



Martha, Age: 16, Country: Sierra Leone

Martha's Story

The Impact of Armed Conflict

A HIGH SCHOOL UNIT (GRADES 9–12)

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Unless stated otherwise, the source for all charts, figures, maps, and statistics used in this unit is: United Nations Children’s Fund, (UNICEF), New York. Additional sources are noted when they are required. Website addresses (URLs) are provided throughout this unit for reference and additional research. The authors have made every effort to ensure these sites and information are up-to-date at the time of publication, but availability in the future cannot be guaranteed.

UNIT OVERVIEW

Martha's Story The Impact of Armed Conflict A High School Unit (Grades 9–12)

Unit Overview

Martha's Story is a unit of two lessons designed to:

1. Raise students' awareness of the impact of armed conflict upon civilians.
2. Increase students' understanding of the effect of armed conflict upon children in particular.
3. Explore solutions and programs that can help children and teens in times of armed conflict.

Lesson 1: Students explore the impact of war on children by:

- Taking a quiz to introduce facts, trends, and issues regarding armed conflict.
- Using a video and a printed story about Martha, a girl from Sierra Leone who has lived through civil war, as an entry point to discussing the impact of conflict on children.
- Listening to an interview with UNICEF's Director of Emergency Programs.
- Examining statistics on how armed conflict affects both child mortality and school attendance.

Lesson 2: Students will have opportunity to:

- Consider what types of programs might help children in armed conflict.
- Design/develop potential programs.
- Use the case studies to evaluate a variety of programs that UNICEF carries out in different countries.
- Identify ways to prioritize different types of interventions.

Background Information

Armed conflict causes children to miss out on their childhood in many ways. According to UNICEF, more than 2 million children have died in armed conflicts in the past decade and at least 6 million children have been seriously injured or disabled.

Conflict increases children's risk of being exposed to abuse, violence and exploitation, with sexual violence often used as a weapon of war. Disruption of the local water and electricity supplies in times of armed conflict increases the spread of disease in war-affected areas. This creates stressed and/or damaged health care systems which are often ill equipped to deal with the casualties—including HIV/AIDS and other infections—that result.

Information on sexual violence is included as background for the teacher. It is not mentioned in the materials for students.

Impact on Children

Armed conflict has a psychological impact on children as well. In the past 10 years, an estimated 20 million children have been forced to flee their homes because of conflict. Many of these children are either living as refugees in neighboring countries or are internally displaced within their own national borders. More than 1 million children have been orphaned or separated from their families during this time.

War interrupts children's chances to go to school, causing long-term harm to their learning and employment possibilities. Schools are often targeted for destruction by armed groups, depriving children of a much-needed sense of routine and normalcy, as well as hope for the future.

The psychological impact is especially devastating for the estimated 300,000 child soldiers—boys and girls under the age of 18—who are currently involved in more than 30 conflicts worldwide. They are used as combatants, messengers, porters and cooks. They are also used to provide sexual services. Some are forcibly recruited or abducted, others are driven to join by poverty, abuse, and discrimination. Still others join in order to seek revenge for violence enacted against themselves and their families. Many of these children have difficulties reintegrating into their communities when conflicts end, and may be rejected by family and community members because of the acts they have been forced to commit.

Source: http://www.unicef.org/protection/index_armedconflict.html

UNICEF's Role

In addition to partnering with other organizations to provide essential supplies (food, water, medical supplies) during armed conflict, UNICEF works to help:

- Disarm and reintegrate child soldiers back into their communities.
- Reunite children with their families.
- Provide basic education.
- Ensure that services reach children who are disabled or affected by HIV/AIDS.

UNICEF also works to build a more protective environment for children by providing psychosocial assistance (for children who have been traumatized), landmine education, and HIV/AIDS prevention and education. It works with governments to ensure that children are not used by the armed forces and that basic services reach the most vulnerable.

Martha's Story focuses on a 15-year-old girl from Sierra Leone who is one of the many children in Sierra Leone who were affected by the recent civil war, which lasted from 1991-2002 and left 50,000 people dead. Martha is currently working in a market and hopes to return to school.

To read more about children in armed conflict and UNICEF's work, visit:

http://www.unicef.org/protection/index_armedconflict.html

<http://www.unicef.org/sowc06/profiles/conflict.php>

http://www.unicef.org/protection/files/Armed_Conflict.pdf

Now many children who were unable to attend school during the war are returning, despite being over-age. This means there are fewer places in school for younger children. In fact:

- Only 39% of girls and 43% of boys attend elementary school in Sierra Leone.
- Only 12% of girls and 14 % of boys go on to high school.

