

People on the Move

Early Years Resource

AGES 3 TO 5



This resource provides Early Years educators with ideas, activities and background information to introduce children to the concept of people being forced from their home. The resource includes:

- Activities and Games
- Photographs and stories
- Information about Trócaire Better World Award 2009

The aims of the activities in this resource are:

- To work co-operatively and to learn from each other.
- To feel a sense of identity and self-worth, and gain an awareness of others in relation to themselves.
- To explore similarities and differences in the daily lives of children who have been displaced.
- To develop an appreciation of diversity at local and global levels.

Learning outcomes:

Language development	Creativity
Social development	Emotional development
Mathematics	Motor skills development

Information for the Early Years educator:

A refugee is someone who has crossed an international border as they are not or do not feel safe in their own country. An internally displaced person is someone who has left his or her home in fear of persecution, but who has not crossed an international border.

Trócaire & Displacement

The humanitarian mission of Trócaire is to contribute to the saving of lives, the alleviation of suffering and the protection of human dignity. Trócaire actively speaks out on behalf of vulnerable individuals and communities we seek to assist.

Displacement as an issue has always been deeply rooted in Trócaire's work. We work at community, national and international level, focusing on; conflict prevention and protection, humanitarian assistance, the search for solutions and the rebuilding of conflict affected communities and countries.

Trócaire is working to support communities from all the countries featured in this pack. We are currently providing humanitarian assistance to over 500,000 people displaced by the conflict in Darfur, Sudan. In Somalia, we work with local communities to run essential services such as education and health care.



Trócaire Better World Award

As you go through the stories and activities with the children, remember you can enter their work for the Trócaire Better World Award. The Trócaire Better World Award is a non-competitive award which recognises the work that children and teachers put into exploring the Lenten theme.

What to do:

As the children undertake the activities, keep their work or record their activities for submission to the *Trócaire Better World Award*.

Here are some suggestions:

- Photograph the children participating in activities from the resource.
- Send in artwork or projects that the children have made. Take photos of large items.
- Video the children during the activities e.g. dancing, painting or in drama.
- Organise a class display – photographs and artwork. Invite parents and other children to view it.

For more information on the Trócaire Better World Award see the enclosed poster.



Wherever you see the Maji symbol you can revisit the 2008 Maji pack and use it to develop activities further.

Multiple Intelligences

People not only learn at a different pace, but also in different ways. Today it has become widely accepted that every child is unique and has their own way to learn. Each activity in this resource utilizes at least one of the following multiple intelligences.



Bodily-kinesthetic intelligence: Body Smart
The ability to use one's body in a skilled way or for self-expression.



Intrapersonal intelligence: Myself Smart
An understanding of one's own emotions.



Linguistic intelligence: Word Smart
A sensitivity to the meaning and order of words.



Interpersonal intelligence: People Smart
An ability to understand other individuals - their moods and desires.



Logical-mathematical intelligence: Number Smart
The ability in mathematics and other complex logical systems.



Naturalistic intelligence: Nature Smart
Excellent at recognising and classifying both the animal and plant kingdoms.



Musical intelligence: Music Smart
The ability to understand and create music.



Visual / Spatial intelligence: Picture Smart
The ability to 'think in pictures' and to perceive the visual world accurately.

Activities around Movement and Displacement



Activity 1

Circle Time: Talking Sunglasses



You will need: an old pair of sunglasses, chairs in a circle.



Steps:

1. The first child puts on the sunglasses. His/her right-hand neighbour then says: 'Sunglasses, sunglasses, say what you see; tell me what you like best about me.'
2. The wearer of the sunglasses answers by saying one nice thing about the person who recited the verse, then removes the sunglasses and passes them to his or her left-hand neighbour.
3. Continue around the circle until every child gets the opportunity to both wear the sunglasses and hear something nice about themselves.

Note: It may be necessary to prompt some children by whispering a comment like "Doesn't Sarah have a nice hat on today?"

EXTENSION ACTIVITY: Invite the children to draw a portrait of the child next to them. When they have finished the portraits, pin them up on the wall. They can be used to start a discussion about the ways people may be physically different and the ways they may be similar.



