

Refugee voices

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Theme

Amplifying the voices of refugees, then and now, using internet research.

Goals

- Amplifying the voices of refugees
- Promoting understanding of what motivates refugees to leave their places of residence and take the difficult step of moving elsewhere
- Raising awareness of how refugees experience being a refugee
- Creating empathy

Learning outcomes

- Students understand the commonalities of refugee experiences but also differences, both past and present
- Students gain a better understanding of how refugees experience the world around them

Methodology

- On-line research
- Reflecting on narratives
- Individual work, small group work and presentations

Material & Equipment needed

- Laptops with internet access
- Whiteboard, blackboard or flipchart paper

Duration:

90 min

Overview of lesson activities (process)

Lesson 1

Group brainstorm plus film: 15-20 minutes

The teacher starts the class with a brief question round with the class:

1. When you hear the word, 'Refugee', what is the first thing that comes to your mind? The teacher places the responses in a central space. The teacher then reads the definition of what a refugee is. For instance here: <https://www.unrefugees.org/refugee-facts/what-is-a-refugee/>
2. The teacher shows the Just Now film: https://www.youtube.com/watch?v=i5fnRd2_gB4&t=33s
3. This is followed by the question: Can you think of conflicts that have produced refugees. Again, the responses are collected in a central place.
4. The teacher summarizes the responses. It would be a good idea for European teachers to at least mention the Holocaust, the conflict in the Balkans and a present conflict (e.g. Syria)

Refugee experiences: 20 minutes

1. The teacher selects the conflict that she or he is most familiar with. (Optional – the teacher shows a short film about this conflict to set the context)
2. The teacher divides the class into groups of 4 or 5. Each group gets an assignment:
 - Group 1 focuses on challenges and gets the instruction: think of the many challenges that a young refugee escaping this conflict might have. Do this as a brainstorm and try to arrive at at least 5 challenges.
 - Group 2 focuses on dreams and aspirations and gets the instruction: think of the many dreams and aspirations a young refugee escaping this conflict might have. Do this as a brainstorm. Also, how refugees cope with being in a new, unknown place.
 - Group 3 focuses on fears and gets the instruction: think of the fears that a young refugee escaping this conflict might have. Do this as a brainstorm.
3. Each group presents their list for 1-3 minutes
4. The teacher debriefs and explains that in the next lesson they will be conducting research.

Lesson 2

Research: 25 minutes

The students are placed in groups of 4, with two laptops per group. The task of each group is to find 2 short video (or written if internet too slow) testimonies (no longer than 5 minutes) from one of the conflicts they mentioned on Day 1. The teacher helps with a few search terms and a few general sites. For each of the testimonies, they try to identify (if present):

- The person's challenges
- The person's hope and aspirations
- The person's fears

Presentations: 15 minutes

Each group presents their findings for 2-3 minutes

Debrief: 10 minutes

*** Warning ***

Some testimonies can evoke strong emotions and have strong images embedded into the testimonies. Some teachers may choose to create a pool of short film testimonies and assign them to the students

Some search terms (in English):

- Refugee stories
- Refugee testimonies
- Refugee narratives
- Personal stories refugees

Some examples of testimonies (if needed):

Holocaust:

<https://www.youtube.com/watch?v=VWpPTiGpsUg>

<https://www.youtube.com/watch?v=b-9AWjOSnU0>

Breakup of Yugoslavia:

<https://www.youtube.com/watch?v=15I6gVQLFw>

<https://www.youtube.com/watch?v=Be3MTEmUu30>

<https://www.youtube.com/watch?v=jbdjba1qHrM>

Syria:

https://www.youtube.com/watch?v=UDy8_8L3s0A

https://www.youtube.com/watch?v=7QVmXX62_HO

<https://www.youtube.com/watch?v=KT3Ts57khPA>

https://www.youtube.com/watch?v=TCJC_BeYhkw

<https://www.youtube.com/watch?v=hXuVxFLGpFM>

https://www.youtube.com/watch?v=_btyYMCzlw

A comparison then and now

<https://www.youtube.com/watch?v=PTk7a1s8vR8>

Miscellaneous

<https://www.youtube.com/watch?v=BIDJar3Eo20>

<https://www.youtube.com/watch?v=1ofmDh5u45s>

<https://www.youtube.com/watch?v=OmoQfWJV1x0>

https://www.youtube.com/watch?v=YIJ_0x1q6I8

<https://www.youtube.com/watch?v=6BOGV3ung0Y>

<https://www.youtube.com/watch?v=8bEK6gytwec>

<https://www.youtube.com/watch?v=bnS7AKQGc4s>



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