

# WORLD REFUGEE DAY

June 20th

Richmond

Name: \_\_\_\_\_ Group: \_\_\_\_\_ Date: / /

## 1. Read the paragraphs. Complete them with *Internally displaced people* or *Refugees*.

- a. \_\_\_\_\_ are people that escaped their country because of war, persecution or violence. They are afraid because of their race, religion, nationality, political opinion or because they are members of a certain social group.
- b. \_\_\_\_\_ don't leave their country. They also feel persecuted, but remain within the borders of their homeland. They are supposed to be under the protection of the country's government – even if this government is the reason of their fear. As a result, they are among the most vulnerable populations in the world.



Refugees supported by the UN in Athens, Greece

According to figures from the UN Refugee Agency, 65.3 million people were forcibly living away from their homes in 2015 – 21.3 million people were refugees, while 40.8 million were displaced people.

Adapted from: <http://www.unhcr.org/internally-displaced-people.html>; <http://www.unrefugees.org/what-is-a-refugee>; <http://www.unhcr.org/en-us/statistics/unhcrstats/576408cd7/unhcr-global-trends-2015.html>. Access: 2 May 2017.

## 2. Watch the video. Number the events in it as they happen.

*In the beginning of the video, we see a little girl celebrating her birthday. She is happy, with her family and friends, in London.*

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|---|--|
| [ ] a. A gas attack hits the girl and her mom. She puts on a gas mask for protection. | [ ] d. She is in the car with her parents. She is afraid.            |
| [ ] b. A war breaks out in London. The girl and her family have to flee their home.   | [ ] e. She has a happy life with her classmates, friends and family. |
| [ ] c. She is in a hospital tent, celebrating another birthday.                       | [ ] f. The little girl is separated from her father.                 |

## 3. Now watch a second video, which continues telling the little girl's story. Answer the questions.

a. What is the girl doing when the video starts?

b. Has her situation improved, compared to the first video?

c. Which family member does she get separated from?

d. What happens during the boat journey?

e. Is the little boy she takes care of someone in her family?

f. Which day is it when the video finishes?

## 4. In the first video, was the girl a refugee or an internally displaced person? And in the second video? Discuss with your classmates.

## TEACHER'S NOTES

**Target audience (age):** *Ensino Médio*

**Aim:** Use text and videos to raise students' awareness about the problems displaced people and refugees face.

**Duration:** 50 min.

**Organization:** individual / group work.

**Material:** worksheet

**Preparation:** make copies of the worksheet (1 per student).

**Procedures:**

- Tell students about the celebration.

**When:** *World Refugee Day – June 20th*

**Celebration:** *It's a day to raise awareness of the situation of refugees all over the world, as well as to discuss what we can do to help them.*

- Ask students what they know about the recent refugee crisis around the world. Then, ask if they know the difference between a “refugee” and an “internally displaced person”. Listen to students' contributions, without confirming or rejecting their ideas.
- Hand out the copies of the worksheet. Allow students some time to do **Activity 1** individually. Check answers with the whole class. Draw students' attention to the figures in the third paragraph. **Answer(s): a. Refugees; b. Internally displaced person.**
- Next, ask students how they think their lives would change if they had to flee their homes and become internally displaced people or a refugee. Have them imagine what difficulties they would face. Write their ideas on the board – they will be discussed after students watch the video in **Activity 2**.
- Now, explain to students that they will watch a video about a hypothetical civil war breaking out in the UK and how it affects the life of a little girl. Have students read the items in **Activity 2** before you play the video.

### Background information

The video in **Activity 1** is part of a campaign launched by *Save the Children*, an NGO that provides relief and support to kids in areas of conflict, among other things. The official name of the video, released in 2014, is *If London were Syria*. The events depicted in the video are based on real-life accounts from children affected by the Civil War in Syria. As of May 2017, the video has had over 57 million views on YouTube.

- Play the video **Most Shocking Second A Day** (Save the Children)  
<http://www.youtube.com/watch?v=RBQ-loHfimQ>. Allow students some time to order the events individually. Check answers with the whole class. **Answer(s): [ 4 ] a; [ 2 ] b; [ 6 ] c; [ 3 ] d; [ 1 ] e; [ 5 ] f.**
- Have students compare the difficulties they mention previously to the ones they see in the video. Are they the same or different? Were they surprised by the girl's life has changed?
- Next, explain that a second video was produced, depicting the girl's life in the following year. Go through the questions in **Activity 3** with the whole class.

### Background information

The video in **Activity 3** is the sequel of *Save the Children's If London were Syria* video. It was released in 2016.

- Play the video **Still The Most Shocking Second A Day** (Save the Children)  
<http://www.youtube.com/watch?v=nKDgFCojiT8>. Allow students some time to answer the questions. Have them compare answers with a partner. **Answer(s): a. She is opening a present.; b. No, it hasn't. It has gotten worse.; c. She gets separated from her mother.; d. She falls from the boat and almost drowns.; e. No, he isn't.; f. It's the girl's birthday.**

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- Have a whole class discussion in **Activity 4**. Have students use elements of both videos to justify their answers. *Answer(s): In the first video, she is an internally displaced person. In the second video, she's a refugee. Personal answers.*
  - **Wrap up:** Discuss with the whole class how they felt after watching the videos. Were they shocked? Have the videos changed their perception of the problems refugees and displaced people have?
  - **Extension:** Have students do some research about how they could help refugees and displaced people, both in Brazil and abroad.