

WAR IN UKRAINE

TEACHER'S VERSION

Lesson Information

Objective:

The primary objective of this lesson is to provide students an overview of the war in Ukraine and its impact on Canada, the European Union, and the world. Given the geopolitical significance of Russia's invasion of Ukraine on February 24, 2022, the war has garnered worldwide attention and has become a struggle for the international balance. Furthermore, the conflict has had far-reaching consequences on important sectors such as energy, economy, defense, migration, and food security. Through this lesson, students will gain background knowledge of the conflict and develop their critical thinking skills by analyzing a variety of primary and secondary sources. In this way, students will enhance understanding of the war in Ukraine and its impact on the world.

Time Requirement: 75 minutes (one class period)

Materials:

- ☞ Teacher's Version: Lesson Plan and Powerpoint
- ☞ Student Version: Stations Handout
- ☞ Internet connection, computer, projector/screen

Suggested Courses:

☞ CPW4U – Canadian and International Politics, Grade 12

- A1.2 select and organize relevant evidence, data, and information about issues, events, and/or developments of national and international political importance from a variety of primary and secondary sources ensuring that their sources reflect multiple perspectives
- B2.2 analyse ways in which conflict and violence have influenced politics in and relations between various countries around the world since World War I
- B3.2 analyse various ways in which national, ethnic, and/or regional identities influence politics in and relations between various countries, including Canada
- B3.3 analyse how various social and cultural factors, including aspects of social/cultural identity, influence politics in and relations between various countries, including Canada

- C1.3 identify strategies used by individual countries or groups of countries to influence the internal policies of others in the international community and assess their effectiveness in specific cases
- C2.1 analyse the roles of various intergovernmental organizations (IGOs) as well as Canada's role in them
- E1.1 analyse the effect of various factors on the power of individual states and the global balance of power
- E1.5 identify countries or groups of countries that have supranational power, and analyse how such power affects international politics

☞ **CHI4U – Canada: History, Identity and Culture, Grade 12**

- A1.4 interpret and analyse evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for historical inquiry
- A1.7 evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues, events, and/or developments they are investigating
- E2.5 analyse Canada's involvement in international affairs during this period, including its participation in conflicts and international organizations

☞ **CHY4U – World History since the Fifteenth Century, Grade 12**

- A1.2 select and organize relevant evidence and information on aspects of world history since the fifteenth century from a variety of primary and secondary sources
- A1.4 interpret and analyse evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for historical inquiry
- E1.1 analyse the impact of some key social trends and/or developments in various regions of the world during this period
- E2.1 explain the main causes and consequences of some major global and regional conflicts during this period
- E3.1 explain how change and continuity in national boundaries during this period has contributed to the development of identity, citizenship, and/or heritage

☞ **CGW4U – World Issues: A Geographic Analysis, Grade 12**

- A1.1 formulate different types of questions to guide investigations into world geographic issues
- A1.2 select and organize relevant data and information on geographic issues from a variety of primary and secondary sources
- A1.4 interpret and analyse data and information relevant to their investigations, using various tools, strategies, and approaches appropriate for geographic inquiry
- D1.2 analyse the influence of immigration on global interdependence and on individual countries, and assess the role of national immigration policies in managing the impacts of population change and immigration

☞ **CGU4M – World Geography: Urban Patterns and Population Issues, Grade 12**

- A1.2 select and organize relevant data and information on geographic issues from a variety of primary and secondary sources
- A1.4 interpret and analyse data and information relevant to their investigations, using various tools, strategies, and approaches appropriate for geographic inquiry
- D1.3 analyse the influence of past policies and historical attitudes on instances of conflict or cooperation in selected ecumenes

