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**Session 3 – 90 minutes**

**Topic 3: Human rights! Rights and migration!**

**Units for students 11-18 years old**

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| Pedagogical task: involving the whole class in the activities | Teacher support notes |
| **Introduction 20 minutes**  **Teacher:** Aims of the lesson and basic terms   * Make students aware of the Universal Declaration of Human Rights * Understand that the rights include freedom of movement within a territory, the choice of residence, the right to leave any country and the right to return to one's own country. Human rights and fundamental freedoms allow us to develop our minds, talents and consciousness and to satisfy our spiritual and other needs. * Know how migration control is regulated   **Introductury part:**  The teacher can raise the issue of human rights as a basis for discussions on migration. He must familiarize himself with the Universal Declaration of Human Rights in order to present them to students. Human rights guarantee the necessary conditions for a free and dignified human life. The rights of each individual must be balanced with those of everyone else. These are formulated in the Charter of Human Rights, which includes the Universal Declaration of Human Rights.  **Implementation 15 minutes:** In this activity, students need to think about the importance of human rights in their lives. To think, if they lose one of these rights, whether that would be no reason to flee their homeland. Depending on the total number of participants, divide the students into 10 groups. Divide participants into pairs. Hand out two cards to each group: one with a human history and one with a human right. The groups then move around the room and seek to exchange their cards so that they can present their entire history to the group along with their related rights. They have 15 minutes to exchange cards. Everyone sits in a circle again and a group spokesperson tells the story and links it to the right that suits her. After everyone is introduced, initiate a discussion.  **Open to ideas 10 minutes**  During the discussion, discuss with the students how they came to the conclusions, whether they think something is missing and can be added to the rights, respectively eliminated. Do lack of any rights for them would be a reason for migration? What they think and feel when they have learned people's stories? Which factors of migration are characteristic of each of human history?   * Encourage students to create a Charter of Rights in the classroom and for the rights of students in school (where applicable). * Check out some of the videos, with some of the stories of the people included in the maps. Ask the participants to share how they feel after seeing and what emotions their frames generate.   **Activity 2: Everyone on the raft!**  **Implementation: 45 minutes**  The exercise is held outdoors. Participants can be divided into groups of 8 to 10 people. The wooden slats are arranged in the following way: two by two in parallel, as a train line. В Another 3-4 boards are placed perpendicularly on them, with the distance between them being distributed along the "train" boards from the bottom row. The construction thus made is a raft. All participants must board the raft. Only after you get on it do you set the game conditions. The participants are tasked to "swim" with raft to land. The shore can be marked with some object at distances of about 15-20 meters from the starting point of the raft. The condition is that no one exits the raft while moving, ie. not to go anywhere other than a raft. If someone steps with one foot beyond it, he /she is dropped out of the game. Another requirement is that all the time, participants have to connect with each other in order to keep the connection. The aim for the participants is to be united as a team and to make it to the final. Play time 45 minutes. The game can be played from several teams at the same time.  **Discussion and post-game highlights:**  Participants share how they felt during the game, what they felt about “the trip”. Can we all be rafters as a team, and if there are strangers among us, how does that affect the team? How did it feel if one of the teams dropped out during the game?  **Highlights:**  1. What are the challenges that migrants face?  2. Identify factors that attract people to migrate?  3. The teacher supports group discussions and moderates the summary and recording of the results.  Students write in their notebooks the answers to the following questions:  1. Identify two factors that attract people to migrate.  2. Identify two factors that force people to migrate.  3. Why are refugees migrating? | **Resources:**  Text of the Universal Declaration of Human Rights:  <https://www.cpdp.bg/?p=element&aid=32>  History Cards and Human Rights Cards from the  Universal Declaration of Human Rights  (The cards are available in Annex 1).  **Additional resources:**   * Kenya: How's Dilemma. <https://www.unhcr.org/bg/%d0%b2%d0%b8%d0%b4%d0%b5%d0%be-%d0%b3%d0%b0%d0%bb%d0%b5%d1%80%d0%b8%d0%b8> * The story of Adel from Iraq. <https://www.youtube.com/watch?time_continue=18&v=3z661xERs84&feature=emb_logo> * Greece: Hussein’s dilemma   <https://www.youtube.com/watch?time_continue=129&v=Izme-yL6FeI&feature=emb_logo>   * When home means persecution. <https://www.youtube.com/watch?time_continue=17&v=kEJWrTzm-Rk&feature=emb_logo> * For modern slavery. (<https://www.ted.com/talks/lisa_kristine_photos_that_bear_witness_to_modern_slavery?language=bg>   **Resources:** 4 wooden slats / wooden columns with length about 1 -1.20 m, 3-4 wooden slats with length 1-1.20 m., 4 wooden slats / wooden columns   * **THE BIG IDEA**   Migration is referred as a right in the Universal Declaration of Human Rights. This includes the freedom to move within a territory, the choice of residence, the right to leave any country and the right to return to own country.  **RESULTS FROM THE TRAINING:**   * Students understand that there are a variety of reasons why people migrate, and may name some of the key factors “attracting” and “compelling”. Students know that there are different types of migration flows. * Students are familiar with the stories of some migrants and may be involved. |