Refugee Curriculum
students about the concept of refugees and the current refugee crisis, including how it impacts the refugees emotionally and physically, and how different governments around the globe approach the crisis.

Challenge
pre-existing notions of refugees, particularly the readiness of the media in developed nations to label them negatively and as a ‘problem’.

Humanise
the refugee narrative and have students understand that one’s predicament is based on chance and where we are born.

Inspire
students to move from compassion to action in relation to the plight of refugees around the world.

Equip
ourselves with the stories and compassion necessary to empathize with refugees and immigrants.
Introduction

What is the Refugee Curriculum?

The Refugee Curriculum has been designed to help educate students around the world about the concept of refugees, the nature of the current refugee crisis, and how it impacts all in society. The curriculum intends to challenge preconceived notions about refugees and intends to humanise them, helping students identify that they are simply people that have been placed in difficult and extraordinary circumstances.

The Refugee Curriculum also hopes to inspire students to move from compassion to action, improving the situation for refugees worldwide by bringing attention to their daily struggle. We believe that through learning about the experiences that refugees have to endure, the next generation will be empowered to view refugee crises as issues to be solved collectively, rather than largely ignored by the wider global population.

How do I use the Refugee Curriculum?

The online presentation to support the curriculum can be found here.

The Refugee Curriculum has been designed to provide knowledge in four key areas, with the scheme of work divided into four sections. These sections are:

1. Introduction to Refugees
2. In-depth Case Studies
3. Rights and Responsibilities
4. Taking Action

It is hoped that by following this 10-lesson curriculum, students will have learnt to empathise with refugees and to understand that their situation could happen to anyone. Moreover, it will allow students to challenge media stereotypes surrounding refugees, that unfortunately tend to be negative. Finally, it is hoped that students will be inspired to take action in some manner to help improve the lives of refugees.
Introduction

Do I have to follow every activity?

The Refugee Curriculum has been created to enable as many teachers as possible to access the material and introduce it to their students. We also understand that teachers may not have the same amount of contact time with their students and that in aiming for the High School/Secondary School age group, there is a difference between students just starting this part of their education to those just finishing. The Refugee Curriculum also covers learning objectives from the British National Curriculum (PHSE, Geography and History), IB Individuals & Societies/Global Politics and North American Social Science courses such as History/Humanities so it can be tailored to teaching around the globe.

Therefore, the Refugee Curriculum guides teachers and provides a range of suggested activities within each lesson. Depending on your students, some teachers may be able to complete all of the activities and others may not. Please do not feel obliged to complete all activities and use your own judgement based on your students. It is possible that certain classes may have covered a similar topic before and have a strong level of knowledge, whereas many may be approaching it for the first time.

How are the lessons structured?

Each lesson plan provides an overview of the lesson, the key learning objectives, where the lesson sits in the overall curriculum, key resources (all provided) and key terms. The lesson plan also gives an initial quote, which is linked to the lesson and could be discussed as a starter activity. Following this, suggested activities are provided with reference to the resources needed for each one. Finally, extension work has been outlined in case students wish to complete extra work, teachers want to set homework or extra time in lessons is provided.

We hope that you find this resource simple and easy to implement because raising awareness of the plight of refugees is a key concern in today's interconnected society; the use of the curriculum will not only benefit students and teachers, but it can inspire real change in how refugees are viewed and the nature of the help provided to them.
Lesson 1
Amal Kassir's video is very interesting and worth watching all the way through but the timing for the suggested clip is provided.

Lesson 2
The Refugee Quiz has been designed to test prior knowledge and to share some possible surprises in terms of the statistics given. Find the quiz here.

Lesson 3
Rania's Odyssey should first be watched by the class teacher as there are certain scenes that could be distressing for the younger ages. It is a very powerful video but please check that it is age appropriate.

Lesson 4
Students are encouraged to research other local camps, if these exist. We focus on Zaatari but there is plenty of information about others.

Lesson 5
This lesson provides an overview, but it must be remembered that each host community (and groups within them) may treat refugees very differently.

Lesson 6
This is not a 'name and shame' lesson but merely tries to highlight the differences between countries using the statistics provided by UNHCR.

Lesson 7
NGOs and charities are not perfect; this is important to remember. Students should be aware that problems do occur and aid does not sometimes arrive as it should.

Lesson 8
One of the loudest 'voices' of refugees is actually through teaching like this, so students should be reminded that they are a key part of the process.

Lesson 9
Students should be told that most ideas to positively raise awareness of refugees are good, but that they need to make sure they are feasible.

Lesson 10
Although this lesson ends the curriculum, students should still be encouraged to continue their projects. The refugee situation will only be resolved once it becomes a central issue in all societies around the world.
Why do refugees exist?
When did refugees first appear?

What did Rania go through on her journey?
What is life like in a refugee camp?
How are refugees treated in host communities?

What has been the response of governments towards refugees?
What is being done to support refugees?
What voice do refugees have?

How can we make a difference?
Making a difference
Overview
Saria Samakie's story, provided in video installments from a German documentary made about his experiences in Syria, is remarkable and terrifying in equal measure. Saria highlights how he kept his sense of humanity despite the behaviour and actions towards him and outlines why people may become refugees in the first place. The torture suffered by Saria should be a reminder of why people have fled their countries and sought refuge abroad.

Part 1 01:35 - 03:38

Saria is separated from his cousin in a crowd and is surrounded by eighteen men and his phone is confiscated.

Part 2 04:35 - 06:00

Saria discusses his torture with a water pipe and the fear of being killed, along with his cousin.

Part 3 06:02 - 08:10

Saria talks about being in the investigation room and being accused of being anti-government simply for sharing a tweet against violence.

Part 4 08:20 - 10:17

Saria recounts how he was kidnapped in front of his father and taken for nine days by the Free Syrian Army.

Part 5 10:30 - 11:59

Saria's family is threatened by his captors after he is accused of working with the government.
How it fits into the curriculum

The series of ten video clips portrays one story from a person who fled his country, becoming a refugee because of the fear of persecution in his home country. Saria's account is an individual one but also represents millions of refugees who for one reason or another have to leave their home. Saria's story provides a background as to why people leave, helping place the rest of the curriculum in context.
<table>
<thead>
<tr>
<th>Lesson 1</th>
<th>Why do Refugees Exist?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Muslim on the Airplane:</strong> 02:53 - 11:50 (V1)</td>
<td></td>
</tr>
<tr>
<td><strong>UNHCR - Who is a Migrant?</strong> 00:01 - 1:57 (V2)</td>
<td></td>
</tr>
<tr>
<td><strong>UNHCR - Who is a Refugee?</strong> (V3)</td>
<td></td>
</tr>
<tr>
<td><strong>Saria’s Story Part 1</strong> (V4)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 2</th>
<th>When did Refugees first appear?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNHCR - Where do Refugees come from?</strong> (V5)</td>
<td></td>
</tr>
<tr>
<td><strong>Saria’s Story Part 2</strong> (V6)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 3</th>
<th>What did Rania go through on her journey?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rania’s Odyssey</strong> (V7)</td>
<td></td>
</tr>
<tr>
<td><strong>Saria’s Story Part 3</strong> (V8)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 4</th>
<th>What is life like in a refugee camp?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>’After Spring’ Documentary Trailer</strong> (V9)</td>
<td></td>
</tr>
<tr>
<td><strong>Saria’s Story Part 4</strong> (V10)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 5</th>
<th>How are Refugees treated in host communities?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNHCR - Who is an Asylum Seeker?</strong> (V11)</td>
<td></td>
</tr>
<tr>
<td><strong>Living in a Host Community</strong> (V12)</td>
<td></td>
</tr>
<tr>
<td><strong>Saria’s Story Part 5</strong> (V13)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 6</th>
<th>What has been the response of governments?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNHCR - Refugee Rights</strong> (V14)</td>
<td></td>
</tr>
<tr>
<td><strong>Saria’s Story Part 6</strong> (V15)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 7</th>
<th>What is being done to support Refugees?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNHCR - Who Helps Refugees?</strong> (V16)</td>
<td></td>
</tr>
<tr>
<td><strong>Jordan’s story</strong> (V17)</td>
<td></td>
</tr>
<tr>
<td><strong>Mama Munira</strong> (V18)</td>
<td></td>
</tr>
<tr>
<td><strong>SAMS video</strong> (V19)</td>
<td></td>
</tr>
<tr>
<td><strong>Alex’s story (letter to President Obama)</strong> (V20)</td>
<td></td>
</tr>
<tr>
<td><strong>Saria’s Story Part 7</strong> (V21)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 8</th>
<th>What voice do Refugees have?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Angelina Jolie Acceptance Speech video</strong> (V22)</td>
<td></td>
</tr>
<tr>
<td><strong>Refugee Voices in Film - UNHCR</strong> (V23)</td>
<td></td>
</tr>
<tr>
<td><strong>Saria’s Story Part 8</strong> (V24)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 9</th>
<th>How can we make a difference?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNHCR ‘Choose to Help’ (resource V25)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Case Study 1 - Refugee Future Fund</strong> (resource V26)</td>
<td></td>
</tr>
<tr>
<td><strong>Case Study 2 - Raising Funds</strong> (resource V27)</td>
<td></td>
</tr>
<tr>
<td><strong>I Am Syria</strong> (V28)</td>
<td></td>
</tr>
<tr>
<td><strong>Saria’s Story Part 9</strong> (V29)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 10</th>
<th>How can we help Refugees?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNHCR - Words Matter video</strong> (resource V30)</td>
<td></td>
</tr>
<tr>
<td><strong>Saria’s Story Part 10</strong> (V31)</td>
<td></td>
</tr>
</tbody>
</table>
This lesson focuses on the key question ‘why do refugees exist?’ by exploring who refugees are and how they become refugees. Students will address key misconceptions and identify why refugees exist through a range of resources, aiming to give them a detailed overview of the global refugee crisis that currently exists. Find the online presentation [here](#).