☞ **CIA4U – Analyzing Current Economic Issues, Grade 12**

- A1.1 formulate different types of questions to guide investigations into current national and global economic issues
- A1.2 select and organize relevant data, evidence, and information on current Canadian and international economic issues from a variety of primary and secondary sources
- E1.4 analyse the objectives and influence of a variety of trade agreements and political/economic organizations that focus on trade
- E2.4 describe ways in which individuals and groups attempt to address problems related to international economic activities and assess their effectiveness

☞ **CLN4U – Canadian and International Law, Grade 12**

- A1.1 formulate different types of questions to guide investigations into legal issues in Canada and around the world, and issues relating to international law
- A1.2 select and organize relevant evidence and information from primary and secondary sources
- A1.5 use the concepts of legal thinking (i.e., legal significance, continuity and change, interrelationships, and legal perspective) when analysing, evaluating evidence about, and formulating conclusions and/or judgements regarding legal issues in Canada and around the world, and issues relating to international law

Part I: Warm Up

Format: Group Discussion, powerpoint

Time: 5 minutes

Instructions:

Begin the class by activating students' prior knowledge in a large class discussion to gauge their awareness and interest in the subject. Depending on the needs of the class, an alternative option can be a 'Turn and Talk' small group discussion where a question is posed and students turn to their elbow partner or the people near them to discuss and respond. Ask students what they know already about the war in Ukraine, why it is happening and what the implications have been for the rest of the world. An example of a prompt can include asking students about what they have heard in the news. Additionally, here are some starter questions which can be found on the 'Introduction' slide on the powerpoint:

- What do you know about the war in Ukraine?
- Why did Russia invade Ukraine in 2022? What are the origins of the conflict?
- What has been the impact of the war on Canada and on the rest of the world?

Part II: Background Information

Format: Lesson; powerpoint

Time: 15-20 minutes

Instructions:

After gauging what students know about the war in Ukraine, proceed to give them a general overview of the background to the conflict by using the provided powerpoint. This information will provide context for students in order to complete the station activity in the next part of the lesson. The powerpoint includes information on the following topics:

1. Ukraine-Russia relations and historic ties
2. Annexation of Crimea
3. Russia's Invasion of Ukraine in 2022
4. Response and impact of the war (especially in the context of the European Union)
5. Impact of the war on Canada

Part III: Station Activity

Format: Small group

Time: 20 minutes

Instructions:

Once students have a general understanding of the war in Ukraine and its impact on the world, they will have the opportunity to analyze various aspects of the war by engaging with primary and secondary sources. There are five stations, each containing a primary or secondary source with five corresponding questions to guide the analysis. The Stations Activities can be found in the *Appendix* section of this document. Depending on the resources available and the needs of the class, the stations can be disseminated by paper or be posted online. Divide students into five groups (or as many as are required) and assign each group a station. Each group is responsible for becoming an expert on their station by examining the sources and answering the corresponding questions. At the end of the class, they will compile their findings and present their source and analysis to the class.

Depending on the needs of the group, class dynamics, and time constraints, alternative ways to complete the station activity include the following options:

- a) **Rotate Stations:** Having groups rotate between stations and giving them time to answer questions for each station.
- b) **Focus on one Primary Source:** Focusing on only one station as an entire class and having students respond to questions individually or in pairs (recommended stations include Station 1 or Station 2).
- c) **Student's Choice:** Allowing students to choose a station of their choice to analyze and respond to questions.

Here are the topics for each station:

- Station 1: Declaration of Military Intervention in Ukraine (Putin's Speech)
- Station 2: EU Support to Ukraine
- Station 3: EU Sanctions Against Russia
- Station 4: Global Food Security
- Station 5: Migration and Displacement

Part IV: Consolidation – Presentation and Class Discussion

Format: Small group presentation; Whole class Discussion

Time: 20 minutes

Instructions:

Once all the groups have finished examining their sources and answering the corresponding questions, invite them to consolidate their understanding, present their source, and share their analysis with the class. These presentations will help students develop their oral skills, become familiar with many different aspects of the conflict, and will increase their understanding of the war in Ukraine. At the end, a consolidation of learning can be reached through a large group discussion with the whole class regarding the importance of the war in Ukraine.

