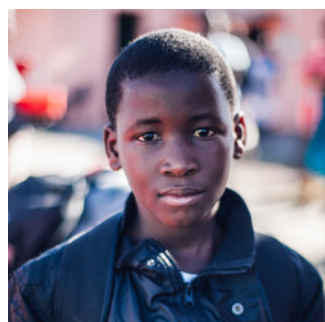


# REFUGEES AND PEOPLE SEEKING ASYLUM

## Education Activities

RESOURCE FOR TEACHERS

UPPER PRIMARY-SENIOR SECONDARY



**Edmund Rice Centre**  
for Justice & Community Education



# I was a stranger and you welcomed me.

Matthew 25:35



Thank You

**Aliny, Anna, Nyanbuot, Achol, Ajith,  
Kristina, Tahani, Madelina, Freno, Ayen.**

*Images on the front cover and in Refugees and People Seeking Asylum Education Resource for Teachers Upper Primary- Senior Secondary, are from the St Bakhita Centre, Sydney and various creative commons resources.*

# Introduction

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For many years the **Edmund Rice Centre** (ERC) has been working to raise awareness of, and advocate for, the needs and rights of refugees and people seeking asylum. Each year we publish a great deal of information in the form of reports, newsletters, audio visual material and media commentary.

This **ERC** Education Activities Resource for Teachers Upper Primary- Senior Secondary, specifically converts much of our published information into curriculum support material that addresses the learning needs of school students. The aim is to support students and their teachers in their study of refugees and people seeking asylum, helping them to understand the background of the people seeking refuge and to separate the myths from the facts.

The cross-curricular activities presented in this publication are designed to help educate participants to think about the complex issue of refugees and people seeking asylum with compassion and thus to engage the heart as well as the mind in this critically important issue.

The activities are engaging, creative and informative and many of them focus on real people and their stories. They suit all learners, can be used within the framework of the National Curriculum and can be adapted to every year level in secondary school. Some activities can also be used with primary classes, students with special needs, and community groups.

The story of refugees and people seeking asylum and the issues that impact on their lives are examined from many different angles. There is also plenty of scope for teachers to add their own particular focus to link it with specific subject areas or topics of study. They can be presented as individual lessons or combined to make up a unit of work. Teachers can also extend the activities, if more depth and research is required for assessment tasks or group work.

Many people have offered feedback, ideas and expertise in the development of this project: to my colleagues at the Edmund Rice Centre, thank you for your support, involvement and inspiration. Also, to the many teachers, volunteers, Australian Catholic University, Diocese of Broken Bay, St Patrick's College Strathfield, Refugee Council of Australia and Norton Rose Fulbright Australia. Your input has helped to shape this resource. A special thank you to all who have shared their personal stories. This project has been a work of true collaboration.

Ultimately, refugees and people seeking asylum need protection from persecution. How we meet and engage with them is a measure of our humanity. Martin Luther King Jr. once said, *"I refuse to accept the view that mankind is so tragically bound to the starless midnight of racism and war that the bright daybreak of peace and brotherhood (and sisterhood) can never become a reality... I believe that unarmed truth and unconditional love will have the final word."*(Martin Luther King Jr.1964)

Peace is only possible when we recognise the rights of individual human beings and their innate dignity.

Best wishes for your study

**Marisa Brattoni**

**Edmund Rice Centre for Justice and Community Education**





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## Note to Presenters

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- When using this resource, presenters need to be aware that there may be people in the school community who are former refugees and people seeking asylum.
- Teachers and other presenters need to be sensitive to what may arise during this study in terms of emotions, memories, reactions and insights, for all the people participating in this study.
- There is currently a movement to make the issue of refugees and people seeking asylum more compassionate, and easy for people to understand. So, the language around it is changing. We are being encouraged to use the terms **refugees and people seeking asylum**. The term refugees now comes first followed by people seeking asylum.

## Links to the Curriculum

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This resource can be used in the implementation of the curriculum in the following areas:

- English
- Human Society and Its Environment (HSIE)
- Visual Arts
- Music
- Business Studies
- Mathematics (Activities 7 and 24)
- Photographic and Digital Media
- Religious Education
- Technological and Applied Studies (TAS)
- Drama
- Legal Studies
- Geography
- Personal Development, Health and Physical Education (PDHPE)

# Learning Outcomes

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## Students will:

- understand what is a human right;
- understand who is an asylum seeker;
- understand who is a refugee;
- understand who is a migrant;
- understand these concepts: belonging, displacement, immigration, border security, mandatory detention, community detention, advocacy, myths, conventions, statistics and trends;
- make direct contact with refugees and people seeking asylum to help develop an understanding of their stories and the situations they have left in their homelands;
- know about the works of asylum seeker and refugee groups and organisations in the local, national and global context;
- be able to discuss the international conventions pertaining to refugees and people seeking asylum;
- develop skills to help dispel myths surrounding refugees and people seeking asylum;
- know how to use imagination in writing, and visual representation through craft, media, art, textiles to express their responses to the asylum seeker and refugee issues;
- identify Catholic Social Teaching principles and establish links to how these relate to refugees and people seeking asylum;
- participate in a range of activities that raise awareness in the areas of liturgy and spirituality with regard to refugees and people seeking asylum;
- identify the reasons why there are refugees and people seeking asylum in the world and then examine the effects of this;
- compare how refugees and people seeking asylum are treated in different countries;
- know how to formulate and present an argument to support a particular point of view;
- know how to interpret statistics in order to gain an understanding of current trends;
- know how to write a script;
- identify specific questions for investigation;
- demonstrate learning through the production of completed works such as: a speech, media release, petition, craft, art, interview, poster, a debate, prayer, a liturgy, PowerPoint presentation, picture book, and/or interview;
- utilise the library and its resources for research and as a display area in the school to raise awareness about refugees and people seeking asylum;
- collect, organise, display and celebrate completed work from this study.



## Building the Field of Knowledge

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Whilst the likely Key Learning Areas for the following activities have been suggested, many can be used as preparatory or foundation activities to build the field of knowledge for the topic Refugees and People Seeking Asylum in any curriculum area.

### These activities can be used:

- Separately as learning tasks, group tasks or they can build a complete unit of work;
- As assessment tasks. e.g. Activity 13, 20, 21, 22, 26 and 31;
- As activities for Social Justice Day and World Refugee Day (June 20);
- They can also be adapted for use in all Year levels, unless otherwise specifically stated.



# Definitions

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**Human right:** A basic, universal freedom or entitlement inherent to all human beings.<sup>1</sup>

**Asylum seeker:** Asylum seekers are the people who have sought protection as a refugee, but whose claim for refugee status has not yet been assessed.<sup>2</sup>

**Refugee:** Any person who owing to a well-founded fear of being persecuted for reasons of

- Race
- Religion
- Nationality
- Membership of a particular social group or
- Political opinion

is outside the country of his/her nationality and is unable, or owing to such fear, is unwilling to avail himself/herself of the protection of that country.<sup>2</sup>

As a signatory to the 1951 United Nations Convention Relating to the Status of Refugees, Australia has sworn a commitment to offer protection to people who have fled from their home country due to a real threat to their lives and/or basic freedoms. When Australia ratified the convention it became part of Australian law. By signing the Convention (and the 1967 Protocol), Australia declared its belief in the universal human right to seek asylum and the right of asylum seekers to have their claims fairly heard.<sup>3</sup>

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1. Refugee Council of Australia, Glossary <http://www.refugeecouncil.org.au/resources/glossary/>, updated February 2016

2. <https://www.refugeecouncil.org.au/who-is-a-refugee/2/> updated May 2020

2. <https://www.refugeecouncil.org.au/who-is-a-refugee/> updated May 2020

3. Asylum Seeker Resource Centre, Student Resource Kit, Asylum Seekers and Refugees Factsheet, accessed 17th May 2020  
[www.asrc.org.au/wp-content/uploads/2013/07/student-resource-kit1.pdf](http://www.asrc.org.au/wp-content/uploads/2013/07/student-resource-kit1.pdf)

# Activities

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**Please Note** If a link doesn't work in the activities when you click on it, you may need to copy and paste the link into your browser to access the information.

## English

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### 1. Using Your Imagination

Go to the **Refugee Council of Australia website for tasks 1-3.**

1. Download and read the following information GET THE FACTS 4a and REFUGEES CONTRIBUTE 4b on the Refugee Council of Australia website.  
4a <https://www.refugeecouncil.org.au/get-facts/>  
4b <https://www.refugeecouncil.org.au/contribution-to-australia/>
  - a) Who is a refugee?
  - b) Who is an asylum seeker?
2. Media and Publications  
Read the last 3 media releases about refugees and people seeking asylum on the Refugee Council of Australia website under Media & Publications.<sup>5</sup>  
<http://www.refugeecouncil.org.au/news/media-releases/>
3. Refugee Week Resource Kit  
Read through the Current Refugee Week Resource Kit.<sup>5a</sup>  
<https://www.refugeeweek.org.au/refugee-week-resources/resource-kit>
4. Class discussion on what were the main facts, learning, observations and feelings of the students after completing the reading and research tasks 1,2 and 3.
5. Brainstorm ideas around a change that you would like to see happen in the way in which Australia

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4a. Refugee Council of Australia <https://www.refugeecouncil.org.au/get-facts/>

4b. Refugee Council of Australia <https://www.refugeecouncil.org.au/contribution-to-australia/>

5. Refugee Council of Australia <http://www.refugeecouncil.org.au/news/media-releases/>

5a. Refugee Week Resource Kit (Current) <https://www.refugeeweek.org.au/refugee-week-resources/resource-kit>



responds to refugees and people seeking asylum (e.g. the government closing all detention centres).

6. Write your own media release or news article and choose a way to present it.

OR

7. Design a webpage or social media campaign to express your idea.

OR

8. Create a message in support of refugees and people seeking asylum that you would like to display on a billboard. (10 words or less). Imagine that the space you have is like a billboard that you see out the front of a church or school. Present your message using any medium you choose. Make your script bold and colourful. You may like to include a relevant symbol or image with your billboard message.

OR

9. Create a bumper sticker with a message of support for refugees and people seeking asylum.

- Use less than 5 words.
- Choose your own design style and use colour. It needs to be 20 cm long and 6cm wide.
- (See below for the Edmund Rice Centre Bumper Sticker **MAKE COMPASSION GREAT AGAIN**)



**Everyone has the right to seek and enjoy in other countries asylum from persecution.**

**This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations**

*Universal Declaration of Human Rights — Article 14*



## 2. Novel Study

- Look in the Young Adult book section of your school library for novels relating to refugees and people seeking asylum. (Please refer to the list of examples in d).
- Choose 3 books, read the blurbs and write a paragraph on each, outlining the story.
- As a class group, share and discuss the books you have found.
- Choose one book and read it.

The following are examples of books you might like to read:

<i>Mahtab's Story</i>	Libby Gleeson
<i>Refuge</i>	Libby Gleeson
<i>Boy Overboard</i>	Morris Gleitzman
<i>Girl Underground</i>	Morris Gleitzman
<i>*Finnikin of the Rock</i>	Melina Marchetta
<i>*Froi of the Exiles</i>	Melina Marchetta
<i>*Ferragost</i>	Melina Marchetta
<i>*Quintana of Charyn</i>	Melina Marchetta
<b>*(Fantasy, Ages 15+ Years 10, 11, 12)</b>	
<i>The Arrival</i>	Shaun Tan (All Pictures No Text)
<i>The Rugmaker of Mazar-e-Sharif</i>	Najaf Mazari and Robert Hillman (Senior Students)
<i>No Gun for Asmir</i>	Christobel Mattingley
<i>Escape from Sarajevo</i>	Christobel Mattingley
<i>Asmir in Vienna</i>	Christobel Mattingley
<i>Parvana</i>	Deborah Ellis
<i>Parvana's Journey</i>	Deborah Ellis
<i>Parvana's Promise</i>	Deborah Ellis
<i>Shauzia</i>	Deborah Ellis
<i>The Happiest Refugee</i>	Anh Do
<i>Onion Tears</i>	Diana Kidd
<i>Soraya the Storyteller</i>	Rosanne Hawke illustrated by Neil Curtis
<i>Shahana: Through My Eyes</i>	Rosanne Hawke
<i>Amina: Through My Eyes</i>	J.L. Powers
<i>Naveed: Through My Eyes</i>	John Heffernan
<i>Malini: Through My Eyes</i>	Robert Hillman
<i>Zafir: Through My Eyes</i>	Prue Mason
<i>Hasina: Through My Eyes</i>	Michelle Aung Thin, edited by Lyn White
<i>Australians All</i>	Nadia Wheatley illustrated by Ken Searle
<i>From Kinglake to Kabul</i>	Edited by Neil Grant and David Williams
<i>No Safe Place</i>	Deborah Ellis
<i>On Two Feet and Wings</i>	Abbas Kazerooni
<i>The Ink Bridge</i>	Neil Grant
<i>Malala: The Girl Who Stood Up For Education And Changed The World</i>	Malala Yousafzai with Patrick McCormick
<i>Refuge</i>	Jackie French



<i>In the Sea there are Crocodiles</i>	Fabio Geda
<i>The Boy with Two Lives</i>	Abbas Kazerooni
<i>Prince of Afghanistan</i>	Louis Nowra
<i>Close to the Wind</i>	Jon Walter
<i>Hope in a Ballet Shoe</i>	Michaela and Elaine DePrince
<i>Plenty</i>	Ananda Braxton-Smith
<i>Refugee Boy</i>	Benjamin Zephaniah
<i>A Long Walk to Water</i>	Linda Sue Park
<i>New Boy</i>	Nick Earls
<i>When Michael Met Mina</i>	Randa Abdel-Fattah
<i>Alpha</i>	Bessora and Barroux
<i>One Thousand Hills</i>	James Roy and Noel Zihabamwe (Older Readers)
<i>Welcome to Nowhere</i>	Elizabeth Laird
<i>Trouble Tomorrow</i>	Terry Whitebeach and Sarafino Enadio
<i>The Bone Sparrow</i>	Zana Fraillon
<i>Touch the Sun : The Freedom Finders</i>	Emily Conolan
<i>Sea Prayer</i>	Khaled Hosseini
<i>The Eleventh Trade</i>	Alyssa Hollingsworth
<i>We Are Displaced: My Journey and Stories from Refugee Girls Around the World (Age 14+)</i>	Malala Yousafzai
<i>Move the Mountains</i>	Emily Conlon
<i>No Ballet Shoes in Syria</i>	Catherine Bruton
<i>Songbird</i>	Ingrid Laguna
<i>The Year the Maps Changed</i>	Danielle Binks
<i>Trouble Tomorrow</i>	Terry Whitebeach and Sarafino Enadio
<i>No Words</i>	Maryam Master
<i>Refugee</i>	Alan Gratz

- e) Create your own response to the book you have read in Activity 2d) and report back to your class. e.g write a book review. You might like to comment on the following: the themes, issues, values, ideals, and style. How did you feel reading the story?
- f) Develop some questions you would like to ask the main character(s) and the author. Present this information in any medium you choose e.g. poem, article, story.
- g) Compile a class book list of all the books that the class has read and reported on in Activity 2b). Include class reviews or comments about the books.
- h) In order to encourage others to read these stories, summarise the information from 2b) on an eye catching poster to be used as a display for the school library notice board.
- i) Set up a Refugees and People Seeking Asylum book display in the library for Refugee Week (June 20 is the United Nations' World Refugee Day). Use all the books that have been featured in Activity 2 (Novel Study) and 27 (Picture Book Study). Include all the completed works from Activities 2(f) (Novel Study), 20 (Tell The Story), 28 (Images), 30 (Be Creative), 31 (What is Your Message?), 34(c) (What is Catholic Social Teaching?) and 35 (What do these Organisations Do?)