Don't forget to take photos of the children wearing their 'talking sunglasses'!



Activity 3

Talking about school:

- What are the things you do in school everyday?
- Tell me about some of the people in our school. Elicit the teachers, children, assistants, principal, secretary, caretaker, librarian, school nurse etc.
- Where would you find each of these people in the school?
- What other rooms are in our school?
- How do you come to school each morning?
- What do you see on the way to school?

Talking about Photo 2:

- Find on the world map or globe where Sudan is.
- What do you see in the photo?
- Would you like to go to a school like this?
- What is in the photo that is also in our school?
- How do you think these children go to school?

Maji



Activity 2

Homes Around the World



Talking about homes:

- Tell me about your home.
- What sorts of rooms are in your home?
- Which is your favourite room? Why?
- Do you have a stairs/garden/balcony in your home?
- Are there roads, fields or other buildings nearby?
- Do you have neighbours around you? How close is their house to yours?
- Why do we need homes? Elicit the idea of shelter and protection here.

1. Explain to children that they are going to learn about homes from another part of the world.
2. Show them a world map or globe. Spend some time reviewing the map. Find Ireland, identify bodies of water and point out different continents and countries around the world. Next, show the children where Somalia is.
3. Show the children Photo 1. Tell them about Sahro, her daughter Nimco and son Zakariye. Explain that Sahro's family used to live in a different house, but had to leave because that place was too dangerous.

Talking about Photo 1:

- What colour is Sahro's home?
- What is it made of?
- Where are Sahro, Nimco and Zakariye sitting?
- What do you see inside/outside the house?
- Can you find anything that is the same between your house and Sahro's house?

Maji



Invite family or community members from various regions to come in and share information about where they are from.

Explain to the children that in some countries, such as Sudan, the children are unable to go to school because they have to move to a new place that may not have a school.

- How would you feel if you couldn't go to school?
- What would you miss?

Talking about Photo 3:

- Do you ever play games like the one in the photo?
- What do you think it is called?
- Why are the children in the circle watching the boy in the middle?

Putting yourself in the picture

Look carefully at the photograph and discuss it with the children. Allow the children to make drawings of themselves and add them to the picture. Create an imaginary conversation among the children in the photo.

EXTENSION ACTIVITY: Using soft mats on the ground, allow the children to try different gymnastic positions and moves e.g. head-over-heels, rolling, cartwheels and tumbles.

Maji



Activity 4

Kameshi Ne Mpuki - The Cat and the Rat



Variations of this game are played throughout much of Africa.

Steps:

1. The players line up in four equal rows leaving an aisle between each, and the students in each row hold hands.
2. One student is chosen to be the caller, one to be Rat, and another to be Cat. To start the game Rat runs up and down the aisles with Cat chasing after.
3. When the caller shouts “Mpuki ekale!” or “Stop rat!” the players in the rows drop hands and join hands with the row across. This changes the direction of the aisles and Rat and Cat must adapt to the change or be trapped by a barrier of joined hands.
4. The caller should change the direction of the rows at regular intervals, and the game ends when the rat is caught. Each of the three main players then chooses another student to fill their position.

Talking about Photo 4

Look at the women wearing shawls around their heads.

Note for teachers: Muslim women wear a ‘hijab’ for religious and cultural reasons, out of respect for God and their modesty.



EXTENSION ACTIVITY: Fun with Scarves



- Dance with scarves to traditional African music.
- Role Play using scarves / shawls: the children act like they are in a photo by imitating reality and combining it with imagination.



Activity 5

Greeting a New Friend



You will need: a puppet, Photo 5.

Steps:

1. Review ways that students might say ‘Hello’ to a new friend. Some responses might be ‘How are you?’, ‘What is your name?’ or simply ‘Hi’.
2. Tell the children that they will be meeting a new friend. But in order to make friends, they have to use a greeting that the puppet will respond to: a ‘magic phrase’. The phrase could be ‘Nabad’ which is how people in Somalia say ‘Hello’.
3. Introduce the puppet and invite each student to greet him/her. Children need to use the ‘magic phrase’ or else the puppet will not respond. They can take multiple turns, if time allows.
4. If a child does not use the ‘magic phrase’, stop the exercise and ask the class why didn’t the puppet answer this greeting? Elicit answers that relate to the puppet only knowing what a few words mean, having a favourite way of talking, or being shy.
5. Show the children Photo 5 and tell them that Khalid and his sister Asma are from Somalia. Remind them that ‘Nabad’ is how to say ‘Hello’ in Somalia.
6. When people meet each other in Somalia, they also greet each other by shaking hands and patting each other on the back. Allow the children to practice this with their friends.



