



# My Friend Selma

## Education Pack



**MY FRIEND SELMA: EDUCATION PACK**

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# INTRODUCTION

**Zdravo! Zdravo!**

## ***WELCOME***

Welcome to the *My Friend Selma* Education Pack. The aim of the pack is to provide activities for lessons both before and after the show. Each lesson has been designed with the Curriculum For Excellence in mind and there are activities for many areas of the curriculum.

In the resources section of the pack you will find a shorter version of the narrative of the show, to help with any further work you may wish to do with your class.

## ***WHY WE MADE THE PIECE***

*My Friend Selma* is a performance based on a true story. All of the characters are real people and what happened to them is also true.

*My Friend Selma* came about in part because so many investigations into refugees (understandably) focus on the struggles of those involved and therefore exhibit a tone that can be difficult to bring into the classroom.

Selma was a child refugee who suffered terrible upheaval, uncertainty and tragedy in her young life when her country was destroyed by war. But she also experienced the day-to-day joy of friendship and playfulness, through her experience of being welcomed to Britain.

Inevitably friendship is the best resource in fighting discrimination and so it makes sense that a project about refugees also remembers to celebrate this.

This is pertinent since the issue of refugees coming to Britain for sanctuary is one that is likely to be ongoing. At the time of writing (2014) the civil war in Syria continues to produce thousands of refugees in dire need of asylum. Classrooms are already likely to have children from war-torn places like Afghanistan, Rwanda and Somalia. By encouraging friendship and understanding we can foster the environment of care and support that we would hope would be extended to us were our situations reversed.

## A GUIDE TO CHOOSING ACTIVITIES

### DURATION & FOCUS

Check the suitcases for how long an activity is likely to take. Most have an optional extension activity if you wish to take the investigation further with your class.



The activities in the My Friend Selma pack have been designed with the Curriculum for Excellence Stage 2 P5-7s in mind. Many of them qualify as cross curricula and all encourage Speaking and Listening skills.

### PRE SHOW ACTIVITIES

Look for this symbol for activities that you can do with your class that need no prior knowledge of the show.

# PRE SHOW ACTIVITY

## THE ACTIVITIES

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## PRE SHOW ACTIVITY



## JOURNEY BRAIDS

RESOURCES: coloured wool (5 colours)

1) In small groups discuss any long journeys you've ever been on. Choose a colour of wool for each journey and twist them together.

*e.g. Gerry has been to Disneyworld Paris, The Canary Islands and London, so he selects three different coloured strands of wool.*

2) Tie a knot in the wool for each type of transport you used.

*e.g. Gerry has been on a plane, a bus, a train and a boat so he ties the strands together with 4 knots.*

3) Find a partner from a different group and show each other their braids. Explain to your partner the story of the braid.

Where did you go?

Why did you go?

How did you get there?

What was the worst part of the journey?

What was the best?

## BORDER CONTROL



### ACTIVITY:

Two children take on the role of border guards. All the other children line up. The guards ask where the traveler is going to and decide if they are allowed to cross the border.

Indicate to the guards that they make their decision based upon a criteria hidden from the travelers e.g. only if they are wearing trainers/have blue eyes/ say please.

Turned away travelers must return to the back of the queue and try again.  
Can the students guess what gets them into the country?

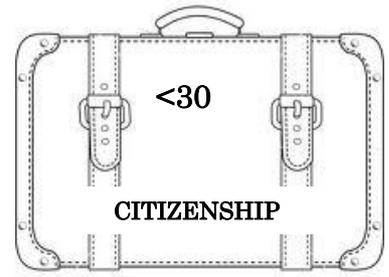
### REFLECTION

- Q) What did it feel like to be turned away?
- Q) Were the guards' reasons good reasons?
- Q) Could you have persuaded the guards to bend the rules?

### EXTENSION ACTIVITY

Can you re-enact what happened at the border control in Slovenia to Selma's family?

## SUITCASES(1)



### ACTIVITY:

Enrole 2 students as ADULT and CHILD.

Whisper to one student that they are an adult about to flee with their family from their war-torn country. Their child does not know the reason for them leaving.

