



# Pestalozzi

From the remembrance of the Holocaust to the prevention of radicalisation and crimes against humanity (PREV2)

## HUMAN RIGHTS, REFUGEES, MIGRATION AND ASYLUM ISSUES An educational Programme for Secondary Education

by

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## HUMAN RIGHTS, REFUGEES, MIGRATION AND ASYLUM ISSUES

### An educational Programme for Secondary Education

#### Brief description

This educational programme provides students with a definition, historical background, and basic information about Human Rights, the International Refugee Regime and the global nature of forced displacement.

This educational programme aims to encourage students to see refugees and forced migrants as more than just numbers in need of aid, but as the people that they are. Students watch the accompanying videos and complete worksheets and activities.

The programme is meant to help students and teachers: understand some of the complex processes that lead to violence and conflict, which in turn cause refugees to flee their homes and countries of origin; cultivate attitudes that lead to constructive, active and non-violent resolution of conflict; develop the personal and social skills necessary to respect basic human rights.

#### Expected outcomes

- ✓ Willingness to act and encourage others to act against discrimination, prejudices, stereotypes and injustice
- ✓ Acceptance of diversity as a positive value for the environment and the survival of humankind
- ✓ Aptitude to cope with complex issues and to avoid one-dimensional answers
- ✓ Understanding of how cooperation can help prevent conflict, discrimination and violence

### Activities

	Duration	Methods used
Activity 1: Being a refugee	50 minutes	Cooperative learning
Activity 2: Introduction to the International Refugee Regime	55 minutes	Think – Pair - Share
Activity 3: “Over Under Sideways Down”	90 minutes	
Evaluation	30 minutes	

### Background and context

The world refugee crisis has led civil society to mobilise, and initiatives calling for greater support for refugees have multiplied across countries. But at the same time, there have been increasing demands, especially from schools on how to work on this issue, asking how to discuss it with young people, or with students. The refugee problem is worldwide: today no region or continent lacks refugees – people caught between danger at home and loss of identity in a strange land. Fear of persecution has led millions to flee their homes and seek safety in strange societies where they may be isolated, different, and often impoverished. The refugee problem has existed for a long time (tens of millions of refugees this century) and has created great suffering for refugees and major difficulties for those who have tried to assist refugees.

Throughout history, people have been on the move, often in order to improve their standard of living, give their families and children better opportunities, escape poverty, or to flee from persecution, instability and war. Migration and asylum issues have increasingly become part of our everyday lives, as our European society becomes more multicultural and diverse, a situation that brings both challenges and enrichment to society. But to what extent do we understand these issues and why are they important? In the next few pages we aim to define the key concepts and explain the main issues surrounding all of the above.

As European societies become more multi-cultural, we need to raise awareness of the many reasons for which people choose or are forced to leave their own countries. This understanding can help to promote respect for diversity and encourage social cohesion. In particular, more information needs to be disseminated

to young people, who are the decision makers of tomorrow, but whose opinions on migration and asylum are not always based on factual and balanced information. The social and political importance of migration and asylum issues has grown steadily over the past two decades, during which the world has witnessed increased worldwide movement of migrants, asylum-seekers and refugees. At the same time, problems of discrimination, xenophobia and racism have continued to surface, often causing tensions within communities.

## Activity 1: Being a refugee

Duration: 50 min

### Expected outcomes

- ✓ Willingness to act and encourage others to act against discrimination, prejudices, stereotypes and injustice
- ✓ Acceptance of diversity as a positive value for the environment and the survival of humankind

### Methods / techniques

- ✓ Discussion
- ✓ Reflection
- ✓ Cooperative learning

### Resources

- ✓ Papers
- ✓ Post it papers
- ✓ Markers
- ✓ Newspaper reports

### Procedure

#### Step 1 (5 min)

Imagine you have to leave home in a hurry in fear, the roads are blocked and you cannot use your phone or electricity.

