

# Talking About Migration

A toolkit for creating conversations about migration and welcoming communities for newcomers to the UK



## About the Home? Heritage project

The Home? Heritage project focused on the collection, curation, and dissemination of the lived experiences of migrants (including refugees, people seeking asylum, and other migrants) living in Northern England during the last 10 years.

The methodologies that the project used to do this included:

- (1) capturing people's oral histories using the Community Reporting storytelling methodology, and
- (2) archive research into local newspaper stories about the contributions migrant groups have made to their local communities.

This mixed-methodological approach has provided insights into and helped to document the lives of migrants in terms of their domestic, working, and social lives. The heritage learning from the oral history stories and archive research has been used to produce an animation, this toolkit for informal community educators to hold conversations about migration, and other supporting materials. The aim of these is to help people to have a better understanding of the issues that the migrant, refugees, and asylum seekers who are based in the North of England have had to face over the last 10 years.

The project took place in five locations across Northern England (Merseyside, Greater Manchester, Yorkshire, Lancashire, and Northumbria), and the following seven organisations were involved:

- Peoples Voice Media (UK) People's Voice Media is a civil society organisation established in 1995, that uses storytelling as a tool for social change in the UK and across Europe. In 2007 they launched the Community Reporting methodology and began to build the Community Reporter Network. <https://buff.ly/3UTYNv5>
- Refugee Women's Connect, RWC (Liverpool) exists because women asylum seekers and refugees face inequality and are denied social justice. Refugee and asylum-seeking women can be vulnerable and isolated, not knowing what their rights are or how to exercise those rights. Their current activities include an extensive outreach programme which incorporates weekly visits to Initial Accommodation Centres and weekly drop-ins where women can access a range of emotional and practical support and activities. <http://tinyurl.com/bdd675a8>
- Leeds Asylum Seekers Support Network, LASSN (Leeds) is a registered charity set up in 1999 to respond to the pressing unmet needs of refugees and asylum seekers living in Leeds, many of whom have limited English, experience acute isolation, poor mental health, and prolonged uncertainty over their asylum claim. <http://tinyurl.com/2nf5kvyw>
- Dragons Voice (Manchester) are a constituted group of Chinese radio presenters from Greater Manchester. They broadcast from AllFM 96.9, a community radio station based in Levenshulme. <http://tinyurl.com/2ttnnvwy>
- Methodist Asylum Project, MAP (Middlesbrough) offers practical support and social opportunities to those seeking asylum in Middlesbrough, and to refugees. They have been working with asylum-seekers and refugees locally since 2002. <http://tinyurl.com/473t86ne>
- Global Link (Lancaster) is a Development Education Centre (DEC) based in Lancaster, UK. They run workshops, exhibitions, training and other events in schools, colleges and the wider community on global citizenship issues such as diversity, human rights, migration, fairtrade, climate change and sustainable development. They also provide a range of support services and integration activities for refugees and asylum seekers. <http://tinyurl.com/bdea3prb>
- NACCOM, The No Accommodation Network (UK) - is a national network of over 130 frontline organisations and charities across the UK, working together to end destitution amongst people seeking asylum, refugees and other migrants who aren't able to access public funds because of their immigration status. <http://tinyurl.com/cx6dz9vp>

You can find out more about this project and access resources here  
<https://homeheritageproject.co.uk/>



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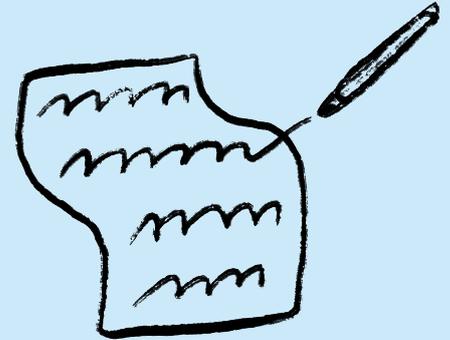
## HOW TO USE THE TOOLKIT - Guidance for Facilitators

This toolkit aims to support schools, youth groups, community groups, informal education projects, charities, local councils, and other organisations to work with lived experience stories that focus on recent contemporary migration to the UK. Helping to foster a culture of compassion and understanding to counteract the culture of the 'hostile environment'.

It is designed to assist groups in listening to the stories of lived experience of people who have come to the UK in the last 10 years and promote discussion about how we can help people arriving in the UK feel at home. In listening to the stories, we can gain a better understanding of the challenges that displaced people living in the UK face and this understanding will deepen, helping empathy and compassion to grow.

