



Darfur: Impossible Choices

Description

In this interactive project students will explore the current situation in Darfur using the theme of 'Impossible Choices'. The current situation in Darfur is so grave that both the local people and the aid agencies working on the ground face impossible choices every day. Students will learn about the situation in Darfur and the role of aid agencies such as Médecins Sans Frontières (MSF) and will explore some of the impossible choices faced by patients and their communities. The class will carry out a role-play where they will take on the role of MSF and make decisions regarding the allocation of resources on the ground.



The decisions made by the class will be uploaded onto Rafi.ki and the class will then be able to compare and contrast the decisions made by their class with those of other classes across the world.

Gold Member schools will be able to discuss their results with other schools online and an online conference will be held where Gold Schools will be able to put questions to a representative from MSF.

Main Themes

Students will be examining life in camps, the factors affecting the choices that organisations have to make in terms of prioritising and then perform a role-play demonstrating their understanding of the impossible choices faced by Non Governmental Organisations (NGOs).

Target Student Audience

This project is aimed at students aged 11 – 16.
In the UK this represents Curriculum Key Stages 3 and 4.

Curriculum Areas

This module will support students' work in:

- Citizenship
- Drama
- English
- Geography

- ICT (information communication technology).

Duration

Approximately 3 lessons:

- 1 lesson to introduce Darfur and MSF
Homework activity: case study on impossible choices
- 1 lesson exploring impossible choices and preparing for the role play
- 1 lesson to do the MSF role play

Gold membership extension:

Approximately 3 lessons:

- Planning questions for MSF Representative
- Interviewing representative
- Evaluation

Key Activities

All schools:

- Watching an introductory video on Darfur (supported by a handout)
- Studying a PowerPoint on MSF
- Exploring the theme of 'Impossible Choices' using case studies
- Using a role play activity to learn about impossible choices for MSF
- Comparing and contrasting their role play results with other schools.

Gold schools:

- Preparing and conducting an interview with a member of MSF staff on an aspect of the situation in Darfur.

Note for Teachers:

In your research, you may find the term 'Janjaweed' used to describe the armed militia groups who have carried out raids on villages in Darfur during the conflict. Wikipedia gives the definition for the term as "man on a horse with a gun", or "man on a horse". Historically, it referred to nomadic North East African tribes-people of Arabic origin who roamed the lands of Sudan and Chad with their camels.

From the start of the conflict in Darfur, the term Janjaweed became used internationally as a blanket term for the government supported militia groups which carried out raids on the villages and people of the region. Since then, the term has come to be used universally to describe anyone of Arab origin attacking the inhabitants of Darfur on horse or camel. MSF chooses not to use this term because it believes that this description of the various militia - government supported or otherwise - involved in the ongoing violence oversimplifies an extremely complex situation, where ethnicity is only one factor. However, the term is commonly used by locals.

Learning Outcomes

Citizenship

Students will:

- Learn about the plight of those affected by conflict in Darfur, and the work that needs to be done by the local, national and international organisations.
- Develop empathy for the impossible choices made by the aid agencies involved, with particular focus on MSF.
- Voice their questions about what can be done and gain further insight by contact with people that have first hand experience.
- Reflect upon their own choices and priorities in life.

Drama

Students will:

- Through role play express respectfully their understanding and empathy for the people of Darfur.
- Work together as a team to bring together facts, emotions and understanding.

English

Students will:

- Create a letter to a politician, using persuasive techniques, to urge greater action in Darfur.
- Write a 'letter home', bringing together the research skills and information that they have gathered.

Geography

Students will:

- Improve their knowledge and understanding of Sudan and Darfur.
- Use maps and select and use secondary sources of evidence.
- Appreciate how people's values and attitudes, including their own, affect contemporary social environmental, political and economic issues.
- Communicate in ways appropriate to the task and audience.

ICT

Students will:

- Find things out by selecting appropriate sources.
- Exchange and share information.
- Review, modify and evaluate work as it progresses.

