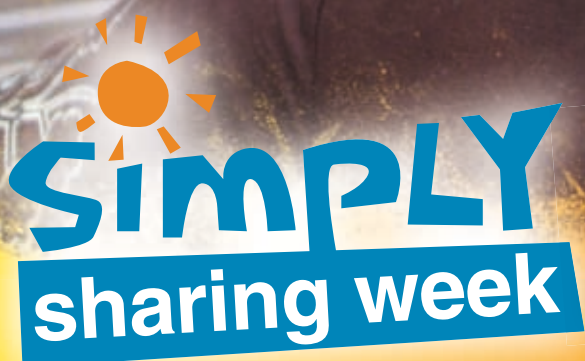




**See the  
real me, not just  
the refugee**



**2010**

[www.simplysharingweek.org.au](http://www.simplysharingweek.org.au)

# About Simply Sharing Week

Dear Friends,

Welcome to the Simply Sharing Week education resources for 2010!

Simply Sharing Week is an ecumenical initiative of several Christian relief and development agencies in Australia. Each year, Simply Sharing Week encourages Australians to learn about and become involved in issues of social justice. This year Simply Sharing Week will focus on refugees and will be held from 6-12 June; however you can participate at the time of year that best suits your schedule.

## The theme for 2010 is: “See the real me, not just the refugee”

Refugees and asylum seekers are often portrayed in a negative light in Australia – sometimes by politicians and the media. Such stereotypes can lead Australians to look at refugees and asylum seekers in a critical way.

These Simply Sharing Week resources and activities are designed primarily as an educational resource to increase student understanding of this issue, which is likely to feature predominantly in this year's federal elections. This resource provides tools to help tackle the stereotyping of refugees and asylum seekers. It is designed to give us an insight into the journey that many refugees are forced to take, and to remind us that refugees and asylum seekers are unique individuals with their own experiences, strengths and identities. That's why we are calling on people to see the whole person instead of simply seeing people as “the refugee”.

## Community awareness campaign

The resources encourage students to be **informed**, to be **involved** and to do something to **make a difference**. This year we are asking students to raise local community awareness. This may be as simple as a poster or could involve multimedia, a debate or assembly item. The aim of this campaign is to change negative community views of refugees and asylum seekers and promote national change through a local community action.

We also encourage schools and students to learn more about people in their own communities who have come to Australia, seeking protection as refugees. With this goal in mind, we are asking students to run their campaigns within their local communities and sow the seeds of change.

Thank you for participating in Simply Sharing Week 2010. For additional assistance, please email: [ssw@caritas.org.au](mailto:ssw@caritas.org.au)

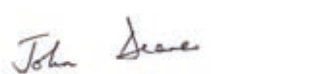
Kind regards,



Jack de Groot  
CEO, Caritas  
Australia



Alistair Gee  
Executive Director,  
Act for Peace



John Dean  
Executive Director,  
Anglican Board of Mission



Kerry Enright  
National Director,  
UnitingWorld



Misha Coleman  
CEO, Anglican Board of Mission



Simply Sharing Week resource is printed on ecoStar which is 100% post consumer recycled paper

## Resources available on-line

Visit the Simply Sharing Week website at [www.simplysharingweek.org.au](http://www.simplysharingweek.org.au) to:

- download and print all resources
- download the Simply Sharing Week PowerPoint
- access additional resources, activities and links to further information.

## Donations

Simply Sharing Week is primarily an education campaign; however some schools and church communities might wish to respond to Simply Sharing Week 2010 by donating funds. Please direct any donations to one of the supporting agencies. Donations you make will be used to support the activities or projects listed below:

- Gambella Project in Ethiopia – Anglican Board of Mission [www.abmission.org](http://www.abmission.org)
- Income generation with Karen people with HIV/AIDS in refugee camps on the Thai-Burma border – Anglican Board of Mission [www.anglicord.org.au](http://www.anglicord.org.au)
- Peace Building alongside the Karen tribe in Burma – UnitingWorld [www.unitingworld.org.au](http://www.unitingworld.org.au)
- Peace Building & Protection across Sudan – Act for Peace [www.actforpeace.org.au](http://www.actforpeace.org.au)
- Sudan Projects – Caritas Australia [www.caritas.org.au](http://www.caritas.org.au)

For further information on each of these projects or to make a donation, go to the website and follow the links to the relevant webpage.

