

Behind the Wire Education Resources

STORIES FROM MANDATORY DETENTION

A cross-curricular resource pack

Foreword

THE STORY OF BEHIND THE WIRE

Behind the Wire aims to reveal a nuanced picture of seeking asylum and life in mandatory detention – showing a reality that goes beyond queue jumpers on the one hand and passive victims on the other to reveal resilient, suffering human beings, and important literary voices. We also seek to place the voices, faces and perspectives of asylum seekers, which are rarely represented in public debates on refugee issues, at the centre of the discussion.

Behind the Wire has published a book, *They Cannot Take the Sky*, featuring 35 first-person stories about seeking asylum and life in detention. We have also developed a museum exhibition comprising over two hours of audio and video stories, which was held at the Melbourne Immigration Museum from March to July 2017, and a Walkley Award-winning podcast, *The Messenger*, created from over 4000 voice messages sent between Melbourne journalist Michael Green and Abdul Aziz Muhamat, detained on Manus Island.

The lessons are designed to assist students to engage with the book, podcast, and films we have produced. As all the materials are first-person narratives, students will have the opportunity to evaluate and consider these experiences as they develop their own personal sense of identity, ethics, citizenship and belonging.

These materials are being released as a pilot, being Behind the Wire's first educational resource pack. We invite teachers and their students to use these critically and creatively. We welcome any feedback on how the content or design of this resource could better contribute to students learning as well as suggestions for complementary Behind the Wire initiatives, such as talks or workshops, that could encourage the uptake of these materials in schools.

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Before You Begin

HOW TO ENGAGE STUDENTS

Issues of seeking asylum and mandatory detention can be sensitive and controversial to teach, and it should always be kept in mind that students may have personal experiences that could make it confronting to engage with this material. Here are some useful tips for facilitating productive and respectful discussion with students or parents:

What teachers should consider

- Acknowledge that each student's personal experience will form their beliefs, values and opinions, so it is likely there will be a range of views in the class
- Encourage students to be respectful when speaking and listening to each other
- Allow students to express their personal beliefs and values, and encourage them to express their opinions as their own, using language such as "I think" or "I believe"
- Encourage students to ask questions
- Collaboratively create a contract with students about how discussions will be conducted
- Leave time to debrief at the end of the lesson, for students to reflect on any specific emotions, memories, thoughts or ideas they had while engaging with the stories

How to use this resource

You can search for key terms within this document by pressing Ctrl + F (PC) or Command + F (Mac). Links are provided throughout the document to extra materials, FAQs, glossary and appendices for ease of navigation

Lessons Matrix

- The lesson plans provided are recommendations for how to use the multimedia resources available. We encourage teachers to be creative and adapt ideas as they see fit, to suit their students.
- This lessons matrix is an outline of the areas that can be covered by the lesson plans provided

English	Humanities	Media
Listening (Behind the Wire)	Flow Map (Refugee Journey)	Listening (Behind the Wire)
Write Letters (Creative task)	Comparative Timeline (Refugee journey extension)	Animated Journey (Refugee journey — alternate presentation)
Write formally (Essay)	Analytical Essay (Belonging extension)	Podcast letters (Creative task)

Suggested Curriculum Links

Lesson 1: The Messenger - Sequence

Australian Curriculum: Relevant for: Year 8 English and General Capabilities (personal and social capability, ethical understanding)

Lesson 2: Mapping Refugee Journeys

Australian Curriculum: Relevant for: Years 7 and 8 Geography, Years 7 and 8 Civics and Citizenship and General Capabilities (critical and creative thinking, intercultural understanding)

Extension Task: Victorian Curriculum: Relevant for: Australian and Global Politics, VCE

Lesson 3: Citizenship and Belonging – Reading and Reflection

Australian Curriculum: Relevant for: Year 7-10 Civics and Citizenship and General Capabilities (critical and creative thinking, personal and social capability, ethical understanding, intercultural understanding)

Lesson 4: Creative Writing Task

Australian Curriculum: Relevant for: Year 7 English and General Capabilities (critical and creative thinking, personal and social capability)

Lesson 5: Podcasting task

Victorian Curriculum: Relevant for: Year 10 Media and General Capabilities (critical and creative thinking, ethical understanding)



THE MESSENGER

Lesson One

LESSON ONE

Lesson One

THE MESSENGER PODCAST

Year 8 English – Interacting with Others

Listening and Speaking Iterations

Oral Presentations

Description of Lesson

This lesson is aimed at Year 8 English and focusses specifically on listening and speaking iterations and oral presentations. This lesson could be used for older year levels also. Ideas like detention, mental health and wellbeing are rich themes which would engage learners across the secondary years.

There are also writing and research activities which support the lesson sequence. The lesson uses individual and group tasks to direct students towards joint construction. There is an assessment tool included for the final activity which is designed to be used for self or peer assessment.

The sequence is structured around 3 lessons, however depending on various factors it could be easily be adapted into either a longer or shorter timeframe.

Sections

1. Materials for the Lesson

The Messenger, #1 Aziz, Not a Boat Number (27 minutes)

Audio: behindthewire.org.au/podcast/

2. Aims of the Lesson

This lesson aims to build students' awareness of refugee experiences by drawing on those which Aziz discusses in the first episode of the podcast. Asking students to listen actively invites them to empathise with Aziz's experience and identify words or phrases he uses which indicate how he feels.

This lesson requires students to move from individual observations, to paired discussion, to group construction and finally to a presentation of what they have learned.

