



INTERNATIONAL COMMITTEE OF THE RED CROSS

INTRODUCTION

"The fast blowing wind does not sweep everything away." (Pokot proverb, Kenya)

Dear Reader,

Wars happen all over the world and sometimes it seems nothing will ever stop the violence. However, we should never forget that even wars have limits! In every country, religion and culture, we find rules and traditions designed to reduce the suffering caused by wars. These norms are at the heart of International Humanitarian Law, a universal set of rules that protects war victims, especially children and women, and prevents fighters from using certain arms and weapons.

The International Committee of the Red Cross {ICRC) helps victims of war across the world and works to protect their rights and dignity. The human suffering caused by war is also the subject of this new comic book. The story deals with two communities, the Zutas and the Amas. Unable to live in peace with each other, they resort to violence, causing much suffering in both villages. How far will they go? Will they manage to find ways to limit the effects of their war?

Of course, the Amas and Zutas don't exist in reality but similar stories can be found in war zones across the world. So what can you do about this? Read this comic and discuss with your friends what difference you could make in this kind of situation. What do you think should be done to reduce the suffering of victims when war breaks out? We in the ICRC think that in the end everybody has a choice, that of human life and dignity. We hope you agree and join us in spreading these important ideas.

At the end of this book, you will find games and more information about the Red Cross and what it does.

Enjoy the story!

Vincent Nicod Head of the ICRC's Nairobi Delegation

CONTRIBUTIONS

The International Committee of the Red Cross would like to thank the following for their valuable support and contribution in the development of this comic book:

The Kenya Ministry of Education and the teachers and pupils of : Pitpagh Primary School (West Pokot), Sangach Primary School (Marakwet), Koloa Primary School (East Baringo), Imonpoquet Primary School (West Pokot), Kapsangar Primary School (West Pokot), Kipteber Primary School (Marakwet) Gatuanyaga Primary School (Thika), Ngoriba Primary School (Thika) and Limuru Model Primary School (Limuru)

PRODUCTION:

"The Battle of The Villages" is a production of the International Committee of the Red Cross, Nairobi Regional Delegation, 2002

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A story on International Humanitarian Law published by The International Committee of the Red Cross (ICRC)



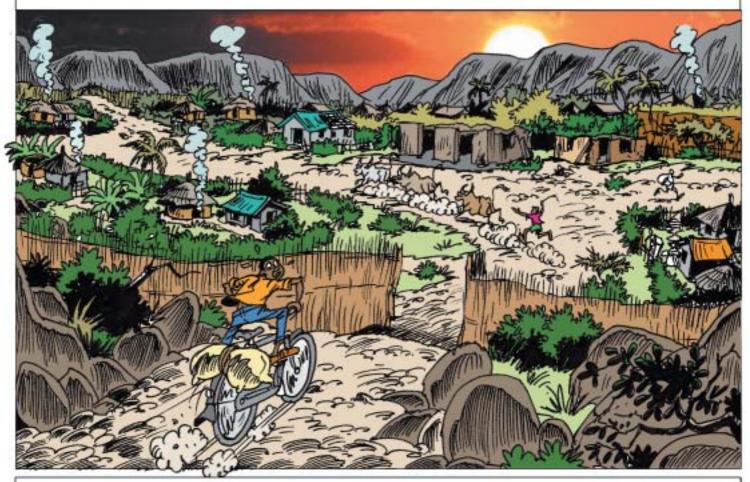
Script & Art Direction: Nduhiu Change Illustrations: Henry Koske Computer Graphics: Davidson Njoroge



