

## CAFOD scheme of work: Conflict – how do we deal with it?

In this KS3 scheme of work pupils will:

- look at what conflict is and how it arises
- examine what the Bible, Catholic Social Teaching and other faiths teach about forgiveness
- examine conflict and forgiveness through their own experiences and through stories from CAFOD's partners in Sudan, Rwanda, the Philippines, the Democratic Republic of Congo and Eastern Europe.

This scheme of work is expected to take approximately five hours.

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### Lesson titles

**Lesson 1:** What do we mean by conflict?

**Lesson 2:** What part does forgiveness play in resolving conflict?

**Lesson 3:** Are forgiveness and conflict resolution possible?

**Lesson 4:** A contemporary situation – Democratic Republic of Congo

**Lesson 5:** How can conflict be resolved?

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### Curriculum links

**Citizenship:** QCA KS3 Unit 13: How do we deal with conflict?

**RE:** KS3 Icons Book 1 Units 2D and 3C.  
KS4 AQA RS Spec. A, Options 2A and 2B: War as a cause of poverty.

**Geography:** KS3 1 a-e; 3 d, e; 4 b; 5 a, b; 6 a, h, i, j, k; 7 b.

**ICT:** Research information from CAFOD website

## Objectives

**Pupils should learn:**

- what conflict is and some of its causes and effects
- to reflect on experiences of conflict and ways of resolving conflict
- what the Bible, Catholic Social Teaching and other faiths teach about forgiveness
- to analyse causes and issues around conflict in several developing countries, and examine case studies from CAFOD's work in conflict resolution
- ways in which they can help work for conflict prevention and resolution

## Outcomes

**Pupils will:**

- learn what conflict is and some of its causes and effects
  - reflect on experiences of conflict and conflict resolution
  - reflect on what Jesus and other religious leaders teach about forgiveness
  - know some causes of conflict and issues around it in some developing countries and be able to explain some of CAFOD's work in conflict resolution
  - know ways in which they can help work for conflict prevention and resolution
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## Points to note

- Sensitivity is needed with pupils who may find some aspects of this topic upsetting, such as those from refugee or service family backgrounds, and those who have experienced conflict within the home.
- Make pupils aware that this is not a forum for them to air their grievances against other pupils.
- The topic may provide a teaching opportunity in resolving conflict in class.
- This topic may be influenced by media coverage of current world conflicts. Take care not to perpetuate stereotypical views.

## Lesson Plan 1: What do we mean by conflict?

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**Pupils experience, through a problem-solving activity, a major cause of conflict (misunderstanding the other) and how hard it can be to resolve conflict. They discuss and list different types of conflict in the media and identify common elements of conflicts. They are introduced to one story of conflict in a developing country, and discuss and reflect on how it has affected individuals and communities there. They arrive at their own definition of conflict.**

### Objectives

Pupils should learn:

- to define conflict and learn about the different types of conflict
- to examine different perspectives on conflict and consider why conflicts arise
- how conflict affects individuals and communities
- to assemble ideas in an appropriate planning format (NSE)

### Learning outcomes

Pupils will:

- define conflict
- identify different types of conflict and why they arise
- understand how conflict begins and how it affects individuals and communities

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## Teacher's notes

### STARTER

Ask the pupils to sit in threes and choose to be A, B or C. Give each group of three an orange. Call the A's together and tell them quietly that they must not reveal that they need all the orange peel to make marmalade. Call the B's together and tell them quietly that they must not reveal that they need all the orange innards to make a drink. Tell the class that A and B each want the orange, and it is C's task to find a solution to this conflict that both A and B will be happy with. A and B can argue why they deserve the orange but neither can reveal their secret. This should lead to C trying to divide the orange in different ways, but not thinking of dividing it into peel and innards! After five minutes share ideas with the class. How many ways might the orange be divided? Reveal A's and B's secrets. Could the conflict have been resolved more easily if people had known each other's motives? [10 mins]

