

*Creating a Culture
of Peace*



This educational resource is the result of an initiative of *Project Peacemakers*, a non-profit community organisation that has been in existence since 1983. *Project Peacemakers*, the local group of *Project Ploughshares Canada*, is dedicated to social action and public education to promote peace, non-violence and social justice.

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Table of Contents

Introduction.....	i
Theme 1: Creating a Culture of Peace	
1.01 Earthlings: A Report Card	1
1.02 What is Conflict?	6
1.03 Negative and Positive Conflict.....	10
1.04 Responding to Conflict: Six Conflict Styles	14
1.05 Analyzing Conflict I: Balablok	24
1.06 Analyzing Conflict II: The Oka Crisis.....	28
1.07 What Is Anger?	31
1.08 Dealing With Anger	34
1.09 Communication and Cooperation	39
1.10 Peacemaking: A Case Study	48
1.11 Who Are the Peacemakers?	51
1.12 Why Care? Commitment to Peace and Justice	60
Theme 2: Power, Conflict and Cooperation in the Global Village	
2.01 World of A Hundred: Global Population and Resources.....	68
2.02 Nations of the World: A Comparative Study.....	81
2.03 Why Poverty?.....	89
2.04 Ending World Poverty.....	94
2.05 Poverty in Canada	101
2.06 The ‘Just War’ Theory	107
2.07 Patriotism and War	113
2.08 Terror and Terrorism.....	119
2.09 Getting Involved: Engagement and Action	124
Theme 3: Media Literacy	
3.01 Looking at the Media: An Introduction.....	128
3.02 Media Literacy: Concepts and Questions	133
3.03 Living in a MEDIA-ted World? Film Study #1	139
3.04 Media and Power: Film Study #2	142
3.05 Advertising: The Art of Persuasion	145
3.06 Advertising and Self-Image.....	150
3.07 Conflict and Television	155
Annotated Resource List	
List of Teacher Resources	158
Suggested websites.....	164
Recommended videos for middle & senior years	173
Curricular connections to social studies: S1-S2.....	175
Quotations about peace and war	177
Peace journal prompts for middle & senior years.....	192
Canadian peacebuilders	193
Peacebuilders hall of fame	197

A timeline of peace events of the 20 th century	205
The effects of television violence: What the research says	209
Media Literacy	211
Information for Parents: What Can You Do about Violence in the Media?	212
Preamble to the Charter of the United Nations	214
Universal Declaration of Human Rights	215
Actual Text: Universal Declaration of Human Rights	219
United Nations Calendar:	223

Why peace education?

Since war begins in the minds of men [sic], it is in the minds of men that the defences of peace must be constructed.

- UNESCO Founding Constitution

Violence and war have deep and longstanding roots in the belief systems and cultures of many societies in this world. The 20th century has demonstrated that war, rather than diminishing in the light of the possibility of worldwide nuclear destruction, has changed in nature and in scope. Four significant factors in particular point toward the need for peace education in our schools today:

1. **The increasing role of intercultural strife as a source of conflict:** Current conflicts tend to divide people along ethnic, cultural and religious lines. This indicates the need for education to eliminate prejudice and to promote understanding and dialogue between diverse cultures, ethnic groups and religions.
2. **Increasing numbers of intra-state conflicts, particularly in developing countries:** Since the end of the Cold War, the majority of armed conflicts have been regional or intra-state conflicts. These conflicts often destroy limited resources and infrastructure, and undermine fragile social cohesion. This indicates the need for education in all countries of the world regarding the relationship between poverty, militarism, and the persistent residual effects of war.
3. **More intense involvement of civilians, including children, as victims and participants in acts of violence:** Modern warfare and weaponry have increased the scope and impact of war zones, involving greater numbers of civilians and children in armed conflict. Children have been recruited as soldiers through the use of propaganda and intimidation. Episodes of civilian violence and terrorism have become more varied and intense. Acts of violence are less restricted to the military and have become a more widespread phenomenon. These trends clearly point out the need for peace education as a means of overcoming learned violent behaviour, and of counteracting hatred, fear and propaganda.
4. **Increased global circulation of images of violence and war through mass media:** The repeated dissemination of images of violence and war has a desensitizing effect, to the extent that many people experience a sense of unreality or disconnection, rather than empathy, when faced with these images. This disconnection, along with a sense of helplessness in the face of constant violence, has contributed to a youth culture that often lacks the competencies to deal with conflict in peaceful ways. Very young children are exposed, through increasingly aggressive marketing and promotion practices, to video games, television and movies that depict violence as entertainment. Through peace education, young people can learn to critically consider what is presented in the media, to develop empathy and social consciousness, and to acquire a realistic sense of their own capacity to become agents for change.

(Adapted from information in UNICEF *Education for Peace and Conflict Resolution*, Preface, p. xii and UNESCO *Culture of Peace* website)

These changes point out that it is critical that all citizens of the world come to understand the dynamics of violence, war and peace, both in their own lives and on the larger scale. A great deal of the responsibility, as well as the power, to create peace rests increasingly in the hands of individuals. Education has a primary role to play in the eradication of hatred and violence in the minds of individuals. Although history has shown that education is not a guarantee against war, it is clearly an essential part of learning to live together peacefully in the global village. Education can help break down unreasoned fear or hatred of the “other”, replacing it with understanding and willingness to resolve conflicts peacefully.

For these reasons, education for peace and conflict resolution has emerged as an *essential* discipline, and can no longer be seen as peripheral or a luxury.* If we as educators are to bring about true and lasting social change, helping students become peace builders is a crucial step in this process. Education is an important means of transforming individual lives, group relationships, and societies.

Many organizations in Canada and in the world have acknowledged the central role of education in building a global culture of peace and non-violence. Developing resources to help educators and school administrators implement peace education in our schools is an important step in the process of creating an expanding culture of peace.

Education is at the heart of any strategy for peace-building. It is through education that the broadest possible introduction can be provided to the values, skills and knowledge which form the basis of respect for human rights and democratic principles, the rejection of violence, and a spirit of tolerance, understanding and mutual appreciation among individuals, groups and nations.

- Education for a Culture of Peace: A Comprehensive Approach, Canadian Commission for UNESCO (United Nations Educational Scientific and Cultural Organization)

* UNICEF, *Education for Peace and Conflict Resolution*, p. xiii

What is peace education?

Peace Education is a process that empowers people to:

- become agents for peace and non-violence in all levels of human interaction;
- deal positively with personal, intergroup, community and international conflict;
- develop and maintain safe environments that nurture the physical and psychological well-being of all human beings;
- create a world that affirms human dignity and equality, based on principles of justice and universal human rights;
- support a sustainable environment and protect it from exploitation and war.

Peace education is based on empathy, the acceptance of human diversity, social responsibility, and respect for all members of the human community. It provides opportunities for students to practise skills of cooperation, communication, critical thinking, and peaceful conflict resolution.

International studies describe a number of specific approaches that have proven to be most effective in peace education programs. They have concluded that peace education should:

- involve both the school and the community;
 - be integrated in the curriculum rather than self-contained short-term programs;
 - focus on respect for cultural differences;
 - address structural or systemic violence (oppression, exclusion, poverty, racism) as well as war;
 - explore collective and not only individual conflicts, including the international scope of conflict;
 - incorporate interpersonal and intergroup conflict resolution;
 - include affective as well as cognitive and skills-based elements;
 - promote positive peace – not just the absence of violence.
- (Source: UNICEF, *Education for Peace and Conflict Resolution*, p. xvi)

Education for peace can become a part of the regular curriculum, and constitutes a very real part of the day-to-day “incidental” learning that takes place in classrooms. But peace education should also be evident in the overall culture of our schools, through administrative policies and practices, discipline codes, programs for safe and caring schools, community involvement, and student participation in school governance. Peace education involves creating a “zone of peace” in classrooms, schools and the surrounding environment - a physical, psychological and educational space that is caring, safe, and secure. This idea is based on the concept of “children as zones of peace”, pioneered by UNICEF, whereby nations agree to negotiate cease-fires in war zones to allow for the delivery of critical services and supplies to children on both sides of conflicts. Ultimately, peace education aims for the continuous expansion of the zone of peace in the world by involving people in social change.

Essential understandings in peace education

Positive Peace

Education for peace does not stress a negative definition of peace (i.e., peace as the absence of war) but is rather based on the concept of *positive peace* - the process of striving toward equity, justice, and harmonious dialogue among individuals, groups and countries. Positive peace recognizes that a peaceful world must be more than a world in which there is no war. This means that an important part of peace education must be the process of helping students develop their personal vision of what peace means. This process of envisioning positive peace makes the most of children's idealism while enabling them to consider practical ways of working toward peace.

It is extremely important, especially with younger students, to be realistic about violence and war without fostering terror, fear or defeatism. Children, especially when they live in an open society of instant mass communication, are in fact exposed to a great deal of complex information and many images of violence. If they are not allowed to discuss and question these images, children can be subject to developing misconceptions, stereotypes or excessive fear, either under the surface or openly. They should be encouraged to ask questions about the images and ideas they are exposed to in the media. These questions can direct teachers as to what topics are important to discuss.

Building a Culture of Peace

Many international organizations, government and non-government alike, have recognized the need for a fundamental shift in values among the cultures and institutions around the world in order to move toward a *culture of peace*, rather than a culture that sees violence as an inevitable means of dealing with conflict.

The change from a culture of war and violence to a culture of peace is a process of individual, collective and institutional transformation. It takes place within particular historical, socio-cultural and economic contexts. Ultimately, the building of a culture of peace aims at dealing with the root causes of violence in all of its forms and on a global basis.

From the time of its founding, the fundamental aim of the United Nations has been "to save future generations from the scourge of war". Part of this mission involves intervention during violent conflicts, and post-conflict peace building. An implicit part of this mission also involves preventing the emergence of violent conflict through the building of a culture of peace. It is with this end in mind that UNESCO began in its *Culture of Peace* programme in 1994.

Following a proposal made by UNESCO, the United Nations General Assembly in 1998 (resolution A/52/13) defined the Culture of Peace as consisting of *values, attitudes and behaviours that reject violence and endeavour to prevent conflicts by addressing their root causes with a view to solving problems through dialogue and negotiation among individuals, groups and nations*. UNESCO has defined eight fields of action in its international programme for mainstreaming a culture of peace:



- fostering education that promotes the values, attitudes and behaviour inherent in a culture of peace, including conflict prevention and resolution, dialogue, consensus-building and active non-violence;
 - promoting sustainable economic and social development by targeting the eradication of poverty and social inequalities;
 - promoting respect for the Universal Declaration of Human Rights at all levels;
 - promoting gender equality in economic, social and political decision-making;
 - fostering democratic participation and citizenship and supporting processes that promote and sustain democracy;
- advancing understanding, respect for cultural diversity, and human solidarity by promoting a dialogue among societies;
 - supporting participatory communication and the free flow and sharing of information and knowledge in the promotion of a culture of peace;
 - promoting international peace and security through action such as the promotion of general and complete disarmament.

Source: UNESCO document on-line: *Mainstreaming a Culture of Peace*:
http://www3.unesco.org/iycp/uk/uk_sum_cp.htm

The UN General Assembly has called for the promotion of a culture of peace as an integral approach to preventing violence and armed conflict and has designated 2001 - 2010 as the *International Decade for a Culture of Peace and Non-Violence for Children of the World*.

Action for Peace and Social Justice

A culture of peace is peace in action. Establishing such a culture is a long-term process requiring a transformation of individual behaviour, group relationships, and entrenched social and institutional practices. A culture of peace demands the development of values that support human solidarity, and a commitment to realistic social action.

The idea of peace as consensus is sometimes mistaken for an absence of conflict or the homogenization of society. However, in order to achieve mutual understanding, there must first be acknowledgement of differences with regard to sex, race, language, religion, culture, and a multitude of other human factors. The quest for mutual understanding begins with the recognition of these differences and proceeds on the basis of a willingness to go beyond these differences to pursue a common objective. Mutual understanding protects a society from destructive tendencies by designing a new way to live together.

Finding authentic ways to participate in the design of new ways of living together is participating in a culture of peace. Looking at the world in a way that affirms the possibility of creating harmonious, but diverse, societies, is participating in a culture of peace.

- Adapted from *Culture of Peace*, UNESCO: http://www3.unesco.org/iycp/uk/uk_sum_cp.htm

Goals for Peace Education in Canada

In Canada, as an industrialized nation that has known relatively peaceful conditions for most of its history, peace education is a vital part of building communities that accept diversity and learning to become responsible citizens of a global community. Peace education in Canada should support the development of the following competencies in young people:

- a sense of self-worth based on the awareness that they can influence the conditions under which they live;
- a feeling of community with others from various regions of the globe who live under very different conditions from them;
- esteem for the cultures and beliefs of other societies;
- depth of knowledge and insight into how others live;
- skills of sifting the truth from propaganda or bias that surrounds them in every culture;
- respect for the wise use of resources and appreciation for more than just the materialistic aspects of quality of life;
- respect for different points of view and the ability to see the world through the eyes of others;
- skills to resolve conflict in non-violent ways;
- the desire and ability to participate in shaping society, in their own community, their nation and the world.

Source: Brouwer, Wytze (1986). *A Survey of Peace Education in Canada*. Ottawa (ON): Canadian Institute for International Peace and Security.)

Canadian educational institutions have made some progress toward the integration of these goals into the curricula, particularly in the discipline of social studies, but there still remains a great deal of work to do in order to transform our schools into learning communities that are founded on a culture of peace.

Guiding principles for peace education

- Peace education envisions the transformation of society toward a culture of peace and social justice as a realistic and attainable goal. It is based on the premise that change toward a more peaceful and equitable society begins with education.
- Peace education questions the assumption that violence is inevitable in human society. While recognizing that conflict is a reality of life, peace education seeks to find and practice alternative means of dealing with conflict.

Disputes may be inevitable, but violence is not. To prevent continued cycles of conflict, education must seek to promote peace and tolerance, not fuel hatred and suspicion.

- UNICEF Anti-War Agenda, State of the World's Children 1996

- Peace education sees violence as a *learned response* to conflict. Although teachers may be wary of dealing with concept of violence because they feel the world is already saturated with it, peace education provides a means of dealing positively with the reality of violence by focussing on the fact that violence can be unlearned, just as the means to building peace can be learned.
- Peace education, because it aims to develop empathy for others, must be based on respect for human diversity. It is essential that peace education focus on the universal conditions, hopes, and aspirations of the human community, focussing on solidarity rather than difference. Through this approach, students can learn to accept “otherness” while recognizing the shared aspects of human life and societies.
- Peace education is not simply about having an attitude of internal peace, or developing healthy interpersonal relationships, although this is part of it. Peace education must involve global thinking – making connections with people outside one’s immediate environment. Global thinking or world-mindedness can be developed in young people starting from a very early age, and can help children become more realistic and understanding when faced with media images of people or countries that are “different” or “far away”.
- At the heart of peace education is the principle of universal human rights, and the affirmation of the inherent dignity of all human beings.
- Peace education does not only deal with issues of war and overt violence. It also helps students become aware of systemic or structural violence within societies, such as oppression, exclusion, marginalization, racism, inequalities, and environmental destruction. Peace education invites students to be critical about all forms of violence, and to take a stand for peace, social justice, and life in harmony with others and with the environment.
- A central principle in peace education is the focus on developing a sense of one’s own personal ability to contribute to the betterment of society. Peace education is focused not solely on

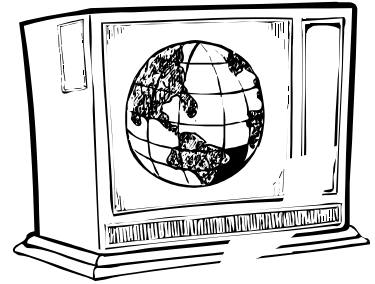
identifying social problems, but on helping students find ways in which they can contribute to solutions to these problems.

- Peace education is a process, and is not simply a matter of “learning *about*” peace and war. Part of the process is indeed acquiring knowledge about peace and war, but peace education also involves learning in order to live peacefully as active citizens in democratic society. Above all, peace education seeks to engage students in a process that is as significant in and of itself as are the content and skills to be developed. For this reason peace education emphasizes activity-based learning with a high level of interaction among students. It encourages self-reflection as well as student involvement in selecting and planning their learning activities. Student participation in making decisions and carrying out negotiations with others in order to reach agreement are important parts of the peace education process. Peace education should not be simply a matter of telling students what to believe and how to act. (adapted from *Cultivating Peace in the 21st Century*, Classroom Connections, 2002)
- Peace education deals with many ethical and existential questions, and this must be done with great care and sensitivity. Although students need to be aware of the presence and the implications of war and violence, the intention is not to traumatize them with excessive detail about what may be very difficult to understand, nor to oblige them to agree with a particular point of view. At the same time, it is not the intention of peace education to “whitewash” the persistent problem of the human proclivity toward violence throughout history. Students need to be given opportunities to look into the *reasons why* human beings often revert to violence as a means of dealing with problems, through literature, personal reflection, and learning personal habits of impulse control and positive interaction with others.
- The goal of peace education is not to transmit to students “the right answer”, but to encourage them to examine a variety of perspectives on peace-related issues, and to find a way to deepen their understanding of complex issues. Peace education strives to avoid simplifying issues into polarized attitudes of “we-they” or “good-evil”.

The importance of media literacy in peace education

It is not a surprise that the most common reaction of people to the images of the world trade centre on Sept. 11, 2001 and to the invasion of Iraq in March 2003 – despite the vivid, direct, live character of the frequent transmissions – was that these events seemed “unreal”. This pervasive sense of unreality has been created by the constant bombardment of images of violence and war through not only the news, but also in fiction, movies and video games. Images are very powerful media tools. However, the persistence of images of violence gradually decreases their impact, particularly in a society where entertainment has mastered the use of special effects. People young and old lose touch with the fact that somewhere in the world there are real people being affected by the violent events filmed in the news. The intention is above all not to expose them to very difficult images and facts about the realities of war and violence but to heighten their consciousness that these events are real and that actions can be taken by all citizens to counteract them.

Media literacy is an increasingly important part of education in the 21st century, particularly in a country such as Canada where access to mass communication is such a large part of the lives of many young people. It is very difficult to think critically about a facet of daily life that is so much taken for granted as natural in an industrialized consumer society. We live in a constantly “mediated” environment, an environment in which the media do our thinking for us. In young people, there is a tendency to simply accept what they see. In particular, they find the strongest and most dramatic images to be the most convincing. It is extremely important to combat this kind of passive acceptance, and to help students remain alert to the realities that these images may represent so that they do not lose their capacity to empathize with others. It is equally important to help them find their way through the massive confusion that can ensue when there are multiple sources of contradictory information, often sources that deliberately confuse information and entertainment, and sources that depict violence as the primary reality of everyday life.



The issue of media violence is really one of storytelling. We all learn who we are, how to behave, and what to believe through the stories of our culture. Who is telling the stories to our children today?
- *Beyond Blame: Challenging Violence in the Media*, from *Responding to Media Violence*, 1997.

Teachers may be reluctant to talk about violence and war in the classroom, but the reality is that most children, even young children are familiar with war. Some students may have emigrated from countries where there is armed conflict, or may have relatives living in these countries, or may have family members in the armed forces. Most of them learn about war through the mass media – television news and entertainment. Both of these sources can create false or simplistic ideas of what armed conflict is, why it happens, and who are its victims. The media can convey to children an image of reality that is distorted, by virtue of what it chooses to include and what it chooses to leave out, and by providing a ready-made and encapsulated interpretation of events. The most significant aspect of media literacy is helping students develop critical thinking so that they can become discriminating and thoughtful consumers of media information and entertainment.

A media literacy program in the schools, in order to be effective, should include parental involvement. Teachers and school administrators may wish to plan media awareness evenings, with student participation, that encourage family dialogue about the quantity and quality of media consumed in the home. This resource includes background information on media literacy and media violence, suggested strategies for involving parents in media awareness, and sources for further information on questions of media literacy.

Why Teach Media Literacy?

Media literate people understand that media are constructed to convey ideas, information and news from someone else's perspective. They understand that specific techniques are used to create emotional effects. They can identify those techniques and their intended and actual effects. They are aware that the media benefit some people, but leave others out. They can (pose and sometimes answer) questions about who benefits, who is left out, and why. Media literate people seek alternative sources of information and entertainment. Media literate people use the media for their own advantage and enjoyment. Media literate people know how to act, rather than being acted upon. In this way, media literate people are better citizens.

Source: Pat Kipping, "Media Literacy? An Important Strategy for Building Peace," *Peace Magazine*. Toronto, ON, Canada.

Reprinted on *Media Awareness* website (English and French): <http://www.media-awareness.ca/>

The purpose of this resource

The aim of this classroom ready resource is to make it easier for teachers to organize their teaching around concepts related to peace and social justice. As such it is hoped that this resource will complement existing school curricula, by supporting the development of citizenship competencies in a diverse, complex, and rapidly changing world.

In keeping with current directions in international education for peace, the purpose of this resource is not solely to develop personal character or to improve interpersonal relations. Its intention is to engage students in a questioning process through which they acquire new ways of looking at violence and conflict in the immediate and larger environment, so as to develop competencies as agents for peace in the world. The focus is on social responsibility and societal change.

Suggested materials and activities focus on skills and values for creating a culture of peace, rather than the acquisition of more information in an already filled curriculum. The lessons are designed to help students think in terms of long-term solutions to urgent social problems related to violence. In order to do so, they are encouraged to question the violence that seems to be an accepted element of society, including systemic forms of violence such as oppression, exclusion, racism, and inequity. The intention is to engage students in thinking critically about the myriad bits of information and images they deal with every day, and to develop a global consciousness that gives them a sense of empowerment – rather than helplessness – in the face of the world's problems. The overall goal is to support the idea that young people are personally able to contribute to change for the better on a local and global basis.

There are a number of excellent programs in the schools that focus on conflict resolution, safe schools, anti-bullying and anti-harassment, anger management, and mediation. These programs address fundamental aspects developing positive interpersonal relationships, and are essential to creating peace in one's own school and community. The goals of peace education are certainly supported by these types of programs, as they are vital to teaching students skills that enable them to participate in creating a culture of peace in their immediate environment. But peace education also has a broader social goal, one which enables students to distinguish violence in the media, in social institutions and practices. Through peace education students enhance their awareness that, despite living in a relatively peaceful country, they are affected by many events that happen elsewhere in the world. They also enhance their awareness that conflict has an international context and global implications.

How to use this resource

A number of peace education themes appropriate to early, middle and senior years have been identified by a Teacher Advisory Group consisting of Manitoba educators at various grade levels. The lessons in this resource are grouped around these themes as follows:

Early Years:

- Theme 1: *Peace and Conflict*
- Theme 2: *Peaceful Play*
- Theme 3: *Children around the World*

Middle Years:

- Theme 1: *Peace and Conflict Resolution*
- Theme 2: *Violence in the Media*
- Theme 3: *Human Rights and the United Nations*

Senior Years:

- Theme 1: *Creating a Culture of Peace*
- Theme 2: *Power, Conflict and Cooperation in the Global Village*
- Theme 3: *Media Literacy*

A short series of lessons, with supporting materials as needed, have been included for each theme. The term “lesson” is used roughly to identify a classroom activity or sequence of activities related to a key concept or topic. Many of the lessons may be used as independent activities; others follow a recommended sequence of development. Each lesson or activity is structured as a three-phase plan, in keeping with suggested instructional practices in Manitoba. It is assumed that teachers will adapt the materials freely as needed to accommodate the academic level of their classes.

For early years this three-phase sequence is as follows:

1. *Observe*
2. *Explore*
3. *Respond*

For middle and senior years, the sequence is more definitely oriented toward action for social change as follows:

1. *Engage*
2. *Reflect*
3. *Act*

Appendices include background information and an annotated list of resources, including selected websites for current information on relevant topics.

However teachers may choose to adapt or use this resource, it is hoped that they will find it useful in the creation of a culture of peace in Manitoba classrooms and schools. It is our firm belief that teachers *can* change lives, and that young people *can* change the world for the better.

Examples of conflict resolution programs for schools

Educational research states that programs for peaceful conflict resolution are most effective when approached as school-wide initiatives, supported by administration, parent councils, student councils and school policies. The promotion of a culture of peace may begin with small individual steps, but it requires an ongoing commitment to systemic change in the school culture.

The transformation of a school culture is a proactive means of addressing many social issues, such as marginalization, bullying and violent responses to conflict. The implementation of positive strategies that nurture safe and caring school environments is far more helpful in the long run than “one-size-fits-all” policies such as zero tolerance or discipline plans focused on punishment.

The following are some examples of conflict resolution programs to support the creation of a culture of peace in schools.

Peer Mediation Programs

The implementation of a peer mediation program is based on the premise that peace cannot be imposed or mandated in schools, but that it depends upon the creation of an environment in which aggressive behaviours are considered to be unacceptable by administrators, students, teachers and auxiliary staff, and parents. It involves teaching students from age nine and up the principles and practices of mediation to help peers resolve conflict in a creative and peaceful manner.

As a school-wide proactive approach to improving school environment and student strategies for dealing with conflict, this type of program can be a very effective step in creating a culture of peace.

Van Gorp, Hetty (2002). ***Peer Mediation: The Complete Guide to Resolving Conflict in Our Schools***. Winnipeg: Portage and Main Press. *A comprehensive and practical handbook for the implementation of a school-wide Peer Mediation Program:*

Van Gorp, Hetty (2002). ***The Peaceful School: Models That Work***. Winnipeg: Portage and Main Press. *A study of some Canadian schools that have successfully transformed their school environment into one of a culture of peace:*

Second Step Program

The goal of this K - 8 program is to teach social and emotional skills for anger management and violence prevention. Through the program, teachers recognize how to deal with disruptions and behaviour issues, and children learn how to develop empathy for others, control impulsive behaviour, and solve problems. Family support guidelines and teacher training are also available with this program.

Further information is available on the *Second Step* program web-site:

<http://www.cfchildren.org/site-map.aspx>

Lion's Quest Program

This is a comprehensive resource for Kindergarten through the Grade 12 for implementing a classroom-based conflict resolution program.

The Kindergarten to Grade 6 package is called *Working it Out*, and includes a variety of experiential activities that build on social skills for dealing with expressing differences of opinion, controlling anger, and predicting consequences.

The Grade 6 to 8 package is called *Working Toward Peace*, and it focuses on anger and conflict management as well as helping students find ways to resolve conflicts peacefully.

The Grade 7 to 12 package is called *Promoting Peace and Preventing Violence for Teens and Young Adults*, and it includes a series of 19 sessions designed to help students understand the attitudes and behaviours that can lead them from conflict to anger to violence. The program increases their awareness of how they usually respond to conflict and teaches students how to work toward more peaceful resolutions.

Further details on the program and materials are available on the Lion's Quest website:
www.thrivecanada.ca/section.asp?catid=140

Lion's Quest Canada materials may be ordered by telephone by calling the following toll-free number: **1-800-265-2680**

Natural Helpers Program

Natural Helpers is an innovative, research-based peer-helping program for students in grades 6-12. The program provides training and support to help guidance counselors or other school staff set up a peer helping network in the school.

Natural Helpers is designed to teach participants:

- positive ways of taking good care of themselves
- ways effective ways to help their friends
- to contribute to a safe and supportive school environment

For further information on *Natural Helpers*, contact United Learning at 1-800-323-9084 or http://www.preventionnewmexico.com/Natural_Helpers.html

1.01 Earthlings: A Report Card

Topic: Assessing Life on Planet Earth

Purpose: Students will

- identify basic features of human behaviour on planet Earth
- analyze the values that govern social behaviour
- assess the suitability of the planet for sustaining intelligent life

Concepts: values, competition, compassion, conflict, cooperation, empathy, power, utopia, dystopia

Time: Minimum of 3-4 periods. The degree of engagement you expect and the level of sophistication of the students will determine how much time you will need for this project. In one S2 class this project was presented as an integrated Social Studies/ELA unit over a two-week period.

Background information: The critical examination of our values and our modes of behaviour is essential in order for deep change to occur. But this is a difficult task. As someone has said 'No fish ever discovered water'. We are swept up in the momentum of human civilization and each of us is so immersed in the circumstances of our own lives and in the culture of our own times that it is difficult to become aware of the fundamental values and impulses that cause us to behave as we do. A great part of all human behaviour at every level, from that of the individual to that of nations, is the product of unexamined and unquestioned habit.

This activity asks students to imagine what outside observers might see and how they would describe human life on Earth. In guiding students through an examination of these issues it is important to draw attention to the full continuum of human behaviours and to avoid focusing disproportionately on the negative.

Materials and Preparation:

- Have copies of a current newspaper for each working group, ideally one with weekend features included.
- Make photocopies of the *Earthlings: A Report* work sheets for each group.
- Decide how best to form groups for sustained work over several periods.

Engage:

- Divide the class into working groups (3-4 students per group is optimal). Each group should have a designated recorder to make sure that details of discussion and discovery are preserved.
- Explain that groups will have several periods to work on this project and that each group will be responsible for a report to the whole class at the end of the process. Each student will be expected to participate actively in the final report.
- Hand out the *Earthlings* work sheets. Go over the components of the task, beginning with a clear explanation of the premise and purpose of the project and its scope.

Civilization is built on a number of ultimate principles...respect for human life...equality of all citizens...in a word, justice.

Max Nordau (1849-1923)

- Define the terms *Utopia* and *Dystopia*:

Utopia - describes an ideal world in which everything is arranged to perfection.

Political and economic affairs are conducted fairly and peacefully, and the citizens are free from want and fear.

Dystopia - describes a world in which nothing is working well and everything is

about as bad as it can get. Conflict and injustice reign and most people are suffering and unhappy.

- Hand out copies of the newspaper to each group. To vary the investigative focus of the groups, consider giving each group different sections of the newspaper.

Individual groups might be assigned to analyze several of the following topics for evidence of human behaviours and values:

- | | | |
|---|---|-------------------------------------|
| • <i>Local News</i> | • <i>Literature/ Art/Music/ Science</i> | • <i>Relationships</i> |
| • <i>Movies/ Drama</i> | • <i>Politics</i> | • <i>Ecology/ Environment</i> |
| • <i>Family Life</i> | • <i>Video Games</i> | • <i>Financial</i> |
| • <i>Economy/ Jobs</i> | • <i>Sports</i> | • <i>Industry</i> |
| • <i>International Relations</i> | • <i>Religion</i> | • <i>Working Conditions</i> |
| • <i>Community Service</i> | • <i>Education</i> | • <i>Leisure/ Recreation</i> |
| • <i>Local Community News</i> | • <i>Celebrations</i> | • <i>Geography/ History/ Travel</i> |
| • <i>Family Notices</i> | • <i>Crime</i> | |
| (<i>Births/ Weddings/ Obituaries</i>) | • <i>Youth</i> | |

- Remind students that the newspaper is only one of many possible sources of information, and that they are free to supply from their own general knowledge of the world anything they can imagine an alien observer might be interested in.
- Other media sources may also be used, including themes from literature, poetry, drama, social studies texts; anything that can shed some light on what Earthlings care about and on their behaviour.
- The final report may take various forms ranging from simple oral group reports, multi-media presentations, annotated displays, simulated interviews with alien superiors, etc. Encourage the use of visual aids and displays.
- At some point in the first or second work session ask each group to declare a format for its report.
- Announce the date(s) for group presentations and ask each group to sign up for a specific slot.
- During the group work sessions circulate among the groups providing the kind of input that will stimulate the emergence of the ideas listed in the Concepts section.

Presentation and Reflection:

- Have each group make a formal presentation of their findings.
- After each report allow time for questions and reactions from the rest of the class.
- When all groups have reported, engage the whole class in a summative discussion of the central issues. (If you like, suspend the fictional premise and simply discuss human behaviour.)
- Questions you may wish to use to guide the final discussions:

Based on our collective findings as alien investigators...

- *What are the main features of Earthling behaviour? What makes them tick?*
- *What are the main values that seem to drive their behaviour? What do they care most about?*
- *How are these values revealed in sport? In political affairs, etc?*
- *To what extent is this planet a Utopia, the best of all possible worlds? Evidence?*
- *To what extent is it a Dystopia, the worst of all possible worlds? Evidence?*
- *Is it likely that we could co-exist with the Earthlings?*
- *What have we learned that encourages us to stay?*
- *What have we learned that will discourage us from staying?*
- *Is the planet, as it is functioning now, sustainable? (Consider using this question if the issue of the potential destruction of the planet due to pollution, war, etc. has arisen during the project.)*

Action and Extension:

- Ask students individually to write a description of an earthly Utopia. This can be done as an extended journal entry, or as a more formal writing assignment.
 - Discourage students from using simplistic negative formulations like ‘no more poverty, no more war.’
 - Urge them, instead, to imagine potential solutions to the problems they see in today’s world and to integrate them into their description of Utopia. (*In my Utopia there are strict laws that guarantee that everyone’s basic needs are adequately met whether or not they can find good jobs or were born in a rich country.*)
 - You may wish to use a formal prompt for this assignment; for example,

Write a (journal entry, essay) in which you outline your idea of Utopia. Show how at least five of the problems we discussed in the Earthlings activity have been satisfactorily solved in the world you describe. Which one of the solutions do you imagine would affect your own life most directly? Explain why. In the real world, what changes can you make in the way you interact with others that might make a positive difference in your community, your home, your school?’

EARTHLINGS: A REPORT

You are a group of observers from a distant region of the universe. You have come from Utopia, a planet where your near-perfect way of life is being disrupted by the gradual cooling of your star. Your home planet will not be inhabitable for much longer. Your mission now is to find a new place for your people to settle.

For the past six months you have been in secret orbit around Earth, quietly observing events on the planet and researching the behaviour of the Earthlings (humans). From your position above the planet you have been able to watch TV and movies, access the Internet, scan libraries and read the local newspapers. You have found ways to closely observe human behaviour of every kind and at every level – at home, in the community, nationally, internationally and globally.

The folks you are reporting to on your home planet want your answers to the following questions, and for each answer they will require specific evidence. After several days of preparation you will be asked to make a formal report.

1. How are Earthling societies organized?
 - What sorts of people get to be leaders?
 - How are these leaders chosen? Are these methods fair?
 - Is there a global organization in charge? How effective is it?

2. How do Earthlings get along?
 - Is everyone treated equally well?
 - If not, what factors give some Earthlings advantages over others?
 - To what extent do people feel safe living on this planet?
 - What do Earthlings do to increase their feeling of safety?
 - Do Earthlings feel fear? If so, what factors contribute to this?

3. What are the causes of conflict on this planet?
 - How do Earthlings deal with conflict?
 - Is violence accepted as normal? Is it present in everyday life?
 - As intergalactic immigrants, how do you think we will be treated if we ask for permission to live here?

4. How do Earthlings manage the resources on their planet?
 - Are there enough resources to satisfy the Earthlings' basic needs?
 - Has nature distributed these resources equally?
 - Does everyone have access to a fair share?
 - What is the attitude of Earthlings to the planet that provides these resources? How well is the planet cared for?
 - Are there other forms of life on Earth? How are they doing?

5. What positive values seem to be at the core of Earthling behaviour?
 - What things does the individual Earthling value above everything else?
 - Are there any universal values on which everyone agrees?
 - Do some values differ from region to region?
 - Do values sometimes clash or contradict each other? What happens then?

6. What major strengths do Earthlings have that might make them good planetary partners? What have they achieved that has made life better for them?

7. What major weaknesses do Earthlings have that would make it difficult for us to live here? What is the most important change in Earthling behaviour that would be necessary before we would consider living among them?

8. Your Verdict?
Should we, or should we not make contact and ask to be received as citizens of Earth? Give a brief summary of the reasons for your conclusion.

1.02 What is Conflict?

Topic: The nature of conflict

Purpose: Students will

- define *conflict*
- learn that conflict is almost always about needs
- analyze what makes each conflict unique
- study and analyze a specific conflict from their own experience

Concepts: needs are the roots of conflict, varieties of conflict

Time: 1 hour

Background Information: Conflict is an inevitable part of human life and, although it can become destructive, it is not always necessarily negative.

To address all conflict situations with a generalized response is to ignore the reality that each conflict is unique, with its own combination of causes and dynamics. This lesson provides a basic overview of the issues that lie at the heart of most conflicts.

Materials and Preparation:

- Makes photocopies of *What is Conflict?* and the *Conflict Classification Grid* for each student.
- Have available a selection of print media materials that report or illustrate a wide variety of conflict situations. Ideally, much of this should be relatively current material. Back issues of newsmagazines are a good source of non-local stories. Multiple copies of a single issue of the daily newspaper will contain an abundant supply of relevant material in the form of news articles, editorials, photos and cartoons.
- For English classes, material from current media can be supplemented with scenarios from short stories, novels or other literature the students are familiar with. In History and World Issues classes events from the past and present will also be relevant.

Engage:

- Ask each student to write down the first six words that come to mind when they hear the word *conflict*. Ask them to pair up with a neighbour and share/compare their ideas. Ask a few pairs to share with the class. What has emerged? Most of the words associated with conflict will no doubt be negative. Why is this?
- Give each student a copy of the handout *What is Conflict?* Ask students to read it, either silently on their own or together in small groups, highlighting the main points as they read.
- Use the overhead or chalkboard to help the class summarize the information on the causes and types of conflict discussed in the article.
- Explain how the *Conflict Classification Grid* can be used to distinguish between different types of conflict.
- For practice in using the grid ask the class to identify several conflict situations from current events – from sports, justice, the school environment, international affairs, or from their own lives, from movies they have seen, or from children’s stories and fairy tales they are familiar with. Ask how students would classify each conflict on the grid and have them justify their choices with reference to both of the variables on the chart.

Truth springs from argument among friends.

David Hume

The beginning of thought is in disagreement, not only with others but with ourselves.

Eric Hoffer

- Form groups of 2 to 4 students and make the media materials available.
- Working in groups, students should scan the media materials for stories about conflict, and to try to find one or more stories for each of the nine categories on the chart. Write the headlines in the appropriate cells in the chart.
- **Option:** If you can form nine groups, have each group focus only on one type of conflict. Have the groups cut out the articles. Selected clippings can be used to replicate the chart in an enlarged tack-board master display.

Reflect:

- Ask students to think about the role that conflict plays in their own lives and to write a journal-style reflection on the effect that conflict is having, or has had in the past, on their peace of mind and on the general conduct of their lives.
- Or, have students write individual conclusions or interpretations of what they have noticed as they filled the chart. Questions that may help in this task are...
 - *What are the most significant differences between interpersonal conflicts and inter-group conflicts?*
 - *What do you think are the most frequent causes of conflict at all levels?*
 - *In your opinion, are some kinds of conflicts more important or less important than others?*
 - *What types of conflict are the hardest to ignore or resolve?*

Action and Extension:

- Prepare a visual display or a performance piece prompted by one or more of the varieties of conflict explored in this lesson. (e.g. mural, sculpture, painting, poster, rant, speech, dialogue) Students may opt to work with partners.
- Write an analysis of a conflict you have experienced (or witnessed) using the vocabulary and categories introduced in this lesson.
- Find several articles dealing with an ongoing conflict that has been in the news lately. Analyze it using the vocabulary and categories you have learned in this lesson.
- Self-assessment: Of the nine types of conflict illustrated in the chart which ones do you find yourself involved in most often? Write a journal entry exploring your own experience with conflict.

What is Conflict?

Conflict is such a natural and unavoidable feature of human life that it has sometimes been called one of the strongest pieces of evidence that we are alive. After all, the expression, ‘Oh, doesn’t she look peaceful?’ isn’t often used to describe us while we are still alive, is it? So what exactly *is* conflict? Here’s a basic definition: *Conflict is the feeling that not all is well, and that something stands between me and the way I need things to be.*

Conflict is usually stressful and uncomfortable. This stress can be relatively mild or extremely intense and it can make us sad or angry, afraid, discouraged, hopeless or even desperate. It can cause us to doubt ourselves, it can strain our relationships and it can sap our energy and make it difficult for us to engage fully in normal activities. And, if we do not have the strategies to resolve conflict, it can escalate into violence.

But there is another side to conflict as well. Through the experience of conflict we are prompted to learn and to grow stronger and more creative in our encounter with life’s problems. Conflict can motivate us to set goals for ourselves, to accept difficult challenges and to overcome obstacles. It can bring us together with others in the search for mutually satisfying solutions to problems. The energy of conflict can be channelled to bring about constructive changes, not only in our personal relationships, but in the relationships between groups in society and even between nations. Improvements in living conditions, human rights and justice anywhere in the world are rarely achieved without the presence of some form of confrontation between those groups who desire change and those who prefer to keep things the way they are.

That is why our primary goal ought never to be the *avoidance* of conflict at all costs. Rather, we need to find ways of conducting conflicts in ways that will result in the positive changes we want to achieve in order to get closer to *‘the way I need things to be’*. Our ability to manage conflict effectively (someone has called it *conflictability*) depends on how well we understand how conflict works.

As suggested in the definition above, the basis of human conflict is our *needs*. In his book about conflict Bernard Mayer¹ describes three main categories of human need.

- **Survival Needs:** These are essential for life –*food, shelter, health* and *security*.
- **Identity Needs:** Our need to feel that we share a common set of *values* and *beliefs* with a *community*, our need for a *sense of purpose* for what we do, and our need for personal *freedom* and *autonomy*.
- **Interest Needs:** These are at the heart of most of our larger conflicts. Interests include ‘tangible benefits’ like *money* or *property*, ‘processes’ involving *power* and decision-making and our ‘psychological’ need to be treated with *respect*.

Some conflicts involve more than one of these categories. Whether we are dealing with our own conflicts or trying to help others resolve theirs, we need to identify as precisely as possible which needs are not being met. But this is not always easy. When we find ourselves in situations of conflict it is often difficult to analyze our own needs objectively and accurately. Often we loudly express one issue or interest and may be quite convinced that that is the central issue when, in fact, another need is the real one, one we have perhaps not been able to admit, even to ourselves. But unless we *can* determine exactly what our needs are it will be difficult to find effective solutions.

¹ Mayer, Bernard. *The Dynamics of Conflict Resolution: A Practitioner’s Guide*. San Francisco: Jossey-Bass Inc. 2000.

Conflict Classification Grid

Most conflicts will fit into one of the nine categories in the grid. Each square represents a combination of *participants* (individuals and/or groups) and one of the three types of *needs*.

Root Causes → Conflict Types ↓	Survival Needs food, shelter, health, physical and economic security	Identity Needs community, purpose, intimacy, autonomy, values and beliefs	Interest Needs material benefits, power, property, ‘turf’, decision making acknowledgment
Individual vs Individual	1.	4.	7.
Individual vs Group	2.	5.	8.
Group vs Group (families, cliques, ethnic groups, countries)	3.	6.	9.

1.03 Negative and Positive Conflict

Topic: Conflict outcomes

Purpose: Students will learn that

- conflict can have positive or negative outcomes
- conflict can provide learning experiences
- pre-existing attitudes and priorities often determine the outcome of conflict
- conflict can lead to strengthened relationships

Concepts: power relationships, lose/lose, win/lose and win/win outcomes

Time: 1 class period

Background Information: Conflict frequently results in one person simply overpowering the other. Although one person may ‘win’ the argument, the results are not ultimately satisfying for either side.

In other cases an escalation of tensions is the main outcome, leaving both sides feeling they have lost.

In a win-win situation the underlying issues are addressed in such a way that the conflict is resolved for both sides. In such cases conflict may lead to a deeper understanding of the other side and a strengthened relationships between the parties.

Materials and Preparation:

- Make class photocopies of the article *Positive Conflict?*
- Make a photocopy of the *Role-play Scenarios*. Cut these out and have them ready to hand out to the groups in Part Two of the lesson.
- Obtain a supply of chocolate kisses - 3 or 4 per class member.

Engage: Part One (10 minutes)

- Divide the class into two teams.
- Ask two students - one member from each team - to sit facing each other at a desk clasping their right hands with their elbows on the desk. (This is the classic *arm-wrestling* position, but do not use this term.)
- Explain that the object of the conflict is for the two students to obtain as many chocolates for his/her team as possible within the time limit. Every time the back of one person’s hand touches the desk the other person wins a chocolate for his/her team.
- Appoint a scorekeeper.
- Signal the students to begin. Inevitably the students will begin arm-wrestling. After 30 seconds stop the game, announce the score and award the chocolates.
- Ask students to think of alternative approaches to the game, and to tell you privately what these ideas are. When you find two students who suggest taking turns letting each other win, rather than competing, have them demonstrate for the class. This time they should win enough chocolates for everyone.

As it happens, the wall between us is very thin. Why couldn't a cry from one of us break it down? It would crumble easily. It would barely make a sound.

Rainer Maria Rilke.

Engage: Part Two

- Review and discuss the three possible outcomes of any conflict scenario. As in classic arm-wrestling, conflicts always end in one of these ways:
 - Lose/Lose: a standoff in which the conflict is deepened or escalated
 - Lose/Win: one party clearly loses, usually due to an imbalance of power
 - Win/Win: both parties come away satisfied with the result
- Divide the class into pairs. Assign each pair a role-play scenario from the list below.
- Ask each pair to use its scenario to create three skits, each no more than a minute in length, illustrating three possible outcomes:
- Give the groups 20 minutes to work up the skits.
- Have each group perform the skits for the class.
- Alternative: have three different groups prepare skits on the same scenario, with each group illustrating one of the three possible outcomes.

Role-play Scenarios

Student and teacher – disagreement about grades, or a late assignment

Parent and teenager – curfew, cleanup, chores

Student peers – plagiarism (request to copy homework)

Project partners – ‘doing your share’ issues

Sales staff and teen shoppers – routine suspicion of shoplifting

Player and coach – playing time, or a strenuous fitness routine

Teenager and younger brother or sister – snooping in teen’s room

Skateboarder and neighbour – noise too late at night, or damage to property

Two neighbours – cat or dog fouling grass, or disagreement about boundaries

Students of different cultures – misinterpretation of hand gestures

Teacher and student – student claims teacher ‘picks on’ her/him in class

Bus driver and passenger – driver always lurches forward as passenger finds seat

Two students – discussion after racial comments sparked conflict

Male and female students – discussion after sexist comment sparked conflict

Girlfriend and boyfriend – argument about amount of time spent apart/together

Reflect:

- Hand out copies of the article *Positive Conflict?* Have students read it silently.
- Ask students to reflect on the issues raised by the skit activity and the article in a personal journal response. They may wish to use one or more of these questions as prompts.
 - *How often am I the winner (loser) in a win – lose situation?*
 - *What feelings do I associate with each of the three possible outcomes?*
 - *What are the factors that determine which of the outcomes will happen in the conflicts I get involved in?*
 - *What attitudes do I express when I am in conflict?*
 - *What is my relationship with the other person?*
 - *In which conflicts am I the more powerful one?*
 - *In which conflicts am I the less powerful one?*
 - *How does my personality affect the way my conflicts turn out?*
 - *What values or attitudes tend to lead to a lose/lose, or a win/lose outcome? Which of these attitudes makes it most difficult to resolve conflict?*
 - *What values and attitudes need to be in place if the outcome will be win/win? Which of these is the most important attitude for the successful resolution of conflict?*

Action and Extension:

- Ask students to use what they have learned about conflict in this lesson to write a 10-point *Guide to Conflict Management* for themselves. This is an opportunity for each student to decide how she/he needs to adjust the ways she/he responds to conflict. These guides need not be shared with the class, but the teacher may want to offer students a chance for voluntary debriefing.

Positive Conflict?

We usually think of conflict as being negative and painful, so it is easy to miss the fact that conflict can be an important stimulus for learning and for change.

All conflict is based on some kind of difference between *our* ideas of how things should be and *someone else's* idea. The anthropologist Gregory Bateson once wrote, 'All learning is news of difference'. He meant that any new bit of information tells us that the world is a little different than we thought it was. Whenever we learn something, one of these three things happens:

1. We learn something completely new, which we have never thought about before.
2. We add something to what we already know about a topic.
3. We find that what we thought was true turns out not to be true or vice versa.

Learning is a good thing. But some things are harder to learn than others because they create conflict within us. For example, no one likes to get bad news. Bad news is always stressful. And when we are in conflict with someone else the chances are that we are getting some kind of 'bad news' about ourselves that we probably don't want to hear.

A friend says to you 'You're always late, and it's really ticking me off! I'm not going to wait for you anymore. It makes me late too, and I can't stand it.'

Maybe the information we're getting is untrue. But it is still stressful to hear it and it make us angry. And maybe it *is* true, or at least partly true. We may choose to reject the 'news' and carry on as before, or we can choose to accept the 'news' and consider how we might make positive changes.

Here are some of the things that can happen when you accept conflict as an opportunity for learning and for positive change:

1. For one thing, conflict makes you aware of how your actions are seen by others. Deep down we do want our relationships with others to be positive. If we know we're doing something that makes it hard for others to get along with us, we will want to change it if we can.
2. Conflict can improve your relationships with others. If both sides take seriously the issues that caused the conflict, differences can be worked out and changes in behaviour and attitudes can be made. Often the result is a better relationship.
3. You can lose or reduce your fear of conflict. If positive things happen when you take conflict seriously it changes your outlook and lets you face conflict as you would any other problem – as a challenge but not a threat.

So, next time you're caught up in a conflict situation, decide that you will direct your energy towards finding satisfying solutions – not just for yourself, but for the other person as well. You may find that a conflict can have two winners rather than just one, or none.

1.04 Responding to Conflict: Six Conflict Styles

*We could never learn to be brave
and patient if there were only joy
in the world.*

Helen Keller

Topic: Ways of responding in conflict situations

Purpose: Students will

- learn about six common ways in which people respond to conflict
- rehearse short skits to dramatize conflict scenarios
- analyze which conflict resolution styles are being used in the skits
- judge the effectiveness of different conflict strategies

Concepts: conflict strategy, conflict style

Time: 1 period

Background Information: We tend to respond to conflict in several standard ways. Each of these *strategies* has advantages and disadvantages and each one may be appropriate for particular situations and inappropriate for others. None of them will be effective all of the time.

Many of us have formed a habit of depending primarily on just one or two of these strategies; in other words, we have developed a certain *style* of conflict resolution, which we tend to impose on most conflicts we encounter. By becoming aware of different conflict resolution strategies, and by realizing that different conflicts require different responses, we can learn to choose responses to match particular conflict situations.

Materials and Preparation:

- Make photocopies of *Six Conflict Strategies* for each student.
- Make four copies of the *Skits* scenarios and separate them so they are ready to distribute to members of each group.

Engage:

- Introduce the idea that, just as there are various *types* of conflict, there is also a broad range of ways of responding to conflict and resolving it.
- Hand out copies of *Conflict Styles*. Read, discuss, and explain the descriptions of each of the six Conflict Resolution Styles.
- Ask students to form groups to rehearse the short skits. (The size of the groups will vary depending on the number of actors required for each skit.)
- Give each group copies of *one* of the skit scenarios and give the groups about ten minutes to prepare the skits for performance in front of the class. Emphasize the need to communicate the emotions and to express the attitudes appropriate for each style.
- Have each group come to the front of the class and perform the skit.

Reflect:

- As each group performs its skit ask the spectators to decide which of the six conflict strategies are being used by each of the characters. Alert students to the fact that within each skit several strategies may be in use at the same time by different characters. Remind the class that each style can be used appropriately or inappropriately, depending on the nature of the conflict.

