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
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About the Series

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
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.
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, 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.

© History (ACDSEH145) Critical Thinking
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.

Create

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.

Share

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?
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.

Media Arts (ACAMAR078) Intercultural Understanding

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.

English (ACELT1635)

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

English (ACELY1746) Drama (ACADRM048) Ethical Understanding

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

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