



Martha, Age: 16, Country: Sierra Leone

Martha's Story

The Impact of Armed Conflict

LESSON PLANS FOR HIGH SCHOOL STUDENTS

Unit OverviewPage **1**

Lesson 1Page **6**

Lesson 2Page **11**

National StandardsPage **15**

HandoutsPage **20**

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Martha's Story

Unit Overview

SUBJECT: Social Studies

LEVEL: High School

Unit Overview

Martha's Story is designed to use with high school students. The content can be adapted for use with older or younger students. The 2 days' lessons are 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/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:

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

Tip!

Teachers' Tip

While this unit was designed to be taught over two consecutive days, feel free to customize it to fit your specific curriculum schedule.

Background

Tip!

Teachers' Tip

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

Impact on Children

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. At least 6 million children have been seriously injured or disabled during this same period.

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.

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.

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

UNICEF's Role

Tip!**Teachers' Tip**

To read more about children in armed conflict and UNICEF's work, visit: www.unicefusa.org/teachunicef/Martha2.

Tip!**Teachers' Tip**

More information on UNICEF's work in Sierra Leone can be found at: www.unicefusa.org/teachunicef/Martha2. There, you'll also find an article on post-war education.

**Evaluation/
Assessment**

- * 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. 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.

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 show 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

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

Interdisciplinary Connections

- * 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

Given that the unit *Martha's Story* aligns with the national guidelines for Mathematics, Language Arts, Science and Health standards, you may want to team-teach the unit with colleagues in those disciplines. Additional interdisciplinary assignments could include:

BIOLOGY: Learn about measles and tetanus: what causes these diseases, how are they spread, and what their effects are.

ECONOMICS: Examine UN estimates on the amount of money spent worldwide on armaments, versus the estimated costs of providing basic primary education, health care, water, and sanitation, etc.

One source of these estimates can be found at:

www.unicefusa.org/teachunicef/Martha2.

What percentage of military expenditure does spending on human services represent? Present this information in the form of a graph.

LANGUAGE ARTS: Interview someone in your community—a grandparent, parent, other family member, or a community member—who can speak first hand about experience of war. Develop a set of interview questions that will explore different aspects of this experience, and present your results as an essay or newspaper article.

MATHEMATICS: Use the statistical tables on education from the 2000 and 2006 *State of the World's Children* reports to compare elementary (primary) school attendance rates in countries that have undergone armed conflict. Have attendance rates gone down, stayed the same, or risen in these different countries? What might be the reasons for this? Calculate the percentage of change, and graph this information.

WORLD HISTORY: Research recent situations of armed conflict to investigate the reasons for the conflict, how it was resolved, and the effect on civilian populations.

Service Learning Projects

Regardless of their range and scope, the best Service Learning 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!

Some possible Service Learning projects for *Martha's Story* include:

1. HeART—Healing Art

Students partner with art teachers and a local child services group(s) to share art skills and materials with children affected by illness, loss of a parent, natural disasters, and other emergency situation.

2. Bedside Buddies

Students partner with children's health centers to tutor children who are out of school for an extended period of time due to illness, in an effort to help them stay current with their studies and provide a sense of normalcy.

3. Playing Catch(up)

Students tutor younger children who have been out of school for an extended period of time due to illness or emergency, and help them master the skills/content covered during their absence.

National Standards

All TeachUNICEF lesson plans are designed to be in line with national standards. For more detail, refer to the national standards section at the back of this lesson or to the additional resources at: www.teachunicef.org.

Martha's Story



Martha, Age: 16, Country: Sierra Leone

Lesson 1

War's Civil Impact

TOTAL TIME: 45 Minutes

Objectives

To raise awareness of the range of ways in which armed conflict affects children; to use statistics to develop a sense of the scope of the problem.

Session Plan

- * OPENING ACTIVITY: 10 Minutes
- * GATHERING THE FACTS: 25 Minutes
- * HOMEWORK: 10 Minutes

Vocabulary

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

Materials Needed

Tip!

Teachers' Tip

Don't have a live Internet connection in your classroom? No problem! The video files can be downloaded onto a computer and then saved on a USB drive, or burned onto a DVD for viewing later!

