

Refugees, *The Land of the Invisible Workshop*

This learning workshop is designed to help young people develop their knowledge and opinions in relation to people who are forced to flee from conflict or disaster through role play.

TAGS

Refugees workshop

Age Range: 14–18 years

Time: 1.5–2 hours

Outline

Human rights and freedom of movement are taken for granted in ‘advanced’ societies. However, in many regions of the world these rights are not guaranteed in the same way and people are forced to flee their homes, leaving everything behind. Public opinion in European societies is divided between people who believe that Europe should take in displaced people, others who oppose this large influx, and some who are indifferent to the issue. This workshop examines the “*migration crisis*”, with the aim of helping participants develop empathy with those who are fleeing conflict and disaster, who, like every one of us, want to be in control of their lives and to live in peace. Short video clips, photos and role plays will give young people the opportunity to gain a clearer understanding of this issue, which affects many people in different regions of the world.

This workshop can be run either by a teacher or as a peer teaching activity by young people themselves. Young people can freely adapt and modify the suggested activities so that they fit specific learning objectives. Teachers should support younger students, in order to ensure effective learning, planning and implementation.

Learning Objectives

- To support the development of a different narrative regarding displaced people, asylum seekers and refugees around the world.
- To help young people reflect upon the unbalanced system we are living in.
- To enable young people to increase their understanding of human mobility in history and space.
- To promote a culture of social inclusion, welfare and solidarity at a local and global level.

Outcomes

- Young people simulate the experience of those forced to flee conflict and disaster.
- Young people develop critical thinking skills concerning the media.
- Young people act consciously towards a more equal and non-discriminatory society.

Resources

- Flip chart, marker pens / pens for writing and taking notes, up to 120 sheets of A5 paper, computer and data projector.
- PowerPoint presentation: ‘Refugees The Land of the Invisible - Presentation and Script’

Before the workshop

When preparing for this workshop, please read the ‘Refugees The Land of the Invisible – Overview’ to improve your knowledge of the issue of those who have been forced to flee their homes due to conflict and disaster. It highlights the fact that the world’s richest countries host far fewer refugees than some poorer countries do, and asks whether rich countries should do more to help.

Preparing young people for the topic

You can explore the issue of refugees with young people using the resources available on the SFYouth website. Critical thinking activities, workshops and quizzes are available in the ‘Refugees’ and ‘Humanitarian Aid’ areas of the website. Alternatively, you might decide to go straight to the activity below and get them to learn more about the issue following the session.

1. Presentation and discussion (1 hour)

Show your young people the PowerPoint ‘Refugees The Land of the Invisible - Presentation and Script’. The script is in the notes section. The notes also contain some videos and ideas for short activities. The table below provides you additional notes based on the slides from the PowerPoint.

<p>SLIDE 2</p> <p>People forced to flee: Key terms</p>	<p>War and migration are hot topics both in the media and in political discourse. This slide shows some key terms, which are used with very different meanings and emphasis, depending on the speakers’ perspectives.</p> <ul style="list-style-type: none"> • Is there any missing key word you would like to add? Which one and why? • Can you think of examples of how some of these words are used by the media and politicians in the news?
<p>SLIDE 3</p> <p>Borders in history...</p>	<p>The video shows how borders have changed over the last millennium, as young people may have learned in their history lessons. Show the video to the group: https://www.youtube.com/watch?v=OmMcmEpfb0M.</p> <p>Activity</p> <p>Tell your young people that in history we often learn about foreign lands, kings, dates of battles and major events. But beyond battles, kingdoms and dates, what were the implications of border changes for people living on the European continent?</p> <p>Ask young people to provide three ideas on a piece of paper, and write the different ideas on a board. These might include slavery, imposed faith, famine, different laws and rights, and new languages.</p> <ul style="list-style-type: none"> • Is there any similarity with the contemporary era?
<p>SLIDE 4</p> <p>...and today</p>	<p>Contemporary wars are causing the biggest displacement of people since World War 2. Some conflicts, such as those in Afghanistan and Iraq, have lasted for years; some broke out after the Arab Spring in 2011; and others, such as those in Burkina Faso and the Central African Republic, are breaking out as a result of oppression and huge inequalities.</p> <p>Show the video created for #WorldRefugeeDay. On World Refugee Day, UNHCR</p>

