Sessions 1–4

STORIES BEHIND PERSONAL ITEMS – DISPLACED

Teaching Unit: DISPLACED

4 sessions at 90 minutes each, Year 5 & 6

Introduction

The DISPLACED exhibition was on display in Swiss museums from October 2016 to January 2020. In total, more than 1,800 school classes visited the exhibition. Following the great interest in the exhibition as well as the subject, the Federal Commission for Migration FCM, the State Secretariat for Migration (SEM), the United Nations High Commissioner for Refugees (UNHCR) and the Swiss Agency for Development and Cooperation (SDC) decided to make the content available to schools as digital teaching unit once the exhibition was over.

The teaching unit STORIES BEHIND PERSONAL ITEMS – DISPLACED (four sessions at 90 minutes each) for school years 5 & 6 is available in German, French, Italian and English (2nd half of cycle 2, see curriculum 21).

The teaching unit is based on the walking tour through the exhibition as well as the relevant materials and has been further developed to be used as an independent teaching unit for school classes.

DISPLACED is a joint project of FCM, SEM, UNHCR and SDC.

Session 1

STORIES BEHIND PERSONAL ITEMS – DISPLACED

Teaching Unit: DISPLACED
4 sessions at 90 minutes each
From age 10; year 5 & 6 primary school

Content

Introduction; allow the pupils to individually deal with the subject of DISPLACED by use of a personal item

Goals

Familiarisation with the basic facts on displacement; promotion of self-reflection as well as oral and written communication skills

Learning methods

Inputs from teachers, group work, individual work

Teaching curricula

NMG. 2nd cycle; BNE, 2nd cycle

Material

A5 maps; digital camera and/or smartphone camera

Preparation

Homework one day before the start of the session
Take pictures of the items one day before the start of the session

Displacement is an emotional subject. The teacher creates a friendly atmosphere where pupils feel comfortable and safe.

Session 1

STORIES BEHIND PERSONAL ITEMS – DISPLACED

Teaching Unit: DISPLACED
4 sessions at 90 minutes each
From age 10; year 5 & 6 primary school

Which item would I take if I had to flee and were unable to return for an indefinite period of time?

TIME	WHAT	HOW	WHO MATERIAL
10′	INTRODUCTION More than 117.8 million people are currently displaced all over the world. This is the highest number since WW2. Children and their families who are forced to flee often don't have enough time to pack their belongings or say good-bye to their friends and families. Displaced people can only take a few things. As a matter of fact, they can only take as much as they can carry. Today, you have brought a personal item which you would take if you had to flee. An item that could be helpful or means a lot to you. In this session, we will have a closer look at your items, the stories behind them and the reason why you've chosen them.	Input	Teacher School dossier, http://www.flucht-fuir.ch/en/schools/ Especially: Pages 4–6; 34–38: 41–43; 45–51; 52–56; 58–59
15′ 25′	The pupils tell each other what they brought and why they decided to take that particular item. The teacher takes a picture of every item befor the lesson starts.	Individual groups gather around the table where the items of the group members are displayed.	Group work Teacher prints photos

TIME	WHAT	HOW	WHO MATERIAL
20′ 45′	TASK Pupils come up with a story around the item. Title – includes the description of the item (e.g. money etc.) Story – talks about who the item is from; why it is so important; why it was selected; and why it is taken on the journey.	Everyone writes their own story on an A5 card.	Individual work Write questions on the board
	BREAK		
10′	Display the items together with their stories in the classroom		Pupils and teacher
20′ 30′	Pupils read out their stories aloud.	Pupils gather around the items displayed on the table.	Pupils and teacher, who moderates the session
15′ 45′	DISCUSS THE FOLLOWING QUESTIONS: Was it difficult for you to take only one item? Some items have sentimental value, others are practical. How did you decide between a personal and a practical item?	Discussion and conclusion	Pupils and teacher, who moderates the session Teacher: key-words, conclusion

Session 2

STORIES BEHIND PERSONAL ITEMS – DISPLACED

Teaching Unit: DISPLACED
4 sessions at 90 minutes each
From age 10, years 5 & 6 primary school

Content

To get to know the reasons why people have to leave their homes? Watching Mano Khalil's movie; To learn about the the five individual displacement stories

Goals

Understand why people have to leave their homes; understand the social, economic and cultural contexts

Learning methods

Input from teachers, pair work, group work

Teaching curricula

NMG. 2nd cycle; BNE, 2nd cycle

Material

Maps: world map, Europe, Africa, Near East; maps of refugee routes; stories of Hayat, Abdi, Malaika, Aziz, Mohammed;
For further information and pictures, please visit the Website http://www.flucht-fuir.ch and their you find the link digital installation «DISPLACED».

