Refugee Rights Day: Diversity, Community, and Inclusion

Lesson Activities for the EAL Classroom
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Refugee Rights Day

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Preface

In celebrating our 50th anniversary, the Association of BC Teachers of English as an Additional Language (BC TEAL) is pleased to bring you this Refugee Rights Day Resource for the EAL classroom. Our organizational mission focuses on high standards, advocacy and representation for the EAL sector, and we honour the professionalism of our members and their service to English language learners in Canada from around the world.

We have worked to make these materials accessible to a broad array of English language learning contexts including public education, continuing education, post-secondary institutions, Language Instruction for Newcomers to Canada (LINC), international language schools, and informal settings. In conjunction with Amnesty International and the Canadian Council for Refugees (CCR), we urge EAL instructors to participate in our national EAL Action campaign by using these activities (whether component parts or the whole lesson) at some point on April 4, 2017.

We hope you will continue to use these intercultural competency-informed materials to enhance ongoing classroom conversations related to diversity, community, and inclusion. In closing, a sincere thanks to those who work in the EAL field for your dedication in creating safe spaces and inspiring learning environments!

Brenda Lohrenz
BC TEAL Executive Director

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Refugees Welcome Here! is an initiative of Amnesty International and the Canadian Council for Refugees. Annually on April 4th, we seek to raise awareness of refugee issues while promoting welcoming attitudes in communities across Canada.

Amnesty International and the CCR acknowledge the importance education plays in creating and supporting welcoming Canadian communities, and we value the vital contribution of English as an Additional Language (EAL) educators. We anticipate that this resource will provide a good launching point for Refugee Rights Day in Canadian EAL classrooms. We would like to congratulate BC TEAL on their 50th anniversary and thank them for their contribution and work with MOSAIC in making this educational material possible.

Amnesty International Canada
The Canadian Council for Refugees
Introduction

April 4th is Refugee Rights Day in Canada. It celebrates the day that the Canadian Charter of Rights and Freedoms was interpreted to guarantee refugees the same basic rights as anyone in Canada – to life, liberty, and security of person.

We each have our own narrative, personal identity, and culture. When we just see people as “refugees” or “immigrants,” we see only a single story and we risk marginalizing those who are already vulnerable. The aim of this project is to look for a deeper understanding of others. It brings learners from different backgrounds together by identifying an overarching commonality in human experience — the desire to feel we belong, to be respected as individuals, and to be included in our diverse communities.

Refugee Rights Day through an Intercultural Lens

This project explores Refugee Rights Day through an intercultural lens. Much of the work of intercultural competency centres on building positive relationships and community in diverse contexts. Our ability to assert our rights is often influenced by our cultural experience and how we are perceived by ourselves and others. How we are defined can be connected with, for example, race, social status, income, and entitlement. On Refugee Rights Day, we celebrate that in Canada we all enjoy the right to life, liberty, and security of person — but what does that actually look like?

Every day, across the country, EAL teachers work to create safe spaces to come to. We focus on fostering classroom communities. Teachers do this all the time! “Find someone who...” or “ask your partner...” activities are ways to bring people together in the practice of language. However, they also present an opportunity to bring intercultural awareness to the group.

Intercultural competency is about breaking down unconscious biases, being comfortable with difference, actively seeking to learn more about ourselves and others, and having strategies to process difference and interact with different people. When we recognize the potential that classroom activities hold, old favourites take on a more intentionally intercultural purpose and can be used to nurture intercultural competency in students.

The Activity Package

The range of activities that is offered in this package takes into account that learners have different responses to different learning and feeling modalities. This package offers opportunities to explore Refugee Rights Day through kinesthetic experiential activities, a sense poem, group writing, reading and discussion. All the activities presented in this project are built on intercultural concepts and methods, with an underlying message of diversity, community, and inclusion.

