

**A Teacher's
Handbook**

Journeys

**Exploring Migration and
Migrant Rights in the
Primary Classroom**



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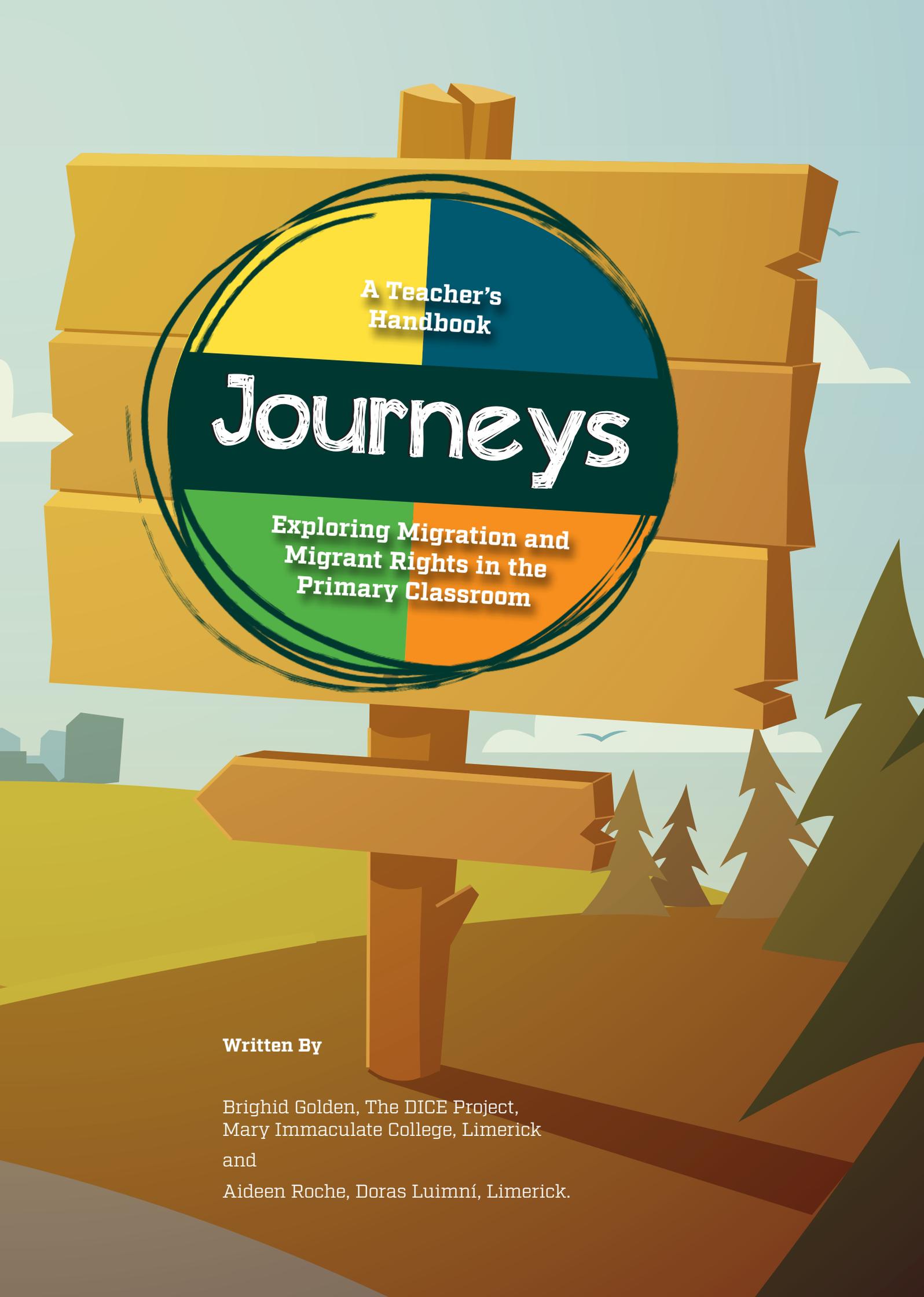


DICE
Development
& Intercultural
Education



Doras
Luimní
Promoting and protecting human rights





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Exploring Migration and
Migrant Rights in the
Primary Classroom

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Acknowledgements

With special thanks to: Siobhan Sleeman, Rosalind Duke, Aoife Titley, Rowan Oberman, Deirdre McGillicuddy, Kevin O'Connor, Leonie Griffin, Ursula Doherty and Eucharia McCarthy.

This resource was piloted in Rush and Lusk Educate Together National School (RaLET). Thank you to the Principal and Chairperson of RaLET in facilitating the pilot project. In particular, we are very grateful to teachers Claire Glavey (2nd Class Teacher) and Fiona O'Brien (5th Class Teacher) who piloted some of the activities with their classes and provided valuable feedback which helped to shape this resource and make it more user friendly for all teachers.

Photography credits: Claire Glavey and the children of 2nd class in Rush and Lusk Educate Together National School.

This resource is a partnership publication between the Curriculum Development Unit at Mary Immaculate College, The DICE Project and Doras Luimní.

The Curriculum Development Unit at Mary Immaculate College

The Curriculum Development Unit (CDU) of Mary Immaculate College, is a nationally recognised centre of excellence in terms of curricular design and innovation. It promotes high standards in teaching and learning by undertaking research into the curriculum and methodology. This research informs the development of publications and resource materials that are embedded in the latest thinking and ideas about education.

The DICE Project

The DICE Project (DICE) is a national education partnership, funded by Irish Aid, which promotes and supports the integration of development education and intercultural education in Initial Teacher Education at primary level in Ireland. DICE is implemented by four higher education institutions, namely: Dublin City University Institute of Education; the Froebel Department of Primary and Early Childhood Education, Maynooth University, Kildare; Marino Institute of Education, Dublin; and Mary Immaculate College, Limerick.

Doras Luimní

Doras is a human rights and migrant support organisation based in Limerick, which was established in the year 2000. Since then, Doras has been providing advice and information to refugees, asylum seekers and migrants in the Mid-West region. Doras also engages in intercultural training, integration planning and collaborative advocacy campaigns at local and national level.



Definitions

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

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. The grounds for refugee protection are set out in the 1951 Refugee Convention, also known as the Geneva Convention (*International Committee of the Red Cross, 1949*).

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. The right to seek **asylum** is set out in the *Universal Declaration on Human Rights* (United Nations, 1948). It is one of the most important obligations set out in international law. In Ireland, asylum seekers live in group accommodation called Direct Provision centres and are not allowed to work while they are waiting for a decision on refugee status.

An **internally displaced person** (IDP) is someone who is forced to leave their home because their life is in danger and is seeking safety and protection in another part of their own country. An IDP has not crossed an international border. For example, there are eight million IDPs in Syria.

In this resource the term **newcomer** refers to a person who is new to a school, local community or country. This person may or may not have Irish nationality. This term does not refer to a person's ethnicity, culture, religion or language skills.

Direct Provision is the system of accommodating asylum seekers in Ireland. People live in shared accommodation in centres across Ireland where they are provided with a bed and three meals per day. While living in Direct Provision, asylum seekers are allocated a small weekly allowance and are not permitted to work.

A **Stereotype** is an oversimplified generalisation about an entire group of people without regard for individual differences.

Prejudice is pre-judging, making a decision about a person or group of people without sufficient knowledge. Prejudicial thinking is based on stereotypes. Prejudice affects our attitudes.

Discrimination and **racism** refer to the behaviour and action of intolerance that can follow prejudicial thinking. Discrimination is the denial of justice and fair treatment in many areas, including employment, housing and political rights. Racism is discrimination or prejudice based on ethnicity, culture or religion.

Rumours are statements about individuals, groups or events that are spread from one person to another. The credibility of rumours comes not from direct evidence but from the fact that many people believe them. Rumours may be based on stereotypes and are often in the form of a story.



How to use this resource

Journeys is a whole-school resource on the theme of migration, rights and integration.

It is divided into four distinct themes: **Stereotypes**; **Culture**; **Journeys**; and **Protection**. The themes have been designed to be covered consecutively to allow children to build on their learning from the previous theme. After each theme has been covered throughout the school, classes are encouraged to come together to share their learning at school assemblies or through school displays.

Each theme includes an introductory section. This is followed by activities which can be covered within each theme. To cater for the needs of children of all ages and ability levels, the activities get progressively more complex and in-depth as the theme progresses. Each activity has a suggested class level however, this is not definitive and you are encouraged to make a judgement call about the abilities and interest levels of your class and whether to adapt lessons to suit individual needs. Each theme begins with a home-school link activity, which can be used as an introduction for all class levels.

This resource will have a dedicated webpage on the Curriculum Development Unit website: <http://www.curriculumdevelopmentunit.com/journeys.html> where activity sheets, examples of approaches and additional links to further information can be found. The links on this webpage will be continually updated to reflect the rapidly changing nature of migration.

Curriculum Links – Many of the activities can be linked to multiple curricular areas, depending on the emphasis you take during the lesson. Each lesson has suggested subject areas strands, strand units and where appropriate, elements and learning outcomes from the new language curriculum. There is a strong emphasis on SPHE, English and Arts Education throughout the resource.

Follow the footsteps through the book to create your own learning journey about migration.





