

# EDUCATIONAL SCENARIO EXAMPLE

## 1. Identification of the educational scenario

### 1.1 Title of the scenario

**Refugee Crisis**

### 1.2 Creator

Name, Surname: .....

e-mail: .....

Website/ blog: .....

School: .....

### 1.3 Topics or courses involved

Human Rights

### 1.4 Educational level

Primary

Secondary 11 – 16 years old

Second chance school

Reception class

Other

### 1.5 Learning outcomes of the scenario

At the end of the course/ scenario, students are expected to have acquired the skills that will enable them to:

- consider what their responsibility is in regards to the refugee crisis
- an understanding of the different attitudes towards the refugee crisis
- an ability to form their own informed opinions

### 1.6 Time-duration

Class time: 3 hours

Outdoor preparation: 1 hours

How many hours to be used in total: 4 hours

## 2. Development of the educational scenario

### 2.1 General description

#### 1. Warm up

Drama game – I am sitting on the grass...

*See worksheet 1*

#### 2. Discussion to explore

What do you feel are human rights?

Do you know situations when people have their rights taken away?

What do we mean by The Refugee Crisis?

See worksheet 2 - United Nations List of Universal Human Rights

#### 3. Using Theatre techniques

Looking at worksheet 3 – image of Syrian refugee crisis

In small groups discuss what would make people leave their country. What is happening in the picture?

In these groups create a frozen picture of people leaving/fleeing their country, each person the says one line of how they are feeling or why they are leaving.

#### 4. Dialectical Discussion to reveal meaning

4a. The facilitator guides a discussion based on questions that develop critical thinking skills.

The first binary opposition is then discussed:

Looking at worksheet 4 – refugee crisis

Refugees need a home, to be safe, how can we help?

Who is responsible for the crisis?

How can we make sure everyone has their human rights?

### Using Theatre techniques

Two volunteers improvise a scene. One is a home owner, the other wants shelter and food. The home owner is unsure and the new comer needs to use their persuasive skills to gain access. The teacher can freeze the action and ask the class for suggestions that the new comer could say to help their cause. At the end of the scene they will enter the house, the home owner eventually being persuaded.

The second binary opposition is then discussed:

Looking at worksheet 5, images and newspaper headlines.

Why may people be resistant to migration?

What is the idea behind “build a wall?”

What are the reasons for closing Uk borders to refugees?

### Theatre exercise

Two volunteers again improvise a scene where one person is a refugee and one a home owner, this time the home owner needs to think of as many reasons as they can to not let the new comer in and the new comer must try and give as many reasons as they can to be let in. The teacher can encourage other pupils to offer suggestions on what can be said, how would you feel if you came home to see a stranger eating your tea?

**4b. Personalization** The facilitator tries to make the whole topic and discussion personal, so that she/ he may mobilize students more.

What can you do to help people have their human rights met?

How can we work towards a fairer world?

Are there things you can do? What are they?

## Conclusions

- Discuss conclusions from all activities and discussions
- What are responsibilities in maintaining human rights for all?
- What can we do to work towards a fairer world.

## 2.2 Worksheets & Resources

[Worksheet 1 – Drama warm up explanation – I am sitting on the grass...](#)

[Worksheet 2 – United Nations List of Human Rights](#)

[Worksheet 3 – Image of Syrian Refugee Crisis](#)

[Worksheet 4 – Images of refugee crisis](#)

[Worksheet 5 – Images of closed borders, building “walls” and newspaper headlines](#)



## 2.3 Infrastructure & Materials needed

## 2.4 Versions-adaptations

## 2.5 Challenges

## 2.6. Further reading

## 3. Evaluation of the educational scenario

- Evaluation
- Lessons learned – conclusions

## Refugee Crisis – Worksheet 1

Drama game – I am sitting on the grass ....

The class sit in a circle with one extra seat. The person with the empty seat on their right moves into it saying “I am sitting” the next person moves into the empty on their right saying, “on the grass.” The next person with the chair on the right moves into it saying “with my friend,” the next person with the empty chair on their right moves into it saying the name of a person in the class, this person then moves into the chair. This leaves a new empty chair, and the game continues, repeating the above actions and words.

This is a welcoming game, encouraging movement and therefore reflects the theme.

## **Worksheet 2 – refugee crisis**

### **Article 1.**

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

### **Article 2.**

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

### **Article 3.**

Everyone has the right to life, liberty and security of person.

### **Article 4.**

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

### **Article 5.**

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

### **Article 6.**

Everyone has the right to recognition everywhere as a person before the law.

### **Article 7.**

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

### **Article 8.**

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

### **Article 9.**

No one shall be subjected to arbitrary arrest, detention or exile.

