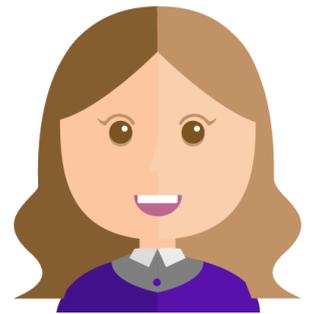
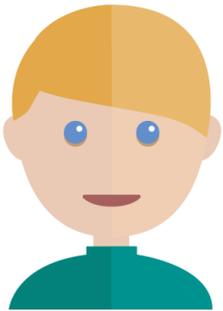


ODISSEU



ODISSEU

Curriculum Outline

Developed by Meath Partnership

Final Version



Co-funded by the  
Erasmus+ Programme  
of the European Union

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Project Number: 2018-1-IT02-KA201-048187



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## 1. Introduction

As European societies become more multicultural, raising awareness about persons who choose or are forced to leave their own countries, is essential to develop an inclusive society where everyone, no matter their background, has equal opportunities to participate. Specifically, growing diversity in Europe challenges the education sector to develop strategies for accepting and embracing difference in society.

With the realisation of the ODISSEU-project, teachers are provided with a suite of educational tools to ensure a more comprehensive understanding of forced migration amongst students. Three main tools are available to support teachers in this task:

1. The **ODISSEU Online Game** aims to develop critical thinking competences exploring the migration experiences of 3 characters – Mohammed, Alzina and Peter – who for different reasons had to flee from their country of origin. The game offers the experience of unexpected events breaking normal life routine and the emotional difficulties that they can cause.
2. The **ODISSEU Curriculum** goes hand in hand with the Online Game and provides the teacher with some background about the educational frameworks used during the development process of both the tool and the curriculum and an overview of the learning outcomes. It also provides teachers with practical classroom activities and resources that can be used in conjunction with the Online Game.
3. The **ODISSEU Teacher's Manual** supports teachers to implement classroom activities providing context and problem solving activities, both in terms of preliminary and post-game activities, through research and storytelling.

All resources and learning materials can be accessed via <https://odisseu-project.eu/en/>

These educational tools provide age-appropriate, informed, and topical content that promotes civic engagement amongst our target group of young people attending second level schools across Europe. They aim to challenge young people to be empathetic to the stark reality and perilous journeys refugees and migrants are facing, including giving some insight into what it might be like to have to live that reality and make the tough choices that their fellow human beings are facing every day.

This document, the ODISSEU Curriculum, thus provides an overview of the learning objectives for students, an introduction to the Online Simulation Game and an introduction to a range of in-class activities and classroom resources, all related to the 'Competence for Democratic Culture' framework that has been further explained in the Teacher's Manual.

The ODISSEU Curriculum and the Online Game are ideally used in tandem with each other and are presented in this Curriculum as a package of educational resources.

To get started with the Online Game, visit <https://odisseu-project.eu/en/>



## 2. Learning Objectives

By playing the game and completing both the in-game and in-class activities, students should achieve the following high-level learning objectives. Each learning outcome has been broken down into specific knowledge, skills and attitudes as follows:

Learning Objectives	Skills	Knowledge	Attitudes
1. understand the connections among peoples, cultures, and environments around the world	Builds positive relationships with other people in a group	Can explain the meaning of basic political concepts, including democracy, freedom, citizenship, rights and responsibilities	Shows interest in learning about people's beliefs, values, traditions and world views
2. understand that everyone has similar potential and aspirations but are not equally able to realise them	Expresses sympathy for the bad things that he/she has seen happen to other people	Can explain why everybody has a responsibility to respect the human rights of others	Expresses respect for other people as equal human beings
3. explore global issues from different perspectives	Can identify similarities and differences between new information and what is already known	Can reflect critically on how his/her own world view is just one of many world views	Engages well with other people who have a variety of different points of view
4. have an informed understanding of justice, human rights and responsibilities	Can recognise when a companion needs his/her help	Can assess society's impact on the natural world, for example, in terms of population growth, population development, resource consumption	Shows that he/she can suspend judgments about other people temporarily
5. take responsibility as European citizens for upholding EU values and understanding the EU's role in international development	Can change the decisions that he/she has made if the consequences of those decisions show that this is required	Can reflect critically on the root causes of human rights violations, including the role of stereotypes and prejudice in processes that lead to human rights abuses	Expresses a willingness to co-operate and work with others  Shows that he/she accepts responsibility for his/her actions

### 3. Theoretical Frameworks

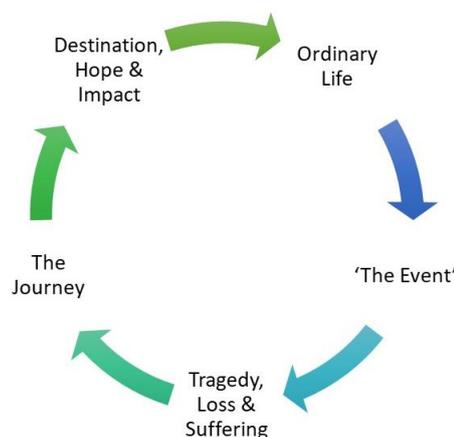
#### 5.1 Online Game Framework and Structure

The ODISSEU Online Game and the associated curriculum development are based on the following theoretical framework and complies with the following standards:

- **Curriculum Adequacy:** This standard addresses whether the ODISSEU content developed is compatible with the student learning needs, easily incorporated into existing school curricula, and compatible with activities and procedures foreseen. Critical aspect of this standard is the ability of the content to be adapted in various education, cultural, social, political and geographical contexts. This feature is closely linked with the technological affordances envisioned for the game.
- **Instructional Adequacy:** The instructional adequacy component refers to the extent to which the content provides the necessary teachers competences and kind of support for teaching and meeting the learning objectives as set in the theoretical framework and the curriculum.
- **Visual Adequacy:** This component refers to what the ODISSEU content actually looks like. Areas of consideration include the interconnection of images, animations and text, and the type and format of content communicated to the user.
- **Technical Adequacy:** This component refers to the actual content as it is delivered online and how is interconnected with the technical features of the game.

The Online Simulation Game follows the migration journey of 3 characters namely Peter, Alzina and Mohammed and offers student key decision-making choices throughout the game. Each of the characters' stories are based on the following 'Story Arc' of the Game, outlined below. However, the context, geography, political situation, culture and journey itself are all somewhat different representing the current day realities faced by those experiencing forced migrant to Europe.

#### Story Arc of the Game:





Through the Game we explore the following aspects of the Characters' stories:

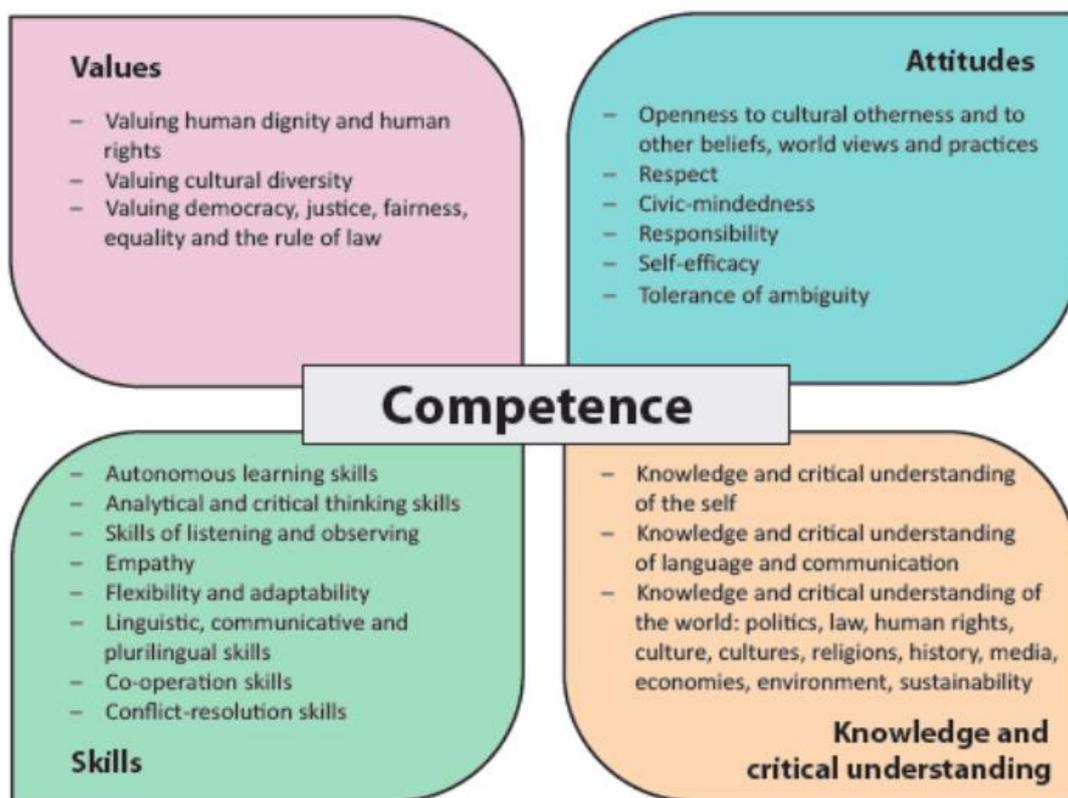
Why do People Migrate?	To Stay or To Go?	The Journey	Life in Refugee Camps	Destination
Unpacking the reasons for migration	How choices and decisions can depend on different realities  Recognise what influences decisions  Imagine what it is like to flee your home	Explore the journeys taken  Discover the human right abuses suffered on this journey	Highlight the issues faced by young people in refugee camps  Demonstrate the need for a human approach to manage the arrival of refugees	Explore what it is like for a young person living in Europe or another country

## 5.2 Curriculum Framework

### 5.2.1 Competence Descriptors

The “Competence for Democratic Culture”<sup>1</sup> framework – developed by the Council of Europe – identifies 20 fundamental competences to live in contemporary societies, that should be developed by pupils in formal, non-formal and informal educational contexts. The ODISSEU Curriculum, Online game and associated in-class activities intend to complement mainstream curricular activities in secondary schools by further supporting the development of democratic competences amongst young people in Europe based on the framework below:

#### Model of Competences for Democratic Culture:



<sup>1</sup> <https://rm.coe.int/16806ccc07>

## 4. Learning Activities: in-class activities

In this section we provide an overview of the in-class activities and additional resources that can be used in conjunction with the Online Game. These activities and resources provide the teacher with the tools to create opportunities for students to reflect and discuss on what they have learned in the game and to develop a deeper understanding of the issues that Alzina, Peter and Mohammed are confronted with in their lives.

Each activity is in line with one of the learning outcomes (outlined on page 4) that are based on the ‘Competence for Democratic Culture’ framework. Furthermore, for every activity a link is provided to both the ‘Global Education Dimension’ and the ‘Sustainable Development Goals’. For further background information about these topics, please consult the Teacher’s Manual (outlined on pages 5-18).

