

a school in a tent

Campaign for the education in Refugee Camps

Didactic Proposal



ETXEBIZITZA ETA GIZARTE
GAIETAKO SAIALA
Garapen Lanbideetarako Zuzendaritza
DEPARTAMENTO DE VIVIENDA
Y ASUNTOS SOCIALES
Dirección de Cooperación al Desarrollo



ALBOAN

*Creating
opportunities*

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PHOTOGRAPH: DANI VILLANUEVA, S.J.

1. PRESENTATION OF THE PROPOSAL

This booklet aims to raise awareness about the reality of refugees and displaced persons, in a simple and truthful way, and to provide tools for the implication and mobilization.

The core aspects we want to work with in this proposal are related to its reality and the great value of education as an instrument of human construction, indispensable for the development of persons and peoples.

A school in a tent invites you to support refugees and displaced persons in three steps:

1. Get to know the reality refugees and displaced persons live in.

In our education proposal you will find activities for each educational level, to raise awareness among the students about this reality and to try to understand the situation refugees face from the moment they flee from their homes up to when they arrive at refugee camps.

2. Get involved sharing this reality with other persons of your environment.

We encourage you to design a small sensitization campaign in your school about the reality in which refugees and displaced persons live. For this, you can:

- **decorate the school with images and posters**, and look in magazines for pictures and news.
- **indicate in a world map the location of different refugee camps** and zones of conflict.
- **come up with a slogan for the campaign.**
- **get families involved** sending them information about the campaign.
- **organize some extracurricular activity** and invite the whole education community (exhibition, video-forum, lecture).

We, in ALBOAN, will support the organization of any of these activities.

3. Collaborate in the promotion of specific actions in support of the Jesuit Refugee Service.

In addition to the sensitization campaign, we suggest organizing a fund raising campaign to support a specific project about which we will provide with detailed information.

We suggest some ideas:

- **In the classroom:** each group can decide how to do it. It is important that the biggest economic effort in the group is made by the students themselves, and not by their families.
- **In the school:** we get the whole school and personnel involved, looking for a way to make contributions visible; for example, in a box that can be easily seen, where each group can leave what the class has collected.
- **With the families:** we invite the families to make a contribution. It is important to inform them about the campaign (sending them a letter, or inviting them to participate in the extracurricular activities organized) and to suggest them specific ways to collaborate.

To carry out these initiatives, **ALBOAN** can provide additional materials such as posters and stickers, in addition to supporting you in the organization of the campaign.



PHOTOGRAPH: DANI VILLANUEVA, SJ.

2. REFUGEES AND DISPLACED PERSONS

Millions of people from very different places in the world are forced to flee from their homes and leave everything behind to save their lives. Overnight, they must leave their land, their home, their people, and set off with whatever they can carry with them.

According to the Geneva Convention related to the Status of Refugees, a refugee shall apply to any person that *owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it.*

Internally displaced persons are those persons who have been *forced to flee or to leave their homes or places of habitual residence as a result of, or in order to avoid, in particular, the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human made disasters.* Unlike refugees, who have crossed international borders, displaced people remain within their own countries.

The reasons that force them to flee are several: **persecution on the ground of race, religion, political ideas, war or**

violent conflicts. Whole peoples have suffered armed conflicts and persecution, and have fled violence. Other people must flee their place of origin due to situations of extreme poverty and the lack of survival perspectives.

Today there are some **50 million forced displaced people**; 8 out of 10 are women and children. **Half** of these 50 million refugees **are in Africa.**

Young people under 18 years old are the most vulnerable and ensuring the fulfillment of their rights is very difficult. In the chaos of flight and displacement, children are in great risk of becoming separated from their families, who are in charge of their protection, physical care and emotional well-being. Therefore, when separated from their families they are exposed to a greater risk of sexual exploitation and abuse, recruitment as children soldiers, child labor, and lack of access to schools and assistance.

The Dictionary of Humanitarian Aid and Development Cooperation defines a **Refugee Camp** as an *organized human settlement which gathers during an indefinite period of time a group of people forcibly displaced from their States of origin or from their habitual residence, and which is settled in the territory of another State where those people obtain refuge and international humanitarian help, mainly as food, shelter and medical assistance.*



PHOTOGRAPH: DANI VILLANUEVA, SJ.

