

hands out



CMSI Children's Resource

Teaching Plans

Purple
Teens



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Key teaching point + What does it mean to be displaced?

*experiences of refugees

Session 1
Purple

The *Hands Out* material can be used in whatever order or format works best for you. However, the following suggested outline may prove helpful.



Group Time (PPT slide 2)

Introduce the **Hands Out** Resource. Briefly explain learning in the coming weeks: the experience of refugees and displaced people; how God is a refuge for all people; how we can be more open handed in our hospitality through receiving from and giving to other people; and how to engage in the global church.



Memory Verse – 2 Corinthians 1:4 (PPT slide 3)

“[God] helps us in all our troubles, so that we are able to help others who have all kinds of troubles, using the same help that we ourselves have received from God.”
This verse has been chosen as a scaffold to structure learning across the 4 sessions. Each week we will be learning the same memory verse but exploring a different element. This week the focus is on **‘troubles’**. To help the children begin to learn the memory verse get them up on their feet, walking around the room. Change direction when there is a comma. Build on this by adding actions: point up when saying God, in when saying our/ we/us and out when referencing others.



Discussion (PPT slide 4)

What kinds of troubles/difficulties might people experience around the world? Key teaching point for this session is to begin to understand something of the experience of refugees and displaced people. Turn the discussion towards the sort of troubles/challenges facing someone who is displaced or a refugee. Explain what it means to be displaced/refugee; **what are the causes, consequences and challenges? Explore the word ‘refugee’ – someone seeking refuge/safety/protection/shelter/sanctuary**



Film 1 (8 minutes) *Some young people may be distressed by references to war and the thought of people being hurt.* After the film, ask the children if they have any questions about what they saw. Recap key points (the causes of refugees; where they go)



Quiz Time (PPT slides 5-24)

Quick fact file on Refugees (select questions OR use the workbooks ‘fact file’ sheet 1)



Activity ‘Forced to Flee’ (PPT slide 25)

Adapted from CAFOD’s ‘On the Move’ activity and a game by Pat Baker, Joint Board of Christian Education
This activity is designed to build understanding and empathy for those having to leave their home in a crisis. The decisions they have to make and the discussion need to be handled carefully as it could be upsetting for some young people. Use PPT slide 25 and workbooks sheets 2 and 3 to conduct activity. See appendix 2 for instructions and script.



Materials – map on page 2 of workbook or 9 stations set up around the room, pens, list of belongings (page 2 of workbook and PPT slide), 6 small cards or page 3 of workbook cut into squares, envelope to ‘carry their items’, activity instructions and script – appendix 2 of teaching pack.

★ Young people can complete this activity from their seats or act it out (if acting it out, prepare the 9 stations in advance. For this you will need to clear space for the children to move around the room and congregate at each stopping point. You may wish to have some stations with chairs, some with tables, some with nothing but the floor).



Story Time

Begin by reflecting on how difficult it was to decide what to bring and how upsetting it was to lose what little they had during the journey. Reinforce again the difference between migrants and refugees. Explain that the bible is filled with people having to flee. People have been migrating from one place to another since the beginning of time. It was and still is an essential part of sharing in God’s big story. However, for people forced to flee, their situation brings many challenges and troubles.

Paraphrase the story of Hagar – a slave woman, who was treated badly by her mistress, is sent away with her son. In the desert they struggle but God hears Hagar’s cries. After God speaks to her, Hagar declares that God is the God who sees her. Read: **Genesis 16:13 Hagar El Roi “The God who sees me”** either in NIV, from the bible extract sheet appendix 1 or PPT slide 26.



Discussion

What does this tell us about God? Unpack that God loves all people and that no one is unnoticed by God.
How might this change the way we see and respond to people in trouble? Encourage the children to self-consciously see and remember people who have had to leave their homes.



Prayer craft activity ‘Lament at the Shoreline’ (PPT slide 27) *Adapted from SFAR ‘The God Who Sees Me’*

Materials – in advance of the lesson create a shoreline using materials like hessian, netting, voile to represent the sand and the sea. Scatter with stones, sand and shoreline objects. Scissors, card cut into stone shapes or workbook sheet 4 stone template, pens.

