

Sharing knowledge

What do you already know about refugees and the refugee experience?

What do you think is important for others to know?

Activity	Thinking skill
Students brainstorm what they know about the refugee experience and represent their knowledge on slips of paper which can then be bundled or classified in different ways, such as the source of the information, or the stages in a refugee's experience.	Fluency
Students brainstorm words and concepts they associate with the word <i>refugee</i> . They create displays or concept maps which can be added to as their knowledge develops (Rutter 1991 p 9).	Fluency
Students list all the people they can think of who are refugees. These may be people they know personally or famous people. <i>Not a Matter of Choice</i> and <i>Australian Issues Collection</i> have some examples.	Fluency
Students create and/or play a game of 'Jeopardy' (McGrath and Edwards p 72) with facts and information about refugees and their experiences.	Fluency
Students create acronyms or acrostic poems (McGrath and Edwards p 25) using the word <i>refugee</i> or other relevant words like <i>welcome</i> as a way of collating knowledge and ideas.	Fluency
Students create and carry out a survey to find out how much their classmates, school community, family or friends know about refugees (Rutter 1991 p 15, 1992 p 52). They then follow up by publicising or sharing the opinions or beliefs and the facts with those who completed the survey.	Fluency
Students complete a quick quiz about refugee statistics in pairs or small groups, making a guess at any answer they don't know. They then compare their answers with the facts and reflect on why they were or were not aware of particular information (<i>Not a Matter of Choice</i>).	Fluency
Students examine a number of pictures of Australians. They complete simple tasks which require them to make judgements based only on the photograph or picture, such as 'Write down three words to describe each person', 'Make a prediction about the occupation of the person in the photograph' or 'Identify whether the person in the photograph is Australian-born, a migrant, a refugee, a displaced person or an asylum seeker.' They can then discuss in groups what their judgements were and how they came about. There is a series of photographs in the <i>Not a Matter of Choice</i> materials which can be used for this activity. Students could then view the final section of the video to see the occupations of the people photographed, who are all refugees.	Flexibility
Students use plasticine or play dough to model or represent particular words relevant to the refugee experience. This can be played as a game like Pictionary (Plastiscenery!) where other members of the class guess what is being modelled.	Risk taking
Students work in cooperative groups to organise and create a public display for Refugee Week, focusing on any aspect of the refugee experience.	Risk taking