

Welcome Home

SCHOOLS' MAPPING COMPETITION
making space for refugees and migrants

TEACHERS PACK

Introductory notes
and classroom activities

WITH SUPPORT FROM:



Refugee Council
of New Zealand
Incorporated

AMNESTY
INTERNATIONAL



Before you begin:

1. Make sure your students know that the maps will be used by groups who work alongside refugees such as ChangeMakers, and publically accessible. Therefore, we recommend not including information which identifies any individual.

2. Feel free to contact us about any aspect of this competition. Email, facebook, or phone for more resources, contacts, ideas or help.

civics.education@anglicanlife.org.nz or [facebook/welcomehomecompetition](https://facebook.com/welcomehomecompetition)

3. Students may have been a refugee or migrant, and they may still experience discrimination. Other students may feel refugees should not be allowed to come to New Zealand. Please be sensitive to possible difficulties. Discussions may also touch upon stereotypes, and attitudes of whether another's culture, behaviour and perspectives are 'right'.

Links to the New Zealand Curriculum

This competition and the activities below contribute to the New Zealand curriculum in a number of ways. The overall vision is that students are actively involved in the social and economic well-being of their communities. The activities connect to the principle of community engagement, are designed to foster a sense of inclusion among students, and recognize the range of personal experiences students bring to learning about refugees and migrants. Students are encouraged to value participation for the common good. In these activities students use the key competency of critical and creative thinking, and develop the confidence to contribute to issues surrounding refugees and migrants.

Social Studies:

Social Studies focuses on "how societies work and how people can participate as critical, active, informed, and responsible citizens"¹. In mapping out their own community, students gain an insight into how societies function, are organised and are shaped by different values, perspectives and viewpoints. The concepts of diversity and social cohesion allow for a wider focus on how their local context is shaped by decisions, actions and attitudes – from within New Zealand and places beyond.

The social inquiry approach integrates social issues, themes and ideas. As per this approach, this competition focuses on identifying questions - how our communities welcome refugees and migrants; gathering and synthesising information – through interviews and investigative inquiry in our community context; and developing reflective understandings – creating maps which reflect an understanding of the challenges refugees and migrants face and how our communities encourage a sense of social cohesion.

¹ Ministry of Education (2007) The New Zealand Curriculum

Primary School

Speak out

Resources: pens, paper and a container

If available, these books would be a great way to start off the lesson:

The Name Jar by Yangsook Choi

The Colour of Home by Mary Hoffman

Making it Home: Real-Life Stories from Children Forced to Flee by Beverley Naidoo

The online maps will be used by organisations who work alongside refugees and migrants.

Activity:

Set the scene for your class. Have them imagine that they are a refugee newly arrived in New Zealand and cannot speak the language. It's their first day at school but, wait - they don't know where their class is, or where the bathroom is, or importantly, what time your lunch break is! Have your class come up with different questions that someone new to your school may ask. Have them write these questions down on a piece of paper and, without telling anyone what they wrote, pop these into the container. Each person should then draw a piece out and then act out the question, without speaking, to get the others to guess their question. This can be done as a class, in small groups or in pairs.

Debrief the activity by discussing these questions:

- Was it easy to get your questions across without being able to speak?
- How did those people guessing feel – did they understand?
- How important is communication for participating in day-to-day life? Think of some other areas of life such as health, education, employment, buying food, accessing services - how might not being able to communicate effectively negatively impact these areas of life?

Years 9 - 10

Media Mogul

Resources: pens, paper, access to media articles

Have students research and collate articles and items from television, newspaper, online, radio sources or other media outlets about refugees and migrants. Going through these articles, have them look for any reoccurring themes, attitudes, and the way that the issue is presented. Are the terms asylum seeker, refugee and migrant always correctly applied?

There are a number of creative ways in which students could present their findings:

- Create a collage of the news articles, highlighting and incorporating their findings
- As a group, present a news story which demonstrates their findings to the class

The media can play a part in shaping perspectives, values and attitudes of people towards refugees and migrants. While, the media can be a good source of information, it is important to take a balanced, informed perspective and realise when it is unduly spreading negative stereotypes and information.