Preparation

Mano Khalil's film is moving and emotional. As a teacher I'm able to judge whether the film is suitable for all of my pupils. I can handle possible emotional reactions.

Session 2

STORIES BEHIND PERSONAL ITEMS – DISPLACED

Teaching Unit: DISPLACED
4 sessions at 90 minutes each
From age 10, years 5 & 6 primary school

What can I learn from the items displaced people take with them and use in their lives, on their journeys or at their destinations?

TIME	WHAT	HOW	WHO MATERIAL
10′	INTRODUCTION Today, we talk about the reasons why people are forced to flee. Around 68.7 million of the 117.8 million people, who are displaced all over the world, remain in their home countries. They are called internally displaced persons (IDPs).	Input	Teacher School dossier, http://www.flucht-fuir.ch/en/home/ Especially: Pages 4–6; S. 26; S. 34–38; 41–43; 45–51; 52–56; 58–59
35′ 45′	We start by watching Mano Khalil's movie. He is a Swiss filmmaker who was born in the Kurdish region of Syria. When the Syrian government started to persecute him for his critical work, he was forced to leave his country 25 years ago. He fled to Switzerland and has lived in Berne ever since. For more information on Mano Khalil, go to page 26 of the school dossier. In 2016, Mano Khalil interviewed displaced people. The film is moving and emotional. Teachers should be aware of it and prepare their pupils accordingly. After the film, students exchange their emotions. They ask each other the following questions: What has moved you? What do you remember? What was new to you? What do the people in the film wish for? What do you wish for?	Input Watch the film together Pair work	Teacher Pupils and teacher https://vimeo.com/379952067 Teacher supports pupils

TIME	WHAT	HOW	WHO MATERIAL
	BREAK		
15'	Getting to know Abdi, Hayat, Malaika, Aziz and Mohammed. Today, we will meet Abdi from Somalia. He is displaced in his own country. Most displaced persons live in the region and stay with their relatives or friends. We will also meet **Hayat from Homs in Syria**, who fled to **Lebanon** with her two children and her mother-in-law. They live with their relatives. More than half of all displaced people are children and youths and are younger than 18 years of age. 16-year-old **Malaika from South Sudan** had to flee to **Kenya**, where she lives in a refugee camp with a population twice as large as the city of St. Gallen. We will also meet **Aziz** today. He first fled with his family from **Afghanistan to Iran** from where he continued on his own with traffickers. He travelled by foot, boat (across the sea) and train and sometimes even had to hide in a lorry. When he arrived in Switzerland, he applied for asylum. The fifth person we'll meet today, **Mohammed**, also ends up in Switzerland. When he took part in demonstrations against the Syrian regime in 2011, he was arrested and tortured in prison. He is still suffering from the trauma of the torture. He was released and fled to **Lebanon** with his family. Switzerland granted him and his family asylum.	Input	Teacher world map Refugee route maps show where Abdi, Hayat, Malaika, Aziz and Mohammed used to live and mark their routes
30' 45'	TASK Read your person's story. Look at the map of the refugee routes. For more information on the person and their refugee route, please, visit the Website http://www.flucht-fuir.ch and their you find the link digital installation «DISPLACED»	Split the class into five groups. Every group gets a brief description of one of the five people.	Group work Supported by teacher

Session 3

STORIES BEHIND PERSONAL ITEMS – DISPLACED

Teaching Unit: DISPLACED
4 sessions at 90 minutes each
From age 10, years 5 & 6 primary school

Content

Familiarisation with the items belonging to five displaced people; taking a closer look at the issues around displacement using these items.

Goals

Understand, why people have to leave their homes; understand the social, economic and cultural contexts

Teaching methods

Input from teacher, group work

Teaching curricula

NMG. 2nd cycle; BNE, 2nd cycle

Material

Maps: world map; maps with refugee routes; stories of Hayat, Abdi, Malaika, Aziz, Mohammed; photos and stories of the items, PDFs individually printed on thin cardboard; A6 cards; notes

Session 3

STORIES BEHIND PERSONAL ITEMS – DISPLACED

Teaching Unit: DISPLACED
4 sessions at 90 minutes each
From age 10, years 5 & 6 primary school

What do personal items tell me about life and displacement?