- One way to be sure that spectators will analyze the conflict styles is to ‘freeze’ the skits at various points and ask for analysis before the skits continue. Or allow volunteers to ‘replay’ the skit using an entirely different approach in order to produce a more satisfactory outcome.
- After each skit, discuss with the class whether the strategies employed in the skit were appropriate for the situation portrayed in the skit. Some factors to keep in mind are:
 - *What is the issue at the centre of the conflict?*
 - *What is the relationship between parties? Do age, power, social status or gender play a role in the conflict?*
 - *What about the final outcome? To what degree were the parties satisfied by the outcome?*
 - *What other strategies might have been more appropriate, given your answers to the first three questions?*

Action and Extension:

- Invite a lawyer and a mediator to visit the class and talk about the legal and mediative approaches to conflict resolution. Ask your guests to work with groups to develop more elaborate skits/role plays to illustrate the core principles in these two approaches.
- Ask students to bring in media clippings (photos, cartoons, articles, video clips) that illustrate conflict and have them analyze the conflict strategies at work. This will provide the opportunity to observe that, in the media, the most commonly reported response to conflict is aggression and violence.
- Have students work in groups to create and present their own skits based on the appropriate use of one of the conflict strategies in a realistic situation.
- Ask students individually to think about their own preferred conflict styles. You may wish to have them write a personal journal response to these questions:
 - *When you find yourself in conflict situations, which one of the six conflict styles do you think you use most often?*
 - *After a conflict ends, are you usually more, or less, angry or upset than you were before it started?*
 - *Think about the last 2 or 3 conflicts you have been in. How satisfied are you with the outcomes of these conflicts? Would you say that you won and the other party lost? That you lost and the other party won? That both of you lost? That both of you won? Were the issues that caused the conflicts resolved?*
 - *Is your relationship with the other party better or worse than it was before the conflict started?*
 - *What is the most important thing you would like to change about the way you deal with conflict?*

Six Conflict Strategies

Compromise: *'Give a little, get a little. I'll meet you half way'*

Compromise is often used when both sides recognize that they risk losing *everything* if they don't give up *something*. If the compromise is successful neither side will get everything they want and each may feel only partly satisfied. Compromise may be the correct strategy if both sides want something that can easily be shared or divided. This is not a good strategy in cases where just a little more discussion or negotiation would lead to more satisfying long-term results, or where one or both parties are sacrificing important values or principles.

Avoidance / Denial: *'What's your problem? Get over it already! I'm outta here'*
OR *'What problem? I don't see a problem: I don't have a problem'*.

People who make a habit of avoiding problems are not able to solve them because they don't really admit that the problems exist, or else they blame others for the conflict. Conflicts that are not addressed may well happen again. But sometimes removing ourselves temporarily from a problem that we know we cannot solve at the moment is a good thing. We may need a 'cooling off' period before we can find a good solution.

Calling on Outside Authority: *'You can even ask so-and-so. She'll back me up.'*

If we feel we are not strong enough to defend ourselves, or we sense that the other person doesn't trust us, we sometimes look for support from outside. If the disagreement is about whether or not something is factually true it can often be easily cleared up this way. But it may not feel great that you were not believed on your own. Sometimes calling on others to back you up can become a case of 'ganging up' on the other party.

Controlling or Directing: *'That's the way it's going to be. Take it or leave it!'*

We sometimes do this when things to which we are deeply committed are being challenged; our beliefs or values, for example. Or we are determined to get what we want and we force other people to bend to our demands because we can't see any other way. This strategy may be useful in urgent situations where someone clearly has to take charge, or where you have responsibility to guide others who have less experience. Used inappropriately, it can be damaging to long-term relationships.

Collaboration: *'This problem affects both of us. Let's work it out together.'*

Collaboration is often used where there is already a good relationship between the two parties, so the conflict is between partners, not competitors or enemies. Collaboration goes beyond compromise and offers a better chance that each person's needs will be met. It is possible that the relationship may become stronger as a result of the conflict. Collaboration takes time and commitment. It may not be a useful strategy when time is limited, or when there is an emergency situation.

Accommodation: *'Whatever. I don't really care. Do it your way.'*

Simply giving in to the wishes of the other person means that you will not have your own needs met. Accommodation can be a good strategy when the issue is less important to you than keeping a healthy relationship, or if you recognize that the other person really is in the right and you are in the wrong. But if you are *always* accommodating the other person's wishes, and especially if you find yourself wishing you could stand up for yourself more often, this strategy is probably hurting you.

Sources:

Conflict Resolution in the High School by Carol Miller Lieber. © copyright 1998 Educators for Social Responsibility: Cambridge, MA.
www.smu.edu/enrollment_services/Newsletters/2002/Vol_XI/Conflict%20Resolutio1.doc
www.utexas.edu/student/cmhc/booklets/fighting/fighting.html
www.viha.ca/conflict_management/conflict_styles_assessment.htm

Skit #1 (2 characters) In the hallway between classes...

- Jamie: Hey, Paula. Let's go to the park. It's a nice day and I don't feel like going to class.
- Paula: No way, man. You skipped yesterday already. And we've got presentations today.
- Jamie: Well I asked you to go yesterday and you wouldn't go. What is it with you? You never cut classes when I want to. And yet you always want me to cut when you want to.
- Paula: Well, I just can't today. And you've got a lot of absences already. You can't afford to miss many more classes yourself.
- Jamie: Look, Paula, I'm not going to class. And you can put off your presentation for another day or two. There's a bunch of presentations and they're not all going to happen today anyway. What's the big deal? Look, you go to the park with me and I'll help you practice your presentation tonight. You know you usually need someone to listen and help edit your stuff before you present it in class. I'll help you. Come on.
- Paula: I guess I could use some help polishing it up. OK. I'll go with you and you'll help me later. I guess that's fair enough.

Skit #2 (2 characters) Conversation just before the weekend...

Sharma: So, do you want to go out to a movie or something?

Kenyon: Yeah, sure. Let's go see *Revenge of the Vipers II*. *Vipers I* was fantastic, and this one is supposed to be just as good.

Sharma: Now Kenyon, you know I don't like that kind of movie. I had nightmares for a week after that last one we saw. And, beside, we always seem do what you want to do. How about we...

Kenyon: Aw, Come on, you'll like it. Anyway it won't be around much longer and this might be our last chance. What do you want to watch, *Little House on the Prairie*? The movies you pick always make me fall asleep. Hey, you want me to go alone?

Sharma: No, I'll go, I guess. Whatever you say. Just, maybe next time... Oh never mind.

Skit #3 (2 characters) After English class, in the classroom...

Mr. Carlson: You wanted to see me, Juan?

Juan: Yeah. I would just like to know why you always make a big deal of it when I come in late.

Mr. Carlson: I don't know what you're talking about, Juan. You know when class starts, and if you walk in late it's your problem if you feel a little uncomfortable.

Juan: Yeah, well it's like anyone else can walk in late and you don't seem to notice. But every time I'm like one minute late, you stop teaching and turn to look at me, and you wait till I'm sitting before you go on.

Mr. Carlson: *(annoyed)* Well, look, Juan. I've got a class to teach and if you insist on walking in any old time it's too bad if you don't like the way I react.

Juan: And the look you give me. As if coming a minute late is a crime or something. It's embarrassing. I mean, I like this course. It's just that I've got cooking class just before this one and we don't always get everything cleaned up in time to get here right at the bell.

Mr. Carlson: *(getting more annoyed all the time)* Tough luck, Juan. That's not my problem. Look, I've got no more time for this. My next class is coming in. See you tomorrow. On time, I hope!

Skit #4 (4 characters) Project group, one day before the class presentation...

- Isabel: Look there's no way we're ready for this thing tomorrow. We've got all this stuff but we haven't got it sorted out. And we haven't decided who's doing what.
- Carlos: Well, I did most of the research, and you're the group leader. These guys didn't do anything so far.
- Harold: What do you mean? I made the graph and the overheads.
- Isabel: Okay, okay. What's important right now is tomorrow's presentation. Carlos you should do the introduction. They all think you're a good speaker. And Harold, if you made the graphs you should be the one to...
- Carlos: Wait a minute: Why are you telling us all what to do? I think we should at least have a choice here. I mean...
- Julio: Yeah, so like you think you're going to tell me what to do? What if we don't want to do it your way?
- Isabel: Well, we're in a panic here. Half an hour left in this class and the next time we meet we're on stage. So like it or not, it's time we carve this up and each spend some time alone each getting our parts ready. Carlos, the introduction. Harold, you'll explain the graphs. Julio, run the projector and talk about the result of the research. And I'll do the summary and handle the discussion and questions from the class.

Skit #5 (2 characters) Employees at the fast-food restaurant, during a break...

- Manjit: So, Ben, it looks like you're in a bit of trouble with the boss.
- Ben: What do you mean, trouble? I'm not in any trouble. The boss hasn't talked to me. What are you talking about?
- Manjit: Well, the cook was just saying you must have left the back door unlocked when you closed up last night.
- Ben: Yeah, right! What else? Did I steal the taco sauce too?!
- Manjit: *(laughing, embarrassed)* Look, I don't know what happened. But apparently the doors were left open last night. *(whispering)* And the cook says the bartender across the street told him a bunch of people came back in through that door and had a bit of a party. He says he's pretty sure you were one of them.
- Ben: What!?!?!? He's saying I came in here with my friends!? And you believe him? Hey!!! That's what really ticks me off. You believe him!?!
- Manjit: Hey, hey, hey! Cool it. I'm just telling you what I heard. And the boss just heard it too. He's looking for you. Why don't you go talk to him?
- Ben: Yeah, well. I closed up here at 12:30. Look, you can phone my mom. And she'll tell you I was home by 1 o'clock. Had to be. My dad needed the car to go on night shift. Geez! I wish people would check things out before they start spreading a bunch of rumours.

Skit #6 (4 characters) A meeting of student council...

- President: The students say they want a student lounge in the school. And we told them that if we were elected we would do what we could to get a lounge. But we've never had one, and right now I don't see how we can get one. And I know the principal doesn't like the idea at all.
- Student 1: Well, I know one or two teachers who are in favour. What if we asked them to be on a committee and help us plan this? If there are enough people involved maybe the principal would change her mind.
- Student 2: And one of the TA's said that if there was a lounge, she'd help supervise it and help find some furniture and stuff.
- Student 3: But a lounge would never work. It would just get vandalized in the first week and they'd just shut it down again.
- Student 1: The caretakers said there's an extra camera they could set up to monitor the room 24/7. That way, if there was vandalism they'd know who did it. That should put a quick stop to it.
- Student 2: And I know that one of the vice-principals just happens to think a lounge would take some of the pressure off the library. I bet he wouldn't mind working on the committee.
- Student 3: OK. I'm in favour. When do we get everybody together?

1.05 Analyzing Conflict I: Balablok

Human diversity makes tolerance more than a virtue; it makes it a requirement for survival.

Rene Dubos (1981)

Topic: Stages in conflict escalation

Purpose: Students will

- observe how differences may lead to conflict
- analyze how conflict can escalate into increasing levels of violence

Concepts: stereotyping, bullying, escalation, conflict-to-violence transition, irony

Time: 1-2 periods

Background Information: *Balablok* is an eight minute animated film by Czech film-maker Bretislav Pojar. The title is a wordplay on *ball* and *block*, the two geometric shapes which represent two culture groups in the fantasy world of Balablok. A bit of teasing between individual members of the two groups escalates in rapid stages into total war, destroying the nation and, ironically and poignantly, rendering the two groups indistinguishable from each other.

Materials and Preparation:

- Preview *Balablok* (See Recommended Videos.)
- Make copies of the *Film Study Worksheet* for each student.
- Provide chart paper or large-format graph paper, rulers and felt markers or colored pencils for each group.
- Students will work in groups of 2-3 during the discussion and for the graphing activity. You may wish to form these groups before beginning the lesson.

Engage I:

- To introduce this lesson ask the class to think about how conflict can transmute into violence. Invite students to give examples from personal experience, observed conflicts, news stories and plots of novels and plays they have read.
- Explain that they will watch a film called *Balablok*, but do not explain the title, since students will be asked to deduce its significance from the film.
- Tell the students that they will see the film twice and that during the 1st viewing they should focus primarily on the story line; that is, on what happens and why.
- Show the film.

Reflect I:

- After the first viewing, have students independently answer Questions #1-4 on the worksheet (5 minutes).
- Briefly discuss the film, asking for reactions to the following:
 - *What did you find striking or interesting about the film?*
 - *How is human behaviour mirrored in the behaviour of these fictional characters?*
 - *Identify the various attitudes and behaviours shown by the characters in the film. (e.g. teasing, retaliation, conflict, bullying, ganging up, annoyance-anger-rage-fury, violence, murder, war)*
 - *To which of these can you relate personally? As a victim? Perpetrator? Observer?*

Engage II:

- Tell the students that during the 2nd viewing of the film they should pay special attention to the particular stages in the escalation of conflict.
- Show the film again.
- After the 2nd viewing encourage the sharing of any new insights.

Reflect II:

- Explain questions #5 and #6 on the worksheet, then break into work groups.
- As you distribute chart paper or graph paper to each group emphasize that conflict can be difficult to analyze and that differing interpretations, descriptions and graphs of the escalation process shown in the film are to be expected.
- Provide time for the groups to complete the work.
- Ask each group to display and interpret its graph and to respond to questions and comments from the rest of the class.

Act: Resolving Personal Conflicts

- Ask each student to identify a single conflict situation that he/she regularly encounters, and which usually leads to escalation. *Examples...*
 - *conflicts at home about keeping one's room clean, procrastination in getting one's chores done, curfews, conflicts with siblings*
 - *conflicts at school with peers, teachers*
- Using the same technique that was used to analyze *Balablock*, ask students to analyze the conflicts they have identified as their own:
 - *what is the cause of the conflict?*
 - *what are the issues underlying it?*
 - *what are the typical stages of escalation?*
 - *what alternatives to the usual pattern can you imagine, improving the outcome the next time this conflict arises?*
- Map out a specific alternative course of action, and resolve to try it out the next time this conflict situation arises.

Extension Activities:

- Use the *short story* format to write the story of the film.
- Write and illustrate a children's story based on the film.
- Compare and contrast this film with 'Neighbours'. (See Recommended Videos)
- Analyze a current or historic conflict in terms of its stages of escalation. (e.g. World Wars I and II, the Cold War, the Iran-Iraq war, retaliatory tariffs between Canada and the United States, turf wars between rival gangs)

Balablok: Film Study Worksheet

Name: _____

1. Comment on the meaning of the title of the film. _____

2. What is the original cause of the conflict between the two groups shown in the film?

3. As the story progresses, what other factors contribute to the escalation of the conflict?

4. Keeping in mind the original incident that sparked the conflict, what is the *irony* of the final scene in the film? Is this in any way a hopeful sign? Comment.

5. As the scope of the conflict grows, the combatants introduce new responses, weapons and strategies. Starting with the initial incident, briefly describe what happens at each stage in the escalation of the conflict.

i) _____ vi) _____

ii) _____ vii) _____

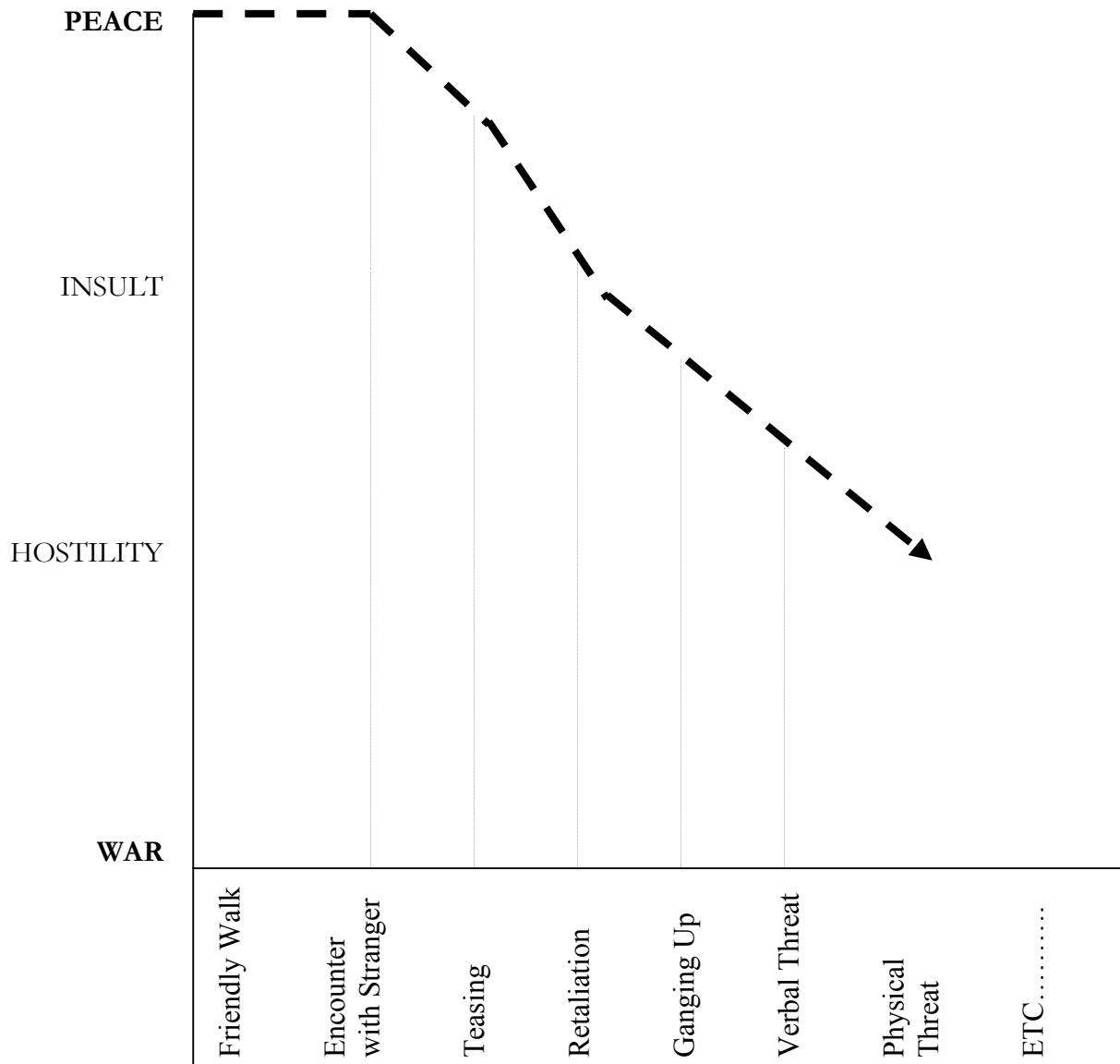
iii) _____ viii) _____

iv) _____ ix) _____

v) _____ x) _____

6. Use chart paper to create a graph of the escalating conflict in the story. At the top and bottom of the *y* axis write two words to label the highest and lowest limits of the conflict. (e.g. 'Harmony' at the top, and 'Chaos' or 'Dystopia' on the baseline.) Choose two or three other words to mark the increasing conflict as the story progresses. Along the *x* axis record specific events from the plot of the film (see your list in #5). Plot points on the graph to record the conflict level for each of the events you select.

(SAMPLE GRAPH)



1.06 Analyzing Conflict II: The Oka Crisis

*Oh Canada, How can I celebrate with
you this Centenary, this hundred years?
Chief Dan George (1967)*

Topic: The Oka Crisis

Purpose: Students will

- use media reports to learn about a documented conflict from recent Canadian history
- analyze the stages by which the conflict escalated into violence
- assess alternative responses that might have reduced tensions in the community
- reflect on other unresolved issues involving Canada's First Nations

Concepts: interests, needs, escalation, conflict strategies, land claims

Time: 1 period for the initial activity with more time required for follow-up activities

Materials and Preparation:

The CBC Digital Archives website offers a set of lesson plans and media clips of the events surrounding the Oka Crisis of 1990.

<http://www.cbc.ca/cgi-bin/MT4/mt-search.cgi?search=Oka+Crisis&IncludeBlogs=777&limit=20>

- Preview the first media clip *1900: Canadian Soldier, Mohawk Warrior Face Off at Oka* and the first lesson plan *For Teachers: What was Oka about?*
- Photocopy the Study Guide at the end of this lesson

Background: The Oka crisis dramatically illustrated the fact that, as of 1990, the historic land claims of Canada's First Nations remained largely unresolved. Because the daily lives of large numbers of urban Canadians were directly impacted by the protest, and because strategies and tactics chosen by the protagonists on both sides quickly escalated into violence, the conflict engaged the attention of the entire nation. The drama of these 78 days challenged the complacency of governments across the country concerning land claims and has been credited with accelerating the process of addressing these centuries-old grievances. In this lesson students are asked to analyze the Oka crisis using the categories and descriptions taught in the earlier lesson *What is Conflict?*

Engage:

- Show the first of the video clips *1900: Canadian Soldier, Mohawk Warrior Face Off at Oka*. Ask students what they think is going on and why.
- For the rest of this lesson, follow the plan in *For Teachers: What was Oka about?*
- Use the study guide at the end of this lesson as a summing up activity.

Reflect:

- Divide the class into groups of 4. Provide 10-15 minutes for the consideration of study guide questions #1-5. You may opt to assign specific questions to each group and not require everyone to answer all the questions. (The ‘categories of needs’ referred to in question #2 are those discussed in lesson 1.02. Omit this question if your class has not done lesson 1.02).
- Ask groups to share their responses and elaborate them for the whole class.
- Encourage class discussion of controversial points.

Questions for Further Reflection, Research and Writing

1. The incident at Oka had far-reaching effects across Canada and continues to influence government policy and practice even today. Can you think of reasons why this might be so? What important issues were at stake at Oka that other aboriginal communities across Canada are dealing with as well? In what ways might governments be prompted to rethink their policies and practices as a result of the Oka crisis?
2. Recall that the video ended in the middle of the dispute. Using what you know about how conflicts can develop or resolve, outline several three possible and realistic outcomes for the Oka crisis. Which one is most likely? Which is most desirable? What kinds of strategies are most likely to result in a lasting peace between the disputants?
3. Browse in the other resources on the CBC website to find out how the Oka crisis ended. What has been the long term result for relations between the Mohawk nation and their neighbours in and around Oka? Has this incident had any effect on land claims negotiations elsewhere in Canada?
4. *‘The absence of open hostility is no proof that a comprehensive peace has been achieved.’* Comment on this statement with reference to the situation of Canada’s First Nations today. Do not restrict yourself to land claims issues. What other issues affecting the lives of First Nations people today might be the causes of future crises such as the one that erupted at Oka in 1990? What reasons can you think of why open conflict does not occur more regularly? Is it a good thing that it does not? Discuss.

1. Briefly describe what the original dispute was about and name the two groups initially involved. Name other groups that eventually also became involved.
2. What category of needs was this conflict mainly about? Were the needs of both of the original disputants the same? How did they differ?
3. Express your opinion on the merits of each group's claims. Comment on the issue of rights. Each group clearly claimed it had the *right* to the land. Are some rights more legitimate than others? Explain.
4. The news clips were made while the conflict was still in progress. By what steps or stages did conflict escalate up to the point where the video ended?
5. What is a crisis? Why is this term used to describe the Oka incident? Do you think it qualifies as a crisis? Explain.
6. What conflict styles were used in this crisis? In your opinion, what other styles or strategies might have proven more effective in bringing about a positive outcome?

1.07 What Is Anger?

*For every minute you are angry you lose
sixty seconds of happiness.*
Ralph Waldo Emerson

Topic: Aspects of anger

Purpose: Students will learn

- that anger is a natural, and often justifiable response
- that there is a wide range of ‘angry’ feelings
- that anger has a wide range of causes

Concepts: control, management, emotion, response to emotion, continuum of emotions

Time: 1 period

Background Information: The word *anger* is used to refer to a wide spectrum of feelings ranging from minor irritation, frustration and hurt all the way to uncontrollable rage. Anger is perhaps the most powerful, and potentially the most dangerous, emotion we have.

From a biological point of view anger can be explained as a defence mechanism that warns us when our interests are being threatened in some way. Any threat produces a measure of anxiety, and anger offers one type of release for this anxiety. Fortunately we are usually capable of matching the intensity of our responses to the degree of threat we perceive.

Anger may be turned inwards, or it may be projected onto others. Each of us can learn to manage our expressions of anger so that we do not destroy the integrity of our personal and social lives or risk jeopardizing our productive functioning in society.

Materials and Preparation:

- Chart paper and markers for each group

Engage: Brainstorm (10-15 minutes)

- Have the class work in groups to develop two lists.
- The first list is *Causes of Anger*. Ask students to spend about 5 minutes focusing on different kinds of causes rather than on specific incidents. Some examples are:
 - *when we receive criticism, embarrassment, accusations from other people*
 - *when something we need or want is denied us*
 - *when we see others experiencing injustice, violence or unnecessary suffering*
 - *when other people behave immorally or cruelly*
 - *when we feel helpless, or inadequate for a task we have to do*
- Ask students to suggest what they mean by *anger*. Discuss various responses and develop a working definition.
 - (e.g. *anger is our feeling of displeasure at something we feel is wrong.*)
- Using the definition agreed upon, have the groups brainstorm a *Vocabulary of Anger*.
- Each group should spend about 5-10 minutes listing all the adjectives they can think of that can be used to describe how we feel when we experience anything from mild stress to extreme anger. A good strategy to ensure balance is to work at both extremes at the same time; for each word (‘outraged, furious’) near one end of the scale they should think of one (‘annoyed, aggravated’) at the other end as well, and work their way into a middle range (‘hurt, offended, insulted’).

Reflect:

- Mount the charts where everyone can see them. Have the class look at the *Causes of Anger* lists first. Ask...
 - *What are various ways of expressing anger? Are they all equally appropriate or effective?*
 - *Is anger a justified response for some of the causes listed? For which ones? Why is the anger justified?*
 - *Is anger an inappropriate response in some cases? In which situations will anger probably not be effective? Why not?*
- Next, look at the *Vocabulary of Anger* lists. Draw students' attention to the wide range of intensity in the feelings described by this vocabulary.

Writing Activity:

- Write the following template on the chalkboard or overhead:

I feel (adjective) when _____ because _____.

- Ask each student to ...

'Choose ten adjectives from the Vocabulary of Anger that express feelings you recognize from your own experience. Use the template to write ten statements based on your experiences with anger. For each statement, fill the first blank with one of the adjectives and complete the statement with information from your own personal experience.'

- You may wish to read the sample statements below out loud to the class before they begin writing.
- Students should make sure there is a realistic match between the adjective and the situation. Urge them to provide thoughtful reasons for their feelings - the 'because' part of each statement. Also, more than one sentence may be required for students to provide a more complete rationale for their anger.
- When students have had enough writing time invite volunteers to share some of the written statements. If you begin by selecting a few specific adjectives from the charts it may encourage sharing by those students who used those particular adjectives. It also allows you to ensure that a broader range of feeling is discussed.

(Sample Statements)

I feel **annoyed** when *Mr. Harris keeps asking me if I need help in class, because if I need help I can ask for it. He seems to think I'm not smart enough to do the work in his course on my own.*

I feel **furious** when *I read about another teen suicide in our community because the government and community leaders aren't doing anything to help young people who are at risk. Life is tough for many young people, and it's not right that they can't get any help.*

I feel **insulted** when *people make sarcastic comments about farmers because my grandfather was a farmer and I know how hard he worked and how proud he was of his way of life. People who joke about farmers don't stop to think about where their food comes from.*

I feel **angry** when *my friend is always late when we go somewhere* because *she knows how much I hate being late. We've talked about it but nothing ever changes. Recently he even thinks it funny when I get upset about it.*

Action and Extension:

- Ask students to look at the ten statements they have written and to choose one that relates to an incident in which *feelings* of anger were translated into *actions* that affected someone else:

Write a detailed synopsis of one incident that made you angry. In your synopsis...

- Provide enough background material so the reader will understand the circumstances surrounding the incident.*
- Describe your feelings during the experience. How did you express your feelings?*
- Describe how you acted. What were the results of your actions? Did your actions improve the situation? Make it worse? In what way?*
- Explain how the conflict was resolved? If the incident happened recently, how are things now?*
- If a similar situation were to occur, what alternative strategies can you think of that might lead to a better outcome?*

1.08 Dealing With Anger

Topic: Strategies for Anger Management

Purpose: Students will

- learn that although anger may arise spontaneously they can learn to control it
- study various ways of dealing with anger
- analyze the causes of their own anger and the strategies they have for responding

Concepts: responses to anger, unlearning, choosing behaviours

Time: 1 period

Background Information: This lesson follows logically from the previous one, *What is Anger?* Each of us has an individual pattern of responses to anger. These responses are a combination of instinct and learned behaviour and are deeply ingrained in our behavioural repertoire. Often our strategies for dealing with anger are neither satisfying nor effective. An assessment of how we deal with our anger is the first step on the path to better anger management.

Materials and Preparation:

- Make class copies or an overhead transparency of the questionnaire *Responding to Anger*.
- If a computer lab is available you may wish to use one of the numerous Internet sites that offer self-scoring online anger management tests. One that is similar to 'Responding to Anger' is 'Anger Quotient Test' found at http://www.mindtools.com/pages/article/newTCS_88.htm

Engage: Part I

- The article *Anger Management. Not!* is an ironic statement about the importance of anger management. Reading it out loud to the class may be a good way to introduce this lesson.
- Review the range of feelings covered by the term 'anger,' as discussed in the previous lesson, *What is Anger?*
 - Remind students that anger is a natural and spontaneous response, and that we will not - and should not try to - eliminate it from our experience.
 - But we can change how we respond to this powerful emotion. We can choose new ways to behave so that our anger will be less hurtful and destructive to others and to ourselves. We may even be able to learn to channel our anger so that it produces positive long-term consequences.
- Have the students form groups to discuss the questions in the list below. Ask each group to choose a recorder and a reporter. You may also wish to appoint a group leader who makes sure the discussion stays on track and that every group member is given a chance to contribute. After about fifteen minutes ask the reporter from each group to give a summary of the group discussions.
 - When something happens that upsets us, do we decide how we will feel, or are our feelings purely spontaneous?
 - If our feelings are spontaneous, how is it that we can control them? What strategies do you use to control your anger?
 - What does the *intensity* of our response to a stressful event depend on? In other words, what characteristics of an event help to determine our reaction to it?

Freely release your anger against injustice and it will bless the world. Cherish it within you and it will destroy your soul.

Anonymous.

- What are some possible reasons why different people react so differently to similar situations? How can I relate to people who regularly over-react to little things I do?

Engage: Part II

- Introduce the questionnaire *Responding to Anger*. Each question offers five typical modes of response to the situations described.
- Ask students to consider each question carefully in the light of their own past behaviours, and to choose the response that seems to ring truest for them. Stress that these questionnaires are personal and will not be handed in.
- Scoring the questionnaire is easy. The five responses for each question are arranged from most desirable (5 points) to least desirable (1 point). So the total score can be obtained by awarding 5 pts for each *a* answer, 4 for each *b*, 3 for each *c*, 2 for each *d* and 1 for each *e*. As you read out each answer have students mark their own tests and total the points. An approximate interpretation of the results is as follows:

32-40 points	<i>You deal with anger quite well. Well done.</i>
24-31 points	<i>Consider rethinking how you respond to anger. You have some skills in anger-management, but there is room for improvement.</i>
23 or less	<i>Anger is a problem for you. Give serious attention to how you might work on this.</i>

Reflect:

- Although this is a sensitive subject for group discussion, you may want to ask for voluntary reports on what students learned about themselves from completing the questionnaire. If it seems advisable, have the sharing occur in small groups.
 - Were any of them surprised, pleasantly or unpleasantly, by what their scores told them about their management of anger?
 - Students may feel the survey is too simplistic or that some of the responses to anger that received low scores on the test are in fact the most appropriate ways to deal with certain situations. Urge them to take seriously what the questionnaire tells them and suggest that they look for a more comprehensive assessment device on the Internet.

Action and Extension:

- Keep an *anger log* for one week.
 - Record all episodes where you felt any degree of anger.
 - Describe what caused you to become angry and how you showed your anger. What were the consequences?
 - What causes of conflict figure most often in your anger experiences?
 - What strategies do you most often resort to when you are angry?
 - After one week, review the log and evaluate your strategies for dealing with anger. Remember, it is not wrong to get angry. Identify two or three positive things about the way you have dealt with anger. Identify two or three things you will try in order to improve the way you deal with anger.

Anger-Management: Not!

In the spring of 2004 students at a high school on the east coast of the USA were attending a compulsory anger-management presentation when a full-scale riot broke out. It started when a woman entered the gymnasium and confronted a group of girls who, she claimed, had been harassing her daughter. She and the girls began screaming at each other and the screaming quickly led to pushing and hitting. Many of the 750 students present in the assembly moved in to get a better look and soon numerous other fights broke out all over the gym.

Things soon got completely out of hand. While the anger-management expert who had been hired to deliver the workshop yelled helplessly for everyone to stop, someone called the police. When they arrived it took them more than 15 minutes to get things under control.

The parent who first confronted the group of girls was arrested and charged with trespassing and disrupting school activities and her daughter, who cannot be named because she is a minor, was charged with second-degree assault. The school suspended 11 students, some of whom may be expelled for their role in the fighting.

The school of nearly 2000 has numerous gang-affiliated students and others who are in trouble with the law. It has a record of disciplinary problems but has been working hard to improve its image. Anger-management training is mandatory for all schools in the county.

Source: WorldNet Daily

http://www.worldnetdaily.com/news/printer-friendly.asp?ARTICLE_ID=37873

Responding to Anger: A Personal Assessment

1. When I am teased or taunted by my friends or other people my own age, I usually
 - a) am able to ignore them and go about my own business
 - b) respond by teasing or taunting them right back
 - c) go off on my own and get in a bad mood
 - d) put a stop to it by letting them know I won't put up with it
 - e) physically threaten or attack them

2. When someone criticizes me for something I have done, my usual response is to
 - a) listen carefully to the criticism and make a conscious effort to understand the problem
 - b) ignore the person making the criticism and walk away
 - c) keep quiet but feel upset and resentful
 - d) argue my own point of view forcefully and contradict the criticism
 - e) attack the person physically

3. When someone blames me for something that I know I did not do, I usually
 - a) defend myself by explaining as calmly as I can what actually happened
 - b) do not reply; I just stay quiet until the accuser is done and then leave
 - c) complain to someone else that I am being falsely accused by so-and-so
 - d) shut them up by telling them in no uncertain terms that they are wrong
 - e) shove them out of the way and warn them about what will happen if they don't stop blaming me

4. When I work at difficult tasks and nothing seems to be going right, I usually
 - a) manage to stay focused and continue working at the problem calmly
 - b) express my frustration in words
 - c) feel angry but I keep my anger inside
 - d) 'take it out' physically on objects around me
 - e) tend to get very snappy and lash out at people around me

5. When I'm just trying to help other people and they reject my help, I
 - a) am able to accept the fact that others just may not need or want my help
 - b) find myself getting even more involved in trying to help
 - c) usually have a hard time not feeling personally rejected
 - d) let them know how ungrateful they are for the help I could give them
 - e) feel that I have been personally put down and I take out my frustration on others around me

6. When I can't do what I want to do because other people don't let me, I
 - a) first try to understand the reasons why people are restricting my choices
 - b) usually just go with what the others want and don't bother asking why
 - c) argue and refuse to accept what is being asked of me
 - d) respond with defiant language and behaviour and do what I want anyway
 - e) plan ways to get even, or I insist on my rights even if it means pushing people around

7. If I feel pressure from others to make big changes in my behaviour or my routines
 - a) I first try to figure out whether maybe changes really are necessary
 - b) I usually brush it off and go on as before
 - c) I can't help feeling I am being attacked personally
 - d) I defend the way I do things and don't accept what others are suggesting
 - e) I can get pretty nasty and abusive to people around me

8. When I am very disappointed in myself for not succeeding at something I thought I was good at
 - a) I take it as a learning experience and try to use it to improve myself
 - b) I find myself looking for excuses for my failure and 'explaining it away'
 - c) I get moody and I blame myself for not being good enough
 - d) I can usually find someone else to blame. Usually it is someone else's fault
 - e) I often make it worse by getting furious at myself or taking it out on someone else

(Adapted from the website of the Counseling and Career Center: Brigham Young University.
<http://www.byu.edu/stlife/cdc/counseling/anger.php>)

1.09 Communication and Cooperation

In the desert of life the wise person travels by caravan, while the fool prefers to travel alone.
Arab proverb, North Africa

Topic: Cooperation and communication

Purpose: This game has a three-fold objective:

- to have students experience the importance of cooperation in achieving a difficult task
- to demonstrate the importance of communication for effective cooperation
- to draw attention to common assumptions about individual goals within a group process.

Concepts: communication, cooperation, competition, group tasks

Time: 1 class period

Background Information: The competitive impulse is deeply engrained within us. We have a tendency to look for ways to *win* even in situations where a task is clearly defined as a group responsibility, and where there is no explicit obligation to compete against other groups.

In the instructions for the first stage of this activity any references to *individual* goals or *competition* are carefully avoided. At the same time, the strict rules remove any opportunity for cooperation and communication between group members. Students must try to contribute to a group task, but they must do so individually and in virtual isolation from the others in their group. Invariably the task turns into a highly individualized and competitive experience.

In the second stage the rules are changed to encourage any form of communication and cooperation that will help the group finish the task. The difference in the spirit of the task is dramatic, and the task is usually completed rapidly.

Materials and Preparation:

- Students will need to work in groups of five. Extra participants will be observers. Ideally, you may wish to consider which students might make effective observers and coach them ahead of time. (See 'Instructions to Observers' below) If it seems advisable that all the students participate in table groups the teacher may act as observer.
- For each group you will need to photocopy the set of squares and prepare them as follows:
 - Cut out the pieces and sort them by the letter labels (A, B, C, D, E.)
 - Place the pieces in 5 small envelopes also labelled A, B, C, D, E.
 - Place the 5 envelopes in a single larger envelope. (At the end of the activity students should be asked to sort these out again and place the pieces back in the envelopes.)

Engage:

- Begin by asking the class to prioritize the 5 most important components of successful teamwork. Write down their ideas and, using a show of hands, rank them from most important to least important.
- Tell the class that they will be asked to perform a group task, and that their work will be evaluated by observers.
- Have participants sit at tables or desk clusters large enough to provide a working space for groups of five.
- Appoint one person in each group as a group leader.
- Give each group leader one of the large envelopes and ask that it not be opened until further instructions.

Stage One Instructions:

Say to the group:

‘The large envelope on your table contains five smaller envelopes. Each of the smaller envelopes contains several puzzle pieces. Your task as a group is to use the puzzle pieces you have been given to make five squares. The five squares your group makes will all be the same size, but each of the squares requires a different combination of pieces.

‘When I give the signal I’d like the group leader to open the large envelope and give each of the people at your table one of the small envelopes. Each of you will have different combinations of pieces. Your task as a group is to make the five squares.

‘Now, here is the tricky part. You may not communicate in any way with the other people in your group: You may look only down at the table: No talking, no pointing, no eye contact, no gestures of any kind.

‘As you work, you may find that you have an extra piece that you cannot use. Place it quietly in the centre of the table so someone else can use it. If you find you need a piece that someone else has discarded, help yourself. But do not communicate in any way with anyone else in the group.

‘If there are fewer than five people at your table each of you will get one envelope and the pieces in the extra envelope(s) will be placed in the centre of the table for you to use as needed. Your group must still make five squares together.

‘Here’s a final important instruction: At some point you may find that several squares have been completed but that your group is making no progress with the rest of the squares. In that case it is just possible that, even though one of the completed squares is of the right size, it has been assembled in such a way that the rest of the squares cannot be completed. Study the situation at your whole table. It may be that you will have to take one square apart again in order that all five squares can be finished successfully. Remember, you may not communicate. You will have to decide on your own if you can help your group by taking apart a square you have already completed in order to contribute a necessary piece for one of the other squares. Any questions?’

If you have not done so earlier, take the observers aside to coach them in their role.

INSTRUCTIONS TO OBSERVERS:

- Observers will report at the end of the activity on how the participants went about the task. In particular:
 - Note the different types of communication that occur despite the instructions.
 - Note signs of frustration. How do people show their frustration?
 - Notice how participants tend to behave as though the task is a race, even though nothing in the instructions indicates this.
 - Notice the hard time students have in treating this as a group project; how participants tend to work individually; how each person seems to act as though he/she is finished as soon as his/her own particular square is completed, even though the instructions clearly describe the task as a group task and others in the group are still working.
- When the Observers are ready, continue with these instructions to the table groups:

“Group leaders, could you please open the large envelope and distribute the small envelopes to each person? Now, each of you take out your puzzle pieces and begin.”

- Allow the groups to work until several squares are completed at each table. It is advisable to let the work continue until there are clear signs of frustration in at least some of the groups.
- When the groups have had a chance to work under these conditions for about five to ten minutes, but before any group is completely finished, ask them to stop, put down any pieces they may still be holding.

Reflect:

- Ask everyone to think about how the task is going so far. Remind them that there should still be no communication between group members.
- Invite the Observers to come forward and ask them to report what they have observed. In most classes it will be OK for observers to name specific behaviours and students in order to illustrate. (*e.g. I saw Juanita put her hand on her mouth several times when she noticed she was talking.*) You may need to coach the observers by questioning them specifically on the 4 things they were to look for:
 - *the difficulty of working in a group without communication*
 - *the frustration that results*
 - *the tendency to race as though the task is a timed competition*
 - *the tendency to individualize the project and to forget that you're not done just because your own square is done.*
- Ask members of the table groups to contribute their own comments on the group work experience.
- You may want to move right on to Stage Two at this point, but it might be useful to continue under the conditions of Stage One so that, with the benefit of the debriefing, students will be better equipped to understand their reactions to these difficult working conditions. If you decide to stay with Stage One let all the groups complete all five squares.
- Then ask each group to return the pieces to the envelopes before moving on Stage Two.

Stage Two Instructions:

“Now we are going to change the rules. You will again work as a group. Each of you will begin with a different envelope than the one you had the first time, but now you may communicate in any way you like. The observers will watch to see how you do this time. Go ahead!”

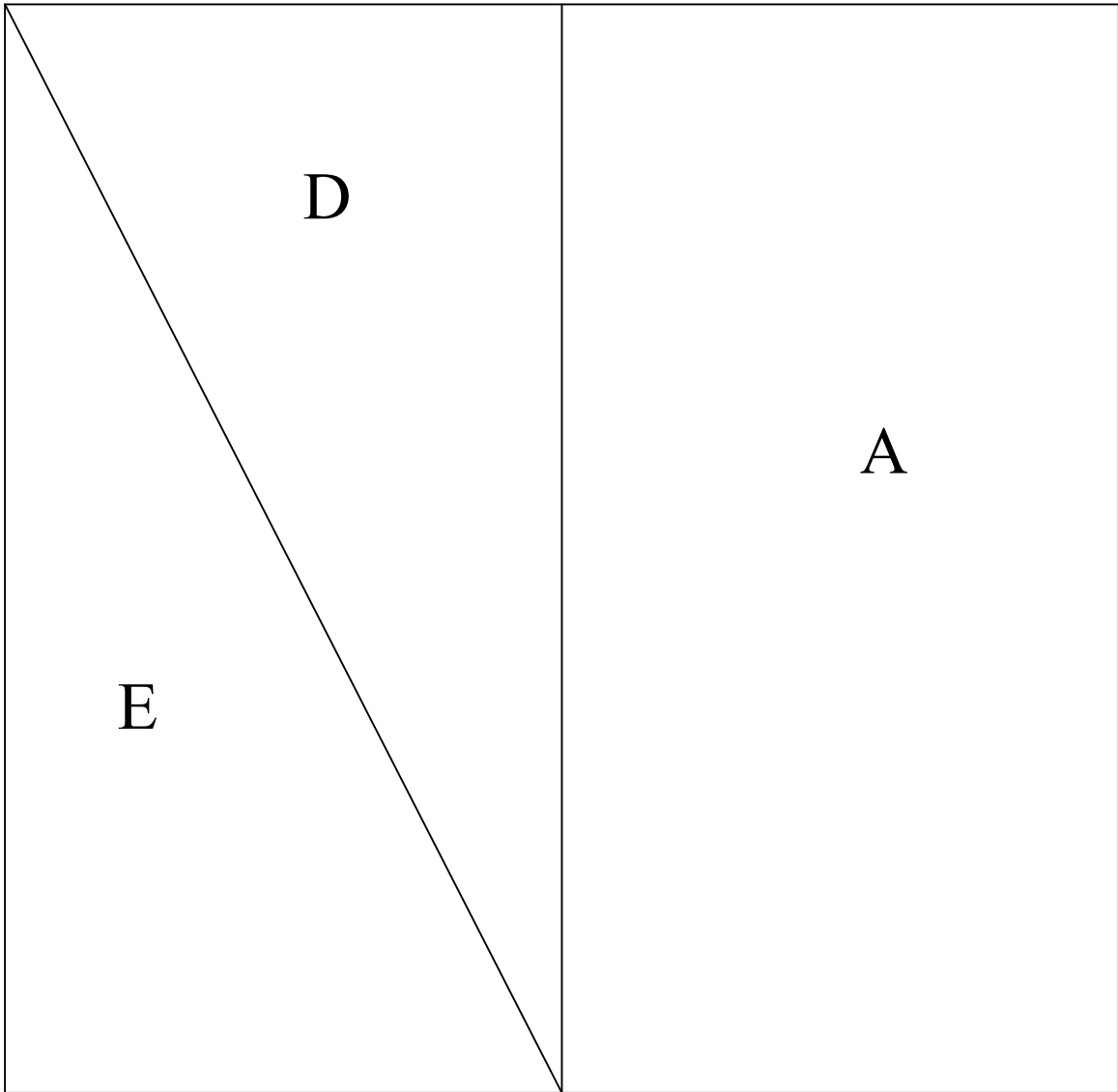
- Since the puzzle is quite challenging, students will find the task nearly as difficult the second time around but this time, because of the element of communication, it will take just a few minutes before all groups have completed the task.
- When all the groups are done ask the observers to come forward again and report on what they observed during the activity. Observers should be asked to include examples of specific behaviours to illustrate general observations.
- Participants in the table groups should also be asked what it was like to work as a group with – as compared to without – permission to communicate. Attention should be drawn to how differently the task proceeded when communication was permitted. Ideally, this discussion should be conducted in such a way as to create awareness of all three of the goals stated above in the *Purpose* of the lesson.

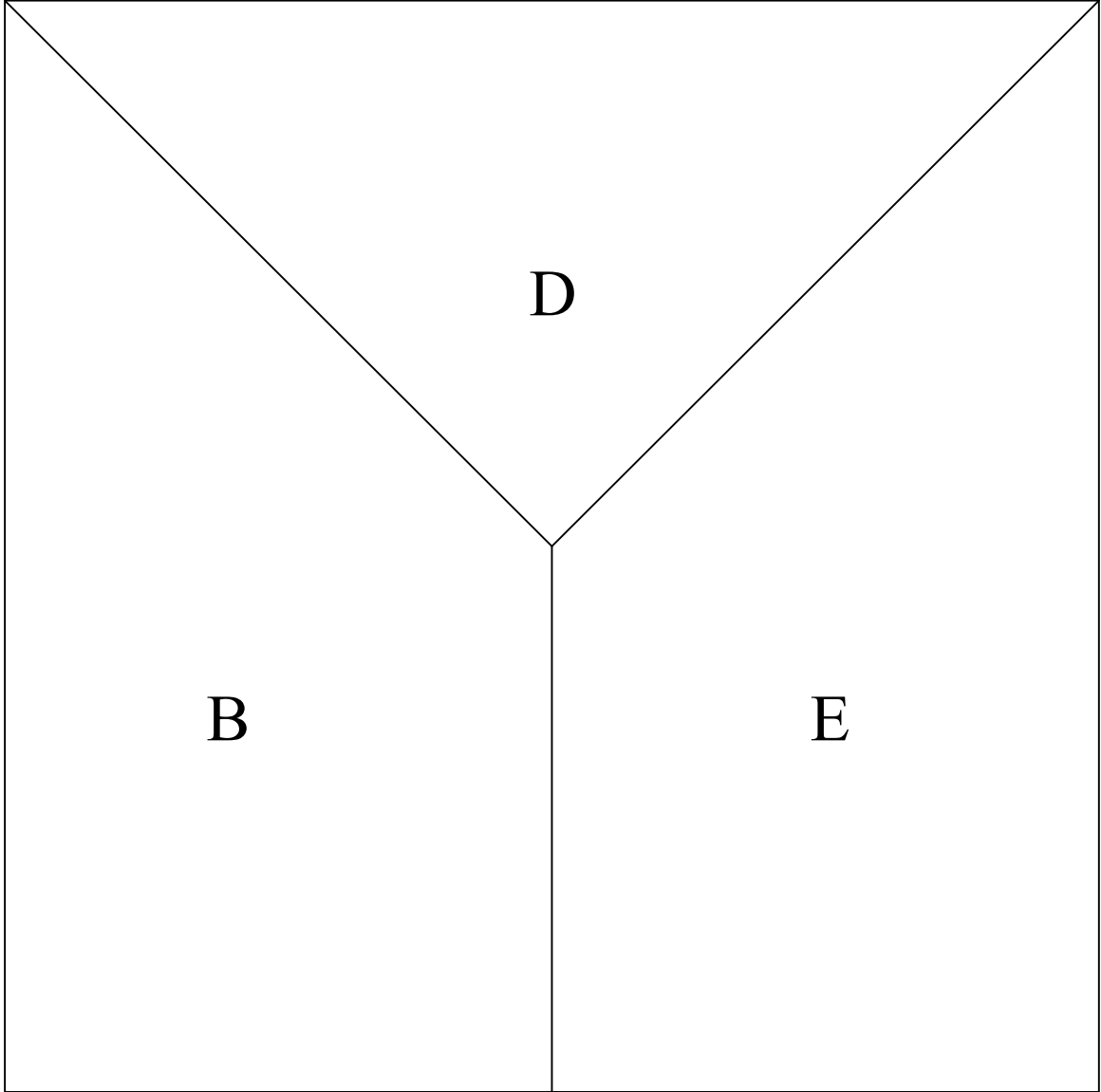
Reflection and Extension:

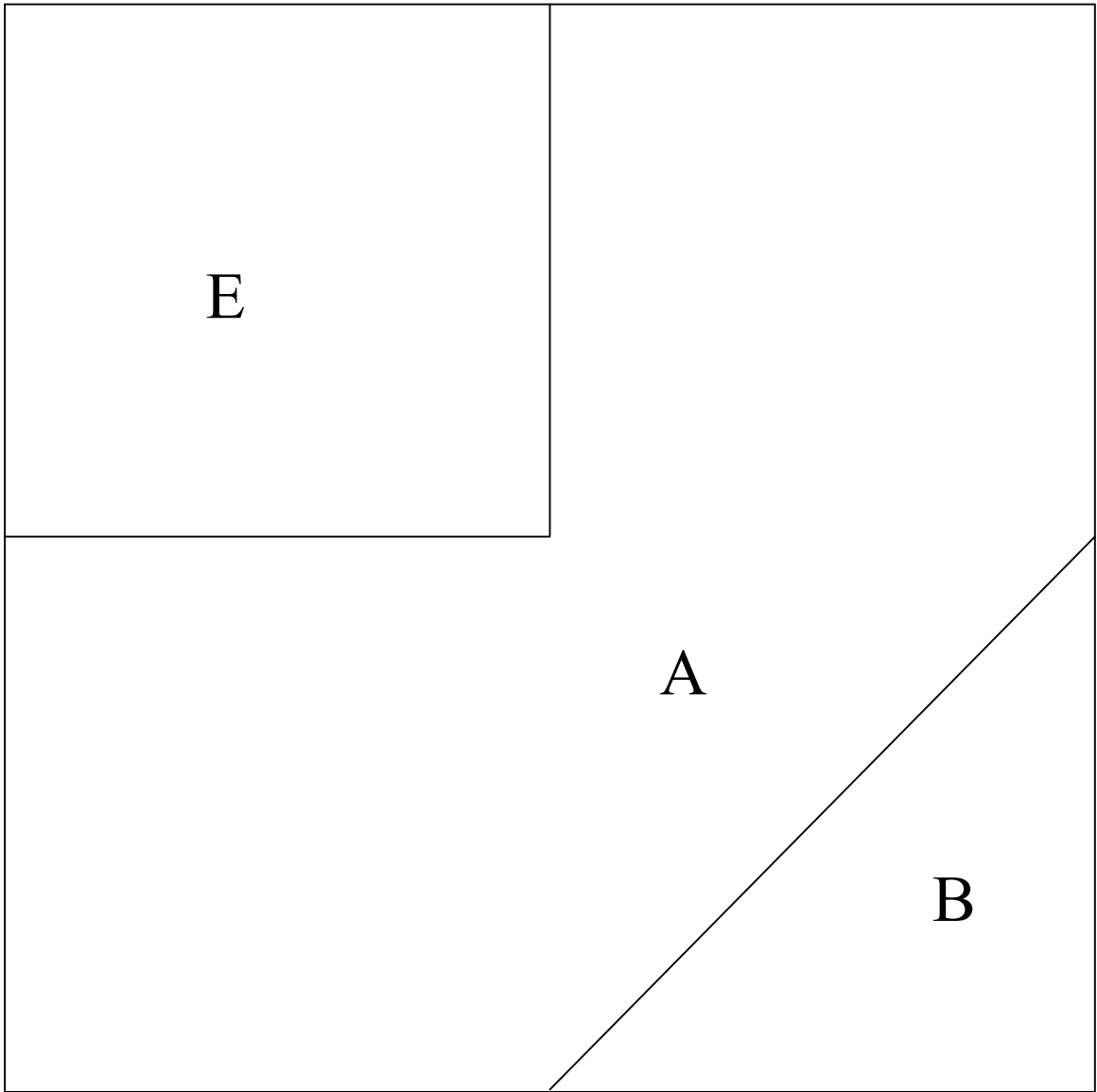
Shift the discussion away from the game to real-life situations involving common goals, cooperation and communication skills.