### 3. Poetry

Do an internet search using the key words: “Poems refugees and people seeking asylum”.

- a) Choose a poem on the theme to include in your study. Give the title and the writer.
- b) Write a brief synopsis of the poem and your response to it.
- c) Write your own poem about refugees and people seeking asylum or a related topic, idea or theme that has sparked your interest during this study e.g. the journeys people make, leaving my homeland, my new home, belonging.
- d) You might like to read some of the poems written by Peter Skrzynecki OAM about the migrant experience.
- e) As a class examine and discuss some of the poems from *I Will Rise* by Hani Abdile- A Book of Poetry published in November (2016) by Writing Through Fences.
- f) Arrange to hold a Poetry Slam in your class or school. Compose and recite a poem, story, monologue, or rap. The topic is: Refugees and People Seeking Asylum.
- g) As a class, read the poem *Refugees* by Brian Bilston. Read from the top to the bottom, then read again from the bottom to the top.

This would be a great poem to present at an assembly with each student saying one line. So, you present the poem twice to relay the message to the audience.

*Refugees* by Brian Bilston from ‘You Took the Last Bus Home’.



**“Education is the most powerful weapon which you can use to change the world.”**

**Nelson Mandela**





**One child, one teacher,  
one book and one pen  
can change the world.**

**Malala Yousafzai**



### 4. Singing, Dancing, Music

- a) Do an internet search and find 3 songs and music related to refugees and people seeking asylum. Examine the lyrics. What are the main themes in the songs you have found?

One of the the songs you could listen to is:

“Cry Freedom” by Mark Raue & Louise Crawford. From the CD Change the World available at [www.commongoodmusic.com.au](http://www.commongoodmusic.com.au)

Free music video for this song available at:

<https://www.youtube.com/watch?v=4lQCu8-MtPA>

*(You may need to copy and paste the link into your browser to access the song)*

- b) As a class, brainstorm words that could be used when writing your own lyrics e.g. compassion, leaving home, journey, isolation.
- c) Create a song with your own original lyrics, a piece of instrumental music, a rap or a dance around the theme refugees and people seeking asylum.
- d) Create a dance sequence to accompany your song. Teach all the members of your group/class the steps.



### 5. Terms and their Meaning

- a) Research the following terms and answer these questions to broaden your understanding:
  - i. What is a UN convention or protocol?
  - ii. What does it mean to sign and ratify one?
  - iii. What rights and protection does Australia's ratification of the 1951 UN Refugee Convention and the 1967 Protocol provide for refugees and people seeking asylum?
  - iv. Briefly explain the principle of "non-refoulement" (Article 33).
- b) Find two media articles about a rejected asylum seeker(s). Investigate the background of the rejected asylum seeker(s). Bring your findings to a class discussion.



## 6. Definitions

Search the following websites to find the definitions that are in **bold**.

a) Read the definitions. List the key points for each one.

### **An Asylum Seeker**

Refugee Council of Australia

Search in Glossary:

<http://www.refugeecouncil.org.au/resources/glossary/>

### **A Refugee**

Refugee Council of Australia

Search in Glossary:

<http://www.refugeecouncil.org.au/resources/glossary/>

### **A Migrant**

Search UNHCR

<https://www.unhcr.org/news/latest/2016/7/55df0e556/unhcr-viewpoint-refugee-migrant-right.html>

### **Mandatory Detention (Immigration Detention)**

Refugee Council of Australia

Search in Glossary:

<http://www.refugeecouncil.org.au/resources/glossary/>

### **Irregular Maritime Arrival (IMA)**

Refugee Council of Australia

Search in Glossary:

<http://www.refugeecouncil.org.au/resources/glossary/>

### **Unauthorised Maritime Arrival (UMA)**

Immigration Advice and Rights Centre

[http://www.iarc.asn.au/\\_blog/Immigration\\_News/post/excision-of-the-australian-mainland-for-boat-arrivals/](http://www.iarc.asn.au/_blog/Immigration_News/post/excision-of-the-australian-mainland-for-boat-arrivals/) (Check Paragraph 2, Line 3)

### **Resettlement**

Refugee Council of Australia

Search in Glossary:

<http://www.refugeecouncil.org.au/resources/glossary/>

### **An Unauthorised Entrant**

Asylum Seeker Resource Centre

Search in Student Resource Kit (1. Who is an asylum seeker?)

[www.asrc.org.au/wp-content/uploads/2013/07/student-resource-kit1.pdf](http://www.asrc.org.au/wp-content/uploads/2013/07/student-resource-kit1.pdf)

### **Bridging Visa E**

Refugee Council of Australia

Search in Glossary:

<https://www.refugeecouncil.org.au/glossary/>

### **Refugee Status Determination**

Refugee Council of Australia

Search in Glossary:

<http://www.refugeecouncil.org.au/resources/glossary/>



**Temporary Protection Visa (TPV)**

Refugee Council of Australia

Search in Glossary:

<http://www.refugeecouncil.org.au/resources/glossary/>

**Refugee Convention**

Refugee Council of Australia

Search in Glossary:

<http://www.refugeecouncil.org.au/resources/glossary/>

**Non-Refoulement**

Refugee Council of Australia

Search in Glossary:

<http://www.refugeecouncil.org.au/resources/glossary/>

**Refoulement**

Refugee Council of Australia

Search in Glossary:

<http://www.refugeecouncil.org.au/resources/glossary/>

**Community Detention**

Refugee Council of Australia

Search in Glossary:

<https://www.refugeecouncil.org.au/glossary/>

**Residence Determination**

Refugee Council of Australia

Search in Glossary:

<https://www.refugeecouncil.org.au/glossary/>

**Offshore Detention**

Refugee Council of Australia

Search in Glossary:

<https://www.refugeecouncil.org.au/glossary/>

**Safe Haven Enterprise Visa (SHEV)**

Refugee Council of Australia

Search in Glossary:

<https://www.refugeecouncil.org.au/glossary/>

**Complementary Protection Visa**

Refugee Council of Australia

Search in Glossary:

<https://www.refugeecouncil.org.au/glossary/>

b) Explain simply and in legal terms the differences between the terms:

**a person seeking asylum, refugee and a migrant?**



### **Paddington Bear is a Symbol of Kindness to Refugees**

Do an internet search and answer these questions. Present your work in any format you choose.

Read the picture book *A Bear Called Paddington* by Michael Bond

Examine why the author Michael Bond created the Paddington Bear stories:

1. What events relating to refugees were happening in the world in 1958, when the book *A Bear Called Paddington*, was published?
2. What are the themes that are highlighted in the Paddington Bear stories?
3. How did Paddington Bear become a symbol of **kindness to refugees**?
4. If you were going to write a story about Paddington Bear, what theme/s would you be highlighting about refugees in the world today?

## 7. A Fact-Finding Mission

Go to the Department of Home Affairs.

Examine the current **Immigration Detention and Community Statistics Summary**<sup>6</sup> and then complete the following:

- i. The latest figure for the overall number of persons in immigration detention including in the community under residence determination is ...
- ii. The number of people in immigration detention who arrived unlawfully by air or boat to seek asylum is ...  
This is ... per cent of the total immigration population.
- iii. The current number of people who had arrived in Australia lawfully and were then taken into immigration detention for either overstaying their visa or breaching their visa conditions, resulting in visa cancellations is ...  
This is ... per cent of the total immigration population.
- iv. The current number of people in immigration detention who had arrived by boat (Illegal Maritime Arrivals) is ...
- v. The current number of people in immigration detention who had arrived by air (Air Arrivals) to seek asylum is ...
- vi. The countries that people leave in order to seek asylum in Australia are ...
- vii. How many people are now living in the community after being approved for a residence determination? ...
- viii. How many people are living in the community after being granted a Bridging Visa E? ...
- ix. ... is the State/Territory that has the largest number of people approved for residence determination. It has ... people.
- x. The total number of children in Immigration Residential Housing, Immigration Transit Accommodation and Alternative Places of Detention is ...
- xi. The number of children living in the community after being approved for a residence determination is...
- xii. The average period of time for people held in detention facilities is ...
- xiii. After examining these tables, I conclude that ...

---

6. Australian Government Immigration Detention and Community Statistics Summary, see latest (updated monthly) <https://www.homeaffairs.gov.au/research-and-stats/files/immigration-detention-statistics-29-february-2020.pdf> and

Statistics on People in Detention in Australia – Refugee Council of Australia Summary Examine: Key Numbers  
Department of Home Affairs  
<https://www.refugeecouncil.org.au/detention-australia-statistics/7/>



## 8. Why Do People Leave Their Homeland?

- a) Why do people leave their homeland in order to seek asylum? List 3 reasons.
- c) (Class or Group Discussion Activity)

What are the challenges refugees and people seeking asylum encounter e.g. Not being able to speak the language, no family support, employment, finances, legal assistance, lack of knowledge about the social/cultural values of the host country, the education system and any other relevant factors.

## 9. Where Do the Refugees and People Seeking Asylum Come From?

Using the information from question 7(vi) about the original homeland of refugees and people seeking asylum who make their way to Australia, look at these countries using Google Earth, then complete the following tasks.

On a map of the world:

- a) label and shade these countries;
- b) mark in their capital cities;
- c) label and shade two countries that border each country or are its nearest neighbours;
- d) determine which hemisphere the countries are in (Northern or Southern) and write the letters “NH” or “SH” in the country;
- e) note in which continent the country is situated;
- f) choose one country and mark the route people would take to get from there to Australia;
- g) list the countries they may pass through on their journey;
- h) which of the countries through which they pass have signed the UN Convention on Refugees?
- i) (optional) calculate the distance to Australia from the country you chose in Activity 9(f).
- j) Research the foods eaten in the country you have chosen in f) and find a recipe for a traditional dish.
- k) As a class, compile a Recipe Book using all the recipes from j) and decide on a title for your Recipe Book.
- l) Contact House of Welcome Catering (Sydney) and invite them to your school to present some cooking lessons for classes. <https://www.howcatering.org.au/>
- m) If you are hosting a function that requires catering contact House of Welcome Catering (Sydney). <https://www.howcatering.org.au/>

## 10. Where Do Refugees and People Seeking Asylum Make Their New Homes?

- a) List 3 suburbs (or towns) in your local area or capital city where refugees and people seeking asylum have made their homes.
- b) On a map, label and shade these suburbs or towns.
- c) Find a good news story about a refugee(s) from your local area or beyond to share with your group or class.

**How wonderful it  
is that nobody need  
wait a single moment  
before starting to  
improve the world**

**Anne Frank**



## 11. Film Study

a) Watch the film *A Well Founded Fear* (November Films, 2008)

(Suitable for Ages 15+, Year 9 upwards).

Answer the following questions:

- i. What will you remember about this film?
- ii. How did you feel watching this film?
- iii. What have you learnt by watching this film?
- iv. Which people's stories affected you?
- v. Was there anything about the film that shocked or surprised you?
- vi. How would you describe this film?
- vii. Would you recommend that all Australians watch this film? Why/Why not?
- viii. What questions would you ask Phil Glendenning AM or any of the people in the film?

b) Write about your response to this film.

c) Go to the Edmund Rice Centre website [www.erc.org.au](http://www.erc.org.au) <sup>7</sup>

Write your own advertisement for the Edmund Rice Centre.

Make it two paragraphs. Use colour, graphics and imagery.

- d) Talk about the term **advocacy** and what it means. Write a letter of advocacy to the Prime Minister, Minister for Home Affairs and the Minister for Immigration, Citizenship, Migrant Services and Multicultural Affairs about the issues raised in the film.
- e) As a class, discuss petitions. Include all the key elements involved in preparing and presenting a petition to Parliament.
  - *Formulate a petition that you would like to send to the Prime Minister, Minister for Home Affairs and Minister for Immigration, Citizenship, Migrant Services and Multicultural Affairs. To ensure you word your petition correctly, do an internet search using the key words: "Federal Parliament of Australia Petitions." You will find guidelines there.*
  - *You might like to make the focus of your petition: to end mandatory detention onshore and offshore and process people seeking asylum onshore.*
- f) What is the theme for Refugee Week this year? <sup>9</sup>
- g) Name 4 reasons for having a Refugee Week theme? <sup>9</sup>

7. Edmund Rice Centre [www.erc.org.au](http://www.erc.org.au)

8. House of Representatives Petition  
[http://www.aph.gov.au/Parliamentary\\_Business/Petitions/House\\_of\\_Representatives\\_Petitions](http://www.aph.gov.au/Parliamentary_Business/Petitions/House_of_Representatives_Petitions)

9. Refugee Week May, 2021 <https://www.refugeeweek.org.au/>



### h) **Class Discussion**

- *Talk about the term advocacy and why public activism is important when advocating for refugee resettlement.*
- *Brainstorm all the recommendations you would make, with regard to the current situation in Australia for Refugee and People Seeking Asylum.*
- *How would you like Australia as a nation to respond to your recommendations?*

### **Class Activity**

- *Write to your federal member of parliament. Outline your questions and concerns with regard to their current policies on refugees and people seeking asylum.*
- *If you receive a reply from him/ her write to your federal member of parliament listing your class recommendations.*



### 12. Theatre In Education

Use the research from Activities 6 (Definitions), 7 (A Fact-Finding Mission), 8 (Why Do People Leave Their Homeland?) and 9 (Where Do the Refugees and People Seeking Asylum Come From?) to devise and present a Theatre in Education piece suitable for performance to Year 5 and 6 students.

Teachers may find it useful to develop the script for this activity from the real life experiences explored in Activity 14, or from recounts of peoples' experiences found on the internet. The website "New Humans of Australia" has migrant and refugee stories.

<https://newhumansofaustralia.org/><sup>10</sup>

### 13. Be an Investigative Reporter (Assessment Task)

The recounts that were researched in Activity 12, may give the students ideas into the kinds of topics refugees would like to talk about.

- Imagine you are a reporter for a television network.
  - State what program and network you are with.
  - Create an interview with a refugee or person who is seeking asylum.
- a) Write an interview list of questions.
- b) Write a script providing background information about refugees and people seeking asylum and include some visual material.
- c) If you have the opportunity and permission (written), ask the questions in person and film the interview.

**If you are inviting refugees into your school or organisation for speaking or presenting engagements, please see the guidelines put out by the Refugee Council of Australia for Refugee Week on their website.**<sup>10a</sup>

**Working Ethically With Refugees**

<https://www.refugeeweek.org.au/refugee-week-resources/>

### 14. Connecting With People and Their Stories

- a) Invite some students and their parents from your school or a neighbouring school, who are former refugees or were people who sought asylum in Australia, to share their experiences with the class.
- b) Make contact with an organisation that supports refugees and people seeking asylum. Invite people to come to the school to share their stories with students. e.g. the **Face to Face Program** coordinated by the Refugee Council of Australia, the **Truth Be Told Program** coordinated by the House of Welcome, **Refugee Voices and Community Conversations** coordinated by the Jesuit Refugee Service and **Table Talks** coordinated by the Sydney Alliance.

