

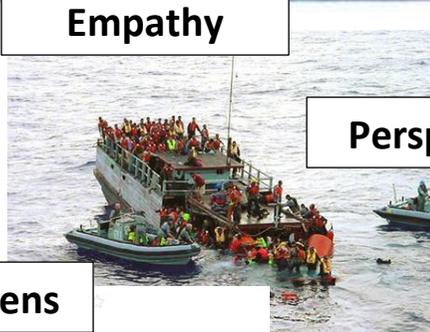
Resource 1: Scattergram

Only a Liberal Government will take real action to
SECURE OUR BORDERS

Detention Centre



Empathy

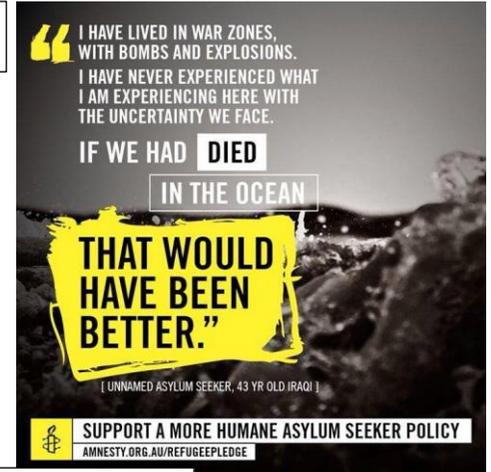


Perspective



Human Rights

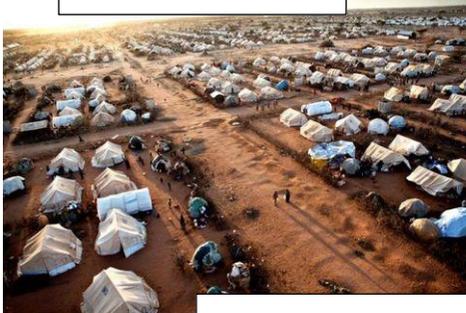
Persecution



Refugee

Bias

Global Citizens



Beyond Borders



Christmas Island

Illegals



Freedom



Queue Jumpers

Representation



Border Protection

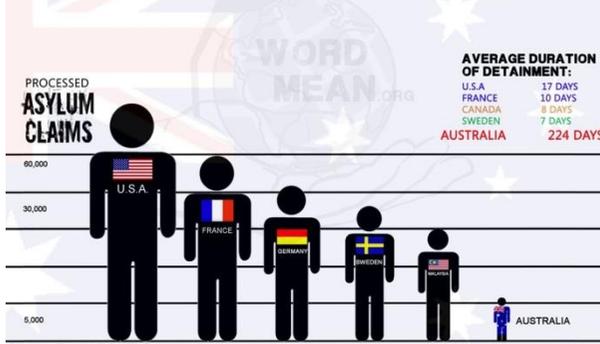
Asylum Seeker



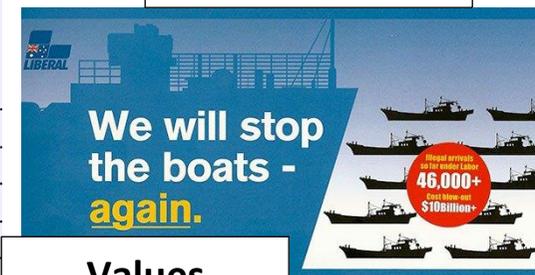
Migrant



WORDSWITHMEANING.ORG PRESENTS:
AUSTRALIA'S CONTRIBUTION TO THE WORLD'S ASYLUM SEEKERS:



If you come here by boat without a visa
YOU WON'T BE SETTLED IN AUSTRALIA



Values

Resource 1: Scattergram response sheet

<p>Images: What different values are represented in the images on the scattergram?</p>	<p>Text: What do the different words mean?</p>
<p>Clarify: What elements of the scattergram don't you understand?</p>	<p>Question: What questions do you have about the scattergram content?</p>
<p>Perspective: What different perspectives, or voices, are represented in the scattergram?</p>	<p>Title: What does the unit title "Beyond Borders" tell you about this unit?</p>
<p>Language: What different words are used to represent refugees, and what values are reflected in these different words?</p>	<p>Predict: What will be the focus of this unit?</p>

Resource 2: Pre and Post-research: Australia, Refugees and the World

You are to complete the left-hand column of the table provided below based on your knowledge and understanding of the refugee issue in Australia and the world. This activity will help you to think about the idea of refugees and from where your understanding of the issue comes.

After you have completed this, discuss your answers to Questions 1–4 as a class. Record the correct answers in the right-hand column.

You need to access the UNHCR resource, *A year in crises: Global trends 2011* to check the ‘answers’ to questions 5–10. It is accessible using <http://www.unhcr.org/4fd6f87f9.html>

Pre-research: What do you know/think?	Post-research: What have you found out?
<p>1. What is an asylum seeker?</p> <ul style="list-style-type: none">a) Someone who chooses to leave their country to seek a better life. They choose to where they migrate and they can return whenever they like.b) Someone who comes to Australia legally to work and then overstays their visa.c) Someone who has fled their country of origin due to a well-founded fear of persecution and has applied for protection in another country. <p>2. What is a refugee?</p> <ul style="list-style-type: none">a) Someone who has migrated to escape poverty or to improve their standard of living.b) Someone who is claiming safety or has migrated for reasons of natural disaster (such as earthquake, drought, famine).c) Someone who has sought protection in another country and has been successful in their application. <p>3. On average, how many asylum seekers come to Australia by boat every year?</p> <ul style="list-style-type: none">a) between 50 000–100 000b) between than 10 000–50 000c) between 500–5000	<p>Class discussion:</p>

4. How do most asylum seekers arrive in Australia?

Answer these questions based on what you think:

5. Which country in the world do you think took the most refugees in 2011? (p. 14)

6. Name three countries where most refugees come from (p. 14)

1)

2)

3)

7. In 2011, most asylum seekers came from

(a) Afghanistan

(b) China

(c) Zimbabwe

8. In 2011, most asylum seekers sought asylum in

(a) South Africa

(b) UK

(c) Australia

9. In 2011, what percentage of world-wide refugees were children (under 18)? (p. 3)

10. What percentage of “people of concern” to the UNHCR were in Australia (2011)? (pp. 38–41)

(a) 18%

(b) 8%

(c) 0.08%

Use your research to find the answers to the questions, based on the statistics provided by the UNHCR.