## MAIN ACTIVITIES

**Activity One:** Divide the class into groups of five. Provide newspaper and magazine pictures showing a variety of types of conflict between individuals, groups of people or communities, e.g. young people and parents, bullying, violence, arguments between friends, groups threatening each other, wars, and racial conflict. You could include cartoon conflicts, eg Tom and Jerry. Provide discussion questions: What kind of conflict is happening in the picture? What are the people doing? What could have happened before/after the picture was taken? How does the situation affect those in the picture? Might it affect others? Pupils should assemble their ideas clearly in an appropriate planning format. List other situations of conflict – at school or in the media. [15 mins]

**Activity Two:** Using contributions from each group build a class list of types of conflict and discuss common features. [10 mins]

**Activity Three:** Show the Sudan animation on CAFOD's website at [www.cafod.org.uk/secondary/conflict](http://www.cafod.org.uk/secondary/conflict). If internet access is not available provide pupils with a comic book version of the animation, downloadable from the same address. Ask pupils: How did the conflict begin? How were individuals and communities affected? What would be the differing viewpoints of a farmer and a pastoralist? What is being done/ needs to be done to resolve the conflict? [15 mins]

## PLENARY

Help pupils to use what they have learnt to produce a definition of conflict. [5 mins]

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## You will need

- 10 or 11 oranges
  - A selection of magazine and newspaper pictures of conflict
  - Internet access or printed copies of [Sudan animation](http://www.cafod.org.uk/secondary/conflict) downloadable from CAFOD's website
  - A framework for Activity One (if SEN pupils need this)
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## Points to note

- Link with thinking skills: enquiry, reasoning
- Link with NSE: Year 7 Wr2; Year 9 Wr2.

## Lesson Plan 2: What part does forgiveness play in resolving conflict?

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The class discusses the Parable of the Unmerciful Servant and/or Jesus' forgiveness of his executioners. They hear about the effect of forgiveness in one situation in Rwanda and consider forgiveness in their own experiences.

### Objectives

Pupils should learn:

- about the teachings of Jesus concerning forgiveness
- about forgiveness: that it is not always easy and that it may have a big impact on people
- about forgiving and forgetting and the importance of the link between repentance and forgiveness

### Learning Outcomes

Pupils will:

- understand Jesus' attitude to forgiveness
  - explain the significance of Jesus' teaching for aspects of life today
  - describe how it feels to forgive, or not; or to be forgiven, or not; and explain how difficult this might be for people
  - respond to issues such as expecting others to forgive us if we will not forgive them; and how to feel and express real forgiveness
  - recognise that forgiveness can be difficult and involves empathy with others
  - respect and tolerate the views of others
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## Teacher's notes

### STARTER

Read the story, "Conflict and forgiveness in Rwanda". Ask pupils to consider (without sharing) whether they would have been able to forgive in this situation, and why/not. Explain that Anne-Marie's forgiveness is allowing her and her children to move forward. [5 mins]

### MAIN ACTIVITIES

#### Activity One:

EITHER Ask pupils to read the Parable of the Unmerciful Servant (Mt 18:21-35) and discuss what Jesus was trying to teach and how the characters in the parable and Jesus' listeners

would have felt. Ask them to write a new version of this parable, thinking about different possible outcomes.

OR

Ask pupils to consider Jesus forgiving his executioners and the repentant thief (Lk. 23:32-43). They could watch an extract from the film Jesus of Nazareth to help stimulate a discussion about how the people at the crucifixion may have felt and why. What significance has this story today? Is repentance always a factor in reconciliation? [25 mins]

**Activity Two:** Ask pupils to make up and act out a story about forgiveness today. They could base it on personal experiences or on imaginary characters. Ask pupils to develop an ending that reflects what they have learnt about forgiveness and reconciliation. In this activity they should illustrate fairness, respect for and tolerance of the views of others. [20 mins]

### PLENARY

Look at the quotes from religious leaders about forgiveness and give quiet time for pupils to pray about things that they might forgive or like to be forgiven for. Finish with the Our Father. [5 mins]

### Homework

Ask pupils to visit [www.cafod.org.uk/homework](http://www.cafod.org.uk/homework) and to look at the Conflict homework pack to find out more about CAFOD's work for Conflict resolution and peace building in Rwanda.

