

VIEWPOINTS THEME: MIGRANTS + REFUGEES

ABOUT THE ARTWORK

The UN Convention on the Rights of the Child recognises that children who are refugees or seeking asylum have the right to special protection, and the State has an obligation to cooperate with competent organisations providing such protection and assistance. All such children are entitled to enjoy all their Convention rights. In this image, 13 children of different races wear the same orange life jacket, sailing together without any adults on a turbulent sea.

ABOUT THE ARTIST

Chris Judge is an illustrator, artist and children's picture book author based in Dublin, Ireland. His work is a mixture of illustration, painting and design, and has appeared in books, advertising, newspapers, magazines, exhibitions and interiors. In 2011 Chris's first picture book, *The Lonely Beast* (Andersen Press), was published in Ireland, the UK, the US and across Europe and went on to win the Supersavers Irish Children's Book of the Year 2011. In 2014, he illustrated Roddy Doyle's new children's book *Brilliant* and collaborated on a book for older children with comedian David O'Doherty called *Danger is Everywhere!* His second book with David O'Doherty was published in August 2015 as well as third Beast book in September 2015. He is currently working on a third Danger book and a new series with his brother Andrew. Chris also creates large-scale artworks most notably the recent completion of two large mosaics in collaboration with Triskill Design for Stanhope Street School in Dublin and Scoil Bhride in Kildare.

ABOUT THE RIGHT

Children who are refugees, internally displaced or seeking asylum in another country are extremely vulnerable, whether they are with their parents or alone. States must respect their rights, including their right to information, their right to be heard and to a life free from violence. A child or young person is a *refugee* if they have had to leave their country to escape war, persecution or natural disaster. Children and young people who are refugees have the right to special protection and help under the UN Convention on the Rights of the Child as outlined in Article 22. Migrant children or children of migrants have different rights and entitlements that depend on their own citizenship, or parent's citizenship, or immigration status. The Immigration Status refers to the rules that apply to a person who is not a citizen of the country in which they are residing.

WORKSHEET

Exercise 1: Different Stories (20 mins)

The educator can facilitate a group discussion that allows students to learn from each other and to learn of the experiences of refugee and migrant children.

Guiding questions –

Looking at Chris Judge's artwork, discuss what is happening.

Where are the children going/coming from?

How is the boat moving?

What do the colours suggest?

What other features do you notice?

What causes people to leave their homes and what are their experiences like?

What should be done to help and protect refugee children?

And who's responsibility is it?

Can you explain the meaning of the terms asylum seekers, migrants and refugees?

What are the rights of migrant and refugee children?

How are they protected through the rights?

Exercise 2: Showing Solidarity (overnight or weekend)

This research activity invites students to find an uplifting story about how a community welcomed a young asylum seeker to their area? Can you find a news account of when people took drastic action to protect asylum seekers? Students should take notes on the story before sharing it with their peers.

Exercise 3: Places of Welcome (30 mins)

Let's think of welcoming gestures, parallels and differences in culture and how to make it work to live peacefully together. If you were introducing a family to your neighbourhood for the first time, what three things would you do to help them feel welcome?

Students should draw these three gestures using your A3 page and pencils.

You will need large sheets of paper (A3), a selection of coloured pens/markers and pencils.

CREATIVE PROJECT

Children seeking asylum are some of the world's most vulnerable citizens and it is crucial their rights are protected. This project will invite students to explore creative techniques and artmaking skills and to design imaginative artworks that convey messages of solidarity. Students will work to illustrate the welcoming and supportive environment that will ensure the rights of child refugees are secured.

Three Stages

You will need –

A4 paper or card

Pencil

Black marker

Colouring pencils

Mobile phone camera

Old magazines/newspapers

Large sheet of fabric/cardboard or roll of paper

Markers – permanent or fabric

Stage 1.

Everyone has the right to...

Discussion (20mins)

This group discussion invites students to consider the challenges of seeking asylum, how it may impact on rights. Students should listen to experiences and think about ways they can learn more about the experiences of asylum seekers.

Do we know anyone who has sought asylum in our country? What is their experience? Have you ever asked? Do you think they would be willing to share?

Who can we ask to understand the experiences of asylum seekers? What local support organisations do you know of?

How might an asylum seeker or refugees rights be jeopardised?

What main rights do we have that an asylum seeker may not get?

Research (overnight or weekend)

This exercise invites students to research the experience of asylum seekers in their town/country. Consider what basic rights might be threatened. Could your government or community do more? What actions if any has your community taken? What system does your country have? How does this compare to other countries? Students should share their findings with the group.

Photography + collage (1 hour)

This creative exercise invites students to document all their basic human rights. Using a mobile phone students (individually or in pairs) can take images that represent their understanding of their rights. Consider how these rights might be at risk for asylum seekers. Print out the photos or use a basic photo app to create a photo collage by bringing together all of your images.

Stage 2.

Walk a Mile in My Shoes

Discussion (20 mins)

This class discussion looks at the challenges facing humanity and the potential growth in the number of people seeking asylum due to climate related disasters. Students are invited to consider who will be most affected and what possible solutions could be put in place.

Some people are forced to leave their home environments because their natural environment is no longer habitable, should these people be classified as refugees?

What type of examples can the group think of?

What countries and people will be most at risk in the coming decades?

What can be done about it?

Research and Writing (overnight or weekend)

What would it mean to walk the journey of a young asylum seeker. Students should explore stories and instances of the challenges that asylum seekers face when fleeing war or natural disasters. Use an example that you find to create your own story.

Illustration (1 hour)

Using drawing, collage or photography students are invited to illustrate the journey. Consider the fear, uncertainty, stress and danger that could be encountered. How do you give visual form to these types of emotions. Experiment with colour, and add text.

Stage 3.

A Show of Solidarity

Discussion (20 mins)

This group discussion looks at ways that you can make your school/community centre a more welcoming place. Talk through any issues and challenges that seem current and consider messages and acts that might communicate with asylum seekers and the wider public your expression of solidarity.

How can we ensure that our school is a welcoming place?

How can we educate peers?

What should we consider?

What messages do we want to share?

Where can we get testimonies that ensure our message is valuable and understanding?

Research (overnight or weekend)

What banners/ signs and messages can you find that are particularly effective?

Students should research artists that have made works that show solidarity. Think about how your own artwork could take inspiration from what you find. Students should share their research with the wider group.

Collaborative artwork (90 mins)

Together students should work on creating a large banner that communicates their message. Use a large sheet of fabric, cardboard or roll of paper. Think about the colour of the banner. Use your research to guide the style and layout. Consider the text for colour, scale and style. What imagery do we want to add? Take elements from the artworks you have created (illustrations, photography etc.). Use markers, fabric or posca to clearly illustrate your text and imagery. This banner will be displayed in a prominent location for all to see. Think about where this location is. This is your symbol of empathy and solidarity with those seeking asylum.

DISCOVER MORE

You can further the discussion on the rights of refugees and migrants by visiting some of the following resources -

<https://www.unhcr.org/en-ie/teaching-about-refugees.html>

<https://www.amnesty.org.uk/education-resources-refugee-asylum-immigration>

<http://www.playagainstallodds.ca/>

<https://www.irishrefugeecouncil.ie/listing/category/outreach>

<http://www.glucksman.org/projects/creative-agency-1>

<http://www.chrisjudge.com/>