



# Teaching resource

Living together: refugee

## Teacher resources

### This section includes:

#### Three activities

1. What would you take?
2. To leave or to stay?
3. Reasons to migrate

#### Debating Matters!

4. Belonging and identity
5. What if he or she were ... ?
6. Winners or losers
7. Teachers' notes

#### Definitions

- More ideas for starting or developing this topic
- Research topic: migration in a local context
- Powerful questions: Asking the right questions
- Dialogue-based learning and dealing with controversial issues



## Activity 1: What would you take?

### Resources:

- Print a set of the item description sheets from Student Resources Pack – one per group
  - Or you can print these on to thin card and cut them up, so that students can lay them out on a table to aid discussion and choices
  - Teachers' notes: definitions (if required)
  - Examples of refugee stories from the news
- n.b. a modified version of this for younger children can be organised with familiar objects in the classroom e.g. books, games, toys, even clothing, while being sensitive to the age of the pupils

### Lesson plan:

#### Getting started

Ask the students to work in groups of 5-6.

- Give each group a copy of the cards and ask them to lay them out on the table.
- Then tell each group that they are a family who have to leave their home country quickly and become refugees.
- They have been given only 10 minutes to gather up 10 things to take with them to their new host country.
- To set the scene you could explain the terms 'refugee', 'asylum seeker' and 'migration'.
- Definitions for these terms are in the Teachers' notes.
- You may also find it useful to provide some recent examples from the news.

### Group work

- Before they are properly organised, ask each group to swap tables with another to represent the journey they have made, taking their 10 cards with them.
- Once in their new "home" tell them that circumstances have changed for the worse and they are now in a situation where they can only keep four of their items. Which ones will they choose?

Ask the groups to discuss and then provide justifications for their choices. Display the chosen item cards or worksheets in a prominent place, where everyone can see them.

### Plenary:

Compare the results of the groups.

- Are any of the chosen items that common to all groups?
- Discuss with the students the impact that having your precious possessions taken away from you might have.
- For the duration of this project, keep the chosen item cards displayed in a prominent place, as a reminder of this early understanding and to build empathy and commonality as this module of work unfolds.

### Possible follow-up with a partner school

- If you have an international school partnership you may choose to undertake this work together and exchange your first thoughts on this global issue, using your usual channels of communication, depending on what works for both schools in collaboration. These could include post, email, skype, Dropbox, Facebook, VLE etc.
- Alternatively you could work in parallel with another class in your own school

## Activity 2: To leave or to stay?

### Resources:

Print or display the story 'To leave or stay? – that is the question'.

### Plenary

Following Activity 1 - 'What to take', conduct a word-association activity around the words 'immigration' and 'emigration'.

- What do students associate with these two terms?
- Are they perceived very differently?
- You could provide some real life examples from the news. Is one perceived as 'good' and the other 'bad'? Compare them with the more neutral term 'migration'.

Introduce the story by saying there are many reasons why migration occurs but there is

always a story for everyone involved.

### Individual or group work

Ask students to read "To leave or stay? - that is the question". Decide how to do this according to the ability and needs of the class.

A dramatised reading is a good way to deliver the story. Ensure that the scripts are colour coded for each "character" in advance to make them easier to follow.

### Plenary

Once the reading is finished, you could check understanding of the story by asking comprehension-type questions, by conducting a class discussion or a Philosophy 4 Children session.



## Activity 3: Reasons to migrate

Depending on time available and the age or ability of the learners, you could either get the students to generate ideas for the activity, or provide them with the pre-prepared suggestions.

### Resources:

Only needed if you chose to use the prepared activity rather than the student generated version:

- Reasons to migrate cards, printed on thin card and cut up. One set per group.

### Activity:

Student generated activity

Consider what kinds of problems might be forcing the family to leave their home.

- Ask students in pairs to write down as many reasons as they can separately on small pieces of paper.
- Ask pairs to show their answers to another pair. In fours, they should compile a larger list.
- They then should consider whether all reasons to leave are equally valid.

