card 31	
	Statement Card 24	Statement Card 4	Statement Card 29	Statement Card 23	Statement Card 7	Statement Card 21	Statement Card 8		
		Statement Card 28	Statement Card 33	Statement Card 13	Statement Card 27	Statement Card 32			
			Statement Card 15	Statement Card 30	Statement Card 19				
				Statement Card 10					

Example (see also picture on next page)

Note: At this point, do not instruct the students on the numbers on the statement cards (the above is just an example for the facilitator in order to demonstrate the distribution.) Students should only concentrate on the statements.

8. Ask students to put the statement cards under the number cards according to their views and opinions (see example above). Do NOT put them on top of each other.

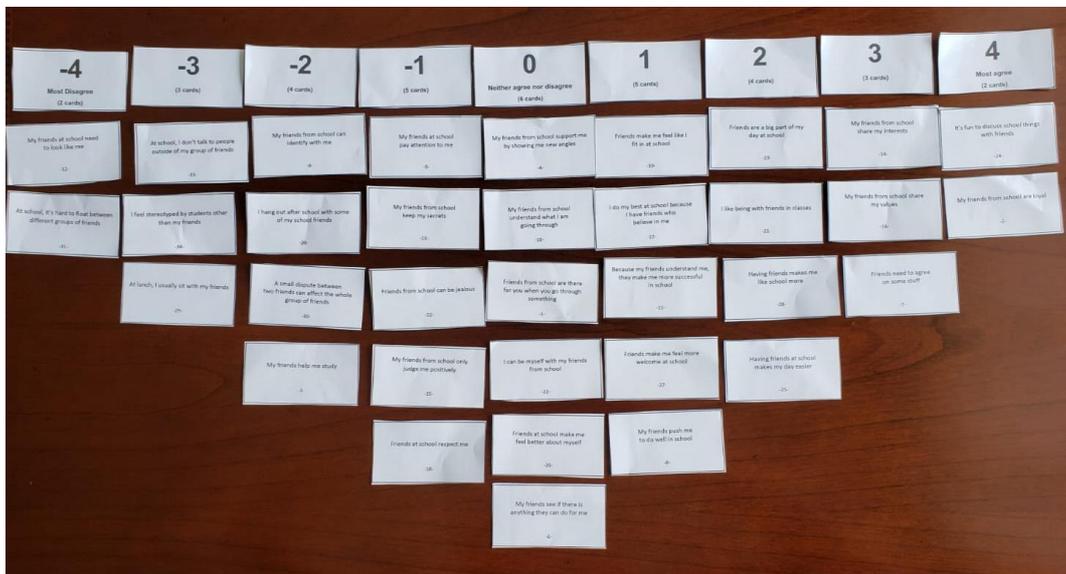
Repeat the question to be answered: ‘What are your own experiences with friendships in school?’

- Emphasize that each student should only consider his or her own views and NOT the views of their friends or family.
- Remind students that there is no one correct answer.
- Encourage students to take their time instead of rushing through it.
- If students are unsure of the meaning of a card, do not impose meaning on the statement for them.
- Encourage students to find their own meaning or if unsure to place the card on or near ‘0’.

Students can start with one pile from the pre-sorting procedure. For example, students can take from pile 1, which includes the statements they agree with and lay them out first. [**Note:** students can always change their mind about the rankings during the whole process of the sort.]

Cards can be moved at any time during the process. For example, a student might choose one statement to be very important to her and places the card under ‘4 – Most agree’ but she has already 2 cards under ‘4 – Most agree’. She can then decide to move one of the cards from ‘4-Most agree’ to another spot (e.g. ‘3’) in order to be able to place the new card under ‘4-Most agree’.

If students do not disagree with any statement, let them know that they can think of Disagree as ‘agreeing less to this statement than to the other statements’ – that is, they can sort them in order of importance.

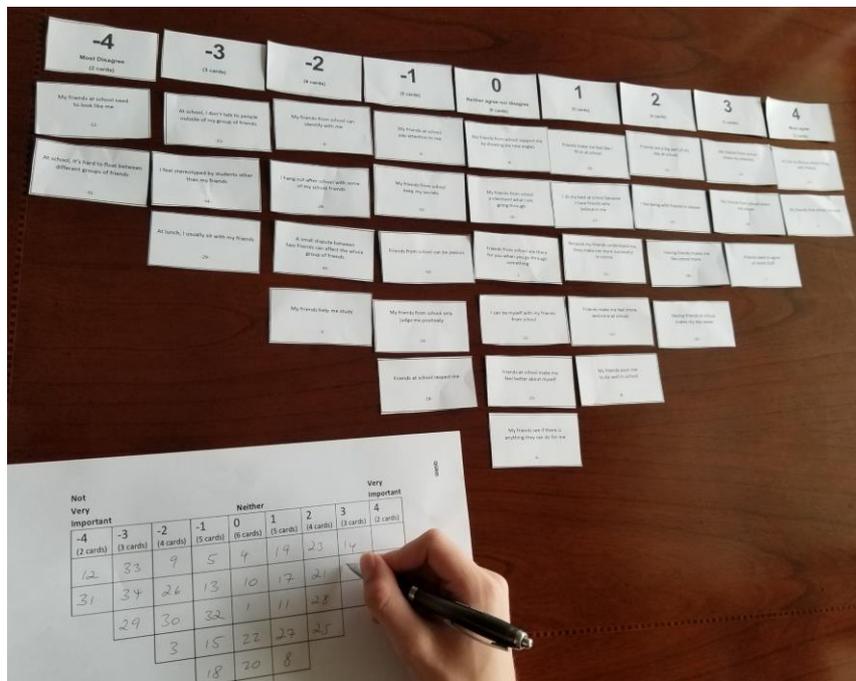


Example of a QSort

9. Once the students are finished with the sorting process, ask the students to look at the statement cards. Each card has a number on it (bottom middle). Ask students to turn to the QGrid to transpose the numbers onto the sorting grid.

-4 (2 cards)	-3 (3 cards)	-2 (4 cards)	-1 (5 cards)	0 (6 cards)	1 (5 cards)	2 (4 cards)	3 (3 cards)	4 (2 cards)
22	3	1	19	18	11	23	28	5
6	26	13	21	25	17	24	9	30
	12	7	8	29	2	4	14	
		27	31	15	16	33		
			32	20	34			
				10				

Example



Completing the QGrid

10. Have students form groups (2-4 students per group) to discuss their results with each other. Ask students to explain and discuss with each other why they chose statements on the outer ends (-4 and 4) but also some of the statements in the middle (0). Students may also elaborate on whether they agree/disagree with each other on certain statements.
11. Students can share their perspectives with the class if they feel comfortable to do so. Ask students to reflect on whether any of their views on friendship and belonging have changed since the beginning of the intervention.
12. Finally, on the basis of what they have learned during the PIER intervention, ask students to think about ways in which they might support positive friendships and belonging at the school. Encourage the students to reflect on how they might welcome newcomers in particular.

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