



# Peace by Piece

*a one world week educational pack*

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# Introduction

One World Week is a week of youth-led awareness raising, education and action that takes place throughout Ireland during the third week in November every year. During One World Week young people learn about local and global justice issues and take action to bring about change. Co-ordinated by the National Youth Council of Ireland, One World Week has grown as an annual focus for development education in the youth sector since 1989.

During One World Week, groups all over the country do activities from the One World Week activity pack. Some groups organise public events, quizzes and debates, invite guest speakers or have multicultural evenings. Many groups publicly display the work they have done in preparation for One World Week, or lead other people in doing a public action.

## One World Week 2003

One World Week is from the 17<sup>th</sup> to the 23<sup>rd</sup> November 2003. The theme for One World Week 2003 is Peace and Conflict. The week acts as a focus for groups to raise awareness and take actions that promote peace and interdependence. Peace by Piece explores issues of conflict, peace and reconciliation. It examines current understanding of these concepts, at a local and global level and the causes and impacts of conflict on young people. This resource should also be seen as a tool for exploring these issues over a much longer time frame.

More specifically, the pack seeks to provide young people with a deeper understanding of conflict and violence and the skills to cope effectively with them. The pack is also intended to help young people to gain knowledge and skills of alternatives to violence and conflict. The importance of positive self image, a knowledge and respect for human dignity, with its associated rights and duties, and a sense of personal and social justice are highlighted to promote positive attitudes towards peace in young people.

The pack contains activities for a wide range of ages and abilities that youth workers, youth leaders and others working with young people can use to raise awareness around these issues, and develop local and national strategies for dealing with the complexities involved. This is done through the use of simulation games, drama and role play, art work, case studies and photographs. Background information is provided to support the leader/worker. Action ideas, linked to particular activities, are provided. Where more information is required, contact details including websites and printed resources are given.

When photocopying materials for participants, enlarge the text as appropriate.

The suggested ages for activities are only intended as indicators of the lower limit. You should assess each activity yourself to see if it is appropriate to your particular group.

One World Week is also celebrated in other European countries as Global Education Week. Young people throughout Europe will be exploring the theme of peace and conflict and taking action to promote peace and justice.



# Conflict is...

## Aim:

that young people express their ideas about what conflict is.

## Age:

10 years and older

## Time:

25 minutes

## Materials:

sets of statement cards  
flipchart, markers

## What to do:

Write the word 'conflict' on the flipchart. Ask the young people to call out any words that come to mind when they think of conflict. Write down all the words without discussing or commenting on them. As a group, look at the words. Are they always negative? Can conflict ever be positive?

Form small groups and give each group a set of the statement cards. Ask the groups to choose two statements they agree strongly with and two that they disagree strongly with. Allow 5 – 10 minutes for this. Get feedback from all the groups on what they agreed and disagreed with.

In the large group, ask if there was agreement? Can the large group come up with a single statement that they all agree with? Is this difficult? Can anyone suggest another statement that everyone would agree with?

## Statement Cards

A conflict is justified where it prevents a bigger conflict happening in the future.

People are not naturally peaceful. Conflict is a necessary part of life.

To ensure peace, only the biggest countries should have nuclear weapons.

Christians and Muslims cannot live in peace together. They are always in conflict.

It is the obligation of every person to defend themselves if they come under attack.

When the rich wage war, it's the poor who die.\*

We make war that we may live in peace.\*\*

If there were no conflict the world would be a very boring place to live.

Conflict is a good thing. Through conflict I learn about myself and grow.

Conflict is about wars and fighting between states.

\*Jean Paul Sartre \*\*Aristotle

Source: Trócaire (2003). Iraq - A People Sacrificed.  
Also: Irish Independent (12/3/03). The Iraq Crisis.  
War or Peace.



# What is Violence?

### Aim:

that young people explore how violence, which arises from conflict, occurs on many different levels.

### Time:

30 minutes

### Age:

10 years and older

### Materials:

Four large sheets of paper, cards or post-its for statements (prepared in advance), markers

### What to do:

On each of the posters, write one of the following - VERY VIOLENT, VIOLENT, ROUGH and PEACEFUL. Stick the posters around the room. Write out the list of statements, one per card, and divide them up between the participants (at least one per participant). If necessary, add statements to the list. Ask the participants to stick the cards on whichever poster they think is appropriate. When all the cards are placed, ask the large group if they agree with the placements. Move the statements if the group agrees.

Now form small groups. Ask each group to choose four of the statements that they have strong feelings about. What impacts do these actions have on the victims and others? What can be done to protect people from these actions? Who (or what groups) should protect people from these actions?

## Statements

#### Bullying

People who drink and drive

Playing really loud music

Slapping children

Joining the armed forces

Joining in when friends insult Travellers

War

Terrorism

Vandalism

Writing a letter of protest

Selling drugs

Landmines

Writing threatening slogans on a wall

Shouting at people in the street

#### Using animals in experiments

Cutting off the water supply to a city e.g. Baghdad

Blocking a road

The death penalty for convicted murderers

Being racist

Shouting at your parents when they don't let you do something

Pushing someone out of the way of a car

Joy riding

Allowing your ports and airports to be used for war

Hitting your friend or family member

Marching for free speech

Dropping a nuclear bomb

Physically attacking a group of racists



# Deal with it!

## Aim:

that participants examine the ways they deal with conflict situations

## Age:

6 years and older

## Time:

45 minutes

## Materials:

Copy of the role cards

## What to do:

Form groups of four or five young people. Give each group a role card and explain that they are to decide in their group how the story develops. Check with each group that they understand the role card. The young people can present the story in verbal form or can act it out as a short drama. Alternatively, give each group paper and crayons and ask them to illustrate the story.

In the large group, ask each group to present their story. How was the situation resolved? Did a conflict situation happen?

How could the situation be resolved peacefully?

Do you think these situations arise in other places in the world?

Would they be solved differently there?

## Role Cards

You join a group of your friends and they stop talking. They move away and start talking again. What happens?

You are with a group of friends when some Traveller children pass by. A couple of your friends start calling them names and telling them to leave the area. What happens?

You are at the youth club when you see a younger person being pushed around by older children. What happens?

You have just got a new computer game. Your best friend wants to play it but you haven't had a chance yourself and you want to practice. What happens?

You are at home and you are really looking forward to the last episode of your favourite TV show. You're just about to watch it when your sister announces that she has to see a programme on the other side. The video is broken and you only have one telly. What happens?

You are walking down the street and you see an older person spraying graffiti on the wall of the youth club. What happens?





# What's the Story?

### Aim:

that young people explore ways in which conflicts happen and how they can be solved.

### Age:

6 years and older

### Time:

25 minutes

### Materials:

Copies of the story, paper, crayons/ markers

### What to do:

To begin, sit the group in a circle and read out the story. Ask the following questions:

Who are the main characters in the story?

How did they behave in the story? Was it fair of them?

How did they solve their problem?

Can you think of any other ways they could have solved the problem?

Can you remember any occasions when you may have behaved in a similar way? How did you resolve the situation?

Give out paper and crayons or markers. In pairs or small groups ask the children to illustrate the story. Display all the drawings. Ask if the young people know any other stories about conflict situations. Make a note of the suggestions. Examples include Little Red Riding Hood, The Three Pigs and Goldilocks.

## Hay Hay We're the Donkeys

Once upon a time a farmer had two donkeys. The donkeys were called Mandy and Sandy. They went everywhere together. Well they had to, they were tied to each other by a rope! One day the farmer led them into a field in which there were two piles of hay. Mandy made straight for one of the piles of hay but just before she reached it she was pulled back. Sandy too rushed towards a pile of hay but before he reached it he was pulled back.

Mandy and Sandy stretched and strained, but to no avail. The harder they tried the greater the resistance. They sat down exhausted.

'I'm hungry', said Mandy. 'Why won't you let me eat?'

'I'm hungry too', said Sandy. 'You won't let me eat'.

They sat for a while and thought about it. 'Why don't I eat first and then you can eat', said Sandy. 'Yeah, right', said Mandy. 'Do you think I was born yesterday? As soon as you've eaten your pile you'll go to sleep on the spot and I won't get near my pile.'

Finally Mandy had an idea and told Sandy. Both donkeys went to the same pile of hay and ate it. Next they went together to the other pile of hay and ate it too. When they had both eaten their fill, they lay down and went to sleep.

### Warm Up

### Knots

Participants stand in a circle, shoulder to shoulder. Everyone places their left hand into the centre and takes hold of someone else's hand. They repeat with the right hand, but with a different person. When the leader says go, the group has to unravel themselves without letting go.

# Handling Conflict

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Activity



## Aim:

that participants examine different approaches to handling conflict situations.

## Age:

12 years and older

## Time:

30 minutes

## Materials:

Pens, paper

Source: Fitzduff (1988). Community Conflict Skills.

## What to do:

In small groups, participants make a list of conflict situations that arise locally, nationally or internationally. Allow 5 minutes for this. Get feedback from the groups and write it up.

Ask the groups to list the ways people respond to conflict situations. The 'responding to conflict' list contains some ideas you could add.

In the groups, for each conflict situation ask them to list what they think the actual response would be and then what response would have the most impact (may be the same). Encourage the groups to begin with conflict situations with which they are familiar, before moving on to deal with other conflict situations. Allow 15 minutes for this. Get feedback from the groups.

In the large group, discuss:

Are there similarities in the ways that conflicts are dealt with? Would responses that are used at a local level work at a national or international level?

## Responding to Conflict

- Shouting insults
- Giving in
- Trying to compromise
- Changing the subject
- Continuing to nag
- Silence
- Physical retaliation
- Logical discussion
- Crying
- Sharing ideas on solutions
- Making a joke
- Listening carefully to the other person
- Expressing your feelings
- Having a 'cooling off' period

## Warm Up

### Shape Shifters

Participants stand in a circle. Everyone takes hold of the wool/string/ rope, tied in a loop, and pulls tight to form a circle. Ask everyone to close their eyes. Without looking, explain they have to form a square. When they think they have it, tell them to open their eyes. Repeat for a triangle and a star.





