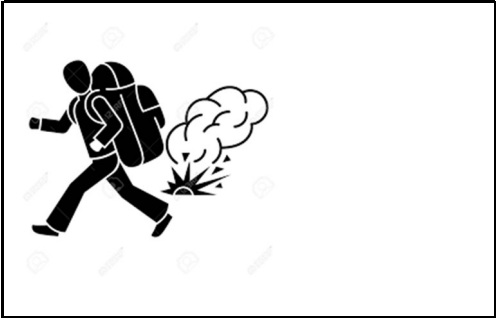








REFUGEES IN TODAY'S SOCIETY

Ages 11 to 14

Description:	Learners will explore what it means to be a refugee, how refugees are protected by international human rights and gain a deeper understanding of the challenges they face.
Leading questions:	What is a refugee and how do people become refugees? What is it like to live as a refugee?
Age group:	11-14
Subjects:	Social sciences, social emotional learning, literacy
Total time required:	4 hours over 4 days
Self-guided / Supervised activity:	Moderate Supervision
Resources required:	Paper, Pencil, Eraser, Coloring pencils/crayons, scissors

Day	Time	Activity and description
1	10 minutes	<p>Learners will begin by exploring and understanding key terms and ideas related to refugees</p> <p>Learners will consider what they already know about refugees</p> <ul style="list-style-type: none"> - Learners will take a piece of paper and divide it in half. - On one side, write down as many facts as you know about refugees. - On the other side, write down as many questions as you have about refugees. Learners should write at least three questions.
	20 minutes	<p>Learners will consider the difference between a migrant (someone who willingly moves from one place to another for a better life) and a refugee (someone who unwillingly moves from one place to another for safety) and understand how someone becomes a refugee. To do so, they will match the pictures below to the descriptions.</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p>Anneta and her family were afraid for their life because the government was persecuting (treating people violently) people whose political opinions disagreed with theirs. They fled Burundi. <i>Anneta and her family are refugees</i> and they live in Kakuma refugee camp in Kenya.</p> </div> </div>

			<p>There was an earthquake in Taufik's home town in Indonesia. His home was destroyed so he sought safety in another town in Indonesia. <i>He is not a refugee.</i></p>
			<p>Mohammad is from Syria. Every day he heard bombs go off and saw the destruction of his country. The violence killed his family. Because of the conflict, he left his country and now he lives in a town in Turkey. <i>Mohammad is a refugee.</i></p>
			<p>Meize lives in a small village in China. There is not much work in her village. She leaves her husband and children in the village and moves to the big city to find work. <i>Meize is a migrant.</i></p>
			<p>Diana, Jose, and their daughter Veronica fled Venezuela because of the violence. They crossed over the border from Venezuela to Colombia and <i>now they are refugees.</i></p>
			<p>Shruti is from India. She moves to America to go to university. <i>She is a migrant.</i></p>

			<p>Masha lives in Russia but she got a job in France. Her and her husband Sasha move to France for a new job. <i>Masha and Sasha are migrants.</i></p>
	<p>20 minutes</p>	<p>In the two blank spaces, learners will draw their own picture and write their own description of a migrant and a refugee.</p> <p>Learners will understand the options refugees have once they become refugees and consider which option they think is best. Learners will write a short essay, or create an illustration explaining why. Then they will find a family member and try to convince them of which solution is best.</p> <p>According to the United Nations, there are three primary solutions for refugee situations:</p> <ul style="list-style-type: none"> - Voluntary repatriation: Refugees may return to their home country, once it is safe to do so; yet, many conflicts last on average 17 years which means this is not often a viable solution for refugees - Resettlement: Refugees may be accepted to move permanently to a new country, where they will receive citizenship. Only one percent of refugees ever receive this option - Integration: Refugees may remain in the country that they fled to and integrate as a member of the community. Some communities are not receptive to refugees and so refugees face social and legal barriers to integrating. 	
	<p>20 minutes</p>	<p>Learners will explore the numbers of refugees in the world today by completing the following math problems:</p> <p>In 2019, there were 26 million refugees in the world ...</p> <ul style="list-style-type: none"> ● If 40% of them are children, how many millions of refugees are children? ● If 85% of the refugees live in developing countries, how many is that? ● If 6.6 million refugees come from Syria, what percentage of refugees are Syrian? ● If 3.6 million refugees live in Turkey, what percentage of the total refugee population live there? ● If 6.6 million refugees come from Syria and 3.6 million of them live in 	

		<p>Turkey, what percentage of Syrian refugees live in Turkey?</p> <ul style="list-style-type: none"> If 3.9 million refugees returned to their home countries, what percentage of refugees were repatriated?
2	<p>30 minutes</p> <p>30 minutes</p> <p>10 minutes</p> <p>20 minutes</p> <p>5 minutes</p>	<p>Today, learners will explore the experience of becoming a refugee by creating a picture book.</p> <p>Learners will imagine that they and their families are forced from their homes and can only take one small bag. They have to run for their lives, not knowing where they will find help or safety. Once they finally find a safe place to stay, they will have to start life all over again. Learners will write and illustrate a short story telling about the experience. To write the story, learners should take notes on each of the following prompts.</p> <ul style="list-style-type: none"> How did they learn that they had to leave their home? What was their first reaction? How did it feel? What did they decide to take with them and why? What was it like leaving your home at night and where did you go? How long was your journey, where did you end up, and what were you thinking along the way? Once you got to a new country, what was it like? What was the first thing your family did? What was exciting about being in a new country? What was scary? What do you imagine you will do in your future? <p>Once learners have taken notes about each prompt, they should draft a story that tells the entire story as a whole.</p> <p>Learners will review and revise their story.</p> <p>After revising the story, ask the learners to illustrate their story.</p> <p>Once the learner is finished writing their story, consider:</p> <ul style="list-style-type: none"> How did writing this story impact how you think about the refugee experience? What surprised you about making this story?
3	<p>10 minutes (this could be done in advance)</p>	<p>Today learners will learn that human rights are guaranteed to all people, including refugees.</p> <p>Learners will make a deck of 22 cards by cutting paper into the same size squares (about 10cm x 10cm). Write the following, one on each card, and leave 4 cards blank:</p> <ul style="list-style-type: none"> Safety Your own bedroom Protection from discrimination Education Fashionable clothes Money to spend as you like Candy Movie theaters A decent place to live

