Go Back To Where You Came From Live

Season 4 Scaffolding Student Responses Guide

This education resource was created in partnership with Australian Red Cross

sbs.com.au/learn
Introduction to the Resource

Tailored for English Students: Years 10 - 12

This document provides a guide to measure student comprehension and model responses to the questions posed in the SBS Learn classroom resource for Go Back to Where You Came From Live - Season 4. The format of the document lists the discussion questions, and beneath these example responses that would demonstrate students have effectively read the text. While this doesn’t provide a detailed marking rubric, it will assist your students to engage in constructive, critical thinking and to respond effectively to the questions in the resource. The nature of this content means there are references to topics such as war, violence and loss herein. SBS Learn strongly encourages teachers to view all materials in this resource before sharing with students in class, to ensure it is appropriate and suitable for your particular cohort, especially where your group may include people with lived experience of conflict or the refugee journey.

For news clips referenced in this guide, visit SBS Learn’s Go Back classroom resources: sbs.com.au/learn/go-back-to-where-you-came-from

Resource Themes

- Mass migration and international refugee crises
- Contexts of how these crises have arisen

Any questions? Contact: sbslearn@sbs.com.au
Robbed of a Homeland

Sarah Abo contrasts her experience leaving Syria as a four year old, to that of a little Syrian girl she meets in a refugee camp in Lebanon. Explain how this helps you to appreciate the current Syrian refugee crisis.

- Helps to appreciate how the Syrian conflict has displaced children and their families.
- Helps to understand the impacts of forced migration on children.
- Helps to consider how situations within a country can change drastically and quickly due to conflict.

Analyse how this clip conveys the role of hope in the life of a refugee.

- Filming shows children’s resilience even in the face of hardship and reflects on children’s hopes to have an education and be able to play with their friends in safety. Contrast between Sarah Abo’s commentary listing the hardships faced by the refugees due to the conditions they live within and the woman saying she is thankful for the clean clothes and food and drink provided to them in the camp.
Dear Syria

How does the decision to frame this video as a letter to Syria contribute to its effectiveness as a text about the causes, nature and consequences of forced migration?

• Framing as a letter enables tone of expression to be emotive as it is more personal.
• Letters are a familiar language form and structure of expression, so allow reader to find relatable points of connection.
• Letters are written in the first person so are more personal and make a ‘foreign’ situation more human and immediate.
• Letters rely on narrative, and it is through narrative that people learn and feel empathy.
• The purpose of a letter is to both inform and describe. The Syrian refugees in this video can more honestly and openly articulate their ideas about their personal experiences with forced migration, and how it has impacted their lives.

What are the main ideas and emotions expressed through the letters?

• Ideas: how people who have found asylum in a new country continue to feel grief about their homeland, fear for their families and their community; the difficulty of leaving a place that you love behind; a desire to return to their homeland but fear that they never will be able to.
• Emotions: for example, homesickness, loss, fear, disconnection, sorrow.

If you were to write a letter in reply to the Syrian refugees in this video, what would you say?

• Possible responses may include: feelings of empathy or sympathy for the refugees, feelings of guilt due to own life’s comfort, feelings of frustration that they don’t know how to help, desire to see the world change, hope that Australia is a welcoming community.
• Perhaps also encourage students to consider the appropriateness of their choices in terms of the length of their response, the tone of the language used, and how they use formalities such as signing off.
Syria: Five Years of War. For how much longer?

What is the impact of the war on the Syrian people, as mentioned in this video and other resources? Who is impacted the most as a result of war, and why?

- The war impacted significantly on infrastructure - water and electricity facilities are destroyed, as too are many schools, hospitals and homes.
- Those who may be impacted most by war include the elderly, the young, people with disabilities, people with existing illness or health conditions. People from different background may also be specifically targeted in the conflict due to their religion, language, ethnicity, occupation or for other factors related to their identity.

The Syrian people are described in the video as having great endurance and fortitude. What do these words mean? What is the evidence of people’s strength and endurance?

- Fortitude: strength of mind and personal resilience that enable a person to encounter danger or bear pain or adversity with courage.
- Endurance: power of enduring or bearing pain, hardships. This is evidenced in the images of the people carrying supplies, continuing with their day-to-day lives within the backdrop of war.

What does Marianne Gasser believe is the solution to civilian suffering in Syria?