COVER: ACHOK DENG, A SUDANESE REFUGEE AND SINGLE MOTHER OF TWO, OUTSIDE THE INSTITUTE WHERE SHE IS STUDYING ENGLISH FULL-TIME. PHOTO: ALISON PRESTON/Anglican Board of Mission





PHOTO: EDWYN SHIELL/ACT FOR PEACE

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PHOTO: PAUL JEFFREY/ACT-CARITAS

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[www.simplysharingweek.org.au](http://www.simplysharingweek.org.au) or send us an email at [ssw@caritas.org.au](mailto:ssw@caritas.org.au)





Abdulah Ahmed Salih and his wife Khartouma in front of their home in a camp near Bilel, Sudan, where they have taken refuge



PHOTO: PAUL JEFFREY/ACT-CARITAS

## Refugees: what is it all about?

*There are many reports in the news and media about refugees and asylum seekers. Sometimes reporters do not use the language in the right way and communicate the wrong information. Here are some important definitions to help process the stories that are presented in the media.*

### Who is a refugee?

Refugees are people who flee their country of origin because they have a very real fear of being persecuted if they stay. This persecution may occur because of their race, religion, nationality, the social group they belong to or the political opinions that they hold.

They cannot go back because they are legitimately scared that they will be persecuted if they do. This persecution could include discrimination, injury, torture or even death.

### Who is an asylum seeker?

Asylum seekers are those who have fled their own country and apply to the government of another country for protection as refugees. They are classed as asylum seekers until their claim for refugee status has been supported or denied.

### Can there ever be an 'illegal asylum seeker'?

It is the human right of every person to seek asylum in another country in order to enjoy a life free from persecution and violence. Therefore, it is not possible to be an *illegal asylum seeker*.

### Who is an internally displaced person (IDP)?

IDPs are people who have been forced to leave their homes and flee to another part of their country in order to avoid being caught up in conflict and violence, human rights abuses or natural or man-made disasters. They have not left their country; however, they are often forced to live in camps that are very similar to refugee camps.

## What is refoulement?

This is the process of forcing refugees to go back to their country of origin, even though they face the real threat of harm and persecution. In international and humanitarian law, this is illegal. Australia has signed the Refugee Convention and has therefore agreed to not do this.

## Who is an economic migrant?

Migrants are people who choose to leave their country of origin, often to improve their job prospects. It is their choice to leave and they can return at any time safely and without fear of persecution.

## What is resettlement?

Resettlement is when refugees are given the opportunity to travel to a third country, become permanent residents and start a new life in that country. Australia participates in the refugee resettlement program.

## What is repatriation and when it is OK?

Repatriation is when refugees willingly return with dignity to their country of origin when the threat has passed and it is safe to do so.

## What is local integration?

This is when refugees settle in the country to which they have escaped, integrate into the community and start to rebuild their lives there. Ideally, this will lead to them gaining citizenship of that country.

## What causes people to become refugees?

Refugees are most commonly people escaping situations of conflict and violence. However, natural disasters such as the earthquake in Haiti can result in people fleeing. These refugees frequently repatriate once it is safe for them to do so. Due to climate change and the predictions of rising sea level with global warming, the threat of climate refugees is becoming an issue of concern, especially in the Pacific Islands.

## World Wide Statistics (UNHCR, 2008):

- There are an estimated 15.2 million refugees, 26 million IDPs and 827,000 asylum seekers waiting to be processed, worldwide. 6.6 million people are considered stateless; that is, they have no country that recognises them as citizens. The UN refers to these people as 'people of concern'.
- Only 10.5 million refugees and 4.4 million IDPs received assistance and protection from UNHCR. This leaves 16.2 million refugees and IDPs with no access to assistance or protection from the UN.
- Developing countries, who have the least money available, host 80% of the world's refugees. This is equivalent to 12.2 million refugees.



PHOTO: PAUL JEFFREY/ACT-CARITAS

Women participating in a livelihood program supported by ACT-Caritas in a camp for internally displaced persons – Sudan

- Most of the world's refugees currently come from Afghanistan and Iraq as a result of the conflict and violence.
- At least half of the world's 'people of concern' are women and girls; 44% of these people are under the age of 18 yrs.

## Australian Statistics (Refugee Council, 2009):

- Over the last 65 years, Australia has resettled over 700,000 refugees.
- Of all the people arriving in Australian waters by boat, over 90% of them have been recognised as genuine refugees.
- In 2008, Australia resettled 13,500 refugees (0.09% of the world's refugees).
- Australia is a signatory of the UN Refugee Convention and therefore has the responsibility to offer protection and services to refugees through its *Humanitarian Program*.
- In countries that are not signatories to the convention – such as India and Indonesia – there is the potential for denying the recognition of refugee status and thus refugees' rights, leaving them more exposed to human rights abuses.
- Australia has a policy of mandatory detention for all asylum seekers entering Australia without documentation. If refugees have had to flee their country due to persecution, it is often impossible for them to get the necessary documents.





# Prayer resources – Primary

## A prayer for refugees

ALMIGHTY and merciful God,  
whose Son became a refugee and had no place to call his own;  
look with mercy on those who today are fleeing from danger,  
homeless and hungry.  
Bless those who work to bring them relief;  
inspire generosity and compassion in all our hearts;  
and guide the nations of the world towards that day when all will rejoice in your Kingdom of justice and of peace;  
through Jesus Christ our Lord.