3. JESUIT REFUGEE SERVICE (JRS)¹

The **JRS** is an international Catholic organization with the mission to *accompany*, *serve* and *advocate* the rights of the refugees and forcibly displaced persons.

In 1980, Fr. Pedro Arrupe, SJ. (then Superior General of the Society of Jesus) founded the Jesuit Refugee Service as a response to the tragedy lived by refugees and displaced people.

For Arrupe, the task involves two aspects: on one hand, the work with the victims; on the other, the need to inform the society about those situations.

The mission trusted to the JRS includes every person who has been separated from his home due to conflicts, humanitarian disasters, or violations of human rights.

Its priority is to accompany forgotten refugees and displaced persons, whose needs are more urgent.

Education is one of the aspects to which the JRS dedicates great efforts and resources, because it is a human right and a means for the construction of peace and development.

During the last year, the JRS provided education services to around 285,000 people in more than 25 countries around the world.

The mission of the JRS is shared by ALBOAN², in the hopes of building a world where justice and a decent life are possible for all people.

The JRS works in direct collaboration with UNHCR³, the UN office in charge of protecting refugees and displaced people due to persecutions or conflicts, and of promoting lasting solutions for their situation, either by voluntary resettlement in their places of origin or in the host country.

¹To know more about the JRS: www.jrs.com

²To know more about ALBOAN: visit our Webpage at www.alboan.org

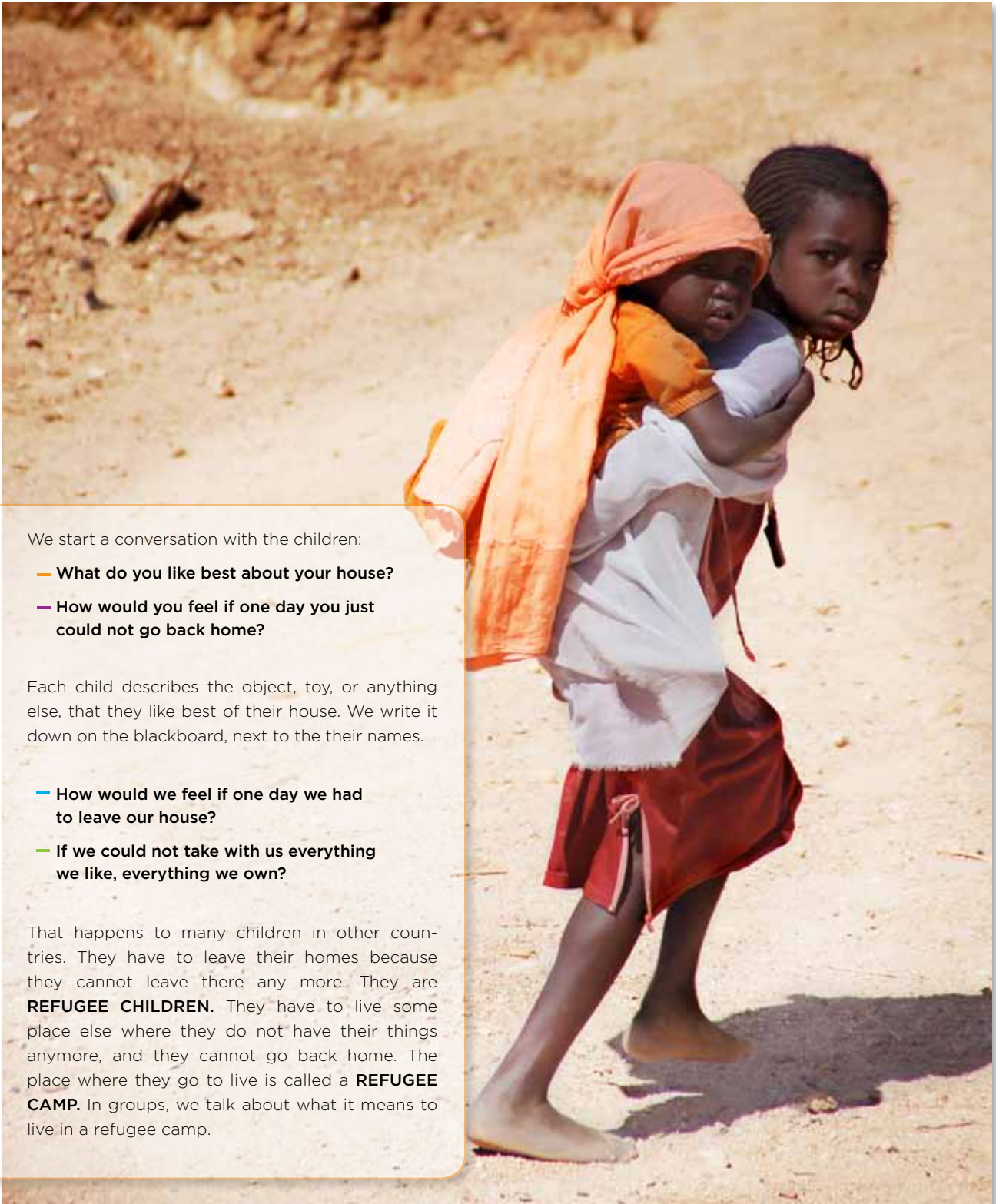
³ACNUR UNHCR: United Nations High Commissioner for Refugees (www.unhcr.com)

