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darfur australia network



AN **EDUCATION KIT** BY CHRISTINE EVELY



<http://www.metromagazine.com.au>
<http://www.theeducationshop.com.au>



<http://www.darfuraustralia.org>



The conflict in Darfur, the western region of Sudan, entered its seventh year in 2010, despite a 2006 peace agreement between the government and one of the factions of the rebel Sudan Liberation Army (SLA). According to the UN,¹ as many as 300 000 people may have died since the beginning of the conflict.² The clashes have displaced millions of people, causing them to move to other regions of Darfur or Sudan, or across borders, such as to Eastern Chad. Since 2003, the complex conflict in Darfur has affected 4.7 million people. Darfur is currently the largest humanitarian emergency in the world.³

In January 2009, the International Criminal Court issued two arrest warrants against President Omar al-Bashir, for alleged crimes against humanity and war crimes, for allegedly orchestrating atrocities in Darfur. In July 2010, a further arrest warrant was issued against the Sudanese President, for genocide. Despite these warrants, al-Bashir has not yet been arrested by an ICC member.

DARFUR	
	Estimated Numbers Affected
Population of Darfur	6 million people ⁴
People affected by the conflict in Darfur ⁵	4.7 million people ⁶
Internally Displaced People (IDPs) in Darfur	Between 2.6 million people ⁷ and 2.7 million people ⁸
Refugees from Darfur in rest of Sudan	268,000 people ⁹
Refugees from Darfur in Chad	250,000 people ¹⁰
Refugees in Sudan	220,790 people ¹¹ From Eritrea, Chad, Ethiopia, Democratic Republic of the Congo, and other countries
Number of deaths since the start of the 2003 conflict	200,000 to 400,000 people ¹²
Uniformed personnel attached to UNAMID as of 31st July 2010	21,816 total uniformed personnel: 16,997 troops, 242 military observers, and 4577 police officers. Supported by 1,124 international civilian personnel, 2626 local civilian staff & 445 UN Volunteers ^{13 14}
Aid situation in Darfur	- 3.5 million people receiving international aid, including food ¹⁵ - 13 NGOs expelled in March 2009 - 22 aid workers abducted from three to 147 days ¹⁶
Population's access to basic health services in accessible areas ¹⁷	88% in 2008 (up from 71% in 2007) ¹⁸
People without adequate health services ¹⁹	78,000 people ²⁰
Access to clean water	78% in 2008
Access to adequate sanitation	68% in 2008



SUDAN

	Estimated Numbers Affected
Sudan is categorised by the UN as a low-income, food-deficit country. It is also the largest country in Africa.	
Total population of Sudan, as of 2009	42.3 million people ²¹
Human Development Index Ranking	150 of 182 ²²
Internally displaced people in Sudan	4.9 million people ²³
Life expectancy at birth	58.9 years for women and 56 for men ²⁴
Illiteracy Rate	48% of women & 29% of men ²⁵
Population classified as 'food insecure' (at risk of going hungry)	11 million people; nearly a quarter of the population ²⁶
Sudanese children chronically malnourished	32% ²⁷
Sudan is the largest humanitarian operation globally with the international community providing \$1.3 billion in humanitarian assistance in 2009 ²⁸	

⁹ OCHA as of June 2009

¹⁰ 2010 UNHCR country operation profile – Sudan

¹¹ UNHCR as of December 2009

¹² 'Number of deaths' remains a difficult and contentious statistic to measure and record, because of the nature of the situation. Reliable reports vary from 200,000 to 400,000.

¹³ Civilian statistics are as of 31 May 2010

¹⁴ UNAMID Fact & Figures

¹⁵ UN World Food Programme, February 2008

¹⁶ IRIN News

¹⁷ This does not take into account communities unreachable due to insecurity.

¹⁸ UNICEF Factsheet

¹⁹ Based on joint UN and government monitoring

²⁰ UNICEF Fact Sheet

²¹ African Development Bank

²² OCHA website

²³ OCHA website

²⁴ World Food Programme: Profile on Sudan, <<http://www.wfp.org/countries/sudan>>.

²⁵ World Food Programme: Profile on Sudan, <<http://www.wfp.org/countries/sudan>>.

²⁶ World Food Programme website

²⁷ World Food Programme website

²⁸ <http://www.unsudanig.org>

Endnotes

¹ John Holmes, U.N. under-secretary-general for humanitarian affairs, speech at a U.N. Security Council meeting on the conflict in the western Sudanese region, April 2008

² Abdalmahmoud Abdalhaleem, Sudan's ambassador to the UN, disputed the estimate. He said Sudan placed the death toll at only 10,000 people killed

³ World Food Programme website

⁴ World Food Programme: Profile on Sudan, <<http://www.wfp.org/countries/sudan>>.

⁵ Refers to total of internally displaced persons and affected residents

⁶ UNOCHA

⁷ 2010 UNHCR country operation profile – Sudan

⁸ UNICEF Factsheet

PEACE IS POSSIBLE IN DARFUR - TEACHER KIT. LESSONS FOR PRIMARY STUDENTS ▼



OVERARCHING CONCEPT

Global Citizenship

CONTRIBUTING CONCEPTS

- Acceptance of Diversity
- Children's Rights (Human Rights), Responsibilities
- Violation of Rights (the Darfur example) and
- Making a difference, social justice, social action, global community.

CENTRAL IDEAS

Suggested teaching and learning experiences aim to lead to the development of the following understandings or 'big ideas' by the end of this unit of inquiry.

- We are all world citizens with common needs and important rights and responsibilities.

- Conflict can affect access to human rights.
- We are all connected in a global community and each have the power to contribute to our community in positive ways in order to promote social justice.

LINES OF INQUIRY or CONTRIBUTING IDEAS

The central ideas are broken down into lines of inquiry or contributing ideas that students investigate. Each one makes up part of the central idea.

1. Although there is great diversity amongst children throughout the world, there are also many similarities, and some common needs.
2. All children throughout the world are entitled to a set of important universal rights.
3. Not all children have equal access to the set of universal rights.

4. In some countries, the rights of children are violated.
5. The conflict in Darfur affects children's access to their universal rights.
6. The ongoing conflict in Darfur has many serious consequences for children, families and communities.
7. We all have the ability, and as global citizens we have a responsibility, to help the world's children to achieve social justice.

ATTITUDES AND VALUES

Learning experiences aim to assist students to develop the following attitudes and values:

- acceptance of diversity
- sensitivity to others who may have experienced loss and/or trauma
- tolerance and respect for others and for differing points of view
- awareness and willingness to play a part of promoting social justice.

PRIMARY LESSON 1

FOCUS: HOW AND WHY DO CHILDREN THROUGHOUT THE WORLD HAVE SIMILAR NEEDS?

Teaching and learning activities

- Ask one or two students to describe the things they do each morning before school. Ask another couple of students to describe some of the things they do at home after school.
- Have each student use **Worksheet 1.1: Wake Up, World! Personal Profile** to record reflections about things he or she does on a typical school day.
- Provide opportunities for pairs of students to log on to the Oxfam website 'Wake Up, World! A day in the life of children around the world' at <http://www.oxfam.org.uk/coolplanet/kidsweb/wakeup/index.htm> to compare their typical school day with a typical day for a child from another country.
- Ask each pair of students to complete **Worksheet 1.2: Wake Up, World! Compare and Contrast** to compare their daily activities with a child from the website.
- Use questions such as the following to guide a class discussion that aims to develop concepts around similarities, differences, diversity and needs:



- What are some differences you noticed between you and other children?
 - What are some of the similarities?
 - What do we mean by diversity? Discuss, then display a dictionary definition in the classroom.
 - What sorts of things do all of the children do on a typical day?
 - What things do all of the children need on a typical day?
 - What basic things do you think we all do and all need as human beings?
 - What did you think about that you hadn't really thought about before?
 - What was the most interesting thing about this activity?
- Display the following statement and highlight to students the idea that 'Although we may come from different places, look different and do different things, we are all inherently the same'.
 - Ask students to give examples to support the above statement.
 - Ask each student to use **Worksheet 1.3: Wake Up, World! Wishes and Dreams** to draw a picture of the wishes and dreams he or she described on worksheet 1.1, and to then turn over to draw about the dreams of the child he or she investigated.
 - Share, display (by pegging on a line so both sides can be seen), compare and contrast the wishes and dreams, pointing out the diversity of ideas within the class. Encourage acceptance and respect of one another's ideas.

PRIMARY LESSON 1

Learning areas	<ul style="list-style-type: none"> - Humanities (SOSE/HSIE) - English - Arts
Aim	To develop students' understandings about the key concepts of: <ul style="list-style-type: none"> - human diversity - similarities and differences - shared needs of children around the world.
Key understanding	Although there is great diversity amongst children throughout the world, there are also many similarities, and some common needs.
Key questions	<ul style="list-style-type: none"> - How are our daily activities similar to and different from children in other countries? - What things do we all need and do as human beings? - Why is it important to accept and respect human diversity?
Resources required	Media <ul style="list-style-type: none"> - n/a Worksheets <ul style="list-style-type: none"> 1.1: Wake Up, World! Personal Profile 1.2: Wake Up, World! Compare and Contrast 1.3: Wake Up, World! Wishes and Dreams

Going Further

We Work Together ... Can You?

http://www.oxfam.org.uk/education/resources/we_work_together/?41

Teaching ideas to help develop cooperation and thinking about peace and conflict on a global scale.



- Display an enlarged version of the rights listed on **Worksheet 2.2: Declaration of the Rights of the Child** in a prominent position in the classroom. Explain that every child in the world is entitled to these rights regardless of where they live, the colour of their skin, their religious beliefs, or whether they are a girl or a boy.
- Highlight that everyone has the responsibility to help uphold these rights for children, to the best of their ability.
- Read through the declaration with the class and add any things that are not already included in the earlier mind map.
- Ask each student to select one of the rights listed on **Worksheet 2.2** and to draw a picture showing how that right is upheld in their life and why the right is important to them. Have students label the drawings and display in the classroom.
- Place students in groups of two or three and distribute a different one of the rights listed on the **Worksheet 2.2** to each group.

PRIMARY LESSON 2

FOCUS: GIVEN HUMAN DIVERSITY, HOW AND WHY ARE THE UNIVERSAL RIGHTS OF ALL CHILDREN IMPORTANT THROUGHOUT THE WORLD?

Teaching and learning activities

- Review the previous lesson in which students investigated and discussed difference, similarity and diversity, needs and things we all share as humans.
- Create a class definition for *needs* and for *wants*, then as a class consider things that we each have, that can be described as needs and those that are better described as wants.
- Have students work in small groups to list things they believe all children throughout the world *need* in order to be happy and healthy. Encourage students to justify their ideas. When each group has agreed they can record their ideas on **Worksheet 2.1: Happy and Healthy Brainstorm**. Share each group's ideas as a class, encouraging discussion aimed at encouraging students to further justify their opinions.
- Pose the questions: Who gives us the things we all need? Brainstorm ideas, then encourage students to categorise responses ideas. For example, needs provided by:
 - parents
 - friends

- school
- local community
- government
- resources in the natural environment.
- Discuss as a class: What kinds of things make you who you are? Record the ideas of students on the board as a large mind map.

PRIMARY LESSON 2

Learning areas	- Humanities (SOSE/HSIE) - English - Arts
Aim	To develop students' understandings about the key concepts of: <ul style="list-style-type: none"> - human diversity - similarities and differences - needs and wants - shared needs of children around the world - universal rights of children throughout the world.
Key understandings	All children throughout the world are entitled to a set of important universal rights. Not all children have equal access to the set of universal rights.
Key questions	- What do all children need to be happy and healthy? - What are the universal rights of all children? - Should all children have access to these universal rights?
Resources required	Media - n/a Worksheets 2.1: Happy and Healthy Brainstorm 2.2: Declaration of the Rights of the Child 2.3: The Story of Suonna Other materials - dictionaries - whiteboard and markers (or butcher paper) - drawing paper - colouring pencils, textas or other drawing materials

- Have each group create a short mime to teach the class about the right. Remind students that they may not use spoken or written words to convey ideas contained in the right.
- Following each mime, ask other class members to write a sentence explaining the right demonstrated through the mime. Share and discuss, then display the right to clarify ideas.
- Refer to the **Declaration of the Rights of the Child** displayed prominently in the classroom, and as a class discuss: Who provides each of the rights? Who ensures that children's rights are upheld? Do all children have equal access to these rights? Why or why not? How do you know? How can we find out more?
- Organise students into groups to read a story that focuses on the rights of children, for example, **Worksheet 2.3: The Story of Souna** or stories on the following websites:
Christian Aid
<http://www.christianaid.org.uk/resources/games/stories/index.aspx>
Oxfam
http://www.oxfam.org.uk/education/resources/darfur/files/darfur_intro_stories_oxfam_taking_action.pdf
- Ask each group to review the story they read to establish if the child has access to his or her rights? Students can use symbols such as a tick, a cross or a question mark (if they don't know), to review each right on a copy of Worksheet 2.2.
- Ask students to re-read the story and to respond, where possible to the following questions, making notes on the back of Worksheet 2.2.
- Ask each group of students to introduce the child they read about to the class and to report their findings about the child's access to his or her rights.

