



## Theme: Hawks and Doves – Conflict

In order to explore the theme of conflict we have created three distinct sections of work. Each section investigates a particular aspect of the theme, offering different insights and challenges. The class and group activities provided take inspiration from the permanent exhibition at the House of European History.

- Section 1**      How do conflicts develop?  
**Section 2**      The human cost of conflict  
**Section 3**      What does it take to make peace?

Each section consists of:

- Teachers' guidance notes (2-4 pages)
- Activities
- Visual and textual supporting resources
- Suggested online resources

Activities may include teacher-led discussions, group work, self-directed learning and use of primary and secondary source historical materials. Teachers can decide on which classroom and group activities are carried out.

### Overview of Theme

Europe today is largely the result of both a history of war, occupation and destruction, and a history of solidarity, negotiation and reconciliation. Although today most Europeans live in a peaceful environment and associate war with other parts of the globe or distant history, the dynamics of conflict and cooperation that have shaped our continent still concern us all. Indeed, these dynamics are largely dependent on the choices available to individuals and groups of people, the decisions they make and the consequences of those decisions.

The role of individuals and groups in triggering, aggravating, appeasing and avoiding conflicts will be explored in this theme, thus providing an opportunity to examine basic moral issues with students. Through comparing historical events and connecting them to personal acts, the activities and questions suggested here will encourage both historical inquiry and active citizenship among students.



## Definitions

The following definitions could be used by students in some of the proposed activities:

### *Conflict*

Derived from the Latin word *conflictus*, which means collision or clash. This term is understood as a disagreement between two or more parties through which the parties involved perceive a threat to their needs, interests or concerns.

*Source: Council of Europe toolkit 'Youth Transforming Conflict', 2012*

### *Peace*

Negative peace: peace is merely the opposite of war. The goal is still to avoid war, which is accomplished by the maintenance of the balance of power and by deterrence, rather than by cooperation.

Positive peace: peace by peaceful means, meaning that the methods used to achieve peace respect the principles of justice and human rights.

*Source: Council of Europe toolkit 'Youth Transforming Conflict', 2012*

### *Pacifism*

The approach that refuses the use of violence as a means to solve conflicts. The term covers a variety of different stances, from the rejection of all forms of violence under any circumstances, even self-defence, to calls for the total abolition of the institutions of the military and war. Pacifists believe that international disputes can and should be peacefully resolved.

*Source: Council of Europe toolkit 'Youth Transforming Conflict', 2012*

### *Victims*

People who have been abused and/or attacked, verbally and/or physically.

*Source: Facing History and Ourselves educator resources, 'Decision-Making in Times of Injustice' unit*

### *Bystanders*

A person or a group of people who see unacceptable behaviour but do nothing to stop it.

*Source: as above*

### *Perpetrators*

Those who commit crimes and other acts of injustice or violence.

*Source: as above*

### *Rescuers*

People who attempt to save victims of violence.

*Source: as above*