



Children from South Sudan want peace in their lives – in their new home in Uganda and in their own country of South Sudan. Through colour photos, information pages, and first-hand accounts, *Seeking Peace* explores the emergency response and peace-building initiatives addressing the effects of conflict.

The *Seeking Peace* resource pages and teaching activities are for Year 5 to 13 students, supporting a unit for Social Studies achievement objectives and leading to social action.

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## FREE RESOURCE

This *Seeking Peace* classroom resource pdf and the *Seeking Peace* photo jpgs are free to download.

**Free download:** [www.worldvision.org.nz/connect/resources](http://www.worldvision.org.nz/connect/resources) (select Conflict and Refugees in the drop-down list)

**Please contact the schools team if you need any help:** [nz.schools@worldvision.org.nz](mailto:nz.schools@worldvision.org.nz)

World Vision, Private Bag 92078, Auckland 1142 Phone 0800 800 776 [www.worldvision.org.nz](http://www.worldvision.org.nz)

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# LEARN.THINK.ACT.

This *Seeking Peace* classroom resource includes photos, captions, information pages, quotes, personal stories, and other resources. The suggested activities can be adapted to suit different levels, and individual, group or class learning. The activities are grouped to help teachers engage students, deepen their global learning, encourage critical thinking and lead to authentic action.

Be aware that people affected by complex emergencies have experienced armed conflict, violence, and trauma. Many women and teenage girls have experienced sexual violence as they fled from South Sudan. We have chosen not to include this issue in a classroom resource for diverse age levels. Please remind students that if there are any issues that concern them, they can talk to an adult they trust – a parent, teacher, or school counsellor.

**Download** the *Seeking Peace* photos (ZIP folder with 13 jpgs) to use with this pdf of resource pages and activities.  
**Free download:** [www.worldvision.org.nz/connect/resources](http://www.worldvision.org.nz/connect/resources) (select Conflict and Refugees in the drop-down list)  
**More resources:** [www.worldvision.org.nz/connect/resources](http://www.worldvision.org.nz/connect/resources) (select Conflict and Refugees in the drop-down list)  
**Download** free 6-page topic sheets about *Complex emergencies* and *Refugees* (select Topic sheets in the drop-down list)  
**Order** *Seeking Peace* printed posters from the Education Catalogue order form on this page: [www.worldvision.org.nz/connect/resources](http://www.worldvision.org.nz/connect/resources)

## ENGAGE

**E1 How to look at a photo:** Give students some tips on how to look at a photo: (a) Scan the photo with your eyes, moving from left to right and then from top to bottom. (b) Look at what is happening in the centre of the photo, then what is happening around the corners and edges. (c) Identify what you think is the main focus, subject or action in the photo. This is usually in the front or foreground. Compare this with what is happening behind this or in the background. (d) Look at which parts of the photo are in focus and which parts are out of focus or blurry.

**E2 Photo sorting:** Give groups a set of photos minus the short captions. Instructions: Sort and group the photos using your own criteria and record your groupings. Do this several times using different themes or criteria, recording them each time. Share any common themes.

**E3 Mix'n'match:** Place the photos around the room labelled with their numbers but without captions. At each photo, students discuss or record what they think is happening. Enlarge and mix up the short captions for a worksheet. Students match each photo number to the best caption. Read each long caption on Resource 1 to help students confirm the best answers.

**E4 Questions:** Display the photos (minus the short caption) on separate A3 sheets of paper around the classroom. Instructions: Choose one photo that most interests or surprises you. What questions does the photo prompt? Without writing on the photo, write your questions around the photo with arrows pointing to the subject of each question. Repeat with two or three other photos, adding to each A3 sheet.

**E5 Home:** Discuss with students "What makes our country/town our home?" E.g. Speak the language, relatives live here, your house, familiar places, time lived here, etc. Discuss if people can have more than one place they feel is "home". Instructions: Draw your home and write down what helps you feel you belong here. (Students can do this for each home or choose one.) Draw a "map" of your community, including places that are important to you, e.g. home, school, church, sports club, friends, family.

**E6 Main messages:** After students work with the photos ask: What are the main messages this poster communicates to you? (see activity T2)

## LEARN

**L1 Jargon:** Identify key words and create a jargon list, e.g. complex emergency, refugee, internally-displaced person, conflict, civil war, civilians, border, Protection of Civilians site, United Nations, refugee settlement, resettle. Throughout the unit add meanings and examples.

**L2 In-depth:** Use Resource 2 to introduce the conflict situation in South Sudan as a complex emergency. Use 12 students to demonstrate each part of the infographic on Resource 2 showing how many people are affected. Download free Topic sheets about *Complex emergencies* and *Refugees*: [www.worldvision.org.nz/connect/resources](http://www.worldvision.org.nz/connect/resources) (select Conflict and Refugees). Use them with older students for reading and research. The focus questions on page 1 could support an inquiry process.

### L3 What refugees need:

Use two sets of photos and long captions on Resource 1 for seven stations, each showing how an emergency response matches the urgent needs of people who've been affected by conflict and displaced.

- Protection: photo 1 (danger from violence)
- Food: photos 2, 4, 6, 11 (hunger)
- A place to live: photos 6, 7 (displaced from home)
- Family care: photos 8, 11 (separated from family, foster family)
- Health: photo 3 (sick, injured or at risk of disease)
- Emotional recovery: photos 5, 9, 13 (emotional damage)
- Education/work: photos 9, 10, 12 (loss of opportunity)

For older students, include the four stories on Resource 3 at each station. Assign each group a station to find out about why this response is important, sharing their reasons with the class. Mix the groups and ask them to imagine they're an aid organisation or the United Nations. What percentage of funding and resources would students allocate to each of the seven needs? Divide 100% (or \$100) across all seven stations showing what they think is most important to address.

**L4 Draw:** Talk about photo 5 with students and explain how there are different ways we can respond to sad things in our lives. We usually cope better knowing that someone understands. Instructions: Draw or write about a time you remember at school when you felt happy. Draw or write about a time at school when you felt sad. You don't need to show these to anyone. Have you told anybody about these times? Who are the different kinds of people you could talk to about these things? It's important so make sure you talk with someone if you need to.

**L5 My story:** Share age-suitable stories of young people living as a refugee or internally-displaced person from the list in the box. Enlarge to A3 and trim. Ask strong readers (or students from an older class) to read them aloud to the class. Instructions: Look at each story and use the map on Resource 2 to identify which countries each family went to. Highlight, underline, write or share what stands out in each person's story. "Step into" one person's shoes and imagine how it feels to face their challenges. Younger students could choose a younger sibling. Share your personal response in an imaginative journal entry, poem, vlog post, etc.

#### Stories

- John M. (14): Resource 3 story
- Lang (15): photo 10 + caption
- Betty (18): photo 11 + caption
- Kuong (15): Resource 3 story
- Ayen (18): Resource 3 story
- Samuel A. (17): Resource 3 story, photo 8 + caption
- Samuel M. (16): photo 13 + video  
[www.youtube.com/watch?v=O\\_p6kH8Uz2w](http://www.youtube.com/watch?v=O_p6kH8Uz2w)

**L6 Your feelings:** Instructions: Imagine you are part of one of the photos. Look around within the photo and imagine what you can see, hear, smell and touch around you in this scene. Using two speech bubble shapes, in the first express how you feel about what you are doing there and why. In the other, write (as yourself) what you would like to say in reply.

**L7 Refugee settlement:** Instructions: Imagine setting up a city for over 300,000 war-affected people in the countryside with no permanent buildings, no services (electricity, water, sewerage), no medical facilities, no shops and no roads. Bidibidi refugee settlement opened in August 2016 and is now the biggest refugee settlement in the world. Find an equivalent-sized city in New Zealand or elsewhere in the world. Use photos 3, 6 and 7 + captions to list all the challenges of setting up somewhere to live in Bidibidi.

**L8 Measure:** Instructions: Measure out the standard plot of land 30m x 30m in a Uganda refugee settlement and calculate the area. Refugee shelters don't take much space. This amount of land can grow enough crops to feed five people for approximately 36 days of the year. Calculate the approximate area of land needed to grow enough to feed five people for 360 days.