- ✓ What will you take? (Remember: you have a short time to pack, you will have to carry your bag and there may be few other resources to help you until you reach safety).
- ✓ Where will you go?
- ✓ How will you travel?

#### Step 2 (15 min)

- ✓ The teacher hands out local news reports from a conflict area to expand participants' ideas.
- ✓ Divide the participants into groups of four.
- ✓ Ask the participants to create mind maps showing how being forced to leave home in a hurry would affect their:
  - health
  - safety
  - family
  - future

If there are more than four groups let some of the groups work on the same topics

Step 3 (15 min)

- ✓ Ask the participants to use post it papers and list the support they might need.
- ✓ After writing their needs ask the participants to discuss in their micro groups:
  - Where would they get that support and how easy would it be to obtain?
  - How likely might you be to receive the required support if you lived in a different country or belonged to a minority group.

Step 4 debriefing (15 min)

- ✓ Ask the participants to write a reflection on the experience and to list three ways in which way this activity has made an impact and how they might change their behaviour when they hear of refugee stories in the media in the future.
- ✓ Stick their answers on the big piece of paper on the wall.

## Activity 2: Introduction to the International Refugee Regime

Duration: 55 min

### Expected outcome

- ✓ Aptitude to cope with complex issues and to avoid one-dimensional answers.
- ✓ Understanding of how cooperation can help prevent conflict, discrimination and violence.

### Methods / techniques used

- ✓ Watching a video
- ✓ Discussion
- ✓ Think – pair – share

### Resources

- ✓ Video
- ✓ Paper
- ✓ Pens

### Step 1: (5 min)

- ✓ Prior to watching the following video, ask the participants to take a couple of minutes to write down any words, pictures, thoughts that come to mind when they hear the words: migrant, forced migrant, or refugee. Ask them to keep the paper nearby.

### Step 2 (20 min)

- ✓ Show the Video “Introduction to the International Refugee Regime”:  
<http://vimeo.com/74987092>

This video, created for this project by Georgetown University student Grace Benton, aims at introducing students to the international refugee regime and the historical definition of refugee. It focuses on demonstrating that refugees and forced migrants alike are not just mouths to be fed. See the attached worksheet as an activity to be completed while watching the video.

### Step 3 (15 min) Discussion

- ✓ Possible Discussion Questions:
- ✓ Looking back at what you wrote before watching the video, what similarities/differences do you notice? What surprised you about the video?
- ✓ What can numbers tell us? What do they leave out?
- ✓ What do you see in the images presented in the video? Which ones communicated to you the most and what did you understand from them?
- ✓ What did you take away about what the refugees were saying in the interviews?
- ✓ Can you imagine yourself in their place?
- ✓ In the video, we learn that refugees are often framed in terms of numbers or as helpless, passive recipients of aid who need to be “saved”.
- ✓ What do you think are some of the problems with viewing refugees in this way?
- ✓ Explain to participants that refugees exist within the global system of countries, and every person on the planet is supposed to “belong” to a country. All those countries (in a system we call the nation-state system) have a relationship with their “people” – those people are supposed to have citizenship. But when people flee from their countries because of all the reasons mentioned, they may not have documents with them, and their country may not provide passports. How do other countries know who they are? Or they may not have an official country, as is the case with Palestinian refugees. Thus it is important to see refugees not only as forced migrants but as also defined by the system in which we live today – that of a nation-state system with citizenship for all members of the state. Refugees find themselves living outside this system and victims of it.

### Step 4 debriefing (15 min)

- ✓ Encourage the participants to answer the questions in pairs using: think – pair – share :

**T:** (Think) Trainer begins by asking a specific question about the text. Participants "think" about what they know or have learned about the topic.

**P:** (Pair) Each participant should be paired with another student or a small group.

**S:** (Share) Participants share their thinking with their partner. Teachers expand the "share" into a whole-class discussion.