- * Chalkboard/Newsprint/Whiteboard
- * Student/pair/group 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.unicefusa.org/teachunicef/Martha2
- * Student/pair/group copies of "Martha's Story" (Handout #2)
- * Copies of "Transcript: Interview with Dan Toole" (Handout #3) for each student/group
- * Copies of "Child Mortality and Armed Conflict" (Handout #4) for each student/group
- * For homework: Copies of "Elementary School Attendance in Countries at War" (Handout #5) for each student/group.

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

Set Up

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.
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?
 - * Did you realize that war has such a large impact on children?
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.

Tip!

Teachers' Tip

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?

Tip!**Teachers' Tip**

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.

Tip!**Teachers' Tip**

Ask students to consider both the direct and indirect impacts of war on child mortality, as it is not possible to tell from Handout #4 what proportion of child deaths are due to war-based injuries, or due to the impact of war on health services.

Further Questions for Discussion**Homework****Tip!****Teachers' Tip**

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 www.unicefusa.org/teachunicef/Martha2.

- * 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 to 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 with Dan Toole, UNICEF's Director of Emergency Programs. After listening to the interview, students can answer the questions on the transcript sheet. Discuss their responses as a group.
 5. Give pairs/groups copies of Handout #4, "Child Mortality and Armed Conflict."
 6. Ask students to discuss what this graph suggests about the countrywide impact of armed conflict on children.

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?
1. Give each student a copy of Handout #5, "Elementary School Attendance in Countries at War."
 2. Explain that the 9 countries on this list are all affected by war and that in these countries, 20% of children die before reaching the age of 5.
 3. Have students calculate the average elementary school attendance rates in these countries, and compare it with the average for the least developed countries as a whole.

Extension Activities

The following assignments can be given as part of an overall class-based research assignment. Or, they can be done by individuals as extra credit or make-up work:

- * Do more research on the situation of armed conflict in Sierra Leone. Teen-safe links can be found at: www.unicefusa.org/teachunicef/Martha2. There, you'll also find an article on post-war education.
- * 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: www.unicefusa.org/teachunicef/Martha2.
 - 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: www.unicefusa.org/teachunicef/Martha2.
- * 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: www.unicefusa.org/teachunicef/Martha2. 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.

You can find links to the full text of the CRC and an abridged version at: www.unicefusa.org/teachunicef/Martha2.

- * 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

Tip!

Teachers' Tip

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

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: www.unicefusa.org/teachunicef/Martha2.

Lesson 2

Civil Solutions

TOTAL TIME 45 Minutes

Objectives

To encourage thinking about the range of needs that children in armed conflict have; and to raise awareness of the types of work that UNICEF does in countries undergoing, and recovering from armed conflict.

Session Plan

- * OPENING ACTIVITY: 8-10 Minutes
- * WORKING IT OUT 30 Minutes
- * HOMEWORK: 5 Minutes

Vocabulary

- * 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 #6)
- * Student copies of "UNICEF-Supported Projects for Children in Armed Conflict: Case Studies" (Handout #7)

Set Up

DIRECTIONS:

1. If students have completed Handout #5, "Elementary School Attendance in Countries at War" for homework, discuss with the class their responses to the questions on the handout.

Opening Activity

DIRECTIONS:

1. Explain to the class that UNICEF is the United Nations (UN) agency that works to promote children's rights. It has offices in most of the world's developing countries. UNICEF develops projects—or works with other local organizations to develop projects—that improve children's health, nutrition, education, access to sanitation and clean water, and other basic rights.

Working It Out

2. Ask the class to brainstorm: If you worked for UNICEF and had to create programs to help children like Martha, what would your priorities be?

1. Have students form small groups.

2. Distribute copies of Handout #6, “Meeting the Needs of Children in Armed Conflict: UNICEF in Action” for the class to read. Give them time to discuss the different types of programs that UNICEF supports in situations of armed conflict. Ask:

- * Which types of programs had you already heard about?
- * Which types of programs were on the list that the class brainstormed?
- * Which types of programs surprised you? Why?

3. Once students are familiar with these different types of programs, distribute Handout #7, “UNICEF-Supported Projects for Children in Armed Conflict: Case Studies.” Depending on how much time is available, the reading level of the group, and their interests, students can:

- * Read all four case studies
- * Read one case study in class and the rest for homework
- * Read one case study only (in this case, assign a different case study to each of four groups; have groups report on what they learned to the whole class)

4. As students read the case studies, they should identify the type of program(s) that have been used by UNICEF in this situation.

