Imagine having no home to Go Back to Where You Came From

FREE Classroom Resources Years 9 - 12
sbs.com.au/goback/learn

Education resources created in partnership with Australian Red Cross. For more information about the work of Red Cross and how it helps asylum seekers and refugees visit redcross.org.au/refugees
Nicole’s Journey (Class activities)

Concepts: Current world conflicts, identity and belonging, human rights and vulnerabilities

Clips:
- Meet the Mersheds
- Living in Limbo
- Escaping Syria
- The Asylum Seeker Debate

Jodi’s Journey (Class activities)

Concepts: Preconceptions about refugees, statelessness, religious diversity in Asia

Clips:
- Meet Shomsul
- Camp Life
- Living Behind The Wire

Davy’s Journey (Class activities)

Concepts: Australia’s migration history, the role of international organisations, aid agencies and NGOs, global patterns of people movement

Clips:
- Davy Boards a Boat
- Internally Displaced
This year, SBS brings you the third instalment of the multi-award winning series GO BACK TO WHERE YOU CAME FROM. Six ordinary Australians challenge their strongly held beliefs about refugees and asylum seekers on an immersive, reverse journey to some of the most dangerous places in the world.

SBS has partnered with Australian Red Cross to create innovative learning resources providing a clear framework for positive classroom discussion about the themes arising in the series.

SBS and Australian Red Cross encourage you and your students to take the time to explore GO BACK TO WHERE YOU CAME FROM and use the classroom resources as a platform for this important national conversation.

The content and activities in this resource pack align with the following Australian Curriculum subjects, General Capabilities and Cross-curriculum priority:

- English
- Humanities and Social Sciences: History, Geography, Civics and Citizenship
- The Arts: Drama, Media Arts, Visual Arts
- General Capabilities: ICT capability, Critical and creative thinking, Personal and social capability, Ethical understanding, Intercultural understanding
- Cross-curriculum priority: Asia and Australia’s engagement with Asia

The content covered in the documentary, and in the associated activities, is relevant to a range of senior syllabuses including Legal Studies, Business Studies, Economics, Modern History, English, Society and Culture.

The content and activities in this resource are also suitable for non-curriculum learning opportunities such as school camps:

- Stage or grade camps: develop students’ empathy, ethical understanding, problem-solving and communication skills
- Student Representative Council camps or workshops: engage students in discussion and debate about refugees and human rights, and inspire student-led social justice projects around these topics such as designing innovative solutions to problems confronting refugees e.g. access to shelter, food and water, sanitation, education, medical treatment
- Year 12 retreats: create immersive learning experiences by challenging students to live like a refugee for a day following engagement with the given clips, and discussion about human rights, persecution and the experiences of refugees
Teachers are encouraged to watch GO BACK TO WHERE YOU CAME FROM and the associated clips before showing them to students. The content addresses the politically sensitive concepts of asylum seekers, statelessness, human rights, religious diversity and regional conflict. This content may be confronting to students, particularly those with refugee backgrounds.

The resources have been designed to help teachers feel confident to engage students in safe discussions within the classroom. Some ideas to consider are:

- Speak with students, staff, families and/or community members before screening GO BACK TO WHERE YOU CAME FROM and using the learning resources in order to pre-empt possible responses.
- Set classroom ground rules: Create a safe space and help to develop mutual respect and understanding between the members of the classroom community.
- Be respectful: Each person has their own beliefs and values.
- Value diversity: Each person has their own world views, experiences and opinions.
- Listen politely: Each person has a right to contribute without pressure or intimidation.
- Act with honour and courage: Be brave in sharing experiences, ideas and opinions.
- Appreciate privacy: Each person has the right to uphold their privacy.
- Act responsibly: Share feedback with thoughtful consideration and a positive attitude towards others.
- Work collaboratively with students to create a contract that outlines the expected standards of behaviour around using GO BACK TO WHERE YOU CAME FROM.
- Use the think/puzzle/explore reflection protocol to prompt discussion and reflection after viewing each clip:

  **Think**
  
  What ideas, emotions or situations did the clip make you think about?

  **Puzzle**
  
  What ideas, people or situations in the clip puzzled you?

  **Explore**
  
  What ideas presented in the clip would you like to explore further?

