



Armed conflicts in the world

- [Armed conflicts in the world](#)
- [Lesson plan \(Polish\)](#)
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[Link to the lesson](#)

Before you start you should know

- Conflicts are natural, and will appear as long as there are differences of interest between groups.
- One of the goals of the United Nations Organization is to maintain world peace and safety.
- There are also regional organizations involved in the struggle for peace, like the North Atlantic Treaty Organization.

You will learn

- You will be able to describe the scale and geography of international conflicts nowadays.
- You will be able to explain the difference between a war, an armed conflict and an international dispute.
- You will be able to name and explain the main sources of armed conflicts nowadays.
- You will be able to present the consequences of armed conflicts.

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nagranie abstraktu

There are around 200 countries in the world, and several times more national, ethnic and **tribal** groups. Countries and groups have their interests and goals – either shared or **divergent**. If the interests and values are shared, countries and groups cooperate with each other. And if the goals are divergent, a conflict may appear.

Important!

A war means the breaking of peaceful relations between states and the [transition](#) into war relations. However, the state of war does not necessarily signify that military operations will be conducted.

An armed conflict is a situation in which the use of armed forces between parties occurred. This means that all manifestations of armed struggle are qualified as armed conflicts.

It is necessary to distinguish armed conflicts from **international disputes**. In such a dispute, the confrontation between the parties is carried out by methods other than armed struggle, for example by means of economic, diplomatic or informational ways.

Sources of armed conflicts

The cause of conflicts is the divergence of interests and goals of the parties involved. However, not every divergence of interests leads to an armed conflict. An armed conflict occurs, when the parties are unable or unwilling to [reconcile](#) peacefully. The sources are usually economic, political or ideological. Often, conflicts have a [complex](#) character, i.e. there are many causes of their [outbreak](#). For example the conflicts in Africa are typically territorial, religious and ethnic at the same time. The [artificial](#), postcolonial character of state borders, dividing nationalities and tribes, is a serious source of conflicts on the continent. Economic factors occupy an important place among the causes of conflicts. They include access to [fossil fuels](#) or even drinking water. Ideological and religious factors are also [significant](#) sources of armed conflicts. The ideological factor was an underlying cause for many conflicts during the Cold War. A current example could be the religious background of the Israeli-Arab conflict in the Middle East. The reasons for conflicts can also be [traced](#) to [external interference](#), armaments or the aspirations of regional powers for domination.

Scale and geography

In the years 1945–1983 there were over 150 wars in which over 80 countries were involved. Statistics show that there were 12 armed conflicts per year. According to some experts, since the end of second world war, the longest period without any conflict was 26 days. Others say that it was only 2–4 days. Until 1991, the number of armed conflicts increased to 180.

Currently, most conflicts take place in Asia and Africa. In these areas conflicts are very bloody and it is extremely difficult to solve them. In Asia, these are mainly disputes and conflicts between states, often of a territorial nature (e.g. conflict over Kashmir) and bloody civil wars (e.g. civil war in Syria). In the Middle East, the main [concern](#) is the conflict between Israel and the Arab states and Palestine. Conflicts of interests of the United States, Russia and China make it difficult to solve these problems with the participation of the United Nations.

Exercise 1

Why is peace impossible?

Source: licencja: CC 0.

In Africa armed conflicts are mostly civil wars. They are characterized by a large number of fighting parties, and the main victims are civilians. **Inter-tribal** and inter-faith disputes **prevail** on the continent. In the 21st century, there were wars, among others, in the Democratic Republic of the Congo, Sudan or Chad. The object of disputes and conflicts in Africa is often the access to raw materials. Other extremely serious sources of violence in Asian and African countries are terrorism and radical Islamism. In comparison to disputes and conflicts in Asia and Africa, South America and North America seem to be quiet continents. Over the past dozen or so years, there have been no **intra-national** or international conflicts in Europe. However, not more than a few decades ago, there were problematic areas in Europe, too – for example the **separatist** movement in Northern Ireland or the bloody war between the former Yugoslavian states.