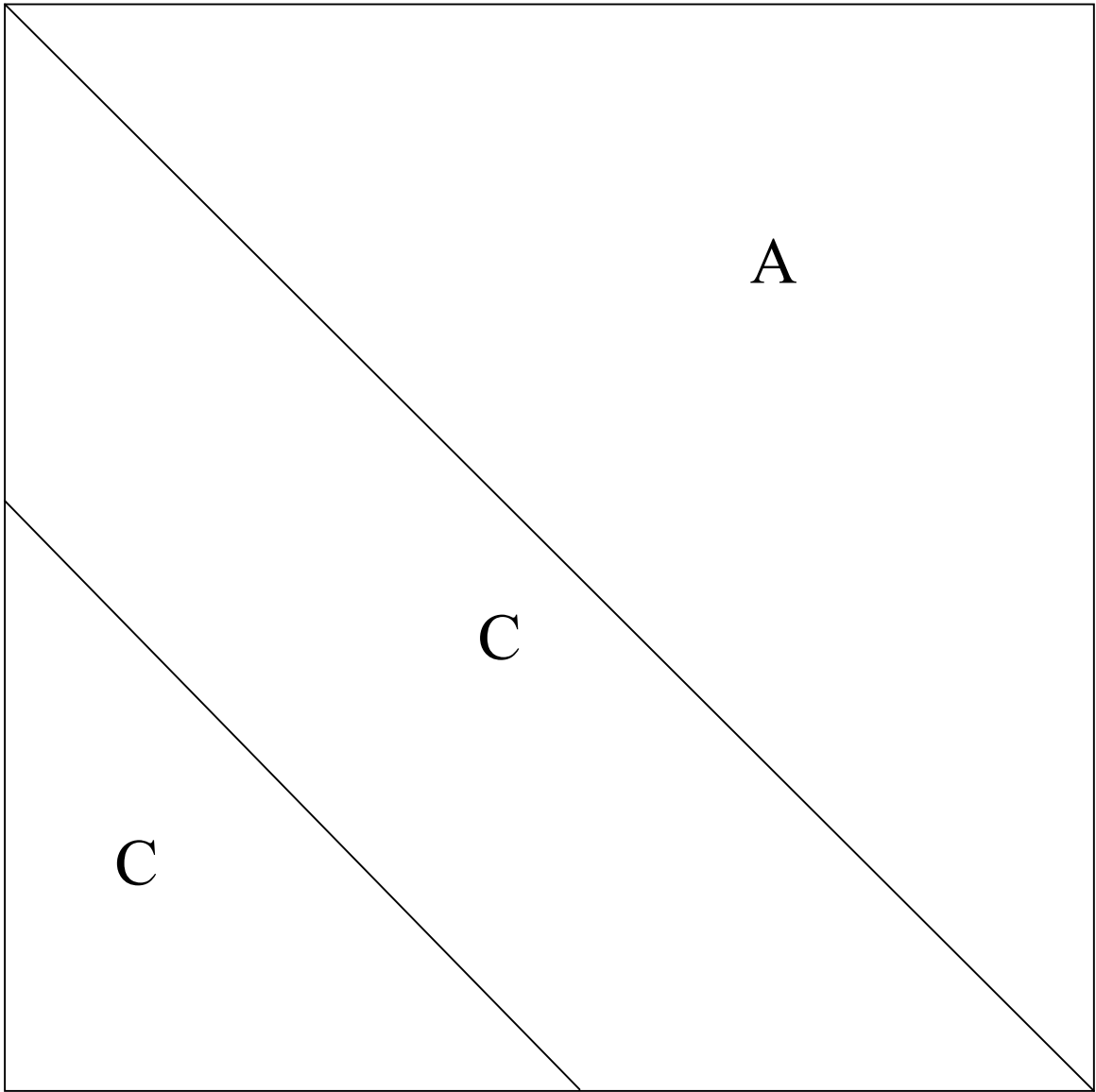
1. *What situations are you aware of here at school in which more attention to shared goals might be of benefit to all parties? Who are the parties involved? Do they share common needs and interests?*
2. *What groups in our city or country often seem to be working individually when cooperation might benefit all sides?*
3. *Attitudes, principles and values play an important part in success. What specific attitudes and values are necessary for cooperative efforts to be successful? What makes it difficult to be consistently guided by these attitudes and values?*
4. *Based on your experience in this activity would you say you are a 'natural' team player? What are your assumptions about your partners when you learn you are going to be working in a group? What character traits or attitudes do you have that make it easy (or difficult) to work in a group? Comment.*
5. *Identify an issue in the news today where common goals, cooperation and communication are being ignored to the disadvantage of everyone. What do you think it would take to change the situation?*

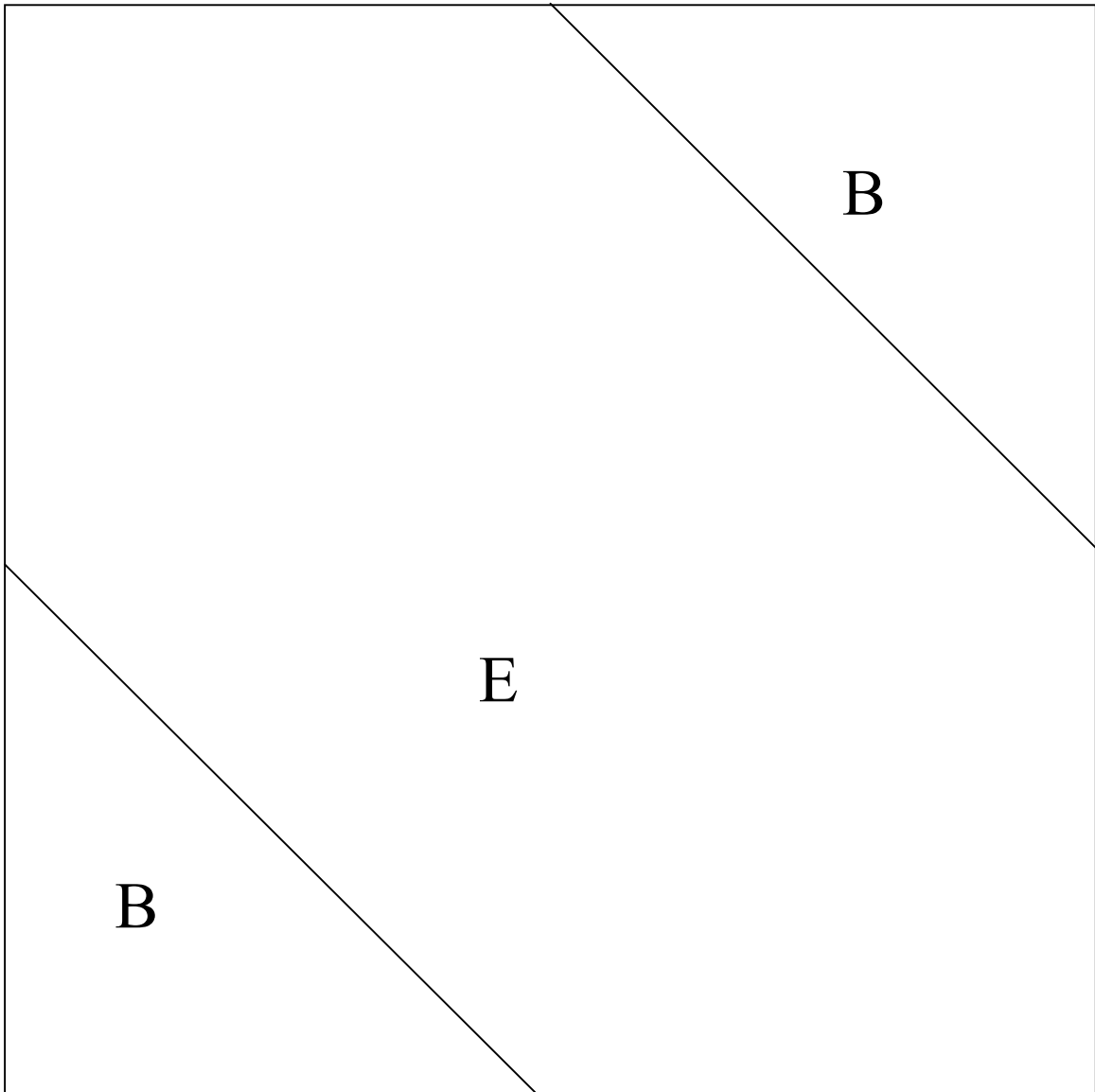
Adapted and modified from Educators for Social Responsibility (1983). *Perspectives: A Teaching Guide to Concepts of Peace*. Cambridge Massachusetts.











1.10 Peacemaking: A Case Study

Life only demands from you the strength that you possess. Only one feat is possible; not to run away.
Dag Hammarskjold

Topic: What is a Peacemaker?

Purpose: Students will learn that

- working for peace is a response to injustice
- peacemaking requires discernment and strategy
- effective peacemaking most often involves ordinary people with modest gifts

Concepts: values, vision, humanity, empathy, passion, commitment,

Time: 1 class period for the core lesson. Additional time needed for responses in the Reflect section.

Background Information: In order for students to be empowered to work for peace it will be important for them to realize that the overwhelming majority of those who work for peace and justice at any level are ordinary people like themselves. People who have made an impact have done so, not primarily because they were uniquely gifted for the task, but because they brought whatever skills they had, and used them as well as they could in their determination that social change was worth working for.

Materials and Preparation: Make class copies of *Rosa Parks: Profile of Peacemaker*.

Engage:

- Begin by asking each student to take 3-5 minutes to write a 5-point definition of the word 'hero.'
- Ask a number of students to each submit one characteristic of a hero. Record these on the board or overhead.
- Hand out copies of *Rosa Parks: Profile of a Peacemaker* and read it aloud as students follow in their own copies.

Reflect:

- The following is a list of questions that will help in discussing the issues raised in the article. You may want to use some of them in general discussion and to assign the others as a written assignment. The questions marked* assume that you have already taught the lesson *1.02 What is Conflict* and *1.04 Conflict Styles*. If this is not the case, either give students a brief overview of the main ideas covered in these lessons or simply leave out the marked questions.
 - *Comment on how well, or how poorly Rosa Parks matches your earlier definition of a hero.*
 - *In what respects does Rosa not fit the usual stereotype of heroism?*
 - *What sort of a person was Rosa Parks before the December 1st incident?*
 - *Why did she refuse to obey the law? Find a quotation from the first section of the article that summarizes her motives.*
 - **Which of the three types of 'interests' formed the basis of her protest? (See *What is Conflict* for a discussion of 'interests'.)*
 - **What 'interests' were at stake for the lawmakers and the white members of Montgomery society? What did they stand to lose?*
 - *What character traits or qualities did Rosa Parks possess that helped her in her protest?*
 - *In retrospect we can see that the protest was a great success. What, apart from Rosa's initiative, absolutely had to happen in order for it to work effectively on a broad scale? How did this come about?*

- **Of the five personal conflict styles, Avoidance, Collaboration, Forcing, Compromise and Accommodation, which one does the article show Rosa using before December 1, 1955? What were her reasons for doing so?*
- **Given the circumstances, why would Compromise or Accommodation not have been useful in achieving the objectives of the protest? What would have been the likely short-term and long-term results had the protesters chosen Compromise or Accommodation?*
- *What do you think would have happened if the bus driver had agreed to let the police release Rosa Parks with just a warning? Consider how differently the history of the 50's and 60's might have unfolded.*
- *Imagine yourself in the place of Rosa Parks. What thoughts and possibilities pass through your mind during the hours and days when you have to decide whether or not to challenge the segregation laws in court? What pros and cons do you weigh? What does your mind tell you? Your heart? Your sense of justice? Your instinct for self-preservation? Are these different voices in agreement? In conflict? How do you resolve this sort of inner conflict? To which of these voices do you feel the strongest loyalty?*

Action and Extension:

- Identify a situation in your own school or community where you have observed that an individual or a group is not being treated fairly.
- Think carefully about what needs to change in order to remedy the situation.
 - As you understand it, what are the roots of the conflict?
 - Whose interests are not being satisfied?
 - Who is acting inappropriately?
 - What are the effects of these actions on the other person or group?
 - Is there a history to the conflict?
 - Might it be a case of discrimination on the basis of stereotyping or bias? If so, what is the stereotype?
- Ask yourself whether this is something you can address on your own, or whether it would be better to involve other likeminded people.
- Consider three or four actions you could take in order to try to improve the situation. Decide which is the one most likely to be effective.
- Plan a first step:
 - How will you draw attention to the issue? For example, will you talk to someone? Or will you write a letter?
 - What will be your tone and attitude when you approach them? Can you guess what their reaction be? How will you respond? Don't worry if you are not sure what your second and third steps will be. The outcome of your first step will give you plenty of information to help you know whether further steps are needed and what those might be.
- Choose a time and place to put your plan into action and then do it!

Sources:

http://www.galegroup.com/free_resources/bhm/bio/parks_r.htm

<http://www.achievement.org/autodoc/page/par0bio-1>

<http://www.watson.org/~lisa/blackhistory/civilrights-55-65/montbus.html>

Rosa Parks: Profile of a Peacemaker

On December 1, 1955, near the end of a long week of work in a Montgomery, Alabama department store, an exhausted 42-year-old seamstress named Rosa Parks paid her fare, stepped back off the bus as required by the law, re-entered at the rear door reserved for blacks, and took a seat near the middle of the bus. Several stops later a white man boarded the bus and demanded a seat in the same section. The law was clear: The front four rows on any bus in the city were for whites only. The back was for blacks. The middle section could be used by black passengers only if there were no white passengers. If even one white passenger needed a seat in the middle section of any bus in Montgomery all black passengers had to leave the section and move to the back.

Rosa had been thrown off buses before for refusing to use the rear entrance. And she had often walked the long way home rather than endure the insult. Today she decided that she had had enough. When the driver ordered the four black passengers to move, she alone refused. The driver called the police and when they asked him if he wanted to press charges or let her go with just a warning he insisted that Parks be arrested. So she was taken to jail, photographed and fingerprinted.

Rather than call home, she decided to use her one permitted phone call to contact E.D Nixon, a local representative of the National Association for the Advancement of Colored People (NAACP), who quickly organized a legal challenge, not only of Rosa's arrest, but of the entire body of segregationist law that was used by the state of Alabama to suppress the freedom and dignity of its black citizens.

Other civil rights activists got involved as well. By the following Monday, a full-scale boycott of the transit system had been organized. Huge rallies were held to consolidate the black community and to organize elaborate systems of alternative transportation. Since the vast majority of Montgomery's bus passengers were black, the bus system came to a virtual stop.

When Rosa's case came up in court the next day she was found guilty of disobeying a city by-law and fined \$14. She and her lawyers refused to pay the fine, opting instead to appeal the verdict to the higher courts. Court proceedings lasted for nearly a year until the Federal Supreme Court declared the segregation of buses illegal.

Even then the boycott continued until the official documents arrived and were published. By then the buses had run empty for 54 weeks and the protest had resulted in the near bankruptcy of the bus company as well as a number of the downtown businesses dependent on its passengers.

The boycotters also suffered. The home of Martin Luther King who had been instrumental in organizing the protest was firebombed along with several black churches and the homes and businesses of a number of other black citizens. After the system was running again, white vigilantes, angry at the freedoms blacks had won, shot at the buses.

For Rosa herself the costs of fame were very high. Her life was often threatened and there was hardly a day when she was not harassed on the telephone. Her husband became seriously ill and suffered a nervous breakdown as a result of the constant stress. In the end she and her husband moved to Detroit to get some reprieve.

But the simple courageous act on the part of this very ordinary woman marked the beginning of the civil rights movement of the 1950's and 60's in the United States. Rosa Parks became one of the central symbols of the movement and she continued to play an active part until her death in October of 2005.

1.11 Who Are the Peacemakers?

Topic: The scope of peacemaking

Purpose: Students will learn about

- five people and groups who worked to bring about social justice and peace
- the wide variety of activity included under the term ‘peacemaking’
- peacemaking as a response to injustice in one’s own environment.

Concepts: social justice, racial discrimination, feminism, protest, activism

Time: 1 period for the Jigsaw activity. Additional time is needed for the Action and Extension activities.

Background Information:

Peace and justice activists have developed a wide range of strategies. In assessing the contributions of some of these people it will be important to have students consider the social and historical context of the conflict in question, the options that were available at the time, and the short-term and long-term outcomes of the actions that were undertaken.

In this lesson students will evaluate the qualities and actions that make for authentic peacemaking. Studying these different approaches can help us appreciate the rich complexity and diversity of peacemaking.

Materials and Preparation:

- Be familiar with the *Jigsaw* process for group discussion:
 - In Stage One members of the primary groups become ‘experts’ on one story.
 - In Stage Two they share their knowledge in the secondary groups and listen to the other stories. The secondary groups begin comparing and contrasting the five stories.
 - In Stage Three the primary groups reconvene to finish comparing and analyzing the stories, and to draw inferences and conclusions based on their exposure to all five stories.
- Make equal numbers of copies of the five biographical sketches, enough so that each student will have one of the biographies.
- Make class copies of the *Discussion Guide* and a transparency of *Who Are The Peacemakers? Possible Candidates*.
- Consider how you will form the five primary groups.

Engage:

- Begin by asking students to name people who have been active in working for peace and justice, and ask them to identify some of the qualities these people exhibited.
- Remind students that the practice of peace and peacemaking always involves challenging some form of injustice. Therefore, when we look at examples of peacemakers of the past, we almost always find persons who are deeply engaged in some form of struggle, and who may not be experiencing a great deal of comfort themselves.
- Explain how the Jigsaw group work method works. Students should know ahead of time that they will be expected to verbally share the content of the story discussed in their Stage One group with their Stage Two group.
- Distribute copies of the *Discussion Guide* to all students.

The good we secure for ourselves is precarious and uncertain until it is secured for all...and incorporated into our common life.

Jane Adams

Stage One:

- Form five primary groups and give each group copies of one of the five biographies.
- Allow enough time for the biography to be read out loud by one member of each group and for discussion of the *Part One* questions of the discussion guide.

Stage Two:

- Ask the members of each group to number off from 1-5.
- Regroup the class in five secondary groups (Groups 1-5), so that each new group will have representatives from all five of the primary groups. (If some primary groups had more than five members distribute the 'extras' evenly among the five secondary groups.)
- Ask each student to take 2 or 3 minutes to give a synopsis of the biography he/she has brought to the group. This should be done in story-telling style, not as a re-reading of the text. When the circuit is complete, have each group compare the five stories using the *Part Two* questions in the discussion guide.

Reflect: *Stage Three:*

- Ask students to return to their primary groups.
- Have the primary groups use the *Part III* questions in the *Discussion Guide* to compare and contrast the five stories.

Action and Extension:

- Local, Current Issues
 - What issues exist in your own time and place that are in some way similar to the problems in the stories? Which of these problems would you consider to be the most serious or urgent?
 - What might be some good strategies for addressing peace and justice issues in our own communities? Who should be responsible for initiating such efforts?
 - Which individuals or groups do you know in your own community who are currently involved in working on peace and justice issues? What kinds of support do they need in order to be affective?
- Ask each student to research the life and activities of one person who is associated with the struggle for a more just world. Write a biographical sketch that highlights the subject's activities and achievements. Students may choose a name from the list of 'Possible Candidates' or select someone else they have heard about. In addition to basic biographical material, each sketch should
 - clearly define the central issue the person worked to address
 - describe the strategies or actions chosen
 - assess the outcomes of these actions.
 - the sketch should end with a statement that summarizes the student's evaluation of the subject as a peacemaker.

NOTE: It is important to stress to students that many of the people listed were (are) controversial. Some of them have been severely criticized for their methods. Others failed to deliver the changes they had hoped for, and died violently in the attempt. Some, while dedicating themselves wholeheartedly to particular causes, nevertheless had serious prejudices of their own. In short, none were perfect. But they responded as well as they could to the issues of their day.

Who Are the Peacemakers? *Possible Candidates*

Martin Niemoeller (Germany)	Dietrich Bonhoeffer (Germany)
Chief Sitting Bull (Turtle Island)	Mother Teresa (Macedonia)
Sister Helen Prejean (USA)	Raoul Wallenberg (Sweden)
Che Guevara (Argentina)	Bishop Desmond Tutu (S Africa)
Gandhi (India)	Martin Luther King Jr. (USA)
JS Woodsworth (Canada)	Nellie McClung (Canada)
Chief Dan George (Canada)	Hurricane Carter (USA)
Mairead Corrigan Maguire (Ireland)	Mordecai Vanunu (Israel)
Craig Keilburger (Canada)	Rachel Corrie (USA)
Pumla Gobodo-Madikizela (S.Africa)	Jimmy Carter (USA)
John Lennon (British)	Cesar Chavez (USA)
Archbishop Oscar Romero (El Salvador)	Nelson Mandela (S Africa)
Medicins sans Frontieres (International)	Helmuth Hubener (Germany)
Nobel Peace Prize winners (see http://nobelprize.org/peace/laureates/)	

Sources:

Philip Berrigan: <http://www.google.ca/search?hl=en&q=philip+berrigan+bio&meta=>
Nellie McClung: <http://timelinks.merlin.mb.ca/referenc/db0003.htm>
Suzanne Big Crow: <http://www.peaceheroes.com/PeaceHeroes/suannebigcrow.htm>
JS Woodsworth: <http://timelinks.merlin.mb.ca/referenc/db0031.htm>
Doctors Without Borders: <http://www.vergemagazine.ca/articles/04fall/msf.html> and
<http://www.doctorswithoutborders.org/>

Who Are the Peacemakers? Discussion Guide

PART ONE: Primary Groups

1. To what specific problem(s) was the subject of this story responding?
2. Did the subject get involved because the problem affected him/her directly?
3. What strategies did the subject use to bring attention to the problem?
4. Was violence part of the problem? The strategy? Explain.
5. What other strategies can you think of that the subject could have tried?
6. What risks did the subject take in carrying out his/her action?
7. What were the outcomes of the subject's actions for the problem? For the subject? For others?

PART TWO: Secondary Groups

1. Each of the main characters in these stories worked to address one or more problems in society. Which of these problems affected the most people? The least people?
2. What are the needs and values at the core of each problem?
3. Which of the characters in these stories seems most 'heroic' to you? Why?
4. Which of the five characters seems most like you? Least like you? In what way?

PART THREE

Qualities

What are some qualities that all five of the subjects showed? Are there other qualities that you think are essential for someone who wants to work on peace and justice issues today? Do you see yourself as having any of these qualities?

Nellie (Mooney) McClung (1873-1951)

Nellie Mooney was only seventeen when she got her first job teaching elementary school in Manitou, Manitoba in 1890. For several years she lived in the home of the Reverend James McClung and his wife Annie. Annie McClung had been working for a long time to improve the status of women in Canada and, in particular, to win the right of women to vote. Her passion for women's rights had an enormous effect on the young teacher.

During the next twenty years Nellie wrote a number of novels and autobiographical sketches that promoted the advantages of country life over city life. But these writings also gave a realistic portrayal of the hardships experienced by the women of the prairies, and her many thousands of readers across Canada could not miss the message that the typical female role of the prairie housewife was often a difficult and lonely one.

In 1911, after marrying Wes McClung, the son of her hosts in Manitou, she moved to Winnipeg where she became more directly active in a wide variety of social issues. She joined the Canadian Women's Press Club and used it to give a strong voice to women's concerns. Using her finely developed skills as a writer she wrote countless essays and newspaper columns detailing and defending the demands of Canadian women for a fuller and more just role in Canadian society. Within the national Methodist church community she championed the Social Gospel movement, which insisted that the Christian gospel was about addressing the needs of the poor and disadvantaged in society, and not just about personal comfort and salvation.

McClung's work in the suffrage (voter's rights) movement involved her in a number of conflicts with leaders in local and provincial governments. The premier of the province, Sir Rodmond Roblin, was strongly opposed to opening up the historically 'men-only' vote to women. Although McClung was not a natural orator she gradually developed her public speaking skills and, during a Mock Parliament of Women in 1914, she effectively used her brilliant wit to mock and ridicule the premier's position. At one point she was able to persuade the premier, under false pretences, to accompany her on a tour of the filthy working conditions under which women were forced to work in the very center of his provincial capital. He was not amused by the trick, but she had made her point and he could no longer deny the accuracy of her accounts of the plight of working women.

After moving to Alberta she continued her work and, in the 1920s, was elected to the provincial legislature. In 1929 she was one of five women who fought all the way to the Supreme Court of Canada to have women legally recognized as 'persons'. That women are persons appears self-evident to us 75 years later. But this legal and parliamentary battle, as absurd as it now seems to us, was a necessary step before Canadian women could obtain the right to vote in federal elections.

Throughout much of Nellie McClung's adult life there was rarely time for rest. She maintained an exhausting routine of cross-country speaking engagements, endless writing assignments and fierce political debate. At the same time she raised four children and managed a household. Her legacy to Canadian women is difficult to measure. But there can be no doubt that without her persistent efforts the struggle for women's equality would not have flourished as it did during her lifetime.

Philip Berrigan

Philip Berrigan became world famous during the 1960's for his dramatic protests against the Vietnam War. Together with his brother Daniel and a number of other 'radical pacifists' he forced his nation, the USA, to ask deep and troubling questions about its fundamental values and about its behaviour both at home and abroad.

Berrigan was a decorated soldier in World War II, but he was so disgusted with what he had seen and done in the army that he became a committed pacifist. During the 1960s his work as a Catholic priest in an African American community opened his eyes to the close relationship between poverty and racism. But what disturbed him even more was the way war and militarism had become a major part of the economy and of the American way of life. In order to challenge his country to stop the exploitation of the poor at home and to change its militaristic approach to international issues, Berrigan dedicated himself to a life of public protest.

When his church became concerned about his outspoken civil rights activity he was transferred from Newark, New Jersey to Baltimore, Maryland. Here he quickly formed a group called Peace Mission, which began its demonstrations against the Vietnam War by picketing the homes of the highest government officials, including the Secretary of Defense and the Secretary of State. In late 1967 Berrigan and a few other members of Peace Mission entered an office building in Baltimore and poured bottles of their own blood over military draft documents. Charged with damaging official government documents, Berrigan was sentenced to six years in prison.

But before the sentencing he and eight others, including his brother Daniel, stole hundreds of draft files from another building in Catonsville and set them on fire in the parking lot using artificial napalm, a mixture of soap and gasoline. This group went to trial under the nickname 'The Catonsville Nine'.

The extreme nature of these actions had mixed results. Thousands of people across the nation were encouraged to register their own protests against the Vietnam War, even if they were not willing to make quite the same personal sacrifices as Philip. Increasing numbers of students rallied against the war on university campuses. Potential draftees decided they would not go to Vietnam and opted instead to go to jail, or else they fled to Canada.

But some of Berrigan's supporters felt that he had gone too far, that his extreme methods would make it too easy for the government to dismiss all protesters as 'crazies' or North Vietnamese sympathizers.

After he was paroled in 1972 he continued to speak out against nuclear weapons development and against America's huge financial and scientific commitment to militarism in general. 'War is our government's number one business,' he said, echoing the words of Martin Luther King Jr. Throughout the 80s and 90s Philip Berrigan was often in trouble with the law. He led a number of raids on corporations that played important roles in the development of military technology. In these raids he and his associates attempted to damage the equipment used in manufacturing weapons.

In 2001 a film was released which documented the Catonsville Nine protest and trials. But Berrigan, now 77 years old, was unable to attend the premiere: He was in prison on another charge of 'interfering with a weapons system.'

SuAnne Big Crow

Although she was only 14, SuAnne Big Crow was already a starter in the fall of 1989 when the Pine Ridge Lady Thorpes bussed out to play a rival basketball team in a nearby town. The players had been warned that they could expect to face severe heckling and that some of it might be racist in nature. So none of the girls was very surprised to hear the rhythmic chanting and imitation war-whoops even before the game had begun.

As game time approached the chanting became louder and louder until it became difficult to hear the coach's final instructions. Some of the girls glanced nervously at the locker room door. It was obvious that they felt intimidated and fearful of going out on the floor for the pre-game warm-up.

The Lady Thorpes always entered in order from tallest to shortest. But, as the team gathered in the hallway just outside the gym and felt the full impact of the unruly crowd, the team's leader, a senior named Doni, became completely unnerved. Peeking through the partially open locker room door, she and the other girls could see fans mockingly waving Federal Government food vouchers and bobbing up and down in the bleachers in imitation of traditional powwow dancing. Even the school band had joined in, reinforcing the chanting of the stomping fans. Some of the fans were yelling for 'the squaws' to show up and get the game going. Doni's face was white with anger and fear. 'I can't handle this. I can't go out there.'

SuAnne was angry too. But somehow she managed to keep her cool, and after a minute or so while the coach tried to persuade Doni to move out onto the court SuAnne suddenly stepped forward to the front of the line. She seemed strangely self-confident and eager to go out onto the court. 'What are you doing?' Doni asked. 'Don't go do something stupid. You'll make complete fools of all of us.' SuAnne answered, 'Don't worry. I won't embarrass you. Just be sure you all follow me in.'

She took the ball from Doni and with a final glance to make sure the rest of the team was behind her she sprinted onto the court dribbling the basketball. Without any hesitation she ran from one end of the gym to the other and turned. The other girls expected her to run laps so they nearly piled into her when she abruptly stopped at centre court. Tossing the ball to Doni she removed her warm-up jacket, draped it gracefully around her neck, and slowly raised her head to face the unruly fans. Then she began to perform the Lakota shawl dance. From her throat came the accompanying song in the Lakota language.

Within seconds the crowd was utterly silent. Her team-mates were stunned. Later one of them recalled, 'All that stuff the fans were yelling it was like she reversed it all somehow.' All that could be heard in the gym was SuAnne's strong unwavering voice. When the song was over she removed the jacket from her shoulders. Grabbing the basketball again she ran a fast lap, dribbling all the way, and sent a perfect lay-up through the hoop.

Pine Ridge won that game and went on to capture the first state championship ever won by a Native American team. But the real achievement of that night is best expressed in Doni's words. 'It was funny, but after that game the relationship between us and (the other school) was tremendous. Later, when we went to a tournament and they were there we were hanging out and eating pizza with them. We got to know some of their parents too. What SuAnne did made a lasting impression and changed the whole situation.'

Before she died in a car accident in 1992 at the age of 17 SuAnne had set a number of track and field records. After her death numerous awards and scholarships were established in her name. She continues to be remembered as a champion of inter-racial healing.

First Ones In, Last Ones Out

Sharon Janzen is a 28-year-old nurse from British Columbia. She spent six months last year in Somalia working with one of the world's most respected Non-Governmental Organizations: *Medecins sans Frontieres (MSF)*, or *Doctors without Borders*. "(In Somalia) there are no hospitals, no universities, no law and no police," says Janzen. "There are just warlords and clan fighting. And the medical personnel have all left." This is exactly the type of place you expect to find MSF. The organization looks after the health of people in areas of conflict or disaster where there is little or no medical infrastructure. It prides itself on being the first NGO in and the last one out.

Janzen was one of five international volunteers on a mission to set up a clinic in Somalia's south-central Dinsor province. Two of her co-workers were Kenyan, one was Swiss and the project coordinator was Canadian. Together they worked round the clock to tend to the health needs of a population of 100,000 - some of whom traveled on foot for days to receive medical attention.

"In trauma, we would see two or three gunshot wounds a week," says Janzen. "We also saw a number of children who had limbs blasted off by grenades. Altogether, we had about 35 patients in intensive care, and between 50 to 100 people a day as outpatients."

Malaria, dehydration and diarrhea, she says, are particularly common in the rural heartland. The little team did its best to heal the sick and fortify the healthy, in conditions that would test the steeliest of stomachs. "We had to get someone to fan off the flies when we were doing sterile procedures [like stitching wounds]," Janzen recalls. To forestall epidemics, the team carried out mass immunizations and doled out advice on how to avoid the spread of diseases.

"We had a big focus on basic hygiene," she says. "If nothing else, we wanted everyone to know how to wash their hands and prepare food properly." Not everyone could be saved however. Janzen tells the story of one of the ones who got away - a tetanus patient who required a tracheotomy to survive. The know-how was there - the group's Kenyan doctor had surgical experience - but the oxygen necessary to ventilate the patient during the operation was not. The clinic, she explains, relied on airlifted supplies, but you can't transport oxygen by plane. All they could do was sit by and watch him die.

"You just do what you can," says the Victoria native, who decided as far back as 1994 that she wanted to volunteer with MSF after reading a report on their work during the Rwandan genocide. What attracted her was the possibility of making a hands-on change in situations where others just wring their hands. "It's an extraordinary feeling," she says, "and it eventually becomes addictive. Instead of watching the crisis on TV, I can actually go and help. If I did nothing but immunize all day long in Somalia, I'd be saving lives. It's so intense."

Her family is worried. They're just getting over her decision to go to Somalia. But Janzen assures them MSF is very mindful of the security of its volunteers, especially after five MSF workers were killed in a terrorist attack in Afghanistan. They're told, "even if you have to leave everything behind, all the equipment, the supplies, even the whole mission - if you're in danger, get out. Your security is more important."

J S Woodsworth

When he died in 1942 James Shaver Woodsworth had been Member of Parliament for Winnipeg North Centre for 21 years. But he will be remembered, not for the length of time he spent in Ottawa, but for his life-long commitment to the creation of a climate of social justice in Canada and peace around the world.

J S Woodsworth was born in Ontario in 1874 and was ordained as a protestant minister at the age of 22 after theological training in Winnipeg. Much of his work was in the poorest neighbourhoods of Winnipeg and Toronto where he became convinced that the industrial society which was rapidly developing in urban Canada was victimizing its workers, particularly the thousands of immigrants streaming in from Europe who were paid much less than the basic necessities of life would require.

Woodsworth's writings about these matters became a rallying cry for social reform right across Canada and in 1913 he was invited to serve as secretary of the Canadian Welfare League. Woodsworth, a staunch pacifist, used this position to denounce the federal government for its participation in World War I and for its policy of conscripting soldiers to fight overseas. The government shut down the league when it became clear that Woodsworth would not stop his criticisms.

Woodsworth had never been completely comfortable in his role as a Methodist minister. He had always preached that the church must be willing to speak out against the current system in which the rich were in complete control of the economy and the poor were left victimized and powerless. Eventually Woodsworth left the church altogether, feeling that it's response to social issues was ineffective and not likely to improve.

In 1919, after earning a living in the shipyards of Vancouver for a few years, he began traveling across Canada writing and lecturing for a complete reform of the political and economic system. Also in 1919, Woodsworth spoke out on behalf of the thousands of exhausted soldiers returning from the war struggling to re-integrate into Canadian society and desperately unable to find work. This got him directly involved in the famous Winnipeg General Strike where, as a result of his leadership, he was arrested.

After the strike Woodsworth openly declared himself to be a socialist, and he spent the rest of his life defending the rights of farmers, factory and construction workers and immigrants. The people of Canada, particularly those on the prairies, responded by joining him to form the Co-operative Commonwealth Federation, which soon came to be known as the CCF Party. Although the party was never able to gain enough votes to form a national government, many people said that the CCF and J S Woodsworth served as the conscience of the nation. As a result of the work of J S Woodsworth and others who followed in his path the government of Canada eventually introduced a number of important programs such as unemployment insurance and a national health care system.

Today his home on Maryland Street in Winnipeg has been completely restored and it houses a theological school whose goal is the training of women and men who are committed to making the world 'more just and compassionate'.

1.12 Why Care? Commitment to Peace and Justice

Topic: Commitment to Peace and Justice

Purpose: Students will

- confront the issue of commitment to the movement for peace and justice
- study one statement of resolve, in the form of a poem
- begin thinking about how to align their energies with a vision for a just world

*One needs something to believe in,
for which one can have whole-
hearted enthusiasm. One needs to
feel that one's life has meaning,
that one is needed in this world.*

Hannah Senesh

Concepts: vision, energy, commitment, resolve

Time: 1 period

Background Information:

It is in young people that the purity of vision exists that can help us all see what must be done to create a better world. In each age individual young women and men stand in the forefront of the movement that speaks against injustice and the roots of conflict. The decision to become engaged in this struggle is a deeply felt one that requires an alignment of energies, values and commitment with a vision of what might be.

Raw information about the issues that face our society and our world can bring us only so far; only to point where each of us must decide whether to get involved, and why. In the end, change occurs only when people resolve to *make* change and when they apply their life's energy to that end.

Materials and Preparation:

- Make class copies of the poem *Villanelle* by F.R. Scott. The meaning of the poem becomes powerfully transparent in Leonard Cohen's reading of the poem on his album 'Dear Heather.' If at all possible use the recording along with the printed text of the poem. (The other poems included may also be used to elaborate the theme.)
- Collect six or eight media images from TV, magazines or newspapers that effectively illustrate urgent issues in the world today (e.g. images of war, hunger, child labour, poverty, the contrast between rich and poor, environmental depletion and pollution).

Engage:

- Use the media images to attract attention to the main issue raised in this lesson:
 - Awareness and concern are not enough. They need to be translated into action.
 - The decision to become engaged in the struggle is a profoundly personal one.
 - Those who do become engaged find that they are not alone. There is strength in the broad movement for peace and justice.
- Give students copies of the poem *Villanelle* and have them read it silently.
- Deal with any grammatical or vocabulary difficulties.
- Draw attention to the plural voice of the speaker, which suggests the collective voice of the movement towards peace and justice.
- Ask students to verbalize their own initial interpretation of the poem and ask them to speculate on a possible historic context.

Reflection and Action:

- Have students write a personal reaction to the theme of the poem.
 - *Do I see myself currently engaged in peace and justice issues?*
 - *What are my personal priorities? What do I hope to do in the future?*
 - *What skills do I have that might be useful in building a better world?*
 - *What are my interests? What gives me energy and joy?*
 - *What will it cost to get involved? What might I have to give up?*
 - *What might I gain from my involvement?*
 - *What have I learned about the world that makes me want to create change?*
 - *Who do I know that can help me develop my ideas on the subject?*

- *Vision, Resolve, Energy, Action:* Keep a journal during the next two weeks, in which you reflect each day on your present life and on your future aspirations - in the light of these four ideas. At the end of the two weeks write a statement of intent that expresses why and how you will become involved in the movement for social justice and peace in the world.

- Collect other poetry on the theme of peace and justice. Write brief commentaries on each piece and make a portfolio.

- Rap music is another art form that uses repetition and rhythm to good effect. Write rap lyrics about getting involved in creating a better world.

- For senior students it may be profitable to study the villanelle as a poetic form. Its unique pattern of repetition of key ideas in varying contexts is often used to convey an almost obsessive depth of feeling or a sense of urgent concern for matters of moral and ethical weight. Writing a villanelle is a challenging task. But, given the subject matter of this unit of study, senior students might well be up to attempting this as an assignment. For more information on the history and structure of the villanelle see the website at <http://www.public.asu.edu/~aasrios/formsofverse/reports2000/page8.html>

Villanelle For Our Time (1944)

From bitter searching of the heart,
Quickened with passion and with pain
We rise to play a greater part.
This is the faith from which we start:
Men shall know commonwealth again
From bitter searching of the heart.
We loved the easy and the smart,
But now, with keener hand and brain,
We rise to play a greater part.
The lesser loyalties depart,
And neither race nor creed remain
From bitter searching of the heart.
Not steering by the venal chart
That tricked the mass for private gain,
We rise to play a greater part.
Reshaping narrow law and art
Whose symbols are the millions slain,
From bitter searching of the heart
We rise to play a greater part.

- F.R. Scott (1899-1985)

Friend, your white beard sweeps the ground

Friend, your white beard sweeps the ground.
Why do you stand, expectant?
Do you hope to see it
In one of your withered days?
With your old eyes
Do you hope to see
The triumphal march of justice?
Do not wait, friend!
Take your white beard
And your old eyes
To more tender lands.

-Stephen Crane

Why I Voted the Socialist Ticket

I am unjust, but I can strive for justice.
My life's unkind, but I can vote for kindness.
I, the unloving, say life should be lovely.
I, that am blind, cry out against my blindness.

Man is a curious brute — he pets his fancies —
Fighting mankind, to win sweet luxury.
So he will be, tho' law be clear as crystal,
Tho' all men plan to live in harmony.

Come, let us vote against our human nature,
Crying to God in all the polling places
To heal our everlasting sinfulness
And make us sages with transfigured faces.

- Vachel Lindsay

Great is Justice!

Justice is not settled by legislators and laws—it is in the Soul;
It cannot be varied by statutes, any more than love, pride, the attraction of gravity, can;
It is immutable—it does not depend on majorities—majorities or what not, come at last
before the same passionless and exact tribunal.

- Walt Whitman

It

I may not reach the heights I seek,
My untried strength may fail me;
Or, halfway up the mountain peak
Fierce tempests may assail me.
But though that place I never gain,
Herein lies the comfort for my pain –
I will be worthy of it.

I may not triumph in success,
Despite my earnest labour;
I may not grasp results that bless
The efforts of my neighbour.
But though my goal I never see,
This thought shall always dwell with me –
I will be worthy of it.

The golden glory of Love's light
May never fall on my way;
My path may always lead through night,
Like some deserted by-way.
But though life's dearest joy I miss,
There lies a nameless strength in this –
I will be worthy of it.

-Ella Wheeler Wilcox

a man who had fallen among thieves

a man who had fallen among thieves
lay by the roadside on his back
dressed in fifteenthrate ideas
wearing a round jeer for a hat

fate per a somewhat more than less
emancipated evening
had in return for consciousness
endowed him with a changeless grin

whereon a dozen staunch and leal*
citizens did graze at pause
then fired by hypercivic zeal
sought newer pastures or because

swaddled with a frozen brook
of pinkest vomit out of eyes
which noticed nobody he looked
as if he did not care to rise

one hand did nothing on the vest
its wideflung friend clenched weakly dirt
while the mute trouserfly confessed
a button solemnly inert.

brushing from whom the stiffened puke
i put him all into my arms
and staggered banged with terror through
a million billion trillion stars

- e e cummings

**leal: loyal, faithful, responsible*

We Are Transmitters

As we live, we are transmitters of life.
And when we fail to transmit life, life fails to flow through us.

That is part of the mystery of sex, it is a flow onwards.
Sexless people transmit nothing.

And if, as we work, we can transmit life into our work,
life, still more life, rushes into us to compensate, to be ready
and we ripple with life through the days.

Even if it is a woman making an apple dumpling, or a man a stool,
if life goes into the pudding, good is the pudding
good is the stool,
content is the woman, with fresh life rippling in to her,
content is the man.

Give, and it shall be given unto you
is still the truth about life.
But giving life is not so easy.
It doesn't mean handing it out to some mean fool, or letting the living dead eat you up.
It means kindling the life-quality where it was not,
even if it's only in the whiteness of a washed pocket-handkerchief.

- D. H. Lawrence

2.01 World of A Hundred: Global Population and Resources

Topic: Global inequity

Purpose: Students will study global inequities in the distribution of population, food, wealth and military power.

Concepts: demographics, regional inequity, imbalance, economic power, food resources, globalization.

Time: 2 periods, optimally. This lesson can also be done in 1 hour but you may have to streamline or omit some components of the activity.

Background Information: As citizens of one of the most privileged regions of the world we have a difficult time grasping the enormity of the regional disparities that exist among nations. This activity asks students to consider the implications of global inequities for the prospects for world peace and justice.

Materials and Preparation:

- This is a fairly complex activity. Be familiar with all of the steps and procedures.
- Decide which option you will use, A, B or C.

For OPTION A: Full Workshop

- Make class copies of Charts A and B. Transparencies of the two charts will also aid in debriefing
- Each group will need...
 - The four pages of symbols, each a different colour, cut into strips of 10
 - A large world map on which these 7 regions are outlined: Asia, Africa, Eastern Europe (including all of Russia), Western Europe, North America, Latin America, Oceania (Oceania includes Australia, New Zealand and the island nations of the Central and South Pacific)
 - A table/desk surface large enough to lay out the world map
 - Scissors and transparent tape or glue sticks
- You will also need...
 - A bag of Smarties for each group, with different quantities in each bag – ranging from about a dozen to a hundred.
 - Enough photocopied and pre-cut puzzle pieces so there is one piece for each student

For OPTION B: Simplified Workshop

- Omit the strips of symbols to create physical graphs. Instead, have each group plot the graph on chart paper. This reduces teacher preparation time and may be more appropriate for students at the upper levels.

For OPTION C: Teacher Presentation

- If you are pressed for time this lesson can also be taught as a whole-class demonstration using only one large world map at the front of the room. Without the group work component, however, students will lose the experiential element provided by the puzzle and Smarties exercises, which are designed to give them an immediate taste of the unfairness of global inequity.
- Make copies of Charts A and B for each student.

Washing your hands of the conflict between the powerful and the powerless means to side with the powerful. You cannot be neutral.

Paulo Freire

Engage: The following instructions are for OPTION A. Adapt as needed, for B or C.)

Step One: Grouping

- Initiate a discussion about whether students believe the world is 'fair'. Explain that they will be doing an activity that investigates the issue of global inequalities.
- Keep the bags of candy hidden as you give each student a puzzle piece.
- Instruct students to find the others who have a puzzle pieces with the same pattern. This exercise forms the working groups.
- Ask each group to find a table and to solve their puzzle.
- When the first group has finished give them the smallest bag of candy. The second group gets the second smallest and so on.
- Students will object to the unfairness of this process. Point out that there are many things in life *a)* which we do not get to choose, and *b)* which are seemingly arbitrary and unfair. In this activity students have not been given the choice of working partners, and they have not been equally rewarded for their work in solving the puzzle. Ask them not to open the bags of candy until later on in the lesson.

Step Two: Population.

- Explain that the concept of percent is used in this workshop to make it as easy as possible to compare the various regions of the world. The 100 human figures represent 100% of the population of the earth.
- Give each student a copy of Chart A.
- Ask each group to estimate the percent of the earth's population they believe lives in each of the seven regions and to record their estimate in Chart A. Allow a few minutes for this process.
- Announce the correct figures. (see Key) These will probably differ considerably from the estimates. Invite students to comment.
- Have each group record the correct figures in Chart A.
- Each group should now cut out the correct number of population strips/squares for each region and tape them together to form seven separate 'population' strips, one for each region.
- Place each strip on the map in the correct region. These strips represent the population bars for regional graphs that will develop as the activity proceeds.

Step Three: Food

- Have groups share what they know about where food is produced in the world, where there are likely to be surpluses or shortages, and to estimate the world's food distribution amongst the seven regions.
- Announce the correct figures and have groups record them and make the graph strips.
- Draw attention to the obvious lack of correspondence between population and access to food. In a perfect world the two graph bars for population and food should be equal in each region.

Steps Four and Five: Money and Guns

- Continue as above for the last two variables.
- As each step is completed have groups lay the graph strips for each region side by side until the graph for each region is complete.

Reflect:

- Have each group glue or tape the seven graphs onto a sheet of chart paper and label each graph with the name of the region.
- As a point of reference for class discussion you may wish to have one of the groups mount their seven graphs in front of the room on chart paper or directly on the chalk board.
- Ask students to study the graphs carefully and share their observations.
 - *In which regions is the imbalance most noticeable, i.e. the greatest variation in height of the bars?*
 - *Draw attention to particularly extreme anomalies.*
 - *Which regions come closest to a good balance between the number of people and the resources they can access?*
- Ask each group to imagine that it represents a particular region of the world.
- Have each group look at its bag of Smarties. Arbitrarily decide that each colour represents a particular resource; e.g. green = money, yellow = grain (food), red = military power, blue = educational resources, brown = mineral resources, etc. Write these equivalents on the chalkboard.
- Have each group assess its own resource base, as well as checking on the resource bases of the other groups.
- Introduce the possibility that, if the will to do so is there, the groups may now take action in order to reduce the obvious disparities in the distribution of resources (Smarties). Ask for a show of willingness to do this, and for suggestions as to how this should be done.

