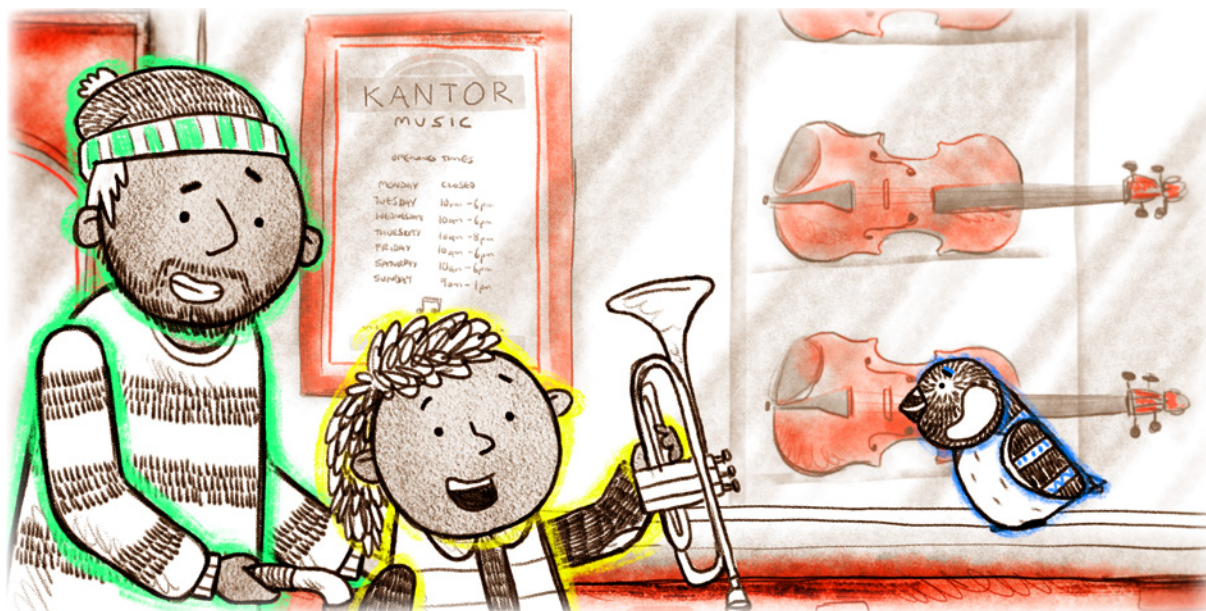


Yoyo & The Little Auk



RSNO Toolkit Resources Nursery, P1-P7

Resources written by Refuweegee.
Released on World Refugee Day, 20 June 2022.

CREATED IN PARTNERSHIP WITH

ACTIVITY 1: Welcome Letter

Think of a time when you felt welcomed by a person or a group of people.

e.g. Going to the house of a friend or family member; being invited to a party; starting a new club or hobby.

What did that person or those people do or say, or how did they behave to make you feel welcome?

What emotions make you feel welcome? Write these words in the heart below.



If you were to travel or move somewhere, what would you want to know about the place to help you feel calm and settled?

Write your answer in the thought bubble opposite.



ACTIVITY 1: Welcome Letter

Think about the best thing about your life in Glasgow/Scotland.

What do you enjoy/love doing the most? What is your favourite part of your week and why?

Write your ideas around the smiley face below 😊



You are now going to draw a picture or write a letter to someone who has recently arrived in Glasgow/Scotland to welcome them to your country. You are free to use any type of resource to create this.

You have the choice to:

- Write a letter
- Draw a picture
- Create a video
- Record an interview with your friend/parent/teacher