Tips and ideas for setting up your school as a site for integration and welcome

Interrogate your space!

- Review your whole-school policies and the school website to ensure they are welcoming and inclusive of all people.
- If you are putting on an event, make sure to take a look at the DICE resource Intercultural Events in Schools and Colleges for some support. You can find the resource at <http://www.diceproject.ie/links/intercultural-education/>
- Look at the languages and images displayed in the classroom and on school walls, the posters, the photographs, the books and the resources you use. Do these represent a variety of languages, ethnicities, cultures and religions so that all children feel welcome and understand that diversity is a normal part of life. Get the children on board to help with this!
- Look at your art supplies and play areas. Do these include toys, dolls and dress-up clothes that represent children from a variety of backgrounds? Can all children draw and paint themselves with accurate skin colour?
- When examining the images you use in your school, make sure they always show respect for the dignity of the people represented. Have a look at these guidelines for some tips: <https://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 children who may feel overwhelmed. All children should have space for reflection and to feel safe if they are sad, scared or unsure.
- Always use factual information when you are talking about other countries and about migration. For up-to-date information see links provided on our webpage <http://www.curriculumdevelopmentunit.com/journeys.html>.



LET'S LOOK AT WHO LIVES IN IRELAND

SOURCE: CENTRAL STATISTICS OFFICE, RESULTS FROM CENSUS 2011
 (MOST CURRENT STATISTICS AVAILABLE AT TIME OF WRITING)

Total population (CSO 2011): 4,525,281

Irish: 3,927,143

Non-Irish Nationality: 544,357

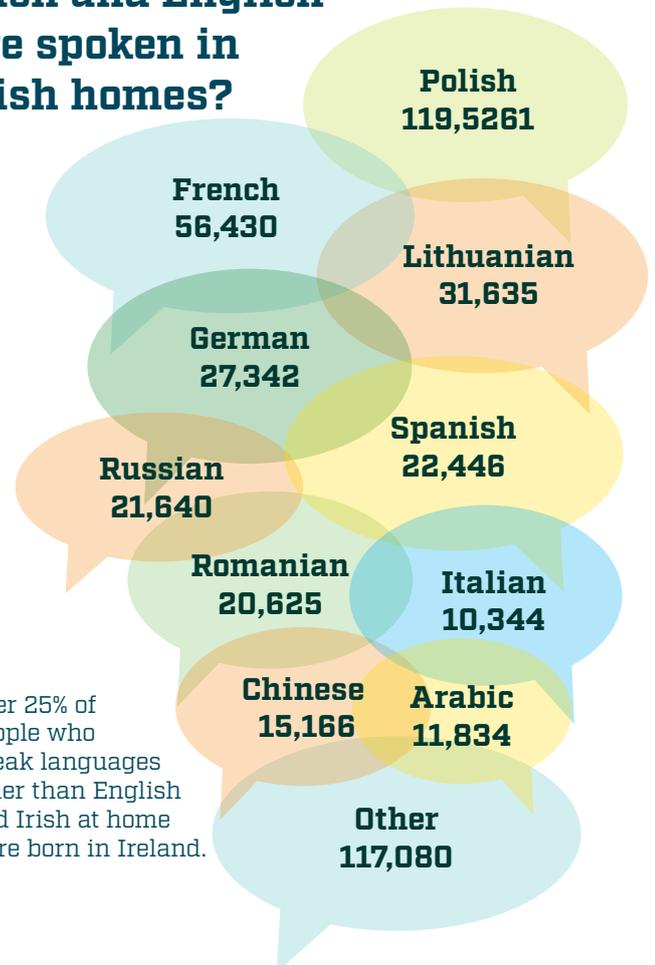


	No of People
UK	112,259
EU 27 (excl IRL/UK)	274,505
Rest of Europe	16,307
African:	41,642
Asian:	65,579
American:	24,884
Other Nationalities	9,181
Not stated/No nationality	53,781

What are some of the religions we see in Ireland?

	No. of people
 Catholic	3,861,335
Church of Ireland	129,039
Protestant	5,326
Orthodox	45,223
 Muslim	49,204
 Hindu	10,688
 Buddhist	8,703
 Jehovah's Witness	6,149
 Atheist	3,905
 Jewish	1,984
 Baha'I	520

What languages other than Irish and English are spoken in Irish homes?



Over 25% of people who speak languages other than English and Irish at home were born in Ireland.

DIRECT PROVISION STATISTICS IRELAND

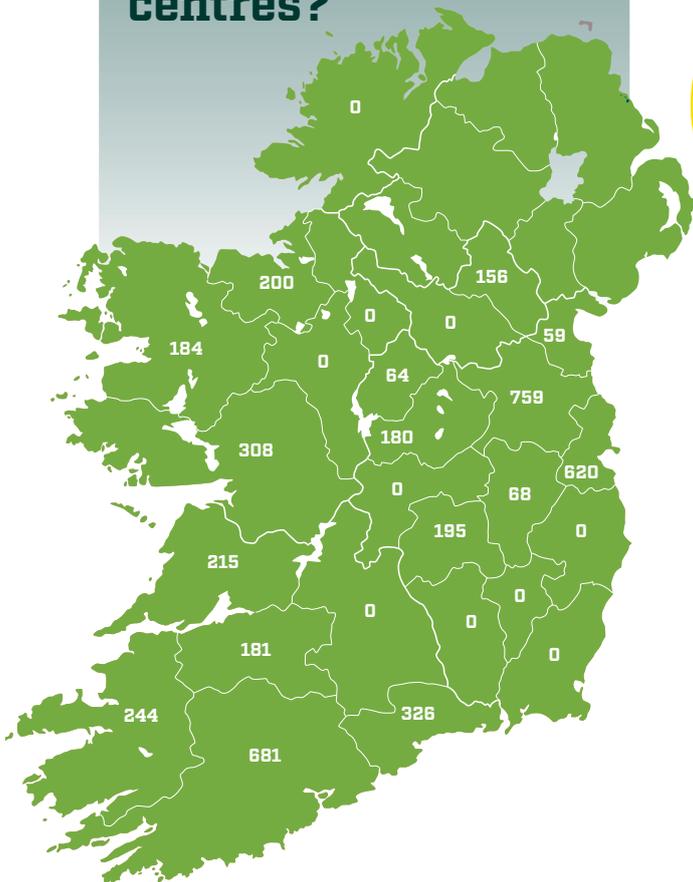
AS OF JANUARY 2017, SOURCE: RIA MONTHLY REPORT JANUARY 2017

Total population in Ireland (CSO 2016) – 4,757,976

TOTAL NUMBER OF
ASYLUM SEEKERS
LIVING IN DIRECT
PROVISION (DP)

4,427

In what counties
do asylum seekers
live in Direct
Provision
centres?



Total number living in DP
age 0-4 yrs

443

Total no. in DP age 5 – 12 yrs
(primary school age)

529

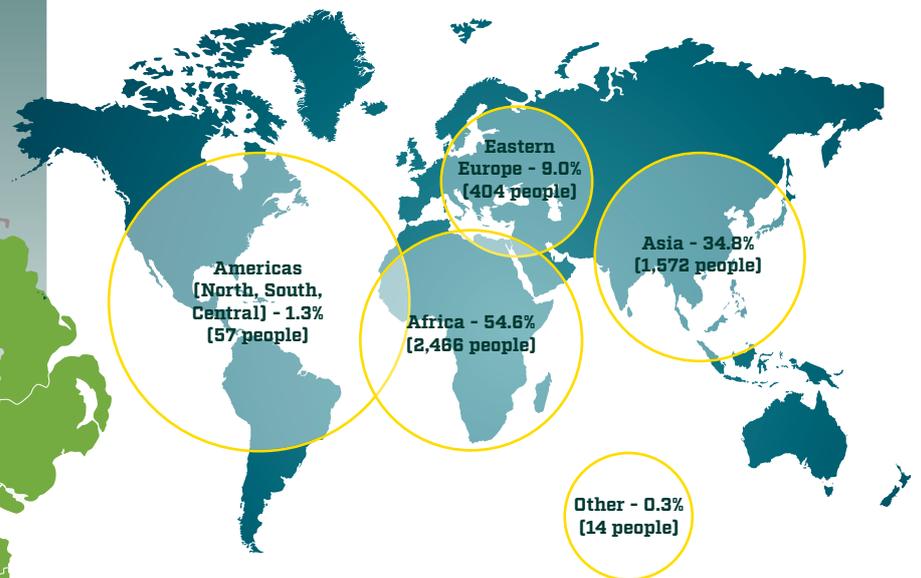
Total no. in DP age 13-17 yrs
(secondary school age)

167

Total no. of children (under
18 yrs) living in DP

1,139

What continents do asylum seekers
living in Ireland come from?



To keep up to date with statistics on
Direct Provision centres in Ireland, keep
an eye on monthly reports released on
www.ria.gov.ie .

Activity: Why not try creating your own
infographics on cultural, religious or
language diversity in your school or
community using www.piktochart.com ?



FIRST THEME

Journeys

The theme of journeys was chosen to represent both the journeys that migrants take to reach Ireland and the learning journey that we are all on as we strive to promote integration and human rights in our classrooms and our society. When exploring this theme, children will be asked to think about journeys they make and asked to imagine the different types of journeys that people make to reach Ireland.