Step Six: Chart B - Per Capita Resources Index

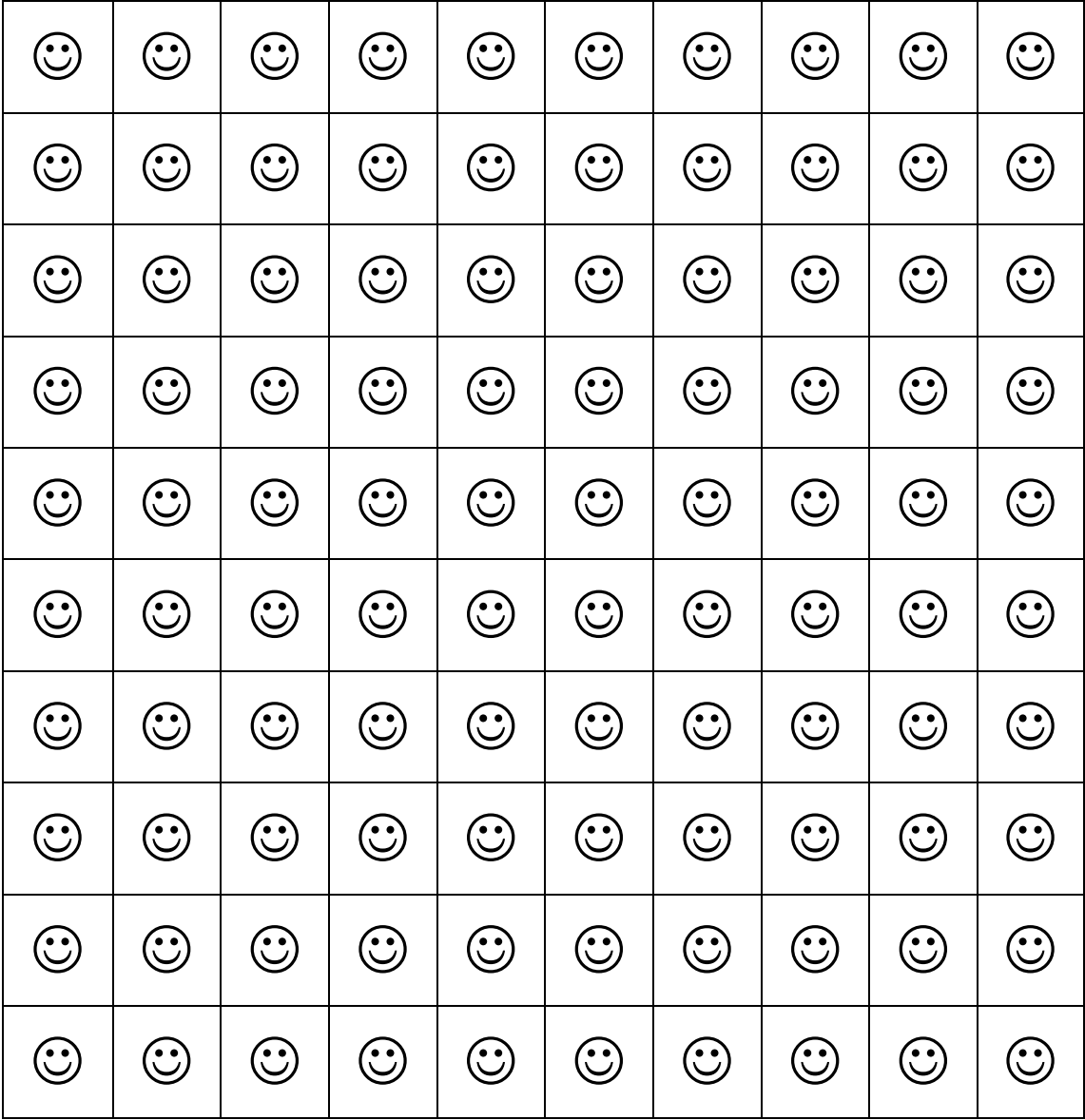
Chart B makes it possible for students to calculate a rough index of regional wealth and to rank the seven regions. For purposes of this activity Food and Money are combined as Resources. (Guns are not included because they represent a liability, rather than an asset in terms of the resources available to citizens for the supply of basic needs.)

- Transfer *food*, *money* and *population* figures from Chart A to Chart B.
- Calculate the *sum* of *food* plus *money* and enter it as the *Total* in the middle column.
- If the *Total* is divided by *Population* the resulting wealth index translates as ‘resources per person’. In a perfectly fair and equitable world this index should be 2 for everyone.
- Remind the class of the fact that each of these huge geographic regions has within it enormous extremes of wealth and poverty. Also, international alliances have the effect of consolidating military and economic power of two or more regions, increasing their real power beyond what the figures in the charts would indicate. This instrument, therefore, is far from perfect. To obtain greater accuracy on a more local level the *per capita income* country by country would provide a better index. (See Lesson 2.02 *Nations of the World*.)

Suggestions for Further Discussion and Research:

- Find out why these disparities exist
- How did it come about that some regions are relatively poor and others rich?
- Are these differences due purely to natural causes, or are they the result of human activity?
- What possible solutions exist to reduce these imbalances?
- What initiatives are the governments of the world taking to address these inequities?
- What is Canada doing to assist poorer regions?

100 People: Cut vertically into 10 strips of 10



\$100 Dollars: Cut vertically into 10 strips of 10

\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
\$	\$	\$	\$	\$	\$	\$	\$	\$	\$

100 Guns: Cut vertically into 10 strips of 10

Guns	Guns	Guns	Guns	Guns	Guns	Guns	Guns	Guns	Guns
Guns	Guns	Guns	Guns	Guns	Guns	Guns	Guns	Guns	Guns
Guns	Guns	Guns	Guns	Guns	Guns	Guns	Guns	Guns	Guns
Guns	Guns	Guns	Guns	Guns	Guns	Guns	Guns	Guns	Guns
Guns	Guns	Guns	Guns	Guns	Guns	Guns	Guns	Guns	Guns
Guns	Guns	Guns	Guns	Guns	Guns	Guns	Guns	Guns	Guns
Guns	Guns	Guns	Guns	Guns	Guns	Guns	Guns	Guns	Guns
Guns	Guns	Guns	Guns	Guns	Guns	Guns	Guns	Guns	Guns
Guns	Guns	Guns	Guns	Guns	Guns	Guns	Guns	Guns	Guns
Guns	Guns	Guns	Guns	Guns	Guns	Guns	Guns	Guns	Guns

100 Loaves of Bread: Cut vertically into 10 strips of 10

Bread	Bread	Bread	Bread	Bread	Bread	Bread	Bread	Bread	Bread
Bread	Bread	Bread	Bread	Bread	Bread	Bread	Bread	Bread	Bread
Bread	Bread	Bread	Bread	Bread	Bread	Bread	Bread	Bread	Bread
Bread	Bread	Bread	Bread	Bread	Bread	Bread	Bread	Bread	Bread
Bread	Bread	Bread	Bread	Bread	Bread	Bread	Bread	Bread	Bread
Bread	Bread	Bread	Bread	Bread	Bread	Bread	Bread	Bread	Bread
Bread	Bread	Bread	Bread	Bread	Bread	Bread	Bread	Bread	Bread
Bread	Bread	Bread	Bread	Bread	Bread	Bread	Bread	Bread	Bread
Bread	Bread	Bread	Bread	Bread	Bread	Bread	Bread	Bread	Bread
Bread	Bread	Bread	Bread	Bread	Bread	Bread	Bread	Bread	Bread

CHART A: World of a Hundred

Regions of the World ↓	Where are the 100 PEOPLE in the world?		How are the world's FOOD resources distributed?		Who controls the World's MILITARY POWER?		How is global WEALTH distributed?	
	Your guess?	Actual	Your guess?	Actual	Your guess?	Actual	Your guess?	Actual
Africa								
Asia								
Eastern Europe								
Western Europe								
Latin America								
North America								
Oceania								
Totals:	100%	100%	100%	100%	100%	100%	100%	100%

CHART B: World of a Hundred. Resource Index

This chart can be used to summarize the comparisons made in Chart A and to calculate a very approximate *Per Capita Resources Index* for each of the regions. The index is calculated by dividing the sum of the figures for food + money by the population figure for each region. (Money is included because it is the means of obtaining the basic necessities of life in most economies. Military power is not included in the calculation because, rather than offering a resource for individual citizens, it often represents a huge drain on resources that might otherwise be available.)

In a world in which all wealth and food were equally distributed the index would be 2.0 for everyone. That is, each person would have exactly 1 unit of food and 1 unit of money.

The index shows that in the wealthiest regions the average index is more than 10 times as high as in the poorest regions. It is important to remember, however, that within each region there are enormous extremes. Even in the poorest regions there is a group of fabulously wealthy people, and in the richest regions many still live in severe poverty. So the actual index for the richest people in a poor region may be many thousands of times as high as the index for the poorest people in a rich region.

Per Capita Resources Index

	Food	+	Money	→ (TOTAL)	÷	Population	=	Index
	↓		↓	↓		↓		↓
Africa					÷		=	
Asia					÷		=	
Eastern Europe					÷		=	
Western Europe					÷		=	
Latin America					÷		=	
North America					÷		=	
Oceania					÷		=	

KEY: Chart A

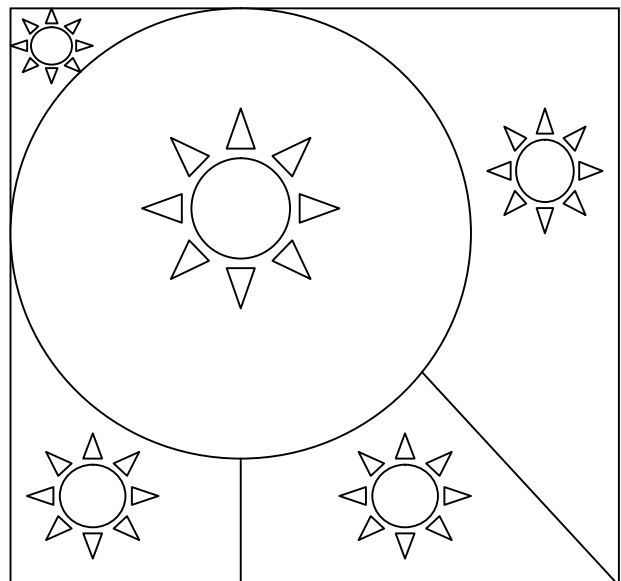
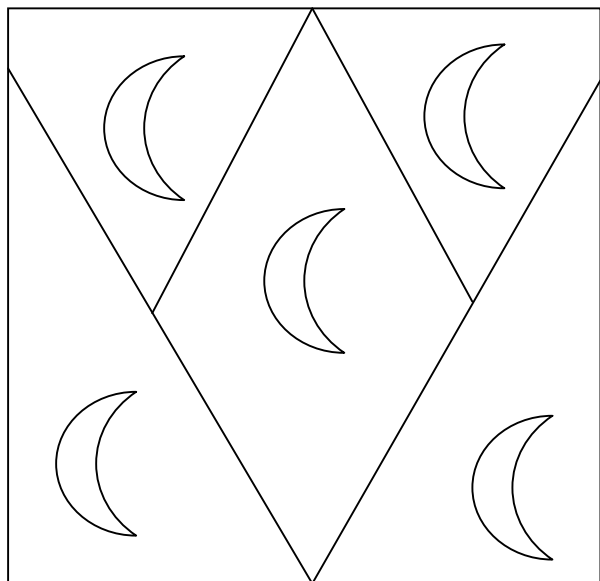
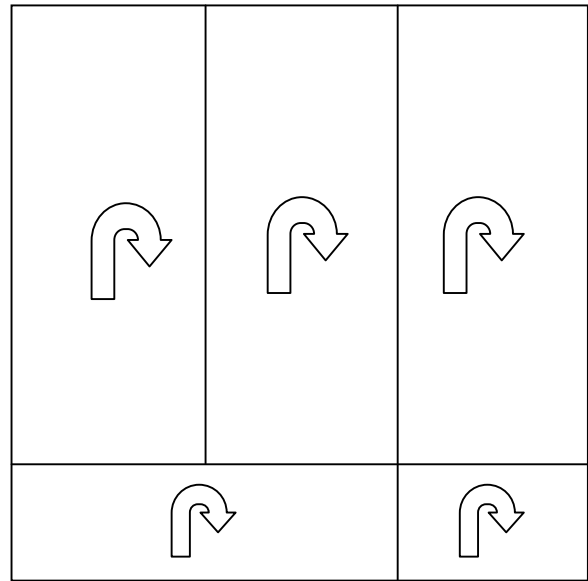
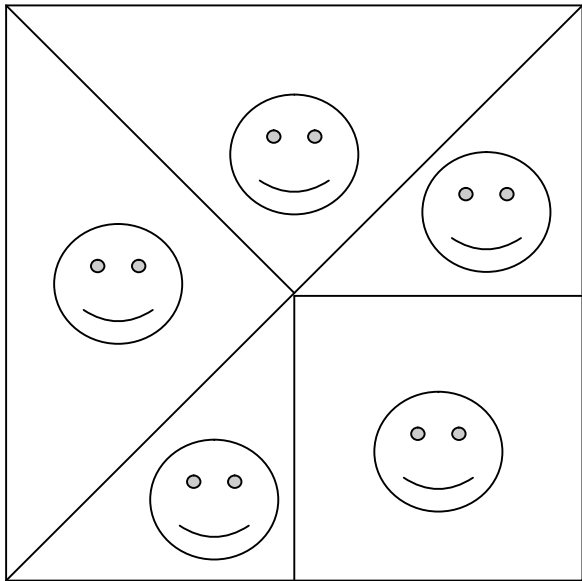
Regions of the World ↓	Where are the 100 PEOPLE in the world?		How are the world's FOOD resources distributed?		Who controls the World's MILITARY POWER?		How is global WEALTH distributed?	
	Your guess?	Actual	Your guess?	Actual	Your guess?	Actual	Your guess?	Actual
Africa		13		4		1		3
Asia		61		32		15		18
Eastern Europe		5		12		29		18
Western Europe		6		22		20		27
Latin America		9		6		2		5
North America		5		22		32		28
Oceania		1		2		1		1
Totals:	100%	100%	100%	100%	100%	100%	100%	100%

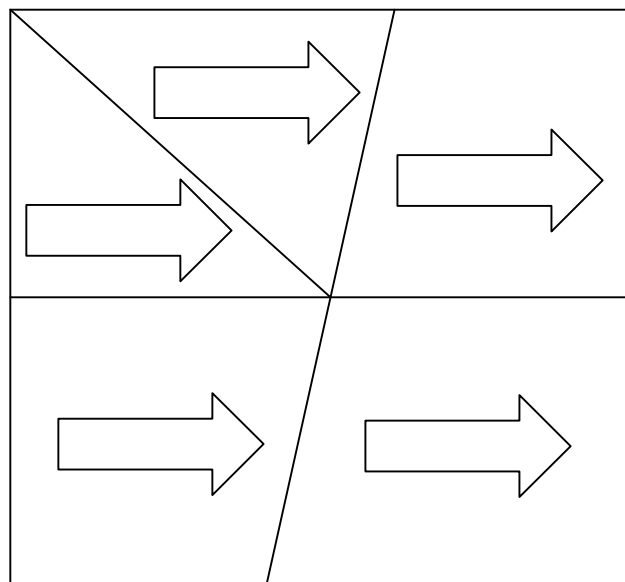
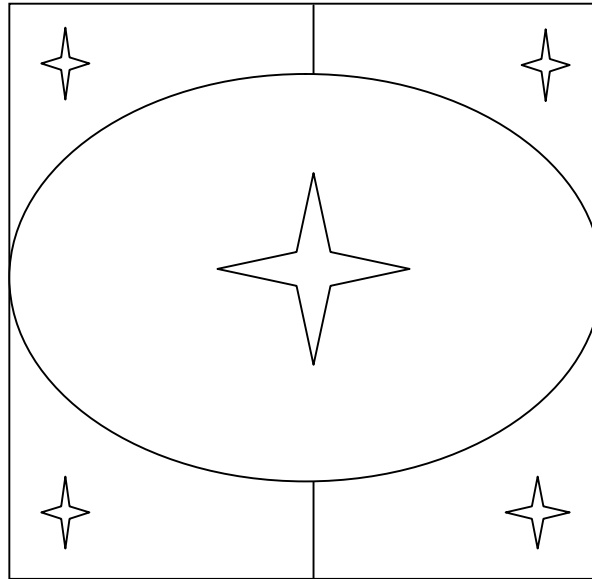
KEY: Chart B

Per Capita Resources Index

	Food ↓	+ Money ↓	→ (TOTAL) ↓	÷ Population ↓	= Index ↓
Africa	4	3	7	÷ 13	= 0.5
Asia	32	18	50	÷ 61	= 0.8
Eastern Europe	12	18	30	÷ 5	= 6.0
Western Europe	22	27	49	÷ 6	= 8.2
Latin America	6	5	11	÷ 9	= 1.2
North America	22	28	50	÷ 5	= 10.0
Oceania	2	1	3	÷ 1*	= 2.0
			<u>200</u>	÷ 100	= <u>2.0</u>

There are five pieces to each puzzle. Cut out one puzzle for each group. Cut out the separate pieces and hand them out randomly to students.





Sources:

This activity is an adaptation of an activity presented at a workshop sponsored by the Canadian International Development Association (CIDA) in 1985. We have been unable to trace it to its original source. Numerous websites present similar information, not always up to date. One website that updates the changing demographic data regularly is:

http://www.familycare.org/news/if_the_world.htm

2.02 Nations of the World: A Comparative Study

*The price of one jet fighter could provide
20,000 classrooms for 600,000 children.*
Roberto Lavidez

Topic: Wealth and poverty

Purpose: Students will

- comprehend the vast differences in living conditions around the world
- understand that these critical issues need to be addressed in the quest for global peace and justice.

Concepts and Vocabulary: quality of life, demographic comparison, population density, population growth rate, arable land, per capita income, gross domestic product, inflation, infant mortality rate (IMR), life expectance, adult literacy rate

Time: 1 period for Stage One. 2-3 additional periods will be required to allow students to complete the research and create graphs and displays.

Background Information: World peace will continue to be an elusive goal as long as extreme poverty, malnutrition, lack of education and medical care continue to dominate the lives of billions of people. These circumstances form the very real basis of personal suffering and collective discontent. This activity uses demographic data to compare the standards of living in specific nations.

Materials and Preparation:

- Arrange for student access to demographic data. Almanacs are efficient sources of all the information students will need for this activity. If you intend to use Internet sources, an excellent online almanac can be found on the *Infoplease* site at <http://www.infoplease.com/almanacs.html>.
- School libraries also stock hardcopy almanacs from various sources. Back issues up to five years old can be considered sufficiently up-to-date.
- Provide graph paper, preferably chart-size so results can be effectively displayed.
- Make copies of the *Nations of the World* data sheet for each student.
- Make copies of the *Comparisons* Sheet for each group.
- Decide how best to determine the student pairs and the groups of four.

Engage:

Stage One: Researching Demographic Data

- Ask the class what they feel is important in order to ensure *quality of life*. What factors can we use to measure and compare the quality of life in various countries?
- Introduce the lesson by discussing the issues raised in the *Background Information* section.
- Hand out copies of the *Nations of the World* sheet to each working pair.
- Explain that the column on the left side of the worksheet lists a set of parameters that will allow us to make meaningful comparisons between standards of living, or quality of life, in various countries.
- Clarify the meanings of all terms used on the worksheet.
- Group students in pairs and assign each pair to research two countries. (It is important that each pair be assigned 2 countries with sharply contrasting levels of prosperity. Optimal combinations of countries are suggested in the *Country Groupings* section.)
- Explain the task for Stage 1: Students need to find the information required to fill the blanks on the sheet and to do a few required calculations.

- Hand out almanacs, or help students connect to an on-line almanac. If you encounter an almanac which does not use the metric system to report land area, inform students that 1 square mile is approximately equivalent to 2.9 km².
- (Note: It is possible for students to work individually in Stage 1. But working in pairs guarantees that students will begin comparing countries immediately. This will help set the stage for discussion in the larger groups in Stage 2.)

Stage Two: Compare and Contrast

- When the working pairs have completed their almanac research, form groups of four by joining two pairs. Again, try to form groups whose assigned countries will maximize the contrast in living standards and region. Try to ensure each group includes countries from both northern and southern hemispheres, and from four different continents. (See *Country Groupings*)
- Ask group members to spend time exchanging information about the countries whose data they have collected.

Reflect:

- Invite comments about what students have learned so far. The following questions may serve to guide the discussion:
 - *What strikes you as significant about what you have learned so far?*
 - *What patterns or correlations do you see? (e.g. between per capita income and infant mortality?)*
 - *What do you know about particular countries that might explain some of the data or help us to put it into context? (e.g. might there be a connection between the average life expectancy and conflict in a country?)*
 - *Are there any broad regional patterns? (Are there characteristics that seem to be common to northern nations, but absent in southern nations? How can these be explained?)*
 - *How does Canada compare to other countries?*
 - *How aware have you been of the disparities between countries around the World?*
 - *What might be some of the underlying causes of the extreme conditions evident in some countries?*

Stage Three: Graphing

- Explain that some of the data will now be graphed. If students have the requisite skills, computer generated graphs can be considered.
- The graphing can be done in one of two ways:

Option One: Each group of four students graphs only the data for its FOUR countries.

- If this option is chosen, the whole class will need to decide the following:
 - Agree on the four or five variables that should be graphed in order to make the most meaningful comparison of actual living conditions. Obvious candidates are *per capita income*, *life expectancy*, *literacy*, *population per km² of arable land* and *infant mortality*, but others may be equally interesting. For example, as an index of basic technology in each country the *number of people per telephone* could be graphed. Once the class has agreed on these variables every group should graph only those so that in the end all the countries can be compared using the same variables.
 - Agree on common scales for graphing the variables so that the graphs for all countries can be meaningfully compared when all the graphs are displayed together.
 - Provide each group with a copy of the *Comparisons* sheet and ask them to transfer their Stage One data to this sheet before constructing their graph.

Option Two: Each group graphs ONE variable for ALL countries.

- In this option each group can determine a scale appropriate for its assigned variable. But everyone should be advised to make the graphs large enough to make an effective display.
 - Graphs for Option Two may require that several sheets of graph or chart paper be spliced together, since each graph will need space to represent all of the countries.
 - For Option Two it will be useful to agree on a common principle by which to order the names of the countries.
 - The class may decide to organize the countries by their *ranking* vis-à-vis the variable on each graph, the simplest method.
 - Or the class may decide that a *base variable* should be used to order all the countries on all the graphs. That way each graph actually shows two sets of data. *Per capita income*, for example, provides a baseline against which other variables can be shown. (If you decide to use the *base variable* method do not assign a group to that variable. Instead, work out the national rankings *vis-à-vis* that variable with the whole class beforehand. Ask the groups to list the countries in the same order on all graphs.)
 - A third option, alphabetical order, has the advantage of making it easy to find a given country as one moves from graph to graph.
 - Whichever method is chosen, the important thing is that there be a logical organizing principle for the project as a whole in order to make it easier to compare and contrast the data.
 - For this option, each group will need a copy of the Data Summary Sheet (for Option 2).

Reflect:

- As the graphs are completed mount them so that they are easily visible.
- Ask each group to prepare a brief summary of their findings. They should point out the upper and lower limits of the variable(s) they have graphed and share with the class any observations they made during this part of the project.
- Ask the class to identify any further correlations they have noticed and to suggest inferences that can be made from the data.
- Remind the class that this is a very simple statistical survey, and that one must be careful about the kinds of conclusions one draws on this basis. Ask them to formulate probing questions that might help guide further study. A concluding activity might be to have each student generate a set of such questions in the form of a journal entry or a simple list.
 - *What factors might account for the extreme poverty in so many African nations?*
 - *What is the history of Country X?*
 - *Why is there such a clear correlation between variable A and variable B?*
 - *The statistical sources say that Nation Y has huge gold and mineral deposits: why is this wealth not reflected either in the GDP or in the per capita income of its people?*
 - *Why is the population growth rate so high in many poor regions of the world?*

Action and Extension Activities:

1. Choose a country for further study. Research its history, resource base, international trade, relations with its neighbours and the rest of the world, political system, human rights record, connections/relations with Canada.

2. Research one of the major issues affecting living conditions around the world. Examples include:

the roots of poverty

malnutrition

water safety and scarcity

economic exploitation

North-South relations

political strife/unrest

child labour practices

climate change

Canada's foreign aid policy

women's rights

the AIDS crisis in a particular country or region

3. Organize a school-wide project to assist in digging wells, building schools, collecting equipment for schools and hospitals etc. There are numerous organizations active in these fields, which will advise and assist local initiatives of this kind.
4. Organize a school-wide campaign (posters, assemblies, special days, fundraising) to help students become more aware of global inequities.
5. Initiate a 'think globally, act locally' project in the school that involves local school or community initiatives to help reduce inequities. (e.g. reduce consumerism, energy reduction, etc.)

Country Groupings: Pairs and Fours*

<p>Angola / United States</p> <p>&</p> <p>Bolivia / Czech Republic</p>	<p>Brazil / Australia</p> <p>&</p> <p>South Korea / Uganda</p>	<p>Haiti / Canada</p> <p>&</p> <p>Indonesia / Russia</p>
<p>Egypt / Switzerland</p> <p>&</p> <p>Israel / Chad</p>	<p>Somalia / Cuba</p> <p>&</p> <p>Ireland / Chile</p>	<p>Mexico / Dominican Republic</p> <p>&</p> <p>France / Mozambique</p>
<p>Afghanistan / Greenland</p> <p>&</p> <p>Romania / Bangladesh</p>	<p>India / Turkey</p> <p>&</p> <p>Norway / Japan</p>	<p>Rwanda / China</p> <p>&</p> <p>Paraguay / Poland</p>

*These combinations are designed to improve the likelihood of useful contrasts within each working group. Other groupings are possible which might create particular comparisons you may wish to emphasize with your class. For example, neighbouring countries with very different economies might be compared; or countries with colonial histories, or with a recent history of conflict between each other.

NATIONS OF THE WORLD: Data Sheet

Countries

--	--

Land

1. Area (km ²)	km ²	km ²
2. Arable (%)	%	%
3. Arable (km ²) #2 x #1	km ²	km ²

Population

4. Population	people	people
5. Density per km ² (#4 ÷ #1)	people per km ²	people per km ²
6. Per km ² of arable (#4 ÷ #3)	per km ² of arable land	per km ² of arable land
7. Growth rate (%)	%	%

Health and Education

8. IMR per 1000	Infant Mortality _____ per 1000	Infant mortality _____ per 1000
9. Life Expectancy	years	years
10. Literacy	%	%

Economy

11. GDP (\$billions)	(US\$)	(US\$)
12. Per capita income	(US\$ annually)	(US\$ annually)
13. Inflation (%)	%	%
14. Telephones per 1000 people		

COMPARISONS: Data Summary Sheet (for Option One)

In the left column write the 5 variables your class has agreed to graph.
 Enter the names of the 4 countries your group has researched and enter the relevant data.
 Construct a bar graph in which each of the 5 variables is graphed for each country.
 (Use the scales agreed on by your class)

Variables	Countries			

2.03 Why Poverty?

Topic: An introduction to the problem of poverty

Purpose: Students will learn that

- poverty is a world wide phenomenon
- the developed world routinely ignores the plight of the poor
- solutions exist to alleviate the worst effects of poverty

Concepts: global poverty, distribution of resources, quality of life, complacency

Time: 1-2 periods

Background Information:

More than eight million people die each year because they are too poor to stay alive. . . More than 20 000 people died yesterday of extreme poverty'

Jeffrey D. Sachs, *The End of Poverty: Economic Possibilities for Our Time'*

Poverty is at the heart of much of human suffering. Apart from the obvious need for immediate humanitarian relief, we need to be concerned about the future of a world in which a growing and increasingly desperate proportion of the population sees itself as the victim of circumstances which are solvable, and to which the wealthy nations of the world routinely turn a blind eye.

Materials and Preparation:

- Make class copies of *Notorious Killer Strikes Again* and *The Experience of Poverty* (2 pages).
- Consider how best to form work groups.

Engage:

Stage One

- Initiate a discussion about the causes and consequences of poverty, encouraging students to state what they know or believe about the topic.
- Have students form groups of 3-5.
- Hand out copies of *Notorious Killer Strikes Again*.
- Request one student in each group to read the article out loud in a radio or TV 'news voice'. (Alternatively, have a single reader read it to the whole class before group work begins.)

Reflect:

- Ask students to react to the ironic content and the style of the article; specifically, the irony that although the facts stated in the article are true...
 - *We never see headlines such as these in the paper. Yet events much less comprehensive in scope are regularly reported. What can this mean?*
 - *The 'observers' mentioned in the article seem extremely slow to recognize and respond to the terrible toll that extreme poverty is taking right before their (our) eyes. Who are these observers? Why are they (we) so reluctant to respond?*

Just as despair can come to one only from other human beings, hope too can be given to one only by other human beings.
Elie Wiesel

- *The stark facts about global poverty look odd when presented in this way. Why is it somewhat jarring or disorienting to read about global poverty as news? What is it about this sort of news that doesn't seem to fit the news format?*

Engage:

Stage Two

- Ask each group to spend about ten minutes brainstorming a list of possible reasons for poverty. At this stage students should not be discouraged from including standard stereotypes regarding poverty (e.g. people are poor because they are too lazy to earn a living). In fact, addressing these stereotypes in the light of more accurate information about the central causes of poverty will be useful to students.
- When the groups have completed their lists ask them to decide whether they think each item is more probably a fact or a stereotype.
- As each group reports to the rest of the class make a master list on the overhead or chalkboard. Leave it there while you begin the next stage of the lesson.

Stage Three

- Hand out the *Experience of Poverty* fact sheet.
- Explain that this is a summary of the conditions that contribute to the 20 000 daily deaths due to poverty.
- Have the groups read and discuss the document together:
 - *Which facts presented in this summary are most striking? Why?*
 - *Which of the conditions of poverty seem most solvable? Which seem least solvable? Why?*
 - *Are the conditions discussed in the article the causes or the effects of poverty?*
 - *What, in your view, are the most important changes that need to happen in our world, if we are to find solutions to these problems?*

Reflect:

- Invite students to reflect and write about how poverty affects quality of life (*e.g. What would you do with a dollar a day?*).
- How do war and political instability affect poverty? Is there a correlation between a country's level of prosperity and its level of political stability?
- How can we account for the fact that most people continue to ignore poverty and the suffering of the poor in our own communities and around the world?

Action and Extension:

- Conduct research on the military spending of industrialized countries (especially Canada and the United States) compared to the amount of aid they provide to less developed countries.
- Submit a list of recommendations to Student Council regarding possible projects to support the elimination of poverty in your community and globally.
- Invite local representatives from organizations that work to combat poverty (social welfare, NGOs) to speak to the school and initiate a campaign for fund-raising or community service projects.

The Experience of Poverty

1 billion of the world's people survive on less than \$1.00 per day.

2.7 billion others earn between \$1.00 and \$2.00 per day.

Here is a summary of some of the aspects of poverty as experienced by more than 1/3 of the world's people. Each of the five categories needs to become a focus for development.

Poverty and Health

- Half of all Africans suffer from diseases like *cholera* and *diarrhoea*, which are directly related to an impure water supply.
- Each year *HIV/AIDS* kills 2.2 million people and infects 3 million more.
- *Malaria*, *diphtheria* and *pneumonia* are easily preventable diseases that kill 11 million children under 5 years old annually?
- During this class period (1 hour) 120 children will die of *malaria* in Africa. That is about 1.1 million annually. *Malaria* is a preventable disease that infects 3-5 million people each year and kills approximately 3 million.
- In some regions of Africa 75% of the people who have *HIV* also have *tuberculosis* (TB), the #1 killer of people with *AIDS*. TB is a preventable disease.

Poverty and Women

- More than 80% of all the farmers in Africa are women.
- 1 out of 16 women in the poorest countries of the world will die while giving birth, compared to 1 out of 3700 in North America.
- More than 40% of women in the poorest countries of the world have no schooling:
 - ✓ if a woman has 5 years of education her children have a 40% better chance of surviving than if she has no education.
 - ✓ children of educated women are immunized against common diseases 50% more often than children of uneducated women.
 - ✓ women with 6 or more years of education have a much better chance of surviving childbirth.
 - ✓ *AIDS* spreads among uneducated girls at double the rate at which it spreads among those that have even just a few years of school.

Poverty, Water and Sanitation

- 45% of the world's people do not have adequate sanitation systems.
- 40% are without basic toilet facilities.
- Nearly 20% have no access to safe drinking water.

Poverty and Hunger

- Every year, *malnutrition* kills 6 million children under the age of 5.
- Nearly 1 billion people get only one meal or less per day. 1/3 of these are children.
- More than 90% of these children suffer from long-term malnourishment and nutrient deficiency. Fewer than 10% are the victims of famine or other short-term circumstances: for them hunger is a permanent way of life.
- During this class period about 1000 people will die of starvation. More than half of these are children who have not reached their 5th birthday.
- Until 1960 the African continent exported food to the rest of the world. In 2005 Africa imports 35% of its grain.
- 40% of Africans have less than enough food to stay healthy and active.
- The loss of arable land, decreased fertility of the soil and the loss of labourers due to the AIDS epidemic have caused Africa's food production to decrease by nearly 25% in the last quarter century.
- In Africa agricultural fertilizers cost more than double the average world market price.

(Source: UN Millennium Project <http://www.unmillenniumproject.org/>)

GLOBAL PRESS INTERNATIONAL

Every-day, All-the-time, Any-Year

NOTORIOUS KILLER STRIKES AGAIN

(Bleuters Muse Service)

Eyewitnesses around the world report that more than 20 000 people died today as the direct result of extreme poverty.

According to relatives of the victims, this notorious killer is no stranger to the world. In fact there is evidence to suggest that just yesterday it may have killed upwards of 20 000 innocent victims. And earlier this week 20 000 people, many of them women and children, were slain by extreme poverty, all in one day.

Altogether, in just the past week more than 140 000 people have died due to the effects of extreme poverty. This figure is almost identical to the previous week's total when in excess of 140 000 people fell victim to similar effects, bringing the total for the month to just under 700 000.

The estimated number of casualties for last month also came to nearly 700 000, bringing this year's total to just over 8 000 000. Last year more than 8 000 000 are believed to have died from identical causes.

Since the figures for the current year bear a puzzling resemblance to the data recorded during each of the past ten or twenty years, a number of experts (speaking on condition of anonymity) say they are beginning to suspect there is at least a small chance that a pattern may be developing here that might merit closer attention.

Other experts are more skeptical. They warn against unnecessary alarm, pointing out (correctly) that almost none of us has ever actually seen anyone die of starvation. As a matter of fact, they say, most of us have never witnessed a death of any kind.

Hungry Again Tonight?

Well, don't worry! You're not alone. Why not join three billion other folks just like yourself at the empty table tonight who just can't seem to find enough to eat. You'll be in good company! See you there???

2.04 Ending World Poverty

Topic: Strategies for ending world poverty

Purpose: Students will learn about

- five indicators of extreme poverty
- potential solutions for the poverty crisis
- international commitments and goals for ending extreme poverty
- ways that individual citizens can get involved

Not until the creation and maintenance of decent conditions of life for all people are recognized... as a common obligation of all people and all countries – not until then shall we... be able to speak of humankind as civilized.

Albert Einstein (1945)

Concepts: degrees of poverty, indicators of poverty, potential solutions, commitment

Time: 2 class periods

Background Information: One-sixth of the world's people live in poverty so extreme that they literally cannot afford to stay alive. According to many analysts, this is a solvable problem. Even a relatively minor redistribution of wealth around the world has the potential to eliminate extreme poverty within our lifetimes. What is missing, so far, is the political will to do so.

The UN along with other agencies has set priorities for a global attack on this problem and all UN member nations have agreed to this strategy. This lesson invites each student to consider how she/he might become involved in the eradication of poverty.

Sources:

Sachs, Jeffrey *The End of Poverty: Economic Possibilities For Our Time*. Penguin 2005

UN Millennium Development Goals website: <http://www.un.org/millenniumgoals/>

Make Poverty History website: <http://www.makepovertyhistory.ca/>

Materials and Preparation:

- Make class copies of the 4-page student handout *Ending Poverty*.
- Arrange for access to the quiz 'Myth Busters' on the website <http://ourworld.ca/ow2002/myths02.html>. Or make an overhead transparency of the attached print copy of the quiz.

Engage:

- Begin by having students answer the five questions from the 'Myth Busters' quiz. This quiz exposes five common misconceptions about poverty's roots and potential solutions. Discuss the commentary provided for each answer.
- Distribute the *Ending Poverty* handout and read and discuss it together. The first two pages are a summary of the ideas of Jeffrey Sachs as expressed in his 2005 book *The End of Poverty*.
- Explain and discuss thoroughly the three *levels* and the five *indicators* of poverty discussed on the first page of the handout.
- The second page, *Can These Goals Be Achieved*, presents four critical ingredients of success in the eradication of the most extreme levels of global poverty.
- *Did You Know???* (p3), revisits the five poverty indicators, in each case identifying one of the persistent but solvable problems and one sign of hope and of movement in the direction of positive change. In discussing this information encourage students to recognize that many of the actions undertaken in addressing poverty issues are not difficult for ordinary citizens to

initiate. See, for example, the health clinic built in Tanzania through the efforts of just a few schools in England. Using the suggested websites will help provide students with a fuller understanding of the issues and may provide opportunities for research and reporting assignments.

- Page four focuses on the Millennium Development Goals agreed to by all UN member nations in 1990. To date, Canada has not met the obligations of this agreement. Students may wish to write to their MP and to the Prime Minister's office urging that the Canadian government show leadership among nations in this matter.

Reflect: Ask students to write a journal-style reflection using this prompt:

Consider the descriptions of extreme, and moderate poverty in the article 'Ending Poverty'. What would be the effects on your lifestyle and well-being if you had to live within those limits for the next 24 hours? For a month? For the rest of your life?

Action and Extension:

- Use the Internet to find information about an organization that assists communities in developing countries in supplying wells, pumps and sanitation infrastructure. Contact the organization and ask what it costs to dig or drill a well, to build a latrine, to supply irrigation equipment for one village. Develop and implement a plan to raise enough money in your school or community to assist a single village.
- In some regions a village school can begin to operate as soon as a teacher is found and a few basic supplies are provided. Develop and carry out a plan to raise the necessary funds to build and supply such a school. Use the Internet to contact local offices of development aid organizations to help you find the necessary information. One Canadian organization active in this field is Human Concern International. Its website is:
http://www.humanconcern.org/about_us.php
- Look into the possibility of getting involved in an international agency like The Heifer Project, which supports a variety of small local initiatives in developing countries. See their website at:
<http://www.heifer.org/>
- Ask students to develop a personal action plan that identifies two actions they can take to support the reduction of poverty with respect to each of the four priorities named in *How Can These Goals Be Achieved?*
- Research how much progress Canada has made towards meeting the goals of the United Nations Millennium Project. Let the Prime Minister and your MLA know you are concerned about this matter.

Myth Busters: Hunger Quiz

Here are five statements about global hunger.

Some of these are popular, but mistaken, ideas (myths) while others are true.

Read each one and decide whether you think it is a myth or a reality.

Then check the commentary below.

Five Statements:

1. *People are hungry because there is not enough food in the world.*
2. *Hunger is not a contest between the developed world and the underdeveloped world.*
3. *We need to increase food production, and if the environment suffers as a result, it can't be helped.*
4. *If developing countries could only sell more export crops they could afford to buy more food.*
5. *Hunger is a question of who controls the food production process.*

Commentary:

1. This is a myth: Since the early 1970's there has been more than enough food in the world to supply every man, woman and child with 3000 calories in grain alone. That is without counting meat, nuts, fruits or vegetables. The problem is one of access to affordable food.
2. This is a reality: Hunger exists everywhere. In Canada, a 'developed' country, there is hunger. The use of food banks has increased dramatically over the last five years. And in many 'developing' countries, many people are quite well-fed, and may be overfed. Hunger is the result of a social process, and those lowest on the rungs of society suffer hunger everywhere.
3. This is a myth: We already know that there is enough food. Increasing food production in ways that damage the environment is not the answer. And what we damage today, we cannot use tomorrow.
4. This is a myth: Export crops do not feed people. Why grow one crop to sell to someone else so that you can buy food, when the land you farm could produce the food you need? The prices of export crops are not controlled by the producers, and tend to remain low, so that it is almost impossible to raise all the needed revenue. And even then, it is a question of how that revenue is divided. Who gets the biggest share?
5. This is a reality: Redistributing food only addresses a symptom of the disease of hunger. It does not address the disease itself. The real question is, how do people gain control of the food producing resources?

ENDING POVERTY

Levels of Poverty: In his book *The End of Poverty: Economic Possibilities For Our Time*, Jeffrey Sachs expresses confidence that the numbers of the very poor can be reduced by half by the year 2015 and completely eliminated by 2025. He begins by describing three levels of poverty.

Relative poverty is the least severe form of poverty. It affects people in any region whose income is below the national average. They are reasonable well able to supply their basic needs but because of low income they are 'lacking things that the middle class now takes for granted.'

Moderate poverty refers to people who earn very little money (between \$1 and \$2 per day) but who are able to grow their own food and meet their other basic needs on a long-term basis, although not without constant hardship.

Extreme poverty describes those who earn less than \$1 per day. There are more than 1.1 billion extremely poor people in the world. They lack safe water and sanitation, access to basic health care and education, and often do not have adequate shelter. The extremely poor suffer from constant hunger and chronic malnutrition. The extremely poor literally cannot afford to survive to old age. In many regions the life expectancy of the extremely poor is less than half of the global average.

Problems and Solutions: Sachs identifies five problems that contribute to the suffering of the very poor, and he identifies the interventions (solutions) needed in order to address these problems.

Problem #1 The lack of clean water and sanitation.

Intervention: Protect natural springs, build cisterns for the safe storage of rainwater, dig and drill wells, build latrines

Problem #2 The lack of basic health services.

Intervention: Build village clinics, provide anti-malaria bed nets and medicines, provide treatment for the infections that attack HIV/AIDS patients.

Problem #3 The lack of educational opportunities and facilities.

Intervention: Guarantee primary and secondary education to all children and vocational training in farming, construction skills and computer literacy

Problem #4 Poor food production due to soil depletion, drought...

Intervention: Improve irrigation, seed quality, fertilizer and the protection of crops from insects and rodents

Problem #5 Lack of energy resources for basic community functions.

Intervention: Introduce local diesel or wind generators to provide lighting and energy to run pumps, grain mills and refrigeration and communications technology.

Can These Goals Be Achieved?

Sachs insists that we have the means to end extreme poverty. Achieving this goal would not be particularly complicated if we focus on several basic priorities. Four of these priorities are:

Worldwide Commitment

Groups like *Oxfam* are leading the way with a clear declaration that poverty must become a thing of the past. 'Make Poverty History' is one of the slogans adopted by these groups.

Individuals, not just governments, need to become committed to action. Although eliminating poverty is a huge project, it is 'individuals, working in unison (that) form and shape societies'. Each one of us can find ways to become involved in reducing the suffering of the world's poor.

A Plan

Actually, there already is a plan. At the beginning of the 21st century all of the national governments of the world accepted the Millennium Development Goals, which lay out very clear targets for the reduction of poverty. The year 2015 is the target date for most of these goals. Some progress has been made, but not enough to meet these deadlines.

The Poor Must Have a Voice

The governments and people of the poor countries of the world must not wait until the developed countries take the initiative. They themselves must unite in calling the world's attention to the problem of poverty and to the dangerous consequences for everyone if no solutions are found. Such movements need universal support.

The Rich Must Respond With Action, Not Just Promises

The wealthiest nations of the world promised in 2002 to contribute 0.7% (70 cents out of \$100.00) of their Gross National Product to assist developing countries. Only a few countries have so far done so. (Denmark, Norway, Sweden, Luxembourg, Netherlands) Six others have committed themselves to meeting this goal by 2015. (Belgium, Finland, France, Ireland, Spain, United Kingdom). Canada and The United States are not on these lists even though their per capita incomes are among the highest in the world. At present Canada contributes less than 0.3% and the US only 0.1% of GNP. Sachs refers to a recent survey of US citizens showing that nearly 2/3 of Americans would support an increase in government assistance to developing nations. Support for such initiatives in Canada is even higher.

Did You Know ???

Water:

Did you know that the supply of water to some of the poorest communities in Africa is controlled by private companies and that it is sold for profit rather than being supplied by the government at cost? For one perspective on this matter, see <http://news.bbc.co.uk/2/hi/africa/3136713.stm>

Did you know that for only about \$1000 a well can be built that would supply an entire village with safe water? See how one group is making this happen:

<http://www.africanwellfund.org/>

Health:

Did you know that some of the world's largest pharmaceutical companies have refused to allow the manufacture of affordable AIDS medication in Africa, where in sub-Saharan Africa alone, 24.5 million people suffer from AIDS/HIV? The reason? Reduced profits. For information on recent developments in this situation, see <http://mondediplo.com/2003/12/19aids>

Did you know that a group of just 5 schools near Bury St. Edmonds in England raised enough money to build an AIDS/HIV testing centre that will serve a community of 100 000 people in Tanzania? For more information see

http://www.bbc.co.uk/suffolk/content/articles/2004/09/24/africa_aids_fight_feature.shtml

Education:

Did you know that the only reason thousands of children do not learn to read is because their village has no school and no money to hire a teacher?

Did you know that dozens of organizations are helping communities around the world build schools? In many places a school for 100 children can be built for \$10 000 to \$20 000.

Agriculture:

Did you know that the cost of fertilizer in Africa is between three and six times as high as it is in Canada, and that the petroleum industries which manufacture fertilizer are among the most profitable corporations in the world?

Did you know that Africa's warm climate and rich soils could make it an exporter of food within a few decades? How? See the article on the website at <http://www.voxeu.org/article/africa-can-help-feed-africa-removing-barriers-regional-trade-food-staples>

Energy:

Did you know that in many of the poorest regions of the world firewood is still the most common source of energy, and that solar energy and wind-powered electricity are partial solutions to this problem? See <http://www.scienceinafrica.co.za/3cooker.htm>.

The United Nations Millennium Project ***

Goals and Targets

- Goal 1. Eradicate extreme poverty and hunger. By 2015...**
Target 1. Reduce by 50% the number of people earning less than \$1 a day
Target 2. Reduce by 50% the number of people who suffer from hunger
- Goal 2. Achieve universal primary education. By 2015...**
Target 3. All children will be able to complete primary and secondary schooling
- Goal 3. Promote gender equality and empower women.**
Target 4. Eliminate gender bias in primary and secondary education by 2005, and at all levels by 2015
- Goal 4. Reduce child mortality. By 2015...**
Target 5. Reduce by 2/3 the mortality rate of children under five years old
- Goal 5. Improve maternal health. By 2015...**
Target 6. Reduce by $\frac{3}{4}$ the maternal mortality rate
- Goal 6. Combat HIV/AIDS, malaria, and other diseases. By 2015...**
Target 7. Halt and begin to reverse the spread of HIV/AIDS
Target 8. Halt and begin to reverse the spread of malaria and other major diseases
- Goal 7. Ensure environmental sustainability**
Target 9. Introduce sustainable development and reverse the loss of environmental resources
Target 10. By 2015, reduce by 50% the number of people without access to safe drinking water and basic sanitation
Target 11. By 2020, achieve a significant improvement in the lives of at least 100 million slum dwellers
- Goal 8. Develop a global partnership for development**
Target 12. Develop a global trading system that is fair for everyone.
Target 13. Cancel the debts of the Least Developed Countries
Target 14. Address special needs of developing landlocked and island countries
Target 15. Deal effectively with the debt problems of all developing countries
Target 16. Develop strategies for decent and productive work for youth
Target 17. Provide access to affordable essential drugs in developing countries
Target 18. Make new information and communications technology universally available

***** THE GOVERNMENTS OF ALL UN MEMBER NATIONS accepted these goals and targets in 1990 as part of their planning for the New Millennium!**

2.05 Poverty in Canada

Topic: The causes and consequences of poverty in Canada

Purpose: Students will learn that

- poverty is a feature of life in all regions of Canada
- certain groups are particularly vulnerable to poverty
- poverty is a peace and justice issue
- solutions to poverty in Canada will require new ways of thinking about the economy and a restructuring of our social support systems

Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.

Margaret Mead

Concepts: disparity between rich and poor, basic needs, minimum wage, poverty line, Low-Income Cut-Off (LICO), working poor

Time: 1 period to initiate the topic. Additional time for research and assignments.

Background Information: At a time when Canada is being challenged to join other wealthy nations in eradicating the most severe forms of poverty world-wide it is easy to forget the significant numbers of people within our own borders who struggle to survive far below the poverty line. Minimum wages fall far short of meeting the basic needs of working people. Social assistance rates for those unable to work are even lower.

Materials and Preparation:

- Photocopy class sets of *Poverty in Canada: Quiz*, and the two-page *Poverty in Manitoba* document. (The quiz may be done using an overhead transparency)
- Arrange for students to have access to the Internet for follow-up activities.

Engage:

- Have students write the *Poverty in Canada: Quiz*. You may want to make this a small group activity to encourage discussion and the sharing of ideas.
- When students have completed the quiz provide the correct answers.

Answer Key: (2006 figures)

- | | | | | |
|----------|---|--------|----------------|--------------------|
| 1. 16.2% | 3. \$14500 | 5. 36% | 7. 4,000,000kg | 9. 41% |
| 2. 18.5% | 4. 10%, 3 rd highest in Canada | 6. 52% | 8. 43% | 10. more than \$12 |

- Debrief the results of the quiz and discuss questions and issues that arise.
- Have students form discussion groups to read and study *Poverty in Manitoba*.
- Ask them to begin by studying the chart comparing *Minimum Wage*, *LICO* and *Social Assistance* rates, and then to analyze each of the other five sections in detail.
- Allow 20 minutes or so for the group work before reconvening the whole class.

Reflect:

- Reconvene the whole class to debrief the discussion exercise.
- Ask each group to present a brief statement summarizing the inferences and conclusions drawn from their study of *Poverty In Canada*.

- The following questions may be helpful in guiding the concluding discussion.
 - *How can we explain the big difference between the federal government's recommendations for a minimum income (LICO) and the province's minimum wages and social assistance rates?*
 - *Some citizens as well as some research groups have said that they feel social assistance rates are too high, and that people on social assistance have little incentive to find work. What reasons might they have for saying this? How do you respond to this common perception?*
 - *Discuss the 'going rate' for apartment rental in your community, and the monthly costs of food and clothing for a single person. Calculate the monthly and annual costs of these three items.*
 - *What other secondary expenses are an important part of your lifestyle? How much money would you have left for these items after taking care of food, clothing and rent if you are working full-time at Manitoba's minimum wage?*
 - *Recalculate the above, using the rates for Social Assistance.*
 - *Summarize your thoughts after considering the above information.*
- Other questions suggested by these materials may be used either for group discussion/presentation or for individual assignments.
 - *If you were asked by the Manitoba government to identify a single top priority for dealing with poverty in the province, what would you name as the most urgent issue? Explain in detail why this particular issue is so important.*
 - *Notice that women are much more vulnerable to poverty in Manitoba than men? What reasons can you think of why this is so? What needs to change in our society in order to remedy this situation?*
 - *Considering the information provided in the 'Poverty in Manitoba' sheet, what connections do you see between poverty and education?*

Action and Extension:

- **Budgeting:** Have students create a budget that allows them to live on Social Assistance or on Manitoba's minimum wage. They should assume they have no other source of funds, and that they must live on this budget for one year. Rent, clothing and food must be priorities. And they must remember special expenses such as seasonal clothing, holiday costs, transportation etc.
- **Virtual Shopping:** Some research groups have suggested that Social Assistance rates are too generous. One such group recently suggested that a female senior citizen living on her own should be able to live on \$25 a week for food. Visit a neighbourhood grocery store and 'shop' for a week's provisions. Price out the groceries you would buy for \$25 to last you for one week. Also make a note of the foods you would like to buy but could not afford. Can you see any problems maintaining a balanced diet if you stick to this budget?
- One of the troubling features of life in Canada is the huge difference between the incomes of the wealthiest people and the incomes of the poorest people in Canada. Activists point to this fact as a fundamental injustice in our society. Visit the website at <http://www.justincome.ca/> to find out about the idea of a 'just income'. What do you think of this idea? Should everyone be guaranteed a basic income sufficient to meet the poverty line? Should the maximum income also be limited? Give reasons for your opinion?
- Poverty is often identified as one of the root causes of social discontent and crime. Because poor people are greatly over-represented in Canada's prisons, our criminal justice system has

sometimes been accused of punishing people for being poor. Research the connections between poverty and criminal justice in Canada. Do people living below the poverty line commit more crime, on average, than other people? If so, why might this be so? If not, how can we then explain the fact that so many more poor people than rich people end up going to jail?

- Take note of the various groups that are over-represented among the poor in Canada? Can this be explained without raising questions about our attitudes and our historic relationships with minority groups? Why do you think certain groups have much higher unemployment rates than the national average? What should be done to make Canada an 'equal employment' society?
- For first-hand stories of the lives of women below the poverty line visit the websites at http://unpac.ca/economy/melody_sa.html (Melody's Story), and <http://unpac.ca/economy/anon.html> (Anonymous Story)
- For more basic facts about world poverty and poverty in Canada try the quizzes on the website at <http://unpac.ca/economy/wompoverty3.html>

Sources: websites cited above, and Winnipeg Harvest: www.winnipeg Harvest.org

Poverty In Canada: Quiz

Circle the answer you think is the most accurate response to the question.