With much of its infrastructure damaged by the war, Sierra Leone is one of the world's poorest countries—its yearly gross national income is only \$200 per person. It has the world's highest rate of child mortality—over 28% of children die before their fifth birthday.

Information from Sierra Leone shows the devastating impact of armed conflict on children:

- Over 10,000 children were directly affected through family separation, random violence, sexual assault and abduction into the fighting forces.
- Large numbers of schools were destroyed during the war.

Source: http://www.unicef.org/protection/index_armedconflict.html

More information on UNICEF's work in Sierra Leone and up to date statistics, please visit:

<http://www.unicef.org/infobycountry/sierraleone.html>

<http://www.childinfo.org>

For information on postwar education, go to:

http://www.unicef.org/infobycountry/sierraleone_30628.html

Evaluation/Assessment

Students will be evaluated based on their:

- Participation in class discussions and small group work.
- Ability to describe the links between armed conflict and rights issues such as health and education.
- Ability to identify key points when reading a text or listening to an audio interview.
- Ability to identify key interventions to address the needs of children in armed conflict and the relationships between those interventions.
- Ability to calculate and interpret statistics.

Service Projects

Regardless of their range and scope, the best service projects are those developed and initiated by students themselves. They can last an afternoon, a weekend, a week, a month—depending on the goals students set. They can be done on an individual basis, or in pairs or small groups—in some cases, the project may be so big that an entire class or even school can get involved!

UNICEF Voices of Youth: Take Action—UNICEF Voices of Youth provides a variety of tools for youth are interested in taking action, resources can be found at http://www.unicef.org/voy/takeaction/takeaction_97.html.

Some possible service projects for Martha's Story include:

Advocate

Provide an opportunity for students to write their elected officials allowing them to voice their support of the issues UNICEF's addresses. To learn more about the issues and how your students can take action, please visit <http://volunteers.unicefusa.org/activities/advocate/>.

National Standards

The TeachUNICEF lesson plans are designed in line with National Content Standards. Using the National Content Standards as a guide, these lessons can be aligned with State Standards.

	Lesson	
	1	2
National Organization		
National Council for the Social Studies (K-12) Source: Expectations of Excellence — Curriculum Standards for Social Studies		
People, Places, and Environments Social studies programs should include experiences that provide for the study of people, places, and environments.	✓	✓
Global Connections Social studies programs should include experiences that provide for the study of global connections and interdependence.	✓	✓
National Council of Teachers of English & International Reading Association (K-12) Source: Standards for the English Language Arts		
Standard 1: Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace.	✓	✓
Standard 3: Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).	✓	✓
Standard 7: Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.	✓	✓
Standard 12: Student use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).	✓	✓

	Lesson	
	1	2
National Organization		
Principles and Standards for School Mathematics <small>Source: National Council of Teachers of Mathematics</small>		
Problem Solving <ul style="list-style-type: none"> • Build new mathematical knowledge through problem solving • Solve problems that arise in mathematics and in other contexts • Apply and adapt a variety of appropriate strategies to solve problems • Monitor and reflect on the process of mathematical problem solving 		✓
Communication <ul style="list-style-type: none"> • Organize and consolidate their mathematical thinking through communication • Communicate their mathematical thinking coherently and clearly to peers, teachers, and others • Analyze and evaluate the mathematical thinking and strategies of others • Use the language of mathematics to express mathematical ideas precisely 	✓	✓

LESSON 1

Martha's Story The Impact of Armed Conflict A High School Unit (Grades 9–12)

WAR'S CIVIL IMPACT

TOTAL TIME: 45 MINUTES

Objectives

Students will:

- Become aware of the range of ways in which armed conflict affects children.
- Use statistics to develop a sense of the scope of the problem.

Session Plan

- Opening Activity: 10 Minutes
- Gathering the Facts: 30 Minutes
- Homework: 5 Minutes

Vocabulary

The following words may not be daily occurrences in a student's vocabulary. Feel free to use this list as a resource for students to expand their working vocabulary as they encounter these words in this unit.