The activities work together in a sequence; however, they can also work as stand-alone learning opportunities. It is expected, depending on how long you debrief, that each activity will take 30
minutes. Depending on the level of your learners and time available, you are encouraged to choose which activities would work best for your context. For instance, the pictures offered in Activity 1 Option 1 may trigger unpleasant memories or even trauma for refugee students. Being mindful of this, a no photograph Option 2 is also available. If you are working with younger students, they may respond better to the experiential aspect of Activity 2. Furthermore, feel free to do more than one of the options in Activity 3, as one activity could be used to build on another over a number of days, or even interspersed throughout the month. We also hope you find this activity package flexible enough that it could be done in a variety of language learning settings, whether large or small, formal or informal.

**Activity 1: Introducing Refugee Rights Day**
Learners acknowledge the refugee experience and have a chance to articulate what they know and how they feel about it. The group is introduced to Refugee Rights Day and builds their knowledge by looking at information and reflecting on images. Finally, they have a chance to notice similarities or challenges they may share as newcomers or visitors to Canada.

**Activity 2: Move to the other side of the room if…**
Learners have a chance to reflect on their own experience and may find that they are surprised at who else in the room shares their experience. This activity builds empathy and connection by reflecting on common experiences. A debrief offers the opportunity to acknowledge what it is to feel the same as others and what it is to feel different. Teachers can highlight the idea of shared experience, and how these similarities, that we may not always be aware of, can help connect us to others.

**Activity 3: Exploring Diversity and Inclusion**
Learners explore diversity and inclusion. This information can then be used to articulate ideas and values for creating community. Five options are provided; teachers can choose one or more according to context, appropriateness and time available. Most activities encourage co-creation — either as a class or as a group. The intent is to reflect all members of the group while valuing each member’s contribution to the whole. Learners work together (or with the teacher’s support) to highlight overarching themes.

**Activity 4: What can I do to make others feel more included?**
Learners share their ideas on how to help others feel more included. This idea is then tied back to the importance of Refugee Rights Day in Canada.

**Vision**
The vision of this project is to bring intercultural competency tools into the classroom. The activities teach the skills of noticing similarity and difference, building awareness through perspective taking, and defining overarching shared goals that are important to being included in a diverse community. By planting the seeds of inquiry through explorations of diversity and inclusion, we come away with a reminder that just like ourselves, others would like to feel a sense of belonging.
Part 1 – Teacher Materials

Image credit: iStock.com/chenpies
Activity 1 - Option 1: Introducing Refugee Rights Day

Teacher Instructions:

1. Display pictures up on board (Image bank slides 2-7)
   Note: A no-photograph Option 2 is available if you feel that images may trigger unpleasant memories for some. As the effects of trauma can remain suppressed for many years, knowing your student background is important.

2. Learners look at pictures and respond to them.
   - Image one: Mogadishu Somalia — refugee tent camp
   - Image two: Lake Tanganyika, Tanzania — transporting refugees from DR Congo
   - Image three: Hegyeshalom, Hungary — refugees on their way to Germany
   - Image four: Zakany, Hungary — refugees on their way to Germany
   - Image five: Amsterdam, The Netherlands — protest against racism
   - Image six: Toronto, Canada — Canadian sponsors and family wait to welcome Syrian refugees as their new neighbours

   It is important to note that there are refugees all over the world. (Pictures show varying locations.)

Beginner levels: Give out Activity 1 — Visuals handout (pgs. 17-18). Invite learners to say what they see in pictures and provide vocabulary as necessary. Learners write 1 or 2 words next to the picture.

Simple definition of refugee:
“A person who flees for refuge or safety . . .
-Dictionary.com

Intermediate/Advanced levels: Invite learners to say what they see in the pictures. Share the following quotes and provide vocabulary as necessary. (Image bank slide 9.)

According to the 1951 Refugee Convention, a refugee is someone who:

“owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality, and is unable to, or owing to such fear, is unwilling to avail himself of the protection of that country.”

“All human beings are born free and equal in dignity and rights.”
-United Nations Universal Declaration of Human Rights
Write “Refugee Rights Day” with the following numbers on the board and asks students to guess what the numbers refer to.