### Prepared activity

- Working in groups of four, give students the 'Reasons to migrate' cards to consider which they think are the most likely reasons why people leave.
- It is easier for students, and the subject is also less "distant" if there are a large number of migrant/refugee students in the group.

### Plenary

Ask students how the situations forcing people to leave might be improved. Whose responsibility should it be to address the problems?

.....

Following any of these activities you could exchange your findings and points of view with your partner school using your usual channels of communication. What experiences do they have of immigration, emigration and migration? Do they hold similar views to your learners or bring new perspectives on the issues?

## Debating Matters

More suitable for Secondary students

### Resources:

- Teachers' notes: Dialogue-based learning and dealing with controversial issues
- To leave or stay? story
- Winners and losers table and possible answers

### Debate 1: Belonging and identity

In the "To Leave or Stay" story, the mother tells the man: 'Your place is here, with your people.' He responds by asking: 'Who are my people?'

### Group work

Divide the students into small groups and give each group one of the following questions to discuss:

- What do you think the man means by asking 'Who are my people?'. Is he rejecting his nationality, discussing loyalty to a group, or possibly claiming a loyalty to wider humanity?
- Is he being selfish by wanting to leave his country?
- Does he have a right to leave?
- Does he have a duty/responsibility to stay?
- Should he stay or go?

### Plenary

Ask them to feed back two key points that they made to the rest of the class.

### Debate 2: What if he or she were ... ?

Give each of the groups one of the scenarios listed below and ask them to discuss whether the situation and decision to be made would be different if the man (or woman) in the "To Leave or Stay" story were

- a brilliant scientist working on a cure for cancer in the country
- a business person who has made a fortune
- the leader of a political party identified as 'an enemy of the state'
- someone with a severe disability that makes it very hard for them to travel
- someone with close family in the country they might flee

to or who they might be prevented from seeing if they stayed

How do these different scenarios alter the way we see his or her migration?

- Students might be asked to select one of these scenarios and write a continuation of the debate between the three characters. This could be set as homework. The best stories could be read to the class or a wider audience.
- There are drama options e.g.– different scenarios for the same characters or the same scenario for different characters

....

### Debate 3: Winners and losers

Working in groups of 4 – 6 ask students to consider the situation in the "To Leave or Stay" story and draw on their own knowledge of migration into and out of their own country to think about how the individual, home country and destination country might win or lose from the migration of people.

To guide their debate, ask students to put in as many ideas as they can into the Winners and Losers blank table. A table with possible answers is provided to prompt debate where students struggle to come up with ideas.

This can be a challenging activity – students may need input and guidance from teachers or conduct their own research (there are ideas for this in the extension activities). The suggestions generated will vary depending on the level of personal experience in the group – those with little exposure to migration may find it more difficult.

Students could also read 'Mustapha's story' (a true story) to get ideas. This activity can be run as a broken reading activity, in which students are given different parts of the story and, in groups, piece it together.

Following your debates you may choose to exchange your findings and points of view with your partner school using your usual channels of communication. What are their views on winners and losers?

## Teachers' notes

### Definitions

**refugee:** a refugee is a person who 'owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion, is outside the country of his nationality, and is unable to or, owing to such fear, is unwilling to avail himself of the protection of that country...' (Definition quoted from the 1951 Refugee Convention)

**asylum seeker:** an asylum seeker is someone who has lodged an application for protection on the basis of the Refugee Convention or Article 3 of the ECHR.

**migration:** migration is the term for the movement of people from one country to a different country. This occurs for a variety of reasons including for a new job, to be near family or to make a better life.

**immigration:** immigration means the inward movement of people from another country. It is a word that has negative overtones, especially when personalised to immigrant. Many people prefer the more neutral term migration.

**emigration:** Emigration is the outward movement of people who move to live overseas.

### Other ways of starting and developing this topic:

Another way to approach the question of 'what is home?' could be for pupils to finish the sentences such as:

- "*I know I'm home when I see...*" (e.g. The white cliffs of Dover, Lincoln Cathedral, the Empire State Building, Aleppo Castle, Sydney Harbour Bridge, the corner shop etc.) and then explain why these places are special to them

- "*It's nice to be home so I can ....*" (e.g. sleep in my own bed, drink tea with milk, meet my friends, see our cat etc.) and then explain why these activities are special to them.

