

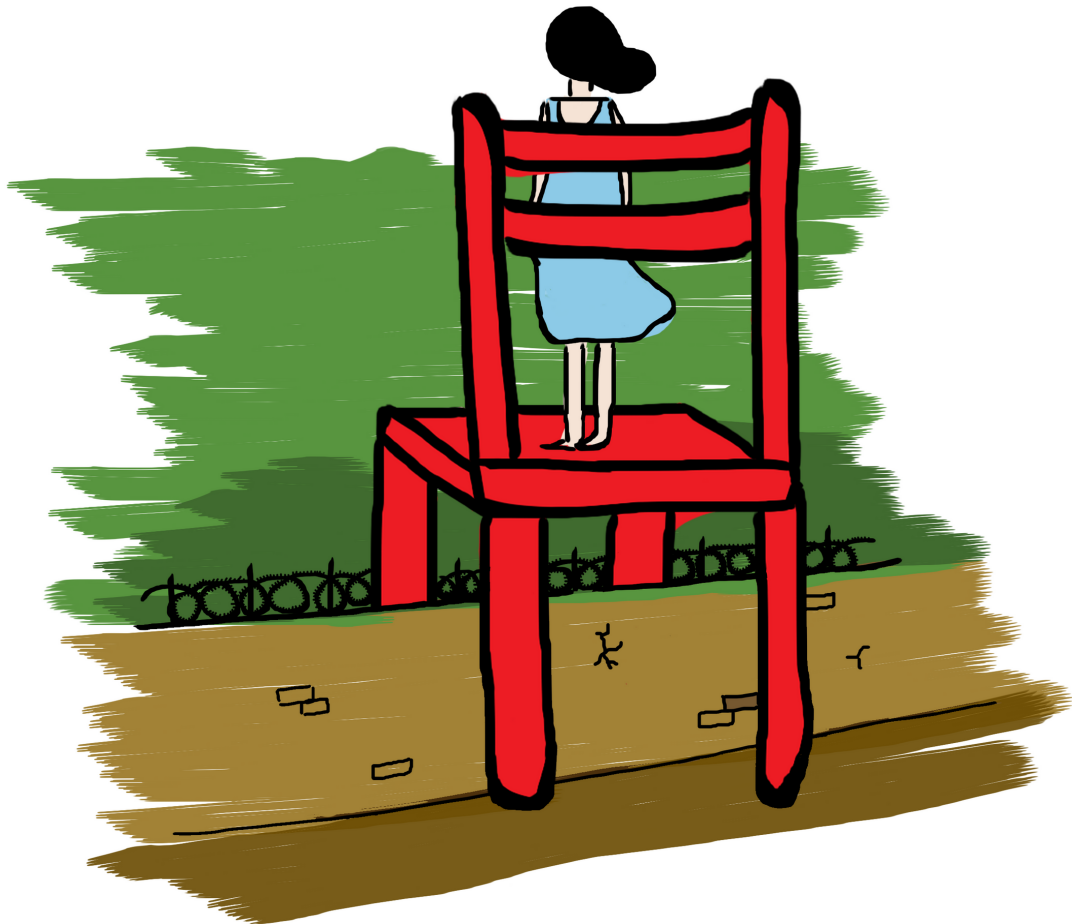


LA SILLA ROJA

A journey toward justice



JESUIT SCHOOLS NETWORK



We will now travel with La Silla Roja to "the border". In light of current historic levels of global displacement, Friends of Fe y Alegría in the US, partnering with Jesuit Refugee Service/USA, Jesuit Schools Network and Ignatian Solidarity Network, have developed a comprehensive lesson plan, which aims to raise awareness about the right to migration and peace.

ACTIVITY



Goals

- 1) Better understand the reality of refugees, internally displaced and migrant people.
- 2) Discover the benefits of education for displaced people.



Time required

50 minutes



Instructions

Print out the pictures from the photo exhibit [Somos Migrantes](http://www.somosmigrantesexposicion.org) (www.somosmigrantesexposicion.org) and hang them on the walls of the classroom. The pictures you will find seek to show how refugees and migrants live during their journeys and invite us to learn more about the difficult realities they face. Students should walk around the classroom, observing the exhibition in silence. (Background music may be conducive to creating an appropriate environment during this time.) After finishing, invite students to sit in a circle with a big paper heart in the middle.

