

WHAT'S HAPPENING IN OUR SCHOOLS



LEFT: Student facilitators helped run the simulation for Year 10.

Stage 5: Human Wellbeing A Case Study on Refugees using THE REFUGEE CHALLENGE Simulation Incursion

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Syllabus link: Improving human wellbeing

Students:

- investigate initiatives to improve human wellbeing in Australia and other countries, for example: (ACHGK081)
 - proposal for action by governments, organisations or individuals to improve the wellbeing of ONE group in Australia

Resource overview:

1. Post simulation reflection questions
2. Wellbeing comparison
3. Human Rights and Refugees
4. Mapping Refugees
5. Group presentation: Response Proposal
6. Reflection writing task (individual)

What is the Refugee Challenge?

The Refugee Challenge is a simulation experience run by an external operator that provides insight to the lives of 70.8 million people around the world in refugee like situations. Through the simulation, students walk in the shoes of a refugee and experience challenges that refugees around the world encounter. It is a physical simulation where the journey is created through actors, set design, and audio-visual aspects.



Refugee Camp Setup in the school Hall.



Students construct temporary shelters in the refugee camp from the materials provided

WHAT'S HAPPENING IN OUR SCHOOLS: THE REFUGEE CHALLENGE



Students visit the aid organisation to "register" and apply for shelter



Students experiencing school in the refugee camp in Arabic.

The following components are included in the simulation:

- Fleeing from home countries
- Crossing a border
- Living in a refugee camp or foreign city
- A boat journey
- Processing by immigration officials at a detention centre
- Videos about refugee issues and human rights

The activity runs for 2 hours including a briefing before the simulation, the simulation itself and a debrief

afterwards. Students also hear from someone with a history and lived experience of poor human wellbeing and this nurtures a deeper interaction with the class material. The simulation is facilitated by *The Refugee Challenge* team and a group of student facilitators who sets up the simulation at your school. Prior to the simulation, the student facilitators are trained to create a safe simulation environment. *The Refugee Challenge* is a non-political activity and complies with the Department of Education's Controversial issues policy. At our school the whole of year 10 experienced *The Refugee Challenge* for the topic Human Wellbeing.



Market scene where students barter for food and clean water

1. Post simulation reflection questions

Activity 1: INITIAL REFLECTION QUESTIONS

1. Describe your experience as a refugee in 5 words.
2. What was the hardest thing you experienced in the simulation? Why?
3. In what ways did it change your view of refugees in the world?
4. What is one thing your learnt in the debrief?
5. How does the wellbeing of refugees differ from our own? 1 TEEL paragraph.

“For example, in the simulation experience...”

2. Wellbeing comparison table

Activity 2: Comparison

“Human wellbeing is the recognition that everyone around the world, regardless of geography, age, culture, religion or political environment, aspires to live well. Wellbeing is not necessarily bound by income, rather, it is an individual’s thoughts and feelings about how well they are doing in life, contentment with material possessions and having relationships that enable them to achieve their goals.”

Create a table which compares our own wellbeing with the wellbeing of refugees around the world. Think about things like possessions, food, water, health, education, security, family etc.

OUR WELLBEING	REFUGEES' WELLBEING

3. Class work on Human Rights and Refugees

CONTEXT: WHAT ARE HUMAN RIGHTS?

Human Rights

The Universal Declaration of Human Rights:

- Proclaimed at the United Nations General Assembly in Paris on 10 December 1948
- Contains 30 articles affirming an individual's rights
- Was drafted in the aftermath of the devastation of World War II
- 48 countries voted in favour of the Declaration
- Not legally binding

- All human beings are born free and equal in dignity and rights.
 - These rights belong to everybody – no discrimination.
 - We all have the right to life, freedom and safety.
 - No slavery.
 - No torture.
 - We all have the same right to use the law.
 - The law is the same for everyone. It must treat all fairly.
 - Fair treatment by the courts.
 - No unfair detention.
 - The right to trial.
 - Innocent and proven guilty.
 - The right to privacy.
 - Freedom to move.
 - The right to asylum.
 - The right to a nationality.
 - The right to marriage and family.
 - Freedom of thought, conscience and religion.
 - Freedom of expression.
 - Freedom of assembly and association.
 - Freedom to work.
 - Freedom to join trade unions.
 - Freedom to form and join trade unions.
 - Freedom to take part in the government of your country.
 - Freedom to take part in the government of the world.
 - Our responsibilities. We have a duty to other people, and we should protect their rights and freedoms.
 - Nobody can take away these rights and freedoms from you.
- To do: 1) Write 3 ways these rights affect you.
2) Which rights do you think many refugees and asylum seekers may not have?



The 1951 Refugee Convention

- Drafted in the aftermath of WW2:
- Article 16: Access to courts of law
- Article 17: The right to work
- Article 26: Freedom of movement
- Article 31: Non-discriminatory about mode of arrival 'shall not impose penalties'
- Articles 32 and 33: Expulsion and Return

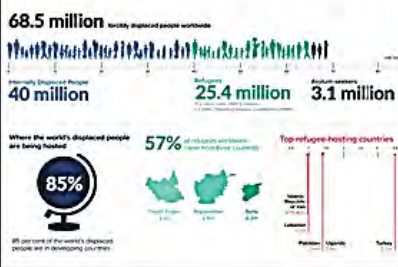


WHAT ARE REFUGEES?

