

# Conflict Resolution

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Conflict is part of everyday life, at home, in school, in sports. There is conflict that we are a part of and conflict that we see outside ourselves.

In a paragraph write about a conflict that you were involved in.

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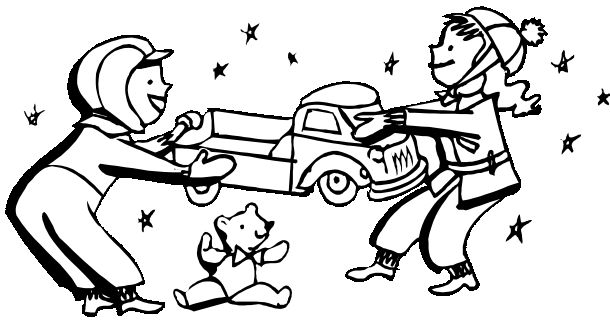
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Make a list of words that come to your mind when you think of conflict.

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How do you feel when someone else has something you want?

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What do you do when you feel angry?

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Can conflicts ever be good?

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## Conflict Resolution

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Here are some Conflict Resolution Steps to use when looking at conflict. Think about a conflict you have had as you read these steps:

### Step 1 Storytelling

The conflict is described from each person's point of view.

**Be Curious.** Ask the other person or group to share their story.

**Listen carefully** to the other person or group to find out what it is that they want and try to learn how they feel.

**Tell your story.** Stick to the facts and your feelings without blaming or name calling.

### Step 2 Define the Problem

**Work together** to define the problem in a way that includes both peoples' needs, but does not lay blame.

Think of yourselves as **a team**, working on a common problem, rather than opponents who are against each other.

### Step 3 Make a plan

Work together and think about how you might resolve the conflict so that everyone is satisfied.

**Brainstorm.** Everyone should offer as many solutions as possible. Write them down without judgement or comment.

**Evaluate** the solutions. Go through each of the ideas. Ask yourselves, is it realistic? Would this be acceptable to all parties?

**Decide** on the best solution. Check to see if everyone is willing to follow through on the solution. Make sure everyone agrees.

### Step 4 Check Up

**Think about** how you will know if the solution is working. Think of ways to prevent the conflict from happening again.

**Plan to meet again** to see if the solution is working.. A check in can happen later that day, the next day, or the next week depending on the conflict.

## On your own

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Think of a conflict you have experienced, are experiencing or know about. Using Steps 1 to 4, work through the conflict to come up with a solution.

## Conflict Resolution

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This story is an example of a conflict. As you read the story think about the four steps of conflict resolution and then answer the questions. The story takes place in Sri Lanka. The name of Sri Lankan money is rupees.

A passenger boards a bus to go on an important trip. He gives a hundred rupee bill to the conductor to buy a ticket. The conductor says that he has no change for 100 rupees, and ignores the passenger while he continues to issue tickets to other passengers. The passenger explains the urgency of his trip to the conductor and pleads for a ticket. The conductor orders the passenger to get off the bus if he can't pay for his fare in smaller currency. The passenger begins to argue with the conductor that he should accept his money and issue him a ticket. (UNICEF)



1. What information might the passenger learn when listening to the conductor's story?

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2. How would the conductor and passenger define the problem after working together?

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3. Brainstorm four possible solutions to the conflict.

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4. What solution could both the conductor and the passenger agree upon? Why?

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5. What problems might come up that will keep the solution from working?

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## War and Children

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The following quotes are from children who have lived in war zones. What do these statements tell you about what it's like to live in war?

YUGOSLAVIA - I had a new tricycle, red and yellow with a bell... Do you think they have destroyed my tricycle too? Nedim, 5  
(UNICEF)

CAMBODIA - Chea Phala was a nine year old fishing when the underwater land mine exploded, taking his two legs and blinding his left eye. Today he tries to be the same as any other boy growing up. "I am number three in my class and I have taught myself to ride a bicycle and a motorcycle."  
(World Vision)

LIBERIA - "When I think about the five years I spent in the bush, killing people and being shot at, I feel pretty stupid. We were giving our lives for people who by tomorrow won't remember how they got where they are." Lawrence was 15 when he became a soldier. (UNICEF)

SRI LANKA - 12-year-old Rubina lives in a refugee camp. Her father died here. She is haunted by memories of the death of a cousin killed by shrapnel. "I have no hope for the future. I feel this will be our life forever."  
(World Vision)