### Age range

The stories are suitable for all ages but when working with children we recommend to do so with those aged seven years and older. Whilst there aren't any adult themes or strong language in any of the stories, some younger children may struggle with some of the content. We have indicated age appropriateness on the website to make it easier for the facilitator to find suitable stories for younger children.



### Creating the right environment for discussion

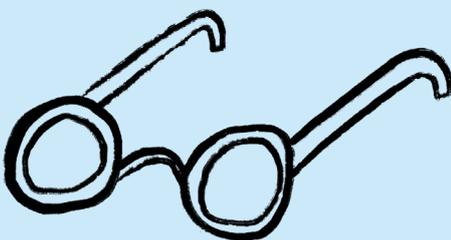
To set the right environment for discussion we recommend that you encourage people to be open minded, curious, and empathic. It might be helpful to have a notice or PowerPoint slide that sets the tone. Indicating the type of space you are creating.

### For example:

We would like today's space to be a space for exploring ideas and catalysing action in response to people's experiences of migrating to the North of England.

### To help us make our shared space reflect this, we are inviting you to:

- Stay curious – Seek to understand others, rather than to be understood yourself.
- Have empathy – There are people in this space who have shared their experiences in this project and to whom the topics being discussed are important and personal.



### Different activities

The activities can be delivered as stand-alone or you may wish to use a few together and build up. There are notes for children, young people and adults.

# Section 1 - The Animation

The animation was created from the stories collected by the volunteers during the Community Reporting phase of the project. The stories chosen to be included highlight the key messages and themes from across the breadth of stories gathered during the project.

## The key themes in the animation are:



- Financial concerns
- Not having enough to eat
- Seeking asylum
- Finding support from specific charities
- Contributing to society
- Feeling welcomed

The animation can be watched or downloaded by clicking on this link.  
<http://tinyurl.com/4ck5s3vn>

## Activity 1 - A PICTURE OF HOME

This activity can be delivered the same way for groups of children, young people, and adults. The way that it will differ is how the final pictures that are created are used.

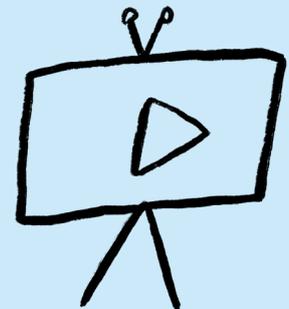
**AIM:** To use the animation as a prompt and the process of drawing to help people to consider what is needed to make a place a home.

### OBJECTIVES

Watch the animation.  
Answer questions about the stories that help to foster an empathetic view.  
Make a list of actions that individuals/groups/organisations can perform.  
Display the actions publicly.

### Resources Needed

Projector, computer, or mobile phones to watch the animation  
Coloured pens and /or pencils (drawing materials)  
Paper to write and to draw on  
Blu-tack



## INSTRUCTIONS

After watching the animation, create small groups and ask the groups to draw a house on a piece of flipchart paper or download a template by clicking on this link. <http://tinyurl.com/gbjk42>

Next, ask the groups to draw or write the things that make HOME. For example, a bed, cooker, family, food, pets, heating, etc., onto the drawing of the house.

Then ask them to add to the exterior by asking what things outside the house would help to make people feel at home. For example, friends, good neighbours, outdoor spaces, gardens, community gatherings, social connections, work, and play.

Ask them to add other things that would make somewhere feel like a good home for them. When they have finished the pictures, stick them on the wall using the Blu-tak and ask everyone to have a look at all the pictures. After they have looked at every picture ask the following question:

**How can we/you make the community a better place for people to come here to live?**

This can be followed by a group discussion. The pictures can be used as a stimulus for further activities as follows:

## For Schools

The pictures can be displayed with the pledges from the first activity.

## For Youth Groups

The pictures could be used as inspiration or idea development for a poster designed on a computer/tablet and then used in a social media campaign.

## For Organisations

Use the pictures as inspiration for action plans. This might be a useful way to get people thinking before or after doing the Animation activity 2.

### Activity 2 - DISCUSSING THE ANIMATION

This is a great activity to get a conversation about migration started. Showing the animation to groups or individuals and asking set questions can help people to:

**Nurture empathy and compassion;**  
**Think of ways they can make a positive impact;**  
**Help to counterbalance the culture of the hostile environment.**

This activity can be delivered the same way for groups of children, young people, and adults however there are different questions and tasks to complete for each target group.

