
















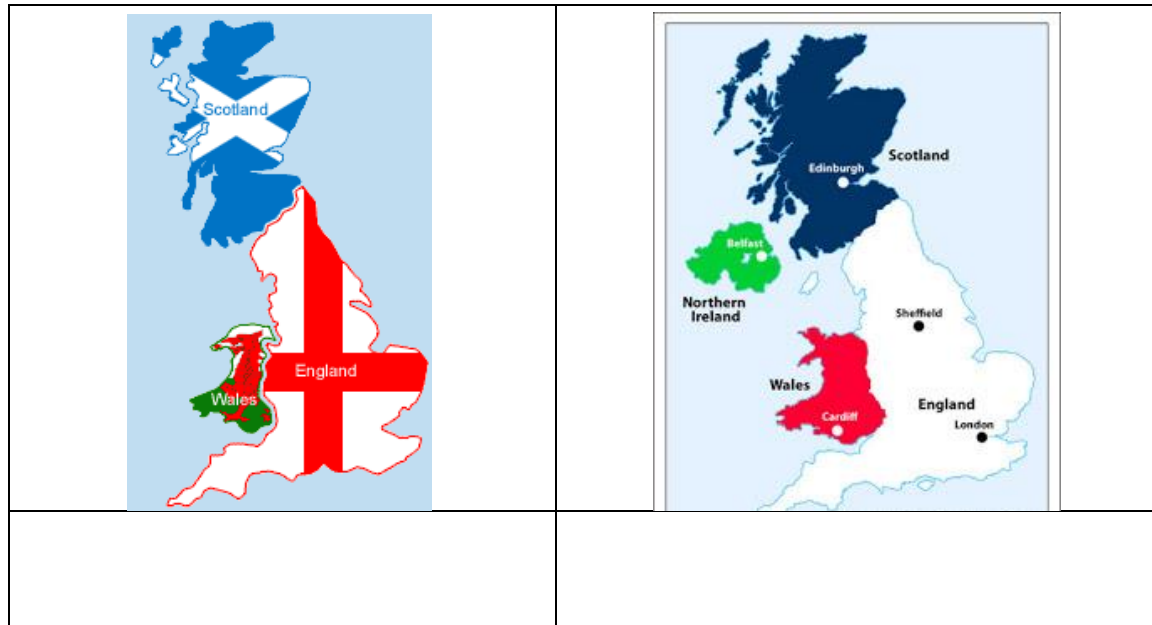


Find someone who...	Name
Can ride a bike 	
Can sew clothes 	
Can grow vegetables 	
Likes to play football 	
Can make hummus 	
Likes to tell jokes 	
Is a hair dresser 	
Likes to swim 	
Is a carpenter 	
Likes to climb mountains 	
Is left-handed 	
Can speak more than 1 language 	
Likes broccoli 	
Can play a musical instrument 	
Whose favourite colour is blue 	
Likes to play tennis 	
Likes to paint and draw 	

1

Session 1 Activity Sheet 2 - GB UK Wales

Activity 2 A: Write the correct name under the picture



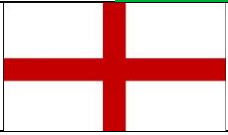







UNITED KINGDOM
GREAT BRITAIN

1

Session 1 Activity Sheet 2 GB UK Wales

2B Which flag belongs to which country?

A	
B	
C	
D	

			
A B C D	A B C D	A B C D	A B C D

1

Session 1, Activity sheet 3 - Refugees and migrants in Syria

Syria was a country which hosted many refugees and migrants.
How many migrants or refugees lived in Syria in 2010?

1

Session 1, Activity sheet 3 - Refugees and migrants in Syria

Syria was a country which hosted many refugees and migrants.
From which countries did the migrants and refugees in Syria come?

1

Session 1, Activity sheet 3 Refugees and migrants in Syria














Syria was a country which hosted many refugees and migrants.
What support was given by the Syrian Government to refugees and migrants?



Session 1 Activity sheet 4 - Good and not so good in Syria.





















What is good in Syria?	What is not so good in Syria?



















COURSE RULES

	
 <p>Do not use your mobile phone in class</p>	 <p>Talk on your mobile in class</p>
 <p>Arrive in time</p>	 <p>Arrive too late</p>
 <p>Always ask if you have a question</p>	 <p>Don't ask if you have a question</p>
 <p>One person speaks at a time</p>	 <p>Many people speak at the same time</p>
 <p>Confidentiality</p>	 <p>Talk to others about private things</p>
 <p>Your teacher will have to warn relevant authorities if a participant says that they will harm themselves or other people.</p>	

1

Session 1 Participant feedback form

	1	2	3	4	5	Other comments
The information I received today had:	Not enough details 	Not quite enough details 	About the right level of detail 	More detail than I need 	Too much detail 	
The amount of information today was:	Not enough 	Nearly enough 	About right 	A lot 	Too much 	
The pictures on the slides were:	Not helpful at all 	A little helpful 	About right 	Quite helpful 	Very helpful 	
The handout about the rules was:	Not helpful at all 		About right 	Quite helpful 	Very helpful 	

	Not helpful at all	About right	Very helpful	Other comments
Activity 1 was:				
Activity 2 was:				
Activity 3 was:				
Activity 4 was:				
'The rules' handout was				
The video clips were:				

Please continue here for more comments:

1

Session 1 Trainer feedback form.

Name of Trainer: _____ Date: _____

Information	Too much	Rather much	About right	Not quite enough	Too little	Additional comments
The amount of information in the session was						
The information in the trainer manual was						
The information on the slides was						

Content	Too detailed	Rather detailed	About right	Needed some more detail	Needed much more detail	Further comments
The content of the session was						
The content of the trainer manual was						
The content of the slides was						

Format	Very unhelpful	Unhelpful	About right	Helpful	Very helpful	Further comments
The format of the session was						
The format of the trainer manual was						
The format of the slides was						

Materials and activities	Very unhelpful	Unhelpful	About right	Helpful	Very helpful	Further comments
'The rules' handout was						
Activity 1 was						
Activity 2 was						
Activity 3 was						
Activity 4 was						

	Should have been longer		Was about right		Should have been shorter	Further comments
The timing						

Please continue below if you have further comments/observations

Session 1 Information sheet for participants

Welcome to Wales! Croeso i Gymru!



The aim of the course

To help people from Syria understand life and culture in the UK  and Wales 

We hope that during the course we will also learn more about life and culture in Syria 

This course aims to help new-arrived people understand important things about life and culture in Wales and the UK. The course also aims to help Local Authorities and other organisations to understand more about life and culture in Syria (other countries: we learn from each other. *The course cannot teach you everything, but your case/support workers will be able to give you more information if you need this.*



Rules: The rules are set out on a separate sheet

Wales and the United Kingdom (UK)



Wales is a country. Wales is part of Great Britain and the United Kingdom. The capital of Wales is Cardiff. Wales has its own language: Welsh, which is very different from English. The origins of the Welsh language are Celtic; Ireland, Scotland, Cornwall have their own Celtic languages, and so does Brittany in France.



Wales has its own government. The Welsh Government is called the Welsh Assembly. This is a picture of the Welsh Assembly building

The Welsh Assembly can make its own laws in 'devolved areas' of:



Health



Education



Social Care



Housing,



Police



Transport

Expectations of life in the UK

Every country has things that are good, and things that are not so good.

The things we know about other countries are not always correct, accurate or true.

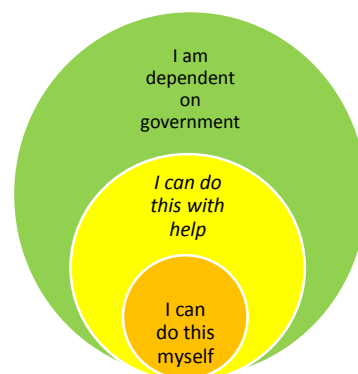


The Home Office contract

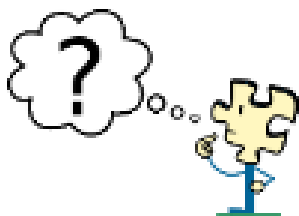
The Home Office contract with the Local Authorities says they have to arrange for a house and help to access health services, education and ESOL classes, so you can become independent/self-sufficient as soon as possible.

Caseworkers will support you to become independent and reach your goals. Each person is different and has different skills and needs. That means that the support people receive will not be the same for everyone.

You already have skills and experience: use the 'circle of influence' to think of things that you can do yourself, and



How long can I stay in the UK?



Refugees and people with Humanitarian Protection can stay in the UK for 5 years; towards the end of the 5 years you need to apply for 'Indefinite Leave to Remain'.

The Home Office will then review your case and make a decision. Your application can be refused if you have a criminal conviction or if you have been in prison.

If you have travelled to the country/countries you sought protection from- or to some neighbouring countries, or if you have been outside the UK for more than six months, your application can be refused – **always seek advice from a migration solicitor before making plans to travel.**

Legal migration advice



In the UK, only people who have been registered with the Office of the Immigration Services Commissioner (OISC) are allowed to give migration advice. Registered solicitors should display this picture in their office and on their letters:

You can find an OISC registered solicitor, or check if a solicitor is registered with OISC via this link:

<https://www.gov.uk/find-an-immigration-adviser>

More information about settlement can be found here:

<https://www.gov.uk/settlement-refugee-or-humanitarian-protection/eligibility>

At the time of writing (June 2017) the guidance states that once you have Indefinite Leave to Remain ILR, you can stay in the UK permanently - unless you leave the UK for more than two years. If you have had ILR for one year, you can apply for British Citizenship or Permanent Residence.

Family reunification



You need to speak with your case worker if you want to apply for family reunification.

Travel documents



You need to speak with your caseworker if you want to apply for travel documents.

It is recommended that you ask advice from an immigration solicitor before you want to travel to a country outside the UK.