Here are examples of key questions to consolidate learning at the end of the lesson:

- Why is the war in Ukraine important?
- What are the global implications for the war in Ukraine? (ex. Economy, energy, food security, migration, etc.)
- How do the station sources enhance your understanding of the conflict in Ukraine?
- What predictions can we make of the future regarding Russia's ambitions, Ukrainian nationalism, and the world's response to the ongoing conflict?

APPENDIX

Part III: Station Activities

Station 1: Declaration of Military Intervention in Ukraine

Background Information

On February 24, 2022, Vladimir Putin announced ‘a special military operation’ to ‘demilitarize and denazify Ukraine’ given the ongoing threat of North Atlantic Treaty Organization (NATO) expansion. In his address, he enumerates several reasons to justify his decision. The following passage is an excerpt from Putin’s speech. Examine the excerpt and answer the corresponding questions.

Address by the President of the Russian Federation

“Citizens of Russia, friends,

[...] I will begin with what I said in my address on February 21, 2022. I spoke about our biggest concerns and worries [...] I am referring to the eastward expansion of NATO, which is moving its military infrastructure ever closer to the Russian border.

[...] In the late 1980s, the Soviet Union grew weaker and subsequently broke apart. [...] The collapse of the Soviet Union led to a redivision of the world, and the norms of international law that developed by that time... came in the way of those who declared themselves the winners of the Cold War.

[...] The illegal use of military power against Libya and the distortion of all the (United Nations) UN Security Council decisions on Libya ruined the state, created a huge seat of international terrorism, and pushed the country towards a humanitarian catastrophe, into the vortex of a civil war, which has continued there for years. The tragedy, which was created for hundreds of thousands and even millions of people not only in Libya but in the whole region, has led to a large-scale exodus from the Middle East and North Africa to Europe. A similar fate was also prepared for Syria. The combat operations conducted by the Western coalition in that country without the Syrian government’s approval or UN Security Council’s sanction can only be defined as aggression and intervention.

But the example that stands apart from the above events is, of course, the invasion of Iraq without any legal grounds. They used the pretext of allegedly reliable information available in the United States about the presence of weapons of mass destruction in Iraq... It later turned out that all of that was a fake and a sham, and that Iraq did not have any chemical weapons.

Incredible and shocking but true. We witnessed lies made at the highest state level and voiced from the high UN rostrum. As a result, we see a tremendous loss in human life, damage, destruction, and a colossal upsurge of terrorism.

Overall, it appears that nearly everywhere, in many regions of the world where the United States brought its law and order, this created bloody, non-healing wounds and the curse of international terrorism and extremism. [...] To reiterate: they have deceived us, or, to put it simply, they have played us.

[...] Any further expansion of the North Atlantic alliance's infrastructure or the ongoing efforts to gain a military foothold of the Ukrainian territory are unacceptable for us. Of course, the question is not about NATO itself. It merely serves as a tool of US foreign policy. [...] For our country, it is a matter of life and death, a matter of our historical future as a nation [...] It is the red line which we have spoken about on numerous occasions. They have crossed it.

[...] In this context, in accordance with Article 51 (Chapter VII) of the UN Charter, with permission of Russia's Federation Council, and in execution of the treaties of friendship and mutual assistance with the Donetsk People's Republic and the Lugansk People's Republic, ratified by the Federal Assembly on February 22, I made a decision to carry out a special military operation. The purpose of this operation is to protect people who, for eight years now, have been facing humiliation and genocide perpetrated by the Kiev regime. To this end, we will seek to demilitarise and denazify Ukraine, as well as bring to trial those who perpetrated numerous bloody crimes against civilians, including against citizens of the Russian Federation.

