

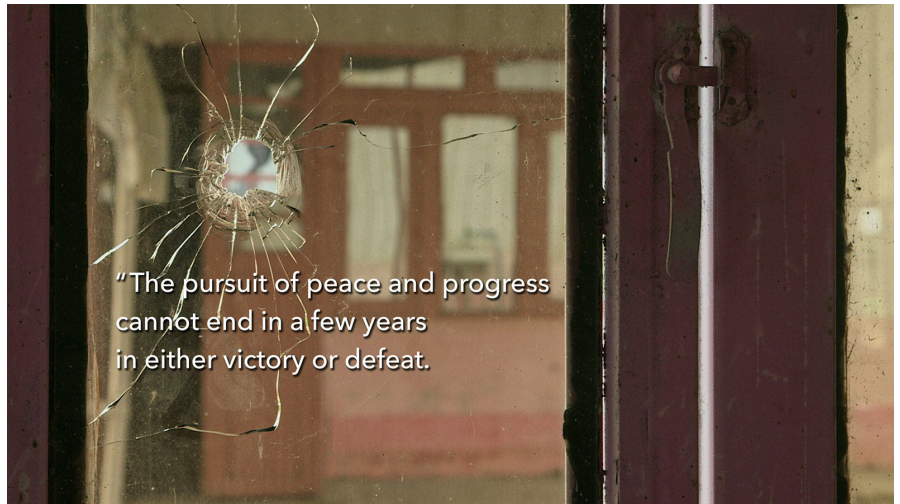
IN PURSUIT OF PEACE

A FILM BY
GARRY BEITEL

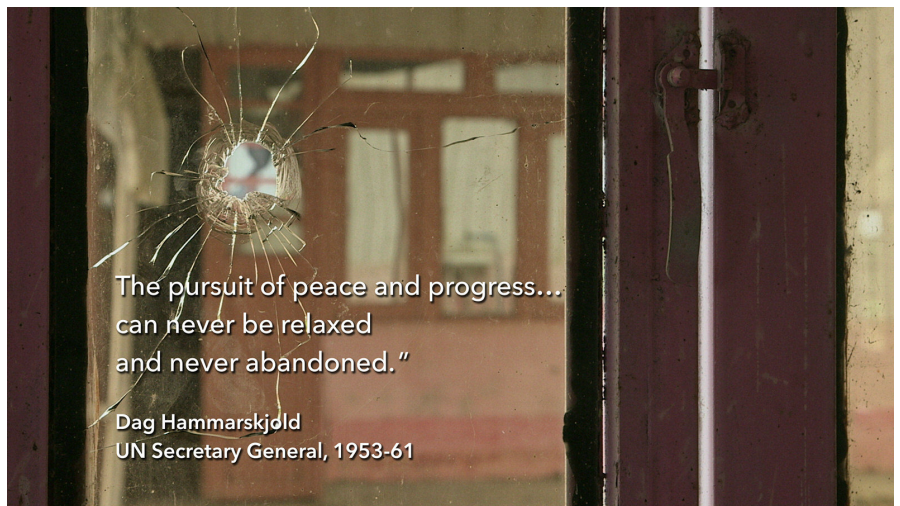
EDUCATOR'S GUIDE

Introduction

In Pursuit of Peace is a documentary film that makes the case for unarmed civilian peacemaking and mediation as a response to violent international conflict. The film follows four Canadian peace workers as they take us inside the drama of their work in some of the world's hottest conflict zones.



"The pursuit of peace and progress cannot end in a few years in either victory or defeat.



The pursuit of peace and progress... can never be relaxed and never abandoned."

Dag Hammarskjöld
UN Secretary General, 1953-61

A note from the director

In Pursuit of Peace focuses on the work of four Canadian peace workers, women and men who are part of a growing cohort of professionals trained in the art of conflict reduction. The film takes us to some of the regions of the world that have been plagued with violent conflict for generations – South Sudan, Democratic Republic of Congo, Iraq. These are places where civil wars, ethnic and religious conflict, foreign invasions and state oppression have resulted in the death and injury of millions and the ongoing displacement of tens of millions of others. In this difficult context, contemporary peace-builders are trying to challenge the culture of violence that is ingrained in the reality of daily life in these and other countries.

The film proposes hopeful, long-term solutions to these very difficult problems – problems that may seem far away from our own daily reality – but, in fact, they are not so far removed. In our own societies, we are also trying to address issues of aggression and the use of violence as a response to frustration and conflict. Whether it is violence towards women, children or minorities, we are redefining our tolerance towards aggression of any kind. Rape and sexual harassment, child abuse, mistreatment of indigenous populations, bullying and intimidation are behaviours increasingly challenged at all levels of society.

This pedagogical guide takes the far away conflicts as a starting point but encourages teachers and students to explore the place of violence in our societies and the role we can all play in finding peaceful resolutions to the conflicts we face.

Garry Beitel

About this Guide

The purpose of this Guide is to assist teachers in enhancing students' understanding of the role that Canadian peace workers have in resolving conflicts around the world and different approaches to conflict resolution and mediation.

Learning Objectives of the Guide

1. Students understand and appreciate different types of conflict and conflict resolution presented in the film.
2. Students explore root causes and consequences of the types of conflicts presented in the film.
3. Students appreciate a range of conflict mediation tools to peacefully solve conflicts.
4. Students practice different tools to encourage conflict mediation.

How to Use This Guide

Teachers should refer to the following steps to successfully plan the integration of the film and Guide into their curriculum.

1. **Pre-viewing activity and questions.** The teacher leads an activity and a whole class discussion on the nature of conflicts and Canada's role in mediating conflicts in the world using the suggested questions. Time: 30-60 minutes.
2. **Viewing the film.** The full version of the film is 87 minutes. There is also a 52 min. version that may be more useful in classroom settings. This guide can be used with either version.
3. **Post-viewing questions.** The teacher facilitates a whole class discussion with questions to guide students on what they learned from the film. Time: approximately 1 hour.
4. **Facilitating activities.** These are activities meant to strengthen students' understanding of conflict and conflict resolution strategies. Each activity has a suggested time-frame. The choice of activities remains up to the teacher.

A definition of conflict

In its broadest sense, "conflict" is any form of disagreement or struggle between people, groups, or states. The roots of conflict can be power struggles, access to resources, cultural differences, a difference of ideas, feelings, beliefs, and needs or interests.

Ohana Y. (ed.) (2012), T-Kit: Youth transforming conflict, Council of Europe Publishing, Strasbourg.

Recommended Ages

The target audiences for the film are primarily college/CEGEP and university students. However, the film is also suitable for upper secondary school students.

Recommended Subject Areas

- Anthropology
- Ethics and religious culture
- Geopolitics/Geography
- Global issues
- History
- Human rights
- Humanities
- Philosophy
- Political science
- Social studies
- Women's studies

Key Themes and Concepts

- Conflicts in Democratic Republic of Congo, Kurdistan (Northern Iraq), and South Sudan
- Conflict resolution, conflict mediation
- Dialogue
- Ethnic and religious tensions
- Land rights
- Nonviolence
- Peace
- Peacekeeping, peacekeepers, peace workers
- Rape and sexual violence in times of conflict
- Refugee camps
- Refugees and internally displaced persons
- Security
- United Nations
- Women's empowerment
- Women's rights

A definition of violence

The intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation.

WHO Global Consultation on Violence and Health. Violence: a public health priority. Geneva, World Health Organization, 1996 (document WHO/EHA/SPI.POA.2).