Here we present a quick guide to the activities and resources presented next in this curriculum:

- LO 1: Understand the connections among people, cultures and environments around the world  
Activities:
  1. The Journey (p.10) ● □
  2. Feelings (p. 12) ● □ 👤
  3. Integration (p. 14) ● □
- LO 2: Understand that everyone has similar potential and aspirations but are not equally able to realise them  
Activities:
  1. Greetings and Flags (p. 16) ▲ ● 👤 ★
  2. Create Your Own Emblem (p. 18) ▲ ● □ 👤 ★
  3. Taking A Stand (p. 20) ▲ ● □ 👤
- LO 3: Explore global issues from different perspectives
  1. Our Journey (p. 22) ▲ □ 👤
  2. Where Do I Stand? (p. 24) ● □ 👤 ★
  3. Migration, Conflicts and Climate (p. 27) ● 👤 ★
- LO 4: Have an informed understanding of justice, human rights and responsibilities
  1. What are the Universal Human Rights? (p. 32) ▲ ● □ 👤
  2. Blackout Poetry (p. 34) ▲ ● □ 👤
  3. Make Human Rights Visible (p. 36) ▲ ● 👤
- LO 5: Take responsibility as European citizens for upholding EU values and understanding the EU’s role in international development
  1. What Is the Colour of Your Passport? (p. 37) ▲ ● □ 👤
  2. How the EU Works (p. 39) ● □ 👤
  3. Life at The Border (p. 43) ▲ ● □ 👤

▲	●	□	👤	★
This activity is suitable for students from <b>9-14 years</b> students	This activity is suitable for students from <b>15-18 years</b> students	This activity has a <b>digital</b> component or option	This activity has a <b>face-to-face</b> component or option	This activity requires use of <b>other materials</b>

 The ODISSEU Curriculum and the Online Game are ideally used in tandem with each other and are presented in the Curriculum as a package of educational resources.

**To get started with the Online Game, visit <https://odisseu-project.eu/en/>**



## LO 1: Understand the connections among people, cultures and environments around the world

### 1 *In-class Activity: The Journey*

Skills	Knowledge	Attitudes
Builds positive relationships with other people in a group	Can explain the meaning of basic political concepts, including democracy, freedom, citizenship, rights and responsibilities	Shows interest in learning about people's beliefs, values, traditions and world views

<b>Aim</b>	<b>To valorise the ODISSEU game, to develop new digital skills and to apply critical thinking in relation to people's culture, rights and liberties.</b>
<b>Age</b>	15-18 years
<b>Digital/Face-to-face</b>	Digital
<b>Time</b>	30 minutes
<b>Materials needed</b>	Internet connection Laptop/tablet/smart phone or equivalent
<b>Link to Global Education Dimension<sup>2</sup></b>	Historicity of knowledge dimension Power analysis dimension
<b>Link to SDGs<sup>3</sup></b>	- SDG 10 Reduced inequalities - SDG 16 Peace, Justice and Strong Institutions

### Step-by-step guidance

This activity begins after the students play the ODISSEU game (ideally individually). Then the teacher provides them with instructions to implement the activity described below.

Students work online (via Skype, Zoom, Microsoft Teams, etc.), under teachers' coordination and supervision in groups of 3 to 5 students.

1. Use the Google Maps application (teacher helps students and explains how Google Maps works).
2. Draw with Google Maps the route (the journey) followed by the main character of the game, from the country of origin to the country where s/he took refuge with his/her family. Save the route as \*.pdf file.

<sup>2</sup> <https://rm.coe.int/prems-089719-global-education-guide-a4/1680973101>

<sup>3</sup> <https://sustainabledevelopment.un.org/sdgs>



3. Choose, on this route, one location that you consider representative for the journey of the main character of the ODISSEU game.
4. Search online for the cultural features (way of life, customs and traditions, art, architecture, history, etc.) of the population that lives in the chosen location.
5. Debate within your group about the culture and the rights and liberties of the population that lives in the location you chose.
6. Select one photo that you think is relevant for that location (select the photo from those provided by Google Maps).
7. Compose, in your group, a brief text through which to explain why the chosen location and selected photo are relevant in the context of the ODISSEU game you played. Share with peers your results: the route (\*pdf file), the location name, the photo and created text.

**Variation:**

*Teacher supports all groups to put together their acquired knowledge and results, in order to create a cultural portfolio of the route followed by the main character of the game.*

**Takeaway Message:**

**Each place and community of people has its own culture. We need to respect people's culture, rights and liberties, wherever they are.**



## 2 In-class Activity: Feelings

Skills	Knowledge	Attitudes
Builds positive relationships with other people in a group	Can explain the meaning of basic political concepts, including democracy, freedom, citizenship, rights and responsibilities	Shows interest in learning about people's beliefs, values, traditions and world views

<b>Aim</b>	<b>To analyse the ODISSEU game by identifying with the main character and imagining what they would feel, do and expect in similar situations; to develop new digital skills.</b>
<b>Age</b>	15-18 years
<b>Digital/Face-to-face</b>	Digital Face-to-face ( <i>variation exercise</i> )
<b>Time</b>	30 minutes
<b>Materials needed</b>	<b>Digital:</b> Internet connection, laptop/tablet/smart phone or equivalent
<b>Link to Global Education Dimension</b>	Power analysis dimension The micro-macro dimensions: from personal to collective
<b>Link to SDGs</b>	<ul style="list-style-type: none"> <li>- SDG 1 No poverty</li> <li>- SDG 2 Zero Hunger</li> <li>- SDG 3 Good health and wellbeing</li> <li>- SDG 4 Quality Education</li> <li>- SDG 5 Gender Equality</li> <li>- SDG 10 Reduced Inequalities</li> </ul>

### Step-by-step guidance:

The activity begins after the student plays the ODISSEU game (ideally individually). The teacher provides instructions to implement the activity described below.

Students work online (via Skype, Zoom, Microsoft Teams, etc.), under the teachers' coordination and supervision in groups of 3 to 5 students.

1. Analyse the ODISSEU game that you just have played, put yourself in the shoes of main character, explore your feelings (how would you feel you had to experience a similar situation or face a similar journey), discuss with teammates and share your feelings.
2. Working in your group, explain these feelings through a small essay (minimum half page, maximum one page).
3. Use a comic creator app (i.e. PixtonEdu; <https://www.educationalappstore.com/app/pixton-edu>; Comic Strip it Pro <https://www.educationalappstore.com/app/comic-strip-it-pro>; ToonDoo



<https://www.commonsemmedia.org/website-reviews/toondoo> or equivalent) to 'give life to your essay' and design a comic that illustrates your story, your feelings

**Variation:**

*Play a f2f game with all students:*

*Ask your students to tell (each of them) how many brothers and sisters they have, if they live in a house or in flat, if they have pets or not, if they play an instrument or not. Make them believe that their answers will matter for the game, will serve for you (as a teacher) to categorise them based on certain criteria (but don't tell them any criteria!). Then, place coloured stickers on the student's chest or foreheads. Distribute the stickers in order to form 2 groups of around the same size. However, make sure that one student is excluded by giving him/her a colour that is different from the others. For example, if you have 8 students, distribute 4 yellow stickers, 3 red stickers and 1 green one. Observe the different reactions. Ask students to explain how they feel and compare their feelings with those of the main character from the ODISSEU game, when s/he was 'excluded' along the journey after s/he lived the country until s/he reached a destination where s/he was accepted and integrated...*

*Support students to formulate 1-2 conclusions about excluding people from community, labelling people, judging people without knowing them, applying stereotypes and prejudices.*

**Takeaway Message:**

**People are different, but all are valuable. Never judge, accept the others, be tolerant and empathic, try always to understand and help.**

### 3 In-class Activity: Integration

<i>Skills</i>	<i>Knowledge</i>	<i>Attitudes</i>
Builds positive relationships with other people in a group	Can explain the meaning of basic political concepts, including democracy, freedom, citizenship, rights and responsibilities	Shows interest in learning about people's beliefs, values, traditions and world views

<b>Aim</b>	<b>To valorise the ODISSEU game, develop new digital skills and acquire/consolidate understanding of basic political concepts, characteristic to the multicultural societies.</b>
<b>Age</b>	15-18 years
<b>Digital/Face-to-face</b>	Digital
<b>Time</b>	30 minutes
<b>Materials needed</b>	Internet connection Laptop/tablet/smart phone or equivalent
<b>Link to Global Education Dimension</b>	The Three-time dimensions Power analysis dimension
<b>Link to SDGs</b>	<ul style="list-style-type: none"> <li>- SDG 4 Quality Education</li> <li>- SDG 5 Gender Equality</li> <li>- SDG 8 Decent Work and Economic Growth</li> <li>- SDG 10 Reduce Inequalities</li> </ul>

#### Step-by-step guidance:

The activity begins after the student plays the ODISSEU game (ideally individually). The teacher provides instructions to implement the activity described below.

Students work online (via Skype, Zoom, Microsoft Teams, etc.), under teachers' coordination and supervision in groups of 3 to 5 students.

1. Analyse in your group how you imagine the ODISSEU story continues: how the main characters achieved to integrate after arriving in the country of destination/adoption. Base your analysis around the following concepts: citizenship, democracy, freedom, right to education, right to work, inclusion, integration, tolerance, equal rights, etc.
2. Make a short 3-5-minute video (or use some other non-technical option) which to express suggestive and relevant images about your vision upon the concepts above (you may use for example: Vimeo, Movavi, Animoto or equivalent).

#### Variation:



Organise a 'devil's advocate' type debate:

- *The teacher selects one concept from the above and formulates a statement or an assumption based on it (i.e. "Citizenship should be granted to all persons requesting it", "Democracy is easy to manipulate", "The right to education is a basic human right and means every child should be able to go to school", "Social integration contributes to more consistent values and practices").*
- *Split the students in 2 groups;*
- *Explain to students the devil advocate technique (a person who expresses an opinion that disagrees with others so that there will be an interesting discussion about the issue)*
- *Ask the 2 groups to analyse the statement, to debate the pros and cons, to support the debate with questions and take a final decision if the statement is true, false or if it can be adjusted/improved.*

**Takeaway Message:**

**Democratic societies cannot function properly without the correct understanding and application of political concepts.**



## LO 2: Understand that everyone has similar potential and aspirations but are not equally able to realize them

### 1 In-class Activity: Greetings and Flags

Skills	Knowledge	Attitudes
Expresses sympathy for the bad things that he/she has seen happen to other people	Can explain why everybody has a responsibility to respect the human rights of others	Expresses respect for other people as equal human beings

<b>Aim</b>	<b>The aim is to highlight the common characteristics and gestures of each country by highlighting how these differences may characterize each country separately, but also present a common point of reference with another country. For example, a country may use a different language, yet, might have similar gestures such as the handshaking which is a globally widespread sign of greeting or negotiation.</b>
<b>Age</b>	All ages
<b>Digital/Face-to-face</b>	Face-to-face
<b>Time</b>	30 - 45 minutes
<b>Materials needed</b>	<b>Digital tools:</b> laptop, internet connectivity <b>Face to face:</b> physical presence, cards with countries, A4 papers and markers
<b>Link to Global Education Dimension</b>	Power analysis dimension The micro-macro dimensions: from personal to collective
<b>Link to SDGs</b>	- SDG 10 Reduced Inequalities

#### Step-by-step guidance:

- The teacher will present to students 5 countries which include the countries' flag, salute and some basic information about the country.
- The students will have some time to see and observe these 5 card countries
- Then each student will choose a country and will have 5 minutes to study the country alone, learn the casual greeting and useful information about the chosen country.
- In the next stage, each student will obtain the identity of their chosen country. They will begin to roam the place and everyone will have to get acquainted with each other in order to greet each other in accordance to the greeting of the country they have chosen and studied.
- At the end of the activity, all students should have greeted each other. The facilitator will moderate this process in order to create a small intercultural community in which the common points of each county will be highlighted. The facilitator should also draft specific questions to help this process.



