

The logo for GOAL, featuring the word "GOAL" in white capital letters on a green background. The letter "O" is replaced by a white globe icon showing the continents of Africa and Europe.

# Spotlight on South Sudan

A Development Education Resource for Primary Schools

# Acknowledgements

GOAL would like to thank all of those who contributed toward the development of this educational resource. In particular, GOAL would like to heartily thank Triona Stokes and Aoife Titley from the Froebel Department of Primary and Early Childhood Education at Maynooth University. Their advice and guidance was invaluable. GOAL would also like to thank the Development and Intercultural Education (DICE) Steering Committee at the University for their support.

GOAL is very grateful to the schools who piloted this resource, in particular the teachers and pupils: Ms Laura Finn, St Joseph's National School, Templarainy, Arklow, Co Wicklow; Ms Eimear Sheehan, Scoil Mhuire CBS, Griffith Avenue, Marino, Dublin 9; Ms Ann Fahy, St Colmcille's Senior National School, Knocklyon, Dublin 16; Róisín Walsh, St Colmcille's Senior National School, Knocklyon, Dublin 16 and Mr Dave Flynn, St. Kevin's NS, Rathdown Road, Greystones, Co. Wicklow. GOAL would also like to thank the Association for Drama Educators in Ireland (ADEI) for their assistance in this regard.

Finally, GOAL would like to thank IOM/Rainer Gonzalez for supplying artwork and images.



GOAL acknowledges funding from Irish Aid, the government's programme for overseas development. The ideas, opinions and comments herein are entirely the responsibility of GOAL and do not necessarily represent or reflect Irish Aid policy.

© GOAL 2015  
First published in December 2015.  
Written by: Louise Merrigan  
Published by: GOAL

# Table of contents

<b>04</b>	Introduction
<b>05</b>	Background information
<b>07</b>	Overview of the resource
<b>07</b>	Overview of the schemes
<b>08</b>	<b>Water snake</b> 3rd/4th class scheme
<b>09</b>	Lesson 1
<b>10</b>	Lesson 2
<b>11</b>	Lesson 3
<b>14</b>	Lesson 4
<b>15</b>	Lesson 5
<b>18</b>	<b>Conflict lines</b> 5th/6th class scheme
<b>19</b>	Lesson 1
<b>21</b>	Lesson 2
<b>22</b>	Lesson 3
<b>24</b>	Lesson 4
<b>25</b>	Additional lesson suggestions
<b>25</b>	Lesson A Geography focus - South Sudan
<b>26</b>	Lesson B Geography focus - Water
<b>27</b>	Lesson C Geography/Development Education focus
<b>27</b>	Photocopiable resources
<b>28</b>	Photocopiable resource 1
<b>30</b>	Photocopiable resource 2
<b>31</b>	Photocopiable resource 3
<b>32</b>	Photocopiable resource 4
<b>33</b>	Photocopiable resource 5
<b>34</b>	Photocopiable resource 6
<b>35</b>	Photocopiable resource 7
<b>37</b>	Photocopiable resource 8
<b>38</b>	Photocopiable resource 9
<b>41</b>	Photocopiable resource 10
<b>44</b>	Photocopiable resource 11

# Introduction

I am delighted to introduce to you this compendium of lesson plans by GOAL featuring two distinct yet interrelated Development Education themes pitched at the middle and senior primary classes (3rd-6th classes of primary school). Drama and Development Education serve one another very well in the classroom. The principles of democratic engagement are common to both, inherent in their pedagogies. Opportunities for pupil participation strive to offer equity, with the teacher as facilitator cognisant of the individual pupil's needs and developing strengths in drama and other areas.

Development Education provides engaging content for Drama in Education lessons, presenting topical and complex themes to explore. Drama has the unique capacity of enabling participants to embody unfamiliar contexts and aspects of human experience encountered through Development Education. Through dramatic embodiment, the complexities inherent in development themes and nuanced understandings of these can be captured.

The Irish Primary School Curriculum (1999) recommends the use of content of relevance and interest to children's lives. The fictional lens of the themes depicted in this resource demands an authentic portrayal of the real yet distanced setting of South Sudan, enacting fictional characters' narratives. By walking in the shoes of another in the fictional landscape created, aesthetic engagement, empathy, and deeper understandings of complex themes are all possible. In this GOAL resource, the less or unfamiliar geographical, cultural and social contexts presented are balanced with the very familiar family roles children are invited to portray - those of daughter, son, sister, brother etc.

Each theme has been presented by GOAL as a unit, sub-divided into distinct lessons for use, which can be extended into double sessions as preferred. Efforts have been made in the resource to offer adaptations for participants with more or less drama experience and to support developing confidence in the use of the art form. Equally, more challenging roles and further opportunities for deeper engagement are suggested. The introductory lessons and Photocopiable resources included serve as an excellent support to maximising the learning opportunities contained within these integrated units. Furthermore, they provide the all-important launch pad for your development and dramatic endeavours.



Triona Stokes  
Lecturer in Drama in Education  
Maynooth University Froebel Department of Primary and Early Childhood Education

# Background information

## South Sudan

The Republic of South Sudan - South Sudan for short, is a new country that marked its independence from Sudan in July 2011 following a protracted series of civil wars starting in 1955. It is Africa's fifty-fourth country. Upon independence, the world's youngest independent nation faced tremendous challenges: levels of extreme poverty remained high as hundreds of thousands of displaced South Sudanese returned to their homeland. Ongoing political disputes led to a crisis in December 2013 and fighting broke out around the country (refer to the section 'Conflict in South Sudan' on page 6 for more information).

Far from being a desert wasteland like its arid northern neighbour Sudan, South Sudan is home to one of the world's largest swamps, the Sudd wetland. Additionally, the River Nile flows through South Sudan's large clay basin which also serves a catchment area for water coming from highland regions of neighbouring countries, namely the Central African Republic, Democratic Republic of Congo, Ethiopia, and Uganda.

While oil is the country's main natural resource and accounts for 98% of South Sudan's revenue, most inhabitants rely on cattle for their livelihood and use charcoal as their main fuel source, which contributes to deforestation. Oil reserves, located around a contested border between Sudan and South Sudan, have yet to translate into wealth for the citizens of South Sudan.

In spite of its oil reserves, South Sudan remains one of Africa's poorest nations with the majority of the population living under the poverty line. Approximately 80 per cent of the country's population lives in rural areas, where there is limited access to health care, safe drinking water, sanitation facilities and education. The people there depend on crop farming for food. Climate variation and natural disasters therefore affect their lives: droughts or flooding can drive thousands into starvation.

### Fact file: South Sudan

**Location:** East-central Africa, landlocked

**Population:** 11.5 million

**Median age:** 17 years

**Capital:** Juba

**Languages:** English, Arabic, Dinka, Nuer and others

**Religions:** Animist, Christian

**Geography:** Grassland, swamps, White Nile flows through South Sudan

**Economy:** One of Africa's least developed economies. Oil accounts for almost all government revenues.



Flag of South Sudan



## Conflict in South Sudan

The current conflict in South Sudan began on 15 December 2013 when a long-standing political dispute erupted into violence. An armed confrontation between officers loyal to President Salva Kiir and soldiers backing his ex-deputy Riek Machar broke out at an SPLA (Sudan People's Liberation Army - the national army of South Sudan) barracks in Juba. The events leading up to the clash continue to be disputed, but regardless of exactly what precipitated them, the subsequent exchange of fire tipped the balance from unstable peace to widespread political violence.

