

Faces and Voices of Refugee Youth

A Curriculum Guide
for Secondary School Teachers and Counselors

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ACKNOWLEDGMENTS

This curriculum guide is dedicated to all the youth who, through no fault of their own, have their lives touched by the trauma of war. These youth have witnessed the destruction of their homes, countries, families and friends and yet live with the hope for a better world where peace and understanding exist. These youth give us hope for the future. They represent a generation who are tired of war and strive to live in a place where every person, regardless of race, religion, nationality, or political opinion, can still live together in peace.

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INTRODUCTION:

Faces and Voices of Refugee Youth: A Curriculum Guide for Secondary School Teachers and Counselors was created to complement the exhibit *Faces and Voices of Refugee Youth* which was developed by the Center for Documentary Arts. This exhibit portrays aspects of the history and culture of Salt Lake City's refugee children through the mediums of documentary photography and oral history. The exhibit contains a 30 - image display with wall text. It reveals the stories of children, their social networks, school life and cultural and religious activities as they acculturate into Utah life. Through the interviews, the youth reveal aspects of their journey to as well as their life in Utah, including their struggles and joys and their dreams and hopes for the future. The exhibit opened at Rose Park Elementary School as part of the Salt Lake 2002 Cultural Olympiad, which ran concurrent to the Winter Olympic games. The exhibit then traveled to the Children's Museum of Utah, where it was displayed from March - June 2002. It will be displayed at the Day Riverside Library from September 7th until October 12th, 2002 and will then appear at the UEA Convention in October 2002.

Utah was first settled by the Utes, then the Mormon pioneers, along with Italians, Greeks, Jews, African Americans, Chinese, Japanese, and Chicano-Hispano peoples. *Faces and Voices of Refugee Youth* dramatizes the varied experiences of Utah's newest pioneers and their journeys to freedom.. This curriculum guide focuses on Utah's newest and youngest pioneers - refugee youth from Africa, Asia, the Middle East, Europe and the Carribean and their resettlement experiences in Salt Lake City.

The impetus for this project came after noticing the recent increase in the refugee population in Utah. Between 1994 and 1999 5,733 refugees arrived in Utah, of which, 32% are children. Since then, on the average, 1,000 new refugees have arrived each year. They have emigrated from approximately 22 countries and regions, including Bosnia, Chad, Cuba, Croatia, Gambia, Indonesia, Iraq, Iran, Kosovo, Kurdistan, Laos, Russia, Serbia, Somalia, Sudan, Turkey, Ukraine and Vietnam. The majority of these refugees have resettled in Salt Lake City with a large percentage of these children attending Salt Lake City schools.

From the information gathered from forty interviews, which were completed between May 2000 and October 2001, this curriculum guide was developed. It addresses the unique needs of refugee students while enhancing the learning of all students in their classrooms. The guide can be used by teachers prior to seeing the exhibit, after taking their students to the exhibit, or on its own, without ever viewing the exhibit.

OVERVIEW OF CURRICULUM GUIDE

UNDERLYING PHILOSOPHY: All children have the right to have their culture valued and respected by their teachers, counselors, and fellow students. Cultural differences are strengths, not deficits. All children have the right to be represented in the school curriculum. Students who never see themselves reflected in school curriculum feel invisible. Visible students learn better than invisible students. Cultural information needs to be infused into the curriculum. As this cultural content is integrated into the curriculum teachers should be sensitive to the refugee students in their classes and not assume that just because a student is from Bosnia or Sudan he or she knows about that country. These students may or may not want to talk about their experiences or culture.

GOALS:

- (A) To bring increased awareness to secondary teachers, counselors, students and the community by offering a curriculum that highlights the experiences of refugee students..
- (B) To address the unique needs of refugee youth and to emphasize the humanity that they share with other students.
- (C) To integrate refugee youth into the school community by providing information about their lives, culture, struggles, strengths and human rights issues so that they can be better understood..
- (D) To increase awareness and empathy of all students to the process of migration and acculturation so central to the refugee children's lives.

OBJECTIVES:

- (A) To provide lesson plans which promote refugee awareness among students and to sensitize students to the issues of human rights.
- (B) To introduce students to the process of storytelling and through storytelling students share their cultures and understanding of their shared humanity.
- (C) To integrate math and English curriculum so that diverse learners better understand who the refugees are and what they have experienced.

EVALUATION OF CURRICULUM

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During the summer of 2002 five teachers/counselors volunteered to review *Faces and Voices of Refugee Youth: A Curriculum Guide for Secondary School Teachers and Counselors*. They offered recommendations on how the curriculum could be applied to their classrooms. They evaluated the curriculum to determine the following: (1) whether the lessons were clear and understandable; (2) whether the goals and objectives of the project were met; (3) whether the lessons and their accompanying activities were appropriate for the grade level taught; and (4) whether they would consider using any of the lessons with their classes.

Guidelines for an Exhibition Visit

By: Joyce Kelen

Guidelines for an Exhibition Visit

Prior to your class trip to the exhibit it is important to provide your students with a pre-visit lesson to familiarize them with the exhibit's content and themes. This exhibition features three phases of the refugee experiences: (1) flight, (2) resettlement and safe haven, and (3) hopes and challenges faced in their new home. Teachers should read some of the attached materials, which include brief descriptions of the countries from which the refugees have fled.

Pre-Visit Lesson

Who Are Refugees? The United Nations defines a refugee as a person who lives outside his or her country and cannot return because they are “afraid of persecution on account of race, religion, nationality, membership in a particular social group or political opinion” (from the 1951 United Nations Convention Relating to the Status of Refugees).

Activity: Who is a refugee? Ask the students: “What does a refugee look like”? Ask the students to cut out pictures from magazines and identify who the refugees are using the above definition.

The following questions can serve as examples:

My name is Juan. I came from Mexico because my dad did not have a job.
Am I a refugee?

My name is Frank. I came from Canada to be closer to my dad's family.
Am I a refugee?

My name is Joyce. I moved to Utah from New York so that I can go to school
Am I a refugee?

My name is Jenny. I came from Kosovo because I am an Albania and the Serbs told my family we would be killed if we didn't leave.
Am I a refugee?

My name is Eva. My family moved here from Cuba because my grandfather spoke out against the communists and he was afraid he would be captured.

My name is Mele. I moved with my family from Tonga because we wanted a better life.
Am I a refugee?

My name is Amin. I moved from Southern Sudan because there was a war and our home was destroyed. We were attacked by the Northern Sudanese because we were Christians.
Am I a refugee?

Where are refugees from? It would be helpful for students to have some familiarity with a world map, identifying the countries where refugees come from. According to the United Nations High Commissioner for Refugees there are nearly 12 million refugees in the world today. Utah has approximately 6,000 refugees today with 32% of them children.

On- Site Activities help the students understand and empathize with the plight of refugee youth.

As you take your class to the exhibit ask them to examine the stories and photos and answer the following questions:

Flight - List three reasons why refugees left their homes?

- 1.
- 2.
- 3.