	<p>15 minutes</p> <p>15 minutes</p> <p>10 minutes</p> <p>10 minutes</p> <p>5 minutes</p>	<ul style="list-style-type: none"> - Clean air - A sports center - Books - A television - Clean water -Friends - Protection from abuse - Medical care when you need it - Freedom to express my opinion <p>Once learners have made their cards, they will lay them out in three categories:</p> <ol style="list-style-type: none"> 1. Wants 2. Needs 3. Unsure <p>Learners will also fill in the four blank cards and place them in one of the three categories</p> <p>The learner will invite a family member to discuss with them the following questions. If a family member is not available, the learner can write down their answers.</p> <ul style="list-style-type: none"> - Look at the lists of needs. Are there things that all of them have in common? Do the same for the list of wants. - How did you determine the difference between wants and needs? - Which items did you put under “unsure” and why? - Which of your needs were material, like food or shelter? Which were abstract, like freedom of speech or religion? - Do all people in the world have the same basic needs? <p>The learner will imagine that conflict has broken out and the government can no longer provide citizens with all these benefits. The learner must remove three cards from the “needs” list. Answer the following questions:</p> <ul style="list-style-type: none"> - What did you give up? How did you decide? - How will this elimination affect your life? - Would the elimination of these needs motivate you to leave your country? <p>Next, the learner will imagine that the conflict has escalated and the government has to cut back on more needs. The learner must remove three more cards from the “needs” list. Answer the following questions:</p> <ul style="list-style-type: none"> - What did you give up? How did you decide? - How will this elimination affect your life? - Would the elimination of these needs motivate you to leave your country? <p>The learner will understand that these basic needs are sometimes referred to as human rights. Human rights are based on the things that everyone needs to be fully human and they are guaranteed to all people under the Universal Declaration of Human Rights, including refugees. Often people become refugees because their rights have been violated, but many times refugees do not receive their full rights in a new country.</p>
4		<p>Today learners will consider the treatment of refugees in local communities and consider if and how their rights are upheld or violated.</p>

45 minutes	<p>Remind the learner that all people are guaranteed human rights, including refugees. Sometimes people do not want refugees in their communities and they do not protect their rights. Learners will make a chart with six rows and four columns. Down the first column, they will write out the following domains: My family, my school, my neighborhood, my town, my country. They will label the columns, starting at the second column, 'inclusion', 'exclusion' and human rights.</p> <table border="1" data-bbox="440 470 1419 858"> <thead> <tr> <th></th> <th>Inclusion</th> <th>Exclusion</th> <th>Human Rights</th> </tr> </thead> <tbody> <tr> <td>My family</td> <td></td> <td></td> <td></td> </tr> <tr> <td>My school</td> <td></td> <td></td> <td></td> </tr> <tr> <td>My neighborhood</td> <td></td> <td></td> <td></td> </tr> <tr> <td>My town</td> <td></td> <td></td> <td></td> </tr> <tr> <td>My country</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>The learner will fill out the chart with one example for how refugees can be included and the ways in which they are excluded in each domain (family, school, etc.)</p> <p>Once students have completed the first two columns, they will consider what human rights are addressed or violated by the inclusion or exclusion in each domain.</p> <p>Learners will then pick one refugee right that they think is important to uphold in their community. They will make a poster that advocates for that right and explains why it is important to uphold that right for refugees.</p> <p>Optional extension: To learn more about refugees and stateless persons, explore the UNHCR website.</p> <p>Lesson extensions:</p> <ol style="list-style-type: none"> 1. Write an open letter to your community about the refugee crisis to help people to better understand how people become refugees and what their lives are like. Ask people to take an action to help. 2. Create a poster for the #IBelong campaign and share it at your school. Or other community center. 3. Create your own informative leaflet to distribute in your community. <p>Additional lesson plans for teaching about refugees can be found on the UNHCR Teaching Resources.</p>		Inclusion	Exclusion	Human Rights	My family				My school				My neighborhood				My town				My country			
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Learning outcomes:	<ul style="list-style-type: none"> - Understanding basic terminology related to refugees and the difference between migrants and refugees - Understand that human rights are guaranteed to all people and how they may be upheld or violated for refugees - Understand the experiences that refugees face and gain deeper empathy for them - Social Awareness Students will learn to take the perspective of others, practice empathy, appreciate diversity, respect for others. - Responsible Decision Making Students will learn to identify problems, analyze solutions, solve problems, practice critical thinking skills, evaluate and reflect, take ethical responsibility.
Required previous learning:	None
Inspiration:	Human rights lesson is based on an activity from the Human Rights Resource Center at the University of Minnesota.
Additional enrichment activities:	<p>To learn more about refugees and stateless persons, explore the UNHCR website.</p> <p>Lesson extensions:</p> <ol style="list-style-type: none"> 1. Write an open letter to your community about the refugee crisis to help people to better understand how people become refugees and what their lives are like. Ask people to take an action to help. 2. Create a poster for the #IBelong campaign and share it at your school. Or other community center. 3. Create your own informative leaflet to distribute in your community. <p>Additional lesson plans for teaching about refugees can be found on the UNHCR Teaching Resources.</p>
Modifications for Simplification:	None