



Children On The Move

Subject:

Citizenship, PHSE, Geography

Learning Outcomes:

- Build an understanding of what life is like for people forced to flee their homes
- Understand that migration has and continues to affect everyone

Preparation:

- Set up the classroom for viewing the short film
- Print enough sets of questions for each group in the class
- Print one of the pictures with text alongside for each group to respond to
- Plan homework task P6

Total Time:



Age Range:



Take Action for the Global Goals

As an educator you have the power to channel students' positive energies and help them to believe that they are not powerless, that change is possible, and that they can drive it.

Taking Action - Right Now:



Students can write to their local government representative, and tell them why the Global Goals are so important to their future and ask them what action they are taking toward a specific Goal.

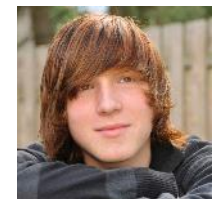
Taking Action - Deeper Engagement:

For deeper learning and impact, students can also take part in projects to make change for the Goals in their local communities. Visit the "Take Action" page on our website www.globalgoals.org/worldslargestlesson and find organisations, resources and lesson packs to help you get started.

Children on the Move

Aim: To explore the lives of “people on the move”, refugees and migrants

	<p>Objectives: Young people will...</p> <ul style="list-style-type: none">• Learn about “people on the move”, refugees, migrants, asylum seekers and displaced people.• Explore their attitudes and build an understanding of what life is like for people forced to flee their homes. <p>Background resources and links:</p> <p>Understanding Syria: From Pre-Civil War to Post-Assad- Article by The Atlantic</p> <p>Melissa Fleming: How to help refugees rebuild their world- TED talk</p> <p>You will need: Picture handouts and cut up question sheets</p> <p>Teacher’s note: Many people including children are talking about the refugee and migrant crisis currently unfolding in Europe. This workshop aims to give a brief introduction to children’s lives from the perspective of a refugee or migrant. It can be helpful for children to have time to discuss this over two class periods. Some of the content can be upsetting so it is important to prepare the children ahead of the lesson and give them time to discuss their feelings or views on the matter, especially if there are asylum seekers or refugee children in your class.</p>
 5m	<p>View:</p> <p>Younger Children Three years in Za'atari Refugee Camp - 2015</p> <p>Older Children Children on the Move</p> <p>Discuss the definitions below, with the class.</p>





25m

Introduction:

Imagine if your country became a war zone. Imagine having to leave your home, your friends and most of your family. Imagine leaving behind your pets and most of your belongings. Imagine no longer knowing where your next meal will come from or when you will, if ever, find safety. Imagine being forced to go somewhere without knowing whether you will arrive, without knowing whether you and your family will be welcome, without knowing whether you will be able to survive. Imagine living in a place with a different language or no facilities to bring you comfort. In smaller groups spend the next 10-15 minutes imagining what life might be like for a refugee or migrant.

Group Work: Divide participants into smaller groups. Give each group a photograph and the selection of questions. Tell them to take turns answering the questions based on the picture and story of the person they were given. Find the questions and photos below.

Ask participants to feed back their discussion to the larger group.



5m

Closure: A lot of what was talked about today is upsetting. One way to deal with your upset is to take an action that might help the situation. It doesn't have to be a big action. Can anyone think of an action they could take?

Before you leave, write on a piece of paper a feeling or a thought that you would like to leave behind in the class.



10m

At Home: Choose one of the two assignments below

Please read the excerpt below and write a short reflection (a couple of paragraphs) on how it applies to what we have discussed today.

“Modern man has brought this whole world to an awe-inspiring threshold of the future. He has reached new and astonishing peaks of scientific success. He has produced machines that think and instruments that peer into the unfathomable ranges of interstellar space. He has built gigantic bridges to span the seas and gargantuan buildings to kiss the skies. His airplanes and spaceships have dwarfed distance, placed time in chains, and carved highways through the stratosphere. This is a dazzling picture of modern man's scientific and technological progress.