Whisper to the other student that they are an 8 year old child packing a suitcase to move to another country. They don't really know why they are moving, or why they can only take one suitcase.

Encourage the child to carefully mime retrieving an object from its place, folding/wrapping it up etc and placing it in the suitcase. This is done in silence.

The other student stands behind them watching, playing the role of the parent. They can decide if they are father/mother/grandparent etc. The 'adult' voices what is running through their head to the audience.

*e.g. "I don't know how to explain why we are leaving..."*

When the child has finished packing they mime closing the suitcase lid and the adult takes the case and leaves the room. The drama pauses.

### HOTSEATING:

The child-character takes a seat in front of the class. The teacher asks the other students to think of a question they would like to ask the child. The teacher asks the first one to get the ball rolling:

*“Was there something you wanted to take that wouldn’t fit in the case?”*

Reset the scene with other students taking the roles of Child and Adult.

### EXTENSION ACTIVITY:

Q) What might Selma’s family have had in their suitcases? Think about her little sister, her mother and her father and decide for each of them.

Q) What one object do they each regret leaving behind?

## SUITCASES (2)



### ACTIVITY:

We have imagined what it might be like to be a child or an adult having to pack a suitcase to leave (in the activity SUITCASES 1) But what would it be like to be the suitcase?!

Write a poem from the point of view of the suitcase. You might want to include thoughts like:

- a) Remembering the last time you was used (for a holiday.)
- b) Wondering why Selma is packing in a rush.
- c) Trying to figure out where you might be going from the contents.
- d) Are you happy to be going on a journey?

## SOUNDTRACKING



### RESOURCES:

Long sheets of paper.

### ACTIVITY:

Selma's journey from her home in Bosnia all the way to Britain was very eventful, and full of different sounds.

- 1) Ask the students to plot a map of the journey, with all the key places and events on.
- 2) Then ask them to add onto the map any significant sounds, starting with what they think is the first significant sound.

Examples of types of sounds:

Vehicles  
People shouting  
Guns  
The River  
Etc.

3) Finally ask the students as a whole to make the sounds that go with each stage of the journey. Then split them up into little teams and allocate to them one of the sounds.

4) Nominate one student to be Selma and another to be a narrator. Everyone else forms a 'journey corridor.' Selma walks down the corridor as the narrator summarises her journey and the teams make the sounds as she passes.

### REFLECTIONS:

- 1) What was the scariest sound?
- 2) What was the most comforting?
- 3) What was the hardest sound to make?
- 4) When in Selma's story might there be moments of silence?
- 5) How might she feel in these moments?

## 'HOPE IS A THING WITH FEATHERS'



STIMULUS POEM: *'Hope is a Thing With Feathers'* by Emily Dickinson

STIMULUS LINK: <http://www.poetryfoundation.org/features/video/287>

### ACTIVITY:

- a) What words or phrases do we know in foreign languages?
- b) What about the language of people who don't speak? Do we know any sign language?
- c) Watch the video of the poem and in pairs try to answer these questions:
  - What does the word 'hope' mean? What is the opposite of hope?
  - What kind of things might refugees hope for?
  - Birds have feathers to help them fly. Why is hope like a bird?
- d) What is your favourite line of the poem and why? Can you learn the sign language for that line and share it with everyone?
- e) Can you make up sign language for these words:  
Danger/ safe/ journey/ stranger/ friend/home/ refugee/

### EXTENSION ACTIVITY:

In pairs can you write a short poem (4 lines) about one of the words you invented a sign for? One person can read it out loud whilst the other signs it for us.

## WORD TYPES



Read these extracts from the script of My Friend Selma.

### 1) Water splashing in a face.

“They’ve been walking for ages when they get to a river. It’s a really big river and the water is flowing super-fast. They stop for a bit of a rest. This is when Dad says they’re all going to have to swim across the river.

What. Is. He. Thinking?

Selma has only just learnt to swim. That was in a nice, still, shallow lake. Not in a really big, super-fast flowing river. Selma’s sister can’t swim at all and they haven’t brought her armbands. And they don’t have their swimming clothes with them, or any towels.

Dad is clearly joking.

But then he climbs into the river and stands at the edge. With all his clothes on.”

