



RESOURCE PACK

SECONDARY

OUTRIGHT

Speak out on children's rights

Unicef UK
30a Great Sutton Street
London EC1V 0DU

Dear colleague,

Thank you for taking part in **OutRight 2016**. We are delighted that your school is joining us in speaking out about children's rights, and specifically the rights of unaccompanied refugee children.

OutRight empowers children and young people to speak out on the importance of children's rights, and celebrates the anniversary of the United Nations Convention on the Rights of the Child on 20 November. With the OutRight campaign focusing on the rights of refugee children, your pupils will be involved in a campaign that is both hugely relevant to current global events, as well as a key priority for Unicef UK's work.

The learning activities enclosed will help your pupils to develop their understanding of the refugee crisis and its impact on children, as well as their own perspective on how to improve the rights of unaccompanied refugee children. Following these sessions we will be encouraging children to speak out to the UK Home Secretary Amber Rudd and take action in their local community during **OutRight Action Week (14-20 November)**. They can use the information they have gathered in class to help them express their views.

Children taking part in OutRight 2016 will:

- 1. Develop their knowledge and understanding of the Convention on the Rights of the Child**
- 2. Learn about the impact of the refugee crisis on children's right to protection and right to family reunification**
- 3. Speak out and express their views on children's rights to their local community and the UK Home Secretary.**

If you're a **Unicef UK Rights Respecting School**, all the activities in this pack will help your school to fulfil the requirements laid out in Standard D of the Level 1 and Level 2 RRSA assessment criteria. Pupils will play an active role in their own learning, and speak out for the rights of all children.

If you have any questions, please contact us at outright@unicef.org.uk or phone Unicef UK's Supporter Care team on **0300 330 5580**.

We can't wait to hear how you get on!

Best wishes,



Kate Dentith
Unicef UK Senior Campaigns Adviser

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You may also find the **In Search of Safety school resources** helpful to prepare your pupils ahead of taking action.

For further information about the UN Convention on the Rights of the Child, please visit [unicef.org.uk/UNICEFs-Work/UN-Convention](https://www.unicef.org.uk/UNICEFs-Work/UN-Convention)

GET YOUR OUTRIGHT CERTIFICATE

By taking our key actions – **Speak out to the UK Home Secretary** and **Speak out to the Local Community** – and sharing evidence of your participation, your school will be entitled to receive the **OutRight certificate** which you can use as evidence for Standard D.

TIMELINE

The suggested timeline below can help you structure your campaign activities at school.

OCTOBER

- **3 October onwards**
Work through learning activities
(approximately 30 mins – 1 hour
per session)

NOVEMBER

- **14 November – 20 November**
OutRight 2016 Action Week

DECEMBER

- **2 December**
All OutRight 2016 submissions
submitted to Unicef UK



STAY TUNED

WE ARE PLANNING A VERY SPECIAL EVENT TO MARK OUTRIGHT ACTION WEEK. WATCH YOUR INBOX FOR FURTHER INFORMATION COMING SOON ...

OUTRIGHT

Speak out on children's rights



INTRODUCE YOUR SCHOOL TO OUTRIGHT

EXPLAINING OUTRIGHT TO STAFF

OutRight empowers children and young people to speak out on the importance of children's rights.

OutRight celebrates the UN Convention on the Rights of the Child and takes place on 20 November, the anniversary of the Convention.

OutRight 2016 is focusing on promoting and protecting the rights of unaccompanied refugee children. Pupils are encouraged to:

1. Develop their knowledge and understanding of the Convention on the Rights of the Child
2. Learn about how the refugee crisis impacts on children's right to protection and right to family reunification
3. Speak out and express their views on children's rights to their local community and the UK Home Secretary.

EXPLAINING OUTRIGHT TO PUPILS

Show our *Welcome to OutRight* video and PowerPoint in a school or class assembly to introduce OutRight to the whole school.

The video and PowerPoint explain what OutRight 2016 is all about and why it's important for children and young people to get involved.

Find the video and PowerPoint (along with accompanying teacher's notes) [here](#).

For further information about the UN Convention on the Rights of the Child, please visit unicef.org.uk/UNICEFs-Work/UN-Convention

BACKGROUND READING FOR TEACHERS

The OutRight 2016 campaign will focus on the rights of unaccompanied refugee children – in particular their right to protection and their right to family reunification.

We are in the midst of a refugee and migrant crisis. This scale of human movement has not been witnessed since World War 2 (1939–45). Millions of people are fleeing their homes in order to survive and be reunited with their loved ones. As with most crises, children are the most vulnerable and they account for around 51 per cent of the world’s refugees.¹ They live the crisis every minute of every day and are both directly and indirectly affected.

DANGER AT HOME

Refugee and migrant children leave their home countries for a variety of reasons. Some are fleeing war and persecution; some seek shelter from natural disaster; some have left because of other hardships.

Thousands of refugee children are forced to travel alone in search of safety. Many children have no one left – their family and friends have been killed and they fear they will be next. Even for those with family, staying is more dangerous than leaving. Bombs are falling on houses and schools, and armed groups are entering people’s homes and forcibly recruiting children to fight. Many parts of the world today are perilous. With numerous conflicts unresolved in different states and regions, people who have fled as refugees still cannot go back home.

The cost of leaving means families may not be able to escape together. Families are making the impossible decision to let their children travel alone because making a dangerous journey to Europe is still safer than staying. Even when they have left together, parents and children often become

separated. Some refugee children have family waiting for them in the UK, and if they can get to Europe they have a legal right to be reunited with them. However, right now, there is no safe way for these children to escape to Europe. Instead they must make dangerous journeys by land or sea.

Often people question why refugees, including unaccompanied refugee children, are coming to Europe instead of staying in refugee camps in their original region. There are numerous reasons for this. For example, host countries often build refugee camps on borders, dangerously near to the conflicts or persecutors that refugees are trying to escape. Despite the work of Unicef and other humanitarian organisations, refugee camps are often under-resourced and over-crowded, and can be unsafe, especially for children. Many refugees stay in neighbouring countries to begin with, but when the violence or persecution in their home country lasts for years or more, they realise there is less and less chance of ever going home again, and they choose to move on and rebuild their lives in a safe and stable country.

