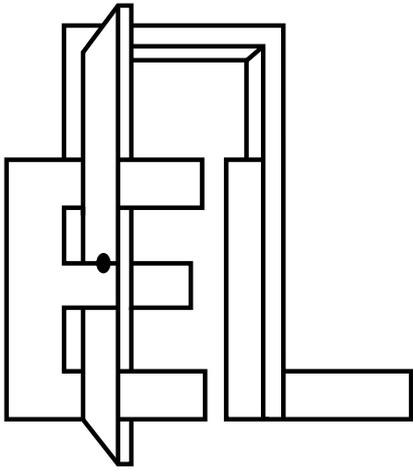


THE REFUGEE QUESTION



≈
English Second Language
MIGRATION/ASYLUM
≈

ARTICLE 14 RIGHT TO ASYLUM

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.

UNIVERSAL DECLARATION OF HUMAN RIGHTS (UDHR), 1948.

A N I N I T I A T I V E O F :

**AMNESTY
INTERNATIONAL**



DESCRIPTION

The activities outlined in the following lesson plan will help students revise and perfect all forms of the interrogative in English by asking and answering questions about human rights, focusing on refugees.

“I’ve used these activities for question revision with advanced students of various ages, most recently teenagers studying for their maturité exams in Geneva. I find that questions are dealt with early and rarely revised sufficiently, and students often forget basic rules about questions as teachers begin to focus on more advanced grammar. Exercises like these can also be very useful in drawing attention to difficulties in other areas, such as tenses and modal verbs.”

Nyan Storey, English teacher

CONNECTION TO THE FRAMEWORK CURRICULA

ACADEMIC BACCALAUREATE. During their studies, students acquire “language skills that allow communication”; they also encounter approach and make use of “written messages and oral productions of various type different nature: novels, short stories, plays, poems, press articles, films, television and radio programmes, etc.”

→ Framework curriculum for the upper secondary school baccalaureate, p. 47

VOCATIONAL BACCALAUREATE. In a second language, the pupils are able to “engage in simple conversations about topics they know or are interested in” and “repeat parts of what has been said”. They also acquire “a basic vocabulary for day to day conversation and have a basic knowledge of literary and technical terms that allows them to read a text and make a stand during a conversation”.

→ Framework curriculum for the vocational baccalaureate, p. 22 and 26.

GENERAL INFORMATION

SUBJECTS: Second language classes (translatable: questions occur in all languages)

LEVEL: 15–20 years old, Gymnasium and professional schools

LENGTH: 150 minutes (adaptable)

FORM: Group exercises & whole class discussion

DO REFUGEES HAVE RIGHTS?

OBJECTIVES:

- ≈ Students are able to ask advanced questions using all question forms in various contexts
- ≈ Students can communicate and express themselves adequately in a language which is not their mother tongue
- ≈ Students better understand the content of the UDHR, especially article 14 relating to asylum
- ≈ Students gain a clearer understanding of what Amnesty can do to fight for human rights
- ≈ Students know where to find facts and information on refugees

MATERIALS:

- ≈ Copies of the Universal Declaration of Human Rights to be handed out to the students (1 for each student),
- ≈ Annex 1: "Quiz" (A digital version should be ready to be projected onto the whiteboard for debrief after the exercises)
- ≈ Annex 2: "Questions revision",
- ≈ Annex 3: "Fictional interview with an Amnesty International Researcher written by me"
- ≈ Annex 4 "Answers to exercises"
- ≈ Beamer, computer, flip chart, markers

LESSON PLAN

PART 1:

INTRODUCTION OF TARGET LANGUAGE (30 MINUTES)

1. The teacher starts by asking the pupils the following question: "What do you know about human rights and refugees?"
2. The teacher has the only copy of the Quiz (see **Annex 1**) and reads the questions out loud. Before starting the Quiz, the teacher forms teams of 2 – 4 students, who immediately decide on a team name. Each team name is written on the board. After each question is read out, students discuss possible answers as a team and put up their hands to answer. A team earns one point for a correct answer that is expressed using complete and grammatically correct sentences. Teams that find the correct answer after another team's incorrect answer or hesitation (students putting up their hands without having an answer ready) get bonus points. Points are written down on the board. (10 min)
3. Debrief, revision of the grammar rules: The teacher distributes or projects the questions that were asked in the Quiz onto the whiteboard. He/She asks students to identify key grammatical elements: auxiliary verbs (do), modal verbs (inversion instead of auxiliary verb), question words (what, how etc.), past-tense verbs, present-tense verbs. (10 min)
4. The teacher hands out the UDHR to the students and asks them to find the correct article in the Declaration. He/She can ask one student to read the content out loud. Students should be able to explain the meaning of the article in their own words using grammatically correct sentences. (10 min)

