



**From the moment you wake on a school day, what fills your day?**

**Wake Up**

Where do you wake up in the morning and who wakes you?

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Draw your classroom in the box below.

**Play**

What are your favourite games at school and at home?

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**School**

Where do you go to school and how many people are in your class?

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Draw something else you enjoy doing in your spare time in the box below.

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**Helping**

Do you help with jobs at home? What jobs do you do?

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**Dream**

Do you have wishes and dreams? What are they?

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**Food**

What is your favourite meal? Who buys the ingredients and who cooks it?

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**Compare your typical day with a child from another country.**

1. With your partner, log on to <http://www.oxfam.org.uk/coolplanet/kidsweb/wakeup/index.htm>.

2. Choose one child to investigate. Click on the child's picture to find out about that child's life.

The child's name is

\_\_\_\_\_

S/he lives in

\_\_\_\_\_

3. Click on the link at the bottom of the page that says 'Wake Up'.

Describe where the child sleeps.

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4. Click on the link at the bottom of the page that says 'Play'.

What is the child's favourite game? Have you ever played this game?

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5. Click on the link at the bottom of the page that says 'Help'.

How does the child help at home?

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6. Click on the link at the bottom of the page that says 'Food'.

Describe the type of food you think the child often eats.

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7. Click on the link at the bottom of the page that says 'Dream'.

What does your child dream about?

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Why do you think the child dreams about this?

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Do you have wishes and dreams?

Draw a picture showing some of these things.



The child you learned about has wishes and dreams.

Draw a picture of the kinds of things she or he daydreams about.





## PRIMARY WORKSHEET 2.1: 'HAPPY AND HEALTHY' BRAINSTORM

What basic things do children all around the world need to be healthy and happy?



**One**

All children have the right to what follows, no matter what their race, colour sex, language, religion, political or other opinion, or where they were born or who they were born to.

**Two**

You have the special right to grow up and to develop physically and spiritually in a healthy and normal way, free and with dignity.

**Three**

You have a right to a name and to be a member of a country.

**Four**

You have a right to special care and protection and to good food, housing and medical services.

**Five**

You have the right to special care if handicapped in any way.

**Six**

You have the right to love and understanding, preferably from parents and family, but from the government where these cannot help.

**Seven**

You have the right to go to school for free, to play, and to have an equal chance to develop yourself and to learn to be responsible and useful.

Your parents have special responsibilities for your education and guidance.

**Eight**

You have the right always to be among the first to get help.

**Nine**

You have the right to be protected against cruel acts or exploitation, e.g. you shall not be obliged to do work which hinders your development both physically and mentally.

You should not work before a minimum age and never when that would hinder your health, and your moral and physical development.

**Ten**

You should be taught peace, understanding, tolerance and friendship among all people.

**From <<http://www.un.org/cyberschoolbus/humanrights/resources/plainchild.asp>>.**



## The story of Souna

Souna is an eight-year-old girl born in Golo village in Jabal Marra, South Darfur. Souna was born two years before the conflict began in Darfur. Her parents were farmers but her Muma used to teach at Golo village primary school. In 2003, when Souna was only four years old, her village was attacked by the government militia and everything was burnt. Souna had to leave the village, along with her family to go to a camp for displaced people on the outskirts of Kass vicinity about 50 km from her village.

Souna says, 'In our village I used to play with my friends and my brothers and sisters in the backyard of our house, but in the refugee camp there is no place to play and there is no good food to eat. Some people often come dressed in military uniform and hit young people and sometimes take them away and they do not come back.'

Souna lived about a year in the camp and then travelled a very long way with her parents along with other people from the same camp to Ghana. In Ghana, Souna and family lived in a very tiny one-bedroom flat without electricity in the suburbs of Accra, the capital city of Ghana. Souna was five years old when they arrived in Ghana but her parents did not send her to school because they could not afford it.

