

# AILAH



**ALIAH:** 5 minutes

This animation is based in Afghanistan. It shares the message of hope for peace, through the eyes of a little girl, Aliah. The music is central and hints at the carefree right of children to play and enjoy life, even amidst the realities of war. This short film is captivating.

**Curriculum for Excellence Level:** suitable for second to third level learners

**Viewing Advice:** Following the baseline activities, we recommend you play the film at least twice. The first time you should ensure the volume is up so the children can enjoy the whole sensory experience. The visual element is highlighted beautifully by the carillon which moves the story of Aliah gently, as she is confronted with war and the promise of hope. The second time ask the pupils to think about the main elements of the story using the scaffolding questions from the section **After the film**.

## Opportunities for Interdisciplinary Learning:

**HWB** 2-09a/ 3-09a / 4-09a  
Social Wellbeing

**SOC** 3-11a/ 4-11a  
People, Place and environment

**SOC** 2-15a/3-15a/4-15a/2-16a/3-16a /2-17a/3-17a/4-16a  
People in society, economy and business

**Ex Arts Music** 0-18a/1-18a/2-18a, 1-19a/2-19a/3-19a

## Global Citizenship Teaching and Learning Themes:

 Peace and Conflict

 Children's Rights

 Active Citizenship

## Global Goal:



Click [here](#) to find out about the Global Goals for Sustainable Development.

## UNCRC Articles:

**Article 6** Every child has the right to life

**Article 31** Every child has the right to play

**Article 38** Governments must do everything they can to protect children affected by war

Click [here](#) to find out more about the UNRC

## LEARNING ACTIVITIES



### BEFORE THE FILM:

#### *Baseline assessment:*

 What are the causes, effects and solutions of war? Use an issue tree (p7 of Oxfam's [Global Citizenship Guide for teachers](#)) to record initial thinking. Take photos.

 Using the statements below, discuss pupils' responses using an Opinion Continuum (P9 of Oxfam's [Global Citizenship Guide for teachers](#) )

- ***War is necessary to achieve /maintain peace***
- ***Peace begins with each individual***

 What is war? Brainstorm responses to this and use the suggestions and ideas to compose a group definition.

#### *The context:*

- What do we already know about Afghanistan? Brainstorm in groups, suggesting prompt questions if required. After a given amount of time, share and discuss as a class.
- Ask where our knowledge has come from-are there any stereotypes that need challenged? What messages do the media portray?

## Homework task:

- Research Afghanistan; position, geography, languages, recent history, demographics and culture.
- Present findings to the class/group and identify any surprises.

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## AFTER THE FILM

- Watch the film two times. Allow the class to enjoy the animation and music of the film. During the second viewing, ask the children to notice one thing about Aliah, one thing about her environment and one thing that they feel the film is trying to communicate. These thoughts should be recorded on 3 separate post-it notes and then shared in groups.
- What questions would you ask Aliah if she was in front of you? This can be done as a role play exercise in pairs.
- Ask pupils to create a [Freeze Frame](#) of a scene they remember from the film. They should compose a short sentence to communicate Aliah's thoughts or emotions or activity. This can be presented in a large circle as the teacher walks round and touches each pupil on the shoulder.
- Repeat this activity again, using background music from the film.
- What rights do you see being denied in this film? Explore organisations who are working to help those in war torn contexts to exercise their rights, particularly the rights of children. For example [UNICEF](#).
- The carillon in this animation is effective in moving us through the emotions and experiences of Aliah. Explore ways that art and media provide a medium through which people can express their responses/reflections on the issues surrounding conflict and wars. For example graffiti artist Banksy's reworking of his Young Girl piece for the **#With Syria** Campaign, marking three years since the conflict began.

## General Activities

- **Current Global Conflict:** Brainstorm knowledge of current global conflict and indicate where these are on a classroom world map. Explore current global wars around the world through this interactive map, created by non-profit organisation IRIN [Global Conflict](#)
- **How am I connected to Global Conflict?** War in the Congo is fuelled by our use and demand for minerals for our mobile phones. These are referred to as conflict minerals. Use these resources produced by [Scotdec](#) to explore how our demand for mobile phones has impacted others around the world. [Mobile Phones](#)

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## RESPONDING AS AN ACTIVE CITIZEN

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- Consider a campaign to raise awareness of any of the issues explored.
- What did Nelson Mandela mean when he said- '**Education is the most powerful weapon to change the world**'. Explore the right to an education for children living in the midst of war. What is happening around our world to address this and what should our role be?
- Use some of the ideas from Scotdec's [youth campaign planning tool](#) to facilitate pupils in planning and participating in their own action.

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## TAKING THE LEARNING FURTHER

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- 🗣️ Think, pair and share - What does the statement from the animation mean:

*'Between reality, dreams and dreams of reality, time goes by'*

- ♥️ **HOPE** is an overriding theme of this animation...hope for **Peace**. Using the resource from [Peace Prevails Programme](#), explore what peace looks like in our own lives.

- 🌐 Lessons for teaching Goal 16, Peace and Justice [Global Goal 16](#)

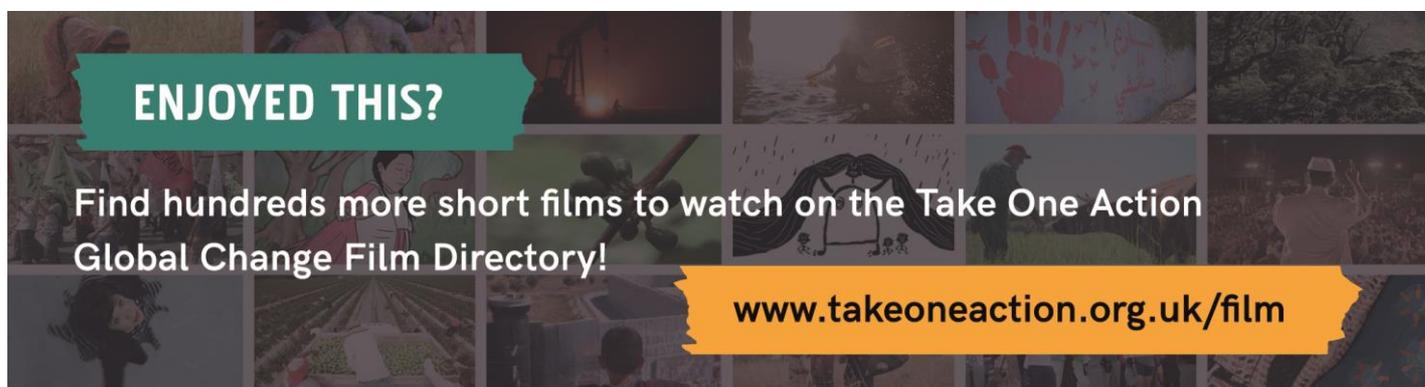
## FOLLOW UP ASSESSMENT

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🌐 Revisit the baseline issue tree. Pupils add their new learning on to the trees. Take photos of these and discuss the additions. On post-its pupils record 'I used to think.... But now I think...'

♥+🗣️ Revisit the Opinion Continuum - have any children changed their locations along the line? Record attitudinal change using 'I used to think, but now I think' scaffold.

👁️ Try out some similar activities from [STRIDE](#) ; peace, justice, conflict



**ENJOYED THIS?**

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[www.takeoneaction.org.uk/film](http://www.takeoneaction.org.uk/film)