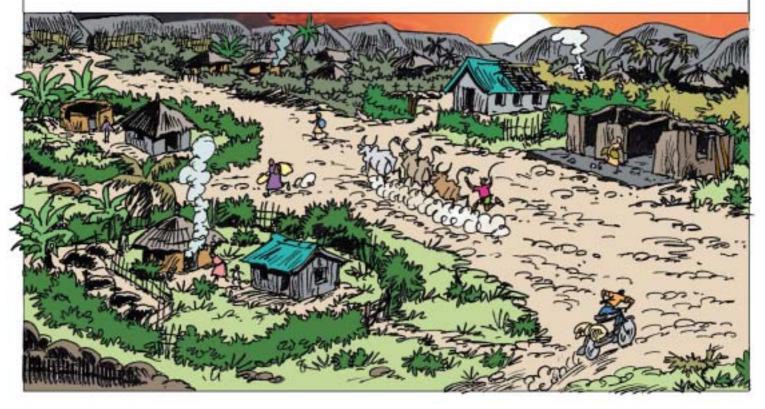
SOME CHARACTERS IN THE STORY



THE SMALL VILLAGE OF AMA FALLS QUIET AS DUSK CREEPS IN. THE VILLAGERS RUSH HOME BECAUSE NO ONE WANTS TO BE OUT IN THE OMINOUS DARK. FOR YEARS, THE PEOPLE OF AMA HAVE KNOWN LITTLE ELSE BUT NERVOUSNESS AND FEAR.

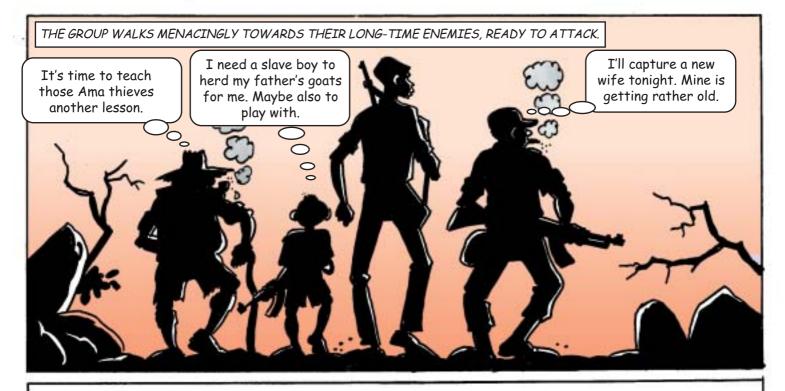


AMA HAS BEEN ENGAGED IN A BITTER AND LONG STRUGGLE WITH THE NEIGHBOURING VILLAGE OF ZUTA. NO ONE REMEMBERS HOW IT ALL STARTED BUT EACH VILLAGE BLAMES THE OTHER. MANY LIVES HAVE BEEN LOST AND PROPERTY DESTROYED IN BOTH VILLAGES. ONCE PEACEFUL NEIGHBOURS, AMA AND ZUTA HAVE TURNED INTO ARCH-ENEMIES, UNWILLING TO SETTLE THEIR DISPUTE PEACEFULLY.

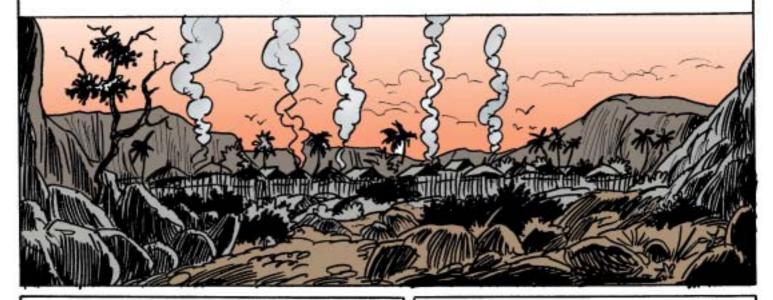








UNAWARE OF THE DANGER, THE PEOPLE OF AMA COOK THEIR MEALS AND PREPARE FOR THE NIGHT.