PART 2:

INTRODUCTION OF TARGET LANGUAGE AND OF ARTICLE 14 (30 MINUTES)

1. The teacher hands out a copy of "Exercise: Questions revision" (see **Annex 2**) to each pair of students.
2. Together the pairs decide on the correct question words and verb forms that should be filled into the gaps. (10 min, Pairs)
3. (To correct/debrief): The teacher projects a copy of the exercise onto the board and fills in the gaps correctly with the whole class. For each question, he/she elicits the rule which defines the form. He/She draws students' attention in particular to modals, tenses & auxiliaries – this will be important for the following exercises.

4. Once the rules have been established, pupils should be encouraged to ask questions they have so that there can be a short debate during which the teacher reminds students of the significance of Article 14 of the UDHR and how it can be applied. (20 min, Whole class).

**PART 3:
PRACTICING TARGET LANGUAGE AND APPLYING THE RULES (20 MINUTES)**

1. The teacher hands out a printed copy of “Exercise: Fictional interview with an Amnesty International Researcher written by me” (see **Annex 3**) per pair of students. In pairs the students do the exercise and fill in the correct questions to match the given answers. (10 min)
2. Back in plenary, the teacher projects the document onto the whiteboard and answers exercise 3 together with the class. He/She discusses possible questions for each given answer, corrects and explains mistakes. The “Answer sheet” in **Annex 4** offers some possible answers and suggestions, but other questions are possible. Other grammatically correct and pertinent questions should be accepted. (10 min)

**PART 4:
CREATING POSTERS (30 MINUTES):**

Students form groups of 5 and create a plan for a questions-based poster together. Two options are suggested for the design of a poster linking questions to refugees’ human rights (see below). Regardless of the teacher’s/students’ choice, the poster must form a link with article 14 of the Universal Declaration of Human Rights, which students were introduced to in parts 2 and 3 of the lesson. The poster should be structured by questions which should be used as titles and subtitles (see options 1 and 2). The students have 30 minutes to correctly formulate the questions that could form the structure of the poster. The teacher should make sure that the questions use a variety of verb forms. (30 min, in groups)

EXERCISE: POSTER “THE REFUGEE QUESTION”

Depending on the students’ needs, the teacher could let them decide between the two exercises, or require them to do both. The two exercises use subtly different skills: reporting and storytelling respectively.

OPTION 1: REPORTING & PRESENTING:

Students form groups and, together, design a plan for a poster in which they offer key information on “the refugee question” by choosing key questions, using them as subtitles, and answering them. If students are artistic, this could take the form of comic strips. The title of the poster should also be a question. All of the verb forms in the following examples must be used in the different questions. A certain amount of research outside of class (see Homework assignment) will surely be necessary. See the References and further information section below for examples of online resources where information can be found.

- ≈ Present simple: Why do people become refugees?
- ≈ Past simple: When did the refugee crisis begin?
- ≈ Present perfect: How many refugees have died so far this year?
- ≈ Future: How will refugees’ experience change in the coming years?
- ≈ Modal: How can we help refugees?
- ≈ Modal past: What could have been done to prevent this crisis?
- ≈ Etc. depending on the class’s revision needs

OPTION 2: NARRATIVE & STORYTELLING

Alternatively, this activity could take a more creative imaginative form in which students imagine that they had to leave their country and become refugees. In that case, they would design a narrative around key questions they had to ask as refugees, and then write the story using the questions as titles and explaining their context. This could also take the form of a poster. In this case, the questions around which the narrative would be formed may look like the following:

N.B.: Questions in the following “narrative” style examples would be asked by the imaginary refugee at different points along his imaginary journey – the imaginary journey would still have to be researched, in order to be plausible.

- ≈ Past simple: How did this happen to me?
- ≈ Modal: What rights can I benefit from here?
- ≈ Present perfect: Have I arrived in a better place?
- ≈ Modal past: What would you have done in my situation?
- ≈ Etc.

SUGGESTION: Students can finalise their posters at home. The research can be completed as part of a homework assignment. Ideally, the finished posters should be put up on the classroom walls, and be explained and presented in front of other students. See references for suggested websites where the students can start their research.