Safe Haven -

1. List the organizations and countries which helped the refugees remain safe.

2. How would you feel if you were a refugee and had to flee your home and move to another country?

Hopes and Challenges -

1. Describe two challenges faced by refugee youth who came to Utah.

2 Describe one refugee youth and what he or she hopes for the future.

Post-Visit Lesson

Students will leave the exhibit with a great deal of new information. Providing additional assignments will increase their understanding as they become more aware of the struggles, journeys, and hopes and challenges of refugee youth.

After visiting the exhibit the following questions may be used for homework or classroom discussion:

1. A refugee is a person just like you. What makes a person a refugee?
2. How were the refugees in the exhibit similar to you?
3. What were some of the differences between you and the refugees?
4. What needs do refugee youth have today in Utah?
5. What can you do to help a refugee student?
6. What did you feel you learned about refugee youth from the exhibit?
7. What additional questions do you have regarding refugees that you would like answered?

An Integrated Curriculum Guide for Middle School Teachers

by: Brenda Bates, Susan Ritter, Vivian Shell

Lesson 1

Objective: To raise awareness, break down walls of ignorance and develop empathy for students by sharing stories of refugee youth.

Prompt: Read from Faces and Voices of Refugee Youth, the story of Muna Ali on p. 23.

Activities:

- Locate a city in Somalia on the map
- Determine latitude and longitude of the city in Somalia
- Compare to the latitude and longitude of Salt Lake City
- Calculate the miles from Somalia to SLC
- Complete the three level reading guides.
- Estimate and measure the weight in pounds of how much you could carry in a backpack using the transactional writing procedure.

Student Assessment:

- An information card on Somalia, posted on the teacher map.
- Responses to the three level reading guides.
- Entries into transactional journal.

Outcomes:

- Students will gain knowledge of the grid system.
- Students will practice estimation and measurement using the English system of measurement.
- Students will be able to infer and apply information from the text.

Materials Needed:

- Faces and Voices of Refugee Youth
- World map
- Note cards
- Realia for weighing activity including scale.
- Three level reading guides.
- Refer to The Longitude Prize for further ideas.

Transaction Writing Procedure

This procedure is taken from a workshop at the National Council of Teachers of Mathematics Conference in Las Vegas, Nevada in 2002. “Story Telling as a Tool to Improve Mathematical Skills of Latina Girls” was presented by Cristina Jose Kampfner, Eastern Michigan University, Lucy Shaw, Academy of the Americas, and Jane Goldsmith, Academy of the Americas. The presenters demonstrated the following procedure for students and teachers to use writing to assess and develop understanding in mathematics and to improve students’ attitudes towards mathematics. Transactional writing is writing used to persuade or inform a particular audience, in this case, the teacher.

1. A story is shared with the class. The story can be read, acted out, retold, viewed, etc. The story exemplifies an objective of the lesson, for example to provide examples of women successful in mathematics, or to demonstrate the use of fractions in an everyday situation. The stories used here meet the stated objective of the project, to raise awareness, break down walls of ignorance and develop empathy for students by sharing stories of refugee youth.
2. Students are given a mathematical writing prompt related to the story. Each student folds a piece of paper in half (taco style) and writes the prompt across the top. They answer the prompt in the left-hand column. Their answer is given in the form of written language. This writing explains their understanding of a concept or their solution to a problem.
3. This paper is handed in as a first draft and shared between a Language Arts teacher and a Mathematics teacher. Each teacher gives feedback in the right-hand column using different colors. The first draft is then returned to the students for revision.
4. Students refine their answers and turn in a final draft. Each teacher scores the final draft according to separate rubrics for each content area. **STUDENTS KNOW THE RUBRICS AHEAD OF TIME!**

Transactional Writing Prompt for Lesson 1

After reading the story of Muna Ali:

- I. Have students brainstorm a list of items they might carry with them as a refugee.
- II. Bring in a few examples of these items (realia) and demonstrate how to weight these items indirectly (weigh a student holding the items, weigh the student without the items, subtract the weights). Also, bring a backpack.
- III. Give the students the following prompt:
 - a. Make a list of items you would choose to carry in your backpack.
 - b. Estimate how much your filled backpack would weigh in pounds and write down your estimate.
 - c. Explain the procedure you would use to actually measure the weight of these items directly. Write an equation using a variable to represent this procedure.

Name: _____
Period: _____

Muna Ali

Literal Level

Directions: Place an “A” for accept in front of any statements that are true. Place an “R” for reject in front of any statements which are false. If the statement is false rewrite it so that it is true.

1. Muna was about four years old when she left Mogadishu for Brava.
2. According to Muna, the civil war in Somalia was about people fighting over religion.

Interpretive Level

Directions: Place an “A” in front of any statements that correctly reflect the true meaning of the text. Place an “R” in front of any statements that do not reflect the true meaning. Use the space provided to explain your choice and provide support from the text.

3. Muna feels like she has lost her history and culture.
4. Before Muna’s family left Mogadishu they lived in fear for their lives.

Applied Level

Directions: Place an “A” in front on any statements that you do not agree with. Use the space provided to explain and support your choices.

5. The fact that some people must wait years in refugee camps before they are allowed to enter the U.S. is fair.
6. People do not need to know and understand their own history.

Lesson 2

Objective: To raise awareness, break down walls of ignorance and develop empathy for students by sharing stories of refugee youth.

Prompt: Read from Faces and Voices of Refugee Youth, the story of Aldina Brkic on p. 30.

Activities:

- Locate a city in Bosnia and a city in Germany on the map
- Determine latitude and longitude of the cities in Bosnia and Germany and respond to the prompt using the transactional writing procedure.
- Compare to the latitude and longitude of Salt Lake City
- Calculate the miles from Bosnia to SLC
- Complete reflection writing exercise.
- Discuss or write about a special treat that you enjoy.
- What 3 questions would you like to ask Aldina?

Student Assessment:

- . An information card on Bosnia and Germany posted on the teacher map.
- . Reflective writing.
- . Entries into transactional journal.

Outcomes:

- . Students will gain knowledge of the grid system.
- . Students will transfer knowledge of integers to a real world situation.
- . Students will be able to infer and apply information from the text.

Materials Needed:

- Faces and Voices of Refugee Youth
- World map
- Note cards
- Reflective writing exercise.

Transactional Writing Prompt for Lesson 2

After reading the story of Aldina Brkic and determining the latitude and longitude of a city in Bosnia or Germany:

1. Write each of these sets of coordinates using intergers.
2. Explain why you used positive numbers and why you used negative numbers.
3. What did you do to show the difference between latitude and longitude?

Lesson 3

Objective: To raise awareness, break down walls of ignorance and develop empathy for students by sharing stories of refugee youth.

Prompt: Read from Faces and Voices of Refugee Youth, the story of Shkelzen Xhafolli p. 33.

Activities:

- Locate Kosovo on the map
- Determine latitude and longitude of Kosovo.
- Compare to the latitude and longitude of Salt Lake City
- Calculate the miles from Kosovo to SLC
- Complete the three level reading guide.
- Discussion of “What is NATO?” and speculation of how they could be involved in the conflict.
- Transactional journal entry using one of the statements on the “Applied” level of the reading guide.

Student Assessment:

- An information card on Kosovo, posted on the teacher map.
- Responses to 3-level reading guide.
- Entries into transactional journal.