Resource 3: Unit Outline for Students

Name of unit:	Beyond Borders	Stage/Year: Stage 5, Year 9 Duration:
Purpose of this unit of work	You will explore a range of texts that present different cultural perspectives, including the migrant and refugee experience, with a focus on understanding perspective in texts, and developing empathy.	
Key questions or focus of the unit	<p>Key concept: Perspective</p> <ul style="list-style-type: none"> • How do the values and attitudes of our society influence our personal attitudes towards refugees and asylum seekers? • How are we manipulated by texts to hold certain views about refugees and migrants? • Why do governments/organisations/journalists/writers/media outlets represent refugees and migrants in particular ways? • Why is it important to understand the refugee/migrant experience? 	
Syllabus outcomes	<p>Outcome 1A – A student responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>Outcome 7D – A student understands and evaluates the diverse ways texts can represent personal and public worlds</p> <p>Outcome 8D – A student questions, challenges and evaluates cultural assumptions in texts and their effects on meaning</p>	
What you will learn	<p>What you will discover and learn about:</p> <p>The issue surrounding refugees and asylum seekers is a key issue in Australian society today, and an exploration of this topic will develop your understanding of the experience of migrants and refugees, how we are positioned to view refugees by different texts, and your role as global citizens. Investigating differences between facts and perception will assist you to identify gaps in your knowledge and understanding of this important issue, and to develop and communicate your own perspective.</p>	<p>What you will be doing:</p> <p>You will be looking at a variety of texts – images, posters, news reports, documentaries, television programs, picture books, etc – and analysing how languages and visual devices convey different perspectives of refugees. You will be working individually, in pairs and in groups.</p>
How you show what you know and can do (assessment)	<p>Assessment of what you already know: Class discussion and written responses</p> <p>Assessment as you are learning: Informal speaking tasks, Edmodo/blog posts</p> <p>Assessment of what you have learned: Speaking assessment</p>	
Evaluation	We will ask you to evaluate the unit at the end. We will ask you to reflect on your learning, what you enjoyed about the unit, and how we can improve it for next time.	

Resource 4: Language Techniques Glossary

Name of Technique	Definition	Examples

Resource 5: UN High Commissioner for Refugees Poster “What’s the Difference?”



WHAT'S THE DIFFERENCE?

Nasty names. Shocking even, in print. But all too common if you're unlucky enough to be a refugee.

Wait. Why are "you" and "me" among them? And why is every figure identical? They're all the same!

Exactly!

You see, refugees *are* like you and me. So what's the difference? Really only one: fear.

While our homes are safe and our rights protected, their homes have been destroyed, and any rights they once enjoyed have been swept away by violence and hatred—and they've been living in constant fear for their very lives.

That's why they are refugees. Of course they wish they were back home — wouldn't you? But it's still too dangerous, and for now we must continue to offer them our protection.

So please, don't get mad at refugees.

Instead, save your breath for the situation that's *made* them refugees.



UNHCR

United Nations High Commissioner for Refugees

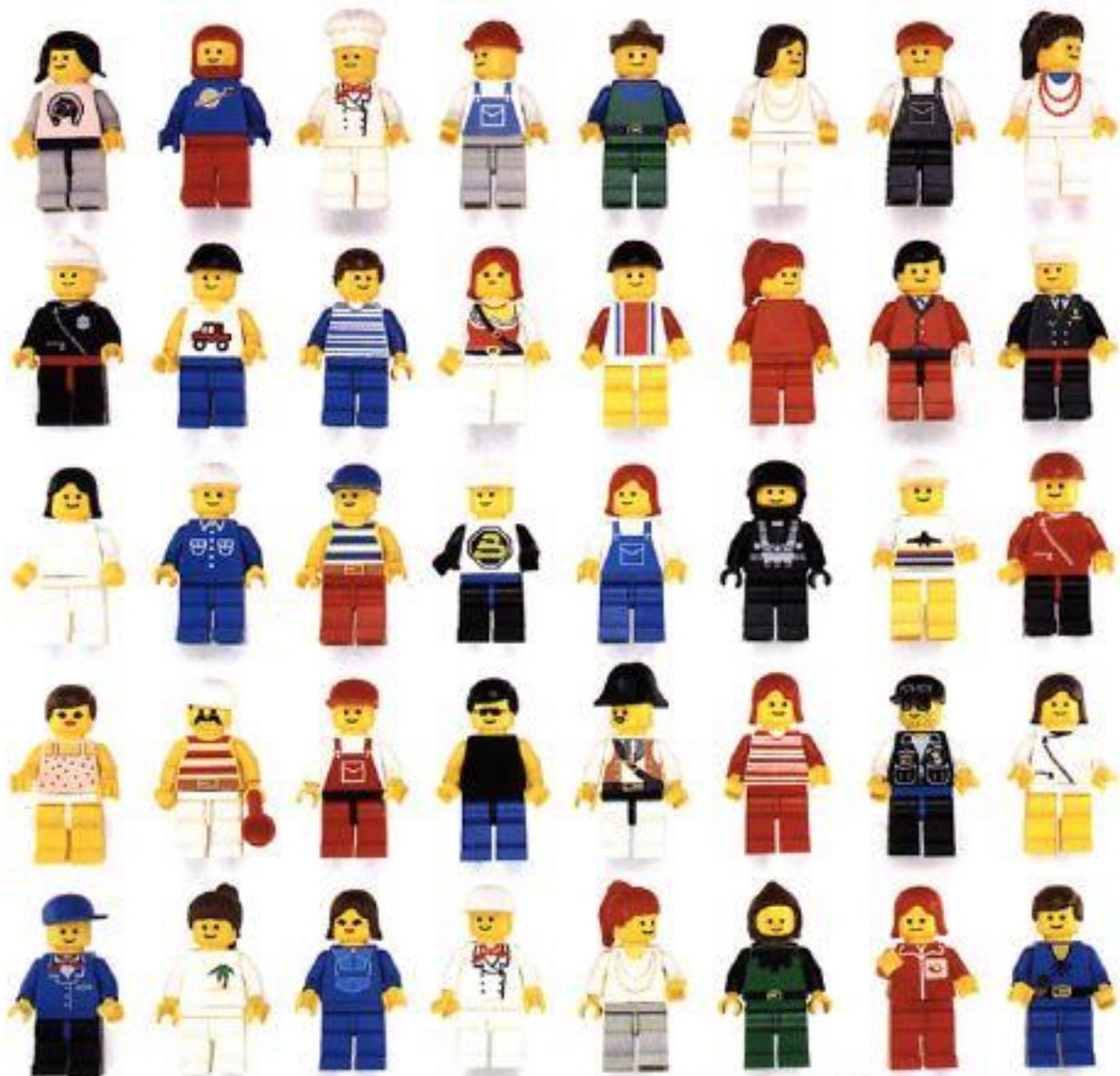
Discussion Questions for “What's the difference?”