Helpful questions might include:

1. Which of the countries have you noticed using the same language?
2. Which countries appear to have common colours on their flags?
3. Which of the countries' flags exhibit varying degrees of similarity?
4. Which countries have a similar way of greeting?

In addition, students will be asked to share with the rest of the group the criteria by which they have chosen the country they have or even the reason they have avoided choosing another country.

Closing:

Students will be given A4 paper in which they will be able to write their ideas which can be then used or shared by the school, community or municipality of the region as good practices or new ideas.

***Variation:***

*Teacher supports all groups to put together their acquired knowledge.*

*Students will be asked to share the criteria by which they have chosen their selected country or even explain the reason they avoided choosing another country.*

**Takeaway Message:**

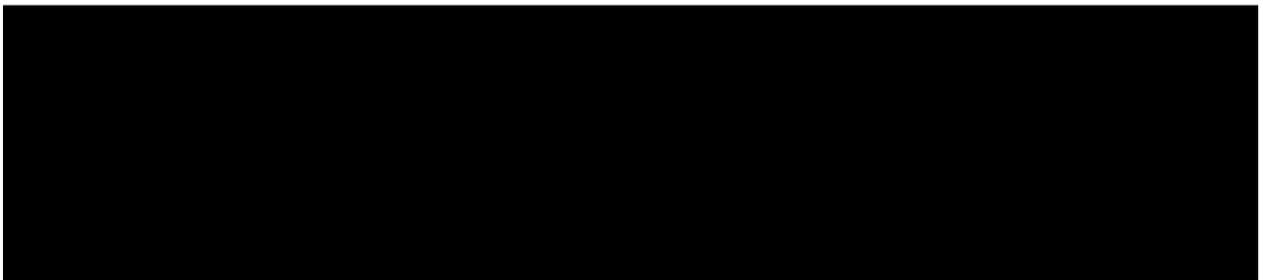
**Despite the obvious differences there are several common characteristics between the different countries. This entailed the same obligations and rights around a different context.**



*ANNEX I: Cards with countries*

1. Syria
2. Nigeria
3. Central African Republic (CAR)
4. Lebanon
5. Spain

## SYRIA



### Greeting:

- **DO** Adapt to the softer style of handshake. If you are female, greeting a Muslim male, it is acceptable to put your hand over your heart and say "As-Salam-u-Alaikum" ("Peace be unto you"). If you are male, do allow a close Arab friend to embrace you; it is not uncommon for men to hug and kiss one another on the cheeks.
- **DON'T** Attempt to shake the hand of a Muslim woman unless you are female. Do not end the handshake before your counterpart does.

**Hi:** مرحبًا (Marhabaan)

**My name is:** (uh imsiA) اسمي

### Important information:

- Syria, officially Syrian Arab Republic, is country in the Middle East, Western Asia.
- The capital and largest city is Damascus. Other major cities are Aleppo, Homs, Daraa, Latakia, Raqqa, and Deir ez-Zor.
- The official language is Arabic. Most of the population is Muslim, followed by Christians and Druze

## NIGERIA



### Greeting:

- **DO:** Master the handshake specific to the country you are visiting. In Muslim areas, touch your left hand to your chest as you shake hands, as a sign of additional deference.
- **DON'T:** Offer a limp grip. Do not pull your hand away (African handshakes can go on a long time). If you are male, do not try to shake a woman's hand unless she extends hers.

**Hi:** Hello

**My name is:** My name is

### Important information:

- The Federal Republic of Nigeria, is a sovereign country located in West Africa, bordering Niger in the North, Chad in the North-East, Cameroon in the East and Benin in the West.
- As of 2019, over 200million people live in the country, making Nigeria the most populous country in Africa.
- Nigeria hosts over 250 ethnic groups, with over 500 distinct languages and cultural traits.
- The ethnic division results in a number of different languages and dialects being spoken in the country, however, being a former British colony English is the official language of the country, however Pidgin English and Hausa are the most widely spoken languages

### Central African Republic (CAR)



#### Greeting:

- **DO:** Master the handshake specific to the country you are visiting. In Muslim areas, touch your left hand to your chest as you shake hands, as a sign of additional deference.
- **DON'T:** Offer a limp grip. Do not pull your hand away (African handshakes can go on a long time). If you are male, do not try to shake a woman's hand unless she extends hers.

**Hi:** Salut

**My name is:** Mon nom est...

#### Important information:

- The Central African Republic is a landlocked country in Central Africa.
- It is bordered by Chad to the north, Sudan to the north east, South Sudan to the southeast, the Democratic Republic of the Congo to the south, the Republic of the Congo to the southwest and Cameroon to the west.
- Central Africans currently speak a wide variety of languages, including Baya (Gbaya), Banda, Ngbaka, Sara, Mbum, Kare, and Mandjia. French and Sango are the official languages.

## LEBANON



### Greeting:

- **DO** Adapt to the softer style of handshake. If you are female, greeting a Muslim male, it is acceptable to put your hand over your heart and say "As-Salam-u-Alaikum" ("Peace be unto you"). If you are male, do allow a close Arab friend to embrace you; it is not uncommon for men to hug and kiss one another on the cheeks.
- **DON'T** Attempt to shake the hand of a Muslim woman unless you are female. Do not end the handshake before your counterpart does.

**Hi:** مرحبًا (Marhabaan)

**My name is:** (uh imsiA) اسمي

### Important information:

- Lebanon, officially known as the Lebanese Republic, is a country in the Levant region of Western Asia.
- It is bordered by Syria to the north and east and Israel to the south, while Cyprus lies west across the Mediterranean Sea.
- Shia Muslims, Sunni Muslims, Christians and Druze are the main population groups in a country that has been a refuge for the region's minorities for centuries.

## SPAIN



### Greeting:

- **DO** Air kiss on the left side first. Handshake or a hug.
- **DON'T** Make actual contact during an air kiss beyond cheek to cheek. Don't shrink away from a hug, either;

**Hi:** Hola

**My name is:** Mi nombre es

### Important information:

- Spain is located on the Iberian Peninsula, of which it occupies 80% (the remaining 20% being Portugal), in the southwest of Europe.
- To the north are France and Andorra with the Pyrenees as a natural border. Also the Balearic islands (Mallorca, Menorca and Ibiza) in the Mediterranean, the Canary islands in the Atlantic (near the Moroccan coast), and Ceuta and Melilla (located in Northern Africa) belong to the Spanish territory.
- Spanish is the main language, spoken throughout the whole of Spain. But there are some regions with an additional language.



## 2 In-class Activity: Emblem

<i>Skills</i>	<i>Knowledge</i>	<i>Attitudes</i>
Expresses sympathy for the bad things that he/she has seen happen to other people	Can explain why everybody has a responsibility to respect the human rights of others	Expresses respect for other people as equal human beings

<b>Aim</b>	<b>The proposed experiential exercise will work more effectively in a multicultural school classroom. The purpose is to highlight the desires, dreams and wishes expressed by all students and to record the limitations of each.</b>
<b>Age</b>	All ages
<b>Digital/Face-to-face</b>	Digital or Face-to-face
<b>Time</b>	30 - 45 minutes
<b>Materials needed</b>	<b>Digital tools:</b> laptop, internet connectivity <b>Face to face:</b> Enlarged photocopies of the emblem and coloured markers
<b>Link to Global Education Dimension</b>	The micro-macro dimensions: from personal to collective
<b>Link to SDGs</b>	- SDG 10 Reduced Inequalities

### Step-by-step guidance:

#### Step 1

Take the emblem grid (Annex 1) and draw:

- something at the top left part to demonstrate what you enjoy doing in your spare time
- something you like within your school class, at the top right part
- something you like about yourself, at the bottom left
- what you want to do when you leave school, at the bottom right

#### Step 2

Participants will be divided into groups of three and present their paintings. Every member of the group will talk for up to 5 minutes and the others will listen to them without interrupting. At the end of this step, participants will have 10 minutes to talk freely.

#### Step 3

All participants show their emblems to the whole group, and then a discussion is facilitated.

*Note for the instructor:*



*The teacher encourages those who are reluctant to draw something by stressing that this is an exercise of expression and not of artistic abilities.*

**Variation:**

*My emblem as a teacher:*

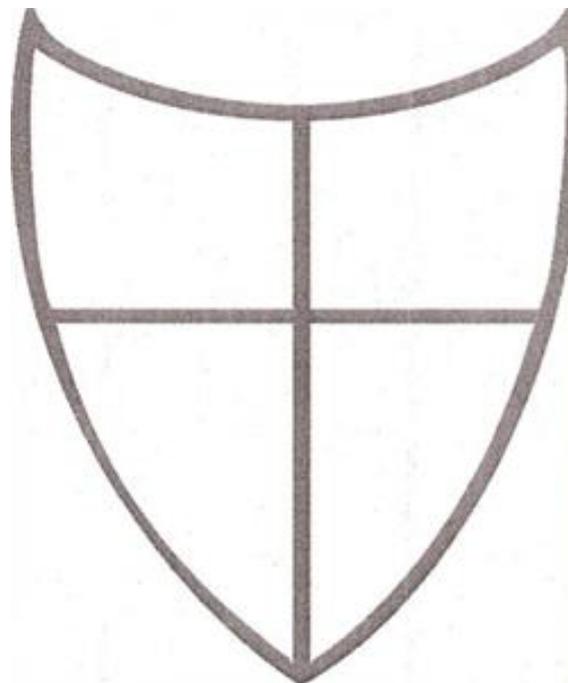
*Draw your own emblem as a teacher, based on 4 of the following reflective questions:*

- *Something you like about your profession*
- *Something you would like to change*
- *Something you like within your school class*
- *What does 'intercultural' mean to you?*
- *How you manage diversity in the classroom*
- *A person who has influenced you*
- *A professional goal*

**Takeaway Message:**

**Understand that everyone has similar potential and aspirations but are not equally able to realise them or achieve them.**

**ANNEX I: Emblem**





### 3 In-class activity: Taking a Stand

<i>Skills</i>	<i>Knowledge</i>	<i>Attitudes</i>
Expresses sympathy for the bad things that he/she has seen happen to other people	Can explain why everybody has a responsibility to respect the human rights of others	Expresses respect for other people as equal human beings

<b>Aim</b>	<b>The main aim is to engage students to express their thoughts and what they have experienced through the interactive storytelling activities. (Mohammed, Peter and/or Alzina story)</b>
<b>Age</b>	All ages
<b>Digital/Face-to-face</b>	Digital and Face-to-face
<b>Time</b>	30 - 45 minutes
<b>Materials needed</b>	<b>Digital:</b> laptop, internet connectivity, room chats <b>Face to face:</b> physical presence
<b>Link to Global Education Dimension</b>	The micro-macro dimensions: from personal to collective
<b>Link to SDGs</b>	- SDG 10 Reduced Inequalities

#### Step-by-step guidance:

After playing the interactive game, students will be called to participate in the following exercise, through which they can express their thoughts, dilemmas and experience in a fun and interactive way.