- Encourage students to frame discussion comments as their own (as in “I think”) and avoid forceful language (such as “you should”).
- When responding to others in classroom discussion or within the associated activities encourage students to challenge ideas rather than people.
- Allow adequate time at the end of each viewing session to debrief the content, associated activities and discussion.
How to use this resource

Before viewing the provided clips, read through the brief biography of each of the three focus participants. Ask students to predict what the journey of each individual might be like, and the consequence it could have on their ideas about asylum seekers and refugees.

We also recommend using the Australian Red Cross Refugee facts to familiarise your class with the differences between commonly used terms such as refugee and asylum seeker.

Activities

The activities in this resource have been structured using three interconnected learning stages – discover, create and share.

Discover: these activities enhance students’ understanding of key concepts and develop their critical thinking, research and comprehension skills.

Create: these activities provide students with the opportunity to demonstrate their understanding of key concepts by applying their new knowledge in the creation of a range of types of texts, and develop their creative thinking, ethical understanding and use of ICT.

Share: these activities encourage students to share their learning with an audience beyond the classroom, and develop their communication and presentation skills.

Use CTRL+F (PC) or ⌘ + F (Mac) to search this document for keywords and curriculum links.
In this clip, Nicole meets the Mershed family who are stateless Palestinian refugees forced to flee their home in Iraq when their lives were threatened.

Discover

Identity and belonging - Have students answer the questions below based on their viewing of the clip:

- What does it mean to be ‘stateless’ and what impact would it have on an individual’s identity?
- How many Palestinians are deemed ‘stateless’ in the world today?
- Identify the ways that being stateless negatively impacted on the Mershed family.

Civics and Citizenship (ACHCS084) Ethical Understanding

Current world conflicts - Ammar and his family were all born in Iraq, but were never granted citizenship.

Refer students to the work of the International Committee of the Red Cross (ICRC). The documentary clip Homelessness in Palestine 1950 provides information on ICRC aid to the Palestinians following the conflict in 1948.

Have students examine why conflict continues in Palestine, and discuss how such conflict leads to people like the Mersheds seeking asylum and living in countries such as Iraq.

Civics and Citizenship (ACHCS096) Intercultural Understanding

Human rights and vulnerabilities - Humanitarian organisations such as those that are part of the International Red Cross and Red Crescent Movement work to support vulnerable people like the Mersheds who have been displaced by conflict.
Have students access the ICRC website (which works specifically in war and conflict zones) and navigate to the ‘Where We Work’ page, as well as the Syrian Arab Red Crescent website.

Have students examine the reasons for, and consequences of spatial variations in human wellbeing on a regional scale in the Middle East. Students could review the work of the ICRC within the Middle East and comment on the impact of the ICRC (and other) programs in different countries.

Civics and Citizenship (ACHCS083) Geography (ACHGK079)

Create

Current world conflicts - Ask students to imagine that they are a stateless individual living in Iraq, like Ammar and his family members. Have students work in teams to create an infographic or a poster to examine the reasons for and against leaving Iraq to seek refuge. Infographics can be digitally created using online tools such as Canva, Piktochart or Infogr.am.

Identity and belonging - ‘Meet the Mersheds’ deals with themes of belonging, journeys, conflict and identity.

Have students (individually or in groups) choose one of the four themes, and write a paragraph analysing and evaluating how it is communicated in the clip through the features of the documentary form. To help plan their response, students will need to re-watch the clip, and take notes on technical and symbolic elements of documentaries: shot types, camera angles, diegetic and non-diegetic sounds, titles and editing.

Identity and belonging - Put students in small groups of five or six and ask them to discuss their personal responses to the experiences of the Mersheds. They could discuss and mind-map:

- How their own identity is shaped by their nationality and culture
- How the clip has affected their attitude towards asylum seekers
- Whether they would make the same decisions that Ammar made
- How media/social media shapes our identities and attitudes to diversity.

Civics and Citizenship (ACHCL080) Ethical Understanding

Extension

Examine how factors such as citizenship and religion contribute to personal identity.

To what extent does children’s access to basic goods and services (food, health, education, shelter) differ between Palestine, Iraq and Australia?
In this clip we discover the story of another Iraqi family, the Abdulnoors, who have just arrived in Indonesia and are waiting to be interviewed by the UNHCR, so they can be assessed for refugee status. In his conversation with them, Andrew refers to going ‘into a queue’.