- Abduction
- Displaced
- Infrastructure
- Vulnerable
- Casualties
- Doted
- Plight
- Civilians
- Glean
- Refugees
- Depose
- Immunization
- Subside

Materials Needed

- Chalkboard/Newsprint/Whiteboard
- Copies of "What Do You Already Know About Children and Armed Conflict?" (Handout #1) for each student
- Answer Sheet to Handout #1

- World map
- Computer with Internet access, connected to a projector if possible cued up to “Martha’s Story”, available at: www.teachertube.com/viewVideo.php?video_id=171621&title=Martha_s_Story_Armed_Conflict_and_Children&ref=Teachunicefhttp://www.unicef.org/sowc06/pdfs/sowc06_table5.pdf
- Copies of “Martha’s Story” (Handout #2)
- Copies of “Transcript: Interview with Dan Toole” (Handout #3) for each student/group

Set Up

The following activity can be done in pairs or in groups of 4-5 students.

Opening Activity

Directions:

1. Give out copies of Handout #1, “What Do You Already Know About Children and Armed Conflict?” to each pair or group.
2. Have each pair, or group, work on the questions together to arrive at an agreed-upon group answer. NOTE: The side conversations should be focused on convincing each other about the “right” answer; all should know why they chose the answer they did.
3. Share with the group the correct responses from the “Answer Sheet” to Handout #1.
4. Discuss the following points with the class:
 - What fact(s) surprised you the most? Why?
 - Did you realize that war has such a large impact on civilians?
5. Explain that this lesson will focus on the life of Martha, a 15-year-old girl from Sierra Leone who has lived through more than a decade of civil war.

A ceasefire agreement was signed by both the Sierra Leone government and the rebel forces in 2001. The government began taking control of formerly rebel-held areas, and in January 2002, Sierra Leone’s President declared the civil war officially over.

Gathering the Facts

Directions:

1. Show the video of Martha. Ask the class to discuss:
 - In what ways does Martha’s life seem similar to that of other children her age?
 - What are the ways that losing her father to armed conflict affected Martha?
 - What are the qualities that seem to help her cope with this situation?
 - Why do you think it is so important for Martha to go to school?

2. Have the pairs/groups read Handout #2, “Martha’s Story,” and answer the questions that follow. Discuss their responses as a whole class. Ask:
 - Of the UNICEF activities mentioned in the story, which ones do you think would be most important to Martha?
3. Give out copies of Handout #3, “Transcript: Interview with Dan Toole.”
4. Play the audio interview of Dan Toole, UNICEF’s former Director of Emergency Programs. After listening to the interview, students can answer the questions on the transcript sheet. Discuss their responses as a group.
<http://www.unicef.org/infobycountry/sierraleone.html>

This interview references a peace agreement in Sudan. However, students may be aware that there is still conflict there. The interview was taped shortly after the peace agreement was signed in January 2005.

You can use this as an opportunity to discuss with the class why situations may continue to be volatile, despite negotiated peace agreements.

Further Questions for Discussion

Ask students:

- Martha’s story shows how conflict impacts one individual child. What do you think it means for the future of a country when tens of thousands of children have no access to health services and schooling, are physically and emotionally injured, or are separated from their families for years at a time?

Homework

Distribute Handout #4 “Meeting the Needs of Children in Armed Conflict: UNICEF in Action”. Ask students to read the handout and respond by doing the following:

1. Underline the programs and activities that most surprised you.
2. Circle what are, in your opinion, the three most necessary/urgent programs or activities.
3. Make an asterisk next to the programs or activities that you would be most interested in participating in if you worked for UNICEF.

Students with Internet access can research this data, and create their own data table, by using the online data table on education from the 2006 State of the World’s Children report, available at <http://www.unicef.org/sowc06/profiles/child5.php> .

Extension Activities

- Do more research on the situation of armed conflict in Sierra Leone. Teen-safe links can be found at: http://www.unicef.org/infobycountry/sierraleone_30628.html. You may also find an article on post-war education at http://www.unicef.org/infobycountry/sierraleone_23937.html.
- Find out how Sierra Leone helped its people heal from the effects of armed conflict. Find out about Sierra Leone's Truth and Reconciliation Commission (TRC) at: http://www.unicef.org/voy/explore/rights/explore_1520.html.
 - How were youth involved in the healing process after the war in Sierra Leone? Read a youth statement to the TRC which is linked at: <http://www.unicef.org/mdg/>.
- Explore how ending armed conflict would help UN member states meet the Millennium Development Goals (MDGs) for reducing poverty; improving health, education, the environment; and meeting other important global concerns. Links to UNICEF's website on the MDG and its Voices of Youth website can be found at: <http://www.unicef.org/crc/crc.htm>. You may want to focus on the following 3 MDGs:
 - MDG 1: By 2015, reduce by half the proportion of people who live on less than \$1 per day.
 - MDG 2: By 2015, make sure that all girls and boys complete elementary education.
 - MDG 4: By 2015, reduce child mortality by two-thirds.
- Research what the Convention on the Rights of the Child (CRC) says about children in armed conflict. Pay close attention to:
 - Article 38. It refers to the involvement of children in armed conflict.
 - Article 39. It says that governments have the responsibility to help rehabilitate child soldiers.

