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 4
- Living in Limbo 6
- Escaping Syria 8
- The Asylum Seeker Debate 10

**Contact us at:** SBSLearn@sbs.com.au
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
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:

<table>
<thead>
<tr>
<th>Think</th>
<th>Puzzle</th>
<th>Explore</th>
</tr>
</thead>
<tbody>
<tr>
<td>What ideas, emotions or situations did the clip make you think about?</td>
<td>What ideas, people or situations in the clip puzzled you?</td>
<td>What ideas presented in the clip would you like to explore further?</td>
</tr>
</tbody>
</table>

- 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.

Concepts:
- Current world conflicts
- Identity and belonging
- Human rights and vulnerabilities

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.

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.

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.

English (ACELT1635) Ethical Understanding

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.

English (ACELY739) Media Arts (ACAMAR078) Creative Thinking

Share

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.

**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.
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

**English (ACELY1746) Intercultural Understanding**

**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.

**English (ACELT1812) History (ACHHS192) Personal and Social Capability**

**Extension**

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.
Nicole: The Asylum Seeker Debate

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?
Create

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.

Share

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.