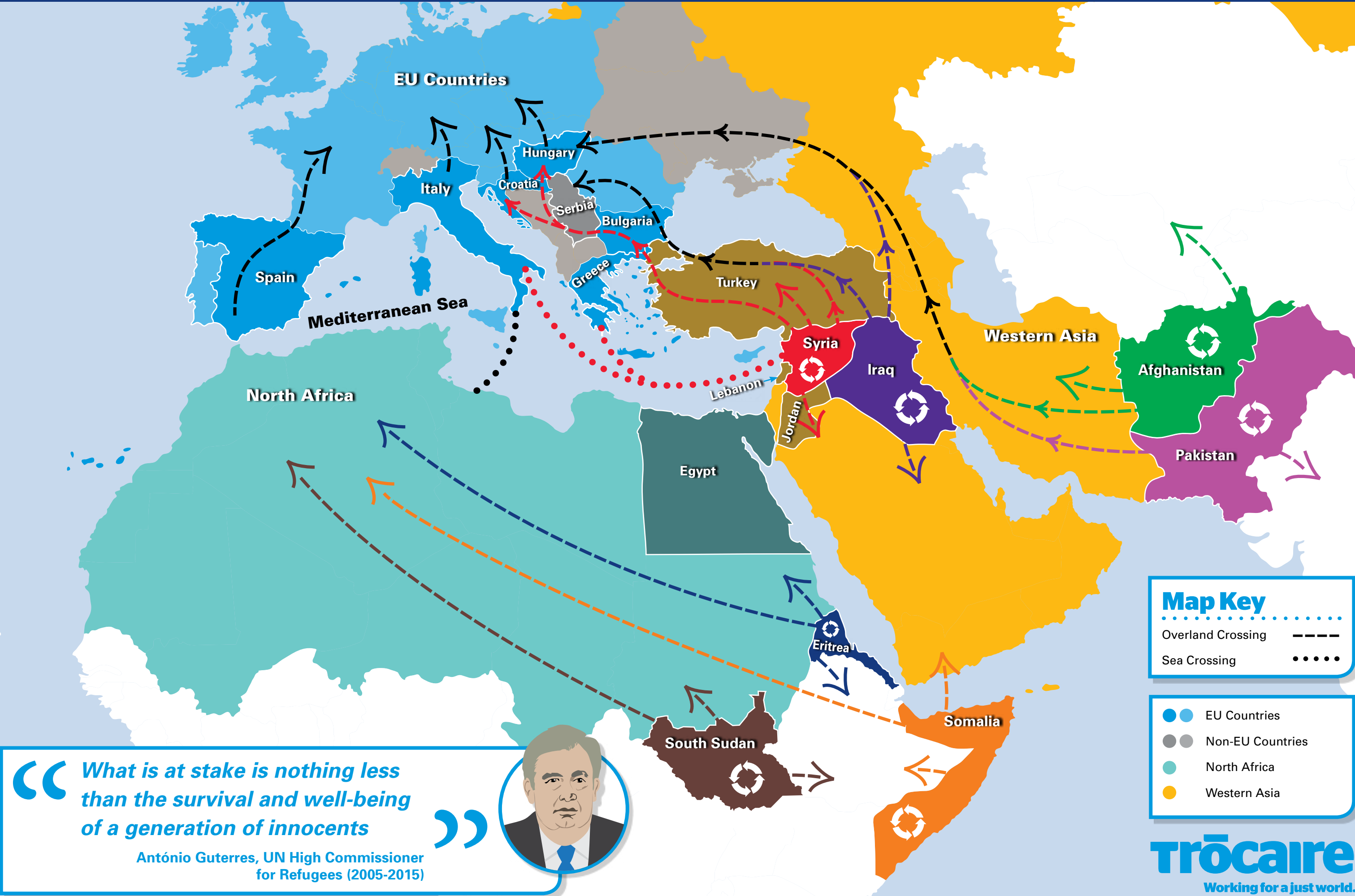


FORCED TO FLEE: WHY SHOULD I CARE ABOUT MIGRATION AND REFUGEES?



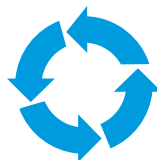
What does it all mean?

A **migrant** is a person who has moved from one place to another. The term migrant can include refugees, asylum seekers and economic migrants.