In 2006, Souna and family arrived in Australia under a refugee humanitarian protection program. Three months after her arrival, Souna started school in Perth.

Souna loves Australia and her friends at school. She says 'My friends are very funny and I play with them during breaks all the time.'

Souna says she wants to study to become a doctor and go back to help people in Darfur. Souna also hopes that one day peace will come to Darfur so that Darfuri children who live in camps can go back to their villages and schools.



**Draw an arrow to show your current location.**



**Darfur**



**You are here**



### Where is Darfur?

Darfur is a western region of Sudan located in the northeastern part of Africa.

### Who lives in Darfur?

The population of Darfur is approximately 6 million (which is about 1 million more people than live in Victoria). The region is home to ethnically mixed tribes. The main two tribes are the **settled peasants who often identify as being African** and the **herders who often identify as being Arab**.

### Why is there conflict in Darfur?

The Darfuri people had for a long time felt that the government of Sudan was neglecting their needs. Khartoum, the Capital of Sudan, is a place with buildings, roads, hospitals, schools and social services – but Darfur had none of these things.

As Darfur is a dry and hostile environment – where water is scarce and people must work hard to survive – the lack of government support made life even harder. The indigenous people of Darfur, who identified with their African roots, were discriminated against by the government of Sudan. They were often not able to speak their native languages in school or wear their traditional dress. Darfuri people were also not given positions in government leading to widespread distrust of the government.

Lack of care by the government and cruelty towards African ethnic groups has left many people in Darfur poor, vulnerable and without a voice. In February 2003, Darfuri rebels rose up against the government. The government responded with violence, and so began the conflict.

The government, along with a militia group called the ‘Janjaweed’ began fighting against African rebel groups – the ‘Sudan Liberation Army’ (SLA), the ‘Justice and Equality Movement’ (JEM), and others. The conflict is about ethnicity, power and politics; it is not about religion.

Most ordinary Darfuri people were not involved in the fighting, but they paid a heavy price – especially women, boys and girls who had no protection from the fighting.

### **What type of violence has occurred?**

When the conflict started, the Janjaweed militia and Sudanese government army began attacking villages on horse or camel back. They then set about causing as much terror as possible: destroying houses and buildings, shooting the men and assaulting the women and children.

Many villages were destroyed, families separated and many people were killed. Many of those who managed to escape then attempted the long journey to other, safer parts of the country. Some have even fled as refugees to other countries to escape the violence. Most Darfuri refugees are living in other parts of Africa, but some have travelled as far as Australia to find safety.

There are many humanitarian organisations in Darfur working to provide homeless people with water, food and as normal a life as possible. But mostly it is the Darfuri people themselves who are caring for themselves and one another as best they can.

Now the violence is not as intense as it was in the earlier days, but fighting between many rebel groups and Sudanese government forces still continues.

Every day people are dying either because of the fighting, or because of the poor conditions in camps. Thousands of people every month continue to flee their homes. There is little hope that people will be able to return home any time soon.

While many times rebel groups, the government of Sudan and the international community have come together to try to make peace, so far these efforts have failed. Until the government and rebel groups can come together and agree to stop fighting, there will be no peace in Darfur.

### **The Scale of the Tragedy**

Around 400,000 people have died as a result of the conflict in Darfur. That's about four times the number of people who would fit in the MCG.

Around 3 million people – half the population of Darfur – have been displaced as a result of the conflict and this is increasing each day. These are ordinary mums, dads, brothers and sisters. Some have moved into makeshift camps inside Sudan, where they struggle daily to survive. Others live as refugees in other countries waiting to find a secure and permanent place to call home – whether it be in another country or back in Sudan when the war finally stops. If 3 million people were holding hands they would be able to cover almost the entire distance from the east coast to the west coast of Australia.



**Read through the Darfur Information Sheets to learn more about Darfur, then answer the questions below.**

1. What caused the people of Darfur to be poor?

*The people of Darfur are poor because Ö*

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2. What is meant by 'without a voice'?