3. Teacher Lesson Preparation

The listening task requires speakers for the whole class to listen together. Alternatively, students could use their own headphones if they have personal devices to access the podcast. There is a table for recording their observations which could be printed and given to the class or projected/written on the board for students to copy into their workbook.

The research task will require access to the internet. Teacher may need to assign the columns so across the class there is at least one group working on each topic. (Detention, Journey, Friendships & Relationships or Mental Health and Wellbeing)

The exhibition task could be displayed in the classroom or in a more public space like the school library to reach a broader audience. It will require a number of physical resources (paper, cardboard, blue tac, projectors, signage, etc) depending on what groups include in their exhibit. Alternatively, an online exhibition could be created using a tool like www.padlet.com

There is a peer assessment tool included for the exhibition walk for students to reflect on what their classmates have created. This could be developed as a class and would provide an opportunity for students to come up with their own ideas about suitable success criteria and what would make a good exhibit. It is recommend to do this at the start of lesson three so students may use the rubric as a guide when finalising their own displays.

LESSON ONE

4. Student Work Sample

Behind the Wire – The Messenger Podcast

Lesson One:

Listen actively to the first episode of *The Messenger*. Aziz, Not a Boat Number: www.behindthewire.org.au/podcast

Individually: Write down key words or phrases you hear Aziz say about his experiences

Detention	Journey	Friendship and Relationships	Emotions (mental health and wellbeing)

What have you got

Write a **TEEL** paraThis image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

LESSON ONE

Lesson Two

In Small Group:

You are going to create an exhibit to inform your classmates about one of the aspects of refugee experiences from the table used last lesson. (Detention, Journey, Friendships & Relationships or Mental Health and Wellbeing)

- Compile the words from one of the columns and create a Word Cloud from those words. You might use a tool like Wordle www.wordle.net
- Create an exhibition display using the Word Cloud and 2-4 other pieces of evidence related to the topic your group has focussed on.
- Finding your evidence will require some research into the topic to get a broader understanding refugee experiences.
- Evidence could be photographs, maps, newspaper articles or clips, Australian government policies, important speeches, quotes or passages from books, significant court decisions or first hand-experiences. Make sure you provide a reference for your evidence to show which sources you used. Try and get a range of different forms of evidence for your exhibit and display them in a way which is engaging and informative.

Consider how your exhibition will communicate with the audience.

- What will the audience see? What order will they see it in?
- Does your evidence require explanation, if so how will you display it?
- What resources do you need to display the exhibit?
- What questions might people have?
- What will you say to introduce or conclude your exhibit?

LESSON ONE

Lesson Three and Four

Whole class: Exhibition walk

Display the exhibitions around the room. These may use different resources including signage, computers to show clips or images, wall hangings or reading materials as well as the Word Cloud compiling the words from Aziz.

As the class walk from exhibition to exhibition look, read, listen, watch the evidence while the group which made it explain what they have learned about the topic.

Complete a peer assessment rubric and provide feedback for each of the displays you visit.

	Very High	High	Medium	Low	Very Low	Not Shown
Year 8 Exhibition Walk						
Informative: Well researched and explained						
Engaging: Interesting and appealing to view						
Relevant: Related to the specific topic the group was assigned						
Group Work: Roles and expertise shared						

Highlight:

Something to improve:

/20

Lesson Two

MAPPING REFUGEE JOURNEYS



Taqi, *They Cannot Take the Sky*, page 79-89

Lesson Two

MAPPING REFUGEE JOURNEYS

Year 7 and 8 Geography

Place and Liveability

Year 7 and 8 Civics and Citizenship

Citizenship, Diversity and Identity

Description of Lesson

This lesson is aimed at a year 7-8 level and draws from the Geography and Civics and Citizenship curriculum to offer a cross-discipline lesson. It specifically suits Place and Liveability (Geography) and Citizenship, Diversity and Identity (Civics and Citizenship) but also employs mapping and time lining skills along with research in the extension task, which is best suited to Australian and Global Politics, Unit 2, AOS2.

This lesson idea could also be used for years 9 and 10. The extension task is aimed at VCE but could be undertaken by a year 9 or 10 class in conjunction with the mapping tasks.

Sections

1. Materials for the Lesson

Taqi's story (page 79-89) and Imran's story (page 257-271) from *They Cannot Take the Sky*

2. Aims of the Lesson

This lesson aims to build students' awareness of refugee journeys by drawing on the stories of Imran and Taqi. This lesson requires students to develop their understanding of world geography by engaging existing knowledge and expanding that understanding through a close examination of places mentioned in the stories. By asking students to add missing details to the stories, they have to consider the global and local events that led to people moving, the modes of travel they used and the duration of their stay in different places. In doing so, students are aligning the geographic journeys of those individuals with the timeline of their journey.

The extension task asks students to research key political events which are related to people movement.

This task prompts a more analytical look at the reasons for people movement and the way that policies of the Australian government affect the lives of those seeking asylum in Australia.

3. Teacher Lesson Preparation

The listening task requires speakers for the whole class to listen together. Alternatively, students could use their own headphones if they have personal devices to access the podcast. There is a table for recording their observations which could be printed and given to the class or projected/written on the board for students to copy into their workbook.

Students need to read two individuals stories for this lesson. This could be completed as homework or you could read them together as a class. Each story is roughly 10 pages long and there are some emotional passages which might be confronting for some students depending on their own experiences. It may be appropriate to take 1 or 2 lessons prior to this sequence for reading and unpacking the stories using reciprocal reading or annotating and highlighting strategies to assist the students to understand the content.