1. Students will be able to define the term ‘refugee’ and provide reasons why people become refugees.

2. Students will be able to identify key parts of the world where refugees exist.

3. Students will be able to highlight that there is confusion surrounding the terms ‘refugee’ and ‘migrant’.

This is the beginning of the unit. Expect some students to be relatively knowledgeable about refugees but also for there to be some confusion/mixing up of terms (e.g. refugee/migrant). Also, students may have differing views on the subject due to the influence of a range of media and their family background. There is therefore a need to break down understanding and highlight to students why it is important to study the refugee crisis before embarking on the curriculum in earnest.

Students should aim to develop knowledge of the key terms, identify where refugees exist in the world currently and how these situations are created. This will enable them to fully comprehend more specific and mature concepts later on in the curriculum.

United Nations definitions
UNHCR statistics
Definitions card sort activity (resource 1a)
Muslim on the Airplane Video Clip ([resource V1](#))
UNHCR - Who is a Migrant? ([resource V2](#))
2020 Refugee Map (resource 1b)
Who is a refugee? UNHCR Video Clip ([resource V3](#))
Saria’s Story part 1 - 01:35 - 03:38 ([resource V4](#))
Saria’s Story Storyboard (resource 1c)

**Key Terms**
Refugee, migrant, stereotype, persecution, civil war, prejudice, United Nations, UNHCR, asylum, asylum seeker, internally-displaced person
1. What do I think a refugee looks like?

Students draw on a piece of paper what they imagine a refugee looks like. Share ideas with the class and discuss preconceptions. Why did they draw these? Where did the ideas come from?

2. What do I think of when I hear the word ‘refugee’?

Students to write words they associate with the term ‘refugee’. Students then put their paper face down without their name on it in a pile in the middle of the room. Once everyone is finished, students then pick a random paper (which almost certainly will not be theirs). While in a circle each student reads out loud what their paper says. Were there common words? Why? Students can then complete the definitions card sort activity (1a).

3. Why do I hear people refer to refugees as ‘migrants’?

Students watch the Muslim on the Airplane YouTube clip (resource V1) and then discuss the message provided by Amal Kassir. Students could also watch the UNHCR ‘Who is a Migrant’ video (V2) to understand clearly the difference between migrants and refugees.

4. Do I know where refugees are in today’s world?

Students to research global refugee ‘hot spots’ and place them onto the blank world map (resource 1b).

5. Can I explain why someone becomes a refugee?

Students to watch the UNHCR video ‘Who is a refugee?’ (V3) and to identify what a refugee is and why people become refugees.


Students to watch the video clip (resource V4) and then draw/label the first part of their storyboard (1c).

Students can complete the first part of Saria’s story at home.

Students choose one or more countries and research why that country is experiencing a refugee crisis. This information can be discussed in lesson 2.

"Consider the case of a farmer who owns a flock of chickens. He kills them, and this is his business. If you interfere, you are trespassing."

Raphael Lemkin
This lesson focuses on the key question 'when did refugees first appear?' and aims to outline that the impacts of war and the need to escape conflict is not limited to the 21st century. Students will learn how refugee crises come into being and examine key crises throughout history. This second lesson aims to consolidate prior knowledge of the plight of refugees before analysing in-depth case studies in lessons 3-5.

1. Students will be able to place historical refugee crises onto a timeline.
2. Students will be able to explain what can cause a refugee crisis.
3. Students will be able to find links between past and present, identifying that refugee crises are not only a modern phenomenon.

This lesson intends to highlight the long history of refugees throughout history and outline that it is not only a modern concept. However, it also addresses the thought that as we are now a more interconnected world, why has this not been solved and how are millions of refugees still affected in the 21st century. The lesson aims to provide an overview of the history, areas of the world that have experienced refugee crises and famous historical examples.

Some students may have been refugees, are currently, or have family members that are refugees (past or present) and so this topic needs to be discussed sensitively. Students should be encouraged to speak out about their experiences (if they wish) to help inform the conversation and allow others to share in their story.

UNHCR - Where do Refugees Come From? Video Clip (resource V5)
Refugee Quiz (resource 2a)
Historical Refugee Crisis Events and Information (resource 2b)
Historical Refugee Crisis Timeline (resource 2c)
Saria’s Story part 2- 04:35 - 06:00 (resource V6)
Saria’s Story Storyboard (resource 1c)

Key Terms
- Refugee, persecution, civil war, natural disaster, World War Two, Partition of India, Rohingya, ethnic minority.
CONFRONTED BY THE PIT INTO WHICH WE ARE ABOUT TO TOSS THOSE WHO HAVE DONE US HARM, WE HALT, STRICKEN DUMB: IT IS AFTER ALL ONLY BECAUSE OF THE WAY THINGS WORKED OUT THAT THEY WERE THE EXECUTIONERS AND WE WEREN’T.”

Alexandr Solzhenitsyn

1. How much do I know about refugees?

Students to answer a 5-question quiz (resource 2a) on refugee-related questions. This acts as a recap of the previous lesson and can consolidate prior knowledge. The quiz can be found on the Prezi (click here).


2. Do I know how refugees come into being?

Students to watch the UNHCR video ‘Where do Refugees come from?’ (V5) and discuss the reasons why they leave their homes, as well as the countries currently experiencing a refugee crisis.

3. Can I match up key historical refugee crises with their information?

Students to complete the Refugee Crisis match-up exercise in pairs (resource 2b). These can then be ordered in terms of size/length of the crisis. Were students aware that these crises occurred? Is there anything surprising?

4. How do I show the scale of refugee crises around the world since 1900?

Students to place the historical refugee crises onto the timeline (resource 2c). Students should be encouraged to think about how to display these events, including number of refugees involved and the length of the crisis.

5. Why do I think that modern refugee crises have not been solved yet?

Students should discuss how the historical crises were ended and why current ones have not. Why do they think current crises have not yet been solved?


Students to watch the video clip (V6) and then draw/label the second part of their storyboard (resource 1c).

Students can research at home and find out if their country has experienced a refugee crisis in its history. Students can also talk to family members to find out if anyone has experienced living through a refugee crisis.
This lesson focuses a specific journey undertaken by a refugee from Syria (Rania Mustafa Ali) and her experiences travelling and trying to find permanent safety and security. It is the first in-depth case study and aims to develop empathy among students studying the curriculum. Rania’s journey is remarkable and highlights what refugees have to go through because life in their home country has been threatened.