Additional resources:

- Oxfam
<http://www.oxfam.org.uk/education/resources/rights/?3>
- Human Rights Watch
<http://www.hrw.org/photos/2005/darfur/drawings/>

PRIMARY LESSON 3

Learning areas	- Humanities (SOSE/HSIE) - English - Arts
Aim	To develop students' understandings about the key concepts of: - conflict - conflict in Darfur - universal children's rights
Key understanding	The conflict in Darfur affects children's access to their universal rights.
Key questions	- Where is Darfur and what do we know about Darfur? - How and why is conflict occurring in Darfur? - How does the conflict in Darfur impact upon the rights of children?
Resources required	Media - <i>Peace is Possible in Darfur</i> trailer, approximately three minutes duration (DVD provided) (NB Preview to ensure suitability for your students. The issue of rape is mentioned, but not highlighted.) Worksheets 3.1: Where is Darfur? (Maps locating Sudan/Darfur) 3.2: Darfur Information Sheet 3.3: Darfur Q&A Other materials - dictionaries - large map of Africa, can be printed in any size from < http://www.yourchildlearns.com/megamaps/print-africa-maps.html > - atlases - whiteboard and markers - student notebooks and pens - butcher paper

PRIMARY LESSON 3

FOCUS: HOW DOES CONFLICT AFFECT THE RIGHTS OF CHILDREN LIVING IN DARFUR?

NOTE TO TEACHERS: This lesson includes highly confronting information regarding the crisis in Darfur. Teachers will need to exercise great sensitivity to each child's background experiences, current family circumstances and ability to understand and cope with issues surrounding neglect, violence, the killing of humans by other humans and other related issues.

Oxfam's Global Citizenship Guide *Teaching Controversial Issues* can support teaching and learning about this sensitive content. It can be found at <<http://www.oxfam.org.uk/education/teachersupport/cpd/controversial/>>.

In this lesson students will discuss the nature of conflict, focusing on different types and different causes of conflict, and will begin to become familiar with the causes and consequences of the conflict in Darfur. Students will begin to gain an understanding about how the rights of children in Darfur have been violated.

Teaching and learning activities

- Review the previous lesson in which students have been learning about the concept of universal children's rights.
- Ask students to brainstorm the meaning of the word 'conflict'. Record ideas on the board, for example,
 - violence
 - argument
 - disagreement
 - fighting
 - war
 - killing.

- Encourage students to use print and online dictionaries to define the world conflict.
- Explain that a conflict involves fighting, disharmony, or a clash between two or more opposing sides. It might be between individual people, groups or even countries, it might be violent or non-violent, it may cause war or it may be resolved peacefully.
- Record a meaning on the board and ask students to identify varied examples of conflict from small clashes between individuals to war between countries.
- As a class brainstorm reasons why people, groups or countries might resort to conflict, for example,
 - Disagreement
 - Money/resources
 - Ethnicity/racism
 - Religion
 - They are threatened or scared
 - To protect themselves or someone else
 - They think that they are right
- Explain that although there are lots of different types of conflict and many different reasons why conflict occurs, the class is going to investigate conflict in Darfur. The goal is to try and understand what is happening in Darfur, why it is happening, and what the consequences of the conflict are for Darfuri people.
- Pose the question: What do you *know* about Darfur? Write the question in a prominent place in the classroom and ask students to work in small groups of three or four, to share anything they know already about Darfur or about refugees from Darfur.
- Have each group share their ideas with the class.
- Record information on a large class data chart under headings such as the following:
 - Things we know about Darfur and about refugees from Darfur
 - Things we are not sure about
 - Things we want to find out more about
 - Key questions we have about Darfur and about refugees from Darfur
- Display the images from pages 36–39 of this education kit in a prominent place in the classroom. Alternatively, organise for students to work in small groups and provide each group with one photograph to examine



and discuss.

Ask students to describe what they see in each photograph and to try to explain where the people in each photo might be, what they might be doing and why they might be there. Encourage students to look for evidence in the photographs to justify their ideas.

- Display a large map of Africa on the board. Distribute atlases to small groups of three or four students and ask students to identify the continent displayed and to label some of the countries.
- Explain that Darfur is a region in the country of Sudan. Ask students where they think Sudan might be and as a class label Sudan and the region of Darfur.
- Hand out **Worksheet 3.1: Where is Darfur?**, **Worksheet 3.2: Darfur Information Sheet** and **Worksheet 3.3: Darfur Q&A**. Have the students read through the information and answer the questions provided.
- Seat students in a circle with their copies of **Worksheets 3.1, 3.2** and **3.3** including their responses. Discuss with students what they have learned about Darfur. Emphasise that at the moment Darfur is experiencing



one of the worst conflicts in the history of this region.

- Ask students to use what they know about Darfur to review the descriptions of what they see in each photograph, their explanation of where the people in each photo might be, what they might be doing and why they might be there.
- Review and revise the information recorded earlier on the data chart.
- Discuss as a class: What important things have we learned so far about Darfur.
- Record a class summary of key facts about Darfur on large sheets of butcher paper which students may refer back to in future lessons.

Going further

BBC – Sudan Country profile

http://news.bbc.co.uk/cbbcnews/hi/world/newsid_2687000/2687177.stm

http://news.bbc.co.uk/2/hi/middle_east/country_profiles/820864.stm

Making Sense of World Conflicts

<http://blogadmin.oxfam.org.uk/coolplanet/teachers/conflict/index.htm>

This site explores the changing nature of conflict and the connections between conflict and poverty. Extensive lessons and supporting materials are available from this page.

Darfur Australia Network website – News

<http://www.darfuraustralia.org>

Further resource for teachers

Teachers for Darfur

<http://teachersfordarfur.blogspot.com>

An online community for teachers committed to teaching about Darfur.

PRIMARY LESSON 4

FOCUS: HOW AND WHY DOES THE CONFLICT IN DARFUR AFFECT THE RIGHTS OF CHILDREN?

NOTE TO TEACHERS: This lesson includes highly confronting information regarding the crisis in Darfur. Teachers will need to exercise great sensitivity to each child's background experiences, current family circumstances and ability to understand and cope with issues surrounding neglect, violence, the killing of humans by other humans and other related issues.

Oxfam's Global Citizenship Guide *Teaching Controversial Issues* can support teaching and learning about this sensitive content. It can be found at <http://www.oxfam.org.uk/education/teacher-support/cpd/controversial/>.

PRIMARY LESSON 4

Learning areas	- Humanities (SOSE/HSIE) - English - Arts
Aim	To further develop students' understandings about the key concepts of: - conflict - conflict in Darfur - universal children's rights
Key understandings	The conflict in Darfur affects children's access to their universal rights. The ongoing conflict in Darfur has many serious consequences for children, families and communities.
Key questions	- Where is Darfur and what do we know about Darfur? - How and why is conflict occurring in Darfur? - How does the conflict in Darfur impact upon the rights of children?
Resources required	Media - <i>Peace is Possible in Darfur</i> trailer, approximately three minutes duration (DVD provided) (NB Preview to ensure suitability for your students. The issue of rape is mentioned, but not highlighted.) Worksheets n/a Other materials - dictionaries - large map of Africa, can be printed in any size from http://www.yourchildlearns.com/megamaps/print-africa-maps.html - whiteboard and markers - student notebooks and pens

Teaching and learning activities

- View the trailer *Peace is Possible in Darfur* with the sound turned off. (NB Preview to ensure suitability for your students.)
- Ask students to list or draw things they see on the trailer on paper or in their workbooks.
- As a class, list things students believe they have observed. Discuss also:
 - What do you think the trailer is about?
 - Who might have created it?
 - Why might they have created it?
 - Who do you think the filmmakers might have intended as the audience
 - for the trailer and for the full documentary, *Peace is Possible in Darfur*.
- Prepare students to view the trailer again, this time with sound.

Before viewing, encourage students to observe and to listen carefully in order to check their ideas from the first viewing.

Write 'Professor John Langmore, President United Nations Association of Australia' and 'Janjaweed' on the board.

Inform students that in the trailer we hear the voice of Professor Langmore, who gives us some idea of the terrible events that occur in Darfur. He tells us the central government has armed militia groups called the Janjaweed, Arab groups who have committed terrible atrocities.

Explain that we also learn that some of the people shown in the trailer have left Darfur. Ask students to think about why people might have left their homes in Darfur.

Before the second viewing of *Peace is Possible in Darfur*, list and read the following questions for students to think about and to record their ideas:

- What problems do you find out about in the trailer?
- Where are the problems occurring?
- How many people have been killed?
- Who are the people affected?
- Why do the people flee their country?



Darfurian people. One of the big problems for the people of Darfur is lack of availability of resources including shelter, food and water.

- Explore what might be meant by a policy of neglect.
 - How might neglect affect people of different ages?
 - What do you think might be meant by human rights violations?

- Share and discuss students' responses to the second viewing of the trailer. We're told in the trailer that about half a million people have been killed. This is described as genocide. (For the teacher: Helen Fein provides some discussion of genocide that may assist you to think about how best to explain this highly complex concept to students, found at http://clg.portalxm.com/library/keytext.cfm?keytext_id=194).
- Use dictionaries to help the class to consider the meaning of the word genocide, then as a class, discuss why a term like genocide might be used to describe the killing of people in Darfur.
- Clarify with students the meanings of other words or phrases that may not be clearly understood, such as, government, militia, neglect, universal children's rights, human rights violations, refugee, humanitarian aid.
- Have children form small groups to view the trailer *Peace is Possible in Darfur* for a third time. Provide each group with two or three of the first eight questions to consider, and ask each group to respond to questions 9 and 10.

1. What do you think is meant by the principle of 'responsibility to protect'?
2. What do you think is meant by neglect? Who is neglected and by whom?
3. Who has armed the militia known as the Janjaweed?
4. A man tells us he left his village in 1999, after it was attacked by the government and the entire village was wiped out. How far did he walk to escape?
5. What does the girl who has left



6. How does the woman feel about being in Australia?
7. In 2001, a commission of inquiry recommended the 'Principle of Responsibility to Protect' be adopted. What do you think this might mean?
8. What are we told the central government wants to use people of Darfur for?
9. Compare and contrast the lives of people in Darfur and Australia.
10. Do you think peace is possible in Darfur? Why or why not?

Ask each group to report back to the class. Encourage respectful discussion of ideas and clarify misunderstandings if necessary.

- Discuss as a class: The conflict discussed in the trailer is between the Darfur people and the central government. We are told the Arabs adopted a policy of neglect in Darfur and continuously commit human rights violations against the

A woman in the trailer, Zahra Haroun, tells us militia attacked people at the market and they had to flee for their lives. She explains that women and children then live in camps and when they go out to collect firewood the militia may come and kill (or rape) them.

Another woman named Tess Whittakers, Coordinator Darfur Australia Network explains that the conflict in Darfur might be categorised as the biggest humanitarian crisis the world has ever faced. She says 1.5 million people live in refugee camps and up to 4 million people are entirely dependent on humanitarian aid from the outside world.

- Discuss as a class: What do you think the most important human rights are for all people throughout the world? What rights have been violated in Darfur?
- List students' ideas on the board or on large sheets of paper. Refer to earlier work from lessons 3 and 4 regarding the universal rights of children.



exhibiting the posters, along with other work created by students, as part of a larger school or community exhibition to be held as a culminating project for this unit of inquiry, with a clear goal of informing others about the consequences of the violent conflict in Darfur.

Going further

Oxfam

<http://www.oxfam.org.uk/education/resources/darfur/>

The Oxfam site provides a teachers' and students' guide to the conflict and testimonies from children living in refugee camps in Darfur. Sections in the links below include: a history of the conflict; stories from young people living in the camps about their daily lives, the fears they face, and their hopes for the future; information about Oxfam's work in Darfur; and ideas for actions students might take about the issues. There are also ideas for lessons.

- **Introduction, real life stories, and supporting materials**
Background and stories from young people caught up in the conflict.
- **Lesson 1: Researching the issues**
Ideas about conducting a research project (from Get Global).
- **Lesson 2: Thinking about actions**
Ideas for thinking about actions to take about important issues (from Get Global).
- **Lesson 3: Futures**
Exploring how positive change happens in different parts of the world (from Making Sense of World Conflicts).

BBC

In-depth information on the crisis in Sudan, including:

<http://news.bbc.co.uk/2/hi/africa/3496731.stm>

<http://www.bbc.co.uk/news/world/africa/>

http://news.bbc.co.uk/cbbcnews/hi/world/newsid_3792000/3792713.stm.

Teachers TV: Africa

<http://www.teachers.tv/search?q=darfur>

- Discuss as a class: Is it fair for humans to treat other humans in this way, to violate their rights? Why or why not?
- Once again, review with students the data chart created earlier in lesson 3 and also the key facts also listed in lesson 3.
- Use an interactive whiteboard to show students the Oxfam website. Together, find out the role of the organisation, then provide opportunities for students to play the online Oxfam game *Refugee Game for Change* at http://www.oxfam.org.au/refugee/public/resources/multimedia/mobilephone_online.php.
Refugee Game for Change is about Aissa, a refugee who has to flee conflict in Darfur with her four children. Players can help Aissa and her children to meet their needs and avoid dangers.
- To find out more, you can use an electronic whiteboard to display and explore Oxfam's photo story about Chad and Darfur at http://www.oxfam.org.uk/oxfam_in_action/emergencies/darfur_photostory.html.
- In 2007, Oxfam staff member Jane Beesley went to Darfur and spoke with children from refugee camps and asked what their lives were like http://www.oxfam.org.uk/education/resources/darfur/files/darfur_intro_stories_oxfam_taking_action.pdf.



