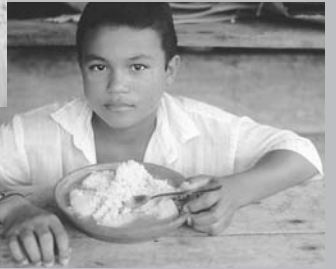




Teaching Others About Refugees



UNHCR Facilitator's Manual for Young Educators



UNHCR

United Nations High Commissioner for Refugees
Haut Commissariat des Nations Unies pour les réfugiés

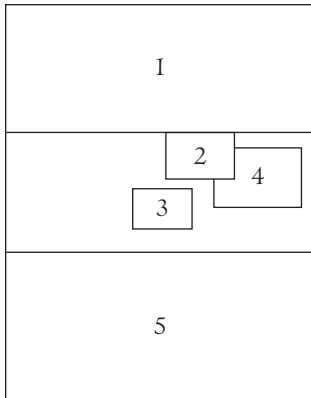


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1. Returnees in East Timor. UNHCR/M. Kobayashi/Oct. 1999
2. Afghan Refugee in Pakistan. UNHCR/L.Boscardi/April 2001
3. Returnee Children in Guatemala. UNHCR/B.Press/June 2001
4. IDP at Turbo Camp, Colombia. UNHCR/H.Timmermans/June 2000
5. Returnee Children at Trincomalee Reception Centre, Sri Lanka. UNHCR/H.J.Davies/April 1996

Written for The United Nations High Commissioner
for Refugees By John Fielding and Kevin Reed

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INTRODUCTION

Welcome! This manual was written with one purpose in mind – to help you design and present an effective workshop or seminar about refugees.

WHO IS A REFUGEE?

Are you a refugee? Is a member of your family? Is a friend or neighbour? If you look back in your family tree will you discover that one of your ancestors was a refugee?

Canada has a long history of providing a safe haven to refugees. In fact many of the earliest immigrants to Canada were refugees. Over 30,000 refugees from the American War of Independence arrived between 1778 and 1783 – they are called Loyalists but they were also refugees.

In this century Canada has accepted refugees from around the globe. They have come from almost every continent and dozens of countries: Hungary, Uganda, and El Salvador to name just a few. In the past 20 years Canada has accepted some 600 000 refugees.

And what do these refugees have in common. They are people who have fled their homeland because they fear persecution due to their race, nationality, religion or political views.

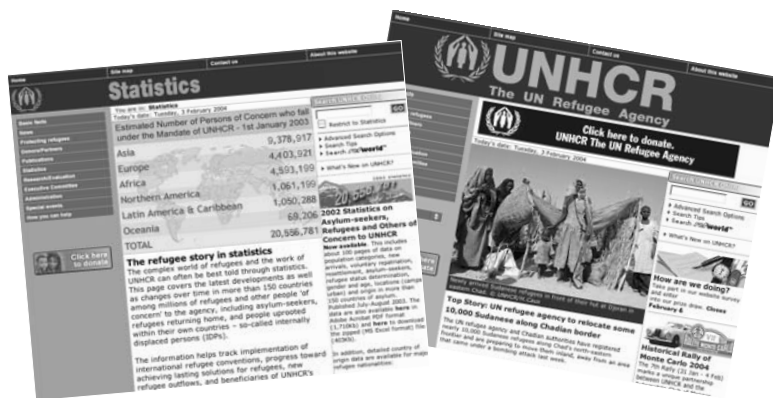
The United Nations defines a refugee as a person who

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...

The 1951 Convention relating to the Status of Refugees

Canada is a country of immigrants and refugees, but refugees only account for around twelve per cent of an average intake of about 200,000 immigrants who are accepted each year. The number of refugees in Canada represents a very small percentage of the total number of refugees worldwide.

At this very time there are over 20 million people of concern to the United Nations High Commissioner for Refugees including not only refugees, but also other categories of displaced or needy persons.



Obtain updated global refugee figures from www.unhcr.ch/cgi-bin/texis/vtx/statistics



A Chechen girl at school in Khimservis settlement, Ingushetia. UNHCR/T.Makeeva/March 2003

Sometimes refugees have not been treated well, even in Canada. Sometimes people make uninformed and hurtful statements about refugees. Most of the time people who do this just don't know the facts nor do they know how it feels to be in the shoes of a refugee.

Maybe you can help create a better understanding and empathy for the plight of the refugee. This is why you need to teach others about refugees and why you need to be very effective.

Thank you: Your decision to educate other young people about refugees deserves recognition and encouragement so we have created this manual for you. Hopefully it will make your job easier and your results more effective.

In this manual you will find detailed workshop models for younger students, 9 to 13 years of age, and older students, 14 to 18. These models are designed for different lengths of time ranging from 30 minutes to 3 hours. They will help you structure your presentation.

The models presented here have been field-tested with students of the same age to ensure that

they are effective. You should feel free, however, to vary these models and use your own creativity. We also include ready-to-use handouts that you may copy. There are also evaluation tools. A pretest, *Handout #1 What do you know about refugees?*, may be used at the beginning of the workshop to tell you what the participants know before you begin and *Handout # 2 Reflecting on Your Learning and Talking It Over*, that you may use at the end of your workshop to show you what your participants have learned.

We also provide a list of resources. Most are available from the United Nations High Commissioner for Refugees (UNHCR) and are available free of charge. The UNHCR also has an excellent website at www.unhcr.ch.

Your presentation is important and the challenge of informing young Canadians about refugees is real. We wish you luck but if you need help please contact the UNHCR office in Canada at:

280 Albert Street, Suite 40I
Ottawa, ON K1P 5G8
Tel: 613-232-0909; Fax: 613-230 1855
E-mail: canot@unhcr.ch

THANK YOU! Your decision to educate other young people about refugees deserves recognition and encouragement so we have created this manual for you. Hopefully it will make your job easier and your results more effective.

WHAT DO YOU WANT TO ACHIEVE?

What do you want everybody who participates in your workshop to learn?

- Do you want everyone to realize how difficult it is to be a refugee?
- Do you want them to realize that refugees are people just like us who through no fault of their own have been dispossessed of their home and country?
- Do you want them to think about how many refugees Canada accepts and whether we should be accepting more?

This single large purpose is called the focus or goal of your presentation. You should be able to state this “focus” in one sentence of no more than 15 words.

Hopefully your participants will not only understand your one big purpose, “the focus”, but will learn many things. For example, the participants may learn:

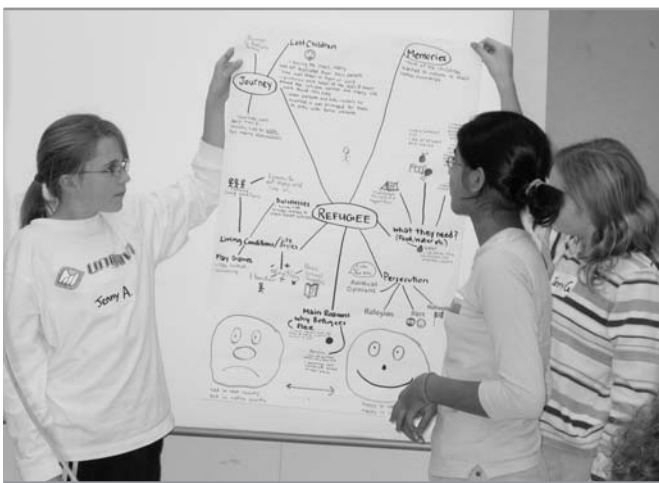
- the difference between a regular immigrant and a refugee;
- how stressful it is to be a refugee;
- how difficult it is for refugees to gain acceptance in their new country.
- why there are so many refugees worldwide.