When considering multimodal texts, the visual, text and layout components interact with each other to create a specific message and meaning.

1. Who produced this poster?
2. What is the purpose of this poster?
3. Describe the logo of the composer. How does it indicate the kind of perspective the organisation may have towards refugees?
4. What do you think the people who designed this poster are trying to suggest by using identical Lego figures? Why did they use this visual technique rather than use actual images of refugees and us?
5. Why has the poster been laid out in the way it has, with the images taking up two-thirds of the text, and the written component only one-third?
6. What are they trying to show by putting labels underneath the figures? What kind of labels/language is used? What connotations do they have? Do you think these words are used to include/embrace or exclude/reject refugees?
7. What words have been given emphasis by using bold or italic font? Why do you think that these particular words have been emphasised?
8. According to the written text, what is one difference between refugees and “you and me”?
9. How does the UNHCR suggest that you can help refugees? Is the use of the word “want” in the last line of the poster important? What would happen if we changed the wording of this sentence to “To support the efforts of the UNHCR...”, “Go to (this web address to support...)” or “You must support the efforts...”?
10. Who do you think is the intended audience of this poster? How do you know this?
11. What attitudes towards refugees are the UNHCR encouraging people to adopt in this poster? How does the poster put us in this position? What attitudes towards refugees is the poster trying to prevent occurring? How does the poster make us feel that this way of seeing refugees is not right?
12. What devices have been used in the poster to position us? These techniques may be visual, written or layout features? Add these to your glossary.

(Activities have been adapted from *Teacher's notes*, <http://www.unhcr.org/46a755202.html>)

Resource 6: UN High Commissioner for Refugees Poster “Spot the Refugee”



Models courtesy of The LEGO Group.

SPOT THE REFUGEE

There he is. Fourth row, second from the left. The one with the moustache. Obvious really.

Maybe not. The unsavoury-looking character you're looking at is more likely to be your average neighbourhood slob with a grubby vest and a weekend's stubble on his chin.

And the real refugee could just as easily be the clean-cut fellow on his left.

You see, refugees are just like you and me.

Except for one thing.

Everything they once had has been left behind. Home, family,

possessions, all gone. They have nothing.

And nothing is all they'll ever have unless we all extend a helping hand.

We know you can't give them back the things that others have taken away.

We're not even asking for

money (though every penny certainly helps).

But we are asking that you keep an open mind. And a smile of welcome.

It may not seem much. But to a refugee it can mean everything.

UNHCR is a strictly humanitarian organization funded only by voluntary contributions. Currently it is responsible for more than 26 million people around the world.



UNHCR

United Nations High Commissioner for Refugees

UNHCR Public Information
P.O. Box 2500
1211 Geneva 2, Switzerland

Amnesty International report accuses Manus Island detention centre of humiliating asylum seekers

Michael Gordon

December 12, 2013 - 11:09AM



on a [Asylum seekers sit behind the wire of the Manus Island detention centre. Photo: Kate Geraghty](#) allege

law and are consistent with those of the UN refugee agency after a similar visit in late October. But they have been dismissed by the Australian and PNG governments, with the PNG Immigration Minister, Rimbink Pato saying in Canberra on Wednesday: "At the present time I think we have a pretty good facility there."

After talks involving ministers from the two countries in Canberra, Mr Pato and Australia's Foreign Minister, Julie Bishop, denied the detention of more than 1000 asylum seekers in PNG was in breach of international law.

While Mr Pato said reports of overcrowding, poor sanitation and a lack of drinking water were out of date, Amnesty's report was based on a visit to the centre between November 11 and 16, and asserts:

- Asylum seekers are referred to by boat number not their names, a practice that added to the impression that they were prisoners.
- Detainees complained of staff bullying and being told to go back to where they came from when they complained about conditions.
- Medical staff were inadequate to deal with requests for around 110 appointments a day and the long queues at meal times meant detainees had to choose between keeping appointments or eating.
- Toilets had no soap and doors that could not be locked.
- Requests by detainees for shoes were denied, yet they were ineligible for outside excursions without shoes.

"Taken alone, the daily humiliations may not seem particularly appalling, but when you combine the string of indignities that make up day-to-day life, it is really overwhelming," said Amnesty's Graeme McGregor.

Since the Abbott government's Operation Sovereign Borders began on September 18, 109 asylum seekers have voluntarily returned from Manus Island.

The report includes interviews with asylum seekers, including a 43-year-old Iraqi, who says: "I have lived in war zones, with bombs and explosions. I have never experienced what I am experiencing here with the uncertainty ... If we had died in the ocean, that would have been better."