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10. New Humans of Australia <https://newhumansofaustralia.org/>

10a. Working Ethically With Refugees <https://www.refugeeweek.org.au/refugee-week-resources/>

- c) Arrange for students to visit the organisation and talk with and meet the people who are connecting with the organisation, as well as those who are supporting refugees and people seeking asylum.
- Students devise their own questions to ask.
  - Students report back to the wider group about their experience and learning.
  - Activity 26 (What Do You Recommend) can be the report.
  - This activity may be explored by bringing the words and experiences of the people the students have listened to, spoken with, or researched, as a theatre piece that can be shared with other students. This is outlined in Activity 12.

**If you are inviting refugees into your school or organisation for speaking or presenting engagements, please see the guidelines put out by the Refugee Council of Australia for Refugee Week on their website.**

### **Working Ethically With Refugees**

<https://www.refugeeweek.org.au/refugee-week-resources/>

## **15. What Do You Know About The Edmund Rice Centre?**

Go to the Edmund Rice Centre website **[www.erc.org.au](http://www.erc.org.au)** and read what is written about refugees and people seeking asylum in the following program and answer the questions:

### **Community Engagement and Refugee Empowerment Portfolio (CEREP)**

The Edmund Rice Centre continues to work to support refugees, humanitarian entrants and vulnerable migrants in Australia through the following programs.

**1) Refugee Mentoring Program; 2) Partnership Building with Community Partners and Stakeholders; 3) Refugee Settlement and Employment Experience Research; 4) Annual Community Services Expo; and 4) Human Rights Conversation Series**

### **Questions**

1. Briefly outline the work of CEREP?
2. What are the primary objectives of CEREP?
3. What are the benefits and outcomes of the work of CEREP?
4. How could you help the work of CEREP?

[Examine the other programs, projects and initiatives of the Edmund Rice Centre.](#)

- a) Summarise all the work of the Edmund Rice Centre in 10 dot points OR 2 short paragraphs.
- b) Write a paragraph about another project or initiative (other than Refugees and People Seeking Asylum) e.g. Pacific Calling Partnership or the Justice Through the Arts Program.
- c) Why did you choose this program or initiative?
- d) Design another logo that represents the work of the Edmund Rice Centre.
- e) Describe the symbols and colours you have used in the new logo.
- f) What do they represent?



## 16. Who Is Supporting Refugees and People Seeking Asylum?

**Research and record your summary about the work of ONE of the following listed organisations, that is involved in working with and for refugees and people who are seeking asylum.**

- Make your choice from either a),b),c) or d).
- Present it in a style that is clear and concise.
- Verbally report on your research to the class.
- Class discussion about the different organisations.

\*(Teachers have a lucky dip with all the organisations in it. This will ensure ALL the topics are covered). Students will pick one out.

### a) Legal Organisations Supporting Refugees and People Seeking Asylum

- RACS Refugee Advice and Casework Service [www.racs.org.au](http://www.racs.org.au)
- ASRC Human Rights Law Program <https://www.asrc.org.au/human-rights-law>
- RAILS Refugee and Immigration Legal Service [www.rails.org.au](http://www.rails.org.au)

### b) Organisations that Work With and For Refugees and People Seeking Asylum

- The Edmund Rice Centre: [www.erc.org.au](http://www.erc.org.au)
- UNHCR United Nations High Commission for Refugees: [www.unhcr.org](http://www.unhcr.org)
- Red Cross: [www.redcross.org.au](http://www.redcross.org.au)
- Refugee Council of Australia: [www.refugeecouncil.org.au](http://www.refugeecouncil.org.au)
- Amnesty International Australia: [www.amnesty.org.au](http://www.amnesty.org.au)
- Jesuit Refugee Service: [www.jrs.org.au](http://www.jrs.org.au)
- House of Welcome: [www.houseofwelcome.com.au](http://www.houseofwelcome.com.au)
- St Vincent de Paul Society <https://www.vinnies.org.au>
- Metro Assist: <https://www.metroassist.org.au/>
- Caritas: [www.caritas.org.au](http://www.caritas.org.au)
- Act for Peace, National Council of Churches in Australia: [www.actforpeace.org.au](http://www.actforpeace.org.au)
- Oxfam: [www.oxfam.org.au](http://www.oxfam.org.au)
- UNICEF: [www.unicef.org.au](http://www.unicef.org.au)
- Medecins Sans Frontieres (Doctors Without Borders): [www.msf.org.au](http://www.msf.org.au)
- Save the Children: [www.savethechildren.org.au](http://www.savethechildren.org.au)
- CARE Australia: [www.care.org.au](http://www.care.org.au)
- International Rescue Committee (IRC): <https://www.rescue.org/>
- Clooney Foundation for Justice: <https://cfj.org/>
- Lutheran World Federation <https://kenyasomalia.lutheranworld.org/>

### c) Organisations Providing Health/ Mental Health/ Aged Care Support for Refugees and People Seeking Asylum

- Asylum Seeker Resource Centre Health and Support Services [www.asrc.org.au/healthandsupportservices](http://www.asrc.org.au/healthandsupportservices)
- NSW Refugee Health Service [www.swslhd.health.nsw.gov.au/refugee](http://www.swslhd.health.nsw.gov.au/refugee)

- Cabrini Asylum Seeker and Refugee Health Hub [www.cabrini.com.au](http://www.cabrini.com.au)
- Embrace Multicultural Mental Health  
<https://mhaustralia.org/national-multicultural-mental-health-project>
- Transcultural Mental Health Centre  
[www.dhi.health.nsw.gov.au/transcultural-mental-health-centre](http://www.dhi.health.nsw.gov.au/transcultural-mental-health-centre)
- Beyond Blue Refugee Support Programs [www.beyondblue.org.au](http://www.beyondblue.org.au)
- Partners in Culturally Appropriate Care PICAC (Aged Care)  
[www.health.gov.au/initiatives-and-programs/partners-in-culturally-appropriate-care-picac](http://www.health.gov.au/initiatives-and-programs/partners-in-culturally-appropriate-care-picac)

#### **d) Community Groups Supporting Refugees and People Seeking Asylum**

- Blue Mountains Refugee Support Group [bmrsg.org.au](http://bmrsg.org.au)
- Local Parks Multisport Program- Edmund Rice Centre WA  
[ercwa.org.au/youth-services/sport-and-recreation](http://ercwa.org.au/youth-services/sport-and-recreation)
- “Women Together”- Edmund Rice Centre WA  
[ercwa.org.au/community-education/women-together/](http://ercwa.org.au/community-education/women-together/)
- AMES Australia <https://www.ames.net.au/>
- Brotherhood of St. Laurence <https://www.bsl.org.au/services/refugees-immigration/>

#### **e) Do your own research about an organisation that provides support or services for Refugees and People Seeking Asylum in one of the following areas or your own choice e.g.**

Refugee resettlement, English classes, employment, disability, aged care, social housing, child care, educational/vocational training, a sporting club etc.

### **17. Fact or Fiction?**

a) What does the word ‘myth’ mean?

Download and read the following fact sheets on the Refugee Council of Australia website<sup>10(b)</sup>  
<https://www.refugeecouncil.org.au/fact-check/>

- *Are people seeking asylum ‘queue jumpers’?*
- *Are people who seek asylum by boat illegal?*
- *Do refugees contribute to Australian society?*
- *Are people seeking asylum who arrive by boat a security threat?*
- *Does helping refugees mean we don’t help disadvantaged Australians?*
- *Is a person who pays people smugglers thousands of dollars a ‘genuine’ refugee?*
- *Do we need to discourage irregular movement so that we can establish an orderly asylum process?*
- *Could people who seek protection in Australia have stopped in other safe countries?*
- *Does ‘stopping’ the boats save lives?*
- *Are people seeking asylum who come by boat economic migrants?*

Choose 3 of these myths.

a) Copy the myth.

b) Write an accurate response to each myth in 10 dot points explaining why it is not true, which is based on your research about the facts.

<sup>10b.</sup> <https://www.refugeecouncil.org.au/fact-check/>

## 18. Who Are These People?

- a) Do an internet search about writers, activists and prominent people involved in the issue of refugees and people seeking asylum. You may like to choose someone from the people listed.

Rosie Scott	Thomas Keneally AO
Ngareta Rossell	David Manne
Pamela Curr	Ajak Deng
Sr Aileen Crowe	Mark Schwarzer OAM
Dr Eileen Pittaway	Virginia Walker
Margot O' Neill	Anh Do
Phil Glendenning AM	Paul Power
Julian Burnside AO QC	Peter Skrzynecki OAM
Dr Graham Thom	Professor William Maley
Jessie Taylor	Dianne Hiles
Professor Gillian Triggs	Geoffrey Robertson QC
Aliir Aliir	Deng Thiak Adut
Kon Karapanagiotidis	Mariam Veiszadeh
Hugh Mackay AO	Fr Rod Bower
Dr Barri Phatarfod	Professor Munjed Al Muderis
Professor Peter Shergold	Ramdas Sankaran OAM
Anna Dimo	Deena Yako
Craig Foster AM	Hakeem al-Araibi
Rosemary Kariuki	Bich Cam Nguyen
Madeleine West	Zaki Haidari
Yaseen Musa	Hava Rezaie
Maeve Brown	Carolina Gottardo
Reverend Vincent Long Van Nguyen OFM CONV DD	The Honourable Hieu Van Le AC
Malcolm Fraser AC (1930-2015)	Dr Karl Kruszelnicki AM

- b) Research their work by typing their name with “refugees and people seeking asylum” into an internet search engine.
- c) Write a report on one of them.



## 19. The World Scene

Thousands of people around the world are displaced because of conflict and persecution every day. Many countries resettle these people. Each of these resettlement countries respond to these displaced people in different ways.

Do a comparative study of Australia and one other country e.g. Germany, Sweden or Canada showing your findings in a table. List 5 comparative points about the way people seeking asylum are treated in each country.

## 20. Tell The Story (Group Assessment Task)

- a) Choose a presentation style e.g. short film or PowerPoint, to outline a particular aspect of your study on 'Refugees and People Seeking Asylum' that you would like to develop further e.g. Good News Stories About Refugees.

You may like to highlight different areas, facts or insights about what you have learnt during this study by writing a script. Include the poems, music, art work, picture books, prayers, drama, craft etc. from your study.

- b) Write up your interview from Activity 13 (Be an Investigative Reporter) as an article for the school newsletter.
- c) Develop a forum type of activity (like a Question and Answer session), to present to your class or year group. Allow time for discussion and questions.
- d) You might like to present the story as an advertisement.  
For example look at the story of Deng Thiak Adut in the advertisement for Western Sydney University.  
<https://www.youtube.com/watch?v=buA3tsGnp2s13>

## 21. Become An Advocate (Assessment Task)

Use your own choice of presentation style e.g. speech, PowerPoint, short film( 3 minutes) to highlight the insights and knowledge you have gained, as a result of your study about refugees and people seeking asylum.

You may choose ONE of these topics OR Your own choice of topic.

- The Universal Declaration of Human Rights.
- One of the books you have examined during this study.
- Your Recommendations from Activity 26 (What Do You Recommend).
- Your own personal insights and the knowledge you have gained as a result of your study about refugees and people seeking asylum.

**Have your ideas or views changed as a result of your study about refugees and people seeking asylum? Explain?**

## 22. What Is Happening Today? (Assessment Task)

- i. What are the latest developments in Australia with regard to issues pertaining to refugees and people seeking asylum? List these.
- ii. Are any of these changes offering improvement for the refugees and people seeking asylum, who are coming to Australia.

### COVID-19 Impacts on Refugees and People Seeking Asylum

- Go to the Refugee Council of Australia website- Reports: **Read the following report:** *Homelessness and Hunger Among People Seeking Asylum During COVID-19*  
<https://www.refugeecouncil.org.au/homelessness-and-hunger-among-people-seeking-asylum-during-covid-19/>

### iii. What has been the impact of COVID-19 on refugees and people seeking asylum in Australia?

Examine these factors:

- Employment
- Economic hardship-poverty
- Suspension of resettlement and related services
- Access to Health Care
- Access to Mental Health support and care
- Housing- overcrowding and homelessness
- Hunger
- Communication challenges due to language
- Education
- Child care
- Exclusion from Federal Government support systems
- Are there any other factors not listed above that you came across in your reading?
- Outline a 5 point plan for what you think needs to occur in order to adequately provide support for refugees and people seeking asylum at this time in Australia.

### iv. What has been the impact of COVID-19 on refugees and people seeking asylum globally?

- Go to the UNHCR website and read the following news story.  
<https://www.unhcr.org/en-au/news/stories/2021/2/6017c7744/data-reveals-impact-covid-19-livelihoods-futures.html>

Examine these factors:

- Economic hardship-poverty
- Suspension of resettlement and related services
- Access to Health Care
- Access to Mental Health support and care
- Housing- overcrowding and homelessness
- Communication challenges due to language
- Education
- Child care
- Are there any other factors not listed above that you came across in your reading?
- Outline a 5 point plan for what you think needs to occur in order to adequately provide support for refugees and people seeking asylum at this time globally.

### 23. The Conventions and International Agreements About Human Rights (Senior Students)

Do an internet search on 3 international agreements (listed below).

- The Universal Declaration of Human Rights (Include Article 14 as one of your points)
- International Convention on the Elimination of All Forms of Racial Discrimination (ICERD)
- International Covenant on Civil and Political Rights (ICCPR)
- International Covenant on Economic, Social and Cultural Rights (ICESCR)
- The 1951 UN Convention Relating to the Status of Refugees and its 1967 Protocol
- Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)
- Convention Against Torture and Other Cruel, Inhuman, or Degrading Treatment or Punishment (CAT)
- Convention on the Rights of the Child

Answer these questions in your research.

- i. What are the essential rights being protected?
- ii. Why was this international agreement established?
- iii. What else should be included in the agreement?

### 24. Examine the Statistics (Group Activity)

Go to the UNHCR website.