**AIM:** To use the animation as a prompt in order to ask a series of set questions about how individuals, services, and organisations can help to create Communities of Sanctuary in their area by taking action.

#### OBJECTIVES



Watch the animation.

Answer questions about the stories that help to foster an empathetic view.

Make a list of actions that individuals/groups/organisations can perform.

Display the actions publicly.

## For Schools

The following activity can be used with primary school children aged 7-11 or older children in secondary school from 11-13.

#### Resources needed

Projector, computer,  
or mobile phones to watch the animation  
Coloured pens and/or pencils (drawing materials)  
Paper to write and draw on  
Display board or wall

## INSTRUCTIONS

Show the animation to a group of children or to an individual child.



### Ask the following questions:

- What did people like about moving to England?
- What did people find difficult about moving to England?
- What would you change to make it better for people coming to live in England?
- What would you do to make people feel welcome in your hometown?

After watching, ask the children the questions in a group so they can listen to each other's answers and share their answers together. This way they can all share what they have learned from the people's stories.

For questions 3 and 4 make a list of the responses so they are visible to the child/group, in order to help them remember what they said.

Next, ask them to draw pictures of the things they would do/change to make people feel welcome and share the pictures and pledges with the group.

Use the pictures as part of a Welcome To Our School display.

You can add **'Our school will pledge to perform these actions to make people feel welcome here'**.

### Depending on the children's ages you could explore new words such as:

- 
- Sanctuary
  - Asylum
  - Community
  - Pledge

As an additional task, you could also ask them to all individually write a pledge of what they would personally do to make people feel welcome in their school.

## For Youth Groups

### Resources needed

Projector, computer, or mobile phones to watch the animation

Post-it notes

Coloured pens and /or pencils (drawing materials)

Paper to write and to draw on

Computers or tablets, if available



## INSTRUCTIONS

Show the animation to the young people and **present or ask the following questions.**

- What things helped people to settle in?
- What things didn't help the person to settle in?
- What thoughts and feelings were provoked in you when watching the animation?
- Are there any stories or experiences you've had that link into the themes of the video?
- What could you do to help people feel welcome in your hometown?

Ask them to write down the answers on Post-it notes while they are watching. Then ask them to share their replies and thoughts and feelings. Ask the group to stick their post-it note answers on a wall and group the answers together.

Split the group into individuals, pairs or small groups (depending on group size) and ask them to write a pledge to take action to help make their school/college/youth group/community/hometown more welcoming for people coming to settle in England.

Share their pledges with the main group.

They can then mix the pledges up to make several pledges that can be presented similarly to a manifesto and displayed in a public place, such as the entrance to or website of the college/school/youth club etc., or on social media.

In pairs, small groups, or individually, ask them to design a poster displaying the chosen pledges or manifesto. This could be hand-drawn or designed on a computer or tablet using appropriate software.

Display their work in a public part of the building, and/or post it on social media.

**Depending on the young people's abilities you could explore the following words:**

- Sanctuary
- Asylum
- Community
- Pledge

**This could be a good opportunity to introduce what a manifesto\* is to the young people.**

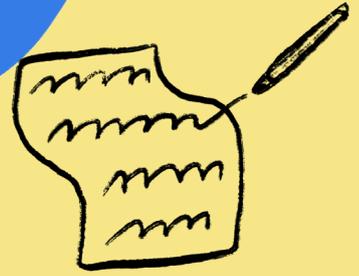


\*Manifesto, a document publicly declaring the position or program of its issuer. A manifesto advances a set of ideas, opinions, or views, but it can also lay out a plan of action. While it can address any topic, it most often concerns art, literature, or politics. Manifestos are generally written in the name of a group sharing a common perspective, ideology, or purpose rather than in the name of a single individual. <https://www.britannica.com/topic/manifesto>

## For Organisations

### Resources needed.

Projector, computer, or mobile phones to watch the animation  
Post-it notes  
Coloured pens and /or pencils (drawing materials)  
Paper to write and to draw on  
Computers or tablets, if available



### INSTRUCTIONS

Show the animation to the group and **present the following questions:**

- What thoughts and feelings were provoked in you when watching the animation?
- What things helped people to settle in?
- What things didn't help people to settle in?
- What could your organisation do to help people feel more welcome?
- What does your organisation need to change to be more welcoming?
- How could you use the video and toolkit in your work?