From where?

Resources: Access to <http://www.immigration.govt.nz/NR/rdon-lyres/6D69584E-60E0-4D16-93D8-F6C00BC384F1/0/refugeequotaarrivalsstatisticspack.pdf>

As a class look at the statistics provided by Immigration New Zealand. These show where people have arrived from and their nationality. From where does New Zealand host the most refugees? As a class brainstorm and write out a list of ideas as to why people may flee their home country. Then individually or in groups, have the students investigate different countries. Get them to research a wide variety of factors such as:

- Political situation
- Economic situation
- Religions
- History
- Societal structure
- Demographics
- Culture
- National food and pastimes

Not all of these factors may relate to why people flee. Learning about a country needs a multi-dimensional approach, understanding that the identity of a country is shaped by many factors. Reports can be presented as posters, booklets, power-points etc. or however best suits your class. Afterwards, against the list of reasons that you initially came up with, evaluate how these match up against what has been learnt.

Questions to debrief

- What may be some other factors that people leave their countries?
- Are the reasons the same for every country and everybody?
- Why is important to take the time to learn about people's stories and reasons why they left?

NCEA Levels 1- 3

Consider using these standards in conjunction with this project:

- **Levels 1/2 AS91042/91282 Report on personal involvement in a social justice and human rights action.**

Reflect and describe your involvement with this completion and how this actions seeks to make positive change.

- **Level 1/2/3 AS91040/91280/91596 Conduct a (reflective/critical) social inquiry.**

Investigate how different organisations work to promote social justice and human rights for refugee and migrant groups within New Zealand.

- **Level 2 AS91283 Describe a social action that enables communities and/or nations to meet responsibilities and exercise rights.**

Describe how this competition seeks to welcome refugees and migrants into communities, shaping society for the common good.

- **Level 3 AS91599 Examine personal involvement in a social action(s) that aims to influence policy change(s).**

See the civics bonus activities and use these with the competition. Describe the issue and how your part played aims to change policy.

Civics Bonus Activities. Flex those muscles

We live in a democratic nation where we can have a say about how our country works. Not all people are so lucky. So let's flex our rights and get writing.

There are a couple of ways your class could get involved:

1. Write to your local MP.
2. Write a submission to government about whether we should raise our refugee quota. (This is being debated in parliament starting in November)

Writing a letter to your MP

- 1 - Find your MP's address here <http://www.parliament.nz/en-nz/mpp/mps/current>
- 2 - Say what you are writing about and what your concern is
- 3 - Ask what the MP is doing about the thing you are concerned about.
- 4 - Offer your own thoughts and solutions.
- 5 - Thank them very much for their work.

Writing a submission

Write a submission to parliament about what your stance is on the refugee quota. A submission **should contain the following things:**

- Name the specific issue you are writing about
- Who you are, how many people you represent and who you have spoken to.

- Whether you want to speak to your submission in person or on the phone if the opportunity arises.
- Opening remarks and thanks that we are able to have a say on the issue
- A clearly stated position on the refugee quota. Should it go up, down, or stay the same?
- Any other comment about resettlement of hosted refugees. Are there other things we could be doing better? What do you support that we should keep doing?
- Your names and addresses (or that of your class)
- Two copies should be sent to parliament.

Writing a submission to parliament can be a rewarding and empowering experience for young people. More information will be sent out to help those interested when the process by which Government will decide on our refugee quota is known.

Let us know if you write a letter or submission as we'd also be keen to hear your thoughts.

The Competition details

Interactive online maps aren't just about plotting where what is. They tell stories and share journeys. Where do we all come from? Why did people move here? What can we learn from each other, and what do we need to share to make this place home?

Online maps allow you to embed videos, interviews, drawings as well as information and ideas. Completed maps will be given to refugee organisations so they can be used by people settling into communities.

