

Refugees knocking on the door to... paradise?

Defender: Mohamed Abdelshakur (Sudanese teacher refugee in Madrid from Darfur)

NGO No Name kitchen (right to accommodation and adequate food)

Film *Winter in Europe* (November, 2017) by Polo Menárguez

Introduction

The rationale for the selection of the topic is to work STTP during the **Human Geography** lessons. Since Y3 students are also engaged in global issues, the situation of refugees tackles the objectives of **Global Classrooms** (GC) project as well as **STTP's**. The goal of the teacher is to be able to merge activities that work for the three scenarios.

Learning Objectives (LO)

My students will be able to:

1. Understand the terms migrant, refugee, refugee camp, asylum, displaced.
2. Understand how migrants become refugees.
3. Explain why migrations today depend more on country conflicts than they did before.
4. Identify why countries show a different attitude towards refugees.
5. Explain the attitude towards refugees on behalf of people in destination countries.
6. Identify how refugees struggle with slavery and trafficking.
7. Understand how films that portray real testimonies can help become aware of the situation of refugees.
8. Develop an empathetic understanding towards refugees.
9. Determine how we could help to improve the situation of refugees worldwide.
10. Reflect on the situation of refugees and what can be done.
11. Produce feedback on the learning, self-evaluation, peer evaluation.

Develop project ideas

Y3 ESO students

Six five-student groups

2 weeks

6 sessions

Activities to introduce the HR.

Reading: testimony of defender Mohamed Abdelshakur, Sudanese teacher refugee in Madrid.

Movie time. All students go to the cinema to see recently launched Spanish film *Invierno en Europa* (Winter in Europe-2017) about the situation of Pakistan and Afghan refugees in Serbia. Trailer <https://www.youtube.com/watch?v=cwyiTlykQX0>

Capstone project: using cards from the STTP Refugee ID set, students **write** the script about people leaving Darfur. **Perform** a five-minute play for classmates. Feedback to mates after every play.

Instructions' Components

Session 1

LO:

1. Understand the terms migrant, refugee, refugee camp, asylum, displaced.
2. Understand how migrants become refugees.

Activities

Handout 1 - Match the population terms to the definitions (Human Geography). Which terms are related to refugees?

Dense Population	The rate at which population changes
Sparse Population	Small numbers of people per square kilometre
Population Growth Rate or Natural Increase	Deaths of children under the age of 1 per 1000 of population
Infant Mortality	Average number of years a person might live
Life Expectancy	People moving out of a country
Death Rate	Average number of people born per 1000 per year
Birth Rate	People moving onto a country
Immigration	Average number of people who die per 1000 per year
Emigration	Large numbers of people per square kilometre
Population Distribution	The way people are spread around a country

Handout 2 - Find out about the bodies in the UN (GC) and the UN offices that deal with HR and refugees.



SECRETARIAT

- The Secretary-General is the spokesperson for the international community (Antonio Guterres)



GENERAL ASSEMBLY

- Main deliberative body of the UN. Representative of the 194 country members.

Main bodies



SECURITY COUNCIL

- To maintain international peace and security. To intervene in conflicts. It has 15 members. Five have **veto power**: China, France, Russia, UK, USA

OTHER BODIES

- ECOSOC (Economic and social council)
- International Court of Justice
- **Human Rights Council (HRC)**
- **UN High Commissioner Refugees**

HW - **Do research** on NGO No Name kitchen and their role to help refugees in Serbia. Be ready to share your findings next session.

Session 2

LO:

3. Explain why migrations today depend more on country conflicts than they did before.
4. Identify why countries show a different attitude towards refugees.

Activities:

A ten-minute **unmoderated caucus** with the purpose of sharing your findings about NGO No Name Kitchen.

Watch the clip on the NGO No Name Kitchen:

<https://www.youtube.com/watch?v=ovw0pEWHQ0Q>

A fifteen-minute **moderated caucus** to share findings and reflections on the role of NGOs to help refugees.

HW – **Find out** about the civil war in Sudan at the beginning of the century and **prepare some questions** that you'd ask a refugee from Darfur (Human Geography).

Session 3

LO:

5. Explain the attitude towards refugees on behalf of people in destination countries.
6. Identify how refugees struggle with slavery and trafficking.

Activities:

Share with the whole group your questions to a refugee from Darfur.

Read the text (overhead projector) about defender of HR Mohamed Abdelshakur, Sudanese teacher from Darfur, and a refugee in Madrid; **take** notes for a debate.

Twenty-minute debate (GC) to share findings and thoughts. Points for the debate about Abdelshakur's testimony:

- Discussion about everyday life of a teacher in Darfur.
- Understand the problems that refugees face when trying to enter the European Union.
- Agree on possible means to improve the situation of refugees during their stay in refugee camps.

Session 4

LO:

7. Understand how films that portray real testimonies can help become aware of the situation of refugees.

Activities:

Movie time: the whole group go to the cinema to see the film *Winter in Europe* (November, 2017).

Session 5: Capstone project

LO:

8. Develop an empathetic understanding towards refugees.
9. Determine how we could help to improve the situation of refugees worldwide.

Capstone project:

In groups, pick up a card from the STTP Refugee ID set and **write** the script of you and your mates leaving Darfur and set off to Europe, the 'promised land'. **Think** of possible difficult situations you might face. **Perform** a five-minute play for your partners. Students give feedback to their mates after every play.

Session 6: wrapping up

LO:

10. Reflect on the situation of refugees and what can be done.

11. Produce feedback on the learning, self-evaluation, peer evaluation.

Activities:

Plenary: students **share** their findings about basic HRs that are being violated in 21st century Europe.

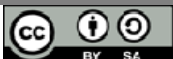
Individually, students **fill in** the self-evaluation sheet and **get** another mate's **feedback**.

Speak Truth To Power – self-evaluation sheet

Name..... Group.....

Date.....

	My Comment	Which piece(s) of work show evidence of this?	My mate feedback
Something that demonstrates my skills			
Something that made me think in a new way			
Something I found difficult or challenging			
Something I might do differently another time			
Something I really enjoyed			



Further resources

- STTP Refugees LP
- Short film *Home*, a drama shot in Kosovo about a British family forced by war to become refugees, won the best short film prize at the British Academy of Film and Television Arts awards, 2017. <http://www.balkaninsight.com/en/article/kosovo-uk-short-film-wins-bafta-awards-02-13-2017>