This confrontation quickly deteriorated as the split in the army was replicated across sections of the population, resulting in widespread violence and killings largely along tribal and ethnic lines.

South Sudan is already one of the poorest countries in the world, with some of the world's worst development indicators. The impact of the ongoing conflict on the people of South Sudan has been catastrophic and is showing little potential for improvement.

### Map of South Sudan



### South Sudan crisis Facts & figures

- 4.6 million people are severely food insecure
- Over 1.6 million are displaced from their homes within South Sudan
- Over 740,000 are living as refugees in neighbouring countries such as Ethiopia, Sudan, Uganda and Kenya

(Figures from September 2015)

## Note on terminology

A **refugee** is someone who has been forced to flee his or her home country and is unable or unwilling to return due to fear of persecution. The 1951 UN Convention relating to the Status of Refugees gives refugees legal protection under the international refugee law. The United Nations High Commissioner for Refugees (UNHCR) is mandated to respond to refugee needs.

An **internally displaced person (IDP)** is someone who was forced to flee his or her home but who did not cross a state border. IDPs benefit from the legal protection of international human rights law and, in armed conflict, international humanitarian law.

**Asylum-seekers** are those who have made a claim that they are refugees and are in the process of waiting for it to be accepted or rejected.

## Overview of the resource

This resource contains two drama schemes - one aimed at those in 3rd/4th class and above and one aimed at 5th/6th class. It also contains a number of resources that teachers can photocopy and use with their class to teach the scheme, for example hidden briefs and pictures. Additionally, the resource contains suggested lesson plans that complement the learning in the drama schemes.

## Overview of the schemes

### Water snake 3rd/4th class

This scheme is set in a village in rural South Sudan. It explores the lives of villagers before the availability of clean water in their area and charts their journey to a better quality of life. However, the arrival of internally displaced persons (IDPs) into the area brings challenges for the villagers.

### Conflict lines 5th/6th class

This scheme is set in various locations in South Sudan and neighbouring Ethiopia. It explores how a family's situation changes when conflict begins to tear South Sudan apart. The family first escape fighting in their village and seek refuge at a UN camp for IDPs in Malakal. After rainy season, the family move to Gambella, Ethiopia to live in a refugee camp.



# Water snake 3rd/4th class scheme

## Topic

Accessing clean water in South Sudan

## Number of lessons

5

## Strand

Drama to explore feelings, knowledge and ideas, leading to understanding

## Strand units

Exploring and making Drama; Reflecting on Drama; Co-operating and communicating in making Drama

## Lesson objective

To enable the children to explore, through imagined experience, the impact that access to clean water can have on a family and village community

## Integration

**Geography:** Human environments (People and other lands; Trade and development issues)

**SPHE:** Myself (Making decisions), Myself and others (Relating to others), Myself and the wider world (Developing citizenship)

**English:** Oral language (Competence and confidence in using language; Developing cognitive abilities through language)

## Notes before starting the scheme

- It would be useful to introduce pupils to South Sudan prior to beginning the drama. An additional lesson has been created to familiarise pupils with the content through the lens of geography - **see Lesson A in the 'Additional lesson suggestions' section.**
- This scheme would work well alongside a study of water, in both Irish and international contexts. Teachers can arrange, free of charge, a one-hour workshop on the theme of water with a GOAL speaker. This workshop explores the importance of water and looks at the effects that a lack of clean water has on some of the world's poorest people. In addition, a suggested lesson on water has been developed - **see Lesson B in the 'Additional lesson suggestions' section.**
- An additional lesson has been created for older classes to extend the learning from the scheme. It looks at connections between Ireland and what is happening in South Sudan - **see Lesson C in the 'Additional lesson suggestions' section.**
- This drama is structured so that it starts in a family context, before broadening to a community focus. It ends, in lesson five, with the children returning to the family focus.



# Lesson 1

## Materials required

Map of South Sudan, pictures of the village (Photocopiable resource 1), chart paper, markers, role signifier (for role of grandfather)

## Warm up suggestion

### Change places if

Sit everyone in a circle (preferably on chairs). Call out statements using the prompt 'change places if'. For example, "change places if you have brown hair". The pupils who have brown hair would change places as quickly as possible, moving across the circle and sitting on an empty chair. The game continues with more 'change places if...' statements. Once the pupils understand the game, invite individual pupils to be the caller.

## Step one

Invite the pupils to walk around the room through a range of imagined weather conditions: hot day, very cold day, snow, wind and so on. Tell them to imagine that they are now in a village in South Sudan and that it is very hot and humid. Ask them to nod and smile at the other people in the village. Ask them to imagine that their fellow villagers are walking through the village herding animals, collecting water, carrying firewood and so on. Note: To support pupils who may have difficulty in visualising the imagined context, the images in Photocopiable resources 1 and 10 may be used for differentiation purposes.

## Step two

Draw a map of the village on chart paper (keep the map for lessons three and five). Explain what features are in the village - houses, a primary school, a small market, a stream, a field, etc. Show pupils pictures taken in South Sudanese villages to help them to visualise it (Photocopiable resource 1). Ask them to visualise what the inside of the houses would be like and to compare them with their own houses.

## Step three

Ask the pupils to imagine that it's evening time and they are sitting around an open fire outside one of the houses in the village. Invite them to picture the sights, sounds and smells (e.g. insect noises, darkness except for the fire and the moon, the smell of the fire) Tell them they are going to hear a story from their grandfather about how he lost his leg. Use a signifier such as a walking stick or a hat to tell the pupils the story in the role of grandfather.

Did I ever tell you about how I lost my leg? Get comfortable, it's a long story... (Point to a feature on the map)...beyond the school/hill/etc. there's a pond, it's outside the bounds of the village (not on the map), it's difficult to get to, a bit of a climb... People tend not to go there...

When I was a child, a group of us used to go there in the evenings, after we had finished our chores (collecting water, watering the plants, collecting firewood, minding the cattle, etc.)... we used to play and swim there...it's beautiful, there are lovely trees and plants, the stones are black, that's why it's called the black pond...it's a mini paradise...

We had heard there were snakes, but never saw any ourselves...one day we were swimming, I felt something bite my lower leg, then I felt the body of a snake slither by me...we got such a shock that we ran out of the water, I could see the snakebite, there was blood all over my lower leg...

When I got home I was in terrible pain, my lower leg was swollen and blistered, my parents cleaned out the wound as best they could but I needed to go to the clinic. The clinic was in Malakal, so a neighbour lent my father a motorbike and off we went. It took over an hour to get there. We were lucky it was dry season as the roads would have been muddy and impassable if it happened in the rainy season.

When we got to the clinic they gave me antibiotics and fluids to help dilute the poison in my body but it was no good, the blisters got bigger and bigger and the pain got worse...because no one saw the snake, they didn't know how to treat me, there was nothing they could do. My leg became infected and they had to amputate it...

Over the years other people have also been unlucky at the black pond, the last I heard it was full of snakes, but that was a while back...if your father was still alive he'd tell you about his friends, they went up there and one of them got bitten...

Stay away from the black pond, and from snakes.

## Step four

Out of role have a class discussion about the story:

- What did you learn from listening to the story (about the landscape, weather, life in South Sudan, etc.)?
- How do you think the snakebite affected the grandfather?
- Can you identify any risks associated with collecting water in South Sudan? What are the possible dangers (snakes, other animals (crocodiles, etc.), dangers of water (falling in etc.)?)

