



ASYLUM SEEKERS AND REFUGEES

Education Resource

ACTIVITIES FOR STUDENTS



Thank You

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IMAGES ON FRONT COVER ARE FROM:
A WELL FOUNDED FEAR (NOVEMBER FILMS 2008)
ST BAKHITA CENTRE SYDNEY



I WAS A STRANGER
AND YOU
WELCOMED ME

MATTHEW 25:35

Introduction

For many years the Edmund Rice Centre (ERC) has been working to raise awareness of, and advocate for, the needs and rights of asylum seekers and refugees. Each year we publish a great deal of information in the form of reports, newsletters, audio visual material and media commentary.

This ERC Education Resource specifically converts much of our published information into curriculum support material that addresses the learning needs of school students. The aim is to support students and their teachers in their study of asylum seekers and refugees, helping them to understand the background of the people seeking refuge and to separate the myths from the facts.

The cross-curricular activities presented in this publication are designed to help educate participants to think about the complex issue of asylum seekers and refugees with compassion and thus to engage the heart as well as the mind in this critically important issue.

The activities are engaging, creative and informative and many of them focus on real people and their stories. They suit all learners, can be used within the framework of the recently introduced National Curriculum and can be adapted to every year level in secondary school. Some activities can also be used with primary classes, students with special needs, and community groups.

The story of asylum seekers and refugees and the issues that impact on their lives are examined from many different angles. There is also plenty of scope for teachers to add their own particular focus to link it with specific subject areas or topics of study. They can be presented as individual lessons or combined to make up a unit of work. Teachers can also extend the activities, if more depth and research is required for assessment tasks or group work.



Many people have offered feedback, ideas and expertise in the development of this project: to my colleagues at the Edmund Rice Centre, thank you for your support, involvement and inspiration. Also, to the many teachers, volunteers, Australian Catholic University, Diocese of Broken Bay, St Patrick's College Strathfield and Norton Rose Fulbright Australia. Your input has helped to shape this resource. A special thank you to all who have shared their personal stories. This project has been a work of true collaboration.

Ultimately, asylum seekers and refugees seek protection from persecution. How we meet and deal with them is a measure of our humanity. Martin Luther King, Jr. once said, "I refuse to accept the view that mankind is so tragically bound to the starless midnight of racism and war that the bright daybreak of peace and brotherhood can never become a reality... I believe that unarmed truth and unconditional love will have the final word." (King, 1964)

Peace is only possible when we recognise the rights of individual human beings and their innate dignity.

Best wishes for your study

Marisa Brattoni

Edmund Rice Centre for Justice and Community Education





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NOTE TO PRESENTERS

When using this resource, presenters need to be aware that there may be people in the school community who are former asylum seekers or refugees.

Teachers and other presenters need to be sensitive to what may arise during this study in terms of emotions, memories, reactions and insights, for all the people participating in this study.

LINKS TO THE CURRICULUM

This resource can be used in the implementation of the curriculum in the following areas:

- English
- Religious Education
- Human Society and Its Environment (HSIE)
- Visual Arts
- Technological and Applied Studies (TAS)
- Drama
- Music
- Legal Studies
- Mathematics (Activities 7 and 24)



LEARNING OUTCOMES

Students will:

- understand what is a human right;
- understand who is an asylum seeker;
- understand who is a refugee;
- understand concepts such as immigration, border security, mandatory detention, belonging, advocacy, myths, conventions, statistics and trends;
- make direct contact with asylum seekers and refugees to help develop an understanding of their stories and the situations they have left in their homelands;
- know about the works of asylum seeker and refugee groups and organisations in the local, national and global context;
- be able to discuss the international conventions pertaining to asylum seekers and refugees;
- develop skills to help dispel myths surrounding asylum seekers and refugees;
- know how to use imagination in writing, and visual representation through craft, media, art, textiles to express their responses to the asylum seeker and refugee issues;
- identify Catholic Social Teaching principles and establish links to how these relate to asylum seekers and refugees;
- participate in a range of activities that raise awareness in the areas of liturgy and spirituality with regard to asylum seekers and refugees;



- identify the reasons why there are asylum seekers and refugees in the world and then examine the effects of this;
- compare how asylum seekers and refugees are treated in different countries;
- know how to formulate and present an argument to support a particular point of view;
- know how to interpret statistics in order to gain an understanding of current trends;
- know how to write a script;
- identify specific questions for investigation;
- demonstrate learning through the production of completed works such as: a speech, media release, petition, craft, art, interview, poster, a debate, prayer, a liturgy, PowerPoint presentation, picture book, and/or interview;
- utilise the library and its resources for research and as a display area in the school to raise awareness about asylum seekers and refugees;
- collect, organise, display and celebrate completed work from this study.

**HOW WONDERFUL IT IS
THAT NOBODY NEED WAIT
A SINGLE MOMENT
BEFORE STARTING TO
IMPROVE THE WORLD**

ANNE FRANK



BUILDING THE FIELD OF KNOWLEDGE

Whilst the likely Key Learning Areas for the following activities have been suggested, many can be used as preparatory or foundation activities to build the field of knowledge for the topic Asylum Seekers and Refugees in any curriculum area.

These activities can be used:

- Separately as learning tasks, group tasks or they can build a complete unit of work;
- As assessment tasks. e.g. Activity 13, 20, 21, 22, 26 and 31;
- As activities for Social Justice Day and World Refugee Day (June 20);
- They can also be adapted for use in all Year levels, unless otherwise specifically stated.



DEFINITIONS

Human right: A basic, universal freedom or entitlement inherent to all human beings.¹

Asylum seeker: A person who is currently seeking protection as a refugee and is still waiting to have his/her application for refugee status assessed.²

Refugee: A person who has sought protection in another country and has been successful in their application.

A refugee is someone who is outside their own country and cannot return due to a well-founded fear of persecution because of their:

- Race
- Religion
- Nationality
- Membership of a particular social group or
- Political opinion

As a signatory to the 1951 United Nations Convention Relating to the Status of Refugees, Australia has sworn a commitment to offer protection to people who have fled from their home country due to a real threat to their lives and/or basic freedoms. When Australia ratified the convention it became part of Australian law. By signing the Convention (and the 1967 Protocol), Australia declared its belief in the universal human right to seek asylum and the right of asylum seekers to have their claims fairly heard.³

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1. Refugee Council of Australia, Glossary
<http://www.refugeecouncil.org.au/resources/glossary/>, updated February 2016
 2. Refugee Council of Australia, Glossary
<http://www.refugeecouncil.org.au/resources/glossary/>, updated February 2016
 3. Asylum Seeker Resource Centre, Student Resource Kit, Asylum Seekers and Refugees Fact Sheet, accessed 17th Feb 2016
www.asrc.org.au/wp-content/uploads/2013/07/student-resource-kit1.pdf



ACTIVITIES

PLEASE NOTE

If a link doesn't work in the activities when you click on it, you may need to copy and paste the link into your browser to access the information.

