

SOMALIA DRAMA ACTIVITIES

People migrate for different reasons.

Some people might choose to leave home to go and work in another country. Others are forced to migrate against their will due to conflict or climate change.

Note: Please be aware of the situation of children in your class before delivering this activity. If there are children in your class who has been forced to migrate, check in with them or their parents before delivering the activity.

Note: It is recommended that you show the Introduction to Somalia slide show to the children first so that they will have context for this activity.

Activity 1: Introduction to Migration

Step 1

Discuss the term 'migration' with your students. What does migration mean? Make a list of reasons why people migrate.

Step 2

People migrate for different reasons. Sometimes people **choose to migrate**; for example, to learn another language. Other times people are **forced to migrate**; for example, when there is a war in their country and they must leave for safety reasons.

- 1) Make a list of reasons why people migrate on the whiteboard.
- 2) Can you tell which examples are people who choose to migrate and which examples are forced migration?
- 3) Is there any period of time in Ireland's history when lots of Irish people were forced to migrate? When was this?

Step 3

Show the definitions below and ask the children to guess the correct missing word in each one.

Migrant	Refugee	Internally displaced person (IDP)	Asylum seeker
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- 1) A person who is forced to leave their own country and seek safety in another country because their life is in danger is a _____. This might be because of violence, conflict, discrimination (religious, racial, social or political) or natural disasters.
- 2) A person who decides to leave their country to seek a better life elsewhere, often to find better work opportunities than in their home country, is a _____.
- 3) A person who has left their own country and is asking the government of another country if they can stay there and be officially recognised as a refugee is an _____.
- 4) A person who is forced to leave their home because their life is in danger, seeking safety and protection in another part of their own country is an _____.

Step 4

Climate justice explores the effects that climate change has on people. Sometimes the reason why people are forced to migrate is due to the effects of climate change. In some parts of the world storms are getting worse and happening more often. Meanwhile in other parts of the world, like Somalia, rain is becoming very infrequent and this is causing severe droughts. Watch Trócaire's Climate Justice Explained video [here](#) then ask the children the following questions.

1) The video highlights many examples that show why people had to migrate due to the effects of climate change. What are these examples?

2) What is the 'real injustice' the video is referring to?

3) What actions can we take to make the world a better place and help reduce climate change? You can include examples given in the video or you can come up with your own ideas.

Step 5

In groups, ask the children to discuss the questions. Select one student to record the group's answers and one student to be the reporter. After the group discussion, ask the questions to the class and allow each reporter to outline their group's answers.

Activity 2: The Dilemma**Step 1**

Read the following dilemma to your students.



Your name is Nasteha. You are eight years old. You live in the countryside in Somalia with your dad Mahat, your mum AMBIYO and your seven siblings. Your dad is a livestock farmer. You and your family depend on the crops that your dad grows for food to eat and the goats that your dad keeps on the farm for milk to drink and sell. Your dad also sells crops at the market to earn money.

In the last few years the climate has changed. The rain does not come like it used to and the rainy seasons have failed. The crops did not grow this year and your family has lost all the animals due to a severe drought in the area. Your family does not have enough money for your three eldest siblings, Willow (14), Issack (12) and Fathan (10), to go to school. Sometimes you and your family are hungry.

Your younger siblings, Mohammad (4), twins Zeinab and Isnino (2) and baby Feisal, can get very sick when there is not enough food. Your parents have heard that there is a camp where people who are suffering from the impacts of drought can get food and medical assistance. It would take over three days and three nights to walk to the camp. Your family does not have a car, a bicycle or a donkey so you would have to leave most of your possessions behind. Your family has a very difficult choice to make. You do not want to leave your home and the land that you own behind, but there might be no other choice. Since your younger siblings are too small to understand what is happening, you and your older siblings have to help your parents to decide what to do.

Step 2

Divide the class into five or six groups. Give a person in each group one of the following roles:

- Nasteha (8)
- Mahat (39)
- AMBIYO (36)
- Willow (14)
- Issack (12)
- Fathan (10)
- School teacher
- Neighbours
- Family friends
- Doctor

Step 3

The group needs to decide whether they will stay at home or move to the IDP camp as a family. Some of the members of the group will try to convince Mahat and AMBIYO to stay at home and others will try to convince them to go.

Ask the children to work in their groups to come up with reasons for staying or going. The following questions can be used to guide the children.

- What will happen in six months' time if we don't leave?
- How much longer can we survive without food or water?
- What if we cannot find work in the IDP camp?
- Would the children be able to go to school in the IDP camp?
- Will we have access to healthcare in the IDP camp?

Step 4

When they have their argument decided, find a space in the room and create a freeze frame (tableau).

Step 5

Mahat and Ambiyu will walk around the room and touch the shoulder of each child, listening to each argument. Each member of the group can only speak when Mahat or Ambiyu touches their shoulder. Mahat and Ambiyu need to make a decision based on the arguments they have heard. Should they stay or should they go?

Step 6

Ask the students to make one large circle. Explain that in real life Mahat and Ambiyu had to leave. Facilitate a discussion about the decision-making process, asking these questions:

- How do you think Mahat and Ambiyu felt about the decision?
- Do you think it was an easy or a difficult decision?
- What do you think was the most challenging part of the process for them?
- Do you agree with their final decision? Why or why not?

Step 7

Ask the students if they can imagine a better future for Nasteha and her family? For example, a future where there is no climate change or a future where nobody is suffering from hunger. In groups, ask students to create a freeze frame of a scenario showing an alternative situation for Nasteha and her family in five years' time.

How has the situation changed? Walk around and select one student at a time, asking them to share what member of the family or community they are and what they are thinking. (The children can be creative and come up with suitable additional roles if they wish.)

Extension Activity

Ask students to select a role and to write a diary entry from their perspective. (Use Mahat and Ambiyu's decision to move their family to the internally displaced persons' camp as a guide.)