### War can disrupt children's lives in many ways

- Children may be unable to go to school
- Children may be forced to leave their homes as refugees; while fleeing they may become separated from their parents
- One or both parents may die in conflict
- Families cannot plant crops because of landmines or fighting; this leads to lack of food
- Food and medical supplies can be cut off from remote regions
- Children may become soldiers
- They may be injured or killed in conflict
- They may suffer psychological trauma
- Money is diverted from social programs to the military\_\_\_\_\_

## War and Children

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### The Nature of War Today

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*"..the front line...is the corner of the neighbour's house and the enemy is the neighbour. During World War II you could be quite safe in many, many places; now the front line is the front door." (UNICEF)*

Popular films and books often give a picture of war as something that is distant and exciting with battles fought between good and evil armies.

War today is quite different from what is shown in most books, movies and video games:

- wars are fought within nations instead of across borders
- wars are often between a country's army and a rebel group
- because it is difficult to know who is part of or supports the army or the rebel group, civilians are often targets for violence
- whole villages can be destroyed
- women and children are killed more often than soldiers
- in 1900, 90% of those who died in wars were soldiers, in 1994, 90% were civilians
- In 1999, there were 40 armed conflicts being fought in 36 countries

(Adapted from World Vision)

Have you or anyone you know ever lived in a place where there has been a war? \_\_\_\_\_

Describe what you have experienced or heard about what it is like to live in a war zone. If you have never met anyone who lived in a war zone, imagine what it might be like.

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Children always live in those places where wars are being fought. How would childhood change for children living in war zones?

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## Child Soldiers

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One of the most terrible developments in recent years has been the increasing use of young children as soldiers. In one sense, this is not really new. For centuries children have been involved in military campaigns—as workers on warships, or as drummer boys on the battlefields of Europe. Indeed the word ‘infantry’, for foot-soldiers, can also mean a group of young people. What is frightening nowadays is the escalation in the use of children as fighters. Recently, in 25 countries, thousands of children under the age of 16 have fought in wars. It is estimated that some 250 000 children under 18 served as soldiers in 1995. (UNICEF & World Vision)

Why do you think the number of children fighting in wars has increased in recent years?

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There are many reasons that children become soldiers. Some are forced by army or rebel groups. Others join voluntarily.

Why do you think children might decide to become soldiers?

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## Child Soldier Stories

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Read these two short stories about child soldiers. What do you think life is like for a child soldier?

### Child Soldier Story #1.

“In West Mostar, Bosnia, a 17-year old girl stopped us to say that she was a sniper,” reports Angela Mason, a World Vision worker. “She proudly boasted of the Deustch Marks she was paid to shoot men, women, and children. In disbelief, a cameraman looked at her right hand and recognized the calluses caused by repeated firing.”

(World Vision)

### Child Soldier Story #2.

A man and Solomon are talking  
Man: So you had a gun?  
Solomon: Yes, an Uzzi and a Baretta.  
Man: Did you point it at anyone?  
Solomon: At people and houses.  
Man: What did the people do?  
Solomon: They fell down.  
Man: Were the people hurt?  
Solomon: They were dead-o.

(UNICEF)

## Child Soldiers

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### More about child soldiers

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These children are turning in their weapons.

Think about what it might feel like to return to a normal life after being a child soldier.

What problems do you think ex-child soldiers face?



Copyright UNICEF

Children become soldiers for many reasons.

- Some children are kidnapped or forced to become soldiers by army or rebel groups
- Some children join to protect their family
- Some join because they will earn money for their families
- Other children become soldiers because they believe in the cause
- Poor children may join to get food and medicine
- Orphans may join because they do not have a family

Ex-child soldiers face many difficulties.

- Their families or communities may not accept them back
- They may be easily frightened or have troubles trusting people
- Many get into fights easily
- Many are malnourished and have health problems

### On Your Own

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Discuss in a group what can be done to stop the use of child soldiers. Come up with an action plan for governments and the United Nations. Your action plan should have at least three steps. Keep in mind that ex-child soldiers need to be cared for. Also remember what may cause children to join armed groups.

## Child Soldiers

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Being a soldier is not a normal part of childhood. Most Canadians think childhood should be about innocence and fun.

Think about the word childhood. Write a list of all the words which come to mind when you think about childhood.

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Now think about the word soldier. Write down the words that come to mind when you think about soldiers.

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Write a poem about child soldiers which uses some of the words from each list.