Activity 6

More alike than different



You will need: the photos from this resource.

Steps:

1. Talk about the different times of day: morning, afternoon, evening and night. Ask the children what they do at these different times.
2. Show the photos to the children. Ask what similarities and differences there are between their lives and the lives of the people in the photos.
3. Place the photos from the pack at children’s eye-level on the classroom wall with the headings ‘Morning’, ‘Afternoon’ and ‘Night’.
4. Story-boards: Draw three frames on a sheet of paper and ask the children to make drawings of themselves engaged in activities at these three times of the day.
5. Arrange the photos and the drawings into categories such as playing, clothes, home, family life, school life etc.

EXTENSION ACTIVITY: Ask children to mime actions that occur in the photos or in their own daily lives. Other children should guess what they are doing and what time of day it is.



Make a frieze entitled ‘A day in the life of our class’



Activity 7

Yummy in my Tummy!



You will need: Photo 6, a large plastic bowl, a number of smaller plastic bowls, spoons, napkins, blindfold (use the scarves from Activity 4), a selection of fruits that are grown in Africa e.g. guava, pineapples, mangoes, bananas, oranges, apples etc.

Note: For safety and to avoid the need to use sharp utensils, have the fruits prepared beforehand i.e. already chopped up in separate bowls. Leave some fruits whole for Step 2.

Steps:

1. Talk with the children about their favourite types of food. Encourage them to use a full sentence instead of just a word e.g. “My favourite food is _____.” Talk about why it is their favourite food and when they like to eat it.
2. Show the children some fruits that grow in Africa. Elicit the collective name for apples, bananas etc.: Fruit.
3. Let the children smell the whole fruits and describe the smell.
4. Have some fruit chopped up in bowls. Blindfold the children who volunteer to smell the chopped-up fruit. If they are finding it difficult to guess, give them clues.
5. Look at Photo 6 and tell the children that Abaniya and Umar are picking a nut called ‘lulu’ which they sometimes eat with fruit.
6. Make an African fruit salad! Allow each child to either pour in the chopped-up fruit into a large bowl or stir the mixture. Tell them that as they stir the fruit salad, they can make a secret wish for either Abaniya or Umar in Photo 6.
7. Give each child a bowl of fruit salad and enjoy!



EXTENSION ACTIVITY: To evaluate the children’s knowledge of what a fruit is, hold up different foods and ask them to give a ‘Thumbs up’ if the food is a fruit and otherwise to give a ‘Thumbs down’ i.e. ‘Thumbs up’ for a peach and ‘Thumbs down’ for a loaf of bread.

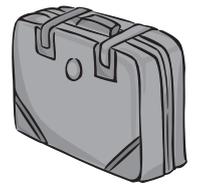
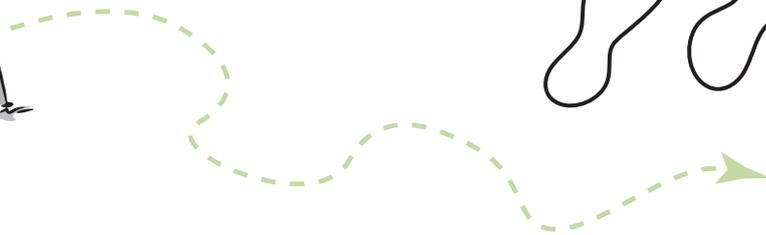


Send us a photograph of your delicious fruit salad (and how much the children enjoyed eating it!)

