

# WELCOME TO SCHOOL

FACILITATING SCHOOL-BASED SOCIAL SUPPORT  
FOR ADOLESCENT NEWCOMERS

TEACHER MANUAL



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# WELCOME TO SCHOOL

PART 1 · INTRODUCTION

# WELCOME TO SCHOOL: Introduction

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## Preface

Welcome to School is a programme, or curriculum, designed to help teachers create a safe social space for newly arrived learners to build resilience enhancing connections and supportive social relations. Welcome to School was developed by Bram Tuk and Milleke de Neef of the Centre of Expertise on Health Disparities (Pharos) in the United Kingdom, where Welcome to School has been successfully implemented with more than 10,000 learners. Welcome to School has undergone several alterations since its conception, with the latest version comprising of 20 lessons covering topics such as differences in culture, their living arrangements, being new to a country, discrimination, health, friendship, sexuality and romantic relations. The curriculum is supported by a manual, which first provides some background information, and second outlines a set of lessons plans for the teacher. The manual for teachers is accompanied with an exercise book for the learners. The latest version of Welcome to School has been successfully tried and tested with secondary school going learners in four major cities in the United Kingdom. The original Welcome to School programme is available free of charge and in English from Pharos': <https://www.pharos.nl/english/youth-health-programme/school-programmes-for-refugee-youth-in-secondary-education/>.

Because of the success of Welcome to School in the United Kingdom, it was selected for inclusion in a European research programme looking to strengthen the evidence base of school-based mental health promoting interventions. The EU-funded research programme, also known as 'RefugeesWellSchool', investigates the impact of five different interventions, of which Welcome to School is one intervention, across a series of European countries. The Welcome to School programme will be implemented and rigorously evaluated in Belgium, Norway, and Denmark. However, following pilot testing in Denmark and initial consultations with teachers and other stakeholders in the three countries, it was decided to reduce the Welcome to School programme and remove the six lessons that focus on sexuality and romantic relationships. Consequently, this manual, which forms part of the 'RefugeesWellSchool' investigations, consists of 14 lessons, and not 20 lessons as in the original programme. While this was a difficult decision to make, the proposed programme can be more easily implemented in a school term and reach a young audience. While the 14 lesson plans and the learners' exercise book remain largely unchanged from the original Welcome to School programme, translation of the material from English to English, Danish and Norwegian has inevitably contributed to minor changes. Parts of the material have been made country specific and the introduction has been abbreviated.

It is hoped that the current version of Welcome to School is as successful in promoting the mental wellbeing of refugee and migrant adolescents and that the material will be used across Europe to promote the healthy integration of adolescent learners with a refugee or migrant background.

The new version of Welcome to School is edited by the Danish Research Centre for Migration, Ethnicity, and Health (MESU) in close collaboration with Pharos. MESU prepared the English version which was subsequently translated to Danish, English and Norwegian.

## Reading guide

The first part of the teacher's manual offers an introduction to the experiences, challenges and social contexts of being a young newcomer in a western European country. The second part of the manual presents the 14 lessons one by one with instructions on structuring the lessons, what to write on the blackboard and how to use the student workbook in the lessons.

The ★ indicates that the following paragraph(s) is an idea of what could be said to the students.

Since all adolescents are different and classes accordingly, it is an important responsibility of the teacher to be able to adjust and modify the wording, structures and activities of the teacher's manual to fit their specific students. Although the manual is written in a somewhat detailed way, the teacher's knowledge of the cultural backgrounds, language capabilities and family relationships of the class as well as the students' age and maturity level should always guide the lessons.

The names of pupils, which mostly occur in the 'Example from practice' sections at the end of each lesson, are fictional. The use of a masculine noun or pronoun in the text refers to both men and women, unless the context indicates that it specifically refers a man.

# 1. The goals of Welcome to School

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This chapter describes the goals of Welcome to School. These goals give teachers extra support because they provide further insight into the purpose of the lessons. With clear goals, we can later examine the outcomes of the lessons to see if they are delivering the intended outcomes.

## Goals of Welcome to School

The aim of the lesson plans is to improve the wellbeing of newcomers, and to reduce and prevent psychosocial and emotional problems. Stress and uncertainty of obtaining a residence permit, poor housing, poor guidance or care affects newcomers' wellbeing. Attending school can positively shape a newcomer's life with the right strategies and support. Teachers' role in shaping the newcomer's wellbeing is a critical component of Welcome to School and so they also need a strong understanding of the newcomers' experiences of acculturation, adolescence, and processing shocking or traumatic events. Welcome to School can create a more positive self-image and inspire self-confidence in the newcomers during and after the lessons. This may occur in two ways: active and passive. Passively, the newcomers' wellbeing can improve by the support from teachers and peers when talking about issue that are more relevant for them. Actively, the newcomers are forming stronger connections with their peers, teachers, and family.

The goal of the lesson plans is to improve the welfare of the newcomers and reduce and prevent social and emotional problems. This has been spelled out in sub-goals.

### The newcomer has a greater sense of selfawareness when:

- The newcomer feels recognised by the school and the English society by:
  - » Sharing their personal experiences with classmates and teacher
  - » Recounts of this personal story is accepted
- The newcomer identifies with the experiences of fellow newcomers by:
  - » Sharing experiences and recognising the commonality of them
  - » The exchange of solution strategies
- A healthy perspective of the past and the future occurs when:
  - » Newcomers do not completely close their past
  - » Newcomers think of the future
  - » Newcomers focus more on the future

### Social awareness increases when:

- Newcomers experience social support and engage with more people because:
  - » They feel valued or emotional support from peers, their teachers and their social environment outside the school
  - » They feel connected to their classmates
  - » They receive useful information and advice
- Newcomers become more active in the classroom, particularly the more quiet newcomers
- Newcomers reduce aggressive and restless behaviour
- Newcomers feel less stressed living with multiple cultures
- Newcomers' knowledge of fundamental rights helps them feel less insecure about their position in the new society.

## 2. Who are the newcomers?

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The newcomers are a diverse group with origins in different continents. The characteristics of this group have changed along with the influx of migrants. Today, for example, there are many labour migrants from Central and Eastern Europe who come to Western Europe. Over the last century, a large proportion of the newcomers came from Morocco, Turkey, Surinam or the Antilles (Gelauff-Hanzon, 1994).

Children of asylum seekers can stay in shelters with their parents or have been given a permanent residence after obtaining a residence permit. Children who come to the United Kingdom later than their parents might come in the context of family reunification. Some of these children have been waiting for reunification in refugee camps for years. Some of the children might be living with their uncle and aunt as foster children. Refugee children arriving without their parents are considered unaccompanied minors.

### Diverging migrant backgrounds

Some of the labour migrants come from the 10 newest Central and Eastern European member states of the European Union: Poland, Hungary, the Czech Republic, Slovakia, Slovenia, Estonia, Latvia, Lithuania, Romania and Bulgaria. The largest group comes from Poland. However, there are also newcomers who come from southern European countries with their parents.

A small group comes to the United Kingdom in the context of family formation. A 'resident' obtains permission to invite a partner with children from abroad to come to the United Kingdom to form a family here. Countries of origin mentioned by schools are, for example, Thailand, the former Eastern Bloc, South Africa, Canada, the Philippines and Colombia.

Many families of labour migration migrate in phases. Sometimes older siblings are left behind. This is discussed in research of "euro-orphans" (Birds & The Dragon, 2014). Phases of migration means that many newcomers repeat the grieving process. "My son misses his elder brother in Poland very much. I feel guilty. It is also not good with my son in Poland; I had it better not to let his grandmother... I have sorrow that I did not care for him. And I do not know how to go on" (quoting a Polish mother). Labour migrants go where there are jobs available for them. Sometimes they accept jobs they are overqualified for. As the country of origin is often relatively close, families sometimes have one foot in the country of origin and another in the United Kingdom. Families regularly travel back and forth, for example for medical help.

### What do the newcomers have in common?

- **Displacement.** Wherever they come from, they have had to say goodbye to people and things that they love. Climate, food, housing, family, friends, education and leisure; migration affects all these aspects.
- **Creating a narrative.** They have to get used to a new country and create their own narrative.
- **Good and bad memories.** These get a new meaning when you live in a new country.
- **Ups and downs.** Getting used to a new country often involves ups and downs. Although the United Kingdom offers these newcomers opportunities that they may not have previously

had, they can also run into obstacles. For example, the language and requirements set by mainstream education, social segregation and experienced discrimination.

- **Ambivalence.** Because it is the parents' or the families' decision to leave the country of origin and not the newcomers themselves, they can be ambivalent about their stay in the United Kingdom.
- **Family support** is sometimes lacking. The extended family is a source of support for many migrants, but since families sometimes live far apart this support can be lacking. In the migration process one cannot always choose where they end up, and so family can end up in many different places around the world. It is not always possible to maintain regular contact via the Internet. Sometimes newcomers have lived for a long time with family members, for example with grandparents or uncles and aunts. Many newcomers miss their relatives.
- **Absent parents.** Parents play an important role in the development of their children. Adolescents sometimes suggest that they 'prefer to do it on their own', but they still need support, advice, appreciation and help with the choices they have to make at this age. Although parents of newcomers, like other parents, want the best for their children, they do not always have the capacity to support their children.
- **Obligations.** Newcomers often deal with extra responsibilities, for example, family members elsewhere expecting them to succeed in the new country and receiving financial support or even practical help to be able to emigrate to 'the West'. Sometimes, refugees also have to pay back large debts to "travel agents".
- **Starting over.** Learning a new language and living in a new country can feel like starting all over again. The social knowledge that newcomers have from home seems to be of little use in the new environment at first. Habits, tasks and roles have suddenly changed. For example, the social codes between children and adults and how newcomers and teachers, men and women interact with each other, can be completely different here.
- **Delayed educational career.** For many newcomers, education has been temporarily interrupted. Learning a new language also means a major slowdown.

#### How do newcomers differ?

- **Educational attainment.** There are newcomers who lived in refugee camps throughout their entire childhood, never been to school and are illiterate. And then there are also newcomers, who have already followed higher secondary education.
- **Language.** Originating from different parts of the world, newcomers speak many different languages.
- **Reasons for migration.** Migrant workers usually leave their country better prepared and often have some idea of which country they were going to. Refugees sometimes have to leave suddenly. All migration involves a combination of push factors and pull factors.
- **Residence permit.** The newcomers in the classroom might have a permanent resident permit and other newcomers might have a temporary residence permit. This means that not everyone who comes to the United Kingdom can stay long-term. Migrant workers sometimes go back to their country of origin. Refugees sometimes travel to other countries. The newcomers often have no say in this themselves.
- **Undocumented.** There are also newcomers who for other reasons do not know if they can stay. For example, there are refugees who have not received a residence permit because they have already applied for asylum in another country.

- **Living situation.** Some newcomers are living with their parents, some live with family or acquaintances and some are living alone.

### Newcomers' mental health

Adolescents generally do not want to be seen as 'special'. This also applies to newcomers. They want to be 'normal' and just go to school. They have often experienced a number of distressing events that might affect their well-being and development. Although young newcomers often build a new life much faster than adults, attention to the psychological process of migration is important. At school all children want to be seen as individuals. All newcomers want teachers to show interest in their personal backgrounds. This will create solidarity between the teacher and the newcomer and it will also motivate the newcomer to learn more. The personal story of newcomer should be given a place in the classroom (Tuk & Verboom, 2013).

Teachers report that many newcomers suffer from psychosocial problems. This is also reported by the newcomers themselves (Pourfakhrian, 2009). According to teachers, newcomers with a refugee background are more vulnerable to suffering from psychosocial problems compared to newcomers without a refugee background. The health of children who are new to the United Kingdom is vulnerable and health issues can affect school performance as this can impede learning. Newcomers sometimes come from countries where healthcare services are inadequate or non-existent. A lack of healthcare services thus can result in the lack of treatment for physical conditions. Additionally, psychological disorders such as dyslexia and autism can be overlooked in the country where the child previously lived. It is also known that child abuse is a risk factor when families are under pressure, no matter where they come from, which has many implications for physical and mental health.

The arrival to the United Kingdom offers many opportunities that newcomers stopped having, or never had before due to economic, social or political circumstances. Newcomers are also quickly aware of the vast differences between the United Kingdom and their country of origin, which they must navigate in, in order to participate and be part of society. Many of them have such a large language deficit that it hinders educational opportunities. Newcomers have questions about life between two cultures. To what extend can I stick to the standards and values of the country of origin? What exactly are the norms and values in the United Kingdom and which do I want to adopt? This is called acculturation stress.

Berry (1990) suggests how you can either integrate or not integrate into society. He applies the terms: assimilate, integrate, separate and marginalise. Youth considered well-integrated, often point to a successful balance between being connected to their own roots and wanting to be English.

		Identification with 'country of origin'	
Identification with English society		Strong	Weak
	Strong	Integration	Assimilation
	Weak	Separation	Marginalisation

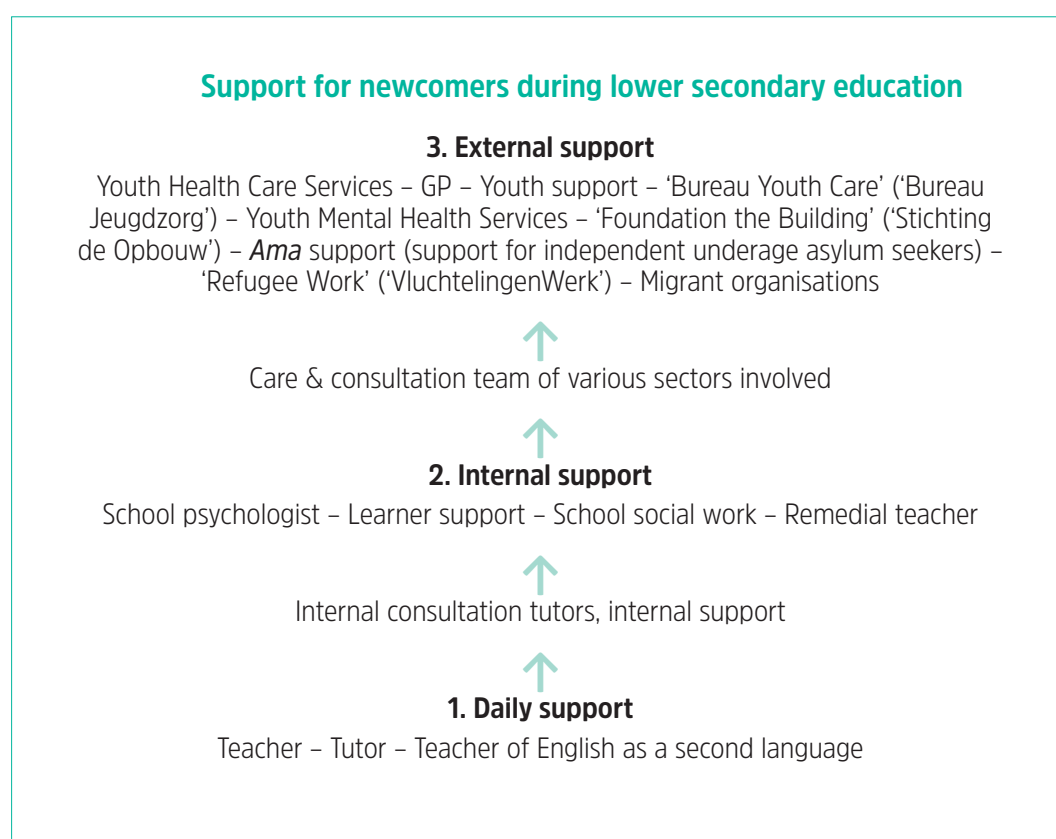
*Acculturation strategies (Berry, 1990)*

In summary, newcomers with a refugee background are more vulnerable, compared to children born in the UK. Negative events before, during, or after migrating to the UK put the newcomers at risk of having psychosocial problems or reduced well-being. At the same time, many newcomers are eager, resilient and optimistic. The school plays a significant role by adhering to this intervention and by offering newcomers knowledge and skills that enable them to fully participate in English society. It is important, as in any school, to find the right balance between an intellectual challenge and advantageous learning outcomes. In terms of newcomers, this means that specific attention must also be paid to their psychosocial wellbeing and development.

### Beyond teaching

The home situation of the newcomers is often unstable, and their personal networks can be limited. Furthermore, sometimes the non-profit organisations that may offer support to newcomers are inaccessible for several reasons. When the home is unstable, their personal networks are small, and external organisations are inaccessible teachers feel the need to compensate this and offer extra support.

The schedule below provides a model for the organisation of care for a newcomer.



School is an institution that facilitates integration and can offer a lot to a newcomer. It offers structure and challenges. If the newcomers have been on the road for a long time and/or have not had full education for a long time, they often really appreciate schooling. In addition, the

processing of homesickness and/or loss is easier if the newcomers are distracted and challenged by school.

Further, newcomers get an understanding of life in the UK, not only through the subject matter but also through the day-to-day contact with teachers. As a result, they gain insight into society faster than most parents. Being able to read and speak quickly and having knowledge of society gives the newcomers an important position in the family and the newcomers are often happy that they can help their parents. However, at the same time, it can disrupt the typical power relations between children and parents, and this can burden the newcomer. This can for example happen if the newcomer is taking responsibility for issues that parents should be responsible for.

When the newcomer begins school in the UK, they will mainly be in contact with a small number of teachers. Every day they are busy learning how to express themselves in a new language. Since many newcomers have little to no contact with native English, the teacher will often play a key role as a source of information for questions about the British society. The more frequent the contact with a teacher, newcomers may feel more comfortable talking about personal issues as well as topics around English customs and cultures. This type of teacher-newcomer relationship may be more personal than that with the native students.

Teachers often describe the contact with “their” newcomers very positively and are often very involved themselves. Nevertheless, problems newcomers have can easily be overlooked because teachers have received no specific training for identifying them. In addition, many of the newcomers in the classroom are doubtful as to whether their problems can be solved at all, so they can be reticent about them. Sometimes the newcomers are ambivalent about seeking or getting a helping hand from teachers. Newcomers may say that they are doing fine even though they are not. This discrepancy may be seen through excessive daydreaming, difficulties with concentration, poor results in school and apathy towards participation. The newcomers themselves might report symptoms like anxiety, loneliness, and difficulty sleeping. Compared with children born in the UK, newcomers who were forced to migrate, experience more physical and psychological problems (Vervuurt & Kleijn, 1997). Sometimes to counterbalance the psychological or physical problems, newcomers in the classes show above average prosocial behaviour (Pourfakhrian, 2009). In *Welcome to School* the newcomers can help each other by authentically expressing themselves, while the teachers can get to know more about the newcomers’ private lives. Furthermore, the intervention enhances the newcomers own dealing and social support. The intervention has no therapeutic intentions, but it will strengthen healing.