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# Refugees

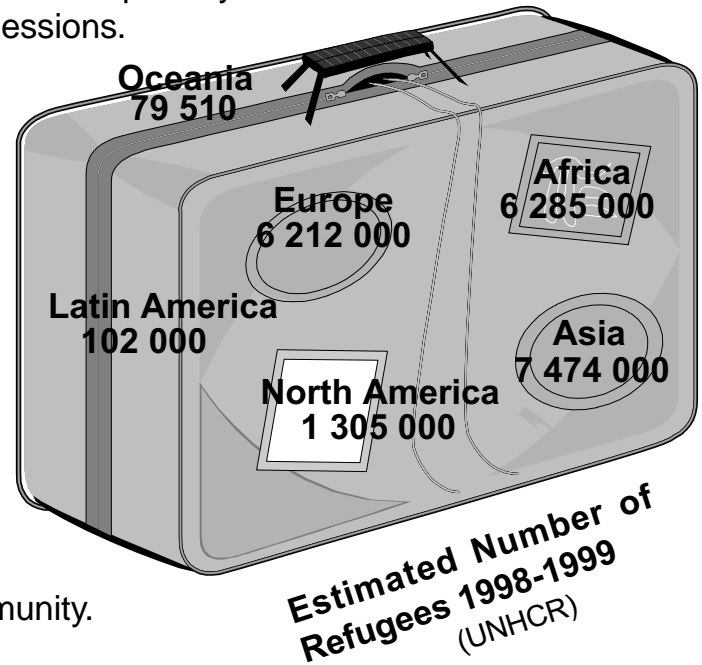
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Currently there are millions of refugees around the world. Most refugees flee to others parts of their own countries or to neighbouring countries. People flee from their home because of war, natural disasters or poverty.

They usually leave quickly, taking few possessions.

Many refugees walk long distances to find safety. Sometimes children are separated from their parents during these long walks. Children also leave behind their schools, and it is usually difficult for them to see a doctor or get enough food.

For most children living with war, the biggest fear is being separated from their parents. Families living in war zones are often divided from each other. It can take years for families and aid agencies to find children's relatives. When this is not possible the agencies attempt to find foster families within the child's own community.



Think back to a time you moved to another neighbourhood, city, or country. How did you feel before you moved?

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How did you feel about your old home?

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What was the hardest thing about the move?

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How do you imagine moving on short notice with few possessions because of war, poverty or natural disaster would be different than moving to a different house?

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If you were in a war zone what would you fear the most?

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## Refugees

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### The Story of a Child Refugee

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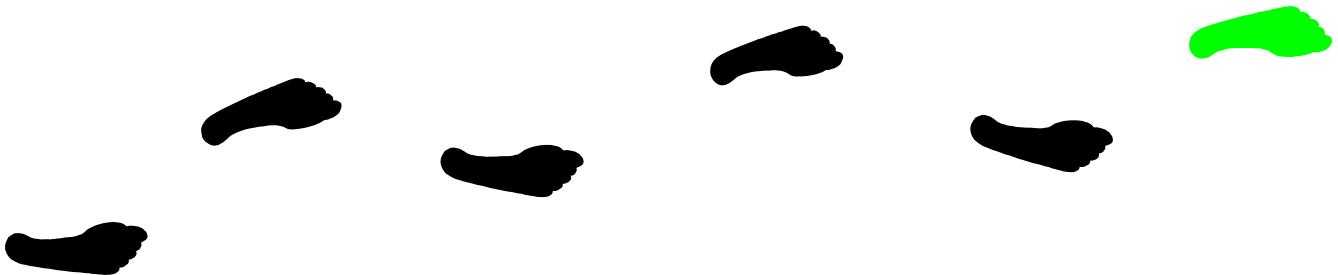
15 year old Abraham fled his village in Sudan after an attack where both his parents were killed. This is his story. "I met other children and we wandered in the bush for many days. Then we reached the river and some people took us to Panyidu refugee camp in Ethiopia."

The camp in Ethiopia was not safe for long. Soon Abraham and 12 000 other Sudanese boys had to leave.

They marched back to Sudan, then headed for the Kenyan border, over 500 kilometers away. They had only a little water and their few possessions. They walked for over a month in the heat and dust. Some were as young as seven years old. Many had deep cracks on their feet from walking for so long without shoes.

Even after they reached the border, the boys did not feel really safe. At any time the war could shift and force them to move on.

Adapted from Susan Warren, *Children in the Crossfire*



### On Your Own

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Write a paragraph that describes something that you imagine might have happened to Abraham and the other boys as they walked. Or write about someone that they might have met.