Amen.

(From *The Church of England Prayers*)

## Jesus and his family were refugees

In Matthew's Gospel (see chapter 2) we read that King Herod was visited by the magi (the 'wise men'). They were looking for a new-born king. Once the magi had left King Herod – so that they could give Jesus their gifts of gold, frankincense and myrrh – Herod became very angry. He ordered his soldiers to kill every boy two years old and younger in and around the town of Bethlehem.

The Holy Family fled from Bethlehem and became refugees in Egypt. It was a strange choice of country to escape to. That's where the Jewish people had become slaves in the time of Moses – something Jewish people still remember every Passover, and Christians remember at Easter. And yet, Egypt was the country that gave protection to Jesus and his parents.

Imagine how scary it would be to have to leave your home, your friends, your pets and everything else behind as you run away to another state or a foreign country.

PHOTO: PAUL JEFFREY/ACT-CARITAS



A girl skipping in an internally displaced peoples camp – Sudan

## A litany for refugees

Jesus, you and your family knew what it was like to live in a country where people were bullied by an unkind king.  
**Be with everyone who lives with uncaring leaders today.**

Jesus, you and your family knew how scary and sad it was to have to leave everything behind and escape from your own country.

**Protect everyone who has had to leave their homes because they are not safe.**

Jesus, you and your family found kindness in Egypt.

**May Australia continue to offer a welcome to refugees.**

Jesus, you and your family returned home when it was possible.

**May the refugees who want to return to their homes find it safe enough to do that one day.**

Jesus, you teach us that God blesses those who have fed the hungry or given a drink to those who thirst.

**May we help others who are hungry and thirsty and show your love to them.**

Jesus, you teach us that God blesses those who welcome strangers or give clothes to the naked.

**May we help refugees and those who are unprotected, and show your love to them.**

Jesus, you teach us that God blesses those who have cared for the sick or visited prisoners in jail.

**May we be kind to those whose health is not good and to those who spend their lives behind bars, and show your love to them.**

Jesus, help us to open our minds

**– so that we can learn about refugees and the difficulties they face.**

Jesus, help us to open our hearts

**– so that we can share your love for refugees and internally displaced peoples throughout the world.**

Jesus, help us to open our hands

**– so that we can give real help to those who are refugees, both through our prayers and through practical action.**

Jesus, you know the suffering that being a refugee can bring.

**Help us to give refugees a warm welcome and hope for the future as we share our lives with them.**

**We ask this in your name. Amen.**

# Prayer resources – Secondary/Parishes

## A prayer for refugees

ALMIGHTY and merciful God,  
whose Son became a refugee and had no place to call his own;  
look with mercy on those who today are fleeing from danger,  
homeless and hungry.  
Bless those who work to bring them relief;  
inspire generosity and compassion in all our hearts;  
and guide the nations of the world towards that day when all will rejoice in your Kingdom of justice and of peace;  
through Jesus Christ our Lord.

Amen.

(From *The Church of England Prayers*)

## Jesus and his family were refugees

In Matthew's Gospel (see chapter 2) we read that King Herod was visited by the magi (the 'wise men'). They were looking for a new-born king. Once the magi had left King Herod – so that they could present Jesus with their gifts of gold, frankincense and myrrh – Herod flew into a jealous rage. He ordered that every boy under the age of two be killed. His soldiers marched into Bethlehem and slaughtered them.

The Holy Family fled from Judea and sought asylum in, of all places, Egypt. That's where in the time of Moses the Jewish people had been enslaved – something remembered even to this day every Passover. And yet, Egypt was the country that gave protection to Jesus and his parents.

Imagine how scary it would be to have to leave home, family, friends and everything else behind as you flee to another state or a foreign country.



Cooking dinner in a camp for internally displaced persons – Sudan

PHOTO: PAUL JEFFREY/ACT-CARITAS

## A litany for refugees

Jesus, you and your family knew the brutality of a crazy king.

**Be with everyone who lives under tyranny and oppression today.**

Jesus, you and your family knew the terror and sorrow of having to leave everything behind and flee.

**Protect everyone who has had to escape persecution.**

Jesus, you and your family found hospitality in Egypt.

**May Australia continue to offer sanctuary to refugees.**

Jesus, you and your family returned home when it became possible.

**May the refugees who long to return to their homes find it safe enough to do that one day.**

Jesus, you teach us that when you come in your glory those who will inherit the kingdom will be those who have fed the hungry or given a drink to those who thirst.

**May we see your face in the starving and the parched, and show your love to them.**

Jesus, you teach us that at the end of time those who sit at your right hand will be those who have given hospitality to the stranger or wrapped the naked in clothes.

