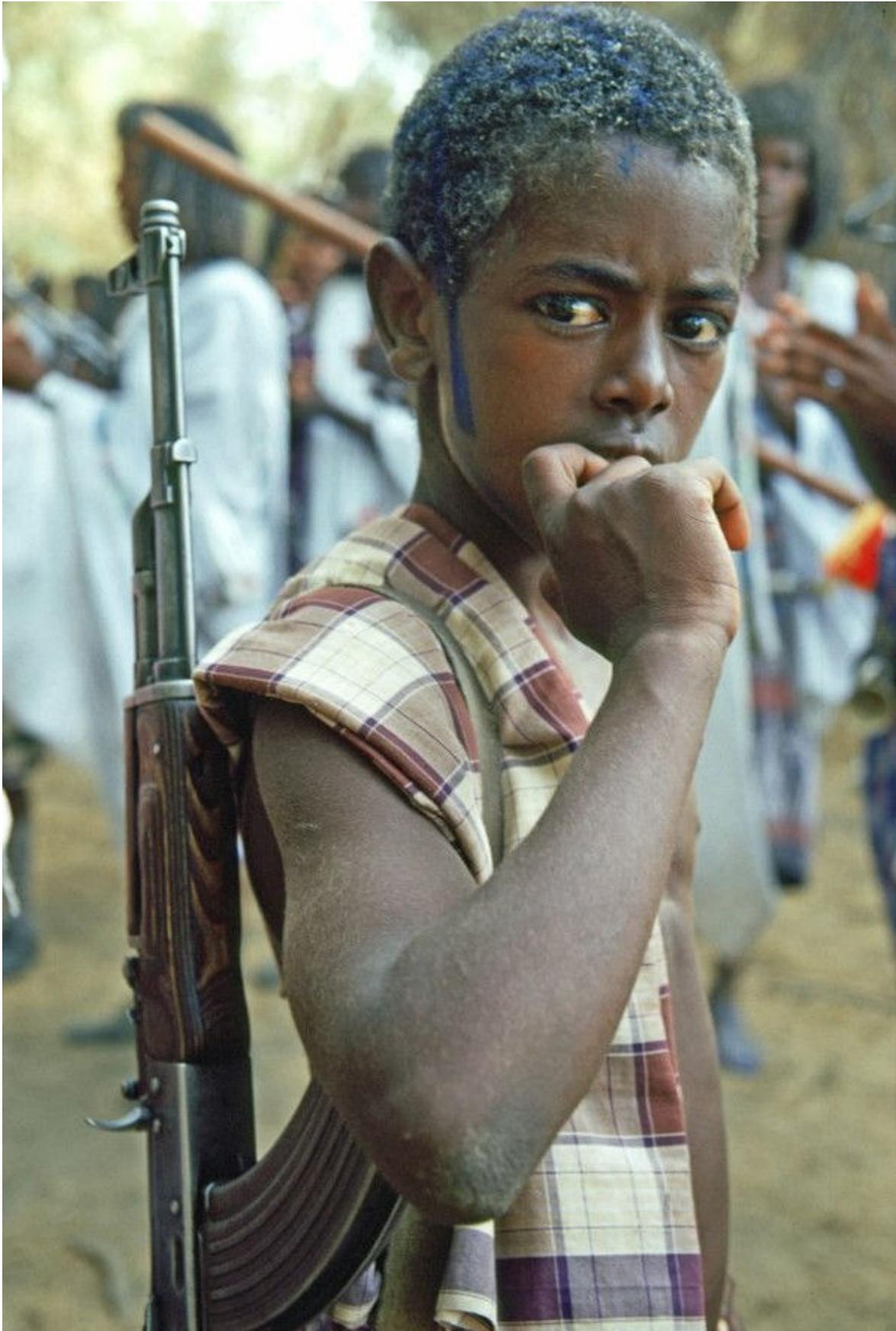




## Uganda Child Soldiers





## Uganda

### Child Soldiers Lesson Plan – KS3/4

An introduction to the issue of child soldiers in Uganda.