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3. When did the conflict in Darfur begin?

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4. Why did the African people rebel against the government?

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5. How did the government respond?

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6. What harm did the 'Janjaweed' militia cause to villages and people?

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7. What happened to those who manage to escape?

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8. Who is looking after the people living in camps?

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9. How could this conflict be resolved?

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10. How many have people died as result of conflict in Darfur?

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11. How many people have been forced to live in camps or flee to other countries?

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**Work with your partner to brainstorm symbols and single words that show some of the consequences of the conflict you observed.**



**Explain the meaning of the word ‘conflict’.**

You could also draw or write to give some examples to show what you mean.

**List some different types and causes of conflict.**

TYPES OF CONFLICT	CAUSE/S OF CONFLICT

**Distinguish between conflict and violence.**

You could also draw or write to give some examples to show what you mean.  
Use the back of the page.



Greetings,

You have been chosen to be a part of **Aqua Blue Water Team**, a secret human rights team that is concerned with protecting children's **Right to Water**. This precious human right is enshrined in **Article Four** of the Universal Declaration of the Rights of the Child which reads:

**'You have a right to special care and protection and to good food, housing and medical services.'**

In this secret envelope you will find your team medallion. It will be your job to find the people in your class with the same medallion; these agents will also be on your team and together you must complete the mission as follows.

Read through the information in this envelope. It will outline the **importance** of water, the water **situation** in some countries around the world and some **problems** that children encounter. When the Aqua Blue Team meets up, you will discuss these issues and it is your mission to come up with a plan of attack! That is, you and the Aqua Blue Team will need to come up with ideas for a solution for those who are denied their right to water. You will then make a presentation to the class on the problem and your solution ... your teacher will give you more details.

Good Luck!  
Champions of Rights



Greetings,

You have been chosen to be a part of **Mercury Yellow Housing Team**, a secret human rights team that is concerned with protecting children's **Right to Housing**. This precious human right is enshrined in **Article Four** of the Universal Declaration of the Rights of the Child which reads:

**'You have a right to special care and protection and to good food, housing and medical services.'**

In this secret envelope you will find your team medallion. It will be your job to find the people in your class with the same medallion; these agents will also be on your team and together you must complete the mission as follows.

Read through the information in this envelope. It will outline the **importance** of housing, the housing **situation** in some countries around the world and some **problems** that children encounter. When the Team Mercury meets up, you will discuss these issues and it is your mission to come up with a plan of attack! That is, you and Team Mercury will need to come up with ideas for a solution for those who are denied their right to housing. You will then make a presentation to the class on the problem and your solution ... your teacher will give you more details.

Good Luck!  
Champions of Rights



Greetings,

You have been chosen to be a part of **Jaguars Orange Identity Team**, a secret human rights team that is concerned with protecting children's **Right to Identity**. This precious human right is enshrined in **Article Three** of the Universal Declaration of the Rights of the Child which reads:

**'You have a right to a name and to be a member of a country.'**

In this secret envelope you will find your team medallion. It will be your job to find the people in your class with the same medallion; these agents will also be on your team and together you must complete the mission as follows.

In your own time, read through the information in this envelope. It will outline the **importance** of identity, the **situation** in some countries around the world and some **problems** that children encounter. When the Jaguar Team meets up, you will discuss these issues and it is your mission to come up with a plan of attack! That is, you and the Jaguar Team will need to come up with ideas for a solution for those who are denied their right to an identity. You will then make a presentation to the class on the problem and your solution ... your teacher will give you more details.

Good Luck!  
Champions of Rights



Greetings,

You have been chosen to be a part of **Titans Green Food Team**, a secret human rights team that is concerned with protecting children's **Right to Food**. This precious human right is enshrined in **Article Four** of the Universal Declaration of the Rights of the Child which reads:

**'You have a right to special care and protection and to good food, housing and medical services.'**

In this secret envelope you will find your team medallion. It will be your job to find the people in your class with the same medallion; these agents will also be on your team and together you must complete the mission as follows.

