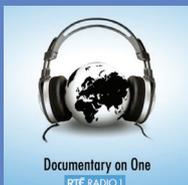
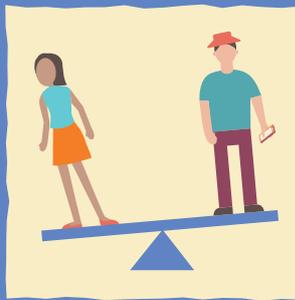
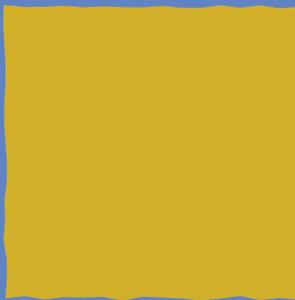
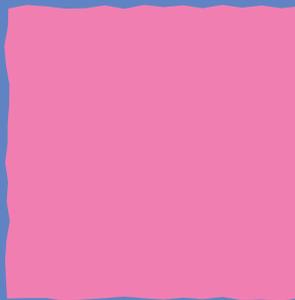
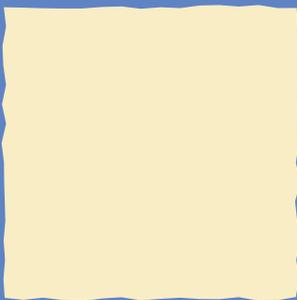
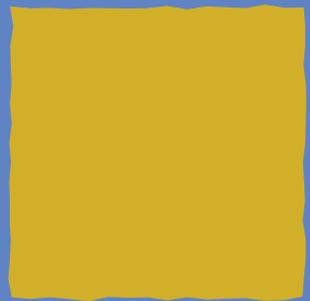
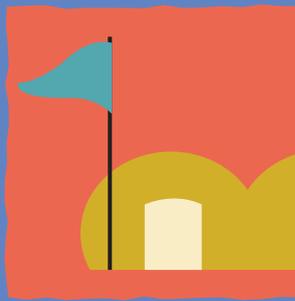
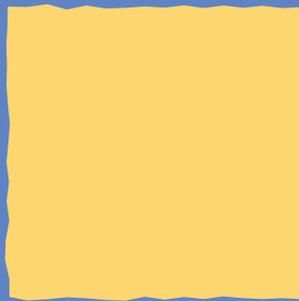


The Outsiders: Children living in direct provision in Ireland

A unit to support junior cycle English, using 'The Outsiders: Our teenage life behind barriers,' a RTE Radio 1 documentary produced by Carl O'Brien and Ciaran Cassidy.



Written by

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Background to the Global Learning Project

The Global Learning Project¹ aims to promote understanding of global interdependence and the causes of global poverty and inequality. The Project involves non-governmental organizations (NGOs) and local education authorities in 6 European countries, working to influence curriculum in subject areas such as citizenship education, history, geography and economics. The 6 European countries involved in the project are Italy (lead country), Ireland (A Partnership with Africa, in partnership with the Curriculum Development Unit of the City of Dublin Education and Training Board), Austria, Bulgaria, the Netherlands and the Czech Republic.

In Ireland, activities focus on contributing to strategic initiatives at both policy and practise levels. For example, the Project makes submissions in response to draft specifications developed by the National Council for Curriculum and Assessment. A Partnership with Africa is also engaged with a network of post-primary schools, working with teachers to produce teaching and learning materials.

Acknowledgments

The authors would like to thank Ms. Tynan's 2015/16 Transition Year students in Mount Temple Comprehensive School, Clontarf, for participating in the piloting of these materials during their Development Education module. These students engaged whole-heartedly in all of the activities, and gave freely of their opinion and feedback, and their engagement is evident in the quotes embedded throughout the Unit.

The authors would also like to acknowledge the courage and contribution of both Natasha Maimba and Minahil Sarfraz, and would especially like to thank Natasha and her mother, Patricia, who in 2015 both agreed to take part in a short interview specifically for the purpose of providing up-to-date information for this Unit.

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¹ The official title of the Global Learning Project is EuropeAid/131141/C/ACT/Multi: "Critical review of the historical and social disciplines for a formal education suited to the global society" – Ref 225 DCI-NSAED/2012/280-

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Introduction

Aim

The aim of this Teaching and Learning Unit is to encourage teachers and junior cycle students to question preconceptions about asylum seekers and refugees, and to raise their awareness about the realities for people living in direct provision in Ireland, in the context of the ongoing global refugee crisis.

Rationale

The direct provision system in Ireland was established in 2000, as a means of meeting the basic needs of asylum seekers until their claims for refugee status are processed. The direct provision system divides opinion. It has been heavily criticized by the United Nations and international human rights organizations, but in 2014, an Irish Times/Ipsos MRBI poll found that the majority of Irish voters supported its continuation.

In general, mass media fails to provide the public with sufficient information regarding asylum seekers, including the reasons why people seek asylum in the first place. Media comment about direct provision is frequently presented through a prism of widely held fears and concerns about the impact of asylum seekers on economic prosperity, crime and social integration. Meanwhile, the voices of the 4,814 people living in direct provision are rarely heard, often because they are afraid that participating in public discourse will affect their chances of gaining refugee status (2015 statistic).

This Unit attempts to address the lack of information and misinformation about asylum seekers in the Irish direct provision system. Lesson activities are structured around the experiences of two teenage girls, Natasha Maimba and Minahil Sarfraz, two of the 1,227 children living in direct provision accommodation centres (2015 statistic). Their story, which was broadcast as a RTE Radio 1 documentary in 2014, recounts their daily challenges and frustrations, and their future hopes. The documentary was produced by Carl O'Brien and Ciaran Cassidy, and is entitled 'The Outsiders: Our teenage life behind barriers'.

Before starting, download a podcast of 'The Outsiders: Our teenage life behind barriers:

<http://www.rte.ie/radio1/doconone/2014/1212/666539-the-outsiders-our-teenage-life-behind-barriers>

Development Education

This Unit is underpinned by Development Education (DE) content, methodologies and approaches. Development Education is an educational process aimed at increasing awareness and understanding of the rapidly changing, interdependent and unequal world in which we live. It seeks to engage people in analysis, reflection and action for local and global citizenship and participation. It is about supporting people in understanding and acting to transform the social, cultural, political and economic structures which affect our lives at personal, community, national and international levels.

Development Education:

- uses methodologies which are learner-centred and participatory
- builds knowledge about how the world works
- cultivates the 8 junior cycle key skills of communicating, being literate, managing myself, staying well, managing information and thinking, being numerate, being creative, and working with others
- encourages values and attitudes like solidarity, respect and empowerment
- facilitates action to bring about positive change to make the world a more equal place for all

Curriculum Links

Development Education is implicit in junior cycle English. The specification rationale includes the recognition of the important contribution that students with 'knowledge and command of language' can make to 'political, social and cultural life and as thoughtful and active citizens' (DES (2014), Junior Cycle English, page 4). This Unit is designed to support a range of junior cycle English learning outcomes from across the three strands, as follows:

(OL4) Listen actively in order to get the gist of an account or presentation noting its main points and purpose

(OL5) Deliver a short oral text, alone and/or in collaboration with others, using appropriate language, style and visual content for specific audiences and chosen purposes

(OL7) choose appropriate language, style and visual content for specific audiences and chosen purposes: persuading, informing, narrating, describing a process

(OL9) apply what they have learned about the effectiveness of spoken texts to their own use of oral language

(OL13) develop their spoken language proficiency by experimenting with word choice, being creative with syntax, being precise, stimulating appropriate responses relative to context and purpose

(R3) Use a wide range of reading comprehension strategies appropriate to texts, including digital texts: to retrieve information; to link to previous knowledge, follow a process or argument, summarise, link main ideas; to monitor their own understanding; to question, analyse, synthesise and evaluate

(W3) Write for a variety of purposes, for example to analyse, evaluate, imagine, explore, engage, amuse, narrate, inform, explain, argue, persuade, criticise, comment on what they have heard, viewed and read

(W5) Engage with and learn from models of oral and written language use to enrich their own written work

Unit Structure

The Unit consists of six lessons, the equivalent of approximately 7 hours of class contact time. Although the lessons are mainly structured as double class periods; it is possible to teach the Unit where single periods are timetabled. After Lesson Six students engage in an oral communication project, involving independent work and the presentation of a persuasive speech.

Each lesson is structured under the following subheadings:

Title - of the lesson

Learning intentions - arising from junior cycle English learning outcomes

Approximate time - the number of class periods required

Materials – titles and page numbers of the teacher resource sheets and student worksheets required for each classroom activity and homework task

Useful links – to add value to specific activities

Introduction – summary description of what students will be doing in the lesson

Step-by-step instructions – to support you, the teacher, through the activities in the lesson, homework task etc.

Quotes from students who participated in the piloting of these materials are embedded throughout the Unit.

Integrated Literacy/Reflection Activities

Copies of *Student Worksheet: The Key* (page 7) can be given to students at the start of the Unit to help them record the new vocabulary they encounter throughout.