Definitions:

- *Living 'below the poverty line' means having to spend more than 56% of the family's before-tax income on the three basic needs: food, clothing and shelter.*
- *'Family' can mean just one person living alone, or any combination of parent(s) and children.*

1. The percentage of Canadians living below the poverty line is

5% 9.5% 12.7% 16.2% 21.4%

2. In Manitoba the percentage of people below the poverty line is

4% 7.5% 11.6% 13% 18.5%

3. At Manitoba's minimum wage of \$8.50/hour, annual earnings for a full time employee are

\$14500 \$17000 \$21000
\$24500 \$72000

4. How does Manitoba's child poverty rate compare to the national average?

20% lower 10% lower It's about the same
10% higher 30% higher

5. How much do Canadians with an average income spend on food, clothing and shelter.

16% 26% 36% 46% 56%

6. Of all Canadians under the poverty line, what percentage are single parent mothers?

22% 32% 42% 52% 62%

7. How much food did the food bank Winnipeg Harvest distribute in 2006?

400kg 4000kg 40 000kg
400 000kg 4 000 000kg

8. The annual earnings of a single mother with one child working full-time at minimum wage fall how far below the poverty line?

13% 23% 33% 43% 53%

9. What percentage of aboriginal women living away from reserves live below the poverty line?

21% 31% 41% 51% 61%

10. In Winnipeg a 4l jug of milk costs about \$4. In northern Manitoba it costs as much as

\$6 \$8 \$10 more than \$12

Poverty in Manitoba

Minimum Wage, Social Assistance and the Poverty Line

- Many Manitobans below the poverty line are working full-time for low wages.
- This chart compares Manitoba's *Minimum Wage* with *Winnipeg's Social Assistance* rates and the *Low-Income Cut-Off (LICO)* figures that Statistics Canada uses to calculate an approximate poverty line for people living in Canadian cities. (2012 figures, approximate)

<i>Family Profile</i>	<i>Before-tax LICO (Winnipeg)</i>	<i>Social Assistance (Winnipeg)</i>	<i>Minimum Wage MB (annual earnings F/T @ \$10.25/hour)</i>
1 Adult	\$23 300	\$7 000	\$20 500
Family of 2 (1 adult, 1 child)	\$29 000	\$15 000	\$20 500
Family of 3 (1 adult, 2 children)	\$35 500	\$17 000	\$20 500
Family of 4 (1 adult, 3 children)	\$43 000	\$21 000	\$20 500
Family of 4 (2 adults, 2 children)	\$43 000	\$23 000	\$41 000 (2 earners)

Food, Clothing and Shelter are our most basic needs, without which we cannot survive.

- Manitoba has the third highest provincial poverty rate in Canada. (18.5%).
- 3033 Winnipeg families are waiting for subsidized rental housing. (2004).
- Nearly 40 000 people access the Winnipeg Harvest food-bank each month.
- 30% of food-bank clients cannot afford a phone.
- 45% of food-bank clients miss one or more meals per month due to lack of food.

Poverty, Children and Health

- In Manitoba 22.5% of children live below the poverty line.
- In situations of poverty children often suffer from nutritional deficiency: e.g. In Winnipeg providing 3 glasses of milk daily for one child costs about \$20/month.
- Because of poor diet and the high cost of dental care, children in low-income families have a rate of tooth decay nearly 10 times the national rate.
- Babies born to low-income parents are nearly twice as likely to be born with a low birth weight, which is a leading cause of illness and death in infants.
- Raising children in our society is costly. Children whose parents cannot afford to provide them with stimulating social, physical and educational activities spend more time watching television than in any other activity besides sleeping.

- **Groups who are over-represented below the poverty line in Manitoba include:**
 - visible minorities
 - recent immigrants
 - First Nations citizens
 - persons with disabilities
 - single parent families
 - single persons living alone

- **Women**
 - 27% of Manitoban women with disabilities between 16 and 64 years old live in poverty.
 - 51% of senior women living alone are poor.
 - Women's family income drops an average of 23% when they divorce, while men's adjusted family income increases 10% when they divorce.
 - Women contribute twice as much unpaid labour to the economy as men do in the form of childcare and volunteer work. This leaves them with much less time for paid labour.
 - 40% of women's jobs are part-time, contract work, or self-employment. Workers in these jobs usually do not have health benefits or pension plans. This will probably lead to even higher rates of poverty for women in the future.

- **Winnipeg Harvest Food-Bank Clients**
 - 65% have not completed high school.
 - 8% have completed a college or university program.
 - 40% are living with a disability.
 - 53% have lived in Winnipeg for 20 years or more.
 - 40% are living alone.
 - 47% of those receiving food from Winnipeg Harvest are children.
 - 16.5% of Winnipeg Harvest clients belong to the 'working poor.' They are working either full-time or part-time, or are receiving Employment Insurance while looking for a new job.

2.06 The 'Just War' Theory

One is left with the horrible feeling now that war settles nothing; that to win a war is as disastrous as to lose one.
Agatha Christie (1977)

Topic: Can war ever be justified?

Purpose: Students will learn

- the just war theory to evaluate recent and current world conflicts

Concepts: civil war, revolution, war of aggression, pre-emptive war, just war

Time: 1-2 periods

Background Information: While war is inevitably terrifying and catastrophic it is not helpful to treat all wars as though there were no meaningful differences between them. Each conflict is the result of a unique set of complex issues and events. An expansionist attack by a powerful nation against a weak neighbour, for example, is very different from an uprising of a suppressed people against an oppressive regime.

The *'just war'* tradition proposes a set of standards to help assess the extent to which armed conflict may be justifiable. In this lesson students apply *just war* standards to four recent or current conflicts.

Materials and Preparation:

- Make class copies of *The Just War Theory*
- Decide how many of the *Conflicts* (I-IV) each group will evaluate (see Engage), and make copies accordingly.

Engage:

- Distribute copies of *The Just War Theory*
- Read and discuss the document as a whole class. The following questions may be helpful in guiding the discussion:
 - *Can you imagine a situation that meets all the criteria for a just war?*
 - *Why might the 'proper authority' requirement present a problem in some situations?*
 - *Who should decide whether a 'cause' is 'just'?*
 - *What problem do you see with the idea of 'minimizing violence' in modern warfare?*
 - *Is it realistic to expect armies to avoid harm to civilians? What features of modern warfare make this more difficult? What features might seem to make it less difficult?*
 - *The just war theory seems to refer to war between countries. How well does the theory 'fit' other situations like revolutions within a country? What about protests that lead to the overthrow of 'proper authorities' who are themselves unjust?*
 - *Is pacifism an option? Can we say an absolute no to all forms of war? Must this always be a purely personal decision, or might there be circumstances in which an entire country could give up its army and say no to war?*
- Form groups of 3-4 students. Distribute the *Conflicts* summaries. Ask each group to use the principles of the just war theory to assess these conflicts. You may wish to have each group assess only one of the conflicts and then report to the whole class. Or, it may be more

productive to have each group evaluate all four conflicts and compare them within the groups before reporting.

- Remind students that most conflicts will have more than one point of view, and that the ‘justness’ of each of the four conflicts must be considered from the points of view of all parties.
- Have groups assign a mark to indicate to what extent each conflict meets the requirements of a just war (maximum 7, one for each of the 7 principles of just war theory.)
- When the group work is completed discuss the conflicts one at a time, giving each group an opportunity to report. Part of the discussion should include a defence of the marks assigned to the conflicts by each group.

Reflect:

- Ask students to spend 15 minutes writing a journal entry reacting to the idea of a just war. Prompts you may wish to use:
 - *How do you react to the idea of ‘just war’? What difficulties do you see with any or all of the 7 requirements for a just war?*
 - *Does the just war theory fit all conflicts equally well? What kinds of conflicts seem hardest to assess using this model? Why?*
 - *Can you propose a better way to determine when (and why and how) it is appropriate to go to war?*
 - *Do you think war can ever be abolished altogether? What would be the consequences of doing so? What might be the consequences for the future of the planet of not abolishing war?*
 - *What alternatives to war exist today? What would be required of the leaders and citizens of the world if the abolition of war were to become a reality?*

Action and Extension:

Challenge students to choose a form of engagement in issues of peace and justice. A few options are:

Learn

- Do additional research on a current conflict. Check media sources for reliability and bias. Discover the background of the conflict and form an opinion on whether or not the actions of the parties involved are justified.

Write

- Write to your Member of Parliament in Ottawa asking her/him to raise your concerns with the government. Write also to show support when your government makes decisions you feel are in the interests of peace. MPs are very sensitive to public opinion and will bring urgent matters to the attention of government ministers. For your MP’s address, see <http://www2.parl.gc.ca/Parlinfo/Compilations/HouseOfCommons/MemberByPostalCode.aspx?Language=E>

- Write to prisoners of conscience - those who are in jail for opposing oppressive policies of their own governments. Remind them that they have not been forgotten. Letter campaigns have resulted in release for many such prisoners. See the Amnesty International at <http://web.amnesty.org/pages/ua-index-eng>

Join

- There are hundreds of organizations that depend on volunteers to help them carry on the work of peace and justice. Find such a group in your community or online and research their goals and objectives. Ask how you can get involved.
- Form an organization in your own school focused on peace and justice, on human rights, or on conflict resolution. Design an information display; plan a student presentation, organize a community meeting to publicize the issue, or start a fundraising campaign.

Reflect:

- Think about yourself. What are your personal priorities and values? Consider ways of aligning your time and energy and commitments with the ideals of a peaceful and just world. Identify ways in which you can begin to influence your immediate environment, as well as the broader community and the world. Decide on a single thing you can do to make a start.

Sources:

On the just war theory: <http://www.iep.utm.edu/j/justwar.htm>
 On the Falklands War: <http://www.yendor.com/vanished/falklands-war.html>
 On the Cuban Revolution: en.wikipedia.org/wiki/Cuban_Revolution
 On Canadian Peacekeeping in Cyprus:
<http://www.lermuseum.org/ler/mh/1945topresent/cyprus.html>
<http://www.cbc.ca/news/background/cdnmilitary/peacekeeping.html>
 On the War in Iraq: <http://www.infoplease.com/ipa/A0908792.html>

The 'Just War' Theory

The idea that war must follow rules is probably almost as old as war itself. Some of the oldest written records of ancient cultures refer to the honour of conducting oneself properly in war, and of the shame of having broken the rules of combat. But it wasn't until the 13th century CE that Thomas Aquinas gave the theory of just war the form in which we find it today.

The Just War theory says that

- a) before going to war a nation must have a morally valid reason, and
- b) war must be fought according to rules that minimize suffering and destruction.

Justice On The Way To War:

Before war can be declared all of the following requirements must be met.

- Proper Authority:
The decision to use force must be made by legitimate leaders.
- Just Cause:
The reason for going to war must qualify as a 'just cause'. Causes frequently seen as 'just' are self-defence, and retrieving stolen territory.
- Peaceful Intention:
The purpose of the war must be to achieve a lasting peace. Armed force is justified only if it is used to restrain and minimize violence.
- Last Resort:
Every peaceful alternative must have been tried and exhausted before deciding to go to war.
- Hope of Success:
There must be a reasonable chance of being able to achieve a stable peace before the decision is made to go to war.

Justice in the Conduct of War:

In fighting a war the following principles must be observed and practiced:

- Balance and Proportion:
Violence must be kept to a minimum. The suffering and destruction caused by the war must not be greater than required to achieve the objectives of the war.
- Civilian Immunity:
The methods of warfare must make a distinction between soldiers and the general population. Civilians must be considered non-combatants.

Conflict I: The Falkland Islands War - 1982

The tiny Falkland Islands lie in the South Atlantic 480 km from Argentina and about 13000 km from England. Beginning in the early years of the 16th century the Spanish, Dutch, French, Portuguese and British all showed interest in the islands. Since 1833 the islands have been inhabited primarily by sheep farmers of British ancestry, and in 1892 the British government officially declared the Falklands a British colony. Argentina, on the other hand, has always insisted that the Falkland Islands automatically became Argentinean territory in 1816 when Argentina declared its independence from Spain.

In 1982 the leaders of both the British and the Argentinean governments were in serious political difficulties. In England Prime Minister Margaret Thatcher's popularity was plummeting on the eve of national elections. In Argentina the annual inflation rate was 600%, workers were on strike and the general population was increasingly dissatisfied with the abuses of the military regime. General Galtieri decided to capture the 'Malvinas' as a way of rallying the Argentinean people around a popular cause and, what was more important, to deflect attention from Argentina's urgent economic and human rights problems. In March of 1982 Argentina's armed forces landed on the islands and took control. In England, Prime Minister Thatcher appealed to the patriotism of the British public and launched a massive invasion to take back the islands. The Argentineans surrendered. Altogether, nearly 1000 people died, among them 3 civilian Falklanders killed by British fire. General Galtieri was driven from office. Thatcher was re-elected.

More details at <http://www.yendor.com/vanished/falklands-war.html>

Conflict II: The Cuban Revolution – 1956-59

Since 1492 Cuba had been a colony of Spain and Cubans longed for independence. After a popular uprising in 1895 Spanish rule ended, but in 1898 the United States army invaded and took over effective control of the country, placing it under the dictatorship of Fulgencio Batista. Within 20 years Americans owned or controlled most of the farmland. While Cuba became the playground for the rich and famous, the general population suffered from extreme poverty, unemployment, poor healthcare and a lack of basic educational services. During this time the average annual income in Cuba was less than \$100, the literacy rate was 43% and nearly 40% of the people had intestinal parasites.

In November 1956, after several previous attempts to dislodge Batista, a small number of revolutionary troops under the leadership of Fidel Castro and Che Guevara began the 25 month guerrilla campaign that would lead to the final overthrow of the Batista regime on January 1, 1959. More than 20 000 people were killed in the revolution. Castro became President of Cuba and immediately announced the return of land to farmers. Foreign industries were nationalized and the profits from the Mafia-controlled casinos were redirected to provide healthcare and educational services.

By the end of 1959 the US was actively involved in undermining the success of the Cuban revolution. In July the US military recommended a full-scale invasion of Cuba using former Cuban fighters who were now living in the US. The Bay of Pigs invasion occurred on April 17, 1960 but was repelled within 72 hours. Since 1960 the US has subjected Cuba to a comprehensive economic blockade, making life extremely difficult.

For additional information see: http://www.rcgfrfi.easynet.co.uk/ratb/cuba/cuba_rev.htm

Conflict III: Canadian (UN) Peacekeeping in Cyprus – 1963 to the Present

In 1959 British rule of Cyprus ended and the Mediterranean island became an independent nation. But fighting soon broke out between the Greek and Turkish factions and both Greece and Turkey prepared to invade the island. Although United Nations troops were called in to separate the two sides (with Canadian soldiers marking up a significant part of the force) sporadic fighting continued. In the summer of 1974 Greek officers in the Cypriot National Guard overthrew the president of Cyprus, the Archbishop Makarios, and proposed to bring Cyprus under Greek control. A week later 40 000 Turkish troops invaded the island, quickly capturing significant territory. When the Turkish army moved to capture the airport of the capital city, Nicosia, the leadership of the UN forces decided to stop the advance. Canadian soldiers were ordered to defend the airport. Greek Cypriots fought off the first Turkish attack before the Canadians were fully deployed. The Canadian Chief of Staff, Colonel Clay Beattie announced that his forces would actively defend their positions in any further attacks on the airport. He also reminded the combatants of the serious consequences of attacking UN forces whose sole purpose was to prevent an escalation in violence. The Turks, respecting the neutrality of the Canadians, withdrew. Two Canadian soldiers were killed and more than 100 wounded. Since 1959 Canadian soldiers have been continually present in Cyprus to ensure that new fighting does not break out.

For more information on Canadian contribution to UN peacekeeping, see <http://www.dfait-maeci.gc.ca/peacekeeping/menu-en.asp>

Conflict IV: The War in Iraq: March 2003 -

Background: The first Gulf War (1990) drove Iraq out of Kuwait but did not bring down the regime of Saddam Hussein. The electrical, water and sanitation infrastructures of Iraq were deliberately targeted in the hope that the resulting suffering would topple the government. Severe economic sanctions prevented the repair of these systems and kept medicine and other basic supplies from being imported into Iraq. In the next ten years an estimated 500 000 people, most of them children, died as the direct result of the hardships caused by these sanctions.

After 9/11/01 US President Bush named Iraq as ‘(one of) the world’s most dangerous regimes’ and announced a new policy claiming the right to take ‘pre-emptive action when necessary’ against countries that were suspected of having weapons of mass destruction (WMD). Iraq claimed that it had destroyed all WMD and that it no longer had any capacity to produce them. It agreed to destroy missiles that the inspectors determined had a range greater than allowed by the sanctions. Among the more than 100 member nations of the UN only 3, Britain, Spain and Bulgaria, supported a US resolution to make war on Iraq. Most of the others strongly urged that inspections continue and that peaceful means be found to resolve the outstanding issues.

On March 19/03 President Bush ordered air strikes to begin. Since then much of the evidence on which the administration based its case for war has been found to be inaccurate, as was the expectation that the Iraqis would welcome the invasion as ‘liberation’. Reports of the abuse of Iraqi prisoners and of excessive force in dealing with civilians have served to increase support for a growing Iraqi resistance movement. Although official power has been transferred to elected Iraqi politicians there is no prospect for an early exit for American and British troops.

For more information see Infoplease: <http://www.infoplease.com/spot/iraqtimeline2.html>

2.07 Patriotism and War

Topic: Contrasting views of patriotism in war

Purpose: Students will

- analyze contrasting perspectives on war
- consider patriotism as a justification for war

Concepts: patriotism, poetry, motivation for war, the experience of war

Time: 1 period

Background Information: Patriotism is still the most common rallying cry used to justify participation in war. Those who have actually experienced war may be in the best position to judge how well this rationale holds up at the personal level for the soldier at the front.

Rupert Brooke and Wilfred Owen both died while in service in World War I. In the poems considered in this lesson the idea of patriotism is presented in two different lights. Wilfred Owen (1893-1918) was a deeply loving and compassionate man who hated violence of every kind. His decision to enlist in the army was extremely difficult and took more than a year. But once enlisted, he was fully committed. Even after being hospitalized for severe psychological trauma (shell shock) he returned to the front lines where he was killed in action just one week before the war ended.

Rupert Brooke (1887-1915) was a brilliant poet who fought briefly in the earliest stages of WWI. He suffered a series of illnesses before rejoining his unit in late 1914. He was on a troopship headed for Gallipoli when he died of blood poisoning before he could see action in one of the bloodiest battles of the war. *The Soldier*, written early in the war when a quick victory seemed certain, is representative of the highest patriotic ideals that characterized his generation before the horrors of WWI forced the reconsideration of the values that had spawned it.

Materials and Preparation:

- Photocopies of the poems of Rupert Brooke and Wilfred Owen, and of *Patriotism and War: Study Guide* for each member of the class.
- This activity can be done either as a teacher directed lesson or, using the study guide, by students working in groups.
- Optional: e e cummings' poem *next to of course god* is another perspective on the subject of patriotism, this time in the voice of a politician.

Engage:

- Begin by providing some background to World War I during which these poems were written. The following may be useful.

The 1st World War saw the introduction of trench warfare, a new type of conflict for which the combatants – generals and soldiers alike – were completely unprepared. For three years the battles along the Western Front consisted of a relentless series of tiny, mostly futile advances and losses. This war of attrition resulted in unprecedented numbers of casualties under appalling weather conditions and amid chronic infestations of rats and lice. In 1915 at Ypres, France the Germans used poison gas for the first time, to try to initiate a break in

The love of one's country is a splendid thing. But why should love stop at the border?

Pablo Casals

the stalemate. In 1916 the British attempted their own breakthrough by introducing tank warfare on the Somme. These innovations, although they multiplied the casualties and the unspeakable misery of the combatants, did not result in clear victories for either side. The war did not end until the armistice of 1918 following the collapse of Germany. By then more than 9 000 000 lives had been lost, including nearly 70 000 Canadians.

- Hand out copies of the two poems.
- Address any vocabulary issues that might be problematic: (A literal translation of the title of Wilfred Owen's poem is '*Sweet and proper it is for one's country to die*'. 'Five-Nines' are 5.9 inch artillery shells.)
- Read the poems out loud to the class while students follow from their own copies.
- Either as a whole class, or in groups, ask students to share their insights as they compare and contrast these two poems.
- The study guide provided may be used either as an individual or group work assignment.

Reflect: Journal prompt:

Write a journal entry in which you reflect on your values regarding patriotism. Is it possible to express love-of-country without being nationalistic, and without denigrating other countries? If patriotism were suddenly not a factor, what other motivations might persuade people of any country to go to war?

Action and Extension:

1. There is a widespread idea that war is an inevitable part of life on earth. Conduct research into alternatives to war in resolving international conflicts.
2. Find a local group that is active in addressing issues of international conflict. Find out as much as you can about what the group is doing and see whether there are ways in which you might get involved.
3. Study a recent or current war. Discover as much as you can about how and why it started. Find contrasting points of view on the question of whether this war was justified. Clearly outline your own opinion on this question and give reasons for your conclusion.
4. The British composer Benjamin Britten used five of Wilfred Owens' poems in his War Requiem, written to commemorate the end of World War II. If you have an interest in choral music, find a copy of the Requiem in the public library and listen to a highly dramatic version of these poems.
5. Research anti-war activism in the 1960s against the Vietnam War. Who were the leaders? What did returning soldiers say about their experiences?
6. Collect poems and lyrics on the subject of war and analyze what they express.

The Soldier

If I should die, think only this of me:
That there's some corner of a foreign field
That is for ever England. There shall be
In that rich earth a richer dust concealed;
A dust whom England bore, shaped, made aware,
Gave, once, her flowers to love, her ways to roam,
A body of England's, breathing English air,
Washed by the rivers, blest by suns of home.

And think, this heart, all evil shed away,
A pulse in the eternal mind, no less
Gives somewhere back the thoughts by England given;
Her sights and sounds; dreams happy as her day;
And laughter, learnt of friends; and gentleness,
In hearts at peace, under an English heaven.

Rupert Brooke, 1914

Dulce Et Decorum Est

Bent double, like old beggars under sacks,
Knock-kneed, coughing like hags, we cursed through sludge,
Till on the haunting flares we turned our backs
And towards our distant rest began to trudge.
Men marched asleep. Many had lost their boots
But limped on, blood-shod. All went lame; all blind;
Drunk with fatigue; deaf even to the hoots
Of tired, outstripped Five-Nines that dropped behind.
Gas! Gas! Quick, boys!-An ecstasy of fumbling,
Fitting the clumsy helmets just in time;
But someone still was yelling out and stumbling
And flound'ring like a man in fire or lime...
Dim, through the misty panes and thick green light,
As under a green sea, I saw him drowning.
In all my dreams, before my helpless sight,
He plunges at me, guttering, choking, drowning.
If in some smothering dreams you too could pace
Behind the wagon that we flung him in,
And watch the white eyes writhing in his face,
His hanging face, like a devil's sick of sin;
If you could hear, at every jolt, the blood
Come gargling from the froth-corrupted lungs,
Obscene as cancer, bitter as the cud
Of vile, incurable sores on innocent tongues,-
My friend, you would not tell with such high zest
To children ardent for some desperate glory,
The old Lie: Dulce et decorum est
Pro patria mori.

Wilfred Owen, 1918

next to of course god

“next to of course god America i
love you land of the pilgrims’ and so forth oh
say can you see by the dawn’s early my
country ‘tis of centuries come and go
and are no more what of it we should worry
in every language even deafanddumb
thy sons acclaim your glorious name by gorry
by jingo by gee by gosh by gum
why talk of beauty what could be more beaut-
iful than these heroic happy dead
who rushed like lions to the roaring slaughter
they did not stop to think they died instead
then shall the voice of liberty be mute?”

He spoke. And drank rapidly a glass of water

e.e cummings

Study Guide: *Dulce Et Decorum Est* and *The Soldier*

1. Do both poems focus on the same aspect of war, or on different aspects? Explain.
2. In each of these poems, what is the speaker's response to the idea that dying for one's country is 'sweet and proper'? Give evidence from the poem.
3. What particular images does each poet use to create his statement about the war? What specific words help us feel the reality each poet wants to communicate?
4. Which of the two poems do you find less convincing as a statement on the soldier's experience of war? Explain why this is so?
5. Which of the two poems do you find more convincing as a statement on war? Explain why?
6. In 1914 Wilfred Owen wrote the following lines:

*O meet it is and passing sweet
To live in peace with others,
But sweeter still and far more meet,
To die in war for brothers.*

How do you think Owen might have explained the apparent contradiction between this poem and *Dulce Et Decorum Est*, written in 1918? How can the same poet 'mean' both poems?

7. A critic has called Rupert Brooke's poem *The Soldier* 'a ridiculous anachronism in the face of the realities of trench warfare'. Do you agree? Explain. (An 'anachronism' is something that belongs to a time other than the present.)
8. How do you think war has changed since WWI? What factors have changed our perception of war in recent times? What features have been added to warfare since WWI? Have these made war more or less effective as a means of settling international disputes?

2.08 Terror and Terrorism

Topic: The Roots of Terrorism

You can have power over people as long as you don't take everything away from them. But when you've robbed them of everything, they are no longer in your power.

Anonymous

Purpose: Students will

- define *terror* as a human emotion, apart from its political connotations
- define *terrorism*
- analyze statements on the causes of terrorism
- study political, social and cultural factors that create a climate for terrorism

Concepts: terror, terrorism, root causes of terrorism

Time: 1-2 periods

Background Information: Broadly defined, terrorism is politically motivated violence. Morally repugnant and inexcusable as it is, terrorism nevertheless demands an explanation. Simply denouncing it and its perpetrators as 'evil' provides a convenient label without helping us comprehend why terrorism occurs. In this lesson students will consider what factors might contribute to terrorism, and consider the relevance of these factors to world events.

Materials and Preparation:

- Make class copies of *The Roots of Terrorism* and *Six Statements on Terrorism*.

Engage:

- Begin by focusing on the word *terror*. Ask students to identify things that have the potential to terrify us. Have them consider what might be particularly terrifying to children. To teenagers. To parents.
- Have students write a 25-words-or-less definition of *terror* as a human emotion, avoiding comment on the political meaning of *terror* as in *terrorism* or *terrorist*.
- Ask for several volunteers to read their definitions. Discuss the qualities of the emotion:
 - *What other feelings are associated with it?*
 - *What causes us to experience terror?*
 - *Is terror something we feel only for ourselves, or can we be 'terrified' for others as well?*
- Provide the class with this definition of *terrorism*:

Terrorism is the use of violence, fear and intimidation against civilians for political purposes.

- Ask students if they can agree with this definition? Invite amendments to the definition and encourage questions and discussion. Record student ideas on the overhead or chalkboard.
 - *How is terrorism supposed to 'work' to achieve political goals?*
 - *What types of violence are excluded from our definition of terrorism?*
 - *Is the use of violence, fear and intimidation against civilians by governments and armies different from terrorism? Is the label 'state terrorism' valid?*

- Hand out the *Roots of Terrorism* article. As you read and discuss the article together draw attention to the complexity of the issue, emphasizing particularly that in most cases terrorism is not the product of a single factor.
- Note that, because of the currency of the various conflicts in Middle East, many of the examples given in the article are taken from that region. Ask students to name other situations involving terrorism.

Reflect:

- Remind students that this is a difficult and sensitive topic. Any statement about terrorism should be considered carefully before it is accepted or rejected.
- Have students form working pairs as you hand out *Six Statements on Terrorism*.
- Assign one of the quotations to each pair. (Duplications are OK)
- Have students elaborate on the quotations in written commentaries – one student writing a defence of the ideas expressed in the quotation, and the other a counter-argument or elaboration that challenges the statement.
- Ask each group to read the assigned quotation and present their arguments for and against. Ask the class to react with their own comments and amendments.

Action and Extension:

- Research the Canadian FLQ crisis of the early 1970s. What similarities and differences can you find between the aims and objectives, the strategies, the short-range and long-range outcomes of this episode in our history and other terrorist episodes you know about? What strategies were used by the RCMP in response to the FLQ? What happened to the members of the FLQ responsible for the death of Pierre LaPorte?
- Consider the difference between the terror caused by terrorists, and the terror caused by military invasions where strategies of terror are also used. Why do you think armies using terrorist strategies are not prosecuted? Should they be? Why, or why not?
- Study the effects of the UN sanctions on Iraq in the 1990s. Why were they put in place? How were they intended to be effective? What was the outcome? Who suffered? What are the casualty figures? Compare these consequences with the usual consequences of a terrorist attack?
- Trade embargos are sometimes imposed on a country to try to bring about political change. These can cause the economic infrastructure of the country to deteriorate, causing intense impoverishment and human suffering. Can this be considered a form of terrorism? Study the case of Cuba, which has been under such an embargo since the 1960s.

Six Statements on Terrorism

The terrorists who attacked us, and the terrorists we face, murder in the name of a totalitarian ideology that hates freedom, rejects tolerance and despises all dissent... They fight because they know that the survival of their hateful ideology is at stake.

-President George W Bush, June 29, 2005

The most important (cause of terrorism) is the repression of people's right to express their national identity or their religious identity, the feeling that they are deprived of their legitimate status.

-Paul Wilkinson, Center for the Study of Terrorism, University of Scotland (2002)

'Everyone's worried about stopping terrorism. Well, there's a really easy way: stop participating in it.'

-Noam Chomsky, explaining that the political, military and economic exploitation of the Middle East by western powers is a form of state terrorism.

'(Terrorists are attacking) policies of developed nations designed to expand their consumption and maintain their access to natural resources – including waging war on anyone who we decide might impede the flow of oil...'

-Paul Ehrlich, Professor at Stanford University

'We are today threatened by a new simplism which consists of reducing all the world's problems to the battle against terrorism. That's not a responsible approach... We must tackle the situations of poverty, injustice, humiliation...'

-France's foreign minister, Hubert Vedrine arguing in February 2002 against the proposed military invasion of Iraq

'Because I do it with one small ship, I am called a terrorist. You do it with a whole fleet and you are called an emperor.'

- a pirate, in 'City of God' by St. Augustine (354-430 CE)

The Roots of Terrorism

All of the combined factors listed and illustrated below cannot justify terrorism or reduce its horror. Almost everyone, including the overwhelming majority of the poorest, most exploited people around the world, firmly rejects terrorism as a deeply immoral act that cannot be justified in any way.

But even the most abhorrent behaviours demand some sort of explanation. Simply labelling terrorists 'evil' or 'immoral' and hunting them down is not helpful. We must try to understand why those who sponsor terrorism are able to find recruits for terrorist acts.

Broadly speaking, terrorism occurs in situations where long-term suffering, humiliation and suppression have robbed people of all hope for the recovery of dignity and of national, ethnic or religious status. The following specific factors are the ones most often identified as creating an environment for terrorism.

Possible Roots of Terrorism

- **Politics, Territory, Occupation**

- In Northern Ireland both the Irish Republican Army (IRA) and the Unionists have used terrorist tactics in their struggle over Irish sovereignty.
- A single terrorist act, the assassination of the Archduke Ferdinand by 19 yr-old Gavrilo Princip in 1914, triggered a series of international responses that led to WWI. Military officers dedicated to the liberation of Serbia from Austro-Hungarian control are believed to have sponsored the assassination.
- Western powers have cooperated with, and been supported by, regimes in the Middle East that are known to be repressive to their own people. In the first Gulf War (1990), for example, Saudi Arabia allowed the US military to use its territory to launch attacks on Iraq, another Arab nation. This was deeply resented by many as a desecration of Muslim holy ground.
- Palestinian suicide bombers have regularly blown themselves up along with Israeli citizens in their ongoing struggle for an independent state. US military and economic aid for Israel creates the impression of bias in favour of Israel and against the Palestinians.
- Foreign intervention in Arab territory has caused immeasurable suffering. The sanctions that followed the first Gulf War (1990) resulted in hundreds of thousands of deaths. The invasion of Iraq (2003) which was supposed to bring 'freedom' and 'liberation' has resulted in many tens of thousands of civilian casualties.

- **Poverty**

- Poverty is a factor in many Middle Eastern nations. The disparity between the very rich and the very poor in some countries is enormous. The wealthiest nations of the world are generally seen as uncaring and unresponsive to the world's most urgent needs. Canada, for example, contributes only 0.003 (1/3 of 1%) of its GDP to aid developing countries.

- **Resources**

- Much of the economy of the Middle East is dependent on oil and gas. Western involvement in developing nations is commonly believed to be mostly about guaranteeing long-term control of these and other resources.

- **Culture**

- In Canada during the 1960s and '70s members of the FLQ (Quebec Liberation Front) adopted terrorist tactics to promote the political separation of the province of Quebec from Canada, claiming that without separation French culture would not survive.
- Cultural influences from the West clash with many of the traditions of the Middle East. Many Muslims feel that their beliefs and practices are not respected and that Eastern culture is being deliberately suppressed.

- **Ideas**

- In 1995 Timothy McVeigh blew up the Federal Building in Oklahoma City, USA in 1995 killing 167 people. Although he never clearly stated his motives he was known to be opposed to the increasing role of government in controlling all aspects of life in the USA American life. In particular, he resented gun controls, the women's movement, and the power of labour unions.
- There are people who will distort political or religious ideas and exploit the loyalty of their followers in order to advance a particular cause. Osama bin Laden has called on 'the faithful' to work for the overthrow of Middle Eastern governments and the establishment of Islamic theocracies as part of a broader conflict that he hopes will destroy Western civilization and create a worldwide Islamic order. The overwhelming majority of Muslims around the world reject his interpretation of their faith.

Sources:

Center for History and New Media, George Mason U: <http://hnn.us/articles/299.html>

Uri Avnery, *The New Twin Towers* in *The New Internationalist*, Nov. 2001 (available on the website: <http://www.newint.org/>)

History News Network: <http://historynewsnetwork.org/articles/article.html?id=289>

San Francisco Chronicle: <http://www.mindfully.org/Reform/Roots-Of-Terrorism.html>

Stanford Report, November 20, 2002

<http://news-service.stanford.edu/news/2002/november20/ehrllichiraq-1120.html>

Uncommon Knowledge website: <http://www.uncommonknowledge.org/700/723.html>

2.09 Getting Involved: Engagement and Action

Topic: Personal involvement in peace and justice

Purpose: Students will

- discover agencies and projects dedicated to social justice
- research opportunities for participation
- create and implement action plans for involvement

You can hold yourself back from the sufferings of the world. That is something you are free to do, and it is in your nature. But perhaps this very holding back is the one suffering that you could avoid.

Franz Kafka

Time: 2 class periods for research and writing action plans; 1 additional period for debriefing after implementation.

Background Information: In the end it is the personal commitment and action of individuals working together that will bring about the changes necessary for a better world. This lesson encourages students to find opportunities to become actively involved.

Materials and Preparation:

- Arrange for a computer lab to be available for the first session.

Engage:

- Introduce the session by having students consider the relationship between *knowledge* and *action*. Awareness of the issues that stand in the way of a culture of peace and justice is extremely important, but only if it becomes the basis for action. Tell students that they will be asked to find a way to become involved in some form of action; that there will be a wide range of possibilities, and that they should choose a level of commitment that they will be comfortable with.
- As a class, brainstorm a list of problem areas or issues that need attention. Encourage them to think locally as well as nationally and globally. Topics may include...

▪ poverty	▪ emergency relief	▪ the arms trade	▪ discrimination
▪ hunger	▪ medical services	▪ landmines	▪ immigration
▪ clean water and sanitation	▪ education	▪ child soldiers	▪ unfairness in Canadian policies, laws and practices
▪ health	▪ human rights	▪ torture	
▪ homelessness	▪ child labour	▪ unemployment	
	▪ sexual slavery	▪ racism	
- Provide the class with a list of organizations currently working to alleviate these problems, locally, nationally or internationally. See the examples below, and add any others you or the students can think of. Some of the websites listed will suggest ways of getting involved. Others will be useful simply for the information they provide.
- Remind students of the broad scope of social, political, environmental justice. Encourage creativity and remind them again to think locally as well as globally.

- Give students the rest of the period to discover projects and ideas they find appealing and that suggest ways they can get personally involved. Internet search engines can be used to find organizations working on specific needs.
- By the end of the class each student should have identified a specific project or idea for personal involvement. Emphasize that there are many ways of getting involved and many levels of potential involvement
 - join a local organization and participate in its activities
 - find an activist group or study group and attend their meetings
 - write letters of concern, support, protest
 - start a local chapter of a human rights group
 - organize a student assembly to create awareness
 - contact schools in other countries to support what they are doing
 - raise funds inside the school in support of community needs
 - volunteer at a community agency, food bank., poverty advocacy group
- Making An Action Plan: Ask each student to prepare a clear and concise action plan using the *Getting Involved: An Action Plan* template provided. Announce a time within the next few days when students will be asked to share their action plans with the rest of the class in a short (1-2 minute) presentation.
- Implementation: Negotiate a time-line for initiating and implementing the first stages of their action plans. 2-4 weeks is reasonable.

Reflect:

- After the agreed-upon time period is over, have the class to share the results of the implementation phase. Ask each student to report briefly about the experiences encountered in these first weeks.
 - *Tell us what your action plan was and how you implemented your plan?*
 - *Has the experience been a positive one? Negative? Explain.*
 - *What have you learned so far?*
 - *What plans do you have for continuing and deepening your involvement?*
- Identify and discuss common elements in the students' experiences:
 - *How does it feel to get involved in something like this?*
 - *If you were working alone, would it have been easier to have someone else involved as well?*
 - *Do you feel this is something you would like to continue working on?*
 - *How could your involvement be deepened?*
 - *What additional knowledge or training or experience would be helpful if you were to get more involved?*
 - *How has this experience changed your ideas or attitudes?*

Action and Extension:

- Spread the word about what you are doing to other classes. It is always easier to work together with someone else than to go it alone.
- Plan a *Culture of Peace and Justice* conference and invite representatives from the community and from other high schools in your area. Schedule morning workshops for students on a variety of topics and in the afternoon have a concert to celebrate.

Sample List of Organizations:

World Program of Action for Youth <http://www.un.org/esa/socdev/unyin/index.html>

Take IT GLOBAL <http://www.takingitglobal.org/themes/mdg/#>

United Nations Development Programme (UNDP) <http://www.undp.org/>

UNESCO www.unesco.org/

UNICEF <http://www.google.ca/search?hl=en&q=UNICEF&meta=>

UNESCO Schools Project www.unesco.org/education/asp/

Friends Service Committee <http://www.afsc.org/>

Canadian International Development Agency (CIDA) www.acdi-cida.gc.ca/index-e.htm

Doctors Without Borders <http://www.doctorswithoutborders.org/>

Project Ploughshares <http://www.ploughshares.ca/>

Amnesty International <http://www.amnesty.org/>

Millennium Development Goals <http://www.undp.org/mdg/>

New Internationalist <http://www.newint.org/>

World Peace Week, an annual event sponsored by Canadian YMCA/YWCA. Locations of local chapters of the Y can be found at http://www.ymca.ca/eng_allys.htm

Winnipeg Harvest Food Bank www.winnipegharvest.org/

Getting Involved: An Action Plan

Name: _____

The issue I'm interested in working on is _____

I would like to focus on this issue because _____

Contacts I've made to get more information and to find out how I can get involved:
(Websites, emails, phone calls, conversations etc.)

My strategy for getting started: *(Be as specific as possible about what you will do, when, where and how this will happen, and who else will be involved.)*

3.01 Looking at the Media: An Introduction

*Believe those who are seeking the truth.
Doubt those who say they have found it.*
Andre Gide

Topic: Media Awareness

Purpose: Students will

- analyze statistics about media influences
- make inferences based on media data
- recognize the impact of media images on our perception of social realities

Concepts: inference, media convergence, embedded reporting, media and profit, advertising

Time: 1 period

Background Information: Literacy in the 21st century must include a critical awareness of the subtle and often subliminal influences of the electronic and print media on the attitudes, values and behaviours of citizens. In this introductory lesson on media, students consider the possible implications of the influence of the media on various aspects of life.

Materials and Preparation:

- Make class photocopies and an overhead transparency of the *Media Awareness Quiz*.

Engage:

- Explain that this is the first of several lessons on Media Literacy.
- Introduce the lesson by having the class generate a definition of *medium* and *media*. The discussion should include the following concepts:
 - *A medium communicates or transmits ideas and information.*
 - *Media are the technical means by which this communication occurs (i.e. newspaper, TV, telephone, Internet etc.)*
 - *There are ‘minds’ behind the media who have reasons for wanting to provide you with information.*
 - *The media (the technical means, as well as people behind it) ‘mediate’ (intervene) between you (the receiver) and the reality of a situation: Someone shapes the information you receive about what has happened at a crime scene, in a war, during a space flight, or in your own community.*
- Have the students do the Media Awareness Quiz. Expect considerable variation of opinion on each of these questions. Having students work in pairs or small groups will serve to provoke productive debate.
- When students have completed the quiz, review each question and provide the correct answers:

- | | | | |
|----------|------------|--------|---------------|
| 1. 22.5 | 5. 20% | 9. 270 | 13. 5 |
| 2. 60 | 6. 65% | 10. b | 14. 75% |
| 3. 50 | 7. 250 000 | 11. 50 | 15. decreased |
| 4. - 15% | 8. 12% | 12. 5 | 16. 800 |

Reflect:

- Explain that some questions are grouped and sequenced in such a way as to make a point collectively.
- Draw students' attention to combinations of questions that relate to each other, or have students find these groupings on their own. Some questions stand alone and will need to be treated on their own. Question # 16 may not, on its own, lead to an inference. Explaining the concept of 'embedding' may help stimulate discussion.
- Explain what an *inference* is.
- Ask students to work in pairs to write inference statements based on the data. Have students clearly identify which question(s) each inference is based on.
- One or two of the following examples may help to get the process started:

Questions # 1, 2. Inference: A large proportion of leisure time is spent watching TV.

Question # 3. Inference: Media images can affect our behaviour.

Questions # 4-6 Inference: The media can strongly influence our perception of reality.

Questions # 7-9 Inference: Although advertising surrounds us, and advertisers know its commercial value, consumers are largely unaware of the extent of its influence.

Question # 10 Inference: Profit is a primary determinant of media content.

Question # 11-15 Inferences: Media expansion does not guarantee balance; convergence of media ownership tends to limit the range of discussion.

Question # 16 Issue: When a journalist is 'embedded' in a military unit, is the objectivity of the reporting compromised?

- Allow 10-15 minutes at the end of the class for students to share and discuss the inferences they have written. The list above may be used as a guide for discussion, but additional inferences may be drawn from the data.

Action and Extension:

1. During the next week count the news stories in the front-page section of one of the local papers each day. Compare the number of stories that come from press releases or press conferences to the number that are initiated by investigative reporters. Why is this issue an important one?
2. Find out more about 'embedded reporting' from war zones. Compare reports of an incident written by embedded reporters to reports on the same event written by independent reporters. How are they different? Research the advantages and disadvantages of embedded journalism see:
3. Analyze your own exposure to electronic media. For one week, record the time you spend watching TV and movies and playing video games. How does this compare to the amount of time you spend doing other things that you care about? Is there anything you would like to adjust in this pattern?

4. Owning a newspaper gives the owner a 'voice' to express her/his own views. Canada's newspapers are controlled by a smaller number of owners than ever before. Why is this of concern to some people and not to others? Find out who owns the major newspapers in Canada.

5. Most of the major cities in the world publish an English newspaper. Find the websites of these papers. (Search: '*name of country*' 'English' 'newspaper') and compare the coverage of world events to the coverage of the same events in your local paper. Look especially at the opinion pieces (editorial sections). What differences do you notice? Here are a few examples of foreign English language papers:

Egypt: Middle East Times: <http://www.metimes.com/>

Turkey: The Turkish Daily News at: <http://www.turkishdailynews.com.tr/>

Russia: The Moscow Times: www.moscowtimes.ru/

Cuba: The Havana Journal: <http://www.havanajournal.com/>

China: The People's Daily <http://english.people.com.cn/>

Iran: <http://www.metimes.com/>

Sources:

Johnston, Carla Brooks (2000) *Screened Out: How the Media Control Us and What We Can Do About It*,
New York: M E Sharpe

Transparency Now website: <http://www.transparencynow.com/mediacrit.htm>

PBS TeacherSource website: http://www.pbs.org/teachersource/media_lit/media_lit.shtm

Media Awareness Network website: <http://www.media-awareness.ca/english/index.cfm>

Media Awareness Quiz: Circle the best response.

1. Hours of TV watched weekly by average Canadians: 7.5 10 17.5 22.5 29.5 33 38

2. Hours the TV is on in the average home each week: 10 20 30 40 50 60 70 80

3. % of 12-15 year-olds who claim to have witnessed real-life imitation of media violence: 10 30 50 70 90

4. Change in violent crime rates in Canada within the last decade: -15% -8% 0% +5% +13% +25%

5. Change in Canadian TV news coverage of violent crime within last decade: -5% -12% 0% +20% +35%

6. % of Canadians who believe violent crime rates are increasing: 10% 25% 50% 65% 75% 90%

7. Number of advertisements you will see before age 17: 2000 5000 50,000 150,000 250,000

8. Percentage of N Americans who believe their choices are influenced by the media: 12% 31% 53% 74% 89%

9. Daily spending by North American television advertisers (in millions \$US): 15 45 130 270 350 510

10. NOT in the 'Top Six' things TV executives consider in deciding to program a show:

- | | |
|---|---|
| a) will it fit our schedule? | e) will advertisers like the audience it attracts? |
| b) is it a good show? | f) will advertisers pay enough to cover the costs? |
| c) can we afford to produce it? | g) if it's successful, can we afford the inevitable |
| d) does it have potential for spin-off sales?
<i>(e.g. movie rights, souvenirs, logos)</i> | multi-season salary increases? |

11. # of major corporations controlling US media in 1985: 5 10 20 30 40 50 70
12. # of major corporations controlling US media in 2005: 5 10 20 30 40 50 70
13. # of corporations controlling 84% of Canadian media: 2 5 7 10 20 30 50
14. % of Canadian newspaper stories that are obtained from press conferences, press releases and wire services (and therefore not investigated by reporters): 0 25 40 50 65 75
15. Has balanced expression of alternative points-of-view increased or decreased since the introduction of 100+ channel TV? Increased Decreased
16. # of journalists 'embedded' with 'Coalition' forces in Iraq in 2003: 80 200 400 800

3.02 Media Literacy: Concepts and Questions

Topic: Five basic ideas for media literacy

Purpose: Students will learn

- to recognize five basic components of media messages
- to use questioning techniques to analyze news stories

It's amazing that the amount of news that happens in the world every day always just exactly fits the newspaper.

Jerry Seinfeld

Concepts: Media messages are

- created constructions
- technical products
- meaning-full
- carriers of values and viewpoints
- tools for gaining influence or profit

Time: 1 period for the initial activity; additional time for Action and Extension activities.

Background Information: This lesson introduces five fundamental principles important for a critical understanding of how media messages work. Using a critical questioning technique, students will analyze two news stories based on an incident from a familiar fairy-tale. This strategy can then be used as a template for analyzing news stories and other media messages on television and in print.

Materials and Preparation:

- Make class copies of *Five Media Concepts*, the two news stories *The Village Voice* and *Cloud Nine Times* and the *Critical Comparison* sheet.
- Have on hand a copy of (or be prepared to retell) the original version of *Jack and the Bean Stock* to use in the event that some of your students do not know the story.

Engage:

- On the overhead or chalkboard, write 'The medium is the message', Marshall McLuhan's famous statement, and discuss its meaning. Two points are important:
 1. The particular medium that is used to communicate the message conveys meaning on its own, quite apart from the content of the message. A television news report, for example, with its use of sound, colour, animation and on-site reporting, creates an entirely different impression than a newspaper article that reports the same event. This impression deeply affects the status we give to the message. Even the most catastrophic events can easily become merely 'entertainment' if they are wrapped in elaborate 'production values', and if their presentation does not invite critical comment and response.
 2. One of the dominant features of our times is the omni-presence of the media. The fact that we cannot go anywhere without being confronted by the medium of advertising, for example, is, in itself, a powerful message about the social, cultural environment in which we live. It tells us a great deal about what is 'normal'; what it means simply to 'be' in the world. When we absorb messages of this kind uncritically we risk losing our capacity for discrimination between reality and artifice and, along with it, our personal autonomy.

- Hand out copies of *Five Media Concepts*.
- Read and discuss each of the 5 concepts with the class. Ask students to supply illustrations of each of these concepts from their experience with a variety of media and forms (*billboards, TV ads, sit-coms, talk shows, conflict reporting, political cartoons and editorials, letters to the editor, movies, themes from the world of sports, etc.*)
- Give each student copies of the two news stories and the *Critical Comparison* sheet.
- Have students work in pairs to read, analyze and compare the two stories. The chart can be used to make brief notes as students discuss the stories in light of the ‘five concepts’.
- Concept #5 is not obvious in these stories. Students may, however, infer...
 - that the strident headlines are meant to sell papers
 - that in each story someone’s reputation is under suspicion
 - that *The Village Voice* is clearly pro-human/anti-giant
 - that *Cloud-Nine Times* caters to the broadly shared community value of *isolationism*.
- Reconvene the whole class.
- Go over each of the five concepts, asking students to share their analyses of the stories.

Reflect: Have each student write a 5-minute journal-style response to this prompt:

In my experience with media, I have observed some trends or patterns that I think we should be concerned about...

Action and Extension:

1. Have each pair choose a different fable or fairytale and write two news stories revealing opposing interpretations or viewpoints.
2. Find an opinion piece (*editorial, letter to the editor, regular column, etc.*) in the daily newspaper or newsmagazine and analyze it using the Five Concepts strategy.
3. Use the Five Concepts strategy to analyze a favourite TV program. Write a report that devotes one paragraph to each of the five concepts.

Sources:

Media Awareness Network: <http://www.media-awareness.ca/english/index.cfm>

Center for Media Literacy: <http://www.medialit.org/>

Five Media Concepts

1. Media Messages are **Carefully Planned Constructions**

Someone else has prepared this message for you to hear or see. Therefore, when receiving media messages it's important to ask:

- a) *Who is the author of the message? Who is the intended audience?*
- b) *What point of view is being expressed?*
- c) *What information is given? What is missing?*

2. Media Messages use **Special Techniques and Language**

Symbols, images, words, sounds and movement are full of meaning. Therefore, when interpreting media messages it is important to ask:

- a) *What gets my initial attention? Is it visuals? movement? sound? ideas?*
- b) *How is language used to appeal to my mind? To my emotions?*
- c) *What persuasive techniques are being used?*

3. Different people may get **Different Meanings from the Same Message.**

Reception of media messages depends on our beliefs and values, age, culture, and on our past experiences. Therefore, in analyzing media messages we need to ask:

- a) *Based on my own experience, does the message seem plausible?*
- b) *What is my response to the message? What does this tell me about myself?*
- c) *Who might interpret this message differently than I do? In what way?*

4. Media Messages **Communicate Values.**

The way a media message portrays characters, actions or lifestyles is an expression of value and opinion. Therefore, in evaluating media we need to ask:

- a) *What values or ideas (social, ethnic, political or economic) are affirmed in this message? Am I comfortable with these, or do they bother me? Why?*
- b) *What (or who) is missing here, and in other similar messages? What is the general effect of this absence?*
- c) *Will this message be equally acceptable to all? Or do I detect an appeal to a special audience? Why does this matter with respect to this media message?*

5. Media Messages are often designed to gain **Profit, Influence, or Power.**

Media messages usually ask us to accept an idea, imitate a role model and/or spend money. Therefore, media-literacy means that we must ask:

- a) *Why has this message been created? What is its purpose; its goal?*
- b) *Does the message distort the truth? Is it balanced? fair? respectful?*
- c) *Who will gain if I accept this message? Can I support what they stand for?*

the
VILLAGE VOICE

Friday, January 13, 3113

BOY ESCAPES VICIOUS KILLER

Ben (Benny) Beanson: *Staff Reporter*

A gigantic intruder lurking on the edge of our town fell to his own death only seconds before he would have caught twelve-year old Jack Stringer in the bean fields at the edge of town.