# Don't Say a Word

### Aim:

that participants understand how assumptions and lack of communication can result in conflict.

### Age:

6 years and older

### Time:

20 minutes

### Materials:

instruction for each group, set of chairs (five or six)

### What to do:

Announce that no one is allowed to talk. Ask participants to form three equal sized groups. Place a set of chairs in the middle of the room. Hand out an instruction face down to each group. Explain that they have 5 minutes to complete their task. Repeat that no one is allowed to talk during the exercise.

Let the game begin and observe what happens. If after 4 minutes the groups are still in conflict, point out that no one said it was a competition.

After 5 minutes call a halt to the game. In the large group ask:  
What happened in the game?  
What assumptions did the groups make when they got their instructions?  
How did people feel about the other groups initially?  
How did the groups feel when they realised it wasn't a competition?  
What did the groups have to do to work together?

Now explain that the game is over. Get everyone to stand up, walk around and then sit beside someone from another group. You could play a quick game such as 'change places if...'. In the large group, ask:  
Does this happen in real life?  
Why does conflict occur?  
How is it resolved?  
How important is communication between all sides in resolving or preventing conflict?

### Note to Leader

The game is 'won' when all the groups complete their task in the time allotted. By working together all the groups can achieve their aims. Ensure that groups do not introduce new chairs into the game. For younger age groups, substitute cushions for the chairs.

### Instructions

#### Group 1:

Place the chairs in a straight line.

#### Group 2:

Place the chairs in a circle.

#### Group 3:

Bring the chairs outside the room.



# War Games

## Aim:

to explore the impact war has on people and their environment.

## Age:

10 years and older

## Time:

30 minutes

## Materials:

Photocopies of role cards, old newspapers, labels for participants, large space

(Adapted from: DEFY (1995), Young People Imagine).

## Note to Leader

Alternatively form the groups so that one is larger, and one smaller than the rest. The larger and smaller groups should be civilians and journalists respectively.

## Role Cards

### Invading Army

You are part of a coalition of countries that are intent on overthrowing an enemy government. You have been ordered by your commanders to bring journalists with you to highlight your successes in battle. It has been made clear to you that the journalists must be protected, even if this means restricting their movements. You are aware the enemy has civilians mixed in with their army but are under orders to avoid civilian casualties.

### Defending Army

You are proud of your country and are prepared to die defending it. The enemy has superior weapons but you know the territory better. As you pass through towns and villages you have gathered up local people for their protection. The enemy will be less likely to fire on you if you have civilians with you.

### Civilians

The army has told you that you have to leave your towns and villages to protect you from enemy bullets and bombs. There's very little to eat and the children are frightened. You love your country but you don't want to die. You aren't happy hearing about promises of rebuilding when your house hasn't yet been destroyed.

### Journalists

You are there to report the war first hand. You want to speak with ordinary people as well as soldiers on both sides. You are under pressure to get the big story so you are determined to do whatever is necessary to get all points of view. Some possible questions include: what have been the effects of the war on you?; how do you feel about the other side?; what will you do now?

## What to do:

Break into four groups and give each group a role card. The larger and smaller groups should be the civilians and journalists respectively. Allow a couple of minutes to read and discuss the cards, then give the newspapers to the army groups.

Explain that there is going to be a war and they have one minute to make paper balls (ammunition). Clearly mark a dividing line across the playing area. The army groups try to hit their opponents with the paper balls. If the ammunition hits someone on an arm or a leg, they cannot use that limb for the rest of the game. If they are hit on the head or chest they are out of the game for 30 seconds. If journalists or civilians are hit, they are out of the game completely. Allow the groups to build defences using chairs or other materials.

Let battle commence, keeping particular note of any journalists and civilians killed. While the energy is still high, declare an end to the war. The journalists 'interview' soldiers on both sides and the civilians for five minutes. Meanwhile the other participants should clean up the space.

Bring the whole group together. Ask the journalists to present their reports. What happened? How did it make you feel? Also discuss the impact of the war on the environment. What problems would this present to ordinary people for rebuilding their lives?



# Images of Peace, Images of Conflict

## Aim:

to understand the role that images of peace or conflict play in influencing our perceptions of the world.

## Age:

10 years and older

## Time:

30 minutes

## Materials:

Pens and paper, markers, photos (images of peace or conflict), digital camera\*

\*If you do not have access to a digital camera, you can use a Polaroid camera. Alternatively, use a conventional/disposable camera and run the activity over two sessions.

## What to do:

Before the activity, collect photographs of peace and conflict situations in different parts of the world from newspapers and magazines. Alternatively use the photographs from the pack. Break into small groups and distribute the images of peace or conflict from the different countries. Ask the groups to discuss their photos e.g. who is in the photograph?; what are they doing?; what is going on? where was the photo taken? Ask if the groups can notice any similarities or differences in the photographs from the different countries? Get feedback on what the people know about the conflict countries.

Ask the groups to create their own photograph on the theme of peace or conflict. Use the digital camera to capture the image. Compare the different photographs of the groups.

What image do you have in your mind of Ireland?

What image do you have of Africa (or Asia or Latin America)?

In what way do images of peace and conflict influence our opinions of other countries?

Do pictures/images ever mislead?

Describe a striking image of peace or a conflict from TV, video or newspaper/magazine.

## Action

In small groups, do an Internet search on a particular conflict situation. Use the case studies in the pack as starting points. Find out 5 facts about the particular situation. Share the findings with the other groups.

Take photos on the theme of promoting peace in the community and hold a photo exhibition in a public place such as the local school or library.

## Netd@ys

Netd@ys is taking place this year on the 17-23 November, co-ordinated by Léargas. The overall objective of Netd@ys is to promote the educational use of new media technologies in the areas of education and culture. The theme is 'Dialogue between Cultures' and will link in with One World Week.

Participants undertake projects that discover, understand and appreciate the cultures and traditions of their own country and of other countries and establish collaborative partnerships with Netd@ys participants all over the world. Projects that use photographs, film and video are particularly welcome.

For further information about Netd@ys 2003 and details of how to register your project, contact [netdays@leargas.ie](mailto:netdays@leargas.ie) or 01 873 1411 or visit [www.netdaysireland.ie](http://www.netdaysireland.ie).



# The Whole Truth

## Aim:

that participants understand the various interests and perspectives involved in media reporting.

## Age:

10 years and older

## Time:

45 minutes (in total)

## Material:

newspaper headlines/images of conflict situations, copies of press briefing cards, copies of fact boxes.

## What to do:

### (Part 1 - 20 minutes)

Before the session, cut out headlines and images in newspapers that relate to Northern Ireland and Israel/Palestine. In pairs, ask the participants to choose an image or headline (with caption). Taking turns, the pairs discuss their headline/image. What feelings does the image/headline arouse? How is language used (factual or sensational, hate or understanding)? What impact does this have on our attitudes? What newspaper do you think the image/headline comes from? Allow 10 minutes for this. Each pair then feeds back to the large group.

In the large group, ask if there are differences in how stories relating to Northern Ireland and Israel/Palestine are reported in different papers? Why do you think these differences might exist?

### (Part 2 - 25 minutes)

Break the participants into groups. Give half the groups the fact box on Northern Ireland and the other half the fact box on Israel/Palestine. Also give each group one of the role cards - local newspaper/radio, Irish tabloid newspaper, Irish daily broadsheet, 24-hour News Channel.

The groups have to prepare a short report on the current situation. The reports can be presented as a short drama (2 minutes) or a 10-line press statement. The reports should be prepared from the perspective of the role cards. Allow 10 minutes for this. Each group then presents their report. The other participants have to guess who the group represents.

In the large group, ask whether reports in the media are 'fact' or biased to one side or the other? Why is it important to understand the different perspectives found in newspaper or news reports?

## Action

As a group, track media coverage of Northern Ireland and Israel/Palestine in the media over a couple of days. Get different people to track different types of media.





### Role Cards

#### 24 Hour News Station

We need up-to-the-minute reports of what is happening. As long as we show them in a positive light, Government forces give us access to their operations, letting us know in advance of potential stories. The pressure to keep providing fresh news means that sometimes we run stories that later turn out to be false. But that's life!

#### Local newspaper/radio

The people need to know what is happening around them. We ensure that their point of view is represented. Our reporters are familiar with what is really going on, not what the politicians say is happening.

#### Irish Daily Broadsheet

We have to fill our pages each day. Our readers expect detailed accounts of what is going on. We have some journalists working there but we also take stories from other newspapers and the international news agencies.

#### Irish Tabloid Newspaper

Our readers want to know what is happening there but they also want to be entertained. We provide them with stories that clearly distinguish the good and the bad, right and wrong. The personal story always works well.

### Fact Box: Northern Ireland

Northern Ireland is 5,456 square miles in area and has a population of 1.6 million. The largest city is Belfast.

Between 1969 and 1999, a total of 3636 people were killed in the 'Troubles'.

In 1972 British soldiers shot dead 13 people in Derry taking part in an anti-internment rally. In 1974 the Sunningdale Agreement established the first power sharing executive in Northern Ireland. The Unionists opposed it and it collapsed soon after.

Over the following two decades, Loyalist and Republican paramilitaries carried out a series of attacks on civilian and military targets.

In 1985 the Anglo Irish Agreement was signed which accepted that the

Republic has legitimate interest in Northern Ireland. Over 250,000 Unionists marched in the street against it.

In 1987 an IRA bomb at a Remembrance Day ceremony in Enniskillen killed 11 and injured 36.

In 1994 the IRA and Loyalist paramilitaries called a cease-fire.

The Good Friday Agreement was signed in 1998. In that year a bomb planted by the Real IRA in Omagh, Co. Tyrone killed 29 and injured 360 people.