1. Students will be able identify key emotions that Rania experienced during different parts of her journey.

2. Students will be able to identify similarities they share with Rania as well as explain what it would have felt like to have lived through Rania’s journey.

3. Students will be able to outline the nature of Rania’s journey, including types of transport, geographical locations and the financial cost involved.

This mini-unit consists of in-depth case studies identifying and exploring key aspects of the journey of refugees. These include the initial reaction to becoming a refugee, life in a refugee camp and why people risk their lives to reach other countries, particularly those in Europe.

Students should now have a solid understanding of how refugees are defined, how a refugee crisis comes into existence and about the fact that refugee crises have occurred throughout history and most importantly, recent history around the world. This should have provided students with a good level of understanding regarding the nature of a refugee crisis. As well as this, following the first two parts of Saria’s story, students should have started to empathise with the plight of refugees during their journey and this next set of lessons will complete this process.

This lesson focuses on the escape from Syria by Rania Mustafa Ali.

Rania’s Odyssey video (V7) *some strong language and graphic scenes*
Plotting Rania’s Odyssey (resource 3a)
List of different stages of Rania’s journey (resource 3b)
Saria’s Story - part 3 - 06:02 - 08:10 (V8)
Saria’s Story Storyboard (resource 1c)

Key Terms: Refugee, odyssey, smuggler, refugee camp, Kobane, United Nations, UNHCR, tear gas, emotion, empathy, border guards.
1. **What three questions would I like to ask Rania?**

Students to watch the first three minutes of Rania’s Odyssey (V7) and come up with a list of initial questions that they would like to ask her at this stage of her journey. Elicit questions about emotions as well as ‘what happened?’ etc.

2. **How can I plot Rania’s journey on a map?**

Students note down the different types of transport used, places travelled through and the cost of each stage of the journey while watching the video. This can then placed on the ‘Plotting Rania’s Odyssey’ (resource 3a) map.

3. **What different emotions do I think Rania experienced?**

Once the journey has been plotted, students should be split into groups and each given a specific stage to discuss. Students should consider the emotions present at that point and why.

4. **Which emotions were most powerful during Rania’s journey and which emotions do I identify with the most?**

Students to collect the range of emotions together as a class and then order them in terms of the emotions they identify most with. Next, students rank them in terms of most powerful / present during Rania’s journey. These can then be placed on the map to describe each stage.

5. **How would I have coped if it was me in Rania’s place instead?**

Students to brainstorm in preparation for their diary entry. They should select a stage of the journey and make notes, planning to present their ideas briefly.

6. **How did Saria become a refugee? Part 3.**

Students to watch the video clip (resource V8) and complete the third part.

Students can complete this part of Saria’s story at home.

---

**Extension Work**

Students should complete the write up of the diary entry for Rania after any specific part of her journey. The writing should focus on Rania’s range of emotions and why they were present at that particular stage of the journey.

---

**No one puts their children in a boat unless the water is safer than the land.**

Warsan Shire
In-Depth Case Studies - Lesson 4

What is life like in a refugee camp?

Overview

This lesson aims to provide a detailed overview of the experiences of refugees living in refugee camps. The lesson focuses on the Zaatari Refugee Camp in Jordan and provides a range of sources for students to analyse. A day in the life of a refugee in the camp is also examined and discussed, with the overall aim of highlighting how refugees are just people that have had their normal lives interrupted and that important concepts such as family still remain essential to their lives.

1. Students will be able to describe the conditions in a refugee camp and the overall standard of living for refugees in them

2. Students will be able to outline the key aspects of daily life for a particular refugee

3. Students will be able to compare the lives of refugees to their own and provide similarities and differences

Learning Objectives

Where does it fit in the Curriculum

This fourth lesson focuses on life in refugee camps. While there are a large number of camps around the world and some are official / unofficial, there are many different experiences had by refugees in these camps. This will depend on the nature of the camp, its location and other key factors but life is difficult regardless of the particular camp that a refugee lives in.

This lesson is centered on the Zaatari Refugee Camp in Jordan and aims to highlight general conditions as well as outlining what a day consists of for one particular refugee. Please make students aware that while some refugees live in camps like Zaatari, an overwhelming majority of refugees do not live in camps and the next lesson in the curriculum will explore life in host communities for those not living in camps.

Resources

- 'After Spring' Documentary Trailer (V9)
- Refugee Camp Sources analysis sheet (resource 4a)
- Refugee Camp sources (resource 4b)
- Nour’s Daily Experience (resources 4c, 4d & 4e)
- Saria’s Story part 4 - 08:20 - 10:17 (V10)
- Saria’s Story Storyboard (resource 1c)

Key Terms

Refugee camp, Zaatari, Syrian refugees, Jordan, daily life, conditions, sanitary, family.
1. **What can I find out about life in a refugee camp from the video?**

Students watch the 'After Spring' documentary trailer (V9) and use it to complete the first part of the Refugee Camp sources analysis sheet (resource 4a). Discuss the findings of the students with the class. What is important to the refugees in the video (family, home, rebuilding, getting back to normality)?

2. **What else can I learn about life in a Refugee Camp?**

Now that students have practiced completing the analysis sheet, they should be given the remaining sources (resource 4b) and use these to fully complete their sheet. This should allow them to build up a comprehensive picture of life in refugee camps. This can be completed as a workstation activity, with students moving round the classroom to see the different sources.

3. **What can I find out about the daily routine of refugees in a camp?**

Students will be provided with resources 4c, 4d, and 4e, highlighting the daily experience of Nour in the Zaatari Refugee Camp. Students should arrange these in order from daybreak to evening and briefly summarise Nour's day.

4. **How different and similar is my life to that of Nour?**

Students should then use the same resources to think of similarities and differences between Nour's daily experience and their own. They should consider routines, the importance of mealtime and family, as well as key differences such as living conditions and collecting water.

5. **How did Saria become a refugee? Part 4.**

Students to watch the video clip (V10) and then draw/label the first part of their storyboard (resource 1c).

Students could watch the full 'After Spring' documentary (available to rent on Amazon video).

Students could research the Zaatari Refugee Camp to find out how many refugees are currently based there and what conditions are like at the moment.
Overview

This lesson explores the varied treatment that refugees receive in their host communities. The aim is to raise awareness of the difficulties that refugees face when they are living in a host community. The existence of prejudice and racism makes life tough for refugees who are living in a host country or seeking asylum.

1. Students will be able to describe the different types of treatment that refugees receive in their host communities.

2. Students will be able to outline the attitudes towards refugees in a selection of countries around the world.

3. Students will be able to explore the attitudes towards refugees living in their own local community/country.

Where does it fit in the curriculum

This is the last of the in-depth case study lessons and focuses on the treatment towards refugees living in host communities. This is important because it identifies that refugees receive a wide variety of treatment depending on where they live, with some treated positively but many treated negatively, simply because they are a refugee. The lesson provides video clips from refugees, explaining how they have been treated and students will use this video as the basis for the lesson.

Having completed this lesson, students should be able to explain how life for refugees is extremely difficult, whether it be travelling and escaping their home country, living in a refugee camp or living in a host community.

Resources

UNHCR - Who is an Asylum Seeker? (V11)
Living in a Host Community (V12)
Host Community Experiences (resource 5a)
Student Article (resource 5b)
Saria's Story part 5 - 10:30 - 11:59 (V13)
Saria's Story Storyboard (resource 1c)

Key Terms

UNHCR, asylum, asylum seeker, host community, application, appeal, prejudice, attitudes, racism, ignorance.
1. How can I explain what an asylum seeker is?

Students watch the UNHCR 'Who is an Asylum Seeker?' video (V11) and should aim to explain the process of how a refugee seeks asylum in the host country. Students should think about how they would feel during the process, what it would feel like if rejected and how difficult it must be settling into a completely different country and culture.

2. What do I think the overall attitude is towards refugees in my country?

Students discuss in pairs the overriding feeling towards refugees in their own country (or localised region). Do they know any refugees? Have they heard attitudes expressed by family members/friends?

3. How can I describe the treatment of refugees in their host communities?

Students should watch the 'Living in a Host Community' video (V12) and complete the table on the Host Community Experiences (resource 5a). Students to discuss as a class the main themes that existed in the experiences of the refugees. What is life like living in a host community?