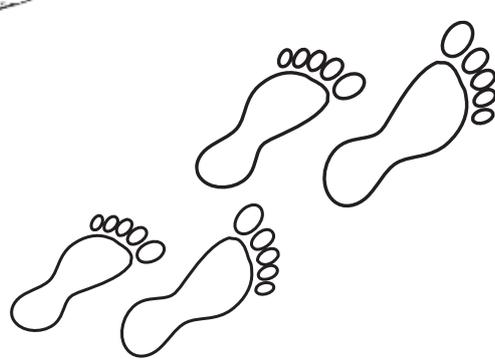
Worksheet



Bring the clothes to the suitcase with your pencil.



Bring Khalid to his mother with your pencil.



Colour in the pictures and the footprints.





1.

Who are they?

In the photo are Sahro (25 years old), her daughter, Nimco (5 years old) and her son, Zakariye (3 years old). Sahro has two other children who are not in the photo. Sahro's husband has left them and she does not know his whereabouts.

Why were they forced to leave their home?

Sahro and her children fled Mogadishu last year. Where they had been living was being shelled continuously and the school which was close by was hit. Many neighbours had been killed.

During the journey to Bullahawo the family were shot at and robbed – everything they had managed to take with them from their home was taken including money, clothes, utensils and more. She has no official documentation with her. Her children suffered a lot on the journey and they were very ill.

Where are they now?

Sahro and her family now live in a settlement on the edge of Bullahawo which is a small town just inside the Somali border. The town's size has grown from 4 sections in 2007 to 20 today. In addition to this almost every local home in the area is now hosting at least one displaced family.

In Bullahawo, though they have nothing except what they receive from their neighbours, Sahro and her family feel safe and they will stay here for the indefinite future or until peace returns.





2.

Who are they?

This photo shows an outside classroom in Udici Basic Primary School in South Sudan. It has a boy's school with 520 students and 17 teachers and a girl's school with 350 students and 5 teachers.

Why were they forced to leave their homes?

During the war, most children in South Sudan could not go to school. They are now returning as adults to finish their education. Many students from South Sudan were displaced during the war to other parts of the country, where different subjects were taught through a different language. These people find it very hard to get used to a different type of school.

Where are they now?

The school was built in the 1960s. It was completely destroyed during the Civil War in Sudan that lasted for 21 years. The school reopened in May 2007, two years after a peace agreement was signed. The school needs a lot of repair and the local community are working with the government to repair the school.

Some of the students walk between 2-3 hours a day to school. Udici Primary School has students from age 5 to 30 years studying together.

Subjects taught at the school include: English, Maths, Science, Social Studies, Agriculture and Dinka (Sudanese language).