*Draw a line under every NOUN*

### 2) The Cat With No Home

“Selma has a cat. The cat is going to have to stay in Bosnia. It won’t like the long journey, it might not like Slovenia and it is bad at following instructions so it could get them into trouble if they have to hide from soldiers.

Selma wants to leave the cat with Grandma.

The first problem is that Grandma hates cats.

The second problem is that Grandma is already worrying about the war and it isn’t fair to make her have to worry about a cat as well.

So Selma has to take her cat to a field near her house. She carries the cat to the middle of the field. She puts it down and it starts exploring. She pulls it back, strokes it a few times and gives it a kiss. Then she says Goodbye and lets the cat go.”

*Draw a line under every VERB.*

### 3) Springfield House

Selma climbs down the coach steps and looks up at the giant building in front of her. It is dark and big and scary. It is unfriendly. It is the kind of building that will play mean tricks on you. She thinks this is the hospital and is worried about leaving her sister there. But it's worse than that. This is Springfield and it's going to be there new home. They have got to live in this terrifying old building with everybody else on the coach.

*Draw a line under every ADJECTIVE.*

### 4) EXTENSION ACTIVITY

Write a paragraph describing what Selma's first day at school might have been like. Remember that Selma spoke no English at all, but that she also had her new friend Vicky there to help her.

Use lots of interesting nouns, verbs and adjectives!

## A DAY IN THE LIFE: SPRINGFIELD



Lots of different things happen at Springfield every day.

- 1) New refugees arrive on the coach
- 2) Local people bring donations of clothes and furniture
- 3) The press come to interview people for the newspaper
- 4) Families already there go about their day-to-day lives (getting the kids ready for school, making dinner, celebrating birthdays etc.)

### ACTIVITY:

1) Divide the class up into 4 groups and allocate one event to each group. Ask them to draw a spider diagram of all the activities involved in their event.

2) Then ask them to fill in a clock of what they might be doing:

At 8am    At noon    At 4pm    At 6pm    At 9pm    At midnight

3) Ask them to dramatise the moments. Run the groups together. *This is what is happening in Springfield at 8am. Etc.*

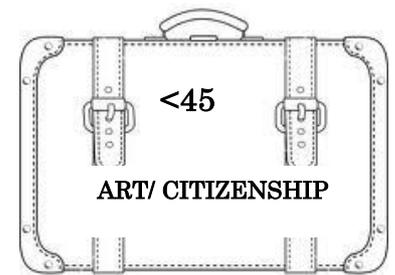
### EXTENSION ACTIVITY:

Nominate 2 students to be Selma and Vicky. Let them integrate themselves into the day. Who do they visit? How do they get involved with what's going on?

## PRE SHOW ACTIVITY

### HUMAN RIGHTS (1)

#### THE CLASSROOM



#### *Student rights*

1. Ask the students to make a list of all the rights they have when it comes to school: e.g. the right to a break-time, the right to a comfortable chair, the right to ask for help if they need it etc.

A list of rights is called a CHARTER.

2. Ask the students to use the Internet to find out examples of historic charters such as the MAGNA CARTA.

3.

Design a classroom charter. This can be done in the style of the Magna Carta, on aged paper or parchment, written in 'Olde English' style. The Magna Carta was signed by many of England's most important knights, so make sure your charters are signed as well.

#### *Rights and Responsibilities.*

4. If everyone has rights then that means we have responsibilities to respect those rights. This sometimes means *doing something*.

e.g. You have the RIGHT to work without being disturbed

So, I have the RESPONSIBILITY not to disturb you.

Look at your classroom charter which lists your RIGHTS. What are the corresponding RESPONSIBILITIES?

## PRE SHOW ACTIVITY

### HUMAN RIGHTS (2) THE WORLD



RESOURCES: *UN Human Rights list (back of the pack.)*

1. Explain to the class that they have rights which are protected by a special charter called THE UNITED NATIONS CONVENTION OF HUMAN RIGHTS FOR THE CHILD. This makes sure every single child in the world is treated equally. With those rights come responsibilities.

#### ACTIVITY:

1. Split the class into small groups. Each group is given two potential rights for the UN Charter. They must form a persuasive argument for why they believe they should be included in the Charter for Human Rights and then convince the class as a whole.

