



**NEW LAND
NEW LIFE**



**AN EDUCATIONAL
RESOURCE FOR
TEACHERS**

INTRODUCTION

The Horn of Africa Relief and Development Agency (HARDA) released its documentary titled **New Land, New Life** after 12 months of planning, research & filming. This short 25 minute film tells the inspiring stories of five refugees from the Horn of Africa, all who have undergone great hardship yet made successful new lives here in Australia. As the SMH said in its review: “*Few people can say they drank water squeezed from grass in a dead elephant’s stomach to survive. Or wielded an AK-47 before picking up a pen... Deng Thiak Adut can...*” Deng’s story is just one of the five inspirational stories that students will hear in the film.

The **New Land, New Life** documentary is a valuable resource for Australian students. It promotes a greater understanding of Horn of African refugees arriving in Australia; of the difficulties they experienced before and after arriving here and how they overcame these; of their hopes and dreams; and ultimately of their success in their new land and the contribution they have made to it. It is an inspiring film showing real people with real stories, giving students a window into their lives and taking students along their journeys, their difficulties and ultimately their successes. The stories of these five refugees highlight a multitude of issues and topics that can be examined and analysed from many angles and at many levels, making **New Land, New Life** an ideal tool for teachers to use in either a specific or general area of study. The documentary can be used across many subjects and curriculums, but is particularly applicable to Human Society and Its Environment (HSIE) and English.

With this in mind and in order to facilitate the work of the many teachers who have told us that they are using this film as part of their students’ education program, we have put together an Education Resource with activities for students at all levels and stages along the learning curve. This resource is designed to provide interesting, thought provoking, imaginative and engaging activities for students, thus facilitating their greater understanding of the realities of the lives of Horn of African refugees that come to Australia. It is a guide that can be expanded on or tailored to suit an individual teacher’s or class’s needs and can be used for both group work and individual student assignments.

We hope that this resource helps teachers utilise the HARDA documentary **New Land, New Life** more fully thereby promoting a better understanding of refugees and asylum seekers from the Horn of Africa and other areas.

As Harper Lee said in *To Kill a Mockingbird*:

“You never really understand a person until you consider things from his point of view... Until you climb inside of his skin and walk around in it.”

That is what **New Land, New Life** aims to help students do!

CURRICULUM AREAS

While this resource gives an indication of potential curriculum areas many of these activities can be used in multiple areas and in multiple ways. The areas suggested are:

- English
- Human Society and Its Environment (HSIE)
- Drama
- Art
- Music
- Sport

LEARNING OUTCOMES FOR NEW LAND, NEW LIFE

Learning outcomes include students being able to:

- Identify the reasons why refugees wish to come to Australia
- Outline, explain and analyse why people become refugees
- Explain the importance of education and work for refugees
- Discuss the importance of family and community for refugees
- Describe the problems and opportunities for refugees in Australia
- Outline life in a refugee camp in Africa
- Demonstrate a greater knowledge about the countries in the Horn of Africa, their geography, history, political systems, agriculture and way of life
- Define and have a greater awareness of African cultures and communities
- Outline and explain the contribution refugees make to the communities in which they live and to the wider community
- List and describe local and global refugee organisations, including HARDA
- Demonstrate learning through the production of completed work such as presentations, essays, posters, poems, plays and music
- Improve and demonstrate their ability to use research tools
- Collect, organise, display and celebrate completed work from this study
- Participate in a range of activities that raise awareness with regard to refugees from the Horn of Africa
- Personalize the refugee experience through direct contact with a refugee from the Horn of Africa in the community

Map of the Horn of Africa

Below is a map of the Horn of Africa as HARDA defines the area. This area is sometimes referred to as the Greater Horn of Africa and consists of eight African countries. These are Djibouti, Eritrea, Ethiopia, Kenya, Somalia, South Sudan, Sudan and Uganda; they are the focus of map below, outlined by the red line and the sea.



LEARNING ACTIVITIES for NEW LAND, NEW LIFE

NOTE: Please be aware that there may be people in the school community who are former asylum seekers or refugees. Thus teachers and students need to be sensitive to what may arise during this study in terms of emotions, memories, trauma, reactions and insights.

ENGLISH

This resource is designed to be flexible and can be integrated into the curriculum in multiple ways. It can be used with comparable texts and/or films. Answers can be in various formats and text types depending on the learning desired and the ability and level of the students. Teachers are encouraged to incorporate it into the topics and themes they are currently teaching using it in whatever formats is most suitable for their needs.

Leaving Home

1. Why did the people in the film leave their home countries? What are the common factors? What do you think you would do in their circumstances?

