



FORCED TO FLEE

CHILDREN ON THE MOVE

A TEACHING RESOURCE

FOR EVERY
CHILD

unicef 
UNITED KINGDOM

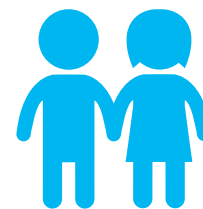
CONTENTS



What's this resource for?	3
Background learning	
■ What are the issues?	4
■ Where do people go?	6
■ Displacement and children's rights	8
■ What's the history?	10
■ What's happening now?	12
Handling sensitive issues	14
Children's stories	
■ Ebrahim – fleeing conflict as an Internally Displaced Person in Yemen	16
■ Sharmila – local displacement after a natural disaster in Nepal	19
■ Nyamiti and Oumar – the impact of poverty on displacement	23
■ Mohamed and Muna – how climate change is driving displacement in Somalia	24
Lessons	
■ Lesson guidance	25
■ Lessons at a glance	26
■ Lesson plans	31
Appendix	57
About Unicef UK's work for refugees	59
How you can help	60
About RRSA	61

This resource is available to download at [unicef.uk/refugee_resource](https://www.unicef.uk/refugee_resource).

WHAT'S THIS RESOURCE FOR?



ABOUT THIS RESOURCE

This is a sequel to *In Search of Safety*, an education pack for UK schools that was published in 2016 and which helps teachers to explore with children and young people at school the growing levels of displacement around the world. *In Search of Safety* focuses on the effect of the crisis in Europe, while this follow-up resource has a global outlook and examines different causes of displacement.

You do not need to have used our *In Search of Safety* resource in order to use this one, though it is available free online at unicef.uk/ISOS.

This resource aims to help teachers educate pupils about how and **why people all over the world can become displaced**, and what the experience is like, within a child rights framework.

This is a basic introduction to the key themes of displacement, providing a tool for exploring how people have been forced from home over the centuries, and how this continues today. The resource is aimed at **upper primary and lower secondary pupils**.

Within this education pack is a collection of **activities** to help children explore and understand the different ways people are displaced. The resource also includes extra activity ideas to engage the whole school through **assemblies**, as well as a selection of films, images, infographics and stories to help bring these activities to life.

Some of these topics may be challenging for children, so it is important to know who the **designated safeguarding lead** is at your school, and to be aware of your school's safeguarding procedures. Please ensure you review the content (both text and videos) before sharing with children to ensure it's appropriate for your class.

At the end of this resource is an **Appendix** for further reading (see p.57).

Schools may decide to use this resource in their regular curriculum planning over a term, or could choose activities and subjects to mark special days or events, perhaps even engaging parents and the wider community in a final event.

However you choose to use this resource, we hope it will inspire you to promote within your school community **compassion and understanding towards children around the world who have been forced from their homes**.

We encourage teachers to proactively assert the human **dignity, strengths and capabilities of displaced people**. These children and adults are not reliant on pity and charity, but holders of rights like everyone else.

Disclaimer

This resource was written in 2018. The information and all the statistics are accurate at the time of writing.

This resource was written and developed by Unicef UK.

Learning outcomes

This teaching resource will help meet the following learning outcomes.

Skills: critical thinking, communication skills, problem solving and research and analysis of information.

Values: Empathy, respect and resilience.

Cover image:
A Yemeni girl in a refugee camp in Djibouti
©Unicef/Noorani

WHAT ARE THE ISSUES?



Rohingya refugee Rumana, age 2, from Myanmar, lifts her skirt to avoid the mud at a camp in Bangladesh
©Unicef/Modola

WHY PEOPLE LEAVE

Humans have migrated throughout history, and this continues today. Many people leave their homes to find work, education or better ways of life.

But migration is not always a choice. Right now, millions of children and their families – like you, like us – have been forced from their homes all over the world.

There are many reasons why people have to leave home. We will be hearing stories from children who have had to leave home because:

- **Conflict** has broken out and people are at risk of being hurt.
- **Climate change** has led to droughts or floods that can make it impossible to stay.

■ **Natural disasters** have destroyed homes and livelihoods.

■ **Poverty** is forcing people to leave in order to survive.

Being forced from home is hard for any child.

Sometimes children and their families flee to somewhere safe in their own country, and they become what is known as **internally displaced people (IDPs)**.

Some children are sent to work in a foreign country alone to support their families, and so become **migrants**.

And other children must cross borders to find somewhere safe to live, where they apply to become a **refugee** (see right).

DEFINITIONS

An **internally displaced person (IDP)** is someone who has been forced to flee their home but stays within their own country.

A **refugee** is a person who has left their own country because of persecution, conflict, generalized violence or other events that have seriously disturbed public order and, as a result, the person needs protection and can only find it in another country.

An **asylum seeker** is someone who has applied to be recognised as a refugee (in a particular country) and is waiting for a decision on their request.

A **stateless person** is someone who is not officially a citizen of any country.

An **international migrant** is someone who has moved to live in another country – it doesn't matter why they moved or what their legal status is.

FORCED DISPLACEMENT

This table shows the number of displaced people in the world at the end of 2015.

Forced displacement

More than
60 million people
are thought to have fled their homes

That is equivalent to **1 in 122 people** around the world.



The number of refugees, asylum seekers
and people fleeing inside their own countries is

6 times the population of Sweden



And is roughly the same as

the population of the UK



<http://kathmandupost.ekantipur.com/news/2015-12-18/global-refugees-and-displaced-to-hit-record-un-says.html>

WHERE DO PEOPLE GO?



INTERACTIVE MAP

Click the link below to see an interactive map. On this map, 'persons of concern' means all people who have been forced to leave their homes (see p.4 for definitions).

popstats.unhcr.org/en/overview

REFUGEE HOSTING COUNTRIES

As can be seen on the map at the link above, some places in the world are 'refugee hosting countries'.

These tend to be countries that are relatively peaceful in areas where neighbouring countries are at war. This means that far fewer refugees go to the US and Europe than to Africa and the Middle East.

Uganda is a good example of a refugee hosting country as it borders South Sudan and Democratic Republic of the Congo (DRC) – countries where conflict is

widespread, and many people flee across the border to find safety.

Turkey is also a refugee hosting country, as it receives a large number of displaced people from countries in the region that have experienced recent conflict, including Syria, Iraq and Afghanistan.

STAYING WITHIN THE BORDER

In other areas, you can see that there are high numbers of IDPs. There are many more IDPs on the map than refugees because generally most people would only leave their home country, if they are able to make the journey, as a last resort.

Countries with IDPs are usually places where there are emergencies in certain parts of the country, for example because of drought or violence, but where other parts of the country are safe to live in. Nigeria is one such country, where the northeast part is

JUST OVER
HALF
THE PEOPLE
FORCED TO LEAVE
THEIR HOMES
HAVE SETTLED
WITHIN THEIR
OWN COUNTRIES

Above: A boy from South Sudan plays at a learning centre in a refugee settlement in northern Uganda
©Unicef/Bongyereirwe



controlled by the militant organisation Boko Haram and is affected by conflict, violence and a nutrition crisis, but other parts of the country might be well developed and peaceful.

However, some IDPs stay in their own country even though it is very unsafe, such as in Yemen. These people cannot escape as there are no safe routes to leave.

HOST COMMUNITIES AND CAMPS

More than half of refugees and IDPs live in 'host communities', which means they settle in towns and villages where people already live. But, sometimes, displaced people have to live in camps that are created gradually by them, or especially for them.

Generally, people go to live in host communities if they have friends or family there, and if it is safe because the community and authorities are likely to accept them. People have to live in camps if there is not enough

food or clean water for them in host communities, or if it is dangerous because they will not be welcomed, or if there is conflict in the area.

For example, many of the people who flee from South Sudan into neighbouring Sudan settle in host communities near the border, where it is peaceful, because they have family living there. Those people who have to stay within South Sudan as IDPs usually have to move to camps because it is hard to find food and clean water in the local villages, which are also in danger of military attacks. In the camps, people are protected.

Humanitarian organisations exist to provide help and supplies in a crisis, such as a natural disaster or conflict, in order to save lives and reduce suffering. Humanitarian organisations perform many functions, from sending medical supplies and providing life-saving food to helping children find their families when they are separated.

— — — — —
"NO ONE PUTS THEIR CHILD IN A BOAT UNLESS THE WATER IS SAFER THAN THE LAND."

WARSAN SHIRE
British poet and activist

— — — — —

Above: Children in a maths class at a school for Somali and Ethiopian refugees in Djibouti
©Unicef/Noorani

DISPLACEMENT AND CHILDREN'S RIGHTS

HUMAN RIGHTS

All people have human rights wherever they are, including when they are forced to leave their homes, and international laws are in place to protect them as much as possible and to make sure those rights are upheld.

Three international [United Nations \(UN\) conventions](#) are particularly relevant for people when they are forced to leave their homes.

CHILDREN'S RIGHTS VIDEO

Click through to watch this video (2 mins 11): [unicef.uk/rights](https://www.unicef.uk/rights)

UN CONVENTIONS

UN CONVENTION ON THE RIGHTS OF THE CHILD (UNCRC)

■ The **United Nations Convention on the Rights of the Child (UNCRC)**, created in 1989, recognises that children have the right to be treated with dignity and fairness, to be protected, to develop to their full potential and to have their views respected, regardless of who they are, or where they are from.

■ The UNCRC has been officially adopted by 194 countries – every country in the world except the US – which means they are all committed to working to uphold the rights of the child, no matter what the situation is in their country.

bit.ly/childUNCRC



UN DECLARATION OF HUMAN RIGHTS

■ Certain rights laid out in the **UN Declaration of Human Rights** (1948) are important for displaced people, wherever they move to. These are the rights to:

- » **Freedom from torture and from treatment that attacks people's dignity**
- » **Free speech**
- » **Freedom of thought and religion**
- » **Life, liberty and freedom from danger**
- » **Freedom from being treated unfairly because of race, age, or gender**

[un.org/en/universal-declaration-human-rights/](https://www.un.org/en/universal-declaration-human-rights/)

UN CONVENTION RELATING TO THE STATUS OF REFUGEES (UNCRSR)

■ To make sure that people's rights are upheld when they are forced from home, the **United Nations Convention Relating to the Status of Refugees (UNCRSR)** was developed in the aftermath of World War 2, when more people had been forced to flee their homes due to violence than ever before. It lays out the rights of people who have to escape to a foreign country where they do not have the same rights and protection that citizens do.

■ The UNCRSR states that **a refugee should not be forced to return to a country where they face serious threat to their life or freedom**. This is also now part of international law, which means that all countries have to follow it.

[unhcr.org/uk/1951-refugee-convention.html](https://www.unhcr.org/uk/1951-refugee-convention.html)



LAWS FOR REFUGEES

Each country has its own **national laws** relating to refugees. This means that refugees often have different rights from place to place. In some countries, such as Uganda, refugees are encouraged to mix with the local population, to work and have access to health services and schools. In other countries, refugees have to live in camps and are not allowed to work, such as in Bangladesh.

The experience of someone who has been forced from home into another country depends on why the person has been displaced. For example:

- Some countries will keep **asylum seekers** in detention centres until their refugee status is confirmed.
- A person who is a **refugee** or **asylum seeker**, according to the UNCRSR (see box p.8), cannot be forced to return to the place they have escaped from, because they will be put at risk again.
- If a person has been displaced by **poverty**, they may not be considered a refugee, and so they can be sent back to their home country.
- **IDPs** still have all the same rights as any other citizen of that country.

Above: A young Syrian child stands in the street in Jerash Refugee Camp, Jordan
©Unicef/Rich

Around the world, nearly 50 million children have either had to leave home because of violence and conflict or have migrated across borders. This includes:





WHAT'S THE HISTORY?