Student Worksheet: Gathering Thoughts (page 8) can be used at the end of each lesson to build literacy and reflection skills. You might decide to give one copy of this worksheet to every student, or alternatively, you could print one worksheet and invite different students to respond to the six questions/statements. This worksheet also acts as an assessment for learning methodology, because it provides a snapshot of what the students learned during each lesson, what they found most interesting and engaging, and any outstanding questions they have. Asking students to consider and expand upon the completed *Gathering Thoughts* worksheet from the previous lesson is also an effective way of recapping on learning.

Project and Assessment

At the end of the Unit students undertake an oral communication project, where they research, write and deliver a persuasive speech, arguing either for the continuation or for the abolition of the direct provision system in Ireland. They will be assisted in their work by the success criteria and the speech planner provided. Students also engage in peer-assessment during the preparation of their persuasive speech. This project can be used as an assessment for learning task or as the oral communication Classroom Based Assessment (CBA 1) (see pages 49-52).

STUDENT QUOTES



The project taught me about the diverse personalities living in direct provision in Ireland, each with their own motivations, struggles and ambitions. We tend to see these people as a crowd rather than individuals."



I learned about the struggles people face fleeing from their own country. I think that direct provision is, all in all, more harmful to families trying to build a life for themselves than it is beneficial."



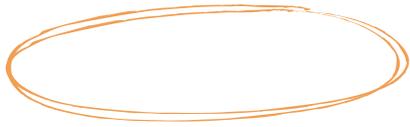
INTEGRATED REFLECTION ACTIVITY (OPTIONAL)

Use this worksheet to record the new vocabulary you come across during class.
Ask for help with words that you don't understand.

Words I heard for the first time and understood from the context

WORD

MEANING



.....



.....



.....



.....

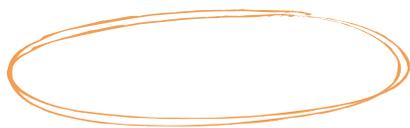


.....

Words I heard for the first time and still don't understand

WORD

MEANING



.....



.....



.....



.....



.....



INTEGRATED REFLECTION ACTIVITY (OPTIONAL)

3 THINGS I FOUND OUT:

- 1.
- 2.
- 3.

1 QUESTION I STILL HAVE:

2 THINGS I FOUND INTERESTING:

- 1.
- 2.

THE ACTIVITY I LIKED BEST WAS...

BECAUSE...

IN THE NEXT CLASS I THINK WE SHOULD...

BECAUSE...

ONE LAST
THOUGHT IS...



LESSON ONE



LESSON ONE

FIRST IMPRESSIONS

Approximate time

2 class periods

Learning intentions

In this lesson students will learn to:

- Anticipate the content of an aural text
- Think critically about a title
- Collaborate with other students, listening and sharing knowledge
- Discuss the meaning of key terms before arriving at agreed definitions

Materials

Activity One: First impressions

- Student Worksheet: First Impressions (page 13)

Activity Two: My adjectives

- Student Worksheet: My Adjectives (page 14)
- 'The Outsiders' Clip 1: 00.00-00.55 seconds (55 seconds length), available:
<http://www.rte.ie/radio1/doconone/2014/1212/666539-the-outsiders-our-teenage-life-behind-barriers/>

Activity Three: Seeking definitions

- Student Worksheet: Seeking Definitions (page 15)
- Teacher Resource Sheet: Definitions (page 16)

Useful links

- Latest statistics with regard to direct provision in Ireland – available from the Reception and Integration Agency of the Department of Justice and Equality:
<http://www.ria.gov.ie/en/RIA/Pages/Statistics> (relevant for Activity 3)
- JCT, 'Think-Pair-Share: Oral Language Strategy Sheet':
http://www.jct.ie/perch/resources/english_pdf/thinkpairshare.pdf
(relevant for Activity 3)

Introduction

Terms like 'asylum seeker', 'refugee' and 'direct provision' are the bandied about in discourse about displaced populations and people fleeing from armed conflict, human rights violations and other problems. While we mostly get the gist of what is intended, it is sometimes hard to know exactly what these words actually mean. This lesson provides an introduction to these terms as they are used in the RTE Radio 1 documentary 'The Outsiders: Our teenage life behind barriers.' Students consider the title of the documentary, and are challenged to define some of the terms they hear.

STEP-BY-STEP INSTRUCTIONS:

ACTIVITY ONE:

First impressions

1. Distribute one copy of Student Worksheet: First Impressions (page 13) to each student.
2. Explain that there is no right or wrong answer, and as an anticipation task the purpose is to get the class thinking.
3. Invite students to form pairs and compare answers.
4. Take feedback, recording student responses on the board.
5. Tell students to keep their completed worksheet in a safe place, because they will use it again towards the end of the Unit.

ACTIVITY TWO:

My adjectives

1. Explain to the class that they are going to listen to the first clip of the radio documentary entitled 'The Outsiders: Our teenage life behind barriers,' and then answer questions on a worksheet, as a way of thinking about what they have heard.
2. Play 'The Outsiders' Clip 1: 00.00-00.55.
3. Distribute one copy of Student Worksheet: My Adjectives (page 14) to each student.
4. Allow sufficient time for students to complete their worksheet.
NOTE: Depending on your class you may need to play Clip 1 a second or third time.
5. Ask for volunteers to read the final sentence on their worksheet aloud.

ACTIVITY THREE:

Seeking definitions

1. Explain to the class that there are some key terms they need to understand as they listen to the rest of the documentary.
2. Write 'asylum seeker', 'refugee', and 'direct provision' on the board.
3. Remind the class that as Clip 1 opens the narrator says:

“ That’s Natasha and Minahil. They are two thirteen-year old girls who live in the direct provision system. It was set up fifteen years ago to put a roof over the heads of people seeking refugee status in Ireland. It was meant to last six months. Today most asylum seekers have been living in the system for years. ”

Lesson One: First Impressions

4. Explain to the class that they are going to do a Think-Pair-Share activity to come to an agreed class definition for each of these terms.
5. Distribute one copy of Student Worksheet: Seeking Definitions (page 15) to each student.
6. Invite students to take a few minutes alone to come up with their individual definitions for each of these terms, then join with one other person and share what they wrote.
7. Facilitate a whole class discussion to come up with an agreed class definition for the three key terms. Keep a record of these definitions for use in Lesson Two, Activity One.
NOTE: Depending on your class you may wish to share the definitions and information provided in Teacher Resource Sheet: Definitions (page 16).

TEACHER TIP: Think about using Student Worksheet: Gathering Thoughts (page 8) as a way of helping students to reflect on their learning in Lesson One.

STUDENT QUOTES



Before this Unit I did not even know that direct provision existed."



I didn't know about direct provision before or what it was like."

**ASYLUM
SEEKER**

**DIRECT
PROVISION**

REFUGEE



LESSON ONE: ACTIVITY ONE

To be completed before listening to Clip 1 of the radio documentary.

1. The name of the documentary you are about to listen to is 'The Outsiders: Our teenage life behind barriers'. Think about this title. What do you think the documentary is about? Explain your thoughts in two sentences.

2. The documentary tells the story of two 13-year-old girls. Using three adjectives (describing words), describe the girls as you imagine them, e.g., rebellious.

NOTE: there are no right or wrong answers - just write down your own thoughts and ideas.

1.

2.

3.

Discuss your answers with a partner, comparing your thoughts.

KEEP THIS WORKSHEET IN A SAFE PLACE.
You will revisit these questions towards
the end of the Unit.



LESSON ONE: ACTIVITY TWO

Listen to Clip 1 of 'The Outsiders,' and then answer the 3 questions below.

1. Choose three adjectives below to describe your thoughts and feelings, based on what you heard in Clip 1. If you need to, use the spaces provided to write other adjectives that better describe your thoughts and feelings.

CURIOUS	INTRIGUED	NOT SURPRISED	SHOCKED	INTERESTED
SURPRISED	IMPRESSED	FURIOUS	OVERWHELMED	ASHAMED
ASTONISHED	CONFUSED	UNINTERESTED	WORRIED	INDIGNANT

2. Use your three chosen adjectives to fill in the blanks in this sentence:

Having listened to Clip 1 of 'The Outsiders', I am/feel _____,
_____ and _____.

3. Choose 1 of your 3 adjectives, and explain what has made you feel this way by completing the sentence below:

I feel/ am _____ because _____



LESSON ONE: ACTIVITY THREE

1. **THINK** - In the 'THINK' column write what you think the three terms mean.
2. **PAIR** - When you have finished, discuss your definitions with one other person, agree joint definitions, and write these in the 'PAIR' column.
3. **SHARE** - Take part in a class discussion, and write the definitions agreed by the class in the 'SHARE' column.

TERM	THINK I THINK it means	PAIR WE THINK it means	SHARE AS A CLASS, we agree it means
Asylum seeker			
Refugee			
Direct provision			



LESSON ONE: ACTIVITY THREE

An **asylum seeker** is a person who has formally applied to live in another state because s/he has a well-founded fear of persecution in his/her country of origin. As long as his/her application is pending s/he remains an asylum seeker. If/when the application for asylum is approved, s/he gains refugee status in the new country.