Journeys

In this theme, there are six classroom-based activities which focus on building empathy with migrants who have made lots of different journeys to new countries.

- 1. Design your own journey**
- 2. Walk in someone else's shoes**
- 3. Mapping journeys**
- 4. Critically thinking about the Irish famine**
- 5. In the Sea there are Crocodiles**
- 6. Footsteps**



HOME-SCHOOL LINK ACTIVITY:

For homework, give the children a blank world map, (see the website <http://www.curriculumdevelopmentunit.com/journeys.html> for printable copy), and ask them to draw the journeys that the different people in their homes have made. A different colour could be used to represent the journeys taken by each person. These maps could then be used for *Show and Tell* or *Circle Time* in the classroom to kick-start the discussions and activities on journeys.



ACTIVITY 1 - Design your own journey

In this activity, the children will explore journeys they are familiar with and also imagine other journeys. The following is a list of stimulus questions about journeys which can be used to encourage the children to reflect on these journeys:

- What journeys do you make every day/week/year?
- How do you travel?
- What do you bring with you?
- If you had to leave your home to go somewhere new, what are the 6 most important things you would bring with you?
- Who would go with you?
- What country would you like to go to if you were leaving Ireland to go and live in another country

Children may respond through Drama, Visual Art, Oral Language or P.E.

For example, in P.E the children could create their own obstacle courses to represent journeys that they have already taken or to illustrate the journeys they would take if they had to travel to somewhere new.

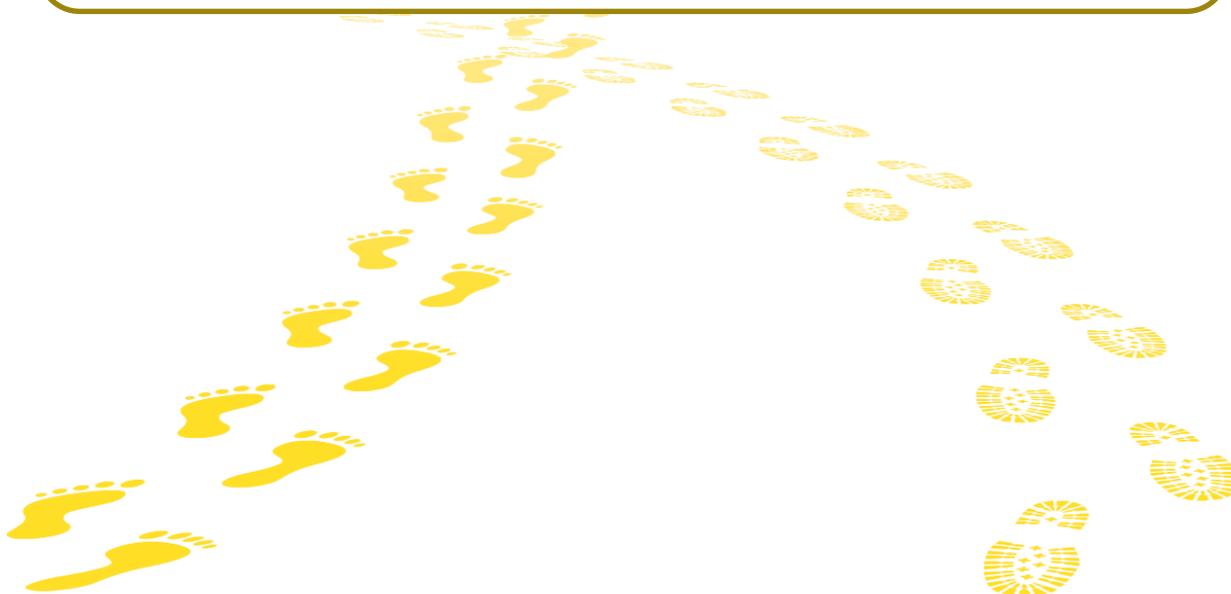
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Class Level: Junior Infants - 2nd Class

Subject: English: Strand: Oral language, Element: Exploring and using language, Learning Outcomes: Requests and questions; Retelling and elaborating (narrative text and response); Information giving, explanation and justification (expository text).

Subject: Geography, Geographical skills and concepts: A sense of place and space; Maps, globes and graphical skills



ACTIVITY 2 – Walk in someone else’s shoes

With thanks to Kevin O’Connor, MIC.

Materials: large sheet of paper for each child, markers, large open space. Additionally, children need to bring in an old pair of shoes each.

- 1 Ask the children to bring in an old pair of shoes, (not their own), from home.
- 2 Working in a large, open space, place each pair of shoes on a large sheet of paper.
- 3 Get the children to move around the room to look at the shoes and then write questions on the sheets of paper seeking information about the owners of each pair.
- 4 Give each child a pair of the shoes, along with its accompanying sheet of paper. Ask the children to invent a character who might have been the owner of that particular pair of shoes.



Note: The questions asked by other children will stimulate this process, but the children are free to add additional elements to their characters.

- 5 Ask children to decide how their character might stand, move and walk. Working in pairs, have the children develop short monologues or mimes.
- 6 Give the children the opportunity to present their character to the rest of the class.
- 7 Following the presentation of characters, the teacher should facilitate a group discussion using the guiding questions below.

Guiding Questions:

- How many new pupils have joined your class this year?
- How many of you have been to a new school?
- How many situations can you think of where you might feel like ‘a new person’?
- Do you think being new to something is exciting or scary? Or both?
- How many people in your class have been overseas?
- Does anyone in the class speak a language other than English?
- Have you ever tasted foods from other countries?
- What cultural traditions do you or your family practice?

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Class Level: 1st Class – 4th Class

Subject: Drama Strand: Drama to explore feelings, knowledge and ideas leading to understanding
Strand Unit: Exploring and making drama; reflecting on drama

ACTIVITY 3 - Mapping journeys

- 1 Ask the children to use their atlases, maps or globes in the classroom to map out the following journeys: Titanic Route, Syria to Ireland, Ireland to Canada/ Australia/ America.
- 2 Get the children to identify other famous journeys in history that had an impact on the world.

Guiding questions:

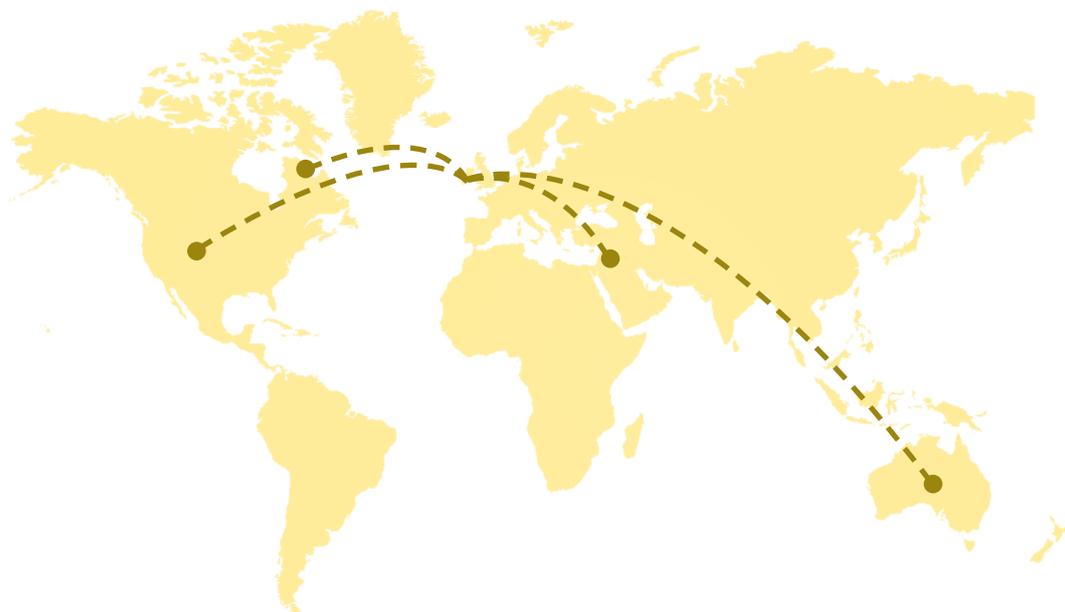
- What modes of transport would be needed for each journey?
- What are the benefits/ disadvantages of each mode of transport?
- Which journey would be the easiest/ hardest? Why?
- Which journey would you like to take?
- What do you think you would see/hear/smell on each journey?
- Who do you think you would meet on each journey and what would you talk to them about?

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Class Level: 3rd - 4th Class

Subject: Geography Strand: Human environments Strand Unit: Transport and communications Geographical Skills and Concepts: Geographical investigation skills; maps, globes and graphical skills



ACTIVITY 4 - Critically thinking about the Irish Famine

In this activity the children will be looking at similarities between Irish emigration during the Great Irish Famine and the current influx of immigrants into Ireland.

Encourage the children to imagine what a person who had to emigrate from Ireland to America during the Great Irish Famine would say to Irish people today about the numbers of refugees and migrants coming to Ireland from other countries.



Note: This could be done as a letter writing exercise, as a creative art exercise, through drama or oral language.