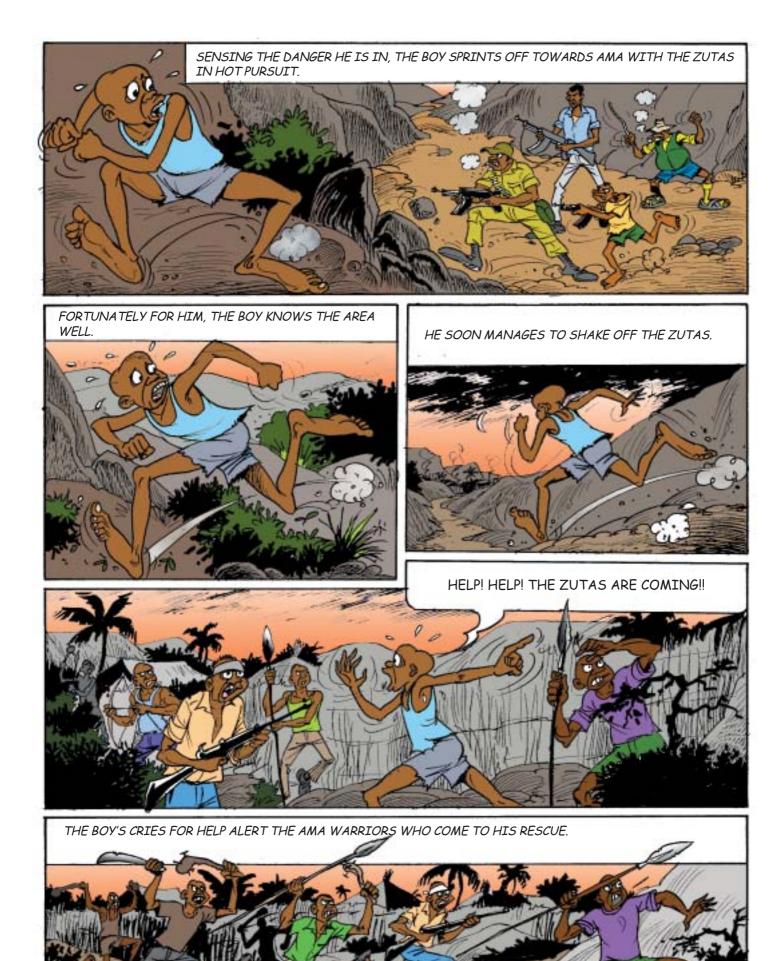


MEANWHILE, UNKNOWN TO THE ZUTAS, AN AMA BOY IS WATCHING THEIR EVERY MOVE FROM THE SAFETY OF A BUSH.

BUT HE ACCIDENTALLY KICKS LOOSE A ROCK, BLOWING HIS COVER.







QUICKLY AMA VILLAGE TURNS INTO A BATTLEFIELD. THE AMA FIGHTERS ARE NOT AS WELL PREPARED OR ARMED AS THE ZUTA....



....AND ARE SOON FORCED TO RETREAT. SOME OF THEM MANAGE TO HIDE IN THE BUSHES WHILE OTHERS ARE CAPTURED.