A Northern Ireland Assembly was established, but differences have led to it stalling. North South Agencies were also established as well as a British-Irish Council to promote greater co-operation between Northern Ireland and the Republic.





### Fact Box: Israel and Palestine

Israel and Palestine both claim the same piece of land. They both claim to be descendants of Semitic people who settled in the region about 4000 years ago. Both also claim Jerusalem as their holy capital.

In 1918 Palestine was looking forward to independence after years of Turkish domination. The population was 90 per cent Palestine Arab (approximately two million) and 10 per cent Jews. Jews had begun to migrate to Palestine in 1880. Following the Second World War and the persecution of Jews in the Holocaust, there was a new influx of Jewish refugees to Palestine.

On the 15th May 1948 the state of Israel was declared. Over the next there were a number of Arab - Israeli wars, including the six-day war in 1967 that saw Israel increase its territory.

Israel, now 21000 square kilometres in size has a population of 6.4 million people. Its capital is Jerusalem.

Palestine, consisting of West Bank and Gaza is 6000 square kilometres and has a population of 3.5 million people. Its capital is Gaza.

Since 1920 the Palestinian Arabs have staged riots and protests in a bid to gain their promised independence. However, it was only after the 1967 war that they began to organise themselves.

Palestinians began to organise themselves through the Palestinian

Liberation Organisation (PLO) and other organisations.

An Intifada, or uprising, began in 1987. It started spontaneously among Palestinians but was later supported by the PLO. Young people played a large part, throwing stones at the Israeli forces. The army responded with force and imposed curfews.

Violence continued for some years, but Israel and the PLO began to consider a peace process. The PLO recognised Israel's right to exist. In 1993 in Oslo, guidelines for a peace process leading to a permanent settlement were laid out. There was a lot of resistance to the plan on both sides.

In 1995 the Israeli prime minister was assassinated and the party of the new prime minister was opposed to a Palestinian state. Over the next five years there was unrest among Israelis and Palestinians.

A second Palestinian Intifada began in 2000. The following years saw suicide bombings by Palestinians, mostly young men, against Israeli civilians and the military. Israel responded by attacking Palestinian targets and destroying the homes of suspected bombers. In 2002, Israel began construction of a separation wall to enclose the West Bank.

Under pressure from the US, Israel and Palestine introduced a Road Map to Peace in 2003. Continued violence on both sides has put serious doubt on the future of the Road Map'

Source: Oxfam (1997). Making Peace.



# Picture This

### Aim:

that participants explore attitudes to peace and conflict through images.

### Age:

10 years and older

### Time:

40 minutes

### Materials:

copies of photos, large sheets of paper, art materials

### What to do:

Ask what images come to mind when you hear the word 'conflict'. Write down all the ideas without commenting. Repeat for the word 'peace'.

Break into small groups. Give each group one of the photos, a large sheet of paper and markers. Down the middle of the page the groups draw a line and write 'Before' on one side and 'After' on the other. Explain that all the photos are linked to the theme of peace and conflict. The groups discuss their photos for five minutes - who is it?; where is it?; what are they doing?

Get the groups to stick their photo along the line in the middle of the page. What happened that led to the photo being taken? Groups should consider the conditions in the years leading up to the photo. What has happened to the young people since the photo was taken? On the sheet of paper, the groups should draw or write their ideas on the appropriate side. Allow 20 minutes for this. Each group presents their photo and gives a brief summary of their discussions.

In the large group, read out the explanations of each photograph. How did the actual story compare to what the groups imagined? What influences the images we have of peace and conflict? How do the images we see of people in different parts of the world influence our attitudes towards them?

### Note to Leader

The photographs in the pack can be used in many different ways. For example, groups can recreate the photos through drama and then freeze the action at a particular point. The characters can then be questioned by the audience about what's going on and how they feel.





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**1** Young person at Belfast workshop linking groups in the ROI and Loyalist groups in Northern Ireland to explore peace issues. Photographer: Sean Daly, 80:20 Educating & Acting for a Better World.

**2** Dance group in Rwanda gives war orphans a chance to get together and relax, while finding cultural roots. Pieterella Pieterse Rwanda, Feb/March 2002

**3** Boys play football outside destroyed former government building, Kuito town, Bié Province, Angola. Photographer: Pieterella Pieterse, Angola, August 2002

**4** Alhassan Sheriff Kamara (12), a former child soldier from Sierra Leone, shows how he used to clean and load his AK47. He was abducted at 9 years of age. Credit: Trocaire/Noel Gavin - Allpix

**5** Young children in a camp in Peshawar prior to the US bombing campaign in Afghanistan. Credit: Trocaire/Catholic Relief Services (2001).







# Children and Conflict

## Aim:

that young people explore the impact conflict has on children caught up in it.

## Age:

12 years and older

## Time:

35 minutes

## Materials:

copies of Alhassan's and Adama's story, world map (optional)

## What to do:

Begin with a brainstorm on the effects of conflict on people. Ask if young people are particularly affected. How? Make a note of all the ideas.

Form small groups. Give half the groups a copy of Alhassan's story and the rest Adama's story. If you have a world map, point out where Sierra Leone is. Allow 5 minutes for the groups to read the story. Ask the groups to discuss the following:

What do you think life was like for Alhassan and Adama before they were captured?

What basic rights or needs were denied them while they were captured? How did that make them feel?

When they were rescued, what things do you think were most important for them to do to readjust to life?

Write the questions up for everyone to see. After 15 minutes, get feedback from the groups. Read out the 'Did You Know?' box.

In the large group, ask what can be done to prevent more children being forced to join armed forces. Who should take responsibility for this?

## Did you know?

- More than 300,000 children around the world are being used as child soldiers.
- In the 1990s, 2 million children were killed as deliberate targets of war or because they were forced to fight.
- Millions of children suffer from malnutrition, disease and sexual violence as a result of war.
- Almost 20 million war affected children have been forced from their homes and have no schools or communities to offer them or their families support.
- In Ireland, the age for joining the army is 17 years. Many campaigners feel that 18 should be the minimum age for joining the army.

Source: [www.epals.com/waraffectedchildren](http://www.epals.com/waraffectedchildren)



## Action

The crisis in the Great Lakes region in Central Africa and the ongoing war in Liberia has re-ignited awareness of the continuous use of child soldiers by both government and rebel groups in many parts of the world. (Source: Child Soldiers newsletter, June 2003). Trócaire has campaigned for both the UK and Irish governments to ratify the Optional Protocol, which requires states to "take all feasible measures to ensure that members of their armed forces who have not attained the age of 18 years do not take a direct part in hostilities" and are delighted that both governments have done so. The UK government however has included a clause reserving the right to deploy under 18's in combat when they believe there is "a genuine military need". This clause gives the UK an opt out at any time.

Join the International Coalition against the Use of Child Soldiers action encouraging the UK government to withdraw its reservation.

In the Republic of Ireland, write to the UK ambassador Stewart Eldon at 29 Merrion Rd, Ballsbridge, Dublin 4 with a copy to Brian Cowen, the Minister for Foreign Affairs, Iveagh House, St. Stephen's Green, Dublin 2.

In Northern Ireland, write to the Secretary of State Foreign and Commonwealth Affairs Rt. Hon Jack Straw MP, Foreign and Commonwealth Office, Old Admiralty Building, Whitehall, London, SW1A 2PA.

Suggested letters are available from Trócaire.

## Alhassan's Story

Alhassan Sheriff Kamara (12) from the Kambia District in Northern Sierra Leone was a child soldier. In 1998, when Alhassan was nine years old, he was playing football in his village when his community was attacked by the Revolutionary United Front (RUF), who were fighting against the government. He was captured and brought 50 miles away to the rebels' base.

For the next week, he was taught how to cook and how to fire, put together and take apart an AK47. Just two weeks after his capture Alhassan was involved in his first clash - a raid into neighbouring Guinea where the RUF chased Guinean soldiers. He explained: "I was firing but didn't know if I killed anyone".

For the next three years the pattern of his life would involve fighting every day for a number of weeks - sometimes three weeks at a time - before retreating into the jungle to rest. He said: "I didn't like the jungle. It was dangerous. When you were going into battle, you didn't know if you were going to survive or not. Many of my friends died. I always wondered if one day it was going to be my turn." He continued: "I often thought about my family. Sometimes we [child soldiers] would sit together and say that we knew where our families were but they didn't know where we were. I missed the play every Saturday and Sunday when there would be a festival in the village. In the jungle, there was no time to play. I could not move about freely."

The children were also ordered to execute prisoners of war. Alhassan disobeyed this order when sent to the jungle to execute a Guinean soldier who had been mercilessly beaten. "I allowed the Guinean to escape. I fired some shots into the air. I came back and reported I had killed him. I just felt sorry for him."

Alhassan was freed in May 2001 as part of a peace agreement between RUF and the government. At the time of the interview he was being cared for by Caritas Makeni and his family were being traced.

On war, Alhassan said: "I have experience of warfare in the jungle and I wouldn't want any child to get involved in it".





### UN Children's Convention on the Rights of the Child

**Article 6** - Children have the right to life survival and development.

**Article 7** - Children have the right to a name and nationality, to know and be cared for by their parents.

**Article 11** - Children will be protected from kidnaping.

**Article 19** - Children have the right to protection against violence and abuse.

**Article 28** - Children have the right to go to school and learn.

**Article 31** - Children have the right to rest, leisure and play.

**Article 38** - Children have the right not to take part in armed conflict.

### Adama's Story

Adama Mansaray (16) comes from Kabala in Sierra Leone. She was separated from her mother in 1994 when the Revolutionary United Front (RUF) attacked Kabala. Up to 60 school girls from Kabala were abducted by the rebels and Adama fears that most of her friends are now dead.

