

Teachers' Handout

Digital Teaching Material for 'Displacement'



Table of Contents

1	Introduction.....	2
2	Overview of the Four Modules.....	3
3	Introduction to Displacement – Module 1	4
3.1	Learning Objectives.....	4
3.2	Background Documents.....	4
3.3	Key Terms.....	4
3.4	Possible Teaching Scenario – Introduction to Displacement.....	5
4	Displaced Persons – Module 2	6
4.1	Learning Objectives.....	6
4.2	Background Documents.....	6
4.3	Possible Teaching Scenario – Displaced People.....	7
4.3.1	Joint introduction to the characters and their stories	7
4.3.2	Workbook for students.....	7
5	Swiss Asylum Process – Module 3	9
5.1	Learning Objectives.....	9
5.2	Content Structure	9
5.3	Background Documents.....	9
5.4	Possible Teaching Scenario – Swiss Asylum Process.....	10
6	Conclusion – Module 4	14
6.1	Learning Objectives.....	14
6.2	Background Documents.....	14
6.3	Possible Teaching Scenario – Conclusion.....	15
7	Competences Secondary Level I.....	16
8	Educational Objectives Secondary Level II	17
9	Links to Displacement	18

1 Introduction

The DISPLACED exhibition was on show in different Swiss museums from October 2016 to January 2020. A total of more than 1,800 school classes visited the exhibition. Following the great interest in the matter, the organisers decided to make the content of the exhibition available to schools as digital teaching unit.

Together with a working group of the Pedagogical University of St. Gallen, four multimedia modules have been developed. They aim at working out essential aspects of displacement in a cooperative, action-oriented setting and enable students to form their own moral opinion on displacement.

All modules have a general entry scenario, various assignments related to selected stories of displacement, information on the Swiss asylum process and a final scenario. For didactic assignments, the students use the digital platform and write down their individual findings. The tasks are then summarised in thematic "workbooks" which are either printed as a leaflet or are used digitally on a tablet. Most tasks are processed in cooperative learning situations. They trigger discussions and reflections and provide for in-depth content.

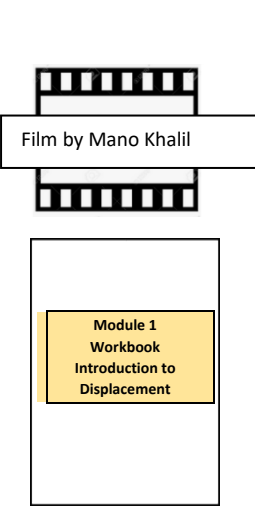
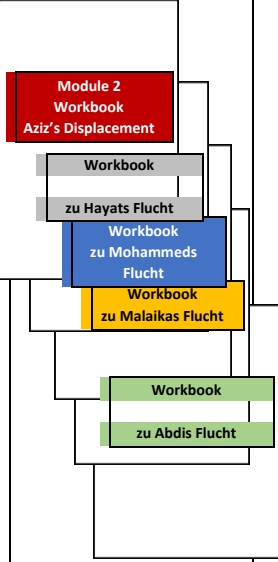

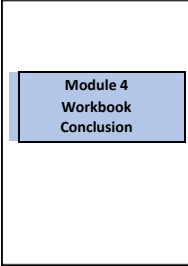
The tasks and learning objectives for DISPLACED are derived from the competencies in the curriculum 21 (secondary level II). The references are mentioned in chapters 7 and 8.

The teachers' handout also provides guidelines on how to use the workbooks and gives didactic as well as methodical alternatives.

DISPLACED is a **joint project** of the Federal Commission for Migration (FCM), the State Secretariat for Migration (SEM), the United Nations High Commissioner for Refugees (UNHCR) and the Swiss Agency for Development and Cooperation (SDC).

2 Overview of the Four Modules

The modules follow the stories of four displaced persons. They are to be taught in numerical order and can be used successively or modularly.