TIME	WHAT	HOW	WHO MATERIAL
10′	INTRODUCTION During the previous session, you heard the stories of Abdi, Hayat, Malaika, Aziz and Mohammed. Today, we want to find out even more about their lives and take a closer look at the items they took with them and those they encountered on their journeys.	Input	Teacher
35′ 45′	TASK Every group has read the story of a person and found out why they had to flee. Find out what role the items play in their lives and displacement. Match the items with the stories and questions. Answer the questions on one of the A6 cards.	Every group receives 15 cards: 5 photo cards with personal items; 5 question cards and 5 story cards with more information about each item. The items belong to the five displaced persons, and matching pairs have matching colours.	Group work Supported by teacher
	BREAK		
5′	The pupils put the photo and story cards as well as the brief description of their person on the table or – if available – display them on a pin board.	The pupils gather around the table or, if available, around the pin board.	Pupils and teacher

TIME	WHAT	HOW	WHO MATERIAL
25’ 30‘	The groups introduce their person and their items. They tell the story about their displacement. They answer questions about the items.	The group tells the story about the displacement and indicates the refugee route. Every group member introduces an item and answers one question. The teacher supports the group in their questions and answers.	Pupils and teacher
15’ 45‘	Teachers reminds the class of the previous session: What strikes you? How differ these items from yours? What do they have in common?	Discussion and questions	Pupils and teacher

Session 4

STORIES BEHIND PERSONAL ITEMS – DISPLACED

Teaching Unit: DISPLACED
4 sessions at 90 minutes each
From age 10, years 5 & 6 primary school

Content

The personal stories behind the pupils' items are linked to the stories behind the items of Malaika, Aziz, Mohammed, Hayat and Abdi. The pupils create a collage with the photos of the items and the stories. This collage reflects how the students deal with the issues around DISPLACED.

Goals

Dealing with the situation of people who are forced to leave their homes and comparing it with their own lives; promoting written, oral and creative expressions.

Learning methods

Input from teacher; group work and group presentation

Learning curricula

NMG. 2nd cycle; BNE, 2nd cycle

Material

Blank posters A1, glue, coloured pens; photo cards with items; photos of pupils' items; stories to the photos; questions about the items; stories about the displaced persons; maps of refugee routes

Further content and didactic materials and ideas: children and youths have new questions and want to look at displacement at greater depth. The following teaching material is suitable:

- Project Humanity https://www.project-humanity.info/en.html
- Teaching unit: leaving, arriving, staying. https://catalogue.education21.ch/de/aufbrechen-ankommen-bleiben-unterrichtsdossier

Children and youths want to be active:

- What can we do? We could develop a project such as playing football with asylum seeking teenagers
- Get to know the displaced and asylum seeking people.
- Write to relevant regional organisations.
- What is the humanitarian community doing? (look at projects or invite an expert to visit your class)

