

SOUTH SUDAN: THE UNSEEN EMERGENCY?

Age range: 11 - 14 years

Time: 1 – 1 ¼ hours

<p>Outline</p> <p>This learning workshop is designed to help young people to think critically and share their opinions about South Sudan’s ‘unseen emergency’ through peer teaching. Although the crisis in South Sudan features occasionally in the news, it will be a new topic for many young people and teachers. It should not be confused with the long running conflict in nearby Darfur. This is a separate issue worthy of similar study.</p> <p>Young people begin by explaining the presentation and these workshop activities to each other within a small group or class. Once they feel confident about how to best present the activities, they progress to deliver them to other groups and classes. Young people and teachers should feel free to edit and amend the activities to make them fit for purpose, The support of a teacher or other adult will help young people to learn, plan and deliver the workshops effectively.</p> <p>This workshop has two sections.</p> <ol style="list-style-type: none"> 1. The Vulnerability Game: helps young people to identify which people are most vulnerable in a complex emergency (and conversely which people may benefit from a crisis). 2. A Diamond Nine activity: promotes critical thinking about the most effective ways to secure peace and development in South Sudan. The conclusions to this activity may be used to raise awareness and influence decision makers. <p>Ideally both these activities would be completed. However if time is short either one or the other may be done.</p> <p>Next young people raise awareness of South Sudan’s ‘unseen emergency’ in their school and community; and influence decision makers about the importance of continuing to work towards a sustainable and just solution to the South Sudan crisis.</p>	
<p>Learning objectives</p> <ul style="list-style-type: none"> • To critically evaluate the impacts and possible solutions of the crisis in South Sudan. • To apply this learning by raising broader awareness of the South Sudan crisis. 	<p>Outcomes</p> <ul style="list-style-type: none"> • Young people draw informed personal conclusions about the impacts and possible solutions of the South Sudan crisis. • Young people will develop the skills and confidence to ‘peer teach’ others about South Sudan.
<p>Key questions</p> <ul style="list-style-type: none"> • What are the biggest challenges facing South Sudan’s most vulnerable people? • What are the best ways to bring peace and development to a conflict-affected country like South Sudan? 	<p>Resources</p> <ul style="list-style-type: none"> • Maps of Africa (introduction). • Vulnerability Game cards. • Diamond Nine cards.
<p>Curriculum links</p> <p>England: KS3 & KS4 Citizenship (2014) – Purpose of study, aims, subject content.</p> <p>Wales: ESDGC (Choices and Decisions) and PSE (Active Citizenship) – National Curriculum for Wales.</p> <p>Scotland: Social Studies – Scottish Curriculum for Excellence.</p>	

Session outline

1. Starter (10 min)

Do you know?

This activity presents South Sudan as an 'unseen emergency.' The starter asks young people some basic questions about South Sudan to examine to what extent the country is 'unseen'.

1. South Sudan is the world's newest country. When did it become independent? (9 July 2011)
2. On a blank map of Africa draw an outline of South Sudan. Compare your map with a map showing South Sudan.
3. Name any of the six countries that share a border with South Sudan. (Sudan, Ethiopia, Kenya, Uganda, Democratic Republic of the Congo, Central African Republic)
4. What is the capital city of South Sudan? (Juba)

Briefly evaluate young people's answers to evaluate the extent to which South Sudan is 'unseen.' It may not be that surprising that many people do not know much about South Sudan.

2. The Vulnerability Game (30 mins)

Which people are most vulnerable in a complex emergency? Which people may benefit from a crisis?

The Vulnerability Game is adapted from 'Improving the Safety of Civilians: A protection training pack' (Oxfam – 2008).¹ The pack aims to help humanitarian workers improve the safety of civilians being subjected to violence, coercion, or deliberate deprivation.

In this activity young people will play the role described on their role card and must keep their role a secret from other participants. Sort the cards before you allocate them and remove any that may not be appropriate for the age group (eg: a prostitute, a person who has been raped). Next give out the role cards and ask young people to spend a few minutes imagining the daily life of the person whose role they are playing and to think of a name for their character. Make sure they understand that they will be answering questions in that role.

