

Afghan refugees

A lesson plan on Afghan refugees and the work of aid agencies like World Vision

Level: Middle to Upper Primary

Aims: Students will -

- ▶ describe current conditions in Afghanistan and what it is like to be a refugee
- ▶ explain how aid agencies help in crisis situations

At the end of the lesson, students will produce a poster or play from an aid agency, asking for donations and explaining the situation.

Lesson Plan

Materials

This lesson plan accompanies a slideshow which can be viewed either on powerpoint in the classroom or on the Internet by logging on at 'Curriculum Resources'.

Slideshow:

1

Explain that you will be showing students some slides of a country which they have heard about in the news recently. Bring up the **first slide** (three pictures of Afghanistan) and ask students for their ideas on what country this is. You can give clues by noting the landscape, the way people are dressed, etc.

2

When someone has guessed (or if teacher ends the guessing by telling students it is Afghanistan) ask if anyone knows where Afghanistan is. Find it on the globe or world map if there is one in your classroom. Bring up **second slide** for more detail.

3

Students write the heading "Afghanistan" in their workbooks. They should also write 'Definitions' as a heading on one page, as this will be used throughout the lesson.

Ask: "What do you know about Afghanistan?"

Brainstorm ideas and write words up on the board, asking students to copy these into their workbooks. Make notes about climate, people, government/ leadership, the current conflict, history, landscape, marriage etc.

4

Bring up **third slide**. "What can you work out about Afghanistan by looking at these pictures?"

- ▶ Village - there is no greenery, it is very dry and dusty. There has been a **long drought**.
- ▶ Street - children are walking past an unexploded bomb. There have been **recent wars** and even though the wars are over, it is **still dangerous**.
- ▶ Houses - the house is damaged, with no roof and some walls knocked in. Wars have left people **homeless**.

5

Ask students: "Why is there conflict in Afghanistan?"

Explain that the next slide will tell students some of the background - ask students to copy it down in their books. Bring up **fourth slide** regarding Afghanistan's recent history.

Check that students understand the following (and record on definitions page):

- ▶ Soviet Union (now Russia and the Commonwealth of Independent States)
- ▶ Drought (no rain for a very long period)
- ▶ Famine (no food because of lack of crops)

6

Bring up **fifth slide** (people). “These are the people of Afghanistan. Talk about what war, drought and famine mean for them.

- ▶ Drought: no water for farms, so plants died and no food could grow.
- ▶ Famine: hungry all the time. No crops to sell to get money to buy food, clothing.
- ▶ War: danger during the war from soldiers, bombs. Homelessness. Danger doesn't stop when the war does because of unexploded bombs.

NOTE: Make the point that many Afghans were not directly involved in any of the wars. They were farmers, office workers, doctors, factory hands etc

7

Slides 6 and 7 - talk about what people are doing in the pictures.

- a) **Slide 6** - (Children and woman sitting outside a cave) These people have been living in a cave since their home was destroyed. What do students think it is like living inside a cave with the whole family? (Crowded? Dirty? - there are no showers, no running water, no kitchen, no bedrooms, no television...) What do students think it would be like? (eg. Fun? Uncomfortable? Frightening?)
- b) **Slide 7** - (Children collecting water by a river) What are the girls doing? Why are they collecting water in plastic cans? Does the water look clean? Does it look like hard work?

8

Slide 8 - Fact Slide. Check understanding of:

- ▶ Internally Displaced People
- ▶ Refugee

and add to definitions page.

9

Bring up **Slide 9** (refugee camp) - **Ask:** “What is this?” “How long do you think people have been living here?”

10

Bring up **slide 10** (girl in camp).

Tell class:

“Some camps have been in Pakistan and Iran for over five years, as people left Afghanistan to find food and to get away from the fighting. Since the war against terrorism in Afghanistan, tens of thousands of people have come to the refugee camps.

This girl may have been born in the camp - she might not know what it's like to live in a house with her family.

Discuss how living in cramped conditions affects people, especially if you don't know the people around you or you don't like them.

11

a) Students make a chart with the following headings:

- ▶ What have the refugees brought with them?
- ▶ What do they need?
- ▶ How do they get what they need?

b) **Brainstorm:** What have the refugees brought with them? (fill in chart)

- ▶ Only as much as they can carry. Sometimes some clothing, personal papers, pots and pans. Some people have nothing at all but the clothes they wear.

c) **Brainstorm:** What do they need? (fill in chart)

- ▶ food
- ▶ medicine
- ▶ shelter
- ▶ warm clothes for winter

d) “How do they get what they need?”

- ▶ **Afghanistan?** Many of the refugees have run away from the Taliban (who ruled Afghanistan) and can't expect help from them. Most other people are very poor themselves and can't help. With the fighting, it is also too difficult to get help.

- ▶ **Pakistan/Iran?** These camps have tens of thousands of people in them, all desperately needing food, medicine and shelter. These countries are not always able to help much. They are very poor countries too, and there is little to support their own people, let alone deal with thousands of refugees. Sometimes, their governments may be unable to help.

