

GCE
GLOBAL
CAMPAIGN FOR
EDUCATION



**WORLD'S
LARGEST
LESSON**

A Multilingual Treasure Hunt

Subject:

Citizenship, PHSE,
Languages, Geography,

Learning Outcomes:

- For students to have experienced a situation where they cannot find their way because they are unable to speak the language.
- To empathise with those who are refugees in a new country.

Preparation:

- Read through lesson plan and background information in *teacher's introduction*
- Consider the students in your class. Are there any children that can speak an additional language to one used for instruction in school? These could include languages that use a different alphabet. Gather these students together and ask for their help. Alternatively, seek help from multilingual colleagues or parents.
- Help them prepare their materials in advance of the lesson, see *page 6*

Total Time:

35-45
mins

Age Range:

8-12
year olds

4 QUALITY
EDUCATION



10 REDUCED
INEQUALITIES



General Note for Teachers on Teaching Controversial Issues

The discussions you have with your students in this lesson need to be handled sensitively and with consideration given to students' backgrounds and experiences. You want to make the classroom a 'safe' place for your students to share their ideas and even experiences. Some students may want to be excused from certain discussions and this should be respected. You may find the following sources of advice, on how to approach controversial topics in the classrooms, useful.

Oxfam UK's guide to *Teaching Controversial Issues*

<http://www.oxfam.org.uk/education/teacher-support/tools-and-guides/controversial-issues>

The Historical Association's guide to *Teaching Emotive and Controversial History*

<http://globaldimension.org.uk/resources/item/1522>

Many teachers find the *Philosophy for Children* techniques useful when handling discussions of this nature, you can read more here:

<http://globaldimension.org.uk/news/item/13650>

Take Action for the Global Goals

As an educator you have the power to channel students' positive energies and help them believe that they are not powerless, that change is possible, and that they can drive it.

Taking Action - Right Now:

- Students can **write** to their local government representative, and **tell** them why the Global Goals are so important to their future and **ask** them what action they are taking toward a specific Goal.
- Ask students to **summarise** what they have learned about the **#GlobalGoals** and share it with World's Largest Lesson on Twitter @theworldslesson or Facebook

Taking Action - Deeper Engagement:

- For deeper learning and impact, students can also take part in **projects** to make change for the Goals in their local communities.

Visit the "**Take Action**" page on our website: www.globalgoals.org/worldslargestlesson and find organisations, resources and lesson packs to help you get started.



A Teacher's Introduction to The Current Issues Surrounding Migration

Article 28 of the Convention on the Rights of the Child, approved by almost all of the countries in the world, states that every child has the right to a good education and basic education should be free for all. Despite this, according to UNESCO, 124 million children and young people around the world cannot go to school¹ and 757 million adults are illiterate – (two thirds of them female¹).

There are many reasons for this: poverty, injustice and discrimination based on disability, gender, ethnic or social background are among the most common reasons. However, wars and prolonged crises and conflicts are also a huge factor. Worldwide, 34 million children and young people are affected by violent conflicts and according to UNICEF, in Syria, Iraq, Yemen, Libya, the Palestinian territories, Sudan, Jordan, Lebanon and Turkey, 13 million children are not able to go to school². Crises and conflicts force people to leave their homes, villages and towns to seek shelter in other areas - often outside their home country. In 2014 nearly 60 million people worldwide sought shelter and protection from violence, persecution and human rights violations. One in two of these are younger than 18 years old³.

To protect these young people Article 22 of the Geneva Convention obliges the participatory countries to provide full and equal access to education, regardless of their nationality or residence status. However, this right is often not extended to refugees.

The majority of refugees remain in their home region: according to UNHCR⁴ this is partly because they hope to return quickly and also because it is very difficult to leave their region and travel elsewhere. The largest group of displaced people is currently the four million from Syria who have left their country, 95% of them have remained in neighbouring countries to Syria (2.2 million in Turkey, 1.1 million in Lebanon, 633,000 in Jordan). In addition there are 7.9 million Syrian people who remain in Syria but who have left their hometown⁵. These are known as Internally Displaced People (IDPs).

Within the EU, Germany receives the most refugees, receiving one million refugees in 2015. Although the war in Syria and the Syrian people fleeing conflict into Europe has dominated current news coverage, there have also been large increases in the number of displaced people in Africa - especially as a result of the conflict in South Sudan. Since the outbreak of this conflict in 2013, 2.3 million people have left their homes⁶. 650,000 of these now live outside the South Sudan⁷. In addition, chronic conflict in the East of the DRC has led to a large number of internally displaced persons and refugees moving out to neighbouring countries.

Excluded From Education – And From Life.