This story was found at: <http://www.smh.com.au/federal-politics/political-news/amnesty-international-report-accuses-manus-island-detention-centre-of-humiliating-asylum-seekers-20131211-2z6ft.html>

Asylum seekers are being subjected to humiliating treatment and appalling conditions on the Manus Island detention centre in a deliberate effort to pressure them to go back to where they came from, Amnesty International has alleged.

A report by the agency details how asylum seekers are being held in a "prison-like regime", in cramped compounds in stifling heat while being denied sufficient water and adequate medical help.

The findings in a 118-page report, based five-day visit to the centre last month, breaches of international and domestic

Discussion Questions for Newspaper Article

In multimodal texts such as newspaper articles, the visual, text and layout components interact with each other to create a specific message and meaning.

1. Who produced this article?
2. What is the purpose of this article?
3. Who is the intended audience?

LAYOUT

4. Is the way in which the article has been laid out on the page important? What does the layout of the page suggest are the key aspects of this story?
5. How has the article been structured in terms of its content? How does this value certain aspects of the article?

WRITTEN

6. What is the tone of this article and how can you tell?
7. What words are used to describe asylum seekers and their situation? What connotations do these words have or what do they suggest about asylum seekers? Are they used to include/embrace, exclude/reject or present a neutral attitude towards asylum seekers?
8. The article discusses conditions at the Manus Island detention centre in PNG, as reported by Amnesty International. Amnesty International (an organisation that defends human rights) is critical of the conditions at the camp on Manus Island. What can we understand about the composer's perspective through his representation of this Amnesty International report, and the descriptions he provides of Manus Island?
9. Whose comments on the situation at Manus Island were provided in the article? What is the purpose of including these comments

Resource 8: “Traffic Light” your work – thinking about thinking

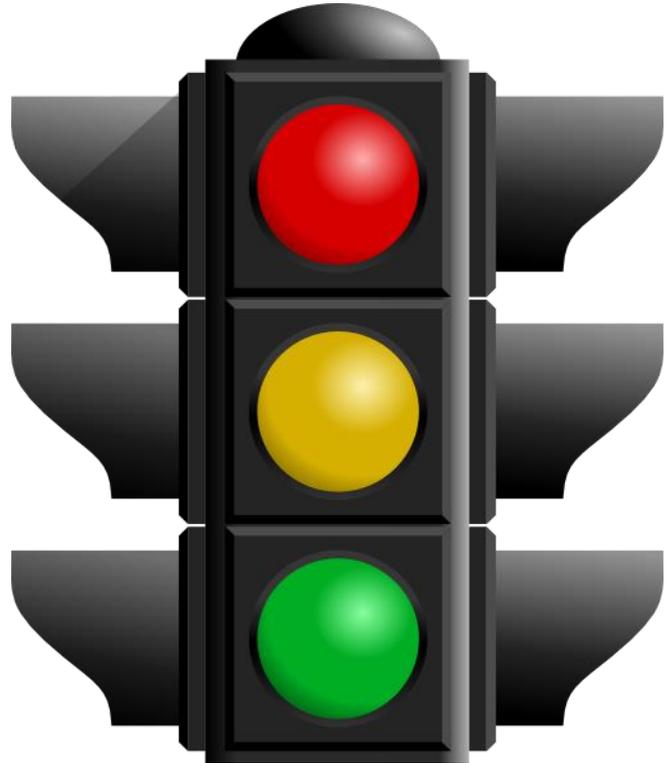
Examine your responses to the newspaper article and highlight where you feel:

- Stopped
- Cautious
- Going straight ahead.

Use a red marker or a pink highlighter to mark in the margins where you feel “stopped” because you don’t understand. Write a learning goal about this.

Use an orange or yellow marker or highlighter to mark in the margins where you feel “cautious” because you are unsure or don’t understand it very well.

Use a green marker or highlighter to mark in the margin where you feel you are “going straight ahead” because you understand it well.



Resource 8: “Traffic Light” your work – thinking about thinking

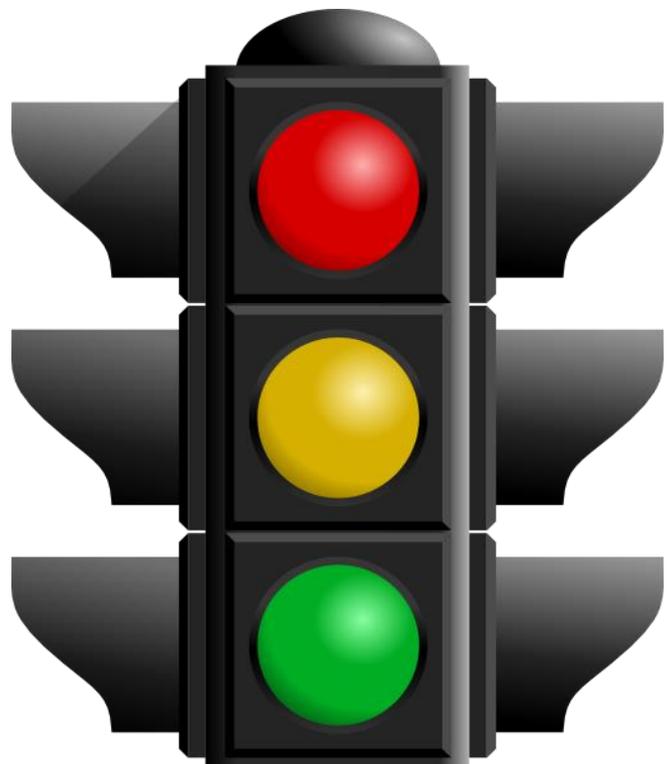
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Resource 9: Mediawatch – “TT’s False Facts Fuel Fear”

Guided Annotation

Use the guided annotation thinking tool to make notes about the *Mediawatch* critique of the *Today Tonight* segment on asylum seekers.