ENGLISH

I. USING YOUR IMAGINATION

Download and read the Asylum Seeker Resource Centre **Student Resource Kit: Asylum Seekers and Refugees Factsheet**⁴.

Read Points 1 - 4.

Read some of the media releases about asylum seekers and refugees on the Refugee Council of Australia and Asylum Seekers Resource Centre websites.⁵

<http://www.refugeecouncil.org.au/news/media-releases/>
www.asrc.org.au/category/blog/in-the-news

- a) Brainstorm ideas around a change that you would like to see happen in the way in which Australia deals with asylum seekers and refugees (e.g. the government decides to close detention centres).
- b) Write your own media release or news article and choose a way to present it.

4. Asylum Seeker Resource Centre, Student Resource Kit; Asylum Seekers and Refugees Factsheet, www.asrc.org.au/wp-content/uploads/2013/07/student-resource-kit1.pdf

5. Refugee Council of Australia
<http://www.refugeecouncil.org.au/news/media-releases/> and
 Asylum Seeker Resource Centre www.asrc.org.au/category/blog/in-the-news



- c) Design a webpage or social media campaign to express your idea.
- d) Create a message in support of asylum seekers and refugees that you would like to display on a billboard. (10 words or less). Imagine that the space you have is like a billboard that you see out the front of a church or school. Present your message using any medium you choose. Make your letters bold and colourful. You may like to include a relevant symbol or image with your billboard message.

2. NOVEL STUDY

- a) Look in the Young Adult book section of your school library for novels relating to asylum seekers and refugees. (Please refer to the list of examples in d).
- b) Choose 3 books, read the blurbs and write a paragraph on each, outlining the story.
- c) As a class group, share and discuss the books you have found.
- d) Choose one book and read it.

The following are examples of books you might like to read:

<i>Mahtab's Story</i>	Libby Gleeson
<i>Refuge</i>	Libby Gleeson
<i>Boy Overboard</i>	Morris Gleitzman
<i>Girl Underground</i>	Morris Gleitzman
* <i>Finnikin of the Rock</i>	Melina Marchetta
* <i>Froi of the Exiles</i>	Melina Marchetta
* <i>Ferragost</i>	Melina Marchetta
* <i>Quintana of Charyn</i>	Melina Marchetta
	*(Fantasy, Ages 15+ Years 10, 11, 12)
<i>The Arrival</i>	Shaun Tan (All Pictures No Text)
<i>The Rugmaker of Mazar-e-Sharif</i>	Najaf Mazari and Robert Hillman (Senior Students)



<i>No Gun for Asmir</i>	Christobel Mattingley
<i>Escape from Sarajevo</i>	Christobel Mattingley
<i>Asmir in Vienna</i>	Christobel Mattingley
<i>Parvana</i>	Deborah Ellis
<i>Parvana's Journey</i>	Deborah Ellis
<i>Parvana's Promise</i>	Deborah Ellis
<i>Shauzia</i>	Deborah Ellis
<i>The Happiest Refugee</i>	Anh Do
<i>Onion Tears</i>	Diana Kidd
<i>Soraya the Storyteller</i>	Rosanne Hawke illustrated by Neil Curtis
<i>Shahana: Through My Eyes</i>	Rosanne Hawke
<i>Amina: Through My Eyes</i>	J.L. Powers
<i>Naveed: Through My Eyes</i>	John Heffernan
<i>Malini: Through My Eyes</i>	Robert Hillman
<i>Zafir: Through My Eyes</i>	Prue Mason
<i>Australians All</i>	Nadia Wheatley illustrated by Ken Searle
<i>From Kinglake to Kabul</i>	Edited by Neil Grant and David Williams
<i>No Safe Place</i>	Deborah Ellis
<i>On Two Feet and Wings</i>	Abbas Kazerooni
<i>The Ink Bridge</i>	Neil Grant
<i>Malala: The Girl Who Stood Up For Education And Changed The World</i>	Malala Yousafzai with Patrick McCormick
<i>Refuge</i>	Jackie French
<i>In the Sea there are Crocodiles</i>	Fabio Geda
<i>The Boy with Two Lives</i>	Abbas Kazerooni
<i>Prince of Afghanistan</i>	Louis Nowra
<i>Close to the Wind</i>	Jon Walter
<i>Hope in a Ballet Shoe</i>	Michaela and Elaine DePrince
<i>Plenty</i>	Ananda Braxton-Smith



<i>Refugee Boy</i>	Benjamin Zephaniah
<i>A Long Walk to Water</i>	Linda Sue Park
<i>New Boy</i>	Nick Earls
<i>When Michael Met Mina</i>	Randa Abdel-Fattah
<i>Alpha</i>	Bessora and Barroux
<i>One Thousand Hills</i>	James Roy and Noel Zihabamwe (Older Readers)

- e) Create your own response to the book you have read in Activity 2(d) and report back to your class. e.g write a book review. You might like to comment on the following: the themes, issues, values, ideals, and style. How did you feel reading the story?
- f) Develop some questions you would like to ask the main character(s) and the author. Present this information in any medium you choose e.g. poem, article, story.
- g) Compile a class book list of all the books that the class has read and reported on in Activity 2(b). Include class reviews or comments about the books.
- h) In order to encourage others to read these stories, summarise the information from 2(b) on an eye catching poster to be used as a display for the school library notice board.
- i) Set up an **asylum seekers and refugees book display** in the library for World Refugee Week (June 20 is the United Nations' World Refugee Day). Use all the books that have been featured in Activity 2 (*Novel Study*) and 27 (*Picture Book Study*). Include all the completed works from Activities 2(f) (*Novel Study*), 20 (*Tell The Story*), 28 (*Images*), 30 (*Be Creative*), 31 (*What is Your Message?*), 34(c) (*What is Catholic Social Teaching?*) and 35 (*What do these Organisations Do?*)

3. POETRY

Do an internet search using the key words: "Poems asylum seekers and refugees".

- a) Choose a poem on the theme to include in your study. Give the title and the writer.
- b) Write a brief synopsis of the poem and your response to it.
- c) Write your own poem about asylum seekers and refugees or a related topic, idea or theme that has sparked your interest during this study e.g. the journeys people make, leaving my homeland, my new home, belonging.
- d) You might like to read some of the poems written by Peter Skrzynecki OAM about the migrant experience.



4. SINGING, DANCING, MUSIC

- a) Do an internet search and find 3 songs and music related to asylum seekers and refugees. Examine the lyrics. What are the main themes in the songs you have found?

One of the the songs you could listen to is:

"Cry Freedom" by Mark Raue & Louise Crawford. From the CD *Change the World* available at www.commongoodmusic.com.au

Free music video for this song available at:

<https://www.youtube.com/watch?v=4lQCu8-MtPA>

(You may need to copy and paste the link into your browser to access the song)

- b) As a class, brainstorm words that could be used when writing your own lyrics e.g. compassion, leaving home, journey, isolation.
- c) Create a song with your own original lyrics, a piece of instrumental music, a rap or a dance around the theme of asylum seekers and refugees.