DANGER ON THE JOURNEY

The journey to safety is treacherous and thousands of children have died or are reported missing. The enormity of the catastrophes endured by refugees entering Europe was brought home to the public in September 2015 by the image of Alan Kurdi, a three-year-old boy. Alan drowned in the Mediterranean Sea after the small dinghy carrying him, his family and 12 others capsized.

The children who survive these perilous journeys are stuck for months in wretched camps. They are often alone and exposed to violence, exploitation and abuse, and are left psychologically scarred by their experiences. Often these children fall into the hands of smugglers or traffickers who they’ve trusted to help them.

¹ Ki-moon, B. (2016) One humanity: shared responsibility. Report of the Secretary-General for the World Humanitarian Summit. United Nations General Assembly, page 21. This statistic relates to 2014.

SAFETY WITH FAMILY

Refugee children should be reunited with family members already in the UK, away from the horrors and chaos of war. Many of these children have a legal right to be reunited with family. Instead, children are left waiting in camps for months on end, while the authorities fail to process the paperwork that would bring them safely to the UK.

Children with a legal right to rejoin their families, desperate to see them and frustrated by government delays, attempt to reach the UK in more dangerous ways. Children in Calais are risking their lives trying to reach family in the UK, crossing railway lines, dodging trains and climbing aboard lorries on average 2,110 times every week. Governments can and must change this, by urgently reuniting children with their families.

WHAT THE UK GOVERNMENT CAN DO

There is continuing pressure on UK politicians to increase our country's contribution to protecting refugees and asylum seekers. Unicef UK is calling on the UK government to protect the rights of unaccompanied refugee children – especially their right to protection and to family life:

- **Article 10 (Family reunification):** governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country. If a child's family members live in different countries the child has the right to visit and keep in contact with them.
- **Article 22 (Refugee children):** if a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them.

The UK government has the power to speed up the family reunion process and urgently bring these children to join their family in the UK. By safely reuniting children with their families, we can uphold their right to protection and a family life and protect them from abuse and exploitation.

HOW YOUR PUPILS CAN TAKE ACTION

No one is better placed to champion children's rights than children and young people. That's why it is vital that children and young people are heard by key decision-makers at every level of government. Pupils can help protect and promote the rights of unaccompanied refugee children by calling on the Home Secretary to reunite them with their families in the UK, and by raising the profile of the campaign in their school and local community.

To find out more about the refugee crisis in Europe, please use our **In Search of Safety school resources**.

For further information about the UN Convention on the Rights of the Child, please visit [unicef.org.uk/UNICEFs-Work/UN-Convention](https://www.unicef.org.uk/UNICEFs-Work/UN-Convention)

SUPPORTING CHILDREN AFFECTED BY THIS TOPIC

Thinking about how rights are implemented or violated can evoke strong feelings in both adults and children. Sharing your feelings about the information – for example, that it made you feel sad or surprised – could help to initiate a supportive conversation. The stories, videos and photographs may be upsetting, or prompt wider discussions about the treatment of refugees and asylum-seekers.

When discussing these issues, be sensitive to the possibility that there may be young people in your class who are refugees and may have experienced some of these circumstances. Depending on what you know of their experiences, this could be an opportunity to acknowledge their achievements in learning a second language and becoming part of a new country.



LEARNING ACTIVITIES

INTRODUCTION

The following learning activities will encourage pupils to:

- Develop empathy and understanding of how the refugee crisis is affecting children and their families
- Understand how refugee children's rights to protection and family life are compromised
- Understand the UK's family reunion rules and how they affect refugee children
- Feel informed and inspired to take action for the rights of refugee children.

We have included a range of different activities for you to choose from. You can adapt the activities suggested according to your school and your own classroom – you know your pupils and are best placed to decide how to adapt the content for them.

STARTER ACTIVITY 1A

LEARNING OBJECTIVE:

Pupils understand the idea of raising their voice for children's rights.

Materials needed

- Access to the internet to watch a one-minute [video](#)
- Two large sheets of paper
- Pens and sticky notes.

WHAT IS CAMPAIGNING?

Campaigning, activism, advocacy, influencing, voice, lobbying, protest ...

All of the words above are drawn together by the theme of 'change' and how people can achieve the changes they want to see in their community, their country or across the world.

Essentially, campaigning is about helping to create positive change. It's about taking specific and organised actions to bring about change on an issue, and inspiring others to join your campaign to influence those in power to act.

Preparation: Write the words '**Children's Rights**' in a circle in the centre of a large sheet of paper. Then draw three lines from the centre circle with the following questions at the end of each line:

1. Why do you think children need rights?
2. Why are children's rights important to you?
3. Can you think of some of the barriers or challenges that prevent children enjoying their rights in the UK and around the world?

- Working in groups of three or four, ask pupils to discuss the questions written on the large sheet of paper.
- The groups should note their answers to the questions on sticky notes and place them under the relevant question so everyone can read them.
- At this point, have a mini-plenary and summarise pupils' responses to the questions.
- Now ask the groups to discuss what they think of when you say the word 'campaign' or 'campaigning'. Note down their ideas on a second large sheet.
- Explain that 'campaigning' means working in an organised and active way to try and create positive change – see our definition opposite. Explain that we can all speak out about things we care about – such as children's rights – and help to create positive change.
- Now watch a short video of Malala Yousafzai's story [here](#). Malala was shot in 2012 by the Taliban for speaking out on girls' rights to education in Pakistan; she continues to campaign for girls' education and for peace.
- Ask the group what they thought of Malala's story. Do they feel that their voices are heard on issues they feel passionate about in school or their local community? Can they think of any examples where their voices have been heard?
- End by explaining that pupils will be learning about how the refugee crisis impacts on children's right to protection and a family life. They will have the opportunity to share their own views and perspectives and campaign on this issue with the UK Home Secretary and the local community.

STARTER ACTIVITY 1B

LEARNING OBJECTIVE:

Pupils understand the idea of raising their voice for children's rights.

Materials needed

- Activity sheet: 'Children's Rights'
- Activity sheet: 'Barriers to Rights'
- Activity sheet: 'Campaigning'
- Pens and sticky notes.

ACTIVITY ONE

Preparation: Cut out copies of the 'Children's Rights' activity sheet to make a set of cards – ideally one set per pupil.