Documents











It is very, very important to keep all documents and letters from the Home Office. If possible, have the documents scanned and email them to yourself so you can access them in case the originals get lost/damaged.







Session 2, Activity sheet 1A – Emergency numbers

	Broken arm		Late for flight		House on fire		fuel

	Want to speak to prime minister		Car crash – no injuries		Need to give birth		Someone sprayed graffiti on house

	Tooth ache		Locked out the house		Smell gas		Heart attack

	Aggression/ threat		Painful leg		Power cut		Car crash with injured people

Choose from the following answers:

999 101 105 0800 111 999 go to GP
ask a neighbour or friend for help ask housing association for help



Session 2 Activity sheet 1B - Script

Problem		Circle which number	What information needs to be given?
1 The electricity in your house does not work and your streetlights are not working either		999 0800 111 999 101 105 Other	
2 Someone has sprayed graffiti on the wall of your house		999 0800 111 999 101 105 Other	
3 You have missed the bus to the airport		999 0800 111 999 101 105 Other	
4 You have a fire in your kitchen		999 0800 111 999 101 105 Other	
5 Your neighbour says he can smell gas in his house		999 0800 111 999 101 105 Other	
6 Your friends are visiting you at your house. One of them seems to have a heart attack		999 0800 111 999 101 105 Other	
7 Your washing machine is leaking and has flooded the kitchen		999 0800 111 999 101 105 Other	
8 A car accident happened at the corner of your street; the driver of one of the cars has broken his leg and has a head wound		999 0800 111 999 101 105 Other	
9 The electricity in your kitchen does not work		999 0800 111 999 101 105 Other	
10 Someone has stolen your bike from your front garden		999 0800 111 999 101 105 Other	







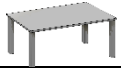
















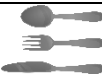














Session 2, Activity sheet 1B - Script Answers

Issue	Which number	What information need to be given?
1 The electricity in your house does not work and your streetlights are not working either	105	Your language, name, address, when first noticed, contact telephone number
2 Someone has sprayed graffiti on the wall of your house	101	Your language, name, address, time it has happened (between... and ...) contact telephone number. ASK for log number!
3 You have missed the bus to the airport		No need to call services
4 You have a fire in your kitchen	999	Your language Name, address, which service required (fire brigade) contact telephone number
5 Your neighbour says he can smell gas in his house	0800 111 999	Name of neighbour, address of neighbour, your contact telephone number
6 Your friends are visiting you at your house. One of them seems to have a heart attack	999	Your name, address and contact telephone number, your friends name and address, his/her age, symptoms
7 Your washing machine is leaking and has flooded the kitchen		No calls – if you are insured you may be able to claim insurance
8 A car accident happened at the corner of your street; the driver of one of the cars has broken his leg and has a head wound	999	Name address, contact telephone number, place of accident, how many people involved, what are the symptoms.
9 The electricity in your kitchen does not work		No need to call services – contact the landlord or support worker. If confident try the trip switch
10 Someone has stolen your bike from your front garden	101	Name, address, contact tel nr, when last noticed. ASK for the log number!




























Session 2, Activity sheet 3 'Essential!?' and 'Desirable?!'

























	Essential!? I Need....	Desirable?! I want.....
Fridge 		
Laptop 		
Flowers 		
Bed 		
Toaster 		
Car 		
Table 		
Toiletries 		
Settee 		
Mobile phone 		
Electric kettle 		
Stepladder 		
Gym membership 		
Electricity 		
House 		
Shoes 		
Chocolate 		
Clothes 		
Stereo system 		

		Essential!? I need....	Desirable?! I want.....
Microwave			
Saucepans			
Cutlery			
Chest of drawers			
 Bucket			
Cleaning materials			
Cooker			
Make up			
Towels			
 Gas			
Curtains			
Bedding			
 A Handbag			
Freezer			
Bus pass	 		
Bicycle			



Session 2 Participant feedback form

	1	2	3	4	5	Other comments
The information sheet about session 1 had:	Not enough information 	Nearly enough 	About the right amount of information 	More information than needed 	Too much information 	
The information I received today had:	Not enough details 	Not quite enough details 	About the right level of detail 	More detail than I need 	Too much detail 	
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The handout about the rules was:	Not helpful at all 		About right 	Quite helpful 	Very helpful 	

	Not helpful at all	About right	Very helpful	Other comments
Activity 1 was:				
Activity 2 was:				
Activity 3 was:				
Activity 4 was:				
Activity 5 was:				
The emergency number handout was:				
The recycling handout was:				
The recycling video was:				

Please continue here for more comments:



Session 2 Trainer feedback form Name trainer: _____

Date: _____

The recap feedback was:	
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Information	Too much	Rather much	About right	Not quite enough	Too little	Additional comments
The amount of information in the session was						
The information in the trainer manual was						
The information on the slides was						

Content	Too detailed	Rather detailed	About right	More detail needed	Needed much more detail	Further comments
The content of the session was						
The content of the trainer manual was						
The content of the slides was						

Format	Very unhelpful	Unhelpful	About right	Helpful	Very helpful	Further comments
The format of the session was						
The format of the trainer manual was						
The format of the slides was						



Session 2 Picture information sheet for participants



In your house

Emergencies

101

999



999 phone-calls are free, and should only be used if someone's life is at risk!!!

For non-emergency serious matters: phone 101. It costs 15 pence per call, regardless how long it is. If you phone 101, always ask for a **log number**! For more information see the [emergencies handout](#).



999



0800 111 999



105

Home contents



The Local Authority has arranged for your house and the contents: furniture, cooker, fridge and so on. From now on you are responsible for the care and maintenance. If something needs to be replaced because it is broken or worn, you will need to repair or buy these things yourself. Usually the landlord is responsible for the maintenance and repairs of the electric system and the boiler in your house. Your caseworker can inform you.

Home safety



Make sure that you use gas and electricity in a safe way. Try not to use extension leads and don't cover the area around your gas cooker with aluminium foil. Think about slip and trip hazards: wet floor, mats, items on stairs. Drying laundry in the house causes damp; ventilate your house every day. Keep poisonous cleaning materials out of reach from children. Be careful with children and open windows on the first floor, and make sure your child can not reach the cords of the blinds if you have these.



Be careful about dangerous animals: Dogs: always approach with caution; bees and wasps: these can give a nasty sting but are only dangerous if you are allergic. Slugs, worms and so on are completely harmless.

Shopping and budgeting



Compare the (super) markets....

Compare the prices in local shops, at markets and in supermarkets; and compare prices for the same things/items from different brands in the same shop/supermarket. Own-brand items are usually cheaper and



good quality. Meat, fish, vegetables and fruit are often cheaper at markets. Car boot sales and charity shops are good to get cheap toys, clothes, furniture and so on, but be careful about safety: Second-hand electric items need a pat test label and toys need a CE label. Some places have food co-ops where you can buy cheap vegetables and fruit. Cheap places on-line: <https://www.freecycle.org/> <https://www.gumtree.com/> <https://en.shpock.com/>

Halal food



Some shops will buy in halal food if you ask them to. Sometimes local restaurants or take-aways will order halal food for you. You can also order halal food on- line/on the internet, but you need to have a bank account and often a bank card. Your case worker can help you find halal shops

How to spend less



Think about what you need and what you want. Think about why things are important for you. You can save on gas bills if you ventilate the house regularly, turn the temperature down and wear warm clothes, you can save on electricity by turning lights and appliances off and wash your laundry at a lower temperature. Your caseworker can assess if you may be entitled for extra benefits, but he or she will need to have detailed information about your finances.

Organisations like the Citizens Advice Bureau can help you to make a budget and give advice about saving money; they will ask detailed questions to see how they can best help you.

<https://www.citizensadvice.org.uk/>

Good on-line places to start comparing prices are: <http://www.moneysupermarket.com/> and <http://www.moneysavingexpert.com/>

Priority Bills

If you cannot pay all your bills, you first need to pay 'Priority Bills': **Your house rent is the most important one!** Always contact the organisation/business you owe money and tell them you cannot pay the complete bill. Often, they allow you to temporarily pay less. The Citizen Advice Bureau can help you to arrange payment plans for bills you cannot afford to pay at once.

Cold callers



Never take out a contract with someone who has come to your house (or calls you) **uninvited** to sell something. Always check a person's identity and the organisation he is coming from. Check the organisation on the internet if you can and give them a ring.

Special holidays



There are 8 'bank holidays' in Wales:

New Years' Day: 1 January	Spring (usually end of May)
Good Friday	Summer (last Monday in August)
Easter Monday	Christmas Day: 25 December
Early May (usually first Monday in May)	Boxing day: 26 December

On these days offices and doctor services are usually closed, and shops and other businesses have shorter opening times or access.










There are also **other special days**:

Valentine's Day: 14 th February	Father's Day: third Sunday in June
St Davids Day (only in Wales): 1 March	Remembrance Day: 11 November – you may see people in military uniform
Shrove Tuesday - different dates: Tuesday before Ash Wednesday or 'Lent'(fast)	Halloween: 31 October, where children and adults wear 'fancy dress' and ask for sweets (trick or treat)
Mother's Day - different days: Sunday 3 weeks before Easter Sunday	Bonfire (or Guy Fawkes Day): 5 th November - many people light fireworks

Recycling



Check the recycle-card for your area and make sure you separate glass, paper, plastic, tins, cardboard and food and put it in the bins/bags for these things.