A teacher has the task of connecting home and school. The newcomers, like other adolescents, want to stand on their own two feet, but because they might face extra obstacles, this can be difficult. The newcomers switch daily between the very different worlds of their home life, social life, and academic life. Some refugee children also have to deal with the closed environment of an asylum or reception centre. Integrating these different worlds can be difficult for newcomers, because those worlds can make very different demands on behaviour and communication. Many newcomers come from countries where family obligations are self-evident and there is a strong and positive bond with parents and other family members. The newcomers are usually connected with their families in various ways, even if they do not live in the UK. The newcomers often find it difficult to explain to someone at school what their specific relationship to their family

looks like. Sometimes they are ashamed of traditions such as showing respect and helping in the house, because they believe that this is seen as old-fashioned in the United Kingdom. To be able to talk about this, the teachers need to be approachable towards such reflections.

### **Newcomers and their home environment**

Migration can negatively affect family life. There are newcomer families where parents have psychological problems, and where the chance of expulsion is real and/or where there are parenting problems (Bellaart et al., 2015), neglect and abuse (Goosen, 2014; Lewig, et al., 2010). These are factors that can make the contact between school and parents extra difficult, not least because newcomers can be very hard to reach. Sometimes teachers see the signals but hesitate, because they doubt whether they can really help these newcomers. That is why it is important to work together on a basis of good contact between parents and school, which makes it easier for newcomers to share more in the classroom.

Newcomers sometimes help educating younger siblings and they also sometimes translate for their parents. Some newcomers have to look after their younger siblings when their parents are at work (Offergelt, 2014). This is not necessarily considered problematic for the newcomer and a number of them are already used to taking care of their younger siblings. Many of the parents also want their children to succeed, get good grades in school, and climb the social ladder. The academic and familial responsibilities put pressure on the newcomer, especially since parents are often unaware of the amount of catching up a newcomer must do when entering a new school system.

In Welcome to School we ask newcomers to describe what the situation is at home and invite them to talk about life at home. Welcome to School actively encourages the newcomers to 'interview' their parents and take pictures at home. In a large number of lessons we ask about similarities and differences in norms and values of their parents and of the 'Englishmen'. There will inevitably be clashes, but by giving newcomers the opportunity to express their views, and by creating opportunities for the newcomers to learn from each other, they may begin to appreciate that that several, sometimes 'abrasive', value systems can coexist.

During adolescence, the newcomers must find their own way and make choices around topics such as: education, work, leisure time and relationships. It is expected that they take charge of their own lives. The newcomers must navigate between their heritage culture and their mainstream culture through different levels of adaptation. The newcomers must compromise between the views of their families, religious influences, norms of peers, school and youth culture and this requires a lot of flexibility and the newcomer to reflect on to what extent they want to adhere to the English culture. An additional difficulty is that some of the newcomers do not have a permanent residence permit and might be living with the threat of being returned to their country of origin. Also, the public and political debates about Islam and migration can negatively influence the newcomer. The school can play an important role by talking about this with the newcomers.

### **Parental involvement: Opportunities and challenges**

Parental involvement is important to ensure continuity between the newcomers' home and school environments. There are several ways to involve parents. However, before this is possible, schools need to recognise that this has an important benefit, both to the school and to newcomers and their parents, who inevitably will feel they are listened to, and 'belong' to the

school. Some parents are worried that they may 'lose' their children in this new setting, and may become more confident that this is not going to happen if they have greater insight to what is happening in school. But involving them requires extra effort. Here are some activities that can support parental involvement:

- Reception class teachers can organise parent parents, clustering parents of similar language groups together, facilitating discussions about the school, and how best to build bridges between home and school environments.
- Hold regular parent-learner meetings
- Consider offering English lessons for parents, for example at a 'Saturday school'.
- Organise parental involvement courses, where parents can be taught to read and understand reports, school letters and forms.
- Conduct home visits

Parental involvement is challenging, and teachers may encounter the following barriers to parental involvement:

- Parental visits to schools may come at a cost (e.g. financial or time), which can be exacerbated if there is a large distance to the school.
- Parents of newcomers are usually not familiar with the education system and what schools expect from them.
- The host language level of parents of newcomers may be insufficient for them to have good contact with the school.
- Some parents may work long or irregular hours. This can hinder contact with the school.
- Parents do not always know whether they and/or their children will be allowed to remain in the host country. This can make them question whether there is any point in having contact with the school.
- Newcomers may come from single-parent households and for a single parent to organise contact with the school can be overwhelming

The Welcome to School programme provides plenty of opportunities for teachers to explore the role of parental involvement and identifies strategies with the newcomers that can facilitate greater parental involvement.

### **Refugee children and their backgrounds**

The reason for the refugee children's journey from their origin countries varies greatly, but newcomers with a refugee background tend to be the most vulnerable (Fazel et al 2011, Pourfakhrian 2009). Teachers often emphasise that refugee newcomers have more psychosocial problems as compared to their non-refugee peers (Slotman Others 2014). This is mainly due to their migration experience being traumatic, sometimes featuring elements of violence, war and persecution. Going to school can increase the capacity and resilience of children. When newcomers feel comfortable at school, they have a lower risk of post-traumatic stress, depression and anxiety (Fazel et al, 2011). The feeling of being comfortable at school is reinforced by teachers who are interested in the backgrounds of their newcomers. It is beneficial if teachers listen carefully when a refugee is speaking about his or her experience or country of origin.

## The migration journey

In the existing literature on migration patterns, a combination of 'push and pull factors' are often mentioned. Push factors are reasons that push someone away from a country, such as lack of economic opportunities. Pull factors on the other hand pulls someone toward a country, and may include good education, healthcare or family relations. When it comes to refugees, the push factors can include more severe factors such as war, famine, violence or persecution. These situations are very likely to be distressing and have the potential to lead to clinical symptoms of anxiety, depression, or post-traumatic stress. The parents of refugee children are often the ones that make the decision on where to migrate to. Sometimes the parents have a specific destination in mind, such as the United Kingdom. Sometimes it is not the country itself, but the job opportunities somewhere that is the pull factor. Sometimes the newcomers are unaccompanied minors who ended up in the United Kingdom due to a series of decisions made while en route. Sometimes smugglers have been responsible for getting the migrants across borders, which can limit the migrant's choice of host country. Other times a migrant may have had a country in mind that they wanted to resettle in, but the asylum process is too long or difficult, and so they choose a different country. Ultimately, there are several, complex reasons as to why a refugee ended up in the United Kingdom and often their path and destination was not clear from the start.

## Processing traumatic experiences

Shocking experiences are considered traumatic if psychological and/or physical symptoms arise after and as a result of the experience. These symptoms often follow a typical pattern. Experiencing such symptoms can mean that someone is suffering from post-traumatic stress disorder (PTSD), which often presents together with other conditions such as depression, sleep problems and anxiety. There are significant differences in the individual processing of traumatic events. Often however basic assumptions about oneself, about others and about the predictability of life are questioned. Victims of shocking experiences may grapple with questions such as 'how did this happen?', 'why did this happen to me?'. Some struggle with 'survivors' guilt' – feeling guilty about surviving an event when others were not so lucky. If an adult experiences PTSD, a child can be forced to prematurely take on a role usually filled by this adult, such as caring for younger siblings. Their image of adults may change as the confidence they had in them is negatively affected. Children will often then have feelings of insecurity and uncertainty relating to their future. However, children are resilient and these feelings of insecurity and uncertainty about the future often dissipate with time and sometimes without professional help. Older studies of child victims of Nazi persecution and victims of war from Chile and Cambodia show that children recover or at least can live and cope with past traumatic experiences (Hjern & Jeppsson, 2005).

## Improving mental health and resilience

A range of individual characteristics such as overall mental health status, resilience, humour, and problem-solving skills can help a newcomer to handle shocking experiences. The capacity to handle shocking experiences is greater when they have adequate support from the start. Their mental health and resilience may improve if they regularly speak their own language, can freely practice their religious beliefs, as well as buy and prepare familiar foods. Another protective factor from psychological distress is a child having adequate care, a supportive and flexible structure, and attending school, provided that the newcomer feels safe in the school environment

(Fazel et al, 2011). Despite having had potentially traumatic experiences, a support network of friends, family, classmates and community members are some of the groups, that newcomers are surrounded by that can help their mental health flourish.

### Summing up

Newcomers are often pulled in many different directions. On the one hand, they want to stick to their heritage cultural practices and ideas and at the same time they want nothing more than to be integrated in their new homeland. Supporting the newcomers in this makes the integration process easier. Although parents want their children to integrate, it can be difficult for them as they themselves often face difficulties adjusting to the new culture. Attending school is a good step for integration, especially when newcomers have learned the language. When the newcomer's language proficiency is weak it can be difficult for the teacher to support the newcomer with personal issues. However, this is an opportunity to engage in conversations at home around the newcomer's wellbeing and integration process. Schools can also make extra efforts to engage with the parents to increase the newcomers' chances of success at school and work on their personal development.

### 3. Newcomers and adolescence

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The school plays a pivotal role when it comes to how newcomers develop as individuals. The development of newcomers is much like that of other youth in the United Kingdom: They have to prepare for their future while being influenced by a number of factors such as their peers, their personal situation, and their sexuality. Besides being influenced by the “normal” parts of getting older the newcomers are also influenced by their situation in a new country. This next chapter illuminates how migration impacts the development of children. The idea is to give teachers insight into the various development stages, so it will feel more natural to bring it up in conversation.

#### What are development stages?

Development stages are theoretical psychological milestones that every person goes through during their life in a more or less fixed order (Meij, 2011). The ‘completion’ of each development stage provides children and young people with different types of knowledge and skills to develop positively into adulthood. However, if the development is stagnating, this can lead to psychological problems. A characteristic such as resilience in children can for instance be somewhat pre-determined, but is increased if children develop in a successful and healthy manner (Rispen et al, 1994). Below are some different stages and situations that newcomers may come across and grapple with, both as adolescents and as newcomers in a foreign country. How they address and get through these stages and situations can in turn affect their development.

#### Adolescence: a stage of life full of changes

Adolescence is a transition period between childhood and adulthood. It refers roughly to the period between 10 and 20 years of age. Biological developments, including sexual maturation, are the driving force of physical, psychological, and social changes (Baan & Tuk, 2008). What adolescence means from a social perspective varies greatly across cultural groups. In Western countries social welfare has often made it possible for adolescents to extend the childhood period, allowing for more time to experiment and ‘find themselves’ in their youth. In other countries adolescents may have already been working from a young age, taking on responsibilities that would in other contexts be considered adult.

#### Life choices

Adolescents make important life choices about education, work, leisure activities and relationships (Baan & Tuk, 2008). Their political and religious beliefs will also develop with age. In Western culture, it is sometimes expected that adolescents take a lot of responsibility for their life choices. With newcomers from other cultures this can be less so. Parents and other family members sometimes have a strong influence over the choices newcomers make. Many newcomers, unlike much of the English youth, are religious. Religion can provide extra support. Sometimes newcomers arriving in a new country can be surprised that they live somewhere where church and state are separated, and where people openly show that they are not religious. That is quite unusual in some of their countries of origin.

#### New contexts, values and responsibilities

Peers have a strong influence on the behaviour and attitudes of adolescents. However, choosing a group of friends is also a personal choice and therefore can be less passive than presumed

(Baan & Tuk, 2008). For some young immigrants, gender roles matter more than it does to the English youth. Sometimes, immigrant boys are used to socialising primarily with men, or girls are used to having contact primarily with women. Newcomers in the United Kingdom often deal with multiple cultural contexts, such as their classmates, their relatives, neighbours, teachers and counsellors, all of whom can be from many different countries. Newcomers may have to deal with different and sometimes conflicting values. The greater the distance between the value systems that newcomers have from home and the value systems of the new society, the greater the effort required to integrate them.

Newcomers arriving in the United Kingdom can also experience discrimination. Dealing with discrimination will be tough and is likely to spark many existential questions that are not easy to answer. For example, they may question their decision to come to the United Kingdom. Such questions can result in strong emotions. Newcomers also need to navigate their new surroundings and conditions. Living, going to school, working, dealing with residence permits and a benefits system – living in the United Kingdom can entail a lot of administrative work not previously required. Newcomers often also have to arrange things for their parents. Integration is a complex process that takes time and effort.

### **Integration and sexuality**

Sexuality plays a key role during puberty, but cultural norms and values can determine the role sexuality plays in an individual's life. Newcomers can get confused about what the 'correct' moral code is when it comes to sexuality, especially if they have different moral codes in their heritage culture to their new culture. Refugees can be or have been especially vulnerable to sexual violence. Social workers and counsellors reiterate refugee youth reports of assault or rape in their country of origin, while on the move or in their destination country. The refugee youth may also not be, as many newcomers born here are, independent and resilient in this area. Newcomers sometimes come from countries where there is a more pronounced social hierarchy and control, which can complicate reporting or speaking out.

### **Development and aggression**

Learning how to deal with aggressive impulses is part of the development process for many young people. Displaying overt signs of aggression is in many western countries almost always taboo. Learning appropriate displays of aggression can be complicated, as swearing is common but settling an argument while a fist fight is considered improper – it is not always easy to know when a line has been crossed. To complicate matters more, young people also witness aggression on for example sports fields and in the media, often by people they look up to. Further, refugee youth may have experienced various forms of aggression and violence in their country of origin or on the move. If a newcomer is behaving aggressively, it is useful to discuss during a one-to-one meeting what makes the newcomer feel so angry. Refer to a school counsellor or therapist if needed.

### **Relationships with parents and other adults**

Relationships with adults change on the way to adulthood. In Western countries, this often involves a confrontation between young people and adults. Conflicts are therefore more common both at home and at school, for example. Newcomers often come from cultures where open conflict is unusual and respect for parents and older people is the norm, even during adoles-

cence. They will have to shape the changed relationship with their parents and other adults in a different way. In cultures where men and women have separate activities, such a transition occurs when a boy is allowed to take part in the activities of men. Many cultures have rituals through which the young person will become part of the world of adults, for example, the first time a girl has her period. Many religions have set customs for the time when a young person is allowed to enter the religious community of adults.

The newcomer will encounter the views prevalent in English society. As a reaction to migration, parents often cling strongly to traditional views. A clash of values can create a conflict within the individual. The newcomer can also clash with parents or other adults.

Young people who come as part of a family reunion often live with their parents and family, from whom they might feel estranged after having not seen them for quite some time. Young people who stay in the United Kingdom without parents or family cannot, or find it difficult, to check their views with those who are not there. Young refugees without parents often feel heavily burdened by the responsibilities they have been given by people at home in their country of origin. These might be their own ideas about what their parents expect, but might also be specific tasks, such as sending money or arranging a family reunion (Tuk 1999). They can feel heavily burdened by their concerns over the well-being of their parents and family.

As an adolescent newcomer, it will be important to learn to manage a range of relationships with adults, whom they can identify with, – new ones with for example teachers, as well as old ones with parents that may change due to the new context.

### **Hopes and dreams for the future**

Many newcomers arrive in the United Kingdom with high expectations for the future. These expectations are often not concrete, but very optimistic. Newcomers had a reason to leave their country of origin: social, political or economic. When they arrive in the United Kingdom, sometimes their high expectations fall flat as it can be tumultuous in the beginning. The future they envision for themselves seems further away than they thought. Experiences of discrimination can add an additional stressor that may negate newcomers' motivation for the future. It can take years before they receive a residence permit, or they may only receive a temporary one, which can also decrease their optimism and positive outlook on the future. Remarkably, despite the hardships, newcomers often remain motivated and positive about the future. In difficult times, they might find that recalling those motivations re-energises them.

### **Breaking social isolation**

Newcomers often have a limited social network when they arrive in the new country. The absence of family members is difficult for many newcomers. It is important for newcomers to build new social networks, as they may otherwise become isolated and have little contact with peers. Having friends around you is beneficial for integration and for mental health. Newcomers may stay in touch with friends and family in the origin country over email, phone or Skype, although these ties can loosen over time. Ways to break social isolation in the new country can be to join activities outside of school hours, such as a sports club. However, barriers to this such barriers as financial constraints, discrimination, or language and cultural barriers may exist. Geographical distance to likeminded peers can also be a factor. Further, some newcomers find it easy to make

and have friends from different cultures, while others struggle with this. Experienced and perceived cultural differences can influence friendships. Developing friendships with English youth is often desired but can be difficult to attain in the daily practice

### **Positive development in school**

For a young refugee, going through different developmental stages often also means dealing with the effects of having lived through trauma (Van der Veer, 1998). This includes both physical and psychological symptoms. Newcomers who have lived through war often experience problems such as fatigue, headache and abdominal pain, sleep problems and depression. Such symptoms can make life very difficult. The experience of being a migrant or refugee can exacerbate the symptoms. For children and newcomers to develop positively several factors are important. The new school cannot change the newcomer's past or his/her social circumstances. However, it can sometimes improve social circumstances by giving support and care, it can work to increase the individual capacity of the newcomers by checking in on them individually and encourage newcomers to support each other. Teachers can help this process by engaging in the newcomers' development, encouraging them to learn the new language and through being genuinely interested in what the newcomers have to say. The school can also be a good setting for the newcomers to naturally get to know each other and make new friends (Pourfakhrian, 2009). The Welcome to School intervention works to further strengthen this natural process that happens in school.

## 4. The implementation of Welcome to School

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This chapter deals with the process, the structure of Welcome to School, and the requested skills of the teacher. This also chapter explains what you can do if a newcomer needs further psychological support.

### Example from practice

At the end of each lesson there will be an example from a teacher's experience with facilitating the lesson. The examples are from an English school-context.

### Structure of lessons

In the first lessons newcomers focus on topics that are emotionally close to them. Ideally, lessons are carried out entirely in one lesson. The lessons' concepts build upon each other sequentially, so it is **crucial that they are implemented in numerical order**.

### Age differences

In many reception classes there are a significant age gaps. The age differences should not become an issue if the teacher emphasises confidentiality and respect in the classroom.

### Box for questions

As newcomers may have to discuss personal issues, newcomers may not only ask questions in class, but also anonymously in a purpose-made box for questions. The teacher should check the box after each lesson.

### Group size

The size of the group determines the number of participants in Welcome to School. The group must be large enough to see different experiences between the newcomers but not so great that the experiences of quieter newcomers go unnoticed.

### Active participation

Active participation among the newcomers will vary based on a number of factors. For one, language proficiency will be different and even though the lesson plans use a variety of methods to engage them, the Welcome to School programme cannot prevent the challenges from a lack of language proficiency. Additionally, some cultures have collectivist values, and deviating from the group to share their opinions or experiences may not be something they are comfortable with. It is important to respect their feelings of hesitancy but also gently encourage the newcomers to share their knowledge and experiences.

