

LESSON PLAN

United Nations Response to Myanmar

Module Two: GENOCIDE AND CRIMES AGAINST HUMANITY Unit I. Myanmar

Created by: Dale Rasmussen, Raymond Central High School

Grade Level

High School

Length

2 days

NEBRASKA SOCIAL STUDIES STANDARDS

US History 12.1.13: Students will develop skills for historical analysis.

US History 12.1.14: Students will demonstrate verbal and written skills that focus on enduring issues, divergent viewpoints, and excerpts from famous speeches and documents in United States history.

World History 12.2.10 Students will analyze major 20th century historical events.

World History 12.2.11 Students will demonstrate historical research and geography skills.

McREL NATIONAL STANDARDS

World History 44.4.1-15: Understands the search for community, stability, and peace in an interdependent world.

Historical Understanding 2.4.5: Understands that change and continuity are equally probable and natural.

Historical Understanding 2.4.11: Knows how to perceive past events with historical empathy.

OBJECTIVES

1. Students will describe the conditions which have caused the refugee situation in Myanmar.
2. Student will evaluate the role of other nations on the Myanmar conflict.
3. Students will describe the plight of refugees.
4. Students will evaluate the problems that refugees face obtaining citizenship.

TERMS

Refugee
Asylum

MATERIALS

All printed materials included at the end of this lesson plan.

- One set of **Role Cards** to be handed out individually.
- One copy of the **Survival List** for each group
- 3x5 cards for the **Travel Cards**. You will need to have enough cards so that each group has all 30 cards. The 31st card is by itself, to be used later by the teacher.
- One copy of the **Application for Asylum** form for each group
- Masking tape
- Colored paper
- Markers
- Notebooks or paper to journal on and pens or pencils
- Overhead Projector

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Resources

World Food Organization

http://www.wfp.org/operations/introduction/relief_operations.asp?section=5&sub_section=1

UN Children's Fund

<http://www.unicef.org/whatwedo/index.html>

World Health Organization: Myanmar

<http://www.who.int/countries/mmr/en/>

UN High Commissioner for Refugees

<http://www.unhcr.org/basics/BASICS/420cc0432.html>

U.S. Rebuke to Myanmar Is Defeated by U.N. Vetoes

http://www.nytimes.com/2007/01/13/world/asia/13nations.html?_r=2&n=Top%2fReference%2fTimes%20Topics%2fOrganizations%2fU%2fUnited%20Nations%20&oref=slogin&oref=slogin

Myanmar Video Stories on CNN

<http://topics.edition.cnn.com/topics/myanmar>

Myanmar's junta faces rebuke at UN General

http://newsinfo.inquirer.net/breakingnews/world/view_article.php?article_id=90181

Thousands of Refugees from Myanmar, March 12, 1997

<http://www.hartford-hwp.com/archives/54/082.html>

Taipei Times: Thai senators blast Myanmar refugee locations

<http://www.taipetimes.com/News/world/archives/2005/04/24/2003251766>

Seattle Times: Myanmar's Refugees

<http://www.burmalibrary.org/reg.burma/archives/199906/msg00185.html>

Resettlement of Myanmar refugees under way from northern Thai camp

<http://www.unhcr.org/news/NEWS/465430f04.html>

The Japanese Government provides grant assistance for Libraries in Myanmar Refugee Camps

<http://www.reliefweb.int/rw/RWB.NSF/db900SID/LRON-73UGDZ?OpenDocument>

Myanmar Refugees in Bangladesh: Nowhere to Go

<http://www.doctorswithoutborders.org/pr/2007/03-12-2007.cfm>

Political Asylum & Refugee Status

http://www.rapidimmigration.com/usa/1_eng_kit_asylum.html

Application for Asylum Form I-589

<http://www.uscis.gov/files/form/I-589.pdf>

Universal Declaration of Human Rights Doctrine

<http://www.netnebraska.org/extras/humanrights/00/0000/media/UniversalDeclarationHumanRights.pdf>