#### Step 1

After playing the game the students will discuss in groups what they experienced. If the teacher noticed that the students disagree on some elements of the story, we can proceed with the following activity. Ideally, there should be two opposing points of views within the group.

Let's imagine a line that goes from one end of the room to the other. One of the endpoint symbolises the first point of view of the group and the other one the opposite view of the rest of the group. The teacher shall suggest for each of the students to place themselves on either of the two endpoints of the imaginary line based on how they feel at that particular moment.

The teacher allows the students to observe for a moment their position and the position of the others.

#### Step 2

The teacher asks the students if they are happy with their choice. If not, he/she encourages the students to move their place between the two endpoints in order to better reflect their views and feelings.



The facilitator asks the students to observe again the new positions of the group.

### **Step 3**

The facilitator moderates a discussion on the activity and what happened during the activity.

This exercise is suggested when two opposing positions, attitudes or emotional situations have arisen within a group; which either concerns the whole group or an individual dilemma that has arisen from playing the game.

#### ***Variation:***

##### **Debate**

The students are sorted into teams (either assigned or chosen) and each team is given a story. Teams go to the table, setting up. A student designated as “referee” sits on the end of the table. Each team will start sharing their thoughts and feeling came up after watching each story and expressing their point of view. After one team finish, the other team goes next.

#### **Takeaway Message:**

**Strength lies in differences, not in similarities.**



## LO 3: Explore global issues from different perspectives

### 1 *In-class Activity: Our Journey*

<b>Skills</b>	<b>Knowledge</b>	<b>Attitudes</b>
Can identify similarities and differences between new information and what is already known	Can reflect critically on how his/her own world view is just one of many world views	Engages well with other people who have a variety of different points of view

<b>Aim</b>	<p><b>By the end of this activity, students will be able to:</b></p> <ul style="list-style-type: none"> <li>- <b>Identify stereotypes in the depiction of refugees and asylum seekers and their stories</b></li> <li>- <b>Understand the importance of representation of asylum seekers and refugees in the media</b></li> </ul>
<b>Age</b>	11-14 years
<b>Digital/Face-to-face</b>	Digital and Face-to-face
<b>Time</b>	30 minutes
<b>Materials needed</b>	<p><b>Digital:</b> laptop and speakers</p> <p><b>Face to face:</b> interactive whiteboard</p>
<b>Link to Global Education Dimension</b>	<p>The three-time dimensions</p> <p>Power analysis dimension</p> <p>The micro-macro dimensions: from personal to collective</p>
<b>Link to SDGs</b>	<ul style="list-style-type: none"> <li>- SDG 4 Quality Education</li> <li>- SDG 5 Gender Equality</li> <li>- SDG 10 Reduced Inequalities</li> </ul>

#### Step-by-step guidance:

*(It is advised to carry out this activity after having gone through the ODISSEU game – Peter’s Story)*

1. The teacher asks the students to write down a list of expectations, projects and dreams they would have once they finish school (e.g. going to University, find a job, get a driving license, etc.) in around 5 minutes. After that, the teacher explains that, due to unforeseen circumstances (e.g. war breaking out in their country, a natural disaster), they must immediately leave the country and embark on a dangerous journey alone with just a few items that could fit in their backpack, in order to reach a different country, where they will apply for asylum. Students are given one minute to consider a list of 5 items that they would bring with them.

Afterwards, the teacher asks the students to look at their list of expectations and to reflect upon them: are these still valid, considering the current situation the students face? Are the expectations realistic or should they be changed? The students can read their expectations and exchange their points of view on these through discussion. (10/15 minutes)

2. Students are shown the video “How did I escape the bombs of Raqqa?” till at least minute 4 (the full 10-minute video can be shown if there’s time):

<https://www.youtube.com/watch?v=2rczTdcc-r4>

The video is a first-person account by a young Syrian refugee and activist currently living in Austria, Rania Ali, who documented her journey to reach Europe in search of safety (for more information, one can find the documentary on The Guardian:

<https://www.youtube.com/watch?v=EDHwt-ooAi4>).

The teacher asks whether the students:

- can find any similarity between Peter’s story from the ODISSEU Game and Rania’s
- can relate to Rania’s expectations and fears
- find similarities/differences between what Rania brought with her and their list of items from point 1
- think Rania has managed to fulfil her dreams. (10 minutes)

3. Students are asked to read in groups through an interview Rania released to UNHCR Malta in 2018, available here: <https://www.unhcr.org/mt/2914-interview-rania-ali.html>. They are asked to reflect upon the passages of the interview that they found particularly interesting and to discuss these in groups, including their reaction to Rania’s story and current situation. Then, they are asked to discuss in plenary (suggested questions):

- Would they have thought Rania could accomplish what she did?
- Is the story of Rania similar to any other stories they know about? Is the image of the refugee they had in their mind similar or very different from Rania’s?
- What have they learnt from Rania’s story and her narration? (10 minutes)

### **Variation:**

*This activity can be replicated online, through a platform that lets the facilitator share videos and other media.*

### **Takeaway Message:**

**All too often the depiction of migrants and refugees and the narration that surrounds their journeys come from people other than them and stereotypes in the representation of people seeking asylum are very commonly found. It is important to remember “refugees” aren’t one homogeneous group, but individuals, with different dreams and aspirations, facing specific issues and challenges. It is also important to keep in mind refugees and asylum seekers are not just victims, and that empowering everyone in a society can only result in positive achievements for everyone.**



2 *In-class Activity: Where Do I Stand?*

<i>Skills</i>	<i>Knowledge</i>	<i>Attitudes</i>
Can identify similarities and differences between new information and what is already known	Can reflect critically on how his/her own world view is just one of many world views	Engages well with other people who have a variety of different points of view

<b>Aim</b>	<p><b>By the end of this activity, students will be able to:</b></p> <ul style="list-style-type: none"> <li>- <b>Reflect on how prejudice and discrimination affect people, especially asylum seeking youth</b></li> <li>- <b>Reflect on inequalities and access to rights in one’s own country and worldwide</b></li> </ul>
<b>Age</b>	15-18 years
<b>Digital/Face-to-face</b>	Digital and Face-to-face
<b>Time</b>	30 minutes
<b>Materials needed</b>	<p><b>Digital:</b> laptop</p> <p><b>Face to face:</b> interactive whiteboard; Instructions + Character cards (Annex 1)</p>
<b>Link to Global Education Dimension</b>	<p>Power analysis</p> <p>The micro-macro dimensions: from personal to collective</p>
<b>Link to SDGs</b>	<ul style="list-style-type: none"> <li>- SDG 4 Quality Education</li> <li>- SDG 5 Gender Equality</li> <li>- SDG 10 Reduced Inequalities</li> </ul>

**Step-by-step guidance:**

*(It is advised to carry out this activity after having gone through the ODISSEU game – Peter’s Story)*

1. Role Play: ‘Power Walk’: Annex I with instructions and materials available. The teacher gives out different character cards to the students and then asks them to place themselves in a line in order to start the exercise. (around 15 minutes)
2. After going through the ‘power walk’, the teacher asks the students to discuss and try to define the terms prejudice, discrimination, human rights, inequality, and asks the students to discuss which statements they felt referred to each of these terms and how they felt in another person’s shoes. (10 minutes)
3. De-briefing: the teacher asks the students to reflect on examples of how one can prevent discrimination and combat stereotypes in their environment and everyday life and to share these with the rest of the classroom. (5 minutes)

**Variation:**

*If the activity needs to be carried out online, the teacher can prepare an online live document (e.g. with Google Drive) with a grid and include the names of the students on a “starting line” in the first column of the grid on the left, asking them to “move forward” by filling blank cells with a colour assigned to them to the right, for positive reply to one of the statements. At the end, the class will have a visual representation of the steps taken forward, and will be able to discuss as per the original activity.*

**Takeaway Message:**

**People migrate to overcome poverty, escape conflict and persecution, or to access better opportunities in a different country. Poverty and discrimination can exist within and among different groups and societies, as not everyone holds the same privileges and can access the same opportunities. It is important to remember where we stand and what we can do to overcome discrimination and inequality within our communities.**

**ANNEX I: Power Walk**

- Give each participant a character card (below). Character cards may be repeated.
- Ask students to stand in a row
- Give an instruction to students to take one step forward if they feel the statement applies to their given character.
- Read the following statements:
  1. If I am hungry, I know I can find plenty of food in my kitchen
  2. My family can afford to send me to University
  3. I can attend school regularly
  4. My family is financially stable
  5. With the studies I pursued, I will be able to find a good job and earn a good wage
  6. If I get sick, I can afford all the medicines and treatment I need
  7. I do not need to leave my country to find a job
  8. I do not have to work to support my family
  9. If I got into a fight, people would ask for my side of the story
  10. I am not discriminated against because of my appearance
  11. I have lots of friends
  12. I am well accepted in the country I current live in

After reading the statements, discuss with the students why they think some are at the front, while others remained at the back and how they feel about it, before revealing who their character is. Reflect together on the privileges and challenges each character faces. Some key questions to guide the discussion:

- Why are some people at the back, and others are at the front?
- How did the people at the back feel when the others were stepping forward?
- How did the people at the front feel when they moved ahead of the others?
- Are there any similarities among the characters who moved forward? And among those who remained at the back? Which are these?

## Power Walk Characters

Peter's Character,  
from ODISSEU Game

Nigerian girl from a  
middle-class family,  
aged 12, living in  
Lagos

Italian girl, 16, living  
in **Ireland** with her  
family

Asylum seeking boy  
from Syria, 15, living  
in **Ireland** without his  
family

**Irish** youth, 16, who  
dropped out of  
school at 14 and  
works to support the  
family

Unaccompanied  
migrant girl from  
Nigeria, 13

Single mother from  
Ethiopia, 16, who  
applied for asylum in  
**Ireland**

Mohammed's  
Character, from  
ODISSEU Game

Serbian boy, 14, from  
a wealthy family,  
who's studying  
English in **Ireland**

**Irish** girl, 18, studying  
at a private  
University in the UK

Yourself

Nigerian University  
student, 18, living in  
France



3 *In-class Activity: Migration, Conflicts and Climate*

<i>Skills</i>	<i>Knowledge</i>	<i>Attitudes</i>
Can identify similarities and differences between new information and what is already known	Can reflect critically on how his/her own world view is just one of many world views	Engages well with other people who have a variety of different points of view

<b>Aim</b>	<p><b>By the end of this activity, students will be able to:</b></p> <ul style="list-style-type: none"> <li>- <b>Reflect on how prejudice and discrimination affect people, especially asylum seeking youth</b></li> <li>- <b>Reflect on inequalities and access to rights in one’s own country and worldwide</b></li> </ul>
<b>Age</b>	15-18 years
<b>Digital/Face-to-face</b>	Face-to-face
<b>Time</b>	30 minutes
<b>Materials needed</b>	<b>Face to face:</b> interactive whiteboard; Role Play Scenario - Annex 1; Assumptions cards – Annex 2; Markers and flipchart papers
<b>Link to Global Education Dimension</b>	<p>The three-time dimensions</p> <p>Historicity of knowledge dimension</p> <p>Power analysis dimension</p>
<b>Link to SDGs</b>	<ul style="list-style-type: none"> <li>- SDG 2 Zero Hunger</li> <li>- SDG 13 Climate Action</li> <li>- SDG 16 Peace, Justice and Strong Institutions</li> </ul>

**Step-by-step guidance:**

*(It is advised to carry out this activity after having gone through the ODISSEU game – Peter’s Story)*

1. The teacher reads out the role play scenario “The Blue people and the Orange people” (ANNEX I) to the group of students (2 minutes)
2. Role Play – Instructions: Divide the students in 2 groups and assign them the name of a population each from the story. Hand them out markers, 1 big sheet of paper each, the printed story and the first two assumptions per group (ANNEX II).
3. Based on the elements presented in the story, as well as the assumption handed out, each group is asked to discuss among themselves possible (conflict) scenarios resulting from these, as well as to come up with a possible solution. Each group is invited to consider elements such as their own survival, the interests at stake, possible emerging issues from the situation presented and the direction they want to take in addressing them.