Yet, in spite of these spectacular strides in science and technology, and still unlimited ones to come, something basic is missing. There is a sort of poverty of the spirit which stands in glaring contrast to our scientific and technological abundance. The richer we have become materially, the poorer we have become morally and spiritually. We have learned to fly the air like birds and swim the sea like fish, but we have not learned the simple art of living together as brothers.”

An excerpt from Martin Luther King's Nobel Prize acceptance speech



In the News: Daniel Etter for The New York Times

Laith Majid, a Syrian refugee from Deir Ezzor, breaks out in tears of joy, holding his son and daughter, after they arrived safely in Kos. The group crossed over from the Turkish resort town of Bodrum and on the way their flimsy rubber boat, crammed with about 15 men, women and children, lost air.



This is a photo of his subsequent safe arrival with his family in Berlin where he will be able to build a new future for him and his family.

Laith Majid and his wife Nada Adel (43) together with their sons Moustafa (18), Ahmed (17), Taha (9) and daughter Nour (7), who we recognise from the first picture.

Write a couple of paragraphs on your thoughts of these two images.

Definitions



Word	Definition
Refugee	A person who has fled their country to escape war or persecution and is unable to return because of it. By law refugees cannot be sent back to countries where their lives would be in danger or where their life or freedom would be under threat. They must, however, prove this , which can be difficult if they have fled without identity papers like passports or birth certificates.
Migrant	A person who is moving from one country to another for reasons other than war or persecution . Migrants may be fleeing extreme poverty, gender-based violence, or be trying to join family members or seeking better opportunities and employment.
Asylum Seeker	A person who is seeking safety and protection in another country and is waiting for a decision on their application for refugee status . If they do not get refugee status they are expelled unless they get permission for leave to remain on humanitarian grounds.
Displaced person	A person who has been forced to leave their home because of war, natural disaster or persecution. According to the UN there are approximately 60 million displaced people in the world. In 2014, 42,500 people per day were becoming displaced. Syria is the world's biggest producer of both internally displaced people (7.6 million) and refugees (3.88 million at the end of 2014). Afghanistan (2.59 million) and Somalia (1.1 million) are the next biggest refugee source countries.

Photocopy this page to provide one for each group. Cut out the questions and give each a set.

What do you think the person in the photo is thinking?

What do you think the person in the photo is feeling?

What do you think the person in the photo has lost?

What do you think the person in the photo would like to do?

Where do you think the person in the photo has come from?

Where do you think the person in the photo would like to be?

What would you like to say to the person in the photo?

What do you think their journey to where they are now was like?

What do you think the person in the photo misses most?

Who do you think the person in the photo misses?

What do you think the person in the photo needs?

What human/children's rights of theirs are being violated?

What do you think the person in the photo wants?

What do you think the person in the photo's accommodation is like?

How long do you think it will take for the person in the photo to get back a normal life?

