

BROTHERS

ACROSS

BORDERS

TEACHERS GUIDE



International Federation
of Red Cross and Red Crescent Societies



FUNDED BY THE EUROPEAN UNION
EU REGIONAL TRUST FUND 'MADAD'
الصندوق الاستئماني الأوروبي 'مدد'

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ABOUT THE MOVIE

"Brothers Across Borders" is an interactive movie set in Syria and Turkey. In an engaging and capturing fashion it shows the living conditions of people who are affected by the conflict in Syria and the choices they have to make. The movie is produced by Llama Productions for Red Cross/Red Crescent as a part of the project "Addressing Vulnerabilities of Refugees and Host Communities in Five Countries Affected by the Syria Crisis" which is funded by the EU Regional Trust Fund in response to the Syrian conflict.

"Brothers Across Borders" is made for school children and students in the age group 12 to 17 years. It combines visual story telling with game play which is based on multiple choices. This enables the students to experience the life of a Syrian refugee as the movie takes them to real locations in Syria and Turkey and let them choose how to proceed. In this way, they get to experience real-life situations rather than hearing about them through the media and other second-hand sources.

With this material, Red Cross/Red Crescent wants to challenge the students and encourage them to be curious, ask questions and reflect. The aim is to increase the understanding of the situation for people who have left Syria as well as inspire action by the students to help and support fellow human beings.

THE PURPOSE OF THE TEACHING MATERIAL

"Brothers Across Borders" is about the living conditions of people affected by the conflict in Syria – inside Syria and in the neighbouring countries. The movie follows the young Syrian man Ismael who is looking for his brother Muhammed and it touches on topics such as:

Displacement

Family

Livelihood

War

Cultural and geographic heritage

The movie aims to increase the students' understanding of terms like "neighbouring countries", "refugees" and "asylum" as they feature frequently in the public debate. The material puts a face on refugees and their families and shows that people affected by war and in situations of displacement need assistance and support regardless of whether they are in countries neighbouring

Syria or living in Europe.

The movie presents a number of different characters with stories that have a universal appeal – such as the wish to keep together and protect one's family. It also shows different aspects of Syria and the neighbouring countries, as a basis for good and concrete class discussions.

LEARNING OBJECTIVES

- ***The student is able to define what it means to be displaced;***
- ***The student has knowledge about Syrian refugees and their situation;***
- ***The student can account for and differentiate between key concepts presented like: neighbouring countries, internally displaced, refugees, asylum, migrants;***
- ***The student can give examples of countries that make up the neighbouring areas of Syria;***
- ***The student can, using the interactive movie, determine which dilemmas Syrian refugees may face when they are forced to leave their home;***
- ***The student can discuss the importance of family and the consequences that war have on family situation and ties;***
- ***The student can give examples of how Red Cross and Red Crescent is helping in Turkey, a neighbouring country to Syria;***
- ***The student can relate the Syrian refugee situation to other refugee crises in the world;***

HOW TO WORK WITH THE MATERIAL

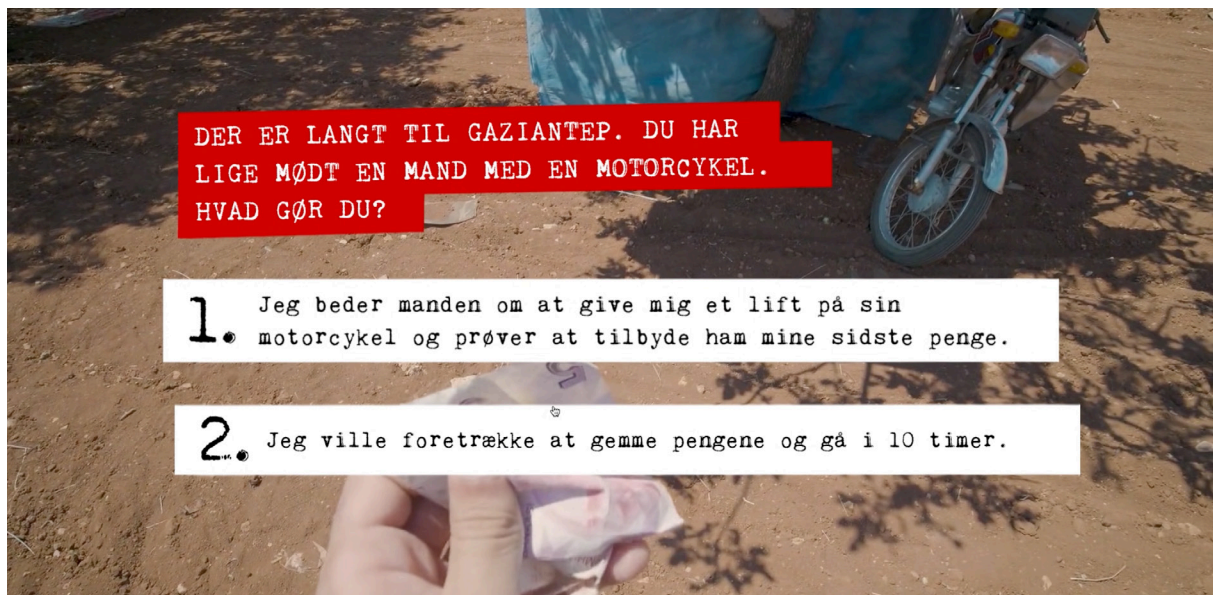
The material is designed as an optional complementary set of exercises that take their starting point in the situations depicted in the movie "Brothers Across Borders", but the movie can also be watched and discussed on its own.

The material is constructed in a way that allows the teacher to pick specific exercises, work across different school subjects or use it to create entire courses or theme weeks. Every theme and exercise can be worked on separately, but the

student will gain more perspectives by working with more than just one topic.

The first part of the material consists of cases closely related to the movie and its storyline. Here the students use specific scenes, characters or situations to work through the exercises. The second part introduces a broader group of exercises focusing on the different dealt with in the movie. A time estimate for each exercise has been provided, but may vary depending on the individual class / group of students.

The Material has two annexes: Annex 1 contains suggestions for quiz and evaluation questions; and Annex 2 provides more detailed information about the current humanitarian situation in Syria and its neighbouring countries, which can be used as background information for the teacher, shared with the students if deemed relevant, and be used as an introduction for specific exercises (it is specified where).



HOW TO WATCH THE MOVIE

Given the interactive nature of “Brothers Across Borders” we suggest that students watch the movie individually or in small groups, allowing them to make their own choices and create their own story line. It can however also be watched in plenary making the choices collectively. If watched individually, it is important to be aware that they may not all watch the same scenes and have the same story lines.

This can prove a challenge when working closely with the narrative of the movie in relation to the different exercises presented in this teachers guide. However, the chapters of the movie are all available on the website, making it easy to re-watch

specific scenes and play through them multiple times. When discussing a theme or a scene with the students, it might be a good idea to discuss all the different possible choices as a part of this. To get the most out of the movie, each student should have access to a computer or a tablet and head phones.

1. Direct them to the website www.brothersacrossborders.com
2. Have them choose the appropriate language.
3. Explain the practicalities of the multiple-choice function before having them start the movie.
4. When the choices pop up, they must choose one to continue the story line. They do this by clicking the cursor.

Approximately 30 minutes should be set aside for watching the movie to the end (depending on the number of choices the individual student / group decides to go through).

THE RED CROSS AND RED CRESCENT MOVEMENT

The International Red Cross and Red Crescent Movement is the world's largest humanitarian network that helps those facing armed conflict, natural disasters and other emergencies, as well as health and social problems. More than 17 million Red Cross and Red Crescent volunteers and 80 million members interact with friends, families and neighbours across the world. Their service has a positive impact on the lives of every member of their community. They serve in places like hospitals, schools, community centres and gatherings, and in peoples' homes, providing life-changing and sometimes life-saving services. It has three main components:

- The International Committee of the Red Cross (ICRC)
- The International Federation of Red Cross and Red Crescent Societies (IFRC)
- 191 member Red Cross and Red Crescent Societies

The ICRC, the Federation and the National Societies are independent bodies. Each has its own individual mandate and role and exercises no authority over the others. The Movement works according to 7 fundamental principles: humanity, impartiality, neutrality, independence, voluntary service, unity and universality – meaning that

it works to alleviate human suffering for all people in need it at all times, without discrimination, and that it works independently and on all sides of a conflict without regard to political affiliation and always anchored in the local communities and their voluntary assistance. These principles are at the core of the Movement's approach to helping people in need. The Movement also works in cooperation with governments, local authorities, donors and other aid organizations to assist vulnerable people around the world.