Lesson Planner

All Schools

Week	Content	Outputs
1	Introduction to the project, MSF and the situation in Darfur. Listening to video testimonies and reading case studies.	Explanation in their own words the work of MSF in Darfur and the situation in Darfur in general. Hwk: Researching MSF
2	Considering basic needs and learning about the top ten priorities of humanitarian intervention according to MSF. Grouping priorities and researching role-plays for next lesson.	Priorities according to the students in a humanitarian intervention
3	Demonstrating knowledge, understanding and empathy of the situation faced by MSF workers and the people they help.	Role-play Evaluation

Extension for Gold Member Schools

Week	Content	Outputs
4	Using Rafi.ki fact files and internet research, compiling an outline of what work MSF does and a list of questions to pose to an MSF representative.	10 key facts on the work of MSF List of questions that the whole class can put to a representative
5	Interviewing MSF representative From the interview, writing up the most salient points and begin to put together a report on the situation in Darfur.	Hwk: Write a letter to the government highlighting concerns for the displaced in Darfur
6	Creating a documentary style news / presentation interviewing a variety of people involved with the work in Darfur, including MSF workers (both foreign and national) and displaced people.	Group presentation Evaluation

Timing

The lesson plans given for this are for guidance only. This module is set for 3 – 6 lessons (silver and gold respectively), but depending on lesson time could easily be extended.

Differentiation

Many of these tasks are set for groups and pairs, so less able students will be able to work with more able students.

Some of the materials dealt with in this project are of a sensitive nature and teachers should read all the resources carefully to assess the suitability for their group.

Extension work could be looking at greater length at the situation in Darfur or an investigation into Displaced Peoples camps. Students could present an assembly to raise awareness of the plight of IDPs or have a campaign to raise funds for the work of MSF in Darfur.

Resources

The following resources are found in the teacher pack (in order of appearance):

Resource Sheet 1 - An introductory resource sheet to Darfur with useful links.

Resource Sheet 2 - Case files of the video testimonies for those who do not have access to the videos on Rafi.ki

Worksheet 1 - Evaluation sheet for lesson 1

Resource Sheet 3 - Homework resource sheet for lesson 1

Resource Sheet 4 - Priority cards for lesson 2

Resource Sheet 5 - Role playing cards for lesson 3

Worksheet 2 - Worksheet for lesson 4 on gathering information

Resource Sheet 6 - Making a documentary

Resource Sheet 7 - Peer assessment form

Questions for Students

The following questions can be posed at the end of the module:

- Have you found it easy or hard to make the choices in role plays and priority lists?
- Has this module made you think, not only of refugees, but also the aid workers who are there to help?
- Has the module made you think more carefully about your own priorities in life?
- Has this module given you the inspiration to find out more about aid organisations and what can be done to help?

Lesson 1: Introducing Darfur and MSF

Objectives

- Gain an overview of what the project is about.
- Students will have an understanding of the background and current situation in Darfur, and an outline of the work of MSF.
- Students will know the difference between refugees and internally displaced people, and why people find themselves in this situation.
- Many will begin thinking about what choices NGOs have to make when faced by an influx of refugees through looking at case studies.

Preparation

- Go through PowerPoint and make sure all clips are available.
- If required have images of camps in Darfur Displayed, as well as a map indicating its location.
- If available, access to internet to view the video testimonies from Kalma Camp.
- Copies of case study sheets for students to go through

Introduction (25%)

Whole group (offline)

- Using PowerPoint 1 outline of the objectives of the project and the situation in Darfur.
- Teachers may ask if they know of any refugees – perhaps link to any history work on refugees coming to the UK during the Nazi Era.
- Discuss why people are refugees/IDPs in Darfur and Chad.

Development (35%)

Pairs/Groups (on or offline)

- Students are either given case study sheets or access case studies online from people of the Kalma Refugee Camp.
- Pick out and discuss as a group 3-4 details from the accounts given by people from the Kalma camp, e.g. how they got there or what the camp is like.
- Feedback onto the board what being a Refugee or IDP must be like and what kind of experiences people have had.

Conclusion (30%)

Individuals

- Discuss as a class what issues you think must face the people who run the camps.
- Mind map (as a group or class) what kind of help do organisations such as MSF have to give to the people arriving in the camps and what kinds of problems they may face?

- Evaluation sheet on what they have learnt.

Thinking Ahead

Homework could be a consolidation of what the students have learnt, researching internet sites for information about refugee camps and other case studies from Darfur, so that they have ideas of people and situations that they could represent in their role-play.

Lesson 2: Prioritising Interventions

Objectives

- To have an understanding of what are our basic needs.
- To understand the reasoning behind the 'ten top priorities' with regards to IDP/ refugee health, which form the basis for the many impossible choices that aid workers face.
- To have an understanding of the major health concerns in camp life and what medical treatment is available (resources permitting).