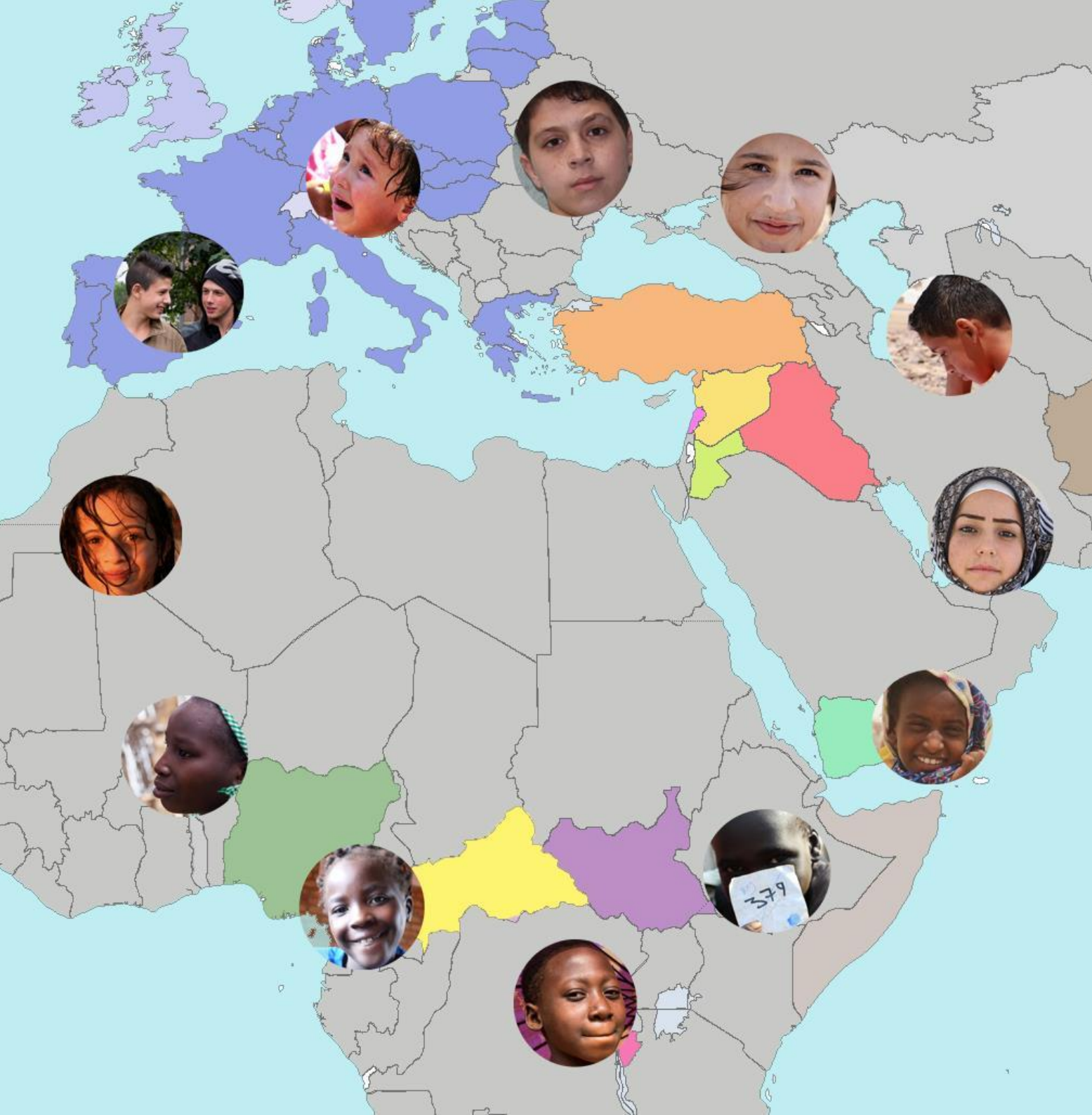
When do you think was the last time the person in the photo was in school?

What do you think the person in the photo wants to be when they grow up?

What do you have in common with the person in the photo?

What do you think the person in the photo dreams of?

What do you think the person in the photo did yesterday ?



"The idea that some lives matter less is the root of all that is wrong with the world." Paul Farmer

Globally, one in every 122 humans is now either a refugee, internally displaced, or seeking asylum. If this were the population of a country, it would be the world's 24th biggest. This has been a result of years of ongoing conflict and suffering. Many aid agencies are running out of money to support the growing numbers. The World Food Programme cut food aid in half for Syrian refugees in neighbouring countries. Syria's neighbours have taken the vast majority of people fleeing conflict. With conditions worsening, thousands of Syrian refugees have been trying to reach Europe, many attempting treacherous sea voyages.

Usually more than half of any refugee population are children. Refugee children are first and foremost children, and as children, they need to have their rights respected. As refugees, they are particularly at risk. They are more susceptible to disease, malnutrition and physical injury. They need the support of adults, not only for physical survival, but also for their psychological and social well-being. Children are developing and if they miss key stages of development it can forever damage their physical and mental well-being. As conflict and crises persist children can lose their childhood. We must work together to prevent this and to ensure respect for the rights of these children - and of all children - everywhere.



On 26 August 2015, comforted by a man, a young child cries while looking up at uniformed officers from the special police forces of the Former Yugoslav Republic of **Macedonia**, in the town of Gevgelija. A girl stands nearby.

