



# Journeys in the Spirit

inward outward upward downward

Children's work edition May 2018 Issue 115



## Refugees

### Getting ready

This issue is about refugees and forced migration. We will consider where, in a world where more people are fleeing war, persecution, extreme poverty and environmental degradation than at any time since the Second World War, we can find signs of hope – a light in the darkness. And how, at this point in history, we can be a part of 'the great turning' (a term from Joanna Macy and Chris Johnston's book *Active Hope*), influencing the turn of events by the way we choose to act, by being 'patterns and examples', and by recognising that of God in everyone.

Historically Quakers, along with others, have 'welcomed the stranger' since the seventeenth century, when the Protestant Huguenots fled here from France. Twentieth-century Quakers helped bring thousands of children to safety from Nazi-occupied Europe on the Kinder transport. Today, lots of Quakers in Britain are engaged with forced migration, supporting refugees and those seeking asylum in a wide variety of ways and the recently-formed Sanctuary Meetings are helping focus this work.

*Resources needed: a large ball of coloured string or wool; coloured pens or pencils; a set of 'refugee portraits' (Additional resource 115.A) cut into separate cards, ingredients for Barazek biscuits.*

*Journeys in the Spirit* offers resources and ideas to Quakers engaging with children and young people.

This children's work edition comes out monthly. It offers resources and ideas to Quakers engaging with 5–12 year olds in a Quaker setting.

It provides opportunities for exploring, creating and learning in an atmosphere of worship in partnership on our shared journey in the spirit.

### Gather

Begin by sitting or standing in a circle, ideally with a large ball of string or thread/wool. (Alternatives could be using chalk to draw on paving, if outside, or a large area of paper, such as lining paper, and a marker pen.) The idea is to create a 'web of connection' between one another, recognising what we have in common. The person holding the ball of thread says something about themselves – I have brown eyes; I like swimming; my favourite food is... – and others in the group raise their hand if they have this in common. The one holding the thread then passes/rolls/throws it to someone who has raised their hand, keeping hold of the end of the thread, so there is a line of connection between them. (Those using chalk or pen on paper will draw a line.) This person now says something about themselves, and so it goes on until there is a web of thread/lines criss-crossing the circle, linking everyone together.

### Underpinning references:

Matthew 25:35-40 in the New Testament of the Bible.

Sanctuary everywhere manifesto - created to help Quakers articulate a vision of how nations can transition from hostility to a culture of sanctuary everywhere can be found here:

<http://bit.ly/SanctuaryEverywhereManifesto>

# Engage

## Refugees

Ask the children what they understand by the terms 'refugee' and 'asylum seeker'. Talk about why people may need to leave their homes. Ask the children if they know of any refugees or children from asylum-seeking families at their schools or living nearby?

Give out the cards (*additional resource 115.A - see sidebar*) and coloured pens/pencils. Ask the children to imagine that the child on their card has come to their school or moved into their street. Ask them to draw a picture of what that child might look like next to the words.

Ask the children to think and talk about what they might have in common with the children on the cards, and also what they don't have in common.

Wonder what might it be like suddenly to have to leave your home, friends and family members and travel to another part of the world? Wonder what would be different? If it happened to them, what would they miss most?

Invite the children to create new cards looking forward six months. Talk with the children about how those children's lives might have changed over this time and then create new cards to reflect the changes.



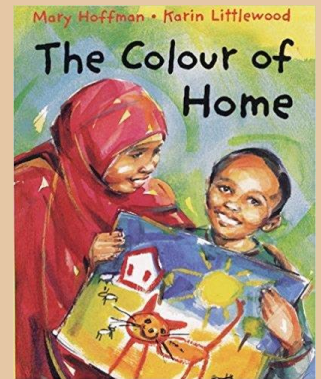
photo credit: Kate DeCicco

## Story

If you can, read *The Colour of Home* (*see sidebar*) about Hassan who has to leave his home in Somalia and make a new home in Britain. The pictures he paints at school illustrate his journey from the pain of the recent past to hope for his new life. The children might like to make their own pictures of home, family or pets