**May we see your face in refugees and show your love to them.**

Jesus, you teach us that when you come in your glory those who will inherit the kingdom will be those who have tended to the needs of the sick or visited prisoners in jail.

**May we see your face in those whose health is failing and in those who spend their lives under lock and key, and show your love to them.**

Jesus, help us to open our minds

**– so that we eagerly learn about refugees and the difficulties they face.**

Jesus, help us to open our hearts

**– so that we share your concern for refugees and internally displaced peoples throughout the world.**

Jesus, help us to open our hands

**– so that we give genuine and generous help to those who are refugees.**

Jesus, you knew the suffering that being a refugee can bring.

**Help us to give refugees optimism and hope to replace their distress by welcoming them to share our lives.**

We ask this in your name. Amen.



# Saran's story



PHOTO: UNITINGWORLD

**For the last 33 years, Sri Lanka has experienced internal conflict between the Tamil minority and the Sinhalese Government-represented majority. From 2007 to 2008, 17,500 Sri Lankans crossed the sea between the Jaffna peninsula in Northern Sri Lanka and Tamil Nadu in Southern India in a desperate attempt to escape the ethnic-based conflict in Sri Lanka.**

**'Saran's Story' is compiled from the experiences of many young mothers forced to become refugees.**

Twenty three year old Saran was living in a village on the Jaffna peninsula in Northern Sri Lanka with her husband and two young children. They are Tamils. Her husband was a fisherman and worked on a local fishing boat when it was safe to do so. Due to the violence, they often didn't earn enough money to support the family. They lived in fear of the fighting.

One evening, violent conflict broke out nearby where Tamil citizens were being targeted. It was no longer safe for them to remain. They fled their home, leaving everything behind, and boarded a boat to Southern India. This was a dangerous voyage and they had to attempt the crossing at night to reduce the chance of being caught. The boat dropped them off on the sand bars off the Indian coastline in the dark of midnight and they had to make their way to the shoreline along these sand bars and through the swelling water of the sea. Everyone on the boat was scared – all fleeing the conflict, all in fear for their lives.

They were picked up by a truck in the early hours of the morning and taken to the coast guard for initial processing. They were treated with suspicion and interrogated to determine their identity. After being identified as refugees

and given papers, they were transported to Mandapam Camp, a nearby refugee camp. As they drove through towns and villages, the local people were not welcoming and viewed them with suspicion and contempt. Saran and her husband were apprehensive about the refugee camp, as they had heard a lot of negative things about the conditions.

Now that they have settled into camp life, they still face the many challenges and struggles that make life hard every day. There is not enough food, limited access to electricity, very few toilets and the drinking water is not clean and safe. People are often sick but there is little access to medical assistance, and the police are more threatening than helpful.

They still have hope. Through a local church, partnered with a church agency in Australia, additional payments have been made to refugees within the camps to assist them with the day-to-day struggles. Regular mobile medical clinics are run in the camp giving some access to medical treatment. Also, there is a pre-school that Saran's children attend daily. Here they get access to nutritious food, can play in the playground with other children, practise their writing and learn nursery rhymes. They also have a chance to talk to counsellors about the fear and sadness that they have experienced. The women have formed support groups and when the representative came from the Australian church agency, they were able to request training in tailoring to build their capacity to generate an income.

Life in the camp is still very hard, and the refugees like Saran struggle with surviving everyday life. However, because the children are receiving care and a basic education and the women have access to training and a source of income, Saran is increasingly hopeful that life will be better when they can start their new life somewhere outside the camp.





# Sudan/Darfur background information

## Current situation in Sudan

- Internally displaced people: 4.8 million (Reuters 2009)
- 40% of people live below the poverty line (Reuters 2009)

## About the conflict in Sudan

After gaining independence from the United Kingdom in 1956, Sudan was plunged into a vicious civil war between Sudan's Northern Arab-Islamic Government and the African and Christian Southerners. The world's longest civil war raged for more than 40 years. Over two million people died and four million were forced to flee their homes. The Comprehensive Peace Agreement signed in 2005 brought the North-South war to an end.

The tragedy of Darfur in Western Sudan began in 2003. The growing tensions between the African farmers and Arab herders reached a crisis point in competition for land. Rebel groups, who felt they had been left out of the Peace Agreement, demanded equality. In retaliation, the Sudanese Government sponsored a violent campaign to cleanse Darfur of its African tribes. The conflict in Darfur in Western Sudan has sadly killed another 250,000 people and displaced more than 2.4 million people. This conflict threatens the fragile 2005 Peace Agreement.

Australian church agencies are working with the Sudan Council of Churches (SCC) to not only save lives and prevent further conflict, but to help restore dignity, self esteem and trust between people in Sudan.