Module 1	Module 2	Module 3	Module 4
Introduction to Displacement	Displaced Persons	Swiss Asylum Process	Conclusion
Mainly plenary sessions	Group work – immersion in one of the five stories of displacement	Group work – considering legal requirements of a displaced character Placemat	Individual work on several identities Develop final statements in groups of two
			

3 Introduction to Displacement – Module 1

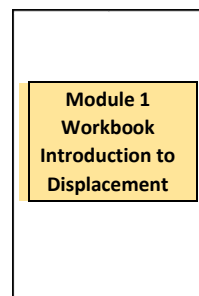
3.1 Learning Objectives

- The students are able to put into words first impressions, feelings and unanswered questions on displacement.
- The students are able to give examples of reasons for displacement and places people seek refuge in.
- The students are able to explain essential terms related to displacement.
- The students are able to objectively judge stereotypical statements about displacement.

3.2 Background Documents

The relevant background documents are available on www.flucht-fuir.ch.

- Module 1 - workbook "Introduction to Displacement"
Assignments available online as well as PDF download for printing
- Film DISPLACED by Mano Khalil available as digital teaching material
<https://admin.media-flow.ch/flucht-fuir-en>
- Facts and terminology can be found under digital teaching material
<https://admin.media-flow.ch/flucht-fuir-en>
- Solutions on <http://www.flucht-fuir.ch/en/schools/>



3.3 Key Terms

- Geneva Conventions
- Refugee
- Internally Displaced Person (IDP)
- Stateless Person
- Asylum Seeker
- Resettlement
- Person in Need of International Protection
- Migrant
- Global Compact on Refugees
- Nansen Initiative
- Humanitarian Visa

3.4 Possible Teaching Scenario – Introduction to Displacement

Duration: 1 - 2 sessions

Tasks from the Workbook	Notes
Start	
GE – 1 Movie Viewing – introduction to the matter by watching Mano Khalil's film FLUCHT- FUIR	<p>Issues concerning displacement are introduced by showing Mano Khalil's movie FLUCHT-FUIR (DISPLACED). The film is likely to trigger consternation and questions among the students. It challenges them to question their own imagination and opinions. The students work on task GE-1 during or after the film.</p> <p>This session can also be introduced with a news item on displacement, i.e. a recent report from a news programme.</p> <p>The students' notes can be used for a panel discussion. Unanswered questions can be written on a poster which is up in the classroom. The questions can be answered whenever the issue comes up during this teaching unit, or at the end.</p>
Elaboration of task	
GE – 2 Statements of displaced people and comparison with the statements in the film	<p>The students are asked to examine their own prejudices and unconsolidated knowledge regarding displacement. The assignments aim to broaden their knowledge and develop their abilities to form moral judgements. (I think it's good that....? I am not sure why...)</p>
GE – 3 Checking the statements	
GE – 4 Explaining terminology and legal requirements	
GE – 5 What would YOU take if you were displaced?	
GE – 6 Activities of international organisations	Additional task
End	
Panel discussion	<p>Didactic conclusion followed by a panel discussion on the displacement stories</p> <ul style="list-style-type: none"> • What came as a big surprise to you? • How do you feel about the things you have learnt? • What questions do you have? <p>Unanswered questions from task GE-1 can be answered at this point while new questions can be added, if necessary.</p>

