

RESILIENT

A Development
Education
Resource for Post
Primary Schools

Explore SDG 16 through the stories of two families in South Sudan



Trōcaire

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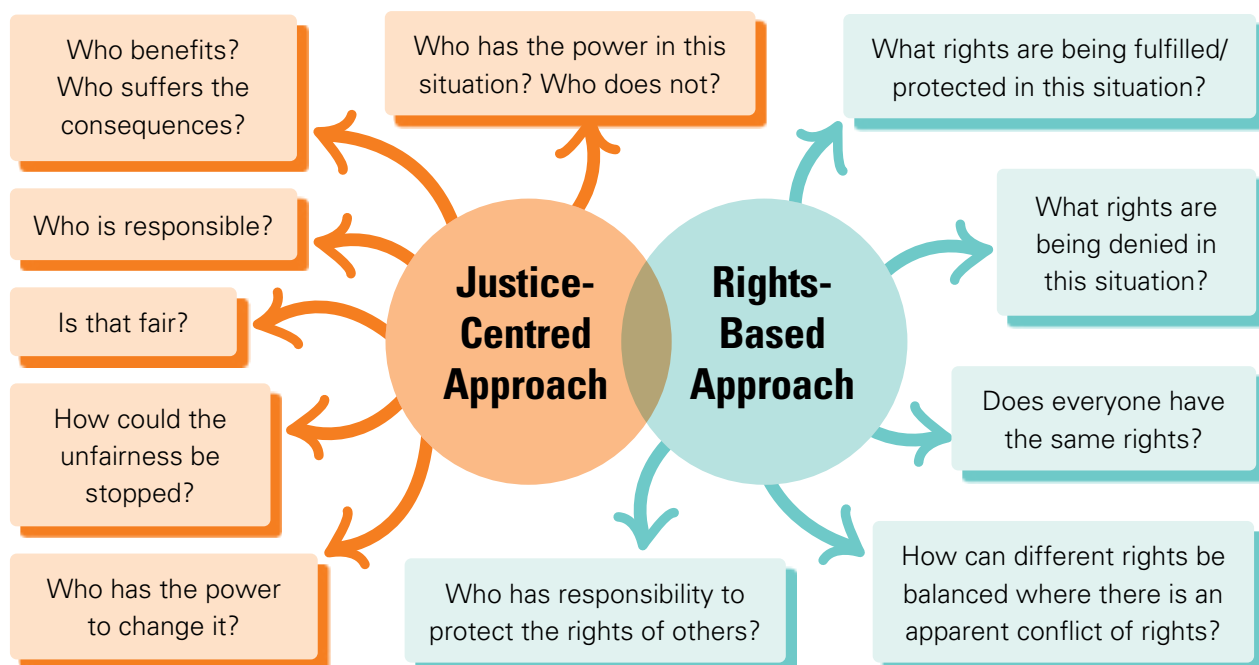
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Produced by Development Education team, Trócaire, 2021. Author: Stephen Farley. Thank you to the teachers and students who piloted and contributed to this resource.

Key Terms in this Resource

Peace	→ Freedom from war and violence. Trócaire also sees peace as people being able to live secure lives and people having access to justice.
Conflict	→ A struggle or clash between opposing forces; a state of opposition between ideas, interests, etc.; disagreement or controversy.
Global Perspective	→ A global perspective is when someone can think about a situation as it relates to the rest of the world.
Justice	→ The quality of being just; righteousness, equitableness, to uphold the justice of a cause.
Values	→ Values are the things that you believe are important in the way you live and work.
Emergency Response	→ A range of emergency supports to crisis-affected communities.
Basic needs	→ Water, sanitation and food.
Protection	→ Supporting women and girls' safety and access to services in crisis.
Shelter	→ Shelter and camps for people forced from their homes.
Healthcare	→ Basic healthcare, maternal healthcare, nutrition and hygiene.
Long-term Aid	→ Providing local communities with education and skills for sustainable development.
SDGs	→ The Sustainable Development Goals or Global Goals are a collection of seventeen interlinked goals designed to be a 'blueprint to achieve a better and more sustainable future for all'.

Role of Critical Questioning



INTRODUCTION | Teacher Guide to Using RESILIENT

Welcome to **Resilient**, a Trócaire resource exploring SDG 16 through the stories of two families in South Sudan.

This resource supports teachers and students in post-primary schools as they explore how the lives of families are affected by war and conflict. We will use the experience of people in **South Sudan** to help students to understand the circumstances through which families try to **survive and thrive** in the face of protracted conflict, and the associated issues that come with it.

This resource uses **SDG 16: Peace, Justice and Strong Institutions** as a framework for investigation, as well as using the SDGs more generally. The resource also uses the **United Nations Convention on the Rights of the Child (UNCRC)** to highlight and encourage understanding of the part that everyone around the world, especially young people, has in ending conflict for good. Section one of **Resilient** focuses on building an appropriate level of understanding of the SDGs broadly, before focusing further on SDG 16.

Resilient is a cross-curricular resource and is suitable for use with post-primary students up to Transition Year in the Republic of Ireland (ROI), and for some elements of the Politics and Society Leaving Certificate specification. **Resilient** is also appropriate for use up to Key Stage Four in Northern Ireland (NI). Links to the following subjects, including relevant Learning Objectives (LOs), are included at the beginning of each section.

Republic of Ireland (ROI)	Northern Ireland (NI)
Geography	Geography
Religious Education	Religious Education
CSPE	Learning for Life and Work
Politics and Society	

Section One	The purpose of this section is to help develop a broad understanding of the SDGs, before focusing in on SDG 16: Peace, Justice and Strong Institutions.
Section Two: Peace	The purpose of this section is to explore the impact conflict can have on human rights and peaceful societies.
Section Three: Justice	The purpose of this section is to introduce the concepts of humanitarian and development responses to conflict, and what motivates people and organisations to respond, using Trócaire's work in South Sudan as an example.
Section Four: Strong Institutions	The purpose of this section is to explore how people and organisations, both internal and external, engage in attempts at conflict resolution, using South Sudan as an example.
Section Five	The purpose of this section is to introduce the students to Trócaire's Game Changers competition.

In addition to the above links, this resource can be used as a unit in **Transition Year**, helping to explore human rights and the social responsibilities associated with being active, responsible and participatory citizens.

Abbreviations used in this resource

CST: Catholic social teaching

UNDHR: United Nations Declaration of Human Rights

UNCRC: United Nations Convention on the Rights of the Child

ECHR: European Convention on Human Rights

SDGs: Sustainable Development Goals

ROI: Republic of Ireland

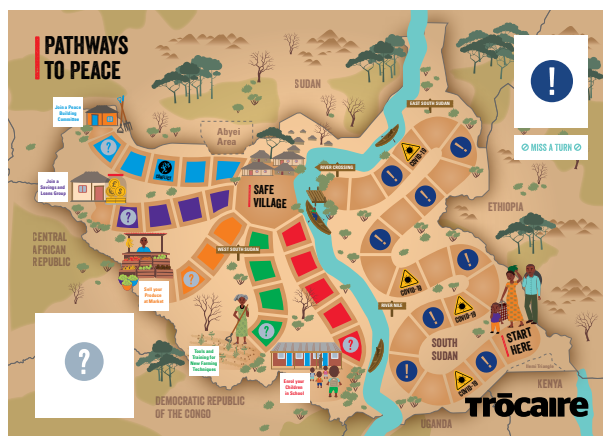
NI: Northern Ireland

Additional Content

This booklet is only one element in a suite of resources designed for use in the post-primary classroom. Many of these additional resources are referred to throughout this booklet, and include the following:

- PowerPoint Presentation
- 'Pathways to Peace' Game
- SDG Photo Pack
- Humanitarian Action (explained by Trócaire video)

For access to these supplementary resources, and more, please go to: <https://www.trocaire.org/our-work/educate/peaceandjustice/postprimary/>



Join us to learn more!

