Hello! Welcome to our CSPE/Citizenship teacher's resource on the humanitarian crisis in Pakistan. The resource is packed full of interesting facts and activities which will allow you to explore the CSPE/Citizenship concepts of Interdependence and Human Dignity, by bringing the issues facing Pakistan to life in your classroom.

You’ll find:
- Background information on Pakistan.
- Classroom activities.
- What Trócaire is doing.
- Ideas for action.

Handy Tip!
Key words will be underlined throughout. Discuss these words together in class.

Pakistan: Fact file.

Pakistan is located in South Asia, bordering Iran and Afghanistan to the west, China to the north and India to the east.
- Capital: Islamabad
- Population: 184,753,000
- Major Languages: Punjabi, Sindhi, Siraiki, Pashtu & Urdu.
- Religion: Muslim (97%), Christian and Hindu.
Pakistani Floods: Facts.

The floods in Pakistan began in July 2010 following heavy monsoon rain in the Khyber Pakhtunkhwa, Sindh, lower Punjab and Balochistan regions of Pakistan.

Now more than 20 million people have been affected by the worst natural disaster to ever hit Pakistan.

A brief history of Pakistan.

- Pakistan achieved independence from British India in 1947. This was followed by a series of wars over disputed territories.
- This costly, ongoing confrontation, together with internal political disputes and low level of foreign investment has affected the development of this impoverished and underdeveloped country.
- It is ranked 141st poorest country in the world on the Human Development Index.
- More than 32% of the population lived below the poverty line before the floods began.
- In 2005, a devastating earthquake killed more than 80,000 people, injured another 100,000 and left almost 4 million people homeless.
- While in 2008, another earthquake in the Balochistan province killed more than 160 people and injured over 500 people.
- Today, the death toll in northwest Pakistan has reached almost 1600, with over 20 million people struggling to survive after the worst flooding in living memory.

Take Action!

- Check out www.trocaire.org for background information on Pakistan before the flooding occurred.
- Hold a classroom debate on the following topic: ‘It is more important to reduce poverty around the world than to raise money for disaster relief’.
People are using rope trolleys to cross the river in Khyber Pakhtunkhwa, northern Pakistan.

Pakistani flood survivors cling to each other as they wade through devastating floodwaters.

Akhtar Wali, 45, hurt his leg while escaping the floods and took refuge with his three children under his donkey cart. The family are living on the road with their livestock.

An estimated 6 million people have been left homeless.
Trócaire’s Response...

- Trócaire has been working in Pakistan since they were set up in 1973.
- Through our national partners, Trócaire was able to work with local community groups and was able to respond within 36 hours.
- Trócaire is now targeting approx. 7,600 households/63,500 individuals.
- In the Sindh region, we have evacuated 8,000 individuals from areas at risk of flooding.
- Through our partners, Trócaire is providing food items (flour, pulses, oil, sugar, tea) as well as non food items (blanket's, plastic sheets, kitchen utensils) and sanitary items for families.
- Trócaire is also working to ensure that vulnerable groups such as women and children are protected.
- Our partners are working with 4,850 women and families with awareness raising sessions on their rights and entitlements.

In total, roughly 17 million of Pakistan's 184 million people have been affected by the humanitarian crisis.
Paul Healy meets affected villagers in Nowshera, northwest Pakistan.

Trócaire’s Paul Healy stated 'The number affected by the Pakistan flooding is even greater than the Haiti earthquake and the Asian tsunami combined.'
The long term costs of the flooding will be felt for many months to come. The developed world must not forget the Pakistani people.

Shazia Shoro, 9, and her brother Ghulam Muitazaare, 12, are living in a disused railway yard as floodwaters engulfed their home in Khanpur. They were rescued by a Trócaire funded organisation, PFF.

Paul said 'we’re ensuring that children and the most vulnerable are receiving enough calories every day to protect their health. Local people are helping us to direct our aid where it is most needed. The local knowledge is invaluable in allowing us to respond quickly and effectively and to meet people’s needs.'
Read the following letter from Paul Healy, Trócaire’s Regional Manager in Islamabad, Pakistan and then answer the questions that follow.

Dear Friends,

It has been a catastrophic period for many in Pakistan. Millions of people were, over the past twelve months, traumatised from being displaced by armed conflict. Now, just as they return, they are seeing their homes, their meagre livelihoods and even their loved ones being washed away by torrential floods – the worst floods in living memory.

Frantic phone calls came to the Trócaire office in Islamabad, from people as far away as the United States, trying to get information about, and help for, loved ones. Their families were on rooftops in danger of being submerged, their villages are stranded and still in grave danger. Access and communication is limited. The land is like a desolate waste. People are feeling devastated and alone in their plight. Army helicopters fly above which only increases the sense of isolation. Families have lost everything. They need support now and in the weeks and months ahead to rebuild their lives.

It is the local community themselves who are the first to respond in any humanitarian crisis. Our partners are the local communities and this is our unique way of working on the ground in developing countries.