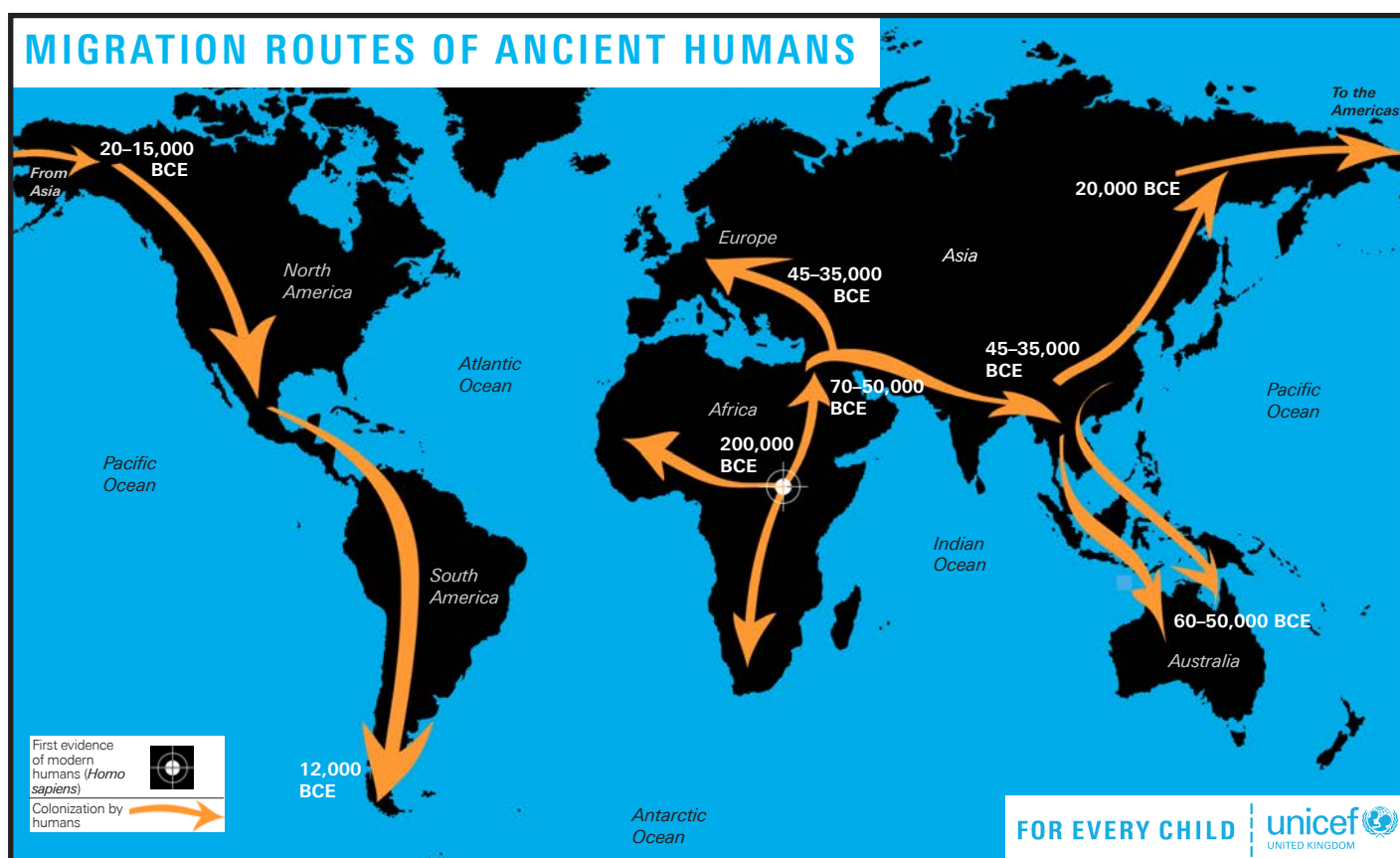
WHERE IT ALL BEGAN

Human migration has occurred throughout history.

Many thousands of years ago all humans lived in Africa – everywhere else in the world was uninhabited. Around 70,000 years ago, humans

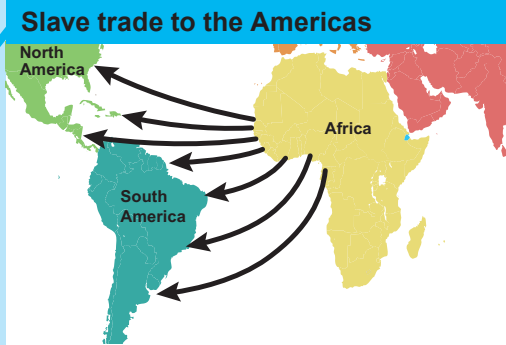
migrated out of Africa and gradually moved to Asia, Australasia, Europe and the Americas. These were the first great human migrations.

Below you can see the [migration routes of ancient humans](#). On the next page, you'll see some of the major [forced migrations in recent history](#).



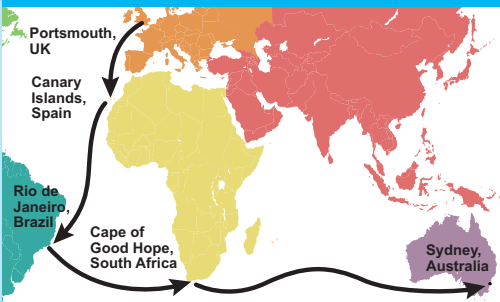
FORCED MIGRATION THROUGH HISTORY

1500s – 1800s



From the 16th to 19th centuries, slave traders forced nearly 13 million West Africans into slavery in the Americas. Slaves were made to do hard manual labour, such as working on plantations or in mines, or to work as servants. Between 1.2 and 2.4 million Africans died on the terrible journeys across the Atlantic, and many more died due to the poor conditions of life as a slave.

Route of the First Fleet to Australia



1787 – 1868

In 1787, around 1500 people sailed from the UK to form the first European settlement in Australia. Passengers were mostly British convicts. During the eight-month journey, 48 people died due to the poor conditions. Over the next 80 years, more than 160,000 convicts were transported to Australia.

1939 – 1945

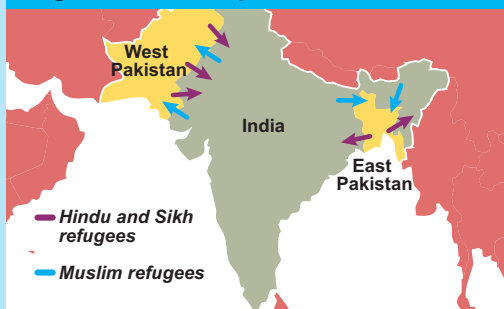
WW2 migration to and from Germany



During World War 2, millions of people in the UK and Europe had to leave their homes and often their countries. Some fled to avoid fighting, while others were forced to leave because of their race and ethnicity.

15 August 1947

Migration due to partition of India



1947 marked the beginning of independence for British colonies. British India was divided into the independent states of Pakistan, which was mainly Muslim, and India, which was mainly Hindu. As a result, over 14 million people were displaced and up to 2 million killed in the violence that followed between religious communities.

1982 to present

Movements of Rohingya people



The Rohingya people in Myanmar are not recognised as citizens, and as stateless people they have very limited access to healthcare or education and are frequently a target of violence. Over 1 million Rohingya people have fled Myanmar since the 1980s, including around 700,000 to Bangladesh since August 2017, when the violence increased.

WHAT'S HAPPENING NOW?

Around the world, the number of displaced people is higher than ever.

What happens to a family and where they go depends on the opportunities they have available to them. Most people who have to leave their homes because of [persecution, conflict, violence, poverty, climate change or disaster](#) really don't have any other option.

WHAT IT'S LIKE AS A CHILD

Regardless of why they have to leave, children who are forced from home often face difficult challenges. Leaving everything they know behind – their community, school, friends and sometimes even their family, culture and language – creates huge changes in their lives that can be confusing and upsetting.

Displaced children are often at risk of [malnutrition and disease](#), from living in cramped conditions without clean water, enough food or access to healthcare. Displacement can have serious long term effects too – sometimes children may have to stop their [education](#) or be forced to get [married](#) while still a child, if their family feels this is the safest option for them.

LIVING IN A CAMP

Those who stay in IDP and refugee camps often only have access to very basic facilities. There are usually limited opportunities to work and learn, particularly in refugee camps where refugees may not have the legal right to work in that country.

Camps for displaced people are often built in areas where drought and flooding are common, and where crops cannot grow, because sometimes this is the only land the government of that country can spare. This can create a lot of extra challenges, as diseases such as malaria and cholera spread very quickly in crowded areas that are prone to flooding and have poor sanitation.

NEARLY

**1 IN
200**

CHILDREN IN
THE WORLD IS A
CHILD REFUGEE



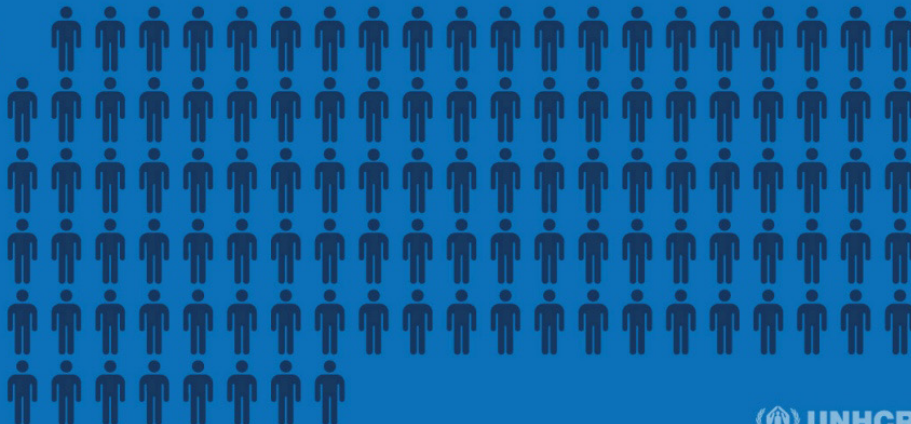


CHILDREN'S STORIES

In this teaching resource, we will hear the stories of children no different from you who have been forced from their homes for lots of different reasons.

[Causes of displacement](#) often feed into one another. A natural disaster can push a family into poverty, forcing them to move away from their home to find work. A drought can lead to conflict between communities as they fight over access to water. There is hardly ever just one cause or effect of displacement.

1 in every 113 people on earth is an asylum-seeker, internally displaced or a refugee



Source: UNHCR / 20 JUNE 2016



Above: Somali refugee family move to their new tent home in Ethiopia
©Unicef/Ose

Left: UNHCR figure from June 2016

HANDLING SENSITIVE ISSUES



GUIDANCE FOR TEACHERS

War and persecution are incredibly difficult subjects for people of any age. The gravity and scale of suffering can leave many lost for words. Working with children to try and untangle complicated thoughts and feelings is not easy.

However, safe spaces in which to gently explore disturbing world events, as well as difficulties closer to home, can provide huge reassurance to children and young people, and prompt them to seek help when they need it.

Some schools will have significant numbers of child refugees and migrants. In most UK schools, however, it's likely that very few, if any, pupils will have personal experience of bombs, guns and natural disasters driving them from their homes. But a sizeable proportion will know what it feels like to be afraid, and some may

have experienced fleeing their homes in an emergency, through domestic violence or eviction, for example.

You will have children in your class who have suffered a bereavement or other profound loss. Some children may have seen things in the news or on social media that are upsetting. Others may have parents and carers who have voiced opinions that have left them unsettled.