**L9 Rations:** The World Food Programme rations that refugees receive are mostly grain or carbohydrate (fortified with other things), with 10% of the rations being protein. In photo 11, the seasonal vegetables Betty grows in her garden add an extra 10% to the family's meals and provide calories, vitamins, minerals and fibre. She doesn't need to grow grain because of the food rations. Instructions: Keep a food diary for a day (five weekdays, or one week) then use photo 11 + caption to make a list of what Betty's family eats every day. Describe the similarities and differences between your meals and those of Betty's family. List the main staple foods (carbohydrates) that you eat at certain meals. Choose one staple food you could eat at all meals, every day for a month. If you had no vegetables, list one vegetable you would miss the most.

**L10 PoC site:** Share Kuong's story on Resource 3 with photos 1 and 2 + captions. Instructions: List all the challenges Kuong and others face living in a Protection of Civilians site in South Sudan.

**L11 Similarities and differences:** Instructions: Take your lists of challenges from activities L7 and L10 to populate a Venn diagram. Show the similarities and differences in the challenges faced by internally-displaced people and resettling refugees.

**L12 Working for a future:** Use the captions with photos 2 and 12 to discuss with students the advantages and disadvantages of food vouchers and savings groups compared with food distributions (or 'handouts'). Consider the point of view of the displaced people, the aid organisations implementing them, and the donors funding them. Make a chart listing the key points from the discussion with interesting comments.

**L13 Ubuntu:** In photo 13 + caption, Samuel M. talks about the concept of Ubuntu. Instructions: Collect other inspiring examples of this concept. These could be from whakataukī (proverbs), cultural concepts, quotes, and religious texts. Display these individually or collectively.

**L14 Complex emergencies:** Download the free World Vision topic sheet on *Complex emergencies*: [www.worldvision.org.nz/connect/resources](http://www.worldvision.org.nz/connect/resources) (select Topic sheets in the drop-down list). Instructions: Read Resource 2 about the complex emergency in South Sudan. Find out where complex emergencies are currently happening around the world today: [reliefweb.int/countries](http://reliefweb.int/countries) [www.unocha.org/where-we-work/current-emergencies](http://www.unocha.org/where-we-work/current-emergencies)

Choose one country where a complex emergency is happening. Briefly describe the main events and what's happening there. Use the topic sheet to help you list the ways this complex emergency is affecting people.

**L15 Children's needs:** Copy Resource 4 for each group. Cut out all the photos and captions separately then give a mixed-up set to each group. Instructions: Sequence the captions A to D and E to H. As you read each caption, highlight any key words that could help you match it with the right photo. Match all the photos with the captions. Use captions A to D + photos to help you describe what child protection is and why it's important in complex emergencies. Use captions E to H + photos to help you describe what child-friendly spaces are and why they're important in complex emergencies.

**L16 Child protection:** Instructions: From Resource 4 list examples showing how children are protected. Rank the examples or choose the three most important. Then choose just one example and imagine you need to raise awareness for these children to protect their child rights. Write an email updating child rights advocates about this kind of protection. Include three reasons why this is so important. (Older students could use other *Seeking Peace* resources and include a story or quote about one child who has been protected in this way.)

**L17 Child-friendly spaces:** Instructions: Use Resource 4 and photo 9 to plan 10 activities for 7-year-olds attending a child-friendly space. Include a variety of activities and games that will help them learn what they need for starting school. Your activities could include: teaching the alphabet, a counting or maths game, a reading game, a team game or challenge which encourages working together, positive songs to sing. Choose one of your activities and prepare this so you can teach a group young children in a pre-school or year 1 and 2 class.

**L18 Recreation:** Read this: Helping children recover from their experiences as a refugee is important so they can reach their potential. Part of their recovery is having time to relax and have some fun. Instructions: Use the poster photos and information from Resource 4 to list the kinds of things that children do. Now make a list or do a survey of the games and hobbies people in your class do to relax and have fun. Include: active sports, creative activities, reading, learning, music, dancing, technology-related, indoor/outdoor; by yourself, with others, team etc. Using your whole list, describe the skills and benefits that children gain from these kinds of activities.

**L19 Mancala:** Instructions: Research and learn how to play a simple form of Mancala or Bao (the game in photo 8). Discuss the reasons why these kinds of games can be enjoyable, e.g. a challenge, need to focus and think, keeps your mind off other things, can be relaxing. Set up a lunchtime club and encourage others to join in, especially if they enjoy playing strategy games or don't do much at lunchtime.

**L20 Child rights:** Download the free WorldVision topic sheet on *Child Rights*: [www.worldvision.org.nz/connect/resources](http://www.worldvision.org.nz/connect/resources) (select Topic sheets in the drop-down list).

Instructions: Find out the definitions of “a child” and “child rights”. (A child is under 18 years old.) Use the 10 statements in the Child rights summary box and match the interventions on Resources 4 and 5 with an appropriate child right. (Older students could also use the stories on Resource 3.) For example, Foster family = Be with family or those who best care for them; Child-friendly spaces = Recreation and time to play, Education. Go through the Child rights summary list and describe how these rights apply in your own life. How well does this list summarise what children need to reach their full potential? Senior students can refer to *The Convention on the Rights of the Child*: [www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx](http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx) [www.ohchr.org/Documents/ProfessionalInterest/crc.pdf](http://www.ohchr.org/Documents/ProfessionalInterest/crc.pdf)

#### Child rights summary

Under *The Convention on the Rights of the Child*, some rights include the right to:

- Be with their family or those who best care for them
- Enough food and clean water
- An adequate standard of living such as a decent home
- Access to health care and medical services.
- Recreation and time to play
- Free and compulsory education
- Protection from neglect, cruelty and exploitation
- Speak their own language and practise their own culture and religion
- Express their opinions
- Participate in their community

**L21 United we stand:** On Resource 5 read United we stand, divided we fall. Discuss the values being shared with the Peace club through these demonstrations. How important are these values for your class, school, family or community?

## THINK

**T1 Frozen:** In groups, create a frozen moment or static 3D photo from either the photos or from different stages in the displaced or refugee journey. Different stages could include walking, arrival, bus, reception, resettle etc. Create this by placing people in positions to show a scene, action or concept. Form each scene then ask several students in the scene: How do you feel at this point?

**T2 Main messages:** After students have done the Learn activities, ask again: What are the main messages this poster communicates to you? Hold a discussion: Do you think the poster content effectively communicates its messages? How would you improve the effectiveness? What relevance does this theme have for students? Why do you think WorldVision produced this poster for schools?

**T3 Peace game:** Instructions: Design a game that only uses found objects e.g. coloured bottle tops (photo 9), or natural materials in the environment. You could base it on a classic playground game that younger children play, e.g. skipping, hopscotch, handball, marbles, elastics. Update the game by creating some new simple rules so that everyone has equal turns and can participate right to the end. Aim to be collaborative not competitive, reduce arguments, and encourage peaceful relationships. Test the game by teaching it to younger students.

**T4 Begin with me:** Instructions: Keep a digital or hard copy journal and write five entries over a two-week period. Use words, drawings, collage, photos, etc. to explore similar themes to those of the Peace clubs on Resource 5. Describe your experience of keeping a journal and how it went. (Your journal is private.)

**T5 Simulation:** Use this simulation with older students who will cope with it. Students need a blank A4 sheet and pencils, crayons or marker pens for drawing, plus several tape dispensers. Instructions:

a. Draw a house in the middle of the page then add anything around the house that makes this your home. Add things like your bedroom, clothes, favourite food, sports gear, technology, (optional: people who live there), etc. Talk in pairs about what you each drew.

**L22 Newspaper page:** Print Resource 5 onto A3 pages for the wall. Instructions: Write and design another A3 page for the Peace club news. Use Ayan's story from Resource 3, the peace quotes from Resources 6 and 7, and examples of Ubuntu you gathered in activity L13. This page needs to focus on Peace clubs but can include anything that was inspired by them such as your creative responses, e.g. a poem, quote, cartoon, letter, message or photo. Display everyone's pages with the Peace club news pages.

**L23 Video story:** Instructions: Find out about Samuel M. (16) in photo 13 + caption and watch this video:

[www.youtube.com/watch?v=O\\_p6kH8Uz2w](http://www.youtube.com/watch?v=O_p6kH8Uz2w)

Use what you have read in Resources 4 and 5 to create a new segment for this video about one of these things: child protection, child-friendly spaces, or Peace clubs. Give more information about this and include another participant's experience using a vox pop (voice of the people). Find a vox pop in the stories in Resource 3 or the photo captions in Resource 1. Perform your segment live in class involving extra people if you need them.

