



Grade 8 : Peacebuilding and Reconciliation

Peaceful Responses to Conflicts in Society

// 270 – 350 MINUTES

LEARNING OBJECTIVES

- Understand the different types of conflicts (both local and international) using an in-class simulation of conflict and resolution, making an emotional, spiritual and intellectual connection with the conflict in the Democratic Republic of the Congo (DRC).
- Analyze the root causes of conflicts, as well as the different approaches for resolving conflicts peacefully.
- Become familiar with Catholic Social Teaching, and particularly the SEE, JUDGE, ACT model of social education and theological reflection as a tool to assess and respond to conflict/peacebuilding scenarios.
- Understand the role that principles such as neutrality and impartiality, and advocacy actions play in conflict/peace-building situations.

GUIDING QUESTIONS

- What are the different types of conflicts?
- What are some strategies to resolve conflicts peacefully and fairly?
- What are the root causes of conflicts and violence?

TEACHING STRATEGIES

METACOGNITIVE

Journal Writing

COGNITIVE

Jot Note Exercise

SOCIAL/AFFECTIVE STRATEGIES

In-Class Simulation Exercise

LANGUAGE STRATEGIES

Word Placement

CURRICULUM EXPECTATIONS

Religious Education 8

Social Studies 8

English Language Arts 8

Science 8

Appendix includes Assessment, Accommodations, Extensions, Cross-Curricular Connections, Prayer, Handouts and Evaluation.



CATHOLIC GRADUATE EXPECTATIONS

1. A discerning believer formed in the Catholic faith community who:
 - j. Recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of redemption. (Witnesses to Faith)
2. An effective communicator who:
 - a. Listens actively and critically to understand and learn in light of Gospel values.
 - b. Reads, understands and uses written materials effectively.
 - c. Presents information and ideas clearly and honestly and with sensitivity to others.
3. A reflective, creative and holistic thinker who:
 - a. Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges.
 - b. Creates, adapts, evaluates new ideas in light of the common good.
 - c. Thinks reflectively and creatively to evaluate situations and solve problems.
 - f. Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.
4. A self-directed, responsible, lifelong learner who:
 - a. Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.
 - b. Demonstrates flexibility and adaptability.
 - d. Responds to, manages and constructively influences change in a discerning manner.
 - f. Applies effective communication, decision-making, problem-solving, time and resource management skills.
7. A responsible citizen who :
 - e. Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.
 - f. Respects and affirms the diversity and interdependence of the world’s peoples and cultures.
 - g. Respects and understands the history, cultural heritage and pluralism of today’s contemporary society.
 - i. Respects the environment and uses resources wisely.
 - j. Contributes to the common good.

KEY VOCABULARY

Dignity of the Human Person

Solidarity

Participation

Conflict

Perpetrator

Advocacy

Agent of Change

Inequity

Reconciliation

Peace

PRINCIPLES OF CATHOLIC SOCIAL TEACHING www.devp.org/cst

Dignity of the Human Person: The foundation of all Catholic Social Teaching is the inherent dignity of the human person, as created in the image and likeness of God. The Church, therefore, calls for *Integral Human Development*, which concerns the wellbeing of every person in every dimension: economic, political, social, ecological, and spiritual.

Solidarity: We are all part of the human family and we are all interconnected and interdependent. Loving our neighbour has global dimensions. We must see ourselves in others and collaborate toward solutions. Solidarity is a recognition that we are 'all in this together,' and is a commitment to strengthen community and promote a just society.

Participation: Human beings are social, and how we live together affects the dignity of the individual and the progress of our society. All persons are entitled to *participate* in community, and in decisions that affect their lives, and cannot be excluded for any reason.

Peace: To be in right relationship with God and with each other. Peace is the fruit of Charity and the consequence of Justice. It is the sign of *caritas* in action.



PREPARATION

BACKGROUND

This teaching plan is designed to take place over the course of 4 to 6 class periods.

