

War and displacement

Goal. Students see what war does to ordinary life, and how people keep schools, kitchens and clinics running anyway.

AGES

15 and up (younger with the 12 to 14 sheet)

FITS

History, politics, civics

TIME

45 minutes, one period

You need. Projector with the site. After the main walk, choose War and displacement from Fly another route, or use the link in the footer. Worksheet per student.

The lesson

5 min

Guess

Ask the class how many people they think have fled their homes in the world today. Write the guesses. The UN counts over 120 million. Then show the four stops.

15 min

Walk

Fly the route: Kharkiv, Cox's Bazar, Hodeidah, Port-au-Prince. At each stop read the number, one paragraph and What's working. With a short period, pick three stops.

10 min

Meet

Choose one person on the route. One student reads their story, another reads 'what they would tell you'. Ask what they would want this class to do.

10 min

Move

Worksheet. Then each student writes one move with a date, using the organisation named at a stop.

5 min

What's working

Reread only the What's working paragraphs. Ask: which of these could we copy here?

Questions for the room

1. In Kharkiv 20,000 children go to school underground. What does that say about what people protect first?
2. The Rohingya camps have existed for nine years. What is a camp meant to be, and what does it become?
3. Haiti's capital is mostly run by gangs. What is the difference between a war and that?

Answers and sources

Key figures: 20,000 children in the Kharkiv region learn underground (March 2026). 1.2 million Rohingya refugees in Bangladesh (UN, June 2026). 18.3 million people in Yemen without enough to eat (OCHA, March 2026). 1.5 million displaced in Haiti, 751,000 of them children (IOM, September 2026). Each stop names its sources. Every figure and its source is shown on the site at the stop.

War and displacement

The War and displacement route: 4 stops
Worksheet

Name _____

Class _____

Date _____

The stops

Place	Problem	The number
Kharkiv, Ukraine	War	
Cox's Bazar, Bangladesh	Refugees	
Hodeidah, Yemen	Hunger	
Port-au-Prince, Haiti	Gangs	

What people on this route kept going despite the war (a school, a kitchen, a clinic...)

The person I remember, and what they told us

One thing that is working

War and displacement

The War and displacement route: 4 stops
Worksheet

Name _____

Class _____

Date _____

The stops

Place	Problem	The number	What is working
Kharkiv, Ukraine	War		
Cox's Bazar, Bangladesh	Refugees		
Hodeidah, Yemen	Hunger		
Port-au-Prince, Haiti	Gangs		

Compare two stops: who is fighting, who is paying, and who is keeping daily life going. Use the site's figures.

Our country's role. For one stop, find out in ten minutes what your country has done or funded there. Note the source.