It is not our plan to occupy the Ukrainian territory. We do not intend to impose anything on anyone by force. [...] The current events have nothing to do with a desire to infringe on the interests of Ukraine and the Ukrainian people. They are connected with the defending Russia from those who have taken Ukraine hostage and are trying to use it against our country and our people."

— Vladimir Putin
February 24, 2022

Station 1: Declaration of Military Intervention in Ukraine – Questions

1. What is the purpose of this text and to whom is it addressed? How does this text contribute to our understanding of the war in Ukraine?
2. Why does Vladimir Putin perceive NATO as a threat to Russian security and sovereignty? What examples does he give with regards to past events in Libya, Syria, and Iraq?
3. How does Putin characterize Russia's relationship with Western powers such as NATO, the United States and the United Nations (UN)?
4. How does Putin justify the 'special military operation' in Ukraine? What are his goals and how does he use history, memory, and appeal to public sentiment to support his invasion of Ukraine?
5. Develop two questions to ask regarding this text that would further enhance your understanding of the subject.

Putin, Vladimir. "Address by the President of the Russian Federation." Speech, The Kremlin, Moscow, February 24, 2022. <http://en.kremlin.ru/events/president/news/67843>

Station 2: EU Support to Ukraine

Background Information

Since the start of the war, members of the European Union have banded together to support Ukraine. Together, they have made united and concentrated efforts to curtail Russian influence and provide financial and humanitarian assistance to Ukraine. Analyze the following infographic prepared by the European Council outlines key contributions made by the European Union to aid Ukraine and answer the corresponding questions.

EU Action to Support Ukraine

EU action in support of Ukraine

The EU and its Member States are Ukraine's strongest supporters and have already committed over **€77 billion** to help the country.



28/06/2023

€38.3 billion
in economic assistance

€17 billion
in support for refugees within the EU

€21.16 billion
in military support

€670 million
in EU Civil Protection Mechanism

→ FINANCIAL AND ECONOMIC SUPPORT



→ GLOBAL FOOD SECURITY, SOLIDARITY LANES AND BLACK SEA GRAIN INITIATIVE



*thanks to the EU Solidarity Lanes and the Black Sea Grain Initiative (up to end of May 2023)

→ HUMANITARIAN AID



The UN estimates that 17.6 million Ukrainians remains in need of humanitarian assistance.

→ CIVIL PROTECTION



€670 million - value of in-kind assistance and emergency operations via the EU Civil Protection Mechanism

- Around 91 000 tonnes of material assistance shipped to Ukraine.
- Over 2 300 patients transferred to hospitals across Europe
- Around 3 360 power generators and 2 000 transformers sent to Ukraine

→ SECURITY, DEFENCE AND DIPLOMACY



- support for nuclear safety and security and for mine clearance in Ukraine
- support to ensure full accountability for war crimes and the other most serious crimes, including accountability for the crime of aggression
- diplomatic support for Ukraine
- sanctions against Russia (e.g., restrictive measures and suspension of the visa facilitation agreement)

EXAMPLES:

- By the end of 2023, 30 000 Ukrainian soldiers will have been trained as part of the EU Military Assistance Mission
- €15.7 million will be spent on mine clearance in Ukraine

→ WELCOMING REFUGEES

- Beginning of June, 4 million people who have fled Ukraine were benefiting from temporary protection in the EU
- Nearly 775 000 pupils were enrolled in the school systems of 26 EU and Schengen associated countries
- In total, **€17 billion** has been made available for hosting refugees from Ukraine

→ OTHER EU MEASURES

- In June 2022, the European Council granted Ukraine candidate country status
- The EU has imposed massive sanctions on Russia to weaken its ability to wage war



THE EU IS ALSO PROVIDING SUPPORT IN THE AREAS OF

- diplomacy
- the prosecution of international war crimes
- nuclear safety and security
- the energy and trade sectors
- education and research
- cyber-resilience and digital transformation
- the protection and reconstruction of cultural heritage
- countering Russian disinformation

