

Refugees

Curriculum links:

Religious Education: God's plan is that people respect all life, especially human life.

All people have a responsibility to pursue peace and justice out of respect for human life and all creation.

Civics and Citizenship	History	Geography	HPE
Year 4: The different cultural, religious and/or social groups to which they and others in the community belong (ACHASSK093)			Year 3 & 4: Describe how respect, empathy and valuing diversity can positively influence relationships (ACPPS037)
Year 5: How people with shared beliefs and values work together to achieve a civic goal (ACHASSK118)	Year 5: The reasons people migrated to Australia and the experiences and contributions of a particular migrant group within a colony (ACHASSK109)		Year 5 & 6: Examine how identities are influenced by people and places (ACPPS051) Identify how valuing diversity positively influences the wellbeing of the community (ACPPS060)
Year 6: The obligations citizens may consider they have beyond their own national borders as active and informed global citizens (ACHASSK148)	Year 6: Stories of groups of people who migrated to Australia since Federation (including from ONE country of the Asia region) and reasons they migrated (ACHASSK136)	Year 6: Australia's connections with other countries and how these change people and places (ACHASSK141)	
GENERAL CAPABILITIES			
Level 3 – by the end of Year 4		Level 4 - by the end of Year 6	
Intercultural Understanding <u>Interacting and Empathising with Others:</u> <ul style="list-style-type: none"> • Empathise with others • Consider and develop multiple perspectives <u>Reflecting on Intercultural Experiences and Taking Responsibility:</u> <ul style="list-style-type: none"> • Reflect on intercultural experiences • Challenge stereotypes and prejudice 	Personal and Social Capabilities <u>Social Management:</u> <ul style="list-style-type: none"> • Negotiate and resolve conflict 	Ethical Understanding <u>Understanding Ethical Concepts and Issues:</u> <ul style="list-style-type: none"> • Explore ethical concepts in context <u>Reasoning in Decision Making and Actions:</u> <ul style="list-style-type: none"> • Consider consequences 	Intercultural Understanding <u>Interacting and Empathising with Others:</u> <ul style="list-style-type: none"> • Empathise with others • Consider and develop multiple perspectives <u>Reflecting on Intercultural Experiences and Taking Responsibility:</u> <ul style="list-style-type: none"> • Reflect on intercultural experiences • Challenge stereotypes and prejudice
	Personal and Social Capabilities <u>Social Awareness:</u> <ul style="list-style-type: none"> • Contribute to civil society <u>Social Management:</u> <ul style="list-style-type: none"> • Negotiate and resolve conflict 	Ethical Understanding <u>Understanding Ethical Concepts and Issues:</u> <ul style="list-style-type: none"> • Explore ethical concepts in context <u>Reasoning in Decision Making and Actions:</u> <ul style="list-style-type: none"> • Reason and make ethical decisions • Consider consequences 	



A Syrian refugee carries supplies to help his family endure the winter in a Syrian refugee camp in Lebanon.

Photo credit: Caritas Switzerland

Real life experience

- Ask students, in pairs, to write a one-sentence definition of a 'refugee'.
- Ask students whether they have heard of 'refugees'? Are they refugees? Have they met any refugees? How do they feel about refugees coming to Australia?
- Visit www.abc.net.au/longjourney and listen to some of the refugee children's stories and the comments of Australian children.
- Ask students: If you were one of the children in the video, what would you have heard, seen, done, felt?

Refugee: Any 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/her nationality and is unable, or owing to such fear, is unwilling to avail himself/herself of the protection of that country. (1951 Convention relating to the Status of Refugees)

A refugee camp

Ask groups of students to imagine they are in charge of a refugee camp of about 1000 people. They must fill in the table below using the given information (minimum requirements to determine resources and personnel needed to provide for the refugees).

Needs	Minimum requirements in a refugee camp	What is needed to meet the needs of 1000 refugees	What you have access to in Australia
Water	15 litres per person per day (one tap per 250 people)		
Food	2100 calories per person per day		
Toilets	1 toilet for 20 people		
Shelter	One sheet of plastic per family		
Health	At least one healthcare worker per 5000 people		
Education	Often there is no school		

(Source: These activities were taken from the Simply Sharing Week 2010 pack)

Reflection: Jesus, Mary and Joseph were refugees

- Read Matt. 2:13-15. How might Joseph and Mary have felt when they had to leave home to find a safe place? Challenge students to tell or write the story from Mary's point of view.
- Read Matt. 25:31-46. What might Jesus say today about refugees?
- What Christian values do we demonstrate when we welcome the stranger?
- As a class, research possibilities and decide what you will do to help refugees.



Syrian refugee children play among the temporary shelters of a refugee camp in Lebanon. **Photograph credit: Caritas Switzerland**

Ten minutes to pack...

Give out copies of the needs and wants picture cards (below). Students are given ten minutes to pack their bags, choosing only eight items. They must understand that they may never return. Prompt students to think about what they need to survive the journey and what they will need when they arrive.

In small groups, students compare their items and answer the following questions:

- Were there items that everyone chose?
- What items did you have that were different?
- If you could choose two more items, what would they be, and why?
- Was it easy to decide? Why or why not? What helped you to make your decisions?
- How do you think you would feel if this really happened to you?

Highlight the value of items that assist refugees to survive the trip and support a successful claim for asylum in a foreign country, eg. items like newspaper articles, photographs and identity cards.

Water – large container 	Bag of rice 	Box of cereal 	Fruit/vegetables 
Blankets 	Jumper 	Soccer ball 	Tent 
Bicycle 	First aid kit 	Bucket 	Towel 
Diary 	Birth certificate/passport 	Computer/laptop 	Book, paper, pencils 
Pillow 	Photographs 	Pots/pans 	Toothbrush/toothpaste 