Consequences of armed conflicts

One of the most serious consequences of armed conflicts is population loss. It is difficult to **estimate** how many people on a global scale were killed in them. However, the number of civilian casualties is systematically increasing. In the first world war, civilians accounted for 5% of human losses, in the second world war – 50%, and in some ethnic conflicts in Africa, these losses **amount** to as much as 80–85%. Negative consequences of armed conflicts also include social pathologies (e.g. drug addiction or increasing tendency to aggression), participation of children in armed conflicts (so-called child soldiers), uncontrolled migrations, **excessive** armament, destruction, economic recession or attempts to manufacture weapons of mass destruction. One of the most dramatic consequences of armed conflicts is the growing wave of refugees. An increasing number of people are fleeing to Europe seeking protection from bloody wars, poverty and hunger. It causes numerous problems and fears. International law guarantees basic assistance to refugees, for example they must not be **expelled** to countries where they are in danger.

Social, political and economic effects of armed conflicts

Social, political and economic effects of armed conflicts

Source: licencja: CC 0.

For centuries, war has been an internationally accepted way of settling disputes between states. Only in the 20th century did the states ban the use of force in international relations. They have also established international organizations that are responsible for maintaining international peace and security. These actions, however, did not **prevent** all wars, or even the wars of a global nature. Differences in interests, territorial disputes, the struggle for domination in the region, the struggle for resources or ethnic problems are just some of the

causes of the ongoing conflicts. However, there is still hope, that in the future states instead of [waging war](#), will increasingly undertake peaceful methods of resolving disputes, such as negotiations or international courts.

Exercise 2

Describe 5 armed conflicts of your choice. Explain their causes, course and effects. You can use various sources of information.

Conflict

Causes

Course

Effects

Exercise 3

Listen to the abstract recording to review the material and new vocabulary. Then do the vocabulary exercise. Match the pairs: English and Polish words.

(wy)toczyć wojnę, prowadzić wojnę, zwyciężać , przeważać, wydalić, wygnać, paliwa kopalne, wewnątrznarodowy, rozbieżny, międzyplemienny, ingerencja zewnętrzna

divergent	
fossil fuels	
external interference	
inter-tribal	
to prevail	
intra-national	
to expell	
to wage war	

Keywords

war, armed conflict, civil war, international dispute

Glossary

tribal

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: tribal

plemienny

divergent

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słowa: divergent

rozbieżny

transition

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słowa: transition

przejście, zmiana

to reconcile

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Nagranie słowa: to reconcile

pogodzić się

complex

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Nagranie słowa: complex

złożone

outbreak

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słowa: outbreak

wybuch

artificial

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: artificial

sztuczny

fossil fuels

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: fossil fuels

paliwa kopalne

significant

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: significant

znaczący

to trace

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: to trace

śledzić, znajdować źródło, przyczynę

external interference

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: external interference

ingerencja zewnętrzna

concern

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słowa: concern

zmartwienie, problem

inter-tribal

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słowa: inter-tribal

międzyplemienny

to prevail

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Nagranie słowa: to prevail

zwycięzać , przeważać

intra-national

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słowa: intra-national

wewnątrznarodowy

separatist

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Nagranie słowa: separatist

separatystyczny (dążący do oddzielenia części terytorium)

to estimate

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Nagranie słowa: to estimate

oszacować

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Nagranie słówka: to amount to

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Nagranie słówka: excessive

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Nagranie słówka: to prevent

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Nagranie słówka: to wage war

(wy)toczyć wojnę, prowadzić wojnę

Lesson plan (Polish)

Temat: Konflikty zbrojne w świecie

Autorka: Anna Rabiega

Adresat:

Uczeń klasy 8 szkoły podstawowej.

Podstawa programowa:

XII. Sprawy międzynarodowe.

Uczeń:

5) formułuje sądy w sprawach wybranych problemów społecznych współczesnego świata; rozważa propozycje działań w kierunku poprawy warunków życia innych ludzi na świecie.

Ogólny cel kształcenia:

Uczeń ma podstawową wiedzę na temat wybranych spraw międzynarodowych.

Cele operacyjne:

Uczeń:

- przedstawia obecną skalę i rozmieszczenie na świecie konfliktów zbrojnych.
- wyjaśnia różnice pomiędzy wojną, konfliktem zbrojnym i sporem międzynarodowym.
- analizuje przyczyny współczesnych konfliktów zbrojnych.
- przedstawia konsekwencje konfliktów zbrojnych.

Kształtowane kompetencje kluczowe:

- porozumiewanie się w języku obcym,
- kompetencje informatyczne,
- umiejętność uczenia się,
- kompetencje społeczne i obywatelskie.

Metody nauczania:

- rybi szkielet,
- śniegowa kula,
- dyskusja za i przeciw,
- rozmowa nauczająca z wykorzystaniem schematu interaktywnego, planszy interaktywnej, ćwiczeń interaktywnych.