Read through the information in this envelope. It will outline the **importance** of food, the food **situation** in some countries around the world and some **problems** that children encounter. When the Titans Team meets up, you will discuss these issues and it is your mission to come up with a plan of attack! That is, you and the Titans Team will need to come up with ideas for a solution for those who are denied their right to food. You will then make a presentation to the class on the problem and your solution ... your teacher will give you more details.

Good Luck!  
Champions of Rights





### WHAT ARE THE FACTS

#### **Water keeps us alive.**

We use water to drink, to grow food, to wash, to build houses, to run factories and for ceremony. A human being can survive only about three days without water.

#### **More than 70 per cent of the world is made up of water.**

Most of this is salty sea water that we cannot drink. Only 1 per cent of the Earth's water is fresh and available for humans to drink, but this is plenty for our needs.

#### **More than 70 per cent of our body is made up of water.**

This is why water is so important for humans. When we feel thirsty it is our body's way of telling us that it needs more water to function properly.

### WHAT ARE THE PROBLEMS?

#### **Getting the water we need.**

Most of the people in the world do not have taps in their homes. Often they have to walk a long way, sometimes many times a day, to get water from a lake, river or community water pump.

Poor countries do not always have roads, which makes it very hard for water to be transported to people that need it. It can be a slow and grueling walk to get all the water a family needs for the day and water can get very heavy!

#### **Unsafe drinking water.**

Lots of people need to walk a long way to their closest river or lake to get their water. This water can be very dirty since people (and even animals) often use the rivers and lakes to wash in, to go to the toilet and to dump their waste. Many people become sick from drinking this water.

Every day, 14,000 people die because the water they use contains dangerous chemicals or untreated sewage.

#### **Not all people get the same amount of water.**

Even though there is enough water on this Earth for everyone to share, some countries and some people get a lot more water than others. In some countries, people have to manage with just one bucket (10 litres) of water each per day – that is for everything – drinking, washing, and cooking. This is the same amount of water that it takes to flush a toilet!<sup>1</sup>

<sup>1</sup> All information sourced from UNICEF, 'A Life Like Mine: How Children Live around the World', 2002.

### **Team Aqua Blue!**

Considering all of these facts and problems surrounding our right to water, it is your mission to come up with a possible solution! As a group, brainstorm some ideas about how to solve these water problems, and then select one to present to the class.

Good luck team!



### WHAT ARE THE FACTS?

#### **Everyone needs to belong to a community.**

When you have a name, a nationality and the right to practice your beliefs, then you are able to fully participate in the life of your country and your community. Having a nationality also means that you have protection from your country.

#### **Each person's identity is made up of different things.**

For some people religion is an important part of their identity, other people may not have a religion. Some people consider where they live to be an important part of their identity, for others this may not matter to them. What is important is that we respect all the things that make up a person's identity and recognize him or her for who they want to be.

### WHAT ARE THE PROBLEMS?

#### **Not everyone has a nationality.**

Even though everyone is born somewhere, not everyone is recognised as belonging to that country. This can happen for many reasons:

##### **- Birth is not registered**

Sometimes the birth of a child does not get officially registered because the parent is too poor or too far away to get to a hospital or office to register the child. Sometimes, they do not know they have to do it.

##### **- Corrupt government**

Sometimes a government will take away a person's nationality or refuse to recognise the person. The government might do this because that person has challenged them or because of discrimination. This is a violation of our human rights!

##### **- Refugees of war**

Sometimes violent conflict can lead people to flee their home and even their country! When this happens they may have to live in another country where they do not formally have a nationality or the rights or protection that go with it.