Preparation

- Students may have consolidated their learning through research.
- Set of cards with the top ten priorities, according to "*Refugee Health*", by MSF.

Introduction (15%)

Whole class (offline)

- Feed back on any research completed for homework/or recap on work from last lesson about the situation in Darfur and the camps.
- Make a class list (possibly with a view to uploading on Rafi.ki and for comparison with later lists) of the top 10 basic needs that the students have. (This can possibly used for comparison with lists from different schools worldwide)

Development (20%)

Group (offline)

- Each group has a set of the 'top ten' cards; they share the information on the cards and try to sort the cards into a list indicating the priority they would give to each (possibly giving a score rating for each out of 10).
- **Extension:** Comparison with the United Nations Declaration of Human Rights – how many of the basic needs fit the list of rights?

Development (20%)

Individual (offline)

- Each student to write up which 3 'priorities' they would place highest on the list and explaining why (this could be compiled as a class whole or put on Rafi.ki and for comparison with other students).

Or alternatively

- The groups split in 2, each side having 5 priorities and they have to argue the case for putting each of their priorities over the cards of the other side. Is it possible to choose?

Development (20%)

Group (offline)

- Student led discussion on what kind of impossible choices aid workers have to make, when they are short of resources and there is a large influx of refugees to the camp.
- In groups, students given the scenario cards and begin to discuss/rehearse their role-plays.

Conclusion (15%)

Class (offline)

- Each group to feed back what ideas they have come up with, so the whole class can give feedback on how it can be improved, adding different nuances etc.

Thinking Ahead

Students will be putting all the information from the past 2 lessons into a role-play to demonstrate their knowledge of individual cases, the priorities MSF has at camps and the impossible choices that have to be made when you are in a refugee camp.

Lesson 3: Impossible Choices Role Play

Objectives

- To demonstrate their knowledge, understanding and empathy of the situation faced by MSF workers and the people they help.
- To be able to discuss the impossible choices faced and how this affects all concerned, knowing that there is not an answer to this problem.
- If possible, to compare the outcome of their role-plays with other schools to gain a wider understanding.

Preparation

- Role-play cards with different scenarios.
- Any research done by students on the different case studies.
- The list of priorities and case studies for students to make reference to.
- Writing frame resource for the less able.

Introduction (10%)

Whole Class (offline)

- Recap on what has been learnt so far, talk through the ideas they developed last lesson for their role-plays to reinforce the theme.
- Go through today's objectives, with particular emphasis on the impossible choices that MSF workers and the refugees or IDPs have to make.

Development (35%)

Groups (offline)

- Hand out role-play cards.
- Students to rehearse/read their plays ready for presentation in the same lesson.
- Students to perform their role-plays (filmed if permissible/possible).
- With some classes you may prefer for the groups to discuss their role plays and present their decisions.

Development (35%)

Groups or Individuals (online)

- Students write up their thoughts and conclusions on their role play on Rafi.ki and add it to their school work folder and/or the work page for the project. If students are not able to be online for this lesson they should write up their thoughts to upload to Rafi.ki at a later date or for homework.

Lesson 4: Preparing for the Interview

Objectives

- Have a more in depth understanding of the work MSF does.
- Be able to compile a list of appropriate questions for a question/answer session with a representative of MSF.

Preparation

- Computer access to Rafi.ki fact files.
- Structured worksheet to compile the research.

Introduction (25%)

Whole group (offline)

- PowerPoint 2 on MSF.
- Discussion of the variety of work performed by MSF and the complex situations that they have to deal with.

Development (45%)

Individual (online)

- Research using Rafi.ki fact files and MSF websites.
- Complete worksheet, including a list of questions that you would like to ask an MSF representative.

Conclusion (35%)

Group/class (offline)

- As a group compose a list of questions that you would like to submit for the MSF representative.
- As a class, whittle down the questions to a list representative of the classes views, ensuring that the main focus is on the impossible choices that face volunteers and what can be done from the student's country to help (questions could be submitted prior to next lesson's interview).

Thinking ahead

Students to have an online conference with an MSF representative, so it is important that a list is prepared and suitable extension tasks available if there are problems with the link. ICT facilities need to be arranged.

Lesson 5: Interviewing MSF Representative

Objectives

- To broaden the understanding of students as to the work of MSF in the various missions.
- To select and discuss suitable questions on the main focus subject of impossible choices.

Preparation

- ICT facilities scheduled and MSF representative allocated for a timed slot.
- List of agreed questions.