Police have erected a large tent over the site while the investigation continues. Returning from the scene to her office, the mayor would say only that the incident was deeply disturbing and that the full facts would be presented as soon as they could be determined. She was clearly shaken by what she had seen.

What is known thus far is that an enormous tree has come down at the edge of the bean fields, either cut - or blown down by the wind, and that the body of the unidentified perpetrator lies at its base.

According to the boy, he was passing through the fields on his way home from purchasing a chicken for his mother at a local farmhouse when he heard a large voice calling out repeatedly. Thinking someone might be in trouble Jack says he climbed a nearby tree in an attempt to identify the caller. He had just begun climbing when he heard the voice once more, this time from directly above him.

When he looked up, he says, *'I couldn't believe my eyes. There was this bee-unge guy coming down, hollerin' at me.'* Just what the giant was saying Jack claims not to remember clearly.

Jack's mother had little to say when questioned in the tiny family apartment.

She admits she has not been able to get a straight story from Jack about his whereabouts during several other disappearances earlier this week. But she

insists that her son is a good boy, adding that he recently surprised her by trading a cow for much more than she had expected. *'Oh he's a smart little feller, awright,'* she says. However, she refuses to let us talk to Jack alone, claiming he's still traumatized by his narrow escape.

As he was about to leave, our reporter heard what he thought was a hen clucking somewhere in the apartment and expressed surprise that the chicken Jack had purchase was a live one. Mrs. Stringer looked momentarily puzzled, and then hastily put an end to the interview, saying she had work to do.

A few of the neighbours say they have been suspicious of young Jack's behaviour for some time. On Monday he was caught introducing an untested variety of bean seeds into the fields. Several sprouted immediately and by the next morning one had achieved the equivalent of two months of normal growth, as was witnessed by most of the astonished townsfolk who rushed over to see it.

And on Wednesday he was seen taking a roundabout way home with his jacket wrapped around a concealed object, and his pockets bulging. A group of children reported hearing muffled musical sounds as he passed by them in the street.

'Something's awful mighty fishy over there,' said one neighbour, pointing over at the Stringer house. The police department promises a full investigation. No doubt tomorrow's press conference will be well attended.

CLOUD-NINE TIMES

Thursday, January 12 / 3113

Sensational Theft: Alien Suspected

Scarlet Runner: Staff Reporter

For the second time in four days a residence in the Cloud Nine district has been burglarized.

According to police reports, the home of Riley and Truly Gargantua was invaded sometime between four and six in the afternoon. During the first incident the pair were on their regular exercise walk. But yesterday's incident occurred while the G's were napping in the parlour. Truly says she was awakened when she heard Riley's harp strings stirring inexplicably.

In a brief interview this evening Riley Gargantua, a well-known musician and poultry farmer, said that the only clues so far are a set of extremely small finger prints the police found on his concert harp, and an equally tiny trail of muddy footprints near the house.

The prints led police to the outer edges of Cloud Nine and this raises the suspicion that both of these crimes may be connected to the recent appearance in our community of a young, rather rude alien stranger who was first seen about a week ago by Cloud Nine residents.

When asked how he had found his way to Cloud Nine he stubbornly refused to identify himself and energetically replied, *Beans* to every question. Assured that he would not be harmed he finally admitted his first name was Jack. But he could not (or would not) explain his presence in our town and quickly ran away. None of the residents had ever encountered any a stranger before and were too stunned to note the direction he took.

The consistently secretive Gargantuas are no strangers to publicity and controversy. Although their only visible source of income is a small flock of chickens, there is no doubt that they are fabulously (and increasingly) wealthy.

And then there is Riley's amazing musicianship. On his simple harp he plays impossibly difficult music. Yet he appears almost motionless as he sits on the semi-darkened stage at right angles to the hall, claiming that his stage fright prevents him from looking directly out at the audience. What is even more astounding is that, in all the 240-odd years since he first took up the instrument, he has never once been observed practicing.

But the strangest thing of all has been the reaction of the couple upon learning that during his second visit the thief had taken 'the hen.' Truly went into traumatic shock while the obviously devastated Riley tearfully explained that the hen had *'become a family pet and we was keepin' 'er in the house.'* Glancing out to the edges of Cloud Nine, Riley shook his enormous fist and declared, *'Oyl git 'im, Oyl will! If I finds 'im that is. And when Oyl do, 'ell be soup stock! E won't git away agin!'*

It is true that the couple are the very first crime victims in the recorded history of our ancient town. Nonetheless, this bizarre display of unfathomable grief at the loss of a two-dollar chicken perplexes us all.

Critical Comparison: Use your knowledge of the original *Jack and the Bean Stock* story to help you judge bias and the factual accuracy of the two news stories.

The VILLAGE VOICE

CLOUD-NINE TIMES

Concept I: Messages are Planned Constructions:

Audience		
Missing Information		

Concept II: Techniques and Language:

Initial Appeal		
Persuasive Techniques, Language		

Concept III: Alternative Meanings

Plausibility? (given what <u>you</u> know)		
Who might disagree? Why?		

Concept IV: Values

Evidence of bias or prejudice?		
What details Are missing? Importance?		

Concept V: Profit, Influence, Power

Balance? Distortion of facts?		
Who's reputation gains? loses?		

3.03 Living in a MEDIA-ted World? Film Study #1

Topic: Media and the perception of reality

Purpose: Students will be challenged

- to consider how media forces may shape even our deepest assumptions about the meaning and purpose of our lives
- to question how far media can be trusted to reflect reality
- to develop critical attitudes and skills with respect to media messages

Concepts: media control, media and illusion, Reality TV

Time: 3-4 class periods

Background Information: In the 1998 movie *The Truman Show* the main character lives in a social and cultural environment that, unknown to him, is a gigantic city-sized live television set. Since his birth he has never had any other frame of reference. All the people in his world, including his 'parents', are actors. He knows no other reality and, until technical glitches on the set make him suspicious, he remains completely unaware that he is the main character in the ultimate reality TV show.

The viewer is prompted to consider whether the envelope of media images and messages that surround us does not also smudge the distinction between reality and unreality and reduce our ability to live authentic lives.

A detailed analysis of the film can be found at www.transparencynow.com/truman.htm

Materials and Preparation:

- Obtain and preview the movie *The Truman Show*.
- Consider how you will use the materials in the Reflect section, and whether you will have students work in groups.

Engage:

- Introduce the lesson with a discussion about the appeal of Reality Television. Ask students to consider how we distinguish between what is real and what is imaginary.
 - *What accounts for the broad appeal of 'Reality TV' shows? How 'real' are these shows?*
 - *Is it possible that the media shape our values and behaviours in ways that may be harmful and of which we are not aware?*
 - *How should we respond when we learn that we have been deceived by media images and messages?*
 - *How far can we rely on our senses to tell us the truth about what is going on around us?*
 - *How far can we trust the media to give us a fair and balanced sense of what is happening in our world?*
- Show the film, allowing for debriefing several times throughout the viewing as well as at the end.

Television...permits millions of people to listen to the same joke at the same time, and yet remain lonesome.

T.S. Eliot

Reflect: These questions may be used for discussion and/or written assignments.

1. *Day 10908* – Since the television show started with Truman’s birth, how old is Truman when the movie begins?
2. What makes Truman *‘feel like I’m being set up for something?’* Why is this comment unintentionally ironic?
3. Note how Truman’s impulse for adventure is thwarted by media messages (posters) warning of the risks of air travel. Think of instances where the media have been used to create public fear and concern in order to shape public opinion.
4. The producers of *The Truman Show* boast that instead of commercials the show uses only ‘product placement’ to draw advertising revenue.
 - a. Look for examples of product placement in the film. From the point of view of media producers and advertisers, what are the relative advantages and disadvantages of product placement over standard TV commercials?
 - b. Which method of advertising is likely to be more ‘deeply’ effective? Why?
5. Christof, the director, says *‘we accept the reality of the world with which we are presented. It’s as simple as that.’* If this is true, what are the implications of a media-saturated world for us as thinking human beings? What skills do we need to help us cope and to retain our independence and individuality?
6. At one point Christof says, *‘Truman prefers his cell.’* And when he finally speaks directly to Truman he tells him, *‘There is no more truth out there than there is in the world I have created for you. In my world you have nothing to fear.’* How would you reply?
7. When Christof tells him that some 5000 strategically placed cameras have recorded and broadcast his entire life Truman replies, *‘You never had a camera in my head!’* What does he mean by this? Explain how this statement is an expression of an important theme of the film? How does Truman’s final decision reinforce this *theme*?
8. The last sequence in the film shows two lifetime addicts of *The Truman Show* intently watching Truman’s escape from the studio. The instant they realize that he has left the set and that the show has ended they completely detach and turn effortlessly to other matters. *‘You want another (pizza) slice? See what else is on.’* Having witnessed the obsession with which these viewers have followed Truman’s every move for decades, we are surprised by this. Why? What does this final sequence tell us about our perception of reality when it is presented on television?

Action and Extension:

- Analyze a particular Reality TV show using the following guidelines:
 - What is the underlying premise of the show?
 - How real are the circumstance and conditions under which the participants are asked to participate?
 - What values and behaviours enable participants to achieve maximum success?
 - Why is this show appealing to an audience? In your view, why do people watch?
- Find examples of persuasive advertising that present a false reality as though it were true. Describe reality as it is shown in each ad. Identify what is false about it and describe the true reality as you see it.
- In 1917 the American senator Hiram Johnson said, *'The first casualty when war comes is truth.'* Use the internet to find opposing news reports on the same events. For example, if you are looking at the conflict in Iraq, compare reports from Syria or Iran or Turkey or Sweden with those in the US or British press.

3.04 Media and Power: Film Study #2

Topic: The media as tools for power and influence

Purpose: Students will consider

- how media portrayals of social and political realities can be distorted and manipulated for partisan purposes
- how media control has become a critical component of the electoral process

Concepts: media control, political power, bias and manipulation in the news media

Time: 2-3 periods

Background Information: Writers and other artists have often warned us against those who would use the power of mass media to gain control of the minds of citizens. Novels such as Ray Bradbury's *Fahrenheit 451* show how a society, numbed by television and the prohibition of ideas (books), can be lulled into complacent acceptance of a political and social agenda.

A number of recent films and documentaries have shown how sophisticated technology can be used to distort the fundamental facts on which we depend to help us make informed decisions. In *Wag the Dog* an international crisis is fabricated just before a presidential election in order to divert the attention of voters from a scandal involving the incumbent.

If the class is familiar with *Fahrenheit 451* a comparison to the film will be fruitful.

Materials and Preparation:

- Preview *Wag the Dog*
- Consider options for student activities (see *Reflect*, and *Action and Extension*.)

Engage: *Wag the Dog*

- Introduce *Wag the Dog* by referring to the fact that modern technologies make it easier than ever to manipulate media images.
- Ask students to think of instances where people have wondered whether media reports were actually carefully constructed deceptions. (e.g. Were the televised moon walks of the '70s actually made in Hollywood? Was the 'rescue' of Jessica Lynch in Iraq staged to create a heroine? Was evidence in the assassination of John F Kennedy manipulated to hide a conspiracy?)
- Explain that *Wag the Dog* highlights several significant features of modern politics:
 - the creation of a public image or *persona* that can be 'sold' to the public
 - the strategic scripting and 'handling' of top level politicians
 - the suppression of information that might cast a negative light on public figures
 - the deliberate 'character assassination' of opponents
- Show the film. (This will take more than one period. Because the early scenes are fast moving and full of detail it will be important to allow some time to debrief partway through the film.)

*If you don't want a man unhappy politically,
don't give him two sides to a question to worry
him; give him one. Better yet, give him none.
From Fahrenheit 451 by Ray Bradbury*

Reflect:

1. Have students discuss the underlying premise of the film and decide whether it is plausible.
2. If you have already watched *The Truman Show* (see Lesson 3.03) compare and contrast the two films.
What are the main points made by each film?
What perspectives do the films share?
What are some significant differences in the themes of these films?

Action and Extension:

1. Study the Jessica Lynch story for a recent example of media manipulation for political purposes.
2. The Random House Dictionary defines *medium* as ‘*an intervening...agency... through which a force acts or an effect is produced.*’ This means that every communications medium, like a newspaper or television, *intervenes* between the world and you, the audience. Consider the pros and cons of this arrangement: What are the benefits of having media to do this for us? What are the dangers?
3. In *Fahrenheit 451* books are banned making it nearly impossible for people to get information that is not controlled by the state. In *Wag the Dog* there is no shortage of information. In fact politicians and their spokespersons seek out every opportunity to address the people.
What similarities and differences do you see between these two situations?
In which of these works do citizens have greater personal freedom? How do these freedoms differ?
Which of the two societies is most deeply deceptive? Why?
4. Study the messages put out by political parties during an election campaign. How do these messages work to ‘create’ a political candidate and to focus the issues around specific points of view to the neglect of others?

Film Study Worksheet: *Wag the Dog*

This movie is clearly a satire on political control of the media and should be viewed as such. However, satire has often been used to highlight real situations. This film can help us develop a more critical attitude towards what we see and read in the media.

A recent event with some similarities to the scenario in *Wag the Dog* occurred during 1998. On December 16 of that year, just hours before the US House of Representatives was to begin impeachment hearings against President Clinton for lying about matters of sexual misconduct, he ordered air strikes against Iraq. During four nights of bombing 500 aircraft missions and 430 cruise missiles were directed against Iraqi targets. On December 20 when Clinton's impeachment became official the bombings promptly stopped.

1. *Riddle:* Why does a dog wag its tail?
Answer: Because a dog is smarter than its tail. If the tail were smarter, then the tail would wag the dog.

What is the significance of the movie's title? Who or what is the dog? The tail?

2. Describe the initial problem that initiates the story and outline the details of the strategy devised to solve it?
3. What is the main slogan of the president's re-election campaign? Why are even the president's supporters disgusted with the party's TV advertising?
4. List 3 or more details in the movie that make it clear that the brilliant producer (Dustin Hoffman) is a person of little depth or integrity.
5. What is the impact of the discovery that none of the main characters ever vote in presidential elections?
6. When the producer finds out that the president wants to change some of the details in the Albania story he says, *I hate it when they start to meddle.* Explain the deep irony in this statement.
7. After the strategy begins working the planners are delighted to discover that *'The press is in remission! No mention of the Firefly girl!'* This is a highly unusual use of the word *remission*. What is this word most often used to describe? What does the use of this word here reveal about attitudes to the press?
8. When the producer is killed at the end of the movie the death announcement says, *'He was 57 or 62 years old, depending on the bio.'* How does even this little detail reinforce one of the main themes of the movie?

3.05 Advertising: The Art of Persuasion

Topic: How advertising works

Purpose: Students will

- study strategies used by advertisers
- analyze how these strategies work to compel consumers to buy products
- apply advertising strategies to create a media commercial

Concepts: values, reason, emotion, product placement, impulse, consumption, consumerism

Time: 1 period for introductory handout and discussion. 3-4 additional class periods for groups to design, produce and present ads.

Background Information: By studying the techniques of effective advertising we can become aware of our own vulnerability to its persuasive power. In this lesson a number of advertising strategies are described and illustrated. After reading and reflecting on this information students are asked to work in groups to produce an ad that employs some of the techniques described in the handout.

Materials and Preparation:

- Make class copies of the 2 page handout *Advertising: The Art of Persuasion*.
- Optional: obtain a copy of the PBS documentary *The Persuaders* (PBS Frontline, Feb 9/2004 (See PBS homepage on the internet.) Alternatively, view it online at <http://www.pbs.org/wgbh/pages/frontline/view/> Click on 'Previous Reports,' then on '2004'.
- Decide how many projects you would like each student to evaluate. Photocopy the number of evaluation forms required.
- Consider how to group students for the production of ads.

Engage:

- Begin by asking students to describe ads that have caught their attention on television, radio or in the print media.

What caught your attention? (idea, script, acting, language, action, punch line...)

To what does this ad appeal? (intellect, emotion, sense of humour, needs, wants...)

What does the ad promise? (quality, satisfaction, meaning, success, happiness, acceptance...)

- Distribute copies of *Advertising: The Art of Persuasion*
- EITHER have students read the document in groups. OR read the document aloud to the class, giving time after each section for questions and clarification. The document summarizes some of the key concepts presented in the PBS documentary *The Persuaders*.
- You may wish to direct senior students to the website to view individual segments from the documentary. For younger students the level of discussion may be too advanced.

*I do not read advertisements.
If I did, I would spend all of
my time wanting things.*
Franz Kafka

Reflect:

- Discuss the article with the class. Guide the discussion to elicit the following points:
 - *advertising is everywhere and we cannot avoid it.*
 - *advertising persuades us to associate the product with values and personal meaning.*
 - *ads appeal to our emotions, rather than to our intellect*
 - *advertising makes us want things that we do not need*
 - *ads persuade us that we need these things in order to feel fulfilled*
 - *successful ads often tap into our fears and insecurities*
 - *some advertisements are subliminal; their message is embedded in the programming itself*
 - *the language of advertising is selected for maximum effectiveness*
 - *understanding how ads work may help us to resist their persuasive power*

Act: Designing a Persuasive Commercial

- Assign students to work in groups of 3 or 4 to design a commercial advertisement. A variety of media are possible (ad posters, radio spots, full-page magazine ad). You may want all groups to work in the same medium and take the opportunity to teach the requisite skills (e.g. a 30 second TV commercial).
- Each ad should be designed to reflect several of the key elements of advertising discussed in the article and summarized above in the Reflect section. Choice of vocabulary, a deliberate appeal to emotion, and an attempt to create need are crucial.
- Negotiate a due-date for class presentations.

Presentations:

- Have students assess the effectiveness of the ads using evaluation form provided.
- Each group can be assigned to also do an oral evaluation of one of the other groups. This may stimulate additional discussion and help in the overall debriefing of the presentations.

Extension:

1. Tape several ads from commercial television and analyze them using the ideas presented in this lesson.
2. Advertisers are keenly sensitive to public opinion. If an ad offends potential buyers they may choose not to run it. Choose one or more ads that you judge to be objectionable on the grounds that they are particularly manipulative or deceptive or inappropriate. Write to the advertisers expressing your objections, and tell them you would appreciate a reply.
3. Media influences are investigated in greater depth on the website of Global Issues:
<http://www.globalissues.org/HumanRights/Media/Corporations/Ads.asp>

Sources: The article *The Art of Persuasion* is a summary of ideas, examples and quotations presented in the PBS documentary *The Persuaders*. (PBS Frontline, February 9/2004).

Advertising: The Art of Persuasion

- Take a walk through the downtown area of any city in the world and notice how nearly every available surface is covered in advertising. Try to imagine how different the urban environment would look if all advertising were suddenly to vanish.
- Picture a radio or television program completely free of commercials, or a news magazine focused only on the news. How would your listening and reading habits change?

Advertising in the 21st century has been described as an outer membrane attached to our physical and cultural environment like a second skin. Media analyst Mark Crispin Miller says advertisers don't just want their messages to fill the atmosphere; they want it to become the atmosphere. Advertising, he says, '*wants us not to be able to find a way outside of the world it creates for us.*'

Values and Meaning

The biggest challenge for advertisers is to make their own messages stand out from all the other advertising in the environment. In order to achieve this they use highly sophisticated strategies, many of which appeal strongly to our need for *security* and for a sense of *purpose*. Ads promise much more than just reliable products. For example, *Nike* ads promise new 'meaning' in your life. *Starbucks* coffee is about 'community'. *United Colors of Benetton* products are 'multi-cultural'. And *Saturn* cars are said to reflect 'old-time values' like loyalty and neighbourliness. Apparently this appeal to values actually works: In the summer of 2003 more than 45 000 Saturn owners spent their holidays camped out on the parking lot of a Saturn assembly plant!

Emotion and Identity, not Reason

Because manufacturers know that most of the things they are asking you to buy are things you do not really need, their ads rarely appeal to your logic and common sense. Instead they try to connect their product with your *feelings* and *self-image*. A whiskey ad that runs annually just before Christmas shows three young men waiting to be admitted to a party. Each is concealing a gift-wrapped bottle behind his back. The caption? *Three Wise Men*.

An *iPod* poster shows you how cool you will look listening to music with the designer headset and cables. Until you purchase the product, the ads imply, you will never be as wise, as cool or as happy as the people in the posters.

Creating Artificial Needs

These emotional appeals create *needs* that can feel very urgent and convincing. Although common sense and past experience may whisper that the satisfaction of our deepest needs have little or nothing to do with purchasing consumer products, our feelings are often much more persuasive than our reasoning. So we give in to our feelings and make the purchase, only to find that the product fails to deliver on its emotional promise. Oh, the product probably works just fine. But it does not make us happier or more confident or cool. Advertisers fully expect us to get that familiar letdown feeling, because they know we'll be back spending even more in order to satisfy the cravings the ads promise to satisfy.

Product Placement & Embedded Advertising

Most viewers don't like television ads and will often surf other channels during commercial breaks. To overcome 'ad-fatigue' many companies are looking for ways to make their advertising part of the

program itself. This is called *embedded advertising* or *product placement*. In the movie *Castaway*, FedEx delivers, no matter what obstacles stand in the way. The real-life CEO of FedEx actually appears in the movie as a representative of the company.

In the movie *I Am Sam*, Sean Penn, playing the part of a mentally handicapped father trying to gain custody of his child, is shown working not in a generic coffee shop, but at Starbucks.

In the Reality TV show *Survivor*, it's *Coors Light* that always shows up at the end of a tough day. These are only three examples of how the line between program and product are being deliberately blurred so that you cannot turn off the ads without also turning off the program.

Fears and Impulses

Clotaire Papaille is a former child psychologist who now works with large multi-national corporations to help them persuade consumers to purchase high-end luxury products. He believes that our deepest impulses, including our purchasing decisions, come from hidden fears and urges. *'I don't believe what people say... They have no idea why they are doing what they're doing,'* says Papaille. Companies who follow his advice look for the secret 'code' that will identify what people really want deep down. For example, SUVs may represent 'domination' to people who are afraid of being seen as weak. If corporations understand this, their ads for SUVs can highlight the 'macho' qualities of the vehicle.

The Power of Words

Language is an important part of all advertising, including political persuasion. Which phrase sounds less threatening, *global warming* or *climate change*? Both terms refer to exactly the same thing; the environmental consequences of burning fossil fuels. But scientists and citizens who are concerned about this issue warn us about *global warming*, while the energy corporations and politicians, who are worried about losing profits and votes if they force a cutback in the use of fossil fuels, use the more neutral term *climate change*.

In the USA, many wealthy citizens and politicians tried for many years to cancel a *Luxury Tax* that was levied on large estates when a person died. But most voters thought that taxing the wealthy was a good idea. So, politicians were reluctant to get rid of it and risk defeat in the next election. A few years ago a clever consultant suggested a simple solution: Change the name of the tax. His reasoning was that, since the tax was applied only when a person died, it should be renamed the *Death Tax*. Absolutely nothing was changed except the label. Well, nobody likes the idea of death. And the next time the issue came to a vote the Death Tax was abolished by a majority vote of 75%.

Ad Alert!

Our environment is so saturated with advertising that we are largely unconscious of its influence on our lives. We do not notice that we are being manipulated and we may even take for granted that our choices should be made on the basis of advertising. As a media commentator said recently, *'Marketers find a way so deep inside each one of us that it no longer feels like persuasion at all.... The secret is to induce the person to persuade her/ himself.'*

For each of us, success in confronting the persuasive power of advertising will depend first of all on how much we value our right to think and choose for ourselves. Secondly, we will need to accept that happiness does not come from buying and owning things. Finally, the more we understand about how advertising works, the better able we will be to see through its 'game' and resist its appeal.

Evaluation Form for Advertising Projects

Evaluator: _____

Group: _____

Product: _____

How well does the ad get your attention? 1 2 3 4 5 6 7 8 9 10

What techniques are used to achieve this? _____

How effectively are your feelings engaged? 1 2 3 4 5 6 7 8 9 10

How is this done? _____

Does the ad make the product seem desirable? 1 2 3 4 5 6 7 8 9 10

How is this achieved? _____

Does the ad connect the product with values? 1 2 3 4 5 6 7 8 9 10

What values are suggested? _____

How persuasive is the language used in the ad? 1 2 3 4 5 6 7 8 9 10

Which words/phrases/ideas are particularly effective? _____

Total Marks: _____

3.06 Advertising and Self-Image

Topic: Body image and advertising

Purpose: Students will

- analyze the effect of advertising on self-image
- share their own experience with the influence of advertising
- consider the prevalence of consumerism as a societal value

Concepts: artificial need creation, self-image, self-acceptance, advertising strategies

Time: 1-2 periods

Background Information: Adolescence is a stressful time when teenagers are particularly vulnerable to messages about how they measure up against external standards. Commercial advertising frequently targets the self-doubt that many young people feel about their bodies. People who develop a critical awareness of how advertising creates unrealistic expectations are less likely to allow their self-image to be unduly influenced by these media messages. As a result they will be better equipped to look beyond themselves and become empowered to engage effectively in the challenges of the world.

Materials and Preparation:

- Make class copies of the article *Body Image and Advertising*.
- Make one photocopy of the group discussion questions. The five sets of questions should be separated beforehand, ready to hand out to the groups.
- The survey *My SELF and Others* can be projected as an overhead transparency or presented orally if you would rather not make copies for everyone.
- For the discussion of the article, the class should be divided into five groups – either at the beginning of the class, or after the survey has been completed.

Engage:

- After introducing the main idea of the lesson, conduct the survey. Students should not be pressured to reveal how they answered each of the seven questions. But do invite responses of a general nature so that the following issues come into focus:
 - *the importance our culture attaches to the possession of material things (question 1)*
 - *the feelings associated with not having what others have (1)*
 - *the need to feel accepted, and the ways of achieving this acceptance (2)*
 - *the awareness of others' opinions of oneself as a factor in one's own self esteem (2)*
 - *turning to external solutions for self esteem; advertised products that promise to enhance one's attractiveness and acceptability to others (3, 4)*
 - *the identification of the self primarily with the physical body (4)*
 - *the anxiety associated with being less attractive physically than one would like to be (4, 5)*
 - *the awareness that advertising triggers thoughts of inadequacy (6)*
 - *the temptation to make physical changes, hoping to become more acceptable to others (6)*
 - *the inner awareness that the self is not defined by the physical body but by personality, attitudes, values and behaviours (7)*
 - *the awareness, however, that judgments are often made on the basis of physical appearance, and the accompanying pain that this can cause (7)*

Anything in any way beautiful derives its beauty from itself and asks nothing beyond itself. Praise is no part of it, for nothing is made worse or better by praise.

Marcus Aurelius

- Hand out copies of *Body Image and Advertising*.
- Explain that this article summarizes the findings of research on the effects of advertising on consumers' perception of their own bodies.
- Give each group one of the group sets of discussion questions.
- Ask each group to read the article aloud together and discuss the questions. Allow 15-20 minutes for this stage.
- When the time is up have a student from each group report to the whole class the responses of his/her group to the assigned questions.
- Give opportunity for reactions and additional input from the rest of the class. Help the class summarize the main points raised by the article and in the discussion.

- Key concepts:

<i>peer pressure</i>	<i>dieting</i>	<i>thinness</i>	<i>steroids</i>
<i>sex appeal</i>	<i>advertising</i>	<i>consumerism</i>	<i>emotional health</i>
<i>inadequacy</i>	<i>self consciousness</i>	<i>realistic goals</i>	
<i>health concerns</i>	<i>weight loss</i>	<i>consumerism</i>	

Reflect:

- Ask students to write a journal entry prompted by one or more aspects of the activity. Encourage them to make this a *personal* statement, rather than an *analysis* of the issue. Suggested journal prompts:
 - *What was most striking about the article or the discussion? Why did this impress you?*
 - *How does advertising impact you personally?*
 - *What items have you purchased recently as a direct result of advertising, or because 'everybody else has one'?*
 - *How conscious are you of the influence of body image on how you feel about yourself?*
 - *What emotions are associated with this issue?*
 - *How do you (as a female / as a male) feel about the fact that, according to the article, women feel a great deal more pressure than men do to conform to expectations regarding bodily appearance? What might this say about broader, related issues in our culture?*
 - *How do you, as a male, experience the pressure to conform to advertised ideals?*

Action and Extension:

1. Collect two or three magazine ads that appear to be designed to make you compare yourself unfavourably to an external standard. Try to identify your inner response to each of these ads. For each ad describe the external standard the ad portrays. Decide whether that standard is realistic for you. What would be the consequences for you if you committed yourself to trying to achieve this standard? Would it improve your quality of life physically? Emotionally? Socially? What would be the costs associated with achieving this standard?
2. Write to a company whose advertising you feel puts unhealthy pressure on people to conform to unrealistic expectations. State your objections to the ad and let them know that as long as they continue to use these advertising strategies you will not be buying their products.
3. Make a poster or collage that illustrates your objections to a particular marketing strategy. This will work most effectively if you choose a single theme (e.g. 'violence in the marketing of children's toys', or 'appealing to elitism in car ads.')

DISCUSSION QUESTIONS: GROUP #1

Advertisers are sometimes accused of deliberately raising the hopes of consumers by promising extravagant results, which they know are impossible to achieve.

1. Why do advertisers do this? Would they not expect consumers to ‘see through’ this and refuse to buy the products?
2. Can you think of specific examples of ads that are clearly unrealistic?

DISCUSSION QUESTIONS: GROUP #2

Some of the statistics reported in the article are fairly dramatic.

1. Do you think they are accurate? Exaggerated? Explain
2. Which statistic do you think provides the most convincing evidence that advertising of this kind has significant negative effects?
3. What do you suggest to remedy the situation?

DISCUSSION QUESTIONS: GROUP #3

1. Do you think advertising should be controlled more strictly?
2. For what products are there already rules in place to control advertising? In your opinion, are these rules having the intended effects?
3. What sort of rules could be put in place to reduce the negative effects of advertising on our self-image?

DISCUSSION QUESTIONS: GROUP #4

1. Would you like to be able to live without being exposed to advertising? What would be the major benefits?
2. Can you predict some possible changes, positive or negative, in Canadian lifestyle, or in our ways of thinking, that might result if we were not exposed to advertising?

DISCUSSION QUESTIONS: GROUP #5

1. To what extent is physical attractiveness an essential part of being a happy person?
2. What are some other components that contribute to a healthy acceptance of oneself? What, in your opinion, is the most important ingredient of happiness?
3. Do you see a role for advertising in helping people achieve happiness? Explain.

Body Image and Advertising

It is common knowledge that advertisers use sex appeal to try to sell their products. But researchers and counsellors are becoming concerned about the pressure this puts on women and men to focus excessively on their appearance. In some studies the majority of women report that the images of women presented in advertising make them feel unattractive or old. Other studies have found that boys and men too are made to feel inadequate by such advertising, and that an increasing number are willing to jeopardize their health in order to match the images presented in commercial advertising.

By the time a girl reaches the age of 17 she will have seen more than 250 000 ads. A very large percentage of these will tell her, directly or indirectly, that physical beauty is the most important goal she can aspire to. It is no wonder that high levels of self-consciousness about physical appearance are common traits among teen-age girls.

One of the standard characteristics of female attractiveness used by the advertising media is thinness. Fashion models, portrayed as the 'ideal' everyone should aspire to, are almost grotesquely unrepresentative of the average. Only about 1% of real women will ever be as thin as a supermodel. Yet almost 70% of girls say that the models in magazine advertising are 'the perfect body shape'. Little wonder that nearly \$40 billion worth of diet products are sold annually in North America alone.

There is a theory that the advertising industry deliberately presents this impossibly thin body shape in order to guarantee that they will never run out of customers. The reasoning goes like this:

'We have already convinced women that in order to be attractive they must be as thin as possible. Now, if we can persuade them to accept our extremely thin models as the standard to imitate, then they will buy more of our products to try to achieve that goal. We will consistently present this as a realistic goal so that, although most of them will not succeed, they will never stop trying.'

The effects of these messages on physical and emotional health have been studied by a number of researchers. Among their findings are the following:

1. On average, girls who rarely see fashion advertising feel better about their own appearance than girls who regularly see it in women's magazines or elsewhere.
2. The most frequent desire named by girls between 11 and 17 is to lose weight.
3. Although nearly half of the girls in one study wanted to lose weight, only 29% were actually overweight.
4. One third of girls and women between 13 and 25 experiment with smoking in the hope that it will make them eat less.

Among boys there is pressure to appear more muscular. Their use of steroids and dietary supplements in order to 'bulk up' is an increasing and dangerous trend. It seems that for boys and girls the pressure to conform to artificial standards of beauty and attractiveness may be causing them to lose sight of the much more important issues of physical health, emotional happiness and a well-balanced self-image.

My SELF and Others: Student Questionnaire

Circle *YES* if the statement describes an experience you have had once or more.
Circle *NO* if this has never happened to you.

- | | | |
|--|-----|----|
| • Sometimes I have felt that my life would be happier if only I could own a certain object. | YES | NO |
| • I have sometimes felt I would be more accepted by people in my peer group if I had more or better 'stuff'. | YES | NO |
| • I have noticed that some ads make me want things I never really wanted or even paid attention to before. | YES | NO |
| • I am anxious about my physical appearance; about whether other people find me attractive. | YES | NO |
| • I have thought about which of my physical features I would like to change if I could, so other people would like me more. | YES | NO |
| • I have seen ads that have made me want to buy a certain product because it might make me more likeable to myself and others. | YES | NO |
| • I would sincerely like my appearance to be the basis on which other people decide whether or not they like me. | YES | NO |
| • I hope my looks are less important to other people than my personality and my character. | YES | NO |

Sources:

Media Awareness Network <http://www.media-awareness.ca/english/index.cfm>

Center for Media Literacy <http://www.medialit.org/>

Mediascope <http://www.mediascope.org/pubs/ibriefs/bia.htm>

3.07 Conflict and Television

Topic: The portrayal of conflict on television

Purpose: Students will

- log conflict situations in television programming
- classify different categories of conflict
- consider the impact of media portrayals of conflict on society

Concepts: values, media, conflict, violence

Time: 2 periods of class time, plus a week of at-home television viewing

Background Information: Conflict is a central theme in literature and the performing arts, including television. The average person of any age spends a great deal of time watching television. Because the formation of values and behaviours, particularly in children, is influenced by how we see others dealing with conflict, the way television portrays conflict matters a great deal. The article *The Effects of Television Violence* (see Appendices) summarizes some of the findings of research into television and video-game violence.

Materials and Preparation:

- Make class copies of the *Television Conflict Observation Chart*.

Engage:

- Introduce the lesson by discussing the fact that conflict is at the heart of all literature and the performing arts, including television shows.
 - *Can you name a TV show without some form of conflict? What would be the appeal of such a show? (Some documentaries and information shows may be exceptions, and even many of these have conflict situations at their cores.)*
 - *Taking television programming as a whole, how would you describe the 'flavour' of conflict on television: what conflict strategies are most prominent?*
 - *How are TV conflicts typically resolved? Does this differ depending on the genre of the show: comedy, crime, Reality Television, etc?*
 - *How often does conflict end in win/win resolutions? win/lose? lose/lose?*
 - *Is violence a rare, a frequent, or a dominant feature of conflict portrayals on television?*
- Hand out the *Television Conflict Observation Chart*
 - Explain that for the next 7 days students will be asked to monitor conflict portrayals in the TV shows they watch.
- The assignment:
 - Watch 1-2 hours of television each day for one week.
 - Use tally marks in the observation chart provided, to monitor and classify conflict episodes in the programs you watch.
 - At the end of the week total the tally marks for each *type* of conflict in the right-hand column, and for each *show* at the bottom of each column.

*I find television to be very educating.
Every time somebody turns on the set, I
go in the other room and read a book.*
Groucho Marx

Reflect:

Part I: Individual Reflection

- Ask students to write commentaries analyzing what they have observed about the way conflict is portrayed on television.
 - *Are there particular patterns in the way conflict is portrayed – in comedy? In drama? In sport? Other?*
 - *Is conflict given a normal, natural profile, or is it amplified beyond normal limits?*
 - *Do certain kinds of conflict dominate?*
 - *What conflict strategies are used most frequently?*
 - *What role does violence play in TV conflict? How many violent incidents did you see?*
 - *How are conflicts typically resolved? Which strategies are not used very much, if at all?*

Part II: Group Reflection

- At the end of the week divide the class into groups to share and discuss their individual findings. Appoint a recorder/reporter in each group.
- Ask each group to use this discussion to formulate two or three conclusions about the portrayal of conflict on television.
- Have the reporter from each group read these statements for the whole class. Record these on the overhead or chalkboard.
- Identify and refine common elements in these reports and formulate a single set of statements that summarize the observations of the class.

Action and Extension:

- Find research reports on the affects of television violence on the behaviour of young children. Summarize these findings and report them to the class.
- Do you think the way conflict is portrayed on television is problematic? State the issue as clearly as you can and register any concerns by writing to the producers of the program in question, or, if your concern is of a more general nature, write to the editor of the local paper stating your views.
- Try using the *Television Conflict Chart* to track a number of episodes of a single program. Does this deeper analysis confirm your initial observations? What is the intended audience of this show? What messages about conflict do you think regular viewers of this program will absorb?
- Analyze a video game using the questions in Reflect, Part I. Keeping in mind that children are the primary consumers of video games, describe what you think they will learn about conflict and violence if they play this game.

Television Conflict Observation Chart

PROGRAM (date, time, channel)					
Conflict Type ↓					Totals
Playful Teasing					
Verbal Violence					
Emotional Abuse					
Physical Threat					
Terror, Intimidation					
Physical Fight					
Assault, minor Injury					
Assault w Weapons					
Murder					
Military Conflict					
Totals:					
Type of Resolution	↓	↓	↓	↓	
Win / Win					
Win / Lose					
Lose / Lose					
Totals:					

List of Teacher Resources

The Project Peacemakers Resource Centre is searchable on the internet at www.projectpeacemakers.org, where you can find many of the resources listed below.

* indicates that the resource is available at:
Instructional Resources Unit, *Manitoba Education and Youth*
Main Floor, 1181 Portage Avenue
Winnipeg, Manitoba, R3G 0T3
Phone: 204-945-7830 (Reference and information services)
Fax: 204-945-8756
Toll Free: 1-800-282-8069- 7830 (reference and information services)
1-800-592-7330 Media Booking Only
Online catalogue: <http://library.edu.gov.mb.ca:4100/>

Abrams, Irwin, editor (1990). *The Words of Peace: Selections from the Speeches of the Winners of the Nobel Peace Prize*. New York: Newmarket Press. *

Includes a foreword by Jimmy Carter, and quotations from Nobel Peace Prize winners, organized thematically, with biographical notes.

Ackerman, Peter and Duvall, Jack (2000). *A Force More Powerful: A Century of Nonviolent Conflict*. New York: Palgrave.

A history of non-violent movements to secure human rights and democratic freedoms in the twentieth century: provides an alternative perspective of modern history, rather than focusing primarily on military events and armed conflicts. This resource is appropriate primarily as background information for teachers, or as a research resource for high school students. There is an accompanying set of videos and a study guide which would be appropriate for use in senior years, particularly S3 and S4 social studies.

Agenda for War-Affected Children, statement produced by the International Conference on War-affected Children, held in Winnipeg in September 2000. Available on-line at :
http://www.waraffectedchildren.gc.ca/Final_Agenda-en.asp

Arendt, Hannah (1970). *On Violence*. Orlando, Florida: Harcourt Brace and Company.

A concise philosophical and historical analysis of the violence prevalent in the twentieth century, and of the relationship between war and politics, violence and power. Arendt maintains that violence can never create power, but it is capable of destroying it; useful quotations and reflections on history and politics in the nuclear age.

Barnaby, Frank, editor (1988). *The Gaia Peace Atlas: Survival into the Third Millennium*. New York: Doubleday/Gaia Books Ltd. Bellamy, Carol (2002). *

Extensive historical information on war, peace and security; discussion of a sustainable future; many United Nations contributors and international perspectives presented.

"Building a Culture of Peace", a special edition of *Peace Movement*, Volume 1, No. 2, Summer 2000. London (UK): National Peace Council and the United Nations Association.

Commemorative journal for the UN International Year for a Culture of Peace, articles from around the world regarding perspectives on global peace education and activities in support of peace and UN peacekeeping.

Brouwer, Wytze (1986). *A Survey of Peace Education in Canada*. Ottawa (ON): Canadian Institute for International Peace and Security. *

Information on the status of peace education in the mid-80s, and survey results from Canadian teachers regarding peace education and the school curricula.

Canadian Institute for International Peace and Security. (1990). *Teachers' Handbook on Peace and Security*. Ottawa: Canadian Institute for International Peace and Security. *

Extensive background information, fact sheets, and activities for senior years teachers to use in the classroom to explore global issues related to war, peace, and international relations from a Canadian perspective.

Carlsson-Page, Nancy and D. Levin (1998). *Before Push Comes to Shove: Building Conflict Resolution Skills with Children*. St. Paul, MN: Redleaf Press. *

Teacher guidebook for developing conflict resolution strategies in children, ideas for curriculum integration and the use of literature.

Celebrating the Decade for a Culture of Peace and Nonviolence 2001 – 2010, A Resource Manual (Second Revised Edition, Fall 2000). Nyack, New York.

Fellowship of Reconciliation: www.forusa.org

A manual based on the UNESCO philosophy of creating a culture of peace, with practical suggestions for activities. Section One, "Exploring Our Culture of Non-violence?" describes what a culture of non-violence means, its historical basis, and includes practical activities for the promotion of non-violence. Section Two, "Understanding Our Culture of Violence" focuses on understanding conflict, hate and militarism, and developing leadership to overcome these elements of society. Includes articles, resources, reproducible materials.

Cultivating Peace in the 21st Century, Classroom Connections

A series of seven lessons on peace, conflict and security. Print versions can be ordered at no cost from the website: www.cultivatingpeace.ca The kit includes the three NFB films *Balablok*, *Neighbours* and *When the Dust Settles* as well as *View From the Summit*, a documentary in 5 sections of the 2001 Quebec Summit of the Americas. Also available on loan from Project Peacemakers.

Cultivating Peace: Taking Action, Classroom Connections

A series of six lessons to encourage students to become involved in working for peace and justice. This manual is a sequel to *Cultivating Peace in the 21st Century* and may be obtained at no cost from the website: www.cultivatingpeace.ca Included is a video highlighting 'the power of individual and group action in shaping solutions for our global future.' Also available on loan from Project Peacemakers.

Colorosso, Barbara (2002). *The Bully, the Bullied and the Bystander*. Toronto: Harper Collins Publishers.
A guidebook for teachers and parents regarding breaking the cycle of bullying and violence in homes, schools and communities; strategies for dealing with aggressive behaviour and promoting peaceful behaviour in groups.

Coulon, Jocelyn. *Soldiers of Diplomacy: The United Nations, Peacekeeping, and the New World Order*. Toronto: University of Toronto.

Also available in French (*Les casques bleus*) - a book about the United Nations Peacekeeping Forces and their role in the world

Diamond, Louise (2001). *The Peace Book: 108 Simple Ways to Create a More Peaceful World*. Berkeley, CA: Conari Press.

A book of suggestions for peace building beginning from inner peace and moving outward to social action initiatives. Intended as a catalyst to action as a part of developing a network of peace activism. Web-site: www.peacebook.com

Eleftheria, Ireni K. (1987). *The Peace Book*. New York: Black Rose Publications. *

A compilation of information on war, arms, and peace, with biographical information and quotations from peace activists and social activists

Educators for Social Responsibility (1983). *Perspectives: A Teaching Guide to Concepts of Peace*. Cambridge, Massachusetts. *

Activities for teaching concepts of peace to middle and senior years students.

Educators for Social Responsibility (1998). *Conflict Resolution in the High School*. Cambridge, Massachusetts.

Thirty six lessons that explore the dynamics of conflict and conflict resolution for young people.

Elementary Teachers' Federation of Ontario (2001). *Take a Closer Look*. Toronto (Ontario).
Elementary Teachers' Federation of Ontario.

A practical guide to exploring issues on media violence, lesson plans and reproducible activities for Grades 7 and 8, correlated to media literacy outcomes in the Ontario curriculum.

Fletcher, Ruth (1986). *Teaching Peace: Skills for Living in a Global Society*. Toronto: Fitzhenry and Whiteside.

Lessons and reproducible activities appropriate to Middle Years students on the themes of conflict resolution, discrimination and prejudice, peace building, cooperation, global interdependence, media awareness and responsible consumerism.

Grossman, D. and DeGaetano, G. (1999). *Stop Teaching Our Kids to Kill*. New York: Crown Publishers.

A collection of position statements, articles and resources regarding the effects of media violence on young people, includes a list of educational resources.

Haverluck, Bob (1990). *Perspectives on Peace/Conflict*. Winnipeg (MB): Peguis Publishers Ltd. *

Guidelines and approaches for teachers K to 12 regarding peace and conflict studies, suggested interdisciplinary teaching strategies and learning activities for teaching peace in the classroom (all grade levels).

Institute of Peace and Conflict Studies (2004). *Armed Conflict Report 2004*. Waterloo (ON): Project Ploughshares.

This publication is produced each year by Project Ploughshares, and includes a world map poster indicating the areas of armed conflict over the course of the year in question, and summaries of the conflict areas and history of the conflicts.

Copies, and educational support materials, are available from Project Ploughshares at www.projectploughshares.ca

Jasmine, Julia (1997). *Conflict Resolution Grades 5 – 8*. Huntington Beach, CA: Teacher Created Materials Inc. *

Johnston, Carla Brooks (2001). *Screened Out: How the media control us and what we can do about it* New York: M. E. Sharpe

Discusses and illustrates the influence media programming and advertising has on the cultivation of societal values.

Josephson, Wendy L. (February 1995). *Television Violence: A Review of the Effects on Children of Different Ages*. Ottawa: Department of Canadian Heritage.

Extensive Canadian study of television and particular age groups, from infants to adolescents, with parental suggestions and suggestions to the television industry.

Lifton, Robert Jay and Humphrey, Nicholas (1984) *In a Dark Time*. Cambridge, Mass.: Harvard University Press.

This rich anthology of brief reflections spans more than 2000 years of thoughts and writings on the subject of human conflict.

Machel, Graça (1996). *The Impact of Armed Conflict on Children*. United Nations.

Report by a high-level commission established by the UN General Assembly and chaired by Graça Machel, former First Lady of Mozambique.

Full text of the report is available on the UNICEF web-site at: <http://www.unicef.org/graca/>.

Machel, Graça (September 2000). *The Impact of Armed Conflict on Children : Four Years Later*. Printed in the Background Papers: The International Conference on War-Affected Children, Winnipeg, Canada, 10 – 17 September, 2000.

New Internationalist (NI) Magazine, published monthly by New Internationalist Publications Ltd., www.newint.org

Canadian Office: P.O. Box 706, Markham, Ontario L6B 1A7
(800) 661-8700

An alternative and critically-minded news source reporting on issues of world poverty and inequality, and focussing on people, ideas and action for social justice. Every month features a particular theme. Of particular recent interest are the following issues:

Twin Terrors, November 2001 and *Another World is Possible* January/February 2002

O'Donnell, Kevin. *Biting the Moral Bullet: Issues of Peace and Justice*. Abingdon, U.K.: Bookpoint Ltd. *

Practical activities, background information on social issues, war, alternatives to war: for middle years and senior years classrooms.

Our Schools/ Our Selves: Teaching about War and Peace. Volume 11, Number 2, Issue #66, Winter 2002. Ottawa, Ontario: Canadian Centre of Policy Alternatives.

Peace Corps (2002). *Building Bridges: A Peace Corps Classroom Guide to Cross-Cultural Understanding.* National Geographic Education Foundation, Coverdell Worldwide Schools. Available on-line at www.peacecorps.gov.wws

Lesson plans and workbook activities for developing global cross-cultural awareness, and eliminating stereotypes.

Porro, Barbara. *Talk it Out: Conflict Resolution in the Elementary Classroom.* *

A guidebook for early to middle years teachers: classroom strategies for dealing with conflict and promoting dialogue among students.

Rosenberg, Marshall (1999). *Nonviolent Communication: A Language of Compassion.* Puddledancer Press.

A collection of stories, examples, and sample dialogues to help build positive nonviolent communication and to overcome common communication problems.

Simpson, Carolyn (1998). *Coping through Conflict Resolution and Peer Mediation.* New York: Rosen Publishing Group. *

Explores the nature of conflict and sets guidelines for peer mediation of conflict.

The State of the World's Children 2005. New York: UNICEF Publications.

This report examines the three key threats to childhood - poverty, armed conflict and HIV/AIDS - and offers a comprehensive agenda of action to combat them.

Thich Nhat Hahn (1992). *Peace Is Every Step: The Path of Mindfulness in Everyday Life.* Bantam Books (reissued)

A book of meditations moving toward a paradigm shift and living a life mindful of others. May be used as a philosophical reading to prompt journal writing for senior years students.

UNICEF Education for Development Committee Canada (1997). *Education for Peace and Conflict Resolution : A Training and Curriculum Support Manual.* UNICEF Canada Publications.

A comprehensive guide for training peace education trainers, speakers and teachers; includes theoretical background to peace and conflict resolution studies; learning activities at all grade levels as well as for adults, includes strategies for enhancing intercultural understanding and developing global education programs.

Van Gorp, Hetty (2002). *Peer Mediation: The Complete Guide to Resolving Conflict in Our Schools.* Winnipeg: Portage and Main Press.

A comprehensive guide to setting up a peer mediation program in an early years or middle years school. Includes activities, administrative suggestions, guidelines for conflict resolution and mediation, and a reproducible handbook for student mediators.

Van Gorp, Hetty (2002). *The Peaceful School: Models That Work*. Winnipeg: Portage and Main Press.
A study of a number of examples of Canadian schools that have implemented programs for a culture of peace in their schools.

Vanier, Jean (2003). *Finding Peace*. Toronto: Anansi Press.
A short reflection relating to personal peace, social responsibility and spirituality. Some quotes that may be useful as journal prompts or discussion starters for senior years students.

Walter, Virginia A. (1993) .*War and Peace: Literature for Children and Young Adults: A Resource Guide to Significant Issues*. Phoenix, Arizona: Oryx Press. *
A complete bibliography of literature to support peace education in early, middle and senior years.

World Vision Canada (1997). *War and Peace: Through Innocent Eyes: Teacher's Guide*. World Vision Canada Development Education Department.
This handbook was created to accompany the World Vision video *Through Innocent Eyes*, and provides lesson plans, activities and reproducible worksheets for Grades 8 through 12 regarding the short and long-term impact of armed conflict on children in the world, concluding with participatory lessons on global peacebuilding.

Suggested websites

Adbusters Media Foundation:

<http://www.adbusters.org/>

Based in Vancouver, *Adbusters* is a not-for-profit magazine concerned about the erosion of physical and cultural environments by commercial forces and consumerism. Alternative information source on media, marketing, TV and video games; promotes social action programs encouraging critical media literacy.

Amnesty International:

<http://www.amnesty.ca/>

Amnesty International website includes news updates regarding human rights issues and concerns around the globe, student social action projects in support of human rights.

BBC (A World for Children):

<http://www.bbc.co.uk/worldservice/people/features/childrensrights/worldnewsround/index.shtml>

A World for Children – a special broadcasting initiative of BBC International and UNICEF; the site presents information about children's rights in the words of children.

BBC (Children of Conflict):

<http://www.bbc.co.uk/worldservice/people/features/childrensrights/childrenofconflict/>

Children of Conflict is an initiative of BBC World Service, and disseminates up-to-date international information on child soldiers, children affected by conflict, and related children's rights issues.

