



Course 4: Structural violence and the underlying causes of violent conflict

Chapter 1: The relationship between development and structural and direct violence

Exercise 1, part 1: structural violence

Which of the following are statements indicate that an act of structural violence has taken place?

1. There are 2.5 billion people who live on less than US\$ 2 per day.
2. The UK now has a coalition government.
3. Estimates of the direct death toll due to small arms and light weapons range from 80,000 to 500,000 per year.
4. Women in the UK will spend an average £9000 on make up during their lifetime according to research conducted in 2010.
5. There is a 30-year difference in life expectancy between those living in Africa and those in rich nations.
6. A decline in solar activity may mean cooler temperatures after the present solar cycle peaks in 2013.
7. By the year 2020, on current trends, 1.53 million people will die as a result of suicide.
8. In 2000 direct violence was a major cause of death in the 15-44 age group, accounting for 14% of deaths among males and 7% among females.
9. In Africa, half an hour on average is spent collecting water each day — including walking to the source, sometimes waiting to gather water, and returning.
10. There are 800 million people who have no access to essential health services.

Exercise 1, part 2: Does development cause structural violence? The debate

Debate the following motion:

Development in the last 30 years has resulted in more violence rather than less.

Remembering the rules of debating

- It is the argument and the debate that is important, this will reveal different aspects of the subject
- The art is in the argument – individuals may not necessarily believe what they are arguing for
- Respect everyone's opinion – no one is stupid!
- Don't get aggressive – however passionately you may feel about what is being said this will not help your argument
- Taking the opposite side to what you believe can help you understand those that think differently from you – try it
- Understanding those you do not agree with will ultimately strengthen your argument
- Take a few moments at the end to switch from 'debating mode' to reality.



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Exercise 2, part 1: What would poverty mean to us?

Setting a poverty line for ourselves

You will be given a piece of paper. Do not put your name on the paper.

Write down your approximate expenditure throughout a year; one way is to divide this into:

- larger payments (insurance, mortgage etc.)
- and
- an estimation of smaller but more regular payments (groceries, electricity bill etc.).

You will then be given somebody else's piece of paper. Do not put your name on it.

Using the expenditure on the sheet of paper you have been given, reduce this expenditure to the absolute minimum you think you can survive on.

When you have done this add up all the figures and write the total 'survival' amount on a post-it note.

Exercise 2, part 2: Inequality, poverty and violence

Keep the papers from the first part of this exercise. In order to play this part, in each of your groups, A and B, divide yourselves into pairs. You will be given another piece of paper shortly.

Now assume that you have 50% more income. What would you spend it on? Make a list.



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Exercise 3: The health game

Prepare cards with the following statements on them (and you may like to make up some additional statements yourselves).

- I have a red nose
- I have a snake in my leg
- I have a high fever
- I have a nose that is too large
- I am above average weight
- I am going to live to be 90
- I have cancer of the ovaries
- I have attention deficit hyperactivity disorder
- I have a cold
- I have carbuncles
- I have schizophrenia
- I have talipes
- I am going to live until I am 52

Each group will then need two larger cards with the following “statement openings” written on them:

Group A ‘I am not healthy and ...’

Group B: ‘I am healthy and’

You should place each of the first set of statement cards after the group A and Group B statement openings. You will be asked to say which statements have made with your cards are true and which are false. Do any of the statements fall within the WHO definition of health?



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Chapter 2: Poverty, inequality and violence

Exercise 4: 'On the Doorstep' – a role play

You will be given a set of cards and roles to play in this exercise which seeks to get you to think about the benefits and drawbacks of globalization in both rich and poor countries.

Make sure that you play your part well!

Exercise 5: Underlying causes of civil war

This exercise will get you to think about what drives civil war. Select a civil war you know something about, and get together with someone else in the room who knows something about it. You may need to compromise if you can't find someone who knows about the same war as you do. Two heads can be better than one!

Once that is done, try and identify what the underlying causes of your chosen war might be.

We will then compare causes across different countries.