

Classroom Activity Guide

Grade: 3rd- 8th

Duration: One 1.5hr session or spread over the course of a week.

Date: Any

Activity Topic: Displacement

Lesson Objectives:

For students to identify the emotional and social challenges faced by people, especially other school-aged children, experiencing displacement. Especially useful for those who live/teach in "host" towns/states, where this issue is more prominent.

Tools and Implementation Methodology:

Created by ADRA (Mexico) and LoroGranada Studios

Disclaimer:

ADRA understands that the topic of displacement is sensitive and may affect people differently. Please use your professional judgment when implementing any part of this activity.

Materials & Resources:

- ▶ Printed evaluation questionnaire (Annex A)
- ▶ *They call me a migrant* book
- ▶ Printed evaluation questionnaire (Annex B)
- ▶ Paper stars, writing materials, tape or adhesive, poster board or similar
- ▶ Annex D
- ▶ Big paper heart or heart-shaped box, half sheets of paper, blank cards, or post-its, and pens or markers
- ▶ Printed evaluation questionnaire (Annex C)

Please watch [this video](#) prior to the activity to learn about the full project ADRA Mexico carried out and how to continue supporting it:

<https://vimeo.com/851407235/8d434b255d?share=copy>

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They Call Me a Migrant

Introduction to Activity (5 mins)

Explain the context for this activity and ADRA's focus on humanitarian work around the globe (helping people going through difficult situations like natural disasters, lack of food, lack of education, displacement, and other challenges)

Pre-Activity Evaluation Tool (8 mins)

Distribute the attached evaluation tool (*Annex A*) which contains several questions related to the topic at hand. It is intended to discover student's existing knowledge and feelings about the topic at hand.

Share the following instructions:

Read the following questions carefully and choose the answer you believe is correct. Write out your thoughts in the last open-ended question. Don't worry if you don't know some of the words like 'migrant' or 'displaced,' we are going to talk about them in a moment. Once you are finished, please turn in your sheet to me.

Optional: You can ask for a show of hands by students who have experienced displacement.

Story Time (10 mins)

Distribute copies of the *They Call me a Migrant* books if available. Narrate/ read the whole book out loud. Older age groups can take turns reading some of the pages.

Post-Reading Evaluation Tool #1 (10 mins)

Distribute the first post-activity sheet (*Annex B*). The questions in this tool are centered around the book characters. They are meant to dig deeper into the topic at hand after reading the book.

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Share the following instructions:

Read the following questions carefully and choose the answer you believe is correct. Write out your thoughts in the last open-ended question. Return your sheets when you're done.

As students finish, begin a larger conversation to address the definitions of 'displaced people,' 'migrants,' and other remaining questions. Use the book for reference and to give examples.

We are just like everyone, some, and none (10 mins)

Create a list of characteristics/ traits (i.e., brown hair, plays an instrument, has siblings, likes broccoli) and movements (i.e., jump to the left, stand up, move to the back of the room, raise one hand, etc.) Move through the list of characteristics and ask students to complete the related movement if they have that characteristic or trait.

Debrief: *A group of people, like our own classroom, sometimes share characteristics and sometimes have opposite traits. As we did the activity, we saw how we can be similar and different at the same time. When we interact with people different from us, we can learn and grow from each other.*

Tip: Students should be able to participate by moving around as much as your classroom space allows.

Illuminating the way with stars (20 mins)

Ask students to sit again, close their eyes, and listen to the reading of the attached scenario in *Annex D*.

Connect the dots by sharing: *"Each time we do something to help a person, even if it's small, we can be like stars that illuminate and brighten the way for that person. We can help brighten other people's path with kind actions."*

Distribute the paper stars to students to write positive actions they could take to help brighten the way for displaced people. If any student is experiencing displacement, they can write ways to 'brighten' the community they are now living in (host community.) You can give an example and write on a star to start the activity.

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As students finish writing, help them add their stars on the poster board, wall, or chosen space to make a 'trail' of stars. Read some of the stars if time allows and provide an opportunity for comments and feedback of the written ideas.

The heart of well-wishes (10 mins)

Distribute a blank paper/ card/ post-it to each student. Ask them to write a positive message to those that are displaced. If there is a student who is experiencing displacement, they can write that message to their host community. They can decorate this message as they wish to!

Review the messages before attaching to the heart or putting them into the box.