Allow time for the group to discuss similarities and differences between the case studies.

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: www.unicefusa.org/teachunicef/Martha2.

UNICEF was the first UN agency to go to Israel’s aid after independence in 1948, and provided instrumental child survival and development aid for the next 18 years. By 1966, Israel had achieved the goal of many developing countries: attaining the economic capacity to care for its own children.

You will notice that Israel is not included on the list of countries in which UNICEF has programs. In 1966 Israel joined the U.S., Canada and other countries to become a donor nation to UNICEF, with an all-volunteer fundraising committee. Israel continues its active support of UNICEF programs in the region and worldwide. However, during the war with Lebanon in July-August 2006, UNICEF also supported groups to assist Israeli children traumatized by the war.

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

- * 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?

Extension Activities

The following assignments can be given as part of an overall class-based research assignment. Or, they can be done by individuals as extra credit or make-up work.

- * 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

Tip!**Teachers' Tip**

May 5, 2002 was the day before the start of the United Nations' Special Session on Children.

Tip!**Teachers' Tip**

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 re-join their communities.

country. Additional information can be found at:

www.unicefusa.org/teachunicef/Martha2, on:

- Iraq
 - Sudan
 - West Bank and Gaza
- * 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: www.unicefusa.org/teachunicef/Martha2. 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: www.unicefusa.org/teachunicef/Martha2.
- * Find out more about UNICEF's work to educate children about landmines, and help children who have become disabled by landmines at: www.unicefusa.org/teachunicef/Martha2.
- * Read more about UNICEF's work with child soldiers at: www.unicefusa.org/teachunicef/Martha2. There, you'll also find information about child soldiers in specific countries, including:
- Colombia
 - Democratic Republic of Congo
 - Liberia
 - Sri Lanka
 - Sudan
 - Uganda
- * 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: www.unicefusa.org/teachunicef/Martha2.
 - There, you can also find a link to the story of a young person involved in the peace movement.

National Standards

The two lessons in this unit align with the following national guidelines for curriculum standards:

SOCIAL STUDIES—Grades 9-12

Civics:

Students understand:

CIVIC LIFE, POLITICS AND GOVERNMENT

- * What is civic life? What is politics? What is government? Why are government and politics necessary? What purposes should government serve?

OTHER NATIONS AND WORLD AFFAIRS

- * How is the world organized politically?
- * How do the domestic politics and constitutional principles of the United States affect its relations with the world?
- * How has the United States influenced other nations, and how have other nations influenced American politics and society?

Economics—Grades 9-12

Students understand:

ALLOCATION OF GOODS AND SERVICES

- * Different methods can be used to allocate goods and services. People acting individually or collectively through government, must choose which methods to use to allocate different kinds of goods and services.
- * Comparing the benefits and costs of different allocation methods in order to choose the method that is most appropriate for some specific problem can result in more effective allocations and a more effective overall allocation system.

GROWTH

- * Economic growth is a sustained rise in a nation's production of goods and services. It results from investments in human and physical capital, research and development, and technological change, and from improved institutional arrangements and incentives.
- * Historically, economic growth has been the primary vehicle for alleviating poverty and raising standards of living.
- * Economic growth creates new employment and profit opportunities in some industries, but growth reduces opportunities in others.

USING COST/BENEFIT ANALYSIS TO EVALUATE GOVERNMENT PROGRAMS

- * Citizens, government employees, and elected officials do not

always directly bear the costs of their political decisions. This often leads to policies whose costs outweigh their benefits for society.

- * Incentives exist for political leaders to implement policies that disperse costs widely over large groups of people and benefit small, and politically powerful groups of people.
- * Incentives exist for political leaders to favor programs that entail immediate benefits and deferred costs; few incentives favor programs promising immediate costs and deferred benefits, even though the latter programs are sometimes economically more effective than the former programs.
- * Although barriers to international trade usually impose more costs than benefits, they are often advocated by people and groups who expect to gain substantially from them. Because the costs of these barriers are typically spread over a large number of people who each pay only a little and may not recognize the cost, policies supporting trade barriers are often adopted through the political process.

