

# Emergency Darfur Appeal

## Teacher resource

### Background

Darfur is located in the west of Africa's largest country, Sudan. Six million people live in the region and are from an estimated 36 different ethnic tribes, of which almost all are Muslim of either African or Arab origin.



Sudan has known only 11 years of peace since it gained its independence in 1956. During the civil war, fighting between different ethnic and religious groups has caused millions of deaths, abductions, recruitments into militias, abuse and family separations.

### The current conflict in Darfur

The current crisis in Darfur began in April 2003. The Sudanese Liberation Army/Movement and the Justice Equality Movement, co-ordinated attacks on the Sudanese government claiming years of political, economic and social exclusion. The government responded by launching air strikes and arming the Janjaweed (nomadic Arab militias). The combination of air and ground attacks has become a signature of the brutal civil conflict. This is one of the world's greatest concentrations of human suffering and the violence is getting worse.

### They need your help now

This crisis has been going on for nearly 4 years and time is running out for many children and their families

- 4.5 million people are now affected by the escalating conflict.
- People of Darfur face ongoing killings, lootings, rape, abduction, exploitation and abuse, and have extremely limited access to basic healthcare and food. Two-thirds of the Darfur population are dependent on humanitarian aid.
- Nearly 2 million people have been forced to flee their homes, leaving everything behind.
- An estimated 232,000 people from Darfur are living as refugees along the Chad's eastern border. Chad has 147,000 of its own people displaced due to fighting within the country.
- Looming rains are increasing the risk of deadly conditions like diarrhoea and malaria.

Just think what it would be like to be a child in a refugee camp in Darfur. You saw your father being shot by Janjaweed militia as you ran from your home. You don't know where you are, or where the next food or water is coming from. This is the appalling reality faced by thousands of children in Darfur today.



## How you can help

Save the Children is a member of the Disasters Emergency Committee, a group of 13 charities who have agreed that the suffering in Darfur has reached intolerable levels and must not continue. We've joined together to take action today, and with your support we'll be able to raise the £10 million we need to prevent thousands of children dying.

We provide urgently-needed food aid, as well as vital vaccinations against the diseases that can spread so quickly.

We're experts at working with children in emergencies with over 80 years experience and are doing everything we can, but we can't do it without you.

If you would like to take part in fundraising for the Darfur appeal, you might find the following fundraising ideas and teaching activities helpful.

### **Helping hands**

Draw around your hand and cut the shape out of card. Once you have the card begin to collect 20p coins to stick on your hand. How many coins can you fit on your hand?

### **Hold a sponsored wild hair day!**

**It's not fair that children in Darfur are suffering. Use your hair-raising hairstyles to raise eyebrows and money for Save the Children!**

### **Sponsored activities**

From sponsored silences to sponsored swims get together with your friends to raise some cash to change children's lives...the possibilities are endless.

Once any donations have been collected, please send a cheque, along with the name and address of your school to:

Schools Development Team  
Supporter Relations and Fundraising  
Save the Children UK  
1 St John's Lane  
London  
EC1M 4AR

Please indicate clearly  
that your donation is for  
our Darfur appeal.

If you donate directly to us, we'll receive 100% of your donation. However, if you'd rather donate to the Disasters Emergency Committee, please let us know and your donation will be shared with all members.

To give to Save the Children please use the code: J70NNXE01

To give to the DEC please use the code: J70NNXE00

***Thank you!***



## Teaching Activities

### Activity 1: To be safe I need...

**Learning objectives:** to become aware of their surroundings and the things they need to be safe and protected from harm; to create a connection between their safety needs and the needs of children living in conflict areas; to respect the opinions and feelings of others.

**Curriculum areas:** Literacy, Maths, Art, PSHE, Citizenship

**Materials:** whiteboard/flipchart and markers, paper, crayons/pens

**Main Activity:**

1. Group activity: Ask the class to close their eyes and then describe every aspect of a normal day from the moment they wake up to bedtime. Alternatively, ask the children to take a turn at describing a part of their day.

When the day has been described ask them what they feel they need during their days in order to feel safe and protected. Make a class list of their responses.