- Ask pupils to sort the cards into two piles or mark with a tick or cross: those which are children's rights, and those which are not. Then, as a class, discuss each right and let pupils correct their answers.
- In pairs, ask pupils to think of two rights children might have that adults do not have. Then ask the pairs to feed back to the class and discuss why children have some different rights to adults.
- Now ask the pairs to give each right a number from one to ten, and rank them according to importance (with one being the most important). Discuss their views as a group, and encourage explanation of why their number one right is more important to them than their number ten right. There are no correct answers, so simply encourage pupils to express their views.

ACTIVITY 2

- Using the 'Barrier to Rights' activity sheet, prompt discussion about how unaccompanied refugee children might be denied their rights. Ask pupils to write down or draw different barriers on sticky notes, and position them on the diagram. Then repeat this activity by asking pupils what barriers may exist for children whose parents are not allowed to work.
- Ask pupils if they can think of any further barriers which might prevent refugee children from enjoying their rights.

ACTIVITY 3

- Read the 'Campaigning' activity sheet together as a class. Then ask pupils to mark each action either true or false. Discuss answers as a class, and explain the correct responses.

ACTIVITY SHEET: CHILDREN'S RIGHTS

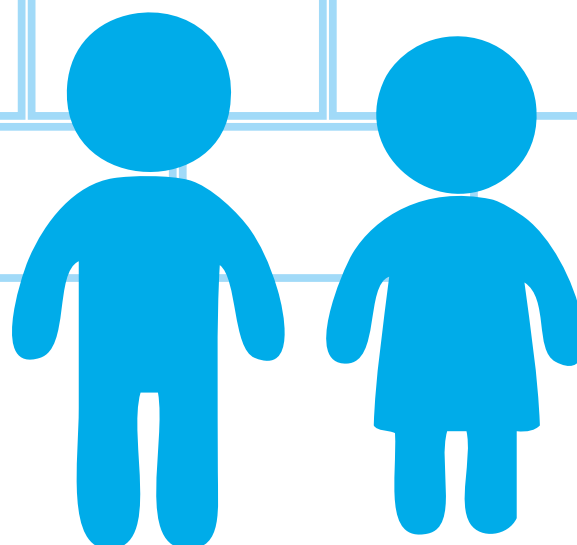
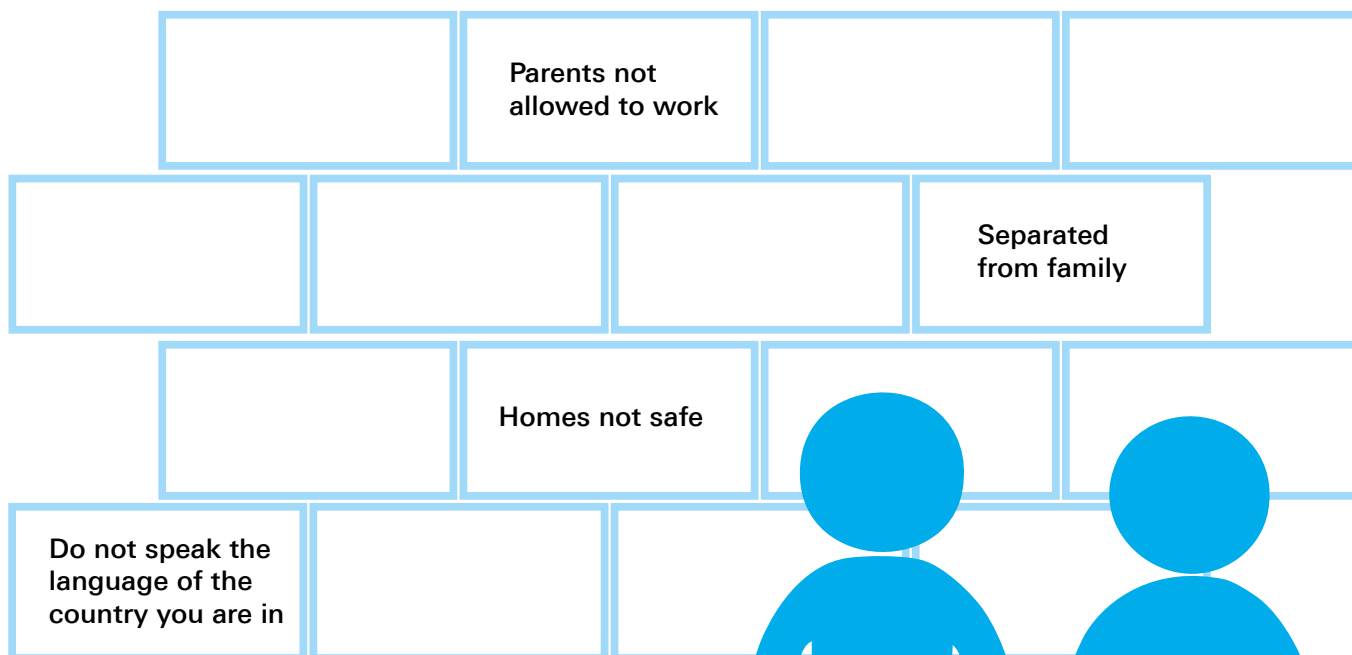
Which of these are children's rights, and which are not?



Governments must do all they can to make sure every child can enjoy their rights.	Every child has the right to do what they want.	Every child has the right to meet with other children and to join clubs and organisations.	Every child has the right to an education that develops their personality, talents and abilities.
Every child has the right to a reasonable amount of pocket money to spend as they like.	Every child has the right to an adequate standard of living.	Every child has the right to be happy.	Every child has the right to reliable information.
Children who are refugees have the same rights as other children.	Every child has the right to a name and a country to belong to.	Every child has the right to their own bedroom.	Governments must protect children from work that is dangerous.
Every child has the right to leisure time.	Every child has the right to nutritious food.	Every child has the right to express their views in all matters affecting them and to have their views taken seriously.	Every child has the right to a mobile phone.
Children have the right to meet other children.	Discipline in schools must respect children's dignity and their rights.	Children with disabilities have the right to have a full and decent life.	Children have a right to be with their family members.

