



NOW INCLUDING
LESSON PLANS
AND YPI
RESOURCES!



**GOVAN
COMMUNITY
PROJECT**

Building Hope

GOVAN COMMUNITY PROJECT

SCHOOLS PACK



ABOUT GCP

Govan Community Project (GCP) is based in Govan, in the south west of Glasgow.

GCP is a community based organisation which provides a range of services to support people seeking asylum and refugees to rebuild their lives in Scotland.

Whilst founded in Govan, we provide support across Glasgow.



As a charity supporting refugees and people seeking asylum, collaboration with schools is vital to achieving our mission. They play a significant role in the community and with the people we support.

GCP OFFERS A WIDE RANGE OF SERVICES

Advice & Advocacy

Our team provides advice, information and support on a variety of issues, helping people in the asylum process to access their rights and entitlements.

Food Support

We provide support for people in the asylum process, who are destitute and/or have no recourse to public funds (NRPF), to access community food services.

Homework Club & Youth Group

In our community flat we run classes to help young people with homework, reading, writing and researching.

ESOL

We deliver ESOL classes from our office and community flat. We also provide online lessons.

Women's Group & Men's Group

Our weekly community groups provide space for people to come together, make friends and learn new skills. We take part in activities, enjoy outings and share food.

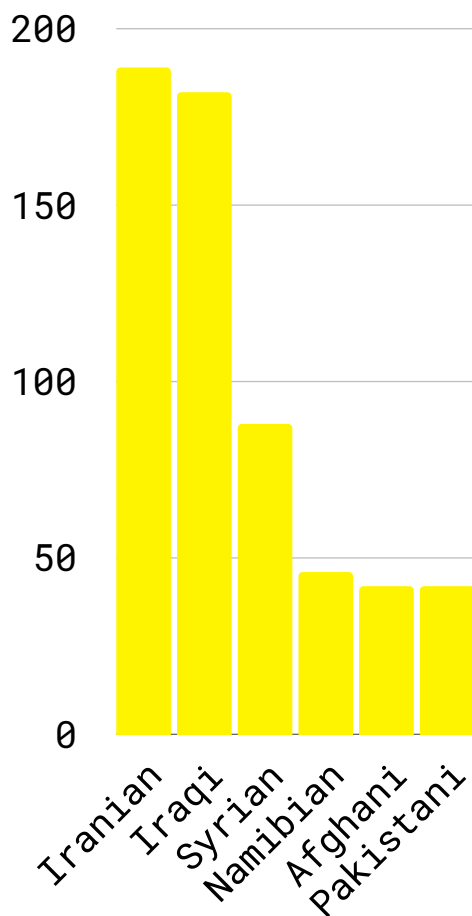
Bike Library

We provide bikes for adults and children to use free of charge. We can also do basic repairs, and run cycling activities for the community.

OUR IMPACT

- 1,042 people supported in a year
- 1,445 calls to our helpline
- 689 new individuals or families supported
- 395 food bank referrals
- 411 pantry memberships

TOP 6 NATIONALITIES SUPPORTED BY GCP



OUR YEAR IN NUMBERS

ESOL LEARNERS	75
WOMEN'S GROUP	150
MEN'S GROUP	110
HOMEWORK CLUB	70
BIKE LIBRARY	20
VOLUNTEERS	46



FUNDRAISING

Like a lot of charities we rely on donations to keep growing and meeting the demand for our support in the community.

People in the asylum system are expected to live off just £7 a day – not much more than the cost of a daily bus ticket in Glasgow. Some people are given no support at all.

Donations are essential to continuing to deliver our services, especially our anti-destitution and food support. Every single penny raised makes a real difference.

- £3 provides a week of pantry items
- £6 covers travel costs for someone to access our services
- £25 provides a supermarket voucher for someone facing destitution
- £60 provides food vouchers for a family in need

WOULD YOUR SCHOOL LIKE TO SUPPORT OUR WORK?



We know young people care about what's happening in the world and their communities. By working together we can improve knowledge among young people about human rights and refugees, promote social integration, reduce the isolation of refugees in Scotland and engage the community.

Some ways to support GCP

- Hold a Wear Pink Day for GCP
- Do a non-uniform day
- Host a bake sale
- Organise a sponsored readathon
- Try sponsored sporting events
- Choose GCP in YPI



We'd love to hear your ideas!



WHAT YOU WILL GET IN RETURN

Young people will have the opportunity to learn about the experiences and challenges faced by refugees.