Station 2: EU Support to Ukraine - Questions

1. What is the purpose of this infographic and who is the intended audience? How does this infographic contribute to our understanding of the war in Ukraine?
2. What kind of financial, security and economic support has the EU provided to Ukraine and how will these measures help Ukraine fight the war?
3. What kind of humanitarian, migration and civil support has the EU provided to Ukraine and how will these measures help Ukraine fight the war?
4. Critically assess the infographic. What kind of challenges would the EU have had to face in order to develop these policies to assist Ukraine? How would the support provided to Ukraine impact the European Union's economy and relations between the member states?
5. Develop two questions to ask regarding this text that would further enhance your understanding of the subject.

European Council. "EU Action in Support of Ukraine." *European Union*. June 28, 2023.

<https://www.consilium.europa.eu/media/65478/eu-action-in-support-of-ukraine-factsheet.pdf>

Station 3: EU Sanctions Against Russia

Background Information

Following Russia's invasion of Ukraine, the European Union imposed several sanctions against Russia in order to weaken its economy, limit access to the global market and ultimately curtail its ability to wage war. According to the Encyclopedia Britannica Dictionary, a sanction is "an action that is taken or an order that is given to force a country to obey international laws by limiting or stopping trade with that country." As of June 26, 2023, the European Union has imposed eleven sanction packages against Russia. Analyze the following infographic prepared by the European Union detailing the sanctions and answer the corresponding questions.

EU Sanctions Against Russia over War in Ukraine

→ SANCTIONS AGAINST INDIVIDUALS AND ENTITIES

ASSETS FREEZE AND TRAVEL BAN

Assets freeze and travel ban against **more than 1 500 individuals**, including:

- Political leaders
- Russian State Duma members
- National Security Council members
- military staff and high-ranking officials
- business people, propagandists and oligarchs



Assets freeze against **over 240 entities**:

- banks and financial institutions
- companies in the military and defence sectors
- companies in the aviation, shipbuilding and machine building sectors
- armed forces and paramilitary groups
- political parties
- media organisations responsible for propaganda and disinformation

→ ECONOMIC SANCTIONS

FINANCE

- SWIFT ban for 10 Russian banks
- restrictions on Russia's access to the EU's capital and financial markets
- ban on transactions with the Russian Central Bank
- ban on supply of euro-denominated banknotes to Russia
- ban on provision of crypto-wallets to Russian persons



TRANSPORT

- closure of EU airspace to all Russian-owned aircraft
- ban on Russian road transport operators
- ban on trailers and semi-trailers registered in Russia
- closure of EU ports to Russian vessels
- ban on maritime transport of Russian oil to third countries
- no access to ports and locks in the EU for vessels engaged in ship-to-ship transfers (suspected of breaching the sanctions)
- ban on exports to Russia of goods and technology in the aviation, maritime and space sectors



ENERGY

- ban on imports from Russia of oil and coal
- price cap related to the maritime transport of Russian oil
- ban on exports to Russia of goods and technologies in the oil refining sector
- ban on new investments in the Russian energy and mining sector
- ban on providing gas storage capacity to Russian nationals

DEFENCE

- Ban on exports to Russia of:
- dual-use goods and technology for military use
 - semiconductor materials
 - electronic and optical components
 - navigational instruments
 - drone engines
 - arms and civilian firearms and their parts
 - ammunition, military vehicles and paramilitary equipment
 - other goods which could enhance Russian industrial capacities



RAW MATERIALS AND OTHER GOODS

- Ban on exports to Russia of:
- luxury goods
- Ban on imports from Russia of:
- steel, iron, cement and asphalt
 - wood, paper, synthetic rubber and plastics
 - seafood, spirits, cigarettes and cosmetics
 - gold, including jewellery

SERVICES

- Ban to provide to Russia or Russian persons:
- architectural and engineering services
 - IT consultancy and legal advisory services
 - advertising, market research and public opinion polling services
 - intellectual property rights or trade secrets (related to goods and technology covered by other sanctions)