Introduction (10%)

Class (offline)

- Recap some of the issues already covered, e.g. the role-play scenarios.
- Emphasis on the work of MSF and the valuable resource of speaking to an expert.

Development (55%)

Class (online)

- Interview the MSF representative.

Conclusion (35%)

Individual (online)

- From the interview, write up the most salient points and begin to put together a report on the situation in Darfur and the work of MSF there.
- Class evaluation of the interview

Thinking ahead

Students to conclude the 6 lesson project with a presentation the following lesson, either in the form of a mock documentary or a Newsnight format with guest speakers.

Hwk: could be to write a letter to your government highlighting your concerns for the displaced in Darfur. (This could also be done after the concluding lesson as a summing up of all that they have learnt – or as a genuine letter to send to a political leader.)

Lesson 6: Consolidating Learning

Objectives

- To bring together all of the work and knowledge from the past 5 lessons.
- Working together as a group, present a documentary style 'programme' on MSF in Darfur that will be peer assessed.

Preparation

- Ensure that all the previous resources are available.
- Use of resource sheet with ideas for the documentary.

Introduction (15%)

Class (offline)

- Go through today's objective, recapping with students all the strands of the work so far.
- Make students familiar with the peer assessment criteria sheet.

Development (60%)

Whole group (offline)

- In groups, using resource sheet, prepare a documentary, calling in witnesses, volunteers, specialists and/or politicians on the situation in Darfur and the work that MSF does there.
- Alternatively students can write an essay on a particular aspect of the situation in Darfur which they have learned about and would like to write about.
- With peer assessed criteria sheet, groups present their work to the class – with feedback.

Conclusion (25%)

Class (offline)

- As a class discuss the issues raised over the course of the project and evaluate what they have learnt from it.
- Write up a pledge/plan of action – of a few things that the class would be willing to carry out in terms of involvement in the campaign on behalf of Darfur. Whether that be a commitment to making a whole school assembly to show a combination of their role-plays and documentaries, or a fund-raising event for MSF or sending off their letters to politicians.
- Nominate a couple of students to write up the class evaluation and plan of action onto Rafi.ki

Darfur: Resource Sheet 1

Darfur – The Basics

- Sudan has been at war continuously since independence in 1956 (apart from an 11-year period from 1972-1983)
- The conflict in the Greater Sudan is often described in the media as being the Muslim north (Government of Sudan) against Christians and the People's Liberation army in the south, but in reality it is much more complicated than that. For example, there are underlying conflicts between pastoralists and agriculturalists over resources.
- Around 1.5 million people have died during 21 years of conflict and many thousands more continue to die throughout Sudan due to the total lack of health care, particularly in the south.
- The conflict in Darfur started in 2003, when rebel groups started fighting against the government, demanding resources and inclusion in the power sharing agreements being negotiated between the north and the south.
- The government retaliated, mainly by arming Arab militias, who terrorised civilian populations.
- Common statistics are 2 million displaced and around 400,000 dead but of course it is very difficult to get any real accuracy on these numbers.
- A peace deal was signed in May 2006, but generally deemed to be a total failure as it was not signed by all parties
- There has been an increase in violence and displacement since the deal was signed, there are fears of renewed "all-out war", and there appears to be little prospect of people returning to their villages for some time yet.
- On the 1st of August 2007, the Sudanese government approved a United Nations resolution to send 26,000 peace keeping troops to the region to provide protection for the civilians in the country.

Key Facts

- More than two million people, nearly one in three of Darfur's population have been forced to flee for their lives into camps. Approximately 107,000 civilians were newly displaced by insecurity and fighting between 1 January and 1 April this year.
- Four million people in Darfur, two-thirds of the population, are dependent on humanitarian aid for their survival.
- 147,000 people are internally displaced in Chad and some 232,000 refugees have fled from Darfur into Chad since the crisis began in 2003.

- Access during the rainy season can be extremely difficult due to the flash flooding and swollen waddies or rivers.
- It is really important to preposition food and supplies such as cement or fuel, as once the rains come it is almost impossible to move these goods around.
- In Chad the water table rises to within ½ metre of the ground surface, meaning that latrine design has to take account of that, making them more shallow and in need of constant repair.

Source: Disasters Emergency Committee

Useful Websites

BBC Darfur site http://news.bbc.co.uk/2/hi/in_depth/africa/2004/sudan/default.stm

Up to date news stories on the situation in Sudan.