The lives of refugees are very challenging, in searching for safety they must leave their belongings behind. Also, their difficult lives often prevent them from fighting for their human rights - including the right to education. In the five countries that receive the largest number of Syrian refugees (Turkey, Lebanon, Jordan, Iraq, Egypt), approximately 53 percent⁸, or 700,000 of the Syrian children are not able to go to school⁹ for one of the following reasons:

Poverty

Refugees are at high risk of poverty. In many countries it is very difficult for them to find work because they are often not allowed to take on formal work and so rely on informal jobs for basic survival. This type of work often does not pay enough to provide for basic needs such as the income to pay the rent for adequate housing or basic foodstuffs to support a family.

A report of the United Nations High Commissioner for Refugees (UNHCR) indicates that in 2014 two-thirds of Syrian refugees in Jordan outside refugee camps were living below the poverty line, which in Jordan is defined as 96 US dollars (USD) per month¹⁰. The educational opportunities of children living under such circumstances will frequently suffer. This is because there is often a lack of free educational places available, of adequate equipment and of well-trained teachers. Often parents will be forced to take their children out of school because they cannot afford to pay the school fees or the cost of travel or, moreover, because children are needed to work and contribute to the family income. Children affected by disability and who struggle under normal circumstances, can be particularly at risk of being excluded from education.

Child Labour

Because it is so hard for refugees to find work, it is common for all members of the family to contribute to the family income, even the youngest children. Often instead of going to school these children will be employed in households or agriculture. In a survey of UN Women conducted in 2013 almost half of the surveyed refugee families in the neighbouring countries of Syria claim that they are either partially or fully dependent on an income earned by a child¹². In refugee camps the situation is the same. For example: thirteen-year old Ahmed has not attended school for three years. At home in Syria Da'ra he had to drop out of school because it was too dangerous to leave the house. After his arrival in the Jordanian refugee camp of Za'atari Ahmed hoped to be able to return to school but instead he, and his brothers, must take jobs as cigarette sellers for twelve hours a day in order to support their family¹³. Of the Syrian children who work in agriculture in Jordan, only 2.4 per cent go to School¹⁴.

Early Marriage

Poverty also increases the number of marriages of underage girls among refugees. In order to relieve the financial pressure on families some daughters are married at a very young age. This often has the direct effect of ending the girl's education. One of the reasons for early marriage can also be to protect a daughter from the threat of sexual violence in school and whilst travelling to school.

Lack of Support from the International Community

The living and educational situation of refugees could be greatly improved if the international community were to invest more in this emergency. The cost of ensuring that the rights and access to basic services of all refugees are granted in the states surrounding Syria is huge. In 2015 the funds required to achieve 100% financing was 566 million USD or 42%.¹⁵ An even more dramatic picture is shown when looking at the resources required by UNHCR in South Sudan. Only 30 percent (544 million USD) of funding required has been provided by the international community¹⁶. In Central African Republic this financing gap was even worse at 76 percent¹⁷.

References:

1. UNESCO Institute for Statistics, 2015, A growing number of children and adolescents are out of school as aid fails to meet the mark, S. 1
2. UNESCO Institute for Statistics, 2015, Fact Sheet No. 32, Adult and Youth Literacy, S. 1
3. UNICEF, 2015, Education under Fire, S. 3
4. UNHCR, 2015, Global Trends 2014, S. 3
5. UNHCR, 2015, Global Trends 2014, S. 2
6. UNHCR Statistical Online Population Database, United Nations High Commissioner for Refugees (UNHCR), www.unhcr.org/statistics/population-database, Zugriff: 14.12.2015
7. ebd.
8. <http://www.unhcr.org/5661ae0c6.html>, Zugriff: 5.1.2015
10. UNICEF, 2015, Education Under Fire, p.13
11. UNHCR, 2014 Living in the Shadows, p.7
12. UN Women Inter-Agency Assessment 'Gender-based Violence and Child Protection Among Syrian Refugees in Jordan, With a Focus on Early Marriage ', 2013, p 35
13. UNICEF, 2015 http://www.unicef.org/infobycountry/jordan_82551.html, access 10.12.2015
14. ILO Rapid Assessment on Child Labour, Agricultural Sector in Jordan / Mafraq & Jordan Valley (Ghor)
15. UNHCR, 2015 UNHCR funding - Syria Situation Response 2015-8 December, for downloading on <http://data.unhcr.org/syrianrefugees/regional.php>
16. UNHCR, South Sudan situation - Funding Update, 12/08/2015
17. UNHCR, Central African Republic Situation Update, 22.12.2015

Language Treasure Hunt :

A Multilingual Treasure Hunt (35 – 45 minutes)

Learning Objective : For students to experience a situation where they cannot find their way because they are unable to speak the language, to empathise with those who are refugees in a new country.