Questions to answer:

- ✓ What does being a citizen mean in today's world?
- ✓ What does being a citizen of the country you live in allow you to do?
- ✓ What is not allowed if you are not a citizen?

In the end add words to the list made at the beginning of the activity.

### Activity 3: “Over Under Sideways Down”

<p>Expected outcome</p> <ul style="list-style-type: none"><li>✓ Aptitude to cope with complex issues and to avoid one-dimensional answers.</li><li>✓ Understanding of how cooperation can help prevent conflict, discrimination and violence.</li></ul>
<p>Methods / techniques used</p> <ul style="list-style-type: none"><li>✓ Cooperative learning</li><li>✓ Writing</li><li>✓ Reading</li></ul>
<p>Resources</p> <ul style="list-style-type: none"><li>✓ Video</li><li>✓ Paper</li><li>✓ Worksheet (appendix 1)</li><li>✓ Photos from the text on refugees (appendix 2)</li><li>✓ Computers or mobile phones with internet connection or printed out texts and photos</li></ul>
<p>Procedure</p> <p>Step 1 (5 min)</p> <ul style="list-style-type: none"><li>✓ Imagine a family of strangers in need, who could not speak your language, showed up at your house tomorrow with only the clothes on their backs, would you help them or turn them away? Why?</li></ul> <p>If you did decide to help them, what do you think you could do to help the family?</p> <p>Step 2 (25 min)</p> <ul style="list-style-type: none"><li>✓ “Over Under Sideways Down” This comic book story “Over Under Sideways Down” (<a href="http://webapps.redcross.org.uk/RefugeeWeekComic/">http://webapps.redcross.org.uk/RefugeeWeekComic/</a>) Depicts the journey of 15 year old Ebrahim as he embarks on a journey for a safer life; “Ebrahim is a teenage refugee, he did not choose to bid farewell to his mother for the last time and he certainly did not choose to take the long journey to be granted asylum in the UK.”</li><li>✓ Ask the participants to read the story and analyse the story according to the following criteria:</li></ul>

The theatrical character: The dramatic myth is based on the special power that the protagonist possesses. In the story the protagonist's features are (appendix 1):

Who is he?	Review of his acts	Goals
Adjectives:		
Character:		
Motivation of the protagonist's actions:		The power that he embraces:
Other forces:	Goal:	The opposite power:

Table 2

## Step 3 (10 min)

- ✓ Divide the group in micro groups of 4 -5 participants according to the candy you will put on their table. Participants with the same candy create the same group.
- ✓ Ask the participants to explore the language and emotions associated with feeling welcome and unwelcome.
- ✓ Give a task to participants to create a short role play and consider how they could make refugees and asylum seekers feel welcome.

## Step 4 (15 min)

- ✓ Ask the participants to demonstrate their role play to the other members of the group.

## Step 5 (15 min)

- ✓ Give instructions for the participants - Introducing the Resources. Tell the participants that they will be looking at several articles by Jeanne Carstensen about the Island of Lesbos, a small population of people seeing thousands of refugees passing through their island every day. For example: (appendix 2)

“On Lesbos, a Courageous Doctor Struggles to Save Syrian Refugees and Help Locals” (January 20, 2016). Retrieved from <https://www.pri.org/stories/2016-01-15/lesbos-courageous-doctor-struggles-save-syrian-refugees-and-help-locals>

“Refugees Find Hope and Despair on Lesbos” (January 20, 2016). Retrieved from <http://pulitzercenter.org/reporting/refugees-find-hope-and-despair-lesbos>

Ask the participants to use the resources prepared and take notes individually,

- ✓ After reading the articles and viewing the photographs, answer the accompanying comprehension questions and the following summary questions in micro groups.
  - How are the three resources different? How are they similar?
  - Which resource did you like best? Why?
  - Why do you think that journalists – like Jeanne Carstensen – choose to use pictures as well as a written article to report on the refugee crisis?
- ✓ Place the answers on the big pieces of paper prepared for the participants in different parts of the room.
- ✓ Allow them a few minutes to walk around and look at their answers.