Present your findings in whatever format you feel is most appropriate.

2. Write a poem or essay or create a visual representing what the documentary **New Land, New Life** meant to you.
3. Examine the hopes that people have for their home countries.
 - a. What is the relationship that these refugees now have to their home countries?
 - b. How does this compare to your own experience?

Present your findings in whatever form you like (e.g. essay, poem, PowerPoint, etc.)

4. Write a review of the film **New Land, New Life**. Ensure that you include:
 - a. A summary of what the film is about.
 - b. What appealed to you about the film?
 - c. What will you remember most about it?
 - d. What messages would you like people to learn from watching this film?
5. List some novels and other books on refugees from Africa and/or African culture. Pick one and critique it.
6. Based on your reflection of this film write a poem or a short scene from a play or create a picture(s) for one of the five people in the film.

Listening/Comprehension Exercises

7. Locate the pictures with the names of the people featured in the documentary **New Land, New Life**.
8. Match the name of the person with facts below (teachers can subtract or add more of these, making them easier or harder to suit the students' capabilities)
 - a. His first job was at Rheem.....
 - b. He studied Law at the University of Western Sydney.....
 - c. She now works at the St Bakhita Centre in Sydney.....
 - d. He is now the Finance Manager at Mitsubishi.....
 - e. He was a child soldier in Sudan.....
 - f. She has had art exhibitions at the Art Centre at the Casula Powerhouse
9. Listening and Inferential Questions
 - a. What inspired Idil to go back to school?
 - b. What saved and motivated Idil?
 - c. How many times was Deng injured while he was a child soldier?
 - d. How long was Agey in a refugee camp?
 - e. What did Anna do when she was in Egypt?
 - f. Why was it so important to Agey to have his children at his graduation?
 - g. What is Anna trying to raise money for?
 - h. What were some of the methods that the refugees used to gain employment? Expand on these.
 - i. Name 3 types of employment undertaken by the participants or their family in Australia mentioned in the film.
 - j. How do the different people in this film feel about their cars? Which is closest to how you feel about cars?
 - k. What role do their parents play in the life of these refugees?
10. Find, listen/read and critique Deng Adut's 2016 Australia Day address at the Sydney Conservatorium of Music.
11. The following YouTube clip went viral:
<https://www.youtube.com/watch?v=buA3tsGnp2s>
What do you think was its appeal? Do you think it is an effective ad? Why? Include comments on the feelings it invokes in you & the emotions it is trying to evoke?

HSIE

1. WHERE ON EARTH...
 - a. What are the countries that make up the Horn of Africa?
 - b. On a map of Africa label these countries.
 - c. Include the capital cities.
 - d. Include all the places mentioned in the documentary.
 - e. Mark in the equator.
 - f. Using Google Earth observe the characteristics of these countries and briefly describe the landscape and conditions of each country.
 - g. Describe the terrain that Girma would have walked across in his 26 days walking at night to the Sudanese border (or could use Deng).
 - h. Alexandria was where Anna spent some time before getting her visa for Australia. Locate where this city is and describe its geography (e.g. which country, where in the country, the climate, industry/economy and any other important differentiating features.)
2. Construct a table and list the refugee camps in Kenya according to size, location, ethnicity and population.
 - a. What do they have in common
 - b. How do they differ?
 - c. What differs in the geography of their location (topography, environment, etc.)?
3. In a table or point form compare the weather in South Sudan and Ethiopia. Examine:
 - a. Rainfall
 - b. Temperature
 - c. Seasons
 - d. Storms

How do these influence their economy especially in regard to agriculture?

Local and Global Refugee Organizations

4. These organizations are mentioned in **New Land, New Life:**
 - a) UNHCR (United Nations High Commissioner for Refugees)
 - b) Red Cross
 - c) HARDA (Horn of Africa Relief and Development Agency)
 - d) St. Bakhita Centre (English Language Learning Centre for African Women)

Research each of these organizations and summarize their work in dot points.

5. What is the mission and vision of HARDA (Horn of Africa Relief and Development Agency)? (Hint: use website – www.harda.org.au)

Present the work that HARDA does in 3 or 4 paragraphs. Indicate the program that most appeals to you and why you chose it.

6. What happens that might make a person look for a refugee camp? Outline the process for someone from their arrival at the refugee camp to their resettlement in another country and describe the role of UNHCR (United Nations High Commissioner for Refugees) in the process.

Present your findings to the class (use a PowerPoint display or other visuals to enhance this).

7. History Time Line

Construct a time line and list the significant events of the conflict in Sudan.

