

## **Report on Refugee Week 2009 by Catherine Cranmer (EIAT, EMAT) re EIAT 'Journey to Safety' game and Red Cross 'Positive Images' workshop collaboration.**

### **Introduction**

For the last few years, the EMAT Induction and Assessment Team (EIAT) has run the 'Journey to Safety' game, a giant, interactive 'board game' for primary-aged pupils adapted from the Refugee Council book, 'Refugees: A Resource Book for Primary Schools', edited by Jill Rutter (See Appendix A for game description.)

This year, 2009, it was decided to work collaboratively with the Red Cross to deliver the EIAT 'Journey to Safety' game (J2S) and the Red Cross 'Positive Images' workshops (PI) (for secondary-aged pupils but adaptable for Year 5 & 6). (See Appendix B.)

### **Staffing**

During Refugee Week, the EIAT 'Journey to Safety' game was lead by Catherine Cranmer, Specialist Teacher. EIAT staff – Rezina Rahman, Sarah Dewey and Yasmin Malik – joined her to work as a team to deliver the game and additional activities on Mon 15<sup>th</sup> – Thurs 18<sup>th</sup> June. At various times, they were joined by other EIAT colleagues, Khadar Said and Nuzhat Malik.

PGCE student Dayna worked with the team on Monday and Tuesday (on a community placement), contributing valuable poetry writing expertise.

Others involved included Georgia Barker, who coordinates support for new arrivals in South Bristol, and Beckie Robinson from CAMHS, who works regularly with EIAT on Tuesday mornings.

The Red Cross team was led by Anna Kavar; a team of trained volunteers worked with her on the 'Positive Images' workshops as well as being actively involved in running the EIAT game. EIAT staff in turn were actively involved in running the Red Cross' secondary version of the 'Journey to Safety' game with Year 8 classes on Wed 17<sup>th</sup> June.

### **Rationale**

Refugee Week is a UK wide programme of events which celebrate the contribution of refugees to the UK. In recognition of this, EIAT and the Red Cross planned activities aimed at raising awareness about refugees and asylum seekers, including their achievements. This also fits in with PSHE/Citizenship aims and links in with Community Cohesion objectives.

### **Pupils and Schools worked with**

The target audience for these activities was pupils and schools with few asylum seeking and refugee (ASR) pupils, and particularly those schools with changing populations, i.e. with new ethnic minority groups moving into the area. J2S and PI were advertised jointly in the Bristol Refugee Week programme (see Appendix B) and particular schools who fit the criteria were contacted individually. A range of school and pupil groups (e.g. home educated pupils) responded, and most were primary. Those who participated on Monday and Tuesday at the Woodward Centre were Chester Park Juniors, Glenfrome Primary, St Matthias and Dr Bell's Primary, Millpond Primary, Whitehall Primary and a mixed age group of home-educated pupils. PI is aimed at secondary schools, and can be successfully adapted and delivered to Years 5 & 6. Anna negotiated an arrangement with Monks Park Secondary School for Wednesday to work with their Year 8 pupils, and use of the facilities for primary pupils on Thursday. Catherine contacted the 4 main

feeder primaries for Monks Park – Filton Avenue Juniors, Fonthill Primary, Upper Horfield Primary and Lockleaze Primary – and arranged workshops for their Y5/6 pupils on Thursday. (See Appendix C.)

A large number of pupils, 361 in total (considerably more than in previous years), were reached through these activities - approximately 241 primary and 120 secondary pupils.

### **Delivery – Workshops and Locations**

Activities were based at the Woodward Centre, Fishponds (EIAT's base) on the Monday and Tuesday, and at Monk's Park Secondary School on the Wednesday and Thursday. See Appendix C for details. In addition to the 2 main events, EIAT's 'Journey to Safety' game and the Red Cross' 'Positive Images' workshop, there were supplementary EIAT activities which various groups of pupils took part in, including:

- Poetry writing workshops in collaborative groups (about a safe place).
- World Map activity – marking where you or your family are from.
- Reflection on the game – post-it notes to record and discuss what were the scariest/saddest/happiest moments.
- Writing a Red Cross letter to a missing relative.
- Quiz about famous, successful refugees.
- Quiz – 'What do you know about refugees?'
- Living in a refugee camp – prioritising needs.
- 'Who's Who' definitions activity, e.g. asylum seeker or refugee
- Welcoming new arrivals in our school:
  - Writing friendly/unfriendly speech bubbles
  - What can I do/say to a new pupil in my class?