<p>Perspective: What perspective of asylum seekers is presented? Is it sympathetic towards asylum seekers, or negative towards asylum seekers?</p> <p>Mediawatch:</p> <p>Today Tonight:</p>	<p>Questions: What questions do you have after watching the segment?</p>
<p>Language and sound: Give examples of the language used to describe asylum seekers. Describe other aspects of spoken language, such as tone, volume, emphasis, and sound effects/music.</p> <p>Mediawatch:</p> <p>Today Tonight:</p>	<p>Visual devices: Consider the setting, background, colour, framing, camera angles, etc, used in each. What representation of asylum seekers is conveyed by visual devices by each program?</p> <p>Mediawatch:</p> <p>Today Tonight:</p>

Resource 10: Analytical tool to investigate how texts represent asylum seekers/refugees

Title	Type of text	Composer	Medium
Target audience		Purpose	
Some words and phrases used to describe refugees, their behaviour, character and situation			

When I read, view or listen to this text, I have these thoughts and feelings about refugees.



Asylum seekers

What are the main ideas or messages presented in the text?

What is the context in which this text was created?

Does it invite you to respond in a particular way? Does it persuade you to agree or disagree with what it says? How do you know?

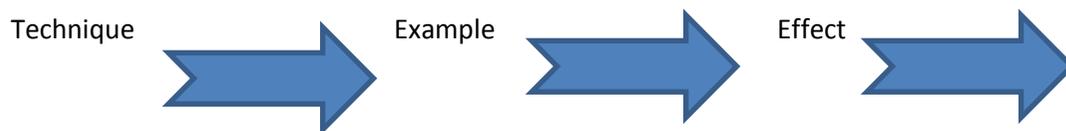
Whose interests or point of view are dominant?

What are the main ideas or messages presented in the text?

What to look for:

- subtle and overt biases: distortions, inaccuracies, omissions, stereotyping, undue emphasis
- representations that are fragmented, emphasising only parts while excluding the whole
- tokenism as an attempt to address inclusion.

Identify particular techniques used to convince us of a certain view of asylum seekers/refugees. These techniques may involve language (spoken or written), visual or sound elements. For each technique you identify, provide an example and discuss its effects.



Resource 11: Socratic Circle Stimulus Questions

1. Connections: What connections can you draw between the text and your own life, the wider world, and your other learning? What does the text say about the world? How does the text relate to you? Do you empathise with anyone in the text?

2. Challenge: What ideas, positions, or assumptions do you want to challenge or argue with in the text? What actions or perspectives of the participants do you want to challenge or argue with?

3. Concepts: What key concepts or ideas do you think are important and worth holding on to from the text? Why are these concepts or ideas important and/or valuable?

4. Changes: What changes in attitudes, thinking or action are suggested by the text, either for you or others? How did the text change your thinking? What do you take away as a lesson or key learning?

Resource 12: Socratic Circle Key Elements

The Opening Question:

A Socratic Circle opens with a question either posed by the leader or solicited from participants. An opening question has no right answer; instead it reflects a genuine curiosity on the part of the questioner. A good opening question leads participants back to the text as they speculate, evaluate, define, and clarify the issues involved. Responses to the opening question generate new questions from the leader and participants, leading to new responses. In this way, the line of inquiry in a Socratic Circle evolves on the spot rather than being pre-determined by the leader.

The Teacher:

The teacher's role in this process is four-fold:

- 1) to select the text for discussion
- 2) to keep the discussion of the inner circle focused and moving
- 3) to direct the feedback offered by the outer circle
- 4) to assess the individual student and the group's performance.

Teachers should strive to interrupt the discussion of the inner circle as infrequently as possible. The teacher's job is to act as a facilitator or coach for the discussion, not as the discussion's leader. For example, if the discussion begins to drift off-topic the teacher might pose a question to the group to help refocus and stimulate additional conversation. Or if the comments of one student need to be clarified or repeated for the group's understanding, the teacher should assist in that endeavour.

Teachers should guide the discussion of the outer circle as they provide feedback and constructive criticism for the inner circle. One of the most successful ways to accomplish this process is to simply go around the circle and ask for initial observations. Once each student has offered an observation, the teacher can highlight particular points made and ask the group to brainstorm/predict solutions to any obstacle or problems noted following the cycle of reflective learning.

The teacher should assess each individual student and the group's performance as a whole in some manner, whether formally or informally. The teacher may use a rubric and/or take on the task of scorekeeper or mapmaker (see below) but should also offer students verbal feedback at the conclusion of the discussion.

The Leader:

Sometimes the leader is the teacher, oftentimes it is not. In a Socratic Circle, the leader plays a dual role as leader and participant. The leader consciously demonstrates habits of mind that lead to a thoughtful exploration of the ideas in the text by keeping the discussion focused on the text, asking follow-up questions, helping participants clarify their positions when arguments become confused, and involving reluctant participants while restraining their more vocal peers.

As a participant, the leader actively engages in the group's exploration of the text. To do this effectively, the leader must know the text well enough to anticipate varied interpretations and recognise important possibilities in each. The leader must also be patient enough to allow participants' understandings to evolve and be willing to help participants explore non-traditional insights and unexpected interpretations.

Assuming this dual role of leader and participant is easier if the opening question is one that truly interests the leader as well as the participants. Oftentimes, the role of the leader will move between participants within a group quite frequently and naturally.

The Participants:

In a Socratic Circle, participants carry the burden of responsibility for the quality of the seminar. Good seminars occur when participants study the text closely in advance, listen actively, share their ideas and questions in response to the ideas and questions of others, and search for evidence in the text to support their ideas. Eventually, when participants realize that the leader is not looking for right answers but is encouraging them to think out loud and to exchange ideas openly, they discover the excitement of exploring important issues through shared inquiry. This excitement creates willing participants, eager to examine ideas in a rigorous, thoughtful manner.