ABOUT THE PROJECT

The project is a collaboration between 15 Red Cross and Red Crescent Societies: IFRC, Egyptian Red Crescent, French Red Cross, German Red Cross, Iraqi Red Crescent, Jordanite Red Crescent, Lebanese Red Cross, Dutch Red Cross, Norwegian Red Cross, Palestinian Red Crescent, Spanish Red Cross, Swedish Red Cross, Swiss Red Cross, Turkish Red Crescent and is coordinated by Danish Red Cross.

“Madad” is an Arabic word that means “helping together”. The EU Regional Trust Fund in response to the Syrian conflict MADAD Trust Fund delivers an integrated and response by the European Union to the Syrian crisis, targeting long term needs of economy, education, protection and living conditions. Its funds are earmarked for the Syrian refugees living in neighbouring countries such as Jordan, Lebanon, Turkey, Egypt and Iraq and the host societies deeply affected by the large number of refugees. You can find more detailed about the MADAD trust Fund here: https://ec.europa.eu/neighbourhood-enlargement/neighbourhood/countries/syria/madad_en

GLOSSARY

Migration is a complex matter, referring to a wide range of definitions and categories and adhering to different laws and international conventions. Patterns of forced migration are often linked to a mix of root causes; political instability, armed conflict, climate changes, poverty, disasters or demographic pressures. The variety of definitions of the term “migrant” is therefore often overlapping, and includes different sub-categories, such as refugees and asylum seeker. The family in the movie is moving within and across borders, and for different reasons, and are therefore also moving across different categories of migration.

The following definitions are provided for the educator's reference. The students

have the opportunity to explore definitions through individual activities. Some definitions have been deliberately simplified for a young audience.

Migration

Is the movement of people from one place to another. Migration can happen within the same country or between countries. The term migration is different to tourism, as migration is generally used when people go to a new place to settle or live in the longer term and when they create significant ties to the new place¹.

Migrant

Someone who leave or flee their home to go to new places to seek opportunities or safer and better prospects. The term migrant therefore is broad and can include asylum seekers, refugees, internally displaced people, migrant workers and undocumented migrants².

Internally displaced person

Someone who has been forced to leave their home, often because of conflict, and has had to relocate or been forcibly relocated to another area within their home country.

Asylum seeker

Someone who has left their home country and formally applied for recognition as a refugee in another country and is waiting for a decision on their application.
(Adapted from UNESCO glossary on migration)

Refugee

Someone who, “owing to a well-founded fear of persecution for reasons of race, religion, nationality, membership of a particular social group or political opinions, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country”
(1951 Refugee Convention)

Refugee camp

A refugee camp is an area designed to host refugees temporarily and contains the most basic equipment and man power to ensure the survival of the refugees – such as a place to sleep, toilets, medical care, food, water and safety. Many refugee camps are very big and can end up being permanent.

Undocumented migrant

Is someone who does not hold the required legal status or travel documents to enter or remain in a country. Previously referred to as “irregular migrants”.

1) Adapted from a definition of migration cited in UNESCO Glossary www.unesco.org

2) Det Internationale Forbund af Røde Kors- og Røde Halvmåne-selskaber (2009) Policy on Migration www.ifrc.org/Docs/pubs/who/policies/migration-policy-en.pdf

Migrant worker

A person who is in paid employment in a country where they are not a national. (Source: Adapted from a definition cited in Art. 2 (1), International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families, 1990, www.un.org/documents/ga/res/45/a45r158.htm)

Labour migrant

Is someone who migrates for the purposes of employment. The term economic migration is sometimes used interchangeably with labour migration. However economic migration is broader and can encompass migration for the purposes of improving quality of life in social and economic terms.

Migrant smuggling

The movement of people across borders, for a fee. Smuggled people (usually) consent to being transported.

Trafficking

Like smuggling, trafficking may also include the movement of people within a country or across international borders. However, unlike smuggling, trafficking is done without consent – or without informed and valid consent – for the purposes of exploitation.

It is possible that a person may become trafficked even if they believe they are being smuggled. For example, they may have been deceived by the smuggler, or they may be vulnerable to trafficking once they have been smuggled and reached their destination.

Violation

The act of going against or refusing to obey a law or agreement, or on a more personal level, the act of not respecting somebody's rights, peace, privacy, etc. Violation is an important concept in relation to underlying humanitarian concepts and principles such as dignity.

Persecution

In the refugee context, a threat to life or freedom on account of race, religion, nationality, political opinion or membership of a particular social group. Discrimination does not always amount to persecution, although it may do so if it affects a fundamental right of the person concerned, or if the effect of several discriminatory measures cumulatively causes serious harm. (Adapted from an IOM Glossary on Migration, International Migration Law)

Trauma

Describes a physical or psychological injury caused by some extreme emotional

assault. A trauma can lead to severe acute or longer term physical or psychological distress.

Restoring Family Links

Restoring Family Links is a collaboration of ICRC and Red Cross Societies all over the world. They work to give people information about disappeared family members. They perform their work across borders and by using modern technology to obtain information.

Neighbouring countries

Here the term is used to define the countries with borders against a specific country – in this case Syria. The neighbouring countries of Syria are Turkey, Lebanon, Jordan, Egypt and Iraq.



LESSONS, PART 1

CASES

INTRODUCING THE MOVIE

Time: 60 minutes

Suggested courses: language of the country in question., social science, history

Materials: Interactive movie, Copy sheet 1

Description: Introduction to the movie. The students watch the movie and are introduced to basic information about its context. They are introduced to some key expressions and their meaning so that they have tools to understand and analyse the narrative. To get started, the class can discuss the movie; what is it about? Who are the main characters? What drives their actions? Afterwards the teacher can introduce the students to the war in Syria and its consequences.

ABOUT THE NARRATIVE

In “Brothers Across Borders” we follow the young, Syrian man Ismael who has gone to Turkey to search for his brother Muhammed. Muhammed went to Turkey to look for work but now the family has lost contact with him. On his journey, Ismael meets a range of different people; working Turks, Syrian refugees and Turkish Red Crescent volunteers and staff. We also get introduced to Ismael’s family through text messages and flash backs to their life in Syria. When watching the movie, you get to have influence on Ismael’s choices through the multiple-choice function. This means that not all students that watch the movie may meet the same people or have the same experience. The primary characters remain the same throughout.

HOW TO

- Make a short introduction to the movie before you make the class watch it, including a brief explanation of the Syrian war. Ask the students to be aware of the different people and different themes that they encounter while watching the movie.
- Hand out Copy sheet 1 to the students (a piece of paper with an image of Ismael in the middle). Ask the students to draw the most important characters from the movie and note their relation to Ismael with arrows and text on the sheet.
- Go through the answers with the class. Did they note different things, and why? How do the different choices you can make in the movie change the relationship between the characters?

- Now build onto the discussion about the movie by focusing on some of the important themes. Write the following words on the blackboard:

Refugees, family, war

- Ask the students to brainstorm on the meaning of these words in relation to the movie. Write notes under every one of the words. If you plan on working more extensively with the movie, take a picture or write the words down. You will be making the same exercise in the end of the course to see if their perception has changed.

THE DESTINY OF A REFUGEE (MUHAMMED'S STORY)

Time: 60 minutes/150 minutes

Suggested courses: Language, art class, media science

Materials: Copy sheet 2, Copy sheet 3, video equipment

Description: To get a better understanding of who a refugee is and what life is like for them, the students must focus their attention on Ismael's brother Muhammed. Muhammed is the catalyst of Ismael's journey to Turkey, yet he is actually a background character. While watching the movie we find out that Muhammed made his way to a refugee camp in Greece, a journey that many other Syrian refugees have also made. By retelling his story, the students have to visualize the dangers and challenges faced by refugees being driven from their country. They need to use both their imagination and the knowledge about Syrian refugees being provided by the teacher.