Each lesson moves through the **SEE, JUDGE, ACT** model, according to the tradition of Catholic Social Teaching. Through this method, students will learn to recognize and analyze peace-building opportunities and bring this knowledge into action.

In this particular exercise, students will both experience a simulated in-class conflict situation while concurrently studying a practical example of a real conflict situation in the Democratic Republic of the Congo.

READINGS AND VIDEOS

- Review the set up and rules in Part 1 prior to the students' arrival.
- Development and Peace. (2015, May 7). Democratic Republic of the Congo.
Retrieved from: <https://www.devp.org/en/emergencies/drc>
- Principles of Conflict Resolution.
Extracted from: <http://www.gdrc.org/uem/conresol.html> (see Appendix "Resources" section)
- McCarthy, Colman. (1998, March 18). Nonviolent Conflict Resolution is Teachable. Daily Yomiuri.
Retrieved from <http://www.gdrc.org/uem/conresol.html>
- Artefact Creative (Kohl Threlkeld & Jon Bougher), and the International Campaign to Stop Rape & Gender Violence in Conflict. (2014, June 6). *Women of Congo Speak Out*. [Video File].
Retrieved from: <https://www.youtube.com/watch?v=pfDKIKdY3J0>

NOTE: No scenes of violence occur in the video, however, we recommend that you preview the video to familiarize yourself with its contents.

- Development and Peace. (2015). *Africa in Images: Democratic Republic of the Congo*.
Retrieved from: <http://www.devp.org/en/resources/graphic-novel/drc>

NOTE: You can also order physical copies of the graphic novel by contacting the Catholic Schools Program Officer at schools@devp.org

- For further information on the SEE, JUDGE, ACT model, refer to: See – Judge – Act – Evaluate Decision Making Model – Excerpt from: Canadian Conference of Catholic Bishops. *We Are Strong Together: Be With Me*, Student Text (Year/Grade 9). PP. 80 – 81.

MATERIALS

- Handout for each student: 'Women of Congo Speak Out' (See Appendix)
- Post-It notes
- Tablecloths

PART 1 – SEE

// 60 – 70 MINUTES

LESSON FOCUS

Analyze conflict and explore how to resolve conflict peacefully.

ESSENTIAL QUESTION

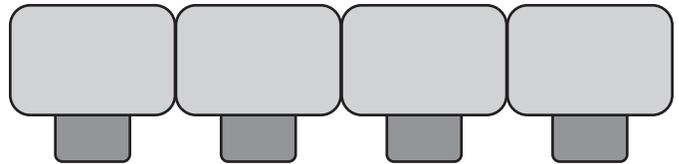
What are strategies to resolve conflicts peacefully and fairly?

SETUP FOR PART 1

Set up the classroom as follows prior to students' arrival to the class. This setup (for 25 students) will vary according to class numbers. The intention of this setup is to create a sense of inequity (and, therefore, 'conflict') in the class.

ROW 1:

4 Desks, with chairs and a tablecloth



ROW 2:

5 bare desks, no chairs



ROW 3:

5 chairs, no desks



RULES

Row 1: Students must use their desk, chair, and tablecloth at all times. They are to be given preferential treatment with prepared handouts, notes, water, treats, and attention.

Row 2: Students must remain standing; they may not sit, lean, or kneel at their desks.

Row 3: Students must remain sitting at all times, and may not move or adjust their chairs.

Sitting/Standing Spots: Students may not move from their limited space or positions.

IN-CLASS CONFLICT SIMULATION

STEP 1 // Assign students to the particular seating arrangement indicated in the setup.

When students enter the classroom, do not address the classroom setup. Act as though the setup is perfectly normal. However, as students enter the room, oversee the spots that students go to:

- Allow only one female to sit in the first row, one female to sit in the second row, and one female to sit in the third row.
- The rest of the female students must stand at the back of the classroom.
- There are 11 other spots for male students to sit at (at a first-come-first-serve basis).
- Any male students left without a spot must sit on the floor.

