

ABOUT THIS PACK

This is an English language resource pack with images and activities related to parks.

It can be used by facilitators to promote discussions and visits to parks. In this pack there are various activities, indoor and outdoor, that facilitators can do with participants. Where you see the **tree icon** we encourage you to take the activity outside.



These activities can be used and adapted to accommodate for different levels of English, although the cards with a **shooting star** are particularly designed for pre-entry level learners.



We encourage you to choose activities that feel right for your participants, to adapt them as you see fit and to have fun with them.

CREDITS:

'#refugeeswelcome in parks' was a collaboration between the University of Sheffield, The Young Foundation, the University of Manchester and Minor (Berlin, Germany).

We gained Arts and Humanities Research Council funding to conduct this project in the UK and Germany in 2017.

Conversation card pack devised by Suzanne Solley, Isabel Young and Radhika Bynon of The Young Foundation.

Photo credit to Nafsika Michail and Unsplash.

Graphic design: cards by The Young Foundation. Box by Eleven Design.

WHERE TO FIND THE PACK:

An electronic and printable version of this pack can be found online at:

www.refugeeswelcomeinparks.com

If you would like a hard copy of the pack, please contact Clare Rishbeth at:

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CONTACT US:



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#refugeeswelcome

Email us (c.rishbeth@sheffield.ac.uk) with your comments and questions, as well as your ideas for additional activities

WHY THIS PACK WAS CREATED:

This pack was created in response to findings from a research project (www.refugeeswelcomeinparks.com) which found that spending time outside in green space was particularly important for the mental and physical well-being of refugees and asylum seekers, and newcomers more broadly.

Parks are a free resource with a range of facilities, activities, events and volunteering opportunities. We spoke to people who talked about the boredom of waiting for asylum and being unable to work. Parks provided them with something free to do and a space to relax and reflect. Parks can also be an important place of integration, where newcomers can learn about local culture.

However, this research also found there were a number of barriers to accessing parks amongst the refugee and asylum seeker population:

- some felt like ‘outsiders’ and therefore felt **unsafe** to go to parks alone
- some **did not know** of the various different parks in their neighbourhood
- some were **unaware** of the facilities, activities and volunteering opportunities parks have to offer
- some felt that they needed someone to go with to the park, or have a **particular ‘purpose’ for going** (e.g. to volunteer, or to attend an event)
- **mental health issues** and unsettling circumstances deterred some refugees and asylum seekers from venturing outside

The research suggested that if newcomers are shown parks by someone close to them, or invited for a specific reason, then some of these barriers can be overcome. This research also found that English facilitators are a vital source of information and support for refugees and asylum seekers.

It is hoped that through learning English, this resource will encourage more conversations about, and visits to, parks.

Using the pictures to help you, list all the activities you can do in a park.

Play the game 'I am going to the park and I am taking.'

Players take it in turns to add something to the list of things they are taking to the park.

Each player then repeats all of the items already mentioned and then adds a new one.

Each person picks a picture from
the pack.

Without showing the others the
image, they describe it and the
others guess what it is.

If you visit parks, why do you go?

If you don't visit parks, what would help you to go?

Create an information sheet about
the park.

What would a visitor need to know?

Chat about different parks in your
area.

What are the differences?

Choose a picture with people in it.
Create and tell a story about them.

1. Give the person a name and describe them
2. Which park does he or she go to?
3. Why does he or she go to that park?
4. When does he or she go to the park?
5. What does he or she like to do in the park?

Look through the pictures and play
a game of 'I spy'.

Talk about the differences between parks in other places you have lived in or visited, and the UK.

Look at these 3 sentences and label the past, present and future tenses.

- Next summer I will go to the park.
- I am walking to my nearest park.
- Yesterday, I played football in the park.

Then make your own 3 sentences using past, present and future.



Make a list of all the words you know related to parks.

E.g. tree, basketball court and cafe.



Pick four pictures and make up a story connecting all of them.



Draw and label a map of a park you know well.



Choose a picture and describe it to
the others.



Describe the park in each season.

E.g. 'In autumn the leaves are orange.'



Use the following sentences to describe a park:

‘There are/is....’

‘I can see...’



Finish the following sentence:

‘I like going to the park
because.....’



Find these things in the pictures:
a tree, grass, ball, water, a bag and
shoes.



Choose a picture.

Point to and name what is in the pictures.



In your own language, list all the words you can that are related to parks.

Then, find out what these words are in English.

Which ones are new?

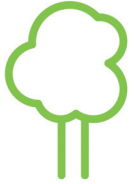
Which ones did you know already?



Give 3 statements about parks:
2 true and 1 false.
Your classmates should guess

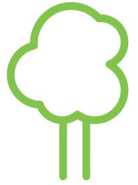


Take it in turns to be a 'tour guide'
around the park.



Take each other to your favourite
park.

Talk about why you like it.



Take a book to the park and read together.

Share with each other what you have read.



What signs and information can you see in the park?

What other signs would you add?



Have a conversation about your
'typical day' in the park.



Find things in the park which start with each letter of the alphabet.

E.g. A – acorn, B – ball, C – climbing frame etc.



Using a phone, or a print out of a map, find your way to a local park talking about the various landmarks you may pass on along the way.

E.g. shop, rubbish bin, bus stop, post box and sign post.



Select 4 pictures and find those things in your local park.

Describe each one in as much detail as you can.



Sit down on a bench, draw and then label what you see.



Use a phone to take photos of things you like in the park.



Find a beautiful plant or tree in the park and draw it.



Walk through the park and play a game of 'I spy'.



How many insects, birds and animals can you see?

E.g. squirrel, sparrow, crow, pigeon, duck, worm, snail, dog and cat.



Go to the park and look around you.

Use 5 adjectives to describe what
you see.

E.g. 'the flowers are **beautiful**.'



Find out 5 news words related to
parks.

Can you use them in a sentence?



Answer the question ‘how do parks
make you feel’?



Choose a picture and describe it by writing things down.