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Values and Attitudes Education for Inclusive Europe

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Topic	RESPECT FOR HUMAN RIGHTS AND HUMAN DIGNITY	
Image	 <p>Sudanese migrants in Calais Jungle, June 2015, By Michal Bělka - Own work, http://zpravy.idnes.cz/reportaz-z-uprchlickeho-tabora-calais-dx6-/zahranicni.aspx?c=A150617_224603_zahranicni_mlb, CC BY-SA 4.0, https://commons.wikimedia.org/w/index.php?curid=45555064</p>	 <p>Greece: Humanitarian crisis mounts as refugee support system pushed to breaking point. Leaders at EU Summit must do more to resolve global refugee crisis, From Amnesty International https://www.amnesty.org/en/wp-content/uploads/2021/06/222005_greece-europe-migrants-1-1444x710.jpg</p>  <p>Refugee Crisis: Balkans border blocks leave thousands stranded, From Amnesty International, https://www.amnesty.org/en/latest/news/2015/11/refugee-crisis-balkans-border-blocks-leave-thousands-segregated-and-stranded-in-greece/</p>

Title	ALL PEOPLES AROUND BORDERS HAVE RIGHTS: REFUGEES, WORKERS, LOCALS
Details:	<p>Purpose:</p> <p>Television or online news about migrants or refugees can induce a wide range of thoughts and emotions in the public, often contradictory or biased. The truth is that we are talking about concrete human beings who have names, families, personal stories, feelings, motivations and aspirations, just like any of us. The lesson will draw students' attention to the complexity of a phenomenon that cannot have simple or general solutions, in order to develop attitudes not only of understanding and tolerance, but also of active involvement in the search for the most appropriate solutions.</p> <p>Objectives:</p> <p>At the end of the lesson, students will be able to:</p> <ul style="list-style-type: none">• Identify motivations and various reasons for migration: wars, political injustice, oppression, but also the aspiration of having a better quality life;• Knowingly use of specific terms as: EU migrant workers, refugees, legal or illegal migrants, asylum seekers;• Know that the migration phenomenon is differently regarded by the local citizens, there are opposite opinions in society, sometimes induced by a biased media;• Give arguments against the hate speech, prejudices and persecutions regarding any human being;• Promote solidarity, tolerance and the intercultural dialogue. <p>Relevant Vocabulary:</p> <ul style="list-style-type: none">• EU migrant workers, refugees, legal or illegal migrants, asylum seekers, human being, humanity, universal values, European values, human rights, fundamental rights, prejudice, persecution, hate speech, tolerance, solidarity

**How to
use this
lesson:**

Activities:

1) Preparation

- Presenting the theme and the learning objectives – exploring societal and individual attitudes towards human rights to physical and mental security and looking for ways or places to secure them, including by emigrating or seeking political asylum in other countries;
- Presenting the material and web resources, instruct students how to use them
- Proposing the main learning methods: exploration of media and e-learning resources, explanation, discussions, team working and presentations;
- Suggesting students to group in working teams.

2) Learning activities

- The students will be asked to read or watch the introductory materials and discuss them;
- The teacher proposes students to think and write down short thoughts answering the following questions:
 - Have all human beings the right to protect their lives and their children's lives from violence, organized crime, war, famine and sicknesses, or not?
 - Is any human being worth of respect and good treatment, regardless of its place of origin or ethnicity, regardless of its political statements or actions, or not?
 - Are we all well prepared to offer respect for human rights and human dignity for any human being simply because he/she is a human being, or not?
 - What is the impact of war upon legal or illegal immigration? Or dictatorship? Or climate changes, which produces already severe drought or floods in new places and triggering famine and epidemics?
 - However, having all the benevolence, how many migrants and refugees could be sheltered in one place? How much faster will they integrate in the new society, accepting new rules and new customs of living?
 - What can be done for improving the situation, can you propose general or particular remedial measures?

- The teacher presents the relevant fragments from The Universal Declaration of Human Rights and the EU Charter of Fundamental Rights;
- The students note their answers on a common team paper chart and their conclusions on another, while more discussions and explanations take place;
- The teacher will supervise the presentations and provide feedback.

3) Ensuring retention and transfer

- Encouraging students to study the reading materials and enroll in the VAEIE courses;
- Suggesting students website Migration Matters, <http://migrationmatters.me/>
- Suggesting students to visit the official websites of European Commission for accurate information.

Materials: 1) Video materials (stimulus of learning)



Human Rights at International Borders, Oct 21, 2021, Everyone at borders – migrants, border officials and others – have human rights. Human rights principles can guide the work of border officials in a way that leads to better outcomes for everyone involved. Source: YouTube, UN Human Rights, Creative Commons, <https://www.ohchr.org/EN/Issues/Migra>
<https://youtu.be/pYPh6yyOKgw>



Why Do People Risk Their Lives to Come to Europe? In this episode of A Migrant's View, migration specialist Nassim Majidi offers insights into what really motivates migrants to make the oftentimes perilous journey to Europe. Regardless of whether you agree with her assessments, her research into what drives decisions to migrate will enhance and deepen

your perspective on the issue. Source: YouTube, Migration Matters, www.migrationmatters.me, (CC BY-NC-ND 4.0) license, <https://youtu.be/jHL94Ae28bl>

2) Reading materials (learning resources)

- <https://www.un.org/en/about-us/universal-declaration-of-human-rights>, Universal Declaration of Human Rights
- https://ec.europa.eu/info/aid-development-cooperation-fundamental-rights/your-rights-eu/eu-charter-fundamental-rights_en, EU Charter of Fundamental Rights
- <https://vaeie.eu/ecourses/enrol/index.php?id=12>, VAEIE Courses, Values and Attitudes, The Respect for Human Dignity and Human Rights
- <http://migrationmatters.me/>, MIGRATION MATTERS
- https://ec.europa.eu/home-affairs/what-we-do/legal-migration-and-integration_en, Migration and Home Affairs, Legal migration and Integration
- <https://ec.europa.eu/social/main.jsp?catId=460&langId=en>, European Commission, Employment, Social Affairs & Inclusion

3) Chart paper and markers, projector or smartboard, smartphones

Category	Interchangeably (classroom / online / e-learning)
Main target group	14-18 years old / secondary school students
Related school topics:	English, Ethics, Citizenship Education, European Studies, English as a Second Language, Human Sciences

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