Time: 1 hour

#### Learning objectives:

- To learn some basic facts about Uganda
- To introduce the issue of child soldiers and associated groups, particularly the Lord's Resistance Army
- To encourage children to appreciate that morality and ethics are multifaceted
- To learn about the work SOS Children does in Uganda, and how it is helping child soldiers.

#### Resources:

- Uganda quiz (supplied)
- Introduction to child soldiers in Uganda PowerPoint (supplied)
- Optional: child soldiers short film (supplied)
- Uganda child soldiers 'choices and consequences' sheet (supplied)
- Uganda child soldier case study sheet (supplied)
- Child soldier solutions spider diagram outline (enough copies for all students) (supplied).

#### Links to the National Curriculum:

- Religious studies
- Citizenship

NB Some children may find some of the issues raised in this lesson difficult to deal with.



<p><b>Warm up</b></p>	<p>Introduce students to Uganda by reading out the <b>quiz clues</b> and asking children to guess which country they think it is. This could be done as a whole class or in small groups.</p> <p>Follow with the <b>introduction to child soldiers Uganda PowerPoint</b>, which also introduces students to the Lords Resistance Army &amp; the work of SOS Children in Uganda regarding child soldiers. (Optional extra: show the <b>child soldiers short film</b>)</p>	<p><b>20 mins</b></p> <p>Uganda quiz</p> <p>Introduction to child soldiers Uganda PowerPoint</p> <p>(child soldiers short film)</p>
<p><b>Role play activity</b></p>	<p>Hand out the <b>Uganda child soldiers choices and consequences activity</b> to individuals, small groups or use it with the whole class.</p> <p>Ask students what they think the key issues raised by the activity are.</p> <p>Students discuss their choices; what motivated them to make the decisions they did?</p> <p>More advanced or older students could organise a class debate around two opposing points of view i.e. around the decision to sign the contract or not.</p>	<p><b>20 mins</b></p> <p>Uganda child soldiers choices &amp; consequences sheet</p>
<p><b>Discussion</b></p>	<p>Using the <b>child soldier solutions spider diagram outline</b>, get students to brainstorm what can be done to stop the use of child soldiers. What could be done in those countries where it exists and what can be done here in the UK? Use their ideas as the basis for a class discussion and construct a whole class spider-diagram of ideas for display.</p> <p><i>e.g. disarmament, weapons amnesty's, demobilisation (governments pay irregular armed forces to discharge child soldiers – what are the implications of this/ is it a good idea?), reintegration, raising awareness, boycotts, fundraising to support projects that tackle the issues surrounding child soldiers... etc.</i></p>	<p><b>10 mins</b></p> <p>Child soldier solutions spider diagram</p>
<p><b>Case study – Morris</b></p>	<p>After reading the <b>Uganda child soldier case study sheet</b>, get students to write about how Morris must have felt during his time as a child soldier and how he feels now that he is under the care of Gladys and SOS Children's Villages.</p>	<p><b>10 mins</b></p> <p>Uganda child soldier case study sheet</p>



### Extension Ideas:

- Students find out more about SOS Children's work in Uganda, focusing on the work we do with child soldiers, and create an information sheet - [www.soschildrensvillages.org.uk](http://www.soschildrensvillages.org.uk) is a good place to start (search Child Soldiers).
- Pupils research the rights of the child, and look at which rights are violated through the use of child soldiers.
- Using their child soldier solutions spider diagram as a basis, get students to produce a presentation (think about using a wide range of media!) to parents about what can be done to help child soldiers. Make sure they include information about what SOS Children does to help – they can use the case study of Morris as a starting point as well as using <http://www.soschildrensvillages.org.uk/sponsor-a-child/africa/uganda>.

### How you can help:

- Use the presentation to parents as a fundraising event; get parents to pay a small fee for watching the presentation and organise a cake sale and refreshments stall with money made going to SOS Children.



