

TEACHING AND  
LEARNING UNIT

16 PEACE, JUSTICE  
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INSTITUTIONS



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## Migration & Asylum

This is a summary of the Migration and Asylum TLU, which is part of the Get up and Goals project, developed by the Liverpool World Centre





# How do we help all pupils understand and engage with what is meant by ‘being an asylum seeker’ or seeking asylum?

Let’s take action to share our ideas on what it means to be a displaced person, the fears of migrating people and how we can support those seeking sanctuary and welcome in Britain.

In these lessons, the focus is on the SDGs that relate to the process of seeking asylum. Teachers are given resources to develop learning around looking at the right to a nationality, the right to be protected under the Refugee Convention (1951), and the right to be treated with dignity, and to live in safety and security.

The aim is to help young people have a greater understanding of the complexity of the process of seeking asylum in Britain. We offer reliable and accurate facts relating to this sensitive topic that will help pupils understand how it’s a complex, global issue with many interrelated factors. Many of the SDGs relate to this unit and they make clear that by 2030 all people should be able to have a legal identity which starts with accurate birth registration

These lessons tackle the topic of asylum rather than just focusing on economic migration and pupils will be better able to understand how the UK has responded to those seeking asylum so they can understand the legal process. Lesson time is also given to examining what it means to be stateless and how do we create a resilient communities who can integrate asylum seekers in a positive way.



## What will pupils develop?

1. **An awareness** of different life experiences, and the choices, or lack of choice that some people have.
2. **A knowledge** of key terminology displaced persons, asylum, refugee and the origins of the Refugee Convention.
3. **An Increased knowledge** of migration due to persecution and war – the causes of it, the experience of it, the dangers of it; how the UK manages migration.
4. **An ability** to raise questions about asylum and refugees, and to arrive at informed viewpoints; examining and challenging assumptions.
5. **A greater Understanding of Statelessness**, the #IBelong campaign and Sustainable Development Goal 16.9: ‘By 2030, provide legal identity for all, including birth registration’.
6. **Understanding the importance** of schools as welcoming places and ideas on how to take action on creating a place of belonging, asylum and sanctuary in their school and community.

THINK • REFLECT • ACT



## What would we like pupils to do as a result of these lessons?

These lessons start from the pupils own point of view and gives them an opportunity to discuss issues around migration as a global phenomenon.

It is anticipated that through lesson discussions or learning activities pupils will start to develop action plans or solutions to support refugees in their school or community. Pupils should be able to engage in current debates on this topic



## The lessons are:

### Lesson 1:

#### Belonging

- *Let’s get started – introducing what it means to belong to a place or a community ‘Being at home in a place’, exploring how communities help newcomers to belong and what a newly arrived person can do to start to feel part of a community.*

### Lesson 2:

#### Uprooting

- *Building a picture - learning about people who have sought asylum and had to make difficult choices as a result of this decision.*

### Lesson 3:

#### Protection

- *Evaluating how refugees can be supported - exploring refugee status and the Refugee Convention (1951), examining how refugees have been helped over seven decades.*

### Lesson 4:

#### Asylum

- *Evaluating how refugees can be supported – understanding the process of seeking asylum in the UK and the uncertainty of the outcome.*

### Lesson 5:

#### Statelessness and the campaign #IBelong.

- *Consolidation – examining our legal identity and birth registration.*

### Lesson 6:

#### Sanctuary Conclusions

- *How can we support people so they feel that they belong to a community? A study of the Cities of Sanctuary project, and what a school might do to become a place of Sanctuary.*



## The results of the lessons:

As a result of encountering these lessons and reflecting on the challenges ahead pupils will start to Engage, Respond and Act by:

- **Acknowledging** - and understanding their own feelings about the process of seeking asylum and reflecting on the consequences of this process with some pupils sharing their stories.
- **Reviewing** - their own personal behaviour in the school environment and being able to develop empathy towards those who need to be made to feel welcome in school.
- **Evaluating** - the asylum application process and considering if this treats people with dignity in a humane way.

**The aim is to help young people have a greater understanding of the complexity of the process of seeking asylum in Britain.**



## What do teachers get?

- Six lesson plans
- A PowerPoint for each lesson
- Lots of visual images, clips and key discussion questions
- Worksheets and resource sheets
- ‘Big Paper and pens’ activities

## How do these resources link to the Wider Curriculum?

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### Links to PSHE Curriculum:

#### **PSHE Programme of Study (2017):**

Theme: Living in the Wider World - helping pupils to consider their core values and the similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bigotry, bullying, and discrimination on individuals and communities.

### Links to Citizenship: key stage 3

**The lessons link to the aim of developing pupils understanding of the rights and responsibilities of citizens,** it will encourage them to develop the skills of researching and interrogating evidence, debating and evaluating viewpoints, presenting reasoned arguments and taking informed action.

### Links to SMSC

**Promoting fundamental British values as part of SMSC in schools Departmental advice for maintained schools (Nov 2014, p.5).**

These lessons link into developing pupils appreciation of their own and other peoples cultures, helping pupils to develop respect for other people and a respect for the legal processes linked to the asylum process as delivered in Britain at the present time.

## Sustainable Development Goals

This TLU will increase knowledge and understanding of the SDGs in a global context, and the implications for the UK. The SDGs provide long-term aims which are a preventative approach to migration, which if met, would reduce and even bring to an end forced migration due to war and environmental disasters.

These lessons are focused on SDG 16 which is about 'Peace, Justice and Strong Institutions', but also has close links to Goal 1 'No Poverty', Goal 10 'Reducing Inequality', Goal 13 'Climate Change'. These goals act to support those whom are displaced, migrating or seeking asylum and together.



## Get up and Goals Project: What's it all about?

The Get up and Goals project aims to bring together partners from 12 European countries to share knowledge and skills to create a national campaign to promote the teaching of the Sustainable Development Goals (SDGs) through topics such as Economic Migration, Gender and Women, Climate Change and addressing International Inequalities.

For more useful resources visit:

[www.uk.getupandgoals.eu](http://www.uk.getupandgoals.eu)

or for more information about the project:

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**Let's make a world of difference**

