

STEP 4: TAKE ACTION

Divide the class/group into four groups **WELCOME, PROTECT, SUPPORT, JOIN TOGETHER**. Provide each group an explanation of one action step to accompany migrants, refugees, and asylum seekers (use the info from “What Does the Church Say?”).

INSTRUCT each group to write a news story about migration (for younger children you may want to have some stories to read to them, or choose one the whole class can work on) and **DEVELOP A PLAN** which could be used to accompany and help the people in the story.

- Examples:
- 1. Welcome: Invite guest speakers, such as refugees to tell their stories or have the group share their own stories..
 - 2. Protect: Think of ideas of how to help make safe places for kids to be treated with kindness.
 - 3. Support: Form a group to host a reading group for children learning English.
 - 4. Join Together: Create ideas of how to include migrants and refugees in your school and church communities.
- PRESENT:** Have each group present their topic and plan to the class. Encourage them to be creative in their presentations. **DISCUSS** as a group if you would like to **CHOOSE** one of these plans to **IMPLEMENT** together.

RAISE YOUR VOICE

We all have a choice to be driven by love or be driven by fear. Start a movement by making buttons, signs, and use social media to encourage others to be driven by love. Begin in your classrooms, youth groups, and families and then move out to the community. Brainstorm ways you might respond in love. Pick one to commit to. Gently remind each other when you respond in unloving ways. Spread the word and share what you are doing with us on DiscoverYourNeighbor.org.

A Filipino migrant worker at the Ugnayan Migrant Shelter run by Maryknoll Fr. Tajonera in Tawain. (Nile Sprague/Taiwan)

BE A GLOBAL NEIGHBOR

Did you know that Maryknoll missionaries accompany migrants all over the world? Fr. Mike Bassano works in a United Nations camp in South Sudan where many people are displaced by war. He helps the 28,000 people in the camp by giving encouragement and support as they are faced with difficulties like hunger. Visit DiscoverYourNeighbor.org to learn of his work and how you, your class, and your family can make a difference.

ENGAGE YOUR FAMILY

WATCH Pope Francis’ Video on the four action steps for migration. **DISCUSS:** What was most impactful in this video for you? As a family how can we be motivated and driven by love to take at least one of these action steps? (Visit DiscoverYourNeighbor.org for suggestions). **MAKE A PLAN** of what you will do next.

MIGRATION

K-5

DRIVEN BY LOVE

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Filipino migrant workers participate in a procession honoring the Virgin Mary in Taichung, Taiwan. (Nile Sprague/Taiwan)

OBJECTIVE:

Students will be able to: **EXPLAIN** and give examples of why people leave their homes and seek refuge in new lands. **UNDERSTAND** ways our faith calls us to respond in love to the current realities of migration. **DEVELOP A PLAN** that illustrates how one can support migrants in the communities where the students live. **APPLY** what has been learned by doing presentations, skits or projects. *Learn more at DiscoverYourNeighbor.org*

STEP 1: PRAY

Emmanuel-God With Us

Loving God, during this Advent Season, help us to:
Be with the migrant who is fleeing violence to seek safety in a new land.
Be with the refugee who hungers for enough to eat in an overcrowded camp.
Be with the teenager leaving home to work in a factory for unjust wages.
Be with those receiving so many people who are in search of safety, food, and opportunity.
Be with us so we may open our hearts and respond to others in love and compassion.

Amen

FAITH PERSPECTIVE

Once a week Maryknoll Sister Lelia Mattingly goes to the U.S. Immigration Detention Center in El Paso, TX to visit Rosa. Rosa is a grandmother who is from Honduras.

Rosa's granddaughter, Yaneth, lived with her all her life. When Yaneth turned 15, Rosa became very scared for her granddaughter's safety. She was afraid if they stayed in Honduras something bad would happen to both of them. So Rosa sold everything she could in order to have the money to start the long journey to the United

States. It took almost a month of traveling by foot and on hot, crowded buses. The journey was very dangerous and very long. When the two reached the U.S. Border, they asked the border agent for help.

During this Advent Season, Sr. Lelia is reminded of Pope Francis' words, "Every stranger who knocks at our door is an opportunity for an encounter with Jesus Christ."