Would you like the opportunity to learn more about this resource? If so, please sign up to one of our CPD sessions for educators in early February. Together, we will explore the resource, and look at different ways to use the activities and the supplementary resources on our website. Please sign up here now: <https://forms.gle/gtZKTB7W1VnbSzX77>.



Development Education

Development education is an active and creative educational process designed to increase awareness and understanding of the world we live in.

It challenges perceptions and stereotypes by encouraging optimism, participation and action for a just world. For an educator's guide to development education, please go to:

<https://www.trocaire.org/documents/what-is-development-education/>

It is important to note that the South Sudan related content in this resource focuses on a number of perspectives, but there are many more. It is important as educators that we avoid reinforcing

negative stereotypes through the activities contained in this resource. Conflict and poverty are a reality for the families featured here, but not everyone in, or from, South Sudan has had this experience. Remind your students that this is only one part of the story of South Sudan. Where possible, focus on positive aspects of the country as a balance. South Sudan is only one country out of 54* in the entire continent of Africa; therefore, it is essential to avoid describing the families as 'living in Africa'.

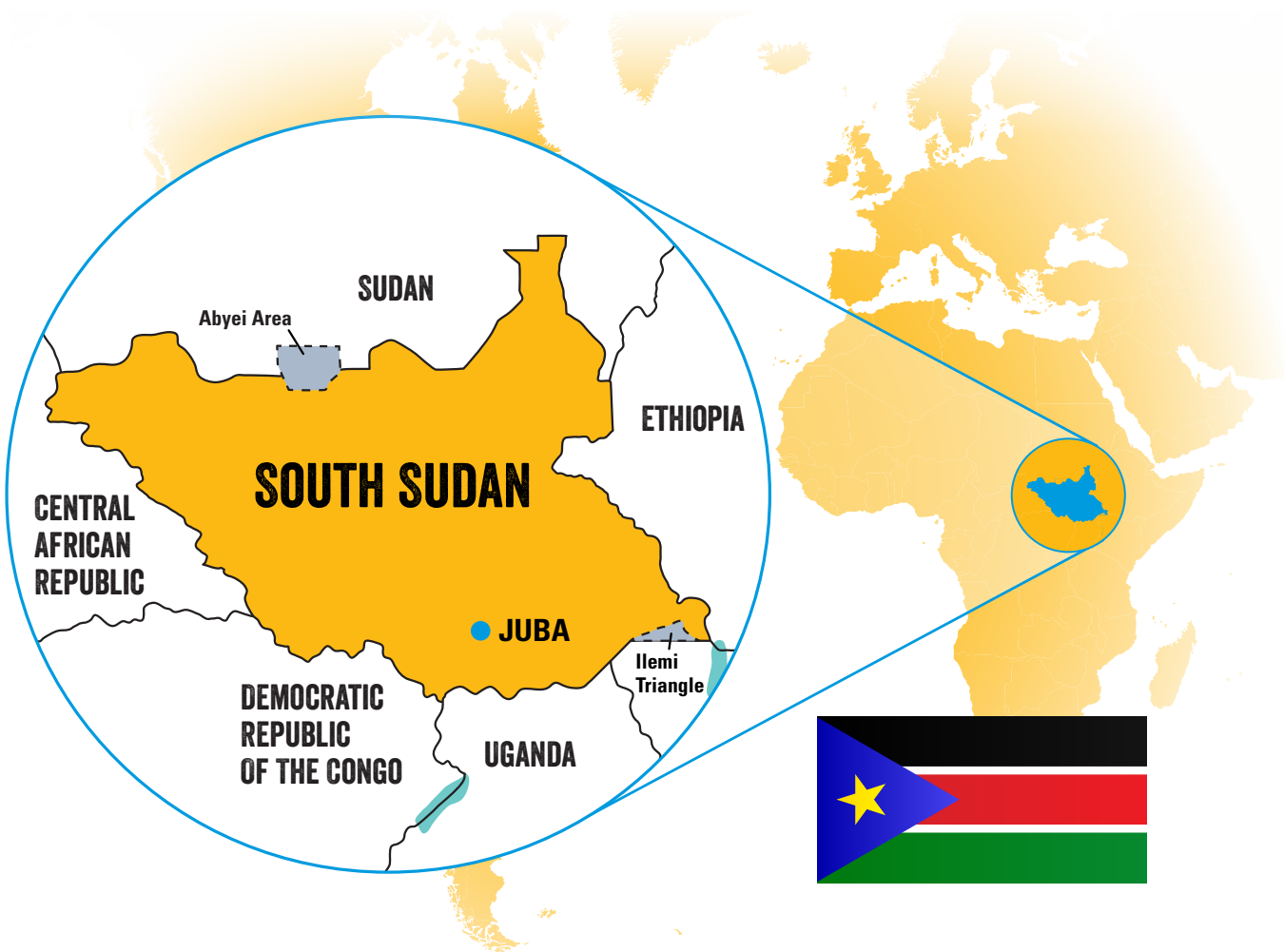


*<https://www.un.org/en/sections/where-we-work/africa/index.html>

INTRODUCTION

Teacher Notes on Conflict and South Sudan

South Sudan is a land familiar with conflict. Since the Republic of Sudan gained its independence from Anglo-Egyptian control in 1956, internal tensions between northern and southern Sudan were never far from the surface.



The first Sudanese civil war lasted from 1955–1972, and ended with a peace agreement in 1972 which led to the formation of the Southern Sudan Autonomous Region. For numerous reasons, the fragile peace failed to hold, and once again Sudan descended into civil war in 1983. A peace agreement was signed in January 2005, bringing to an end a long and bloody twenty-two years of conflict, costing what is estimated to be in excess of 2 million lives.

South Sudan finally gained full independence in 2011, after having six years of autonomy since the

end of the second civil war. A referendum held in January 2011 saw the people vote overwhelmingly for permanent independence. Conflict never really disappeared from South Sudan, with disputes over resources (oil) and territory continuing to cause tensions and disputes. A civil war in South Sudan erupted in late 2013, and has more or less continued ever since.

The latest peace agreement was signed in 2018, and efforts to implement this agreement continue with some sporadic success, amid numerous outbreaks of fighting and brutal violence, often

South Sudan Statistics

	South Sudan	Republic of Ireland	United Kingdom
Population	11 million	4.8 million	67.1 million
Human Development Ranking	0.413 (186 of 189 countries ranked in the world)	0.942 (3 of 189 countries ranked in the world)	0.920 (15 of 189 countries ranked in the world)
Life Expectancy at Birth	57.6 years	82.1 years	81.2 years
Gross National Income Per Capita in USD	USD 1,455	USD 55,660	USD 39,507
Expected years of Schooling and Mean Years of Schooling	5.0 years and 4.8 years	18.8 years and 12.5 years	17.4 years and 13.0 years
Internet Users	8% of the total population	84.5% of the total population	94.9% of the total population
Gender Development Index	0.839 (186 out of 189 countries ranked in the world)	0.975 (3 out of 189 countries ranked in the world)	0.967 (15 out of 189 countries ranked in the world)



Yaka Lucia, her baby Rosa, at their flourishing permagarden. Photo credit: Sarah Fretwell

against civilians.¹ Many international actors, including the Vatican and Pope Francis, have attempted to support moves for peace in the region. Pope Francis held a retreat in the Vatican in 2019 and invited many South Sudanese leaders, including President Salva Kiir Mayardit and vice president designates Riek Machar and Rebecca Nyandeng De Mabior.