## Uganda

### Introduction to Uganda quiz

Use this quiz to introduce students to some of the key facts about Uganda.



**How to play: starting at the top, read the clues aloud, keep going until students have successfully guessed 'Uganda'. 5 points are awarded for guessing correctly after only the first clue, 4 points for correctly guessing after the second clue and so on and so forth.**

5 points: This eastern African country has a population of around 27 million. Its land varies from semi-desert in the north-east, rainforests in the south and mountains in the far east. The official language is English, but Swahili and indigenous languages are also spoken.

4 points: Agriculture is the largest sector of the economy, employing about 80% of the work force. Coffee is the most important export product. Other important export products include sugar, cotton, tea, textiles and tobacco.

3 points: The national parks and wildlife reserves are generally very well kept. The Bwindi National Park is one of the last remaining habitats of the mountain gorillas, and is also a suitable habitat for rhinos, elephants, lions and leopards.

2 points: The country borders to Sudan in the north, Kenya in the east, Lake Victoria, Tanzania and Rwanda in the south, and the Democratic Republic of the Congo in the west.

1 point: The capital is Kampala. The country's political past include the dictator Idi Amin, who in 1971 established a military dictatorship and declared himself president for life. The president today is Museveni.



## Uganda

### Child soldiers choices & consequences activity - late KS3 to early KS4



This sheet can be used by individuals on their own to help them solidify their own views or as a starting point for whole class debate.

#### Sheet objectives:

- To teach students about the reality of a child soldier's life
- To develop student's appreciation of the difficulty of making 'moral' decisions
- To get students to re-consider scenarios presented in many of today's video games.

#### Getting more out of the sheet:

- This activity could be followed by a discussion of the differing views of students and the reasons for their decisions
- Another important point of debate could be based around why child soldiers make choices that we may not understand or find ethically disturbing.

NB Some children may find some of the issues raised by this activity difficult to deal with.



**Begin here:**

After hearing rumours of the LRA approaching for several weeks now, they arrive in your village. They go through house by house, killing some, and taking others with them. Your father is trying to hide you and your older brother in a wardrobe when they enter your house. It doesn't take them long to find you. They pull you out, and place you on the bed. Your brother is 17, and they ask him if he is ready to sign up to join the army. He says no. They shoot him in the head. Then they ask if you're ready to sign. Do you sign?

No: The soldier walks up to you, puts his gun against your head and fires. The End