LESSON PLAN – UN Response to Myanmar

Day One:

1. Divide the class into four groups of equal size. Assign each group to a different UN agency that provides humanitarian relief: the World Food Organization, the UN Children’s Fund, the World Health Organization, and the UN High Commissioner for Refugees. Provide background or have the students find the information online from the sites listed in the Resources section at the end of this lesson plan.
2. Have each group read its description and discuss it among themselves to ensure all members understand the function of their agency. Ask the students to identify which population their agency works with, what issues it addresses, and what type of work it does. Each member should take notes to ensure they can serve as an expert in the next step.
3. Reassign the students into groups of experts. At least one member of each original group will be the expert on that area for the new group so that all agencies are represented. Each member of the group should explain their agency’s responsibilities and responsibilities for which parts of the population. Have each group read the Universal Declaration of Human Rights Doctrine to prepare for their group discussion and later plan of Action.
4. Keeping the students in the groups of experts, have them review the material on the situation in Myanmar. They should identify the major issues refugees would face if they remain. Use the websites in Resources, or have students find some of their own.
5. Have each group develop an action plan for the humanitarian crisis. Students should assess the services each agency could provide, then decide what should be done and how. They should address the following issues in the plan:
 - What is the most important issue to be addressed?
 - What action should be taken immediately to address the issue?
 - Which agency should be given the responsibility to take action?
 - Who will benefit from this action and who will be harmed?
 - What long-term or follow-up actions might be required?
 - Are there any needs which are not being addressed?
6. Have each group write out their plan of action and post it for other groups to read. Once all groups have posted their reports and the others have had a chance to read them, have students discuss the following
 - What issues did they face?
 - Why did they choose their specific plans?
 - What problems were they not able to combat?
 - What nations would hinder the UN in completing their action?
 - What nations would help the UN in completing their action?

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Day Two:

Explain to the students that they are going to become refugees escaping from a possible genocide situation.

1. Divide the class into 4 groups and have each group member draw one **Role Card**. (There are 27 cards. If you have more students, duplicate some or make up new ones.) All students should use their real names, but should select their own marital status, education level, and reason for leaving based on the readings from Day One. Have them list the members of their group on a sheet of colored paper along with all information. (Leave a space at the top for the destination of their group.) Then, have them sit together with their group.
2. Give each group a copy of the **Survival List**. Tell them that in order to escape, they will have to travel to a new nation. It will take them at least six days to get to their new homes. Each group can select 6 things from the list to take with them. Once they have selected those six items, have them post them along with their group members list.
3. Next each group is to look at the possible **Nations of Asylum**. On an overhead projector, list the four nations where they could head. Have each group decide where it may be best for them to go based on the description of their group. Place this location on the top of their group list. (No more than two groups may select the same area for asylum. If two groups do pick the same area, it may delay one group's entrance.)
4. Using the information in the *Myanmar* unit on the *Global Human Rights* website, have students read the accounts of people who are fleeing Myanmar. Discuss the dangers which members of their group could face on the trip.
5. Mark the room off in four 4' x 4' squares with masking tape. Label each one with the name of the nation of asylum. Have all members stand in their area. This is to simulate the hardships they will be facing. They cannot be outside of their area. If one sits, the rest must stand to make room.
6. Have students get in their groups. Tell them they are going to try to get to the nation they have selected for asylum. The first group arriving in their chosen nation and gaining asylum wins. Students will face problems along the way similar to those they read about the day before.
7. One at a time, have one member from each group come and draw 10 cards from their group's pile without looking. (This order of groups will remain the same for all other activities in the game.) Each member representing a group places their cards in a separate pile in front of the teacher, and then returns to his/her group. (If you have two groups headed for the same nation, have each group draw 12 since they will have to travel slower. Together they are a larger group fleeing and will have more problems hiding.) Once all groups have drawn their cards, place the UN card (31st card) in one deck at random without the students' knowledge.