**EDUCATION IS THE
MOST POWERFUL WEAPON
WHICH YOU CAN USE
TO CHANGE THE WORLD**

NELSON MANDELA

ENGLISH, HSIE, MATHEMATICS

5. TERMS AND THEIR MEANING

- a) Research the following terms and answer these questions to broaden your understanding:
 - i. What is a UN convention or protocol?
 - ii. What does it mean to sign and ratify one?
 - iii. What rights and protection does Australia's ratification of the 1951 UN Refugee Convention and the 1967 Protocol provide for asylum seekers and refugees?
 - iv. Briefly explain the principle of "non-refoulement" (Article 33).
- b) Find two media articles about a rejected asylum seeker(s). Investigate the background of the rejected asylum seeker(s). Bring your findings to a class discussion.



6. DEFINITIONS

Search the following websites to find the definitions of the terms in bold.

Read the definitions.

List the key points for each one.

An Asylum Seeker

Refugee Council of Australia

Search in Glossary:

<http://www.refugeecouncil.org.au/resources/glossary/>

A Refugee

Refugee Council of Australia

Search in Glossary:

<http://www.refugeecouncil.org.au/resources/glossary/>

Mandatory Detention (Immigration Detention)

Refugee Council of Australia

Search in Glossary:

<http://www.refugeecouncil.org.au/resources/glossary/>

Irregular Maritime Arrival (IMA)

Refugee Council of Australia

Search in Glossary:

<http://www.refugeecouncil.org.au/resources/glossary/>

Unauthorised Maritime Arrival (UMA)

Immigration Advice and Rights Centre

http://www.iarc.asn.au/blog/Immigration_News/post/excision-of-the-australian-mainland-for-boat-arrivals/

(Check Paragraph 2, Line 3)

Resettlement

Refugee Council of Australia

Search in Glossary:

<http://www.refugeecouncil.org.au/resources/glossary/>

An Unauthorised Entrant

Asylum Seeker Resource Centre

Search in Student Resource Kit (1. Who is an asylum seeker?):

www.asrc.org.au/wp-content/uploads/2013/07/student-resource-kit1.pdf

Bridging Visa E

Department of Immigration and Border Protection

Search in Fact Sheet 65:

<http://www.border.gov.au/about/corporate/information/fact-sheets/65onshore-processing-illegal-maritime-arrivals>

Refugee Status Determination

Refugee Council of Australia

Search in Glossary:

<http://www.refugeecouncil.org.au/resources/glossary/>

Temporary Protection Visa (TPV)

Refugee Council of Australia

Search in Glossary:

<http://www.refugeecouncil.org.au/resources/glossary/>

Refugee Convention

Refugee Council of Australia

Search in Glossary:

<http://www.refugeecouncil.org.au/resources/glossary/>

Non-Refoulement

Refugee Council of Australia

Search in Glossary:

<http://www.refugeecouncil.org.au/resources/glossary/>

Refoulement

Refugee Council of Australia

Search in Glossary:

<http://www.refugeecouncil.org.au/resources/glossary/>



7. A FACT-FINDING MISSION

Go to the Department of Immigration and Border Protection website.

Examine the **Immigration Detention and Community Statistics Summary**⁶ and then complete the following:

- i. The latest figure for the total number of persons in immigration detention facilities is ...
- ii. The number of people in immigration detention who arrived unlawfully by air or boat to seek asylum is ...

What is the percentage of the total immigration detention population?
- iii. The current number of people who had arrived in Australia lawfully and were then taken into immigration detention for either overstaying their visa or breaching their visa conditions, resulting in visa cancellations is ...
- iv. The current number of people in immigration detention who had arrived by boat (Illegal Maritime Arrivals) is ...
- v. The current number of people in immigration detention who had arrived by air (Air Arrivals) to seek asylum is ...
- vi. The countries that asylum seekers and refugees leave in order to come to Australia are ...
- vii. The total number of children in Immigration Residential Housing, Immigration Transit Accommodation and Alternative Places of Detention is ...

6. Australian Government, Immigration Detention and Community Statistics Summary, see latest (updated monthly), <http://reliefweb.int/sites/reliefweb.int/files/resources/immigration-detention-statistics-31July2015.pdf>

- viii. The average period of time for people held in detention facilities is ...
- ix. After examining these tables, I conclude that ...

8. WHY DO PEOPLE LEAVE THEIR HOMELAND?

Why do people leave their homeland in order to seek asylum? List 3 reasons.

9. WHERE DO THE ASYLUM SEEKERS AND REFUGEES COME FROM?

Using the information from question 7(vi) about the original homeland of asylum seekers and refugees that make their way to Australia, look at these countries using Google Earth, then complete the following tasks.

On a map of the world:

- a) label and shade these countries;
- b) mark in their capital cities;
- c) label and shade two countries that border each country or are its nearest neighbours;
- d) determine which hemisphere the countries are in (Northern or Southern) and write the letters "NH" or "SH" in the country;
- e) note in which continent the country is situated;
- f) choose one country and mark the route people would take to get from there to Australia;
- g) list the countries they may pass through on their journey;
- h) which of the countries through which they pass have signed the UN Convention on Refugees?
- i) (*optional*) calculate the distance to Australia from the country you chose in Activity 9(f).



10. WHERE DO ASYLUM SEEKERS AND REFUGEES MAKE THEIR NEW HOMES?

- a) List 3 suburbs (or towns) in your local area or capital city where asylum seekers and refugees have made their homes.
- b) On a map, label and shade these suburbs or towns.
- c) Find a good news story about a refugee(s) from your local area or beyond to share with your group or class.



II. FILM STUDY

- a) Watch the film *A Well Founded Fear* (November Films, 2008)
(Suitable for Ages 15+, Year 9 upwards).

Answer the following questions:

- i. What will you remember about this film?
 - ii. How did you feel watching this film?
 - iii. What have you learnt by watching this film?
 - iv. Which people's stories affected you?
 - v. Was there anything about the film that shocked or surprised you?
 - vi. How would you describe this film?
 - vii. Would you recommend that all Australians watch this film?
Why/Why not?
 - viii. What questions would you ask Phil Glendenning or any of the people in the film?
- b) Write about your response to this film.
- c) Go to the Edmund Rice Centre website www.erc.org.au⁷
Write your own advertisement for the Edmund Rice Centre.
Make it two paragraphs. Use colour, graphics and imagery.
- d) Talk about the term advocacy and what it means. Write a letter of advocacy to the Prime Minister and the Minister for Immigration and Border Protection about the issues raised in the film.
- e) As a class, discuss petitions. Include all the key elements involved in preparing and presenting a petition to Parliament.



Formulate a petition that you would like to present to the Prime Minister and Minister for Immigration and Border Protection. To ensure you word your petition correctly, do an internet search using the key words: "Federal Parliament of Australia Petitions."⁸ You will find guidelines there.

You might like to make the focus of your petition: to end mandatory detention onshore and offshore and process people seeking asylum onshore.