### **Jaguars!**

Considering all of these facts and problems surrounding our right to an identity, it is your mission to come up with a possible solution! As a group, brainstorm some ideas about how to solve these identity problems, and then select one to present to the class.

Good luck team!



## WHAT ARE THE FACTS?

### Homes protect us.

At home we usually feel safe and comfortable. Our homes protect us from the weather and they are a safe place to keep our important belongings. Our home is a place to be with our family and loved ones and it can provide good memories.

### Homes come in different shapes and sizes.

Not all people live in a house. Other types of homes include flats, caravans, caves, houseboats, tree houses and tents.

## WHAT ARE THE PROBLEMS?

### Not all people have a home.

More than 20 million families in the world's cities are homeless. People may become homeless due to war, due to natural disasters and due to poverty or unemployment.

These people face many problems; they do not have a warm place to shelter, they face dangers if they sleep on the streets at night, they do not have a place to put their belongings, to wash or to prepare food. All the things we do in our homes each day are a struggle for people without homes.

### There is not enough cheap housing.

Many governments around the world do not build enough housing that is affordable for people who do not earn much money.

### Bad living conditions.

Because of the lack of good, cheap housing many people are forced to live in bad conditions or to build houses out of odd bits that they can find. Often these homes are unsafe. There is the risk that they might fall down, they might become mouldy or infested with pests and they often do not have running water or electricity.

1.3 billion people in the world do not have adequate housing.

## Team Mercury!

Considering all of these facts and problems surrounding our right to a home, it is your mission to come up with a possible solution! As a group, brainstorm some ideas about how to solve these housing problems, and then select one to present to the class.

Good luck team!



## WHAT ARE THE FACTS?

### Food keeps us alive.

Food gives us the energy we need to stay alive. Without this fuel we would not have the energy to move around, to play, to work or to learn.

If a child does not get enough food this is called *malnourishment*. A malnourished child is more likely to get sick because their body does not have the energy to fight disease.

### Not everyone gets food from a shop.

Many people in the world do not have the access or the money to get food from a shop or market. Sometimes they grow their own food or hunt animals to eat. This means they often do not have as much variety to choose from and may do not get all the vitamins and minerals they need to be healthy.

### There is enough food on this Earth to feed everyone.

Not everyone has equal access to food. Some people can't afford to buy food and sometimes their crops can fail. Some countries or villages do not have the money to transport food from other places when they cannot grow enough.

## WHAT ARE THE PROBLEMS?

### Getting the food we need.

Many people cannot simply go to their local shopping centre to buy the food they need. For poor people food can be too expensive and often they have to make do with only one small meal a day. For others who rely on growing their own crops, if their harvest fails then they will go hungry.

### Environmental problems.

For some countries and individuals that are trying to grow food, drought, floods and deforestation can lead to crop failure. When these countries and individuals are too poor to buy food it can lead to starvation. In richer countries much of the food that we eat is imported from other countries, so if our own harvests fail then we can usually afford to buy food from other places.

### The impact of war.

Conflict forces people away from their homes and off their land so it becomes hard to grow a stable supply of food. During war, governments tend to spend money on weapons instead of food.

### Food distribution.

Even though there is enough food in the world to feed everyone, not all people have equal access to that food. Poverty plays a major role in preventing people from getting food, but other things, in some places, even gender can make a difference! In some countries when there is a shortage of food, some parents will feed their sons better than their daughters.

Every day, 14 per cent of all the people in the world go to bed hungry.

## Titans!

Considering all of these facts and problems surrounding our right to food, it is your mission to come up with a possible solution! As a group, brainstorm some ideas about how to solve these food problems, and then select one to present to the class.

Good luck team!



Write the name of your team.



