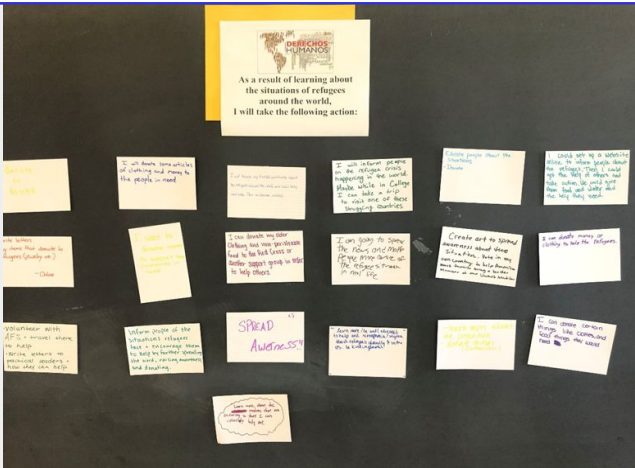


# Human Rights & Refugees | Strand: Data Fluency | Skill: Advanced



## STRAND: Data Fluency

### FUTURE READY SKILLS:

- Complex Problem Solving
- Critical Thinking
- Creativity
- Coordinating with Others
- Emotional Intelligence
- Judgment and Decision Making
- Cognitive Flexibility



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Implementation shown: **GRADES 9-12**



**RESOURCE LIBRARY TOOL(S):** VR Viewers, Ricoh Theta Cameras  
**ADDITIONAL:** Google Expeditions, Google Tour Creator

**OVERVIEW:** The goal of this pathway is for students to analyze and compare refugee situations globally, create EarthTime stories to peer teach, and commit to take an action as a result of their learning.

**ADAPTATION:** This pathway can be completed in its entirety, or activities can be done as a stand-alone lessons on Human Rights, Syria and Refugees, Venezuela and Refugees, or the Sahel and Refugees within the Social Studies and World Language classrooms.

### RATIONALE:

- What situations create refugees?
- What are the most serious human rights violations that refugees face?
- How do refugees personally change and how do they change their home and host communities?
- What are the global and local solutions to support refugee populations?
- What is your responsibility in relationship to refugees as a global citizen?

**PATHWAY FOLDER  
OF RESOURCES :**



# Human Rights & Refugees | Strand: Data Fluency | Skill: Advanced

**1) INTRODUCTION TO HUMAN RIGHTS, 5 DAYS**

Introduction to human rights



**2) FOCUS: SYRIA, 5 DAYS**

Human Rights and Refugees from Syria



**3) FOCUS: VENEZUELA, 7 DAYS**

Humans Rights and Refugees from Venezuela (Spanish)



**4) FOCUS: SAHEL, 1-2 WEEKS**

Humans Rights and Refugees from the Sahel (Social Studies)




**5) EARTH TIME STORIES, 5-9 DAYS**

Earth Time Stories and Peer Teaching: Humans Rights and Refugees

**6) COMPARE + COMMIT TO ACTION, 2 DAYS**

Compare Human Rights and Refugee Situations Globally and Commit to Action

## ACTIVITY 1: INTRODUCTION TO HUMAN RIGHTS



 <b>5 DAYS</b>  <b>OFFLINE</b>	<b>MATERIALS or RESOURCES:</b> <ul style="list-style-type: none"><li>• Posters for Human Rights</li><li>• Videos to View</li><li>• Post-It Notes</li><li>• Education Kit from Youth for Human Rights - Order EARLY</li></ul>	<b>LEARNING GOALS:</b> <b>Students will be able to...</b> <ul style="list-style-type: none"><li>• Identify 30 human rights and persuade a classmate of their importance using evidence &amp; examples</li></ul>
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### ACTIVITIES:

1. Brainstorm as a group and record ideas on board the student responses to the question, “What are human rights?”
2. Watch *What are human rights?* and be prepared to discuss and revise brainstorm list.
  - English version:  
<https://www.youthforhumanrights.org/what-are-human-rights/>
  - Spanish version:  
<http://www.jovenesporlosderechoshumanos.mx/what-are-human-rights.html>
3. Post human rights 1-10. Have students use post-its next to each human right to give an example of a time in history that particular right was upheld or violated. Then, have students identify two that they think are the most important and write why. Repeat this process for human rights 11-20 and 21-30.
4. From their list of six “most important” rights, students will narrow it down to three and provide evidence about why they believe these are the most important rights. Convince a classmate of the importance of the human rights they chose in written and/or spoken form (e.g., speed dating).