Instructions:

- ★ Discuss wide range of troubles facing refugees.
- ★ Discuss the term lament – a biblically encouraged powerful kind of prayer which expresses our pain to God. The Bible tells us that people find comfort in bringing their pain to God and being completely honest about how they feel. When we cry out, just like Hagar, God always listens.
- ★ Cut out stones and write a prayer of lament for CMS Ireland’s refugee and displaced partners.
- ★ Move together to the shoreline, explaining that shorelines are thresholds or places where one part of the journey ends and the next part begins.
- ★ Take a few moments to pray their prayers of lament (either quietly or collectively) then lay prayers on the shoreline as an act of remembrance.



Round-up (PPT slide 28)

Turn to partner and summarise learning from today’s lesson in 60 seconds. Recap key elements – refugees have to flee for many reasons, they face many challenges and ‘troubles’, every single one matters to God, remind them how they can be part of ‘seeing’ other people through remembering them in prayer.

Extension activity (PPT slide 29)

Read *A Long Walk to Water*/ explore using this text as a cross-curricular opportunity between citizenship, Geography, English and RS. Read in PD and English, explore the changing physical and political landscape in Sudan in Geography and consider our responsibility as citizens in a global community in PD, citizenship and RS.



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- * right there with us!
- * incarnational God
- * Jesus' lived experience of being an outcast



Group Time: PPT slide 2-3 Recap on last lesson – **What does it mean to be displaced? What sorts of challenges do refugees and displaced people face?** Introduce the key question for today **'Where is God when people suffer?'** by building on last lesson – remind children of Hagar's experience in the wilderness, "God is the God who see me".



'Carouselling Quotations' activity (PPT slide 4)

Preparation – cut out 6 quotations from quotation page (appendix 3). Divide your group into 6. Give each person/group a quotation. Give students time to read and discuss their statement. Use workbook page 5 to make notes and PPT slide 4 to guide discussion.

- *What is the challenge we face if we take the quotation seriously?*
 - *What is at stake in connecting Jesus to migration?*
 - *How can we be part of a change in thinking and action?*
 - *Take a few minutes to prepare an evaluative statement to present to your peers, using your quotation as stimulus.*
- Depending on the time available, use one of the following methods to consolidate learning – each-one-teach-one; mini presentations to the class; carousel students around 6 quotations.

Show PPT slide 6 Jesus undocumented immigrant t-shirt. Discuss : **Have you ever thought of Jesus in this way?** Together, work through why this is an accurate way of thinking about Jesus and begin to explore how this changes our perception of God and other refugees.



Read: **Matthew 2:13-15 The Escape to Egypt** either in NIV, from the bible extract sheet appendix 1 or PPT slide 7 Some people describe Jesus as a refugee, others say he was displaced. Either way, Jesus and his earthly family couldn't go home because it wasn't safe. **If Jesus experienced the struggle of being a refugee/displaced person, how might that change how we see God?**

Some possible areas to cover:

- God understands what it's like to be an outcast.
- Explore how God is no longer distant but walked on the same ground as we do. Christianity is different from other religions because God has experienced pain, rejection and struggle (which happened many times throughout Jesus' life). This helps us answer the question 'where is God when people suffer?' – God is right in the middle of it with us.



Craft activity: Out of Egypt: creations in clay (PPT slide 8) At All Saints' Cathedral in Cairo there stands a memorial to Jesus' status as a displaced child. This craft activity allows young people to create a miniature version of the sculpture to help them visually mark this element of Jesus' heritage. Encourage them to keep their creations beside their bed as a prayer aid, reminding them that God is with us in our struggles.

Materials – air-dry clay; plates; water; cloths; sculpting tool or pencil; PPT slide 8 image of memorial

Instructions:

- ★ Give each person a piece of clay and a plate;
- ★ Show them the image of the memorial on the ppt;
- ★ As you make the clay models, use the opportunity to discuss the key ideas of this lesson – Jesus as a displaced person; God helping us because God understands our pain and struggles; how visual prayer aids can help us to draw closer to God in prayer.