Here we offer some pointers for teachers and classroom assistants preparing to discuss these sensitive and complex issues with children, together with advice on creating and maintaining a positive learning environment for all.

- Does your class already have an agreement for working together respectfully, or do you need to agree some especially for this work? Paired discussions are a democratic means of developing an agreement.

NEARLY

1 IN 3

**CHILDREN
LIVING OUTSIDE
THEIR COUNTRY
OF BIRTH IS A
REFUGEE**

Above: Children from the Democratic Republic of the Congo at a refugee camp in northern Angola
©Unicef/Wieland

■ If any of the children and young people in your class or school have refugee status or are seeking asylum, talk to them privately ahead of the activities and decide together how to approach the activities in the classroom.

■ Before each activity, consider the possibilities of difficult and inappropriate comments or questions being raised, and the likely places this may happen. Decide in advance how you will respond to such comments or questions. For example, you could pre-empt misconceived associations of a belief in Islam with extremist groups (like Daesh/ISIS) by highlighting that the vast majority of the world's 1.5 billion Muslims live peaceful lives and do not support extremism or terrorism.

■ Have an open dialogue with your pupils. Actively encourage them to share their own perspectives and ideas. Be receptive to verbal and non-verbal cues that show children have been moved emotionally: we anticipate the activities provided in this resource will increase children's knowledge and understanding, but also generate considerable empathy.

■ Don't put pupils on the spot by asking them publicly to share their experiences. If you believe individual children have particular experiences to share, ask them privately if they would be happy to do so publicly and how they would like to do that. Don't push them to share.

■ Make time at the start and close of each activity to stress that you understand pupils may be upset and confused when thinking about the refugee and migrant crisis, and remind them of the people and places offering

support to children within and outside of their school.

■ Maintain a historical perspective, so that children understand that migration is part of the human story, and they understand that human beings have coped with tremendous challenges and upheavals throughout history.

■ Be aware of your school's legal duty to avoid one-sided presentation of political views, and therefore avoid communicating political opinions as facts and offer opposing viewpoints and ideas. (Political opinions relate to political parties and legal and policy change. You should not fear expressing views in support of democracy and human rights, or be reticent about condemning armed groups or aspects of history like the Holocaust or the transatlantic slave trade).

■ Underline the fact that the UNCRC states the best interests of the child must always be a primary consideration, and the world has a longstanding commitment to put children first. All children must receive the care, respect and protection to which they are entitled, no matter who they are and where they are from.

■ Consistently emphasise that human rights are a collective promise made by all countries of the world, including those currently in conflict. This promise can be summarised as everyone being able to enjoy a safe, happy and fulfilling life, where their dignity and worth is equally valued. You can also emphasise that the international system of refugee protection is founded on the principle of every country helping fellow human beings in times of need. It is a mutual system.

THERE ARE

**OVER
10
MILLION**

CHILD REFUGEES
AND ASYLUM
SEEKERS IN THE
WORLD TODAY

EBRAHIM'S STORY



FORCED TO LEAVE

Ten-year-old Ebrahim was forced to leave his home in Yemen in 2015 due to terrible conflict in the area.

Ebrahim and his family fled their home in the city of Aden, and found safety and shelter in a host community in a different district.

“When the fighting got heavier and closer to our house, we had to leave. The only escape route available

was the sea port as all roads were blocked due the fighting and gun firing. My father was sick then, and we were lucky to get a ride in our neighbour's bus to the sea port. The boat was very crowded with many families and small children huddled in it. The boat ride took about 30 minutes to the other side, but for us it was like an endless journey. As we were approaching land, we could see some of the bombs landing on the dock.”

**28,000
PEOPLE
A DAY**

ARE FORCED
TO FLEE
THEIR HOMES
BECAUSE OF
CONFLICT AND
PERSECUTION

FINDING SAFETY

By the time Ebrahim and his family found a safe area in Al Mansoura district, they had been declared as **Internally Displaced Persons (IDPs)**.

For around four months Ebrahim and thousands of other children from his area lived as IDPs, before they were able to return home. During this time, all these children could not go to school.

Many families displaced by the violence in Yemen are helped by host communities. Sometimes the communities give people a place to stay, or they help by giving money or food.

RETURNING HOME

When Ebrahim returned home, he hoped his life would go back to normal. But one day when he was doing his homework, a shooting suddenly started between two armed groups from the area.

“I was terrified,” Ebrahim said. He was struck on the head by pieces of explosives that came in through the window and was rushed to hospital.

At the hospital, Ebrahim received urgent, life-saving medical care from the doctors, who removed most of the shrapnel from his head.

■ A **‘major armed conflict’** is when two countries are fighting, or when armed groups are fighting within a country against each other or the government, leading to more than 1000 people being killed in the violence.



Left: Ebrahim with his friends at school
©Unicef/Ahmed

BACK TO SCHOOL

“On hearing of Ebrahim’s injury, we kept visiting and supporting him,” the school headmistress said.

“Ebrahim is one of the best pupils in the school. He has a friendly spirit and his friends and teachers love him. We were all sad to know what had happened to him, but we continued supporting him, and he is now attending school normally,”

Ebrahim is one of over half a million school-aged children in Yemen who have been forced to leave their homes and schools because of conflict.¹

Humanitarian organisations are working hard to make sure that wherever they are, children can still access temporary schools in camps and host communities.

This means that humanitarian organisations are rebuilding schools that have been destroyed, setting up temporary learning centres in places where people have been displaced, and giving money to support teachers to carry on working.

ONE PERSON IS FORCED TO FLEE

EVERY THREE SECONDS

BECAUSE OF A THREAT TO THEIR SAFETY

CONFLICT

Conflict, persecution and armed violence are currently among the biggest reasons people are forced to leave their homes.

Conflict can cover a very wide range of situations. From places where multiple countries are at war, such as in Yemen, where Ebrahim lives, to violent attacks on the Rohingya community in Myanmar, through to attacks by local militias on villages in the jungles of the DRC, right up to country-wide conflict between political groups in South Sudan.

Sometimes it is safe to run to the next village, but at other times the safest thing to do is to cross a border into a safer country. Sometimes, the location of the violence means that it is impossible to travel in a certain direction, and this means that families become trapped in a conflict zone.



SHARMILA'S STORY



A NEW HOME

On 21 April 2016, twelve-year-old Sharmila wakes up in a big white tent in Tupche village, Nepal. The tent is next to a pile of rubble. Like every other morning, Sharmila gets help from her friend Ashmita to get ready for the day.

Ashmita carefully helps Sharmila make her bed, roll the mattress, fold her Unicef-provided blanket and pull her school uniform from the pile of clothes strung across a rope in the corner.

Sharmila went blind when she was very young, and Ashmita is partially blind. The two girls attend a school which has a special program for children with sight problems. Along with ten other girls, they have been living in the tent for the past year, since a massive earthquake destroyed their school boarding house on 25 April 2015.²

The school and the boarding tents are very close to the banks of the roaring Trisuli River. A suspended bridge links them to the road on the other side.



Above: Sharmila (right) with Ashmita and another friend
©Unicef/Mathema

A TYPICAL DAY AT SCHOOL

Ashmita takes Sharmila's hand as they walk to the tap to brush their teeth and clean up. They have a simple breakfast of tea and biscuits in a temporary dining hall made of tin. Dented cups of steaming tea arrive at the table as the two sit and drink quietly. "Our dishes got buried in the rubble and got all dented," says Buddha Maya Bogati, the woman who has been in charge of the boarding house for over 15 years.

Sharmila's family, from the neighbouring Rasuwa district, sent her to the school nine years ago. Children from five districts study in the school and live with Bogati in the house.

THE DAY EVERYTHING CHANGED

On the day of the earthquake, Bogati and three children, including Sharmila, were inside the boarding house. It was right after the spring holidays and only a few children had arrived to start school. "It started shaking, I ran outside and only then did I realise that three children were trapped inside the boarding house," says Bogati.

"I grabbed a bible that was in the room, and took cover under a piece of wooden plank and started to cry," says Sharmila.



WATCH A VIDEO

OF SHARMILA
IN NEPAL:
unicef.uk/sharmila



Left: Sharmila (third from left) is helped out a tent
©Unicef/Mathema



Bogati rushed in. **“It was dusty, I couldn’t see anything, I pulled as hard as I could,”** she says. Luckily, she was able to rescue all three children. **“We were scared but we were not injured,”** says Sharmila.

The earthquake completely destroyed Sharmila’s family home in Rasuwa district too, so her only home is now the tent at the boarding house.

After the earthquake, the children didn’t even have spare clothes because they were all buried in the rubble. **“When parents came to take their children home after the earthquake, we had to send some of them barefoot because there was no way to even pull their slippers out,”** Bogati says.

The days after the earthquake were not easy for the children. The school, 100m from the boarding house, was

in total ruins. With support from humanitarian organisations and the government, the school was able to clear the debris and build two temporary learning centres.

ONE YEAR LATER

Back at the boarding tent a year later, Sharmila sits with her braille board. In the past, Sharmila used to love sitting in her room in the boarding house in the afternoons writing songs about her life, about the future and how she would find the courage to face the world even though she could not see. After the earthquake, she struggles to be as creative when surrounded by so much instability.

“I miss my room in the boarding house,” she says. **“I wonder when I will feel safe again.”**

Above: A temporary shelter in Gorkha district, Nepal, nine months after the April 2015 earthquake
©Unicef/Shrestha



NATURAL DISASTERS

Natural disasters happen every year.

Sometimes they devastate huge areas, such as the **2015 earthquake in Nepal**, where Sharmila lives. The earthquake affected most of the country, as well as parts of India, Bangladesh and China.

And sometimes natural disasters affect smaller areas, such as the **mudslides in Sierra Leone in 2017**, which destroyed homes and displaced communities in and around the capital city of Freetown.

The **immediate effect** of the disaster is often the most shocking, but there are usually **long-lasting impacts** too, because people are often badly injured and traumatised by the event, and buildings such as schools, hospitals and houses are destroyed, meaning that communities cannot function as they used to.

■ A **natural disaster** is when an event occurs that is not manmade – for example, a volcano eruption – which disrupts a community by destroying buildings, displacing or hurting people, or damaging the environment.

WHEN DO PEOPLE GO BACK HOME?

Usually, the length of time and ways that people are displaced depend on how much support they receive, whether the disaster is likely to happen again and how widespread the impact of the disaster was.

In 2004, a **tsunami** (a very long, very high sea wave created by an underseas earthquake) crashed into villages and towns along the coast of many countries in Asia, killing

thousands of people and destroying everything in its path. Afterwards, the Indian government encouraged fishing communities **not to return** to live on the beaches because of the growing chance of more tsunamis in the region.

On the other hand, in Nepal after the 2015 **earthquake**, the government and aid agencies supported communities in **returning to their villages** and towns as soon as the aftershocks had stopped. Their solution was to build new homes that were better prepared to withstand the effects of earthquakes.

NYAMITI'S AND OUMAR'S STORIES



PRIMARY PUPILS

Nyamiti is a little girl affected by poverty in Malawi.³

Nyamiti comes from a large family. They struggle to find enough food and resources to survive, but Nyamiti still has big dreams.

Learn more about her story and how she is working to make her dreams come true:

unicef.uk/nyamiti



SECONDARY PUPILS

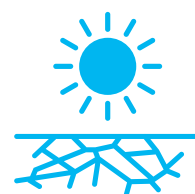
Oumar has been forced to leave his home in Niger.⁴

A terrible drought struck the area where Oumar lived, so he left to find work and make enough money to support his family.