Formy pracy:

- indywidualna,
- w parach,
- grupowa,
- zbiorowa.

Środki dydaktyczne:

- komputery z głośnikami i dostępem do internetu, słuchawki,
- zasoby multimedialne zawarte w e-podręczniku,
- tablica interaktywna/tablica, pisak/kreda.

Przebieg zajęć:

Faza wstępna:

1. Nauczyciel przedstawia cel zajęć: Przeanalizujecie przyczyny, przejawy i konsekwencje współczesnych konfliktów międzynarodowych.

2. Nauczyciel pyta uczniów:

- Ile ich zdaniem obecnie toczy się konfliktów zbrojnych na świecie?
- Ile ich zdaniem było na świecie konfliktów zbrojnych od czasu zakończenia drugiej wojny światowej?

Uczniowie zapisują swoje propozycje na kartkach. Nauczyciel prosi o odczytanie tych liczb i na tablicy zapisuje najniższe i najwyższe wartości, jakie proponują uczniowie dla poszczególnych pytań.

Następnie nauczyciel prosi uczniów, aby sprawdzili odpowiedzi na te pytania, korzystając z abstraktu i różnorodnych źródeł internetowych, np.:

- IRIN – Mapped – a world at war;
- WARS IN THE WORLD – List of ongoing Conflicts;
- Council on Foreign Relations – Global Conflict Tracker;
- Wikipedia – List of ongoing armed conflicts;
- Uppsala Conflict Data Program.

Następnie pyta uczniów:

- Jak bliskie były ich przewidywania dotyczące tych liczb i z czego ich zdaniem wynikają rozbieżności pomiędzy ich przewidywaniami a rzeczywistymi wartościami?
- Dlaczego liczby wskazane przez różne źródła internetowe nie są identyczne?

Faza realizacyjna:

1. Nauczyciel informuje uczniów, że w celu ustalenia definicji pojęć:

- sporu międzynarodowego,
- konfliktu zbrojnego oraz
- wojny,

będą pracować metodą kuli śnieżnej i w razie potrzeby wyjaśnia tę metodę. Najpierw uczniowie indywidualnie zapisują swoją definicję każdego z tych pojęć. Następnie łączą się w pary, dyskutują swoje propozycje i ustalają wspólne, ulepszone definicje. Następnie pary łączą się w czwórki, czwórki w ósemki itd. i za każdym razem proces dyskusowania i ulepszania definicji się powtarza, aż do ustalenia wspólnych ogólnoklasowych definicji. Nauczyciel kontroluje czas realizacji poszczególnych etapów zadania. Po upływie wyznaczonego czasu na realizację całego zadania nauczyciel prosi wybranych uczniów o zapisanie definicji na tablicy i w razie potrzeby uzupełnia i poprawia je.

2. Na kolejnym etapie lekcji uczniowie będą pracowali metodą rybiego szkieletu. Nauczyciel rysuje odpowiedni kształt na tablicy, w „głowie” ryby zapisuje „Przyczyny konfliktów zbrojnych” i w razie potrzeby wyjaśnia uczniom metodę. Wyznacza moderatora, który zapisuje przy „ościach” ryby najczęstsze źródła konfliktów zbrojnych na świecie i przykłady ich występowania, jeśli się takie pojawiają w wypowiedziach uczniów. W razie potrzeby nauczyciel poprawia i uzupełnia propozycje uczniów. W ramach podsumowania nauczyciel prosi chętnego/wybranego ucznia, aby przedstawił wszystkie przyczyny konfliktów zbrojnych, jakie udało się im wspólnie ustalić.

3. W celu przeanalizowania skutków konfliktów zbrojnych uczniowie, pracując w parach, mają za zadanie wypisać, jakie są polityczne, społeczne i ekonomiczne konsekwencje konfliktów zbrojnych. Nauczyciel wyznacza czas na realizację zadania, a po jego upływie prosi chętnych/wybranych uczniów o odczytywanie ich rozwiązań w odniesieniu do (kolejno) konsekwencji politycznych, społecznych i ekonomicznych. Nauczyciel pyta uczniów, czy przychodzą im do głowy jeszcze inne skutki konfliktów zbrojnych. Jeśli uczniowie mają problem z ustaleniem innych konsekwencji, nauczyciel może zadawać pytania naprowadzające, np. W jaki sposób konflikty zbrojne wpływają na kulturę (inne obszary)?

