

## MOVING PEOPLE SKIT

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### OBJECTIVE //

- To enable participants to reflect on the value and dignity of each person
- To creatively explore the Parable of the Sheep and the Goats (Matthew 25:31-46)

**DURATION //** 45-60 minutes

**GROUP SIZE //** Any (divide participants into groups of 4)

**AGE //** 12 and up

### MATERIALS //

- Highlighters for each 'actor' to highlight their lines
- Optional props include:
  - An apple
  - A soccer ball
  - A dish towel or cooking utensil
  - A hammer

### PREPARATION //

- Watch "Moving people": a short play about people forced from their homes  
[cafod.org.uk/Education/Secondary-and-youth-resources/Moving-people-play](http://cafod.org.uk/Education/Secondary-and-youth-resources/Moving-people-play)
- Read the **Parable of the sheep and the goats**, and the discussion guide below. Adapt to suit your group, and ensure enough familiarity with the concepts to adapt as the discussion proceeds
- Print one (1) copy of the skit overview and script for each participant (pages 2-5)
- Decide what actions would be appropriate for your group to follow up on their learning and reflection: see [devp.org/sharejourney](http://devp.org/sharejourney) for more information

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### SKIT OVERVIEW

#### CHARACTERS //

- Character 1, female (F-1): Syrian refugee
  - Optional prop: an apple
- Character 2, male (M-2): Environmentally-displaced person
  - Optional prop: soccer ball
- Character 3, female (F-3): Rohingya refugee in Bangladesh
  - Optional prop: dish towel or cooking utensil
- Character 4, male (M-4): Social, political, religious refugee
  - Optional prop: hammer

**SCRIPT LENGTH //** 4-5 minutes

#### STAGING INSTRUCTIONS //

1. Each of the four actors stand with their backs to the audience or camera. One by one, and taking their time, each turns to face the audience, delivers their line, and turns back to their original position.
2. Allow moments of pause, both upon characters turning, and between different characters speaking.

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### THE SCRIPT

- F-1:** I loved school. My favourite subject was science.
- M-2:** I love to play soccer. My favourite team is Manchester United.
- F-3:** I am a full time mom. I run the house, take care of the kids, and make sure everyone is taken care of.
- M-4:** A good party with my friends, joking, being ourselves.... That's what I love.
- F-1:** I've wanted to be a teacher for as long as I can remember.
- M-2:** When I grow up, I want to be a professional soccer player and help support my parents.
- F-3:** We lived in the same village that my parents and grandparents lived in.
- M-4:** I work for my Dad's business. Family is the most important thing to me.
- F-1:** We had to stop going to school – some schools had been bombed, and our family was too worried something would happen while we were away.
- M-2:** The crops have been bad for years, with all this drought. There is never enough to eat.
- F-3:** Our government changed the laws when I was a child, we weren't considered to be Burmese even though we lived in Burma. We weren't allowed to get passports. We were cut off from other people in many ways. Sometimes other people and the army would abuse us, and they even attacked our villages.

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- M-4:** When I was a kid, we had to flee our home. It wasn't safe for us anymore.
- F-1:** The fighting got worse and worse, everyday. It wasn't safe. So we left.
- M-2:** Then the oil spill happened up the river. Our water changed colour, our animals got sick, we got sick. We had to leave.
- F-3:** That night, it was chaos, we were just trying to get away from the violence. I had just given birth. I told my older children to follow their aunt, and I hid in the forest with my baby for nearly a week. My village was destroyed.
- M-4:** When it was safe for me to return, I started openly sharing my faith and teaching about God's love. It wasn't long before the authorities arrested me.
- F-1:** In the middle of the night we took a van with others to the border with Lebanon. It was a terrifying journey. At any moment, we could have been stopped by the authorities. Once in Lebanon, we found where others like us were gathering, and set up a tent. We have been here for four years. I don't know if we will ever go home.
- M-2:** I miss my friends, I miss our community events. We went where my dad could find work... I don't know where everyone else went.
- F-3:** I followed the rest of my people. They shared what little food they had... most moved faster than I could. I was so scared for my baby, and worried about my children.
- M-4:** I was put on trial, found guilty, and tortured to death by the authorities.
- F-1:** My name is Myriam, I'm from Syria and I am a refugee.

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**M-2:** My name is Gabriel. I am from Nigeria, and I am internally displaced.

**F-3:** My name is Tasmeen. I am Rohingya, and I am searching for my family in the camps in Bangladesh.

**M-4:** My name is Jesus... and I am in Myriam... and Gabriel... and Tasmeen...

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### DISCUSSION GUIDE

1. Gather the participants back together in one large group. Ask some or all of the following questions to start the discussion:
  - What did you think of the play?
  - How did the play make you feel?
  - Which character was your favourite/stood out to you? Why?
  - Why do you think we are watching/performing this play?
  - Who would be a good audience for this play?
  - Do you think everyone is special and unique? Why/why not?
  - Do you think everyone should have human rights? Why/why not?
2. Read (or have a participant read) aloud the Parable of the Sheep and the Goats (Matthew 25:31-46).
3. Discuss:
  - What is this parable about?
  - What is Jesus teaching us in this parable?
  - How does the parable relate to the play?
  - Pope Francis said: "Welcoming others means welcoming God in person" (World Day of Migrants and Refugees 2016). What do you think he meant when he said this? What do you think about it?
  - What does the play make you want to do next?

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### TAKE ACTION

As a group decide what you want to do next having seen the play. For instance,

- Learn more about forced migrants and refugees by watching our videos at [devp.org/en/education/fall2018/materials](http://devp.org/en/education/fall2018/materials)
- Fundraise for Development and Peace partners who support refugees and forced migrants around the world by performing this play!
- Plan a walk in solidarity with forced migrants using our downloadable PDF guide at [devp.org/walk](http://devp.org/walk)
- Learn more about the Global Solidarity Walk organized by our global confederation of Catholic relief and development agencies at [journey.caritas.org](http://journey.caritas.org)
- Be an active citizen - send a message to your elected leaders!  
Visit [devp.org/sharejourney](http://devp.org/sharejourney) where you can: (a.) order free action cards to distribute within your school, parish or community, (b.) sign our online petition, or (c.) print off our petition so you can start collecting signatures from members of your community.
- Use social media to spread your message of hope and welcome with the hashtag **#sharejourney**. Urge your elected leaders to support peaceful solutions to conflict and support those who have been forced to flee their homes.
- Share your message:  
Create a display that challenges negative attitudes towards refugees and asylum seekers - use photos, clips from newspapers or your own artwork!
- Plan ways to make your parish or school a more warm and welcoming community.  
Put your plan into action!

This short play was written for CAFOD by RISE Theatre and first performed at Flame 2017, CYMFED National Youth Congress. This activity is adapted from the CAFOD Moving People Skit: Moving people: Short play on people forced from their homes, © 2017 RISE Theatre CIC, [risetheatre.co.uk](http://risetheatre.co.uk).