Session 4

OBJECT STORIES – DISPLACED

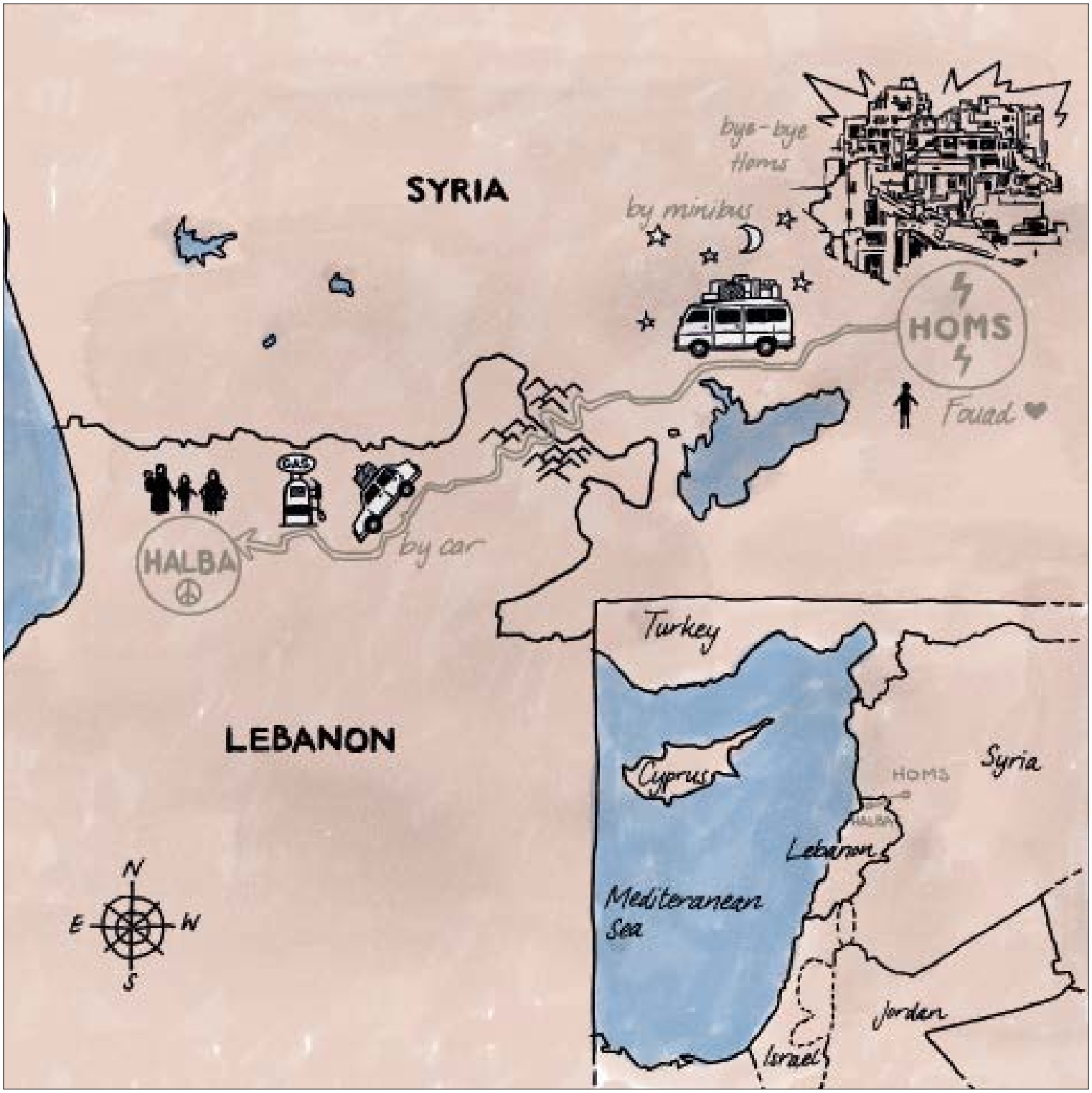
Teaching Unit: DISPLACED
4 sessions at 90 minutes each
From age 10, years 5 & 6 primary school

What did I find out? Have I learnt anything new? What questions remain unanswered? What new questions have come up?

TIME	WHAT	HOW	WHO MATERIAL
10′	INTRODUCTION Brief review and explanation of group work	Input	Teacher School dossier, http://www.flucht-fuir.ch/en/schools/ Especially: Pages 4–6; 34–38: 41–43; 45–51; 52–56; 58–59
35′ 45′	TASK Make a poster: stick the photo cards with the items as well as all stories on a blank A1 sheet and pay attention how they relate to each other. Answer target questions: What did I find out? Have I learnt anything new? What questions remain unanswered?	Continue to work in the five groups that were established during session 2.	Group work Blank A1 sheet, glue, coloured pens; photo cards with items; photos of pupils' items; stories to photo; questions about the items; stories about the displaced persons; maps with refugee routes
	BREAK		
20′ 20′ 30′ 15′ 45′	Continue working on the posters Presentation of the posters: The five groups present and explain their posters. Make sure every pupil actively takes part in the presentation. Questions and discussion Conclusion What did I find out? Have I learnt anything new? What questions remain unanswered? What new questions have come up?	Continue to work in the 5 groups that were established during session 2. Input	Pupils and teacher Teacher