You can find out how successful you were in leading your workshop by having the participants reflect on their learning and answering questions on a quiz. You will find examples of quizzes in the Handout Section of this manual.

HOW TO CREATE AN EFFECTIVE PRESENTATION

Think about what you know and then think about how you learned it. Most of us tend to remember best when we experience something rather than when we just hear about it or look at something. Research conducted by the University of Texas showed that we remember only 10% of what we read, 20% of what we hear, 30% of what we see, 50 percent of what we see and hear, and 90% of what we do and say. If you are going to be effective you will need to plan your presentation as a workshop where the participants do more than listen or look. They will need to be actively involved, doing some activity and talking about refugees.

It is also important to provide an opportunity to let your participants talk about their own knowledge and experiences. At some point you need to ask your participants if they know a refugee or have ever met a refugee. You may find out that some of your participants are refugees themselves or are the children of refugees. Open up the discussion in a safe, friendly, positive way for the sharing of knowledge and experiences.



Calvin Park Public School, Kingston, Ontario, Canada. UNHCR/N.N
Champassak/Nov. 2003

No matter how short your workshop you must give your participants time to do something or to talk about what they are learning. In this manual we give you some specific suggestions about how to do this.

We also describe the three parts that every presentation should have: the introduction, the body and the conclusion.

The Introduction

Every presentation needs an interesting introduction that gets the participants engaged or hooked. This can be a picture, a quotation, or an activity. It should create a focus on the topic of refugees and get people thinking.

One successful strategy is to show the participants a dramatic poster or picture and then ask them questions that get them thinking about what is presented. Start with an easy question such as what do you see in this picture or who is this person? It is important to get participants involved as quickly as possible in a discussion. If one person gives you a short answer ask others if they can add on to that answer.

Then proceed with more thought-provoking questions: Why did the photographer take this picture? What is going on in this scene? How could this situation happen? These types of questions ask people to think about why things happen and what is important.

During the introduction you should also tell and show your participants what you are planning to do and how long the session will take. The best way is to have the plan written on poster paper or a chalkboard so that you can quickly review it. Review the plan after you have caught their interest, not before.

A pretest, such as the one we have included in Handout #1, What do you know about refugees? may be used to see how much your participants know about refugees before you give your workshop.



Kingston Collegiate and Vocational Institute, Kingston, Ontario, Canada.
UNHCR/N.N Champassak/Nov. 2003

The Body

The body of a workshop is when you get into the real content of your presentation. You will need to include a combination of information that you present and activities that your participants will do.

This is the time for hands on activities, small group discussions, cooperative small group activities, reading, watching a video, finding information on the internet, analyzing a situation, or taking part in a role-playing scenario or simulation.

The important point in organizing this longer period of time is to plan for changes in activities every-so-often so that people do not get bored or restless. Plan some time for receiving information. Perhaps you could show a video or put a transparency on the overhead projector. Perhaps you could read a document either individually or as whole group.

Then give the participants time to think about and interact with this information. You can guide them in this process by providing important questions to answer. Remember to work from simpler questions to more challenging questions. The workshop participants can work on these questions individually, in pairs or in small groups. Effective discussions and group work don't just happen they have to be structured to create cooperation. Read Appendix A: Cooperative Small Group Learning for more information on how to make group work effective.

If you use a video it isn't always necessary to show the whole video. Depending on the time you have available, a short 2 or 5-minute section, thoughtfully selected, can be a very effective way to provide the information needed for a discussion or activity.

Also if you are doing a reading you don't have to give everyone the same information. Sometimes if you give out different pieces of information then the participants need to cooperate more in order to learn and benefit from each other. It is important to give them time to share the special information that each person has. Then by combining all that they have learned from their readings they will have a more complete picture of the situation. This also requires the participants to talk about what they have read and helps reinforce what they have learned.

Role-playing is an also excellent means to try to understand the needs and feelings of others. When you role-play, you try to imagine how you or other people would behave in certain situations. Of course you could never really put yourself in someone else's shoes, but you can try.

One exercise you might include is to have the students brainstorm all the feelings, especially their fears and sense of loss, they experienced when they moved to a new home or school. Then have them create a list of all the things that would change, including their feelings, if they had to flee Canada right now and travel, without any of their possessions, to another country where few people speak their language.

The Conclusion

Finally you will need a summary of the main points you want people to remember. This is an opportunity for the participants to reflect on what they have experienced. An example of a group and individual reflection prompt is included in the Handout Section of this booklet.

An effective summary should not take too long and should involve the participants. For example you could call on everybody to tell you one key thing that they learned from your workshop. Write these points down quickly for everyone to see as they give them to you. If they miss any really important points, you can add them. Also you might want to underline or highlight the 2 or 3 most important points that you want everyone to remember.



Calvin Park Public School, Kingston, Ontario, Canada. UNHCR/N.N Champassak/Nov. 2003

WORKSHOP MODEL FOR YOUNG EDUCATORS: AGES 9 TO 13

Two-hour workshop

Focus: Who is a child refugee and what do they experience?

Pre-workshop preparation:

- Read the booklet *Refugee Children: Escape From Persecution and War*.
- Preview the video *To Be A Refugee*.
- Pin up posters from UNHCR Refugee Children Series
- Review *Handout # 3: Mind Mapping*

Materials needed:

- UNHCR Poster Series, *Refugee Children*
- Television and video player
- Tape, chalk or easel board
- Coloured markers or crayons or pencils
- Poster paper
- Definition for refugee written out on poster paper in large print.
(Look in the Glossary for this definition.)
- Copies of *Refugee Children: Escape From Persecution and War* for all participants.
- Copies of *Handout #1 What do you know about refugees?*, *Handout # 3: Refugee Children*, *Handout # 4: Mind Mapping*, and *Handout # 2: Reflecting On Our Learning and Talking It Over* for all participants.
- Point form outline of your workshop written on the chalkboard or poster paper for everyone to see.

