



#LETTERS OF HOPE CLASSROOM

An interactive curriculum on refugees

Lesson 5: Refugee Camp Simulation

Time: 50 Minutes

In collaboration with



GENERATION HUMAN RIGHTS

FALL 2017

Essential Questions

- What knowledge can we draw from exploring the refugees' stories?
- How can we apply to our own lives this gained insight into their experiences?

Universal Declaration of Human Rights: Article 3: Right to Life, Liberty and Security of Person. Article 9: Right to Freedom from Arbitrary Arrest, Detention, or Exile. Article 13: Right to Freedom of Movement, including the right to leave one's own country, and to return. Article 14: Right to Seek Asylum. Article 15: Right to Nationality.

Common Core Learning Standards

[CCSS.ELA-LITERACY.WHST.6-8.1.A](#)

[CCSS.ELA-LITERACY.WHST.6-8.1.B](#)

[CCSS.ELA-LITERACY.WHST.6-8.1.C](#)

[CCSS.ELA-LITERACY.WHST.6-8.1.E](#)

Assessment

When the educator is in the role of Refugee Camp Director, he or she can circulate among the class and check for understanding. It is also advised to check in with students who may be sad or upset by the story cards they have heard or read. If this occurs, remind the student(s) that their peers who shared their stories made it to a safe place.

Overview

Simulating a refugee camp provides a supportive background as students share stories of their peers around the world who are refugees. These firsthand narratives enable students to connect with other youth in their generation who are experiencing the harsh realities of life as a refugee.

Learning Goals

Students will be able to:

- Build a tangible understanding of the difficult journeys their peers abroad took to arrive safely at a refugee camp or other refugee setting.
- Differentiate between a refugee and an internally displaced person.
- Synthesize what they have learned in the refugee lessons to co-write a message to a peer refugee whose story they have heard or read.

Materials for Instructor

- Refugee camp ID cards (available for download at care.org/lettersofhope)
- Ink pad to use for personal thumb prints on ID cards.

Materials for Students

- Journals

Vocabulary

- Refugee: a person who has been forced to leave his or her country in order to escape war, persecution or natural disaster.

- Internally Displaced Person: A person who has been forced to leave his or her home or place of habitual residence, a phenomenon known as forced migration. They remain in their home country.
- Refugee camp: A shelter for people displaced by war or political oppression or for religious beliefs.
- Identity card (ID): A document that describes aspects of a person's identity such as name, age, place of birth, etc.
- Humanitarian organization: An organization that delivers aid. It can be a governmental or non-governmental agency.
- United Nations: An organization of independent states formed in 1945 to promote international peace and security.
- Doctors without Borders: An international medical humanitarian organization working in more than 60 countries to assist people whose survival is threatened by violence, neglect or catastrophe.

Room Set-up

- Ideally, all desks and chairs should be moved to the sides of the room to create a central, open floor space. Place one desk near the classroom entrance. If possible, lower lights as long as there is enough natural light to read by.
- If possible, position a table or two desks side by side at the entrance to the classroom to serve as the registering station. This will enable the Refugee Camp Director and the Assistant Director a space to set up ID cards and have students put their thumb prints on the ID card they are given as they enter.

Story Card Order

- If possible, make sure students work in groups of four.
- Prior to handing out the story cards, make sure there is at least one ID card per group that will be a representative from CARE, Doctors without Borders or another humanitarian organization. As students share the refugee stories, they will also learn about humanitarian aid organizations.
- There are also reporter ID cards that need to be handed out separately. The reporters should not be in the groups of four, but instead will circulate among the class and question groups about their story cards for their "news reports."

I. Refugee Camp Registration (10 min.)

As each student enters, the following occurs:

Step One:

The instructor assumes the role of Refugee Camp Director.

Step Two:

A designated student helper is given the Refugee Camp Director's Assistant Role. He or she should wear the ID card with *Refugee Camp Director Assistant* written on it. The assistant should collect any bags or books the students carry as they enter the room and place them away from the center of the room.

Step Three:

The Refugee Camp Director hands each student an ID card after his or her items have been surrendered to the assistant. Upon receiving their ID cards, each student presses their thumb to the inkpad and places a fingerprint on the card.

Step Four:

The Refugee Camp Director instructs every four to five students to sit in groups in the open space on the floor.

II. Vocabulary (7-10 min)**Step One:**

- Once the students are situated, project or write the lesson vocabulary on the board.
- Explain to students that they will need to use the new vocabulary to gain a tangible understanding of the story cards.
- Go over each vocabulary word with the class. Check for student comprehension on the difference between an *Internally Displaced Person* and a *Refugee*. Being able to identify and articulate the difference will enable students to fully understand the refugee story cards.

III. Sharing Stories (15 min)**Step One:**

- The Refugee Camp Director then asks students to take turns in their circles and share the names and stories of the person on their ID cards.
- Explain that each student has become a story carrier for a refugee, many of whom are their same age.
- Encourage students to take turns as they share the stories on their cards and to be quiet as they listen to stories.

IV. Partner Writing (5 Min.)

Teacher Note: Allow students five minutes to write their messages as it prepares them to create their social media messages in Lesson 6.

Step One:

- Ask students to break into partners from within their groups.
- Hand each set of partners a blank piece of paper and a pen.
- Explain that they will write a one- to two-line message to one of their peer refugees whose story they read or heard.
- Ask them what one message they would share with their peer refugee.
- Emphasize that they have only five minutes and they may have time to write only a one-line message.

Class Discussion (timed to ending of the class)

- Ask students to share their thoughts and feelings about the experience of reading the refugee narratives out loud and listening to the stories their classmates shared.
- Let them know they will share their messages in the next class and ask them to initialize them and hand them in.

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