

Teacher Resource

Episode 17
16th June 2015

Refugee Day

FOCUS QUESTIONS

1. Discuss the *Refugee Day* story as a class. Record the main points of the discussion.
2. Give some reasons why people flee their country.
3. The word 'refugee' comes from the French word meaning...
4. The UN estimates there are at least _____ refugees who need shelter or a new home.
5. Which countries do most refugees come from?
6. Most refugees flee to countries like Australia and the US. True or false?
7. About how many refugees are settled in Australia each year?
8. Where in Europe are many refugees travelling to by boat?
9. What do you understand more clearly since watching the BtN story?
10. How did this story make you feel?

ACTIVITY

Before any analysis or discussion about refugees:

- Think about the students with refugee experience at your school and the sensitivities you will need.
- Establish with your students some key definitions and stereotypes.

Negotiate with students how many activities they complete from each section.

REMEMBER / UNDERSTAND

- After watching the BtN *Refugee Day* story, respond to the following questions:

- What did you SEE in this video?
- What do you THINK about what you saw in this video?
- What does this video make your WONDER?
- What did you LEARN from this story?
- How did this story make you FEEL?

KEY LEARNING

Students will develop a deeper understanding of what a refugee is and the issues affecting them. Students will identify and challenge stereotypes of refugees in the media.

AUSTRALIAN CURRICULUM

Civics and Citizenship – Year 6

The obligations citizens may consider they have beyond their own national borders as active and informed [global citizens](#) ([ACHCK039](#)).

Civics and Citizenship – Year 5 & 6

Identify over-generalised statements in relation to [civics](#) and [citizenship](#) topics and issues ([ACHCS029](#)) ([ACHCS041](#)).

History – Year 6

Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war. ([ACHHK115](#)).

History – Year 5 & 6

Identify questions to inform an [historical inquiry](#) ([ACHHS100](#)) ([ACHHS119](#)).

- Students will develop an understanding of what a refugee is and write a class definition. Respond to the following as a class recording responses on a large sheet of paper.

- Who is a refugee? (Explain to students the ways in which a refugee and an asylum seeker differ from a migrant)
- Where do refugees come from and why?

- Can you juggle? Refugees have to learn how to juggle with problems living in a new place.
 - In small groups, make a list of problems refugees may need to juggle on a daily basis. Report your findings to the class.
 - Check out this simple and fun [balloon game](#). The 'balloon game' is a simple and fun way to deliver an attention grabbing event that will raise awareness of some of the issues faced by refugees and asylum seekers. It uses the challenge of simultaneously juggling five balloons to encourage participants to empathise with the situations new arrivals face.



APPLY / ANALYSE

- As a class, talk about your feelings of home and belonging to a community. Think about the diversity in backgrounds, experiences, interests and age of people in your school community. Broaden your discussion and talk about your local community and Australia as a whole.
 - Explain to students that developing positive relationships can help build a sense of belonging and inclusion. Provide a range of opportunities for students to share their personal stories to create an atmosphere of cultural respect and acknowledgement of diversity.

- What do you like about being part of your school community?
- What makes you feel safe in your school community?
- How do you welcome new students to your school community?
- What are some of your school's values?
- Describe some of your school's traditions. Why are they important?
- What are the advantages of belonging to a culturally diverse community?

- Get to know a refugee and get involved in the [UN's campaign](#) for Refugee Day. Millions of families have fled their homes to escape war or human rights abuses. Millions of mothers, fathers, sisters, brothers – who are also students, musicians, cooks, and so much more. Refugees are ordinary people, living through extraordinary times.



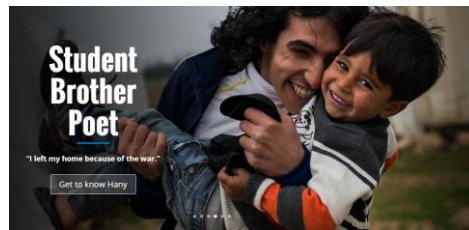
[Get to know > Yaqub](#)



[Get to know > Yadira](#)



[Get to know > Ibrahim](#)



[Get to know > Hany](#)

- Get to know a refugee featured on the UNHCR website. Get to know [Yaqub](#), [Yadira](#), [Ibrahim](#) and [Hany](#).
 - Find out more about where they come from and why they had to leave their home.
 - Compare elements of your life and the refugee's life. Use a Venn diagram to illustrate the differences and similarities.
 - Write a letter to them, sending a message of support and share your message via the [UNCHR website](#) or the BtN *Refugee Day* story page.
- An example of a Venn diagram
- Students will collect, analyse and compare media texts that represent ideas about refugees in different ways. Explain to students that sometimes news is presented which is biased or sensationalist. Reports sometimes present certain facts but ignore others, and information and statistics are misrepresented to support a particular point of view.
 - As a class find reports in the media that portray refugees in both positive and negative ways. Find a variety of articles from different news sources.
 - Divide the class into small groups and provide each group with one or more of the news articles. Students will analyse the report/s to find out if it represents refugees in a fair and balanced way and respond to the questions below.
 - Further activity: Students will imagine they are journalists and write a 100 word story on a family that were forced to flee their home and have arrived in Australia seeking refuge. Include a headline or images with your report.

- What does the headline of the report suggest?
- What words does the author use to describe refugees? Sort the words into two categories – positive and negative words.
- What impression of refugees do these words create for the reader?
- How much factual information is used to support the author's claims?
- Do you think this report has been accurate, fair and responsible in covering refugee issues? Why or why not?



EVALUATE / CREATE

- The theme for Refugee Week 2015 is “*With courage let us all combine*”. Discuss as a class. Record your student's responses on the class whiteboard.
 - What does this theme mean to you?
 - Why do you think the Refugee Council of Australia chose this theme?
 - Do you recognise the words “*with courage let us all combine*” from a well-known song? They come from the 2nd verse of the Australian anthem. Read the 2nd verse of the Australian anthem (in pairs) and analyse the words. How can we encourage Australians to improve our nation's welcome for refugees? Share your ideas as a class.
 - Think of reasons why it takes courage to be a refugee. Think of reasons why it takes courage to speak out against injustice.
 - Students will design and create a poster to reflect the theme for Refugee Week 2015 and hold an art exhibition to present their artworks. The exhibition will celebrate the courage, resilience, strength and contributions of people of refugee background. Invite other classes to participate in the exhibition.
- Organise your own Refugee Week event or activity at your school. Visit the Refugee Week website and download their [resource kit](#) for a guide on planning your own event.
 - Brainstorm ideas as a class.
 - What goals do you have for your event/activity? What are you trying to achieve?
 - What kind of event will you be holding?
 - Plan your budget – will you be fundraising?
 - Use your contacts – including your school community and local council.
 - Evaluate your event – how much of a success was it?



USEFUL WEBSITES

Refugee Week

<http://www.refugeeweek.org.au/>

Behind the News – Young Refugee

<http://www.abc.net.au/btn/story/s3639711.htm>

Behind the News – Refugee Camp

<http://www.abc.net.au/btn/story/s4023310.htm>

National Geographic Education – Refugees

http://education.nationalgeographic.com.au/education/encyclopedia/refugee/?ar_a=1

UNHCR – The UN Refugee Agency

<http://www.unhcr.org/cgi-bin/texis/vtx/home>

Refugee Council of Australia – Refugee Week Resource Kit

<http://www.refugeeweek.org.au/wp/wp-content/uploads/2015/04/2015-Refugee-Week-Resource-Kit.pdf>

Racism No Way – Asylum Seekers, Refugees and Migrants

<http://www.racismnoway.com.au/teaching-resources/factsheets/44.html>



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