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## ***Teaching Guide: Between Cheeseburgers and Burek: Refugee Life is Hard***

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### ***Learning Objectives for this Narrative***

1. Describe the physical and emotional impacts of war and forced relocation.
2. Identify generational differences in refugee experiences.
3. Examine gender differences in refugee experiences.
4. Understand the difference between a refugee, an immigrant, and someone with undocumented status in the United States.
5. Describe and understand some of the many variables influencing changes in food preparation and consumption practices.

### ***Pre-Reading Activities and Questions***

Discuss current events that are in the news about immigration. Each student should bring a newspaper article to class addressing immigration, immigrants, refugees and/or internally displaced persons (IDPs).

### ***Suggested Discussion Questions***

- 1) What are the reasons for Lejla's initial interest in McDonald's foods instead of her Grandma's burek?
- 2) Are there differences for individuals who immigrate at a young age (like Lejla and Sami) or at an older age (like Majka)? If so, what would be some differences? What are some of the similar experiences shared by most people who immigrate to a new country?
- 3) Do you think it is difficult to immigrate as a refugee? What might make life easier or more difficult for people moving to a new country after leaving their homes because of war?
- 4) According to the United Nations High Commissioner for Refugees, what is the difference between Refugee status and an Internally Displaced Person status? What are differences between refugees, immigrants, and individuals with undocumented status?

5) How does participating in the youth group help Lejla?

6) What is depression? Identify some characteristics of someone struggling with depression. Where can individuals struggling with depression go to for help?

### ***Recommended Activity***

Students should research a country and/or geographic region where there are currently refugees and/or internally displaced peoples (IDPs). They should write a report on the reasons why the individuals left their homes and where they went. Students should write about where the refugee or IDP was forced to go (either another country insofar as a “relocation program” or a refugee camp) and how their life was changed by the relocation. The student should offer strategies for improving the life of the refugee or IDP.