Timeline

NOTE: The editing of the two versions film accounts for discrepancies in the timeline.		
87 min.	52 min.	
0:00	0:00	Canada's role in peacekeeping initiatives
3:29	2:19	Meeting the peace workers
5:29	4:15	Understanding the conflict in South Sudan
14:30	10:08	"Wars are political": bringing parties together
17:54	11:45	Restoring hope in Iraq: working with displaced persons
28:08	16:30	The importance of reconciliation and healing
43:41	18:20	Facts about the conflict in South Sudan
46:19	19:32	Peace workers in the line of fire
29:57	23:20	Facts about the conflict in the DRC
36:37	26:00	UN Habitat mediating a land dispute between Saukpa and Lovi villages, DRC
56:55	31:42	The work of the Women's Peacekeeping Team, South Sudan
1:02:06	35:29	Saukpa and Lovi: parties agree to meet and solve the conflict
1:08:29	40:48	Getting a level of commitment from all parties
1:09:47	42:10	Life in Dohuk refugee camp, Kurdistan
1:12:18	44:25	Workshop on conflict resolution. "Before peace starts, we have to look at ourselves."
1:22:00	50:10	The universal nature of nonviolence: "I want my children to have a better future."



Types of Conflict

There are different types of conflict, many of which are depicted in the film.

- **Intrapersonal:** Conflict within an individual. This can be in relation to personal goals, plans and choices, as well as conflicting values. In this type of conflict, an individual is often faced with making decisions or questioning morals. Intrapersonal conflicts are not necessarily negative and can sometimes reflect a person's ability to grow.
 - **Interpersonal:** Conflict between two people. This type of conflict occurs in personal relationships and friendships, between colleagues, or supervisors and supporting staff in a work environment, between students and teachers in school, or in any other context where there is the potential for disagreement or dispute based on factors such as culture, beliefs, opinions, ideas, and access to and use of resources. This type of conflict is sometimes associated with feelings of anger and frustration, and can reflect a context in which there is an imbalance of power. As is the case with intrapersonal conflict, interpersonal conflict is not inherently negative and can lead to stronger relationships if the conflict is resolved.
 - **Intragroup:** Conflict within a group. This type of conflict occurs with a group, such as a sports team, within an organization, within a classroom (for example, during a group assignment), or within other types of groups such as gangs.
- This type of conflict occurs when there is an uncertainty within the group on the goals or tasks to accomplish, when there is a power struggle, when there is a lack of trust, or conditions change within the group (such as group size or increased diversity).
- **Intergroup/intersociety:** Conflict between groups or societies. This type of conflict can be between rival gangs, between different religious or ethnic minorities within communities, between communities, or on a wider scale within a state among conflicting parties. The distinction between an intergroup and intersociety conflict depends on the social impact of the conflict, how much it resonates with the public, and the conflict's scale. Violence and discrimination against sexual minorities or religious or ethnic groups are examples of intersociety conflict.
 - **International, interstate, and intrastate with foreign involvement:** In the case of international or interstate, there is conflict between two or more governments. In the case of intrastate with foreign involvement, it involves a conflict between the government and non-government parties which are supported by other states.
- Source: Ohana Y. (ed.) (2012), T-Kit: Youth transforming conflict, Council of Europe Publishing, Strasbourg.*

As mentioned by the peace workers profiled in the film, some conflicts may start out as interpersonal disagreements and then grow to include two entire communities at odds with each other.

Featured Canadian Peace Workers



Andrew Marshall
Mediation and Dispute
Resolution Expert
and Senior Advisor,
European Institute of Peace
www.eip.org



Oumar Sylla
Chief Technical Advisor
Land and Property Program
Democratic Republic of Congo,
UN Habitat
<http://unhabitat.org/drc>



Kai Brand-Jacobsen
Director, Department of
Peace Operations (DPO),
Peace Action, Training and
Research Institute of Romania
(PATRIR)
<http://patrir.ro/en>



Tiffany Easthom
Executive Director,
Nonviolent Peaceforce
www.nonviolentpeaceforce.org

Specific Conflicts Presented in the Film

The film presents several different types of conflict. It is not uncommon for an interpersonal conflict between two people from different communities to escalate to a broader conflict between the communities.

- **South Sudan:** Intergroup conflict between two communities over infected livestock from one community grazing on communal land and threatening the health of another community's livestock.
- **South Sudan:** The Women's Peacekeeping Team raises community awareness about rape, child marriage, and the value of education to reduce intersocietal conflict.
- **Kurdistan, Northern Iraq:** Yazidi minority and other internally displaced persons cope with many types of conflict and learn to reconcile with individuals and groups who inflicted violence on them.
- **Democratic Republic of Congo:** Two communities fight over land rights.
- **South Sudan:** Assault on refugees and peace workers in a camp in a protracted intersocietal conflict.

Conditions that Facilitate Conflict Resolution

- Parties are willing to work towards a solution.
- Parties are willing to accept compromises while still meeting their needs.
- Dialogue is key.
- Mediators facilitate the dialogue between parties.
- Parties make their own decisions and have ownership of their choices.
- Solutions are practical and should be assessed over time to make sure a lasting solution has been found.



A checklist for resolving interpersonal conflict:

Conflicts between two people are not inherently negative – disagreements are bound to happen even among the closest friends, colleagues, and family members. In the event of a conflict with someone else, here are some suggested steps to help resolve the conflict and move forward:

- Take the time to cool off.
- Focus on the problem, not the person. Try to talk about facts.
- Take ownership of your opinions, using statements such as “I think...” or “I believe...”
- Accept that there will be different opinions.
- Work towards a solution that benefits both you and the other person. Conflict resolution relies on acceptance and compromise.
- Focus on common areas of agreement, rather than areas of disagreement.
- Agree to a solution.
- Agree to follow up in the future to see how well the solution is working.

Think about It!

- Do you know of any school groups or local organizations that work on resolving conflicts? What type of conflicts do they resolve? What are some of the activities or projects they do? Who do they work with?
- Think of a time when you were involved in a conflict. What type of conflict was it? What was the conflict about? Was the conflict resolved? If so, how? If the conflict involved one or more other parties, what sort of compromise took place?

“At the beginning of the 20th century, the majority of fatalities in conflict were soldiers, they were armed actors. Fast forward a hundred years, and the majority of fatalities are civilians.”

Tiffany Easthom, Executive Director, Nonviolent Peaceforce

A Conflict Closer to Home

Truth and Reconciliation: Canada's Residential Schools

Reconciliation is a key aspect of conflict resolution and transformation. Reconciliation is not an individual process, but rather a group or communal one. It does not mean impunity for those who committed abuses or human rights violations; it is a long-term process which aims to find a way to live by acknowledging the past, building and rebuilding relationships, and must be accomplished willingly.

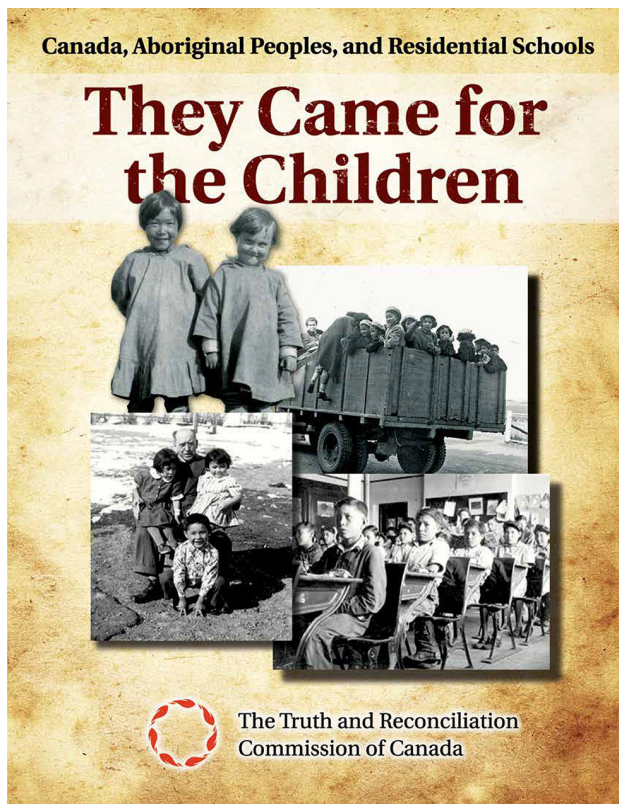
Canada has undergone a process of reconciliation related to residential schools. These schools have had a profound impact on generations of Aboriginal families dating back to the 1870s. As described by the Truth and Reconciliation Commission of Canada, "Over 130 residential schools were located across the country, and the last school closed in 1996. These government-funded, church-run schools were set up to eliminate parental involvement in the intellectual, cultural, and spiritual development of Aboriginal children. During this era, more than 150,000 First Nations, Métis, and Inuit children were placed in these schools often against their parents' wishes. Many were forbidden to speak their language and practice their own culture. While there is an estimated 80,000 former students living today, the ongoing impact of residential schools has been felt throughout generations and has contributed to social problems that continue to exist."