*'To the three of you who signed the peace agreement I ask you as a brother – stay in peace, I am asking you with all my heart. Let us go forward. There will be many problems but they will not overcome us. Go forward, go ahead and resolve the problems. You have begun a process, may it end well.'*² (Pope Francis)

A unity government has been in place since February 2020, with Riek Machar acting as deputy to President Salva Kiir Mayardit; however, this government has failed to stop the violence. According to the UN Commission on Human Rights in South Sudan, fighting in 2020 alone has killed or injured hundreds of people and displaced over eighty thousand.³

Over the course of decades, through numerous conflicts and failed peace agreements, millions of people have been forced to flee their homes and become refugees. Many are internally displaced within South Sudan, with many more fleeing to find safety in neighbouring countries. Large numbers of people fled to northern Uganda, and now live in refugee camps. Palabek camp is one of the biggest in the area and Trócaire has supported local organisations, such as African Women Rising, to equip refugee families with the skills to boost their **resilience** and self-reliance. Learning vital skills, such as how to grow nourishing crops in an eco-friendly and efficient way, is one effective way to do this and has a long-term and lasting impact.

In 2010, Trócaire opened an office in South Sudan. Five years later, it merged with its UK sister agency, Catholic Agency for Overseas Development (CAFOD), to form the CAFOD Trócaire Partnership (CTP). Since 2015, CAFOD and Trócaire have worked together in South Sudan.

CTP works in three programme areas in South Sudan:

- Humanitarian/ Emergency Response
- Peacebuilding and Human Rights
- Food and Resource Rights



The overarching goal in South Sudan is to improve the well-being of individuals and communities, to empower them to provide for themselves and their families to overcome poverty and meet their basic livelihood needs in a sustainable manner through access to:

- Emergency response and preparedness that provides lifesaving assistance and alleviates suffering from war, inter-communal conflict, floods, droughts and other disasters
- Sustainable livelihoods programming
- Food and nutrition security that is climate resilient
- Quality water sanitation and hygiene (WASH) services
- Gender equality and empowerment of women
- Participatory governance and peaceful coexistence

Localisation

An important aspect of the work of Trócaire in South Sudan is **localisation**. This means that local people and organisations play a central role in humanitarian/emergency response, or in longer term development programmes. In South Sudan, Trócaire works alongside a number of organisations (partners), including the **South Sudan Council of Churches (SSCC)**. This means that the work in South Sudan benefits from the knowledge, skills and relationships of these partners. Trócaire provides funding and technical support, and works alongside these partners in difficult situations.



For more information on localisation, please read Trócaire's report [More Than The Money: Localisation in Practice](#).

1. <https://news.un.org/en/story/2020/09/1072502>

2. <https://www.vaticannews.va/en/pope/news/2019-04/pope-francis-spiritual-retreat-leaders-south-sudan-speech0.html>

3. <https://www.worldpoliticsreview.com/articles/29052/despite-a-unity-government-in-south-sudan-conflict-rages-on>

SECTION ONE: SUSTAINABLE DEVELOPMENT GOALS



THE GLOBAL GOALS
For Sustainable Development

This section engages with the following learning outcomes:

Republic of Ireland (ROI)	Northern Ireland (NI)
CSPE: 2.2 consider a variety of definitions of development and devise their own definition of sustainable development	Geography KS4: 3.5 describe how any three of the SDGs attempt to reduce the development gap

ACTIVITY 1: What are the Sustainable Development Goals (SDGs)?

Step 1: Think, Pair, Share

What does the term 'sustainable development' mean? Ask students to consider this question by themselves, then discuss with a partner (or as a whole class to maintain social distance). Ask each pair to come up with a short definition of sustainable development that they can share with the class.

Step 2: SDG Quiz

Find out how much your students already know

about the SDGs by using the quiz questions on slides 3–5 of the accompanying PowerPoint presentation. Alternatively, we have developed a quiz using Kahoot, including some extra questions. Students will need their mobile phones if appropriate. Access this quiz [here](#).

Step 3: World's Largest Lesson animation

As a recap, watch this [animation](#), created by World's Largest Lesson, in which Malala Yousafzai introduces the SDG.

ACTIVITY 2: Why Choose these Seventeen SDGs?

Step 1: SDG Photo Pack

<https://www.trocaire.org/our-work/educate/peaceandjustice/postprimary/>

Split the class up into pairs (task can also be completed as a group or individual task depending on restrictions). Give each pair one of the photos and ask them to consider the following questions:

- 1) Why was this SDG chosen as one of the final seventeen?
- 2) What people/groups/countries would consider this SDG as one of the most important?

Step 2: SDG Wheel

<https://www.trocaire.org/our-work/educate/peaceandjustice/postprimary/>

Use the SDG wheel to help allocate one SDG to each pair (individual/group). Ask the students to answer the following two questions, focusing on their allocated SDG:

- 1) What three SDGs are most closely related to this SDG?

- 2) Create a short argument/statement to support the notion that this is the most important SDG.

Students take turns to put forward their arguments to the rest of class. Encourage other students to ask questions and challenge.

Step 3: Discussion

Pose the following questions to the class, and allow a short period of thinking time before taking answers.

- 1) What major problems are the SDGs trying to solve? (End extreme poverty, reduce inequality, protect the planet)
- 2) Why is it important to have a single global plan to address these problems?
- 3) Why might it be difficult to agree on this plan?

Extension question: What do you think are the main criticisms of the SDGs? Gather thoughts, then discuss the five main points on slide 6.

ACTIVITY 3: Create a Brief on SDG 16

By completing the following tasks, create a brief on SDG 16: Peace, Justice and Strong Institutions. Copy and distribute Worksheet 1 in A3 size for this activity, or allow the students to design their own layout, including all elements of the four tasks.

TASK 1: Targets

Copy and distribute the targets and indicators reference sheet on pages 12–13 of this booklet. Alternatively, ask the students to go to <https://sdgs.un.org/goals/goal16> and select the targets and indicators tab. Students are to choose what they believe are the three most important targets, and add them to Worksheet 1. Students must be able to give at least one reason for each choice.

TASK 2: Indicators

For the chosen targets in task one, students must now choose what they feel is the most useful indicator for proving that each target has been reached, and add it to Worksheet 1.



TASK 3: Children

What targets/ indicators (if any) address directly the needs of children? List them on your brief.

TASK 4: The Peacemakers

Using existing knowledge and their own research, students should profile two peacemakers, one from Ireland and one other from anywhere in the world. Include a picture and some information as to why they have included this person as a peacemaker.