Watch his story to find out more about the challenges he is going to face and the reasons he feels he has to make this journey:

unicef.uk/oumar

■ **Poverty** is a very broad concept. It describes a situation in which people do not have the resources to be able to meet their basic needs – whether those are food, income, education, social inclusion, shelter or access to healthcare.



POVERTY

While some people migrate out of choice to find better opportunities in different places, other people are forced to leave because they simply cannot meet their basic needs at home.

There are many different reasons why this can happen. For example, when people are not able to access basic services because they live in remote areas. Or when a drought forces whole communities to leave their homes because they simply cannot grow food to survive, which is what has happened in Somalia in recent years.

Nyamiti:
©Unicef/Chikondi

MOHAMED'S AND MUNA'S STORIES



■ **Climate change** is caused by human activity, or the effects of human activity – like pollution – leading to changes in the weather all around the world.

DROUGHT IN SOMALIA

Mohamed and Muna were both forced to leave their homes and move to an IDP camp due to the conflict and drought in Somalia.⁵

Hear about their stories:
unicef.uk/somalia_drought

AROUND

21.5
MILLION

PEOPLE HAVE BEEN FORCED FROM THEIR HOMES EVERY YEAR BY CLIMATE-RELATED DISASTERS SINCE 2008. THAT'S THE SAME AS ONE IN THREE PEOPLE IN THE UK.

CLIMATE CHANGE



Climate change and its causes have a huge impact both on vulnerable people and on people already displaced.

The rising temperature of the earth is causing increasing droughts, floods and extreme weather events such as cyclones, which can force people to leave their homes in search of safety, food and water. Climate change is also causing more competition for things people need to survive, such as water. This creates conflict, which, as we have seen, causes more displacement.

Climate change can also have a big impact on people who are already displaced. For example, in Somalia, many people have moved from their homes into camps due to conflict. These people are forced to travel for hours outside the camps in dangerous areas in order to reach clean water and grazing for their animals. There is no clean water for miles, because climate change has created severe drought in Somalia.



Mohamed & Muna:
©Unicef/Holt



BEFORE PLANNING YOUR LESSON...

These lesson plans are adaptable to different school subjects and include activities designed for either upper primary or lower secondary pupils. When choosing which activities to use, there are a few points to bear in mind.

- Lessons are designed to fill a **40 min–1 hour** period.
- A number of **activities** are provided, exploring topics from different angles. We encourage teachers to pick and choose the ones that are most appropriate for your school and class.
- You can **adapt the activities** suggested according to your school and your own classroom – you know your pupils so you are best placed to decide how to adapt the content for them. For example, if a comic strip is suggested, you could ask the class to act out some scenes instead, or write a story.
- You might wish to use certain activities to mark particular **international days** – such as World Refugee Day, or perhaps to support learning about an issue that might be prevalent in the news at a particular time. Assemblies connected to relevant events throughout the year are linked to each lesson.
- The **age guidance** is simply a suggestion; primary teachers might want to adapt secondary activities and vice versa.
- Several **videos and case studies** are included in the lessons. Please watch and read these resources before using them in your classroom to ensure you are happy that the content is appropriate for your pupils.
- **Use your own judgement** to decide which facts to share with your pupils, so as not to worry, shock or unduly alarm them.
- Please read our advice on **handling sensitive issues** (p.14) before planning your activities
- **Reading materials** can either be printed off for each pupil or projected onto a screen for pupils to read together.

LESSONS AT A GLANCE

Lesson	Aim	Lesson resources	Suggested topics	Assemblies
<p>1. Experiencing displacement</p> <p>Page 28</p>	<p>Pupils learn about the ways children are displaced around the world, and what personal and practical impacts displacement has on their lives.</p>	<p>From the teaching resource:</p> <ul style="list-style-type: none"> ■ What are the issues? (p.4–5) ■ What’s happening now? (p.12–13) <p>External resource:</p> <ul style="list-style-type: none"> ■ Video: ‘What would you hold onto if you were forced to flee home?’ unicef.uk/forced_from_home (3.50 mins) 	<p>English</p> <p>Drama</p>	<p>Holocaust Memorial Day</p>
<p>2. Your rights when you’re far from home</p> <p>Page 30</p>	<p>Pupils learn about how countries around the world agree to help displaced people through the 1951 United Nations Refugee Convention, and how this affects the lives of displaced people everywhere today.</p>	<p>From the teaching resource:</p> <ul style="list-style-type: none"> ■ ‘Displacement and children’s rights’ (p.8–9) and the child-friendly UN Convention on the Rights of the Child (UNCRC): bit.ly/childUNCRC <p>External resources:</p> <ul style="list-style-type: none"> ■ Video showing experiences of WW2 refugees compared with today’s refugees: unicef.uk/harry_ahmed (2 mins) ■ Video on Uganda’s progressive refugee policy: unicef.uk/uganda_refugees (stop playing at 2.47 mins) <p>Secondary pupils only:</p> <p>Bring in an article from a newspaper in the last month about refugees.</p>	<p>Citizenship</p> <p>Politics</p> <p>History</p>	<p>World Refugee Day</p>
<p>3. Migration through history – how it shapes our society</p> <p>Page 52</p>	<p>Pupils explore some of the biggest mass migrations in history, learning about how even forced migration can lead to positive change, and how diversity can bring more opportunities into a society.</p>	<p>From the teaching resource:</p> <ul style="list-style-type: none"> ■ ‘What’s the history?’ (p.10–11) 	<p>English</p> <p>Drama</p> <p>ICT</p>	<p>Migration and How it Benefits Society</p>

LESSONS AT A GLANCE

Lesson	Aim	Lesson resources	Suggested topics	Assemblies
4. Coping with a mass displacement (Part 1): Building a refugee camp Page 32	Pupils start to understand the different needs of displaced people, and what's involved in managing a displaced population. The class learns how humanitarian funds are put into action.	From the teaching resource: <ul style="list-style-type: none">■ 'Where do people go?' (p.6–7) External resources: <ul style="list-style-type: none">■ Map of a refugee camp in South Sudan: bit.ly/Batil■ Video of a refugee camp in Rwanda: unicef.uk/rwanda_refugee (from beginning to 5.09 mins)	Geography RE Citizenship PSHE	Building Back Better
5. Coping with a mass displacement (Part 2): The risks Page 34	Through learning about the cholera outbreak in Yemen, pupils discover how displacement can lead to other problems for people who have had to leave home.	External resources: <ul style="list-style-type: none">■ Pictures of camps for displaced people in Cox's Bazar in Bangladesh: unicef.uk/rohingya_camps■ Map of Kutupalong refugee camp in Bangladesh: bit.ly/Kutupalong■ Video about cholera outbreaks: unicef.uk/cholera (5.40 mins)	Science History	World Health Day
6. Finding strength – Ebrahim's story Page 36	Pupils explore the experience of a child who has been displaced by conflict, and learn what factors make people more resilient when facing challenges.	From the teaching resource: <ul style="list-style-type: none">■ 'Ebrahim's story' (p.16–18)<ul style="list-style-type: none">» Conflict (p.17)	Citizenship English PSHE	World Book Day

LESSONS AT A GLANCE

Lesson	Aim	Lesson resources	Suggested topics	Assemblies
<p>7. When making ends meet means moving</p> <p>Page 38</p>	<p>Pupils learn about poverty, and understand how some people have to leave home because of it. Pupils develop the ability to discuss migration objectively and with compassion.</p>	<p>From the teaching resource:</p> <ul style="list-style-type: none"> ■ 'Poverty' box (p.23) <p>Primary pupils only (p.23):</p> <ul style="list-style-type: none"> ■ Video of Nyamiti's story: unicef.uk/nyamiti (4.20 mins) <p>Secondary pupils only (p.23):</p> <ul style="list-style-type: none"> ■ Video of Oumar's story: unicef.uk/oumar (1.30 mins) ■ Video of Nyamiti's story: unicef.uk/nyamiti (4.20 mins) 	<p>PSHE</p>	<p>Universal Children's Day</p>
<p>8. When disaster strikes – Sharmila's story</p> <p>Page 40</p>	<p>Pupils explore the impact a natural disaster can have on a community through the story of Sharmila in Nepal.</p>	<p>From the teaching resource:</p> <ul style="list-style-type: none"> ■ Video of the story of Sharmila in Nepal (p.20): unicef.uk/sharmila (1.45 mins) ■ 'Natural disasters' box (p.22) 	<p>Geography Science</p>	<p>World Environment Day</p>
<p>9. Building resilience in a changing world</p> <p>Page 42</p>	<p>Pupils learn how the impact of natural hazards can be reduced with careful planning and the use of technology. The class learns how, as the world changes, we can adapt through Disaster Risk Reduction (DRR).</p>	<p>From the teaching resource:</p> <ul style="list-style-type: none"> ■ 'Natural disasters' box (p.22) <p>External resources:</p> <ul style="list-style-type: none"> ■ Video of Disaster Risk Reduction animation: unicef.uk/DRR_animation (3.30 mins) <p>Secondary pupils only:</p> <ul style="list-style-type: none"> ■ Five case studies in this folder: unicef.uk/cc_case_studies 	<p>Science Geography PHSE</p>	<p>International Day for Disaster Risk Reduction</p>

LESSONS AT A GLANCE

Lesson	Aim	Lesson resources	Suggested topics	Assemblies
<p>10. Societies evolving through the age of climate change</p> <p>Page 44</p>	<p>Pupils look at how climate change can drive displacement, and how humans are constantly evolving and adapting to these challenges around the world.</p>	<p>From the teaching resource:</p> <ul style="list-style-type: none"> ■ 'Climate change' box (p.24). <p>External resources:</p> <ul style="list-style-type: none"> ■ Video of how children around the world perceive climate change and are affected by it: unicef.uk/climate_change ■ Stories of climate change adaptation: unicef.uk/cca_stories » Manual drilling in CAR » Dealing with pollution in Vietnam » Cyclone-resilient schools in Madagascar. <p><i>Case studies for team activity: Note teachers may need to help pupils with some of the terminology in the following articles.</i></p> <ul style="list-style-type: none"> ■ Drought in the Sahel: unicef.uk/sahel_drought ■ Impact of the 2004 Tsunami: unicef.uk/fishermen ■ Floods in South Asia: unicef.uk/flooding 	<p>Geography Science</p>	<p>World Water Day</p>
<p>11. Family displacement – it's different for everyone</p> <p>Page 46</p>	<p>Pupils explore how displacement can cause poverty, and how this can affect family members in different ways.</p>	<p>From the teaching resource:</p> <ul style="list-style-type: none"> ■ 'Poverty' box (p.23). <p>Secondary pupils only:</p> <ul style="list-style-type: none"> ■ Family displacement scenario: unicef.uk/family_displacement 	<p>PSHE Art/Drama</p>	<p>World Day Against Child Labour</p>

LESSONS AT A GLANCE

Lesson	Aim	Lesson resources	Suggested topics	Assemblies
12. The displacement cycle – how everything fits together Page 48	Pupils look at how different factors can combine to cause displacement, and how displacement can then make those issues worse.	From the teaching resource: <ul style="list-style-type: none">■ 'Poverty' box (p.23).■ Sharmila's story (p.19–21) and Ebrahim's story (p.16–18) Secondary pupils only (p.21): <ul style="list-style-type: none">■ Video of Oumar's story (1.30 mins): unicef.uk/oumar External resources: <ul style="list-style-type: none">■ Watch video of impact of climate change in Ethiopia: unicef.uk/cc_ethiopia (2.30 mins)	PSHE ICT	The Displacement Cycle
13. Displacement – it's part of all our lives Page 50	Pupils look at their own lives and see if they know anyone whose friends or family have been displaced, breaking down 'us and them' perceptions in British society.	From the teaching resource: <ul style="list-style-type: none">■ 'Where do people go' (p.6–7)■ 'What's the history?' (p.10–11)	Citizenship PSHE	Mother Language Day

1. EXPERIENCING DISPLACEMENT

RESOURCES

From the teaching resource:

- What are the issues? (p.4–5)
- What's happening now? (p.12–13)

External resource:

■ Video: 'What would you hold onto if you were forced to flee home?'