(Scroll down to pages 4 and 5.)
Other stories can be found at http://www.darfurchallenge.org/childrens_stories.html and http://www.savethechildren.org.uk/en/55_1152.htm.

- Read some of the stories with the class, then ask each student to select one child's words and create a poster to exhibit, illustrating what is portrayed in the child's words.
- Share the posters and then challenge class members to come up with slogans that emphasise difficulties faced by children living in camps.
- Write the slogans on sentence strips and display them with the posters.
- Arrange to display students' posters in a prominent location, for example the school library or hall and invite other classes and parents to view the work. Encourage students to be present to discuss their posters and the messages they convey with those who are viewing their work. Discuss also the possibility of

Additional Oxfam resources

- This resource helps you to introduce the realities of life in Darfur. More suited to students aged 13+ using the stories of young people caught up in the conflict. Preview to check suitability for your students: <http://www.oxfam.org.uk/education/resources/darfur/?41>
- Explore aspects of life as a refugee: <http://www.oxfam.org.uk/coolplanet/kidsweb/world/chad/refugee1.htm>
- Provides information about Oxfam's work in northern Sudan – text and a slideshow: http://www.oxfam.org.uk/oxfam_in_action/emergencies/darfur_chad.html

Refugee Realities

<http://www.oxfam.org.au/refugee/public/resources/education/>

Refugee Realities is a multi-media installation/performance simulation examining and sharing the realities of refugee experiences. This event aims to give a semi-realistic picture of the kinds of struggles refugees have experienced by incorporating moving image, improvised theatre, audio-visual and photographic art forms as well as real humanitarian supplies and equipment. Extensive education kits are provided on this website.

Refugee Game for Change

http://www.oxfam.org.au/refugee/public/resources/mobilephone_online.php

Sudan: Crisis in Darfur

<http://blogadmin.oxfam.org.uk/coolplanet/teachers/sudan/index.htm>

This site brings together information from the main Oxfam website and external sites to enable teaching around the current humanitarian crisis unfolding in the west of Sudan.

Further resource for teachers

Teachers for Darfur

<http://teachersfordarfur.blogspot.com>

An online community for teachers committed to teaching about Darfur.

PRIMARY LESSON 5

Learning areas	- Humanities (SOSE/HSIE) - English - Arts
Aim	To further develop students' understandings about the key concepts of: - Causes and consequences of conflict - Conflict in Darfur.
Key understandings	The ongoing conflict in Darfur has many serious consequences for children, families and communities.
Key questions	- Where is Darfur and what do we know about Darfur? - How and why is conflict occurring in Darfur? - How does the conflict in Darfur impact upon the rights of children?
Resources required	Media - <i>Peace is Possible in Darfur</i> trailer, approximately three minutes duration (DVD provided) (NB Preview to ensure suitability for your students. The issue of rape is mentioned, but not highlighted.) Worksheets 5.1: Consequences of Conflict 5.2: Conflict – Clarifying ideas Other materials - dictionaries - large map of Africa, can be printed in any size from http://www.yourchildlearns.com/megamaps/print-africa-maps.html - map of Sudan/Darfur (provided on page 40 of this education kit) - several atlases - whiteboard and markers - student notebooks and pens

PRIMARY LESSON 5

FOCUS: HOW AND WHY DOES THE CONFLICT HAVE SERIOUS CONSEQUENCES FOR CHILDREN, FAMILIES AND COMMUNITIES?

NOTE TO TEACHERS: This lesson includes highly confronting information regarding the crisis in Darfur. Teachers will need to exercise great sensitivity to each child's background experiences, current family circumstances and ability to understand and cope with issues surrounding neglect, violence, the killing of humans by other humans and other related issues.

Oxfam's Global Citizenship Guide *Teaching Controversial Issues* can support teaching and learning about this sensitive content. It can be found at <http://www.oxfam.org.uk/education/teachersupport/cpd/controversial/>.

Teaching and learning activities

- Brief two students to 'act out' a

conflict involving name-calling and insults.

- Ask each student in the class to use the word 'conflict' to explain what they observed to a partner. Select some students to share what they heard from their partners. Share and discuss observations and explanations as a class.
- Have each pair of students use **Worksheet 5.1: Consequences of Conflict** to brainstorm symbols, single words and phrases that show some of the possible consequences of the conflict observed, for example, hurt feelings, feeling sad, inappropriate words or violence.
- Discuss the following questions as a class, encouraging students to provide examples to support their ideas:
 - Is conflict and violence the same thing?
 - Does conflict always end in violence?
 - Why would some conflicts end in violence?
 - What are some negative impacts of violent conflict?
 - How else can conflict be resolved?

- What about non-violent conflict, like arguing, what are some consequences of these?
- Challenge the class to brainstorm possible good consequences of non-violent conflict? Provide groups of students with butcher paper to record their ideas. Examples include:
 - Everyone can express their opinion
 - We can find out about other opinions
 - It can help us to reconsider the way we think about an issue
 - Allowing disagreement is an important part of democracy – having the freedom to express what you think without a violent reaction
 - We can learn from conflict – how to come to a peaceful agreement, how to share/compromise, how to express our opinions without hurting people or being disrespectful about their opinions.
- Share and discuss each group's suggestions, encouraging and pointing out the value of respectful disagreement, and acceptance of diverse viewpoints if/when it occurs, throughout the discussion.
- Distribute **Worksheet 5.2: Conflict – Clarifying ideas** and ask students to work in pairs to:
 - explain the meaning of the word conflict
 - list some different types and causes of conflict, and
 - distinguish between conflict and violence.
- Ask students to review what they have learned about conflict in Darfur from previous lessons.
- Invite representatives from DAN to engage with students to share some of their knowledge and experiences of the conflict in Darfur and its consequences. Prepare students for the visit by having them work in small groups to list questions they would like to learn more about. Discuss questions to ensure acceptability in terms of respecting the wellbeing of the invited guest. Prioritise questions as a class and decide which question each student will ask.
- Discuss as a class: Why do you think that the conflict in Darfur became violent? Note: **Worksheet 3.1: Darfur Information Sheet** from lesson 3 and



- the data charts from lessons 3 and 4 can be used to prompt answers, such as,
- People did not have the freedom to express their opinion to their government.
 - The government and the rebels want to silence people accusing them of favouring Arab groups.
 - The conflict is in part about race – racism can often lead to violence.
 - As a class, consider the consequences of conflict to people from Darfur, for example,
 - violence
 - injured/killed people
 - destroyed homes
 - destroyed cities/villages
 - destroyed crops/livelihoods
 - loss of family members
 - people forced to flee homes
 - loss of jobs
 - poverty.
 - One of the main consequences of the conflict in Darfur is that people are forced to flee their homes either because they have been destroyed or because they are in danger of being killed if they stay. Review with students:
 - Does anybody remember how many people have been forced to flee their homes because of the Darfur conflict? (about 3 million – half the Darfuri population!)
 - What happens to these people? Where do they go and what difficulties do they face?
 - Use an interactive whiteboard to provide opportunities for students to

- engage with the interactive map at http://www.oxfam.org.uk/oxfam_in_action/emergencies/darfur_map_feat.html. The map provides information about the conflict in Darfur and consequences for the people.
- Also provide opportunities for students to engage with the following stories linked to the interactive map.
 - Hawa's Story: http://www.oxfam.org.uk/oxfam_in_action/emergencies/darfur_hawa.html
 - Ibrahim's story: http://www.oxfam.org.uk/oxfam_in_action/emergencies/darfur_ibrahim.html
 - Namma's story: http://www.oxfam.org.uk/oxfam_in_action/emergencies/darfur_namma.html
 - Based on the stories, the previously viewed documentary, *Peace is Possible* and other activities and investigations, have students work in small groups to create a large mural titled 'Consequences of Conflict in Darfur' to help them to draw conclusions about:
 - the consequences of the conflict in Darfur for people of all ages
 - the very crowded conditions of the camps where displaced people gather, for example, lack of or shortages of water and food, extreme heat, rain, disease and malnutrition.
 - Discuss also the possibility of exhibiting the 'Consequences of Conflict in Darfur' mural, along with

other work created by students, as part of a larger school or community exhibition to be held as a culminating project for this unit of inquiry, with a clear goal of informing others about the consequences of the violent conflict in Darfur.

Going Further

Oxfam: Explore – Crisis in Sudan

<http://www.oxfam.org.au/explore/conflict-and-natural-disasters/current-emergencies/crisis-in-sudan>

Oxfam: Explore – Refugees

<http://www.oxfam.org.au/explore/conflict-and-natural-disasters/refugees>

Further resource for teachers

Teachers for Darfur

<http://teachersfordarfur.blogspot.com>

An online community for teachers committed to teaching about Darfur.

PRIMARY LESSON 6

FOCUS: HOW AND WHY SHOULD WE BE AWARE OF AND ACT TO HELP ALL CHILDREN ACCESS THEIR UNIVERSAL RIGHTS AND ACHIEVE SOCIAL JUSTICE?

Teaching and learning activities

- As a class, review through discussion with students, what they know about the universal rights of children. Students might refer to **Worksheet 2.2: Declaration of the Rights of the Child**.
- Prepare students for the next activity by explaining that they are about to become ‘Champions of Rights’. Inform them that the class has been chosen to be part of a special human rights group known as ‘Champions of Rights’. Each student has been assigned to a specific team and each team has one particular right to champion or to protect.
- Hand each student at random a secret mission envelope containing one of the letters provided in

PRIMARY LESSON 6

Learning areas	- Humanities (SOSE/HSIE) - English - Arts
Aim	To further develop students’ understandings about the key concepts of: - global community - human rights - responsibilities - social justice - social action.
Key understandings	We all have the ability, and as global citizens we have a responsibility to help the world’s children to achieve social justice.
Key questions	- How and why should we all help the world’s children to gain access to universal rights? - How and why should we help the world’s children to achieve social justice?
Resources required	Media - <i>Peace is Possible in Darfur</i> trailer, approximately three minutes duration (DVD provided) (NB Preview to ensure suitability for your students. The issue of rape is mentioned, but not highlighted.) Worksheets 2.2: Declaration of the Rights of the Child 6.1: Secret Mission – Mission Statement 6.2: Champions of Rights Symbols for Badges 6.3: Aqua Blue Team Challenge 6.4: Orange Jaguar Identity Team Challenge 6.5: Mercury Yellow Housing Team Challenge 6.6: Green Titans Food Team Challenge 6.7: Poster Template Other materials - large map of Africa, can be printed in any size from < http://www.yourchildlearns.com/megamaps/print-africa-maps.html > - map of Sudan/Darfur (provided on page 40 of this education kit) - several atlases - whiteboard and markers - student notebooks and pens - envelope for each student - medallion for each student

- Worksheet 6.1: Secret Mission – Mission Statement** and a team symbol provided on **Worksheet 6.2: Champions of Rights Symbols for Badges**. Ensure letters are distributed in even numbers to allow similar sized teams to form. Content is provided for the following teams:
- Aqua Blue Team – water**
 - Orange Jaguar Team – identity**
 - Green Titan Team – food**
 - Yellow Mercury Team – housing**
- Instruct each student to make a badge using the symbol contained in his or her envelope. Have students pin the badges on the outside of their clothing.
 - Ask students to read through the contents of the secret mission envelope, to locate team members who have the same symbols on their badges, and then to work together

- collaboratively to organise investigations and tasks in order to carry out their secret mission. Assign each group a work area where they can sit in a circle to discuss and organise how they will meet their challenge.
- Support and encourage students to work together to discuss their ideas, and to draw upon what each team member has learned throughout the unit. Highlight the need to brainstorm as many ideas as possible as potential solutions, in order to champion or to protect the right that underpins the group’s challenge.
- Assist each group to find a fair way to select one solution that the group will present to the class, perhaps by voting.
- Ask each group to ‘pitch’ their selected solution as a project plan to you, identifying the problem clearly, the

proposed solution and the strategies they will use to present their ideas to the class. Inform students that each of them is expected to participate in each part of the challenge, from investigation, production of resources to final presentation.

- Provide each group with **Worksheet 6.7: Poster Template** as a guide to help them to pitch their initial ideas to you. Once the pitch is approved, it is then the task of the group to set about preparing their class presentation. Encourage students to think about varied presentation modes, for example, drama, creation of a digital story or a short film, creation of a large picture story book, a PowerPoint presentation, a mural, songs, raps, poetry and so on.
- Discuss also the possibility of exhibiting their presentations, along with other work created by students, as part of a larger school or community exhibition to be held as a culminating project for this unit of inquiry, with a clear goal of informing others about the consequences of the violent conflict in Darfur.

Further resources for teachers

Teachers for Darfur

<http://teachersfordarfur.blogspot.com>

An online community for teachers committed to teaching about Darfur.

Facing History

<http://facinghistory.org/campus/reslib.nsf>

Ideas for teaching about Darfur and other complex issues.