→ DIPLOMATIC AND VISA MEASURES

- diplomats and business people can no longer benefit from visa facilitation provisions



- the visa facilitation agreement between the EU and Russia is suspended
- regular EU-Russia summits are suspended

→ COUNTERING DISINFORMATION

Suspension of broadcasting activities in the EU of the following Russian media outlets:

- | | |
|---------------------------------|-----------------------|
| → Sputnik and subsidiaries | → REN TV |
| → Russia Today and subsidiaries | → Pervyi Kanal |
| → Rossiya RTR/RTR Planeta | → Oriental Review |
| → Rossiya 24/Russia 24 | → Tsargrad |
| → Rossiya 1 | → New Eastern Outlook |
| → TV Centre International | → Katehon |
| → NTV/NTV Mir | |



Station 3: EU Sanctions Against Russia - Questions

1. What is the purpose of this infographic and who is the intended audience? How does this infographic contribute to our understanding of the war in Ukraine?
2. What categories have the EU chosen to sanction? Given these targets, what are Russia's strengths with regards to financial, economic and natural resources and how will the sanctions influence Russia's power and influence in the war with Ukraine?
3. Regarding the final section, 'Countering Disinformation,' describe the role that disinformation, fake news and propaganda play in war. How can Russia use these tools to strengthen their influence in war?
4. Identify three sanctions that surprised you. Why do you think these sanctions have been put into place and how will they affect Russia's economy, access to the market, and ability to wage war?
5. Develop two questions to ask regarding this text that would further enhance your understanding of the subject.

European Council. "Infographic – Eu Sanctions in Response to Russia's Invasion of Ukraine." *European Union*. June 26, 2023. <https://www.consilium.europa.eu/en/infographics/eu-sanctions-russia-ukraine-invasion/>

Station 4: Global Food Security

Background Information

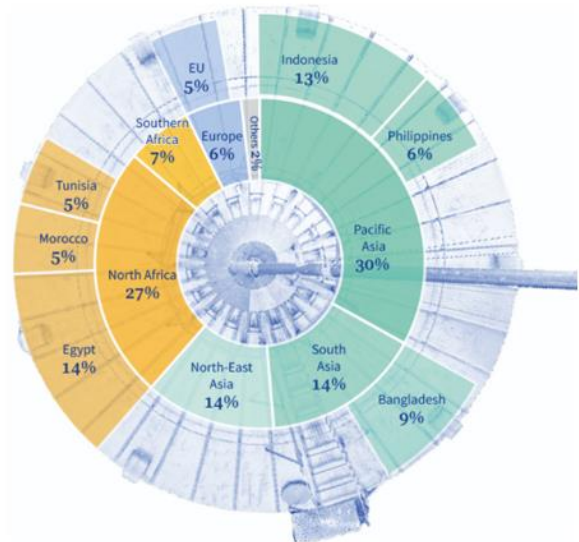
Known as the ‘breadbasket’ of Europe, Ukraine is one of the top agricultural exporters in the world. During the invasion of Ukraine, Russia blocked the Black Sea ports, thereby preventing Ukrainian exports, causing Ukraine to find alternative routes to distribute its products, and inciting global food prices to surge. The resulting food insecurity has severely exacerbated the food crisis around the world and has caused tension within the European Union to support Ukraine while upholding national interests. Analyze the following infographic prepared by the European Council detailing the sanctions and answer the corresponding questions.