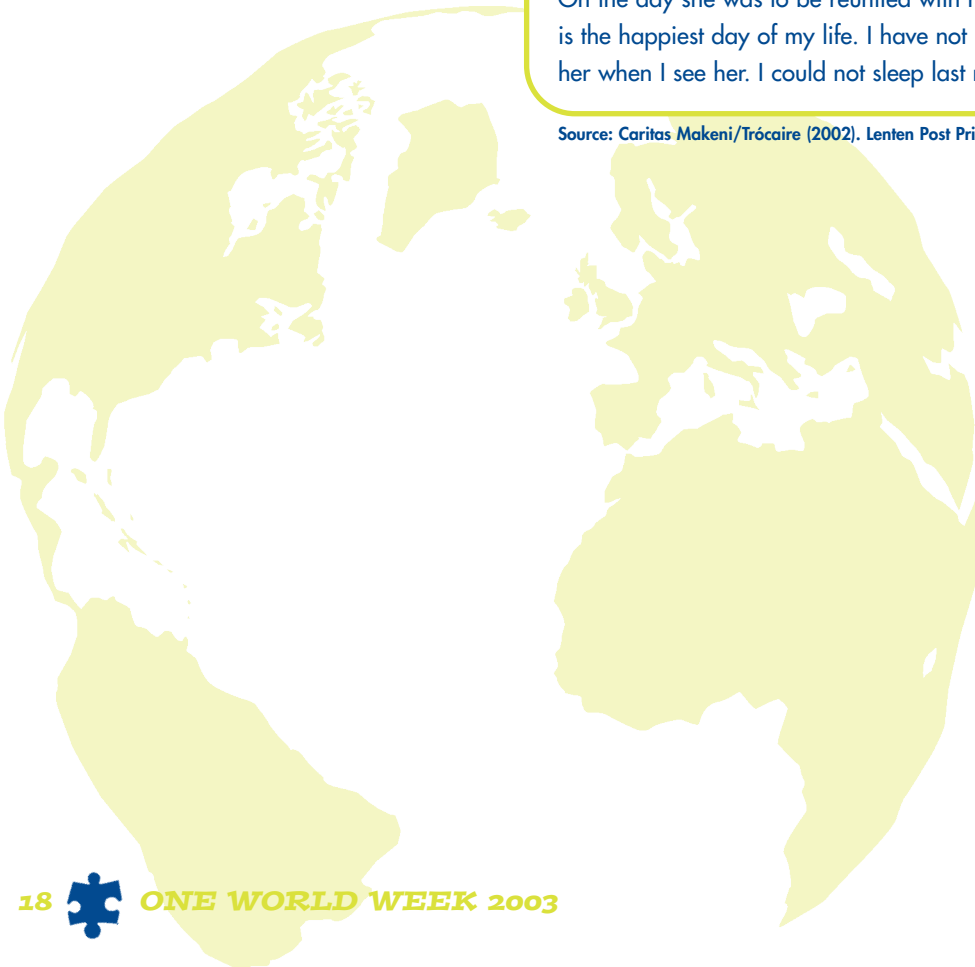
After her capture, Adama was taken to Kono, a district far from her hometown. She was raped by the rebels. For the next two years, she was used as a sex slave by the soldiers and as a servant by the wives of a commander.

Life changed when a female commander called Ashia took pity on her. She took Adama under her wing to care for her children. From then on, Adama was protected.

Adama was rescued in 1998. She found it difficult to adjust to her new life at first. Caritas Makeni have trained her in tie dying which she says will make her self reliant and independent.

On the day she was to be reunited with her mother, she said: "Today is the happiest day of my life. I have not forgotten her. I will recognise her when I see her. I could not sleep last night I was so excited."

Source: Caritas Makeni/Trócaire (2002). Lenten Post Primary Resource.



# Questioning Conflict

12

Activity



## Aim:

to explore the extent of conflict around the world and the impact it has had on people's lives.

## Age:

8 years and older

## Time:

40 minutes (10 minutes for first part and 30 minutes for main activity)

## Materials:

Question and answer cards, map of the world (optional).

\*If possible use a Peters' Projection map of the world, which portrays countries according to their true size and location. The maps are available from Trócaire Resource Centres and from Amnesty (see useful addresses for details).

## What to do:

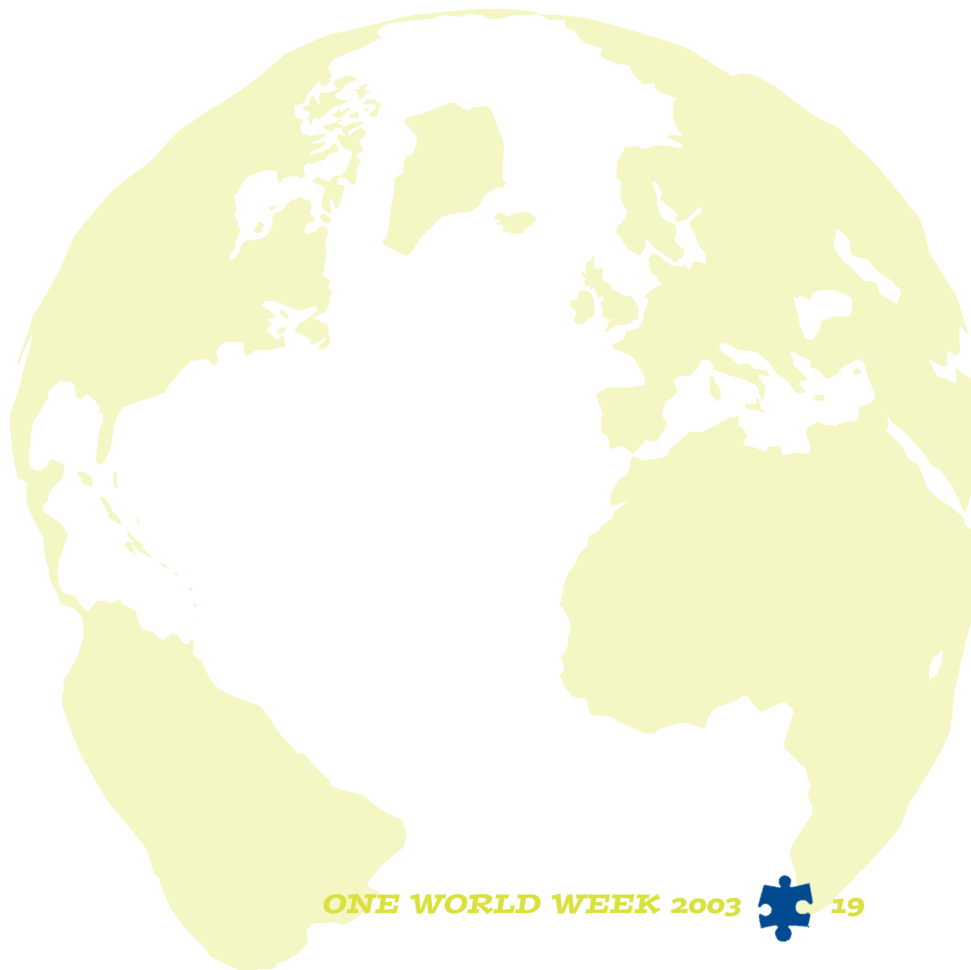
Begin with a brainstorm on conflicts that are currently, or have been recently, in the news - either on TV, on the radio or in newspapers. Ask participants to identify on the world map\* countries where there is conflict.

In advance of the session hide the question and answer cards in different parts of the room. If you are running the activity outside, remember to protect the cards against the elements. Explain to the participants that they have to find the cards, one per person. They then have to match the questions to the answers. If necessary, double up on the cards. Each pair then presents their question and answer.

In the large group discuss the questions and answers. Ask which answers they knew already and what answers surprised them. Why? What can be done to protect people in conflict situations? Who (or what groups) should protect people from conflict?

## Note to Leader

If there is an uneven number in the group, hold onto one card yourself and pair up with the odd person. Check the suitability of the questions for your group and if necessary replace some of the questions.





### Question and Answer Cards

<b>Q</b> Conflict is only when countries fight each other. Is this true?	<b>Q</b> How many armed conflicts were there between 1990 and 2001?	<b>Q</b> What have the permanent members of the United Nations Security Council and the world's biggest arms suppliers in common?
<b>A</b> No. Conflict can also be within a single person, between two people, or between particular groups or communities.	<b>A</b> There were 57 major armed conflicts around the world between 1990 and 2001.	<b>A</b> They are the same countries - UK, USA, Russia, France and China.
<b>Q</b> What do Northern Ireland, Iraq and Liberia have in common?	<b>Q</b> Who is most at risk of injury or death in armed conflicts?	<b>Q</b> What have \$400, 5 cows and a chicken got in common?
<b>A</b> Northern Ireland, Iraq and Liberia have all experienced armed conflict in recent years.	<b>A</b> 90% of those killed or injured during armed conflicts are civilians, with half of the victims being children.	<b>A</b> It is the cost of an AK 47 sub-machine gun in the USA, Kenya and Sudan respectively.
<b>Q</b> What name is given to the period of conflict in Northern Ireland from 1969 to 1998?	<b>Q</b> How many people were killed in civil wars around the world in the 1990s?	<b>Q</b> How many deaths are caused by landmines each year?
<b>A</b> 'The Troubles' is the name given to the conflict in Northern Ireland.	<b>A</b> More than 5 million people were killed in civil wars around the world in the 1990s. The biggest death toll was in the Democratic Republic of Congo.	<b>A</b> 25000 deaths are caused by landmines each year; the majority are women and children.
<b>Q</b> How many people were killed in the Troubles in Northern Ireland?	<b>Q</b> How many children are involved in armed conflict around the world?	<b>Q</b> Ireland has no links to the international trade in arms. Is this true?
<b>A</b> In total, 3636 people were killed in the Troubles in Northern Ireland, including 257 children.	<b>A</b> More than 300,000 children are involved in armed conflicts. That's about the same as the population of Belfast.	<b>A</b> No. Fifty three Irish companies are estimated to have links to the international arms trade.
<b>Q</b> What name is given to the peace agreement signed in Northern Ireland on the 10th April 1998?	<b>Q</b> Which is bigger, annual arms sales worldwide or the funds needed to stop world hunger and allow all primary school children go to school?	<b>Q</b> What is peace?
<b>A</b> The Good Friday Agreement.	<b>A</b> Arms sales are worth almost \$10 billion (that's a one followed by 10 noughts) more than the combined cost of ending hunger and allowing all children to go to school.	<b>A</b> True peace or 'positive peace' is the absence of conflict with justice for everyone involved.