Ask them to write down the answers on Post-it notes while they are watching. Next, ask them to share their replies, thoughts, and feelings. Ask the group to stick their Post-it note answers on a wall and group the answers together.

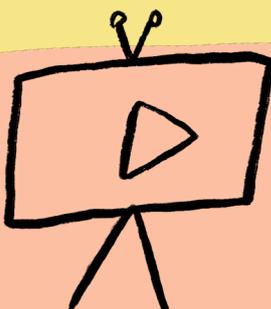
Split the group into individuals, pairs, or small groups (depending on group size) and ask them to write a pledge and list the actions that will help to make their organisation more welcoming for people coming to settle in England.

Share their pledges with the main group.

Look for similarities in order to create an organisational manifesto that can be displayed in a public place, such as the entrance to or website of the organisation, and/or on social media.

This activity may be the start of a specific organisational action plan on how the organisation can develop and present a 'Welcoming Manifesto' with specific actions on how it will be inclusive, responsive, and caring.

This could then be shared as a social media campaign.



## Section 2 - Lived Experience Stories

In this section **Lived Experience Storytelling** is used to connect the learning from stories to people, groups, and organisations who can use this knowledge to create positive change.

### LIVED EXPERIENCE STORY ACTIVITY

This activity can be used with young people and adults.

**AIM:** To use the selected oral stories as a prompt to ask a series of set questions about how individuals, services, organisations, etc., can help to create Communities of Sanctuary.

#### OBJECTIVES

Listen to the stories.

Answer the set questions about the stories.

Make a list of ways in which individuals/groups/organisations can help.

#### Resources needed.

Projector, computer, or mobile phones to watch the stories.

Post-it notes.

Pens



#### INSTRUCTIONS

In small groups or pairs watch and listen to 1 of these 3 stories - <http://tinyurl.com/gbolf4>

Storyteller 1 speaks about changes she wants to see in Iran, her Home Country. She wants to see Freedom and Justice for her people.

Storyteller 2 speaks about his experience in coming to the UK. It was initially difficult due to not knowing the language or the culture which changed once he studied and got into photography, he would like to eventually start his own business.

Storyteller 3 speaks about his experience with healthcare and government services. He has a good experience with healthcare but not with other government services which takes a long time for things to get done.

#### Next, answer the following questions:

- What were the key points in the storytellers' experiences?
- How do they relate or resonate (or not) with your own experiences?
- What is the key learning for you as a school, a community or for your workplace
- from the stories?

Ask each pair/group to use individual Post-it notes in a specific colour to write down their ideas based on the above questions and discuss their thoughts.

Feedback to the group.

Ask the groups to discuss what they have learned from the story.

Then list what actions they can make to help make their school/community/organisation welcoming and help to create Communities of Sanctuary.

## Section 3 - The Newspaper Stories

As part of the **HOME?** project, People's Voice Media delivered Online Archive Research training with volunteers and collated a database of stories from the past 10 years, focusing on stories that depicted positive sentiments towards the migrant community as well as positive stories of contributions made by migrants in the community.

In this section, the stories from the database can be used again to connect the learning from stories to people, groups and organisations who are able to use this knowledge to create positive change.

You can find the database of stories by clicking on this link. <http://tinyurl.com/m8ychcej>



### Activity 1 - KEYWORDS NEWSPAPER ACTIVITY

This is a creative activity that can be used with children, young people, and adults. The process is the same for all groups but the outcome of what they decide to create may be different. For example, word clouds may be better suited to children but can also be used with adults as a great way to get people thinking about an issue. A poem may galvanise ideals and bring a spark of life into a manifesto.

**AIM:** to use the selected newspaper story as a prompt for the participants to create a poem, a piece of prose, a word cloud, or a manifesto about how they will help to create welcoming spaces in schools/colleges/youth clubs/libraries/ galleries/councils/non-profit organisations/ charities/community groups/cafes etc.

#### OBJECTIVES

Look at a newspaper article from the database.

Select words from the article.

Create a poem/prose, or a word cloud, or a manifesto from the chosen words.