2. When the list has been written on the whiteboard or flipchart, each child should put a dot beside the 3 most important things they feel that need in order to be safe.

Ask the class to count the total number of dots on each item listed. The items with the most dots will become the “Top 5” priority items for the class in terms of their safety needs. We call this form of recording and displaying results “dotmocracy.” Discuss why the “Top 5” are so important.

3. The teacher should then discuss with the class the situation in Darfur and ways in which children are affected by armed conflict. What kinds of things might children living in conflict areas have on their lists?

What do they need in order to be safe and protected from harm? Children may generate a new list based on this discussion and can do “dotmocracy” again to come up with another “Top 5”.

4. Finally children can then draw pictures and/or write words to illustrate the “Top 5” things all children need in order to be safe and protected from harm. Alternatively, they could write a list of things that Save the Children would aim to provide for children who are displaced and therefore most vulnerable.

## Activity 2: The Pencil Game

**Learning objectives:** to help children relate to and think about the experience of an education interrupted by conflict.

N.B. Some children may have previously experienced trauma related to conflict, which may affect how you run the activity. We recommend teacher talk about the activities representing things that can happen in the real world rather than suggesting that the children pretend to experience them.

**Curriculum areas:** Literacy, PSHE, Citizenship

**Materials:** lots of A4 paper, pencils, red markers, pencil template, bullet template, scissors, bell (or noise maker).

The aim of the activity is to get a good education for children. In this activity, making pencils out of paper represents 'Education'. The pencils must be cut out and the tips coloured in with a black pen. The more pencils you make, the greater the level of education you have accessed.

1. Organise the children in groups of 3 or 4. Ask the children begin making pencils (using pencil template provided).
2. After 3-5 minutes, ring the bell. Explain that conflict has broken out and so transport has been disrupted. This means that supplies can no longer get to the school. The class can continue to make pencils but they may run out of paper. Remove almost all the paper from the table. When they run out, they can be given single pieces at a time.
3. After 7 minutes, ring the bell and explain that the conflict is now closer to the school. Soldiers have set up their barracks and camps nearby and have taken some of the school equipment to use for their own supplies. Take away all extra equipment so that the table is left with only one of everything.
4. After 10 minutes, ring the bell and explain that the soldiers need more bullets and have conscripted you to make them – stop making pencils and make bullets for the soldiers (use bullet template provided). There should be plenty of paper for this activity. (There may be excitement about making bullets; this should be addressed at the plenary discussion).
5. After 13 minutes, ring the bell and explain that people are concerned about the safety of the school and pupils. People need to set up observation posts to see what is going on. Only half the group can make pencils, the others need to stand up (and cannot make pencils).

6. After 17 minutes, begin removing or setting aside all the tables, desks and chairs in the room with a few helpers. Ring the bell and explain that the soldiers need firewood and have burned all of the tables – you can no longer sit at a table, as you don't have them. There is good news though – soldiers have enough bullets and have cancelled the curfew, you can go back to school and begin making pencils again instead of bullets.
7. If possible, after 20 minutes, take the class outside and explain that the school building has been destroyed in the fighting so you'll need to find somewhere else to go and make your pencils.
8. Return to the classroom and explain that the fighting has ended and we can go back to school. But although it may be safe to go to school, the school has been destroyed and there is no equipment left, all the desks and chairs have been burned and the supplies taken by the soldiers. Remove all additional materials so the groups will finish the game unable to make any pencils. How are children able to learn in a place like this?

### **Discussion**

Spend some time talking about the activity with the children. Some people can become quite involved in the activity and it is important to share some of the frustrations that they may have felt. It is important to remind the children that they have been playing a game, which has now ended.

Questions:

- How much education (pencils) did you make'?
- How many might the groups have made if there had been no interruption?
- What is the impact of conflict on education?
- How does it affect children to be forced to take part in the conflict?
- What was the worst thing that happened during the game?
- What would make the situation better?
- How important is education to children?
- Why is it important?
- In what other ways do you think the lives of children in conflict areas are disrupted? Can you prioritise this list?

To see more educational resources from Save the Children, go to [www.savethechildren.org.uk/education](http://www.savethechildren.org.uk/education)