UNICEF bases all its work with governments on the Convention on the Rights of the Child helping these government create the laws and services that will help protect children's rights.

You can find links to the full text of the CRC at:

http://www.unicef.org/magic/media/documents/what_rights_flyer_english.pdf
and an abridged version at: http://www.unicef.org/crc/index_30203.html.

- Hold a debate on what age youth should be allowed to join the armed forces. Resources can include:
 - Article 38 of the Convention on the Rights of the Child, which says that children under the age of 15 should not be recruited into the armed forces. For all other rights listed in the CRC, "children" are defined as persons under the age of 18.
 - The "Optional Protocol on the Involvement of Children in Armed Conflict", which entered into force in 2002. This is an amendment to the CRC that raises the age for recruitment into armed forces to age 18. Find out more about the Optional Protocol via links at: <http://www.unhchr.ch/html/menu2/6/protocolchild.htm>
<http://www.unicef.org/infobycountry/northafrica.html>.

What Do You Already Know About Children and Armed Conflict?

1. What percentage of the casualties in World War I were civilians?
a. 15% b. 50% c. 90%
2. What percentage of the casualties in wars today are civilians?
a. 15% b. 50% c. 90%
3. Of today's civilian war casualties, what percentage are children?
a. 15% b. 50% c. 90%
4. Approximately how many children worldwide are currently serving as child soldiers?
a. 100,000 b. 300,000 c. 750,000
5. How many children have died because of war in the past 10 years?
a. 500,000 b. 1 million c. 2 million
6. How many children have been forced to flee their homes because of armed conflict in the past 10 years?
a. 2 million b. 8 million c. 20 million

Answer Sheet

What Do You Already Know About Children and Armed Conflict?

1. a. 15%
2. c. 90%
3. b. 50%
4. b. 300,000
5. c. 2 million
6. c. 20 million

Source: http://www.unicef.org/protection/index_armedconflict.html

Martha's Story

As a young child in Sierra Leone, Martha was told that she looked like her mother, so she spent hours in front of the mirror, trying to glean from her own features an image of the mother she lost as a toddler. Martha's father, a successful businessman, doted on his daughter, showering her with new clothes every week and taking her to school every morning.

In 2000, when Martha was eight years old, her village was attacked by members of the Revolutionary United Front, who were fighting to depose the government. As the sound of gunfire filled the neighborhood, Martha and her father stayed locked inside their house for over a week, waiting for the fighting to subside.

When things quieted down, the village was occupied by rebels and the situation was tense. Martha's father experienced a steep decline in his business and was forced to move to a town deemed safe from rebel attack. There, he was able to rebuild his business and send money and clothes to his daughter.

With her father gone, Martha moved in with her grandmother, who made a living by selling vegetables in the market. Sometimes Martha had to help her grandmother and missed school as a result. Martha's situation took a sharp turn for the worse when her grandmother had a severe stroke, which left her unable to walk and almost unable to speak. Martha, by then 13 years old, found herself caring for her bedridden grandmother and with no news from her father.

Time went by and, although barely able to keep up with school work, Martha managed to pass the National Primary School Examination, which allowed her to go on to high school. However, with her father gone and her grandmother no longer able to work, there was no money for the necessary school fees.

Martha's hopes for continuing her education now depended on her father, and she anxiously waited for him to re-establish contact. One morning, she received devastating news: her father had been murdered by the rebels. "The whole world stopped for me," says Martha. "For the first time in my life I felt alone. I realized I was an orphan."

Martha is now staying with her stepmother (a woman her father married before his death and who she refers to as 'aunty') and her stepmother's three children. To help her new family, Martha sells biscuits in the street market, but she longs to go back to school. Luckily, her stepmother's new husband has shown sympathy to her plight and is willing to help.

The Impact of Armed Conflict

Sierra Leone's decade-long civil war (1991-2002) had devastating physical and psychological effects on thousands of children like Martha. Over 10,000 children were directly affected through family separation, random violence, and abduction into the fighting forces.