[unicef.uk/forced_to_flee](https://www.unicef.uk/forced_to_flee) (3.50 mins)



SUBJECTS

English
Drama

ASSEMBLY:

Holocaust Memorial Day
27 January

[unicef.uk/p_assemblies](https://www.unicef.uk/p_assemblies)

LEARNING OBJECTIVE

Pupils learn about the ways children are displaced around the world, and what personal and practical impacts displacement has on their lives.

- See p.25 for lesson plan guidance.
- Reading materials can either be printed off for each pupil or projected onto a screen for pupils to read together.

PRIMARY LESSON

Ask the pupils to read 'What are the issues?' and the 'What's happening now?' sections from the teaching resource. Once they have finished, show them the video about children who have been forced from their homes, and what is important to them.

Once they have finished doing this, ask them to produce a comic strip about what they would do if a river burst its banks and there was a flash flood in their village.

Ask pupils to imagine they have run away and think about who they would take with them, what things they would need, how they would carry them, etc.

Once the children have finished their comic strips, ask pupils to put their artwork up on the wall to share with the class. Give the class 10 minutes to read all the comic strips.

Have a discussion as a class when everyone comes back to their tables.

- What was the hardest thing to decide? Why?
- What do they think would be the most difficult thing for a child in this situation?

1. EXPERIENCING DISPLACEMENT

SECONDARY LESSON

Ask the pupils to read 'What are the issues?' and the 'What's happening now?' sections from the teaching resource. Once they have finished, show them the video about children who have been forced from their homes, and what is important to them.

Ask pupils to split into three groups (IDP, refugee, migrant). Give each group 15 minutes to develop a three-minute performance to show what they think the challenges would be if they were in that situation. Ask pupils to think about:

- Access to health, education and food
- Being separated from family and friends
- Adapting to their new home (culture, language etc.).

Once ready, ask each group to perform their piece to the rest of the class. Once all the groups have performed, debrief as a class. What were the differences between the experiences of each group? Why? What were some common themes that came up? What do the pupils feel would be the hardest to deal with?

2. YOUR RIGHTS WHEN YOU'RE FAR FROM HOME

RESOURCES

From the teaching resource:

■ 'Displacement and children's rights' (p.8–9) and the child-friendly UN Convention on the Rights of the Child (UNCRC): bit.ly/childUNCRC

External resources:

■ Video showing experiences of WW2 refugees compared with today's refugees: unicef.uk/harry_ahmed (2 mins)

■ Video on Uganda's progressive refugee policy: unicef.uk/uganda_refugees (stop playing at 2.47 mins)

Secondary pupils only:

Bring in an article from a newspaper in the last month about refugees.



SUBJECTS

Citizenship
Politics
History

ASSEMBLY:

World Refugee Day
20 June

unicef.uk/p_assemblies

LEARNING OBJECTIVE

Pupils learn about how countries around the world agree to help displaced people through the 1951 United Nations Refugee Convention, and how this affects the lives of displaced people everywhere today.

■ See p.25 for lesson plan guidance.

■ Reading materials can either be printed off for each pupil or projected onto a screen for pupils to read together.

PRIMARY LESSON

Show the class the video of a WW2 refugee speaking about his experience, side by side with the experience of a Syrian refugee today. Ask the pupils to read 'Displacement and children's rights' and to look at the child-friendly UNCRC.

Briefly recap what the class has learnt about the rights of children who have been displaced. Do those children have the same rights as other children? Do the pupils think the laws protecting displaced people are enough?

Finally, show the video of Uganda's progressive refugee policy and discuss how Uganda is applying the laws protecting refugees. Does the class think this is a good system? Would it cause any problems?

Divide the class into groups of 4–5, and ask each group to make a poster with a picture of a road that displaced people are travelling down. Ask each group to place the rights that the displaced people will need at various points in their journey along that road. Get each group to present to the rest of the class, and to add any missing rights.

2. YOUR RIGHTS WHEN YOU'RE FAR FROM HOME

SECONDARY LESSON

Show the class the video of a WW2 refugee speaking about his experience, side by side with the experience of a Syrian refugee today. Ask the pupils to read 'Displacement and children's rights' and to look at the child-friendly UNCRF.

Briefly recap what the pupils have learnt about the rights of children who have been displaced. Do those children have the same rights as other children? Do the pupils think the laws protecting displaced people are enough?

Finally, show the video of Uganda's progressive refugee policy and discuss how Uganda is applying the laws protecting refugees. Do the pupils think this is a good system? Do they think it would cause any problems?

Divide the class into groups of 3–4. In their groups, ask pupils to look at the newspaper articles about refugees that they have brought in. Ask the groups to discuss the issues raised in the articles and compare them with the experience of refugees in Uganda, as shown in the video. Ask each group to make a list of what is similar and different for refugees in different places.

Bring the class back together and have a discussion, asking questions such as:

- Why is it important to have rules to protect refugees?
- How do the rules help?
- Are there situations where we need to have stronger rules to protect people?

3. MIGRATION THROUGH HISTORY – HOW IT SHAPES OUR SOCIETY

RESOURCES

From the teaching resource:

- 'What's the history?' (p.10–11)



SUBJECTS

English
Drama
ICT

ASSEMBLY:

Migration and How it Benefits Society

[unicef.uk/p_assemblies](https://www.unicef.uk/p_assemblies)

LEARNING OBJECTIVE

Pupils explore some of the biggest mass migrations in history, learning about how even forced migration can lead to positive change, and how diversity can bring more opportunities into a society.

- See p.25 for lesson plan guidance.
- Reading materials can either be printed off for each pupil or projected onto a screen for pupils to read together.

PRIMARY AND SECONDARY LESSON

Ask pupils to read 'What's the history?' from the teaching resource.

Have a group brainstorming session, as a class, about the important changes that have happened because people have moved. List the events on the board or a large piece of paper so the children can see.

To give context, you could highlight that when there are conflicts, people move to a safer place and then they experience peace; when there has been drought, people have moved to areas with water and been able to survive. When people move, they experience different cultures and people, and become more tolerant.

Some examples of how the world has changed for the better due to migration include:

- Humans would not have survived the Ice Age if we had not migrated.
- Jewish people who fled from the Nazi regime would have had a very small chance of survival if they had stayed.
- Many of the prisoners who were sent to Australia with the First Fleet would have suffered in prison if they had not migrated.
- Many of the medical staff we have in our hospitals in the UK, saving lives every day, are migrants from other countries.

Ask the pupils each to write a poem about the benefits of refugees of different backgrounds and experiences settling in your country.

When the pupils have handed in all their poems, if possible, collect them into a booklet that the children can take home to share with their families and communities.

3. MIGRATION THROUGH HISTORY – HOW IT SHAPES OUR SOCIETY

SECONDARY LESSON

Note: *This lesson can be divided over two lessons – one for research and design, and the second just for performances.*

Ask pupils to read 'What's the history?' from the teaching resource.

Ask the pupils to do some independent research online about a real person who was affected by one of the mass displacements covered in 'What's the history?'

Once they have done their research, ask the pupils to create either a Powerpoint presentation or a two-minute monologue about the life of that person. Ask them to think about the following questions:

- Where did they go?
- What did they do?
- What happened to their family?
- How did they feel?

Once finished, ask the children to present to the rest of the class. The best performances may be shared at an event or an assembly.

4. COPING WITH A MASS DISPLACEMENT (PART 1): BUILDING A REFUGEE CAMP

RESOURCES

From the teaching resource:

- 'Where do people go?' (p.6–7)

External resources:

- Map of a refugee camp in South Sudan: bit.ly/Batil
- Video of a refugee camp in Rwanda: unicef.uk/rwanda_refugee (from beginning to 5.09 mins)



SUBJECTS

Geography
RE
Citizenship
PSHE

ASSEMBLY:

Building Back Better
Any time
unicef.uk/primary_assemblies

LEARNING OBJECTIVE

Pupils start to understand the different needs of displaced people, and what's involved in managing a displaced population. The class learns how humanitarian funds are put into action.

- See p.25 for lesson plan guidance.
- Reading materials can either be printed off for each pupil or projected onto a screen for pupils to read together.

PRIMARY LESSON

Ask the class to read 'Where do people go?' from the teaching resource. Show the video of a refugee camp in Rwanda to the class. Ask the class to look at the map of a refugee camp in South Sudan together (you could project it on the wall or print it out for them).

Ask the pupils to imagine they had to flee their home. Get a discussion going about what they would need in their new home to be healthy and happy by asking questions such as:

- How would they get an education?
- What would happen if they needed to see a doctor?
- Where would they go to buy food?
- Where would they go to play sports?

Ask the pupils if they can find all the things they would need on the map, for example: school, places to buy food, medical centres, etc.

As a class, discuss why the pupils think the different services are where they are. For example:

- Why are there so many more primary schools than secondary? (Answer: small children cannot travel as far to go to school, and secondary schools are usually bigger. Often in protracted conflicts, many children have had very little access to education and so there is a greater demand for primary schools)

Continued overleaf...

4. COPING WITH A MASS DISPLACEMENT (PART 1): BUILDING A REFUGEE CAMP

- Why is there a school outside the camp? (Answer: this is for the host community.)
- Why is the market next to the reception centre? (Answer: so that new arrivals can easily get food – they may not have eaten for a long time.)
- Why are there so many entrances? (Answer: people have walked a long way to get to the camp. When they arrive, they are tired and often have to leave again to get things like firewood for cooking.)
- After this discussion, take the map down or remove the printouts. In pairs, ask pupils to draw their ideal refugee camp, including all the essential services the class has already discussed, as well as anything else they think would be important for children to thrive.

Once they have finished, ask each pair to pass their map on to the pair next them. Ask each pair what they think is interesting or different about the map they are now looking at. What does it have on it that they didn't include? Are the services in very different places, and why might that be?

SECONDARY LESSON

Ask the class to read 'Where do people go?', then watch the video of the refugee camp in Rwanda together. Give a printout of the map of a refugee camp in South Sudan to each pupil.

Ask pupils to look at the map for a few minutes, working out where everything is, and thinking about why. On their own, ask them to imagine what an average day would look like if they lived in this camp. Each pupil should draw up a timetable showing what they would do each day.

After completing the activity, discuss as a class if there are any services missing that the pupils think are important. For example, do they think a computer centre would be important? Or a laundry area? A playground? (There are no right or wrong answers here – the aim is for pupils to find out what services are important to them and then understand that there are many limitations to life in a refugee camp.)

Ask the pupils why they think these services are missing. Ask them to draw any suggested services on the map.

Note: This activity can also be done by projecting the map on the wall, and asking pupils to place a post-it note with any additional services directly onto the wall projection.

5. COPING WITH A MASS DISPLACEMENT (PART 2): THE RISKS

RESOURCES

External resources:

- Pictures of camps for displaced people in Cox's Bazar in Bangladesh: [unicef.uk/rohingya_camps](https://www.unicef.uk/rohingya_camps)
- Map of Kutapalong refugee camp in Bangladesh: bit.ly/Kutupalong
- Video about cholera outbreaks: [unicef.uk/cholera](https://www.unicef.uk/cholera) (5.40 mins)



SUBJECTS

Science
History

ASSEMBLY:

World Health Day
7 April

[unicef.uk/p_assemblies](https://www.unicef.uk/p_assemblies)

LEARNING OBJECTIVE

Through learning about the cholera outbreak in Yemen, pupils discover how displacement can lead to other problems for people who have had to leave home.