	<p>released its latest analysis of global displacement trends. To help digest the 68-page report, IRIN has summarised its key findings in this 90-second video: https://www.youtube.com/watch?v=8pjiT4hPNOc (1'45'').</p> <p>Activity</p> <p>In 2015, 24 people every 60 seconds were forced to leave their homes and become refugees.*</p> <p>How long is 60 seconds? Do a short experiment with your young people. Ask them to sit with their eyes closed for one minute. When they think that the minute is over, they can put their hand up and open their eyes.</p> <p>Time is subjective and each human being feels it flowing differently at any given moment. The young people will likely not put up their hands at the same time. But statistics are factual, which means that, despite our perceptions, an average of 24 people are fleeing their homes every minute. Ask young people to reflect and comment on how they feel hearing that statistic.</p> <p><i>*United Nations High Commissioner for Refugees (UNHCR): Global Trends report, 20 June 2016.</i></p>
<p>SLIDE 5</p> <p>What does it mean to be a refugee?</p>	<p>Show the video 'What does it mean to be a refugee?' by Benedetta Berti and Evelien Borgman filmed at a TED ED event: https://www.youtube.com/watch?v=25bwiSikRsl (5'43'').</p> <p>Discuss with young people about their understanding of refugees, migrants and internally displaced people bringing examples from your local context.</p> <p>For definitions on all of these terms, visit the Future Youth Schools Forums website: http://fys-forums.eu/en/fys-toolkit/glossary.</p>
<p>SLIDE 6</p>	<p>This photo shows a group of refugees crossing Macedonia's border with Serbia in the cold and rain.</p> <p>During 2015, every day, some 8,000 refugees and migrants entered Serbia on their way to Europe (data from Nov. 2015). They entered the country through Preševo, in the south, after crossing the border with Macedonia, and leave via Šid, in the north-west, heading towards Croatia. They made this journey by bus or on trains arranged by the Serbian government. They had 72 hours to travel across the country. Most of them were fleeing either Syria and other conflicts (Afghanistan, Iraq, etc.) or poverty. They made a long journey and had been victims of abuse and criminal gangs.</p> <p>Oxfam works in Serbia to install water points, latrines and showers at different points along the route. It also distributes basic hygiene kits and provides information and advice to travellers.</p> <ul style="list-style-type: none"> • What do you think of the landscape depicted in the photograph? • Would it be easy or difficult to walk in those conditions? • What equipment would you usually need? • Where would you stop to use the toilet, eat or sleep? <p>Use this slide again to introduce Activity 2, <i>A refugee's suitcase</i>.</p>

<p>SLIDE 7</p> <p>Some facts: Richest countries least welcoming</p>	<p>The top six richest countries in the world – the USA, China, Japan, Germany, the UK and France – host 8.8% of the world’s refugees. They own 56.6% of the world’s wealth (measured as the cumulative global GDP).</p> <p>The top six countries/territories welcoming refugees are Jordan, Turkey, the Occupied Palestinian Territory, Pakistan, Lebanon and South Africa. They host 50.02% of the world’s refugees. They own 1.9% of the world’s wealth.</p> <p><i>For an interactive overview visit this page from the data visualisation website lucify.com: http://www.lucify.com/the-flow-towards-europe/.</i></p>
<p>SLIDE 8</p> <p>World migration</p>	<p>Activity</p> <p>The slide gives a link to the International Organization for Migration, the leading UN Agency working in the field of migration with governmental, intergovernmental and non-governmental partners.</p> <p>Click on the link https://www.iom.int/world-migration and choose whether you want to access information about migrants leaving a country (outward) or those entering a country (inward). Then click on a country and watch the pattern of migration to or from the chosen country. Countries that neither send nor receive migrants will fade out. Hover over a country or over a migrant cluster to access the data. Each circle represents up to 20,000 migrants.</p> <p>Use the interactive map to provide young people with a wider understanding of how people are in constant movement.</p> <ul style="list-style-type: none"> • What are the main reasons for Europeans to move to another country? • Do all passports have the same value? (In most developing countries it can take months even to get a tourist visa and most of the time visas are refused.) <p><i>For more information and ideas about passports and their relative status, visit https://passportindex.org/index.php.</i></p>
<p>SLIDE 9</p> <p>Banksy says</p>	<p>Banksy is a world-famous street artist who is very engaged with refugees’ issues.</p> <p><i>[For more pictures and information, visit http://www.banksy.co.uk/menu.asp or https://en.wikipedia.org/wiki/Banksy]</i></p> <ul style="list-style-type: none"> • What is the role of art in contemporary societies? • How can art support “the Invisible”? • Can you think of an example of another artist denouncing injustice or supporting social inclusion? (For instance Picasso’s Guernica). <p>A very positive example of art for the community is available on the UNHCR’s website. This news item reports how Afghan refugees in the city of Shiraz in Iran, and their Iranian co-residents, cleaned up the neighbourhood where they were living and painted murals together. http://www.unhcr.org/news/latest/2016/7/578df27d4/refugees-transform-walls-works-art.html.</p>