Geography—Grades K-12

Students understand:

THE WORLD IN SPATIAL TERMS

- * How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
- * How to use mental maps to organize information about people, places, and environments in a spatial context.
- * How to analyze the spatial organization of people, places, and environments on Earth's surface.

PLACES AND REGIONS

- * The physical and human characteristics of places.
- * That people create regions to interpret Earth's complexity.
- * How culture and experience influence people's perceptions of places and regions.

HUMAN SYSTEMS

- * The characteristics, distribution, and migration of human populations on Earth's surface.
- * The characteristics, distribution, and complexity of Earth's cultural mosaics.
- * The patterns and networks of economic interdependence on Earth's surface.
- * The processes, patterns, and functions of human settlement.

- * How the forces of cooperation and conflict among people influence the division and control of Earth's surface.

CONTEMPORARY UNITED STATES (1968 TO THE PRESENT)

- * Recent developments in foreign and domestic politics

THE 20TH CENTURY SINCE 1945: PROMISES AND PARADOXES

- * How post-World War II reconstruction occurred, new international power relations took shape, and colonial empires broke up.
- * The search for community, stability, and peace in an interdependent world.
- * Major global trends since World War II.

Technology—Grades K-12

TECHNOLOGY RESEARCH TOOLS

- * Students use technology to locate, evaluate, and collect information from a variety of sources.
- * Students use technology tools to process data and report results.
- * Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

Health—Grades 9-12

HEALTH PROMOTION AND DISEASE PREVENTION

Students will comprehend concepts related to health promotion and disease prevention, and

- * Analyze how behavior can impact health maintenance and disease prevention.
- * Describe the interrelationships of mental, emotional, social, and physical health throughout adulthood.
- * Explain the impact of personal health behaviors on the functioning of body systems.
- * Analyze how the family, peers, and community influence the health of individuals.
- * Analyze how the environment influences the health of the community.
- * Describe how to delay onset and reduce risks of potential health problems during adulthood.
- * Analyze how public health policies and government regulations influence health promotion and disease prevention.
- * Analyze how the prevention and control of health problems are influenced by research and medical advances.

Language Arts—Grades K-12

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; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

Standard 2: Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

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 6: Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

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 8: Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

Standard 12: Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Mathematics—Grades 9-12

NUMBER AND OPERATIONS

Students Understand:

- * Meanings of operations and how they relate to one another
- * The effects of such operations as multiplication, division, and computing powers and roots on the magnitudes of quantities;

- * Develop fluency in operations with real numbers, vectors, and matrices, using mental computation or paper-and-pencil calculations for simple cases and technology for more-complicated cases;
- * Judge the reasonableness of numerical computations and their results.

PROBLEM SOLVING – GRADES PRE-K-12

- * Build new mathematical knowledge through problem solving;
- * Solve problems that arise in mathematics and in other contexts;

COMMUNICATION – GRADES PRE-K-12

- * 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;

Connections—Grades K-12

- * Recognize and Apply Mathematics in Contexts Outside of Mathematics

Science—Grades 9-12

PERSONAL AND SOCIAL PERSPECTIVES

Students should develop understanding of

- * Personal and community health
- * Population growth
- * Natural resources
- * Environmental quality
- * Natural and human-induced hazards
- * Science and technology in local, national, and global challenges



Martha, Age: 16, Country: Sierra Leone

Martha's Story

Handouts

Handout #1	Page 21
Handout #2	Page 23
Handout #3	Page 25
Handout #4	Page 26
Handout #5	Page 27
Handout #6	Page 28
Handout #7	Page 30

What Do You Already Know About Children and Armed Conflict?

Answer Sheet

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

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 re-unites 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.

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 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 have 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.

