

STAND WITH REFUGEES

TEACHING IDEAS

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INTRODUCTION

Imagine your life, your home, your livelihood and your community were destroyed in the chaos of conflict or disaster. Imagine you and your family were running for your lives with just the few possessions you could carry. Imagine you took the agonising decision to flee, only to find wire fences and treacherous seas standing between you and safety.

For millions of ordinary people, these unimaginable situations have become a daily reality. Fleeing conflict and disaster pushes people into poverty. For people already living in poverty, running for your life does not mean leaving hunger, sickness and hardship behind.

At the end of 2016, 65.6 million people had been forced to leave their homes, as a result of persecution, conflict, violence, or human rights violations. This was an increase of 300,000 people on the previous year.¹

The world's forcibly displaced population is at a record high. Almost two thirds of the world's displaced people are internally displaced. Of those fleeing to other countries, the majority (84%) are hosted by countries in the global South. For example, by the end of 2016, there were just under 120,000 refugees in the UK while in Pakistan there were over 1.3 million.¹

However, in 2016, an estimated 362,000 refugees and migrants risked their lives crossing the Mediterranean Sea to reach Europe. Since the start of 2017, it is feared that more than 2,700 people have died or gone missing while making this dangerous journey.²

Oxfam is responding by working in Syria, Jordan and Lebanon to provide clean water, sanitation and vital support for families who have lost everything. We are helping displaced people arriving in Greece, Bangladesh, Uganda and many other places by delivering water, food, clothes and personal hygiene kits, as well as providing longer term support.

¹ UNHCR (2017) Global Trends – Forced Displacement in 2016. www.unhcr.org/uk/statistics/unhcrstats/5943e8a34/global-trends-forced-displacement-2016.html

² www.unhcr.org/pages/561cc0696.html

Oxfam is currently urging the UK Government to help refugees find the safety they desperately need around the world, by:

- *Changing the rules to keep families together*
- *Changing the rules so people can travel safely to claim asylum*
- *Welcoming more people who have lost everything into the UK, giving them a chance to build a future.*
- *Doing more to help countries in the global South that are sheltering the majority of the world's refugees.*

Find out more:

<https://www.oxfam.org.uk/get-involved/campaign-with-us/conflict-and-emergencies>

ABOUT THIS RESOURCE

As educators, it can be challenging to explore these issues in the classroom. Here are a selection of short teaching ideas and useful web links to support learners to:

- Use and improve their skills of enquiry, questioning and analysis
- Think critically about the reasons why some people are forced to flee
- Develop empathy for others, and recognise the many links and commonalities between the lives of those forced to flee and our own.

The activities are aimed at learners aged 7-14 years, and link to various areas of the curriculum including English, geography (social studies), maths and computing. The accompanying slideshow includes images to use alongside the activities.

These ideas are divided into three sections, and are intended to support your teaching rather than guide it. Therefore, no detailed background information has been provided, and additional teaching may be required to develop learners' knowledge, skills and understanding of some key concepts. Suggested web links and resources are provided throughout.

1. EXPLORING IMAGES

Images play an important part in forming our attitudes towards people, culture and places. They can be used to help learners to strengthen their questioning, critical thinking and cooperation skills; challenge assumptions and stereotypes; build empathy and develop respect for others.

The following activity ideas link to the images provided in the *Stand with Refugees* slideshow.

Use the images in slides 2 to 6 with learners aged 7-11 years, and the images in slides 6 to 12 with learners aged 11-14 years. Slide 6 is suitable for use with both age groups and helps learners to appreciate that people are displaced everywhere in the world.

Although richer countries are better able to support people when crises strike (and more people have insurance for their homes and possessions), the pain of being forced to leave your home is still there.

Picturing a journey (7-11 years)

Put yourself in the picture

- Ask learners to choose a person in a photograph, and imagine what this person might be thinking. Learners could draw thought bubbles on sticky notes and add them to the photograph. This could be done individually or collaboratively in groups.
- This activity could be extended by inviting learners to “hot seat” as their chosen character, answering questions from others while acting in role as this person.
- Alternatively, ask learners to select two people in the photograph and imagine a conversation between them. You could develop this further by asking learners to work in pairs to take on the roles of the characters and act out the conversation.

Thinking outside the frame

- Crop one or more of the images in a way that will encourage learners to imagine what is happening “outside the frame”.
- Organise learners into groups and give each group a small part of the photograph, stuck on to a large sheet of paper. Ask learners to work together in their groups to extend the picture by drawing around it.
- When they have finished, allow time for learners to circulate and discuss the other groups’ drawings.
- Finally, show them the “complete” photographs. Compare these with learners’ interpretations and discuss their responses.