4. ACTIVITIES FOR EARLY CHILDHOOD EDUCATION

Goals:

- To get to know the reality of other children like them, who have suffered situations of war and displacement.
- To acknowledge the importance that all children can receive quality education.
- To understand what people who have to flee their homes and leave everything behind feel.

activity 1: What I like best



We start a conversation with the children:

- **What do you like best about your house?**
- **How would you feel if one day you just could not go back home?**

Each child describes the object, toy, or anything else, that they like best of their house. We write it down on the blackboard, next to their names.

- **How would we feel if one day we had to leave our house?**
- **If we could not take with us everything we like, everything we own?**

That happens to many children in other countries. They have to leave their homes because they cannot live there any more. They are **REFUGEE CHILDREN**. They have to live some place else where they do not have their things anymore, and they cannot go back home. The place where they go to live is called a **REFUGEE CAMP**. In groups, we talk about what it means to live in a refugee camp.

PHOTOGRAPH: DANI VILLANUEVA, S.J.

activity 2: The story of Bébé

We read the story to the children seated in a circle to attract their attention better. We can put the letter into a big envelope and say it has just arrived from Africa.

Hi! I'm Bébé Ratou. I am 7 years old.

I was born in Koukou, in the Republic of Chad.

We had to leave the town I was born in. One day, my father came running, shots could be heard in the distance. My mother grabbed a big bag and put into it some food and clothes. She was very sad.

We could not take much with us.

I was very afraid because I did not understand what was going on.

Almost all the villagers left. We had to walk a lot, and hide ourselves.

I was very tired, but I had to help my mother with my little brothers.

I have two small brothers: Abdul, who is 5 years old, and Hussein, who is 3.

Now we live in a little house in the Refugee Camp. We don't have water, so I have to go fetch some every day so that we can wash ourselves and cook. We don't have any electric light either, so we have to be home as soon as it gets dark, and we go to sleep early.

I'm happy because I can go to school. I like going to school very much and play with my friends.

Using a world map, we point out where is **AFRICA** and where is Chad. It is far away from where we live, and the situation there is very complicated because there are many wars and many people have to leave their homes, just like Bébé and her family had to do. Let's review the feelings Bébé describes in her story:

SAD- AFRAID- TIRED- HAPPY.

We talk about the times when we ourselves have had those same feelings. Finally, we shall ask them how they would feel if they had to go through Bébé's experience.



5. ACTIVITIES FOR PRIMARY EDUCATION

FIRST CYCLE

Goals:

- To get to know the reality of other children like them, who have suffered situations of war and displacement.
- To value the importance of having a school with good resources where we receive quality education.

activity 1: Bébé's story (two sessions)



1st Session:

We can start by **reading the story of Bébé Ratou** included in the Early Childhood activities, and then continue little by little with the story of this girl in CHAD.

We point in a map where **AFRICA** is, where **CHAD** is, and where is our school; we explain what a **REFUGEE CAMP** is, how people live there...

We can make copies of the pictures and show them as we tell the story. We can stick them on the walls of the classroom.

When we finish telling the story, we ask them to draw how they imagine the things Bébé describes.



PHOTOGRAPH: DANI VILLANUEVA, S.J.