Write the special **RIGHT OF THE CHILD** that your team is aiming to protect.  
(Don't forget to put the Article number)

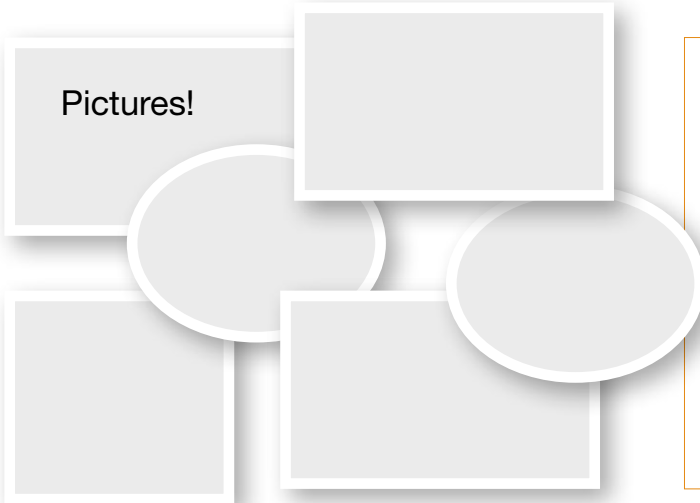
Tell us some *interesting facts* about the issue you are presenting.

## Get creative!

Draw some pictures to explain what you are talking about.

Don't forget to use **colour** and images in effective ways!

Pictures!



Tell us some of the problems about the issue you are presenting.

Tell us about your ideas for a solution...



**Some HAPPY feelings:**

Excited • Thrilled • Pleased • Delighted • Lucky • Ecstatic

**Some ANGRY feelings:**

Annoyed • Irritated • Mad • Furious • Cross • Enraged

**Some SAD feelings:**

Miserable • Down (in the dumps) • Disheartened • Glum • Depressed • Upset  
• Distressed • Disappointed • Infuriated

**Some LONELY feelings:**

Lost • Lonesome • Deserted • Isolated • Secluded

**Some HOMESICK feelings:**

Nostalgic • Longing • Melancholy • Reflective

**Some SCARY feelings:**

Frightened • Afraid • Terrified • Fearful • Petrified • Shocked • Alarmed  
• Troubled • Startled

**Some CONFUSING feelings:**

Nervous • Anxious • Worried • Panicky • Tense • Puzzled • Perplexed  
• Confused • Baffled





I was sitting at home with my family when I heard that my village was in danger of being attacked.

Later on that day I saw my friends and neighbours packing up and leaving the village. They didn't even come and say goodbye.

Suddenly I saw five men on horseback charge into the village and begin attacking houses and buildings.

My mother screamed for me to help her pack. Together with my younger brother and sister, we prepared only what we would be able to carry on our backs.

I couldn't fit many of my own things in my pack because I had to carry a pot, some tins of food, water and a sleeping bag. We left behind everything we ever owned and I wasn't sure if or when we were going to be back.

We fled at nightfall and walked until the sun came up. I had not eaten or had a drink for hours and my legs felt like jelly. But my mother told us we would have to walk until the afternoon and then we could rest.

In the afternoon the sun became unbearable and all I wanted to do was sleep. My mother found a large tree and we slept underneath it on the hard ground. I used my clothes as a pillow.

I was woken up and told that we had to continue walking, but I had hardly slept! On top of this I had to carry my crying brother who refused to walk.

After two days like this my mother said we had finally reached our destination. She pointed to the distance and for

the first time in my life I saw a refugee camp. There were thousands of tents lined up in rows in the middle of the dusty landscape.

After a while in the line we were greeted by a Darfuri man and another man that spoke a strange language. My mother spoke to them and handed them some papers. Then they took us on a tour of the camp.

The first stop was the main health centre. It was a large, busy tent. There were lots of sick people sitting under trees, waiting to be seen. I wondered how only a few doctors were going to help all of these people.

The second stop was the latrines. We were told that there is one toilet for every 20 people! When I saw it I was shocked. It was just a hole in the ground. This was something that I wasn't used to.