- f) You might like to sign the following Refugee Week Declaration. Go to: <http://www.refugeecouncil.org.au/declaration/>⁹

I welcome refugees to Australia and call for a more humane and sustainable approach to both the protection and settlement of people seeking asylum. Australia's current policies come at a great cost, both human and financial, and I know we can do better than this.



-
7. Edmund Rice Centre www.erc.org.au
8. House of Representatives Petition http://www.aph.gov.au/Parliamentary_Business/Petitions/House_of_Representatives_Petitions
9. Refugee Council of Australia <http://www.refugeecouncil.org.au/declaration/>

ENGLISH, HSIE, DRAMA

12. THEATRE IN EDUCATION

Use the research from Activities 6 (*Definitions*), 7 (*A Fact-Finding Mission*), 8 (*Why Do People Leave Their Homeland?*) and 9 (*Where Do the Asylum Seekers and Refugees Come From?*) to devise and present a *Theatre in Education* piece suitable for performance to Year 5 and 6 students.

Teachers may find it useful to develop the script for this activity from the real life experiences explored in Activity 14, or from recounts of peoples' experiences found on the internet. The website "New Humans of Australia" has migrant and refugee stories.

<http://www.newhumansofaustralia.com/>¹⁰

13. BE AN INVESTIGATIVE REPORTER (ASSESSMENT TASK)

The recounts that were researched in Activity 12, may give the students ideas into the kinds of topics refugees would like to talk about. Imagine you are a reporter for a television network. State what program and network you are with. Create an interview with an asylum seeker or refugee.

- a) Write an interview list of questions.
- b) Write a script providing background information about asylum seekers and refugees and include some visual material.
- c) If you have the opportunity and permission (written), ask the questions in person and film the interview.

10. New Humans of Australia <http://www.newhumansofaustralia.com/>

ENGLISH, HSIE, RELIGIOUS EDUCATION, LEGAL STUDIES, MATHEMATICS

14. CONNECTING WITH PEOPLE AND THEIR STORIES

- a) Invite some students and their parents from your school or a neighbouring school who are former asylum seekers and refugees to tell their stories to the class.
- b) Make contact with an organisation that supports asylum seekers and refugees and invite people to come to the school to share their stories with students.
- c) Arrange for students to visit the organisation and talk with and meet the people who are connecting with the organisation, as well as those who are supporting asylum seekers and refugees.
 - Students devise their own questions to ask.
 - Students report back to the wider group about their experience and learning.
 - Activity 26 (*What Do You Recommend*) can be the report.
 - This activity may be explored by bringing the words and experiences of the people the students have listened to, spoken with, or researched, as a theatre piece that can be shared with other students. This is outlined in Activity 12.

15. WHAT DO YOU KNOW ABOUT THE EDMUND RICE CENTRE?

Go to the Edmund Rice Centre website www.erc.org.au

Read what is written about asylum seekers and refugees.

Examine what is currently being featured.

- a) Summarise it in 10 dot points OR 2 short paragraphs.



- b) Write a paragraph about a project or initiative at the Edmund Rice Centre that interests you.
- c) Why did you choose this project or initiative? eg. Pacific Calling Partnership.
- d) Design another logo for the Edmund Rice Centre.
- e) Describe the symbols and colours you have used in the new logo. What do they represent?

16. WHO ARE SUPPORTING ASYLUM SEEKERS AND REFUGEES?

Choose a way to record your summary about the work of one of the following listed organisations involved in working with and for asylum seekers and refugees:

- The Edmund Rice Centre: www.erc.org.au
- UNHCR United Nations High Commission for Refugees: www.unhcr.org
- Red Cross: www.redcross.org.au
- Refugee Council of Australia : www.refugeecouncil.org.au
- Amnesty International Australia: www.amnesty.org.au
- Jesuit Refugee Service: www.jrs.org.au
- Caritas: www.caritas.org.au
- Act for Peace, National Council of Churches in Australia: www.actforpeace.org.au
- Oxfam: www.oxfam.org.au
- UNICEF: www.unicef.org.au



- Medecins Sans Frontieres (Doctors Without Borders) msf.org.au
- Save the Children savethechildren.org.au
- CARE Australia care.org.au

17. FACT OR FICTION?

- a) What does the word "myth" mean?
- Read the Refugee Council of Australia's publication **Myths about refugees and asylum seekers: Quick Mythbusters** on their website:
<http://www.refugeecouncil.org.au/fact-sheets/myths-about-refugees/detailed-mythbuster/>
 - Read the Asylum Seekers Resource Centre - Student Resource Kit **Asylum Seekers and Refugees Fact Sheet** (Mythbusters! Section) www.asrc.org.au/wp-content/uploads/2013/07/student-resource-kit1.pdf
- b) Pick 3 of the myths and based on your reading and research, write an accurate response to each of them explaining why they are not true e.g.
- *There is a queue for asylum seekers and refugees.*
 - *Refugees do not contribute economically to Australia*
 - *The only type of detention is Immigration Detention Centres.*
 - *The number of asylum seekers and refugees coming to Australia is declining.*
 - *Asylum seekers are illegal immigrants.*
 - *Australia is being swamped with boat people.*

18. WHO ARE THESE PEOPLE?

a) Do an internet search about writers, activists and prominent people involved in the issue of asylum seekers and refugees. You may like to choose someone from the people listed.

Rosie Scott	Thomas Keneally AO
Ngareta Rossell	David Manne
Pamela Curr	Malcolm Fraser AC
Sr Aileen Crowe	Mark Schwarzer OAM
Dr Eileen Pittaway	Virginia Walker
Margot O' Neill	Anh Do
Phil Glendenning	Paul Power
Julian Burnside AO QC	Peter Skrzynecki OAM
Dr Graham Thom	Professor William Maley
Les Murray AO	Dianne Hiles
Jessie Taylor	Geoffrey Robertson QC
Hieu Van Le AO	Deng Thiak Adut
Aliir Aliir	Professor Gillian Triggs

b) Research their activities by typing their name with "asylum seekers and refugees" into an internet search engine.

c) Write a report on one of them.



19. THE WORLD SCENE

Thousands of people around the world are displaced because of conflict and persecution every day. Many countries resettle these people. Each of these resettlement countries respond to these displaced people in different ways.

Do a comparative study of Australia and one other country e.g. Germany, Sweden or Canada showing your findings in a table. List 5 comparative points about the way asylum seekers are treated in each country.

20. TELL THE STORY (GROUP ASSESSMENT TASK)

- a) Make your own short film or PowerPoint presentation about a particular aspect of your study on asylum seekers and refugees that you would like to develop further.

You may like to highlight different areas, facts or insights about what you have learnt during this study by writing a script. Include the poems, music, art work, picture books, prayers, drama, craft etc. from your study.

- b) Write up your interview from Activity 13 (*Be an Investigative Reporter*) as an article for the school newsletter.
- c) Develop a forum type of activity (like a Question and Answer session), to present to your class or year group. Allow time for discussion and questions.
- d) You might like to present the story as an advertisement. For example look at the story of Deng Thiak Adut in the advertisement for Western Sydney University.