4. What can we learn from the comparison in this article?

Students read the article (resource 5b) written by a sixth form student in which she interviews 1. her grandmother, who as a young Jewish girl fled persecution in Nazi-occupied Europe; and 2. a Syrian girl who recently had to flee her home country. Students should discuss their stories as a class.

5. How could we make the experiences more positive?

Students should work in groups to create a plan to welcome refugees and to make them feel safe. What would they include? Why?


Students to watch the video clip (V13) and then draw/label the fifth part of their storyboard (1c)

Students could follow through on their plan and create a welcome pack for refugees/asylum seekers living in their community.

Students could encourage others to act more positively if/when they encounter refugees/asylum seekers by explaining these experiences.
Students will be able to outline the nature of the responsibilities of governments and the rights of refugees as stated by the United Nations.

Students will be able to name countries that provide support and those that support less, and the ways in which they act towards refugees.

Students will be able to rank the six countries in terms of the government’s recent response to refugees.

This lesson begins the ‘Rights and Responsibilities’ part of the curriculum. This section provides a macro-to-micro look at the responsibilities and rights of governments, then identifying the help provided by NGOs and charities, before assessing the nature of the voice that refugees have themselves to highlight the difficulties that they face.

Students should end this lesson by realising that the responses of countries vary widely, with some providing shelter and assistance for refugees, while others make it much harder for refugees to enter through their borders. Students will assess six countries in terms of their government’s response to refugees and rank them in order of how much help they provide. This will lead to a wider discussion over why these countries offer so much/so little help and how this could change.

The full text of the 1951 Convention relating to the Status of Refugees can be found here.

UNHCR - Refugee Rights (V14)
Refugee Host Countries (resource 6a)
Government Responses (resource 6b)
Saria’s Story part 6 - 12:00 - 13:46 (V15)
Saria’s Story Storyboard (resource 1c)

1. What rights do I think refugees are entitled to?

Before watching the video, students could work in groups to predict the rights guaranteed to refugees in the 1951 Convention. Students should watch the UNHCR video (V14) and write down the rights that refugees are entitled to as stated by the UN. How similar are their lists?

2. Which countries do I think host the most refugees?

Students to write down up to 10 countries that they think host the most refugees. Why have they named these countries? They should then be given the Refugee Host Countries (resource 6a) map to see the list (provided by Amnesty International. How many countries did they get correct? Were they surprised? Is there a pattern of the host countries? What can they see?

3. Which countries do I think provide most help to refugees?

Students should be given the Government Responses (resource 6b) to read through. Students can then rank them in order of how much help they provide to refugees. Are there any surprises at the statistics/response in general? Country populations should be researched and compared to the number of refugees that have been brought in. This is a good discussion point.

5. Why do I think countries provide their respective level of help?

Students to use their rankings and discuss why certain countries give so much (or so little) help. Could these countries do more? What do they know about these countries that may explain their response?


Students to watch the video clip (V15) and then draw/label the sixth part of their storyboard (resource 1c)

Suggested Activities

Extension Work

Students can carry out research at home using the UNHCR Global Trends document (pp.72-76) to find out how many refugees their country has taken in over the past decade. Has this number gone up or down? Why do they think this is?
Students will discover and be able to recall a range of different organisations that provide support for refugees. Students will research and be able to explain three key organisations that provide support for refugees. Students will learn that anyone can make a difference and support refugees in modern society.

Having studied the response of governments, it is important for students to also analyse the role that NGOs and charities (and others) play in providing aid to refugees. Students will discover a range of organisations around the world that support refugees; the impact of the UNHCR and will study the help provided by groups such as Help4Refugees as case studies.

Students will also learn that those that make a difference are not limited to just governments and NGOs/international charities. All in society can make a difference, as highlighted through the activity that details Alex’s story, later in the lesson. This is a key part of the curriculum as it helps bridge the gap between students feeling empathy and feeling inspired to take action.

UNHCR - Who helps Refugees? (V16)
NGO/Charity Mind map research sheet (resource 7a)
Jordan’s story (V17)
Mama Munira video (V18) (00:00 - 03:00)
SAMS video (V19)
Alex’s story (letter to President Obama) (V20)
Saria’s Story part 7 - 13:46 - 15:45 (V21)
Saria’s Story Storyboard (resource 1c)

UNHCR, Help4Refugees, refugees, Zaatari Refugee Camp, NGOs, IGOs, provision of aid, humanitarians, Mama Munira, SAMS.
1. Who do I think helps refugees?

Students watch the 'Who Helps Refugees?' (V16) and then work in pairs and write down as many groups/organisations as possible that they think provide help for refugees. Students create an overall list of charities that they know help (from the video and their own knowledge).

2. What organisations do I already know that aim to support refugees?

Students should work together in pairs to write a list of all of the organisations that aim to support refugees. This list will include the UNHCR but it is also a chance for them to show their knowledge/recent research. Can they explain how each of these organizations help?

3. What can I find out about these organisations?

Students should watch Jordan’s story (V17), Mama Munira (V18) and SAMS (V19) and use the mind map (resource 7a) to make notes on each organisation, the aid it provides, who is involved, where it happens and how they receive funding.

4. Can I discover what inspired these organisations in the beginning?

Once students have watched/read the information provided in activity 3 (and possibly had an internet call with one of the people involved), can they identify what inspired them? What was behind their idea?

5. Do I think a young person can make a difference?

Students to watch Alex’s Story (V20) and should identify the nature of his message and then assess the level of impact it had, with President Obama referencing it in a speech. Why was it so powerful? What does it tell us?


Students to watch the video clip (V21) and then draw/label the seventh part of their storyboard (resource 1c)

Suggested Activities

Extension Work

Students could also draft a class letter together to campaign for support for refugees and send it to their local politician or national leader outlining what they have learnt and why more support should be provided.
This lesson aims to show that it is extremely important that refugees are able to have a voice (which can often be harnessed through the use of social media), and that it is extremely important for others to speak out on their behalf if they cannot. This highlights why this curriculum and the outcomes for students are so important as they will help pass on this message.

1. Students will be able to highlight the impact of social media, identifying the case studies so far that they have seen.

2. Students will understand that in refugees are able to pass on their story and how they help society through projects such as Refugee Voices in Film.

3. Students will be able to explain how refugees have made a positive difference during the COVID-19 pandemic.

This is the final lesson of the Rights and Responsibilities unit. Students will have gained knowledge about the varying responses of governments and the key role that NGOs/charities play in providing aid. This lesson focuses on the nature of the voice that refugees have and the positive impact that refugees make.

Students should be made aware that while individual refugees can have a major impact (such as Rania from earlier in this curriculum), often their voices are drowned out by more negative and influential voices (e.g.: mainstream media). To counter this, the UNHCR and other groups are able to help empower refugees (as with the seven refugees during COVID-19 activity) and enable them to tell their story using a ready-made platform (the Refugee Voices in Film section of the UNHCR website).

Resources

- Angelina Jolie Acceptance Speech video (02:00-04:38) (V22)
- Refugee work during COVID-19 (resource 8a)
- Refugee work during COVID-19 Teacher Info Sheet (resource 8b)
- Refugee Voices in Film - UNHCR (V23)
- Saria’s Story part 8 - 15:45 - 16:22 (V24)
- Saria’s Story Storyboard (resource 1c)

Key Terms

Refugee, social media, storytelling, UNHCR, COVID-19, Angelina Jolie, rights, responsibilities, Refugee voice.
1. Why do I think this video was made?

Students should watch the Angelina Jolie speech video (V22) and then discuss the meaning of the speech. Who was speaking? What is her message? What does it say about society? Is the message more important coming from a celebrity?

2. How have refugees made their voices heard during COVID-19?

Students are provided with the photos of refugees (resource 8a) and asked to work out what they have done during COVID-19. Once students have guessed, inform them of the correct answers and identify that refugees often make a positive, it is just not always reported.

3. Which refugees have I heard about through these lessons?

Students to work in pairs to write down as many refugee story examples that they can remember. How many came from refugees themselves? What was the outline of their individual stories? How have they heard about these stories? Which formats did they use (students should be guided towards the power of photographs, video and social media)?