Activity 2: Lego Island Practical Group Task

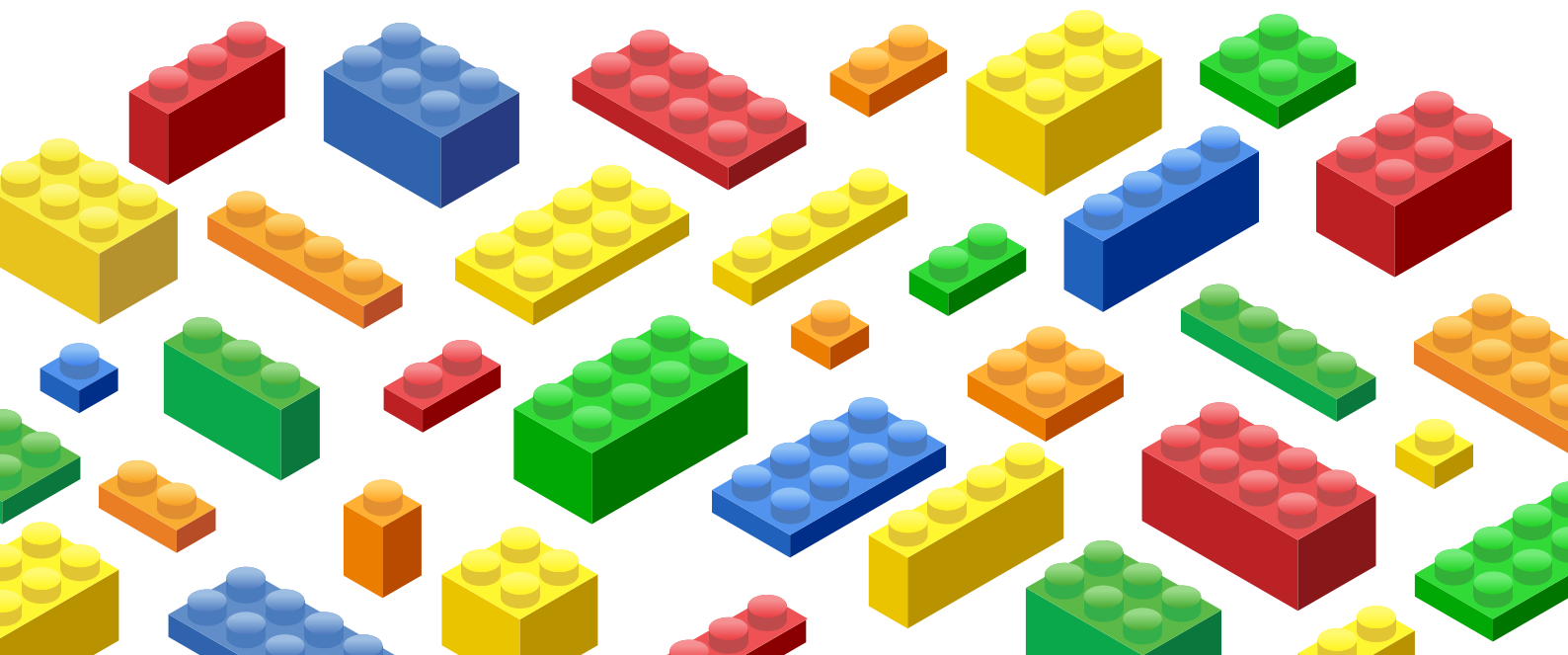
Learning Intention: To introduce the discussion on refugees and asylum seekers by reflecting on the issues of global citizens, before building on knowledge about the topic.

Resources needed:

- Prompt on what the island is/who lives there, etc. (Document 1)
- Lego
- Paper and pens
- Post-It notes
- Question worksheet – questions could be put up on the board instead to save paper

Targeted Age Group: P1-7

P1 – 3 classes: islands should be built in advance of the exercise
P4 – 7 classes: pupils will build their own islands