## Education for the Displaced People of Darfur, Sudan

*"Before I came here I was living in Benaco village 2kms from here. Tribal conflict led me and my family to come to Bilel Camp in 2003. I have been here seven years now. My entire village in Benaco was burned down and more than 1000 people fled that day. My family's house was destroyed. We made our journey to the camp here.*

*Today, I teach adult education here in the camp centre. Since living in Bilel, the Sudan Council of Churches assists us with many services including education, food programs, water and the provision of medicines... We are very grateful for this vital support. Sadly, at times the support has not been enough.*

Children play outside their school in a camp for internally displaced families – Sudan

PHOTO: PAUL JEFFREY/ACT-CARITAS

*There are two schools currently operating but they cannot provide for the enormous number of children who wish to attend. This is a great concern for us for the sake of future generations."*

(Ahmid O' Dean, the Chairman of Youth in Bilel camp in Darfur, Sudan)

## People to people peacemaking in southern Sudan

*"The Sudan Council of Churches (SCC) carries out People to People Peacemaking Conferences in southern Sudan. We have had more than 20 major meetings in pursuit of peace in our war-torn country.*

*The Reverend Peter Tibi, former SCC General Secretary, said, 'We see tribes and ethnic groups who were previously fighting with each other now living together in harmony... Children forcibly taken by other families during the war have been reunited with their own families.'*

*The peace processes include representatives from all parts of the community, including young mothers. During difficult periods of war, these women have held the society together. For example, Mama Chief Elizabeth Igolibo did not flee and fought alongside the soldiers during the long years of war in Sudan. She never gave up the responsibility of protecting her people and now she is nominated to represent her community.*

*The outcomes of these meetings are signed peace agreements between the tribal groups with steps forward to provide ongoing and lasting peace for the whole community."*

(Gladys Mananyu, SCC Peace & Justice Officer)



# Sudan to Australia – Achok’s journey



Achok Deng, a Sudanese refugee and single mother of two, outside the Institute where she is studying English full-time. PHOTO: ALISON PRESTON/AngelCORD

**“My life has been hard but God is always there for me and someone has always helped me.”**

Sussy Achok Deng, 26, was born in southern Sudan in a region devastated by civil war.

Achok still remembers sitting in church one day as a small child when Government troops arrived and ordered her father and other village leaders outside. Achok’s father and all the other men were executed on the spot.

Later, Achok’s village was bombed by Government aeroplanes.

*“I remember running as bombs fell on my school and across the town,” Achok says. “I saw my friends being injured and even killed as I was running for my life into the bush.”*

Achok fled with her sisters, first to a refugee camp in Ethiopia and then to Kakuma refugee camp in Kenya. The refugee camp became her home for the next 12 years.

*“Kakuma is a hot, dusty place, with very little hope,” she says. “We lived in mud huts with thatched roofs, dependent on food aid from the United Nations. There were no jobs and no shops, so if the food ran out we simply had to wait for the next distribution. Sometimes we were starving. I wore the same dress for a whole year, because it was all I had. It was a terrible way to live, and my life felt meaningless.”*

Achok applied three times for a humanitarian visa to go to another country.

*“I wanted to leave Kakuma, even though I didn’t know anything about these other places,” Achok says.*

Just before Achok’s seventeenth birthday, she was relieved and grateful to hear that she and her two sisters had been accepted for settlement in Australia.



*"I was excited to be offered the opportunity to come to Australia. I wanted a chance to study, to work, and to have a better life than all those years in the refugee camp. Everyone deserved to leave Kakuma, but not everyone was accepted by other countries.*

*There are still people living in that terrible place today, and I feel sad when I remember how they are."*

## **A life in Australia**

Achok has now been in Australia for about six years.

*"When I first arrived in such a beautiful country, I thought to myself: 'I have come to a place where I can feel safe'. I thought: 'I have been saved!'"*

But life here is also full of challenges. In the early days, Achok struggled to understand Australian accents and she had to rely heavily on a Sudanese cousin who was already settled here to help her learn how to live in an Australian city.

After her marriage broke down Achok was left with the responsibility of looking after her two small boys.

*"I am so disappointed because I dreamed of settling down, raising our family and being able to support our parents and other Sudanese people who are struggling.*

*Now I am doing my best to raise my boys on my own. We live in a public housing apartment, and unfortunately there are people around who get drunk or use drugs and shout abuse at me. I don't feel very safe here, and I worry about my kids.*

*This area is not the sort of place I want them to grow up. When I get a job we will move to a safer area.*

*Now I'm studying English so that I can get some good qualifications. I want a better job that will provide financial security for my family. I am working, struggling so hard for that.*

*I really want to do community health or welfare work. Since I was young I've always wanted to help people with their problems: people neglected by their families, people who are isolated."*

Achok knows what it is like to feel isolated in a big city and to worry about the future.