## References & other resources

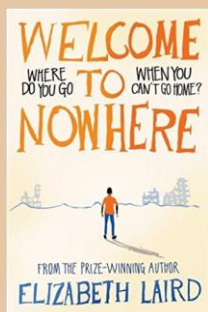
Newsround on the BBC website has many stories about child refugees. Look at this site for stories suitable for your group or if you are able – watch some together in children's meeting <http://www.bbc.co.uk/newsround/38105911>



Mary Hoffman and Karin Littlewood  
ISBN-13: 978-0711219915  
Available from the Quaker Bookshop  
020 7663 1030  
<http://bookshop.quaker.org.uk>

Additional Resource 115.A  
[www.quaker.org.uk/journeyschildren](http://www.quaker.org.uk/journeyschildren)  
selecting 'resources for current issue'

## References & other resources



ISBN-13: 978-1509840496

This is about a family who have to flee Syria and escape to Jordan, where they live in a refugee camp. Find out how to help support the school for children at the camp:

<http://www.elizabethlaird.co.uk/the-hope-school-1/>

Available from the Quaker Bookshop  
020 7663 1030

<http://bookshop.quaker.org.uk>

Safe Place Ludo explores the difficult journeys made by people fleeing conflict. The game is suitable for older primary school pupils and secondary school pupils. Find the download and instructions here:

<https://www.christianaid.org.uk/schools/safe-place-ludo-game>

## Respond

### Food for welcoming

Countries such as Syria have a strong tradition of hospitality. When families from Syria arrive to be resettled where I live, we welcome them with a meal that includes some of the dishes they will know from home.



In turn, they invite us to their home for tea and delicious meals. Food is a wonderful way to make connections – you don't even need to be able to speak the same language – food, like music, crosses the language barrier. We have had some delicious meals with our Syrian friends, and learnt some new recipes. Here is a recipe you can make together and share at the end of the meeting:

Barazek: Middle-Eastern sesame biscuits (makes about 30)

#### *Ingredients*

1 ½ cups plain flour  
½ cup caster sugar  
¾ cup butter, room temperature  
pinch of salt  
½ cup sesame seeds

#### *Directions*

Preheat the oven to 180C

Mix butter, flour and sugar with your hands to a soft dough

Break small walnut-sized pieces off the dough, roll each one into a ball, then flatten to form a round biscuit about 5 cm across

Pour the sesame seeds into a bowl and dip one side of each biscuit into the seeds

Arrange the biscuits on a baking tray lined with parchment with the sesame side facing upwards

Bake for 15 minutes or until golden brown

Cool on the tray before serving

These biscuits are often served with mint tea. Make some tea with mint from a Friends garden or buy from a supermarket. Rinse the mint first and then pour over boiled water and steep for 5 minutes. Add sweetener if desired.

### Game

If you are able to, download the game Safe Place Ludo (see sidebar) to play with the children. This is a game exploring the difficult journeys made by people fleeing conflict. This game hopes to encourage conversation about how it feels for children caught up in this conflict.



## Reflect

Sitting quietly in a circle, ask the children for their thoughts and responses on the session.

Can they find hopeful things that have come out of the dark experiences of refugee children and families?

What can we do as individuals to help people feel welcome?

What can we do with others?

Who thinks that getting to know other people helps us get to know ourselves better too?

Talk about how we will find things we have in common with people, but also all kinds of new and different and interesting things too.



## Review

It can be very helpful to take time afterwards, together as volunteers to reflect on the session.

These questions might be helpful in this reflection:

How did the children respond to this topic? How did they participate?

Were there things you might have done differently?

Did the session allow for children and adults to share and grow together?

Are there issues that need to be shared with Children's Committee?

**This issue was written by Catherine Henderson and edited by Mel Cook and Howard Nurden.**

Journeys in the Spirit is published in two formats on alternative months. One month the issue is on a theme, with an easy to use structure set out in a four page booklet with additional online resources. The alternative month is a topical activity – something about the news or of a seasonal interest.

### Future Issues:

Available from 1 June: Children helping children

Available from 2 July: Dementia

### Materials available online are:

Additional Resources Sheet

An easy to use plan for a Children's Meeting

A simple plan for an all age Meeting for Worship

These can be accessed through

[www.quaker.org.uk/journeyschildren](http://www.quaker.org.uk/journeyschildren) by scrolling down to 'resources for current issue'.

