

Teaching suggestions to work on the topic of **FREE CONFLICT TECHNOLOGY**

Primary education

Baby Ratou's new friend

Learning outcome: To relate being a refugee with mining and learning what a mine is.

Material: Letter from baby Ratou, Internet access and a Peters map.

Development:

- 1.- We will read the letter from Baby Ratou.
- 2.- Find Baby Ratou and Bijoux's country on the map. They have told us what the people in their families do. Can you tell us what your family is like and what they do?
- 3.- Do you know what a mine is? You can find a mine near your school or a mining museum (for example the museum in Arditurri in Gipuzkoa, in Gallarta in Bizkaia or the salt mine in Añana in Araba) and visit it to find out what Bijoux's father's work is like.
- 4.- Write Baby Ratou's new friend a letter and tell her what you use your mobile phone for and that you like having one. You can also tell her what things happen on your mobile that you don't like.



Hello,

My name is Baby Ratou. Do you remember me? We met in your activity "a school in a tent".

Today, I'm here to tell you I'm very happy because I am still at school and I'm 9 years old. Today our teacher has read us a letter. In this letter, a little girl like me tells us about her life and that she also goes to school in a tent. I identify with her a lot and I feel very happy to know that other boys and girls also go to school in different parts of the world, even though they have to run away from home.

Our new friend is called Bijoux; she was born near to Rubaya in the Democratic Republic of the Congo. Where she lives, there has been an ongoing conflict for almost 20 years. My mum is almost as old; imagine how long those years must feel.

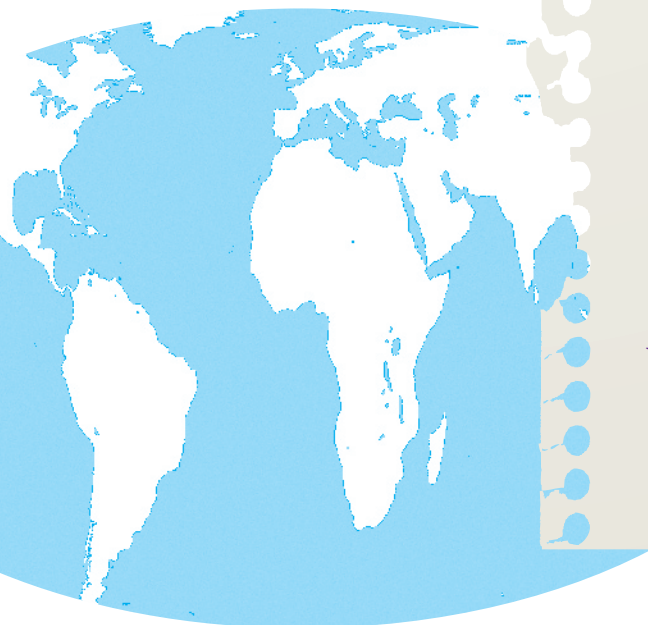
Bijoux used to live in the mining region of Rubaya. Her daddy worked in the mine, extracting ore that afterwards travels exceedingly long distances to reach a place called Europe (which our teacher says is where you read my numerous letters) and on the way, this mineral is transformed and becomes a very tiny part in your mobile phones. Therefore our minerals from Africa are all over Europe and by using them, people can talk to their loved ones. It makes me happy to think that something from my homeland can make other people happy and I would also like us here to be able to live happy and in peace.

Bijoux tells us that as there is a conflict in her country, there are armed men who sometimes take from her father what has taken him many hours' work to attain and he comes home sad. She and her brothers and sisters sometimes cannot go to school because they have to go to the mine to help their daddy and take him his lunch. This makes them sad and frightens them, because the path to the mine is a long one and there are many people, sometimes even men with guns. Work in the mine is very hard. They work from dawn to dusk and the worst thing is...they work underground and it is very dark... I can't imagine how frightened I would be.

Her mummy rarely leaves the Refugee Camp; sometimes she used to go out to some crop fields in search of yuca to eat, but on the path between the camp and the mine there are men with guns, she is frightened and she no longer goes out. She stays at home preparing Chikwanga and it is Bijoux and her brother who take their father his lunch and mummy sells a small part of the meal to other people in the camp. She only goes out to fetch water very early in the morning. "The men with guns are sometimes almost as young as my brother and I'm afraid that one day they will force him to stay with them. I am also afraid to go there, but since I dress up as a boy, I am not so worried," says Bijoux.

She also tells us that they try to do their chores quickly to be able to go to school. Bijoux and her brothers and sisters like going to school and she says that when she grows up, she wants to be a teacher.

Like me! When I heard what she said, I felt very close to Bijoux, like people in Europe when they talk to their loved ones on their mobiles.



Secondary education

Write your own newspaper "The Social Tech Times"

Learning outcome: To disseminate the relationship and the link between mobile technology and the conflict in Eastern Congo at school and among the members of the educational community, as well as proposals to change this relationship.

Material: The PDF of "The Social Tech Times". Internet access to consult the campaign website (you have several videos) and other websites that may be of interest.

Development:

- 1.- We give out an original copy of "The Social Tech Times" and the class is split into several groups (if there are several classes that are going to work on this, the topics are split up by class).
- 2.- Each group will choose a topic related to the CFT campaign www.tecnologialibredeconflicto.org (it can be a topic from the educational files available on the website, or if they are taking part in the campaign at the school, about the actions being undertaken there).
- 3.- Among all the groups, they should draw up their own copy of "The Social Tech Times".
- 4.- We suggest the newspaper be distributed in the centre, using debate and meeting places to read the articles they have written there in public (end of year festivals, staff meetings, school board, solidarity week...)

Baccalaureate

Photocall "stop rape now"

Learning outcome: To join the United Nations campaign to demand the end of sexual violence in conflict zones.

Context: When assessing any reality or situation, we cannot omit the gender component and analysing how the women living in that situation are affected or impacted. In armed conflicts, women are systematically subjected to violence and this is used as a military weapon to break down the community fabric. In view of this situation, men and women have organised themselves to show they reject these practices and to raise their voices against it. Today we propose that you join one of these campaigns.

Material: Card, coloured pencils, maps (to make the photocall backdrop). Camera or mobile phone to take photos. Internet access and a terminal (tablet, mobile, computer) to upload the photos. Before you begin you can access the campaign website to collect information about the DRC www.storrapenow.org

Development:

- 1.- The first step is to design a backdrop with an X against which your photos will be taken. It can be a Peters map, a drawing, a mandala... Anything you like and you want to appear in all the photos
- 2.- Once the photocall has been designed, you can announce it at school, encouraging people to take part. The activity can be aimed solely at pupils of a certain age or at all the pupils, staff or the entire educational community, including parents as well.



- 3.- And with this, all you have to do is take photos of the people who come making the campaign symbol (a cross -X- with their arms).
- 4.- At the end, you can upload all the photos onto the website, include it on the **ALBOAN** Data Taking page (www.tomalosdatos.alboan.org) or create a digital album on one of the school platforms to make an exhibition.