Problem		Where to go? Which option from 'Choose Well'?
	You have been stung by a wasp	
	Your daughter had a fall and you think she broke her arm	
	Your son has problems reading in school	
	You have a bad headache	
	You have tooth ache	
	Your son has been coughing for a week	
	Your husband has pain in his chest and has difficulties breathing	
	You/your wife want to use contraception	
	You think you have flu and don't feel well	
	You have questions about your medication	
	Your child has been vomiting	
	You think you are/your wife/girlfriend is pregnant	

2 ways to improve your physical health	2 ways to improve your mental health
1	1
2	2

3









Session 3, Activity 3 – Housing types (dis) advantages in Syria









1 Please draw or write down 2 or 3 different housing types in Syria

2 Please explain what is good about the housing type and what is not so good about the housing type




1 Housing type				
2 What is good?				
2 What is not so good?				

Look at the problem in the house and say what you can do




Problem in the house:		What to do:
	No electricity in your kitchen	
	Leak from upstairs bathroom	
	Broken window	
	Heating /hot water not working	
	Damp in the bedroom	
	Your landlord does not repair the leak in your bathroom although you have asked him and wrote to him.	
	You have lost your house key	
	You want to paint your hall	


























Problem		What to do:
	No electricity in your kitchen	Contact your landlord With help of support worker identify trip switch If problem persists, contact landlord
	Leak from upstairs bathroom	Don't use bath/shower to avoid problem getting worse, and contact landlord
	Broken window	Depending on tenancy agreement, you may have to pay for replacement/repair yourself or you need to contact landlord
	Heating /hot water not working	With help of support worker check if the boiler is off – if yes: turn on boiler. If no: contact landlord
	Damp in the bedroom	Open bedroom windows at least 15 minutes per day. Don't dry laundry in bedroom. If problem persists, contact landlord
	Your landlord does not repair the leak in your bathroom although you have asked him and wrote to him.	Go to the Local Authority and explain to their Environmental Health office, the CAB or Shelter Cymru. Ask your support worker where to find these.
	You have lost your house key	You will have to pay for replacement key/locksmith
	You want to paint your hall	Always ask permission from your landlord before painting or decorating!



















The road to school: throw the dice and fill in the dots of the question you land on.

<div>Start</div>			
1 A child <u>can</u> go to nursery at age:.....	2 A child <u>must</u> to go to school at age:.....	3 The parents <u>must</u> their child before he or she can go to school.	4 In the UK, children wear a when they go to school
8 If you have concerns about your child's health, you can go to the school.....	7 In the UK, children <u>must</u> go to school until they are..... years of age	6 Half term! 	5 In the UK, children can buy or bring their own lunch
9 In the UK, schools have rules what children can wear, for example.....	10 At least once a year, schools have a where parents can talk with teachers about their child	11 If parents have a low income, they can apply for.....	12 Christmas holidays! 
16 Summer holidays! 	15 If you have concerns about your child, you can..... talk with their teacher.	14 At age 11, children are at key stage.....	13 If your child lives more than..... from <u>primary</u> school they can get free school transport

Road to school: throw the dice and fill in the dots of the question you land on.

1 A child <u>can</u> go to nursery at age: 3	2 A child <u>must</u> to go to school at age: 5	3 The parents <u>must</u> register/enrol their child before he or she can go to school.	4 In the UK, children wear a uniform when they go to school
8 If you have concerns about your child's health, you can go to the school nurse	7 In the UK, children <u>must</u> go to school until they are 16 years of age	6 Half term! 	5 In the UK, children can buy a school meal/food or bring their own lunch
9 In the UK, schools have rules what children can wear, for example shoes, jewellery, make up	10 At least once a year, schools have a parents evening where parents can talk with teachers about their child	11 If parents have a low income, they can apply for free school meals/uniform grant	12 Christmas holidays! 
16 Summer holidays! 	15 If you have concerns about your child, you can always talk with their teacher.	14 At age 11, children are at key stage 2 or 3	13 If your child lives more than 2 miles from <u>primary</u> school they can get free school transport

	1	2	3	4	5	Other comments
The information sheet about session 2 had:	Not enough information 	Nearly enough 	About the right amount of information 	More information than needed 	Too much information 	
The information I received today had:	Not enough details 	Not quite enough details 	About the right level of detail 	More detail than I need 	Too much detail 	
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The handout about the rules was:	Not helpful at all 		About right 	Quite helpful 	Very helpful 	

	Not helpful at all	About right	Very helpful	Other comments
Activity 1 was:				
Activity 2 was:				
Activity 3 was:				
Activity 4 was:				
Activity 5 was:				
The 'Choose well' leaflet was:				

Please continue here for more comments:

The recap feedback was:	
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Information	Too much	Rather much	About right	Not quite enough	Too little	Additional comments
The amount of information in the session was						
The information in the trainer manual was						
The information on the slides was						

Content	Too detailed	Rather detailed	About right	More detail needed	Needed much more detail	Further comments
The content of the session was						
The content of the trainer manual was						
The content of the slides was						

Format	Very unhelpful	Unhelpful	About right	Helpful	Very helpful	Further comments
The format of the session was						
The format of the trainer manual was						
The format of the slides was						

Materials and activities	Very unhelpful	Unhelpful	About right	Helpful	Very helpful	Further comments
Activity 1 was						
Activity 2 was						
Activity 3 was						
Activity 4 was						
Activity 5 was						

The responses about the health care system in Syria (health; health system slide) were:

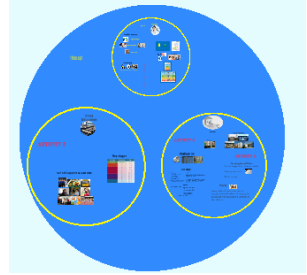
Timing

	Should have been longer		Was about right		Should have been shorter	Further comments
The timing:						

Please continue below and/or on another sheet if you have further comments/observations

Session 3 Picture information sheet for participants Health, Housing and Children's Education

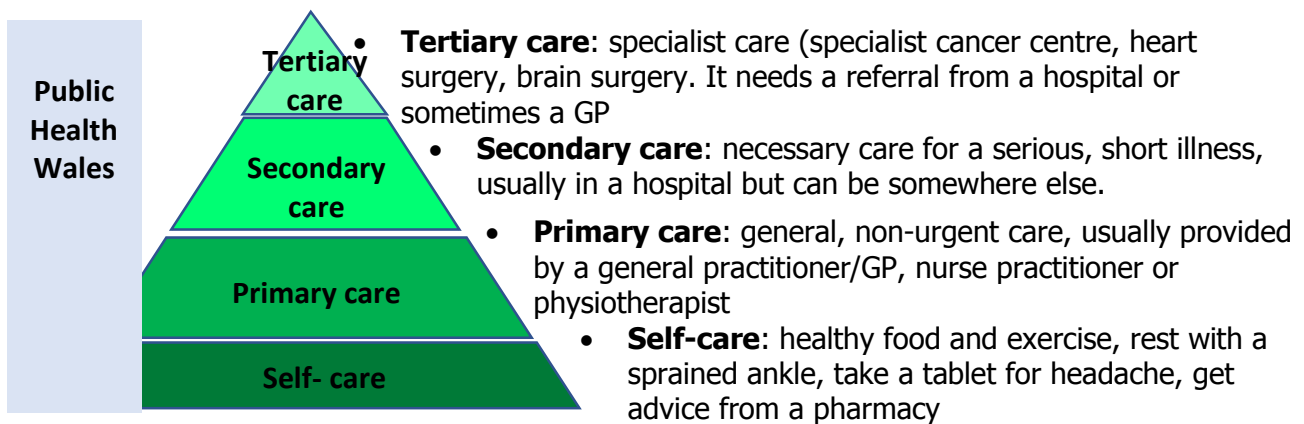
Health, housing & child education



Health



The health system in the UK and Wales has 4 tiers/layers:



Public Health Wales



- Protects – for example: against food poisoning and immunisation
- Improves – for example: helps people to stop smoking, screens for certain types of cancer
- Informs – for example: about healthy food and exercise

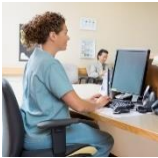
Choose well

If you have a health problem, check your 'choose well' leaflet to choose the best option for your problem. If you make an appointment, it is very important to:



- tell the secretary/receptionist that you need an interpreter
- let the receptionist know if you prefer a male or female doctor
- **Arrive in time for your appointment**

When you go for your appointment:



- Let the receptionist know you have arrived.



- Always talk to your GP when you feel stressed, find it difficult to sleep or often feel angry or irritated



- Be prepared to wait. Sometimes the doctor needs to see someone urgently, and sometimes the doctor needs more time for an appointment.



- Ask your pharmacy about possible side effects from medication and when it's best to take it.

Contributions



Health care in Wales and the UK is free: there is no charge for GP visits, prescribed medication, hospital examinations and test.



Dentists are not free: people will have to pay a contribution depending on what treatment the dentist gives. You can find a dentist or the telephone number for an emergency appointment via the following link:

<http://www.wales.nhs.uk/ourservices/findannhsdentist>



Opticians also charge a contribution towards eye tests and glasses. You may be eligible for a 'HC2' certificate – your case worker can help with this. You can find more information here: [https://www.nhsbsa.nhs.uk/sites/default/files/2017-](https://www.nhsbsa.nhs.uk/sites/default/files/2017-05/welsh-help-with-health-costs.pdf)

[05/welsh-help-with-health-costs.pdf](https://www.nhsbsa.nhs.uk/sites/default/files/2017-05/welsh-help-with-health-costs.pdf)

Housing and moving on



If you want to move to another house in the first five years after arriving in the UK, you will no longer receive Local Authority support.

Buying or renting

In the UK, you can buy a house or rent a house:

- To buy a house you need a mortgage (or a lot of money)
- To rent a house, you can rent from an organisation (example: Charter Housing) or a private landlord

If you buy a house, you will get a contract of sale, and you will have to pay for all in-and outside maintenance and repairs.



The house where you live now, has been rented. When you rent a house, you should have a **tenancy agreement**. The tenancy agreement should explain who is responsible for what. Usually the landlord: the person who owns the house, is responsible for the outside maintenance and the safety of the gas and electricity, and you: the tenant, are responsible for the inside maintenance inside the house.