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8. Have one group member come forward, draw one card from their pile, and read it to the class. That group should record the action as well as the consequence in its journal. They continue drawing or adding cards (depending on the instructions) until they are out. Once a group is out of cards, that group has arrived in its new nation and is ready to seek asylum. (Note: if a group is instructed to draw cards, shuffle them randomly into its pile.)
9. To get asylum, a group must obtain a copy of the nation's requirements to be accepted. The teacher acts as the government official who checks the group to see whether or not it meets the requirements, and then hands out the application form. When that group's turn comes around again, it is to bring the completed form up to the teacher to see if each is filled out correctly.

Assessment:

The students, using their journals, will write to the United Nations urging the General Assembly to take action in Myanmar. They should discuss the following in their letters:

1. What agency (s) should be responsible for Myanmar refugees.
2. What is happening in Myanmar (what people are being targeted and why)
3. How the actions in Myanmar violate the Universal Declaration of Human Rights.
4. What nations would be members should be responsible for this agency (s) in Myanmar?
5. Why these nations should be selected.
6. What nations should be condemned and why.

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GRADING RUBRIC

Student _____

	Below Average	Satisfactory	Excellent
The letter clearly states the cause of the refugee situation In Myanmar	1 point	2 points	3 points
The goal of the UN Refugee Agencies	1 point	2 points	3 points
At least 3 problems hindering the UN from helping in Myanmar	1 point	2 points	3 points
Violations in Myanmar according to the Universal Declaration of Human Rights	1 point	2 points	3 points

Total Points _____

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ROLE CARDS

Name _____ Age 15 Sex M Occupation _____ /Skills No Skills Marital Status _____ Education _____ Reason for Leaving _____ _____ _____	Name _____ Age 16 Sex F Occupation _____ /Skills No Skills Marital Status _____ Education _____ Reason for Leaving _____ _____ _____	Name _____ Age 10 Sex M Occupation Carpenter /Skills Apprentice Marital Status _____ Education _____ Reason for Leaving _____ _____ _____
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Name _____ Age 10 Sex F Occupation Good at Sewing /Skills Sewing Marital Status _____ Education _____ Reason for Leaving _____ _____ _____	Name _____ Age 18 Sex M Occupation Student in High School /Skills High School Marital Status _____ Education _____ Reason for Leaving _____ _____ _____	Name _____ Age 25 Sex M Occupation College Student /Skills studying Literature Marital Status _____ Education _____ Reason for Leaving _____ _____ _____
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Name _____ Age 36 Sex F Occupation Doctor /Skills Doctor Marital Status _____ Education _____ Reason for Leaving _____ _____ _____	Name _____ Age 38 Sex M Occupation Factory Worker /Skills –Welder Marital Status _____ Education _____ Reason for Leaving _____ _____ _____	Name _____ Age 40 Sex F Occupation Teacher /Skills Elementary Marital Status _____ Education _____ Reason for Leaving _____ _____ _____
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ROLE CARDS (continued)

Name _____ Age 45 Sex M Occupation Newspaper /Skills Editor Marital Status _____ Education _____ Reason for Leaving _____ _____ _____	Name _____ Age 50 Sex F Occupation _____ /Skills Housewife Marital Status _____ Education _____ Reason for Leaving _____ _____ _____	Name _____ Age 52 Sex M Occupation Scientist /Skills Physics Marital Status _____ Education _____ Reason for Leaving _____ _____ _____
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Name _____ Age 62 Sex F Occupation Former /Skills Soldier Marital Status _____ Education _____ Reason for Leaving _____ _____ _____	Name _____ Age 17 Sex M Occupation _____ /Skills Farmer Marital Status _____ Education _____ Reason for Leaving _____ _____ _____	Name _____ Age 25 Sex F Occupation _____ /Skills Accountant Marital Status _____ Education _____ Reason for Leaving _____ _____ _____
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Name _____ Age 33 Sex F Occupation City /Skills Employee Marital Status _____ Education _____ Reason for Leaving _____ _____ _____	Name _____ Age 43 Sex M Occupation _____ /Skills Police Officer Marital Status _____ Education _____ Reason for Leaving _____ _____ _____	Name _____ Age 53 Sex M Occupation Business /Skills Person Marital Status _____ Education _____ Reason for Leaving _____ _____ _____
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ROLE CARDS (continued)