In late August 2015, in the former Yugoslav Republic of Macedonia, more than 52,000 people have been registered at the border by police in the town of Gevgelija, after entering from Greece, since June 2015. Since July 2015, the rate of refugees and migrants transiting through the country has increased to approximately 2,000 to 3000 people per day. Women and children now account for nearly one third of arrivals. An estimated 12 per cent of the women are pregnant. Many are escaping conflict and insecurity in their home countries of Afghanistan, Iraq, Pakistan and the Syrian Arab Republic.

There are children of all ages traveling with their families. Some are unaccompanied children aged 16–18 years who are traveling in groups with friends. They are arriving in the country from Greece, transiting to Serbia and further to Hungary, from where they generally aim to reach other countries in the European Union.



On 21 July 2015, Maryam, 10 years old, in Rafah, southern **Gaza Strip**. “I live in a tiny house in Khan Younis refugee camp. During summer, it gets very hot inside; and outside there is nowhere to play as it is very crowded in the camp. I love coming to the sea where I can play and have fun, but it is far from my home. I wish that my refugee camp will have a park and playground one day.” One year on, Palestinian children in Gaza are still trying to recover from the devastating effects of 51 days of hostilities last year, compounded by the slow pace of reconstruction. Those older than six have now witnessed three conflicts in their short lives, and children aged 10 or less have only known life in Gaza under closure. To this day, there are more than 308,000 children still in need of psychosocial support. Many continue to live amidst ruins; the reconstruction of over 12,600 housing units totally destroyed is yet to start, prolonging the hardship of some 100,000 people, half of whom are children. Families struggle to get by with one of the highest unemployment rates in the world at 44%. Eighty per cent of the population rely on humanitarian aid and have limited or no access to basic services such as electricity or clean water (over 95 per cent of Gaza’s aquifer water is unfit for human consumption) in an enclave where half the population are children.



On 18 July 2015, Sabah, 10 years old, at the Markazi refugee camp for **Yemenis** in Obock, **Djibouti**. Heavy and dusty winds are common in Djibouti during the summer. They lived a normal life in Yemen until the war.

In March, they were returning to Yemen from a visit to Somalia where her mother originally comes from. The war was already raging but they managed to make it to where their house was but it was no longer there. It had been flattened by rockets.

Then Houthi fighters came and told them that they can't leave. That they should die there.

“But we managed to escape on my uncle's boat”. It was a one-day trip, and with the strong waves one woman fell into sea and died. “I was so tired and afraid”, Sabah said. In their new life as refugees in Djibouti, Sabah's mum struggles to provide for her and Ahmed, her younger brother. Sabah says she misses home and all her clothes which got burned when their house burned from rocket fire. Sabah misses chocolates, apples, bananas and peanuts. Most important, she misses her doll, Amira – it got destroyed with the house. Now, she has no doll to play with. Despite all this, Sabah's dreams are still valid. She wants to become a doctor in the future so that she can help her mother.



Ali (name changed) is 13 and lives with his family in the **Palestinian Camp** Bourj Barajni. His family fled the outskirts of Dara in **Syria** after the exchange of fire caused their house to collapse. Ali's father (55) and oldest brother worked as taxi drivers in Syria. In Syria, all the children were in school, they owned their own house and had health cover. Now four generations - around 12 people - live in two rooms with hardly any possessions. Ali's father talks about Syria: "It was much, much better before, we were living a good life." His father stopped working after his car was hit by shelling. "I tried to fix the car to get it working again but I couldn't, it was too expensive, I couldn't do anything."

Even though the family is safe now, they don't feel safe. They are very nervous and scared. Even thunder brings back the memories of bombardment. The family decided to settle in the camp because they have some friends here but also because the cost of living in the camp is cheaper. They need \$300 for rent, \$50-60 for electricity and another \$100 for food.

It is Ali and his older brother Ramy (17) who provide for the family. While Ali's brother works in the TV shop, Ali has been working in the Shisha cafe. He starts at nine the morning and some days does not come back home before 2 am. He earns \$200 a month.