The first step of the mapping activity requires blank maps, depending on your class you may choose to use country or borders only maps (see the example given for a guide). The second step requires students to create a flow map (see the example given for a guide).

The extension task requires students to make a comparative timeline (see the example given for a guide).

LESSON TWO

4. Student Work Sample

Cross Curricular class for Junior Humanities – Mapping Refugee Journeys

Using Blank Maps (Country or borders only maps - See *Jacaranda maps*)

In small groups spend 5 minutes using just your existing knowledge of the world to pencil in as much detail as possible

- BOLTSS
- Continents,
- Oceans and seas
- Countries and capital cities
- Using an atlas, annotate maps with any missing details from the above list.

Using *They Cannot Take the Sky*, Imran & Taqi

Try to map the journeys of Imran and Taqi by locating the places they mention in their stories and noting them on your map.

Which details of their journey do you not know? List the missing details (dates, directions travelled, time spent in destinations, etc,) and research or estimate to create a flow map (see example) of the individual's likely journey.

Which continents, countries and cities do you think they travelled through? Which oceans and seas did they cross?

Now add dates to those journeys by starting with the dates you know from their stories. Which details are missing? How can you find out more about what was happening at the time or how long a particular stay or leg of the journey might have taken?

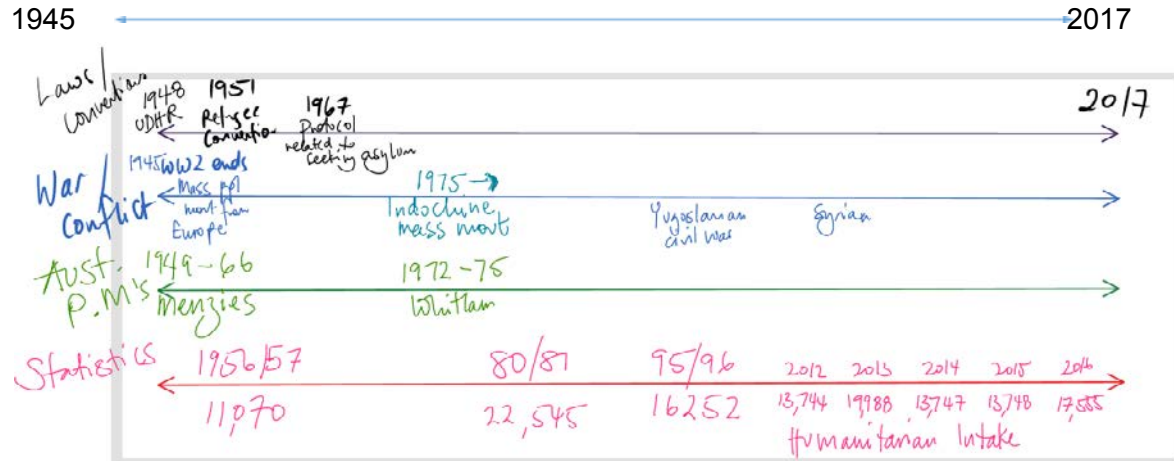
LESSON TWO

Senior School Extension for this task AOS2

Unit 2/AOS2 Global Cooperation and Conflict

Look at conflict/human rights reasons for people movement and cooperation between the global community to resettle refugees fleeing conflict.

Example of Comparative Timeline for Mapping Refugee Journeys



Timeline comparing individual stories to key political events (Map on a timeline):

- Significant laws and conventions (domestic and international)
- Australian Prime Ministers
- Bilateral agreements related to people movement, resettlement and processing
- Statistics related to people movement globally
- Statistics related to Australia's humanitarian intake
- Opening/closing of detention centres
- Conflict and war contributing to mass people movement
- Human disaster contributing to mass people movement

Lesson Three

CITIZENSHIP & BELONGING



Jamila Jafari,
They Cannot Take the Sky, Page 67-78

Lesson Three

CITIZENSHIP AND BELONGING

Reading and Reflection

Year 7-8 Civics and Citizenship

Citizenship, Diversity and Identity

Year 9-10 (Extension Task)

Citizenship, Diversity and Identity

This could also suit English classes at the same year levels.

Description of Lesson

This lesson is based on concepts of citizenship and belonging to compare and contrast how those concepts are related but distinct. It encourages students to consider their own experiences of belonging by using Jamila's story as inspiration.

This sequence incorporates several of the general capabilities (critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding) by asking students to reflect on their own experiences of belonging and drawing contrasts and comparisons with the story.

Sections

1. Materials for the Lesson

Jamila's story (page 67-78) from *They Cannot Take the Sky*.

Ali's story (page 123-147) from *They Cannot Take the Sky*.

2. Aims of the Lesson

This lesson aims to make students aware of the many ways in which people feel a sense of belonging. They are asked to explore the relationship between belonging and citizenship and develop an understanding of the way those concepts are distinct despite having some overlapping qualities.

Students are asked to draw on their own experiences of belonging by comparing and contrasting it to Jamila's.

The extension task aims to build students' research and analytical skills.

3. Teacher Lesson Preparation

The first question requires a class discussion to get students ready to articulate their understanding of what citizenship and belonging mean to them. This could be prompted by asking students what groups they feel a sense of belonging to (family, sporting clubs, school, church, community organisations, ethnic groups).

It is suggested that Jamila's story be read as a whole class so that students can fill in the table while working through the story. This provides an opportunity for class discussions which will support students to understand how complicated obtaining Australian citizenship can be for refugees.