Memory Verse – 2 Corinthians 1:4 (PPT slide 9-10) **"[God] helps us in all our troubles, so that we are able to help others who have all kinds of troubles, using the same help that we ourselves have received from God."**

Materials – a roll of paper/A4 pages and tape to stick them to the floor with memory verse written out across the spaces and set out as hopscotch

This week the focus is on **'[God] help[ing] us'**. To assist the children in remembering the memory verse, play a game of memory verse hopscotch. Before the lesson, prepare your hopscotch mat. Use this to consolidate learning by allowing the children to work their way up the hopscotch a few times each. Consolidate verse with following game:



Game: Let's be led (PPT slide 11)

Because of Jesus, God has the experience of being human. This helps us in our struggles because we know that God understands us completely. This game should reinforce the idea that Jesus' knowledge of what we experience helps us.

Materials – blindfold, various objects to act as obstacles, paper and pens for adding instructions

Instructions:

1. Clear a space in the room.
2. Select one person to lead and one to be led.
3. Blindfold the person who is being led at the very start of the game. The leader and the blindfolded person should then be separated from the group for the next few minutes.
4. The rest of the group should then lay out the obstacles around the room (they can add written elements like 'you must walk backwards from this point onwards' or 'you can only make right turns' or 'you must go back to the beginning').
5. The leader and the blindfolded person should return to the room.
6. The leader should walk around all the obstacles, working out the best way through them to move from one end of the room to the other with greatest ease.
7. The leader should then walk ahead of the blindfolded person, letting them hold onto their shoulders and giving verbal instructions.
8. After the game, reinforce the key ideas of the lesson and the memory verse through discussion of the ways in which the leader's knowledge helped the blindfolded person.



Film 2 (8 minutes) After the film, ask the group if they have any questions about what they saw. Some young people may be distressed by references to war. Reinforce that while this is something that really happens, hearing from our partners can help us see how God is with us in times of trouble.



Round-up (PPT slide 12)

Select 3 key points of learning from today – red light (most surprising thing), amber (something to pass on to those at home), green (action you will take from your learning). Turn to your partner and share your thoughts.



Prayer (PPT slide 13).

Finish the lesson using their 'Out of Egypt' clay models and the suggested prayer on PPT slide 13 to thank God for being with us all in our struggles and suffering.

Key teaching point + How does God help?

* God is our refuge, guide and comforter

Session 3
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Group Time: Recap on the last 2 lessons (PPT slides 2-3) – **What does it mean to be displaced? What sorts of challenges do refugees and displaced people face? Where is God when people suffer? Right there with us!** Introduce the theme for today by building on the last lesson. God helps us through Jesus's experience of being human – **how else does God help us?**



Discuss (PPT slide 4)
Begin by showing PPT slide – refuge point. Ask them if they have seen one before? What might it mean/who is it for? Discuss refuge points – while a muster point is a safe area outside a premises, refuge points are on each floor of a building where fire exits can't be accessed by a disabled person. This safe space is a temporary sanctuary for those needing assistance.
Draw parallels with refugees, refugee camps and those needing a more permanent residence.
Discuss how refugee camps are intended as temporary havens but often become much more long term.
Discuss the ways in which refugees want to return home – revisit some of the material from week one – push factors, the struggle of the journey, the difficulties faced when they arrive in 'safe places'.
Remind them that Jesus had to seek refuge. Remind them that most refugees long to return home. Use this discussion to move into reading the following verse as a way to continue answering the question – **'How does God help us?'**

Discuss some of the difficulties the young people may be facing in their own lives/ struggles they are aware of amongst their family and friends.



Read: **Psalm 9:9, Isaiah 49:16 and John 1:5** either in NIV, from the bible extract sheet appendix 1 or PPT slides 5-7
What do these verses tell us about God and how God helps us? (PPT slide 8)
(tease out the different facets of God as our refuge, our guide and our comforter from the verse)



Memory Verse – 2 Corinthians 1:4 (PPT slide 9)
"[God] helps us in all our troubles, so that we are able to help others who have all kinds of troubles, using the same help that we ourselves have received from God."
Materials – ball
This week the focus is on how God helps us – 'using the same help that we ourselves have received from God'. To assist the children in remembering the memory verse, sit in a circle. Say the memory verse together. Then take one word each and work around the circle. Start at different points each time. If you want to make it more challenging, have a ball and get the children to say each word of the verse when the ball is thrown to them (the balls needs to keep moving – a bit like a hot potato rather than children deliberating whom to pass to next)



Game: Pass it on (PPT slide 10-11)
This game reinforces the idea that of passing on to others.
Instructions:
1. Everyone line up, 6 ft apart. Choose one leader.
2. All players close eyes and can only open eyes when their name is called.
3. Silently, leader performs 3-4 movements that the next child has to memorise. Leader then turns around.
4. Second child says third child's name, performs actions and turns around.
5. Continue until the end of the line.