Food Security during the War in Ukraine

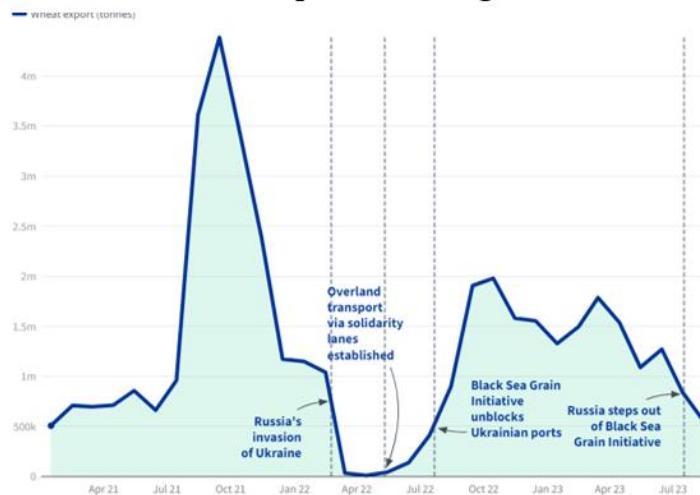
Ukraine's Global Exports



Where does Ukraine's Exports Go?



Ukraine's Wheat Exports Suffering from the War



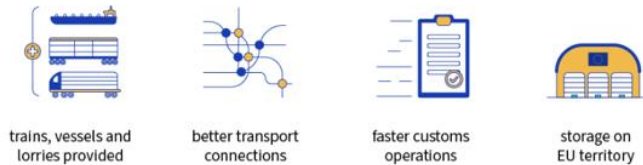
The EU's Response to the Global Food Crisis

1. Support to Ukraine's exports

EU countries are helping Ukraine export its agricultural products, following a months-long blockade of Ukraine's Black Sea ports by Russia.

Solidarity lanes

The EU has provided the infrastructure and means to transport Ukraine's food via land mostly.



2. A common approach to the crisis

The 27 EU countries have agreed on coordinated actions to respond to the global food crisis setting four priorities:



3. In the EU

EU farmers are receiving additional support from the EU to ensure continuity of agricultural production and to cope with higher costs:

- €500 million for the most affected farmers
- advance of payments
- possibility to use set-aside land for farming

At **national level**, to help citizens with increased food prices, EU countries can:

- reduce VAT rates
- encourage retailers to keep prices down
- use dedicated EU funds to help the most deprived



Station 4: Global Food Security - Questions

1. What is the purpose of this infographic and who is the intended audience? How does this infographic contribute to our understanding of the war in Ukraine?
2. What are Ukraine's most significant exports and what countries rely on these exports? How does the prevention of exports impact these countries?
3. Examine the graph regarding Ukraine's wheat exports. Describe the patterns you see. What are the causes for the rise and fall of Ukrainian exports?
4. How does transportation play a role in the global food crisis? What measures have the EU put in place to facilitate transport, access to food and support farmers during this time?
5. Develop two questions to ask regarding this text that would further enhance your understanding of the subject.

General Secretariat, Council of the European Union. "Infographic – How Eu Countries are Addressing the Global Food Crisis." *European Union*, 2022. <https://www.consilium.europa.eu/en/infographics/how-eu-countries-are-addressing-the-global-food-crisis/>

European Council. "Infographic – How the Russian Invasion of Ukraine has Further Aggravated the Global Food Crisis." *European Union*, October 23, 2022. <https://www.consilium.europa.eu/en/infographics/how-the-russian-invasion-of-ukraine-has-further-aggravated-the-global-food-crisis/>

Station 5: Migration and Displacement

Background Information

As a result of the war, many Ukrainians have fled their country and become refugees around the world, especially in neighbouring countries within the European Union. The following data are excerpts from the Thematic Fact Sheet of the European Union Agency for Asylum's "Surveys with Arriving Migrants from Ukraine" SAM-UKR project report. This fact sheet is based on information collected between February 9 and May 17, 2023, and subsequently published on June 14, 2023. Analyze the following data regarding Ukrainian experiences in their new country and answer the questions below.