There are some descriptions of violence and self-harm in Jamila's story, which could be confronting for some students. It may be especially appropriate to leave time to debrief at the end of the lesson, for students to reflect on any specific emotions, memories, thoughts or ideas they had while engaging with the stories.

The assessment task includes a rubric which students can use this to mark their draft and make improvements before submitting. It is based on year 9 and 10 Civics and Citizenship but could be amended for an English class. It requires referencing and guides are included for in text referencing and bibliography support.

LESSON THREE

4. Student Work Sample

Reading and Reflection for Civics and Citizenship – Citizenship & Belonging

Step One:

Read Jamila's story together as a class.

What does Jamila identify that make her question her sense of belonging?

Is this different or similar to your own sense of belonging? How?

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

LESSON THREE

Step Two:

What is citizenship and what is belonging?

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

Identify similarities and differences based on Jamila's story and record them in this table.

[illegible]

LESSON THREE

Step Three:

Describe how Jamila's feeling of belonging changes throughout her story. Use **quotes** from the story as evidence.

[illegible]

Year 10 Extension for this Task

Use the stories of Jamila and Ali, and at least 3 other sources you have located to write an essay in response to this question:

Explain the differences between the legal status of a person seeking refuge in Australia and their sense of belonging in Australia.

Lesson Four

CREATIVE WRITING



Lesson Four

Creative Writing – Letter between Lina and Ranya

Year 7 English

Creating Texts and Creative Literature

Description of Lesson

This lesson is aimed at Year 7 English and focusses specifically on creative writing skills. This lesson could be used for older year levels also. Ideas like detention, mental health and wellbeing are rich themes which would engage learners across the secondary years.

The annotation component aims to get students to identify aspects of Lina's story which are important to her identity, her experience and her relationship with Ranya so that they can use those elements to inspire their own writing. In order to be respectful of Lina's personal story, and of the experience of detention more broadly, the lesson asks students to draw on specific elements of the stories in *They Cannot Take the Sky* and adapt them into their creative writing.

Teachers may choose to scaffold this more specifically by asking for a certain number of those elements to be used, this could be written into a rubric. Providing opportunity for drafting and editing so students can improve their work would be appropriate to the discipline and the task.

Sections

1. Materials for the Lesson

Lina's story (page 190 - 199) from *They Cannot Take the Sky*.

2. Aims of the Lesson

This lesson aims to invite students to imagine what happens after Lina's story concludes. By taking inspiration from her personal story and her relationship with Ranya particularly, students are to write letters between the friends. This task should develop their empathetic thinking as well as their ability to use their understanding of refugee experiences to imagine how Lina and Ranya felt after Lina left Darwin. As a creative writing task, there is opportunity to teach writing and editing skills.

The lesson also has structure provided for drawing on quotes and specific elements of Lina's story which can help to guide students and assist them in being 'true' to the stimulus resource.

3. Teacher Lesson Preparation

The annotation task required copies of Lina's story which students can draw on (either hard copies or digitised with facility for highlighting).

The writing task can use in-text referencing if teachers wish to add that level of complexity (please see the referencing guide). It may also be appropriate to include other sources from the book in the form of quotes, imagery, comparison, etc. which could require referencing. It is recommended for written tasks to allow students time to draft and edit their work with teacher guidance.

The lesson introduces students to themes which may need some discussion and explanation prior to reading *They Cannot Take the Sky*. Depending on your students, your school, the surrounding area and the level of engagement with news and current events, some groups may need to be introduced to terms like 'refugee', 'detention', 'mental health/wellbeing' before they can engage with Lina's story (See glossary of terms as a guide).

4. *Chlorophyll a* and *Chlorophyll b* contents were determined by spectrophotometry using the following equations:

[illegible]

- How does she describe her painting?
- What does she recall about places she lived?
- What does she say about human rights?
- How does she describe her friendship with Ranya?

I used to... I knew everything about what was going on in detention. [*Laughs.*] I used to follow the news and know about people there who transferred, who stayed... I thought I would leave detention, but I couldn't leave it. My heart is there still.

Use Lina's story as inspiration. Consider their location, their interests, their age, their experiences and what you know about their friendship.

Your letters need to be based on the personal account of Lina and other stories which you have read from *They Cannot Take the Sky*. Here is a list of ideas from the book you could use to imagine the experiences of the friends when they are separated.

- direct quotes (with referencing) from the stories
- imagery or metaphors used
- reflections on past
- comparison between places
- first hand experiences
- second hand experiences
- hopes/plans for the future

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

A photograph of two men standing outdoors in front of lush green foliage. The man on the left is Black, smiling broadly, wearing a purple t-shirt with a graphic. The man on the right is white, smiling, wearing a purple t-shirt with a white circular logo featuring a tree. The text 'Lesson Five' is overlaid in large white font, and 'PODCASTING TASK' is below it in smaller white font.

Lesson Five

PODCASTING TASK

Abdul Aziz Muhamat and Michael Green – *The Messenger*

Lesson Five

PODCASTING TASK

Year 10 Media

Description of Lesson

This lesson is aimed at Year 10 Media and builds on the creative writing lesson for English using the same stimulus, and a similar creative element in writing an imagined correspondence between friends. The listening task encourages students to identify the style and story elements which make *The Messenger* engaging to listen to. The annotation of Lina's story aims to get students to identify aspects of Lina's story which are important to her identity, her experience and her relationship with Ranya so that they can use those elements to inspire their own writing.