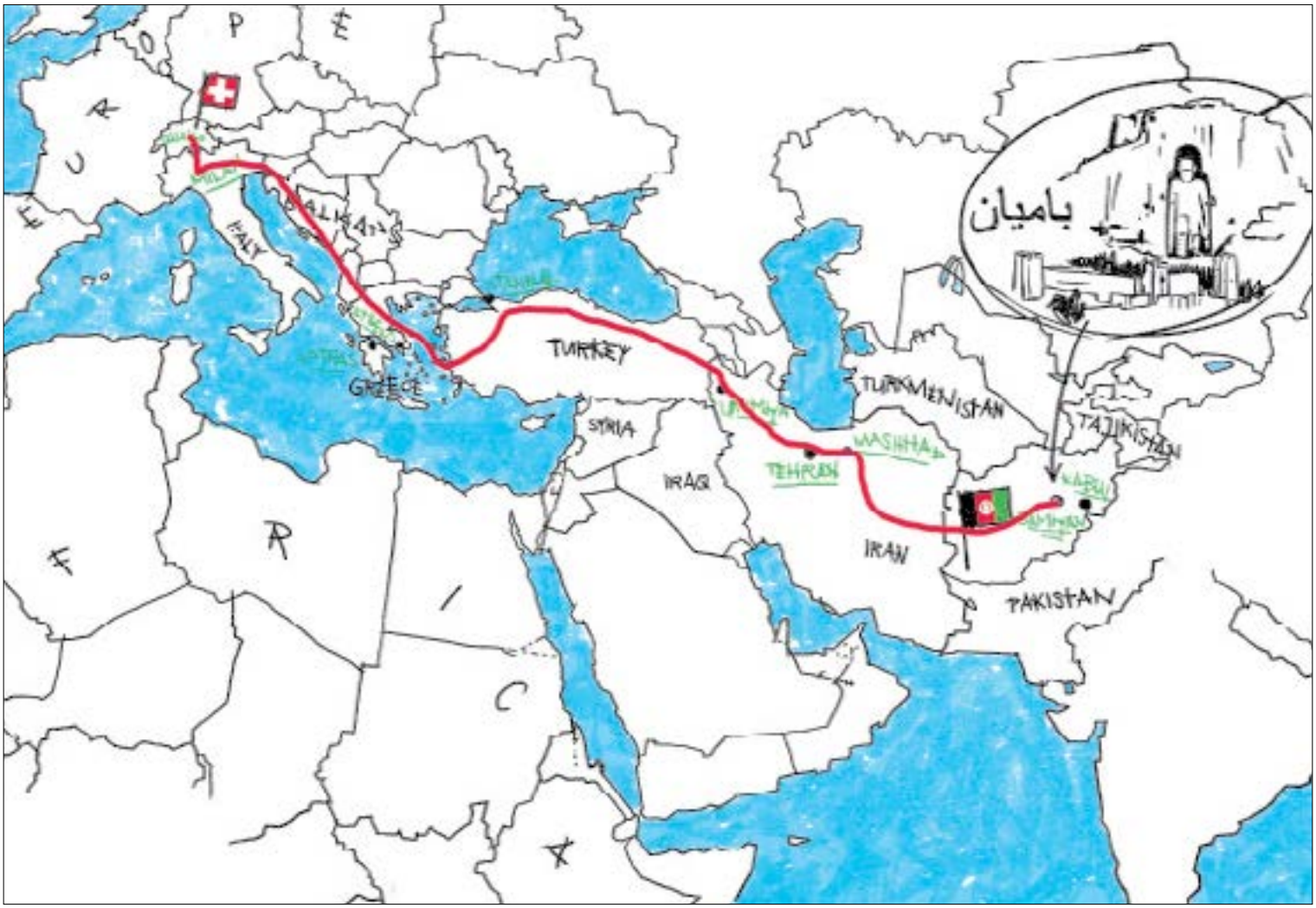
Session 2

Refugee route Hayat Hamid



Session 2

Refugee route Aziz Poladi

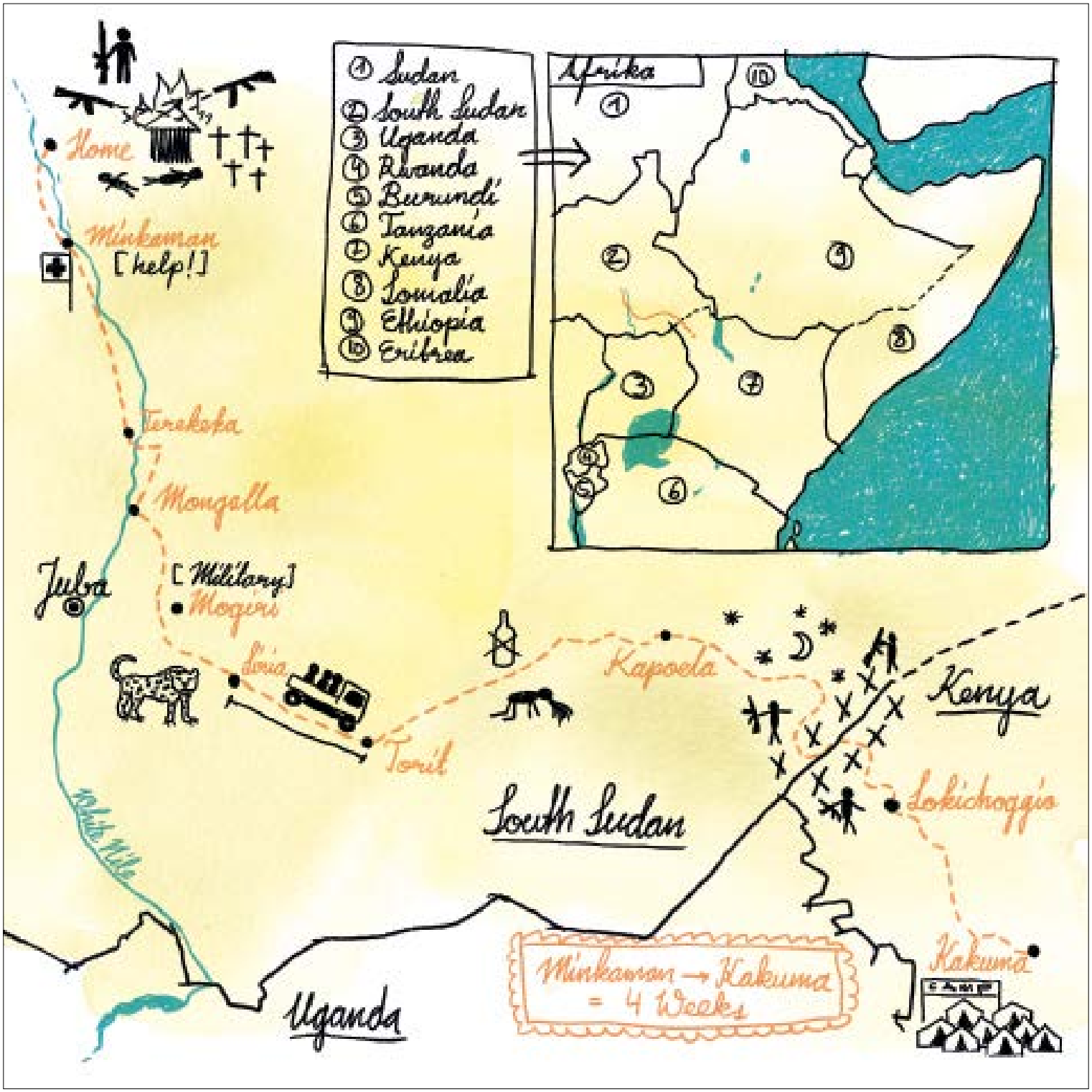


Session 2

Refugee route Abdi Farah

Session 2

Refugee route Malaika Awuor Deng Garang



Session 2

Refugee route Mohammed Abdulla

“My name is Hayat Hamid. I’m 35 years old, and I’m from Syria.

GLOSSARY

Homs: Homs, the third biggest city in Syria, saw many demonstrations in 2011. It was considered the stronghold of the opposition to the Syrian government. The Syrian army violently broke up peaceful protests. Many people were arrested and tortured in prison.

Arab Spring: The protests against the government started in Tunisia in December 2010. These protests were followed by uprisings and demonstrations in other Arab countries. People took to the streets and demanded more rights, social justice and political participation. These protests, uprisings and demonstrations are often referred to as the Arab Spring.

Lebanon: Lebanon lies on the eastern Mediterranean coast and is one of Syria’s neighbouring countries. The tiny country hosts the world’s largest number of refugees in relation to its population. Today, there are one million Syrian and Palestinian refugees, which is a huge burden for a country with a population of just under six million people.

I used to live in a nice flat in Homs with my husband Fouad, my two children and my mother-in-law Rima. I used to teach at a primary school which was near our house. My daughter Leilah was in second grade at this school. We usually had lunch at home. Rima made the best Tisqiye, a chickpea bake.