In 2008, the Prime Minister, on behalf of the Government of Canada, delivered a formal apology to former students, their families, and communities for Canada's role in the operation of the residential schools. In 2009, the Truth and Reconciliation Commission of Canada was established with a mandate to learn and document the truth of what took place in residential schools. In 2015, the Commission issued its final report, identifying 94 "calls to action" to advance reconciliation.

Source: National Centre for Truth and Reconciliation <http://www.trc.ca>

Think about It!

One of the Commission's "calls to action" is for federal, provincial, and territorial governments, in consultation and collaboration with survivors, Aboriginal peoples, and educators, to "provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms." Do you know of examples in your education that support this?



"In order to educate the children properly we must separate them from their families. Some people may say that this is hard but if we want to civilize them we must do that."

*Sir Hector-Louis Langevin,
Public Works Minister of Canada, 1883*

http://www.myrobust.com/websites/trcinstitution/File/2039_T&R_eng_web%5B1%5D.pdf

Pre-Viewing Activity and Questions

Suggested time: 30 to 60 minutes

Activity: Understanding Conflict

Prior to viewing the film, the teacher asks students for their understanding of conflict. This can be through a whole class brainstorm, in which the teacher asks: “What is your understanding of conflict?” or through small group work. If students work in small groups, the teacher provides post-it notes to each group and has them write down words they associate with “conflict” (one word per note). Then the teacher asks each group to designate someone to collect the notes and to place them with those from all groups on the wall, grouping identical or similar words together.

Questions on Conflict

The following questions help guide a class discussion on the meaning of conflict:

1. What are some common words used to describe conflict?
2. Is conflict always bad?
3. Based on our answers, can we agree to a basic definition of conflict?
4. Have we distinguished different types of conflict for example, interpersonal conflict between two people or a larger conflict between states? (See also “Types of Conflict” on page 5.)
5. What are the causes of conflict?
6. What are the consequences of conflict?
7. What are some ways to help resolve conflict?
8. What are the most common types of conflict we face in our society?

Questions on specific contexts explored in the film

1. In which international conflicts has Canada played an important role (for example, the First and Second World Wars; the wars in Korea, Iraq, Afghanistan, Libya, etc.)?
2. What are some national conflicts Canada has faced (for example, the Métis Rebellions the FLQ crisis, the Oka crisis and other land claim conflicts, Quebec referenda on independence, construction of pipelines, environmental movements, etc.)?
3. How did Canada become the principal contributor to United Nations peacekeeping missions? How has Canada’s role as peacekeeper changed over the years?
4. For many years, Canada was a leading contributor to United Nations peacekeeping operations. By December 2016, Canada was ranked 66th*. Why has Canada’s rank changed? Do you support the plans of the present Canadian government to increase our participation in UN peacekeeping operations?
5. The mandate of the Canadian Armed Forces is to protect Canada, defend North America, and contribute to international peace and security. How is the role of peacekeeping compatible with what the Canadian military does at home and abroad?
6. The film depicts the work of Canadians who are carrying on the peace building tradition even though Canada’s government and military are no longer fulfilling this role to the extent they did in the past. Should the Canadian government support civilian peace workers?
7. The peace workers in the film have worked in numerous regions, including South Sudan, Kurdistan, and the Democratic Republic of Congo. What do you know of conflicts in those regions?

Peace Worker or Peacekeeper?

The Canadians profiled in the film are known by many labels: peacekeepers, peace builders, conflict mediation experts, and peace workers. The terminology for those working to end conflicts and bring peace continues to evolve, in part because such work is complex and multi-faceted. For the purposes of this guide, the Canadians profiled in the film are identified as “peace workers,” while the more traditional term “peacekeeper” refers to those working in United Nations peacekeeping operations.

**For current statistics see UN Peacekeeping – Country contributions (troops and police) on the Websites of interest pages. at the end of this guide.*

Post-Viewing Questions

Whole class discussion (1 hour)

After viewing the film, the teacher facilitates a class discussion with the following suggested questions:

1. What are your initial impressions of the film?
2. What surprised you most about the film?
3. What are some of the key characteristics and values a person needs to be a successful peace worker?
4. What are the risks of the peace workers' work presented in the film? What strategies did the peace workers use to minimize these risks?
5. What are the root causes of the conflicts presented in the film? When considering this question, keep in mind that the film's stories are presented in the context of societies steeped in protracted, unresolved conflict. The local conflicts presented in the film are outgrowths of longstanding conflicts in Sudan (and South Sudan), the Democratic Republic of Congo and Iraq:
 - In South Sudan, the cattle skirmishes and incidents of rape addressed in the film stem from ethnic violence in the country. South Sudan was formed in 2011 after Sudan suffered over two decades of civil war, in which approximately 1.6 million people died.
 - In the Democratic Republic of Congo, the land conflict presented in the film is one of many conflicts compounded by ongoing war since 1996 which has led to the deaths of approximately 5.4 million people.
 - In Kurdistan, Northern Iraq, the persecution of religious and ethnic minorities is not a recent phenomenon. Religious and ethnic minorities have been victims of violence at the hands of the government under Saddam Hussein, during the US/NATO invasion of Iraq, and most recently the occupation by ISIS.



*“You have to be impartial with both sides.
And to do that you have to be transparent. You have to listen...”*
Andrew Marshall, Mediation and Dispute Resolution Expert

Post-Viewing Questions (continued)

6. What are the consequences of the conflicts presented in the film? Which human rights are being abused or violated?
7. What are the approaches to resolving the conflict among the stories presented in the film? In particular, think about:
 - The strategies used by Nonviolence Peaceforce in South Sudan to eliminate violence and ensure safety of people from both villages. Consider how the peace workers gained the trust of the villagers and responded to their medical needs.
 - The strategies used by UN Habitat in the Democratic Republic of Congo to help address the land conflict between the Saukpa and Lovi communities. Consider how the mediators listened to the perspectives of each community, encouraged the communities to listen to each other, and to make concessions in order to achieve peace.
- How the workshops for members of the Yazidi minority and other internally displaced people in Kurdistan help them to resolve the conflict and to begin a healing process. Consider how the workshops enabled people to share their stories, to listen to others, and to explore viable options for a lasting peace.
8. The Women's Peacekeeping Team in South Sudan addresses the safety of women in their communities. Describe why this is an important issue to address. Why have a peace-keeping team with only women? How does a peace worker value and make use of local culture, traditions, and history in trying to resolve conflicts?
9. Considering the strategies used to resolve the conflicts in the film, how can they be used to resolve conflicts we face such as in our schools and communities.?



A note on facilitating the post-viewing discussion

Talking about conflict may bring up strong emotions from students, especially if they or those they know have been victims of conflict. The teacher needs to create a safe learning environment where all students feel free to express their thoughts and opinions, share their experiences, and respect others.

The issues raised in the film may upset some students. If you find this to be the case, inform students of any counseling services offered at your educational institution (such as a guidance counselor or spiritual animator). Additionally, the following websites help youth in need of counseling:

Kids Help Phone: <http://www.kidshelpphone.ca>

Tel-Jeunes: <http://en.teljeunes.com/home>

Activities by Level

The following activities enable students to further develop their understanding of conflict mediation and peace building.