# Scorched Earth

## Aim:

to examine the impact conflict has on the environment

## Age:

12 years and older

## Time:

45 minutes

## Materials:

set of environmental impact cards for each group, art materials, flipchart and markers.

## What to do:

Begin with a brainstorm on what effect conflict has on the environment around us. Ask if anyone knows any examples of conflicts that have damaged the environment. How?

Break into six groups. Give a set of environmental impact cards to each group. Ask the groups to rank the cards according to what they think is the most pressing environmental problem in the aftermath of the conflict. Can the groups agree as to the most pressing problem?

Explain that there is to be a summit at which solutions to the island's environmental problems will be discussed. Divide up the cards, so that each group has a different one. If there are a small number of people, break into three groups and give each group two cards. The groups have to consider possible ways of dealing with the particular problem identified. They have 20 minutes to prepare their presentation, which can be either a drawing or a short drama (2-3 minutes).

## Environmental Impact Cards

**Water Pollution**

**Deforestation**

**Air Pollution**

**Land Areas Lost to Landmines**

**Soil Contamination**

**Loss of Endangered Species**

## Vietnam

The US war in Vietnam from 1962 to 1975 destroyed 1% and damaged 40% of the country's forests. The demilitarised zone between the North and the South is still unusable due to the presence of landmines. Chemical agents used in the war such as Agent Orange have contaminated the soil and polluted the water.

Source: Eco-Unesco (2003). *The Environmental Impacts of War*.

## Scenario

On your island, there has been a conflict for 100 years. Finally a peace agreement has been signed. Only now have the effects on the environment become apparent. Once upon a time the island was forested, but now most of the trees have been cut down or destroyed by chemicals. A number of plant and animal species have been wiped out and more are on the brink of extinction. People are getting very sick from breathing in the contaminated air or eating food grown on the island or fish caught in the rivers and in the sea. The very young and very old are most vulnerable. One part of the island has had to be abandoned because it contains unexploded landmines.





# Justice for West Papua

**Aim:** to examine the causes of conflict in West Papua and to identify ways of achieving peace.

**Age:** 12 years and older

**Time:** 40 minutes

**Materials:** Role cards, plenty of space, copies of Aprilanus' story

## What to do:

Read out the introduction to the group and point out West Papua on the map. Explain that the group is going to examine the causes of conflict in West Papua and will try to identify peaceful solutions for the people of West Papua. Break the participants into four smaller groups and give each group a role card (or if resources allow, give each person a copy of the role card). Allow 10 minutes for the groups to discuss their cards and get into role.

Bring the groups together again and form new groups so that each new group has at least one person from each of the existing groups. Ask the groups to identify a spokesperson and allow 15 minutes to examine the causes of the conflict and to suggest possible peaceful outcomes that would be acceptable to all the characters.

In the large group, ask how people felt. Was it easier to work in the initial group or the mixed group? Why? Ask the spokespeople to highlight the key issues discussed, the causes of the conflict identified and the solutions that their group came up with. What was different and similar about the causes and solutions identified?

Get a volunteer to read Aprilanus' story. Ask the young people whether this story would have had an impact on the decisions they made. If there is time, ask the young people to think about what has happened to Aprilanus since the story. Encourage them to write or draw their ideas. Tell the group that the 19th November is the International Day of Action on West Papua and read out the actions provided.

## Action

### Multinationals in West Papua:

Write to Peter Sutherland, BP Irishman Peter Sutherland is the chairperson of BP, a multinational oil and gas company which has a huge investment in Tangguh, in the north of West Papua. West Papuans fear the Indonesian military will increase its presence in the area of the gas project, and that there will be an increase of human rights abuses there.

**Write to:** Peter Sutherland, Chairperson, BP plc, 1 St. James Square, London, SW1Y 4PD, England.

**Ask him:** What is his opinion of the big gas project in West Papua?

**Tell him:** You are worried there will be a big military build-up in West Papua and that there will be more human rights abuses in West Papua.

**Tell him:** There is no access to journalists in West Papua, no freedom of assembly, and no dialogue with West Papuan leaders about the status of the territory.

**Copy any responses to:** West Papua Action.

## Introduction

West Papua (Irian Jaya) is just north of Australia and is five times the size of Ireland. It is a very beautiful country, covered in rainforest, like the Amazon. West Papua was ruled by the Netherlands until 1962. After being under United Nations control for seven months, in 1963 Indonesia took over. West Papua is rich in resources including gold, copper, oil, gas, and rainforest wood.



## Role Cards

### Action

#### Right to Self-determination:

Ask your TD to support the UN Review Campaign

West Papua was ruled by the Netherlands until 1962. After being under United Nations control for seven months, in 1963 Indonesia took over. After an estimated 30,000 people were killed, Indonesia rounded up 1,022 people and asked them, in public, if they wanted to remain part of Indonesia – this was instead of a proper independence referendum and was called the "Act of 'Free' Choice". Papuans call it the "Act of NO Choice". The United Nations had just 16 observers – for a country the size of Spain - in West Papua when the Act took place. Now West Papuans want the UN to investigate its role in the take-over, especially its role in the Act of NO Choice.

**Write to** your local TD now and ask him or her (address: Dáil Éireann, Kildare Street, Dublin 2) to write to UN Secretary-General Kofi Annan to investigate the UN's role in the Act of 'Free' Choice. TDs who have already written are listed at <http://westpapuaaction.buz.org/unreview>

**Contact** West Papua Action if you need help or advice. You can also ring your TD at the Dáil at 01 6183000.

#### Indonesian Military

I am a member of the Indonesian army from Jakarta, which is the capital of the Republic of Indonesia. I am now in West Papua. West Papua is a part of Indonesia, no matter what the local people say. For every dollar I get paid by the Indonesian government, I make two extra dollars in my businesses here in Papua. Papua is a great place to make money. The only problem is these Papuans. They are not very bright and want to form an independent country. I don't care much for them, and couldn't care less if they all got killed.

#### People of West Papua

The Indonesian military came 40 years ago, and started killing us, with helicopter gunships, machine guns and bombs – our mothers, our fathers, our children. We have been dying and nobody seems to care. They take our land, they cut down our trees. Nobody in the world talks about our problems. We just want the Indonesian military to leave our country. We just want peace and dialogue and a chance to say what we want without getting shot, or tortured or thrown in prison.

#### Government of Ireland

We have a proud record in peace-keeping, especially in places like Africa, Lebanon, and East Timor. We also helped to bring peace to East Timor. The Indonesian military left East Timor, which gained independence in 1999. We raised the question of East Timor everywhere we went. Perhaps we could do the same for West Papua? But we don't know if there is enough support in Ireland for West Papua.

#### Multinationals

West Papua is a great place. It is full of resources such as gold, copper, oil, gas, and rainforest wood. We can get all these resources very cheap in West Papua, and sell it for very good prices outside, such as in Europe and in the US. Some people complain they are not our resources, that we don't employ enough West Papuans, that we are polluting the environment, or that we are cutting down the rainforest, but that's not our business. Our business is making money.





# Action

## Ireland as EU President:

Email Tom Kitt and ask him to make West Papua a priority of Ireland's EU Presidency

Ireland will be the President of the European Union from January to June 2004. Ireland can stand up for West Papua!

**Email:** Minister of State at the Department of Foreign Affairs, Mr. Tom Kitt TD at tom.kitt@iveagh.irlgov.ie

**Tell him:** You want Ireland to support human rights in West Papua, including their right to decide if they want to be part of Indonesia or not.

**Ask him:** To put West Papua high on the EU Presidency agenda.

**Ask him:** What he is doing about West Papua.

**Copy (cc) your email to:** wpaction@iol.ie

# Links

[www.newint.org/issue344](http://www.newint.org/issue344)

[www.amnesty.org.au/airesources/newsletterJuneJuly03](http://www.amnesty.org.au/airesources/newsletterJuneJuly03)

[www.guardian.co.uk/indonesia/0,2763,404763,00](http://www.guardian.co.uk/indonesia/0,2763,404763,00)

## For more information:

Check out the website <http://westpapuaaction.buz.org> or contact: West Papua Action, 134 Phibsborough Road, Dublin 7. Tel. 01 860 3431. Email: [wpaction@iol.ie](mailto:wpaction@iol.ie)

## Aprilanus (16 years old): My story

My name is Aprilanus Deikme (boy). I am sixteen and I come from Limtagalok in West Papua. The army was always conducting operations. In these operations, they burned our houses, our churches, shot our animals and people. I was one of those shot by the military.

One Sunday we suddenly heard the sound of helicopters. We saw three helicopters flying from the direction of Timika, one small one and two large ones, all three of them black. The little one turned around and around in the air, while the other two let off rounds of gunfire at the homes of people in our hamlet, Limtagalok. We were getting ready to hold services outdoors because we did not yet have a church building. Seeing the helicopters shooting at our homes, we ran for cover into the forest. Then the two helicopters landed, and troops disembarked. We all tried to save ourselves after that morning. Some fled to the forests, others of us fled to Molinop

This incident that endangered our lives made my parents ask me to follow them to Meniponop. They said to me, "if you stay here, you will be killed by the army. You must go with us."

I saw the leaves of sweet potato plants all torn up from having been stepped on by people. I thought, it was not people from Molinop who trod all over the plants because since morning, no one had come down from there. It had to be the army. Instantly I said, "My God!". I knew that if the army saw us, they would shoot without warning. I immediately swam across the river Molonogong which flows very fast.

