



ARTICLE OF THE WEEK

# INSTRUCTIONS

This flexible resource is intended to provide you with some easy to use, appropriate rights-related learning to share with your children, their families and your colleagues.

Please **edit out non-relevant slides or tasks** before sharing with students.

Please check the content works for your learners and feel free to add any content that would make the material more relevant to your setting.

**Slide 3 – Introducing World Refugee Day**

**Slide 4 – Introducing the articles**

**Slide 5 – Exploring World Refugee Day  
- Question**

**Slide 6 – Exploring World Refugee Day  
- Answers**

**Slides 7&8 – Primary Activities**

**Slides 9&10 – Secondary Activities**

**Slide 11 – Reflection**

# INTRODUCING WORLD REFUGEE DAY

Jilly introduces World Refugee Day



Click [here](#) to watch on YouTube

**World Refugee Day** has been recognised by the United Nations since 2001.

A refugee is someone who has had to flee their home because their lives were in danger in their home country. There are many different reasons for this and we will explore some of them in the activities coming up. World Refugee Day is on 20th June 2021 and helps to raise awareness of the lives and experiences of refugees.

This year's theme is *'Together we heal, learn and shine.'*

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# LINKED UNCRC ARTICLES

On **World Refugee Day** Article 22 and Article 10 are particularly important:



## Article 22 (refugee children)

If a child is seeking refugee or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them.

## Article 10 (family reunification)

Governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country. If a child's parents live apart in different countries, the child has a right to visit and keep in contact with both of them.

# EXPLORING WORLD REFUGEE DAY



Why might some children have to leave their homes and their country to try and **find safety** in another country?

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# HOW MANY OF THESE DID YOU GET?

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- There may be war and conflict in the country they used to live in
- There may be a lack of food and/or clean water
- There could have been a natural disaster such as a flood or an earthquake
- Climate change could have impacted their home and family's livelihood
- They may have been treated unfairly because of their religious beliefs
- They could have faced persecution because of their race or ethnicity
- They could have faced persecution because of their family's political beliefs

Did you get any of these? What other answers did you have?

# PRIMARY ACTIVITIES

You do not need to complete every activity but if you have time you can try to complete more than one.



**Think about your home.  
What makes it special to you? What  
makes a home safe? Who keeps you safe  
at home?**

Can you draw a picture of your home?  
Include all the people who live with you.

**You have the right to be safe.  
Which people keep us safe? Which people help you?  
Can you draw some pictures of people who help you in your  
community?**

What sort of things might happen if you are not kept safe? What kind of dangers might some children face? Discuss with your class how some people are not safe in their countries and have to move somewhere where they can be safe.

This [video](#) from Save the Children explains what a refugee is.

Watch the video and discuss what you learnt with your class.



**There may be lots of families within **your community** who have lived in different countries or have moved to the UK from somewhere else in the world.**

Have a look at a world map and see if you can **identify** these countries. You could also create a display in your classroom showing where your friends have travelled from.

# PRIMARY ACTIVITIES 2

You do not need to complete every activity but if you have time you can try to complete more than one.

**Imagine a new child has arrived in your school from another country.**

Create a pack to welcome them to your school and include information you think they would need to know, such as school timings, uniform and dinner choices.



Watch this [animation](#) created by Mount Stewart Infant School (a Rights Respecting School) about a family who has had to flee the war in Syria.

Can you create a similar animation using an ICT application of your choice?



As an idea for a class novel, read the book [‘The Boy at the back of the class’](#) by Onajali Q Rauf for a child's perspective on the refugee crisis.

As a class discuss the tasks the author has set at the end of the video (8:52).

Play this [interactive game](#) from the BBC to understand the **difficult choices** Syrian refugees have to make to try and get to **safety**.

Decide as a class which decisions you will make at each step of the journey.

# SECONDARY ACTIVITIES

You do not need to complete every activity but if you have time you can try to complete more than one.



It's easy to get confused about the terminology used to describe people who are forced to leave their homes. Watch these [animations](#) that explain some of the words used to describe displaced people.

After watching, you might like to write a poem called 'Words Matter' to show what you have learnt or create a handy guide to help people understand the difference between words such as refugee, asylum seeker, internally displaced person and migrant.



In 2020 there were 26 million refugees across the world. 68% of them came from just 5 countries – Syria, Venezuela, Afghanistan, South Sudan and Myanmar. To find out where refugees go watch this [video](#). Share what you find out with your class.

Article 10 says that governments must help children separated from their parents be reunited. Watch this [video](#) about the work UNICEF is doing in South Sudan to reunite children separated from their parents because of the conflict there. Before you watch it, think about a time when you were temporarily lost as a child, perhaps lost in a shop, or on the beach. Now imagine what it must be like to be separated in a time of war.

You can find out more about UNICEF'S work to reunite children here: <https://www.unicef.org/protection/family-separation-during-crisis>

**Find out what the UK government is doing to [help refugee children](#) be reunited with their parents.**

There are different views about government policy, in light of Articles 10 and 22, what do you think about the UK government's stance on refugees? You could even write to your local MP to express your views.

# SECONDARY ACTIVITIES 2

You do not need to complete every activity but if you have time you can try to complete more than one.



**The war in Syria has been ongoing for ten years.**

Watch this [video](#) about Mustafa who escaped the war and now lives in Germany.

Imagine an entry in his diary, what might his thoughts be?

You might be interested in finding out about an extraordinary art project called [Little Amal](#). Little Amal is a giant puppet – a 3.5 metre-tall living artwork character that represents child refugees, especially those who have been separated from their families. In 2021 the puppet will walk 8,000 km across Turkey, Greece, Italy, France, Switzerland, Germany, Belgium and the UK to focus attention on the urgent needs of young refugees.

Can you think how you could use puppets or another type of artform to raise awareness of the lives of children forced to be refugees?

This is the [trailer](#) to the film Human Flow made in 2017 by the Chinese artist and filmmaker Ai Weiwei in which he wants to help people understand what being a migrant is like. Watch the trailer and talk with a partner about which part you found most memorable or moving.



**Refugee children are 5 times more likely to be out of school than other children.**

Watch this [video](#) and [read](#) about the work UNICEF is doing to help refugee children access their [right to education](#).

How can you support refugee children to access quality education in your school?

# REFLECTION



UNICEF/Kabuye

This year's World Refugee Day theme is *'Together we heal, learn and shine.'*

Spend a few minutes thinking about what that actually means.

- What words or actions can help to heal a bad situation?
- How can we learn more about the lives of other people whose experiences may be very different to ours?
  - How can all children, including refugees 'shine'?
- We are all different but why is doing things 'together' really important?

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# MORE INFO...



## RRSA WEBSITE

For more information or to download previous Article of the Week packs please visit the RRSA website by clicking the link below

[CLICK HERE](#)

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