Médecins sans Frontières

<http://www.msf.org>

MSF's website which contains a lot of useful information on the work of MSF and the situation in Sudan including letters from doctors in the field, videos, pictures and lots more.

UNHCR Darfur site

<http://www.unhcr.org/chad.html>

UN website on the Chad/Darfur emergency including latest news, videos, maps and pictures.

CNN Darfur site

<http://edition.cnn.com/SPECIALS/2004/sudan/>

CNN website on the crisis in Darfur. Not as up to date as the other websites but useful for background information on the crisis.

United States Holocaust Memorial Museum Darfur / Google Earth info.

<http://www.ushmm.org/googleearth/>

This interactive resource developed by google in collaboration with the Holocaust Memorial Museum in an unprecedented online mapping initiative. Crisis in Darfur enables more than 200 million Google Earth users worldwide to visualize and better understand the situation in Darfur.

Darfur: Resource Sheet 2

Case Files from Video Testimonies of IDP's: Kalma Camp, Darfur

Case study sheets to be used if it is not possible to watch the videos on Rafi.ki.

Video 1 : 'A Recently Displaced Woman'



Life took a turn for the worse when the Arab militia came to the village in the middle of Ramadan, killing 7 people and stealing cows and horses. Ten days after Ramadan, the militia came to the village again. This time, they torched the whole village, destroying clothes, furniture and food, leaving nothing. Eighteen men were killed, including R's husband and her daughter's husband. The women had gone into the woods, with only the men staying behind in the village. When the news of the deaths of their husbands and sons reached them, the women wailed and cried. After three days, the surviving men joined the women in the woods, telling them to 'stay here', so they stayed in the woods for three months. People from the government then came, telling the people to return to their village, which they then did, rebuilding their huts and staying the entire rainy season. For the third time, the village was attacked and everything was destroyed; everything had been stolen, even the donkeys. Six more people were killed in this third attack; it was war. So the people of the village moved to stay in Kalma after hearing it was a bit safer than their village, where there is danger and war. Since they have been in Kalma, there have been no attacks. The people hear that there is danger outside the camp, but only to one side. However, they feel that something is missing from the people so long as nobody has a job. Life is difficult: people have no clothes, no food and no jobs; they are burned by the sun and the wind because they have no shelter. In the camp, there are more women than men because most men were killed in the attacks, and some stayed behind in the village. R counts sixty men from her village have been killed.

Video 2 : 'A Rape Survivor'



H has been living in Kalma camp, Darfur since 2004. She tells of how firewood is expensive - 500 Dinar for a bunch from the market, enough for only one meal. It takes a two hour journey by donkey to gather firewood, three hours by foot. Last week, H was gathering firewood as part of a group of five women. As they broke off the branches and tied them together, three men appeared, one saying 'A salaam aleikum'. Two of the men remained at a distance, but one came closer to the group, saying 'A salaam aleikum'. When the group had collected the wood, they moved away, but the man said 'Stop, walk in front of me'. After they came to the wadi, he grabbed Saida, and started beating her arms and legs with a stick, and Saida was crying out for her mother and father. When she bowed down, the man threw her on the ground, tore off her clothes and raped her.

Saida was the youngest of their group and she was raped first. The man who raped Saida went to lay down with the other two who were holding guns. One of the two returned and started beating one of the other women, Hawa. He started beating Hawa's legs with the stick, and Hawa bowed over. The man ordered the other women not to look at them. He took off Hawa's clothes, although maybe not even all of them, and raped her. After he raped her, he told her to leave and not take anything with her, and he told her to 'Go away and tell your men to come her and rescue you'. The same man then came to Meriam, hitting her on her arms, hands and legs. The women said 'Meriam, you are heavy? Pregnant, aren't you?', and H told Meriam not to move so she would not be beaten even more, otherwise the baby might suffer. Meriam did not move, but the man kicked her with his foot, so Meriam fell to the ground and he raped her. The man lay down and the other came to H. He wanted to grab her, but she told him to keep his hands off her, and H recoiled from his hands, so he hit her on the back, saying 'I won't be threatened by you, I won't even be threatened by a fighter!'. He grabbed her wrist and forced her arm behind her back, and when she bent over because of the pain, he beat her hard on the back, three or four times. After he beat her, she fell to the ground. He raped her, and grabbed her hard by the throat. After he squeezed her throat, he said 'No fighter can threaten me, let alone you.' When she was being strangled, everything went black, so when he told her to 'Get up and go', she could not see where to go. After that, he told the women to leave. They were all very thirsty and the men had a jerry can of water, but one of the men took the jerry can away from the women with one hand, and beat H's legs with the stick in the other hand. He went over to Omeida, and when she was beaten she started to cry out, so all the women started to cry out too. Then one of the men shot his gun three times into the air... bang! bang! bang!... and the women stopped crying out from fear. The women waited for Omeida to join them, and after that they went back to the camp.
















