

Lesson Plan

Session 3 (1 hour 20 mins)


Important areas to be covered:

- UNHCR and Refugee Convention 1951
- Differences between a refugee and a migrant
- The difference between earlier and contemporary refugee situations that creates the issues of the Refugee Convention 1951

Learning Objectives:

Students should be able to:

- (a) Knowledge and Understanding
1. Know and understand the differences between a refugee and a migrant
 2. Know and understand what a refugee’s rights are
 3. Know and understand the **problems** in the Refugee Convention 1951
 4. Know and understand the earlier (when Refugee Convention 1951 was established – after World War 2) and current refugees situation
- (b) Skills

Lesson Stage	Procedures	Rationale
Set Induction (6-7 mins)	<ol style="list-style-type: none"> 1. Display a picture of Steve Jobs (a spray painting by a British artist on a wall in France’s infamous Calais refugee camp).  <ol style="list-style-type: none"> 2. Ask students to discuss in pairs the following questions: <ul style="list-style-type: none"> • Where is the setting? • What is Steve Job carrying? Why? • What is the message that the artist is trying to convey? • Why use Steve Jobs to convey the message? 	<ul style="list-style-type: none"> - Stimulate interest - Develop visual literacy



<p>Presentation (15 mins)</p>	<ol style="list-style-type: none"> 1. Based on students' responses, lead them to the topic of refugees. 2. Based on students' responses, pre-teach them vocabulary that is relevant to the topic. 3. Ask students to think of agencies that are related to refugees. 4. Introduce UNHCR. 5. Introduce Refugee Convention 1951 (why was it established). 6. Get students to differentiate between a refugee and a migrant. 	<ul style="list-style-type: none"> - Vocabulary: <ul style="list-style-type: none"> • Asylum • Stipend • Sanitation • Agency • Flee • Shelter • Dysfunctional • Funding
<p>Controlled Practice (30 mins)</p>	<ol style="list-style-type: none"> 1. Get students to work in pairs to look at Steve Job's biography. 2. Get students to deduce a refugee's rights from the biography. 3. Explain to students the rights of a refugee stated in the Refugee Convention 1951. 4. Ask students to look at an account of a refugee in Malaysia, and make comparisons. <ol style="list-style-type: none"> 1. Divide students into groups of 4. 2. Assign students different tasks to 3. Introduce a Jigsaw activity. 4. Reasons for and reasons against 	<ul style="list-style-type: none"> - To promote cooperative learning. - To get students to understand a refugee's rights by studying Steve Job's biography - To help students see the refugee situation in Malaysia
<p>Further practice (30 mins)</p>	<ol style="list-style-type: none"> 1. Get students to plan their speech independently and publish them on Facebook Note (planning sheet). 2. Ask students to post their comments. <p>Should Malaysia accede to the 1951 Convention relating to the Status of Refugees</p>	
<p>Closure 5 mins</p>	<ol style="list-style-type: none"> 1. Reflect as a whole class to talk about how well the lesson went. 2. Reflect as a whole class to talk about the issue concerning refugees. 	