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5. ACTIVITIES FOR PRIMARY EDUCATION

2nd session:

We remember Bébé's story. It will help to have the pictures and drawings near us.

We highlight the similarities and differences between what Bébé tells us and our lives:

- What is the house in the Refugee Camp like?
- What is the school like?

We have received more news from Bébé. Today she tells us what she wants to be when she grows up:

"When I grow up, I'd like to be a teacher in a pretty school with tables and chairs for all the children and teach them to read, write, do maths...

I'd also like to go back home, to the village where I was born. But for that to be possible, there has to be peace.

I'd like to get news from you telling me many things.

A big hug from Chad."

When we finish reading, we ask the children to write a letter to Bébé telling her how we are, how is our family, what we like, how is our house, our school, etc. We can add a picture of us, of our house, our family or our school.

I am I have years.

I was born in, in

I live in with my family,

At home we have water, and also...

And we also have electricity and

I like

My school is And we have

When I grow up I'd like to be

and work in

activity 2:



PHOTOGRAPH: DANI VILLANUEVA, S.J.

Our school - Other schools

We talk with the children about these questions:

- What is our school like?
- How many classes and spaces are there?
- What kind of materials do we use for writing, playing, etc.?
- Do we know any other schools?
- What would a school in a tent be like?

We compare our school with Bébé's school in a tent. We explain the situation of refugee and displaced persons camps, the precarious facilities, the scarcity of resources and teachers.

We prepare to murals: one with our names and the drawings of the different spaces of our school (classrooms, backyard, toilets, the psychomotricity room...) and the materials we have here (books, toys, crayons, tables, chairs...). We can use drawings, clippings, or pictures. Under the title "A school in a tent", or "Bébé's school", we do the same in the other mural, imagining the spaces and materials these children have.

We pay special attention to the question about the tent to make them think about what it means to experience discomfort, lack of resources, etc.

We finish by reflecting upon how important it is to have a school in good conditions and with adequate resources to learn more and better.

5. ACTIVITIES FOR PRIMARY EDUCATION

SECOND CYCLE

Goals:

- To get to know the reality of refugee and displaced persons in a way easy to understand by the group.
- Acknowledge the situation of injustice they experience.

activity 1: **Bébé's story – My story**

We work with Bébé's story (Activity 1, First Cycle). We can introduce Bébé with a picture, so that we can give a name and be specific about the reality refugee people live through the experience of this refugee girl.

After reading the story, we ask that each member of the group writes his/her own story.

When we share the stories, we talk about the most striking differences. We start a dialogue based on the following questions:

- Why do these differences exist?
- How should the life of children like Bébé be?
- What could we do?



PHOTOGRAPH: DANI VILLANUEVA, S.J.

activity 2: **Shared story⁴**

The activity involves telling a story with words, drawings or objects that are stuck on the blackboard or in any other visible place.

For that purpose, the teachers have previously prepared a surprise-packet with objects or pictures (a mother, a father, a boy, a girl, a house, a book, a pencil, a ball, a refugee camp, a suitcase, people walking, a bucket, a candle, etc.) and also words (go away, leave, refugee camp, school, we help ourselves, we cooperate, with you and with me, we share tasks, etc.).

The students sit on the floor in a circle, and the teacher stands next to the surprise-packet and tries to motivate them.

"Today is a very special day, because we have received this mysterious parcel in the school. I know it comes from far away, the sender says "Africa", and it comes from a REFUGEE CAMP. I've seen there are drawings in it, and also words and some objects that want to tell us a story. Now it is all separated, but they ask us to put it all together and to participate in their magic by listening to the story they tell."

Each child gets an object out of the box, and with that drawing or word, he/she tells a part of the story; then, the next child gets something else from the box and follows the

story from what the previous child told. In that way, they build all together a story about the refugee persons.

Different ideas may arise from the same drawing. The interesting part is that everybody contributes to the story. They leave all the objects tidily on the floor. The teacher gives leads to facilitate the continuation of the story, so that the whole group collaborates for a coherent tale. They leave all the objects tidily on the floor.

Once the story is finished, we look at the created pictogram to read the complete story; we draw conclusions together, with the help of these questions:

- Who is/are the protagonist/s of our story?
- What happens in it?
- Why does he/she live in a refugee camp?
- In which conditions is he/she living there?
- How does the story end? How would we like it to end?