16 year old Shifa has lived in **Za'atari** refugee camp for more than a year. She fled from Dera'a, southern **Syria**, with her mother and father, three brothers and two sisters. "There was bombing in our village so we got into the car and went to the border. It was very frightening and scary. It took three days to get to Za'atari."

Shifa's uncle and her eight-year-old cousin were injured in Syria. Her cousin was shot in the head but she survived and is also now living in Za'atari. Her uncle was captured and forced to stay in Syria. Shifa misses her uncle and also her brother who still lives in Syria but she speaks to them on the phone.

"For the first month I used to cry every day, but after that I got used to it. Life is different. We had a good living situation in Syria but now it's bad. I miss my home. Even though there's bombing, I want to go home. I miss Fatema, my friend from school."

Shifa is in Grade 9 at School 3; one of three schools set up and managed by UNICEF. "I enjoy coming to school and seeing my friend, Salam. Since I was a little girl I've liked school. I study maths, English, Arabic, history, science and geography. I intend to become a pharmacist. I want to help people, back in Syria."



On 21 March 2015, a boy holds his registration number following a ceremony formalising his release from the **South Sudan** Democratic Army (SSDA) Cobra Faction armed group, in the remote village of Lekuangole, in Jonglei State. On 21 March 2015 in South Sudan, up to 250 children – including four girls, one as young as 9 – were released from the SSDA. Another 400 are being released over the next two days.

It is the third release of children following a peace deal between the Faction and the Government. The Government's National Disarmament, Demobilisation and Reintegration Commission (NDDRC) and UNICEF are working together to care for the children and reintegrate them in their communities. The Cobra Faction has advised UNICEF that they have up to 3,000 children in their armed group.

In a ceremony led by the NDDRC formalising the children's release, the children exchanged their weapons and uniforms for civilian clothing. UNICEF then took responsibility for looking after the children at an interim care centre in the village, where they are being provided with food, shelter and medical care. UNICEF and partners will begin the process of tracing their families and, where necessary, providing psychosocial support.



Mohammad, 15, sits in front of the Azraq refugee camp where he lives with his family. He fled two years ago when the conflict in his hometown in the **Golan Heights** in south-western **Syria** intensified and has been in the refugee camp for one and a half years.

"In Syria, we used to play outside till late evening, around 8pm. One night, while we were playing, we saw many planes in the sky. We stopped playing and looked at the planes. We suddenly heard very loud bomb explosions, and people started screaming, others shouted, many were lying on the ground injured. I laid down on the ground with my friends. I looked around and everything was dust. I was so scared, and ran home."

"The next day I woke up and the bombs landed in front of my house. This was when my family decided it was too dangerous for us stay, and went further into Golan but stayed at the Syrian side for some time, then crossed to Jordan."

"I want to go back to Syria, but I am scared to see the bombings and shelling. Even though we currently live in a harsh desert, where this camp is located and even animals could barely live in, we prefer it because we feel safe here."



Safa is 14 years old. She is a **Syrian** refugee that fled violence two years ago to Kawergosk camp in **northern Iraq**. “Four years has passed since the children here last saw any of their relatives, friends or homes. The ones responsible are politicians. I want to tell you politicians, stop this game so we can go back to our country so that children who lost their parents can have a future, so we also can have a future.”

“Life goes on, I am still attending the English class, and I go to school every day. Sometimes it rains, and by the time I get back home, I am covered in mud. Since two years I have not seen my friends in Syria nor my nephews, I also didn’t see my siblings.”

“I know that there are Syrian children that have lived in camps twice as long as I have. There are many children living in these camps, some are my age and others are younger or older. Many of the children born here in the camp know nothing about Syria. They don’t even know how it (Syria) looks. They don’t know how their homes look. Some of them do not even know their relatives. Many of them are young and yet have lost their parents.”

“Two years passed and still my wish didn’t come true. I felt a little disappointed, but I have to cope with the situation. It is not up to us to leave the camp and go back. Living here is not like Syria, not at all.”



