

About The Story Project and International Rescue Committee

The Story Project is a social enterprise dedicated to using the magic of stories to bring PSHE education to life. Using our research-backed, teacher-led approach The Story Project creates engaging lessons that promote oracy, literacy and wellbeing skills.

The IRC's Healing Classrooms programme aims to support schools and educators to develop inclusive and nurturing learning spaces where refugee and asylum-seeking students can gain the necessary academic, social and emotional skills to develop their full potential. The programme offers free training sessions and resources to educators and schools supporting refugee and asylum-seeking students in the UK.

In partnership, we have created this programme of work to support refugee and asylum-seeking children and their classmates. Across two units of work, one for KS1 and one for KS2, these lessons can be used to support and welcome new students to school. With particular focus on fostering a sense of respect and empathy, children will deepen their understanding of life for refugee and asylum-seeking families.

Unit 1

Everybody's Welcome

Written by Patricia Hegarty

Illustrated by Greg Abbott

Mouse dreams of building a big happy house. Before long, animals begin to appear looking for a safe place to stay. Mouse kindly welcomes them all, creating a wonderful shelter for them all to take refuge in.

Through two lessons, children will cover the following objectives:

Lesson 1:

I can explain how I welcome new people to my classroom

Lesson 2:

I can explain how I show respect and kindness to others

Tags:

Teamwork, kindness, respect, differences, empathy

Sensitive Content in This Story

This story is a gentle introduction to the idea of welcome those who are different from us. The story mentions difficult journeys or experiences that some of the animals have faced to arrive at a place of safety. If you have children in your class who are refugee or asylum-seeking children, they may be able to relate to some of the emotions and experiences of the animals in the story.

Time and space should be given to children who wish to talk about their own experiences, using the Ground Rules established in Lesson 1. Teachers should use their own judgement when talking to children, adapting the lesson where necessary and follow their school's safeguarding procedures following any disclosures.

Suggested
Age Range
KS1



Wellbeing skill links

In the two lessons children will explore the following RSHE statutory (s) and PSHE non-statutory (n) wellbeing objectives.

Respectful Relationships (S)	Caring Friendships (S)
<ul style="list-style-type: none"> - The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. (Lesson 1, 2) - That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. (Lesson 1, 2) 	<ul style="list-style-type: none"> - The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. (Lesson 1, 2) - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. (Lesson 1, 2)
Shared Responsibilities (N)	
<ul style="list-style-type: none"> - How people and other living things have different needs; about the responsibilities of caring for them (Lesson 1, 2) - The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others (Lesson 1, 2) 	
Mental Wellbeing (S)	
<ul style="list-style-type: none"> - Simple self-care techniques (Lesson 1, 2 Settle activities) - That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations (Lesson 1, 2 Training activities) - How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. (Lesson 1, 2 Training activities) 	

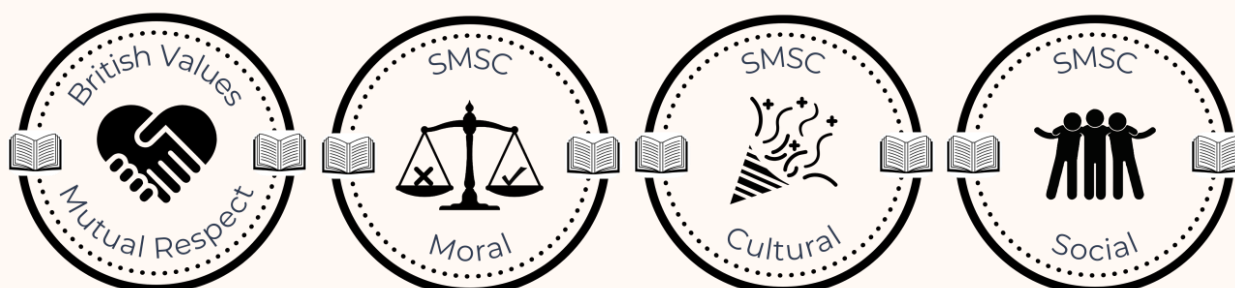
Literacy Links

Through the two lesson plans children will explore the following literacy objectives.

Vocabulary:	Retrieval:	Inference:
<p>Talk about what words mean and learn new vocabulary in order to understand what has been read</p> <p>Discussing and clarifying the meaning of words</p>	<p>Answer basic retrieval questions</p> <p>Discuss understanding of a text</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions</p> <p>Predict what might happen from details stated</p>

SMSC and British Values

Through this unit, children will explore themes within the following Social, Moral, Spiritual and Cultural and British Values areas:



Lesson Content

All of our lessons follow our unique STORY structure



S

Settle: Start your session with a settling activity to encourage children to be in the right frame of mind for listening and learning about their wellbeing.



T

Training: Keep children's emotional literacy updated by spending a couple of minutes looking at a picture from the book and discussing the different emotions the characters are feeling.



O

Objective: Introduce a wellbeing objective for children to focus on when they are listening to the story



R

Read: Read the story and discuss the following guided reading questions as a class.



Y

You: To finish the session children have the opportunity to reflect on the book and to relate the book to themselves.

Further Resources

For further reading, we recommend the following books:

[Lubna and Pebble a book by Wendy Meddour and Daniel Egneus.](#)

[Saving the Butterfly: A story about refugees a book by Helen Cooper and Gill Smith.](#)

[The Last Garden a book by Rachel Ip and Anneli Bray.](#)

[Mina Belongs Here a book by Sandra Niebuhr-Siebert and Lars Baus.](#)

The Story Project

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International Rescue Committee – Healing Classrooms

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