The third stop was the school. There was one teacher and about 50 kids of all ages sitting under a temporary shelter. My mother told me that I would start my new school tomorrow!

Next we were taken to the food distribution tent. We received some rice, beans, vegetable oil and sugar for the week ahead. I wondered how I was going to eat the same thing for breakfast, lunch and dinner every day!

The final stop was our new home. It was a small tent with a cooking facility out the back. It was set up very close to the other tents around us. I wondered how long my neighbours had been living like this.

Even though I thought we would only be in the camp for a little while we spent a total of three years there. After a few months in a tent we were moved to a more permanent shelter. The refugee camp became my new home.

Life at camp could be difficult. We had nothing to keep us entertained and no money to buy things. Sometimes we would sit and talk about how our lives used to be. We missed our homes, the family that we left behind, our friends and our things.

But sometimes life at the camp could be fun. Our favourite thing to do was play soccer with a ball we made out of rags.

I made a lot of new friends at camp, but I also had to say goodbye to a lot of people when they got news that they would be resettled in a different camp, village and sometimes a new country!

The one day my mother woke us up with some urgent news. She had a big smile on her face as she told us that we had been accepted into a new country! She said it was called Australia. I had never heard of that place before.

Over the next few weeks I heard many things about Australia from neighbours and friends. I was told that there were many dangerous animals, especially sharks!

I was also told that people in Australia spoke a strange kind of language and that they wore strange clothes. I wondered if I would ever be able to fit in there.

Then finally came the day to leave the camp. I cried as I said goodbye to friends and to my beautiful country. I wasn't sure if I was ever going to see Africa again.

When I arrived in Australia I was shocked at how different it was to my village in Darfur. The dusty streets were replaced by roads, the animals replaced by hundreds of cars, the silence of the bush replaced by the noise of the city.

My first day of school was very hard. When I got on the bus I did not know how much money to give the driver. When I sat down I became worried I would not recognise the stop to get off at. I prayed that I would not get lost!

At school I could not understand a word the teacher said, and I could not make any new friends. I sat by myself for those first few weeks and wished I was back in Africa.

Then one day a kid from my class took my hand and led me to the playground. I still was having trouble understanding the language but we discovered that we both loved to play soccer!

Slowly my life became easier in Australia. I learned enough English to make catching the bus, making friends and completing school work easier.

Now I love Australia. Even though I miss Africa I am glad I live in a peaceful country. My mother has found work, I am getting an education and I have made lots of wonderful new friends and neighbours.



## PRIMARY WORKSHEET 7.2A: IMAGINARY STORYLINE SECTIONS

I was sitting at home with my family when I heard that my village was in danger of being attacked.

This made me feel ...

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Later on that day I saw my friends and neighbours packing up and leaving the village. They didn't even come and say goodbye.

This made me feel ...

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Suddenly I saw five men on horseback charge into the village and begin attacking houses and buildings.

This made me feel ...

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My mother screamed for me to help her pack. Together with my younger brother and sister, we prepared only what we would be able to carry on our backs.

This made me feel ...

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I couldn't fit much of my own things in my pack because I had to carry a pot, some tins of food, water and a sleeping bag. We left behind everything we ever owned and I wasn't sure if or when we were going to be back.

This made me feel ...

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We fled at nightfall and walked until the sun came up. I had not eaten or had a drink for hours and my legs felt like jelly. But my mother told us we would have to walk until the afternoon and then we could rest.

This made me feel ...

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In the afternoon the sun became unbearable and all I wanted to do was sleep. My mother found a large tree and we slept underneath it on the hard ground. I used my clothes as a pillow.

This made me feel ...

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I was woken up and told that we had to continue walking, but I had hardly slept! On top of this I had to carry my crying brother who refused to walk.

This made me feel ...

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After two days like this my mother said we had finally reached our destination. She pointed to the distance and for the first time in my life I saw a refugee camp. There were thousands of tents lined up in rows in the middle of the dusty landscape.