A **refugee** is a person who is forced to leave their own country because their life is in danger, and seek safety in another country. This might be because of violence, conflict, discrimination (religious, racial, social or political) or natural disasters.

An **asylum seeker** is a person who is asking the government of another country to officially recognise them as a refugee and allow them to stay in that country. In Ireland, asylum seekers live in group accommodation called direct provision centres and are given a small weekly allowance.

An **internally displaced person (IDP)** is someone who is forced to leave their home because their life is in danger, seeking safety and protection in another part of their own country. An IDP has not crossed an international border. There are 6.5 million IDPs in Syria. The circular arrows (on the map) represent internal displacement in a country.



An **undocumented migrant** is a person who is living in another country but who does not have the necessary documents such as visas, permits or sometimes a passport. Undocumented migrants often live in another country for many years and go to school, work and contribute to that society.

Refugee resettlement is a joint programme between the Irish government and the United Nations High Commissioner for Refugees (UNHCR). Refugees are often selected for the programme from refugee camps in countries close to their home countries and brought to live in Ireland where they are provided with supports such as housing, language support and social welfare.

According to the UNHCR by the end of 2016 **65.6 million people had been forced to flee their homes worldwide, 22.5 million of whom were refugees with 40.3 million internally displaced.**

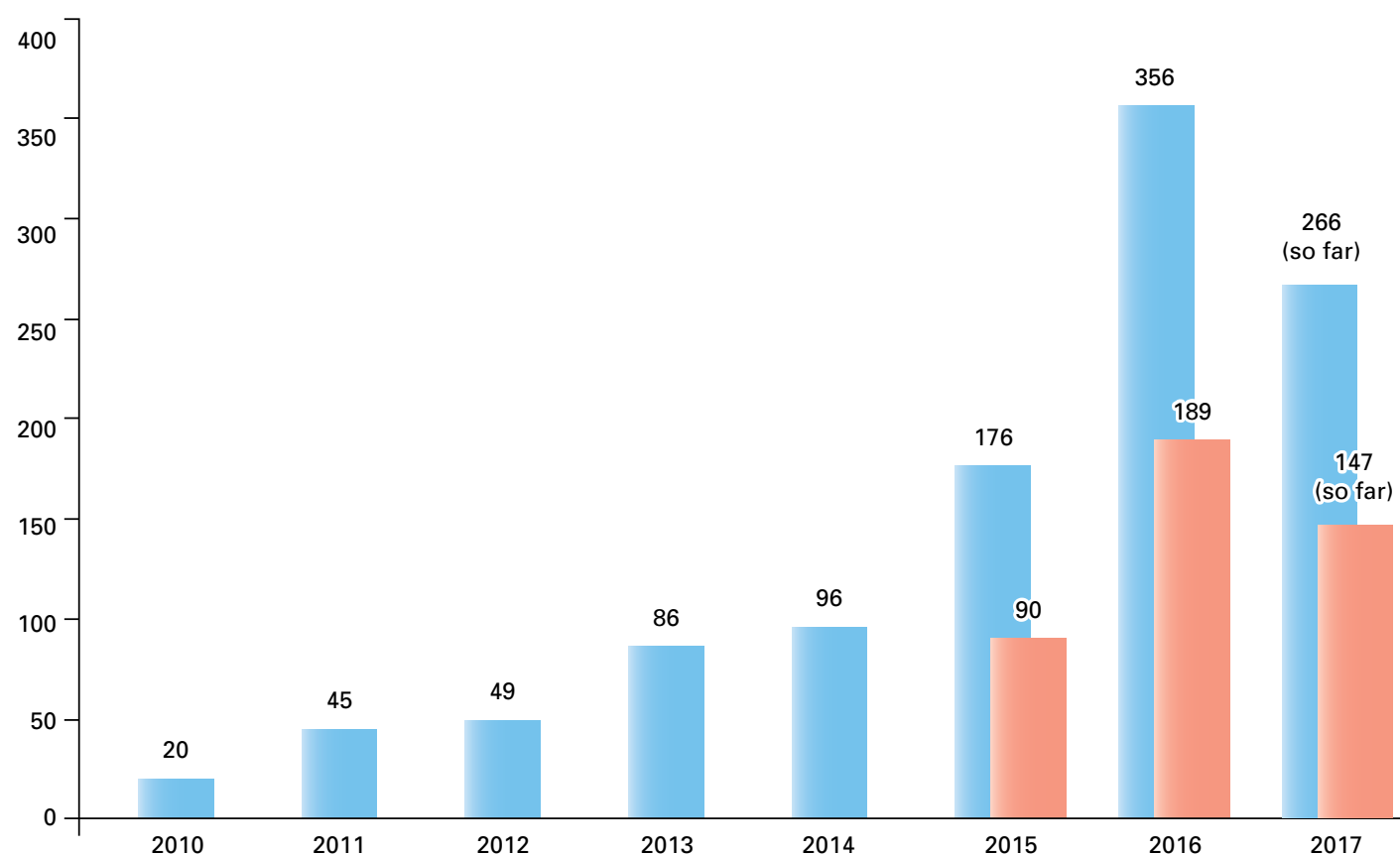
The Migrant Rights Centre Ireland estimate that there are **between twenty thousand and twenty six thousand undocumented migrants living and working in Ireland.** Of these, approximately **five thousand are children**, who only know Ireland as their home.

