

TEACHING ABOUT REFUGEES

AGES
6-9

**Integrating learning about refugees into
different topics at lower primary level**

This guide is designed to give some ideas on integrating the topic of refugees into national curriculum pieces.

The ideas are simple and easily adaptable to the level of your students.

Find more materials at: unhcr.org/teaching-about-refugees



BEFORE YOU BEGIN

A note about inclusion of refugees, asylum-seekers and migrants in lesson-planning.

Before undertaking any activities on the topic of refugees, asylum, nationality and migrants please take some time to think about the students in your class.

Are some of them refugees, in the process of seeking asylum, or are they stateless? If so, think about talking to them and their parents depending on their age.

If possible include ideas and feedback from parents and the children in sessions and refer to them to answer questions if and only if they have expressly explained that they are interested in answering questions or speaking about these issues.

Stateless persons do not have the nationality of any country. Statelessness can occur in many different situations. For example, certain ethnic or religious groups may be not recognized under national laws as citizens of that country, some children are born outside of the country of their parents' citizenship and are not able to obtain citizenship from their parents' country or the one they were born in.

A number of countries globally have laws which do not allow mothers to pass their nationality to their children.

Stateless persons may have difficulty accessing basic rights such as education,

healthcare, employment, freedom of movement and others. Without these things, they often face obstacles and disappointment.

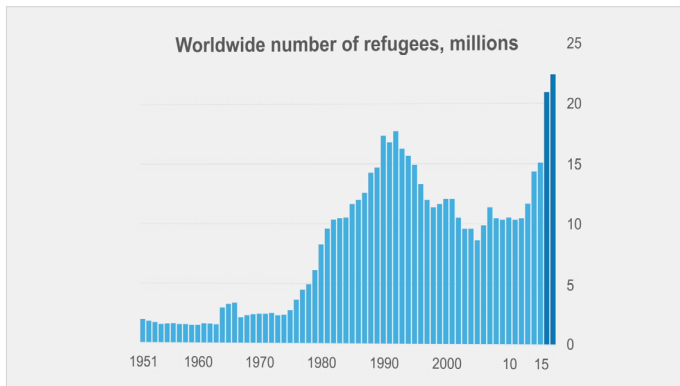
Be careful while using words such as “country” and “nationality” if you have any stateless children in your class. Instead you may use the words “your home” or “your culture”.

MATHEMATICS

TARGET SKILLS - LEARNING OUTCOMES

Reading and writing numbers and understanding place values.

Use numbers of refugees to teach about bigger numbers.



Examples of tables containing refugee numbers are available in the Teaching Materials section of the UNHCR Teachers' Toolkit page [link](#).

| PLACE NAME | NUMBER |
|--------------|--------|
| Unit | 1 |
| Ten | 10 |
| Hundred | 100 |
| Thousand | 1,000 |
| Ten thousand | 10,000 |

STEP 1: Ask children to guess how many young refugees (aged 18 and under) they think might exist globally. Then perhaps ask how many refugees they think there might be in different regions. Are there tens, hundreds or thousands? Use the table to explain the numbers.

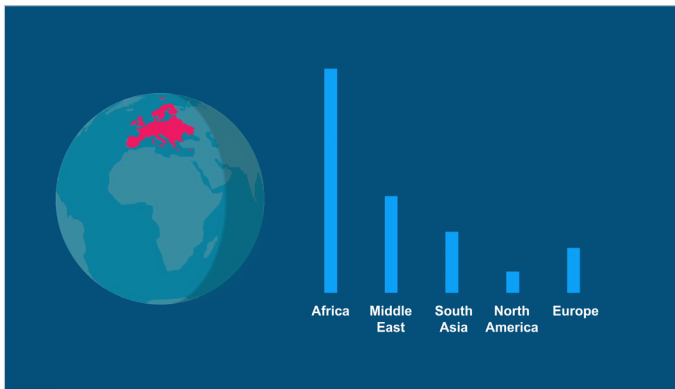
STEP 2: Have a look at the UNHCR website popstats.unhcr.org/en/overview to provide the correct figures to the students.

Ask them to write down the number or use blocks, pieces of paper or other objects to represent this number.

GEOGRAPHY

TARGET SKILLS - LEARNING OUTCOMES

Using maps to identify home country, conflict countries and neighboring countries.



Refugee numbers per country are available on UNHCR's Data website: data.unhcr.org/

STEP 1: Use a globe or map and ask children to identify where they live, some of the surrounding countries and any countries they might have been to or have family or friends living in.

STEP 2: Introduce countries where there are ongoing conflicts such as Syria, Afghanistan or South Sudan, and look at the surrounding countries.

STEP 3: Explain that the majority of refugees fleeing their countries of origin are located in neighbouring countries.

If you take Syria as an example you could mention Turkey, Lebanon and Jordan, and other neighbouring countries.

In the case of South Sudan, you could mention Kenya, Uganda, Ethiopia and other neighbouring countries.

LITERACY AND PRE-LITERACY

TARGET SKILLS - LEARNING OUTCOMES

Reading and spelling
new words.



This activity can be undertaken at the stage when children are beginning to read. Write down all the names of the children in the class and put them in alphabetical order.

STEP 1: Give smaller groups of children different names to read and listen to them phonetically sound out the names of different children in the class. Are there names that could be spelt differently? See if the children can come up with new spellings for different names.

STEP 2: Ask the following questions:

“Are there names that sound similar?”

“Do they come from a certain part of the country, a different country or part of the world?”

“Can you group the names by region or country (if possible and appropriate)?”

STEP 3: Ask children for names of friends or family that come from different places and then ask them to try and write them down. Ask the same questions as in Step 2.

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TARGET SKILLS - LEARNING OUTCOMES

Understanding the weather
in different places.



Bring together the class to talk about the different seasons and what kind of weather they have.

STEP 1: Ask the children if they have been to different parts of the world and what weather they might have there.

STEP 2: Use a map and ask them what they know about weather on the North and South Pole.

STEP 3: Give each child a paper divided into two or four sections to draw the different seasons that occur where they live. Ask the children to draw pictures of the different activities they do during seasons that are present where they live.

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TARGET SKILLS - LEARNING OUTCOMES

Understanding the weather

in different places.

STEP 4: Ask the children what clothes they need for the different seasons and see if they can list them to the drawings they made of the different seasons. Ask them what they would do without these clothes in the colder and harsher months. Ask the children what they might need in the hotter months, for example more water, fans, air conditioners or cool clothing.

STEP 5: Describe the situation of some families that may be leaving their home because of a war or conflict and locate that conflict on the map.

Show the children the nearest countries where many people find a safe place to stay,

If you use South Sudan as an example, you could for example refer to countries like Kenya, Uganda, Chad and Ethiopia.

Ask the children to make a list of clothing that refugees would need to take with them, or would need, to survive in the climates in the countries they fled to.

Find more materials at: [unhcr.org/teaching-about-refugees](https://www.unhcr.org/teaching-about-refugees)

These educational materials were developed by Mialy Dermish.