#### TIPS:

- Encourage them to structure their arguments using the tool “*If ....then...*”
- Get them to consider what a person’s life might be like if this right wasn’t respected. How might it make a person feel? How might it make them behave? How is this right connected to happiness?

2. After the debate share with them the UN Charter in full and see if there are parallels between it and the Classroom Charter they agreed upon earlier.

## STRANGERS ON A COACH



### RESOURCES:

*Strangers on a Coach Identity Cards*

### ACTIVITY:

Arrange classroom chairs like the inside of a coach e.g. in paired seats, of two rows. Place an extra seat for the driver. Ask the rest of the class to form a circle around the coach so they can observe. It's best for them to stand, because they may want to move when the action shifts to a different part of the coach.

Hand out the 6 (or however many you wish to use) IDENTITY CARDS to 6 students and ask them to familiarise themselves with the information of who they are.

Enrole one student as the driver.

1. Ask the DRIVER to enter first. Get them to open the coach, check the seats are empty, start up the engine etc.

Then ask the PASSENGERS to come in one at a time and take a seat. Get them to think about where this person might choose to sit, how they are feeling at this time, do they have a bag etc?

When they are all seated the driver announces they are leaving.

The passengers then strike up conversations with whoever is sat next to them. The rest of the class can listen in.

## CONVENTIONS

- Even though the refugees will have spoken Bosnian, we will all speak English. But if you are a child make sure you use a child's vocabulary.
- Stay in character.
- Improvise (may things up)
- Listen to what the other person is saying and respond.
- Sometimes silence is ok
- Enjoy yourself!

2. Reset the coach, adding enough chairs for the whole class. Reallocate the cards to 6 new students, have a new driver and cast one student as SELMA (age 8).

This time the passengers take seats and leave an empty seat next to them. The rest of the class come onto the coach and sit down. They improvise conversations and identities for the journey.

SELMA decides she wants to investigate the coach. She can move up and down the coach talking to anyone, asking questions. She is curious to know where they are going so she asks people. Do they know? What do they know?

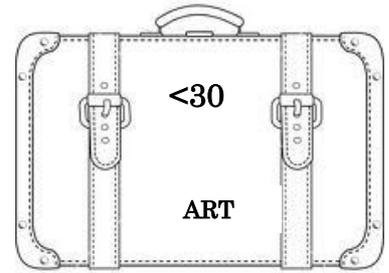
Go on as long as you like, indicating a stop time by getting the driver to announce their pulling into a service station etc.

## REFLECTION:

After the drama ends ask the students to consider these questions:

- 1) Did the person they were talking to make them feel more or less anxious?
- 2) How do you think you might feel after having been on the coach for 2 days straight?
- 3) How do you think your character felt when they finally arrived safely at Springfield, in Britain?
- 4) What was the hardest part about playing your character?

## WELCOME TO SPRINGFIELD! (1)



Springfield was a large Victorian building in Leeds that used to be a school. Vicky's dad persuaded the council to let them use it as a new home for the refugees fleeing from the war in Bosnia. Before the refugees arrived volunteers (and Vicky's family) had to transform the school into a place that could be lived in for families. This meant:

- Tidying up
- Repairing anything that was broken (like holes in the floor)
- Reconnecting water and electricity
- Converting classrooms into bedrooms
- Painting every room
- Laying carpet in every room.
- Getting lots of furniture like beds and sofas
- Getting pots and pans, plates, cutlery etc
- Getting clothes and toiletries etc.

### ACTIVITY:

Design a persuasive flyer in order to attract volunteers to come and help. You can focus on people with DIY skills, or attracting donations etc.

Remember you'll need

- A catchy slogan and eye-catching picture
- A bit of text explaining about The Springfield project.
- Info about where to go/ bring donations.
- A contact number (Steve Beesley 01532 581067- Vicky's dad.)

## WELCOME TO SPRINGFIELD! (2)



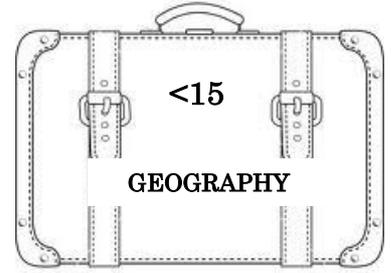
Design an 'after' layout (floorplan) of Springfield School now that it has been reorganized to hold lots of refugee families.