One. Once you have registered, define the boundaries of the community you will map. This could be your school's neighbourhood or a community which many of your students come from. The geographical expanse of this community is up to you – think big enough to include all the important features, but make sure you don't stretch too far and lose out on the depth.

Two. Before commencing plotting the places, have your class interview people who have experience with being new in the community (they moved here, they're a refugee, they've migrated here etc.). This helps to engage the students in critical thinking as they assess, from the interviews, what is important and what may be missing from their community for newcomers.

Three. Decide on what mapping tool like to use. Check out some of the following:

- www.educatorstechnology.com/2012/07/9-excellent-free-map-creation-tools-for.html
- www.storymaps.esri.com
- Google Maps

Four. Be creative with your map! Think about ways in which your map uniquely reflects your community. Include:

- Helpful places to visit – local playgrounds, shops, doctors
- Ways of belonging – sports clubs, churches, local swimming holes
- Stories of introduction from local residents
- Information from interviews with migrants or refugees

Five. The map needs to reflect out-of-the-box thinking - demonstrating an understanding of the obstacles that refugees and migrants face, and ways in which we can welcome them. Even though your community may not currently be host to many refugees or migrants, it may do in the future. Additionally, it's a great exercise to get youth to reflect on how information and knowledge about a place, which we can take for granted, can be a big deal for others.

Six. Send your entry to civics.education@anglicanlife.org.nz

Check out an example of an interactive map of a refugee camp community. Walk through their streets, get to know people and learn about life there. What places and spaces did they include? What extra details help explain how life is there?

<http://refugeerepublic.submarinechannel.com/>

Some Diversity activities to get the mind humming

Understanding, accepting and appreciating diverse backgrounds and cultural heritages helps young people and adults thrive in a changing society. There is beauty in learning from one and other.

Learning about diversity is important because it helps us:

- Become aware of our own cultural perspectives and the stereotypes we may have
- Become aware that the different values and beliefs that people hold can be quite similar
- Be able to accept and respect differences
- Learn more from each other so that we can know more about the world in which we live
- Understanding the journeys and stories of others so we can extend a welcoming hand picked up

The Orange game

Resources: *Oranges and a bag*

Hand out an orange to each of your students. Ask them to 'bond' with their orange – to examine their orange, and get to know its marks, bumps, shape, and smell. Ask them to introduce their orange 'friend' to the class. Once everyone has introduced their friend, pop the oranges all in a bag. Then ask students to find their 'friend'. Oranges can be like people. Sometimes we can lump a group of people together and think they are all the same. But once we get to know someone, we can see that everyone is different and special in their own ways, just like the oranges. Have the students peel the oranges for a tasty treat. Even though all the oranges are special, at their core they are all oranges. People can appear different on the outside, especially new people to New Zealand. But they, like anyone else, deserve the same rights, respect, and ability to live out a fair and decent life.

Questions:

- Who are some groups that sometimes get lumped together?
- What are some stereotypes that you can think of?
- Why are stereotypes dangerous?

Perception Game

Resources: 3-5 volunteers, a piece of coloured paper for each volunteer and blindfolds

Have the volunteers come to the front of the class. Each one is given a sheet of paper, blindfolded, and instructed to follow your instructions. With their eyes closed, ask them to fold the paper in half, then in half again. Ask them to rotate it x amount of times, tearing off a piece of the corner each time. Repeat this again, or add your own instructions in. During the process, it is important to not specifically point out which corner to rip, which way to turn the page, which way to fold it etc. Once they are done, ask them to unfold their pages and open their eyes. They all followed the instructions but each page may look different. Each person heard the same instructions, but interpreted and perceived them differently. For people from different backgrounds, experiences and cultures, things may be perceived and interpreted differently. Therefore, we can't always judge another's take on life as 'wrong'.

Things of Matter

Resources: play dough

Give each student some play dough and ask them to shape it into something which is important in their life. Once everyone is done, have others try to guess what it is they've created. As a group, ask the students to stand if their creation represents something to do with family. Other concepts may include religion, friends, money, education, food, health etc. Go through these different concepts and have students stand up each time. Students may be able to suggest concepts as well.

