



Clouds Over Sidra

The extension activities below are designed to extend the InSight experience into the classroom. Activities are designed for Grades 9-12 students, but can be adapted for younger students.

www.insightproject.ca

Objectives

- Understand the daily lives of Syrian refugees, especially girls, in the Za'atari Refugee Camp
- Understand how gender and gender roles impact your everyday experiences
- Take action to promote gender equality/equity in your community

About the Film: Clouds Over Sidra

Clouds Over Sidra tells the story of Sidra, a 12 year old girl from Syria who lives in the Za'atari refugee camp in Jordan. The video explores her life experiences: her attendance at school, the food she eats, how her family lives, her perspective of men and other children, her perspective of the camp she lives in, and her desire to return home.

Produced for: United Nations SDG Action Campaign, Unicef Jordan, Vrse. January 2015

Directors: Gabo Arora, Barry Pousman, Chris Milk

Producers: Samantha Storr, Patrick Milling Smith, Joe Chen

Visit: <http://unvr.sdgactioncampaign.org/>

Extension Activity: Exploring the Za'atari Refugee Camp

Objective: Understand the daily lives of Syrian refugees in the Za'atari Refugee Camp

Key Definitions

Refugee: Refugees are people who have fled war, violence, conflict or persecution and have crossed an international border to find safety in another country. Refugees are defined and protected in international law. The 1951 Refugee Convention is a key legal document and defines a refugee as: *“someone who is unable or unwilling to return to their country of origin owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion.”* www.unhcr.org/what-is-a-refugee.html

Za'atari Refugee Camp: The Za'atari Refugee Camp is a refugee camp set up in the north of Jordan in 2012 to host Syrian refugees fleeing civil war in their country. It is the world's largest camp for Syrian refugees

Exploring Data on Za'atari Refugee Camp

Materials: Students will need access to the internet to explore the following tools

Syrian Refugee Data: <https://data2.unhcr.org/en/situations/syria?id=176&country=107®ion=77>

Za'atari Interactive Camp Map: www.openstreetmap.org/node/2331717281#map=16/32.2973/36.3208

Za'atari Camp Map (Printable) <https://data2.unhcr.org/en/documents/details/69690>

Images of Za'atari Refugee Camp: Search online, or use Flickr. www.flickr.com/search/?text=za%27atari

Explore the Data from UNCHR

- How many Syrian refugees are there worldwide? Which country hosts the most?
- Of all the Syrian refugees worldwide, how many are living in a camp? Where do the rest live?
- What percentage of Syrian refugees are age 18 and under?
- Look at the trend in the numbers of registered Syrian Refugees in refugee camps. What do you notice? Why may that be happening?
- How much money does UNHCR still need to meet refugee needs in the Za'atari Refugee Camp?

Images of Za'atari

- Find images of Za'atari Refugee Camp online. What do you notice? What surprises you?

Explore the OpenStreetMap of the Za'atari Camp. And/Or Provide Printable Map

- What symbols do you see on the map? What do they represent?
- Zoom in and explore the streets. What type of services do you see? Make a list.
- What street do you think is the 'main street'? Why do you think that? What other road is important? Why?
- Is there anything on the map that surprises you, that you didn't expect to see available in a camp?



Watch

After exploring the data, watch the video about businesses in Jordan. Compare what students discovered on the map, to what they see in the video:

Video: **World's Largest Refugee Camp has Developed its Own Economy.** *PBS Newshour. June 18, 2016. Length: 9 minutes*

This short video shows businesses inside the Za'atari Refugee Camp. Suggest watching until the 4 minute mark: <https://www.youtube.com/watch?v=Dzp8pvc1r1c>

Question 1: **How many businesses are in Za'atari?** (3000)

Question 2: **What type of businesses exist along the main road?** (pastry shop, supermarket, pizza place, falafel stand, gardening shop, wedding dress shop, barber shop)

Question 3: **Why are the businesses important for the refugees?** (economic and psychological survival)

Question 4: **What does the UN provide the refugees?** (vouchers to buy cooking and heating gas, \$28/month per person for food. \$140/month for a family of 5)

Question 5: **How has Jordan and Jordanians helped the refugees?** (building the camp, extending credit to business, exporting products, buying products from camp. \$13million dollars a month is produced in the camp)

Question 6: **Do you see many women in the video? Why/Why not?**
(Explore this question further after watching *Clouds over Sidra*)

Extra: Learn about the largest solar plant ever built in a refugee camp.
Jordan's Za'atari camp goes green with new solar plant. UNHRC. 14 Nov 2017
www.unhcr.org/news/latest/2017/11/5a0ab9854/jordans-zaatari-camp-green-new-solar-plant.html

Take Action

Objective: **Take action to promote gender equality/equity in your community**

Students can write to the Federal Minister of Immigration, Refugees and Immigration to encourage Canada to support refugees worldwide.