Introduction and definition of a refugee

Case studies of children refugees presented on video

Creating a mind map to answer many questions about refugees

Reflecting on what we learned and talking it over

INTRODUCTION

(Time – 15 minutes)

1. Ask everybody to very briefly introduce him or herself. (Name and school)
2. Point to the posters and ask your participants to describe what and whom they see?
[Answer: Children of different sizes, shapes, from different cultures and backgrounds.]
3. Ask where these children are from? If they can't tell ask some individuals to come and read the small print on the right side of each poster. This will tell them where the children are from and the name of the country or refugee camp in which they have taken sanctuary. (If you have a wall map of the world you could ask the participants to locate the various countries mentioned. This will demonstrate that refugees come from many countries and continents.)
4. Now ask your participants what all these children have in common. [Answer is they are refugees.]
5. Brainstorm for a definition of the word refugee. (See the instructions on how to Brainstorm in the Appendix F). Write down the key words your participants use.
6. Show them the definition that you have written on a large piece of paper or chalkboard. (Look in the Glossary for the definition for Refugee.)
7. Read through the brief outline of your workshop so that everyone knows what to expect.

THE BODY OF THE WORKSHOP

Part I: Case studies of children refugees presented on video.

(Time – 30 minutes total. 15 minutes to watch the video, 10 minutes to fill in the organizer and 5 minutes to discuss the answers.)

1. Organize the participants into pairs or triads and pass out the *Handout # 3: Refugee Children*. Explain that you will show a video and from the information in the video they should fill in the spaces of the organizer.
2. Show the video *To Be A Refugee*, this will take about 15 minutes.
3. Give the participants about 10 minutes to fill in the *Refugee Children* organizer.
4. Discuss the completed organizer and make sure everyone has the answers and understand the situations for the refugee children.
5. Ask the participants if they know someone who is a refugee and what they know about them. This can be an opportunity for sharing personal experiences, especially if someone is a refugee or has a family member or relative who is a refugee.

6. Brainstorm, first in pairs or triads, and then with the whole group for ideas about how all of us can do something to help in the plight of refugees. Refer to Appendix G for ideas on how we can help.

Take a break for 10 minutes so that participants can get a drink of water or go to the washroom.

Part 2: Creating a mind map to answer many questions about refugees.

(Time – 55 minutes total. 40 minutes to create the mind map and 15 minutes to present.)

1. Organize the participants into groups of 3 or 4. Give each person the instructions for how to create a mind map – *Handout # 4 Mind Mapping*. Review the instructions with the groups. Give each group one large piece of poster paper and coloured markers, crayons or pencils.
2. Now give each person a copy of the booklet *Refugee Children: Escape From Persecution and War*. Ask them to read through this booklet individually or suggest that they divide up the booklet into parts and each member of the group reads a section or a few chapters. (This will speed things up if there is a concern about time.) Encourage the participants to look for answers to these kinds of questions:
 - Who are the children refugees?
 - Where are they from?
 - Where do they go for help?
 - How do they become refugees?
 - Why do they flee? What help is available?
 - What are their fears?
 - What do they lose?

It is a good idea to write these questions on the chalkboard or chart paper so that everyone can see them.

3. Direct each group to use the information from the booklet and their *Refugee Children Organizer* to create a mind map for refugee children. Emphasize how important it is to work cooperatively and efficiently in order to do all this within the 40 minutes allotted.
4. Post the mind maps around the room and call on each group to present their mind maps to the whole group. Ask that everybody in the group help present – not just one person.

CONCLUSION

(Time – 10 minutes)

1. With the participants still organized in groups of 3 or 4 give out *Handout # 1: Reflecting On Our Learning and Talking It Over* and ask everybody to follow the instructions on the Handout.
2. Talk with the participants about being ambassadors for refugees, especially refugee children. Thank everybody for participating in the workshop and wish them well for the future.

WORKSHOP MODEL FOR YOUNG EDUCATORS: AGES 9 TO 13

One-hour workshop

Focus: Who is a child refugee and what do they experience?

Pre-workshop preparation:

- Preview the video *To Be A Refugee*.
- Pin up posters from UNHCR *Refugee Children Series*
- Read over *Refugee Children: Escape From Persecution and War* for background information.

Materials needed:

- UNHCR Poster Series, Refugee Children
- Television and video player
- Tape, chalk board or easel board
- Poster paper
- Definition for refugee written out on poster paper in large print.
(Look in the Glossary for this definition.)
- Copies of *Handout # 3: Refugee Children*, and *Handout #2: Reflecting On Our Learning and Talking It Over* for all participants.
- Point form outline of your workshop written on the chalkboard or poster paper for everyone to see.

Introduction and defining who is a child refugee
Case studies of children refugees presented on video
Reflecting on what we learned and talking it over
How we can be ambassadors

INTRODUCTION

(Time – 15 minutes)

1. Ask everybody to very briefly introduce him or herself. (Name and school)
2. Point to the posters and ask your participants to describe what and whom they see?
[Answer: Children of different sizes, shapes, from different cultures and backgrounds.]

3. Ask where these children are from? If they can't tell ask some individuals to come and read the small print on the right side of each poster. This will tell them where the children are from and the name of the country or refugee camp in which they have taken sanctuary. (If you have a wall map of the world you could ask the participants to locate the various countries mentioned. This will demonstrate that refugees come from many countries and continents.)
4. Now ask your participants what all these children have in common. [Answer is they are refugees.]
5. Brainstorm for a definition of the word refugee. (See Appendix E for instructions on how to Brainstorm). Write down the key words your participants use.
6. Show them the definition that you have written on a large piece of paper or chalkboard. (Look in the Glossary for the definition for Refugee.)
7. Read through the outline of your workshop so that everyone knows what to expect.

THE BODY OF THE WORKSHOP

Case studies of children refugees presented on video.

(Time – 30 minutes total. 15 minutes to watch the video, 10 minutes to fill in the organizer and 5 minutes to discuss the answers.)

1. Organize the participants into pairs or triads and pass out the *Handout # 3: Refugee Children*. Explain that you will show a video and from the information in the video they should fill in the spaces of the organizer.
2. Show the video *To Be A Refugee*, this will take about 15 minutes.
3. Working in their groups give the participants about 10 minutes to fill in *Handout # 4: Refugee Children* organizer.
4. Discuss the completed organizer and make sure everyone has the answers and understand the situations for the refugee children.
5. Ask the participants if they know someone who is a refugee and what they know about them. This can be an opportunity for sharing personal experiences, especially if someone is a refugee or has a family member or relative who is a refugee.
6. Brainstorm, first in pairs or triads, and then with the whole group for ideas about how all of us can do something to help in the plight of refugees. Refer to Appendix G for ideas on how we can help.



Calvin Park Public School, Kingston, Ontario, Canada. UNHCR/N.N Champassak/Nov. 2003

CONCLUSION

(Time – 15 minutes)

1. With the participants still organized in groups of 3 or 4 give out *Handout # 2: Reflecting On Our Learning and Talking It Over* and ask everybody to follow the instructions on the Handout.
2. Talk with the participants about being ambassadors for refugees, especially refugee children.
3. Thank everybody for participating in the workshop and wish them well for the future.

WORKSHOP MODEL FOR YOUNG EDUCATORS: AGES 9 TO 13

30-Minute workshop

Focus: Who is a child refugee and what can you do to help?

Pre-workshop preparation:

- Pin up posters from UNHCR Refugee Children Series
- Read over Refugee Children: Escape From Persecution and War for background information.