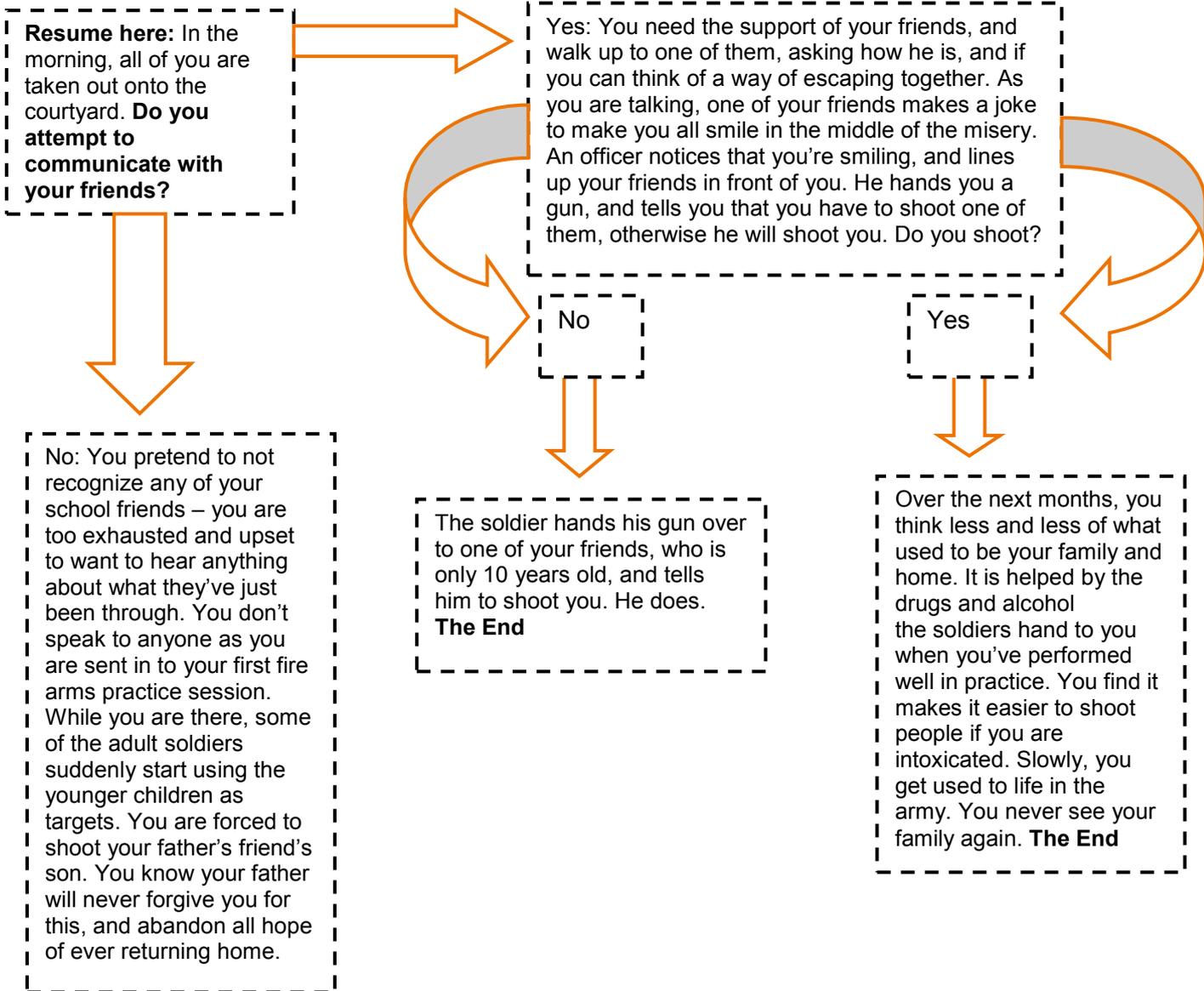
Yes: You sign the document they put in front of you with shaking hands.

The soldier takes the contract which states that you are signed up to the army for life, and that if you break the contract, you and your family will die. The soldier pulls you out the door. The last thing you see is your mother crouching over your dead brother's body. At gun point you are forced into a truck alongside some of your friends. They all have tears streaming down their faces. The truck takes you out of the village, and away through narrow country roads. The journey takes 12 hours, but you are unable to sleep. Every time you close your eyes you see your dead brother's body in front of you. When you arrive at the army base, you are pulled off the truck. You are hungry, but nobody is offering you any food. You are told to sleep on the floor. **Do you try to run away?**

Yes: You wait until all is quiet. The guard keeps walking round and round the building. When he is furthest away from you, you take the opportunity to run out one of the back doors.