Oxfam's work in Darfur

http://www.oxfam.org.uk/oxfam_in_action/emergencies/darfur_chad.html

BBC

<http://news.bbc.co.uk/1/hi/world/africa/3496731.stm>

The UN

<http://www.un.org/apps/news/infocus/Rel.asp?infocusID=88&Body=Sudan>

PRIMARY LESSON 7

Learning areas	- Humanities (SOSE/HSIE) - English - Arts
Aim	To further develop students' understandings about the key concepts of: - global community - human rights - responsibilities - social justice - social action.
Key understandings	People fleeing violent conflict face many physical and emotional difficulties. We all have the ability, and as global citizens we have a responsibility, to help the world's children to achieve social justice.
Key questions	- How and why does violent conflict cause physical and emotional consequences for refugees? - How and why should we all help the world's children to gain access to universal rights? - How and why should we help the world's children to achieve social justice?
Resources required	Media - <i>Peace is Possible in Darfur</i> trailer, approximately three minutes duration (DVD provided) (NB Preview to ensure suitability for your students. The issue of rape is mentioned, but not highlighted.) Worksheets 7.1: Feelings 7.2: Imaginary Storyline 7.2a: Imaginary Storyline Sections Other materials - large map of Africa, can be printed in any size from < http://www.yourchildlearns.com/megamaps/print-africa-maps.html > - map of Sudan/Darfur (provided on page 40 of this education kit) - whiteboard and markers - student notebooks and pens

PRIMARY LESSON 7

FOCUS: HOW AND WHY SHOULD WE BE AWARE OF AND ACT TO HELP ALL CHILDREN ACCESS THEIR UNIVERSAL RIGHTS AND ACHIEVE SOCIAL JUSTICE?

Teaching and learning activities

- **Use Worksheet 7.1: Feelings** to assist students to explore and think about feelings.
- Explain to the class that they will work together to create a storyline from the perspective of Sunni, an imaginary Darfuri refugee (students can decide if Sunni will be a girl or a boy). The storyline will detail the journey of Sunni from the time s/he flees the village, through the refugee camp and finally to resettlement in Australia. Each student will be given a

piece or pieces of the story and will draw a picture to accompany it. Each student will also provide a word to describe how Sunni may have felt in that particular part of the journey.

- Using **Worksheets 7.2** and **7.2a: Imaginary Storyline**, distribute a piece of the story to each student and ask him or her to read it, and then as a class, to work together to logically sequence all the parts of the story.
- Once students have gained a sense of the storyline, they need to agree about whether the child will be a girl, a boy or will be drawn in a generic way to represent all children. The class will also need to make some decisions about the style of the drawings that will accompany the story and the settings that action will occur in, based upon what they have learned throughout this unit of inquiry. As a class discuss some of the features of a refugee camp that might be illustrated.

- Below each section of the story is a sentence starter, 'This made me feel ...'. Ask students to write one word to explain how Sunni is likely to have been feeling at that point in his/her journey.
- When each student is satisfied with his or her contribution to the storyline, the class can arrange the individual pieces sequentially and display it on the classroom wall. Share and celebrate the work of each class member.
- As a class discuss:
 - What did you think about this story?
 - Did it make you think about how you would feel if you were in a similar position?
 - What would it be like to live in a camp like that for three years?
 - What things would you miss from home?
 - If you had to leave in such a hurry and could only take what you could carry, what kinds of things would you take? Why?
 - How do you think you would feel moving to a new country where you didn't speak the language or didn't share the same culture? Has anybody ever experienced that in their life?
 - What do you think Australians can do to make life easier for refugees who resettle here?

Discuss as a class

- Did all of the refugees escape the same types of problems?
- What were the main problems experienced by refugees when fleeing, when in the camp and resettling in Australia?
- Did this make you think about how you would feel if you had to flee a violent conflict?
- What do you think Australians can do to make life easier for refugees that resettle here?
- Discuss also the possibility of exhibiting their illustrated story and statements about feelings, along with other work created by students, as part of a larger school or community exhibition to be held as a culminating project for this unit of inquiry, with a clear goal of informing others about the consequences of the violent conflict in Darfur.

PRIMARY LESSON 8

Learning areas	- Humanities (SOSE/HSIE) - English - Arts
Aim	To further develop students' understandings about the key concepts of: - global community - human rights - responsibilities - social justice - social action.
Key understandings	Australians have a role to play in international conflict. We all have the ability, and as global citizens we have a responsibility, to help the world's children to achieve social justice.
Key questions	- How and why should we all help the world's children to gain access to universal rights? - How and why should we help the world's children to achieve social justice?
Resources required	Media - <i>Peace is Possible in Darfur</i> trailer, approximately three minutes duration (DVD provided) (NB Preview to ensure suitability for your students. The issue of rape is mentioned, but not highlighted.) - <i>Making a Difference in Darfur</i> video http://www.guardian.co.uk/society/video/2009/dec/23/sudan-darfur-kids-for-kids Worksheets 8.1: Darfur Rally Other materials - dictionaries - large map of Africa, can be printed in any size from < http://www.yourchildlearns.com/megamaps/print-africa-maps.html > - map of Sudan/Darfur (provided on page 40 of this education kit) - several atlases - whiteboard and markers - student notebooks and pens - envelope for each student - medallion for each student

PRIMARY LESSON 8

FOCUS: HOW AND WHY SHOULD WE BE AWARE OF AND ACT TO HELP ALL CHILDREN ACCESS THEIR UNIVERSAL RIGHTS AND ACHIEVE SOCIAL JUSTICE?

Teaching and learning activities

Darfur rally

- Have students form small groups to examine and discuss the photograph in relation to the questions below, recording their ideas on **Worksheet 8.1: Darfur Rally**.
 - Where do you think the photograph was taken? What



evidence do you have that it was taken there?

- Who do you think the people might be? Why do you think this?
- What do you think the people are doing?
- Why might they be doing this?
- Do you think this is an effective way of conveying information to others? Why or why not?
- What do you think they want

TYPE OF ACTION

Personal	<ul style="list-style-type: none"> - Stay informed, watch television news, read newspapers or look at human rights websites (with parent/carer permission) - Practice acceptance and tolerance in daily life. We live in a multicultural society and a multicultural world. Each person is important. We can all practice acceptance of diversity and people will in return accept us for who we are. - Organise a day to celebrate both cultural diversity and similarities.
Directly help children in Darfur	<ul style="list-style-type: none"> - Organise an event to raise money and donate it to a respected aid organisation.
Raise awareness of the crisis within school & local community	<ul style="list-style-type: none"> - Talk to friends and family. By telling people about the situation in Darfur, and about refugees here in Australia and in other parts of the world, you are informing others and taking positive action! - Organise exhibitions of student work explaining issues pictorially, through text, digital presentations, etc. - Invite guest speakers from the Darfuri community to speak to students, parents and wider community - Stay informed. For example, the class can sign up to DAN's mailing list and, as appropriate, discuss current issues in Darfur. (Alternatively, for updates on wider global issues, the class can sign up to websites like Human Rights Watch, Plan International or UNICEF.) - Put on a play. Important messages can be conveyed through arts and entertainment. You need a scriptwriter, actors, costumes, director and a stage! - Create student website pages with up-to-date information, events, action, etc.
Raise awareness at government level in Australia	<ul style="list-style-type: none"> - Letter writing: Write to local ministers (or even the prime minister!) if you feel important rights are being violated. You are not too young to make a difference and to have your voice heard! (For violations specific to Darfur, visit <http://www.darfuraustralia.org/action/getinvolved> for local ministers to write to).
Raise awareness internationally	<ul style="list-style-type: none"> - Write blogs or letters to the editor of international newspapers. Write to the Secretary General of the United Nations, Presidents of powerful nations such as the United States, Britain, France and China.

people to know about?

- List 8 – 10 other ways we can convey important information about the crisis in Darfur.
- Congratulate and challenge students, for example, We have learned a great deal about Darfur and the rights of children and about refugees fleeing conflict. By learning about these issues you have become a more aware, informed and responsible global citizen. But I'd like to challenge you some more. What other things can we do to make a difference; to help children who are experiencing violations of their rights and to participate in an effective way in our global community as world citizens? Given what you now know, what should we be doing with our knowledge?
- Review the Oxfam website <http://www.oxfam.org.uk/oxfam_in_action/impact/success_stories/kalma.html>, introduced in Lesson 4. Discuss the information provided about how young children are taking action to help one another. Children have been taught to become ambassadors for good health in the camps by passing

on information they have learnt through songs. Across the camps children enthusiastically sing about preventing diarrhoea and malaria – 'Our food should be washed, our water should be covered!' Other songs help to teach about clearing up rubbish, how to set up mosquito nets, and the safe use of latrines. Use an electronic whiteboard to share and discuss with your students the simple but practical nature of the action taken by children.

- Create a large class chart to highlight possible social actions related to the Darfur crisis, for example,
- Invite representatives from DAN (members of the Darfuri community or DAN volunteers) to visit the class join in a discussion about the suggestions for social action listed on the chart.
- View the video *Making a Difference in Darfur*, found at <<http://www.guardian.co.uk/society/video/2009/dec/23/sudan-darfur-kids-for-kids>>. Kids for Kids is aiming to provide a blanket for every child, a donkey for every family and a midwife for every remote village in Darfur.

- View also the video, *Witness – Darfur Plays – Part 1*, showing the action being taken in Darfur, located at <<http://www.youtube.com/watch?v=lpJ2qoyJEdk>>. Art makes a difference in Darfur, where a troupe of self-taught young actors takes theatre into the streets and refugee camps.
- Discuss what is being achieved through the social action shown in each of the films.
- Consider the pros and cons of the social action suggestions recorded earlier on the chart, and decide which actions are both practical and likely to contribute in some way to the promotion of social justice for the children of Darfur.
- Suggest to the class that they select and implement one or to achievable goals which may also be linked with the following activity.
- Explain to the class the power of knowledge in encouraging more people to help with the work required to achieve social justice for the people of Darfur. Consider possible audiences with whom students could share what



they learned about the conflict in Darfur and its consequences. These may include other classes, students from another school, parent community, local community, politicians, and newspaper and television journalists.

Students will then need to decide what they will communicate to their selected audience, how they will communicate it and what action they will aim to encourage in their audience.

- Have students work in small groups to create a PowerPoint presentation to explain key information that shows what they have learned about the Darfur crisis to present to their selected audience, along with an exhibition of the work they have created throughout the unit, such as, posters, stories, murals. Assist each group to develop a key

question to guide the content of the presentation, and to reduce repetition in presentations, for example,

- Where is Darfur? Locate Darfur on a map.
- What words do we need to know the meanings of to understand the crisis?
- What has happened in Darfur? (This could be broken into sub-sections)
- What have been the consequences for people in Darfur?
- What have been the consequences for Darfuri people now living in Australia?
- How can we all help the people of Darfur to achieve social justice?

Students could also create plays, songs, raps, slogans and poetry to support and extend their presentations.

Going Further

What can you do?

Oxfam believes that everyone can make a difference – and that includes you!

<http://www.oxfam.org.uk/coolplanet/kidsweb/oxfam/action.htm>

Ideas about how you can work with Oxfam to change the world, to make it a fairer, better place.

ABOVE CLOCKWISE FROM TOP LEFT: THE HON PETER BACHELOR MP WITH DAN VOLUNTEERS HOLDING KNOTTED SQUARES OF FABRIC REPRESENTING THE 'FORGOTTEN PEOPLE OF DARFUR'; DAN VOLUNTEERS AT FEDERATION SQUARE FOR GLOBAL DAY FOR DARFUR, 2008; YOUNG MEMBER OF THE DARFUR COMMUNITY HOLDING THE AUSTRALIAN FLAG AT RALLY IN SYDNEY, 2008; DAN VOLUNTEERS AND DARFUR COMMUNITY MEMBERS AT RALLY IN SYDNEY, 2008

PEACE IS POSSIBLE IN DARFUR – TEACHER KIT

LESSONS FOR SECONDARY STUDENTS ▼



OVERARCHING CONCEPT

Global Citizenship

CONTRIBUTING CONCEPTS

- Acceptance of Diversity, Tolerance
- Children's Rights, Human Rights, Universal Declaration of Human Rights, Responsibilities
- Violation of Rights (the Darfur example) and
- Making a difference, social justice, social action, global community.

CENTRAL IDEAS

Suggested teaching and learning experiences aim to lead to the development of the following understandings or 'big ideas' by the end of this unit of inquiry.

- We are all world citizens with common needs and important rights

and responsibilities.

- Conflict can affect access to human rights.
- We are all connected in a global community and each have the power to contribute to our community in positive ways in order to promote social justice.

LINES OF INQUIRY or CONTRIBUTING IDEAS

The central ideas are broken down into lines of inquiry or contributing ideas that students investigate. Each one makes up part of the central idea.

1. Although there is great diversity amongst people throughout the world, there are also many similarities, and some common needs.
2. All people throughout the world are entitled to a set of important universal rights.
3. Not all people have equal access to

the set of universal rights.

4. In some countries, people's rights are violated.
5. The conflict in Darfur affects access to people's universal rights.
6. The ongoing conflict in Darfur has many serious consequences for children, families and communities.
7. We all have the ability, and as global citizens we have a responsibility, to help people throughout the world to achieve social justice.

ATTITUDES AND VALUES

Learning experiences aim to assist students to develop the following attitudes and values:

- acceptance of diversity
- sensitivity to others who may have experienced loss and/or trauma
- tolerance and respect for others and for differing points of view
- awareness and willingness to play a part of promoting social justice.

SECONDARY LESSON 1

Focus: How and why is it important to appreciate the unique qualities of culturally and linguistically diverse people?

How and why are opportunities for schooling important for individual and community wellbeing?