Here are some key features to help you:

- Springfield was a massive detached building and had three floors.
- There was a central staircase in the middle of the building.
- Vicky's dad's office (he was in charge) was on the ground floor.
- Refugee families were given two rooms: a family room and a bedroom.
- There was a large donations room.
- The school hall was used to store large donated items such as mattresses.
- There was a games room.
- Remember to include bathrooms.
- What other rooms do you want to include?

# PRE SHOW ACTIVITY

## BOSNIA AND BRITAIN



Can you find Bosnia on the map? Its full name is Bosnia and Herzegovina.

	<u>BOSNIA</u>	<u>BRITAIN</u>	<u>ANSWERS</u>
POPULATION	4 million	How many times larger is the British population of 64 million?	
SIZE	51,000 square km	Roughly how many Bosnias could you fit into Britain's 244,00 square km?	
BORDERS	Borders with 3 countries	What countries are North, South, East and West of Britain?	
LANGUAGES	Bosnian, Serbian and Croatian.	What languages are spoken in Britain?	
MOUNTAIN	Maglic Mountain is 2386m high	What is the name of Britain's highest mountain (1344m) and how many metres smaller than Maglic is it?	
POLITICS	President Nebojsa Radmanovic	What is the name of Britain's Prime Minister?	

## MYTHS AND LEGENDS



The *My Friend Selma* exhibition included two legends, one from Bosnia and one from Britain, *Queen Katarina* and *Robin Hood*.

RESOURCES: *Myths and Legends resource sheet and summaries (at back of pack.)*

### ACTIVITY:

Compare and contrast the legends of Queen Katarina and Robin Hood, using the resource sheet and the story summaries.

Using the third column on the resource sheet, can you create a specifically Scottish legend along the same central theme (redistribution of wealth)?

*Prose focus:* write your story for a P3/4 audience.

*Graphic Novel focus:* Tell either one of the original legends or your new legend over the course of 6 graphic novel panels.

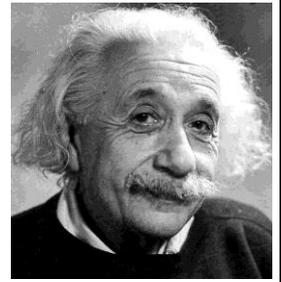
### Tips:

- Use as few words as possible.
- Include speech bubbles of characters speaking.
- Decide what information goes in each panel before you start drawing.

**Alek Wek** - a supermodel, she fled Sudan with her family (Africa.)

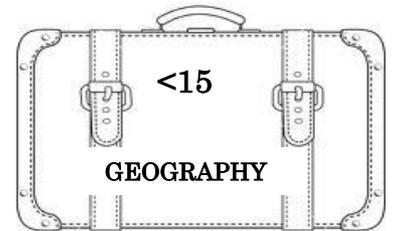


**Albert Einstein** - the world's most famous scientist was a Jewish refugee from Germany (Europe.)



**WE ARE FAMOUS AND WE, OR OUR FAMILIES, WERE REFUGEES!**

USING AN ATLAS, FIND OUR ORIGINAL COUNTRY. USING THE SCALE AND EITHER A RULER OR A PIECE OF STRING ESTIMATE HOW FAR OUR JOURNEY TO BRITAIN WAS.



## PRE SHOW ACTIVITY

**Jackie Chan** - A martial arts actor who fled to the United States from Hong Kong (Asia.)



**Ed Miliband** - a famous British politician. Son of a refugee from Belgium (Europe.)



**Michael Marks** - one of the founders the shop Marks and Spencer. He was a refugee from Russia (Europe)

QuickTime™ and a decompressor are needed to see this picture.

## 10 THINGS IN A REFUGEE'S SUITCASE



This activity uses Ian McMillan's poem '10 Things in a Wizard's Pocket' as a stimulus for creative writing.