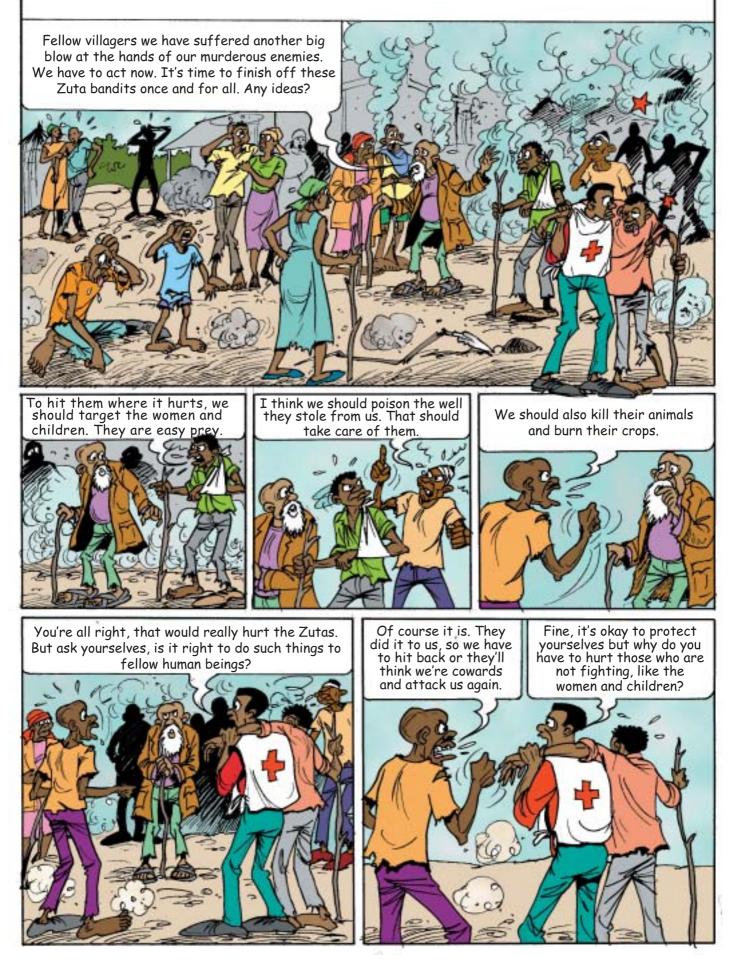


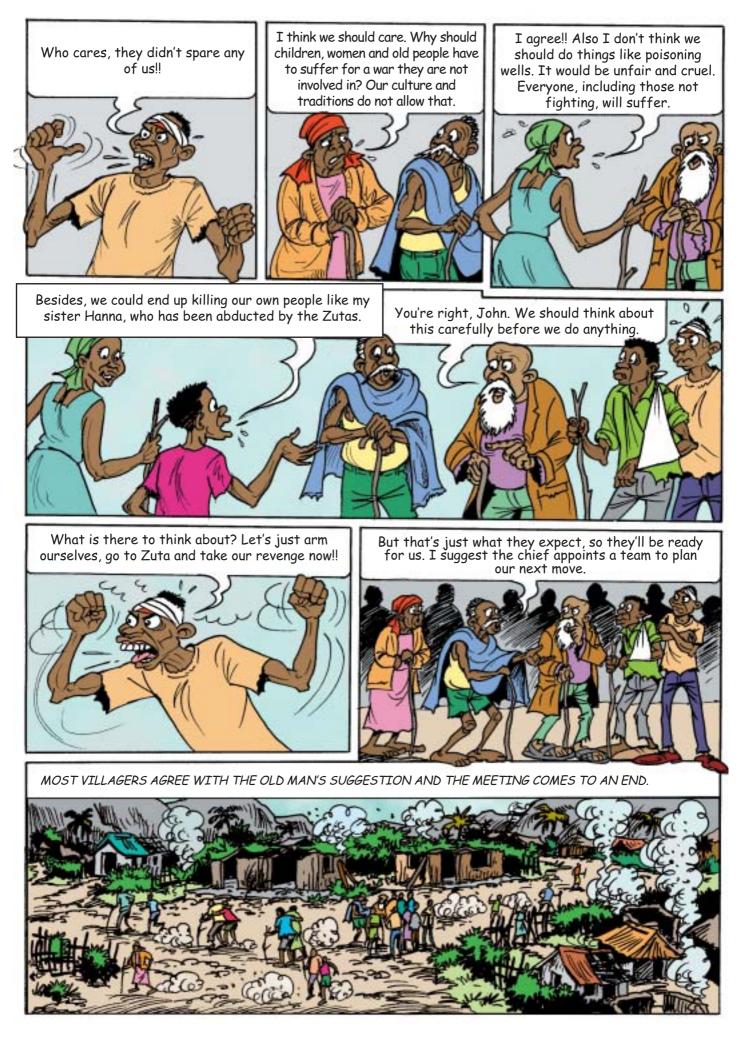
WITHOUT THEIR WARRIORS, THE PEOPLE OF AMA ARE AT THE MERCY OF THE ZUTAS, WHO BEAT THEM VICIOUSLY AND TAKE SOME PRISONERS. SHRIEKS OF PAIN AND ANGUISH PIERCE THE NIGHT.



