



**UNHCR**  
The UN Refugee Agency

# TEACHING ABOUT REFUGEES

**AGES**  
**9-12**

## **Lesson Plan for Malak & Takwa's video story**

Watch the video story on  
[youtube.com/channel/UCy-vai5-kfN3UJWEmORXADQ](https://www.youtube.com/channel/UCy-vai5-kfN3UJWEmORXADQ)

Download the video story on  
[unhcr.org/teaching-about-refugees](https://www.unhcr.org/teaching-about-refugees)



# ACTIVITY 1

## Where do they come from, where are they now?

### LEARNING OUTCOMES

Understanding how historical events can impact the lives of individuals.

**STEP 1:** Before the video is played, present the following questions to the class in any format you prefer. Dividing the class into small groups and facilitating discussions might work best.

#### QUESTIONS:

1. Where do Malak and Takwa come from and why did they leave?
2. Which country did they go to before Luxembourg and how long were they there for?
3. What does their father say about his children after receiving the phone call to say they can move to Luxembourg?
4. Do you know the word we use for people who have run away from fighting and who find safety in another country?  
(answer: refugee)

**STEP 2:** During discussion or afterwards you can provide the following information to the children:

*“Sometimes when there is a war in a country, people may have to leave that country to find safety. In this case, Malak and Takwa’s family left Syria and made their way to Jordan. They qualified to be resettled by the Luxembourg government as refugees in Luxembourg. This means that the government recognized their need for a safe place to live. They were resettled with three other families in 2015 and have been re-building their lives in Luxembourg since. Many other refugees from Syria make a long and challenging journey to find themselves in a safe situation where they can begin to build a new life.”*



## ACTIVITY 2

### Hobbies and school – Like me, like you

#### LEARNING OUTCOMES

**Understand that Malak and Takwa are ordinary children who have experienced an extraordinary situation.**

**Empathize with their situation**

**STEP 1:** Before the video is played, present the following questions to the class in any format you prefer. Dividing the class into small groups and facilitating discussions might work best.

#### QUESTIONS:

1. What activities do you see Malak and Takwa doing at home?
2. What activities do you do at home?

**STEP 2:** Malak and Takwa speak French at school but they did their studies in Arabic before, when they lived in Syria. Here, you see them doing homework in French.

#### QUESTIONS:

3. Do you speak a different language apart from the one you speak at school? Are you learning a different language?
4. How do you think it is for Malak and Takwa to speak a new language at school?
5. What things could their classmates do to help them settle into a new classroom where they have to speak a different language?
6. Are there ways in which you could help new arrivals in your school settle in better?

Consider writing some of these ways up on a board in your classroom and keeping them there.



## ACTIVITY 3

### When I grow up

#### LEARNING OUTCOMES

**Understand that Malak and Takwa have ordinary ambitions like the children in the class. Think about how everyone can reach their dreams and goals, whoever they are.**

**STEP 1:** Present the following questions to the class in any format you prefer. Dividing the class into small groups and facilitating discussions might work best.

#### QUESTIONS:

1. What do Malak and Takwa want to be when they grow up? Do you know anyone else who wants to do these jobs?
2. What would you like to be when you grow up?
3. What can you do now to prepare yourself for a future job, what kind of studies might you need to do and prepare yourself for?
4. What could Malak and Takwa do now to prepare themselves for their future jobs, what kind of studies might they need to do to prepare for them?

**STEP 2:** Draw a time line on the board of the past, the present and the future, marking several dates that have occurred in your life (primary and secondary school, graduation, marriage, started working at the school you are at now, future ambitions).

Ask the children to do the same for themselves and their futures, perhaps in pairs and to check each other's work. Get them to write down the activities they would like to do that will help them to get the job they want.

**STEP 3:** On the board, get everybody to contribute to a timeline for Malak and Takwa. See if they can start the timeline for Malak and Takwa in the past when they were in Syria. Ask them **“Are you surprised at how different or similar your lives are to Malak and Takwa?”** and **“What are the differences between your pasts and your futures?”**