

<ul style="list-style-type: none"> • Running Time • Narrator Name 	<p>2.22</p> <p>Chris Niles</p> <table border="1"> <thead> <tr> <th data-bbox="406 262 1047 304"><u>Script</u></th> <th data-bbox="1047 262 1578 304"><u>Shotlist</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="406 304 1047 2005"> <p>A horrifying conflict has ended. The damage is still distressingly visible, but the children of Gaza are going back to school.</p> <p>They cannot forget the trauma of the last few weeks, but they can begin, however tentatively, to pick up the threads of their lives.</p> <p>SOT Hanady Akeela 17 years old On the first day of my return to school I was expecting to find damage and destruction because I know that war machine didn't leave anything in place—no human, no stone. When I first entered I was shocked from the scenes that I saw—classrooms damaged, windows broken, every corner in the school reminds us of the war.</p> <p>Hundreds of thousands of children are back in the classroom and schools are operating on double or even triple shifts to accommodate students whose classrooms were destroyed.</p> <p>UNICEF has provided essential learning equipment and teachers are beginning to help their students begin the journey of recovery.</p> <p>SOT Myasoun Al-Emawi English teacher We had each girl talk about her experience even the teachers were offered the chance to tell their stories. Every girl had a story to tell since they lived in Tal-Al Waha neighborhood which experienced the ground incursion. In class rooms where there were student killed , some of their classmates were scared to enter the class and some other classmates refused to sit in the same place where children had been killed.</p> <p>UNICEF opt Representative Patricia McPhillips visited the Um Al Fahim secondary school, bringing school in a bag</p> </td> <td data-bbox="1047 304 1578 2005"> <ol style="list-style-type: none"> 1. WS children in rubble 2. WS children in rubble 3. WS children climbing on rubble 4. WS children entering school 5. PAN rubble in schoolyard to damaged classroom 6. SOT Handy Akeela (Arabic/English) On the first day of my return to school I was expecting to find damage and destruction because I know that war machine didn't leave anything in place—no human, no stone. When I first entered I was shocked from the scenes that I saw—classrooms damaged, windows broken, every corner in the school reminds us of the war. 7. WS classroom 8. PAN classroom 9. CU girls in class 10. CU girl writing 11. 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	<p>for hundreds of eager students, as well as bottled water.</p> <p>SOT Patricia McPhilips UNICEF OPT Representative</p> <p>During the conflict itself we had hotlines up and running and the number one concern on those hotlines with children was the violence and their concern about the violence, but the second was school, what were they going to do about school? And it think that says a lot about the children of Gaza, really how dedicated they are, how bright they are and how they really want to move forward.</p> <p>Around 450,000 children attended the first day of school – an eighty per cent attendance rate. As they resume their studies, UNICEF is advocating that all school grounds be cleared of unexploded ordnance.</p>	<p>(English)</p> <p>During the conflict itself we had hotlines up and running and the number one concern on those hotlines with children was the violence and their concern about the violence, but the second was school, what were they going to do about school? And it think that says a lot about the children of Gaza, really how dedicated they are, how bright they are and how they really want to move forward.</p> <p>20. MS Patricia hands out supplies</p> <p>21. MS children in class</p> <p>22. WS children in school courtyard</p> <p>23. WS children gather in courtyard</p> <p>24. MS school children look at camera</p>
<ul style="list-style-type: none"> • International version split track • Running Time 	<p>2.28</p>	
<ul style="list-style-type: none"> • Video news footage 1 • Running Time 	<p>Script</p> <p>Same as above</p>	<p>Shotlist</p> <p>Same as above</p>
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