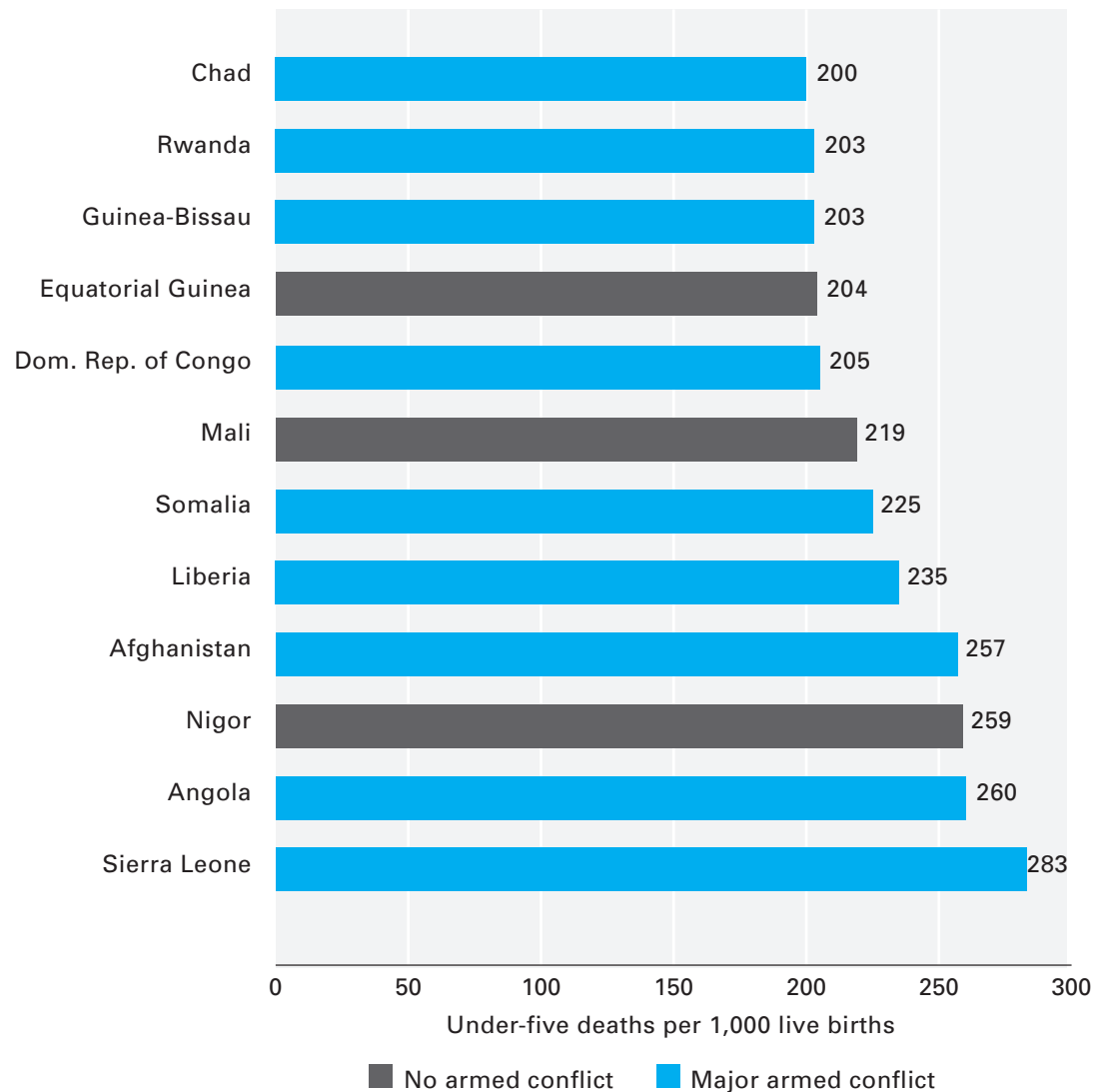
1. What does Dan Toole mean when he talks about the “direct” impact of armed conflict on children?

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?

Child Mortality and Armed Conflict

Figure 2.3: Most of the countries where 1 in 5 children die before the age of five have experienced major armed conflict since 1999



Source: Data on Child Mortality: UNICEF, United Nations Population Division and United Nations Statistics Division; data on major armed conflicts: Stockholm International Research Institute *SIPRI Yearbook 2005*

From *The State of the World's Children, 2006*

www.unicefusa.org/teachunicef/Martha2.

Elementary School Attendance in Countries at War (1999-2004)

Calculate the average elementary school attendance rate for boys and girls in these 9 countries affected by armed conflict. (These are all countries in which 20% or more of all children die before their fifth birthday.)