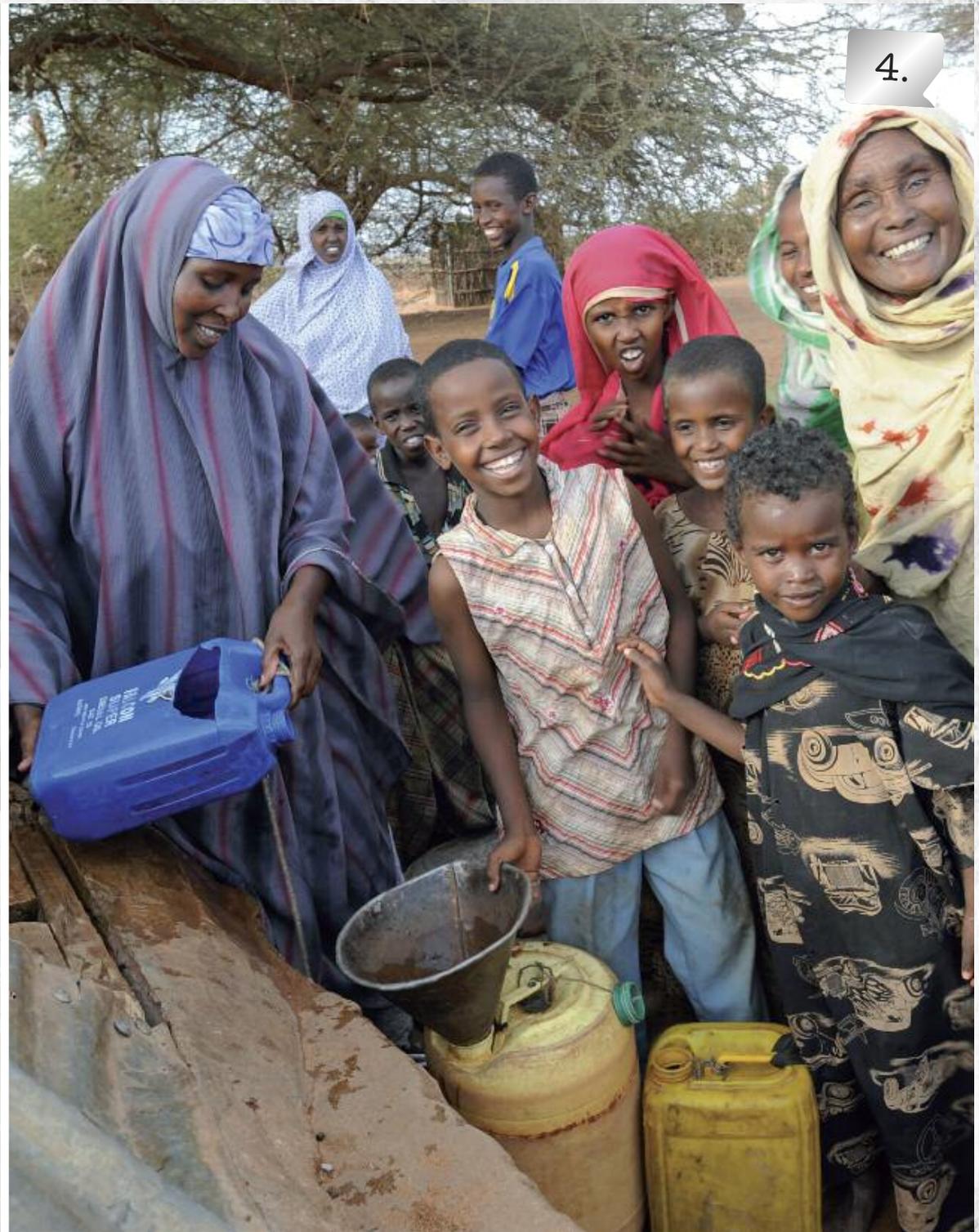
3.

Who is he?

Medaevan, a ten year old boy, is pictured at the Lani Saba Primary School, Kibera, Nairobi.

Education

Education is very important to those displaced. It creates a feeling of stability, normality and structure in the lives of refugees. When there is a school in a refugee village, it improves the village. Schools also provide children with protection and a place for learning.



4.



Burma

Who are they?

These girls are washing clothes in the Ban Tractor refugee camp. This camp has a population of 20,000 people, and is about the size of Carlow town.

Why have they been forced to leave their homes?

Burma is ruled by the military who control village and family life. People are not allowed to speak out against them. If they do, the military may attack and people are often forced to leave their homes.

Where are they now?

There are more than 150,000 Burmese refugees living in nine camps along the Thai border all of whom fled Burma after continuous attacks, arrests, forced labour, having their villages torched and other traumatic experiences inflicted by government forces.

Many refugees have been living in 'temporary' camps for as long as twenty years, while thousands of Burmese children have been born in these camps and know no other home. Yet the homes, schools and training centres confined to these camps are all made of temporary materials as the refugee status of these Burmese people prevents them from building permanent villages in Thailand.

Somalia

Who are they?

This photo shows Daliabo Mohammad pouring water at the water storage tank in Belet Amin, Somalia.

Why were these people forced to flee their homes?

Arab Mohammad is the chief of the village. He is originally from Baidoa and left in 1991. Arab would never return to his home because the situation now is worse there than ever before. It would be his dream to return – but only if stability was restored and the government in place.

Where are they now?

Belet Amin settlement, 7km outside Bullahawo It is a village of about 355 families.

Life is very difficult in Belet Amin. The families there do get some food aid but it isn't enough to feed the family. Their nearest water source is 3km away. There is no sanitation in the camp. The people are forced into Kenya or Ethiopia to try to earn a little money – by washing clothes for others, gathering firewood or begging.





5.

Who are they?