Activity 1 is the simplest type of activity, encouraging students to work together and respond to questions.

Activity 2 is a more challenging, encouraging students to explore and apply ideas for resolving conflicts.

Activity 3 is the most challenging level, in which students examine root causes of conflict, consider social contexts, and formulate peace-building strategies.



“They asked me: can you help us to work with our community, to look at what we can do for reconciliation for peacebuilding, instead of going back and taking revenge?”

Kai Brand-Jacobsen, Peace Action Training and Research Institute of Romania (PATRIR)

ACTIVITY 1

Conflict Transformation: Sometime in the Future...

Level of difficulty: This is a basic activity that encourages students to work together and respond to questions.

Time: 1 Hour

Purpose: To encourage students to consider what might happen in the future in each of the situations profiled in the film.

Steps:

1. The teacher divides students into small groups. Each group is assigned one of the following four case studies.
2. Each group reads their case study and considers how conflict mediation potentially changed the situation. The students use the questions in each case study to help formulate their answers. They can be creative when presenting their results: they can create a role-play, or a presentation, or express their answers artistically (15 minutes).

3. Each group presents their results to the whole class. This can be done in a creative and original manner: role plays, presentations, etc (5 minutes per group).

(5 minutes per group)

4. The teacher leads a whole class discussion with the following questions as a guide (20 minutes):
 - Was it difficult to imagine the future of each case study?
 - How realistic are the proposed solutions? Are there similar conflict resolutions strategies among the group responses?
 - What are potential unintended consequences (positive and negative) of conflict mediation in the case studies?
 - How much time do you think is required for the peace to become sustainable?



“Our hope is to discourage this reflex in the population to turn immediately to violence when there is a conflict. It’s possible to come together and find a compromise to these conflicts.”

Patrick Kyanza Witandaye, UN-Habitat

ACTIVITY 1 (continued)

Conflict Transformation: Sometime in the Future...

Case Studies



CASE STUDY 1

South Sudan

The Women's Peacekeeping Team

In the film, the Women's Peacekeeping Team addresses issues of rape and early child marriage, breaking down taboos and creating spaces where community members talk about issues in a respectful and engaging environment.

Imagine the future by considering the following questions:

1. What were some of the issues that the Women's Peacekeeping Team successfully addressed with the community?
2. How were the most challenging issues addressed?
3. How did the Women's Peacekeeping Team involve all community members (men and women, boys and girls)?
4. What were some changes in attitude among different groups in the community (women, men, boys and girls, community elders, etc.)?



"It's a process. You come again, you talk to the women. And sometimes they still don't get it. Maybe there is still not that room to change yet. But when you see that happen and going into the process of changing positively, it's the ultimate."

Jane Wambui Wanjiru, Nonviolent Peaceforce

ACTIVITY 1 (continued)

Conflict Transformation: Sometime in the Future...

Case Studies



CASE STUDY 2

Democratic Republic of Congo Villages of Lovi and Saukpa

In the film, both villages are disputing the line that marks each other's land.

Imagine the future by considering the following questions:

1. How was the conflict eventually resolved between both communities (for example, was there an agreement on a new line marking the village limits)?
2. What compromises from both parties helped reach a resolution to the conflict?
3. What did both parties do in their respective communities to ensure the solution was accepted?
4. How did the resolution affect different groups in the communities, such as farmers?



“It’s always better when there are no losers and no winners. In mediation, both sides must find their own solutions to the problems. So they have to get together to find a solution.”

Patrick Kyanza Witandaye, UN-Habitat

ACTIVITY 1 (continued)

Conflict Transformation: Sometime in the Future...

Case Studies



CASE STUDY 3

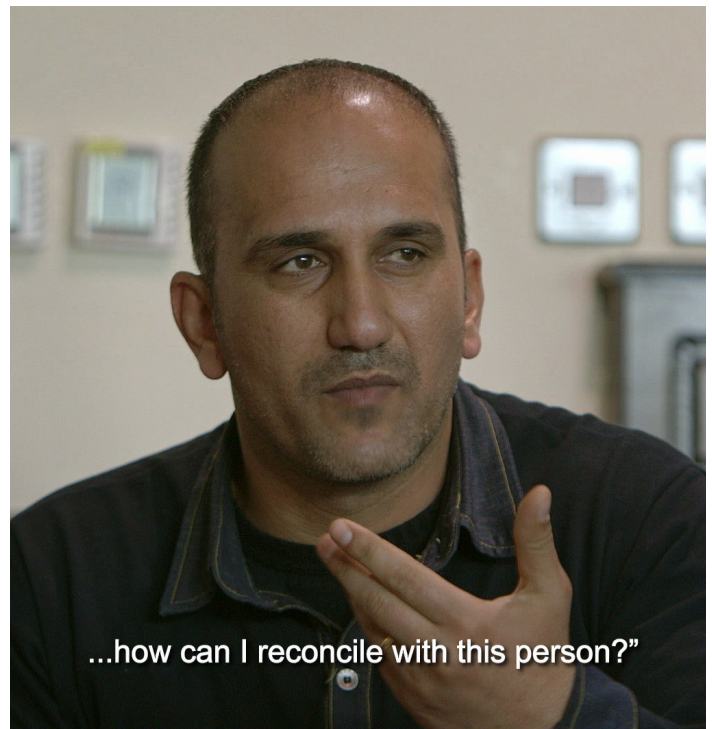
Kurdistan/Northern Iraq Yazidi minorities

In the film, the Yazidi and other religious and ethnic minorities are displaced from their communities and victims of violence, even at the hands of friends and colleagues.

The situation for the Yazidi and others in Kurdistan, Northern Iraq is complex. While it is difficult to imagine a future in which there is a peaceful resolution to the conflict, it is nonetheless worth exploring how the victims survived their ordeal and will be able to build hope for the future.

Imagine the future by considering the following questions:

1. What did victims do to better understand the violence they were subjected to and the underlying causes of the conflict?
2. What did the victims do to rebuild their lives and carry on?
3. What did different actors do at various levels to end the conflict, such as local and national governments, faith-based groups, and non-governmental organizations?



ACTIVITY 1 (continued)

Conflict Transformation: Sometime in the Future...

Case Studies



CASE STUDY 4

South Sudan

Conflict between two villages over livestock grazing

In the film, the conflict stemming from one village accusing the other village of letting their sick livestock graze on common land results in the deaths of three villagers and injuries to several children.

Imagine the future by considering the following questions:

1. How was the conflict eventually resolved between the two villages?
2. What were the compromises from each village and the common strategies that led to a resolution?
3. How did the resolution affect different groups in the communities, such as the livestock owners?
4. What measures are in place to ensure that such a conflict can be avoided in the future?



ACTIVITY 2

Conflict Mediation Strategies

Level of difficulty: more challenging than Level 1, encouraging students to explore and apply ideas for resolving conflicts.

Time: 90 minutes

Purpose: To explore conflict mediation strategies presented in the film and apply them to different case studies.