On 9 October 2015 in [Germany](#), Ahmad, 15 (left), and his brother Ali, 17 (right), are unaccompanied children who came from their home in [Baalbek, Lebanon](#). Ali, who is tasked with protecting his younger brother Ahmad on this journey, is Palestinian-Lebanese. They left their home after their area became unsafe due to the presence of ISIS and Hezbollah.

"There is no safety. There are no jobs. There is death every day," Ali said. "It was a long journey from Baalbek until we arrived here, a very hard journey" he said. The boat ride and their time at the chaotic transit center in Serbia were the most challenging parts. "It was very scary and hard because we thought we could die at any moment because we never knew how to swim. It was not a proper ship, it was only a rubber boat that floats back and forth with so much weight that it could capsize at any point." In Serbia, they had to wait three days in the cold to register for papers, before Ahmad became sick and they moved through the country illegally.

"Where I would like to go? I love Germany." Ali said, "I have felt like the future is there, I have friends there. They all told me that the jobs are there and I will be able to live with dignity." Ali's role within his family is that of an adult - working and caring for his younger siblings. He left school in 9th grade to work full time as a hairdresser. "My dream is to be a man, a good man, with money who is able to help the rest of the world, starting with my family. No matter how difficult it is, it is better than the dangers faced at home, still it would have been better if my family were here."



15-year-old Lydia Anthony sits in her family's shelter in the Minawao camp for **Nigerian refugees** in Far North Region, **Cameroon**.

Her family fled their village after it was attacked and sacked by Boko Haram insurgents. She was at school when the attack took place.

“When my school was closed, I had to stay in Limankara [town] because I heard my parents were no longer in our village.”

Lydia remained in Limankara until it, too, was attacked. She then made her way to the border, where she learned that her parents were in Minawao.

“When I heard [that they] attacked my village, I was sad,” Lydia recalls. “My brother was kidnapped by Boko Haram for some time until he escaped one night.”

UNICEF is providing school supplies and other educational support in the camp, which housed 7,000 refugees when it first opened in July 2013, but now shelters 33,760 people – putting tremendous strain on humanitarian aid delivery capacity. Food, water and shelter availability remain priority concerns in the camp because of the continuing influx of new refugees.



2 September, 2014.

“When my school was closed, I had nothing to do. I helped my mum to wash the dishes and clean the house – but that’s all,” says Divine, 10, from **Bangui, Central African Republic**.

“Our family ran from our home when fighting broke out in the capital city in December. We moved in with our aunty and uncle who live in the outskirts of town. We could hear the sounds of guns and shooting and so we always had to stay in the courtyard. We haven’t gone back home yet. One of my good friends, Pauline, didn’t come back to school. I don’t know where she has gone or where she fled. Maybe she will come back one day soon.”

“Even though we haven’t gone back home, I am going back to my old school. The teachers are good here and I like learning new things. I want to become a doctor, so I have to study hard.”



On 18 June 2015, a **Burundian** girl, carrying her younger sister in a sling pouch on her back, uses a large umbrella to protect them from the sun as she makes her way to a water point, in the Nyarugusu refugee camp in Kigoma Region, **United Republic of Tanzania**. UNICEF is providing 30,000-litre water bladders in the camp, where water scarcity is increasing as more Burundian refugees arrive.

By mid-June 2015 in the United Republic of Tanzania, more than 63,650 Burundian refugees had sought shelter to escape violence and political turmoil in their homeland. They are among more than 110,000 Burundians – the majority of them children and women – who have fled to the Democratic Republic of Congo, Rwanda, and the United Republic of Tanzania to escape the hostilities.

The large influx of refugees has resulted in overcrowding and limited access to safe drinking water and adequate sanitation and hygiene, posing a threat of disease spread, including cholera. Although a recent cholera outbreak continues to stabilise, a significant risk of disease resurgence remains. In Kigoma Region, the Nyarugusu camp has been expanded to accommodate incoming Burundian refugees in addition to the 50,000 refugees from the Democratic Republic of the Congo who have lived there for 20 years.