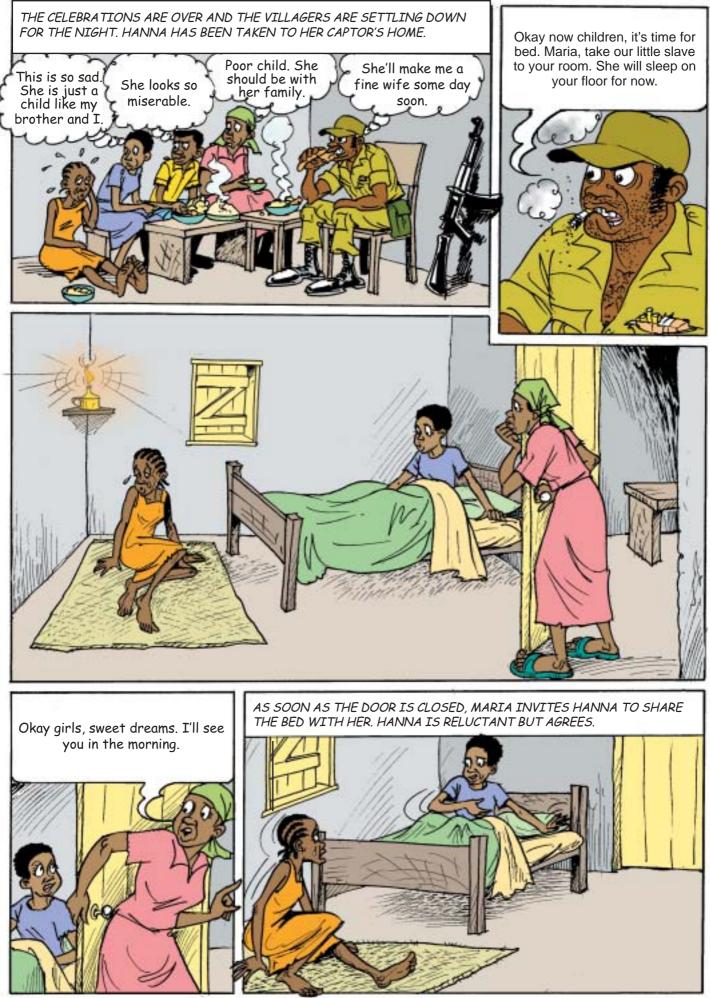


MEANWHILE, THE PEOPLE OF AMA ARE IN MOURNING. THEIR CHIEF IS AT HAND TO CONSOLE THEM AND A VISITOR HAS ARRIVED TO HELP THE WOUNDED.