Steps:

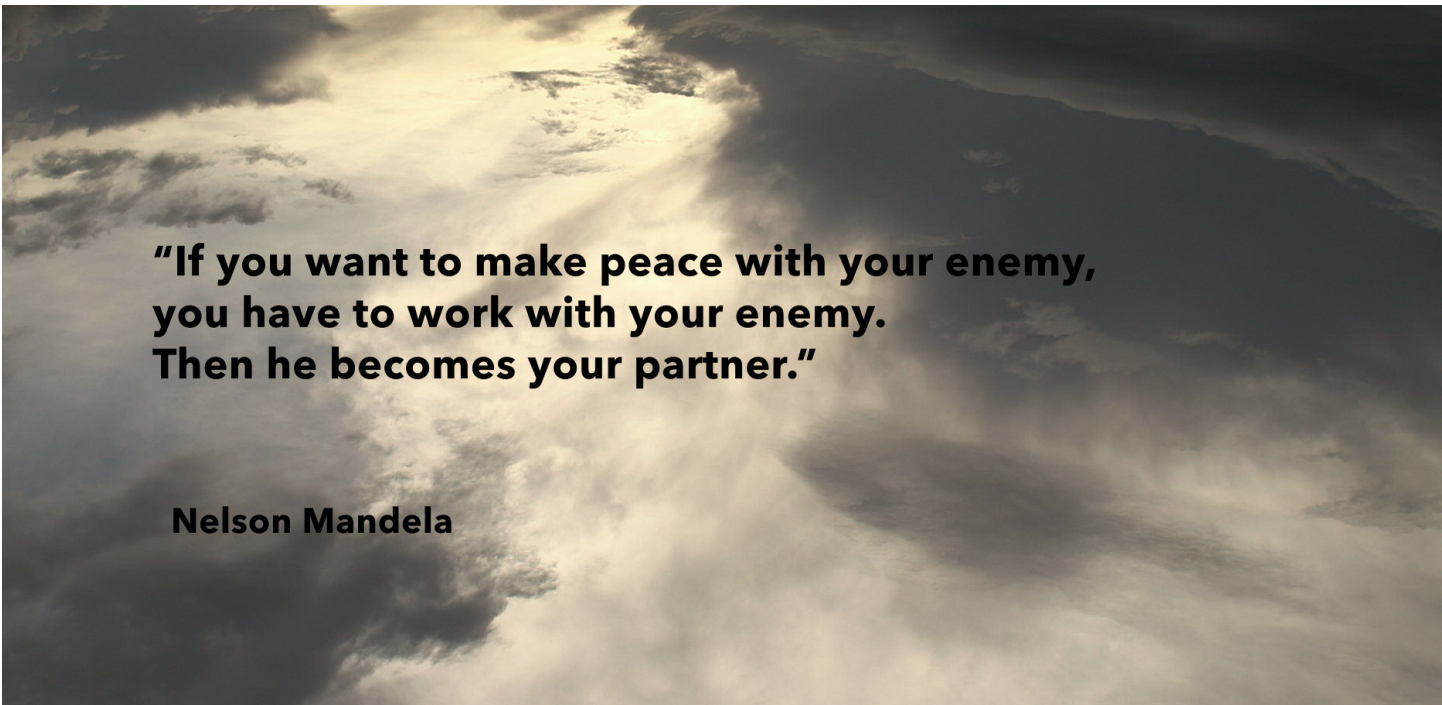
1. The teacher divides students into small groups. Each group is assigned a case study from the five below. (For large classes, more than one group can be assigned the same case study.)
2. The teacher explains that each case study illustrates a type of conflict that is still unresolved. Based on the guidelines below, each group explores strategies to settle the conflict. (30 minutes)

Guidelines: Each group works together to answer the question: What strategies can we think of to help resolve this conflict? Consider these points when discussing the case study:

- **Identify the conflict:** What is the root of the conflict? What problem(s) should be addressed?
- **Identify the parties and their positions, needs and interests:** Which parties are involved in the conflict? What are their perceptions of the conflict? What are their positions, their interests, and their needs?

- **Explore strategies to resolve the conflict:** How can each party express themselves? How can parties dissociate from blaming others and take responsibility for their actions? How challenging are the strategies, and what are the risks? How long will the strategies take, and how will we know if the conflict is resolved and leads to lasting change among all parties?

3. Each group presents their work (up to 5 minutes per group). Students are encouraged to present creatively: through art, a role-play, a presentation, etc.
4. The teacher leads a whole class discussion with the following questions as a guide (30 minutes):
 - What are the similarities between strategies developed for each case study? Could strategies that work for one case apply to another? If so, how can you adapt them?
 - What are the similarities between the strategies presented and those seen in the film?
 - How relevant are these case studies in our communities? How have such cases been dealt with before?
 - Conflict resolution relies on many factors including different parties changing their attitudes. What are some of the changes in attitudes that need to take place in the case studies presented in order for sustainable peace to emerge?



**“If you want to make peace with your enemy,
you have to work with your enemy.
Then he becomes your partner.”**

Nelson Mandela

ACTIVITY 2 (continued)

Conflict Mediation Strategies

Case Studies

Take into consideration:

- There can be many different perspectives and interests within a group or communities. Who makes the decisions in a group/community? What roles do men and women have in decision-making? What voices do children and youth have, especially in relation to matters that directly affect them?
- Dialogue takes time, patience, and a willingness to reach a solution, which means there may be compromises. Do the different parties know what compromises they are willing to make in order to achieve a peaceful solution?

CASE STUDY 1

Religious beliefs

A group of students wants to practice their faith at school. To do so, they want to wear religious attire and symbols, as well as have a place to worship in the school. Some other students have been vocal in their opposition to accommodating the religious practices of the group, insisting that their school should not be a place to practice one's faith.

CASE STUDY 2

Gender equality

Women working in a company realize they are unfairly paid in comparison to their male counterparts and file a complaint to the union. The union, dominated by men, dismisses the complaint and calls it baseless. The women working in the company are frustrated and victims of discrimination.



“We have to enter into a dialogue with others in order to heal; we have to put ourselves in their shoes. We need to understand their pain, and work together to achieve peace.”

Participant in a peace building workshop, Kurdistan

ACTIVITY 2 (continued)
Conflict Mediation Strategies
Case Studies



“ Now is the time to establish relationships, to start a dialogue, discretely or otherwise, and to establish a certain level of confidence to be able to someday negotiate with these people.”

Andrew Marshall,
Mediation and Dispute Resolution Expert

CASE STUDY 3
Environment/Indigenous rights

The government wants to approve the construction of a transnational corporation's pipeline that will cut across land belonging to Indigenous communities. Opponents of the project say the approval process was not transparent and the pipeline would destroy Indigenous lands. Protesters have been demonstrating at the construction site where the pipeline will begin.

CASE STUDY 4
Girls' rights/Female genital mutilation

A small community has been practising female genital mutilation (FGM) on girls for generations. A community-based organization (CBO) wants to end the practice, but community elders insist that it is a traditional practice that is part of their culture. The CBO wants to educate elders, parents and girls on the risks of FGM, but the community is mainly silent because they do not want to oppose the community elders.

CASE STUDY 5
Racial discrimination

Police officers in a large city have come under scrutiny due to a number of incidents in which officers shoot unarmed men. In most cases, the officers were white and the unarmed men were black. Activist groups have sent out different messages, some encouraging peaceful demonstrations, others encouraging violence against the police.



ACTIVITY 3

Youth and Conflict

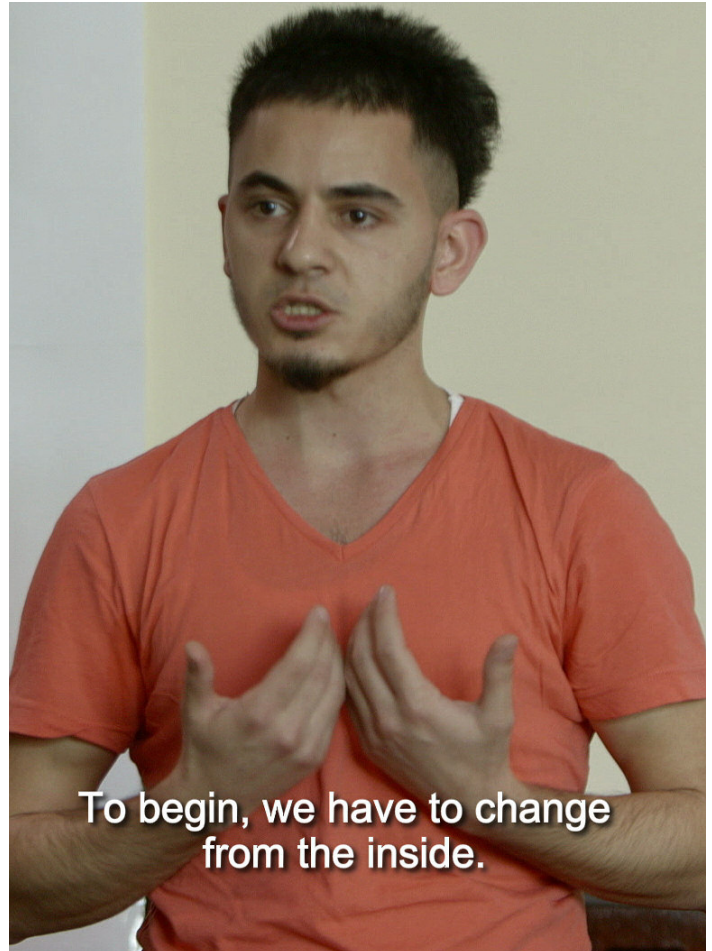
Level of difficulty: This is a challenging activity, since it asks students to examine root causes of conflict, consider social contexts, and formulate peacebuilding strategies.

