



Théâtre Rites presents

Journey of a Refugee

created with Agudo Dance Company

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This pack has been designed to help schools, groups and families explore some of the ideas and themes within ***Journey of a Refugee***. The activities are designed for young people aged 8-12. The exercises have been written for a group leader to deliver to a group.

The answers to The Words Matter and What are our Human Rights puzzles are on page 13.

About Journey of a Refugee

Inspired by true stories of refugees and displacement, this powerfully moving piece is inspired by Theatre-Rites' acclaimed 2017 and 2018 production **The Welcoming Party**, which was originally co-produced by Theatre-Rites, Manchester International Festival, Z-Arts and the Ruhrtriennale Festival. This timely and engaging production explores the journey and arrival of a refugee to the UK, and the universal theme of people searching for a place they can call home.

Audiences young and old are encouraged to immerse themselves in the world of the performers, and experience true stories told through a beautiful blend of puppetry and performance. Dealing with complex and difficult stories in a simple and hopeful way, this promenade production is made for audiences of all ages.

Theatre-Rites has created **Journey of a Refugee** with Agudo Dance Company who have managed and delivered a fantastic series of workshops at schools and community groups in Croydon. The performances are at Stanley Arts Centre as part of the London Borough of Culture 2023 This Is Croydon.

About Theatre-Rites www.theatre-rites.co.uk

Since 1995 the company have pioneered cross-artform theatre for children and family audiences, revolutionising original, non-adaptive theatre for the under 5s and improving production standards in theatre for 5 - 11s. Recently they toured **Zoe's**

Peculiar Journey Through Time for ages 5 plus and created a new production **Something In the Air** for Schauspielhaus Bochum, Germany. As well as creating theatre and immersive productions, Theatre-Rites have pioneered a unique programme of development, training and co-creation activities. It is a registered charity and an Arts Council National Portfolio Organisation.

About Agudo Dance Company www.joseagudo.co.uk

Agudo Dance Company, was founded by Artistic Director, Jose Agudo and Creative Producer, Claire Cunningham. With over 50 years combined experience working in the dance sector, the company creates ambitious, evocative and thought-provoking dance productions for the international stage.

About This is Croydon www.culturecroydon.com

The programme for London Borough of Culture 2023, This Is Croydon, will be a celebration of everything Croydon has to offer - created, directed and presented by the people of the borough. From major events with internationally renowned artists performing alongside home-grown talent, to dozens of cultural activities from Croydon's diverse creative communities, the programme will showcase the very best of Croydon to London and the world. This is Croydon... and you're welcome.

The People who made Journey of a Refugee

Director
Designer
Composer & Sound Designer
Lighting Designer
Assistant Director/Movement
Production Manager
Costume Supervisor
Additional Composition
Puppet Maker
Producer

Sue Buckmaster
Simon Daw
Frank Moon
Mark Doubleday
Jose Agudo
Gareth Howells
Natalia Alvarez
Mohamed Sarrar
Naomi Oppenheim
Theatre-Rites



Adi Detemo as Ali
Kassichani Okene-Jameson as Kassi
Mohamed Sarrar as Zain
Vivan Triantafyllopoulou as Daphne
and Juliet Stevenson as the voice of “The Speaker”

Theatre-Rites: Sue Buckmaster, Claire Templeton, John Johnston and Sophie Huggins

Agudo Dance Company: Jose Agudo and Claire Cunningham

Workshop activity leaders: Claire Cunningham, Jose Agudo and Francesca Matthys

Adi Detemo: A dance artist, director and workshop leader from Ethiopia now based in Croydon. In the UK Adi has worked with many companies including Frantic Assembly. Recently he directed a short animation *The Welcome Project* for Little Angel Theatre. In 2022 he was the YMCA Young Achiever of the Year.

Kassichana Okene-Jameson: Born and raised in South-East London, Kassichana is a freelance dancer and movement director. She has worked with a range of UK companies – including TRIBE, Jean Abreu Dance, Luca Silvestrini’s PROTEIN, Seke Chimutengwende and Scottish Dance Theatre. Kassichana has also worked with the BODHI PROJECT Dance Company (Austria); touring pieces by Reut Shemesh and Adrienn Hód.

Mohamed Sarrar: An actor musician singer and songwriter from Sudan. He works as an artist in the UK and has been an ensemble member of Good Chance Theatre. Productions he has been involved with: *The Jungle* (Good Chance, Young Vic & the National Theatre), *The Welcoming Party* (Theatre-Rites, Manchester International Festival & Z-arts), *Borderline* (Psychedelight), *Rain Rain* (Bamboozle).

