

# EXPLORING CONFLICT

A WORKSHOP RESOURCE

for post primary teachers  
and students

GOAL



In 2013, 100 displaced families, including the families of these two boys, were living at this school in northern Syria.

© GOAL 2015

First published in September 2015.

Written by: Tara McGrath

Edited by: Louise Merrigan

Published by: GOAL (2015)

## Contents

Welcome .....	3
Learning Aims and Outcomes .....	3
Let's Get Started .....	5
Ice Breaker .....	6
Mind Mapping Conflict .....	7
What's the Story? .....	9
Conflict – The Basics .....	10
Take Action.....	11
Evaluation .....	12
Conflict Workshop Evaluation 2.....	13
Appendix .....	14
Appendix 1- News Statements.....	14
Appendix 2- Haunted by the Memories of an Airstrike on Aleppo University .....	19
Appendix 3- The Basics of Life .....	20
Appendix 4 - Action Cards .....	26

## Welcome

Welcome! Thank you for your interest in this workshop from GOAL. Students and teachers all over Ireland are getting involved in global justice and becoming active global citizens by raising awareness in the classroom and in their local communities.

GOAL's mission is:

***"To work towards ensuring that the poorest and most vulnerable in our world and those affected by humanitarian crises have access to the fundamental rights of life, including but not limited to adequate shelter, food, water and sanitation, healthcare and education".***

Working with those affected by humanitarian crises means we aim to work on the ground when conflict occurs and, as importantly, after the conflict ends to support people to rebuild their lives.

Our vision is:

***"A world where poverty and hunger no longer exist; where communities are prepared for seasonal shocks; where structural and cultural barriers to growth are removed; and where every man, woman and child has equal rights and access to resources and opportunities."***

We hope that you will use this resource with your students, classmates or community and help to make a difference by getting involved. Your school can play a part in raising awareness for those living in conflict by starting to talk about global issues, critically thinking, raising awareness, getting involved in campaigns, advocacy or fundraising.

This workshop can be carried out over three forty minute classes or as a half day workshop all inclusive. Follow up questions are suggested in the "Debriefing" section for each activity.

<b>Timetable</b>		
<b>Class 1</b>	Introduce the Workshop	5mins
	Ice Breaker	15mins
	Mapping Conflict	20mins
<b>Class 2</b>	Linking Local and the Global	20mins
	What's the Story?	20mins
<b>Class 3</b>	Conflict – The Basics	15mins
	Take Action	20mins
	Evaluation	5mins

## Learning Aims and Outcomes

**This workshops aims** to explore the theme of conflict, drawing on historical and current events, and GOAL's experience, in current conflict situations, providing students with a platform to discuss, debate and plan for action and change.

### Learning Outcomes

By the end of the workshop students will:

- Have discussed and explored different perspectives surrounding conflict
- Have used their imagination to gain an insight into the challenges of people confronted with conflict in today's world
- Be aware of the support that is needed when conflict occurs and the support provided by GOAL
- Have a clear set of potential actions they can take to continue their engagement with these issues

Using the aims and intended learning outcomes listed above, introduce the theme of conflict to your students and explain why you feel it is important to focus on this issue. If you are an external facilitator or a student facilitating another class, introduce yourself and the team that will facilitate the workshop.

Throughout this resource the following icons will appear to support you to facilitate this workshop with your students, classmates or community.



Learning  
Aims



Note



Info



Tip



Materials



Video

## Let's Get Started

Choose a conflict situation or country to focus on.

GOAL's mission is to:

**"To work towards ensuring that the poorest and most vulnerable in our world and those affected by humanitarian crises have access to the fundamental rights of life, including but not limited to adequate shelter, food, water and sanitation, healthcare and education".**

Therefore, when a humanitarian crisis occurs, GOAL quickly assesses the situation to see if we could provide help. This means that the countries we work in change overtime. Furthermore, we don't just leave when the conflict ends. GOAL stays on and works with local communities to create opportunities and empower the people to rebuild their lives.