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# Refugees

All the words in this puzzle are places that refugees may come from. This is a short list. There are refugees from many places. Words can be found on the vertical, horizontal and diagonal, they may go backwards or forwards.

Algeria	C	A	M	B	O	D	I	A	S	R	I	L	A	N	K	A
Angola	R	W	K	K	E	O	B	K	D	O	S	L	W	O	Z	N
Burma	U	T	C	O	L	U	M	B	I	A	M	S	U	B	L	I
Cambodia	S	T	K	S	L	N	I	F	N	D	O	A	C	S	E	H
Chad	S	J	B	O	O	C	S	B	D	I	O	H	L	N	I	C
China	I	K	V	V	I	H	E	X	O	E	G	J	O	I	D	Z
Colombia	A	N	G	O	L	A	O	P	N	N	I	E	C	P	A	A
Congo	M	S	S	R	R	D	L	S	E	E	A	C	R	K	C	B
Ethiopia	R	I	R	A	W	K	E	R	S	R	I	H	V	I	U	A
Haiti	U	A	M	O	Z	A	M	B	I	Q	U	E	H	T	A	S
Indonesia	B	T	I	A	H	Q	T	B	A	M	A	C	I	H	L	O
India	L	W	E	O	G	N	O	C	M	O	R	H	I	N	G	A
Iraq	I	W	T	V	I	I	I	W	W	A	W	N	C	N	E	Q
Kenya	B	E	H	A	B	W	H	S	W	T	A	Y	P	E	R	U
Kosovo	E	E	I	Q	W	A	U	E	R	I	R	A	Q	T	I	Y
Liberia	R	U	O	P	I	D	A	S	D	B	F	G	H	J	A	K
Nigeria	I	L	P	T	A	Z	C	K	K	E	N	Y	A	D	B	N
Mozambique	A	N	I	N	M	W	Q	K	U	T	I	N	D	I	A	B
Peru	E	D	A	Q	E	S	I	E	R	R	A	L	E	O	N	E
Russia																
Sierra Leone																
Somalia																
Sri Lanka																
Sudan																

Once you have completed the word-find, choose three place names from the list. Look for these places on a world map. On the lines below write the place names, and where they are in the world (eg what continent they are on, or what countries they are near).

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## Sanctions

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Imagine you are the Prime Minister of Canada. You have just learned that the democratically elected government of Zorgan has been taken over by the military. The new government is arresting anyone who protests against them, recruiting child soldiers, closing high schools, and forcing former students to work in weapons factories.

There are many ways that the Canadian government can respond. You are not willing to invade Zorgan. How can you get its government to change its ways and reestablish democracy?

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When governments try to get other governments to change actions they disagree with, they sometimes use **sanctions**. A sanction is a limit on trade. For example, if Zorgan makes half of its money through selling chocolate, the Canadian government might refuse to buy chocolate from Zorgan. Without money from chocolate, it will be difficult for the government of Zorgan to buy things like weapons to keep the government in power as well as things like school supplies and medicine.

If all governments stopped buying chocolate from Zorgan, what do think would happen?

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A **boycott** is similar to sanctions except instead of a government deciding not to buy from a country, individual people decide not to buy products. Some people check the labels of clothes to make sure they were not made in Burma, a country which violates human rights. If the clothes were made in Burma, they will not buy them and will write a letter to the clothing store to tell them why.

Have you or anyone you know ever boycotted a product? What were the reasons for the boycott? Or for what reasons do you think you might boycott something in the future?

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## Sanctions

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Sometimes sanctions have hurt the people they are supposed to help. They work by cutting the flow of money into a country. This makes it difficult for governments to buy items which they and their people need. Children are almost always hurt by sanctions because food, medicine and school supplies become difficult to get or too expensive for most families. Sanctions are also usually imposed during or after a war, so they can make the difficulties of war even worse for children.

What do you think are items that should not be sanctioned? That is, items that every country should be allowed to have.

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What types of items do you think it's fair to sanction and not allow into a country?

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What is the difference between these items?

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## On Your Own

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This picture was drawn by an Iraqi child who has lived for all his or her life under sanctions.

How does the drawing make you feel?

What do you notice when you look at this drawing?