*"I am in the middle of two cultures, and it can be very confusing. I am Sudanese, but I want to be part of Australian culture. I try to balance the two and take the good from both.*

*It's difficult though, because sometimes I feel caught in between these two worlds and really misunderstood."*

Achok says she is very aware of debates in the Australian media about refugees.

*"I feel bad when I hear some news stories because many Australians don't know or aren't being told what these refugees have gone through.*

*Most refugees have lived through terrible experiences like war. I think we should expect the best of people arriving as refugees and respect and treat them well.*

*Because of their experiences, these people often need support for quite a long time. Many people seem to expect those of us who have come as refugees to adjust to life in Australia very quickly, but it just takes time."*

Although life is difficult for Achok, she is hopeful of a good future for her children and grateful to the many Australians who have helped her.

*"I feel like my kids will 'fit in' here in Australia more than I do, and that they will have a good education and be able to communicate well and find jobs they enjoy. They won't have the worries that I have.*

*I also hope that one of my boys will decide to work in Sudan one day, as there is such a big need for good education and support there.*

*My life has been hard, and sometimes I can't believe the terrible things that keep happening to me. But God is always there for me, and when I have really been struggling someone has always helped me," Achok says.*



PHOTO: PAUL JEFFREY/ACT-CARITAS



# Primary activities

## What is a refugee?

- What is a refugee? What is your experience of refugees?
- What are some reasons people become refugees?
- What is the difference between a refugee, an internally displaced person (IDP) and an asylum seeker? Illustrate your answer in pictures.

(Visit this website for help:

<http://www.refugeecouncil.org.au/arp/faqs.html>)

## Jesus, Mary and Joseph were refugees



The story of the Holy Family fleeing Egypt is an account of refugees fleeing persecution.

- Read Matt. 2:13-15. How might Joseph and Mary have felt when they had to leave their home to find a safe place?
- Discuss other situations where people have had to flee their homes.
- Read Matt. 25:31-46. How does Jesus guide us in welcoming the stranger?

- What Christian values do we demonstrate when we welcome the stranger?

## See the real me, not just the refugee

- Look at the Simply Sharing Week poster. Read the title. What do you think it means?
- Refugees are also mothers, daughters, sons, doctors, teachers etc. Why do labels often prevent us from seeing the whole person?
- Brainstorm what it might mean to be labelled as a refugee.
- Create a poster or campaign that you can use during Simply Sharing Week or Refugee Week (20-26 June 2010).

## Home is...

- Complete this sentence – “Home is ...”
- Look at images of refugee camps from the PowerPoint on the Simply Sharing Week website and answer the following questions:

- What do the houses look like?
- Why do the houses look like this?
- What are they made of?
- How would it feel to live in a place like this?
- What are some of the things that are important to people who live here?
- What would people have brought with them to this camp?

## Saran's story

- Why did Saran and her family leave their home in Northern Sri Lanka?
- Why was their journey dangerous?
- Map Saran's journey.
- What challenges did Saran and her family face once settled into the refugee camp?
- Identify four different ways that people in the camp have benefited from the refugee program.
- What are Saran's hopes for the future?

## 10 minutes to pack ...

Download the set of picture cards which show 'needs' and 'wants' (alternatively students brainstorm 20 items they might need or want in the next 12 months).

Students are given 10 minutes to pack their bags (choosing eight items) with the understanding that they might never come back.

Prompt students to think about what they need to survive the journey and what they will need when they arrive.

- In small groups, students compare their eight items and answer the following questions:
  - Were there items that everyone chose?
  - What items did you have that other students didn't?
  - If you could choose two more items, what would they be?
  - Was it easy to decide? Why or why not?
  - What helped you make your decisions?
  - How do you think you would feel if this really happened to you?
- Reintroduce the meaning of the term 'refugee'.
- Highlight the value of items that assist refugees to survive the trip and support a successful claim for asylum in a foreign country (items like newspaper articles, photographs or identity cards).



## Before, during, after and the future

Write the following words on the board to ensure that students develop comprehensive answers: food, water, health, education, religion, cultural activities, work.

Students choose either Sri Lanka or Sudan as their focus area.

Students will need four sheets of paper to do the following exercise:

- Write **'Before'** in the middle of your page and create a mind map of what life might have been like for a child your age living in Sri Lanka or Sudan before there was conflict.
- Write **'During'** in the middle of your page and create a mind map of what life would be like on the journey to another country because it was too dangerous to stay at home.
- Write **'After'** in the middle of your page and create a mind map of what life would be like for a child your age after seeking refuge and participating in the projects within the refugee camp.
- Write **'The Future'** in the middle of your page and create a mind map of what it is you hope for the future.

## A refugee camp

Have groups of students:

- Imagine they are in charge of a refugee camp with about 1,000 people.
- Fill in the table below using the given information (minimum requirements to determine the resources and personnel needed to provide for the refugees).

