



"Everyone has the right to seek and to enjoy in other countries asylum from persecution."
- Article 14 of the Universal Declaration on Human Rights.

There are refugees in virtually every country around the world and we hear about their plight on a daily basis through the media. People become refugees when one or more of their fundamental human rights are threatened or violated, and they are forced to flee. Nobody chooses to become a refugee.

A refugee is not just a "foreigner". Living in exile often means initially having to depend on the goodwill of others for basic necessities, such as food, shelter and clothing – as well as to feel welcomed in their new communities. Often refugees end up contributing to their new societies in many ways.

Refugees are a painful reminder of the failure of some States to provide a safe life for their citizens, free from violence and persecution. Generating awareness of refugees and life in exile can highlight the importance of peaceful conflict resolution, economic stability and respect for international human rights.

Governments normally guarantee the basic human rights of their citizens, but refugees – often victimized by the very State meant to protect them – do not have this safety-net. UNHCR is the UN agency responsible for the safety and well-being of refugees and others in need of international protection and assists host countries towards this end in every way possible. UNHCR's primary role is to ensure that States are aware of their international responsibility to protect refugees, and that no person is returned involuntarily to a country where he or she has reason to fear persecution. UNHCR provides lifesaving assistance to those forced to flee their homes, such as shelter, medical care, food, clean water and education.

UNHCR also helps refugees find lasting solutions. Voluntary repatriation, or return to their original homes, is what most refugees hope for, but this is not always possible. In those cases UNHCR helps people rebuild their lives elsewhere – either in the countries where they first sought asylum or in a third country willing to accept them for resettlement.

We hope that "Against All Odds", an educational and interactive online game, will increase understanding and knowledge of refugees amongst school pupils. In the game students are given the chance to follow a young person along their journey to flee oppression in their homeland and start a new life in a foreign society. The game is intended to increase students' awareness and knowledge about refugees – where they come from, what situations they have faced and how they adapt to their new lives.

In the web facts, students can read about human rights and international law, as well as individual refugees' stories. Pupils can also watch short films and listen to refugees talk about their personal experiences, such as how they fled, what it was like to come to a new country and having to start a new school or find a job.

There is a teacher's guide with suggested lessons plans to accompany every level of the game. It provides background material, exercises and discussion topics aimed at increasing students' understanding of refugee issues. Forced migration can be a relevant topic of discussion in subjects ranging from geography, literature, art, social science and history.

Teachers in the UK can help students learn about the plight of refugees and understand the importance of treating refugees with tolerance and respect. UNHCR provides educational materials for teachers, including lesson plans, magazines, videos, posters and games. Please visit www.unhcr.org.uk for details of these resources as well as information about refugee issues and UNHCR's work around the world.



This opening section of the game is set in a very claustrophobic and seemingly dangerous environment. The player sits face to face with a member of the ruling regime and must assert their stance on a number of statements.

Goal: To appreciate the value of human rights in their lives and how little it takes for an unscrupulous regime's actions to become devastating for the country's citizens.

AWARENESS EXERCISE

Divide the class into groups of 4-5 and ask them to discuss different situations in which oppression may arise. Different groups can work with different themes, such as: being bullied, being subjected to gossip, what you are allowed to like/dislike within the class, how to look or not to look at school, being ignored, being threatened or any other subject you think is relevant to your class.

Hold a discussion with the class about how it might feel to be the oppressor or the oppressed in the above scenarios.

Goal: To generate knowledge about the possible consequences a regime which undermines its citizen's human rights.



COMPREHENSION EXERCISE

Split up the students into smaller groups. Instruct each group to discuss which rights they think everybody should have and to compile a list on the ten they deem most important. Each group should present their list to the class, and then return to their groups to list which rights are so important that they would consider fleeing if they were robbed of them.

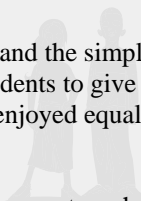
Goal: To increase understanding of the types of circumstances from which refugees escape.



INTERACTIVE EXERCISE

Go through the Universal Declaration on Human Rights. You can use both the original and the simplified versions; see the list of educational links for both documents. In smaller groups, ask students to give examples of what each article means for them in their everyday lives and discuss whether these are enjoyed equally by all members of and groups within society.

Goal: To give insight into how disempowered and vulnerable a single person can be in a country where the regime does not stand for democratic values or respect human rights.



DISCUSSION

Should everybody be free? What is UK national jurisdiction on for example defamation and incitement to racial or religious hatred? Do students have the right to criticise their classmates? Where should the line be drawn?



