

Teacher Resource Bank

GCE Citizenship Studies

Candidate Exemplar Work:

- CIST4 Student Exemplar PowerPoint Presentation



A Level Presentation

Global Issues:
Conflict and its resolution



Conflict and its resolution:

- AQA GCE AS and A Level Citizenship Studies specification 2009-2010
- Unit 4 CIST 4 Global Issues and Making a Difference (A2 Level Unit) that contains:
 - Universal Human Rights; and
 - Global Issues

Conflict and its resolution contents:

- What do we understand by the terms conflict and conflict resolution?
- What mechanisms are available to international bodies attempting to resolve issues involving conflict?
- Case Studies.
- In-depth study of one international conflict.

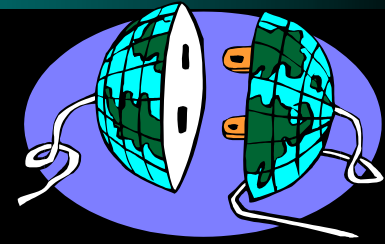
Deconstructing it for teaching:

- What is conflict?
- How/Why does conflict occur?
- Ideas for conflict resolution?
- What is conflict resolution?
- Who aids in conflict resolution?
- What options are available for conflict resolution?
- Effectiveness of conflict resolution.

Start with more general key terms and the dimensions of causes & resolutions

Look at International Agencies and Conflict Resolution options. Case Studies for more depth of understanding

Lesson One: Conflict?



- Starter:
 - **What is conflict?** Class will work in pairs and each pair given 10 cards and they have to decide whether the examples would be classified as conflict (International to Local) .
 - Class will produce an overall definition of conflict.
- Main Activity:
 - **The Global Village**. Worksheet shows a representation of the world, with continental populations, world religions, resource distributions. (all based on global statistics)
 - Pupils will work in pairs to answer the questions about the Global Village and then the class will discuss together their conclusions, pooling their answers and ideas. (Activity)
- Plenary:
 - Identifying the **key causes** of conflict.
- Homework:
 - Research recent news about international conflicts (BBC, Guardian Unlimited, UN) Bring in a short summary of one conflict and who was involved in the resolution.

The Global Village Activity

THE GLOBAL VILLAGE CONFLICT AND ITS CAUSES



Here is an island of 100 people that represents the earth:

57 Asians
21 Europeans
14 North and South Americans
8 Africans

70 would be people of colour
30 would be white

33 Christian
21 Muslim
13 Hindu
6 Buddhist
1 Sikh
26 of Other religions

25% of the wealth would be in the hands of 6 people, all citizens of one group on the Island.

5 Groups have monopoly over Island resources

70 would be unable to read

80 would live in substandard housing

1 would have a university education

47 people enjoy a broad range of rights
30 people are considered partly free (some rights withheld)
23 people are denied basic political rights and civil liberties

1 Group leader is corrupt (embezzling money and exploiting group)

2 Groups are at risk due to a lack of government control over their territory and the leaders are seen as illegitimate.

2 Groups have a repressive state, where they experience pervasive state control over daily life, free speech is banned and they experience severe human rights violations.

13 People are classified as displaced people due to conflict in their group.
11 People are classified as refugees due to civil unrest in their group.

What would happen if

- 1) One group declared they would not share resources with the rest of the Island?
- 2) One group experienced increasing poverty because their leader ignored their needs and used up all the resources for themselves?
- 3) One group declared they were richer and would therefore make the rules for the rest of the Island?
- 4) One group's civil unrest and refugee's were putting a strain on another group's resources (water, food, space)?
- 5) One group excluded people of a different religion and other groups in the surrounding area did not like these actions?
- 6) One group lost even more human rights due to living in a repressive state?
- 7) One group experience a natural disaster and due to substandard housing those living in poverty became homeless and displaced?
- 8) One person in a group incited racial hatred?
- 9) Three people in one of the groups decided they didn't want to work for community anymore?
- 10) One group designed a new piece of technology that meant they didn't need to trade with their neighbours anymore?

Can you think of any other scenarios that could cause conflict on the Island?

Lesson Two: Conflict Resolution (ICT)

- Starter:
 - Review Causes of Conflict.
 - Ask pupils to read out their examples. Do they know how they have been resolved, or are in the process of being resolved?
 - Define the key term: **Conflict Resolution**.
 - Why do we need conflict resolution?
- Main Activity:
 - Identify the **key organisations/international agencies** involved in the resolutions (UN, NATO, EU, African Union).
 - Identify the means by which they have resolved conflict.
 - Using ICT pupils will research each **organisation** (who they are, what powers they have, what conflicts they are involved in or have resolved)
 - Using ICT pupils will research the **means to resolve conflict** (mediation, use of force, sanctions, boycotts, targeted aid/support)
 - Pupil handout provided for overview of details. ([Handout](#))
- Plenary:
 - Decide the **three case studies** to be looked at in brief in the following lesson. Pupils can research them before the next lesson.