Discover

Human rights and vulnerabilities - Help students discover the facts about the process of seeking asylum by comparing refugee stories, statistics and mythbusters:
- Australian Red Cross > Refugee facts
- Australian Red Cross > Refugee Stories
- The Refugee Council of Australia’s > ‘Detailed Mythbuster’

On a whiteboard, create a table summarising the myths and the facts about refugees.

To consolidate students’ understanding, encourage them to download and interact with Australian Red Cross ‘And then I was a refugee…’ app or they can take the ‘Go Back’ quiz.

History (ACHHS188) Critical Thinking

Human rights and vulnerabilities - Provide students with a copy of the Universal Declaration for Human Rights. Discuss the origins and purpose of the UDHR, including Australia’s involvement of the declaration.

Have students identify the different rights that people like the Abdulnoor family might have, or may only have minimal access to:
- in conflict zones
- in refugee camps
- when seeking asylum in urban areas (and not specifically a refugee camp)

Have students review the legal definition of a refugee. Ask students to consider the type of documentation that might be required for the UNHCR to be able to process a person’s application for protection.

Discuss with the class:
- the reasons the Abdulnoor family give for seeking asylum
- the concerns they have regarding their life in Indonesia.

History (ACDSEH023) Ethical Understanding
Much of the story about the Abdulnoor family is left unsaid. We see the three children on the staircase and the parents refer to some of their experiences, but the children do not speak for themselves.

Ask students to imagine they are one of these three children and write an imaginative piece that captures a day in their life in Indonesia. They may choose to compose using one of the forms below:

Letter
Journal entry
Poem

Human rights and vulnerabilities - Have students consider how they could share information about the refugee experience and the refugee process with others.

Refer students to the work of Australian organisations that work to address the vulnerabilities and/or protect the rights of asylum seekers and refugees i.e. Australian Red Cross, Amnesty International Australia, the Refugee Council of Australia.

Ask students to write a report on the difference such organisations make to the lives of people seeking asylum in Australia, using evidence from the sources provided by the different organisations.

Have students sit with a partner and discuss how they could get involved with these organisations, and what impact that might have on them as individuals.

Evaluate the effectiveness of international legal agreements with reference to one specific international human rights treaty.

To what extent are a nation’s legal obligations towards asylum seekers changed by ratifying the United Nations Convention and Protocol relating to Refugees. Examine with reference to Australia and Malaysia.
In this clip Nicole discovers that the Syrian civil war and fight against ISIS has resulted in one of the largest refugee crises since WWII.

Discover

Current world conflicts - Have students access International Committee of the Red Cross’ > Syria report to discover the current numbers of Syrian refugees. Students could investigate the places where people have sought refuge, as well as the causes and consequences of this movement.

Have students compare the current movement of people from Syria, to the movement of refugees from Europe after WWII.

Human rights and vulnerabilities - Have students explore the work of UNHCR, who they help (specifically in Asia and the Pacific), how they help them, and why they need help. Students could assess how the organisation works to improve people’s wellbeing.

Create

Current world conflicts - Have students create an interactive map to show the comparative movement of refugees from the current Syrian crisis and from Europe in the aftermath of WWII, either in small teams, or individually. Show the numbers of people that have migrated towards Australia in each case.

Encourage students to share their maps with an online audience via social media.

Have students compare the statistical differences between the current Syrian conflict and WWII. What percentages of military personnel have been killed/wounded compared to civilian causalities? Using the internet, and the two sites below from Red Cross, create a graph to compare the number of civilians killed, or displaced in WWII and in the war in Syria since 2011.

Australian Red Cross - Critical Issues
ICRC - War and Law

History (ACDSEH144) ICT Capability Critical Thinking Ethical Understanding
Human rights and vulnerabilities - Nicole is confronted with the harsh reality of escaping conflict when she visits the refugee camp in Jordan. Imagine having to walk 100 kilometres to seek refuge. This is what hundreds of thousands of Syrian refugees, like Abdul, have been forced to do in order to escape the conflict. To help students better appreciate the reality of this experience, have them work with a partner to complete the activities below:

a. Use Google maps to find out how far 100kms is from your home.

b. How long does Google say it will take you to walk this distance?

c. If you were forced to flee your home and walk 100kms to the nearest refuge, taking only what you could carry, what would you take?

d. Using the drop-pin feature, plot where you would stop along the trip.

e. Imagining you had very little money, how would you get food, water and shelter? Plot these places using drop pins.

f. Print out your map and compare it to the maps of your classmates, discussing the strategies that you would use to survive.