This section of the game aims to paint a realistic portrait of the type of situation many refugees face when they are forced to flee.

Goal: To enable pupils to get in touch with the feelings, emotional cross-roads and difficult decisions that a refugee can be forced to endure.

COMPREHENSION EXERCISE

Split the class into pairs. Ask each pair to list five strong feelings they think they would feel if faced with the same situation as the character in the game, and then discuss how well they believe they would cope with these feelings.

Goal: To increase understanding of what it entails to have to escape from one's homeland.

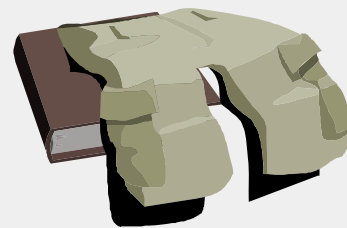
COMPREHENSION EXERCISE

Allow students to conduct their own research, using the internet, literature or by interviewing a local resident with a refugee background, to find out what they managed to take with them when they fled and what determined their decisions. You could also split up the class into smaller groups and ask them to research what refugees fleeing different country situations might take with them.

Goal: To provoke reflection on what it would feel like to abandon one's country to escape war and persecution.

INTERACTIVE EXERCISE

Assign students the task of listing ten items they would most like to take with them if they had to flee. This should be done on their own and under a time-constraint. Students will then present their list to the rest of the class. It will then be their task to form small groups and, under a strict time-limit, go through the items leaving only four for each person.



Goal: To place students in the mind-set of a refugee who, stalked by fear, must race against time in order to escape.

DISCUSSION/GROUP DISCUSSION

- Discuss with your pupils how they reasoned when picking out their items.
- Discuss how they would have liked to have altered their decisions if they could have.
- Discuss what one would value/not value, and why, when facing an uncertain future.
- Discuss the fear, panic and uncertainty in the character's situation – ask students how they would feel under such circumstances.



Goal: To give students an understanding of the difficulties a refugee is faced with and the decisions they are forced to make when fearing for their safety.

COMPREHENSION EXERCISE

Split the class into groups. Assign pupils the task of finding witness testimonies and stories about why people have fled and how they have managed to flee from their countries. Use sources such as the web facts and the internet, as well as newspapers and literature. Each group can then choose a couple of stories from refugees from different parts of the world and present these to the class.

Goal: To generate knowledge about the reasons why people flee, as well as the risks they take and face along the way.



AWARENESS EXERCISE

Split the class into different groups. Assign each group a different country from which many people have fled or are fleeing. Students should then investigate the reasons which led to this exodus. Different human rights organisations ([see suggested links](#)) have country reports and individual case-studies on their websites. Each group may then present their findings.

Goal: To develop awareness of the political and social situations in a refugee's homeland and of why people flee.





Goal: To allow students to experience the practical difficulties a refugee faces when trying to escape. It is also intended to make them aware of the decisions one must take in order to leave safely.

INTERACTIVE EXERCISE

1. Split the class into four groups.
2. Assign each group a category, such as relatives, close friends, neighbours and acquaintances.
3. Assign some members of each group different characteristics, such as disability, chronic illness, old age, a very young age, etc.
4. Give each group the same scenario: they must flee but three people in each group (or equivalent number depending on the size of groups) must be left behind.
5. Place each group in different corners of the room.



Can everybody in the group flee together? Should they risk the whole group's safety? Each group must agree on which members will be left behind so as not to put the entire group in jeopardy. Those picked out must stand in the middle of the room and each in turn present reasons why they should be allowed to stay in the group. The group must then decide whether to accept, or reject, their pleas.

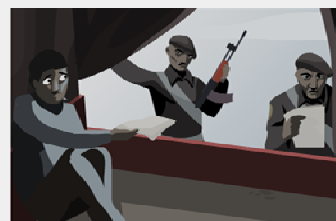
Discuss with your class how it felt to have to leave people behind, knowing that it could be fatal for them to stay in the country. Discuss how it felt to be outvoted and left behind.

Goal: To increase understanding of the difficult choices a refugee faces.

INTERACTIVE EXERCISE

Ask your pupils to list the five things they would find hardest about arriving in a new country alone. Discuss it with the class.

Goal: To increase students' appreciation of what it would be like to arrive alone and empty-handed in a foreign country.



AWARENESS EXERCISE

Many refugees are forced to pay "agents" in order to get false passports or to be smuggled over borders.