HOW TO

- Start by introducing the definition "refugee". Use the definition stated in the glossary in the first pages of this material:

Someone who, "owing to a well-founded fear of persecution for reasons of race, religion, nationality, membership of a particular social group or political opinions, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country"

- Ask the students to name characters in the movie that can be defined as refugees. If they do not mention Muhammed,

help them reach this conclusion

- to name characters in the movie that can be defined as refugees. If they do not mention Muhammed, help them reach this conclusion
- The students now have to recreate Muhammed's story based on the information that the movie provides. This means that they have to tell the story from his point of view from the time he leaves Syria till he arrives in the Greek refugee camp.
- Divide the students into groups of 3-5 people. Depending on course, age and time capacity they have to do one of two things: by using Copy sheet 2 (template for drawing cartoons) they have to draw Muhammed's story as a cartoon, or by using Copy sheet 3 (template for story board) they have to draw Muhammed's story as a story blackboard. Afterwards they make this story board into a short movie using video equipment.
- Let the students present the cartoon/story board/movie for the rest of the class. Ask them to explain why they have chosen to tell the story in this specific way.
- End the lesson by discussing Muhammed's story; are there many others like him? Do refugees always make it safely to Europe? What might happen to Muhammed now?

FROM THE BORDER TO GAZIANTEP

Time: a) 45 minutes b) 45 minutes

Suggested courses: a) biology/chemistry b) gymnastics

Description: In one of the first scenes in "Brothers Across Borders" the viewer must make a choice between paying an elderly man for a ride to the Turkish city Gaziantep or walking the many kilometres to get there. If you choose to walk you experience the toils of the hot sun and the overheating of Ismael's telephone. The scene with Ismael's choice illustrates some of the problems that refugees on the road may experience in the neighbouring countries of Syria. Using Ismael's experience as a starting point, this exercise is intended to give the students a better understanding of the physical challenges connected to being fleeing. The teacher can choose between two different approaches using different courses.

ABOUT THE CASE

Ismael walks 49 kilometres from the border to Gaziantep. He has with him one bottle of water (0,5 litres) and it is the middle of the day. The temperature is 43 degrees.

A) BIOLOGY/CHEMISTRY, HOW TO

- Start the exercise by discussing Ismael's long walk with the class. What are the most obvious challenges and what physical problems could he experience?
- Now focus on the students themselves. Using the information in the "about the case" section, they now have to calculate how they would hold up if they had to follow Ismael's example. First explain about the body's need for water and the risk of sunstroke. Then let the students calculate their own bodily capacity according to the following parameters: age, kilometres walked, height and weight, water resources and temperature.
- Now discuss Ismael's choice with the class one more time. Is it a good idea to walk all by himself? Do they think Syrian refugees always have a choice about their means of transportation?

B) GYMNASTICS, HOW TO

- The day before doing this exercise, ask all of the students to bring a bicycle (if one of the students does not have a bike, just put them on the walking team)
- Divide the students into two groups. One group gets to use the bikes while the other walks. Make sure to limit their amount of water (without any risk to their health). It is up to you to figure out how long the biking/walking route should be. It needs to be challenging but not too much for the weaker students. If you think the students are up for it, you can make them carry something or wear heavy backpacks.
- One teacher follows the biking group and another walk with the walking group. Try to let them navigate as much as possible on their own to their designated ending point using GPS function on their phones or a map.
- Let the route end up back at the school. Gather the students and talk to them about their experience. Let them know that it is okay that some

of them might feel that the division into two groups was unfair. Ask them if they think that Syrian refugees always have a choice of transportation when they leave their home. Ask them if they think it would have felt different or more meaningful to walk if they were fleeing real danger.

A JOB FOR ISMAEL

Time: 45/60 minutes

Suggested courses: math, health and sexual education

Materials: Calculator, sheet paper, Copy sheet 4

Description: One of the choices presented in the movie is choosing what type of job Ismael should get to earn money for his further travels. It is a very common problem for people on the move that they must work under illegal and bad conditions to earn the necessary money. By calculating pros and cons of Ismael's different job opportunities and write their own job application this exercise is intended to develop the students' knowledge about working conditions, economy and job searching in their own and other unfamiliar countries.

ABOUT ISMAEL'S JOB OPTIONS

Ismael needs to earn 22,60 euro = 135 Turkish liras to send home to his family so his father can get medicine. He can choose between the following options:

- ***Wash dishes at the restaurant: pays 15 liras per hour***
- ***Cleaning in the shopping area: pays 20 liras per hour***
- ***Work in the fields in the country side: 12 liras per hour***

HOW TO

- Ask the students to divide themselves into groups according to the job choice they made when first watching the movie. One group sits in one side of the room, the other in the middle and the third in the other side.
- Write the facts about the three job options on the blackboard. Ask every group to calculate how long it will take Ismael to make the money he needs if he choose their job. Also ask them to write down pros and cons on a sheet paper. For example: many hours outside,

angry customers, boring, easy and so on...

- Now ask the students to write their results on the blackboard. Speak with the class; would any of them choose different, if they had to see the movie again?
- You can stop the lesson here or choose to hand out Copy sheet 4 (template for job application) to each student. Ask them to write an application for the job from the movie that they like the most. Ask them to use the sentences on the sheet as a starting point, but remind them to think about: Why they want the job? What are their skills? What job experiences do they have?
- Afterwards make the students read each other's applications in groups of three or four. Let them critique each other. Would they hire their fellow student based on their application? Why, why not?

THE MOVIE AS A MEDIUM

Time: 90 minutes/120 minutes

Suggested courses: language, media science, drama

Materials: Copy sheet 5, Copy sheet 6, video equipment

Description: This exercise is designed to teach the student about the movie genre as a medium of storytelling and communication. The movie medium is a different and very engaging form of learning, where blackboard teaching is substituted with pictures, sounds and music. It has a different effect, which the students are going to explore. The interactive aspect of the movie of course stands out. This is a topic that the students could discuss as well.

HOW TO

- Ask the students to watch the movie one more time. This time you ask them to pay attention to the effects that the movie uses; for example, the editing, point of view, visual effects and the like.
- Hand out Copy sheet 5 (Hollywood Model). Ask the students to plot in the narrative of the movie in this model. Now make them present their results for each other in groups of 3.
- Discuss the results in the class. How can the different parts of the movie be

divided in the model? What are the primary effects used, and what type of movie do they create?

You can now choose between:

- Asking the students to make their own multiple-choice game inspired by one of the themes of the movie. Divide them into groups of 3 and hand out Copy sheet 6 (game template) to each group. They can use this template to make the game.
- Asking the students to make their own multiple-choice movie based on the themes of the movie. The movie should be very short (a couple of minutes). It has to be possible to choose between 1 or 2 possible plot choices.
- If the students made a game, make the groups switch games and play. Then talk to the class about their experience. How was it having to create multiple plot lines? What did they learn? What was difficult?
- If the students made a movie, let each group show the movie to the class and let the students critique them. Then talk to the class about their experience. How was it having to create multiple plot lines? What did they learn? What was difficult?



LESSONS, PART 2

THEMES

THE WAR IN SYRIA

Time: 60/90 minutes

Suggested courses: social science, history

Description: As part of watching the interactive movie the students should achieve a fundamental understanding of the situation in Syria and its origin. The amount of details and the topics can be adjusted according to age. If the students are from the ages of 11 to 13, the teacher can do a more general talk on the nature of war. Why is there a war in Syria, and who are the different parties? For the older students, it would be beneficial to go more into the depth of the conflict, describing political tensions, different interests, the Arab Spring and the dire consequences of the war for the Syrian people and the affect on the neighbouring countries and the region.

ABOUT THE CONFLICT IN SYRIA

The conflict in Syria began in 2011 with civilians protesting against the president, Bashar al-Assad. The last 7 years, the conflict has evolved into a multi-party conflict where many different armed groups, often with conflicting interests, are fighting for power in the country, supported by different international parties. Estimates of the total number of deaths during the conflict vary, with the activist group, Syrian Observatory of Human Rights, putting numbers as high as 560,000³. The fighting has left large parts of the country, like the cities Aleppo, Homs, Raqqa and Ghouta, in ruin.

Due to the protracted crisis, the humanitarian situation in Syria is continuing deteriorating, and more than half of the population has been displaced from their homes. With over 5.6 million Syrians having sought safety in neighbouring countries, and over 6 million internally displaced people, the Crisis in Syria remains the largest displacement crisis in the world (more detailed information on the humanitarian situation in Syria and its neighbouring countries can be found in Annex 2).

HOW TO

- Start by talking to the class about the pictures from Syria in the beginning of the interactive movie: What are they showing? What do they think it is like living in a place that looks like that?

