

Adapting to challenges

People in crisis often have to make vital decisions very quickly, and manage lots of changes. Refugees and asylum seekers especially have to deal with these things and may be in dangerous situations that demand quick actions and thinking.

Use this resource to think about how others adapt to challenges and learn to empathise with their feelings.

Learning objectives

Learners will:

- consider the different reasons why people leave their home
- empathise with people who must flee their homes
- make decisions and understand how others might feel
- reflect on how we can support new people in our community

Primary ages (7-11)

Starter activity: Why do people leave?

The reasons for leaving home can be seen as push or pull factors. 'Pull' reasons tend to be positive, such as going to university. 'Push' factors are mostly negative, such as fleeing conflict or natural disaster. Think about the reasons below as why people leave their home, are they 'push' or 'pull'? Do some fit into both groups?

- > school
- > jobs
- > family
- > natural disasters, such as floods, earthquakes, hurricanes
- > to travel
- > beliefs
- > dangers

Think about how push or pull factors might make someone feel? Take each one and think, how might you feel if you had to leave your home because of one of the push or pull factors?

Photo activity: Should I stay, or should I go?

Look at the series of photos on slide 21-23 of the PowerPoint. Imagine you were in this situation. The sentences underneath explain the situation behind the picture. Think about each one. What would you do? Would you stay in this place or would you leave? Think about your answers. Is it an easy choice? What else could you do?

If you think this activity is too challenging because of your personal experiences, you can choose not to do it. For more guidance in creating a supportive learning environment look [here](#).

Photo one:

- > There has been an outbreak of fighting in your country.
- > You can hear guns and bombs every night.

- > Lots of people have already left. Some young people are being rounded up by the fighters to become soldiers.

Photo two:

- > It never rains and no food grows in your country. Stay or go?
- > Food costs a lot of money and many people are hungry. Stay or go?
- > Fresh water, schools and shops are a two hour walk away. Stay or go?

Photo three:

- > The next village is flooded. The water is coming to your house soon. Stay or go?
- > This happens every year when it rains heavily. Stay or go?
- > You have had to move house because of the flooding. You are staying with family but there are six other people in the house. Stay or go?

Creative activity: Welcome poster

Think about how you could welcome young migrants who have arrived in your area. How could you help them to adapt to their new community?

- > What might it be like to arrive in a new place? Have you ever moved house or school – how did it feel?
- > What things might you need to feel at home into a new place?

Make a poster to give them the information and support they will need. Think about what you need to know about your community. You can draw pictures, write about key places or write advice to them or messages of welcome.

Use the table below to help with ideas.

Where can you get clothes?	Where is the hospital and the doctor's surgery?	How do you travel around the area?	How might someone improve their English?
How do you know where to go?	Have you included sport or physical activities?	What do you enjoy doing?	Where do you go to eat? What do you eat?

Reflect on how your welcome poster could help someone new to your community. How would you feel if you were new and receiving this poster? What else could you do to ensure that people feel welcome?

Why is it important to support others in your community and help them feel welcome and safe?

Secondary ages (11-19)

Starter activity: Why do people leave?

The reasons for leaving home can be categorised into push or pull factors. 'Pull' reasons tend to be positive, such as going to university. 'Push' factors are mostly negative, such as fleeing conflict or natural disaster. Think about the reasons below as why people leave their home, are they 'push' or 'pull'? Do some fit in to both groups?

- > job
- > to get married
- > family problems
- > natural disasters, such as floods, earthquakes, hurricanes
- > to seek a better life
- > beliefs
- > politics
- > conflict (war)
- > persecution

Photo activity: Should I stay or should I go?

Look at the series of photos on slide 22-24 of the PowerPoint. Imagine you were in this situation. The sentences underneath explain the situation behind the picture. Think about each one. What would you do? Would you stay in this place or would you leave?

Photo one:

- > There has been an outbreak of fighting in your country. Stay or go?
- > You can hear guns and bombs every night. Stay or go?
- > Lots of people have already left. Some young people are being rounded up by the fighters to become soldiers. Stay or go?
- > Your neighbourhood has been destroyed. Only your house is left standing. Stay or go?

Photo two:

- > It never rains and no food grows in your country. Stay or go?
- > Food is really expensive and many people are hungry. Stay or go?
- > Fresh water, schools and shops are a two hour walk away. Stay or go?
- > Your parents want you to marry someone you don't know and start a family. Stay or go?

Photo three:

- > The next village is flooded. The water is coming to your house soon. Stay or go?
- > This happens every year when it rains heavily. Stay or go?
- > You have had to move house because of the flooding. You are staying with family but there are six other people in the house. Stay or go?
- > A cousin who lives in another country tells you it is better there because there is less flooding. Stay or go?

Think about your answers.

Is it an easy choice? Why is the choice difficult? Are there other choices than just stay or leave?

How did it feel to make these decisions? Can you imagine how it would feel to really make these decisions?

Video activity: Stories of refugee resilience

Look at [this video](#) of Firty telling his story. How has Firty shown resilience and adapted to his new life in the UK?

Think about a time you were new to a place, maybe a new house, neighbourhood or school.

- > How did it feel when you first arrived?
- > What was good or bad about the change?
- > How did you show resilience?

Write a speech or make a video talking about your experience.

Compare your story to Firty's. How can you relate to each other? What does he say? How did he feel? Are there any similarities?

Creative activity: Welcome poster

Think about how you could welcome young migrants who have arrived in your area. How could you help them to adapt to their new community?

- > What might it be like to arrive in a new place? Have you ever moved house or school – how did it feel?
- > What things might you need to feel at home into a new place?

Make a poster to give them the information and support they will need. Think about what you need to know about your community. You can draw pictures, write about key places or write advice to them. You could make a virtual pack with maps and links to the correct information in a PowerPoint document.

Where can you get clothes?	Which health services and advice centres are worth knowing about?	How do you travel around the area?	How might someone improve their English? Do you have any regional words they should learn?
How do you know where to go?	Have you included sport or physical activities?	What do you enjoy doing?	Where do you go to eat? What do you eat?

Reflect on how your welcome poster could help someone new to your community. How would you feel if you were new and receiving this poster? What else could you do to ensure that people feel welcome?

Why is it important to support others in your community and help them feel welcome and safe? How does this help build more resilient communities?