Usually, people cross the river by bridge, no matter what the season. While swimming, I heard a hail of gunfire, and the sound of water being hit by bullets. The sound was like a person throwing water on hot coals: cilis, cilis, cilis.

After I reached the other side of the river, I examined my body because my mouth and nose were bleeding. My body was covered with blood. It turned out that my left side was badly wounded. I began praying as I was walking, saying, "Lord, help me, so that I don't die where there are no people." I walked along the shore of the Molonogong River. As I was crossing the river, my head ached, so that I almost was swallowed up in the swift current.

After walking a fair distance I met up with my brother, Pitu. He was startled and at first thought I was a soldier. But when he saw I was shot, he embraced me and cried.

As a result of the shooting, I cannot work very hard. I feel great pain after I work, and it is particularly painful when I wake up. If I walk very far, I feel short of breath. Coughing is very painful, and even to yawn causes me pain.

Source: Els-ham / West Papua Action

# The Price of Peace

15

Activity



## Aim:

to explore how the Millennium Development Goals can achieve peace globally and how they could be financed for a fraction of the current global expenditure on the military.

## Age:

12 years and older

## Time:

45 minutes

## Materials:

copies of bank notes, post-its, art materials, old newspapers and magazines

## What to do:

### Step 1 (20 minutes)

Break into three or four groups. Read out the Did You Know? box. Now give each group 10 x \$10 billion bank notes. Write out each item from the shopping list on a post-it and stick them up on the flipchart. Explain that the groups can bid for the items on the shopping list, which is a list of basic requirements for people to live in peace. Allow a few minutes for the groups to decide which of the items are most important to them. The groups then bid for each item. As each item is successfully bid for, remove it and give it to that group. Ask if the groups are satisfied with what they've got.

In the large group ask how much do they think it would cost each year to achieve everything on the list. Make a note of all the responses. Explain that current military spending is more than \$800 billion a year and that just one quarter of this would be required to fund our shopping list.

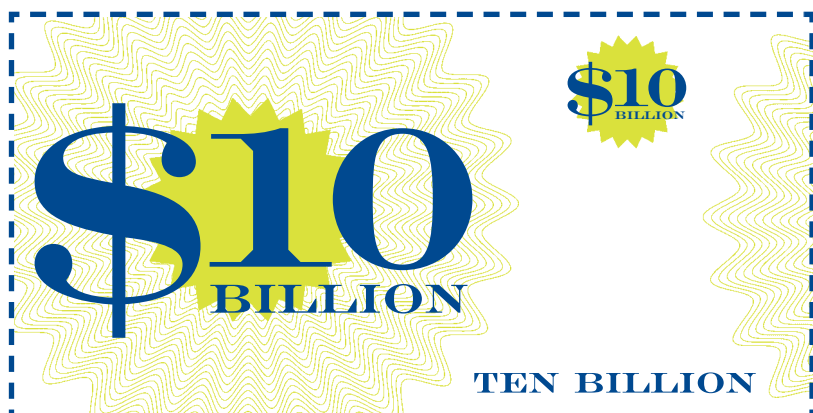
### Step 2 (25 minutes)

In the large group, ask how conflict and poverty are linked? Read out the Millennium Development Goals and explain that these are commitments made by governments around the world in 2000 to tackle global poverty by 2015.

Ask the groups to imagine what life would be like if the goals were achieved. Give each group copies of magazines or newspapers and art materials. Allow them 20 minutes to create a collage that illustrates the achievement of the goals. Display all the collages in a prominent place.

## Links

Further information on the Millennium Development Goals is available from [www.undp.org/mdg](http://www.undp.org/mdg) or [www.un.org/millenniumgoals](http://www.un.org/millenniumgoals)





## Action

**Oxfam Ireland and Amnesty International (Irish Section) invite you to Campaign for Arms Control - Face up to Arms Control**

On October 9th, Oxfam International, Amnesty International and the International Action Network on Small Arms (IANSA) will jointly launch an international campaign to control the supply and trade of arms. The arms trade is responsible for killing over half a million people a year – this has to stop.

You can be a very important part of this campaign which will help to make people safer from armed violence and abuses by ensuring that both the supply and use of weapons are strictly regulated. Visit the following websites and look for the keyword "Arms Control" and read how you can add your 'face' to this very important campaign.

www.oxfamireland.org  
Contact: rebecca@oxfam.ie  
www.amnesty.ie  
Contact: jloughran@amnesty.ie  
www.paxchristi.ie

The Arms Trade is OUT of CONTROL – Join our Campaign to STOP unregulated arms supply and abuses



## Shopping List of Development

Provide health care	(\$15 billion)
Eliminate starvation and malnourishment	(\$19 billion)
Provide shelter	(\$21 billion)
Provide safe clean water	(\$58 billion)
Combat AIDS in sub-Saharan Africa	(\$3 billion)
Provide universal education for all primary school children	(\$8 billion)
End developing countries' debts	(\$30 billion)
Stop deforestation	(\$7 billion)
Prevent global warming	(\$8 billion)
Prevent soil erosion	(\$24 billion)
<b>TOTAL</b>	<b>(\$193 billion)</b>

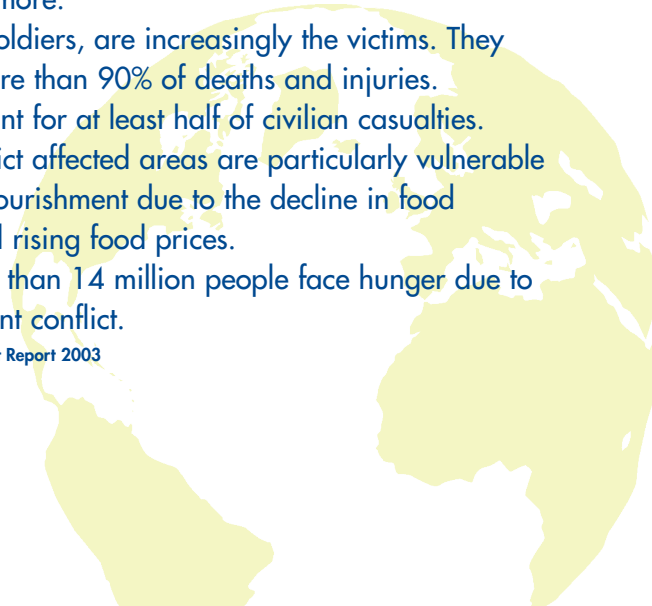
## The Millennium Development Goals

- 1 Eradicate extreme poverty and hunger
- 2 Achieve universal primary education
- 3 Promote gender equality and empower women
- 4 Reduce child mortality
- 5 Improve maternal health
- 6 Combat HIV/AIDS, malaria and other diseases
- 7 Ensure environmental sustainability (including access to safe drinking water)
- 8 Develop a global partnership for development (including dealing comprehensively with developing countries' debt problems)

## Did you know?

- Between 1990 and 2001 there were nearly 60 major armed conflicts in 45 locations around the world.
- Since 1990 conflicts have killed 3.6 million people, injuring many millions more.
- Civilians, not soldiers, are increasingly the victims. They account for more than 90% of deaths and injuries.
- Children account for at least half of civilian casualties.
- People in conflict affected areas are particularly vulnerable to severe malnourishment due to the decline in food production and rising food prices.
- Currently more than 14 million people face hunger due to present or recent conflict.

Source: Human Development Report 2003





# Smile for Peace

## Aim:

that participants explore how to begin transforming conflict.

## Age:

6 years and older

## Time:

30 minutes

## Materials:

Copies of the poem, paper, coloured pens/crayons

## What to do:

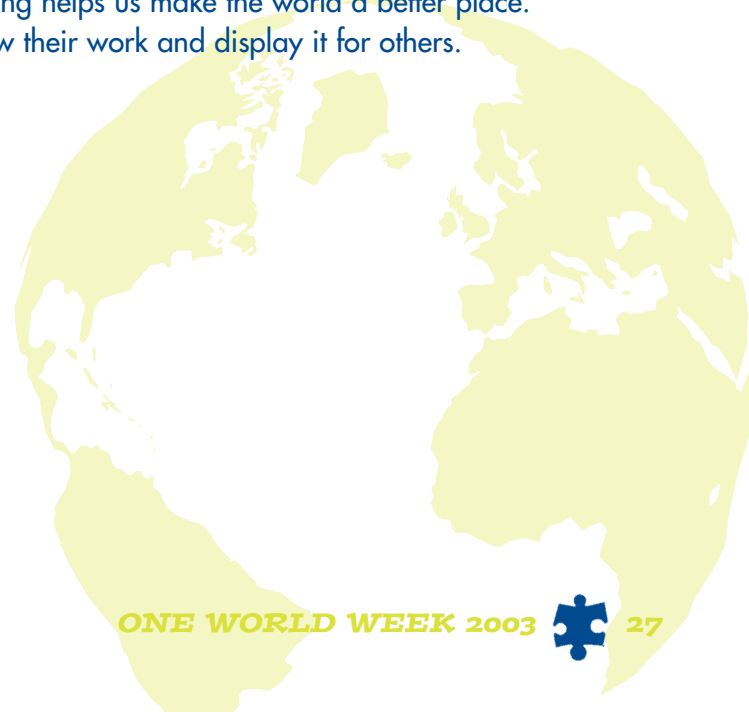
Everyone stands in a circle. The leader begins by saying 'I smile when...' followed by a statement like 'I'm with my friends'. The next person says 'I smile when...' followed by a new expression. The statement is repeated around the circle until it comes back to the leader. Alternatively, use a ball and throw it to a participant who begins, then throws it to a new person until everyone has taken part. Write down all the things that make the group smile. Ask how our smiles make others feel.

Read the poem to the group. It was written by Thich Nhat Hanh, a Vietnamese Buddhist monk, poet and peace activist.