Guiding Questions:

- What is similar about the history of Irish people emigrating to America or England during the famine and the people who are moving to Ireland now from Africa, the Middle East and other places? What is different about it?
- How do you think Irish people felt when they were treated badly when they went to live in new countries? [At this point you should draw the children's attention to the anti-Irish prejudice experienced by many Irish people who emigrated from Ireland to America or England during and after the Famine, e.g., signs saying 'no dogs, no blacks, no Irish' etc.]
- How would you feel if you experienced discrimination?
- Do you think people who have moved to Ireland from other countries experience any racism or discrimination today?
- What advice would you give somebody who is being racist or mean to people who have moved to Ireland from other countries?

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Class Level: 3rd Class - 6th Class

Subject: History

Strand: Eras of Conflict and Change

Strand Unit: The Great Famine

ACTIVITY 5 – In the Sea there are Crocodiles

Use the novel 'In the Sea there are Crocodiles' by Fabio Geda with your class.

This book explores the true story of 10 year old Enaiat's 5 year journey as a refugee through Iran, Turkey, Pakistan and Greece before seeking political asylum in Italy. Through reading and exploring this novel, children in your class will be able to learn about migration through the eyes of somebody of their own age and begin to imagine the journeys that people have to take to reach a new country.

Guiding questions for this novel are provided on the CDU website at:
<http://www.curriculumdevelopmentunit.com/journeys.html>

CURRICULUM



Class Level: 5th and 6th Class

Subject: English

Strand: Emotional and imaginative development through language

Strand Unit: Reading

ACTIVITY 6 – Footsteps

Materials: wide open space such as a hall, yard or classroom with tables moved to the side; list of questions printed for teacher to read aloud.

- 1 Divide the children into pairs and give each pair a profile from page 16, (some pairs will have the same profile, but they should not share this information until the conclusion of the activity).
- 2 Begin the activity by asking all children to stand in a row at the top of the space with enough space to walk 10 steps in front of them.
- 3 Read the following to the children: *You suddenly find out that you need to leave Ireland and find a new home in another country, I am going to read a list of some of the decisions you will need to make, if you think the person in your profile would or could say yes, take a step forward, if you think they would say no, don't move. If you are unsure, take your best guess after talking to your partner. Can you think of any other decisions you would have to make?*



Note: Some questions have right and wrong answers depending on the profile, others are opinion based. This activity can be used as a stepping stone to researching migration and the asylum process in Ireland.

Questions:

- You will need your passport to leave the country, do you have a passport? (as an asylum seeker, your passport is taken from you by the Department of Justice while a decision on your status is being made)
- You need to pay for flight tickets for you and your family, have you bought flights before, would you know how to do it?
- Brrr it is cold and you need to buy some warm clothes for your journey, would you be able to afford this new wardrobe?
- When deciding where to travel to, you need to pick somewhere you know is safe, and hopefully a place where you will have friends or family; do you think you would know somewhere you could go?
- You end up travelling to America and have to live in a centre like Direct Provision in Ireland, this centre provides food, do you think the food you will get will be like the food you used to eat at home as a child?
- When you meet people who work in immigration, do you think anybody will speak your language, the language you used to speak with your family as a child?
- Your grandmother is sick so she cannot travel with you and must stay in Ireland. Will you be able to keep in touch with her on your journey and when you arrive in your new country? (Encourage the children to consider different forms of communication and what might block access to communication such as lack of WiFi or electricity, roaming charges, grandmother's access to technology etc.)
- For your journey, you need to bring enough food to last a week in case you can't get any on the journey, do you have enough in your home ready to take with you?

Discussion question: What other decisions would you need to make if you needed to move to a new country?

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Class Level: 5th and 6th Class

Subject: SPHE

Strand: *Myself and others*

Strand Unit: *My friends and other people*



SECOND THEME

Culture

Culture refers to the ideas, customs and social behaviours of a particular group of people.

Multicultural – a society or community which is made up of several cultural or ethnic groups living or working side-by-side. Multicultural communities do not necessarily imply integration.

Interculturalism – an approach which promotes dialogue and interaction between cultures and challenges segregation of cultural groups.

Subcultures – a cultural group within a larger culture, often having beliefs or interests that are different to the larger group. Most cultural groups include subcultures who may appear to belong to the larger group but have different beliefs or interests.

This theme explores different aspects of the cultures to which people living in Ireland belong. Children will compare what they know about Irish culture to the cultures of other groups of people and begin to understand that culture is complex.

Culture

The five activities listed below are designed to promote awareness among the children that cultures have many interwoven aspects and not all people within a cultural group have the same beliefs or customs.

1. World families display
2. Anti-racism artwork
3. Ingredients of culture
4. Universal, individual and cultural traits
5. Fishbowl discussion



HOME-SCHOOL LINK ACTIVITY:

Give each of the children a paper bag and ask them to bring it home and use it to bring in 3 or 4 items which represent their culture. These could then be used for *Show and Tell* or *Circle Time* in the classroom to begin the discussions and activities on culture.



ACTIVITY 1 – World families display

- 1 Choose a common area in your school to create a display- it could be a hallway or a shared library or reception area.
- 2 Using large rolls of paper or large sheets of paper draw outlines of family groups - single parent families, large and small families, same-sex parent families, children with grandparents etc.
- 3 Have a discussion with the children about what the term family means, highlighting the fact that families may differ in size, religious beliefs, culture, gender or skin colour (use the Different Families Same Love poster as a stimulus which can be found at: <http://www.into.ie/lgbt/EducationalResources/>).
- 4 Next, divide the children into groups and assign each group to a different kind of family. Ask the children to decorate their particular family group, using paints, colours, collage etc.
- 5 Hang this new art piece in a common area in your school to celebrate different types of families.

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Class Level: Junior Infants – 2nd Class

Subject: Visual art

Strand: Paint and colour

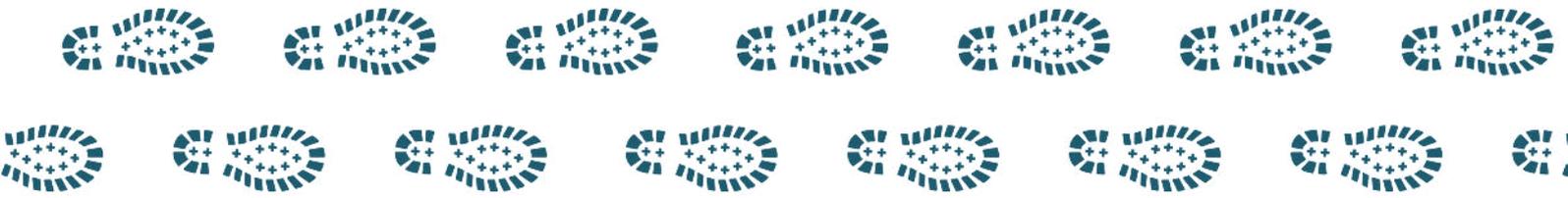
Strand Unit: Painting

Subject: Geography

Strand: Human environments

Strand Unit: Living in the local community





ACTIVITY 2 – Anti-racism artwork

- 1 To promote understanding, read through and discuss the definitions of racism, discrimination and prejudice with the children.
- 2 Explain that they are going to be creating anti-racism slogans and posters to help prevent racism in their school and community.
- 3 To support the children encourage them to finish the following sentences: ‘Stop Racism by...’; ‘Racism has to end because...’; ‘Racism causes...’; ‘If you witness racism you should...’ [for more inspiration take a look at www.befair.ie]
- 4 Have the children create a poster to illustrate their favourite slogan using paint, fabric and fibre or collage.
- 5 Display the posters in a public area of the school and share with the wider community through websites or public noticeboards if possible. Your students could also talk about their display at a school assembly.



Note: Posters could be used to enter the Show Racism the Red Card Anti-Racism Creative Competition found at www.theredcard.ie

CURRICULUM:



Class Level: *Whole School*

Subject: *Visual art*

Strands: *Paint and colour; Fabric and fibre*

Strand Units: *Painting; Creating in fabric and fibre*

ACTIVITY 3 – Ingredients of culture

- 1 Explain to the children that they are going to explore six different ‘ingredients of culture’ to help them to try to understand what culture means.
- 2 Assign one of the following ‘ingredients’ to children in groups of 4-5, and ask the groups to think of everything they can that would belong to this category of Irish culture.
 - 1 Clothing
 - 2 Food
 - 3 Inventors/Musicians/Artists
 - 4 Religions
 - 5 History/Fables
 - 6 Language and Customs/Traditions



Note: You should highlight that some of their answers may be stereotypical, (you can use the definitions at the start of this book to explain stereotypes) and some will not be true for everyone, for example, Irish food includes bacon and cabbage, but Irish people also eat Indian curry and Italian spaghetti bolognese.

- 3 Remaining in the same groups, and focusing on the same culture 'ingredient,' ask the children to carry out their own research to provide as much information as they can about people from Poland, Syria, Afghanistan and Somalia.
- 4 When this project is completed, get each group to present their findings to the rest of the class. Presentations may be done orally, visually or through the creation of 'senses jars'. (Senses jars are created from blacked out boxes or jars filled with the objects the children wish to present to their classmates who must use their senses of touch, smell and hearing to guess what is in the jar or box.)