Share

Human rights and vulnerabilities - In this clip, Nicole and Andrew are visibly distressed by their feelings of helplessness. Andrew admits to Abdul, ‘I see just a picture on the TV screen and I change the channel. I don’t think about it, which makes me now feel very bad.’

Watch the animated explainer “5 simple things you can do to help refugees” and hold a class discussion about ways that Australians can do something to make a difference to the lives of refugees like Abdul.

Human rights and vulnerabilities - Have students prepare a two-minute presentation on the role of one international organisation, national government or non-government organisation that is working to protect refugees. Students should demonstrate (with evidence) how the organisation is working to improve the physical, mental or emotional wellbeing of people seeking refuge either in Australia or globally.

Extension

Examine the different experiences of people’s migration to Australia.

To what extent have changes to the Migration Act 1958 been impacted by global patterns of people movement?

To what extent do significant world events affect Australian society? Refer to two examples of conflicts.
In this clip Nicole seeks the opportunity to challenge Kim’s opinions on asylum seekers and refugees.

Discover

Current world conflicts - To have students better understand statistical data on asylum levels, they could review the data on pages 2-3 of UNHCR Asylum Trends, First Half 2014 and answer the questions:

a. How many new asylum seeker applications were recorded between January and July 2014?

b. Why was there an increase in midyear asylum levels in countries in Southern Europe?

c. Which country is the main country of origin of asylum seekers in industrialised countries?

d. Did the number of asylum seekers in Australia increase or decrease in 2014? By how much? What do you think might be the reason for this?

To supplement students’ understanding of the current refugee crisis refer to UNHCR Global Trends: Forced Displacement in 2014 World at War report.

Human rights and vulnerabilities - As a class, discuss Nicole’s frustrations with Kim and her own desire to understand why she doesn’t want more asylum seekers in Australia. Have students review the Department of Border Protection (DIBP) statistics for humanitarian visa applications to Australia and answer the questions:

a. Study Figure 3 and Table 4 Analyse the changes in application numbers in association with specific conflict zones.

b. How have Australia’s statistics for asylum seeker applications changed as a result of changes to migration policy?
Identity and belonging - Have students imagine they are Kim or Nicole and write a journal entry that captures their feelings and thoughts about Australia’s responsibilities and attitude towards asylum seekers. Include reference to both women’s attitudes.

Current world conflicts - Nicole and Kim disagree about the attitude of Australians towards asylum seekers. Nicole tells Kim, ‘I don’t think the majority of Australians think like you.’

Conduct a class or school survey on knowledge about and attitudes towards asylum seekers, with a specific focus on people seeking protection in Australia. Use an online survey tool such as Survey Monkey.

Compare your findings to the recent Australian Red Cross survey of the Australian public.

Ask students to consider the role of media in shaping identities and attitudes towards refugees and asylum seekers. They could create a database of refugee experiences using different media.

Human rights and vulnerabilities - Have students discuss the results of the survey and consider whether they support the beliefs of Kim or Nicole.

Consider how our ideas and opinions around Australian identity are influenced by global connectedness and mobility. Are some students more globally connected than others?

Have students share stories about people who have sought refuge in Australia and made positive contributions to Australian society.

Identity and belonging - Kim uses the phrase ‘open borders’. An ‘open border’ simply means that people are free to move between different jurisdictions – in this instance, countries – without restrictions.

Have students ‘Think, pair, share’ responses to the question ‘Should Australia have open borders?’ They should consider either:

- The contribution of migration to Australia’s international relationships, or
- The reasons for and consequences of spatial variations in human wellbeing at the local scale

Extension

Investigate the lives of refugees who have been resettled in Australia at Australian Red Cross – Hear the Stories. Examine the strengths, skills and knowledge that persons from a refugee background bring to their respective communities.
In this clip, Jodi discovers the story of Shomsul, a Rohingya refugee from Myanmar (Burma).