Analysing images (11-14 years)

Interrogating photographs

- Print off copies of the images and stick each photograph in the middle of a large piece of paper.
- Organise learners into groups of three or four and give each group one of the images. Ask them to look carefully at the photograph and discuss what they know about it.
- Ask learners to consider what they would like to know about the photograph, and write down all the questions they can think of on the paper surrounding the image.
- The following questions could be used to encourage learners to question their assumptions about the image:
 - *Where is this place? Is it in the UK or somewhere else in the world? Why do you think this?*
 - *What do you think is happening beyond the frame? Why do you think this?*
 - *What do you think happened before the picture was taken and what might have happened afterwards? Why do you think this?*
- As an extension activity, learners could draw what they think lies beyond the frame of the photograph on the paper around it. Alternatively, if you want to compare learners’ ideas with the reality shown in the photograph, you could initially reveal just a section of the original image and ask learners to extend it.

- Learners could further analyse their questions by using the *Route Finder* tool to categorise their questions and identify any lines of questioning that have not been addressed. The *Route Finder* is a framework, based on Tide~Global Learning's *Development Compass Rose*, intended to stimulate questions around resources such as photos, artefacts or stories. For further details, see page 94 of *Get Global!*: www.oxfam.org.uk/get-global

Push and pull factors

- Explain that people migrate between countries for many different reasons. These reasons can be classified as *economic, social, political* or *environmental*. Some people *choose* to migrate, for example, someone who moves to another country to enhance their career opportunities. Some people are *forced* to migrate, for example, someone who moves due to war or famine. Refugees and asylum seekers fall into this second category of forced migration.
 - *Push* factors are the reasons why people leave an area.
 - *Pull* factors are the reasons why people move to a particular area.
- Share the images from the slideshow. Ask learners to use the 'evidence' in these photographs to identify the potential push and pull factors they think might cause some people to move from one country or place to another. Possible factors include:

Push factors	Pull factors
lack of services (for example, schools and health care) being unsafe poverty high levels of crime crops failing disasters such as earthquakes, floods or droughts conflict	better work opportunities better services (for example, schools and health care) safer, with less crime better climate political stability more fertile land for growing crops less risk from natural hazards such as earthquakes, floods or droughts

Push and pull factors adapted from BBC GCSE Bitesize Geography – Migration Trends:
www.bbc.co.uk/schools/gcsebitesize/geography/migration/migration_trends_rev2.shtml

- Remind learners that, under the United Nations 1951 Refugee Convention, a refugee is defined as someone with a *"well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion"* and who *"owing to such fear are unwilling to return to their country"*.³
- Ask learners to identify which of the push factors they identified earlier relate to someone who could legally be classed as a refugee.

³ www.unhcr.org/uk/1951-refugee-convention.html

2. USING VIDEO TO DEVELOP EMPATHY

Use the following video clips and animations to engage learners and develop empathy for others.

- **Unfairytale – Unicef (9-11 years)**

These short animations from Unicef tell the real stories of three refugee children:

- www.unicef.org/emergencies/childrenonthemove/unfairytale/en

- **Most shocking second a day – Save the Children (11-14 years)**

These video clips (Parts 1 and 2) provide a stark reminder that just because the refugee crisis isn't happening here, doesn't make it any less horrific:

- www.savethechildren.org.uk/how-you-can-help/emergencies/syria-crisis-appeal/second-a-day
- www.savethechildren.org.uk/how-you-can-help/emergencies/child-refugee-crisis/still-the-most-shocking-second-a-day

- **Refugee children share their stories – World Vision UK (9-14 years)**

In this video clip, children share the story of their journey by plane, boat and walking, from Iraq to reach the border of Serbia and Croatia.

- www.youtube.com/watch?v=hLRKh8oxTVc

Possible ideas for using these video clips in the classroom include:

Links and commonalities

- Ask learners to think of, and write down all the commonalities and links between their lives and the lives of the person (or people) featured in one of the video clips. This could be done individually, or in pairs or groups of three.
- Discuss learners' ideas as a class. Draw out that often we focus on our differences but usually we have much more in common than that which divides us.