Materials needed:

- UNHCR Poster Series, *Refugee Children*
- Definition for refugee written out on poster paper in large print.
(Look in the Glossary for this definition.)
- Copies of *Handout # 2: Reflecting On Our Learning and Talking It Over* for all participants.
- Write a point form outline of your workshop on the chalkboard or poster paper.

Introduction

Defining who is a child refugee

Reflecting on what we learned and talking it over

How we can be ambassadors

INTRODUCTION

(Time – 5 minutes)

1. Ask everybody to very briefly introduce him or herself. (Name and school)
2. Read through the brief outline of your workshop so that everyone knows what to expect.

THE BODY OF THE WORKSHOP

Defining who is a child refugee.

(Time – 20 minutes)

1. Point to the posters and ask your participants to describe what and whom they see?
[Answer: Children of different sizes, shapes, from different cultures and backgrounds.]
2. Ask where these children are from? If they can't tell ask some individuals to come and read the small print on the right side of each poster. This will tell them where the children are from and the name of the country or refugee camp in which they have taken asylum. (If you have a wall map of the world you could ask the participants to locate the various countries mentioned. This will demonstrate that refugees come from many countries and continents.)
3. Now ask your participants what all these children have in common. [Answer is that they are refugees.]
4. Brainstorm for a definition of the word refugee. (See Appendix E for instructions on how to Brainstorm) Write down the key words your participants use.
5. Show them the definition that you have written on a large piece of paper or chalkboard. (Look in the Glossary for the definition for Refugee.)
6. Ask the participants if they know someone who is a refugee and what they know about them. This can be an opportunity for sharing personal experiences, especially if someone is a refugee or has a family member or relative who is a refugee.
7. Brainstorm, first in pairs or triads, and then with the whole group for ideas about how all of us can do something to help in the plight of refugees. Refer to Appendix G for ideas on how we can help.

CONCLUSION

(Time – 5 minutes)

1. With the participants still organized in groups of 3 or 4 give out *Handout # 2: Reflecting On Our Learning and Talking It Over* and ask everybody to follow the instructions on the Handout.
2. Talk with the participants about being ambassadors for refugees, especially refugee children.
3. Thank everybody for participating in the workshop and wish them well for the future.

WORKSHOP MODEL FOR YOUNG EDUCATORS: AGES 14 TO 18

Three-hour workshop

Focus: Who are refugees and what challenges do they face?

Pre-workshop preparation:

- Read the booklet *Refugees: A Canadian Perspective*
- Read Appendix B: *Einstein's Story*
- Review Appendix E: *Brainstorming* and Appendix F: *Answers to Refugee Scenarios*
- View the video *Refugee Rights are Human Rights*
- Photocopy the following handouts

Handout #5: Refugee Scenarios (cut the sheets along the line to separate the two scenarios)

Handout #6: Refugee Rights are Human Rights

Handout #2: Reflecting on Our Learning and Talking it Over

Appendix C: Activities – Skit or Series of Tableaux

Appendix D: Activities – Song, speech, poem or poster

Materials needed:

- 2 posters – *Einstein and Mother and Child at Batnoga Camp, Bosnia* from the UNHCR Women Refugees series
- television and VCR
- video – *Refugee Rights are Human Rights*
- pencils, pens, markers, chalk
- paper, poster board

INTRODUCTION

(10 minutes)

1. Put posters up where participants can see them.
2. Tell participants that you are going to focus on the plight of refugees during this workshop.

3. Have students focus on the poster showing Einstein. Ask participants about the picture of Einstein and what they know about him. Here are some sample questions.

Who is this man? (Einstein)

What do you know about him? (one of the smartest people who has ever lived, developed the theory of relativity, born in Germany, Jewish, escaped from Germany in the 1930's after Hitler took power etc.)

4. Read or summarize the story of Einstein. Make the point that refugees are people who are forced to flee their homes and often their countries because they fear harm or persecution.
5. Now have the participants focus on the poster of the *Mother and Child at Batnoga Camp, Bosnia* from the UNHCR. Ask your participants these questions about the poster:

What do you see? Be specific. (a woman and young child sitting on a bed in a large room, possibly a factory, surrounded by plastic, situation is somewhat unclear)

Why might this mother and child be refugees? (war, ethnic persecution or ethnic cleansing)

What problems might this mother face? (no home, no income, separated from family, nowhere to go)

What problems might this child face? (may be in refugee camp for a long time, perhaps malnourished, perhaps separated from close family members)

6. Conclude the introduction by focusing on both posters and making the point that although the situation of specific refugees may vary, they all have things in common – they fear for their lives or welfare and they face many challenges.
7. Outline what will be happening in the workshop. The schedule should be put on a blackboard, overhead or flip chart.

Introduction

Becoming a Refugee – who is considered to be a refugee?

Being a Refugee – what are the challenges of being a refugee?

Telling the Stories of Refugees – where you tell the stories of refugees

Conclusion – where you reflect on what you learned

BODY OF WORKSHOP

(2.5 hours)

Part I: Becoming a Refugee

(30 minutes)

1. Ask students in pairs to work on a definition of refugees. Have volunteers share their answers. Note key points on a blackboard, overhead or flip chart. The definition should include the following information: refugees are people who flee their homeland because they fear persecution due to their race, nationality, religion or political views or because they risk death from war. Explain that the United Nations has defined who is a refugee and the basic rights to which s/he are entitled to receive. Canada agrees with these rules.
2. Outline the following information about refugees which can be found in the glossary of this handbook:
 - some refugees flee their home but remain in their country of origin – these people are called “internally displaced persons”
 - some refugees flee to other countries but then return to their country of origin – these people are called “returnees”
 - some refugees flee to other countries and seek asylum so that they can remain in the new country — these people are called “asylum seekers” or “refugee claimants” while they await a decision on their application.
3. Explain that Canada does not accept all people who claim to be refugees. In fact they accept only half the claims. Tell the students that they will be given a scenario describing a refugee claim and that they will have to decide whether the person is truly a refugee. Those people judged to be refugees are admitted to Canada, those rejected have to go back to their country of origin.
4. Organize the participants into groups of four. Distribute one of the two scenarios to each group; make sure both scenarios are distributed. Explain that the group has to read the scenario and decide whether the person qualifies as a refugee or not. They must be prepared to defend their decision.
5. After 5-10 minutes have the students share their findings. Do scenario I first. Have a volunteer read out the scenario and then poll the groups to see how they decided on the case. After all groups have shared, read out the official decision as found in *Appendix F*.
6. Now do the second case.
7. Now summarize this section by explaining that some people who claim to be refugees are not found to be so by Canada. All refugees have to fit the definition. Review the definition.

8. List the following countries on the blackboard, overhead, or flipchart. Do not put them in order or include the statistics. Ask the students to guess which countries accepted the most refugees and which countries accepted the fewest. Then write the statistics for each country beside the appropriate country. Discuss some of the factors that caused this situation. For example, Iran and Pakistan are neighbours to Afghanistan and Iraq where recent wars have resulted in a great many refugees.