Materials Needed:

- Faces and Voices of Refugee Youth
- World map
- Note cards
- 3-level reading guide.

Name: _____
Period: _____

Shkelzen Xhafolli

Literal Level

Directions: Place an “A” for accept in front of any statements that are true. Place an “R” for reject in front of any statements which are false. If the statement is false rewrite it so that it is true.

1. Shkelzen’s family is originally from Macedonia.
2. Shkelzen remembers playing hockey and bad mitten with NATO troops.

Interpretive Level

Directions: Place an “A” in front of any statements that correctly reflect the true meaning of the text. Place an “R” in front of any statements that do not reflect the true meaning. Use the space provided to explain your choice and provide support from the text.

3. When the Xhafolli family left Pristina they were afraid that their lives were in danger.
4. The food and shelter that the family received in Macedonia was what the family was used to.

Applied Level

Directions: Place an “A” in front on any statements that you do not agree with. Use the space provided to explain and support your choices.

5. In the middle of a war it is acceptable for soldiers to destroy the homes of their enemies.
6. All the people have a responsibility to provide refugees with adequate food and shelter.

Lesson 4

Objective: To raise awareness, break down walls of ignorance and develop empathy for students by sharing stories of refugee youth.

Prompt: Read from Faces and Voices of Refugee Youth, the story of Malko-Kundo-Kiyabo p. 37.

Activities:

- Locate a place in the Congo on the map
- Determine latitude and longitude of a certain place in the Congo.
- Compare to the latitude and longitude of Salt Lake City
- Calculate the miles from Congo to SLC
- Complete reflective writing exercise.
- Estimate how to make ____ cups of grain last for 2 weeks using the transactional writing procedure.

Student Assessment:

- An information card on the Democratic Republic of the Congo, posted on the teacher map.
- Reflective writing.
- Entries into transactional journal.

Outcomes:

- Students will gain knowledge of the grid system.
- Students will determine the usefulness of fraction in a “sharing” problem.
- Students will be able to infer and apply information from the text.

Materials Needed:

- Faces and Voices of Refugee Youth
- World map
- Realia for the grain exercise.
- Note cards
- Reflective writing exercise.

Transactional Writing Prompt for Lesson 4

After reading the story of Malko-Kundo-Kiyabo:

1. ring in ____ cups of grain (wheat, rice, etc.) and show this amount to the students.

2. Brainstorm the issues that students need to think about while planning the use of the grain.

3. Give student the following prompt:
 - a. Estimate how to make ____ cups of grain last for 2 weeks for a family of one mother, a baby and an adolescent. Explain your reasoning
 - b. Can fractions work for this division? Explain.

Lesson 5

Objective: To raise awareness, break down walls of ignorance and develop empathy for students by sharing stories of refugee youth.

Prompt: Read from Faces and Voices of Refugee Youth, the story of Hong Ly on p. 41.

Activities:

- Locate a place or city in the Philippines/Vietnam on the map
- Determine latitude and longitude of the place or city in the Philippines/Vietnam.
- Compare to the latitude and longitude of Salt Lake City
- Compare the miles to SLC in the direction that was taken with the miles of the shortest route using the transactional writing procedure.
- Complete the reflective writing exercise.

Student Assessment:

- An information card on Philippines/Vietnam, posted on the teacher map.
- Reflective writing.
- Entries into transactional journal.

Outcomes:

- Students will gain knowledge of the grid system.
- Students will calculate and compare distances using integral coordinates.
- Students will be able to infer and apply information from the text.

Materials Needed:

- Faces and Voices of Refugee Youth
- World map
- Note cards
- Reflective writing exercise.

Transactional Writing Prompt for Lesson 5

After reading the story of Hong Ly:

- Using a map and colored pencils, have students outline the route taken in the story and estimate the miles using the map legend.
- Discuss the means taken for traveling and possible alternate routes.
- Give students the following prompt:

Choose the shortest possible route and estimate the miles using the map legend.
Explain your procedure and show your calculations.

Lesson 6

Objective: To investigate the demographics for the school during the past 3 years.

Activities: Collect racial demographics from the last 3 years of school yearbooks.

1. Categorize data into the following racial categories by using the picture and surname: Asian, black, Hispanic, White.
2. Discuss placement of refugee students into these categories (Where do we place refugees from countries in Africa, Eastern Europe, the Middle East, and Latin America? When we place students into these categories, do all members of each category have similar backgrounds, or are their backgrounds extremely diverse?)
3. Create bar graphs for each ethnic group showing the changes over time.
4. Create pie charts for each year showing the proportions of these groups.
5. Create the same statistical graphs using the school district's yearly Racial and Ethnic Survey. Compare the results.
6. Discuss how data similar to this is collected and reported in the Census and how the Census is used for decision making.

Student Assessment:

- . Bar graphs and pie charts of the data (done in groups, as a whole class or individually).
- . Entries into transactional journal.
- . Class discussion about the validity of placing students into these categories.
- . Class discussion about the Census.

Outcomes:

- . Student will gain knowledge of data collection techniques.
- . Students will develop skills in statistical reporting.
- . Students will critically analyze the collection and reporting of statistical information.
- . Students will gain knowledge of the changing demographics in their neighborhood.

Materials Needed:

- . Yearbooks for the past 3 years.
- . Data collection charts, graph paper, calculators, compasses and protractors.
- . School district's yearly Racial and Ethnic Survey from the past 3 years.

Transactional Writing Prompt for Lesson 6

Can you accurately predict a person's racial ethnicity based on a picture and surname (last name)? What are the effects of this type of classification institutionally and on a personal basis?

A Curriculum Guide on Culture, Citizenship, and Conflict Resolution

by: Joyce Kelen

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Lesson 2 - Citizenship/Human Rights

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LESSON 1 - CULTURAL AWARENESS

Geography For Life - Standard 6200-02: Students will understand the human and physical characteristics of places and regions. **Objective 6200-0203:** Evaluate how culture and experience influence the way people live in places and regions.

Geography For Life - Standard 6200-06: Students will use geographic knowledge to connect to today's world. **Objective 6200-0601:** Apply geographic concepts to interpret the past. Apply an understanding of cultures as an integrated whole including traditions, behavior patterns, and technologies. Recognize that both human choices and natural events have consequences.

I. WHO ARE THE REFUGEES?

Objectives: Teachers and students will understand who the refugees are, where the refugees have come from, why they have come, and what they have experienced in the process of leaving their homelands. Knowing their stories will increase understanding and sensitivity. If we know who they are we will know more about who we are as members of global society. Today, knowing where we have come from helps us to understand who we are.

Refugees are people who have fled their countries on account of the fear of persecution. This persecution may be due to race, religion, nationality, membership in a particular social group or political opinion. Refugees are not able to seek protection from their government.

II. WHAT IS CULTURE?

Edward Hall, in his book *The Silent Language*, describes culture as a word with many meanings. He claims that for anthropologists culture has long stood for the way of life of a people which includes the way they behave, their attitudes and material things. Each of us has a culture. It is through our culture that we view the world. Although this project describes the lives of refugee children we don't want to make the mistake of making generalizations about refugees. There are approximately 26,000 refugees living in Utah. Each refugee represents a unique personal orientation to customs, religions, practices, struggles, values, and beliefs. Some follow traditional customs more than others who may be more acculturated. Through an understanding of culture one can make bridges to other cultures.