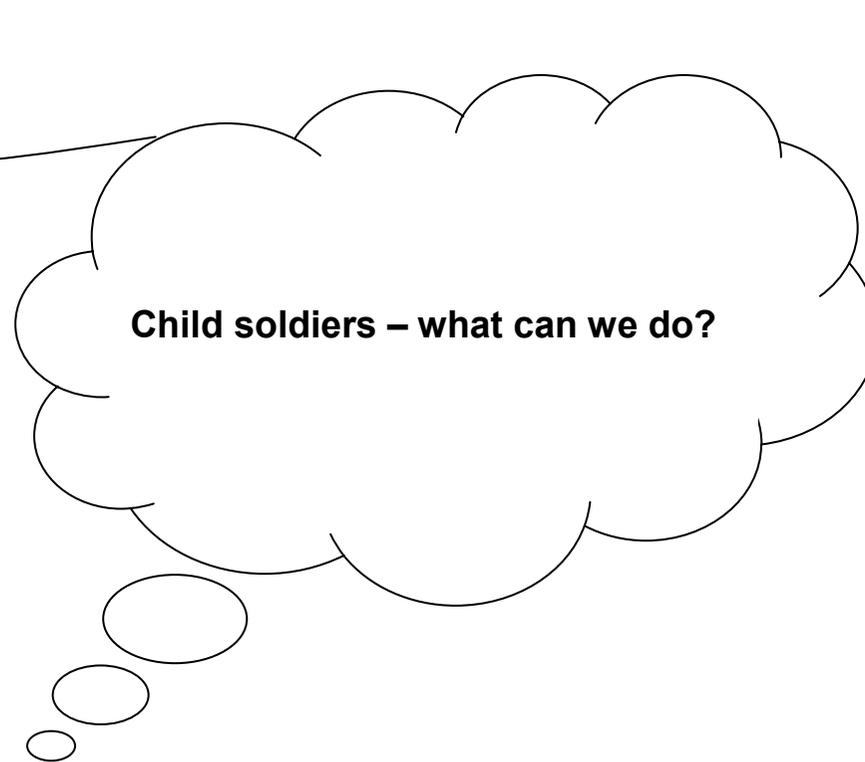
No: You try to sleep, thinking that it's best to be alert in the morning, and that if you behave well and are rested, you might get the chance to escape. *Continue overleaf...*

The forest is thick and it is very dark. The man who is guarding you heard you running across the floor before you even made it out the door. He is chasing you now, and he knows the forest better than you do. You keep waiting for the bullet, but it doesn't come. Instead, you suddenly feel his hands grabbing hold of your shirt and how it rips when he pulls you to the ground. Without a word he lifts you up and takes you back to the camp. When he gets there, he chains you to a tree in the courtyard and leaves you there, while he goes to speak to another officer. He comes back with the other officer, who tells you that because of what you've just done, your mother will be killed in the morning. *Continue overleaf...*





e.g. write letters to governments, raising awareness of the issue of child soldiers and asking them to take action





## Uganda

### Child soldiers case study – Morris and his SOS Mother, Gladys



At only 12 years old, Morris became yet another child victim of the violence perpetrated by the rebel group the 'Lord's Resistance Army' (LRA) in Uganda. The LRA has been operating mainly in northern Uganda and also in parts of South Sudan, the Central African Republic, and the DRC for around 25 years. In that time, many children have fallen victim to violence, abduction and slavery, including being forced into becoming child soldiers.

After being abducted, Morris was shot in the face during crossfire between the LRA and the Ugandan army. Although he was taken to a rescue centre in Uganda, he did not receive medical attention. "At the time, I thought my life had come to an end," he recalls.

SOS Children workers were in Uganda to investigate the possibility of establishing an Emergency Relief Programme in Gulu to cater for victims of the war. They found Morris at the rescue centre and arranged for him to be taken to Nairobi for specialised medical care. After receiving medical treatment his home became SOS Children's Village Nairobi and he met his SOS mother, Gladys, for the first time.

Gladys had been a fully trained SOS mother for less than a year when Morris arrived and became the fifth child to be in her care. Whilst there were some difficulties to overcome in looking after a seriously injured child, Gladys felt that she had been blessed. "I accepted Morris the way he was and took him with all the love I could give," she says, "and everyone in the Village cared for him and helped me."

Morris had never been to school before, and at the age of 13 he had to start from scratch. When asked how it felt to be in a class with much younger students he remarked: "It's not about age, it is about what you want in life. I know what I want, and I have to go for it."

Morris dreams of becoming an engineer and of one day making a difference in northern Uganda. "I believe one day, the unrest in the region will come to an end through a strong voice and that's me. I want to make a difference," he says. And he is surely bound to succeed with the love and support he receives from Gladys: "I always see Morris as a child with a very bright future and it gives me a lot of contentment when I see how determined he is."