3) <http://www.syriahr.com/en/?p=108723> – different estimates and sources can be found here: https://en.wikipedia.org/wiki/Casualties_of_the_Syrian_Civil_War#cite_note-SOHR-1

- Ask the students what they know about the conflict in Syria. Where do they have their knowledge from? Fill in the gaps in their knowledge by using the information presented in the Annex, or alternatively provide them with some of the sources used in the Annex to help them explore more information. You can stop the discussion here, or you can use this as a starting point for a role play exercise where the students have to represent a party to the conflict in a peace conference giving them a deeper understanding of the challenges in addressing the root causes of the conflict and Syria in its many complexities.
- For younger students you can divide them into two groups – one representing the current regime and one representing the opposition as one group. For older students you can divide them into more groups or ask them to choose groups based on the more detailed conflict analysis (see link in Annex 2), and ask them to read more about their position and interests through that link. Give them 30-40 minutes to find the information they need and prepare a negotiation strategy / their key demands. For the older students you can also ask some students to represent some of the powerful nations that supports the different sides in the conflict and let them try to influence the negotiating parties.
- Now imagine that you are hosting a peace conference. Each party must present their wishes and suggestions for resolving the conflict in Syria and they have to try to negotiate their way to an agreement that everyone is comfortable with. Choose a student as moderator or take the role yourself. Choose a student to write down the main points presented by each group and the points they agree on in the end.
- ***IMPORTANT: the outcome of this exercise can be that there is no common agreement, as it may not be possible to find demands they can all agree on. This is a learning in itself. It may also be, if there are more than two parties in the negotiation, that some groups reach sub-agreements on some of the points being discussed. If a student is moderator then prepare her/him on allowing for this to happen, explaining that a moderator's role is as a neutral person to try and facilitate that the parties find some agreements and have the same time and space to speak during the negotiations, but not to force them into agreement. The idea is to illustrate to the students how difficult it can be to solve a complex conflict like the one in Syria.***
- End the class by reflecting on the experience: How did it feel representing one of the parties of a war? What was it easy or difficult to negotiate? Where did they meet the most challenges in the process? Did anything surprise them? Did they gain more insight into the nature of conflict and its nuances?

WHAT IS A REFUGEE CAMP?

Time: a) 15 minutes b) 180 minutes

Suggested courses: natural science, geography, art class, language, psychology

Materials: A3 paper, carton, tablets/computer

Description: In the end of the movie “Brothers Across Borders” Ismael is told that Muhammed has gone to a refugee camp in Greece. There are a lot of refugee camps all over the world; from Nepal, Bangladesh, Kenya and Thailand to Jordan. The growing number of camps is testimony to many human tragedies. Refugees often describe feeling a mix of relief and shame when arriving at the camps. When you flee your home, your roots and your everyday life, a lot of people feel that they lose their dignity and the respect from other people since they must live at their grace. If you manage to flee a miserable situation like the one in Syria, you don’t necessarily feel safe even though you have crossed the border. Feeling safe and unsafe can be fluid and they can be both a state of mind and a physical state. But how does a refugee camp look and how does it function? Refugee camps are going to look very different based on their placement on the world map. Some are made up of rows of bamboo huts, others of temporary tents, and others of small huts or houses. In this exercise the students are challenged to work with the design of a refugee camp; what do you need and what kind of a place is it?

ABOUT THE WORLD'S BIGGEST REFUGEE CAMP

Cox’s Bazaar in Bangladesh is currently the world’s largest refugee camp. At the moment, it is home to more than 900.000 people that have fled across the border from Myanmar to Bangladesh. They come from the province of Rakhine where they are subjects to violence and persecution. Lack of food, medicine and extreme weather conditions create challenges for the almost 1 million people living in the camp. To give the students a visual impression the following small video clips can be useful, depending on the subject of the class:

A quick overview of parts of the camps:

<https://www.facebook.com/IFRC/videos/coxs-bazar-banglades/10156077698724280/>

The risks faced by people living in the camp – and how they are trying to prepare for cyclones and the monsoon:

<https://www.youtube.com/watch?v=LVgRUfXYLOU>

On why taking into consideration gender and diversity matters –

to consider different people's different needs:

<https://www.youtube.com/watch?v=RfRO2tqDXrQ>

The Red Cross Red Crescent field hospital:

<https://fieldhospital360.com/bangladeshin-tilanne/?lang=en>

If you would like to give the students an impression from different refugee camps, you can also show the video from the refugee camp Dadaab in Kenya, which is very different from the camps in e.g. Cox's Bazar:

<https://www.youtube.com/watch?v=FEtSW7RUdyI&feature=youtu.be>

AGES 11-13: PRIVACY AS A REFUGEE, HOW TO

- Ask the students to think of their home. Do they have their own room? What does it mean to them to have their own room? How do they live?
- Then you gather the students into two circles – an inner circle within an outer circle so that every student is facing a partner. Start out by asking: How many are sharing a room with their siblings? And then: how many have their own room? They answer yes by putting their hand in the air.
- Then the students in the pairs made up by the circle have to discuss the question: What significance does it have to have your own room? Have the students discuss and then have everybody in the outer circle take one step to the left so that everyone gets a new partner.
- Last question in the circle: Imagine a child your age living in a refugee camp. Do they have the same possibility of private life that the you have?

B) AGES 14-17: CREATE A REFUGEE CAMP, HOW TO

Refugee camps look very different from each other. Some places people live in tents while other live in huts, barracks or houses. Some camps are small while other are indescribably big according to the need in the current area. Some are newly established and temporary while others through the course of years have changed into permanent societies with grocery stores, health centres and so forth.

Many kids have been born and grow up here. No matter what a refugee camp will always feel like a no-mans-land where the future is unsure.

Despite the loss of identity, the loss of privacy, the loss of rights and the loss of controlling your own daily life and future, it is important to also remember the many stories of amazing resilience and community in refugee camps. Even though people live under difficult circumstances, in poor and often dirty living conditions and even though often living for many years in the camps, they still form communities and systems and show remarkable human capacity in making a life for their children. The future is unsure, but time does not always stand still.

HOW TO

- Divide the class into groups of 3 or 4. The exercise follows these steps: Brain storm/knowledge gathering, planning and designing and presentation of the product
- First ask the students to brain storm about the things people will need in a refugee camp; for example, water, food, medical aid, shelter, security, education.
- Hand out a piece of A3 paper to each group. Ask them to think about a small village – what does it take for a small society to function?
- The students must now make a sketch of their own refugee camp. What do they think will make life easier for the refugees?
- Now hand out carton and make the students create a nice poster or a model of their camp using this material. If they have access to useful programs on their computer or tablet they can do an online or video presentation.
- The models are presented in front of the class. The students must be able to justify the choices they have made. The demands can be adjusted to fit the age group. Leave the posters or models in the class for a while, so the students can go back and forth to study them.

FAMILY

Time: 60/120 minutes

Suggested courses: media science, psychology, health and sexual education

Materials: Copy sheet 7, Copy sheet 8, video equipment

Description: Family is a reoccurring theme in "Brothers Across Borders". We encounter it in Ismael's search for his brother but also through the text messages from the mother and flashbacks of their family life in Syria. In this exercise, the students are asked to do a voxpop where they ask other people what family means to them. Through this they are intended to gain more insight and understanding of the meaning of family – in the country where this teaching material is used as well as Syria.

HOW TO

- Talk with the students about Ismael's family as presented in the movie. What family members does he have? What do they think his family means to him? Write relevant answers on the blackboard.
- Now have the students reflect on what their family means to them. Ask them to do a quick brainstorm (2-3 minutes) where they write down everything they can think of when they think of their family. Make the students give examples and write these on the blackboard next to the ones about Ismael. Are they the same or is there a difference? Use Copy sheet 7.
- Using their findings as a starting point the students now must make a voxpop. Divide them into groups of 2 to and have them make up the questions themselves. There shouldn't be too many and they should be short and precise. Use Copy sheet 8.
- Choose one of two methods: you can have the students interview each other. They can write down the answers in the speech balloons on Copy sheet 8. You can also equip the groups with a video camera and send them around the school/out on the street and do a voxpop with random people that they encounter here. Then the students edit the movie with text and music.
- Display the finished voxpops somewhere in the classroom or have the students present the movies to the class
- Now have the class reflect on the answers that they got in the vox pop. Would they be different if they had made the same exercise in a neighboring country to Syria?

Important in a voxpop:

A voxpop should be short and precise. That is why it is so important to ask clear and accurate questions. Also remember to get information on the person being asked questions; name, age, profession, and inform them of where and how the voxpop and their personal details are intended to be used.