Classroom tips to help you create a welcoming and safe space for all children

Take a look at your space! Make sure your school represents a range of languages and ethnic and cultural backgrounds. Look at the languages on the walls, the posters, the photographs, the books and the resources you use. Get your students on board to help with this!

- When questioning the images you use in your school, make sure they always respect the dignity of the people represented. Have a look at these guidelines for some tips: www.comhlamh.org/wp-content/uploads/2013/09/Images-of-the-Global-South.pdf
- Let children know that there is no pressure to talk about their experiences or opinions until they are ready. Set aside a quiet space for students who may feel overwhelmed. All students should have space to reflect and feel safe if they are sad or scared or unsure.
- Always use facts when you are talking about other countries and about the refugee crisis. For up-to-date information check out the list of websites provided at the end of this resource.

Numbers of people who have come to Ireland through refugee resettlement programmes

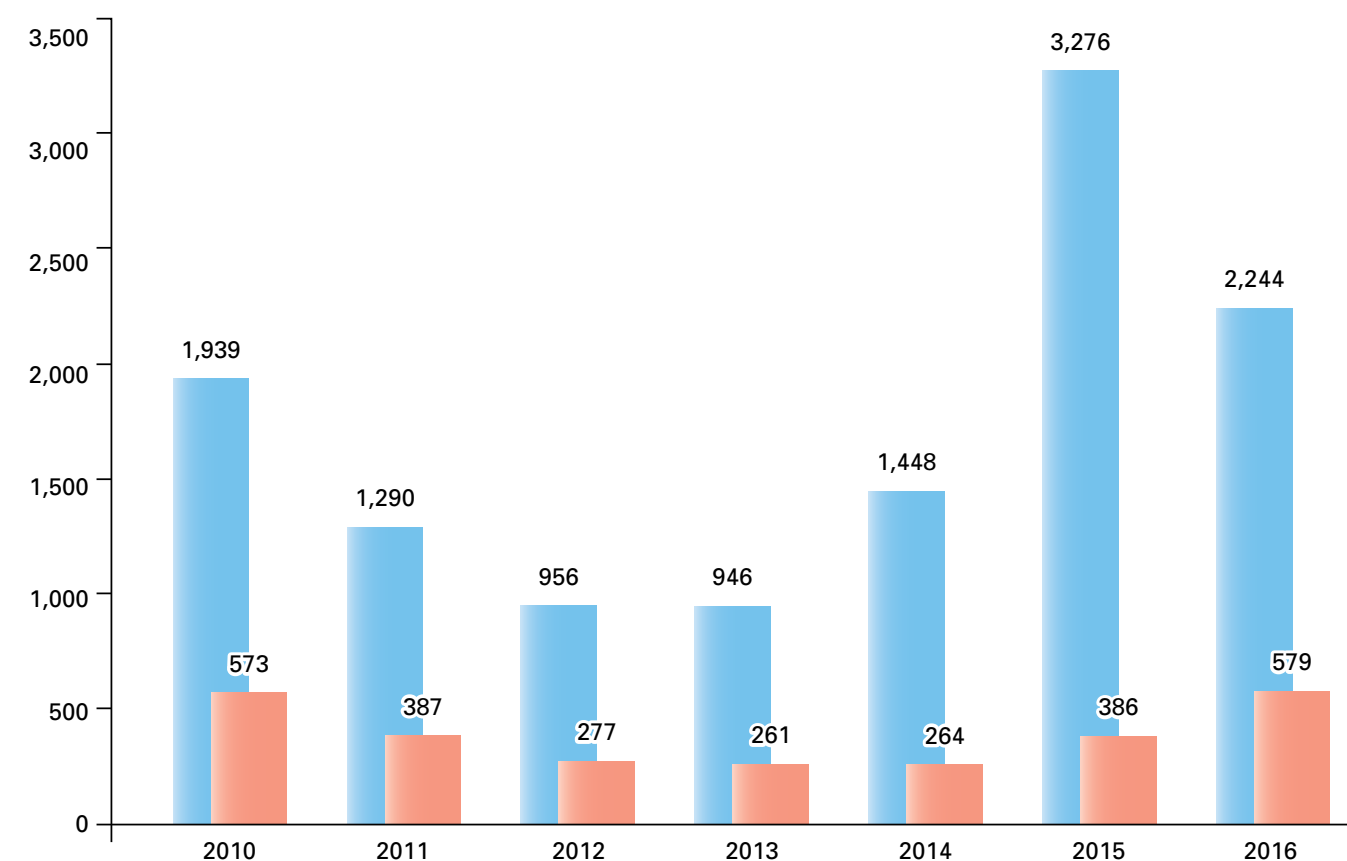


■ Total numbers ■ People under 18

Information from the Office for the Promotion of Migrant Integration

The number of applications for asylum each year

The bar chart includes total figures and figures for application for minors.



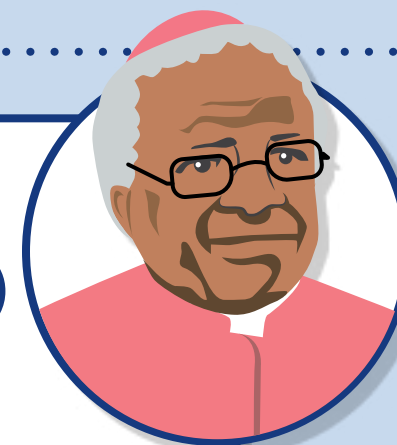