- See p.25 for lesson plan guidance.
- Reading materials can either be printed off for each pupil or projected onto a screen for pupils to read together.

PRIMARY LESSON

- Together as a class, watch the video about what causes cholera outbreaks.

Divide the class into groups of four or five pupils. Looking at the pictures of refugee camps in Bangladesh together with the map of Kutapalong camp, ask each group to identify and write down some of the things that make a refugee or IDP camp a place where diseases can spread easily. (For example, houses very close together; not enough running water; often floods or in swampy areas; no easy access to soap, etc.)

The group with the most points is the winner!

- In the same groups, ask children to think about their own homes and communities. Ask them to look at the list they have just made and the pictures of the refugee camp again. Ask the children to think about the camp in comparison to where they live. Are they safer from the spread of disease? If so, why? For example, in the refugee camp there are puddles of dirty, stagnant (not moving) water next to people's homes. A girl is washing up on the floor by the public tap where there is no soap or cleaning materials. Where the pupils live, is there clean water available to drink and to wash up? Is there soap? Are there drains in the streets to drain away any dirty water?

5. COPING WITH A MASS DISPLACEMENT (PART 2): THE RISKS

SECONDARY LESSON

Together as a class, watch the video about what causes cholera outbreaks.

Print out the pictures of the camps at Cox's Bazar in Bangladesh and project the map of Kutapalong refugee camp onto the wall.

Look at the pictures and map together as a class. Ask the pupils to discuss what they think are all the things that make a cholera outbreak possible in this context. Note these down on the board for the class to see.

Next, ask the pupils to individually research how they might address a cholera outbreak using the World Health Organisation and the Center for Disease Control websites.

Using their new knowledge, ask the class to work in pairs to think of how they would prevent the spread of cholera in Kutapalong refugee camp. Ask each pair to mark on the map, using post-it notes, where they would place the interventions. For example:

- Where would they put a Cholera Treatment Centre?
- Where would they put hand-washing points?
- Where would they give out water purification tablets?
- If vaccinating against cholera, where would they vaccinate? In people's homes? At health centres?

6. FINDING STRENGTH – EBRAHIM’S STORY

RESOURCES

From the teaching resource:

- ‘Ebrahim’s story’ (p.16–18)
 - » Conflict box (p.18)



SUBJECTS

Citizenship
English
PSHE

ASSEMBLY:

World Book Day
March 4

[unicef.uk/p_assemblies](https://www.unicef.uk/p_assemblies)

LEARNING OBJECTIVE

Pupils explore the experience of a child who has been displaced by conflict, and learn what factors make people more resilient when facing challenges.

- This lesson is 40 mins –1 hr.
- Reading materials can either be printed off for each pupil or projected onto a screen for pupils to read together.

PRIMARY LESSON

Ask the class to read the ‘Conflict’ section on their own. Then pupils, in turn, read out sections of Ebrahim’s story, from start to finish (if they have not already read/seen his story from previous lessons).

Divide the class into three groups representing **school**, **community** and **medical care**. Give each group a large piece of paper. Ask each group to write the name of their group (school, community or medical care) at the top of the piece of paper. Then ask each group to draw the shape of a child on the piece of paper. If you have paper that’s big enough, you can ask the children to draw around a pupil lying down on the paper, though only if you feel it’s appropriate.

Pupils should mark Ebrahim’s challenges, as well as the things that helped him to cope, onto the relevant parts of the body outline.

For example, the group representing school might write in the area of Ebrahim’s head that he wasn’t able to access school when he was displaced. They might also add in Ebrahim’s head area that surgery helped him to go back to school when he returned, even though he was badly injured.

Put the completed ‘body maps’ up onto the wall for the whole class to see. Give the pupils some time to look at the body maps of the other groups.

Continued overleaf...

6. FINDING STRENGTH – EBRAHIM’S STORY

Now have a debrief with the class about things that would make you stay strong in the face of a difficult challenge like being forced out of your home. You can ask the pupils questions such as:

- What were the main things that helped Ebrahim to survive his ordeal?
- What helped Ebrahim to be happy again?
- What humanitarian support can children like Ebrahim get? Why is this helpful?

SECONDARY LESSON

Same as for primary lesson, *or*:

Ask each pupil to write a diary of Ebrahim’s displacement. The diary should include the things that helped him and his family survive, and his dreams for what could happen next.

Once finished, ask pupils to swap diary entries with the person sitting next to them and read their perception of Ebrahim’s experience.

Once this has been completed, bring the class together and ask each pupil to tell the class what they thought would be either the most difficult challenge or the most important support for them if they had been in Ebrahim’s shoes. Make sure the pupils also explain why.

7. WHEN MAKING ENDS MEET MEANS MOVING

RESOURCES

From the teaching resource:

- 'Poverty' box (p.23)

Primary pupils only (p.23):

- Video of Nyamiti's story (4.20 mins)

Secondary pupils only (p.23):

- Two videos of Oumar's and Nyamiti's stories:
[unicef.uk/oumar](https://www.unicef.uk/oumar) (1.30 mins)
[unicef.uk/nyamiti](https://www.unicef.uk/nyamiti) (4.20 mins)



SUBJECTS

PSHE

ASSEMBLY:

Universal Children's Day
20 November

[unicef.uk/p_assemblies](https://www.unicef.uk/p_assemblies)

LEARNING OBJECTIVE

Pupils learn about poverty, and understand how some people have to leave home because of it. Pupils develop the ability to discuss migration objectively and with compassion.

- See p.25 for lesson plan guidance.
- Reading materials can either be printed off for each pupil or projected onto a screen for pupils to read together.

PRIMARY LESSON

Ask pupils to read the poverty section of the teaching resource. Together, watch the video of Nyamiti's story. Recap the main points of the video with the class, and then discuss the story together. Questions could include:

- What does Nyamiti want to be?
- What are her challenges, and how is she affected by poverty?
- What does her family do to survive and overcome their problems?

Give each child a piece of paper or card. Ask them to look around the classroom or venture into the garden or playground as well, and collect things that represent the most important things they think a child needs in life.

For example, used food packet to represent food, a book, paper or pen for education, a stick for a shelter, or a water/fizzy drink bottle for clean water). Ask the pupils to bring these things back to the classroom and make a collage to show the most important things all children need to be well and happy.

Ask the pupils if they can think of a place where all children have access to all of these things.

Note: Teachers should be sensitive to the fact that some children in the class may be – or have been – affected by poverty, or their families might send money to poorer relatives overseas.

7. WHEN MAKING ENDS MEET MEANS MOVING

SECONDARY LESSON

Ask pupils to read the poverty section of the teaching resource. Together, watch the videos of Nyamiti and Oumar's stories. These two different videos show different ways of coping with poverty. Recap the main points from the videos and discuss the stories as a class.

Ask the children to all stand at one end of the classroom (or do this activity in the playground or school hall). Write 'yes' on large letters on a piece of poster paper, 'no' on another, and 'maybe' on a third piece. Stick these on the wall/a tree/a fence in a line with 'maybe' in the middle.

Tell the class that you're going to read out some issues. Tell the pupils that while you read the issues, the pupils will need to move into a line, showing where they stand on each issue.

For each issue, once the children have moved into their lines, ask one of the pupils who voted 'yes', another who voted 'no', and another who voted 'maybe' to explain why they chose their position.

Be aware that some topics may be particularly sensitive, and you might decide they are not appropriate for your class.

Some suggested issues:

'Sometimes, there is no choice but to leave your country to escape poverty.'

- 'Migration is bad for a country, because often the cleverest people leave to find better opportunities.'
- 'People from the community should provide support for local families who are affected by poverty.'
- 'When people are affected by poverty, they should have access to welfare (support) from their government'
- 'Smuggling people from one country to another (illegally) is always bad, even when those people are escaping poverty.'

At the end of the activity, tell the class that there are no right and wrong answers here, and that the most important thing is to be compassionate and accepting towards people who have had to leave their homes, regardless of why.

■ **People smuggling** is when someone is illegally transported from one country to another. People smugglers are the individuals who are paid to organise the journeys. They work all over the world, and often arrange fake passports and other documents for the migrants.

8. WHEN DISASTER STRIKES – SHARMILA'S STORY

RESOURCES

From the teaching resource:

- Video of the story of Sharmila in Nepal (p.20): [unicef.uk/sharmila](https://www.unicef.uk/sharmila) (1.45 mins)
- 'Natural disasters' box (p.22)



SUBJECTS

English
Drama

ASSEMBLY:

World Environment Day
5 June

[unicef.uk/p_assemblies](https://www.unicef.uk/p_assemblies)

LEARNING OBJECTIVE

Pupils explore the impact a natural disaster can have on a community through the story of Sharmila in Nepal

- See p.25 for lesson plan guidance.
- Reading materials can either be printed off for each pupil or projected onto a screen for pupils to read together.

PRIMARY LESSON

Show the video of Sharmila's story to the class and ask them to read the section on 'Natural disasters'. Recap the main points together. What stood out?

Discuss with the class the special challenges Sharmila might have faced when the earthquake struck. Think about practical challenges as well as what Sharmila would have been worried about (for example, concern over her family's safety).

All children are affected in an emergency, but some are more vulnerable. Discuss with the class what might make a child more vulnerable than others in a natural disaster.

As a class, ask pupils to elect an Emergency Co-ordinator (this can be done via a written vote). With the Co-ordinator leading the discussion, ask the class to make a plan for how they would respond to an earthquake in their school. Ask the Co-ordinator to write the plan down on the board. Pupils should think about:

- What special things they would have to do to make sure everyone's needs were met.
- How they would get to a safe place.
- How to make sure every pupil had somewhere to stay
- How to make sure all the children were always with an adult.

If there is time, do a drill of the plan the children have made. The teacher shouts 'earthquake!' and all the children have to run to an allocated safe space. When everyone is in the safe place, the teacher shouts 'earthquake over!' and children will have to imagine that parts of the school are now destroyed and act out what they would do next, making sure that everyone is safe and taken care of.

8. WHEN DISASTER STRIKES – SHARMILA'S STORY

SECONDARY LESSON

Show the video of Sharmila's story to the class and ask them to read the section on 'Natural disasters'. Recap the main points. What stood out?

Discuss with the class the special challenges Sharmila might have faced when the earthquake struck. Think about practical challenges as well as what Sharmila would have been worried about (for example, concern over her family's safety).

All children are affected in an emergency, but some are more vulnerable. Discuss with the class what might make a child more vulnerable than others in a natural disaster.

Split the class into the following three groups:

1. Children who lost their family in the disaster
2. Children who are physically unable to move without help
3. Children who are deaf or/and blind).

Ask each group to make a plan to ensure that their group of children get the support and help they need when the earthquake happens. Ask the groups to draw a storyboard showing their plan.

Once the storyboards are complete, ask the pupils to put them on the wall and present them to the class.

Wrap up the lesson by talking about how, when planning humanitarian programmes, there are always lots of different vulnerable groups that need to be considered. For example: unaccompanied children who have lost their families; children who are disabled; or children who are so upset that they need extra support.

Humanitarian agencies in every country, including the UK, have to plan very carefully to help these vulnerable people.