Armed conflict causes children to miss out on their childhood in many ways. Children recruited as soldiers are denied an education and protection, and are often unable to get essential health-care services. Those who are displaced, refugees, or separated from their families face similar deprivations.

UNICEF helps children like Martha by providing food, water and medical supplies during times of conflict. It helps disarm those children who are serving as child soldiers, and reunites children with their families. The organization provides counseling for children who need emotional support because they have lost family members, or have witnessed or suffered violence. UNICEF also provides basic education so that children do not miss out on schooling during times of conflict.

Source: www.unicef.org/sowc06/profiles/full

1. Name at least three ways in which armed conflict has affected Martha's life.

a.

b.

c.

2. How might these changes affect Martha in the future?

Transcript: Interview with Dan Toole, UNICEF's former Director of Emergency Programs

Conflict contributes to making children invisible in a number of ways. In the most direct way, it kills children. And so it has a very direct contact and influence on the survival of children. Indirectly, it's also a problem in that conflict deprives children of schooling. It closes their schools. It sometimes abducts children for work in the armed forces, and therefore they miss the school and are taken away from their families. It disrupts government budgets, which means that children then have no support for school.

It also robs children of essential services. When wars come in, budgets get diverted: it goes to the military instead of the school, it goes to the military instead of the health services, and so in many countries where there are conflicts, you end up having weaker health services, education services, and weaker social services that support families and networks. And so it's a combination of effects that are both direct and indirect, and make children the most vulnerable, the most affected.

Perhaps the best example of how war affects children is in Sudan where there has been 18 years of war. There is now a peace agreement. But it means that for 18 years, particularly in the south of Sudan, there's been no capacity to restart schools on a large scale, there's been no capacity to ensure that health services reach all kids. We're looking at putting in immunization services for basic things like measles and polio. And we're not talking about small operations, we're talking about all the children who need to be immunized. Whereas the rest of the world has pretty much caught up. We have very high levels of immunization in most of the world. Sudan, Afghanistan before the end of the war—many of the countries that are in conflict—are those where children are least provided with services, and have the least access to education, and therefore the least likely positive future in front of them.

Source: www.unicef.org/sowc06/profiles/full_child5.php

1. What does Dan Toole mean when he talks about the "direct" impact of armed conflict on children?

2. What are the "indirect" effects that he mentions?

3. Why does he say that children are "the most vulnerable, the most affected" by war?

Meeting the Needs of Children in Armed Conflict: UNICEF in Action

UNICEF uses a range of activities to meet the needs of children affected by armed conflict in countries where it has offices. Each conflict has its own unique history and affects civilian populations in different ways, so the type of activities UNICEF carries out vary from country to country. Its activities also differ during different phases of a conflict:

- When conflict first begins
- After conflict has gone on for a period of time
- After the conflict is over

Some of the ways that UNICEF works on behalf of children affected by armed conflict include:

Working with governments: UNICEF encourages governments to sign legislation prohibiting the use of children as soldiers. It also tries to get governments to increase their commitments to provide services to war-affected children.

Providing basic humanitarian needs: UNICEF works with other UN agencies to ensure that food supplies get to populations that need them. It also provides emergency shelter (tents, bedding) to people forced by conflict to leave their homes.

Water and sanitation: UNICEF provides water and water purification kits when needed, as war often damages water supply systems, and people forced to leave their homes (refugees and internally displaced people) often lack access to clean water.

Medical care: UNICEF helps ensure that basic medical supplies get to areas affected by armed conflict. This includes immunization programs for children, especially those living in refugee camps and other crowded conditions, where preventable childhood diseases can spread rapidly.

Education: UNICEF helps to provide school supplies, and set up schools for displaced children and refugees so that children's education is not disrupted by war. Having a school to go to also helps children deal with the stress of war.

Psychosocial programs: UNICEF supports programs that identify and care for children who need psychological help, as many children are emotionally traumatized by their experiences during war, including the loss of their parents.

Landmine awareness programs: Landmines kill and injure thousands of children each year. UNICEF supports education programs that help teach children how to recognize and avoid this danger.

Special care for children with disabilities: UNICEF promotes medical and educational programs that help children who are disabled during war, or by landmines after the war is over.

Programs for former child soldiers: UNICEF works to remove children from armed forces, and to provide them with education and job training so they can live productive lives. It also provides counseling for former child soldiers, who have often experienced trauma, and helps them rejoin their communities.