65.3 million  (Forcibly displaced people worldwide)
21.3 million  (Refugees worldwide)
107,100       (Refugees resettled worldwide in 2015)

Click on the link or read out corresponding answers.
http://www.unhcr.org/figures-at-a-glance.html

For more information on the history of refugees in Canada, refer to the link below.

3. **Beginner levels:** Read out the Activity 1 — Group Reflection Questions (pg. 19) and guide group through discussion.

**Intermediate/Advanced levels:** Hand out Activity 1 — Intermediate/Advanced Levels handout (pg. 20) or display on the board. Learners form groups to discuss Activity 1 — Group Reflection Questions (pg. 19) and debrief as a class.

4. To explore refugee rights further with your group, check out the links in the Resource List (pgs. 29-30) for a variety of videos, documentaries, photo projects, informational texts, PowerPoint presentations, and the websites for the Canadian Council of Refugees and Amnesty International. (Resources may need to be adapted to suit your class level.)

> **Activity 1 - Option 2: Introducing Refugee Rights Day**

**Teacher Instructions:**

**Beginner levels**

1. Put image up on board (or hand out Activity 1 Option 2 — Conversation Starters, (pg. 21) and invite learners to respond to what they see. Solicit the word refugee and note that this is a worldwide phenomenon.

2. Write “I am right” and “This is my right” on the board. Invite learners to describe the difference. Follow with the words “human rights” and “refugee rights” to discuss further.

3. April 4th is Refugee Rights Day in Canada (or June 20th is UNHCR World Refugee Day). What does this mean for refugees? Indicate that the class will be doing some activities to explore what this means for refugees and for all of us.
Intermediate/Advanced levels

1. Put image up (or hand out *Activity 1 Option 2 — Conversation Starters*, pg. 21) and invite learners to say what they see. Solicit the word *refugee* and note that this is a worldwide phenomenon.

   **Have the following pre-written on chart paper:**

   All human beings are born free and equal in dignity and rights.


2. Discuss meaning and provide definitions as necessary. April 4th is Refugee Rights Day in Canada (or June 20th is UNHCR World Refugee Day). What does this mean for refugees? Indicate that the class will be doing some activities to explore what this means for refugees and for all of us.

**Introducing Refugee Rights Day**

**Activity 1 - Option 2 — Conversation Starters (Image bank slide 8)**

[Image credit: iStock.com/doomko]

- **Activity 2: Noticing Differences and Similarities**
  “Walk across the room if...”

**Teacher Instructions:**

**Room set-up:** Open space (All chairs to the side or out of the room)

Facilitator stands off to the side
1. The class stands on one side of the open space.
2. Read script to introduce activity and instructions.
3. Read statements out.
4. Hand out Activity 2 — Group Reflection Questions (pg. 22) or put them up on the board. Have students discuss in groups.
5. Have class debrief together.
6. Extension activity for advanced students: This video from a television show in Denmark shows others doing a similar activity. [https://www.youtube.com/watch?v=jD8tjhVO1Tc](https://www.youtube.com/watch?v=jD8tjhVO1Tc)

**Script:** In some ways we are different. In some ways we are the same. In this activity, I will call out some statements. If this statement is true for you walk to the other side of the room. For example, “walk across the room if you wear glasses.” Anyone who wears glasses will then walk to the other side of the room. Once there, turn and face the rest of the group. Take a few moments to notice and reflect on where everyone in the room is, then return to the side of the room where you started. **Remember there is no pressure to cross the room if you don’t feel comfortable doing so.**

This is a silent activity.

**Beginner Levels:**

Replace conditional sentences (“if...”) with the simple statements below. Have students stand in the middle with ‘yes’ and ‘no’ signs placed on opposite sides of the room. Instruct students to walk in silence to the side that corresponds with their answer. Feel free to replace with simple sentences using vocabulary that learners are already familiar with.

Walk to the ‘yes’ or ‘no’ side of the room.