4. How can I find out about the stories of refugees and their positive impact on society?

Students should be directed to the Refugee Voices in Film section of the UNHCR Egypt (V23) website, where they can pick a refugee story to hear. They should report back on the nature of the project, how the refugees are helping, key information about the refugees and anything else of interest.


Students to watch the video clip (V24) and then draw/label the eighth part of their storyboard (resource 1c)

Extension Work

Students should begin to think about the type of project that they wish to create for the final two lessons of the curriculum. They should brainstorm ideas to be able to bring to lesson 9.
Students will be able to highlight how they can help to raise awareness of refugees and their situation.

Students will be able to outline the steps that can be taken to help refugees in their local area.

Students should be able to create a plan that will be acted upon in the final lesson to help bring positive attention to refugees.

This final unit, titled ‘Taking Action’, will enable students to finish the curriculum feeling that they have helped to raise awareness of refugees around the world. The aim is for students to work in groups and design a way of helping to spread correct information about refugees and their struggle. Students will work towards the completion of this unit and will then be presented with the The Refugee Curriculum Certificate.

These two lessons oversee the creation and then the presentation of the students’ ideas. Students will identify how they can help, the steps that they need to take, then create the means of helping to share this information. This could be in the form of increasing awareness, helping local refugees, raising donations, etc.

UNHCR ‘Choose to Help’ (V25)
Ideas Analysis (resource 9a)
Case Study 1 - Refugee Future Fund (V26)
Case Study 2 - Raising Funds (V27)
I Am Syria (V28)
Saria’s Story part 9 - 16:46 - 19:51 (V29)
Saria’s Story Storyboard (resource 1c)

Refugee, migrant, stereotype, persecution, civil war, prejudice, United Nations, UNHCR, asylum, asylum seeker, internally-displaced person, charity, donations, raising awareness, planning
1. **What message do I get from the video?**

Students watch the UNHCR 'Choose to Help' video (V25) and discuss what they see. What is the video trying to say? What are the key differences that students can see in the video.

2. **How can we, as students, make a difference?**

Students may feel that they may not be able to make a difference to the situation so it is important for them to realise that they can have a huge impact. Watch case studies 1 (V26) and 2 (V27) and discuss how each has tried to take action in regards to the refugee situation.

3. **In what ways can we raise awareness?**

Students should use the information that they have collected over the past two lessons to generate ideas on how they wish to raise awareness. They should know that social media is a powerful tool, as well as other methods such as hosting events (online). Watch the 'I Am Syria' resource (V28) to see why other students think we should support refugees.

4. **What is the best way for us to raise awareness of refugees?**

Students to use the ideas analysis sheet (resource 9a) to assess their different ideas and help them to formulate an overall idea for the group to follow.

5. **What do others think of our idea?**

Students to briefly outline their plans to the class for feedback. Students should aim to give helpful and constructive feedback during the discussion.

6. **How did Saria become a refugee? Part 9.**

Students to watch the video (V29) and then complete the ninth part (resource 1c).

---

**Suggested Activities**

---

**Extension Work**

Students should work in groups to help complete their ideas of raising awareness/providing support for refugees around the world. The focus is to draw attention to the situation and to help change minds over how refugees are perceived locally and around the world.
This final lesson focuses on the lasting impact of the knowledge that students have taken in during the Refugee Curriculum. Students should use this lesson to help prepare and present their way of raising awareness for local and/or global refugees. The use of social media as a means of doing 'good' can be embraced during this lesson, as one way of helping to inform about the life of refugees and why help should be provided.

1. Students will be able to create their project, developing a range of key skills as well as focusing on their knowledge of refugees.

2. Students will be able to explain why they have chosen their particular method and how they hope to raise awareness.

3. Students will be able to present and launch their chosen method of raising awareness concerning refugees.

This is the final lesson of The Refugee Curriculum and, as intended, it aims to have a practical aspect, with students creating either a video, campaign, social media account (or something similar) to help raise awareness of the situation of refugees around the world. As such, this lesson has a great deal of flexibility and could in fact take place over two lessons, or could become a mini-project for completion of the topic.

Students should aim to utilise their collective knowledge that they have gained throughout the curriculum to create a lasting method of raising awareness of refugees. The students could use this lesson to either work in groups, or if it has been completed as a mini-project (over multiple lessons), then this lesson should be used to present the projects and for feedback to be provided.

UNHCR - Words Matter video (V30)
Presentation feedback sheet (resource 10a)
Refugee Curriculum Certificate (resource 10b)
Saria’s Story part 10 - 20:05 - 21:35 (V31)
Saria’s Story Storyboard (resource 1c)

Key Terms: Refugee, raising awareness social media, positive, objective, asylum, asylum seekers, International Community, United Nations, human rights, next steps.
1. What do I think #wordsmatter means?

Students watch the 'Words Matter' video (V30). What is the key message? What does it tell us about refugees? Why do you think refugees are still referred to as migrants, despite people seeming to know the difference? Why do your #wordsmatter?

2. How can we ensure that people will listen when we share our message?

Students should work together in groups to prepare/practice the presentation of their idea. Does it raise awareness? What is your message?

3. How do we raise awareness of refugees around the world?

Students should be ready to present their group projects at this point. While watching, their peers should identify constructive points to help them improve their idea before they launch it (resource 10a).


Students to watch the final video clip (V31) and then draw/label the final part of their storyboard (resource 1c)

5. What do I now think of when I hear the word ‘refugee’?

Students should repeat the activity 2 from lesson 1 again now that they have completed the curriculum. They should compare their responses. How are they different? These new responses could be collated and put into a wall display.

6. What do we do now we have finished?

Present students with their certificates and then discuss what they could do next to change attitudes towards refugees. They should be reminded that how they feel should remain a lifelong attitude and that by sharing their knowledge, they can have a huge impact on how people view refugees.

Students can complete the final part of Saria’s story at home and this could be used to talk to younger students about the struggle of refugees.

Students should launch/upload their projects on social media using the #therefugeecurriculum and #help4refugees hashtags.
Teacher Resources
**DEFINITION MATCH UP**

Use this list of key terms to help inform students throughout the completion of the curriculum.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASYLUM</strong></td>
<td>A state granting protection to people who are from another country escaping danger, promising to protect their human rights.</td>
</tr>
<tr>
<td><strong>ASYLUM-SEEKER</strong></td>
<td>A person looking for protection from countries other than the one they are from. This term refers to someone who submitted a claim for protection but hasn’t yet been granted it.</td>
</tr>
<tr>
<td><strong>INTERNALLY-DISPLACED PERSON</strong></td>
<td>Someone who had to escape their home to avoid conflict or danger in the area, but has not crossed an international border.</td>
</tr>
<tr>
<td><strong>MIGRANT</strong></td>
<td>Someone who moved to another country for work purposes.</td>
</tr>
<tr>
<td><strong>REFUGEE</strong></td>
<td>Someone who can’t return to their home country because they would be put in danger due to their race, religion, nationality, social group, or political opinion.</td>
</tr>
</tbody>
</table>
GLOBAL REFUGEE MAP

Use this blank world map to show the locations where refugees live in today’s world.
SARIA'S STORY

Use this storyboard to help outline Saria’s story. Use one box for each lesson’s video to show what he experienced.
## QUIZ REFLECTION SHEET

Complete this quiz to see how much you know about refugees and the common myths and misconceptions that surround them! Discuss and reflect on the correct answers with your partner. Do any of the answers surprise you? Why?