4. Both groups are invited to come up with their proposed solution within 15 minutes, being aware that they should consider all possible consequences emerging from the measures they decide to take (e.g. policies, campaigns, etc.) and be able to logically justify how they came up with it.
5. After 5 minutes of discussion, both groups are handed an additional assumption (no. 3 from each set). After 10 minutes of discussion, both groups are handed an additional assumption (no. 4 from each set). Each time, they are asked to factor in these assumptions in their discussion. The teacher should always use the term 'assumption' when handing them out.
6. Sharing of the solutions between the groups: the teacher lets the groups read out the solution they came up with after the discussion, justifying their choice and consideration for the consequences of their proposed solution. They may also show the assumptions they based them on. Students are then asked if, after having listened to the others group's points of view, they might now change their minds and possibly find a way to accommodate both groups. (5 minutes)
7. Debriefing (5 minutes) – some guidance questions the teacher may want to ask:
  - Did you consider what the other population's needs and interests might have been, whilst formulating your solution?
  - Are any of the assumptions and considerations that emerged from this exercise familiar to you? Have you heard similar assumptions or reasoning in your everyday life, in relation to migrant groups in your country?
  - Were you aware that climate change, droughts, famine, could play a role in forcibly displacing people around the world? Can you think of any concrete examples?

**Variation:**

*The activity can be adapted to an online lesson using a platform that lets the facilitator divide the students into groups, through breakout rooms or similar, and can be replicated as is.*

Furthermore, should the teacher have time to delve into climate change and migration, interesting examples can be found here: <https://storymaps.esri.com/stories/2017/climate-migrants/index.html>

**Takeaway Message:**

**People migrate to overcome poverty, escape conflict, or cope with economic and environmental shocks. While this was a fictional exercise, forced migration due to climate change and conflicts over resources are a reality nowadays, and circumstances are far more complicated than the ones addressed during this short workshop. Acting on ensuring sustainability and combating climate change can save lives and avoid forced displacements.**

### *ANNEX I: The Blue people and the Orange people*

In a land far away, there is a huge green fertile valley, filled with natural resources, through which a wide, unpolluted river flows. Two populations inhabit the Valley: The Blue and the Orange. They live on the two opposite banks of the river, with the Blue occupying the left bank and the Orange occupying right bank.

#### **During the last one hundred years**

Over a hundred years ago, the two populations had been at war against each other for a long time, over the control of the valley's natural resources, but they finally signed a peace treaty and for the past century they have been living in peace.

During this time, the Blue developed a strong economy based on agriculture and wood manufacture, as the land on their side of the valley is full of trees. The Orange, on the other hand, focused on fisheries as their main trade, considering the huge numbers of lakes on their side of the valley; they also worked in agriculture.

Both populations used to work for and within their communities as well as trade with nomad populations outside the valley and had very few exchanges between each other along the years. However, a small community of Orange has settled in the Blue's land during the past 20 years, while a few Blue families moved within the Orange' territory some 15 years ago.

It has not been so easy to live with each other because the two populations have different languages and different traditions, so contacts between the smaller communities and the populations within their territory have been very scarce. This has, of course, led to the creation of prejudices on both sides.

#### **A month ago**

During the last few months, a dry spell plagued the Orange's side of the valley and social conflict erupted due to scarcity of fish, water and other resources; many people desperately started to cross the river to get to the other side and to be able to access food and shelter, as well as fleeing conflict within the Blue's territory. Now, there is a concrete risk that a conflict will erupt soon.



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*ANNEX II: Assumptions*

Blue's Assumptions

**You feel invaded and you are worried that the Orange people will start chopping down all your trees to build their shelters**

**You are scared of contracting a deadly disease which is rumoured to be brought over by the Orange people**

**The average age of your population is 48 years' old**

**The Orange people are expert fishermen/fisherwomen and farmers**

Orange's Assumptions

**The Blue have enough resources on their land to provide for housing and food for both populations**

**You believe the dry spell will end within a couple years' time and your land will flourish again if left uninhabited long enough**

**You have the right to reunite with the small Orange community who settled within the Blue lands**

**The average age of your population is 25**

## LO 4: Have an informed understanding of justice, human rights and responsibilities

### 1 In-class Activity: What Are the Universal Human Rights?

Skills	Knowledge	Attitudes
Can recognize when a companion needs his/her help	Can assess society's impact on the natural world, for example, in terms of population growth, population development, resource consumption	Shows that he/she can suspend judgments about other people temporarily

<b>Aim</b>	Students learn about human rights. They analyse the ODISSEU stories from the perspective of human rights.
<b>Age</b>	All ages
<b>Digital/Face-to-face</b>	Digital and Face-to-face
<b>Time</b>	30 minutes
<b>Materials needed</b>	<b>Digital:</b> Internet access; Etherpad ( <a href="http://yopad.eu">http://yopad.eu</a> ) <b>Face-to-face:</b> Pen and paper
<b>Link to Global Education Dimension</b>	Power analysis The micro-macro dimensions: from personal to collective
<b>Link to SDGs</b>	- SDG 16 Peace, justice and strong institutions

#### Step-by-step guidance:

1. Watch the following film together in class: What are the universal human rights (<https://www.youtube.com/watch?reload=9&v=nDglVseTkuE>)? Depending on the age group, this or a more child friendly video can be used (<https://www.youtube.com/watch?v=JpY9s1Agbsw>).
2. Students should be given the following observation assignment: Which human rights are mentioned in the film? The students should take notes of this.
3. The class can be divided into three different groups. Each group is assigned a ODISSEU character. In the next step the students should analyses it: Which human rights are violated or restricted in the case of Mohammed, Peter or Alzina? How do our rights differ from the characters in the story?
4. Together the thoughts can then be entered into an Etherpad (<http://yopad.eu>).
5. At the end the results should be presented to the class.

**Variation:**

*Via the page Canva (<https://www.canva.com>) it is possible to easily create posters online. Here students can create a poster on the topic: Which human rights are entitled to our characters? How would their lives look like if they were guaranteed their human rights? This option is a more artistic approach to take up the theme.*

**Takeaway Message:**

**Human rights are not a matter of course. Not respecting human rights has a great impact on people's lives. Human rights are interpreted and respected differently in different parts of the world.**

## 2 In-class Activity: Blackout Poetry

Skills	Knowledge	Attitudes
Can recognize when a companion needs his/her help	Can assess society's impact on the natural world, for example, in terms of population growth, population development, resource consumption	Shows that he/she can suspend judgments about other people temporarily

<b>Aim</b>	Students develop and improve their linguistic sensitivity and the ability to understand and reproduce texts.
<b>Age</b>	All ages
<b>Digital/Face-to-face</b>	Digital or Face-to-face (variation)
<b>Time</b>	30 minutes
<b>Materials needed</b>	<b>Digital:</b> Internet access; laptop/computer <b>Face-to-face:</b> printed versions of human rights; pen or text marker
<b>Link to Global Education Dimension</b>	Power analysis dimension
<b>Link to SDGs</b>	- SDG 16 Peace, justice and strong institutions

### Step-by-step guidance:

- Blackout Poetry gives students a creative and individual introduction to detailed text work. Linguistic and content-related nuances of a text become visible and are supplemented by creative visual elements. To create Blackout Poetry, visit the following webpage:  
<https://blackoutpoetry.glitch.me/>
- In the next step, students should choose one or more human rights on the following page and copy them into the text field of the Blackout Poetry Maker. Depending on the age group, the original human rights or child friendly versions can be used.
- Now the students should create their own poem in the next step. What are the central terms? What is the core message of the articles they have chosen?





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4. In the last step, students should save their work as an image and present it to the class. What differences or similarities are there in the poems? How does a poem change if one or more terms are omitted or appear?

**Variation:**

*The human rights can also be printed out and the blackening can be done with a pen or text marker. Creative examples can be seen here: <https://www.pinterest.de/saintvjoy/blackout-poetry/>*

**Takeaway Message:**

**To read between the lines and deal creatively with chippy legal texts to get the message across.**

### 3 In-class Activity: Make Human Rights Visible

<i>Skills</i>	<i>Knowledge</i>	<i>Attitudes</i>
Can recognise when a companion needs his/her help	Can assess society's impact on the natural world, for example, in terms of population growth, population development, resource consumption	Shows that he/she can suspend judgments about other people temporarily

<b>Aim</b>	Students improve their creative skills with regard to human rights.
<b>Age</b>	All ages
<b>Digital/Face-to-face</b>	Face-to-face
<b>Time</b>	30 minutes
<b>Materials needed</b>	Newspapers, magazines, scissors, glue stick
<b>Link to Global Education Dimension</b>	Power analysis dimension
<b>Link to SDGs</b>	- SDG 16 Peace, justice and strong institutions

#### Step-by-step guidance:

1. Individual students or small groups of up to 3 people each draw a human right from a lottery box.
2. The group or person is then given the task of creating a poster/collage for this human right and promoting it.
3. The posters can be designed using the above materials and then displayed in the classroom or the whole school.