⁴ Activity adapted from: Da un paso hacia la igualdad, del material Días D-2010 (Día de la mujer). Entreculturas

5. ACTIVITIES FOR PRIMARY EDUCATION

THIRD CYCLE

Goals:

- Raise awareness on the situation of people who must leave their homes: refugee, displaced or migrant people.
- To get to know experiences of displacement or migration lived by people around us.

activity 1: Spinning our story

We will ask the students to bring a picture of a relative or friend who has gone through a migratory process (from rural to urban areas, or from another country), and that they research about that migratory process. Each student should fill a card with the picture and the details. They then share the information and talk about what has called their attention. They put it in a visible place within the room. It is interesting to reflect about past migratory movements and to compare them with people movements we witness today.

— Is it the same?

— What are the differences?

PICTURE	Name
	Kinship or relationship
	Place of origin
	Place of arrival
	Why did they leave?
	How did they feel upon arrival?
	How were they treated?
What memories do they have?	

Suggestion: video recordings can be made and edited.

activity 2: Singing to immigrant and refugee persons

We suggest working on three songs to reflect about the situation of refugees and immigrant persons (Pedro Guerra: "Extranjeros" y "Raíz"; Manu Chao: "Clandestino"). The teachers can suggest that the group look for songs related to the topic. It is important that they bring the lyrics in writing.

Each group is asked to pay attention to the song, both to the lyrics and the melody. After hearing it one or two times, they are asked to share the ideas and feelings that the song has arisen in them.

Taking those feelings and ideas, they are asked to compose lyrics with the music they like. In a meeting, we introduce all the written songs.

Finally, we share the ideas, all those things that we identify as prejudices against immigrant and refugee people, and we consider if our song can help breaking them. If that is the case, we could try to sing it in an event celebrated in our school or group, to sensitize the rest of people.

It is important to highlight the specific situation of the people living in refugee camps due to the hardships of the

life there: insecurity, unstable conditions, lack of resources, lack of freedom, etc.



PHOTOGRAPH: DANI VILLANUEVA, S.J.

6. ACTIVITIES FOR SECONDARY EDUCATION

FIRST CYCLE

Goals:

- To understand the situation that refugee persons experience when they are forced to flee their homes.
- To raise awareness about the need of doing something to change the future of refugee and displaced persons.

activity 1: In a backpack

We ask the group to read the following text, and to put themselves in the shoes of people in many parts of the world who have to flee their homes to save their lives:

Combats in your town are incessant, you have to go away with your family and leave everything behind: your home, your friends, your things, your school...

You have five minutes to abandon your house and to leave the country. What would you put in your backpack, knowing that you will have to carry it during many kilometers? The survival of your family may depend on your election. You have to choose the objects you consider useful, but you can only take 10 things with you.

We give them five minutes so that each of them can write a list of the things they would put in their bag. When time is up, they stop writing and accept that they can only carry with them those things they listed⁵

We organize small groups to share their lists among them and to debate on their usefulness and the possibility of taking with them everything they have listed. We give them a limited amount of time; they will have to eliminate things and to specify what they choose (for example, describe what kind of food or clothes...), and leave only five objects per person.

For the group debate:

- Why have they chosen these objects and not others?
- How did they feel when they had to leave behind many of the things they have normally at their disposal?
- Have they remembered afterwards any other interesting or necessary object they should have included in their backpacks?
- How would they feel in that case?
- Ask them to think about the fear, the panic and the uncertainty their character would feel.



PHOTOGRAPH: DANI VILLANUEVA, SJ.

activity 2: Past, present and future horizons⁵ (two sessions)

We separate the class in three groups, and we suggest they review the testimonies and drawings made in a camp for refugee and displaced persons in Liberia.

The drawings are distributed in three blocks: past, present and future. Each of the groups will analyze one block. It would be interesting ask them what they see in the drawings, and what they think it means. We write down what catches our attention, and elaborate a text where we explain what the drawings have transmitted us about the life and feelings of these people.

Suggestion: We also have the text available in French and Spanish to work with it in those languages.



PHOTOGRAPH: DANI VILLANUEVA, SJ.

⁵ To carry out this activity, we need to work online or to print the drawings and testimonies which appear in the book "Sketching the Future" (<http://www.alboan.org/docs/MaterialesEducativos/Materiales didácticos - Horizontes de pasado, presente y futuro>).

