



Course 1: Health workers, conflict and peace

Chapter 1: Peace and conflict theory

Exercise 1: Peace brainstorming

In groups: Write down (at least) ten words or phrases which are associated with the term “peace”.

In plenary: take it in turns to identify new words or phrases as prompted by the tutor.

Exercise 2: Three types of violence

In groups: Think of several examples for each of Galtung’s three types of violence (direct, structural and cultural), both on micro and macro level.

In plenary: Each group presents the examples from exercise 2. The examples are listed up in a table on the wall or flip chart. Reflect on the differences in the answers.

Exercise 3: Positive peace description

In groups: Come up with a description of a state of positive peace which is more than the absence of war and violence, and write this description on a flip chart or large piece of paper.

In plenary: Each group presents their descriptions. Reflect on the differences in the answers.

Exercise 4: Differences between violence, accidents, war, conflict

In plenary: Discuss in plenary the difference between violence and accidents, and the difference between war and conflict. Discuss why it is important to differentiate these notions.



Course 1: Health workers, conflict and peace
Chapter 2: Medical Peace Work - a response to violent conflict

Exercise 5: Why health professionals engage in peace work

In groups:

- a) Reflect why health professionals should be involved with peace issues and write down three reasons.
- b) Discuss for which group of health professionals each of the reasons is valid.

In plenary: Each group presents a reason, if possible a different one, and explains what type of situation and which groups of health professionals it is relevant for. Discussion.

Exercise 6: Peace-through-Health mechanism

In groups: Discuss the Peace-through-Health mechanism, you have received/chosen, and find practical examples for this mechanism.

In plenary: Discuss what the three public health terms “primary”, “secondary”, and “tertiary prevention” mean and how they can be applied to violence. Finally, each group presents its Peace-through-Health mechanism and allocates its example(s) to one or more of the three public health terms.

Exercise 7: Risk and limitations for medical peace work

In plenary: Reflect what the risks and limitations for you are when engaging in peace work, and how such risks and limitations could be overcome.



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Chapter 3: Peace skills for health workers

Exercise 8: Conflict analysis

In groups: Choose one of the six conflict analysis tools presented in Lesson 3.1 (conflict timeline, conflict mapping, pyramid tool, pillars tool, onion tool, ABC Triangle) and read about how to use it. Apply then this tool to the conflict selected by the tutor/students.

In plenary: Each group presents their results. Discussion.

Exercise 9: Nonviolent social change

In groups: Choose one pillar of the presented “pillars of power model” and find different examples of strategies/campaigns to weaken the pillar. Discuss then what these strategies would look like in the conflict analyzed during exercise 1.

In plenary: Each group presents their results. Discussion.

Exercise 10: Nonviolent communication

In groups: Think about what forms of communication have contributed to create/escalate the conflict discussed in exercises 1 and 2. Try afterwards to identify the underlying needs of the (two) main parties to the conflict, and identify possible strategies which could meet these needs.