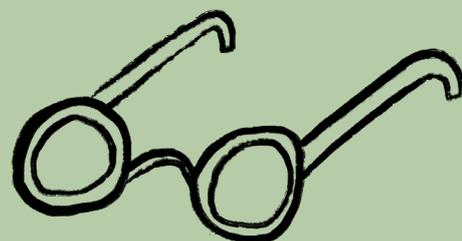
#### Resources needed

Newspaper article

Coloured pens

Flipchart or large pieces of paper

Computers and word cloud software (optional)



## INSTRUCTIONS

Individually, in pairs or small groups read this article or download it here - <http://tinyurl.com/m2949j2r>

If you want to choose another article there are many more articles from the 5 areas on the website here - <http://tinyurl.com/m8ychcej>

Ask the participants to read the article. Then ask them to select key words and choose the word that **'speaks to them'**. Circle words or short phrases that might relate to them.

### Refugees enjoy day at the seaside in Morecambe thanks to Bentham community rail group train trip

LANCASTER  
GUARDIAN

Northern Trains and the Leeds-Morecambe Community Rail Partnership (CRP) supported the Refugee Action Group by offering a trip for families along the scenic Bentham Line to the seaside at Morecambe.

By Michelle Blade  
Published 9th Sep 2022, 12:31 GMT

For the seven participating families, who had come to Britain from Sudan, Kuwait, Palestine, Russia, Albania and Kurdistan (Iraq), it was a special day. The visit provided an opportunity for them to experience a train journey and enjoy a new part of the country. The visit offered respite from their day-to-day worries and made a big difference for the families, many of whom had not travelled by train or visited the seaside before.

The group travelled from Bradford Forster Square to Morecambe supported by Catherine Huddleston, the CRP's Partnership Officer who met them on the train and guided them around Morecambe. Upon arrival the group enjoyed a picnic on the seafront before visiting the former Morecambe Promenade railway station, now The Platform entertainment venue, to see *Mysterrasaur*, a puppet show about dinosaurs. Afterwards the families walked along the promenade to the Clock Tower and thoroughly enjoyed a couple of hours of activities on the beach; building sandcastles, looking for shells and a paddle in the sea.

On the return journey the CRP presented the families with copies of the Bentham Line's 'A Grand Day Out to the Seaside' children's story book, as a souvenir of their visit. Christy Bischoff, 'Experts by Experience Coordinator' for the Bradford based arm of Refugee Action said: "We want to say a big thank you for the support and organisation provided by the CRP. We especially appreciated Catherine's help in making our trip to Morecambe possible. It was such a special day out, and would not have been possible without her assistance and her suggesting Morecambe as a destination."

"The highlight for the group was definitely spending time on the beach, and watching the children play so freely by building sandcastles and digging holes.

"The atmosphere was joyful and relaxed, as some families walked on the promenade and others walked down to the sea."

It is a difficult time for those in the asylum system as they are not allowed to work and have just £5.84 to live on per day. Clearly, a day out at the seaside is outside the budget of these people. Many of the families have not travelled to other parts of Britain and lack the knowledge and confidence to be able to access a place like Morecambe. The CRP hope they can make such a visit an annual event, not only offering a fun day out but also giving encouragement to participants.

Quotes from some of the participants:

"Today I dug a big hole and it was so fun. It was so big I couldn't even get out of it. I loved the day. If I wasn't here I would have just spent the whole day sleeping because there is nothing to do." - 11-year-old girl

"It has been great to be on the trip with the group. We are so grateful to the organisations and train company who made it possible. It is such a nice gesture from Northern Trains, and we are grateful to the team. We will come again as we now know it is straightforward and easy to get here." - Father of two.

Blade (2022) <https://buff.ly/3HqsNsJ>

Now take the words and write them out in any order to make:

- a piece of prose
- a poem
- a word cloud
- a manifesto

The final piece, depending on what the individuals in the group decide to make, (prose/poem/word cloud/manifesto) can be made up of single words or phrases. They can be single words, or they can be read like a story. Or perhaps the words can be used as a basis of a manifesto and a poem could be included into a manifesto.

## Activity 2 - WELCOME ACTION PLAN

This activity can be used with young people and adults.

**AIM:** To use the selected newspaper stories as a prompt to create an action plan for the community, service and/or organisation that will help to create a welcoming environment for migrants, refugees, and asylum seekers.