- She believes it requires a political solution because it is a political problem.
Smart phones and social media now crucial to asylum seekers

If you found yourself displaced from your homeland and your family and friends, how would you use your smartphone to help communicate and access information?

- Responses may include: using maps to find out where you are and navigate where you need to go; language apps or translation apps to help communicate with people who speak a different language; social media to communicate with family and friends; search engines to get information about shelter and food nearby, use apps designed by humanitarian agencies.

Smartphones are one of the most important possessions that an asylum seeker can carry. What are some obstacles that asylum seekers may face trying to use their smartphones when fleeing from their homeland? What might be some of the risks associated with mobile communication?

- Obstacles: unable to charge battery; no data/credit; phones damaged by weather, or accidents; no internet connectivity; phone may not function in other countries.
- Risks: could be tracked by people you are fleeing from; could create safety risks for family and friends; could raise attention of authorities such as border patrols; and phones may be stolen.

Research the journey from Syria to Germany via Greece that many Syrian refugees take when fleeing to safety. Imagine you are an asylum seeker, and create a series of messages you might send to your family along your journey, being sure to include reference to how you have used your smartphone to help communicate and access information.

- Remember that messages are often informal in register and tone, and often use first-person. You may like to use text language and/or emojis to communicate.
- Things to you might message: that you are safe; what the weather is like; how you are feeling (physically and emotionally); obstacles you have encountered such as finding accommodation, food and water, poor access to wifi, low or no credit, and finding places to charge your phone; how you miss them and your home; concerns about the safety of family at home or who are missing.

Source: SBS Dateline, 2018
I Saw My City Die
A special report by the ICRC – 2017

Source: International Committee of the Red Cross (ICRC), 2017

The damaging, or destruction, of infrastructure has played a major role in the displacement of Syrian people. Why is this so?

- Infrastructure includes things such as water, electricity, telecommunications, hospitals and schools. People cannot be sustained in a place where there is limited access to fresh water as this can lead to many diseases, including communicable diseases. Syria is a very cold country in winter, with temperatures dropping below freezing. People need electricity for warmth, for cooking, etc. Access to telecommunications means people can be informed about the conflict and can communicate with others about their wellbeing. The destruction of hospitals means people with emergency needs or ongoing needs cannot access healthcare.

The report talks about how civilians are caught in the ‘middle of the conflict’. What does the term ‘civilian’ mean? What has the increasingly urbanized nature of conflict meant for the impact on civilians?

- A civilian is a person who is not taking an active role in the hostilities (i.e. not a member of an armed group or police force). According to international humanitarian law (IHL, the ‘laws of war’), civilians should not be targeted or attacked in conflict. However, the changing nature of warfare and the increase of conflict in densely populated urban areas has meant that civilians – men, women and children – are often victims and may be injured, maimed and killed as a result of war. Further reference here on IHL terminology: https://www.redcross.org.au/getmedia/20e8f098-67bd-4459-be2b-1c34874d2ac6/IHL-protecting-people.pdf.aspx

How does the integration of individual testimony and factual details help the reader to better understand the impact of war in urban areas?

- Factual details ensure credibility and reliability of information about wars, and that their impacts are being documented.
- Individual testimony of victims of urban warfare gives an authenticity and emotional intensity which engages readers and creates deeper understanding and sympathy.
**Content warning** This video contains references to the loss of a parent, and other themes some young views may find confronting. Please ensure teachers review this clip and assess if it is suitable for your class.

This activity focuses on Khaled’s story only.

How does war and the experience of forced displacement impact children and young people differently to adults?

- Children have their freedom restricted; they must take on adult responsibilities at a young age; they may have their education disrupted or ended; they have less time to play; their relationships with their friends, siblings and parents are stressed due to hardships of being displaced such as being separated from their family, being at risk of different forms of violence, exploitation or abuse.

What are some of the issues faced by children and young people who are displaced by conflict and forced to live in refugee camps like Za’tari?

- Lack of safety as camps can be dangerous; children may be forced into work; may have their access to education limited; living in crowded and sometimes unsanitary conditions can lead to illnesses; exposure to violence, death and disease can cause long-term trauma.

How has Khaled’s life and role in his family changed from before the conflict? What does Khaled say about this?