Gain Deeper Insight

Go deeper with your students through the exploring the following activities and resources

Canadian Response to the Syrian Refugee Crisis. Molnar, Petra. The Canadian Encyclopedia. Dec 2017
www.thecanadianencyclopedia.ca/en/article/canadian-response-to-the-syrian-refugee-crisis

Are Refugees Good for Canada? UNHCR Canada. November 2019
www.unhcr.ca/wp-content/uploads/2019/11/Are-Refugees-Good-for-Canada-A-Look-at-Canadian-Refugee-Integration-November-2019.pdf

Crisis Update: Women of Syria 8 years into the Crisis. UNHCR
<https://www.unwomen.org/en/news/stories/2018/8/feature-syria-humanitarian-update>



Extension Activity: Exploring Gender Roles

Objective: Understand how gender and gender roles impact your everyday experiences

Key Definitions

Sex refers to a person's biological and physiological characteristics. A person's sex is most often designated by a medical assessment at the moment of birth. This is also referred to as birth-assigned sex
Status of Women Canada https://cfc-swc.gc.ca/gba-acsc/course-cours/eng/mod01/mod01_02_04.html

Gender refers to the roles, behaviours, activities, and attributes that a given society may construct or consider appropriate for the categories of "men" and "women". It can result in stereotyping and limited expectations about what people can and cannot do. **Status of Women Canada** https://cfc-swc.gc.ca/gba-acsc/course-cours/eng/mod01/mod01_02_04.html

Gender roles: Gender roles in society means how we're expected to act, speak, dress, groom, and conduct ourselves based upon our assigned sex. For example, girls and women are generally expected to dress in typically feminine ways and be polite, accommodating, and nurturing. Men are generally expected to be strong, aggressive, and bold. Every society, ethnic group, and culture has gender role expectations, but they can be very different from group to group. They can also change in the same society over time. **Planned Parenthood.** www.plannedparenthood.org/learn/gender-identity/sex-gender-identity/what-are-gender-roles-and-stereotypes

Gender Inequality: Legal, social and cultural situation in which sex and/or gender determine different rights and dignity for women and men, which are reflected in their unequal access to or enjoyment of rights, as well as the assumption of stereotyped social and cultural roles. **European Institute for Gender Inequality.** <https://eige.europa.eu/thesaurus/terms/1182>

Watch

Explain gender and gender roles to students, acknowledging that while often referred in the binary (man/woman) gender is a spectrum and can be experienced in a variety of ways. Watch the videos as a class, and discuss the questions in groups.

Video: **Gender Roles and Stereotypes.** *Amaze.org. Dec 20, 2018. Length: 2 minutes*
This short video quickly explains the difference between sex and gender role stereotypes. <https://www.youtube.com/watch?v=Ulh0DnFUGsk>

Question 1: What types of gender stereotypes have you experienced?

Question 2: In what ways can gender stereotypes be harmful?

Video: **Redraw The Balance.** *Inspiring The Future. Mullen-Lowe Group. 15 March 2015*
<https://www.youtube.com/watch?v=qv8VZVP5csA>

Question 3: What happened when kids were asked to draw a different professions?

Question 4: At what age are gender stereotypes defined? (between age 5-7)

Question 5: How do we learn these stereotypes? Why is it important to break these stereotypes?



Class discussion: Spend some time unpacking whether we “fit totally” into gender stereotypes and discuss the diversity and uniqueness of each person. It could be helpful to do some positive affirmations to support student resilience and confidence to be their true selves and resist stereotypes.

Video: **Clouds over Sidra (After viewing with the InSight project)**

Question 1: **What role does gender play in Sidra’s experience in the refugee camp?**

Examples: all girls in school classroom, all men working in bakery, all boys playing computer games (shooting games), all boys/men working out in the gym, young boys wrestling, mom cooks supper, girls playing football (soccer) but they are not allowed to back in Syria.

Question 2: **How is Sidra’s experience with gender similar or different than yours?**

Extra: **Empowering Women in Za’atari Refugee Camp. UN Women. 15 June 2017**

https://www.youtube.com/watch?time_continue=4&v=4kj2UGa28JY

Question 1: **What ways is the UN supporting women in the refugee camp?**

Question 2: **Why is the Women and Girls Oasis important? (employment for women, business skills, keeping children safe while women get support, reducing early marriage, safe place to share concerns)**

Take Action

Objective: **Take action to promote gender equality/equity in your community**

Together, students may brainstorm ways to encourage diversity and break gender stereotypes in their school, carrying activities out in their school.

Gain Deeper Insight

Go deeper with your students though the exploring the following tools and resources

Deliver for Good. 12 key investments to achieve Gender Equality. Women Deliver. 2019

<https://womendeliver.org/deliver-for-good/>

Why Gender Inequality Often Starts at Home. Plan Canada International

<https://stories.plancanada.ca/why-gender-inequality-starts-at-home/>

PRISM Toolkit for Safe and Caring Discussions about Sexual and Gender Minorities.

Secondary School Toolkit: Alberta Teachers’ Association. 2016.

www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Research/PD-80-15e%20PRISM.pdf

Elementary School Toolkit Alberta Teachers’ Association. 2016.

www.teachers.ab.ca/SiteCollectionDocuments/ATA/For%20Members/ProfessionalDevelopment/Diversity-Equity-and-Human-Rights/PD-80-15cPrismToolkitBooklet_Web.pdf





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