



Erasmus+

Lessonplan.

Lesson plan ref.

Course ref.

Subject/ Course:

Citizenship Education

Topic:

Immigrants and Refugees

Lesson Title:

PASSAGES and FLOWS

Level:

First year of Upper Secondary Education

Duration:

2½ - 3

Lesson Objectives:

- To empathize with people who are forced to leave their homeland.
- To distinguish refugees from immigrants
- To understand the causes that force the refugees to uproot and how these differ from the causes of immigration.
- To understand the value of asylum and the reasons why it is not easily given by the host countries.
- To develop negotiation and collective decision-making skills.

Summary of tasks/ actions:

We present

- I. <https://explorables.cmucreatelab.org/explorables/annual-refugees/examples/webgl-timemachine/>
- II. <http://data2.unhcr.org/en/situations/mediterranean>

Each yellow dot corresponds to 17 refugees leaving a country and each red dot corresponds to the refugees that arrive in another country.

1. Working with brainstorming, discussing with students to think about why people change their place of residence. These may relate to causes forcing them to flee such as, for example, war, natural disasters, persecution, climatic factors, etc. or factors that cause or encourage (motivate) their movement, such as e.g. opportunities for employment or studies in another country.
2. We give a worksheet with two lists after the discussion. In the first list, entitled "Need", we record the reasons mentioned to force people to move away, against their will. In the second list, entitled "Choice", we record the factors for which people choose to change country of residence. We explain that depending on the cause of the move, whether it is forced or it is a choice, a person is characterized as a refugee or an immigrant.
3. We randomly divide students into groups of 4-6 people. We inform students that during the activity they will be part of a "family" that comes from a foreign imaginary country and each of them will have a certain identity.
4. We ask family members to imagine their family profile and share roles so that each family will consist of two adults (eg mother, father, grandmother, uncle, etc.) and the other members to be the children (daughters or sons, depending on the gender of the pupils who will play the role of the child). We ask each family to choose a family name and give each member a new first name.

5. After letting the teams to think and discuss with each other about the profile and the names of their family, we ask the students to sit comfortably in a circle per family and close their eyes.
6. To help team members get more involved in the role they chose, we ask questions that help them create a more detailed picture in their mind (eg "what is your hair color?", "How is your room ? ", "Who is your favorite friend? "Etc.)
7. We use <https://www.youtube.com/watch?v=AyWLvrWBKHA> which describes how the refugees survive in London with just five pounds a day. With Guardian's 3D VR video
8. While students still have their eyes closed, the teacher reads the following text loudly:
 - a. "It's Saturday afternoon and you're out for an ordinary family walk to your town square. The weather is wonderful and you have a pleasant mood as you walk and smell the first spring flowers, the fresh coffee and the hot bread from the surrounding shops.
 - b. Suddenly, an airplane flies low over houses' roofs. The terrifying noise surprises you and scares you. A few minutes later, a whole group of planes shows up and attacks the city. Bombs are exploding, scattering fragments everywhere. Dense smoke fills the road where your family happens to be. People scream and run off in all directions.
 - c. Your family is separated. It is impossible to see through the dense smoke that makes your throat tingling and aching. You start shouting, hoping that you will find your family and that you will be able to escape all together. In all the panic, you manage to locate the rest of your family with great difficulty.
 - d. During the bombing the youngest child of your family was injured in the leg, while everything around is covered with debris and rubble. You quickly discuss with each other and decide that the situation is very dangerous for you to stay in the city.
 - e. You have a few minutes until the next bombing to take whatever you can get from your house with you and go search for security in another area."
9. We ask students to open their eyes and decide per family within 5 minutes how they are going to flee and what they will take with them. Every family member can take an object. They write down the name of this object on a piece of paper and collect all the papers together in a bag / box or they give them to one of the family's adult members.
10. After making sure that all the groups are ready, we inform them that they have managed to escape and cross the borders by traveling with many difficulties and obstacles (illegal travel, inhospitable sea, climatic difficulties) in a country where they expect to get asylum.
11. In the end, all the families gather in a circle and each of them presents what objects they managed to take with them when they left their home country and who they were forced to leave behind.

Questions

1. How did you feel during the activity? Why?
2. How easy it was for the groups to leave their home from one moment to the next? Did you imagine that this would be the evolution of your role?
3. How difficult was it for each member to decide what he/she will take with him/her from the home country? Were you surprised by another member's or another family's choice?
4. Was it easy to leave half of your objects behind? What were your choosing criteria? Were there any different views within the family and how these were compromised?
5. Did the objects chosen have some utilitarian or sentimental value? Would they help you survive and escape to another country if you were to actually leave your country as refugees?
6. What would you mostly miss from your home country if you had to leave?
7. Was this activity realistic? Do the refugees have always the time to gather their personal belongings?
8. Do you know people who have experienced similar situations? How many can the refugees in the world be?
9. Why do they want to get asylum?

Materials/ Equipment:

ICT technologies- computer, LCD projector, multimedia loudspeakers

References:

Information about the recent history of refugee flows and the crises that caused them at

fastcompany.com

<https://explorables.cmucreatelab.org/explorables/annual-refugees/examples/webgl-timemachine/>

<http://data2.unhcr.org/en/situations/mediterranean>

<https://www.youtube.com/watch?v=AyWLvrWBKHA>

<https://www.coe.int/en/web/compass/human-rights-themes>

Passages: An Awareness Game Confronting the Plight of Refugees. Author, UNHCR. Publisher, UNHCR, 1995. Length, 45 pages. Export Citation, BiBTeX EndNote RefMan

Take home tasks:

We suggest to the students to make a small research on their friends and family.

- What object would they take with them if they had to leave their homeland?
- What is the percentage of the refugees that gets asylum?
- Why don't the receiving countries give asylum easily?