10 THINGS IN A WIZARD'S POCKET	TYPE OF THING	YOUR IDEA
-----------------------------------	---------------	-----------

A dark night.	<i>A time and place</i>	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/>
Some words that nobody could ever spell.	<i>A word or phrase that isn't English</i>	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/>
A glass of water full to the top	<i>Something delicate you have to be careful with</i>	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/>
A large elephant.	<i>Something large and funny</i>	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/>
A vest made from spider's webs.	<i>A piece of clothing</i>	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/>
A handkerchief the size of a car park.	<i>An amazing piece of material</i>	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/>
A bill from the wand shop.	<i>A receipt from a shop</i>	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/>
A bucket full of stars and planets, to mix with the dark night.	<i>Something inspiring</i>	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/>
A bag of magic mints you can suck for ever.	<i>Something to make friends with</i>	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/>
A snoring rabbit.	<i>Something peaceful</i>	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/>

## PRE SHOW ACTIVITY

### I'M AN ARTIST NOW



#### RESOURCES:

*Artists' works (links at the back of the pack.)*

#### ACTIVITY

1. Ask the class to look at these works of art created by famous refugees.

Q) Which one is your favourite and why?

Q) What is the medium?

Q) What emotions do you think are connected to the art?

Q) How might the artist's personal history have helped them make this piece of art?

2. Using one of the pieces as inspiration, ask the class to think about their own homes and then create their own piece of work.

# PRE SHOW ACTIVITY

## REFUGEES IN 2014

The Crisis in Syria



ACTIVITIES:

- 1) Show the class this picture.



Say what you can about the objects in it.

- The shoes are outside because...
- The mattresses and pillows are outside because...
- The wooden pallets are there because...
- The large metal cylinder to the left is probably there to...
- The collection of wood is probably for...
- The people are in a tent because...
- The tent is there because...

When students have made their best guesses, go through the following description. Were students mainly right? Note any surprises.

*The people are refugees who have fled the fighting in Syria and gone to the Kurdish region of northern Iraq. They are not actually in a camp. That is overcrowded. They have a tent on the edge of the main Domiz refugee camp around 60km from the Iraq-Syria border. This summer there were tens of thousands of people there, with new arrivals estimated at 3,000 a week. The mattresses and pillows are outside because their sleeping space is also their living space. On the left of the tent are a latrine (the usual term for a communal toilet in a camp) and a water container. The wood could be firewood. The box on the right used to contain sunflower oil. It probably holds some of the family's possessions.*

What questions would students like to ask the children they can see in the picture?

- 1) **Ask the class to find Syria on a map.** Explain that there has been a war in Syria since 2012. There are around 5 MILLION refugees.
- 2) **How can raise money for the refugees in Syria?** Brainstorm ideas.

(Courtesy of the RED CROSS Syrian Crisis Website.

<http://www.redcross.org.uk/What-we-do/Teaching-resources/Quick-activities/Refugee-choices> )

# RESOURCES

## *MY FRIEND SELMA: A SUMMARY*

It is the 1990s. Selma lives in a place called Bosnia, in Eastern Europe. Bosnia is part of a larger country called Yugoslavia and when she is 8 years old the country is torn apart by war. It is very violent, thousands of people are killed and nobody is safe. One day when Selma's family are in hospital with her sick sister they are warned that soldiers are coming to kill them, so the family leave their home and try to escape the country. They pack in a rush and Selma has to leave almost everything she owns behind. Including her best friend Eska.

Eventually Selma ends up traveling all the way to Britain, but first her family travel to the country next to Bosnia (called Serbia.) They have to walk through a forest and swim through rivers and all the time they are very afraid. But when they get to Serbia it is not safe for them so they decide to escape to another country called Slovenia. There are soldiers with guns at the borders who let some people in and turn others away. It is all very confusing and frightening.

When they reach Slovenia it still isn't safe for them, so they all get on a coach and the coach drives for days and days all the way to Britain. That's nearly 2000 miles away. The coach has been organized by a British man called Steve Beesley, who was worried about what was happening in Bosnia and wanted to help. When Selma arrives she can't speak English, she doesn't know anybody and she is worried about all the people back home who are still in danger.

Selma and her family go and live with lots of other refugees in an old school called Springfield, which has been converted into special rooms especially for refugees. They are given things like clothes and toothbrushes and food by the local British people.