### Illiterate newcomers

Welcome to School can be used for illiterate newcomers, but that takes more time and adjustment. In group discussions these newcomers do not have to use whole sentences, but rather express themselves through single words and gestures.

### Non-verbal communication

Welcome to School is intended for newcomers who still speak limited English. Therefore, there

are multiple non-verbal methods in the lesson plans such as drawings, drama, and digital exercises. Newcomers may have inhibitions around exercises using methods like drama. However, after they feel more comfortable in the class, using drama can present a way to communicate thoughts and feelings around difficult topics.

### **The newcomers book**

The newcomer's book is an important tool in the classroom. Emphasise again and again that it is a personal document and that they do not have to show it to others. This invites newcomers to share personal experiences, in their native tongue, if needed. Allowing newcomers to write in their first language creates the newcomer book to act as a diary. It can also serve as a document of the newcomer's life events they can reflect on later in life. Furthermore, it can serve as a place that is private when they may not have many private spaces.

### **Duration and schedule**

There are 14 lessons in total and one lesson can be given per week. This has been found to work well and holidays between lessons will not become problematic. Each lesson should take approximately two hours, if this is not possible, it is recommended to split the lesson in two. It is difficult to predict exactly how long each lesson or parts of each lesson will take, as each class varies greatly.

### **Participation in lessons**

Occasionally, a newcomer is temporarily unwilling or unable to participate in the lesson. This may be related to the newcomer's personal life; however, it is highly encouraged for the newcomers to regularly participate with the entire class. The effectiveness of the Welcome to School intervention depends greatly on the entire class participating. Positive reinforcement through feedback from the teacher is highly encouraged to increase participation amongst the newcomers. Their enthusiasm at the beginning may also be curbed by the fact that they may not have expected a programme like this to be introduced in school. They may also be afraid of exposing themselves. On one hand, teachers will have to emphasize that Welcome to School is an ordinary part of the education program. On the other hand, in individual conversations, they can talk with newcomers who are sceptical about the programme and help them find meaning in Welcome to School. Research into the use of the method confirms that students and teachers find the lessons fun and meaningful (Rolak et al., 2005).

### **Setting boundaries**

In addition to meeting the newcomers where they are, communicating clearly, and showing empathy, the teacher must also set boundaries. Teachers must at the same time nurture autonomy, whilst keeping control over the class. This can sometimes be challenging, not least because some of the newcomers may have had to deal with injustices and violence in the past. Teachers are encouraged to avoid confrontation if a learner becomes aggressive during the lesson, and instead speak firmly to the newcomer after the lesson.

### **The teacher's role**

The most important requisites are being able to observe and listen. Observing is necessary in order to check if the message that the teacher is trying to convey is actually understood by pupils. Listening is of major importance, because pupils often communicate poorly in the new language

and may only understand what the teacher is trying to convey, if the latter can work out what pupils want to say in the first place. A teacher who sees and listens well will automatically speak more carefully.

These skills can be learned easily when teachers are really interested in the backgrounds of newcomers. Knowing the cultural backgrounds of pupils facilitates communication.

Showing empathy is also required in order to make these pupils feel at ease.

In addition to observing and listening closely, communicating clearly and showing empathy, the teacher also needs to be able to establish boundaries. He needs to encourage independence without letting it slide into anarchy. He needs to be in control, but should also be able to deal with pupils as an equal at times.

In order to use these methods – it is almost self-evident – the motivation of the teacher is very important. A teacher is better off not using *Welcome to school* if he does not feel comfortable with a more person-centred approach in class. Another problem might be the teacher's lack of experience and/or difficulties with keeping order. In that case, he may find the 'messy' approaches in this teaching method not be suitable.

Many pupils show respect when a teacher reveals something about himself. If teachers talk about their own personal experiences, pupils often respond quite interested. This lessens the distance between teacher and pupil and the perceived huge differences between the comfortable life of the average teacher and the stressful life of the pupils can dissolve during such discussions. Pupils might feel burdened if a teacher gets too personal. Sharing personal experiences should therefore only take place when this helps the pupils.

### A safe social space

Welcome to School relies on safe social spaces where newcomers feel free and open to share their perspectives and experiences. Whilst the lessons of Welcome to School can serve as tools to help resolve minor conflicts and misunderstandings, Welcome to School cannot, and should not, be used to resolve substantial intra group conflicts. It requires experience to assess whether or not Welcome to School would be appropriate for any given class. We recommend that teachers discuss with each other, and other implementing partners, the relevance of Welcome to School in class-settings with high levels of conflict.

### Emotional reactions

Welcome to School has no intention of forcing newcomers to dive into their emotional vulnerabilities but invites them to open up about their personal stories. These personal stories can sometimes spark strong emotional reactions. While these emotional responses may seem to be a cause for concern, it can be healthy to engage in and process emotional responses. Sometimes a newcomer simply needs space to digest their emotions, in e.g. a hallway, privately with a friend, or an empty classroom. Characteristic for adolescents is sometimes that they do not like being the centre of attention in the classroom. A newcomer can sometimes be embarrassed at such a moment of vulnerability. Thus, it is important not to dwell on the individual experience of the newcomer in question, but make sure they have some extra time to digest after class.

Although the situations in which the newcomers in the Welcome to School program may appear to have many similarities, each personal story varies, and fellow newcomers are not immune to their own grief and emotional responses to other emotions. However, some newcomer may not react at all to their classmates' emotional responses and appear accustomed to the grief of others.

### **Emotions of the teacher**

It is important to be mindful of your own emotions as the teacher. Welcome to School is designed so newcomers share their individual experiences. Teachers will therefore, more than usual, learn the personal backgrounds of their newcomers. Some newcomers will have difficult stories for teachers to listen to. It is important for teachers to take care of themselves as they hear difficult stories of the newcomers. . Sharing feelings with colleagues often will help. Team-building by doing together recreational activities helps to cope with stress.

### **Newcomers with unprocessed trauma**

Some of the newcomers will have lived through very traumatic experiences, the purpose of Welcome to School is not to dwell on these experiences but to create a network around them to feel safe in. Although rather seldom, the lessons are sometimes too triggering, and the newcomer needs to attend a psychologist or school therapist to deal with their traumas more effectively.



# WELCOME TO SCHOOL

PART 2 · THE LESSONS

# LESSON 1: Welcome to School

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## Programme

1. Introduction to Welcome to School
  2. Group rules
  3. Introduction to the newcomer workbook
  4. My name
  5. Wrap-up
- 

## Goals

- Getting to know each other and getting to know the content of Welcome to School.
  - Getting to know the rules of the group.
  - Getting to know the function of the newcomer workbook.
- 

## Key Words

Welcome	Diary	Newcomer
Guest	Respect	Loneliness
Group rules	Privacy	To listen
Neighbour	Getting to know each other	To pass

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## Preparation

If possible, the teacher puts the chairs in a circle, positioned in a way so the newcomers can see the blackboard. On the blackboard, the teacher writes the components of the lesson and the key words.

## 1. Introduction to Welcome to School

**Teacher** Make a welcoming gesture and write the word 'welcome' on the board. Clarify the meaning of this word and explain the importance of welcoming people. Ask the newcomers what 'welcome' translates to in their native language. Ask a couple of newcomers to write Welcome to School on the board in their native language.



*The lessons are about how you feel and what you think about when you move to another country. You came from another country and now you are in the United Kingdom. You are new in the United Kingdom, so, you are a newcomer and to a newcomer we say 'welcome'. We say this on the first day of school.*

*You have left your home and your country. Your family, friends, school or work are there, and you are here now. Being new is exciting, but sometimes it can be difficult. Many newcomers often think about their home country and the people who are still there. Sometimes newcomers feel lonely. These lessons exist to help each other and to feel less alone/lonely.*

*Through these lessons, you will also learn to speak better English.*

*Today is the first lesson. There are 20 lessons, for example, about your country, about your home, relationships, your school and about parties. You also have a newcomer workbook. This resembles a diary.*

*Today we are going to talk about your names, about the country you came from and about the rules of Welcome to School.*

**Material** A teacher's copy of the newcomer workbook  
A map of the world  
Felt-tip pens in different colours

**Blackboard** Welcome to School  
Key words you think are important

**Duration** 15 minutes.

## 2. Making group rules

**Method** Group discussion.

**Teacher** Write the rules on the board and clarify the meaning of the rules.



**Rule 1.** *Having respect for each other can be explained as: Speaking English is difficult for all of us. That is why we sometimes make mistakes, but you are not going to laugh at each other. Respect is important for everyone. Can you give an example of respect in this class?*

**Rule 2.** *Speaking with one another goes smoothly when you listen to each other. We will always listen to each other in this class. Nationality, sex or height does not matter. For example, when Sameeh or Amira speak, it is important to be quiet and listen carefully and with respect.*

**Rule 3.** *In these lessons we sometimes talk about difficult things. They are difficult because they are about feeling (Teacher can put a hand on the heart). Sometimes it can be so difficult that you do not want to or cannot talk, which is fine. You are always welcome to pass. To pass means that you do not want to participate at this moment.*

**Rule 4.** *During these lessons you will talk about important topics. You will share stories that are important to you. I do not want you to talk about these stories outside the classroom. I want to make an agreement that what we discuss in these lessons will remain within this class. You have to respect other people's privacy. What you or another classmate share in this class is private, therefore you are not allowed to share your classmates' stories. Privacy does also exist within a family; you do not talk about everything that happens in your family out on the street. Do not talk about important things that we talk about here, outside this class.*

*Privacy also means that the newcomer workbook is yours and no one else. If you think it is okay, you can let someone else read it. This means you must always firstly ask if you can look at someone else's workbook. If he or she says 'no', then respect this and do not look at it.*

### **Newcomer workbook**

Together with the newcomers, think about examples of these rules and let them write the terms in their workbook: Respect, listening, passing, privacy. Let the newcomers also write the terms with the pictures in their workbook. Those pictures are not unambiguous. Clarify that the newcomers can choose the picture themselves and that there are no right or wrong choices.

**Material** Newcomer workbook.

### **Blackboard agreements**

- |              |            |
|--------------|------------|
| 1. Respect   | 3. To pass |
| 2. Listening | 4. Privacy |

**Duration** 15 to 20 minutes.

### 3. Introduction to newcomer workbook

**Teacher** Show the example of the newcomer workbook. The newcomer workbook is an important part of the lessons. It is a personal document, like a diary. Therefore, it is important to clarify to the newcomers that they are careful with their own and others' books. They may decide for themselves whether they want to show their book to the others or not. This is important because newcomers are in control, which is something that is sometimes lost in their personal lives.



*This is a book that is still largely empty. After these 14 lessons, it will be full of important things. We are going to write many things in this book. It will become a kind of diary. Do you know what a diary is? It is a book in which you write important things every day and that only you are allowed to read. This newcomer workbook is only for you. Other newcomers may only read it if you say they can. In here you can write, stick, or draw different things. It could be your own photos or images.*

**Material** Newcomer workbook.

**Blackboard** Newcomer workbook.

**Duration** 10 minutes.

### 4. My name

**Method** Group discussion on the meaning of your name.  
Practice your introductions.

**Teacher** Write your own name on the board and explain the meaning of your first name. If possible, you can also write the meaning and / or origin of your surname and for example the use in the United Kingdom of your surname. Also pretend to introduce yourself, articulate your name clearly and look at the person you are introducing yourself to.

Ask the newcomers if they know the meaning of their name. Ask them to stand and give their neighbour a hand, look at each other, introduce themselves and to mention the meaning of their name.

Clarify that it can be strange for some to look straight into the eyes of another person. However, this is customary in the United Kingdom. Consider the fact that it can be strange for some newcomers for boys and girls to shake hands.

Moreover, some newcomers may not succeed in explaining what their name means. Newcomers might be able to ask at home. Many parents will appreciate the school's interest in this. At the same time newcomers could for example search for the meaning of their name on this site: <http://www.behindthename.com>. For example, Somali newcomers often carry three names,

the first being their own, the second being their father's and the third being their grandfather's. These are often names from the Koran. Chinese newcomers sometimes have a number as their name. Flower names are very common. Polish newcomers often have abbreviated names. A nickname can be different from the actual name. The meaning of a name reflects cultural customs, sometimes has a religious background, but can also be related to the expectations of the family and the parents. Furthermore, a name is a part of your identity. Explaining what you are called and why you have that name is revealing something about who you are and what your background is.

During the follow-up discussion of this section, it can be meaningful to ask why boys and girls names exist in each country. For example, ask why it is important that we can immediately know by the name if someone is a boy or a girl. The purpose of this is to make newcomers think about men's and women's roles and their expectations of these roles.

### **Newcomers' book**

Indicate that newcomers can write the meaning of their name in their workbook. When they have done so, they can also translate 'Welcome to School' and write this down in their newcomer workbook. Afterwards they can discuss this with their neighbour.

**Material** Worksheet Lesson 1: Welcome to School – front of newcomer workbook and personal info.  
Worksheet Lesson 1: Welcome to School – Getting to know each other.

**Blackboard** My name.

**Duration** 15 minutes.

## **5. Wrap-up**

**Method** Group discussion.

**Teacher** Summarise the lesson.  
Ask the newcomers to fill out an evaluation form of this lesson. They should indicate what they thought of the lesson. They can do this by circling one of the three faces. Afterwards ask who wants to say what he or she thought of the lesson.

**Material** Worksheet lesson 1: Welcome to school - Evaluation

**Duration** 5 to 10 minutes.

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### **Example from practice**

The lesson starts in a tumultuous manner. My welcoming gesture is an invitation for some boys to welcome me aloud, but in English. When they can write "Welcome" in their own language on the board, it remains a bit disorderly. Since the newcomers in my class have been in our school

for a while, they think it is a bit strange that they are now being welcomed. But when it comes down to the names, the atmosphere becomes cheerful. In the class, there are two girls with flower names. Although there are many similarities between the names of the Muslim newcomers, the spelling is different. According to my newcomers, this is because some of them only had papers written in Arabic and English people choose their own style of writing.

It takes a while before the concept of a diary is explained. Aida says she already has a diary. I tell her she now has two. One at home and one at school. 'My diary is very important for me', she says. I ask the newcomers to make a special page with their name on the first page of their book. They clearly enjoy this.

## LESSON 2: Where do I come from?

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### Programme

1. Start
  2. Where do I come from?
  3. This is where I come from
  4. The school
  5. Wrap-up
- 

### Goals

- To share and celebrate positive memories of the country of origin.
  - To exchange experiences, opinions and feelings about going to school in the United Kingdom and in the country of origin.
  - To be able to name differences and similarities in education in the United Kingdom and the country of origin.
- 

### Key Words

Country of origin  
To tell  
To listen  
Building

Schoolyard  
Teacher  
Boys  
Girls

Classroom  
To move

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### Explanation

How young people look back on their lives before they left will be very different. An important circumstance for instance is whether or not they come from a war zone and whether it was their own wish to leave. During this lesson we consciously ask about positive memories. Experience shows that many newcomers, even in later lessons, will spontaneously share negative experiences.

Not all newcomers want to share their stories in the classroom. You can create a safe atmosphere by emphasizing in the beginning of the lesson, that the newcomers only shall share their story if they want to and in their own pace.

## 1. Start

**Teacher** Check for questions or comments based on the previous lesson.

**Blackboard** This is where I come from

**Duration** 5 to 10 minutes.

## 2. Where do I come from?

**Method** Group discussion.

**Teacher** Indicate the origin and travel route of some newcomers on the map. Choose newcomers whom you assume will like it. Explain the word 'to move'. Then have the newcomers indicate in their own workbook how they have travelled. Newcomers can also indicate a transit country on that map. For example, if they have lived in a place for a longer period of time. There may also be newcomers who have never worked with a map, who may need some help from a classmate. Newcomers may choose not to participate, for example because they have (partly) invented travel stories or do not know the route they travelled.

This is a fun exercise for most newcomers. But it is sometimes an exercise with mixed feelings, because newcomers may have experienced difficult things along the way, such as a dangerous boat trip. Show that you know about those kinds of experiences.



*Some of you have travelled very far. Some of you may have lived in other countries. Sometimes the journey was difficult or even dangerous. Luckily you are safe now.*

**Material**

- Worksheet Lesson 2: Where do I come from? - World map.
- A world map.
- Coloured woollen threads and thumbtacks.

**Blackboard** Move.

**Duration** 15 minutes.

## 3. This is where I come from

**Method** Fill in the newcomer workbook.

**Teacher** Show the example newcomers workbook.



*You showed on the map how you got here. Draw the same line in your workbook, on the world map; from your own country (or the country where you have lived for a long time) to the United Kingdom. I also want to ask you to paste a picture of your country in your workbook. Preferably something you liked in your country.*

Walk around during the exercise and, if newcomers agree, make their journey visible on a map in the classroom. Use the thumbtacks and woollen threads.

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### Alternative exercise:

Newcomers can also find their old place(s) of residence on Google Maps. However, street view does not cover all of the world. Alternatively, the newcomers can find the first place they lived in Denmark.

**Material** Worksheet Lesson 2: Where do I come from? - My country.

**Blackboard** Pictures of my country.

**Duration** 15 to 30 minutes.

## 4. The School

**Method** Sentence completion exercises

**Teacher** In this part of the lesson will be about specific experiences in school, in the country of origin and the United Kingdom. There are pictures in the newcomer workbooks about going to school. Write the following words on the blackboard and explain the meaning of the words: building, classroom, school times, schoolyard, clothing, teacher, boys/girls, sports/gym, homework. Ask the newcomers to express how they experience the differences of the words between their country of origin and the United Kingdom, through language or gestures. Give an example: clothing.



*Today in the class you are all wearing different clothes. Someone is wearing jeans, the other a pretty dress. In the school in your country of origin you wore different clothes, I think. Maybe you wore a uniform.*

### Workbook to fill in during class.

Let newcomers write in the workbook what the differences or similarities are between the school of origin and the school in the United Kingdom. If necessary, they can do this in their mother language.

**Material** Worksheet Lesson 2: Where do I come from? - My School.

**Blackboard** The school.

**Duration** 30 to 40 minutes.

## 5. Wrap-up

**Teacher** Summarise today's lesson briefly.  
The newcomers indicate what they thought of the lesson. They do this by circling one of the three faces. Then ask who wants to say what he or she thought of the lesson.

**Material** Worksheet Lesson 2: Where do I come from? - Evaluation.

**Duration** 5 to 10 minutes.

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### Example from practice

A number of newcomers clearly like to show how they have travelled, but not all of them. Some young people later indicate their journey in their workbook but not in front of the classroom. Da Fu from China, who, unlike the others, hardly understands English, points to his previous place of residence and smiles. "Your country is the furthest away from all," I tell him while I put my hands on both countries.