This photo shows Khalid Salat Sheikh Ali who is seven years of age and his sister Asma who is 11 months. Khalid lives with his mother, two brothers and three sisters and has not seen his father since they fled their home.

Why were they forced to flee their home?

Khalid and his family lived in Mogadishu, the capital of Somalia. They had a private four bedroomed concrete house with a kitchen and a toilet, food, water and money. Khalid's father Salat Sheikh Ali was a teacher.

In 1991 different groups of people began fighting in Somalia and the government stopped working. The family tried to continue to live in the city, even though they were in danger from bombs and gun attacks. Soldiers often came to their neighbourhood frightening families and stealing from their homes. Then one night in May 2007 all the houses around them were hit by missiles.

Khalid's mother Falis knew her family was in danger, so she gathered all of the children together – she wasn't able to contact her husband who was teaching in a school in another part of the city.

They left everything they owned behind and walked 30km out of Mogadishu. The journey took two days and two nights with no water or food. She feels lucky to have kept her family together. The family continued walking to the Gedo region as Falis was originally from there. The 500km journey took 15 days. Along the way they were vulnerable to attack by armed militia men. It as a journey they will never forget. Without food and water it was very hard to keep going. She manages to keep contact with her husband on the phone.

Where are they now?

The family live in Bulla Hawo, a town just over the border in Kenya where displaced people from Somalia live. Khalid and his family share a one-roomed house with 17 adults and children. They stay with relatives and rely on them for everything as no food aid is given to newly displaced people. Falis said "You can imagine how difficult life is...I live here I have nothing".

Khalid says he wants to help his mother and family and he also wants an education. He learns Islamic studies 5 days a week. He likes to play around the household with his friends. He especially likes to play with his small metal truck. His mother says he is a very helpful, pleasant and well-behaved child and thinks he'd like to be a truck driver someday.





6.

Who are they?

Umar is 6 years old. He does not go to school. Instead he stays at home with his mother helping her about the house and playing with his cousin. Some of his jobs include collecting water and cracking the lulu nuts for his mother. His brother taught him the alphabet and he writes it in the sand to practice. Umar would like to be a teacher when he grows up.

(Inset) Abaniya Awet 16 years old. She lives with her sister, Anguec (3), her brother Umol (5) and her mother, Majaga. They live in Sudan a country the same size as Western Europe with a population of 40 million.

Why did they have to leave their home?

There was a Civil War in Sudan from 1984 to 2005. A group in South Sudan were fighting against the government of Sudan. During the war two million people were killed and four million had to flee their homes.

Abaniya and her family fled from their home in the village of Udici in South Sudan in 1998. They were very scared of the fighting. They decided at midnight one night to leave their home, taking nothing with them, and escaped to the countryside. Life was very difficult for them but their relatives gave them somewhere to stay.

Where do they live now?

The two groups who had been fighting signed a peace agreement in 2005. People have begun returning to their homes in South Sudan. Abaniya and her family moved back to their home in Udici last year. They are happy to be home. Majaga grows a little of her own food and works for other farmers.

Life is still very hard for the family and the people of South Sudan. The country was very poor even before the hardships of the war. Abaniya goes to school near her house. She gets up at 6 am every morning and fetches water before walking to school. Her favourite subjects are English and Maths. She would like to be a nurse when she finishes school. In the evenings after she has finished her homework, she looks for food for the family. The rainy season from May to September is known as the 'hungry season'. In this time there is no food so many people rely on wild fruits they gather from the forests. In the photograph Abaniya is collecting lulu nut. They can eat the fruit of the nut and also pound it to make oil. After she has finished her work Abaniya has free time to spend with her friends.

They play volleyball or read together. Abaniya is happy that the fighting has stopped. She can still remember the sound of bullets and the fear of fleeing into the forest in the darkness all those years ago. She wants to continue with her education so that she will make money and get out of poverty.

Activities for Photos

Instructions and Guidelines on using photos



These photographs have been specifically chosen to allow the teacher to introduce a range of issues and ideas relating both to global development and to the country in which they are situated.

The following activities aim to stimulate active discussion and critical thinking concerning the issues raised in the photographs. They can also be used in raising issues relating to images, prejudice and the media.



