



# Refugees

Collaboration

## Stage 1 Desired Results

### Achievement Objectives

Social Science

Level 4

Social Studies

Students will gain knowledge, skills, and experience to:

- Understand that events have causes and effects.
- Understand how formal and informal groups make decisions that impact on communities.

### Enduring Understanding

Refugees are people who are forced to leave their homeland because they fear that they will lose their lives or their freedom if they stay.

### Essential Questions

- What is a Refugee
- What causes someone to be a Refugee?
- How do Refugees differ from you or I
- What is 'Stereotyping'
- What are Human Rights
- How can we help these people?

### St Peter's Learner Profile

- Thinking
- Relating to others
- Participating and contributing

### Principles

- Cultural Diversity
- Inclusion
- Future focus

### Values

- Innovation, Inquiry and Curiosity
- Diversity
- Respect
- Community and participation

### Knowledge

### Skills

- To develop an understanding of what refugees are. Develop questions/ wonderings
- Develop empathy among students
- To determine the difference between immigrants and refugees.
- To develop an understanding of Asylum seekers and what Asylum is
- To develop an understanding of human rights
- Develop a way to 'Save the future'

- To participate and help others in need in our community
- To show empathy towards others
- To minimise stereotypes

## Stage 2 Assessment Evidence

### Assessment

#### Child Refugee Portrait

##### Summative: Presentation

You need to design a portrait of a child refugee – no limits on that.

However, must include these headings;

- What are they running from (push factors)
- Challenges they will face in new country
- What they will take with them
- How does the child feel inside?
- A sentence about how did they feel about leaving their home and going to a new country

Your maximum paper size is A3

## Stage 3 Learning Plan

### Learning Activities

Learning Experiences:

#### 1. Refugees—What are they?

LI—To develop an understanding of what refugees are. Develop questions/ wonderings

- Brainstorming session. The students are asked what causes a person to be a refugee. Responses can be written on board. Stress that people flee their country of origin out of a fear of persecution (serious ill treatment) because of their race, religion, nationality, political opinion or membership in a particular social group.
- If the children have brought in Lego people for this lesson, request them to arrange their Lego figures on their desks. Ask the students what similarities all the Lego people share? (Responses could include: all the figures have similarly-shaped yellow heads; the facial features are usually the same, i.e. two black spots for the eyes and a smile; they all have similarly-shaped hands, although pirate figures can have a hook instead of a hand; they all have a body and legs which are also similar in shape, but pirate figures can have a stump instead of a leg!) Ask how they think the manufacturers make a Lego figure resemble a woman or a girl? (Possible replies could include: select a feminine

### Resources

Lego Posters  
Lego people

-  <http://worldrelief.ca/file/Refugees--Board-Game.pdf>
-  Baloon Game focusing on what choices arefugee has to make in a new country
-  [http://www.abc.net.au/longjourney/documentary\\_broadband.html](http://www.abc.net.au/longjourney/documentary_broadband.html)
-  What is happening in Syria with youtube clips of children talking
-  [Syrian information organiser.pdf](#)
-  [portrait example.pdf](#)
-  [Lego poster - How does it feel.pdf](#)
-  [Lego poster - How does it feel.pdf](#)

hairstyle, female clothing, pastel colours, etc).

Pass copies of the poster among the students and ask them to keep the poster folded, and to look closely at the rows of Lego people. Ask the students to suggest an identity for each figure, beginning from the first Lego person in the first row. After several have been identified, ask the students by what means they decided upon each identity? For example, did they look at the clothes, the facial appearance and/or the gender?

The students are informed that the people who designed this poster decided that one of the figures is supposed to be a refugee. Ask the students to **spot the refugee**, and to describe how they came up with their identification. Do any of their reasons match the descriptions written on the board at the beginning of the lesson?

This is an important lesson in the dangers of *stereotyping* and *prejudice*. - understand the harm which can be caused by thoughtless name-calling and attribution of negative characteristics to a whole social group.