### **Evaluations & Outcomes.**

See Appendices D and E for pupil and staff evaluations from the EIAT 'Journey to Safety' game. Almost all the pupils, 82%, agreed that the activities had raised their awareness about the difficulties faced by refugees and made them more real to them. This translated into 95% believing they would be more welcoming to new children in their school, an extremely heartening outcome. The pupils had many positive ideas about what they could actually do and say to make this happen.

100% of staff and parents attending the activities believed the pupils were now better able to empathise with refugees, and staff shared a variety of ways in which they planned to extend this work back in their schools.

The poetry workshops were particularly effective, with the pupils producing some fantastic poems (see Appendix F), which are being published in a booklet, as well as being uploaded onto the EMAS website.

Schools unable to attend the workshops have borrowed the game in Term 6 and there are further bookings for Term 1 2009 and beyond.

**Thank you** to everyone involved in this project and the writing of this report.  
Catherine Cranmer – July 2009.

### **Appendices**

A Flyer for EIAT's J2S game.

B Flyer for J2S/PI from Refugee Week programme.

C Schools' attendance at J2S/PI.

D Pupil Evaluations.

E Staff Evaluations.



## F Pupils' poetry. 'Journey to Safety' Giant Board

What is it?

A *free* interactive and thought-provoking experience for Key Stage 2&3 pupils to highlight the difficulties faced by refugees during their journey to safety. Run by the EMAT Induction & Assessment Team (EIAT), Woodward Centre, Alexandra Park, Fishponds.



*You have to leave home in a hurry. What 10 items will you pack?*



*The lorry breaks down. Miss three goes.*

When is it?

In recognition of Refugee Week 2009, pupils are invited to play this giant board game during the week beginning Mon 15<sup>th</sup> June 2009. Sessions are 9.30-12 or 12.30-3 and will include the giant board game, additional linked activities and refreshments.

Who is it for? **Groups or classes of about 20-25 Year 5/6 pupils are welcome.**

**Why not send a mixed age group of pupils, new arrivals and their buddies or members of the School Council to be Refugee Week 'experts'? They could share what they have learned in a special assembly at a later date.**

What will it achieve? **Pupils will have a better understanding of how it feels to be a refugee journeying to safety. They will also be in a better position to consider how to welcome new pupils in their class and school.**



*You receive a Red Cross message from your parents. They are alive and well. Go forward three spaces.*

Book your free place NOW to experience the 'Journey to Safety' Giant Board Game! Please telephone EIAT on 0117 353 3296 or email [catherine.cranmer@bristol.gov.uk](mailto:catherine.cranmer@bristol.gov.uk)

## Appendix B

**Monday 15<sup>th</sup> - Friday 19<sup>th</sup> June**  
**'Journey to Safety' and 'Positive Images'. FREE**

**The British Red Cross and EMAT Induction and Assessment Team (EIAT) are working together to deliver a combined education programme for Key Stages 2 & 3: Journey to Safety is an interactive role-play activity designed to enable young people to gain an understanding of what it might be like to flee your home, search for safety and apply for asylum; Positive Images explores the myths surrounding asylum seekers and refugees, definitions and international law. Young people consider the issues that asylum seekers face in the UK and discuss stereotyping and discrimination.**

**Hosted by local secondary schools (TBC) this programme will be open to both primary and secondary schools that are interested. The Red Cross and EIAT will also deliver workshops with volunteer peer educators from the host schools and Bristol's refugee community.**

**For more information contact:**

**Anna Kwar on 0117 3012603, [akawar@redcross.org.uk](mailto:akawar@redcross.org.uk) or Catherine Cranmer on 0117 3533297, [Catherine.crammer@bristol.gov.uk](mailto:Catherine.crammer@bristol.gov.uk)**

Refugee Week Mon 15<sup>th</sup> – Fri 19<sup>th</sup> June 2009 - EIAT 'Journey to Safety' Attendance by Schools