In order to be respectful of Lina's personal story, and of the experience of detention more broadly, the lesson asks students to draw on specific elements of the stories in *The Messenger* & *They Cannot Take the Sky* and adapt them into their word. Teacher may choose to scaffold this more specifically by asking for a certain number of those elements to be used, this could be written into a rubric. Providing opportunity for drafting and prior to recording the podcast editing would be appropriate to the task.

This lesson uses the same material as Lesson Four, adapted for Media Studies

Sections

1. Materials for the Lesson

The Messenger Podcast, Episode 1: Aziz, Not a Boat Number

audio: www.behindthewire.org.au/podcast

Lina's story (page 190 - 199) *They Cannot Take the Sky*

2. Aims of the Lesson

This lesson aims to invite students to imagine what happens after Lina's story concludes. By taking inspiration from her personal story and her relationship with Ranya particularly, students are to write letters between the friends and record them as a podcast. This task should develop their empathetic thinking as well as their ability to use their understanding of refugee experiences to imagine how Lina and Ranya felt after Lina left Darwin.

As a media production task, students need to draw on the style and technical aspects of *The Messenger* to create an engaging podcast which communicates clearly to a listening audience. Students will also need access to appropriate software like **Audacity** for recording and editing the podcast.

As a creative writing task, there is opportunity to teach writing and editing skills. The lesson also has structure provided for drawing on certain elements of Lina's story which can help to guide students and assist them in being 'true' to the stimulus resource.

3. Teacher Lesson Preparation

The listening task requires copies of the table for students to guide their note taking. The annotation task required copies of Lina's story which students can draw on (either hard copies or digitised with facility for highlighting).

The writing task should use aspects on the resources mentioned in the lesson plans. It may also be appropriate to include other sources from the book in the form of quotes, imagery, comparison, etc., which could require referencing.

It is recommended for written tasks to allow student time to draft and edit their work with teacher guidance.

LESSON FIVE

4. Student Work Sample

Media – Podcast Task

As a class listen to episode one of *The Messenger: Aziz, Not a Boat Number*.

Audio: www.behindthewire.org.au/podcast

Take notes about how you can hear the following elements used in the first episode.

Narrative hooks to keep the listener engaged	
Storytelling / Commentary of events	
Insights –interviews, real-time audio archival material	
Research – ‘inside’ (new) information	
Multiple perspectives / characters	

LESSON FIVE

Your Task:

In pairs, create two 3 minute podcasts based on 'letters'/ WhatsApp voice messages between the friends, using Lina's story as inspiration.

Get to know Lina by reading her story from *They Cannot Take the Sky*.

Annotate the story as you read using the colours to highlight key themes:

- How does she describe her painting?
- What does she recall about places she lived?
- What does she say about human rights?
- How does she describe her friendship with Ranya?

I used to... I knew everything about what was going on in detention. [Laughs.] I used to follow the news and know about people there who transferred, who stayed... I thought I would leave detention, but I couldn't leave it. My heart is there still.

Use Lina's story as inspiration for the podcast. Consider the location of the friends, their interests, their age, their experiences and what you know about their friendship.

Your letters need to be based on the personal account of Lina and other stories which you are familiar with *The Messenger* and *They Cannot Take the Sky*.

Here is a list of ideas from the book you could use to imagine the experiences of the friends when they are separated.

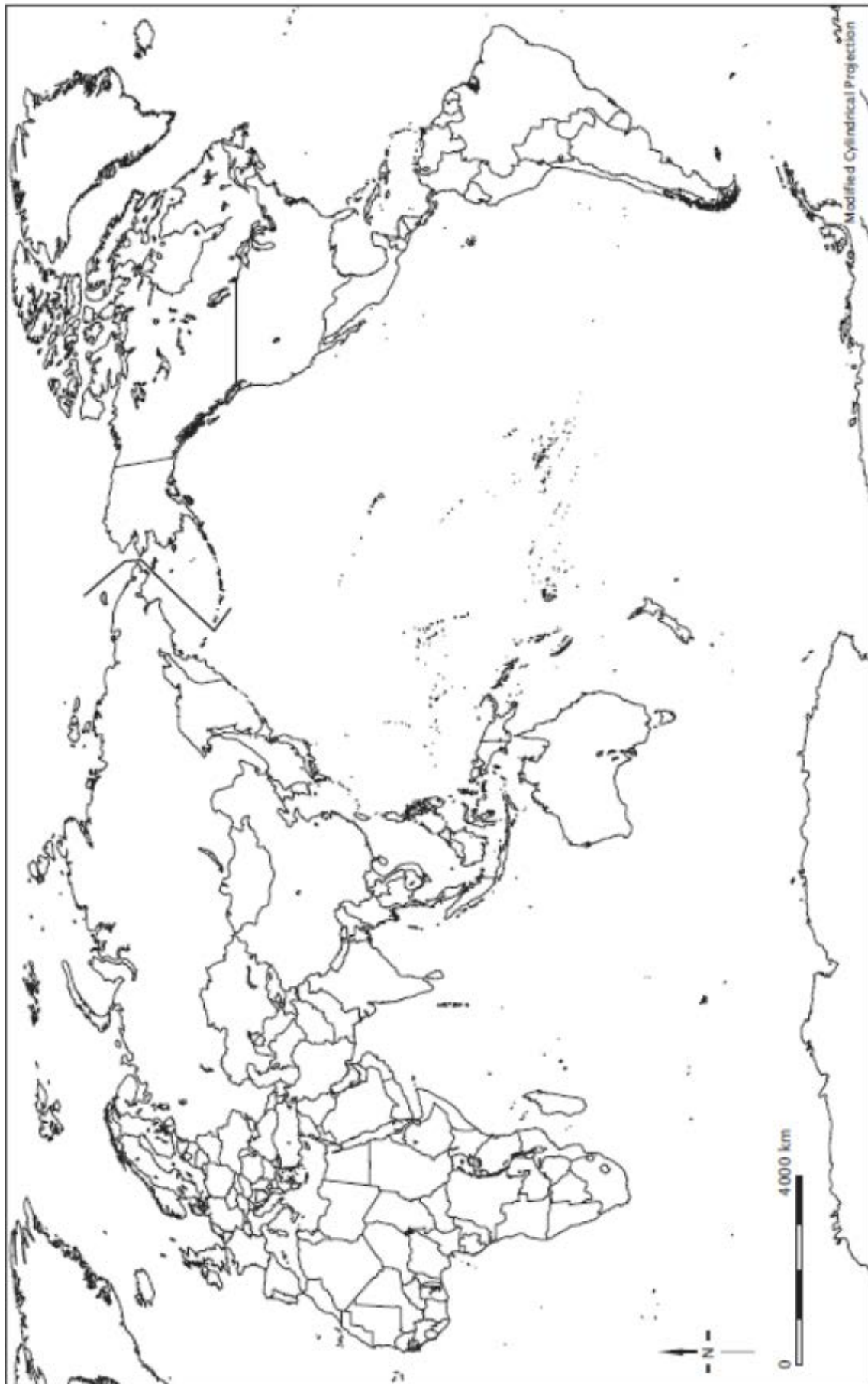
- imagery or metaphors used
- reflections on the past
- comparison between places
- first hand experiences
- second hand experiences
- hopes/plans for the future