### Consolidation

Close the lesson by writing the correct definition of a refugee, in simple English, on the board:

*Refugees are people who have left their homeland because they fear that they will lose their lives or their freedom if they stay.*

## 2. Immigrants and Refugees

LI— To determine the difference between immigrants and refugees and migrants.

1. Split class in to 2 groups – they are either researching, immigrants or migrants.
2. Together they must find out and research what a migrant or an immigrant is using their device. Use diagrams if necessary.
3. (ladder learning) Pair up with someone who was researching the opposite. Have them explain what they were research.
4. Take notes on a table, on a class shared Google Doc – include a column on 'Refugee'. After completing Migrant and Refugee definition, they must then define what a Refugee is

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## 3. Asylum Seekers

LI— To develop an understanding of Asylum seekers and what Asylum is

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## 4. Human Rights—What are they?

LI - To develop an understanding of human rights of a child

- Children have the right to be with their family or those who will care for them best
- Children have the right to enough food and clean water
- Children have the right to an adequate standard of living
- Children have the right to health care
- Children with disabilities have the right to special care and training
- Children have the right to play
- Children have the right to free education
- Children have the right to be kept safe and not hurt or neglected
- Children must not be used as cheap workers or as soldiers
- Children must be able to speak their own language and practise their own culture
- Children have the right to express their own opinions and have meetings

 [Lego Poster - Spot the Refugee.pdf](#)

 [Lego Poster - Spot the Refugee.pdf](#)

 [Whats the difference.pdf](#)

 [Whats the difference.pdf](#)

## **5. Push and Pull Factors to Movement of People**

- Briefly look at Economic, Social, Environmental and Political factors
- Create your own diagram to show your understanding of push /pull factors of Refugees leaving Syria

## **6. Challenges in a new country:**

Red Cross representative/ Refugee to speak

## **7. Specific Case study: Syria (focus on children)**

Marty Seifert talk to students

## **8. Refugee Children**

Play the game 'The Right to a child'

 [https://www.unicef.org.nz/store/doc/peeredu\\_CRC@20.pdf](https://www.unicef.org.nz/store/doc/peeredu_CRC@20.pdf)

This video shares the voices of a group of Syrian children in a refugee camp in Lebanon (approx. 11 minutes). These children are among the 1.2 million refugees who have been forced from their homes due to the prolonged and violent conflict,  <https://www.youtube.com/watch?v=jyscRA5CY68>

Take notes about;

What is the landscape like?

What is the weather like, what can you tell about the conditions?

What is the physical state of the children, what do you notice?

What is the shelter like, what is it made of?

### **1. Post Viewing Discussion**

Whose perspective on the Syrian conflict is shared in the video?

From watching the children, did anything surprise you, or can you share something new you learned?

What do you notice about the clothing of the children? What do think of their clothing in relation to the conditions?

What are some of the reasons the children gave for leaving? How did they escape?

Can you recall some of the problems the children have living in the camp?

Have these children been affected by what they have lived through? Can you identify any signs of trauma or fear?

## **9. How it might feel**

1. Play the following game

 [http://www.playagainstodds.com/game\\_us.html](http://www.playagainstodds.com/game_us.html)

- Boarder country, can I stay here - number 1

2. Scenario: In the middle of the night, you wake to the sound of explosions and screaming outside your house. Your mother rushes in and tells you that you need to gather your things and meet her at the bottom of the stairs

What do they pack to take with them? Draw a suitcase in ss book – draw what you packed and explain why

## **10. Refugee Portrait (may take 2 periods)**

Using an A3 piece of paper, create a Refugee portrait.

Assessment information written above in 'Assessment'

## Thinking Tools integrated into this unit

- PMI
  - Venn diagram
- Venn Diagram: comparing students lives with those in refugee camp.
- PMI: Focus on the new life for a child after they have become a refugee.

## Differentiated Learning Activities