9. BUILDING RESILIENCE IN A CHANGING WORLD

RESOURCES

From the teaching resource:

- 'Natural disasters' box (p.22)

External resources:

- Video of Disaster Risk Reduction animation: [unicef.uk/DRR_animation](https://www.unicef.uk/DRR_animation) (3.30 mins)

Secondary pupils only:

- Five case studies in this folder: [unicef.uk/cc_case_studies](https://www.unicef.uk/cc_case_studies)



SUBJECTS

Science
Geography
PHSE

ASSEMBLY:

International Day for Disaster Risk Reduction
13 October
[unicef.uk/p_assemblies](https://www.unicef.uk/p_assemblies)

LEARNING OBJECTIVE

Pupils learn how the impact of natural hazards can be reduced with careful planning and the use of technology. The class learns how, as the world changes, we can adapt through Disaster Risk Reduction

- See p.25 for lesson plan guidance.
- Reading materials can either be printed off for each pupil or projected onto a screen for pupils to read together.

PRIMARY LESSON

Ask the class to read the section on natural disasters from the teaching resource and then watch the video on DRR together.

Arrange for an adult within the school (another teacher, a governor or other staff member in similar role) who has experienced a natural hazard that happened in the UK (flood, gale, etc.) to come in and speak to the class about their experience. Ask the speaker to cover the following issues:

- What problems did it cause for them?
- What was damaged?
- What did they do to minimise the impact if the event happened again?
- Could it have been much worse? If so, what stopped it from being worse?

This should be an interactive class – ask the children to think of two questions each that they would like to ask the speaker.

Wrap up by talking about how natural hazards all over the world are happening more often than they used to, but there are many things we can do to make sure hazards don't turn into natural disasters. Explain to the class that this is part of how humans are evolving today.

9. BUILDING RESILIENCE IN A CHANGING WORLD

SECONDARY LESSON

Ask the class to read the section on natural disasters from the teaching resource and then watch the video on DRR together.

Once this is finished, split the class into four or five groups. Give each group a printout of a case study from the case studies folder. Ask each group to make a poster showing:

- Impact of hazards in that country.
- How that country is working to reduce the risks of those hazards.
- Which of the sustainable development goals are relevant to this Disaster Risk Reduction work and why?

Ask each group to present and explain the case to the rest of the class.

Wrap up by talking about how natural hazards all over the world are happening more often than they used to, but there are many things we can do to make sure hazards don't turn into natural disasters. Explain to the class that this is part of how humans are evolving today.

10. SOCIETIES EVOLVING THROUGH THE AGE OF CLIMATE CHANGE

RESOURCES

From the teaching resource:

- 'Climate change' box (p.23).

External resources:

- Video of how children around the world perceive climate change and are affected by it:

[unicef.uk/climate_change](https://www.unicef.uk/climate_change)

- Stories of climate change adaptation:

[unicef.uk/cca_stories](https://www.unicef.uk/cca_stories)

- » Manual drilling in CAR
- » Dealing with pollution in Vietnam
- » Cyclone-resilient schools in Madagascar.

Case studies for team activity: *Note teachers may need to help pupils with some of the terminology in the following articles.*

- Drought in the Sahel: [unicef.uk/sahel_drought](https://www.unicef.uk/sahel_drought)
- Impact of the 2004 Tsunami: [unicef.uk/fishermen](https://www.unicef.uk/fishermen)
- Floods in South Asia: [unicef.uk/flooding](https://www.unicef.uk/flooding)



SUBJECTS

Science
Geography

ASSEMBLY:

World Water Day
22 March

[unicef.uk/p_assemblies](https://www.unicef.uk/p_assemblies)

LEARNING OBJECTIVE

Pupils learn how the impact of natural hazards can be reduced with careful planning and the use of technology. The class learns how, as the world changes, we can adapt through Disaster Risk Reduction

- See p.25 for lesson plan guidance.
- Reading materials can either be printed off for each pupil or projected onto a screen for pupils to read together.

PRIMARY AND SECONDARY LESSON

Note: *This lesson can be divided over two lessons. The first lesson to learn about the issues, read the case studied and design the model. The second lesson can be used to create and present their models.*

Ask the class to read the section on climate change from the teaching resource.

Show the class the video on young people discussing how climate change affects them.

Continued overleaf...

10. SOCIETIES EVOLVING THROUGH THE AGE OF CLIMATE CHANGE

Ask pupils to read the three stories of climate change adaptation. As a class, have a discussion about the main story within each one.

- What was the issue?
- Why are the communities having to adapt?
- How are the communities adapting?
- What would happen if the communities didn't adapt?

Explain to the children that if we can adapt to climate change and stop it from getting worse, people won't have to leave their homes because of events caused by climate change. Tell the children that the case studies are good examples of this.

Divide the class into three teams and ask each group to pick a topic from the list below:

- Drought in the Sahel leads to a nutrition crisis.
- Tsunami in the Indian Ocean destroys villages near the shore.
- Floods in South Asia block whole communities from getting to schools and to hospitals.

Ask each team to divide themselves up into researchers, designers and constructors.

Ask the teams to read their case study and do some basic research into the climate-change-related issues in the case study. Then, using craft supplies, ask each group to design a model of a way to:

- Access clean water in the Sahel. (For example pupils could build a model of a water irrigation system in the desert, or a well.)
- Prevent damage to houses if a Tsunami strikes. (For example, pupils could use lollipop sticks to show palm trees being planted to break the impact of future tsunamis along the coast.)
- Help communities access schools and hospitals when routes are flooded. (For example, pupils may use string and sticks to build a model of a raft or an aerial runway/zipline for children to go to school when roads are flooded.)

When teams have finished designing their climate change adaptation tools, ask them to present them to the rest of the class.

If you have time, have a class discussion about what people in the UK can do in their day-to-day lives to help reduce climate change. For example, using energy-saving light bulbs, solar panels, electric cars, taking public transport instead of driving, reducing the amount of paper they use, recycling, and so on.

11. FAMILY DISPLACEMENT – IT'S DIFFERENT FOR EVERYONE

RESOURCES

From the teaching resource:

- 'Poverty' box (p.23).

Secondary pupils only:

- Family displacement scenario:

[unicef.uk/family_displacement](https://www.unicef.uk/family_displacement)



SUBJECTS

PSHE
Art/Drama



ASSEMBLY:

World Day Against Child Labour
12 June

[unicef.uk/p_assemblies](https://www.unicef.uk/p_assemblies)

LEARNING OBJECTIVE

Pupils look at how different factors can combine to cause displacement, and how displacement can then make those issues worse.

- See p.25 for lesson plan guidance.
- Reading materials can either be printed off for each pupil or projected onto a screen for pupils to read together.

PRIMARY LESSON

Ask the pupils to read the section on poverty in the teaching resource (if they haven't done so already in previous classes).

Give each pupil a piece of paper and ask them to draw a picture of a place they feel safe. Ask them to discuss with their neighbour what's in the picture. They should talk about:

- What it is about being safe and secure that means they are protected from poverty?
- Can they think of anything that they could lose that would put them at risk of poverty? For example, if they lost their house in a fire, what would happen? Or their parents or guardians lost their jobs?

Now ask the pupils to think about this for children who live in especially vulnerable situations in towns or in the countryside in the UK. What could happen to make them displaced? (For example, floods in villages, or a fire in a city, or conflict in a town.)

Ask pupils to work in pairs to draw a mind map of how this event would affect the mother, father and children in the family in different ways. For example, what would happen if the children were taken out of school? Or if the mother had to stop working? Or the family had no shelter?

11. FAMILY DISPLACEMENT – IT'S DIFFERENT FOR EVERYONE

SECONDARY LESSON

Ask the pupils to read the section on poverty in the teaching resource (if they haven't done so already in previous classes).

Now, play a game called 'Moving Forwards in Life'. Here are the rules:

The teacher sets up goal posts along the front wall of the classroom, in the playground or an assembly hall (these can be posters), which should be marked:

- Health
- Education
- Freedom
- Security

You'll need a large clear space, so if playing the game indoors, chairs and desks will need to be moved aside.

Divide the class into four groups. Ask the groups to stand at the opposite side of the room/playground from the goal posts/posters.

Divide each group into **mothers, fathers, sons** and **daughters**. The teacher then reads out a story of the experience of a fictional family who become displaced (see [unicef.org/family_displacement](https://www.unicef.org/family-displacement)).

Each time something good happens to a family member, the pupils in the relevant group who have been assigned with that character step forwards towards the relevant goal post. Each time a family member is discriminated against, those characters move back. One step represents one year.

For example, when the daughter goes to school, the 'daughters' in the education group take a step towards the education goal post. But when the daughter is forced into marriage while still a child, the 'daughters' in the 'health', 'education' and 'freedom' groups step backwards, away from the goal posts.

Once the teacher has finished reading the family displacement story, ask all the mothers to put their hands up, then the fathers, and so on, to see how far each family member got. Have a debrief together as a class.

- Which family members moved the furthest forwards and why?
- What were the setbacks?
- What helped people move forward?

12. THE DISPLACEMENT CYCLE – HOW EVERYTHING FITS TOGETHER

RESOURCES

From the teaching resource:

- 'Poverty' box (p.23).
- Sharmila's story (p.19–21) and Ebrahim's story (p.16–18)

Secondary pupils only (p.23):

- Video of Oumar's story: [unicef.uk/oumar](https://www.unicef.uk/oumar) (1.30 mins)

External resources:

- Watch video of impact of climate change in Ethiopia: [unicef.uk/cc_ethiopia](https://www.unicef.uk/cc_ethiopia) (2.30 mins)



SUBJECTS

PSHE
ICT



ASSEMBLY:

The Displacement Cycle
[unicef.uk/p_assemblies](https://www.unicef.uk/p_assemblies)

LEARNING OBJECTIVE

Pupils look at how different factors can combine to cause displacement, and how displacement can then make those issues worse.

- See p.25 for lesson plan guidance.
- Reading materials can either be printed off for each pupil or projected onto a screen for pupils to read together.

PRIMARY AND SECONDARY LESSON

LESSON OPTION 1

Ask pupils to read the section on poverty from the teaching resource on their own. Then ask pupils to take it in turns to read out sections of Sharmila's and Ebrahim's stories, from beginning to end (if they have not already read/seen these stories from previous lessons). Show the class the video of the impact of climate change in Ethiopia.

As a class, talk about:

- What were the main reasons these people had to leave their homes?
- Where did the people who were displaced go? Into a camp? A host community? Nearby? Far away?
- What extra problems will these people face because of leaving home? For example:

Continued overleaf...

12. THE DISPLACEMENT CYCLE – HOW EVERYTHING FITS TOGETHER

» Sharmila has issues with shelter. She also might not be able to access medical care because the health centre might have been damaged in the earthquake. Because Sharmila's school was damaged, they might not be able to have classes. And if she doesn't get a full education, it might be hard for Sharmila to find a job after graduating.

» The work Ebrahim can do when he graduates from school might be limited due to his disability and because he slipped behind in his education due to the gap in his schooling when he was displaced; in turn, this might affect his ability to buy food for himself and his family as an adult.

Pupils pick one of the stories and draw a poster of that child's journey, including what support the pupils would want the child to have at each stage along the way.

LESSON OPTION 2

Ask pupils to draw a town or village map, including some surrounding farmland, together on the board or on a large piece of poster paper (helped by the teacher). Include houses, shops and facilities, roads and bridges, rivers/canals, transport etc.

Then discuss what would happen if there was a natural disaster in the area. Ask the class to think about how the disaster would affect the village or town. Think about food supplies, access to clean water, jobs, transport links and so on. Mark each impact on the map by crossing out all the things that might be lost.

For example:

- A river might flood, ruining farmland and destroying bridges (cross them out on the map).
- Houses and shops might be destroyed (cross them out).
- People's jobs might be affected because they can't get to work, or their offices may be destroyed (cross out office buildings).
- If farmland is ruined then those working on the farms would lose their income (cross out farms).
- People might not have a place to go and get food (cross out supermarkets and banks). This might result in a nutrition crisis, all of which might lead to people having to leave the area and move away.