4 Displaced Persons – Module 2

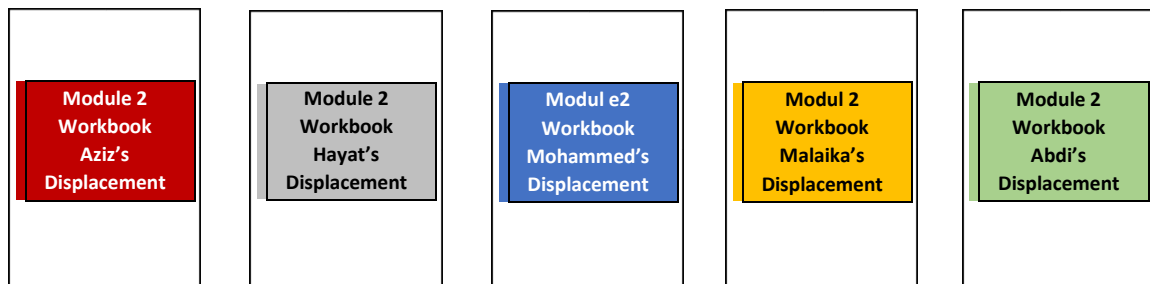
4.1 Learning Objectives

- The students are able to present in groups their research results on one of the displaced characters.
- The students are able to explain the most important stages of displacement.
- The students are able to compare the different experiences made during displacement.

4.2 Background Documents

The relevant background documents are available on www.flucht-fuir.ch.

- Module 2 - workbooks for the five stories of displacement
Assignments available online as well as PDF download for printing
- Animated world map with countries of origin available as digital teaching material
<https://admin.media-flow.ch/flucht-fuir-en>
- Facts and terminology can be found under digital teaching material
<https://admin.media-flow.ch/flucht-fuir-en>
- Solutions on <http://www.flucht-fuir.ch/en/schools/>



4.3 Possible Teaching Scenario – Displaced People

Duration: 2 – 3 sessions

4.3.1 Joint introduction to the characters and their stories

The places where the five ideal typical stories take place are indicated on the animated world map. The class is split into groups to work on the workbook assignments.

4.3.2 Workbook for students

This workbook assignment aims to encourage the students to deal with the various stories of displacement and help them note down their research results in a structured way. The students work in groups and later compare and discuss their findings with the other groups. It is not obligatory to use all stories of displacement.

There are different options to complete this workbook assignment:

Option 1 – Developing presentations

Each group develops one story of displacement based on the relevant workbook. At the end, the groups present their results to the entire class. During the presentation, the students fill in the table to solidify and later compare the research results of the different stories of displacement.

Option 2 – Group puzzle

This unit is taught as a group puzzle. During this cooperative teaching method, the individual groups develop a story of displacement based on the relevant workbook. Once the groups have come up with a story, the students regroup and have one student tell the story of displacement which was developed in their previous group. The students fill in the table during the storytelling.

Tasks from the Workbook	Notes
Example Aziz, abbreviation: AZ	
Start	
AZ – 1 Life before displacement	The students check www.flucht-fuir.ch to find out more about the living conditions in the home countries of their displaced character. This information is important to answer the question on reasons for displacement in task 2.
Elaboration of task	
AZ – 2 Reasons for displacement	When choosing the items their displaced characters would take with them, the students change their perspectives. What would I take with me if I had to leave my home?
AZ – 3 Route of displacement	
AZ – 4 Life during displacement	
AZ – 5 Dreams and realities	
End	
AZ – 6 Overview of destinies	The students now have expert knowledge in one of the stories of displacement. They exchange their knowledge with their fellow students and write it in the table.

The stories of displacement end temporarily when the displaced characters arrive in their respective host countries.

In Module 3, the displaced characters Helen, Yasin and Ashkan go through the Swiss asylum process. If the legal aspects of this module are too complicated for, let's say, secondary level 1, this module can be skipped or worked with at a later stage. Module 4 is the last module for this task.

5 Swiss Asylum Process – Module 3

The stories of Mohammed's and Aziz's displacement end in Module 2 with "Perspectives in Switzerland: Dreams and Realities". In order to avoid repetition, these two characters are only mentioned in selected sections of Module 3.

5.1 Learning Objectives

- The students are able to explain important stages of the Swiss asylum process.
- The students are able to describe the stages of the Swiss asylum process by means of the five ideal typical stories.
- The students are able to critically reflect the impact an asylum decision has for the person in question.