Optional:

- Choose 3-4 male students to stand at the front, facing the class, or around those sitting on the floor to represent military, police, state, or structural barriers.
- Teachers may mark with tape the spot on the floor where those without desk spots must sit.

When everyone is settled in their spots, review the rules with the students, and then encourage them to take out their books and get ready for class.

NOTE: Arrangement by ethnic origin is not prescribed. Please use your professional discretion and sensitivity.

STEP 2 // Begin ‘instruction’ that is biased toward certain students, making sure the following restrictions are put in place:

- Include a note-taking portion (students without desks will have a hard time writing notes).
- Only hand out resources to certain members of the group (always giving preference to Row 1).

Pose the following GUIDING QUESTION to all members of the class.

Teacher:

What is conflict? (Open question. Only invite the students from the front to respond.)

What are different types of conflict in our society? In what ways do people experience conflict?

PAIR - SHARE

Instruct students to choose a partner, and prepare to discuss this question:

Teacher: *Describe a conflict you have been in, or witnessed. What strategies, or steps, did you take (or would have taken) to deal with conflict?*

Tell students to write their *one* best idea on a Post-it note, which you will post at the front of the class.

Proceed to hand out Post-it notes *only* to students sitting in Rows 1 and 2. When those nine students finish writing, stick their Post-its at the front of the class, and read them aloud to the class. Be sure to describe these as ideas that represent *all* students’ opinions.

STEP 3 // Instruct students to copy the points below. Provide a ‘cloze’ version of the notes for those at the front of the class (see Appendix). The rest of the students (not in the front 2 Rows), will write down the points fully. (Do not provide extra time for them to finish. Work at the speed of the students in the 2 front Rows).

- Conflict can be defined as a struggle or a contest. In and of itself, conflict is not negative. It becomes negative when it leads to violence. Violence is not only physical, but also mental, emotional and even social.
- In global terms, conflict can be a confrontation between one or more parties with incompatible goals.
- Conflict can be visible through actions or behaviors, like armed conflict, or not so visible – not all conflict manifests in physical violence. For example, discrimination (racist or sexist language) is a form of non-physical violence.
- There are many different types of conflict. They can be between countries, or between groups within a country.

Definition adapted from:

Wallensteen, Peter. (2011) *Understanding Conflict Resolution: War, Peace and the Global System*. London: Sage.

Make a point of observing the work of students at the front of the class, and giving some token reward for having successfully completed the cloze note taking task.

STEP 4 // End the simulation with a debrief discussion, using the following questions to stimulate discussion with all students:

1. How have students in each section of the class been feeling during class so far?
2. Who felt privileged? Who felt deprived? Why?
3. Did the females in particular feel deprived in any way?
4. If you felt that there was a conflict, what caused the conflict in the class?
5. What needs to be done to reconcile the class inequities? Who needs to share resources (ensure information shared in class is identified as a resource).

Teacher: *This exercise is intended to simulate the reality that the marginalized in any country rarely have a political voice, and therefore can not always participate in the political and economic decisions that concern them. The most vulnerable members in society are often excluded from making decisions about the reconstruction and reconciliation processes of conflict and post-conflict situations.*

FORMATIVE ASSESSMENT: JOURNAL WRITING

Have students begin a Journal page. Students write about what they experienced in the classroom conflict, and what they learned from it.

See Appendix “Assessment” Section for the ‘Be Just – Journal Rubric’.

PART 2 – SEE

// 60 – 70 MINUTES

LESSON FOCUS

To become more aware of the people being impacted by the conflict in the Democratic Republic of the Congo (DRC).

ESSENTIAL QUESTION

What are the causes of conflict in the DRC?

LINKING NEW CONCEPTS

Begin by asking students the following questions:

- How many people have a device that uses rechargeable batteries?
- How often do you use that device?
- What if that device did not exist? What would your life be like?
- Do you know where the metal to create the battery in your device comes from?
- Would you be upset to know people have died due to war over that metal in your portable device?

VIDEO: “WOMEN OF CONGO SPEAK OUT”

STEP 1 // Share with students where the DRC is located on a map.

