



## Lesson: What Would You Take With You?

In this interactive lesson, students will gain awareness of what quality of life is like for child refugees. They will have the opportunity to reflect on their own lives, interests, and values to develop empathy for child refugees.

All CWB-USA lessons are designed to empower youth to be changemakers and develop their sense of agency.

All CWB-USA lessons connect to the [The Ten Core Rights of the United Nations' Declaration on the Rights of a Child](#).

**Age:** 9-17

**Time Allowance:** 40 minutes

**Materials:** Lined Paper, Pencil, Projection Screen (optional)

**Broad Goals:** Learners will be able to:

- Understand and express empathy for people of different cultures, specifically refugees.
- Understand the Rights of a Child, specifically the right to play

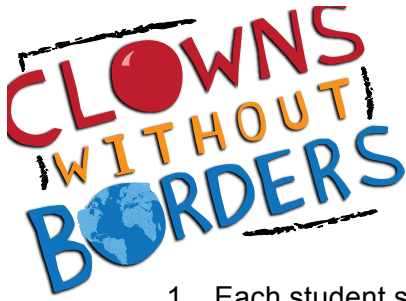
**Specific Goals:** to enable students to develop

- Cognitive processing skills to understand and express values, attitudes, and feelings
- Communication strategies to engage in conversations about complex issues and diversity
- Personal awareness skills to reflect and synthesize one's own culture and lifestyle

**Objectives for these goals are that students will be able to:**

- Learn about different examples of human migration
- Discuss their own cultural values and identity
- Discuss how the Rights of the Child are impacted in times of crisis.
- To understand how being a child refugee affects quality of life.
- To reflect on the differences (or similarities) between students own lived experience and the experience of migrating adolescents.





1. Each student should have a piece of paper, and number 1 - 20
2. Ask each student to make a list of 20 activities that they like to do. These can be big things, small things, and complicated things. The goal is that they write down everything they like to do (eat ice cream, read a book, watch TV, spent time with friends, go ice skating). (10 Minutes)
3. Ask students to write a C next to any activity that costs more than \$2.00 to do. (going to the movies, shopping)
4. Ask students to write an F next to any activity that they do with one or more family member or friend (sports, hugging)
5. Ask students to make a T next to everything they need to talk to people to do.
6. Ask students to think about a scenario where they would need to leave their homes.
  - a. Ask students to cross out everything that has a C next to it - they won't have any money to spare. All money has to go to food, medicine and shelter.
  - b. Ask students to cross out everything that has an F next to it - many refugees get separated from their family members, and it's not certain they will get to stay with their family.
7. Questions to prompt discussion:
  - a. How many things did you have left on your paper after you had to run
  - b. How did it feel to cross out so many things you liked to do.
  - c. If you had to choose just one thing of all the things you had to cross out, what would you choose?
  - d. What do you think the worst part is to be displaced?
  - e. What do you think we can do to make people who are refugees who are coming to USA to feel more welcome?
  - f. What activities can you do without money, friends, or language?
8. Look at the [Rights of a Child](#). What rights did you give up when you crossed activities from your list? What right do you take for granted?
9. Introduce Clowns Without Borders, by sharing [this](#) video. Are they surprised to see performances in a refugee camp? Did they think any of the acts were funny?

**Ways to add to the exercise:**

Ask students to mark any activity that requires language, and then ask them to cross it out because they might not be able to speak their native language in their new home.