Canadian Centres for Teaching Peace:

<http://www.peace.ca/index.htm>

www.peace.ca

Canadian Centres for Teaching Peace is an NGO centred in Alberta. Information and links to materials on peace education in Canada, extensive articles and links to peace education resources for educators, and an annotated resource list by topic.

Ph: (403) 938-5335

1-800-574-7126

Fax: (403) 938-4117

Canadian Council for International Co-operation:

<http://www.ccic.ca/>

The Canadian Council for International Co-operation (CCIC) is an NGO involving about 100 Canadian organizations who seek to promote social and economic equity, democratic participation, environmental integrity and respect for human rights. Site includes research information on world development, articles on policies that serve the global public interest; initiatives to support global citizenship in Canada. (English and French)

Center for Defence Information:

www.cdi.org

The Center for Defence Information is a non-profit organization that researches the social, economic, environmental, political and military components of global security. The site includes a large body of research topics with information on children and armed conflict, peacekeeping, landmines, small arms and light weapons, trade, foreign policy, terrorism and more. CDI also has a library of publications including *The Defence Monitor*.

Center for Media Literacy:

www.medialit.org

Resources and links on subjects related to media literacy, extensive articles and information on media issues and questions of violence in the media.

Cultivating Peace:

<http://www.cultivatingpeace.ca/>

Canadian website with information in English and in French, excellent online resources related to cultivating peace, downloadable lesson plans and resources to support NFB videos on peace and conflict. Cultivating Peace is an initiative of *Classroom Connections*, www.classroomconnections.ca, a non-profit organization that produces learning resources to Canadian schools.

Development and Peace:

www.devp.org

Development and Peace web-site (also in French): information on development issues and actions, an initiative of the Catholic Church in Canada with support from the Canadian International Development Agency (CIDA). Education, advocacy and fund-raising for projects in less developed nations.

Educating for Peace:

<http://www.global-ed.org/e4p/>

Educating for Peace website includes teacher resources at all grade levels and a comprehensive annotated bibliography (text, film, web-sites) that are intended to help students learn to think critically, to respect diversity, to understand global, cultural and ecological interdependence, to analyse the media, to examine the nature of violence and to learn ways for us all to live more peacefully.

Educators for Social Responsibility:

<http://www.esrnational.org/>

Educators for Social Responsibility (ESR) helps educators create safe, caring, respectful, and productive learning environments. We also help educators work with young people to develop the social skills, emotional competencies, and qualities of character they need to succeed in school and become contributing members of their communities. background information on current issues, lesson plans; links, annotated bibliography of books on conflict resolution

Educators for Social Responsibility (New York):

<http://www.esrmetro.org>

New York chapter of the Educators for Social Responsibility website, with teacher resources, current articles and study suggestions for students, excellent readings, articles, research activities and links particularly for senior years and for teachers

Enfants d'ici ou d'ailleurs :

www.eia.qc.ca

Enfants d'ici ou d'ailleurs is a Montreal-based organization that promotes human security among Francophone children, both in Canada and abroad. The site includes information on EIA programs and objectives. The site has details regarding an educational learning kit on human security developed by EIA. There is a list of events and a photo gallery.

E-Pals Classroom Exchange:

www.epals.com

<http://www.epals.com/waraffectedchildren/>

The Government of Canada is working with ePALS Classroom Exchange, Inc.TM to produce on-line educational resources, including activities and discussion boards, for young people to learn about children affected by armed conflict. A valuable resource is the on-line youth companion to the Machel Review, an important study about the impact of armed conflict on children. The youth companion to the Machel Review has a web-based summary of each chapter from this study and a moderated discussion board for young people and their teachers.

Free the Children:

<http://www.freethechildren.org/campaigns/war.html>

<http://freethechildren.org/peace/projects/wng.html>

Free the Children disseminates information on war-affected children and sponsors campaigns to support children's quality of life around the world. Peace projects include youth social action for children's rights; e.g., *Youth Ambassadors for Peace*; *War is not a Game*.

Global Issues (Government of Canada):

www.globalissues.gc.ca

Global Issues is a portal to Canadian foreign policy information on a range of international topics. Current information in English and in French.

Human Rights Internet:

<http://www.hri.ca/welcome.asp>

Human Rights Internet has information on programs related to children's and women's rights, racism and diplomacy, as well as general information about the UN. The site posts alerts, campaigns and news releases related to current human rights issues. The site includes human rights related documents, an education centre, profiles of human rights organizations. HRI is home to *For the Record*, an annual report covering human rights developments on a country by country basis and thematically. HRI's site also has information on internships, a world calendar of events and a Youth Centre. The Youth Centre has a quiz, a library and a forum for youth to publish and read essays, poems, stories and projects written by youth about human rights.

Human Rights Watch:

<http://www.hrw.org>

<http://www.humanrightswatch.org/campaigns/crp/index.htm>

Human Rights Watch (HRW) researchers conduct fact-finding investigations into human rights abuses worldwide. The site includes information by country/region and by topic: arms, children's rights, women's rights, refugees, international justice, prisons, free expression, child soldiers, corporations and human rights, drugs, the international campaign to ban landmines, the United Nations and economic, social and cultural rights. They also report on current events and current HRW campaigns, and provide statistics and publications lists.

Human Security (Foreign Affairs - youth web-site):

<http://www.humansecurity.gc.ca/jeunesse-en.asp>

Youth Zone Department of Foreign Affairs, bilingual site with youth information and activities (middle and senior years) regarding Canadian relations with other countries, links to program for children such as e-mail with war affected children, land mines action and information, teacher and student resources, activities using the Human Security Education Kit created by *Enfants d'ici ou d'ailleurs*, and the Youth Peacebuilders Resource Guide, created by *YouCAN!*

International Red Cross:

<http://www.icrc.org/eng>

International Red Cross – senior years online course (S3 – S4) relating to the work of the Red Cross and international humanitarian law, information on Red Cross humanitarian initiatives in the world

Landmines Campaign:

www.dangermines.ca

This site has information on the Youth Mine Action Ambassador Program and on the International Campaign to Ban Landmines. General information about landmines is provided, as well as suggestions on how youth can get involved in the campaign to ban landmines. The site includes resources, mine action activities and photos.

Lester B Pearson Peacekeeping Centre:

www.cdnpeacekeeping.ns.ca

Updates and daily peacekeeping news are provided on this site, as well as media releases and information on current exercises and seminars. There is also information on publications and upcoming events.

Manitoba Council for International Cooperation:

<http://ourworld.ca/ow2002/quiz02/security.html>

Our World - Peace and Security Issues – includes a questionnaire and information on current issues of world security; information on international cooperation and development. *Our World*, a sub-directory of the website of the Manitoba Council for International Cooperation, contains student-friendly interactive activities and fast facts.

Media Awareness Network:

<http://www.media-awareness.ca>

Very extensive Canadian web-site with educational resources, teacher lesson plans, printable documents for classroom use at all grade levels, including background information and articles on media literacy and current media issues.

Media Literacy Clearinghouse

<http://medialit.med.sc.edu/>

Essays and lesson plans on a variety of subjects related to critical media literacy.

National Film Board:

www.nfb.ca/showpeace

National Film Board in conjunction with UNICEF series of three short films for conflict resolution (can be used at all grade levels, include teacher's guide) order at 1-800-267-7710 in English and in French. There is also a search engine to locate Canadian films on peace and war, with a summary description of their content. Most NFB films are also available through public libraries.

New Internationalist Magazine:

www.newint.org

Website of the publishers of *New Internationalist*, a monthly publication that focuses on issues of social justice from a global perspective.

Nobel E-Museum:

<http://www.nobel.se/peace/index.html>

Nobel e-museum has complete information on Nobel Peace Prize winners, including biographies and speeches, the history of the prize and information on peace mediation and negotiation in the 20th century.

Nonviolence.org:

<http://www.nonviolence.org/>

Nonviolence.org is a website that contains information about peace activism and the history of pacifist movements for social change in the 20th century. The site includes links, articles, discussion groups, and alternative perspectives on current events.

Physicians for Global Survival:

<http://www.pgs.ca/index.php//>

Physicians for Global Survival (Canada) is a physician-led organization which, out of concern for global health, is committed to the abolition of nuclear weapons, the prevention of war, the promotion of non-violent means of conflict resolution and social justice in a sustainable world. Articles on these topics are available in English and in French on the website.

Project Peacemakers:

www.info@projectpeacemakers.org

Winnipeg's Project Peacemakers has a resource library that is open to the public and can be searched online. It publishes peace resources for all grades and works on peace initiatives from the local to the international levels.

Project Ploughshares:

<http://www.ploughshares.ca>

Project Ploughshares includes articles, perspectives and current information on world conflicts. Annual *Armed Conflicts Report*, links to high school lessons and activities, background information on current issues of peace and armed conflict, peacebuilding and conflict prevention initiatives, publications list. See particularly the interactive piece called *Small Arms and Light Weapons: A Global Humanitarian Challenge*.

Public Broadcasting Service (PBS):

http://www.pbs.org/teachersource/media_lit/media_lit.shtm

PBS offers a wide variety of teacher/student resources including documentaries, on-line video clips and ideas for lesson and unit planning.

Seeds of Peace (PBS):

http://www.pbs.org/newshour/extra/teachers/lessonplans/world/peace_5-21.html

A PBS program called *Seeds of Peace* sponsors opportunities for young people to come together for a stay at a camp in Maine during which time they have the opportunity of meeting and getting to know other young adults from those "enemy" nations they have learned about and to test their perceptions and learning against the reality of meeting a live person. The main focus of Seeds of Peace is the Arab-Israeli conflict. The web-site contains reflective articles written by young people who have been involved in the Arab-Israeli conflict, news sites, and lesson plans.

Small Arms Survey:

www.smallarmssurvey.org

This site provides information about the Small Arms Survey project, which is concerned with the problem of small arms. It provides electronic versions of their publications and extracts from their yearbook. It offers information about the organization's activities, partners and certain resources, such as the UN Small Arms Conference database. Links to other databases and documents are available on the site.

Taking It Global

<http://www.takingitglobal.org/home.html>

This is an interactive website dedicated to supporting youth who are interested in making global connections. Plenty of ideas for teachers and students alike.

Third World Traveller:

<http://www.thirdworldtraveler.com/index.html>

Third World Traveller puts up magazine articles and book excerpts that offer an alternative view to the corporate media about the state of democracy in America, and about the impact of the policies of the United States' government, transnational corporations, international trade and financial institutions, and the corporate media, on war and peace, democracy, civil liberties, free speech, human rights, and social and economic justice, in the Third World, and in the United States.

Transparency

<http://www.transparencynow.com/mediacrit.htm>

A resource for teachers offering commentary on a variety of subjects including reviews of movies relating to media issues.

UNESCO (Peace Is In Our Hands):

http://www3.unesco.org/iycp/uk/uk_sum_cp.htm

Culture of Peace website with student and teacher resources, publications list, lesson plans, information on international initiatives to promote a culture of peace, links to UNESCO educational programs.

UNICEF:

www.unicef.org

UNICEF advocates for children's rights and helps to meet the basic needs of the world's children. "Voice of Youth" page includes games, quizzes and activities. There is also a teachers' page and online discussions about a variety of child/youth related issues. The main site includes information about UNICEF's work on issues affecting children, including statistics and reports on children and war.

UNICEF Report on the State of the World's Children:

<http://www.unicef.org/pubsgen/sowc03summary/sowc03summary.pdf>

UNICEF resources and publications:

<http://www.unicef.org/infores/publications.htm>

UNICEF publications related to quality of life of children in the world, including peace and security; publications may be ordered on-line or through local UNICEF office.

United Nations Association of Canada:

<http://www.unac.org/yac/w3.html>

Youth Action Course on the United Nations and Human Rights to educate from a global perspective; web-site includes extensive information for youth and educators on the United Nations and its workings, including information on conducting youth Model U.N. sessions. Includes lesson plans and resources for teaching about refugees, human rights and other related issues.

United Nations: Children and Armed Conflict

www.un.org/special-rep/children-armed-conflict

Olara Otunnu is the Special Representative of the U.N Secretary General for Children and Armed Conflict. The site has information on Otunnu's work regionally, as well as general information on child soldiers and the Optional Protocol to the Convention on the Rights of the Child. The site includes Otunnu's report to the UN General Assembly. There are also reports, speeches, press releases, UN documents and a video.

United Nations High Commission for Refugees:

www.unhcr.ch

UNHCR is the United Nations agency responsible for refugees. The site contains publications, statistics and related research on the topic of refugees. There are resources for teachers, including several units and lesson plans for different age groups.

United Nations Global Teaching and Learning Project (*Cyberschoolbus*):

www.un.org/Pubs/CyberSchoolBus

The *Cyberschoolbus* is the teacher and student resource centre on the web for the UN and contains a wide range of information on all activities of the United Nations. User-friendly, interactive, English and French. The following are some sub-sites on particular topics.

United Nations Millennium Goals

<http://www.un.org/millenniumgoals/>

This site describes the targets for global poverty reduction agreed on in 1990 by all the member nations of the UN.

United Nations student web-site (child soldiers):

<http://www.un.org/cyberschoolbus/childsoldiers/whatsgoingon/>

United Nations website for children with basic facts about child soldiers, links to other websites, current information on issues related to children in armed conflict, information by country, social actions programs to stop the use of children as soldiers.

United Nations student web-site (human rights):

<http://www0.un.org/cyberschoolbus/humanrights/index.asp>

Human Rights in Action is a sub-site of the United Nations website for students (*Cyberschoolbus*). It includes the complete text of the Declaration of Human Rights as well as the “plain language version” of the declaration, interactive activities, teacher resources in English and in French, and lesson plans on human rights themes.

United Nations student web-site (peace gallery):

<http://www.un.org/cyberschoolbus/gallery/peace/index.asp>

Pictures of Peace, a sub-site of the UN children’s site (*Cyberschoolbus*), features pictures drawn by students around the world that represent peace, and a peace poem written by children – suitable for early years students.

United Nations Peacekeeping:

<http://www.un.org/Depts/dpko/dpko/home.shtml>

UN Peacekeeping site: facts and figures on peacekeeping operations past and present, organized by geopolitical region.

United Nations Special Session on Children:

<http://www.unicef.org/specialsession/background/index.html>

UN Special Session on Children 2002 web-site, a part of the very large United Nations web-site, has complete information on the discussions and resolutions during this special session (May 2002) which involved young student participants from around the world

War-Affected Children:

<http://www.waraffectedchildren.gc.ca/conference-en.asp>

Web-site with information on the International Conference on War-affected Children, sponsored by the Department of Foreign Affairs and held in Winnipeg in September 2000. Includes official documents of the forum, information on the conference and summaries of films from around the world regarding war affected children.

War Child Canada:

<http://www.warchild.ca>

War Child Canada web-site posts current information on war affected children, as well as links, activities, lesson plans and social action projects related to children and war. There is a youth zone with information on the Generation Peace initiative, a chat room and field diaries.

Workable Peace:

<http://www.workablepeace.org/now.html>

Workable Peace is a secondary school teaching and learning project that integrates the study of conflict and the development of civic and social skills into social studies classes. The Teacher Center includes lesson plans, resources, teacher-created activities and case studies related to conflict and conflict resolution.

World Vision:

<http://www.wvi.org/home.shtml>

World Vision is an international aid and relief organization. Site includes information about the effects of war on children, programs in countries around the world, on-line catalogue of educational videos on issues related to children's rights.

YouCAN:

www.youcan.ca

YouCAN is a Canadian, non-profit, charitable organization that works with young adults to: promote the peaceful resolution of personal, community, and societal conflicts; promote the concept of nonviolence, peer mediation and conflict resolution; establish a Canadian network of peer mediators and youth peace-makers; and to highlight the work of peace-makers of all ages, especially that of young Canadians. The site includes information on YouCAN's projects and events. There is a discussion forum and a gallery.

Recommended videos for middle & senior years

(It may be necessary to check your school's licensing/copyright agreements for the use of some of these materials for classroom purposes.)

Balablok (1972), National Film Board

8 minutes; no words, animation

This film is part of the NFB Show Peace series. It represents conflict in its most elemental form: cubes oppose spheres and violence escalates beyond reason. No dialogue or commentary is necessary. The characters' sounds and actions tell the story of socio-cultural differences forming a basis for conflict and violence.

Neighbours (1952), National Film Board

8 minutes; no script, animation

Two neighbours share summer afternoon in their backyards until a flower sprouts between them precipitating an argument about property boundaries. A hard-hitting study of the escalation of violence.

(Balablok and Neighbors are available in VHS format from the Project Peacemakers office.)

UNICEF videos

A number of documentary videos regarding the effects of war on children are also available through the UNICEF office as follows:

UNICEF Prairie Region; Telephone: 204-477-4600

Web: www.unicef.ca

Videos recommended for use in Lesson 1.06 Analyzing Conflict II: The Oka Crisis:

(All available at the Department of Education, Instructional Resources Unit, 1181 Portage Avenue. Some or all of these also available online from CBC Archives.)

- ***CBC News In Review: September 1990***
- ***Oka***
- ***Kanehsatake: 270 Years of Resistance***
- ***Okanada***
- ***Rocks at Whiskey Trench***

Taken collectively, these films analyze the Oka Crisis from a number of differing points of view, ranging from prime-time television news journalism, to a historical perspective through the eyes of First Nations people.

Videos recommended for use in Lessons 3.03 and 3.04

- ***Wag The Dog*** (available for rental or purchase in both DVD and VHS format)
- ***The Truman Show*** (available for rental or purchase, in both DVD and VHS format)

For more extensive resource lists:

War and Peace: Literature for Children and Young Adults: A Resource Guide to Significant Issues.

Walter, Virginia A. (1993). Phoenix, Arizona: Oryx Press.

- Extensive bibliography, with teacher guidelines for using literature to explore difficult or sensitive issues with children.

Global Education Network

<http://www.global-ed.org/p-j.htm>

- Complete and up-to-date annotated list of links to websites on peace and justice education. Sites have been evaluated and chosen on the basis of educational resources provided to teachers and students in global education themes.

Educating for Peace Classroom Resources

<http://www.global-ed.org/e4p/resource.htm>

- A Canadian website with a very complete annotated list of classroom-tested resources including details on book suppliers, organized by theme
EDUCATING FOR PEACE
PO Box 4791 Stn E
Ottawa, ON K1S 5H9
(613) 233-7133, (613) 749-8929
www.global-ed.org

Curricular connections to social studies: S1-S2

These are the S1 and S2 Social Studies learning outcomes specified by the Manitoba Education, Citizenship and Youth that are particularly related to peace and justice education. The lessons and activities included in this resource are designed to address these learning outcomes. At the time of publication the design of new S3 and S4 courses is underway, but specific learning outcomes are not yet available.

S1 Social Studies learning outcomes: *Students will...*

- 9-S-100 Collaborate with others to achieve group goals and responsibilities.
- 9-S-101 Use a variety of strategies in conflict resolution.
- 9-S-102 Make decisions that reflect fairness and equality in their interactions with others.
- 9-S-103 Promote actions that reflect principles of environmental stewardship and sustainability.
- 9-S-104 Seek consensuses in collaborative problem solving.
- 9-S-105 Recognize and take a stand against discriminatory practices and behaviours.
- 9-S-106 Propose options that are inclusive of diverse perspectives.
- 9-KC-004 Describe the contributions of Canadians whose social and political actions have promoted human rights.
- 9-KI-018 Evaluate effects of assimilative policies on cultural and linguistic groups in Canada.
- 9-KI-019 Describe the effects of stereotyping and discrimination on individuals, communities, and regions.
- 9-KI-020 Evaluate the influence of mass media and pop culture on individuals, groups, and communities.
- 9-KH-030 Describe social and cultural injustices in Canada's past.
- 9-KH-031 Identify significant events in the development of human rights in Canada.
- 9-VI-004 Be willing to consider diverse social and cultural perspectives
- 9-VH-008 Appreciate the efforts of Canadians who have helped to promote human rights.
- 9-VH-009 Value the contributions of diverse cultural and social groups to Canadian society.
- 9-VP-014 Value non-violent resolutions to conflict.
- 9-KC-011 Identify ways in which democratic ideals have shaped contemporary Canadian society.
- 9-KC-012 Assess the advantages and disadvantages of democratic processes in Canada.
- 9-KC-013 Describe their responsibilities and rights as citizens of Canada and the world.
- 9-KP-046 Give examples of ways in which people can individually and collectively influence Canada's political and social systems.
- 9-VC-001 Appreciate democratic ideals in Canadian society.
- 9-VC-002 Value their democratic responsibilities and rights.
- 9-VP-015 Be willing to exercise their responsibilities and rights as citizens living in a democracy.
- 9-KG-035 Evaluate Canadian perspectives regarding current global issues.
- 9-KG-036 Give examples of decisions that reflect the responsibilities of global citizenship.
- 9-KG-037 Compare media portrayals of current issues.
- 9-KG-039 Evaluate Canada's contributions to international aid and development.
- 9-KG-040 Assess the implications of Canada's military or peacekeeping role in contemporary conflicts.
- 9-VG-011 Appreciate Remembrance Day as a commemoration of Canadian participation and peacekeeping in world conflicts.
- 9-VG-012 Be willing to consider local, national, and global interests in their decisions and actions.

- 9-KC-014 Describe current issues related to citizenship in Canada.
- 9-KI-023 Identify various ways of addressing social injustice in Canada.
- 9-KG-042 Describe Canada's responsibilities and potential for leadership regarding current global issues.
- 9-KP-047 Identify opportunities and challenges regarding Canadian-American relationships
- 9-VC-003 Be willing to engage in discussion and debate about citizenship
- 9-VL-006 Respect traditional relationships that Aboriginal peoples of Canada have with the land.
- 9-VG-013 Value Canada's contributions to the global community.
- 9-VE-018 Be willing to consider ethical questions related to sharing wealth and resources.

S2 Social Studies learning outcomes: *Students will...*

- S2-S-100 Collaborate with others to achieve groups goals and responsibilities
- S2-S-101 Use a variety of strategies in conflict resolution
- S2-S-102 Make decisions that reflect fairness and equality in their interactions with others.
- S2-S-103 Promote actions that reflect principles of environmental stewardship and sustainability.
- S2-S-104 Seek consensus in collaborative problem solving.
- S2-S-105 Recognize and take a stand against discriminatory practices and behaviours.
- S2-S-106 Propose options that are inclusive of diverse perspectives.
- S2-S-107 Make decisions that reflect social responsibility.
- S2-S-301 Consider the context of events, accounts, ideas, and interpretations
- S2-S-303 Reconsider personal assumptions based on new information and idea.
- S2-S-306 Analyze prejudice, racism, stereotyping, and other forms of bias in the media and other information sources.
- S2-S-307 Propose and defend innovative options or solutions to address issues and problems.
- S2-S-308 Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective.
- S2-S-400 Listen to others to understand their perspectives
- S2-S-401 Use language that is respectful of human diversity.
- S2-KG-035 Identify implications of more-developed countries extracting resources from less-developed countries.
- S2-KP-041 Identify ways in which competing interests and needs influence control and use of the land and natural resources in Canada.
- S2-VP-009 Be willing to consider the implications of personal choices regarding natural resources.
- S2-KG-038 Identify issues relating to scarcity and distribution of food.
- S2-KG-039 Define the concept of globalization and identify related social issues.
- S2-VG-008 Be willing to consider the social and environmental impacts of their consumer choices.
- S2-KI-007 Analyze urban social issues.

Quotations about peace and war

Causes of war

What difference does it make to the dead, the orphans and the homeless, whether the mad destruction is wrought under the name of totalitarianism or the holy name of liberty or democracy?

- Mahatma Gandhi (1869 - 1948), "Non-Violence in Peace and War"

War is not its own end, except in some catastrophic slide into absolute damnation. It's peace that's wanted. Some better peace than the one you started with.

- Lois McMaster Bujold, "The Vor Game", 1990

The causes of war are multiple, but often they find their origin in difference and in the forging of identity through culture and religion.

- Jean Vanier, 2003

War is only a cowardly escape from the problems of peace.

- Thomas Mann

The purpose of all war is ultimately peace.

- St. Augustine

Men fear thought as they fear nothing else on earth – more than ruin, more even than death. Thought is subversive and revolutionary, destructive and terrible; thought is merciless to privilege, established institutions, and comfortable habits ... careless of the well-tried wisdom of the age.

- Bertrand Russell, from *Principles of Social Reconstruction*

Politics is war without bloodshed while war is politics with bloodshed.

- Mao Tse-Tung (1893 - 1976)

War is nothing but the continuation of politics by other means.

- Karl von Clausewitz

We make war that we may live in peace.

- Aristotle (384 BC - 322 BC), *Nicomachean Ethics*

No man can sit down and withhold his hands from the warfare against wrong and get peace from his acquiescence.

- Woodrow Wilson (1856 - 1924)

O liberté! Que de crimes on commet en ton nom!

O liberty! What crimes are committed in your name!

- Madame Roland, on mounting the scaffold, 1793

It is far easier to make war than to make peace.

- Georges Clemenceau

It is human nature to protect what is precious to us behind defensive walls. We erect borders and boundaries to protect our nation, our cultures, our families, our certitudes, and our own hearts.

- Jean Vanier, *Finding Peace*, 2003

The man who looks for security, even in the mind, is like a man who would chop off his limbs in order to have artificial ones which will give him no pain or trouble.

- Henry Miller

Profits are springing, like weeds, from the fields of the dead.

- Rosa Luxembourg

It is organized violence on top which creates individual violence at the bottom.

- Emma Goldman

That problem, why men fight who aren't necessarily fighting men, was posed for me in a new and dramatic way one Christmas eve in London during World War II. The air raid sirens had given their grim and accustomed warning. Almost before the last dismal moan had ended, the anti-aircraft guns began to crash. In between their bursts I could hear the deeper, more menacing sounds of bombs. It wasn't much of a raid, really, but on or two of the bombs seemed to fall too close to my room. I was reading in bed and, to drown out or at least to take my mind off the bombs, I reached out and turned on the radio. I was fumbling aimlessly with the dial when the room was flooded with the beauty and peace of Christmas carol music. Glorious waves of it wiped out the sound of war and conjured up visions of happier peacetime Christmases. Then the announcer spoke – in German – for it was a German station and they were Germans who were singing those carols. Nazi bombs screaming through the air with their message of war and death; German music drifting through the air with its message of peace and salvation. When we resolve the paradox of those two sounds from a single national source, we will, at last, be in a good position to understand and solve the problem of peace and war.

- Lester B. Pearson, 1957

Individuals and peace

If we are to reach real peace in this world ... we shall have to begin with the children.

- Mahatma Gandhi, India

Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.

- Margaret Mead

Peace is not a relationship of nations. It is a condition of mind brought about by a serenity of soul. Peace is not merely the absence of war. It is also a state of mind. Lasting peace can come only to peaceful people.

- Jawaharlal Nehru (1889 - 1964)

There is no peace in the world when there is no peace within.

- Unknown

Let us be wary of mass solutions, let us be wary of statistics. ... There is perhaps no surer way to peace than the one that starts from little islands and oases of genuine kindness, islands and oases constantly growing in number and being continually joined together until eventually they ring the world.

- Father Dominique Pire (1958)

Perhaps oppression dehumanizes the oppressor as much as, if not more than, the oppressed. They need each other to become truly free to become human. We can be human only in fellowship, in koinonia, in peace.

- Desmond Mpilo Tutu (1984)

If the attainment of peace is the ultimate objective of all statesmen, it is, at the same time, something very ordinary, tied to the daily life of every individual. In familiar terms, it is the condition that allows each individual to pursue, without fear, the purpose of their lives.

- Eisaku Sato, 1974

Nothing can bring you peace but yourself.

- Ralph Waldo Emerson (1803 - 1882)

It is ... up to young people to take up the task of building and cultivating a culture of peace in the next generation. Citizens, if supported by international networking, can play a key role in peace-building.

- UNESCO Culture of Peace Programme

The only devils in this world are those running around in our hearts, and that is where all our battles should be fought.

- Mohandas (Mahatma) Ghandi

One of these days, the people are going to demand peace of the government, and the government is going to have to give it to them.

- Dwight Eisenhower

First keep the peace within yourself, then you can also bring peace to others.

- Thomas a Kempis (1380 - 1471)

True peace can rarely be imposed from the outside; it must be born within and between communities through meetings and dialogue and then carried outward.

- Jean Vanier

But peace does not rest in the charters and covenants alone. It lies in the hearts and minds of all people. So let us not rest all our hopes on parchment and on paper, let us strive to build peace, a desire for peace, a willingness to work for peace in the hearts and minds of all of our people. I believe that we can. I believe the problems of human destiny are not beyond the reach of human beings.

- John F. Kennedy (1917 - 1963)

Do not wait for leaders; do it alone, person to person.

- Mother Teresa

I feel within me a peace above all earthly dignities, a still and quiet conscience.

- William Shakespeare

Peace starts within each one of us. When we have inner peace, we can be at peace with those around us. When our community is at peace, it can share that peace with neighbouring communities, and so on.

- The Dalai Lama, 1989

Adversity causes some people to break and others to break records.

- William Ward

Some [people] succeed by what they know; some by what they do; and a few by what they are.
- Elbert Hubbard

The greatest things are accomplished by individual people, not by committees or companies.
- Alfred A. Montapert

Consequences of war

In peace children bury their parents. War violates the order of nature and causes parents to bury their children.
- Herodotus

One is left with the horrible feeling now that war settles nothing; that to win a war is as disastrous as to lose one.
- Agatha Christie, *Autobiography* (1977)

"I see the world gradually being turned into a wilderness, I hear the ever-approaching thunder, which will destroy us too, I can feel the suffering of millions, and yet, if I look up into the heavens, I think that it will all come right, that this cruelty, too, will end." These are the words of a 15-year-old girl. They could have been written yesterday—by a child in Bosnia or Liberia, in Afghanistan or the Sudan. In fact, they were written more than 50 years ago in the Netherlands, by Anne Frank, who died shortly afterwards in a Nazi concentration camp.
- From the Introduction to the *Graça Machel Report*, United Nations

The quickest way of ending a war is to lose it.
- George Orwell, May 1946, "Second Thoughts on James Burnham"

War would end if the dead could return.
- Stanley Baldwin

War is a series of catastrophes that results in a victory.
- Georges Clemenceau (1841 - 1929)

You can no more win a war than you can win an earthquake.
- Jeannette Rankin (1880 - 1973)

Make no mistake about it: Operation Desert Storm truly was a victory of good over evil, of freedom over tyranny, of peace over war.
- Dan Quayle (1947 -), remarks at Arlington National Cemetery

One day President Roosevelt told me that he was asking publicly for suggestions about what the war should be called. I said at once 'The Unnecessary War'.
- Sir Winston Churchill, 1948

Never, never, never believe any war will be smooth and easy, or that anyone who embarks on the strange voyage can measure the tides and hurricanes he will encounter. The statesman who yields to war fever must realize that once the signal is given, he is no longer the master of policy but the slave of unforeseeable and uncontrollable events.
- Sir Winston Churchill (1874 - 1965)

Never think that war, no matter how justified, is not a crime.

- Ernest Hemingway

After this war two torrents will be unleashed on the world: a torrent of loving kindness and a torrent of hatred. I knew that I should struggle against hatred.

- Etty Hillesum, a Dutch Jew who died in Auschwitz

War is the greatest plague that can afflict humanity; it destroys religion, it destroys states, it destroys families. Any scourge is preferable to it.

- Martin Luther King

A just war is a contradiction in terms.

- Unknown

The problem after a war is with the victor. He thinks that he has just proven that war and violence pay. Who will now teach him a lesson?

- A.J. Muste

New walls of racism, prejudice, and fear arose, and the West began to prepare for a long war against terrorism.

- Jean Vanier, on the consequences of September 11, 2001

Impact of nuclear war

Preventing conventional war is a goal to be pursued by all of us, a splendid goal. But preventing nuclear war is a necessity, an immediate, grim, necessity, for the whole human race. ... In essence, we must act on the warning Albert Einstein gave us forty years ago, He told us then that the nuclear weapon had changed everything except the way we think, that if we failed to change our thinking to accord with nuclear reality, we moved towards disaster. We still have not changed that pre-nuclear thinking.

- John Marshall Lee, Vice Admiral, US Navy retired, 1986

I know not with what weapons World War III will be fought, but World War IV will be fought with sticks and stones.

- Albert Einstein (1879 - 1955)

The way to win an atomic war is to make certain it never starts.

- Omar Bradley (1893 - 1981), Speech to Boston Chamber of Commerce, 1948

Either war is obsolete or men are.

- R. Buckminster Fuller (1895 - 1983), New Yorker, Jan. 8, 1966

War is murder. And the military preparations now being made for a potential major conflict are aimed at collective murder. In a nuclear age the victims would be numbered by the millions. The naked truth of this must be faced. The age in which we live can only be described as one of barbarism. Our civilization is in the process not only of being militarized but also of being brutalized ... Dare we believe that the leaders of the world's great nations will wake up, will see the precipice towards which they are moving, and change direction?

- Alva Reimer Myrdal, 1982

You can't say civilisations don't advance, however, for in every war they kill you a new way.
- Will Rogers

Mankind must put an end to war or war will put an end to mankind.
- John F. Kennedy (1917-63)

In the age where the atom has been split, the moon encircled, diseases conquered, is disarmament so difficult a matter that it must remain a distant dream? To answer "yes" is to despair of the future of mankind."
- Philip Noel-Baker, 1959

The bell of Hiroshima rings in our hearts not as a funeral knell but as an alarm bell calling out to actions to protect life on our planet.
- Dr. Evgeny Chazov, representing International Physicians for the Prevention of Nuclear War (1985)

We come back to the alternatives in the Russell-Einstein Manifesto: the end of the human race or the renunciation of war. Since the first is unacceptable, war must cease to be an admissible social institution. The abolition of war must be our ultimate goal.
- Professor Joseph Rotblat, Nobel Peace Prize 1996

The stark and inescapable fact is that today we cannot defend our society by war since total war is total destruction, and if war is used as an instrument of policy, eventually we will have total war. Therefore, the best defence of peace is not power, but the removal of the causes of war, and international agreements which will put peace on a stronger foundation than the terror of destruction.
- Lester B. Pearson, 1957

Strength of non-violence

I believe that unarmed truth and unconditional love will have the final word in reality. This is why right temporarily defeated is stronger than evil triumphant... I believe that what self-centred men have torn down, men other-centred can build up."
- Martin Luther King, on the acceptance of the Nobel Peace Prize

I like to believe that people in the long run are going to do more to promote peace than our governments. Indeed, I think that people want peace so much that one of these days governments had better get out of the way and let them have it.
- Dwight D. Eisenhower (1890 - 1969)

Though force can protect in emergency, only justice, fairness, consideration and co-operation can finally lead men to the dawn of eternal peace.
- Dwight D. Eisenhower (1890 - 1969)

The world will never have lasting peace so long as men reserve for war the finest human qualities. Peace, no less than war, requires idealism and self-sacrifice and a righteous and dynamic faith.
- John Foster Dulles

When I recall the path of my own life I cannot but speak of the violence, hatred and lies. A lesson drawn from such experiences, however, was that we can effectively oppose violence only if we ourselves do not resort to it.

- Lech Walesa, 1983

We must indeed resolutely refuse to be tempted to violence: that is the short cut which invariably turns out to be the blind alley.

- A.J. Muste

An invasion of armies can be resisted, but not an idea whose time has come.

- Victor Hugo

There never was a good war, or a bad peace.

- Benjamin Franklin, Letter to Josiah Quincy (1783)

I prefer the most unjust peace to the justest war that was ever waged.

- Cicero, Letter to Atticus

Non-violence is the weapon of the strong.

- Mahatma Gandhi

Whatever you do, you need courage. Whatever course you decide upon, there is always someone to tell you that you are wrong. There are always difficulties arising that tempt you to believe your critics are right. To map out a course of action and follow it to an end requires some of the same courage that a soldier needs. Peace has its victories, but it takes brave men and women to win them.

- Ralph Waldo Emerson (1803 - 1882)

If you can't feed a hundred people, then feed just one.

- Mother Teresa

People are always blaming their circumstances for what they are. I don't believe in circumstances. The people who get on in this world are the people who get up and look for the circumstances they want, and, if they can't find them, make them.

- George Bernard Shaw, 1893

It is by acts and not by ideas that people live.

- Anatole France

Human tendency to violence

If man does find the solution for world peace it will be the most revolutionary reversal of his record we have ever known.
- George C. Marshall

Wars begin in the minds of men [sic].
- United Nations Charter

In any case ... complete suppression of man's aggressive tendencies is not at issue; what we may try is to divert it into a channel other than that of warfare.
- Sigmund Freud

Wars are poor chisels for carving out peaceful tomorrows.
- Martin Luther King, Jr.

We always prefer war on our terms to peace on someone else's.
- Author Unknown

My dynamite will sooner lead to peace than a thousand world conventions. As soon as men will find that in one instant whole armies can be utterly destroyed, they surely will abide by golden peace.
- Alfred Bernhard Nobel (1833-1896)

War is to a man what maternity is to a woman; I do not believe in perpetual peace.
- Benito Mussolini

We must find non-violent means to achieve desired social adjustments or we are reduced to futility and despair.
- A.J. Muste

Sometime they'll give a war and nobody will come.
- Carl Sandburg (1878 - 1967), "The People, Yes" (1936)

Those who make peaceful revolution impossible will make violent revolution inevitable.
- John F. Kennedy (1917 - 1963), speech at the White House, 1962

To be feared is to fear: no one has been able to strike terror into others and at the same time enjoy peace of mind.
- Seneca (5 BC - 65 AD)

We have flown the air like birds and swum the sea like fishes, but have yet to learn the simple act of walking the earth as brothers.
- Martin Luther King, Jr.

What a beautiful fix we are in now; peace has been declared.
-Napoleon Bonaparte, 1802

Peace, n.: In international affairs, a period of cheating between two periods of fighting.
- Ambrose Bierce

Loud peace propaganda makes war seem imminent.

- D. H. Lawrence

My argument is that War makes rattling good history, but Peace is poor reading.

- Thomas Hardy

It is well that war is so terrible – we would grow too fond of it.

- Robert E. Lee

Let him who desires peace prepare for war.

- Flavius Vegetius Renatus (~375 AD), *De Rei Militari*

You cannot simultaneously prevent and prepare for war.

- Albert Einstein (1879 - 1955) (attributed)

Peace and social justice

For how can there be peace if people who are in terrible need are living near people who are living in great luxury, with no contact?

- Jean Vanier

The hope of a secure and livable world lies with disciplined nonconformists who are dedicated to justice, peace and brotherhood.

- Martin Luther King Jr. (1929 - 1968), "Strength to Love"

Peace won by the compromise of principles is a short-lived achievement.

- Author Unknown

Peace is more than just the absence of war. It is rather a state in which no people of any country, in fact no group of any kind live in fear or need... Whenever we solve one single problem we have contributed to peace for the individual. Whenever we bring peace to the individual we are making our world a slightly better place in which to live.

- Poul Hartling, representing the United Nations High Commissioner for Refugees, 1981

The world must be made safe for democracy. Its peace must be planted upon the tested foundations of political liberty.

- Woodrow Wilson, Speech to Congress, Apr. 2, 1917

During the cold war, peace and security tended to be defined simply in terms of military might or the balance of terror. Today, we have a greater appreciation for the non-military sources of conflict. We know that lasting peace requires a broader vision, encompassing education and literacy, health and nutrition, human rights and fundamental freedoms. We know that we cannot be secure amidst starvation. We cannot build peace without alleviating poverty. We cannot build freedom on foundations of injustice.

- Kofi Annan, General Secretary, United Nations

You can't separate peace from freedom because no one can be at peace unless he has his freedom.

- Malcolm X (1925 - 1965), *Malcolm X Speaks*, 1965

Peace, to have meaning for many who have known only suffering in both peace and war, must be translated into bread or rice, shelter, health, and education as well as freedom and human dignity – a steadily better life.

- Ralph J. Bunche, 1950

Most people want security in this world, not liberty.

- H.L. Mencken

Reconciliation should be accompanied by justice, otherwise it will not last. While we all hope for peace it shouldn't be peace at any cost but peace based on principle, on justice.

- Corazon Aquino

UNICEF's experience suggests that the preparation for war is as wasteful and tragic as the war itself. The diversion of the Earth's treasure on armaments in some of the poorest countries takes national attention and scarce resources away from social programmes of health education, and development, causing needless suffering and deaths among millions of children, the most vulnerable of the national population.

- James P. Grant, Director, UNICEF, 1985.

Security depends not so much upon how much you have as upon how much you can do without.

- Joseph Wood Krutch

Peace, in the sense of the absence of war, is of little value to someone who is dying of hunger and cold. It will not remove the pain of torture inflicted on a prisoner of conscience. It does not comfort those who have lost their loved ones in floods caused by senseless deforestations in a neighbouring country. Peace can only last where human rights are respected, where the people are fed, and where individuals and nations are free.

-The Dalai Lama (1989)

Surely a world that spends US \$800 billion a year on weapons can find the \$5 – 6 billion needed annually to give every child an education.

- Carol Bellamy, UNICEF Executive Director

When people decide they want to be free, there is nothing that can stop them.

- Desmond Tutu

Individuals have international duties which transcend the national obligations of obedience ... Therefore [individual citizens] have the duty to violate domestic laws to prevent crimes against peace and humanity from occurring."

- Nuremberg War Crimes Tribunal, 1950

When the power of love overcomes the love of power world will know peace.

- Jimi Hendrix

The real and lasting victories are those of peace, and not of war

- Ralph Waldo Emerson

Envisioning peace

We shall find peace. We shall hear the angels, we shall see the sky sparkling with diamonds.

- Anton Chekhov (1860 - 1904), 1897

Peace is not an absence of war, it is a virtue, a state of mind, a disposition for benevolence, confidence, justice.

- Baruch Spinoza, (1632 - 1677)

The name of peace is sweet, and the thing itself is beneficial, but there is a great difference between peace and servitude.

Peace is freedom in tranquility, servitude is the worst of all evils, to be resisted not only by war, but even by death.

- Cicero, (106 BC - 43 BC)

Has not peace honours and glories of her own unattended by the dangers of war?

- Hermocrates of Syracuse

Peace is not simply the absence of war. It is the presence of justice and the absence of fear.

- Dr. Ursula Franklin

The peace we all yearn for is not just the work of governments but the task of each one of us... Peace is not a question just of stopping this or that catastrophe, but of rediscovering a vision, a path of hope for all humanity.

- Jean Vanier, *Finding Peace*, 2003

Living apart and at peace with myself, I came to realize more vividly the meaning of the doctrine of acceptance. To refrain from giving advice, to refrain from meddling in the affairs of others, to refrain, even though the motives be the highest, from tampering with another's way of life - so simple, yet so difficult for an active spirit. Hands off!

- Henry Miller (1891 - 1980)

I dream of giving birth to a child who will ask, "Mother, what was war?"

- Eva Merriam

Of one thing I am certain, the body is not the measure of healing - peace is the measure.

- George Melton

Imagine all the people living life in peace. You may say I'm a dreamer, but I'm not the only one. I hope someday you'll join us, and the world will live as one.

- John Lennon

A crust eaten in peace is better than a banquet partaken in anxiety.

- Aesop (620 BC - 560 BC), *The Town Mouse and the Country Mouse*

Since wars begin in the minds of men [sic], it is in the minds of men that the defence of peace must be constructed.

- Unknown, UNESCO Constitution

One path alone leads to a life of peace: The path of virtue.

- Juvenal (55 AD - 127 AD)

Peace has to be created, in order to be maintained. It is the product of Faith, Strength, Energy, Will, Sympathy, Justice, Imagination, and the triumph of principle. It will never be achieved by passivity and quietism.

- Dorothy Thompson (1894 - 1961)

Not a gift of a cow, nor a gift of land, nor yet a gift of food, is so important as the gift of safety, which is declared to be the great gift among all gifts in the world.

- Panchatantra 5th Century

Until he extends his circle of compassion to include all living things, man will not himself find peace.

- Albert Schweitzer (1875 - 1965)

We can gain no lasting peace if we approach it with suspicion and mistrust or with fear. We can gain it only if we proceed with the understanding, the confidence, and the courage which flow from conviction.

- Franklin D. Roosevelt (1882 - 1945), Fourth Inaugural Address, Jan. 20, 1945

With malice toward none, with charity for all, ...let us strive on to finish the work we are in, ...to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations.

- Abraham Lincoln (1809 - 1865), Second Inaugural Address, Mar. 4, 1865

Peace is the happy, natural state of man; war corruption, his disgrace.

- Thomason

From the bottom up, today more than ever before, civil society is experiencing a proliferation of non-governmental organizations (NGOs) in which individuals can engage in non-violent action for peace and justice. Moreover, with the emerging world communication network, they are increasingly able to link their struggles on a global scale. These are perhaps the most important developments in the movement for a culture of peace, because the transition must take place primarily in the minds of individual men and women through a process of action and growth.

- UNESCO Culture of Peace Programme

Peace is the beauty of life. It is sunshine. It is the smile of a child, the love of a mother, the joy of a father, the togetherness of a family. It is the advancement of man, the victory of a just cause, the triumph of truth. Peace is all of these and more and more.

- Menachem Begin 1978

Working for peace

There is no way to peace. Peace is the way.

- Mahatma Gandhi, India

If you want to make peace, you don't talk to your friends. You talk to your enemies.

- Moshe Dayan (1915 - 1981)

The United Nations is our one great hope for a peaceful and free world.

- Ralph Bunche

One of the most basic principles for making and keeping peace within and between nations. . . is that in political, military, moral, and spiritual confrontations, there should be an honest attempt at the reconciliation of differences before resorting to combat.

- Jimmy Carter (1924 -)

Establishing lasting peace is the work of education.

- Maria Montessori

If nations could overcome the mutual fear and distrust whose somber shadow is now thrown over the world, and could meet with confidence and good will to settle their possible differences, they would easily be able to establish a lasting peace.

- Fridtjof Nansen

“Program - a set of instructions, given to the computer, describing the sequence of steps the computer performs in order to accomplish a specific task.” The task must be specific, such as balancing your checkbook or editing your text. A general task, such as working for world peace, is something we can all do, but not something we can currently write programs to do.

- From Unix User's Manual Manual, Supplementary Documents, p. 14-3:

Peace is a never-ending process, the work of many decisions by many people in many countries. It is an attitude, a way of life, a way of solving problems and resolving conflicts. It cannot be forced on the smallest nations or enforced by the largest. It cannot ignore our differences or overlook our common interests. It requires us to live and work together.

- Oscar Arias Sánchez 1987

There may be times when we are powerless to prevent injustice, but there must never be a time when we fail to protest... None of us is in a position to eliminate war, but it is our obligation to denounce it and expose all its hideousness... Mankind must remember that peace is not God's gift to his creatures, it is our gift to each other.

- Elie Wiesel

The technique which has come to be called peace-keeping uses soldiers as the servants of peace rather than as instruments of war. It introduces to the military sphere the principle of non-violence. Never before in history have military forces been employed internationally not to wage war, not to establish domination, and not to serve the interests of any power or group of powers, but rather to prevent conflict between peoples.

- Javier Pérez de Cuéllar , representing the United Nations Peace-Keeping Forces (1988)

Only in growth, reform, and change, paradoxically enough, is true security to be found.

- Anne Morrow Lindbergh, Sunday After the War 1944

A permanent peace cannot be prepared by threats but only by the honest attempt to create a mutual trust. However strong national armaments may be, they do not create military security for any nation nor do they guarantee the maintenance of peace.

- Albert Einstein (1879-1955)

The true and solid peace of nations consists not in equality of arms, but in mutual trust alone.

- Pope John XXIII

A peace that comes from fear and not from the heart is the opposite of peace.

- Gersonides

Every kind of peaceful cooperation among men is primarily based on mutual trust and only secondarily on institutions such as courts of justice and police.

- Albert Einstein (1879 - 1955)

Peace cannot be achieved through violence, it can only be attained through understanding.

- Ralph Waldo Emerson

We merely want to live in peace with all the world, to trade with them, to commune with them, to learn from their culture as they may learn from ours, so that the products of our toil may be used for our schools and our roads and our churches and not for guns and planes and tanks and ships of war.

- Dwight D. Eisenhower (1890 - 1969)

This is one of those pivotal moments in history when we CAN change the world for the better as we bring wisdom actively to the fore and apply it with diligence and clarity. Let's not go to reaction, dishing out what we have received, but act in a new level of global compassion. This is the time, we are the people. Our ancestors are rooting for us. May we be the ones who step off the wheel of the never ending action and reaction.

- Justine Toms September 12, 2001, radio broadcast, *New Dimensions Radio*

We must do more to prevent conflicts happening at all. Most conflicts happen in poor countries, especially those which are badly governed or where power and wealth are very unfairly distributed between ethnic or religious groups. So the best way to prevent conflict is to promote political arrangements in which all groups are fairly represented, combined with human rights, minority rights, and broad-based economic development.

- Kofi Annan, Secretary General, United Nations, *Millennium Report*, April 3, 2000.

This is our common maxim and belief – that if through your efforts and sacrifices you win liberty and with it the prospect of peace, then work for peace because there is no mission in life more sacred.

- Menachem Begin 1978

Peace, like freedom, is no original state that existed from the start; we shall have to make it, in the truest sense of the word.

- Willy Brandt, 1971

Law never made men a whit more just; and, by means of their respect for it, even the well-disposed are daily made the agents of injustice. A common and natural result of an undue respect for the law is, that you may see a file of soldiers, colonel, captain, corporal, privates, powder-monkeys, and all, marching in admirable order over hill and dale to the wars, against their wills, ay, against their common sense and consciences, which makes it very steep marching indeed, and produces a palpitation of the heart. They have no doubt that it is a damnable business in which they are concerned; they are all peaceably inclined. Now, what are they? Men at all? or small movable forts and magazines, at the service of some unscrupulous man in power?

- Henry David Thoreau, *On the Duty of Civil Disobedience*

Tolerance and intolerance

If we'd been born where they were born and taught what they were taught, we would believe what they believe.

- A sign inside a church in Northern Ireland, explaining the origin of intolerance and hate

[True] liberty...means allowing people freely to say things you do not want to hear.

- George Orwell

Looking at strangers is like looking into darkness. Your eyes take time to adjust.

– Oromo Proverb, Africa

The highest result of education is tolerance.

- Helen Keller, USA

Let us not speak of tolerance. This negative word implies grudging concessions by smug consciences. Rather, let us speak of mutual understanding and mutual respect.

- Father Dominique Pire (1958)

“to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small...”

- Preamble to the Charter of the United Nations

Impact of the media

If you came and you found a strange man... teaching your kids to punch each other, or trying to sell them all kinds of products, you'd kick him right out of the house, but here you are; you come in and the TV is on, and you don't think twice about it.

- Jerome Singer, Yale Psychology Professor

*Another possible source of guidance for teenagers is television, but television's message has always been that the need for truth, wisdom and world peace pales by comparison with the need for a toothpaste that offers whiter teeth *and* fresher breath.*

- Dave Barry (1947 -), "Kids Today: They Don't Know Dum Diddly Do"

The issue of media violence is really one of storytelling. We all learn who we are, how to behave, and what to believe through the stories of our culture. Who is telling the stories to our children today?

- “Beyond Blame: Challenging Violence in the Media”, from *Responding to Media Violence*, 1997.

Shall we just carelessly allow children to hear any casual tales which may be devised by casual persons, and to receive into their minds ideas for the most part the very opposite of those which we should wish them to have when they are grown up?

- Plato

Peace journal prompts for middle & senior years

Reflective writing can be a useful tool on processing ideas and experiences. Here are some questions to help guide student responses to questions of justice, war, peace and non-violent conflict resolution.