Ask the young people to line up at one end of the room. Then read out the list of statements one by one and ask the young people whose role agrees with the statement to take a step forward. Eventually the young people will be spread out across the room depending on how many steps forward they have taken. Once you have read out all the statements ask the young people stay where they are and individually introduce their role to the group. Ask the

¹ <http://bit.ly/1FNQcwW>

young people if they think each role is correctly positioned in relation to the others (eg: should the police officer be further ahead than the orphaned girl?). Allow

Statements

Young people line up with their backs against a wall. They think about the role they are playing and take one step forward if their character can agree with the following statements.

1. You have the power to influence people in your community
2. You eat at least two meals a day
3. You receive (received) a primary school education
4. You receive (received) a secondary education
5. You receive gifts or new clothes on religious or national holidays
6. You are listened to in family meetings
7. You can afford to meet your basic needs
8. You can afford to see a doctor and buy medicines when you are sick
9. You can afford a place to live
10. You can talk to community leaders about issues affecting your community
11. You drink clean water every day
12. You can read and write
13. You have people who care about you and protect you
14. You are never short of food
15. You are not afraid that people might hurt you
16. You don't have to do dangerous things in order to survive

Discussion

When you have finished reading through the statements and the group are spread out across the room next ask each young person to introduce their role, and ask others if the young person is standing in the right place for their role, in relation to others (eg: should the police officer be further forward than the orphaned girl?) Encourage the young people to reposition themselves if they believe this is necessary.

Ask the young people who have not moved far from the wall what makes them vulnerable. Some of the factors that could be discussed are:

- discrimination because of gender, ethnicity and disability
- the availability of weapons
- being forced to live away from home
- lack of law and order
- unsafe or no water sources
- poverty, and what people need to do to make a living

Conversely you could discuss whether any people benefit from the crisis and may be less vulnerable because of it. Finally emphasise that building peace and development depends on meeting the needs of the most vulnerable. Keep a record of the main points raised by the discussion.

Differentiation

Make it easier: Edit the role cards and statements to make them simpler.

Make it harder: Consider using some of the other activities in 'Improving the Safety of Civilians: A protection training pack' - <http://bit.ly/1FNQcwW>

3. Diamond Nine activity² (25 min)

Deciding upon priorities

A Diamond Nine

The purpose of a Diamond Nine ranking is to encourage discussion about the relative importance of a range of factors. Young people should be reminded that their task is to identify the priorities for building peace and development in South Sudan which will benefit the country's most vulnerable people. A Diamond Nine encourages young people to focus on the single most important factor, then the next two, the next three and so on.

It is important that groups are encouraged to discuss the issues as they reach a decision. Moving cards from one place to another in the Diamond can encourage debate and critical thinking.

Give groups the Diamond Nine cards. Each card contains a simplified policy recommendation made by Oxfam in the report 'Getting it Right from the Start: Priorities for Action in the New Republic of South Sudan' (Oxfam – 2011)³. These recommendations were written before the outbreak of current violence in 2013 and Oxfam recommended that all of them should be implemented. However in this exercise young people are asked to decide which factors are more important than others, and the current security situation may influence their choices. Once they have reached a decision, their conclusions and opinions may be used to influence decision makers.

What to do next

- The Action Guide asks young people to use the learning from the presentation and this workshop to raise awareness of South Sudan's 'unseen emergency' and influence decision makers (MPs, MSPs AMs) about the importance of finding a sustainable and just solution to the South Sudan crisis.
- Young people could plan fundraising for Oxfam's South Sudan appeal. There are fundraising guidelines for schools at <http://bit.ly/1rTo3C2> and information about the South Sudan appeal at <http://bit.ly/1pU7h16>.

² <http://bit.ly/1ePo6Tm> pg15

³ <http://bit.ly/1vn5Tlt>

- The Oxfam Education website has additional free, downloadable resources to support young people's understanding of conflict and complex emergencies at <http://bit.ly/1yPI7H4>

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