Distribute the SCAN note-taking guide (see Appendix).

Students will make a SCAN of the background on the DRC conflict, using the Development and Peace Backgrounder as the text.

STEP 2 // Tell students that they will watch a video that highlights the conflict that has taken place in the DRC.

The video highlights how women have been both the victims of the conflict, and agents of change in the reconstruction/reconciliation of their country.

Distribute, to all students, the Handout: ‘Women of Congo Speak Out’

Have students complete the pre-viewing tasks before you show the video.

STEP 3 // Show the video ‘Women of Congo Speak Out’ and have students complete the remaining **viewing questions** while they watch the video.

STEP 4 // Have students complete the **post-viewing questions**, and debrief the video as a class, using the questions as a guide.

FORMATIVE ASSESSMENT: EXIT SLIP

Teacher:

- *What was one fact you learned about the DRC that helped you see what life is really like there?*
- *Describe how you feel about our portable devices fueling conflict in the DRC?*
- *Do you think there is something we can do to help?*

PART 3 – JUDGE

// 70 – 90 MINUTES

LESSON FOCUS

Use the SEE, JUDGE, ACT process and Principles of Catholic Social Teaching as tools to determine how to build peace and reconciliation.

ESSENTIAL QUESTION

What are ways to resolve conflict in the Democratic Republic of Congo?

PRINCIPLES OF CATHOLIC SOCIAL TEACHING

Display the principles for students to see.

(Provide a handout if needed. The full list and definitions are available at www.devp.org/cst).

Highlight the following principles as the ones which will help guide the class in responding to the conflict in the DRC:

Dignity of the Human Person: The foundation of all Catholic Social Teaching is the inherent dignity of the human person, as created in the image and likeness of God. The Church, therefore, calls for *Integral Human Development*, which concerns the wellbeing of every person in every dimension: economic, political, social, ecological, and spiritual.

Solidarity: We are all part of the human family and we are all interconnected and interdependent. Loving our neighbour has global dimensions. We must see ourselves in others and collaborate toward solutions. *Solidarity* is a recognition that we are ‘all in this together,’ and is a commitment to strengthen community and promote a just society.

Participation: Human beings are social, and how we live together affects the dignity of the individual and the progress of our society. All persons are entitled to *participate* in community, and in decisions that affect their lives, and cannot be excluded for any reason.

Peace: To be in right relationship with God and with each other. Peace is the fruit of Charity and the consequence of Justice. It is the sign of *caritas* in action.

PROCESS OF SOCIAL ACTION

Review the SEE, JUDGE, ACT process with the students. Explain that this process is how the Church asks the faithful to respond to social issues, and that the students can use the same process whether they are having a conflict between friends, or addressing global poverty issues, and everything in between.

SEE and become aware about existing global conflicts, and the impact that they have on people in the affected communities.

- Point out that in the previous lesson, the class engaged in the SEE portion of the model.
- **Reflection Question:** What did we 'see' happening in the DRC? Of what did we become aware?

JUDGE and learn how to understand the complex, structural and systemic causes of these conflicts. Discern how the faithful are called to acknowledge and respond to these situations through the lens of faith.

ACT for social change, by turning understanding into practical peace-building and reconciliation efforts both locally and globally.

REVIEW: SCAN OF DRC

Invite students to recall what they already know about the geography and history of the DRC.

Review student SCAN notes of Development and Peace Backgrounder and reflections on the video 'Women of Congo Speak Out.'

STUDY OF GRAPHIC NOVEL NARRATING THE CONFLICT IN THE DRC

Explain that the students will be using this model in their study of the armed conflict in the DRC. Today, the students will JUDGE the situation.

Teacher: *Though the previous lesson's experience gave us a small taste of conflict, we have to remember that in this safe environment, we cannot presume to understand the fear and trauma of real conflict, such as in the DRC. In order to JUDGE the best way to build peace and encourage reconciliation, we will now take a closer look at the conflict in the DRC and, in particular, the root causes of the conflict.*

Distribute the *Africa in Images: Democratic Republic of the Congo* graphic novel.

