



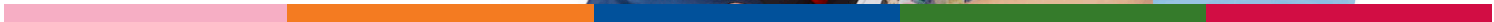
GGC Make A Difference Days

# 16 DAYS OF ACTION

## Conflict and Peace

**November 25 to December 10, 2014**  
**16 Days of Action Against**  
**Gender-Based Violence Campaign**

“It isn’t enough to talk  
about peace.  
One must believe in it.  
It isn’t enough to believe in it.  
One must work at it”  
—Eleanor Roosevelt



**T**he 16 Days of Action Against Gender-Based Violence campaign takes place from November 25 to December 10. The campaign aims to raise awareness and eliminate violence against women and girls at the local, national and international level. During these 16 days, many organizations from countries across the world engage in activities that raise awareness about gender-based violence. This year, Girl Guides of Canada–Guides du Canada is exploring the theme of conflict and peace. The instant meeting allows girls to join the global movement of preventing gender-based violence by learning about ways to prevent conflict in their own lives. It offers girls the opportunity to explore how miscommunication can lead to conflict, to practice conflict resolution skills, and to make a personal pledge towards promoting peace. Ideally, this meeting will take place any time between November 25 to December 10; however, units can choose to participate throughout November or December.

Significant dates that occur during the campaign include:

November 25	–	International Day for the Elimination of Violence Against Women
November 29	–	International Women and Human Rights Defenders Day
December 1	–	World AIDS Day
December 5	–	International Volunteer Day for Economic and Social Development
December 6	–	National Day of Remembrance and Action on Violence Against Women; Anniversary of the Montreal Massacre
December 10	–	International Human Rights Day, anniversary of Universal Declaration of Human Rights

**Learning Objectives:**

- To learn about the meaning of conflict and violence
- To learn about the importance of verbal and non-verbal communication and effective listening
- To learn and practice effective ways of communicating and resolving conflict
- To envision peace and commit to doing peaceful acts

**Materials:**

- Markers
- Cards/paper
- Resources from Backgrounder

**It is suggested that you choose one or more activities from each of the following four sections.**



## Section 1: Defining Conflict

Share with girls the definition of violence against women and girls. Together brainstorm different examples of violence. For younger girls, you may want to do this by naming a part of the body and asking girls how it can be used to hurt someone else. Examples include:

<b>Hands:</b>	<b>Feet:</b>	<b>Mouth:</b>	<b>Heart:</b>	<b>Actions:</b>
hitting	kicking	name calling	upsetting others by hurting them emotionally	mean letters or text message
slapping	walking away from someone	being mean		making fun of others
pinching		swearing		
punching		yelling		ignoring them

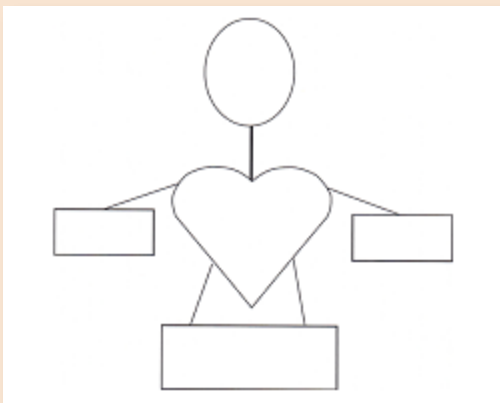
For older girls, brainstorm the different forms of violence under the categories of emotional, physical and sexual violence. Once completed, share with girls the definition of conflict. Ask girls to think of ways that conflict can lead to violence.

*Resource in Backgrounder:* Definition of Violence Against Women (page 7); Definition of Conflict (page 8)

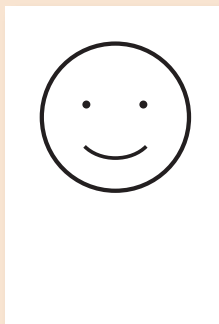
## Section 2: Communicating & Listening

### Broken Communication

Ask girls to find a partner. Have girls sit back to back. Provide one partner with a simple image (like the one shown here) and the other partner with a blank piece of paper and a writing utensil. The girl with the image must provide her partner with verbal instructions on how to draw the image. At the end of the activity, the girls can compare images. Facilitate a discussion on what girls learned about communication and what happens when communication is misunderstood.