Discuss with the class what type of behaviour should be considered right or wrong when helping a refugee escape. Here is some background material for discussion:

- Set your pupils the task of researching Raoul Wallenberg, who organised a safety-auction that saved the lives of a considerable number of Hungarian Jews.
- Ask your pupils read about the Norwegian ship Tampa, which changed course in order to save 438 asylum seekers in the Indian Ocean in 2001.
- Set your pupils the task of researching people-smuggling and trafficking into the UK.

Suitable sources for information are, for example, human rights organisations on the internet, articles on the web facts, newspapers or literature.

Goal: To give pupils greater knowledge of how some people exhibit civil courage in order to help fellow human beings while others exploit their vulnerability.

DISCUSSION EXERCISE

Encourage pupils to discuss freely how they think they would feel in a refugee situation. What would be the easiest and the toughest issues to confront?



In this section of the game, the escape route runs from the country of origin to a neighbouring country. But in this case the person cannot seek asylum there. The political situation in the neighbouring country is unstable; it lacks any refugee law or facilities and systems to receive and support asylum seekers. The refugee in the game feels unsafe and wants to continue on to another country.

AWARENESS EXERCISE

Ask the students to look for information on the following topics, using the web facts, internet and other literature:

- Assign students the task of researching information about the UK's policies on Jewish immigration from Europe before and during the Second World War.
- The UK does not accept all applications for asylum made here. Ask pupils to conduct research on the numbers of asylum seekers coming to the UK from different countries and compare their rates of success in terms of being granted or refused refugee status. Split the class into groups and ask each group to concentrate on asylum applications from one or two countries, to then explain it to the class. Please see the educational links for the UK Home Office website.
- An alternative could be to let one group interview first or second generation refugees or to read about their experiences in literature and re-tell their story to the class.

Discuss with the class the circumstances in the countries the students have researched and what compelled people to flee.

If you ask refugees what they hope for, most of them will say: peace and the chance to return home. But voluntary return is just one of several solutions for refugees today. Split the class into groups and assign them the task of looking for information on the web facts about:

- Returning home.
- Integration in the country of asylum.
- Integration in another country.

Then ask the groups to present their findings to the class.

PREVENTATIVE MEASURES

Most people never imagined becoming refugees. They perhaps hoped that their home countries would protect them from conflict and uphold their human rights. Often, this is not the case, which raises an important problem for the international community. There is no enforceable agreement between UN member states about how the circumstances which generate refugee crises should be prevented. There may be talk of whether nations may intervene in a sovereign country's domestic affairs to prevent conflict and human rights abuses worsening, but actions that ensure parties address disputes are difficult to implement.



Split the class into groups or pairs to freely discuss what measures they think could be implemented to prevent refugee crisis situations. Ask pupils to write down their ideas on the board when presenting to the class.

COMPREHENSION EXERCISE

Participants are given the opportunity to find out how it might feel to wait for an asylum decision. There are four options, e.g. “anger”, “anxiety”, “indifference” and an “unsure” alternative for those pupils who cannot identify with the other three options. The corners of the room represent these four alternatives. The group leader reads the alternatives out loud and each participant must choose which corner they think would best reflect their feelings. The groups in each corner should then discuss amongst themselves why they chose that option. Finally, each group explains their reasoning to the rest of the class. If anybody changes their mind and wants to switch corners during or after presentations, they are free to do so.



Goal: To generate understanding of the kind of feelings that may be associated with waiting for a decision on an asylum claim.

COMPREHENSION EXERCISE

Societal factors affect our political opinions on all issues. This exercise is intended to make students aware of these factors, such as age, gender, race, class and religion.

Split the class into smaller groups and ask each person to write down factors that affect our opinions on post-it notes. Groups should then place their post-its on a sheet of paper and rank the factors according to level of influence.



Discuss with the class what affects social norms and opinions and what can affect our impressions of other people, such as refugees.

Goal: To advance the students’ awareness of what affects our opinions and the importance of challenging stereotypes and prejudices concerning refugees.



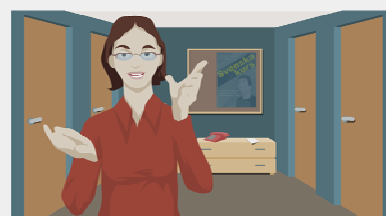
This section of the game is set in a refugee centre in a country of asylum.

Goal: To make students understand how alienated and vulnerable people become when they cannot communicate with the people around them, yet they need their help. In their home countries asylum seekers have family and a social network. Now, they are often completely alone in their country of asylum. Many asylum seekers also worry about their family's well-being back home.