Examine the **Global Trends Forced Displacement Mid-Year Trends 2022**<sup>11</sup>

<https://www.unhcr.org/en-au/statistics/unhcrstats/618ae4694/mid-year-trends-2022.html>

Use the information from the **Trends at a Glance** (Website and Page (2)) to complete the following research:

- i. What was the total number of internally displaced people who were forcibly displaced worldwide by the middle of 2022? (Website)
- ii. How many refugees were resettled in the first six months of 2022? (Page 2)
- iii. a) Low- and middle-income countries hosted \_\_\_ per cent of the world's refugees and other people in need of international protection.(Page 2)  
b) The least developed countries provided asylum to \_\_\_per cent of the total. (Page 2)
- iv. \_\_\_ per cent of refugees and other people in need of international protection lived in countries neighbouring their country of origin. (Page 2)
- v. a) How many people seeking asylum submitted new claims in 2021-2022? (Page 2)



- b) How many refugees were granted temporary protection, primarily in European countries? (Page 2)
- vi. a) Which country had the highest number of new individual asylum applications?  
Name the country \_\_\_\_\_ and number of claims \_\_\_\_\_ (Page 2)
- b) Name the two other countries that had a high number of new individual asylum applications and give their numbers. (Page 2)
- vii. a) How many refugees returned to their countries of origin in the first half of 2022? (Page 2)
- b) What was the number of internally displaced people who returned to their areas of origin in the first half of 2022? (Page 2)
- viii. 76% of refugees and other people in need of international protection came from which 6 countries? (Name the countries and the figures) (Page 2)
- ix. What were the top five host countries for refugees in 2021-2022? (Page 2)
- x. b) Which country hosted the most refugees in 2021-2022 and how many people did it host?
- Name of Country \_\_\_\_\_ Number of refugees \_\_\_\_\_ (Page 2)
- xi. **Summary**  
Complete the breakdown of the figures for the 2021-2022 total worldwide population of forcibly displaced people: (Website and Page 2)
- a) The total number of people who were forcibly displaced worldwide \_\_\_\_\_ (Website)
- b) Number of Internally Displaced People (IDP's) \_\_\_\_\_ (Page 2)
- c) Number of Refugees \_\_\_\_\_ (Page 2)
- d) Number of Asylum Seekers \_\_\_\_\_ (Page 2)
- e) Total number of refugees under UNHCR'S mandate \_\_\_\_\_ (Page 2)
- f) Total number of Palestine refugees under UNRWA's mandate \_\_\_\_\_ (Page 2)
- xii. Relative to their national populations the island of \_\_\_\_\_ hosted the largest number of refugees \_ in \_. While the country of \_\_\_\_\_ hosted the largest number of refugees \_ in \_. (Page 2)
- xiii. a) Relative to its national population in Aruba 1 in \_\_\_ people are a refugee. (Page 2)
- b) The second country is Lebanon. 1 in \_\_\_ people are a refugee. (Page 2)
- c) The third country is \_\_\_\_\_ where 1 in \_\_\_ people are a refugee. (Page 2)
- d) The fourth country is \_\_\_\_\_ where \_\_\_ in \_\_\_ people are a refugee. (Page 2)
- e) The fifth country is Colombia where \_\_\_ in people are a refugee. (Page 2)
- xiv. As a group/ and then as a whole class discuss what these trends indicate globally?
- xv. **Examine the Statistics- Extra Activity (Senior Students)**  
Examine the crisis that has been occurring in Afghanistan or Ukraine, which has contributed to the huge displacement of people.  
Research this crisis. Present your findings to the group or class in any format you choose.

Include the following: Information about the crisis, maps, graphs, and visuals:

- a) Where did the crisis start?
- b) When did the crisis start?
- c) Why did the crisis start?
- d) How has the crisis affected the people of the country?
- e) How many people were displaced and became refugees because of the crisis?
- f) To which countries are the people fleeing?
- g) What were the effects of forced displacement on the people?
- h) What countries are involved in supporting refugees and displaced people from the crisis?
- i) Which agencies are providing support to these people?
- j) How can you help?
- k) Include any other relevant information you found in your research.

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11. Global Trends Forced Displacement Mid-Year Trends 2022  
<https://www.unhcr.org/en-au/statistics/unhcrstats/618ae4694/mid-year-trends-2022.html>

A close-up photograph of Pope Francis, an elderly man with a joyful expression, wearing his white papal attire and zucchetto. He is waving his right hand towards the camera. The background shows a blurred view of a city street with buildings under a clear sky.

**Refugees are not  
numbers, they are  
people who have faces,  
names, stories and need  
to be treated as such.**

**Pope Francis**



### 25. Form a Group

Form a group in your school that is interested in fostering human rights, social justice, environmental justice, and advocacy. Invite staff and students to participate. Give the group a name.

The group can:

- Meet to discuss specific issues of human rights, social justice, eco-justice and advocacy. Decide what you are going to focus on for a set period of time e.g. This term we will be concentrating on raising awareness in our school community about the latest developments with regard to refugees and people who are seeking asylum in Australia and the impacts of COVID-19 on them.
- Make a banner for your group or design a logo to use for your meetings and presentations.
- Organise a fundraiser for a non-government organisation or local organisation, which supports or provides services for refugees and people seeking asylum. Present them with a cheque or some supermarket gift cards at the school assembly.
- Organise an awareness raising event in the school for Social Justice Day or World Refugee Day (June 20).
- Plan a liturgy for your class group, year or whole school (See Activity 33).
- Contact one of the local groups that provide goods and services for refugees and people seeking asylum and find out what they need e.g. food, socks, age specific Christmas gifts for children or supermarket gift cards. Organise a collection drive in your school.
- Do a five minute presentation at the school assembly once a month to highlight what is happening with regard to asylum seekers globally, nationally and in your local area.
- Invite others to speak to your group, class or whole school about their story or experiences.
  - You may invite students and their parents/guardians from your school or local community, who may be former refugees or people who sought asylum in Australia.
  - A guest speaker/s from organisations involved in working with and for refugees and people seeking asylum e.g. Edmund Rice Centre, Refugee Council of Australia, Jesuit Refugee Service, House of Welcome, Amnesty International Australia, Migrant Resource Centre, Settlement Services International.
  - A volunteer(s) from an organisation involved in working with and for refugees and people seeking asylum. (See Activity 16 for Community Groups Supporting Refugees and People Seeking Asylum)

**NOTE: If you are inviting refugees into your school or organisation for speaking or presenting engagements, please see the guidelines put out by the Refugee Council of Australia for Refugee Week on their website.**

### Working Ethically With Refugees

<https://www.refugeeweek.org.au/refugee-week-resources/>

## 26. What Do You Recommend? (Assessment Task)

a) Complete Activity 26 **What Do You Recommend?** Individually or as a class.

As a result of your experience and examination of how we engage with Refugees and People Seeking Asylum, in our country, what are your recommendations for how Australia, as a nation, can respond?

Write a 10 point plan.

### SHARED CREATIVE ACTIVITY (Can be an Individual, Group or Class Activity).

b) Use the image EVERYONE IS WELCOME on P41 as your focus:

Need: A4 pieces of paper, coloured marker pens and Blu Tack.

- Give everyone in the class some pieces of A4 paper and different coloured marker pens.
- Invite each member of the class or group, to write their response to the image on the pieces of paper using the marker pens.
- As a class or group discuss their responses/ideas.
- After the students talk about what they have written, they stick (Blu Tack) their responses/ideas on to the board or wall.
- Teacher or a student will write down all their responses/ideas. Send (give) a copy of these to all the students, so they can refer to it or use it as inspiration.
- Students then write, create or craft their individual/group response (including the ideas of others, if they choose) to the image on P41 using the format and medium of their choice.

Some examples include:

A story, letter, diary, collage, storyboard, an audio book, comic, journal, script, poem, article, memoir, song, rap, slam poetry, monologue, a short movie, a news report, illustrations that tell a story with no text or a documentary.

OR

Textiles, wall hanging, drawing, a puppet play, poster, paper sculpture or origami, painting, diorama, photography, plasticine or playdough, collage, necklace/jewellery using coloured beads, Lego, non-firing clay, cooking, mosaic, art.

- As an individual/group class, share your creative process and present all your completed individual works.
- As a class activity, share all your creative processes and present your completed works at an assembly.
- Create a title for your completed works and display them in the library.







## 27. Picture Book Study

Read some of the picture books for children that have been created around the theme of refugees and people seeking asylum. These include:

<b><i>The Arrival</i></b>	Shaun Tan (All Pictures No Text)
<b><i>Ships in the Field</i></b>	Susanne Gervay, illustrated by Anna Pignataro
<b><i>The Little Refugee</i></b>	Anh Do and Suzanne Do, illustrated by Bruce Whatley
<b><i>Safe Place to Live</i></b>	Bic Walker
<b><i>Four Feet Two Sandals</i></b>	Karen Lynn Williams and Khandra Mohammed illustrated by Doug Chayka
<b><i>Ziba Came on a Boat</i></b>	Liz Lofthouse, illustrated by Robert Ingpen
<b><i>A True Person</i></b>	Gabiann Marin, illustrated by Jacqui Grantford
<b><i>We Are All Born Free</i></b>	The Universal Declaration of Human Rights in Pictures
<b><i>Ali the Bold Heart</i></b>	Jane Jolly, illustrated by Elise Hurst
<b><i>Refugees</i></b>	David Miller
<b><i>Soraya the Storyteller</i></b>	Rosanne Hawke, illustrated by Neil Curtis
<b><i>Home and Away</i></b>	John Marsden (Upper Primary +) illustrated by Matt Ottley
<b><i>Mirror</i></b>	Jeannie Baker (All Pictures No Text)
<b><i>Whoever You Are</i></b>	Mem Fox, illustrated by Leslie Staub
<b><i>The Island</i></b>	Armin Greder
<b><i>Australians All</i></b>	Nadia Wheatley, illustrated by Ken Searle
<b><i>Every Day is Malala Day</i></b>	Rosemary McCarney with Plan International
<b><i>Flight</i></b>	Nadia Wheatley, illustrated by Armin Greder
<b><i>Across the Dark Sea</i></b>	Wendy Orr, illustrated by Donna Rawlins
<b><i>The Red Pencil</i></b>	Andrea Davis Pinkney illustrated by Shane Evans
<b><i>Ali's Story- A Journey from Afghanistan</i></b>	Andy Glynne, illustrated by Salvador Maldonado
<b><i>Rachel's Story- A Journey from Eurasia</i></b>	Andy Glynne Joyce Bentley, illustrated by Salvador Maldonado
<b><i>The Treasure Box</i></b>	Margaret Wild, illustrated by Freya Blackwood
<b><i>Out</i></b>	Angela May George, illustrated by Owen Swan
<b><i>Refuge</i></b>	Anne Booth, illustrated by Sam Usher
<b><i>I'm Australian Too</i></b>	Mem Fox, illustrated by Ronojoy Ghosh
<b><i>Stepping Stones</i></b>	Margriet Ruurs illustrated by Nizar Ali Badr
<b><i>Teacup</i></b>	Rebecca Young, illustrated by Matt Ottley
<b><i>My Two Blankets</i></b>	Irena Kobald, illustrated by Freya Blackwood
<b><i>Suri's Wall</i></b>	Lucy Estela, illustrated by Matt Ottley
<b><i>Lost and Found Cat: The True Story of Kunkush's Incredible Journey</i></b>	Doug Kuntz, and Amy Shrodes, illustrated by Sue Cornelison
<b><i>My Beautiful Birds</i></b>	Suzanne Del Rizzo, illustrated by Suzanne Del Rizzo
<b><i>Mama's Nightingale: A Story of Immigration and Separation</i></b>	Edwidge Danticat, illustrated by Leslie Staub
<b><i>Room on Our Rock</i></b>	Kate and Jol Temple, illustrated by Terri Rose Baynton
<b><i>Stormy Seas: Stories of Young Boat Refugees</i></b>	Mary Beth Leatherdale, illustrated by Eleanor Shakespeare
<b><i>The Mediterranean</i></b>	Armin Greder * Older Readers
<b><i>Sonam and the Silence</i></b>	Eddie Ayres, Ronak Taher illustrated by Ronak Taher
<b><i>A Bear Called Paddington</i></b>	Michael Bond, illustrated by Peggy Fortnum
<b><i>A Child's Garden</i></b>	Michael Foreman, illustrated by Michael Foreman

- a) Create and illustrate your own picture book or story presentation, based on the theme Refugees and People Seeking Asylum. You may use any format.

Some examples include a story, letter, diary, collage, storyboard, an audio book, comic, journal, script, poem, article, memoir, song, rap, slam poetry, monologue, a short movie, a news report, illustrations that tell a story with no text or a documentary.

- As a class, share your creative process and present all your completed individual works.
  - As a class activity, share all your creative processes and present your completed individual works at an assembly.
  - If you have a junior school, arrange a time to read/share your picture books and presentations with an upper primary class.
  - As a class create a title for your exhibition of completed stories/works and display them in the school library, the hall for an assembly or in an area of focus during Refugee Week.
- b) Create an illustration, PowerPoint graphic or poster to highlight Article 14 of the Universal Declaration of Human Rights which states that:

*Everyone has the right to seek and enjoy in other countries asylum from persecution.*

*This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.*

Or as it is quoted in the picture book:

### **We Are All Born Free: The Universal Declaration of Human Rights in Pictures<sup>12</sup>**

*If we are frightened of being badly treated in our own country we all have the right to run away to another country to be safe.*

- c) Choose one of the picture books from the list and review it.
- d) As a class activity, share these reviews.

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12. We Are All Born Free: The Universal Declaration of Human Rights in Pictures, published by Francis Lincoln Children's Books in association with Amnesty International UK Section, 2008.

## 28. Images

Create a bold and colourful poster or web page to highlight a quote relating to human rights. You may choose any medium you like to complete your task.

- a) Choose one of the quotes from your research in Activity 33. **OR** Use an inspiring social justice or human rights quote from the examples given below. **OR** Create your own quote.
- b) Create a bold and colourful image using your choice of medium to highlight and present your quote from task a) e.g. a poster, painting or PowerPoint graphic. (These can be displayed in the library or around your classroom).

### Quotes

*I was a stranger and you welcomed me.* — **Matthew 25:35**

*Refugees are not numbers, they are people who have faces, names, stories, and need to be treated as such.* — **Pope Francis**

*Aspire not to have more, but to be more.* — **Archbishop Oscar Romero**

*You must be the change you want to see in the world.* — **Gandhi**

*While every refugee's story is different and their anguish personal, they all share a common thread of uncommon courage - the courage not only to survive, but to persevere and rebuild their shattered lives.* — **Antonio Guterres**

*If you have come to help me, you are wasting your time; but if you are here because your liberation is bound up with mine, then let us work together.* — **Lilla Watson**

*Education is the most powerful weapon which you can use to change the world.* — **Nelson Mandela**

*It is very difficult to achieve peace and harmony through competition and hatred, so the practice of kindness is very, very important, and very, very valuable in human society.* — **The Dalai Lama**

*Educating the mind without educating the heart is no education at all.* — **Aristotle**

*I speak, not for myself, but for all girls and boys. I raise up my voice, not so that I can shout, but so that those without a voice can be heard.* — **Malala Yousafzai**

### **Speech to the UN Youth Assembly, 12 July 2013**

*A person is a person through other persons; you can't be human in isolation; you are human only in relationships.* — **Desmond Tutu**

*How wonderful it is that nobody need wait a single moment before starting to improve the world.* — **Anne Frank**

## 29. Welcome To Our Community Kit (Group Activity)

**Prepare a *Welcome To Our Community Kit* for a family of newly arrived refugees. Each kit must include any 6 of the following points, in detail.**

**Make your kit attractive and easy to follow by including colourful pictures, diagrams, brochures and maps. Present it in a folder, or as a PowerPoint.**

- List and provide contact details for the community organisations in the local area that offer support and services for refugees and people who are seeking asylum e.g. Settlement Services International, Migrant Resource Centre, St Vincent de Paul Society, Salvation Army, House of Welcome, Jesuit Refugee Service, RACS Refugee Advice & Casework Service, Metro Assist.
- List relevant information about the Australian Government Services Australia e.g. Centrelink and Medicare.
- List the hospitals, medical centres, doctors (general practitioners) and dentists in your area, including after hours emergency services. Which of these places offer bulk billing and/or services that do not require an appointment?
- Provide instructions on how to catch public transport (bus, train, ferry). Include how to read timetables, where and how to buy the correct pre-paid tickets and Opal cards, and explain how to use them.
- Local council services and community activities e.g. library and free internet in the area.
- Where to find a Justice of the Peace in your local area and available times to access this service.
- How to use phone books.
- How to connect to the phone and internet in your home.
- How to make telephone calls – international, national and local calls.
- How to rent accommodation – real estate agents.
- List local service providers for connection of gas, electricity and water.
- How to use household appliances.
- Keeping receipts for exchange, refund and the warranty.
- Where to go shopping for food etc. identifying different foods e.g. milk, bread, vegetables, tea, coffee, meat, fish, eggs, rice, herbs, flour, frozen foods and how to pay for them.
- Explain Australian money, the notes, coins and their value.
- Banks and ATMs in your area. The services they provide. How to apply for a loan or a credit card etc.
- How to apply for a driver's licence, rules about driving without a licence and upgrading a licence e.g. from red P plates to green P plates, then to your full licence.