Tenancy rights and responsibilities

Your rights	Your responsibilities
<ol style="list-style-type: none"> 1. A property that is safe and in a good state of repair 2. Know who your landlord is 3. Have a tenancy agreement (contract) on paper 4. Have your deposit returned at the end of the contract 5. See the energy performance certificate of the property 6. Live undisturbed in the property 7. The right to stay in the property when the landlord does repairs. 8. Protection from unfair rent and unfair eviction 9. Challenge excessively high charges 10. A copy of the gas safety certificate 11. A record of electrical inspections (a safety check must be done every 5 years) 12. Have a landlord who is registered with Rent Smart Wales: you can check here: https://www.rentsmart.gov.wales/en/check-register/ 	<ol style="list-style-type: none"> 1. Pay the agreed rent in time, even if repairs are needed or you're in dispute with your landlord 2. Take good care of the property: get your landlord's permission before attempting repairs or decorating. Don't forget to maintain gardens if applicable and to use recycling and re-use facilities 3. Pay other charges as agreed with the landlord, eg Council Tax or utility bills 4. Repair or pay for any damage caused by you, your family or friends 5. Be considerate to your neighbours. <u>You are responsible for the behaviour of your children and your visitors!</u> 6. Only sublet the property if the tenancy agreement or your landlord allows it 7. Give your landlord access to the property immediately for emergency repairs, or at 24 hours' notice – at a reasonable time - for inspections and repairs 8. Test smoke alarms and carbon monoxide detectors once a month 9. Report any need for repairs or maintenance to your landlord

Landlord responsibilities

1. Keep rented properties safe and free from health hazards
2. Make sure all gas and electrical equipment is safely installed and maintained
3. Provide an Energy Performance Certificate (EPC) for the property
4. Protect their tenants' deposit in a government-approved scheme
5. Fit and test smoke alarms and carbon-monoxide alarms once a month
6. Follow fire safety regulations for property in a purpose-built block of flats or for houses and property adapted into flats.
7. They must keep their property in good condition, and any gas or electrical systems must meet specified safety standards.

Landlords are normally responsible for repairs to:

8. The structure of the property.
9. Basins, sinks, baths and other sanitary fittings.
10. Heating and hot water systems.
11. Anything they damage through attempting repairs.

Landlord rights

1. Enter your property to inspect it or carry out repairs. They must give you (tenants) at least 24 hours' notice, although immediate access may be possible in emergencies.

Tenancy problems

If you have a problem in your house and you cannot come to an agreement, you can speak with your case worker, or go to the Citizens Advice Bureau (CAB) <https://www.citizensadvice.org.uk/> or to Shelter Cymru. <https://sheltercymru.org.uk/>

Children's education



School age

In Wales and the UK education for children is compulsory; this means that people can be fined or be sent to prison when they keep their child out of school for an inappropriate/wrong reason. A child begins school at the start of the term following a child's fifth birthday. Most admission authorities in Wales offer places in the reception class of a school in the September after a child's fourth birthday. Young people *can* leave school on the last Friday in June of the **school year** in which they are sixteen. Young people can

continue in full or part time education after they are sixteen. Parents can choose for a Welsh medium (language) school if it is available in their area. This may be a good option for younger children who do not have the pressure of tests and exams. More information – in English - can be found on: <http://www.meithrin.cymru/for-parents/>

School attendance

The Local authority has a duty to provide a free school place for all children who are of compulsory school age. Parents have a duty to make sure that their children receive education during the compulsory school age years. It is very important that children arrive in time at the start of the school day and attend the class full time every day to comply with the law and to help them to reach their potential.

Pre-school

Children are entitled to a free, part-time pre-school place of at least 10 hours a week, from the start of the school term following their third birthday. There are often free nursery places available for a few mornings per week. It will help your child to learn English, make friends and get used to the school system in Wales.

Key stage	School year	Age
Foundation	Reception	3 - 5
1	1	5 - 6
	2	6 - 7
	3	7 - 8
2	4	8 - 9
	5	9 - 10
	6	10 - 11
	7	11 - 12
3	8	12 - 13
	9	13 - 14
	10	14 - 15
4	11	15 - 16

Key stages

The National Curriculum (the school program for children from 5-16) is divided into four **Key Stages**. Usually there are tests at the end of each key stage

School customs and support



In the UK, children wear a uniform to school, and can buy food at school. If you have a low income, you may be able to get help with the cost of the uniforms and school meals.



Transport: if children live over a certain distance from school they may be entitled to free transport; the criteria can vary per Local Authority. All other children are expected to walk or pay for transport



Children who do not have English as a first language, will get support from a 'Bilingual Teaching Assistant (BTA) from a school support organisation.



Several schools have a school nurse and sometimes a school social worker attached. If you have any concerns about your child's health, you can arrange an appointment with the nurse; you can talk with the school social worker if you have concerns about your child's welfare.



Schools usually have Parents' evenings where parents can discuss the progress of their child and any weaker areas where they may be able to help with the teacher. The teacher will also let parents know how their child is interacting with other children in the class.



Some schools have breakfast club or after school club; this can be helpful when parents are working or volunteering.










There are often lots of fun and useful things to do after school time, these are called: extracurricular activities. Examples are: choir, chess, gardening, sports, music. Many of these are free.



Session 4, activity sheet 1 - Safeguarding children

Write down 3 things you do to keep your child safe. You can write things in general or use the table below

Baby (0-1)		
Toddler (1-3)		
Infant (4-6)		
Young child (7-9)		
Older child (10-12)		
Young teenager (12-14)		
Older teenager (15-17)		



Session 4, activity sheet 2- Safeguarding measures

Example 1

Your child is 7 years old. You need to get milk and bread from the shop which is 5 minutes' walk.

Do you leave your child at home, or do you take her/him with you?

If you leave your child at home, what arrangements do you make?

Example 2

Your children are 7 years and 4 years old. You need to get milk and bread from the shop which is 5 minutes' walk. Do you leave your children at home or do you take them with you?

If you leave your child/children at home, what arrangements do you make?

Example 3

Your 12-year-old child wants to open a Facebook account. What do you say and do before – and after – you give your consent?

Example 4

Being a parent is not always easy; sometimes you feel very tired and stressed. What can you do to feel less stressed?



Session 4, activity sheet 2 – Safeguarding measures: Answers

Example 1 and 2: Remind participants about the general rules: Advice on leaving a child at home, highlighting

- Babies, toddlers and very young children should never be left alone
- **Children under the age of 12 are rarely mature enough to cope in an emergency and should not be left at home alone for a long period of time**
- Children under the age of 16 should not be left alone overnight
- Parents and carers can be prosecuted for neglect if it is judged that they placed a child at risk by leaving them at home alone
- **A child should never be left at home alone if they do not feel comfortable with this, regardless of their age**
- If a child has additional needs, these should be considered when leaving them at home alone or with an older sibling

Example 2: Highlight the following

- **When leaving a younger child with an older sibling think about what may happen if they were to have a falling out - would they both be safe?**

Example 1 and 2:

If you decide to leave your child at home

- Set some ground rules
- Ask your child how they feel being left on their own
- Agree what they'll do while you're out
- Be clear what time you'll be back
- Check in with them every now and again
- Put dangerous objects out of sight

More information:

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/leaving-child-home-alone/>

Example 3: Talk about their online world

We talk to children about crossing the road, bullying and speaking to strangers. But what about staying safe in the digital world?

Having regular conversations about what your child is doing online - just like you would their day at school - is the best way to keep them safe.

You'll be able to spot any problems, encourage them to come to you if they're worried and make sure they know what's ok to share online - and what's not.

You can find out more about the social networks, apps and games your child uses with our Net Aware tool.

3 tips to help start the conversation

1. Explore sites and apps together and talk about any concerns.
2. Ask your child if they know how to stay safe online.
3. Talk about personal information and what to share online.

More information;

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/>

Example 4: Stress: know the signs

Sometimes stress can become too hard to handle. But when you're looking after a baby or toddler, it's more important than ever that you can recognise when you need to take action to relieve your stress.

Have a few relaxation techniques you can call on to make sure that child's safety is your number one priority.

Below are a few suggestions

- Arrange time to rest or do exercise (ask partner or trusted friend to take over for 15-30 minutes)
- Have tricks to deal with stress (deep breathing, get some fresh air)
- Put on some music
- Talk to other people and ask what they do
- Phone the NSPCC helpline: 0808 800 5000 (unsure if they provide language support!)

More information:

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/baby-toddler-safety/>
(scroll down for information about stress)




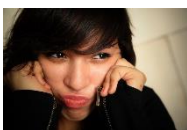


Manifestations of Arranged to Forced Marriage

ARRANGED					FORCED				
1	2	3	4	5	6	7	8	9	10

1	Parent/s are starting to think about their child getting married
2	Parent/s beginning to talk about their child's marriage, perhaps suggesting or looking for potential partners
3	The topic of marriage is freely discussed, resulting in a mutual acceptance or rejection of idea or options
4	An agreement to marry is made. Whilst the families of those who are marrying are involved in the process, the final decision lies with those who are to be married
5	Marriage is discussed, and arrangements begin, but there is no mutual acceptance or rejection of ideas
6	There is pressure to marry, which may take the form of emotional black mail or appeals to conform to traditional family roles and values
7	Demands to accept a marriage proposal are accompanied by physical, mental and/or emotional pressure and/or violence
8	The people concerned are manoeuvred into going through the marriage ceremony against her will. Forced marriage takes place
9	Escaping from a forced marriage which has already taken place
10	Killing/murder on the refusal of the person to marry – or: suicide before or after marriage



Session 4, activity sheet 3 – Domestic Violence and 'Honour' Based Violence










A husband does not allow his wife to have money		
One parent swears and threatens the other parent in front of their children		
Parents have a discussion because they don't agree who will do the shopping/washing up/ take children to school		
One parent slaps the other		
Threaten your son because he does not want to marry the girl you want him to marry		
Not allowing your daughter to go to school because she has a boyfriend you don't like		
Encouraging family and friends not to talk to your husband or wife.		
Arrange a sunna for your daughter because it is your culture		
Leave your family to go for a walk because you are angry		

Question: What are the laws in Syria for protecting children and adults?