- When movements get to the last player, everyone open eyes and see if movements match leader's initial actions.
- Discuss how we can pass on the help we receive from God in a similar way - with care and attention, we can share God's love, refuge, comfort and guidance well.



Film 3 (8 minutes) After the film, ask the group if they have any questions about what they saw.
Discuss some of the ways that God is able to comfort, guide and give refuge to our partners. Encourage the young people to draw parallels with their own church communities, outreach programmes etc.

To consolidate learning from the film, use the discussion questions to guide conversation whilst completing the following craft activity.



Craft activity: hope collage (PPT slide 12)
Adapted from SFAR's Lament to Hope Sanctuary Sunday resource
Materials – scraps of coloured tissue paper, glue, card, scissors, pencils
Instructions:
★ On scraps of tissue paper write some of the difficulties CMSI's partners face. Write some of the struggles the young people/their friends/families are facing. See this as a form of prayer, offering their laments to God.
★ Cut out the word HOPE in the larger piece of card (this works well if it is also a scrap of card/black paper). As you work, ask the young people about times they have felt hopeful, even in the midst of difficulties. Share with them a time from your own life.
★ Remind the children of John 1:5 "The light shines in the darkness, and the darkness has not overcome it."
★ As you glue the tissue paper together, filling in the word HOPE, discuss how God helps us in times of struggle through providing refuge, giving comfort and offering guidance. Draw parallels between beauty from brokenness in the paper collage and in life. Hold their finished pieces up to a light and repeat John 1:5 together as a prayer of lament, hope and worship to the God who sees us and helps us in our struggle. (Recap lament from week 1 *Lament at the Shore Line*)



Round-up
Using workbook page 6, pictorially present God as refuge, comforter and guide. Wrap up the lesson with the following questions verbally or on the activity page:
• What did you learn from the Bible today?
• What did you learn from the DVD film today?
• What can we share with our friends and family?



Prayer (PPT slide 13-15)
Finish the lesson with the suggested prayer on workbooks page 6 - Prayer from a Kyangwali child (PPT slide 13-15)

Key teaching point + What can we do?

- * play our part as God's hands and feet in the world
- * sharing and hospitality as a responsibility and a blessing
- * *hands out NOT hand outs* giving and receiving graciously

Session 4
Purple



Group Time: (PPT slides 2-3) Recap last 3 lessons – **What does it mean to be displaced? What sorts of challenges do refugees and displaced people face? Where is God when people suffer? How does God help us?**
Focus this week: **What can we do?**



Discussion: (PPT slide 4)
Begin by asking what is important about our hands and feet? What is their function? In pairs come up with as many different things our feet and hands do. Come back together and share. Explore a range of ideas eg. take us places; lead; follow; give; receive; ask; direct; connect us to the ground and each other.

Explore the idea that God's people/the church are God's hands and feet on the ground, working in the world today. This is how God helps people.



Memory Verse – 2 Corinthians 1:4 (PPT slide 5)
"[God] helps us in all our troubles, so that we are able to help others who have all kinds of troubles, using the same help that we ourselves have received from God."
This week the focus is on us being 'able to help others'. The children should be familiar with the memory verse by now; however, if they are still struggling to remember it, try using the word deletion method. Put the memory verse on a washing line and gradually remove words or phrases, when saying the verse. Work right down to saying the verse with no words left on the line.



Split the group into three. Give each group one of the following passages: **Leviticus 19:34; Matthew 25:35-36; 1 Peter 4:8-9** either in NIV, from the bible extract sheet appendix 1 or PPT slides 6-8

How do these verses help us understand the ways in which we can help others? (PPT slide 9)
After small group discussion, share verses and feedback on the different ways we can show love to others – hospitality, friendship, listening to and learning from other people, giving practical assistance. Reinforce that helping others is a two-way thing – we should all adopt the posture of hands out – giving and receiving from others. Explore how 'help' is both practical and spiritual. When materially comfortable, people often find themselves spiritually impoverished – even if we are not materially struggling, we have so much to learn and gain from other people. The benefit of being part of the family of God is that we can all help each other in different ways and we all need different sorts of help. Reflect on what the children have learnt from CMSI's global partners over the last 4 sessions. Encourage them to have their 'hands out' to receive these lessons.