Country	Elementary School Attendance Rate: Boys	Elementary School Attendance Rate: Girls
Afghanistan	66%	40%
Angola	57%	59%
Chad	46%	33%
Democratic Republic of Congo	55%	49%
Guinea-Bissau	44%	38%
Liberia	59%	53%
Rwanda	75%	75%
Sierra Leone	43%	39%
Somalia	12%	10%
Average of all 9 countries		

The average elementary school attendance rates in the world's least developed countries are:

- Boys: 60%
- Girls: 55%

Source of statistics: *The State of the World's Children 2006*, www.unicefusa.org/teachunicef/Martha2.

1. How do these numbers compare to the averages for least developed countries that are also affected by war?

2. Describe your understanding of how war affects children's education.

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 kills 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 re-join 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.

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

The following short case study highlights only some of UNICEF's work in Afghanistan. After reading the story, decide which approaches from Handout #6 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 is working with the government to develop long-term care and support for the country's most vulnerable children, including those orphaned by war. Plans include investment in programs such as day care centers, family counseling services, alternative family care, education, skills development, and job training and creation.

For more information on UNICEF's work in Afghanistan, visit: www.unicefusa.org/teachunicef/Martha2.

What are some of the approaches UNICEF is using to meet the needs of war-affected children in Afghanistan?

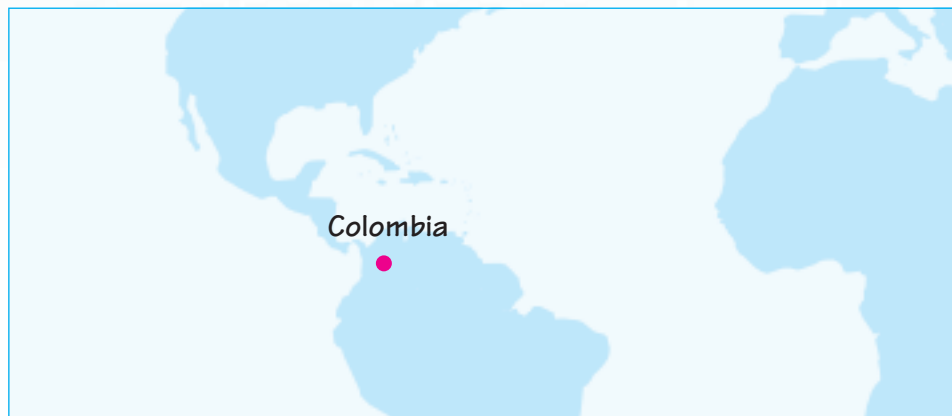
UNICEF-Supported Projects for Children in Armed Conflict: Case Studies

The following short case study highlights only some of UNICEF's work in Colombia. After reading the story, decide which approaches from Handout #6 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 re-join 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.

Finally, landmine-risk education programs run by UNICEF and its partners have shown tens of thousands of children how to avoid landmine-related injuries. UNICEF also helps landmine survivors with education, job training, and other kinds of support needed to live in communities.

For more information on UNICEF's work in Colombia, visit: www.unicefusa.org/teachunicef/Martha2.

What are some of the approaches UNICEF is using to meet the needs of war-affected children in Colombia?

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

The following short case study highlights only some of UNICEF's work in Lebanon. After reading the story, decide which approaches from Handout #6 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
- * Mattresses
- * Blankets
- * Buckets
- * Soap

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 is working with the Mine Action Awareness Steering Committee to educate the population about the danger of landmines and unexploded ordnance (military supplies, such as ammunition or grenades, that did not explode when fired. These may explode later, when children touch or step on them).

For more information on UNICEF's work in Lebanon, visit:

www.unicefusa.org/teachunicef/Martha2.

What are some of the approaches UNICEF is using to meet the needs of war-affected children in Lebanon?

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

The following short case study highlights only some of UNICEF's work in Timor-Leste. After reading the story, decide which approaches from Handout #6 are being used.

Timor-Leste (formerly East Timor):

On 20 May 2002, Timor-Leste (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-Leste 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.

For more information about UNICEF's work in Timor-Leste, visit: www.unicefusa.org/teachunicef/Martha2.

What are some of the approaches UNICEF is using to meet the needs of war-affected children in Timor-Leste?