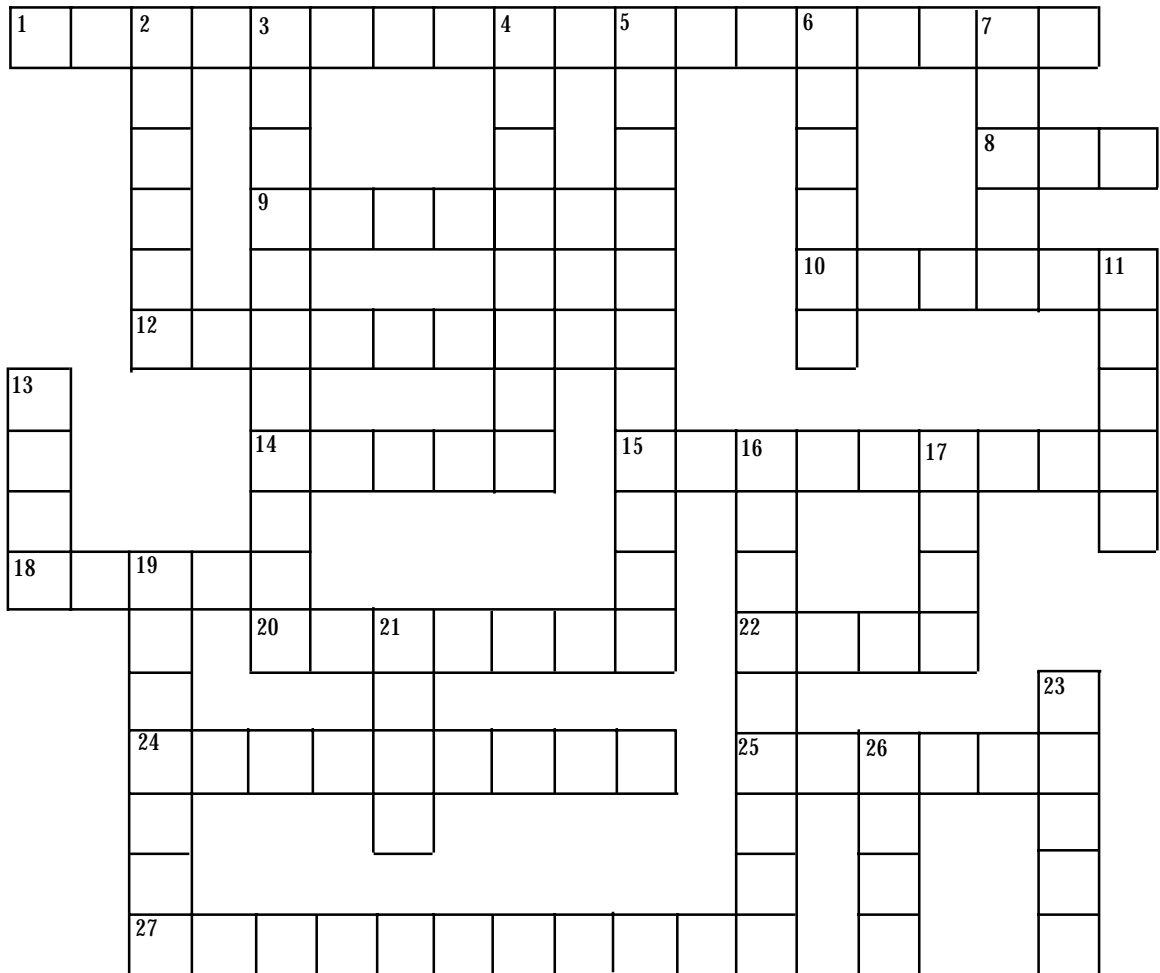
What is the difference between this drawing and one you might draw?



Picture from: Voices in the Wilderness.

# Sanctions

All of the answers to these clues are items banned under sanctions against Iraq. Think about how difficult it might be to live without these items.



## Across

1. Needed for songs
8. Ride it downtown or to school
9. These cover some floors
10. Painting stands
12. For talking to friends far away
14. Vehicle used for hauling
15. Rushes to emergencies
18. Pen and \_\_\_\_\_
20. Keeps your papers in order
22. Play with these
24. Decorates your room
25. \_\_\_\_\_ boots
27. Full of dirty plates

## Down

2. Offers shade from the sun
3. Help with math homework
4. Where you write answers
5. For noses when you have a cold
6. Stick it to the fridge
7. Sit at this for dinner
11. Foot protectors
13. Makes you really clean
16. Power flashlights
17. Tools for splitting logs
19. Construction material
21. Make your music really loud
23. Washer and \_\_\_\_\_
26. Ride it to school

## Military Spending

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Zorgan is at war with Mozap. After 9 months of fighting Zorgan has suffered a lot of damage. Schools, hospitals and roads have been destroyed. It is unsafe to go into the fields to plant or pick crops because of unexploded landmines. The army is running out of weapons and ammunition. The government is running out of money and cannot fix what has been damaged and buy military equipment.