Discuss the ways in which we can reach out and learn from refugees in Ireland through organisations like **All Nations Ministries**. Pave the way for the film which will focus on fundraising for **St Raphael School for Sudanese refugees, Cairo, Egypt**. (PPT slide 10-12)



Film 4 (8 minutes) After the film, spend some time discussing ways to support our refugee friends, especially St Raphael School in Cairo.



Fundraising (PPT slides 11-12)
As a practical response to the refugee situation, encourage your school/church/community to walk alongside our partners in Egypt to raise funds for St Raphael School. You could run a hospitality event, serving others; organise a sponsored walk to journey with those seeking shelter; host

a sing along/dance-a-thon where people teach one another new songs/dances; set up an obstacle-course competition. Include your children in the planning and preparation of your fundraising event, teasing out a key lesson from the resource so that the activity helps reinforce the idea of 'hands out working and learning together' rather than 'handouts' that often appease guilt from a distance and set up an unhelpful binary between 'them and us'.

If you are keen to roll out these lessons to adults in your community, you could organise an informal screening of Ai Weiwei's 2017 documentary film 'Human Flow' or Philippe Falardeau's 2014 biographical drama 'The Good Lie' to help raise funds for St Raphael school.



Craft activity: An Extra Guest (PPT slide 13)
Each year CMSI produces a prayer pack called 'An Extra Guest'. Use the instructions as a guide to creating this aid to memory and prayer.

Materials – menu and placemat templates workbooks pages 7-9; card; scissors; glue; pens; images of CMSI refugee partners and organisations workbook page 10/ images from newspapers/printouts; selection of prayers and stories (workbook page 11-13).

Instructions:

- ★ Discuss Hebrews 13:1-2. How can we show hospitality? In what ways will this 'giving' actually mean we receive so much more than we give?
- ★ Consider the idea of inviting 'An Extra Guest' to your family dinner table. Talk about the ways in which the visual place setting helps connect us into the global Christian community.
- ★ Cut out the menu and placemat templates or create your own! (workbook pages 7-9)
- ★ Read selection of prayers/stories (workbook 11-13).
- ★ Using images of refugees from workbook page 10/ other sources, sample prayers and prayers of your own, create your own 'Extra Guest' pack to use with your family to help you begin to extend the hand of hospitality and, in the process, richly receive from God.
- ★ The 'Extra Guest' pack is part of an annual fundraising project. Use this idea of 'paying' for the meal of your absent guest as a bridge into discussing more fundraising ideas for St Raphael School.



Round-up

(PPT slides 14-15)
Review each of your craft activities. Decide together on one to send into us at CMSI. This can be a photograph of all pieces from one activity or an individual piece. If working as a group, negotiate together on a sentence overview or caption that should accompany the final piece – this can be a summary of the lesson/learning point connected to the craft or something from your discussion on the theme of 'God on the Ground'/'Hands Out'. It should be able to stand alone as a visual learning point that has come out of the *Hands Out* children's resource. Emails should be sent to info@cmsireland.org

NB Artwork sent to us may be used on social media so please ensure that any images featuring children have the appropriate permissions.



Prayer - Hands Out

(PPT slide 16)
Finish the lesson by praying their 'Extra Guest' prayers with hands out to give and receive in God's global church.



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Appendix 1



Bible elements

Session 1

Genesis 16:13 – “You are the God who sees me.”

Session 2

Matthew 2:13-15 *The Escape to Egypt* – “When they had gone, an angel of the Lord appeared to Joseph in a dream. ‘Get up’, he said, ‘take the child and his mother and escape to Egypt. Stay there until I tell you, for Herod is going to search for the child to kill him.’ So he got up, took the child and his mother during the night and left for Egypt, where he stayed until the death of Herod. And so was fulfilled what the Lord had said through the prophet: ‘Out of Egypt I called my son’.”