**Note:** You can order a free education kit on human rights with posters, videos, and other materials in various languages from <https://www.youthforhumanrights.org/> Order early, as it may take several months to arrive.

## ACTIVITY 2: HUMAN RIGHTS AND REFUGEES FROM SYRIA



 <b>5 DAYS</b>  <b>ONLINE</b>	<b>MATERIALS or RESOURCES:</b> <ul style="list-style-type: none"><li>• Interactive Communication Comprehension Guide</li><li>• Human Rights Graphic Organizer</li><li>• Videos linked</li></ul>	<b>LEARNING GOALS:</b> <b>Students will be able to...</b> <ul style="list-style-type: none"><li>• Analyze the causes, effects, human rights violations, and potential solutions to the situations that Syrian refugees face</li></ul>
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### ACTIVITIES:

In the World Language Classroom

1. Discuss background information about Syria.
2. Complete Interpretive Communication Comprehension Guide related to the situation in Syria using the Spanish version of the EarthTime story: Crisis de Refugiados de Siria.  
[https://earthtime.org/stories/crisis\\_de\\_refugiados#waypoints=1cG-eznll6s4E-eqdJpMscYQHY0YexzpN1iNTjFb8kK8.0](https://earthtime.org/stories/crisis_de_refugiados#waypoints=1cG-eznll6s4E-eqdJpMscYQHY0YexzpN1iNTjFb8kK8.0)
3. See Resources Folder for handout.
4. Complete the Human Rights Graphic Organizer to collect background information related to the crisis in Syria using the resources below (add to/revise the graphic organizer as students review resources).
  - UNHCR Overview: <https://www.acnur.org/emergencia-en-siria.html>
  - Movie: Salam Neighbor available on Amazon Prime  
<https://optimist.co/films/salam-neighbor-documentary/>
5. In the Social Studies Classroom, complete background information related to the crisis in Syria using the resources below. Complete the Human Rights Graphic Organizer (add to/revise as students review resources).
  - Earthtime Story: Global Refugee Crisis - The Big Picture  
[https://earthtime.org/stories/global\\_refugee\\_crisis\\_the\\_big\\_picture](https://earthtime.org/stories/global_refugee_crisis_the_big_picture)
  - (Shortened sequence/Animation available as a YouTube Video at <https://www.youtube.com/watch?v=5yLb6ZAYgoU>)
  - Article - Human Rights Council Discusses the Situation in Syria (June 2019); includes videos and details human rights abuses particularly against women and girls).  
[https://eeas.europa.eu/headquarters/headquarters-homepage/64913/human-rights-council-discusses-situation-syria\\_en](https://eeas.europa.eu/headquarters/headquarters-homepage/64913/human-rights-council-discusses-situation-syria_en)
  - Movie - Salam Neighbor (available on Amazon Prime)

## ACTIVITY 3: HUMAN RIGHTS AND REFUGEES FROM VENEZUELA (SPANISH)



 <b>7 DAYS</b>  <b>ONLINE</b>	<b>MATERIALS or RESOURCES:</b> <ul style="list-style-type: none"><li>• Venezuela background information</li><li>• Interactive Reading Model</li><li>• UNHCR Brief</li></ul>	<b>LEARNING GOALS:</b> <b>Students will be able to...</b> <ul style="list-style-type: none"><li>• Analyze the causes, effects, human rights violations, and potential solutions to the situations that Venezuelan refugees face.</li></ul>
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### ACTIVITIES:

Explore background information about Venezuela. See PowerPoint in resources folder.

1. Complete an Interactive Reading Model using the UNHCR brief about the situation in Venezuela. Students will complete pre-reading activities, review comprehension and vocabulary from the brief, interpret and discuss their opinions, role play an interview as a UNHCR expert on the situation in Venezuela, and create a feature article for CNN en español.
2. Finally, they will identify and read 2-3 additional articles in order to analyze the causes, effects, human rights violations, and solutions using the graphic organizer. See handouts in resources folder.