REFERENCES AND FURTHER INFORMATION

- ≈ **AMNESTY INTERNATIONAL SWITZERLAND:** Asile et Migration (in French), available at : www.amnesty.ch/fr/themes/asile-migration
- ≈ **AMNESTY INTERNATIONAL SWITZERLAND:** Déjouez les préjugés (in French), available at: quiz.amnesty.ch/fr/
- ≈ **AMNESTY INTERNATIONAL SWITZERLAND:** People on the Move, available at: www.amnesty.org/en/what-we-do/people-on-the-move/
- ≈ **AMNESTY INTERNATIONAL UK:** Universal Declaration of Human Rights, available at: www.amnesty.org.uk/resources/document-universal-declaration-human-rights#.V4X_yXTUiVM
- ≈ **SWISS CONFEDERATION:** Swiss Secretariat for Migration, available at: www.sem.admin.ch/sem/en/home.html
- THE GUARDIAN:** Can you separate fact from fiction? available at: www.theguardian.com/uk-news/2015/aug/10/europes-migration-crisis-the-facts-and-figures-quiz
- ≈ **UNHCR:** Universal Declaration on Human Rights, available at: www.unhcr.org/cgi-bin/texis/vtx/home

QUIZ

YOU SAID HUMAN RIGHTS?

1. When was the UDHR written?

2. Which terrible event inspired the UDHR?

3. How many Human Rights can you name? (1 point for each correct answer)

4. Which organisations fight for the defense of Human Rights? (1 point for each correct answer)

5. Where do most refugees come from today?

6. What percentage of people living in this country are refugees or asylum seekers?

QUESTIONS REVISION

In pairs, complete the following fill in the gaps exercise using a verb in its correct tense and a question word or phrase (When, Where, How, Who, How long, Why, What). You may also need to add a pronoun:

- _____ the point in having human rights? (be)
- _____ people _____ their countries and seek asylum elsewhere? (leave)
- _____ responsible for fighting for human rights in the world? (be)
- _____ we _____ refugees here and abroad? (can help)
- _____ Europe's migration crisis _____? (start)
- _____ it _____ for an asylum seeker to become a citizen? (it + take)
- _____ I _____ to find more information? (should go + I)

QUESTIONS REVISION

In pairs, complete the following fill in the gaps exercise using a verb in its correct tense and a question word or phrase (When, Where, How, Who, How long, Why, What). You may also need to add a pronoun:

- _____ the point in having human rights? (be)
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- _____ Europe's migration crisis _____? (start)
- _____ it _____ for an asylum seeker to become a citizen? (it + take)
- _____ I _____ to find more information? (should go + I)

FICTIONAL INTERVIEW WITH AN AMNESTY INTERNATIONAL RESEARCHER WRITTEN BY ME

The following interview needs to be published in Amnesty International's Newsletter this afternoon. Unfortunately, the questions have been deleted by accident. Being the advanced English speaker that you are, you need to fill in the questions. As long as the grammar is perfect, various questions are possible – the answers are the most important part of the interview!

1. **QUESTION:** _____

AMNESTY RESEARCHER: This is my tenth year working with Amnesty International. And I can assure you that it will not be the last! I love this job and I hope to be able to do it until I retire.

2. **QUESTION:** _____

AMNESTY RESEARCHER: Before Amnesty, I worked for an association that ran workshops and education courses for refugees. I see the two jobs as different sides of the same coin – on the one hand people are arriving here who need to be helped, but on the other we need to make sure that people's fundamental rights are respected everywhere in accordance with the UDHR, so that they no longer need to leave their home countries. This is what Amnesty International stands for!

3. **QUESTION:** _____

AMNESTY RESEARCHER: At the moment, my main focus as director is on a new global campaign that we're rolling out – People on the Move. The world's response to the problem has unfortunately been

extremely disappointing, and we're hoping that this campaign will make a genuine difference.

4. **QUESTION:** _____

AMNESTY RESEARCHER: I don't think that any job is easy if you do it well. I guess that the difference between Amnesty and other organisations is our feeling that if we don't do our job properly people end up suffering unnecessarily, dying, being raped, being tortured... We hear about these stories every day, as part of the individual support we give to refugees here.

5. **QUESTION:** _____

AMNESTY RESEARCHER: I think that my most distressing experience was when I have visited migrant centres in Serbia. The conditions on paper weren't terrible, but the atmosphere was horrifying. I saw people, even children, who didn't understand what was happening and who found themselves in these prisons without having committed any crime. It's not the worst thing I've seen, but it was probably the thing that most distressed me recently.

6. **QUESTION:** _____

AMNESTY RESEARCHER: Of course! At Amnesty we work with solutions, not just problems. Every time we see that someone has been saved from a terrible situation thanks to our activism, it gives us the strength and the energy to continue.