You have brown hair
You use your phone every day to talk to friends and family in your home country
You like dancing
You have children
You sit next to someone from a different country
You like walking
You came to Canada in 2016
You have more than 4 brothers or sisters
You feel sad sometimes
You like to sing
You like money
You said hello to someone today
Intermediate Levels:

Walk across the room if you...

usually go to bed after midnight
were born in the summer
came to Canada last year
are afraid sometimes
have a friend who is from a different country
are worried sometimes
like laughing
worked in your family’s business
have step children or step parents
miss your home country sometimes
are an only child
would like to change something about yourself
feel lonely
like listening to music and singing along when no one is home

Advanced Level:

Walk across the room if you...

speak more than one language
have parents who are divorced, separated or never married
are worried about something
have experienced another culture
miss friends and family sometimes
feel unsure about how to do things in Canada
believe in life after death
left your country because of war
left your country for a better life
would like to change something about yourself
ever feel alone, unwelcome or afraid
like laughing
have cried at least once this year
have judged someone before you met them
have been called names because of your race
have been hurt
have hurt someone’s feelings
smiled at someone today

Debrief for all levels:

How did you feel when there were few of you on one side of the room?
Did you judge others?
Did you feel different?
Are you right and the others wrong?

If appropriate for the level of the group, the teacher can tie back to introductory activity related to rights and equality.

Based on the activity Power Shuffle (Vasquez & Femi, 1993).

**Activity 3: Exploring Diversity, Community and Inclusion**

**Exploring Inclusion**

*Activity 3 — Beginner/Intermediate Levels*

**Option 1: Inclusion in my classroom (or neighbourhood) (use images, words or phrases)**

*Materials: poster paper, magazines, scissors and glue*

*Teacher Instructions:*

1. Introduce the concepts of *include, being included* and *inclusion*.
2. Write “Inclusion in my classroom . . .” on the board.
   (Alternate depending on learner context: “Inclusion in my neighbourhood . . .”)
3. Have students work at tables in groups to determine what images, words or phrases express or demonstrate “inclusion in my classroom.” Put ideas on poster paper.
4. What does inclusion in your classroom (or neighbourhood) look like? Share and reflect on each other’s ideas. If appropriate for the level of your group, extend this to reflect the classroom (or neighbourhood) as a community.

**Exploring Inclusion and Diversity**

*Activity 3 — Intermediate Levels*

**Option 2: Inclusion/diversity in my classroom (or neighbourhood)**

*Materials: poster paper*

*Teacher Instructions:*

1. Introduce (or review) the concepts of *include, being included*, and *inclusion* and then *differ, diverse, and diversity*.
2. Write “Inclusion in my classroom . . .” and “Diversity in my classroom . . .” on the board. (Alternate depending on learner context: replace *classroom* with *neighbourhood*.)
3. Have students work at tables in groups. Half of the groups determine what images, words or phrases express or demonstrate “inclusion in my classroom” and the other half “diversity in my classroom.” Put ideas on poster paper.
4. Share and reflect on each other’s ideas.
5. How can ideas from both groups inform your classroom community?
6. Extension activity: Create a space with the slogan “My classroom community.” Students work cooperatively to select themes related to diversity and inclusion for their classroom community. Consider this area as a work in progress to add to over time or when a situation arises in the classroom that could benefit from reflection.

**Defining Diversity, Community and Inclusion**

*Activity 3 — Intermediate/Advanced Levels*

**Option 3:** Diversity means . . . /Inclusion means . . . (creating concept maps)

**Materials:** Concept Map Cards

**Teacher Instructions:**

1. Introduce or review the concepts of *include, being included*, and *inclusion* and then *differ, diverse, and diversity*.
2. Hand out *Activity 3 Option 3 — Concept Map Cards* (pg. 23-24).
3. Have students work in partners to fill out card. Some will get a card for diversity, and some will get a card for inclusion.
4. Instruct students to work together to choose words or phrases to fill their concept map.
5. Debrief work to this point, and ask students to share some ideas. Was it difficult to come up with ideas? Did you all agree?
6. Extension activity: Ask students to use their ideas on inclusion and diversity to fill a large classroom concept map for “Community means . . . .”
7. Reflect on perspectives of community through the lens of diversity and inclusion.