Divide students into small groups in order to read (led by heterogeneous strength readers) the graphic novel together.

Students will pre-view the small group questions:

- What were some root causes of the DRC conflict?
- What issues around mining, exporting, rebel groups, and control of resources created and fueled the DRC conflict in the comic?
- Who were the victims in the story?
- How are they victimized?
- How does this fuel the conflict?

They will read the story together, then return to the questions and discuss their points of view.

DISCUSSION: ROOT CAUSES OF THE DRC CONFLICT

Invite each group to offer their point of view on each of the questions above.

Encourage a discussion about the fact that in conflict situations it is not only soldiers who are affected. Civilians tend to be exploited and terrorized, and children and women are amongst the worst casualties. Rape is used as a weapon to destroy the identity of the community and children are taken as child soldiers.

Have students prepare a response in the form of drawings or a visual Word Frame to the following questions, using vocabulary words:

- What are the key issues in the graphic novel?
- What issues fueled the conflict in the graphic novel?
- Who were the victims in the story? Explain why.
- How does being victimized fuel a conflict?
- What role does the Justice and Peace Commission play in the villager's lives?
- Why was it important for the villagers to forgive each other?
- Why did Furaha and Roza work with others?
- See page 40 of the graphic novel. Why is it important to know where our minerals come from?

SMALL GROUP WORK: DECIDING WHO NEEDS TO BE HEARD

In their small groups, students will make a list of the different points of view represented by the people encountered (real and fictional) in the video and graphic novel.

Small groups will then discuss the following questions:

- Whose point of view should be taken into account in the peace-building and reconciliation process, following a conflict?
- How might people feel when they are left out of the peace-building and reconciliation process in their own country?
- What role should bystanders (i.e. those who are not directly involved in the conflict) play in the resolution of conflicts?

Ask small groups to report their answers.

As a class reach a consensus on how as a whole group they could best respond to the situation in the DRC.

REFLECTION JOURNAL

Explain that Development and Peace’s approaches to peace-building and reconciliation are guided by Catholic Social Teaching. In other words, these approaches respect the dignity of all of the people who have been affected by the conflict, and consider that it is their right and responsibility to participate in the peace and reconciliation process.

Each student will reflect on how the class decided to respond to the conflict in the DRC, following the Reflection Journal guidelines:

1. In your own words, explain how the class chose to respond to the conflict in the DRC.
2. Think about the following Principles of Catholic Social Teaching:
 - Dignity of the Human Person
 - Solidarity
 - Participation
 - Peace
3. Respond to the following questions:
 - How closely does the class response to the conflict in the DRC reflect these principles of Catholic Social Teaching?
 - In your journal, explain what connections you see between these principles and the class response to the conflict.
 - By looking more closely at these principles, would you change or add to how the class should respond to the conflict in the DRC?

PART 4 – ACT

// 70 – 120 MINUTES

LESSON FOCUS

Engaging in advocacy for the poor and vulnerable in the conflict in the DRC.

ESSENTIAL QUESTION

How do we act in *Solidarity* with the vulnerable of DRC conflict?

REVIEW THE SEE, JUDGE, ACT MODEL

Ask students to identify how the class has explored each stage of the SEE, JUDGE, ACT model so far.

SEE: *We learned to ‘SEE’ the inequity and conflict in the DRC. We also observed that we needed to identify effective strategies in order to resolve these conflicts.*

JUDGE: *We used what we learned about the DRC to JUDGE, or determine, the most effective way to resolve the conflict (e.g. who should be involved and why).*

ACT: *Today, we will turn our knowledge into ACTION! Our knowledge of how to resolve a conflict is only useful if we are able to ACT on it in Solidarity with the victims of conflict, in order to bring about actual positive results.*

ADVOCACY PROJECT

Have students engage in meaningful action of *Solidarity* with the people of the DRC.

Have them encourage their peers to take action in Canada in a way that will cause the people of the DRC to be empowered to engage in peace and reconciliation in their own country.

