

# YOUNG PEOPLE ON THE MOVE



## ACTIVITIES FOR TUTOR TIME

This year's Red Nose Day film for secondary schools focuses on a group of young refugees living in Serbia. You can use it as the starting point for raising your tutor group's awareness of one of the most pressing issues that faces our world.

There are more people on the move now than at any time since the end of World War II and over half of these are children and young people. Yet despite the scale of the refugee issue, it is surrounded by myth and misunderstanding.

Go to [comicrelief.com/leila](http://comicrelief.com/leila) to watch our short film with your tutor group, then choose from the suggested activities to get your students engaging, researching, debating and thinking about how they can make a difference.

## LEARNING OBJECTIVES

- To empathise with young people who have been forced to leave home because of war, persecution or violence.
- To learn new vocabulary, carry out research and analyse statistics.
- To express opinions and ideas through group discussion and debate.
- To learn about the United Nations Declaration of the Rights of the Child and relate it to the lives of refugees.

## WHAT YOU WILL NEED

- Film: Hello, Salaam, I miss you. Available at [comicrelief.com/leila](http://comicrelief.com/leila)
- Copies of the activity sheet 'Understanding the news' (one for each group of students)
- Copies of the activity sheet 'People on the move: Facts and figures' (one for each group of students)
- 'People on the Move' infographic poster, available to download at [comicrelief.com/free-downloads](http://comicrelief.com/free-downloads)
- 'Seven Surprising Facts' poster, available to download at [comicrelief.com/free-downloads](http://comicrelief.com/free-downloads)
- Copies of the activity sheet 'Children's rights' (one for each group of students)

## MEET LEILA

Find out more about her and her friends at [comicrelief.com/leila](http://comicrelief.com/leila)



# ACTIVITY IDEAS



Pick and choose from the following activities to develop students' understanding of the issues raised by the stories of the young refugees in Serbia.

## UNDERSTANDING THE NEWS

15 minutes

Explain to students that this activity will help them understand some of the terminology they're likely to hear in news reports about refugees.

Ask the students to work in groups. Give each a copy of the activity sheet 'Understanding the news'. Ask them to cut up the boxes and put them in two piles: 'TERMS' and 'DEFINITIONS'.

Can they match the terms with their meanings? After five minutes, share answers as a whole group and discuss any of the definitions that students were unsure about.

## REFUGEE CHILDREN'S RIGHTS

15 minutes

In groups, give each student a copy of the sheet summarising 10 key rights from the United Nations Declaration of the Rights of the Child. Ask them to number them from 1 to 10, with 1 being the right they think is most important for refugee children and 10 being the least important. Share the different groups' ideas.

Having learnt more about refugees, how do projects like those funded by Comic Relief help to ensure that refugee children don't miss out on their rights?

## CAUGHT ON FILM

15 minutes

Watch the film 'Hello, Saalam, I Miss You' with your tutor group.

Talk with students about their impressions of the young people in the film. Does anything surprise them?

If someone comments on the young people having mobile phones, explain to students that some refugees spend up to one-third of their income on calls and data, and will prioritise a mobile phone over food, clothing and healthcare. Why do they think this is?

**Encourage them to consider how mobile phones:**

- Enable refugees to keep in touch with friends and family.
- Can be used to research information about laws, rights, jobs and education.
- Can even save lives, allowing refugees to track their location when travelling across land and sea.

## FACTS AND FIGURES

15 minutes

Working in small groups, ask students to research and calculate the answers to the questions on the activity sheet 'People on the move: facts and figures'. (You can find the answers on the posters 'People on the Move' and 'Seven Surprising Facts', which are available to download at [comicroelief.com/free-downloads](http://comicroelief.com/free-downloads))

After 10 minutes, share answers as a whole group. Which statistics do the students find most surprising?

## INSPIRED BY WHAT YOU'VE FOUND OUT ABOUT REFUGEES?

Why not try to raise more money than ever for Red Nose Day this year, so Comic Relief can help more young people like the refugees in the film?

Talk with students about possible fundraising activities you could do as a tutor group. How about organising:

- A sponsored joke-telling in tutor time?
- A Red Nose Day quiz?
- A bake sale?

Whatever appeals to your students, get planning, have fun and raise lots of money!

**YOU CAN FIND MORE FUNDRAISING IDEAS AT [COMICRELIEF.COM/SECONDARYIDEAS](http://COMICRELIEF.COM/SECONDARYIDEAS)**

# UNDERSTANDING THE NEWS



Cut out all the boxes, then match each term with its definition.

## TERMS

**REFUGEES**

**INTERNALLY  
DISPLACED PEOPLE**

**ASYLUM SEEKERS**

**STATELESS PEOPLE**

**ECONOMIC MIGRANTS**

**RETURNEES**

## DEFINITIONS

People who do not have a nationality.  
They are not free to move around the world and do not have basic rights such as education and healthcare.

People who have moved to another country to work.

People who have returned home after being displaced.

People who have had to flee their country and cannot return because they are afraid of war, persecution or violence.

People who have arrived in a new country and asked for protection.

People who have been forced to leave their home but are still in their own country.

# REFUGEE CHILDREN'S RIGHTS



In the circles, label each right with a number from 1–10, 1 being the right you think is most important for refugee children and 10 being the least important.

## ARTICLE 4

The government has a responsibility to make sure children's rights are protected. They must help families to protect these rights and create an environment where children can grow and reach their potential.

## ARTICLE 8

Children have the right to an identity – an official record of who they are.

## ARTICLE 10

If children live in a different country than their parents do, they have the right to be together in the same place.

## ARTICLE 20

Children have the right to special care and help if they cannot live with their parents.

## ARTICLE 22

Children have the right to special protection and help if they are a refugee.

## ARTICLE 24

Children have the right to the best healthcare possible.

## ARTICLE 27

Children have the right to food, clothing, a safe place to live and to have their basic needs met.

## ARTICLE 28

Children have the right to a good quality education. They should be encouraged to go to school to the highest level they can.

## ARTICLE 30

Children have the right to practice their own culture, language and religion – or any they choose.

## ARTICLE 38

Children have the right to protection and freedom from war.

# FACTS AND FIGURES



Can you answer the following questions? You'll find some of the statistics on the 'People on the move: seven surprising facts' poster.

1. Every 2 seconds someone is forced to abandon their home because it's no longer safe for them to stay there. How many people is that every day?

2. 68% of all refugees come from just 5 countries. Can you find out which countries these are?

3. Over 68.5 million people around the world have had to leave their homes. Go to [ons.gov.uk](https://ons.gov.uk) to find out how many people live in the UK. How do the two figures compare?

4. Now you know the population of the UK, can you work out how many refugees and asylum seekers live here?

5. Of the 5.6 million refugees who have fled Syria since 2011, 3.3 million are living in Turkey, over 1 million in Lebanon, 655,000 in Jordan and 245,000 in Iraq. Can you find these five countries on a map? What does this tell you about how far most refugees travel?