Elizabeth Laird's book "Oranges in No Man's Land" (Haymarket, 2008) tells a modern tale of the disruption caused by the civil war in Lebanon and a child's attempts to get treatment for her sick grandmother

Pupil activity: retell part of the story through the eyes of the children. Recent work on this by pupils at Frances Olive Anderson, a Lincolnshire primary school, can be found on its joint website shared with its Beirut partner <http://mohammadandfrances.blogspot.co.uk/2013/07/oranges-in-no-mans-land.html>

Other fictional starting points include

- 'Fiddler on the roof' set in Tsarist Russia - the musical (1964) and then film (1971) based on 'Teyve and his

daughters' (1894) by Sholem Aleichem

- "The Silver Sword" (1956) by Iain Serrailier set in Poland in World War Two

A rather different and perhaps more philosophical starting point could be drawn from 'The Wizard of Oz' (1939) when Dorothy says to her dog "Toto, I've a feeling we're not in Kansas anymore." What does she mean?

Older students could discuss 'home' in terms of nationality e.g.

- national dress, pastimes etc.
- 'homeland'
- what food or drink you crave when abroad
- festivals
- supporting your national team

This can be particularly interesting if the class has pupils from different backgrounds.

Older students could explore the idea of strangers becoming friends, and the utopia you are looking for not always being what you expected it to be! Does an "Ideal Home" really exist ?

### Research Topic: Migration in a local context

This could be a piece of research, a homework task or the basis of a project. Either way, it can provide an opportunity to share knowledge and ideas between students.

Alternatively, if students have limited personal experience of migrating groups, you could take the opportunity to provide some facts and figures about some relevant groups to your region e.g.

- How many countries do you know where there are migrants/minority ethnic groups?
- Have people arrived in or left your own country? For what reasons?
- What factors make it easier or harder for new arrivals to settle into a country?
- What factors sometimes make it hard for people in a country to welcome new arrivals?
- To what extent do you believe that people should help anyone in need, irrespective of the race, colour, ethnicity, nationality, culture or beliefs?
- Human rights come before all other rights?' Do you agree or disagree with this statement. Think about circumstances that make it easier or harder to act on this belief.

## Powerful questions

### Asking the right questions

InterAction was an international group for developing future leadership supported by the British Council 2009 – 2010. InterAction found that questioning is one of the most effective methods

This initiative introduced the concept of “Powerful questions” in which people use a question to explore key issues. Some examples are given below.

- What if an African country had been the first to develop the Atom Bomb?
- What if 2 million Americans had been taken to Africa as slaves in the mid 1700s?
- What if all forms of religion were outlawed by every government as part of a plan to eliminate terrorism and war?

Applying these techniques to the “To Leave or Stay” story.

Ask students to imagine they are a friend of the younger woman in the story. They must help her make a decision to

stay or go by asking questions that will make her think about the consequences of her choice. Students, in pairs, should write down five questions they feel will help the woman make an informed decision, such as: ‘What will you miss if you go?’, ‘What problems could you face if you stay?’

Students can swap their questions with any other pair of students, and then come up with answers for each question and make a decision on whether the woman should stay or go. Discuss with the group how questions can be incredibly powerful – and get them to consider why we ask questions? Answers could include...

- for clarification
- for understanding
- for information
- to challenge assumptions

This activity can work well as a role-play - and linking it to a session on questioning as a technique enhances the quality of questions that the students frame.



## Dialogue-based learning

### Dealing with controversial issues

This pack has adopted a critical thinking approach to the lesson ideas. Students are encouraged to question, think about the issues raised and to examine things from different perspectives. The issues raised by the Living Together – Refugees pack are not easy to unpack (de-construct), debate or find answers to. The complexity, uncertainty and possibly controversial nature of these issues require teachers to engage in a particular way with their students, allowing for different perspectives and views on the issues under discussion, rather than a search for the ‘truth’.