- ▶ Help usually comes **from aid agencies**, like World Vision, the United Nations, Red Cross etc. These agencies provide emergency assistance until the people are able to return home - or find a new home - and are able to look after themselves again.

12

Ask: “How do aid agencies send aid? What needs to be done?” Write ideas on board and organise into a rough order:

- ▶ Raise money or obtain donations
- ▶ Buy/obtain tents, food, medicine, warm clothing
- ▶ If items bought in Australia - arrange transport overseas
- ▶ If items bought in affected region, arrange transport to camps
- ▶ Store everything
- ▶ Set up a system to distribute the goods

13

Bring up Slides 11 - 13.

- a) **Slide 11.** This is a warehouse where food is stored before it is handed out to the people in the camp.
- b) **Slide 12.** This is what emergency ration packs look like. World Vision also hands out other kinds of food, like wheat and rice.
- c) **Slide 13.** These children wait with their bowls to collect food.

14

Slide 14 (Sick boy with his mother)

- ▶ “Some people are very sick when they get to the camps. Some of them are malnourished, which means they haven’t had enough to eat. Others have other illnesses, but have no money to buy medicine. Other people have been injured in the fighting.”
- ▶ “What do you think is wrong with this boy? How old do you think he is?”

15

Slide 15. (Boy with his mother and World Vision worker, Robyn Kennedy)

The boy is five years old. He is malnourished, and very small for his age. His neck muscles are so weak he cannot hold his head up.

“How do the people in the picture feel? The boy? His mother? World Vision worker Robyn Kennedy? How do these pictures make you feel?”

Some children may be upset by the pictures.
Talk with the class about their reactions.
Reassure them that the boy is getting food and medical treatment at a refugee camp, as below.

16

Slide 16 (Clinic). The boy’s mother brought him to a World Vision clinic for women and children. The Al Nisa Clinic is in a refugee camp in Pakistan. Some of the staff are women who were doctors in Afghanistan before the Taliban stopped women from working. At the clinic, they help other Afghan women.

- ▶ “What’s in the box?” (A medical kit.)

17

Slide 17 (Truck). World Vision in Europe has also sent warm clothes. “Hilft Afghanistan” means “Help Afghanistan” in German.

18

“Does anyone know what’s happening in Afghanistan now?”

- ▶ War is over
- ▶ People are starting to leave the refugee camps and go back to Afghanistan
- ▶ New government formed

Brainstorm: “What problems do you think they will find at home? What things may have changed?”

- ▶ Homes damaged and destroyed
- ▶ Property destroyed or stolen
- ▶ Farmland not ready to be used (Weeds? Too dry? Bombed?)
- ▶ No seeds to plant
- ▶ No jobs
- ▶ Unexploded bombs around farms, buildings and houses

Agencies like World Vision are continuing to help people in Afghanistan by distributing food and helping with other rebuilding tasks.

19

Despite the problems, people have started rebuilding. (Slides 18 - 21). Look at the pictures and talk about what the people are doing.

- a) **Slide 18** (Woman in cart). This woman is wearing a burkha. She is traveling by herself on a cart, which is a big step for her - women weren’t allowed to travel by themselves when the Taliban were in power.
- b) **Slide 19** (Man on roof). This man is fixing the roof of his house.
- c) **Slide 20** (Farmer). This farmer is ploughing his field for the first time in two years.
- d) **Slide 21** (Men with carrots). In the village of Ahmad Khan, these men are selling their first harvest of carrots. It’s a sign that security is slowly returning to their village.

20

Class Activity

(Teacher may want to bring examples of magazine/newspaper ads from aid agencies as examples for this activity.)

In groups, students are to devise an advertising poster for an aid agency. The poster aims to get people to donate money. The advertisement should include information on what it is like to be a refugee and tell donors how their money will be used.

For variety, some students may prefer to do this as a television advertisement. They should write a script and produce the ‘TV ad’ for the class as a short play.

To continue with the themes of this lesson, go to the “Refugee Stories” lesson plan.

Further information on Afghanistan can be found at the following websites:

Passport to a Better World

www.myworldvision.com.au/getinvolved/40hourfamine/passport.asp

This site enables users to register and visit different countries to learn about their background, issues facing them and the work that World Vision does in each country. Countries covered include Afghanistan, Ethiopia, Chile and Haiti.

Afghan refugee crisis

www.myworldvision.com.au/appeals/afghanistan/index.asp

Information about the humanitarian crisis in Afghanistan and World Vision’s response.

Country Profile

news.bbc.co.uk/1/hi/english/world/south_asia/country_profiles/newsid_1162000/1162668.stm

BBC Country Profile of Afghanistan.

Cultural Profile

cwr.utoronto.ca/cultural/english/index.html

Canadian site with cultural profiles of Afghanistan and numerous other countries.