### OBJECTIVES

- Read the stories
- Make lists relating to the stories
- Make pledges and create actions to make positive change

### Resources needed

- Newspaper Database
- Pens
- Flipchart or large pieces of paper
- Computers/tablets/laptops

### INSTRUCTIONS

In small groups or in pairs read the following stories

**Story 1** - <https://buff.ly/3Sp5Zje>

**Story 2** - <https://buff.ly/3u2SCMr>

Ask the participants to discuss what they have learned from the story and to think about what they can do to create more positive experiences for people and reduce the number of negative experiences. Ask them to make 2 lists with the following.

- **How can we create more positive stories like in story 1?**
- **How can we combat situations like in story 2?**

Once they have completed the lists, bring all the lists together to create a collaborative blueprint of an action plan and make a pledge to act for change that can then be implemented and built upon by the participants in their community, service, or organisation.



### For Youth Groups

The action plan or pledges could be used as the basis of Young Person's welcoming pack/poster that can be used in youth spaces and then promoted in a social media campaign.

### For Organisations

The action plan or pledges could be included in an organisation's or service's vision statement, internal policy, project planning, strategic goals, or a manifesto, etc.



## People's Voice Media and Community Reporting

People's Voice Media is a civil society organisation established in 1995, that uses storytelling as a tool for social change in the UK and across Europe. They developed a personal oral storytelling methodology called Community Reporting that was launched in 2007 and they began to build the Community Reporter Network.

The Community Reporter Network now spans the UK and Europe. It has 50+ active partner organisations from different sectors in the arenas of policy, research, and services, and has trained over 2,000 Community Reporters. Find out more here - <https://buff.ly/3H2uc8Z>

Community Reporting is a digital storytelling methodology that is used to gather oral stories using mobile phones, tablets or by capturing images and audio. This is carried out by training and supporting people to share their own personal lived experiences and then for them to record someone else's, either a friend or family member. This peer-to-peer approach helps to make them feel more comfortable when sharing their own stories.

The stories are then reviewed by the people and key themes are identified and then the findings from the stories are shared with the wider community with the goal to impact change.

### The stories can be used in a number of ways to:

- raise awareness of an issue
- support people find their voice
- galvanise an issue or cause
- collect research
- evaluate a project, service, activity

A key component of Community Reporting is Responsible Storytelling Practice. This practice helps them to ensure that they take care of and value people and their stories throughout the process. From first learning about interview techniques, recording stories, reviewing stories and then sharing the stories to the wider community. At every point the person is checked to see if they are happy with the process.

This also ensures that there is a degree of consistency within the Community Reporting storytelling practice/method and how it is implemented. Responsible Storytelling Practice asks the Community Reporters to consider the following before conducting any storytelling activities:

- Ethics and values
- Content and topic
- Permissions and consent
- Safe Practice

During the **HOME?** Project People's Voice Media trained volunteers across the North of England to become Community Reporters so that they were equipped with the skills and safe practices to responsibly gather the stories of lived experiences in their respective areas.

Find out more about People's Voice Media, what they are working on and who they are working with here - <https://buff.ly/3UTYNv5>

If you want to get in touch, email [enquiries@peoplesvoicemedia.co.uk](mailto:enquiries@peoplesvoicemedia.co.uk)



## Resources

The animation, the stories, and the newspaper database allows people to explore the issues raised and prompts discussion and action. They can all be found on the website. Check out the **HOME?** project website by clicking [here](http://tinyurl.com/2rx5dvam). <http://tinyurl.com/2rx5dvam>

## Other resources

**Migration Stories Northwest** is a learning resource for schools that explores the connections between historical and contemporary migration. Find out more here - <https://buff.ly/3JY299h>

**City of Sanctuary UK** works with individuals, groups, and organisations in every area and in every sector to encourage inclusivity, solidarity and compassion for people from a forced displacement background. They have a comprehensive set of resources that community groups and organisations can use. Find out more here - <https://buff.ly/3SogcMO>

**IMIX** delivers training and support to organisations across the refugee and migration sector to train, support and build communications capacity. To create better conversations about our society: one which celebrates people who move to the UK and where we can all live well together. Find out more here - <https://buff.ly/3SpkW4Y>

**Migrants Organise** provides a platform for refugees and migrants to organise for power, dignity and justice to enable meaningful inclusion and integration. They combine advice and support for individuals affected by the hostile environment immigration policies with community organising, advocacy, research and campaigning to help dismantle structural racism. <http://tinyurl.com/5n7hnp6j>



Scan this QR Code to find out more about **HOME?**



<https://homeheritageproject.co.uk>