Session 4, activity sheet 3 Domestic Abuse and 'Honour' Based Violence

Answers

A husband does not allow his wife to have money		Any form of control (apart from <u>reasonable</u> control over your children) is Domestic Violence
One parent swears and threatens the other parent in front of their children		Swearing and threatening is Domestic Abuse – if children witness (by hearing or seeing) DV, it is harming them. Parents <u>must</u> keep their children safe from harm
Parents have a discussion because they don't agree who will do the shopping/washing up/ take children to school		A discussion without threats, or swearing can teach children how to resolve differences in opinion. It may be sensible to have discussions about your children when they are not present.
One parent slaps the other		Slapping another adult is abuse (of bodily harm) Slapping a partner/spouse is Domestic Abuse.
Threaten your son because he does not want to marry the girl you want him to marry		Threatening your child with the aim to get them to agree to a marriage is Forced Marriage. If your child is under 18, the offence is worse because it is harming your child.
Not allowing your daughter to go to school because she has a boyfriend you don't like		If your daughter is up to 16 it is a treble offence: education up to 16 is compulsory so you are breaking the law and you are considered to harm your child through unreasonable punishment. The control is DA. If your daughter is between 16 and 18 you are harming your child and it is DV. If your daughter is over 18 it is a form of control, thus: Domestic Abuse
Encouraging family and friends not to talk to your husband or wife because you feel she has put shame on you/the family.		This is indirect control linked to 'honour': 'Honour' based violence.
Arrange a sunna for your daughter because it is your culture to do this for her and your family's honour		This is a serious offence: it is harming your child, it is allowing or 'aiding and abetting' grievous bodily harm and it is 'honour' based violence.
Leave your family to go for a walk because you are very angry		This is a very sensible thing to do – you are less likely to say or do something you are very likely to regret, and you teach your children by example one of the ways in which you can manage/ control your anger.



Session 4, activity sheet 4 - Safety

Example 1

Khaled is 16 and is growing a beard. He has recently started read the Qur'an, is going to mosque regularly, wearing a thawb. His parents are religious but don't attend Mosque often.

Should you be concerned that Khaled is at risk of being radicalised?

A	Yes! He needs to be reported to the police for prevent
B	No – it is normal for a 16-year-old to explore his faith and identity
C	Yes! You decide to share your concern with his parents
D	No – but you decide to speak to his parents to find out why he is taking a sudden interest in the Qur'an and mosque

Example 2

You have spoken to Khaled's parents and they have told you that he started to take an interest in the Qur'an and mosque after he has been bullied in school. They say that since that time he is spending a lot of time in his room. They assume that he is doing his homework and reads the Qur'an. They say that he is a very good and obedient son and hardly goes out with friends.

Would you be more, or less concerned after the visit to his parents?

A	More concerned – he is spending a lot of time in his room and his parents don't really know what he is doing there
B	Less concerned – he appears to study hard for school and in the Qur'an: that is a good thing
C	More concerned – he has been bullied which could have made him feel isolated, and he does not have many friends, which makes him more isolated and at risk of being influenced.
D	Less concerned – they have told me he is a good and obedient son

Example 3

Although you have concerns about Khaled, you felt you didn't have a reason to go to the police. A few weeks later you bump into Khaled's father who tells you that he is a bit upset about Khaled's behaviour: he is becoming more religious and has told his sisters that they should wear a hijab, and has said that his father is not a real follower of the faith because he doesn't pray often enough and/or go to mosque. When you say that this is a sign Khaled is taking his faith serious, his father answers that this may be true but that Khaled appears to have become more zealous since he has been meeting with a man who has religious meetings at his house, and that Khaled doesn't attend the mosque any longer because they don't teach the 'true version of the Qur'an', and he is helping the man to deliver leaflets about the true meaning and calling of the Qur'an....

Now you have heard this, will you decide to go to the police to explain that Khaled is at risk of being radicalised?

A	No – it is normal that if someone becomes more religious that he wants his family to follow the faith more obediently
B	Yes – he is trying to persuade his family, and you don't know whether the man Khaled is meeting has studied the Qur'an like Imams are doing.
C	No – I don't want to embarrass his father and family
D	Yes- he seems to get more isolated because he is now not going to mosque any longer and is more zealous about his faith. He has not done anything wrong but he seems very isolated and it would be good to get help to make sure that he is not influenced by people with wrong ideas.

Example 4

You have an international driving licence which is 6 months old and want to drive a car in the UK.

What do you need to do – apart from buying a car?

A	Arrange for an MOT, car insurance and car tax
B	Arrange for car insurance and car tax, learn about traffic rules in the UK
C	Apply for a provisional driving licence with the DVLA, arrange MOT, car insurance and car tax
D	Learn about traffic rules and traffic signs in the UK, arrange for an MOT, car insurance and car tax.

Example 5

You are walking from the town centre to your friends' house, and a police man stops you. He asks you for your name, where you are going and what you were doing in the town centre.

Do you have to answer these questions?

Yes	
No	

Example 6

Late in the night, you wake up because you hear noise and laughing outside your house. You carefully look out your window and see a group of young people in your front garden. You can't see what they are doing and a few minutes later they have left. The next morning you wake up and see that they have painted words on your house. It says: Foreigners Out!

What should you do?

A	Phone the police on 101
B	Report it via the internet
C	Phone your support worker

Example 7

You are going fishing with a friend. You have your angle, net, a bag with some food, bait and a small folding knife.

If the police would stop you and find the knife, would they allow you to carry – and keep it?

Yes	It is allowed to carry a small folding knife in the UK/Wales
No	It is not allowed to carry a knife in the UK/Wales



Session 4, activity sheet 4 – Safety: answers

Example 1:

Answer B and D are both correct. They could be complementary: it is indeed normal for a young person to explore his/her identity and the faith of their parents – some may display it through challenging behaviour, others through exploring things for themselves instead – or in addition to what they learn from their parents.

Answer C is correct, in that it may be helpful to talk to the parents to share your concern, but based on the information provided there is no need for concern, nor for a prevent referral to the police; 'a watchful eye' from the family, family friends and the mosque's imam appear to be sufficient.

Answer A is wrong/ overly concerned – it is normal for a young person to explore his/her identity and the faith of their parents.

Example 2

Answer A and C are correct, and could be used complementary: reasons mentioned in both answers provide a more complete picture and are indicators for the vulnerability of Khaled. Although B and D appear to be a 'statement of fact', they do not take account of the vulnerabilities which can increase the risk of radicalisation: having been bullied and arguably not having many friends. There are of course more young people who have a few good friends, but in combination with being bullied it is likely to increase vulnerability and the associated risk. If Khaled would be referred at this stage, there may not be direct intervention with Khaled, but the multi-agency panel would ensure that work is done with the school to tackle the bullying issue and see if the panel and school can do some work around keeping Khaled safe.

Example 3

Answers B and D are correct, and can again be used complementary. Khaled appears to be in the process of being 'groomed' – it seems that the man he is engaging with is influencing him in a way which takes him away from his local mosque, and resulting in Khaled leafletting for him. Reporting him to the police is the most sensible thing to do: they have specially trained staff to assess whether Khaled is vulnerable and being influenced in an inappropriate way and to assess the risks of him becoming radicalised.

Answer A does not take account of his vulnerabilities and the influence the man appears to have over Khaled.

Answer C would be very unwise and unhelpful. If Khaled would become (further) radicalised and commit a crime, his family would be devastated and be far more embarrassed than some work that is done by specially trained police and people who would not be recognised as such by members of the community/ public.

Example 4

Answer D is the correct answer

Example 5


























No- but explain that it is sensible to do so. Inform that it would be good to take note of the police person's shoulder pad number.
















Example 6 All three answers are correct

Example 7 Yes is the correct answer. You can carry a small folding knife in the UK.



Session 4 Participant feedback form

	1	2	3	4	5	Other comments
The information sheet about session 3 had:	Not enough information 	Nearly enough 	About the right amount of information 	More information than needed 	Too much information 	
The information I received today had:	Not enough details 	Not quite enough details 	About the right level of detail 	More detail than I need 	Too much detail 	
The amount of information today was:	Not enough 	Nearly enough 	About right 	A lot 	Too much 	
The pictures on the slides were:	Not helpful at all 	A little helpful 	About right 	Quite helpful 	Very helpful 	
The handout about the rules was:	Not helpful at all 		About right 	Quite helpful 	Very helpful 	

	Not helpful at all	About right	Very helpful	Other comments
Activity 1 was:				
Activity 2 was:				
Activity 3 was:				
Activity 4 was:				
The 'live fear free' leaflet was:				

Please continue here for more comments:

**Session 4 trainer feedback form** Name trainer: _____ Date: _____

The recap feedback was:	
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Information	Too much	Rather much	About right	Not quite enough	Too little	Additional comments
The amount of information in the session was						
The information in the trainer manual was						
The information on the slides was						

Content	Too detailed	Rather detailed	About right	More detail needed	Needed much more detail	Further comments
The content of the session was						
The content of the trainer manual was						
The content of the slides was						

Format	Very unhelpful	Unhelpful	About right	Helpful	Very helpful	Further comments
The format of the session was						
The format of the trainer manual was						
The format of the slides was						

Materials and activities	Very unhelpful	Unhelpful	About right	Helpful	Very helpful	Further comments
Activity 1 was						
Activity 2 was						
Activity 3 was						
Activity 4 was						
Activity 5 was						

The responses to activity 3 were:

Timing	Should have been longer		Was about right		Should have been shorter	Further comments
The timing:						

Please continue below and/or on another sheet if you have further comments/observations



Session 4 Information sheet for participants Safeguarding and safety

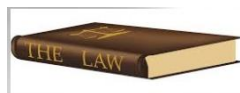


Safeguarding

Safeguarding children



In the UK, the safety of children is very important; the law is very strict about 'child protection' and 'children's rights'. The UK 'Children's Act, and the 'Social Care and Wellbeing Act Wales' protect children from physical abuse, sexual abuse, emotional abuse and 'neglect'. The UK and Wales have signed the United



Nations Convention on the Rights of the Child. If there is a concern about a child's welfare or child abuse, the police and social services will investigate and work with the parents to make sure the child is safe.