<https://www.youtube.com/watch?v=buA3tsGnp2s13>



21. BECOME AN ADVOCATE (ASSESSMENT TASK)

Write a short 3 minute speech highlighting the insights you have gained as a result of this study. Present it to the class. Choose one of the following topics:

- The Universal Declaration of Human Rights.
- One of the Conventions you have examined during this study.
- Your recommendations from Activity 26 (*What Do You Recommend*).
- Your choice of topic.

22. WHAT IS HAPPENING TODAY? (ASSESSMENT TASK)

What are the latest developments in Australia with regard to issues pertaining to asylum seekers and refugees? List these.

- i. Are any of these changes offering improvement for asylum seekers and refugees coming to Australia?
- ii. What do you think about these developments?

23. THE CONVENTIONS AND INTERNATIONAL AGREEMENTS ABOUT HUMAN RIGHTS (SENIOR STUDENTS)

Do an internet search on 3 international agreements (listed below). List the 5 main points from each.

Answer these questions in your research:

- i. What are the essential rights being protected?
 - ii. Why was this international agreement established?
 - iii. What else should be included in the agreement?
- The Universal Declaration of Human Rights (Include Article

14 as one of your points)

- International Convention on the Elimination of All Forms of Racial Discrimination (ICERD)
- International Covenant on Civil and Political Rights (ICCPR)
- International Covenant on Economic, Social and Cultural Rights (ICESCR)
- The 1951 UN Convention Relating to the Status of Refugees and its 1967 Protocol
- Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)
- Convention Against Torture and Other Cruel, Inhuman, or Degrading Treatment or Punishment (CAT)
- Convention on the Rights of the Child

24. EXAMINE THE STATISTICS (GROUP ACTIVITY)

Go to the UNHCR website.

Examine the **Asylum Trends 2014**.¹¹

Use the information from the document to complete the following research:

- i. What was the total number of new asylum applications registered in the 44 industrialised countries covered in this report (Page 2)
 - a) Had the number increased or decreased from last year?
- ii. What was the reported number of new asylum seekers in Australia in 2014 ? (Page 3)
 - a) Had the number increased or decreased from last year?
- iii. How many countries reported an increased number of

11. UNHCR, Asylum Trends 2014 www.unhcr.org/551128679.html

- asylum requests in 2014? (Page 12)
- iv. The highest number of asylum claims submitted in 2014 was in which country? (Page 9)
 - v. Name the top 15 receiving countries in 2014. (Page 13)
 - vi. What is the main country of origin of asylum seekers in industrialized countries? (Page 15)
 - vii. Name the top 15 countries of origin of asylum seekers in 2014 in order. (Page 18)
 - viii. During the year the highest number of new asylum applications registered was ? (Page 18)
 - ix. What do the trends indicate globally? Discuss.



25. FORM A GROUP

Form a group in your school that is interested in fostering human rights, social justice, eco-justice, and advocacy. Invite staff and students to participate. Give the group a name.

The group can:

- Meet to discuss specific issues of human rights, social justice, eco-justice and advocacy. Decide what you are going to focus on e.g. the latest developments with asylum seekers and refugees in Australia.
- Make a banner for your group or design a logo to use for your meetings and presentations.
- Organise a fundraiser for a non-government organisation or local organisation that supports asylum seekers and refugees. Present them with a cheque at the school assembly.
- Organise an awareness raising event in the school for Social Justice Day or World Refugee Day (June 20).
- Plan a liturgy for your class group, year or whole school (See Activity 33).
- Contact one of the local groups that provide goods and services for asylum seekers and refugees in your community and find out what they need e.g. food, clothing, furniture. Organise a collection drive in your school.
- Do a five minute presentation at the school assembly once a month to highlight what is happening with regard to asylum seekers globally, nationally and in your local area.

- Invite others to speak to your group, class or whole school about their story or experiences. You may invite students and their parents from your school or local community who may be former asylum seekers and refugees, or guest speakers from organisations that are involved in working with and for asylum seekers and refugees e.g. Edmund Rice Centre, Refugee Council, Amnesty, House of Welcome, Settlement Services International, Migrant Resource Centre.

26. WHAT DO YOU RECOMMEND? (ASSESSMENT TASK)

As a result of your experience and examination of the asylum seeker and refugee issue in Australia, what are your recommendations for how Australia as a nation can respond? What is your 10 point plan?

**YOU MUST BE
THE CHANGE YOU
WANT TO SEE
IN THE WORLD**

GHANDI



27. PICTURE BOOK STUDY

Read some of the picture books for children that have been created around the theme of asylum seekers and refugees.

These include:

<i>The Arrival</i>	Shaun Tan (All Pictures No Text)
<i>Ships in the Field</i>	Susanne Gervay illustrated by Anna Pignataro
<i>The Little Refugee</i>	Anh Do and Suzanne Do illustrated by Bruce Whatley
<i>Safe Place to Live</i>	Bic Walker
<i>Four Feet Two Sandals</i>	Karen Lynn Williams and Khandra Mohammed illustrated by Doug Chayka
<i>Ziba Came on a Boat</i>	Liz Lofthouse illustrated by Robert Ingpen
<i>A True Person</i>	Gabiann Marin illustrated by Jacqui Grantford
<i>We Are All Born Free</i>	The Universal Declaration of Human Rights in Pictures
<i>Ali the Bold Heart</i>	Jane Jolly illustrated by Elise Hurst
<i>Refugees</i>	David Miller
<i>Soraya the Storyteller</i>	Rosanne Hawke illustrated by Neil Curtis
<i>Home and Away</i>	John Marsden (Upper Primary +) illustrated by Matt Ottley
<i>Mirror</i>	Jeannie Baker (All Pictures No Text)
<i>Whoever You Are</i>	Mem Fox illustrated by Leslie Staub



<i>The Island</i>	Armin Greder
<i>Australians All</i>	Nadia Wheatley illustrated by Ken Searle
<i>Every Day is Malala Day</i>	Rosemary McCarney with Plan International
<i>Flight</i>	Nadia Wheatley illustrated by Armin Greder
<i>Across the Dark Sea</i>	Wendy Orr illustrated by Donna Rawlins
<i>The Red Pencil</i>	Andrea Davis Pinkney illustrated by Shane Evans
<i>Ali's Story- A Journey from Afghanistan</i>	Andy Glynne illustrated by Salvador Maldonado
<i>Rachel's Story- A Journey from Eurasia</i>	Andy Glynne Joyce Bentley illustrated by Salvador Maldonado
<i>The Treasure Box</i>	Margaret Wild illustrated by Freya Blackwood
<i>Out</i>	Angela May George illustrated by Owen Swan

- Create and illustrate your own picture book based on the theme Asylum Seekers and Refugees. You may use whatever format you like. Some examples include a story, letter, diary, collage, storyboard, an audio book, comic, journal, script, poem, article, memoir, song, monologue, a short movie, news story or documentary.
- Create an illustration to complement Article 14 of the Universal Declaration of Human Rights which states that:

Everyone has the right to seek and enjoy in other countries asylum from persecution.