#### Variation:

*Human Rights Day is observed every year on 10<sup>th</sup> December. Depending on when the activity takes place, the posters can be used to celebrate this day and raise awareness of human rights.*

#### Takeaway Message:

**Through the artistic examination of human rights, an in-depth examination of the subject takes place.**

### **The Universal Declaration of Human Rights (abbreviated)<sup>4</sup>**

Article 1	Right to Equality
Article 2	Freedom from Discrimination
Article 3	Right to Life, Liberty, Personal Security
Article 4	Freedom from Slavery
Article 5	Freedom from Torture and Degrading Treatment
Article 6	Right to Recognition as a Person before the Law
Article 7	Right to Equality before the Law
Article 8	Right to Remedy by Competent Tribunal
Article 9	Freedom from Arbitrary Arrest and Exile
Article 10	Right to Fair Public Hearing
Article 11	Right to be Considered Innocent until Proven Guilty
Article 12	Freedom from Interference with Privacy, Family, Home and Correspondence
Article 13	Right to Free Movement in and out of the Country
Article 14	Right to Asylum in other Countries from Persecution
Article 15	Right to a Nationality and the Freedom to Change It
Article 16	Right to Marriage and Family
Article 17	Right to Own Property
Article 18	Freedom of Belief and Religion
Article 19	Freedom of Opinion and Information
Article 20	Right of Peaceful Assembly and Association
Article 21	Right to Participate in Government and in Free Elections
Article 22	Right to Social Security
Article 23	Right to Desirable Work and to Join Trade Unions
Article 24	Right to Rest and Leisure
Article 25	Right to Adequate Living Standard
Article 26	Right to Education

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<sup>4</sup> [http://hrlibrary.umn.edu/edumat/hreduseries/hereandnow/Part-5/8\\_udhr-abbr.htm](http://hrlibrary.umn.edu/edumat/hreduseries/hereandnow/Part-5/8_udhr-abbr.htm)



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[www.odisseu-project.eu](http://www.odisseu-project.eu)

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Article 27	Right to Participate in the Cultural Life of Community
Article 28	Right to a Social Order that Articulates this Document
Article 29	Community Duties Essential to Free and Full Development
Article 30	Freedom from State or Personal Interference in the above Rights

## LO 5: Take responsibility as European citizens for upholding EU values and understanding the EU's role in international development

### 1 *In-class Activity: What Is the Colour of Your Passport?*

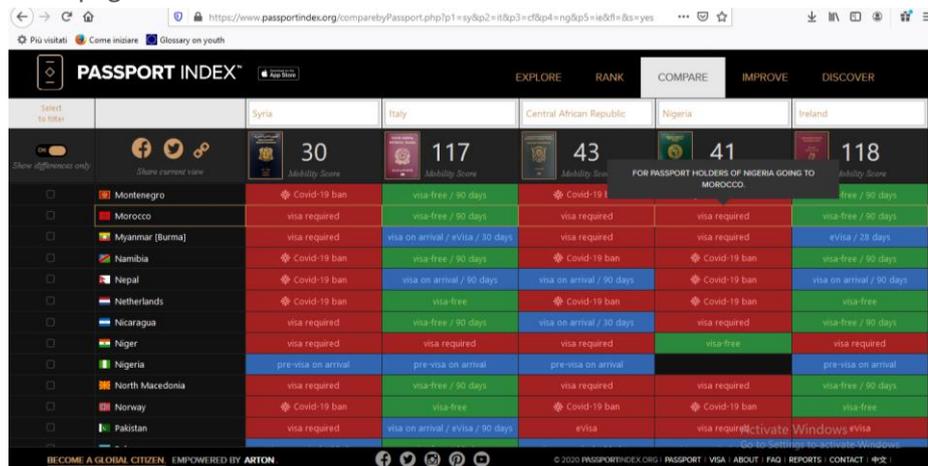
<i>Skills</i>	<i>Knowledge</i>	<i>Attitudes</i>
Can change the decisions that he/she has made if the consequences of those decisions show that this is required	Can reflect critically on the root causes of human rights violations, including the role of stereotypes and prejudice in processes that lead to human rights abuses	Expresses a willingness to co-operate and work with others  Shows that he/she accepts responsibility for his/her actions

<b>Aim</b>	- To understand the value granted by EU passports in terms of international mobility and cooperation  - To understand why it can be difficult for many non-EU nationals to travel to other countries
<b>Age</b>	All ages
<b>Digital/Face-to-face</b>	Digital and Face-to-face
<b>Time</b>	30 minutes
<b>Materials needed</b>	<b>Digital:</b> laptop; internet <b>Face-to-face:</b> interactive board; internet
<b>Link to Global Education Dimension</b>	- Power analysis  - Three time dimensions
<b>Link to SDGs</b>	- SDG4 Quality education  - SDG 10 Reduced inequalities  - SDG 16 Peace, justice and strong institutions

#### Step-by-step guidance:

1. Ask students if they have a passport and when they have used it (if they had to apply for a visa, if they got a stamp, etc.)
2. Tell them to open the link <https://www.passportindex.org/> and start exploring the ranking of world's passports in terms of:
  - mobility score: how many countries it is possible to travel with that passport

- global ranking: the positions in the passports’ “league”
  - individual ranking: what kind of visa (documents) has to be produced in order to travel to different destinations
3. Ask students to click on the button “Compare passports and destinations” on the top right of the homepage



4. Invite them to select their country, ODISSEU’s game countries (Syria, Central African Republic, Nigeria), and add an extra one. Discuss or ask them to write some considerations about the following questions:
- What is surprising about the comparison?
  - Why in some countries can you travel just with an ID, while in others you have to apply for a visa, make a payment and hope for admission?
  - Where do these differences between countries come from? Why?
5. For a short reading on people movement in history and the introduction of passports, read this article: <https://fys-forums.eu/en/fys-toolkit/forum-curriculum-people-force-flee/130-introduction-to-people-forced-to-flee>

**Variation:**

It is possible to further explore the topic through the lenses of:

- Law and civic education analysing the international and national laws which regulate human mobility at international level, and at EU level through the [Schengen Agreement](#)
- History exploring the link between colonialism and the power of passports. Why those power relations are still in place today?
- Geography / anthropology analysing the anthropological impact of passport mobility connected to societal compositions
- Math and statistics analysing how those data stats are built and the social value of such comparative tools for research and public information

**Takeaway Message:**

The colour of your passport changes the opportunities you have in life

## 2 In-class Activity: How The EU Works

<b>Skills</b>	<b>Knowledge</b>	<b>Attitudes</b>
Can change the decisions that he/she has made if the consequences of those decisions show that this is required	Can reflect critically on the root causes of human rights violations, including the role of stereotypes and prejudice in processes that lead to human rights abuses	Expresses a willingness to cooperate and work with others  Shows that he/she accepts responsibility for his/her actions

<b>Aim</b>	- To understand the main roles of EU institutions and how they work in synergy - To apply knowledge on EU institutions to migration policies
<b>Age</b>	15-18 years
<b>Digital/Face-to-face</b>	Digital and Face-to-face
<b>Time</b>	30 minutes
<b>Materials needed</b>	<b>Digital:</b> laptop; internet <b>Face-to-face:</b> interactive board; internet
<b>Link to Global Education Dimension</b>	- Power analysis - Three time dimensions
<b>Link to SDGs</b>	- SDG4 Quality education - SDG 16 Peace, justice and strong institutions - SDG 17 Partnership for the goals

### Step-by-step guidance:

1. Ask students what they really know about the EU functioning and its structure, where and when they hear about it
2. Then, watch the video [How the EU works](#) with your students (11,15')
3. When the video is over show students one of the two infographics in annex I and II. Open the floor for a debate:
  - What is the role of the 3 main EU institutions?
  - How do EU institutions guarantee the democratic decision making process when proposing new legislation?
  - What is the difference between a directive, a regulation and a decision?

4. Invite students to draw how they feel about the European Union by making a drawing or writing a short poem. How can we contribute to strengthening the EU institutions and democracy?

**Variation:**

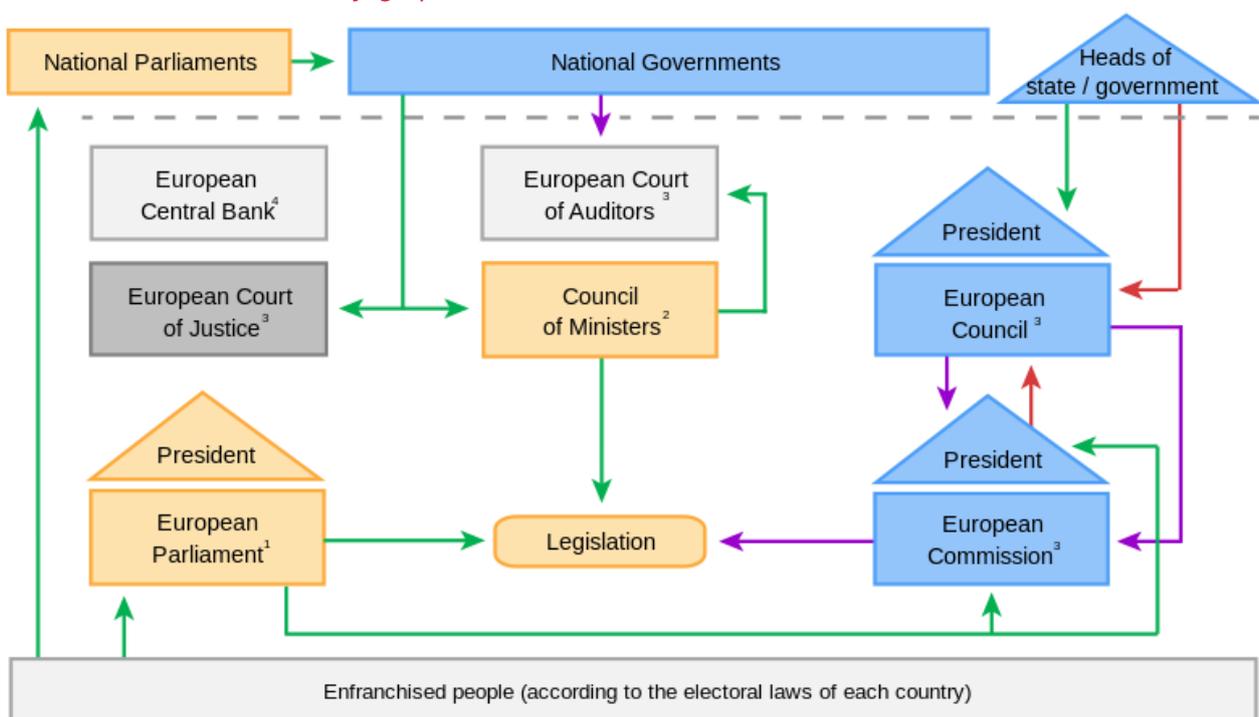
It is possible to further explore the topic through the lenses of:

- Law and civic education analysing the official website of the [European Union](#) and the actual debate on policy reforms
- History exploring the historical facts that led to the approval of EU Treaties
- Human rights education reading the document [“10 trends shaping democracy in a volatile world”](#)

**Takeaway Message (for students):**

The future of democracy is directly proportional to the knowledge and active engagement of citizens in the decision making and implementation of policies (Annex III)

