

## Activity 10: Facts, inferences and questions

### Learning objectives

- To begin to think more deeply about refugees' journeys by using evidence to establish facts, make inferences and raise questions.

### Resources

- Video: [Refugee Children Share Their Stories](#) (3min 8sec)
- Activity Sheet: Map to trace the children's journeys (one copy per young person)  
[You can print a larger copy here.](#)
- Screenshot of a scene from the video (one for each group of three or four young people)
- Sheet of A3 or flip-chart paper (one for each group of three or four young people)
- Glue sticks

**Time required:** 1 hour, 10 mins

This activity requires young people to think critically about what they already know and what they think they might know and to identify the questions they would still like to ask.

### *Refugee children and their stories (20 mins)*

- Begin by showing your class the video *Refugee Children Share Their Stories*. It was produced by the charity World Vision UK and released on 27 October 2015.

The YouTube caption for the film reads: "It has taken two planes, one boat and 20 days walking for Ibrahim, Outayba, Youssef, Khattab (cousins) and their families to reach the border of Serbia and Croatia. After all their effort, the future is still uncertain."

- As young people watch the video, ask them to make notes to record what they learn from the film, using the three headings below. They could either use different coloured pens and a colour key, so everyone identifies some facts, inferences and questions, *or* different young people could focus on only writing down facts, opinions or inferences. They might need to watch the video more than once.

### **Facts**

A fact is definitely true. An example of a fact is: *The children's names.*

### **Inferences**

An inference is a conclusion that you draw on the basis of evidence, but that you cannot be absolutely sure is true without knowing more. An example is: *It's winter time in the video because the children are wearing warm clothes.*

### **Questions**

A question asks for a piece of information you cannot know without being told. An example is: *Where are the children's parents?*

- When the young people have finished watching the video, ask some of them to read out their lists of facts, inferences and questions. Check their answers. Tell them to set their notes to one side because they are going to think about the children's journeys.

### *The children's journeys (15 mins)*

The four children are very young. However, one inference your young people may have made is that the children have a very good understanding of geography! They mention several facts about the countries they have travelled through, their methods of travel and their final destination.

- Give each young person a copy of the activity sheet showing the map. Briefly go through it with them first, asking them if they can find certain countries. The ones mentioned in the video are Iraq (not on this map), Greece, (Former Yugoslav Republic of) Macedonia, Croatia and Germany. Show the video again. Ask the young people to look at the map and trace the children's journeys as they watch.
- Ask young people to review their notes and add any new **facts, inferences** and **questions**.

### *Outside the frame (15 mins)*

Most of the film is shot in close up and is closely cropped. It's quite difficult to see the children's surroundings clearly. Therefore, when young people describe what they think lies outside the frame of the film, they will be mainly making **inferences**.

- Divide the class into groups of three or four. Give each group a screenshot of a scene from the film and a piece of A3 or flip-chart paper. Ask them to cut the screenshot out and stick it in the middle of the paper.
- Ask them to discuss what they think is going on outside the frame of the film. They should then write or draw it on the paper. Ask them to talk to each other about whether this brings up any **questions** they would like to ask about these **inferences**. They should add these questions to their notes.

### *Final questions about the video (10 mins)*

- Show the video one more time. Ask the class what **inferences** can they make in response to the following questions?
  - What is the purpose of the film? Why did World Vision UK spend money to produce it?
  - Who is the film appealing to? Who is its intended audience?
  - What does the film want its audience to **know, feel** and **do**?
  - Are there other ways of telling this story? What are they?

*Plenary (10 mins)*

- Ask young people to review all their evidence from the different parts of this activity. They should make sure they have written all the **facts**, **inferences** and **questions** they can think of. For every **inference** they should have written a **question**, and they should also have thought of plenty of other **questions** by now. Everything should be written down on one sheet of paper.
- Ask them the following questions:
  - Do you feel you understand the refugee crisis better now?
  - Do you feel better able to distinguish between facts and inferences? How is this helpful to your understanding of this crisis and how could it be helpful to your understanding of other global issues?
  - How could you find answers to your questions?

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**Activity sheet      Map to trace the children's journeys**