Teaching and learning activities

- Introduce the concepts of human diversity, along with similarities, differences and individuality by having each student use a black texta to trace around one of his or her hands. Ask each student to use pencil to write his or her initials on the back of the hand.
- Collect the hands. Several days later pin them up on display. Ask each student to locate his or her hand without looking at the initials on the back. Discuss similarities and differences between the traced hands and the difficulties involved in selecting the correct hand. Question students to draw out key concepts from above, for example:



- In what ways are the hands similar?
- How are they different?
- What do our hands enable us to do?
- Are we all equally talented in the things our hands can do? Consider drawing, handcrafts, playing musical instruments, writing and so on.
- If we all have hands that are similar, why are we all not able to do the same things equally well?

- Once hands have been correctly identified ask students to use coloured textas to decorate their own hand in a way that reflects individual identity.
- Have students scan the decorated hands along with a photograph of themselves into software such as PowerPoint or Photo Story. They could also record a sentence to accompany the two images expressing something about what makes each of them a unique person.
- Attach a world map to a display board. Ask each student to take turns to tell the class something about themselves before pinning their decorated hand on the wall around the map.
- Hold a discussion with the class to explore the ethnic or cultural backgrounds of students and their ancestors. Ask students to find out when their families first came to Australia and reasons why.
- Create a large mind map showing various reasons for living in Australia. Ask students who were born in another country or who have lived in another country to explain what it is like to be a new arrival in a country. Talk about what it might have been like for ancestors who have been new arrivals at various ages. What are the advantages and disadvantages of being a new arrival? Is it more difficult for children or adults? Why do you think this? What are the challenges of being a new arrival in a school when you are not sure how

SECONDARY LESSON 1

Learning areas	<ul style="list-style-type: none"> - Humanities (SOSE/HSIE) - English - Arts
Aim	To develop students' understandings about the key concepts of: <ul style="list-style-type: none"> - human diversity - similarities, differences and individuality - importance of education
Key understanding	Although there is great diversity amongst people throughout the world, there are also many similarities, and some common needs.
Key questions	<ul style="list-style-type: none"> - How do the unique qualities of individuals contribute to human diversity? - Why is it important to accept and respect human diversity? - How does schooling contribute to individual and community wellbeing?
Resources required	Media <ul style="list-style-type: none"> - n/a Worksheets <ul style="list-style-type: none"> n/a Other materials <ul style="list-style-type: none"> - world map - whiteboard and markers (or butcher paper) - drawing paper - colouring pencils, textas or other drawing materials

SECONDARY LESSON 2

Learning areas	<ul style="list-style-type: none"> - Humanities (SOSE/HSIE) - English - Arts
Aim	<p>To develop students' understandings about the key concepts of:</p> <ul style="list-style-type: none"> - human diversity - similarities and differences - shared needs of children around the world - universal children's rights - conflict in Darfur
Key understanding	<p>All people throughout the world are entitled to a set of important universal rights. Not all people have equal access to the set of universal rights. The conflict in Darfur affects people's access to universal rights.</p>
Key questions	<ul style="list-style-type: none"> - What are the universal rights of all children? - Should all children have access to these universal rights? - Where is Darfur and what do we know about Darfur? - How and why is conflict occurring in Darfur? - How does the conflict in Darfur impact upon the rights of children?
Resources required	<p>Media Living Darfur Mattafix music video</p> <p>Worksheets 2.1: Quick Quiz 2.2: Declaration of the Rights of the Child 2.3: Stories</p> <p>Other materials</p> <ul style="list-style-type: none"> - large map of Africa, can be printed in any size from http://www.yourchildlearns.com/megamaps/print-africa-maps.html - atlases - whiteboard and markers - student notebooks and pens - butcher paper

- How might it affect your opportunities for job choices in the future?
- Ask each student to nominate a job they may like in the future, to say why they think they would enjoy the job and what they will need to do to be able to achieve that goal.

SECONDARY LESSON 2

Focus: Given human diversity, how and why is it important for children throughout the world to have access to universal rights?

How does conflict affect the rights of children living in Darfur?

Teaching and learning activities

- Use an interactive whiteboard to screen the Mattafix *Living Darfur* music video with the sound turned off. It can be found at <http://www.youtube.com/watch?v=STRHe7xWia0>.
- Ask pairs of students to list images they see in the video, to think about where the video might have been filmed, why it might have been filmed and by whom?
- Play the music video again, this time with sound.
- As a class discuss the lyrics of the song that accompany the images. What messages do students think the lyrics and images convey?
- Explain to the class that the music video was filmed in Africa. Ask students to share information they know about Africa.
- Distribute **Worksheet 2.1: Quick Quiz** to small groups of students. Give them 2–3 minutes to agree upon and respond to the six statements with true or false.

Quick Quiz

- Africa is located in Australia.
- Africa is a continent.
- Africa is a country.
- Africa is an island.
- Africa is near Antarctica.
- Darfur is a river in Africa.

- things are done and if you are unable to speak English?
- If possible, encourage students to interview a family member or a friend who was not born in Australia to find out about the reasons they came to Australia and what challenges they faced. Develop interview questions as a class and discuss the need for sensitivity while conducting the interviews.
- Share findings and perhaps invite one or two of the interviewees to the class to share their stories and to respond to students' questions. Find out in particular what some of the challenges are in relation to attending school as a new arrival, and why parents would want their children to go to school when it could be so challenging.
- As a class, discuss:
 - Why do we go to school and who pays for us to go to school? (Consider parental and government input)
 - How might our futures be different if we were not able to go to school?
 - Do all children throughout the world go to school?
 - Should all children have the right to go to school? Why?
 - What consequences might there be for children who do not have access to schooling?
 - How might good health relate to school attendance?
 - How might education help to improve the wellbeing and health of not only children, but of families and communities?
- Have students work with a partner to list ways their lives might be different if they had to work from 12 years of age or even younger?
- Seat class in a circle to discuss their ideas and to consider:
 - What types of jobs would you be able to do?
 - How might working from this age affect your health?

- Distribute a map of Africa to each group of students. Challenge them to use an atlas, other books and the Internet to check the answers they provided on the **Quick Quiz**, and to then write their own three true statements about Africa and three true statements about Darfur. Share and display statements.
- As a class, brainstorm reasons why many children in Africa do not have high levels of education, for example, family is too poor to afford school; family cannot afford books or clothing required for school; schooling is not available; government does not provide free education; unrest, conflict or war means school attendance is unsafe.
- Distribute a copy of **Worksheet 2.2: Declaration of the Rights of the Child** to each student. Read as a class and discuss the access students have had to these rights throughout their childhood.
- Display an enlarged version of the rights listed on **Worksheet 2.2: Declaration of the Rights of the Child** in a prominent position in the classroom. Explain that every child in the world is entitled to these rights regardless of where they live, the colour of their skin, their religious beliefs, or their gender.
- Highlight that everyone has a responsibility to help uphold these rights for children, to the best of their ability.
- Print all stories provided on **Worksheet 2.3: Stories**. Ask each student to select and read one of the stories and to then mark each listed right on **Worksheet 2.2** with a tick, a cross or a question mark to indicate whether the child they have read about in the story has access to the right.
- Seat students in a circle and have each student introduce him or herself as if they are the person in the story. Ask them to make one or two statements about the access they have, as that person, to the universal rights of children listed on **Worksheet 2.2**.
- Encourage students to ask one another questions. When answers are unknown, instead of encouraging

SECONDARY LESSON 3	
Learning areas	- Humanities (SOSE/HSIE) - English - Arts
Aim	To develop students' understandings about the key concepts of: - conflict - conflict in Darfur - human rights
Key understanding	The conflict in Darfur affects people's access to universal rights.
Key questions	- Where is Darfur and what do we know about Darfur? - How and why is conflict occurring in Darfur? - How does the conflict in Darfur impact upon the rights of children?
Resources required	Media - Darfur Australia Network – School PowerPoint presentation (provided in this education kit) Worksheets 3.1: My Journey – by Yahya Ahmed Abdelkarim 3.2: Story of Yousif Haroun 3.3: Finding Out about Darfur 3.4: Darfur Q&A 3.5: Where is Darfur? (Maps locating Sudan/Darfur) Other materials - Darfur Photographs (provided in this education kit) - dictionaries - large map of Africa, can be printed in any size from < http://www.yourchildlearns.com/megamaps/print-africa-maps.html > - atlases - whiteboard and markers - student notebooks and pens - butcher paper

students to give creative responses, record the question on butcher paper as a possible question for future research, for example,

Research Questions

1. Why have people left their homes?
2. Why were villages attacked?
3. Who are the Janjaweed?
4. Where is Darfur?
5. Why is there conflict in Darfur?
6. What is the conflict in Darfur about?
7. How has the conflict affected families?
8. What does it mean to be a refugee?
9. What happens to people who are still in Darfur?
10. What happens to people who come to Australia?
11. How many people are displaced?
12. How can the Australian community help?
13. How can the international community help?
14. Is peace possible in Darfur?

SECONDARY LESSON 3

Focus: How does conflict affect the rights of people living in Darfur?

NOTE TO TEACHERS: This lesson includes confronting information regarding the crisis in Darfur. Teachers will need to exercise sensitivity to each child's background experiences, current family circumstances and ability to understand and cope with issues surrounding neglect, violence, the killing of humans by other humans and other related issues.

Oxfam's Global Citizenship Guide *Teaching Controversial Issues* can support teaching and learning about this sensitive content, found at <<http://www.oxfam.org.uk/education/teachersupport/cpd/controversial/>>.

In this lesson students will discuss the

nature of conflict, focusing on different types and different causes of conflict, and will begin to become familiar with the causes and consequences of the conflict in Darfur. Students will begin to gain an understanding about how the rights of people in Darfur have been violated.

Teaching and learning activities

- Review the previous lesson in which students learned about the concept of universal children's rights.
- Ask students to brainstorm the meaning of the word 'conflict'. Record ideas on the board, for example,
 - violence
 - argument
 - disagreement
 - fighting
 - war
 - killing.
- Encourage students to use print and online dictionaries to define the word conflict.
- Explain that conflict involves fighting, disharmony, or a clash between two or more opposing sides. It might be between individual people, groups or even countries, it might be violent or non-violent, it may cause war or it may be resolved peacefully.
- Record a meaning on the board and ask students to identify varied examples of conflict from small clashes between individuals to war between countries.
- As a class brainstorm reasons why people, groups or countries might resort to conflict, for example,
 - Disagreement
 - Money/resources
 - Ethnicity/racism
 - Religion
 - They are threatened or scared
 - To protect themselves or someone else
 - They think that they are right
- Explain that although there are many different types of conflict and reasons why conflict occurs, the class is going to investigate conflict in Darfur. The goal is to try and understand what is happening in Darfur, why it is happening, and what the consequences of the conflict are for Darfuri people.
- Read the stories provided on

Worksheet 3.1: My Journey – by Yahya Ahmed Abdelkarim and Worksheet 3.2: Story of Yousif Haroun.

- Discuss: Who are these stories about? What do you find out about their lives? Where are their homes? What has happened to them?
- Pose the question: What do you *know* about Darfur? Write the question in a prominent place in the classroom and ask students to work in small groups of three or four, to share anything they know already about Darfur or about refugees from Darfur.
- Have each group share their ideas with the class.
- Record information on a large class data chart under headings such as the following:
 - **Things we know about Darfur and about refugees from Darfur**
 - **Things we are not sure about**
 - **Things we want to find out more about**
 - **Key questions we have about Darfur and about refugees from Darfur**
- Display the images on pages 36–39 of this guide in a prominent place in the classroom. Alternatively, organise for students to work in small groups and provide each group with one photograph to examine and discuss. Ask students to describe what they see in each photograph and to try to explain where the people in each photo might be, what they might be doing and why they might be there. Encourage students to look for evidence to justify their ideas.
- Display a large map of Africa. Explain that Darfur is a region in the country of Sudan. Ask students where they think Sudan might be and as a class label Sudan and the region of Darfur.
- Provide each student with **Worksheet 3.3: Finding out about Darfur** and **3.4: Darfur Q&A**. Identify and discuss the meanings of tricky words such as, peasants, nomadic, herders, Arab, Islam, Muslim, racial, religious, Janjaweed, Sudan, Sudanese.
- Have each student complete **Worksheet 3.5: Where is Darfur?**
- Ask students to use the information on the worksheets to respond to the following questions on **Worksheet 3.3**:

1. Who are the two main tribes in Darfur?
 2. What caused the people of Darfur to be poor and voiceless?
 3. When did the conflict begin?
 4. Why did the African people rebel against the government?
 5. How did the government respond?
 6. Name the main opposing sides of the conflict.
 7. What harm do the 'Janjaweed' militia cause to villages and their people?
 8. What happens to those who manage to escape?
 9. How many have people died as result of conflict in Darfur?
 10. How many people have been forced to live in camps or flee to other countries?
- Consolidate understanding of the issues by using an interactive whiteboard to show the PowerPoint presentation **Darfur Australia Network – School**. Emphasise that Darfur is experiencing one of the worst conflicts in the history of this region.
 - Ask students to use what they know about Darfur to review their descriptions of each photograph, their explanation of where the people in each photo might be, what they might be doing and why they might be there.
 - Review and revise the information recorded earlier on the data chart.
 - Discuss as a class: What important things have we learned so far about Darfur.
 - Record a class summary of Key Facts about Darfur on large sheets of butcher paper and add any additional questions to the Research Questions list commenced in lesson 2, for students to refer to in future lessons.

Going further

Making Sense of World Conflicts

<http://blogadmin.oxfam.org.uk/coolplanet/teachers/conflict/index.htm>

This site explores the changing nature of conflict and connections between conflict and poverty. Extensive lessons and support materials are provided.

