We are all equal: human rights, migration and integration

Previous compulsory steps / Prior students' knowledge	Basic awareness of the concept of human rights.
Learning objectives	Develop knowledge about human rights, with a focus on migration and integration. Students should develop a good knowledge of International Migration and Refugee Law. Learn about the Universal Declaration of Human Rights.
Subjects	Political science, Law, History
Recommended Age	10 -14 (use this sequence as a very simple introduction to human rights and relevant terms), 15-18 (use this sequence in Law and Politics classes for students to develop a good understanding of the Declaration of Human Rights)
Sequence duration	60 – 90
Individual or group activity	Group activity (you should divide the students into groups of 4 or 4)
Expected production	Students should develop a group presentation based on the videos of the game.
Skills developed (after learning objectives)	Critical thinking, research
Price range of the game	Free videos
Extension / differentiation	This pedagogical sequence could be used in a Law

activities (at the end of the sequence)	or Politics class, with a focus on migration and human rights. In addition, it could also be used in a political philosophy class to discuss the meaning of the nation, state, nationality, citizenship, etc. In a more general context, this sequence is used to promote humanitarianism and to counter racism.

Step by step: how to implement the sequence

- **Step 1 – Introducing the game to the class (10 minutes)**

This sequence will explore Life is Strange 2. This video game was released in 2018 and it is primarily concerned with race (Hernandez, 2020). It is a very realistic game that shows how racism is embedded into our society. This sequence aims to give an anti-racism message to the students and show them that we are all equal.

Life is Strange 2:

In Life is Strange 2 the player follows the story of two brothers, Sean and Daniel, as they try to cross the border from the US to Mexico to go to Puerto Lobos, their dad's hometown. The story begins when after an accident, their dad is shot and the two boys become fugitives. The player can only play as Sean and their main responsibility is to take care of Daniel throughout their journey. Sean and Daniel meet many people in their journey, some that help them and some that try to use them. The player is called to help the two boys reach their destination, which is the US-Mexico border. At the border, the player has to make one final choice: to cross the border or to surrender. To cross the border, Daniel will have to use his telekinesis powers to kill

the police officers. If they surrender, they will be separated and Sean will end up in prison (Life is strange 2, 2018).

- **Step 2 – Showing videos of the game (25 minutes)**

In this step, we will explore the definitions of citizenship, human rights, and racism through the experiences of Sean and Daniel in the video game Life is Strange 2. You should show some videos in class and ask your students to consider what they would have done in each situation. Students should consider why they should help the main characters and in what ways they could do this. You could also ask your students to write down what emotions they feel in each video and use this as inspiration when developing their presentations.

Videos to show in the class:

- https://youtu.be/eMI7TYqkem4?t=133 (until 2.37) – **the death of Daniel's and Sean's father**

- https://youtu.be/X2DNfRwG8I4?t=110 – **Daniel learns his father is dead**

- https://www.youtube.com/watch?v=KRH4xU6BdQY (2:42 – 3.11, 5:20 – 6:35) – **the brothers cross the borders**: this is the final decision of the player, who is called to decide whether the boys should cross the borders or surrender. They know that if they surrender, they will be separated and Sean will go to prison for something that was an accident. If they decide to cross the border, Daniel will have to kill the police with his telekinesis powers. Students should discuss what they would have chosen, and justify their decision to the class. You should note that there is no right or wrong answer.

- https://www.youtube.com/watch?v=DxMXOyFIItw (23:19 – 26:12, 29:25 – 30:22) – **the brothers surrender to the police**: again, this is the final scene. In this

video, the player chose to surrender and Sean went to prison. We see the two brothers reunited, 15 years after the events at the border.

- **Step 3 – Group presentations (30 – 45 minutes)**

At this stage, students should discuss in their groups and create a presentation for the rest of the class. It would be useful if each group presents a different topic. This will enable a lively and engaging discussion in the class. You should give a list of questions to each group. When creating their presentations, the students should also do their research on the definitions they will present (citizenship, human rights, etc.) and use the videos you showed them to critically examine these terms or as an inspiration for their presentations. For example, if the students do a presentation on citizenship, they will have to give the legal definition of the term and then they might refer to Sean and Daniel to critically engage with the term.

Topics and questions for each group:

A. Citizenship and Nationality

- Define the term citizenship.
- Define the term nationality.
- Is citizenship a human right?
- Can you identify three rights you have as a citizen of your country?
- Identify circumstances in which the rights of some citizens are violated. Why is this happening? Can you think of ways to prevent this?

B. Human Rights

- What is the Declaration of Human Rights?
- Do you know when it was established officially?
- What rights do you consider as the most important human rights?
- Can you imagine your life without some of your rights?

C. Countering racism

- Do you know the term diversity? Can you give a definition?
- What is cultural diversity and why is it important?
- Why should we protect cultural diversity?
- What is racism? Have you faced or seen any form of racism?
- Can you explain the term discrimination?
- Identify the main ways in which we can help counter racism.

- **Step 4 – Class discussion and conclusions (10 minutes)**

At this stage, the class should discuss the key concepts that have been identified in previous stages. The main topic of discussion should be migration and integration, methods countering racism and xenophobia, and human rights law. By the end of this class, students should develop a basic understanding of the political notion of terms like citizenship, nationality, migration, and integration. Students should also know about the Declaration of Human Rights and its importance. This sequence aims to give a message against racism and to explain to the students that we are all human and we are all equal.

Questions to direct the discussion:
- What are human rights?
- Which are the most important human rights in your opinion?
- Who has human rights?
- What is the connection between citizenship and the Universal Declaration of Human Rights?
- What is the definition of a minority group?
- Do you know of any circumstances that create minority groups in a population?
- Discuss ways in which we can all counter racism.

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