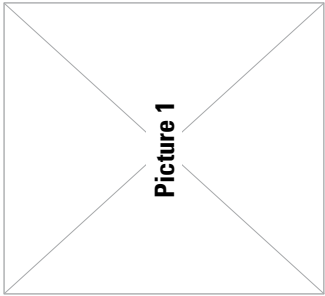
WORKSHEET 1:
SDG 16: Peace,
Justice and Strong
Institutions



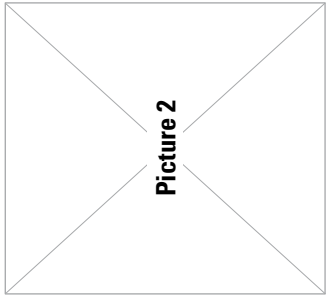
Child-related Targets
and Indicators:

Target:	Reason:	Indicator:
Target:	Reason:	Indicator:
Target:	Reason:	Indicator:

Peacemakers



Picture 1 information:



Picture 2 information:

INDICATORS

16.6.2 Proportion of the population satisfied with their last experience of public services

16.6.1 Primary government expenditures as a proportion of original approved budget, by sector (or by budget codes or similar)

16.5.1 Proportion of persons who had at least one contact with a public official and who paid a bribe to a public official, or were asked for a bribe by those public officials, during the previous twelve months

16.5.2 Proportion of businesses that had at least one contact with a public official and that paid a bribe to a public official, or were asked for a bribe by those public officials during the previous twelve months

16.7.2 Proportion of population who believe decision-making is inclusive and responsive, by sex, age, disability and population group

16.7.1 Proportions of positions (by sex, age, persons with disabilities and population groups) in public institutions (national and local legislatures, public service, and judiciary) compared to national distributions

16.8.1 Proportion of members and voting rights of developing countries in international organisations

16.8 Broaden and strengthen the participation of developing countries in the institutions of global governance

16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels

16.6 Develop effective, accountable and transparent institutions at all levels

16.5 Substantially reduce corruption and bribery in all its forms

16.4 By 2030 significantly reduce illicit financial and arms flows, strengthen recovery and return of stolen assets, and combat all forms of organised crime

16.4.1 Total value of inward and outward illicit financial flows (in current United States dollars)

16.4.2 Proportion of seized, found or surrendered arms whose illicit origin or context has been traced or established by a competent authority in line with international instruments

TARGETS

INDICATORS

16.10.2 Number of countries that adopt and implement constitutional, statutory and/or policy guarantees for public access to information

16.10.1 Number of verified cases of killing, kidnapping, enforced disappearance, arbitrary detention and torture of journalists, associated media personnel, trade unionists and human rights advocates in the previous twelve months

16.1.3 Proportion of population subjected to physical, psychological or sexual violence in the previous twelve months

16.1.4 Proportion of population that feel safe walking alone around the area they live

16.1.1 Number of victims of intentional homicide per 100,000 population, by sex and age

16.1.2 Conflict-related deaths per 100,000 population, by sex, age and cause

16.2.2 Number of victims of human trafficking per 100,000 population, by sex, age and form of exploitation

16.2.1 Proportion of children aged 1–17 years who experienced any physical punishment and/or psychological aggression by caregivers in the past month

16.2.3 Proportion of young women and men aged 18–29 years who experienced sexual violence by age eighteen

16.9.1 Proportion of children under five years of age whose births have been registered with a civil authority, by age

16.9 By 2030 provide legal identity for all including birth registration

16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements

16.1 Significantly reduce all forms of violence and related death rates everywhere

16.2 End abuse, exploitation, trafficking and all forms of violence and torture against children

16.3 Promote the rule of law at the national and international levels, and ensure equal access to justice for all

16.3.1 Proportion of victims of violence in the previous twelve months who reported their victimization to competent authorities or other officially recognised conflict resolution mechanisms

16.3.2 Unsented detainees as a proportion of overall prison population

TARGETS

SECTION TWO: PEACE AND CONFLICT

This section engages with the following learning outcomes:

Republic of Ireland (ROI)

Religious Education: 1.11 research religious or other organisations, working at a national or international level to promote justice, peace and reconciliation and consider how their work is an expression of their founding vision; **3.1** examine different sources of values and ways in which the values of a person relate to their everyday life choices, their relationships, and their responsibilities to others; **3.7** research the understanding of compassion, justice, peace and reconciliation found in two major world religions and ways in which these understandings can be seen in action

Geography: 3.7 compare life chances for a young person in relation to gender equality, healthcare, employment and education opportunities in a developed and a developing country; **3.8** evaluate the role of development assistance in human development

Northern Ireland (NI)

LLW – Local and Global Citizenship: Investigate how and why some people may experience inequality/social exclusion on the basis of their material circumstances in local and global contexts; explore the work of intergovernmental, governmental and non-governmental organisations (NGO) which aim to promote equality and social justice

Religious Education: KS4 Morality 3.B life and global issues (rights and responsibilities, war and peace)

ACTIVITY 4: Dignity and Rights

Step 1

Begin by asking the students what they understand by the term 'rights and responsibilities'. Ask for some suggestions of important rights that we all should have, and responsibilities that go with those rights. Refer to international conventions and agreements if appropriate (UNDHR, UNCRC, ECHR).

Step 2

Human dignity is considered by many as the basis for all human rights. Show the 'Human Dignity' animation located [here](#), which explains the place of human dignity in Catholic social teaching. Ask

the students to reflect and comment on the following questions:

- What is meant by the term 'human dignity'?
- The animation focuses on the Catholic/Christian view on human dignity. How do other faiths and traditions approach the idea of human dignity and human rights? (Possible homework activity.)

Step 3

Discuss situations in which human dignity is not respected. Encourage the students to consider different examples from a range of contexts, including conflict situations.



UNCRC Article 31 (leisure, play and culture):

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

'The most wasted of all days is one without laughter.'

Children playing in an internally displaced persons camp in Juba, South Sudan. Photo credit: Caritas Internationalis

ACTIVITY 5: What is Conflict?

Step 1: Think, Pair, Share

Ask the students the question: What is conflict? Give the students two minutes to think about this question, and then a further two minutes to discuss their ideas with the person nearest to them. Once the time has elapsed, ask each pair to share their answer with the class. If restrictions limit interaction between students, complete this as a class led by the teacher.

Step 2: Conflict Mind Map

Building on the answers to the question in step one, ask the students to create a mind map (see PowerPoint slide 7 for an example) on conflict, exploring five key areas:

- a) types of conflict
- b) causes of conflict
- c) impacts of conflict on human dignity and human rights

- d) solutions and responses to conflict
- e) SDGs most affected by conflict

Mind maps can be hand drawn or created using digital tools. Go to coggle.it for one example of a mind mapping tool.

Step 3: Is Conflict Sometimes Necessary?

Explain to the students that they are going to be presented with a series of statements (below, and on PowerPoint slide 8). If restrictions allow, designate one side of the classroom as 'agree' and the other side as 'disagree'. Students can stand at one side or the other, or anywhere in-between (or simply stand up and sit down, to maintain social distance). Ask some students to feedback on why they have chosen their position. Encourage discussion and debate between the students and allow them to change their position based on what they hear from others.

- Statement 1: There is no such thing as a good war or a bad peace. (Benjamin Franklin)
- Statement 2: War, no matter how necessary, or justified, is a crime. (Ernest Hemingway)
- Statement 3: An unjust peace is better than a just war. (Desiderius Erasmus)
- Statement 4: Peace cannot be kept by force; it can only be achieved by understanding. (Albert Einstein)

ACTIVITY 6: Working for Peace

Step 1: The Nobel Peace Prize

According to the [Global Conflict Tracker](https://www.globalconflicttracker.org/), a website maintained by an American think-tank called the **Council on Foreign Relations**, there were twenty-six conflicts taking place in the world as of October 2020. Those who attempt to address situations of conflict around the world are often recognised for their efforts by being awarded the **Nobel Peace Prize**. In 2020, the prize went to the **World Food Programme**, *'for its efforts to combat hunger, for its contribution to bettering conditions for peace in conflict-affected areas and for acting as a driving force in efforts to prevent the use of hunger as a weapon of war and conflict'*.