**L24 Peace is:** Instructions: Read the Peace is statements on Resource 6. Write down five of your own descriptions of peace that start with “Peace is...”. Combine your descriptions or choose your best one then summarise this into eight words or less. Write this in large letters on coloured A4 card then create a peace wall with everyone's cards.

**L25 Peace on earth:** Use these discussion starters in groups: How peaceful is New Zealand compared with other parts of the world? New Zealand is more peaceful than...? New Zealand is less peaceful than...? What is peaceful about living in New Zealand? Brainstorm ideas and examples that show this. What other words can you think of to describe 'peacefulness' or 'harmony'?

b. Hand all drawings to the teacher who will pass them out to different pairs so that no one gets a drawing they know about.

c. Take the drawing you've received and tear it into four pieces or quarters. Put all the pieces in a central pile which the teacher will mix up.



d. How do you feel about what you just did to another person's drawing and what happened to your drawing?

e. Work together in pairs (or as a class) to help find all the matching pieces and tape up everyone's drawing.

f. How do you feel about this simulation now? Talk in pairs about what it means. Share your responses with another pair or the whole class.

**T6 Belonging:** Instructions: Using the same stories from activity L5, where does each displaced person feel their home is? Why might some refugees want to return home? Why might some want to live elsewhere? What things show this? Imagine you are one of these people and write a letter to a friend. Describe how you feel about returning to your “old place” and how you feel about the “new place” you escaped to. Describe where you feel you belong.

**T7 Be the photographer:** Instructions: Choose one photo from the *Seeking Peace* poster and imagine you're the photographer. What are you trying to say through this photo? Write your photographer's statement describing what the situation was, why you took this photo, what you wanted to say, and how you aimed to show this in your photo.

**T8 Just one more:** Instructions: If you could add one more photo to the *Seeking Peace* poster, what would you photograph or add, based on your learning? Create this photo by sketching it, printing it out, or presenting it (with other class members) as a static image. Explain your choice.

**T9 Review:** Instructions: Write a review of the photos and captions on the poster. Describe which photos you found most informative, most emotive, most challenging, and most hopeful. Describe whether you recommend that people view these photos and what they can gain from learning about this topic of 'Seeking Peace'.

**T10 This generation:** Instructions: Update these 1946 New Zealand postage stamps on the theme of peace: [stamps.nzpost.co.nz/new-zealand/1946/peace](http://stamps.nzpost.co.nz/new-zealand/1946/peace) Create a design that represents what peace means to people your age. Choose the best designs for a series of stamps to celebrate International Day of Peace (21 September). The stamps will encourage people to send messages of peace (letters, emails, etc.) around the world.

**T11 Ubuntu 2:** Instructions: Review the inspiring examples of Ubuntu that you collected in activity L13. Describe what Ubuntu means to you in your own words. Turn this into a meme by putting words with an image, animation or video. Your meme needs to remind and inspire others to live like this in their day-to-day lives. Share these as a class and vote for the best ones.

**T12 Vision for peace:** Instructions: Think about your aspirations and plans for after you leave high school. What causes and values are important to you? Share these with a group or the class. Read the quotes on Resource 7. Choose one person's quote then write a message that will encourage and motivate them to fulfil their vision for peace. Write a similar message for others in your class and publish these for everyone to read.

## ACT

**A1 Keep it simple:** Instructions: If you had 30 seconds to say just one thing about conflict and peace, what would you say? What message do you want the world to hear? Use a quote, line from a song, call to action to start or end your statement and publish the final piece in a chosen format.

**A2 Promotion:** Instructions: Imagine you belong to a Peace club that runs in your school or community. Design a promotion for radio, print, video or drama performance that communicates what the group does and how it helps children and young people. The promotion must have a clear purpose and call to action for the audience. Decide if the promotion targets new members, support from school management, community awareness outside the school, or another purpose. Plan the promotion and present to the class. Rate each promotion on the effectiveness of its message.

**A3 Peace tree:** Create a Peace tree in your classroom. Use card or brown paper cut into a large tree shape with lots of branches. Ask students to cut out a variety of paper leaves in different colours and shapes. Find out about Peace trees from Resource 5. Each lesson or every week, invite students to share an example of something they've done to build peace, writing or drawing these on the leaves and attaching them to the tree. If the tree gets full, start replacing the leaves and return them to the students.

**A4 Media watch:** Instructions: Keep a media log for one month, noting down items you see, hear or read about places experiencing conflict. List the date, which type of media, the location and brief details.

**A5 Outreach:** Instructions: Read the two Peace club demonstrations on Resource 5 *United we stand, divided we fall*. Brainstorm ways to use these demonstrations or other ones to bring your community closer together. Choose the best ideas then create a run sheet or storyboard of the main steps in the demonstration. Try them out and make any changes. Demonstrate this in assembly or form class time. Alternatively, publish your best ideas as a cartoon, video, script, or other format you can share with others.

**A6 Head, heart, hands:** Instructions: Write or draw a personal response to this *Seeking Peace* unit. Include something from your: Head (something significant I learnt), Heart (how this affected me personally), Hands (something I will do as a result).

**A7 Seeking peace:** Instructions: Make a personal response to your learning. How can you seek peace in your own life, in your family, with friends, with people you interact with, and in the community where you live? Write one action that you will start doing today, this week and this month. Write or record it somewhere so you see it every day. A good way to start is with something easily achieved, and keep doing it.

**T13 Respond:** Read this: It can be hard to think of a response on the spot when someone shares an idea or opinion that we disagree with or find difficult to accept. If we disagree strongly, it can be even harder to remain respectful in how we respond to them. Instructions: Practise effective ways to disagree with someone else's opinion. Discuss the first statement below then prepare two written responses to it, explaining in different ways why you disagree with it. Focus on including facts, information or an example to support your response and don't refer to your feelings towards the person who said this. Choose a second statement from the list and prepare another two written answers explaining in different ways why you disagree with it.

- We shouldn't help children in other countries, their parents should look after them.
- People should not be allowed to leave their country to seek safety when there's a war.
- I'm not responsible for conflict or peace. It's other people who start arguments and fights. It's not my fault.
- The only way to get peace is to have more power, more weapons or more force.

**A8 Take action:** World Vision's 40 Hour Famine helps students take action to help children around the world improve access their rights. Find out more on the 40 Hour Famine website: [www.famine.org.nz](http://www.famine.org.nz) Investigate what's required and let students decide on their level of involvement. Students could be assessed for NCEA credits using two free *Rights and Conflict* units and assessments available for teachers to download:

[www.worldvision.org.nz/rights-and-conflict](http://www.worldvision.org.nz/rights-and-conflict)

NCEA AS91042 Participating in the 40 Hour Famine

NCEA AS91282 Organising the 40 Hour Famine

**A9 Raise awareness:** Instructions: Use your meme from activity T11 and other work to create a mini-campaign leading up to and during your 40 Hour Famine. Raise awareness by sharing something each day on social media, by messaging or updating your Famine sponsors, or by sharing this on your online Famine fundraising page. This will help your fundraising efforts as people understand more about the cause you're supporting. [www.famine.org.nz](http://www.famine.org.nz)

**A10 Building peaceful communities:** Instructions: Find out about and/or visit a group or organisation that works towards building peace in their community. Start a group like this in your class, school, neighbourhood, town, etc. Here are some examples.

The Peace Foundation: [www.peace.net.nz](http://www.peace.net.nz)

At school: [www.baradene.school.nz/student-life/extra-curricular/groups-clubs/peace-team](http://www.baradene.school.nz/student-life/extra-curricular/groups-clubs/peace-team)

**A11 Speech comp:** Instructions: Take what you have learned and express your thoughts and feelings in ways that promote peace. Communicate this by preparing a speech, essay, or other format, e.g. poster, song, story, video. Use this for your class or school speech competition or create your own competition. Find out about other peace-themed competitions you could enter such as:

Lions International Peace Poster Contest (annual):

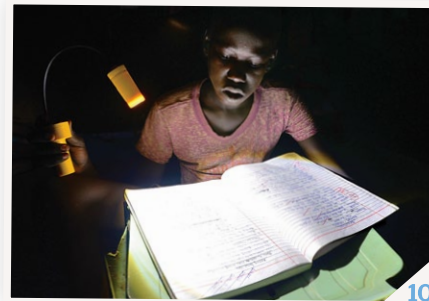
[members.lionsclubs.org.nz/clubs/activities/peace-poster-contest](http://members.lionsclubs.org.nz/clubs/activities/peace-poster-contest)

Race Unity Speech Awards: [www.raceunity.co.nz](http://www.raceunity.co.nz)

**A12 One day:** Instructions: Choose one of these internationally observed days to hold your own action or response using the ideas above or creating your own.