Choose a country where GOAL work for this workshop by scrolling through our list at <https://www.goalglobal.org/where-we-work>



### Where GOAL Work

Ukraine  
Nepal  
The Philippines  
Kenya  
Sudan  
Sierra Leone  
Zimbabwe  
India  
Niger  
Liberia  
Syria  
Ethiopia  
Haiti  
Honduras  
Malawi  
South Sudan  
Uganda  
Guinea  
Turkey



What is in the news right now? Follow the [Global Conflict Tracker](http://goo.gl/aZtpNA) <http://goo.gl/aZtpNA>  
What is in the news right now?

Be aware that some of the issues raised in these workshops may be seen as sensitive for some students. To ensure both teachers and students are protected during the workshop, GOAL advises teachers to note if some of their students are refugees or asylum seekers to speak to them in advance. If necessary, have a discussion with parents also.



*GOAL Development Educators will be focusing on the conflict in Syria this year (2015) for their workshops as the civil war continues and 4,015,070 Syrian refugees were registered on the 16th of August 2015 according to the UNHCR. This does not include the 7.6 million internally displaced.*



## Ice Breaker



### Learning Aim

To assist participants to relax and overcome inhibitions and to create an awareness of stereotyping and prejudice before exploring conflict



### Materials

Oranges (This exercise can be used with potatoes, mandarins or lemons)

### Activity

1. Divide the participants into groups of four and ask each group to pick an orange from a pile on the floor (have a large bunch of oranges, more than the number of groups involved).
2. Explain to the students that they have ten minutes to create a story about how their orange arrived in the room today. Ask them to be as imaginative and creative as they like.
3. After ten minutes invite each group to select one person to share their story with the rest of the group.
4. Now, take back the oranges and place them together on the floor. Make sure to mix up the oranges. Ask one member from each group to retrieve their orange. (It usually happens that each group will have no problem identifying their own oranges, as the oranges are no longer generic specimens but individuals with characteristics).
5. Ask the students to describe what made each of their oranges unique for example individual markings, names, personalities, stories, histories, etc.



### Debriefing

- What do you think we can learn from this exercise in relation to refugees or asylum seekers fleeing conflict?
- Do we stereotype these groups?
- Do we think of the story of how they arrived like the oranges?
- What groups of people do we think about when we think about conflict? E.g. Soldiers, politicians, women?
- What happens when we do not think of people as individuals?

## Mind Mapping Conflict



### Learning Aim

To explore a range of issues relating to conflict while assessing what students already know about conflict allowing them to create a linkage between historical knowledge of conflict and what is going on in the world today



### Materials

Wall size sheet of paper (wallpaper or A3 Sheets stuck together) with the word "Conflict" written in the middle. Two Different Colour Flip Chart Markers (Alternatively you can use the Whiteboard)

### Activity

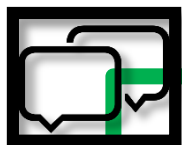


**Conflict** for the purpose of this exercise is defined as "a prolonged armed struggle".

Oxford Dictionary

1. Ask students to think about what happens when there is "**Conflict**" in the world.
2. Explain that as a group you are going to map out some of these words using a large sheet of paper. Ask students to volunteer and one by one to write their issue in blue marker on the wall, connected to "**Conflict**" using a line. Examples may include death, refugees, displacement etc.
3. Ask the volunteer to explain why this issue arises when there "**Conflict**". Continue this exercise until there are a number of issues connected to "**Conflict**" displayed in a mind map.
4. Explain to students that their next job is to identify any of these issues that are happening to **people in the world today**. The facilitator asks students to volunteer to come and circle, in a red marker, any of the words that are affecting people in the world right now.

This is repeated until most of the issues written in blue are circled in red.



### Debriefing

- Were you surprised by how much you knew about conflict?
- Is there anything that surprised you about what is happening in our world today?
- Did you learn anything new during this activity?
- Do you think it's fair that so many people are affected by conflict?