Based on the work of Joseph Novak (Novak & Gowin, 1984).

**Defining Diversity, Community and Inclusion**

*Activity 3 — Intermediate/Advanced Levels*

**Option 4:** Group Sensory Poems Inclusion/Community/Diversity (group writing)

**Materials:** Sensory Poem Cards
Teacher Instructions:

1. Introduce the concepts of *include*, *being included*, and *inclusion* and then *differ*, *diverse*, and *diversity*.
2. Tell students they will write a sensory poem together.
3. Put students in groups of 5.
4. Hand out **Activity 3 Option 4 — Sensory Poem Cards** (pg. 25-26).
5. Explain to students that they will complete one stem and then pass their paper to the student on the right. In order, each student will complete a stem and then pass it to the next student.
6. Repeat until all 5 stems are completed. If time permits, switch student order and repeat, or have each student choose one word (diversity, community, or inclusion) and write their own sensory poem.
7. Have students read their poems to the group or the class.
8. Display on the wall.

**Defining Diversity, Community and Inclusion**

**Activity 3 — Advanced Levels**

**Option 5: Diversity is . . . Community is . . . Inclusion is . . .**

**Materials:** Stem Sentence Cards; Diversity, Community, and Inclusion Values Statement Cards; poster paper and glue

Teacher Instructions:

1. Write “Diversity is . . .” “Community is . . .” “Inclusion is . . .” on the board.
2. Hand out **Activity 3 Option 5 — Stem Sentence Cards** (pg. 27). Some students will get a card for diversity, some will get a card for community, and some will get a card for inclusion.
3. Have students fill out their own card and then find others who have filled out a card different from their own.
4. Put students in groups of three. Hand out **Activity 3 Option 5 — Diversity, Community, and Inclusion Values Statement Cards** (pg. 28). Have students combine their ideas to make one value statement (a few sentences) that reflects a group concept of diversity, community, and inclusion.
5. Have students share their thoughts and reflect on commonalities and differences amongst the statements. Are there any overarching themes?
6. What is the implication for your classroom community? For your neighbourhood community?
Activity 4: What makes me feel included and what can I do to make others feel more included?

Teacher Instructions:
This closing piece could be done as a speaking, writing, or group writing task.

1. Write this question on the board:
   
   **Beginner levels:** What makes me feel included and what can I do to make others feel more included?
   
   **Intermediate levels:** Reflect on how to promote inclusion. What would you do differently to include others?
   
   **Advanced levels:** Reflect on how to promote inclusion. How are diversity, community, and inclusion related to each other? What are your values in relation to these concepts?

   “A refugee’s position is somewhere between optimism and pessimism; looking forward or looking back. I choose to look forward.”
   
   – Farooq Al-Sajee, Refugee MOSAIC, personal communication

2. Have students respond to the question by speaking in groups or writing individually.

3. Ask students to share their thoughts with the class and identify overarching themes.

In all instances, the teacher should ultimately ask how the activities and reflections can tie back to the importance of Refugee Rights Day in Canada and what this means for refugees.

See information in resources on UNHCR World Refugee Day. Held annually on June 20, this provides another opportunity to revisit the activities that are presented in this package.
Part 2 – Student Materials
## Activity 1 — Visuals

**Instructions:** What do you see in the pictures? Write 1 or 2 words next to the picture.

<table>
<thead>
<tr>
<th>Image</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.jpg" alt="Image" /></td>
<td>Image credit: iStock.com/sadikgulec</td>
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<tr>
<td><img src="image2.jpg" alt="Image" /></td>
<td>Image credit: iStock.com/gunterguni</td>
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<tr>
<td><img src="image3.jpg" alt="Image" /></td>
<td>Image credit: iStock.com/RadekProcyk</td>
</tr>
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Refugee Rights Day: Diversity, Community, and Inclusion