Session 3

Psalms 9:9 – “The Lord is a refuge for the oppressed, a stronghold in times of trouble.”

Isaiah 49:16 – “I have written your name on the palms of my hands.”

John 1:5 – “The light shines in the darkness, and the darkness has never put it out.”

Session 4

Leviticus 19:34 – “Do not mistreat foreigners living in your country, but treat them just as you treat your own citizens. Love foreigners as you love yourselves, because you were foreigners one time in Egypt. I am the Lord your God.”

Matthew 25:35-36 – “For I was hungry and you gave me something to eat, I was thirsty and you gave me something to drink, I was a stranger and you invited me in, I needed clothes and you clothed me, I was sick and you looked after me, I was in prison and you came to visit me.”

1 Peter 4:8-9 – “Above all, love each other deeply, because love covers over a multitude of sins. Offer hospitality to one another without grumbling.”



Forced to Flee

(adapted from CAFOD's 'On the Move' activity and a game by Pat Baker, Joint Board of Christian Education)

This activity is designed to build understanding and empathy for those having to leave their home in a crisis. The decisions the children have to make and the discussion need to be handled carefully as it could be upsetting for some children.

Children can complete this activity from their seats or act it out (if acting it out, prepare the 9 stations in advance. For this you will need to clear space for the children to move around the room and congregate at each stopping point. You may wish to have some stations with chairs, some with tables, some with nothing but the floor.)

Each young person will need: the map and list of belongings on page 2 of workbook (or project list on the board and set up the 9 stations around the room), pen, scissors, 6 small cards or page 3 of workbook cut into squares (for drawing their 6 possessions – 1 per card), envelope to 'carry their items'.

Arrange young people into family groups of 6. Discuss and decide on which family members they will play (eg child, parent, grandparent)



Discuss **why people move** – many reasons. Recap difference between 'migrant' and 'refugee'; recap some of the causes of displacement (conflict, natural/climate disasters, persecution).



Discuss **how the family you are about to roleplay might be feeling being forced to flee their home**. These questions can be used to prompt discussion:

- **How would you feel if you were told you were in serious danger and had to leave your home, family, friends immediately?**
- **How would you feel not to know where you were going?**
- **Who and what would you take with you?**
- **What might you need for a long journey and what would you have to leave behind?**



Begin activity

Teacher can read through or paraphrase the following scenes. It is important to keep the momentum going whilst giving enough time for thinking and discussion. The timings are given as an approximate guide – adjust depending on your students.

1. War has broken out in your country. You hear guns in the distance and are told you must leave right away. Trucks will be coming very soon to take you somewhere safe. You don't know when or if you will ever be able to return home. You can take one bag with you on your journey with 6 items in it. Look at the 'List of Belongings' and choose your items. Think very carefully about this and discuss it with the rest of your family. You have 10 minutes to draw your six items on your cards.

(give them 8 minutes) The truck arrived early – your time is up.



2. The truck is here – you can't take anything else. You and your bag get onto the truck. You are on your way. You are upset because you have had to leave your pet behind. You start to cry because you don't know what will happen to your pet.

The truck is uncomfortable – the seats are hard and narrow. The driver is in a hurry to get you to safety so he bumps and speeds along the road. He loses control on a bend in the road and one of your family falls off their seat (choose family member) – their bag flies out of the back of the truck. The driver doesn't realise and drives on, leaving the bag behind. This family member (NAME) has lost everything. Help them make up for their loss by giving them something from your bag – they can have one thing from each member of the family. You have 2 minutes to do this.

(2 minutes) – time up.

3. The truck struggles to climb the steep slopes. It is making strange noises. You start to wonder if there is a problem. Suddenly you hear a huge bang and the truck's engine dies. The truck grinds to a halt. The engine can't be fixed. You must continue the journey on foot but your bag is too heavy. Take out the heaviest item to make it lighter. You have 2 minutes to decide what needs to be left behind. What have you been left with?

(2 minutes) – time up.

4. The sun is hot and there is no water anywhere. The roads have lots of potholes making walking difficult. Someone from your family falls and hurts their foot (choose someone). They need help to continue their journey. Two family members carry them (choose 2 people). The injured person and their carriers can't carry their bags. The rest of the family need to help by carrying their belongings. No one can have more than 6 items in their bag so some things will have to be left behind. Discuss this in your families. You have 3 minutes to decide what will be left and what you will take with you.