<table>
<thead>
<tr>
<th>QUESTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. An asylum seeker is...</strong></td>
</tr>
</tbody>
</table>
| a) Someone who is forced to flee their homes and is awaiting a decision from the host government for the right to stay  
b) Someone who is homeless  
c) Someone looking for a better standard of living: coming here for a job or education  
d) Someone who is a refugee |

<table>
<thead>
<tr>
<th>YOUR ANSWER</th>
<th>CORRECT ANSWER</th>
<th>REFLECTION</th>
</tr>
</thead>
</table>

| **2. How many countries in the world host refugees today?** |
| a) 75  
b) 158  
c) 32  
d) 97 |

| **3. Of the 18.5 million refugees worldwide, what percentage are children (under 18)?** |
| a) 50%  
b) 70%  
c) 10%  
d) 30% |

| **4. Who is a refugee?** |
| a) A foreigner who is here illegally  
b) Someone who is seeking asylum  
c) Someone looking for a better standard of living, coming for a job or education  
d) Someone who has fled their country, proven that they’d be at risk if returned and had their claim for asylum accepted by a host country government |

| **5. What percentage of the Syrian population are either refugees or internally displaced persons?** |
| a) 10%  
b) 30%  
c) 50%  
d) 70% |

**Reflection:**

Discuss and reflect on the correct answers with your partner. Do any of the answers surprise you? Why?
## REFUGEE CRISIS IN HISTORY

### WORLD WAR I (1914 - 1918)

**Causes:**
- Internment camps and deportation
- Borders being redrawn after the war
- Ethnic cleansing (e.g. Armenian genocide)
- Populations displaced near the front lines

**Impact:**
- Estimated 10 million refugees overall

### WORLD WAR II (1939-1945)

**Causes:**
- Evacuation and escape from occupied territories
- Ethnic cleansing (Holocaust)
- Deportation of unwanted ethnicities

**Impact:**
- Estimated 21 million refugees overall

### PARTITION OF INDIA (1947)

**Causes:**
- Tensions between Muslim and Buddhist communities
- Muslim minority decides to form Pakistan after Indian independence from Britain
- Population transfer and conflict over territories (especially Kashmir)

**Impact:**
- 14 million displaced
- 200,000 - 2 million deaths

### VENEZUELAN REFUGEE CRISIS (2015)

**Causes:**
- Economic crisis after crash in oil prices, 2014
- Political upheaval
- Increase in unemployment and crime rates

**Impact:**
- Estimated 4.5 million refugees

### ROHINGYA PERSECUTION (2016)

**Causes:**
- Military government takes over Myanmar in 1962, presents Muslim Rohingya minority as Buddhist majority’s enemy
- Laws put in to expel Rohingya from their land, ethnic cleansing operations
- Border skirmish in 2016 led to military retaliation against Rohingya community

**Impact:**
- As of 2019, over 900,000 refugees

### SYRIAN REFUGEE CRISIS (2011)

**Causes:**
- As part of the Arab Spring, protesters took to the streets against President Bashar Al-Assad’s regime
- Assad’s government responded with brutal force against civilian and military uprisings

**Impact:**
- 6 million refugees (25% of the population)
- 6 million internally displaced (25% of the population)
Use this timeline to outline the key refugee crises since 1900 CE.
Use this blank map of Africa and Europe to show Rania’s journey. Don’t forget to add the types of transport and the different places that she had to travel through.
PLOTTING RANIA’S ODYSSEY

Teacher resource showing Rania’s complete journey from Kobane to Vienna.

Stages of Rania’s Journey:
1. Leave Kobane
2. Cross border into Turkey
   - $300 smuggler’s fee
3. Arrives in Urfa
4. Bus to the port of Izmir
5. Overcrowded boat intercepted and taken to Lesbos
6. Ferry to Athens
7. Bus from Athens to Idomeni (border with Macedonia)
8. River crossing into Macedonia
9. Sent back to Idomeni
10. Travels back to Athens
11. Flight (Athens - Vienna)
12. Applies for asylum in Austria
REFUGEE CAMP SOURCE ANALYSIS

Look at the sources and complete this table. What does life in a refugee camp look like? How different is it from your home? How would you describe the standard of living for refugees in these camps?

<table>
<thead>
<tr>
<th>SOURCE</th>
<th>WHAT KEY WORDS / IMAGES STAY IN YOUR MIND?</th>
<th>WHAT DOES IT TELL YOU ABOUT LIFE IN A CAMP?</th>
<th>HOW WOULD YOU DESCRIBE THE STANDARD OF LIVING PROVIDED IN THE SOURCE?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Look at these sources. What images do they present of life in a refugee camp? Do you think it is the same experience for all refugees in camps?

Source A: Refugee children outside of a tent after heavy rain in the Zaatari Refugee Camp.

Source B: Children play outside their family tents in a Syrian refugee camp in Lebanon. (Courtesy of AP Photo / Bilal Hussein)

Source C: A refugee in the Moria Refugee Camp in Greece. (Courtesy of Time magazine)

Source D: Part of the Kakuma Camp in northern Kenya.
NOUR'S DAILY EXPERIENCE

How similar and how different is Nour’s daily life in the refugee camp to yours at home? Look at how her family spend time and then discuss as a class.

6:00 AM: Waking up

7:15 AM: Bathing

8:40 AM: Fetching water

TEACHER NOTES

6:00 AM - Nour has to walk 15 minutes and then wait in line for another 20 minutes to be able to buy bread for the day.

7:15 AM - Ask students what is different about this shower to theirs. How are they washing themselves? What are they using?

8:40 AM - Nour has to walk up to 30 minutes to collect the buckets of water and then them back to their tent.

Source: MercyCorps.org (2018)
NOUR'S DAILY EXPERIENCE

How similar and how different is Nour’s daily life in the refugee camp to yours at home? Look at how her family spend time and then discuss as a class.

9:00 AM: Washing dishes

11:00 AM: Going to the market

12:30 PM: Cooking lunch

TEACHER NOTES

9:00 AM - Nour and her family wash the dishes in plastic buckets are there are no sinks in their tent. It is also difficult to keep the sand out!

11:00 AM - Did you know that Nour has to walk 30 minutes to the market. They are given vouchers worth $50 a month to spend at the UNHCR-approved market.

12:30 PM - This is a communal kitchen that serves over 40 families.

Source: MercyCorps.org (2018)
How similar and how different is Nour’s daily life in the refugee camp to yours at home? Look at how her family spend time and then discuss as a class.

2:30 PM: Eating with family

3:30 PM: Preparing tea

2:30 PM - Meat is too expensive normally and so can only really be bought once a week, on a Friday. This is a typical Syrian dish made with chicken, raisins, rice, bulgar wheat and yoghurt.

3:30 PM - Nour prepares tea for relatives that visit. The family sits and discusses the war and friends that have been killed or disappeared.

Resting: The camp is normally busy and loud with people moving around but Nour get to enjoy a brief moment of calm. She says: “On Friday evening it’s always peaceful. Sometimes I almost forget I am a refugee,” she pauses. “But it doesn’t last long, and then I have to go get more water.”

Source: MercyCorps.org (2018)
Each of the six refugees in the video has had an individual experience in their host community. Use this sheet to record your thoughts and to write down an overview of how each has been treated.

<table>
<thead>
<tr>
<th>NAME</th>
<th>What has been the overall treatment towards them by their host community?</th>
<th>Which words / thoughts in the video clip help to describe this experience?</th>
<th>Does the treatment in this country surprise you? Why or why not?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This chart highlights the world’s top 10 refugee host countries at the start of 2019. The graphic was provided by Amnesty International, using data from the UNHCR.

**GOVERNMENT RESPONSES**

Read through the responses from these six countries and then rank them in order of the help you think they provide to refugees.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Germany</td>
<td>11,164,685</td>
<td>Refugees being resettled are granted a 1-3 year work permit</td>
<td>Same rights and access as German citizens</td>
<td>Same rights as German citizens</td>
</tr>
<tr>
<td>Turkey</td>
<td>3,579,531</td>
<td>Can apply for work permits but few are provided</td>
<td>63% of Syrian refugee children enrolled in education.</td>
<td>Access to healthcare provided</td>
</tr>
<tr>
<td>Lebanon</td>
<td>916,156</td>
<td>Refugees can apply for work permits but face discrimination and lacking aid</td>
<td>No information provided.</td>
<td>Budget cuts damaging provision of healthcare for refugees</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>133,094</td>
<td>Refugees do not have the right to work</td>
<td>Same rights and access as UK children</td>
<td>High-risk refugees can register for the NHS.</td>
</tr>
<tr>
<td>Jordan</td>
<td>693,684</td>
<td>Refugees can receive work permits. 160,000 issued between 2016-19</td>
<td>60% of school-age refugees enrolled</td>
<td>Free provision for all refugees at UNHCR camps otherwise it costs the same as for Jordanians in hospitals.</td>
</tr>
<tr>
<td>United States of America</td>
<td>341,711</td>
<td>Resettled refugees allowed to work upon arrival</td>
<td>Available for children</td>
<td>Time-limited medical assistance provided. US healthcare generally expensive without insurance.</td>
</tr>
</tbody>
</table>
Use this teacher information to help augment the lesson. The research also includes the responses of the six countries during the COVID-19 pandemic.