5.2 Content Structure

Module 3 is split in the following sections:

With placemat or short description

- **Arrival in Switzerland (Reception and Life in an Asylum Centre)**

With Workbook

- **Hearing of Asylum Reasons**
- **Decision Process**
- **Perspectives – Dreams and Realities**

5.3 Background Documents

The relevant background documents are available on www.flucht-fuir.ch.

- Module 3 - workbook for Swiss asylum process
Assignments available online as well as PDF download for printing
- Images depicting life in an asylum centre available as digital teaching material
<https://admin.media-flow.ch/flucht-fuir-en>
- Film "Asylum Hearing" available as digital teaching material
<https://admin.media-flow.ch/flucht-fuir-en>
- Film "Fast-Track Asylum Procedure in Switzerland" available as digital teaching material
<https://admin.media-flow.ch/flucht-fuir-en>
- Facts and terminology can be found under digital teaching material
<https://admin.media-flow.ch/flucht-fuir-en>
- Solutions on <http://www.flucht-fuir.ch/en/schools/>

Modul 3
Workbook
Schweizer
Asylprozess

5.4 Possible Teaching Scenario – Swiss Asylum Process

Duration: 2 – 3 sessions

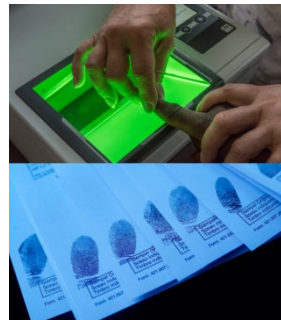
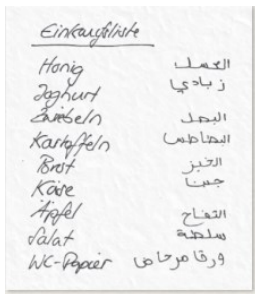
Tasks	Notes
Start	
This session starts with images showing reception and life in an asylum centre – either as placemat (Alternative 1) or as a brief description (Alternative 2). The description can be used in connection with the school subject of “Language & Communication”	
Tasks from the Workbook	
Elaboration of tasks	
CHAP – 1 Film <i>Asylum Hearing</i>	- Discussing the objectives/tasks of the participants (individual work) - Exchanging and noting down results in the plenary
CHAP – 2 Film <i>Decision Process</i>	Mark the route of one of the displaced characters and find out the SEM's decision
CHAP – 3 SEM's Decision	
Temporary end	
CHAP – 4 Perspectives – Dreams and Realities	The questions and thoughts the students have written down are used in Module 4 (conclusion). Module 3 can also be concluded with a plenary discussion.

Start

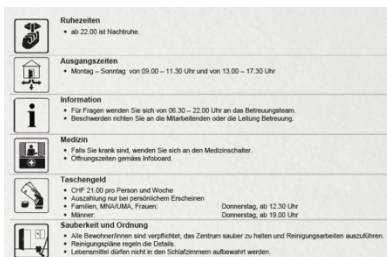
Arrival in Switzerland (Reception and Life in an Asylum Centre)

Based on various images, the students are asked to look at their emotions as well as the facts in this unit. The stories of all five displaced characters are covered in the "Arrival in Switzerland" and "Hearing of the Reasons for Asylum" units. The "Decision Process" unit individually deals with the stories of Helen, Yasin and Ashkan.

If possible, laminate the images and distribute them among the students.



Die Asylanhörung.mp4



Alternative 1

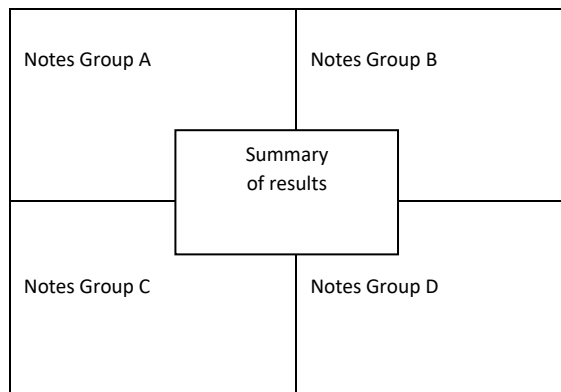
Placemat "Arrival in Switzerland – Reception and Life in an Asylum Centre"

Preparation

The students are split in groups of four, however, if numbers don't add up groups of three are also possible.