- Khaled used to spend time playing with his friends and going to school before the war, now he works each day to try to make money to help rebuild the family home in Tafas, Syria. He is also the ‘man of the house’ when his brother is not home. He finds work tiring and misses his friends in Syria.
More than one million South Sudanese refugees in Uganda: UN

Watch the short clip with Charli Yaxley, UNHCR Spokesperson for Uganda and read the accompanying article. What are some of the difficulties confronting those who are providing aid for the South Sudanese refugees?

- Chronically and severely underfunded.
- Difficulties to consider: many new arrivals to the refugee camps every day; trying to help people who have experienced significant trauma; overcrowded classrooms; neighbouring communities struggling to support the needs of the refugee population.

The article includes a short clip shared via the UNHCR on Twitter. Watch this clip, then, imagining that you are the South Sudanese student, Tabu, write a journal entry describing a day in her life in the Ugandan refugee camp and Tabu's hope for the future. Base your recount on the information in the article and the two short clips.

- Journal entries are written in first person, contain personal perspective and reflection on events and people.
- Language should be emotive but also contain factual detail.
- Aspects of Tabu's day: overcrowded classrooms; living away from her family; trauma from witnessing violence.
- Hope for the future: eagerness to continue her education in Uganda; wish to be a doctor to help others.

Source: SBS News, 2017
Where Are You Really From?

What features of the Australian community have helped Paul Aleer feel more welcome and accepted?

- Sporting community - specifically the basketball community which has a specific Sudanese team (the Red Devils).
- Education - Paul learnt English very quickly, and now he is studying at university.

Paul reflects briefly on his childhood living in a refugee camp. What did he witness? What long term effects might this have on Paul and other refugees who have had similar experiences?

- Witnessed: violence and the impact of warfare.
- Impact: may include anxiety, nightmares, depression and/or social difficulties.

How does the use of humour by the host, Michael Hing, help to engage viewers in this important story about refugee resettlement in Australia?

- This is a positive story about the journey of a young Sudanese refugee into the Australian community, and as such the light-hearted tone that is created through Michael Hing’s humour is appropriate and engaging.
- Michael Hing’s self-deprecating humour is amusing for the viewer, and helps them to engage with Paul Aleer’s story.
This short clip explores the important role of connection and communication in the lives of people displaced due to conflict. Write a list of the emotions that you would be feeling if you were separated from your loved ones and couldn't communicate with them to find out if they were safe. Now write a list of the emotions you would be feeling after having the opportunity to finally speak with them after a prolonged separation.

- Separated: anxiety, sadness, depression, frustration, anger, loss, fear.
- Reunited: joy, relief, happiness.

Write a poem of at least 10 lines that captures the emotions felt by a displaced person who has been separated from their family and cannot communicate with them.

- Form: there are different forms of poem you could write - free verse, ballad, ode, sonnet.
- Emotions: select from those listed in the previous question.
What risks and sacrifices are made by aid workers such as Dorsa?

- Risks: South Sudan is one of the most dangerous countries in the world; flying in small planes into isolated areas; staying in accommodation that could be attacked.
- Sacrifices: her freedom is restricted within the places she travels due to the precarious security situation; she misses out on spending time with her loving family.

Outline Dorsa’s reasoning as to why she continues to work as a humanitarian, despite the risks.

- There is so much need, it keeps her up at night as she wishes to be able to help everyone she can.
- She understands the consequences for people who live within a protracted war and desires to help them.

Why has the documentary-maker chosen to explore the South Sudan conflict from the perspective of a humanitarian like Dorsa? Why is this an effective choice?

- Provides the voice of someone who is confronted with the hardships and consequences of war every day and who has committed her life to helping those affected.
- Enables the viewer to ‘meet’ the humanitarians who devote their lives to helping others, and get a better understanding of what their job entails.
- Dorsa’s perspective is an effective choice because she is a migrant to Australia who uses the opportunities that this provides to help people who are displaced due to war.
- Dorsa’s attitude towards her humanitarian work is humble and practical, which is inspiring for the viewers, who may elect to pursue a similar career.
Meet the Sudanese wordsmith using slam poetry to reveal the truth about being a refugee

In this short clip we meet Abe Nouk, a young man who fled from Sudan and found refuge with his family in Australia in 2004. In his poem he touches on the stigma of refugees. What is that stigma and discrimination, and how can you as a young Australian help remove that stigma for people like Abe?