Questions:

- What did you notice about the concepts we choose to represent our play dough?
- Were there any similarities or differences that you noted?
- If the room was full of people from around the world, what are the chances some of the same concepts might pop up again?

Even though our backgrounds, where we live, how we grew up, how many family members we may have may be different, the things that are important to us can often be quite similar.

Background information:

Imagine moving to a foreign country and having to start a new life. For anyone who is new to a neighbourhood it's a big task. For refugees and asylum seekers who have faced obstacles before arriving New Zealand, it can be especially daunting. Learning their stories helps to ensure that we don't add to that hardship, but welcome them into our communities. Resettling into a new place is not just about information, it is also about empathy and understanding from neighbours, and perhaps an insider's take on the coolest bike park. There is always beauty in different cultures learning from each other.

Definitions & the legal jargon

The 1951 United Nations Refugee Convention is the foundation of the United Nations efforts to aid and provide sanctuary to refugees, asylum seekers, and displaced people around the world. Created in the aftermath of World War II, it was the first true international agreement which spelt out the human rights for those fleeing their home lands.

The United Nations High Commissioner for Refugees (UNHCR) is the international organisation which works to protect and resettle refugees in safe places. They assess which refugees have the greatest need for a new home, and then ask countries such as New Zealand to accept these refugees as part of their set quota.

Asylum Seeker

A person who:

- Leaves their homeland because of fear of persecution or discrimination
- Arrives in another country without documentation
- Makes it known to authorities that they wish to exercise their legal right to seek international protection
- Is waiting on approved refugee status
- Being an asylum seeker is legal and guarded by the Declaration of Human Rights article 14

The average length of time spent in a refugee camp is 17 years.

Refugee

A person who:

- Has proved that they would face persecution in their home country
- Had a successful asylum application
- Is legally allowed to stay in the country which is hosting them

Migrant

A person who:

- Arrived in NZ under non-humanitarian arrangements
- Many times they come for work purposes
- There may be many reasons that they have left their country, some of them which may still include hardship or problems back home.

Facts and figures:

- In 2013 Pakistan was the largest host country for refugees with 1.6 million
- More than 25,000 unaccompanied children lodged asylum applications in 77 countries in 2013
- Developing countries host over 86% of the world's refugees
- Afghanistan is the largest source country for refugees – roughly 1 in 4 are Afghani.
- In 2013 over one million people submitted applications for asylum. The UNHCR registered and processed 19% of these claims.
- 43% of quota refugees to NZ are under 18 years

Sources:
Council for International Development Stephens,
Murdoch Doing our Bit UNHCR

Currently 50 million people around the world have had to flee their homes. Of these, half are children. 16.7 million are refugees and almost 1.2million are asylum seekers seeking a new home in another country. Countries that experience internal conflict and civil unrest produce the largest number of fleeing refugees. Because of an individual's religious ties, political stances, ethnicity, gender or social status, they may face persecution.

Migrants often face challenges too. They can easily be exploited in a country where they do not know the rules. Sometimes they are required to pay money, go into debt, and sign over possessions as a bond in order to get a job. Although this may happen in their home country it means the simply cannot afford to lose their job in New Zealand no matter how they are treated or what happens to them. However, it is also true that many New Zealanders continue to show great generosity in welcoming their neighbours. We need to continue to seek ways to encourage the equal participation of all in society.

What role does New Zealand play in this?

In 1987 New Zealand formalised a quota of 800. In 1997 the quota was reduced to 750 (plus or minus 10% a year), in exchange for the government paying refugees' airfares. These people have been identified by the UNHCR as some of the most vulnerable of the world's many millions of refugees. They desperately need resettlement as returning to their own country isn't a safe option. The average length of time spent in refugee camps by refugees while they are waiting for a durable solution is 17 years².