Consider the elements above plus production elements in making your podcast:

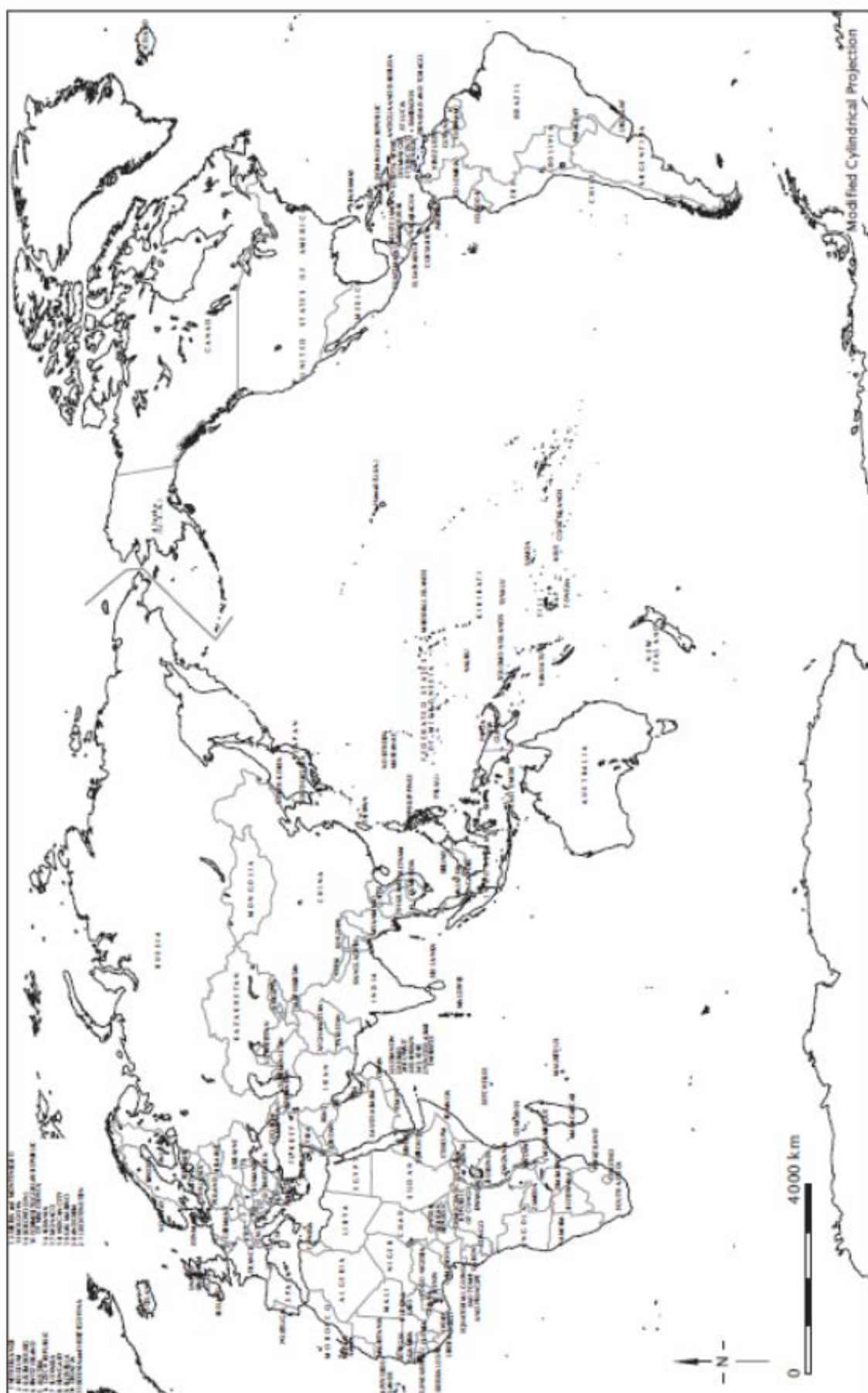
- Background noises
- Sound quality
- Tone of voice
- Music for mood

APPENDICES

Appendix A - Jacaranda Maps for mapping task



APPENDICES



APPENDICES

Appendix B - Refugee Journeys flow map



APPENDICES

Appendix C

Rubric for Reading and Reflection Task

This rubric is for formal assessment. It is based on the curriculum. Students can use this to mark their draft and make improvements before submitting.

