




Lesson 3: Mustapha – Story of a Syrian Child Refugee (For Secondary Students)



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 <p>Time 40 mins</p>	 <p>Teaching Resources PowerPoint Video: youtu.be/_btyYMCzlw Worksheet: The Rights of Child Refugees that have been deprived (Attachment 1) Worksheet: The Future of Child Refugees (Attachment 2) Articles of CRC (Student Version): bit.ly/2b72tDV</p>	 <p>Background Reading Children in Crises: The Syria Crisis and the Refugee Crisis in Europe (Teacher Handouts)</p>
<p>Learning Objectives</p>		
<p>Knowledge:</p>		
<p>(1) Identify the rights of the child refugees that have been deprived (2) Analyze the needs and difficulties of child refugees through the first-person perspective (3) Understand how do the NGOs, United Nations and individual can help the child refugees</p>		
<p>Attitude:</p>		
<p>(4) Cultivate empathy, respect and understand others' needs (5) Believe that every action can make changes</p>		
<p>Skill:</p>		
<p>(6) Communication and collaboration (7) Multi-perspective thinking (8) Sort out feasible individual actions</p>		
<p>Curriculum Link</p>		
<p>Life and Society (S1-3): Rights of the Child (Module 21), Global Citizenship and Humanitarian Work (Module 29)</p>		
<p>Liberal Studies (S4-6): Globalization</p>		
<p>Moral and Civic Education</p>		

Lesson Plan

Time	Activities	Resources	Objectives
<p>20 mins</p>	<p>Watching Video and Discussion: Rights of child refugees which have been deprived</p> <ul style="list-style-type: none"> Students explore the difficulties of refugee children and identify subsequent rights that have been deprived. Students discuss and learn the contents of Conventions on the Rights of the Child. 	<p>PPT (slide4-8) Video Attachment 1 Articles of CRC (Student Version)</p>	<p>(1), (2), (4), (5), (6)</p>
<p>10 mins</p>	<p>Activity 1: Who can help the child refugees?</p> <p>Though group discussion:</p> <ul style="list-style-type: none"> Students explore on how the perspectives of various stakeholders can impact child refugee. Students reflect on how they can respond to the child refugee issue. 	<p>PPT (slide9) Attachment 2</p>	<p>(3), (6), (7), (8)</p>
<p>10 mins</p>	<p>Understand how different actions from organization and individuals can help child refugees</p> <ul style="list-style-type: none"> Students are briefly introduce different organization and individual actions that can help child refugees. Students are encouraged to research online about refugees in Hong Kong and complete the extended learning worksheet. 	<p>PPT (slide10-19) Extended learning worksheet</p>	<p>(3) 、(8)</p>

Watching Video and Discussion:

Rights of child refugees which have been deprived (20 minutes)

Objective: Through watching video and discussion:

- Students explore the difficulties of refugee children and identify subsequent rights that have been deprived.
- Students discuss and learn the contents of Conventions on the Rights of the Child.

Resources: [PowerPoint](#)(slide4-8), Worksheet: The Child Rights that have been deprived (Attachment 1), Video: Mustapha - The Story of A Child Refugee (youtu.be/_btYMCzlw), Articles of CRC (Student Version) (bit.ly/2b72tDV)

Rundown:

1. Guiding question:

Before watching the video, teacher consolidates students' knowledge by inviting their views on:

- The difficulties child refugees are facing;
- Their physical and emotional condition; and
- The rights that they have been deprived of

2. Teacher reminds students to observe:

- What is happening to Mustapha?
- How do you think he is feeling
- What difficulties does he face and what are the rights that he has been deprived of?

3. Teacher plays the video.

4. Teacher divides the class into groups of 4 – 5 students and distribute [Worksheet: The Rights of Child Refugees that have been deprived \(Attachment 1\)](#) and [Articles of CRC \(Student Version\)](#).



The video shows the real story of a child refugee.

Other Teaching Tips : Contrast

People have the impression that refugees are poor. Teacher can ask students to describe Mustapha's clothing. They may surprise that it is not torn or dirty. Teacher then further explains Syria is a middle income country before the war and the living standard is similar with HK. Then, teacher can further ask student: How would you feel if you're facing Mustapha's difficulties? Through contrasting the general impression and real situation, students will have a deeper understanding and feeling towards the refugee issues.

5. Group Discussion: Students discuss the following questions and finish the worksheet:

(1) What is the situation faced by child refugee, Mustapha?

(Suggested Answer: Mustapha is forced to leave his home and separate with his family members/ He faces boat sinking threat while traveling to Greece/ He has to give up his lovely toys/ He does not know Greek and cannot make any friends in Greece)

(2) Why do you think he is faced with this situation?

(Suggested Answer: There is a civil war in his homeland, Syria)

Please write or drawing an emoji to represent Mustapha's emotional condition.

(Free answer from students)

(3) - What difficulties does Mustapha face en route when he is forced to flee?