Vivian Triantafyllopoulou: A dance artist from Greece based in London Vivian has performed with Bittersuite, Vinicius Salles, Fernanda Prata, Ben Judd/Dionysios Tsaftaridis, Emily Robinson Dance, Olga Spyraiki, Melanie Lomoff (Lowry and Rambert project), Follow Through Collective, Natalie Sloth. Vivian was also a dancer and choreographer’s assistant for Hagit Yakira’s projects. She has also curated, choreographed, and performed for Museum of London. She works as a Dance Captain for Alleyne Dance.

Words matter

AIM: To understand the correct definitions of words and consider why it might be important.

At home: match the word with its definition by drawing a line between the two, then read about why words matter.

At school you will need:

- photocopies of this page with the flashcards cut up - one per pair of participants
- 5-10 minutes

Working in pairs give participants a set of flashcards and 5 minutes to match the word with its definition.

Reveal the answers and then read or distribute Why Words Matter and discuss.

1.Refugee
2.Asylum Seeker
3.Migrant
4.Internally Displaced Person
5.Persecution
6.The Universal Declaration of Human Rights

a. To treat someone badly or unfairly because of who they are, their race, their political or religious beliefs, gender, sexuality or age.
b. A document created in 1948 by people of all cultures that sets out essential human rights for everyone, it has been translated into over 500 languages and includes the right to safety.
c. A person who says they have had to leave their country because they are not safe and has asked the Government of the country they are in to let them stay as a refugee.
d. A person who has had to leave their country and cannot return because they would not be safe.
e. A person who has left the place where they usually live and moved to another part of the country to stay safe.
f. A person who has left the place where they usually live, they may have chosen to move or been forced. They may move to be with family, find a job or better education or healthcare.

Refugee, asylum seeker or migrant: why words matter.

In 1945, at the end of the Second World War, the United Nations (UN) was set up 'to promote international co-operation in order to prevent such conflicts happening again'. Created as a reaction to some of the awful things that happened during the war, the first big task for the UN was to support the million European refugees, people who left their homes because of the war.

The word refugee is defined by international law and described in the United Nations High Commissioner for Refugees (UNHCR) Convention of 1951.

A refugee is "A person who owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion is outside the country of his / her nationality and is unable or, owing to such fear, is unwilling to avail himself / herself of the protection of that country..." This means that someone is a refugee if they think their life would be in danger if they went home. This might be because of their religion, or gender, the language they speak, who they love or their political beliefs. Being described as a refugee gives a person specific legal rights to protection and support under international law. Individual countries can make their own rules about how refugees and immigrants are treated but they must comply with international law.

You may have heard the word asylum seeker. The UNHCR describe an asylum seeker as "someone who has applied for protection as a refugee and is waiting to hear if they have been granted refugee status". Sometimes people have to wait a long time to find out if they have been granted refugee status.

A migrant or immigrant is someone who is moving country for reasons not included in the legal definition of a refugee. Most migrants are moving to improve their life, to get a better job or access to education, or maybe to join other members of their family. Migrants who leave poorer countries are not in immediate danger if they return home, though returning to their home country may mean that they have less food, or not as good healthcare, education, or other opportunities.

Why is it important to use the correct language when describing people who have left their homes?

Do you think it's important that the world recognises and protects people who have to leave their homes? Why?

"Art is not what you see, but what you make others see".

Edgar Degas (artist)

Why do people leave their homes?

The cast of Journey of a Refugee all have either a personal or family history of migration. They are from Sudan, Ethiopia, Greece and London.

AIM: To understand the reasons why people leave their homes and reflect on the circumstances that cause them to go.

KS2 PSHE: Reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences.

Some people have a strong reason to leave their home and some people have a strong desire to go to a particular place.

Understanding what makes people leave their home is a very important part of all migration stories.

- **War** is one of the main reasons that people leave their homes, so that they and their families aren't hurt or killed. Wars can also make it very difficult to get food and clean water and other essentials, so sometimes people who aren't very close to the fighting will have to leave in order to have the things they need to survive.
- **Natural disasters** like earthquakes, floods or droughts can make it impossible for people to stay in their homes so they may have to leave to find safety.
- **Persecution**, being threatened or hurt because of your beliefs or who you are, means people need to find somewhere safer to be. People can be persecuted for many reasons, sometimes people aren't allowed to practise their religion, people may be abused because of

the colour of their skin or their ethnicity. Some places have strict rules about what genders can do, or who can marry or be a family. In some places people aren't allowed to have, or talk about, different ideas about how their community should be governed.