## Lesson 2

### Materials required

Hidden briefs (Photocopiable resource 2), South Sudanese music (music clips can be found online - search for South Sudanese music clips)

### Warm up suggestion

#### Jumping jelly bean

Ask the pupils to walk around the room and find a space. Get them to freeze. Explain and demonstrate the movements for the following jelly beans. Ask the pupils to practice these.

- Jelly bean - wobble your whole body
- Broad bean - stretch as far as you can
- Frozen bean - freeze like a statue
- French bean - say in a French accent "oooh la, la"
- Jumping bean - jump on the spot

Call out the different beans as they walk around the room. End on 'frozen bean' to bring the energy level back down.

## Step one

Split the class into groups of four. Ask them to recall the story about the black pond from last week – briefly summarise what happened. Tell the pupils that they have just heard the story from their grandfather and are about to have a discussion about it. Explain that each pupil will have a role in the discussion based on their hidden brief (Photocopiable resource 2). Distribute the cards, allow the pupils to read and understand them before they begin the improvisation, then instruct them to have the discussion.

## Step two

Invite the pupils to act out the journey to the black pond. This can happen in different ways:

### Option one

Tell the pupils they are going to mime the journey to the pond. [Optional: play South Sudanese music]. Call out the instructions, e.g. walk through the village, walk up a narrow path, leave the path and climb over rocks, jump across swampy patches, bend under branches of trees, put the empty jerry can down for a rest, stand and look at the beautiful scene, drop the jerry can, wade into the cool water. Ask the pupils to freeze. Walk around the room and tap individual pupils on the shoulder. Invite them to share their feelings of the black pond at this point.

### Option two

Create a movement sequence to South Sudanese music. The sequence should be made up of under, over and through movements, e.g. under a branch, over a stream, through a swampy patch. Have pupils move in small groups of threes or fours down the room, doing their sequenced movements. Reflect on the drama, e.g. about collecting water, what they've learned so far in the drama, etc. before continuing the mime.

When the pupils reach the pond, tell them to imagine they are swimming in the water when they see something moving out of the corner of their eye. It's a snake, and it's swimming closer to them. Instruct the pupils to freeze. Tap them on the shoulder to hear their thoughts about what to do next. For example, they could walk backwards out of the water, try to lead the snake out of the water and kill it, warn their friends, call for help, stay still, etc.

## Step three

Put the pupils into their groups again. Tell them that they can decide what happens next in the story. Have them create a series of three still images to end the story. When the groups are ready, invite them to present their still images to the class. Discuss the depicted outcomes and likely consequences.

## Lesson 3

### Materials required

Role signifier (for the messenger of the village chief), pictures of boreholes (Photocopiable resource 3), hidden briefs (Photocopiable resource 4), chart paper, whiteboard, markers, paper, pencils, musical instruments, South Sudanese or party music

## Warm up suggestion

### Shape shifter

Put the class into pairs or small groups. Ask them to make the shapes that you call out, e.g. letters, numbers, shapes (2D and 3D). Extend the exercise by making the groups larger and/or discouraging verbal communication.

### Step one

Go back to the village scene. Use the map drawn in lesson one to recap the class's memory of the village. Ask the pupils to imagine they are walking around, smiling and nodding at people they know. The village is busy today. Ask them to speculate why they think the village is busy (e.g. is it market day, is there a football match happening, has something happened?). Build up a sense of expectation that something is happening.

### Step two

Gather the group under a fictional tree. Ask them to imagine they are villagers at a village meeting. Assume the role of messenger for the village chief. (Note: the role of the village chief could be explained, e.g. provides leadership, solves disputes). Start by explaining that the chief has been approached by a development organisation that wants to help them get clean water - in their village people drink water from ponds and streams and it's not clean. Explain that the organisation wants to build a water point called a borehole in the village. Show pictures of a borehole (Photocopiable resource 3) and explain that it's a water pump that draws up clean water from underground.

Facilitate a conversation about getting a borehole in the village - ask for the views of the tribe. Divide the class into groups and give each group a hidden brief of points to bring up at the meeting (Photocopiable resource 4). Pupils can add to these briefs as they see fit. In role, ask questions such as: Do you think it's a good idea? Where would you like the borehole to be located (use map)? Where would you not like the borehole to be built? Do you have any concerns? What should we do if it breaks down (e.g. set up a water committee, establish a fund for repairs)?

### Process for drilling a borehole

- Survey is done in order to find water underground
- Drilling machine is brought to site
- Drilling begins, this can take several hours
- Once clean water is found a pipe is inserted and a pump and filter are added
- A fence is often built around the borehole for safety reasons

### Step three

Out of role, tell the pupils that a decision was made by the chief and the borehole will be built. Ask the pupils, in their groups, to create still images of key points in the borehole installation process. Depending on what you told them in role you may need to brainstorm this. Possible scenes could include driving the drilling rig to the site, feeding the crew of the drilling rig, excitement as the rig reaches water, tasting clean water, building a fence around the borehole, etc. Allow each group to share their still images with the class.

### Step four

Ask the pupils to imagine that the borehole is now built. In role as the messenger of the village chief, ask the villagers how they'd like to celebrate having clean water. Have a whole class discussion about what their celebration should be like and write down their suggestions. Prompt the pupils if necessary, e.g. should there be a big fire in the centre of village (remember the village has no electricity), should there be music, dancing, food.







## Step five

Hold the celebration in the village. This could be done by asking the pupils to perform some slow motion scenes, for example, dancing, scenes of joy, instrument playing, eating, and so on. A performance carousel approach could also be used here to show different groups of villagers celebrating in different ways. [Optional: South Sudanese music or party music could be played at this point. Alternatively pupils could play instruments themselves.]

## Step six

Ask the pupils to draw a picture of themselves at the celebration or to write a personal account outlining their thoughts, hopes for the village, etc. Allow pupils take turns to add their picture and call out their thoughts to the whole class.

Sample statements:

- I am very happy there is clean water in the village.
- It will now be easier/quicker/safer for me to get water for my family.
- Hopefully fewer children will be sick/miss school.
- I will have more water to water my plants/crops. More food will grow.
- I am glad we worked together to get clean water for our village.

# Lesson 4

## Materials required

Role signifier (for the messenger of the village chief), clipboards, pens and paper for researchers, hidden briefs (Photocopiable resource 5)

## Warm up suggestion

### Zip zap

Have the pupils stand in a circle. Tell them to each take a turn clapping their hands, turning to the left and looking at the person beside them saying 'Zip'. Allow this to continue around the circle. Once everyone has had a turn, ask the first pupil to clap their hands, turn to the right and look at the person beside them and say 'Zap'. Allow this to continue around the circle again until everyone has had a turn. Tell the pupils that anyone in the circle can change direction by saying either 'Zip' or 'Zap'. Then, introduce 'Boing' - which allows pupils to pass the energy across the circle to someone opposite them.

## Step one

In role as the messenger of the village chief tell the villagers that a group of researchers from the development organisation who helped to build the borehole have come to the village to find out what impact the borehole has had on their lives.

Discuss what things the researchers might be looking to find out and why they might have been sent to the village. For example to see if the water is clean and safe, to check that the pump still works, to see if people are happier, to find out if the people are happy with the work/if it was a good use of scarce resources, to see if there is anything else the villagers need and so on.

## Step two

Put the pupils into groups of four or five for the research. Select one person from each group to be a researcher. Ask the researchers to brainstorm questions together and write them down (e.g. how has the water made a difference to your life? Are you healthier? Is it safer?). Brief the pupils about the importance of allowing people to speak, listening to their answers, not putting words in other people's mouths, trying to get an accurate picture of their lives, etc. Instruct them to take notes.