Name _____ Age 65 Sex F Occupation Political /Skills Writer Marital Status _____ Education _____ Reason for Leaving _____ _____ _____	Name _____ Age 70 Sex M Occupation Islamic /Skills Lawyer Marital Status _____ Education _____ Reason for Leaving _____ _____ _____	Name _____ Age 59 Sex F Occupation Maid /Skills Governor's Home Marital Status _____ Education _____ Reason for Leaving _____ _____ _____
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Name _____ Age 80 Sex F Occupation Islamic /Skills Fundamentalist Marital Status _____ Education _____ Reason for Leaving _____ _____ _____	Name _____ Age 28 Sex M Occupation Truck /Skills Driver Marital Status _____ Education _____ Reason for Leaving _____ _____ _____	Name _____ Age 39 Sex M Occupation _____ /Skills Soldier Marital Status _____ Education _____ Reason for Leaving _____ _____ _____
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Name _____ Age 46 Sex M Occupation Factory Worker /Skills Assembly Line Marital Status _____ Education _____ Reason for Leaving _____ _____ _____	Name _____ Age 28 Sex F Occupation _____ /Skills Farmer Marital Status _____ Education _____ Reason for Leaving _____ _____ _____	Name _____ Age 52 Sex M Occupation _____ /Skills Teacher Marital Status _____ Education _____ Reason for Leaving _____ _____ _____
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SURVIVAL LIST

Water can, filled with water	Hammer
Knife	Saw
20 feet rope	2 Blankets
\$50 cash	Cooking pot
Tarp	Bag of flour
Passport	Bag of sugar
5 Cans of meat	Bag of dry beans
Map	2 Chickens
Radio	Backpack
Children’s Toy	5 Coats
Family photo album	Compass
Hand gun and 6 shells	Medicine Kit
	Dictionary between your native language and language of asylum nation

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NATIONS OF ASYLUM

**BLUE
LAND** Military government: supports rebels against the government in your nation

**RED
LAND** Government of religious leaders: friendly with the government of your nation

**GREEN
LAND** Civil War in country

**PURPLE
LAND** Ruled by a dictator: neutral but does not want to offend the government or the rebels

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TRAVEL CARDS

<p>1. Too much to carry. Lose one item from Survival List.</p>	<p>2. Youngest person in your group breaks leg. If you have a medical kit, you can help the person. If you do not, lose one turn.</p>
<p>3. You are attacked by rebels. If you have one or two members of your group who are Islamic, discard one card. If not, lose a turn.</p>	<p>4. Food and water running out. Rest one day and lose one turn.</p>
<p>5. You are hit by bad weather. Food gets wet. If you have money, you can buy food. If you have dry beans, no change. If you have neither, lose one turn.</p>	<p>6. Lose one item from your Survival List.</p>
<p>7. Soldiers stop you. If you have people in your group under the age of 20, you must lose two turns while they are forced to serve in the army. If not, no change.</p>	<p>8. Captured by rebels. If you have any weapons, draw two new cards. If not, your group is OK.</p>
<p>9. You are attacked by rebels. If you have a weapon, give it to them and go free. If not, you must give up one item on your Survival List.</p>	<p>10. Bandits attack you. If you have weapons you will go free. If not, draw one card.</p>

TRAVEL CARDS (continued)

