

## Workshop 2, topic c: Understanding the refugee crisis

### Learning Objectives

- Learners will be able to:
- Learn more about what it means to be a refugee
- Understand some of the causes and consequences of the refugee crisis.
- Critically analyse media coverage of the refugee crisis
- Explore how people are trying to impact change

### Why the refugee crisis?

According to the [UNHCR Global Trends 2015 report](#) there are [65.3 million forcibly displaced people worldwide](#). The world is currently experiencing the biggest refugee crisis on record. Issues relating to refugees, asylum seekers and migrants appear daily in media outlets, with many people holding strong and frequently conflicting views. There is often misunderstanding about what it means to be a refugee or asylum seeker. But there are also movements to support refugees and welcome them to new communities.

### Resources

- **Understanding the refugee crisis** PowerPoint
- Refugee quiz question and answer sheet (questions are on the PowerPoint – answers and background information can be found on this sheet)
- **What is a refugee?** activity cards
- Refugee stories
  - [Leka's story](#)
  - [Ebrahim's story](#)
  - [Amal's story](#)
  - [Yusra's story](#)
  - [Nayra's story](#) (climate change 'refugee')
- [Stand as One video](#), Oxfam
- Action case studies
  - [Feeding the children of Boko Haram's victims](#)
  - [Article lobbying for councils](#) in Wales to take more refugees and the [results so far](#)
  - [Fundraising phone credit for refugees:](#)
  - [Taking part in rallies to welcome refugees](#)
  - [Schools of sanctuary](#)
- [Plenary video](#)

### Optional resources

- [Poem by Brian Bilston](#) about refugees
- [Links to multiple teaching resources](#) and stimuli relating to refugees from specific lesson plans for key subjects to online games to empathise with refugees
- Up-to-date [classroom resources from 2016 Refugee Week](#)
- Up-to-date statistics about refugees globally from [UNHCR](#) and the [International Organisation for Migration](#) and in Europe from [The European Border Agency](#)
- [Interactive map](#) showing where migrants come from and go to
- [Video exploring detention](#) of asylum seekers in the UK
- Sample of positive and negative newspaper headlines
  - ["So is it a refugee crisis?"](#) (Open democracy) Critique of the 'refugee crisis' suggesting it is not a crisis, relates to refugees in Swansea
  - ["Refugee and asylum-seeking families welcomed to the National Eisteddfod"](#) (Wales Online)
  - ["From helplessness to hope: inspirational tales of the Refugee Olympic Team"](#) (The Guardian)
  - ["Send in army to halt migrant invasion"](#) (Daily Express)
  - ["The Battle of Calais: Police use tear gas to repel 300 migrants as they try to storm a road..."](#) (Daily Mail)

### Starter (slide 1-2 – 10 minutes)

Choose a selection of the following statements. Ask learners to place a cross on the agreement line to indicate their own views on the statement. This can be used as an assessment of distance travelled if repeated at the end of the session. Once you've captured the responses, discuss some of the answers and ask people to explain their views.

**Feelings/opinions** (focus on assessing social justice and equality, respect for people, human rights and valuing diversity)

- People should be allowed to live in any country they want.
- We don't have space in Wales for any more people.
- Accepting refugees puts pressure on education, health care and other services.
- If I was living in danger, I'd expect others to help me and my family.
- Rich countries should help more refugees than poor countries.
- The media presents a fair picture of refugees and the refugee crisis.
- Wales (or your own area) is a welcoming place for refugees.
- All children living without parents in refugee camps should be

**Skills** (focus on assessing critical thinking, appreciation of complexity and reflective aciton)

- I feel confident communicating my opinions about refugees
- I feel confident explaining root causes of the movement of people
- People who come to this country for a better life always work hard.
- People who come to Wales as refugees are always treated well.
- Living in a refugee camp would be exciting.
- The best solution to the refugee crisis