Asylum seekers are sometimes described as 'illegal'. This is incorrect. Asylum seekers cannot be illegal as everyone has a recognised human right to seek asylum. Asylum seekers have a right to be in Ireland while their application for refugee status is being decided.

A **refugee** is someone who 'owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside their country of nationality and is unable, or owing to such fear, is unwilling to avail him/herself of the protection of that country' (1951 Geneva Convention).

Direct provision system in Ireland

Direct Provision is a means of meeting the basic needs of food and shelter for asylum seekers directly while their claims for refugee status are being processed, rather than through full cash payments. Direct provision commenced on 10th April 2000, from which time asylum seekers have received full board accommodation and personal allowances of €19.10 per adult. In January 2016, the government announced that the allowance for children in direct provision was to increase from €9.60 to €15.60 per week.¹

As of September 2015, there were 4,814 people in the direct provision system, 1,227 of these were children under the age of eighteen, and 37% were waiting for their application to be processed for more than 5 years.

In 2015, a working group, established by the government to investigate the direct provision system, issued a report with 170 recommendations to improve the the living conditions in the system and decrease the amount of time asylum seekers wait for a decision on their application for refugee status.

Sources:

- Definitions of the terms 'Asylum Seeker' and 'Refugee' are adapted from (1) Irish Refugee Council: <http://www.irishrefugeecouncil.ie/information-and-referral-service/faqs-about-asylum>, and (2) National Youth Council of Ireland (NYCI) Equality and Intercultural Facts: <http://www.intercultural.ie/content/asylum-seekers-refugees-migrants>
- Data about the number of asylum seekers in direct provision in Ireland are from (1) Reception and Integration Agency (RIA) Monthly Statistics Report – September 2015: <http://www.ria.gov.ie/en/RIA/Pages/Statistics>, and (2) Oireachtas Library and Research Service (May 2015) Overview of the system of Direct Provision in Ireland: <http://www.oireachtas.ie/parliament/media/housesoftheoireachtas/libraryresearch/lrsnotes/LRSNoteOverviewDirectProvision.pdf>
- Executive summary of the 2015 Working Group Report to Government on Improvements to the Protection Process, including Direct Provision and Supports to Asylum Seekers: <http://goo.gl/La9GHa>

¹ Asylum seekers are provided with 'accommodation on a full-board basis.' This means that the state covers the costs of all meals, heat, light, laundry, TV, etc. Personal allowances for adults have not changed since 2000, despite increases in the cost of living.

LESSON TWO

ACCOMMODATION
CENTRES

WANTS

RIGHTS

NEEDS



LESSON TWO

THE DIRECT PROVISION WORLD

Approximate time

2 class periods

Learning intentions

In this lesson students will learn to:

- Listen actively to get the gist of an account and take notes based on what they hear
- Use listening comprehension strategies to translate aural information into a visual image
- Monitor their own understanding by comparing and contrasting their initial reactions with what they learn from listening

Materials

Activity One: Review of Lesson One

- Agreed class definitions of 'asylum seeker', 'refugee' and 'direct provision' from Lesson One, Activity Three

Activity Two: An artist's impression

- 'The Outsiders' Clip 2: 00.55-05.55 (5 mins), available: www.rte.ie/radio1/doconone/2014/1212/666539-the-outsiders-our-teenage-life-behind-barriers
- Student Worksheet: Note-taking (page 21)
- Student Worksheet: An Artist's Impression (page 22)

Activity Three: True or False?

- Student Worksheet: True or False? (page 23)
- 'The Outsiders' Clip 3: 05.55-11.22 (5.5 mins), available: <http://www.rte.ie/radio1/doconone/2014/1212/666539-the-outsiders-our-teenage-life-behind-barriers/>
- Teacher Resource Sheet: True or False Answers (page 24)

Useful links

- Carl O'Brien, 'How asylum became a business,' Irish Times article, 10 May 2014: <http://www.irishtimes.com/news/social-affairs/how-asylum-became-a-business-1.1891309> (relevant for Activity 3)
- Carl O'Brien, 'Government to review conditions for asylum seekers,' Irish Times article, 12 August 2014: <http://www.irishtimes.com/news/social-affairs/government-to-review-conditions-for-asylum-seekers-1.1894079> (relevant for Activity 3)

Introduction

Some people are visual while others respond better to aural stimuli like sounds and music. Transferring information from one medium to another requires focus and can lead to deeper learning. In this lesson, students take notes while they listen to a description, and then translate their notes into an image. They answer questions before and during/after listening to a clip from 'The Outsiders', to gauge their knowledge and assumptions about the lives of asylum seekers in direct provision.

STEP-BY-STEP INSTRUCTIONS:

ACTIVITY ONE:

Review of Lesson One

1. Divide the class into small groups.
2. Tell students they have three minutes to write definitions of the key terms: 'asylum seeker', 'refugee' and 'direct provision.'
3. Invite groups to swap their work, and using the agreed definitions from Lesson One, engage in peer assessment.

TEACHER TIP: If you asked students to complete Student Worksheet: Gathering Thoughts (page 8) at the end of Lesson One, you might now find it useful to invite the class to further expand on their responses to the questions/statements on the worksheet.

ACTIVITY TWO:

An artist's impression

1. Explain to the class that they are going to listen to Clip 2 of 'The Outsiders'. In this clip Natasha and Minahil talk about where they live.
2. Distribute Student Worksheet: Note-taking (page 21) to each student.
3. Invite students to note the most important things they hear in the space provided at the start of their worksheet.
4. Play 'The Outsiders' Clip 2: 00.55-05.55.
NOTE: Depending on your class you may need to play Clip 2 a second or third time.
5. Invite students to pair up, discuss their notes, and record additional points their partner heard at the bottom of their worksheet.
6. Explain that based on their notes, each student will draw a picture of the girls' accommodation, labelling each part of their drawing as appropriate.
7. Distribute Student Worksheet: An Artist's Impression (page 22) to each student.
8. Invite students to pair up as before, to compare their drawings, and help each other to make additions.

ACTIVITY THREE:

True or False?

1. Distribute Student Worksheet: True or False? (page 23) to each student.
2. As an anticipation activity, invite students to read the statements on their worksheet and use the boxes on the left-hand-side to tick whether they think each statement is true or false.
3. Explain to the class that while/after listening to 'The Outsider' Clip 3, they will repeat this activity using the boxes to the right of the statements.
4. Play 'The Outsiders' Clip 3: 05.55-11.22.
NOTE: Depending on your class you may need to play Clip 3 a second or third time.
5. Allow sufficient time for students to complete their worksheet.
6. Using Teacher Resource Sheet: True or False Answers (page 24) facilitate a whole class discussion about learning from this activity.

Lesson Two: The Direct Provision World

TEACHER TIP: Think about using Student Worksheet: Gathering Thoughts (page 8) as a way of helping students to reflect on their learning in Lesson Two.

Homework Task

Explain that the Reception and Integration Agency (RIA) of the Department of Justice and Equality is the state body responsible for organizing the accommodation of asylum seekers in centres while their applications for refugee status are processed.

Write the following paragraph (including blanks) on the board:

Direct _____ is a means of meeting the basic needs of _____ and shelter for _____ seekers directly while their claims for _____ status are being processed rather than through full cash payments. Direct provision commenced on 10th April _____, from which time asylum seekers have received full board accommodation and personal allowances of € _____ per adult.

Explain that this paragraph is adapted from the frequently asked questions (FAQ) section of the RIA website.

Invite students to copy the text from the board, and as their homework task fill in the blanks in the paragraph.

NOTE: Students should be able to fill in the blanks based on what they have learned so far, or they can go to the FAQ section of the RIA website (http://www.ria.gov.ie/en/RIA/Pages/Direct_Provision_FAQs) for the relevant information.

The steps for reviewing this homework task are given at the start of Lesson Three.

STUDENT QUOTES



...they have hardly any money to survive on and the food is always the same."



...they want to work but they aren't allowed."



LESSON TWO: ACTIVITY TWO

In Clip 2 of 'The Outsiders' you will hear the girls describe where they live.

ON YOUR OWN

Listen carefully and note any important information about their accommodation.

REMEMBER

When you are writing notes, don't take down every word, just write down the important information. You can use bullet points if that helps.

Things I heard about where the girls live...