Iran	1,306,000
Pakistan	1,227,000
United States	485,000
Sudan	328,000
Kenya	233,000
Canada	129,000

You can update the information at the UNHCR website www.unhcr.ch in Table 2: *Refugee Population and major changes by country of asylum*.

9. As a final point, ask the participants what they think might happen to people who are not accepted as refugees.

Part 2: Being a Refugee

(40 minutes)

1. Explain to the participants that in this section of the workshop they will investigate the challenges that refugees face. Tell them the video they will see outlines the rights refugees have and shows some of the difficulties they face. Distribute Handout #6: Refugee Rights are Human Rights. Tell the students to fill out the column labeled Challenges of Being a Refugee. Note some answers have been given already.
2. Show the video *Refugee Rights are Human Rights* in its entirety. It takes about 9 minutes.
3. When the video is over put the participants into groups of four. Tell the participants to share their notes from the video (adding any issues they had not listed while watching the video) and to fill out the rest of the handout.
4. After 10 minutes have the students share their answers. List them on a blackboard, overhead or flip chart.
5. Ask the participants if they know anyone who is a refugee or if they are related to a refugee. Ask them to describe the situation that led to the person becoming a refugee and some of the challenges that person faced.
6. Dismiss the group for a 15 minute break.

Break (15 minutes)

Part 3: Telling the Stories of Refugees

(1 hour)

1. Tell participants that in this section of the workshop they will have 40 minutes to prepare a skit, series of tableaux, poem, song, speech or poster to describe and publicize the plight of refugees. Explain any terms that are unclear.
2. Tell them:
 - they should use the stories they have seen so far in the workshop or create their own. (Note: you can also distribute copies of Our Stories from the booklet *Refugees: A Canadian Perspective* pp 10-12)
 - they will share the results of their work in the last 20 minutes of this portion of the workshop.
 - Repeat the instructions
3. Organize the participants into groups according to what they want to work on. Put them into groups of no more than 5 for the skit and tableaux activities and groups of 2-3 for the other activities. Distribute handouts explaining each activity and direct the students to the appropriate materials.
4. After 30 minutes warn the participants that the time is almost up.
5. After 10 more minutes get the groups to share their work. Have them perform or explain their creations as required. Make sure the efforts of each group is recognized and appreciated.

CONCLUSION

(20 minutes)

1. Review the activities of the workshop and some of the things the participants may have learned in each part. Ask for volunteers to share their observations.
2. After about 5 minutes end the discussion and have students spend some time filling out the Reflection worksheet. Give the participants 5-10 minutes to do this.
3. When the participants have finished filling out the worksheets ask them to share some of their responses.
4. Thank the participants for their attention and energy during the workshop and send them on their way. Ask them to be ambassadors for refugees.

WORKSHOP MODEL FOR YOUNG EDUCATORS: AGES 14 TO 18

90-minute workshop

Focus: Learning about who refugees are and the challenges that refugees face

Pre-workshop preparation:

- Read the booklet *Refugees: A Canadian Perspective*
- Read *Appendix B: Einstein's Story* and *Appendix F: Answers to Refugee Scenarios*
- View the video *Refugee Rights are Human Rights*
- Photocopy the following handouts

Handout #5: Refugee Scenarios (cut the sheets along the line to separate the two scenarios)

Handout #6: Refugee Rights are Human Rights

Handout #2: Reflecting on Our Learning and Talking it Over

Materials needed:

- 2 posters – *Einstein and Mother and Child at Batnoga Camp, Bosnia* from the UNHCR Women Refugees series
- television and VCR
- video – *Refugee Rights are Human Rights*
- pencils, pens, markers, chalk

INTRODUCTION

(10 minutes)

1. Put posters up where participants can see them.
2. Tell participants that you are going to be focusing on the plight of refugees during this workshop.
3. Have students focus on the poster showing Einstein. Ask participants about the picture of Einstein and what they know about him. Here are some sample questions.

Who is this man? (Einstein)

What do you know about him? (one of the smartest people who has ever lived, developed the theory of relativity, born in Germany, Jewish, escaped from Germany in the 1930's after Hitler took power etc.)

4. Read or summarize the story of Einstein. Make the point that Einstein was a refugee and that refugees are people who are forced to flee their homes and often their countries because they fear harm or persecution.
5. Now have the participants focus on the poster of the Mother and Child at Batnoga Camp from the UNHCR. Ask participants some questions about the poster. Here are some sample questions.

What do you see? Be specific. (a woman and young child sitting on a bed in a large room, possibly a factory, surrounded by plastic, situation is somewhat unclear)

Why might this mother and child be refugees? (war, ethnic persecution or ethnic cleansing)

What problems might this mother face? (no home, no income, separated from family, nowhere to go)

What problems might this child face? (may be in refugee camp for a long time, perhaps malnourished, perhaps no access to family)

6. Conclude the introduction by focusing on both posters and making the point that although the situation of specific refugees may vary, they all have things in common – they fear for their lives or welfare and they face similar challenges.
7. Outline what will be happening in the workshop. The schedule should be put on a blackboard, overhead or flip chart.

Introduction

Becoming a Refugee – who is entitled to be a refugee?

Being a Refugee – what are the challenges of being a refugee?

Conclusion – where you reflect on what you learned

BODY OF WORKSHOP

(70 minutes)

Part I: Becoming a Refugee

(30 minutes)

- I. Ask students in pairs to work on a definition of refugees. Have volunteers share their answers. Note key points on a blackboard, overhead or flip chart. The definition should include the following information: refugees are people who flee their homeland because they fear persecution due to their ethnicity, race, nationality, religion or political views or because they risk death from war. Explain that the United Nations has defined who is a refugee and stated that they have rights. Canada agrees with these rules.

2. Outline the following information about refugees which can be found in the glossary of this handbook:

- some refugees flee their home but remain in their country of origin – these people are called “internally displaced persons”
- some refugees flee to other countries but then return to their country of origin – these people are called “returnees” or “repatriated”
- some refugees flee to other countries and seek asylum so that they can remain in the new country – these people are called “asylum seekers” or “refugee claimants” while they await a decision on their application.

Explain that Canada does not accept all people who claim to be refugees. In fact they accept only half the claims. Tell the students that they will be given a scenario describing a refugee claim and that they will have to decide whether the person is truly a refugee. Those people judged to be refugees are admitted to Canada, those rejected have to go back to their country of origin.

3. Have participants get into groups of four. Distribute one of the two scenarios to each group; make sure both scenarios are distributed. Explain that the group has to read the scenario and decide whether the person qualifies as a refugee or not. They must be prepared to defend their decision.

4. After 5-10 minutes have the students share their findings. Do scenario I first. Have a volunteer read out the scenario and then poll the groups to see how they decided on the case. After all groups have shared, read out the official decision as found in *Appendix F*.

6. Now do the second case.

7. Now summarize this section by explaining that some people who claim to be refugees are not found to be so by Canada. All refugees have to fit the definition. Review the definition.

