

# SURVIVING WAR, SURVIVING PEACE SESSION 2

## ADOLESCENT REFUGEES

**Suggested time – 90 minutes**

### **Session content**

Gender and the refugee experience

Refugee girls

Reproductive health problems

Refugee boys

Child Soldiers

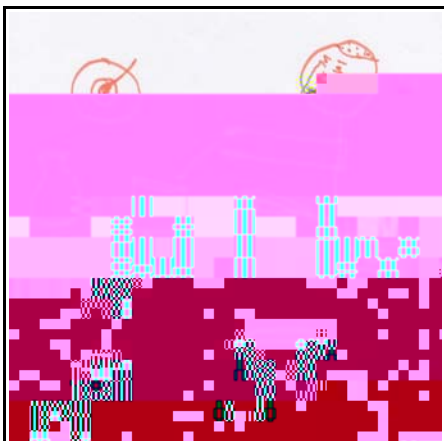
Separated Children

Inadequate Schooling

### **Session outcomes**

At the end of the session, participants will be able to demonstrate an appreciation of:

- The ways in which the refugee experience differs for girls and boys
- 



### **Participant handouts**

- Copies of PowerPoint slides for Session 2, printed as handouts
- Copies of background readings for Session 2, preferably previously distributed to participants as pre-reading.

### **Materials needed**

- DVD *Surviving War, Surviving Peace*
- PowerPoint presentation for Session 2
- Data projector and laptop with external speakers or DVD player, TV monitor and OHP
- Plain flipchart and marker pens

### **Session Structure**

#### ***Display slide 1 – The particular risks and needs of refugee students***

- Tell participants that in this session they will examine the particular experiences of refugee children and young people and discuss their resultant needs.
- Explain that the session will focus on :
  - Gender differences
  - Child soldiers
  - Children separated from family, and
  - Disrupted education.

#### ***Play Surviving War, Surviving Peace Session 2***

- Discuss the issues canvassed in the video.
- Remind the groups that most of the refugees currently arriving in Australia are coming from these camps.

#### ***Display slide 2 – Gender differences***

Use the following notes to exemplify gender differences in young people:

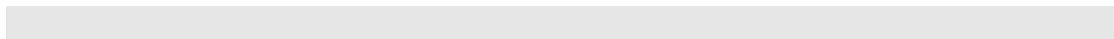
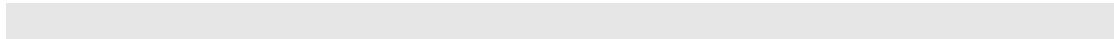
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***Display slide 3 – Common experiences for refugee girls***

(This slide is referenced to Session 2 background readings, Section b.)

Use the following notes to present the information in this slide:

- Girls are primary targets of sexual violence and exploitation by fighting forces, peace-keepers and others and may be:
  - exposed to potentially harmful traditional practices such as genital mutilation and forced marriage
  - recruited to serve with an armed group
  - coerced into prostitution
  - physically abused
  - forced to assume responsibilities for younger siblings and other members of the household.
  
- As a result of this exploitation, girls have a high risk of early, unwanted



***Display slide 6 – Common experiences for refugee boys***

(This slide is referenced to Session 2 background readings, Section d.)

Use the following notes to present the experiences of refugee boys:

- Refugee boys:
  - often lose their fathers and significant other male role models. Most refugee camps hold significantly more women than men. Men are often fighting in the conflict which caused the family to flee, or have



### ***Activity***

- Form participants into small groups. Give half of the groups the case study about the refugee girl and half the case study about the refugee boy. The case studies are on the next page.
- Ask them to role play an interview between a school counsellor and the child in the case study, who is now having great difficulties adapting to life in Australia.
- Ask the groups to discuss the role play and identify the barriers which will have to be faced and the sensitivities which must be acknowledged.
- Share the feedback from the role plays with the larger group.

### ***Display slide 11***

- Conclude the session by summarizing the gender differences between refugee boys and girls.

## **Case studies**

### **Case Study 1 - ALI'S STORY**

I was born in a village in central Afghanistan. I lived there with my father, my mother and my older brother. I had two married sisters who also lived in the village with their husbands and children. I am of the Hazara tribe and all the other people in our village were Hazara. The Taliban who ran the government did not like the

I like it in Australia, it is safe here, and we have food and things, but I miss my friends and family. I am trying hard at school but it is very difficult. Mum gets very sad and cries a lot. My brothers are happy, and one of them is doing very well at school but they are out all the time and I get very lonely.



## ***Display slide 11***

Use the following notes to present this slide:

- Ask participants if they are able to identify particular needs of girls in resettlement.
- This is very important when working with refugee girls, who may require special sensitivity and understanding and may not respond to male service providers.
- Young men may prefer a male worker, but this is not always the case.
- Girls and boys respond best to people who they feel to be caring and non-judgmental.
- While refugee students are resilient, there will be times when the resilience is weak or breaks down temporarily.
- Teachers and counsellors should do all that is possible to create an

