

Let's Talk About: Refugees

Teacher Notes and Guide to Student Workbook Activities

How to Use This Resource

Each activity outlined in these teacher notes corresponds directly to the activity of the same name in the student workbook. Please see the student workbook for more information on what each activity involves.

Teacher Notes

The theme of this series '*Miniclips: Let's Talk About...*' is that of equality vs equity. It is important to be familiar with the definitions of these terms before viewing each Miniclip.

Equality: *the state of being equal, especially in status, rights or opportunities*

Equity: *the quality of being fair*

Even though we might perceive that a situation is equal for all, sometimes people are still disadvantaged or excluded due to ongoing prejudice, discrimination, and ignorance. As an example, expecting all students to write the answers to their test using pen and paper is treating them **equally**. Allowing the student with a broken arm to instead type their test responses is **equitable**.

When teaching about human rights it is important to create a safe and positive classroom environment, which encourages participation and cooperation. By helping to create an environment where rights are respected, students are encouraged to actively take part in advancing respect for the rights of others in the classroom and beyond.

A Note on Inclusion of Refugees, Asylum-Seekers and Migrants in Lesson Planning

Before beginning any activities on the topic of refugees, asylum, nationality and migrants, it is important for the teacher to take some time to think about the students in their class. Do your best to familiarise yourself with the backgrounds of your students by engaging with parents, support staff, such as English language teachers, the school principal, or other relevant colleagues. Be careful not to make any assumptions about the students in your class. Understand that the personal experiences of your students may affect their engagement with this subject matter, particularly if they (or their families) have experienced trauma.

If you have children in your class who are refugees, asylum seekers or migrants, never use their experiences as an example without their consent and never force any student to share their experiences if they do not willingly offer it themselves.

Classroom Management and Behavioural Expectations

When teaching about human rights it is important to create a safe and positive classroom environment, which encourages participation and cooperation. By helping to create an environment where rights are respected, students are encouraged to actively take part in advancing respect for the rights of others in the classroom and beyond. Please keep in mind that students may need support from the teacher to clarify terms and language used in the workbook and reinforce the importance of using respectful terms and language.

The activities in the student workbook can be used in a variety of ways according to the number of students, age, and ability levels in your classroom. Younger students (Years 3-4) will need to be instructed and guided by the teacher, while older students (Years 5-6) may be able to complete many of the activities independently or in small groups.

Bear in mind the importance of coming together as a class or group throughout and at the conclusion of activities to summarise learnings and address any ongoing questions or misconceptions.

You may already have class rules but setting up ground rules before conducting lessons could include the following:

- To value and respect others' views and opinions
- To listen without interrupting, criticizing or making fun
- To avoid sharing personal information when giving examples or sharing experiences

If students are not observing the ground rules, make a direct statement such as: "*We may not agree on all matters. Let's make sure we find a way to disagree while still showing respectful behaviour.*" You may not know the answer to all questions, in this case do not be afraid to say, "*I do not know the answer to your question, but I will find out for you.*" It is important to provide accurate information.

CURRICULUM OBJECTIVES

The activities that accompany this Miniclip are designed to both consolidate and assess learners' understanding of the content. They contain unique opportunities for teachers to measure learners' capabilities in the following areas:

Capabilities:



Critical and Creative Thinking



Personal and Social



Intercultural

Health and Physical Education / Years 3 and 4 / Personal, Social and Community Health / Communicating and interacting for health and wellbeing / ACPPS037

Describe how respect, empathy and valuing diversity can positively influence relationships

- describing behaviours that show empathy and respect for the rights of others
- predicting and reflecting on how other students might feel in a range of challenging situations, and discussing what they can do to support them

Health and Physical Education / Years 5 and 6 / Personal, Social and Community Health / Contributing to healthy and active communities / ACPPS060

Identify how valuing diversity positively influences the wellbeing of the community

- exploring ways to create safe and inclusive schools for minority groups

HASS / Year 6 / History / Concepts for developing understanding / ACHASSK136

Study stories of groups of people who migrated to Australia since Federation (including from ONE country of the Asia region) and reasons they migrated

- exploring individual narratives using primary sources (for example, letters, documents and historical objects), interviewing and recording an oral history, and presenting the journey and circumstances of arrival based on the sources (for example, through drama)

HASS / Year 6 / History / Concepts for developing understanding / ACHASSK137

Understand the contribution of individuals and groups to the development of Australian society since Federation

- considering notable individuals in Australian public life across a range of fields (for example, the arts, science, sport, education), including Aboriginal and Torres Strait Islander people, a range of cultural and social groups, and women and men drawn from the National Living Treasures list, the Australian Dictionary of Biography or the Australian Honours lists)

HASS / Year 6 / Civics and citizenship / Concepts for developing understanding / ACHASSK147

The shared values of Australian citizenship and the formal rights and responsibilities of Australian citizens








- exploring the experiences of people who have migrated to Australia and who have taken up Australian citizenship (for example, those of Asian heritage)

CURRICULUM OBJECTIVES

HASS / Year 6 / Civics and citizenship / Concepts for developing understanding / ACHASSK148

The obligations citizens may consider they have beyond their own national borders as active and informed global citizens

- identifying the obligations people may consider they have as global citizens (for example, an awareness of human rights issues, concern for the environment and sustainability, being active and informed about global issues)