**ANNEX I: How the EU works: infographic 1**

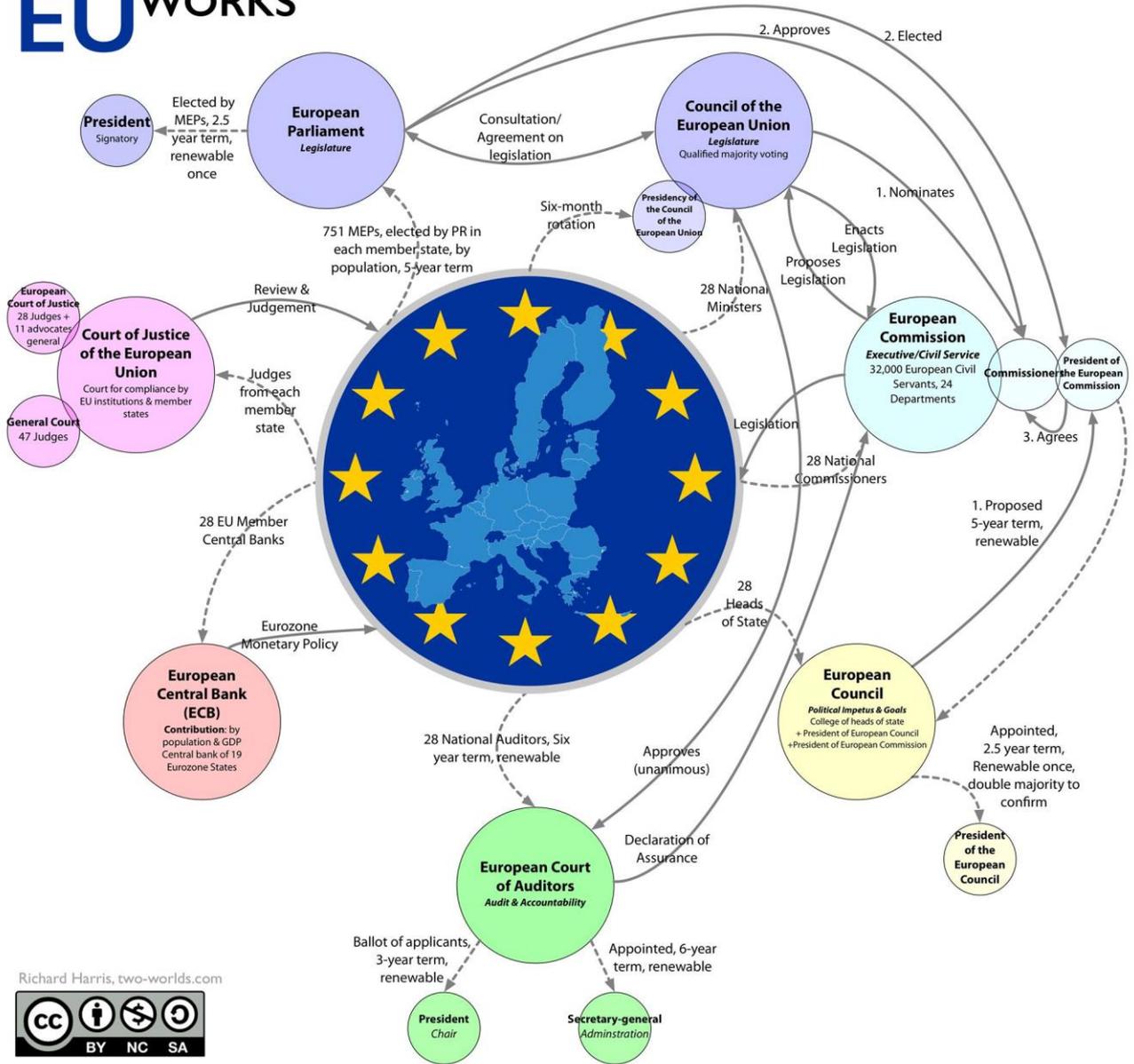


- Legislative branch
- Executive branch
- Judicial branch
- elects / appoints / decides on
- membership
- proposes

- 1: Elections are every 5 years. The right to vote may be different depending on the country
- 2: State chamber. Convenes in varying composition depending on the policy area. Each country is represented by one member per department
- 3: Each country is represented by one member
- 4: The European Central Bank is composed of representatives of the national central banks. Its Board is elected by the European Council on the proposal of the Council of Ministers

ANNEX II: How the EU works: infographic 2

# HOW THE EU WORKS



Richard Harris, two-worlds.com



*ANNEX III: Key elements of the national ecosystem*





**3 In-class Activity: Life at The Border**

<b>Skills</b>	<b>Knowledge</b>	<b>Attitudes</b>
Can change the decisions that he/she has made if the consequences of those decisions show that this is required	Can reflect critically on the root causes of human rights violations, including the role of stereotypes and prejudice in processes that lead to human rights abuses	Expresses a willingness to cooperate and work with others  Shows that he/she accepts responsibility for his/her actions

<b>Aim</b>	- To raise awareness about the deep emotional and physical shock of a person forced to flee and thrown into another country  - To reflect on the legacy of EU agreements with third countries to block migration flows
<b>Age</b>	All ages
<b>Digital/Face-to-face</b>	Digital and Face-to-face
<b>Time</b>	30 minutes
<b>Materials needed</b>	<b>Digital:</b> laptop; internet  <b>Face-to-face:</b> interactive board; internet
<b>Link to Global Education Dimension</b>	- Power analysis  - Emotional dimensions
<b>Link to SDGs</b>	- SDG3 Health  - SDG4 Quality education  - SDG 16 Peace, justice and strong institutions  - SDG 17 Partnership for the goals

**Step-by-step guidance:**

1. Going back to the story of Mohammed, ask students to focus on the screenshots of the character queuing at the border controls (ANNEX I and II) and:
  - divide the blackboard into 3 columns/bubbles with “Think”, “Feel” and “Act”
  - ask students to share ideas according to these 3 categories: would they have positive or negative feelings? Local authorities would be supportive or reluctant to help? How would they communicate?
2. Then, watch the video [Seeking asylum in the EU](#) with your students (2:19’), it explains the general procedure based on the Dublin Regulation, but Member States agreements have changed over the last years.

3. Divide students in groups and invite them to write or draw how they feel about the following news/migration agreements
  - [Libya: Renewal of migration deal](#)
  - [Blame Europe, not just Turkey, for migration deal collapse](#)
  - [UN expert describes Hungarian migrant camps as places of detention and deterrence](#)
4. Ask groups to discuss and take note about:
  - What are the reasons for EU member states to react in these ways to asylum seekers?
  - What are the impacts of these policies and agreements on asylum seekers?
  - Do you think there might be other ways to invest EU's budget on migration? Which ones?

**Variation:**

*It is possible to further explore the topic through the lenses of:*

- *History and geography exploring the stories of [I am a migrant](#)*
- *Human rights education and civic education exploring national legislation on social inclusion and supporting local NGOs promoting migrants and asylum seekers integration.*

**Takeaway Message:**

**Migrants living in the EU count for less than 5% of the total population. Nevertheless, political parties' propaganda often describes them as the main problem for EU citizens, hiding structural challenges they are not able to deal with.**

[https://ec.europa.eu/eurostat/statistics-explained/index.php/Migration\\_and\\_migrant\\_population\\_statistics](https://ec.europa.eu/eurostat/statistics-explained/index.php/Migration_and_migrant_population_statistics)

*Annex I: Mohammed waiting for approval of his asylum status*



Now that we luckily made it to the Island, we are trying to avoid the camp, as it is so overcrowded and the conditions are terrifying.

The waiting period for approval of the asylum status is also very long. We have decided to search for local smugglers, who can arrange our immediate transport to the inland.

**CONTINUE**

Activate Windows  
Go to Settings to activate Windows.

## *Annex II: Mohammed queuing to start the registration process*

The smugglers directed us to the nearest Holding and Processing Centre.

We finally arrive here and start the registration process. We have to hand out all our documents.

We don't understand or speak the language, it's really hard to communicate. It is a long and frustrating process.



**CONTINUE**<sub>WS</sub>  
Go to Settings to activate Windows.

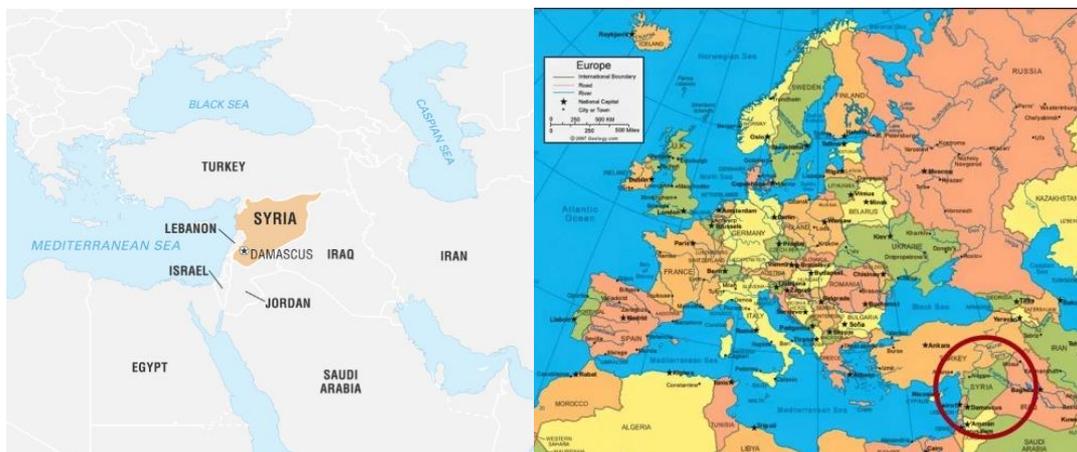
## 5. Additional resources: Country Profiles and Glossaries

In this section, you will find some additional resources that can be handed out to students before they play the Online Simulation Game. These resources contain some background information that might be helpful when playing the Online Simulation Game.

Firstly, you will find country profiles about Syria, Central African Republic (CAR) and Nigeria in this document. These are the countries Mohammed, Alzina and Peter live in before their journey to Europe or another region. Secondly, a glossary is provided for each story to give further clarification on some of the concepts that are mentioned along every story.

### 1 Mohammed's Story (Syria)

#### 1.1 Country Profile Syria



Syria is a country in the Middle East. It shares the borders with Lebanon, Israel, Jordan, Iraq, and Turkey. Its western part faces the Mediterranean Sea, while its eastern and northern parts are mountainous. Syria's national capital is **Damascus** but Aleppo used to be the biggest city in the country. The current president is Bashar al-Assad. The official language is Arabic. Most of the population is Muslim, followed by Christians. Before the civil war (2011), Syria was one of the favourite destinations for tourists in the Middle East.

Although in the last ten years we have heard only tragic news about this country, before the civil war **Syrian people had stable lives**. The economy was gradually growing and the population was living in harmony despite cultural and religious diversities.

The **Syrian civil war** is an ongoing armed conflict in the country that began on 15<sup>th</sup> March 2011 with demonstrations. At that time, several demonstrations were held in other Arab countries also, which has been called "the Arab Spring". Protesters in Syria demanded that President Bashar al-Assad resigns. In April 2011, the Syrian Army fired on demonstrators across the country and the protest turned into an armed rebellion.



There are now several countries involved in the war<sup>5</sup>. Once a middle-income country, Syria is now, to a large extent, in ruins.

Before the civil war, Syria had a population of just above 21 million people. About 384,000 people died because of the war and over 5.6 million people have fled Syria since 2011. An additional 6.6 million people were forced to leave their houses and they are now internally displaced<sup>6</sup>. Furthermore, 13.5 million people are in need of humanitarian aid in Syria. Altogether, this **one of the worst humanitarian crises** since World War II.

The crisis in Syria has taken a devastating toll on **education**. Over 7,000 schools are damaged or destroyed and about 2 million children are out of school. More and more, there is a generation of children that have never attended school.

Syrians who manage to flee the conflict are facing increasingly difficult conditions in neighbouring countries. **International humanitarian aid** has been vital in helping them to meet basic needs such as water and sanitation, food and shelter. As a majority of refugees live in informal settlements or sub-standard shelters, for which they have to pay rent, the situation for many is dire and they need continued support. Also, they are often not welcomed. Jordan and Lebanon have increasingly restricted the opportunities to cross their borders to people trying to flee the country and **Turkey is nowadays hosting the largest number of Syrian refugees**.

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<https://www.unicef.org/syria/education>

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<sup>5</sup> Including Russia, Iran, the United States, Turkey, Saudi Arabia and more

<sup>6</sup> People who flee but stay between their own national borders, are not called refugees, but Internally Displaced Persons (IDP's). They often stay in so-called IDP-camps.