ACTIVITY SHEET: BARRIERS TO RIGHTS

Some young people and children are denied their rights. Why might some of the problems written on the bricks of the wall stop them getting their rights?



ACTIVITY SHEET: CAMPAIGNING

Campaigning means working to change things so they get better. For example, in the past people in the UK campaigned to stop young children from having to work down mines or in factories. This meant that children had better lives and were able to get an education, stay safe and play.

Campaigning also includes letting other people know about the problem and how you are working together to solve it. By inspiring others to join the campaign you can get more people to join in and work together for positive change.

Which of these things would people do to help campaign for better things or positive changes? Mark them true or false.

1. Write letters to people in the government who run the country. T F
2. Grow their own vegetables. T F
3. Find out more about the problem by watching video clips or listening to podcasts. T F
4. Tell other people about the problem. T F
5. Sit quietly and ignore the problem, hoping it will go away. T F
6. Try to contact people who can tell them about the problem. T F
7. Watch their favourite TV programme. T F
8. Write messages on social media to tell other people about the problem. T F
9. Raise money to help sort out the problem. T F

1. WHERE IN THE WORLD

Please note that this activity also appears in Unicef's *In Search of Safety* school resource pack. If you've already completed this with your pupils, you may wish to choose an alternative activity.

LEARNING OBJECTIVE:

Children learn about the number of displaced people in the world, and how many refugees there are globally and in Europe. They find out that eight out of ten asylum seekers in Europe are from just three countries – Syria, Afghanistan and Iraq – and consider the journeys of children who have fled their homes.

Materials needed

- Two large maps – world and UK
- PowerPoint: Where in the world? available [here](#).

- dangers within their home country
- methods of travel
- food and shelter
- language differences
- weather
- border controls
- caring for sick and vulnerable family members, including children.

Explain to the students that the large majority of people who have come to Europe as asylum seekers and refugees are from Syria, Afghanistan and Iraq. Brief students about the conflicts in those countries. Ask the students, in small groups, to reflect upon the practical obstacles people from these three countries face in reaching mainland Europe, using the following seven headings:

Ask the groups to list the children's rights that are under threat, and to make suggestions for how they may be protected.



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DIFFERENTIATED ACTIVITY

LEARNING OBJECTIVE:

Children learn about the number of displaced people in the world, and how many refugees there are globally and in Europe. They find out that eight out of ten asylum seekers in Europe are from just three countries – Syria, Afghanistan and Iraq – and consider the journeys of children who have fled their homes.

Ask the pupils to imagine what 60 million people would look like. Explain that this is approximately how many people in the world have been forced to leave their homes.

Use the 'Where in the World?' PowerPoint presentation or hand out copies of the maps. Ask pupils to identify the UK, Europe and countries where they think most refugees are coming from. Explain that most refugees have travelled to Europe from Syria, Afghanistan or Iraq, and point out these countries on the maps.



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2. MOVING PEOPLE

Please note that this activity also appears in Unicef's *In Search of Safety* school resource pack. If you've already completed this with your pupils, you may wish to choose an alternative activity.

LEARNING OBJECTIVE:

Children know that people have always moved throughout history, and understand the reasons for this can be varied and complex. They use their own family and community history to make connections and empathise with those affected directly by today's conflicts.

Materials needed

None required.

Brief students about different periods in the UK's recent history (1930s onwards) when we received large numbers of migrants and refugees. Provide them with information about recent UK population figures (for example, 13 per cent of UK residents in 2014 were born abroad) and discuss whether they know people who were not born in this country.

Ask them to do some research within their family or the wider community (for example, focusing on a particular street or area), to see whether they can identify any significant migration. In addition to seeking case studies of migration to and from the UK, they could consider movement within England, Wales, Scotland or Northern Ireland – they might, for example, have an older relative who was evacuated during World War 2 (1939-45).

Alternatively, they can choose to research someone famous who is a refugee or migrant. Ask students to identify one person or a group of people they want to talk about, and ask them to write a mini biography of their chosen person, family member or group of people, which explains:

- why they moved
- where they moved from and to
- the challenges they faced
- how life in their new country worked out.

As a follow-on to this activity, you could work with students to organise a school exhibition about the various stories they have researched and written, perhaps inviting guests from local refugee and migrant support groups.

DIFFERENTIATED ACTIVITY

Please note that this activity also appears in Unicef's *In Search of Safety* school resource pack. If you've already completed this with your pupils, you may wish to choose an alternative activity.

LEARNING OBJECTIVE:

Children know that people have always moved throughout history, and understand the reasons for this can be varied and complex. They use their own family and community history to make connections and empathise with those affected directly by today's conflicts.

Invite children to research a hero or heroine who is a migrant and then depict their journey in writing and drawings on a large sheet of paper. This person can be a historical figure or be alive today; they must be well-known, and could be from the worlds of arts, science, music, sports or politics. Why did they move to another country? How far did they travel, and what route did they take? What helped and what was difficult? Do they ever miss their home country?

Here are some suggestions to get you started:

- Alexander Graham Bell, inventor of the telephone, was born in Scotland and migrated to Canada as a young adult
- Scientist Albert Einstein fled Nazi Germany in 1932 to the United States
- Supermodel Iman left Somalia as a refugee in 1972
- Singer and actress Rita Ora and her family left Yugoslavia (present-day Kosovo) and came to the UK as refugees
- Francesca Simon, author of the Horrid Henry stories, grew up in the United States and travelled to the UK to study, where she has remained
- Singer-songwriter Regina Spektor and her family left Russia in 1989 and were admitted as refugees to the US
- World and Olympic champion athlete Mo Farah came to the UK from Somalia at the age of eight.

3. IN NAVID'S SHOES

Please note that this activity also appears in Unicef's *In Search of Safety* school resource pack. If you've already completed this with your pupils, you may wish to choose an alternative activity.

LEARNING OBJECTIVE:

Children find out about one boy's journey to the UK, and consider what helped him and why. The activity engenders a sense of empathy and understanding.

Materials needed

- Map showing the distance between Iran and the UK
- Navid's story, available [here](#)
- You could also show the video about Ali's journey from Afghanistan, available [here](#).

Show the students the short film about Navid's journey from Iran to the UK. Ask them to make notes as they watch the film, identifying the difficulties Navid faced, and what helped him during his journey and through his first weeks and months in the UK.