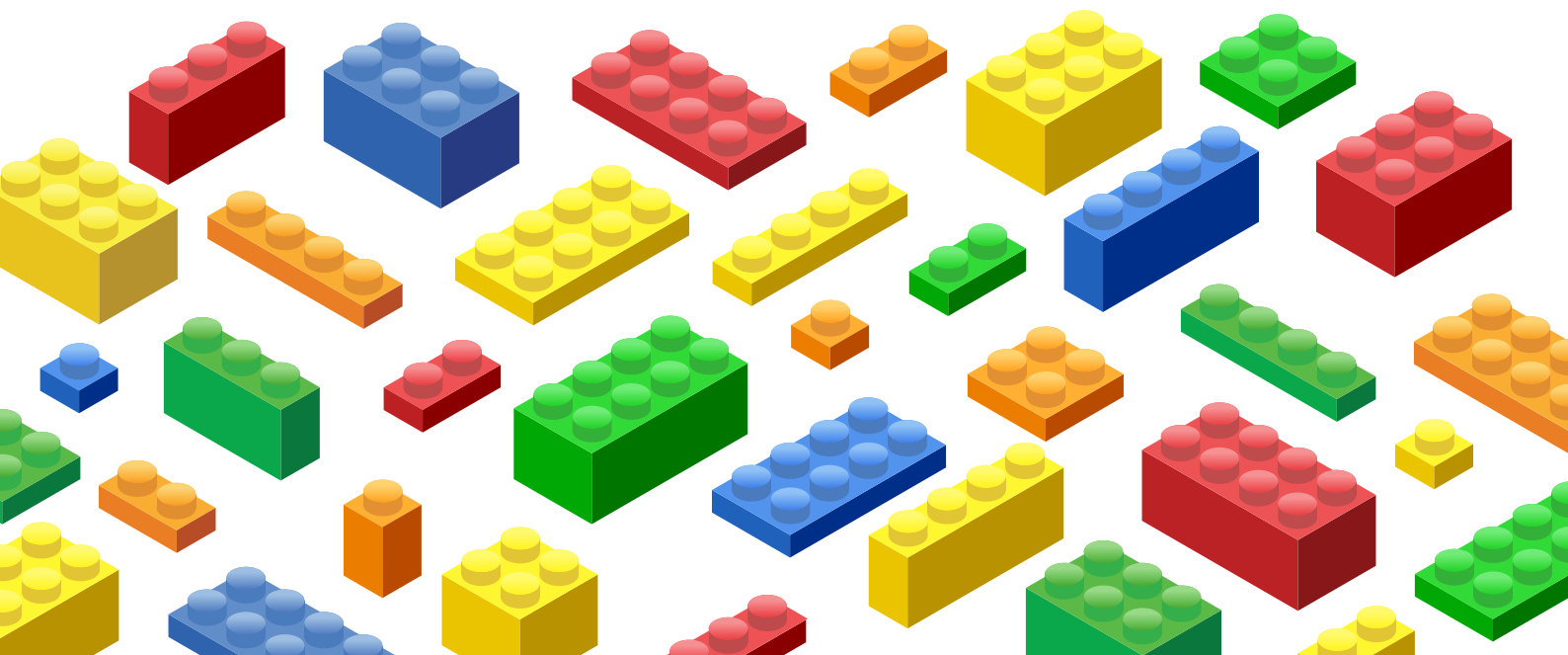
Activity 2: Lego Island

Task 1:

In groups of 2 or 4, build an island (including houses, shops, farms, people, etc.) and while doing so consider the following questions:

- Is there a king or queen? Is there someone else in charge of the island?
- Does everyone who lives on the island get paid the same amount for doing their jobs?
- Does the island have a government? If so, how do people decide who is in the government?
- Are other people allowed to come and live on the island? Do they have to do anything to be allowed to live there?

Note for teacher: As pupils spend more time creating their islands, they will become more invested in the space before it is destroyed. Nobody knows beforehand that one island will be destroyed, or which island this will be.