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## You will need

- Printed copy or copies of "[Conflict and forgiveness in Rwanda](#)"
- Bibles, or copies of Mt.18:21-35 and/or Lk. 23:32-43.
- [Quotations](#) from religious leaders about forgiveness

## Lesson Plan 3: Are forgiveness and conflict resolution possible?

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**Pupils learn elements of conflict resolution and look at an example from a developing country of where conflict resolution is working. They consider the motivations of those who work for conflict resolution.**

### Objectives

Pupils should learn:

- some methods of conflict resolution
- about specific situations in which forgiveness and conflict resolution are implemented
- some of the values expressed in these situations
- about current situations of conflict, and the role of local, national and international groups

### Learning Outcomes

Pupils will:

- understand and be able to explain some methods of conflict resolution
  - describe situations in which people find it hard to forgive, and explain why
  - explain that forgiveness and reconciliation may lead to peace, and give examples
  - realise that not forgiving may lead to a chain of further events involving anger, hatred and escalation of the conflict
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## Teacher's notes

### STARTER

Do the quiz on international conflict. Draw attention to the huge number of conflicts in the world and the cost of conflict, both in terms of human life and economically. [10 mins]

### MAIN ACTIVITIES

**Activity One:** Give each group a copy of the sheet, "Elements of Conflict Resolution" with the statements cut out and mixed up. Tell pupils that they have been given the task of helping a nation in conflict to achieve a true and lasting peace. They must order the boxes to show how they will proceed. They are allowed to add or remove boxes if they wish. They should be prepared to explain and justify their decisions. In the feedback, explore different elements of conflict resolution in national and international situations including UN initiatives, the contribution of NGOs such as CAFOD, and progressive stages in peace-building.

[20 mins]

**Activity Two:** Show the PowerPoint or read pupils Conflict Story 3: Philippines from CAFOD partner, Pakigdait. Give each group a copy of the statements cut out from the sheet "Statements about Mindanao". Ask pupils to sort them into causes of conflict, methods of reconciliation and motivations for peace building. Ask pupils why people in Mindanao might find it hard to forgive; whether forgiveness and reconciliation can lead to peace; and what would happen if the people of Mindanao were not willing to forgive. Which elements of conflict resolution from Activity One are being employed in Mindanao? [20 mins]

### PLENARY

On the board, draw a flow chart to show a sequence of events that will lead to no forgiveness. Adapt the diagram, this time to end with forgiveness. Discuss with the pupils the differences and the difficulties for those involved. [5 mins]

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## You will need

- Quiz – The price of conflict either as on [online](#) activity, or [downloaded](#).
- Conflict Resolution – [CAFOD rough guide](#) (teacher background only)
- [Lesson 3: Elements of conflict resolution](#), copied and cut up
- [Lesson 3: Statements about Mindanao](#), copied and cut up
- Conflict Story 3: Philippines, either as a [PowerPoint](#) or [printed](#)

## Lesson Plan 4: A contemporary situation – Democratic Republic of Congo

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Pupils investigate the causes of conflict in Eastern DRC, possible sources of future conflict \* and conflict resolution. Through stories of people who have lived through the conflict, they reflect on Christian responsibility to work for global peace. They are given the opportunity to take action through CAFOD's "Unearth Justice" campaign.