Our team can come along to your school to tell you more about what we do, and how your fundraising would help. We could also arrange a speaker for a classroom or assembly on this topic.



If you have a great fundraising idea, but are not sure where to start, our team can help guide you through planning your event.



GCP can supply

- Collection tins
- Posters & flyers
- Pens/ balloons/ badges
- Sponsor forms

YPI RESOURCES



Are you a student taking part in YPI this year? If so, we've put together this short guide on how you can support our mission through YPI and why we'd love to be your chosen charity.

This guide is broken down into the four main criteria that will be used to assess your presentation: 1) knowledge and understanding, 2) connection and commitment, 3) business case and impact, and 4) presentation and creativity.

What are the social issues GCP aims to tackle?

Here at Govan Community Project, all of the work that we do is targeted towards removing barriers to social justice and building a strong community based on equality, mutual respect, support, and integration.

One of the key social issues we aim to tackle is destitution within the community of people seeking asylum.

Destitution is when you are unable to afford basic necessities (like food, clothing and shelter). While anyone can experience destitution, this is an issue which disproportionately affects the migrant community.

How can we support you?

We are always thrilled to hear from students who are interested in choosing us for YPI. If your group is considering Govan Community Project or would like to hear more about the work that we do, please get in touch and we can arrange to have a chat at your school or you can come along to one of our community meals!



You can contact our fundraising team by emailing: commfundraising@govancommunityproject.org.uk

What impact would a £3,000 grant have on our work?

If you win the £3,000 for us, those funds will go directly into our core services. In relation to our anti-destitution initiatives, £3,000 would enable us to

- Provide **60 families** with supermarket vouchers
- Provide **120 individuals** with supermarket vouchers



Previously, students have requested that the £3,000 be directed to one of our services. This is something we are happy to accommodate if you have developed a particular interest in one area of our work.

How can I deliver an engaging and creative presentation?

Here are 4 tips you can use to make sure your presentation stands out:

1. Avoid reading directly from the slides - maintaining eye contact with the panel of judges gives you the best chance of keeping their attention.
2. Stick to 1 subject per slide - the judges will be most focused on trying to listen to what you are saying rather than reading large amounts of text off of your presentation. Sticking to 1 subject per slide will make your presentation easier to follow.
3. Use Canva or Prezi to make your presentation - these platforms allow you to create visually-interesting and engaging presentations. You can also access both platforms with a free plan.
4. Pictures, pictures, pictures - one of the easiest ways to make your presentation stand out more is to include pictures. We have a large database of pictures showcasing the work that we do at GCP and are happy to share a few with you.



HOW THIS WORK RELATES TO THE CURRICULUM

We understand that children and young people learn a lot through taking part in community initiatives. We believe that this resource will not only support young people to contribute to work which is essential to making sure people in their community feel safe and supported to uphold their human rights, but also provide opportunities for them to learn about different experiences and develop skills that are needed for community fundraising.

Activity	Curriculum
• Working with others to plan and deliver a community fundraising idea in school • Learning about the experiences of people seeking asylum and understanding why people become refugees and how I can support them • Working with other young people with a range of views and backgrounds	Mental & Emotional Wellbeing
	I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a

• Learning about the experiences of people seeking asylum and understanding why people become refugees and how I can support them • Learning about human rights and that we all have the right to certain things (safety, food, homes) • Raising awareness of the rights of refugees	Social Wellbeing As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others HWB 0-09a / HWB 1-09a / HWB 2-09a / HWB 3-09a / HWB 4-09a
• Representing your school as a community fundraiser for GCP and as an advocate for people seeking asylum and refugees • Delivering an event or an idea which represents the values of the school and your classmates to the rest of the community	Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. HWB 0-12a / HWB 1-12a / HWB 2-12a / HWB 3-12a / HWB 4-12a
• Working together with others to develop ideas and working together to agree on an idea that will work • Using talents to support others in your community	Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. HWB 0-13a / HWB 1-13a / HWB 2-13a / HWB 3-13a / HWB 4-13a
• Sharing my ideas and listening to others to be creative in how we support others and raise awareness in my community	I value the opportunities I am given to make friends and be part of a group in a range of situations. HWB 0-14a / HWB 1-14a / HWB 2-14a / HWB 3-14a / HWB 4-14a

- Building confidence to take the lead in a new activity
- Working in a new setting and environment and working with GCP volunteers to learn more about different people and experiences.
- Learning new skills in community development, fundraising and working with charities.

Planning for choices and changes

Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others.

HWB 1-19a

Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning.

