

ROHINGYA CRISIS

TEACHING IDEAS

These teaching ideas aim to encourage learners to understand the challenges faced by those forced to migrate whilst promoting critical thinking skills. The activities can be adapted by teachers to meet the needs of their learners.

How are we the same? How are we different? (15 min)

- Organise learners into groups of three or four. Give each group a sheet of A3 paper. Ask them to divide their paper in half, labelling one side “Same” and the other side “Different”.
- Ask learners to think about all the ways in which people in their class are the same and different, and record their ideas.
- Discuss learners’ ideas as a whole class. You might like to display the sheets around the classroom and allow time for learners to circulate and explore the ideas of other groups.
- Ask learners to think about whether they think these similarities and differences would be the same for other young people in their school.
- What about young people in other parts of the UK? What about young people in other countries around the world? Encourage learners to give reasons for their ideas.

Needs and wants (15 min)

- Ask learners to think about the following question: What do we need to be doing well in life?
 - Think: Ask learners to think about the question on their own for a minute.
 - Pair: Give learners a couple of minutes to compare their ideas.
 - Share: Spend a few minutes sharing learners’ suggestions as a whole group. Record their ideas on the board or on separate sticky notes.
- Spend some time thinking about the difference between “needs” and “wants”. Ask learners to consider what they think we really need to live. Basic needs are considered to be the elements that humans need to survive, but actually we need much more than these to be able to thrive and live in modern day society. Tell learners to look again at their ideas and ask:
 - Which of these are “needs” and which are “wants”?You may have to prompt learners to consider family, shelter, safety, education, play, medicine, friendships and so on.



- Ask learners whether they think everyone in the world has access to all the things they need.
- Possible discussion questions include:
 - Why do you think this?
 - What might be the reasons for some people not having all the things that they need?
 - What might be the consequences of this on people’s lives?
 - Do people have different needs and wants depending on where they live?

Features and benefits (20 min)

- Show learners these short videos about the equipment Oxfam supplies in an emergency: [The Oxfam Handy Wash Tap In 20 Seconds](#) and [The Oxfam Jerry Bucket in 20 Seconds](#)
- Discuss:
 - What features does Justin mention when talking about the Oxfam Handy Wash Tap and the Oxfam Jerry Bucket?
 - What are the benefits associated with each feature? How does this help meet people’s basic needs in an emergency?
- Compare their answers with the list below. How many did they think of?
- Extension idea: Give learners a mixed list of features and benefits (or each feature and benefit on separate cards). Ask learners to first identify and separate the features and benefits. Then ask them to match each feature to the benefit it provides.

Note: A feature is a distinctive attribute. A benefit is how that attribute can add value.

Equipment	Feature	Benefit
Oxfam Handy Wash Tap	Attaches to any container	Easy for people to keep their water safe when they take it away
	Self-closing Dispenses a small volume of water	No waste and mess
	Single touch point	Nowhere for germs to gather
	Costs less than £5	More can be bought and distributed with money available
Oxfam Jerry Bucket	Stackable	Easy to transport
	Snap on lid	Won’t come off and get lost



	Large opening	Easy to fill and clean
	Tap to dispense water	Germs can't get in

- Ask: What other features would they add that might help people further?

What would you take with you if you had to leave home? (30 min)

- Ask learners to think of five things that they would take with them if they had to suddenly leave their home and might never be able to come back. Learners could draw or write these items in an outline drawing of a suitcase.
- Discuss learners' ideas. Possible discussion questions include:
 - What would you take?
 - Why did you choose these items?
 - Was it difficult to decide? Why?
 - What would you miss?
- More able learners could be challenged to narrow their list down to four items, then three and so on.
 - Which item/s were you left with?
 - Why did you choose this/these?
- Discuss why someone might be forced to leave their home; for example, as a result of drought, flooding, poverty or conflict.
- Now ask learners to consider whether they would change any of the items they chose if they had been forced to leave home because of one of the above reasons. Discuss learners' ideas as to why some items might be more useful in these situations than others.
- Finish by asking learners how they would feel if they suddenly had to leave home. Discuss their ideas. Learners could draw or write these feelings around their suitcase outline.

Critical Thinking: 5 Ws and 1 H

The 5Ws and 1H activity is a method for thinking critically about an issue. You can use it with learners to ask six key questions about any topic or issue.

- Select a range of media coverage on the Rohingya Crisis and ask learners to take notes for each piece of evidence they look at.
- WHO
 - Who said it?
 - Was it someone you can trust?
 - Why?

- **WHAT**
 - What did they say?
 - Did they say facts or opinions?
 - Did they leave anything important out?
- **WHERE**
 - Where did they say it?
 - Was it in public or private?
 - Were people allowed to express different opinions?
- **WHY**
 - Why did they say it?
 - Were they trying to get other people to think or do something?
- **WHEN**
 - Did they say it in response to a previous event?
 - Did they say it to influence a later event?
- **HOW**
 - How did they say it?
 - Did they use biased or emotional language?
 - If you watched a video did it use any emotional music or effects?
- Ask: have your opinions and judgements about the evidence changed as a result of thinking more critically?

Why – Why – Why Chain

This tool gets learners to think beyond surface impressions to examine an issue in greater depth and detail. It is best done in pairs or threes, or as a whole-class discussion activity.

- Write the issue in a box on the left-hand side of the whiteboard or a large sheet of paper.
- Ask learners to think of all the direct reasons for the issue. These should be written (or drawn) in boxes in a neighbouring column, linked to the issue box by arrows.
- Ask learners to think through the possible reasons behind this first set of reasons. Each reason may have more than one contributing factor.
- Repeat the process as many times as the issue will allow, each time starting a new column to the right of the previous one.
- The end result is a flow chart which highlights the complexity of an issue and the different scales of causation.

- You could then ask learners to distinguish between the links that they can support with evidence and those that they cannot.
- Once the process has gone as far as it can, look at the boxes on the right-hand side, and encourage learners to ask: 'Is it fair that this is happening?' and 'What can be done to change things?'.
- See page 12 of [Global Citizenship in the Classroom: A guide for teachers.](#)

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