Give each of the other pupils in the groups a separate hidden brief (Photocopiable resource 5). Once they have read and understood their briefs and the researchers are prepared, let the interviews commence. In the role of messenger for the village chief, monitor the interviews and ask additional questions. Ask the researchers to report back their findings.

## Step three

In the role of messenger for the village chief, explain that as part of the research, some photographs will be taken to capture how life has changed for the villagers since the borehole was constructed. In this activity, the researchers will direct and take the photographs.

Optional: Before having the group construct their still images, discuss some important issues around images, e.g. truthfully representing situations correctly and accurately, preserving the dignity of people, avoiding stereotyping. The Dóchas Code of Conduct on Images and Messages could be looked at in this regard. Encourage pupils to think of actions the school could take around images and messages.

Note: The Dóchas Code of Conduct on Images and Messages is available online at:

[http://www.developmenteeducation.ie/media/documents/Dochas\\_code\\_Images\\_and\\_Messages.pdf](http://www.developmenteeducation.ie/media/documents/Dochas_code_Images_and_Messages.pdf)

# Lesson 5

## Materials required

South Sudanese music (optional), thunder sounds (easily available online), markers, chart paper/whiteboard, village map (from lesson one)

## Warm up suggestion

### Led by the nose

Ask the pupils to walk around the room. Ask them to imagine they are now being led around the room by their nose. Then change it to other body parts, for example their fingers, ear, teeth, elbow. Pupils can vary their movements, moving forward, backward, sideways, up, down and so on.

## Step one

Invite the pupils to find a space in the room and to imagine they are back in the family scenario from the first lesson. Narrate daily life and have the pupils mime along. [Optional: play South Sudanese music.]

You wake up early, yawn and stretch. You pull the blanket that covers you off, stand up, shake it out and fold it up.

You go outside and see that the sun is just rising to the east. Your mother is already making bread.

You walk around the side of your home and pick up an empty jerry can. You wave goodbye to your mother and set out to collect water before school.

You walk downhill along the path and join the main track that leads to the borehole. After twenty minutes of walking you reach the borehole. There is a queue of five people before you, so you wait your turn.

When your turn comes, you unscrew the cap of the jerry can and place the can under the spout. You walk back around to the pump handle. You begin to pump the handle up and down and the water comes out.

After sixty pumps your jerry can is full. You screw the cap back on and lift the jerry can. It's very heavy, making the walk back longer and harder.

You carry it in your right arm, and then switch it to your left arm when your right arm gets sore. You put it down to take a rest.

When you get back home you quickly get ready for school. [Optional - You go to the latrine (pit toilet) outside your house, close the door and go to the toilet.] You wash your face and hands and grab your copybook and some bread.

You walk to school with your younger brothers and sisters. On the way your friends join you and you have a chat.

When you get to school you get ready for the Friday test.

You put your arm around your work so no one can see your answers. After school you walk home.

That evening you go to collect more water with your younger brothers and sisters. You walk downhill along the path and join the main track that leads to the borehole. After twenty minutes of walking you reach the borehole. This time there is no queue.

You unscrew the cap of the jerry can and place the can under the spout. You walk back around to the pump handle. You begin to pump the handle up and down and the water comes out. When you're finished you sit on your jerry can and wait for your brothers and sisters. You then walk home.

When you get home, you take a large basin and half fill it with water from the jerry can. You wash dirty clothes. You wring them out and leave them to dry by spreading them out over some bushes nearby.

You then eat some of the bread your mother has made. Your grandfather brought over some mangoes so you eat a mango too.

That night, as you lie down and cover yourself with a blanket, you hear a thunderstorm.

At the end of the narration, when the thunderstorm starts, play thunder noises to help the pupils to imagine the scene. Alternatively create a soundscape of a thunderstorm as a class.

## Rainy season

Rainy season in South Sudan generally begins in May. During rainy season almost half the country becomes inaccessible. Most roads in the country are dirt tracks which turn to mud with the heavy rains.

## Step two

The rainy season begins in South Sudan (late April/May). Ask the pupils to imagine how life would change for the children in the village during rainy season (e.g. harder to get around/travel to school and the borehole, harder to keep clean, hard to dry clothes, more likely to get colds). Collect and write down suggestions.

## Step three

In role as the messenger of village chief, call a village meeting. Say that the chief knows that people in the tribe are unhappy that a lot of people from a neighbouring state have been coming into the area because there is fighting in their own state (this could be elaborated on for older classes). They have started to set up a makeshift camp – show the location of this camp on the map from lesson one. The chief knows that people are worried about sharing resources (especially water), and about the possibility of fighting spreading to the area. The village chief wants to get the opinions of the community about what should be done.

For example, villagers might suggest that:

- the people should be moved to a proper camping facility
- the chief should meet the newcomers and talk to them, find out their needs
- the chief should tell them they don't have enough water and food to share with them

Try to encourage the pupils to see the situation from all sides and try to encourage empathy, for example 'the newcomers have travelled long distances to get to safety and are hungry and in need of the water.'

Explain at the end that the village chief has listened to their views and has decided not to act for the moment but agrees to monitor the situation.

## Step four

Explain that the borehole breaks down shortly after the meeting due to over use. It is more difficult to get spare parts to fix the borehole during rainy season as the roads have turned to mud and the village is cut off from other areas. It is unlikely the villagers will be able to get it fixed for a few months.

Ask the pupils to imagine they are a child in the village and to write down their feelings in a diary entry. Sentence starters could be given, for example 'I wish we could...'; 'I feel...'; 'I am worried about...'; 'I hope that...' and so on. Things that could be mentioned by the children include having to go back to drinking unclean water, the difficulties of getting safe water during rainy season, feelings of anger towards the newcomers and/or the village chief, etc.

Ask pupils to underline one part of their diary entry and read it aloud to the class.

## Step five

Divide the class into small groups (four or five pupils per group). Explain that they are going to end the story by imagining the situation in the village six months later. Have each group create a still image or short one minute scene to show what life is like in the village, or for the family.

# Conflict lines 5th/6th class scheme

## Topic

The journey and experiences of South Sudanese refugees

## Number of lessons

4

## Strand

Drama to explore feelings, knowledge and ideas, leading to understanding

## Strand units

Exploring and making Drama; Reflecting on Drama; Co-operating and communicating in making Drama

## Lesson objective

To enable the children to explore, through imagined experience, the vulnerability of those who are affected by conflict and forced to flee from their homes

## Integration

**Geography:** Human environments (People and other lands; Trade and development issues)

**SPHE:** Myself (Making decisions), Myself and others (Relating to others), Myself and the wider world (Developing citizenship)

[This unit of work would work particularly well alongside a study of human rights, particularly focusing on the right to asylum and the rights of children.]