Parwana from Afghanistan has spontaneously written a story. She proudly reads this. It is a kind of history of her country. It turns out that she knows a lot of facts about her country of origin. She has been in the United Kingdom longer and can already express herself reasonably well in English.

Looking up pictures on the internet is fun for all newcomers. When it comes down to school, school times, anecdotes about hairdresser, uniforms and punishment are exchanged.

Abdi from Somalia is sitting on his knees with a straight back. He explains that in his class he had to stay like this for an hour with his face in the blazing sun. The other newcomers try to match each other with these kinds of punishment experiences. Some young people demonstrate which areas of the body the teacher's stick came down on. The newcomers agree that the teachers in the United Kingdom are much nicer. Most newcomers like the school in the United Kingdom. Ramiro from Spain explains in broken English that he is not very happy. He does not like learning English all day long. He would rather learn a lot of maths. I try to explain to the others what he just said. Parwana agrees with him a little bit, "This school easy." She also followed secondary education elsewhere.

## LESSON 3: My home

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### Programme

1. Start
  2. A different home
  3. Feeling at home
  4. Wrap-up
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### Goals

- To stimulate positive and negative feelings in connection with the (forced) move to the United Kingdom.
  - To exchange experiences and feelings about the new life in the United Kingdom and whether or not they feel at home.
  - To experience support by remembering positive things and by exchanging memories.
  - To create a sense of community.
- 

### Key Words

The past  
Today  
Home

Feeling at home  
Protecting  
Thinking back

To move  
To miss

## 1. Start

**Teacher** Recall the previous lesson and ask if someone wants to share something that he or she thought of since the previous lesson. Write the name of today's lesson on the board and give an overview of the lesson plan. Explain that you do know something about the background of the newcomers but are curious about things that you do not know yet. To be able to help each other in a newcomer's class, it is good if you know more about each other.

**Blackboard** My home.

**Duration** 5 to 10 minutes.

## 2. A different home

**Method** Make a drawing or collage (on paper or digital).

**Teacher**



*This lesson will be about the home you used to live in and the home you live in now. A home has many purposes, you cook there, you eat there, you sleep there, you play there. Perhaps you are not living in a home yet, but in a shelter or a reception centre. You often share your home with family members, but there are multiple ways one can live.*

*First, I want you to draw your home from the country you used to live in or to look at photos of houses from your country. Not all of you may remember your former home looked like. Grab your worksheet from Lesson 3. It says: Paste photos of houses from your country or draw your house here. You can choose whether you make a drawing or look for photos. You can also choose whether you draw or look for photos of the house from the past or the house where you live now. You can also choose both.*

**Photo:**

*You are in front of the home and want to take a photo. (The teacher pretends to have a camera in his hands). What do you include in your photo? The house, the garden, the street, the people? It doesn't have to be a pretty drawing, as drawing is sometimes difficult.*

*If you make a drawing or find a picture of a house, you can show the others what your house looks like. Afterwards we will show each other the drawings and perhaps you will want to tell something about it.*

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### Alternative: floor plan

For newcomers who find drawing difficult, drawing a floor plan is usually easier. A floor plan makes a conversation about living indoors easier.

To encourage the newcomers to draw, you can participate yourself. This can be motivating for newcomers who find drawing difficult. Some newcomers have never or hardly ever drawn in their country of origin and lack the technique. Others may find it childish. Newcomers with war experiences may be hesitant because they fear feelings that they would rather hide. Emphasising that you will mostly show the nice elements of the house to each other, can reduce that hesitation.

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### Alternative: research on the internet

Instead of drawing, it can also be decided that the newcomers search for pictures of houses from the country of origin. Afterwards, they can print them and show them to each other.

Try to create a relaxed atmosphere during this lesson. For example, play background music.

**Material** Worksheet Lesson 3: My home.  
Worksheet Lesson 3: My home.  
Pictures  
Pencils and crayons

**Blackboard** Your home.

**Duration** 25 to 40 minutes.

## 3. Feeling at home

**Method** Group discussion.

**Teacher** Place the drawings or worksheets out on tables or on the ground, in such fashion that the newcomers can walk past them and see each other's drawings. At the beginning of this section, repeat the agreements from the first lesson.

Invite the newcomers to talk about their drawing. During the discussion of the drawing, daily life is also discussed. Think of subjects like: types of house, residents, the neighbourhood, activities at home, male / female spaces, roles and expectations, clothing in and out of the house, comparison of the old and new house, and feeling at home. Encourage newcomers who are quiet or shy to also tell their story. It might be exactly those newcomers who used to spend a lot of time in the house and they can often say a lot about it. There might be newcomers who have not experienced living in a home for that long but have been spending many years in a refugee camp. Mention that or ask about it. Those newcomers may want to draw a tent in the refugee camp. For newcomers who have been living in an English reception centre for years, an own house in the United Kingdom is still a dream.

## 4. Wrap-up

- Teacher** Summarise today's lesson briefly.  
The newcomers indicate what they thought of the lesson. They do this by circling one of the three faces. Then ask who wants to say what he or she thought of the lesson.
- Material** Worksheet Lesson 3: My home - Evaluation.
- Duration** 5 to 10 minutes.
- 

### Example from practice

Using the internet, the newcomers can search for photos of their home. It can take a long time, but the newcomers may react very enthusiastically just from trying. For example if the internet shows new construction projects in their country. They are very proud of this.

One boy found his old school on the internet. Others find homes near the neighborhood where they lived. You can encourage them to draw their house. This way the students explain how their home looks like, the way they talk about their home – all indicates their connection to home.

The students who have trouble drawing their home can make a floor plan. I had two students doing this. They would rather not want to talk and think about their home. I suspect they felt sad about thinking of their home. Nonetheless, they participated in the conversation afterwards. Namir from Afghanistan tells with teary eyes that he used to live in a very nice house, but that he cannot show it because it is "broken". However, he still has a picture of himself as a toddler for his home. You can still see a little bit how it used to be. It is his only photograph of the past and he always wears it with him. He shows me photo five times that week.

## LESSON 4: Talking without words

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### Programme

1. Start
  2. Body language
  3. Greeting in the United Kingdom and abroad
  4. Homework
  5. Wrap-up
- 

### Goals

1. To get acquainted with verbal and non-verbal ways of greeting from countries of origin and from the United Kingdom.
  2. To exchange cultural differences and similarities of communicating.
  3. To increase self-confidence by gaining more knowledge of examples of formal and informal communication and by practicing them.
- 

### Key Words

Body language	To greet	Impolite
To meet	To guess	
Gestures	Polite	

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### Preparation

<http://thuisacademie.ntr.nl/clips/clip/show/644-lichaamstaal.html>

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### Explanation

Non-verbal communication is strongly determined by the cultural backgrounds of individuals. In some cultures, gestures mean something completely different than the meaning given to them in the United Kingdom: thumbs up (fine!) is an obscene gesture in some parts of Iran, nodding yes and shaking no, as we do in the United Kingdom is not done everywhere in the world. Although it is not a gesture, if two people look each other in the eyes during a conversation this is a form of non-verbal communication, which has many meanings. It can lead to misunderstandings because of the interpretation of looking someone in their eyes or not. Many newcomers find it interesting to get to know each other and the English body language. They often want to get to know the 'right code' in the United Kingdom. In some cases, the newcomers have already experienced that their body language in the United Kingdom was misinterpreted. The teacher can challenge the newcomers to talk about this and exchange experiences, without a 'wrong' or 'right' judgment. Physical exercises and role play, as in this lesson, are also a good way for many newcomers to relax, get to know each other better and reduce stress.

## 1. Start

**Teacher** Move the tables to the side and put chairs in the room in the shape of half a circle. Come back to the previous lesson and ask if someone wants to ask or tell something about the previous lesson. Then write the name of today's lesson on the board.

**Blackboard** Talking without words.

**Duration** 5 to 10 minutes.

## 2. Body language

**Method** Group discussion and charades.

**Teacher** Explain the intentions of this lesson:

- To learn how to communicate with and without words.
- How you do this in the United Kingdom and in the country where the newcomers come from.
- That a good greeting is very important and that it will be practiced today.
- That it will be a fun lesson.

Show some gestures, for example: thumbs up, sticking out your tongue, peace sign, stop sign, shaking your head in different ways, etc. You want to say something, but not with your mouth. Introduce the word 'body language'. Clarify that you do many things with your body without thinking (unintentional use of body language). Instruct the newcomers that they will show examples of body language themselves. This video about body language can be useful, although the language may be too difficult for many newcomers. <http://thuisacademie.ntr.nl/clips/clip/show/644-body-body.html>



*Think about three gestures from your country. I will ask you to do them in front of the class. We will guess what the gestures mean.*

Ask the newcomers to show the gestures. This can be done individually, or perhaps even in 'country groups'.

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### Suggestions for discussion

Indicate that body language is very important. Repeat the terms 'body language' and 'gestures'. There are cultural differences, but also similarities. From boys and girls, men and women, we expect different body language. Discuss which gestures boys and girls use among themselves and when that is fun and not fun. There are 'good' and 'bad' gestures. Check whether there are gestures which lead to misunderstandings or irritations. It is important that you do not only know the spoken and written language, but also the body language in the United Kingdom. If necessary, explain what the terms 'polite' and 'impolite' mean.

**Material** If necessary, show the video on body language.

**Blackboard** Body language and gestures.

**Duration** 15 to 30 minutes.

### 3. Greeting and getting acquainted in the United Kingdom and abroad

**Method** Role play

**Teacher** Write the word 'to introduce' on the board and discuss the concept. Explain the difference between greeting and introducing.



*Greeting is something we do often and we do not think about much. It goes without saying. Getting acquainted is something special. For example, the first time I, as your teacher, meet your parents. That is also called introducing yourself.*

Make it clear that the newcomers are now going to practice.

#### **Practicing introducing yourself**

First you yourself, together with a newcomer, give an example of a formal greeting, introducing yourself, where you officially, preferably in a standing position, introduce yourselves to the newcomers. You can walk into the classroom and repeat this with some other newcomers. Give tips about pronunciation, looking at each other, etc.

#### **Role play greetings and introductions**

Explain that they will practice greetings and getting acquainted at different places in the classroom. For example, greeting at home and at school. However, they have to do this in English.

Ask the newcomers to form a few mixed groups of boys and girls. Give each group two or three assignments from the worksheet and let the newcomers practice. The newcomers do not tell the other groups what their assignment is, because later the 'others' will have to guess the greeting.

**Material** Worksheet Lesson 4: Talking without words - Role play.  
Appendix Lesson 4: Talking without words - Role play.

**Blackboard** Greetings, introductions, meetings.

**Duration** 40 to 50 minutes.

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#### **Explanation**

You can introduce yourself to each other in many different ways. In the United Kingdom there are several different words to greet someone: 'hello', 'hi', 'good morning' and so on. These new-

comers will partly behave in the United Kingdom as they were accustomed to in the country of origin but will adopt English behaviour.

Apart from the spoken language, the body language is very important: giving a hand or not, looking at each other, touching each other or not. But the posture also plays a role. Shoulders, back, hands and feet speak their own language. Let the newcomers pay attention to the spoken language and the body language and discuss looking in the eyes, the aspects of posture and the role of the limbs.

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### Extra information

In formal meetings in the United Kingdom, for example, it is important to give a firm handshake. But not in France. Most newcomers will indicate that hierarchy is a determining factor for how you greet. You introduce yourself to an older person (or someone with a lot of status) differently from someone of your own age. In addition, in many countries of origin gender plays a very important and visible role. Ask for it every time because it is so ingrained and we often forget it. The style of body language can also differ. In some cultures, it is customary to bring your hand to your heart when you have given someone a hand. If necessary, elaborate on the meaning of body language through questions such as:

- Can you give an example of a gesture you once made here in the United Kingdom and that was misunderstood?
- What do you notice about the way introductions are made in the United Kingdom? Is that also true in your country?

### Not wanting to shake someone's hand

If there are newcomers who do not want to shake hands with the other gender, it is important to point out that this is perfectly OK. However, whilst most people tend to be understanding of cultural differences, some people may expect a handshake when they meet, irrespective of gender. It is therefore worth thinking about how they will deal with such a situation and perhaps identify alternative forms of polite greeting. Some suggestions may include:

- Saying 'nice to meet you'.
- Nodding politely.
- Laying the hand on the chest.
- Smiling.

## 4. Homework

**Teacher** Briefly explain the term 'culture' (see next lesson). Ask the newcomers to look for images that fit their culture at home on the Internet or in magazines. The newcomers make two workbook pages with these images.

**Material** Worksheet Lesson 5: Different or the same? - Homework.

## 5. Wrap-up

**Method** Group discussion.

**Teacher** Using the keywords, discuss the lesson with the newcomers and reflect on what the newcomers thought of the lesson. Have them fill out the evaluation in the workbook. Then ask who wants to say what he or she thought about the lesson.

**Material** Worksheet Lesson 4: Talking without words - Evaluation.

**Duration** 5 to 10 minutes.

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### Example from practice

The lesson overlaps with the drama lesson given at our school. Despite this, the newcomers are very enthusiastic again. They also like the movie. It ensures recognition and the newcomers ask each other and me all kinds of questions.

Spontaneously we practice a number of gestures. I myself demonstrate a gesture and ask the newcomers for a response. Most of the gestures are recognised. The newcomers name what they think the gestures I make, represent, half in English, half in English: 'Fine', Hinda says when I put my thumb up. "Out!", Ibrahim says as I point to the door with an outstretched arm. Then Samuel from Armenia gets up and makes a V-sign with his index and middle fingers. 'Victory,' he says. This is confirmed by the rest of the group. 'Peace', I say, 'peace' and I write the word on the board. Spontaneously some newcomers take their workbook and copy the word from the board. Afterwards the class is really excited. In turns, newcomers get up to show their gesture in front of the class. Sometimes these are easily recognisable gestures, sometimes typical gestures from their own culture. The assignment ends up to be a kind of global mime show in which everyone turns out to know a gesture.

#### Annex Lesson 4: Talking without words – Role play

Players	Situation
<b>Boy - boy</b>	Two boys are friends and are in the same school. Newcomer 1 is the one boy and newcomer 2 the other. In the morning you meet each other in the schoolyard. You greet each other.
<b>Girl - girl</b>	Two girls are friends and are at the same school. Newcomer 1 is one girl and newcomer 2 the other. In the morning you meet each other in the schoolyard. You greet each other.
<b>Boy - girl</b>	Two newcomers, a boy and a girl, like each other a lot and greet each other in the schoolyard in the morning.
<b>Boy - girl or boy - boy</b>	You meet your neighbour in the street. Newcomer 1 is a girl or a boy who lives in the street. Newcomer 2 is the older neighbour. You greet each other.
<b>Girl - girl</b>	After a day of school you come home. Your mother is sitting on the couch in the living room. Newcomer 1 is the daughter and newcomer 2 is the mother. You greet each other.

Players	Situation
Boy - girl	After a day of school, you come home. Your mother is sitting on the couch in the living room. Newcomer 1 is the son and newcomer 2 is the mother. You greet each other.
Boy - girl	After a day of school, you come home. Your father is sitting on the couch in the living room. Newcomer 1 is the daughter and newcomer 2 is the father. You greet each other.
Boy - boy	After a day of school, you come home. Your father is sitting on the couch in the living room. Newcomer 1 is the son and newcomer 2 is the father. You greet each other.
Boy - girl	On Saturday you go shopping. You meet the (female) teacher in the supermarket. Newcomer 1 is a boy from the classroom. Newcomer 2 is the (female) teacher. You greet each other.
Girl - girl	On Saturday you go shopping. You meet the (male) teacher in the supermarket. Newcomer 1 is a girl from the classroom. Newcomer 2 is the teacher. You greet each other.
Boy - girl	Your English neighbour is having a birthday party and you are invited. You enter and see your (female) neighbour with her parents and her other family and friends in the living room. Newcomer 1 is the boy and newcomer 2 is the English (female) neighbour. You congratulate her and the parents.
Girl - boy	Your English (male) neighbour is having a birthday party and you are invited. You enter and see your (male) neighbour with his parents and his other family and friends in the living room. Newcomer 1 is the girl and newcomer 2 is the English (male) neighbour. You congratulate him and the parents.

## LESSON 5: Different, or the same?

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### Programme

1. Start
  2. Culture: different, or the same?
  3. Food
  4. Wrap-up
- 

### Goals

- To get to know each other's cultural backgrounds.
  - To recognise and know similarities and differences in culture and cultural expressions.
  - To exchange feelings and experiences around the theme 'culture' and 'food'.
  - Awareness of the possibility to choose for yourself when it comes to living together with 'other cultures'.
  - To stimulate togetherness.
- 

### Key Words

Culture  
Tradition  
Clothing  
Food and drink  
Belief

Music  
Taste  
Religion  
Recipes  
Celebration

Rules  
Opinion  
The same  
Different.

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### Explanation

The American psychologist J.W. Berry (1990) introduced the terms 'to assimilate' (to adjust completely), 'to integrate' (to connect elements of two or more cultures), 'to segregate' (to focus on your own culture) and 'to marginalise' (to not focus on the new and not on your own culture). This last term is not so much about making your own choices, but mainly refers to the outcome of a failed integration process. According to him and many other researchers, the connection of one's own and new cultures, the 'integration', is the most successful strategy. In this lesson the newcomers are explained to in simple language that they can make choices themselves.

## 1. Start

**Teacher** Go back to the previous lesson and ask if someone wants to ask or say something about it. Then write the name of today's lesson on the board and give a brief outline of the lesson plan.

**Blackboard** Different, or the same?

**Duration** 5 to 10 minutes.

## 2. Culture: The same or different?

**Method** First classical explanation, then in group discussion.

**Teacher** Explain what culture means.



*Culture is how a group of people live. How they feel, act and think: their habits, their opinions and their ideas. But also rules of life, rules on how to live have to do with the culture. Culture is about food, music, clothing, rules, traditions, parties and holidays. Culture is also important in religion. The Catholic religion in Poland differs from the Catholic religion in the United Kingdom. Islam in Somalia can be different from Islam practiced in Iran.*

*Sometimes we talk about the English culture, about the Somali or the Polish culture. But again, there are differences in every country. Even in a country like the United Kingdom. Cultures can also change. Even your culture. That is important to know. For example: sometimes you adopt habits when you live in a country for a longer period of time. That's your choice. It's not your culture that chooses. You can deal with a new culture (in this case English culture) in three ways. The first way is to adopt everything from that new culture: to assimilate.*

*You will, for example, only eat English food, such as sandwiches, cheese and potatoes. You no longer speak your own language and you only have English friends. The second way is integration. This is to choose the parts of different cultures that fit best for you: you cycle to school, you wear a headscarf and you like to eat Italian food. The third way of dealing with a new culture is to segregate. This occurs when you adopt nothing new at all. Instead, you want to stay Pole, Chinese, Afghan, Syrian and prefer not to participate in the United Kingdom. For example, because you are going to go back to that country again.*

Write the various domains of culture on the board (language, religion, parties, food, music, clothing, rules, traditions). For illustration use Worksheet Lesson 5: Different or the same? - Food and Worksheet Lesson 5: Different or the same. The images that the newcomers have searched for and are to be found in their workbook can also be used.