■ Asylum application ■ Asylum application under 18

Information from the Office of the Refugee Applications Commissioner

Interdependence

“All of our humanity is dependent upon recognising the humanity in others / The fundamental law of human beings is interdependence. A person is a person through other persons.”

Archbishop Desmond Tutu



The following activities based on developing an understanding and awareness of the theme of interdependence can be covered through the following curricular areas:

Republic of Ireland:

Senior Primary

- Geography: *Human Environments; Maps, Globes and Graphical Skills.*
- English: *Oral Language, Reading, Writing.*

Post Primary, Junior Cycle and change

- Geography: *Exploring the physical world; Exploring people, place.*
- English: *Communicating as a listener, speaker, reader, writer.*

Northern Ireland:

Key Stage 3: The World Around Us – Strand 1 Interdependence, Strand 3 Place; Language and Literacy – Talking and Listening

Key Stage 4: Environment with Society – Developing pupils as Contributors to Society; English with Media Education – Developing pupils as Contributors to Society.

1. Map Work

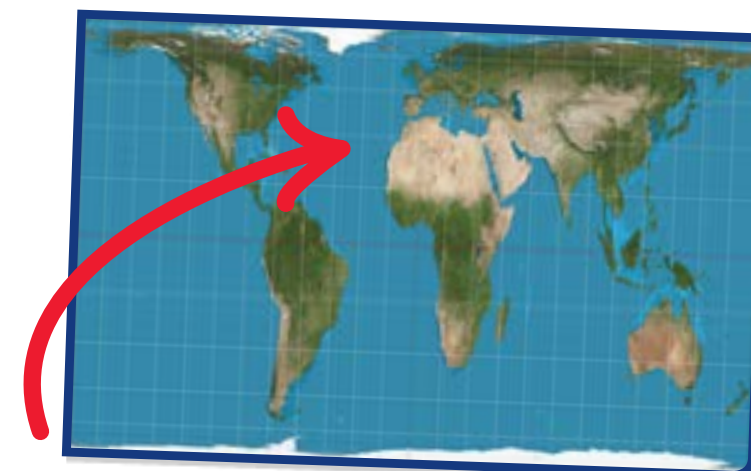
Give each student a world map and ask them to draw a line between Ireland and:-

- a. a country they have visited;
- b. a country where food they love comes from;
- c. a country where an item of their clothing comes from.