A great book to use with students to accompany this section would be *From there to here*, an anthology of 16 personal accounts of immigration to the UK, including that of unaccompanied children. It was published by Penguin in 2007.

COMPREHENSION EXERCISE

Ask students to discuss amongst themselves what they would need in order to start their life anew. Many refugees have few belongings with them when they arrive in their new country. Make the class pretend that all they have is the clothes on their back. Then ask each member of the class to explain one additional item that they need. But they are not allowed to talk – only gesticulate, draw on the black board or mime/dramatise without using words.



Discuss with the class what feelings you might develop for your homeland if you were forced to move elsewhere. List the items pupils say they would miss on a flip chart.

AWARENESS EXERCISE

Refugees are normal people just like everybody else. The difference is that they have been subjected to danger and other difficult experiences and losses. Asylum seekers and newly arrived refugees have many different needs. There are a number of organisations that assist refugees. They may be local authorities which run special projects, voluntary organisations or support groups that refugees themselves have set up. Many organisations rely on donations, including the UN Refugee Agency (UNHCR).

- Ask two groups of students to contact local organisations that promote the rights of refugees or to research these organisations' work using the internet. Groups should then present their findings to the class. Examples of such organisations include: UNHCR, Refugee Council, Refugee Action and the British Red Cross. Please see the educational links for these organisations' web addresses.

Many refugees have had traumatic experiences. It is important to know if a refugee has been subjected to torture or not, both when assessing their asylum application and in order to provide the asylum seeker with help and support. Torture is a very traumatic experience and may generate feelings of guilt and shame. Many refugees find it difficult to talk about what they have experienced, even though they may seek treatment for physical complications resulting from the torture. Many rehabilitation centres for victims of torture have been set up around the world.

- Ask a group of students to find out what help is available in their local area for refugees who have been subjected to torture. In the UK, among the principal organisations that helps torture victims are the Medical Foundation for the Care of Victims of Torture, and the Helen Bamber Foundation, both based in London. Please see the educational links for the websites of these two organisations.

Many unaccompanied refugee children have additional difficulties in their countries of asylum. They have often had difficult experiences in the past and are now arriving in a foreign country without any parents or other adult relatives as support.

- Ask a group of students to do research about unaccompanied children in the UK; how many there are, which problems they experience and what role voluntary organisations (for example, Save the Children) play in helping them. Please see the educational links for Save the Children's website.

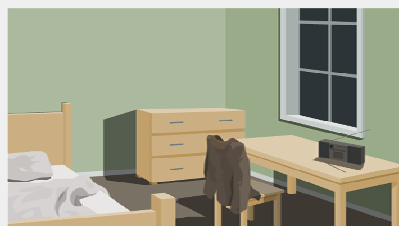
Goal: To give students greater insight into the specific problems that refugees and asylum seekers may experience in their host country and what support may be available.

INTERACTIVE EXERCISE

Ask pupils to list three important things they need their friends for and three things they need their family for.

Then remove the option of turning to friends – they are now alone in a new country and must choose somebody else to replace their friends.

Then remove the option of turning to their family and ask the students to 'replace' them with somebody else. Discuss what the students would do if they did not have any friends or relatives to turn to.



Goal: To engage students with how it would feel not to have a social network around them.



In this section of the game pupils must decide whether or not some people are refugees or immigrants.

The right to seek asylum and to be protected from persecution is codified by international law. Refugees are distinct from other people who may need help because of their need for international protection. Many people can turn to their national authorities in order to have their rights upheld. Refugees do not have this option.

UNHCR is mandated to ensure that refugees are protected in the countries where they seek asylum. First and foremost, it is UNHCR's responsibility to ensure that refugees are not returned to countries where they risk being persecuted. International protection is not just about physical protection; UNHCR also works to uphold the fundamental human rights of refugees. Refugees also have the right to family reunification- where their family comes to join them in their country of asylum so that they may live together.

AWARENESS EXERCISE

Ask the pupils in your class to explain what they think “asylum” means. Then distribute a copy of the following text:

Being forced to flee is often the result of gradually escalating circumstances. But sometimes a sudden event can trigger the need to flee. Asylum is when another state allows those who are fleeing to enter their territory and grants them protection. Finally, a fortunate few may find a permanent solution to their situations and cease to be refugees.