SLIDE 10

Exploring real life stories

'i am a migrant' is a campaign and platform led by #UN4RefugeesMigrants. 'i am a migrant' creates a place for the personal stories of migrants whilst challenging the anti-migrant stereotypes and hate speech in politics and society. The website lets migrants tell their own stories – on their website, in social media and many other places worldwide. Together they want to show: Migration has a human face. Migration is diverse.

We are interested in the stories of all migrants and people who have been forced to flee their home country, regardless of whether they have been away from their home country for 40 years or 40 days. Your support is needed! Become part of the campaign and help us share the personal stories of migrants: <http://iamamigrant.org/stories>.

Activity

Explore some of the stories on the website with young people and find out curiosities concerning other countries and the integration processes of people into new societies and cultures.

2. A refugee's suitcase

Time: 20 minutes for the simulation and 20 minutes for the discussion

Materials: 20 A5 sheets of paper for each group of five participants (e.g. 120 sheets of paper for a class of 30), pens, a flip chart or board, markers, computer and projector showing Slide 6 of the PowerPoint.

Ask young people to look carefully at the photograph on Slide 6, then ask them these questions:

1. What does the picture show? How many people are there?
2. Where are they? What are they doing?

Divide the class into groups of five. Each group of five will form a 'family'. The group members have to decide which of them will play the roles of the parents and which those of the children. Each family receives a set of 20 blank sheets of paper.

Then, tell participants that their country has just become involved in a war and that they have to flee. Because they have to leave their homes, they will have to take the things they need most to live in a new place with them. The family can take only 20 items, one per A5 sheet of paper. They must decide between them what to take.

(10 min)

When the 'families' are ready, inform them that, owing to limited space in the car, they will have to leave some items behind. They can save up to 14 items. Participants in their 'families' have to decide which items to leave behind. They should draw an 'x' on them and put them to one side.

(5 min)

Say to the families "Since a lot of people are leaving their homeland at the same time, the roads are crowded and it's not possible to go any further by car. Therefore, you must continue the journey on foot and you can't carry so many things with you. You have to limit yourself to six items and get rid of the other eight." Again, they must discuss this and cross some items out.

(5 min)

After this, invite the young people to discuss the activity:

1. What is included in the final list of items of the different groups? Are they similar? Why? Why not?
2. Why did you choose these items? Was it difficult to determine a common list of items in your groups?
3. What were the reasons for taking some things? How would they be useful?
4. Which items were left behind after the first round? Why?
5. Was the second round more difficult than the first one? Why?
6. Did members of your family always agree on what to leave behind? What were the disagreements about, and why?
7. What was the difference between desires and needs? Were your 'family's' needs and desires different from those of the other 'families'?

The discussion should lead to the reflection, that all people, despite their differences, have similar needs and that everyone has the right to satisfy their most basic needs – survival, development and security. Exile is unfortunately often the only way to do this. The choices we make are very similar to the choices of people from a different country or a different cultural background.

At the end of the session, to enable young people to compare their ideas with reality', the teacher can show the website [Landed in Italy - Can refugees and migrants begin again?](#) which shows some stories of migrants arriving to Italy by boat.

This workshop was inspired by the UNHCR training materials.