Lesson sequence for teaching about "Religion and Diversity"
Created by student teachers from Church University College of Teacher Education, Vienna, 2016

Refugees
Which ways lead from escape to integration?

About the sequence
The current situation of refugees is one that requires us to stick together in our country. People from different cultures and religions get face to face. Prejudice, fear and hate prevent us from living up to the Christian act of humanity. **Number of lessons: 4, age range: 13 – 16**

Aims and intended learning customs
This sequence is supposed to sensitise pupils to look into this topic. Additionally it should help pupils to discuss these problems based on facts and form an opinion.

Differentiation
This sequence is supposed to motivate pupils to reduce their own prejudice against refugees. They will get to know the reasons which force people to escape. They will realise that you have no influence on heritage and background. Pupils are supposed to become more open minded but also develop and accept empathy.

Key words
Escape, heritage of refugees, prejudices, human rights, asylum, welfare and social work, connecting each other – building bridges.

Prior learning
Pupils get new facts about refugees from media daily. Pupils have long formed their opinion which is heavily influenced by the negative terminology in media and general language usage (verbal excoriation of refugees) as well as the opinions of their environment.

Diversity
Recognise cultural differences: How do they influence our daily life?

Lesson 1:	Learning aims:	Suggested teaching activities:	Intended learning outcomes	Diversity:	Points to note:
Who/What are refugees?	Pupils recognise that you can't influence your heritage and the connected cultural background.	Start: Wall/Posters with important words: hate, war, violence vs. family, love, protection On which side of the wall do you want to be? How do you feel on either side? No one can choose where to be born. Examples: • Game: poverty/wealth • Identity cards (from the magazine "Me – You – US " page 10 and following) What does it mean to leave your home country, what do you leave behind? Abraham, example for all homeless, journey into the unknown	Pupils are supposed to empathise with other identities and realise how good they have it.	The constant stream of refugees turns our society into a multi-cultural one, which requires change from everyone.	**Information and material for lessons: (German)** https://www.kkstiftung.de/de/informieren/globales-lernen/unterrichtsmaterialien/arbeitspaket-fluechtlinge.htm **instruction offer:** http://www.iz.or.at/images/doku/broschuere_ich_du_wir_web.pdf **Informations about violence:** http://www.i-daf.org/fileadmin/Symposium_2013/Inhalte/Schule_und_Gewalt_Formen__Hintergruende__Abhilfe.pdf http://www.pausenhof.de/referat/sozialkunde/formen-und-ursachen-von-gewalt/10223 **Infos to poorness:** https://www.volkshilfe.at/images/content/files/armut/Factsheet-Armut-VolkshilfeApril2013.pdf **Infos to refugees:** http://www.unhcr.at/mandat/fluechtlinge.html http://www.lpb-bw.de/fluechtlingsproblematik.html http://www.unhcr.de/mandat/fluechtlinge.html

					http://www.planet-wissen.de/geschichte/menschenrechte/fluechtlinge/pwwbfluechtlinge100.html **Abraham:** https://www.bibelwissenschaft.de/wibilex/das-bibellexikon/lexikon/sachwort/anzeigen/details/abraham-2/ch/45e32f5286f2e55b826656e3a6572594/
Lesson 2: Why do people take refuge – what can they expect? • Prejudice? • New home? • Possible return? • Integration? • How do both sides achieve that?	Pupils receive background information (political situation, motivation: situation at home, who is leaving? Why do they take refuge? And why do they come to us?) Pupils are supposed to learn how to deal with people in this situation.	Teacher-report about refugees • Discussion in plenum • Cuttings – pupils create a collage to this topic in groups – and introduce their research in class. • Bible-stories about escape: Abraham, Isaak, Ruth, Jakob, David, Mose - visually recognisable connection to today's refugees. **(M1)** • Facts against prejudices • **(M4)**	Pupils are able to reflect prejudices. They have the possibility to form their own opinion. Pupils create awareness for language usage (negative terminology) Throughout history there were refugees, also in Christian history.	Different opinions, heritage	**Information to prepare for lessons: (German)** **Information about refugees:** http://www.asyl.at/schule/methode.htm **Facts against prejudices:** https://www.proasyl.de/thema/fakten-zahlen-argumente/fakten-gegen-vorurteile/ https://fluechtlingsdienst.diakondi.at/mythen http://www.unhcr.at/unhcr/in-oesterreich/fluechtlingsland-oesterreich/fakten-zu-asyl-in-oesterreich.html **bible-stories about escape:** http://religion.orf.at/stories/2730532/

	Pupils should learn how to lose their fear of other cultures.				
Lesson 3: Adapt or being adapted? How can we live together?	Pupils think about how both sides can deal with each other in a positive way. Pupils know our laws and they have heard about the 10 commandments. They are able to reflect which rules are required for living together in harmony.	• Relation to the 10 commandments • Human rights **(M2)** • Possibilities of integration • Rules for living together in harmony • International political possibilities • **(M3)** • PRO / CONTRA		Different cultures have the possibilities to find ways for living together peacefully	**Human rights:** http://www.un.org/depts/german/menschenrechte/aemr.pdf http://daten.schule.at/dl/AEMR.pdf

| Lesson 4:
How can we help? | Pupils speak with refugees and learn about their hopes and fears.

Pupils are able to find ways to live together in peace. | • Conversations with refugees

• Discussion in the group

Build bridges

Song: "Build a bridge from man to man"
Work / discuss cites from bible:
The final judgement:
… I was hungry and you gave me food, I was thirsty and you gave me drink, I was a stranger and you welcomed me,… (Mt 25,35)

Find / Compare different phrases from the bible:

You shall love your neighbour (Mt 5,43)

…as you did it to one of the least of these my brothers, you did it to me. (Mt 25,40)

Present **welfare and social work**

People working in this institution. | Recognise hope and reduce fear – on both sides.

Reference to our Christian roots. | Each conversation with refugees from different culture. | **Refugees – welfare and social work:**

https://fluechtlingsdienst.diakonie.at/fd/ueber-uns/diakonie-fluechtlingsdienst

https://diakonie.at/

The founder of the "Diakonie":

http://www.diakonie.de/johann-hinrich-wichern-9270.html

https://www.ekd.de/aktuell/57122.html

http://evang.at/biographie-des-gruenders-der-diakonie-waiern-praesentiert/

https://www.diakonie-delatour.at/sites/default/files/downloads/das_lebenswerk_von_graefin_de_la_tour.pdf |

- **M1:** Double-page: a path is drawn across both pages. Stations of escape and emotions in each situation have to be written down.
  On one side of the path the escape based on an important bible figure has to be written down.
  On the other side of the path all the problems, fears and emotions of a refugee today is to be illustrated.
  Similarities and differences have to be found (e.g. Abraham – prime father of Christians, Muslims and Jews)

- **M2:** Compare 10 commandments and human rights

- **M3:** Commandments vs. values of the country

- **M4**: Refugee streams of the recent history should be worked out (Transmigration to Romania in 17th century or from Salzburg to Germany, from Hungary to Austria after the war, Sudeten German, Balkan wars, etc.)