Possible Case Studies:

- Northern Ireland
- Serbia & Montenegro vs. Kosovo
- South Africa (Apartheid)
- Indonesia vs. East Timor
- Ethiopia vs. Eritrea
- Hiati vs. rebel groups

- These were chosen as they have a broad range of information available for pupils to research and access.

Lesson Three: International Conflicts

- Starter:
 - Review the three case studies.
- Main Activity:
 - Pupils will be put into 3 groups and a range of information given to each group on one of the international conflicts. They must look through the information and record it onto a worksheet. (possibility to again use this as an ICT lesson, but articles can be printed off from various websites about each conflict prior to lesson by class teacher).
 - Worksheets will then be photocopied for the whole class ready for Home Work.
 - Each group will also be asked to define what an effective conflict resolution is and then conclude how effective their case study resolution was.
- Plenary:
 - How effective was the conflict resolution? (each group will give their conclusions and explain them)
- Homework:
 - Write a 500 word essay - Question: How effective were the actions taken by international bodies in the three case studies? Compare and Contrast the conflicts and means to conflict resolution.

Lesson Four: Introduction to In-depth Case Study

- Lesson 4:
 - Review current knowledge about conflict, causes and resolutions.
 - Peer Marking of Essays (30 minutes) with marking criteria and feedback.
 - Introduce In-depth Case Study: **Sierra Leone**.
 - Geography
 - Overview of Historical Context
 - Timeline of events
 - Who else was involved (other African countries)
 - Available Resources for Case Study include:
 - United Nations and African Union
 - BBC News Online Articles
 - BBC Documentary – ‘Sierra Leone’ (used during introductory lesson)
 - Wikipedia – Timeline of Events, Agencies/Organisations involved.
 - ‘Blood Diamond’ Film, Directed by Edward Zwick.
 - ‘Beyond Borders’ Film, Directed by Brian Ging.
 - United Nations: Conflict Diamonds.

In-depth Case Study Group Work: Source Work and ICT Research Project. (2 Weeks)

Group 1

- Groups will be asked to:

- Examine the causes and historical context of Civil War in Sierra Leone.

Group 2

- Timeline events of Civil War and international involvement.

Group 3

- Look at the responses of international organisations and agencies to conflict. Who was involved?

Group 4

- Timeline the process to conflict resolution. How was it achieved?

Class Discussion

- Evaluate the effectiveness of the conflict resolution.

The groups will hand in their project sections to the class and handouts made for the class from each group at the end of unit review.

Lesson Five: Global Affairs Council

- **Starter:**
 - Pupils will be asked to imagine they are each a member of a Peacekeeping Taskforce for the Global Affairs (Conflict Resolution) Council. They have been requested to devise a conflict resolution plan for an international conflict scenario.
- **Main Activity:**
 - Pupils will be put into groups of 4-5
 - Each group will be handed out a 'Top Secret' dossier about the scenario and asked to put together their plan.
 - They will have 30 minutes and have to present it to the rest of the class verbally and on a poster.
- **Plenary:**
 - The Class will act as the Council Board and vote for the plan they would use to resolve the conflict scenario.

Possible Misconceptions:

- The roles of International Agencies and Organisations in Conflict Resolution.
- The complexities of conflicts and historical contexts.
- The extent of international involvement in conflicts around the world.

Teaching Methods Used:

- Activities
- Didactic
- Group and Pair Discussion
- Independent Projects
- Individual, Paired and Group Work
- Investigative/Research
- Source Work
- Whole Class Discussion
- Written Work

Assessment Methods Used:

- Summative Assessment:
 - Speaking and Listening grade for presentation
 - Knowledge and Understanding grade for projects at end of Unit 4.
 - Marked Essays
 - Global Council Plan (knowledge & Understanding)
- Assessment for Learning:
 - Teacher assessment of verbal contributions during lessons (level of understanding)
 - Peer Marking and Mentoring
 - Peer Vote and Feedback for Global Council Plan

Where it fits in the Unit of Work ...

Universal Human Rights: Universal Rights

Universal Human Rights: Human rights abuse

Global Issues: Conflict and its resolution

Global Issues: Trade and environmental issues

**End of unit review, project and
essay hand in and end unit test**

References:

- www.infoplease.com
- www.wikipedia.org
- www.bbc.co.uk
- www.un.org
- <http://www.hawaii.edu/powerkills/WPP.CHAP16.HTM> (understanding conflict and war: vol. 4: war, power, peace)
- www.hik.de (Heidelberg Institute for International Conflict Research)