This right may not be invoked in the case of



prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Or as it is quoted in the picture book: **We Are All Born Free: The Universal Declaration of Human Rights in Pictures**¹²

If we are frightened of being badly treated in our own country we all have the right to run away to another country to be safe.

- c) Choose one of the picture books from the list and write a review on it.

28. IMAGES

Create a bold and colourful poster or web page to highlight a quote relating to human rights. You may choose any medium you like to complete your task.

Choose one of the quotes from your research in Activity 33.

OR

Use an inspiring social justice or human rights quote. e.g.

I was a stranger and you welcomed me.

Matthew 25:35

Refugees are not numbers, they are people who have faces, names, stories, and need to be treated as such.

Pope Francis

12. We Are All Born Free: The Universal Declaration of Human Rights in Pictures, published by Francis Lincoln Children's Books in association with Amnesty International UK Section, 2008.

Aspire not to have more, but to be more.

Archbishop Oscar Romero

You must be the change you want to see in the world.

Gandhi

While every refugee's story is different and their anguish personal, they all share a common thread of uncommon courage - the courage not only to survive, but to persevere and rebuild their shattered lives.

Antonio Guterres

If you have come to help me, you are wasting your time; but if you are here because your liberation is bound up with mine, then let us work together.

Lilla Watson

Education is the most powerful weapon which you can use to change the world.

Nelson Mandela

It is very difficult to achieve peace and harmony through competition and hatred, so the practice of kindness is very, very important, and very, very valuable in human society.

The Dalai Lama

Educating the mind without educating the heart is no education at all.

Aristotle



I speak, not for myself, but for all girls and boys. I raise up my voice, not so that I can shout, but so that those without a voice can be heard.

Malala Yousafzai

Speech to the UN Youth Assembly, 12 July 2013

A person is a person through other persons; you can't be human in isolation; you are human only in relationships.

Desmond Tutu

How wonderful it is that nobody need wait a single moment before starting to improve the world.

Anne Frank



ENGLISH, HSIE, RELIGIOUS EDUCATION, VISUAL ARTS, TAS

29. WELCOME TO OUR COMMUNITY KIT (GROUP ACTIVITY)

Prepare a *Welcome To Our Community Kit* for a family of newly arrived refugees. Each kit is to include any 6 of the following points, in detail:

List and provide contact details for the community organisations in the local area that provide services for asylum seekers and refugees e.g. Settlement Services International, Migrant Resource Centre, St Vincent de Paul Society, Salvation Army, House of Welcome.

- List relevant information about the Australian Government Department of Human Services e.g. Centrelink and Medicare.
- List the hospitals, medical centres, doctors (general practitioners) and dentists in your area, including after hours emergency services. Which of these places offer bulk-billing and/or drop-in services?
- Provide instructions on how to catch public transport (bus, train, ferry). Include how to read timetables, where and how to buy the correct pre-paid tickets and Opal cards, and explain how to use them.
- Local council services and community activities e.g. library and free internet in the area.
- Where to find a Justice of the Peace in your local area and available times to access this service.
- How to use phone books.
- How to connect to the phone and internet in your home.



- How to make telephone calls – international, national and local calls.
- How to rent accommodation – real estate agents.
- List local service providers for connection of gas, electricity and water.
- How to use household appliances.
- Keeping receipts for exchange, refund and the warranty.
- Where to go shopping for food etc. identifying different foods e.g. milk, bread, vegetables, tea, coffee, meat, fish, eggs, rice, herbs, flour, frozen foods and how to pay for them.
- Explain Australian money, the notes, coins and their value.
- Banks and ATMs in your area. The services they provide. How to apply for a loan or a credit card etc.
- How to apply for a driver's licence, rules about driving without a licence and upgrading a licence e.g. from red P plates to green P plates, then to your full licence.
- Buying a car, registering a car, servicing a car.
- Insurance for car, health, home etc.
- Places of worship e.g. churches, mosques, temples.
- Information about all the primary and secondary schools in your local area. Explain the school system levels – general age groups for infants, primary and secondary school etc. Are they Catholic, public, private, religious or other schools?
- Classes in the local area that teach English.
- Compile a list of social groups and activities in your local area.



- Applying for a job and looking for job vacancies on the internet and in newspapers.
- Explain common signs and what they mean e.g. stop signs and toilet signs.
- Explain courtesy in public places e.g. keeping to the left on ramps, escalators, stairs, footpaths etc.
- Information about educational courses e.g. TAFE, university and community colleges.
- Emergency contact number 000 for police, ambulance and fire brigade, as well as the local direct numbers for the closest police, fire and hospital services.
- Explain an appointment and how to make one. Give examples of services where you need to make an appointment.
- Explain services that must be paid for regularly or renewed e.g. paying rent, electricity bill, water bill, phone bill, licence renewal, car registration, insurance.
- Access to legal services e.g. Legal Aid.
- Family and Community Services e.g. Housing NSW.
- Details about computer courses in your local area.

List any other services or information that you think the family would need to know about.

Make your kit attractive and easy to follow by including colourful pictures, diagrams, brochures and maps. Present it in a folder, or as a PowerPoint.

30. BE CREATIVE!

- a) Create your own response to what you are learning about asylum seekers and refugees. It can be art, craft or whatever medium(s) and dimensions you choose, e.g.

textiles	wall hanging
drawing	a puppet play
poster	paper sculpture or origami
painting	diorama
photography	plasticine or playdough
collage	necklace/jewellery using coloured beads
lego	non-firing clay

- b) Explain what your work represents.
- c) What are you hoping to achieve through your work?

31. WHAT IS YOUR MESSAGE? (ASSESSMENT TASK)

Focus on one statement, idea or insight from your study on asylum seekers and refugees and present this on an A3 poster and add graphics, artwork, words and colour to reinforce your message.

32. ORGANISE A GOLD COIN FUNDRAISING EVENT

Choose a day that is relevant to your school calendar e.g. Founders Feast Day, Social Justice Day or United Nations' World Refugee Day on June 20 and organize a fundraising event at your school. The money raised could go to the Edmund Rice Centre or an organisation in your local area that provides assistance for asylum seekers and refugees.



RELIGIOUS EDUCATION

33. LITURGY

- a) Do an internet search using the following key words:
- *Asylum seekers and refugees in the scriptures*
 - *Asylum seekers and refugees Old Testament readings*
 - *Asylum seekers and refugees New Testament readings*
 - *Stranger in the scriptures*
 - *Quotes asylum seekers and refugees*
 - *Statements from popes: asylum seekers and refugees*
 - *Statements from bishops: asylum seekers and refugees*
 - *Catholic Social Justice Teaching asylum seekers and refugees*
 - *Human Rights asylum seekers and refugees*
 - *Prayers asylum seekers and refugees*
- b) Using the information from the above web searches, prepare and participate in a class, year or whole school Mass or liturgy, to raise awareness about asylum seekers and refugees for United Nations' World Refugee Day (June 20).