Refer to p. 43 in the graphic novel “What Can We Do?” for a web-link to actions proposed by Development and Peace.

Before students begin the process, remind students that PRAYER is important in preparing our hearts for action in the world. Invite students to join in the prayer of St. Francis of Assisi (see Appendix “Prayer” section).

OPTION ONE: AWARENESS CAMPAIGN

Have students create a mining awareness campaign in their school, to encourage their fellow students to be conscious about where the minerals used in everyday items (e.g. electronics) are sourced. This can be done by:

- Creating posters
- Creating presentations to be given in each classroom
- Street Theatre to be presented on the playground
- Encouraging recycling programs for electronics/other mined minerals

OPTION TWO: EDUCATION AND ACTION CAMPAIGN

Have students research where common device manufacturers source their mineral elements. Have students contact manufacturers to ask whether their minerals are collected from war zones, and whether their sourcing process is hurting others. These findings can also be turned into an education campaign (see above).

NOTE: Both options can include carrying out a fundraising campaign to support Development and Peace partners working for peaceful and just societies.

APPENDIX

ASSESSMENT

Be Just Journal Rubric	16
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ACCOMMODATIONS

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EXTENSIONS

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CROSS CURRICULAR CONNECTIONS

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PRAYER

Prayer of St. Francis	19
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HANDOUTS

Conflict	20
SCAN Research Template	21
Development and Peace Backgrounder: the Democratic Republic of the Congo	22
VIDEO: Women of Congo Speak Out	24
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Assessment

BE JUST JOURNAL RUBRIC

CATEGORY	5 – 4	3 – 2	1 – 0
INTERESTING	Interesting. Developed. Good details. Includes a concise summary.	Some irrelevant information. Not enough details. Very brief summary.	Difficult to follow. Little information.
PERSONAL RESPONSE	Gives personal feelings. Gives reactions.	Gives some feelings.	Gives very little personal feelings.
ORGANIZATION	Response journal is neat. Includes clear, complete sentences with proper mechanics and grammar.	Some effort is made toward neatness. Some sentences are complete. Most of the mechanics and punctuation is correct.	Journal entry is messy. The meaning is unclear. Sentences are incomplete and in poor order. Poor grammar and punctuation is used.

Accommodations

- Glossary of vocabulary from the graphic novel, for ELL students.
- Pictograms to convey meaning of key vocabulary.
- Sentence stems for discussion on best strategies.

Extensions

- Have students research in groups other peace-building and reconciliation efforts that Development and Peace supports. Refer to www.devp.org/international.
 - » How do these differ from/how are these similar to the peace-building and reconciliation efforts in the DRC?
 - » You might want to specifically refer to the Crisis in Syria to compare and contrast peace-building and reconciliation efforts there: www.devp.org/syria.
- Social Studies 8 teachers may want to connect the conflict scenario to the hierarchical societal structure in the Renaissance or the Aztecs.

Cross Curricular Connections

NATIONAL OFFICE OF RELIGIOUS EDUCATION OF THE
CANADIAN CONFERENCE OF CATHOLIC BISHOPS –
“WE ARE STRONG TOGETHER” SERIES

GRADE 8

RELIGIOUS EDUCATION

BE WITH ME

Unit 4: BE LOVING

4.2 What is the Loving Thing to Do?

ALBERTA EDUCATION PROGRAM OF STUDIES

GRADE 8

SOCIAL STUDIES

SKILLS AND PROCESSES

Social Participation as a Democratic Practice

8.S.5 Demonstrate skills of cooperation, conflict resolution and consensus building.

ENGLISH LANGUAGE ARTS

1.1 Discover and Explore

Express ideas and develop understanding
*Revise understanding and expression of ideas
by connecting new and prior knowledge
and experiences.*

*Seek out and consider diverse ideas, opinions and
experiences to develop and extend own ideas,
opinions, and experiences.*

1.2 Respond to Texts

Experience various texts.

Write and represent narratives from other points of view.