Discover

Religious diversity in Asia - What does Jodi find out about why Shomsul chose to leave his family behind and make the dangerous journey to Australia?

Preconceptions about refugees and asylum seekers - Jodi reveals that she is concerned about people who are 'jumping the queue'. Provide students with a copy of Australian Red Cross’ **Asylum Seekers: 13 things you should know** and have them answer the questions below:

a. What is the difference between an asylum seeker, a refugee and a migrant?
b. Are people who come to Australia by boat seeking asylum ‘illegal’?
c. Is there a queue for people who come to Australia seeking asylum?
d. Who hosts the majority of the world’s refugees?
e. How do refugees contribute to the Australian community?

Students could reflect on how a change in government policy impacts on Australia’s migration patterns.
Religious diversity in Asia - Jodi initially learns about the plight of the Rohingya through Shomsul’s story. Discover more about their circumstances, including why they are not officially recognised by the Myanmar authorities, the reasons why the Rohingya are fleeing and where they are seeking refuge in the world. The sites and animation below have useful information:

SBS - What is Statelessness
SBS Factbox – Who Are The Rohingya
SBS Dateline – Rohingya unwelcome everywhere
Detailed report about the Rohingya from the Human Rights Watch

Statelessness - At the time of filming Shomsul has been in Australia for 18 months but cannot legally work. Being unable to work makes an individual very vulnerable.

Provide students with a printed or digital copy of Australian Red Cross’ Vulnerability Report.

Have students work in small teams to create a 2-3 minute class presentation on one of the report’s six key findings. Students should identify how Shomsul’s story confirms the findings from the Vulnerability Report, making direct reference to evidence from the clip.

Religious diversity in Asia - On a map of the world, or using the free ‘Go Back’ classroom poster ask your students to show where the Rohingya people have migrated to in an attempt to escape persecution.

Preconceptions about refugees and asylum seekers - Invite students to plan and design an artwork (drawing, painting, sculpture, or a series of photographs) that artistically represents the vulnerabilities of an asylum seeker such as Shomsul.

Preconceptions about refugees - This clip reveals many of Jodi’s preconceptions about asylum seekers and refugees. As a class, sit in a large circle on the floor, and invite students to take turns responding to the questions below:

• What does Jodi mean when she uses the term ‘queue jumper’?
• Is it a positive, or a negative term? Have you heard it used before? Where?
• How would you feel if you and your family were described as queue jumpers?
• How might Shomsul be feeling as he waits for news about his visa? Why?
• What does it mean to be vulnerable? What things can help someone feel less vulnerable?
• How might meeting Shomsul change Jodi’s attitude towards the refugee process? Why?

Create

Share
Extension

Examine the spatial variation of access to resources such as food, water and health care within South and South East Asia.

To what extent has the media contributed towards preconceptions about asylum seekers and refugees?
In this clip we follow Jodi’s journey as she meets Shomsul’s family in the refugee camp in Cox’s Bazar, Bangladesh.

Discover

Statelessness - How are the technical and symbolic elements of the documentary form manipulated to communicate the emotion of this experience? In their answers students should discuss documentary devices: shot types, camera angles, diegetic and non-diegetic sounds, and editing.

Preconceptions about refugees and asylum seekers - Jodi’s attitude towards Shomsul, and the Rohingya, changes dramatically as she learns more about their plight. Ask students to draw up a table to identify her attitudes before and after her journey. Try to identify reasons for these different attitudes.

Create

Statelessness - Being separated from family is one of the most painful experiences for a person. Many asylum seekers and refugees are living without daily contact with their loved ones. Shomsul left his family to get on a boat and seek asylum in a safe country.

In a small team, script, rehearse and perform the scene/moment where Shomsul tells his mother and children of his decision. Discuss, as a team, how to combine the elements of drama to develop and convey the physical and psychological aspects of each character.

To develop students’ understanding of this situation further, they can explore the stories of two other refugee families who have been separated:

Messages of Hope
Hope in the Darkness

Religious diversity in Asia - Jodi admits that her experience has opened up her eyes to a whole new world, however, most people will never get to experience Jodi’s journey. Have students create a poster or video that raises awareness of the plight of the Rohingya to be shared with the students at your school.
To further students’ understanding, examine the perspectives of the other South East Asian countries (Indonesia, Malaysia, Thailand).