*You may now think of three things that are the same in your culture as in the culture of the United Kingdom. Afterwards, think of three things that are different in your culture than in the*

*culture of the United Kingdom. Write this down in your workbook.*

When the newcomers are finished with the assignment, divide them into four groups. Try to put newcomers with different cultural backgrounds together.



*We are now going to talk about culture in four groups. You have written down three things that are the same and different in your culture and the culture of the United Kingdom. You will make a top three in the groups. Write down the three most important things that are the same and three most important differences. Discuss this with your group. When you are finished one person may tell the class which three things that are different and which three things are the same.*

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### Alternative method

'The newcomer as a teacher': a mini-presentation with the slogan: 'Visit my country, because ...'. Instead of a teacher, the assignment can be that the newcomer is a travel agent.

Newcomers who want to can stand in front of the board and give a short presentation about their country or culture. Ask if they can say nice things. They can show their photos. Experience shows that newcomers can say that there is a war or that there are other problems, even when they are asked about nice things. Examples of how this can be discussed are:

- Ask the newcomer if he or she wants to say something about it and emphasise that not wanting to say anything is also fine.
- Let the newcomer talk and praise him or her for the courage to talk.
- But the question can also be turned around. Ask them to talk about the country before the war or what it would look like if the war was over.
- The choice whether or not to involve a newcomer in this exercise is made intuitively and based on experience by many teachers (also see chapter 4 Refugee youth and their background).

Newcomers may use the blackboard to write on, to draw on, etc. The other newcomers can ask questions. For example, after a newcomer has talked about their country, questions can be around similarities and differences in comparison to the United Kingdom and the English culture.

Make sure that these presentations remain short and concise and that the questions from newcomers are as focused as possible. If necessary, help the 'teachers' by explaining difficult concepts or drawing them on the blackboard. The 'teachers' each say something about each image, indicating what they find important in their culture. The other newcomers listen and ask questions. At the end of every lecture, there is applause for the newcomer ('applause for teacher Mustafa!').

### Material

Worksheet Lesson 5: Different or the same? - Food

Worksheet Lesson 5: Different or the same? Worksheet Lesson 5: Different or the same? - Top 3

**Blackboard** Culture: religion, parties, food, music, clothing, rules and traditions.

**Duration** 30 to 40 minutes.

### 3. Food

**Method** Interviews in pairs.

**Teacher** Newcomers to talk about food with their neighbour. What do they think is the tastiest dish from their own country? And what do they think is the best dish in the United Kingdom? Can they give the recipe?



*You are going to interview each other in pairs about food. The interviewer may ask questions like:*

- What is your favourite food from your country?
- Can you give the recipe for this dish?
- A dish is food that is made. A recipe is writing down how you make a dish and what you need. Then ask:
  - Can you also make this dish here in the United Kingdom?
  - What is your favourite food from the United Kingdom?
  - Can you give the recipe of this dish?
  - Do you also make this at home?
  - Who makes this at home?
  - How do you eat this dish?
  - Do you eat this with a knife and fork or with your hands?
  - Do you eat this at the table or on the ground?
  - Do women and men eat separately?

After a while you turn the roles: the other person answers and you ask the questions.

Walk through the room and supervise the interviews if necessary: stimulate the newcomers to exchange information and experiences, listen to each other and enter into a dialogue with each other.

**Material** Paper.

**Blackboard** Food.

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#### Explanation

Food and drinks are usually what the newcomers themselves state as one of the biggest changes once they are in the United Kingdom. Although they have come to appreciate many new dishes from the United Kingdom, newcomers miss the food from their own country and eating together with all the family members. They often find it pleasant to talk about this. They are reasonably 'safe' subjects and they give the newcomers the opportunity to share experiences and feelings. When many recipes are mentioned, a cookbook can be created (later).

**Duration** 25 to 30 minutes.

## 4. Wrap-up

**Method** Group discussion.

**Teacher** Talk to the newcomers about the lesson and repeat the different topics. Further, examine the three ways of dealing with different cultures: fully adapt to the United Kingdom, choosing the best from different cultures, or keeping your own culture as the most important. Then ask who wants to tell what they thought of the lesson and tell them to circle one of the three faces.

**Material** Worksheet Lesson 5: Different, or the same? - Evaluation.

**Duration** 10 to 20 minutes.

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### Example from practice

After I opened all the workbooks and placed them on the table, Harinet from Eritrea immediately points to a photo and exclaims enthusiastically: "My country!" She points to a photograph of a person in front of the entrance to a cave. From the clothing it is clear that it is a religious person. She explains that in her country these people live like hermits in caves: "a little food, a bit of sleep, a lot of praying". Other photographs seem to be a source of recognition as well. Somali newcomers compare photographs of refugee camps with those of their Syrian classmates.

Newcomers recognise many habits and rituals from each other's cultures. For example, Ramadan, several newcomers also know Mother's Day from their country. One thing that all newcomers mention is different is interacting with adults. They think that English children do not have enough respect for their parents. The fact that boys and girls talk a lot to each other is something many of the newcomers find appealing. This is something they have to get used to. Several newcomers indicate that in their country boys and girls, men and women, all have their own separate areas. The Somali boy Abukar says that in the place where he lives now, boys and girls play korfbal together. He still thinks that is crazy. A lively discussion arises about the advantages and disadvantages of a society where boys and girls hang out together. The newcomers discover that they are not the only ones who find things strange in the United Kingdom. There are also many things they value from the United Kingdom and the English culture. Two Afghan girls say they are very happy that they might be able to attend a university here. That is not an option in Afghanistan.

## LESSON 6: Living in the United Kingdom

### Programme

1. Start
2. Difficult or easy?
3. Role play
4. Homework
5. Wrap-up

### Goals

- Empowerment of the newcomers by exchanging experiences and practicing situations.
- For the newcomers to give each other tips and ideas about integration.
- For the newcomers to practice assertive behaviour.
- For the newcomers to gain self-confidence.

### Key Words

Difficult

Conflict

Not fun

Easy

Role play

Passing Relation

Favourite Tradition

Small changes

Situation

Fun

### Description

Most newcomers have to get used to living in a new country with a foreign language and a different culture. Encourage the newcomers to talk about their personal experiences with getting used to the United Kingdom. Begin with asking about positive and fun experiences in the United Kingdom. When a newcomer shares a positive experience, can you ask how the experiences was realised. Ask other newcomers whether they could achieve that. It this way, they can share experiences. It is important that you notice the students, who still think it is difficult to integrate into society. Then ask about negative experiences. As a result, they will reflect on their own 'integration'. Ask:

- What steps have they already taken?
- What is already going (somewhat) easier?
- What remains difficult?
- What do they take over from 'the English'?

**Try to make a group conversation.** The conversation will become lighter if newcomers talk about typical English matters. For example, by asking what they think is 'crazy or strange'? Or, that English people do not talk to each other on the train. The role play is about being assertive. This is an important skill that can still be difficult to practice if newcomers have limited English language skills.

## 1. Start

**Teacher** Revisit the previous lesson and ask if someone wants to ask or tell something about the previous lesson. Write the name of today's lesson on the board and tell how it will look globally.

**Blackboard** Living in the United Kingdom.

**Duration** 5 to 10 minutes.

## 2. Easy and difficult

**Method** Group discussion.

**Teacher** This lesson is about difficult and easy things in the United Kingdom. A new country is very different from your own country, the culture is different, the people are different, the language is different. Sometimes things are difficult, sometimes they are easy. Sometimes things in a new country are the same. Let us first talk about the easy things. Which things are easy/easier in the United Kingdom than in your country? Then we will talk about difficult things, fun things and not so funny things.

**Blackboard** Difficult, easy, fun and not so funny.

**Duration** 10 to 20 minutes.

## 3. Role play on assertiveness

**Method** Role play.

**Teacher** Explain that they will now be doing role-playing and that in each role-play there are two newcomers who will be playing. The newcomers will re-enact situations.



*These role play situations will be drawn from real life and we are going to re-enact them. This is for fun, but it is also for learning something. We will do this three times, are there any newcomers who want to do this?*

If there are no volunteers, you can also assign newcomers. After the role play, newcomers can answer the questions on the worksheet.

### **Situation 1: In the bus**

*You are boarding a busy bus. There is only one seat left available. The bus ride is half an hour and your legs will hurt if you stand up the whole way, so you would like to sit down. There*

*is only one small problem. The woman sitting next to the empty seat has put her bag on the seat, she is unfriendly and is looking out the window. You ask her if you can sit next to her and she pretends she does not hear you. You still would like to sit on that seat. What do you do?*

**Person 1:** the woman on the bus.

**Person 2:** boy or girl who wants to sit down.

### **Situation 2: At school**

*You are late for class and because you don't want to be punished you are running towards the classroom. The last time you were late you got detention. By accident you run into a boy who is much bigger than you. He looks at you angrily. Your bag falls to the ground and your books fall out. Now you will be even later! How do you react and how do you solve this?*

**Person 1:** boy who is too late.

**Person 2:** the big boy in the corridor.

### **Situation 3: In the supermarket**

*You are standing in line at the supermarket. You are buying cola and chips. When you are about to pay with your credit card you get an error message. You have no balance. You look in your wallet to see if you have enough cash. You have a lot of change and have to count for a while. The woman behind the counter looks impatient and says, "Hurry up!" How do you react?*

After every situation a reflection takes place, you ask questions to the newcomers:

- What do you think of this reaction?
- Do you think this is the right solution for this situation?
- Would you respond in this way or would you react differently?
- If so, how?

On Worksheet Lesson 6: Living in the United Kingdom - Role play, there are two questions that the newcomers can answer for support and evaluation.

**Material** Worksheet Lesson 6: Living in the United Kingdom - Role play.

**Duration** 30 to 40 minutes.

## 4. Homework

Show the workbook to your parents and talk to them about it. We also want to indirectly involve the parents. However, adolescents might not want to share everything with their parents. Many newcomers are not used to these kinds of conversations. Yet, it is important that parents and their children do not grow further apart because of these classes. To prepare for the next lesson about housemates, they receive a homework assignment.

### **Instruction: homework**

Ask the newcomers to explain to their parents or a caretaker what they did during the Welcome to School lessons using the newcomers' book and then ask them to hold a small interview with one of them. Let the newcomers ask about previous school experiences such as:

- How was the school building, the lessons, the teachers, how long did they go to school for, was it fun? If the parents did not go to school, let the newcomers ask why their parents did not go to school.
- How did that happen?
- What did they do?
- What did their youth look like?

After the interview they can take one or more photos for the newcomers' book. Newcomers can stick the photos on the worksheet from the next lesson. Preferably photographs of housemates. Next time, the newcomers will take these photographs with them to the classroom.

This can be something unusual for some families. It is also possible that, for example, family members do not want to be photographed at all. Newcomers can also be ashamed to take photographs of family members. Inform about any barriers during the explanation of this assignment. A replacement assignment can be the interior of the house.

**Material** Worksheet Lesson 7: Your housemates - Photographs.

**Duration** 5 to 10 minutes.

## 5. Wrap-up

**Method** Group discussion.

**Teacher** Using the key words, discuss the lesson with the newcomers and summarise today's lesson. Ask the newcomers look at the newcomers' book, while they specify what they thought about the lesson. They do this by circling one of the three faces.

**Material** Worksheet Lesson 6: Living in the United Kingdom - Evaluation.

**Duration** 10 minutes.

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### Example from practice

The role play 'in the bus' is played with a lot of enthusiasm. The Polish girl Liliana portrays an extremely grumpy English woman. Some Somali boys clearly have difficulty in responding in a proper way to the woman. It takes a few times to practice before they have put aside their pride and politely and firmly conquer that place. The role play 'at the checkout' shows that partly due to the lack of language skills, my newcomers still have a hard time reacting assertively. Together we look for a proper way to respond to the unfriendly behaviour. The Eritrean girl Fethawit talks very softly. I let her try again a bit harder and more clearly three times. I notice that the concentration of classmates weakens. For some newcomers, role play is 'fun'. Everyone joins us again when we talk about mistrust, which some newcomers experience in supermarkets. The Syrian boy Haroun says that he always feels that they distrust him.



## LESSON 7: The people you live with

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### Programme

1. Start
  2. Energizer: clapping a rhythm
  3. A conversation in pairs about the photographs and stories of your housemates
  4. Group discussion
  5. Homework
  6. Wrap-up
- 

### Goals

- To know more about each other's (family) network.
  - To share experiences about the nature of these relationships.
  - To feel empowered by the support in relationships.
  - To feel encouraged to expand one's social network.
- 

### Key Words

Housemates  
Family

Classmates  
Home-situation

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### Explanation

Social support from family and friends is especially important for newcomers. When family is missing, a neighbour, a guardian or a classmate can be an important pillar of support. During this lesson the newcomers reflect on their own and each other's living conditions and the support they may experience as a result. They also share their experiences with Welcome to School with their housemates.

Sharing personal experiences in the classroom reduces the perceived distance between home and school and reinforces resilience.

When newcomers involve housemates / parents with something that happens at school it reinforces the positive effect of using the Welcome to School-method. Newcomers may share stories about missing family. Sharing such stories usually leads to extra support from classmates. Occasionally, when thinking or talking about this, it can become clear that extra care is needed. Family conflicts can also come up and sharing such experiences with one another usually leads to relief. An explanation about 'puberty and developmental tasks' can also help (see Chapter 3: Newcomers and adolescence, the role of the school and the developmental tasks of newcomers). In case there is any doubt about the severity of conflicts at home, advice

must be sought from the care and advice team. However, experience shows that this is most often not needed.

The newcomers are invited to express their views on their relationships with those with whom they live. The actual living conditions of the newcomers can vary greatly: some live with their families, some in an asylum centre, some with a foster family, and some may live alone. Family members of newcomers often live far away but can still play an important role. Because newcomers who do not have parents or family members in the United Kingdom have also been considered, we use the description of housemates instead of family members. Invite newcomers to talk about their experiences from daily life.

During the pilot of this method it was not always possible to let newcomers take photographs. Nevertheless, there were some nice and useful conversations.

## 1. Start

**Method** Group discussion.

**Teacher** Revisit the previous lesson and ask if someone wants to ask or say something about it. Then write the name of today's lesson on the board and give the newcomers a brief overview of the lesson plan. Repeat the homework assignment and ask who did it, and how they approached the assignment?



*Homework assignment given during the previous lesson:*

*At home, use the workbook to demonstrate what you did during the Welcome to School class and then hold a small interview with one of your parents or a housemate. Ask about their earlier school experiences. How was the school building, the lessons, the teachers, how long did they go to school for, was it fun? If your parents or housemate did not go to school, ask why they did not go to school. How did that happen? What did they do? What did their youth look like? After the interview ask if you can take one or more photos for the workbook. Preferably photos of your family or housemates. You will then take these pictures to class next time.*

**Blackboard** My housemates

**Duration** 10 to 15 minutes.

## 2. Energiser: clapping a rhythm

**Method** Game.

**Teacher** Explain the assignment. The players make a circle facing each other. One person starts clapping a rhythm with his/her hands, the group follows this rhythm. At any given moment another person may change to a different rhythm. When the others notice this, they follow the new rhythm and so on.

**Duration** 10 minutes.

## 3. Discussion in pairs about the photographs and stories on housemates

**Teacher** We will now work in pairs. For your homework, you have taken photographs of your parents or housemates and you have asked them questions about their youth and time at school. Tell your neighbour about the photographs and the interview. Who is in the photographs and what did they say? When you are done, your neighbour may ask you questions. Then you change and the other person will talk and get asked questions about their homework.

**Methods** Discussion in pairs.

**Material** Worksheet Lesson 7: The people you live with - Photos.

**Duration** 20 to 30 minutes.

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### Alternative

If the class is small or the atmosphere feels very safe, this assignment can be done with the whole class instead of in pairs.

## 4. Group conversation

**Teacher** Engage in a conversation with the newcomers about what they have discussed in pairs. It is important that newcomers understand that they have a lot in common and that when you miss your family, it is useful to have friends in school. In the interest of getting to know and supporting each other better, you can ask whether newcomers sometimes visit each other's home or whether they think it is a good idea to arrange some visits now. This can be done in pairs or in groups and can be more or less organised. The newcomers can be put in groups randomly or choose groups themselves. Take into consideration the preferences of the newcomers themselves – some may think groups with mixed sexes are strange.

### Additional alternative

If deemed appropriate and depending on the context, a visit can be organised to a place where a larger group of newcomers live, such as an asylum centre. Teachers would be needed to supervise this visit.

**Methods** Conversations in groups

**Material** Worksheet Lesson 7: Your housemates - photographs.

**Duration** 20 to 30 minutes.

## 5. Homework

**Method** The next lesson is about 'important days'. These are very often holidays. For their homework, ask the newcomers to fill in Worksheet Lesson 8: Important Days - Country of Origin.

**Material** Worksheet Lesson 8: Important days - Country of origin.

**Duration** 5 to 10 minutes

## 6. Wrap-up

- Teacher** Ask the newcomers how the conversations went. Would a number of them want to briefly share their conversations with the rest of the class? Give a brief summary of today's lesson.  
Ask the newcomers to take the workbook. They can give their feedback on the lesson by circling one of three faces. The teacher can then ask the newcomers to share what they thought about the lesson.
- Material** Worksheet Lesson 7: Your housemates - Evaluation.
- Duration** 10 minutes.
- 

### Example from practice

I have to make an effort to get the newcomers in motion with the energiser, especially the boys. But once we get started, almost everyone participates enthusiastically. Only some newcomers seem to have spoken with their parents or housemates about their former schools. Some Somali newcomers indicate that their parents are ashamed because they did not go to school. The Bulgarian girl Nataliia shows photographs on her phone of her two best friends who still live in Bulgaria. Because she rarely talks to her parents and brothers here in the United Kingdom, she is happy about the e-mail contact she has with her friends. She thought it was 'crazy' to have to photograph her family. Two girls from Sierra Leone and Ghana both appear to take care of their brothers and sisters, without knowing that the other does too. They both live without their mother. One girl tells us that her father occasionally comes to see them. The other girl sees her father once every six months. This story is worrying to me and the classmates. The other newcomers want to know how they manage and ask very specific questions about the household: Who cooks then? Who does the laundry? I intend to consult with colleagues about these two newcomers, who are heavily burdened in this way at home. Is this not a form of child abuse? The Colombian girl Maria tells us that her mother died three years ago. She now has a new mother, who is only seven years older than herself. The relationship between the stepmother and Maria seems to be good. At the end of the day, during the wrap-up after this lesson many of the newcomers are still talking to each other.