III. WHAT IS ACCULTURATION?

According to the *Webster's Collegiate Dictionary*, acculturation is "a process of inter-cultural borrowing between diverse peoples resulting in new and blended patterns." From the time they step into an American classroom, refugee students will be acculturating to a multi-cultural world. At home, with family, they will live in and maintain the cultures of their country of origin. At school, they will learn to become Americans and Utahns.

IV. ACTIVITIES:

Activity - What is a tradition? Explain to students that a tradition is a long established custom or habit. Students are then asked what traditions are celebrated in their homes. Ask the students to read the interview with Evelyn Padron Rios. What did she mean when she described the sensation of being in two worlds without belonging to either one? What two worlds did she belong to? Have they ever felt that they lived in two worlds?

Activity - What rules or customs do students have at home that are different from other students. Ex. Taking shoes off before entering house; saying a prayer before they eat; not eating meat; not eating pork; fasting on certain holidays. How do these differences affect them? Do others make fun of them or are they celebrated for their differences?

Activity - Using the two interviews of Muna (Somalia) and Yelena (Bosnia) compare and contrast their cultures. Read about the cultures of Somalia and Bosnia describing the languages, religion, food, music, clothing, etc.

Activity - What is American culture? What culture settled Utah? Who are the pioneers of today? What is a pioneer? Write the word "pioneer" on the blackboard. Ask the students for definitions of what is a pioneer. Can a refugee student be a pioneer? Read some interviews of the refugees who demonstrate a pioneer spirit.

Activity - Each of the refugee youth and their families were faced with the choice of whether to stay in their countries or leave. What were the consequences they faced by choosing to leave? For example, Hogir Ali and Sherzad left their families in Kurdistan. Dario and Dino's parents chose to return to Croatia. What were the consequences of returning for them? (They can never return to the U.S. because they left voluntarily). Which other refugee youth left close family members behind when they chose to leave?

Activity - Each of the refugee youth describe different experiences as to why they left their countries. Instruct students to meet in groups to discuss which of the following three solutions the family should choose: (1) Voluntary repatriation back to their original home country, (2) integration in the country where they sought asylum, or (3) settlement

to a third country. Each of these solutions and ramifications needs to be examined in detail.

LESSON 2 - CITIZENSHIP/HUMAN RIGHTS

United States Government and Citizenship - Standard 6210-01: Students will understand the significance and impact of the Constitution on everyday life. **Objective: 6210-0102**: Assess the essential ideas of the United States constitutional government.

United States Government and Citizenship - Standard 6210-02: Students will understand the protections and privileges of individuals and groups in the United States. **Objective: 6210-0201**: Assess the freedoms and rights guaranteed in the United States Constitution. Determine the rights and liberties outlined in the Bill of Rights. Examine how the Bill of Rights promotes civil rights and protects diversity.

United States History - Level 8 - Standard 6120-06: Students will understand the structure and function of the United States government established by the Constitution. **Objective: 6120-0604**: Analyze the rights, liberties, and responsibilities of citizens. Examine the Bill of Rights and its specific guarantees. Identify the responsibilities of citizenship to secure liberties.

“Where, after all, do universal human rights begin? In small places, close to home - so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighborhood he lives in; the school or college he attends, the factory, farm, or office where he works. Such are the places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerted citizen action to uphold them close to home, we shall look in vain for progress in the larger world.”

Eleanor Roosevelt

Eleanor Roosevelt, First Lady to President Franklin D. Roosevelt, was the most influential member of the United Nations Commission on Human Rights. Her greatest legacy was working on the Universal Declaration of Human Rights.

Activity - Give the students the Universal Declaration of Human Rights. Ask them to examine their classrooms, school, neighborhood, and community and describe which of the “human rights” they see being respected or violated. For example, Article 6 states “The law must treat everyone as people, not objects.” What does this mean?

Activity - Article 18 states “Everyone has the right to think and believe in what they want. This includes the right to practice a religion.” In practically all of the refugee youth stories there is a violation of this human right. Ask the students to compare and contrast the religious persecutions faced by the refugees. Have they ever faced persecution in this country? Let them break up into groups and discuss this.

Activity - Select a few excerpts from the interviews with refugee children. Have students work in groups and discuss which of the human rights were violated. Students are instructed to answer the following questions: Which country did the refugee come from? Which human right was violated? In what alternative ways could the refugee in the interview have been treated? Instruct the students to listen to the opinions of others and to share their thoughts. What can your students do to help refugee youth in your school? What about other students who are persecuted? What can they do as well?

LESSON 3 - CONFLICT RESOLUTION

United States Government and Citizenship - Standard 6210-04: Students will understand the responsibilities of citizens in the United States. Objective 8210-0401: Investigate the responsibilities of a citizen. Objective 6210-0403: Assess methods for respectively dealing with differences.

Objective: To understand that conflict is a natural part of life. Conflicts are disagreements between people. They can occur between leaders of countries as well as between children. Conflict can lead to positive change.

Conflict is inevitable. Conflict exists among animals as well as people. Conflict exists over resources, land, environment, religion, values, perception and material things or wealth. Conflict can exist within the individual, the family, the group, the community and the world. Refugees are people who were forced to flee their country because of a conflict. This conflict caused them to fear persecution because of their religion, race, nationality, political opinion, or membership in a particular social group.

Conflicts often occur because of different values. They can be internal, within ourselves, when we recognize conflicting values. An example of this can be whether to wear traditional clothes or modern American clothes.

Activity: Peacemaking begins with each person. Each individual is responsible for the kind of family, school, community or world we live in. What can you do to make this world more peaceful? Ask students to give examples of ways that conflicts are handled constructively. Discuss what the rules for fighting fair would be. This activity has the goal of making everyone a winner.

Activity: Conflict Resolution often involves making decisions. There are factors that push us into a conflict or pull us away from a conflict.

Activity - Read the interviews with refugee students and have the students work in groups to discuss the impact of war on the refugee students' lives. As the students review the interviews ask them: What is the conflict? How did the conflict escalate? Ask the students to compare the conflicts faced in the countries fled by refugee students with the events of the civil rights movement in the United States.

LESSON 4 - MIGRATION AND A SEARCH FOR HOME

Geography For Life - Standard 6200-04: Students will understand how human activities shape the earth's surface. **Objective 6200-0401:** Analyze the characteristics, distribution, and migration of human populations on the earth's surface.

Place is significant for everyone. Place is where we find ourselves. Place is where we live. Place extends from our internal space with ourselves and our families to our external spaces in our neighborhoods, communities, schools, states, countries, environments, and world.

Every living thing, which includes plants, animals, and people need a suitable place to live. Each person or other living thing also needs a certain amount of space in order to survive. If too many people or animals share an area it is difficult to find enough food, water, and shelter for all to survive.

Place is our home. What happens when someone is forced to leave their home? What causes someone to leave the place in which they were born or raised? What impact does this loss of place have? What does it take for someone to give up this sense of place?