Early in the mornings before the pupils arrived, I enjoyed the peace and quiet in the classroom. A class of 30 girls can be incredibly noisy! However, it was nice to see how my pupils literally soaked up what I taught them. .

On Fridays, my family often met for a barbecue somewhere in the countryside. Sometimes we were up to 40 people, they all belonged to my family. The war was triggered by peaceful protests against the Syrian government. Many countries of the Arab world had seen uprisings against their governments since 2010. These protests were dubbed the Arab Spring. The Syrian people also fought for more democratic rights, social justice and against corruption.

The protests escalated and quickly turned into an armed conflict. At the start of the war, the city of Homs was heavily bombarded. Some quarters were completely destroyed. Just before we were forced to leave, a house was bombed in our neighbourhood. Fortunately nobody was at home. The attack was targeted against a group of politically active men who lived in our quarter.

We were worried that we would be associated with these men and that we would be arrested. We had no choice, but flee. My husband wanted to hide in Homs to look after our belongings and our flat. We took the first taxi to the bus station and then continued to Lebanon in one of the many collective cabs. Distant relatives took us in and let us live in their garage. I used big sheets to divide the garage into living and sleeping area. However, it is still very tiny and bare.”

“My name is Aziz Poladi. I’m 31 years old, and I’m from Afghanistan.