8. List the following countries on the blackboard, overhead, or flipchart. Do not put them in order or include the statistics. Ask the students to guess which of these countries accepted the most refugees and which countries accepted the fewest. Then write the statistics for each country on the board beside the appropriate country. Discuss some of the factors that caused this situation. For example, Iran and Pakistan are neighbours to Afghanistan and Iraq where recent wars have resulted in a great many refugees.

Iran	1,306,000
Pakistan	1,227,000
United States	485,000
Sudan	328,000
Kenya	233,000
Canada	129,000

You can update the information at the UNHCR website www.unhcr.ch in Table 2: *Refugee Population and major changes by country of asylum*.

9. As a final point, ask the participants what they think might happen to people who are not accepted as refugees.

Part 2: Being a Refugee

(40 minutes)

1. Explain to the participants that in this section of the workshop they will investigate the challenges that refugees face. Tell them the video they will see outlines the rights refugees have and shows some of the difficulties they face. Distribute *Handout #6: Refugee Rights are Human Rights*. Tell the students to fill out the column labeled *Challenges of Being a Refugee*. Note: some answers have been given already.
2. Show the video *Refugee Rights are Human Rights* in its entirety. It takes about 9 minutes.
3. When video is over put the participants into groups of four. Tell the participants to share their notes from the video (adding any issues they had not listed while watching the video) and to fill out rest of the handout.
4. After 10 minutes have the students share their answers. List them on a blackboard, overhead or flip chart.
5. Ask the participants if they know anyone who is a refugee or if they are related to a refugee. Ask them to describe the situation that led to the person becoming a refugee and some of the challenges that person faced.

CONCLUSION

(10 minutes)

1. Review the activities of the workshop and some of the things the participants may have learned in each part. Ask for volunteers to share their observations.
2. After about 2 minutes end the discussion and have students spend some time completing *Handout #2: Reflecting on Our Learning and Talking it Over*. Give the participants 5 minutes to do this.
3. When the participants have finished filling out the worksheets ask them to share some of their responses.
4. Thank the participants for their attention and energy during the workshop and send them on their way. Ask them to be ambassadors for refugees.

WORKSHOP MODEL FOR YOUNG EDUCATORS: AGES 14 TO 18

30-minute workshop

Focus: Learning about the challenges that refugees face

Pre-workshop preparation:

- Read the booklet *Refugees: A Canadian Perspective*
- Read Appendix B: *Einstein's Story*
- View the video *Refugee Rights are Human Rights*
- Photocopy the following handouts

Handout #6: Refugee Rights are Human Rights

Handout #2: Reflecting on Our Learning and Talking it Over

Materials needed:

- 2 posters – *Einstein and Mother and Child at Batnoga Camp, Bosnia* from the UNHCR Women Refugees series
- television and VCR
- video – *Refugee Rights are Human Rights*
- pencils, pens, markers, chalk

INTRODUCTION

(5 minutes)

1. Put posters up where participants can see them.
2. Tell participants that you are going to be focusing on the plight of refugees during this workshop.
3. Have students focus on the poster showing Einstein. Ask participants about the picture of Einstein and what they know about him. Here are some sample questions.

Who is this man? (Einstein)

What do you know about him? (one of the smartest people who has ever lived, developed the theory of relativity, born in Germany, Jewish, escaped from Germany in the 1930's after Hitler took power etc.)

4. Read or summarize the story of Einstein. Make the point that refugees are people who are forced to flee their homes and often their countries because they fear harm or persecution.
5. Outline what will be happening in the workshop. The schedule should be put on a blackboard, overhead or flip chart.

Introduction

Being a Refugee – what are the challenges of being a refugee?

Conclusion – where you reflect on what you learned

BODY OF WORKSHOP

(20 minutes)

1. Explain to the participants that in this section of the workshop they will investigate the challenges that refugees face. Tell them the video they will see outlines the rights refugees have and shows some of the difficulties they face. Distribute *Handout #6: Refugee Rights are Human Rights*. Tell the students to fill out the column labeled *Challenges of Being a Refugee*. Note: some answers have been given already.
2. Show the video *Refugee Rights are Human Rights* in its entirety. It takes about 9 minutes.
3. When video is over put the participants into groups of four. Tell the participants to share their notes from the video (adding any issues they had not listed while watching the video) and to fill out rest of the handout.
4. After 5 minutes have the students share their answers. List them on a blackboard, overhead or flip chart.
5. Ask the participants if they know anyone who is a refugee or if they are related to a refugee. Ask them to describe the situation that led to the person becoming a refugee and some of the challenges that person faced.

CONCLUSION

(5 minutes)

1. Now have the participants focus on the poster of the Mother and Child at Batnoga Camp from the UNHCR. Ask participants some questions about the poster. Here are some sample questions.

What do you see? Be specific. (a woman and young child sitting on a bed in a large room, possibly a factory, surrounded by plastic, situation is somewhat unclear)

Why might this mother and child be refugees? (war, ethnic persecution or ethnic cleansing)

What problems might this mother face? (no home, no income, separated from family, nowhere to go)

What problems might this child face? (may be in refugee camp for a long time, perhaps malnourished, perhaps separated from close family members)

2. Now have the participants focus on both posters and make the point that although the situation of specific refugees may vary, they all have things in common – they fear for their lives or welfare and they face similar challenges.
3. Review the activities of the workshop and some of the things the participants may have learned in each part. Ask for volunteers to share their observations.
4. Thank the participants for their attention and energy during the workshop and send them on their way. Ask them to be ambassadors for refugees.

APPENDIX A

Cooperative Small Group Learning

We know that people learn best when they talk to each other in a cooperative friendly way. There is lots of research that shows that cooperative small group learning works if it is done properly. Here are a few guidelines to help you establish effective groups.

1. You should pick the groups. Don't say join or form groups. Too often people will join with their friends and exclude others, especially new people or people who might be seen as "different". This creates unnecessary hurt feelings. Sometimes the numbers don't work out and there will be groups of 4 and other groups of 2. The easiest and best method is to have people "number off" according to the number of people and the size of groups you want and then instruct all the "ones" to work together, all the "two's" etc. This creates a natural mixed ability group and studies show that we learn best when we work with others of different skills and backgrounds.
2. As a general rule group size should have 3 or 4 participants. Research shows that 3 is ideal and the group should never include more than 5.
3. It is very important that everyone in the group feel included so make sure desks or chairs are set up facing each other. Discourage participants from standing over other people or sitting higher than others. This creates dominance and feelings of inferiority. The best discussions

take place when everyone can see everybody in the group in a face-to-face manner. This is a simple procedure but the facilitator needs to make sure it happens.

4. When you call on a group to report or show their work ask everyone in the group to present or get involved in some way. This means that everybody reports, everybody is responsible, everybody has ownership, and you can see how well everybody understands the material.



*Do not let someone's self-esteem be destroyed.
Assign groups so that everyone is included.*

APPENDIX B

Einstein's Story

Albert Einstein was a world famous scientist. He made discoveries on the nature of light and the relativity of space and time. He won the Nobel Prize for physics in 1921. By the 1930s he was a German citizen living and working in Berlin. In 1932 he also accepted a position at Princeton University in the United States.