- Buying a car, registering a car, servicing a car.
- Insurance for car, health, home etc.
- Places of worship e.g. churches, mosques, temples.
- Information about all the primary and secondary schools in your local area. Explain the school system levels – general age groups for infants, primary and secondary school etc. Are they Catholic, public, private, religious or other schools?
- Classes in the local area that teach English.
- Compile a list of social groups and activities in your local area.
- Applying for a job and looking for job vacancies on the internet and in newspapers.
- Explain common signs and what they mean e.g. stop signs and toilet signs.
- Explain courtesy in public places e.g. keeping to the left on ramps, escalators, stairs, footpaths etc.
- Information about educational courses e.g. TAFE, university and community colleges.
- Emergency contact number 000 for police, ambulance and fire brigade, as well as the local direct numbers for the closest police, fire and hospital services.
- Explain an appointment and how to make one. Give examples of services where you need to make an appointment.
- Explain services that must be paid for regularly or renewed e.g. paying rent, electricity bill, water bill, phone bill, licence renewal, car registration, insurance.
- Access to legal services e.g. Legal Aid.
- Family and Community Services e.g. Housing NSW.
- Details about computer courses in your local area.
- Explain what the various garbage bins are used for:
  - Garbage Bins (put the colour of the bin used in your local council area and provide diagrams of the household items that should go into a garbage bin).
  - Recycling Bins (put the colour of the bin used in your local council area and provide diagrams of the household items that should go into a recycling bin).
  - Garden Waste Bins (put the colour of the bin used in your local council area and provide diagrams of the items that should go into a garden waste bin).
  - The collection day for household garbage bins in our community is...
  - Red Soft Plastic Bins that are located in supermarkets (provide diagrams of the packaging that should go into the red bins for soft plastic)
- List all the sports clubs and sporting facilities in the local area.
- List all the arts activities in the area, e.g. musical society, book clubs, drama group, choirs, community bands, cinemas etc.
- Coronavirus (COVID-19) Using dot points explain all the ways we can stop the spread of viruses e.g. 1. clean your hands with soap and water or alcohol based hand sanitiser. Include simple colourful posters and diagrams from the Department of Health website.

### 30. Be Creative

- a) Create your own art or craft response to what you are learning about refugees and people seeking asylum. It can be in any medium(s) and dimensions you choose. e.g.
- |             |   |
|-------------|---|
| textiles    | wall hanging                            |
| drawing     | a puppet play                           |
| poster      | paper sculpture or origami              |
| painting    | diorama                                 |
| photography | plasticine or playdough                 |
| collage     | necklace/jewellery using coloured beads |
| Lego        | non-firing clay                         |
| cooking     | mosaic art                              |
- b) Write an outline of what your work represents including what you are hoping to achieve through your work. (The written copies can be published in the souvenir Exhibition booklet, which all of the exhibitors (students) have contributed toward designing and printing).
- c) Display your piece and present your verbal outline to the:
- class
  - school assembly
  - the people who attend the Exhibition.
- d) Create a title and host an Exhibition in your school to raise awareness about refugees and people seeking asylum. Display all the completed works and their outlines.
- e) As a class or group, create a title for your exhibition.
- f) You might like to make the Exhibition a fundraising event for one of the organisations that supports or provides services for refugees and people seeking asylum.
- g) Invite one of the people listed in **Activity 18 Who Are These People?** OR **Supplementary Activity 5 Refugees Who Are Involved in the Arts** to speak and open your exhibition.

### 31. What is Your Message? (Assessment Task)

- a) Focus on one statement, idea, learning or insight, from your study on refugees and people seeking asylum. Present it on an A3 poster.
- b) Add colour, graphics, artwork and images to highlight your message. Sign and date it. These posters can be displayed around your classroom, the school or in the library for Refugee Week.
- c) Discuss your posters as a class, or at an assembly.

### 32. Organise a Gold Coin Fundraising Event

Choose a day that is relevant to your school calendar e.g. Founders Feast Day, Social Justice Day or the United Nations' World Refugee Day on June 20 and organize a fundraising event at your school. The money raised could go to the Edmund Rice Centre or an organisation in your local area that provides support and services for refugees and people seeking asylum.





**Educating the mind without  
educating the heart is  
no education at all**

**Aristotle**

### 33. Liturgy

- a) Do an internet search using the following key words:
- *Refugees and people seeking asylum in Old Testament readings*
  - *Refugees and People seeking asylum in New Testament readings*
  - *The word 'stranger' in the scriptures*
  - *Quotes with the words refugees and people seeking asylum*
  - *Statements from popes about refugees and people seeking asylum*
  - *Statements from Pope Francis about refugees and people seeking asylum*
  - *Statements from bishops about refugees and people seeking asylum*
  - *Catholic Social Justice Teaching about refugees and people seeking asylum*
  - *Human Rights about refugees and people seeking asylum*
  - *Prayers about refugees and people seeking asylum*
- b) Using the information from the above web searches, prepare and participate in a class, year or whole school Mass or liturgy, to raise awareness about refugees and people seeking asylum for the United Nations' World Refugee Day (June 20).
- Include scripture readings, prayers, prayers of the faithful, statements from popes or bishops, Catholic Social Teaching statements, songs, stories, poems, facts, insights, quotes, individual responses, craft work, art work, posters, media presentations, music, picture books and petitions that have been written, as a result of your study on refugees and people seeking asylum.
- c) Read some of the prayers from your internet search. As a class, group or individual compose your own prayer or a prayer of the faithful. You might like to include these in your Mass or liturgy.
- d) Invite the people you have met during this study as well as all the members of your school community to participate in the Mass or liturgy. You can also extend the invitation through the school newsletter to the wider community.



## Scripture References

<b>Exodus</b>	<b>22: 21</b>
<b>Exodus</b>	<b>23: 9</b>
<b>Deuteronomy</b>	<b>24: 21-22</b>
<b>Proverbs</b>	<b>31: 8</b>
<b>Leviticus</b>	<b>19: 33-34</b>
<b>Isaiah</b>	<b>58: 6</b>
<b>Deuteronomy</b>	<b>26:5</b>
<b>Job</b>	<b>31: 31-32</b>
<b>Zechariah</b>	<b>7: 8-10</b>
<b>Psalms</b>	<b>137</b>
<b>Romans</b>	<b>12: 9-13</b>
<b>Galatians</b>	<b>5:14</b>
<b>1 John</b>	<b>2 :10-11</b>
<b>John</b>	<b>13:34</b>
<b>Matthew</b>	<b>25:31-40</b>
<b>*Matthew</b>	<b>2: 13-15</b>
<b>John</b>	<b>10:10</b>
<b>Matthew</b>	<b>7:12</b>
<b>Ephesians</b>	<b>2: 19-22</b>
<b>Hebrews</b>	<b>13:2</b>

\* The story of the Holy Family fleeing from persecution to Egypt is a refugee story.

### 34. What is Catholic Social Teaching?

- a) Do an internet search to find the principles of Catholic Social Teaching.
- b) List them, and explain in your own words what you think each one means. The Caritas website may assist you: look at their **About Us**<sup>13</sup> and **Our Values**<sup>14</sup> sections.
- c) Take one of the Catholic Social Teaching principles, a key word(s) or phrase from your research and write an acrostic poem to highlight the message e.g. one of the words from Dignity of the Human Person.

**OR**

- d) Choose one word to feature e.g. Refugee and create a 'word cloud' to highlight the theme and message.

Present your work in a way that is bold and easy to read. Use graphics, colour and artwork in the creation of your poem or word cloud.



13. Caritas: About Us (2013) <http://www.caritas.org.au/about>

14. Caritas: Our Values (2013) <http://www.caritas.org.au/about/catholic-social-teaching-values>

### 35. What do these organisations do?

Design a Postcard to advertise one of the organisations listed below by following these steps:

- a) Research and find any groups in your local area and/or capital city that provide support or services for refugees and people seeking asylum.
- b) Choose one organisation (it can be one of the organisations listed below or from Activity 16).

Find 5 key points about the organisation and record these.

- c) Create a statement or slogan as your focus.
- d) Use this slogan and your key points to design a postcard to advertise this organisation. Include all the relevant details of the organisation on your postcard e.g. their work, website address, how to donate. Use colour, graphics and images.

- Edmund Rice Centre: [www.erc.org.au](http://www.erc.org.au)
- Beyond Blue Refugee Support Programs: [www.beyondblue.org.au](http://www.beyondblue.org.au)
- House of Welcome: [www.houseofwelcome.com.au](http://www.houseofwelcome.com.au)
- Jesuit Refugee Service: [www.jrs.org.au](http://www.jrs.org.au)
- Refugee Council of Australia : [www.refugeecouncil.org.au](http://www.refugeecouncil.org.au)
- STARTTS (in your area): [www.startts.org.au](http://www.startts.org.au)
- Mercy Works [mercyworks.org.au](http://mercyworks.org.au) Mercy Connect Project
- Good Shepherd Sisters: [www.goodshepherd.com.au/refugees-and-asylum-seekers](http://www.goodshepherd.com.au/refugees-and-asylum-seekers)
- Sisters of Saint Joseph: [www.sosj.org.au](http://www.sosj.org.au)
- St Bakhita Centre (Sydney): [www.stbakhita.com](http://www.stbakhita.com)
- Horn of Africa Relief and Development Agency: HARDA [www.harda.org.au](http://www.harda.org.au)
- Brigidine Asylum Seekers Project: [basp.org.au](http://basp.org.au)
- Red Cross: [www.redcross.org.au](http://www.redcross.org.au)
- Refugee and Immigration Legal Centre: [www.rilc.org.au](http://www.rilc.org.au)
- Asylum Seeker Resource Centre: [www.asrc.org.au](http://www.asrc.org.au)
- Sisters of Charity Foundation: [www.sistersofcharityfoundation.com.au/projects\\_refugees.html](http://www.sistersofcharityfoundation.com.au/projects_refugees.html)
- Bridge for Asylum Seekers Foundation: [www.asylumseekersfoundation.com](http://www.asylumseekersfoundation.com)

- St Vincent de Paul Society SPARK Programs: [www.vinnies.org.au](http://www.vinnies.org.au)
- Uniting Church: [www.unitingjustice.org.au](http://www.unitingjustice.org.au)
- Asylum Seekers Centre: <http://asylumseekerscentre.org.au/>
- CARAD The Coalition for Asylum Seekers, Refugees and Detainees: [www.carad.org.au](http://www.carad.org.au)
- Anglicare: [www.anglicare.org.au](http://www.anglicare.org.au)
- Salvation Army: [www.salvationarmy.org.au](http://www.salvationarmy.org.au)
- Refugees Welcome Australia: [www.refugeeswelcome.org.au](http://www.refugeeswelcome.org.au)
- Enough Room: [enoughroom.org](http://enoughroom.org)
- ARA Australian Refugee Association: <http://www.australianrefugee.org/>
- RACS Refugee Advice & Casework Service: <https://www.racs.org.au/>



**You must be the change you  
want to see in the world**

**Ghandi**



# Supplementary Activities

## 1. Refugees Contribute

When refugees are able to settle in a new country they are keen to contribute to their new home. **There are many examples of this including the following:**

- A refugee from war-torn Aleppo helped save a Canadian bride's wedding day.
- The Karen People - in Nhill, Western Victoria
- Haider Al Hasnawi from Iraq - Bull rider
- Canadian bush fires in summer of 2016 – Syrian refugees assisted in extinguishing them.
- Asylum Seeker Resource Centre (Melbourne) - Kitchen and Community garden
- Marcelline head of the Tailors Co-operative. A UNHCR (the UN Refugee Agency) Project to support women's livelihoods in Mahama Refugee camp in Rwanda.
- The story of Hakeem al-Araibi
- Hamdi Ulukaya - The story of Chobani yoghurt.
- Refugee Women's Craft Group-Kampala, Uganda
- Leading Women Uganda Immersion Experience - UNHCR Cultural Immersion Program
- SSI Arts and Culture Project
- Nohara Odicho-(Refugee Community Worker)
- Arash Bordbar- (Human Rights Advocate)
- Yusra Mardini- (UNHCR Goodwill Ambassador)
- Abdul Razzaq- Cricket Australia's 'Sports for All Ambassador'
- Shaber Ahmad Ayobi- (All Nations Social Cricket) (ANSC)
- Bankstown Poetry Slam
- Footscray Community Arts Centre
- Kingston Arts

### In Public Life

**Select one of these people or organisations and use your research to tell the story of a positive contribution made by refugees. This could be produced as a movie trailer, advertising campaign, news story, documentary, speech, or any other medium you choose.**

- Reverend Vincent Long Van Nguyen OFM CONV DD – (Bishop of the Diocese of Parramatta)
- Deng Thiak Adut – (Lawyer)
- The Honourable Hieu Van Le AC – (Governor of South Australia)
- Anh Do – (Author, actor, comedian, artist)
- Professor Munjed Al Muderis – (Orthopaedic Surgeon, author, human rights activist)
- Mariam Issa – (Author and advocate)
- Mohammed Junaid – (Public relations officer for the Burmese Rohingya Community in Australia)
- Simon Sang Hre – (Secretary of the Australian Chin Community)
- Najeeba Wazefadost – (Founder of Hazara Women of Australia)
- Saba Vasefi – (Academic, filmmaker and poet)
- Mariam Veiszadeh – (Lawyer, Diversity & Inclusion Consultant, contributing author and a social commentator)
- Dr Tien Huynh – (Scientist, researcher, lecturer)
- Bwe Thay – (Education)
- Constance Okot – ("Constance on the Edge", documentary)
- Mahir Momand – (CEO of Thrive Refugee Enterprise)
- Ajak Kwai – (Singer, songwriter, musician)
- Nirary Dacho – (Refugee Talent Employment Enterprise)
- Atem Atem – (Refugee Advocate)
- Stanley M'mangwa – (Youth Representative in the Multicultural Youth Affair Network NSW and also a

