



**UNHCR**  
The UN Refugee Agency

# TEACHING ABOUT REFUGEES

**AGES**  
**9-12**

**Lesson Plan for**  
**Giorgi's video story**

Watch the video story on  
<https://youtu.be/xvC-3KhatVQ>

Before teaching this topic, take a look at our set of videos for teachers on statelessness. They explain the basics of what statelessness is and will help you answer questions your students may have.

[https://www.youtube.com/playlist?list=PL9g\\_yp\\_6cf6qtjeDpQpabw-0JGpFpFnDrl](https://www.youtube.com/playlist?list=PL9g_yp_6cf6qtjeDpQpabw-0JGpFpFnDrl)



# ACTIVITY 1

## What is statelessness?

LEARNING OUTCOMES

Children will understand that some people have a nationality and some people do not have a nationality.

**STEP 1:** Write the word **PASSPORT** on the board and elicit ideas about what it is and how we use it.

You can do this as a group or in pairs before you all speak in a wider group.

**STEP 2:** Use your own words or the following paragraph to explain to the students.

*“Your passport can tell you what nationality you are. That is the same as telling you what country you come from. There are other documents that you might get if you come from a certain country. Can you think of some?”*

*“Some people may not be able to have a passport or \* (name correct documents that students mentioned in answering the above question like, for example, national identity documents or citizenship card).*

*“If you are not allowed to have either a passport or a document that says you come from a country, this can be because no country accepts you as belonging to their country.*

*If you think students aged 11-12 are ready for more abstract ideas, you can say “No country has given you a citizenship*



## ACTIVITY 2

### Life, work and education

#### LEARNING OUTCOMES

**Children will empathise with the situation of Giorgi and other children who may have found themselves stateless at some point.**

#### STEP 1: Gio's life, how has it changed?

Choose a format to give the children the following questions and read them before watching the video.

*What is the boy's name? How old is he? How old are his classmates? Why are they not the same age?*

*Is he upset that he is older and taller than his classmates?*

*What does he enjoy about school?*

*What words can we use to describe his situation?  
(e.g. he has no nationality, no country has given him a citizenship or will allow him to have their passport.)*

#### STEP 2: If I could not go to school, I would miss...

Ask the children to work in pairs. They should ask each other what they would miss and why if they could not go to school. The children can then choose a format to present what their friends' answers are. These could be displayed somewhere for parents or school to see. Add a title like for example 'Stateless children are unable to go to school'.

Write a poem, paint a picture, write a magazine article interview, do a collage or do other activities based on what you have learnt..