**English:** Writing (Developing cognitive abilities through language; Emotional and imaginative development through language)

## Notes before starting the scheme

- It would be useful to introduce pupils to South Sudan prior to beginning the drama. An additional lesson has been created to familiarise pupils with the content through the lens of geography - **see Lesson A in the 'Additional lesson suggestions' section.**
- The places mentioned in this scheme are real places - pupils can look them up online and/or on maps and chart the journey made by the characters in the drama.
- If there is an asylum seeker or refugee in the class it would be advisable to speak to the child and his/her parents in advance of engaging with this unit of work as it may be a sensitive issue. While some children may like to cover this unit, others may rather it not be covered.
- An additional lesson has been created to extend the learning from the scheme. It looks at connections between Ireland and South Sudan - **see Lesson C in the 'Additional lesson suggestions' section.**



# Lesson 1

## Materials required

Map of South Sudan (Google Maps/Google Earth), photographs of a South Sudanese village (Photocopiable resource 1), objects to mark Flora's house (tape, scarves, etc.), paper, markers, chart paper, South Sudanese music (music clips can be found online - search for South Sudanese music clips)

## Warm up suggestion

### Led by the nose

Ask the pupils to walk around the room. Instruct them to imagine they are now being led around the room by their nose. Then change it to other body parts, for example their fingers, ear, teeth, elbow. Pupils can vary their movements, moving forward, backward, sideways, up, down and so on.

## Step one

Explain that this drama takes place in a fictional village in South Sudan. Narrate the information about life in the village and show the pupils the photographs (Photocopiable resource 1).

The village is located in the Upper Nile State in northern South Sudan. The village has about 200 households, each owning and working a little piece of land. Each homestead has round mud walls and a cone-shaped grass roof. The homes (called Tukals) are windowless and have small doors. They have no electricity, running water or toilets. Some cattle are usually found tied up outside the homes.

The dirt roads around the village are busy places, with people and animals coming and going. Women and children rise early to collect the water they'll need for the day. Often families walk kilometres to collect water. There isn't a water pump or well in the village, so people travel to local streams and ponds. They use 20 litre jerry cans to collect the water and carry it back to their homes.

In the morning, after collecting water, many children from the village attend the local primary school. Outside the school is a large clear area where village meetings sometimes take place. Beside that are some small market stalls where locals can buy essential items such as tea and coffee, fruit, fabric, soap and so on. The nearest market town is about two hours walk away. During the day, many women walk to the town to sell their produce. The nearest city is Malakal, South Sudan's second largest city.

Discuss how village life in South Sudan would be similar and different to pupils' own lives.

[Optional: ask the pupils to draw what they see in the village and make a list of the noises they hear.]

## The importance of cattle in South Sudan

Cattle play a crucial role in South Sudanese society, representing far more than just an important source of food (usually in the form of milk). Cattle, in particular, are symbols of wealth and status. They are the main assets for herders - sold for cash, bartered for grain, given as dowry. Only rarely, for special celebrations or in times of extreme duress, are cattle slaughtered for meat.

## Step two

Bring the pupils on an imaginary walk through the village, past the stream, market stalls, primary school and so on. Introduce the pupils to Flora and her family, the main characters in the drama, by bringing them to Flora's house. Mark out the house with masking tape, rope, scarves, etc.

Explain that Flora and her husband have four children. The children range in age from 13 to eight years old. They have two boys, Majok (13) and Akol (12) and two daughters, Wani (9) and Nya (8). While Majok and Akol have finished their schooling, Wani and Nya still attend the local primary school. Their father works in a water bottling factory in the city of Juba, further south. He sends money to the family and returns home for a visit every couple of weeks. The children love hearing stories about the big city and how life is different there, for example, people wearing suits working in banks and offices, planes flying in to the airport, people studying at the university there, etc.

Invite pupils to draw household objects and family possessions (e.g. clothes, pots, containers, dishes, basins, toys, school materials) and place them inside the outline of the house.

## Step three

Brainstorm the activities Flora and her four children would do at different times of day - morning, afternoon and evening. For example, collecting water, attending to crops, washing clothes, collecting firewood, building a fire, grinding corn, cooking food, etc. Record these ideas on chart paper. Then, put the pupils into groups of five and give each child a character - Flora or one of her four children. [Consider role distribution in relation to needs analysis so that pupils taking more involved roles such as Flora and Majok are appropriately equipped to do so.] Ask the groups to create three still images that represent activities undertaken at the different stages of the day. [Optional: play South Sudanese music during this activity.]

## Step four

Call all the pupils playing the part of Majok, Flora's eldest son, together. Tell them the news that fighting has reached the neighbouring village. [Note that fighters tend to carry guns, loot homes and burn down buildings when they enter a town/village]. Instruct the groups to bring one of their still images to life and have the pupils playing the part of Majok return with the news they have heard. Following the improvised exchange, instruct pupils to come to a freeze when they have finished, capturing the impact of the news on the family.

## Step five

After hearing the news that fighting is happening in the neighbouring village and people are being killed, Flora and the family need to decide what to do next - should they leave or stay. [Teacher may need to remind the class that the children's father is working in a different part of the country, that they have cattle, the children are in school, etc.]

Divide the class into two groups, those in favour of leaving and those against. Ask a pupil to play the role of Flora and have him/her walk down the conscience alley. The two rows will try to convince Flora whether to stay or go.

If numbers are large, two parallel alleys can be created with two pupils representing (i) Flora and (ii) her son Majok - they could report back the dominant response of their respective alleys in role in order to make a decision.

## Lesson 2

### Materials required

Hidden brief cards for Flora and her children (Photocopiable resource 6), music clip, role signifier for Flora (e.g. a scarf), paper for diary entries

### Warm up suggestion

#### **Secret leader**

Start by assembling the class in a circle. Explain the game to the pupils. Assign one pupil the role of detective and send them out of the room. Appoint a secret leader who will lead the circle with actions while the rest of the group mirror. Call the detective back to stand in the centre of the circle. He/she should try to identify who the secret leader is.

### Step one

Recap on last week; discuss what was learned about the family and their lives in South Sudan. Get the pupils into groups of five (one as Flora, the others as Flora's children - Majok, Akol, Wani and Nya). State that the family has decided it is too dangerous to stay and even though it may be very difficult for their father to find them when they leave, it would be better than staying in the village. Discuss what should be packed and what might be left behind, bearing in mind the family have no car and will have to carry their belongings. [Optional: A discussion about needs vs. wants could precede this step.]

The pupils should mime packing up their belongings. Play sad, slow music to set the scene for this activity. Freeze the mime and invite pupils to report one particular item they are bringing. This can be done by asking each pupil in turn to deposit their item in the centre of the circle and call out its name.

### Step two

Call all the pupils playing Flora to one side and give them their hidden brief (Photocopiable resource 6). Ask the pupils playing Flora to discuss how they might get their family out of the village without scaring them. Meanwhile give the other pupils their hidden briefs. [Alternatively, blank briefs may be filled in by the class following a discussion of what emotions the characters might be experiencing, reasons for going/staying and so on]. Ask the Flora characters to return to their groups and let the improvisations play out.

### Step three

Brainstorm the things the family may have seen on the way out of the village (e.g. tanks, shooting, people running, soldiers going into houses). Ask the groups to create a series of three still images depicting the family fleeing the village amid the fighting. Allow each group to show their three images in sequence akin to a cartoon strip of three consecutive images.

### Step four

In role as Flora, relay what the family witnessed as they left the town. For example, men with guns, people running, cattle running, people dropping their possessions and running into the bush, buildings on fire, etc.

## Step five

Explain that the class will write a diary entry from Flora.

Give each group a section of the diary entry to write by giving them an opening prompt:

What I just witnessed in the village before I left, I cannot forget...

It is clear to me now, we cannot return...

It was heart-breaking to see my...

It took some time to comfort my family after...

My plan for the next few days is coming together...

When each group has completed their section, allow them to read it aloud to the class, or re-enact it if time permits and if appropriate.