## ACTIVITY 4: HUMAN RIGHTS AND REFUGEES FROM SAHEL (SOCIAL STUDIES)

 <b>1-2 WEEKS</b>  <b>ONLINE</b>	<b>MATERIALS or RESOURCES:</b> <ul style="list-style-type: none"><li>• Google Slides Presentation</li><li>• Human Rights Graphic Organizer</li><li>• Annotated Bibliography</li></ul>	<b>LEARNING GOALS:</b> <b>Students will be able to...</b> <ul style="list-style-type: none"><li>• Analyze the causes, effects, human rights violations, and potential solutions to the situations that Sahelian refugees face.</li></ul>
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### ACTIVITIES:

1. Introduce students to the “where” and “what” of the Sahel region using the Google Slides presentation (in Drive).
2. Explore EarthTime Stories about the Crisis in the Sahel. Complete the [Human Rights Graphic Organizer](#).
  - Sahel in Peril: The Big Picture:  
[https://earthtime.org/stories/sahel\\_in\\_peril](https://earthtime.org/stories/sahel_in_peril)
  - Solutions in the Sahel:  
[https://earthtime.org/stories/solutions\\_in\\_the\\_sahel](https://earthtime.org/stories/solutions_in_the_sahel)
3. Discuss graphic organizer with students.
  - Review student findings for each piece of the graphic organizer (brief).
  - What is the most significant issue that you believe Sahelian refugees face?
  - What surprised you about the situation in the Sahel? Why?
  - How might the situation in the Sahel impact surrounding nations? The African continent? The US? The world in general?
4. Complete an [Annotated Bibliography](#) about the situation in the Sahel.
5. Revise Human Rights Graphic Organizer.
6. Discuss graphic organizer with students.
  - What did you add to your graphic organizer?
  - What new data did you discover that is not reflected on EarthTime? Why do you think that is?
  - What do you believe are the most significant human rights violations facing Sahelian refugees? Why?
  - Is the region at risk for genocide? Why or why not?\*

## ACTIVITY 5: EARTH TIME STORIES

 <p><b>5-9 DAYS</b></p>  <p><b>ONLINE</b></p>	<b>MATERIALS or RESOURCES:</b> <ul style="list-style-type: none"><li>• Device on which to view EarthTime</li><li>• Graphic Organizers</li><li>• Project Description</li><li>• Rubric</li></ul>	<b>LEARNING GOALS:</b> <p><b>Students will be able to...</b></p> <ul style="list-style-type: none"><li>• Convince classmates to take action to help refugees by providing evidence of the causes, effects, human rights violations, and potential solutions to the situations that refugees face</li><li>• Demonstrate analysis, reflection, and knowledge with a compelling argument</li></ul>
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### ACTIVITIES:

1. Review/demonstrate [EarthTime](#) - have students explore various layers, stories, etc. Encourage students to explore images, layers, etc. that relate to the lesson essential questions, not just in the Sahel or Venezuela, but world wide. In World Language Classroom, use a graphic organizer to capture findings. See Word document in Resources folder.
2. Introduce project description and rubric for the EarthTime Story. See handout in resources folder. Students will convince classmates to take an action to help refugees by creating a story about the refugee situation using EarthTime.org's Story Editor tool.
3. Create an EarthTime Story that responds to the essential questions of the lesson. The story can address any world region.
  - [Story Rubric](#)
  - [Creating a Story in EarthTime](#) guide
4. Have students identify data layers in EarthTime that help tell their story. See graphic organizer in Word document in Resources folder.
5. Convince peers to take action by sharing stories.

### Sample Spanish EarthTime Stories:

- [Afganistán](#)
- [Colombia](#)
- [República Democrática del Congo](#)
- [Siria](#)

## ACTIVITY 6: COMPARE + COMMIT TO ACTIONS

 <b>2 DAYS</b>  <b>OFFLINE</b>	<b>MATERIALS or RESOURCES:</b> <ul style="list-style-type: none"><li>• Materials for action wall</li></ul>	<b>LEARNING GOALS:</b> <b>Students will be able to...</b> <ul style="list-style-type: none"><li>• Compare and contrast the causes, effects, human rights violations, and potential solutions to the situations that refugees face around the world and commit to take an achievable action.</li></ul>
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### ACTIVITIES:

1. Cross-Class Socratic Seminar Discussion: Students develop questions to explore the topics further, ask for clarification, and discuss comparisons between topics.
2. Compare and contrast refugee situations studied (Syria, Venezuela, the Sahel) and presented (student presentations) using a Venn Diagram. Have students refer back to their graphic organizers for the situations in all three regions. See resources folder for handout.
3. Students create an action wall by writing an achievable action that they commit to help with the situation of refugees as a result of their learning. See resources folder for wall sign.





## CONTACT INFORMATION

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Feel free to contact us with any questions or suggestions, or to share your students' creations. We would love to see them!

PATHWAY FOLDER  
OF RESOURCES :