[www.un.org/en/sections/observances/international-days/index.html](http://www.un.org/en/sections/observances/international-days/index.html)

21 March	Children's Day (New Zealand only)
16 May	International Day of Living Together in Peace;
30 July	International Day of Friendship
21 September	International Day of Peace
2 October	International Day of Non-Violence
20 November	Universal Children's Day
10 December	Human Rights Day



1	<p><b>A crowded camp for 38,000 displaced people</b> Juba Protection of Civilians site, South Sudan</p>	8	<p><b>Playing an African game at their new home</b> Imvepi refugee settlement, Uganda</p>
2	<p><b>Mothers receive nutritious cereal-mix to feed young children</b> Juba Protection of Civilians site, South Sudan</p>	9	<p><b>A safe space for children to learn, play, and make friends</b> a refugee settlement, Uganda</p>
3	<p><b>Refugees arrive at a reception centre on trucks from the border</b> Imvepi refugee settlement, Uganda</p>	10	<p><b>Solar lamps help students study and achieve better exam results</b> Bidibidi refugee settlement, Uganda</p>
4	<p><b>Cooking meals every day for 5000 people at a reception centre</b> Imvepi refugee settlement, Uganda</p>	11	<p><b>Growing vegetables improves meals made from basic food rations</b> Imvepi refugee settlement, Uganda</p>
5	<p><b>Drawing flowers shows a positive response to coping with challenges</b> a refugee reception centre, Uganda</p>	12	<p><b>Savings group members can get a loan to start a small business</b> Imvepi refugee settlement, Uganda</p>
6	<p><b>Families receive basic household items for daily living and cooking</b> Bidibidi refugee settlement, Uganda</p>	13	<p><b>Sharing messages about peace helps to heal difficult experiences</b> Bidibidi refugee settlement, Uganda</p>
7	<p><b>More than 300,000 refugees have set up shelters on small plots of land</b> Bidibidi refugee settlement, Uganda</p>		

**1** More than 38,000 people have sought refuge in this United Nations (UN) base in Juba, South Sudan. The Protection of Civilians site is the only place residents feel safe from the fighting and violence. The site is surrounded by a security fence with gates guarded by UN peacekeeping troops. These internally-displaced people live in difficult conditions, in crowded tents or shelters. People who are officially registered to live here have taken in other relatives who had nowhere safe to go, so more people are sheltering here than expected. They share their food rations and living space, putting pressure on resources. The heat is intense, sanitation is poor, and diseases spread easily. People rely on aid organisations to get access to education and health services. Armed peacekeepers manage security and regularly check dwellings to make sure no fighters or weapons have infiltrated the site. The UN shelters over 200,000 people inside its six sites throughout South Sudan. This is 10 per cent of the people seeking safety within the country. Protection of Civilian sites aren't a new idea, but South Sudan is the first place the UN has needed to set up so many.

**2** People living in the Juba Protection of Civilians (PoC) site come to this fenced distribution area each month to receive food rations for their young children under 5. World Vision is distributing boxes of Supercereal Plus for more than 6000 children who are at risk of becoming malnourished. The mix contains maize and soya bean flour, milk powder, sugar, vegetable oil, vitamins and minerals. It makes a nutritious thick porridge after mixing with water and simmering for five to ten minutes. Every month, World Vision distributes this, and other vital World Food Programme rations, to families registered to live here. World Vision was one of the first aid organisations to substitute parts of these regular rations with food vouchers. People can spend the vouchers on eight different food items, like milk and meat, from markets within the PoC site. As well as providing a more balanced and varied diet, the vouchers promote dignity because people can choose which supplies to buy for their family. Food vouchers also make it possible for people to work or earn money growing or selling food. This creates an informal economy with opportunities for people to improve their situation.

**3** When refugees cross the border into northern Uganda, they're hungry and tired after weeks of walking. They're taken by bus or truck to a reception centre in one of the 14 refugee settlements. Some children arrive without parents or adults. Women carry babies on their backs. Some fathers and young men also make it here to safety. No one smiles as they pass the fence and enter the gate. Some arrive with belongings and animals, others just with the clothes they're wearing. They line up and enter a medical tent where they're vaccinated against polio, tetanus and measles, which can spread quickly in these situations. Aid workers measure and weigh babies to check if they're malnourished. Children get a snack of high-energy biscuits because many haven't eaten anything for days or longer. Social workers interview children who arrive without a parent to find out their family and village details. They're placed with a suitable South Sudanese foster family who will care for them. Aid workers investigate cases of sexual assault and arrange the care and support that's needed. Over the next three to seven days, all new arrivals go through other identity checks and registration. Each night, they sleep on the ground in large marquee tents with plastic walls.

**4** It isn't easy preparing lunch every day for 5000 people. At the Imvepi reception centre in Uganda a team of 43 people, many of them Ugandan volunteers, cook large pots of beans and Supercereal and serve meals for newly-arrived refugees. The United Nations World Food Programme provides the food supplies and partners with World Vision who organises the teams to cook and serve the hot meals. People wait in orderly lines, but it's a long wait in the hot sun. Usually one or two people in a family take a large bowl or pot so they can get enough food for everyone in their family group to share. This is probably the first proper meal they've eaten in days. The food is basic but highly nutritious. The beans provide protein. The Supercereal looks a bit like thick porridge. It contains maize and soya bean flour, vegetable oil, vitamins and minerals. It may not be tasty but when you haven't eaten much for weeks or months it's just what's needed. Life slows down here. There is little else people can do apart from wait until they are registered and can get settled.



**5** You wouldn't know by his smile, but 12-year-old Majid recently escaped from South Sudan's conflict. He arrived at a refugee reception centre in northern Uganda where he ate a simple hot meal then came to play inside a World Vision child protection tent. Majid's family will only stay at the reception centre for a week. During this time, child protection workers spend time with the children and encourage them to draw. Drawing is one way for the workers to identify refugee children who are struggling to cope with what they experienced as they fled from the fighting. Majid has been busy drawing a picture of flowers, and other children draw houses, trees and animals. But when a child draws a picture of guns, blood or fighting, it becomes clear that they're struggling to deal with the violence they've seen. It affects their emotions and how they relate to their family and friends. They may have trouble concentrating at school or learning. They may have bad nightmares and health problems. Specialist counsellors from Uganda are on hand to help these children recover from their ordeal.

**6** Once the registration process is complete, family groups are taken by truck to the area of the refugee settlement where they will now live. There are only dirt roads in these newly settled-areas of the Ugandan countryside. Each family receives a small plot of uncleared, undeveloped scrub land to live on. World Vision supplies families with machetes to cut the grass; plastic tarpaulins and poles to build a makeshift shelter; as well as food rations, cooking and household items, and water containers. United Nations agencies provide most of these supplies. Families must now start their lives again. They need to find the central water points to collect water each day. Every month they need to come to the World Vision food distribution area to receive sacks of Supercereal (maize and soya bean flour), dried beans and salt. It's their main source of food so they'll eat the same meal every day for months on end. With no electricity, they also need to build a fireplace for cooking the dried food rations. They plant gardens, find out who their neighbours are and where school is for their children. After months of emotional and physical distress these practical tasks help life to return to normal. This is now their new home.

**7** Instead of setting up fenced-off camps for refugees, the Ugandan government gives each family a plot of land, 30 metres by 30 metres, in an open refugee settlement. Families have been settling here in Bidibidi refugee settlement since August 2016 when it first opened. It now has a population of over 300,000 and is the largest refugee settlement in the world. Bidibidi covers an area of 250 square kilometres so this photo only shows one part. When families first arrive here they make simple shelters with tarpaulins. As they have more time and resources they improve or rebuild them. They grow food on their land, access water, receive food rations, participate in child-friendly spaces, and move about freely within the settlement and beyond. Refugee children start attending local schools and adults look for or create work opportunities. Aid organisations, like World Vision, who work with the refugees also help struggling host communities who are just as disadvantaged. The Ugandan government requires that 30 per cent of the people being helped must be local Ugandans. That means both local people and refugees participate in savings groups and receive help with education and other aid activities, with 70 per cent of the participants being refugees.