Imagine you are part of the government of Zorgan. How would you handle the situation?

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How does the amount a country spends on its military affect children?

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**Military Spending** is the amount of money a country spends on its military. It includes weapons, salaries for soldiers, vehicles and everything else a military needs. It is important for governments to pay their soldiers so some military spending is necessary. However, many countries spend a lot of money on expensive weapons and take that money from other programs like health care.

Military spending can affect children in important ways:

- Money that could go towards education and health is instead spent on weapons
- The weapons that are bought could be used in war where children are always affected
- Lightweight weapons like AK47s are easy to use and are used by child soldiers

The cost of a weapon does not end when the weapon leaves the factory...

**It costs between \$4.50 to \$45 to make a land mine.**

**It costs \$450 to \$1500 to remove a single land mine.**

**In some countries, about 29% of mine victims lose one or both legs. Each artificial limb costs approximately \$225, but when all medical and rehabilitation costs are included, it can cost as much as \$15,000 to provide adequate care for survivors**

**(source Canadian Red Cross).**

## On Your Own

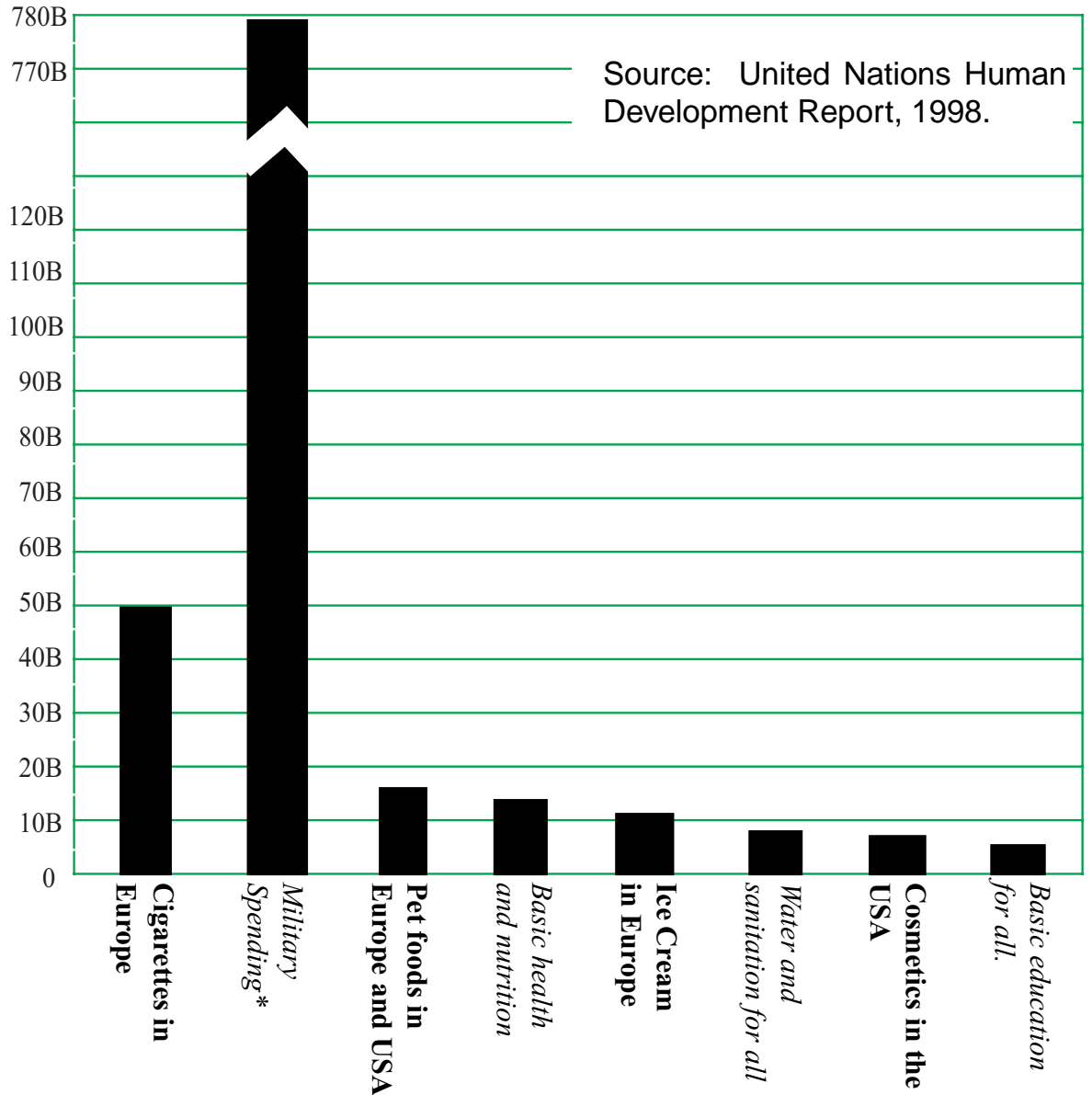
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The cost to manufacture an AK-47 is only part of the costs of this small firearm often used by child soldiers. Can you think of more ways this weapon will end up costing money? What other kinds of costs are there?