Ask the students to research Nobel Peace Prizes awarded since the first award was given out in 1901. Information can be found [here](#). Ask each student to report back to the rest of the class. Use the following questions to focus their investigation:

- 1) Are there any recipients who surprise you?
- 2) Can you detect any bias in the way the awards are decided?
- 3) In your opinion, does the Nobel Peace Prize actually identify and reward worthwhile attempts at peace? Justify your answer using examples.

SECTION THREE: JUSTICE/INJUSTICE

This section engages with the following learning outcomes:

Republic of Ireland (ROI)

CSPE: 1.1 discuss what it means to be human and to live in a community with rights and responsibilities; **1.2** create a visual representation to communicate a situation where human dignity is not respected; **1.8** communicate their understanding of how the UNDHR, UNCRC and ECHR applies to their lives, in terms of both their rights and their responsibilities; **2.9** analyse one global issue or challenge, under the following headings: causes, consequences, impact on people's lives and possible solutions

Religious Education: 2.7 explore how the religious teachings of a major world religion address an issue of concern for the world today

Northern Ireland (NI)

LLW – Local and Global Citizenship: Investigate key human rights principles; investigate local and global scenarios where human rights have been seriously infringed; investigate why it is important to uphold human rights standards in modern democratic societies, including meeting basic needs, protecting individuals and groups of people

Geography KS3: 2 investigate differences in lifestyles within and between countries and explore how we can play a role in helping to promote a fairer world

ACTIVITY 7: Responding in Conflict Zones

In countries like South Sudan, Trócaire is involved in both humanitarian response and more long-term development. It is essential that both happen together to ensure people affected by conflict can build up their resilience to the extreme disruption that conflict will inevitably bring to their lives.

Step 1: Card Sort (Diamond 9 ranking)

Cut out and distribute the nine cards in Worksheet 2, one set for every two or three students. If restrictions are in place, ask each group to appoint one person in charge of the cards, while the others remain an appropriate distance away. Ask

the students to rank the nine cards in order, from most important at the top, to least important at the bottom.

Step 2

Separate the cards into two groups: 'humanitarian response' and 'long-term development'.

Step 3: Discussion

Are there any cards that could count as both 'humanitarian response' and 'long-term development'?

ACTIVITY 8: Values that Drive a Response

Step 1: What are Values?

Task 1: What do we mean by the term 'value' (see slide 9 on PowerPoint)? Set up a word cloud on Mentimeter with the question: What is a value? Students can answer with their examples of values using their mobile phone or other devices.

Go to [mentimeter.com](https://www.mentimeter.com), and follow the instructions to sign up.

Task 2: Who or what influences our values? Facilitate a group discussion and encourage each group to come up with a list of influences on our values. Ask each group to share with the rest

of the class, then use slide 10 to recap. Ask the following discussion questions:

- 1) What are the most important values to you personally? Students can use any values here, even if they have not been included already.
- 2) Why might individuals/groups/communities sometimes hold the same values?
- 3) Why might individuals/groups/communities sometimes hold different values?

Step 2: Values that Drive Trócaire's Response in South Sudan and Other Similar Situations

Task 1: Begin by showing the animation [CST in 3 minutes](#). Explain that the main influence on the values of Trócaire as an organisation is Catholic Social Teaching (CST), but that people of all religions and none work for Trócaire and have their own personal values motivating them.

Task 2: Distribute Worksheet 3. Human dignity (remind the students of the earlier activities on human dignity) is a key value that drives humanitarian responses around the world. What other values might be considered key drivers of humanitarian responses? Encourage students to think of people from all religious backgrounds and none.

Task 3: Webquest. Justice and compassion are key values for Trócaire, and all major religions in the world advocate a common approach to making the world a safer place for all humanity. Many of the countries where Trócaire works are majority Muslim countries. Using the websites indicated on slide 11, investigate what similarities there are between the Christian and Muslim understanding of justice and compassion. Why might 'working for a just world' be a cause that can unite people of different faiths?

Step 4: The Four Guiding Principles of Humanitarian Responses

Task 1: Using slide 12, explain to the students that there are four main guiding principles to humanitarian response: humanity; neutrality; impartiality; independence. Also ask the students to listen to the statements below (also on slide 13) and decide which principle the statement most relates to.

Task 2: In summary, watch this [animation](#) on the principles created by the European Union. Use Worksheet 3 to record what the students have learned about the values and principles associated with humanitarian responses.

Statement 1: Humanitarian action must be separate from the objectives of other actors in the conflict. (Independence)

Statement 2: Humanitarian action must be based on need alone. (Impartiality)

Statement 3: Do not take sides. (Neutrality)

Statement 4: Reduce suffering. (Humanity)

Statement 5: Respect human beings. (Humanity)

Statement 6: Don't get involved in controversies not linked to the humanitarian intervention. (Neutrality)

Statement 7: Prioritise the most urgent cases. (Impartiality)

Statement 8: Protect life and health. (Humanity)

Statement 9: Do not distinguish based on nationality, race, gender, religious belief, class or political beliefs. (Impartiality)

Statement 10: Intervene based on need alone. (Impartiality)

ACTIVITY 9: South Sudan Case Study

Step 1

Photocopy and distribute Worksheet 4 to the students. Ask them to read the case study and answer the questions that follow. Once complete, ask the students to feedback their answers to the class.

Step 2

Photocopy and distribute the 'Pathways to Peace' board game, based on the experience of people in South Sudan fleeing the conflict (three to six players per game if possible). If restrictions on group work are in place, allocate one person only to control the board, while the other players contribute from an appropriate distance. See game material for instructions.

Step 3

Watch the [Explained by Trócaire](#) video for a summary of what the students have explored in this section. Towards the end of the video, the students will be introduced to the 'triple nexus' approach. Ask the students to discuss the idea of a situation like South Sudan needing both a humanitarian response and a long-term development response. Why is this the case? Can

both things happen at the same time? Why is the third element of the 'triple nexus' (peacebuilding) so important?

Step 4

Taking into account all that the students have experienced so far in this section, and any extra knowledge they can find, compare the life opportunities of a young person living in South Sudan and a young person living in Ireland. Encourage students to use the table on slide 2 as a starting point, but they will need to complete their own research also. The following website is an excellent source of material: <https://www.undp.org/content/undp/en/home.html>. The following categories will help with investigation, but students should explore any others that interest them also:

- Life expectancy
- Gender equality
- Healthcare
- Employment
- Education
- Nutrition

WORKSHEET 2: Card Sort

Refugees arriving at a makeshift camp receive a meal and some fresh water.

Jerry cans are handed out so that families can collect water from tanker trucks for cooking, cleaning and washing.

Small amounts of cash are distributed to new arrivals to allow them to purchase basic items locally in markets.

Local teachers set up classes for children to begin to return to school.

Small parcels of land are allocated to families so that they have somewhere semi-permanent to begin to lay down roots.