Video 3 : 'A Long Time Inhabitant of Kalma'



M has been living in Kalma camp, Darfur since 2004. He tells of a Friday in December 2003, when the government and the janjaweed militia came directly to his village, where they attacked the people, and killing some of them. After this, all the people from his village ran away. One hundred and fifty people died. M says that he, and all the other people, will leave Kalma and return to their villages after the fighting is over; when people do not fight anymore and when the janjaweed militia stop using their guns. He says that that will be a very good time and everybody will have work, because at Kalma, nobody has work. However, M does not think that there will be such a time very soon. After being asked if he feels very safe in Kalma, M responds that no place is safe and that it is not safe in Kalma; that everybody is afraid to go outside. He says that people only dare to go outside when the African Union soldiers escort them to gather firewood or grass for the donkeys. M says he does not go outside, because the janjaweed militia has attacked a lot of people this year, and so everyone is afraid to go outside. The camp is a very crowded place, and it is very hot - it all comes back to you: the time in your villages; that they shot and killed your father and your mother. M says he needs another country to live in, where there is no shooting, and that when the shooting in the Sudan stops, he will return. He tells of when the UN secretary general, Kofi Anan, came to Kalma last year, and people told him that he should stop the shooting in Shallah and that after that, there would be no problem for people to return to their villages. Everyone told Kofi Anan that they needed another country to live in until the war stops. It has already been three years and the war hasn't stopped, the UN hasn't stopped the fighting between the government and the SLA rebels, and that's the big problem; that the shooting doesn't stop.

Darfur: Worksheet 1

Evaluation of Lesson 1

Name
My self-evaluation for the lesson (circle the face that shows how you feel)
I understand the difference between refugees and Internally Displaced People   
I can give a brief explanation of the situation in Darfur   
I know how to interpret the information on the case studies from Kalma Camp   
I can express what I think being a refugee is like and retell some of their stories   
I can identify the kind of help that organisations like MSF give to refugees   
Make a note of 3 interesting facts that you have learnt from the lesson. 1. 2. 3.
What would you find hardest, if you were an MSF volunteer in Darfur?
What more would you want to find out about the situation in Darfur?

Darfur: Resource Sheet 3

Homework Resource Sheet

Research the work of Médecins Sans Frontières and the situation in Darfur and write a draft of a newspaper article, which could include:

- 📄 The work of Médecins Sans Frontières
- 📄 The conditions in the refugee camps
- 📄 Interviews with individuals about their lives before they were in the camp
- 📄 How individuals got there etc.

Useful Websites

Médecins Sans Frontières – <http://msf.org>



<http://www.uk2.msf.org/UKNews/Letters/annakent.htm> An English nurse writes about working in southern Sudan.

<http://www.uk2.msf.org/UKNews/letters.htm> - letters home - a wide selection of letters from MSF workers – remember to only focus on the ones from Sudan/Darfur or neighbouring Chad.

<http://www.msf.org/msfinternational/countries/africa/sudan/index.cfm> - the MSF site on The Sudan.



📄 Includes an interview with **MSF's International President Dr. Christophe Fournier**

Priority Cards - decide which actions should be prioritised.