Guiding questions:

- Where did you gather your information on Syria/Poland/Afghanistan/Somalia from? How do you know it is true?
- Does everybody in Ireland eat the same food/wear the same clothes/ like the same things?
- Do you think everyone in Syria/Poland/Afghanistan/Somalia likes the same things?
- Do you know anybody from Syria/Poland/Afghanistan/Somalia who you could ask about clothing/food etc.?
- Why is it important to learn about the history of a country? Do you know more about people from the country you researched now?
- Are fables true?
- Do you think there is any other important information about any of the countries that is not included in these six ingredients?



Note: Through exploration of the contradictions and stereotypes that may come up in each category, you should help the children to draw the conclusion that culture cannot be reduced to only six ingredients and that each 'ingredient' can include information that is not true for everybody in a country or culture.

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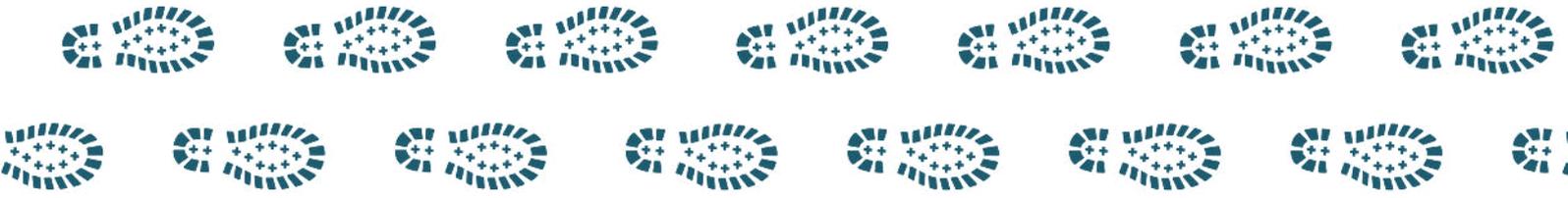


Class Level: 3rd - 6th Class

Subject: Geography

Strand: Human environments

Strand Unit: People and other lands



ACTIVITY 4 – Universal, individual and cultural traits

Instruct the children to use the definitions provided to decide whether the behaviours listed below are universal, cultural or personal. When the children have completed the list, challenge them to come up with their own lists of behaviours to swap with each other for completion in the same way.

Universal – refers to ways in which all people in all groups are the same.

Cultural – refers to what a particular group of people has in common with each other and how their culture is different from every other group.

Personal – describes the ways in which each of us is different from everyone else, including those in our own cultural group.

List of behaviours:

1. Running away from a dangerous animal
2. Considering snakes to be ‘evil’
3. Singing while taking a bath
4. Respecting older people
5. Liking loud music
6. Drinking water
7. Eating with a knife, fork, and spoon
8. Being wary of strangers
9. Regretting being the cause of an accident
10. Feeling sad about the death of one’s mother

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Class Level: 3rd – 6th Class

Subject: SPHE

Strand: *Myself and the wider world*

Strand Unit: *Developing citizenship*

ACTIVITY 5 – Fishbowl discussion

- 1 Explain the term Direct Provision to the class using the definition provided on page ii.
- 2 Read the following scenario to the children: The reception and integration agency (RIA – www.ria.gov.ie) is interested in hearing from people in Ireland about their opinions about Direct Provision so they have called a meeting with six people.
- 3 Divide the children into six groups and give each group one cultural profile to prepare for the discussion. Encourage the children to think about the person's background, what their opinion on Direct Provision might be, what actions they might want to see in the future.
- 4 Get one spokesperson from each group to enter the fishbowl discussion at the top of the room with the teacher acting as a RIA representative.



Note: A fishbowl discussion is a discussion between a small group of representatives from the wider class. Generally the participants in the fishbowl discussion take on a role which has been previously prepared by the larger group. During the fishbowl discussion, the rest of the class should be observing what is happening but cannot ask questions or interact until the teacher draws the discussion to a close and opens up a whole-class discussion.

CURRICULUM



Class Level: 5th and 6th Class

Subject: English

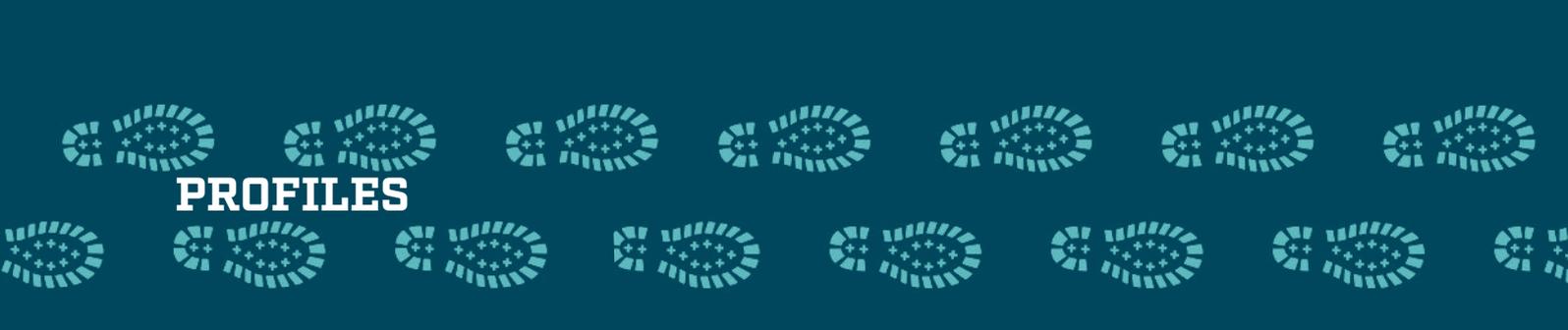
Strand: Competence and confidence in using language

Strand Unit: Oral language

Subject: Drama

Strand: Drama to explore feelings, knowledge and ideas leading to understanding

Strand Unit: Exploring and making drama



PROFILES

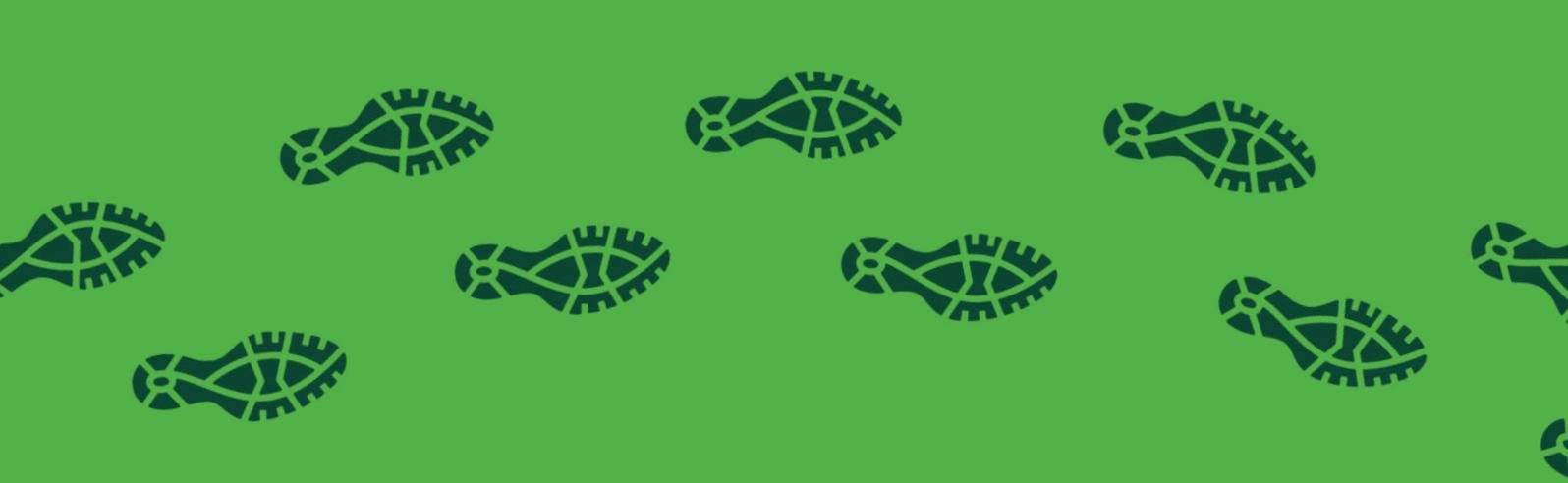
- 1 Fahim, an 18 year old boy, who is an asylum seeker, has just arrived in Ireland from Afghanistan.** He is living in a Direct Provision centre in Dublin. He is sharing a bedroom with 2 other Asylum Seekers who are all men in their 40's. He does not know how long he will be living in Direct Provision or if he will be moved to a different part of Ireland soon. He has just found out that he will be receiving €19.10 each week and that he is not allowed to work while living in Direct Provision. In Afghanistan, he was just finished studying to be a carpenter and was hoping to use his skills in Ireland to get work.
- 2 Hani an Irish Citizen who came to Ireland from Somalia as an asylum seeker 13 years ago.** Hani got her refugee status and moved out of Direct Provision 7 years ago and got her Irish citizenship 18 months ago. Hani is married to a man named Raheem who came to Ireland as an asylum seeker from Iraq 15 years ago. Raheem has had his Irish citizenship for 3 years now. Hani was not able to travel to Somalia for the 6 years she spent in Direct Provision, and when she got her refugee status and travelled home to see her family, her elderly mother had died. Hani and Raheem hope that their brothers and sisters and nieces and nephews from Somalia and Iraq will be able to visit them in Ireland soon and maybe even live here with them where it is much safer.
- 3 Sarah an Irish woman who has four children in primary and secondary schools.** Sarah is unemployed; she used to work in a factory but lost her job when the recession hit Ireland. She has found it very hard to get a job as she is now competing with people who have come to Ireland from all over the world with lots of different skills and who are able to work longer hours than Sarah who needs to be able to pick up her children from school. Sarah's children go to multi-cultural schools and have friends from lots of different countries.
- 4 Irish Minister for Justice and Equality who is responsible for the Reception and Integration Agency (RIA) for Ireland.** RIA are responsible for ensuring Asylum Seekers needs are met in Ireland and so they carry out inspections of Direct Provision centres twice a year and provide public reports on the status of the centres. Part of the Minister's job is to propose and implement new policy on immigration and asylum in Ireland.
- 5 Tom, an Irish father of two.** Both of Tom's children are in their twenties and have emigrated to Canada because they couldn't find work in Ireland. Both went to college in Ireland and got degrees but when they qualified they found it very hard to get jobs because they had to compete with people who had more work experience. Tom also has two older sisters who both emigrated to England when Tom was 15 and have lived there ever since. Tom's sisters emigrated at a time when lots of people of his generation were leaving Ireland as there were not many jobs here. Tom was the youngest in his family and so he stayed to look after his parents.
- 6 Maeve, a support worker for Doras Luimní.** Doras Luimní work with asylum seekers and refugees living in Limerick and Maeve's job is to help people find homes and jobs when they move out of Direct Provision. Maeve has visited a lot of the Direct Provision centres and knows a lot of the asylum seekers in Limerick. Her job is very tough because people cannot work while they are living in Direct Provision and it can be very hard for people to get a job when they have not worked for 6 or 7 years. Maeve thinks that some landlords don't trust refugees because people can find it very hard to find new homes when they leave Direct Provision.



