

# People on the Move

## Primary School Teachers' Resource

JUNIOR INFANTS TO 2<sup>ND</sup> CLASS / KEY STAGE 1 / ALIVE-O 1 TO ALIVE-O 4



This resource provides Primary School teachers of Junior Infants to 2<sup>nd</sup> Class / Key Stage 1 with activities and background information for exploring the theme of Displaced People. The resource includes:

- Classroom activities
- Photographs and stories
- Prayer Service
- Information about Trócaire Better World Award 2009

### The aims of the activities in this resource are:

- To help the children to explore their own values and attitudes in relation to others and to the local and global context.
- To encourage empathy for and understanding about children living in different countries.
- To understand that children, regardless of circumstances and where they live, have the same basic needs and feelings.

The classroom activities were devised in mind of the guidelines in the *Primary School Curriculum* (Department of Education and Science, 1999), *The World in the Classroom – Development Education in the Primary Classroom* (Primary School Development Education Project, 1999) and *Intercultural Education in the Primary School* (NCCA, 2005).

### Information for the teacher:

The 21st Century is becoming more and more a century of people on the move. Many move for economic reasons, but many also move because they are forced to. They flee their homes for a number of reasons including persecution due to ethnic, religious or sexual orientation, natural disasters and conflicts. These people are known as refugees or internally displaced persons (IDPs). A refugee is someone who has moved across an international border as they are not or do not feel safe in their own country. An internally displaced person is someone who has left his or her home in fear of persecution, but who has **not** crossed an international border.

### Trócaire & Displacement

The humanitarian mission of Trócaire is to contribute to the saving of lives, the alleviation of suffering and the protection of human dignity. Trócaire actively speaks out on behalf of vulnerable individuals and communities we seek to assist. Displacement as an issue has always been deeply rooted in Trócaire's work. We work at community, national and international level, focusing on; conflict prevention and protection, humanitarian assistance, the search for solutions and the rebuilding of conflict affected communities and countries. Trócaire is working to support communities from all the countries featured in this pack. We are currently providing humanitarian assistance to over 500,000 people displaced by the conflict in Darfur, Sudan. In Somalia, we work with local communities to run essential services such as education and health care.



### Trócaire Better World Award

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

### What to do:

As the children undertake the activities, keep their work or record

their activities for submission to the *Trócaire Better World Award*.

### Here are some suggestions:

- Photograph the children participating in activities from the resource.
- Send in artwork or projects that the children have made. Take photos of larger displays or the group's sacred space.
- Video the children during the activities e.g. dancing, drawing or in drama class.
- Organise a class display - photographs, artwork and projects and invite other classes to view it.
- Have a prayer service for the whole school.

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

### Multiple Intelligences

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



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



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



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



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



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



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



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



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

# Activities around Movement and Displacement



## Activity 1



### Similarities and differences



**Subject:** SPHE, **Strand:** Myself, **Strand Unit:** Self Identity

**Strand:** Myself and Others, **Strand Unit:** My friends and other people

**You will need:** chalk or hoops, a large space.

#### Steps:

1. Draw large circles or scatter hoops on the playground / recreation area floor.
2. Ask the children to jump into the circles when something is called out that is true for them. Use statements such as these:  
**Physical traits:** *I have long hair*  
*I have blue eyes*  
**Likes/Dislikes:** *I like pizza*  
*I like sport*  
**Past experiences:** *I have been to the dentist*  
*I saw an elephant at Dublin Zoo*
3. At various times pause the activity in between statements to ask a child inside the circles why that particular statement is true for them. Do the same with a child who has not jumped into the circles e.g. What do you like to do instead of sport? e.g. dance to music, play the computer etc.

Elicit from the children that people are different in many ways. These differences make us individuals in our own right.

