**BEYOND BORDERS TRANSITION UNIT (2022)**

**INTRODUCTION**

As this resource was being developed and trialled the World Bank report on Poverty and Shared Prosperity identified a number of factors driving increases in poverty levels, which can cause people to be displaced from their homes: ecological disasters, climate change, the pandemic (COVID-19) and the associated global economic recession, and violent conflict.

It has also been a period of profound hope, with courageous indigenous and democratic movements making gains across the world, as well as the inspiring Black Lives Matter demonstrations, examples of youth-led Climate Change activism, and tireless refugee activism by the Movement of Asylum Seekers (MASI) and others, pushing Direct Provision system onto the policy agenda.

**CONTENTS**

**Section 1: Beyond Borders Transition Unit and Template.**

**Section 2: Threads: Migration, Climate Change, and Textiles.**

Activities on the links between climate change, textiles, and migration. Slides on textile art addressing refuge and migration issues.

Curriculum links: Home Economics, English, Art, Business, and more.

**Section 3: Beyond Colonial Borders.**

. Activities based around historic declarations.

Curriculum links: English, History.

**Section 4: Activist Art**

Activities relating to Political Art/Activist Art, and slides of political art works. Recorded interviews with artists describing the context and motivation for their work.

Curriculum links: Art, English, CSPE, Politics and Society.

**Section 5: Taking Action – Resisting The Criminalisation of Solidarity**

Case studies of solidarity action, with background material and activities relating to the prosecution of refugee solidarity volunteers.

Curriculum Links: English, Geography, Politics and Society, CSPE.

BEYOND BORDERS TRANSITION UNIT

These materials build on the Beyond Borders Toolkit of creative and participatory approaches produced in 2020, for exploring refuge and migration issues with secondary school students.

The Beyond Borders materials provide the content for a 45-hour Transition Unit, and a framework for a TY coordinating group to select and integrate activities best suited to their subjects or areas of interest, and the issues and themes students wish to explore. Curriculum links include Art, English, Geography, History, Home Economics, Politics and Society, Business Studies, CSPE, RE, and Wellbeing.

All materials are available to download at [www.galwayowc.org](http://www.galwayowc.org).

In addition to this resource, WorldWise Global Schools (WWGS) offer an extensive list of excellent materials, links, teaching ideas, planning tools, and webinars on the themes of refuge, migration and Direct Provision.   
[www.worldwiseschools.ie/resource-item/migration-direct-provision/](http://www.worldwiseschools.ie/resource-item/migration-direct-provision/)

**BEYOND BORDERS TRANISITION UNIT TEMPLATE**

**1.TITLE**

Beyond Borders

**2. AREA OF STUDY**

Transition units generally fall within one of eight areas of study although some may relate to more than one area of study. Fig. 3 on page 17 shows these different areas and broadly defines them. You can use this chart to identify the best match for your transition unit.

**3. OVERVIEW**

The Beyond Borders Transition Unit supports students to critically engage with one of the most pressing local and global issues of our time: migration. Refuge and migration issues will be explored initially from an historic perspective, and then in the contemporary times, locally and globally. A human rights framework will be applied to ground students’ exploration of the issues in values of justice, equality and solidarity.

Students will be supported to build their critical thinking skills as they learn about the root causes and the impact of forced migrations, historically and today. They will encounter these issues through a range of creative learning materials and resources, including photography, film, poetry, music, graphic novels, and animation, and will also be supported them to find expression through use of some of these creative methodologies themselves. There will be an emphasis on materials and perspectives from people with direct experience of forced migration, as well as the question of how students can share their learning and take meaningful action in support of refugee rights.

**4. RELATED LEARNING**

All subjects in Junior and Senior cycle where reflection and critical thinking are central to the students’ learning journeys are relevant to the Unit.

The Beyond Borders Transition Unit builds on learning in a number of Junior Cycle subjects, including SPHE, English, Media Studies, Geography, History, Art, RE, and Home Economics. The unit also has links to the CSPE core concepts of development, interdependence and human rights.

Beyond Borders is will also support learning for Leaving Certificate studies in these subjects, for example in LCA English and Communications (helping to develop personal and social communication skills, and opportunities to practice forms of creative and digital expression, and the Social Education programme, with its emphasis on engaging with contemporary social, economic, political and cultural issues, RE (moral decision making). The Unit also supports skills relevant to the Information and Communications Technology programme, including practice in the creation of presentations on meaningful issues, and graphic representation of data.

This Unit will also build a good foundation for Leaving Certificate studies in English, Politics & Society, Religion, Geography, History, and Home Economics.

The Beyond Borders Unit also supports learning and engagement with other Global Education TY materials and Units (See WorldWise Global Schools), and How the World Works (Financial Justice Ireland).

**5. SUMMARY OUTLINE**

This transition unit consists of 8 strands, with themes and content that can be woven to suit the needs and interests of the teachers and students. Stand 1/Introduction, and Strand 8/Taking Action are required, but once the Introduction is complete, the strands do not need to be approached in order or pursued to completion.  
  