## Linking Local and Global



### Learning Aim

Explore the range of themes and issues relating to Conflict and how they connect on a local and global scale



### Materials

News Statements (Appendix 1) folded over to hide the full article and country, blue tack or sticky backs. Whiteboard- divided into three sections with the headings **RWANDA, SYRIA, and IRELAND**

### Activity

1. Ask students to arrange themselves into six groups. Hand out two news statements to groups.
2. Explain to the group that each of these statements have been taken from real news articles related to a conflict since the 1960's. Ask them to discuss in their groups, which country category that the statement is from (Ireland, Rwanda, and Syria). Give the groups ten minutes to discuss.
3. Ask a representative from each group to come up to the whiteboard and place their news statement in the county category they think it is related to.
4. Ask the groups to comment on whether they think the other groups are correct.
5. Select a volunteer to come to the board and unfold the statements to reveal where the statement really comes from. Ask them to read the passage relating the statement for more information (three volunteers can be selected to read the statements for each country). When they have finished, ask them to place the statement on the relevant category.

The **Rwandan Genocide** in 1994 was a mass slaughter of Tutsi and Hutu in Rwanda by members of the Hutu majority.

Find out more:

[www.un.org/en/pr/event/genocide/rwanda/education/rwandagenocide.shtml](http://www.un.org/en/pr/event/genocide/rwanda/education/rwandagenocide.shtml)



### Extension Activity

Ask students to bring in recent newspaper heading about conflict and create a classroom display

### Debriefing

- Were you surprised by any of the news statements?
- What was the most shocking statement?
- Is there a link between what has happened in Ireland and is happening in the rest of the world?
- What do you already know about these conflicts?
- Can you identify any more conflict situations that have occurred since GOAL was setup in 1977? Have GOAL been present at these? Check it out on the [map](#) and [our history](#).
- Are there any news headings that you have seen lately that you would like to discuss?

## What's the Story?



### Learning Aim

Explore a conflict from the perspective of an individual. To give students the opportunity to use their imagination to gain some understanding into a conflict situation and explore the range of themes and issues relating to Conflict and how they connect on a local and global scale



### Materials

Paper and pens

### Activity

1. Ask students to arrange themselves into three groups. Introduce this activity by linking the exercise to the Junior Cert English selected reading by explain that this activity was inspired by the quote in *To Kill a Mockingbird* by Harper Lee.

***You never really understand a person until you consider things from his point of view ... until you climb into his skin and walk around in it.***  
– Atticus Finch

2. Give each group a piece of paper with the narrative

*A fifth-year architectural student at University, I was in the exam hall of the Architectural College, busy sketching some designs as part of my course-work. Everything was normal. Nothing seemed unusual. Suddenly, at 1:05pm..."*

3. Ask one student in the group to write two or three lines to continue the story as if it was the normal day of a student studying architecture in University in Ireland. The facilitator explains that when that person is finished writing the statement, fold over the paper leaving only the last line written visible and hand it to the next person in the group. This continues until all of the group members have written a statement. Ask them to keep it as realistic as possible of what would happen as a student of architecture in University in Ireland or anywhere.
4. Ask a representative from each group to read the stories aloud.
5. Now read the narrative above again to the class.
6. Now, ask one of the students to volunteer to read the piece from Alaaa Lebbah, who works for GOAL Logistics Team in Syria (Appendix 2).



### Debriefing

- How does the outcome differ?
- Is this fair?
- What would you do if you were in this situation?

## Conflict – The Basics



### Learning Aim

To allow participants to debate the importance and relevance of the “basics of life” for people in conflict situations.