## Lesson 3

### Materials required

Photographs of camp life (Photocopiable resource 7), chart paper, markers, paper, photographs of camp life in the rain (Photocopiable resource 8)

### Warm up suggestion

#### **In the river, on the bank**

Have pupils stand in a line 'on the bank'. Take on the role of a crocodile in the river. [Explain that part of the river Nile passes through South Sudan and contains crocodiles]. Call out instructions: 'in the river' means that pupils jump forward and 'on the bank' means that pupils jump back. Try to catch pupils out by repeating phrases. If a pupil is in the river when they should be on the bank they also become a crocodile. Play until there is only one pupil left 'on the bank'.

### Step one

Explain that the family fled through a swamp to a UN camp outside Malakal, the second largest city in South Sudan and the city closest to the village where the family live. Show photographs of the camp (Photocopiable resource 7) and discuss the positive and negative aspects of life there - protection from fighting, food available, overcrowding, makeshift shelters, diseases, mosquitoes, etc. On two large pieces of paper, record good things and bad things about life at the camp.



## The White Nile

The White Nile, which flows through South Sudan, is one of the two main tributaries of the Nile, the other being the Blue Nile. The river and surrounding Sudd wetlands provide food and water to large populations of migrating birds while the shallow water is frequented by crocodiles and hippopotamuses.



## Step two

Invite the pupils to create a collective tableau showing life in the camp – each person takes on a role, enters the scene and freezes. While individuals are waiting to enter the tableau, invite them to think of captions for the scenes they are seeing. When the collective tableau is complete, tap individual pupils on the shoulder to hear their thoughts. If time permits, a photograph of the tableau could be taken and analysed.

## Step three

Assign each pupil a role from the family. Ask the pupils think about what they miss most from home (e.g. a toy, an item of clothing). Ask them to each draw a picture of the thing they've selected. As they present it, they should name the object/person/place/feeling and give their reason for feeling its loss.

## Step four

Tell the pupils that the rainy season has arrived and many parts of the camp are covered in mud and starting to flood. Show pupils pictures from the flooded camp (Photocopiable resource 8). Discuss how the people in the pictures must feel, what their needs are, what they could do to improve things, etc.

## Step five

Explain to the pupils that after the rainy season, the family decided to leave the flooded camp at Malakal and make the journey to Ethiopia, where they hope they'll find their father. Part of this journey involved crossing the White Nile (which contains crocodiles, snakes and other animals). Invite the pupils to make a boat using classroom chairs, scarves, etc. Encourage the pupils to create a chant or song, perhaps using South Sudanese words, for rowing the boat across the river.

# Lesson 4

## Materials required

Pictures of Kule refugee camp (Photocopiable resource 9), chart paper, markers

## Warm up suggestion

### Change places if

Sit everyone in a circle (preferably on chairs). Call out statements using the following prompt: 'change places if'. For example, 'change places if you have brown hair'. The pupils who have brown hair would change places as quickly as possible, moving across the circle and sitting on an empty chair. The game continues with more 'change places if...' statements. Once the pupils understand the game, invite individual pupils to be the caller.

## Step one

Explain that the family have now arrived into the Gambella region in Ethiopia and are living in the Kule refugee camp, one of the many refugee camps set up in that area. They are hoping that their father will be there or will be able to find them there. They haven't seen him since before the fighting came to their village and that was several months ago.

Look at the pictures of Kule refugee camp in Gambella (Photocopiable resource 9). Brainstorm what sounds might be heard at the refugee camp and have the class create a soundscape depicting life at the camp. Examples of sounds include jeeps and trucks driving through with provisions for refugees, organisations giving instructions through loud speakers, people moving/talking/shouting/crying and so on.

## Step two

Assign pupils a partner. One pupil is Flora, the other is a journalist from Ireland who is visiting the camp. The journalist is reporting on the situation of South Sudanese refugees living in Ethiopia and wants to know the stories of people living in the camp. The journalists should be given a few minutes together to discuss and record what questions to ask Flora before doing the interview. Before the interviews are conducted, remind pupils of the importance of allowing people to speak and listening to their answers. Following the interviews, ask the reporters to report their findings back to the class and record any follow-up questions they could add.

## Step three

To conclude the fictional exploration, invite pupils to create two images to capture 'a moment of hardship' the people endured and 'a signal of strength' (i.e. their resilience and ways of coping)

### **Suggestion**

A Mantle of the Expert approach could be utilised in relation to this scheme of work. For example, pupils could be placed in role as United Nations representatives. To facilitate this pupils could research the UN and consider the qualities they would need to be an active and productive member. Factual information, maps, photographs and so on could be presented in role at a UN conference. Alternatively, pupils could take up the role of aid workers in the refugee camp.

# Additional lesson suggestions

## Lesson A Geography focus - South Sudan

### Overview

This lesson explores South Sudan through the lens of geography. When studying a country it is important to keep in mind the following questions:

1. Where is this place?
2. What is this place like?
3. Why is this place as it is?
4. How is this place changing?
5. How is this place linked to other places?
6. How is this place different from or similar to other places?
7. What would it feel like to be in this place?

## Ideas

- Use Google Earth or Google Maps to find South Sudan. What continent is it on? What countries border it? Find Juba, the capital city, and Malakal, the second largest city. Both drama schemes are set near Malakal.
- Ask pupils to find South Sudan in their atlas. If it isn't in their Atlas, ask pupils why they think that is (if the atlas was printed before 2011 the country is unlikely to be marked as it was part of Sudan then).
- Talk to pupils about ethnicity in South Sudan. Tell them that there are over 60 tribes with their own unique customs and beliefs. The Dinka people are the largest tribe while the Nuer people are the second largest.
- Ask pupils to find the White Nile and to trace the river Nile from South Sudan to the mouth of the river. What countries does it pass through? What cities?
- Give pupils a selection of images from South Sudan (Photocopiable resource 10) and ask questions about them. This could be a whole class activity or a group or pair work activity. Questions include: How are South Sudanese homes similar and different to Irish homes? What are the boys doing in the water? Why? Who do you think took the photograph from the aeroplane? Why? What do you think the three women are doing? Where do you think the men in the family are? Which of the places shown in the photographs would you most/least like to visit? Why?
- Do a KWL chart for South Sudan - What do the pupils already know, what would they like to know and at the end of the lesson and/or scheme, what have they learned.
- Ask pupils to create a fact file about South Sudan and to compare it to Ireland. Sample facts could include size, population, languages, average age, etc.
- Play the South Sudanese National Anthem. What language is it? What instruments are used?

## Lesson B Geography focus - Water

This lesson creates awareness of the global situation regarding access to water. It would be a useful precursor to the 3rd/4th class scheme. Alternatively teachers can request a free water workshop from GOAL which has a similar focus.

- Brainstorm the different ways we use water in Ireland. Try to list as many as possible (e.g. for drinking, cooking, making plants/food grow, for leisure (swimming, water fights), transport (ferries, canals), fire fighters, for energy, to heat (warm drinks, hot water bottle), to cool (ice), in school (science experiments, art).
- Discuss where people in Ireland get their water. How does the mains system work? How does a private well work? Did people in Ireland always get their water like this? How did your grandparents get water? Is there any evidence in your area that people once got water differently? Should people have to pay for water?
- Discuss which uses of water are most important/least important. How long can a person survive without water? How long without food?
- Tell the pupils that they're now going to explore what it's like to be a person in another part of the world. Each pupil will get a profile card (Photocopiable resource 11). These cards are largely representative of the proportion and location of people globally who don't have access to clean water. They should read it and make sense of it. Following this ask those who have clean water to put their hand up. Ask them to keep their hand up if they get water in a tap into their homes. Ask those who don't have access to clean water to stand up and read out their profiles. Discuss the situation. How do you feel given your situation? Is it fair? What could be done? Who do you think should help to change the situation?
- Ask the pupils to look for examples of how people in Ireland have helped/are helping to provide clean water for others? Check the Irish Aid website and the GOAL website for example. List the different ways that organisations are helping (e.g. installing boreholes, building wells, providing water cleaning systems, providing water tankers to communities in times of drought, rainwater harvesting systems such as water butts).