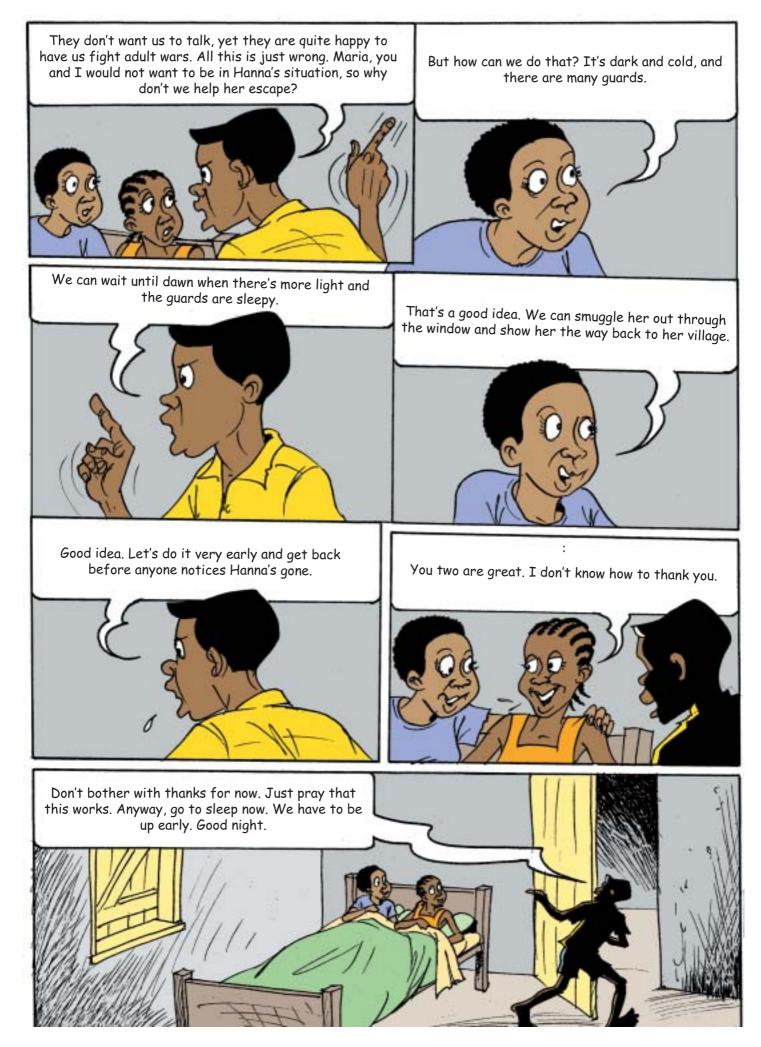




MEANWHILE IN ZUTA VILLAGE ...







THE THREE CHILDREN SNEAK NOISELESSLY OUT OF THE HOUSE. EVERYTHING GOES TO PLAN BUT THEY NEARLY GET CAUGHT BY A GUARD.HOWEVER, HE I TO SLEEPY AND THEY MANAGE TO GET PAST HIM.

2







FINALLY, THEY CAN SEE AMA IN THE DISTANCE. IT'S TIME TO SAY GOODBYE

There's your village Hanna.



Is John your brother? I met him the other day and he's okay really. I'm glad you'll be home soon. But run now before we're found out. I can't thank you enough. My parents and my brother John won't believe their eyes.



JUMA AND MARIA WAVE GOODBYE TO HANNA AND HURRY BACK HOME.

