

“Genocide in Darfur” PowerPoint Accompanying Script

Note to the presenter:

There are two types of information on this sheet.

- **Information in quotes** is intended to represent things you could/should say while presenting the slides.
- **Information not in quotes** is usually directional.
- Information is prefaced with the slide number followed by the slide’s title.

Some pointers—

- Please make sure to read through this sheet at least once or twice before presenting. **Some bullets in the PowerPoint presentation are phrased as questions.** Make sure you are familiar with the answers!
- Try not to read directly off the sheet (unless it’s a quote from a person in Darfur, of course) so as to engage the audience as much as possible.

#3 – Perspective

To lead into this slide, you can say something like: “I know these numbers are staggering to the point of being abstract, so I’m going to try to give you a frame of reference.”

You can **substitute/include** stats about your own city/state if you want. It’s okay to use math, especially if you’re in a small town: “Our town would have to be wiped off the map *ten times* in order to approach the levels of death in Darfur.”

#5 – Thought Questions

Tell people to **keep these questions in mind** as they listen, and then facilitate a discussion after the presentation using these questions as a starting point.

- “African problem → African solution”
- “They’re used to violence there – it’s not a big deal.”
- “It’s too far (to matter to me) (to make a difference)”

If you are not completely comfortable facilitating this type of discussion, omit this slide.

“Genocide in Darfur” PowerPoint Accompanying Script

#6 – British Rule

“For more information about Sudan’s **history**, see *A Short History of a Long War* by Alex de Waal, or do a Google search on Sudan.”

#8 – Political Context

Historically diverse societies. “Remember that borders in Africa were drawn rather arbitrarily in the colonial era. As one looks at different African countries, one finds that the tribes that were clumped together didn’t necessarily have anything on common, nor could they always coexist peacefully.”

Oil. “When oil was discovered in Southern Sudan, Khartoum (capital of Sudan; in the North) demanded the revenues be funneled to the national government. Southern Sudanese wanted a share.”

#11 – Darfur Conflict

“Note that civilians (who are not rebels) are being targeted.”

#13 – Role of Gov’t

Helicopters. “The Government of Sudan has denied that the **helicopters** are theirs. However, the helicopter markings are clear in numerous documentary photographs. These markings implicate the Sudanese government.”

Aid. “Because Darfurians have been chased to land that is extremely difficult (or impossible) to live off of, they are dependent on **international aid efforts**. But aid workers are subject to kidnapping and/or murder.”

“Genocide in Darfur” PowerPoint Accompanying Script

#14 – Role of Janjaweed

“**Death by attrition.**” “Sudan expert Professor Eric Reeves terms the current situation a “genocide of attrition.” Because so many villages have already been destroyed, now deaths are coming from disease, starvation, or malnutrition in refugee/IDP camps.”

#17 – AMIS

7,000. “The city of Dallas, Texas, alone is patrolled by 3,000 officers. The French National Police has 150,000 employees.”

Problems. “Even so, **AMIS** has been shown to deter attacks. They’re all that’s standing between civilians and janjaweed right now; we need to support them while simultaneously calling for a more effective force.”

“The Genocide Intervention Network, STAND’s partner organization, is raising money to support AU **firewood patrols**. The presence of the AU has been shown to deter instances of rape in some cases.”

* If your school participated in 2006’s DarfurFast, remind your audience that their GI-Net donations were earmarked for these AU firewood patrols.

#18 – Rape

More quotes from Amnesty International are below. STAND advises against reading all of them. It’s not effective to disturb or bombard the audience to the point where they turn away. Instead, you may wish to supplement this slide with one or two additional quotes, or you can use them as evidence during other parts of the PowerPoint presentation.

Reading names can be very powerful:

Girls, like women, have been raped, abducted and kept in sexual slavery. M., a Fur woman from Um Bada near Kutum reported the abduction of girls from the village by the Janjawid:

“Genocide in Darfur” PowerPoint Accompanying Script

"During the attack on Kutum, many girls disappeared. Some of their names are: Hamra (15), Khadija(14), Fatima (12), Hama (10). An old woman called Khadija (80) was also abducted. Those women were taken away on camels and the Hakama saw this and cheered their men."

Note (quotes above and below) that age doesn't save you in Darfur – both the young and elderly are taken:

"UNICEF has completed a child protection survey in Tawila. The report confirms a host of disturbing findings from the recent inter-agency mission, including a very large number of rape cases, in one case targeting 41 school girls and teachers, gang rape of minors by up to 14 men, abduction of children and women as well as killings of many civilians."

Killing future generations:

"I was with another woman, Aziza, aged 18, who had her stomach slit on the night we were abducted. She was pregnant and was killed as they said: "It is the child of an enemy." A woman of Irenga ethnicity from the village of Garsila

Others:

"When we tried to escape they shot more children. They raped women; I saw many cases of Janjawid raping women and girls. They are happy when they rape. They sing when they rape and they tell that we are just slaves and that they can do with us how they wish."

*"There was also another rape on a young single girl aged 17: M. was raped by six men in front of her house in front of her mother. M's brother, S., was then tied up and thrown into fire." H., a 35-year-old Fur man from **Mukjar**.*

*"In July 2003, the Arabs raped M, 14, on the market square and threatened to shoot on the witnesses if they tried to intervene. They also raped other girls in the bush." S., a 28 year old Zaghawa woman from **Habila** region.*

“Genocide in Darfur” PowerPoint Accompanying Script

#20 – Role of Oil

Security Council. “China and Russia are permanent members of the Security Council.”

If your school, city, or state has **divested** or is in the process of divesting, make sure to mention that! If no campaign exists, tell the **audience** that if one of them wants to look into a divestment campaign or is interested in helping, he or she should email you at [address] or come up to you afterward.

#23 – Role of U.S.

Legislation. Time-sensitive, but if appropriate, include here the need for federal protection for cities and states that divest.

Sum-up. “The US has been a leader in calling for an end to the genocide. However, more than words are needed. We must press for substantive action to get peacekeepers on the ground and bring the conflict to a close.”

#25 – Many Reasons

Emphasize how perilous it is that conflict is now spreading into Chad and Central African Republic – **destabilizing** the whole region.

#31 – STAND

Stress how important it is to get involved with one’s local STAND chapter – “It is by joining together with a unified voice that we can actually make this most crucial of changes – ending the genocide in Darfur.”

Now is a good time to discuss your chapter’s goals, successes, and opportunities for involvement. Also make sure to mention the ask of the current STAND national campaign.



Don't stand by. STAND up.
www.standnow.org

“Genocide in Darfur” PowerPoint Accompanying Script

#33 – Picture

Leave this slide up as you take questions. Audience members may wish to spend some time quietly connecting with this Darfurian girl while they digest all the information you've just presented. The girl represents a human reminder of the need to act.