LANGUAGES AND CITIES IN THE MIDDLE EAST

Time: 60 minutes

Suggested courses: Geography, natural science, social science

Materials: Copy sheet 9, computer/tablet

Description: In "Brothers Across Borders" we are introduced to different cities and places in Syria and Turkey. But even though this is where the story of the movie takes place, the war in Syria affects large parts of the Middle East. A basic understanding of ethnographic facts is important for the students to work with the main topics of the movie. This exercise is therefore intended to ensure a general knowledge of geography and language in Syria and its neighbouring countries.

HOW TO

- Ask the students if they can name any countries or cities in the Middle East. Write the correct answers on the blackboard
- Now hand out Copy sheet 9 (map over the countries of the Middle East but without the names of countries or cities). The sheet has dots marking the placement of the capitals of the different countries. Have the students look at an atlas or go online to figure out the following: name of the countries, name of the capitals, population, language, currency, religion, climate and current government. Write down the information for each country on the sheet.
- Divide the students into groups of 3 to 5. Give them each the responsibility for a Middle Eastern country. Have them imagine that they are travel guides and are making a guide for their class mates. Each group can use the internet to obtain the most important information. For example: How much cash should you bring? Where is the airport? What is the main language – and are there more than one? How do you say things like hello, goodbye and thank you? Which dishes should you try? The political system in the country? The economy in the country – what do they export and import? The major religions?
- **IMPORTANT:** For the older students the learning level of the exercise can be made higher by changing the travel guide to a security guide: Where is

*it dangerous to be a tourist, what should you be especially aware of?
Any political, religious, ethnic tensions? Use the Foreign Ministry's travel
advise site; CIA's site and similar sites to gather information.*

RESTORING FAMILY LINKS

Time: a) 45 minutes b) 45 minutes

Suggested classes: a) language, health and sex education b) social science,
English/language class

Materials: Copy sheet 10, computer/tablet

Description: When Ismael visits the Turkish Red Cross center in Gaziantep he makes a tracing request for his brother. Using this scene as a starting point this exercise is meant to make the students aware of a very important type of support provided to displaced persons by the Red Cross and Red Crescent Movement: Restoring Family Links.

OM RESTORING FAMILY LINKS

Restoring Family Links is an important part of the work of the Red Cross and Red Crescent Movement, involving activities that aim to prevent family separation and disappearance, look for missing persons, restore and maintain contact between family members and clarify the fate of persons reported missing. The activities are carried out by the components of the RFL is sometimes also referred to as family tracing. The ICRC and National Red Cross and Red Crescent Societies form together a global network that works across international borders, present with staff and volunteers at grass-roots level worldwide, to locate people and put them back into contact with their relatives.

The most common situations where the Family Links Network takes action are when loss of contact is due to armed conflict or other situations of violence; natural or man-made disaster; migration and in other situations of humanitarian need, such as allowing detainees to keep in touch with their families while in prison. RFL services are free of charge.

Restoring Family Links offers the following services:

- Tracing that can only be instigated by close relatives. This service is meant for people who have lost the contact with their family due to armed conflict. You need to fill out a tracing request with concrete and detailed information to start the search.
- A Red Cross Message is a special form of communication meant for

personal messages. When all technical means of communication has broken down due to disaster or war, Red Cross members can deliver messages from hand to hand to the farthest corners of the world – for example conflict areas, refugee camps or prisons.

- Attestations of detention can be made through the ICRC as a proof that a person has been or is detained in a prison. This attestation can only be done after a visit to the incarcerated person by the ICRC.

A) LANGUAGE/HEALTH AND SEXUAL EDUCATION, HOW TO

- Divide the students into groups of 2 or 3. Now have them interview each other as if one of them is a volunteer at a Red Cross or Red Crescent center and the other one is a refugee looking for her / his family. The volunteer can use the questions on Copy sheet 10 as a starting point, but can think of other questions as well. The volunteer or the remaining group member notes down the answers of the refugee on the sheet. The students then switch roles and repeat the process.
- Talk with the class: How much useful information did they manage to get from the refugees? Would it be sufficient to instigate a search? Have them imagine what it would feel like to be separated from their family. What did the interview make them think about?

B) SOCIAL SCIENCE/ENGLISH/LANGUAGE, HOW TO

- If the class has done exercise a) already: hand out Copy sheet 10 (the tracing request) to each of the students. Ask them to fill out the request using the story that they told during their interview.
- ***IMPORTANT: if the students are capable, have them fill out the tracing request in English. Alternatively, you can use the version in their own language. Copy sheet 10 can be found in both versions.***
- If the class has not done exercise a): hand out Copy sheet 10 to each student. Ask them to fill out the request using the information of a family member – for example a father, mother, brother and so on. It can be based on their own family, or it can be fictional. Choose the English or mother language version of Copy sheet 10 based on age and abilities.

- Have the students swap their tracing request with another student. Ask them to discuss the following: Do they think it would be easy to find a missing person based on the information? How would they begin?
- To the older students: Let them look through the web page of Restoring Family Links and Trace the Face – ask them to pay attention to the different procedures and tools on the pages.
- Choose 2 or 3 groups to present their tracing request to the class. Ask them to explain what was difficult and maybe surprising

RELIGION IN THE MIDDLE EAST

Time: 60 minutes/240 minutes

Suggested courses: religion, history, language

Description: While religion does not play a big role in the narrative of “Brothers Across Borders”, it is important for understanding the background of Ismael and his family and many people living in Turkey, Syria and other Middle Eastern countries. The religion of Islam plays an important role in the life of many people here, and many traditions are based on the Quran. Trying to understand more about a religion can contribute to acceptance of people of different beliefs. This exercise is intended to give students that may not know much about Islam to get a more nuanced perspective, by teaching the students about Islam and exposing them to people practicing Islam in their own community.

HOW TO

- Give the students a brief introduction to Islam and the Quran (adjust the level of information according to the age of the students). Make sure to teach them about the fundamental beliefs and principles, Islam then and now, and the different sects of Islam.
- IMPORTANT: If you have one or more Muslim students in your class, you might suggest that they make a presentation about their religion to the class.
- You can stop the lesson here. Alternatively, you can arrange a field trip to a nearby mosque. Arrange with someone from the mosque to show the class around and tell them about what happens there.

- Before going to the mosque, divide the students into groups of 4 people. Tell them that they have to make a news feature about their visit to the mosque. They can choose to write an article, make a video interview or do a collection of images. They can choose the angle themselves, but they have to plan their product before going.
- Be mindful of limitations of filming / recording in a mosque and ask someone from the mosque about their rules and explain these to the students.
- While at the mosque, make sure that the students have time on their own to work on their journalistic material. When they get home, let the students work on their product for 1 hour (or more if time allows).
- Make the students present their product to the class. Talk about the angle they chose to take; what did they learn, and what information surprised them?

REACTIONS TO STRESSFUL EVENTS

IMPORTANT: *when using this exercise in class, the teacher should be aware of the students' reactions. Maybe some of them are dealing with similar experiences themselves or have family that suffer from mental illness. The topic should always be treated with empathy and care. Students should feel comfortable to discontinue with the exercise if it makes them feel uncomfortable and the educator should know who to refer the students to if they ask for support following this exercise.*

Time: 90 minutes

Suggested courses: Psychology, language classes, art class

Materials: paper for writing, painting or drawing materials

Description: after having experienced extreme and stressful events, such as an argument with a friend or a traffic accident it is normal to be shaken, upset and to feel vulnerable for some time after the event. Those who have been in extreme events as an attack, an armed conflict or those who have suffered persecution will be affected afterwards. One such example is the nightmare Ismael has while on the bus. Many refugees will continue to have some reactions, even after they have made it to safety. Typical symptoms can be feeling alert and restless, having difficulties sleeping and having nightmares, some may have reactions as being more angry or sad than before and others will be withdrawn.

Social support is the single most important factor that will help after a stressful

event no matter how tough the situation was, and social support can also prevent reactions from developing further. Information on normal reactions to crisis situations is another very important factor, as this will help a person in distress to understand his or her reactions and situation. For some, more clinical professional assistance may be needed.

The purpose of this exercise is to give the students a more nuanced understanding of the consequences of living in a conflict-affected area and being on the move. This knowledge might help the students gain further insight into the challenges of refugees and can develop their empathy.

ABOUT THE CRITICAL STRESS REFUGEES ARE EXPERIENCING:

Having to leave the safety and comfort of one's home, family and friends are saddening and difficult events that every refugee has to experience. In addition, many refugees also experience things like abuse, torture, acts of war and imprisonment.

