

Reasons and choices

Why do people become refugees?

What do refugees have to deal with?

What choices do refugees have?

What do refugees give up and why?

What happens to you once you become a refugee?

Activity	Thinking skill
Students list all the reasons someone might have for becoming a refugee. This list can be compared with formal and working definitions and the reasons given in personal recounts.	Fluency
Students think of all the possible options a person might have if they are unsafe where they are living.	Flexibility
Students read <i>Sathya's Story</i> (Rutter 1992 p 34) or <i>Peter's story</i> (Wajnryb p 35) and reflect on, discuss and write about the danger and moral dilemmas which face refugees.	Elaboration
Students work from a list of refugees, perhaps one they have generated earlier, and discuss what those people's lives may have been like if they had never needed to become refugees or if they had not found refuge. In the case of refugees such as Albert Einstein students can discuss the effect of the individual and their experience on the lives of others.	Flexibility
Students work in groups to design a robot for finding and detonating land mines. Information about landmines, the way they work and their distribution can be found on web sites such as www.icbl.org .	Risk taking
Students investigate the process of applying for and receiving refugee status and create a flow diagram to illustrate this. Different diagrams may be created for refugees, for asylum seekers, for the country of first refuge or for the country of resettlement.	Complexity
Students read a range of refugee stories and answer each of the questions above. They record their information in tables, lists or graphic form for display.	Fluency
Students play the role of a refugee and discuss/prioritise their needs (Rutter 1991 p102).	Complexity