**8** 17-year old Samuel A. (right) and his three younger brothers play a popular African game that's called Mancala, Bao or other names. They don't have a wooden game board so they've made hollows in the ground and found stones or seeds to use for game counters. There are many ways to play Mancala and adults play it too. Playing games helps the brothers to relax after school and doing their chores. They've settled into life at the Imvepi refugee settlement, living without their parents. World Vision helped to organise a foster family for them. Foster families are South Sudanese refugees who welcome other refugee children into their families. When families flee from the same village, they often arrive at the Uganda border at the same time. Village neighbours see children they know and take them into their own families. The families now live on neighbouring plots of land in the refugee settlement where they help and look after each other. World Vision social workers visit them regularly while continuing to search for the children's parents. They take photos to show around in case someone knows where the children's parents are or what happened to them.

**9** Some refugee settlements have World Vision child-friendly spaces which look like schools with a playground and classrooms. They provide children with a sense of safety and stability, in the middle of huge challenges. At least 60 per cent of South Sudan refugees now living in Uganda are children, some without parents. The children know they can come to the child-friendly space to get whatever help they need. Trained World Vision volunteers look after the children each day. The volunteers know how to recognise a child who needs special help, like counselling, and arrange for this to happen. In the playground, children play games or team sports and make new friends. There are also celebrations and cultural activities which help the children relax and forget their worries. In this classroom, younger children get ready for starting school. Some have never been to school before and others have dropped out because of the fighting in South Sudan. The volunteers teach them the alphabet, reading and writing, and simple maths. When the children are ready, they can join a local Ugandan school. Child-friendly spaces are a positive reminder for children that life can return to normal again.

**10** After fleeing from South Sudan without his parents, Lang (15) now lives in Uganda with a foster family. He was doing well at school in South Sudan but was put in a lower class here because they teach a different curriculum. Schools are overcrowded with extra students. "My class has over 146 pupils. It's so congested, I can't even hear what the teacher is saying sometimes. The desks are few, if you come late you sit on the ground. I try to read at school but I can't concentrate. It's so noisy and very hot," he says. "In South Sudan I always did my homework and read in my bedroom at night. But here, we have just one plastic tent shared by five people. The only space you have is where you sleep and it's also dark at night." The sun sets around 7pm so World Vision gave solar lamps to over 400 students in vulnerable families. "With this solar lamp, I'll be able to read my books at night and do my homework. I'll wait till everyone has gone to sleep then stay up for at least an hour every night," he says. He's determined to be a teacher and must do well in his final primary school exams.

**11** Betty (18) arrived in Uganda 8 months ago with her father, sister Christine (10), and brothers Mathew (4) and Bala (8). As well as going to school, Betty also looks after the family. Like thousands of refugee families, they rely on limited food rations from the United Nations World Food Programme (WFP): dried beans, Supercereal (maize and soya bean flour), and salt. If they need to buy household items, they sell off part of their food ration and eat one meal a day. A few months ago, World Vision distributed high-yield, drought-resistant seeds from the WFP to 3000 refugee and local families, including Betty's. The seeds included maize, cabbages, okra, beans, sorghum, cassava, tomatoes, onions, and sesame seeds. Eight weeks later, the maize is almost ready for harvest and they're already eating the okra (green vegetables). With these crops they now have three meals a day. "We love okra and grew a lot of it in our plot. Sometimes we don't eat any dried beans for close to three days because we have lots of okra. We haven't harvested the maize yet but I'm sure we'll be able to sell some," says Betty, adding they would plant even more seeds if they had more land.

**12** Joyce (23) and her three children fled to Uganda after her husband was killed in South Sudan. She brought with her the cooking pans from her food stall. She was quick to join one of the 60 savings groups in the Imvepi refugee settlement. When everyone around you is a refugee, it's hard to earn money or start a small business. At the start, Joyce sold part of her food rations to contribute to the savings group each week. After two months, she qualified for a small loan from the 30-member group. "I bought food items, cooking oil, salt, ingredients, and a few plastic plates. I got some free tarpaulins, bought a few wooden poles and put up a small structure to act as an eating place at the market," she says. Every day she pours cups of tea and serves meals of beans, fish and rice, or beef and maize porridge to aid workers on lunch break and refugees tired of cooking. After just two weeks, Joyce paid back the loan using her profits. Paying it back quickly allows another member to borrow from the group's savings. Joyce plans to expand her business soon with a second loan.

**13** Samuel M. (16) and other Peace club members share their messages about peace on leaves they've attached to their Peace tree. The messages remind them of positive actions they've taken each week. The tree stands in the middle of the child-friendly space playground in Bidibidi refugee settlement. Both South Sudanese and Ugandan young people aged between 12 and 19 years old can join a Peace club. These clubs help young people recover from difficult experiences and manage negative emotions. Members also learn how to improve relationships and mediate conflicts. They're aiming to develop peaceful communities by sharing what they learn through outreach into their communities. Samuel (on the left) fled South Sudan with his brother and sister without their parents. Samuel describes why he joined the Peace club. "You may be happy when you go to school. You play, but sometimes when you think of your parents, it gives you sadness. I joined the Peace club because living in peace is good. I want to be a leader in South Sudan. I joined the Peace club members to know more about peace. We start our first lecture, the topic is 'Ubuntu'. It means 'I am because you are'."

During 2017, there were ongoing complex emergencies in 16 countries, including South Sudan. Complex emergencies generally affect large populations, destroying lives, societies and economies, and causing widespread hunger and displacement. It can be very difficult to get aid to affected people and bring peace.

### What's the background to the complex emergency in South Sudan?

South Sudan gained independence from Sudan in 2011. This was the final outcome of a 2005 peace deal negotiated at the end of a 22-year civil war within Sudan. In 2013, South Sudan's government coalition collapsed with a rift growing between the President and Vice President, who represented different political parties and ethnic groups. This erupted into a conflict along ethnic lines which quickly splintered into various factions and armed groups – killing, injuring and displacing millions of people. Conflict has been ongoing since 2013, despite signing a peace agreement in 2015. South Sudan is now the most fragile state in the world.

The United Nations defines a complex emergency as:

“...a humanitarian crisis which occurs in a country, region or society where there is a total or considerable breakdown of authority resulting from civil conflict and/or foreign aggression...”

### Who is affected?

#### 4 million people have been forced from their homes

More than 2.1 million people are refugees and have crossed borders out of South Sudan to seek safety in neighbouring countries: Uganda, Kenya, Ethiopia, Sudan, Central African Republic, and the Democratic Republic of the Congo. Uganda has an open border policy for refugees and hosts approximately one million South Sudan refugees, with 61 per cent of them being children.

There are 1.9 million internally-displaced people who have sought safety in other parts of South Sudan. Many of them have moved into the north-western states.

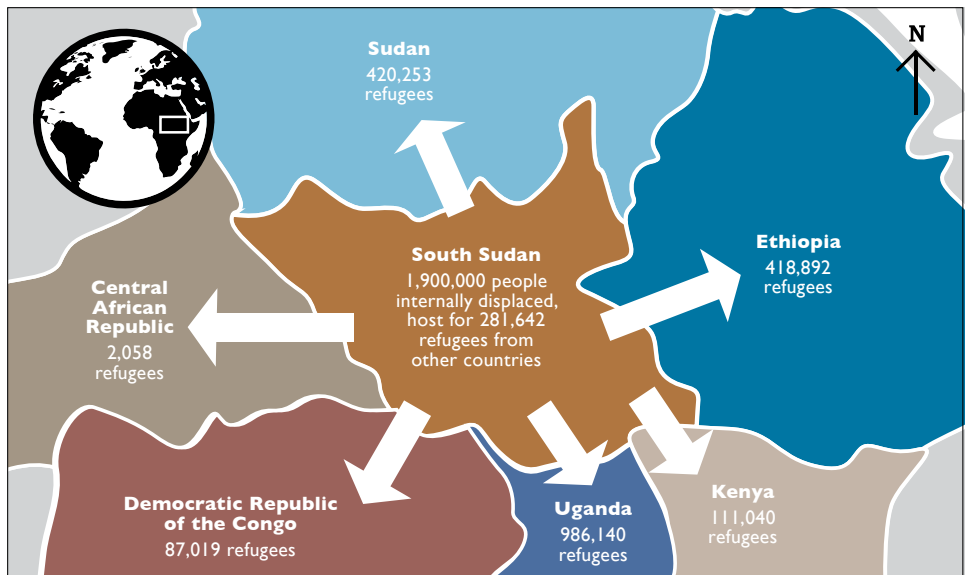
More than 200,000 people have sought security in Protection of Civilians sites, safe places for internally-displaced people located inside United Nations bases. At these sites 60 per cent are children and 24 per cent are women.