Some, who have lived through and survived such harrowing experiences, may have bodily reactions where things can trigger a strong memory that impacts the body, mind and emotions (often associated with the diagnosis post-traumatic stress disorder). When this happens, the person will lose track of being here and now and will experience it as if the original experience is happening again. Such an experience is called a flashback.

HOW TO

- Re-watch the nightmare-scene from the bus with the students. Ask them to pay attention to the different people, places and situations portrayed in the dream sequence.
- Now ask the students what they think the dream means. Is it a nightmare, or could some of the things in the dream represent real experiences? Tell the students about reactions to critical events and how it might affect refugees.
- Choose one or more of the following exercises to allow the students to discuss reactions and coping strategies further;

A) ON COPING STRATEGIES

This activity invites the students to explore their own coping strategies.

Explain that you will show them some activities that people may do to feel calmer if they are feeling stressed, upset or scared about something. Use a whiteboard or other means to present the suggestions one by one. Invite the students to consider the options and respond one of the two answers below by raising their hands or by placing sticky notes.

Yes, I'll try that.

No, that's not for me.

Then show the activities:

Listen to music.

Read a book.

Watch television.

Be with friends / family / other people.

Have some quiet time.

Play music.

Play a computer game.

Go for a walk.

Do sports.

Talk to someone.

Think about happy experiences.

Dance.

Write.

Draw / paint.

What else might work? Invite additions to the list. Keep the ideas in the classroom, as a poster or journal, to remind the students of the range of coping strategies available to them.

B) EXPLORE HOW TO HELP EACH OTHER

Ask the students to complete one of / or both of the following sentences. They should write the full sentence down, for example on a slip of paper or sticky note. Leave some space at the bottom for a response to be added later.

“When I feel sad, I like to ...”

“When I feel anxious or frightened, it helps me to ...”

Invite children to write down more than one idea, with each idea on a separate note.

Encourage discussion in pairs or small groups to get ideas flowing.

Collect the notes. Randomly distribute them among the group, so every student get one they didn't write. Now ask them to add a sentence below what has already been written. It should begin:

“I could help by ...”

Share the results at the end of the activity, for example by attaching the notes to a wall or the board. Discuss them as a group, pointing out the range of preferences and the different ways of helping.

The educator can also do a breathing exercise to practice mindfulness – and important tool in handling stressful events⁴.

1. Explain the benefit of deep breathing saying: It is very beneficial to be able to breathe deeply, especially if you feel under stress or if you find it difficult to breathe. This short deep breathing exercise is very good for your body and mind. It is useful when you have no time for a longer relaxation. Even a very brief pause where you focus on the breath can have a deep, relaxing effect on body and mind. A few deep breaths can help the whole body to release stress. It can give the feeling of peace and can even relieve pain. Whenever you need to, allow yourself to take a few minutes of relaxed breathing before you continue on with whatever you have to do.
2. Ask participants to sit or lie in a comfortable position. If they are sitting, have them sit upright with the head resting gently on the top of the spine. Have them close their eyes, or keep them open but soft and unfocused.
3. Use the following script in a slow, steady voice (and feel free to change it as needed):
 - Imagine that you are sitting in front of a candle that burns with a steady flame.
 - Your out-breath will only make the flame flicker a bit... Do not clench your teeth together, and let the lower jaw hang slightly so your mouth is a little

4) The Exercise is taken from the activity Catalogue for Child Friendly Spaces in Humanitarian Settings by the IFRC Psychosocial Reference Centre and World Vision.

open or closed softly... Let your eyes, jaw, teeth and tongue relax.

- Put your hands on your chest and breathe in, so the hands move smoothly and evenly a bit up and outwards as the chest rises...and your hands move smoothly down and inward when you breathe out.
 - Notice the movement and let it be smooth and even.
 - Place both hands on the stomach. Breathe in while you let your stomach move outward, as if there is a balloon in your stomach that becomes inflated.
 - As you breathe out, lower your shoulders, while the air seeps out of the stomach balloon.
 - Place the back of your hands on your lower back. Breathe in while you let your back expand with the belly balloon. Notice how your back and sides – this entire part of your body – expands when you breathe in... and collapses back when you breathe out.
 - Bring your hands down to your lap, and let's just breathe quietly for a couple of minutes.
 - Sit quietly for a moment and notice how your breath feels, how your body feels...
 - Notice what is going on in your mind now... and notice the feeling of the breath in the body.
4. To end, ask participants to open their eyes and bring their attention back to the room and to each other.



ANNEX 1

SUMMING UP AND EVALUATING

ANNEX 1 - SUMMING UP AND EVALUATING

QUIZ

1. Where is Syria?

- a. In Asia between Thailand and China
- b. In the Middle East between Jordan and Lebanon
- c. In the south of Africa

2. What is a refugee?

- a. A person who has left hers or his country due to war and persecution
- b. A person who has left hers or his country because of poverty and illness
- c. A person who is bored and is looking for new surroundings

3. What type of assistance is provided for refugees at Turkish Red Crescent centres?

- a. Access to money and a nice car
- b. Learn important skills such as IT, cooking, language and sewing
- c. They can live there permanently

4. What is a refugee camp?

- a. A place where people can seek protection and support
- b. A camp where you can take a vacation with your family
- c. A place where refugees can do sports

5. Which countries border Syria?

- a. Germany and Greece
- b. Jordan, Lebanon and Turkey
- c. Denmark, Afghanistan and Thailand

6. What experiences can cause PTSD in a refugee?

- a. War acts, violence, abuse, imprisonment and isolation
- b. Not having nice or new clothes to wear
- c. Not liking the food that gets served while on the run

7. Which of these terms are related to the religion Islam?

- a. Torah and synagogue
- b. Bible and church
- c. Quran and Mosque

8. What challenges and risks can refugees encounter while on the move?

- a. Exhaustion, dehydration and sun stroke
- b. Long lines for public transportation

c. Hard mattresses on hotel beds

9. When and how did the war in Syria start?

- a. In 2011 with student rebellions
- b. In 2013 when an election went wrong
- c. In 2010 when a new president came to power

10. What information do you need when searching for a lost family member?

- a. Blood type and weight
- b. Name, last known address and a picture
- c. Voice recording and finger print

SUMMING UP LEARNING GOALS

In this part of the evaluation, you can ask the students to reflect on the things they learned while working with the movie. If you only watched the movie and didn't do any exercises, you might want to skip this part. If you only did some of the exercises, you can pick and choose between the relevant goals.

Hand out Copy sheet 11 to each of the students. Have them fill out the blanks, and if you feel like it, go through the goals with them afterwards. If some of the students feel like they are unable to describe the learning objectives, ask them why.

WHAT DID WE LEARN?

A good way to figure out what you learned is to express it in your own word. For this part of the evaluation, hand out Copy sheet 12 to the students. Ask them to write down short descriptions of all the new things they learned, and also all the things that they still don't feel like they understand and want to know more about. Then ask the students to read their texts aloud to the class or to groups of 3 or 4.

ANNEX 2 - THE CONTEXT OF THE FILM

ABOUT THE CONFLICT IN SYRIA

The conflict in Syria began in 2011 with civilians protesting against the president, Bashar al-Assad. The last 7 years, the conflict has evolved into a multi-party conflict where many different armed groups, often with conflicting interests, are fighting for power in the country, supported by different international parties.

The governmental Syrian Arab Army (SAA), the Free Syrian Army (FSA), Kurdish armed groups that are part of the Syrian Democratic Forces (SDF) – including the People’s Protection Unit (YPG) and the Islamic State (IS) – are fighting for control of territory in northeast and northwest Syria. The war, which started in March 2011 with political demonstrations against the government and Bashar al-Assad, is now a protracted sectarian conflict affecting the whole region and influenced by international interventions. International stakeholders in the conflict include Russia and Iran supporting the Syrian government, Turkey-backed NLF factions, as well as the international coalition against IS, led by the US. The US also supports ground troops such as the SDF with airstrikes⁵. (A more detailed conflict analysis can be found here: <https://blogs.kent.ac.uk/carc/2018/02/11/conflict-mapping-and-the-syrian-civil-war/>) Estimates of the total number of deaths during the conflict vary, with the activist group, Syrian Observatory of Human Rights, putting numbers as high as 560,000⁶. The fighting has left large parts of the country, like the cities Aleppo, Homs, Raqqa and Ghouta, in ruin.