Family reunification: When conflict begins, people must often flee their communities, and sometimes children become separated from their families in the confusion. UNICEF supports programs that trace lost children and reunite them with family members.

Care for orphans: UNICEF supports programs that help place children orphaned by war with other family members, or in good quality foster homes when necessary.

Recreation: UNICEF provides recreation kits (with equipment for sports and games) for displaced or refugee children, who often have little opportunity to play. Recreation has been shown to help children deal with feelings of stress.

Source: adapted from www.unicef.org/protection/index_action.html

LESSON 2

Martha's Story
The Impact of Armed Conflict
A High School Unit (Grades 9–12)

CIVIL SOLUTIONS

TOTAL TIME: 45 MINUTES

Objective

Students will:

- Discuss the range of needs that children in armed conflict have.
- Become aware of the types of work that UNICEF does in countries undergoing and recovering from armed conflict.

Session Plan

- Opening Activity: 15 Minutes
- Working It Out 25 Minutes
- Homework: 5 Minutes

Vocabulary

The following words may not be daily occurrences in a student's vocabulary. Feel free to use this list as a resource for students to expand their working vocabulary as they encounter these words in this unit.

- Convoy
- Demobilizing
- Infant Mortality
- Internally Displaced
- Militia
- Monitoring
- Psychosocial
- Tetanus
- Unexploded Ordnance
- Vaccination
- Vaccine

Materials Needed

- Chalkboard/Newsprint/Whiteboard
- Student copies of "Meeting the Needs of Children in Armed Conflict: UNICEF in Action" (Handout #4)
- Student copies of "UNICEF-Supported Projects for Children in Armed Conflict: Case Studies" (Handout #5)

Opening Activity

Directions:

1. Ask students to go over their homework Handout #4 with a nearby partner.
2. Ask 1-3 volunteers to read their responses aloud—how are they similar and how do they differ?
3. Discuss as a class: Which programs or activities do they think would be most appropriate for Martha?

Working It Out

1. Divide students into groups of 6. Each group receives one copy of a case study presented (Handout #5—“UNICEF-Supported Projects for Children in Armed Conflict: Case Studies”). Post Handout #4 on wall for reference, or project using overhead projector.
2. Give groups 10 minutes to read their case studies and to agree on responses to the following prompts:
 - If you were creating a program for the children in your case study, which of the programs from the Handout #4 would you use?
 - Would some programs be introduced first and others later? When, and why?
3. Rearrange groups so that the new groups contain at least one representative of each case study.
4. Ask students to present their information to the other members of the group.
5. Discuss with class: Were there any programs that all groups chose to use? Why was that so? Were there any programs that no group chose? Why was that so?

NOTE: The case studies include one on UNICEF’s work in Lebanon during the July-August 2006 war. This may raise questions about UNICEF’s role in the Middle East and North Africa region. UNICEF maintains an active presence in this politically complex part of the world. More information on UNICEF programs in this region can be found at:

<http://www.unicef.org/infobycountry/iraq.html>.

4. Based on what the students have learned from Handouts #6 and #7, ask them to consider:
 - If you were creating a program for children affected by armed conflict, would you use all of these types of programs?
 - Would you introduce them all at the same time? Why or why not?
 - Would some be introduced first and others later? Why?

Have groups create a timeline that shows what types of programs might be used at different stages of a conflict (when conflict first breaks out, during the conflict, after the conflict has ended).

5. Ask the whole class:

- How easy or difficult do you think it might be for UNICEF country offices to decide on what types of programs to introduce in situations of armed conflict?
- What factors might affect how UNICEF country offices make their decisions? (For example, money, severity of the conflict, whether or not civilian populations are moving to new locations to escape conflict, whether or not schools or clinics are being targeted by military forces, etc.)

Further Questions for Discussion

Ask students:

- UNICEF is increasingly starting education programs as early as possible during crisis situations. Why do you think this is the case?
- What kinds of strategies do you think should be used—by citizens, governments, the UN and its agencies—to prevent armed conflict?

Homework

Ask students to choose one of the Further Questions for Discussion and to write a paragraph in response to the question, using information from Martha's story and from the UNICEF documents.

Extension Activities

- Research UNICEF activities in countries currently undergoing or recovering from armed conflict, and report to the class on your findings. Visit the UNICEF website to search for information by country. Additional information can be found on:
 - Iraq: <http://www.unicef.org/infobycountry/sudan.html>
 - Sudan: <http://www.unicef.org/oPt/>
 - West Bank and Gaza: <http://www.unicef.org/specialsession/press/02esp08sceliza.htm>
- Read the speeches by children from Bosnia, Liberia, and Timor-Leste as they addressed the UN Security Council on May 5, 2002 describing their experiences and making recommendations for what the UN should do to help children in armed conflict. The speeches can be found at: http://www.unicef.org/supply/index_cpe_education.html.