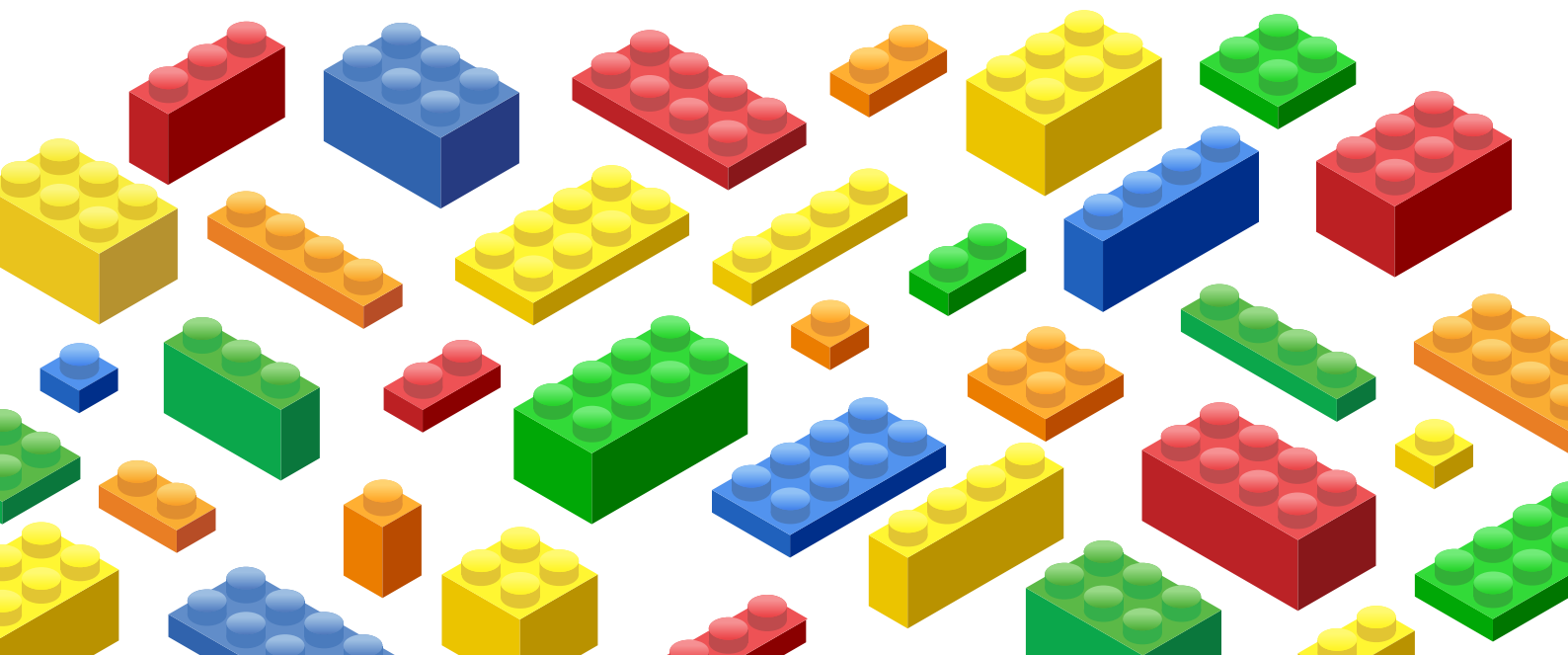
Activity 2: Lego Island

Task 2:

A natural disaster has occurred, so no one can live on Island 1 anymore.

Start a class discussion on whether Island 2 will accept the citizens of Island 1. Consider the following:

- Do the people from Island 1 have to live by the rules of Island 2?
- Should the people of Island 1 still be allowed to speak their own language, or should they learn the language spoken on Island 2?
- If there was a king/queen/prime minister of Island 1, does this person still have their title on Island 2?
- Should the people from Island 1 get help to pay for food, shelter, etc.,? If so, should the people from Island 2 be willing to help them?
- Should people from Island 1 be able to work on Island 2?
- Should the people from Island 1 need to do anything in order to be allowed to stay on Island 2 for good?



Activity 3: Welcome Task

Learning Intention: To introduce the discussion on refugees and asylum seekers by reflecting on the issues of global citizens, before building on knowledge about the topic.



Task 1:

Think of your favourite Weegie Welcome Phrase.

How do people welcome one another in your group or friends or in your family?

Write or draw your ideas below!

A blank page from a spiral-bound notebook. The page is white with light blue horizontal ruling. The spiral binding is visible along the top edge.

Activity 3: Welcome Task

Task 2:

Imagine that someone new has joined the school.

They do not know anyone and do not speak English (or Weegie!).

Draw a picture that you would want to give to that young person to help them feel welcomed into your school community.

Use paper and pens provided by your teacher.

Task 3:

Write your name on a name tag or Post-It note. Your teacher will show you a map, and you should pin your name onto the country you are from. If you speak another language, you can write this on another Post-It note and pin it to the country from which the language originates.

Now research how to say 'welcome' in each of the languages below. Use the internet and dictionaries to help you.

Create a poster or wall mural with all the words for 'Welcome' that you have found. This could be placed in the classroom, or even the main or entrance hall of the school.