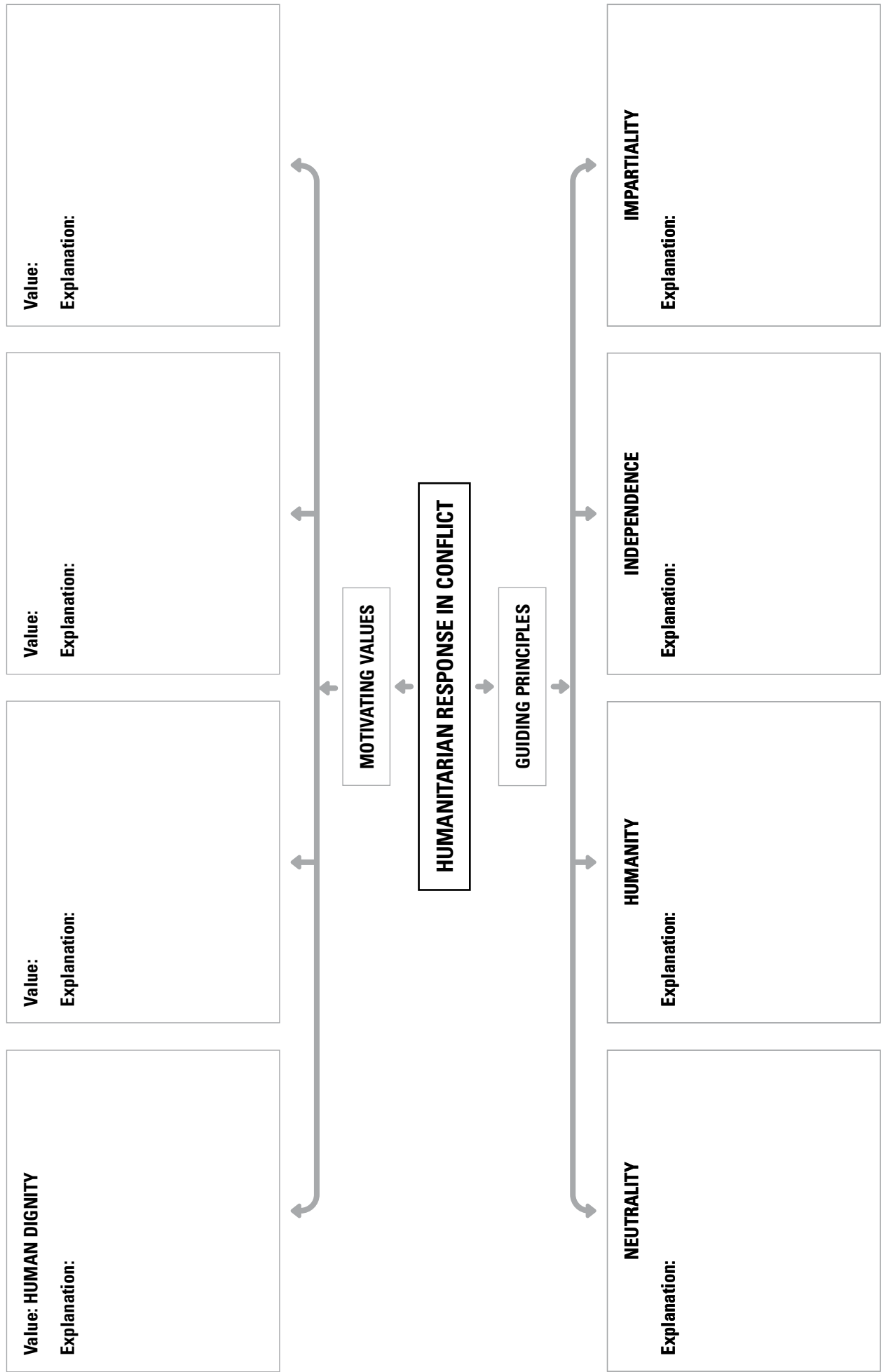
A savings and loans group is set up to allow women to save some money to help with bills and large purchases like seeds and tools.

Tarpaulin sheets, wood and blankets are distributed to all people and families arriving from conflict zones.

Counselling sessions are held to address psycho-social issues for former soldiers.

All refugees receive a medical examination to establish the state of their health, with some treatment available for injuries, illness and diseases.

Seeds and tools are distributed to the refugees.





Ajak (34) with her son Ngor (8 months); Awut (48) with her granddaughter Nyajima (2), Malek, Lakes State, South Sudan. Photo credit: Achuoth Deng for CAFOD/Trócaire.

WORKSHEET 4: South Sudan Case Study

Hope and Resilience

Awut and Ajak are two South Sudanese women who have learned what it means to be **resilient**. They have to battle every day; for money, for food, and for basic needs for their children. Their lives were torn apart by a war they never wanted. This is the **injustice** of war.

These two remarkable women were strangers when they lost their homes and their husbands to South Sudan's brutal war. They are survivors. They are **resilient**. Awut still finds it hard to talk about the time she feared herself and her children would die stranded in the dangerous bushland, trying to flee the war.

'The experience of fleeing was horrible,' she says. 'We suffered a lot in the bushes with hunger and thirst. I trekked with the children for long days without food or water. We were feeding on wild fruits. The children's feet were swollen. I arrived in Malek and told them I was fleeing the war.' It was March when Awut and her family arrived, a time of year known as 'the hungry months', when the last harvest is exhausted but the new one is yet to bear crops. People in Malek had little of their own, but what they had they shared with Awut.

'The people here welcomed us. They gave us food and some land. Then Trócaire (through a local partner organisation) came in and started providing help and support. This help changed our lives. Trócaire's partner gave us seeds, and now I plant my own crops. I am working hard and providing for my family. Trócaire's partner also helped us begin a savings and loans group. Women in the village contribute money each month. It really helps a lot.'

In this area, Trócaire works through a local church organisation called Caritas Diocese of Rumbek (CDOR). This **partnership approach** is an important aspect of how Trócaire works in South Sudan. CDOR has been operating for more than fifteen years in Yirol East and, as a church-based organisation like Trócaire, is well accepted by local actors on all sides of the conflict.

Awut found a new life in this welcoming community where people fleeing war and suffering are welcomed and supported. Soon, she had a chance to pass this love and support onto others. Ajak was originally from Malek, but was forced to move around quite a bit with her husband, including to seek medical treatment for him in Juba, the capital and largest city in South

Sudan. Ajak arrived back into Malek with eight children and a husband who was very ill to look after. Awut knew that this was her opportunity to support Ajak just as others had supported her.

‘She welcomed and settled us next to her,’ says Ajak. ‘On the first day, she allowed me to share her plates and utensils. She gave me food to start up and settle in. I had nothing. So she tried to help me and my family.’

Awut and Ajak came from different backgrounds and different regions, but have been brought together by the tragedy of war.

‘I am thankful to her,’ says Ajak. ‘She lifted me when I was in need, when my husband was terribly sick and I had nothing. She accommodated me and provided for me and my family until I picked up. We sit together and discuss ways of life. We share a lot. When she is down, I lift her up and vice versa. She is a very dear friend. We help each other at the times of need.’

Awut agrees and says the people of Malek’s determination to help each other has allowed them to survive. ‘We share everything we have,’ she says. ‘Ajak and I do everything together. We farm together and make sure we have enough to support our families.’