- Discuss within the class what asylum entails. The right to seek asylum is enshrined in Article 14 of the Universal Declaration of Human Rights (UDHR). Read Article 14, and discuss it with the class. The full and simplified versions of the UDHR can be found in the educational links.
- Ask the class to read the article “history of asylum” in the web facts and discuss why different cultures and religions have agreed to grant political asylum throughout the ages.
- Explain the concept of an “asylum seeker” to the class: An asylum seeker is a person who has crossed international borders in order to seek asylum in another country. He or she has requested protection and has the right not to be returned to a country where he or she may be put in danger.



The collection of information about violence and violations of human rights in different countries is of great significance to organisations that support refugees or human rights in general. UNHCR prepares country guidance which is available on the RefWorld website. Likewise, Amnesty International investigates individual country situations. They use a variety of different sources to monitor events in each country. The Office of the UN High Commissioner for Human Rights (OHCHR) also publishes country information.

Split the class into different groups and assign each group the task of investigating a certain country's human rights situation using the internet. See the list of education weblinks for links to UNHCR's RefWorld, Amnesty International and the OHCHR. Students should also try to establish which sources were used with regard to the information about the country in question.

Ask the groups to justify to the class what they have concluded, and to discuss the importance of using multiple sources, in order to strengthen the credibility of their material.

Goal: To generate knowledge of what asylum entails and who has the right to receive it.

COMPREHENSION EXERCISE

The UN defines a refugee as a person who finds themselves outside of their country of nationality or habitual residence and cannot return due to a well-founded fear of persecution based on his/her race, religion, nationality, membership of a particular social group or political opinion.

In addition to protecting and assisting refugees who meet this definition, UNHCR's work often involves giving protection or assistance to people who escape armed conflict and human rights' violations. UNHCR also helps "Internally Displaced Persons" ("IDPs" – i.e. persons displaced by war or persecution within their own country) by providing shelter and assistance when they find themselves in "refugee-like situations".

In order to receive refugee status, UNHCR or, in some countries, the government's immigration authorities (the Border and Immigration Agency in the UK) must decide whether an individual's asylum application is based on a well-founded fear of persecution. But how do you decide whether an individual is a refugee or not?

Ask the pupils to work in pairs with the following statements. They can mark which ones they think meet the definition of a refugee. When all students are done with the exercise, the class can compare their answers and definitions.

- I am scared of being arrested because of my political opinions and because torture takes place in my country.
- It is illegal for me to speak my native language in public or to name my child in our language.
- I cannot get a better job as my identification papers show that I am a member of a certain religious group.
- My parents are forcing me to marry somebody I don't want to marry.
- I cannot practice my religion. It is illegal.
- I have been harassed because I belong to a certain ethnic group. The police turn a blind eye to this type of aggression. I am scared that I will be subjected to this again.
- I am a homosexual man and homosexual relations are forbidden in our country. The people in my village found out about my sexual orientation and burnt my house down and forced me to move.
- I am scared. I am an active member of our trade union and other activists have disappeared and later been found murdered.
- I have already spent eight years in jail for criticising the government during a public meeting. Now I am frightened of being jailed again.

All of these individuals could meet the refugee definition: they have all fled their country of origin because of a well-founded fear of persecution. Well-founded means they have to have experienced persecution or be likely to experience it on their return. The grounds for the persecution all result from one of the five reasons given in the definition above.

The following cases would not meet the definition of a refugee:

- *My daughter is seriously ill and we cannot afford the heart operation that she needs. Now we are seeking asylum in another country* – This individual would not qualify as a refugee, but may be granted another form of humanitarian protection to ensure the health of the child.
- *I want to buy more land and expand my estate. But it is illegal to own more than 25 acres* – This individual is not facing persecution for reasons of race, religion, nationality etc.
- *My brother was jailed because our regime does not like his views* – The brother may well qualify as a refugee if he had fled his country because of this persecution. The individual would have to show that the regime would also persecute him for his brother's political dissidence.
- *I cannot find work in my home country and my whole family is poor. I want to seek asylum in a European country to better look after the people I love.* This individual is not a refugee; they are fleeing hardship rather than persecution.

To assist their discussion, students can read the 'Refugee or Immigrant?' section of the web facts.

Goal: To increase awareness of what asylum entails and why you might seek it.

INTERACTIVE EXERCISE

Allow pupils to express concepts or words related to fleeing, by forming group “statues” using their bodies.

Each group is assigned a word or concept to think about, such as “flight”, “border”, “fear”, “followed”, “terror”, “loss”, “rejected”, “welcomed” etc. Groups discuss among themselves and then, using their bodies, form a statue that communicates their mutual interpretation of the word or concept assigned to them. Each group must then exhibit their statue to the rest of the class.