NOW SHARE YOUR IDEAS WITH A PARTNER

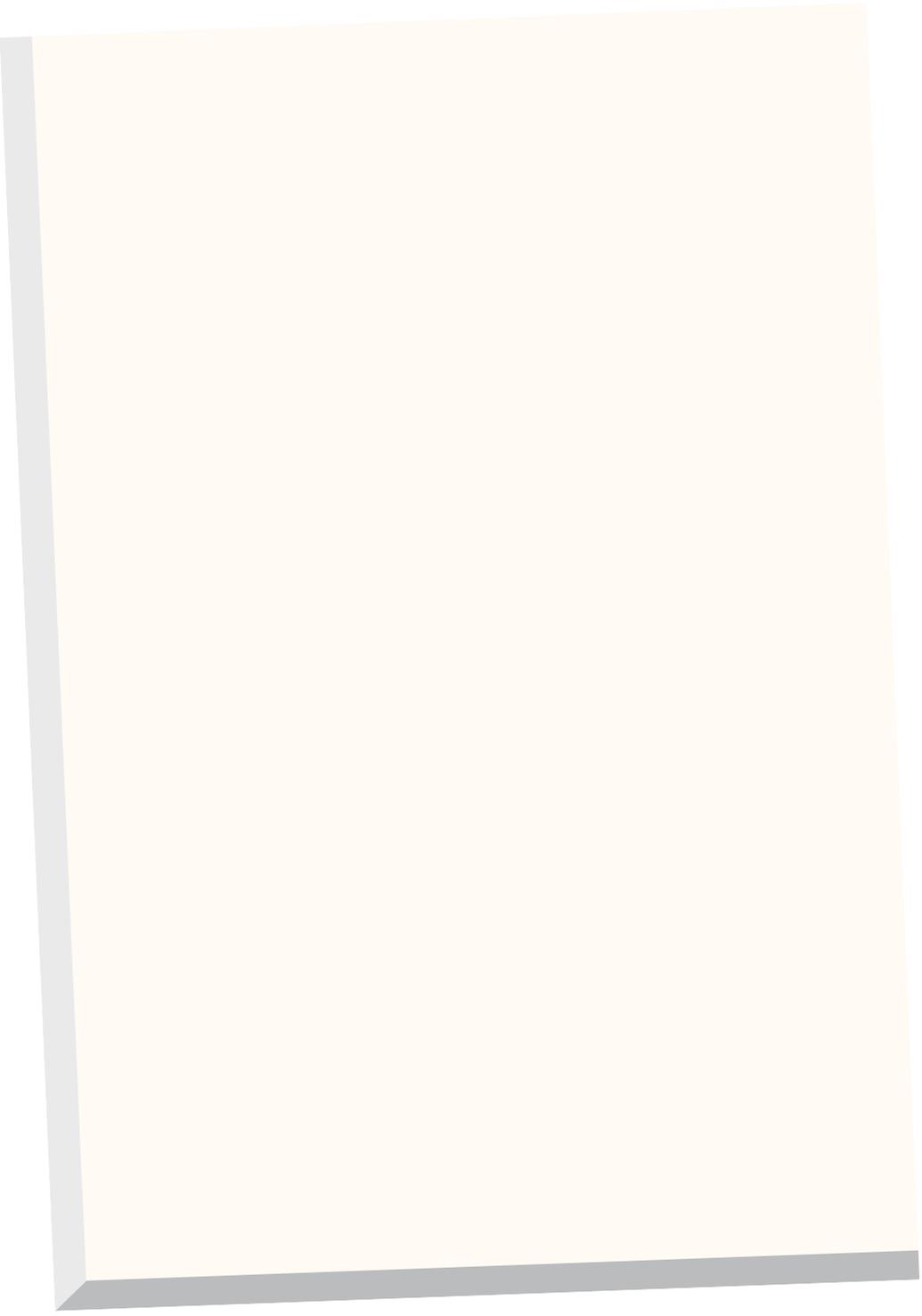
Things my partner heard which I didn't hear...



LESSON TWO: ACTIVITY TWO

This is how
I think the
accommodation
centre and
surrounding
area looks...

REMEMBER
Label the various
parts of your picture.





LESSON TWO: ACTIVITY THREE

- Before you listen to Clip 3, read the statements below. Tick the true or false boxes on the left for each statement. To help you, the first statement has already been done.
- Listen to Clip 3, and while/after you listen, tick true or false for each statement again, this time using the boxes on the right.

BEFORE LISTENING		STATEMENTS	WHILE/AFTER LISTENING	
TRUE	FALSE		TRUE	FALSE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	Natasha and Minahil live in a caravan.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	The direct provision system in Ireland was established in 2010.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	There are 2,000 people living in 14 direct provision accommodation centres.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	The accommodation centres are run by the government.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	The direct provision system cost the state more than €800m between 2000–2014.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	On the direct provision scheme adults get €49.10 each week (they get food from the canteen).	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Natasha's family have been waiting for an answer to their asylum application since 2011.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Initially the family were told it would take 12 months to process their application, but they have been in direct provision for almost 2 years.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Natasha and her family are from South Africa.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	As asylum seekers, Natasha and her family are citizens of Zimbabwe and of Ireland.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	Natasha's mother knows someone who waited 5 years for a response to her application.	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	The Minister of Justice put a new procedure in place so that applications are judged more quickly.	<input type="checkbox"/>	<input type="checkbox"/>



LESSON TWO: ACTIVITY THREE

STATEMENTS	TRUE	FALSE
Natasha and Minahil live in a caravan.	✓	
The direct provision system in Ireland was established in 2010. <i>It was established in 2000.</i>		✓
There are 2,000 people living in 14 direct provision accommodation centres. <i>'The Outsiders' was made in 2014. At that time there were 4,000 people living in 34 accommodation centres. In September 2015, the number of people in direct provision was 4,814.</i>		✓
The accommodation centres are run by the government. <i>Accommodation centres are run by for-profit companies.</i>		✓
The direct provision system cost the state more than €800m between 2000–2014.	✓	
On the direct provision scheme adults get €49.10 each week (they get food from the canteen). <i>Adults in direct provision are given €19.10 per week.</i>		✓
Natasha's family have been waiting for an answer to their asylum application since 2011.	✓	
Initially the family were told it would take 12 months to process their application, but they have been in direct provision for almost 2 years. <i>The family were initially told it would take 6 months, but by 2014, when 'The Outsiders' was recorded, they had been in direct provision for 4 years.</i>		✓
Natasha and her family are from South Africa. <i>Natasha and her family are originally from Zimbabwe.</i>		✓
As asylum seekers, Natasha and her family are citizens of Zimbabwe and of Ireland. <i>As asylum seekers Natasha and her family are not citizens of either Zimbabwe or Ireland. Once granted refugee status, a refugee can stay in Ireland indefinitely and enjoy rights similar to those of an Irish citizen. A refugee is entitled to apply for Irish citizenship when they have been resident in Ireland 3 years from the date of their asylum application.</i>		✓
Natasha's mother knows someone who waited 5 years for a response to her application. <i>Natasha's mother knows someone who waited 12 years for a response.</i>		✓
The new Minister of Justice put a new procedure in place so that applications are judged more quickly.	✓	

LESSON THREE

WALK IN THE
SHOES OF
ANOTHER...



LESSON THREE

IN MINAHIL'S SHOES

Approximate time

2 class periods

Learning intentions

In this lesson students will learn to:

- Structure questions carefully in order to elicit the desired information
- Consider a situation from another young person's perspective
- Respond imaginatively to an aural text by writing a diary entry
- Engage with models of oral language and explore register

Materials

Activity Two: Asking questions

- Student Worksheet: Asking Questions (page 29)
- 'The Outsiders,' Clip 4: 11.22-16.42 (5.5 mins), available:
www.rte.ie/radio1/doconone/2014/1212/666539-the-outsiders-our-teenage-life-behind-barriers

Activity Three: Minahil's words

- 'The Outsiders,' Clip 5: 18.39-19.14 (35 secs), available:
<http://www.rte.ie/radio1/doconone/2014/1212/666539-the-outsiders-our-teenage-life-behind-barriers/>

Useful links

- NCCA, 'Learning intentions and success criteria' focus on learning series:
www.juniorycycle.ie/NCCA_JuniorCycle/media/NCCA/Documents/Assessment/Ongoing%20Assessment/Assessment-Workshop-1_Eng_April-15-2015.pdf
(relevant for the Homework Task)

Introduction

In this multi-modal age, we are constantly bombarded by news, much of it disturbing; violent conflicts and wars; natural disasters; humanitarian emergencies etc. It is too easy to get to a point where our senses are dulled and we become difficult to shock. In this lesson, students are challenged to walk in the shoes of Minahil, a 13-year old girl who has spent years living in a caravan with her family, in an accommodation centre in the middle of an industrial estate in Athlone. Students also learn the difference between closed and open questions, and how to structure these to get the information they seek.

STEP-BY-STEP INSTRUCTIONS:

ACTIVITY ONE:

Review of Lesson Two

1. Facilitate a short whole class discussion about what was learned in Lesson Two.

TEACHER TIP: If you asked students to complete Student Worksheet: Gathering Thoughts (page 8) at the end of Lesson Two, you might now find it useful to invite the class to further expand on their responses to the questions/statements on the worksheet.

2. Invite students to swap their completed Lesson Two Homework Task (fill in the blanks in the paragraph about direct provision) for correction. The missing words are:

Provision **food** **asylum** **refugee** **2000** **€19.10**

ACTIVITY TWO:

Asking questions

1. Explain to the class that an important skill for documentary makers to have is the ability to ask the right kind of questions. In Clip 4 of 'The Outsiders' they will hear Minahil interviewing herself.
2. Ask if anyone knows the difference between closed and open questions.
NOTE: Closed questions elicit 'Yes' or 'No' answers, whereas open questions often lead to longer and more interesting answers.
3. Ask students to call out examples of open questions, and note their responses on the board.
NOTE: Open questions often start with phrases such as:
Tell me about...?
Take me back to when...?
Describe to me...
What can you remember about...?
What do you think about...?
Why did you...?
4. Distribute Student Worksheet: Asking Questions (page 29) to each student.
5. Invite students to complete Question 1 on their worksheet.
6. Take feedback from a selection of students.
7. Play 'The Outsiders' Clip 4: 11.22-16.42.
NOTE: Depending on your class you may need to play Clip 4 a second or third time.
8. Allow sufficient time for students to complete the remaining questions on their worksheet.
9. Invite students to form small groups and share what they wrote.