Time	Monday		Tuesday		Wednesday		Thursday		Friday
Venue	<i>Woodward Centre</i>				<i>Monks Park Secondary School</i>				
9.30am - 12.00pm  <b>Session 1: 9.30-10.45</b>  <b>Session 2: 10.45-12.00</b>	Primary <b>Chester Park Juns (Y5) All morning.</b>  <i>EIAT J2S/ Activities</i>	<b>CC RR MJ SD YM</b>  + Dayna (PGCE student)	Primary <b>Millpond Prim + St Matt &amp; Dr Bell's Prim</b>  <i>EIAT J2S /Activitie s &amp; Red Cross PI</i>	<b>CC RR MJ NM SD YM</b>  +Becki (CAMHS) +Georgia Barker (SBristol New arrivals) + Dayna (PGCE student)	Secondary 8.45 start  <b>Monks Park Pupils Year 8</b>  <i>Red Cross J2S &amp; PI</i>	<b>CC RR KS SD YM</b>	Primary <b>Upper Horfield Prim + Filton Ave Jun</b>  <i>EIAT J2S /Activities &amp; Red Cross PI</i>	<b>CC RR KS SD YM</b>	<b>Pack away game. Sort, tidy and label resources ready for next use. Summarise evaluations. Identify quotes for promotion next year. Write up report of week. Staff: All available (NB Game will be collected on Mon 22<sup>nd</sup> by Kerry to use at Broadlands Sec School.)</b>
12-12.30pm	<b>Lunchtime</b>								
12.30pm – 3.00pm  <b>Session 1: 12.30-1.45</b>  <b>Session 2: 1.45-3.00</b>	Primary <b>Glenfrome Prim (Y5)</b>  <i>EIAT J2S/ Activities</i>	<b>CC RR MJ SD YM</b>  + Dayna (PGCE student)	Prim/Sec <b>Whitehal I Prim (Y6) + Home Ed Grp (mixed x 10)</b>  <i>EIATJ2S /Activitie s &amp; Red Cross PI</i>	<b>CC RR MJ SD YM</b>  + Dayna (PGCE student) +Becki (CAMHS)	(NB All morning: 4 x 1hour sessions for 4 x Year 8 classes)	<b>CC RR KS SD YM</b>	Primary <b>Lockleaze Primary &amp; Fonthill Primary</b>  <i>EIAT J2S /Activities &amp; Red Cross PI</i>	<b>CC RR KS SD YM</b>	

CC/WCRC0809/RW/J2S

J2S = Journey to Safety (EIAT version for primary pupils, Red Cross version for secondary pupils)

PI = Positive Images (Red Cross activities, designed for secondary but can be adapted for Y5/6 pupils)

Refugee Week 2009  
EIAT 'Journey to Safety' Giant Board Game

Pupil Evaluations

In their groups following the game, pupils were asked to answer each of the questions below on a scale from 1 (Yes, very much) to 6 (No, not at all). The percentage who answered 1 or 2 to each question is given below, together with comments from the pupils.