- **A better life.** The things that make life safe and comfortable aren't shared evenly around the world. In some places, there isn't enough to eat or clean water, there aren't enough doctors, nurses and hospitals, there are very few teachers or schools and there isn't much support for older people. If you lived in one of these places and you were poor and hungry and heard that in another place there was a chance of a better education, enough food to eat or a good job, what do you think you might choose to do?

Sometimes people have some time to plan to leave their home and sometimes they may have to leave very quickly, taking only what they can carry. Some young people aged 8 - 16 have been leaving their homes on their own. Sometimes this is because their families have been killed, sometimes they are sent away because their families think they will have a better life in a new place.

"No one leaves home unless home is the mouth of a shark".

Warsan Shire (poet)

What are our Human Rights?

AIM: To understand that all humans have rights, what some of the rights of a child are and the difficulties of protecting rights when a refugee, asylum seeker or migrant.

KS2 PSHE: To understand that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other.

Humans have rights, these were agreed in a special document in 1948 after the end of the Second World War. These rights apply to every human being, there are a special group of rights for people who have to leave their homes and for children and young people under the age of 18. Human rights are the things that it is believed we are all entitled to in order to live safely, be healthy and contribute to our communities. Do you know what your rights are?

At school you will need:

- Photocopies of the rights table cut into flashcards.
- Copy of the [summary of the UN convention on the rights of the child](#) for each participant
- about 20 minutes

At home: draw a circle around the things that you think are rights.

1. Give participants a set of flashcards in a small group and ask them to group together the things that they think are rights or needs and the things they think are nice to have or wants. Allow 3-5 minutes for this task.
2. Ask each group to share back their answers and talk about one of the things they found tricky to categorise, why?
3. Share back the answers and ask the participants if there is there anything that surprises them. Notice how some of the things we want, we could argue are ways to manifest our rights, eg. Toys or places to play as a practical way to manifest the right to play.
 - Is there something missing?
 - How do we experience these rights in our everyday life?
 - When we think about a child or young person who has to leave their home, why do you think it might be especially important to protect their rights?
 - What can we do to make sure that happens?
 - What could your school or family do to make sure that happens?
4. Share and read the Summary of the UN Convention of the Rights of the Child. As an extension activity, you could pick a right to draw a picture of, or re-write in your own words or language?

1.To have a free primary school education	8.To have some toys	15. To express your ideas	22. Life
3. To have a phone	9. Take part in cultural and artistic activities	16. To have places to play, playgrounds or parks	23. To have a name
3.To play	10. To choose what to eat	17. To have your views considered	24. To be protected from violence
4.To practise your religion	11.To be cared for if it is not safe for you to live with your family	18. To choose which school to go to	25. To have access to information and the media
4. Never to be shouted at	12. To have your own bedroom	19. To know what your rights are	26. To live with your family, if it safe to do so
6.To be healthy	13. To relax	20. To have a nationality	27. To have a free secondary school education
7.Not to be sent to prison	14. To work	21. To live where you want	28. To learn the language of your family

Welcoming traditions

AIM: To consider how different faiths and cultures welcome people.

KS2 RE: Observe and consider different dimensions of religion, showing an understanding of similarities and differences within and between religions and worldviews.

A Muslim welcome. Merhaba does not have a direct translation into English, it means all of these things: God is love, hello, be seated well, welcome. In many Arab and Muslim countries, hospitality or welcoming your guests is very important. It is considered a duty but also an honour. In a Syrian home you always keep the best room in the house for guests; family, friends or anyone who comes. It should always be clean, with lots of decorations. You provide lots of tea and delicious things to eat, like dates, and a chance for your guest to wash their hands and face. Traditionally you never ask a guest's purpose for visiting until after three days have passed - before then you are just welcoming.

A Jewish welcome. Baruch haba means welcome in Hebrew. In Judaism, showing hospitality to guests is considered a mitzvah, or commandment. If you know about a stranger who is hungry or in need of a place to rest and relax, you should offer a welcome. Some rabbis (Jewish religious leaders) consider hakhnasat orchim, the bringing in of strangers, to be a part of gemilut hasadim, the religious duty of giving of loving kindness.

A Christian welcome. The Bible contains guidance to Christians on welcoming people; 'When a stranger lives with you in your land, do not ill-treat him. The stranger living with you must be treated as one of your native-born. Love him as yourself, for you were strangers in Egypt.' [Leviticus 19:13]. This piece of writing reminds people to treat strangers as you would treat yourself, remembering that you have been, or might one day be a stranger in a different land.

