

Title: Refugees

Titles	Article 1: Flee - What option?	Article 2: Religious Leaders as Refugees	Who in Wales helps the refugees?
<p>Logic</p>	<p>DISCLAIMER: The Teachers' Notes have been updated so that the resource can be used through Curriculum for Wales. However, the content of the articles has been archived and the information has not been updated. The articles are kept on the website as the content is still relevant to Curriculum for Wales: Religion, Values and Ethics.</p> <p>The four purposes of 'Curriculum for Wales - A curriculum for life' By learning about Refugees in their Religion, Values and Ethics education lessons, there will be opportunities for learners to develop [as/into]:</p> <ul style="list-style-type: none"> • Ambitious, capable learners who can explain the ideas and concepts they are learning about; • Healthy, confident individuals who have secure values and are establishing their spiritual and ethical beliefs; • Enterprising, creative contributors who give of their energy and skills so that other people will benefit; • Ethical, informed citizens who engage with contemporary issues based upon their knowledge and values. <p>RVE in The Curriculum for Wales By reading and using the articles in their Religion, Values and Ethics lessons, learners will have opportunities to:</p> <ul style="list-style-type: none"> • Engage with and explore ultimate and philosophical questions • Undertake enquiries and engage with sources of wisdom and philosophies • Develop and express their own informed viewpoints • Use their knowledge and understanding of religious and non-religious worldviews to think critically about their own values • Explore the ways in which religion and non-religious philosophical convictions have influenced human experience throughout history • Evaluate and use evidence from a range of religious and non-religious sources to engage with ethical and moral issues • Explore the beliefs and practices of the people in their community, Wales and the wider world and respond sensitively to them • Develop secure values and establish their own ethical beliefs and spirituality • Discuss and reflect on their own perspectives and those of others <p>The RVE lens By reading and using the articles in their Religion, Values and Ethics lessons, learners will have opportunities to explore a range of RVE concepts through the sub lenses below:</p> <ul style="list-style-type: none"> • Search for meaning and purpose; • The natural world and living things; 		

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	<ul style="list-style-type: none"> • Identity and belonging; • Authority and influence; • Relationships and responsibility; • Values and ethics; • The journey of life; <p>*Please note that RVE is locally determined through an agreed syllabus. Each local authority has its own agreed syllabus for RVE that schools must have regard to. All agreed syllabi have had regard to the Curriculum for Wales framework and RVE guidance referenced above and below.</p> <p>Useful Links:</p> <p>The RVE Guidance - https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/#religion,-values-and-ethics-guidance Hwb Humanities Guidance - https://hwb.gov.wales/curriculum-for-wales/humanities Statements of What Matters - https://hwb.gov.wales/curriculum-for-wales/humanities/statements-of-what-matters/ Cross-cutting Themes - https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/#cross-cutting-themes</p>		
Key Vocabulary	Universal Declaration of Human Rights, Refugee, Quakers, William Penn, Pennsylvania, Anglican Church, IS - Islamic State, Yazids, Jihadists, Kurds	Refugees, Suffering, Sympathy, Cruelty, Prophet, Hijrah, Spiritual leader, Oppression, Rights, Ambassador, Compassion, Peaceful, Non-violence.	Refugee/refugees, Flee, Familiar, Traumatic, Volunteering, Privileged, The Welsh Assembly, Sanctuary, Refuge, Necessary, Devolved, Opposing, Chapel house, Orthodox Church, Indiscriminately,

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			Faith community.
Search words	Hate, Freedom attacks, Flee, Church rights, Political, Economic, Christians, Iraq, Syria, United Nations, Prophet, Refugee/refugees, Hijrah, Dalai Lama, Muhammad, Compassion, Jesus Christ, Camp, Sanctuary, Refuge, Security, Orthodox Church, Welcome, Help, The Welsh Assembly, Danger.		
Extended Tasks	Examples of extended writing tasks that require pupils to use the 3 articles, referring to religious beliefs / teachings and practices when responding to fundamental / religious questions.		

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	<ul style="list-style-type: none"> • "The Declaration on Human Rights is more valuable to the refugee than religion." Discuss. • How and why do faith communities help refugees? (e.g. essay, dialogue, statement on religious community website) • "As much as you did it to one of the least of these my brothers, you did it to me." What is the significance of this parable to the Christians who support the refugees coming to Wales. (eg writing a monologue from the perspective of a Christian / member of Cytûn) • 'A family of refugees has arrived in your village, write letters to local organisations (eg parish council, local places of worship, clubs and societies) explaining why you want the community to welcome them. (eg persuasive writing / audience consideration) • The Welsh Refugee Council is a charity that supports refugees moving to Wales. One of the questions on the volunteer application form is, 'Why do you want to volunteer with the Welsh Refugee Council? What would your answer be / Christian / Muslim / Buddhist / atheist? (e.g. completing form on the WRC website, oracy task in preparation for an 'interview') • "It's impossible to help the thousands who flee!" What are the religious and non-religious responses to the refugee 'problem'? • Should it be 'me' or 'we' helping the refugees? (e.g. class discussion, persuasive speech, letter for the community newspaper) • Religion is a burden and a blessing to refugees. With reference to the experiences of 3 or 4 refugees, explain what the statement means. • Does accepting 'rights' impose 'responsibilities' on us? (e.g. discussion - if we want the right to escape, we must take responsibility for others) • The refugees coming to Wales do not need religious responses. Discuss. (e.g. practical and spiritual needs) 		
Classroom Tasks	<ol style="list-style-type: none"> 1. Pupils can be asked to write a creative piece based on the challenge in the first paragraph. 2. Pupils could be asked to research the conflict between Quakers and the Church. Then introduce a dialogue between a Church official and a Quaker 3. There can be a class discussion on the topic - 'Can any value be placed on the UN Declaration on Human Rights in the world today?' 4. The children can be asked to research the story of one Quaker who fled to Pennsylvania e.g. Rowland Ellis, 	<ol style="list-style-type: none"> 1. Search the Internet for the history of Aylan Kurdi. How did history awaken many to the fate of Middle Eastern refugees? 2. Read more about the birth of Jesus Christ at the beginning of the Gospel of Matthew and Luke. List the similarities and differences from today's refugee situation. You can make two columns - similar and dissimilar. 3. One of Jesus' most famous parables is the Parable of Judgment of the Nations - the 	<ol style="list-style-type: none"> 1. Write a list. You must leave your home within 24 hours. It is not possible to carry more than one bag - what would you put in the bag? Make a list. Discuss the lists further in groups and argue for / against including the different items chosen. 2. Research the experiences of one or more refugees, for example Sidra who shares her experience of living in a refugee camp: https://www.youtube.com/watch?v=mUosdCQsMkM or Yusra Mardini who became an Olympic swimmer:

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	<p>Dolgellau. Is there a connection between Pennsylvania and Wales today?</p> <ol style="list-style-type: none"> 5. Groups can be asked to choose one of the examples in the article or another example of their choice and be asked to make a news, television or radio item presenting the religious reasons for fleeing 6. For homework, they may be asked to further research one of the examples in the article. 7. It may be possible to invite someone who has fled for religious reasons to discuss the matter further with the pupils and give them an opportunity to ask questions of them. 	<p>Gospel of Matthew 25: 31-40. What is Jesus trying to say in this parable and what is the message to us regarding the situation of our world refugees? Pay special attention to the words - 'Indeed, I say to you, as much as you did to one of the least of these my brothers, you did it to me'.</p> <ol style="list-style-type: none"> 4. The early works of Prophet Muhammad were not well received by the people of Makkah. Look for further information about this period in his life, e.g. there is a famous story about him hiding in a cave when the spiders made a web over the entrance to deceive his pursuers. (See Channel 4's Animated World Faiths DVD by Muhammad) 5. The Dalai Lama is famous for his catchy sayings. Look for some of them and place them under headings according to their theme: happiness, faith, striving, goodness, compassion / sympathy. Visit the website: https://www.brainyquote.com/quotes/author/d/dalai_lama.html 6. Using the official Dalai Lama's website research one aspect of his work; e.g. The Dalai Lama's response to his and other Tibetan refugees' lives. 	<p>http://www.bbc.co.uk/sport/olympics/36604675</p> <ol style="list-style-type: none"> 3. Homework: ask 10 people about their attitude towards refugees - welcoming or adversarial. Record the results or produce a Refugee for Wales leaflet + a – <i>accepting Refugees to Wales</i> 4. Make a welcome card to put through the door of a family of refugees moving to the area. 5. Create a short film introducing the area to refugees 6. Create a list of key Welsh phrases that refugees should be familiar with. 7. Write a paragraph describing the feelings of a refugee leaving their home and / or arriving in a new home in a new country. 8. Craft - make a flower out of paper. The word Diolch / <i>Thank You</i> should be displayed on the flower. 9. Plan an ideal refugee camp on paper. 10. Write a paragraph summarising the history of Yusra Mardini 11. Write a paragraph explaining that if they

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		<p>http://www.dalailama.com</p> <p>7. Write a letter to your Assembly Member or Member of Parliament expressing your views on how to respond to today's refugee crisis. Remember to refer to Jesus Christ, Muhammad and the Dalai Lama when formulating your arguments.</p> <p>8. Make a poster in response to a refugee crisis. Relevant quotations from the reading will be required.</p>	<p>had to flee from Wales, why would they want to come back here after the danger had receded.</p>
<p>Further resources</p>	<p><u>Links/Books</u></p> <p>Y Stafell Ddirgel – Manon Eames (Welsh)</p> <p>Y Rhandir Mwyn – Manon Eames (Welsh)</p> <p>http://www.bbc.co.uk/cymru/canolbarth/hanes/pages/crynwyr.shtml (Welsh)</p> <p>http://www.bbc.co.uk/cymru/hanes/safle/themau/mudo/crynwyr_america.shtml (Welsh)</p> <p>https://www.theguardian.com/world/2014/aug/07/who-yazidi-isis-iraq-religion-ethnicity-mountains</p>	<p>The Dalai Lama's website</p>	<p>Save the Children - two videos</p> <p>https://www.youtube.com/watch?v=RBQ-1oHfimQ</p> <p>https://www.youtube.com/watch?v=nKDgFCojiT8</p> <p>Clouds Over Sidra:</p> <p>https://www.youtube.com/watch?v=mUosdCQsMkM – Olympic swimmer Yusra Mardini: http://www.bbc.co.uk/sport/olympics/36604675</p> <p>Christian Aid - Fleeing to Egypt:</p> <p>http://www.christianaid.org.uk/cymru/news/e</p>

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			scape-completed.aspx?Page=2 Welsh Refugee Council: http://wrc.wales/
	<p>Oxfam offers free training in Bangor to help schools introduce the theme to pupils. http://www.oxfam.org.uk/education/teacher-support/inset-workshops-for-schools/wales/free-cpd-in-wales</p> <p>Here are the education officer's contact details</p> <p>VICKY LEECH Cyngorydd Addysg ac Ieuenctid Education and Youth Advisor</p> <p>VLeech@oxfam.org.uk</p>		