"If we are peaceful, if we are happy,  
we can smile and blossom like a flower,  
and everyone in our family,  
in our entire society,  
will benefit from our peace".

Thich Nhat Hanh, 1987

In small groups of four, ask the young people to think about what the poem is saying. Give the groups paper and colouring pens or crayons. Ask them to draw or write a poem about how smiling helps us make the world a better place. The groups show their work and display it for others.





# Gacaca says...

### Aim:

that participants explore the need for conflict to be acknowledged in order for people to build peace.

### Age:

8 years and older

### Time:

25 minutes

### Materials:

cards saying killer, victim or judge, map of the world (optional)

### What to do:

Ask if the participants know in what part of the world Rwanda is? Ask them to point it out on the world map. Explain that Rwanda is about the same size as Munster. The population of Munster is 1 million people. Ask what they think the population of Rwanda is. Almost 7.5 million people live in Rwanda.

Sit everyone in a circle. Read out the explanation of gacaca (pronounced ga-CHA-cha). Explain that there has been a conflict in Rwanda in which many people died. The group must identify who are the killers, who are the victims and who the judges are to be. Give each person a card with the words killer, victim or judge. Tell the participants not to show their cards. One person starts and says to different person, 'Gacaca says you are a... victim' (or killer or judge). If the person says yes, then the questioner has another go. If they say no, then the next person has their go. Keep playing until all the participants have had a go and the killers, victims and judges are all identified. Was it difficult to tell who was the victim, killer or judge? Now ask the judges what would be an appropriate punishment for the killers. Ask the victims what they think. Do the killers agree?

If it is appropriate, read out the 'Rwanda 1994 - Present' box and the explanation of genocide. Can the group suggest any other examples of genocide?

## Gacaca

The gacaca system (pronounced ga-CHA-cha) is a locally based system of justice developed by the Rwandan government to try to cope with the thousands of people suspected of involvement in the mass killings in Rwanda, who have been held without trial since 1994. The word 'gacaca' is a Kinyarwanda word for grass and refers to the small lawn where elders in a village would congregate to solve family and community conflicts.

## Genocide

The killing of certain groups of people with the intention of destroying all or part of their national, religious, racial or ethnic identity is termed genocide.

## Rwanda 1994 to Present

Nearly a million people were killed when Hutus attacked Tutsis following the assassination of the Hutu president of Rwanda in 1994. The Tutsis then forced the Hutu leaders to leave and over 2 million Hutus fled the country in just a few days. The Rwandan prison system has been unable to cope with the large number of suspects and many people have died due to overcrowding in the prisons. Now those accused of killings, violence, being accomplices to genocide or looting will be tried under the gacaca system. A person found guilty of murder could receive a sentence of six years in prison followed by community service. This means that some of those held in prison since the 1994 genocide could be released immediately even if found guilty.

Source: BBC Online (2002) and Trócaire.

# A Different Perspective

18

Activity



## Aim:

to provide participants with an alternative way of looking at a conflict and exploring possible ways of resolving it.

## Age:

10 years and older

## Time:

45 minutes

## Materials:

paper for each participant, markers/crayons, roll of wall paper.

Source: Fitzduff (1988). Community Conflict Skills.

## What to do:

Give each person a sheet of paper and a marker or crayon. Ask them to think about an unresolved conflict situation. It can be at a local level or something they've seen in the media at a national or international level. Ask them to draw a picture of the situation, emphasising that it does not matter about their drawing ability. They have 10 minutes to do this.

Get the participants to pair up and to share their drawing with their partner and to explain what it shows. Taking each situation in turn, the pairs suggest one possible shift that individuals or groups (including agencies and government) could make that would ease the conflict. Allow a further 10 minutes for this.

Now roll out the wallpaper. Working in pairs, ask the participants to draw the consequences of such a shift for the situations. When it is completed, hang the mural on the wall. You could also hang the original drawings below the mural.

In the large group, discuss the following:

What situations did people choose?

Did you find it difficult to represent them graphically or to share them?

What shifts were people able to suggest?

What similarities or differences were there between the shifts and the consequences suggested?



Mural at Ballybeen: This "Let's talk" mural was produced by a group of young people from Ballybeen, Northern Ireland with the assistance of Gilberto Arriaza. Photographer: John Johnston, 80:20 Educating and Acting for a Better World.





# Building Peace

### Aim:

to show how groups need to compromise in order to achieve peace.

### Age:

8 years and over

### Time:

40 minutes

### Materials:

cards for each country, labels, scissors, glue, sticky tape, materials for monument (e.g. newspapers, string/wool, tinfoil, egg cartons, toilet roll holders...)

### What to do:

Form four teams. Explain that countries A, B, C and D have been at war for many years. Finally they have agreed to participate in a peace process with their former enemies. The countries have agreed to construct a monument to peace. Give each team a country card and each member of the team a label for their team initial. They have 5-10 minutes to discuss the type of monument they would like to have. The groups come together and have 20 minutes to construct their monument using the materials provided.

After 20 minutes, or when the monument is constructed, end the game and discuss the following:

- What happened at first?
- Was it easy to agree on a monument? Why?
- How did you feel when you built the monument?
- What qualities helped with promoting peace between the countries?
- What qualities prevented you from working together?
- Can you identify the countries?

Read out the definition of a 'good peace builder'. Ask if from their experience, there is anything they would add or take away from the definition.

### A good peace builder...

- ...is an effective listener
- ...promotes peaceful coexistence
- ...encourages non-violent conflict resolution
- ...ensures dialogue/communication

(Source: YouCan, Human Security Education Kit)

### Country Cards

#### Country A

You are a proud people with a long history and rich culture. Your country is rich in raw materials that other countries covet. When people meet in your country, eye contact is avoided and physical contact is kept to a minimum. You are uncomfortable dealing with others and don't like being told what to do. In your country birds are a symbol of hope and the future.

#### Country B

Your country is small and has a short history. However, what it lacks in traditions it has compensated with large engineering projects. You are a very friendly people and smile all the time. You are used to touching each other and strangers. In your country the Sun is a symbol of growth and prosperity.

#### Country C

Your country is rich and prosperous. Your people are proud of their history and place in the world. You are used to taking the lead and having others follow. Others often mistake your confidence as arrogance. Your people talk very loudly and are direct in what they say. In your country trees are a symbol of life and hope.

#### Country D

Your country has very fertile land and relies heavily on agriculture. There are no words for 'yes' or 'no'. You usually respond to questions with questions. Smiling is not considered appropriate, you prefer to frown. In your country crops are a symbol of peace and growth.

# Road Map to Peace

20

Activity



## Aim:

to use real life examples of conflict to explore where the road to peace lies.

## Age:

12 years and over

## Time:

45 minutes - 1 hour.

## Materials:

wallpaper, markers, art material

Source: ETISC (2003). Friends in a Faraway Land: East Timor and Ireland School Links.

## What to do:

Ask the group to suggest words linked to peace. Write all the ideas up.

Form small groups and give each group a length of wallpaper and markers or art materials. Explain that the groups are to draw a winding road all the way along their sheet.

Hand out to each group one of the five conflict fact sheets: Northern Ireland, Israel/Palestine, Democratic Republic of Congo, Guatemala and Iraq. Allow the groups a few minutes to read their fact sheet.

In the middle of their sheet, the groups mark 'Present' - the situation today. To the left, the groups mark out the history of the conflict, including causes and effects, in the order of when they occur up to the present. The groups can write or use pictures or symbols to illustrate their drawings. Allow 15 minutes for this.

Explain that the process of peace building can be divided into a number of key areas – **healing, relationship building, reconstruction and interdependence**. Write these up on the flipchart. Ask the groups if they understand the terms.

In the group, spend ten minutes discussing the ways peace could be achieved for each of the conflicts under these headings. For each key area, the groups identify one or two practical actions that would support the peace process.

On the right hand side of their sheet, the groups mark, along the road, the actions needed to achieve peace. Again the groups can use words, pictures or symbols. Allow 15 minutes for this.

Explain that the sheets show a road map for each of the conflicts. Each group presents their road map. In the larger group, ask whether the roadmaps for the different conflicts followed similar approaches to achieving peace. What was similar or different about the different conflicts?







### Links

For further information about the conflict in the Democratic Republic of Congo contact:

Congolese Irish Partnership, 19 Belvedere Place, Dublin 1. Tel; (01)8552134 Fax: (01)8552089 Email: pierrotcsginfo@ireland.com

### Fact Box: Democratic Republic of Congo (DRC)

The Democratic Republic of Congo (formerly Zaire) is 875000 sq. miles in size.

The population of the DRC is 54 million people and the capital is Kinshasa.

The country is rich in precious resources, including coltan, gold, diamonds and timber.

In 1998, Uganda and Rwanda invaded the DRC and stirred up inter-tribal tension.

Estimates of between 3.3 million and 5 million people have been killed in the civil war directly or indirectly, making it the world's

bloodiest conflict since the Second World War.

The Ugandan military armed both sides in return for access to gold, diamonds and timber resources. Rwandan forces were also implicated in the systematic plunder of Congolese natural resources.

In the Ituri region, recent fighting between ethnic Hema and Lendu tribes has resulted in more than 50,000 people killed and 500,000 displaced.

UN forces observed killings in the town of Bunia but were not allowed to interfere in the fighting.

### Fact Box: Guatemala

Guatemala is about the size of Ireland and is located in Central America. The capital is Guatemala City. The population of Guatemala is 13 million people.

The majority of the population is indigenous Maya with their own customs, beliefs and traditions. There are 23 languages spoken in Guatemala.

70% of the land in Guatemala is owned by just 2% of the population.

Between 1960 and 1996, Guatemala experienced civil war in which tens of thousands of people disappeared and 1 million had to leave their homes. Four fifths of civilian victims were Maya.

A peace agreement was signed in 1996.