7. **QUESTION:** _____

AMNESTY RESEARCHER: That is the most important question of all. Without people like you and your readers trying to help refugees here and abroad, nothing will improve. There are a thousand ways you can help, from taking part in "letter writing marathons" to getting involved in grassroots projects, or simply expressing yourself and helping to raise awareness. The refugees already here need our support, even if it's just a smile and a kind word. If you'd like to find out more about what we do, Amnesty's website is an excellent resource (www.amnesty.ch).

8. **QUESTION:** _____

AMNESTY RESEARCHER: For the time being, I have nothing to add, no. It was a pleasure to meet you!

QUIZ

→ ANNEX 1

1. When was the UDHR written? .
The UDHR was written in 1948
2. Which terrible event inspired the UDHR?
WW2 inspired the writing of the UDHR.
3. How many Human Rights can you name?
See UDHR (Link in the Further Information section of this document)
4. Which organisations fight for the defense of Human Rights?
Churches? NGOs? The UN? Debate is possible! It would be nice if Amnesty was mentioned
5. Where do most refugees come from today?
Today, most of the refugees come from Syria. (It would be worth mentioning that this is a recent development.)
6. What percentage of people living in this country are refugees or asylum seekers?
If Switzerland, the percentage of refugees or asylum seekers is 2%. If elsewhere, make sure to check before exercise.

QUESTIONS REVISION

→ ANNEX 2

What's the point in having human rights?

Why do people **leave** their countries and seek asylum elsewhere?

Who is responsible for fighting for human rights in the world?

How can we **help** refugees here and abroad?

When did Europe's migration crisis **start**?

How long does it **take** for an asylum seeker to become a citizen?

Where should I go to find more information?

FICTIONAL INTERVIEW WITH AN AMNESTY INTERNATIONAL RESEARCHER WRITTEN BY ME

→ ANNEX 3

1. **QUESTION:** How long have you been working for Amnesty?

AMNESTY RESEARCHER: This is my tenth year working with Amnesty International. And I can assure you that it will not be the last! I love this job and I hope to be able to do it until I retire.

2. **QUESTION:** What did you do before you began working for Amnesty?

AMNESTY RESEARCHER: Before Amnesty, I worked for an association that ran workshops and education courses for refugees. I see the two jobs as different sides of the same coin – on the one hand people are arriving here who need to be helped, but on the other we need to make sure that people's fundamental rights are respected everywhere in accordance with the UDHR, so that they no longer need to leave their home countries. This is what Amnesty International stands for!

3. **QUESTION:** What are you working on in particular at the moment?

AMNESTY RESEARCHER: At the moment, my main focus as director is on a new global campaign that we're rolling out – People on the Move. The world's response to the problem has unfortunately been extremely disappointing, and we're hoping that this campaign will make a genuine difference.

4. **QUESTION:** Is it easy to work for Amnesty?

AMNESTY RESEARCHER: I don't think that any job is easy if you do it well. I guess that the differ-

ence between Amnesty and other organisations is our feeling that if we don't do our job properly people end up suffering unnecessarily, dying, being raped, being tortured... We hear about these stories every day, as part of the individual support we give to refugees here.

5. **QUESTION:** What has been your most distressing experience working for Amnesty ?

AMNESTY RESEARCHER: I think that my most distressing experience was when I have visited migrant centres in Serbia. The conditions on paper weren't terrible, but the atmosphere was horrifying. I saw people, even children, who didn't understand what was happening and who found themselves in these prisons without having committed any crime. It's not the worst thing I've seen, but it was probably the thing that most distressed me recently.

6. **QUESTION:** Are there some positive moments?

AMNESTY RESEARCHER: Of course! At Amnesty we work with solutions, not just problems. Every time we see that someone has been saved from a terrible situation thanks to our activism, it gives us the strength and the energy to continue.

7. **QUESTION:** What can we do to help refugees ?

AMNESTY RESEARCHER: That is the most important question of all. Without people like you and your readers trying to help refugees here and abroad, nothing will improve. There are a thousand ways you can help, from taking part in "letter writing marathons" to getting involved in grassroots projects, or simply expressing yourself and helping to raise awareness. The refugees already here need our support, even if it's just a smile and a kind word. If you'd like to find out more about what we do, Amnesty's website is an excellent resource (www.amnesty.ch).

8. **QUESTION:** I have no more questions. Is there anything else you'd like to add?

AMNESTY RESEARCHER: For the time being, I have nothing to add, no. It was a pleasure to meet you!