Step 5 debriefing (20 min)

- ✓ Ask the participants in micro (4 – 5) groups to imagine they were members of the local government (Roles: a mayor, vice mayor, adviser for health issues, adviser for security issues, adviser for education issues) Give them a task to propose measures for the following issue:
  - If you were the mayor of a city or a member of local government, and refugees were trying to come into your city for help, what would you do?

Write a two paragraph (3-5 sentences each) response on your answer. Make sure to defend your answer with examples you have read in the resources<sup>1</sup>.

The results of the activity should be shaped in a form of resolution or declaration. Leave the documents on a visible place in the classroom.

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<sup>1</sup> Cf. Smith, S. (2016, March 10). Lesson Plan : Refugees and the Island of Lesbos. In Pulitzer Center Lesson Builder. Retrieved from <http://pulitzercenter.org/builder/lesson/17536>

## Evaluation

Duration: 30 min

<p>Expected outcome</p> <ul style="list-style-type: none"> <li>✓ To reflect on learning outcomes of the activities</li> </ul>
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> <li>✓ individual work</li> <li>✓ discussion</li> </ul>
<p>Resources</p> <ul style="list-style-type: none"> <li>✓ Flip chart paper</li> <li>✓ post it papers or</li> <li>✓ Stickers</li> </ul>
<p>Practical arrangements</p> <ul style="list-style-type: none"> <li>✓ flip chart paper pinned on the wall (for participants to post their answers)</li> <li>✓ stickers in three different colours (for three different questions)</li> </ul>
<p>Procedure</p> <p>Step 1 (5 min.)</p> <ul style="list-style-type: none"> <li>✓ Divide participants into micro groups (3-4) by asking them to count off (if you want four groups, have participants number off to 4 and the next participant starts over with one )</li> <li>✓ Form groups with all the 1s, 2s, 3s, 4s and tell the participants to answer three questions</li> <li>✓ Ask the participants to write on the post it papers answers to the following questions and leave them on the appropriate place in the classroom:             <ol style="list-style-type: none"> <li>1. Something I will take home after today's session?</li> <li>2. Something I didn't like during the session?</li> <li>3. Suggestions for further work concerning this type of activity.</li> <li>4. Are there any differences in how you have previously regarded refugees and how you do it now?</li> </ol> </li> <li>✓ Participants answer the questions individually.</li> </ul> <p>Step 2 (15 min.)</p> <ul style="list-style-type: none"> <li>✓ Participants share their answers within their groups using word rotation technique and discuss them. First a participant number 1 reads the answer to question number one, then does person number 3, and then 4. After that they move to following questions until they answer them all.</li> <li>✓ If possible they choose one answer within the group for each question</li> </ul>

## Resources

<http://www.youthforhumanrights.org/>

[http://f.edgesuite.net/data/www.youthforhumanrights.org/files/YHRI\\_What\\_Are\\_Bklt090414R.pdf](http://f.edgesuite.net/data/www.youthforhumanrights.org/files/YHRI_What_Are_Bklt090414R.pdf)

<http://www.youthforhumanrights.org/take-action/competitions/essay-competition.html>

<http://www.youthforhumanrights.org/take-action/competitions/poetry-competition.html>

<http://www.globaleducation.edu.au/teaching-activity/refugees-up.html>

<http://vimeo.com/74987092>

<https://blogs.commonsgeorgetown.edu/rochelledavis/refugee-video-project/>

<http://webapps.redcross.org.uk/RefugeeWeekComic/>

<http://www.redcross.org.uk/en/What-we-do/Teaching-resources/Lesson-plans/Refugee-week-2016>

<http://pulitzercenter.org/builder/lesson/17536>

<http://pulitzercenter.org/builder/lesson/17536>

<http://www.telegraph.co.uk/news/worldnews/europe/greece/12001106/Migrants-and-refugees-make-journey-to-Greek-island-of-Lesbos-in-pictures.html?frame=3502870>