## 1.2 Glossary Mohammed's Story

Concept	Description
<b>Lebanon</b>	More than 1 million Syrian refugees are registered in Lebanon. Lebanon's residency policy makes it difficult for Syrians to maintain legal status. The refugees staying in Bekaa mostly reside on private land belonging to Lebanese farmers. In return, refugees harvest olives, pick and stock tobacco leaves and herd cattle. Children, as young as thirteen, also work to support their families.
<b>Amman</b>	Amman is the capital city of Jordan. Since the start of the Syrian crisis in 2011, Jordan hosts a lot of Syrian refugees. Most Syrian families rely on humanitarian assistance to meet their basic needs. Access to work permits remains a serious obstacle, pushing refugees into informal and insecure work.
<b>Egypt</b>	Egypt is a major destination for Syrian refugees since 2012. Most refugees don't live in refugee camps, but in Egyptian communities. For those people without means, this increases the chance for them to end up in poverty.
<b>Lesbos</b>	Many Syrian refugees land on the Greek island of Lesbos, which has become the centre for the country's migrant crisis. In 2019, 16000 migrants arrived at the island.
<b>Refugee Camp Moria in Lesbos</b>	Camp Moria is the largest camp on the island of Lesbos. In 2020, there were more than 19.000 asylum seekers living at a facility with a capacity for 2.840 people. In September 2020, fires largely destroyed camp Moria, leaving thousands of people without shelter.
<b>Germany</b>	By welcoming refugees, Germany tries to help its economy. As the unemployment rates are very low, young Germans don't want to go in vocational training anymore, meaning companies face a shortage of skilled workers. They hope to train refugees so they can fill in these gaps.
<b>Holding and Processing Centres Germany</b>	Germany introduced several migrant processing centres to bring all asylum seekers under one roof and speed up their asylum proceedings. Up to 1500 refugees can be housed in one centre.
<b>Balkan Route</b>	Macedonia, Serbia, Croatia, Slovenia and Austria represent the 'Balkan route' across the European continent. Thousands of refugees are making a dangerous journey across the Balkans to enter the European Union.

## 2 Alzina's Story (Central African Republic, CAR)

### 2.1 Country Profile Central African Republic



The Central African Republic (CAR) is a country in Central Africa. It is bordered by Chad to the north, Sudan to the northeast, South Sudan to the southeast, the Democratic Republic of the Congo to the south, the Republic of the Congo to the southwest and Cameroon to the west. The CAR has an estimated **population of around 4.7 million people** as of 2018. The capital city is Bangui.

Central Africans currently speak a wide variety of **languages**, but French and Sango are the official languages with Sango as the most common language, spoken by nearly 90% of the population. Most of the Central Africans are Christians, but there is a growing number of Sunni Muslims.

Since 2012 the Central African Republic is in an **ongoing civil war** involving the government and several armed rebel groups, called 'militia groups', including the Muslim Séléka and the Christian anti-balaka. The civilians have been the main victims of the bloody conflict. At least 1.2 million people have been forced from their homes: they are either internally displaced in a safer area of the country<sup>7</sup>, or have sought refuge in neighbouring countries.

The military conflicts have had extremely negative impacts on **education**. Many children no longer have the possibility to attend school. First, attending school became too dangerous. As schools are often the target of

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<sup>7</sup> People who flee but stay between their own national borders, are not called refugees, but Internally Displaced Persons (IDP's). They often stay in so-called IDP-camps.



military attacks. Second, teachers fled the fighting in rural areas and they were then replaced by underqualified parent-teachers.

In CAR, the majority of the population is under 35 years of age. One of the unfortunate consequences is that according to UNICEF, Central African Republic has the second highest rate of **child marriage** in the world. 68% of girls in Central African Republic are married before the age of 18 and 29% are married before the age of 15. Child marriage is driven by the belief that girls are somehow inferior to boys.

Before the civil war, CAR had already major **health-related issues**. Both child mortality and maternal mortality are amongst the highest in the world. A child in the Central African Republic had a 16% chance of dying before his/her fifth birthday. During the conflict, health facilities have been looted and medical staff have fled their posts. The lack of essential medicines, supplies and health professionals has seriously impeded the provision of health care. There is limited support for essential health care, like infant and child health and nutrition.

Therefore, the situation in Central African Republic is extremely serious. **Almost two thirds of the country**, (more than 2.3 million people, including more than 1.1 million children) **need humanitarian aid to cover their basic needs** (water, food, sanitation).

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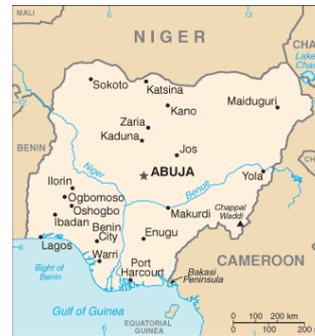


## 2.2 Glossary Alzina's Story

Concept	Description
<b>Violence in Central African Republic</b>	Since 2012 the Central African Republic is in an ongoing civil war involving the government and several armed rebel groups, called 'militia groups', including the Muslim Séléka and the Christian anti-balaka. Much of the tension is over religious identity.
<b>UNICEF</b>	UNICEF is a United Nations agency responsible for providing humanitarian and developmental aid to children worldwide.
<b>Child Mortality</b>	Before the civil war, CAR had already major <b>health-related issues</b> . The country had the sixth-highest <b>child mortality</b> and the third-highest <b>maternal mortality</b> rates in the world. A child in the Central African Republic had a 16% chance of dying before his/her fifth birthday.
<b>Agadez</b>	Agadez is the 5 <sup>th</sup> largest city in Niger, with a population of 110.497. It lies in the Sahara desert. Agadez is at the heart of the Europe migrant crisis. The last stop for West Africans before the most dangerous leg of their journey: crossing the Sahara desert.
<b>Internally Displaced People (IDP)</b>	Unlike refugees who flee to another country, an Internally Displaced Person (IDP) is someone who is forced to flee his or her home but who remains within his or her country's borders. They often find shelter in so-called IDP-camps.
<b>International Organisation for Migration (IOM)</b>	The International Organisation for Migration (IOM) is an organisation that provides services and advice concerning migration to governments and migrants, including internally displaced persons, refugees and migrant workers.
<b>A Pirogue</b>	A pirogue is a small-bottomed boat. In West Africa they were used as traditional fishing boats.
<b>Women's Mutual</b>	The UAP Old Mutual Group is an integrated Financial Service business operational in East Africa. Amongst others, they offer financial solutions for insurance, investment savings and banking.

## 3 Peter's Story (Nigeria)

### 3.1 Country Profile Nigeria



**Nigeria** is a country located in West Africa, bordering Niger, Chad, Cameroon and Benin. The capital city is Abuja. As of 2019, **over 200 million people live in the country**, making Nigeria the most populous country in Africa. Nigeria hosts over 250 ethnic groups<sup>8</sup>, with over 500 distinct languages and cultural traits. The ethnical division translates also in a religious division: the northern part of the country has a Muslim majority, whilst the south part has a Christian majority. As a former British colony English is the official **language** of the country. However, the most widely spoken languages are Pidgin, English and Hausa.

**Agriculture** is the base of the Nigerian economy, providing the **main source of livelihood** for most Nigerians. Farms are generally small and scattered, characterised by the use of simple tools. They produce about 80% of the total food. However, according to the Food and Agriculture Organisation (FAO) **over 3 million people in the country are exposed to malnutrition**<sup>9</sup> with the lean season<sup>10</sup> being the most dangerous if adequate food aid is not provided.

Even though primary **education** is officially free and compulsory, about 10.5 million of the country's children are not in school. Only 61% of 6-11 year olds regularly attend primary school. Poverty and gender inequality are often the main reasons children are kept out of school, especially girls.

**Politically**, the last 30 years have been characterised by instability. During the past decades, the Northern part of the country has been increasingly controlled by the terrorist group **Boko Haram**, who promotes a version of Islam that forbids the local Muslim population to take part in activities associated to Western

<sup>8</sup> An ethnic group or ethnicity is a category of people who identify with each other on the basis of a belief of common descent, like a common language, history, culture, nation, religion, race, etc. For example: Christians and Muslims are both ethnic groups.

<sup>9</sup> Malnutrition is a serious condition that happens when your diet does not contain the right amount of nutrients

<sup>10</sup> The time between planting and harvesting, usually summer – called the 'hunger gap'

society (among others, female education). The group regards Nigeria as being ruled by non-believers, and aims at forcing their version of Islam as the ruling law in the country.

In 2014, Boko Haram kidnapped 276 schoolgirls, of whom more than 100 are still missing today. The UNHCR<sup>11</sup> estimates that over 2 million people have been internally displaced<sup>12</sup> in the areas controlled by the group.



Figure 1 Flag of Boko Haram

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<sup>11</sup> UNHCR, the UN Refugee Agency, is a global organization dedicated to saving lives, protecting rights and building a better future for refugees, forcibly displaced communities and stateless people.

<sup>12</sup> People who flee but stay between their own national borders, are not called refugees, but Internally Displaced Persons (IDP's). They often stay in so-called IDP-camps.

3.2 Glossary Peter's Story

Concept	Description
<p><b>Private education in Nigeria</b></p>	<p>Low-fee private schools enrol a growing amount of children in Nigeria, including the poor. The key reasons for the growth in private schools is that the state sector cannot cope with the demand and private schools are perceived to deliver better quality education than government schools. However, there is also evidence that their quality of education is actually less than public schools.</p>
<p><b>Militia groups</b></p>	<p>Violence has been ongoing in north-east Nigeria since the terrorist group Boko Haram (active in Nigeria, Cameroon, Niger and Chad) started an armed rebellion in 2009, forcing more than 2.5 million people to flee from their homes. Between 2009 and 2015, the group took control of extensive territories in north-eastern Nigeria.</p>
<p><b>Humanitarian aid Nigeria</b></p>	<p>Aid agencies are unable to respond effectively to the crisis in north-eastern Nigeria due to the amount of control the Nigerian military now has over their activities. Indeed, groups like Boko Haram might view aid groups as taking the government's side, making them vulnerable for attacks.</p>
<p><b>Smuggling</b></p>	<p>Smuggling is the illegal movement of goods or people, often across national borders. A lot of child refugees who travelled to Europe reported direct experiences of abuse, exploitation and practices which may amount to human trafficking.</p>
<p><b>Refugees' Journey at Sea</b></p>	<p>War in countries like Syria is driving refugees through Libya as they make their way to Italy. It's a dangerous journey. Many of the migrants have never seen open water before, and don't know how to swim. Also boats are overcrowded and people often wear fake life jackets.</p>
<p><b>Strait of Gibraltar</b></p>	<p>The Strait of Gibraltar is a narrow arm of the sea that connects the Atlantic Ocean to the Mediterranean Sea and separates Gibraltar and Spain in Europe from Morocco in Africa. The two continents are separated by 14.3 kilometres of ocean at the Strait's narrowest point.</p> <p>Although the route is closely guarded and its crossing is dependent on weather conditions, smugglers organise transit of migrants across the strait, from different departure places.</p>
<p><b>Unaccompanied Minors</b></p>	<p>Since Peter travelled without his parents, he and his sisters are seen as 'unaccompanied minors' in the European Union.</p>





Co-funded by the  
Erasmus+ Programme  
of the European Union

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.  
Project Number: 2018-1-IT02-KA201-048187