	High	Medium	Low
Demonstrates understanding of factors which influence identity and diversity	Identifies and evaluates a range of different factors which influence an individual's identity and describes social and governmental attitudes to diversity	Identifies and describes a range of different factors which influence an individual's identity and explains social or governmental attitudes to diversity	Identifies factors which influence an individual's sense of identity and belonging without making connections to governmental attitudes to diversity
Demonstrates an understanding of how Australia's international legal obligations influence policy	Evaluates how Australia's international legal obligations have influenced domestic law using specific examples	Explains how Australia's international legal obligations have influenced domestic law using general examples	Identifies Australia's international legal obligations or domestic laws without making connections between them
Uses appropriate essay structure and writing conventions	Effective use of essay structure with themed paragraphs making sophisticated arguments	Uses an essay structure with themed paragraphs making coherent arguments	Simple use of essay structure with paragraphs making similar arguments
Locates sources and uses appropriate referencing conventions	Locates at least 3 reputable sources and consistently uses appropriate referencing throughout the essay, including a bibliography	Locates at least 1 reputable source and uses appropriate referencing throughout the essay, including a bibliography	Only uses They Cannot The Sky and misuses referencing convention in the essay or the bibliography

APPENDICES

Appendix D

Referencing Guide for Citizenship and Belonging Lesson

When you are researching it is important to accurately name the work of others that you find for two reasons; firstly, to acknowledge the work of the original creator; secondly, to acknowledge your own work in finding such good sources in your research!

In text referencing is used when you directly take a quote or idea from as creator or when you want to talk about them directly.

Here are three examples for you to practice and learn to include in-text referencing in your own work.

Using a quote:

After joining the European Union, some British citizens feared population explosion as 'they had been warned to expect an influx of journalists' (Vincent, 2016, p. 47).

Discussing an author:

Vincent (2016) stated that many of the British fears were unfounded.

Using an idea from the text:

Despite people being nervous of population increase, the reality was different. (Vincent, 2016)

Have a try using one of the stories from *They Cannot Take the Sky*

Using a quote: _____

_____ (Name, date, page)

Discussing an Author: _____

_____ (Name, date, page)

Using an idea from the text _____

_____ (Name, date, page)

Blank master copy: _____

_____ (Name, date, page)

Bibliography Framework

Books

Author	Title of book (in italics)	Year	Publisher	Place of Publication

Articles

Author	"Title of article"	Year	Title of newspaper/magazine (in italics)	Volume	Number	Pages

Internet sites

Owner of website	"Title of web page" (inverted commas)	Year Published	Title of website (in italics)	Date viewed	Available: URL (web address)

Video recordings

Title of video	Date of recording	Producer

FREQUENTLY ASKED QUESTIONS

FAQs

Who is a refugee?

According to UNHCR a refugee is someone who has been forced to flee his or her country because of persecution (see glossary), war, or violence. A refugee has a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership in a particular social group. War and ethnic, tribal and religious violence are leading causes of refugees fleeing their countries.

Who is an asylum seeker?

When people flee their own country and seek sanctuary in another country, they apply for asylum – the right to be recognized as a refugee and receive legal protection and material assistance. An asylum seeker must demonstrate that his or her fear of persecution in his or her home country is well-founded.

Are asylum seekers who arrive by boat illegals?

It is not a crime to enter Australia without authorisation for the purpose of seeking asylum. Asylum seekers do not break any Australian laws simply by arriving on boats or without authorisation.

Article 31 of the Refugee Convention clearly states that refugees should not be penalised for arriving without valid travel documents. What may be considered an illegal action under normal circumstances (e.g. entering a country without a visa) should not, according to the Convention, be considered illegal if a person is seeking asylum.

Permitting asylum seekers to enter a country without travel documents is similar to allowing ambulance drivers to exceed the speed limit in an emergency – the action may ordinarily be illegal but, in order to protect lives at risk, an exception is made.

Here is a useful article on this question:

www.abc.net.au/news/2013-09-06/morrison-correct-illegal-entry-people/4935372

What is the 1951 Refugee Convention?

The 1951 Geneva Convention is the main international instrument of refugee law. The Convention clearly spells out who a refugee is and the kind of legal protection, other assistance and social rights he or she should receive from the countries who have signed the document. The Convention also defines a refugee's obligations to host governments and certain categories of people, such as war criminals, who do not qualify for refugee status.

Are asylum seekers queue-jumpers?

Seeking asylum is not a way of 'jumping the queue' but is the most common way to apply for protection as a refugee. Australia also accepts refugees from overseas through its resettlement program, but this is simply a different strategy for different circumstances. It does not mean that resettlement is the better or 'right' way to come. There were 16.1 million refugees of concern to UNHCR around the world at the end of 2015, but less than 1% were resettled that year.

How many children are in detention in Australia?

How many men and women are in detention in Australia?