Needs	Minimum requirements in a refugee camp	What is needed to meet the needs of 1000 refugees	What you have access to in Australia
Water	15 litres per person per day (one tap per 250 people)		
Food	2100 calories per person per day		
Toilet	1 toilet for 20 people		
Shelter	One sheet of plastic per family		
Health	At least one healthcare worker per 5000 people		
Education	Often there is no school		

(Source: <http://www.sphereproject.org/>). (This activity was taken from the activity titled 'Life in a refugee camp' found at [www.globaleducation.edna.edu.au](http://www.globaleducation.edna.edu.au))

## UNHCR – Lego posters and teachers guide

This a great series of activities based on posters that explore the issue of refugees.

For the teacher guide go to: <http://www.unhcr.org/help/HELP/46a755202.html>

Download the posters from <http://unhcr.org.au/pdfs/140603LegoA2Posters.pdf>



# Secondary activities

## The facts

- Define the following: refugee, asylum seeker, internally displaced person (IDP).
- What is your experience of refugees?
- What circumstances make people refugees?
- Do you welcome the refugee?
- Is Australia prepared to offer security and refuge to people forced to flee from their homes and countries? Find some examples.

## Media campaign – See the real me, not just the refugee

- Look at the Simply Sharing Week poster. Read the title. What do you think it means?
- Brainstorm how refugees might be stereotyped.
- Develop a media campaign to tackle these stereotypical views about refugees.

## Sri Lanka – Saran's story

- Why did Saran and her family leave their home in Northern Sri Lanka?
- On a map, indicate the journey that Saran and her family took to seek refuge.
- Describe what life might have been like for Saran before, during and after she fled Sri Lanka.

## Sudan/Darfur

- When and why did the civil war begin in Sudan?
- The peace agreement was signed in 2005. Why do you think there is still a need for 'People to People Peacemaking Conferences'?
- In Sudan, people have been displaced, but are not 'refugees' because they have not crossed the border of their country. How would the experiences of those displaced in their own country, differ from those who have become refugees?

## Achok's journey

- Why did Achok leave Sudan?
- On a map indicate Achok's journey.
- How do you think Achok would have travelled to Kenya via Ethiopia?
- How long did it take for Achok to be granted refugee status? What were some of the challenges she faced during this process?



PHOTO: PAUL JEFFREY/ACT-CARITAS

A school in a camp for internally displaced persons – Sudan

- Life is still not easy for Achok in Australia. Why? (give at least three reasons)
- What could Australians do to help refugees settle in Australia? (give at least three examples)

## Forced to flee

- What are the five reasons for persecution set out in the UN Convention on the Status of Refugees?
- Research real life examples for each reason. eg. Race – Albert Einstein fleeing Nazi Germany; Nationality – Tamils fleeing Sri Lanka.

## What does the Bible say about refugees?

Biblical tradition places the alien, the stranger and the exile at the heart of its religious and ethical concern. In the Old Testament, God's people practised a tradition rich in hospitality towards travellers and the stranger. A hospitality code is even stated in Leviticus 19:33-34:

*"Do not ill-treat foreigners who are living in your land. Treat them as you would a fellow Israelite, and love them as you love yourselves."*

In the New Testament, love for our neighbour is a common theme.

- Read the following verses: Exodus 23:9, Deuteronomy 10:18-19, Deuteronomy 23:15-16, Matthew 25:31-46, Luke 10:25-37, Hebrews 13:2, Micah 6:8.
- Use your reflections on these verses to develop five guidelines on how God wants us to treat those who have been displaced.

## A place to call home

Home is a personal place. It is of central importance to all of us. It is the place where we learn to love and care, where we learn to belong, where we are not alone, where we learn about relationships, where we learn our values, where we laugh and celebrate.

- What is your understanding of home?
- How would you feel if you were displaced from your home?
- What would be the biggest challenges?



## Poster/cartoon

- Design a poster or cartoon using some or all of the facts below:
- Refugees are not queue jumpers (there simply are no queues for people to jump in some countries).
- Asylum seekers are not illegal immigrants (it is absolutely legal to enter Australia without a visa if you can prove you are a refugee).
- Most asylum seekers are refugees.
- We are not being 'swamped' by refugees (compare Australia's intake with that of other countries).

## Life in a refugee camp

Compare and contrast village life and life in a refugee camp. Consider housing, family, income, food, security/safety and water.

## 'Push' and 'pull' – where do 'our' refugees come from?

- Do some research: where are the majority of refugees from who come to Australia?  
(Answer: Iraq, Burma, Afghanistan, Sudan)
- In Australia there has been a lot of talk about 'push' and 'pull' factors.
- Divide your page into two columns: one with the heading 'Push factors' and the other 'Pull factors'.
- As a group list as many push and pull factors as you can.  
(Think about the issues in the countries you identified above when determining 'push factors'.)