1. Did playing the game help you to understand how it feels to be a refugee? **84%**

**"It helped us to learn how scary it was."**

**"I would hate to be in their shoes."**

**"It was realistic."**

**"We feel sorry for them."**

**"We would not like to do it in real life."**

**"Real life is a lot harder than the game."**

**"It was a very difficult journey."**

2. Did the game help you understand the difficulties faced by refugees on their journey to safety? **82%**

**"Very much."**

**"It helped me to understand. It felt upsetting emotionally."**

**"We thought it was frightening at the border."**

**"It was devastating!"**

**"We didn't like the border guards, with guns, asking for passports."**

**"Yes. It must be very hard for refugees."**

**"It felt like it was a real refugee."**

**"It helped me to understand the conditions they had to cope with."**

3. Are you surprised by what you have learnt about refugees? **82%**

**“It is a sad, long, long journey.”**

**“We were surprised by how much they had to travel.”**

**“Not very. We are from Somaliland.”**

**“We knew some of this, but learnt lots.”**

**“I was surprised that we all had to stay together and make sure that we didn’t leave anyone behind.”**

**“I did not know that they would take our money at the border.”**

**“It’s shocking. Here you don’t get pulled off the street and have to show your ID.”**

**“Someone in our group has read a book about this.”**

4. After playing the game, do you think you will feel differently about newly arrived pupils in your school? **95%**

**“We will respect them because they have had a hard time on their journey.”**

**“Now we know what they’ve been through we will share things with them.”**

**“We understand that they will feel shy and nervous.”**

**“We will comfort them.”**

5. What three things can you do to help newly arrived pupils to feel welcome in your school?

**“Don’t be horrible.”      “Respect them for their different backgrounds.”**

**“Be kind and gentle.”      “Be their friend and play with them.”**

**“Don’t speak about their parents because it might upset them.”**

**“Say hello.”      “Show them around and make them feel safe.”**

**“Let them join in games.”      “Teach them English.”**

**“Support them.”      “Give them love, care and friendship.”**

**“Help them find things in the classroom and understand the rules.”**

**“Don’t be racist or ask too much about what they have been through.”**

**“Make sure they are happy.”      “Don’t rush them.”**

**“Respect them and treat them like you treat other people.”**

**“Share your food and things with them.”   “Introduce them to pupils.”**

**“Help them to understand lessons.”      “Introduce yourself.”**

**“Give them the things they need.”      “Put yourself in their shoes.”**

**“Take them to dinner.”      “Answer their questions.”**

**“Talk to them about their feelings”      “Reassure and comfort them.”**

**“Encourage them.”      “Take them on a tour of the school.”**

**“Stick up for them.”      “Invite them to your house.”**

**“Show them around the local area.”**

6. Any other comments?

**“It was fun but it was hard.”**

**“The scariest bit was when the soldiers took our money.”**

**“We learnt a lot.”      “The soldiers made it terrifying!”**

**“We were worried about what was going to happen to us next.”**

**“We learnt that we shouldn’t take things for granted.”**

**“We were forced to write in the soldiers’ language.”**

**“We enjoyed it and would love to come back.”**

**“The game really made us really think about what it would be like if we were refugees.”**

**“It was fun and scary. We’ve experienced what they go through and should be grateful with what we’ve got.”**

July 2009

Refugee Week 2009  
EIAT 'Journey to Safety' Giant Board Game

Staff Evaluations

Following the game, school staff/parents were asked to answer each of the questions below on a scale from 1 (Yes, very much) to 6 (No, not at all). The percentage who answered 1 or 2 to each question is given below, together with comments from the staff/parents.

1. Did playing the game help your pupils to empathise (generally) with asylum seekers and refugees? **100%**

**“Groups empathised to different degrees. Some may have enjoyed the game too much to empathise fully. Maybe it needs to be more severe. It was very age-appropriate.”**

**“All children expressed feelings or imagined feelings of fear, insecurity, discomfort etc during the game.”**

**“Very likely. I saw the frustration on their faces!”**

**“Yes. It is good to do and not just talk about the issues surrounding refugees.”**

**“Very likely. We liked the fact that it was physical and active.”**

**“Yes. There was good ‘talk’ between children and the groups.”**

2. Did the game increase your pupils’ understanding of the difficulties faced by refugees on their journey to safety? **88%**

**“Very much.”**

**“Very much. I think it made them open their eyes to a lot of issues relating to entry into the U.K.”**

**“Very much. Using bags, having to choose items and objects really increased the understanding about people having to flee their country.”**

3. Do you think your pupils were surprised by what they learned? **63%**

**“To a degree. A lot of children in our class come from refugee families.”**

**“Some children expressed surprise at how frightening it would be.”**

**“Yes, it made them think differently.”**

**“They weren’t sure what to expect. As the morning progressed the children learnt lots.”**

**“To a degree. Possibly some already had some idea.”**

4. Did the session make your pupils think more about how newly arrived pupils might feel in your school? **75%**

**“Very much so. Very emotive! “**

**“They still think it happens to “someone else.”**

**“This, linked with the Red Cross workshop, meant all children had the opportunity to say how they would welcome a newcomer.”**

**“Very much. They are familiar with New Arrivals and are generally quite supportive to them.”**

**“I hope so. Now they will have an understanding about what some of their friends have experienced.”**

5. How likely is it that your pupils will change their behaviour to make new pupils feel more welcome in your school when they arrive? **63%**

**“Very likely. We have a lot to pick up on and talk about in school.”**

**“Quite likely, if we follow up this work.”**

**“They are already supportive, but I think they will now make more of an effort.”**

**“Quite likely.”**

**“We have worked on this already at school, in PSHE.”**

Planned follow up activities in school:

**“1. Circle time discussion. 2. We would love to play the game back in class. 3. Being a successful adult after being a refugee, (useful role models from refugee council website). 4. Showing sympathy for refugees. 5. Ideas for settling in.”**

**“Our class to teach other classes to play the game. Could we borrow the resources please? Please email our poetry from the workshop as we would like to display it. Thank you for an enjoyable, engaging session.”**

**“To make a similar game, group discussion and re-tell in writing.”**

**“Whole school – a fortnight of activities some will be cross-curricular. Whole school competition to make a newly arrived child/refugee feel welcomed at our school to include art, poetry, statements and posters. The session was really well organised with great activities. The children and staff enjoyed taking part. Thank you.”**

**“Espresso research and stories re ‘thinking about others’, map work re areas and countries that refugees travel through, form and to.”**