Time: 1 Hour

Purpose: To examine the role that youth can play in resolving conflict and to examine the impact of conflict on youth.

Steps:

1. The teacher divides the class into small groups and reads the case study below about conflict among youth in communities.
2. Using the case study, each group formulates a program to address the importance of acceptance and respect for diversity in the city's communities (20 minutes).
3. Each group presents the salient points of their discussion to the whole class (up to 5 minutes per group) and the teacher leads a whole class discussion with the following questions as a guide (20 minutes):
 - Are there common approaches to the different programs presented?
 - How do the programs take into consideration the rights of refugees?
 - How do the programs help develop attitudes of respect and acceptance? How can you measure a change in attitudes among the local population and the refugees?



ACTIVITY 3 (continued)

Youth and Conflict

Case Study

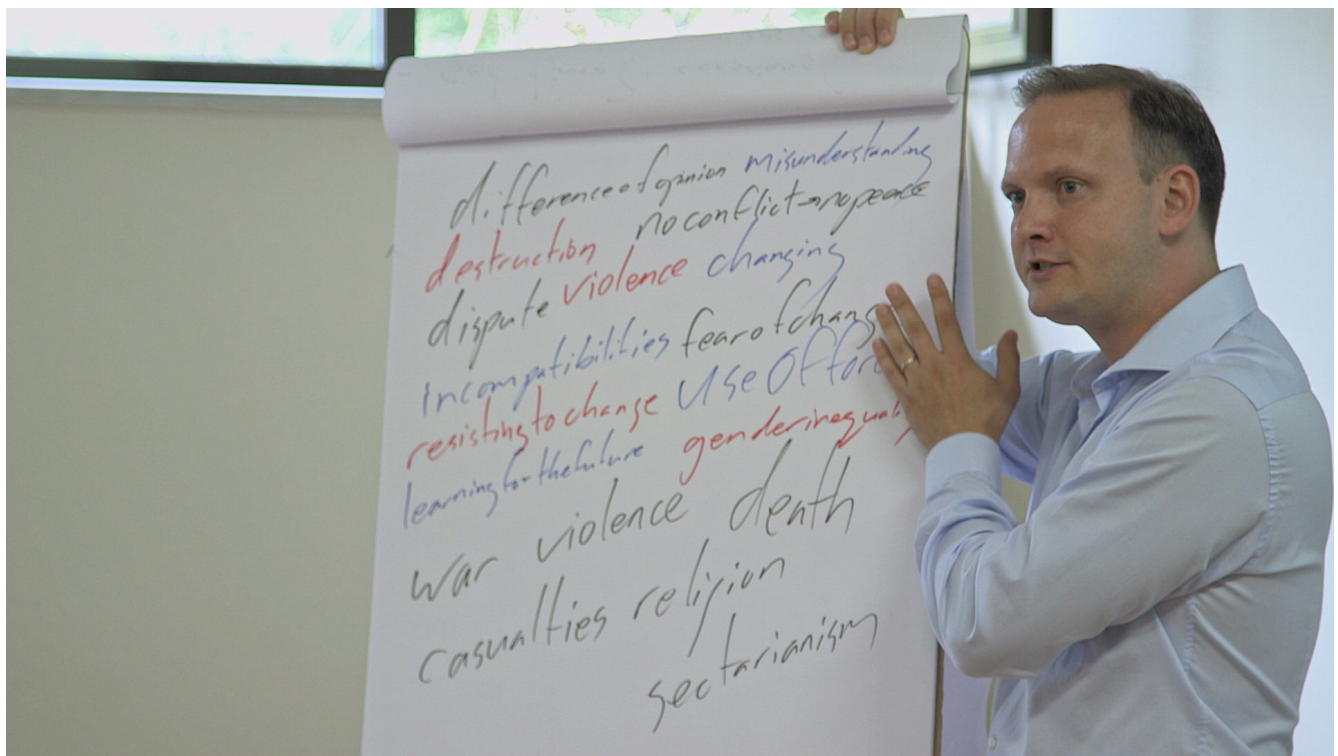
The population in a large Canadian city has over 30% visible minorities and approximately 5% Aboriginal people (First Nations, Métis and Inuit). This is a significant change from twenty years ago, when visible minorities and Aboriginal populations were 20% of the population.

The city has provided a number of programs to engage youth both at school and within the city's diverse communities. While many of these programs are successful, government cutbacks are preventing some of them from continuing further. The programs being cut were aimed at engaging youth in becoming active citizens of their communities and learning about diverse cultures.

Many of the gains achieved from these programs are at risk owing to a large influx of refugees over the past year. These refugees, many of whom have either fled discrimination and persecution or lost their homes and livelihoods, are starting

over and eager to integrate into the city. However, because many do not speak either English or French, such integration is challenging. Also, a number of newly-arrived refugees have become victims of discrimination (verbal abuse, physical abuse, or denied services such as medical care or access to lodging). A number of youth gangs, once fighting with each other, have now directed their abuse and discrimination towards refugees.

Assume you are a social worker in charge of developing a program to help with the integration of refugee youth in the city. Your role is to design a program that will help strengthen acceptance and respect for diversity of all refugees. Describe what your program would look like. When describing your program, consider how to involve youth (17–25 year olds) from the community, including youth refugees: identify their different needs, experiences, skills, attitudes, beliefs, values, and knowledge.



Additional Conflict Resolution Activities

The following four activities take from 5 to 15 minutes. They should enable students to appreciate that effective communication helps resolve conflicts, as well as how they can better understand and address conflict situations.

1. Mime the Answer

The teacher pairs up students. One student asks the other one a question, and the other student has to reply only through mime (they cannot speak). Sample questions are:

- What was your favourite activity when you were a child?
- What are you most proud of?
- What makes you happy?
- What will you be doing 10 years from now?

Reflection questions after the activity:

- What did we learn from this activity? What is the importance of nonverbal communication?
- Think back to the different parties represented in the film. How did they communicate nonverbally, and what impact did it have?