Where are they from?
Where do they go?

TERMINOLGY

Refugee	Asylum Seeker	Migrant	Internally Displaced Person
Someone who has a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, and who cannot return home because of the persecution. This definition including guidelines on how obligatory countries should care for refugees is outlined in the 1951 UN Refugee Convention	Someone who is seeking protection as a refugee. The term is given to people who have not yet had their status determined; they may be a refugee but we do not yet know until their claims are heard and evaluated. *Remember: All refugees were asylum seekers once.	Someone who chooses to move to another country, usually for work, education or family reasons. Unlike refugees who feel it is necessary to leave their countries, migrants make this choice voluntarily, and can return home when they wish.	Someone who has fled their home but remains within the borders of their country. Given the definition of a refugee states that the person must be outside their home country IDPs are not technically refugees. However, if they were to cross their country's border into a neighbouring country they may fit the definition.



68.5 Million
Forcibly Displaced at the end of 2017
(Up from 65.6 end 2016)

- Internally Displaced Persons (IDPs) – 40 million
- Refugees – 25.4 million
- Asylum Seekers – 3.1 million waiting decision on applications
- Stateless people – 10 million
- On average 44,400 people were displaced from their homes every day – 1 every 2 seconds
- 52% are children under the age of 18

Graphing

From the information on the previous slide, create a column graph showing the amount of people that are:

- Internally displaced
- Refugee
- Asylum seekers (awaiting decision on application)



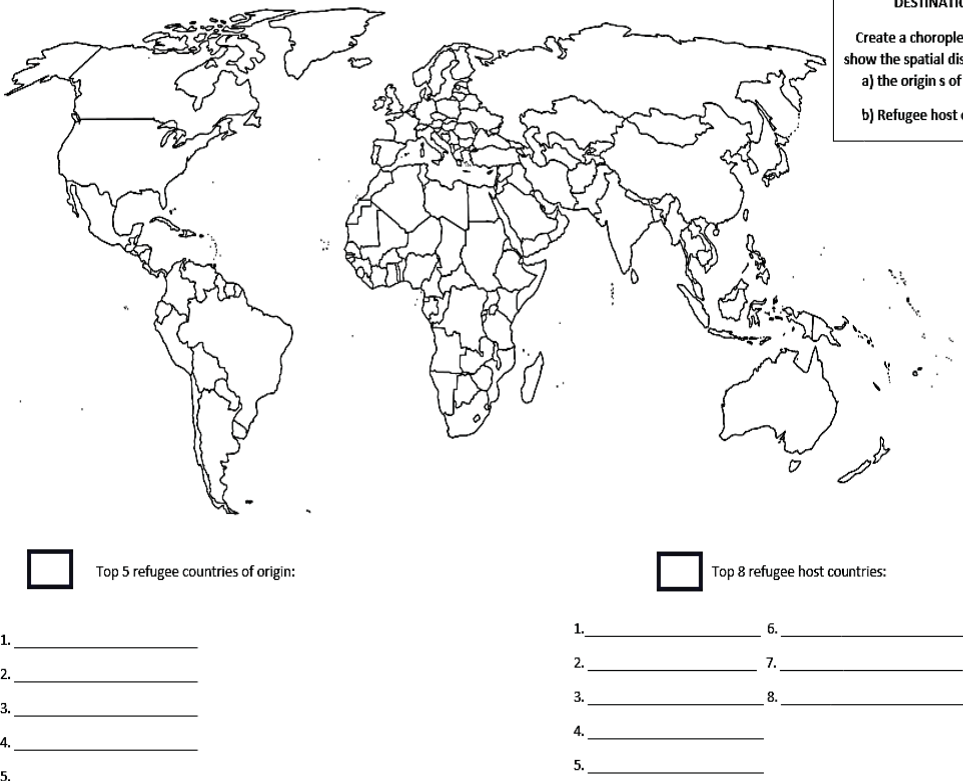
68% of all refugees worldwide are from top 5 countries –

- the Syrian Arab Republic (6.3 million),
- Afghanistan (2.6 million),
- South Sudan (2.4 million)
- Myanmar (1.2 million)
- Somalia (986,400)



4. Mapping Refugees

REFUGEE ORIGINS AND DESTINATIONS
Create a choropleth map to show the spatial distribution of
a) the origins of refugees
b) Refugee host countries



Top 5 refugee countries of origin:

1. _____
2. _____
3. _____
4. _____
5. _____

Top 8 refugee host countries:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

5. Group presentation: Response Proposal

Group Presentation

Inquiry questions:

- ✓ What is the wellbeing of refugees like around the world and Australia?
- ✓ How can people respond to this issue for a better future?