Selma and her family live in that house for nearly two years whilst the war in Bosnia goes on. Lot's of people weren't lucky enough to escape, including Selma's best friend who was killed, even though she was just a child.

Imagine being an 8 year old child who has had to leave everything behind because your country was at war with itself?

Imagine traveling to another country with almost nothing.

Imagine not speaking the language and not understanding what was going on.

You'd need someone to help you. That's when Selma met Vicky. Vicky's dad was the man on the coach.

Vicky was the one who told us the story. It is a story about war and refugees but it also a story about what it means to be someone's friend, through good times and bad.

**RESOURCE CARDS (1) - STRANGERS ON A COACH**

**AGE:** 6

**OCCUPATION:** None

**FAMILY SITUATION:** Mum and older brother are on the coach  
But dad isn't.

**HOW I FEEL ABOUT GOING TO BRITAIN:** Mum said it's a holiday.

**A SECRET ABOUT ME:** I only packed toys and am worried I am going to get in trouble.

**AGE:** 35

**OCCUPATION:** Nurse

**FAMILY SITUATION:** All my family are on the coach.

**HOW I FEEL ABOUT GOING TO BRITAIN:** Guilty that I should have stayed behind to help the injured.

**A SECRET ABOUT ME:** I am worried I won't get a job in Britain and my family will starve.

**AGE:** 45

**OCCUPATION:** Priest

**FAMILY SITUATION:** My congregation were my family.

**HOW I FEEL ABOUT GOING TO BRITAIN:** It must be part of God's plan.

**A SECRET ABOUT ME:** I cannot sleep.

## RESOURCE CARDS- STRANGERS ON A COACH (2)

AGE: 15

OCCUPATION: High school student

FAMILY SITUATION: I don't know where my family is.

HOW I FEEL ABOUT GOING TO BRITAIN: Excited.

A SECRET ABOUT ME: Behind my smiles I am lonely.

AGE: 30

OCCUPATION: Ex-soldier

FAMILY SITUATION: My elderly mum is on the coach.

HOW I FEEL ABOUT GOING TO BRITAIN: I hate the war and everyone involved.

A SECRET ABOUT ME: Nobody knows I am a soldier. They will hate me if they find out.

AGE: 80

OCCUPATION: Retired

FAMILY SITUATION: I don't know where my family is.

HOW I FEEL ABOUT GOING TO BRITAIN: I feel guilty that I took up a seat in the coach that could've been for someone else.

A SECRET ABOUT ME: I feel ill but daren't tell anyone.

## MYTHS AND LEGENDS RESOURCE SHEET

WRITE SOME SIMILARITIES BETWEEN THE BRITISH AND BOSNIAN STORIES IN THIS BOX.

WRITE DOWN SOME OF THE DIFFERENCES BETWEEN THE BRITISH AND BOSNIAN STORIES IN THIS BOX.

USE THIS BOX TO HELP YOU WITH IDEAS FOR YOUR OWN LEGEND.

	QUEEN KATARINA	ROBIN HOOD	MY IDEA
PLACE			
HERO'S NAME			
HERO DESCRIPTION			
PROBLEM			
OTHER CHARACTERS			
WHAT HAPPENS?			

# The UN Convention on the Rights of the Child

From A fight to belong (Save the Children, 1999)

**THE RIGHT TO BE TREATED EQUALLY- WHATEVER YOUR RACE, COLOUR OR COUNTRY**

**THE RIGHT TO GROW UP IN GOOD HEALTH**

**THE RIGHT TO HAVE A NAME AND A COUNTRY**

**THE RIGHT TO HAVE ENOUGH FOOD, A HOUSE AND CARE IF YOU ARE ILL.**

**THE RIGHT TO SPECIAL CARE IF YOU HAVE SPECIAL NEEDS.**

**THE RIGHT TO LOVE, UNDERSTANDING AND CARE.**

**THE RIGHT TO GO TO SCHOOL AND HAVE A CHANCE TO PLAY**

**THE RIGHT TO HELP STRAIGHT AWAY IF THERE ARE DISASTERS.**

**THE RIGHT TO BE PROTECTED FROM CRUELTY**

**THE RIGHT TO GROW UP IN A PEACEFUL AND LOVING WORLD.**

I AM NOW AN ARTIST- RESOURCE PICTURE LINKS

ANISH KAPOOR fled from Iraq to Britain.