ACTIVITY THREE: Minahil's words

1. Explain to the class that they are going to listen to Clip 5 of 'The Outsiders,' where Minahil describes how she feels when someone else 'gets their papers,' that is, when they get refugee status. As they listen, students should note the words and phrases that Minahil uses to describe how she feels.
2. Play 'The Outsiders,' Clip 5: 18.39-19.14.
3. Remind the class that Minahil said she feels 'a lot happy and a little sad' when someone gets their papers.
4. Ask the class to comment on how they imagine Minahil would feel if Natasha were to get her papers.

TEACHER TIP: Think about using Student Worksheet: Gathering Thoughts (page 8) as a way of helping students to reflect on their learning in Lesson Three.

Homework Task:

Tell students that their homework task is to imagine that they are Minahil, and to write a diary entry for the day that Natasha is granted refugee status.

NOTE: Depending on your class you may wish to provide a model diary entry, for example, an excerpt from Anne Frank's *Diary of a Young Girl*.

Share the following success criteria for Minahil's diary entry:

You must

- Include a date (make it up) and start by writing 'Dear Diary...'
- Write from Minahil's perspective (point of view)
- Describe how you (Minahil) are feeling
- Explain what happened today – how Natasha found out she had been given refugee status and how you heard
- Use correct spelling and punctuation

You should

- Use terms like 'asylum seeker,' 'refugee,' 'direct provision,' 'papers' etc.
- Try to sound like Minahil - use language similar to the way she speaks in the documentary

You could

- Use some dialogue
- Use slang (but avoid bad language)

The steps for reviewing this homework task are given at the start of Lesson Four.



LESSON THREE: ACTIVITY TWO

REMEMBER

When you are interviewing someone you can ask open or closed questions. Closed questions get 'Yes' or 'No' answers, whereas you can often get more interesting information by asking open questions.

1. Write 3 open questions you would like to ask either Natasha or Minahil:

Question 1 _____

Question 2 _____

Question 3 _____

2. Listen to Clip 4 and write down:

One question that Minahil asked herself: _____

One new fact you learned about Minahil: _____

One piece of information that shocked you: _____

One thing she said that made you laugh: _____

One thing you have in common with Minahil: _____

One thing that makes Minahil different to you: _____

3. In Clip 4 Minahil says, "The strangest things can be comforting." Make a list of the unusual or strange things you find comforting (when you were younger or now).

LESSON FOUR

COMPARE
EMPATHY
CONTRAST
JUDGEMENT



LESSON FOUR

PRISON AND PARTY

Approximate time

2 class periods

Learning intentions

In this lesson students will learn to:

- Compare and contrast their ideas using a Venn Diagram
- Respond imaginatively to the challenges faced by young teenagers in the direct provision system

Materials

Activity One: Review of Lesson Three

- Student Worksheet: Three Stars and a Wish (page 34)

Activity Two: Natasha's prison?

- 'The Outsiders' Clip 6: 21.12-23.52 (2 mins 40 secs), available: <http://www.rte.ie/radio1/doconone/2014/1212/666539-the-outsiders-our-teenage-life-behind-barriers/>
- Student Worksheet: Venn Diagram (page 35)

Activity Three: Natasha's party

- Student Worksheet: Natasha's Party (page 36)
- 'The Outsiders' Clip 6 (as for Activity Two)

Useful links

- JCT 'Peer assessment using success criteria': http://jct.ie/perch/resources/english_pdf/strategies-peer-assessment.pdf (relevant for Activity 1)
- Asylum Archive (includes photographs by asylum seekers of their living conditions around Ireland): <http://www.asylumarchive.com> (relevant for Activity 2)
- Carl O'Brien, 'Lives in Limbo - The Children: It's like being stuck in a cage,' Irish Times video, 11 August 2014 (1.34 mins interview with Natasha and Minahil): <http://www.irishtimes.com/news/social-affairs/lives-in-limbo-the-children-it-s-like-being-stuck-in-a-cage-1.1892763> (relevant for Activity 2)

Introduction

In this lesson students engage in a peer assessment of the homework task from the previous lesson. Through assessing each other's work, they take on the role of appraisers and acquire the skills they need to make judgements on their own work. Students then work together to graphically display the similarities and differences between life in an accommodation centre and life in prison. This allows oral processing of learning, and is a very effective strategy for comparing and contrasting. Finally, students consider how Natasha, a 13-year old girl living in direct provision, feels about explaining her situation to friends outside of the accommodation centre, and how her friends might react to the news.

STEP-BY-STEP INSTRUCTIONS:

ACTIVITY ONE:

Review of Lesson Three

1. Facilitate a short whole class discussion about what was learned in Lesson Three.

TEACHER TIP: If you asked students to complete Student Worksheet: Gathering Thoughts (page 8) at the end of Lesson Three, you might now find it useful to invite the class to further expand on their responses to the questions/statements on the worksheet.

2. Invite students to swap their completed Lesson Three Homework Task (Minahil's Diary Entry).
3. Ask them to engage in peer assessment using Student Worksheet: Three Stars and a Wish (page 34).
NOTE: Depending on your class you may wish to display the success criteria for the diary entry task (page 28).

ACTIVITY TWO:

Natasha's prison?

1. Explain to the class that they are about to listen to Clip 6 of 'The Outsiders.' In this clip Natasha and Minahil describe the accommodation centre in Athlone where they live in more detail.
2. Invite students to take notes as they listen.
3. Play 'The Outsiders,' Clip 6: 21.12-23.52.
4. Remind students that Minahil said their accommodation was cramped, while Natasha compared it to a prison.
5. Divide the class into pairs.
6. Distribute one copy of Student Worksheet: Venn Diagram (page 35) to each pair.
7. Invite students to imagine that they are Natasha. Explain that they should: summarize Natasha's life in the circle on the left-hand-side of the Venn Diagram; write detail about prison life in the circle on the right; and, place the things that accommodation centres and prisons have in common in the middle of the Venn Diagram, where the two circles overlap.
8. Take feedback from a selection of students.

ACTIVITY THREE:

Natasha's party

1. Play 'The Outsiders,' Clip 6: 21.12-23.52 again.
2. Explain to the class that they are going to imagine the conversation between Natasha and her friends, the day she invites them to her birthday party.
3. Distribute Student Worksheet: Natasha's Party (page 36) to each student.
4. Invite students to draft what they think Natasha and her friends would say using the speech bubbles on their worksheet.

TEACHER TIP: Think about using Student Worksheet: Gathering Thoughts (page 8) as a way of helping students to reflect on their learning in Lesson Four.

Homework Task

Invite students to write the script of a play based on the conversation between Natasha and her friends when she invites them to her family's caravan in the accommodation centre for her birthday party.

The steps for reviewing this homework task are given at the start of Lesson Five.

STUDENT QUOTES



Natasha and Minahil are still able to see the bright side of things in life, even though they lived a limited childhood, with not much to do, and being forced to grow up at a young age."



I realize now how badly your mental health could suffer by staying in direct provision."



LESSON FOUR: ACTIVITY ONE

Name of the person whose work I'm commenting on _____

My name _____

3 stars - for things you did well:







REMEMBER
Explain what each
star is for.

1 wish - to help make your work even better in the future:





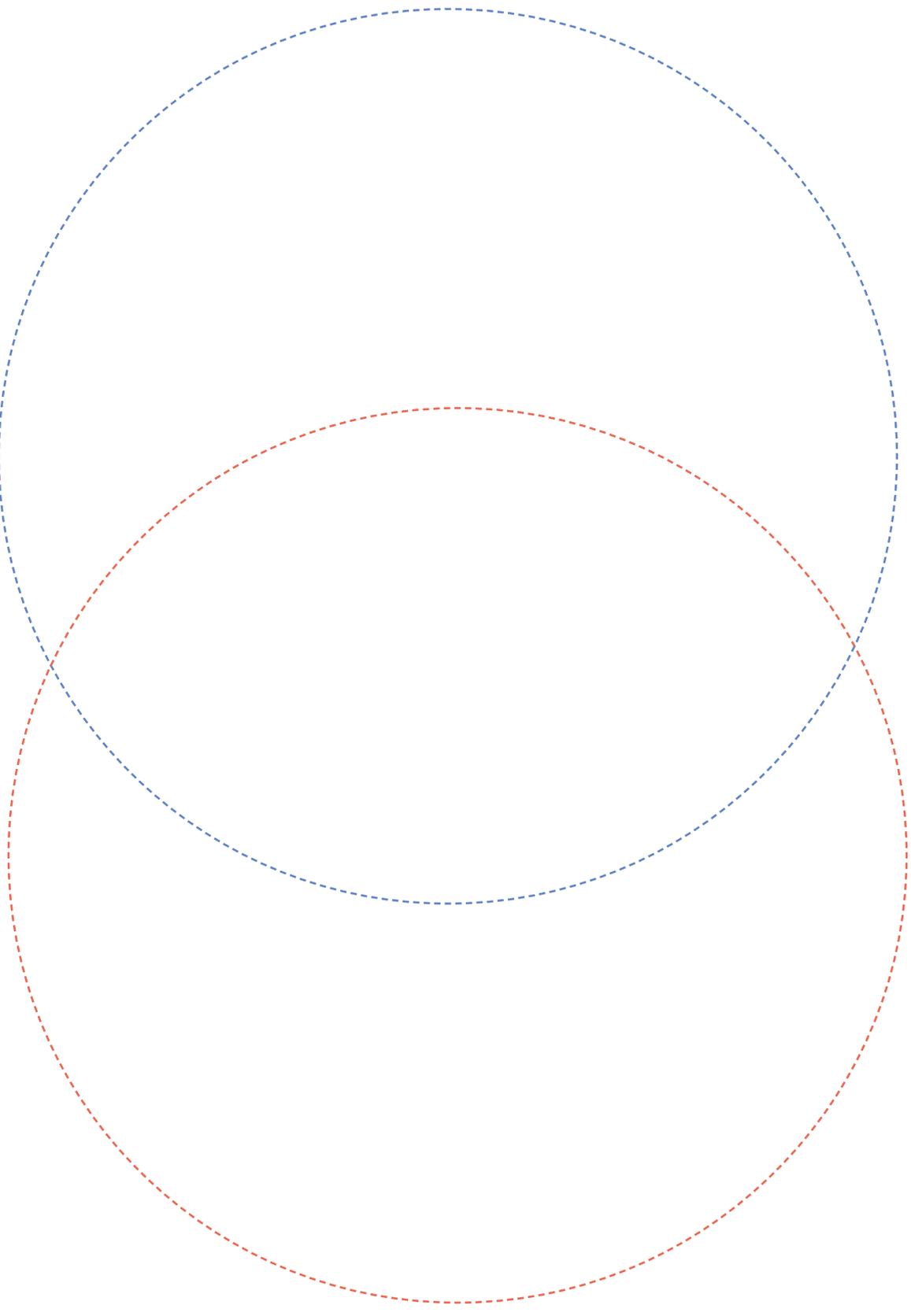
Natasha's life in the
accommodation centre

Prison Life

LESSON FOUR: ACTIVITY TWO

Imagine you are Natasha.
You feel very dissatisfied with
the living conditions in the
accommodation centre in
Athlone so you compare it to
a prison.

Work together and use your
notes from Clip 6 to help
complete the Venn Diagram.
Summarise Natasha's life in
the accommodation centre
in the circle on the left-
hand side. Write what you
know about prison life in
the circle on the right-hand
side. Place the things that
accommodation centres and
prisons have in common in
the middle, where the two
circles overlap.

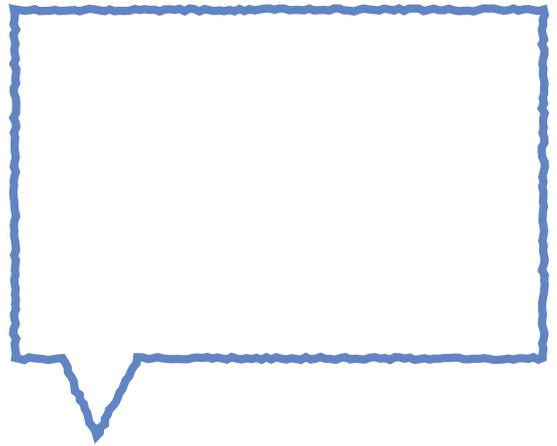
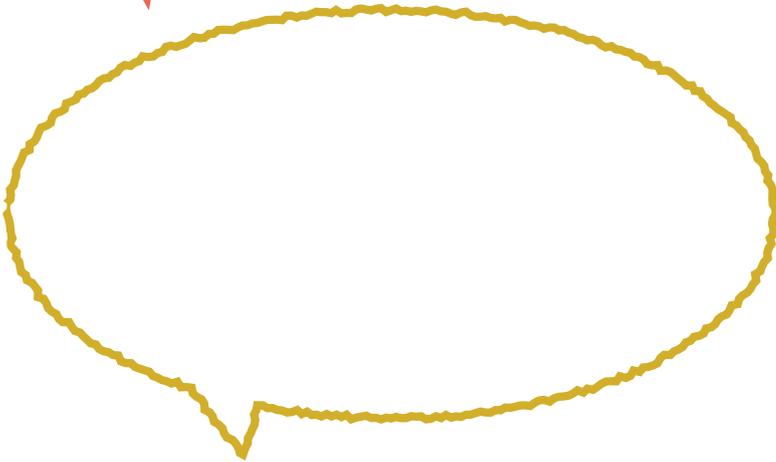
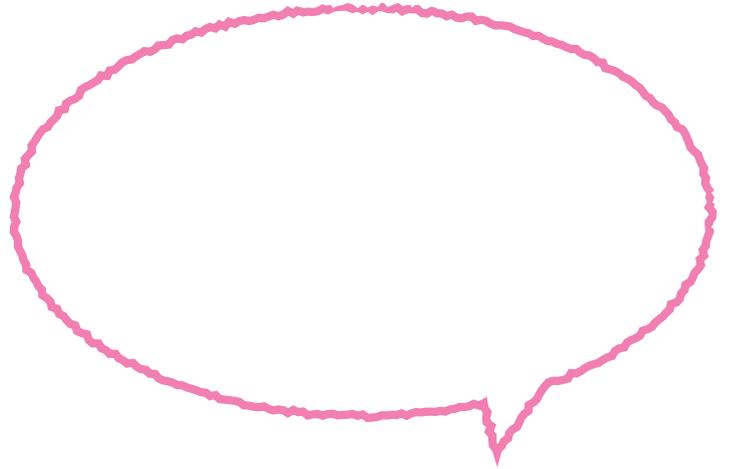
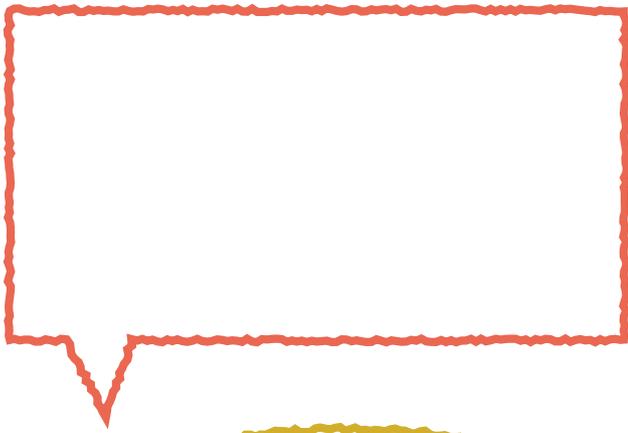




LESSON FOUR: ACTIVITY THREE

Imagine that you are Natasha and your birthday is approaching. You have decided to have a party in your caravan in the accommodation centre because your mum can't afford to take your friends to the cinema or anywhere that costs a lot of money. You are nervous because your friends don't know where you live and you are worried about how they will react.

Imagine the conversation that takes places when you explain your situation to your friends. Use the speech bubbles to write what Natasha might say and how her friends might respond.



LESSON FIVE

DEBATE
REFLECT UPDATE



LESSON FIVE

LAST IMPRESSIONS

Approximate time

2 class periods

Learning intentions

In this lesson students will learn to:

- Reflect on learning by comparing their first and last impressions
- Express and justify their opinions by speaking aloud
- Consider the benefits and challenges of gaining refugee status and moving out of an accommodation centre

Materials

Activity Two: Last impressions

- Student Worksheet: Last Impressions (page 41)
- 'The Outsiders' Clip 7: 32.36-the end (8mins 30secs), available:
<http://www.rte.ie/radio1/doconone/2014/1212/666539-the-outsiders-our-teenage-life-behind-barriers/>
- Student Worksheet: First Impressions – completed in Lesson One, Activity One

Activity Three: Walking Debate

- Teacher Resource Sheet: Walking Debate Statements (page 42)

Useful links

- JCT, 'Walking Debate: Oral language strategy sheet':
www.jct.ie/perch/resources/english_pdf/walking-debate-strategy-sheet-2.pdf
(relevant for Activity 3)
- United Nations Office of the High Commissioner for Refugees (UNHCR) in Ireland, 'The asylum process in Ireland': <http://www.unhcr.ie/our-work-in-ireland/the-asylum-process-in-ireland> (relevant for Activity 4)

Introduction

As adults we join book clubs, have a coffee with friends after a good film, concert or play to talk about our opinions. These conversations can be challenging, but they're often very rewarding and can help us to consider things in a new light. To truly engage in a stimulus experience, students also need to be given the opportunity to discuss their opinions, reflect and consider whether they have changed their point of view. In this lesson, students listen to the end of the radio documentary and then discuss their overall thoughts. They also consider the pros and cons of gaining refugee status and moving out of an accommodation centre.