Teachers and students may select from elements of each strand incorporating overlapping topics which meet their students’ interests and needs. The ‘Taking Action’ dimension should be incorporated throughout the Unit, so that student have the opportunity to learn about previous and ongoing campaigns, and to consider how they might share their learning and contribute to positive change.   
  
All relevant lessons and activities are contained in the Beyond Borders Toolkit (2020) and the Beyond Borders Extension pack (2022) with links to relevant websites, films, and other resources for teaching the Transition Unit. Available online at [www.galwayowc.org](http://www.galwayowc.org) [www.cdpc.ie/course-resources](http://www.cdpc.ie/course-resources)

**Strand One:** **Introductions and Establishing a Supportive Learning Environment**

Beyond Borders Introduction with background reading for Teachers. ‘Dealing With Sensitive Issues.’

Beyond Borders Section One: Developing A Supportive Space.

**Suggested Activities:**

* Establishing a group agreement with the class, and boundaries for the discussion of sensitive issues
* Creating a Classroom Charter, to be reviewed regularly

**Strand Two:** **Rooting our Values and Building Empathy**

**Suggested Activities:**  
Beyond Borders Section 8: Nora’s Case

Beyond Borders Section 15: Poetry and Creative Writing

Beyond Borders Extension: Interview with

* Build understanding of the dilemmas facing people in situations of war and conflict
* Consider some of the factors motivate a decision to ‘stay’ or ‘go’
* Build a sense of empathy with people uprooted by war or persecution, and an understanding of the momentous nature of the
* Learn about the Human Rights framework that underpins the universal right to seek safety.

**Strand Three: A Human Rights Framework**

**Suggested Activities:**Beyond Borders Section 8: “Yes, But…”

Beyond Borders Section 6: Human Rights perspectives / matching cards

Beyond Borders Section 5: Why We Left

Beyond Borders Section 2: Words Count

* Learn about the responses of countries to the arrival of displaced people in an historical and contemporary context.
* Evaluate these responses according to the students own values (as explored in Strand 2)
* Evaluate these responses against the UNHDR and the Geneva Convention.
* Learn relevant vocabulary and definitions relating to the theme
* Explore the power dynamics of language, labelling, and the evolving nature of human rights protections.

**Strand Four: Identity, Belonging and Community**

Beyond Borders Section 3: Belonging

Beyond Borders Section 12: Unpacking the Migration Knapsack

Beyond Borders Section 17: Flags Beyond Borders

Beyond Borders Extension: Textiles

* Explore our own sense of identity, home, and belonging
* Discuss notions of privilege, ‘everyday racism’, and exclusion
* Consider how to help create and contribute to an inclusive school and community

**Strand Five: Understanding Some Causes and Impact of Forced Migration**

Beyond Borders Section 4: Borders and Boundaries

Beyond Borders Section 5: Why We Left

* Listen and respond to accounts of forced migration from a variety of contexts (local and global)
* Consider the impact of forced migration on peoples’ lives
* Discuss how imposed boundaries may foster division and conflict, drawing on historic and contemporary examples
* Listen to experiences of people seeking International Protection in Ireland
* Consider how structures set up to accommodate people while seeking International Protection help or hinder inclusive communities

**Strand Six: Examining Stereotypes and Migration Myths**

Beyond Borders Section 9: Dealing with Stereotypes

Beyond Borders Section 11: Beyond Statistics

Beyond Borders Section 10: Migration Myths

* Engage with and questions dominant narratives of where the majority of displaced people are leaving from, and where they go to seek safety
* Consider the impact of dominant narratives and migration myths on people’s thinking and behaviour

**Strand Seven: Creativity and Resistance**

Beyond Borders Section 14: Graphic Art and Animation

Beyond Borders Section 15: Poetry and Creative Writing  
Beyond Borders Section 16: Photography

Beyond Borders Extension: Malak Mattar - slides and video interview with a Palestinian painter

Beyond Borders Extension: Majid Adin - interview with an Iranian animation artist

Beyond Borders Extension: **Vukasin** Nedeljkovic – interview on Asylum Archive.

* Engage with and respond to creative work by a variety of artists and writers

**Strand Eight:** **Taking Action**

Beyond Borders / Section 18: Taking Action

Beyond Borders Extension: Arts Activism profiles

Beyond Borders Extension: The Criminalisation of Solidarity

The theme and content of this strand should not be ‘left to last’ but should form part of an ongoing conversation with the students about contributing to meaningful change.

6.   
  
Detailed learning activities and supporting materials are provided for teachers wishing to deliver this module. Beyond Borders contains activities, resources, and links to support project work and self-directed learning.   
  
The unit is designed to be taught over 45 hours which and be broken down and timetabled over a term, half a year, or a full year, according to the needs and priorities of the school. Ideally a weekly double-period will be provided for the Unit, as this facilitates creative engagement and responses, and the use of resources such as film. It also allows ample time for group work or visiting speakers to be accommodated. The introduction section requires two double periods.  
  