<p>11. Illness hits your group. If you have a doctor, no change. If not, you must give up one item on your Survival List in exchange for medicine.</p>	<p>12. Stopped by soldiers. If you cannot pay them, the youngest male must spend one day helping build a bridge. Lose one turn.</p>
<p>13. You come to a steep cliff. If you have a rope, you can climb down. If not, you will have to go around the cliff. Draw two new cards.</p>	<p>14. You get lost. If you have a map, you get another turn. If not, lose a turn.</p>
<p>15. You are running out of water. You drink from the river but get ill. If you have medicine, you draw another card. If not, lose one turn in order to get well.</p>	<p>16. You are stopped by government soldier. If you have a passport, continue on. If not, you will be detained one day. Lose one turn.</p>
<p>17. You are stopped by government soldiers. If you have a scientist, a doctor, or accountant in your group, you will be detained. Draw one extra card. If not, remove one card from your deck and discard.</p>	<p>18. You are arrested by the government. If you have a lawyer in your group, s/he will plead your case and you go free. Discard one card from your deck. If not, you can bribe your way out. Give up one item on your Survival List.</p>
<p>19. You come upon an abandoned truck. If anyone in your group is a trucker, s/he can get it started and you go on. Remove and discard two cards from your deck. If not, no change.</p>	<p>20. You see rebels on the road ahead of you. If you have a police officer or soldier in your group, you know how to get by them. Remove and discard one card. If not, you will have to detour to avoid the rebels. Lose a turn.</p>

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TRAVEL CARDS (continued)

<p>21. Local people see you and give you a bag of beans or \$50. You must choose which. Add that item to your Survival List.</p>	<p>22. Farmer helps you by giving you a place to stay for the night. Discard one card.</p>
<p>23. Local business offers you a temporary job to make money. If you have a hammer or saw, you get an extra \$50.</p>	<p>24. Soldiers stop you. If you have \$50, you can bribe them. If not, lose one turn.</p>
<p>25. You need food. Farmer will sell you some if you have \$50. If not, draw one card.</p>	<p>26. You need water. You can trade sugar for it. If not, draw one card.</p>
<p>27. You are hungry. If you have any type of food, you can eat. If not, lose one turn.</p>	<p>28. Townspeople offer you a bag of flour. If you have a backpack, you can carry it. If not, you must leave it.</p>
<p>29. Rebels stop you. If you have a political writer or newspaper editor, the rebels recognize them and see them as supporters of their cause. The rebels give safe passage. Discard one card. If not, you will have to flee. Lose one turn.</p>	<p>30. Cold weather hits. If you have a tarp, blankets, or warm coats, you are OK. If not, you will need to seek shelter. Lose one turn.</p>

TRAVEL CARDS (continued)

31. UN has stepped in and protected all refugees in your group. Discard 3 cards.

INSTRUCTIONS FOR GROUPS ENTERING NEW NATIONS

You arrive at the border of the neighboring nation. You seek entrance into the nation as a refugee. You must meet all the requirements set forth by the nation to gain asylum. The government representative (the teacher) will determine if you are granted asylum.

If you are entering the **Blue Land**:

The government representative asks you if you have any skilled laborers (welder, doctor, scientist, or lawyer). If you do, you will be allowed to enter. If not, you must fill out the application form. If you fill it out correctly the first time, you are accepted. If not, on your next turn, you can do it again or bribe the official with money.

If you are entering the **Red Land**:

The government is only allowing in people who will not cause trouble. If you have a lawyer, newspaper editor, or writer in your group, you will have to fill out the application form and wait until all other groups have attempted to enter asylum before you can submit your form.

If you are entering the **Green Land**:

The government will take anyone once you have filled out the application form, even if you do not fill it out correctly.

If you are entering the **Purple Land**:

The government will allow you in if you can show you can earn living. Fill out the application and list what each person can do (occupation). If you have anyone who has been in government, you will have to wait one turn while extra care is paid to your application.

APPLICATION FOR ASYLUM

Student Names:

Character Ages:

Character Sex:

Number of Males	Number of Females

Character Occupations:

Character Marital Status:

Number Married	Number Single

Why do you want to be here and what can you do to help us? (Each person's reason goes into one box.)