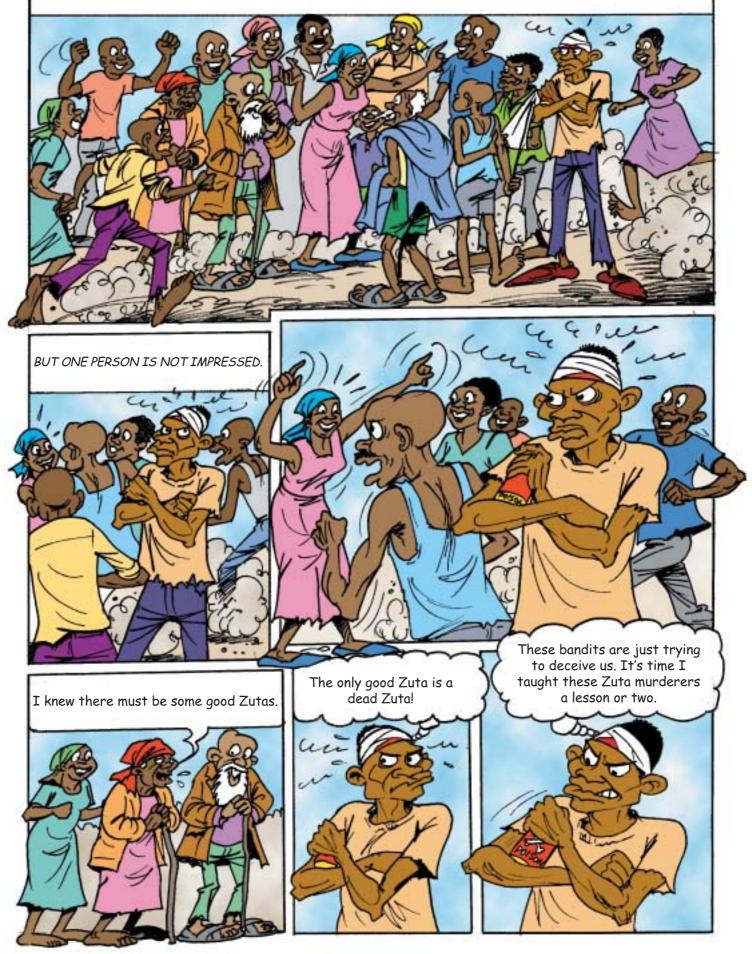




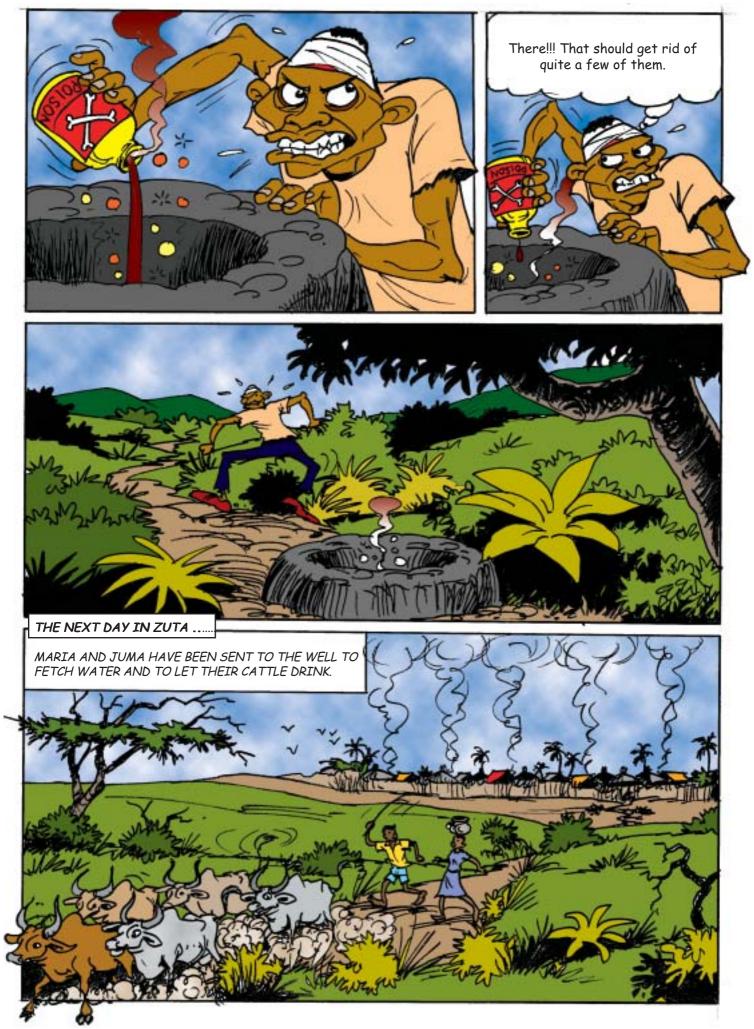
BACK IN AMA.....



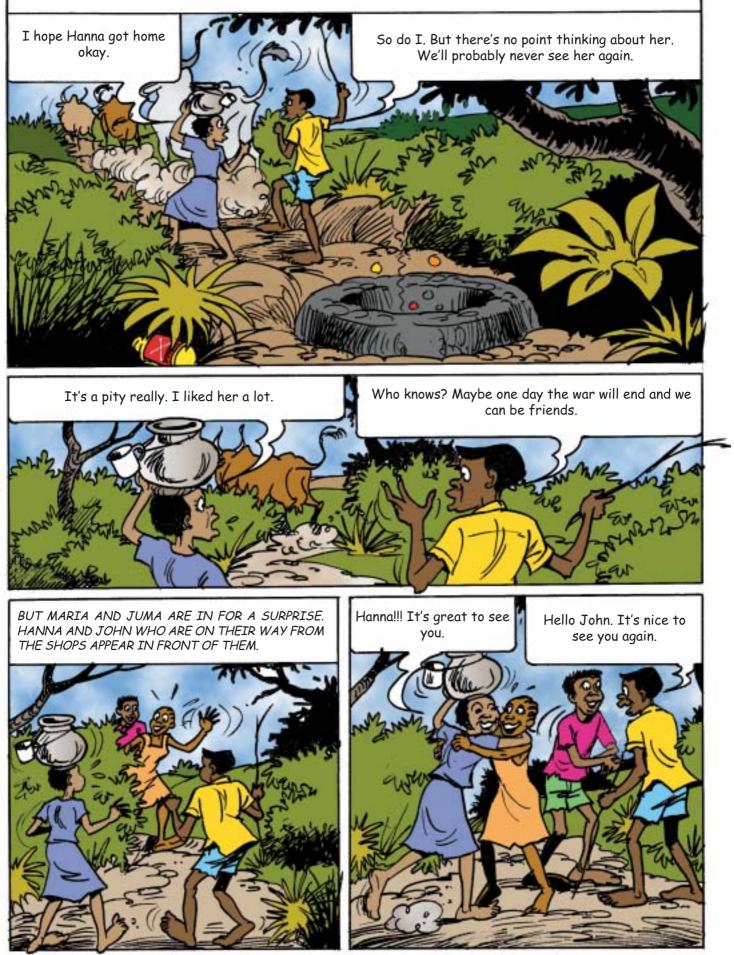
NEWS OF HANNA'S GREAT ESCAPE QUICKLY SPREADS THROUGHOUT AMA. EVERYONE IS DELIGHTED AND SURPRISED THAT ANYONE IN ZUTA COULD BE CAPABLE OF DOING ANY GOOD.