This made me feel ...

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After a while in the line we were greeted by a Darfuri man and another man that spoke a strange language. My mother spoke to them and handed them some papers. Then they took us on a tour of the camp.

This made me feel ...

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The first stop was the main health centre. It was a large, busy tent. There were lots of sick people sitting under trees, waiting to be seen. I wondered how only a few doctors were going to help all of these people.

This made me feel ...

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The second stop was the latrines. We were told that there is one toilet for every 20 people! When I saw it I was shocked. It was just a hole in the ground. This was something that I wasn't used to.

This made me feel ...

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The third stop was the school. There was one teacher and about 50 kids of all ages sitting under a temporary shelter. My mother told me that I would start my new school tomorrow!

This made me feel ...

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Next we were taken to the food distribution tent. We received some rice, beans, vegetable oil and sugar for the week ahead. I wondered how I was going to eat the same thing for breakfast, lunch and dinner every day!

This made me feel ...

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The final stop was our new home. It was a small tent with a cooking facility out the back. It was set up very close to the other tents around us. I wondered how long my neighbours had been living like this.

This made me feel ...

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Even though I thought we would only be in the camp for a little while we spent a total of three years there. After a few months we were moved to a more permanent shelter. The refugee camp became my new home.

This made me feel ...

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Life at camp could be difficult. We had nothing to keep us entertained and no money to buy things. Sometimes we would sit and talk about how our lives used to be. We missed our homes, the family that we left behind, our friends and our things.

This made me feel ...

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But sometimes life at the camp could be fun. Our favourite thing to do was play soccer with a ball we made out of rags.

This made me feel ...

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I made a lot of new friends at camp, but I also had to say goodbye to a lot of people when they got news that they would be resettled in a different camp, village and sometimes a new country!

This made me feel ...

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The one day my mother woke us up with some urgent news. She had a big smile on her face as she told us that we had been accepted into a new country! She said it was called Australia. I had never heard of that place before.

This made me feel ...

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Over the next few weeks I heard many things about Australia from neighbours and friends. I was told that there were many dangerous animals, especially sharks!

This made me feel ...

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I was also told that people in Australia spoke a strange kind of language and that they wore strange clothes. I wondered if I would ever be able to fit in there.

This made me feel ...

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Then finally came the day to leave the camp. I cried as I said goodbye to friends and to my beautiful country. I wasn't sure if I was ever going to see Africa again.

This made me feel ...

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When I arrived in Australia I was shocked at how different it was to my village in Darfur. The dusty streets were replaced by roads, the animals replaced by hundreds of cars, the silence of the bush replaced by the noise of the city.

This made me feel ...

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My first day of school was very hard. When I got on the bus I did not know how much money to give the driver. When I sat down I became worried that I would not recognise the stop to get off at. I prayed that I would not get lost!

This made me feel ...

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At school I could not understand a word the teacher said, and I could not make any new friends. I sat by myself for those first few weeks and wished I was back in Africa.

This made me feel ...

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Then one day a boy from my class took my hand and led me to the playground with him. I still was having trouble understanding the language but we discovered that we both loved to play soccer!

This made me feel ...

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Slowly my life became easier in Australia. I learned enough English to make catching the bus, making friends and completing school work easier.

This made me feel ...

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Now I love Australia. Even though I miss Africa I am glad I live in a peaceful country. My mother has found work, I am getting an education and I have made lots of wonderful new friends and neighbours.

This made me feel ...

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**Group members: In your group, examine and discuss the photograph above.**

Where do you think the photograph was taken?

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What evidence do you have that it was taken there?

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Who do you think the people might be? Why do you think this?

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What do you think the people are doing?

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Why might they be doing this?

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Do you think this is an effective way of conveying information to others? Why or why not?

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What do you think they want people to know about?

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List 8–10 other ways we can convey important information about the crisis in Darfur. Use the back of this page.