**“Small group work and feedback to others.”**

**July 2009**

## Refugee Week 2009 EIAT Poetry from Journey to Safety Workshops

**My safe space is a tent where I would sleep every night.  
It would be warm.  
I can go there when I feel sad, angry, stressed.  
The key is a DNA scan.**

**Mollie**

**My safe place is home.  
I can go there when I feel depressed or scared.  
The key is happiness.**

**Idris**

**My safe space is my hiding space.  
My key is my family.**

**Anub**

**My safe space is my home.  
I can go there when I feel upset.  
My key is a DNA key.**

**Alina**

**My safe space is my favorite place.  
It is a tree house.  
It is my own little space  
I go there when I feel sad and lonely.**

**The key is a DNA space where I put my hand.  
I can bake and cook there.  
I have a telly and a minifridge – and my huge fluffy bunny.  
My dog comes up with me.**

**Talia**

**My safe space is the corner of my room.  
I can go there when I feel depressed.  
The key is in my imagination.  
I hear the whistling in the wind when I feel depressed.**

**Joe**

**My safe space is a tent where I can to and sleep and play  
and I feel warm and cosy.  
I can go there when I feel happy, sad, glad, unhappy.  
The key is a J.G.S.S. scan.  
It has got my sister's name.**

**Caitlin**

**My safe space is my bedroom where I hear my guinea pigs squeaking and my  
fish.  
I can go there when I feel sad, happy and worried.  
The key is happiness.**

**Bethany**

**My safe space is a friend's house.  
I hear a warm wind.  
I smell crisps.  
I see lovely birds.  
I can go there when I feel unhappy or scared.  
I feel happy or nice.  
The key is magic.**

**Kawsar**

**My safe space is playing outside.  
I hear warm wind.  
I smell chocolate.  
I can go there when I feel happy, fun, nice.  
The key is cool and it's magic too.  
It can open every door.**

**Mounira**

**My safe space is my cousin's house.  
I hear a smooth wind.  
I see a little cat.  
I smell warm hot chocolate.  
I can go there when I feel dramatic and shocked and worried.  
The key is special to me and magic.  
That we didn't get shot on the way.**

Leaving Home

**I would miss my family, friends and neighbours**

**I would miss my pets lying on my lap**

**I would miss my garden when the squirrels come to collect the nuts**

**I would miss the smell of cooking, cherries and the fresh air of my back garden**

**- Ashley, Kahial, Jasmin, Harry and Kelsey**

I Would Miss

**I would miss my home, especially my bedroom  
that makes me feel special.**

**I would miss my family and friends  
who make me feel warm and happy.**

**I would miss the smell of my mum's cooking.  
I would miss my garden, pets, trampoline and all the things I love.**

**- Charley-May, Lucy, Eli, Amber, David**

We Will Miss

**We will miss our family and friends who make us feel loved, happy, secure and safe.**

**We will miss our pets – dog, cat, hamster, guinea pig and rat – that we look after.**

**We will miss food – my mum’s curry, my auntie’s roast, mum’s pasta, nan’s spaghetti Bolognese.**

**We will miss the birthdays and Christmas that we will celebrate without our family.**

**We will miss our climbing tree, bedroom and carpet where I sit every day to watch TV  
And all of the things that make us different and special.**