SECONDARY LESSON 4

Focus: How and why does the conflict in Darfur affect people's access their rights and have consequences for families and communities?

NOTE TO TEACHERS: This lesson includes confronting information regarding the crisis in Darfur. Teachers will need to exercise sensitivity to each child's background experiences, current family circumstances and ability to understand and cope with issues surrounding neglect, violence, the killing of humans by other humans and other related issues.

Oxfam's Global Citizenship Guide *Teaching Controversial Issues* can support teaching and learning about this sensitive content, and can be found at <<http://www.oxfam.org.uk/education/teachersupport/cpd/controversial/>>.

Teaching and learning activities

- View the *Peace is Possible in Darfur* trailer with the sound turned off, and ask students to list or draw things they see in their workbooks or on paper.
- As a class, list things students believe they have observed. Discuss:
 - What do you think the trailer is about?
 - Who might have created it?
 - Why might they have created it?
 - Who do you think the filmmakers might have intended as the audience for the trailer and for the full documentary, *Peace is Possible in Darfur*?
- Prepare students to view the trailer again, this time with sound. Before viewing, encourage students to observe and to listen carefully in order to check their ideas from the first viewing. Write 'Professor John Langmore, President United Nations Association of Australia' and 'Janjaweed' on the board. Inform students that in the trailer we hear the voice of Professor Langmore, who gives us some idea of the terrible events that occur in Darfur. He tells us the central government has armed militia groups called the Janjaweed, Arab groups who have

SECONDARY LESSON 4

Learning areas	- Humanities (SOSE/HSIE) - English - Arts
Aim	To further develop students' understandings about the key concepts of: - conflict - conflict in Darfur - universal human rights - consequences of conflict
Key understandings	Not all people have equal access to the set of universal rights. The conflict in Darfur affects people's access to universal rights. In some countries people's rights are violated. The ongoing conflict in Darfur has many serious consequences for children, families and communities.
Key questions	- Where is Darfur and what do we know about Darfur? - How and why is conflict occurring in Darfur? - How does the conflict in Darfur impact upon people's rights?
Resources required	<p>Media</p> <ul style="list-style-type: none"> - <i>Peace is Possible in Darfur</i> trailer and complete documentary (DVD provided) (NB Preview to ensure suitability for your students. The issue of rape is mentioned, but not highlighted.) <p>Worksheets</p> <ol style="list-style-type: none"> 4.1: Responding to the Trailer 4.2: <i>Peace is Possible in Darfur</i> Summary 4.3: Sudan Timeline – 1956–2010 4.4: Roots of the Conflict 4.5: 'Responsibility to Protect' and 'Genocide' 4.6: Darfur Australia Network – Background Briefing 4.7: Darfur and the United Nations 4.8: UNAMID 4.9: Peacekeeping Operations 4.10: Rebel Groups 4.11: China–Sudan Briefing Paper August 2008 4.12: DAN Iraq Briefing Paper 4.13: Helicopters – February 2008 Position Statement 4.14: Universal Declaration of Human Rights 4.15: Darfur Research Report <p>Other materials</p> <ul style="list-style-type: none"> - dictionaries - large map of Africa, can be printed in any size from <http://www.yourchildlearns.com/megamaps/print-africa-maps.html> - whiteboard and markers - student notebooks and pens

committed terrible atrocities. Explain that we also learn that some of the people shown in the trailer have left Darfur. Ask students to think about why people might have left their homes in Darfur. Before the second viewing of *Peace is Possible in Darfur*, list and read the following questions for students to think about and to record their ideas:

- What problems do you find out about in the trailer?
- Where are the problems occurring?
- How many people have been killed?
- Who are the people affected?

- Why do the people flee their country?
- Share and discuss students' responses to the second viewing of the trailer.

We're told in the trailer that about half a million people have been killed. This is described as genocide.

(For the teacher: Helen Fein provides some discussion of genocide that may assist you to think about how best to explain this highly complex concept to students, found at <http://clg.portalxm.com/library/keytext.cfm?keytext_id=194>.



This project aims to help students understand the idea of human rights, gain a sense of themselves as people with dignity and hence with rights, and encourage them to act.

A woman in the trailer, Zahra Haroun, tells us militia attacked people at the market and they had to flee for their lives. She explains that women and children then live in camps and when they go out to collect firewood the militia may come and kill (or rape) them.

Another woman named Tess Whittakers, coordinator of the Darfur Australia Network explains that the conflict in Darfur might be categorised as the biggest humanitarian crisis the world has ever faced. She says 1.5 million people live in refugee camps and up to 4 million people are entirely dependent on humanitarian aid from the outside world.

- Use dictionaries to help students to consider the meaning of the word genocide, then as a class, discuss why a term like genocide might be used to describe the killing of people in Darfur.
- Clarify with students the meanings of other words or phrases that may not be clearly understood, such as government, militia, neglect, universal children's rights, human rights, violations, refugee, humanitarian aid.
- Have children form small groups to view the trailer for *Peace is Possible in Darfur* for a third time. Ask each group to use **Worksheet 4.1: Responding to the Trailer** to respond to the following questions.
 1. What do you think is meant by the principle of 'responsibility to protect'?
 2. What do you think is meant by neglect? Who is neglected and by whom?
 3. Who has armed the militia known as the Janjaweed?
 4. A man tells us he left his village in 1999, after it was attacked by the government and the entire village was wiped out. How far did he walk to escape?
 5. What does the girl who has left Darfur find hard?
 6. How does the woman feel about being in Australia?
 7. In 2001, a commission of inquiry recommended the 'Principle of Responsibility to Protect' be adopted. What do you think this might mean?
 8. What are we told the central government wants to use the people of Darfur for?
 9. Compare and contrast the lives of people in Darfur and Australia.
 10. Do you think peace is possible in Darfur? Why or why not?

Ask each group to report back to the class. Encourage respectful discussion of ideas and clarify misunderstandings if necessary.
- Discuss as a class: The conflict discussed in the trailer is between the Darfur people and the central government. We are told the Arabs adopted a policy of neglect in Darfur and continuously commit human rights violations against the Darfurian people. One of the big problems for the people of Darfur is lack of availability of resources including shelter, food and water.
- Explore what might be meant by a policy of neglect.
 - How might neglect affect people of different ages?
 - What do you think might be meant by human rights violations?
- Provide opportunities for students to explore the website below to clarify their ideas about Human Rights. UN Cyberschoolbus <<http://www.un.org/cyberschoolbus/humanrights/declaration/index.asp>>.
- Discuss as a class: What do you think the most important human rights are for all people throughout the world? What rights have been violated in Darfur? List students' ideas on the board or on large sheets of paper. Refer to work from lessons 2 and 3 regarding the universal rights of children.
- Discuss as a class: Is it fair for humans to treat other humans in this way, to violate their rights? Why or why not?
- Once again, have students review the **data chart** and **Key Facts about Darfur**, both listed in lesson 3.
- Students are now well placed to view and to discuss the complete documentary *Peace is Possible in Darfur*. (NB Please preview to ensure suitability for your students. The issue of rape is mentioned. The documentary is approximately 30 minutes in duration. For some students, the first 15 minutes may be most appropriate.)
- **Worksheet 4.2: Peace is Possible in Darfur Summary** provides information from the documentary, questions and activities. Teachers are encouraged to select from worksheet content to further extend students' understandings about the crisis in Darfur and its effects.
- After viewing and discussing *Peace is Possible in Darfur*, have groups of



3–4 students form research teams. Ask each team to list questions they have regarding the crisis in Darfur. Encourage them to add to the **Research Questions** recorded at the end of lesson 2 and lesson 3.

- Ask each group to share the questions they have identified, and then as a class formulate one list of **Research Questions**. In addition to the **Research Questions** identified in previous lessons, other key questions may include:

Additional Research Questions

- When did the conflict in Sudan begin?
- What efforts have been made to achieve peace settlements?
- What is the United Nations (UN) and what is its role?
- What is the role of the United Nations African Union Mission in Darfur (UNAMID)?
- What roles and responsibilities should Australia have in relation the conflict and the humanitarian crisis in Darfur?
- What roles and responsibilities should international communities' have in relation the conflict and the humanitarian crisis in Darfur?
- What is meant by the term



'peacekeeping' and how have peacekeeping processes changed? Why have they changed? Who is involved in peacekeeping?

- What links exist between the strategic interests of Australia and key international communities and action regarding the crisis in Darfur?
- What is the Universal Declaration of Human Rights and what is its significance?
- What is meant by 'international law'? How does international law relate to the conflict and to the humanitarian crisis in Darfur?
- Allocate each team several questions from the list to investigate. Ask them to use their findings to develop a presentation suitable for sharing as part of a larger school or community exhibition to be held as a culminating project for this unit of inquiry. As a class, agree upon an

appropriate audience; for example, students from the year below, another class, parents, wider school community, or local community. Provide each group with the brief that they are to investigate and communicate their findings to the agreed audience. The aim is to make their presentation as accurate, informative and interesting as possible.

- The following worksheets provide extensive background information related to the crisis in Darfur and to the refugee experience to assist students with their investigations. Several sets of the worksheets could be made available for students to draw upon to assist them with their research.
 - **Worksheet 4.3: Sudan Timeline – 1956–2010**
 - **Worksheet 4.4: Roots of the Conflict**
 - **Worksheet 4.5: 'Responsibility to Protect' and 'Genocide'**
 - **Worksheet 4.6: Darfur Australia Network – Background Briefing**
 - **Worksheet 4.7: Darfur and the United Nations**
 - **Worksheet 4.8: UNAMID**
 - **Worksheet 4.9: Peacekeeping Operations**
 - **Worksheet 4.10: Rebel Groups**
 - **Worksheet 4.11: China–Sudan Briefing Paper August 2008**
 - **Worksheet 4.12: DAN Iraq Briefing Paper**
 - **Worksheet 4.13: Helicopters – February 2008 Position Statement**
 - **Worksheet 4.14: Universal Declaration of Human Rights**

Students will need a number of class sessions to effectively conduct their inquiries and to create their presentations. The **Research Support Suggestions** provided at the end of this lesson aim to help teachers to provide support for students in researching their questions and in thinking about and developing effective and engaging presentations.

It may be helpful for teachers to select one or two of the suggestions during each research session to discuss with students, either as a whole class or in their research groups, to assist them to understand some of the complex information.

Research Support Suggestions

At the beginning of each session, ask each group to provide a brief report to the class about their progress in investigating their research questions. Address any issues students may have in relation to their investigations.

Encourage students to think about what they will do with the information they are learning about. Who will they share it with and why, and how will they present their findings?

Discuss the possibility of presenting digital displays, exhibiting posters, and other work created by students with a clear goal of informing their intended audience about the consequences of the violent conflict in Darfur.

The suggestions that follow are designed to provide a focus for sessions in which students are engaged in investigations, to help maintain student interest in their research tasks, and to give them ideas about how they might engage their audience.

Suggestion 1

In 2007, Oxfam staff member Jane Beesley went to Darfur and spoke with children from refugee camps and asked what their lives were like <http://www.oxfam.org.uk/education/resources/darfur/files/darfur_intro_stories_oxfam_taking_action.pdf>. (You need to scroll down.)

Other stories can be found at <http://www.darfurchallenge.org/childrens_stories.html> and <http://www.save_thechildren.org.uk/en/55_1152.htm>.

Some of Jane's diary entries can be found at <<http://www.oxfam.org.nz/what-we-do/emergencies/crisis-in-darfur-and-chad/stories/diary-of-an-aid-worker>>.

Share some of the stories with the class. Some students may wish to select one child's words and create a poster illustrating what is portrayed in the child's words to support their presentation or to exhibit. Students may also write slogans that emphasise difficulties faced by



children living in camps to display with the posters.

Encourage students to be present to discuss their posters and the messages they convey when they exhibit or present their work.

Suggestion 2

Assist students to engage in their enquiries by using an interactive whiteboard to explore some of the following resources:

1. Oxfam website

Oxfam game 'Refugee Game for Change'

http://www.oxfam.org.au/refugee/public/resources/multimedia/mobilephone_online.php

Refugee Game for Change is about Aissa, a refugee who flees conflict in Darfur with her four children. Players help Aissa and her children to meet their needs and avoid dangers.

Encourage each group to explore the Oxfam website further to find out the role of the organisation, and to help answer their research questions. Here are some examples:

Oxfam's photo story about Chad and Darfur

http://www.oxfam.org.uk/oxfam_in_action/emergencies/darfur_photostory.html

Explore aspects of life as a refugee

<http://www.oxfam.org.uk/coolplanet/kidsweb/world/chad/refugee1.htm>

Oxfam's work in northern Sudan – text and a slideshow

http://www.oxfam.org.uk/oxfam_in_action/emergencies/darfur_chad.html

Teacher and Student Guide

<http://www.oxfam.org.uk/education/resources/darfur/?251>

Oxfam provides a teacher and student guide to the conflict and testimonies from children living in refugee camps in Darfur. Sections include: a history of the conflict; stories from young people living in the camps about their daily lives, fears they face and hopes for the future; information about Oxfam's work in Darfur; and ideas for actions students might take about the issues. There are also lesson ideas.

- **Introduction, real life stories, and supporting materials**
Background and stories from young people caught up in the conflict.
- **Lesson 1: Researching the issues**
Ideas about conducting a research project (from Get Global).
- **Lesson 2: Thinking about actions**



UNHCR website:
<http://www.unhcr.org>

4. Israel's African Migrants (5 minutes)

<http://www.irinnews.org/film/?id=4262>

This short film shows the difficulties faced by Israel's African refugees.

