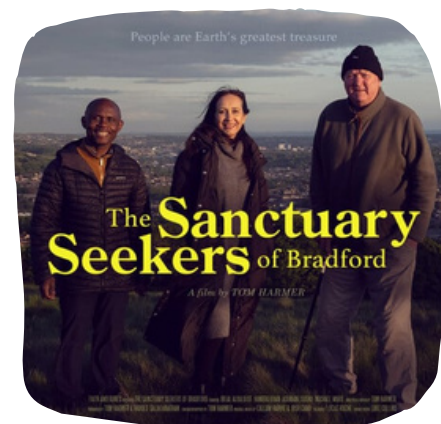


# The Sanctuary Seekers of Bradford

## A teaching resource for KS3 & KS4

The '[Sanctuary Seekers of Bradford](#)' is a 30-minute documentary film by Tom Harmer that celebrates the city of Bradford as a city of sanctuary for refugees and asylum seekers and highlights the rich heritage the city has of welcoming those fleeing their homes.

The film follows the lives of three Bradford residents from different walks of life; retired train driver Mick, primary school worker Hamida and settled refugee Asumani, as they each show practical care and kindness and compassion to refugees and asylum seekers living in the city. Offering friendship and a warm welcome, they help people overcome the many obstacles faced in the challenging journey of rebuilding their lives in the UK.



This teaching resource is designed to help students gain a better understanding of forced migration and the challenges and complexities surrounding the topic. Through film and discussion, we hope students will have the opportunity to think critically about the topic as well as develop empathy for people seeking sanctuary prompting consideration of the difference a welcome could make to someone in their school, college or community seeking asylum.

We recommend using the [fact sheet](#) alongside all the lesson activities and the [PowerPoint presentation](#) (scroll to the middle of the webpage) for the lesson content and the [quiz](#). Suggestions are made at the end of the document for follow-up work or you may have your own ideas you wish to do in response.

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## Learning objectives:

- To understand key definitions and statistics around forced displacement
- To critically engage with issues refugees may face through exploring real life stories
- To develop empathy for refugees who might experience the harmful effects of stigma
- To discuss how as a school, college and society we can help refugees feel welcome.

# Note to teachers

This resource has been designed for use with 11-18-year-olds. The activities are designed to stimulate questions and provide an opportunity for students to share their own thoughts and perhaps preconceptions about refugees in the UK.

With this in mind, teachers should be careful to ensure the activities do not further any negative or disrespectful viewpoints that the students may have been exposed to.

Teachers should be particularly aware if there are refugees amongst their learners. Handled with care, any of these first-hand experiences can help others to build their own understanding. Encourage students to take breaks if they need to or to speak to you after class if they have further thoughts or concerns about the film and the issues it raises.

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## Introduction

### Setting the scene

Read students this (PPT slide 3):

*A war has broken out in your country and you are forced to leave with your family because it isn't safe for you anymore. You can take one small bag of belongings but everything else is left behind. You travel across many countries, often walking for hours (unless your fortunate enough to sit squashed in the back of a dark lorry). After many weeks of travelling you arrive in the UK. After being moved around between different cities and accommodation sights, you arrive in Bradford and are told this is where you'll be living for now. You and your family unlock the door of your small, temporary home.*

How do you feel? What are you worries?

What are you hopes? What are your questions?

Pupils divide paper into four, discuss ideas in pairs and feedback. (PPT slide 4.)

### Quiz: statistics and definitions

You may wish to do the quiz now or at the end of the lesson.

### Discussion activity: listening to stories

Currently, over 108 million people are forcibly displaced worldwide. Terms like 'refugee' and 'migrant' help to explain the situation people are in but do not describe who they are as people. Listening to their stories and starting to understand how they feel helps us to remember that we have a shared humanity. That is why we are watching the film today. Read the statements below and see how far pupils agree or disagree with each one. 10 is really agreeing and 1 is disagreeing.

- It is easier to understand people if I know their history
  - It is easier to understand people if we have things in common
  - I can't understand people if we have lived really different lives
  - Hearing stories makes me think about my own life and feelings
  - Sharing stories with other people is easy
  - Listening to other people's stories is a challenge
  - Once I understand a person, it is easy to be friends with them
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## The film

Explain that Bradford is known as a city of sanctuary for refugees and asylum seekers and has a rich heritage of welcoming those fleeing their homes. The 'Sanctuary Seekers of Bradford' is a 30-minute documentary that follows the lives of three Bradford residents from different walks of life; retired train driver Mick, primary school worker Hamida and settled refugee Asumani.