### Objectives

Pupils should learn:

- why Eastern DRC has been a place of conflict
- about examples of conflict, coexistence, dialogue and harmony in Eastern DRC, which have implications elsewhere, including in their own communities
- to use speculative talk to develop thinking about complex issues

### Learning Outcomes

Pupils will:

- understand why there has been conflict in Eastern DRC and how it is being resolved
- describe the point of view of someone who lives there and has been involved in the conflict
- produce an informed summary of their own views and opinions
- appreciate why reconciliation is difficult but necessary, and realise the need for dialogue and the purpose of compromise.

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## Teacher's notes

### STARTER

Ask pupils why they think people join rebel groups in conflict zones. Read the story of an ex-child soldier in the DRC. Ask pupils whether their views have changed. What would they have done in the same situation? [10 mins]

### MAIN ACTIVITIES

**Activity One:** Provide the pupils with copies of the Eastern DRC story. Read it together. Ask pupils to answer the questions in writing, and then discuss them all together. [15 mins]

**Activity Two:** Show the 'Conflict' poster of a gold mine, or project the image from CAFOD's website. Ask pupils what they can see, where they think this is, what it would be like to work

here and what in the picture they associate with conflict. Remind them of the part natural resources have played in the DRC conflict and that natural resources played a significant role and in 25 per cent of conflicts worldwide in 2001. Explain that the mining town of Mongbwalu in Ituri district is in Eastern DRC, but further North than Masisi and nearer to the border of Uganda. Its economy depends almost totally on gold mining. Ituri has suffered many conflicts as armed groups battle to control mines. Currently government troops are in control of Mongbwalu and the mining area near the town. As the poster shows, most townspeople spend hours in backbreaking and dangerous conditions, digging and crushing rocks. [10 mins]

**Activity Three:** Tell pupils that the multi-national mining company Anglo-Gold Ashanti, now has permission to mine in Ituri. Its behaviour will be critical in fostering peace. CAFOD is campaigning for gold-mining companies to act responsibly and listen to local communities. Explain the "Unearth Justice" campaign action, using information from the booklet in CAFOD's campaign pack. Show the campaign device and encourage pupils to sign and add their link to the chain. [10 mins]

**Set Homework** – Each pupil is to visit [www.cafod.org.uk/homework](http://www.cafod.org.uk/homework) and find out more about how conflict and natural resources are linked and to produce an informed summary of their own views and opinions.

### PLENARY

Provide pupils with the quote from Pope Paul VI on the link between tackling poverty and promoting peace, and the call to work for global justice. Give time for quiet reflection and prayer. [5 mins]

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## You will need

- [Story: Eastern DRC](#)
- [Story: From conflict to a new life in the DRC](#)
- [Pope Paul VI quotation on peace-building](#)
- "Unearth Justice" campaign pack (Padlock, gold chain links, booklet) ordered from CAFOD Campaigns section on 020 7095 5692, or email [campaign@cafod.org.uk](mailto:campaign@cafod.org.uk)

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## Points to note

- \* Please visit CAFOD's website to ensure that you are up to date with latest developments in the DRC. Elections are due in 2006 and the situation is fluid.
- Link with thinking skills: evaluation
- Link with NSE: Year 7 S&L 12, Year 8 S&L 10, Year 9 S&L 9
- There will be additional information about Masisi, Eastern DRC in CAFOD's Harvest Fast Day 2006 materials.

## Lesson Plan 5: How can conflict be resolved?

**Pupils recall and reflect on their learning from this unit. They apply what they have learnt to a personal or local situation and prepare their own peace charter. They prepare a display on conflict and conflict resolution.**

### Objectives

Pupils should learn:

- to apply the lessons about conflict to their own communities
- how coexistence, peace and harmony and the need for dialogue may be necessary locally and nationally
- to consider their own attitudes to conflict resolution
- to put into practice their ideas for conflict resolution

### Learning Outcomes

Pupils will:

- identify common features of conflict resolution in different situations
- explain the need for reconciliation and dialogue in their own lives
- understand the need for principles and compromise; that 'fair' may not mean 'getting our own way'
- be aware of, and respond to, contemporary situations in their communities