Refugee Council of Australia, Face to Face Program Presenter in NSW Schools)

- Yarrie Bangura – (Poet, songwriter, inspirational speaker and performer)
- Deena Yako – (Refugee advocate who is now the education coordinator of the Face to Face Program at the Refugee Council of Australia)
- Narayan Khanal – (Multicultural Society of UOW) University Of Wollongong
- Apajok Biar – (South Sudan Voices of Salvation Inc)
- Adut Akech – (Model)
- Bior Akech – (Model)
- Nyadol Nyuon – (Lawyer, community advocate, writer, public speaker)
- Anna Dimo – (Teacher, community leader, pastoral care St Bakhita Centre Sydney)
- Andreja Pejic' – (Model)
- Abdul Aziz Muhamat – (Refugee Advocate)
- Fadak Alfayadh – (Refugee Mentorship)
- Hamdi Ulkaya – (Owner, founder, chairman and CEO of Chobani yoghurt) (Businessman, entrepreneur, investor, philanthropist)
- Prudence Melom – (Refugee Advocate and founder of E- Raced)
- Aung Soe Naing Habiburrahman – (Founder and spokesperson Australian Burmese Rohingya Organisation)
- Evan Yako – (Session drummer, educator, creative director of Real Rhythm Studio in Sydney)
- Zaki Haidari – (Refugee advocate)
- Rosemary Kariuki – (Australia's Local Hero for 2021, Multicultural Liaison Officer NSW Police, Parramatta)
- Yasseen Musa – (Eritrean community leader)
- Agi Akur – (Model)
- Bich Cam Nguyen – ( Founder, CEO and Honorary Secretary of the Vietnamese Women's Association)
- Malaan Ajang – (Model)
- Tina Kuek – (Senoir Policy Officer at the State Government of Victoria and the founder of Kazi Victoria, an organisation helping people of migrant and refugee backgrounds navigate the job market and find meaningful employment)
- Hava Rezaie – (Hazara community leader, women's rights advocate, and Advisory Committee Member of Jesuit Refugee Service (JRS) Australia's Finding Safety Project)
- Sir Gustav Nossal – (Scientist)
- Dr Karl Kruszelnicki – (Scientist)
- Dr Berhan Ahmed – (2009 Victorian of the Year)
- Associate Professor My -Van Tran – (Academic)
- Mirka Mora – (Painter and Restaurateur)
- Harry Seidler – (Architect)
- Khoa Do – (Filmmaker)
- Henri Szeps – (Actor)
- Les Murray – (Broadcaster)
- Caroline Tran- (Broadcaster)
- Michael Gawenda- (Newspaper Editor)
- Sir Peter Abeles- (Business)
- Larry Adler – (Business)
- Ouma Sananikone – (Business)
- Judit Korner – (Business)
- Tuong Quang Luu – (Public Servant)
- Jennie George – (Politician)
- Nick Greiner – (Politician)
- Saba Abraham Mu'ooz – (Restaurant and Catering)
- Atong Atem – (Artist and Writer)
- Maryam Zahid – (Founder and Director of Afghan Women On the Move)

- Hakeem al-Araibi, is an Australian footballer of Bahraini descent. He is a dissident, who fled to Australia in 2014. In November 2018 he was arrested when he arrived in Thailand, from Australia for a holiday. This was because an Interpol “red notice” had been issued by Bahrain, in November 2019. He was held there awaiting deportation to Bahrain, which he opposed. Craig Foster AM, who is a former captain of the Socceroos and a human rights and refugee ambassador for Amnesty International, helped to promote a world-wide social media and advocacy campaign, urging Thailand not to extradite Hakeem al-Araibi. On 11 February 2019, the Thai Office of the Attorney-General dropped the extradition case against him, at Bahrain’s request. He was returned to Australia the next day and became an Australian citizen in March 2019. This was an example of how the combined power of people working together, saved Hakeem al-Araibi.
- Zaki Haidari is a Human Rights Hero of 2020 and winner of the 2015 NSW International Student of the Year Award, in the vocational education and training category. He is currently working part time as Employment Support Worker, at Jesuit Refugee Service (JRS) and is also an Ambassador for the Refugee Advice and Casework Service (RACS).
- Yasseen Musa is an Eritrean community leader, footy coach, and volunteers with **Africause** to help run the Flemington homework club. In July, 2020 when the North Melbourne and Flemington public housing towers were placed in ‘hard lockdown’ during a COVID-19 outbreak, Yasseen was on site supporting the residents. He assisted with translating information and advocating for them to receive culturally appropriate services and meals. He helped to make a huge difference for many people living in the towers, during a very stressful time.
- Hsar Theibn- From Refugee to Park Ranger. Hsar Thein is a young refugee originally from Burma and now part of Werribee’s local Karen community. He has been appointed as a full time Ranger with Parks Victoria, in what is believed to be an Australian first.
- Refugee Week Ambassadors: <https://www.refugeeweek.org.au/>
- The work Oxfam is doing with Syrian women in the Za’atari refugee camp in Jordan – growing vegetables in giant greenhouses, making bags out of the UN tents the refugees originally lived in, running a recycling centre to process the waste generated by the camp providing employment for 160 people.
- The story of Hamdi Ulkaya. How he founded Chobani yoghurt and his work with UNHCR and refugees worldwide.
- Saba Abraham owns Mu’ooz, a social enterprise restaurant in Brisbane. The speciality is North- East African cuisine. It opened in 2003 with the Eritrean Australian Women and Family Support Network. This restaurant has helped more than 200 refugee and migrant women gain vocational training, confidence, and employment.
- In 2022 Kalush Orchestra won the Eurovision Song Contest for Ukraine with their song ‘Stefania.’
- The Espéro association near Paris is offering free courses to refugees and people seeking asylum to learn about beekeeping, permaculture, and composting. They hope these courses will lead to better integration in France. <https://www.infomigrants.net/en/post/19567/migrants-learn-about-beekeeping-on-the-rooftops-of-paris>
- Barefoot to Boots (BTB) is an Australian-based private sector NGO that supports refugees living in camps and their neighbouring host communities. It was founded by two brothers and former South Sudanese refugees, professional footballer Awer Mabil and Lost Boy Awer Bul, following a return visit with 20 football shirts to Kakuma Refugee Camp in northern Kenya in June 2014.
- In 2023, Awer Mabil was awarded the honour of being named the Young Australian of the Year. He has made a significant and enduring impact in his South Australian community. <http://barefoottoboos.org/>
- Atong Atem is a Melbourne-based artist originally from South Sudan. She has an ongoing interest in photography, video and portraiture and uses them in creative ways to express culture and identity.



## 2. Global Refugee Advocates

There are many writers, actors, musicians and other well known people who use their influence to advocate on behalf of refugees, such as:

Pope Francis, Dalai Lama, Malala Yousafzai, Angelina Jolie, Ben Stiller, Nicholas Kristof, Sheryl Wudunn, Lady A, Barbara Hendricks, Bono, Alek Wek, Filippo Grandi, Luol Deng, Khaled Hosseini, J.K Rowling, Cate Blanchett AC, Marta Dusseldorp, Yusra Mardini, Anthony La Paglia, Kristin Davis, Mandy Patinkin, Helena Christensen, Gael Garcia Bernal, George Clooney and Amal Clooney

- Choose one of these people and do an internet search to find information about their activities. Type their name with "refugees" into an internet search engine.*
- Write a report outlining their work with refugees and people seeking asylum.*
- Present your report in any format you choose.*

## 3. Businesses Involving Refugees

There are many refugees who have contributed to the Australian economy through their involvement in business. Do an internet search and find a business in Australia that has either been started by a refugee or involves refugees. **Some examples include:**

- Bourke Street Bakery - The Bread and Butter Project
- The Social Outfit
- Green Camel
- Rolld
- Parliament on King
- Iraqi Women's Sewing Circle
- Luv-A-Duck
- Huy Truong - Australian Life Insurance (ALI) Group CEO and co-owner.
- Nahji Chu - Cha Li Boi Restaurant
- The Moroccan Soup Kitchen
- The Moroccan Deli-cacy
- Kala Spetic - Fashion Designer
- David Peng - Muay Thai Bodyfit
- CERES- Centre for Research and Environmental Studies- Tamil Feasts
- The Social Studio - Fashion and Textile Design
- Ajak Deng - Model
- Meat Processors Group
- Woolworths- Refugee Employment Program
- Hedayat Osyan –Speaker, Founder and Managing Director of social enterprise Nick Tiling Services PTY LTD
- Colombo Social- Sri Lankan restaurant
- Aunty's Ginger Tonic
- Uma Curry and Roti
- Akira Grateful
- Akos Creative
- Ramssin Furniture
- Welcome Merchant
- House of Welcome Catering (Sydney)
- Mu'ooz Restaurant and Catering

**Use your research to tell the story of a positive contribution made by a business that has either been started by a refugee or involves refugees. This can be presented in any format you choose.**

## 4. Refugees Who Are Involved in Sport

There are many refugees who are also athletes. They are successful at a local, national and international level.

**Choose any format to prepare a presentation about the life and sporting highlights of ONE person on the list below. Include what you have learnt and felt, as a result of researching their story and achievements.**

When researching look at:

- a) The athlete's story
- b) Country of Origin
- c) Host Country
- d) Sport - What sport did they participate in?
- e) Event - What is their specific event?
- f) What are the highlights of their career?
- g) Images

### Athletes Who Were Once Refugees:

- |  |  |
|--|--|
| - Hakeem al-Araibi- Football           | - Majak Daw - AFL                            |
| - Margret Rumat Rumat Hassan - Running | - Chekole Getenet - Running                  |
| - Yusra Mardini - Swimming             | - Akec Makur Chuot- AFLW                     |
| - Luol Deng - Basketball               | - Ode Fulutudilu- Football                   |
| - Saido Berahino - Football            | - Nadia Nadim- Football                      |
| - Guor Mading Maker - Track and Field  | - Sarah Mardini- Swimming                    |
| - Mebrahtom "Meb" Keflezighi - Running | - Fabrice Muamba- Football                   |
| - Victor Moses - Football              | - Jimmy Thoronka-Running                     |
| - William Kopati - High Jump           | - Shefki Kuqi-Football                       |
| - Rami Anis - Swimming                 | - Manute Bol- Basketball                     |
| - Yolande Mabika - Judo                | - Bol Manute Bol- Basketball                 |
| - Paulo Amotun Lokoro - Athletics      | - Jamal Mohammed-Running                     |
| - Yiech Pur Biel - Athletics           | - Otmane Nait Hammou-Running                 |
| - Rose Nathike Lokonyen - Athletics    | - Simon Ayong Mauris - Running               |
| - Yonas Kinde - Marathon               | - Alex Jesaulenko- Australian Rules Football |
| - Angelina Nadai Lohalith - Athletics  | - Atti Abonyi- Football                      |
| - James Nyang Chiengjiek - Athletics   | - John and Ilsa Konrads-Swimming             |
| - Aliir Aliir – AFL                    | - Garang Kuol- Football                      |
| - Friday Zico - Football               | - Milos Degenek-Football                     |
| - Zaki Haidari- Running                | - Alphonso Davies-Football                   |
| - Thomas Deng - Football               | - Luka Modric- Football                      |
| - Awer Mabil - Football                | - Eduardo Camavinga-Football                 |
| - Joseph Deng - Running                |  |
| - Nagmeldin "Peter" Bol - Running      |  |

## Good News Sporting Stories

**Choose one of the Good News Sporting Stories from the list, and prepare a presentation in your own choice of format and include:**

- a) How the group/organisation was formed.
- b) What do they provide for refugees and the community?
- c) What you have learnt and felt as a result of reading about this Good News Sporting Story.
- d) If you were going to form a sporting group/ organisation for refugees and people seeking asylum, what sport would you choose?
- e) What would you do? Outline your procedure.

### List:

- Local Parks Multisport Program –Edmund Rice Centre WA
- Women Together-Edmund Rice Centre WA
- Azraq Refugee Camp Football Program for Children.
- Hestia FC Women's Refugee Football Team.
- Tugba Tekkal Football – 'Scoring Girls Project'
- Tugba Tekkal and Duzen Tekkal established a charitable association for humanitarian aid called HÁWAR.help.
- Ocean 12 Cricket Team- Australia
- Refugee Cricket Project- Britain
- Saint- Omer Cricket Club Stars (SOCCS) – France
- Rheinland Riders Cricket Club-Germany
- All Nations Cricket Program-Australia
- Refugee Athletics Project Kenya- UNHCR and Tegla Loroupe Peace Foundation
- Athlete Refugee Team-International
- cmy Centre for Multicultural Youth- Australia
- SPIN Women Project- Europe
- Action Aid's All Female Refugee Team in Lebanon.
- Global Goals World Cup- A five-a-side international women's football tournament aimed at promoting gender equality.
- Fare Network- The Fare network is an umbrella organisation that brings together individuals, informal groups and organisations driven to combat inequality in football and use the sport as a means for social change.
- Kakuma Premier League- Kakuma Refugee Camp in Kenya
- Kakuma Divas League- Kakuma Refugee Camp in Kenya

## 5. Refugees Who are Involved in the Arts

Refugees are involved in the arts: literature, music, song, poetry, drama, visual arts, film, dance, photography, media etc.