Suggestion 3

Ask students to describe what is shown in the photographs on pages 36–39 of this education kit.

Discuss with students the ways the photographs convey information.

Suggestion 4

Use an interactive whiteboard to screen the report 'Heavy fighting renewed in southern Sudan – 20 May 2008'

<http://www.youtube.com/watch?v=Wl12r800Kug>

There has been heavy fighting along the border between north and south Sudan. Dan Nolan, Al Jazeera's correspondent in Sudan, has seen casualties from battle between fighters and government forces in the oil-rich border territory of Abyei.

Discuss with students the way the above report structures the information it conveys. What techniques does it use to convey messages to its audience effectively?

Concluding activity

- Challenge students to think about how they will effectively convey the information they discover as part of their research. Who will be the audience and how will information be effectively presented? Ask them to think about complementing the use of PowerPoint presentations with photographs, short film clips, games and any interesting resources they discover.
- Provide students with **Worksheet 4.15: Darfur Research Report** and ask each student to complete a report responding to one of the listed topics as a homework task.

Ideas for thinking about actions to take about important issues (from Get Global).

- **Lesson 3: Futures**

Exploring how positive change happens in different parts of the world (from Making Sense of World Conflicts).

Sudan: Crisis in Darfur

<http://blogadmin.oxfam.org.uk/coolplanet/teachers/sudan/index.htm>

This site brings together information from the Oxfam website and external sites to support teaching and learning related to the humanitarian crisis in the west of Sudan.

2. Women of Darfur

<http://www.youtube.com/watch?v=nCfnEXbkb8U>

Emily Holland travelled to Darfur to document the lives of displaced Sudanese. In this video, she goes inside several camps for displaced persons and describes how the International Rescue Committee (IRC) is helping women – from providing water and shelter to offering skills training and the chance to make a living.

View the photo essay at <http://www.theirc.org/special-reports/darfur-crisis>, and learn more about the IRC in Darfur and how you can help.

Learn more about how the IRC helps women at <http://www.theirc.org/help/how-the-irc-helps-women.html>. (Please preview this site to ensure suitability for your students.)

3. Against All Odds

<http://www.playagainstalloods.com>

The United Nations High Commissioner for Refugees (UNHCR) game is an educational and interactive online game that aims to increase understanding and knowledge of refugees. Students follow a young person on their journey to flee oppression in their homeland and start a new life. The game is intended to increase students' awareness and knowledge about refugees – where they come from, what situations they have faced and how they adapt to their new lives.

In the web facts, students can read about **human rights** and **international law**, as well as individual refugees' stories. Pupils can also watch short films and listen to refugees talk about personal experiences, such as how they fled, what it was like to come to a new country and having to start a new school or find a job.

A teacher's guide provides lessons to accompany every level of the game, background material, exercises and discussion topics to increase students' understanding of refugee issues.

LESSON 5 SECONDARY

Focus: How and why should we be aware of and act to help people throughout the world to access their rights and achieve social justice?

Teaching and learning activities

- Use an interactive whiteboard to screen the film below. It captures the compelling experience visitors had at the *Refugee Realities* simulation held in Melbourne in 2008. The film charts the refugee journey represented in the simulation, and contains interviews with a diverse range of people who were involved.

Refugee Realities – The Experience
(approximately 25 minutes)
<http://www.youtube.com/watch?v=fKm6g3yfVZA>

Refugee Realities

<http://www.oxfam.org.au/refugee/public/resources/education/>

Refugee Realities is a multimedia installation/performance simulation examining and sharing the realities of refugee experiences by incorporating moving image, improvised theatre, audio-visual and photographic art forms as well as real humanitarian supplies and equipment.

Extensive education kits are provided.

- Discuss as a class:
 - What do you think children would have gained from participating in this experience?
 - What do you think was the point of the simulation?
 - What key messages do you think the organisers wanted participants to understand?
 - What do you think the simulation teaches participants about the Universal Declaration of Human Rights?
 - What have you learned about refugees, their experiences and their rights?
- Write the phrase ‘social action’ on the board. Challenge students to list

SECONDARY LESSON 5

Learning areas	<ul style="list-style-type: none"> Humanities (SOSE/HSIE) English Arts
Aim	To further develop students’ understandings about the key concepts of: <ul style="list-style-type: none"> global community human rights responsibilities social justice social action.
Key understandings	Not all people have equal access to the set of universal rights. In some countries, people’s rights are violated. The conflict in Darfur affects access to people’s universal rights. We all have the ability, and as global citizens we have a responsibility, to help people throughout the world to achieve social justice.
Key questions	<ul style="list-style-type: none"> What are the consequences of conflict in Darfur and how does it affect access to people’s rights? How and why should we all help people throughout the world to gain access to their rights? How and why should we help people throughout the world to achieve social justice?
Resources required	DAN Volunteers Worksheets 5.1: Newspaper and Magazine article Other materials <ul style="list-style-type: none"> large map of Africa, can be printed in any size from <http://www.yourchildlearns.com/megamaps/print-africa-maps.html> map of Sudan/Darfur (provided on page 40 of this education kit) whiteboard and markers student notebooks and pens

ideas about how they might respond to the crisis in Darfur. Return to the list regularly to add new ideas.

- Ask students to imagine they had to flee from war. (Sensitivity may be required if your class includes refugees or students who have experienced violence or other trauma in their lives.)
- Use an electronic whiteboard to view the film *How would you survive as a refugee?* at <<http://www.youtube.com/watch?v=kxJZSB2ulgc>>.
- Ask students to share their responses with a focus on how they felt while viewing the film. Consider how the use of images, music and other sounds creates atmosphere, mood and meanings.
- Explain to students that they will now be challenged to use what they have learned about the crisis in Darfur, and the experiences and perspectives of refugees to work with a partner to create a newspaper article or a magazine article from the perspective of a refugee. Encourage students to publish the articles on a school

website, as a wiki or another suitable forum that will help to increase wider understanding of the humanitarian crisis in Darfur.

If it is possible to interview members of the Darfuri community this would provide the activity with authenticity and assist students to link this learning with their own lives. If not, students will need to draw upon what they have learned about the conflict in Darfur from viewing and discussing the *Peace is Possible in Darfur* documentary, websites, newspaper articles and other learning experiences during this unit.

- Distribute copies of **Worksheet 5.1: Newspaper and Magazine Article Guidelines**.

The task requires students to consider the impact of being forced out of their homes and made to trek to a refugee camp. Discuss: What kind of difficulties might you face and what emotions would you be feeling? Imagine, after a few years of living in the camp, being told that you will be settled in a country that you

SECONDARY LESSON 6

Learning areas	<ul style="list-style-type: none"> - Humanities (SOSE/HSIE) - English - Arts
Aim	<p>To further develop students' understandings about the key concepts of:</p> <ul style="list-style-type: none"> - global community - human rights - responsibilities - social justice - social action.
Key understandings	<p>Australians have a role to play in international conflict. We all have the ability, and as global citizens we have a responsibility, to help the world's children to achieve social justice.</p>
Key questions	<ul style="list-style-type: none"> - How and why should we all help the world's children to gain access to universal rights? - How and why should we help the world's children to achieve social justice?
Resources required	<p>Darfur Photographs (on pages 36–39 of this education kit)</p> <p>Worksheets</p> <p>6.1: Darfur Rally</p> <p>Other materials</p> <ul style="list-style-type: none"> - dictionaries - large map of Africa, can be printed in any size from http://www.yourchildlearns.com/megamaps/print-africa-maps.html - map of Sudan/Darfur (provided on page 40 of this education kit) - several atlases - whiteboard and markers - student notebooks and pens

have never heard of before; a country called 'Australia'. Would you be excited? sad? scared? What might it mean for you?

- Assist students to work in pairs or groups of three to conduct interviews and research and to make notes for their article detailing their journey from the time they flee their village, through their stay at the refugee camp and finally to resettlement in Australia.

The questions, provided on **Worksheet 5.1** (see below), may assist. Students are not expected to research and answer *all* of the questions; they are intended as guidelines only.

However, it is suggested that students cover at least two issues from each section to help them to grasp the range and complexity of difficulties faced by refugees. For example, in section one the student might write about why they leave and how they travel (and how that makes them feel). In section two they might want to write about how far they have to go for food and where they sleep (and how that makes them feel), and so on.

When students have drafted their articles, have them read each other's articles and provide feedback to one another, then revise and polish to achieve a high-quality final article.

Newspaper or Magazine Article Guidelines

Part one: fleeing the village

- Why are you forced to flee?
- Who is going with you?
- How are you travelling?
- What can you take?
- **How does all of this make you feel?**

Part two: arriving at the refugee camp

- What does it look like?
- Where do you sleep?
- How do you get food and water?
- What are the toilets and showers like?
- What do you do for fun?
- What is school like/is there a school at all?
- **How does all of this make you feel?**

Part three: arriving in Australia

- What kinds of things do you notice are different from your country when you first arrive in Australia?
- Can you communicate with people?
- What is it like on your first trip into the city?
- What is it like on your first day of school?
- What is it like making new friends?
- What is it like travelling on a bus or train?
- **How does all of this make you feel?**
- After students have written and shared their articles, discuss as a class:
 - What similarities and differences do you notice between each other's articles?
 - Do the refugees in all of the articles escape the same types of problems?
 - What were the main problems experienced by refugees when fleeing, when in the camp and resettling in Australia?
 - Does each article make you think about how you would feel if you had to flee a violent conflict?
 - What do you think Australians can do to make life easier for refugees that resettle here? As a class, add further ideas to the **Social Action** list created earlier in this lesson.

LESSON 6

Focus: How and why should we be aware of and act to help all children access their universal rights and achieve social justice?

Teaching and learning activities

Darfur rally

- Have students form small groups to examine and discuss the photograph in relation to the questions below, recording their ideas on **Worksheet 6.1: Darfur Rally**.
 - Where do you think the photograph was taken? What evidence do you have that it was taken there?
 - Who do you think the people might be? Why do you think this?

TYPE OF ACTION

Personal	<ul style="list-style-type: none"> - Stay informed, watch television news, read newspapers or look at human rights websites (with parent/carer permission). - Practice acceptance and tolerance in daily life. We live in a multicultural society and a multicultural world. Each person is important. We can all practice acceptance of diversity and people will in return accept us for who we are. - Organise a day to celebrate both cultural diversity and similarities.
Directly help children in Darfur	<ul style="list-style-type: none"> - Organise an event to raise money and donate it to a respected aid organisation.
Raise awareness of the crisis within school & local community	<ul style="list-style-type: none"> - Talk to friends and family. By telling people about the situation in Darfur, and about refugees here in Australia and in other parts of the world, you are informing others and taking positive action! - Organise exhibitions of student work explaining issues pictorially, through text, digital presentations, etc. - Invite guest speakers from the Darfuri community to speak to students, parents and the wider community. - Stay informed. For example, the class can sign up to DAN's mailing list and, as appropriate, discuss current issues in Darfur. (Alternatively, for updates on wider global issues, the class can sign up to websites like Human Rights Watch, Plan International or UNICEF.) - Put on a play. Important messages can be conveyed through arts and entertainment. You need a scriptwriter, actors, costumes, a director and a stage! - Create student website pages with up-to-date information, events, action, etc.
Raise awareness at government level in Australia	<ul style="list-style-type: none"> - Letter writing: Write to local ministers (or even the prime minister!) if you feel important rights are being violated. You are not too young to make a difference and to have your voice heard! (For violations specific to Darfur, visit http://www.darfuraustralia.org/action/getinvolved for local ministers to write to).
Raise awareness internationally	<ul style="list-style-type: none"> - Write blogs or letters to the editor of international newspapers. Write to the Secretary General of the United Nations, Presidents of powerful nations such as the United States, Britain, France and China.



what should we be doing with our knowledge?

- Review the Oxfam website http://www.oxfam.org.uk/oxfam_in_action/impact/success_stories/kalma.html, and discuss the information provided about how young children are taking action to help one another. Children have been taught to become ambassadors for good health in the camps by passing on information through songs. Across the camps children enthusiastically sing about preventing diarrhoea and malaria – ‘Our food should be washed, our water should be covered!’ Other songs help to teach about clearing up rubbish, how to set up mosquito nets, and safe use of latrines. Use an electronic whiteboard to share and discuss with your students the simple but practical nature of the action taken by children.
- Draw upon the list from lesson 5 to create a large class social action chart to highlight and categorise possible social actions related to the Darfur crisis. For example, see the table above.