Następnie wyświetla na tablicy interaktywnej planszę „Social, political and economic effects of armed conflicts” i prosi uczniów, by zweryfikowali swoje odpowiedzi.

4. Nauczyciel pyta uczniów, czy pamiętają, w jaki sposób społeczność międzynarodowa stara się zapobiegać konfliktom lub ich eskalacji. Na tablicy wyświetla planszę interaktywną „Why is peace impossible?” i prosi uczniów o przeanalizowanie, w jaki sposób interesy trzech członków Rady Bezpieczeństwa: Stanów Zjednoczonych, Rosji i Chin, uniemożliwiają rozwiązanie konfliktów zbrojnych. Moderator zapisuje propozycje uczniów na planszy. Na zakończenie chętny/wybrany uczeń podsumowuje przedstawione argumenty.

5. Następnie nauczyciel inicjuje krótką dyskusję „Czy konflikt zbrojny jest dobrą (właściwą, skuteczną) metodą rozwiązywania sporów międzynarodowych? Czy wojny są nie do uniknięcia?”. Uczniowie przedstawiają swoje argumenty za i przeciw. Po zakończeniu dyskusji nauczyciel prosi dwóch chętnych/wybranych uczniów o jej podsumowanie – jednego zwolennika, a drugiego przeciwnika wojen jako sposobu rozwiązywania konfliktów.

Faza podsumowująca:

1. Na zakończenie nauczyciel krótko przedstawia najważniejsze zagadnienia omówione na zajęciach. Odpowiada na dodatkowe pytania uczniów i wyjaśnia wszelkie ich wątpliwości. Uczniowie uzupełniają notatki.

2. Propozycja zadania domowego:

a. Wykonaj Ćwiczenie 1. Opisz 5 wybranych konfliktów zbrojnych. Podaj ich przyczyny, przebieg i skutki. Możesz korzystać z różnych źródeł informacji.

b. Odsłuchaj nagranie abstraktu, aby powtórzyć materiał i utrwalić nowe słowa. Następnie wykonaj ćwiczenie słownikowe na końcu rozdziału.

W tej lekcji zostaną użyte m.in. następujące pojęcia oraz nagrania

Pojęcia

tribal

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słowa: tribal

plemienny

divergent

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słowa: divergent

rozbieżny

transition

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Nagranie słówka: transition

przejście, zmiana

to reconcile

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Nagranie słówka: to reconcile

pogodzić się

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sztuczny

fossil fuels

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: fossil fuels

paliwa kopalne

significant

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Nagranie słówka: significant

znaczący

to trace

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Nagranie słówka: to trace

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Nagranie słówka: external interference

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Nagranie słówka: to prevent

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Nagranie słówka: to wage war

(wy)toczyć wojnę, prowadzić wojnę

Teksty i nagrania

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nagranie abstraktu

Armed conflicts in the world

There are around 200 countries in the world, and several times more national, ethnic and tribal groups. Countries and groups have their interests and goals – either shared or divergent. If the interests and values are shared, countries and groups cooperate with each other. And if the goals are divergent, a conflict may appear.

Sources of armed conflicts

The cause of conflicts is the divergence of interests and goals of the parties involved. However, not every divergence of interests leads to an armed conflict. An armed conflict occurs, when the parties are unable or unwilling to reconcile peacefully. The sources are usually economic, political or ideological. Often, conflicts have a complex character, i.e. there are many causes of their outbreak. For example the conflicts in Africa are typically territorial, religious and ethnic at the same time. The artificial, postcolonial character of state borders, dividing nationalities and tribes, is a serious source of conflicts on the continent. Economic factors occupy an important place among the causes of conflicts. They include access to fossil fuels or even drinking water. Ideological and religious factors are also significant sources of armed conflicts. The ideological factor was an underlying cause for many conflicts during the Cold War. A current example could be the religious background of the Israeli-Arab conflict in the Middle East. The reasons for conflicts can also be traced to external interference, armaments or the aspirations of regional powers for domination.

Scale and geography

In the years 1945–1983 there were over 150 wars in which over 80 countries were involved. Statistics show that there were 12 armed conflicts per year. According to some experts, since the end of second world war, the longest period without any conflict was 26 days. Others say that it was only 2–4 days. Until 1991, the number of armed conflicts increased to 180.