Optional: Socratic Circle – *Go Back To Where You Came From*

Students will engage in the Socratic Circle activity in response to viewing *Go Back To Where You Came From*. A Socratic Circle is a particular type of class discussion, aimed at engaging all students, enhancing critical thinking skills, and developing speaking skills.

The teacher will provide stimulus questions for students to answer individually, following viewing the program.

Once students have finished responding to the stimulus questions individually, the class will be divided into two groups to form the Socratic Circle. The inner circle (half of the class) will engage in discussion about the text, while the outer circle observes, fills in a peer assessment sheet for their allocated classmate, and provides feedback at the conclusion of the discussion. The circles will then swap roles.

The process:

1. Students in the inner circle engage in a discussion of the text, using the stimulus questions as a starting point, for approximately ten minutes, while the outer circle observes the human behaviour and performance of the inner circle.
2. Following this discussion of the text, the outer circle then assesses the inner circle's performance and offers ten minutes of feedback for the inner circle, based on the quality of discussion, engagement with the topic, and flow of the dialogue.
3. Students in the inner and outer circle now exchange roles and positions within the classroom.
4. The new inner circle (the students who began in the outer circle) holds a ten-minute discussion and then receives ten minutes of feedback from the new outer circle.

At the conclusion of this discussion, students will fill in a self-assessment sheet to reflect on their own performance in the activity. The teacher will collect the self- and peer-assessment sheets at the end of the lesson.

Self- and Peer-Assessment Sheet:

Criteria I / my peer (tick the appropriate box):	Excellent	Good	OK	More effort needed	Very limited
Engaged in the discussion at appropriate times					
Contributed thoughtful and relevant ideas to the discussion					
Spoke confidently and clearly in the discussion					
Comments:					

Resource 13: List of Different Perspectives on Refugees in Australia

Perspective	Name	Links
Humanitarian organisation	Oxfam Australia	https://www.oxfam.org.au/ , https://www.oxfam.org.au/explore/emergencies/refugees/ , https://www.oxfam.org.au/2012/06/refugees-have-no-choice-you-do/ , http://refugee.oxfam.org.au/public/index.php
	Amnesty Australia	http://www.amnesty.org.au/ , http://www.amnesty.org.au/refugees/
	UNHCR Australia	http://www.unrefugees.org.au/ , http://www.youtube.com/Aus4UNHCR?v=iM4JHFDh8ks&lr=1 ,
	The Australian Red Cross	http://www.redcross.org.au/ , http://www.redcross.org.au/refugee-week-walk-a-mile-in-their-shoes.aspx ,
	Asylum Seeker Resource Centre	http://www.asrc.org.au/ , http://www.asrc.org.au/media/documents/offshore-processing-mythbuster-2012 .pdf , http://www.asrc.org.au/media/documents/people-smuggling-mythbuster.pdf , http://www.asrc.org.au/campaigns/current-campaign/
	The Refugee Council of Australia	http://www.refugeecouncil.org.au/ , http://www.refugeecouncil.org.au/f/myth-long.php ,
political	John Howard's Government (Peter Reith, Philip Ruddock, etc.)	http://www.aph.gov.au/About Parliament/Parliamentary Departments/Parliamentary Library/pubs/BN/2012-2013/BoatArrivals , http://www.theaustralian.com.au/national-affairs/asylum-seeker-stats-reveal-success-of-howards-policy/story-fn59niix-1226472149454 , http://en.wikipedia.org/wiki/Mandatory_detention_in_Australia , http://en.wikipedia.org/wiki/Pacific_Solution , http://www.australianpolitics.com/news/2001/01-10-28.shtml , http://www.youtube.com/watch?v=E3WJ10xGkas http://www.sbs.com.au/goback/about/talent/6/peter-reith ,
	Julia Gillard's Government (Department of Immigration, Chris	http://www.smh.com.au/opinion/political-news/gillard-backs-experts-asylum-seeker-report-20120813-24417.html , http://www.watoday.com.au/national/gillards-timor-solution-for-asylum-seekers-20100706-zy9j.html , http://www.theage.com.au/opinion/politics/gillards-timor-solution-dog-whistles-with-the-best-20100706-

Perspective	Name	Links
	Bowen, Steven Smith)	zydd.html , http://theconversation.edu.au/no-advantage-for-gillard-in-misguided-asylum-seeker-campaign-9377 http://www.minister.immi.gov.au/media/speeches/2012/ , http://www.abc.net.au/7.30/content/2012/s3566923.htm ,
	Tony Abbott	http://www.theaustralian.com.au/national-affairs/immigration/tony-abbott-says-the-asylum-seeker-plan-wont-work-without-full-howard-package/story-fn9hm1gu-1226450668046 , http://www.theaustralian.com.au/national-affairs/immigration/tony-abbott-says-coalition-may-join-talks-on-asylum-seekers-but-we-wont-change/story-fn9hm1gu-1226418893335 , http://www.3aw.com.au/blogs/neil-mitchell-blog/abbott-my-way-or-the-highway/20120626-20z7e.html , http://www.youtube.com/watch?v=o6wK2FFO9-4 http://www.abc.net.au/7.30/content/2010/s3097944.htm
	Pauline Hanson	http://www.gwb.com.au/onenation/press/020798.html , http://www.gwb.com.au/onenation/policy/immig.html , http://www.freestatevoice.com.au/politics/item/701-gillard-and-refugees-must-go-paulin-hanson ,
	The Australia First Party	http://ausfirst.alphalink.com.au/refugeeprotest.html , http://ausfirst.alphalink.com.au/index.html , http://www.socialist-alliance.org/page.php?page=997
legal	David Manne	http://www.smh.com.au/national/meet-the-manne-who-sank-the-malaysia-plan-20110903-1jreo.html , http://www.abc.net.au/pm/content/2012/s3604941.htm , http://www.theage.com.au/opinion/politics/what-we-should-do-now-on-asylumseeker-policy-20120803-23kzq.html
	Julian Burnside (QC)	http://theconversation.edu.au/refugees-now-we-have-the-malaysian-solution-but-whats-the-problem-1155 , http://theconversation.edu.au/if-were-serious-about-stopping-the-boats-we-must-take-more-refugees-4820 ,
media	Jenny Brockie	http://www.thepunch.com.au/articles/without-this-refugee-cabbie-i-would-have-been-all-at-sea/ , http://www.sbs.com.au/insight/episode/transcript/493/Go-Back-to-Where-You-Came-From , http://www.sbs.com.au/ondemand/video/2103758183/Insight:-Tampa?utm_source=Search&utm_term=Insight
	Allan Asher	http://www.canberratimes.com.au/act-news/camps-visit-an-eye-opener-for-asher-20120827-24wxy.html , http://www.abc.net.au/sundayprofile/stories/3351367.htm