<http://c4gallery.com/artist/database/anish-kapoor/anish-kapoor.html>

MONA HATOUM fled from Lebanon to Britain.

[http://whitecube.com/artists/mona\\_hatoum/](http://whitecube.com/artists/mona_hatoum/)

MARC CHAGALL, fled from Russia to France.

<http://www.tate.org.uk/art/artists/marc-chagall-881>

## MYTHS AND LEGENDS: BOSNIA AND BRITAIN

### The Legend of Queen Katarina

Hundreds of years ago the people of Bosnia were suffering. They were poor, they were hungry and many were dying.

As the situation got more and more desperate, rumours of a good fairy spread throughout the country.

Workers at a water mill in the village of Očevje, were so poor they could not afford to send their children to school. Instead, their children worked with them at the mill earning extra money for the families. One day the good fairy appeared at the mill, riding on a horse and dressed in big white cloak. She spoke with the families and was saddened to see such poverty. Before leaving, she took out a cloth bag from under her cloak and handed one gold coin to all of the children. Then she vanished.

An old woman was collecting wood for the fire in a nearby forest. As she was returning home the good fairy burst from the ground in front of her. The fairy began asking the woman questions and discovered she was living alone – her husband had died, and her son moved away to try and get a job. She was sad and lonely and had barely enough money to eat. On hearing this, the good fairy reached underneath her coat and handed the woman a cloth bag of gold coins before disappearing just as quickly as she had appeared.

The good fairy then appeared in front of a group of shepherds tending their sheep in a nearby field. She sat around a fire with these men, handing out delicious sweets that were so special not even the king had tasted them. She discovered how hard the shepherds worked and how little money they were paid. She praised the men and gave them all a gold coin before leaving. The shepherds were delighted to have been visited by the good fairy, but one shepherd was sure he had seen this fairy before. He wracked his brains trying to work out why he recognised her face. And then it clicked. She wasn't a fairy at all, she was the Queen of Bosnia!

For years Queen Katarina visited the poor people of Bosnia, giving them money and food. To most people she was simply the good fairy, but a small group of people knew they had been helped by the good Queen Katarina

## Robin Hood

A thousand years ago in place called Nottingham there lived a man called Robin Hood. Robin was a brave man who was sick and tired of rich people having everything whilst poor people had nothing. Robin gathered together a band of merry men and together they began stealing from the rich and giving to the poor. They would wait in Sherwood Forest, hiding in the trees, and whenever a rich duke or duchess would pass by, Robin and his men would pounce, taking all the riches they could from these people. They would then secretly enter the town, handing out the stolen jewels and money to the poorest people – to the hungry, the sick and the homeless.

The Sheriff of Nottingham did not like what Robin and his Merry Men were up to so he hatched a plan.

He decided to hold an archery competition. Robin Hood was better with a bow and arrow than anyone else in Nottingham. The Sheriff knew that Robin would not be able to resist showing off his shooting skills to an audience. When Robin appeared at the archery competition, the sheriff's guards would capture him.

But on the day of the archery competition, Robin Hood was nowhere to be seen. As the guards waited for a sighting of Robin the competition played out. Two men made it to the final– the Sheriff's best guard, and a mysterious other man. The Sheriff's guard took his shot, planting his arrow in the middle of the target's bullseye. The mysterious man then took his shot, splitting the guard's arrow in two and winning the competition. No sooner had he been announced as the winner, he reached up to his head, pulled off the wig he was wearing and revealed that he was none other than Robin Hood.

Before the guards could get anywhere near him, Robin had fled the grounds and was disappearing into Sherwood Forest. They never did catch him.

## WHERE NEXT?

<http://www.simpleacts.org.uk/>

Get involved in the Simple Acts Project- an excellent way for young people to engage with refugee issues. Lots of ideas and resources to inspire!

<http://www.scottishrefugeecouncil.org.uk/>

Check out the Scottish Refugee Council website for more ideas, as well as information about Refugee Week.

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