8. Choose 3 people from the **New Land, New Life** documentary and outline three questions you would like to ask them if you had the opportunity to interview them. Briefly include how you think that they would answer these or alternatively outline why you particularly want to ask these questions.

9. Describe the school experiences of the refugees and compare these to your own. What role did education play in the success of these refugees?

10. Discuss why belonging is so important to the refugees in the film? Is this unique to refugees?

11. Research the Kakuma Refugee camp

- a. Which refugee(s) from the film stayed there & for how long?
- b. Where is it?
- c. What size is it currently & how & why has this varied?
- d. How long is it been in existence?
- e. What was the reason it came into being?
- f. How long do people usually stay there?
- g. How do people there survive?
- h. What activities take place in the camp?
- i. Why or how do people leave the camp?
- j. Describe life there.
- k. Write a journal with the title “A week in the life of a Kakuma refugee”.

Making a Contribution

12. Compare and contrast what the refugees find important in life. How do you think this compares to the broader Australian population and why?
13. How have these refugees and other refugees contributed to Australian society?
14. Explore the ways that some of these refugees tried to gain employment.
 - a. Were they effective?
 - b. What are some of the obstacles they encountered?
 - c. How do these differ to those experienced by people who are not refugees? (For example, examine language, qualifications, recognition of qualifications in Australia, etc.)
15. Examine the hopes that people have for their home countries.
 - a. What is the relationship that these refugees now have to their home countries?
 - b. How does this compare to your own experience?

Present your findings in whatever form you like (essay, Power Point, etc.)
16. Guest speaker activity – Invite a speaker to your class, preferably someone from your community, to talk about their experiences as a refugee.
17. Describe the types of Government in Kenya, Ethiopia, South Sudan, Sudan and Australia (for example communist, dictatorship, democratic, socialist, etc.). Present these in a tabular form and give your justification for each in dot point format, with at least 3 per country.
18. When did South Sudan get its independence? Research and list the current issues there.
19. Choose one of the countries mentioned in the film and research the sort of food cultivated and consumed there. Compare and contrast that to Australia. Include a recipe for an African dish from one of the countries mentioned in the film.

MUSIC

Music of Africa

1. Research African music. Bring in a piece that inspires you.
2. Compose your own piece of African music using inspiration from this film and your research.
3. Perform an African piece of music that you found in your research.
4. Name some of the instruments that are typically used in African music.
5. Compose a piece of music that uses African drums or percussion instruments or both.

DRAMA

1. Make a short film or write a play based on the themes presented in **New Land, New Life**.
2. Research other films and/or documentaries about refugees. Pick one and compare and contrast it to **New Land, New Life**.

ART

1. Describe henna art. Which cultures use it? Create a design for use in henna art.
2. Leaving home – Present a PowerPoint presentation or poster and elaborate on the values displayed by the people featured in **New Land, New Life**. For example:
 - Discovery
 - Belonging
 - Resilience
 - Value for education
 - Love of family
 - Willingness to contribute to life
 - in Australia
 - in Africa
 - Love of country
3. Design a poster to advertise a screening of **New Land, New Life** as a fundraiser for HARDA (Horn of Africa Relief and Development Agency). Include: Date, Time, Venue and Cost. Write some statements about the film which will appeal to the audience.

Present your work on an A3 poster using graphics and colour.
4. Make a short film/ painting/ poster based on inspiration you received from **New Land, New Life**.

SPORT

1. Identify & list some of the sport programs that exist for African refugees in Australia.
2. Explain why sport is such a great activity to engage people.
3. Discuss how sport can unite or divide people, giving examples of both effects.
4. Name some Horn of Africa refugees that have been involved in first class Australian sport. Write a profile on one of these individuals.

ACKNOWLEDGEMENTS

Particular thanks to **Marisa Brattoni** from the Edmund Rice Centre for Justice and Community Education (ERC) without whom this resource would never have happened. Her help has been invaluable.

Also HARDA would like to acknowledge the help of:

- Jacqueline Ford, RSM, ERC volunteer
- Jeffrey Sheather, ERC volunteer

Other contributors were Michael Power (Afterglow Film Productions) who dedicated so much time and energy to making this film, John Cornwall (HARDA) who nurtured the project to fruition and the many other HARDA & ERC volunteers who contributed to the making of the film and to this resource. And of course our heartfelt thanks to all those inspirational refugees who starred in this film and the Social and Cohesion Program (through Department of Immigration and Citizenship) who helped fund it.

Thanks to you all.

Fiona Carr
Manager, Policy and Projects
Horn of Africa Relief and Development Agency (HARDA)