Due to the protracted crisis, the humanitarian situation in Syria is continuing deteriorating, and more than half of the population has been displaced from their homes. With over 5.6 million Syrians having sought safety in neighbouring countries, and over 6 million internally displaced people, the Crisis in Syria remains the largest displacement crisis in the world. During 2018 there has both been reports of displaced people returning to their area of origin as well as new large-scale internal displacements as the security situation in different parts of the country is changing. Access to basic services as well as jobs and education remain challenging⁷. UNHCR have estimated that currently, 13,1 million people need humanitarian aid due to the consequences of the conflict, such as shelter, thermal blankets, food, medicine and protection services and psychosocial support to be able to cope with the experiences they have had during the conflict⁸. Millions of Syrian children are not able to get a basic education both in Syria and the neighbouring countries. Children are at particular risk during war. Parents at the same time face cruel choices, including deciding whether to buy food for the children or defend them from the cold in the winter, since most

5) <https://www.aljazeera.com/news/2016/05/syria-civil-war-explained-160505084119966.html>

6) <http://www.syriahr.com/en/?p=108723> – forskellige estimater og kilder kan findes her:
https://en.wikipedia.org/wiki/Casualties_of_the_Syrian_Civil_War#cite_note-SOHR-1

7) 3RP Regionalt Strategisk Overblik 2019/2020

8) <https://www.unhcr.org/syria-emergency.html>

people are not able to pay for both⁹.

THE SITUATION IN LEBANON

The more than a million Syrian refugees living in Lebanon have little or no financial resources, often making life a daily struggle, with around 70 per cent living below the official poverty line. There are no formal refugee camps and, as a result, Syrians are scattered throughout more than 2,100 urban and rural communities and locations, often sharing small basic lodgings with other refugee families in overcrowded conditions¹⁰.

It is very difficult for refugees in Lebanon to documentation, and currently the process to register is on hold. This means access to services and to protection is difficult. Female-headed refugee households are among the most vulnerable faring worse than male-headed households, with food insecurity, and challenges to crisis and emergency coping strategies, and poverty, and are less likely to have legal residency. Girls are also disproportionately affected by child marriage, with 22 per cent of girls aged 15-19 years being married¹¹.

THE SITUATION IN JORDAN

Jordan currently hosts about 1.4 million Syrians, including around 650,000 registered refugees. While about 83% of all refugees have settled in host communities, particularly in the urban area of Amman and the northern governates of Jordan, the remaining live in actual refugee camps¹².

Many do not have the necessary means to cover even basic needs, and those who could at first rely on savings or support from host families are now increasingly in need of help. It is estimated that 93 per cent of refugees in Jordan live below the official poverty line. Unemployment is high with 57% of Syrians in the working age being unemployed, and some of the challenges facing Syrians when trying to go on the job market are legal uncertainty, mobility, jobs reserved for Jordanians and quotas and negative perception of the host community¹⁴.

THE SITUATION IN IRAQ

There are over 250.000 Syrian refugees in Iraq, where over 90% live in the Kurdistan Region of Iraq (KRI). The economic situation in Iraq is continually deteriorating affecting livelihood opportunities for the refugees as well as the host communities. There are high levels of poverty amongst refugees in KR-I, limiting their access to healthcare, basic necessities, and adequate shelter remains a

9) www.icrc.org

10) <https://www.unhcr.org/syria-emergency.html>

11) 3RP 2018 Udviklingsrapport (Januar-juni 2018)

12) <http://www.jnrcs.org/en/content/syrian-relief-efforts>

13) <https://www.unhcr.org/syria-emergency.html>

14) 3RP Regionalt Strategisk Overblik 2019/2020

challenge, in particular for refugees living outside the camps. A lack of medicine remains the biggest challenge to the provision of basic healthcare. For refugee children in KRI, access to education is a challenge – demonstrated by the fact that only 42 per cent of school aged children were enrolled in schools as of the spring of 2018¹⁵.

THE SITUATION IN TURKEY

Turkey is currently home to the largest refugee population in the world reaching just over 3.3 million Syrians under temporary protection by end of 2017. Almost half of the refugees are children, and over 90 percent live among the host community in urban, peri-urban and rural areas. Syrians under temporary protection in Turkey are increasingly accessing public services such as education and the health sector – but infrastructure and service delivery continue to be strained due to the significant increase in demand. The increase in demand has led to challenges in terms of access to adequate services and increased competition between Syrians under temporary protection and host communities, leading to a further increase in social tensions¹⁶.

THE SITUATION IN EGYPT

Around 125.000 Syrian refugees reside in Egypt, stretching Egypt's capacity to support the existing Syrian population living amongst the Egyptian people in an integrated manner, since there are no refugee camps in Egypt. Syrian refugees are living in an urban setting among Egyptian communities across the country. This presents challenges in a country, with a deteriorating economic situation over the recent years. The national poverty rate has continued to increase since 2011, reaching 27.8 percent and, at 12.5 per cent, the unemployment rate remains high. Some of the challenges for Syrian refugees, includes increasing cost of living and limited livelihood opportunities. The challenges also include lengthy administrative residency procedures and family reunification visa limitations. Overall, 51 per cent of Syrian refugee households are estimated to be severely vulnerable. At the same time, the needs of the Egyptian host communities are significant, with Egypt's economy likely to face continued challenges in 2018-2019¹⁷.

FACTS ON THE EU TURKEY DEAL

15) 3RP 2018 Udviklingsrapport (Januar-juni 2018)

16) 3RP 2018-2019 Turkey Country Chapter

17) 3RP 2018-2019 Egypt Country Chapter

In March 2016, EU and Turkey signed a special agreement on refugees.

The agreement means that migrants, who arrive to Greece from Turkey and are assessed at one of the EU Hotspots as not having protection needs can be returned to Turkey.

All migrants have the right to have their case assessed as an asylum application in Greece, but only if they can prove it likely that they have been subjected to persecution in Turkey.

For every Syrian citizen returned to Turkey from Greece, another Syrian can be selected from a refugee camp in Turkey and resettled to an EU country.

Syrians who have already been to Greece and have been returned to Turkey will be last in line for resettlement.

The agreement was made on the grounds of destroying the business of human smuggling, but has been strongly criticized by UN and several Human Rights organisation for not ensuring the human rights of all migrants, including the right to seek asylum and ensuring the principle of non-refoulement.



COPY SHEET 2 - THE DESTINY OF A REFUGEE (MUHAMMADS STORY)

Draw a cartoon

COPY SHEET 3 - THE DESTINY OF A REFUGEE (MUHAMMADS STORY)
Draw a story board

Make your own job application

Date and adress of sender

Name and age

Occupation

Contact information

Curriculum Vitae

Introduce yourself - who are you?

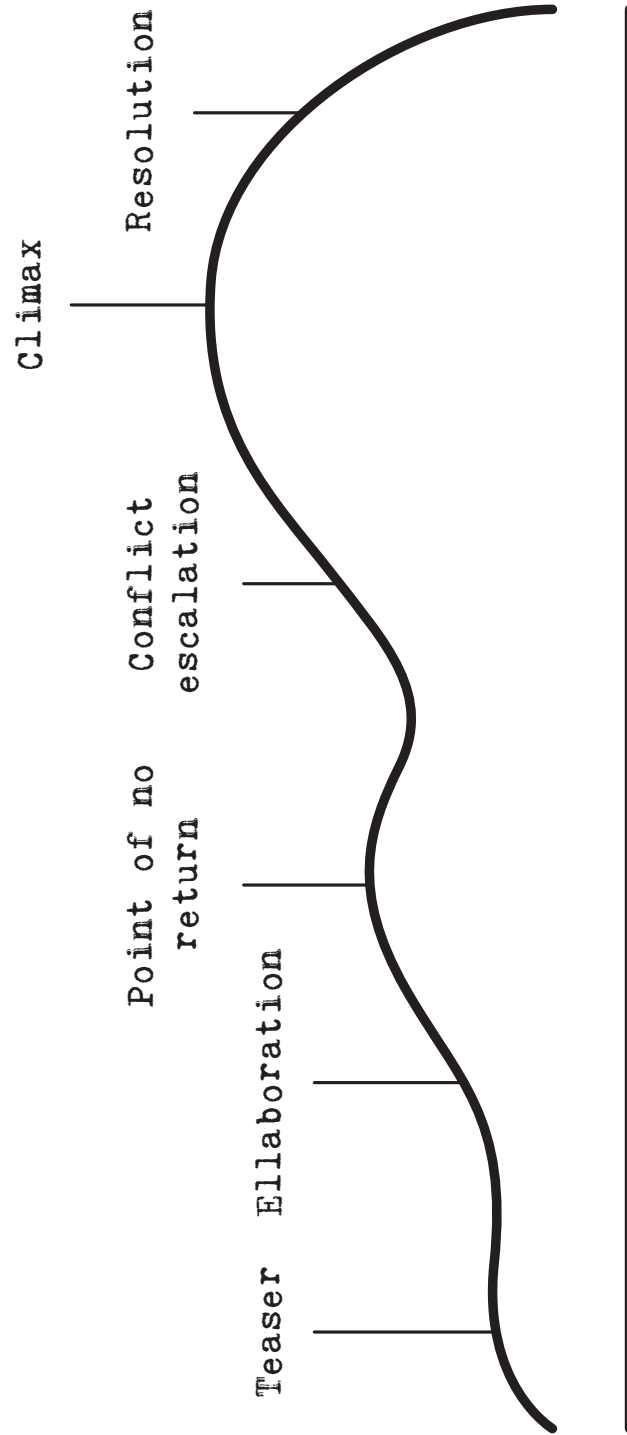
Why do you want the job?