Calum

Suggested Languages:

Arabic

Farsi (Persian)

Sorani (Kurdish)

French

Vietnamese

Spanish

Tigrinya

Urdu

Bengali

Yoruba



Activity 4:

Exploring cultures and traditions people bring with them to the UK

Learning Intention: To create better understanding of differences and similarities between different cultures, with a focus on the countries from which forcibly displaced people arrive in the UK.

Split the class into groups and allocate a country to each group from the list below. It is up to the teacher how many groups are created.

Iran

El Salvador

Vietnam

Nigeria

Afghanistan

Syria

Iraq

Palestine

Cameroon

Zimbabwe

Sudan

Eritrea

China

Yemen

Malawi



Task 1:

Each group should use resources to find out about the traditions and cultures of the country they have been assigned.

Prompts:

- **Religions** and the festivals celebrated
- **Fruits and foods enjoyed**
- **Flag**
- **Languages spoken**
- **Sports**

Activity 4:

Exploring cultures and traditions people bring with them to the UK

Groups should observe the differences and similarities between their own culture and that of their assigned country.

Each group should compile lists of differences and similarities.

Groups are encouraged to both write and draw on these lists, using flags, fruit, and sport to decorate the information.

Some helpful resources:

- [Countries \(nationalgeographic.com\)](https://www.nationalgeographic.com)
- [Countries Of The World Worksheets, Facts & Resources For Kids \(kidskonnnect.com\)](https://www.kidskonnnect.com)
- [Home - World Cultures \(webs.com\)](https://www.webs.com)



Culture and Traditions Table

Task 1:

Use this table to help you research the culture and traditions of your allocated country.

Country	
Continent	
Flag: Colours Symbols Image	
Languages spoken	
Religions and the festivals celebrated	
Fruits and foods enjoyed	
Sports	
Traditional Music: Instruments and styles of traditional music	

Task 2:

Create a poster presenting all the information about the culture and traditions of these countries.

Resources needed:

- Large pieces of paper for the lists
- Pens, pencils, crayons and other art materials for decorating the lists
- Access to online resources and support for children to explore safely



Get your teacher to take a picture / video of your presentation and tweet **@UNICEF_uk** and **@Refuweegee** to share your work on social media to raise awareness of support for refugees in the UK.



Task3:

Once you have presented your posters as a class, each group should compile 2 lists of differences and similarities.

Example

Country	Similarities	Differences
Iran		
Syria		

Country	Similarities	Differences

Country	Similarities	Differences

Activity 5: Welcome Task Refugees and Asylum Seekers

Learning Intention: To gain insight into the impact of the activities in the toolkit. By comparing the letters from Activity 1 and the letters from this activity, we should be able to see a difference in understanding of the refugee experience and welcome.

Targeted Age Group: All ages

Task:

Write a welcome letter to someone who has recently arrived in Glasgow or Scotland.



Note for teacher:

- Very simple instruction to write a welcome letter (or draw a picture if using with younger pupils) to a refugee who has recently arrived
- Give as little guidance as possible
- This is a reflection exercise as much as a letter gathering project

Resources needed:

- Paper
- Pens & pencils

Created in partnership with:



Supported by:

Yoyo & The Little Auk is part of Scotland's Year of Stories 2022 programme, supported by EventScotland and VisitScotland. The project is also kindly supported by Bòrd na Gàidhlig, Barrack Charitable Trust, Cookie Matheson Charitable Trust, Leach Family Charitable Trust, Nancie Massey Charitable Trust, Northwood Charitable Trust, Russell Trust, Verden Sykes Trust, Leisure & Culture Dundee and Glasgow City Council.



ABOUT SCOTLAND'S YEAR OF STORIES 2022

Led by EventScotland and VisitScotland, the Year of Stories 2022 spotlights, celebrates and promotes the wealth of stories inspired by, written, or created in Scotland. The Year of Stories 2022 will sustain and build upon the momentum of preceding Themed Years, showcasing a nationwide programme of major events and community celebrations. From icons of literature to local tales, Scotland's Year of Stories encourages locals and visitors to experience a diversity of voices, take part in events and explore the places, people, and cultures connected to all forms of our stories, past and present. Scotland's Year of Stories encourages responsible engagement and inclusive participation from the people of Scotland and our visitors.

Join the conversation using **#YS2022** and **#TalesOfScotland**

www.visitscotland.com/stories



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