Use an image like this for older girls



Use an image like this for Sparks and Brownies





### All About Body Language

Before the meeting, prepare charade cards by writing a different emotion on each card. For girls who can't yet read, these cards could be more visual in nature. Explain to girls that body language is when non-verbal actions, facial expressions or behaviours communicate something. For example, posture, eye contact, gestures etc. Divide girls into pairs. Ask each pair to select an emotion and mime a scenario (no words) in front of the group that shows this emotion. Girls in the audience can then guess which emotion was being shown. At the close of the activity, facilitate a discussion.

Suggested questions include: *What parts of our body communicate emotions? How easy is it for us to communicate with our body instead of with words? What happens when our words say one thing and our body language says something different?* This activity can also be played in teams.

## Section 3: Conflict Resolution

### Fighting Fair

Brainstorm different non-violent ways of resolving conflict such as using 'I feel' statements, listening effectively, remaining calm, apologizing, etc. Use the resource on page 10 to explain assertive communication and 'I feel' statements as a way of solving conflicts non-violently. An example is, "When you .....(yell at me), I feel..... (sad). Instead, could you..... (talk to me calmly)? Does that work for you?" Ask girls for some examples of 'I feel' statements.



Provide girls with scenarios of different types of conflict. Choose a few girls from the group to act out a solution to each scenario using assertive communication or one of the other ways of resolving conflict that girls brainstormed. Girls can act out the solutions in front of the group or in pairs. You may want to join younger girls in the role play.

*Resource in backgrounder:* Assertive communication; Options for resolving conflict in a non-violent way (page 10).

Suggested scenarios:

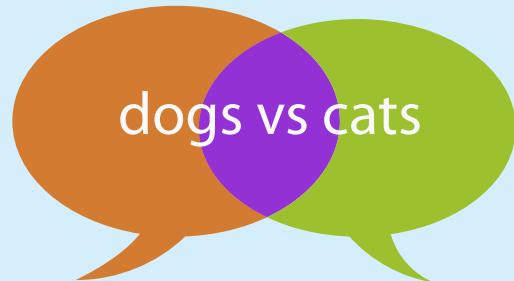
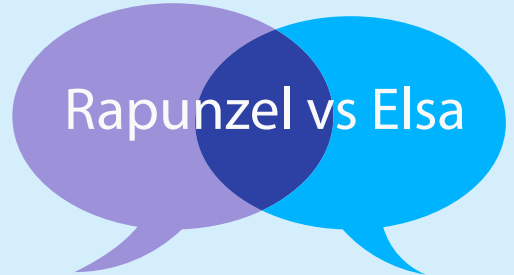
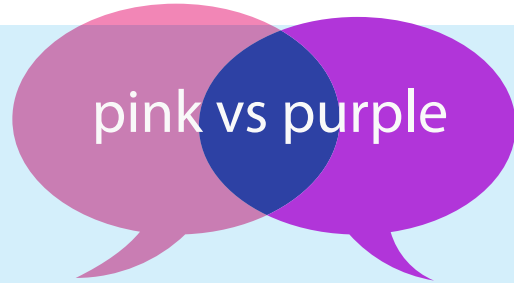
- A friend calls you a mean name
- Your cousin plays a game and doesn't let you join in
- A classmate makes fun of you because you didn't do the craft properly
- Your sister or brother breaks something and then blames you
- A teammate doesn't want you on their team because she says you aren't good at that sport

### Resolving Conflict

Ask girls to divide into pairs. Have each pair choose a topic that is light-hearted but debatable such as pink vs. purple, arts vs. sports, Rapunzel vs. Elsa, cabins vs. tents, dog vs. cat, etc. Ask girls to pick a side for the topic they chose, with each girl in the pair choosing opposite sides. Girls can spend a few moments debating the topic. Following this, have girls interview one another to gain a better understanding of why the other person holds their viewpoint. Facilitate a discussion about the activity. Suggested questions include:

- How did the interview process change your ability to listen and learn about your partner's point of view?
- How did the interview process feel different from the debate?
- During a conflict or argument, do you usually take the time to understand the other person's point of view?