What are your skills?

Why would you be good for the job?

How many hours can you work
/what days are you available?

THE HOLLYWOOD MODEL



THEME:

QUESTION 1

- A ☐
- B ☐
- C ☐
- D ☐

QUESTION 2

- A ☐
- B ☐
- C ☐
- D ☐

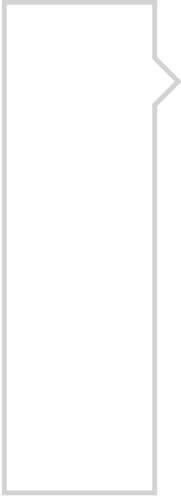
QUESTION 3

- A ☐
- B ☐
- C ☐
- D ☐

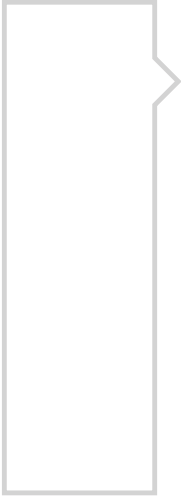
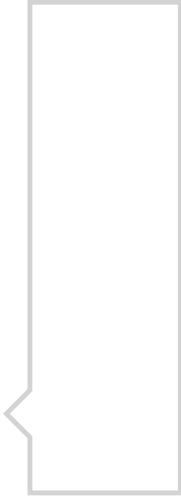
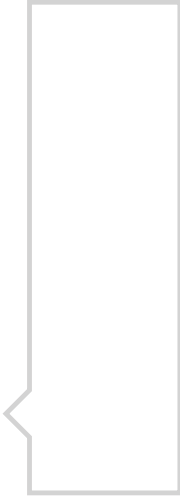
QUESTION 4

- A ☐
- B ☐
- C ☐
- D ☐

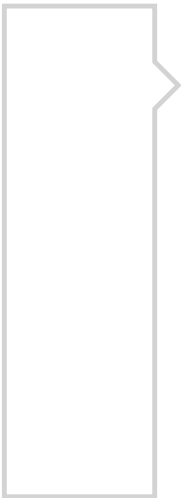
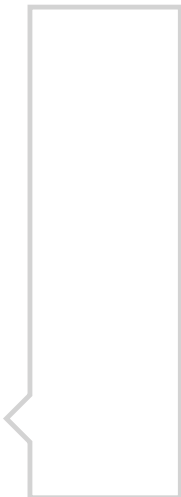
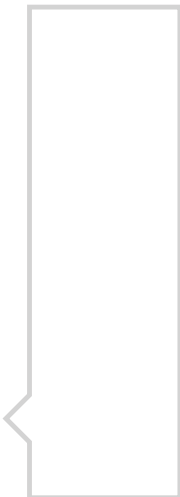
Family means...



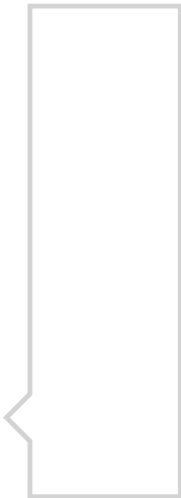
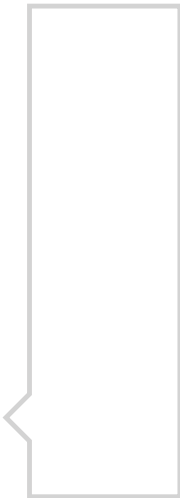
QUESTION 3



QUESTION 2



QUESTION 1







TRACING REQUEST

DEMANDE DE RECHERCHES

1. PERSON TO BE TRACED / PERSONNE RECHERCHEE

ICRC No
No CICR

Full name (as expressed locally)

Nom complet (selon l'usage local)

Also known as / Alias

Date of birth (day/month/year)

Sex

Date de naissance (jour/mois/année)

Sexe | M ☐ F ☐

Place of birth

Lieu de naissance

Father's full name

Nom complet du père

Mother's full name

Nom complet de la mère

Nationality

Origin

Nationalité

Origine

Occupation

Marital status

Profession

Etat civil

Maiden name

Nom de jeune fille

Spouse / Partner's name

Nom du conjoint / Partenaire

Rank*

Unit*

Grade*

Unité*

Service number*

No. matricule* * if applicable / si approprié

D/En. Fr./10.00/ACR

2. DETAILS OF ENQUIRY / EXPOSE DE LA DEMANDE

Date and kind of last news / Date et nature des dernières nouvelles

Last known address / Dernière adresse connue

Circumstances leading to the loss of contact

Circonstances ayant entraîné la rupture de contact

3. FAMILY MEMBERS ACCOMPANYING THE PERSON TO BE TRACED
MEMBRES DE LA FAMILLE ACCOMPAGNANT LE RECHERCHE

Full name

Date of birth

Sex

Relationship

Nom complet

Date de naiss.

Sexe

Lien de parenté

4. ADDITIONAL INFORMATION / AUTRES INFORMATIONS

Please give all information that may assist investigations, such as: duration and address of former residences, precisions regarding business address or that of present employer, religion, etc...

Veuillez fournir tous les renseignements susceptibles de faciliter les recherches tels que : durée et adresse des séjours précédents, précisions au sujet du domicile professionnel de la personne recherchée ou de la firme pour laquelle elle travaille éventuellement, religion, etc...

5. NAME AND ADDRESS OF PERSONS ABLE TO SUPPLY INFORMATION
NOM ET ADRESSE DES PERSONNES SUSCEPTIBLES DE FOURNIR
DES INFORMATIONS

Family, friends, business relations, etc... / Famille, amis, relations de travail, etc...

6. ENQUIRER / DEMANDEUR

Full name (as expressed locally) / Nom complet (selon l'usage local)

Maiden name / Nom de jeune fille

Date of birth (day/month/year)

Sex

Date de naissance (jour/mois/année)

Sexe M ☐ F ☐

Place and country of birth / Lieu et pays de naissance

Full address / Adresse complète

Telephone / Téléphone

E-mail / E-mail

The person to be traced is my

Le recherché est mon/ma

Enquirer's signature

Signature du demandeur

Date and place of enquiry

Date et lieu de la demande

INTERNATIONAL COMMITTEE OF THE RED CROSS /
COMITE INTERNATIONAL DE LA CROIX-ROUGE
19, av. de la Paix - CH - 1202 GENEVA

COPY SHEET 11 - LEARNING OBJECTIVES

OBJECTIVES	DESCRIPTION	CAN	CAN, ALMOST	CAN, NOT YET
The student is able to define what it means to be displaced;				
The student has knowledge about Syrian refugees and their situation;				
The student can account for and differentiate between key concepts presented like: neighbouring countries, internally displaced, refugees, asylum, migrants;				
The student can give examples of countries that make up the neighbouring areas of Syria;				
The student can, using the interactive movie, determine which dilemmas Syrian refugees may face when they are forced to leave their home;				
The student can discuss the importance of family and the consequences that war have on family situation and ties;				
The student can give examples of how Red Cross and Red Crescent is helping in Turkey, a neighbouring country to Syria;				
The student can relate the Syrian refugee situation to other refugee crises in the world;				

I ALSO LEARNED...

What have you learned after working with "Brothers Across Borders"?

You can write anything down that comes to mind.

Remember to write full sentences:

Three overlapping circles made of light brown paper, each containing five horizontal black lines for writing. The circles are arranged in a triangular pattern, with one circle at the top left, one at the top right, and one at the bottom center.