## Teacher's notes

### STARTER

Read and act out this story about a cowboy and an Indian used by CAFOD partner EHO at conflict resolution workshops with Bosnian, Serb and Croat young people in Serbia:

*The Indian makes Sign 1 (thumb up and forefinger pointing at right angle), to which the cowboy makes Sign 2 (hand raised with palm outward and first and second fingers bent slightly forward). Then the Indian makes Sign 3 (palms together in attitude of prayer), and the cowboy makes Sign 4 (waves his open hand from side to side). Then they go home. The cowboy says to his wife: "I just met this crazy Indian. He said to me 'I'll kill you' (Sign 1). So I said to him 'I'll have your eyes out (Sign 2)'. Then he begged me not to (Sign 3), and I told him to get lost (Sign 4)." The Indian meanwhile says to his wife, "I just met this crazy cowboy. I asked him what his name was (Sign 1), and he said, 'Wild goat' (Sign 2). So I asked him, 'From the mountains?' (Sign 3) and he replied, 'No, from the river' (Sign 4)."*

What does this story have to say about conflict? Does it remind pupils of any conflicts in their own lives or that they have learned about in this unit? [5 mins]

## MAIN ACTIVITIES

**Activity One:** Review what the class has learnt about conflict and conflict resolution, including their homework research. Ask pupils to identify the factors they think need to be present for a peaceful end to conflict. [10 mins]

**Activity Two:** Ask pupils, in pairs, to apply the identified factors to a personal, school or community conflict. (NB You could contact local interfaith groups to give input on community issues that involve different faith groups. Alternatively, encourage pupils to think of stories from television programmes). Ask pupils to analyse where forgiveness and dialogue fit in. Should they forgive? If so, why, when and how? What happens if they do not forgive? How would they start dialogue and reconciliation? Offer feedback to the whole class. [20 mins]

### Set homework

Ask pupils to prepare a Peace Charter for personal, school or community situations, drawing on what they have learnt. Discuss how they would implement it. How would they deal with conflict at school? What should the charter include about preventing and resolving conflict? The charter can be illustrated with their own peace symbol. (Pupils will find a template for their own peace charter at [www.cafod.org.uk/homework](http://www.cafod.org.uk/homework)). [10 mins]

## PLENARY

Help pupils to reflect on the situations of conflict that they have covered in this unit. Use the photo gallery PowerPoint, or print out the images. Ask each pupil to write on a label one sentence summing up what s/he would most like others to know about conflict resolution. Attach the labels to a display board bearing framed images from the photo gallery. [10 mins]

### You will need

- Images from Conflict photo gallery as a PowerPoint and printed out for display
- 'Labels' (A4 sheets divided in half lengthways)
- Felt tips and drawing pins/blutac.

### Points to note

- Stress the complexity of these issues – there is a danger of over-simplifying complex local, national and international issues.
- A safe environment and sensitive handling are necessary if teacher and pupils are to consider conflict in their own lives.
- These activities can apply to school conflict situations in the context of the school behaviour policy.
- It may be important to involve local and community leaders if there are contentious community issues.
- Link with thinking skills: creative thinking.

## Classroom resources to accompany this scheme of work

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### Lesson 1:

- Online animation Conflict in Sudan
- Downloadable version of Conflict in Sudan animation

### Lesson 2:

- Downloadable story: Conflict and forgiveness in Rwanda
- Quotations by religious leaders about forgiveness
- Homework: Information on CAFOD's work in Rwanda

### Lesson 3:

- Online quiz: The Price of Conflict
- Downloadable version of quiz: The Price of Conflict
- Sorting activity: Elements of Conflict resolution
- Sorting activity: Statements about Mindanao
- PowerPoint: Conflict resolution in the Philippines
- Downloadable version of: Conflict resolution in the Philippines
- Downloadable *Rough guide to conflict and peace policy*