## LESSON 8: Important days

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### Programme

1. Start
  2. Important days
  3. Calendar of the class
  4. Homework
  5. Wrap-up
- 

### Goals

- For newcomers to have an overview of the important religious, festive and memorial days in each other's country of origin as well as in their new home country.
  - For newcomers to form bonds by sharing their feelings about and experience of celebrations and memorial days.
  - For newcomers to feel that celebrating each other's and the English public holidays is important.
  - For newcomers to feel that having a balance between their origin. country traditions and practices in their new home country can help create a positive integration experience.
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### Key words

Date	Birthday	Memorial Day
Holiday	Class	
Calendar	Religious	

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### Explanation

In this lesson the newcomers form bonds by learning about the important days in each other's country of origin. The starting point is not to emphasise differences, but to emphasise commonalities.

National holidays and memorial days are part of the cultural heritage of the newcomers. These days are often connected with family traditions and in the United Kingdom these traditions may be interpreted differently. Often the experience the newcomers have of celebrations is different here too, for example if some family members are now missing or because here the celebrations are considered 'minority celebrations' instead of national holidays. Because of this it is good to let the newcomers share these experiences – newcomers get to share the positive aspects of the holidays and celebrations in the country they came from and they may also form bonds with each other by for example realising that others also feel homesick when they think about national celebrations back home.

Being able to take part in English holidays and memorial days will strengthen the newcomers' sense of belonging in English society. But it often takes time before the newcomers find these days fun and important, and not all the new holidays and memorial days will appeal to the newcomers.

## 1. Start

**Method** Group discussion.

**Blackboard** Important days

**Teacher** Revisit the previous lesson and ask if someone wants to ask or say something about it. Then write the name of the lesson of today on the board and give the newcomers a brief overview of the lesson plan.

## 2. Important days

**Method** Group discussion.

**Teacher** Explain the purpose of today's lesson, check if the newcomers have done their homework and give the following instructions:



*In this lesson we will discuss the days that are important to you and we will also learn about important English holidays. You will use the work you have done in the newcomer workbook. Perhaps the days that are important to you are important also to someone else in the classroom.*

**Material** Worksheet Lesson 8: Important days - Country of origin.

**Blackboard** Holiday, religious holiday, birthday, memorial day.

**Duration** 10 minutes.

## 3. Class Calendar

**Method** Class discussion and filling in the calendar. This can be done on printed A3 sheets, but it can also be done digitally.

**Teacher** During this lesson, we will create a calendar together. On the calendar we will write the days that you have written down in your workbook, the English holidays and memorial days, and our birthdays. Some important days are on the same date every year, such as Christmas. Other important days and time periods change every year, such as Ramadan and Easter. That is why we remake the calendar every year. During important days, boys and girls sometimes have different things to do. We will also discuss this.

Explain what the words holiday, religious holiday, birthday and Memorial Day mean. Keep in mind that in some cultures the calendar has a different layout or is different altogether. For example, in

China a lunar calendar is used. There are also newcomers who have never celebrated their birthday.

Getting to know important days in the English culture is often very interesting for newcomers. For example, Mother's Day and Father's Day are often also known in other countries.

Because there is a lot of debate about Islam in the United Kingdom and because it is a religion that is sometimes painted in a negative light, some newcomers may have negative experiences of Islamic celebrations in the United Kingdom. Try to make room for discussing such experiences, if that is indeed an issue. By asking other newcomers about their experience of celebrating their religious holidays in the United Kingdom, newcomers can also gain insight into their own interpretation of holy texts and traditions.

When working together on the class calendar, newcomers may be upset and express sadness about, for example missing certain celebrations. Emphasise that good memories are very important as a counterweight to daily obstacles.

**Material** The calendar can be made on a computer or a large piece of paper.

**Blackboard** To make a class calendar.

**Duration** 30 to 60 minutes.

## 4. Homework

**Method** Fill in.



*The next lesson is about friendship. We will talk about friends you have had in the past, before living in the United Kingdom, and about friendship now and in the future. Sometimes we all think about what will happen later on in life, about the future. That is why I want to ask you to think about friendship in the future: what kinds of friends do you think or hope that you will have later on?*

*For your homework, I would like to ask you to write down thoughts you have about your friendships in the future. You can do this on the worksheet of lesson nine. You should also write down the name of a good friend and paste or draw a picture about friendship in your newcomer workbook. You can discuss what you have written in your newcomer workbook in the next lesson, if you wish.*

Emphasise to the newcomers that their workbooks function also as diaries.

**Material** Worksheet Lesson 9: Friendship - Homework.

**Blackboard** Friend, friendship.

**Duration** 5 minutes.

## 5. Wrap-up

**Method** Group discussion.

**Teacher** Summarise today's lesson and ask the newcomers what they thought about it.

**Ask** the newcomers to complete the evaluation form.

**Material** Worksheet Lesson 8: Important Days - Evaluation.

**Duration** 5 to 10 minutes.

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### Example from practice

For this lesson I made a big year calendar and hung it up on the wall. It strikes me that some newcomers have trouble with the system of counting the days of the calendar. First, I briefly explain how you read a calendar. Then, we say the names of the months aloud together. I check whether the newcomers can read on which day a certain date falls. This eventually works well. The term 'birthday' also seems difficult for some. The newcomers explain that it is not customary in their countries to celebrate your birthday every year. Only certain ages are considered important milestones and therefore worth a party. They are surprised about things that are different in other countries: "Don't you celebrate your birthday?" the Iraqi girl Faiza asks her classmate. Jelena from Serbia says: "I do not know when my birthday is, but I do have a name day." Receiving and unwrapping gifts is also done differently in different countries. For example, Hong from Vietnam told us that he is used to unwrapping his gifts only when the visitors are gone. This is so that if you do not like what you get, you do not have to show it.

It is nice to see how the calendar is now filled. We practice saying the months of the year. Sana from Yemen tells his classmates about the Islamic era: "Ours starts later," he says, with the Prophet Muhammad moving from Mecca to Medina. Next, Sana writes on the blackboard what the current Islamic year is. The Ethiopian era is also different. According to Adel, the (Christian) calendar from his country starts in September. Slowly the conversation changes in the direction of 'important dates and cultural holidays'. It is nice to see that the newcomers are interested in each other's celebrations and customs.

January – December						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

## LESSON 9: Friendship

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### Programme

1. Start
  2. Friends from before, from now and in the future
  3. Making friends
  4. Preparation for next class
  5. Wrap-up
- 

### Goals

- ☐ For newcomers to understand each other's ideas about friendship.
  - ☐ For newcomers to share positive experiences with friendships 'then and now'.
  - ☐ For newcomers to gain insight into the supportive function of friendship.
  - ☐ For newcomers to learn about ways to make new friends and to maintain friendships with old friends.
- 

### Key words

Friend	Friendship	Old and new friend
Before	Later	
Now	Best friend	

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### Explanation

Friendship plays a central role among in adolescence. For some newcomers, friendship can be a difficult subject to think about. For example, some can feel quite isolated, because there are not many people from the same country of origin living in their neighbourhood and/or they cannot or do not dare to contact their peers from other ethnic groups. In some cultures, girls can have so many household chores in addition to schoolwork that they have little time for seeing friends. Many newcomers find it difficult to get to know English peers if the majority of their neighbours are not English or because of language barriers.

This lesson offers an opportunity to share experiences and feelings about this and encourages newcomers to actively make new friends. This lesson can be adjusted and have a different focus depending on the class and school. For example, the focus can be more on past friendships or more on making friends now. The focus can be more on the technique of making friends or more on dealing with homesickness.

## 1. Start

**Teacher** Revisit the previous lesson and ask if someone wants to say something about it or share any ideas that he or she has come up with. Then write the name of today's lesson on the board and give the newcomers an overall summary of what it will look like.

**Blackboard** Friendship.

**Duration** 5 to 10 minutes.

## 2. Friends of the past, now and the future

**Method** Group discussion.

**Teacher** Explain terms such as friends, friendship and old friends. (Note: the word 'friends' can be about having either boys or girls as friends). Because some newcomers do not like to talk about personal matters openly, a careful introduction of this part is important.  
Explain that we are talking about friendships from the past, now and in the future.

Ask if the newcomers found the worksheet exercise difficult and ask questions about specific parts, they found especially difficult. Newcomers may express that they miss their friends from the past. For example, it might not be possible to get in contact with those friends anymore or some might even have died. If this comes up, you can respond by saying that you find it sad, but also that it is courageous of the newcomer to share this with the group. Explain that friendships in the United Kingdom between boys and girls are common and explain that these friendships can be different from romantic relationships and love. You can emphasise also that in some countries it is not so common for boys and girls to be friends, because they live their lives more separated from each other. Depending on the needs of the specific group and on the questions that you ask, the conversation can be more or less about the past.

You can ask additional questions, such as 'mention two things that you used to do with friends in the past and two things that you do with friends now'. This gives you an opportunity to reflect on the experiences of the newcomers. This can sometimes be a sad conversation but also gives an opportunity to be supportive.

Often, the newcomers are also curious about the personal experiences and opinions of the teacher.



*Friends are important. A friend who is especially important to us is someone that we call a good friend, or a best friend. Some newcomers have many friends, but no friend they feel particularly close to, while some newcomers have a friend who is so important that they call him or her their best friend.*

*Sometimes boys find it easy to have a friendship with boys, and the girls with girls. But there are also boys and girls who like to have friendship with both boys and girls. We will talk about all kinds of friendships today.*

*You have completed an exercise in your workbook before today's lesson and I am curious to see what you have written. This exercise was about friendship in the past, before you were living in the United Kingdom, about friendships you have today and about friendships in the future.*

**Material** The worksheet filled in by the newcomers Lesson 9: Friend – Homework

**Blackboard** Friend, friendship, best friend, before, now, the future

**Duration** 10 to 30 minutes.

### 3. Making friends

**Methods** Group discussion.

**Teacher** In the initial part of this conversation, the emphasis is on the skill of making friends. It is important to avoid making the newcomers who do not have any friends feel that they are being judged. Clarify that it is possible for someone to temporarily have no friends and that there are huge individual differences.



*There are newcomers for whom friendship is very important, for whom friendship is important and for whom friendship is somewhat important. Maybe there are newcomers for whom it is not so important. How many friends you have or how you make friends will differ from person to person. If you think it is important to have friends but you cannot find a friend, then that is no fun. Maybe you can teach each other how you can make new friends. You have already completed exercises on your worksheet for this.*

In the conversation with the newcomers, it is crucial to focus specifically on the importance of communication when making new friends. Clarify that friendships can also improve communication skills. Let the newcomers show in class what they do to make contact with peers. They can imagine being in the schoolyard, on the bus, the cafeteria and so on. The influence of peer pressure is also discussed. To what extent can newcomers make individual decisions? When will the interest of the group come first?

This lesson can be difficult for newcomers who have little or no contact with their peers. After the lesson, emphasise to the whole class once again that newcomers can feel alone or sad after discussing the topics of this lesson. Tell them that they are welcome to stay and talk afterwards.

**Duration** 25 to 50 minutes.

## 4. Homework

**Teacher** Ask the newcomers to bring one or two 'important things' with them to the next lesson. Emphasise that if they do so, it will be a more fun lesson.



*It must be a thing that makes you feel better when you look at it or hold it. The items can be things from the United Kingdom, for example a gift, your identity card or passport, a nice photograph, a letter or something completely different. But of course, it can also be things from the country you come from: a photograph, an old toothbrush, a piece of clothing, a coin or passport. Explain to the newcomers that you hope they will all bring something. Maybe it's something small, maybe something big or unexpected. It does not matter. If it is important to you and you want to show it, then it is a good thing to bring.*

## 5. Wrap-up

**Teacher** Summarise today's lesson and if anyone wants to share what he or she thought about the lesson. Also give the assignment to indicate the evaluation of this lesson in the worksheet.

**Duration** 5 to 10 minutes.

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### Example from practice

The Afghan girl Fatima says she has a lot of trouble writing in her own language and that this keeps her from writing letters to her friends. She thinks this is too bad. It is striking that some newcomers no longer want contact with former friends, although they often think about them and miss them. "Writing to them makes us even sadder" one of them says. You can make friends everywhere: on the street, at school and in the asylum centre. You can just talk to people who seem nice to you. But not English people, of course. That is difficult and scary. Maybe they'll laugh at you. Nobody in my class knows English boys and girls, the newcomers say. But they conclude that it is good to try to make friends with English people. You live in the United Kingdom and having English friends is also good for learning the English language.

There is a question in the newcomer workbook about what is necessary for a good friendship. The Iraqi boy Hussein answers this with: "I do not want a friend who is nervous and gets angry immediately." When Hussein says this, I see a disappointed expression on the face of Fuad who is also from Iraq and I think is looking to make friends. He is, as the whole class knows, quite impulsive. Maybe I should check up on him a bit later.

Fourteen-year-old Nya from Sudan lives in a hamlet 12 kilometres from our school. She tells us that only 'old people' live there and she would love to have friends, but that there is no one in her area to make friends with. Her mother does not want her to stay at school with classmates after school, but thinks she should come home immediately. This means that making friends is very difficult.

## LESSON 10: Important things

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### Programme

1. Start
  2. Important things
  3. Homework
  4. Wrap-up
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### Goals

- To strengthen the newcomers' self-supporting behaviour based on objects that are important for newcomers.
  - For newcomers to learn from each other, which can be supportive.
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### Key words

Feelings  
Happy

Angry  
Sad

Consolation

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### Explanation

During adolescence, many young people think about who they are, where they want to belong and what things they find important in life. Having to migrate is likely to have greatly influenced their lives. Many newcomers have personal belongings in their new house that they cherish because they remind them of their past. Experience shows however that for this lesson newcomers sometimes bring a document that they have received in the United Kingdom. This can be a permit or diploma; to them it symbolises the new opportunities that they have in the United Kingdom. Talking about this sometimes prompts newcomers to also share personal stories about the past.

For example, newcomers may bring a poetry album, jewellery, photographs or a photo album with them. Although the newcomers have explicitly been asked to bring items that give them support, it is of course possible that they bring something that supports them but also invokes homesickness or even makes them sad. Previous experience with Welcome to School has shown that the newcomers can often handle these feelings in the classroom. A supportive remark, such as 'I think it's good that you show this to us', and 'Should we ask ... now what he/she has brought?', is often sufficient to move the class forward again.

Bringing in valued personal items can sometimes be confronting, for example if a child brings a photograph of a deceased family member. If a newcomer cries, which can happen, it is good if you have tissues at hand. Not everyone can or wants to express themselves freely in the group, so it is advisable to pay attention during this lesson to see if there are newcomers who should be invited at the end of the lesson to have a chat.

## 1. Start

**Teacher** Revisit the previous lesson and ask if someone wants to say something about it, or share any ideas that he or she has come up with since the previous lesson. Then write the name of today's lesson on the board and give the newcomers an overall summary of what it will look like.

**Blackboard** Important things.

**Duration** 5 to 10 minutes.

## 2. Important things

**Method** Group discussion.

**Teacher** Ask if everyone has brought one or two items with them to class. Those who have not brought anything with them will still have a turn to talk and can then tell the class what they would have brought. Everyone can take turns to show an item and say something about it, especially why the thing they have brought is so important to them. The item can be passed round the class, if the owner agrees. Bring one or two items yourself and begin by telling the class about the items you have brought.

In-depth questions and additional comments can be:

- What does this item mean to you?
- How do you feel showing it to the class?
- Why do you feel good about this item and do you feel strongly about it?
- In what way is this item supporting to you?

If the mood in the classroom is good you can also ask newcomers whether any important items have remained in their country of origin.

**Material** The items brought in by the newcomers.  
Worksheet Lesson 10: Important things - Taking things with you.

**Blackboard** Feelings, happy, angry, sad, comfort

**Duration** 50 to 100 minutes.

## 3. Homework

**Teacher** Tell the newcomers that the next lesson is about children's rights.  
All children are equal. All children have the same rights. No matter which country you come from,

what faith or culture you have. You have the right to eat, to go to school, to be safe. In your workbook, we ask you to look up on the internet what children's rights are and to write some of them down.

**Material** Worksheet Lesson 11: Children's rights - Homework.

**Blackboard** Children's rights.

**Duration** 5 to 10 minutes.

## 4. Wrap-up

**Method** Short group discussion.

**Teacher** Ask how the newcomers felt about bringing important items with them to class, to show them to the others and talk about them. Encourage the newcomers to give their opinion and write down thoughts about it in the worksheet.

**Duration** 5 to 10 minutes.

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### Example from practice

Half of the newcomers brought something with them. There are photographs, jewellery, an old bag, and a piece of clothing. Showing and talking about the items took a lot of time, but the newcomers are focused and also relaxed. The Afghan boy Abdullah shows his wallet and explains that it belonged to his grandfather. "Because it was from my grandfather," he says, "it is never empty! My grandfather is important. Musa shows the class a ring and says that she got it from her mother and that she always keeps it with her. When I say that the ring is most certainly very important to her, she becomes sad. "My mother is dead because of the war," she says. Fatima, who is sitting next to Musa, comforts her.

I emphasise that it is important for me to hear why these items give the newcomers emotional strength. Musa tells us that the ring makes her feel sad but also makes her stronger because she feels a lot of love for her mother. Yasir from Afghanistan talks about the importance of his swimming certificate, which he got in the United Kingdom. He tells the class his whole refugee story including his fear of drowning while crossing the sea in a rickety boat. I find it courageous that he shares the story and I tell him that. The class is silent for a moment because of his story. Turgay brought a football shirt from Ajax. It hangs in his room and he often looks at it. In the future, he hopes to be able to play in the first division. This lesson was not as difficult as I had first feared. What I find particularly stimulating is to see how one minute the newcomers are very serious and supporting each other, and the next minute they are laughing and teasing each other. I feel like this lesson offers the newcomers a lot of opportunities to relate to each other. The newcomers who did not bring anything in themselves were also impressed by what their peers had brought.

# LESSON 11: Children's rights

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## Programme

1. Start
  2. Important children's rights
  3. Children's rights in the United Kingdom and in your country
  4. Film
  5. Help
  6. Wrap-up
- 

## Goals

- To learn that children have rights.
  - To know some of the most important children's rights.
  - To think about children's rights in the United Kingdom and in the country of origin.
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## Key words

To sign	Opinion	Adults
Culture	Right	Abuse
Mandatory	Neglect	Government

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## Explanation

It is important that the subject of children's rights is discussed in the context of the vulnerable position many of the newcomers are in. It is equally important that newcomers understand that it concerns international rights. Some of the newcomers might come from countries where children's rights and other human rights are not so self-evident. Therefore, it is good for the newcomers to know that they are protected in the United Kingdom, although, they also might discover that even if you have rights, you will sometimes have to fight for them. In this lesson they will also hear about organisations that can support them in this. In short, the lesson is intended, without creating false illusions, to empower the newcomers and to make them realise that children can have an influence over their situation.