- What do you believe about violence?
- What do you believe about non-violence?
- Describe an incident you have experienced or observed in which a conflict is resolved in a peaceful fashion.
- Have you ever been too quick to make a judgement without having all the facts? Describe when and why.
- Describe times in which you realized that you felt anger or the potential for violence in yourself. How did you react?
- What patterns do you have in the way you deal with conflict?
- Describe how you feel about war and military activity.
- What types of things make you feel more peaceful and more connected to other people in the world?
- Describe a time when you felt rejected or bullied. How did you react?
- Do you have a role model in your life? Describe the qualities you admire about that person.
- What similarities have you noticed between how countries deal with conflict and how individuals deal with conflict?
- Describe an organization that works for peace and social justice that you would like to work for.
- Write a job description for a United Nations aid worker. Would you like to do this kind of work?
- Write a poem expressing how you feel violence in the media has affected you personally.

Canadian peacebuilders

The following are some examples of Canadian peacebuilders. Students may research these individuals, develop and present role-plays of the presentation of Peace Commendations to individuals, or engage these characters in discussions about the best path to peace. Encourage students to add to this list by finding local examples of individuals who exemplify the qualities of peacebuilding in their communities.

Major-General Roméo Dallaire

Isolated amid the utter chaos of a genocidal war between Tutsi and Hutu factions in Rwanda, General Roméo Dallaire rallied his under-equipped troops in a valiant effort to stem the tide of mass murder that rolled over the tiny African nation in 1993. At great personal and professional risk, Gen. Dallaire and his force -- less than half the requested number -- rescued Tutsi and Hutu moderates from the death squads, and worked tirelessly to restore civil order. Evacuating foreign nationals, negotiating ceasefires, and protecting Rwandan refugees were only a few of the duties carried out in the wake of this unspeakable horror. The Meritorious Service Cross, Military Division, is awarded for military activity that brings great honour to the Canadian Forces. Governor General Ramon Hnatyshyn presented Gen. Dallaire with his Meritorious Service Cross in December 1994.

Lester Pearson

Lester “Mike” Pearson was a Canadian athlete, war veteran, history professor and gifted diplomat. He served as Prime Minister from 1963 to 1968; proposed the first UN peacekeeping force to solve the 1956 Suez Crisis, commemorated at The Peacekeeping Monument; and gave us our national flag. Pearson headed the Department of External Affairs from 1946 after its tremendous expansion during World War II. As a politician, he continued to use his diplomatic talents to make Canada a major partner in the new United Nations and NATO (North Atlantic Treaty Organization). His Nobel Peace Prize medal is displayed in the main lobby of the Lester B. Pearson Building, headquarters of the Department of Foreign Affairs and International Trade.

Dr. Lucille Teasdale-Corti

From an early age, Lucille Teasdale had a passion for helping disadvantaged people. In 1955, after finishing medical school, she became one of the first woman surgeons in Québec. She left for Uganda to work with Dr. Piero Corti, whom she had met previously in Montréal. The colleagues became life partners when they were married in Uganda. This was the beginning of a 35-year odyssey during which their clinic grew into the 463-bed St. Mary’s Hospital, where Dr. Teasdale performed 13,000 operations. Sadly, she contracted HIV by accidentally cutting herself on bone fragments while operating on wounded soldiers during Idi Amin’s expulsion in 1979. Ever devoted to her patients, Dr. Teasdale persevered in her mission for 15 more years, taking precautions not to transfer the virus during medical interventions. This courageous pioneer received the Order of the Italian Republic, the Order of Canada (1991), l’Ordre national du Québec (1995), and the prestigious Feltrinelli-Accademia Nazionale dei Lincei Prize. Dr. Teasdale died of AIDS in the family home near Milan.

Clarence Andrews

"I lost my heart there in 1991. Every now and then I have to go back there to check on it." Clarence Andrews used to drive through the town of Racecourse, Zambia on his way to help build housing for theological students. He saw the children of the community foraging in garbage heaps and drinking flood water and knew he had to help. At home in Gander, Newfoundland, he raised \$60,000 dollars to build the Newfoundland Agape School. Clean water, flush toilets and high-energy breakfasts are now just part of the daily difference in hundreds of students' lives. Andrews' dedication and energy earned him the Governor General's Meritorious Service Cross, awarded to a person "for bringing great honour to Canada." Andrews also headed a project to develop an orphanage for the poverty-stricken city of Kitwe.

Jean Vanier

Jean Vanier is a Canadian spiritual leader and worker with disabled persons who was born in Geneva, Switzerland in 1928. The son of Georges Vanier, governor general of Canada, and Pauline Vanier (née Archer), he served in the British and Canadian navies 1945-50. He studied and taught philosophy and theology in France, and then in 1964 established a home for disabled men living with him in Trosly-Breuil, France. Called *L'Arche* (the ark), it was the first of many; by 1999 there were 23 in Canada and over 100 around the world. Vanier is widely esteemed for his leadership of spiritual retreats and for several books on spirituality and peace. His writings and way of life challenge people to share life with the disadvantaged, in the belief that each person has a unique value as a human being. He was named a Companion of the Order of Canada in 1987.

James S. Woodsworth 1874 – 1942

James was born near Toronto but grew up in western Canada where his father was a Methodist missionary. He became a minister and social worker among immigrant people in western Canada (1900- 1918). He resigned from the church because of his opposition to World War I, and supported his family of six children by working as a longshoremen in Vancouver where he became a union leader. During the Winnipeg General Strike in 1919, he was arrested and jailed on a charge of libel, in part for having quoted from the Book of Isaiah. In 1921 he became a MP and remained in office until he died, a champion of workers and farmers. In 1932 he was the main organizer of the Cooperative Commonwealth Federation, the party of democratic socialism in the west, and became its leader until 1939 when he broke with the majority over Canadian participation in World War II. Woodsworth died of a heart attack shortly after making a moving anti-war speech in Parliament, in which he said: *While we are urged to fight for freedom and democracy, it should be remembered that war is the very negation of both. The victor may win; but if he does, it is by adopting the self-same tactics which he condemns in his enemy...*

John Peters Humphreys was a Canadian lawyer and diplomat born on April 30, 1905, in Hampton, New Brunswick. A lawyer in Quebec, Humphrey joined the law faculty at McGill University in Montreal in 1936. Ten years later, when the United Nations was created, he became the director of human rights for the organization. He was one of the main authors of the *Universal Declaration of Human Rights* (1948), a document that seeks to protect human rights in all countries. Although it is not always honoured, the Declaration is one of the UN's most important achievements. Humphrey left the UN in 1966. He returned to McGill, where he taught for five more years before retiring for good. He remained active in international affairs and the protection of human rights, and wrote several important volumes on the subject. Humphrey was appointed an Officer of the Order of Canada in 1974. He died on March 14, 1995, at Montreal, Québec.

Lloyd Axworthy

Politician (*born on December 21, 1939, at North Battleford, Sask.*)

Lloyd Axworthy became a political activist as a student. He later taught at the University of Winnipeg and directed its Institute of Urban Affairs before serving as Manitoba MLA (1973-79). He was elected to the House of Commons for Winnipeg for the first time in 1979.

Mr. Axworthy was a reliable representative of his constituents and an outspoken member of parliament. He was the only elected Cabinet minister from the West in Prime Minister Pierre Elliott Trudeau's last government where he was minister of employment and immigration (1980-83), and minister of transport (1983-84). He was the only Prairie Liberal to win a parliamentary seat in the 1984 election.

In Opposition during the Mulroney years, Lloyd Axworthy was an outspoken Liberal critic against free trade. When Jean Chrétien became prime minister, Lloyd Axworthy became the head of Human Resources Development, which he held from November 1993 to January 1996. He carried out a controversial 18-month Social Security Review, which tried to balance employment insurance reforms with job creation.

He later became Minister of foreign affairs, where he has been praised for returning to the internationalist values of Lester B. Pearson, particularly because of his support for an international treaty to ban anti-personnel land mines. His contribution to the signing of this treaty on January 1, 1998, brought him widespread support as a nominee for a Nobel Peace Prize.

Louise Fréchette

Born in Montréal on July 16, 1946, Louise Fréchette was appointed to the post of Deputy Secretary-General of the United Nations at the end of February 1998, following the adoption by the General Assembly of the program of reforms proposed by Mr. Annan. Ms. Fréchette has had a long career in diplomacy, having held several important positions in Canada's Department of Foreign Affairs and International Trade, which she joined in 1971.

Among her many positions, she served as Canada's Ambassador to Argentina and Uruguay, Assistant Deputy Minister for Latin America and the Caribbean, and Assistant Deputy Minister for Economic Policy and Trade Competitiveness. In 1994, Ms. Fréchette was Canada's Ambassador to the United Nations in New York before being appointed in June 1995 as Canada's Deputy Minister of National Defence. She graduated from the Université de Montréal with a degree in history, and from the College of Europe in Bruges with a diploma in economic studies.

Stephen Lewis

Politician, diplomat (*born November 11, 1937, Ottawa*).

The son of well-known Prairie socialist David Lewis, Stephen Lewis was raised in such an intense atmosphere of politics that it was almost inevitable that he would become involved as well. In 1963, he was elected as an NDP member of the Ontario legislature, and became leader of the Ontario NDP in 1970. In the 1975 election the NDP became the second largest party in the legislature, and Stephen Lewis became leader of the official opposition. The party lost seats in the next election, however, and in 1978 Lewis resigned as leader and retired from politics to become a journalist. His unexpected appointment as Canadian ambassador to the United Nations during 1984 to 1988 marked the climax of his public career. He became a passionate supporter of increased aid to African nations. Lewis resigned from the UN in 1988, but remained until 1991.

Because of street disturbances in Toronto in 1992, the Ontario NDP government hired Stephen Lewis to prepare a report on race relations in the city. Lewis returned to the UN in 1995 as deputy executive director of UNICEF until his resignation in November 1999. In recent years, he has been a special advisor to the UN General Secretary Kofi Annan regarding the AIDS crisis in Africa and has spoken out passionately about the desperate need for help from industrialized nations in facing this crisis.

Arbour, Louise, judge (born 10 Feb 1947)

After studying at an all-women Catholic college in Montréal, Louise Arbour later received a law degree with distinction at the Université de Montréal in 1970. She served as a law clerk to the Supreme Court of Canada; as a research officer at the Law Reform Commission of Canada; as law professor and associate dean at Osgoode Hall Law School, York University, 1974-87; and as vice-president of the Canadian Civil Liberties Association 1985-87.

In 1987 Arbour was appointed to the Supreme Court of Ontario and later to the Court of Appeal. In 1995, she conducted a tough enquiry into the conditions in the Prison for Women in Kingston, Ontario. She then took on a high profile role for three years as the United Nations' chief prosecutor for the International Criminal Tribunal for the former Yugoslavia and for Rwanda. From 1996 to 1999, she was a dynamic international force for human rights. She obtained the first conviction for genocide since the 1948 Genocide Convention (Rwanda) and the first-ever indictment for war crimes by a sitting European head of state (Serbian President Slobodan Milosevic).

After concluding that she had accomplished all she could in the international community, where there was a tendency to lecture rather than to take action on human rights, Louise Arbour accepted Prime Minister Jean Chrétien's appointment to the Supreme Court of Canada on 10 June 1999.

Sources:

The Canadian Encyclopedia Online

<http://www.thecanadianencyclopedia.com/>

Canadians in the World: An Educational Resource Site, Foreign Affairs and International Trade:

<http://www.dfait-maeci.gc.ca/ciw-cdm/06-10-en.asp>

Peacebuilders hall of fame

Suggested peace builders to research:

Bertrand Russell
Albert Einstein
Oscar Romero
Albert Schweitzer
Eisaku Sato
Andrei Sakharov
White Rose Movement in Nazi Germany
Rosa Parkes and the Montgomery Bus
Boycott
Martin Luther King Jr.
Nelson Mandela
Mahatma Gandhi
Elie Wiesel
Victor Hugo
Dietrich Boenhoffer
Corazon Aquino
Lucretia Mott
Cesar Chavez
Fannie Lou Hamer
Vinobe Bhave
Jean and Hildegard Goss-Mayr
Franz Jägerstätter

To get you started on this research, following is some information about a selection of international peacebuilders from various countries and eras, including a number of Nobel Peace Prize winners.

Archbishop Desmond Mpilo Tutu (1931 -)

Anglican church leader who was given the Nobel Peace Prize for his longstanding efforts against apartheid in South Africa, in which he always supported non-violence, sometimes at great personal cost and criticism. He undertook negotiations on behalf of the black community with police and security forces, on many occasions putting his life at risk as he addressed angry crowds and appealed for calm.

Alfred Nobel

Alfred Nobel was an inventor and a member of a wealthy family in Norway. He predicted that the use of high explosives like dynamite might eventually lead to the extinction of war. Nobel may have foreseen the mechanism of deterrence, but he was wrong in one important way. Although the invention of nuclear weapons, which Nobel clearly could not foresee, actually made it possible for armies to destroy each other "in one second", it did not lead to the discharge of troops or the abolition of war.

Nobel made another prediction, that if peace was not at hand within thirty years, the world would revert to barbarism. Unfortunately, he was quite right about this. Less than twenty years after his death, World War I started in 1914, inaugurating the age of total war. During the 20th century, mankind experienced some of the most destructive wars of all times.

Alfred Nobel established a number of international prizes to be granted to international recipients after his death, one of which was the Peace Prize.

Mother Teresa, Humanitarian (August 27, 1910 - September 5, 1997)

Maiden name: Agnes Gonxha Bojaxhiu

Place of Birth: Skopje, Yugoslavia (what is now Macedonia)

Residence: Calcutta, India

Biographical highlights:

1928 - went to India and taught at a convent school in Calcutta

1937 - took her final vows

1948 - left the convent to work alone in the slums; received some medical training in Paris

1950 - the Missionaries of Charity (Mother Teresa's sisterhood) started

1952 - House for the Dying opened

1957 - the Missionaries of Charity started work with lepers and in many disaster areas of the world

1971 - awarded the Pope John XXIII Peace Prize

1979 - awarded Nobel Peace Prize

Excerpt from the Nobel Peace Prize acceptance speech:

"I choose the poverty of our poor people. But I am grateful to receive (the Nobel) in the name of the hungry, the naked, the homeless, of the crippled, of the blind, of the lepers, of all those people who feel unwanted, unloved, uncared-for throughout society, people that have become a burden to the society and are shunned by everyone."

Graça Machel

Mrs. Graça Machel is a global champion for effective measures to address the particular devastation of war on children around the world. Her courageous work on children's rights began in Mozambique where she set up schools in war-affected territories. In 1983 she became Minister of Education for the Government of Mozambique, where she worked to implement a goal of universal education for all Mozambicans.

In 1994, Graça Machel was appointed by the Secretary-General of the United Nations as the independent expert to Chair the Study on the Impact of Armed Conflict on Children. In conducting this research, Mrs. Machel spent the next two years traveling through conflict-affected countries to investigate the plight of children. This groundbreaking report was presented to the General Assembly in 1996 and set the world agenda for child protection in situations of armed conflict. One of the many results of her report has been the authorization of the UN General Assembly to appoint a UN Special Representative of the Secretary-General for Children and Armed Conflict.

Today, Graça Machel continues her work as a global advocate for war-affected children and calls on all sectors of society to fulfill their promises to children. In September 2000, she was the Honorary Chair of the International Conference on War-Affected Children, held in Winnipeg, Canada. Prior to the conference, she produced an update of her original study called the *Machel Review 1996-2000*. Along with her husband, Nelson Mandela, Mrs. Machel is a spokesperson for the Global Movement for Children. Most recently, she has published her authoritative book, *The Impact of War on Children*.

Leo Tolstoy 1828 – 1910

Leo Tolstoy, the son of a wealthy nobleman, was a famous Russian writer (author of *War and Peace*, *Anna Karenina*) and a complex and troubled man all of his life. In spite of his wealth and ease, he was troubled by serfdom, and wrote of its evils. He travelled abroad to study education, and opened some village schools, in which he also taught, to provide free education to former serfs. He preached non-violent resistance to evil, hard work and became a vegetarian. Gandhi later acknowledged that Tolstoy has an effect on his thinking. In later years Tolstoy renounced his title and estate and began writing for the peasants. He worked against the Russian Tsar's persecution of the Dukhobors.

Emile Zola 1840 – 1902

Emile Edouard Charles Zola lived a childhood of deep poverty, and later became the founder of literary naturalism, writing about the deep social problems in French society. In 1898 he intervened in the Dreyfus case, in which a French officer and Jew, captain Alfred Dreyfus, was accused of giving military secrets to Germany and condemned to life imprisonment on largely circumstantial evidence. Zola was convicted of Dreyfus's innocence, and wrote a letter "J'accuse" to the President, charging military authorities with the torture and condemnation of an innocent man. Zola was accused of libel, and escaped prison by going to England. Eventually, Dreyfus was pardoned, and Zola returned to France. In 1906, after his death, he was absolved of all guilt and awarded the Legion of Honour for his defence of justice.

Dorothy Day

Dorothy Day was a Catholic worker for the poor who was strongly committed to non-violence and social justice. During the Cold War she became involved in public demonstrations and fasts to protest the arms race; she worked tirelessly for peace and civil rights in the United States until her death in 1980.

Lester Bowles Pearson, (1897 – 1972)

During the Suez Conflict in 1956, Canada's foreign minister and an active participant in the UN General Assembly, Lester Pearson, provided the solution that ended the fighting and permitted the withdrawal of the Israeli, British, French and Egyptian armies. The key element in the cease-fire agreement was the deployment of the UN's first peace-keeping force, the UN Emergency Force. This accomplishment was the main motivation behind the award to Pearson in 1957.

Dag Hammarskjöld

United Nations Secretary General Dag Hammarskjöld was awarded the Peace Prize posthumously in 1961 for his work to promote peaceful solutions of armed conflicts, most importantly in Congo, where he died in a plane crash before any settlement could be reached.

Mohamed Anwar al-Sadat, President of the Arab Republic of Egypt (1918 – 1981)
Menachem Begin, Prime Minister of Israel (1913 – 1992)

Joint recipients of the Nobel Peace Prize, 1978

The Norwegian Nobel Committee has awarded the Peace Prize for 1978 to Anwar al-Sadat, President of Egypt, and Menachem Begin, Prime Minister of Israel, for their contribution to the two frame agreements on peace in the Middle East, and on peace between Egypt and Israel, which were signed at Camp David on September 17, 1978.

Never previously in the history of the Peace Prize, stretching back over a period of almost eighty years, have we witnessed an award ceremony such as this in King Haukon V's medieval castle of Akershus, with its memories of far-off times of war and unrest in the chronicles of our land.

Never has the Nobel Committee considered it apposite to award the Peace Prize to statesmen from the troubled and sadly devastated Middle East.

Never has the Prize been closely associated with agreements such as the two Camp David agreements, which provide the basis for the award to the two statesmen on whose shoulders such grave responsibilities have fallen.

Never has the Peace Prize expressed a greater or more audacious hope - a hope of peace for the people of Egypt, for the people of Israel, and for all the peoples of the strife-torn and war-ravaged Middle East.

The award of the Prize to the President of Egypt, Anwar al-Sadat, and the Prime Minister of Israel, Menachem Begin, is moreover historical in the wider sense, in that we only know of one previous peace agreement between Egypt and Israel. This, as Israeli scholars have revealed, took place some 3,000 years ago; it was the peace concluded between King David's son, wise King Solomon, and the Egyptian Pharaoh.

- excerpt from Presentation Speech delivered by Aase Lionaes, Chairman of the Norwegian Nobel Committee, on the occasion of the awarding of the Nobel Peace Prize for 1978, Oslo, December 10, 1978.
(Translation)

Dalai Lama XIV of Tibet, Tenzin Gyatso (1935 -)

Enthroned in 1940 as the spiritual and temporal ruler of Tibet, he went into exile in India in 1959, after the Chinese, who regard Tibet as part of China, sent in their army to establish control. Since then he has worked untiringly from abroad to liberate its people. In 1989 he was awarded the Nobel Peace Prize for his work for human rights by the means of nonviolence, for his Buddhist message of love and compassion, and for his work to encourage environmental concern.

Kofi Annan, Nobel Peace Prize Winner (with the United Nations), 2001

Kofi Annan has devoted almost his entire working life to the U.N. As Secretary-General, he has been pre-eminent in bringing new life to the organization. While clearly underlining the U.N.'s traditional responsibility for peace and security, he has also emphasized its obligations with regard to human rights. He has risen to such new challenges as HIV/AIDS and international terrorism, and brought about more efficient utilization of the U.N.'s modest resources. In an organization that can hardly become more than its members permit, he has made clear that sovereignty can not be a shield behind which member states conceal their violations. The U.N. has in its history achieved many successes, and suffered many setbacks. Through this first Peace Prize to the U.N. as such, the Norwegian Nobel Committee wishes in its centenary year to proclaim that the only negotiable route to global peace and cooperation goes by way of the United Nations.

Jimmy Carter, Nobel Peace Prize 2002

Jimmy Carter received the Nobel Peace Prize for his decades of effort to find peaceful solutions to international conflicts, to advance democracy and human rights, and to promote economic and social development. As U.S. President, (1977-1981), Carter's mediation was a vital part of the Camp David Accords between Israel and Egypt, in itself a great enough achievement to qualify for the Nobel Peace Prize. At a time when the cold war between East and West was still predominant, he placed renewed emphasis on the place of human rights in international politics. Through his Carter Center, which celebrates its 20th anniversary in 2002, Carter has since his presidency undertaken very extensive and persevering conflict resolution on several continents. He has shown outstanding commitment to human rights, and has served as an observer at countless elections all over the world. He has worked hard on many fronts to fight tropical diseases and to bring about growth and progress in developing countries. Carter has thus been active in several of the problem areas that have figured prominently in the over one hundred years of Peace Prize history. In a situation currently marked by threats of the use of power, Carter has stood by the principles that conflicts must as far as possible be resolved through mediation and international co-operation based on international law, respect for human rights, and economic development.

Lech Walesa (1943 -)

Polish worker who became the leader of Solidarity, the free trade union movement. The struggle for workers' rights and greater freedom was met with government repression, and Walesa was arrested. Although he was released before the announcement of his receiving the Nobel Peace Prize in 1983, he decided not to go to Oslo to receive the prize, fearing that the government would not permit his return home. His wife, Danuta, read his acceptance speech.

Médecins sans frontières, Nobel Peace Prize 1999

The Norwegian Nobel Committee awarded the Nobel Peace Prize for 1999 to *Médecins sans Frontières* in recognition of the organization's pioneering humanitarian work on several continents. Since its foundation in the early 1970s, *Médecins sans Frontières* has adhered to the fundamental principle that all disaster victims, whether the disaster is natural or human in origin, have a right to professional assistance, given as quickly and efficiently as possible. National boundaries and political circumstances or sympathies must have no influence on who is to receive humanitarian help. By maintaining a high degree of independence, the organization has succeeded in living up to these ideals. By intervening so rapidly, *Médecins sans Frontières* calls public attention to humanitarian catastrophes, and by pointing to the causes of such catastrophes, the organization helps to form bodies of public opinion opposed to violations and abuses of power.

In critical situations, marked by violence and brutality, the humanitarian work of *Médecins sans Frontières* enables the organization to create openings for contacts between the opposed parties. At the same time, each fearless and self-sacrificing helper shows each victim a human face, stands for respect for that person's dignity, and is a source of hope for peace and reconciliation.

Joseph Rotblat, 1995 Nobel Peace Prize Winner

The Norwegian Nobel Committee awarded the Nobel Peace Prize for 1995, in two equal parts, to Joseph Rotblat and to the Pugwash Conferences on Science and World Affairs, for their efforts to diminish the part played by nuclear arms in international politics and, in the longer run, to eliminate such arms.

It is fifty years this year since the two atomic bombs were dropped on Hiroshima and Nagasaki, and forty years since the issuing of the Russell-Einstein Manifesto. The Manifesto laid the foundations for the Pugwash Conferences which have maintained a high level of activity to this day. Joseph Rotblat was one of the eleven scientists behind the Manifesto and has since been the most important figure in the Pugwash work.

The Conferences are based on the recognition of the responsibility of scientists for their inventions. They have underlined the catastrophic consequences of the use of the new weapons. They have brought together scientists and decision-makers to collaborate across political divides on constructive proposals for reducing the nuclear threat.

The Pugwash Conferences are founded in the desire to see all nuclear arms destroyed and, ultimately, in a vision of other solutions to international disputes than war. The Pugwash Conference in Hiroshima in July this year declared that we have the opportunity today of approaching those goals. It is the Committee's hope that the award of the Nobel Peace Prize for 1995 to Rotblat and to Pugwash will encourage world leaders to intensify their efforts to rid the world of nuclear weapons.

Aung San Suu Kyi, Nobel Peace Prize 1991

The Norwegian Nobel Committee awarded the Nobel Peace Prize to Aung San Suu Kyi of Myanmar (Burma) for her non-violent struggle for democracy and human rights.

Aung San Suu Kyi is the daughter of Burma's liberation leader Aung San and showed an early interest in Gandhi's philosophy of non-violent protest. After having long refrained from political activity, she became involved in "the second struggle for national independence" in Myanmar in 1988. She became the leader of a democratic opposition which employs non-violent means to resist a regime characterized by brutality. She also emphasizes the need for conciliation between the sharply divided regions and ethnic groups in her country. The election held in May 1990 resulted in a conclusive victory for the opposition. The regime ignored the election results. Suu Kyi refused to leave the country and was kept for several years under strict house arrest.

Alva Myrdal (1902 – 1986)

Alva Myrdal was a Swedish social reformer and disarmament negotiator, who was awarded the Nobel Peace Prize in 1969 along with Alfonso Robles of Mexico. She served in the cabinet of Sweden for twelve years and wrote a number of widely discussed works on the subject of disarmament.

A timeline of peace events of the 20th century

29 July 1899

First Peace Conference signed at The Hague (Entry into force: September 1900)

1904 – 1906 Russian workers petition Tsar Nicolas for an 8-hour workday, and freedom of speech, press and religion

1906 Gandhi leads a non-violent campaign against anti-Indian laws in South Africa

18 October 1907 Second Peace Conference signed at The Hague (Entry into force: January 1910)

(1914 – 1918 World War I)

28 January 1916 Manitoba women became the first in Canada to win the rights to vote and to hold provincial office.

24 May 1918 All female citizens aged 21 and over became eligible to vote in federal elections in Canada.

July 1919 Women in Canada gain the right to stand for the House of Commons.

10 January 1920 Establishment of the League of Nations

Original members: Argentina, Australia, Belgium, Bolivia, Brazil, Canada, Chile, China, Colombia, Cuba, Czechoslovakia, Denmark, El Salvador, France, Greece, Guatemala, Haiti, Honduras, India, Italy, Japan, Liberia, Netherlands, New Zealand, Nicaragua, Norway, Panama, Paraguay, Persia, Peru, Poland, Portugal, Rumania, Siam, Spain, Sweden, Switzerland, South Africa, United Kingdom, Uruguay, Venezuela, Yugoslavia

1920 Gandhi leads first of his all-Indian campaigns against the British Empire

1923 Germans mount nonviolent resistance to French, Belgian and Italian regiments in The Ruhr, the industrial heartland of Germany

1924 *Geneva Declaration of the Rights of the Child* states the need for special safeguards for children of the world

25 September 1926 *Convention to Suppress Slavery* signed at The Hague

17 June 1925 Geneva Protocol to Hague Convention is signed, to enter into force on 8 February 1928: *Protocol for the Prohibition of the Use in War of Asphyxiating, Poisonous or Other Gases, and of Bacteriological Methods of Warfare*

1929 Women in Canada gain the right to hold a seat in the Senate

1930's Gandhi's civil disobedience campaign for independence in India

(1933 Adolph Hitler comes to power in Germany)

(1940 Germany invades Denmark)

1940's A group of students in Munich, Germany work to work to stop the Nazis. Calling themselves the *White Rose*, they distribute leaflets denouncing the government and providing information about atrocities.

1942 – 1944 Denmark carries on organized State and citizen resistance to German occupation and obtains concessions from Germans

1944 Nationwide civic strike in El Salvador in opposition to martial law

1945 End of World War II and founding of the United Nations "to save future generations from the scourge of war"

August 1947 India gains independence from British Empire

1948 *Universal Declaration of Human Rights* is signed by the United Nations members

(1948 Apartheid is imposed by National Party in South Africa)

1952 Defiance campaign against Apartheid begins

December 1955 Dr. Martin Luther King leads bus boycott in Montgomery, Alabama

November 1959 The U.N. General Assembly proclaims the *Declaration of the Rights of the Child*

1960 Aboriginal People in Canada obtained the right to vote

1960's Martin Luther King and the Civil Rights Movement in the United States

May 10, 1960 Lunch counters begin to serve African Americans

August 28, 1963 More than a quarter of a million people of all races gather near the Lincoln Memorial in Washington – the largest protest march in U.S. history. This peaceful march brought recognition to the civil rights movement.

2 July 1964 U.S. signs the Civil Rights Bill

1968 – 1975 Widespread student – led movements and civil disobedience protesting U.S. involvement in Viet Nam applied anti-war pressure on the American government

January 8, 1974 Signing of the first disengagement agreement between Israel and Egypt as a result of repeated negotiations and “shuttle diplomacy”

June 1976 Mass opposition to Apartheid begins in South Africa

1945 – 1980’s (ongoing) Since the creation of the United Nations: decolonization and recognition of sovereign independence of more than 80 nations in the world, particularly in Asia and Africa, all formerly non self-governing territories

1977 – 1983 Las Madres “The Mothers of the disappeared” begin nonviolent actions against the military junta in Argentina

1980’s Thousands of Americans sign pledges to take part in non-violent protests as the U.S. military invades Nicaragua

17 September 1980 A nationwide independent trade union, *Solidarity*, is established in Poland

1981 - 1989 Thousands of women take part in non-violent activities at Greenham Common to protest the locating of American cruise missiles in England.

1983 - 1988 Continued citizen opposition to military regime of military junta in under Augusto Pinochet leads to the end of his dictatorship

1986 Groups of citizens march in the streets to stop the military in non violent action to help bring down the dictatorship of President Marcos in the Philippines.

1989 During the *International Congress on Peace in the Minds of Men*, in Yamoussoukro, Côte d’Ivoire, the notion of a “Culture of Peace” is first mentioned. The culture of peace approach aims at addressing the root causes of violent conflict, thus preventing its emergence.

October 1989 The South African government begins releasing imprisoned leaders of the African National Congress

1988 - 98 Worldwide nonviolent campaign of financial sanctions and boycotts against the non-elected military government in Myanmar (Burma)

1988 In South Africa during the Apartheid regime, more than a hundred whites refuse to do military service with the South African Defence force.

9 November 1989 Private citizens begin to demolish whole sections of the Berlin Wall unimpeded by police. East Germany eventually joins in the removal of the wall and reunites with West Germany in 1990 as one nation, the Federal Republic of Germany.

1989 Nonviolent democratic movements end Communist rule in Eastern Europe

4 June 1989 *Solidarity* wins control of the Polish government in free elections.

11 February 1990 After 27 years in prison, black leader Nelson Mandela is released.

1991 In Belgrade, a group of 'Women in Black' appeared weekly on the streets to protest the war in Croatia, over the months joined by additional women.

26 – 29 August 1994 South Africans vote in fair and free elections, the ANC government is voted into power

1994 Protestors occupy houses and trees in East London to prevent contractors from bulldozing houses and vegetation to make way for a new road system.

1994 Federico Mayor, Director-General of the United Nations Educational, Scientific and Cultural Organization (UNESCO), launches an international appeal on the establishment of a right to peace; in February 1994, UNESCO launches its *Towards a Culture of Peace programme*

1994 A mass rally is held in Hyde Park to protest Britain's *Criminal Justice Bill*.

1997 United Nations General Assembly calls for the promotion of a culture of peace as an integral approach to preventing violence and armed conflict

1998 U.N. Assembly declares 2001-2010 the *International Decade for a Culture of Peace and Non-Violence for the Children of the World*

2000 *International Year for the Culture of Peace*

February – March 2003 Worldwide marches take place for peace in Iraq

11 March 2003 International Criminal Court Opens. The ICC, based in The Hague, is a permanent tribunal to prosecute individuals for genocide, crimes against humanity, and war crimes.

The effects of television violence: What the research says

Young children:

- Children who are exposed to television violence may become desensitized to real-life violence, may come to see the world as a mean and scary place, or may come to expect others to resort to physical violence to resolve conflicts.
- The age of eight is critical in the relationship between television violence and the development of aggression, because of the cognitive and emotional developments that occur at this age.
- By age eight, children are less likely to become more aggressive themselves if the violence they see is portrayed as evil, as causing human suffering, or as resulting in punishment or disapproval.
- For children who equate violence with reality, all violent content is considered 'real' and therefore a potentially useful guide for how to behave in real life.
- Children who create violent or heroically aggressive fantasies and who identify with aggressive heroes are the ones most likely to be affected by violent television, because these fantasies serve as rehearsals for violent responses to real-life events.
- Elementary school-aged children are more likely to be afraid of television portrayals if the depicted scary events seem possible and especially if they are shown in circumstances that resemble the child's own.
- Children may be deliberately trying to conquer their fears of vulnerability and victimization by desensitizing themselves through repeated exposure to horror movies. But to the extent that they desensitize themselves to violence and fear, they are also very likely becoming more tolerant of violence in the real world.
- It is power, not violence or conformity with sex stereotypes, that elementary school-aged boys identify with. Boys have been found to accept highly counter stereotypical behaviour from male television characters who were powerful and had high status.

Adolescents

- For adolescents, watching television is a passive, relaxing activity requiring low concentration, and they are most likely to do it when they are bored or lonely.
- A survey of Canadians in the 1980s found that adolescents aged 12 to 17 were the age group most likely to report viewing sexually explicit video material. About 38 percent of these adolescents said that they watched such material on television, in movie theatres, or on videocassettes, at least once a month.

- For ethical reasons, most investigations of violent pornography have been done with adults. However, it has been argued that adolescents are even more likely than adults to be affected by exposure to violent pornography.
- Difficult though it might be for parents and adolescents to discuss matters such as sexual violence, it has been shown that debunking rape myths either before or after exposure to ‘Slasher’ films and violent pornography reduces the negative effects of those films on beliefs and attitudes.

Effects of TV violence on especially vulnerable groups:

- Abused children watch more television than other children do, prefer violent programs, and appear to admire violent heroes. Children who are both abused and watchers of a great deal of television are likely to commit violent crimes later in life.
- Children whose families are under high levels of stress watch more television and may receive less parental mediation of their television viewing and less support from their parents than other children do.

Relationship between television violence and aggression:

- Even if we consider only those studies that have most thoroughly met the standards of critics, the pattern of results still supports the conclusion that television violence leads to increased aggression.
- ... there is widespread agreement among credible authorities that television violence does increase children’s aggression and fears. Reports supporting the conclusion have been circulated by the United States Surgeon General, the Royal Commission on Violence in the Communications Industry, the American National Institute of Mental Health, UNESCO, the American Psychological Association, the CRTC, and the Canadian House of Commons Standing Committee on Communications and Culture.
- The world as portrayed on Prime Time and Saturday morning television is much more violent than real life. Television crime is about 10 times the real-life rate, and most deaths of TV characters are violent.

Research on the effects of violent video games:

- One would expect children to become more aggressive from playing video games than from watching television because in playing video games, children are rewarded for being symbolically aggressive.

Media Literacy

Media education encourages a probing approach to the world of media: Who is this message intended for? Who wants to reach this audience, and why? From whose perspective is this story told? Whose voices are heard, and whose are absent? What strategies does this message use to get my attention and make me feel included?

Media literacy is an overall term that incorporates three stages of a continuum leading to media empowerment:

The first stage is simply becoming aware of the importance of managing one's media "diet"—that is, making choices and reducing the time spent with television, videos, electronic games, films and various print media forms.

The second stage is learning specific skills of critical viewing—learning to analyze and question what is in the frame, how it is constructed and what may have been left out. Skills of critical viewing are best learned through inquiry-based classes or interactive group activities, as well as from creating and producing one's own media messages.

The third stage goes behind the frame to explore deeper issues. Who produces the media we experience—and for what purpose? Who profits? Who loses? And who decides? This stage of social, political and economic analysis looks at how everyone in society makes meaning from our media experiences, and how the mass media drive our global consumer economy. This inquiry can sometimes set the stage for various media advocacy efforts to challenge or redress public policies or corporate practices.

Although television and electronic media may seem to present the most compelling reasons for promoting media literacy education in contemporary society, the principles and practices of media literacy education are applicable to all media— from television to T-shirts, from billboards to the Internet.

Source: Elizabeth Thoman, Founder and President, Center for Media Literacy, Los Angeles, CA, U.S.A, 1995.

As cited on the Canadian Media Awareness website:

<http://www.media-awareness.ca>

Information for Parents: What Can You Do about Violence in the Media?

A study done by the Institute for Social Research of the University of Michigan followed 329 boys and girls from their childhood into their early 20's. The study offers further supporting evidence for the lasting effect of watching violence. Boys who were heavy consumers of violent TV shows from ages 6 to 8 were twice as likely as other men to push, grab or shove their spouses and three times as likely to be convicted of a criminal offences by the time they reached their early 20s. Women were twice as likely to have thrown something at their partners and more than four times as apt to have hit or choked another adult. Children from the ages of 4 to 10 tend to *become* what they see, setting up habits that are later very hard to break.

Fictitious violence on TV and in video games

1. Be aware of what your kinds are watching. Pre-screen videos and video games. Let them know that you are not “absent” when they are watching TV or playing video games.
2. Don't use television or video games as babysitters. Sit with you kids and watch what they are watching. Point out that the scenes of violence do **not represent** real life and are **not** normal behaviour.
3. Talk to your kids about what they watch. Ask them how it makes them feel. Help them remain aware that violence always has negative consequences in real life, and is not rewarded, as it may be in video games or violent adventure programs.
4. Help children find or plan alternative fun activities. The more they are involved in planning these activities themselves, the more their interest level in television and passive entertainment will wane.
5. Introduce your children to cooperative games in which no one wins or loses. Help them to realize that winning is not a necessary part of all games.
6. Turn off the TV – not as a punishment, or to enforce homework – but in order to takes your kids out for ice cream, or go to the zoo. Help yourself and your children develop new habits – you will find these will quickly replace the habit of turning on the TV.

The following web-site contains useful information for parents and teachers regarding talking to children about war and violence reported in the media:

<http://www.brighthorizons.com/talktochildren/>

It includes specific guidelines on talking to children about war, and background articles written in response to the events of September 11, 2001: (*What Happened to the World? and Helping Children Cope in Turbulent Times.*)

Helping children cope with real violence reported in the media

1. *Trauma results in part when a child cannot give meaning to dangerous experiences. Listen to your children carefully. Get a clear picture of what they understand about violence in the news, including terrorism and war. This will be influenced by their age and exposure to such events as well as what they hear from other people. Be attuned to any misconceptions or exaggerations they may have picked up. Begin an ongoing dialogue that is appropriate to their age. Let them ask the question, as much as possible. This will give you an idea of an appropriate starting point.*
2. *Reassure your children that all is being done to protect them and their family, internationally and in this country. Take this opportunity to let them know that in an emergency, your first concern will be their safety.*
3. *Be aware that some children may react in unexpected ways. Adolescents may be harder hit by news of violence and may need extra support to get through confusing times.*
4. *Set media time limits for yourself and your children. Reports of disasters may overwhelm young children, particularly if they repeatedly hear news of a tragedy – they may think it is part of an ongoing sequence of events. Overexposure to coverage of violent events can be difficult for adolescents and adults as well.*
5. *Give your children extra time and attention. Close personal involvement will help them understand that they are safe and secure. Listen to them, talk to them, read to them so they will know that normal life is not disrupted.*
6. *Be a model for your child who will learn to deal with these events by seeing your reactions. Base the amount of self-disclosure on the age and developmental level of each child. Express your views and emotions calmly, without overloading the child with detail.*
7. *Watch your own behaviour. Be careful about the expression of hatred against groups of people, and slurs or racial generalizations. This is also an opportunity to discuss with your children that the heinous acts of a few individuals do not reflect on an entire group of people, nor on human beings in general.*
8. *Help children return to normal activities and routines. This will reinforce their sense of security and help them build resiliency.*
9. *Encourage your children to do some form of volunteer work or action for peace and justice. Helping others can give your child a sense of control, security and empathy. Indeed, in the midst of crisis, adolescents and children can emerge as agents of positive change. Look on child-focused websites, which offer ways to volunteer and share their concerns with other children in the world.*
10. *If your child is significantly distressed by a tragic event, seek professional advice or help. If a child your child's sleeping habits, eating habits, concentration, physical well-being or emotional states begin to vary widely, he or she may need additional support or counselling.*



Preamble to the Charter of the United Nations

June 26, 1945

WE THE PEOPLES OF THE UNITED NATIONS DETERMINED

to save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind, and

to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small, and

to establish conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained, and

to promote social progress and better standards of life in larger freedom,

AND FOR THESE ENDS

to practice tolerance and live together in peace with one another as good neighbours, and

to unite our strength to maintain international peace and security, and

to ensure, by the acceptance of principles and the institution of methods, that armed force shall not be used, save in the common interest, and

to employ international machinery for the promotion of the economic and social advancement of all peoples,

HAVE RESOLVED TO COMBINE OUR EFFORTS TO ACCOMPLISH THESE AIMS

Accordingly, our respective Governments, through representatives assembled in the city of San Francisco, who have exhibited their full powers found to be in good and due form, have agreed to the present Charter of the United Nations and do hereby establish an international organization to be known as the United Nations.



Universal Declaration of Human Rights

Plain Language Version

Preamble

The Preamble describes what the rest of the document is about, where it came from (that is, why it was written), and what it means for those who have signed to it.

Because respect for the equal importance of every human being is the only way the world will have freedom, justice and peace;

Because ignoring the rights of human beings has caused acts of hatred that have shocked and saddened the people of the world; and we all want to live in a world where people can speak freely what they believe, and where no one is poor or afraid;

Because it is important that the laws should protect all people, so that no one is forced to rebel against cruelty;

Because it is important that countries learn to get along with one another;

Because the peoples of the world have said in *the Charter of the United Nations* that they believe in human rights, and in the value of each and every man and woman, and they have decided to work for a better world, a better life and more freedom for all people;

Because all member countries of the United Nations have promised to work together to respect human rights and freedoms;

Because all countries need to have the same understanding of what these human rights and freedoms are;

Now, therefore, The General Assembly proclaims

This *Universal Declaration Of Human Rights* as a rule to be followed and remembered always by the people and societies of the world, as they teach respect for these rights and freedoms, doing everything possible to be sure they are kept by all the countries of the United Nations and by all the people living in these countries.

The following plain language version of the thirty articles of the Declaration is only given as a guide. For an exact rendering of each principle, refer students to the original. This version is based in part on the translation of a text, prepared in 1978, for the World Association for the School as an Instrument of Peace, by a Research Group of the University of Geneva, under the responsibility of Prof. L. Massarenti. In preparing the translation, the group used a basic vocabulary of 2,500 words in use in the French-speaking part of Switzerland.

- 1 When children are born, they are free and each should be treated in the same way. They have reason and conscience and should act towards one another in a friendly manner.
- 2 Everyone can claim the following rights, despite
 - a different sex
 - a different skin colour
 - speaking a different language
 - thinking different things
 - believing in another religion
 - owning more or less
 - being born in another social group
 - coming from another countryIt also makes no difference whether the country you live in is independent or not.
- 3 You have the right to live, and to live in freedom and safety.
- 4 Nobody has the right to treat you as his her slave and you should not make anyone your slave.
- 5 Nobody has the right to torture you.
- 6 You should be legally protected in the same way everywhere, and like everyone else.
- 7 The law is the same for everyone; it should be applied in the same way to all.
- 8 You should be able to ask for legal help when the rights your country grants you are not respected.
- 9 Nobody has the right to put you in prison, to keep you there, or to send you away from your country unjustly, or without good reason.
- 10 If you go on trial this should be done in public. The people who try you should not let themselves be influenced by others.
- 11 You should be considered innocent until it can be proved that you are guilty. If you are accused of a crime, you should always have the right to defend yourself. Nobody has the right to condemn you and punish you for something you have not done.
- 12 You have the right to ask to be protected if someone tries to harm your good name, enter your house, open your letters, or bother you or your family without a good reason.

- 13 You have the right to come and go as you wish within your country. You have the right to leave your country to go to another one; and you should be able to return to your country if you want.
- 14 If someone hurts you, you have the right to go to another country and ask it to protect you. You lose this right if you have killed someone and if you, yourself, do not respect what is written here.
- 15 You have the right to belong to a country and nobody can prevent you, without a good reason, from belonging to a country if you wish.
- 16 As soon as a person is legally entitled, he or she has the right to marry and have a family. In doing this, neither the colour of your skin, the country you come from nor your region should be impediments. Men and women have the same rights when they are married and also when they are separated.
Nobody should force a person to marry.
The government of your country should protect your family and its members.
- 17 You have the right to own things and nobody has the right to take these from you without a good reason.
- 18 You have the right to profess your religion freely, to change it, and to practise it either on your own or with other people.
- 19 You have the right to think what you want, to say what you like, and nobody should forbid you from doing so. You should be able to share your ideas also—with people from any other country.
- 20 You have the right to organize peaceful meetings or to take part in meetings in a peaceful way. It is wrong to force someone to belong to a group.
- 21 You have the right to take part in your country's political affairs either by belonging to the government yourself or by choosing politicians who have the same ideas as you.
Governments should be voted for regularly and voting should be secret. You should get a vote and all votes should be equal. You also have the same right to join the public service as anyone else.
- 22 The society in which you live should help you to develop and to make the most of all the advantages (culture, work, social welfare) which are offered to you and to all the men and women in your country.

- 23 You have the right to work, to be free to choose your work, to get a salary which allows you to support your family. If a man and a woman do the same work, they should get the same pay. All people who work have the right to join together to defend their interests.
- 24 Each work day should not be too long, since everyone has the right to rest and should be able to take regular paid holidays.
- 25 You have the right to have whatever you need so that you and your family do not fall ill or go hungry; so that you may have clothes and a house, and are helped if you are out of work, if you are ill, if you are old, if your wife or husband is dead, or if you do not earn a living for any other reason you cannot help. The mother who is going to have a baby, and her baby, should get special help. All children have the same rights, whether or not the mother is married.
- 26 You have the right to go to school and everyone should go to school. Primary schooling should be free. You should be able to learn a profession or continue your studies as far as you wish. At school, you should be able to develop all your talents and you should be taught to get along with others, whatever their race, religion or the country they come from. Your parents have the right to choose how and what you will be taught at school.
- 27 You have the right to share in your community's arts and sciences, and any good they do. Your works as an artist, writer, or a scientist should be protected, and you should be able to benefit from them.
- 28 So that your rights will be respected, there must be an 'order' which can protect them. This 'order' should be local and worldwide.
- 29 You have duties towards the community within which your personality can fully develop. The law should guarantee human rights. It should allow everyone to respect others and to be respected.
- 30 In all parts of the world, no society, no human being, should take it upon her or himself to act in such a way as to destroy the rights which you have just been reading about.



Actual Text:
UNIVERSAL DECLARATION OF HUMAN RIGHTS
Adopted by UN General Assembly Resolution 217A (III)
10 December 1948

Preamble

WHEREAS recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

WHEREAS disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

WHEREAS it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

WHEREAS it is essential to promote the development of friendly relations between nations,

WHEREAS the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

WHEREAS Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

WHEREAS a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, Therefore, *The General Assembly* proclaims

This Universal Declaration Of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

1. All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.
2. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.
3. Everyone has the right to life, liberty and security of person.
4. No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.
5. No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.
6. Everyone has the right to recognition everywhere as a person before the law.
7. All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of the Declaration and against any incitement to such discrimination.
8. Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.
9. No one shall be subjected to arbitrary arrest, detention or exile.
10. Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.
11. Everyone charged with a penal offense has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence. No one shall be held guilty of any penal offense on account of any act or omission which did not constitute a penal offense, under national or international law, at the time it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offense was committed.
12. No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honor and reputation. Everyone has the right to the protection of the law against such interference or attacks.
13. Everyone has the right to freedom of movement and residence within the borders of each state. Everyone has the right to leave any country, including his own, and to return to his country.
14. Everyone has the right to seek and to enjoy in other countries asylum from persecution. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

15. Everyone has the right to a nationality. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.
16. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution. Marriage shall be entered into only with the free and full consent of the intending spouses. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.
17. Everyone has the right to own property alone as well as in association with others. No one shall be arbitrarily deprived of his property.
18. Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.
19. Everyone has the right to freedom of opinion and expression: this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.
20. Everyone has the right to freedom of peaceful assembly and association. No one may be compelled to belong to an association.
21. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives. Everyone has the right of equal access to public service in his country. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.
22. Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.
23. Everyone has the right to work, to free choice of employment, to just and favorable conditions of work and to protection against unemployment. Everyone, without any discrimination, has the right to equal pay for equal work. Everyone who works has the right to just and favorable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection. Everyone has the right to form and to join trade unions for the protection of his interests.
24. Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.
25. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control. Motherhood and

childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

26. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace. Parents have a prior right to choose the kind of education that shall be given to their children.
27. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.
28. Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.
29. Everyone has duties to the community in which alone the free and full development of his personality is possible. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.
30. Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

United Nations Calendar: International Days, Weeks and Years

Since the early days of the United Nations system, the UN has established a set of Days and Weeks (as listed below), Years and Decades to help focus the world on the issues in which the UN has an interest and commitment. The UN calls on Member States and other organizations to mark these days in ways that reflect their priorities.

February

21	International Mother Language Day
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March

8	International Women's Day and United Nations Day for Women's Rights and International Peace
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21	International Day for the Elimination of Racial Discrimination
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21-28	Week of Solidarity with the Peoples Struggling against Racism and Racial Discrimination
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22	World Water Day
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23	World Meteorological Day
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April

7	World Health Day
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23	World Book and Copyright Day
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May

3	World Press Freedom Day
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15	International Day of Families
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17	World Telecommunication Day
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22	International Day for Biological Diversity (formerly December 29, changed in 2001)
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25-June 1	Week of Solidarity with the Peoples of Non-Self-Governing Territories
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31	World No-Tobacco Day
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June

4	International Day of Innocent Children Victims of Aggression
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5	World Environment Day
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17	World Day to Combat Desertification and Drought
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20 World Refugee Day

26 International Day Against Drug Abuse and Illicit Trafficking and
International Day in Support of Victims of Torture

July

First Saturday International Day of Cooperatives

11 World Population Day

August

9 International Day of the World's Indigenous People

12 International Youth Day

23 International Day for the Remembrance of the Slave Trade and its Abolition

September

8 International Literacy Day

16 International Day for the Preservation of the Ozone Layer

21 International Day of Peace

Last Week World Maritime Day

October

1 International Day for Older Persons

4 - 10 World Space Week

5 International World Teacher's Day

First Monday World Habitat Day

Second International Day for Natural Disaster Reduction
Wednesday

9 World Post Day

10 World Mental Health Day

16 World Food Day

17 International Day for the Eradication of Poverty

24 United Nations Day and World Development Information Day

24-30 Disarmament Week

November

6 International Day for Preventing the Exploitation of the Environment in
War and Armed Conflict

16	International Day of Tolerance
20	Universal Children's Day and Africa Industrialization Day
21	World Television Day
25	International Day for the Elimination of Violence against Women
29	International Day of Solidarity with the Palestinian People
December	
1	World AIDS Day
2	International Day for the Abolition of Slavery
3	International Day of Disabled Persons
5	International Volunteer Day for Economic and Social Development
7	International Civil Aviation Day
10	Human Rights Day
18	International Migrants Day

Source: United Nations website 2003