Ideally teachers will create a space where students can unpack their own values, attitudes and beliefs and have the chance to think about the consequences. This process is an exploratory one, where students can be encouraged to think again and change their minds or think things through and re-confirm their views, if appropriate.

Teachers can help to create the right atmosphere by modelling the approach, questioning and debating and changing their minds in the face of something they hadn’t thought of before. Dialogue based learning requires teachers to facilitate a process of learning through talking, questioning and discussion.

It is worth paying a little attention to the learning environment to make sessions more successful. The room should be large enough to arrange students in a way that all the members of the discussion can see each other and achieve eye contact with whoever is speaking.

The group should also be able to hear each other clearly; therefore the acoustics of the environment need to be considered carefully. The teacher can choose to be part of the discussions, but if s/he does there are things to be taken into account. Great care should be taken to avoid holding a privileged voice in the discussions, especially in terms of the weight placed on the teacher’s point of view.

Teachers will also need to take more of a facilitator role and to accept that their own view may be challenged by the group. The aim of dialogue based learning sessions is not to find a consensus or a class motion, rather it is to discuss and air many points of view without necessarily agreeing with each other. This process helps to build the skills of relating to difference, coping with uncertainty and changing one’s mind (where appropriate) in the face of new ideas.

Various frameworks for further dialogue-based learning are available:

Philosophy 4 Children

[www.sapere.org.uk](http://www.sapere.org.uk)

[www.p4c.com](http://www.p4c.com)

[www.philosophyforchildren.co.uk](http://www.philosophyforchildren.co.uk)

Time 2 Think [www.time2think.org.uk](http://www.time2think.org.uk)

Debating Matters [www.debatingmatters.com](http://www.debatingmatters.com)

## Student resources

### Activity 1: what would you take?

<p>Family Photograph</p> 	<p>Tick</p> <input data-bbox="507 583 596 674" type="checkbox"/>	<p>A small amount of money</p> 	<p>Tick</p> <input data-bbox="1151 569 1240 659" type="checkbox"/>
<p>A years supply of your favourite food</p> 	<input data-bbox="507 884 596 974" type="checkbox"/>	<p>Your address book</p> 	<input data-bbox="1151 884 1240 974" type="checkbox"/>
<p>Your favourite books</p> 	<input data-bbox="507 1241 596 1331" type="checkbox"/>	<p>Your photo album</p> 	<input data-bbox="1151 1241 1240 1331" type="checkbox"/>
<p>Your five favourite outfits</p> 	<input data-bbox="507 1541 596 1631" type="checkbox"/>	<p>Something that your grandparents gave you</p> 	<input data-bbox="1151 1541 1240 1631" type="checkbox"/>
<p>Favourite piece of jewellery</p> 	<input data-bbox="507 1814 596 1904" type="checkbox"/>	<p>Copy of your religious book</p> 	<input data-bbox="1151 1814 1240 1904" type="checkbox"/>

### Activity 2: what would you take?

When the man came back into the house, he was looking very worried. He said to his wife:

'You know, I think we no longer have a choice. It is time to leave.'

'But where will we go?' said his wife as she put a little more fuel on the fire.

'I think we must head into the mountains tonight. If we can cross the border where there are no guards, then maybe we'll be ok.'

'But what about mother?' she said, nodding towards a tiny old woman sitting in the corner near the fire. The old lady did not move but she had heard every word.

'I cannot leave,' she said quietly, 'this is my country. I'll die here.'

'Don't talk like that mother,' said the wife, 'we can't leave you here. Think what could happen.'

How can you even think of leaving?' said the old lady pointing angrily at the man. 'Your place is here, with your people.'

'Who are my people?' said the man. 'I am a human being. Am I caged here like an animal to die?'

'Don't we have a right to live, to work, to be happy?' said his wife, taking her mother's hand. 'Please come, how can I leave you?'

'I would never hold you back,' said the old woman. 'Go if you must. I cannot leave. You're still young – you have a chance. Another country is no place for me.'

The younger woman looked back at her mother. She is a daughter.