Currently, most conflicts take place in Asia and Africa. In these areas conflicts are very bloody and it is extremely difficult to solve them. In Asia, these are mainly disputes and conflicts between states, often of a territorial nature (e.g. conflict over Kashmir) and bloody civil wars (e.g. civil war in Syria). In the Middle East, the main concern is the conflict between Israel and the Arab states and Palestine. Conflicts of interests of the United States, Russia and China make it difficult to solve these problems with the participation of the United Nations.

In Africa armed conflicts are mostly civil wars. They are characterized by a large number of fighting parties, and the main victims are civilians. Inter-tribal and inter-faith disputes prevail on the continent. In the 21st century, there were wars, among others, in the Democratic Republic of the Congo, Sudan or Chad. The object of disputes and conflicts in Africa is often the access to raw materials. Other extremely serious sources of violence in Asian and African countries are terrorism and radical Islamism. In comparison to disputes and conflicts in Asia and Africa, South America and North America seem to be quiet

continents. Over the past dozen or so years, there have been no intra-national or international conflicts in Europe. However, not more than a few decades ago, there were problematic areas in Europe, too – for example the separatist movement in Northern Ireland or the bloody war between the former Yugoslavian states.

Consequences of armed conflicts

One of the most serious consequences of armed conflicts is population loss. It is difficult to estimate how many people on a global scale were killed in them. However, the number of civilian casualties is systematically increasing. In the first world war, civilians accounted for 5% of human losses, in the second world war – 50%, and in some ethnic conflicts in Africa, these losses amount to as much as 80–85%. Negative consequences of armed conflicts also include social pathologies (e.g. drug addiction or increasing tendency to aggression), participation of children in armed conflicts (so-called child soldiers), uncontrolled migrations, excessive armament, destruction, economic recession or attempts to manufacture weapons of mass destruction. One of the most dramatic consequences of armed conflicts is the growing wave of refugees. An increasing number of people are fleeing to Europe seeking protection from bloody wars, poverty and hunger. It causes numerous problems and fears. International law guarantees basic assistance to refugees, for example they must not be expelled to countries where they are in danger.

Social, political and economic effects of armed conflicts

For centuries, war has been an internationally accepted way of settling disputes between states. Only in the 20th century did the states ban the use of force in international relations. They have also established international organizations that are responsible for maintaining international peace and security. These actions, however, did not prevent all wars, or even the wars of a global nature. Differences in interests, territorial disputes, the struggle for domination in the region, the struggle for resources or ethnic problems are just some of the causes of the ongoing conflicts. However, there is still hope, that in the future states instead of waging war, will increasingly undertake peaceful methods of resolving disputes, such as negotiations or international courts.

Lesson plan (English)

Topic: Armed conflicts in the world

Author: Anna Rabiega

Addressee:

8th-grade primary school student.

Core curriculum:

XII. International affairs.

The student:

5) formulates judgements on selected social problems of the contemporary world; considers proposals of actions aimed at improving the living conditions of other people in the world.

The general aim of education:

The student has some basic knowledge on selected international issues.

Learning outcomes:

The student:

- presents the current scale and locations of armed conflicts in the world.
- explains the differences between a war, an armed conflict and an international dispute.
- analyses the causes of contemporary armed conflicts.
- presents the consequences of armed conflicts.

Key competences:

- communicating in a foreign language,
- digital competence,
- learning to learn,
- social and civic competences.

Teaching methods:

- fishbone diagram,
- snowball method,
- pros and cons discussion,
- teaching conversation using scheme, interactive board, interactive exercises.

Forms of work:

- self-learning,
- work in pairs,
- group work,
- whole-class activity.

Material & equipment needed:

- computers with loudspeakers/headphones and internet access,
- multimedia resources from the e-textbook,
- interactive whiteboard/blackboard, felt-tip pen/a piece of chalk.

Lesson plan overview (Process):

Introduction:

1. The teacher presents the goal of the lesson: You will analyse the causes, manifestations and consequences of contemporary international conflicts.

2. The teacher asks the students:

- In their opinion, how many armed conflicts are currently taking place in the world?
- How many, in their opinion, armed conflicts were there in the world since the end of the Second World War?

Students write down their opinions on sheets of paper. The teacher asks them to read these numbers aloud and writes down on the board the lowest and highest values the students have proposed for each question.

The teacher then asks the students to check the answers to these questions by reading the abstract or by taking advantage of a variety of internet sources, e.g.