NEIGHBOR FOCUS

Imagine that you see an ad that says "Help Wanted"- jobs in factories, construction, households, and fishing boats. Hours: 12-15 hours a day; must leave your home country; working conditions-poor; pay below minimum wage.

Hundreds of thousands of migrant workers have answered ads like this in order to find work in Taiwan, many of them young adults, coming from places where they cannot find employment. They pay thousands of dollars to people called "brokers" to help

them get these often dangerous and difficult jobs.

Maryknoll Father Joyalito Tajonera, who works to help migrants like these in Taiwan explains, "People are not running away from country or family. They are being forced by economics; because of their love for family, they are being forced by the situation to go out and find jobs to support their family." Read more about Fr. Joyalito's ministry at DiscoverYourNeighbor.org.

STEP 2: MAKE PERSONAL CONNECTIONS

READ the *FAITH PERSPECTIVE* article as a class/group.

DISCUSS: Around the world, the majority of refugees, migrants, and asylum seekers have to leave their homes because they do not have a safe place to live, or don't have enough food, or a house, or a job, and they want to live in a peaceful place. . Based on the Faith Perspective article, Why do you think Sr. Lelia visits the detention center? Have you or someone you know left their home in a different country? Why did they have to live their country? What was the experience like?

READ NEIGHBOR FOCUS article. Place a large butcher paper in the middle of the class or on a wall so that the children can draw on it like a graffiti wall. **DISCUSS WITH THE CLASS:** Remember a time when you gave up something for someone you care about. On the paper draw a picture of what you gave up. After the children are finished with the first drawing ask them to draw another picture that shows why they decided to give the thing up or do what they did for the other person. Then Ask: did anyone say they gave something up because of love?

Imagine that you were Rosa or Yaneth or someone you know of and were forced by a situation to migrate as Fr. Joyalito describes. What do you think would be most difficult for you? What would you have to leave behind? How has God shown love and sacrifice to the world? To you? "How might God be urging you to respond in love to immigrants in your community? Is God asking you to sacrifice something out of love for them?" (If you are working with very young children instead of asking all these questions focus on a couple. You can use the butcher paper to draw the children's answers or to illustrate ways God has show us love and how we can show love to others who have been forced to leave their homes.)

EXTENSION FOR OLDER GRADES: What do you think it means to be a missionary disciple? **CREATE** a "Help Wanted" ad for someone your age whose job it is to respond to the needs of migrants in a Christian way. What personal qualities are needed for the job? What are the hours? Where will this job be done? What are the benefits? **AS A CLASS** share your ads. Make a list of the ways young people can respond. Is there one response you would like to do as a group or an individual? Do it!

STEP 3: EXPLORE SCRIPTURE AND TRADITION

READ ONE OF THE FOLLOWING:

LIFE OF JESUS: Matthew 2:12-23

REFLECT: In this bible story we learn how Jesus' parents took him when he was a baby to Egypt. How do you think the people of Egypt welcomed baby Jesus, and his parents Joseph and Mary? How can we do some of the good things the people of Egypt did to welcome baby Jesus and find ways to be welcoming in our lives? (For example: the children might say they had a party or brought him food. Use their examples to show how we can learn from bible stories ways we can be welcoming. Focus on ways to welcome new people into school. This will keep the focus on areas where children are safe to welcome others).

DRAW: After you have discussed ways to welcome others, give each child a piece of paper and ask them to draw one way they would like to welcome someone who is new to their school.

WHAT DOES THE CHURCH SAY?

We are called to accompany those who are fleeing their countries in search of a better life, far away from poverty and exploitation. The following four ideas from Pope Francis explain the church's teaching on migration.

- 1. WELCOME:** Find ways to get to know the stories of refugees and migrants in your area.
- 2. PROTECT:** Help protect the people who had to leave their homes because of real danger and make sure they are safe in our community.
- 3. SUPPORT:** Help migrants and refugees, especially children have the chance to have an education, jobs, food and housing.
- 4. INTEGRATE:** Allow refugees and migrants to join and be active in the community and welcome them.

*Adapted from Pope Francis message
January 1, 2018*