**- Danielle, Frankie, Callum, Khalid, Tiffany**

We Would Miss

**We would miss our family who look after us and make us feel happy and comfortable and keep us safe.**

**We would miss friends who make us happy when we are sad.**

**We would miss our pets – guinea pig, doves, dogs, cats, hamster and goldfish.**

**We would miss our home – the back garden, t.v. programmes, my cosy bed, my luxury settee, games and toys.**

**We would miss all the food, fruits, flowers and trees that make us feel at home.**

**- Thaminah, Olivia, Arthur, Tom and Bradley**

We Would Miss

**We would miss our family, who give us all the love and care.**

**We would miss our friends who are funny and make us laugh.**

**We would miss our family who help us when we get hurt.**

**We would miss the friends who make us happy when we are sad.**

**- Jordan, Bayleigh, Alyssa, Sophie and**

**Rebecca**

Leaving the country

**I am frightened to leave my country behind.**

**I am worried to be separated from my friends and family.**

**I am scared of being alone.**

**I am broken-hearted to think of missing everything around my world.**

**- Amelia, Courtney, Megan, Scott and**

**Connor**

No Rights

**No right to be with my family.**

**No right to speak freely.**

**No right to my belongings.**

**No right to go where I want to.**

**No right to smile and show my emotions.**

**If I have no rights then what is the point in living?**

**-Vanessa, Olliver, Kayley Anne, Victoria,**

**Joseph**

Leaving My Land

**Leaving my land makes me feel frustrated  
because I am forced to leave.**

**Leaving my land makes me worried that I'm separated from my family.**

**Leaving my land makes me feel left out of all the things I had to leave behind.**

**-Danielle, Sol, Claire, Redley and CJ**

I Will Remember

**I will remember the time I spent with my family.**

**I will remember all the wonderful friends I have played with.**

**I will remember all the pets I have looked after.**

**I will remember all my luxuries.**

**I will remember my huge garden, my allotment, the beach and the zoo.**

**I will remember all the take-away foods and all the bubbly fizzy drinks.**

**I will remember all the electronics and consoles.**

**I will remember.**

**School) -Sitar, Sabele, Ahmed, (Whitehall Primary  
& Elfin, Poppy (Home Educated Pupils)**

**Memories of my Country**

**I remember the sound of the birds chirping in the morning.**

**I remember sitting by the fire with a mug of hot chocolate.**

**I remember how my cats lay on my bed.**

**I remember playing out in the garden with my sister.**

**I remember the smell of new grass and big space to play.**

**I remember the sound of freedom.**

**Aysha - Mandeeka, Patryk, Chelsea, Jason,**

**I Feel Safe**

**I feel safe on my bed.  
I feel safe hiding my head.  
I talk to my toys when I feel sad.  
When I cuddle my toys I don't feel as bad.  
When I am angry I go under my covers.**

**I feel safe in my room.  
It's happy,  
peaceful  
and quiet.  
Yellow makes me happy.  
I feel safe on my bed**

**- Heather and Abby**

I Feel Safe

**My safe space is in my garden  
where I can hear birds and wind.**

**The sun gives me a burst of energy.  
The birds' chirping calms me down.**

**I feel cosy in my safe space.  
When I lie in my garden I can see the clouds.**

**I feel peaceful and want to join the cloud  
and reach somewhere amazing.**

**- Jonathan and Alex M.**

I miss

**I miss the smell of my mum's cooking.  
I miss my mum and dad flipping pancakes.  
I miss my snake and lizard.  
I miss camping with my dad .**

**I miss my mum and dad – they used to buy me nice clothes and make me  
breakfast.  
I miss my dad because he used to help me when I'm stuck and he used to  
teach me.  
I miss my home because of the smell of cooking shepherd's pie.  
I miss my creaky door in the living room and I miss my mum and dad's hugs.  
I miss the annoying sound from the TV when I turn it on.  
I miss my friends when they knock on my door and ask me to play.  
I miss my sister because she always annoys me.  
I miss my brother when he cries in the morning.  
I miss my school when I have to wake up and go and learn.  
I miss my birthday cakes.**

**I miss my chatting with Nan upstairs and my Grandad downstairs.  
I miss the feeling of my mum and dad's hugs.  
I miss the smell of cooking fish.  
I miss my friends on the street.  
I miss my nephew annoying me.**

**I miss my little cousin screaming at me and kissing me.  
I miss the smell of my Nan cooking chicken on Sundays.  
I miss the pond in my back garden – the fish, the plants, the decoration.**

**I miss my hamster and my cats.**

**I miss the helping of my teacher.**

**I miss the smell of flowers in my room.**

**I miss my own bedroom and my two cats and the scrape of the chair on the floor.**

**I miss my brother on the trampoline.**

**I miss my dad's roast chicken and my mum's company.**

**I miss the frogs and the tadpoles in the pond.**

**Clair, Emilia, Rhianna, Anita and George.**

Safe Place

**My safe space is in my home with my family around me.**

**My safe space is at school with friends around me.**

**I feel safe at the bus station where there are security cameras.**

**My safe space is people around me who can protect me –**

**police officers,**

**teachers,**

**neighbours and entrusted, protective and helpful people.**

**- Abdil, Samira, Ikram, Nasteho, Rosie**

I miss

**I miss the smell of my mum's perfume.**

**I miss my green room.**

**I miss the splashing of my sister diving in the water trying to swim.**

**I miss the smell of my mum's curry chicken going around the house.**

**I miss my family – my sister.**

**Many thanks to the following schools:** Chester Park Junior School  
Glenfrome Primary School  
Upper Horfield Primary School  
Filton Avenue Juniors  
Fonthill Primary  
St Matthias & Dr Bell's Primary

Lockleaze Primary  
Whitehall Primary & Home Educated Pupils  
Millpond Primary

**July 2009**