



Speak Up, Speak Out

Primary Citizenship and PSHE

Speak Up, Speak Out

Aim:

Pupils learn about the importance of speaking up about things that are not fair, especially when they are happening to others.

Outcomes:

- pupils will be able to discuss ideas of fairness
- pupils will learn about the actions of those who have stood up for others and tried to make changes.
- pupils will be able to identify how situations that are unfair can be tackled

Resources:

- the Brian Steidle Case Study adapted for Primary, which can be found at the end of this document. [For more information you can also read the full case study.](#)

Stage 1

On the board at the front of the class write two words: fair and unfair. Ask pupils to shout out things that are unfair and then things that are fair – eg bullying, having to do homework, rules, bedtime, respecting each others belongings etc.

Ask pupils to each write down one or two examples things they think are unfair or fair.

Ask them to write down one or two examples of when they think something unfair has happened to them or their friends or family.

Feedback to the class some of the examples they have come up with.



Stage 2

Ask pupils if they have noticed when things are unfair to others. Start with their friends and family. Then ask if they notice when unfair things happen to people they know but they are not friends with? Example prompt questions

- is it fair if some children are allowed to play outside at break times and others are not?
- is it fair that some children can wear trousers to school and some are not allowed to?
- is it fair that some children get teased because of their height or their hair colour?

Ask the pupils if they have ever spoken out for someone who was being bullied or teased?

Then tell them the adapted story of Brian Steidle.

Explain that Brian's job did not require him to get involved or to speak out but that he decided he would.

Stage3

Ask the pupils if they think that Brian was right to speak out. It wasn't his job to speak out and it wasn't anyone that he knew who was being killed. Do they think he was brave?

Ask the pupils if they can think of some examples of when they could have spoken out.

Ask the pupils to write a list or work in groups to decide ways that they could act if they know about something that is unfair.

Who could they go to?

Who would they speak to?

What would they need to consider before they acted?

Brian Steidle – Case Study adapted for younger readers

Brian Steidle was a captain in the US Marines between 1999 and 2003. After he left the Marines he got a job as a monitor in Sudan in Africa. There had been decades of war in Sudan between those people living in the north of the country and those living in the south. A ceasefire (stop in the fighting) had been agreed and international organisations and officials were sent to Sudan to watch that the two sides kept to the peace that was agreed. Steidle was there to make sure that the two sides did not return to war.

Sudan is the largest country in Africa but with a population that is spread out. Large areas of the northern part of the country is desert where there are few cities and spread out

farming communities. Competition for natural resources such as water and fertile land is common in Sudan, which is in the north of Africa. The river Nile runs from South Sudan, through the north, and up to Egypt.

Steidle first thought his job was easy but after a few months he was moved to a different part of Sudan. He was sent to an area called Darfur, which is a large region in the west of Sudan. He was only 27 years of age and although he was an ex soldier nothing prepared him for what was happening there. The war in that part was an ethnic conflict and not what the observers were there to monitor. In an ethnic conflict the different sides are against one another just because of who they are, not because of what they had done. The conflict was between the Arab Muslims, with the help of the Sudanese government, and Black African Muslims.

'I was blown away by what I saw [in Darfur], because nobody knew about it. Not even us, in the same country, 300km away.' Steidle witnessed the killing of children and the massacre and destruction of villages. The worse thing was that he couldn't do anything to stop it. His role was as an observer - he was supposed to take notes of what was happening and was not allowed to interfere. In addition to the notes he took, Steidle decided to take photographs. He collected lots of images that recorded the terrible sights that he saw, often only hours or days after they happened. In his notes he told of how the Sudanese government helped with some of the killing.

When Steidle returned to the US he thought everyone would know about what he had seen in Darfur, but they didn't. So he decided to **Speak Up, Speak Out** about it. He had collected over 1000 photographs as well as witness statements. He went to newspapers and to the politicians to tell them about what he had seen and what was still happening.

'Since I left Darfur, I have tried, in press conferences, newspaper interviews and congressional testimony (speaking to the American government), to publicize conditions there in the hope that the international community will intervene more vigorously instead of watching the atrocities run their course.'

With the help of his sister he wrote a book about what he had seen and used the photographs. Steidle made enough noise that events in Darfur became known to more people. Eventually the UN was forced into action, including sanctions against the Sudanese government.

The Sudanese president Omar al-Bashir was charged by the International Community for overseeing the Darfur genocide (three counts of genocide in Darfur by the International Criminal Court). However, no attempts have been made to arrest him and he is still President of the country. Over 300,000 people have been killed in Darfur and hundreds of thousands more have been made homeless.

Steidle's book has been made into a [film](#) and he continues to talk about what he witnessed.