Afterwards, facilitate a group discussion of students' observations. Ask students to put themselves in Navid's shoes and imagine they must travel from the UK to another country in similar circumstances. What would they find most difficult; what would help them?

REMEMBER

Watch the video before using it in your classroom to make sure it is appropriate for your pupils.

DIFFERENTIATED ACTIVITY

LEARNING OBJECTIVE:

Pupils learn that many refugee children are forced to travel alone, and understand some of the reasons for this and the dangers they face.

Materials needed

- Activity sheet: 'Hexagons'

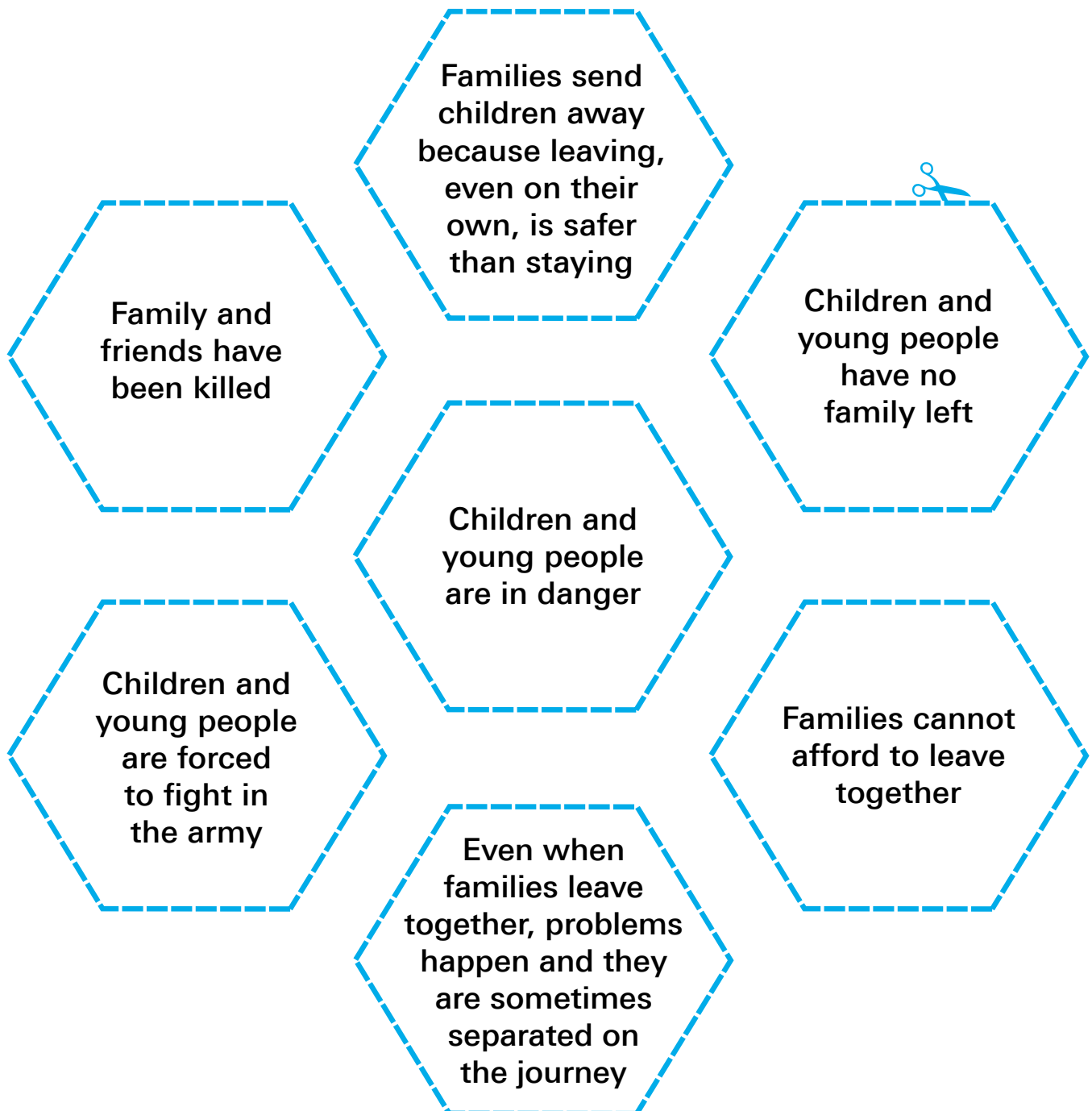
Cut out copies of the 'Hexagons' activity sheet to make a set of cards – ideally one set per pair.

Ask pupils to form pairs, and give each pair a set of hexagon cards. They should decide what is the most important reason that children and young people end up travelling on their own, and arrange the other hexagons around it. The aim of this activity is to facilitate discussion, and for children to understand that many families face an impossible choice. Discuss different answers as a class.

ACTIVITY SHEET: HEXAGONS

Cut out the hexagons below and ask pupils to think about why many child refugees have to travel alone. Pupils should arrange the reasons so that the hexagon at the centre is the reason they think is the strongest.

Ask pupils to explain which reason they have put in the centre and why.



4. MESSAGE TO MALAK

Please note that this activity also appears in Unicef's *In Search of Safety* school resource pack. If you've already completed this with your pupils, you may wish to choose an alternative activity.

LEARNING OBJECTIVE:

Children recognise the upheavals that war brings, and connect this with changes in their own lives.

Materials needed

- Malak's story, available [here](#).

Show students the short film of seven-year-old Malak describing her journey from Syria to the Greek Island of Lesbos.

Explain that you are going to explore Malak's experiences together, asking WHY, WHY, WHY? There are no right or wrong answers; the important thing is that students try to understand Malak's predicament. To start with, bring in Malak's statement at the end of the film, and ask, 'Why does Malak want things back to how they were?' When a child gives an answer, immediately ask WHY, and so on. When the process comes to its natural end, ask children if they have ever experienced big changes in their own life, like moving home, changing school or important people moving into or out of their family. Were these changes similar or different to Malak's experiences? If they could send one positive message to Malak, what would this be?

5. INTERVIEW

Please note that this activity also appears in Unicef's *In Search of Safety* school resource pack. If you've already completed this with your pupils, you may wish to choose an alternative activity.