Trócaire’s support, through local partners like

CDOR, has provided seeds, tools and shelter to help the people of Malek. It has given people like Ajak and Awut a chance to rebuild their lives, but so many challenges remain. ‘We work hard but it is difficult when the rains fail,’ says Ajak. ‘I try hard but I can’t always provide school fees, shoes, uniforms and all other school requirements. That is why they stay at home without school. It is a struggle but I have hopes for my children.’

Questions:

- 1) What values are in evidence in this case study?
- 2) What specific impacts are there on children?
- 3) What are the advantages and challenges of Trócaire working through local partners such as CDOR?
- 4) Is it right that Trócaire and other similar NGOs intervene in conflict situations like the one in South Sudan? Suggest some reasons for and against such interventions.
- 5) Situations like the one facing Awut, Ajak and all the people of South Sudan can happen anywhere in the world. Can you think of similar situations that have happened in other parts of the world, including closer to home?

| A young okra plant in the vegetable patch of a South Sudanese refugee, who received seeds, tools and training from Caritas.



SECTION FOUR: STRONG INSTITUTIONS

This section engages with the following learning outcomes:

Republic of Ireland (ROI)

CSPE: 1.2 create a visual representation to communicate a situation where human dignity is not respected; **1.10** outline different perspectives in situations where there is an apparent conflict of rights or an abuse of rights

Religious Education: 1.10 discuss the importance of dialogue and interaction between major world religions and within major world religions in promoting peace and reconciliation in the world today

Politics and Society: 6.1 rights in the wider world; **6.2** arguments about rights in the wider world; **6.3** international cooperation and human rights

Northern Ireland (NI)

LLW – Local and Global Citizenship: Investigate why it is important to uphold human rights standards in modern democratic societies, including meeting basic needs, protecting individuals and groups of people; investigate local and global scenarios where human rights have been seriously infringed

Religion KS3: 2 investigate how choices can be influenced by prejudice and sectarianism and ways in which reconciliation can be achieved through dialogue, outreach and action

ACTIVITY 10: Conflict Resolution

In any conflict situation, it is inevitable that efforts at conflict resolution and peacemaking will take place. In some cases, there will be many people and organisations involved in the negotiations for peace.

Choose two conflict situations (excluding South Sudan) and, in small groups, research the efforts at conflict resolution in each, based on the following questions:

- 1) What caused the conflict?
- 2) Who was involved?
- 3) How long did the conflict last? (The conflict may still be ongoing.)

- 4) Who has been involved in conflict resolution efforts in each context (local, national, international)?
- 5) Have there been any significant peace agreements signed?
- 6) How involved were the United Nations (UN)?
- 7) What other external agencies were involved?
- 8) In your opinion, have the efforts at peace been successful? Explain your answer with examples.

Possible conflict situations: Northern Ireland; Israel/Palestine; Former Yugoslavia (Bosnia/Kosovo); Democratic Republic of Congo (DRC); Rwanda. There are many others.

ACTIVITY 11: Impact of Conflict on Rights

Step 1

Inevitably, in a conflict situation like South Sudan, the most vulnerable people are the worst affected. In 2015, South Sudan became the 195th country to ratify the UN Convention on the Rights of the Child. Based on everything the students have learned, and focusing on the four rights on Worksheet 5, answer the question: How have children been affected by the conflict in South Sudan?



Step 2

In December 1986, the UN General Assembly proclaimed the **Right to Development** for all human beings. On Worksheet 5, assess how the conflict in South Sudan has impacted on the ability of the people of South Sudan to exercise this right. Use all available material from the resource so far, plus any other relevant information.



ACTIVITY 12: Focus on the UN Security Council

Divide the class into six debating teams, with four or five students per team. Pair up the teams and allocate one debate motion to each team. One side will argue for the debate motion and the other will argue against the motion. This exercise will require time for the students to conduct research on the UN Security Council, including Ireland's membership of the council in the past and from 2021, and formulate their arguments. This can be set as class-based work or as homework. Members of staff or senior students, if appropriate, should act as adjudicators. See Worksheet 6 for a debate prep template.

Debate motions:

- 1) The UN Security Council has failed in its primary purpose of maintaining international peace and security.
- 2) A small country like Ireland cannot be an effective member of the UN Security Council.
- 3) The UN Security Council only serves the interests of the five permanent members.

How to structure a debate:

There are many formats for a classroom debate. Please use whatever format you are familiar with, or follow this simple guide to classroom debates:

- Introduce the topic and the motions.
- Assign motions to the teams, ensuring a 'for' and an 'against' for each motion.
- Allow time (in class or at home) for students to research their allocated motion.
- Commence debate.
- The group arguing for the motion set forth their opening argument. (3 mins)
- The group arguing against the motion set forth their opening argument. (3 mins)
- After both sides have spoken, they each prepare their rebuttal and summary. (5 mins)
- The group arguing against the motion present their rebuttal and summary. (3 mins)
- The group arguing for the motion present their rebuttal and summary. (3 mins)
- Decide the winner by choosing the group who presented the strongest argument. (More elaborate scoring systems can be used if preferred.)