Image credit: iStock.com/csakisti

Image credit: iStock.com/Cloud-Mine-Amsterdam

Image credit: iStock.com/Stacey Newman
## Activity 1 — Group Reflection Questions

<table>
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<tr>
<th>Group Reflection Questions — Diversity and Inclusion:</th>
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<tr>
<td>People are moving. Why are they moving?</td>
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<tr>
<td>Do you know any refugees? Where are they from?</td>
</tr>
<tr>
<td>How is your experience similar to or different from</td>
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<td>the refugee experience?</td>
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<tr>
<td>the refugee experience?</td>
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</table>
Activity 1 — Intermediate/Advanced Levels

Have a look at these numbers with your group. What do you think they mean?

65.3 million  21.3 million  107,100

According to the 1951 Refugee Convention, a refugee is someone who:

“owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality, and is unable to, or owing to such fear, is unwilling to avail himself of the protection of that country.”


“All human beings are born free and equal in dignity and rights.”

- United Nations Universal Declaration of Human Rights

A refugee is someone who has had choice taken away from them. They have been forced to leave their country. In many countries refugees don’t have the same rights as the citizens of the country they are refugees in. In Canada, refugees enjoy similar basic rights as Canadians. Refugee Rights Day celebrates the day that The Canadian Charter of Rights and Freedoms guaranteed refugees the same basic rights of anyone in Canada. It is important when you move to a new country to feel that you have basic rights and that you are safe.
Activity 1 - Option 2 — Conversation Starters
Activity 2 — Group Reflection Questions

Group Reflection Questions - Diversity and Inclusion:

How did it feel to be different?
How did it feel to be the same?
What does it feel like to be included?
How do you include people?
How do people include you?
Are there people you try to include? Why?
Are there people you don’t try to include? Why?
Activity 3 Option 3 — Concept Map Cards (1 of 2)

[Image of a concept map with the central node labeled "Inclusion in my classroom" and five empty nodes connected to it.]
Activity 3 Option 4 — Sensory Poem Cards

Diversity

Diversity feels like...

Diversity sounds like...

Diversity looks like...

Diversity tastes like....

Diversity smells like....

Community

Community feels like...

Community sounds like...

Community looks like...

Community tastes like....

Community smells like....
Inclusion

Inclusion feels like...

Inclusion sounds like...

Inclusion looks like...

Inclusion tastes like....

Inclusion smells like....
## Activity 3 Option 5 — Stem Sentence Cards

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<td>Inclusion is _________________________________</td>
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<td>Inclusion is _________________________________</td>
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<td></td>
<td>Diversity is _________________________________</td>
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<td></td>
<td>Diversity is _________________________________</td>
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<tr>
<td></td>
<td>Community is _________________________________</td>
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<td></td>
<td>Community is _________________________________</td>
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Activity 3 - Option 5 — Diversity, Community, and Inclusion

Values Statement Cards

Diversity, Community, and Inclusion
Values Statement

Diversity, Community, and Inclusion
Values Statement
Resource List

Selection of resources and infographics

Refugee Rights Day information and resources

Tackling the Refugee Crisis PowerPoint

Video presentation describing what Refugee Rights Day celebrates

Selection of resources, infographics and information about Refugees and Refugee Rights Day

Young refugees tell their stories

Pamphlet: What is Refugee Rights Day?

Simple visuals and text to describe who is a refugee

Historical timeline of refugees in Canada
Documentary video about families trying to make new lives in Canada and about the settlement counsellor (also a refugee) who works with them

Using concept maps

Simple definition of refugee

All That We Share – TV2Danmark
TV2 Danmark. (2017). All that we share [Video file]. Retrieved from https://www.youtube.com/watch?v=jD8tjhVO1Tc

Displaced People Infographic Statistics

Selection of resources, infographics and information about refugee trends

Article on the number of displaced people in the world

World Refugee Day, June 20

A manual for unlearning oppression and building multicultural alliances