### Lesson 4:

- Downloadable story: Eastern DRC
- Downloadable story: From conflict to a new life in the DRC
- Downloadable quotation about poverty and peacebuilding
- A2 Poster – Conflict and mining (posted to schools in May 2006)
- “Unearth Justice” campaign action pack – available from CAFOD Campaigns section on 020 7095 5692, or email [campaign@cafod.org.uk](mailto:campaign@cafod.org.uk)
- Homework: Information on CAFOD's work in DRC

### Lesson 5:

- PowerPoint photogallery of conflict and reconciliation
- Downloadable images from the PowerPoint
- Homework: Peace Charter template

### CAFOD web links

News & Features:

[www.cafod.org.uk/news\\_and\\_events/features/building\\_bridges](http://www.cafod.org.uk/news_and_events/features/building_bridges)  
[www.cafod.org.uk/news\\_and\\_events/features/working\\_towards\\_peace\\_worldwide](http://www.cafod.org.uk/news_and_events/features/working_towards_peace_worldwide)  
[www.cafod.org.uk/news\\_and\\_events/features/beauty\\_within\\_the\\_beast](http://www.cafod.org.uk/news_and_events/features/beauty_within_the_beast)  
[www.cafod.org.uk/news\\_and\\_events/emergencies/conflict\\_in\\_sudan](http://www.cafod.org.uk/news_and_events/emergencies/conflict_in_sudan)

What we do & countries:

[www.cafod.org.uk/about\\_cafod/what\\_we\\_do/development/conflict\\_and\\_peace](http://www.cafod.org.uk/about_cafod/what_we_do/development/conflict_and_peace)  
[www.cafod.org.uk/where\\_we\\_work/africa/rwanda](http://www.cafod.org.uk/where_we_work/africa/rwanda)  
[www.cafod.org.uk/where\\_we\\_work/africa/congo\\_drc](http://www.cafod.org.uk/where_we_work/africa/congo_drc)  
[www.cafod.org.uk/where\\_we\\_work/africa/sudan](http://www.cafod.org.uk/where_we_work/africa/sudan)  
[www.cafod.org.uk/where\\_we\\_work/asia/philippines](http://www.cafod.org.uk/where_we_work/asia/philippines)  
[www.cafod.org.uk/where\\_we\\_work/eastern\\_europe/serbia](http://www.cafod.org.uk/where_we_work/eastern_europe/serbia)

Partner stories:

[www.cafod.org.uk/where\\_we\\_work/africa/sudan/women\\_in\\_sudan](http://www.cafod.org.uk/where_we_work/africa/sudan/women_in_sudan)  
[www.cafod.org.uk/where\\_we\\_work/africa/liberia/learning\\_to\\_live\\_together](http://www.cafod.org.uk/where_we_work/africa/liberia/learning_to_live_together)  
[www.cafod.org.uk/where\\_we\\_work/asia/east\\_timor/creating\\_a\\_peaceful\\_future](http://www.cafod.org.uk/where_we_work/asia/east_timor/creating_a_peaceful_future)

Rough guides & policy papers:

[www.cafod.org.uk/policy\\_and\\_analysis/public\\_policy\\_papers/rough\\_guides/rough\\_guide\\_conflict](http://www.cafod.org.uk/policy_and_analysis/public_policy_papers/rough_guides/rough_guide_conflict)  
[www.cafod.org.uk/policy\\_and\\_analysis/public\\_policy\\_papers/conflict/civil\\_society\\_and\\_conflict](http://www.cafod.org.uk/policy_and_analysis/public_policy_papers/conflict/civil_society_and_conflict)

### External web links

The following websites may be useful:

- [paxchristi.org.uk](http://paxchristi.org.uk)
- [amnesty.org.uk](http://amnesty.org.uk)
- <http://news.bbc.co.uk/>

*CAFOD is not responsible for the content of external websites*

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