Once the Introductory sessions have been complete, the Strands need not be completed in order, or in full: teachers are free to select according to their subjects, interests, and needs.

The theme and content of Strand 8, on Taking Action should not be ‘left to last’ but should form part of an ongoing conversation with the students about contributing to meaningful change. There is no prescribed action for students to complete - instead, each Strand includes suggestions for Sharing the Learning or Taking Action relevant to that particular area of learning. However, students may choose other approaches to Action, or opt to pursue a campaign or refuge-related issue most meaningful to them, in their context, or in response to current events.

**6. BREAKDOWN OF THE UNIT**

The Unit involves a mixture of

* Classroom-based learning
* Independent/group research, carried out within the school, or beyond.
* Events and experiences, planned and/or participate in by students, such as a social justice showcase, exhibition, or themed week.

**7. AIMS**

Beyond Borders aims to:

* Support deeper understanding of the root causes of forced migration and to support student’s critical thinking about dominant narratives surrounding the issues.
* Offer students an opportunity to reflect on their own values
* Foster understanding and empathy with people experiencing forced migration.
* Build confidence and motivation to take informed solidarity action in support of refugee and migrant rights.

**8. LEARNING OUTCOMES**

On completion of the Beyond Borders Transition Unit, students should be able to:

* Define key terms relevant to the Unit’s theme of refuge and migration
* Describe some of the most common causes of forced migration.
* Relate the right to seek asylum to the UNHDR and other human rights instruments.
* Be familiar with the full range of rights to which all people are entitled, under the UNHDR.
* Reflect on and identify their own values in relation to the refuge and migration.
* Evaluate dominant narratives and myths regarding refugees and consider their own opinions on those narratives.
* Participate in group discussion on the impact of forced migration on peoples’ lives.
* Engage with, and respond to, a range of materials and sources from artists on their experiences of displacement, including poetry, animation, music, and photography.
* Explore and express their opinions and values in class discussion and using a range of creative methodologies.
* Plan and design a solidarity or awareness raising action, as part of a group.

**9. KEY SKILLS**

The Beyond Borders Transition Unit addresses all five key skills identified as important in supporting senior cycle students to become effective learners. This Unit supports the development of critical and creative thinking, effective communication, and social skills, in particular.

**Information processing:**

Students will learn to identify and assess information from a range of sources.

In particular, students will consider the importance of how information and knowledge generated from both local and global perspectives might influence peoples thinking and behaviour towards others.

encounter information and data from a wider range of sources and contexts and will be supported to select, analyse, and organise and respond to information to inform their own learning.

consider sources of information and its validity, as well as the impact of misleading information, stereotypes, or ‘fake news’.

Students will use and interpret a wide range of information drawn from print media, research and statistics, news media, questionnaires, diaries, interviews for accessing

Students will record, organise and summarise information in their personal journal, portfolio and in projects.

**Critical and Creative Thinking:**

Developing this key skill will help students be more aware of different opinions, biases, and patterns of thinking. Students will be supported to:

* engage with and consider a range of perspectives on migration issues.
* questions their own assumptions and critically assess a range of perspectives.
* understand the impact of widely held misinformation and stereotypes about migration.
* imagine and nurture a school environment according to shared values of equality, inclusivity and respect for diversity.

**Communication:**

* Students will develop a range of communication skills, listening to diverse views, and sharing their own opinions, debating, and preparing and delivering feedback, and presentations.
* They will be supported to express themselves in writing (or a variety of purposes), drama, and visual media (such as photography, collage, cartoons, memes, embroidery, and with found objects).
* The activities in the Unit also provide opportunities to develop these skills within small groups, building an appreciation for diverse perspectives.

**Working with Others**

* Regular small-group work in class: students learn to listen, share, and engage in constructive dialogue.
* Group projects and class events: students work collaboratively to devise shared plans, and take on agreed roles.

**Being Personally Effective**

* Engagement in a range of activities and class projects provides experience in a range of roles, and collaboration to ensure a successful result.  
    
  Communicating a campaign message to a wider audience.
* Group work, pair work, open ended questions, utilising ICT, investigation work, problem solving and decision making, class presentations/videos.

**10. TEACHING APPROACH:**

Group work, pair work, open ended questions, utilising ICT, investigation work, problem solving and decision making, class presentations/videos.

With covid restrictions and protocols in mind, the materials have been designed for flexibility, and to accommodate a variety of approaches. Videos and slideshows can be used for classroom-based discussions, or online work, or can be given to students as a ‘notebook’ to guide learning and a-synchronous tasks.

**11. ASSESSMENT**

Students are encouraged and supported to reflect on their own questions, insights, and learning journeys as part of the Beyond Borders programme, and as they progress through the Unit.

This may be record by students in their Journals, and could include:

* Head/Hand/Heart responses to activities or materials
* Self-directed additional learning and research
* Reflection on what was most/least enjoyed, or biggest challenge in a class/Strand
* Skills gained
* Assessment of team-work, and individual contribution to group projects or presentations.
* Areas for self-development (e.g., an opportunity to enhance skills, or access additional information)