

# Lesson Plan

Monday 11:55-1:15, 23rd March, 2020, rescheduled

**Workshop as part of the Development and Global Citizenship Education**

Coláiste Choilm, Ballincollig, Cork  
4th years, Transition Year Students, double class

**Refugees, migrants and displaced people**

## Content

**Learning Outcomes** Students will be introduced to a range of issues regarding migration, forced migration refugee status etc. they will get familiar with the terminology around migration/displacement etc and following the lesson they will have a strong understanding of the diverse nature of the group of people labeled as displaced. Students also will get familiar with the difficulties certain displacement causes for different population and how it is effecting both the people moving and the people hosting. They will have the chance to form an opinion about the the topic at the start of the lesson and they will also have the chance to revisit this and possibly form an informed view regarding displacement.

**Resources** Various online sources:  
General  
<https://www.forcedmigrationtoolkit.co.uk>  
<https://www.unhcr.org/en-ie/teaching-about-refugees.html>  
Specific  
**Chiharu Shiota**, *The Key in the Hand*, 9 May – 22 November 2015, Japanese Pavilion 56th Venice Biennale, <https://www.blainsouthern.com/exhibitions/chiharu-shiota-the-key-in-the-hand>  
**Keone & Mari**, *We are...*, team performance at VIBE XXIII 2018 Exhibition~Costa Mesa, CA, United States, <https://www.youtube.com/watch?v=ZDxCbAlyi4o>

Materials needed: material (calico), scissors, paint, pencils, needles and thread

**Literacy / Numeracy** introducing basic terminologies such as refugees, migration and asylum etc.

**Differentiation** Students who have experience and willing to talk about it will be invited to share their personal stories during the task students who need further help will be offered one to one assistance.

## Method

Following the initial conversation about the topic students will be introduced to the Japanese artist Chiharu Shiota and her work *The Key in the Hand* (2015). The sprawling artwork incorporates several old wooden boats, above which a dense cave-like network of red string suspends 50,000 donated keys.



This work deals with loss and journeys, often across the seas in danger and the hope for settling or going home again one day. 'I spoke to Palestinians who still hold the keys to homes they fled decades ago – many are still determined to return' (Fisk, R, 2018). After introduction the students would be asked to discuss in groups: what would be the most precious item that they would want to take with them if they have to leave their home. This item also has to fit in their pocket.

With the collected ideas students would make their 'pockets' from the supplied material (calico) and they would be able to draw or paint their object onto the material that later would form a larger 'tapestry of pockets from all the participating students.

Assuming that the most common object children would pick would be phones it would be important to point out what a cell phone means to a displaced person, how often it is the last life line to family and friends and how this is often criticised by people when refugees/displaced people don't fit the image they pictured about them (helpless, living in poverty, no knowledge or need for technology etc)

The lesson would end with the performance of **Keone & Mari**, the USA-based hip hop dance group that is also dealing with immigration & displacement, using similar metaphors such as the boat and ends with the message: We are Human.

### Homework

Students would be asked to list few locations they could envision their art to be displayed.

