Refugees

\*\*\*Much of this curriculum material was taken from The Choices Program and Facing History.

***Bell Ringer:*** Write the following question on the board - “What might force you (and your family) to to abandon your home and leave your country?”

***Direct Instruction***: After students discuss, introduce the students to the global refugee crisis. There are more people displaced in the world today than at any time since the end of World War II. There are currently more than 65 million people displaced worldwide—the highest number on record since the UN Refugee Agency (UNHCR) began collecting statistics. At least 15 conflicts have erupted or reignited around the world since 2010, contributing to this crisis. Half of the world’s refugees have come from only three war-torn countries: Syria, Afghanistan, and Somalia. In Syria alone, where a brutal civil war has raged since 2011, nearly 5 million have sought to save themselves and their families by fleeing the country, while 8.7 million have been displaced within the country’s borders. Millions of refugees are living, often in overcrowded camps, in Turkey, Pakistan, Lebanon, Iran, Jordan, and Ethiopia. Millions of others have fled to Europe and other countries around the world.

(Information taken from *Facing History)*

***Video Viewing****:*The UNHCR has a powerful, two-part video (produced by Save the Children) that describes a girl living in Great Britain with her family when war breaks out. The family is forced to flee and the girl is split up from her family. Show Part I - “Most Shocking Second a Day” (1:33) - <https://www.youtube.com/watch?v=RBQ-IoHfimQ>

***Vocabulary:*** Give a copy of “Key Terms” to the students. Have the students scan the document. Have them circle any term that they didn’t know or was confusing prior to the handout. <https://www.choices.edu/wp-content/uploads/2016/09/choices-twtn-refugee-KeyTerms2017.pdf>

Highlight the differences for the students of a refugee, migrant, and an IDP.

***Video Viewing*** - “What are refugees and internally displaced persons?” (2:01) - <https://video.choices.edu/media/what-are-refugees-and-internally-displaced-persons>

***Visual Learning****:* Show the “10 infographics that show the insane scale of the global displacement crisis” from the UNHCR on a projector/Smart Board. Walk through the infographics with the students and discuss the data - <http://www.unhcr.org/innovation/10-infographics-that-show-the-insane-scale-of-the-global-displacement-crisis/>

***Video Viewing***: Show Part 2 of the video cycle you started above from the UNHCR - “Still the Most Shocking Second a Day” (1:56) - <https://www.youtube.com/watch?v=nKDgFCojiT8>

\*\*\*This is a powerful, intense video series.

***Activity - Mapping the Global Crisis*** - Tell students that they are first going to analyze the global data regarding the refugee crisis before turning to understanding how the United States handles refugees. For this activity, please supply the class colored pencils, markers, or crayons.

To better understand the global refugee and IDP crisis, students are going to analyze data from 2016. Hand-out the following data sheet that will be the basis of their analysis: <https://www.choices.edu/wp-content/uploads/2016/09/choices-twtn-refugee-Data_Sheet2017.pdf>

Explain to the students that they are going to visually represent the data by coloring in a map. They have to first determine a map key/legend and what color/pattern will represent various groups. Hand-out the map key worksheet and the map:

<https://www.choices.edu/wp-content/uploads/2016/09/choices-twtn-refugee-MappingCrisis2017.pdf>

After the students have individually mapped the data, bring them back for a larger discussion. What data surprised them the most? Which numbers were the most striking? Have students talk about some of the different countries that were featured. What knowledge do they have about what is going on in Syria? Afghanistan? Iraq? Have them take a look at some of the top host countries. Why do you believe that refugees choose these countries?

***Video Watching -*** To summarize the global refugee crisis and how the international community responds, show the video“How does the United Nations deal with the refugee crisis?” (1:41) - <https://video.choices.edu/media/how-does-united-nations-deal-refugee-crises>

***Class Discussion -*** This is your transition from the global refugee crisis to how the US has been responding. Ask students about what they already know about the role of the United States in responding to the refugee crisis.

***Video watching:***  Have the students view the following video that discusses the legal requirements to be a refugee in the United States. “What is the process for refugees coming to the United States?” (1:58) - <https://video.choices.edu/media/what-process-refugees-coming-united-states>

***Podcast Listening -*** Before discussing the above video, have the students listen to the NPR Podcast - “What Refugees Need to Learn about Living in the US” (4:36) - <https://listenwise.com/teach/events/1045-what-new-refugees-need-to-learn-about-living-in-the-u-s>

While listening, have students fill out the Listening Comprehension worksheet (at end of lesson plan - questions taken from *ListenWise*). Have the students discuss what interesting information they learned. Is the process for a refugee coming to live in the US harder or easier than they thought?

***Article Reading*** - Keep the students up-to-date with the current status of President’s Trump plan to limit the number of refugees. Hand-out article from Sept 26, 2017 that details Trump’s plans for refugees - “Trump plans 45,000 limit on refugees admitted to the United States” (*NYT)* <https://www.nytimes.com/2017/09/26/us/politics/trump-plans-45000-limit-on-refugees-admitted-to-us.html?_r=0>

This article is the most current as of this lesson plan design about where we are in allowing refugees in to the US - “Refugee resettlement resumes, but with new conditions” (ABC News) - <http://abcnews.go.com/US/refugee-resettlement-resumes-conditions/story?id=52693143>

Depending on when you run this lesson, you will want to update these articles. Discuss with students the various parameters of the current state of the US policy of refugee resettlement.

***Student Game*** - If you are 1:1, have students play the online game “Against All Odds” from the UNHCR. The game does need Adobe flashplayer. <http://www.playagainstallodds.ca/>

Description of the game: Against All Odds is an [educational online game](http://www.playagainstallodds.ca/) that shows what it’s like to flee a country. As they play, gamers plunge into the world of a virtual character where they have to build a new life in a different country after they escape conflict. The game is built on facts and short films, and comes with a [teacher’s guide](http://www.playagainstallodds.ca/teachersupervision/us/index_uk.html) that includes exercises and discussion topics. It is available in 12 languages.

***Supplemental/Extension resources:***

**--**Video - “What is life like for Iraqi refugees in the United States?” (3:05) - <https://video.choices.edu/media/what-life-iraqi-refugees-united-states>

--Article - *CFR Backgrounder* - “How does the US refugee system work?”

<https://www.cfr.org/backgrounder/how-does-us-refugee-system-work>

“What Refugees Need to Learn About Living in the US”

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

As you are listening to this NPR podcast, please answer the questions below.

* What are three things a refugee would be unfamiliar with if they arrived in the United States from another country?
* What are some skills surrounding food that refugees need? Why are they important?
* What are the reasons Claire Mukundente provides support to refugees?
* What does Edward Murinzi do to help him adapt to his new life?