- Stigma: a mark of disgrace associated with a particular circumstance, quality, or person.
- Discrimination: not treating another person equally on the basis of race, religion, gender or other factors.
- For refugees there may be the stigma in Australia that they are different, foreign, dangerous, a burden, or unwanted.
- Young people can help by extending the hand of friendship to newly arrived refugees, always speaking up when negative, discriminatory or racist comments are made, getting involved in local programs that support refugee communities, valuing the contribution made to our communities by refugees.

Why is the concept of ‘home’ complex for Abe? How does he communicate this through his poem?

- Abe discusses how by trying to settle into his new Australian ‘home’ he has lost his connection to his ‘home’ in South Sudan. The longer that he stays in Australia the more he loses connection to the ‘home’ of South Sudan - he has no direct experience of time with his South Sudanese family, and feels that home ‘doesn’t even know’ he exists.

What do we learn about his experience of being a young refugee? Why is it important for Abe to be able to express his own experience through spoken word?

- We learn how conflicted he is - he wants to feel like he belongs and is welcomed into Australian culture, but he also wants to retain his connection to his Sudanese culture. He feels that as he strengthens his connections to one culture, he loses his connection to another.
- Sharing his story allows other young refugees who are experiencing the same feelings to understand that it is normal. His poetry also helps those who are not refugees to better understand his conflicted emotions and appreciate how difficult it is to feel a sense of place as a young refugee. It is also important that people are able to speak of their experiences in their own words – this adds to the diversity of voices that we have in society – and can help to broaden our understanding of migrant and refugee experiences and perspectives.

Source: SBS Life, 2017
You have to change your name

Source: SBS News, 2017

What are some of the difficulties and discrimination facing the community of South Sudanese migrants in Australia?

- South Sudanese people in the article describe how even their name can subject them to discrimination, especially when seeking employment; some Australians associated being South Sudanese with being a criminal or thief; some elements of the public debate have exaggerated some cases of criminal activities allegedly involving South Sudanese migrants in Australia; the criminal actions of a minority of South Sudanese migrants has resulted in some Australians regarding all South Sudanese people as criminals. Not only this, but just hearing this debate can result in a sense of isolation, fear and increased risk of verbal, and in some cases physical, abuse.

The video mentions the importance of telling stories that are ‘for our people, by our people’. Why is it important that people are able to tell their own stories? How can this help to challenge negative attitudes, stigma and discrimination?

- Representation is very important for all people, especially minorities, as seeing your culture, race or religion represented on television, in film etc. allows people to feel they belong and they are welcome and part of a cohesive Australian society.
- Storytelling is an excellent vehicle for sharing emotions, concerns, experiences, hopes and fears, as well as an opportunity for learning and broadening our understanding.
- Positive stories challenge negative stereotypes and normalise the inclusion of minorities, lessening the likelihood of people maintaining prejudiced attitudes. It is also important that people are able to speak of their experiences in their own words – this adds to the diversity of voices that we have in society – and can help to broaden our understanding of migrant and refugee experiences and perspectives.

Write a letter to the editor of a national newspaper, outlining these difficulties and proposing possible solutions to support transition for refugees and migrants in Australia who have been displaced due to conflict in their homelands.

- Language features: letters to the editor are formal in tone, but are persuasive in nature, using rhetorical devices such as repetition, rhetorical questions, hyperbole, anecdote and analogy.
- Structure: begin with ‘To editor’ and write in a series of paragraphs. Put your most important points in your first paragraphs. Sign off the letter with ‘Regards’ and your name.
- Possible solutions: community English lessons; community dinners where refugees meet the local community; hosting storytelling evenings for refugees to share their stories in their choice of medium; providing assistance with navigating the community such as applying for jobs, enrolling in schools, seeking accommodation and accessing healthcare. Community gatherings or events to share food, culture and friendship.
Mediterranean

3.1

Boat with 310 migrants stopped in Turkey on way to Greece

Imagine you are a reporter, and write the voice-over report for the 48 second clip at the beginning of this article. Base your report on the information in the article about migrants risking their lives whilst crossing the Mediterranean Sea attempting to seek asylum in Greece.