<p style="text-align: center;">Initial Assessment</p> <p><i>Collect health and other information from the IDPs, so that you can assess risk factors such as the main diseases and to know the population of the camp, so you can estimate the human and material needs (food, tents, etc.) and locate the vulnerable groups (such as orphaned children, the elderly and disabled).</i></p>	<p style="text-align: center;">Shelter</p> <p><i>Organise the camp to provide adequate shelter.</i></p> <p>Inadequate shelter and overcrowding are major factors in the transmission of diseases with epidemic potential (measles, meningitis, typhus, cholera etc.). Also protection against sun, rain, cold and wind is vital for IDP welfare, as a secure living space for families. Therefore it is important to organise the site and plan for all of the IDPs, limiting the number of people per site so that they all have sufficient space.</p>
<p style="text-align: center;">Water</p> <p><i>Set up a water supply so that IDPs can receive a minimum of 5 litres a day.</i></p> <p>A person in the West uses 147 litres of water per person per day. (35 litres of water for a shower, 7.5 to 9.5 litres of water every time you flush the toilet) An IDP gets 5 litres per person per day - so only for cooking and drinking water.</p> <p>The human body is about two-thirds (approximately 70%) water. Water is essential to the normal working of your body. It lubricates the joints and eyes, aids digestion, flushes out waste and toxins and keeps skin healthy.</p> <p>Even though your body is mainly made up of water, the amount of water in your body only has to decrease by a few per cent, for dehydration to occur. The effects of dehydration can be serious and, in extreme circumstances, they can be fatal, babies, infants and older people, if they have the symptoms of dehydration, it is vital that they are treated immediately.</p>	<p style="text-align: center;">Food and Nutrition</p> <p><i>Supply staple foods such as grain, rice, corn, cooking oil, vegetable oil, sugar, salt, supply a certain amount by weight per person or per family.</i></p> <p>Sometimes they don't have enough - MSF use boxes of 'BP-5', (a person needs 2100 calories per day), in the box are 9 bars (that taste like short bread) which in total give 2200 calories, they usually mix it up in water, making it easier to eat.</p> <p>MSF workers use a 'middle upper arm circumference strip' – to measure if you are malnourished. Then staff can work out what to feed people – as you cannot feed ordinary food to a child that is malnourished, they have to be fed with a nasal syringe.</p>

<p style="text-align: center;">Control of Communicable Diseases and Epidemics</p> <p style="text-align: center;"><i>Put systems in place to help control diseases and epidemics.</i></p> <p>These can include measles, meningitis, dysentery, typhoid and cholera. Cholera is a bacterium that spreads through water, called a faecal oral disease, if a fly gets into contact with faeces and then contacts food, you get major diarrhoea and you could die of dehydration.</p>	<p style="text-align: center;">Measles Immunisation</p> <p style="text-align: center;"><i>Start vaccinating against Measles.</i></p> <p>Measles is easily preventable by vaccination, but in many countries it is a deadly disease. Measles in an IDP camp is spread just like a cold, people live in cramped conditions, with poor hygiene; it is like putting a match to wood. Sometimes as many as 4 out of 10 children die.</p>
<p style="text-align: center;">Health Care</p> <p style="text-align: center;"><i>Set up clinics to provide primary health care.</i></p> <p>The OBD is the 'out patient department' - medically screening as many of the arrivals as possible. They would see 50-70 patients a day, to see what problems they brought with them. They fill in a basic health card that has their details, name, age, sex, where they are from and all of their medical information. In the Sudan MSF Doctors could see 100-120 a day. Medical needs (materials and medicine) should be quickly assessed in case of outbreaks of diseases. MSF has 'kits' of essential drugs, each kit being able to cover 1,000 people for 3 months. The problems the camp doctors deal with range from: serious diseases, broken bones, wounds, malnutrition, dehydration and mental health.</p>	<p style="text-align: center;">Public Health Surveillance</p> <p style="text-align: center;"><i>Set up systems to monitor the health of the camp population.</i></p> <p>'Epidemiological surveillance' means keeping an eye on the diseases that can become epidemics, such as cholera, measles and dysentery. You have to measure and monitor the health of the camp's population for diseases that can be prevented or cured. Each day a CMR (crude mortality rate) is used to monitor the health of people. This will give the number of deaths per 10.000 population per day. If it reaches more than 1 per 10.000 it could indicate an emergency situation.</p>
<p style="text-align: center;">Sanitation</p> <p style="text-align: center;"><i>Install sanitation systems and latrines (toilets).</i></p> <p>To start up a camp, there are 50-100 per latrine (camp toilet), but there should be on average 1 latrine per 20 people! Latrines are vital to avoid diseases such as cholera and dysentery. Cholera is a bacterium that spreads through water, called a faecal oral disease, if a fly gets into contact with faeces and then contacts food, you get major diarrhoea and you could die of dehydration.</p>	