I used to live in Bamiyan in central Afghanistan with my parents and my sister. We belong to the Hazara ethnic group. My father had a small grocery shop until the day, when the Taliban came to power. They were very religious and strict. Men were forced to grow beards. Music, television, cinema and sports were prohibited. My mother had to cover her face with a veil and was no longer allowed to work. My sister was not allowed to go to school.

If you did not conform to the rules, the Taliban would punish you harshly; sometimes even execute you in the streets. Since the late 70s, there have been endless armed conflicts in Afghanistan. The Hazara are an ethnic and religious minority.

The Taliban are usually responsible for suicide and bomb attacks. Since 2015, Afghanistan has been under the threat of IS. As we could no longer bear the daily violence, the fear of attacks and constant insecurity, we sold all our belongings and moved to Kabul.

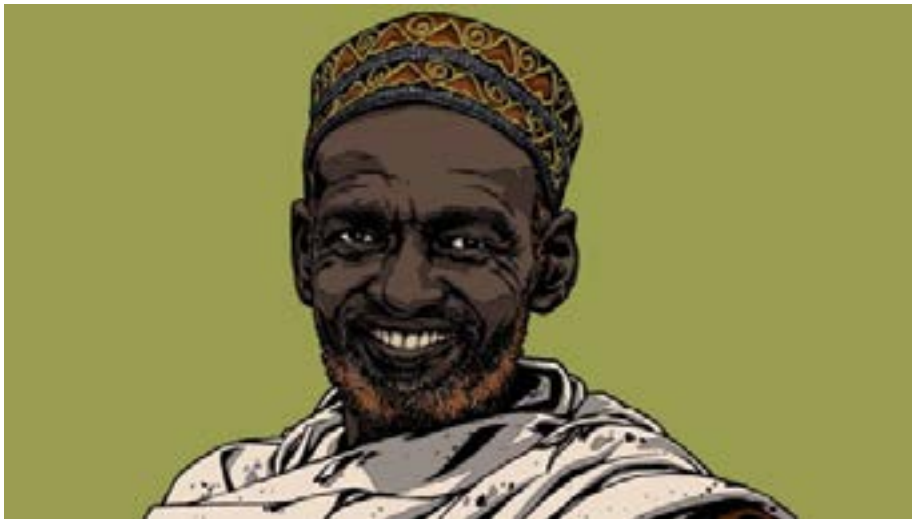
However, it was not much better there. We had to hide in a storeroom as we were living in constant fear of attacks and the Taliban. When I fell literally ill with fear, my father decided to flee the country. After three years in Iran, I set off alone for Europe. I needed the help of traffickers and had to pay a lot of money for it. I reached Istanbul on a pickup truck and on foot. In Turkey, traffickers put me in a small overcrowded boat to Greece, from where a refrigerated truck took me to Trieste. Here I boarded a train that brought me to Switzerland.”

GLOSSARY

Taliban: The Taliban are considered a fundamental Islamic organisation. They ruled Afghanistan from 1996 to 2001 and called it the Islamic State of Afghanistan. In October 2001, the Taliban government was toppled with support of the United States and Great Britain. The Taliban retreated from Afghanistan to neighbouring Pakistan. Since 2003, the Taliban have carried out terrorist attacks in Afghanistan and have been a great threat to the population.

IS: The so-called Islamic State is a terrorist organisation that has carried out numerous terrorist attacks since 2003. IS has never been recognised as a state. Until December 2017, it controlled parts of Iraq and until March 2019, parts of Syria. Members of IS also live in Afghanistan.

Kabul: Kabul is the capital of Afghanistan



“My name is Abdi Farah. I’m 50 years old, and I’m from Somalia.

I lived with my wife and our three children in a village near Baraawe in Lower Shebelle in South Somalia.

I was still a child when I started working as a fisherman off the coast of Somalia which is one of the coastal regions with the most fish in the world. My wife looked after our goats. In the evenings, we used to sit together, tell each other stories and sing songs. Our country has been suffering from a civil war since 1991 – that’s almost 20 years of violence.

When the terrorist group Al Shabaab attacked our village in 2008, our son was killed. In fear for our lives, we left in haste and found shelter with some friends. As the coast was occupied by the terrorist group Al Shabaab, I could no longer go fishing, and it was difficult to provide for my family. When we had to move out of our friends’ house, we shifted to Merka. Not long after the move, my wife died giving birth to our fourth child. There were a lot of problems. Our new-born did not survive either.

In 2011, our country saw a major drought. We did not have enough to eat, potable water was scarce. In hope for a better life, we fled again – this time to Mogadishu.