Share

Statelessness - The decision to leave your family is not made easily, as evidenced in this clip. Write a list of pros and cons for leaving your family and getting on a boat to seek refuge in another country. Have students share their list with a classmate and discuss reasons for their decisions.

Preconceptions about refugees and asylum seekers - Have students write and present a speech reflecting on how Jodi’s journey has helped them to better understand and appreciate the plight of the Rohingya asylum seekers and refugees, and put forward some ways Australians can support them.

Extension

To what extent does the media shape our identity and opinions? Examine the ways that globalisation and travel changes our beliefs.
Jodi journeys to Sittwe, the capital of Rakhine State in Western Myanmar to better understand what is forcing the Rohingya to flee their homeland.

**Discover**

**Statelessness** - As a class, identify and discuss what Jodi discovers about the Rohingya.

Provide students with a printed or digital copy of the *Universal Declaration for Human Rights*. Identify the rights the Rohingya have and don’t have living in Myanmar.

What are the specific rights that the Rohingya might want to have built into the legal system if they were to be accepted as citizens?

**History (ACDSEH023) Intercultural Understanding Asia and Australia’s engagement with Asia**

**Create**

**Statelessness** - Jodi is shocked by the very visible signs of segregation in Sittwe. Using a range of materials, techniques and technologies, create an artwork that represents what you believe it would feel like to grow up imprisoned – literally and figuratively – focusing on the experience of a displaced person.

**Visual Arts (ACAVAM126) Personal and Social Capability Creative Thinking**

**Statelessness** - The final question of Aung Win is both sad and confronting. After discussing the horrors he has witnessed, and the huge numbers of people fleeing Myanmar, Jodi asks Aung Win what he will do. His reply is honest and telling, ‘I am born and brought up here, now I am 60 years old but I am a non-citizen of this country, what should I do, at this point?’

Ask students to put themselves in the shoes of Aung Win, and write a letter to their future grandchildren, explaining why they chose to stay in Rakhine State. Before writing the letter, have them think about the following questions:

- What are his options?
- What would you do?

To further develop their empathy, they might like to download the app ‘And then I was a refugee...’ from Australian Red Cross.
Preconceptions about refugees - Exhibit the artworks the class created representing the refugee experience at an evening exhibition at school. Invited guests might include local councillors, human rights or refugee advocates, Red Cross representatives, local artists, family and friends.

Visual Arts (ACAVAM126) Personal and Social Capability

Preconceptions about refugees - Fear of difference, especially cultural differences, typically comes from a lack of understanding, and this fear can cause conflict, evident in the ongoing conflict between the Buddhists and Muslims in Myanmar.

Pair students with a partner to discuss their ideas about the ways in which the media might contribute to the fear of those who are different, and then record their ideas to share with the class. As a class, create a list of ways that the media represents asylum seekers, Internally Displaced Persons (IDPs) and refugees that might cause fear. Now create a list of ways that they could be represented to better help people understand their plight.

Citizenship (ACHCK080) ICT Capability

Extension

To what extent are refugee camps considered a ‘safe haven’? Explore the experiences of men, women and children from refugee camps in Thailand and Bangladesh.

Note: The International Red Cross Red Crescent Movement, along with some other international humanitarian organisations, use the term Rakhine Muslims rather than Rohingya. This is tied to Red Cross’ principle of neutrality, and to enable it to continue its work with this and other vulnerable groups within Myanmar.

To find out more about Red Cross’ principles: http://www.redcross.org.au/principles.aspx
Davy's experience of being put on a boat as a young child was traumatic, however, sadly it is not unique. Every day children are put into the same situation as Davy.

Discover

Global patterns of people movement - What do we discover about the reality of seeking asylum by boat from this clip? Compare the experience of those seeking asylum by boat today with that of Vietnamese asylum seekers like Davy. What are the similarities and differences?

Discover the story of other child refugees like Davy, by reading the picture book *The Little Refugee* by Anh Do, or engaging with the interactive story *The Boat*. Create a Venn diagram comparing and contrasting the representation of the refugee journey in one of these texts with Davy’s story.