- What do you think the people are doing?
- Why might they be doing this?
- Do you think this is an effective way of conveying information to others? Why or why not?
- What do you think they want people to know about?
- List 8–10 other ways we can convey important information about the crisis in Darfur.
- Congratulate and challenge students, for example,

We have learned a great deal about Darfur, about human rights of children and about refugees fleeing conflict. By learning about these issues you have become more aware, informed and responsible global citizens. But I'd like to challenge you some more. What can we do to make a difference; to help people who are experiencing violations of their rights and to participate in an effective way in our global community as world citizens? Given what you now know,

SECONDARY LESSON 7

Learning areas	<ul style="list-style-type: none"> - Humanities (SOSE/HSIE) - English - Arts
Aim	<p>To further develop students' understandings about the key concepts of:</p> <ul style="list-style-type: none"> - global community - human rights - responsibilities - social justice - social action.
Key understandings	<p>Australians have a role to play in international conflict. We all have the ability, and as global citizens we have a responsibility, to help the world's children to achieve social justice.</p>
Key questions	<ul style="list-style-type: none"> - How and why should we all help the world's children to gain access to universal rights? - How and why should we help the world's children to achieve social justice?
Resources required	<p>Media</p> <ul style="list-style-type: none"> - <i>Making a Difference in Darfur</i> video http://www.guardian.co.uk/society/video/2009/dec/23/sudan-darfur-kids-for-kids <p>Worksheets</p> <p>7.1: Open Letter</p> <p>Other materials</p> <ul style="list-style-type: none"> - dictionaries - large map of Africa, can be printed in any size from http://www.yourchildlearns.com/megamaps/print-africa-maps.html - map of Sudan/Darfur (provided on page 40 of this education kit) - several atlases - whiteboard and markers - student notebooks and pens

audiences with whom they could share their knowledge. These may include other classes, students from another school, parent community, local community, politicians, newspaper and television journalists. The class will need to decide what they will communicate to additional audiences, how they will communicate and what action/s they will aim to encourage in their audiences. For example, Students may work in small groups to create or re-purpose a PowerPoint or other digital presentation that explains key information about the Darfur crisis. Assist each group to develop a key question to guide the content of the presentation, and to reduce repetition in presentations, for example,

- Where is Darfur? Locate Darfur on a map.
- What words do we need to know the meanings of to understand the crisis?
- What has happened in Darfur? (This could be broken into sub-sections)
- What have been the consequences for people in Darfur?
- What have been the consequences for Darfuri people now living in Australia?
- How can we all help the people of Darfur to achieve social justice?

Students could also exhibit work they have created throughout the unit – such as, posters, stories and murals – and create plays, songs, raps, slogans and poetry to support and extend their presentations.

- Use an interactive whiteboard to view the film *Witness – Darfur Plays – Part 1*, found at <http://www.youtube.com/watch?v=lpJ2qoyJEdk>. These young self-taught actors are taking action to make a difference for the people of Darfur as they take theatre into the streets and refugee camps.

Discuss as a class:

- Why do you think these young actors are involved in theatre?
- How can art make a difference in Darfur?
- Can art here in Australia make a difference in Darfur?

LESSON 7

Focus: How and why should we be aware of and act to help all children access their universal rights and achieve social justice?

Teaching and learning activities

- Invite representatives from DAN (members of the Darfuri community or DAN volunteers) to visit the class to join in a discussion and advise about the suggestions for social action listed on the chart created in Lesson 6.
 Note: A booking form and guidelines for arranging for a DAN representative or Darfur community member to participate in your class can be found in this resource kit. Fees and/or cost recoveries may apply.
- View the video *Making a Difference in Darfur*, found at <http://www.guardian.co.uk/society/video/2009/dec/23/sudan-darfur-kids-for-kids>.

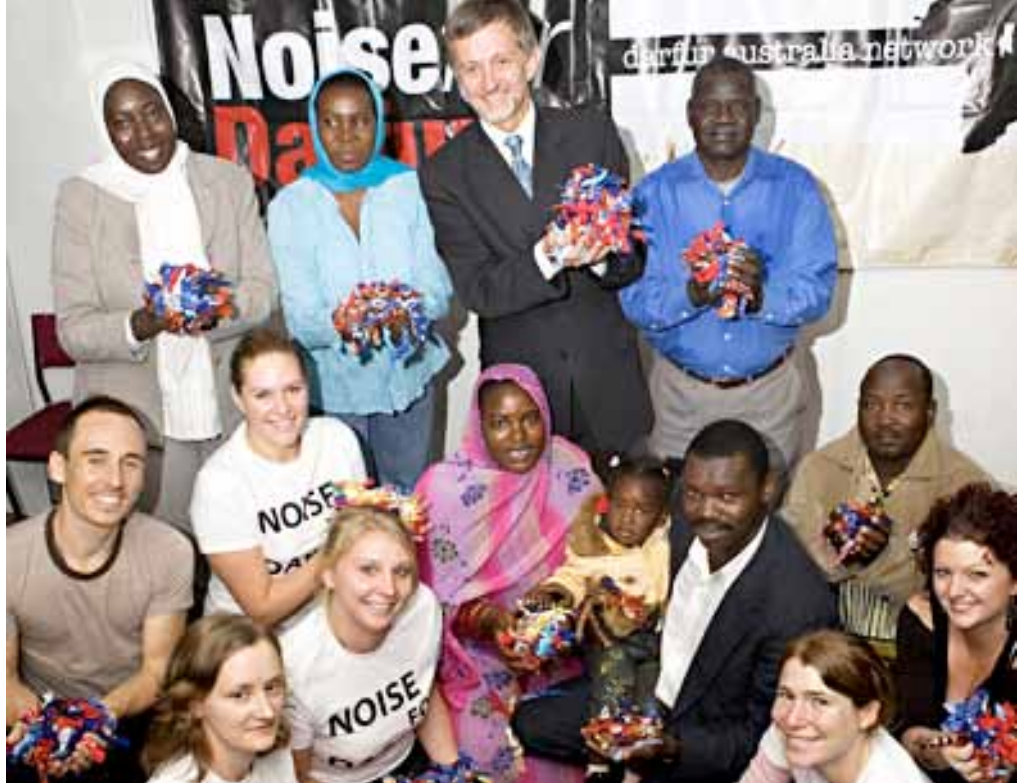
Kids for Kids aims to provide a blanket for every child, a donkey for every family and a midwife for every remote village in Darfur.

- Discuss what is being achieved through the social action shown in the film.
- Consider the pros and cons of the **social action** suggestions recorded on the chart, and decide which actions are both practical and likely to contribute in some way to the promotion of social justice for the people of Darfur.
- Suggest to the class that they select and implement one or two achievable goals, which may also be linked with the following activity.
- Explain to the class the power of knowledge in encouraging more people to help with the work required to achieve social justice for the people of Darfur. While students have already identified an audience to share what they have learned about the conflict in Darfur and its consequences, they may now like to consider additional

- In the documentary *Peace is Possible in Darfur*, we learned that a number of Darfuri refugees living in Australia were involved in producing *Far to Here*, a photographic exhibition that explored questions such as: How do refugees from Darfur bridge the divide between memories of conflict and loss, knowledge of ongoing violence in their homeland, and beginning a new life in Australia? How has the journey from Africa to Australia affected them? What do they think of their new home? In *Far to Here*, photographer Kabir Dhanji documented the lives of Darfuri people residing in Australia who had fled the conflict in Sudan. In addition, Darfuri youth captured their own experiences. The young Darfuri people aged between 8 and 17 participated in photography workshops where they learnt the principles of photography and were encouraged to experiment with capturing aspects of their everyday life on film. The workshops enabled them to discuss their experience, critique their own work and select their favorite images to be exhibited. The resulting images linked continents, cultures and generations.
- Use an interactive whiteboard to view the music video for 'Living Darfur' by Mattafix, filmed in the war-torn region of Sudan, in a refugee camp outside Darfur <<http://www.everhype.com/hyper/LuvaArtemisia?X=S2952-Living-Darfur-by-Mattafix>>. Mick Jagger provided funds for this music video in order to raise awareness of the poor living conditions of the refugees in Darfur. Matt Damon made a brief cameo appearance in the video to strengthen the appeal to the United Nations.

Discuss as a class:

- Mattafix is a hip-hop/R&B duo from the UK, composed of Marlon Roudette and Preetesh Hirji. Why do you think this music video was produced?
- What is this music video about?
- Why do you think Matt Damon appears at the start?
- Clarify students' ideas about the music video by screening the Sky



News interview with Marlon from Mattafix, found at <<http://www.youtube.com/watch?v=dcCaUeL2twg&feature=fvsvr>>.

- Do you think the music video is successful in raising awareness of what is happening in Darfur? Why or why not?
- Who are the people involved in producing this video? (e.g. singer, those who provided funds ...)
- What role do you think the United Nations has in relation to the crisis in Darfur?

- What is the International Day for Darfur? Find out more by visiting <http://en.wikipedia.org/wiki/Day_for_Darfur>.
- Highlight the role of the arts in conveying important messages in each of the above examples. Suggest that while we do not have the resources to do something as large-scale as these examples, we should also be able to raise awareness through the arts. Encourage students to include an arts outcome as part of their presentation.



Going Further

What can you do? Oxfam believes that everyone can make a difference – and that includes you!

<http://www.oxfam.org.uk/coolplanet/kidsweb/oxfam/action.htm>

Ideas about how you can work with Oxfam to change the world, to make it a fairer, better place.

Social Action: Working for peace web links

NB: Teacher preview required

Save Darfur

<http://www.savedarfur.org>
<http://savedarfur.org/pages/primer>
<http://www.savedarfur.org/learn>
http://savedarfur.org/pages/how_to_guides
http://savedarfur.org/pages/take_action
<http://savedarfur.org/pages/world-refugee-day>
<http://savedarfur.org/pages/resources>

Darfur Diaries film

<http://darfurdiaries.org/screening>

Cycling for Darfur

<http://www.teamworkstudio.net/cyclingfordarfur/en/about.html>

John Weiss (Darfur Activist)

<http://www.weaversofthewind.org>

Human Rights Watch

<http://www.hrw.org>

Enough Project

<http://www.enoughproject.org>

Global Grassroots

<http://www.globalgrassroots.org>

- Discuss the value of inviting influential people to the presentation. Who might these people be? In what ways are they influential? How might they help the people of Darfur or refugees from Darfur who are living in Australia?
- Distribute a copy of **Worksheet 7.1: Open Letter** to each student. Discuss with students the purpose of such a letter, to whom it would be sent and the outcome you might hope to achieve. Students might consider the value of writing such a letter.
- Challenge the class to further brainstorm and agree upon social action they can effectively implement to raise awareness of the crisis in Darfur, to directly help Darfuri refugees, to promote positive experiences for refugees here in Australia, or to promote world peace.

PHOTOS



TOP: YOUNG DISPLACED BOY WITH HIS MOST PRECIOUS POSSESSIONS ON DONKEY, MAIN FORM OF TRANSPORT IN DARFUR;
BOTTOM: HOME IN ONE OF DARFUR'S MANY INTERNALLY DISPLACED PEOPLE'S CAMPS



TOP: BOY COLLECTING WATER TRUCKED IN TO A DARFURI INTERNALLY DISPLACED PEOPLES CAMP;
BOTTOM: DISPLACED WOMEN AND CHILDREN — OFTEN THE MOST VULNERABLE TO CONFLICT



TOP: CHILDREN IN THEIR MAKE-SHIFT HOME, NO PROTECTION FROM THE ELEMENTS;
BOTTOM: WOMEN AND GIRLS OUTSIDE THEIR HOME IN ONE OF DARFUR'S MANY INTERNALLY DISPLACED PEOPLES CAMPS



ABOVE: WOMEN AND CHILDREN WAITING IN THE ENDLESS SUN FOR RELIEF SUPPLIES



BOOKING FORM



Name of school/university	
Address	
Contact name and phone number of organiser	
Year level	
Number of classes / number of students per class	
Key themes for presentation	
Date and time of presentation	
Presenter (please circle)	DAN Volunteer / Australian Darfur community member (Note: Speakers fee may apply. See guidelines below)
Does your school require an invoice and receipt from DAN for fees payable?	If so, please indicate who the invoice should be made out to.

Guidelines

Please return your completed form to <contact@darfuraustralia.org> or:
DARFUR AUSTRALIA NETWORK
 247 Flinders Lane
 Melbourne, VIC, 3000

Speaker's fee for Darfuri community members:

A presentation to your school or classroom from a member of Australia's Darfur community will incur a speaker's fee of \$80. This fee will cover transport costs and other expenses relating to taking time away from work or paying for alternative childcare arrangements. Other DAN members will not require a speaker's fee but may request reimbursement for travel costs incurred as a result of the speaking engagement.

1. Australian Darfur community members do not necessarily reflect the views of the Darfur Australia Network and are speaking from their own experience and knowledge.

2. Please note that requests for a member of the Australian Darfur community to give a presentation to your school or class will incur a fee of \$80 to the community member. This fee will cover transport costs and other expenses relating to taking time away from work or paying for alternative childcare arrangements.
3. If your school does not require a receipt for payment you may pay the speaker directly.
4. If your school does require an invoice prior to payment DAN will issue one to you upon conclusion of the speaking engagement. DAN undertakes to ensure that the full speakers fee will be transferred to the speaker once payment has been made. Invoices must be paid within 30 days of issuance.
5. Late cancellations (within 2 days of the speaking engagement) may incur a \$40 cancellation fee to cover potential costs incurred by the speaker dropping work shifts.
6. Where a DAN volunteer or Darfur

community member has to cancel a speaking engagement, DAN cannot guarantee that we will be able to replace them, but we will take all possible steps to do so.

7. Speakers' fees are not tax deductible
8. Other DAN volunteers will not require a standard fee but may request an expense reimbursement for travel costs.
9. Where speakers do not request a fee, but require a reimbursement for travel, payment may be made directly to the speaker by the school on presentation of receipt or ticket. Alternatively, payment can be arranged via the process outlined in 4 (above).
10. Payments may be made to DAN via any of the following payment methods:

Cheque: Made out to
 'Darfur Australia Network'
 EFT: Darfur Australia Network
 Bendigo Bank
 BSB: 633 000
 Account Number: 12857 2286
 (Everyday Account)