Perspective	Name	Links
	"current affairs" programs such as <i>Today Tonight</i> and <i>ACA</i>	http://sixtyminutes.ninemsn.com.au/article.aspx?id=8248772 http://www.youtube.com/watch?v=7M0Hykt2e1o&feature=plcp
	<i>Four Corners</i>	http://www.abc.net.au/4corners/stories/2012/05/31/3515475.htm http://www.youtube.com/watch?v=_mSPRbG-tg
	<i>The Daily Telegraph</i>	http://www.dailytelegraph.com.au/archive/national-old/welcome-asylum-seekers-chris-bowen-and-julia-gillards-ship-of-fortune/story-e6freuzr-1226273201568
	Talkback radio hosts like Alan Jones and Ray Hadley	http://www.theaustralian.com.au/media/talkback-shock-jock-off-air-for-a-month/story-e6frg996-1226389512266 http://www.tamilsydney.com/content/view/2537/37/ http://www.2gb.com/index2.php?option=com_newsmanager&task=view&id=14601 http://www.abc.net.au/mediawatch/transcripts/s2859276.htm http://www.2gb.com/index2.php?option=com_newsmanager&task=view&id=14049
	<i>The Green Left Weekly</i>	http://www.greenleft.org.au/taxonomy/term/2230
	<i>The Chaser</i> team	http://www.youtube.com/watch?v=7yFcoAYkKME , http://www.youtube.com/watch?v=Rlq1yMF8z28 ,
Individuals	Captain of a newly-arrived asylum seeking boat	http://www.aljazeera.com/programmes/101east/2012/05/20125151118975100.html http://www.abc.net.au/4corners/special_edds/20100802/asylum/
	Worker at detention centres such as Nauru,	Christmas Island: http://www.youtube.com/watch?v=WVA0nBqP84E&feature=related

Perspective	Name	Links
	Christmas Island, Villawood, Baxter or Curtin	http://www.theaustralian.com.au/news/features/no-paradise-on-christmas-island/story-e6frg6z6-1225715432077 Baxter: http://www.abc.net.au/4corners/content/2008/s2365139.htm http://www.abc.net.au/7.30/content/2011/s3294035.htm
	A newly-arrived refugee	http://www.ras.unimelb.edu.au/Refugees_Australian_Stories/ , http://www.youtube.com/watch?v=m3Yy14sX5mM , http://www.rethinkrefugees.com.au/
	A local community member	
	Indonesian Government	http://theconversation.edu.au/not-our-problem-the-indonesian-perspective-on-asylum-seekers-8053 , http://www.youtube.com/watch?v=HGfbklvWfO8&feature=related , http://www.smh.com.au/national/indonesians-impatient-on-asylum-seeker-backlog-20120713-221jw.html
	Sri Lanka	http://www.unhcr.org/pages/49e4878e6.html , http://www.abc.net.au/news/2012-09-25/fears-asylum-returnees-will-face-persecution/4280146
	Afghanistan	http://www.smh.com.au/world/27-million-flee-violence-politics-20120627-2130h.html ,

Resource 14: “New Boy” short film, directed by Steph Green (2009) – guided annotation

<p>Question: What questions do you have about the film? What else do you want to know about Joseph?</p>	<p>Perspective: What perspectives, or voices, are represented in the film?</p>
<p>Contrast/Compare: How are the two worlds of Ireland and Rwanda contrasted in the film? What similarities are there?</p>	<p>Visual Devices: What film techniques are used to represent the two different schools/different lives of Joseph?</p>
<p>Language/sound: How are language and sound devices used to convey the experience of Joseph? (Consider dialogue, music, use of silence, sound effects.)</p>	<p>Ideas: What ideas about the refugee experience are explored in the film?</p>

Resource 15: “The Little Refugee” Anh Do

1. Before reading, study the cover. How does the imagery on the cover reflect the persona of Anh Do as represented in the TV interview?
2. Comment on the juxtaposition of images on the cover. What does the contrast between the sinking boat and the smiling boy on the cover tell us about the story? Comment on the use of colour, style of illustration, facial expression, and positioning.
3. Why do you think Do changed the title from *The Happiest Refugee* for his autobiography, to “The Little Refugee” for the picture book?
4. How does Do establish the setting of Vietnam in the opening pages of the book? Comment on language and imagery. Describe the tone of openings one and two.
5. How does the colour change in opening three? Why?
6. What mood is suggested by the image of the boat in opening four? How is this mood conveyed?

7. What are the characteristics of Do's mum in opening four? How is her character conveyed? Comment on language and illustration.
8. How are colour and positioning used to convey the change in emotion from hope to fear when the pirates board Do's vessel in opening six?
9. What mood is created in opening nine, when Do's family arrive in Australia, and how is this conveyed through language and visual features?
10. In opening ten, how is Anh's loneliness and sense of not belonging conveyed using visual and language techniques?
11. How is Mum's optimism conveyed in opening eleven, through visual and language techniques?
12. Why does Anh invite Angus to play handball?
13. What important attitudes about life are represented in opening fifteen? What important message did Anh's parents give him, despite all of their hardships?