Give some background about the characters in the film (PPT slide 6):

- Asumani fled the Congo aged sixteen and then lived in a refugee camp for eighteen years. He now runs [Bradford African Community](#) which aims to meet the needs of Refugees and help them achieve integration and adaption and to participate fully in society.
- Hamida is a primary school worker and for the last few years has been moved to action by the refugees and asylum seekers she's met, she now runs a private WhatsApp group collecting and delivering donations to meet the needs of others.
- Mick is a retired train driver who now volunteers regularly with [Refugee Action Bradford](#) in whatever capacity he can. He's loving called 'grandpa' by those he helps and gives his time, friendship and humour to help people feel welcome.
- Bilal is originally from Syria, he and his family fled their home country and eventually arrived in Bradford in 2022. He cares deeply for people and his country deeply, he loves birds and is currently studying to build his future here in the UK.

Give some background about the organisations mentioned in the film:

- [Bradford African Community](#): help refugees adapt and integrate into life in the UK
- [Refugee Action Bradford](#): provide support, advice and wellbeing services for refugees
- [The Millside Centre](#): provide helpful services and activities to help people improve their lives e.g. ESOL, befriending, wellbeing sessions, job clubs
- [SOLIDARITECH](#): repurpose unwanted laptops, desktops, tablets and smartphones and pass them on to asylum seekers and refugees.

Watch the [film](#).

# Questions for discussion after the film

## Content of film/welcome

- From watching the film, what do you think the problems people seeking sanctuary might be facing?
- What are people doing in Bradford to address some of these problems?
- Can you think of ways to help: in the city or in your school?

## Point of view

- Mick: It's natural for human beings to fear the unknown and fear people we don't understand. Is this true? Do you agree? How can we overcome this? How did Mick overcome this in the film?

## Making of the film (if the director or one of the characters is present)

- What questions would you ask the film director?
  - What questions would you ask to the main characters?
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## Activities

Here are a range of activities you may wish to do immediately after the film or in another lesson. You can also see our [Bradford Teaching Resource Pack](#) for a variety of lessons and projects.

## Literacy/Drama

- Write a film review
- Hot seating - ask students to think of questions for each character in the film. Ask one student to be one of the characters. The rest of the class ask them questions.
- Write a diary entry from the perspective of one of the characters
- Write a letter to one of the characters
- Write a letter/card of welcome to families arriving in the city. Research the languages new arrivals might speak and use them.

## Art/Creative

- Create a piece of art on the theme of refuge and compassion. See ideas [here](#).
- Finish one of these figurative sentence starters and design an image to go with it. (See ideas on webpage [here](#))

## Citizenship

- Establish a 'Sanctuary ambassadors' group at school; this group is responsible for ensuring school is be welcoming and inclusive place for new arrivals.
- Join in with some of the [social action projects](#) we run on welcome and refugee rights.
- Teach a lesson on critical thinking

## History/Geography

- Most communities in the UK have been touched by stories of refugee migration. Take a look at [Kazzum Art's poster](#) of the history of migration in the UK. Then explore your area's history of refugee migration. Use this [toolkit](#) to explore how migration has impacted our city. Bradford's Peace Museum run workshops on [Kindertransport](#) or look at the [People Library](#) for local Bradford stories of migration.
- Use our quiz to learn some key facts about migration globally. Ask:
  - Did you learn anything new or were you surprised by any of the facts?
  - Show some of the [UNHCR animations](#) of key definitions for use our fact sheet for support with key information.

## Plenary

- Summarise the film in two sentences (max).
- Did it change your thinking about anything?
- Would you recommend this film and why?

## Schools & Colleges of Sanctuary

### Who are we?

**Schools of Sanctuary** is a UK-wide network of 450+ awarded primary and secondary schools committed to creating a culture of welcome and inclusion for refugees and people seeking asylum.

**Colleges of Sanctuary** is a network of college staff, teachers and students working together to raise awareness and tackle issues facing people in the asylum system within Further Education.



### What do we do?

Through training, resourcing, workshops and advice, we support schools and colleges to understand the needs of students seeking sanctuary and build cultures of welcome. Our sanctuary award then recognises work done in these areas.

### Why is the award important?

- To raise awareness about asylum issues.
- To build cultures of awareness & compassion with young people at the forefront.
- To ensure education provision meets the needs of new arrivals.



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