- Language features and structure: name the incident immediately with the date, location and time; briefly outline key details; tone of voice is serious and formal; factual details only, no opinions.
- Information may include: number of refugees (310 - including 110 Syrians and 179 Pakistanis); crossing Aegean Sea by fishing boat; more than 30 people have died trying to cross the sea in the last week; more than 2800 people have died attempting to cross the Aegean Sea this year.
- Timing – see if you can time the narration to fit the length of the video exactly.

Over 2,800 migrants and asylum seekers died attempting to cross the Mediterranean Sea. What prompts people to take such risks?

- There may be a range of different factors including fleeing war, persecution and torture, and can also include; discrimination; lack of access to education, employment, health care; loss of family and homes; sense of hopelessness in homeland; desire for a better life for self and/or children; fear for life in their homeland.
Greece – 12 months in pictures

Visit Gallery Here

Source: The International Federation of the Red Cross and Red Crescent Societies (IFRC), 2017

Look through this photo gallery and read the supporting captions. Select one of the photographs, and write a short story titled ‘Trapped’ which explores a day in the life of a person in the photograph.

- Language features: stories use figurative language, a variety of sentences, symbols, motifs and dialogue.
- Structure: the traditional narrative structure begins with an orientation (introducing people, places and situations), a complication (where the protagonist encounters obstacles) and a resolution (where the obstacle is overcome).
- Look at the photograph and take some notes on setting, characterisation, plot, a possible theme.

Select two photographs and write a description of how it supports the statement: “Refugees need safety, dignity, and freedom.”

- Things to identify could be: People’s need for shelter/accommodation that respects their safety and dignity, adequate access to healthcare and hygiene facilities/ sanitation amenities, access to education for children and access to employment for adults.

Mediterranean 3.2
Greece’s Cash Crisis

Write a paragraph summarising the problems confronting the Greek economy, and the consequences this has on the Greek people.

- Began in 2010; Greece was on the verge of financial collapse - being in debt to many European countries; alleged corruption and misappropriation by leaders which has led to years of imposed austerity (saving and not spending); Greek government had to choose between paying its debtors or paying the Greek people their wages and pensions; Greece asked for monetary aid from the International Monetary Fund or else it would leave the European Union.
- Consequences: distrust towards the government; fear for their future; anger towards the European Union; anxiety about their savings and their ability to access their money; potential hostility towards asylum seekers and migrants as there is a perception these people are placing strain on the economy.

Create a flowchart that explains clearly the relationship between the Greek financial crisis and anti-immigration sentiment amongst some of the Greek people/population (noting some of the population may also be welcoming or seek to support refugees)

- Consider the impact of austerity measures with the perceived strains on employment, infrastructure and the economy.

How might the ‘Euro Crisis’ affect displaced people who find themselves seeking asylum in European countries such as Greece and Germany?

- The may be less welcomed by the Greek and German people because they may be seen as a burden on already weak economies, this may lead to increased prejudice and disadvantage.
- Less services able to be provided to them as the governments allocate less money to humanitarian agencies.

This video uses humour to communicate information about a very serious situation, the Greek financial crisis. Evaluate its effectiveness.

- Humour is created through: voice over jokes, editing in of clips that reflect the words of the politicians but that are drawn from a completely situation (e.g. Wayne’s World, John Farnham, Eurovision).
- The economic situation in Greece is complex and likely not a very engaging topic for most viewers, the use of humour throughout the clip amuses the viewers and helps them to better engage in the information communicated.
What is the Global Compact on Migration (GCM)? Why is it needed? Who will sign the compact, and how will the compact support migrants? Write at least three paragraphs, drawing information from the website to support your points.

- What is the GCM: an international agreement to protect the human rights of vulnerable migrants.
- The Compact intends to reduce the risks and vulnerabilities migrants face at different stages of migration by respecting, protecting and fulfilling their human rights and providing them with care and assistance. Refer to [https://refugeesmigrants.un.org/migration-compact](https://refugeesmigrants.un.org/migration-compact)
- Hopefully signed by all governments around the world - it will support migrants by protecting them whilst they are on the move, prevent deaths, abuse and deprivation.

Watch the video ‘International Migrants Day Video Message for Children’. In this video the Secretary of the International Federation of the Red Cross speaks about the importance of treating everyone equally and with dignity ‘simply as people’, as well as the need for kindness and empathy from those welcoming displaced people into their community. Use this information to design a series of posters for your community to help them to welcome migrants.