In 1933, Adolf Hitler and the Nazi party came to power in Germany. The Nazis were strongly anti-Jewish and immediately began to restrict the rights of Jewish citizens. Einstein, who was

Jewish, renounced his citizenship and moved permanently to the United States. He became a U.S. citizen in 1940.

Einstein was only one of thousands of Jewish scientists and artists who left Germany because of the political and racial oppression of the Nazis. Fortunately for Einstein, he was world famous. He was readily accepted in his new country and was able to build a successful life. Not all refugees are so lucky.

APPENDIX C

Activities – Skit or Series of Tableaux

In a group, prepare either a skit or a series of tableaux, which reveal the story of a refugee.

Skits—these contain spoken word and action.

- You will need to decide what story you want to tell
- You will need to assign roles to the various participants
- You will need to write the dialogue and block out the action
- Since you only have 40 minutes do not make the scenes too complicated or too numerous

Tableaux—these are pictures made up of real people, each tableau is like a photograph

- You will need to decide what story you want to tell
- You will need to decide what “photographs” are most important to tell the story. For your series of tableaux you should probably choose 5-8 “photographs”. Determine a title for each tableau scene

- Decide who will play what roles. Choose a “director” for each scene who can make sure the scene is clear to an audience.

- Block the various tableaux or scenes. Be sure to make sure the key actions are highlighted so the audience can determine what is happening in the scene.

- Practice moving from one scene to another so that the tableaux develop smoothly. Hold each scene for 10-20 seconds so that the audience can figure out what is happening in the scene

- When you present the tableaux photographs have a narrator read out the title of the scene.

Good luck!

APPENDIX D

Activities – Song, speech, poem or poster

For each of these activities you will need to decide what your focus is and what your point of view is. Do you want to focus on the story of one particular refugee or do you want to make a more general statement about refugees? Do you want to focus on one particular challenge facing refugees or do you want to look at the whole situation from oppression in the home country to resettlement in the new country? Whatever you choose, make sure your focus and point of view are clear.

Once you have decided on your focus, then you can start creating. You may be able to come up with the words or images you want to use right away or it may be useful to do some brainstorming before you start. Whatever technique you use, consider the audience you are speaking to and use appropriate words and images.

Good luck!

APPENDIX E

Brainstorming

The main purpose of brainstorming is to generate a large number of ideas. It encourages building on ideas, creating momentum and producing creative ideas.

- It's simple; it requires few rules or instructions.
- It's fun and energetic.
- It's non-judgmental; it creates a safe atmosphere for opinions and ideas.
- It works; business and educators have used it successfully for over 35 years.

Basic Rules:

- Go for quantity.
- Involve everyone.
- Reserve judgment.

- Hitchhike or build on ideas of others.
- Accept unusual, even what appears to be silly ideas.
- Record all ideas.

Running a session:

- Review the rules. Even if students have used brainstorming before, they often forget the rules, especially the reserve judgment rule.
- Keep the session short and energetic, usually 5 or 10 minutes depending on the topic and numbers in the groups.
- After a session share what the small groups have with all the participants and analyze and evaluate the results. You might want to rank the 3 or 4 most important ideas. See if you can get a consensus on what are the most significant ideas.

APPENDIX F

Answers to Refugee Scenarios

Ms. H

She should be recognized as a refugee.

Although Ms. H was not involved in guerrilla activities, her neighbours still threatened her because she belongs to the minority ethnic group. In this case, her fear of persecution because of her ethnicity is well-founded. She is also in the position of being persecuted by certain members of her own ethnic group for not supporting the independence movement. Her fear of persecution on political grounds is well-founded.

Ms. F

She should not be recognized as a refugee.

Poverty and social conditions are not grounds for granting asylum and refugee status. To be considered a refugee under the United Nations 1951 Refugee Convention, a person must have a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership in a particular social group.

Ms. F is not being persecuted for any of these reasons. The government's health policy applies to everyone. No one is being disproportionately mistreated because of his or her race, religion, nationality, political opinion, or membership in a particular social group.

APPENDIX G

How can I help?

You can take action to help refugees in your community. You can help by raising awareness of what it is like to be a refugee. Often just a smile or word of welcome can go a long way. Here are suggestions for more concrete activities you may undertake:

- Invite a guest speaker to talk about refugees with your group or school. These could be refugees or persons who have worked with refugees.
- Interview or just talk with family, friends or others who came to Canada (or who had ancestors who came to Canada) as refugees. Be cautious when doing this and do not ask people to talk about sensitive issues or experiences that they would rather keep to themselves.
- Arrange to show a video with a refugee theme at school, or to an organization or group to whom you belong.
- With some friends organize a fundraising drive in support of refugees living in camps abroad.
- Ask your teacher to use the theme of refugees for essay writing or artwork.
- Find out if and which refugees are arriving in your community and what services are available for them.
- If there are refugees coming to your school or area set up a committee to help these newly arrived refugee students and parents.
- Write a letter or article, and encourage others to do the same, for your school or local newspaper about a refugee theme.
- Volunteer for a local agency or sponsorship group, which helps newly arrived refugees, if opportunities exist.
- Help to organize a community event to celebrate the benefits of diversity, for example a potluck supper, or a cultural evening.

RAISING FUNDS FOR REFUGEES – EDUCATION INTO ACTION

As you tell people more about refugees and the challenges they face, you'll find that people will want to help. One concrete way to help refugees is to encourage donations to UNHCR. Consider incorporating a fundraising component into any of the community activities you might do.

Need help? Just call UNHCR at 1-877-232-0909 for a free Community Based Fundraising Handbook or to talk to a fundraiser who can answer your questions. The handbook offers simple instructions, pitfalls to avoid, and tips for success for fundraising events big or small.

HANDOUT # I

Pretest: What do you know about refugees?

1. Circle the answer that best describes who could be called a refugee:

- a) An illegal immigrant to Canada.
- b) A person who has escaped a country they don't want to live in.
- c) A person who has fled their country because of a well-founded fear of persecution.
- d) Anybody who secretly enters another country and lives there illegally.

2. From where do you think refugees come (Name of country or area or continent)?

3. What do you think life is like for a refugee in their country of origin?

4. What do you think life is like for a refugee in Canada?

5. Give two reasons why refugees leave their country of origin?

Thank you for completing this pretest.

HANDOUT # 2

Reflecting on Our Learning and Talking It Over

Read over the following questions and take a few minutes to think about your responses.

Record your thoughts in the space provided after each question.

Now share your thoughts with others in your group. Also listen carefully while others express their ideas. Discuss some of the thoughts that you share and some about which you differ. Remember to respect each other's opinions. This is not the time for a debate.

Questions:

What did you learn about refugees?

What was the most interesting or most surprising thing you learned about refugees?

How has this workshop changed how you think or feel about refugees?

HANDOUT #3

Refugee Children

	Damir and Medin	John	Mina	Sreisor
What is their native country? What is their host country?				
Why did they leave?				
Describe their living conditions.				
How do the children spend their time?				
What do the children want?				