New arrivals to NZ spend their first six weeks at the Mangere Refugee Resettlement Centre where they are taught skills and given information about how to live in New Zealand. After completion there are a number of places throughout New Zealand where they may be resettled. In their new home they are supported by a variety of social services to help the adjustment to their new home. The Red Cross is the key organisation working with newcomers and they rely upon volunteers for their work.

Currently, the UNHCR ranks New Zealand as 87th in the world per capita at hosting refugees and asylum seekers. Australia hosts more than three times (per capita) the amount of refugees that we do.

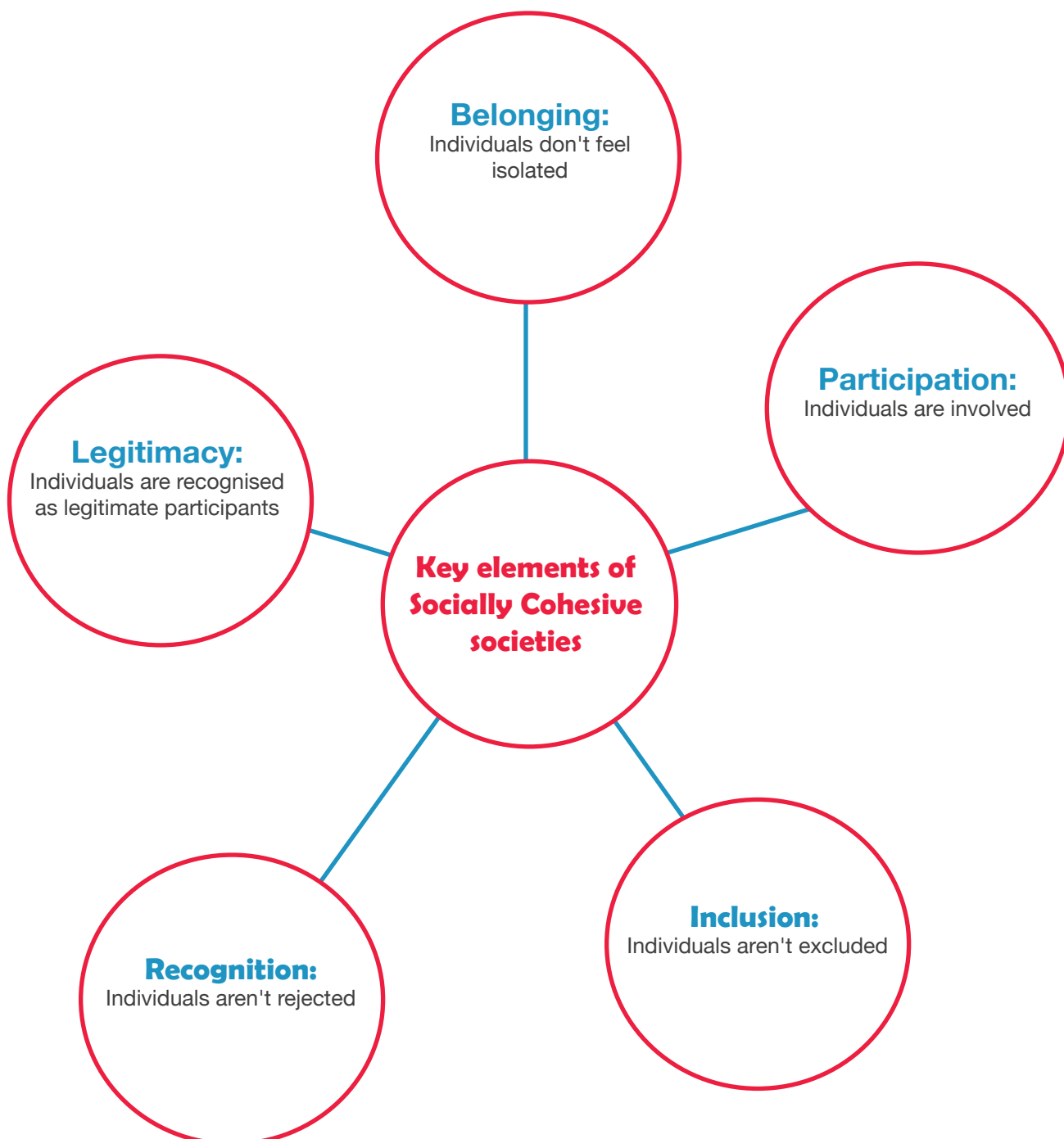
In November this year New Zealand will begin the process to review its refugee quota, which happens after three years. We would like young people to have an informed opinion about our options, about the reasons people come to New Zealand, and what it takes to be a welcoming country. From our school yards to our government's policies, we care how newcomers to Aotearoa are treated.