For a 'How to use Journeys in the Spirit guide', the catalogue of previous issues and a link to the resources for recent issues, go to [www.quaker.org.uk/journeyschildren](http://www.quaker.org.uk/journeyschildren) and scroll down to find what you want.

**Published by Children & Young People's Staff Team, Quaker Life**

Available free by subscription.

Contact:  
CYP Staff Team,  
Friends House,  
173 Euston Road,  
London NW1 2BJ

Phone: 020 7663 1013

Email:  
[cypadmin@quaker.org.uk](mailto:cypadmin@quaker.org.uk)

Website:  
[www.quaker.org.uk/cyp](http://www.quaker.org.uk/cyp)



# Journeys in the Spirit

Children's work

Additional resource 115.A



Engage

Refugees

**Refugee Portraits: cut into strips with the space on the left for children to draw their portraits. If there are more than 8 children in the group you'll need to print 2 sets of cards.**

	<p>My name is Anwar. I used to live in the beautiful ancient city of Damascus in Syria. My family ran a restaurant there. I grew up with my cousins, who lived just down the road. Now I have come to the UK and everything is different – the food, the weather, the television programmes. I miss my cousins – they live in Germany now. My favourite things are football and my Auntie's honey cake.</p>
--	---

	<p>I am called Mariam and I used to live in Eritrea. My father is a journalist and he was taken away to prison because he wrote something the government didn't like. My mother and I managed to escape and come to the UK, where we have applied for asylum. I hope the British Government will let us stay here – it is too dangerous back home in Eritrea. Perhaps one day my father will be able to join us. I really miss him. I like my new school, though, and I am learning to read and write in English. One day I hope I will be a journalist too.</p>
--	--

	<p>My name is Nadia and I have come to the UK with my family from South Sudan. It is very dangerous in our country, with soldiers everywhere. I don't miss all that, but I do miss my friends, and all the games we used to play. I like ball games, and running, and I love drawing and painting, too.</p>
--	---

I'm called Roza and my family are Kurds from Syria. The government there treated us very badly – we weren't allowed to speak our language or have Kurdish names. Then the war came and things got very bad. We had to leave Aleppo, where my father used to make beautiful hand-made shoes, and we went to Lebanon. When my mother got ill we were told we could come to the UK. I love my new school here, but I really miss Aleppo. It was such a wonderful place, and the countryside in Syria is so beautiful. Luckily my Mum is better now, and she is teaching me and my brother how to cook all the lovely food we used to eat in Syria.

I'm called Ali, and we came here from Iran when my Dad got in trouble with the authorities. It was very frightening – I still have nightmares about our long journey out of the country in the back of a lorry. We are waiting to hear if we can stay in the UK, but I know Dad would be killed if we went back. The trouble is, sometimes people in this country don't seem to understand how bad it is. I wish I could see my grandparents again. We talk on the phone, but it's not the same. We used to pick pomegranates on their farm – I can still remember the smell and the taste. One day I'd like to be a farmer – I love being outside – or perhaps a gardener. I like growing things, and I have my own vegetable patch.

My name's Ola and we had to leave our beautiful house in Syria when the bombs came. My parents were both doctors there. I'd like to be a doctor one day. Or a musician. Sometimes I think of my old house and wonder if my piano is still there. I hope I will be able to have piano lessons here, too. I like all kinds of music, and dancing. It reminds me of the big family parties we used to have at home.

I'm Bilal, and I have three brothers and one sister. We used to live in Afghanistan, but we couldn't stay there. It was too dangerous. Our parents said we needed to find a new home and a new life, so that is why we are here. The thing I like best is riding my bike along the canal. I like playing football too, though I'm not good enough to be in a team. What do I miss? Well, the countryside was wild and beautiful, with mountains. Perhaps I'll go back one day, when it is safe.

My name is Hassan and I used to live in Yemen, before the bombing. My family had a business there, selling clothes, but everything burnt down and we had nothing left. We came here because some of our family live in Manchester and they arranged for us to come. It rains a lot here, but I'd rather have that any day than bombs and fighting! I've got friends here now, and we go round to each other's houses after school. I'm even getting used to English food – I especially like fish and chips!