She looked at her husband. She is a wife.

She is a human being. What should she do?



### Activity 3: Reasons to migrate

<b>For a better paid job</b>	<b>To get work</b>
<b>Threat of violence</b>	<b>because of your ethnicity</b>
<b>Threat of violence</b>	<b>because of your beliefs</b>
<b>Natural disaster – for example earthquake</b>	<b>Poor weather – for example too little rain</b>
<b>Poor living conditions</b>	<b>Bad government in the country</b>
<b>War</b>	<b>Crop failure</b>
<b>For the sake of children</b>	<b>To join other family members</b>
<b>Your own reason</b>	<b>Your own reason</b>

### Debating matters: winners and losers

	<b>Win</b>	<b>Lose</b>
<b>Individual</b>		
<b>Home Country</b>		
<b>Destination Country</b>		

# Debating matters: winners and losers

## Possible answers

	Win	Lose
Individual	<ul style="list-style-type: none"> <li>Better quality of life</li> <li>Safe and secure</li> </ul>	<ul style="list-style-type: none"> <li>Away from family</li> <li>Language difficulties</li> <li>Intolerance/ racism in new country</li> <li>Does not meet expectations</li> <li>Difficulty finding work</li> <li>Cultural differences</li> <li>Access to housing and education is limited</li> </ul>
Home Country	<ul style="list-style-type: none"> <li>Money is often sent back to families</li> <li>Less problems if those who left caused tension</li> <li>Fewer people fighting over scarce jobs</li> <li>Less pressure on resources</li> </ul>	<ul style="list-style-type: none"> <li>Most skilled and educated often leave</li> <li>Those left behind need more support (elderly and children)</li> <li>Families broken up</li> </ul>
Destination Country	<ul style="list-style-type: none"> <li>Migrants can fill jobs that people don't want, e.g. low-paid work</li> <li>Migrants can be highly skilled, e.g. doctors, where there may be a shortage</li> <li>Increased cultural diversity</li> <li>Long-term economic benefits as the work force grows as well as the market</li> </ul>	<ul style="list-style-type: none"> <li>Increased unemployment if there are not enough jobs available</li> <li>Pressure on housing and education</li> <li>Cultural differences can lead to tension</li> </ul>

## Mustapha's story

When he was a boy, Mustapha lived in Kabul with his parents. He was very clever at school but there was a war on. The school was often closed because of the fighting.

There were many rocket attacks.

Mustapha's parents and teachers wanted Mustapha to do well. They did not want the war to spoil his education. They took him to Kabul market for extra lessons in English and computing.

Then in May 1999 something terrible happened. Mustapha does not like to talk about it. Mustapha was helped to leave Afghanistan and travel to England on his own. In England he went to stay with a family friend who helped him. He was only 15 years old at the time.

In England Mustapha learned English quickly. His brother came to live with him and Mustapha got a job while he was still at school to look after him. He did very well in his exams and went to a very good university to learn to be a doctor. He always wanted to be a doctor and hopes one day

to go back to Afghanistan to help his people.

Mustapha was glad to have many resources in England to help him to learn. He was grateful not to have to worry about the dangers of war.

Source: The Guardian Weekly January 2008

### Think and talk about

- In this story, there are 'push' and 'pull' factors. What do you think they are?
- Was it right for Mustapha to leave his country? How easy do you think his friends or relations found it to send him away?
- What difficulties do you think Mustapha faced when he arrived in England?
- What kind of help would Mustapha have needed in England?
- Do you think Mustapha should return to Afghanistan one day? What are the arguments for and against this?



#### Photography:

Image 1. Jukes, Albania: Northfoto images

Image 2, Image 3. and image 4: Camp residents, Refugee Shack and Hatian children: Arindambanerjee Images.

Image 4: Teenage portrait in Afghanistan: Nate Derrick Images.

Pictures from Activity 1, 'What would you take' under Creative Commons License respectively. : EpSos images, Nina Coc, Ian Wilson, Enokson photograph, Joel Penner, Fauxto images, Nieve Lu, Robert Jemimus.

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