Include scripture readings, prayers, prayers of the faithful, statements from popes or bishops, Catholic Social Teaching statements, songs, stories, poems, facts, insights, quotes, individual responses, craft work, art work, posters, media presentations, music, picture books and petitions that have emerged as a result of the study on asylum seekers and refugees.



- c) Read some of the prayers from your internet search. As a class, group or individual compose your own prayer or a prayer of the faithful. You might like to include these in your Mass or liturgy.
- d) Invite the people you have met during this study as well as all the members of your school community to participate in the Mass or liturgy. You can also extend the invitation through the school newsletter to the wider community.

Scripture References

Proverbs	31: 8
Leviticus	19: 33-34
Isaiah	58: 6
Deuteronomy	26:5
Job	31: 31-32
Zechariah	7: 8-10
Romans	12: 9-13
John	13:34
Matthew	25:31-40
*Matthew	2: 13-15
John	10:10
Matthew	7:12
Ephesians	2: 19-22
Hebrews	13:2

* The story of the Holy Family fleeing from persecution to Egypt is a refugee story.

34. WHAT IS CATHOLIC SOCIAL TEACHING?

- a) Do an internet search to find the principles of Catholic Social Teaching.
- b) List them, and explain in your own words what you think each one means. The Caritas website may assist you: look at their **About Us**¹³ and **Our Values**¹⁴ sections.
- c) Take one of the Catholic Social Teaching principles, a key word(s) or phrase from your research and write an acrostic poem to highlight the message e.g. one of the words from Dignity of the Human Person.

OR

- d) Choose one word to feature e.g. *Refugee* and create a word cloud to highlight the message.

Present your work in a way that is bold, colourful, appealing and easy to read.



13. Caritas: About Us (2013) <http://www.caritas.org.au/about>

14. Caritas: Our Values (2013) <http://www.caritas.org.au/about/catholic-social-teaching-values>

RELIGIOUS EDUCATION, HSIE

35. WHAT DO THESE ORGANISATIONS DO?

Design a Postcard to advertise one of the organisations listed below by following these steps:

- a) Do some research to find any groups in your local area and/or capital city that provide support for asylum seekers and refugees.
- b) Choose one organisation (it can be one of the organisations listed below or from Activity 16).
Find 5 key points about the organisation and record these.
- c) Create a statement or slogan as your focus.
- d) Use this slogan and your key points to design a postcard to advertise this organisation. Include all the relevant details of the organisation on your postcard e.g. their work, website address, how to donate. Use colour, graphics and imagery.

- Edmund Rice Centre: www.erc.org.au
- House of Welcome: www.houseofwelcome.com.au
- Jesuit Refugee Service: www.jrs.org.au
- Refugee Council of Australia : www.refugeecouncil.org.au
- STARTTS (in your area): www.startts.org.au
- Mercy Works mercyworks.org.au Mercy Connect Project
- Good Shepherd Sisters:
www.goodshepherd.com.au/refugees-and-asylum-seekers
- Sisters of Saint Joseph: www.sosj.org.au



- St Bakhita Centre (Sydney): www.stbakhita.com
- Horn of Africa Relief and Development Agency: HARDA
www.harda.org.au
- Brigidine Asylum Seekers Project: basp.org.au
- Red Cross: www.redcross.org.au
- Refugee and Immigration Legal Centre: www.rilc.org.au
- Asylum Seeker Resource Centre: www.asrc.org.au
- Sisters of Charity Foundation:
www.sistersofcharityfoundation.com.au/projects_refugees.html
- Bridge for Asylum Seekers Foundation:
www.asylumseekersfoundation.com
- St Vincent de Paul Society SPARK Programs:
www.vinnies.org.au
- Uniting Church: www.unitingjustice.org.au
- Assylum Seekers Centre: <http://asylumseekerscentre.org.au/>
- CARAD- The Coalition for Asylum Seekers, Refugees and
Detainees www.carad.org.au
- Anglicare www.anglicare.org.au
- Salvation Army www.salvationarmy.org.au



ADDITIONAL RESOURCES FOR TEACHERS

BOOKS AND PUBLICATIONS

Boat People: Personal stories from the Vietnamese Exodus 1975-1996, edited by Carina Hoang (2011)

Children of War: Voices of Iraqi Refugees, by Deborah Ellis (2010)

80:20 Development in an Unequal World, edited by Colm Regan (2012).¹⁵ Further resource material for teachers:

<http://www.developmenteducation.ie/5-50-500/>

Paper Boats: An Anthology of Short Stories about Journeys to Australia, compiled by Yasar Duyal (2013)

A Country Too Far, edited by Tom Keneally and Rosie Scott (2013).

A Teachers Edition is also available www.penguin.com.au/products/9781743484777/country-too-far-teacher-s-edition

The People Smuggler: The True Story of Ali Al Jenabi, by Robin de Crespigny (2012)

New Settlers, a book of photography by Louise Whelan (2013)

Asylum Seekers and Refugees in Australia (July 2015)

Refugees: Why Seeking Asylum is Legal and Australia's Policies are Not, by Jane McAdam and Fiona Chong (2014).

Confessions of a People Smuggler, by Dawood Amiri (2014)

The Undesirables, by Mark Isaacs (2014)

Overboard, by Ghassan Nakhoul (2011)

More to the Story – conversations with refugees, by Rosemary Sayer (2015)

15. Further resources available on www.8020.ie This book can be purchased through the Edmund Rice Centre.



Questions of Travel by Michelle de Kretser (2012)

Walking Free by Munjed Al Muderis (2014)

Small Bamboo by Tracy Vo (2014)

We Are Here by Cat Thao Nguyen (2015)

I, Migrant by Sami Shah (2014)

Black Rock White City by A.S.Patrić (2015)

Songs of a War Boy by Deng Thiak Adut with Ben Mckelvey (2016)

Children in Offshore Processing (April 2013), *It is Legal to Seek Asylum?* (October 2012) and *Children in Detention* (July 2012), Just In Time publications, Social Justice Committee of the Conference of Leaders of Religious Institutes NSW:
<http://clrinsw.org/publications/just-in-time/>

Asylum Seekers and Refugees; Myths, Facts and Solutions, Asylum Seeker Resource Centre (July 2013)

http://www.asrc.org.au/pdf/myths-facts-solutions-info_.pdf

Asylum Seekers, Refugees and Human Rights; Snapshot Report, Australian Human Rights Commission (2013)

<https://www.humanrights.gov.au/publications/asylum-seekers-refugees-and-human-rights-snapshot-report>

National Inquiry into Children in Immigration Detention 2014: Discussion Paper, Australian Human Rights Commission (2014)
<https://www.humanrights.gov.au/publications/national-inquiry-children-immigration-detention-2014-discussion-paper>

The Forgotten Children: National Inquiry into Children in Immigration Detention 2014 Report, Australian Human Rights Commission (2014)
<http://www.humanrights.gov.au/our-work/asylum-seekers-and-refugees/publications/forgotten-children-national-inquiry-children>