#### 7.6 million people need humanitarian assistance

The conflict has destroyed 50 per cent of harvests and severe drought means families cannot grow enough food. Food deliveries cannot get through because it is too dangerous, causing food prices to increase rapidly, and leading to inflation of more than 180 per cent a year. In some states of South Sudan, famine was declared for part of 2017, the first famine anywhere in the world since 2010. By the end of 2017, 4.8 million people were hungry.

At least 7.6 million people need help from aid organisations like World Vision. People lack basic human rights such as water, sanitation and shelter. Many violations of human rights and international law have been reported to the United Nations, including exploitation of children, violence against women and girls, and sexual violence.

### Where are people from South Sudan seeking refuge?



### How many people are affected?

1 million people

#### People displaced



Refugees



Internally-displaced people

#### People severely food insecure



#### People in need of humanitarian assistance



#### Population of South Sudan



Sources: UN OCHA 2018 Humanitarian Needs Overview  
[https://reliefweb.int/sites/reliefweb.int/files/resources/South\\_Sudan\\_2018\\_Humanitarian\\_Needs\\_Overview.pdf](https://reliefweb.int/sites/reliefweb.int/files/resources/South_Sudan_2018_Humanitarian_Needs_Overview.pdf)  
 UN OCHA South Sudan: Humanitarian Snapshot December 2017  
<https://reliefweb.int/report/south-sudan/south-sudan-humanitarian-snapshot-december-2017>

### John M. shares his family's refugee journey in his own words

"I grew up in a beautiful village with my parents and siblings and life was good. Today, I am raising my two brothers and sister. I am their mother and their father and I take care of them every day. Life is very hard.

"Three years ago, my village was attacked. The rebels burned down houses and killed anyone they came across. My family ran away but we lost each other in the chaos. My siblings and I ran for as long as we could and on the way, we met our neighbour from the village who had also fled. She told me that my father had been killed and that my mother was most likely dead too. I don't know about my mother for sure. She might be somewhere, maybe in a different settlement and she doesn't know that we are here.

"We arrived in Adjumani refugee settlement [Uganda] after we had walked and taken buses for several days. My neighbour went with us the whole way and she even lives close to us now. Here in Adjumani, we are safe. I think about my father a lot and know that I am in his position now: I am raising my siblings. It is very hard for me. I wash, clean the house and take them to school. When we first came here, it was even more difficult. I had no support at all, but I met World Vision staff at the child-friendly space and it's changed everything. I always took my siblings there so when the staff got to know us, they decided to help us. World Vision helped me put my siblings in school and also enrolled me. I now speak English very well.

"World Vision has also helped me cope with my difficult situation. I used to be very angry because my parents are gone. I always wanted to fight other children. I've gone through a lot of psychosocial training and I am now a peace ambassador for World Vision. I understand that peace will be important in the future for my country and me. We have to accept each other and be respectful.

"I'm very thankful to World Vision. My siblings all go to the child-friendly space every day and participate in peace-building programmes. They have many friends there and can play with the teachers. Thanks to World Vision, they also go to school and get an education. Our situation is very difficult. I don't think I could manage without the help of the World Vision staff. They are like a family to me.

"There are many other boys and girls like me, who have lost both their parents and are now the head of the family. The war has brought so much pain. One day, I hope there will be peace and I can continue to support my family. I'm studying hard at school to become a doctor. I love science and I've seen how doctors have treated us at the hospital. I want to be like them one day."



John M. (14) looks after his brothers Bir (4) and Abraham (10), and his sister Yong (8).

Stefanie Ginski/World Vision

A year ago, fighting erupted in Kuong's village. He hadn't seen anything like it before. Many people ran away but others were killed by the bullets. "We ran to the river to hide and stayed there all night," he remembers. "When the fighting had stopped, my parents decided to send us to live with my aunt in Juba, where they said we would be safe."

Kuong (15), his two brothers Tudern (10) and Toto (8), and his sister Nakuma (7) floated down the river in a small boat, wondering if they'd ever return. A year later, they're still living in a small tent with their cousins and aunt at a United Nations Protection of Civilians site in Juba, South Sudan's capital city. "Being here still makes me sad. My best memories are from my home in Unity. Here in Juba, I miss my parents and I'm not doing well," says Kuong.

Kuong and his siblings are considered to be unaccompanied children but Nanjema, their 28-year-old aunt, has taken them in. Her 4-year-old son Kuma used to be her only responsibility; now she takes care of seven people including two of her sisters. "We don't have much space, but what is worse is that we definitely don't have enough food for everyone," she says.

When Kuong arrived, registrations had already closed. They had no choice but to join thousands of unregistered people, sharing a tent with relatives. The United Nations World Food Programme provides food rations for the Protection of Civilians site which World Vision organises and distributes. But with only three members of their household registered, they only receive 45 kilograms of sorghum grain each month; not nearly enough to feed the whole family. They've considered going back home many times, but on-going violence has made the move impossible: "Life here is still safer than it is back home," says Nanjema, "but I miss my family and my husband. I have so much responsibility here."



Stefanie Ginski/World Vision

Kuong (15) and his siblings live in a Protection of Civilians site with relatives.



Stefanie Ginski/World Vision

Kuong's brothers and sister enjoy playing in the safety of the Protection of Civilians site.

Kuong has recently started attending classes here and now knows how to read and write. "I'm in primary school and one day, if I can, I'd like to be president," he says confidentially. "As president, I would give all people the same rights and treat them equally. To me, that is the most important thing about justice."



Ayen (18) is now a Peace club leader.

When Ayen was 9 years old, she and her younger sister Tabitha became separated from their parents. They went to live with an uncle for two years but he mistreated them. In 2011, around the time South Sudan gained independence, their father returned and took them across the border into Kenya. However Ayen was already emotionally scarred by her experiences. By the time she was 13, she was quick to clench her hands into fists and simple arguments would spark a fight.

Ayen's teacher at that time was Polyne Lokuruka. Polyne remembers how quickly Ayen could blow up, how her temper flared at the smallest disagreement or provocation. The situation was common among refugee students in her classroom. "Our classrooms were crowded, children sat on the floor. If the wrong child sat beside another, they'd whisper 'I'll fix you after', and when there was a break or when they were outside the classroom, there would be a fight," says Polyne.

"Many South Sudanese enrol in school here but they're scarred by the past. Children arrive and they've lost a parent or sibling. They've witnessed gun fighting and other horrors. It takes a long time for them to let go of that hostility and be able to focus on their education," says Peter Par Kuang, a school principal.

But things began to change. Teachers realised that children were disturbed by their past and that peace-building projects were critically needed. But there was resistance. The children were wary of efforts to change their problem-solving skills. "We didn't want to know anything about peace, we were not peacemakers. I said I'd never change," recalls Ayen.

But bit by bit, through Peace club activities, children began to transform. World Vision's Peace club taught them about caring and forgiveness, and how to prevent conflicts from escalating into violence. Ayen was one of the first to change. "I realised if I could change, then everyone could change. If you don't have knowledge, you don't know how to resolve the conflict. You have to learn to be honest, to be humble."

She quickly became an advocate for peace within the school and within the refugee and host community. She's now 18 years old and leads a Peace club supported by World Vision. She helps organise activities like debates, environmental clean-up days and football matches that create friendship and foster a stronger sense of unity within her community. "I hope one day I can go to South Sudan and apply the lessons of peace I have learned," she says.



Ayen with her sister Tabitha.

A year ago, Samuel A. (17) and his three brothers – James (15), Levi (13) and Martin (11) – escaped from the fighting in South Sudan. They travelled on foot for more than 100 kilometres, taking breaks when the pain from swelling in their legs became unbearable. At night, they hid in the bush to sleep, worried they might be found by armed men.

“We walked for two weeks with our neighbour Buwa. We hoped we would find our parents. We hoped we would be reunited,” Samuel says. When they arrived in the Democratic Republic of Congo, the boys searched for their parents for several weeks without success. “We thought about staying in the Congo and tried going to school, but the classes were all in French. We can’t speak the language so we decided to try somewhere else,” Samuel says.

Again, the brothers started walking – this time east towards Uganda, on their own. They admit they were scared. “No one helped take care of us. We asked other people along the way for food and water, we slept under trees at night, our legs ached the entire way,” remembers Samuel. A week later, they arrived at the Imvepi refugee settlement in Uganda.