Australia’s migration history - Davy came to Australia as an asylum seeker by boat from Vietnam, and was ultimately granted refugee status and resettled.

Have students complete research into the history of migration in Australia, with a specific focus on the intake of Vietnamese refugees after the Vietnam War.

Have students watch [this clip](#) about the International Committee of the Red Cross’s (ICRC) involvement in the Vietnam War, and write a paragraph or two outlining their role and contribution.
Create

Australia’s migration history - Davy’s journey to Australia via boat without parents has had a tremendous effect on him emotionally. Have students manipulate images, sound and text to create new and alternative viewpoints of this experience. Consider capturing the story of people who have shared a similar experience to Davy from your local area. Students might like to choose one of the following forms for their storytelling:

- picture book
- paper slide video
- comic strip
- drama skit

Engage with the interactive graphic novel ‘The Boat’ for inspiration.

English (ACELTY1633) (ACELY1739) ICT Capability Asia and Australia’s engagement with Asia

Share

Australia’s migration history - Share students’ refugee experience stories on a class website, or share your stories with students from a local primary school on Harmony Day.

Media Arts (ACAMAM073) ICT Capability

Global patterns of people movement - Participate in a class debate based on the impact of changing migration policies in Australia.

Note: It is essential that students prepare adequately for a debate by conducting thorough research into the topic. Whilst a debate is persuasive, arguments must always be grounded in objective, factual information.

History (ACDSEH145) Personal and Social Capability

Extension

To what extent is Australia’s engagement with Asia enhanced by having a diverse and multicultural population?

To what extent are the youth of today more understanding about global issues of citizenship than older generations? Conduct an inter-generational survey to develop a conclusive response.
In this clip Davy and the others visit an ‘IDP camp’. IDP is an acronym for Internally Displaced Persons and, as of January 2015, there are 38 million IDPs worldwide.

Discover

Global patterns of people movement - Based on this clip, have students answer the following questions:

- What is life like in IDP camps?
- What is the difference between an IDP, asylum seeker and a refugee?
- Who are the most vulnerable people living in IDP camps?

Further information about IDPs can be found on the [UNHCR website](https://www.unhcr.org).

The role of international organisations, aid agencies and NGOs - In this clip, Aung Win informs the Australians that Médecins Sans Frontières (Doctors Without Borders or MSF) has been forbidden from the camp. MSF is a non-government organisation (NGO) providing global medical assistance. As a class, investigate different types of NGOs, the services they provide and how they are funded.

Australia’s migration history - Australia has a long history of migration, resulting in a country rich with cultural diversity. As a class, explore the [SBS interactive map](https://www.sbs.com.au) to identify and record the different countries people have migrated to Australia from.

Discuss how migration has changed the communities in your suburb.

Create

Global patterns of people movement - Have students read this [SBS article](https://www.sbs.com.au) and discover the ways that those with refugee backgrounds contribute to Australian society. Use this information to write a letter to the editor of a local or state newspaper, with the following title: Why refugees are good for Australia.
Global patterns of people movement - Have students write a series of journal entries from the perspective of Davy, reflecting on his discoveries as a result of his experiences captured in the documentary.

The role of international organisations, aid agencies and NGOs - The work of MSF and the International Red Cross and Red Crescent Movement highlights the potential of all people to help those who are persecuted or displaced. Many of us have skills and knowledge that can benefit those in need. Have students share with the class their future career aspirations, and how the skills relevant to this career could be used to help persecuted or displaced persons overseas or in Australia.

Have students create a poster of their future self, labelling it with the skills and habits of mind from their chosen profession that could be used to help persecuted or displaced persons overseas or in Australia.

Share

The role of international organisations, aid agencies and NGOs - Research career opportunities available within organisations such as the International Red Cross and Red Crescent Movement or MSF. What skills or study are required? Develop a career pathway that demonstrates the type of education and employment experience required for the position.

The following links maybe useful:

- Australian Red Cross’ ‘How Aid Works’ podcast
- MSF – Who We Need

Extension

Examine the variations in access to resources (food, water, health, education) globally.

The International Red Cross and Red Crescent Movement, along with some other international humanitarian organisations, use the term Rakhine Muslims rather than Rohingya. This is tied to Red Cross’ principle of neutrality, and to enable it to continue its work with this and other vulnerable groups within Myanmar.