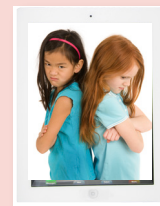
*(Adapted from: The Big Book of Conflict Resolution Games)*



### Section 4: Pledging Peace

#### Peace Frames

Divide girls into small groups. Ask each group to create a freeze frame of a scene that they think demonstrates peace. If you have access to a camera (or smart phone) at your unit, take pictures of each scene. Have girls share with the group what their scene is about. If time permits, you may want to have girls create two freeze frames – the first frame depicts a conflict, and the second frame depicts a peaceful solution. For example, a conflict freeze frame could depict two people fighting, with one person pointing their finger at another person who has their fists raised. A peace freeze frame could then show these two people hugging or shaking hands.



### Dove Handprints

Have girls make a white handprint on a piece of coloured paper. The thumb of the hand becomes the head of the dove, and the fingers are the wings. Another option is to have girls trace their hands on a white piece of paper, cut it out and glue it onto a colour paper. Girls can write words on the drawing that relate to peace, where they feel peaceful or what makes them feel peaceful. Girls can also write something that they can do next week that will encourage peace such as talking calmly when angry or listening carefully to others.



### We would love to hear from you!

Please feel free to send pictures of your dove handprints, images of your peace frames or any general feedback about this meeting guide to [programs@girlguides.ca](mailto:programs@girlguides.ca). Remember to complete a Photo Submission Form for any pictures with girls in it.

“Peace begins with a smile”

—Mother Teresa

## Guider Resources

### About 16 Days of Action Against Gender-Based Violence

The 16 Days of Activism against Gender-Based Violence campaign began in 1991 by the Centre for Women's Global Leadership and has grown to be an international annual event that is recognized in over 154 countries and has over 2,000 organizations participating, including WAGGGS. In 1999, the United Nations declared November 25 to be the International Day for Elimination of Violence Against Women. This marks the beginning of the 16 Days of Gender-Based Activism Against Violence and is a day for girls and women across the world to join together in recognition of gender violence.

Of the 16 Days of Activism Against Gender-Based Violence, December 6 holds significance for Canadians because it marks the National Day of Remembrance and Action on Violence Against Women. This day commemorates the Montreal Massacre, when 14 young women at l'École Polytechnique de Montreal were murdered in 1989.

This year GGC will be focusing on conflict as it relates to young girls by teaching girls the skills to communicate and resolve conflict effectively. Girls will also be encouraged to commit to take action in their own lives to promote peace.

**For more information check out the following resources:**

[16 Days of Activism](#)

[WAGGGS' gender equity campaign](#)

### About Violence and Conflict

#### ***Definition of Violence Against Women***

The UN Declaration on the Elimination of Violence Against Women defines it as:

*“Any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary privation of liberty whether occurring in public or private life.”*

Simply put, violence against women and girls is any action that can cause physical, sexual or emotional harm to a woman or girl.



Violence against women and girls can be physical, emotional, sexual or economic. Here are some examples of violence:

PHYSICAL	SEXUAL	EMOTIONAL
<ul style="list-style-type: none"> <li>•pushing or shoving</li> <li>•hitting, slapping or kicking</li> <li>•pinching or punching</li> <li>•strangling or choking</li> <li>•stabbing or cutting</li> <li>•shooting</li> <li>•throwing objects at someone</li> <li>•burning</li> <li>•holding someone down for someone else to assault</li> <li>•locking someone in a room or tying them down</li> <li>•killing someone</li> </ul>	<ul style="list-style-type: none"> <li>•sexual touching or sexual activity without consent</li> <li>•continued sexual contact when asked to stop</li> <li>•forcing someone to commit unsafe or humiliating sexual acts</li> </ul>	<ul style="list-style-type: none"> <li>•put downs, name calling</li> <li>•constantly yelling at someone</li> <li>•bullying: intimidating or humiliating someone (including on the Internet)</li> <li>•making fun of someone's faith or religion, not letting a person practice it</li> <li>•making threats to harm another person</li> <li>•destroying a person's belongings, hurting a person's pets or threatening to do so</li> </ul>

*(Status of Women Canada)*

### About Interpersonal Conflict

**Interpersonal conflict** is a disagreement or misunderstanding between two people with respect to attitudes and values. It is important to note that conflict is not necessarily negative, but the responses to conflict can be problematic.

