

Art – 12-14 years

Unit and Lesson Plans



Refugees contribute to the culture of their host community. Some are well-known artists, painters, poets or novelists. Dante Alighieri created the major part of his work during his exile. Playwright Bertold Brecht, authors Thomas Mann and Franz Kafka, poets Pablo Neruda and Jorge Semprun, musician Miguel Angel Estrellas, painters Lucian Freud and Remedios Varo -- all suffered periods of exile which, in some cases, deeply colored their work. The theme of exile can be studied in literature, the history of music and art.

UNIT PLAN FOR AGES 12-14 IN ART: REPATRIATION AND GRAPHIC COMMUNICATION

UNIT OBJECTIVES

Knowledge

To recognise the difference between repatriation, local integration and permanent resettlement.

To understand that refugees want to return to their own homes, in their own countries.

To recognise the difficulties and possible dangers that refugees have to face when they return home.

Skills

To encourage students to use signs and symbols to convey a message.

Values

To empathise with returnees.

To appreciate the blessings of having a home and a homeland.

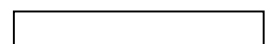


LESSON 1

CONTENT	TEACHING METHODS/LEARNING STRATEGIES
Definition of a refugee: Refugees are people who flee their country because of a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership of a particular social group. A refugee either cannot return home, or is afraid to do so.	<p>Setting the scene: Ask the students to consider what makes a place "home"?</p> <p>They are then asked to give their impressions about who refugees are.</p> <p>Video: Show the video UNHCR's Global View '96, which lasts only 18 minutes and highlights the main areas of conflicts around the world which have caused people to flee their homes. The video also shows examples of repatriation.</p> <p>Discussion questions about the video: These questions deal with the issues of repatriation: What are some of the worries that refugees have about returning home? What should the ideal situation in the home country be like before refugees go home?</p>
RESOURCES	
Video: UNHCR's Global View '96, the short version (Geneva, UNHCR, 1996), available, from info@unhcr.org.uk, UNHCR, Millbank Tower, 21-24 Millbank, London, SW1P 4QP, UK	
Suggested readings for the teacher:	
Gary Perkins, "Bright Spot in Africa", Refugees, no. 97 (Geneva, UNHCR, 1994)	
UNHCR, The State of the World's Refugees 1995: In Search of Solutions (Oxford, OUP, 1995), The Right to Return (p. 61, 150-151).	

LESSON 2

CONTENT	TEACHING METHODS/LEARNING STRATEGIES
Planning the sequence of drawings.	Link to previous lesson: In the light of



the video watched during the previous lesson, students are asked to think again about the possible themes that they could incorporate into their sequence of drawings of encouragement for repatriation.

Planning their drawings. Students need to individually consider:
How many pictures are needed to make a sequence?
How are the pictures to be presented - linearly, in a circle, etc?
What is each picture supposed to represent?
What signs and symbols are needed in the pictures to convey the message?

LESSONS 3 & 4

CONTENT

TEACHING METHODS/LEARNING STRATEGIES

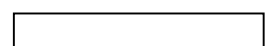
Drawing the repatriation sequence. The teacher should move between students, encouraging them with their ideas and with the technical execution of their planned drawings.

LESSON PLANS FOR AGES 12-14 IN ART: REPATRIATION AND GRAPHIC COMMUNICATION

Purpose

The mandate of UNHCR is to look after refugees. However, it is not in the best interests of the refugees, nor that of their host country, for the refugees to remain indefinitely in the country of asylum. In seeking positive, lasting alternatives, UNHCR has three durable solutions: voluntary repatriation, local integration, and permanent resettlement. Voluntary repatriation is the most preferred solution.

There are times when the refugees are hesitant to return home because they fear danger still exists for them. This was one of the reasons why Rwandan refugees remained in camps in Zaire and Tanzania in 1995 and 1996 despite encouragement from UNHCR to go home, and despite Rwandan government assurances that they could return in safety. However, usually refugees want to go back to their own countries, to their own homes and dwell among their own people. When the original conflicts that drove the people out of their countries have calmed and the situation



in the home country allows safe repatriation, the refugees do return, as in the case of Mozambique in 1994.

In this unit, the students are required to produce a sequence of simple drawings that could be used in a campaign designed to encourage refugees to repatriate.

LESSON

1

Preparation

Have ready the video UNHCR's Global View '96 (the short version), (Geneva, UNHCR, 1996). This is available free of charge, from info@unhcr.org.uk, UNHCR, Millbank Tower, 21-24 Millbank, London, SW1P 4QP, UK

Procedure

This lesson is spent in explaining the purpose of the sequence of drawings and in discussing what themes could be used in them. Encourage the students to think about the features that make a place 'home' and transpose these ideas to a refugee context.

Examples of themes could include:

going back to rebuild the family home

going back to till the land, plant and harvest, to have enough to eat

going back to be among family and friends

going back to receive education or to earn an income.

At this point, the video, UNHCR's Global View '96 could be shown. The video lasts only 18 minutes and highlights the main areas of conflicts around the world, and shows examples of repatriation.

Discussion questions about the video

Name some of the countries from where refugees have fled. What caused the people to flee their countries?

What are some of the worries that refugees have about returning home?

What does voluntary repatriation mean?

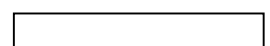
What should the ideal situation in the home country be like before refugees go home?

The first two letters of the word 'repatriation' are R,E. Related to repatriation are other words that also begin with R,E. What are they, and what do they mean? (refugee, returnee, reconstruction, rehabilitation, reintegration).

LESSON 2

Procedure

Link to previous lesson: Ask the students to think again about the possible themes that they could incorporate into their drawings. In the light of the video watched the previous lesson, are there any other concepts they would like to have included in



the pictures? (Possible responses could include: safety and security, the possibility to reclaim one's property.)

After discussion of what the drawings could include, students need to now consider how the drawings are to be presented

How many pictures form one sequence?

Are the pictures presented linearly? in a circle? etc

What is each picture supposed to represent?

Before the students commence their drawing assignment, ask them to consider what signs and symbols they would use in each of their pictures to convey the message of that picture.

LESSONS 3 and 4

Procedure

These lessons should be spent drawing the repatriation sequence.

This unit is part of a UNHCR programme to encourage teachers to teach about refugees within the school curriculum. There exist unit plans and lesson plans in history, geography, civic education, language and literature as well as in art, in three different age groups. The art work produced in this unit could be displayed in the classroom with work from the other units taught in other subjects.

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