The rest of the class examines the statue.

- Each student should freely associate with the image and write down words or short sentences as a suggested headline to each of the images the statues form.
- In pairs, ask the students to compare their impressions and headlines.
- Ask the pupils in each group how it felt to act out their words or concepts.
- Building on their headlines, pupils may then write a short story and illustrate it with a drawing or photo cut from a newspaper.

Goal: To create a deeper insight into the uncertainty and fear that a refugee feels during the flight itself.



This section of the game is set in a classroom on the character's first day at school. He/she does not speak the language and does not understand what is expected of him/her. The idea is to get students thinking about what it is like to arrive as a new pupil in a class without knowing the language, and what can be done to make a refugee pupil feel welcome.

AWARENESS EXERCISE

What memories and experiences do refugees carry with them and how does this affect them in their daily lives? Ask pupils to read interviews with refugees on the web facts. Then split them up into smaller groups and ask them to imagine themselves in the place of a newly arrived refugee. Ask the groups to list what they would need in the new country:

- Immediately
- After six months



This list may be used as a starting point for discussing the special needs of refugees.

Goal: To make students think about the needs of refugees as they are trying to integrate in a new country and how the experiences they carry with them may affect their life.

INTERACTIVE EXERCISE

Ask pupils to read the web fact interviews with refugee youths who talk about how it was to start a new school without knowing the language, coming from a different culture from many of the local students etc. Then split the class into groups and ask them to discuss how it would feel to arrive in a school as a refugee.

Place notes numbered 1-6 in a row on the floor. Numbers 1 and 6 represent extreme opinions – number 6 means you totally agree with the statement and number 1 means you totally disagree with the statement. Provide students with the following statements:

When arriving as new in a school the most important thing is...

- Making new friends.
- How you are dressed.
- Having the right things (e.g. mp3 player).
- To be noticed.
- To get good grades.
- To make sure the teachers like you.

For each statement participants must stand next to the number they think most closely represents their opinion. Allow participants to justify their reasoning, either individually or by discussing in groups. Then ask them to present to the group. Students may change their minds after hearing other arguments. Again, allow students to explain their change of heart.

Goal: To make students reflect upon what it would be like to arrive as a new student in a new country in the middle of term.

COMPREHENSION EXERCISE

Talk about music, taste in clothes, opinions, experiences, religion etc. and how it affects people.

Ask the pupils to decide together as a whole class on a number of categories from the discussion (clothes, religion, music, etc.). Split the black board into those categories and ask students to write/place 3-5 notes on aspects of that category that they would find hardest when arriving as a new student in the middle of term. Then ask the pupils to rank the items identified in order of difficulty. Discuss what could be done to make it easier for a new arrival.

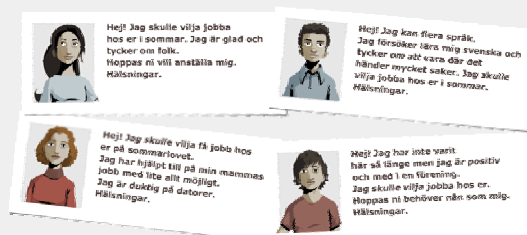
Goal: To make students reflect on how things and behaviour we take for granted may seem to different cultures and how this may affect how easy or hard it may be to integrate into a new class.



In this section of the game, the character has to find their first job. Students get a chance to learn what it is like for a refugee to try to enter the job market in a new country. Employment is often a way for refugees to not only earn money but also gain control of their lives and free themselves from dependency upon state support or benefits.

AWARENESS EXERCISE

Ask the class to read the interviews with refugees talking about their experiences looking for work in the web facts, as well as the articles on this and issues of discrimination. Assign the class the task of creating an information leaflet for refugees looking for work. In the leaflet, they may for example discuss the right to work, anti-discrimination laws, the local employment market, how to fill in a job application and write a CV, as well as things they may want to consider before the interview. Arrange a visit from a job centre or recruitment agency representative who can provide a realistic portrait of the challenges refugees can face. Ask the students to prepare questions before the visit.



Goal: To form an impression of how many people with a foreign background may struggle to find employment in a different country, and how this may be rooted in issues such as: language difficulties; having an education that is not in demand in the new country; existing high unemployment rates in the area; having a foreign surname; etc.

COMPREHENSION EXERCISE

Ask students to write down five prejudices they think refugees may face from employers when applying for work. Write them on the blackboard and direct the pupils to discuss what can be done in order to counteract them.