Write, draw or act

- Use one or more of the video clips as a stimulus for some creative work.
- Ask learners to imagine themselves as a person in one of the video clips. The following questions could be used to support this.
 - *What has happened/is happening in your life?*
 - *What are you thinking?*
 - *How do you feel?*
 - *What are your hopes for the future?*
- Encourage learners to use writing, art or drama to portray their thoughts, feelings and emotions. For example, learners could write a diary entry or poem in the first person. Alternatively, learners could work in groups to act out freeze frames of scenes from one of the video clips.

3. INTERPRETING DATA

Using real-life statistics is a great way to demonstrate the purpose of subjects such as maths and computing to learners, and to inspire them. Use data from the annual *Global Trends* report published by the UNHCR (The UN Refugee Agency) to support learners to make sense of some of the facts and figures around displaced people and refugees.

www.unhcr.org/search?comid=56b079c44&&cid=49aea93aba&tags=globaltrends

Share the *Trends at a glance* section at the front of the report. This provides a useful snapshot of data such as the numbers of newly displaced people, how many of these are children, the top countries of origin as well as the countries that are hosting the highest numbers of refugees. Some of these key statistics are also provided in the *Figures at a glance* section of the UNHCR website: www.unhcr.org/uk/figures-at-a-glance.html

Possible activity ideas for using this data include:

- Create a glossary with the meanings of words mentioned in the report such as *displaced*, *refugee*, *host*, *origin*, *stateless*, *asylum seeker*, *unaccompanied*, *separated* and *resettlement*. The following glossary from Migrant Help may be of use:
refugeeweek.org.uk/wp-content/uploads/2017/04/Migration-Asylum-Glossary-final.pdf
- Ask and answer questions about the data such as: *How many more people will have been forced to flee somewhere in the world in five minutes' time? 30 minutes? One hour? One day? One week?*
- Design infographics to illustrate key facts from the report. These could be shared on a poster, via a blog post or a presentation in an assembly for others in the school.
- Use previous *Global Trends* reports as well as the current version to construct a line graph to show how indicators such as the numbers of displaced people have changed over time.
- Locate the top origin and host countries on a world map. Use the internet to find out some background information on these countries, and the reasons why people are being displaced from them (or the impacts that the arrival of people displaced from other countries is having).
- Research other facts and figures about refugees, migrants and asylum seekers. For example:
 - *How many asylum seekers are there in the UK?*
 - *How many refugees are children?*
 - *How many people are forced to leave their homes as a result of natural disasters?*

See below for some other useful data sources.

USEFUL LINKS AND RESOURCES

Further information

- UNHCR (The UN Refugee Agency): www.unhcr.org/uk/
- Internal Displacement Monitoring Centre: www.internal-displacement.org/

- Statistics on refugees and asylum from the Refugee Council in the UK:
www.refugeecouncil.org.uk/stats

Education resources and activities

- Topics such as migration and refugees can provoke strong, varied and often contradictory responses. See Oxfam's *Teaching Controversial Issues* guide for guidance, strategies and practical teaching activities for managing controversial issues in the classroom.
 - www.oxfam.org.uk/education/resources/teaching-controversial-issues
- Have a go at Oxfam's *Refugee quiz* to learn more about the current refugee crisis and understand the difference between refugees and asylum seekers.
 - www.oxfam.org.uk/education/resources/refugees-quiz
- Use this short film and suggested activity ideas to think about our similarities and what we all need to have a good life. Build empathy with refugees and imagine what it would be like to leave everything behind.
 - www.oxfam.org.uk/education/resources/were-not-so-different
- Try Oxfam's *Schools of Sanctuary: Giving a Warm Welcome* resource for 11 to 18 year olds. Created in partnership with Schools of Sanctuary, this resource enables learners to think about why refugees leave their homes, what challenges they face, how welcoming the UK is to those seeking asylum and our fundamental human rights. Young people can then turn their attention to their own school and the welcome it provides.
 - www.oxfam.org.uk/education/resources/schools-of-sanctuary
- See the *Young, Migrant and Welsh* resource from the Ethnicities Minorities and Youth Support Team Wales for some ideas for teaching about identity and culture from the perspective of young people themselves.
 - ymw.eyst.org.uk/young.php?s=young-migrant-welsh-teaching-resource-lesson-plans
- Explore media coverage of news and events related to the topic of migration and refugees. Encourage learners to think critically about the coverage. *Can they identify facts, opinions, stereotyping and bias? How do they think choices are made about which stories are covered or given prominence?*
- Use Think Global's *Global Dimension* website to explore other education resources linked to the topic of migration and refugees.
 - globaldimension.org.uk/resources/search/?fwp_topic=migration-refugees

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