### **Article 10.**

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

### **Article 11.**

(1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

(2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

### **Article 12.**

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

### **Article 13.**

(1) Everyone has the right to freedom of movement and residence within the borders of each state.

(2) Everyone has the right to leave any country, including his own, and to return to his country.

### **Article 14.**

(1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.

(2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

### **Article 15.**

(1) Everyone has the right to a nationality.

(2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

### **Article 16.**

(1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its

dissolution.

(2) Marriage shall be entered into only with the free and full consent of the intending spouses.

(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

### **Article 17.**

(1) Everyone has the right to own property alone as well as in association with others.

(2) No one shall be arbitrarily deprived of his property.

### **Article 18.**

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

### **Article 19.**

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

### **Article 20.**

(1) Everyone has the right to freedom of peaceful assembly and association.

(2) No one may be compelled to belong to an association.

### **Article 21.**

(1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

(2) Everyone has the right of equal access to public service in his country.

(3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

### **Article 22.**

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

### **Article 23.**

(1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.



(2) Everyone, without any discrimination, has the right to equal pay for equal work.

(3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

(4) Everyone has the right to form and to join trade unions for the protection of his interests.

### **Article 24.**

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

### **Article 25.**

(1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

(2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

### **Article 26.**

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

### **Article 27.**

(1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

### **Article 28.**

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

### **Article 29.**

(1) Everyone has duties to the community in which alone the free and full development of his personality is possible.

(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

### **Article 30.**

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

Worksheet 3



Worksheet 4







**Petitions**  
UK Government and Parliament

Petition  
**Stop all immigration and close the UK borders until ISIS is defeated.**  
**404,070** signatures

**WHY SIGNING THE "CLOSE THE BORDERS" PETITION IS SUCH A SHAMEFUL REACTION TO THE PARIS ATROCITIES**

**ANOTHER ANGRY VOICE**

007 FIRST REVIEW  
**SPECTRE**  
 'Bond is back, and at his best'  
 SEE PAGE 7



Meltdown... Liam

**Fears for 1D Liam over gig**

By DAN WOOTTON  
 ONE Direction went a gig after Liam Payne had a backstage meltdown. The pressure of fame was said to have made Liam, 22, ill before Tuesday's show in Belfast.  
 Full Story - Page Three

**CHAMPIONS LEAGUE**  
 Man City 2  
 Sevilla 1  
 CSKA 1  
 Man Utd 1  
 SEE SUNSPORT



Watson... yesterday

**Watson sorry for perv slur**

By STEVE HAWKES  
 LABOUR deputy leader Tom Watson yesterday apologised over false paedophile claims against Lord Brennan as a former cop blasted him for a "senseless witchhunt".  
 Full Story - Page 11

**Boatloads at Cyprus RAF base seek back door to UK**



Talks... Brit servicemen and migrants yesterday

**ILLEGALS HAVE LANDED**

By NICK PISA and DAVID WILLETTS  
 IMMIGRANTS who landed illegally at a British base on Cyprus yesterday saw it as a back door to the UK, it was feared.  
 Two boats carrying 114 refugees from Syria arrived at RAF Akrotiri.  
 They were the first to land directly on British sovereign soil in the current migrant crisis.  
 Aid staff believe they hoped to claim asylum in Britain via the base.  
 Full Story - Page 4&5  
 Targeted... RAF base









## WHY WE ALL FEAR DENTISTS ARE NATURAL BORN KILLERS

QUENTIN LETTS PAGE 14

### As police seize stowaway migrants across South, Cameron is attacked for 'likening them to insects'



Making it through: Police across southern England arrested alleged illegal immigrants yesterday after hundreds stormed the Channel Tunnel entrance in Calais

# THE 'SWARM' ON OUR STREETS

THE Calais crisis intensified last night after a day of astonishing scenes on both sides of the Channel triggered by the chaos at the French port.

By **Gaire Ellcott** and **Stephen Wright**

At one point, a mother and her young son clutching a teddy bear were seen crawling through a security fence. It came as David Cameron was attacked

by hundreds of migrants on the M20 after they made it to the other side of the Tunnel. One even risked his life by stowing away under a horsebox for two hours. Last night, 200 migrants tried to storm the Tunnel. Shortly after a shuttle train from the UK pulled in, they rushed at the point where cars leaving the Tunnel join

it through before riot police formed a cordon. On another day of drama, Eurotunnel dramatically sealed back its overnight freight service to reduce the opportunities for stowaways - a move which will have major implications for the UK economy, which is already losing £240million a day because of the chaos. The 17th's earliest representation of

SUPERB PULLOUT INSIDE

THURSDAY, SEPTEMBER



Cradled in the arms of a... could not be more harrow...