## 1. Start

**Method** Group discussion.

**Blackboard** Children's rights.

**Duration** 5 to 10 minutes.

**Teacher** Revisit the previous lesson and ask if someone wants to ask or say something about it. Then write the name of today's lesson on the board and give a brief outline of the lesson plan.

## 2. Important children's rights

**Method** Group discussion.

**Teacher** Explain the intention of the lesson, check whether the assignment: 'search the Internet for what children's rights are and write down a few' was completed.



*During this lesson we are going to talk about children's rights. Countries make agreements with each other about the rights of people and children. They sign a document stating they will honour those rights. This concerns international rights. Rights for all countries. This is done, for example, at the United Nations in New York in the The United States of America. Rights are about what is and is not allowed. For example, people have a right to peace and security. Today we look at the most important rights for children. You may also talk about the children's rights in the country that you come from.*

Explain what the words 'sign' and 'right' mean.

**Material** Blackboard.

**Blackboard** To sign, mandatory, law, culture, opinion.

**Duration** 5 to 10 minutes.

## 3. Children's rights in the United Kingdom and in your country

**Method** Group discussion.

**Teacher** Use the children's rights listed below or choose examples based on the newcomers' ages, or their earlier interests in children's rights. Explain that these will now be discussed. Also use the words that the newcomers have written down on Worksheet Lesson 11: Children's rights - Homework.



*All children are equal. All children have the same rights. No matter which country you come from, what faith or culture you have. I will tell you about some of the most important children's rights. Then you can explain how it is in your country. We will also watch a video.*

**Material** Appendix Lesson 11: Children's rights - Children's rights and websites.

**Blackboard** Depending on what word needs explanation.

**Duration** 30 to 40 minutes.

### **Children's rights**



*All children in the world have rights. Children's rights are rights for children up to the age of 18. There are 54 children's rights. Countries have made agreements about this. These rights concern, for example, school, housing, health, and religion, but also child abuse, child labour and refugees. At present, 193 countries have put a signature under these agreements. Children have the listed rights in those countries. The United Kingdom must also comply with these agreements. There are three countries in the world that have not yet signed the agreements: Somalia, South Sudan and the United States of America.*

*I will now name a few important rights:*

- **Right to education**
  - » School is important. You learn to read, count and write at school. Adults must ensure that children can go to school.
- **Right to your own belief and culture**
  - » Children may have their own belief and culture. You may have the Catholic, Hindu, Buddhist, Muslim and any other belief. You may not have a belief at all. Even if the country is Christian, families may have a different religion at home. You can speak your own language at home and in the street. You can celebrate celebrations from your country.
- **Right to protection**
  - » Safety is a children's right. Children must be protected from war and violence. But children in the United Kingdom, for example, also need to be able to live safely in an asylum centre.
- **Right to an opinion**
  - » Everyone is entitled to their own opinion. It does not matter if you do not always agree with each other. You can always express your opinion to others.
- **Right to play**
  - » All children have the right to play. Of course children also have to do homework and help their parents. But there must always be enough time to play.
- **Right to protection against child labour**
  - » There are children in the world who have to work and cannot go to school. Often the work is unhealthy and dangerous. Child labour is forbidden. Children need time to play and to go to school. Helping your mother or your father at home is good. But it is not good if you do not make your homework. From the age of 12 you can work a little, but you have to go to school and be able to do your homework.

- **Right to grow up with your family**
  - » Children have the right to live with their parents. The government must do everything to make that happen. If your parents divorce, you should also be asked about who you want to live with. If your parents do not live in the United Kingdom, the government must do everything to let you live together again.
- **Right to good health care**
  - » It is important to eat and exercise well. There must be enough food. And there must be a doctor in the area for when you get sick.
- **Right not to be abused**
  - » Children should not be mistreated. For example, they should not be beaten. The responsible for ensuring the care of children, that they have enough to eat and clean clothes, belongs to adults.

*Do you have examples of children's rights in the country where you come from? For example, do all children have access to safe drinking water, are they free to not work and can they go to the doctor if necessary?*

## 4. Movie

**Method** Group discussion.

**Teacher** Show the video below about children's rights to the newcomers. Most of the rights mentioned above are discussed. The last part of the video is not very useful in the ISK class because it includes the terms 'disadvantaged neighbourhood' and 'poverty' can be read on the screen without explanation. Also a reference to the organisation Basta. Choose whether you want to stop the video earlier.



*We are now going to watch a video about Children's Rights. Afterwards you may react.*

**Material** <https://www.youtube.com/watch?v=COjVj9czgrY>

**Alternatives** <https://www.youtube.com/watch?v=5KQGz-toMnk>

**Duration** 15 minutes.

## 5. Help

**Method** Group discussion.

**Teacher** Show the websites of organisations where children can ask for help if needed.



*I will now show you a number of websites of organisations that can help you if, for example, you are not feeling good at home. Many of these sites are for children and young people who can already speak and read English. Yet I show them. Sometimes you can already use them if you have already been in the United Kingdom for a year.*

Make it clear that in Western countries children and human rights are still being violated in spite of treaties and that there can be repeated heated discussions about this. Explain to the newcomers that it is possible to seek help if your rights are being violated, from for example social services.

**Children's telephone:**

<https://www.childline.org.uk/>

Important is the telephone number. You can call with questions.

**Children's Commissioner (for telephone contact if Children's Rights are violated).**

<https://www.childrenscommissioner.gov.uk/help-at-hand/>

## 6. Wrap-up

**Teacher** Summarise the lesson briefly. Ask if the newcomers liked the lesson. Ask them to evaluate the lesson at home on worksheet 11.

**Homework** On Worksheet Lesson 12: Discrimination - there is a poem about discrimination, which is the topic of the next lesson. Ask the newcomers to read the poem before meeting next and have them answer the questions in the workbook.

**Material** Worksheet Lesson 11: Children's rights - Evaluation.

**Duration** 5 to 10 minutes.

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### Example from practice

In my class with many refugee newcomers it takes quite some effort to explain children's rights and that this mean that children are actually entitled to be protected. They think it is strange that two so different countries like Somalia and The United States of America have not signed these rights. I explain that the reason for The United States of America not to do so, is that they find their own laws sufficient enough. Both the Somali and Syrian boys in the classroom give examples of young boys with weapons that they have seen. Ahmed from Somalia acts tough and says that he thinks that is cool. But Keen, a Somali girl, gets furious and gets support from other girls. 'War is stupid, everything is destroyed'. I show the video about children's rights twice, to explain different words in this language-poor classroom. That works well because it starts a discussion. Mohammed from Somalia asks for the control of those laws. He points out refugee newcomers who fear being sent back to their country of origin and do not being able to go to school there anymore. 'Then I do not have a children's right, teacher'. I explain that a country must adhere to the children's rights, but that you sometimes need a lawyer. Most children, who are themselves asylum seekers, recognise that well. Yassin wonders whether Muslim children in the United Kingdom have the same rights as English children. "But we cannot pray here at school." I feel a bit trapped, but then explain that it would be very difficult with so many different religions in the school. Then you should also have a place for Polish and Catholic newcomers at school to confess, I say. I notice that the newcomers do not fully understand it. Yet I am glad that we are now discussing these topics. Even if it is only because I can - later revisit, for example, to the right not to be discriminated against as a homosexual.

## LESSON 12: Discrimination

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### Programme

1. Start
  2. What is discrimination?
  3. Prejudices
  4. Your opinion on discrimination
  5. What can you do to prevent discrimination?
  6. Wrap-up
- 

### Goals

- For the newcomers to share experiences of discrimination.
  - To raise awareness about prejudice.
  - To increase resilience.
  - For the newcomers to know their rights and obligations regarding discrimination.
- 

### Key words

Discrimination	Origin	Nationality
Citizen	Skin colour	Sexual diversity
Prejudices	Disability	Marital status
Countryside	Chronic illness	Government
Pride	Statement	Apartheid
Race	Political conviction	
Equal	Gender	

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### Explanation

Discrimination can be a sensitive issue. Some newcomers had experiences of persecution in their country of origin. A number of young people also experience discrimination in the United Kingdom for the first time. Many experience immigration laws and the contact with government agencies as very discriminating. But it is also not uncommon for newcomers to discriminate against each other because of ethnicity, religion or gender. As a teacher you must be aware of the possibility that newcomers have negative experiences or harbour negative attitudes. It is important that the teacher manages the mood in the classroom during discussions, so that it does not take a negative turn. In each class, there are newcomers who think about discrimination in a nuanced and constructive way. If the mood threatens to become negative, it is advisable to give newcomers some space and end the conversation.

Keep in mind! This lesson lasts longer than 90 minutes using this format. Teachers can choose to exclude parts or to divide the lesson into smaller parts.

## 1. Start

**Method** Group discussion.

**Teacher** Revisit the previous lesson and ask if someone wants to say something about it or share any ideas that he or she has come up with since the previous lesson.  
Next, write the name of today's lesson on the board and give the newcomers an overall summary of what it will look like.

**Blackboard** Discrimination.

**Duration** 5 to 10 minutes.

## 2. What is discrimination?

**Method** Word web.

**Teacher** Write down the word 'discrimination' in the middle of the board and draw a circle around it.

Ask the newcomers what they think about the concept of discrimination. They can all say what they think. When you think there are enough words on the board, split them into separate categories. Name the categories and write them on the board. Also introduce the word prejudice. A prejudice is making a judgment or having an opinion about someone before you know who that person is. Discuss this word with the newcomers.

This exercise can also be carried out with coloured post-its where the newcomers write their associations and you categorise them together with the newcomers.

Go back to the homework about the poem in Worksheet Lesson 12 and ask for the answers the newcomers gave.

**Material**

- Blackboard.
- Post-its.
- Worksheet, lesson 12: Discrimination - Poem.

**Blackboard** Discrimination.

**Duration** 10 to 15 minutes.

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### Alternative Methods

Ask newcomers to interpret the drawings in the newcomer workbook and ask whether they have similar experiences themselves.

### 3. Prejudices

<b>Method</b>	Film. Group discussion.
<b>Teacher</b>	Explain that a bias is an important part of discrimination and that bias often concerns judgments about an entire group. Introduce the video.
<b>Movie</b>	<p>A French video about prejudice, do not judge a book by its cover: <a href="http://www.youtube.com/watch?v=vkfukltffLE">http://www.youtube.com/watch?v=vkfukltffLE</a></p> <p>Mother and child react anxiously to a bearded Muslim with a weekend bag. Running policemen do not arrest this man, but instead a seemingly 'decent' man.</p>
<b>Material</b>	Computer.
<b>Blackboard</b>	Prejudice.
<b>Duration</b>	15 to 20 minutes.

### 4. Your opinion on discrimination

<b>Method</b>	Statements and discussion.
<b>Teacher</b>	Introduce the method and assignment. The tables and chairs are set aside, and the newcomers form a circle in the middle of the classroom. Explain what discrimination is.
	<p><i>If someone jokes about your country of origin, your accent, your clothes or your faith, that might not be fun. Even though they are meant to be funny, jokes can be insulting. Something small can feel big. We are all different, but equal. Discrimination is when we are being treated as if we are unequal. You can feel excluded and sometimes discrimination even turns into violence, for example, because someone has a different skin colour or a different faith. This happens everywhere in the world and governments must protect people against discrimination.</i></p> <p>Choose three different spots or corners in the classroom that newcomers can go to. These spots stand for 'agree', 'disagree' or 'do not know'. When a statement is mentioned, the newcomers should go and stand in the spot that represent their view. Once all newcomers have chosen a place, ask the newcomers who 'agree' why they stood there and what their opinion is. Then you go to the 'disagree' group and ask the opinion of a newcomer in that group. Finally, you go to the 'do not know' place and ask the newcomer why they are there. Give newcomers an opportunity to respond to each other, so that a discussion arises about the subject. Tell newcomers that if they change their mind because of the discussion, they can move to the other side.</p>



*We are now going to play a game. I will read a statement out loud. You then decide if you agree with this statement or do not, or do not know. You will then walk to the spot or corner that represents the view you have. I will then ask some of you to explain why you have chosen to stand where you are standing.*

**Two statements:**

- I feel excluded in the United Kingdom.
- In the United Kingdom everyone is equal and has the same opportunities.

Depending on the discussions and reflections, the time frame for this exercise may be altered,

The 'Appendix Lesson 12: Discrimination - Background information with examples' shows the characteristics based on which people can be discriminated against, with examples.

**Material** Appendix Lesson 12: Discrimination - Background information with examples.

**Blackboard** Your opinion

**Duration** 20 to 30 minutes.

## 5. What can you do to prevent discrimination?

**Method** Work in groups

**Teacher** Divide the newcomers into groups and let them give each other tips on what you can do to prevent discrimination. Then write their ideas down and have the newcomers respond to these ideas. Emphasise that the discussion can be about coping with experiences of being discriminated against yourself, seeing others discriminate or even discriminating themselves.



*We are now going to talk about what you can do to prevent discrimination. This includes being discriminated against, but also to prevent that you or someone else discriminates. I will divide you into groups and then you will give each other tips. I will then collect your tips and write them on the board and you can give your opinion.*

**Material** Board.

**Blackboard** What can you do against discrimination?

**Duration** 10 to 15 minutes.

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### Alternative: prejudice game

**Method** Game.

**Teacher** Explain what prejudices are



*Everyone has prejudices. If someone is big, we might think he or she is strong. If someone wears glasses, we might think that they are very clever. You can sometimes have prejudices because you do not know much about a certain group of people. Sometimes you do not even know exactly what prejudices you might have. We will now find out if you have any prejudices about your classmates! Everyone gets a piece of paper. Each newcomer writes two characteristics of himself or herself, which the other newcomers may not know about. For example, you can write down that you like hip-hop music, that you play football three times a week or that you do not like soda. When you have written down two things, fold the sheet so no one can see what you have written down.*

*Collect all the papers and put them in a box. The newcomers take a piece of paper out of the box one by one. You read what is written on the piece of paper and then you can guess whose paper it is. Ask why the newcomer has guessed the way he or she has.*

**Material** A few empty sheets of paper.  
A box or similar.

**Blackboard** Prejudice.

**Duration** 20 to 30 minutes.

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### Explanation

There are many types of prejudices. This exercise will not make all prejudice disappear but will illustrate that everyone has their own individuality. Discuss the prejudices with the newcomers. How can you prevent discriminating against one another?

## 6. Wrap-up

**Teacher** Summarise the lesson briefly. Ask what the newcomers thought of the lesson. Ask them to evaluate the lesson at home on 'Worksheet Lesson 12: Discrimination - Evaluation'.

**Material** Worksheet Lesson 12: Discrimination - Evaluation.

**Duration** 5 to 10 minutes.

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### Example from practice

Aryous, who is of Syrian Christian origin, says that he used to have to pay attention on his way to school in order not to get beat up by Muslim boys. He tells us that he was scared as a child. Anwar who is also from Syria reacts violently and says that Aryous is lying, because Christians

had a lot of freedom. I try to avoid a confrontation. I tell them I do not think Aryous is lying and that I find it courageous of him to say that he was afraid as a child. I emphasise that I do not want a discussion of Christians against Muslims or vice versa. I tell the newcomers that I want to hear their own stories. Najla from Afghanistan tells us that women in her country are locked up in the house and are not allowed to work. She says that she finds this very stupid. When Ali Reza tells a joke and says it's okay to lock up women because otherwise they go off with other men, she becomes so furious that she almost jumps at him. The other newcomers go quiet. I agree with Najla that the way in which women are sometimes discriminated against in Afghanistan is troublesome. Najla tells us that she does not like it that she must live in the United Kingdom. She says that the English government also discriminates against them because they have not gotten the papers they need. After that, the discussion is about sex discrimination. The views diverge considerably, but the girls in the class stick up for themselves quite well. I emphasise that also in the United Kingdom there are major differences in views on equality between men and women. I explain that it is very important to me that there is freedom of opinion in the United Kingdom.

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## **Appendix Lesson 12: Discrimination - Background information with examples.**

This is not an exhaustive list but serves to provide some short background information and gives the teacher a few examples for class discussions. People can be discriminated against for the following reasons:

### **Race**

Race refers to a grouping of humans based on shared physical or social characteristics, such as skin color or culture/norms. Race is a social construct. In other words, it is created by people to establish cultural meaning and not real in a biological sense, as an inherent physical or biological quality. Throughout history, different groups of people have been discriminated against based on their perceived race. This has included for example unequal access to education and jobs, people being victims of violence, or some groups of people not having the same rights as others. This was for example the case up to and during the first half of the 20<sup>th</sup> century in the United States. African Americans did not have the same rights and opportunities as other Americans. During many years, African Americans fought to have the same rights by protesting and campaigning. This was called the Civil Rights Movement. In many places in the world, including in the United States, struggles and fights because of issues connected to race continue to happen.

### **Origin**

This can be the country that you come from, but also whether you come from a city or the countryside. If you move from one place or another, between or within countries, people may perceive you as different. This can happen for example if you move from the south of the United Kingdom to the north, or vice versa. In many countries, groups of people with different backgrounds are discriminated against, especially if they are a minority. This can be for example people from another community, tribe or area. There are groups of people who do not have their 'own country', like Kurds and Roma people. These groups are often discriminated against.

### **Faith**

People can be discriminated against due to the religious faith that they have. There are many different faiths in the world, with some of the biggest all most well-known ones being the mon-

otheistic (meaning they worship only one God, not multiple gods) religions: Christianity, Judaism, and Islam. There are also well-known polytheistic religions (meaning they worship many gods). These include Hinduism and Buddhism. In many places, the majority of people belong to one religion, with a minority belonging to another. Then the minority can be discriminated against. This has been the case in for example Myanmar, where the Buddhist majority has discriminated against the Muslim minority. In Egypt, Christians can be discriminated against because they are not Muslims.

### **Political conviction**

Political conviction relates to your opinion on how a country should be run, what the government should look like and what political party you support. Some countries are democracies, where people can vote for several different parties, while other countries are authoritarian, meaning there is only one ruling party. In every country however, people can be discriminated against because of the political opinions they hold or because of how they vote.

### **Nationality**

Nationality refers to the country that you come from or where you were born. People who live in one country, such as the United Kingdom, but come from another country can be discriminated against. For example, they are not invited to a job interview because they do not have a English name.

### **Sexual orientation**

Sexual orientation is a person's sexual identification in relation to the gender to which they are attracted. Some examples of sexual orientations are heterosexual, homosexual, or bisexual. In some places, people who are not heterosexual are discriminated against. For example, in Uganda the president has signed a law against gay men. If you are gay, you can go to prison in some countries. In many Western countries, being homosexual was illegal until the second half of the 20<sup>th</sup> century, and various forms of discrimination continue to happen today.