Chastisement



The law says that it is not allowed to hit/smack a child 'unless it is reasonable punishment'. Reasonable means that it should not leave any marks or wounds and should not be 'child cruelty', such as limiting a child's movement. If parents do any of this, it is a criminal offence and parents will be charged by the police. Teachers, crèche workers and anyone else working with children are not allowed to smack a child.

Leaving children alone



The law says that parents should not leave a child alone 'when they are at risk'. It does not say exactly at which age you can leave a child alone because children mature differently. In general, there are the following guidelines:

- Babies, toddlers and young children should never be left alone.
- Children under 12 should only be left for very short periods.
- Children under 16 should not be left alone overnight

When considering risk, think whether your child would be able to get something to eat or drink, knows what to do when someone comes to the house and what to do in an emergency like a power cut or fire. If you leave an older child in charge of a younger one, consider if they would both be safe if they had an argument.

Internet Safety



Internet can be great for learning, socialising and entertainment, but it also has dangerous sides. At home, you can use 'parental control' settings, but it is important to explain to your child how to stay safe on-line: never give their address or telephone number to people they don't know in 'real life', always talk with you or an adult they can trust if they are threatened

or upset.

Internet safety support

There are helpful websites about internet safety such as 'Kidscape'

<https://www.kidscape.org.uk/> , the 'NSPCC' <https://www.nspcc.org.uk/> and 'Kidsmart' <http://www.kidsmart.org.uk/> .

Parenting support



Most Local Authorities have a 'Family Information Service' that can help with all sorts of questions parents may have; from finding a parent and toddler group to fun activities to help if with problems you experience when raising your child(ren).

Gender Equality



In Wales and the UK, women and men have the same rights and responsibilities in all parts of life: work, wages, health, education, housing, criminal justice, welfare and leisure.

The Law



UK law is very strict on safeguarding people – especially women- from domestic violence. In Wales, there are two laws which protect people from violence and abuse: the 'Violence against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015' and the 'Social Care and

Wellbeing Act 2014'. The UK has freedom of religion and people are free to participate in cultural activities, but religion and culture cannot be used as a reason to break the law.

Domestic Violence



If one adult/parent in the house is violent against the other adult/parent, they breach the law and can be charged under the law; this is the same for men and women. Violence can be physical, sexual, verbal/emotional or financial. If children see or hear the violence, it is also considered a breach of child protection laws.

'Honour' Based Violence



Forced Marriage, a marriage where at least one of the partners feels that it is not their free choice, or is pressured to get married, and Female Genital Mutilation- or 'cutting' are arguably the most well-known forms of this kind of violence. There are many other forms such as acid attacks, neglect, incarceration, kidnapping, sexual, emotional, financial and physical abuse. All 'honour' based violence is not allowed under UK law and often a criminal offence. People can say that it is their culture or religion; you can practice your culture and religion, but you must stay within UK law.

Where to get help



If you have problems in your relationship, the Family Information Service or the Local Authority Social Services Department can inform you where you can get help.



'Relate' is an independent organisation which provides support: <https://www.relate.org.uk/>

If you are a victim of Domestic Violence or 'Honour' Based Violence, you can report this to the Police, Local authority Social Services Department, 'Victim Support': telephone 0300 123 21 33 or

Live Fear Free 0808 8010 800

'Live Fear Free' telephone number: 0808 8010 800 – telephone interpretation is available. There is also a website: <http://livefearfree.gov.wales/?skip=1&lang=en>



There are also organisations who can give specialist support to victims of Honour Based Violence in Wales: the Henna Foundation telephone: 02920 496920 and BAWSO telephone: 0800 731 8147

Relationships- age of consent

16

The age of consent to any form of sexual activity is 16 for both men and women. Having sex with a person under 16 is a criminal offence; it does not matter if the people are both male, both female or a male and a female. If you are an adult and have any form of sex with a person under 16 it is even more serious. People can look older than they are or lie about their age: it is better to stay safe and wait until you are very sure about a person's age than to being charged with a criminal offence! If you are found guilty of having under-age sex you risk having to go to prison and your name will be put on the 'sex-offender register'. This means it will be very difficult to find a job, and it is unlikely that an application for permanent residence or British Citizenship will be successful!

Safety

Extremism



People who are going through difficult times because of loss, bereavement, bullying, abuse or other difficult experiences are vulnerable, and easier to be influenced. Some people or organisations exploit vulnerable people for their own purpose. Usually they 'befriend' vulnerable people and gradually persuade them to do more risky and dangerous – and sometimes criminal – things. It is called: 'radicalisation'.

In the UK there is a program which tries to help vulnerable people who are being radicalised before they start to commit crimes, it is called: **Prevent**. If you are concerned that someone you know is being radicalised, you need to call the Police, Safeguarding Team or Social Services (ask your support worker). They will then work with others to try and help the person to stay safe.

Harassment, Hate Crimes and Hate Incidents



If someone is abusive or violent to you and you have reason to believe this is because you of your age, disability, sexuality, religion, ethnicity, gender (including gender identity) or lifestyle choice, it is a hate incident or a hate crime.



Harassment is when someone behaves in a way which makes you feel distressed, humiliated or threatened. It could be someone you know, like a neighbour or people from your local area or it could be a stranger - for example, someone on the bus. Examples of **harassment** include: unwanted phone calls, letters, emails or visits.

Where to report harassment /hate crime: **Police: 101**

and/or online: <http://www.reporthathe.victimsupport.org.uk/hate-crime/>
or: 'Tell Mama' (Measuring Anti-Muslim Attacks): <https://tellmamauk.org/>

Stop and search/ contact with police



A police officer might stop you and ask:

- what your name is
- what you're doing in the area
- where you're going

You don't have to stop or answer any questions. If you do, you can request interpretation. If you don't stop and there's no other reason to suspect you, then this alone can't be used as a reason to search or arrest you. **Being searched doesn't mean you're being arrested.**

Before you're searched the police-officer must tell you:

- their name and police station –take note of the number on the police persons' shoulder pad
- what they expect to find, for example drugs
- the reason they want to search you, for example if it looks like you're hiding something
- why they are legally allowed to search you
- that you can have a record of the search and if this isn't possible at the time, how you can get a copy

More information: <https://www.gov.uk/police-powers-to-stop-and-search-your-rights>

Traffic and driving

It is important for your own safety and that of other people that you know the rules before you participate in traffic: whether it is on foot, on a bicycle or in a car. Always look right first before crossing a road, and make sure you go the correct way around the roundabout.

Driving a car



When you want to drive a car in the UK you need to have a UK driving licence and the car needs to be taxed, insured and MOT (Ministry of Transport) tested. An international driving licence can be used for a up to a year after arriving in the UK, after that you need to have a UK

licence. The UK driving test has a theory part and a practical part and is in English. If you drive a car without having a licence, insurance, tax or MOT it is a criminal offence and this can have a negative effect if you want to apply for permanent residence/ British Citizenship.

More information: <https://www.gov.uk/driving-nongb-licence> and <https://www.theaa.com/driving-advice/driving-in-great-britain>

[If you drive a car under the influence of drugs, you can be fined or arrested. You can drink a small amount of alcohol when you drive, but it is better – and safer – not to drink at all.](#)

Knives



In the UK you are not allowed to buy a knife if you are under 18. You are not allowed to use a knife in a threatening way, and you are not allowed to buy, sell or carry banned knives.



People are only allowed to carry a knife if it is a folding knife with a blade that is less than 3 inches (7.6 cm).

Guns and firearms



You need a firearms certificate issued by the police to possess, buy or acquire a firearm or shotgun. You must also have a certificate to buy ammunition. It is illegal for anyone aged under 18 to purchase an imitation firearm and for anyone to sell an imitation firearm to someone aged under 18.

Carrying a weapon

If you are caught illegally carrying a knife or a gun, even an imitation one you will be arrested and prosecuted.

Alcohol, Drugs and Smoking



Alcohol

Shops and restaurants are not allowed to sell alcohol to anyone under 18 years of age in the UK. If people under 18 are caught drinking alcohol, they can be fined or arrested by the police. If you are over 18 and you misbehave because you have drunk alcohol, you can also be fined or arrested.



Drugs

In the UK, you are not allowed to carry, sell or use drugs, including Khat. Drugs are divided in three classes: A, B and C. If you are caught, you will be punished depending on the class and circumstances. <https://www.gov.uk/penalties-drug-possession-dealing>



Smoking

It is strictly forbidden to smoke in public buildings, hospitals, bars, restaurants, shops, airplanes and in your car if there is a child in the car. Most places also do not allow you to 'vape' either. (A vaporiser is a small appliance which allows you to get the taste and effect of smoking without the poisonous tar)

For help:



There is a national alcohol service; it is called 'alcoholics anonymous'. <http://www.alcoholics-anonymous.co.uk/> or ask you case worker about your local/regional support organisation



If you want help about drug use: <http://www.talktofrank.com/> or ask you case worker about your local/regional support organisation.