ACTIVITY 13: Conflict Resolution in South Sudan

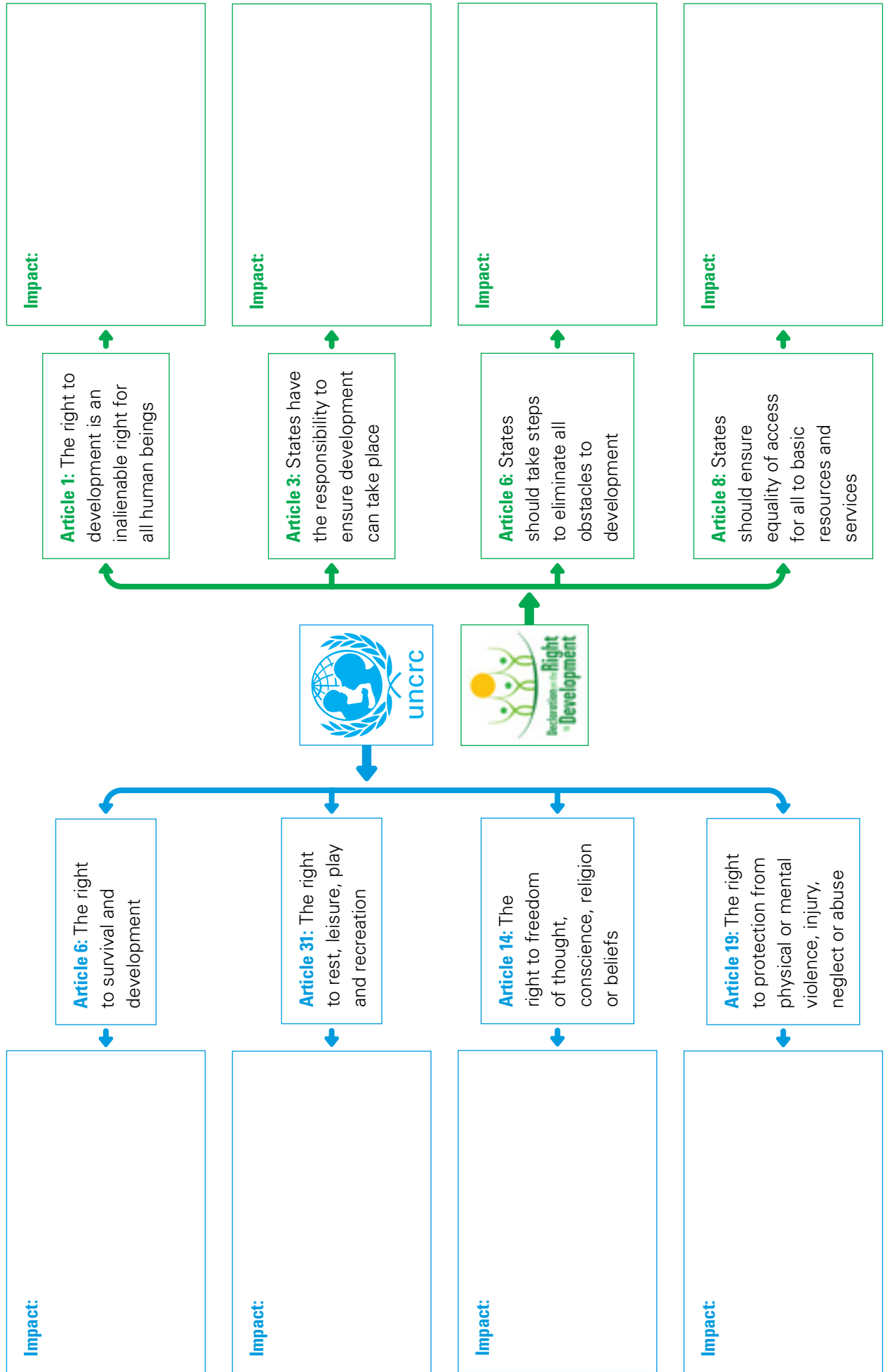
Step 1: Timeline

Using the information contained in this resource, as well as that gained from wider research, create a detailed timeline of the conflict in South Sudan since the birth of the nation in 2011, including attempts at conflict resolution and all participants in these attempts.

Step 2: Role of Religion in Conflict Resolution in South Sudan

Using Worksheet 7, read about the role of the South Sudan Council of Churches in conflict resolution in South Sudan. Then answer the questions.

WORKSHEET 5: Rights in South Sudan



WORKSHEET 6: Debate Prep Template

The motion:

What side am I on?

Argue for the motion ☐

Argue against the motion ☐

My team:

Rebuttal and summary:

Opening argument:

Researchers:

Key points for opening argument:

-
-
-
-
-

Notes from opposing argument:

Key points for rebuttal and summary:

- -
 -
 -
 -
-

WORKSHEET 7: Role of Religion in Conflict Resolution in South Sudan

The South Sudan Council of Churches (SSCC) is an **ecumenical** body of seven Christian churches. These partners are well placed for the delivery of peacebuilding and humanitarian interventions because they are trusted and accepted by local communities. One of their primary objectives is to promote peace and encourage the negotiation of conflict at all times. The Catholic Church, and more broadly the Christian Church, is respected by those on all sides of the conflict, which grants it a favourable position for access, programming and dialogue. This is demonstrated by the spiritual retreat held at the Vatican in 2019, hosted by Pope Francis, the Archbishop of Canterbury and Scottish Church leaders, for the President and proposed vice presidents of South Sudan. During the visit, Pope Francis surprised everyone by kissing the feet of four of the South Sudanese leaders, despite having health issues that would make this action very difficult. These South Sudanese leaders had been enemies during the conflict. One of the attendees at this retreat was Fr James Oyey Latansio, the general secretary of the SSCC.

Father James recognises the challenges and hopes for the world's newest nation, as it approaches the tenth anniversary of South Sudan's birth.

Father James's hope for the communities in South Sudan is that they will be able to live their lives in peace. His biggest concern is that people will be drawn into more fighting.

He believes that everyone needs to work together for peace. Father James tells us about the severe impact of conflict and Covid-19 on the children of South Sudan:

'Children are victims. My prayer is that one day things might change for the better. But this will be a lost generation; these children who are impacted by war, by conflict and, even today, by Covid-19. Our children are going through all this, and they don't go to school. The schools are closed to avoid the spread of Covid-19 and we don't have enough internet for children to learn from home. They try to do it through radio, but not all families have got radios. So, it's just a desperate situation. Children become victims. Children become impacted by all these things, and I don't know what the future holds; however, the hope will never get lost.'





Fr James Oyet Latansio,
General Secretary,
South Sudan Council of
Churches (SSCC). Photo
credit: SSCC

The Church is well respected in South Sudan. Father James says, 'Faith is very important in the lives of our people, and the churches are very much involved in efforts to cultivate peace, from the community level, right up to the top levels of government. At a local level, churches work to bring communities together; for example in "neutral forums" so there can be nonviolent resolutions to conflict.'

Father James also says the following: 'It is great to work in solidarity with Trócaire, our sister agency. Connecting with them means we can better engage with communities, responding to their needs. In Yirol, Trócaire is working with families to train them in the best farming methods, to provide water and to empower women and girls who have experienced violence.'

Questions:

- 1) What is meant by the word 'ecumenical'?
- 2) Why might it be important that the SSCC is an ecumenical body?
- 3) Identify at least two ways the SSCC, and religion more widely, has attempted to engage in conflict resolution in South Sudan.
- 4) Why do you think Pope Francis decided to kiss the feet of the South Sudanese leaders who attended the retreat in the Vatican in 2019?
- 5) According to Fr James, what impact has the conflict had on children?
- 6) Why might religious organisations have an advantage or a disadvantage compared to other organisations like the UN, EU or the African Union?

SECTION FIVE: GAME CHANGERS 2021



ACTIVITY 14: Create Your Own Game

Ask the students the following questions:

- **What types of games do you play?**
Sample answers: video games, board games, cards games
- **What are the components of the games you play?**
Sample answers: dice, tokens, cards, mouse, controller, board, timer, pen
- **What are the names of the games you play?**
Sample answers: Snap, Snakes & Ladders
- **What are the themes of the games you play?**
Sample answers: war, money, history, sports

Inspired by Trócaire's development education games, create your own game.

- Divide the students into groups of three or four.
- Brainstorm a theme and ideas for a game.
- Once each group has an idea for a game, invite the students to ask themselves the following questions:

Theme/context: What is the message in this game?

Narrative: What is the story running throughout this game?

Dynamics: What's happening now in this game? (verbs and actions)

Mechanics: What are the rules of the game? (details, restrictions)

Components: What are the materials, concrete objects, resources needed for the game? (For example, cards, dice, counters, pens, board)

Visuals: What does the game look like? (Think of the colour, design, images, text)

Assessment for Learning

Invite the students to:

- Playtest the game with their classmates, friends and family.
- Score each other's games out of ten.
- Assign two stars and a wish – two positive aspects about the game and something that could be improved upon.

Students should take on board the feedback and tweak the game as appropriate – then playtest again!

TRÓCAIRE GAME CHANGERS



Create a game. Change the world.

A competition for young people who want to change the world and believe games are a way to do this!

Create a game to play with friends and family, exploring one or more of the SDGs. Games can be entered in one of the following formats:

BOARD GAME | CARD GAME | VIDEO GAME



Entries must be submitted by 14 May 2021 in one of the following categories:

Senior Primary

Post-Primary

Youth Groups

How are the games submitted?

Games can be created by an individual, group or class. The game must have been played by others; for example, friends, families, other young people in your class.

For more information regarding the Game Changers 2021 programme and competition, including a teacher's guide, entry forms and examples of previous winners, log on to:

trocaire.org/gamechangers

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For more development education resources exploring human rights and the sustainable development goals, visit:

trocaire.org/our-work/educate/post-primary/

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