SCIENCE

Unit E Attitude Outcome

Stewardship

Students will be encouraged to demonstrate sensitivity and responsibility in pursuing a balance between the needs of humans and a sustainable environment (e.g., consider immediate and long-term consequences of personal and group actions; objectively identify potential conflicts between responding to human wants and needs and protecting the environment).

Prayer

PRAYER OF ST. FRANCIS

Lord, make me an instrument of thy peace.

Where there is hatred, let me sow love;

Where there is injury, pardon;

Where there is doubt, faith;

Where there is despair, hope;

Where there is darkness, light;

Where there is sadness, joy.

O divine Master, grant that I may not so much seek

To be consoled as to console,

To be understood as to understand,

To be loved as to love;

For it is in giving that we receive;

It is in pardoning that we are pardoned;

It is in dying to self that we are born to eternal life.

Amen.

Handout

CONFLICT

Definition adapted from Wallensteen, Peter. (2011). *Understanding Conflict Resolution: War, Peace and the Global System*. London: Sage.

- Conflict can be defined as a _____ or a contest. In and of itself, conflict is not negative. It becomes negative when it leads to violence. Violence is not only physical, but also _____, _____, and even _____.
- In global terms, conflict can be a _____ between one or more parties with _____ goals.
- Conflict can be visible through _____ or _____, like armed conflict, or not so visible – not all conflict manifests in physical violence.
- There are many _____ types of conflict. They can be between _____, or between _____ within a country.

Handout

SCAN RESEARCH TEMPLATE

SCAN while you Read!

Check off each section as you complete it.

Write down 1) the date, 2) the title of the text you are scanning, 3) the page #'s.

Survey: I need to read the headings and change one of them into a question.

1. Write down a large letter S.
2. Write your question beside it.

Example:

If the heading at the top of the first page is **“Using SCAN while You Read”** I could write the title as a question in many ways:

- S.** **What** is SCAN?
 Why would I use SCAN?
 When should I use SCAN?
 How do you use SCAN?

It is helpful to use the 5 W's to come up with a good question.

Capture the Captions:

1. Look at the charts, pictures, graphs and any other visuals you see on the page(s).
2. Write down information in the images and captions beside a large letter C.

Analyze the **bold-faced** words:

1. Look at the page(s) for any bold or dark words.
2. Look them up in the glossary or dictionary.
3. Write down their meaning beside a large letter **A**.

Example:

- A.** **Bold-faced:** This means that the word is darker than the rest of the words on the page.
 SCAN: This is a pre-reading strategy for non-fiction reading.

Notes to Summarize:

1. You can choose how to write your notes beside a large letter **N**.
2. Read closely and take notes on what you are reading.
 You can use jot notes, t-chars, table, or a web. Whatever works for you is what you should do.
 Ask the teacher for ideas.
3. Use your notes to write a one-sentence summary of the text you just researched.



Handout

DEVELOPMENT AND PEACE BACKGROUNDER: THE DEMOCRATIC REPUBLIC OF THE CONGO

Development and Peace. (2015, May 7). Democratic Republic of the Congo.

Retrieved from: <https://www.devp.org/en/emergencies/drc>

The Crisis

Development and Peace has been active in the DRC since the early 1980s. Development and Peace launched a project supporting peace and democracy in the country that aimed to facilitate the pre-electoral, electoral and post-electoral processes.

Sadly, the DRC has been the scene of horrific violence over the last decade as several groups are fighting over political power and control of the country's vast natural resources. Women have been particularly affected by this violence as rape has been commonly used as a weapon of war. In conjunction with our regular program, Development and Peace has also launched an emergency program to provide humanitarian relief.



For our regular program, we continue to support groups working to uphold democratic gains made since the 2006 elections, as well as groups working for the establishment of a lasting peace.