2. Keep on Talking

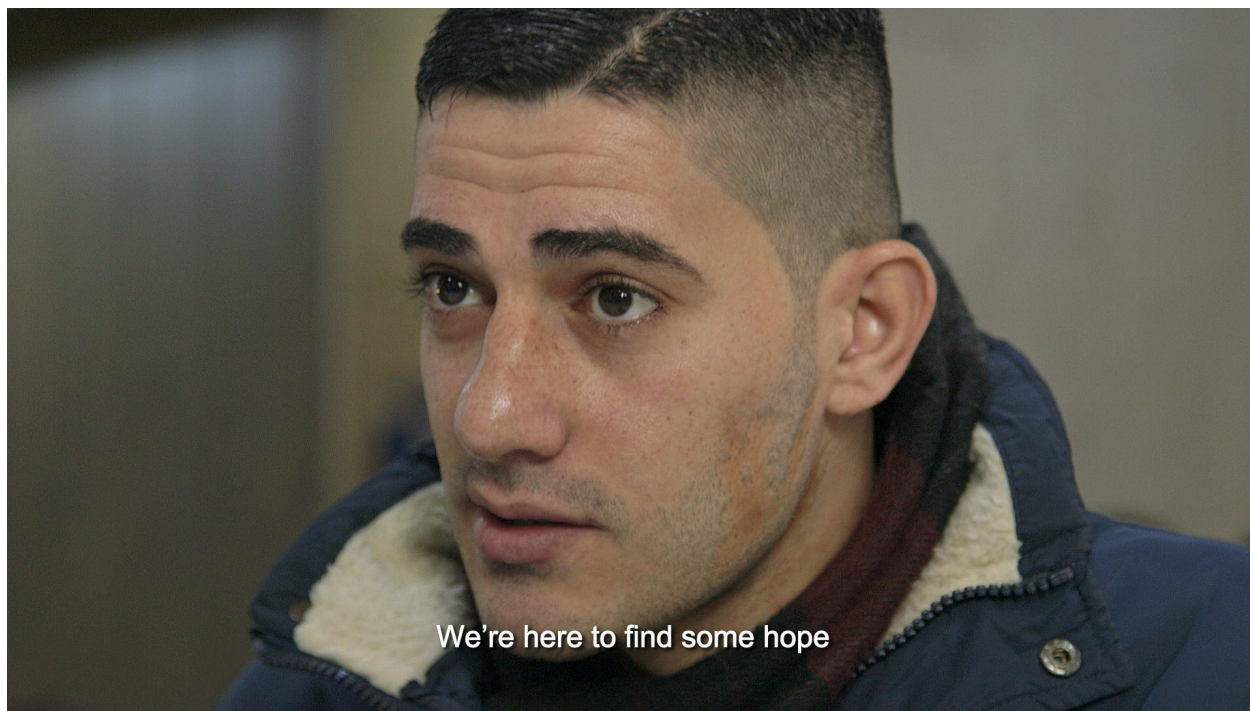
The teacher pairs up students. One student in each pair begins the dialogue with an open-ended question (as opposed to a closed question). For example:

- What do you want to do once you complete your education?
- What is an important value to you?
- What do you do in your free time?
- Why is conflict resolution important in our world today?

After the other student responds to the question, both students continue the dialogue as long as they can by focusing on the same topic as the initial question posed.

Reflection questions after the activity:

- How easy was it to stay focused on the topic?
- What types of additional questions were asked to keep the topic focused?
- How important is it to ask open-ended questions when trying to resolve a conflict?
- What types of open-ended questions would be helpful to resolve conflicts? (Think of your own examples of conflict or choose some from the film.)



Additional Conflict Resolution Activities (continued)

3. Verbal and Nonverbal Reactions

The teacher leads a whole class brainstorm on how people react to words and phrases and how they react to actions.

Words and phrases: Brainstorm words and phrases that people say during a conversation that put others off. For example: When someone says...

- “You never...”
- “You always...”
- “I hate it when you...”
- “Shut up”
- Sarcastically: “Whatever,” or “Fine,” or “Yeah, right.” etc.

Actions: Brainstorm actions that people do during a conversation that put others off. When someone...

- Is rude.
- Is aggressive.
- Uses vulgar language.
- Crosses their arms.
- Complains.

After the brainstorm, the teacher asks students to identify as many positive reactions as possible to these words, phrases, and actions.

Reflection questions after the activity:

- Think of conflicts you have either been part of or witnessed. How often are negative words, phrases and actions met with positive reactions? What impact do positive reactions have on resolving a conflict?
- Perceptions of words, phrases and actions can depend on a number of factors, including a person’s upbringing, religion, social environment, and personal beliefs. For example, if a person crosses their arms it could be interpreted as being insecure, defensive or simply cold. Can you think of examples where words, phrases or actions can be misinterpreted?
- In the film, how did the unarmed peacekeepers in South Sudan confront their armed attackers? Would the result be different if the peacekeepers were armed?



Additional Conflict Resolution Activities (continued)

4. Know Your Characters

The teacher divides students into small groups. Each group is assigned two characters from the list below and one conflict. Each group identifies the strengths and weaknesses of their characters, as well as the ways in which they could resolve conflict. Use the *Know Your Characters* worksheet on the next page for this activity.

Sample characters (can be real or imaginary):

- Fictional character (Wonder Woman, the Incredible Hulk, Voldemort, etc.).
- Historical figure (Prime Minister of Canada, President of the United States, the Pope, Mahatma Gandhi, Nelson Mandela, etc.).
- TV personality/musician/actor (Oprah, Drake, Barney the Dinosaur, Will Smith, etc.).

Sample conflict: the two characters are...

- Neighbours disputing over land
- Roommates arguing over chores
- Colleagues arguing over workload
- World leaders working on a peace accord between nations at war

Reflection questions after the activity:

- Was it easy to identify the strengths and weaknesses of the characters?
- What were the challenges of identifying a viable solution to the characters' conflicts?
- What is the importance of knowing the different parties when trying to resolve a conflict? How did the peace workers in the film learn about the parties they worked with?



“The idea of nonviolence is universal.”
Tiffany Easthom, Executive Director, Nonviolent Peaceforce

Worksheet: Know your characters

Character 1:

Qualities, skills, values:

Strengths in resolving conflicts:

Weaknesses in resolving conflict:

Character 2:

Qualities, skills, values:

Strengths in resolving conflicts:

Weaknesses in resolving conflict:

The conflict:

What is the conflict?

How can it be resolved?

How would each character
resolve the conflict?

Websites of Interest

Canadian Colleges and Universities Offering Programs in Peace and Conflict Studies

Canadian Mennonite University, Peace and Conflict Transformation

<http://www.cmu.ca/academics.php?s=pacts>

Dawson College

<https://www.dawsoncollege.qc.ca/peace-centre>

Langara College, Peace and Conflict Studies

<http://langara.ca/programs-and-courses/programs/peace-and-conflict-studies/index.html>

McGill University and Université de Montréal, Centre for International Peace and Security Studies (CIPSS)

<http://cepsi-cipss.ca>

McMaster University, Peace Studies

<https://www.humanities.mcmaster.ca/programs/undergraduate-programs/peace-studies>

Mount St. Vincent University, Peace and Conflict Studies

<http://www.msvu.ca/en/home/programsdepartments/BA/peaceandconflictstudies/default.aspx>

Royal Roads University, Graduate Diploma and Master of Arts in Human Security and Peacebuilding

<http://www.royalroads.ca/prospective-students/programs/humanitarian-studies>

Selkirk College, Peace and Justice Studies

<http://selkirk.ca/program/peace-and-justice-studies>

Trudeau Centre for Peace, Conflict and Justice, Monk School of Global Affairs

<http://munkschool.utoronto.ca/trudeaucentre>

Université St. Paul, École d'études de conflits

<https://ustpaul.ca/conflict-studies.php>

University of Calgary, Consortium for Peace Studies

<http://www.ucalgary.ca/peacestudies/academic>

Université de Laval

<https://www.ulaval.ca/les-etudes/programmes/repertoire/details/baccalaureat-integre-en-affaires-publiques-et-relations-internationales-ba.html>

University of Manitoba, Peace and Conflict Studies

http://umanitoba.ca/faculties/graduate_studies/admissions/programs/peace_conflict.html

University of Sherbrooke

<https://www.usherbrooke.ca/programmes/?id=p658>
[https://www.usherbrooke.ca/cufc/pour-votre-perfectionnement/?domaines%5B%5D=Droit+\(pr%C3%A9vention+et+r%C3%A9glement+des+diff%C3%A9rends\)#acc-domaines](https://www.usherbrooke.ca/cufc/pour-votre-perfectionnement/?domaines%5B%5D=Droit+(pr%C3%A9vention+et+r%C3%A9glement+des+diff%C3%A9rends)#acc-domaines)