There, you'll also find more background on children's participation on issues of armed conflict at the UN Special Session.

- You've been assigned to develop something to start education programs as quickly as possible during emergencies. You've got the idea of a "School-in-a-Box." What would you fill that box with? Read more about the "School-in-a-Box" at:
 - http://www.unicef.org/supply/kits_flash/schoolinabox/
 - <http://www.unicef.org/supply/files/TechBulletinSIB.pdf>
 - http://www.unicef.org/emerg/index_landmines.html.
- Find out more about UNICEF's work to educate children about landmines, and help children who have become disabled by landmines at:
 - http://www.unicef.org/protection/index_24002.html
 - www.icbl.org
 - http://www.unicef.org/media/media_pr_childsoldiers.html.
- Read more about UNICEF's work with child soldiers at:
 - http://www.unicef.org/media/media_27734.html.
 There, you'll also find information about child soldiers in specific countries, including:
 - Afghanistan: http://www.unicef.org/media/media_33588.html
 - Colombia: http://www.unicef.org/media/media_31753.html
 - Democratic Republic of Congo: http://www.unicef.org/infobycountry/liberia_19220.html
 - Liberia: http://www.unicef.org/media/media_14891.html
 - Sri Lanka: <http://www.unicef.org/newsline/01pr22.htm>
 - Sudan: http://www.unicef.org/media/media_23404.html
 - Uganda: <http://www.unicef.org/sowc00/panel5a.htm>
- Find out how, in some parts of the world, young people have become actively involved in promoting peace during times of armed conflict.
 - One example is the Children's Movement for Peace in Colombia. Read more about this network at the websites linked at: http://www.unicef.org/infobycountry/colombia_14740.html.
 - You can also find a link to the story of a young person involved in the peace movement at: http://www.unicef.org/infobycountry/afghanistan_35890.html.

Child soldiers are a priority for UNICEF. It works to:

- Prevent children from being recruited into the armed forces.
- Get child soldiers released from armed forces.
- Provide medical care and education that will help them rejoin their communities.

UNICEF-Supported Projects for Children in Armed Conflict: Case Studies

The following short case study highlights some of UNICEF's work in Afghanistan. After reading the story, decide which approaches from Handout #4 from Lesson 1 are being used.

Afghanistan

Afghanistan has experienced two decades of war. Following military action by the United States in 2001, a new government was formed. By 2002, 3 million children who had been out of school returned to classes. Of these, 30% were girls, who had not been allowed to go to school under the Taliban government. In 2007, about 6 million children were in school, and nearly 40% of them were girls.



But Afghanistan's education system is still shaky following years of political turmoil during conflict with the Soviet Union, under Taliban rule, and currently under the new government. In August 2006, UNICEF reported an increasing number of attacks on schools, including 1 missile attack, 11 explosions, 50 school burnings and 37 threats against schools and communities. Six children have died as a result of this violence. Schools are beginning to close, shutting out an estimated 100,000 children.

UNICEF is monitoring this situation, and working with religious and community leaders to raise awareness of the importance of education, especially for girls. When attacks on schools occur, UNICEF provides classroom tents, teaching materials, blackboards, chalk, and floor mats, in order to restore the normal functioning of schools as quickly as possible. It also works with the government on major reconstruction projects, and is helping to train 50,000 teachers in all subjects, including landmine awareness.

Afghanistan also suffers from a high child mortality rate—over 25%. UNICEF is supporting an immunization campaign to reach more than 4 million children under the age of five with the vaccine against measles, a leading cause of death. It also aims to vaccinate 4.2 million women of childbearing age against tetanus, a leading killer of mothers and babies. Immunization stations, as well as door-to-door campaigns, will help reach as many families as possible with basic health services in remote areas where the population is scattered and travel is dangerous.

UNICEF-Supported Projects for Children in Armed Conflict: Case Studies

The following short case study highlights some of UNICEF's work in Colombia. After reading the story, decide which approaches from Handout #4 are being used.