STEP-BY-STEP INSTRUCTIONS:

ACTIVITY ONE:

Review of Lesson Four

1. Facilitate a short whole class discussion about what was learned in Lesson Four.

TEACHER TIP: If you asked students to complete Student Worksheet: Gathering Thoughts (page 8) at the end of Lesson Four, you might now find it useful to invite the class to further expand on their responses to the questions/statements on the worksheet.

2. Ask for 2-3 volunteers to read aloud the script of their play about Natasha's party.

ACTIVITY TWO:

Last impressions

1. Divide the class into pairs.
2. Distribute one copy of Student Worksheet: Last Impressions (page 41) to each pair.
3. Invite students to read through the questions on the worksheet before listening to 'The Outsiders' Clip 7.
4. Play 'The Outsiders' Clip 7: 32.36 to the end.
5. Allow sufficient time for students to complete their worksheet.
NOTE: Depending on your class you may need to play Clip 7 a second or third time.
6. Invite students to stay in their pairs and compare the answers on their Last Impressions worksheet with the answers on Student Worksheet: First Impressions (from Lesson One, Activity One).
7. Take feedback from a selection of students, focusing on any changes in opinion and their learning as a result of participation in the Unit activities.

ACTIVITY THREE:

Walking Debate

1. Display 'Agree', 'Disagree', and 'Unsure' posters in different places around the room.
2. Explain to students that they should move towards the relevant poster in response to each statement you read aloud. Encourage students to listen closely to their classmates, and to move at any time if they hear something that changes their opinion.
3. Read four or more of the statements in Teacher Resource Sheet: Walking Debate Statements (page 42).
4. Ask students to justify where they are standing, and allow sufficient time for discussion and movement after each statement.

TEACHER TIP: This activity can also be done as a seated debate. Students can use different coloured post-its or 'show-me-boards' to indicate whether they agree, disagree or are unsure.

ACTIVITY FOUR: Natasha's freedom

1. Explain that Natasha's mother, Patricia, received a letter on 24 December 2014 announcing that the family's application for refugee status was approved. In April 2015, after four years in their caravan in the accommodation centre, Natasha, her mother and brother moved to a house in Athlone. Life after direct provision was better, but not as straightforward as they had hoped. Finding somewhere to live was very difficult, and Patricia found getting a job very challenging because she had been out of the workforce while living in direct provision. Natasha doesn't get to see Minahil often, because she ended up living on the other side of Athlone.
2. Divide the class into pairs.
3. Explain that each pair must devise a role play of a conversation between Natasha and Minahil 6 months after Natasha moved out of the accommodation centre. Those playing Natasha should address how she felt when she got the news that her family had been granted their 'papers', and the things that were difficult about the move from the accommodation centre. Those playing Minahil should address how Minahil felt when she heard Natasha had received her 'papers,' and how she feels now, six months after Natasha left.
4. Invite a selection of students to perform their role play for the rest of the class.

TEACHER TIP: Think about using Student Worksheet: Gathering Thoughts (page 8) as a way of helping students to reflect on their learning in Lesson Five.

STUDENT QUOTES



The people in direct provision are ordinary people, but they're in a terrible situation. The government and society treat people in direct provision not like actual humans but as people that are stealing our jobs and taking our money."



Applicants have little or no knowledge of how their application is progressing or how soon they will be deported or granted refugee status."



The people who live in direct provision are just looking for a new start."



LESSON FIVE: ACTIVITY TWO

Answer the questions below after listening to Clip 7.

1. Having listened to the documentary, describe what it is about in two sentences.

2. The title of the radio documentary is 'The Outsiders: Our teenage life behind barriers'. What do you think of the title of the documentary? Do you like it or not? Explain your answer.

3. Why do you think the documentary producers chose this title?

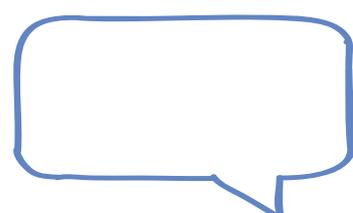
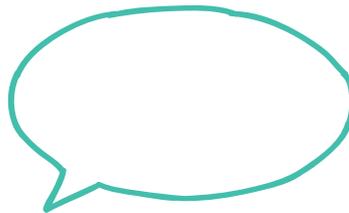
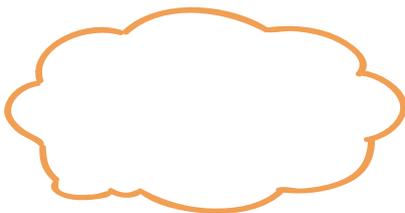
4. Come up with three other possible titles for this documentary, based on the content and your own ideas.

(i) _____

(ii) _____

(iii) _____

5. Based on what you heard in the documentary, choose three adjectives to describe Natasha and Minahil.



6. What did you find most surprising about the documentary?



LESSON FIVE: ACTIVITY THREE

1. People should be allowed to move freely around the world.
2. Ireland is too small to accept asylum seekers.
3. Asylum seekers should be allowed to work while their application for refugee status is processed.
4. There needs to be a limit to the number of asylum seekers that each country takes.
5. Asylum seekers who are under the age of 18 should be put into foster care.
6. Asylum seekers should get the same amount of money as people receiving social security (on the dole).
7. Direct provision is a good way to make sure the basic needs of refugees arriving in Ireland are met.
8. There should be a time limit on how long people live in accommodation centres.
9. Asylum seekers should be allowed to live out in the community while their application for refugee status is processed.
10. Asylum seekers should be allowed to access free third level education (university), just like Irish citizens.



LESSON SIX



RESEARCH
Evidence
Persuade



LESSON SIX

PROJECT PREP

Approximate time

2 class periods

Learning intentions

In this lesson students will learn to:

- Discuss arguments for and against a motion
- Consider data about the global challenge of forced displacement
- Review a speech, paying particular attention to the use of evidence to support arguments, and the effectiveness of analogies and persuasive language

Materials

Activity Three: Forced displacement

- Teacher Resource Sheet: Forced Displacement (page 47)

Useful links

- UNHCR (2014) World at War: Global trends – forced displacement in 2014
http://unhcr.org/556725e69.html#_ga=1.225701913.2095888809.1417795315
(relevant for Activity 3)
- Migrant shipwreck: one child’s journey from Somalia to the shores of Italy:
<http://www.theguardian.com/world/2015/apr/21/migrant-shipwreck-child-somalia-italy-mediterranean> (relevant for Activity 3)

Introduction

Few public speakers can make a powerful speech without doing lots of preparation. A persuasive argument needs to be carefully thought out, planned and substantiated with facts, figures, quotes and other relevant evidence. In this lesson, students are encouraged to discuss the pros and cons of direct provision, to consider the wider context of forced displacement, and to extend their vocabulary related to this topic. Students also consider what makes for an effective speech, before beginning the process of devising and delivering their own.

STEP-BY-STEP INSTRUCTIONS:

ACTIVITY ONE:

Pros and cons

1. Divide the class into small groups.
2. Invite each group to brainstorm a list of reasons to continue the direct provision system, and a list of reasons to abolish the system.
3. Facilitate feedback from each group, noting their arguments on the board.
4. Encourage students to take notes based on what they hear.

ACTIVITY TWO:

Arguments and analogies

1. Divide the class into pairs.
2. Display the following quote from Natasha on the board:

“ We’re all people and it’s our world so we should be allowed to travel freely and go and live in a different country freely even when we’re having trouble back home. ”

3. Invite each pair to come up with at least two arguments for OR two arguments against this statement.
4. Encourage students to back up their arguments with evidence.
5. Facilitate feedback from a selection of students.
6. Display the following quote from Natasha’s mother on the board:

“ This world is now divided up so much. People... just like you, have your own toys. You say they are your toys and someone else has to ask if they can play with your toys. And whether you say yes or no determines whether that person will play with your toys. If you say no, then that person can’t play with your toys. It’s the same as the world – it’s been divided up into pieces for people and people decide whether you should go there and stay or not. That’s the same thing. It’s like a lucky dip. One day your name is picked out and you’re lucky. ”

7. Explain that Natasha’s mother, in talking about the toys Natasha owns, has used an analogy to describe how the world is divided up into countries.
NOTE: Depending on your class you may need to explain that an analogy is a comparison between one thing and another, as a way of explaining something.
8. Ask students to suggest other analogies that could explain the same point.

ACTIVITY THREE: Forced displacement

1. Invite students to brainstorm reasons why people around the world might be forced to leave their homes.
NOTE: Depending on your class you may wish to share one or more of the following: armed conflict, generalized violence, human rights violations, extreme weather events, insecure livelihoods etc.
2. Tell the class they are going to engage with information about the global movement of people.
3. Display Teacher Resource Sheet: Forced Displacement (page 47) on the board.
NOTE: Depending on your class you may wish to read through the information on the resource sheet.
4. Divide the class into small groups.
5. Explain that each group is going to create a wordsearch, basing their clues on the information displayed on the board.
6. Distribute one copy of Student Worksheet: Wordsearch (page 48) to each group.
7. Once all wordsearches have been created, invite groups to swap and complete, then swap back again for checking.