### Materials

Basics of life cards  
(Appendix 3)

### Activity



The **UN (United Nations)** is an international organisation of countries set up in 1945, in succession to the League of Nations, to promote international peace, security, and cooperation

1. Ask the group to clear a space at the top of the room and break into two groups.
2. Offer a set of the “basics of life” statement cards to each group and ask for a number of volunteers to pick up one of each of the cards and stand at the top of the room, showing the cards to the group. Ask the rest of the group to put the cards in order of “most important” to “least important” for people in conflict. Tell them which side of the room is which.
3. Ask the students holding the cards to accept instruction, as they will have the chance to give their opinion in the future. Allow the group time to debate and order the cards among themselves.
4. Next, ask the group holding the cards if they are comfortable where they are standing and ask them to debate to change their position, if they would like to.
5. Now, as a group, try to identify which of the basics of life GOAL provide, what government's provide, what the UN needs to provide and what individuals can provide for themselves (Cards can be in a number of different sections).
6. The facilitator outlines some of the response programmes that GOAL have in effect in conflict situations. Find out more on the [website](#).



### Debriefing

- Does anyone feel any of the statements are in the wrong place?
- Based on these discussions, has any of your perspectives on the importance of individual services changed?
- What are the big issues for people in conflict that have surprised you from this discussion?
- What is your opinion on what GOAL provide?
- What else is needed to support people in conflict situations?

## Take Action



### Learning Aim

To provide students with a clear set of potential actions they can take to continue their engagement with the issues that have arisen in the workshop today.



### Materials

Action Cards  
(Appendix 4)

### Activity

1. Ask the group if they feel strongly about issues relating to conflict after the workshop and if they would like to take action and become more involved?
2. Break the participants up into groups of even numbers and ask them to write down as many possible actions they could take to raise awareness about conflict, in three minutes, e.g. campaigns, organisations, businesses, radio shows, TV shows, social media etc.
3. Give the groups a set of action cards (Appendix 4) to help them to come up with ideas.
4. Ask participants to come together to form a larger circle including all the groups and facilitators. A representative from each group will be asked to name out some of the items on their list.
5. Ask students what competitions and activities they can get involved in in the school? E.g. The Young Social Innovators, The Young Scientist, CSPE Action Projects, Green Schools, School Magazines, Film Making, Photography, Media Studies etc. Ask them to discuss if there are any possibilities of bringing the issues they learned about today in these forums.



### Debriefing

- Has anyone any example of where a group or individual took action against conflict?
- Look at the [www.eudevdays.eu](http://www.eudevdays.eu) to see if any of the development days are relevant to the actions you want to take?
- Find out what other groups have done to help and raise awareness.
- Are there other groups you could collaborate with to take action?
- Can you facilitate this workshop to other classes to raise awareness?

## Evaluation

Please indicate how strongly you agree or disagree with the following statements by circling the number that applies where 1 indicates "Disagree a lot" and 5 indicates "Agree a lot"

*Since the participating in this workshop ....*

	<b>Disagree a lot</b>	<b>Disagree a little</b>	<b>Not Sure</b>	<b>Agree a little</b>	<b>Agree a lot</b>
<b>I am now more aware of a wider range of issues relating to the effects of conflict</b>	1	2	3	4	5
<b>I can now see the connection between global and local conflict issues.</b>	1	2	3	4	5
<b>I understand that ordinary people can be affected by conflict in today's world</b>	1	2	3	4	5
<b>I am aware of some of the supports offered by GOAL</b>	1	2	3	4	5
<b>I am inspired to take further action and learn more as an active global citizen</b>	1	2	3	4	5

**My favourite part of the workshop was**

---

---

---

---

---

**One thing I would change in the workshop is**

---

---

---

---

## Conflict Workshop Evaluation 2

**School Name:**

**Class:**

**Date:**

Circle the correct answers.

1. Which of the following groups are affected by conflict?

- A. Women and Children
- B. Soldiers
- C. Surrounding Countries
- D. All of the above

2. Which of the following statements are true?

- A. Only extremists are affected by conflict
- B. Conflict only affects the military
- C. Conflict can affect ordinary people

3. List two things I can do to raise awareness about conflict?

- \_\_\_\_\_
- \_\_\_\_\_

Write down three things you learned during this workshop

My favourite part of the workshop was



## Appendix

### Appendix 1- News Statements

<p><b>HALF OF HOUSES WITHOUT WATER</b></p>	<p><b>Ireland 1969</b></p> <p><i>More than half the houses in Belfast are without water as a result of an explosion at a water supply area.</i></p> <p>RTE Archives, 1969</p>
--	---