6. ACTIVITIES FOR SECONDARY EDUCATION

SECOND CYCLE

Goals:

- To get to know the situation of the refugee and displaced persons in the world, and to raise awareness about the need to change this reality for their future.
- To understand what it means to be a refugee person through a life testimony.

activity 1: Refugee, displaced and migrant persons⁶

- Who are the refugee, displaced and migrant persons?
- Can we tell one from the others?
- Do we know how many of them are in the world?
- How is their reality? Do they have hopes? And fears?
- Which are their rights and obligations?

We begin with a brainstorming to find out what they know about this subject.

We suggest a group work to research on refugee, displaced and migrant persons (how many, reason of their displacement, place of origin, most frequent destinations...). They should also include the situation of refugees and displaced persons living in refugee camps.

The facilitator contributes with some data and explains certain concepts. (Additional information available in COMPLEMENTARY MATERIALS AND RESOURCES).

Then, we share our work in order to find out new facts they may have discovered or things they find interesting, we discuss new doubts, etc.



PHOTOGRAPH: DANI VILLANUEVA, S.J.



PHOTOGRAPH: DANI VILLANUEVA, S.J.

⁶ Activity adapted from: Refugee, displaced and migrant people, which accompanies ALBOAN's exhibition with the same name.

6. ACTIVITIES FOR SECONDARY EDUCATION

activity 2: Life's Testimony

We hand out **Yunus testimony**⁷ for them to read individually. We ask them to underline and write down all the things that catch their attention. Later, in groups, they elaborate a conclusion to share with the rest of the class.

YUNUS ABDUL KARIM HOSS, 36 years old. Teacher of primary education in the school of Touloum. He gets up happy every day and goes to teach in the school supported by the JRS.

"My name is Yunus Abdul Karim Hoss. I have 36 years old, two wives and three children. I've been living in the Touloum Refugee Camp for 5 years."

Sadness fills his face when we ask him to tell us about his past life in the Darfur region. He remembers he was a peaceful farmer until the war broke out. He lost everything overnight and was forced to go into exile. He then decided to come to TOULOUM, where the refugee security is better ensured than in other camps. He had to start a new life.

Yunus' situation is not very different from that of thousand of people living in the Camp. But thanks to the support of the international community, these peoples can gradually resume a normal life. They have built schools, youth centers, health centers, water wells, latrines, a small market...

"I'd like to continue my studies, work hard, and go to University. With a solid education, I could go back here and pass everything I've learnt to my children and my people. That is my dream."

There are many dreams like this of Yunus in this school. Each child, each teacher seems to have something to share, something to say beyond what we could imagine. There is a real strength that makes these people move forward to fulfill their dreams, in spite of everything they have been through.

Questions for reflection:

- What things have had an impact on you?
- What have you learnt on refugees and displaced persons?
- What do you consider to be most serious in this situation?
- What do you think of YUNUS dream?
- What is your dream?

We suggest researching about the conflict in DARFUR that made Yunus flee.

Suggestion: We also have the text available in French to work with it in that language.

⁷ Real testimony of a Sudanese refugee, June 2010.



PHOTOGRAPH: DANI VILLANUEVA, S.J.



7. ACTIVITIES FOR HIGH SCHOOL EDUCATION

*The proposed activities for the second cycle of secondary educations can also be used with High School students.

SECOND CYCLE

Goals:

- To get to know the situation of the people who had to leave their homes (refugee, displaced and migrant persons), and to raise awareness about the need to change this reality.
- To reflect about the reasons that make them run away and ask for shelter.

activity 1: Reasons for seeking refuge

- What forces millions of people in the world to abandon their homes and lands to survive?

- What is there behind the wars and conflicts that prompt these situations?

In groups, they analyze the international sections of a newspaper choosing some article about a war/conflict zone in any part of the world.

With it and other sources they research (see Complemen-

tary Resources), they should make an analysis of the causes that originated the conflict, the consequences it has generated and if there have been refuge or displaced persons as a result of it.

Each group presents the results of their research, and they share the common elements, questions, reflections...

activity 2: To get to know the Jesuit Refugee Service (JRS)

It can be carried with groups in different education levels. We research about the Jesuit Refugee Service:

- When was it born?
- Who founded it?
- What is its mission?
- Where is it?