- Investigate the contribution of one of the people or organisations on the list **OR** your own choice. Write a reflection on their story and work.*
- What is his/her/their art form ?*
- What have they contributed through their art form?*
- How does it help the wider community to understand the refugee experience?*

- Abdul Karim Hekmat (Freelance writer, journalist and photographer)
- Anh Do (Author, actor, comedian, artist)
- The Baulkham Hills African Ladies Troupe (Play and Film)
- Treehouse Theatre
- Ajak Kwai (Singer, songwriter, musician)
- Yarrie Bangura (Poet, songwriter, inspirational speaker and performer)
- Khadim Ali (Artist)
- Abe Nouk (Poet, author, artist, creative mentor, and educator)
- Professor Munjed Al Muderis (Author)
- Sami Shah (Comedian, writer)
- Future D.Fidel (Playwright)
- S. Nagaveeran (Poet)
- Hani Abdile (Poet)
- Saba Vasefi (Poet, filmmaker)
- Mariam Issa (Author)
- Carina Hoang (Author)
- What They Took With Them- Rhythmic poem Cate Blanchett UNHCR  
<https://www.youtube.com/watch?v=xS-Q2sgNjI8>
- Phoenix Voices of Youth Choir – Fairfield High School
- Mariam Veiszadeh (Lawyer, Diversity & Inclusion Consultant, contributing author and a social commentator)
- Hazem Shammass (Actor)
- SSI Arts and Culture Project
- Flora Choi (Writer)
- Muzafar Ali (Film and Photography)
- Evan Yako (Session drummer, educator, creative director of Real Rhythm Studio in Sydney)
- Habiburrahman (Author)
- Dilnigar Alim- (Professional dancer)
- George Karam (Singer and oud player)
- Manal Younus (Spoken word poet, human rights activist, public speaker, writer, creative producer and workshop facilitator)
- Lujayn Hourani (Writer)
- Awale Ahmed (Storyteller, poet and advocate for social justice and refugee rights)
- Marziya Mohammadi (Public Speaker and refugee advocate)
- Aseel Tayah (Artist)
- Ez Eldin Deng (Film director)
- Bankstown Poetry Slam
- Footscray Community Arts Centre
- Kingston Arts
- Mardin Arvin (Writer, translator)
- Bibi Goul Mossavi (Beading)
- Elyas Alavi (Painting and poetry)
- Jalal Nazari (Calligraphy)
- Arefa Hassani (Thread painting and embroidery)
- Lemah Orya (Ceramic sculptures)
- Judy Cassab (Painter)
- Nam Le (Author)
- Juan Garrido-Salgado (Poet)
- Mirka Mora (Painter and restaurateur)
- Khoa Do (Filmmaker)
- Henri Szeps (Actor)
- Les Murray (Broadcaster)
- Caroline Tran (Broadcaster)
- Maryam Zahid (Humanitarian producer and artist)
- Mohsen Soltani (Musician, Poet, photographer)
- Atong Atem (Artist and Writer)



## 6. My Idea

- a) **In 2016 a display of 2,500 orange life jackets worn by refugees during their journey from Turkey to the Greek island of Chios, was set up on the lawn of Parliament Square in central London. The aim of the display was to raise awareness about the global issue of the refugee and migrant movement and how it is an ongoing crisis.**

**Volunteers from the United Nations Refugee Agency, International Rescue Committee, Migrant Voice, World Vision and Médecins Sans Frontières set up the display.**

*Create your own low cost simple idea to help raise awareness about the current refugee situation in the world. You may like to highlight a particular aspect of the refugee crisis e.g. people fleeing the war in Ukraine, the dangerous journeys people make, people in detention, resettlement, funding for employment, housing, education, health care, support and services for refugees, the impacts of COVID-19 on refugees and people seeking asylum in Australia and globally.*

*Write an outline of your idea and include the following details:*

- i) What is your idea?
- ii) What is the purpose of your idea?
- iii) What does your idea involve?
- iv) What are the materials required?
- v) How many people are required to implement your idea?
- vi) What will the people involved in your idea be doing?
- vii) What organisations will you involve?
- viii) How long will your idea/campaign run for?
- ix) How much will your idea/campaign cost?
- x) What do you need to organise?
- xi) Where will your idea take place?
- xii) Do you require permission for your idea? If so, from whom?

## 7. My Community Idea

**Try to come up with a creative, practical, engaging and appealing idea.**

1. Create a community project that includes people who are refugees in your area e.g. a community garden project, a creative arts initiative, a cooking group, art/craft, woodwork, sport etc.
2. What is the name of your project ?
3. Write a paragraph outlining the aim of your project. What are you trying to do and why? (Use dot points)
4. Where is your community project going to be based?
5. How many people are required to implement your project ?
6. Who would you like to invite to be involved in your project eg. the local council, local church, businesses.
7. What materials will you require for your project?
8. What do you need to organise in order for your project to run smoothly? e.g. a roster for volunteers, a coordinator, materials.
9. Do a budget breakdown for your project and include all the individual elements and their cost.
10. How will you advertise your project?
11. Where will you advertise your project?
12. Create a logo and graphics for your project.
13. Design an information flyer for your project. (Use your logo and graphics)
14. What time of day/night will your project occur?
15. How long does each session run for?
16. Do you require any professional people to assist with your project eg. a horticulturalist, football coach etc.
17. Are there any organisations/businesses in your local area that you can work with?
18. Is there any particular organisation you would like to work with eg Edmund Rice Centre, Refugee Council of Australia or Asylum Seekers Resource Centre.
19. If so, why would you like to work with this organisation?
20. Does your project include volunteers?
21. If so, what is the role of the volunteers?
22. Create an information flyer for your project. (Use your logo and graphics)
23. List the Occupational Health and Safety issues you need to address with regard to your project?
24. Do you require permission for your project ? If so, from whom?
25. How will your project be funded?
26. Name some businesses or organisations you can approach for sponsorship and/or materials eg. plant nurseries or Bunnings.
27. Is there anything else you will need to put in place for your community project?

**See Page 28 Working Ethically With Refugees**

<https://www.refugeeweek.org.au/refugee-week-resources/>



# Olympic Games Refugee Team Education Activity

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## Rio 2016: The Refugee Olympic Team

**The following questions are designed to help teachers direct their students' exploration of the first Refugee Team entered at an Olympic Games. They are suitable for both Primary and Secondary students.**

1. Why did the International Olympic Committee (IOC) include the Refugee Team in the Rio Olympics 2016?
2. Create a table and fill in the following information:
  - a. Name all the members of Rio 2016 Refugee Olympic Team.
  - b. Country of origin.
  - c. Host countries.
  - d. Sport-What sport did they participate in?
  - e. Event-What was their specific event?
  - f. Result-How did they go in their events?
3. Who was the flag bearer for the Refugee Olympic Team?
4. Which flag did the Rio 2016 Refugee Olympic Team compete under?
5. The name of the refugee from Syria who carried the Olympic flame through the Elonas refugee and migrant camp in Greece, as part of the 2016 torch relay is .....  
He now lives in Athens, Greece.
6. On a map of the world shade the country of origin of each member of the Refugee Team and their name.
7. Most of the Refugee Team members came from the continent of .....
8. Choose one of the athletes in the Refugee Team and research their story.  
Present your research in any format you choose.  
Do an internet search about the Rio 2016 Refugee Olympic Team and view some of the YouTube clips. These clips may give you some ideas for your presentation.
9. Who or what about the Refugee Team impressed or inspired you the most?  
Why?
10. What did you think about whole initiative to have the Refugee Team as part of the Rio 2016 Olympic games?  
Why?

## 2018 FIFA World Cup Activity

The following people are former refugees who played in various 2018 World Cup teams  
**OR** International Teams:

1. Luka Modric
2. Xherdan Shaqiri
3. Dejan Lovren
4. Victor Moses
5. Pione Sisto
6. Nadia Nadim
7. Thomas Deng
8. Awer Mabil

1. Choose one of these people and complete the following.
  - a) What is his/ her country of origin?
  - b) Where was he/she born?
  - c) What country did he/she represent at the 2018 FIFA World Cup or internationally?
  - d) Did he/she score any goals in the 2018 FIFA World Cup?
    - i) If so, against which country?
    - ii) How many goals did he/she score in this game?
  - e) Which football club does he/she currently play for?
  - f) What is his/her position on the field?
  - g) Name 3 football facts and 3 personal facts about the chosen person.
2. Which one of the 8 players listed won the award for best player in the 2018 FIFA World Cup?



# South Sudan Educates Girls

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SSEG is a charity organisation set up and run by Sudanese people living in Australia with the help of some Australian school teachers and community members. Members of the SSEG committee have been inspired by the story of Anna Dimo and her dream to enable women to be educated participants in the rebuilding of South Sudan.

SSEG aims to provide increased educational access and opportunities for girls in Southern Sudan. To achieve this, SSEG is building a girls' high school in the town of Aweil and aims to contribute to the rebuilding of Southern Sudan by increasing education levels in the country (after a 21 year period of severe lack of education due to war).

The high school will provide high quality academic learning, as well as vocational and life skills classes to empower girls to participate in the rebuilding of the country. The school aims to be self-sufficient in water usage, gas and power needs. 100% of funds raised go directly to the building and development of the school. The name of the school is Mary MacKillop College.

**We  
believe...  
Educate  
a woman,  
Educate  
a nation**

**Anna Dimo**



<http://www.sseg.org.au/>



## Additional Resources for Teachers

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### Books

- *Boat People: Personal stories from the Vietnamese Exodus 1975-1996*, edited by Carina Hoang (2011)
- *Children of War: Voices of Iraqi Refugees*, by Deborah Ellis (2010)
- *80:20 Development in an Unequal World* edited by Colm Regan (2016)<sup>15</sup>  
Further resource material for teachers:  
<http://developmenteducation.ie/8020-7th-ed/>
- *Paper Boats: An Anthology of Short Stories about Journeys to Australia*, compiled by Yasar Duyal (2013)
- *A Country Too Far* edited by Tom Keneally and Rosie Scott (2013)  
A Teachers Edition is also available:  
[www.penguin.com.au/products/9781743484777/country-too-far-teacher-s-edition](http://www.penguin.com.au/products/9781743484777/country-too-far-teacher-s-edition)
- *The People Smuggler: The True Story of Ali Al Jenabi*, by Robin de Crespigny (2012)
- *New Settlers* a book of photography by Louise Whelan (2013)
- *Asylum Seekers and Refugees in Australia* (July 2015)
- *Refugees: Why Seeking Asylum is Legal and Australia's Policies are Not* by Jane McAdam and Fiona Chong (2014).
- *Confessions of a People Smuggler* by Dawood Amiri (2014)
- *The Undesirables* by Mark Isaacs (2014)
- *Overboard* by Ghassan Nakhoul (2011)
- *More to the Story – conversations with refugees*, by Rosemary Sayer (2015)
- *Questions of Travel* by Michelle de Kretser (2012)
- *Walking Free* by Dr Munjed Al Muderis and Patrick Weaver (2014)
- *Small Bamboo* by Tracy Vo (2014)
- *We Are Here* by Cat Thao Nguyen (2015)
- *I, Migrant* by Sami Shah (2014)
- *Black Rock White City* by A.S.Patrić (2015)
- *Songs of a War Boy* by Deng Thiak Adut with Ben McKelvey (2016)
- *Nujeen: One Girl's Incredible Journey from War - Torn Syria in a Wheelchair* by Nujeen Mustafa with Christina Lamb (2016)
- *What is a Refugee?* by William Maley (2016)
- *A Hope More Powerful Than the Sea* by Melissa Fleming (2016)
- *City of Thorns* by Ben Rawlence (2016)
- *Ayesha's Gift* by Martin Sixsmith (2017)
- *The Refugees* by Viet Thanh Nguyen (2017)
- *The New Odyssey* by Patrick Kingsley (2016)
- *They Cannot Take the Sky: Stories from Detention*  
Edited by Michael Green, Andre Dao, Anjelica Neville and Sienna Merope (2017)
- *Yassmin's Story* by Tassmin Abdel-Magied (2016)
- *The Lightless Sky* by Guwali Passarlay (2016)
- *The Good Immigrant* by Nikesh Shukla (2016)

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15. Further resources available on [www.8020.ie](http://www.8020.ie) This book can be purchased through the Edmund Rice Centre.

- *Under the Same Sky* by Mojgan Shamsalipoor and Milad Jafari with James Knight (2017)
- *No More Boats* by Felicity Castagna (2017)
- *The Power of Hope* by Kon Karapanagiotidis (2018)
- *Prize Fighter* by Future D.Fidel (2018)
- *Butterfly* by Yusra Mardini (2018)
- *Unbreakable Threads* by Emma Adams (2018)
- *Sea Prayer* by Khaled Hosseini (2018)
- *The Kabul Peace House* by Mark Isaacs (2019)
- *The Bee Keeper of Aleppo* by Christy Lefteri (2019)
- *No Friend But the Mountains: Writing From Manus Prison* by Behrouz Boochani (2018)
- *Going Back* by Professor Munjed Al Muderis and Patrick Weaver (2019)
- *Home: Drawings by Syrian Children* edited by Ben Quilty, Foreword by Richard Flanagan
- *Fighting for Hakeem* by Craig Foster AM with Alex- Engel- Mallon (2019)
- *First, They Erased Our Name* by Habiburahman and Sophie Ansel (2017)
- *Tomorrow's Dream: A Poetic Anthology* by Flora Choi (2019)
- *The Boat* by Nam Le (2008)
- *Shining: the Story of a Lucky Man* by Abdi Aden and Robert Hillman (2015)
- *Rising Heart* by Aminata Conteh-Biger with Juliet Rieden (2020)
- *After the Tampa* by Abbas Nazari (2021)
- *Seeking Asylum: Our Stories* (2021) Asylum Seeker Resource Centre
- *Refugee Rights and Policy Wrongs* by Jane McAdam and Fiona Chong (2019)
- *I Will Rise* by Hani Abdile- A Book of Poetry published in November (2016) by Writing Through Fences
- *The Naked Don't Fear the Water: An Underground Journey with Afghan Refugees* by Matthieu Aikins (2022)
- *Acts of Cruelty: Australia's Immigration Laws and experiences of people seeking protection after arriving by plane* by Aileen Crowe (2022)
- *Freedom, Only Freedom* by Behrouz Boochani (2022)
- *Savannah to Suburbia South Sudanese Australian Stories* by Mary Edmunds and Nawal El-Gack (2019)

## Podcasts

- *The Collateral Repair Podcast* aims to share the stories of refugees living in Amman, Jordan. On a monthly basis, CRP invites you to hear and understand refugees' experiences in their own words.
- *Forced To Flee*, the new podcast series from UNHCR, the UN Refugee Agency, tells the extraordinary stories of people who lived through some of the most tumultuous events of the past 70 years.
- *Refugees' Stories Podcast*
- *Refugees On Air* is a Melbourne-based podcast providing a platform for refugees, migrants, and asylum seekers from all over the world to share their stories.
- *Resettled*  
In this six-part podcast series, we showcase stories of refugees as they adjust to their new lives in Virginia. These personal stories are woven together with useful teaching moments about the resettlement process.

- *Refugees on Air*  
The one and only refugee podcast giving refugees from all around Australia a voice to share their stories. Hosted by Syrian twins Sarah and Maya Ghassali.
- *Asylum Speakers Podcast with Jaz O'Hara: Stories of Migration*  
This podcast that will take you on a journey across the world...without you having to go anywhere. You'll be hearing from the people leaving their countries and everything behind them, to the volunteers working alongside them. Those currently living in refugee camps, and people working on the front line.
- *Refugees at Work*  
Refugees at Work celebrates refugees' contributions to our communities and our economies. Hosted by the Tent Partnership for Refugees, this podcast shines a spotlight on refugees as they build their lives in their new homes around the world. Each episode of Refugees at Work tells the story of one refugee in the workplace. You'll hear from refugees working at leading companies, refugees running their own businesses, and more!
- *Temporary*  
Temporary is a new eight-part narrative podcast from the UNSW Centre for Ideas and Kaldor Centre for International Refugee Law co-produced with Guardian Australia. In this series we hear stories from those seeking asylum in this country. Those who are stuck in a new country with no support, separated from their families and the people they love. We learn about the system that is designed to keep these people in a state of permanent uncertainty. Listen to their voices, from a limbo of Australia's own creation, and discover who they are and why the end of their story can't yet be told.
- *Savannah to Suburbia - South Sudanese Australian Stories*  
Little known stories from a unique perspective.