EUAA: Life in the Host Country – Registration and Reception

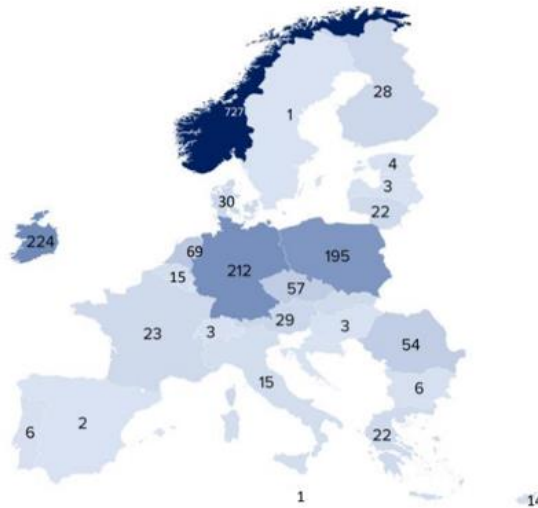


Figure 1: Location of SAM-UKR respondents upon participation in the survey

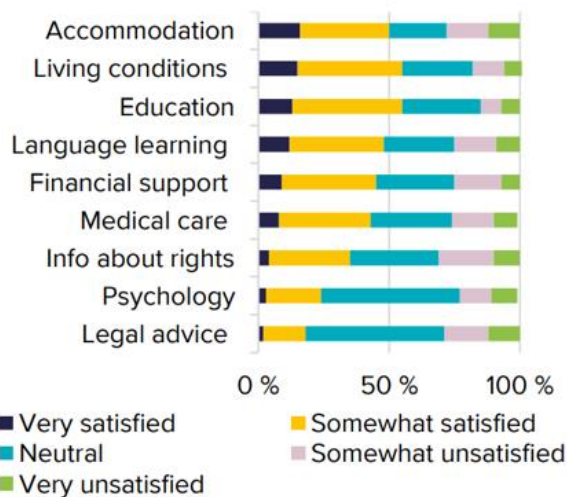


Figure 4: Satisfaction with the provision of services

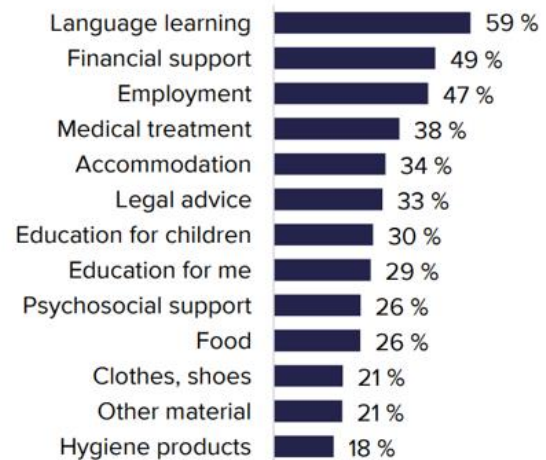


Figure 5: Most pressing needs by share of respondents. Multiple choices were allowed.

Station 5: Migration and Displacement

1. What is the purpose of collecting this survey data and who is the intended audience? How does this infographic contribute to our understanding of the war in Ukraine?
2. Take a look at Figure 1. What are the most popular locations for Ukrainian respondents in this survey and what factors may have contributed to Ukrainians taking refuge in these countries?
3. Take a look at Figure 4. What factors may have contributed to the highest number of respondents answering 'somewhat satisfied' on their survey? How can the information provided in this survey be used to improve living conditions for refugees?
4. Take a look at Figure 5. What are the top three most urgent concerns shared by respondents? How do these barriers impact refugees with regards to their quality of life, access to services and ability to integrate into their new country?
5. Develop two questions to ask regarding this text that would further enhance your understanding of the subject.

EUAA's Situational Awareness Unit. "SAM-UKR Project: Surveys with Arriving Migrants from Ukraine," *European Union Agency for Asylum*. June 14, 2023. <https://euaa.europa.eu/publications/surveys-arriving-migrants-ukraine-thematic-fact-sheet-june-2023>