TEACHER TIP: Think about using Student Worksheet: Gathering Thoughts (page 8) as a way of helping students to reflect on their learning in Lesson Six.

Homework Task

Invite students to review one of the following speeches, paying particular attention to the use of evidence to back up arguments, noting the effectiveness of any analogies used, and recording examples of persuasive language:

- Daniel O’Connell (1836), ‘Justice for Ireland’: www.historyplace.com/speeches/oconnell.htm
- Frederick Douglass (1852), ‘The hypocrisy of American slavery’: www.historyplace.com/speeches/douglass.htm
- Susan B. Anthony (1873), ‘Women’s rights to the suffrage’: www.historyplace.com/speeches/anthony.htm
- John F. Kennedy (1981), ‘Inaugural address’: www.presidency.ucsb.edu/ws/?pid=8032
- Aung San Suu Kyi (1990), ‘Freedom from fear’: www.thirdworldtraveler.com/Burma/FreedomFromFearSpeech.html
- Barak Obama (2004), ‘The audacity of hope’: www.americanrhetoric.com/speeches/convention2004/barackobama2004dnc.htm
- Chimamanda Ngozi Adichie (2013), ‘We should all be feminists’: <https://vimeo.com/92933283>



LESSON SIX: ACTIVITY TWO

IN 2014, **59.9 MILLION** PEOPLE WERE **FORCIBLY DISPLACED** GLOBALLY. IF THESE 59.9 MILLION PEOPLE WERE A COUNTRY, THEY WOULD BE THE 24th LARGEST COUNTRY IN THE WORLD.

OF THE 59.9 MILLION DISPLACED PEOPLE, 19.5 MILLION WERE REFUGEES, 38.2 MILLION WERE INTERNALLY DISPLACED PEOPLE (PEOPLE WHO HAVE FLED THEIR HOME BUT NOT LEFT THEIR COUNTRY), AND 1.8 MILLION WERE ASYLUM SEEKERS.

IN 2015, 3,771 PEOPLE DIED ATTEMPTING TO CROSS INTO EUROPE VIA THE MEDITERRANEAN.

8,592 PEOPLE CROSSING THE MEDITERRANEAN INTO EUROPE WERE RESCUED BY IRISH NAVAL VESSELS IN 2015.

1 out of every 6 Irish-born people currently live in another country.

Refugees have to move if they are to save their lives or preserve their freedom. They have no protection from their own state - it is often their own government that is threatening to persecute them.

IN 2014, 53% OF THE 19.5 MILLION REFUGEES CAME FROM **SYRIA, AFGHANISTAN AND SOMALIA.**

GLOBALLY ABOUT **1 MILLION PEOPLE** SEEK ASYLUM ON AN INDIVIDUAL BASIS EVERY YEAR.

IN 2016, IRELAND COMMITTED TO ACCEPTING JUST OVER 4,000 ASYLUM SEEKERS.

51%

OF THE 19.5 MILLION REFUGEES IN 2014 WERE **CHILDREN**. THIS IS THE HIGHEST PROPORTION IN OVER A DECADE.

IN 2014, TURKEY HOSTED 11% OF THE WORLD'S REFUGEES, MORE THAN ANY OTHER COUNTRY.

Source: United Nations Office of the High Commissioner for Refugees: <http://www.unhcr.org>
International Organization for Migration: www.iom.int



LESSON SIX: ACTIVITY THREE

Create a wordsearch based on the information displayed on the board.

Write the clues in the table at the bottom of this sheet, and hide the answers in the wordsearch grid. The answers to your clues can be written forwards or backwards, and can be horizontal or vertical.

To help you, the first clue and answer (DISPLACED) has already been done.

REMEMBER

Once you have placed all your answers in the wordsearch grid, hide them by filling the empty squares with random letters.

D	I	S	P	L	A	C	E	D						

1. People who have fled their homes but remain in their country are Internally D_____ People.	5.
2.	6.
3.	7.
4.	8.



PROJECT BRIEF:

DIRECT PROVISION - PERSUASIVE SPEECH

Introduction

Drawing on their learning from this Unit, students imagine that they have been invited to address the Minister for Justice and Equality on the topic of the direct provision system in Ireland. They must prepare and present a persuasive speech, either for the continuation or the abolition of the direct provision system.

Organisation

The final speech will be an individual task. However, the project offers students opportunities to collaborate in gathering and developing materials. Additionally, it is expected that students will practise the presentation of their speech with one or two other students. While practising students can provide feedback to each other using the Peer Assessment Sheet (page 52). Based on this feedback, students will redraft their work. They can then make their improved speech to a small group, the teacher, or the entire class.

Making a Speech - Tips and Hints (page 51) is available to help students prepare their speeches.

Outline of the task (to be shared with students)

Imagine you have been asked to address the Minister for Justice and Equality on the topic of the direct provision system in Ireland.

Prepare and make a speech to persuade the Minister to either continue or abolish the direct provision system, explaining the reasons for your stance. Your speech should begin with the one of the following sentences:

“I think that the current system of direct provision should be continued...”

or

“I think that the current system of direct provision should be abolished...”

Success Criteria

You must:

- Use the Speech Planner provided (page 50)
- Speak for between two and three minutes
- Have an introductory sentence at the beginning
- Make at least three main points
- Back up each of your points with evidence (facts or statistics) or an example
- Have a concluding sentence at the end

You should

- Carry out research in advance
- Think about your audience and use language/examples they will understand
- Use persuasive/argumentative language

You could

- Use rhetorical questions
- Use quotes from well-known people
- Use humour, if appropriate



SPEECH PLANNER

Plan your persuasive speech by writing **key words** or **short phrases** in the relevant sections below (no sentences yet).

When this is complete you can use it to write the first draft of your speech.

You can later edit and redraft your final piece.

INTRODUCTION (MENTION SPEECH TITLE)

Argument 1	Argument 2	Argument 2
<u>Starter sentence</u>	<u>Starter sentence</u>	<u>Starter sentence</u>
<u>Possible key words</u>	<u>Possible key words</u>	<u>Possible key words</u>
<u>Evidence/example</u>	<u>Evidence/example</u>	<u>Evidence/example</u>

CONCLUSION (REFER BACK TO SPEECH TITLE)



MAKING A SPEECH - TIPS AND HINTS

Preparation

Some useful words/ phrases to help you construct your speech:

To introduce	To begin	I would like to explain	I wish to draw your attention to	We must remember that
In my opinion	I think	I feel	I believe	I will argue that
According to	Experts say that	We cannot deny	In addition	Furthermore
To conclude	In summary	Finally	To sum up	Thank you for taking the time to listen

Delivery

- ★ Be confident - in your Stride, Stand, Smile and Speak.
- ★ Make sure people can hear you, but don't deafen them.
- ★ Sometimes people talk really fast when they are nervous. Try to keep a steady pace throughout.
- ★ Vary your pitch to keep your voice interesting to listen to.
- ★ Make sure all your words are clear (and that you know what they all mean in case you're asked to explain something).
- ★ Don't be afraid of silence. Pausing gives you time to catch your breath, and also gives your audience time to take in what you have been saying.
- ★ Introduce yourself and explain what you are going to talk about.
- ★ Tell a Story. Why not share something that shows why the topic of your speech matters to you?
- ★ Use props. Think about what it is that you want to say about direct provision, and find an object that helps you make your points.
- ★ Use some of the information and facts you know about direct provision.
- ★ Give your audience a challenge. At the end of your speech, after you've got them interested, encourage them to find out more, or give them a couple of suggestions for how they can learn more or get involved.
- ★ If you are asked questions, listen carefully and give yourself time to answer. If you don't understand the question ask the person to repeat or rephrase it.
- ★ At the end, thank your audience for their time and interest.



PEER ASSESSMENT SHEET

Here is some vocabulary which might help you to write a good peer assessment:

Excellent	Persuasive	Well planned	Noteworthy	Surprising
Clear	Interesting	Well researched	Attention-grabbing	Engaging
Well-Prepared	Inspired	Compelling	Articulate	Authentic
Creative	Impressive	Entertaining	Eloquent	Educational

After you have listened to your classmate's speech complete the Peer Assessment table below:

Persuasive Speech Peer Assessment	
My name	
Name of the speaker	
Today's date	
The things I found most interesting about the speech	
Positive aspects For example: presentation, confidence, use of appropriate language (key terms), tone, whether they were easy to understand etc.	
My suggestions for improvement	

NOTES

NOTES

STUDENT QUOTES



This project has shown me the uniqueness of people living in direct provision today, giving them each an important quality of individuality."



Direct provision is a system that benefits neither the refugees the country, but nothing is done because it's negative effects are not obvious."



I think [direct provision] should be discussed a lot more. It saddens me a lot to think about what their lives are currently like and I now want to help as much as I can."



I learned how badly people in direct provision are searching for a normal life."



The human cost of this system aside, lots and lots of resources are wasted on it each year."



Something needs to be done to include and welcome refugees, or at least improve the living conditions in direct provision."



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