LEARNING OBJECTIVE:

Pupils understand how the refugee crisis impacts children's right to protection and a family life.

Materials needed

- Large sheets of paper
- Pens
- Activity sheet: 'Bilal's Story'
- You could also show the short animated film based on Bilal's experiences, 'Bilal and the Train', available [here](#).

INTERVIEW TIPS

1. **Do your homework. Make sure you have a basic knowledge of the subject before you interview the person.**
2. **Prepare a list of questions to ask, but also try to ask unplanned questions based on the respondent's answers.**
3. **Use open-ended questions to encourage full, meaningful answers that demonstrate the interviewee's knowledge, experiences and feelings. Open-ended questions often start with words like 'how' or 'why' or phrases such as 'tell me about ...'. Avoid questions that encourage short or one-word answers.**
4. **Remember to listen. Don't miss important information because you are busy planning your next question while the person being interviewed is still answering the previous question.**

Explain that pupils will be interviewing a child who has travelled to Europe alone in search of safety. Explain that one pupil will play this child and that they will answer the questions from the child's perspective based on what they've read and imagined.

- Hand out copies of the 'Bilal's Story' activity sheet to introduce pupils to the child and information about the dangers they've experienced. Pupils can conduct some preliminary research if time permits.
- Explain that pupils will be asked to write a short article or create a display based on what they learn from the interview (this can be done as an extension task).
- Talk to the group about interviewing and the importance of asking open-ended questions – the Interviewing Tips box opposite will help you explain this.
- Ask the group to get into pairs and brainstorm a list of questions they would like to ask the interviewee.
- Once the groups have prepared their questions, ask them to add these to a large sheet of paper and then vote on the top 10 questions they would like to ask.
- Assign 10 pupils one question each, and encourage the others to ask improvising questions during the interview.
- Assign two or three scribes to take notes throughout the interview. These can then be shared with the wider group for reference when writing their short article or creating their display.
- Once the interview has come to a natural close, discuss it as a class. What things stood out most to you? What did you learn that surprised you?
- Finish the session with the pupils writing up their short article or creating a display. This could also be done as an extension task.

DIFFERENTIATED ACTIVITY

LEARNING OBJECTIVE:

Pupils understand how the refugee crisis impacts children's right to protection and a family life.

Materials needed

- 10 photo sheets (you will need to photocopy some of these) and a map or atlas to show the children where each country is in the world.

Work in small groups of two or three. Hand out the 10 photo sheets and ask pupils to look at the photo you've given them and the accompanying descriptions. The groups should have different photos from each other.

Ask the students to imagine that they are one of the children in the photographs. What would they need to make them feel safe? Ask them to think of at least three things.

Gather the class and ask each group to share their answers with the wider group, starting with an explanation of what is happening in their photo.

ACTIVITY SHEET: **BILAL'S STORY**

Bilal*, who fled his home in Syria, was stuck in the refugee camp in Calais, knowing that his brother was in the UK.

“ My home, Daraa, was one of the first cities involved in the uprising in Syria. There was bombing everywhere, so I fled. I was only 14. I had to leave the country as otherwise I would have to join the military. And in the army you have to kill someone or be killed. I wanted to reach the UK to be with my older brother.

I left everything in Syria and didn't pack a lot as I didn't think I would be away for very long. The bracelet I wear belonged to a friend who was shot by the regime 4 years ago. I took it from him – from his body – and have worn it every day since then.

I was one of the children you see on the boats from Turkey. I thought I was going to die. On the journey from Turkey to Greece there were 45 people on a tiny boat. There were patrols looking for boats so they would keep stopping. At one point there was a hole in the boat and we were so scared but the smuggler refused to stop. We were constantly fearing for our lives.

After that, there was just waiting, and waiting, and waiting. Even though the law says I can be with my brother, I ended up stuck in the Jungle in Calais for seven months. It took more than a year from escaping Syria, to finally reach my brother in the UK.

The worst part of my journey was being in Calais because most people there were subjected to violence and humiliation. Every day people would try to find ways of leaving. My friends and I tried to get onto a train to get away but I had to watch while two friends died under the train.

I feel very lucky to be here in the UK. Some people have a negative idea of refugees but we just want another chance at a better life.

I'm safe now, but my friends are still stuck in Calais, and there are other children who are on their own in Europe and conflict regions. I want to help children like me be with their families. ”



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© Unicef/Gilbertson

REFUGEE CAMP: THE FORMER YUGOSLAV REPUBLIC OF MACEDONIA

PHOTO SHEET 1

A girl stands outside a tent at a reception centre for refugees and migrants in Gevgelija, on the border with Greece. Unicef is providing winter clothing and supplies to help keep children safe and warm, and is calling on the UK government to protect their right to protection and right to a family life.



CHILDREN AT WORK: IRAQ

PHOTO SHEET 2

Mohammed (14), a Syrian refugee, leans against a chest in a garage after a day of work in Erbil in the Kurdistan region of Iraq. Mohammed and his family fled Syria three years ago. He and his brother now both work full-time in an industrial area in Erbil to support their family. Mohammed and his five siblings haven't been to school since they left Syria.



© Unicef/Georgiev

CHILDREN ON THE MOVE: SERBIA

PHOTO SHEET 3

A boy walks along a railway track to cross from the former Yugoslav Republic of Macedonia into Serbia. Thousands of families and children pass through Serbia each day with the goal of reaching other countries in the European Union. Many of them have been travelling for more than two weeks after fleeing countries under conflict.



SCHOOLS FOR REFUGEES: NIGER

PHOTO SHEET 4

A girl proudly shows her calculus exercise results. She attends a newly-built classroom in the Assaga refugee camp in Southeast Niger. The camp shelters thousands of Nigerian refugees, who have been forced to leave their homes due to conflict. Unicef and partners are working to make sure that children can continue to go to school during these troubled times.



ARRIVING BY SEA: GREECE

PHOTO SHEET 5

Three child refugees shelter beneath an emergency blanket. They have just arrived by boat at the Greek island of Lesbos. In early 2016, it was estimated that more than half of refugees and migrants arriving in Europe were women and children, with over a third of them children.