## Military Spending

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The table below shows the amounts of money that are spent world wide on different things. Some of the numbers, like education are the totals of all *governmental spending*. Other numbers like ice cream are for the totals of all **personal spending**. (All numbers are in billions of dollars.)



\* If the line for military spending was not broken, it would travel off the page and travel up two more pieces of paper.

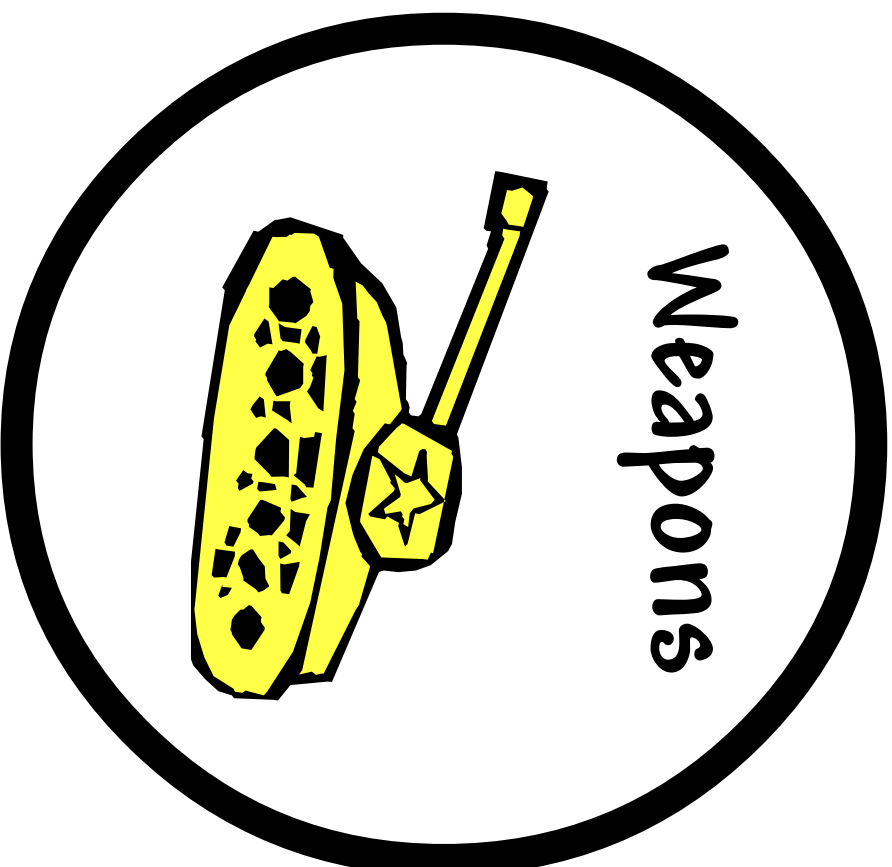
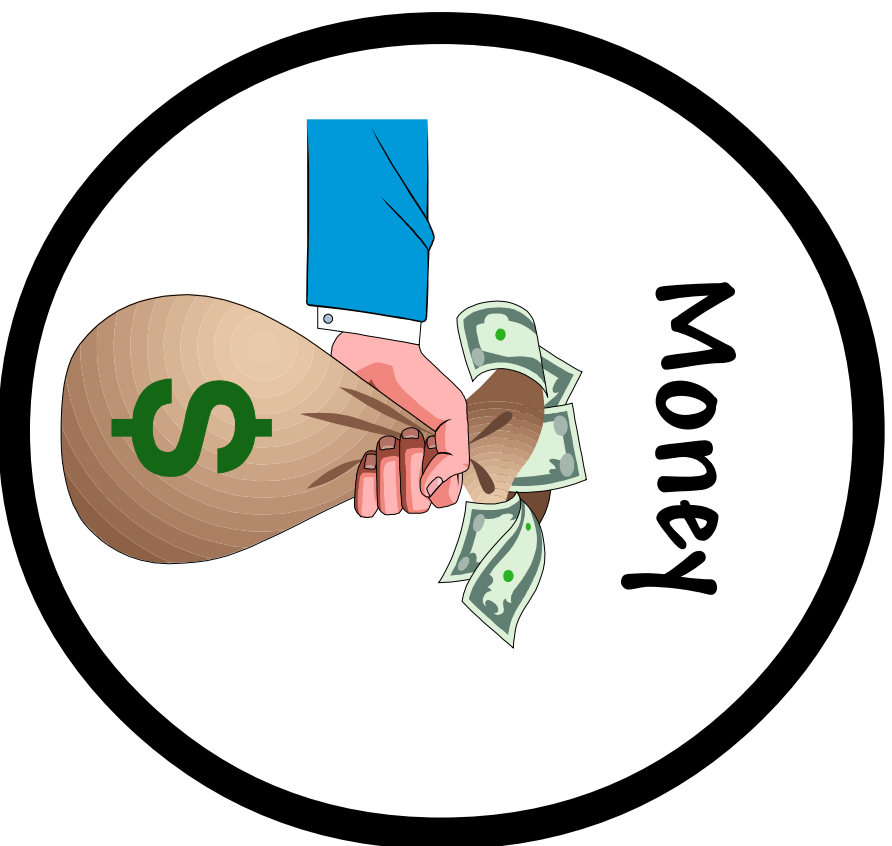
## On Your Own