Colombia

Four decades of armed conflict between the government and drug-trafficking militias have caused an ongoing humanitarian crisis. Approximately 3 million people (75% of them women and children) have been internally displaced by violence in the past 15 years, and have little access to



safe water and to basic health and educational services. Despite a law prohibiting the use of children under age 18 in the National Army, there are still an estimated 6,000 to 7,000 child soldiers in militias. In addition, landmines kill at least 3 people in Colombia each day, as they are found not only in combat zones, but increasingly in school yards, near water sources, and on rural roads.

UNICEF and its partners have provided emergency assistance—food supplements, hygiene kits, and shelter—to thousands of people displaced by violence. UNICEF has helped to repair water and sanitation systems damaged by conflict, and established simplified water and sanitation systems in areas where people are displaced.

In addition, UNICEF has helped build schools in conflict-affected areas, giving thousands of displaced and out-of-school children the chance to resume their education.

UNICEF and its partners have been demobilizing and reintegrating hundreds of former child soldiers. They are also providing sports and other programs that give adolescents alternatives to joining armed militias, especially in areas of high recruitment—through which over 19,000 youths have benefited. And former child soldiers are being helped with shelter, job training, formal education, health care, counseling, legal protection, and other approaches to help them rejoin their communities.

UNICEF and its partners have trained hundreds of teachers to provide psychological support for children traumatized by violence. It also has trained youths as recreational therapists, who have assisted psychologists in caring for over 15,000 traumatized children.

UNICEF-Supported Projects for Children in Armed Conflict: Case Studies

The following short case study highlights some of UNICEF's work in Lebanon. After reading the story, decide which approaches from Handout #4 are being used.

Lebanon

During the conflict between Israel and Lebanon in the summer of 2006, UNICEF worked to get aid convoys with badly-needed supplies to war-affected Lebanese families. The supplies included:

- Hygiene kits
- Blankets
- Soap
- Mattresses
- Buckets



In addition, UNICEF was the lead UN agency for water and sanitation in the area, providing bottled water and water purification kits. With extensive damage to water systems, UNICEF is now working to set up large water tanks that will replace the use of bottled water.

During the summer of 2006, UNICEF convoys also provided essential medicines. They started a vaccination campaign aimed at protecting children—often living in crowded shelters—from measles, and also provided nutritional supplements.

For children who were displaced and living in shelters, with little opportunity for play, UNICEF supplied children with recreation kits containing games and sports equipment.

Following the cease-fire, it is estimated that up to 50 schools were destroyed and 300 damaged.

UNICEF is currently working to re-establish education in villages and towns where schools were destroyed by providing supplies, teaching materials, and support for reconstruction projects like helping clean and repair schools that were used as emergency shelters. This is important not only so that education is not interrupted, but to help bring a sense of normalcy back to children who are coping with trauma.

Psychosocial support groups are also being set up to deal with the stress experienced by children who have lost their homes or family members. These groups will provide sports, art, and other activities that will help ease children's transitions, as well as identifying children who may need more psychological assistance.

UNICEF-Supported Projects for Children in Armed Conflict: Case Studies

The following short case study highlights some of UNICEF's work in Timor-Lesté. After reading the story, decide which approaches from Handout #4 are being used.

Timor-Lesté (formerly East Timor)

On 20 May 2002, Timor-Lesté (or East Timor) became the world's newest country. This followed a long struggle for independence from Indonesia that damaged up to 70% of all buildings in the country. Health services were heavily damaged during the conflict, and Timor-Lesté today has high levels of infant mortality, maternal mortality, and child malnutrition. Immunization rates are low. At the time of independence, only 20% of the rural population had access to safe water and 10% to adequate sanitation facilities. Nearly all schools needed significant repairs to latrine and water facilities following the crisis.



Since independence, UNICEF priorities have included increasing immunization rates, providing nutrition services, and providing water and sanitation facilities in rural villages and schools, as well as upgrading the quality of the schools themselves.

However, in the summer of 2006, civil conflict broke out. Many residents of the capital city, Dili, have left and are living in camps for displaced people, where child malnutrition is widespread.

UNICEF is conducting nutritional screening of children in the camps. To address the lack of safe water, UNICEF is providing water, water containers, and water purification tablets to displaced communities.

Emergency classes have been set up for children whose education has been disrupted. In addition, UNICEF is providing support to rural schools that have been overwhelmed by an influx of children escaping Dili.

Music, dance and art activities have been planned in camps to help children cope with stress. UNICEF has trained volunteers to provide activities to children who have too much free time because their schools are closed. Recreation kits providing sports equipment give children an alternative to less constructive activities.