Place is memory. Even after people leave the place they call home, have they really given up this place? Memory of place is powerful. Memory is even powerful for children who have never lived in a place. The Tibetan children who were interviewed long to live on Tibet soil where they have never stepped foot. The girl who was born in Iran and moved to Pakistan when she was two months old and lived in Pakistan for ten years longs to return to her home.

Place is spiritual. One of the words for God in Hebrew is the same as the word for place, *Makome*. What does it mean to have one word God and Place.

Place is connection. Our sense of place is connected to our history and culture. Many places have a complex history where different people with unique cultures have lived. Ex. Sarejevo or Saigon.

Objective: Students will become aware of their physical, social and cultural environments and make connections to their place in the world. The themes addressed in this lesson includes: (1) home (dwellings), (2) migration, and asylum (haven)..

1. Our Homes: Students can compare their home to different dwellings from around the world. Our homes provide shelter from rain, snow, heat wind, etc. How are the homes in a refugee camp different from the homes in Utah? Compare the homes or apartments your students live in with the refugee youth. How are they the same and how are they

different? How does environment and weather affect the type of homes we build?

2. Migration: What is migration? What makes birds migrate? What is forced migration for people? What makes people leave their home? What is the difference between forced migration and voluntary migration. Give examples of the two types of migration and have students understand the difference.

Examples: A person moves to Utah from New York to attend graduate school; a person moves from Canada to teach at the University of Utah; a person moves from Mexico to look for better employment; a person leaves Kosovo because they are told to leave their home or they will be killed; a person leaves Russia because they are persecuted for being Jewish. Explain to students the difference between mass migration and an individual's decision to migrate.

3. Asylum - What is asylum? In which countries did the refugees receive asylum? Read the interview with Hogir Ali. Who offered him asylum? Ask the students how they feel about the United States offering asylum to refugees? Some people in our country believe that we should not allow people from other countries into the U.S. We already have a high unemployment rate and the expenses of educating the young from other countries costs our government a lot.

Activity - Give students a map of Africa. Ask students to identify the places in Africa where refugee students attending schools in the Salt Lake City School District have come from (Congo, Gambia, Sudan, Chad, etc.) Instruct students to put a dot in the country in Africa where someone has moved from.

Activity - Have students examine a world map and trace the journey that refugee youth have taken to Utah. Use the interviews as material that students can use to trace the journey of these refugee children. Take a string and measure how many miles it is from Bosnia to Salt Lake City, or from Sudan, Kurdistan, or Russia to Salt Lake City.

Activity - Have the students identify the reasons the refugees left. Invite students to interview a family member or anyone who lived in another country and find out what made them move to Utah. Then have the students debate the pros and cons of the impact of refugees on the United States. Question for Debate: The United States is dramatically changing as new immigrants arrive. Pro: These refugees positively impact our society and we should do all we can to assist them in resettling here. Con: The United States should not let the refugees become American citizens. Sejla speaks of being told by students to "Go back to your country." What do you think? Should we tell refugees to leave?

Activity - Read Article three of the Universal Declaration of Human Rights. What does it mean to live in freedom and safety? What makes home so important to us? The push-pull factors apply to decisions people make on whether to migrate. The push factors are the reasons people choose or are compelled to leave a place. As students read the interviews ask them to determine what were the factors pushing the refugees to leave their home country i.e., war, persecution, fear, etc. Students can also look at the pull factors that caused refugees to come or be pulled to this place.

A Deeper Understanding: Curriculum Guide For 9th Grade Geography/Social Studies

by: Dessie Olson

The lessons contained in this unit are specifically designed for a 9th grade World Cultural Geography class. The ideas in this unit are a combination of my own and those I have obtained from various seminars and conferences. The lessons are designed to be given sequentially, but may also be given independent of each other.

OBJECTIVE OF UNIT ON FACES AND VOICES OF REFUGEE YOUTH

Students will come to understand what it means to be a refugee, and how by being more aware of refugee situations, they as members of the human race can work towards a more peaceful and compassionate world.

LESSON ONE - WHAT'S A RACE?

Objective:

Students will be able to define race, geographic isolation and racism; they will be able to explain what makes human populations different, analyze the effectiveness of “race” in categorizing humans and describe how geographic isolation creates groups of varied physical traits.

Materials:

- . National Geographic covers of people (about 10 and from various parts of the world)
- . World Map
- . 2 bars of ivory soap
- . Readings: Little Boxes & Terms of Estrangement

Sequence:

1. Before students come to class, have the pictures of people on a wall so that all students can see them. Number each picture.
2. Anticipatory: Lead a discussion for students to reflect upon their behaviors. Ask questions as you begin class such as how often do students feel judged by the way they look? How often do they judge people by the way they look? How do students define the term “race”? etc.
3. Ask students to identify on a piece of paper what country or continent each person is from on each cover of the National Geographic Magazines. Perhaps they can do this as a team of 2-3 people. Students may try to ask you where they are from, but DO NOT tell them.
4. Once students have had enough time to identify where they think each person is from, discuss student answers and keep track of them on the board. Also, keep track of their rationale for their answers.
5. Read excerpts from Discover Article “Terms of Estrangement”, Nov. 94 on unidentified person (don’t give reason on how scientist found out race of unidentified person until later)

How was this scientist able to tell she was Black? In other words how was the scientist able to tell what her “race” was if there were no other physical evidence besides her bones?

6. Discuss the definition of the term “race”.
 - . explain definition of race is difficult/non-existent in some glossaries -why?

- . race is a skeleton in our closet
- . give different definition of race from dictionary, encyclopedia, etc.
- . commonalities:
 - categories of people based on physical or genetic traits
 - physical characteristics traits used to distinguish one group from another

7. Discuss different kinds of physical traits/genetic traits.
 - Do physical characteristics influence people's behavior?

8. Discuss:

- . Scientist found everyone is 99.8% the same
- . Ivory soap is 99.44% the same
- . How do you tell the difference? Where does that .2% difference show up?(on the outside/physical characteristics) (in soap you must look on the inside-composition)
- . Where would you draw boundaries on a map that shows the origins of different races?
- . Racists are people who think physical traits make us different (superior or inferior)
- . What are other ways we could classify people? (religion, nationality, ethnicity, language, economic status)
- . Category boxes of races (it would be more valuable if separated by culture or could just check "human" race)

9. Closure:

- . Have students read "Little Boxes". After students have read it, discuss it as a class.
- . Explain to students how the forensic anthropologist identified the remains as a Black woman
 - it was statistically high that a Black person would be in the area. If bones were found somewhere else she could have been classified as another "race"
- . Read excerpt from article
- . Assign a reflective one page paper: How many races are there in the world? Has your mind changed about the idea of race? How? What do you think the purpose of categorizing people is? How will you use what we learned today in your life?

LESSON TWO - WHAT IS CULTURE?

Objective:

Students will be able to recognize what factors create culture and how it is different from race.

Students will also be able to define the terms belief, values, Melting Pot Theory, Mosaic or Salad Bowl Theory, and ethnocentrism, multicultural.

Materials:

- Any short story that deals with a person who has moved to a new place - community or country. I like to use one called “American Slurp” from the America Street : A Collection of Short Stories book.
- Construction paper, glue, colored pencils, scissors
- Various magazines to be used to cut up
- Overhead projector

SEQUENCE:

1. Brainstorm with the class to come up with a definition of culture. What factors create culture? Write down the working definition of culture on the board.