Spend some time reading through the information, watching the videos and looking at the photographs on this multimedia portal on migration. Choose one specific issue of interest, and compose a two minute speech to be delivered to your school community with the aim of informing your listeners about your chosen issue.

- Language features: first and second person narrative, emotive language, facts and opinions, rhetorical devices like repetition, anecdote, analogy and rhetorical questions
- Issues might include: refugee children; impact of weather on refugees who have a lack of safe accommodation/shelter; refugees and human rights; the need to ensure dignity for refugees; the virtual volunteer app.

Source: The International Federation of the Red Cross and Red Crescent Societies (IFRC), 2018
Greece: Keeping migrant families together

What is Restoring Family Links? What services does it provide? Why is it needed?

- Every year, thousands of family members are separated by conflicts, disasters or migration. People suffer terribly when they lose contact with their loved ones and don’t know where they are or whether they are safe.
- The ICRC and National Red Cross and Red Crescent Societies work together around the world to locate people and put them back into contact with their relatives. This work includes looking for family members, restoring contact, reuniting families and seeking to clarify the fate of those who remain missing.

How has the scale of the current international refugee crisis created new challenges for humanitarian organisations such as the Red Cross? What support is being provided, and what more needs to be done? How does being part of a mass migration impact on individual people? Support your answer with evidence drawn from these clips from the ICRC.

- Challenges: so many people coming each day, it is overwhelming; limited resources; people are transitory so they only stop for a little while, meaning the support offered is temporary.
- Support: refugees are being provided with water, food, books, charging of phones, WIFI and directions to the next destination.
- Impact: lack of certainty about the future; physical and emotional exhaustion; separation from loved ones; limited access to ongoing services such as those for physical and mental illnesses; inability to access education services due to the transitory nature of refugees; loss of dignity as they have limited access to clean clothes, showers etc.; being dependent on humanitarian aid can be demoralising for individuals.

Source: The International Committee of the Red Cross (ICRC), 2015
Year 10 English

ACELA1564 Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people

ACELA1572 Evaluate the impact on audiences of different choices in the representation of still and moving images

ACELT1639 Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts

ACELT1641 Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response

ACELT1815 Create literary texts with a sustained ‘voice’, selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience

ACELY1749 Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices

ACELY1750 Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage

ACELY1756 Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues
Analysing how language choices are made for different purposes and in different contexts using appropriate metalanguage; for example, personification, voice-over, flashback, salience

evaluating the choice of mode and medium in shaping the response of audiences, including digital texts

Explaining the ways language features, text structures and conventions communicate ideas and points of view

Using appropriate form, content, style and tone for different purposes and audiences in real and imagined contexts

Analysing textual evidence to assess the purpose and context of texts

Analysing the style and structure of texts including digital texts

Evaluating the effects of rhetorical devices, for example, emphasis, emotive language and imagery in the construction of argument

The ways ideas, attitudes and voices are represented, for example, how events are reported differently in the media.

Selecting and applying appropriate textual evidence to support arguments

Evaluating the effectiveness of texts in representing ideas, attitudes and voices

Analysing language, structural and stylistic choices

analysing the use of voice and point of view such as in feature articles, reporting of current events or narration

using appropriate language and stylistic features to sustain a personal voice and point of view
Further Resources

SBS Learn:
SBS Learn forms part of the wider SBS Content Outreach initiative which aims to extend the reach and impact of SBS content. SBS Learn achieves this through the creation of accessible resources that stimulate learning and provide opportunities for schools to use SBS content in education settings.

sbs.com.au/learn

Australian Red Cross:
Australian Red Cross provides support to refugees, people seeking asylum, people in immigration detention and other people who are vulnerable as a result of migration. Red Cross achieves this through a range of services and programs with communities and partners that protect and uphold the health, dignity and wellbeing of vulnerable migrants. Volunteers and staff at Red Cross also reconnect family members who have lost contact because of armed conflict, war and disaster.

For more information about the work of Red Cross and the facts around refugees and people seeking asylum, visit: redcross.org.au/refugees

For classroom resources across the entire Go Back To Where You Came From series, visit SBS Learn’s Go Back page: sbs.com.au/learn/go-back-to-where-you-came-from