Do you notice any similarities between the different traditions of welcoming people?

How do you think you might like to be welcomed?

How does your family welcome guests and visitors? Do you have any special traditions?

At home: Create a special welcome tradition for guests and visitors - you could make a beautiful banner to put up with pens and paper or offer a special food treat.

At school: Read through the traditions of welcoming as a class, either led by the teacher or in small groups. Discuss how different participants welcome guests at home, are there any traditions? Agree as a class how you can make your classroom more welcoming, while still being a good place to study and learn. Maybe you could create a welcome banner as a whole class, with everyone making a letter? What might a new arrival need? A drawer or water bottle or peg? Could you prepare for a new arrival?

We asked our cast what makes somewhere feel like home to them?

Adi: ***The food, the people, the culture.***

Kassichana: ***Home feels like where I have my family, safety, warmth and cosiness. Maybe some good smells - something cooking in the kitchen!***

Mohamed: ***The people. If you get nice, welcoming people you'll feel like you're home and you won't feel like a stranger anymore.***

Vivian: ***Somewhere you can feel safe, where you can grow and develop where the people who are closest to you are.***



“There is no hospitality like understanding”.

Vanna Bonta (writer and actor)

The invisible bag

AIM: To imaginatively explore the experience of having to leave home with very few things.

KS2 PSHE: To talk and write about their opinions, and explain their views, on issues that affect themselves and society.

At school you will need:

- a space to sit in a circle on the floor
- about 20 minutes

At home find a comfy place where you can sit in a circle.

1. Sitting in a circle ask if anyone has taken a journey that day - what was their journey? Where did it start, where did it end? How did they travel? Repeat this to explore everyday journeys to school and families.
2. Ask if anyone has been on a slightly more special journey, maybe to visit a family member or friend, swimming pool or library. What was their journey? Where did it start, where did it end? How did they travel?
3. Ask if anyone has been on a holiday recently. What was their journey? Where did it start, where did it end? How did they travel?
4. Reflect on the different kinds of journeys - the everyday to the more unusual. Ask participants what sort of things people do before they go on a journey, when you have established that

people pack, discuss what people might pack for their everyday journey, for a more special journey and for a holiday.

5. Introduce the invisible bag in the centre of the circle - pointing out that you are sure that everybody saw it from the start. Explain that this bag can expand and is quite huge, as well as carry precious things. Point out a particular feature of the bag, for example its long comfy handles, before asking what colour the bag is, what the group can see, accepting all suggestions (the bag can be red and blue and zig zag)
6. Explain that sometimes people have to go on a journey and leave their homes very quickly, they may not know how far they will be travelling or how long they will be travelling for. Imagine if you were this person and you could only take one thing. What would you take? You can model a series of examples, my bear because it comforts me or a hug from my sister. We can put things that you can't touch or carry in this bag. Explain that each participant is going to put something in the bag, they can choose to tell us what it is, or not, when they get up. You can engage other members of the group in holding the bag or helping lift heavy objects in. If a group member wants to take a person allow it and explain that inside the bag is cosy (though maybe a little cramped)
7. When every participant has put something in the bag you can discuss how it felt to have to choose just one thing, was it easy or hard? Why did you make the decision that you did? What might you miss?

Other useful sources of information

A comprehensive collection of teaching resources around the refugee experience can be found at <https://refugeeweek.org.uk/get-involved/children-and-young-people/> comprising links to a range of organisations including lesson plans and resources.

A good book on the subject is 'Who are Refugees and Migrants? What makes people leave their homes? And other big questions by Michael Rosen and Annemarie Young

If your school community would like to be more welcoming, you could become a School for Sanctuary <https://schools.cityofsanctuary.org>.

A pdf copy of the summary of the [UN Rights of the Child](#) can be downloaded from Unicef.org.uk, if you want to become a Rights Respecting School find out here <https://www.unicef.org.uk/rights-respecting-schools/>

Assembly idea

1. Play a gameshow style Words Matter – Definitions game with definitions on flipcharts
2. Brief presentation about Why Words Matter based on Refugee, asylum seeker or migrant: Why words matter
3. Brief presentation on Why do people leave their homes?
4. Share some Greeting Rituals from around the world, and a self-devised ritual
5. You could end with your own welcome song

Words Matter answers: 1=d 2=c 3=f 4=e 5=a 5=b

What are our Human Rights: 2.5.8.10.12.16.18.21 & 27 are not rights

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