The Congolese have been victims of ongoing conflict

- Since 1997, more than 5 million have died
- 40,000 women have been raped
- Over 1,4 million people are currently displaced inside the country
- Between 1997 and 2003, 9 African countries and some 30 armed groups fought a bloody war in the country
- This war was the biggest in the history of contemporary Africa and caused the largest loss of life since World War II

August 2008 saw a resurgence of hostilities with intense fighting between government troops and rebel groups. Over 250,000 people were forced to flee, including nearly 100,000 in the last week when rebels took control of part of the region and attacked the regional capital of Goma. This grim situation accelerated day by day.

Displaced people roam the countryside unprotected, needing shelter, food, water and medical care. Indeed, even their temporary camps are not safe. The greatest challenge for humanitarian aid workers remains access to displaced persons' camps. Their ability to do their work depends on the level of violence, the amount of roadblocks and the accessibility of remote areas.

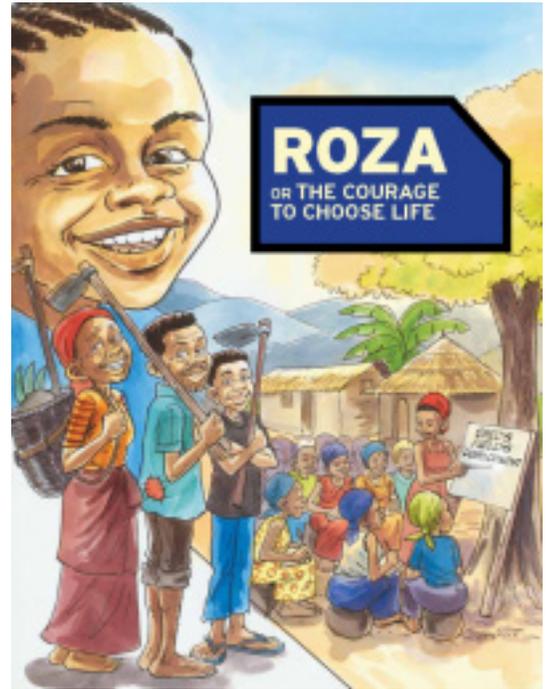
DEVELOPMENT AND PEACE BACKGROUNDER: THE DEMOCRATIC REPUBLIC OF THE CONGO CONTINUED 2/2

for children and adults, soap, plastic cups and spoons, buckets, water bottles and cooking pots.

We are appealing to the Canadian government to contribute to humanitarian aid and long term support for reconstruction and peace-building.

We also ask the government to reinforce the United Nations Mission in the Congo (MONUC) and to reopen the investigations on the illegal exploitation of natural resources.

If it were not for organizations such as Development and Peace and the support of people willing to help like you, many more lives would be lost during this crisis.



Handout

VIDEO: WOMEN OF CONGO SPEAK OUT

- The Artefact Creative (Kohl Threlkeld & Jon Bougher), and the International Campaign to Stop Rape & Gender Violence in Conflict. (2014, June 6). Women of Congo Speak Out. [Video File]. Retrieved from: <https://www.youtube.com/watch?v=pfDKIKdY3J0>

Pre-Viewing:

A look at Society:

Create a Word Placemat (include; definition, use in a sentence, synonyms, picture) for each of these key words:

- *Solidarity*
- Perpetrator
- Advocacy
- Agent of change
- Inequity

A look at Geography:

- What do you know about the physical features of the DRC?
- How are its geographic features related to the conflict?



Questions during the Video:

- What is the impact of the conflict on the people in the DRC?
- What do the women in the video ask for?
- What key words do the women speak that help understand what it means to be an agent of change?

Questions after the Video:

- What do you think has happened to the women in becoming victims of war? Does the video give any clues?
- How does the poor treatment of women individually affect their communities and the country as a whole?
- Who was involved in the peace-building/reconciliation process? Who are the agents of change?
- Who is excluded, or not shown, in the video?
- Has the peace-building/reconciliation process been a success so far? Why/why not?

Evaluation

EXIT SLIP

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What was one fact you learned about the DRC that helped you see what life is really like there?

Describe how you feel about our portable devices fueling conflict in the DRC?

Do you think there is something we can do to help?

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