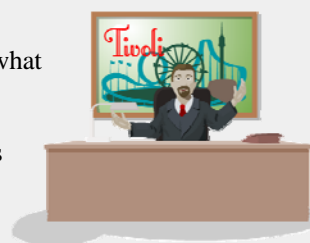
Goal: To create understanding of the prejudices that refugees can face when seeking employment.



INTERACTIVE EXERCISE

Ask the students to discuss what a refugee can do in order to transcend any prejudices and successfully enter the job market. Also discuss with the class what other members of society can do in order to help refugees find work.

Goal: To make students realise the numerous challenges refugees and persons with a foreign background may have to overcome in order to enter the job market.





In this section of the game the character ends up in a situation where they are subjected to various prejudices, and soon discovers where these prejudices stem from and why. Prejudice, fear and hostility towards immigrants and refugees have sadly increased in Europe over the past few years. Political parties with xenophobic agendas have also appeared in several countries.

COMPREHENSION EXERCISE

Split the class into smaller groups and ask them to discuss in their groups if they think their particular group belongs to the category: 'I have prejudices', 'I have few prejudices', 'I have many prejudices', or 'I don't have any prejudices'.

Ask each group to write down at least five different prejudices, which one or more members of the group has. They should then swap lists with another group, and address and consider the source of the other group's prejudices. Groups then present their findings to the class and the discussion continues.



Goal: To give insight into how prejudices, negative attitudes and opinions towards people or groups we know little about are formed. In other words, the exercise explores how people may view the world around them with an "us and them" attitude.

AWARENESS EXERCISE

Ask students to read the articles on the web facts about prejudice and racism. Collect a range of newspapers over a period of a week, preferably to include publications from the full political spectrum. Cut out and copy all the articles about refugees. In pairs, ask students to highlight all the facts and statistics in one colour marker. Then highlight all words expressing emotion or prejudice in another. In this way, it becomes possible to visually illustrate the balance between fact and emotion in news stories.



DISCUSSION

Discuss article 30 of the UDHR with the class.

Article 30:

"Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein."

You can also refer students to the simplified version of the UDHR (see the educational links for the website) for Article 30:



"In all parts of the world, no society, no human being, should take it upon her or himself to act in such a way as to destroy the rights which you have just been reading about."

The UDHR's final article deals with the universal responsibility to respect each other's freedoms and rights. No State, union, organisation, school or person may engage in activity that hinders other people from exercising their freedoms and rights. A racist opinion is not illegal (freedom of thought and conscience) but one cannot spread it (freedom of speech) when the racist view also violates everybody's right to equal treatment. Freedom does not mean that one right can violate and threaten others.

Discuss with the class the difference between thinking and believing what you want and violating others' rights. Encourage discussion about whether they have ever gone too far themselves, or know of someone who has. Discuss concepts of consideration and respect.

To wrap up ask the class to conduct research on domestic laws on incitement to racial/ethnic hatred.

Goal: To make students understand how prejudices arise and spread, and to assess their own role in promoting or reducing them.



In this section of the game, the user gets a chance to realize that much of what we assume to have originated from our country, actually has not. Trade, population movements and travel have all contributed to customs and products being spread between countries and cultures.

AWARENESS EXERCISE

Our names are a good example of how cultures from around the world have influenced our own over the course of time. Bring books about the origin of names into class, or ask students to search the meaning of their own names and where they come from on the internet. Then ask the students to present their findings to the class and discuss which cultures, countries and religions etc. have influenced their name.

Discuss the significance of a person's name in relation to their identity, how we react to unusual names and how an employer might react to a foreign name.

Many of the most popular names for babies born today in the United Kingdom have foreign origins.