4. Next use statements such as the following, again asking everyone to jump into the circles when something is called out that applies to them:

#### **Human needs:**

*I need a home*  
*I need to go to school*  
*I need to stay healthy*  
*I need to be cared for*  
*I need clothes*  
*I need my family*

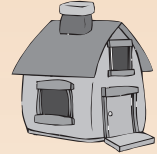
5. The second set of statements show that although we may be different, all human beings have some needs that are the same and which must also be respected by everyone. Explain that when people need to leave their home these basic needs may be withdrawn or destroyed.
6. Ask the following questions:  
“Which group had the most people in it?”  
“How did it feel when you were one of many people standing?”  
“How did it feel to stand up when not many others were standing with you?”  
“Are all members of a group the same?”



*Take photos or a video of the children jumping and having fun. Alternatively, video them in a ‘news report’-style interview, asking them what they learned from the activity.*



## Activity 2



### Brainstorm: What is a home?



Adapted from *Homes Around the World: A “Storyworlds” Project* (Waterford One World Centre, 2007)

**Subject:** Geography, **Strand:** Human Environments, **Strand Unit:** People and places in other areas

**You will need:** two large sheets and a marker, Photo 1.

#### Steps:

1. Ask the children what they think of when they hear the word ‘home’.
2. The responses can be written on two large sheets with the following headings:  
**Home is...**  
There are many different kinds of homes, for example...
3. Show the children the photo of Sahro and her children and guide the discussion around the following questions, using the information on the back of the photos to clarify ‘who’ and ‘where’ questions:  
Where is this place?  
What does it look like?  
What does the house look like?  
Why does the house look like this?  
What is the house made of?  
Who are the people who live in this house?  
How are they related to each other?  
What would it feel like to live in this place?  
What are some of the things that are important to the people who live there?  
Why is this place special?

**EXTENSION ACTIVITY:** Invite the children to draw a picture of their homes and display in the classroom along with Photo 1 under the heading ‘Home Sweet Home’.



*Let us know what responses the children gave for ‘Home is...’!*

**Worksheet:** Invite the children to fill in the ‘Roots and Branches Around the World’ worksheet on page 4.



## Activity 3



### Bible stories



**You will need:** a world map, the following passages in The Bible or in a children’s version, if available.

Exodus 14-16, Moses Leads the Israelites Out of Egypt (Alive-O 3; Term 1, Lesson 7)

or Matt 2:13-23, Joseph & Mary Flee to Egypt

#### Steps:

1. Read the passage yourself beforehand and, if needed, simplify the language.
2. Tell the story to the children.
3. Talk about how people have had to flee their homes long ago. Ask how Moses/Joseph/Mary might have felt when they had to leave their home to find a safe place.



**EXTENSION ACTIVITY:** *Use a video recorder and record the stories from the Bible together. Allow the children to retell the stories using their own language, to dress up and to add sound effects. We would love to see the recording!*



## Activity 4

### Wants vs. Needs



Adapted from *Refugees: A resource book for primary schools*. Refugee Council, 1998.

**Subject:** Drama. **Strand:** Drama to explore feelings, knowledge and ideas, leading to understanding.

**You will need:** a suitcase or a rucksack per group, a selection of real objects e.g. cooking pots, a warm jumper, blankets, a bucket, food, toys, trainers, sweets, clean water etc., picture cards of other needs and wants e.g. a tent, medicine, a bicycle, a toilet, money, a teacher, firewood, bricks, holidays, a TV, a doctor, a computer etc.

#### Steps:

1. Ask the children to mime putting on their 'thinking caps' and silently think about these two questions:  
What would you take if you had to leave your home in a hurry?  
What do you need in a refugee camp?
2. Tell the class that sometimes people have to leave their homes very quickly, because of wars or disasters.  
Ask the class to imagine they had five minutes to pack their things and leave, knowing they probably would not come back, and not knowing whether they would find anywhere to stay. What would they take with them?
3. Divide the class into groups of four or five. Give pupils ten minutes to select things from a pile of appropriate objects.
4. Once every group is happy with what items they have chosen, they can compare their suitcase with other groups.
5. Discuss each group's choices with the whole class, by asking a few children to explain how and why they chose the things they did.  
Was it easy to make their choices?  
What was the hardest thing they had to leave behind? Why?  
Is it possible to make a class list that everyone agrees on?  
How do you think people feel when they have to pack their bags 'for real'?