Preparation: Consider the students in your class. Are there any children that can speak an additional language to the one used for instruction in school? These could include languages that use a different alphabet. Gather these students together and ask for their help.

- Ask this group of pupils to make some signposts in their additional languages for common places you would find in a local community such as “Pharmacy” or “ Chemist” “Supermarket” “School” “Police Station” “Train Station” “Library” “Hospital” “Shops” “Doctor” “Bus Stop” etc. Make sure the signs contain only words.
- Ask the children to position themselves around the room or a larger space holding up their signs. Ask them to only speak in their language for the full duration of the lesson.

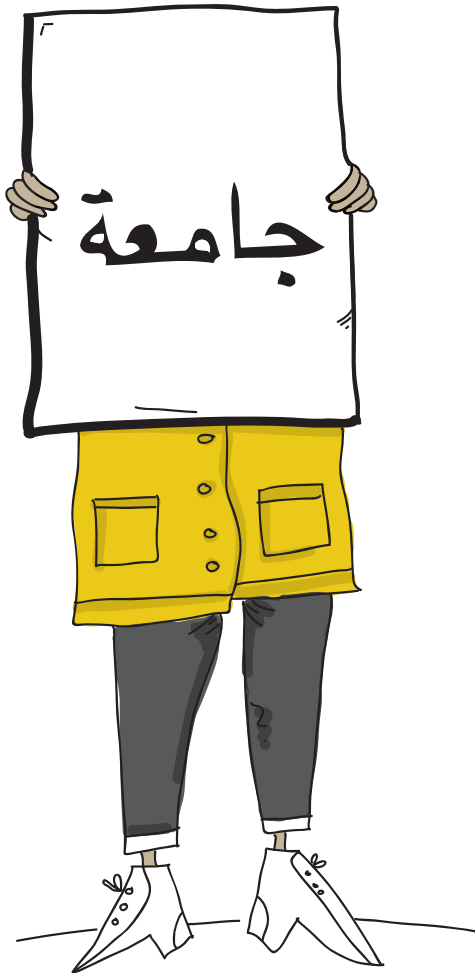
Note: If there are no children that speak another language ask for help from other teachers or parents who do.

Introduction to the lesson for the rest of the class:

"Many of us are familiar with taking a holiday where tour operators, hotels, restaurants and shopkeepers make it easy for us to understand a language by providing simple translations that make our trip more enjoyable. But what would it be like for us if we found ourselves in a country whose language we didn't understand at all, we couldn't speak to anyone and we couldn't even read the writing because the alphabet is different?"

- Explain to the students that they will be asked to complete some simple tasks, similar to those that a newly arrived refugee might need to complete.
- In turn, give each student an instruction such as “go to the supermarket and buy some bread”, “go to the doctor and explain that you are sick”, “go and buy a train ticket to the next town” “go to the pharmacy and buy some cough syrup”. Prepare enough questions so that there is at least one per student, or if your class is large you can put students into groups.
- Tell the students that they can ask for help from others and that if they have access to the internet they can also use that too (*see note box on left*). Let them set off on their "hunt" (20 minutes).

Once they have finished ask the students who have been on the Treasure Hunt : “Did you complete your task(s)? How did you do it? Did anyone help you? How did they help you?” How did it feel having to find your way without being able to communicate with in your language?” (5 min orally)



Websites for language help.

Arabic-English <http://www.arabdict.com/en/english-arabic>

Albanian-English: <http://www.argjiro.net/fjalor/>

Serbian-English: <http://recnik.krstarica.com/e/>

Farsi-English: <http://www.farsidic.com/en/lang/FaEn>

And then ask the students who prepared the signs:

"In which situations would you use your other language? When do you switch language, where are you and who are you with? What is good about being able to speak more than one language?" (5 min, orally)

Optional additional questions for the whole class:

"Are there some languages that are considered 'better' than others? Do you think that is right or wrong, and why?"

"What do you associate with different languages that you come in contact with or have even been required to learn a little?"

"Why do you think that immigrants and refugees might find it difficult to learn the language of the country they have moved to?" (Prompt the discussion if necessary with – the burden on schools of teaching children, the cost of teaching adults, lack of support).

"What languages can you learn at school? What languages would you like to learn at school? Let's also consider those with hearing impairment and other disabilities too, are they being taught adequately too?" (5 min, orally)

Alternative: If there are a few children who speak different languages group them by those that are similar or by region. You could place these on a world map and use this as a transition to the lesson plan entitled "*Migration as part of our shared history*".



World’s Largest Lesson is a collaborative education project to encourage teaching of the United Nations Global Goals for Sustainable Development. This lesson plan was created by the members of The Global Campaign for Education in Germany and we thank them for their support.