2. Define the terms belief and values. Explain that these are also aspects of a person’s culture.

Belief - ideas about reality, what is true/not true. Beliefs do not require proof and it expresses peoples hopes and fears

Values- ideas about what is good and bad, right or wrong, beautiful or ugly, important or unimportant, etc.

3. Discuss the following questions with students:

- Is culture learned? Explain.
- Is it possible to have more than one culture? Explain
- Should people have the right to practice their culture as long as it does not harm anyone or anything? Explain.
- Can people forget their culture?

4. Give students the following vocabulary on an overhead. Discuss each one.

- Multicultural - societies that have more than one culture
- Melting Pot Theory - assumes cultures blend together to form one culture
- Mosaic or Salad Bowl Theory - each culture retains identity, but adapts elements from the main stream culture

- Ethnocentrism - judging the customs/culture of another society or person by your own standards of what is normal
 - Racism - belief that some races are superior to others. The most destructive form of ethnocentrism. (remind students of the lesson on race)
5. Read the story “American Slurp” to students. Discuss how the character found herself caught between two cultures.
 6. **Closure:** Have students complete a culture collage either alone or in pairs. Their collage must have at least 10 pictures that represent 10 different aspects of the culture in which they live (refer to the classes working definition of culture). Students should label each picture and write a brief statement explaining what aspect of their culture it represents and how it represents it.

LESSON THREE - DEVELOPED VS. DEVELOPING

Objective:

Students will become more aware of the distribution of wealth and how it impacts the way of life for people around the world. Students will understand the difference between the developed and developing world. They will also understand difference between the push and pull factors of migration and the difference between an immigrant and a refugee. This lesson is designed to get students thinking about the difficulties many people must go through to live their lives.

Materials:

- . Overhead projector
- . Pictures of developed and developing areas of the world. A great source is the Material World calendar, posters, or book. The Material World is a collection of photos from around the world of average families in front of their homes and all their possessions - it's outstanding (can be found in Teacher's Discovery Catalog 1-800-543-4180)

Sequence:

1. Brainstorm with the class how they would categorize the world into two categories. Continue brainstorming until students narrow their choices to wealthy and poorer countries.
2. Give students the following information:
 - Often the world is referred to in terms of the First World or the Third World - this is a little unfair since many people may subconsciously think that the Third World is lesser than the First World because one comes before three.
 - A more compassionate way of referring to the world, and one which is much more encouraged, is the **Developed World and the Developing World**.
3. Have the following information copied on an overhead projector and have students copy.

The Developed World

1. relies heavily upon technology
2. consumes a large amount of energy
3. has and maintains transportation and communication networks
4. has tremendous amount of wealth as measured by GNP and per capita income.
5. Includes countries in North America, Europe, Russia, Japan, Australia (Mexico is in between)

The Developing World

1. the majority of people follow a more traditional way of life
 2. independent of any conveniences of the developed world and it's level of living (cars, phones, roads, electronics, plumbing, etc.)
 3. individual countries are in various stages of socioeconomic development as they progress towards modernization.
 4. Usually involves countries in South America, Caribbean, Africa, Middle East, East Asia)
 - There are pockets of developed nations within each region
 - Developed and developing worlds are changing economically, socially, and politically.
4. Show pictures from "Material World". Discuss how the different countries shown compare with USA and their own personal situations. Point out what the families do or don't have compared to the average family in the USA. If you have time you could do a bar graph here to incorporate math skills.
5. Discuss with students how we are a country founded by many different cultural groups and peoples from around the world. Ask students to identify what factors might cause a person to leave their country? List on the board. Explain these are what geographers call **Push Factors**. What factors might influence what country a person is trying to get into? List on the board. Explain to students these are what geographers call **Pull Factors**.
6. Define the terms immigrant and refugee. Be sure students understand the difference.

Immigrant - a person who migrates to a country for permanent residence

Refugee - people who must flee their country "**because of a well-founded fear of persecution** for reasons of race, religion nationality, political opinion or membership in a particular social group, and who cannot or do not want to return"

Closure: Find a map that shows which countries tend to have the most migrants and refugees. Have students identify these countries and come to a conclusion of whether most migrants and refugees come from developed or developing countries.

LESSON FOUR - WHO IS A REFUGEE??

Objective:

This lesson is designed to help students become aware of the plight of refugees from around the world and in our local community. This lesson is intended to spark some compassion in students for people whom they may otherwise not think twice about.

Materials:

- . Video: To Be A Refugee - this video can be obtained for free by contacting the United Nations High Commissioner for Refugees (UNHCR)
- . Faces and Voices of Refugee Youth - copy different accounts to hand out to students
- . World Map- possibly one for each student or group

Sequence:

1. Review the definition of refugee. Explain to students they will become more aware of what it is like to be a refugee.
2. Show the video "To Be a Refugee".
3. Discuss the video after watching it.
4. Divide students into groups of 3-4. Hand each group one or two different copies of refugee stories from Faces and Voices.
 - Have the groups select a student to read the stories aloud to the rest of their group
 - Have the group identify and locate from what countries the refugees fled on a map
 - Have the group come up with a list of challenges faced by the refugees from both the stories and the video
 - When the class comes together again, have a spokesperson from the group read the refugee story to the rest of the class
5. Discuss reasons why the refugees in the video and the reading had to leave their homes. What factors might influence how the country became so unstable that people feared for their lives? List them on the board.
6. Give some statistics on refugees for students to copy
 - The United Nations counts more than 11 million people as refugees
 - 17 million more people are displaced within their own country

LESSON FIVE - HUMAN RIGHTS

Objective:

This lesson is designed to make students aware of the Universal Declaration of Human Rights. Students will be able to identify fundamental human rights and gain an insight to the role of the UNHCR. Students will be able to define UNHCR, asylum seekers, internally displaced persons (IDP's), and repatriation.

Materials:

- . Abbreviated copy of the Universal Declaration of Human Rights
- . Video : "Global View: 50 Years of Protection" which can be obtained by contacting UNHCR

Sequence:

1. Begin by explaining to students that all humans have certain needs in common like eating and drinking. What are some of the most important rights we experience by living in this country? List on the board. Ask students if they have ever heard of the Universal Declaration of Human Rights (UDHR). What are Human Rights?
 - Define: UDHR as "fundamental protections and freedoms all people should enjoy" (Universal Declaration of Human Rights)
 - Hand out abbreviated Universal Declaration of Human Rights to each student and review

2. Divide students into groups of 3-4, have students list Top 5 (most important) rights as listed on the UNHCR abbreviated list - students must be in consensus on the order of importance
 - Come together as a class and ask each group for their top 5 list and for their reasoning behind their choices.
 - list on board/discuss
 - What types of documents/places do we turn to to ensure our human rights are protected in this country? (Declaration of Independence, US Constitution, Bill of Rights, Universal Declaration of Human Rights)

3. Lead a discussion with the following questions in mind:
 - . Is everyone created equal?
 - . Under what circumstances can these rights be taken away?
 - . Who has more rights, the individual or society/government?
 - . Why were these (above) documents created?
 - . To what extent are these rights and freedoms still valid, or in need of revision?
 - . How are these rights linked to current or other historical situations?
 - . Who enforces these rights?

