# Lesson 1: Mapping country of origin

## Learning outcome

Participants will be able to identify & map countries of origin and countries of asylum.

## Learning resources

* Teaching note **Mapping country of origin**
* World Map/ Atlas

### Step 1. Mapping

Using a map, students locate the country of origin that relates to each of the following refugee experiences **(Roads to Refuge > Who is a refugee > Our experiences)**:

* [Anna Democratic Republic Congo](http://www.unrefugees.org.au/our-stories/stories-from-the-field/anna,-south-sudan) (UNHCR)
* [Ashane Sri Lanka](http://www.amnesty.org.au/refugees/comments/24530/) (Amnesty International Australia)
* Hussain [Afghanistan](http://www.amnesty.org.au/refugees/comments/24026/) (Amnesty International Australia)
* Fiona [Sudan](http://www.beverlyhg-i.schools.nsw.edu.au/journeys/journeys_fiona.html) (Beverley Hills High School IEC)
* For additional examples refer to the DVD **Who is a refugee**.

Ask students to write down the name of the countries surrounding those listed above, and to familiarise themselves with the geographical area (for example: physical borders, names of neighbouring countries).

### Step 2. Research

Students prepare a fact file on each person’s country of origin and present it to the class (individually or in groups - each group could use a different case study). Refer to the **Roads to Refuge >** **Useful websites** section for country profile links.

Fact files could include:

* Languages spoken
* Religion/s
* Population
* Types of food eaten
* Ruling government
* National dress (there may be more than one)
* Ethnic groups
* Celebrations – cultural/ religious
* Occupations/ lifestyle (urban/ rural)
* Education

### Step 3. Presentation

Students report back to the class - either oral or visual presentation.