If you want help to stop smoking, you can speak with your GP, or look at this website: <http://www.helpmequit.wales/>

Session 5 Activity sheet 2 – Transferable skills

Transferable skills are skills you have learned in one area of your life, for example helping your parents in their shop, looking after your younger brothers or sisters, playing in a band or raising your children, which you can use in other areas of your life.

Examples are: listening, budgeting, organising, observing, speaking in public.

Discuss and write down what the transferable skills are of people in your group:



When do you need to speak or read in a job?



Think of more examples and write them down below

Session 5 Activity sheet 4 – Learning English

Use the circles of influence model for the examples on the slide below and think what you can do yourself, for which things you need help and for which things you depend on other organisations to learn English



Lord Maurice Saatchi and Charles Saatchi – Founders of Saatchi and Saatchi advertising agency. Their father was an Iraqi Jewish refugee.

Eva Jiricna – Designed the Faith Zone in the Millennium Dome. Refugee from Czechoslovakia.

Daniel Marot – Architect, furniture designer and engraver who designed Hampton Court Palace. Huguenot refugee.

Peter Moro – Born in Germany and moved to London, becoming one of the UK's most prominent post-war architects. Designed the Royal Festival Hall and the Nottingham Playhouse.

Richard Rogers – Designer of the Centre Pompidou and the Millennium Dome. His mother was a refugee from Trieste.

Frank Auerbach – German-born British painter, considered one of the world's greatest living artists.

Marc Chagall – Russian-French artist of Belarusian Jewish origin.

Jacob Epstein – British sculptor who helped pioneer modern sculpture. Son of Polish-Jewish refugees.

Peter Carl Fabergé – Russian jeweller, fled Russia via Finland, Germany to Switzerland.

Lucien Freud – Well-known British painter, German-Jewish refugee.

Mona Hatoum – Well-known British painter, Palestinian-Lebanese refugee.

Anish Kapoor – Won the 1991 Turner Prize. His parents were refugees who fled Iraq.

Camille Pissarro – Impressionist and Neo-Impressionist painter, Danish-French-Jewish refugee.

Sir John Tenniel – Cartoonist and book illustrator, descended from Huguenot refugees.

Alfred Wolmark – Painter, Polish-Jewish refugee.

Sir Montague Burton – Founded Burton retail, refugee from Lithuania.

Sir John Houblon – First Governor of the Bank of England, grandson of refugees.

Manubhai Madhvani – Expelled from Uganda by Idi Amin.

Michael Marks – One of the founders of Marks and Spencer, Russian refugee.

Sieng van Trang – Founder of the educational website www.iLearn.to, Vietnamese refugee.

George Weidenfeld – Publisher, Jewish refugee who fled the Nazis.

Sir Alec Issigonis – Designer of the Mini car, refugee.

Tanya Sarne – Fashion designer and creator of the Ghost label, father was a Russian refugee.

Lewis de Teissier – Founder of Tessier's jewellers, and the grandson of refugee Jacques de Teissier.

Alek Wek – Supermodel, fled Sudan with her family.

Lakshmibhai Pathak – Founder of Patak's, was a Kenyan refugee.

Rashmi Thakrar – Founder of Tilda Rice, Ugandan refugee.

Bob Marley – Famous musician, fled Jamaica to Miami after being shot during political violence.

Carlos Acosta – Ballet dancer with the Royal Ballet, London, Cuban refugee.

Fritzi Massary – Austrian-Jewish operetta singer, refugee.

Norbert Brainin – Austrian-Jewish violinist, refugee.

Gloria Estefan – Cuban-American singer, songwriter, actress, and businesswoman, father was a Cuban refugee.

Justine Frischmann – Lead singer of Elastica, father was a Hungarian refugee.

Wyclef Jean – Musician, former member of Fugees, Haitian refugee.

K'Naan – Hip-hop artist, refugee from Somalia now living in Toronto, Canada.

M.I.A. – English-born singer/hip-hop artist, part of a Tamil Sri Lankan refugee family.

Mika – Famous singer, fled from Lebanon.

Freddie Mercury – Lead singer of the band Queen, fled to England from Zanzibar in 1964.

Olivia Newton-John – Singer and actress, granddaughter of refugee Max Born.

Rita Ora – Singer, came to the UK as a refugee from Kosovo as baby.

Regina Spektor – Singer, songwriter and pianist. Originally fled Soviet Russia at the age of nine, now based in New York.

Shingai Shoniwa – Lead singer of the Noisettes. British-born daughter of Zimbabwean refugees.

Claude-Michel Schonberg – Composer whose works include *Les Misérables* and *Miss Saigon*, son of refugees.

Arnold Schoenberg – Austrian Composer, one of the most important composers in history, fled Europe due to increasing Nazi terror.

Gene Simmons – Member of Kiss, mother was a Holocaust survivor.

Sir Georg Solti – Conductor, refugee.

Robert Stolz – Austrian composer/conductor, refugee.

Oscar Straus – Austrian-Jewish composer, refugee.

Richard Tauber – Austrian-Jewish singer, composer and refugee.

Georg Ritter von Trapp – Father of the Trapp family, whose story inspired *The Sound of Music* after fleeing Nazi occupied Austria.

Madeleine Albright – Former U. S. Secretary of State, refugee From Prague.

Ayaan Hirsi Ali – Dutch politician, fled from Somalia.

Sitting Bull – Sioux chief, left America for Canada.

Lord Alf Dubs – Politician, refugee from Prague.

Margaret Hodge – Former British MP and Minister for Children, parents were refugees from Germany.

Michaëlle Jean – A refugee from Haiti- Governor-General of Canada from 2005 to 2010.

Henry Kissinger – American diplomat and political scientist, former US Secretary of State and National Security Advisor, fled from Germany to USA in 1938.

Vladimir Lenin – Soviet leader, refugee who fled to Switzerland.

Friedrick Lessner – Founder member of the Independent Labour Party.

Karl Marx – Political theorist, German refugee.

David Miliband – British MP, son of a Belgian Jewish refugee.

Ed Miliband – Former leader of the Labour Party, son of a Belgian Jewish refugee.

Leon Trotsky – Marxist theorist.

Michael Balint – Hungarian Jew, psychoanalyst, fled from Nazis.

Sigmund Freud – Austrian Jew, founded psychoanalysis, fled from Nazis in Austria.

Anna Freud – Psychoanalyst, daughter of Sigmund, fled with him.

Ernest Gellner – Czech-Jewish philosopher, fled from the Nazis.

Stephan Korner – Czech-Jewish philosopher, fled from the Nazis.

Claude Lévi-Strauss – French-Jewish philosopher and anthropologist, French refugee.

Karl Popper – Austrian-Jewish philosopher, fled from Nazis to New Zealand.

Isaac Abravanel – Rabbi and politician, fled from Portugal to Spain.

Rabbi Leo Baeck – Reform Rabbi, holocaust survivor.

Rabbi Immanuel Jakobovits – Chief rabbi of Great Britain, fled from the Nazis to Britain.

Jesus – His family fled from the holy land because of King Herod.

Current Dalai Lama, Tenzin Gyatso – refugee, he fled Tibet when China invaded.

Rabbi Hugo Gryn – Reform rabbi and holocaust survivor.

Paul Kahle – Christian Hebraist, fled from the Nazis to Britain.

Mullah Krekar – Iraqi Kurdish mullah, lives in Norway.

Muhammad (PBUH) – Fled from Mecca to Medina in 577.

Gustav Victor Rudolf Born – pharmacologist, German-Jewish refugee.

Max Born – Winner of Nobel prize for physics, German-Jewish refugee.

Edith Bulbring – Pharmacologist, German-Jewish refugee.

Carl Djerassi – The inventor of the first contraceptive pill, Austrian refugee.

John Dollond – Inventor of the achromatic lens, founder of Dollond and Aitchison, descended from Huguenot refugees.

Albert Einstein – One of the world's most famous scientists, German-Jewish refugee.

Alexander Grothendieck – Mathematician, German-Jewish refugee.

Robert Fano – Physicist, Italian-Jewish refugee.

Ugo Fano – Physicist, Italian-Jewish refugee.

Bernard Katz – Nobel Prize-winning biophysicist, German-Jewish refugee.

Sir Hans Krebs – Nobel Prize-winning scientist, German-Jewish refugee.

Sir John Krebs – Zoologist, son of Sir Hans Krebs.

Sir Harold Kroto – Nobel-winning chemist, son of German-Jewish refugees.

Liviu Librescu – Physicist, fled from Romania to Israel.

Lord (Claus) Moser – British professor of statistics and head of the Government Statistical Service, Austrian-Jewish refugee.

Alexander Alekhine – Chess World Champion, moved from Communist Russia to France.

Ossip Bernstein – Chess grandmaster, escaped from Communist Ukraine to France.

Efim Bogoljubow – Chess grandmaster, moved from the Soviet Union to Germany.

Fedor Bohatirchuk – Chess grandmaster, moved from Ukraine to Canada.

Jelena Dokic – Tennis player, Serbian refugee.

Mebrahtom Keflezighi – Olympic marathon silver medallist, Eritrean refugee to US

Lomana LuaLua – Football player who has played for Colchester United, Newcastle United and Portsmouth, was a refugee.

Mario Stanic – Former footballer with Chelsea. He used to play for Sarajevo F.C. who were targeted during the Bosnian War.

Christopher Wreh – Former Arsenal footballer, Liberian refugee.

Jackie Chan – Fled to the US from Hong Kong after being threatened with death by the Triads.

Zohra Daoud – Former Afghani actress and model, now settled in Malibu, California.

Marlene Dietrich – Actress and refugee from Nazi Germany.

Omid Djalili – Comedian and actor, he and his family are Iranian refugees.

Ben Elton – Comedian, grandson of a Czechoslovakian refugee.

Baron Lew Grade – Television mogul and uncle of Michael Grade, was a Russian refugee.

Fritz Lang – Film director, and a half-Jewish refugee.