- IRIN – Mapped – a world at war;
- WARS IN THE WORLD – List of ongoing Conflicts;
- Council on Foreign Relations – Global Conflict Tracker;
- Wikipedia – List of ongoing armed conflicts;
- Uppsala Conflict Data Program.

The teacher then asks the students:

- How close to the truth were they in their estimates and what, according to them, is the reason for the discrepancy between their predictions and the actual values?
- Why are the numbers presented by different internet sources not identical?

Implementation:

1. The teacher informs the students that in order to come up with a definition of the following terms:

- international dispute,
- armed conflict, and
- war,

they will use the snowball method and, if necessary, explains this method. First, the students write down their definition of each of these terms individually. Then they form pairs, discuss their proposals and agree on joint, improved definitions. Then the pairs form a group of four, a group of four forms a group of eight, etc., and each time the process of discussing and improving the definitions is repeated until the class as a whole comes up with a joint definition of each term. The teacher controls the duration of each stage of the task. When the time for the whole task is up, the teacher asks selected students to write the definitions on the board and, if necessary, completes and improves them.

2. During the next stage of the lesson, the students will use a fishbone diagram. The teacher draws the appropriate shape on the board, writes „Causes of armed conflicts” in the „head” of the fish and, if necessary, explains this method to the students. The teacher appoints a moderator who writes down the most common causes of armed conflicts in the world and the examples of their occurrence, if they appear in the students' answers. If necessary, the teacher corrects and completes the students' answers. In order to analyse the consequences of armed conflicts, the teacher asks a willing/selected student to present all the causes of the armed conflicts they have managed to identify together.

3. In order to analyse the consequences of armed conflicts, the students, who are working in pairs, are asked to write the political, social and economic consequences of armed conflicts. The teacher sets a time limit for this task and afterwards asks willing/selected students to read their solutions aloud, successively in relation to the political, social and economic consequences. The teacher asks the students if any other consequences of armed conflicts come to their minds. If students find it difficult to identify other consequences, the teacher can ask guiding questions, e.g. How do armed conflicts affect culture (or other areas)?

The teacher then displays on an interactive board the „Social, political, and economic consequences of armed conflicts” scheme and asks the students to verify their answers.

4. The teacher asks the students if they remember how the international community tries to prevent conflicts or their escalation. The teacher displays the „Why is peace impossible?” interactive board on the board and asks the students to analyse how the interests of the three members of the Security Council: the United States of America, Russia, and China, render it impossible to solve armed conflicts. The moderator writes down the students' suggestions on the board. At the end, a willing/selected student summarizes the arguments that were presented.

5. Then the teacher initiates a short discussion on the following subject: „Are armed conflicts a good (proper, effective) method of resolving international disputes? Are wars unavoidable?”. The students present their arguments for and against. At the end of the discussion, the teacher asks two willing/selected students to summarize the discussion – one student is supposed to speak out as a proponent of wars as a way of resolving conflicts, and the other should be against them.

Summary:

1. To sum up, the teacher briefly presents the most important issues that were just discussed in the classroom. The teacher answers students' additional questions and clears up any doubts they may have. Students complete their notes.

2. Homework proposal:

a. Do Exercise 1. Describe 5 selected armed conflicts. State their causes, course and consequences. You can use different information sources.

b. Listen to the abstract recording to review the material and new vocabulary. Then do the vocabulary exercise at the end of the chapter.

The following terms and recordings will be used during this lesson

Terms

tribal

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: tribal

plemienny

divergent

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: divergent

rozbieżny

transition

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: transition

przejście, zmiana

to reconcile

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: to reconcile

pogodzić się

complex

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: complex

złożone

outbreak

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: outbreak

wybuch

artificial

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: artificial

sztuczny

fossil fuels

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: fossil fuels

paliwa kopalne

significant

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: significant

znaczący

to trace

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: to trace

śledzić, znajdować źródło, przyczynę

external interference

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: external interference

ingerencja zewnętrzna

concern

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: concern

zmartwienie, problem

inter-tribal

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: inter-tribal

międzyplemienny

to prevail

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: to prevail

zwycięzać , przeważać

intra-national

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: intra-national

wewnątrznarodowy

separatist

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: separatist

separatystyczny (dążący do oddzielenia części terytorium)

to estimate

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: to estimate

oszacować

to amount to

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: to amount to

stanowić (aż)

excessive

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: excessive

nadmierny

to expell

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: to expell

wydalić, wygnać

to prevent

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: to prevent

zapobiegać

to wage war

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: to wage war

(wy)toczyć wojnę, prowadzić wojnę

Texts and recordings

[Nagranie dostępne na portalu epodreczniki.pl](#)

nagranie abstraktu

Armed conflicts in the world

There are around 200 countries in the world, and several times more national, ethnic and tribal groups. Countries and groups have their interests and goals – either shared or divergent. If the interests and values are shared, countries and groups cooperate with each other. And if the goals are divergent, a conflict may appear.