**When does conflict happen?** There are many reasons that conflict may occur. These include:

- Different perspectives of the situation
- Personal differences including different values
- Miscommunication and misunderstanding
- Competition
- Lack of emotional sensitivity

**When does conflict become violent?** There are many factors that may result in conflict becoming violent. It is commonly the result of a lack of effective communication or listening skills to resolve the problem by either party. For example, someone may become violent if they don't feel that their point of view is being listened to or acknowledged. Violence may also happen if the person doesn't have the skills to communicate their feelings in non-harmful ways. Violence can also occur in response to violence. For example, if someone hits someone, the other person may respond by hitting them back. Conflict can also become violent when either party doesn't know how to, or doesn't want to compromise.



## About Violence Prevention and Conflict Resolution

### ***Skills to prevent violence***

Some skills that help support healthy conflict and prevent violence include:

- *good communication skills*: know what your needs are, and know how to ask for them to be met using assertive communication skills
- *good listening skills*: be able to listen to other people's opinions with an open mind to understand the other person's point of view, even if you don't agree with it
- *appropriate responses when you are upset*: learning how to calm yourself down, walk away, when to ask for help from others, etc.



### ***Listening skills***

*Reflective listening* is when you listen to what the speaker has to say and then repeat back to them in your own words what you heard. Oftentimes, this form of listening will allow the speaker to feel heard and understood and creates an environment of support.

*Active listening* is when you pay attention to what the speaker is saying and try to make meaning of the message. Someone can show they are actively listening with their body language, by paraphrasing what the speaker was saying, asking questions to clarify what was misunderstood and provide feedback by reflecting back to them what you understood.

Other important skills in listening are being non-judgemental, and not interrupting the other person.

### **Assertive communication**

Being assertive when you are communicating means that you are able to share your feelings and express your needs in an open and straightforward way, while still being respectful towards others.

Assertive communication can be broken down into the following steps:

**Step One** Explain your feelings:

*“When you \_\_\_\_\_, I feel \_\_\_\_\_”*

**Step Two** Ask for what you would like to see

*“I wish you would \_\_\_\_\_” Or, “Instead could you \_\_\_\_\_.”*

**Step Three** Get feedback on your request

*“Does that work for you?” “How do you feel about that?”*

### **Options for resolving conflict in a non-violent way**

- remain calm
- don't call them names, blame them or threaten them
- no hitting or physical contact
- listen to what they have to say without interrupting
- share your feelings using assertive communication
- try and work out a compromise so that everyone wins (win/win)
- Wait and cool off
- talk about it
- apologize
- rock, paper, scissors
- walk away and let it go
- tell them to stop



For some girls, discussing acts of violence can be a sensitive topic, especially for girls who may have been victims of violence. This topic needs to be approached with care and sensitivity, and with a safe and supportive space created in your unit. If you suspect abuse, or a girl discloses abuse, please refer to Adult Member Support Module 4: Girl Protection and Self Harm. For information on how to manage bullying, please see Adult Member Support Module 5: Girl Misconduct and Bullying.

## Related Programming

### CORE PROGRAMMING:

#### Brownies

The Brownie Program Book: Key to Me, #4 Respecting Others, page 35.



#### Guides

The Guide Program: Youth and Others, Building Skills in Communication, page 62, 63

The Guide Program: Peace (interest badge) page 105



#### Pathfinders

The Pathfinder Program: Girls Stuff, Relationships, Values and Choices, page 123



#### Rangers

The Rangers Program: Community Connections, #24 Social Aggression and Bullying, page 40

The Rangers Program: Healthy Living, #13 Healthy Relationships, page 91

### CHALLENGES:

Girl EmPower Challenge – Found on [MemberZone Girls](#)

United Challenge – Found [here](#) on our national website.