Every group receives an A3 sheet. The students draw a box in the centre of the sheet and add four boxes in the corners around it (see sketch), one for each student. It is also possible to create a template with this graph and distribute copies among the students.

The group members gather around the graph and make sure they each have access to a box. Every group selects two or three images.



1. Individual work

The first part of this assignment is done individually. The students write down their thoughts and questions for each picture and try to find out more about them, if possible. The following questions should be considered: Which real life situations refer the pictures to? Which feelings and moods do the pictures trigger in you?

More information on "Reception and Life in an Asylum Centre" is available in the digital storytelling. This additional information will help the students analyse the pictures.

2. Group work

Once all students have written down their thoughts, the poster is rotated clockwise for every group member to read the notes of the other students. The poster is turned clockwise until the students have their own notes in front of them. Now the students have the chance to explain their own feelings and thoughts and answer any questions.

Now that every group member knows the feelings of the others, they can collectively decide what should be written down in the centre box. The following questions should be considered: Which real life situations refer the pictures to? Which feelings and moods do the pictures trigger in you?

3. Brief presentation of the results

One by one, every group explains their results to the others. The pictures and poster can be used for individual presentations. In the end, it will be clear that this unit is all about life in an asylum centre.

Alternative 2

Draft a Brief Description for “Arrival in Switzerland – Reception and Life in an Asylum Centre”

With help of the pictures and considering the house rules of the asylum centre, the students draft a brief description on what life in an asylum centre is like. During a quick feedback round, some of the descriptions are read out loud in the plenary. Key questions for this exchange are: How does the thought of arriving in an asylum centre and having to live there for a while make me feel? What are my perspectives? What could prove to be difficult?

6 Conclusion – Module 4

This is the concluding module for the multimedia storytelling. The students first identify their own different identities as well as the identities of one of the displaced characters and write them in a honeycomb graph. This assignment extends the identities of the displaced characters. Man in its entirety is at the centre of this assignment which creates a link between the perspectives of the displaced characters (task 5, Module 3) and personal consternation. The students' concluding statements are didactically well imbedded in this task.

The feedback rounds have already contributed to consolidating the newly acquired knowledge for a large part. In Modules 1 to 3, the students were asked to critically look at their opinions and their prejudices about displaced people. This teaching unit aims at developing the students' abilities to judge. The concluding statements are the essence of this personal process.

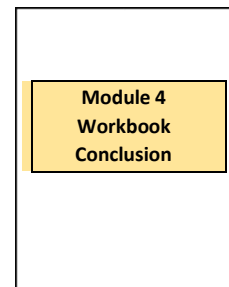
6.1 Learning Objectives

- The students are able to compare their own affiliations with those of the displaced.
- The students are able to critically reflect on their opinion about the displaced
- The students are able to put into words their own independent judgement on displacement.

6.2 Background Documents

The relevant background documents are available on www.flucht-fuir.ch.

- Workbook for the conclusion of "Displacement"
Assignments available online as well as PDF download for printing
- Facts and terminology can be found under digital teaching material
<https://admin.media-flow.ch/flucht-fuir-en>
- Solutions on <http://www.flucht-fuir.ch/en/schools/>



6.3 Possible Teaching Scenario – Conclusion

Duration: 1 – 2 sessions

Tasks from the Workbook	Notes
Start	
AS – 1 Personal honeycomb graph	
Elaboration of Task	
AS – 2 Honeycomb graphs for displaced characters	
End	
AS – 3 Comparison and interpretation of honeycomb graphs	
AS – 4 Flyer with statements	<p>Alternative 1 Presentation with visualizer Material: A4 paper, coloured pens, scissors, glue, images on the subject</p> <p>Alternative 2 Presentation and creation of a statement gallery Material: A3 paper, thick felt pen, scissors, glue, images on the subject</p>

7 Competences Secondary Level I

The subject of displacement can be linked to curriculum 21 of secondary level I at various levels (<https://v-ef.lehrplan.ch/index.php>).