THIRD THEME

Stereotypes

A stereotype is an oversimplified generalisation about an entire group of people without regard for individual differences. This theme encourages discussion about stereotypes and rumours, particularly those which relate to migrants. The children are asked to consider where stereotypes come from and how they can affect people.



Stereotypes

This theme focuses on knowledge. The activities listed below are devised to enhance the children's understanding of the terms refugee, asylum seeker and migrant.

Note: While exploring the theme of stereotypes, make sure to look at and consider the definitions on page ii.

- 1. Where does this belong?**
- 2. Famous people**
- 3. Train game**
- 4. Anti-rumours activity**
- 5. Nine grounds of equality**

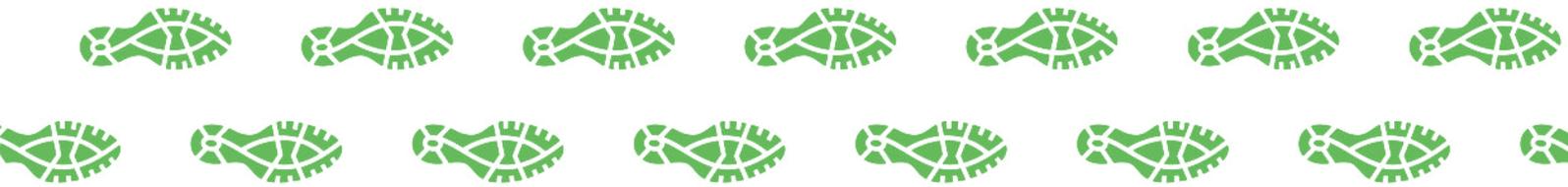


HOME-SCHOOL LINK ACTIVITY:

Children may answer the following questions for homework with their parent/guardian:

If someone moved to Ireland who had never been here before what types of things would they know about Ireland already, or what types of stereotypes might they have about Irish people and Irish culture?

After two weeks living in your local area, what would that person think or know about Ireland then?



ACTIVITY 1 - Where does this belong?

Materials: Sheets of paper with a venn diagram drawn on them where the number of circles in the diagram matches the number of countries being explored, photographs from a few different countries, ensuring to include Ireland and at least one country that is culturally quite different to Ireland (You might choose to include countries where a large number of immigrants living in Ireland have come from such as: Afghanistan, Somalia, Poland, Syria).



Note: If possible, it should not be immediately obvious where the photographs belong. This exercise should challenge what the children know or think about the different countries. Photographs can be sourced from magazines, from online searches, from organisations such as Trócaire, or personal photographs can be used. Collections of photographs could include pictures of children's toys from any country, different types of houses, photographs that show examples of poverty and wealth in different countries (e.g. a burnt out car in Ireland and a lavish shopping mall in Somalia). Some more examples can be found on the accompanying webpage <http://www.curriculumdevelopmentunit.com/journeys.html>.

- 1 Give the children the sheets of paper with the venn diagram on them, ensure that each circle in the venn diagram is labelled with the name of the countries you have chosen to explore in this activity.
- 2 Using photographs from a few different countries, ask the children to place the photographs in the circles in which they think they belong.

Guiding questions:

- Why do you think that particular photograph belongs in this circle?
- Is there anything in that photograph that could belong in a different country circle?
- Could any of the photographs belong in more than one circle? (Highlighting the section where the circles cross over)
- Is there anything in that photograph that you recognise from your own life?
- Is there anything in that photograph that is different from your life?
- What would you ask the person in the photograph?

CURRICULUM



Class Group: 1st and 2nd class

Subject: English

Strand: Developing cognitive abilities through language

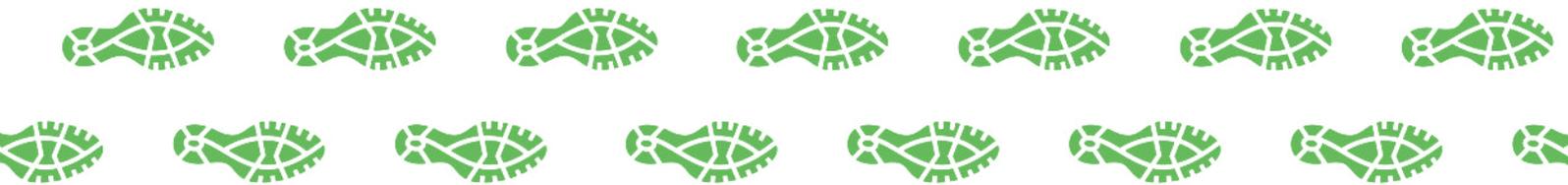
Strand Unit: Oral language

Strand: Oral language, **Element:** Exploring and using language, **Learning Outcomes:** Categorisation; Playful and creative use of language (aesthetic dimension of language); Information giving, explanation and justification (expository text); Description, prediction and reflection

Subject: SPHE

Strand: Myself and the wider world

Strand Unit: Media education



ACTIVITY 2 - Famous people

Materials: Worksheet from the webpage:

<http://www.curriculumdevelopmentunit.com/journeys.html>



Note: additional examples of famous refugees could be included to make the activity more suited to your class group's interests.

- 1 Explain to the children that they are going to be looking at some well-known people and they need to figure out what they all have in common by trying to match their photograph to a description of them.
- 2 Ask the children to do some research in groups, using the links provided on the webpage to create their own matching activity for their classmates to complete.

CURRICULUM

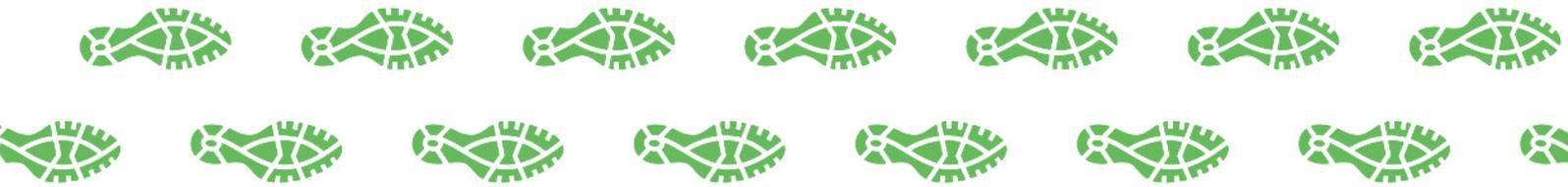


Class Group: 1st and 2nd Class

Subject: SPHE

Strand: *Myself and the wider world*

Strand Unit: *Developing citizenship*



ACTIVITY 3 - Train game

Materials: Pages with labels outlined in Table 1 on the front and corresponding picture/description on the reverse. [An example of this activity can be found on the webpage and printed double sided, but additional identities can also be added in]

Table 1: Train Game Labels and identities

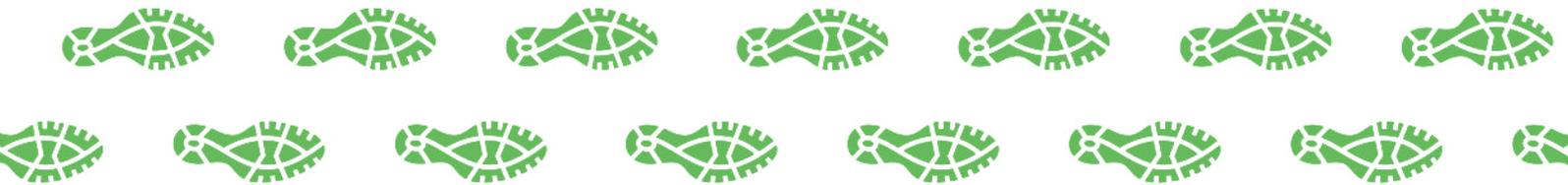
Label	Identity
Three 'ex prisoners'	Three nuns who were imprisoned for human rights work
Basketball team	Team using wheelchairs
UN Representative	Child representative for children's rights
Grandmother	Tina Turner
Soldier	Child soldier
Two hurlers	Two people from a non-white ethnicity
An Irish family	A same-sex couple with their children
A financial consultant	A black woman
An Irish classroom	Group of girls in a Mosque in Dublin

Instructions:

- 1 Place the label cards around the room, making sure the label is visible to the children.
- 2 Ask the group to imagine they are going on a long train journey from Ireland to Russia.
- 3 Tell them that everyone must pick another traveller from the labels around the room who they would like to sit next to for the entire journey.
- 4 Once they have made their choice of co-passenger, ask the children to stand under that label.
- 5 Ask the children to explain their choice. Talk about the preconceptions we all might have when we first look at the label.