Sources of armed conflicts

The cause of conflicts is the divergence of interests and goals of the parties involved. However, not every divergence of interests leads to an armed conflict. An armed conflict occurs, when the parties are unable or unwilling to reconcile peacefully. The sources are usually economic, political or ideological. Often, conflicts have a complex character, i.e. there are many causes of their outbreak. For example the conflicts in Africa are typically territorial, religious and ethnic at the same time. The artificial, postcolonial character of state borders, dividing nationalities and tribes, is a serious source of conflicts on the continent. Economic factors occupy an important place among the causes of conflicts. They include access to fossil fuels or even drinking water. Ideological and religious factors are also significant sources of armed conflicts. The ideological factor was an underlying cause for many conflicts during the Cold War. A current example could be the religious background of the Israeli-Arab conflict in the Middle East. The reasons for conflicts can also be traced to external interference, armaments or the aspirations of regional powers for domination.

Scale and geography

In the years 1945–1983 there were over 150 wars in which over 80 countries were involved. Statistics show that there were 12 armed conflicts per year. According to some experts, since the end of second world war, the longest period without any conflict was 26 days. Others say that it was only 2–4 days. Until 1991, the number of armed conflicts increased to 180.

Currently, most conflicts take place in Asia and Africa. In these areas conflicts are very bloody and it is extremely difficult to solve them. In Asia, these are mainly disputes and conflicts between states, often of a territorial nature (e.g. conflict over Kashmir) and bloody civil wars (e.g. civil war in Syria). In the Middle East, the main concern is the conflict between Israel and the Arab states and Palestine. Conflicts of interests of the United States, Russia and China make it difficult to solve these problems with the participation of the United Nations.

In Africa armed conflicts are mostly civil wars. They are characterized by a large number of fighting parties, and the main victims are civilians. Inter-tribal and inter-faith disputes prevail on the continent. In the 21st century, there were wars, among others, in the Democratic Republic of the Congo, Sudan or Chad. The object of disputes and conflicts in Africa is often the access to raw materials. Other extremely serious sources of violence in Asian and African countries are terrorism and radical Islamism. In comparison to disputes and conflicts in Asia and Africa, South America and North America seem to be quiet

continents. Over the past dozen or so years, there have been no intra-national or international conflicts in Europe. However, not more than a few decades ago, there were problematic areas in Europe, too – for example the separatist movement in Northern Ireland or the bloody war between the former Yugoslavian states.

Consequences of armed conflicts

One of the most serious consequences of armed conflicts is population loss. It is difficult to estimate how many people on a global scale were killed in them. However, the number of civilian casualties is systematically increasing. In the first world war, civilians accounted for 5% of human losses, in the second world war – 50%, and in some ethnic conflicts in Africa, these losses amount to as much as 80–85%. Negative consequences of armed conflicts also include social pathologies (e.g. drug addiction or increasing tendency to aggression), participation of children in armed conflicts (so-called child soldiers), uncontrolled migrations, excessive armament, destruction, economic recession or attempts to manufacture weapons of mass destruction. One of the most dramatic consequences of armed conflicts is the growing wave of refugees. An increasing number of people are fleeing to Europe seeking protection from bloody wars, poverty and hunger. It causes numerous problems and fears. International law guarantees basic assistance to refugees, for example they must not be expelled to countries where they are in danger.

Social, political and economic effects of armed conflicts

For centuries, war has been an internationally accepted way of settling disputes between states. Only in the 20th century did the states ban the use of force in international relations. They have also established international organizations that are responsible for maintaining international peace and security. These actions, however, did not prevent all wars, or even the wars of a global nature. Differences in interests, territorial disputes, the struggle for domination in the region, the struggle for resources or ethnic problems are just some of the causes of the ongoing conflicts. However, there is still hope, that in the future states instead of waging war, will increasingly undertake peaceful methods of resolving disputes, such as negotiations or international courts.