We can complete the information with the document: JRS Advocacy, from the book "Sketching of the future". (Available in **ALBOAN**'s Web at: Materiales educativos / Materiales didácticos/ Horizontes de futuro/ Conociendo una organización que trabaja con personas refugiadas).

High school students can prepare a briefing on refuge and displaced persons and on the work of the JRS to share with the students in other levels.



PHOTOGRAPH: DANI VILLANUEVA, SJ.

We invite you to participate in the PEDRO ARRUIPE AWARD: Discovering refugee people

The Pedro Arrupe Award is organized every two years with the goal of raising awareness among the students on the reality of Refugees.

The general guidelines for the students are:

- To get to know in depth the reality of refugees.
- To carry out an original project to show all we have learnt.

The projects will be elaborated in groups of 3-5 students, and they can be in different formats (radio programs, Web pages, essays, videos, games, drawings, etc).

The first selection will be made at the school, which will then send the chosen projects to **ALBOAN**. We, in **ALBOAN**, will make another selection among all the works submitted from the whole state. The chosen works shall be sent to the JRS-Europe offices, where the final selection will have place.

More information available at: www.jrseurope.org/pedroarrupe-award

8. COMPLEMENTARY MATERIALS AND RESOURCES

web pages:

- www.jrs.net
- www.jrseurope.org/pedroarrupe-award/es/alumnos.html
- www.eacnur.org
- www.cear.es
- www.solidarios.org.es
- www.pescandoenriorevuelto.com

alboan resources:

- Audiovisual material: **Rostros y rastros de personas refugiadas con su guía de actividades (Faces and traces of refugees, with its Activity Guide).**
- Exhibition: **Personas con derechos, con su guía de actividades (People with Rights, with its Activity Guide).**
- Book: **Sketching the future.**

other resources:

books:

- **Expulsados de su tierra** by Carles Casals.
- **El largo viaje de Mariatu Kamara.** Intermon Oxfam (Young People).
- **El regalo de Memed** + guía didáctica (Early Childhood and 1º cycle of Primary Education). Intermon Oxfam.
- **Amina y Musa** + guía didáctica + DVD (1º cycle of Primary Education). Intermon Oxfam.
- **Fuera** by Susana Tamaro.
- **Al volver, vuelven cantando.** Mi vida con los refugiados, by Gary Smith SJ.

films:

- **Vete y vive.** Radu Mihaileanu. 2005.
- **La canción de Carla.** Ken Loach. 1996.
- **Invisibles.** Mariano Barroso, Isabel Coixet, Javier Corcuera, Elena García Quevedo, Wim Wenders y Fernando León de Aranoa. 2007.

games:

- **Refugee Cards.**
- **Refugiopoly.** En busca de una nueva vida.
- **Cuando debes huir.** ACNUR
- **Refugioca.**
- **Camino a Huambo.** Gincana.

cds:

- **Pedro guerra.** "Ofrenda" and "Raíz".
- **Manu Chao.** "Clandestino".
- **Vidas rotas de personas refugiadas.**
- **Cruzar la raya para vivir** (Available to download at: <http://www.radioteca.net/verserie.php?pagina=1&id=2464>)

online games:

- **El juego del asilo:** http://enredate.org/templates/default/flash/asilo/UNICEF_01_Actividad2.swf
- **Teu rescate:** www.teurescate.org
- **Contra viento y marea:** www.contravientoymarea.org
- **Darfur está muriendo:** www.darfurisdyng.com/spanish
(in this Web page of ACNUR, teachers can find relevant information to help the group in this reflection).

Materials available in our Resource Center
<http://centroderecursos.alboan.org>

PAMPLONA

Avenida Barañain, 2
31011 Pamplona
Phone: +34 948 231 302
Fax: +34 948 264 308
alboanna@alboan.org

BILBAO

Padre Lojendio, 2 - 2º
48008 - Bilbao
Phone: +34 944 151 135
Fax: +34 944 161 938
alboanbi@alboan.org

SAN SEBASTIÁN

Ronda, 7 - 4º I
20001 - San Sebastián
Phone: +34 943 275 173
Fax: +34 943 320 267
alboangi@alboan.org

VITORIA

Monseñor Estenaga, 1
01002 - Vitoria
Phone: +34 945 202 676
Fax: +34 945 202 676
alboanar@alboan.org