- What are the rights that Mustapha has been deprived of? Please refer to [Articles of CRC \(Student Version\)](#) when answering questions below:

(Suggested Answer)

Mustapha's difficulties	Rights that he has been derived	CRC articles
e.g. War	Right to survival: Bomb threat Right to protection: Mustapha cannot receive proper protection under the continuous war stress	Article 6 Article 38
Separation from family	Right to Protection: Mustapha used to receive good care from his parents and family members before the war. However, he is now separated with some of his family members.	Article 7, 9 and 10
Family economic stress	Right to survival and protection: Mustapha worries about his family's financial situation and is afraid of having inadequate money to support their living. Many child refugees face the similar difficulties and therefore are forced to work as child labour. Syria being one of the state parties of CRC, is obligated to ensure that every child have right to benefit from social security. However, the government fails to fulfil this obligation.	Article 26 and 27
Life-threatening journey	Right to survival: Mustapha is forced to flee to Greece by enduring a life-threatening boat journey.	Article 6
Leaves behind his lovely toys	Right to development: Toys are the last item on the list when forced to flee. Mustapha's rights to play have been violated.	Article 31
Language barrier impedes new friendships	Right to development and participation: Mustapha comes to a new place, Greece. As he does not know the local language, he cannot make any new friends.	Article 15 and 29

6. Group Sharing: Teacher invites 2-3 groups to share their opinions.

7. After the group sharing, teacher can ask following questions to arouse students' thinking:

- Do you think Mustapha can overcome his difficulties?
Value continuum: Students express their opinion by showing number of fingers (1-5 marks, 1 mark = cannot overcome the difficulties; 3 marks = partly overcome the difficulties; 5 marks = can overcome the difficulties)
(Free answer from students)
- Students with different marks share their views reasons
(Free answer from students)
- Which organization or individuals can change the future of Mustapha?
(Suggested Answer: United Nations/ Syrian government, European Union/ International humanitarian NGO/ Citizens in Europe/ Me, Individual)

8. Debrief:

Teacher shows a drawing (on the right side) by another Syrian child refugee. And then explains to students that 2.4 million Syrian child refugees face the similar difficulties as Mustapha. Who can assist and help them?

Teacher then moves on to [Activity1: Who can help the child refugees?](#)



A drawing by a Syrian refugee boy, titled "Syrian Refugees – From Prison To Prison", which illustrates the crisis as seen through a child's eyes.

Activity 1: Who can help the child refugees? (10 minutes)

Objective: Though group discussion:

- Students explore on how the perspectives of various stakeholders can impact refugee children.
- Students reflect on how they can respond to the child refugee issue.

Resources: [PowerPoint](#) (slide9), Worksheet: Who can help the child refugee (Attachment 2)

Rundown:

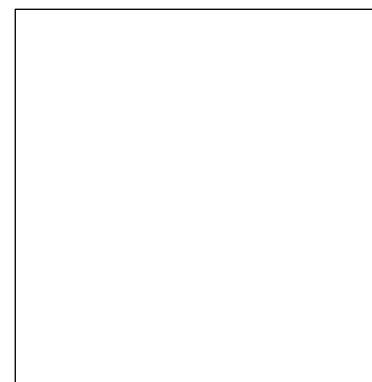
1. Teacher divides the class groups of 4 – 5 students. Distribute [Worksheet: Who can help the child refugee \(Attachment 2\)](#) to each group.
2. Preparation for Group Discussion: Teacher asks students to analyze the difficulties faced by Mustapha and the rights that he has been deprived of.
3. Group Discussion: Teacher asks students to discuss the following questions
 - What actions can the following stakeholders take to help the Syrian child refugees?
 - a. United Nations
(Suggested Answer: negotiate with various parties to sign the ceasefire agreement/ coordinate parties to the negotiation table/ assist in setting up transitional government)
 - b. Syrian government
(Suggested Answer: sign the ceasefire agreement with opposition groups/ setup ceasefire zone for protecting the civilians/ stop attacking schools and hospitals/ allow humanitarian NGO to carry out emergency works in the country)
 - c. European Union
(Suggested Answer: increase the number of refugee intake/ speed up the processing of asylum application/ support child refugees to reunify with their family members/ support child refugees in going back to schools/ help child refugees integrate into the society, such as giving language courses)
 - d. International Humanitarian NGO
(Suggested Answer: provide basic needs like temporary shelters, food, clean water, clothes and medical treatment/ assist refugees in applying asylum/ support child refugees to reunify with their family members/ provide learning opportunities for child refugees)
 - e. Citizen in Europe
(Suggested Answer: treat them with no bias/ understand the difficulties and needs of child refugees/ donate/ become volunteers/ initiate online petition to arouse greater attention on child refugee issue)
 - f. Me/ individual
(Suggested Answer: Understand the child refugee issue and share the latest updates / welcome new schoolmates who are from other countries/ organize donations for child refugees in school)
4. Group Sharing: Teacher invites 2-3 groups to share their opinions.
5. Debrief:
Teacher introduces how different organizations and individuals help refugees to overcome their difficulties and support their needs. Teacher can also encourage students to be aware on the latest updates of child refugees and give active response in positive ways (refer to [PowerPoint](#)).

Worksheet: The Rights of Child Refugees that have been deprived (Attachment 1)

Discuss the following questions within your group after watching the video.

1. What is the situation faced by child refugee, Mustapha?

2. Why do you think he is faced with this situation?



Please use your words or drawing an emoji to represent the feeling of Mustapha.

3. - What difficulties does Mustapha face en route when he is forced to flee?

- What are the rights that Mustapha has been deprived of? Please refer to [Articles of CRC \(Student Version\)](#) (bit.ly/2b72tDV) when answering question below.

Mustapha's difficulties	Rights that he has been derived	Relevant CRC articles
e.g. War	Right to survival: Bomb threat Right to protection: Mustapha cannot receive proper protection under the continuous war stress	Article 6 Article 38

Worksheet: Who can help the child refugee (Attachment 2)

Discuss the following question within your group.

1. What actions can the following stakeholders take to help the Syrian child refugees?

United Nations

Syrian Government

European Union

International Humanitarian NGO

Citizens in Europe

Me/ Individual