Jerry Springer – Talk show host, parents were German refugees.

Rachel Weisz – Actress, both parents are Jewish refugees.

Billy Wilder – Film director and writer, Jewish refugee.

Reinaldo Arenas – Cuban novelist, became a refugee in the USA after years of persecution for his sexuality and political ideas. His autobiography, *Before Night Falls*, was on the New York Times list of the ten best books of the year 1993 and was made into a film in 2000.

Yasmin Alibhai-Brown – Journalist and author, Ugandan refugee.

Isabel Allende – Author of *The House of Spirits*, Chilean refugee who fled after receiving death threats following the overthrow of her father's cousin, Salvador Allende.

Hannah Arendt – one of the most influential political philosophers of the twentieth century. Born into a German-Jewish family, she was forced to leave Germany in 1933.

Elias Canetti – Winner of the Nobel Prize in Literature in 1981, Bulgarian refugee.

Joseph Conrad – Author of *Heart of Darkness*, refugee.

Anne Frank – German-born diarist, as a child she fled from Nazi Germany to the Netherlands.

Karen Gershon – A writer and poet, as a child she fled from Nazi Germany to Great Britain.

Michael Hamburger – A noted British Translator and Poet, as a child he fled from Nazi Germany to London.

Lord Paul Hamlyn CBE – The founder of Octopus Publishing Group, Jewish refugee from Germany.

Victor Hugo – Author of *Les Misérables* and *The Hunchback of Notre Dame*, due to his political beliefs, he was forced to flee France several times.

Ismail Kadare – A winner of the Booker prize who fled Albania in 1990 for political reasons.

Marina Lewycka – Author whose first book, *A Short History of Tractors in Ukrainian*, sold over a million copies worldwide.

Ruth Prawer Jhabvala – Novelist and film screenwriter, German-Jewish refugee.

Judith Kerr – Children's writer, German-Jewish refugee.

Thomas Mann – Winner of the 1929 Nobel Prize in Literature, moved from Germany to Switzerland and from there to the US.

Rigoberta Menchú – An author and winner of the Nobel Peace Prize in 1992, Guatemalan refugee.

Vladimir Nabokov – Russian author and lepidopterist, escaped to Europe from the Russian Civil War and then to the US from the advance of Nazi Germany.

Ursula Owen – Editor of *Index on Censorship*, was a German refugee as a baby.

John O'Donnell-Rosales – Cuban author, poet and journalist, escaped from Cuba with the remnants of his family after years of persecution for their political and religious views.

Felix Salten – Author of *Bambi*, Hungarian-born Jewish refugee from Nazis.

Loung Ung – A survivor of the Killing Fields of Cambodia, activist and author of the books *First They Killed My Father* and *Lucky Child*.

Ossip Bernstein – Chess player, fled from Russia to France.

Alina Fernandez – Daughter of Fidel Castro, fled Cuba to Spain, now lives in the United States. Former model, now hosts a talkshow.

Otto Kahn-Freund – Lawyer, German Jew who fled Nazi Germany to the UK.

Christoph Meili – Whistleblower, fled from Switzerland to the US because an arrest warrant was issued against him.

Merhan Karimi Nasser – An Iranian refugee who lived in the departure lounge of Terminal One in Charles de Gaulle Airport from 1988 to 2006. Subject of the Steven Spielberg film *'The Terminal'*.

[See our Literature section for a comprehensive list of refugee authors](#)

<http://refugeeweek.org.uk/resources/facts-figures-and-contributions/famous-refugees>

Accessed November 2017



Thinking about what job you would like to do, and about your transferable skills, English language, work experience in your home country and work experience in the UK through volunteering, what steps do you think you need to take to be able to do the job in the UK?

1


























2






















3

4

5

Session 5 Participant feedback form

		1	2	3	4	5	Other comments
The information sheet about session 4 had:		Not enough information 	Nearly enough 	About the right amount of information 	More information than needed 	Too much information 	
The information I received today had:		Not enough details 	Not quite enough details 	About the right level of detail 	More detail than I need 	Too much detail 	
The amount of information today was:		Not enough 	Nearly enough 	About right 	A lot 	Too much 	
The pictures on the slides were:		Not helpful at all 	A little helpful 	About right 	Quite helpful 	Very helpful 	
The information sheet about this session (5) had:		Not enough information 	Nearly enough information 	About the right amount of information 	Quite helpful 	Too much information 	

	Not helpful at all	About right	Very helpful	Other comments	
Activity 1 was:					
Activity 2 was:					
Activity 3 was:					
Activity 4 was:					
Activity 5 was:					
Activity 6 was:					
I would recommend this course to others	No 	Maybe 	Yes 		
If 0 is the lowest and 5 the highest, I give this course a	1	2	3	4	5

Please continue here for more comments:

The recap feedback for session 4 was:	
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Information	Too much	Rather much	About right	Not quite enough	Too little	Additional comments
The amount of information in the session was						
The information in the trainer manual was						
The information on the slides was						

Content	Too detailed	Rather detailed	About right	More detail needed	Needed much more detail	Further comments
The content of the session was						
The content of the trainer manual was						
The content of the slides was						

Format	Very unhelpful	Unhelpful	About right	Helpful	Very helpful	Further comments
The format of the session was						
The format of the trainer manual was						
The format of the slides was						

Materials and activities	Very unhelpful	Unhelpful	About right	Helpful	Very helpful	Further comments
Activity 1 was						
Activity 2 was						
Activity 3 was						
Activity 4 was						
Activity 5 was						
Activity 6 was						
The responses to activity 3 were:				The responses to activity 6 were:		
The recap feedback for session 5 was:						

Timing	Should have been longer		Was about right		Should have been shorter	Further comments
The timing:						

Please continue below and/or on another sheet if you have further comments/observations

Session 5 Participant information Sheet

Adult Education/ ESOL, training, volunteering and work

Finding work in the UK



Everyone has valuable and useful skills, experience and knowledge – whether they can evidence it through certificates, diplomas and degrees or not. All these skills can be used for your new life in the UK. If you have a degree, diploma or vocational certificate, you may be able to have it certified by NARIC: the National Recognition Information Centre, who will inform what the UK equivalent of your qualification is. Some qualifications may be similar as in the UK, while others may be rated lower or do not have an equivalent.



In Wales, there is a 'Certification and Qualification Framework Wales'. It allows colleges to assess your skills and experience through theoretical and practical tests, after which they can give you a certificate which validates your skills on a Welsh level.

Most employers in the UK want their employees to have:

- UK/Welsh certificates/qualifications
- UK work experience (including volunteering)
- Entry level 2 or 3 English for Speakers of Other Languages (more information below)
- UK referees (people who can verify how good you are at your job and whether you are reliable and committed)

You can consider starting your own business, but you usually need entry level 3 to understand health and safety instructions, while you need more advanced English to be able to understand policies and tax regulations – and to communicate with your customers.

ESOL: English for Speakers of Other Languages



Your host Local Authority will arrange English lessons for you soon after you arrive. Learning English will help to increase your chance for a job, but also help you with many other things in your life: you can talk to your neighbours and understand what the teachers say about your child. There are many other ways in which you can improve your English:

- Books/talking books from the library
- Attend college
- Listen to English radio
- Watch English television
- Internet programs (duo Lingo, BBC, British Council)
- Apps on mobile phones
- Friends and Neighbours (FAN) groups
- Social, sport and hobby clubs
- Volunteering

Volunteering



Volunteering can be a good way to get work experience in the UK. It is not 'work' because you do it for free – but your expenses should be paid, but many things are the same as in work: you agree to arrive at a certain time and leave at a certain time. You agree what tasks you will be doing, and how you will do those. There are many benefits:

- Gain work experience
- Produce evidence of skills
- Increase or improve skills
- Improve English
- Show reliability
- Demonstrate time keeping
- Meet people who can give a reference
- Increased 'social networks'
- Training opportunities

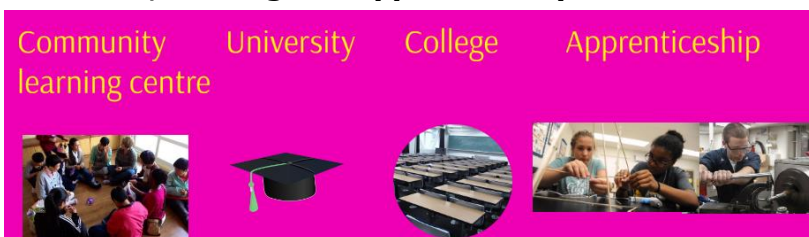
And: you may feel good because it helps to get a routine and gives you a purpose!

How to find a place to volunteer?

Your case worker can help you, and there are local and regional voluntary associations. The Welsh Council for Voluntary Associations (WCVA) can inform you of your regional association.

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

Education, training and apprenticeships



There are many universities, colleges and community centres that provide training, vocational and academic education. You can usually choose from part time or full-time courses. Some will be free, others need to be paid.

Always discuss with the Job Centre before you register to make sure you don't break benefit rules. The college will tell you what level English you need before you can register.

Apprenticeships are a contract between a business and people where people will learn how to do a job through supervised work and go to college for one or two days. Talk to the Job Centre and your case worker if you are interested in this and find out if you are 'eligible'.

Work

The UK has minimum wages which your employer must pay by law; these change each year. For 2017 this is

Apprentices: £3.50 per hour

Under 18: £4.05 per hour

18-20: £5.60 per hour

21-24: £7.05 per hour

25 and over: £7.50 per hour

More information: <http://www.minimum-wage.co.uk/>



Don't forget: finding a job you like or want, usually takes a number of steps.

CERTIFICATE OF ACHIEVEMENT

THIS IS TO CERTIFY THAT

NAME:

HAS COMPLETED THE WSMP CULTURAL ORIENTEERING COURSE

ON:

SIGNED:

PRINT:

LOGO