<p><b>ELECTRICITY AND WATER SUPPLIES ARE ATTACKED</b></p>	<p><b>Ireland 1969</b></p> <p><i>There are reactions to disturbances in Derry and reports of bomb damage to waterworks and electricity pylons.</i></p> <p>RTE Archives, 1969</p>
---	--

**EXAMPLES OF POLICE  
BRUTALITY WAS PROVIDED  
,POLICE ARE NOT TRAINED TO  
HANDLE DEMONSTRATIONS**

**Ireland 1969**

***RUC Officer Graham  
Shillington denies any  
accusations of police brutality  
and points out that over 200  
officers were injured.***

RTE Archives, 1969

**THE WATER SHORTAGE IS  
IMPACTING THEIR EVERYDAY  
LIVES AND IS REACHING  
CRISIS PROPORTIONS.**

**Ireland 1969**

***Belfast city needs 26 million  
gallons of water a day and  
this resource has now been  
cut by half. The police have  
been in contact with the  
army about future security  
of such vital resources.***

RTE Archives, 1969

**DEATH MARCH FOR  
REFUGEES ON ROAD TO HELL**

**Rwanda 1994**

- The crisis: Thousands of refugees flee homewards as key border post is reopened*
- *The US air force begins air drops of food supplies*
  - *At least 1 million people stranded in eastern Zaire*
  - *Zairean officials make money out of misery by demanding bribes.*

The Guardian, 1994

**UN TROOPS STAND BY AND  
WATCH CARNAGE**

**Rwanda 1994**

*French and Belgian forces are evacuating expatriates but leaving members of the Tutsi minority, including local employees of international organisations, to their fate, reports Mark Huband in Kigali*

The Guardian, 1994

**HISTORIC SCALE OF REFUGEE  
CRISIS**

**Syria 2013**

*The Syrian refugee crisis has exploded from about 270,000 people a year ago to today's tally of more than two million who have fled the country. The pace of the diaspora has been characterized by the United Nations as the worst since the Rwandan genocide in 1994. In addition, an estimated 4.25 million Syrians have been displaced within their country, bringing the total number forced into flight to more than six million.*

NY Times, 2013

**UN CALLS ON WESTERN  
NATIONS TO SHELTER  
REFUGEES**

**Syria 2015**

*With Syria's neighbors increasingly shutting their borders to refugees and thousands trying to cross the Mediterranean Sea in search of safety, the war in Syria is creating the worst global refugee crisis in decades, putting new pressure on the United States and other Western countries to open their doors — and in turn, prompting domestic political backlash.*

NY Times, 2015

**LOST GENERATION: REPORT  
COUNTS COST OF COLLAPSE IN  
EDUCATION SYSTEM**

**Syria 2015**

***Save the Children says school enrolment has fallen to 50% and is much lower in areas worst affected by conflict; urgent international action is needed***

The Guardian, 2015

**WHY ISN'T THE WORLD  
INTERVENING?**

**Syria 2012**

***As the death toll grows in Syria, so do the desperate pleas for help. "What is the world waiting for?" asked one Syrian woman this week while holed up in a makeshift bomb shelter with her sick son. "For us to die of hunger and fear?"***

CNN, 2012

## Appendix 2- Haunted by the Memories of an Airstrike on Aleppo University

I will never forget January 15, 2013.

A fifth-year architectural student at Aleppo University, I was in the exam hall of the Architectural College, busy sketching some designs as part of my course-work. Everything was normal. Nothing seemed unusual.

Suddenly, at 1:05pm...

there was what I can only describe as a huge pumping sound, the ground shook, glass from the windows came in around me and my colleagues, and the air moved past me so fast it almost tore the clothes from my body.

In a split second, everything had changed.

I looked to the cartoon board that I was drawing on, and saw a red blotch on it. Then more blotches appeared, and still more. I put my hand to my cheek and felt something wet. I looked at my hand and it was covered in blood. There were pieces of glass embedded in my head.