4. Define the following terms:

- . Asylum seekers - those whose applications for refugee status are pending in a host nation
 - . Internally displaced persons (IDPs) - those who have been forced from their homes for the same reasons as refugees but remain within the borders of their home country
 - . Repatriation - the process by which refugees voluntarily return to their homelands
6. Show the video “Global View: 50 Years of Protection”. Have students keep track of the challenges the UNHCR face.
 7. **Closure:** Write an essay describing your thoughts on what our responsibilities are to each other. How can what we do in our own homes, communities, and countries affect the refugee situation in the world?

LESSON SIX - REFLECTION/ASSESSMENT

Objective:

This project is designed to give students an opportunity to reflect on what they have learned in our unit about Faces and Voices - A Deeper Understanding.

Materials:

Will vary depending on the students project

Sequence:

1. Review with students what they have learned in the course of the last few lessons.
2. In class, have students answer the following questions in at least 5 sentences each:
What has this unit has made you think about? How have you grown as a result of what you have learned from this unit. What about this unit stands out the most in your mind? Why?
3. PROJECT ASSIGNMENT FOR FINAL ASSESSMENT - students must be prepared to share their work with the class.

VISUAL REFLECTION - students must create some sort of visual response to the word REFUGEE. Their response must include the word refugee somewhere on their project, but may not include any other written words. The project must portray the hardships and/or challenges refugees are faced with in addition to how an individual's response to a refugee can make a difference.

A Curriculum Guide for High School English Classes

by: Kevin Smith

Lesson 1–Who are the Refugees?

Objectives: Students will understand the way the United Nations defines “refugees.” Students will be able to describe similarities and differences between refugees and other immigrants.

Learning Activities:

1. Students will view the video “To Be a Refugee.” The video is available free of charge through the United Nations High Commissioner for Refugees (UNHCR) Website: www.unhcr.ch. Display the definition of refugee on the board or by using an overhead projector: A refugee is someone who “owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country” (from the 1951 *Convention Relating to the Status of Refugees*).
2. Students will clarify the given definition by restating it in their own words (on a piece of scratch paper) and by asking questions.
3. Students will divide into groups of 3-4 members. They will be given a list of scenarios and will be asked to determine whether the person discussed in each scenario would be considered a refugee under the United Nations definition. A list of scenarios that could be used for this activity is attached. The list is taken from UNHCR’s curriculum guide, *Human Rights, Refugees and UNHCR* (also available free of charge from the UNHCR website).
4. Each group will be given a sheet of chart paper and a set of markers to draw a visual representation illustrating the similarities and differences between refugees and other immigrants. Groups who finish early will generate more scenarios to add to the list in activity #3.
5. Each group will select a spokesperson to present their visual representations to the rest of the class.

Student Resource Sheet: The Right to Asylum

Imagine that you are a UNHCR Protection Officer. The following individuals appear in front of you asking for protection. You have to decide whether or not they are refugees. Your decision will determine whether or not they are granted asylum or sent back to their country of origin. Explain your decisions in terms of Article 1, section A and F, of the 1951 *Convention and Protocol Relating to the Status of Refugees*. It is also worth considering Article 14 of the Universal Declaration of Human Rights. (see below)

1. MR. H.

Mr. H., a farmer with no political opinions, belonged to an ethnic minority in Magnolia. Many members of this ethnic group wanted their own independent state. In support of their ideas, certain members of the minority engaged in guerrilla activities. Due to his ethnic origin, Mr. H. was threatened by some of his neighbors belonging to the ethnic majority. The local police simply turned a blind eye to these incidents. In addition, Mr. H. received threats from extremist members of his own ethnic group who blamed him for not taking their side. Eventually, Mr. H. obtained a passport and left his country of origin. He is now requesting asylum in Ruritania.

2. Ms. Q.

For the past two years, Zania has been ruled by a military regime. The country's parliament has been dismissed and all laws are made by decree. As part of an ambitious plan to employ all able-bodied working men, the government orders all women to leave their jobs and remain in their homes. Women who disobey this decree will be severely punished. Ms. Q., a doctor, had to abandon her profession. Thanks to a missionary, Ms. Q. obtained a false passport and escaped the country. She is now requesting asylum in Ruritania.

3. Mr. C.

Mr. C., a soldier in Magnolia, executed twenty prisoners of war. He claims that he was following his superior officer's orders. He did so fearing that he might be punished if he had not complied with the order. A common punishment in this case would be demotion and even detention. He is now wracked by remorse. Mr. C. expects to receive a very long prison term if he returns to Magnolia. He left Magnolia without permission and is now seeking asylum in Ruritania.

4. Mr. R.

As a member of a group opposed to the governing regime of his country, Mr. R. secretly distributed pamphlets in the factory where he worked. The pamphlets called for an uprising of the people against the regime. He was discovered, arrested and sentenced to five years' imprisonment. In prison, he was repeatedly tortured by government agents. After two years, he managed to escape, however, during his escape he wounded one of the prison guards. As a result, the guard was left permanently paralyzed. After a long and complicated journey, Mr. R. managed to leave his country and request asylum in Ruritania.

5. Ms. F.

Ms. F. is a citizen of Magnolia. She has been suffering from a serious disease for the past three months. Her doctor believes that she only has a few more months left to live. Her only hope is a new, but very expensive, medical treatment. Unfortunately, Ms. F. is very poor. In addition, the Magnolian government has suspended all free health care services. All citizens are now required to pay the full cost of their medical care. Ms. F. is very poor. In addition, the Magnolian government has suspended all free health care services. All citizens are now required to pay the full cost of their medical care. Ms. F. will never be able to afford the treatment that she needs to survive. However, in neighboring Ruritania, health care is still subsidized by the government. If Ms. F. is allowed into Ruritania, she is guaranteed free health care. With the help of a friend, Ms. F. travels to the Ruritanian border and applies for refugee status. She claims that she will not survive if she remains in Magnolia.

Teacher Answer Sheet: The Right to Asylum

Case 1:

Although Mr. H. was not involved in the guerilla activities, his neighbors still threatened him because he belongs to the minority ethnic group. In this case, his fear of persecution because of his ethnicity is well-founded. He is also in the unusual position of being persecuted by certain members of his own ethnic group for not supporting the independence movement. In other words, his political opinion (that is, not being involved at all) is at odds with others in his ethnic community. Again his fear of persecution on political grounds is well-founded. He should be recognized as a refugee.

Case 2:

Although the 1951 Convention does not specifically include gender-discrimination as grounds for refugee status, Ms. Q. should still be granted asylum. UNHCR considers a person who is fleeing severe discrimination or other inhumane treatment—amounting to persecution—to be eligible for refugee status. Ms. Q. is being persecuted for not conforming to strict social codes. Since the government is the source of this discrimination, Ms. Q. has no higher authority to appeal to for protection. In the spirit of the 1951 Convention, Ms. Q. is a refugee.