“We kept hoping to find our parents waiting for us,” says Samuel, but instead they met one of Samuel’s former classmates from South Sudan. “He told us there was a woman from our tribe who we might be able to stay with. When we met with a World Vision social worker at the reception centre, we asked if we could stay with Besta,” Samuel explains.

Besta (34) has five children of her own and takes care of her brother’s eight children. She also looks after a family of seven girls she met while fleeing South Sudan. With Samuel and his brothers, Besta now looks after 24 children. “I love them all the same,” she says. “We share responsibilities of cooking and cleaning. I make sure they’re able to go to school every day. I want them to get an education because I was never able to complete mine.”

A World Vision social worker checks with the foster family twice a month. Still, Besta is worried about the children in her care. “They need mattresses and shoes, they need a balanced diet, they miss their parents, they want better schools. I am trying my best to make sure I can give them hope and a good life while in Uganda,” she says.



Mark Nonkes/World Vision

Samuel A. (17) looks after his brothers as part of a foster family.



Mark Nonkes/World Vision

Samuel A. (on right) and his brothers – James (15), Martin (11), and Levi (13).

Samuel and his three brothers have returned to school. Samuel dreams of becoming a civil engineer. James hopes to drive big machinery. Levi also wants to be an engineer and Martin wants to be a pastor and pray for sick people. But there’s one bigger wish they have – that they’ll finally find their parents and return to South Sudan when it’s peaceful again. “It’s been a year now,” Samuel says. “We haven’t heard from them. My brothers always ask me whether they’re alive. I tell them – yes, that they’ll join us soon. But I’m worried something might have happened to them.”

Henry Makiwal/World Vision



**A** When refugees first cross the border out of South Sudan, they're taken to a reception centre at one of the refugee settlements. Here in Uganda, World Vision's emergency response team registers families and children so they can keep track of people's needs and provide the right assistance. Refugee families receive an identification card that allows them to collect household items and food rations. Over the next few days, medical teams vaccinate them and prioritise any urgent medical needs. Each day refugees receive simple meals of beans, for protein, and a Supercereal porridge-mix with extra vitamins and minerals.

Kristy Allen-Shirley/World Vision



**B** World Vision's child protection staff are on hand to help vulnerable children who have become separated from their families or experienced violence or harm while back in South Sudan. They look after the children in a child protection area or tent that's set aside just for them. A team of child protection staff interview on average 100 vulnerable children each day. Information from the children helps World Vision trace any relatives, so they can be reunited, or find a suitable foster family from the child's village or area.

Moses Mutikale/World Vision



**C** During their short time at the reception centre, younger children can play and draw in the child-friendly space. This allows time for their parent or older sibling to collect meals for the family and organise any other things they need as they prepare to move to the refugee settlement. World Vision's child protection staff look out for any children who are sad, angry or withdrawn. Once these children have moved to the settlement, the staff arrange for them to receive help from a local organisation with specialist counsellors.

Kristy Allen-Shirley/World Vision



**D** When families leave the reception centre, they move to a small plot of land in the refugee settlement and set up a basic shelter. Children who are on their own or with siblings, but without a parent or adult, receive household items from World Vision's child protection staff. World Vision arranges a suitable foster family for the children to live next door to. Without this adult care they would struggle to get the food, water, shelter, and education they need.



Moses Mutikale/World Vision



Once families have moved to a plot of land in the refugee settlement, children need activities and routines that help them to recover. That's why World Vision sets up large, multi-purpose areas just for children. Child-friendly spaces look like a school with covered classroom spaces, toilets, and a large outdoor area enclosed by a fence to keep young children safe. World Vision trains suitable local and refugee volunteers to run the activities and supervise the children.

E

Oscar Durandi/World Vision



The playground equipment and sports areas at the child-friendly space help children play together and make friends. This is a very important part of recovering. Even old car tyres can be used for races and other games. Children also make up their own games using plastic bottle tops and other things they find to recycle or reuse. Older children bring their younger siblings to the child-friendly space for half a day. This allows the older children to go to school. They'll come back afterwards to collect their younger siblings and walk home together.

F

Theodore Sam/World Vision



The large covered spaces are classrooms for informal learning. Younger children learn the alphabet, counting, reading, writing, maths and English to help them enrol at the local school. Older children may have missed lots of school during the conflict or because they've been caring for their siblings. The lessons here help them catch up so they can join a local school. The volunteer teachers sometimes need to teach at a slower pace whenever the children are emotional or struggle to concentrate because of everything that's happened to their families.

G

Moses Mutikale/World Vision



The classrooms and playground are also used for singing, art, and cultural activities. These activities help the volunteers spend time with the children so they get to know them. If any child needs help, they can ask at the child-friendly space and the volunteers will know what to do. The volunteers also tell World Vision staff about any children with emotional or learning difficulties. World Vision arranges for a local organisation with specialist counsellors to help those children who are troubled by what they experienced.

H

### BUILDING A ROAD TO PEACE

**Young people in northern Uganda's refugee settlements build peaceful communities through World Vision Peace clubs.**



Mark Nonkes/World Vision

**What:** Peace clubs help young people recover from difficult experiences, improve relationships, and develop peaceful communities.

**Who:** Club members are both South Sudanese and Ugandan, aged from 12–19 years old, with 15–50 members per club.

**How:** Each club is facilitated by a local volunteer who has been trained by World Vision.

**When:** Peace clubs meet once a week over 7–10 months, which is how long each club runs.

**Why:** Peace clubs empower young people to become agents of change to bring healing and peace among their peers and in their communities. The young people develop to become mediators, leaders, and facilitators leading their own peace-building work.

**Programme:** Every Peace club follows a Peace road programme that was developed by World Vision. Each week there is a welcome activity then team-building activities, personal development activities, and reflection activities.

**Facilitators:** The volunteer facilitators lead sessions on how to create more harmonious communities, resolve conflicts without violence, and foster a culture of peace. The South Sudanese young people come to understand what they've seen and experienced which helps their personal recovery. Everyone learns how to deal with tribal differences and how to resolve conflicts peacefully.

**Life skills:** The clubs promote life skills such as: coping with emotions and stress; interpersonal relationships; problem solving; decision making; critical thinking; communication skills; and self-awareness.

### JOURNALS, SELF BOOKS AND PEACE TREES

**Through simple activities in the Peace club programme, young people's lives are changing as they learn to express their thoughts and feelings and take positive action for themselves and others.**

**The Peace tree** is introduced at the start when participants make a Peace tree on the wall or outside. Each week, everyone remembers any positive actions they've taken during the week then writes these on paper leaves and tapes them to the tree.

These may be actions taken to:

- (a) help someone who is suffering or excluded,
- (b) help themselves manage their emotions more effectively,
- (c) help improve their future, or
- (d) improve the lives of their family, neighbours, village or country.

As their Peace tree grows, it becomes a visible symbol of how good actions multiply and help families and communities become better places for everyone.



Moses Mutikale/World Vision

**Journals** are also introduced at the start of the Peace club to encourage participants to express their thoughts and feelings privately in a notebook. This helps them understand their experiences. Club facilitators suggest topics and questions for participants to respond to and write about each week. The journals are kept in a secure place so that no one else can read them without permission from the owner.

**Self books** are introduced later and are similar to the journals but can be shared with others. These books show each person's inner and outer journey throughout the Peace club programme. They're important, not because of the quality of the drawing and writing, but how they show the changes in each person's life as they recover from their experiences and help others.

## SAD BUT TRUE - WHY WE NEED PEACE CLUBS

In 2013, political instability in South Sudan erupted into conflict along ethnic lines. The violence spread into different factions and armed groups, endangering the population.

Children and young people experienced this violence firsthand in their families and communities. The pain and grief they feel may surface as strong uncontrollable emotions like anger or fear.

Peace clubs help young people recover from these experiences of ethnic violence, helping them to regain a sense of peace and rebuilding trust between people of different ethnic backgrounds.



Theodore Sam/World Vision

Drawings on the wall in a World Vision child-friendly space in Uganda reveal the brutal violence that many children have witnessed. They draw what they've seen – men, women and children being shot by people holding guns.

## EASING TENSIONS AT MUNGULA SCHOOL

Although English is the language spoken in Ugandan classrooms, not all students understand it. Language was one of the causes of fights. Each time someone spoke in their own tribe's language, others would think they were being mocked and insulted. Teachers spent half of the limited lesson time solving cases of fighting among students. Some teachers almost turned down jobs at the school for fear of the school's conflict problems. One teacher shared his worries.