## Lesson C Geography/Development Education focus

This lesson creates awareness of interdependence and of the relationship between Ireland and South Sudan.

### Ideas

- Explore links between South Sudan and Ireland, for example Ireland has given humanitarian aid to South Sudan and Ethiopia. What information can be found on this, from what sources (e.g. newspaper articles, websites, speeches)?
- Discuss views on Ireland's humanitarian response? Do you think Ireland should be giving aid to South Sudan? Why/why not? Do you think Ireland should do more? If so, what?
- Contact local TDs about the issue or write them a letter explaining your views about Ireland's response to the situation in South Sudan.
- Look at ways to stand in solidarity with the South Sudanese or campaigns to get involved in. Could the class hold an event for the whole school to get involved in?
- Learn about the UN Convention on the Rights of the Child: <http://www.childrensrights.ie/childrens-rights-ireland/un-convention-rights-child>
- Explore Ireland's participation in the UN resettlement programme.
- Learn about Ireland's system of Direct Provision.

## Photocopiable resources

Photocopiable resource number	Description	Scheme level	Lesson number
1	Pictures from South Sudanese villages	Both	1
2	Hidden briefs	3rd/4th	2
3	Pictures of boreholes in South Sudan	3rd/4th	3
4	Hidden briefs	3rd/4th	3
5	Hidden briefs	3rd/4th	4
6	Hidden briefs	5th/6th	2
7	Pictures of IDP camp in Malakal	5th/6th	3
8	Pictures of IDP camp in Malakal during rainy season	5th/6th	3
9	Pictures of Kule refugee camp Gambella, Ethiopia	5th/6th	4
10	Pictures from South Sudan	Both	A
11	Profile cards (water activity)	3rd/4th	B

Pictures from South Sudanese villages for use in 3rd/4th class scheme and 5th/6th class scheme.





Pictures from South Sudanese villages for use in 3rd/4th class scheme and 5th/6th class scheme.



## Photocopiable resource 2

Hidden briefs for use in 3rd/4th class scheme, lesson two.



You have an important English test coming up in school. You really need to concentrate on the test as your teacher and mother were not happy with the score of the last test. You want to go to the black pond as you are very curious about it, but would rather go another time, after the test.

You think it's a really bad idea to go to the black pond. You are afraid of snakes and don't want to go to a place where snakes have been spotted. You can't see why the others want to go, especially after hearing how grandfather had to have his leg amputated (cut off).

You really want to go to the black pond. You like seeing new places and having adventures. Usually you are left out of adventures because you are often sick with a disease called malaria and are weaker than the other children. This is your opportunity! It will surely be more exciting than staying around the house, where your mother can nag you to do chores.

You really want to go but know you need to convince the others. You suggest that maybe the water there would be cleaner and nicer than the water in the stream. People walk through the stream and wash clothes there so sometimes the water is dirty. Nobody goes to the black pond so it might be cleaner. There's no harm in checking out the black pond, right?



**Note:**

GOAL has developed a resource on malaria called 'Mosquito Bites'.

This is aimed at primary schools and is available online at:

[https://www.goalglobal.org/images/MOSQUITO\\_1.PDF](https://www.goalglobal.org/images/MOSQUITO_1.PDF)



## Photocopiable resource 3

Pictures of boreholes in South Sudan for use in 3rd/4th class scheme, lesson three.



## Photocopiable resource 4

Hidden briefs for use in 3rd/4th class scheme, lesson three.



You are a mother of four children. You have a sick child at home. The water your family drinks is not clean and causes your children to be sick. They miss out on school when they are sick. You want a borehole to be built in the village.

You are a child in the village. You live far away from the stream where you get water, other houses are much closer. It takes over an hour to collect one jerry can of water for your family. You are always coming late to school because you have to collect enough water for the family in the morning beforehand. A borehole in the centre of the village would make life easier for you.

You are a farmer who has land near the centre of the village. You want a borehole and hope it is close to your farm, but not on your land. You don't want people walking across your land disturbing your crops. You are also worried about how much work it will take to build the borehole. You heard that the villagers will have to help build it and look after it. Who is going to do that?

You're not sure that boreholes are the answer to your village's problem with getting clean water. You've heard they break down and are hard to fix. The parts needed to fix them can't be got in the area. Maybe the village should think of different ways to get clean water?

You are a teacher at the local primary school. You think the borehole is a great idea because fewer children will be out sick from drinking dirty water. You hope the borehole is built near to the school so that children can get clean water during the day and bring some home with them after school.



## Photocopiable resource 5

Hidden briefs for use in 3rd/4th class scheme, lesson four.



You are a mother. Things have got a lot better for you and your family. Hygiene is much better. You can now wash clothes for the family more often, and everyone is washing themselves every day - before it used to be once a week. It's much easier to collect water now as it only takes about 15 minutes to walk to the borehole.

You are a child living in the village. You notice that the water now tastes much better and doesn't make you feel sick and get tummy aches and diarrhoea. You haven't missed a day of school since the borehole was put in.

You are a father. You used to fetch four big (20 litre) jerry cans of water every day, one in the morning by yourself, and three in the evening with the help of your children. The nearest water point where reasonably clean water was available was an hour walk from home. If you started walking at 8am, you would come back at around 10am, and sometimes later. Fetching water took so much time that you had to leave farming activities until later in the evening. You now can spend more time farming because the walk to get water is shorter.

You love to grow mangoes. Now you're able to grow more mangoes because it's easier to get water. The water point is much closer than your old source of water (a stream). You are hoping that next year you'll be growing more mangoes than your family need and will be able to sell them and make some money. You would love some help (seeds and training) to be able to grow more fruits.





## Photocopiable resource 6

Hidden briefs for use in 5th/6th class scheme, lesson two.



### Flora

You realise that fighting has come to your village. Your family are still packing up. Try to get them out before the fighters arrive at your house but be careful not to scare the children.

### Majok

You are not sure your mother is making the right decision by leaving because you're worried that your father won't know where to find you. You make one final attempt to change her mind.

### Wani

You don't want to leave because your best friend lives close by. You play with your best friend outside the school every morning and sit with her in class. You will really miss her if you go.

### Akol

You have a tummy bug and feel unwell. You just want to lie down and pack later, when you feel better.

### Nya

You have a skipping rope that belongs to a friend. She lives at the other end of the village. You want to give it back to her before going in case you don't see her again.



Pictures of the camp for internally displaced in Malakal, for use in 5th/6th class scheme, lesson three.





Pictures of the camp for internally displaced in Malakal, for use in 5th/6th class scheme, lesson three.





## Photocopiable resource 8

Pictures of the camp for internally displaced in Malakal during rainy season, for use in 5th/6th class scheme, lesson three.



Image credits: IOM/Rainer Gonzalez



Pictures of Kule refugee camp in Gambella, Ethiopia, for use in 5th/6th class scheme, lesson four.





Pictures of Kule refugee camp in Gambella, Ethiopia, for use in 5th/6th class scheme, lesson four.