HANDOUT # 4

Mind Mapping

A mind map is a visual organizer that helps you store, communicate and recall ideas and information.

Here are some basic rules for mind mapping:

1. Start in the middle of the paper.
2. Print, don't write. Use symbols, 3 dimensional illustrations, colours and pictures wherever possible. Make your mind map unique and creative.
3. Branching out from the middle start with big ideas and questions, such as: Who?, Why?, Where?, How? etc.
4. Extend out branches to your mind map with more details related to the big idea, for example: for the Who? question, put in Bosnia, Somalia, Afghanistan etc.
5. Show connections with arrows, symbols, and signs. All parts of your mind map should be connected in some way. Your mind map shows what you know and what you are thinking about on an issue, such as; refugee children.

HANDOUT # 5

Refugee Scenarios

Note: The names and locations of these scenarios are fictional so as not to stereotype or stigmatize a particular nation, group or individual.

Ms. F.

Ms. F is a citizen of Magnolia. She has been suffering from a serious disease for the past three months. Her doctor believes that she only has a few more months left to live. Her only hope is a new, but very expensive, medical treatment. Unfortunately, Ms. F. is very poor and the Magnolian government has suspended all free health care services. All citizens are now required to pay the full cost of their medical care. Ms. F. will never be able to afford the treatment that she needs to survive.

However, in a neighbouring country health care is still subsidized by the government. If Ms. F. is allowed into the country, she is guaranteed free health care. With the help of a friend, Ms. F. travels to the border and applies for refugee status. She claims that she will not survive if she remains in Magnolia.

Should Ms. F. be admitted as a refugee? Why or why not?

HANDOUT #5

Refugee Scenarios

Note: The names and locations of these scenarios are fictional so as not to stereotype or stigmatize a particular nation, group or individual.

Ms. H.

Ms. H. has no political connections, but she belongs to an ethnic minority, many of whose members want independence from the ethnic majority governing her country. In support of their ideas, some members of the minority group have undertaken guerrilla activities.

Each time one of these guerrilla activities took place, Ms. H. was threatened by some of her neighbours who belong to the ethnic majority. She also received anonymous phone calls from members of her own ethnic group criticizing her for not taking their side.

Ms. H. went to the police and asked for protection, but they were so overwhelmed by the events that they could not help her. Tensions grew in her country and many people were killed. Three members of her family were killed but the killers were never identified. Frightened, Ms. H. obtained a passport, left her country by plane, and arrived in another country where she is claiming to be a refugee.

Should Ms. H. be admitted as a refugee? Why or why not?

HANDOUT # 6

Refugee Rights are Human Rights

While viewing the video, list the challenges that refugees face.

After the video get into groups of 3 or 4, go over the challenges, and then consider ways of dealing with them.

	Challenges of Being a Refugee	How to Deal with the Challenges
Financial Challenges	<ol style="list-style-type: none">1. Earning an income2. losing your possessions3.4.5.6.7.8.	
Emotional, Social and Psychological Challenges	<ol style="list-style-type: none">1. Moving to a new country,2. Leaving your friends3.4.5.6.7.8.	

EVALUATION FORM FOR THE YOUTH FACILITATOR'S MANUAL

We would greatly appreciate if you would complete this evaluation and return it to the following address:

United Nations High Commissioner for Refugees (UNHCR)
Suite 401 – 280 Albert Street, Ottawa, Ontario K1P 5G8
Tel: (613) 232-0909 Fax: (613) 230-1855

Name: _____ School: _____
Phone: _____ Address: _____
Email: _____ Grade: _____ # of students: _____

1. How do you think the workshop presentation went?

0 _____ 10
Not very good okay good very good excellent

2. What was the most successful part of the workshop?

Why was it successful?

3. What would you do differently if you did another workshop on the topic of refugees?

4. How helpful was the Manual, Teaching Others About Refugees?

0 _____ 10
Not helpful helpful very helpful couldn't have done without it

5. Was the Manual easy to use, clear and well organized?

0 _____ 10
Not helpful helpful very helpful couldn't have done without it

6. What changes or improvements would you recommend to make the Manual better for young people preparing and presenting a workshop about refugees?

7. Would you present another workshop to young people about the topic of refugees if you had an opportunity?

8. Would you present another workshop to young people about the topic of refugees if you had an opportunity?

Why or why not?

Thank you very much for assisting us!

GLOSSARY

Refugees: These are people who have fled their countries because of a well-founded fear of persecution for reasons of their race, religion, nationality, political opinion, or membership in a particular social group, and who cannot or do not want to return. Deprived of the protection of their state, often detached from their families and communities of origin, refugees are, by any definition, particularly vulnerable to violence. Refugee women and their children, along with the elderly, are the most vulnerable.

Internally displaced persons: Like refugees, these are people who have been forced to leave their homes – because of persecution, war, or other threats – but unlike refugees, they have not crossed an internationally recognized border. They remain in their own countries. Increasingly, they are victims of civil war. There are almost certainly more internally displaced persons in the world than refugees.

Country of origin: A refugee's homeland; the country from which a refugee first flees.

Asylum: Somewhere one can go to find safety. To offer asylum means to offer protection in a safe country to people who are in danger in their own country.

Country of first asylum: The country to which a refugee first flees from persecution.

Repatriation: Most refugees leave their home countries only under extreme duress, and are keen to return as soon as circumstances permit. Repatriation involves voluntary return home in safety and with dignity.

Integration: Where voluntary repatriation is not possible, refugees are helped to integrate into a country of first asylum, where they will be able to earn a living and resume their lives.

Resettlement: The organized movement of refugees from camps or other temporary situations to another country where they can reside on a permanent basis. Resettlement in a third country may be the only way to guarantee international protection of a refugee who is being denied adequate protection in the country of asylum and who cannot repatriate.

Returnees: Former refugees who have returned to their homeland.

RESOURCES

Websites:

United Nations High

Commissioner For Refugees

www.unhcr.ch

The UNHCR list of teaching resources can be found at

www.unhcr.ch

Canadian Council for Refugees

www.web.net/~ccr

United Nations Association of Canada

www.unac.org

List of valuable resources from UNAC

www.unac.org/learn/wrld/Refugees/REFeng.htm

Amnesty International Canada

www.amnesty.ca

United Nations

www.un.org

Canadian International Development Agency

www.acdi-cida.gc.ca/index.htm

United Nations International Children's Emergency Fund

www.unicef.org

Global Education Network

www.global-ed.org

Free The Children

www.freethechildren.org

Doctors Without Borders

www.doctorswithoutborders.org

Many posters, booklets, videos and pamphlets are available from these various organizations.

Use their websites to identify what they have available free of charge to assist you in making your workshop successful.

Remember you can get assistance and resources from the UNHCR office in Canada at:

280 Albert Street, Suite 401

Ottawa, ON K1P 5G8

Tel: 613-232-0909; Fax: 613-230 1855

E-mail: canot@unhcr.ch

