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

FREE Classroom Resources
Years 9 - 12
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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
Contents

About the series 1
Curriculum notes 1
Recommendations before viewing 2
How to use this resource 3

Davy’s Journey (Class activities) 4

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

Clips:
  - Davy Boards a Boat 4
  - Internally Displaced 6

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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.

**Curriculum**

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

= Curriculum link

**Senior Syllabuses**

- 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.

**Non-Curriculum Activities**

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
Recommendation before viewing in the classroom

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.
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.
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.

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.

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.

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://sbsinteractive.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.

To find out more about Red Cross’ principles: http://www.redcross.org.au/principles.aspx