Role Playing Cards

<p style="text-align: center;">Scenario 1</p> <p>You are a group of MSF logisticians (people in charge of supplies) who have arrived at the site of a new camp that needs to be built, as the nearest one 35 miles away is over-crowded.</p> <p>You know that within hours several thousand IDPs will arrive. Discuss what do you do first, sort out the latrines, drinking water or shelters? Explain the reasons for your choices.</p>	<p style="text-align: center;">Scenario 2</p> <p>You are a group of MSF volunteers. A new influx of thousands of displaced people has just arrived, you have to provide shelter but there aren't enough materials for everyone. There isn't enough of anything and you have to decide on what you give to whom: some families you will give them a tent, others you will give them a plastic sheet, and other families won't get anything. How do you decide? What are your criteria?</p>
<p style="text-align: center;">Scenario 3</p> <p>You are a group of displaced people. You have been at the camp for a long time and are frustrated at the situation and desperate to get back to your home, your village. There is a rumour that the situation has improved and some people from your community are leaving the IDP camp and returning to the village, which is 5 days walk away from the camp. Do you take the risk and leave the IDP camp and walk to your village? What if you get there after 5 days walking and you find that there is nothing left, that all the houses have been burnt down and there is still violence? But the camp is cramped with people and there is nothing to do, so you really want to leave.</p>	<p style="text-align: center;">Scenario 4</p> <p>When camps have been established for a while, trading and informal economies take place and most camps have markets where goods can be bought and sold. You are an IDP and you have 4 children and an elderly mother. MSF has given you some pots and pans. You are living in a very basic shelter and the temperature at night is very low. Should you keep the pots and pans to use for cooking or should you trade them at the market for blankets to keep warm at night? What are the implications of doing either of these?</p>
<p style="text-align: center;">Scenario 5</p> <p>You are a group of IDPs who have fled from your village discussing a variety of issues:</p> <ol style="list-style-type: none"> a) You have no food, but if you seek help from an MSF camp you run the risk of being attacked on your way there. b) There is no drinking water left – do you drink water from the stagnant pools that the cattle uses, knowing you run the risk of serious illness. c) As a mother, one of you has a very sick child, but you have the offer of work which could feed your other children which are malnourished, do you go to work or do you take your sick child to the clinic? d) Firewood needs to be collected if you are to cook, but women risk rape and men getting killed if they go out looking for wood. 	<p style="text-align: center;">Scenario 6</p> <p>As a group of MSF volunteers, you have to work out how to best use your budget – you know you can't help everyone. Do you:</p> <ol style="list-style-type: none"> a) expand your clinic for malnourished children b) set up mental health programme, 50% of IDPs suffer from mental health issues, having seen horrendous acts of violence, been victims of rape or suffer from the despair of their situation c) ensure you have enough vaccinations against measles in the camp – mortality rates are showing that 4 out of 10 children are dying from measles d) buy in more shelters, as currently too many families are relying on blankets only, some not even that! <p>Which of these things would you prioritise and why?</p>

Darfur: Worksheet 2

Worksheet for lesson 4

Task: To gather information about the work of MSF and some of the issues that they have to deal with.

Objective: Write up a list of questions that you would like to pose to an MSF volunteer.

Go to <http://www.msf.org/>, on the top bar click 'countries', then at the side bar click 'Africa', scrolling down click on 'Sudan'.

Listen to the interview with MSF's International President Dr. Christophe Fournier.

- What would you ask him if you could?



Click on some of the articles about the work in Sudan.

Five facts I have gathered from the Sudan articles:

- 1.
- 2.
- 3.
- 4.
- 5.

MSF also does a lot of campaigning, particularly for better access to health care. Go onto their website and under 'target diseases', research a disease that you would like to learn more about.

Five facts about _____ (disease)

- 1.
- 2.
- 3.
- 4.
- 5.

<http://www.accessmed-msf.org/index.asp>

Reflect on your research, are there any areas that you are unclear about that an MSF volunteer could tell you about? Think of 3-5 questions that you would pose to a volunteer.

Making a Documentary

1. Decide on roles
 - Interviewer
 - MSF volunteer
 - Local worker
 - IDP/Refugee
 - Politician
 - MSF Campaigner etc.

2. What is the focus of your documentary?
 - Sorting out the conflict?
 - Campaigning for more funds, better access to medicine etc?
 - Raising awareness about the situation in Darfur?
 - Information e.g. Newsround or a news programme?
 - Reporting on an incident?

3. Gather together all the information that you need and any props that you can use.
 - Research on the MSF sites (or news sites in general)
 - Priorities sheets
 - Videos of people in the Kalma camp or the President of MSF.
 - Interview with MSF volunteer (if possible.)

4. Create a PowerPoint or script outline, so that your documentary runs smoothly.