I was a Stranger and You Welcomed Me (Matthew 25:35), Pamphlet distributed by Australian Catholic Migrant and Refugee Office

http://www.acmro.catholic.org.au/index.php?option=com_content&view=article&id=84%3Awhat-the-catholic-church-teaches-on-asylum-and-migration&catid=64%3Apolicy&Itemid=48

Catholic Social Teaching: A Framework for Faith In Action,
Sydney Catholic Schools

www.ceosyd.catholic.edu.au/Parents/Religion/Pages/Home.aspx

Deported to Danger Vol I & II, Edmund Rice Centre

www.erc.org.au

UNHCR Global Trends Forced Displacement in 2015

<http://www.unhcr.org/576408cd7>

UNHCR Global Trends 2015- How Australia Compares With the World

<http://www.refugeecouncil.org.au/getfacts/statistics/unchr2015/>

For Those Who've Come Across the Seas Justice for Refugees and Asylum Seekers, Social Justice Statement 2015-16, Australian Catholic Bishops Conference, Australian Catholic Social Justice Council

<http://www.socialjustice.catholic.org.au/files/SJSandresources/2015-SJS-Statement.pdf>

INTERACTIVE PROJECTS AND ONLINE RESOURCES

Village Space Program: theatre-in-education for schools, universities and communities. "Refuge" (a play about refugees and asylum seekers, and Australia's treatment of them).

<http://www.kineticenergytheatre.org/refuge/>

Mirror Project – All day harmony workshop and day of engagement between various Auburn public schools and the Sydney Children's



Choir, inspired by Jeannie Baker's book *Mirror*.

www.auburn-p.schools.nsw.edu.au/news/mirror-project

Go Back to Where You Came From – Online resources supporting the SBS TV series, including school pack, interactive activities, factsheets, video clips and general information.

www.sbs.com.au/goback/

Global Words – Integrating the teaching of English with global citizenship education, encouraging students to become ethical, thoughtful and informed citizens, ready to take action for change.

www.globalwords.edu.au

Refugee Camp in my Neighborhood – An immersive school excursion for NSW students on Human Rights and Refugees.

www.refugeeweekauburn.com.au/schools/

Treehouse Theatre Tree of Life Performances – Personal performances from young refugees of their own stories and experiences which become a powerful teaching and healing process.

www.treehousetheatre.org.au/

Jump Up & Down 4 Kids Campaign – Global social media campaign encouraging broader awareness of children held in immigration detention. #jumping4kids

We're Better Than This Australia Campaign (WBTTAUS)

<http://wbttaus.org/>

WEBSITES

Australian Human Rights Commission www.hreoc.gov.au

Australian Catholic Migrant and Refugee Office

www.acmro.catholic.org.au/



Australian Catholic Social Justice Council

www.socialjustice.catholic.org.au

Caritas: www.caritas.org.au/learn/schools

ChilOut: Children Out of Immigration Detention www.chilout.org

NSW Department of Education and Communities, Centre for
Refugee Research UNSW

www.roads-to-refuge.com.au/resources/teaching-ideas.html

Edmund Rice Centre www.erc.org.au

Refugee Council of Australia

<http://refugeecouncil.org.au/n/mr/F2Fbrochure.pdf>

<http://www.refugeecouncil.org.au/resources/for-teachers/>

[http://www.refugeecouncil.org.au/resources/
for-students-and-researchers/](http://www.refugeecouncil.org.au/resources/for-students-and-researchers/)

[http://www.refugeeweek.org.au/wp/wp-content/
uploads/2015/04/Refugee-Week-2016-Resource-
Update-1-June-2016-FINAL1.pdf](http://www.refugeeweek.org.au/wp/wp-content/uploads/2015/04/Refugee-Week-2016-Resource-Update-1-June-2016-FINAL1.pdf)

UNHCR (Educational tools and simulation games)

www.unhcr.org/473dc1772.html

www.unhcr.org/46a07f8c4.html

www.playagainstalloids.ca/

UNICEF

<http://www.unicef.org.au/educational-Resources>

Asylum Seeker Resource Centre www.asrc.org.au

Love Makes A Way lovemakesaway.org.au

Global Education www.globaleducation.edu.au



SONGS

"Cry Freedom" by Mark Raue & Louise Crawford. From the CD *Change the World* available at www.commongoodmusic.com.au

Free music video for this song available at:

<https://www.youtube.com/watch?v=4lQCu8-MtPA>

(You may need to copy and paste the link into your browser to access the song)

"No Room At The Inn" by Mark Raue. From the CD *Turn Down the Heat* available from the Edmund Rice Centre at www.erc.org.au or <https://commongoodmusic.wordpress.com/no-room-at-the-inn/>

"The Dream" by Mark Raue. From the CD *Justice Cries* available at <https://commongoodmusic.wordpress.com/the-dream/>

"Woomera" by Mark Raue. From the CD *Justice Cries* available at <https://commongoodmusic.wordpress.com/woomera/>

Jump Up&Down 4 Kids Campaign Song

"Jump" by James Long and Mark Rix

<https://www.youtube.com/watch?v=uqj69vnhzkE>

"Oh Canada" by Missy Higgins

<https://www.youtube.com/watch?v=TsFaI0YIWU0>

FILMS

Between the Devil and the Deep Blue Sea (Abridged) (2012)

Meet the human faces behind an important issue of our time. **Caution:** The abridged version of the film has a school Year 7+ (PG approximate) classification. It contains descriptions and suggestions of human suffering and footage of the Christmas Island boat disaster in which many people drowned. Duration: 11 minutes

<http://deepblueseafilm.com/>



New Land, New Life (2013)

The inspiring firsthand stories of five refugees from the Horn of Africa who've settled in Australia.

All have undergone great hardship yet made successful new lives here. Duration: 25 minutes

www.harda.org.au

New Land New Life Educational Resource For Teachers is also on the website.

<http://v2.harda.org.au/new-land-new-life-educational-resource/>

Mary Meets Mohammad Film and Study Guide (2013)

Mary, a local Christian woman opposed to the new detention centre in Tasmania, meets a young Muslim detainee, Mohammad, and an unlikely friendship and understanding develops after her knitting club donates beanies to the asylum seekers. Suitable for Year 9 + students. Duration: 80 minutes

www.marymeetsmohammad.com

Journeys to Auburn Film (2013)

An insight into the lives, journeys, experiences and dreams of Auburn's refugee community. Duration: 30 minutes

www.youtube.com/watch?v=n3qK4sptrsE or AuburnCityCouncilTV

Cast from the Storm is an award winning Australian documentary that tells the tender story of a group of teenage refugees who share their extraordinary stories and find healing in an after-school theatre group.

The film can be viewed via the website:

<http://www.castfromthestorm.com/> Duration: 72min

Treehouse Theatre Tree of Life Performances (See Page 55)





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This resource is readily available for download from the ERC website:

www.erc.org.au/refugee_education_resource

For feedback and enquiries regarding this Education Resource contact erc@erc.org.au

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