DIFFICULT JOURNEYS: THE FORMER YUGOSLAV REPUBLIC OF MACEDONIA

PHOTO SHEET 6

A man helps a boy in a wheelchair get to the train station outside Vinojug transit centre. In 2016, despite harsh weather, choppy seas and border restrictions, thousands of people continue to make difficult journeys to get to western and northern Europe.



CHILD FRIENDLY SPACES: NIGER

PHOTO SHEET 7

Ten-year-old Aicha drew this picture. Aicha was forced to leave her home in Nigeria because it was too dangerous to stay. She drew this picture in a Unicef-supported Child Friendly Space, where she has received support and counselling.



© Unicef/Gilbertson

TRAVELLING ALONE: SERBIA

PHOTO SHEET 8

Munir, 16, prays in a tent by the bus station in Belgrade, Serbia. Munir has travelled alone from Afghanistan. His family's house was attacked by the Taliban, and Munir lost partial use of the left side of his body, including his eye, arm and leg. "My family collected all of their money and sent me here for security, and to get new citizenship," he said.



DANGEROUS JOURNEYS: GREECE

PHOTO SHEET 9

A volunteer welcomes refugees arriving from Syria, and helps a boy climb out of a dinghy. During this boy's journey, the sea was very rough and many of the refugees were seasick. Travelling to Europe by boat can be very dangerous. Thousands of people have died or gone missing after their boats have capsized or broken down.



DISPLACEMENT CAMP: IRAQ

PHOTO SHEET 10

Six-year-old Nabaa stands in front of her family's shelter in the Bzebiz Displacement Camp. An internally displaced person is someone who is forced to flee their home but who remains within their country's borders. Unicef supports mobile medical units in camps like this one, providing vaccinations and nutrition to help keep children healthy and strong.

6. LOOKING FOR SAFETY

LEARNING OBJECTIVES:

- Children explore the meaning of 'family', and understand more about the UK's family reunion rules.
- Children understand that they can use their voices to take action to help refugee and migrant children.

Materials needed

- Activity sheet: 'True or False?'
- Information sheet: 'Family Reunion'
- Pens
- Paper
- Art materials
- Old magazines and newspapers.

ACTIVITY 1

Hand out copies of the 'True or False?' activity sheet and ask pupils to decide whether each statement is true or false.

Compare and discuss answers. Encourage the class to explore their different ideas and experiences of what 'family' means (if you know that they will be confident and comfortable with this).

Read the 'Family Reunion' text together as a class, and allow space for discussion.

ACTIVITY 2

Choose one of the following art activities, and ask pupils to:

- Create a collage using magazines, newspapers and downloaded images showing the dangers and problems faced by refugees seeking to be reunited with their families.
- Paint a picture called 'Looking for safety'. This could be abstract or figurative.
- Create a piece of artwork using the limited resources that a refugee might have, around the subject of 'Looking for Safety'. Students should only be given a piece of paper and pencil, and everything else should be created from what they can find, e.g. stuff from the recycling box, leaves and flowers.
- Make an art installation called 'All I could carry'. What would you choose to take with you in a backpack if you were a refugee? What would help you look for your family? Photos of family members? Their full names and dates of birth? Practical things such as a toothbrush, mobile phone and charger? Paperwork, for example a birth certificate or the full names of relatives you are seeking?
- Use the photos from the earlier lessons to stimulate a drawing or painting called 'A refugee has rights too'.

ACTIVITY SHEET: TRUE OR FALSE?

Mark each of the following statements with true or false.

1. Every family has a mum, dad and two children. T F
2. Families normally have people from different generations (like adults, grandparents and children). T F
3. All children are cared for by their parents. T F
4. All children are cared for by their grandparents. T F
5. Some children are cared for by one parent. T F
6. All children are cared for by grown-up sisters or brothers. T F
7. Some children are adopted and cared for by their adoptive parents. T F
8. Children can be cared for by grown members of their family, who could be parents, grandparents, sisters, brothers, aunts and uncles. T F
9. Some children are in families made up from two different families. T F
10. Many children are cared for by foster carers. T F

INFORMATION SHEET: FAMILY REUNION

Why is it hard for refugee children who have been travelling on their own (unaccompanied) to live with their families?

- Children and young people who are travelling on their own to Europe may not know that they have the right to family reunion.
- There is little information to help children and young people understand their rights written in their own language, for example Arabic or Farsi.
- Children and young people may be poor at reading because they have missed education. This means they may not be able to read information that could help them.
- Children and young people may not speak or read the language of the country they are in. This means they may struggle to explain their problems.
- Children and young people may be scared of asking for help because they think they will not be allowed to join their family. They might even think they will be sent to a different country to their family.
- Sometimes children and young people have been cared for by a grown-up brother or sister, an aunt or uncle, or grandparents. The law only recognises parents as people who can legally be reunited with these children and young people. But many of them have no parents.

Where are these children and young people living now?

Many unaccompanied children and young people are living all over Europe in camps. There are about 150 unaccompanied child refugees living in camps in Calais, France, who have family members in the UK.

How could more children and young people be reunited with their families?

- Each week, the government helps to reunite around four children with their families. If the government employed more people to do this work, it would happen much faster.
- Children and young people travelling on their own need good lawyers to help them apply to be with their families in the UK. This could be paid for by the government.
- Information should be produced in different languages, so all children can understand it.
- The government should give enough money to towns and cities in the UK to help them support the reunited families.



TAKE ACTION FOR CHILDREN'S RIGHTS

IT'S NOW TIME TO TAKE ACTION

As a result of completing the learning activities your pupils should now:

- Understand what the Convention on the Rights of the Child is
- Understand how the refugee crisis impacts children's right to protection and a family life
- Feel informed and inspired to take action for children's rights.

We recommend your pupils take action in **OutRight Action Week**, the week commencing **14 November**. Please take our two key actions:

1. **Speak out to the UK Home Secretary Amber Rudd** to protect and promote the rights of refugee children by reuniting them with family in the UK.
2. **Speak out to your local community** by having positive conversations to make refugees feel welcome. You could organise a local march, community event, Good Deed Day or Refugees Welcome festival.

ACTION: SPEAK OUT TO THE UK HOME SECRETARY

Pupils can help protect and promote the rights of refugee children by calling on the Home Secretary to reunite them with their families in the UK.