Take a photo of the children with their suitcases.

**EXTENSION ACTIVITY:** Allow each child to take a picture card and then spend time thinking about what life would be like without the item on the card. They could write a prayer on the back of the card for people who do not have that particular item since they were forced to leave their home.



## Activity 5

### I do not understand!



**Subject:** English. **Strand:** Develop cognitive abilities through language.

#### Steps:

1. In pairs, invite pupils to converse using only gestures and the word 'banana'. For example, start with things like 'Hello', 'Can I have a glass of water?', 'Excuse me', 'I'm sorry' and 'Goodbye'. Think of other things you might want to say.
2. At the end, discuss how pupils feel about the exercise. Were they frustrated? Explain how difficult it is to express yourself when you cannot speak the language of people around you. For many people around the world, leaving their home and moving to a new place means having to learn a whole new set of words just to get by.
3. Ask the children to design a picture card for the previous 'Wants vs. Needs' activity to illustrate the need to know a new language. Allow the class to discuss what item from their suitcase they would 'exchange' for the new language.



## Prayer Service

*Note: Encourage the children to devise their own prayers using what they have learned from this resource.*

**You will need:** Sacred Space with a candle and The Bible open on Matthew 25: 35-36.  
Gifts for the children to bring to the Sacred Space: Trócaire box, food e.g. vegetables, fruit or rice, children's artwork from this resource, crucifix, photos from this resource.

**Song:** Céad Míle Fáilte Romhat (Alive-O 3, p.297)

**Teacher:** Almighty God, whose Son became a refugee and had no place to call his own; help those who today are fleeing from danger.  
*Child brings the crucifix to the Sacred Space.*

**All:** Lord, hear us, we pray.

**Reader 1:** "I was hungry and you gave me something to eat"  
Lord, bless the homeless and the hungry. Keep them safe from harm and help them to grow healthily.

*Child brings some food to the Sacred Space.*

**All:** Lord, hear us, we pray.

**Reader 2:** "I was thirsty and you gave me something to drink"

We pray for the millions of children who only have dirty water to drink and ask the Lord to provide clean water that keeps them healthy.

*Child brings Photo 4 to the Sacred Space.*

**All:** Lord, hear us, we pray.

**Reader 3:** "I needed clothes and you clothed me"  
Lord, bless those who work to bring food to the hungry, shelter to the homeless and care to the sick.

Help us all to be compassionate.

*Child brings the Trócaire box to the Sacred Space.*

**All:** Lord, hear us, we pray.

**Reader 4:** "I was a stranger and you invited me in"  
Lord, watch over those separated from their loved ones and those who have left home.

*Child brings Photo 5 and the class's drawings of their houses to the Sacred Space.*

**All:** Lord, hear us, we pray.

**Teacher:** Let us close our eyes now and say our own prayers silently

**All:** Lord, hear us, we pray.

**Song:** Thank You, God (Alive-O 2, p.9)



## Links with the Alive-O Series:

Alive-O: Term 1, Lesson 10: How Do I Belong?

Alive-O 2: Term 2, Lesson 5: Special Things

Alive-O 3: Term 1, Lesson 5: We Belong Together  
Term 3, Lesson 5: A Time to Share Life

Alive-O 4: Term 1, Lesson 2: Spirit and Friendship  
Term 3, Lesson 8: Go in Peace

# Worksheet



## Roots and Branches Around the World

MY NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

My parents were born in  
\_\_\_\_\_

My Grandparents were born in  
\_\_\_\_\_

I was born in  
\_\_\_\_\_

I am learning about children  
living in  
\_\_\_\_\_

I have a friend who lives in  
\_\_\_\_\_

I have family living in  
\_\_\_\_\_

AFFIX  
PHOTOGRAPH  
OR  
SELF-PORTRAIT  
HERE