(3 minutes) – time up.

5. Everyone is exhausted, especially the older family members. You can see the sea in the distance – this is where you are heading. The road begins to change and you enter a thick forest. The trees are dense and you need to cut your way through – how will you do this?

The injured person is feeling a little better and is able to carry their own belongings. Their helpers are also able to carry their own belongings again. Return their items.

(2 minutes) – time up.



6. You see boats and water up ahead. There is a gentle breeze which feels lovely on your skin. You are so happy! But as you get closer you realise that the boats are very small – each boat can only take 4 people. Your family must split up into groups of 4. This is very upsetting because you are scared and want to stay together. What if you get separated? You have no choice. You must split into groups of 4. You have 2 minutes to sort out your groups.

(2 minutes) – time up.

7. Before being allowed on the boat you are told you have to pay the fisherman but you have no money! He agrees to take you providing you give him the most valuable thing in your bag. The boat is leaving in 2 minutes so you must decide and give to him your most valuable item.

As you board the boat the fisherman says you have too much luggage – no one is allowed more than 2 items. With your family, decide what can be shared and what must be left behind. You have 4 minutes.

(4 minutes) – time up.

8. You all set sail but it is stormy weather. The rough sea floods into the boat. You still have your bag but it is soaking wet so anything that could be damaged by water is ruined. Check your bags and throw away anything that has been spoilt.

(2 minutes) – time up.

9. Land ahoy! What a dreadful journey – you are very worried about the rest of your family and hope they have survived the terrible sea. What will happen now?

END



After the activity, use the following questions to prompt reflection:

- **How would you feel if something like that happened in real life?**
- **Did you bring the right things on your journey?**
- **How did it feel when you lost so many possessions?**
- **What was the most difficult part of the journey?**
- **How did you feel about what was happening to you?**



Carouselling Quotations

Preparation – cut out 6 quotations below.

Instructions

- Divide your group into 6.
- Give each person/group a quotation.
- Give students time to read and discuss their statement.
- Use workbook page 5 to glue in quotation and make notes.
- Use questions below to guide discussion (on PPT slide and in workbooks).



- **What is the challenge we face if we take the quotation seriously?**
- **What is at stake in connecting Jesus to migration?**
- **How can we be part of a change in thinking and action?**
- **Take a few minutes to prepare an evaluative statement to present to your peers, using your quotation as stimulus.**

Depending on the time available, use one of the following methods to consolidate learning:

- each-one-teach-one;
- mini presentations to the class; or
- carousel students around 6 quotations.

"Migration is the throughline of the human story, no matter how settled we believe ourselves to be...We are all either migrants or descendants of migrants...The movement of people is of the utmost consequence to Christianity, as migrants and diaspora communities have shaped and reshaped the contours of its growth and spread throughout history."

—Sam George, Director of the Wheaton College Billy Graham Center Global Diaspora Institute

Migration is a "fact of life" and a "force for good". Migration promotes the exchange of knowledge and contributes to economic growth, but at the same time, "poorly governed migration is a cause of great suffering."

— UN chief António Guterres, December 2023

Leading tech companies, including Google and Meta, joined forces to produce a Digital Protection pledge. This commitment involves dedicating increased resources to understand, address, and prevent misinformation and hate speech targeted at the communities of displaced and stateless. The collaboration aims to bolster humanitarian responses and ensure the safety and well-being of those affected.

While some of the world's poorest countries are welcoming refugees "with great hospitality", the international community must match that generosity with far greater solidarity. Protection and help for these most vulnerable of people, is "an obligation shared by all of humanity."

— UN chief António Guterres, December 2023

Migration "is as old as humanity itself", with people often seeking to flee conflict and escape persecution. "Because of climate change and pronounced economic disparity, many people have little choice but to find livelihoods elsewhere by moving."

— Amy Pope, Director-General of IOM

"Migration is a difficult subject for Christians to engage with. A great deal of our ideas about migration are shaped by the political convictions of our national leaders, many of whom are driven by economic interests. Good theological reflection on migration tends to be rare [because our] own history of migration from Europe is often whitewashed."

—Dr Harvey Kwiyani, Founder and Executive Director of Missio Africanus