

“Against All Odds”: Online Simulation – Exploring Refugee Issues

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“Everyone has the right to seek and to enjoy in other countries asylum from persecution.”

— Article 14 of the Universal Declaration on Human Rights

Note: This simulation was created by the **United Nations Commission on Human Rights (UNCHR)** for use in classrooms around the world to highlight refugee issues. Additional teacher resources on this topic and related to this simulation can be found at www.playagainstallodds.com >Open in Full Screen or Open in This Window > For Teachers > Canadian Teacher Introduction (the link for “UK Education Resources” also contains an excellent teacher’s guide).

Selected Expectations

Grade 8 Geography

- identify the push and pull factors that influence people to move (e.g., push: drought, war, lack of freedom, discrimination and persecution; pull: employment opportunities, security, and climate)

Grade 9 Geography (CGC1D)

- explain the role of selected international organizations and agreements and why Canada participates in them (e.g. United Nations)

Introduction

“Against All Odds” is about the global refugee experience from the time people are forced to leave their countries of origin to the beginning of their new life abroad. You will take on the persona of a refugee and work your way through the various challenges of escaping and starting a new life. There are twelve steps to the simulation.

Assignment

1. Go to www.playagainstallodds.com and follow the prompts (you do not need to register but students will need to enter their name before beginning the simulation).
2. Complete the three main sections of the simulation in order: **1. War and Conflict**; **2. Border Country**; **3. A New Life**. At any point you can click on the “Web Facts” link for more information.
3. When you are done the simulation, go to the “Web Facts” page



and choose one subsection from each of the three main sections (e.g. subsection “Refugee or Immigrant?”). Explore the articles, links and/or videos of each subsection you have chosen, and write a paragraph for each summarizing the key points of these resources.

4. Which “game” in the simulation do you think was the most effective? Why?
5. Which do you think was the least effective? Why? How could it be improved?