## ABC: Long Journey – Young Lives website recommended!

This is an interactive documentary website where students can watch video footage of refugees aged 9-18 years retell their experiences and see Australian students being interviewed about their understanding and attitudes towards refugees.

[http://www.abc.net.au/longjourney/intro\\_broadband.html](http://www.abc.net.au/longjourney/intro_broadband.html)

## Drama

- a) Using Saran's story, or the experience of those featured in the *Long Journey* documentary website in the previous activity, discuss the feelings associated with the experiences of leaving your homeland for somewhere foreign and unknown.
- b) Devise a movement to depict the feelings you discussed or the journey of a refugee. This may be a moving dramatic piece including dialogue or a freeze frame/tableau.
- c) Present your group's piece.

## Durable solutions

The three recommended solutions are voluntary repatriation, local integration and resettlement. Write three short paragraphs to explain each solution. In a table format, research and record the advantages and disadvantages of each of these solutions.

## What is going on in Australia?

The Australian Government Department of Immigration and Citizenship provides weekly updates of statistics on people being detained.

<http://www.immi.gov.au/managing-australias-borders/detention/facilities/statistics/>

What are the three different types of facilities for people detained in Australia? Where are these facilities located? Locate the places on a map.

## In the news...

- Using at least two news articles focussing on refugees or asylum seekers, highlight some key words or phrases that describe refugees or asylum seekers. (For access to most Australian newspapers go to [http://www.nla.gov.au/npapers/npapers\\_state.html](http://www.nla.gov.au/npapers/npapers_state.html).)
- How could the reader be influenced by the articles? By these words or phrases?
- What judgements might the reader make?
- Do these articles present a positive, negative or neutral attitude towards refugees or asylum seekers?
- Are there any incorrect terms? (eg illegal asylum seekers)
- Are there any facts? If so, have they come from a reliable source?
- How did your two articles differ? Audience, language, influence, etc.
- Are the articles accurate, fair, effective or responsible?
- If there are images, do they effectively support the article? Do the images promote the dignity of those portrayed?
- With the information you now have about Saran from Sri Lanka or about the situation in Sudan or Darfur, write your own news article that aims to educate Australians in your community about the plight of refugees.



# Web links

## Refugee Council of Australia

<http://www.refugeecouncil.org.au/>; Refugee Week  
[www.refugeeweek.org.au](http://www.refugeeweek.org.au)

## A Just Australia

<http://www.ajustaustralia.com>

## United Nations High Commissioner for Refugees

(UNHCR) <http://www.unhcr.org.au>

## The Darfur Australia Network (DAN)

The Darfur Australia Network (DAN) is a not-for-profit community organisation aiming to raise awareness about the continuing tragedy in the Darfur region of Sudan, assist in the resettlement of Darfuri refugees and build solidarity between the Australian people and the people of Darfur.

[www.darfuraustralia.org](http://www.darfuraustralia.org)

## Educational

### Global Education

<http://www.globaleducation.edna.edu.au>

### UNHCR – Lego posters and teachers guide

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### Face the facts: some questions and answers about Indigenous peoples, migrants, refugees and asylum seekers

The activities are suitable for use in a range of key learning areas for secondary students across Australia. Teaching notes, student activities and worksheets are provided, plus a range of recommended online resources and further reading.

[http://www.humanrights.gov.au/education/face\\_facts/index.html](http://www.humanrights.gov.au/education/face_facts/index.html)

### Refugee Realities – Oxfam

<http://www.oxfam.org.au/refugee/learning/resources/index.php>



### Road to Refuge

Developed by the BBC, this site explores the stories of refugees from around the world, using first-person testimonies and in-depth interviews.

[http://news.bbc.co.uk/1/hi/english/static/in\\_depth/world/2001/road\\_to\\_refuge/](http://news.bbc.co.uk/1/hi/english/static/in_depth/world/2001/road_to_refuge/)

### Scattered People

Developed through a partnership between Lifeline Brisbane, the Refugee Claimants Support Centrew and Brisbane City Council, this site includes the stories of refugee claimants and their response to seeking asylum in Australia.

<http://brisbane-stories.powerup.com.au/scatteredpeople/>

### Against All Odds – interactive game

For the teaching resources with many activities go to

[http://www.playagainstallodds.com/teachersupervision/us/index\\_uk.html](http://www.playagainstallodds.com/teachersupervision/us/index_uk.html)

### UK Red Cross – Embracing Asylum Seekers and Refugees

<http://www.redcross.org.uk/standard.asp?id=81352>

### Uniting Justice Australia

<http://www.unitingjustice.org.au/issues/refugees-asylum-seekers.html>

- information from representatives who have recently visited Christmas Island
- useful links
- information on Australian policy and current directions of advocacy
- biblical and theological statements re: accepting and embracing refugees.