- **Jack:** This most probably comes from the French 'Jacques.'
- **Thomas:** This comes from the Greek 'Thomas', which itself comes from Aramaic, the language spoken by Jesus.
- **Oliver:** This comes originally from Middle Low German, the German language as written and spoken c.1100-c.1500.
- **Joshua:** This comes from the Hebrew Yehoshua.
- **Daniel:** This also comes from Hebrew; it literally means "God is my judge;" and comes from the Old Testament of the Bible.
- **William:** This comes from the Norman Willaume, which comes from the French Guillaume, which itself comes from which comes from Old High German, the ancestor of the modern literary German language. It comes from willio "will" + helma "helmet."
- **Samuel:** This popular boys name originates from Late Latin, which came from the Greek Samouel, which came from the Hebrew Shemiel- 'the name of God.'
- **Olivia:** This comes from the Italian Olivia, from the Italian word for Olive- 'Oliva.'
- **Jessica:** This comes from the Latin Jesca, itself a version of the Greek Ieskha, which in turn comes from Hebrew!
- **Chloe:** This name has a simpler history; it originates from the Greek name Khloe, which is the poetic name for "young green shoot" and also the name of a character in Greek mythology.
- **Lucy:** This comes from the French Lucie, which comes from the Latin Lucia.
- **Hannah:** This means "graciousness" and comes from the Hebrew language; it originates from the word Hanan which means "he was gracious."
- **Isabel/ Isabelle:** A form of Elizabeth that is thought to have developed in Provence, in the south of France.
- **Abigail:** This also comes from the Hebrew Abhigayil, literally "my father is rejoicing," from abh "father" + gil "to rejoice."
- **Amy:** This romantic name comes from the Old French Amee, meaning "beloved."
- **Freya:** This comes from the UK's Viking ancestry- Freya was the goddess of love and beauty in Norse mythology.

Goal: To stimulate conversation and provoke thought over how different cultures, countries and people have affected each other's customs and social development over the course of history.

COMPREHENSION EXERCISE

Ask students to list three items they believe to be homegrown. Then go through each of them and discuss their actual origins. It may be useful to focus on examples from the game and/or the web facts as information on their origins has already been provided. Discuss with the class how economic immigration and refugee flows have affected cultures, customs and foodstuffs in the UK, and how immigrants' own traditions can change in their new country.

Goal: To generate understanding of how a meeting of cultures throughout history enriches our everyday life, and how new phenomena and habits grow in society.

COMPREHENSION EXERCISE

What do pupils' own family 'roots' look like? Ask pupils to draw their own family tree as far back as they can. Encourage pupils to ask parents and grand-parents to help them learn as much information about their family history as possible. Which part of the country or the world do they come from?

Ask students to explain briefly to the rest of the class about their family history. Together make a list of countries, religions, ethnic groups, etc. that are represented on the class' family trees.

If there are many nationalities in the class, another alternative is to create a map of the world. Then ask pupils to stick a needle in the country they or one of their parents are from. Then pull a thread through all the needles.

Goal: To make pupils more aware of their origins and that of their classmates and thereby understand more about population movements and social evolution.



In this section of the game the user gets to meet their new neighbours and familiarize themselves with how they view social roles. The relationships one has with neighbours and co-workers can vary from culture to culture. When people from different cultures meet, it raises questions that we need to be able to answer in order to understand each other.

AWARENESS EXERCISE

Ask students to read interviews on the web facts where refugees talk about their early experiences in their country of asylum, as well as the article that explains what kind of help a refugee can receive when looking for their first apartment.

Goal: To generate understanding about how a refugee may tackle the housing market in their new country.

COMPREHENSION EXERCISE

In pairs, ask students to discuss what one needs to consider when setting out to live alone (i.e. move out from the parental home) for the first time, e.g. costs for decorating, buying appliances, getting a telephone, sorting out house insurance etc.

Ask the students to talk about the differences between the challenges they might face when looking for their first independent flat or house, and those faced by a refugee arriving empty-handed having to move into their new home. For example, students may be able to get furniture and appliances from family and relatives, or may have enough savings to decorate their first home before too long.

Goal: To generate understanding of the how requirements for themselves and for refugees can differ.

INSIGHT EXERCISE

Split the class into groups of three. Groups should discuss amongst themselves what it is like to arrive in a new country, learn the language, be away from family and friends and form a new living environment. Then ask students to write a letter to an imaginary friend who they have left back home to tell them about their new life.

Discuss with the class what students think they can do as a neighbour, colleague or fellow classmate in order to make refugees feel more welcome.

Goal: To give pupils insight into what it is like to feel alone and to have to build your life again from scratch.

DISCUSSION

Ask the class to draw a demographic map of their local area and discuss whether they can identify different areas where different groups, e.g. manual or semi-skilled workers, immigrants, civil servants, etc live. If so, why do students think the distribution looks the way it does? Why would certain groups 'choose' to live in a certain areas? Do they 'choose' or are they allocated housing in these areas?

Discuss the reasons why we live where we live, be it economic, social or political reasons. Are students happy with the area they live in? Sometimes status and economic factors lead to segregation and alienation, sometimes we search for areas where people who we can identify with also live so that we can feel a sense of belonging and social communion.

To conclude, ask the class to make a plan of action suggesting ways to increase integration and a sense of community between different residential areas.

Goal: To encourage students to use different perspectives to think about what a society can do to increase integration between groups.