The people in the camp where I have lived for almost one year is currently being evicted. The owner of the property no longer want us. I have to leave, and I don’t know where to go. This is the third time I am forced to leave a place. We had hoped that our lives would improve with the new government, which was formed with international aid in 2012.”

GLOSSARY

Somalia: Somalia is a country on the east coast of Africa.

Al Shabaab: The terrorist group Al Shabaab wants to set up an Islamic State in Somalia. Al Shabaab attacks civilians as well as public buildings such as schools and hospitals. Al Shabaab fights against the Somalian government.

Al-Quaeda: Al-Quaeda is a network of terrorist organisations. This network has carried terrorist attacks all over the world since 1993.

Mogadishu: Mogadishu is the capital of Somalia.

“My name is Malaika Awuor Deng Garang. I’m 16 years old, and I’m from South Sudan.

I used to live with my parents and four siblings in a village at the edge of the Sudd – a swamp in the North of the country. My family belongs to the ethnic group of the Dinka. My father kept cows, and my mother looked after goats in order to fend for the family. My mother also sold homemade millet beer at the weekly market. Sometimes I went with her, and once I even had a sneaky sip of the beer.

In 2013, a civil war broke out in my country, it was about the political leadership. The violent crimes were directed against certain ethnic groups. One day, soldiers attacked our village and killed my parents and two of my siblings. Together with my two younger brothers, I was able to flee to safety in the bush. Being the oldest, I became the head of my family.

When I was on my usual round to collect firewood, I heard screams. I rushed back to the house. That time, the soldiers had found our hideout in the bush. My brothers were gone without a trace. After searching for a long time, I found out that my brothers had been kidnapped. I was terrified that they would also get me. So, I joined a group of young people who were on their way to Kenya. Around 4.4 million people are displaced in my country, which is more than half of the Swiss population.

After having walked through the bush and savannah for several weeks, we arrived in the Kakuma refugee camp. After someone had taken my fingerprints, I was given a ration card. I was allocated a sleeping place in the camp’s quarter for unaccompanied minors. I always felt nauseous in the morning. During a medical check, I found out that I was pregnant. This was a shock. It must have happened when I was raped on my journey to Kenya.”

GLOSSARY

Refugee camp Kakuma/Kenya
Kakuma is one of the largest refugee camps in the world. More than 180,000 refugees live there in four sectors. The majority of the population comes from South Sudan, Somalia and Sudan.

South Sudan
South Sudan gained independence from Sudan in 2011, which makes it the youngest state in the world. Up to 95% of the state revenues come from oil production.

Ethnic groups: A community of people who speak the same language and have the same culture, history and religion.

Ration card: The card entitles the holder to receive a certain amount of food and other essential products.

“My name is Mohammed Abdulla. I’m 34 years old, and I’m from Syria.

My wife Batoul and I have two children, Walid and Amina. We used to live in Homs. Before the war broke out, Homs was a thriving city. It is located in a fertile valley in the West of Syria.

I used to work as an electrical engineer in our family business, a lift company. Just before the war broke out, my wife had finished her training as a nurse. We had our own house and generally had a good life.

Our son Walid was doing really well and despite her heart defect, our daughter Anina enjoyed a carefree life.

During a peaceful demonstration against the Syrian government, Syrian security forces arrested me and put me into prison. They accused me of being a political activist against the government and forced me to confess.

I was beaten and humiliated every single day. Several times during the night, men would come into my cell and pour a bucket of water over my head. This time was absolute hell for me and destroyed my soul. The dirt, the beatings and the humiliations were almost unbearable. I was scared of losing my mind.

In 2011, the war broke out in Syria. My hometown Homs was heavily bombarded in the beginning. Some parts of the city are completely destroyed. After a few months, I was finally released as they could not find any evidence against me. I no longer felt safe and just wanted to leave Syria!

We fled to my cousin’s in Lebanon where UNHCR registered us as refugees. After two years, UNHCR selected us for its resettlement programme, and we were able to start a new life in Switzerland.

We were chosen because I was unable to recover from the consequences of the torture in Lebanon. There was no medical and psychological care, and I lived in constant fear. We also did not have an official residential permit in Lebanon.”

GLOSSARY

UNHCR: UNHCR stands for the Office of the United Nations High Commissioner for Refugees. It has been the international organisation for the protection of refugees for 70 years. As part of the United Nations, UNHCR aims to ensure that people who are displaced due to conflict, persecution and human rights violations find asylum and protection in other countries.

Resettlement: Resettlement is the name of a programme of UNHCR. This programme helps particularly vulnerable people who have been rejected by the country they first arrived in get asylum in another safe country. This way they get the chance to build a new life.