University of Waterloo, Peace and Conflict Studies, Conrad Grebel University College

<https://uwaterloo.ca/peace-conflict-studies>

UQAM

<https://dandurand.uqam.ca>

Conflict Resolution and Transformation

Peace Brigades (Canada)

www.pbicanada.org

International Crisis Group (ICG)

<https://www.crisisgroup.org>

Stockholm International Peace Research Institute

<https://www.sipri.org>

Canadian Institute for Conflict Resolution (non-profit organization)

<http://www.cicr-icrc.ca>

Search for Common Ground (NGO specializing in conflict resolution)

<https://www.sfcg.org>

Websites of Interest

Grassroots international programs (Canadian-based)

International Community Action Network
<http://www.mcgill.ca/ican/ican-international-community-action-network>

Romeo Dallaire Child Soldiers Initiative
<http://www.childsoldiers.org>

Equitas
<https://equitas.org>

Projet Accompagnement Québec-Guatemala (active?)
<http://www.paqg.org>

Peacebuilders
<http://peacebuilders.ca>

Civilian Peace Service Canada (active?)
<http://civilianpeaceservice.ca>

Social Justice Connection
<http://sjc-cjs.org>

Children, Youth and Conflict

T-Kit – Youth Transforming Conflict
<http://pjp-eu.coe.int/ca/web/youth-partnership/t-kit-12-youth-transforming-conflict>

Monitoring and Reporting Mechanism on Grave Violations Against Children in Situations of Armed Conflict
<http://www.mrmtools.org/mrm>

Office of the Special Representative of the Secretary-General for Children and Armed Conflict
<https://childrenandarmedconflict.un.org>

Women's International League for Peace and Freedom
<http://www.peacewomen.org>

Institut pacifique
<http://institutpacifique.com>

PREVNet
<http://www.prevnet.ca>

YOU CAN
<https://ottawa.cioc.ca/record/OCR0400>

Gender and Conflict

Infographic: Women and Armed Conflict (UN Women)
<http://www.unwomen.org/en/digital-library/multimedia/2015/10/infographic-women-armed-conflict>

Peace and Security (UN Women)
<http://www.unwomen.org/en/what-we-do/peace-and-security>

Centre for Research & Education on Violence Against Women & Children
http://www.edu.uwo.ca/about-us/staff_profiles/crevawc.html

Peacekeeping

United Nations Peacekeeping
<http://www.un.org/en/peacekeeping>

UN Peacekeeping – Country contributions (troops and police)
<http://www.un.org/en/peacekeeping/resources/statistics/contributors.shtml>

UN Peacekeeping – History of Peacekeeping
<http://www.un.org/en/peacekeeping/operations/history.shtml>

Lester B. Pearson on winning the Nobel Peace Prize
https://www.nobelprize.org/nobel_prizes/peace/laureates/1957/pearson-facts.html

The peace workers featured in the film and this guide can be reached at the following web sites:

European Institute of Peace (Andrew Marshall)
<http://www.eip.org>

Nonviolent Peaceforce (Tiffany Easthom)
<http://www.nonviolentpeaceforce.org>

PATRIR Peace Action Training and Research Institute of Romania (Kai Brand Jacobson)
<http://patrir.ro/en>

UN Habitat (Oumar Sylla)
<http://unhabitat.org>

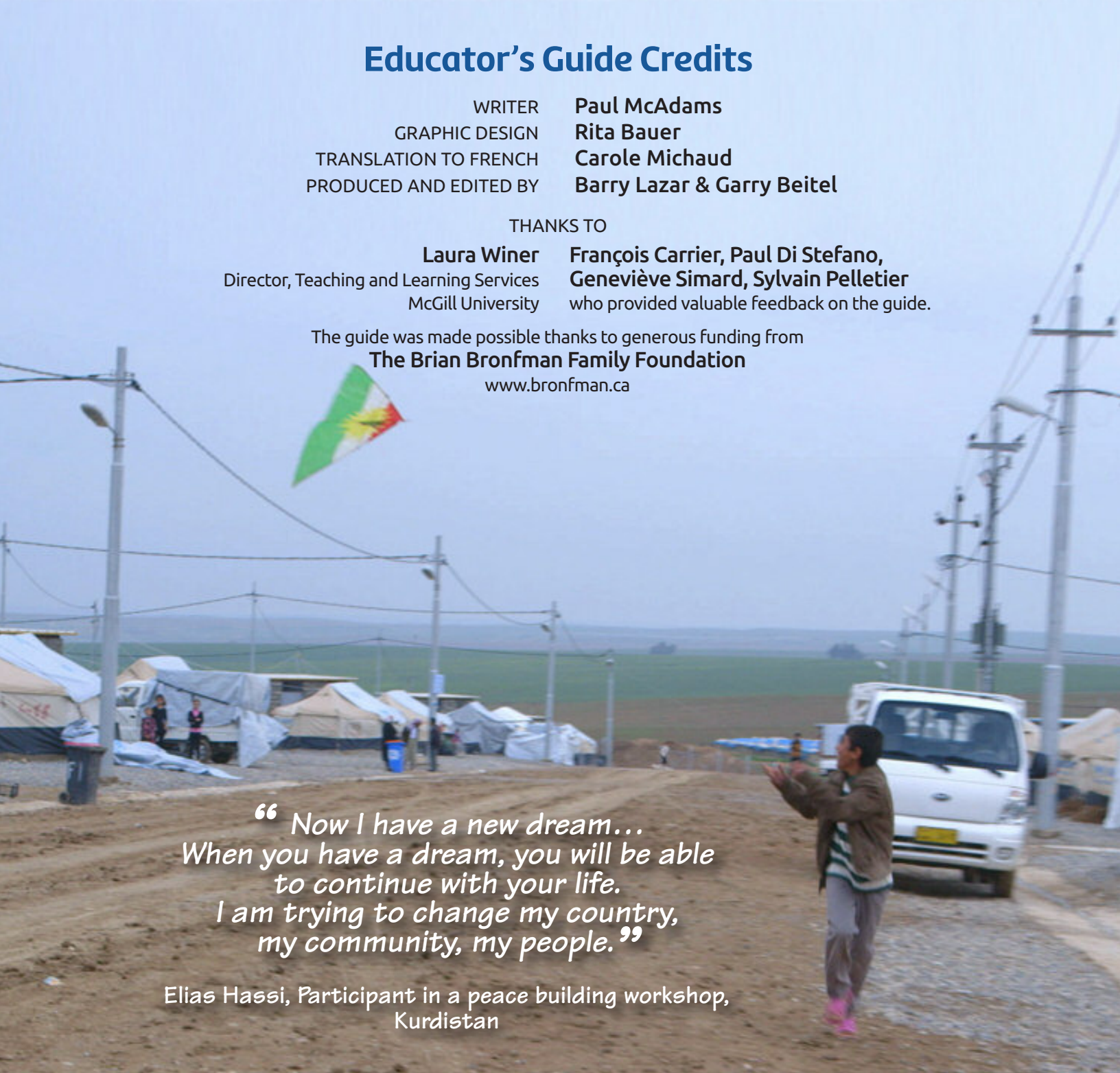
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*“ Now I have a new dream...
When you have a dream, you will be able
to continue with your life.
I am trying to change my country,
my community, my people.”*

Elias Hassi, Participant in a peace building workshop,
Kurdistan

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The film *In Pursuit of Peace* is available as a 52 minute version and an original 87 minute documentary film from:
reFrame Films.com, the National Film Board of Canada NFB.ca, and from Kanopy www.kanopystreaming.com



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FILMS

reframe-films.com

Feedback on the film and guide are always appreciated.

Please write to: reFrame Films, 2218 Old Orchard, Montreal, QC Canada H4A 3A8
info@reframe-films.com

reFrame Films is the home of award-winning filmmakers **Garry Beitel** and **Barry Lazar**, who produce enduring social documentaries about compelling contemporary subjects.