### **Best Refugee Podcasts**

[https://blog.feedspot.com/refugee\\_podcasts/](https://blog.feedspot.com/refugee_podcasts/)



## Publications

- Children in Offshore Processing (*April 2013*), It is Legal to Seek Asylum? (*October 2012*) and Children in Detention (*July 2012*), *Just In Time* publications, Social Justice Committee of the Conference of Leaders of Religious Institutes NSW: <http://clrinsw.org/publications/just-in-time/>
- Asylum Seekers and Refugees : Myths Facts and Solutions, Asylum Seeker Resource Centre (July 2013)  
[http://www.asrc.org.au/pdf/myths-facts-solutions-info\\_.pdf](http://www.asrc.org.au/pdf/myths-facts-solutions-info_.pdf)
- Asylum Seekers, Refugees and Human Rights; Snapshot Report, *Australian Human Rights Commission* (2013)  
<https://www.humanrights.gov.au/publications/asylum-seekers-refugees-and-human-rights-snapshot-report>
- National Inquiry into Children in Immigration Detention 2014: Discussion Paper, *Australian Human Rights Commission* (2014) <https://www.humanrights.gov.au/publications/national-inquiry-children-immigration-detention-2014-discussion-paper>
- The Forgotten Children: National Inquiry into Children in Immigration Detention 2014 Report, *Australian Human Rights Commission* (2014)  
<http://www.humanrights.gov.au/our-work/asylum-seekers-and-refugees/publications/forgotten-children-national-inquiry-children>
- Catholic Social Teaching: A Framework for Faith In Action, *Sydney Catholic Schools*  
[www.ceosyd.catholic.edu.au/Parents/Religion/Pages/Home.aspx](http://www.ceosyd.catholic.edu.au/Parents/Religion/Pages/Home.aspx)
- Deported to Danger Vol I & II, *Edmund Rice Centre*  
[www.erc.org.au](http://www.erc.org.au)
- UNHCR Global Trends Forced Displacement in 2019  
<http://www.unhcr.org/globaltrends2019>
- For Those Who've Come Across the Seas Justice for Refugees and Asylum Seekers, Social Justice Statement 2015-16, Australian Catholic Bishops Conference, Australian Catholic Social Justice Council  
<http://www.socialjustice.catholic.org.au/files/SJSandresources/2015-SJS-Statement.pdf>
- Island of Despair: Australia's Processing of Refugees on Nauru *Amnesty International* October 2016  
<https://www.amnesty.org/en/documents/asa12/4934/2016/en/>
- **Interactive Projects And Online Resources**
- Go Back to Where You Came From – Online resources supporting the SBS TV series, including school pack, interactive activities, factsheets, video clips and general information.  
**M Classification**  
<https://www.sbs.com.au/programs/go-back-to-where-you-came-from>
- Global Words – Integrating the teaching of English with global citizenship education, encouraging students to become ethical, thoughtful and informed citizens, ready to

take action for change.  
[www.globalwords.edu.au](http://www.globalwords.edu.au)

- Refugee Camp in my Neighborhood – *An immersive school excursion for NSW students on Human Rights and Refugees.*  
<http://refugeecampauburn.com.au/>
- Treehouse Theatre Tree of Life Performances – *Personal performances from young refugees of their own stories and experiences which become a powerful teaching and healing process.*  
[www.treehousetheatre.org.au/](http://www.treehousetheatre.org.au/)
- Jump Up & Down 4 Kids Campaign – *Global social media campaign encouraging broader awareness of children held in immigration detention. #jumping4kids*
- We're Better Than This Australia Campaign (WBTTAUS)  
<http://wbttaus.org/>
- UNHCR 'What They Took With Them' *Rhythmic Poem performed by Cate Blanchett and fellow actors.*  
<https://www.youtube.com/watch?v=xS-Q2sgNjl8>
- Welcome Dinner Project – *Connecting newly arrived people with established Australians over dinner conversation in the comfort of their own home. The Welcome Dinner Project is a powerful way to build trust, belonging and connection between people and break through cultural, social and other barriers, as we share food and stories.*  
<https://welcomedinnerproject.org/>
- Share a Meal, Share a Story: A Collection of Food, Stories and Soul - Refugee Council of Australia  
*Refugee Council of Australia has collected sumptuous recipes and personal stories from a number of refugees in this cookbook. Share a Meal, Share a Story: A Collection of Food, Stories and Soul cookbook. It's a Gourmand World Cookbook Award winner, and several of the contributors are to be featured on SBS hit show The Cook Up with Adam Liaw. It is available in an easy-to-access e-book format.*  
[https://action.refugeecouncil.org.au/story\\_cookbook](https://action.refugeecouncil.org.au/story_cookbook)
- Face to Face Program -- *Refugee Council of Australia*  
*RCOA is offering an incursion program for schools in the Sydney and Melbourne metropolitan areas and Wollongong region. Under the Face to Face program, a representative from RCOA and a speaker of refugee background present to students, teachers and other interested groups about the refugee experience. Refugee speakers share personal stories and give students the opportunity to learn about their experiences and their contributions to Australia. The presentations are linked to the school curriculum and cover who refugees are and where they come from, facts about refugees worldwide and in Australia, conditions faced by refugees overseas and Australia's refugee policies. (RCOA) <https://www.refugeecouncil.org.au/schools-program/>*
- Refugee Week Resource Kit (Current)  
<https://www.refugeecouncil.org.au/>

## Websites

- Australian Human Rights Commission  
[www.hreoc.gov.au](http://www.hreoc.gov.au)
- Australian Catholic Migrant and Refugee Office  
[www.acmro.catholic.org.au/](http://www.acmro.catholic.org.au/)
- Australian Catholic Social Justice Council  
[www.socialjustice.catholic.org.au](http://www.socialjustice.catholic.org.au)
- Caritas  
[www.caritas.org.au/learn/schools](http://www.caritas.org.au/learn/schools)
- ChilOut: Children Out of Immigration Detention  
[www.chilout.org](http://www.chilout.org)
- NSW Department of Education and Communities, Centre for Refugee Research UNSW  
[www.roads-to-refuge.com.au/resources/teaching-ideas.html](http://www.roads-to-refuge.com.au/resources/teaching-ideas.html)
- Edmund Rice Centre  
[www.erc.org.au](http://www.erc.org.au)
- Refugee Council of Australia  
<http://refugeecouncil.org.au/n/mr/F2Fbrochure.pdf>  
<http://www.refugeecouncil.org.au/resources/for-teachers/>  
<http://www.refugeecouncil.org.au/resources/for-students-and-researchers/>
- Refugee Week Resource Kit (Current)  
<https://www.refugeeweek.org.au/refugee-week-resources/resource-kit/>  
[https://www.refugeecouncil.org.au/docs/RW\\_Ideas\\_for\\_Teachers.pdf](https://www.refugeecouncil.org.au/docs/RW_Ideas_for_Teachers.pdf)
- UNHCR (Educational tools and simulation games)  
[www.unhcr.org/473dc1772.html](http://www.unhcr.org/473dc1772.html)  
[www.unhcr.org/46a07f8c4.html](http://www.unhcr.org/46a07f8c4.html)  
[www.playagainstallodds.ca/](http://www.playagainstallodds.ca/)
- UNICEF  
<http://www.unicef.org.au/educational-Resources>
- Asylum Seeker Resource Centre  
[www.asrc.org.au](http://www.asrc.org.au)
- SSI Settlement Services International  
<http://www.ssi.org.au/>
- Love Makes A Way  
[lovemakesaway.org.au](http://lovemakesaway.org.au)
- Global Education  
[www.globaleducation.edu.au](http://www.globaleducation.edu.au)
- CAPSA Catholic Alliance for People Seeking Asylum  
<https://capsa.org.au>



- *The Story Beside You*- Asylum Seeker Resource Centre  
<https://www.asrc.org.au/stories/about/>

## • Songs

- “Cry Freedom” by Mark Raue & Louise Crawford. From the CD *Change the World* available at [www.commongoodmusic.com.au](http://www.commongoodmusic.com.au)  
Free music video for this song available at:  
<https://www.youtube.com/watch?v=4lQCu8-MtPA>
- (You may need to copy and paste the link into your browser to access the song)
- “No Room At The Inn” by Mark Raue. From the CD *Turn Down the Heat* available from the Edmund Rice Centre at [www.erc.org.au](http://www.erc.org.au) or <https://commongoodmusic.wordpress.com/no-room-at-the-inn/>
- “The Dream” by Mark Raue. From the CD *Justice Cries* available at <https://commongoodmusic.wordpress.com/the-dream/>
- “Woomera” by Mark Raue. From the CD *Justice Cries* available at <https://commongoodmusic.wordpress.com/woomera/>
- Jump Up&Down 4 Kids Campaign Song “Jump” by James Long and Mark Rix  
<https://www.youtube.com/watch?v=uqj69vnhzkE>
- “Oh Canada” by Missy Higgins  
<https://www.youtube.com/watch?v=Tsfal0YIWU0>

## Films

- *Between the Devil and the Deep Blue Sea (Abridged) (2012)*  
Meet the human faces behind an important issue of our time. **Caution:** The abridged version of the film has a school Year 7+ (PG approximate) classification. It contains descriptions and suggestions of human suffering and footage of the Christmas Island boat disaster in which many people drowned.  
Duration: 95 minutes — <http://deepblueseafilm.com/>
- *New Land, New Life (2013)*  
The inspiring firsthand stories of five refugees from the Horn of Africa who’ve settled in Australia. All have undergone great hardship yet made successful new lives here.  
Duration: 25 minutes — [www.harda.org.au](http://www.harda.org.au)
- *New Land New Life Educational Resource For Teachers* is also on the website.  
<http://v2.harda.org.au/new-land-new-life-educational-resource/>
- *Mary Meets Mohammad Film and Study Guide (2013)*  
Mary, a local Christian woman opposed to the new detention centre in Tasmania, meets a young Muslim detainee, Mohammad, and an unlikely friendship and understanding develops after her knitting club donates beanies to the asylum seekers. Suitable for Year 9 + students.  
Duration: 80 minutes — [www.marymeetsmohammad.com](http://www.marymeetsmohammad.com)
- *Journeys to Auburn Film (2013)*  
An insight into the lives, journeys, experiences and dreams of Auburn’s refugee community.  
Duration: 30 minutes — [www.youtube.com/watch?v=n3qK4sptre](http://www.youtube.com/watch?v=n3qK4sptre) or [AuburnCityCouncilTV](http://AuburnCityCouncilTV)



- **Cast from the Storm (2016)**  
*Cast from the Storm* is an award winning Australian documentary that tells the tender story of a group of teenage refugees who share their extraordinary stories and find healing in an after-school theatre group. The film can be viewed via the website:  
Duration: 72min — <http://www.castfromthestorm.com/>
- Treehouse Theatre Tree of Life Performances (See Page 58)
- **The Baulkham Hills African Ladies Troupe (2016)**  
*The film follows the story of four charismatic and inspirational African women, now living in Australia, who, with the help of acclaimed theatre director Ros Horin, turned their harrowing stories into a joyous theatre of humanity that has filled theatres from across their new country to the other side of the world.*  
Duration: 81 minutes — <http://africanladiestroupe.com/>
- **Hope Road (2017)**  
*A refugee from the Sudanese civil war, Zacharia (one of the 'lost boys' of Sudan) lives in Sydney, Australia, with his partner and daughter. He desperately wants to do something for his village, now in the newly created nation of South Sudan. His dream is to build a much-needed school, and he enlists the backing of numerous well-intentioned Australians. Janet, a dedicated supporter, joins him on a 40-day charity walk from the Queensland border to Sydney to raise funds for this venture. Will this strategy raise the funds they need? Thwarted by escalating conflict back in South Sudan, and shocked by a broken relationship, Zac must decide what's important in his life.*  
Duration 103 minutes — <http://hoperoad.com.au/>
- **The Staging Post (2018)**  
*The Staging Post follows two Afghan Hazara refugees, Muzafar and Khadim stuck in Indonesia after Australia 'stopped the boats' and facing many years in limbo, they built a community and started the school which inspired a refugee education revolution. It's a real-life, real-time, multi-platform documentary about friendship, connection and the power of community.*  
Duration 90 minutes — <https://www.thestagingpost.com.au/>
- **Border Politics (2018)**  
*Leading human rights barrister Julian Burnside AO deconstructs harsh asylum seeker policies around the world, arguing that failure in political leadership is compromising human rights and destroying democratic principles in the West. PG Classification Caution: The film contains descriptions and footage of human suffering from incidents that have occurred in the world involving refugees and people seeking asylum.*  
**PG Classification: Suitable for senior students and adults.**  
Duration 90 minutes — <https://www.rymerchilds.com/borderpolitics>
- **The Merger (2018)**  
*A former star footballer turned social justice campaigner returns to his home town and is persuaded to coach the struggling, local footy team. He recruits refugees to make up the numbers with hilarious results, but ultimately takes the community on a journey of change.*  
**M Classification: Coarse Language**  
Duration 98 Minutes —  
<https://www.screenaustralia.gov.au/the-screen-guide/t/the-merger-2018/34078/>

- **Journey Beyond Fear (2018)**  
*A feature documentary told through the eyes of a teenage girl and her refugee family in pursuit of resettlement. This emotional roller coaster takes us from despair to joy through hope, humour and love - shattering prevailing stereotypes.*  
**PG Classification: (Teacher needs to check that the film is appropriate to student age level)**  
 Duration: 99 minutes — <https://www.journeybeyondfear.com/>
- **Rosemary's Way (2020)**  
*Rosemary's Way celebrates the remarkable Rosemary Kariuki ( Australia's Local Hero 2021) and the group of vulnerable migrant women of suburban Sydney whose lives she helps transform from isolation to connection.*  
**PG Classification**  
 Duration: 78 min — <https://rosemaryswaythefilm.org/>
- **The Swimmers (2022)**  
*The Swimmers (2022) is a film that tells the true story of how two Syrian sisters flee their war-torn home in Damascus, swim for hours in choppy Mediterranean seas to reach Greece as asylum seekers. One eventually goes on to compete at the Rio Olympic Games.*  
**Classification MA+ Caution: Teacher Viewing Recommended** before showing to students.  
 Duration 134 min - <https://www.netflix.com/au/title/81365134>
- **Watan (Homeland) (2018)**  
*Watan (Homeland) is a documentary that looks beyond the rhetoric and into the human cost of the Syrian refugee crisis. Intimate portraits of refugees in the camps and cities of Jordan reveal a very human struggle for normalcy and dignity in a situation that is everything but.*  
**Classification (Teacher needs to check that film is appropriate to student age level)**  
 Duration: 52 Minutes- <https://www.watanfilm.com/about>
- **For Sama (2019)**  
*For Sama is both an intimate and epic journey into the female experience of war. A love letter from a young mother to her daughter, the film tells the story of Waad al-Kateab's life through five years of the uprising in Aleppo, Syria as she falls in love, gets married and gives birth to Sama, all while cataclysmic conflict rises around her.*  
**Classification: MA15+ Caution: Teacher Viewing Recommended before showing to students.**  
 Duration: 100 minutes- <https://www.forsamafilm.com/>

A black and white photograph of a person's silhouette, seen from behind, looking out of a large window. The window is divided into a grid of eight panes. The person's hair is tied up in a bun. The view outside the window shows a cityscape with various buildings, including a large domed structure in the center. The sky is bright and clear.

**Aspire not to have  
more, but to be more**

**Archbishop Oscar Romero**



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**Refugees and People Seeking Asylum Education Activities Resource for Teachers**

*Education Activities Resource for Teachers. Upper Primary-Senior Secondary*  
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**This resource is readily available for download from the ERC website:**

**[www.erc.org.au/resources\\_for\\_schools](http://www.erc.org.au/resources_for_schools)**

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**[erc@edmundrice.org](mailto:erc@edmundrice.org)**

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