Following this activity ask your students to think about what the word interdependence means to them in their life. Create a classroom display with all the definitions created.

Create a family map

Ask your students to find out with the help of their parents and grandparents about where the people in their families live. Create a class map of countries you are linked to by family and display this in a public space. Using a blank map, this activity can be completed by drawing lines between Ireland and the countries you are linked to or by colouring in the relevant countries.



2. Research

Explain to your students that the Government of Ireland agreed to take in 4000 refugees from Syria and other countries by the end of the year 2017. More than 120 refugees were brought to a town in Roscommon called Ballaghaderreen. Before people get permanent housing they stay in temporary accommodation like the centre being used in Ballaghaderreen.

As a research task, ask your students to find out about Ballaghaderreen and their reaction as a community to the introduction of a large group of migrants to their community. Some newspaper articles and videos that might help can be found here:

- www.newstalk.com/How-are-Syrian-refugees-faring-in-Ballaghaderreen;
- www.independent.ie/videos/irish-news/video-syrian-refugees-feel-welcome-in-ballaghaderreen-35622740.html;
- www.irishtimes.com/news/social-affairs/ballaghaderreen-prepares-to-welcome-syrian-refugees-1.2998701.

The briefing document on the Irish Refugee Protection Programme can be found here: ballaghaderreen.com/briefing-document-irish-refugee-protection-programme-irpp-background-rationale-and-functions/.

Ask the students to research or consider the implications and opportunities for communities receiving a big group of refugees. The following guiding questions could be explored through role play or as an English writing task where students must persuade a reluctant community member that the inclusion of refugees could be a positive development in their community: What positive contribution can refugees add to a community? What are the challenges for a community in accepting a large group of refugees? What resources are needed to accommodate a new group of people? Follow up class task: create a welcoming town/village/city (dependent on your schools location). What areas of a community need to adapt to welcome others? Is it necessary to adapt? How can our spaces be more welcoming and promote integration? (Project can be done through art and craft or through computer drawing, whatever suits the needs of the class)



Ballaghaderreen, Co. Roscommon.
Picture credit: independent.ie

Empathy

“No one leaves home unless home is the mouth of a shark/no one puts their children on a boat unless the water is safer than the land.”

Warsan Shire



The following activities based on developing an understanding and awareness of the theme of Empathy can be explored through the following curricular areas:

Republic of Ireland:

Senior Primary:

- English: *Oral Language, Reading and Writing; SPHE – Myself and the Wider World.*

Junior Cycle:

- English: *Exploring and Using Language, Communicating as a listener, speaker, reader, writer; SPHE – Belonging and Integrating, Influences and Decisions.*

Northern Ireland:

Key Stage 2: Language and Literacy Talking and Listening, Writing; The World Around Us – Strand 1 Interdependence, Strand 3 Place.

Key Stage 3: English with Media Education - Developing Pupils as Contributors to Society, Developing Pupils as Individuals.; Environment and Society – Geography, Developing Pupils as Contributors to Society, Developing Pupils as Individuals.

1. Videos

The following activities can be used with any **video**, some possible suggestions are vimeo.com/139144579 or with a video from vimeo.com/trocaire:

- Provide your students with a ‘**5 w’s**’ **handout** which asks “who, what, where, when, why”, ask the students to fill in the **handout** as they watch the video. The 5 w’s help students to get up to date on issues and help your students to record information they learn through watching the video
- While watching the video, task your students with listing the **similarities** and **differences** between their own lives and the lives of those in the video (it is a good idea to start with similarities as differences will not seem so stark once a common humanity has been established)
- After watching the video ask your students to list **321** (3 new things I learned, 2 questions I have and 1 thing I am going to read more about)
- Use the videos as **writing prompts** for informational or descriptive writing responses.

- Host a **class debate** following the video – provide the students with a debate motion such as ‘Ireland should accept more refugees’, alternatively debate motions could be guided by student questions and interests. Divide the class in two and assign groups as ‘for’ or ‘against’ the motion.
- Invite your class to **make their own video** in response to the video – children could interview each other or members of the school or wider community about migration, think about what questions you would ask people.

2. Photographs

The following activities can be done using **photographs**. Photographs can be sourced from www.flickr.com/photos/trocaire (some useful albums for this topics would be Mahama Refugee Camp Rwanda or South Sudan Refugees at Bidi Bidi Camp) or alternatively, you could collect photographs from newspapers or magazines which often cover migration topics.