Case 3:

Mr. C. should not be granted asylum. By killing prisoners of war, Mr. C. has committed a war crime (according to the 1949 Geneva Conventions). By committing a war crime, the exclusion clause applies to this case; under Article F (a) of the 1951 *Convention on the Status of the Refugee*, he is not eligible for refugee status. The Universal Declaration of Human Rights would also exclude extending protection to him because his actions are contrary to the “purposes and principles of the United Nations” (Article 14 (2) of the Declaration).

Case 4:

Mr. R. should be recognized as a refugee. His actions were political in nature. However, one must also examine the crime he committed while escaping from prison. His crime was obviously serious. The next step is to strike a balance between the nature of the offense and the degree of persecution feared. To be still considered as a refugee, the persecution feared must outweigh the seriousness of the offense. It appears that the crime was committed in order to escape persecution, the exclusion clause (Article F of the Convention) should not apply. He should be recognized as a refugee.

Case 5:

Ms. F. should not be recognized as a refugee. Poverty and poor social conditions alone can never be grounds for granting asylum. To be considered a refugee under the 1951 Convention, two conditions must be met. First, there must be a well-founded fear of persecution for reasons of race, religion, nationality, membership of a particular social group or political opinion. However, in this case, Ms. F. is not being persecuted for any of these reasons. Although Ms. F. belongs to the lower class, her membership of this social group is not in itself enough to be recognized as a refugee. There has to be some clear threat of persecution for belonging to this particular group. Second, the individual in question must experience some form of discrimination. In this case, the government health care policy applies to everyone. No one is being disproportionately mistreated for the reasons of race, religion, nationality, membership of a particular social group or political opinion. However, if the government refused to provide medical treatment to Ms. F. because of her ethnicity, then she might be recognized as a refugee.

LESSON 2-STORIES AND REFUGEES

Objectives: Students will understand and articulate the ways in which the stories of minority groups, including refugees, can end ignorance and enhance our education.

Learning Activities:

1. Using an overhead transparency, display Dahlia Cordova's quote (attached) from *Missing Stories*.
2. List the following words from the board: *ignorance, prejudice, discrimination, misconceptions, ethnic jokes, and exploit*.
3. Students will divide into six groups. Assign each group one of the key words from Dahlia Cordova's quote.
4. Students will write a definition for their word. They will first rely on their own background knowledge and the context from the quote. They may check their definition by using a dictionary.
5. Students will list examples for their key word that relate to Mexican-Americans (they may use examples given by Dahlia Cordova in the quote as well as their own). They will also list examples that relate to refugees (drawing on the information and discussions from lesson 1).
6. Each group will select a spokesperson to present their definitions and examples to the class.

Resource:

Kelen, L. G. (2000). *Missing Stories: An Oral History of Ethnic and Minority Groups in Utah*. Logan, Utah: Utah State University Press.

Dahlia Cordova

In this county, people of color have not had the opportunity to have their story told. We've been discriminated against by non-inclusion. If you look at textbooks, you'll see nothing about people of color and their perspective on history. There are so many people even today who don't realize that the southwestern territories were part of Mexico before they were acquired by the United States as a result of the Mexican-American War. So many people don't know that. Yet they will tell us—people who have a different language—to go back to where we came from, not realizing that we have always been here, many of us before their ancestors arrived.

So it's all a part of ignorance. And the only way we're going to stop prejudice and discrimination is to stand up and correct the misconceptions that exist; to not allow the ethnic jokes that exploit people—all kinds of people—to occur within our circles; to acquire more education and knowledge that explains the contributions ethnic groups have made to this country; and to give voice to our stories so that others may understand and learn (*Missing Stories*, p. 502).

Lesson 3—Finding the Voice in our Stories

Objectives: Students will understand the significance of voice in *Faces and Voices of Refugee Youth*.

Learning Activities:

1. Display the quote from the previous lesson. Ask: What is voice? (Students will hopefully be able to draw on previous discussions about voice in their writing.)
2. Initiate a discussion by asking the following question: Why is it important to “give voice to our stories?”
3. Continue the discussion: “What do you think you would need to include in your stories? Generate a list as students share their comments.
4. Students will break up into groups.
5. Assign each group a selection from *Faces and Voices of Refugee Youth*. Students may want to choose their own selections.
6. In their groups, students will discuss the details included in their assigned stories. What is included? What is left out? Who do you think made these choices, the interviewer or the interviewee? What tone do these choices give to the story?
7. Students will present their stories to the class.

Lesson 4–Faces and Voices

Objectives: Students will analyze various stories in *Faces and Voices in Refugee Youth* to discuss what is included in the stories and why. From their discussion, they will generate questions they would like to ask refugee students.

Learning Activities:

1. Students will use their notes, visual representations, etc. to review material covered from the previous three lessons.
2. Students will work with their groups to preview other stories in *Faces and Voices of Refugee Youth*. They will be guided by the same question that has guided them in the previous lessons: What do storytellers include in their stories?
3. Students will generate a lists of things they feel should be included in their own stories.
4. Students will work in their groups to begin generating a list of questions they would ask a refugee student. They should keep in mind the list they made for activity #3. Students will also discuss how they, as individuals, would answer the same questions.
5. Students will share the questions they generated with the class. The instructor will type these questions to be photocopied and distributed to the class for lesson 5.

Lesson 5–Interviewing

Objectives: Students will practice interviewing. Students will discuss what makes a good interview.

Learning Activities:

1. Students will receive a copy of the interview questions they generated during the previous class period. Students may add more questions to the list.
2. Students will practice interviewing each other. Students being interviewed may choose to take on the roll of a refugee student, or they may choose to be interviewed as themselves (the point of this activity is to practice the interviewing process).
3. Interviewers and interviewees will switch rolls.
4. Students will write a short paper (2-3 paragraphs) that tells the story of the person they interviewed.
5. Interviewees will give interviewers feedback on how effective they found the interview. The following questions may be helpful:
 - When you were being interviewed, did you trust the interviewer?
 - Did you feel like the interviewer was listening to you?
 - Do you feel like the questions the interviewer asked helped you talk about yourself?
 - Is there anything you wish the interviewer had asked you?
 - Is there anything you wish the interviewer hadn't asked?
 - Does the interviewer's story match what you think happened in the interview.
6. Students will share their experiences with the class. They will discuss why the questions in activity 5 are important—we want others to hear our voices.

Lesson 6—Telling the Stories of a Diverse Community

Objectives: Students will complete their own projects to tell the stories of diverse people in their community. Students will discuss how to format their projects by analyzing the format of *Faces and Voices of Refugee Youth*.

Learning Activities:

1. Students will discuss which voices should be included in their projects. Should it include refugee voices? Should it include voices of other immigrants? What other voices should it include?
2. Students will look at the photographs of Yuran on pages 39-40 of *Faces and Voices of Refugee Youth* and read the text accompanying the photograph on page 40. What does this photograph and story say about Yuran? What does the photograph and story say about the photographer and the author?
3. Students will select other examples from the book to illustrate that the stories are a collaborative effort between the interviewer and the interviewee.
4. Students will begin discussing the choices they want to make for their own projects. Will they use photographs and text? Will they use video. Do they want to work with other students as they conduct interviews? Do they want to work alone?
5. Students will plan their projects and write a proposal for their projects.