Hand pens and post-its to each student and invite them to write on the post-it what feelings the pictures evoked. They may stand up and put their post-its on the heart. If anyone wants to, he/she can read aloud what he/she has written.

Once each student has placed their post-its on the heart, explain to the group that throughout history, people have always moved from different lands to diverse places. Remind them that some governments, however, make it hard for some people to enter their countries and, once they have entered, make it even more difficult for them to integrate and successfully participate in society.

There are currently more than [244 million migrant people worldwide](#) and many of them are in very vulnerable conditions. We should reflect on our own attitudes towards migrants/refugees and on the opportunities that sharing experiences with people from different places give us.

Write the following words on the board:
[REFUGEE](#); [ASYLUM SEEKER](#); [VOLUNTARY REPATRIATION](#); [DEPORTATION](#); [INTERNALLY DISPLACED PERSON](#); [MIGRANT](#).

Begin a debate about what the students think these words mean and the differences between their meanings:

Refugee: A person that, owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside their home country and is unable or, owing to such fear, unwilling to avail himself/herself of the protection of that country (UNHCR, Refugee Convention).

Asylum seeker: An asylum seeker is someone who has applied for asylum and is waiting for a decision as to whether or not they are a refugee.

Voluntary repatriation: When refugees return voluntarily to their home country.

Deportation: When a refugee or an asylum seeker is forcibly repatriated.

Internally Displaced Person: Someone who leaves his/her home because of the fear of being persecuted, but who stays within their own country.

Economic migrants: Someone who leaves his/her home in order to find a new job and better living conditions.



HOW DO YOU THINK EDUCATION WORKS FOR A REFUGEE? DO REFUGEES HAVE A RIGHT TO EDUCATION? WHAT BENEFITS CAN EDUCATION HAVE?

Divide the class into two groups. Explain that through the following activity (charades game) the class will explore the possible benefits education has for refugees and internally displaced people. Taking turns, a representative from each team should take a phrase found in the Appendix (phrases highlighted in blue). Using only gestures, the team will have three minutes to guess the content of the card – only the concept, not the literal words. Once finished, invite students to put post-its on a posterboard with messages about the situation and rights of migrants/refugees and why they think education for all is important.



Resources

- Campaign for Hospitality (www.ignatiansolidarity.net/campaignforhospitality)
- Walk a Mile in My Shoes Refugee Simulation (www.jrsusa.org/outreach)

Reflection



Take some time to write down what you have learned, feelings that you experienced, and an individual or group action that you will commit to once the activity has been completed.

APPENDIX

EDUCATION BENEFITS

Education provides refugees and displaced people with a safe and supervised environment. Schools are one of the first places where families go to ensure the safety of their children, as they are universal structures. In this environment we can also find different types of activities, such as organized sports and recreational or leisure activities. Parents can also focus on securing employment and other sources of income to ensure economic stability, as they know school is a safe place for their children.

Learning gives us tools to face health and safety risks. Schools provide an opportunity to learn about basic health and safety needs, including hygiene and health risks such as HIV.

Psychological support. At school we learn more than knowledge and skills: school gives us a social and psychological support environment. When in crisis, these supports become more important, as many children have gone through traumatic experiences and have to face hardships and difficult situations.

Education creates a framework for caring for the most vulnerable people, such as girls, children with disabilities and children from ethnic minorities.

Education protects people from exploitation. Children are offered protection against recruitment into armed gangs and other exploitative practices.

Education helps people to look forward. Displaced people and refugees can hardly think about their futures due to their precarious situations. Surviving becomes the only purpose of each day, which makes looking towards the future difficult. Access to education implies building skills and abilities, and therefore building a future.

Education strengthens abilities. Children with access to a quality education have been shown that they can rebuild their lives and become involved in their communities and social structures. Strengthening local abilities is key and far more effective than external help or other types of support.

Education reinforces new attitudes and can contribute to peace and stability. We must take into account access to education, but we cannot forget about the improvement of its quality. Education should therefore be relevant to disadvantaged groups, foster positive values and offer opportunities for youth to learn marketable employment and technical skills.



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