A UN sponsored Truth Commission has acknowledged that genocide was committed during the 1980s and concluded that over 90% of the crimes were committed by the State army and paramilitary forces. Those accused of planning the genocide remain free and in some cases even hold high political office.

Since 1996, life has remained the same for the Maya people. There remains poverty, land crisis, threats and intimidation. Human rights campaigners believe that past crimes against the Maya have to be acknowledged in order to build a just society for all.



### Fact Box: Iraq

Iraq is located in the Middle East. It is neighbored by Turkey, Syria, Iran, Jordan, Saudi Arabia and Kuwait. It has a population of 25 million and is 437000 square kilometres in size. In 1932 Iraq gained independence from Britain.

In 1979 Saddam Hussein gained power in a military coup. He led the country in a war against Iran between 1980 and 1988. Iraq was given military support by the USA, France, Russia and the UK. There were over one million casualties on each side.

In 1990 Iraq invaded Kuwait, leading to operation Desert Storm by US and allied forces in 1991. Saddam Hussein responds by killing Kurds. It is estimated that he had 182,000 Kurds killed in total. Freedom of expression was unheard of and public executions of opposition politicians were common.

In 1991 a UN Resolution established terms for peace, including Iraqi disarmament and weapons inspections. Sanctions began, leading to the death of 4500 Iraqi children each month and the contamination of 40% of Iraq's water supply.

In 2000, Iraq rejected new weapons inspections proposals. Then in 2002, as part of the US war against terrorism, President Bush addressed the UN arguing for war against Iraq.

In November 2002, the UN Security Council unanimously passed Resolution 1441 laying down rules for Iraqi disarmament and compliance with weapon's inspections. Having received no backing from the UN for a second resolution to commit to military action against Iraq, the US and UK decided to undertake military action without UN backing.

The US and UK invaded Iraq in March 2003 and took approximately 6 weeks to overthrow the regime of Saddam Hussein.

The US and UK promised that Iraqi oil revenues would be held in trust for the Iraqi people. Post war tension remained high with armed US and British troops remaining in Iraq to oversee the establishment of a democratic government. However, fatal attacks on British and US troops have increased in frequency.





# Useful Addresses

## One World Week

C/o National Youth Council of Ireland (NYCI)  
3 Montague Street, Dublin 2  
Tel: 353 1 478 4122  
Fax: 353 1 478 3974  
Email: [oww@nyci.ie](mailto:oww@nyci.ie)  
Web: [www.youth.ie/programmes/oww](http://www.youth.ie/programmes/oww)

## ActionAid Ireland

Unity Buildings, 16/17 Lr. O'Connell Street, Dublin 1  
Tel: 353 1 878 7911  
Fax: 353 1 878 6245  
Email: [info@actionaidireland.org](mailto:info@actionaidireland.org)  
Web: [www.actionaidireland.org](http://www.actionaidireland.org)

## Concern

52-55 Lr. Camden Street, Dublin 2  
Tel: 353 1 475 4162  
Fax: 353 1 475 7362  
Email: [info@concern.ie](mailto:info@concern.ie)  
Web: [www.concern.ie](http://www.concern.ie)

## Christian Aid Ireland

17 Clanwilliam Terrace, Dublin 2  
Tel: 353 1 611 0801  
Fax: 353 1 661 0949  
Email: [caidroi@iol.ie](mailto:caidroi@iol.ie)  
Web: [www.christian-aid.ie](http://www.christian-aid.ie)

48 Elmwood Avenue, Belfast BT9 6AZ  
Tel: 04890 381 204  
Fax: 04890 381 737  
Email: [mboden@christian-aid.org](mailto:mboden@christian-aid.org)

## Trócaire

Maynooth, Co. Kildare  
Tel: 353 1 629 3333  
Fax: 353 1 629 0661  
Email: [info@trocaire.ie](mailto:info@trocaire.ie)  
Web: [www.trocaire.org](http://www.trocaire.org)

Resource Centre  
12 Cathedral Street, Dublin 1  
Tel/Fax: 353 1 874 3875  
Email: [info@cs.trocaire.org](mailto:info@cs.trocaire.org)

50 King Street, Belfast BT1 6AD  
Tel: 048 90 808030  
Fax: 048 90 808031  
Email: [info@bl.trocaire.org](mailto:info@bl.trocaire.org)

9 Cook Street, Cork  
Tel: 353 21 427 5622  
Fax: 353 21 427 1874  
Email: [info@ck.trocaire.org](mailto:info@ck.trocaire.org)

## Oxfam Ireland

9 Burgh Quay, Dublin 2  
Tel: 353 1 672 7662  
Fax: 353 1 672 7680  
Email: [oxireland@oxfam.ie](mailto:oxireland@oxfam.ie)  
Web: [www.oxfam.org](http://www.oxfam.org)  
52-54 Dublin Road, Belfast BT2 7HN  
Tel: 04890 230 220  
Fax: 04890 237 771  
Email: [oxfam@oxfamni.org.uk](mailto:oxfam@oxfamni.org.uk)

## Irish Congress of Trade Unions (ICTU)

31-32 Parnell Square, Dublin 1  
Tel: 353 1 889 7777  
Fax: 353 1 887 2012  
Email: [congress@ictu.ie](mailto:congress@ictu.ie)  
Web: [www.ictu.ie](http://www.ictu.ie)

## Amnesty International Irish Section

48 Fleet Street, Dublin 2  
Tel: 353 1 677 6361  
Fax: 353 1 677 6392  
Email: [info@amnesty.ie](mailto:info@amnesty.ie)  
Web: [www.amnesty.ie](http://www.amnesty.ie)

## Development Education Unit

Bishop's Square, Redmond's Hill, Dublin 2  
Tel: 353 1 478 9456  
Fax: 353 1 478 0466  
Email: [info@dci.gov.ie](mailto:info@dci.gov.ie)  
Web: [www.dci.gov.ie](http://www.dci.gov.ie)

# Sources of Information



80:20 *Educating and Acting for a Better World* (2002). *80:20 Development in an Unequal World*.

Statistics and information on issues of peace, conflict and militarisation.

Trócaire (2001). *Bread and Bombs - an educational resource on war and Afghanistan for post primary teachers*.

Information and activities on war and Afghanistan, conflict and globalisation.

Trócaire (2003). *Iraq - a people sacrificed*.

Activities, information and action on the build-up to the war in Iraq.

[www.developmenteducation.ie](http://www.developmenteducation.ie)

General development education website with particular focus on peace and conflict.

<http://cain.ulst.ac.uk>

Comprehensive website containing statistics and information about peace and conflict in Northern Ireland.

Glencree Centre for Reconciliation and 80:20 (2000). *Northern Ireland - A Place Apart?*

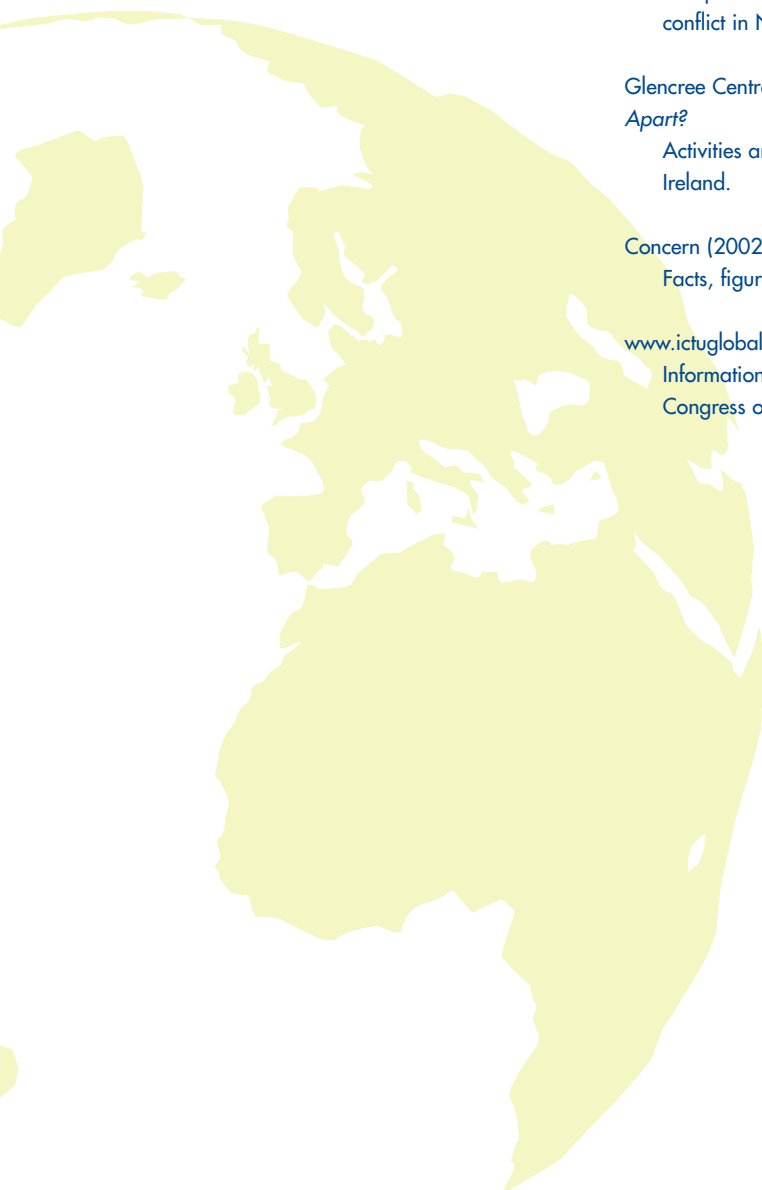
Activities and information on conflict, reconciliation and peace in Northern Ireland.

Concern (2002). *Arms Around the World. Development Issues Factsheet*.

Facts, figures and actions on the arms trade.

[www.ictuglobalsolidarity.org](http://www.ictuglobalsolidarity.org)

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