Activity	Resources	Outcomes
<p>Activity 1: Match the Definition Timeframe: 30 minutes Overview: This activity will clarify the facts and terms related to the rights of refugees. The differences between a migrant and an asylum seeker will also be addressed.</p> <p>Distribute the workbook to students.</p> <p>Show the ClickView Miniclip Let's Talk About Refugees and pause in key places to allow students time to process the information and answer the questions on the sheet.</p> <p>Once the task is completed, mark the sheet as a class and allow students the opportunity to ask questions or discuss misconceptions they may have held prior to watching the video.</p>	<p>ClickView Miniclip – Let's Talk About Refugees https://online.clickview.com.au/videos/48251828</p> <p>Student workbook</p>	<p> Critical and Creative Thinking</p> <p> Intercultural</p> <p>ACHASSK148</p>
<p>Activity 2: Cloze Activity – Why Do People Seek Asylum? Timeframe: 30 minutes Overview: This activity will clarify the reasons why people may need to seek asylum and what happens once refugees have left their home country.</p> <p>Allow students to watch the ClickView Miniclip Let's Talk About Refugees again and pause in key places to allow students time to process the information and answer the questions on the sheet.</p> <p>Once the task is completed, mark the sheet as a class and allow students the opportunity to ask questions or discuss misconceptions they may have held prior to watching the video.</p>	<p>ClickView Miniclip – Let's Talk About Refugees https://online.clickview.com.au/videos/48251828</p> <p>Student workbook</p>	<p> Critical and Creative Thinking</p> <p> Intercultural</p> <p> Personal and Social</p> <p>ACHASSK148</p>
<p>Activity 3: Famous Australian Refugees – Mapping Task Timeframe: 40 minutes Overview: This activity will give students a global view of the world and develop their understanding of geography.</p> <p>Students will need access to information on the famous refugees. To ensure time is not wasted and safe searching of the Internet, provide links to websites for students that will help them research these famous refugees. See the next activity and answer sheets for a list of suggested websites.</p>	<p>Student workbook</p> <p>Access to Internet to research</p> <p>An atlas or world map with countries labelled</p>	<p> Critical and Creative Thinking</p> <p> Intercultural</p> <p>ACHASSK136</p> <p>ACHASSK137</p>

Activity

Activity 4: Famous Australian Refugees – Who Am I?

Timeframe: 25 minutes research time + 25 minutes writing time

Overview: This activity will develop students' research skills and demonstrate how refugees enrich, progress, educate and contribute to societies.

Students will need access to information on famous refugees mentioned in the activity.

Some websites that may be of use are listed below. See the answer sheets for more links and information.


Anh Do	http://nationofmigration.weebly.com/anh-do-my-story.html
Professor Munjed Al Muderis	https://www.amnesty.org.au/from-refugee-to-pioneering-surgeon-munjed-al-muderis
Najeeba Wazefadost	https://www.unhcr.org/en-au/najeeba.html https://www.freemigrationagents.org.au/notable-australian-refugees/
Tan Le	https://racismnoway.com.au/teaching-resources/tan-le/
Shukufa Tahiri	https://www.sbs.com.au/news/article/refugee-advocate-among-australias-most-influential-women/yi25zla71
Aliir Aliir	https://www.sydneynews.com.au/news/119737/from-a-refugee-camp-to-the-scg


Resources

Student workbook

Devices with Internet access or access to library

Outcomes

 Critical and Creative Thinking

 Personal and Social Learning




ACHASSK147

ACPPS037


Activity

Resources

Outcomes

<p>Activity 5: Message of Welcome Timeframe: 30 minutes Overview: This activity encourages students to think of others and consider how they can make refugees feel safe and welcomed in their community.</p> <p>June 20 is World Refugee Day. This activity could be conducted as a way of recognising this day. Students may need some prompts or a word bank to help write their message of welcome.</p> <p>Once students have completed their 'message of welcome' they can cut out the heart and the messages can be displayed in the classroom or around the school.</p> <p>A culminating class activity could be to research organisations in your community, city or state which support refugees and newly arrived migrants. Your class could get involved with this organisation to help them with their mission.</p> <p>Students could brainstorm different ways that they could get together with the community to provide support to welcome new people and ensure they're set up well for a future in their new home.</p> <p>This website lists a range of aspects to consider and government/local groups and organisations that help: https://www.roads-to-refuge.com.au/refugees-australia/supporting-arrival.html</p> <p>The class could come together and discuss their ideas, create a final idea for an organisation, and write to their local council to pitch it.</p>	<p>Student workbook</p> <p>Colour pencils or markers</p> <p>Scissors</p> <p>Board or poster for displaying messages</p>	<p> Critical and Creative Thinking</p> <p> Personal and Social</p> <p> Intercultural</p> <p>ACPPS037</p> <p>ACPPS060</p>
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Activity**Resources****Outcomes**

<p><u>Activity 6: Interactive Video</u> Timeframe: 15 minutes Overview: Students will answer interactive questions to show their understanding of the video.</p> <p>ClickView has created an interactive video lesson to accompany this video. You can assign the interactive video to your students to do at any suitable point in your unit. Alternatively, you can edit the pre-made questions to suit your students, or create your own interactive video.</p> <p>To share the interactive video with your students, follow these steps:</p> <ol style="list-style-type: none">1. Search for the Miniclip Let's Talk About Refugees that has the interactive logo ().2. Click to view the video.3. Click on the 'Interactive videos' tab beneath the video.4. Click the 'Print as Worksheet' OR 'Save to Workspace' button on the interactive video.5. If you click 'Save to Workspace', you can either click 'Share with your students' or access it via your Workspace.<ul style="list-style-type: none">• If you choose 'Share with your students', copy the link and send it to your students.• Otherwise go to your Workspace, select the 'Interactive videos' folder, and click 'Share' to access the link and send to students.	<p>IWB OR Digital display OR 1:1 device with Internet connection</p> <p>Interactive video for the ClickView Miniclip – Let's Talk About Refugees</p>	<p>ACPPS037 ACHASSK147</p>
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