- Trócaire is getting food, water, water purification tablets, cooking utensils, high-energy biscuits for children and sanitary supplies to survivors.
- In one area called Nowshera, in the northwest, our partners began providing pre-cooked meals to over 300 families the weekend the flooding began.

As the floods swept through the northern districts, Trócaire also began looking south to Sindh, where the waters would inevitably flow. We worked with communities to prepare for the worst. We helped families prepare to move quickly to higher ground if the waters came - which they did. As the rains continued to pour, these evacuation plans sadly became a reality.

- Our work so far has included the evacuation of 8,000 people trapped in at-risk areas in the southern province of Sindh.
- In the northwest of Pakistan, near the city of Peshawar, another fifty thousand people are receiving food packages and water, blankets and plastic sheets for shelter and hygiene kits to prevent the spread of disease.

We have been able to do this because of the strong support we receive from all over Ireland. It is my hope that this support will be there now for the most vulnerable in Pakistan in the coming months.

Please keep the people of Pakistan in your prayers during this difficult time.

Yours Sincerely,
Paul Healy.
Pakistan.
Questions:
What has caused the humanitarian crisis that is currently taking place in Pakistan?
Where are families going to in order to save themselves from the floodwaters?
Who is Trócaire working with in Pakistan to help them respond to the humanitarian crisis?
List 4 things Trócaire has done so far to help the survivors of the floods?

Classroom Activity- Leaving in a Hurry

Before you begin: Print off a copy of this student worksheet (below) and cut out 1 set of the 10 cards, for each group of 4.

Aim: To allow students to explore how the people of Pakistan felt to be caught in an emergency situation, the difficult choices they faced and how the provision of basic needs is vital to human dignity.

- Divide the class up into groups of 4.
- Read the following statement aloud:
  Your name is Rukhtaj, you are 43 years old and the mother of six children. You live in Nowshera, in northwest Pakistan. It is 2.00 in the morning. Your family are all sound asleep in their rooms. All of a sudden some people come and wake you up. They warn that the flood water is rising. You quickly wake up all of your children and grab some things to bring with you. You realise that you may not be home for a very long time. You must choose what to bring.
- Distribute a set cards to each group whilst reading out the following statement:
  You have 10 items to choose from- you can only take 5 with you. Agree with your group what you will take with you. You have 5 min. to agree.
- Strictly apply the 5 min. limit. When each group returns what they are leaving behind, ask them to report back on what they have decided as a family and why.

Discussion:
  - How did you feel when you were woken up?
  - What was the easiest thing to leave behind? Why?
  - What was the hardest thing to leave behind? Why?
  - What are the basic needs that you are going to have to go without?

- Read aloud:
  Six Months Later
  Initially after the flood, you had to walk for 10 hours with your children until you reached a relatives home. The living conditions are very cramped. Trócaire is providing your family with sleeping mats and cookware which you use to make food for 40 people. You know that your house and everything in it is devastated by the flood waters. The land you had to grow your own vegetables to feed your children is also destroyed.

Discussion:
  - Does your family still have the items they brought?
  - If you could choose again, would you choose differently? Explain.
  - What do you think the most difficult thing is about living in these circumstances?
**Student Worksheet.**

<table>
<thead>
<tr>
<th>FOOD</th>
<th>MEDICINE</th>
</tr>
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<tbody>
<tr>
<td>WATER</td>
<td>MONEY</td>
</tr>
<tr>
<td>BLANKETS</td>
<td>DOCUMENTS</td>
</tr>
<tr>
<td>COOKING IMPLEMENTS</td>
<td>FAMILY PHOTOS</td>
</tr>
<tr>
<td>A KNIFE</td>
<td>SHOES</td>
</tr>
<tr>
<td>ITEM OF YOUR CHOICE</td>
<td>CLOTHES</td>
</tr>
</tbody>
</table>
Classroom Activity.

The media has an important role to play in raising awareness of world disasters and providing information. It has the power to alert the world to any disaster it chooses and encourages people to take action.

**Aim:** To examine how the actions of the media can affect our understanding of a humanitarian crisis. This will be done by focusing on the different ways the floods in Pakistan are portrayed in the media.

- Gather news stories, pictures and information from national newspapers and from the sources listed below:
  - www.trocaire.org
  - http://news.bbc.co.uk
  - http://www.alertnet.org/
  - www.reliefweb.int
- Disseminate 2/3 of these, from a range of different sources, to groups of 4/5 and allow students to compare how the stories are treated in different articles.
- Discuss the following terms: biased; neutral; sensationalist; factual.
- Answer the following questions:
  1. Which words appear the most?
  2. Are some biased/neutral/sensationalist/factual?
  3. To what extent are the views expressed supported by facts?
- Hold a classroom debate on the following topic:
  ‘We should help the Irish people who were affected by the floods last year, before we help anyone else’.
Trócaire would like to acknowledge our partner Caritas Internationalis for allowing us to use some of their photos. www.caritas.org.