Pictures of Kule refugee camp in Gambella, Ethiopia, for use in 5th/6th class scheme, lesson four.



Pictures from South Sudan, for use in additional lesson A.



A father and his sons inside their home



Boys drinking water from a river



Pictures from South Sudan, for use in additional lesson A.



Cattle on the banks of the White Nile



Displaced women at work outside their temporary home

Pictures from South Sudan, for use in additional lesson A.



A plane flying into Juba, the capital of South Sudan



Juba International Airport



Profile cards (water activity), for use in additional lesson B.



You are seven and live in the city of Tacloban, in the Philippines. When Typhoon Haiyan hit, you and your family were left without water for three weeks. You collected rain water in plastic bags to drink. Now the water supply has been fixed in Tacloban but other parts of the Philippines are not so lucky.

You are ten and live in a slum on the outskirts of an Indian city. 250 families live in the slum. There are only three water points. You queue for hours each day to collect clean water.

You are nine and live with your mother and father in the suburbs of a large Russian city. Your water comes from the taps in your home. It is clean and safe.

You are ten. You are from Syria. You used to live in a nice home with your family where you had clean water. Then your house was bombed and you were forced to leave. Now you live in a refugee camp in Turkey where you collect water from a water truck daily.

You are eleven and from Tokyo in Japan. You live in an apartment with your mother, father and older brother. You have clean, safe drinking water from taps in your home. You are proud to live in a country that has one of the best water supply systems in the world.

You are twelve and live in a town in Sri Lanka. You collect clean water to drink from a borehole in the centre of town. You are lucky to have safe drinking water as water in Sri Lanka is often contaminated by pollution and waste dumping.

You are seven and live with your large family in Jakarta, the capital city of Indonesia. You collect water from a borehole near your apartment. You then have to boil it to get rid of harmful diseases.

You are seven and live in the busy city of Nairobi in Kenya. You have a clean water supply to the taps in your home. You are lucky because you know that safe water is not shared equally. In slums all over Kenya people are living without access to clean water.

You are eleven and live in a rural village in the hills of Orissa in India. When you were younger you had to help your mother collect water from a polluted stream in a valley beneath the village. You now have access to clean water from a new well in the mountains.



Profile cards (water activity), for use in additional lesson B.



You are ten. You come from Sudan. When you were younger your family was forced to leave their home because of conflict. You spent many years without clean water. Now you have returned to your home village and have access to a well that provides clean water for drinking and cooking.

You are seven and live in a slum in Dhaka, the capital of Bangladesh. You must queue for hours to collect safe water. Sometimes the supply runs dry and fights break out. You are scared but you must keep going to the water point because your family depends on the water to live.

You are eight and live in Singapore with your mother and father. You have clean water from the taps in your home. Some of the water that runs into your taps comes from a new safe water recycling project in the city.

You are nine and an only child living in the crowded city of Hong Kong. Your house has a clean water supply. Sometimes the water pressure is poor and the supply often runs out in the hotter months with less rain because there are so many people using the system.

You are nine and live with your family in a rural village in Niger. You get safe water from a community pump that gets clean water from underground. Your father has been trained to look after the pump and fix it when there are problems.

You are eleven. You live with your large family in a village in South Sudan. You have clean water from a safe borehole in the village. Your parents fear that if the conflict in South Sudan continues your family will have to leave and go to a refugee camp where there may not be a clean supply of water.

You are twelve and live in a rural village in Malawi. Your mother died from malaria. You must look after your younger brothers and sisters. It is your job to walk for an hour every day to collect water from a hand pump that does not always work.

You are nine and live with your family in a small village in Bolivia. Your water comes from the hills. Before it used to become polluted as it moved downhill but now the water is piped down to your village and is clean and safe to drink.

You are nine and live in a very small village in Teesside in England. You have clean water that comes to your taps directly from a natural spring in the village.



Profile cards (water activity), for use in additional lesson B.



You are eleven and live with your parents and three brothers and sisters in the city of Buenos Aires in Argentina. You have a clean water supply to the taps in your house.

You are eight and live near Los Angeles in California, USA. You have a clean water supply to the taps in your home but sometimes the water runs very low in the hot, dry summer months. In the summer of 2014 bans were put in place and people were fined up to \$500 for using water for outdoor activities like watering their plants.

You are nine and come from Port-au-Prince, the capital of Haiti. The earthquake that hit Haiti in 2010 destroyed many of the city's resources, including the clean water supply. With the help of charities water networks have been rebuilt across city. You now have access to clean water.

You are eight and live in a small village in France with your mother, father and two younger sisters. You have a clean water supply to the taps in your house. You also have a special water recycling tank that filters water from baths, showers and sinks to be used for washing.

You are ten and come from São Paulo in Brazil. The city takes most of its water from just one reservoir which means it is easy for the clean water to run out. In the summer of 2014 water ran very short and everyone was worried because it was just before the World Cup. Water was shut off at nights and weekends for a few weeks.

You are ten and you live in the city of Tirana in Albania. You use the water in your taps for cooking and washing but buy bottled water from the supermarket to drink as it is not always safe to drink the tap water.

You are eleven and live in a seaside town in Ireland. You have clean water from the taps in your house. Your town gets very busy in the summer with lots of tourists. This puts pressure on the water supply and during long dry spells the water can sometimes run out. The water is sometimes cut off for a couple of hours at a time. You have to be careful not to waste water.

You are eight and live in a rural village in Uganda. Your community water point was not working for as long as you can remember, forcing you and your family to drink unsafe water. Recently it has been fixed and now you have a safe water supply.



Profile cards (water activity), for use in additional lesson B.



You are eleven and come from Honduras. For years you bored (dug) holes in the ground for water and collected rain water during the wet season. This water was unsafe but it was all you had. Now you get clean water from a rainwater collection tank in the village. Your father and the local community helped to build the tank and continue to work together to keep it working.

You are ten and live with your family in a village in Ethiopia. You collect safe drinking water from a spring with a new spring protection system. Before the protection system the water came out of the spring and mixed with the mud and dirt and became polluted straight away. Now there is lots of clean water for everyone.

You are seven and live in a village in Ethiopia. A safe hand pump was built by the local authorities. It is 4km away. You must walk over an hour on foot with your sisters to collect the clean water. You use this water only for drinking and cooking. There is not enough time to collect clean water for other activities.

You are nine and live in a small village in Sierra Leone. The water points near your village have been out of use since the civil war. You are forced to collect water for your family and animals from an unprotected spring.

You are twelve and live with your family of six in the city of Harare in Zimbabwe. You collect water from boreholes as your family believe that they are the safest water source, but the water is often polluted and makes you sick. Disease spreads easily in this crowded city.

You are twelve and the oldest of seven. You live in a rural village Bangladesh. You have to collect water from a source 8km away. You go with your neighbours in their boat as your family cannot afford their own. The water makes you all sick but you have no other choice.

You are nine and live in a rural village in India. You do not always have clean water to drink at home but you do have a safe water supply in school. It is important to go to school every day, not just to get an education but to have clean water to drink.

You are eight and live in Pakistan. You were forced to move to a 'tent city' with your family after flooding destroyed your home. You drink water from unsafe sources that have been contaminated by floods.

You are an eleven year old orphan living on the streets of Kolkata in India. You do not have somewhere safe to sleep at night. You drink water from any source you can find. It is not clean and often makes you sick.





# Spotlight on South Sudan

A Development Education Resource for Primary Schools

© GOAL 2015  
First published in December 2015.  
Written by: Louise Merrigan  
Published by: GOAL