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This graph shows some of the ways people and governments spend their money today. If you had a choice, would it be different? Draw a bar graph like the one above and divide one million dollars between the categories you think are important to spend money on. You can choose different categories from the bar graph or use the same ones.



# Money or Weapons



## Building Peace

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Whenever there is war, there are people who want peace. Some of these people risk their freedom, safety or even their lives to work for peace. Other people work for peace in simpler, but still important ways.

Zlata Filipovic, is a thirteen year old girl who lived in Sarajevo during the war in Yugoslavia. She kept a diary of her experiences during the war. In her diary, Zlata writes about the destruction of war and its effects on people and families as well as the hope and power of peace.

Sunday, April 12, 1992.

Dear Mimmy,

The new sections of town – Dobrinja, Mojnilo, Vojnicko polje– are being badly shelled. Everything is being destroyed, burned, the people are in shelters. Here in the middle of town, where we live, it's different. It's quiet. People go out. It was a nice warm spring day today. We went out too. Vaso Miskin Street was full of people, children. It looked like a peace march. People came out to be together, they don't want war. They want to live and enjoy themselves the way they used to. That's only natural, isn't it? Who likes or wants war, when it's the worst thing in the world?

I keep thinking about the march I joined today. It's bigger and stronger than war. That's why it will win. The people must be the ones to win, not the war, because war has nothing to do with humanity. War is something inhuman.

Zlata.

Excerpt from *Zlata's Diary, A Child's Life in Sarajevo*. By Zlata Filipovic. Age 13.  
Viking, Penguin Books Canada Ltd, Toronto Canada 1994

Imagine you are on the street with Zlata and the people in her neighbourhood marching for peace and a newspaper reporter approaches you for an interview. Answer her questions below.

How have people's lives been affected by the war?

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Why are you marching today?

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Do you think marching for peace makes a difference in bringing an end to the war? Why?

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## Building Peace

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Finish this letter from a child living in a war to a Canadian pen pal. Remember what you have already learned about sanctions, child soldiers, refugees and military spending. You might want to include some of these things in your letter.

Dear Pen Pal,

The most important holiday of the year is coming quickly. I can not believe everything that has happened to me and my family in the last year.

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One day, my friends and I decided to do something to try to end the war.

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Your Friend,

## Building Peace

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You can be a peacebuilder day by day

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- Treat others fairly.
- Play peaceful, cooperative games.
- Solve conflicts with words.
- Use conflict resolution skills.
- Be friendly to new people in your class.
- Learn about people from other countries.
- Don't glorify war.
- Support organizations that work for peace.
- Speak out when you see someone being treated unfairly.
- Inform yourself about war and peace issues around the world.
- Write letters about peace issues.



What are three other ways that you can be a peacemaker?

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On your own

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Make a poster which gives at least eight rules for a peaceful classroom. Decorate the posters and put them up around the class.



Draw a picture to go with your poem