<http://www.middleeasteye.net/multimedia/photo-galleries/pictures-refugees-arrive-greek-island-lesbos-1099390555>

<http://pulitzercenter.org/builder/lesson/lesson-plan-refugees-and-island-lesbos-17536>

<http://pulitzercenter.org/builder/lesson/lesson-plan-refugees-and-island-lesbos-17536>

<http://pulitzercenter.org/education/meet-the-journalist-jeanne-carstensen>

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## Appendix 1: Table: analysis of a text

Who is he?	Review of his acts	Goals
Adjectives:		
Character:		
Motivation of the protagonist's actions:		The power that he embraces:
Other forces:	Goal:	The opposite power:

## Appendix 2: photos of refugees

i) Photos : Fig. 2, 3, 4, 5, 6



*Fig. 2. Refugees climb out of their dinghy on the shores of Lesbos after having crossed from Turkey, about seven miles away. Image by Tzeli Hadjidimitiou. Greece, 2015. Retrieved from*

<http://pulitzercenter.org/builder/lesson/17536>



*Fig 3. Over 500,000 migrants have entered Europe so far this year and approximately four-fifths of those have paid to be smuggled by sea to Greece from Turkey, the main transit route into the EU. Picture: Carl Court/Getty Images. Retrieved from*

<http://www.telegraph.co.uk/news/worldnews/europe/greece/12001106/Migrants-and->



*Fig. 4. A boy uses a rubber ring to reach the shore of Eftalou beach (AA). IN PICTURES: Refugees arrive at the Greek island of Lesbos. Retrieved from*

<http://www.middleeasteye.net/multimedia/photo-galleries/pictures-refugees-arrive-greek-island-lesbos-1099390555>



*Fig. 5. Around 60 percent of the population of Lesbos descends from the Greek refugees who fled Asia Minor in 1922, including these three women from Skala Sykaminia. Image by Alison Terry-Evans. Greece, 2015. Retrieved from <http://pulitzercenter.org/builder/lesson/lesson-plan-refugees-and-island-lesbos-17536>*



*Fig. 6. Greek refugees flee Smyrna (Izmir) in 1922 as the city burns. Boats head for Lesbos and other Greek islands. Photo courtesy of "The Pappas Post." Retrieved from <http://pulitzercenter.org/builder/lesson/lesson-plan-refugees-and-island-lesbos-17536>*

- ✓ Articles by Jeanne Carstensen<sup>2</sup> about the Island of Lesbos, a small population of people seeing thousands of refugees passing through their island every day<sup>3</sup>.
- ✓ Video: “Meet the Journalist: Jeanne Carstensen” (January 20, 2016). Retrieved from <http://pulitzercenter.org/education/meet-the-journalist-jeanne-carstensen>

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<sup>2</sup> Jeanne Carstensen is an independent journalist based in San Francisco. In 2015, she covered the mass arrival of refugees to Lesbos and other eastern Aegean islands and the smuggling operation in Turkey. In 2016, she returned to Greece to report on the 60,000 refugees trapped in the country after the Balkan route closed. She also reported from Germany, France and Hungary where she covered refugee integration. Her work on the refugee crisis is supported by the Pulitzer Center on Crisis Reporting and has appeared in Foreign Policy, PRI’s The World, The Nation, The Intercept, GlobalPost and other publications. Retrieved from

<https://www.pri.org/people/jeanne-carstensen>

<sup>3</sup> You can find them in the website:

[https://www.pri.org/search/node?search\\_api\\_views\\_fulltext=Refugees+and+the+island+of+Lesbos++by+Jeanne+Carstensen+&sort\\_by=field\\_date\\_published&sort\\_order=DESC](https://www.pri.org/search/node?search_api_views_fulltext=Refugees+and+the+island+of+Lesbos++by+Jeanne+Carstensen+&sort_by=field_date_published&sort_order=DESC)