1. SELECTION

Ask the students to select their favourite photograph and discuss with the group, the reasons for their choice. To direct the discussion, teachers could include certain conditions. For example, ask the students to nominate the photograph that they found most surprising or most shocking. Which photographs would be the most likely to appear in a newspaper or a magazine or a schoolbook? Why?

2. CAPTIONING THE PHOTOGRAPHS

A caption can make a big difference to the way a photograph is interpreted. Distribute one photograph to each group and allow them to suggest captions, which will elicit a variety of responses e.g. hope, despair, charity, pity, shock. Ask them to suggest what caption would be used if the photograph were used in the following contexts: tabloid newspaper, charity advertisement, school textbook, and encyclopaedia. Discuss how photographs and captions are used in the media e.g., newspapers, advertising, billboards, etc.

3. DESCRIBING A PHOTOGRAPH

Ask students to work in pairs. One of the students describes a photo in detail to his/her partner without their partner seeing it. The partner draws the photo from the description and then compares it to the original. How is it different? What was omitted? What was added?

4. QUESTIONING A PHOTOGRAPH

Give one photograph to each group in the class. Mount the photograph in the middle of a large sheet of blank paper.

Ask the group leader to note down the questions, which the members feel the photograph raises. Some of the questions may be directly related to the photograph, others only indirectly. The group, then reports on their work to the rest of the class.

5. RANKING

Give a quantity of photographs to each group and ask them to rank them in order, according to agreed criteria, e.g., which they like/dislike most, which say most about an issue, etc.

Ranking promotes the skills of discussing, arguing, criticising, defending, comparing and contrasting.

6. SPEECH BUBBLES

Ask students to discuss and agree on three things that particular people in the photos might be thinking or feeling. These are written on slips of paper and placed beside the photograph. After class discussion, the most probable thoughts or feelings for each person can be written on speech balloons cut out on paper and fixed in the appropriate places.



7. ROLE PLAY

Role play is best undertaken when some of the background work, around the photographs is completed. It allows people to develop empathy with those in the photographs. Give a photograph to each group. Ask the students to develop a scene about the life of the people in the photograph, they will need to decide;

The names of everyone in the picture.

- Their relationship to each other.
- Whether any members of the household or community are not included in the photograph.
- How each person in the picture feels.
- What each person is doing.
- What they are saying.

The students decide which roles to take on. They can role play the scene in the photograph and/or extend it to include events that led up to this scene and events that followed it. Each group presents their scene. Allow comments and questions immediately afterwards.

8. ROLE PLAY INTERVIEWS

Distribute the photographs to the students. The students each choose a character from the photograph and take on the role of that person. The other students in the group or class ask them questions in role about their life in the selected country.

9. TELL A STORY

Ask each group to choose three photographs from the set. Use these photographs to tell a story, ordering them so that they correspond with the beginning, middle and end of the narrative. Allow plenty of time for discussion before the activity is presented to the class.



10. COMMUNITY MEETING

The group imagines they are living in the country of choice. They are working together to discuss how to improve their situation. Use the photographs to identify what the needs of their community are. Discuss these in role. The group then tries to agree on which needs should be prioritised and tries to suggest ways these needs could be met.



DO

- Use open-ended questions e.g. tell me about this person. What is happening in the picture?
- Extend the questions e.g. What do you think of the picture of the IDP camp? Are the houses as you expected? What thoughts come to you regarding the differences in the houses from the various countries portrayed in the photos? Why are they different?
- Encourage the students to look at details in the picture: What is the landscape like? What about the climate?
- Explore similarities and differences
- Explore feelings: How do you think Abaniya feels? How does Temba feel living in Kenya without her family?
- Extend the pack by including photographs of other people from different countries around the world. Include people from a variety of social, economic and cultural backgrounds.
- Respond to questions and comments from the students in a positive way. Extend their knowledge by giving additional information where appropriate and where accurate information is available to you.



DON'T

- Don't over-read into the photo for the students.
- Don't deny difference. If, for example, a student comments on difference in ethnicity, explore the comment further.



Log on to the Trocaire Campaigns website at www.trocaire.org/takeaction and take part in this year's campaigns.