Resource 16: Student reflection and evaluation of the unit

Three skills I have further developed are:

--	--	--

I could use these skills:

Name one situation within school

Name one situation outside of school

--	--

It is important to read texts with a critical eye because ...

--

Think about: functioning in groups, the Socratic circle discussion, the panel activity, analysing texts for meaning, utilising information technology, contributing to class discussions, providing a point of view, presenting to the class, operating independently – then complete the following sentences:

I feel confident when ...

_____ but I find it difficult when

_____ and need more help with

How successful do you think you/your group was in conveying the perspective of your individual, organisation or government in the panel activity? Please circle one:

Highly

Moderately

Slightly

Provide one reason for your decision:

Next time I will ...

Complete the PMI chart

Plus What I enjoyed about the unit	Minus What I did not like about the unit	Interesting What I would like to find out more about

Resource 17

Other recommended resources

Speech:

Power, P (2010) *Australian attitudes to the acceptance of refugees*, Summary of speech given to 'Racism revisited: Anti-racism leadership and practice' Conference, Murdoch University, Perth, 20 March

Scholarly article:

Leach, M & Mansouri, F (2003) 'Strange words: refugee perspectives on government and media stereotyping', *Overland*, vol. 172, pp. 19–26

Opinion piece:

The Refugees are coming!, edited version originally published in *Frankie*, no. 43, Sept–Oct 2011 <http://www.benjamin-law.com/2011/09/the-refugees-are-coming/>

Newspaper:

Jones, G & Hudson, P (2012) 'Offshore processing of asylum seekers could begin within months, PM says', *Herald Sun*, News Limited Network, 15 August

<http://www.heraldsun.com.au/news/tent-cities-for-new-refugees/story-e6frf7jo-1226449752006>

Review:

Go back to where you came from, <http://newmatilda.com/2012/09/03/can-one-tv-show-shift-refugee-policy>

Poetry:

Godrej D (ed.) (2009) *Fire in the soul: 100 poems for human rights*, New Internationalist Publishing, ISBN 1906523169

<http://www.poetrylibrary.edu.au/poets/shapcott-thomas-w/seven-refugee-poems-0752016>

Short story:

Duyal, Y (ed.) (2012) *Paper boats: an anthology of short stories about journeys to Australia*, part of the New Paper series, Cambridge Secondary Education, ISBN 1107608880

Podcast:

Interview between Alison Carabine and David Manne, ABC Radio National, 29 March 2010

<http://www.abc.net.au/radionational/programs/breakfast/representing-refugees/3112322>

Websites:

The Conversation: site featuring articles concerning refugees from the Australian media with analysis and comment provided by the university and research sector: <http://theconversation.edu.au>

Refugee Council of Australia, 'Books and novels on refugees and asylum seeker issues: <http://www.refugeecouncil.org.au/r/list-bk.php> (excellent list of resources for teachers)

Welcome to Australia: for those who have come across the seas: <http://www.welcometoaustralia.org.au/index.php>

Videos:

'African refugees in Australia', *Compass*: <http://www.sanctuaryaustraliafoundation.org.au/refugee-stories/martins-story/>

Australia by boat – no advantage, advertising campaign produced by the Australian Department of Immigration as part of the *No to people smuggling* initiative: www.youtube/user/notopeoplesmuggling

'Being a refugee', *60 Minutes*: <https://tonylenguyen.wordpress.com/interviews/being-a-refugee/>

Q & a stopping the boats, 7 July, 2011: <http://www.abc.net.au/tv/qanda/txt/s3260762.htm>

The Leaky boat documentary, 2001: <http://bleyzie.wordpress.com/2012/07/03/eye-ball-opinion-on-immigration-and-asylum-seekers-part-v-where-and-how-it-all-began/>; classroom notes: http://www.abc.net.au/tv/documentaries/downloads/leakyboat_background.pdf.

Villawood mums, <http://thestoriesproject.com.au/archives/villawood-mums/>

Non-fiction:

Dechian, Millar & Sallis (2004) *Dark dreams: Australian refugee stories*, Wakefield Press, ISBN 1862546290

Multimodal texts:

Darfur is dying, interactive game accessible via TaLe

Asylum exit: <http://www.sbs.com.au/asylumexitaustralia/>

Programming resources:

Programming ideas that could be adapted for older students: http://www.globalwords.edu.au/units/Refugees_UPY6_html/index.html

Resource pack based on *Go back to where you came from* (2012): <http://www.sbs.com.au/goback/schools/resources/series/1>

Getting started with *Moodle*:

http://docs.moodle.org/23/en/Teaching_with_Moodle

<http://moodle.org/about/>

Resource 18: Teacher glossary of persuasive techniques

Please note: This is not an exhaustive list and some techniques are applicable to different forms.

Written/Spoken Elements	Visual Elements
<p>Tests which include written/spoken elements: newspaper articles, novel extracts, editorials, websites</p>	<p>Tests which include visual elements: cartoons, television documentaries, photographs, film, websites</p>
<ul style="list-style-type: none"> • repetition • emotive language • inclusive/exclusive language • hyperbole / overstatement • rhetorical questions • generalisations • evidence: statistics, reports, graphs, experts • metaphors • imperative language • analogy • anecdote • tone/voice • appeals to: a sense of justice, family values, group loyalty, patriotism, financial well-being, tradition and custom, self-interest, fear • clichés • connotations • reason and logic • give selected information • omit important/relevant information • facts as opinions • subjective/objective language • bias • stereotypes • alliteration/puns 	<ul style="list-style-type: none"> • framing: camera angles / shots • symbolism: colour, objects, shapes, setting, costume, size, texture • body language: facial expression, gesture, stance, make-up, position • lighting: tone, shadow, light, dark, contrast, • bias • caricature • selective use of images • cropped images • composition/lay out: proximity, positioning, foreground/background • inclusions/omissions • vectors • rule of thirds • sound (diegetic/non-diegetic): music, dialogue, silence • stereotypes • salience • gaze: offer/demand • tone • juxtaposition