<p>allowed to settle in the UK.</p> <ul style="list-style-type: none"> <li>• Overall, refugees bring benefits to the countries where they settle.</li> <li>• Once a refugee's country becomes safe, they should be made to return home.</li> </ul>	<p>is to give aid to countries they come from</p>
--	---

### Activity 1: Quiz (slides 3-7 – 20 minutes)

Use the quiz to assess current knowledge about the topic of refugees and the current refugee crisis, and to teach some facts – put the class into small teams go through the quiz slides giving them time to write answers. Go through the answers and discuss surprises from the answers and thoughts, for example:

- Are you surprised by the proportion of refugees in Europe as compared to the rest of the world? (include British and Welsh figures)
- Do refugees come from the countries you expect?
- What do you think about the long history of offering asylum to people in the UK
- Did you know about some of the famous names who are refugees?

Make a note of aggregate scores for later comparison.

### Activity 2: What is a refugee? (slide 7 - 10 minutes)

With the definition of 'refugee' on the slide, give learners a set of 'Who is a refugee?' cards in groups and ask them to categorise the cards into those who are refugees and those who are not, from the legal definition.

Discuss responses. Possible questions/reflections

- Did any of the results surprise you?
- What do you think about the fact that those escaping from natural disasters, climate change and extreme poverty are not considered as refugees?

### Activity 3: Refugee stories (slide 8 - 30 minutes)

*(This activity was taken from resources developed by the European Union funded Schools of Future Youth project.*

*Find out more here: English: <http://www.sfyouth.eu/index.php/en/> Welsh: <http://www.sfyouth.eu/index.php/cy-GB/>)*

We've seen there are 65.3 million people forced from their homes around the world because of conflict and violence – people just like us. We've seen some of the reasons people become refugees. But what is it like to become a refugee? Once people reach a safe place, what happens to them? What questions would you like to ask about being a refugee?

Choose (or ask learners to choose) and watch/read one of the refugee stories below and ask learners to think about the following questions as appropriate to their story (the information in each story is slightly different so you won't be able to answer every questions for every story).

- How does the person feel about becoming a refugee?
- Why did they become a refugee?
- What things make life as a refugee hard?
- What could be done to improve the situation of refugees like this?
- Is there anything the refugee says that surprises you? What and why?
- Put yourself in the shoes of the person in the story – how do you think you would feel? Would you do anything differently?

1. [Leka's story](#) – A video of Syrian resident of Zaatari refugee camp. Zaatari refugee camp in northern Jordan is one of the many refugee camps around the world under the supervision of the United Nations. It is home to approximately 80,000 Syrian refugees (2015 estimate) and you can learn more about Zaatari [here](#) and [here](#). Oxfam.
2. [Ebrahim's story](#) – Comic strip about Kurdish Iranian refugee. British Red Cross
3. [Amal's story](#) – Narrated cartoon told by 12-year-old from Syria. UNICEF.
4. [Yusra's story](#) – Story of Yusra Mardini who competed in the Olympic games as part of the refugee team
5. [Nayra's story](#) – Story of Lake Poopo drying up leading to Nayra having to move to the city (note that Nayra would not be defined as a refugee in legal terms, as she has had to flee from climate change, not war or persecution)

#### Activity 4: Why why why (Slide 10 – 30 minutes)

Reflecting on the activities so far, we're going to look further at the reasons people move. This activity can be done in pairs or small groups. Write the issue on the left hand side of the page. In this case the question is 'Why do people leave their countries?'. Learners should think of three reasons why and write them in boxes as shown on the slide. Ask learners to think about why these reasons happen. For each reason, ask why. Learners should write two or three reasons. Repeat this process and the learners should have a flow chart.

Further questions when discussing the why-why-why chains could be:

- Is it fair that this is happening?
- What can be done to change things?

**Consequence wheel:** In groups, ask learners to put the issue statement in the centre of the circle. On the next ring of the circle they add the effects or impacts of that problem. In the next circle, they add the effects of those issues and so on. The consequence wheel should grow and demonstrate the consequences of the consequences. Learners can colour code whether a consequence is positive or negative.