The Department of Immigration and Border Protection publishes Immigration Detention Statistics every month, available here:

www.border.gov.au/about/reports-publications/research-statistics/statistics/live-in-australia/immigration-detention

FREQUENTLY ASKED QUESTIONS

What is human smuggling, who are “people smugglers”?

According to the United Nations Convention on Transnational Organized Crime and its protocol against the smuggling of migrants, people smuggling is “the procurement, in order to obtain, directly or indirectly, a financial or other material benefit, of the illegal entry of a person into a State of which the person is not a national or a permanent resident.”

What is offshore processing?

Offshore processing (referred to by the Australian Government as “regional processing”) is the term used to describe the arrangements by which Australia sends people seeking asylum who arrive by boat to either Nauru or on Manus Island in Papua New Guinea (PNG), where their refugee claims are determined. Australia is the only country in the world that uses other countries to process refugee claims.

Helpful resources

www.refugeecouncil.org.au/get-facts/

www.humanrights.gov.au/our-work/race-discrimination/publications/2012-face-facts

www.unrefugees.org/refugee-facts/what-is-a-refugee/

www.redcross.org.au/refugees-facts

www.humanrights.gov.au/our-work/asylum-seekers-and-refugees/asylum-seekers-and-refugees-guide

Glossary

Key Terms

Sources: *UN High Commissioner for Refugees (UNHCR), UNHCR Master Glossary of Terms*, June 2006, Rev.1, available at: www.refworld.org/docid/42ce7d444.html (accessed 8 November 2017)

Asylum:

The grant, by a State, of protection on its territory to persons from another State who are fleeing persecution or serious danger. Asylum encompasses a variety of elements, including non refoulement, permission to remain on the territory of the asylum country, and humane standards of treatment.

Asylum-Seeker:

An asylum-seeker is an individual who is seeking international protection. In countries with individualized procedures, an asylum-seeker is someone whose claim has not yet been finally decided on by the country in which he or she has submitted it. Not every asylum seeker will ultimately be recognized as a refugee, but every refugee is initially an asylum-seeker.

Conventions:

Formal international agreements among nations (to which states become party), which create binding legal obligations. Such agreements may have different names: treaty, convention, covenant, or pact. Conventions are one of two main types of UN human rights instruments, the other being UN standards.

Convention on the Reduction of Statelessness:

A Convention that provides for the acquisition of nationality by those who would otherwise be stateless and who have an appropriate link with the State through birth on the territory or through descent from a national. The Convention also provides for the retention of nationality by those who would become stateless if they were to lose the State's nationality. The Convention was adopted in August 1961 and came into force in December 1975. UNHCR has been mandated with specific functions under Article 11 of the 1961 Convention on the Reduction of Statelessness.

Convention on the Rights of the Child (CRC):

Adopted in 1989, this treaty sets comprehensive standards for the protection of the rights of children. It is underpinned by four guiding principles, one of which is non-discrimination in the application of its standards to all children. Therefore, refugee children come fully within its scope. The other guiding principles are the "best interest" of the child, the right to life, survival and development, and the right to participation.

Detention:

Restriction on freedom of movement, usually through enforced confinement.

Durable Solutions:

Any means by which the situation of refugees can be satisfactorily and permanently resolved to enable them to live normal lives. UNHCR traditionally pursues the durable solutions of voluntary repatriation, local integration and resettlement.

GLOSSARY OF TERMS

Gender-Related Persecution:

Persecution that targets or disproportionately affects a particular gender. Under certain factual circumstances, gender-related persecution may come within the refugee definition

Human Rights:

Agreed international standards that recognize and protect the dignity and integrity of every individual, without any distinction. Human rights form part of customary international law and are stipulated in a variety of national, regional and international legal documents generally referred to as human rights instruments. The most prominent of these are the United Nations Charter, and the UN Bill of Rights, made up of the Universal Declaration of Human Rights, the International Covenant on Civil and Political Rights, and the International Covenant on Economic and Social Rights.

Human Rights Law:

The body of customary international law, human rights instruments and national law that recognizes and protects human rights. Refugee law and human rights law complement each other.

Irregular Movement of Refugees:

The phenomenon of refugees or asylum-seekers moving illegally from a first country of asylum, in order to seek asylum or permanent settlement in another country.

Non-Refoulement:

A core principle of international refugee law that prohibits States from returning refugees in any manner whatsoever to countries or territories in which their lives or freedom may be threatened. The principle of non-refoulement is a part of customary international law and is therefore binding on all States, whether or not they are parties to the 1951 Convention.

Persecution:

The core concept of persecution was deliberately not defined in the 1951 Convention, suggesting that the drafters intended it to be interpreted in a sufficiently flexible manner so as to encompass ever-changing forms of persecution. It is understood to comprise human rights abuses or other serious harm, often, but not always, with a systematic or repetitive element.

Refugee:

A person who meets the eligibility criteria under the applicable refugee definition, as provided for in international or regional refugee instruments, under UNHCR's mandate, and/or in national legislation.

Stateless Person:

A person who, under national laws, does not have the legal bond of nationality with any State. Article 1 of the 1954 Convention relating to the Status of Stateless Persons indicates that a person not considered a national (or citizen) automatically under the laws of any State, is stateless

Statelessness:

The condition of not being considered as a national by any State under the operation of its law.

Voluntary Repatriation:


Return to the country of origin based on the refugees' free and informed decision. Voluntary repatriation may be organized, (i.e., when it takes place under the auspices of the concerned governments and UNHCR), or spontaneous (i.e., the refugees return by their own means with UNHCR and governments having little or no direct involvement in the process of return).


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