Guiding questions

- What do you think they will look like (male/female; young/old; where they will be from etc.)?
- What would you talk to them about?
- Are you imagining someone you know when you think of this person?
- Why did you choose that particular person over the other options?



- 6 One by one, ask the children to turn their cards around and show the class the photograph on the back.
- 7 Ask the children for their reactions to the photographs. Allow them to change their decisions and have those who have selected new travel partners to explain why.

Guiding questions:

- How is the person in the picture different from the person you were imagining?
- What made you think the person would look the way you had imagined?
- How might somebody describe you with just one word or phrase?
- Would that be a good representation of who you are?
- Would anything be missing from that description?
- Do you think labels give us enough information to help us judge who somebody really is?
- How do you think people are affected by stereotyping or by labels (particularly minority groups such as people with disabilities, migrants, refugees, asylum seekers, people of different religions or cultures or ethnicity, gay or lesbian or bisexual people)?



Note: Make it clear that we all use labels and that we all engage in stereotyping and that this exercise was to explore how easy it is to do this.

CURRICULUM

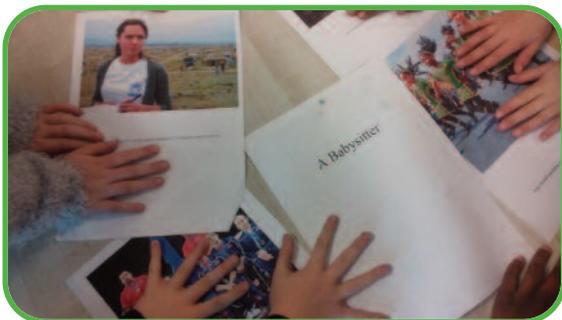


Class Group: 3rd and 4th Class

Subject: SPHE

Strand: *Myself and others*

Strand Unit: *My friends and other people*





ACTIVITY 4 - Anti-rumours activity:

- 1 Using the definitions provided at the beginning of the book, explain the terms stereotypes, rumours, discrimination and prejudice to the class.
- 2 In groups, ask the children to write down any myths/rumours they have heard about their local town/city/area or myths and rumours they have heard about Ireland. This will help the children to understand what we mean by rumours and stereotypes and how these can often result in false assumptions.
- 3 Next, ask the groups to list some myths or rumours they have heard about migrants or refugees. You may need to give the children some examples to start them off such as – “Refugees are terrorists”, “Refugees are stealing our jobs”. Aim for a list of about 5 to 10 (allow only a few minutes to avoid the children getting caught up in negative thoughts). Ask each group to read out their list.



Note: It is important at this point to stress that many rumours are not true and the reason the class are making this list is to examine the ways in which people think and talk about migrants and refugees.

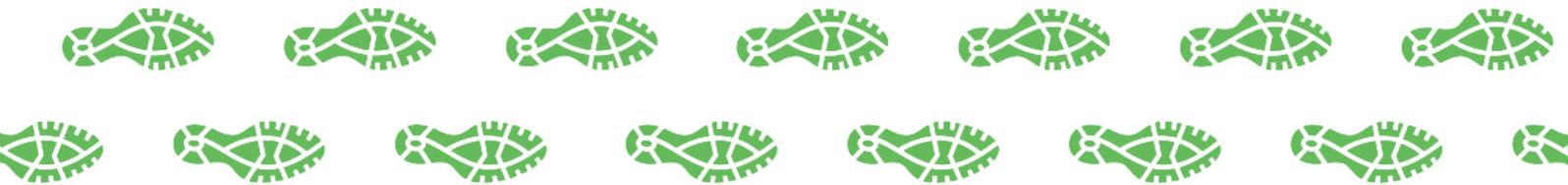
- 4 Throughout the activity and once groups have completed their lists, use the guiding questions below to encourage the children to think critically about myths and rumours.
- 5 Encourage the children to divide the statements in their lists into two categories: Facts and Rumours.

Guiding questions:

- How would you feel if some of the things on your list were said about you?
- How do you think the kind of statements on your list affect the people they are describing?
- What impact do these statements have on the way people think about and treat each other?
- How do you react when you hear things that are hurtful and untrue? (How do you feel?, what do you say or do?)
- Where is the evidence for the rumours you have listed? Do you think it is important to challenge rumours that hurt other people?
- How would you challenge untrue statements if you heard them being said?
- What information would you need to help you challenge rumours?
- Why do you think I asked you to do this exercise?
- Why do you think it is important to know about stereotypes?



Note: To adapt this activity for younger classes the teacher could provide a list of stereotypes and ask the children to categorise them into facts and rumours or use the guiding questions to discuss them.



CURRICULUM



Class Group: 3rd - 6th Class

Subject: English

Strand: Developing cognitive abilities through language

Strand Unit: Oral language; Writing

ACTIVITY 5 - Nine grounds of equality

- 1 Explain to the children that there is anti-discrimination legislation in Ireland to protect people from discrimination or harassment and to promote equality in society.

[The legislation covers discrimination on the grounds of belonging to a particular group in society. The grounds offer protection in specific circumstances, but do not cover everything. The 9 grounds are: gender, age, civil status, family status, religion, sexual orientation, race, nationality, skin colour, ethnicity, disability, and membership of the Traveller community.]

- 2 Ask the children to categorise the following groups or individuals according to the grounds which should protect them (hint - some people will not fit into any grounds and some may fit in to more than one).

Groups/people: woman, child, wheelchair user, Irish Traveller, asylum seeker, Muslim, single mother, homeless person, person who suffers from depression, refugee, 16 year old asylum seeker who is in Ireland without his parentsetc. (don't forget to add your own groups or individuals to this list, or ask the children to add to the list).

CURRICULUM



Class Group: 5th and 6th Class

Subject: English

Strand: Developing Cognitive Abilities Through Language

Strand Unit: Oral Language



FOURTH THEME

Protection

Every person in every country is entitled to basic human rights and countries have an obligation to provide protection to refugees under international law. However, not all countries respect or protect the human rights of all their citizens, particularly during times of war and conflict. Refugees who are fleeing war or who are at risk in their home country are in need of protection from other countries, such as Ireland.

Providing protection to a refugee includes offering support and assistance so that the person can begin to live a life free from fear in a host country. Protection should include shelter, food and basic healthcare while the person is applying for refugee status.

Protection

The four activities listed below are devised to (a) suggest some actions that could be taken by schools to support migrants and asylum seekers and (b) help children to understand the responsibility of the Irish government to provide protection for refugees. It is important to give children the experience of voicing their opinions and values in a meaningful way through social action.

1. Human Rights boat
2. Welcome art
3. Case studies
4. What next? Social action



HOME-SCHOOL LINK ACTIVITY:

For homework ask the children to watch the news or look at newspapers or magazines with their parent/guardian. Tell them to check for stories or photographs or headlines about migrants. Ask them to bring material found in newspapers or magazines to school or to write a short account of a news item watched on TV. Allow several days to collect items and use these during *Circle Time* to discuss how migrants are portrayed in the media.

Guiding questions:

- How were migrants talked about? (Positive or negative, good or bad)
- Did the person talking or telling the story know a lot about migrants? (Where was the evidence?)
- Did any migrants get to tell their own stories?
- Do you think the story you found in the media was a fair representation of migrants?

ACTIVITY 1 - Human Rights boat

In groups of three, children are assigned to one of the profiles from pg. 16 and given a child friendly version of the Universal Declaration of Human Rights (UDHR) which can be found on the CDU website: (<http://www.curriculumdevelopmentunit.com/journeys.html>).

- 1 Ask the children to imagine that they are in a boat with all the articles in the UDHR and explain that as the boat is getting too heavy, they must throw out some of the articles to make it lighter and they can only keep 5 articles to help the boat stay afloat.
- 2 Tell them they must make their decisions based on the roles they have been assigned.
- 3 At the end of the activity, get each group to share their reasons for selecting the 5 articles they decided to keep on board. (At this stage you can draw attention to the similarities and differences in the choices made by each group).