In groups of 3-4, you are to create a presentation (google slides presentation, multimedia presentation, a podcast or another method of your choice) that completes the following:

- 1. Describe the factors which impact the wellbeing of refugees around the world.**
- 2. Propose one way that governments, groups or individuals in Australia can respond to the challenges of refugee wellbeing for a better future.**

In your presentation you should refer to class material, research as well as your experience in The Refugee Challenge simulation.

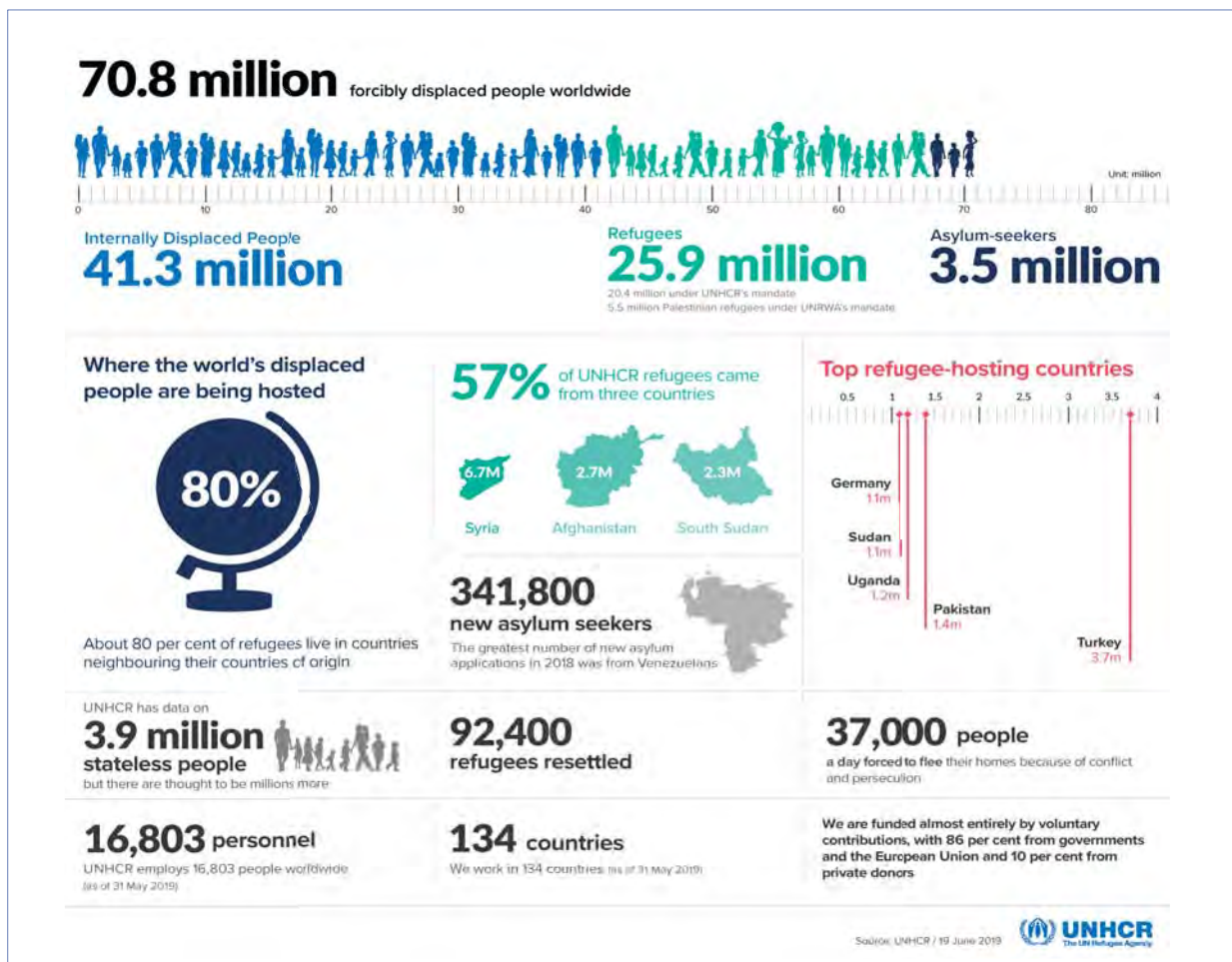
6. Reflection writing task (individual)

REFLECTION WRITING TASK (20 minutes):

“Explain how your response to refugee wellbeing in Australia can lead to a better future.”

In your answer include:

- What is the proposal/project?
- What wellbeing issue/s is it addressing (cause)?
- What results of the proposal/project do you hope to achieve (effect)?
- Refer to research and your experience in The Refugee Challenge





Debrief after the simulation

Feedback from students who experienced the simulation and case study was overwhelmingly positive and included:

- *"I have learnt how much fear and trauma refugees go through just to find shelter and be safe, which we take for granted"*
- *"The way refugees are treated was very eye-opening."*
- *"Their basic human rights were not given to them"and*
- *"In the future I won't take things for granted, I want to support refugees."*

If you have any questions or would like access to the complete resource material, please contact holly.burgmann1@det.nsw.edu.au. Additionally, if you are interested in running *The Refugee Challenge* at your school, please contact info@therefugeechallenge.com.au.