In the integration subject of "Space, Time, Society" (STS) this topic creates a link between geography and history. Being a contemporary issue, displacement combines geography with democracy and human rights education.

In the field of geography, the subject can be linked to competence area STS 2: *Characterising Way of Live and Living Spaces*. Competence STS 2.1 is particularly relevant. The students are able to recognise and classify population structures and movements. Here, competence levels dealing with reasons and impact of migration are particularly compatible (STS 2.1b, RZG 2.1c).

The fields of democracy and human rights education can be found in competence area STS 8: *Understanding and Advocating for Democracy and Human Rights*. Competence references can, for example, be established in competence STS 8.2: the students are able to explain the development and significance of human rights and the threats they are faced with. Here, the focus is on the structure and significance of human rights which is certainly interesting and can be followed-up in connection with displacement.

The subject "Ethics, Religion and Society" (ERS) involves further competences that deal with the issue of displacement. Competence ERS.5: *Community and I – Shaping Life and Living Together* focusses on various life situations and environments in competence area ERS 5.5. Competence level ERS 5.5b which aims at stimulating compassion for the people with traumatic experiences deals, amongst other things, with displacement.

8 Educational Objectives Secondary Level II

The following educational objectives for the school subject of society, which is part of the framework curriculum for general education in basic vocational education, are the didactic basis for the setting for *Displacement*:

Aspect Ethics

A Check your moral actions

The students act empathically in social situations and take on different perspectives. In situations where they are unsure about morality, they recognise their own and others' moral intuition as well as behaviour and examine these based on ethic principles.

B Deciding in value conflicts

The students are challenged to make their own decisions and act correspondingly in situations within their personal, professional and social surroundings where integrity and dignity of mankind as well as safeguarding the natural environment are threatened. They are responsible for themselves, their fellow citizens and nature conservation.

C Discussing moral decisions

The students are actively involved in discussing moral decisions. They represent their moral values and develop their beliefs and ethical principles during these discussions. Their ideas are confronted with conventional morality.

Aspect identity and socialisation

A Understanding the balance between autonomy and a sense of belonging to a social group. In their search for a fulfilled life, recognition and affiliation to a social group, the students explore and develop their personalities while they pay attention to the psychological and physical health, the legitimate needs of others as well as mutual respect.

C Identifying and accepting other lifestyles

The students accept different cultural realities in an environment where everyone must respect the right to be different and observe basic human rights. They allow them to exist and evaluate them with openness and tolerance according to their own lifestyles (www.sbf.admin.ch, framework curriculum for general education in basic educational training).

9 Links to Displacement

For more information, please click on the links below:

- **Swiss Asylum Procedure:**
<https://sem.media-flow.ch/asylverfahren-en>
- **Education in Refugee Camps:**
<https://sdc.multimedia-storytelling.ch/life-skills-en>
- **Hunger:**
<https://sdc.multimedia-storytelling.ch/hunger-en>
- **Water in Crisis:**
<https://eda.media-flow.ch/wasser-en>

Further Teaching Material

- **Project Humanity: Humanity can be learned:**
<https://www.project-humanity.info/en.html>
- **“Leaving – Arriving – Staying” (German only):**
<https://catalogue.education21.ch/de/aufbrechen-ankommen-bleiben-unterrichtsdossier>
- **Rap like Rapper Greis (German and French only):**
<http://www.flucht-fuir.ch/schulen/>