Using what pupils have learned as a result of completing the learning activities, we want your pupils to promote Article 10 and Article 22 with the Home Secretary and highlight their views on the refugee crisis.

The pupils can choose how they present their work to the Home Secretary – for example in a video, as a letter, in photographs or a charter of views. They should also specify how rights underpin their opinions. For example, do they want Britain to be a force for good in the world as a tolerant and inclusive country?

We suggest that your pupils deliver their work to your local MP and ask them to pass this on to the Home Secretary for maximum impact (this way the Home Secretary is hearing from children and young people but also her peers).

The unique views of your pupils can have a real influence on the UK government's position on protecting refugee children's rights.

SHARING YOUR PUPILS' WORK

Please also send Unicef UK a copy of your pupils' work. We are collating every school's actions and will compile a representative charter of children and young people's views that can be shared with the Home Secretary and Prime Minister. This will also entitle you to an OutRight 2016 school certificate!

Deadline: Friday 2 December

Post:

FAO: Kate Dentith, Unicef UK,
30a Great Sutton Street,
London, EC1V 0DU

Email: outright@unicef.org.uk



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ACTION: SPEAK OUT TO THE LOCAL COMMUNITY

Pupils can help protect and promote the rights of refugee children by helping to ensure there are positive discussions about refugee children in their school and local community.

Using what pupils have learned as a result of completing the learning activities, we want your pupils to promote Article 10 and Article 22 in their school and local community, and highlight their views on the refugee crisis.

In addition to speaking out about children's rights to key decision-makers, there is also huge value in encouraging positive conversations in your local area, ensuring refugee children feel welcome. The pupils can also reference their actions in their work for the Home Secretary, to demonstrate how they are already taking action. Below are some suggested ways of speaking out in your local community:

- Local march or stunt (invite local media)
- Local community event (awareness raising)
- Good Deed Day
- Refugees Welcome festival (with food and music)
- Twin with another school.

The pupils could also find out what is already happening in your community to help refugees.

Encourage pupils to think about how they can make sure that the school community hears their views.

SHARING YOUR PUPILS' WORK

Please share the pupils' local community actions with Unicef UK to guarantee your school receives an OutRight 2016 certificate. If you're on Twitter, you can also tweet us [@Unicef_uk](https://twitter.com/Unicef_uk)

Deadline: Friday 2 December

Tweet: [@Unicef_uk](https://twitter.com/Unicef_uk) #OutRight2016 #RefugeesWelcome

Post:

FAO: Kate Dentith, Unicef UK,
30a Great Sutton Street,
London, EC1V 0DU

Email: outright@unicef.org.uk



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PHOTO CONSENT FORM

Dear Parent/Guardian,

Your son or daughter has participated in Unicef UK's OutRight campaign at school. OutRight is all about enabling and empowering children and young people to speak out about children's rights. If your child is featured in any photographs or videos as part of their OutRight activities, please complete the consent form below to confirm you're happy for this content to be shared with and used by Unicef UK. Please read the consent form carefully and complete the section below.

Thank you.

N.B this is not a release for commercial use

Unicef uses photos, films and stories of real people to gain support so that we can help improve the lives of children internationally and nationally. If you share your story with us (via photos or another way), it is possible that your photograph, words or film may be seen by thousands of people. This is because we might use them in printed materials like reports, fundraising adverts, newsletters or magazines. We also might use them in films and on our websites. We will keep them safe and share only with organisations supporting our work.

If you are happy for us to use your story, photographs or video films of you, please complete and sign the form below. We prefer to use your real name but please tell us if you do not want us to.

Pupil's name _____ Age (if under 18) _____

Guardian's name _____

School name and address _____

If the person is under 18 years of age:

I confirm that I am the legal guardian of the child named above and grant permission for this release on behalf of my child:

SIGN HERE: _____

Name of Legal Guardian / Relationship to Child / Signature of Guardian

SIGN HERE: _____

Name of Witness / School / Signature of Witness

Date: _____

ENGAGING LOCAL MEDIA

An effective way of speaking out in support of children's rights is to tell your local newspaper or radio station about what you're doing for OutRight 2016.

These media outlets can help spread the word in your local community and galvanise support. For example, your local MP might read about OutRight in the local newspaper and contact the Home Secretary as a result.

GUIDANCE

To speak out to your community about your school's plans for OutRight 2016, call the local newspaper and invite them to take a photo of your school as you celebrate the anniversary of the Convention on the Rights of the Child. Perhaps you have some budding radio presenters at your school? Why not phone your local radio station to see if your pupils could go and talk about your OutRight activities and why promoting and protecting the rights of child refugees is important.

If you're not sure how to contact them, please email outright@unicef.org.uk and we would be more than happy to help. Here are some tips:

- Be prepared for a quick phone call. Sometimes people who work in the media can be very busy, so it's a good idea to write down what you want to say to keep in front of you when you call.
- Don't leave it too late. The sooner you can get in touch the better, as they are more likely to have a space for you.
- Be enthusiastic! The person you are calling should want to find out lots more about your involvement in OutRight 2016 and why you're raising your voice for unaccompanied refugee children.

If your school is featured in your local media, please let us know and send a clipping to outright@unicef.org.uk



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WHAT'S NEXT AFTER OUTRIGHT 2016?

SPEAK OUT WITH U-REPORT

U-Report gives young people the chance to be heard and influence decisions that affect them. The anonymous messaging service uses social media to empower young people to speak out on issues that matter to them. Pupils aged 13+ can sign up to U-Report and be part of this exciting pilot.

Find out more and download resources to help you promote in school: unicef.uk/ureport



TAKE PART IN DAY FOR CHANGE AND PROTECT CHILDREN IN DANGER



Unicef's biggest annual fundraising event is back. By taking part in Day for Change you can teach your pupils about children caught in emergencies and raise vital funds to help change their lives.

It's easy to get involved:

- Register your school online
- Receive a pack of fantastic teaching resources, including assembly and lesson plans, worksheets, videos and activities
- Inspire your pupils to help other children around the world
- Challenge your school to collect as much loose change as possible by organising any type of fundraising activity

To find out more and sign up, visit unicef.uk/dayforchange