Social Cohesion

How do diverse groups live alongside each other in peace and harmony? New Zealand has a diverse population. People from around the world move into our communities bringing with them their behaviours, perspectives and values, colouring the social fabric of our neighbourhoods. Migrants' and refugees' sense of acceptance and solidarity within a community is to some extent shaped by the behaviours and attitudes towards them. While there may be some things we don't understand about our new neighbour, healthy societies and neighbourhoods don't seek to create cookie cutters of people where everyone is the same. The word cohesion means unity, solidarity, and sticking together. Social cohesion is the ability of a society to care for the wellbeing of all its members, peacefully resolving conflicts, and allowing everyone to follow their democratic rights³.

So how do we get socially cohesive neighbourhoods?

People simply living next door to each other doesn't automatically result in this. There are some key elements which need to be found in order to get to that point⁴. Consider what you plot on your map and how it may reflect and encourage these elements.



² UNHCR: Protecting Refugees 2007-2008

³ Committee for Social Cohesion (Council of Europe)

⁴ Soroka, S., Johnston, R., and Banting, K (2006) Ties that Bind? Social Cohesion and Diversity in Canada Institute for Research on Public Policy. Montreal, Canada. Monograph December 2006

Want to dig a bit deeper?

- <http://www.simpleacts.org.uk/>

Simple acts to make a big difference in getting to know our refugee neighbours.

- <http://www.amnesty.org.nz/>

Amnesty International is involved in protecting the rights of refugees and asylum seekers, and have some good material.

- <http://www.rc.org.nz/>

The national Refugee Council of New Zealand. Check out what your cities' or regions' refugee groups are doing in your area.

- [https://www.youtube.com/playlist?list=PLkm-rDAXJMdShueH9ALuAoJY\\$sp2La7RRN](https://www.youtube.com/playlist?list=PLkm-rDAXJMdShueH9ALuAoJY$sp2La7RRN)

Listen to the stories and experiences of refugees who have moved to New Zealand

- <https://www.redcross.org.nz/what-we-do/in-new-zealand/refugee-services/volunteer/>

Want to learn a bit more about serving as a refugee support volunteer for Red Cross?

- Check out **My Life as a Refugee, UNHCR's app** available on the Android Play store or on the Apple store. You are a character who has to face a series of difficult questions to see whether you could survive.

- <http://tvnz.co.nz/seven-sharp/welcoming-refugees-nz-video-5471353>

Check out this clip from Seven Sharp about refugees who have moved to New Zealand.

- <https://www.youtube.com/watch?v=JwkVk16xecw>

Tedx Talk: Being a refugee is not a choice by Carina Hoang

- http://www.ted.com/talks/melissa_fleming_let_s_help_refugees_thrive_not_just_survive

Ted Talk: Let's help refugees thrive, not just survive by Melissa Fleming

- [https://www.youtube.com/watch?v=EBuJ5VpQ\\$18](https://www.youtube.com/watch?v=EBuJ5VpQ$18)

Tedx Talk: Imagining a Journey by Jacob Atem, one of the lost boys of Sudan shares his refugee experience.

Feel free to contact us for any other information, resources or ideas.

civics.education@anglicanlife.org.nz or [facebook/welcomehomecompetition](https://facebook.com/welcomehomecompetition)