### **Disability or chronic illness**

A disability is defined as any continuing condition that restricts everyday activities. Disabilities can be physical or psychological. For example, if you are unable to walk, hear or see that is a physical disability. If you suffer from depression or schizophrenia, this is type of psychological disability. A chronic illness is an illness that you cannot fully cure, such as diabetes or HIV. People who have disabilities do not always have equal opportunities. They may not be able to work, or if they apply for a job they may not be invited to an interview. They may also experience other forms of discrimination, such as bullying or violence. It can also be hard for a disabled person to move around, for example if you are in a wheelchair but there is no lift in a building. In the United Kingdom, buildings such as a town hall must have a lift so that people with disabilities can enter. In many countries it is forbidden by law to discriminate against the disabled, although this may happen anyway.

## LESSON 13: Health

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### Programme

1. Start
  2. Health concerns, tips, and tricks
  3. Wrap-up
- 

### Goals

- To talk about small and large health concerns that the newcomers might have in common.
  - To motivate to share experiences and viable solutions.
  - To learn about tips and tricks to reduce concern.
  - To strengthen healthy and supportive behaviour.
  - To signal whether newcomers need extra care.
- 

### Key words

Complaints  
Sleep problems

Headache  
Worries

Abdominal pain  
Nightmare

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### Explanation

Newcomers are often resilient, but they can however experience more psychosocial problems than their peers in the United Kingdom. These problems are more present among asylum seeking children and can manifest themselves through psychosomatic symptoms such as sleep problems and headaches. This can have a negative impact on school performance. Many newcomers do not know the connection between psychological and physical complaints, and the intention of this lesson is to clarify this link through explanations and to allow newcomers to share experiences, tips, and tricks. There are general health tips that can be given in addition to the lesson, during or after class. Newcomers, in comparison to their classmates, who are feeling unwell will often be identified during these lessons. This can lead to a request for advice from the care team, to ensure newcomers with certain needs can receive adequate support.

### Do not bother

Newcomers might not want to bother others when they have health concerns. Sometimes family members of newcomers can have their own troubles, which is why some newcomers spare them. By asking newcomers in the classroom about their health, they will share experiences with each other. Some are not used to being asked about their own well-being. A number of people can be disappointed about the healthcare in the United Kingdom. For example, when they were expecting 'real' medicines, they 'only' received Paracetamol. In some cases, it will become clear that further

care is necessary for the individual. With permission from the newcomer it is possible to speak about the specific case to the care team.

### **Beliefs about 'illness' and what helps**

Symptoms can stem from different things: biological or psychosomatic. Psychosomatic means, that physical symptoms do not stem from a physical problem but rather from a psychological reason. Cultural background and understandings can have a central effect. These understandings also affect the meaning of treatment, for example biomedical- or alternative treatment. Make it clear that adults, including English adults, also give different interpretations to complaints. Connecting to simple metaphors that newcomers sometimes use, such as 'my head is too full of thoughts to be able to sleep', is often a good way to start a conversation. Newcomers also have different ideas about how ailments can be cured, and some newcomers may be self-medicated. Consider possible risks. Encourage the use of an expert for excessive use.

### **Sleeping problems**

The causes can be different. Ask for it. In asylum centres people sleep with multiple people in a room and it can be noisy at night. Memories from war zones or refugee camps can give some newcomers nightmares. It is not the intention to explicitly ask about the content of bad dreams, but if newcomers themselves talk about it, it is okay. Newcomers can feel relieved when they discover that dreaming is a way of emptying a full head of, for example, unpleasant experiences. Dreaming is a healthy way to process feelings and get better is a statement that reassures the newcomers.

### **When to enable help?**

A teacher is not a counsellor, but as a mentor the teacher act as a role model. During this lesson newcomers can show their concerns more concretely than usual. In the discussion after the lesson, the following points can help to estimate whether extra care is needed:

- Investigate to what extent the health concerns affect daily life.
- Ask if the health concerns have been going on for a long time. If it has been going on for longer than two months, then consider having the health care team involved.
- Investigate whether a newcomer is offered help elsewhere.
- Investigate whether the newcomer has considered external assistance and / or discuss what you are considering doing.

After an assessment of the severity of problems and the need for help, different steps are possible. If necessary after consulting a colleague, the newcomer can be referred to the proper assistance.

## 1. Start

**Teacher** Revisit the previous lesson and ask if someone wants to tell something that he or she has come up with through the previous lesson. Then write the name of today's lesson on the board and tell how it will look globally.

**Blackboard** Health.

**Duration** 5 to 10 minutes.

## 2. Complaints, tips and tricks

**Method** Filling in worksheet and a group discussion.

**Teacher** During this lesson we will talk about health. We know that many newcomers can experience health problems having been in the United Kingdom for a short time, due to, for example, a different climate. Some newcomers experience headaches because they think a lot or might not sleep well. A teacher is not a doctor. I cannot make newcomers who are ill better. However, we know that many newcomers can help each other feel better. That is why I want you to talk to each other about health and share tips and tricks I will also give you some tips on what you can do to, for example, sleep better.

You are going to fill out 'Worksheet Lesson 13: Health - Headache & Sleep Deficiency'. When everyone is ready, we write your answers on the board.

Perhaps more support is needed in this lesson. Newcomers have to read a lot about the assignment. This is a lot of text for newcomers, but the advice is certainly relevant to them.

**Material** Worksheet Lesson 13: Health - Headache & Sleeping badly.  
Worksheet Lesson 13: Health - Advices.

**Blackboard** Health; tips and tricks (write these during the lesson).

**Duration** 50 to 70 minutes.

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### Tips for a conversation about health:

- Show interest, recognise that newcomers have bad dreams.
- Sharing the experience with fellow newcomers.
- Explain that sleep problems can be part of an ordinary process.
- Parallel to the explanation, focus on the newcomers' own solutions.

Newcomers also have very nice dreams. Ask explicitly about this. Talking about good dreams

should not overshadow so that the bad dreams of other newcomers are neglected. Good and bad dreams exist side by side.

Sleep problems often go hand in hand with concentration problems, being absent from school, and having headaches. Cause and consequence can then sometimes no longer be properly disassembled. This lesson does not pretend to be able to 'cure' the newcomers. However, it will become apparent that specific attention for a problem area may also reduce other problems.

Many newcomers will have their own explanations and solutions for sleep problems. Let them exchange it. The tips below are also in the worksheet.

### **Sleep well**

For some people six hours of sleep is enough, others need 10 hours of sleep. It does not matter if you do not sleep well at times. But it can be annoying if you are tired. If you sleep badly, try the following tips:

- Do not drink coffee and / or alcohol, or have large meals close to bedtime.
- Do not exercise just before bedtime.
- Use the bedroom only for sleeping. Not for watching TV or using your computer.
- Find out how many hours of sleep you need per night.
- If you are not asleep after 15 minutes, try to read a book until you are drowsy.
- Get up at the same time every day.
- Do not sleep during the day.
- Make sure you sleep in a dark room.
- Make sure to have fresh air in your room

## **3. Wrap-up**

**Teacher** Summarise the lesson briefly. Ask what the newcomers thought of the lesson. Ask the newcomers to complete the evaluation form for this lesson.

**Material** Worksheet Lesson 13: Health - Evaluation.

**Duration** 5 to 10 minutes.

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### **Example from practice**

Almost all newcomers in this class sometimes or often suffer from headaches. The main cause of headaches is sleep problems. Almost everyone has had sleep problems. 'Thinking too much' is one of the biggest problems. The topics that the young people think of can be quite different: tension before a test, falling in love, issues at home, thinking about the family in the country of origin and so on. 'Do not think so much!'. Godfred from Ghana says that drinking a lot of cola or coffee 'keeps sleep away'. Some look at him in amazement. It turns out, when we talk about it, that there are newcomers who drink at least two litres of cola a day. Energy drinks are also

popular. When we continue to make an inventory of how you can reduce sleep problems, the otherwise silent Xiao Jie from China introduces a method of how to relax: she puts her legs on a chair behind her and lays head and arms on the table. She shows how to breathe. Her friend Eki from Nigeria then demonstrates how you can massage away pain from your forehead. This lesson does not raise strong emotions at first glance. I suspect that if we went deeper into the nightmares that this would have been different. I'm glad we did not do that. The exchange of tips took a lot of time. That also seemed good enough to me.

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## **Annex Lesson 13: Health - Overview**

Newcomers are often more at risk than other peers for health issues. This can manifest in physical and psychological problems. For example, newcomers may have the following symptoms: abdominal pain, headache, sleeping problems, feeling sad, feeling consistently fatigued or hopeless. It is not the task of a teacher to go into detail about the causes of these issues. However, as a mentor, the teacher can give basic information and assess whether it is advisable to refer the newcomers to the care team.

### **The most important questions when weighing health concerns are about whether or not to request external advice or help:**

- How many issues does the newcomer have, and to what extent do the complaints limit daily life?
- For how long have the complaints existed?
- Has the newcomer requested and received help?

### **General health advice for the aforementioned complaints:**

- Go outside daily.
- Exercise regularly.
- Attend social activities.
- Eat healthy food.
- No 'self-medication' with alcohol or drugs.
- If you have any mental health problems: talk about it and seek professional help.

### **Stomach pains**

Stomach pain can in some cases be symptoms from the intestines, the stomach or the bladder. Abdominal pain can be caused by a reaction in the intestines to, for example, hormonal changes and medicines, or be caused by stress or tension. It is important and can be reassuring for the newcomers to understand and be aware of psychosomatic complaints.

For girls, this kind of pain can be related to menstruation. Girls coming from areas where female genital mutilation is practiced can experience more symptoms during their menstruation cycles. Girls, as well as boys, with a refugee background, may have experienced or seen sexual violence. Abdominal pain can be a signal of that.

### **Feeling depressed and anxious**

With newcomers, depressive and anxious feelings may occur more frequently and severely compared to other peers. This can be related to their status as a newcomer, which can make them

insecure and frightened. Refugee newcomers who come from war zones, can be susceptible to both depression and anxiety. These can be related to unpleasant experiences, such as violence and the loss of loved ones.

### **Depressive disorder**

For a diagnosis of depression, a person must have had symptoms, for a duration of minimum 2 weeks and the symptoms may not be caused by something biological. The degree of depression depends on how many core- or accompanying symptoms the person has. Core symptoms include: feeling down (low level of voice), minimum engagement and low levels of energy. To be diagnosed with depression, one must have at least two of the core-symptoms and two of the accompanying symptoms. If you suspect a newcomer to have depression or or someone they know raises concerns for them having depression, refer them to a mental health professional.

### **Headache and sleeping problems**

There can be many different causes for both complaints. So many that it makes no sense to mention them here. But the mentioned health advice can work well for multiple types of complaints.

### **Health advice**

Tips for newcomers, as they are in their worksheet:

Tips for good health

- Make sure to be physically active (sports, cycling, walking, running).
- Do not always take the bus or the elevator – walk if you can.
- Eat healthily. Eat a lot of fruit and vegetables and not too much sugar or fat. So be careful with candy, chips or soft drinks.
- Alcohol and other drugs are not healthy.

### **Headaches**

Headaches are very annoying. Fortunately, there are some things you can do about it. For example:

- Listen to tranquil music.
- Drink water.
- Avoid spending all day on electronic devices.
- Exercise: walk, cycle, jog, swim, dance, or play sports.
- Go for a walk or cycling in the evening instead of watching television or take a warm shower.

### **Tips for stomach pain**

You can get abdominal pain from thinking too much, tension or anxiety.

- Avoid eating food that is too fatty.
- Avoid drinking coffee, tea, soft drinks, or energy drinks.
- Drink a lot of water.
- Place a hot water bottle on your stomach.
- Move sufficiently.
- Take a hot shower.

### **Tips for sadness and anxiety**

Because you are new to the United Kingdom you can experience feeling sad and blue. This can, for example, be because you think a great deal about the past.

- Make sure to go out every day.
- Work out, such as walking, running or cycling.
- Participate in leisure activities with your friends.
- Eat healthy.
- Avoid the use of alcohol or drugs.

If you have so much trouble that you can no longer participate and focus in school or you no longer have the energy or desire to involve yourself in activities, speak to a counsellor or doctor.

## LESSON 14: Saying goodbye and the future

### Programme

1. Start
2. You and the future
3. Your opinion on Welcome to School
4. Saying goodbye and wishes for the future
5. Festive closure

### Goals

- Support the students in taking control of their own life
- Reduce gloomy feelings about the future
- Festively close the lesson series

### Key words

Future	Reality	Evaluation
Connection	Dream for the future	Festive Closure
Experience	Wishes	
Wishes	Goodbye	

### Explanation

Adolescents, particularly newcomers, are more concerned about the future compared to younger children. They have dreams and expectations; however, they can also experience several barriers to achieving this future, due to language proficiency and educational disadvantage. Several newcomers do not know whether they will receive a permanent residence permit and therefore do not know whether they will stay in the country. Some families might also be thinking of leaving for another country.

In this lesson the newcomers can discover, that despite of various obstacles their dreams and expectations about the future may provide them with the strength to be in control of their own life situation. When newcomers expect expulsion, they may feel blocked and do not want to participate. In such cases, the newcomers can learn from their peers, that dreams and courage can help you deal with the situation. Teachers often know whom of the newcomers that are facing the threat of expulsion, if not, it may also become clear during the lesson. It may also appear that some need additional support, which should then be arranged for the newcomer.

Because these lessons have led to many personal conversations, it is important to conclude the lessons appropriately. It may be suitable to spend some extra time on this lesson.

## 1. Start

**Teacher** Come back to the previous lesson and ask if someone wants to share something that he or she has come up with through the previous lesson. Then write the name of the lesson on the board today and tell them what it will look like generally.

Make the newcomers write down any wishes they may have for their peers' future.

**Blackboard** Saying goodbye and future.

**Duration** 5 to 10 minutes.

## 2. You and the future

**Methods** Discussion in small groups.

**Teacher** We are now going to talk about the future. In your newcomers' book you have pasted or drawn images that are about your dreams for the future. We will first reflect about this on our own and then you will answer questions in groups.

Target questions:

- • What are your dreams for the future?
- • How can your dreams become true?
- • Can you already do something to influence that?



*In many of the past lessons in Welcome to School we have been speaking about your current life in the United Kingdom. Sometimes we also talked about life in the country where you used to live. Today we are going to talk about the future. Everyone has dreams. I do not mean the dreams you have at night but your dreams for the future. In English, there is the verb 'to daydream'. This means that you are awake but think of pleasant things that are going to happen, that are really going to be. Some of you must wait a long time before knowing whether you can stay in the United Kingdom. This must be very worrying. Yet I think we all have dreams. I am curious about your dreams. They are important because they can give you strength. I also hope that your dreams eventually will come true.*

**Material** Worksheet Lesson 20: Farewell and future - Future dream.

**Duration** 30 minutes.

### 3. Your opinion on Welcome to School

**Methods** Group discussion.

**Teacher**



*Before we finish the lesson, in a festive way, I would like to know what you think of the lessons from Welcome to School. This is called an evaluation. Your opinions are very important as we then will be able to alter future lessons for the better.*

*After each lesson you have indicated what you thought of it by colouring a face. Now look back in your newcomers' book, to those coloured faces. Then we will talk about it.*

**Target questions:**

- Which lesson was the best?
- Which lesson was the most difficult one?
- Are you doing things differently or thinking differently about things after the lessons?
- What have you learned from the lessons?
- Are there also things that you miss (you would have liked to have been discussed, but were not treated in the lessons)? If so, please write it down.
- Do you have any personal questions that you would rather not talk about in the in the classroom? If you would like you can write it on the last page of your workbook.

*Now I will give you a form for you to fill out. Then I can read the forms later and know what you thought of the lessons. You do not have to write your name on the form, but you can.*

**Material** Worksheet Lesson 14: Saying goodbye - General evaluation.

**Blackboard** Your opinion on Welcome to School.

**Duration** 10 to 20 minutes.

## 4. Saying goodbye

**Methods** Group discussion.

**Teacher**



*We are now going to talk about saying goodbye. I said in the beginning that saying goodbye is always a bit sad and sometimes difficult. And that this is certainly the case if you did not want to leave your country.*

**Target questions:**

- Do you agree?
- Is saying goodbye difficult?
- Is it important?
- Do you always say goodbye, or do you try to prevent it?

*We will now read out and distribute all the wish you have written for each other. Say clearly to whom you have written the wish and read it. After the conversation there is time to discuss the wish that the newcomers have written down.*

**Material** The wishes that the learners wrote in the beginning of this lesson.  
(Make sure you have made a number of extra wishes for the newcomers who have not included a wish, so it is certain that everyone goes home with a wish).

**Blackboard** Saying goodbye.

**Duration** 20 to 30 minutes.

## 5. End of Welcome to School celebration

**Teacher** Give the newcomers the space to celebrate their own party but try to make everyone participate.

**Material** Drinks and snacks from different countries, music and everything that makes a party fun.

**Duration** To be decided.

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### Example from practice

The newcomers agree when it comes to the value of these lessons. Some say they have learned that talking is good for them. The Polish Piotr is remarkably talkative today. 'Teacher, I now have friends in the classroom and I know how to live in the United Kingdom.'

Unfortunately, a few guys have not written a wish, but most girls have. I quickly added some farewell wishes myself.

The newcomers have chosen many 'nice luxury pictures'. They are real dream homes, dream cars and dream partners. Apparently, in my instruction I have not explained enough that it must concern dreams that should can come true. At first I doubt whether I would 'incorporate' these beautiful but unrealistic dreams. I ask specific questions, such as 'Why did you choose these pictures?' And 'How can you achieve this dream?' Fatima from Iraq says that she does not think she will be married in the castle that she has cut out, but that the picture is 'representing a feeling' about her wedding. Musa from Somalia has stuck to a North African landscape. "I'll go back later, Miss," she explains. Najla has a picture of English women in uniform. Maybe, I should fight for Afghanistan later. At first the conversation is difficult. It was as if they were ashamed of showing what they dreamt for the future. But that changed when the extraverted Arda spoke. She is good at making the others laugh. She had a picture of a man doing fitness. Behwan from Syria rolls his muscles and asks: "Do you want to marry me too?" Arda says: "You drink beer and you are not healthy. Being healthy is very important for me. "At first, we did not understand exactly why she thought it was important. Only when she said that she wanted to have five children we understood, then the class burst into laughter.

In fact, today it is not a farewell to each other because this class will continue together further this year. And I have a feeling that the class will enjoy the rest of this year together in a fun way.

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*Facilitating school-based social support for adolescent newcomers*  
*– Teacher manual*

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