Guiding Questions:

- From the 5 articles you decided to keep, pick one. Can you give a reason for your choice?
- Select one of the articles you threw out, can you explain why you made that decision?
- What factors influence the decisions that people made in this room? (for example work situations, family, money etc.)
- Were there any articles that you really wanted to keep but didn't have space for?
- If you could keep 10 articles, which ones would you keep?
- If something changed in the lives of the people in your profiles, do you think they would have picked different articles to keep? (Encourage the children to think of different scenarios, for example: If Sarah's character had a full time and well paid job, what human rights would she prioritise?)
- Do you think five articles is sufficient to look after the rights of everybody in the world?



Note: Some children may refuse to throw out articles or reduce their number to five, this is acceptable as it shows evidence of their understanding of human rights as well as an understanding that all human rights are important and equal. The purpose of this activity is to create discussion and develop understanding around human rights not to create a hierarchy of rights.

CURRICULUM



Class Group: 1st -4th class

Subject: SPHE

Strand: *Myself and the wider world*

Strand Unit: *Developing citizenship*

Adapted with permission from Amnesty International resource: Voice Our Concern

ACTIVITY 2 - Welcome art

Public displays can have a big impact on how welcome people feel when they move to a new country, or join a new community or school. If you would like to make sure your school has a welcoming atmosphere for people who might be new to the school, community or country, why not use your artistic skills to create welcome posters to show your solidarity with newcomers?

CURRICULUM



Class Group: Junior Infants - 2nd Class

Subject: Visual Art

Strands: Drawing; Paint and colour

Strand Units: Making drawings; Painting

ACTIVITY 3 - Case studies

- 1 Explain to the children that all national laws relating to the protection of refugees are based on the Geneva Convention and United Nations Refugee Protection Officers in countries such as Somalia, Syria, France, Ireland use essentially the same criteria to make decisions about refugee status. In Ireland, officials make decisions based on Irish legislation (The Refugee Act and the International Protection Act).
- 2 Divide the children into groups and give each group one of the case studies presented below.
- 3 Ask the children to imagine they are United Nations Refugee Protection Officers in a fictional country called Ruritania. Explain that they have to decide if the person in their case study is a refugee, emphasising that their decision will determine whether or not asylum is granted.
- 4 Once the children have made a decision on each case, share the answers given below for each case study.

CURRICULUM



Class Group: 3rd - 6th Class

Subject: SPHE

Strand: *Myself and others* Strand Unit: *Relating to others*

CASE STUDIES

CASE 1: CAL

Cal, a farmer with no political opinions, belonged to an ethnic minority group in Magnolia. Many members of this ethnic group wanted their own independent state. In support of their ideas, certain members of the minority engaged in guerrilla warfare activities. Cal was threatened by some of his neighbours who belong to the ethnic majority group. The local police simply turned a blind-eye to these incidents. In addition, Cal received threats from extremist members of his own ethnic group who blamed him for not taking their side. Eventually, Cal obtained a passport and left his country of origin. He is now requesting asylum in Ruritania.

CASE 2: VERONICA

For the past two years, Zania has been ruled by a military regime. The country's parliament has been dismissed and all laws are made by decree. As part of an ambitious plan to employ all able-bodied working men, the government orders women to leave their jobs and remain in their homes. Women who disobey this decree are severely punished. Veronica, a doctor, had to abandon her profession. Thanks to a missionary, Veronica obtained a false passport and escaped the country. She is now seeking asylum in Ruritania.

CASE 3: BILAL

Bilal, a soldier in Magnolia, executed twenty prisoners of war. He claims that he was following his superior officers' orders. He did so fearing that he might be punished if he had not complied with the order. A common punishment in cases like this one is demotion or even detention. He is now wracked with remorse. Bilal expects to receive a very long prison term if he returns to Magnolia. He left Magnolia without permission and is now seeking asylum in Ruritania.

CASE 4: AHMED

As a member of a group opposed to the governing regime of his country, Ahmed secretly distributed pamphlets in the factory where he worked. The pamphlets called for an uprising of the people against the regime. He was discovered, arrested and sentenced to five years imprisonment. In prison, he was repeatedly tortured by government agents. After two years he managed to escape. However, during his escape he wounded one of the prison guards. As a result, the prison guard was left permanently paralysed. After a long and complicated journey, Ahmed managed to leave his country and request asylum in Ruritania.

CASE 5: DIANE

Diane is a citizen of Magnolia. She has been suffering from a serious disease for the past three months. Her doctor believes that she only has a few months left to live. Her only hope of survival is to receive a new, but very expensive medical treatment. Unfortunately, Diane is very poor. In addition, the Magnolian government has suspended all free healthcare services. All citizens are now required to pay the full price of their medical care. Diane will never be able to afford the treatment that she needs to survive. However, in neighbouring Ruritania, healthcare is still subsidised by the government. If Diane is allowed into Ruritania, she will be guaranteed free healthcare. With the help of a friend, Diane travelled to the Ruritanian border and applied for refugee status. She claims that she will not survive if she remains in Magnolia.

CASE STUDY ANSWERS

ANSWER: CASE 1, CAL

Although Cal was not involved in the guerrilla activities, his neighbours still threatened him because he belongs to a minority ethnic group. In this case, his fear of persecution is well-founded. He is also in the unusual position of being persecuted by certain members of his own ethnic group for not supporting the independence movement. In other words, his political opinion (that is, not being involved at all) is at odds with others in his ethnic community. Again, his fear of persecution on political grounds is well-founded. He should be recognised as a refugee.

ANSWER: CASE 2, VERONICA

Although the 1951 convention does not specifically include gender-discrimination as grounds for refugee status, Veronica should still be granted asylum. UNHCR considers a person who is fleeing severe discrimination or other inhumane treatment – amounting to persecution – to be eligible for refugee status. Veronica is being persecuted for not conforming to strict social codes. Since the government is the source of this discrimination, Veronica has no higher authority to appeal to for protection. In the spirit of the 1951 convention, Veronica is a refugee.

ANSWER: CASE 3, BILAL

Bilal should not be granted asylum. By killing prisoners of war, Bilal has committed a war crime (according to the 1949 Geneva Convention). By committing a war crime, the exclusion clause applies to his case; under Article F (a) of the 1951 Convention on the status of the Refugees, he is not eligible to refugee status. The Universal Declaration of Human Rights would also exclude extending protection because his actions are contrary to the ‘purpose and principles of the United Nations’ (Article 14(2) of the Declaration).

ANSWER: CASE 4, AHMED

Ahmed should be recognised as a refugee. His actions were political in nature. However, one must also examine the crime he committed while escaping from prison. His crime was obviously serious. The next step should be to strike a balance between the nature of the offence and the degree of persecution feared. To still be considered as a refugee, the persecution feared must outweigh the seriousness of the offence. It appears that Ahmed’s crime was committed in order to escape persecution. With this in mind, and weighing the offence versus the persecution, the exclusion clause (Article F of the Convention) should not apply. He should be recognised as a refugee.

ANSWER: CASE 5, DIANE

Diane should not be recognised as a refugee. Poverty and poor social conditions alone can never be grounds for granted asylum. To be considered a refugee under the 1951 Convention, two conditions must be met. Firstly, there must be a well-founded fear of persecution for reasons of race, religion, nationality, membership of a particular social group or political opinion. However, Diane is not being persecuted for any of these reasons. Although Diane belongs to the lower class, her membership of this social group is not in itself enough to be recognised as a refugee. There has to be some clear threat of persecution for belonging to this particular group. Secondly, the individual in question must experience some form of discrimination. In this case, the government health care policy applies to everyone. No one is being disproportionately mistreated for the reasons of race, religion, nationality, membership of a particular social group or political opinion. However, if the government refused to provide medical treatment to Diane because of her ethnicity, then she might be recognised as a refugee.

ACTIVITY 4. What next? Social action

If the children in your school or class would like to have their voices heard and get involved in the national conversation about migration and Direct Provision, there are many ways they can get involved.

Sharing knowledge and information learned through research and engagement with this resource will help to spread awareness and understanding throughout Ireland. The children can be proud human rights defenders by engaging in conversations about migration and the Direct Provision system in Ireland.

There are many suggested art and drama activities in this resource, sharing the results of these activities in public areas like school hallways or noticeboards or even websites or local halls or shops is an act of solidarity that show people that everyone is welcome in your school and community.

If your children have any questions about anything they learned through engaging with this resource or if they are concerned about anything, we would like to encourage them to engage in conversation with their local and national politicians through letter writing as a class, or inviting a local representative into the school as a visitor to the classroom. The children could prepare interview questions for a Question and Answers session to learn more about what is happening in Ireland and to explore what can be done to support refugees and asylum seekers in the future. Young people's voices are an important part of the conversation on migrant rights in Ireland.

In addition, Amnesty International has a history of letter writing campaigns designed both to show solidarity with people experiencing discrimination and as a means of advocating for governments to take action. A letter writing guide produced by Amnesty UK which may be useful can be found at:

https://www.amnesty.org.uk/sites/default/files/writing_letter_guide_0.pdf

- Some schools, with parental permission, have become involved in public conversations on this topic in the past.
- For more information on ways to get involved in public conversations, check out groups such as:

European Youth in Migration Forum; National Youth Council of Ireland (NYCI); Doras Luimní.







PRICE €10.00