<table>
<thead>
<tr>
<th>Country</th>
<th>Response</th>
</tr>
</thead>
</table>
| Jordan  | **Plan:** Jordan Response Plan (JRP)  
**Services Available to Refugees:**  
- Syrian refugees can access Ministry of Health public hospitals and primary health care centres at uninsured Jordanian rate  
- Free healthcare for all refugees provided by UNHCR at camps  
- Provide monthly cash assistance for vulnerable refugee families to cover their basic needs  
- Refugees can get work permits (~160,000 issued from 2016 - 2019)  
- Have access to public education system  
  - 60% of school age Syrian refugees in Jordan go to school  
  - Jordan Response Plan (JRP) increasing investment in education to improve quality and access for refugees  
**Coronavirus Response for Refugees:**  
- Refugees have access to same national health services as Jordanians  
- Seeking alternative ways to provide monthly cash assistance that does not involve direct contact  
- All expired UNHCR-issued Asylum Seeker/Refugee certificates are to be considered valid until the end of 2020  
**Total budget for refugee operations:**  
$6,607,129,404 → total budget for JRP 2020-2022 |
| Turkey  | **Plan:** Regional Refugee and Resilience Plan (3RP)  
**Services Available to Refugees under the Temporary Protection Regulation:**  
- Refugees under temporary protection have access to health, education and social services  
- Can apply for work permits  
  - As of March 2019, only about 31,000 Syrian refugees in Turkey had official work permits → 1.5% of the working age Syrian refugee population in Turkey  
- Cash support for refugees in education (subsidizes transport, dorms, etc.)  
  - More than 680,000 Syrian children of school age (63% of school-aged Syrian refugee population in Turkey) are enrolled in formal education  
**Qualifying for the Temporary Protection Regulation:**  
- Syrian nationals, stateless persons and refugees  
- Directly arriving from Syria → NOT from a third country  
- TPR is cut off when beneficiary:  
  - Leaves Turkey voluntarily  
  - Gets the protection of a third country  
  - Is admitted to a third country on humanitarian grounds/or resettlement  
**Coronavirus Response for Refugees:**  
- One-off payments given to 10,000 households  
- 47,600 hygiene kits delivered to refugee communities  
- Only people with special needs were being registered at the Provincial Directorates of  
  - Migration Management  
- Setting up remote interview procedures with the UNHCR |
## Germany

**Services Available to Refugees:**
- Refugees being resettled don’t have to apply for asylum in Germany
  - Granted a one - three year residency/work permit (renewable)
- Those granted asylum status in Germany get temporary residence permit
  - Have the same rights and insurance policies as Germans
  - Access to welfare benefits and language courses
- Programmes to help refugees integrate

**Coronavirus Response for Refugees:**
- Information translated to their native languages to communicate
- Struggle to quarantine/isolate people in the refugee camps due to crowding

**Refugee Funding:**
4.7 bil. EUR (2019)

## Lebanon

**Plan:** Lebanese Crisis Response Plan (LCRP)

**Services Available for Refugees:**
- Difficult to access necessities
  - 73% of refugee household in Lebanon living below the line of poverty as of 2019
  - Lack of resources in the country leading to mounting hostility between host and refugee populations
- Monthly multipurpose cash
  - Less than half of those entitled actually receive it
- Can apply for a work permit in only in 3 sectors of the economy
  - If they receive a work permit, they won’t have access to refugee aid
  - Government has been pushing for greater restrictions on Syrian labour to prevent further increase in Lebanese unemployment
  - Severe discrimination against Syrian workers and limited access to justice system
  - Applying for permits can be very bureaucratic and expensive

**Coronavirus Response for Refugees:**
- Refugees suspected or confirmed of having Covid-19 are being evicted, although govt and UNHCR are trying to prevent this
- Poor hygiene standards in camps, overcrowded and very limited access to resources
- Govt budget cuts in health sector including money given to NGOs → main sources of healthcare for refugees
- Implemented curfews and lockdowns restricting movement of Syrian refugees, not applying to rest of the population
- Lack of information supplied to refugee communities of where to access medical help

## UK

**Services Available to Refugees:**
- Do not have the right to work
- State provides housing, asylum-seekers do not have a choice in where to live
- Cash support available is 37.75GBP per person, per week
- Only allowed to stay for 5 years once granted refugee status, then have to apply to settle in the UK or reapply → if asylum request is rejected you will have to leave

**Coronavirus Response for Refugees:**
- Asylum interviews to be conducted online
- Evictions from asylum accommodations paused
- Asylum support payments to continue
  - Increased to 39.60GBP per person per week
- Free wifi at accommodation
- Refugees in England with who are high-risk can register for NHS services
Use this teacher information to help augment the lesson. The research also includes the responses of the six countries during the COVID-19 pandemic.

<table>
<thead>
<tr>
<th>USA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resettlement Process:</strong></td>
</tr>
<tr>
<td>- Have a worldwide ceiling of 18,000 admissions</td>
</tr>
<tr>
<td>- Only willing to accept 18,000 refugees total per year in 2020 (announced Nov. 2019)</td>
</tr>
<tr>
<td>- Less than half of the 2018 limit was actually resettled that year → cap is often not met, take in even less refugees</td>
</tr>
<tr>
<td>- Average 2 year screening time to be approved for resettlement in the US</td>
</tr>
<tr>
<td><strong>Services Available for Refugees:</strong></td>
</tr>
<tr>
<td>- Housing provided</td>
</tr>
<tr>
<td>- Education for children</td>
</tr>
<tr>
<td>- Given a loan to travel to the US to be resettled there</td>
</tr>
<tr>
<td>- Immediately required to start repaying it</td>
</tr>
<tr>
<td>- Given one-time sum per refugee to cover first 30-90 days in the US</td>
</tr>
<tr>
<td>- Money goes towards rent, food, clothes, appliances in the house, plus service costs of agency managing the refugee’s case</td>
</tr>
<tr>
<td>- After 3 months</td>
</tr>
<tr>
<td>- Office of Refugee Resettlement (ORR) connects refugees with NGO/state resources for time-limited cash and medical assistance</td>
</tr>
<tr>
<td>- Allowed to work upon arrival</td>
</tr>
<tr>
<td>- Required to apply for a green card after one year residence in the US → only way to become a permanent resident</td>
</tr>
<tr>
<td><strong>Coronavirus Response for Refugees:</strong></td>
</tr>
<tr>
<td>- All admissions suspended as of March 2020 → not accepting refugees to be resettled</td>
</tr>
<tr>
<td><strong>Budget for Refugee and Asylum Services (2020):</strong></td>
</tr>
<tr>
<td>1) Department of State:</td>
</tr>
<tr>
<td>a) Migration and Refugee Assistance: $355 million</td>
</tr>
<tr>
<td>- provides funding for the protection and assistance of refugees, conflict victims, stateless persons, and vulnerable migrants worldwide</td>
</tr>
<tr>
<td>- 89% decrease from 2019 budget</td>
</tr>
<tr>
<td>b) International Humanitarian Assistance: $6 billion</td>
</tr>
<tr>
<td>2) Department of Health and Human Services:</td>
</tr>
<tr>
<td>a) Refugee Programmes: $1.8 billion</td>
</tr>
<tr>
<td>- 14% decrease from 2018 funding (2019 funding not available)</td>
</tr>
</tbody>
</table>
GOVERNMENT RESPONSES (INFO)

Use these teacher information sheets to help augment the lesson. The research also includes the responses of the six countries during the COVID-19 pandemic.