*I had fears over accepting my appointment at Mungula School. This is because I had heard that conflicts begin with the students at school and then spread into the community where parents come to school and harass the teachers.*

The Peace road programme and student-led initiatives have eased these tensions. Young people in the Peace clubs now interpret and explain to peers what the others mean in their own language, to reduce suspicion. Students use peer mediators in the school grounds to prevent fighting and peacefully resolve issues among students. A classroom has been made available for the club to use for their meetings. Unresolved issues are now taken to the Peace club facilitator or the school teacher on duty. These messages about resolving conflict are also being shared in the wider community with local leaders and parents. A refugee community leader, Elijah Bur, remarked:

*As a community leader, I realise the benefit of engaging young people in resolving issues. Having two school terms without a fight among students is amazing! They now dance the cultural dance of other tribes that they had considered enemies.*

## HAVE YOUR SAY

*Dear Readers,*

*My name is Rhoda, a South Sudan girl in a Ugandan Primary School and a member of the Peace club. Before I joined the club, the way I was thinking and looking at children from other tribes was different from the way I look at them now. I had a bad thinking about them – thinking they are dirty and hostile. It was so hard for me to stay with them or share anything with them.*

*For example, I never talked with any child from the Madi tribe, at school or at the child-friendly space. The Peace club has really changed me – not only me but many of my friends who used to think bad about other tribes. Every child has achieved something from this club and has something changed in their lives. My way of life today is different from my past. I am sure that joining other children in the Peace club changed my life.*

*The peace songs we sing in the Peace club teach us how to mention some words in the different languages. Because my Madi friend always tries to greet me in my language, I have also learnt how to greet her in her language. At school we have Madi and Acholi tribes and we are friends now compared to the earlier days. I have achieved something from my club and am happy telling other people about peace.*

*I look at peace as that shining bird from the sky which brings a smile on everyone's face. We will live in peace as we start peace!*

*Rhoda*

## EXPERIENCING VIOLENCE FIRST-HAND

Oscar Durand/World Vision



John A. (12) now lives in Bidibidi refugee settlement, Uganda, but he still has strong memories of the violence he witnessed in South Sudan. He doesn't understand what caused it or how he can regain a sense of peace in his life.

*“I was jumping over dead bodies. People were burning cars and shooting. I ran for my life. I don't know who was responsible or why they were doing it. Children were cut and bleeding. Some had their limbs cut off. I lost count of the number of slaughtered.... They come to me in my dreams sometimes. It's only when I come back to my tent each night... when I'm alone, that I feel sad and wonder where my family is.”*

## WATCH SAMUEL'S VIDEO

[www.youtube.com/watch?v=O\\_p6kH8Uz2w](http://www.youtube.com/watch?v=O_p6kH8Uz2w)

Moses Mutikale/World Vision



Samuel M. (16) describes his experiences as a refugee and talks about a principle called Ubuntu that he's learning about at Peace club in Uganda.

### WHAT IS UBUNTU?

In many African countries there's a strong guiding principle called Ubuntu which means:

*“I am, because you are”. Ubuntu speaks of our humanity and connectedness and recognises that our own wellbeing is deeply tied to the wellbeing of others.*

Mark Nonkes/World Vision



## MORE THAN FUN AND GAMES

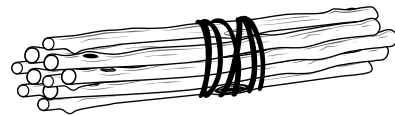
**Florence, from Bidibidi refugee settlement, shares why other Peace club activities are important.**

*“We have many activities, like drama that helps us bring common understanding and bring our emotions closer to our minds. We have to forgive those things that have happened. We have football matches, netball, volleyball which can also bring us together and can make us more peaceful people. We also have cultural dances, outreach, and we're helping those people who are unable to help themselves – like those people whose compound is dirty, we go and help them clean it.”*

## UNITED WE STAND, DIVIDED WE FALL

This was a Peace club theme - United we stand, divided we fall. The practical illustrations were so relevant that students shared them at home with their families. They also shared them in their community as part of outreaches and other initiatives they led.

### A bundle of sticks



The audience watched carefully as the Peace club facilitator showed them a bundle of sticks tied together. Each stick represented a particular tribe living in their community while the bundle represented the whole community. The facilitator invited representatives from the different tribes to come forward and break the bundle of sticks. No one succeeded. Then the facilitator pulled the bundle apart and gave each representative a single stick. The sticks were so easy to break, and everyone succeeded. The illustration helped everyone realise how strong they could be if they lived in harmony regardless of their ethnic background. They felt inspired to resolve conflicts and embrace unity so that together, they could survive the other challenges they faced.

### Get in the square

The Peace club facilitator placed a small square of cardboard on the ground and then invited a group of volunteers from the audience to stand on it, all at the same time. The square was too small, so the volunteers couldn't all stand there without falling over or pushing someone off. It wasn't until they agreed to hold onto each other, with some standing on one leg, that they were all able to fit onto the square.



Then the facilitator explained that the square represented their community or village. The small size represented the challenges they often face of sharing the limited resources with everyone who is entitled to them. The group realised that they needed to come up with ways to support and cooperate with each other so they could better share their limited resources.

Displaced children living in a Protection of Civilians site in Juba, South Sudan, share what peace means to them. The Protection of Civilians site is part of the United Nations base which has a secure perimeter fence and is guarded by armed United Nations peacekeeping troops.

Stefanie Ginski/World Vision



"We are safe here, and to me peace means safety. I feel safe now, but sometimes I'm scared that new fighting will break out again."

- Choul, 8 years old

"Peace to me means having a good life and not lacking anything. Right now, I don't have this. My parents are far away and I wish my family could be united again."

- David, 14 years old



Stefanie Ginski/World Vision

Stefanie Ginski/World Vision



"To me, peace is trust, not hatred. In South Sudan, many people don't trust each other and that can lead to hatred. I wish we could have more trust and more peace."

- Nagal, 11 years old

"Peace to me means love. My mother loves me very much. If all people loved, there would be peace. Here in the camp we have peace and I can play with my friends. I'm also going to school for the first time where I get to learn how to read and write. During my breaks, I play skipping rope with my friends. To me, this is peace. We live in a tent now and not in a house anymore, but it's fine for me because I have my family with me and a school I can attend."

- Nyatap, 8 years old



Stefanie Ginski/World Vision

Members of a World Vision Peace club in Bidibidi refugee settlement in Uganda share their determination to change the hearts and minds of those around them. They've got a vision for a unified South Sudan, a place they hope to return to and help develop in years to come.



Mark Nonkes/World Vision

“Right now, they are losing the future of the children. Unless there is unity, then there is no future for the children. If I continue to hate, or not be united with my neighbours, what will happen? We have to create love, peace and unity to stop the fighting. We are all one people. Strife should not separate us. We are all called South Sudanese. We have to have that love among us.”

- Eva (16), a future nurse

“People must see each other as their brother or sister. If they have disagreements, they must be discussed and worked out. If I was Sudan’s president I would also ensure every child gets a meal at school. Without food, they cannot learn. And parents must also send their daughters to school. Sons get priority in South Sudan and that is not right. Girls deserve the same rights as boys.”

- John A. (12), a future president



Oscar Durand/World Vision

“If I went back to South Sudan, I would unite people through conducting peace meetings and tell them the advantages and disadvantages of having peace. I would promote forgiveness, unity and love. Without love, you cannot forgive.”

- Faida (17), a future engineer



Moses Mutikale/World Vision

“Peace is important because people can trust each other and then there is no war. When people are fighting, we separate them and tell them the disadvantages of fighting.”

- Edison (15), a future state governor



Moses Mutikale/World Vision

“I want the leaders of South Sudan to unite for peace. We the children have suffered a lot. I want those who have been left behind in South Sudan to be safe and protected.”

- Annet (17), a future lawyer



Mark Nonkes/World Vision

“I want to promote Ubuntu – the idea that ‘I am because you are’ as part of bringing back peace when I return to South Sudan. Poems, dramas, sports, writing and drawing can also build peace.”

- John B. (16), a future judge



Moses Mutikale/World Vision

“When I go back, if I go back, I have to encourage peace. I want to become a politician so I can show love to people. As a country, we’re supposed to love each other as one people to build unity.”

- Sam (17), a future politician



Mark Nonkes/World Vision