Debrief this activity by sharing "Your wishes and kind words are filling up this heart, just like other people's hearts get filled up when we share a kind word with them."

Tip: Modify the activity if possible: If there is a local organization or group that works with migrants, displaced, or unhoused people, you can arrange to share, mail, or deliver these cards and notes with that group.

Post-Activity Tool #2 (10 mins)

As a closing activity, the last set of questions in *Annex C* will help solidify the information shared and how students retained new concepts.

Optional modification: Discuss some of the questions with the full group.

Close (5 mins)

Any additional questions are addressed, students thank each other for participating, and the full group receives encouragement to continue sharing kind actions and thoughts to those they can now identify as experiencing displacement.

Pre-Reading Questionnaire

Annex A

1. Do you know what it means when a person is 'displaced'?

- a) Yes
- b) No
- c) Somewhat

2. Would you help another kid who is displaced?

- a) Yes
- b) No
- c) Maybe

3. What do you think a displaced kid is like?

- a) Brave
- b) Doesn't care about anything
- c) Able to adapt

4. Sometimes we feel scared. This is ok because:

- a) We need to feel and process our emotions to be able to adapt to different situations.
- b) It is not ok. We shouldn't feel scared, ever.
- c) _____



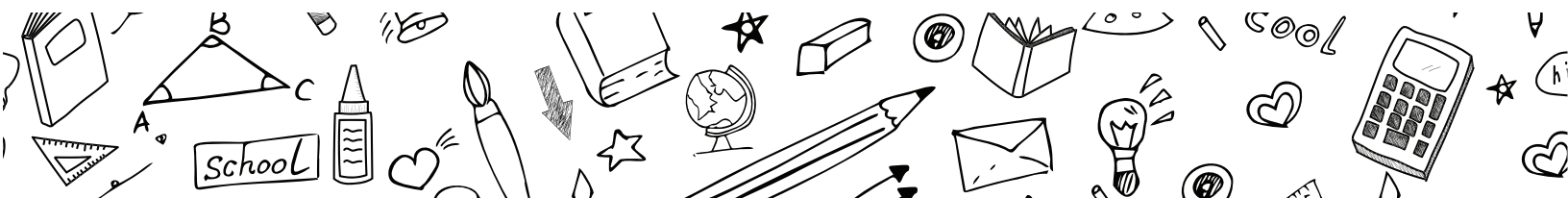
Post-Reading Questionnaire #1

Annex B

1. What feelings did you have while hearing the story? Choose as many as apply.

- ☐ Not sure
- ☐ Happiness
- ☐ Sadness
- ☐ Compassion
- ☐ Nothing
- ☐ Something else:

2. Did the book make you remember any moment in your own life? Which one?



Post-Reading Questionnaire #2

Annex C

1. Do you know what it means when a person is 'displaced'?

- a) Yes
- b) No
- c) Somewhat

2. Would you help another kid who is displaced?

- a) Yes
- b) No
- c) Maybe

3. What do you think a displaced kid is like?

- a) Brave
- b) Doesn't care about anything
- c) Able to adapt

4. Sometimes we feel scared. This is ok because:

- a) We need to feel and process our emotions to be able to adapt to different situations.
- b) It is not ok. We shouldn't feel scared, ever.
- c) _____

Scenario: Lighting the way like stars

Annex D

Imagine that in the next few seconds we hear insert principal's name announce that insert city/town name is under attack; A war has begun, and we must escape. There is no time for each of your parents or caretakers to come find you or for you to go to them. We need to leave right now!

Imagine you only have a moment to grab what you can around your desk before we head out. You are not near your family, your siblings, or pets. No one from home is coming with you and you only have the clothes you are wearing today. As you start walking out of school and following everyone who is trying to escape, you start getting separated from your class. You see less of your friends around you, and you start feeling alone and scared: the sky and the path around you starts to darken and look gloomy. You are not sure what happened to your family, though you hope that they are waiting for you wherever you end up arriving.

Someone suddenly holds your hand and tells you "Don't worry, you are not by yourself, I'll walk with you!" The path doesn't look as dark and scary anymore.

Someone else yells: "Hey! Are you thirsty or hungry? I can share what I have with you." And yet again, with that kind gesture it seems like things get a little brighter around you.

As you keep walking, more people offer to help. Sometimes by sharing a blanket or a safe place to rest. In this dark journey, people's kindness and help illuminates your journey to be reunited with your family.

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