Sources

http://www.jrp.gov.jo/Files/JRPExecutiveSummaryFinal.pdf
https://reporting.unhcr.org/sites/default/files/UNHCR%20Jordan%20Fact%20Sheet%20-%20November%20202019_0.pdf
https://reporting.unhcr.org/node/2549?y=2020#year
https://www.asylumeurope.org/reports/country/turkey/cessation-temporary-protection
https://reliefweb.int/report/turkey/new-policy-better-integrate-refugees-host-country-labor-markets#:~:text=As%20of%20March%202019%2C%20only,with%20another%201.5%20million%20depen-
dents).
https://www.asylumeurope.org/reports/country/turkey/access-education-1
https://www.refworld.org/pdfid/5a5f476f4.pdf
https://www.unhcr.org/lb/basic-assistance
https://ec.europa.eu/echo/where/middle-east/lebanon_en
https://reporting.unhcr.org/node/2520
https://timep.org/commentary/analysis/no-funding-and-no-policy-lebanons-refugee-population-amid-covid-
19-and-an-economic-crisis/
response
https://www.unhcr.org/asylum-in-the-uk.html
https://www.gov.uk/claim-asylum/decision
https://www.refugeecouncil.org.uk/latest/news(changes-to-home-office-asylum-resettlement-policy-and-
practice-in-response-to-covid-19/
https://www.dw.com/en/refugees-in-germany-legal-entry-without-asylum/a-48515382#:~:text=Germany%20does%20not%20make%20resettled,admitted%20has%20been%20quite
%20low.
https://www.everycrsreport.com/reports/RL31269.html
https://immigrationforum.org/article/fact-sheet-u-s-refugee-resettlement/
https://www.acf.hhs.gov/orr/refugees
https://www.state.gov/refugee-admissions/
https://www.whitehouse.gov/presidential-actions/presidential-determination-refugee-admissions-fiscal-
year-2020/
https://immigrationforum.org/wp-content/uploads/2019/04/The-Presidents-Budget-Request-FY20-
Refugee-and-Asylum-Services-State-and-HHS.pdf
https://www.thelocal.de/20190320/germany-to-cut-refugee-funding-by-a-third-from-2020
Use this mindmap to find out all you can about why each person/group is involved, what aid they provide, the person in charge, key geographical areas that they focus on. What other group can you find in your research?

- HELP4REFUGEES
- MOTHER MUNIRA
- SYRIAN AMERICAN MEDICAL SOCIETY (SAMS)
- RESEARCH YOUR OWN...
REFUGEE WORK DURING COVID

Guess why these refugees were in the news during the COVID-19 pandemic? What are they doing in the photograph? What difference do you think they have made? Once you have guessed, your teacher will give you the correct answers!

REFUGEE WORK DURING COVID

Use this information to highlight the positive impact that refugees have had in their respective communities during the COVID-19 pandemic.

1. Venezuelan doctor Carmen Parra is part of an ambulance crew in Peru that visits suspected COVID-19 patients in their homes and transports those who are critically ill to hospital.

2. Shadi Shhadeh shops at a supermarket in Geneva, Switzerland. With fellow Syrian refugee volunteers, he delivers food and supplies to vulnerable people who are shielding from the coronavirus.

3. While schools have been closed in Jordan’s Za’atari refugee camp, 14-year-old Syrian refugee Sidra Median Al-Ghothani has been helping her younger brother and her neighbour’s children to study at home.

4. Former Syrian refugee Heval Kelli is a cardiology fellow at a large hospital in Atlanta, Georgia. He has also been volunteering at a COVID-19 drive-through testing site.

5. After taking a virtual soap-making course, Syrian refugee Midia Said Sido has been making soap at home for her children and other refugees in her community in southern Lebanon.

6. With churches closed in Kenya’s Kakuma refugee camp, Djuba Alois, a 75-year-old pastor, is using his bicycle to preach to his flock and share information about COVID-19.


All information courtesy of the UNHCR. Link to the article at the bottom of this sheet.

IDEAS ANALYSIS

Use this table to help you compare your ideas and decide which one you will focus on as your refugee project! All answers should be approximate but they will help you to see if it is achievable and realistic in the time you have been given. Once you have complete the first five boxes for all of the ideas, then you can give them an overall ranking to help you decide.

<table>
<thead>
<tr>
<th>Idea 1</th>
<th>Idea 2</th>
<th>Idea 3</th>
<th>Idea 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much time is needed to complete it?</td>
<td>Do you have the resources you need to create it?</td>
<td>How helpful do you think this idea will be in raising awareness?</td>
<td>Does the idea have a clear message or is it complicated?</td>
</tr>
<tr>
<td>Resource 9A</td>
<td>Resource 9A</td>
<td>Resource 9A</td>
<td>Resource 9A</td>
</tr>
<tr>
<td>Overall Ranking</td>
<td>Overall Ranking</td>
<td>Overall Ranking</td>
<td>Overall Ranking</td>
</tr>
</tbody>
</table>
Use this table to help you give constructive feedback to the groups in your class, after they have presented their project. How can you help them achieve their goal? To save paper, you could complete share this sheet in your group and give collective feedback!

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NAMES OF STUDENTS IN THE GROUP</th>
<th>BRIEF SUMMARY OF THE PROJECT</th>
<th>WHICH PARTS OF THE PROJECT DO YOU REALLY LOVE?</th>
<th>IS THERE ANY WAY THAT THE PROJECT CAN BE EVEN MORE SUCCESSFUL?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CERTIFICATE OF COMPLETION

This is awarded to

for successfully completing The Refugee Curriculum.

Jordan Hattar

HELP4REFUGEES DIRECTOR

SCHOOL REPRESENTATIVE
Key Terms (1)

Please find below the definitions for the main key words used in this curriculum. A link to a more complete list can be found here in the Links section.

Amnesty

The government declaring that an individual is innocent of crimes they have been previously charged with, usually political crimes, like treason or criticising the government.

Armed Conflict

Political conflicts where weapons are used, with two groups involved, at least one of which is the government of a state.

Asylum

A state granting protection to people who are from another country escaping danger, promising to protect their human rights.

Asylum Seeker

A person looking for protection from countries other than their own. This term refers to someone who submitted a claim for protection but hasn’t yet been granted it.

Citizen

A legally recognised member of a country. Citizens have all the rights and privileges accorded to them by law of their country.

Civil War

A conflict between opposing groups in the same country.

Conventions

An agreement between states about specific issues, less formal than official treaties.

Convention on the Reduction of Statelessness

A UN treaty setting out the conditions under which stateless individuals who are not refugees may be granted nationality. It was introduced by the UN in 1961 and came into force in 1975.

Convention on the Rights of the Child (CRC)

The UNCRC (United Nations Convention on the Rights of the Child) is a human rights treaty, setting out the political, social and health rights of children. It was introduced by the UN in 1989 and ratified in 1990.
<table>
<thead>
<tr>
<th><strong>Key Terms (2)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Emergency Relief</strong></td>
</tr>
<tr>
<td><strong>Enclosed Camp</strong></td>
</tr>
<tr>
<td><strong>Human Trafficking</strong></td>
</tr>
<tr>
<td><strong>Humanitarian Assistance</strong></td>
</tr>
<tr>
<td><strong>Humanitarian Worker</strong></td>
</tr>
<tr>
<td><strong>Immigrant</strong></td>
</tr>
<tr>
<td><strong>Internal Disturbance</strong></td>
</tr>
<tr>
<td><strong>Internally Displaced Person (IDP)</strong></td>
</tr>
<tr>
<td><strong>Intergovernmental Organization (IGO)</strong></td>
</tr>
</tbody>
</table>
**Key Terms (3)**

**Migrant (Economic)**
Someone who moved to another country for work purposes.

**Non-Governmental Organisation (NGO)**
A non-profit organisation that is independent of government, usually with a purpose to help social or political issues.

**Refugee**
Someone who can’t return to their home country because they would be put in danger due to their race, religion, nationality, social group, or political opinion.

**Repatriation**
The forced or voluntary return of asylum seekers to their home country.

**Resettlement**
Refugees moving from the asylum country to one that has granted them a permanent residency.

**Stateless Person**
A person who is not considered as a national by any State under the operation of its law.

**UNHCR**
The United Nations High Commissioner for Refugees was formed in 1950. It aims to protect refugees and help them either repatriate or resettle elsewhere.

**United Nations**
The United Nations is an international governing body, aimed at increasing cooperation among countries, promoting global peace and security. It was formed in 1945.
THE REFUGEE CURRICULUM