Automatically, without thinking, I began running out of the hall to find somewhere to wash off the blood. When I got outside there were scores of my colleagues, many with their bodies covered in blood. I forgot about my bleeding head, and looked around me. The place was in mayhem as friends, fellow students, and lecturers moved quickly about. Some were shouting and screaming, others were passive. I watched them silently, looking at the bodies of the murdered and the badly injured lying all around. My heart burned with extreme sadness.

The university had suffered an airstrike, with the bomb landing only 20mt from the Architectural College where I had been drawing. One second-year student was killed as he walked to college. He was found with his blood-covered book still in his hand. Ambulances began to arrive, to care for the injured and take them to hospital. One of the lecturers put a bandage on my cut head. Suddenly, we heard the sound of a jet plane, and in less than three seconds there was another strike against my college. This time the bomb hit the dormitory building, where many foreign students stayed. Scores of people were killed in this second strike. This terrible day will always remain in my memory.

Before going to the hospital, I stood thinking, surveying the scenes around me: The volume of destruction was enormous; the uninjured were assisting the injured; a person without a hand; another without a leg; another in the last throes of death; extreme terror on the faces of lecturers and students; shouts and cries of girls and boys; a mother carrying her dead son; a father trying to aid his injured daughter. There was much more, and the memories will live with me forever.

I felt terribly sad, tears formed in my eyes and rolled down my cheeks.

It is more than two years since that day, but still similar attacks are happening. When will this tragedy end?

**By Alaaa Lebbah  
GOAL Logistics**



**ACCESS TO FOOD**

**SHELTER**

# **ACCESS TO CLEAN WATER**

# **HEALTHCARE FACILITIES**

# SANITATION SERVICES

# ACCESS TO EDUCATION



**Sanitation** is the hygienic **means** of promoting health through prevention of human contact with the hazards of wastes as well as the treatment and proper disposal of sewage or wastewater.

**A PLACE TO BE SAFE  
AND SECURE**

**PROTECTION AGAINST  
VIOLENCE**

# **ACCESS TO ENERGY**

# **ACCESS TO COMMUNICATION SYSTEMS**

**TRANSPORT**

**FREEDOM OF SPEECH**



## Appendix 4 - Action Cards

<p>The best action is to communicate our arguments to (lobby) someone in a powerful position, e.g. write a letter or an email, send a petition or an opinion survey or visit them.</p>	<p>The best action is to find out which organisations can help us, and join their local, national or global campaign. Do GOAL have a campaign we can promote?</p>	<p>The best action is to perform a play on how the issue affects people and perform it in schools, libraries etc.</p>
<p>The best action is to invite a guest speaker into our school to talk about the conflict, or to be part of a debate. Could we do this in our local community?</p>	<p>The best action is to make a leaflet, poster or collage on the issue and display it in our school or in the local community.</p>	<p>The best action is to make different choices about our lives based on what we have learnt, e.g. change what we eat, wear and spend money on. Other people will notice and follow our lead.</p>
<p>The best action is to make a video, audio or photograph presentation and post it on social media to provoke discussion about the issue.</p>	<p>The best action is to raise money for GOAL through one of their fundraising actions e.g. Jersey Day, the GOAL mile, or come up with your own!</p>	<p>The best action is to work with the press, e.g. talk on local radio, invite the press to an event.</p>

Cut out action cards and share among students



Thank you for participating in a Development Education Workshop supported by  
GOAL!

If you would like one of our Development Education Team to visit your school and  
facilitate a workshop one of our team members.

**Development Education Team**

Louise Merrigan, Development Education Coordinator

[lmerrigan@goal.ie](mailto:lmerrigan@goal.ie)

Tara McGrath, Development Education Officer

[tmcgrath@goal.ie](mailto:tmcgrath@goal.ie)



GOAL 12-13 Cumberland Street, Dun Laoghaire, Co. Dublin

Phone: 01 280 9779

Email: [schools@goal.ie](mailto:schools@goal.ie)

Web: [www.goal.ie](http://www.goal.ie)