#### Issue tree

Bring all learners together to create an 'issue tree'. Quickly watch the [demonstration video \(30 seconds\)](#). Put your 'issue' statement at the root of the tree (for example, 'people forced to leave their homes'). Ask learners to use answers from 'why, why, why' to populate the roots of the tree (the root causes of the problem). Give an opportunity for learners to add additional root causes.

Ask learners to use the consequence wheel answers to start to populate the branches of the tree (the impacts). Give learners an opportunity to add more impacts.

Ask learners to add some solutions to the tree as 'fruit' and explain this will be re-visited later.

#### Activity 4: Critical thinking about the refugee crisis (Slide 10 – 30 mins)

We've gained a greater understanding of refugees – why they move, what defines a refugee and the kinds of experiences they have – we are now going to focus on thinking critically about the issues relating to refugees.

Let's start with what we hear about people seeking sanctuary. Ask learners to think about the media and people they know and to write down common ideas – put these ideas on the board or wall. Discuss and challenge the statements by asking questions.

Let's take a look at how some of these issues are represented in the media. British press coverage has been found to be particularly negative – there are examples on the slide. Look at the headlines and discuss:

- Have you noticed any other media coverage of the refugee crisis? How has the coverage made you feel? Has any of the coverage stood out or made a particular impression on you? Why?
- What impact might these headlines have on people? Can you think of any examples from your own experiences (for example, media coverage of young people)?
- Do these headlines give a true picture of refugees in the UK? Why/Why not? How do you know?
- What influences how the media covers the issue of refugees?
- How can you check the information in media is accurate or not?
- Does the media influence your views on refugees?

Ideally, a collection of newspaper cuttings would be useful here. Some example articles are:

- ["So is it a refugee crisis?"](#) (Open democracy) Critique of the 'refugee crisis' suggesting it is not a crisis, relates to refugees in Swansea
- ["Refugee and asylum-seeking families welcomed to the National Eisteddfod"](#) (Wales Online)
- ["From helplessness to hope: inspirational tales of the Refugee Olympic Team"](#) (The Guardian)
- ["Send in army to halt migrant invasion"](#) (Daily Express)
- ["The Battle of Calais: Police use tear gas to repel 300 migrants as they try to storm a road..."](#) (Daily Mail)

You can ask learners to look at new both online and in print and bring these to the lesson.

#### Activity 5: Analysing actions (Slide 11 – 30 minutes)

Many people think that we (individually and our governments) should be doing more to support refugees, and that the media don't give a fair impression. We're now going to look at ways people take action to improve things for refugees.

There are five case studies about how ordinary people are taking action to support and welcome refugees. Ask learners to work in small groups to look at one case study per group. They should identify, discuss and present:

- What is the action?
  - What is the purpose of the action?
  - How easy or hard is the action to do?
  - What has been the impact of the action so far?
  - Give your opinion on how effective this action is
1. [Feeding the children of Boko Haram's victims](#): A baker in Nigeria gives shelter and food
  2. Lobbying councils to take more asylum seekers in Wales: [Article lobbying for councils](#) in Wales to take more refugees and the [results so far](#)
  3. [Fundraising phone credit for refugees](#): Facebook group raises over £100,000 for refugees to get phone credit to call families
  4. [Taking part in rallies to welcome refugees](#)
  5. [Schools of sanctuary](#)
  6. [Shop of sanctuary](#) in Swansea

### Plenary (Slide 12 – 15 minutes)

Watch [the video which](#) brings together some of the themes from the session..

Ask learners to complete the following table (can be done individually or collectively):

Know	Want	Learnt	Surprise
What do we already know?	What do we want to know?	What have we learned?	What surprised you?

### Extension

Ask learners to do further research between the sessions. Options:

- Answer 1-2 of the “What do we want to know?” questions
- Look further into specific areas of the ‘why, why, why chain’
- Research ways people are taking action on refugees

Finish with [Stand as One](#) video from Oxfam