Father and daughter at Bidi Bidi Refugee Camp
Copyright All rights reserved by Caritas Internationalis

- Ask your students to **write captions** for the photographs as though they were to appear in different types of newspapers. Encourage them to reflect the different ways that broadsheets and tabloids approach sensitive topics such as migration;
- Ask your students to add **speech** or **thought bubbles** to the photographs with people in them;
- Invite your students to **imagine** themselves in the photograph, encourage them to think about what they would be doing in the scene;
- Tell your students to imagine that the photographer who took the photograph was standing 10 feet further back, ask them to **extend the picture** beyond its borders to imagine what else the photographer would have seen

3. Walking Debates

Walking debates are a wonderful way to hear lots of different points of view and to encourage debate and discussion in the classroom. There are four simple steps for walking debates:

- Place a **sign** saying **agree** on one side of your classroom and one saying **disagree** on the opposite wall. Read out a statement which does not have a definite right or wrong answer.
- Ask your students to stand **along the imaginary line** between agree and disagree to represent their answer.
- Ask students from **different points** on the line to tell you why they are standing in that position (try to hear lots of different points of view from along the line).
- Give your students and **opportunity to move** their position if they heard an answer from their classmates that changed their mind.

Below are some examples of statements, however, feel free to include any statements that you know there is disagreement or confusion about in your classroom:

- Migration has nothing to do with me
- I think everyone who wants to come to Ireland should be allowed
- We need to look after people in Ireland before we think about migrants
- My town/city/village is too full of people to accept refugees

Connect the pieces to spread the message



You may never know what results come from your action. But if you do nothing, there will be no result.

Mahatma Gandhi



Do the best you can until you know better. Then when you know better, do better.

Maya Angelou



Add pieces to the puzzle with your own ideas for campaign design to spread awareness and understanding of issues relating to migration.

Republic of Ireland:

Senior Primary:

- SPHE: *Myself and the Wider World, English – Oral Language, Writing.*

Junior Cycle:

- CSPE: *The Individual and Citizenship, The Community, SPHE – Self-management: a sense of purpose, Communication Skills, Influences and Decisions, English – communicating as a listener, speaker, reader, writer.*

Northern Ireland:

Key Stage 2: Personal Development and Mutual Understanding – Mutual Understanding in the Local and Wider Community; Language and Literacy – Talking and Listening, Writing.

Key Stage 3: English with Media Education- Developing Pupils as Contributors to Society, Developing Pupils as Individuals; Learning for Life and Work – Global Dimension; Environment and Society - Developing Pupils as Contributors to Society, Developing Pupils as Individuals.

1 Key Message:

What would you like to raise awareness about? Is there key knowledge that people need about migration and refugees? Would you like to promote a specific message about integration or inclusion?

2 Target Audience:

Choose who you would like to target like other class groups in your school; parents and the wider school community; the community in your local area; the wider community.

3 Presentation:

Campaigns can take many forms such as: posters, music, drama, performances, videos, presentations, petitions and many more. Different forms can be shared in different ways in your school, locality or on your school website.

4 Tips and Guidelines:

- Use simple language and clear attractive signs to make sure your message is easily understood;
- Be respectful of the people you are trying to reach, even if they don't agree with you;
- The tone of your campaign is key, be approachable rather than aggressive to reach more people;
- Have a look to see if there are existing local community initiatives which you could link with;
- Include lots of different perspectives in your campaign (like refugees, asylum seekers, Irish migrants etc.)

If you would like to spread awareness about any of the issues explored in this resource you could engage in designing an awareness raising campaign about migration and the integration of refugees. This work can also be used to enter the Schools and Youth award of the Trócaire Romero Award, more details can be found here: www.trocaire.org/getinvolve/romeroaward

List of websites to keep up to date

- Census statistics Ireland: www.cso.ie
- Statistics regarding asylum seekers and direct provision in Ireland: www.ria.gov.ie (view monthly and yearly reports)
- Information regarding migration processes in Ireland: www.integration.ie
- Migrant Rights Centre Ireland is a national organisation working to promote justice, empowerment and equality for migrants and their families: www.mrci.ie
- Information regarding migration in Europe: www.emn.ie
- Statistics and further information regarding refugees globally: data2.unhcr.org/en/situations; www.unhcr.org/en-ie/figures-at-a-glance.html
- Global data on migration: www.worldbank.org/migration