HWB 2-19a



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**IF YOUR SCHOOL WOULD LIKE TO GET INVOLVED WITH
GCP, WE'D LOVE TO HEAR FROM YOU!**

CONTACT



commfundraising@govancommunityproject.org.uk

VISIT



www.govancommunityproject.org.uk



@govancommunityproject



@Govan CP

FIND US AT:

31 Garmouth Street, Govan, Glasgow, G51 3PR

Govan Community Project is a Scottish charity SC042012
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ACTIVITY

Welcome to Scotland - Classroom Activity

Suitable for: P3-7

Pupils write a short letter or message welcoming a new pupil who has migrated from a different country. If there are children who are refugees in the classroom, the activity may be framed as how they would welcome other refugees to Scotland, based on their own experience. Pupils may be encouraged to think about the following:

- What someone who is new to the country might be worried about.
- What it is like being in a different country if they have been abroad or to a different area within the UK, or if the pupil themselves are a migrant or refugee.
- What would help the new pupil to feel safe and included.
- A place (such as a restaurant or park) that they would recommend the new pupil visit.

Resources required

- Lined paper and pencils for each student (alternatively, you may wish to print out our letter template, which is also available on our website)

ACTIVITY

Suitcase Challenge - Classroom Activity

Suitable for: P3-7

Pupils are instructed to imagine that they are moving somewhere new and can only take a small suitcase. They are then given 10-20 minutes to draw items that they would pack.

Afterwards, the pupils are asked to share which items they 'packed' and why. It may also be helpful to ask pupils:

- What would be the hardest to leave behind?
- Are there things you need that you can't pack?
- How might someone who has left these things behind feel?

Resources required

- Paper
- Coloured pens or pencils

ACTIVITY

Belonging and Inclusion - Classroom Activity

Suitable for: P3-7

Pupils are organised into small groups (3-5 children per group). One pupil lies down on a large sheet of paper, and the others draw around them to create an outline of a person.

On the outside of the body outline, pupils write things people could say or do to make someone feel welcome and included. On the inside of the body outline, pupils write down how someone might feel if they are treated in those ways.

Afterwards, the teacher may wish to have a group discussion about how actions affect feelings and the types of actions that would help someone new feel like they belong to the school or community.

Resources required

- Large sheets of paper (such as flipchart paper)
- Coloured pens or pencils

ACTIVITY

‘Welcome or not?’ - Classroom Activity

Suitable for: P5-P7

Label one corner or side of the classroom ‘Kind’ and the opposite corner or side ‘Not helpful’. Read out a few scenarios (you may wish to use the example scenarios below) and ask pupils to move to either corner or side depending on whether or not they believe the individual in the scenario acted in a way that is kind or not helpful. Teachers should emphasise that there is no strict right or wrong answer. Teachers may also wish to ask pupils why they chose the corner or side that they did.

Example Scenarios

1. Antin has just joined a new primary school and is speaking with his new classmate Ben. Ben knows that Antin has just arrived in Scotland from Ukraine and is impressed that Antin can speak English well. He tells Antin, “Wow, I didn’t expect you to speak English that well!” Is Ben’s comment kind or not helpful?

The teacher may wish to highlight that Ben had kind intentions but that it might also be unhelpful to assume Antin would not speak good English.

1. Amy has just made a new friend called Zahra, who has been at her primary school for 1 year. At the time Zahra joined, Amy and her classmates were told that Zahra might not feel comfortable talking about why she moved and where she lived before. While Amy respected this at the time, she thinks that, because Zahra moved 1 year ago, she would feel fine talking about it now and asks Zahra why she and her family moved. Do you think Amy’s question is kind or not helpful?

- The teacher may wish to highlight that, although Amy might want to understand her friend Zahra better, Zahra may still feel uncomfortable talking about why she moved despite having moved 1 year ago. It may also be helpful to discuss other ways Amy could approach the situation.

- This morning, Kiera decided to bring in Haribo sweets for her friends at school. She wants to offer some to Maroun, who has just moved to Scotland from Lebanon, but her other friend from Lebanon, Dima, does not eat Haribo sweets. So to make sure he does not feel uncomfortable, Kiera does not offer him any. Do you think Keira's actions are kind or not helpful?

The teacher may discuss that it is important to be mindful about how your actions might affect people differently based on their backgrounds and experiences. It is good that Kiera was trying to be mindful of Maroun. At the same time, it is best not to assume that two people will think or act in the same way because they are from the same country.

Resources required

- Classroom with space
- Two signs or sheets of paper that say 'Kind' and 'Not helpful'