Once you have covered the impact on all of these areas, summarise the lesson by talking about how whatever happens – whether it's poverty, drought, an earthquake or even conflict – there are always other problems that emerge as a result. This means that when people are forced to move, it is usually because of a mixture of issues.

13. DISPLACEMENT – IT'S PART OF ALL OUR LIVES

RESOURCES

From the teaching resource:

- 'Where do people go' (p.6–7)
- 'What's the history?' (p.10–11)



SUBJECTS

PSHE
Citizenship



ASSEMBLY:

Mother Language Day
21 February

[unicef.uk/p_assemblies](https://www.unicef.uk/p_assemblies)

LEARNING OBJECTIVE

Pupils look at their own lives and see if they know anyone whose friends or family have been displaced, breaking down 'us and them' perceptions in British society.

- See p.25 for lesson plan guidance.
- Reading materials can either be printed off for each pupil or projected onto a screen for pupils to read together.

PRIMARY AND SECONDARY LESSON

LESSON OPTION 1

Ask pupils to read the 'Where do people go' and 'What's the history?' sections of the teaching resource (if they haven't done so already in previous classes).

Using the board, show pupils how to draw a family tree. Ask them to draw their own family tree and to colour code it to show if anyone has migrated or been displaced, showing where they came from and went to.

Once all pupils have finished their family trees, ask who has someone in their family who had moved to a new country for some reason. Together, talk about how humans have always moved throughout history, and how this will continue to happen – both at home and abroad.

LESSON OPTION 2

Ask the pupils to do some research using either computers or a school library. They should find out about famous people who were forced to leave their homes and brought great change to the country they moved to.

Ask pupils to then make a collage of all their favourite famous people who fall into this category.

Continued overleaf...

13. DISPLACEMENT – IT'S PART OF ALL OUR LIVES

For example, if Albert Einstein had not moved to a safe country, the international Rescue Committee would not exist. Or if Shakira had never moved to the US, she might never have become a global star and made so many people happy with her music.

Once pupils have finished, ask them to combine all their collages into one big collage for the class wall, with each pupil telling the story of the people in their collage.

Have a brief discussion about all the benefits these people have brought to the societies they moved to, and how things would be different without them.

APPENDIX

1. YEMEN



A boy transports jerry cans to collect water near Hodeidah, Yemen, where water is scarce

©Unicef/Ayyashi

There has been conflict between a group called the Houthis and supporters of the government in Yemen since 2004. For a long time, the violence was in a small area in the north of the country.

But, in 2014, the Houthis took control of the capital city, Sanaa, and moved south to take control of the other big city in Yemen, Aden. A group of nearby countries sent in troops in 2015 to fight the Houthis and restore Yemen's government.

Because the conflict has now spread far and wide, almost the entire population of 22 million people needs humanitarian help.

The violence has caused two million people to become displaced within the country. A million public sector workers have gone without any pay for a year, and hundreds of schools and health centres have closed.

Access to ports and airports has become restricted, which means that essential deliveries of food, medicine and other items are blocked.

Yemen has very high rates of malnutrition, and there has been a huge cholera outbreak because so many people do not have access to clean water and sanitation.

2. NEPAL

On the 25th April 2015, a powerful earthquake shook Nepal, killing nearly 9,000 people and injuring nearly 22,000. It was followed by hundreds of aftershocks (smaller earthquakes).

The earthquake affected people in the capital, Kathmandu, as well as towns and isolated villages set on hillsides and mountains. Most buildings were not designed to be earthquake-proof, so they collapsed.



Makeshift tents at a camp in Kathmandu housing 7,000 people, August 2015

©Unicef/Panday

Humanitarian organisations worked with the government to rescue trapped people. Together, they also provided supplies and medical help, as well as protection and education services.

3. SOMALIA



Five-year-old Duco stands outside her shelter in an IDP camp, Baidoa, Somalia, after she had to leave her home because of drought

©Unicef/Knowles-Coursin

Somalia has seen many years of violent conflict and political change.

In 1991, rebels overthrew the president's military regime in Somalia, and conflict spread across the country. In 2000, a new government was formed but conflict continued. People who opposed the new government took over the capital city, Mogadishu, and most of the south of the country.

Neighbouring countries got involved, and a new government was established again in 2012. This government is currently being

challenged by a rebel group called Al-Shabab.

Somalia is in a region that is very vulnerable to drought and has limited infrastructure (basic systems and services, such as transport and power supplies) due to so many years of conflict.

Since 2015, Somalia has been badly affected by drought, and nearly a million people have been forced to leave their homes to survive. The lack of access to clean water and proper sanitation has led to cholera outbreaks. Shortages of food means there is widespread malnutrition. Conflict between communities has increased, as people fight over access to water and food.

4. MALAWI

In recent years, some things have become more positive for people living in Malawi. Farms are producing more food, so fewer people are malnourished. The country is doing better economically, and the percentage of people with HIV (a virus that makes it harder for the body to fight off infections) is no longer increasing.

Unfortunately, there are still many things that make life challenging in Malawi. Poverty is widespread. The population is growing very quickly, while there is limited farmland for growing food. Floods



A girl washes dishes at Dzalewa Refugee Camp in Dowa district, Malawi
©Unicef/d'Elbee

and droughts are common. Many people are still malnourished. Around a million children have lost one or both their parents to AIDS (the deadly disease that HIV grows into), and millions of people are infected with malaria (a disease transported by mosquitoes), which is one of the biggest killers of young children.

5. NIGER



Informal refugee settlement in Diffa region, Niger. Over 220,000 displaced people have fled to Diffa to escape violence
©Unicef/Tremeau

Niger is affected by a number of different, connected crises.

Several armed extremist groups, from within Niger and from other countries, often attack government buildings or politicians, as well as the civilian population.

In certain regions, cattle-raiding and armed bandits have caused violence, chaos and the destruction of people's homes. This has led to widespread displacement, as people leave to find safer areas.

Niger is also facing a huge food crisis. This is partially because of the violence and displacement, which means that many farmers cannot work. Also, in recent years, the rainy season has become more and more unpredictable – sometimes the rains are late or there isn't enough rain, or other times there's too much, causing floods. This means that many of the crops do not survive. Another reason for the food crisis is that Niger has one of the highest rates of population growth in the world, so there are more and more mouths to feed every day.

The continuing violence, lack of food, lack of infrastructure (basic systems and services, such as transport and power supplies) and poor rains means that many people are malnourished and there are frequent disease outbreaks.

These issues, combined with the lack of jobs and threat of violence, make it very difficult to survive in certain parts of Niger, so many people are forced to move.

ABOUT UNICEF'S WORK FOR REFUGEES

A SAFE HOME FOR EVERY CHILD

Unicef helps children and families fleeing war, disaster, violence and poverty to find safety, and build a better life.

Millions of children and young people around the world, fleeing wars and violence, don't have a home to go to.

Poverty and hunger are forcing many more families to leave their homes. Climate change is drying up water sources in some places and flooding communities in others; crops and livestock are dying as a result. Parents can't find work. Lives and families are torn apart, leaving children ever more vulnerable.

Many children end up separated from their loved ones. Sometimes by circumstance, in the complexity of escape. Sometimes desperate parents faced with no other choice send their children on ahead in search of safety or to join family members elsewhere. But they can't predict dangers on the road.

Children end up sleeping rough, exposed to the elements with no protection or services such as healthcare, education and clean water. Many are at risk of abuse and exploitation by traffickers.

A lot of the children we speak to just miss home. A growing number have never known home, having been born in refugee camps. Living in terrible conditions, so many are hungry and scared, their lives put on hold. They want to learn; they want to play.

These children are not a threat, or a burden or a lost cause: they are children, and we're here to help keep them safe.

We work in refugee camps, providing life-saving food and water.

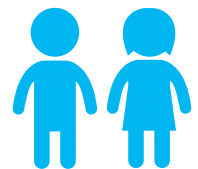
We help to set up schools, and give children the chance to talk through their experiences.

And we campaign for governments to do more to protect children; to give them stability and security, and reunite them with their families.

Unicef is helping to reunite children and young people with their families all over the world.

Please help us make the world a safer place for the children who need us most.

Find out more at:
www.unicef.org.uk.



"YOU MUST
BE THE

CHANGE

YOU WISH TO SEE
IN THE WORLD"

MAHATMA GANDHI

HOW YOU CAN HELP

WHAT YOU CAN DO

There are many ways that pupils in the UK can support children and their families all over the world who have been forced to leave their homes. Below are some ideas about how pupils can engage with the issue by raising awareness and support for those who have had to leave their homes.

Helping to make refugees who have settled in the UK feel welcome:

- Children can make a special effort to make friends with new refugee pupils at school
- Volunteering with a local charity that supports refugees and migrants to the UK.

Raising funds to ensure that humanitarian aid reaches others who have been forced to leave their home and need help in other countries:

- Teachers and children could hold an event to raise funds to support charities that work with displaced people. Some ideas can be found here.
- Teachers and children could donate clothes, toys and other items to local charities or charity shops that support displaced people.

Raising awareness about the rights and needs of children who have been displaced:

- Children could deliver an

assembly on what they have learned about the rights of child refugees.

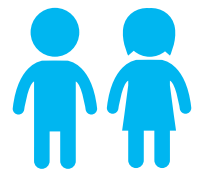
- Children could organise an exhibition or festival within the school or local community, linked to key dates and anniversaries, in which they explore different foods and cultures of displaced people.

Encouraging the UK government to help displaced people around the world:

- Your local Assembly Member or Member of Parliament could be invited to come and talk to your class or school, about how the government is supporting displaced people around the world and what he or she is doing to promote and protect the rights of child refugees.

- Your school could get involved in campaigning with Unicef, which offers pupils the chance to become active citizens and speak out in support of children's rights around the world. As network members, pupils will join Unicef UK campaigns and take action by signing petitions, creatively raising awareness in their school community, writing to the local newspaper, and speaking with their local MP – there are lots of ways for pupils to get involved. To get involved, visit: [unicef.uk/rrsa_outright](https://www.unicef.uk/rrsa_outright).

If your school is not already involved in the Rights Respecting Schools Award, you could consider joining this Unicef UK programme, which supports schools to embed children's rights in their culture. Find at more at: [unicef.uk/rrsa](https://www.unicef.uk/rrsa).



“HOW WONDERFUL IT IS THAT NO ONE HAS TO WAIT, BUT CAN

START RIGHT NOW

TO GRADUALLY CHANGE THE WORLD!”

ANNE FRANK

ABOUT THE RIGHTS RESPECTING SCHOOLS AWARD



THE RIGHTS OF EVERY CHILD

Unicef's Rights Respecting Schools Award puts children's rights at the heart of schools in the UK.

Unicef works with schools in the UK to create safe and inspiring places to learn, where children are respected, their talents are nurtured and they are able to thrive. Our Rights Respecting Schools Award embeds these values in daily school life and gives children the best chance to lead happy, healthy lives and to be responsible, active global citizens.

Using the UN Convention on the Rights of the Child (UNCRC) as our guide, we are working with more UK schools than almost any other organisation. Over 1.5 million children in the UK go to a Rights Respecting School and more than 4,500 schools up and down the country are working through the Award. Schools work with us on a journey to become fully Rights Respecting.

The Award recognises a school's achievement in putting the UNCRC into practice within the school and beyond.

Find out more at unicef.uk/rrsa.

Above: Pupil at Pentrehafod School, a Rights Respecting School

©Unicef/Sutton-Hibbert