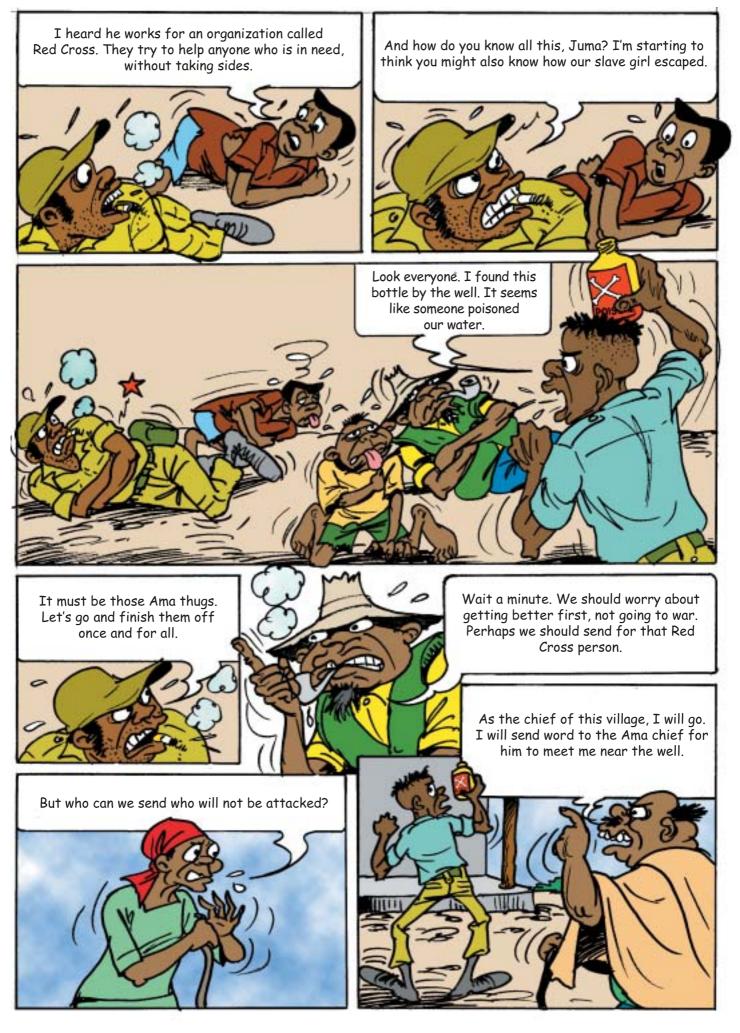


AFTER FETCHING SOME WATER AND MAKING SURE THE COWS DRINK ENOUGH, THE CHILDREN HEAD BACK HOME.











A FEW DAYS LATER, A MEETING BETWEEN AMA AND ZUTA FINALLY TAKES PLACE BY THE WELL



We are gathered here today to discuss how we can tackle our problems. Recent events in our two villages have caused unnecessary suffering to all of us. I agree. We may be enemies but we're all human beings and should treat each other with dignity, even when we fight.



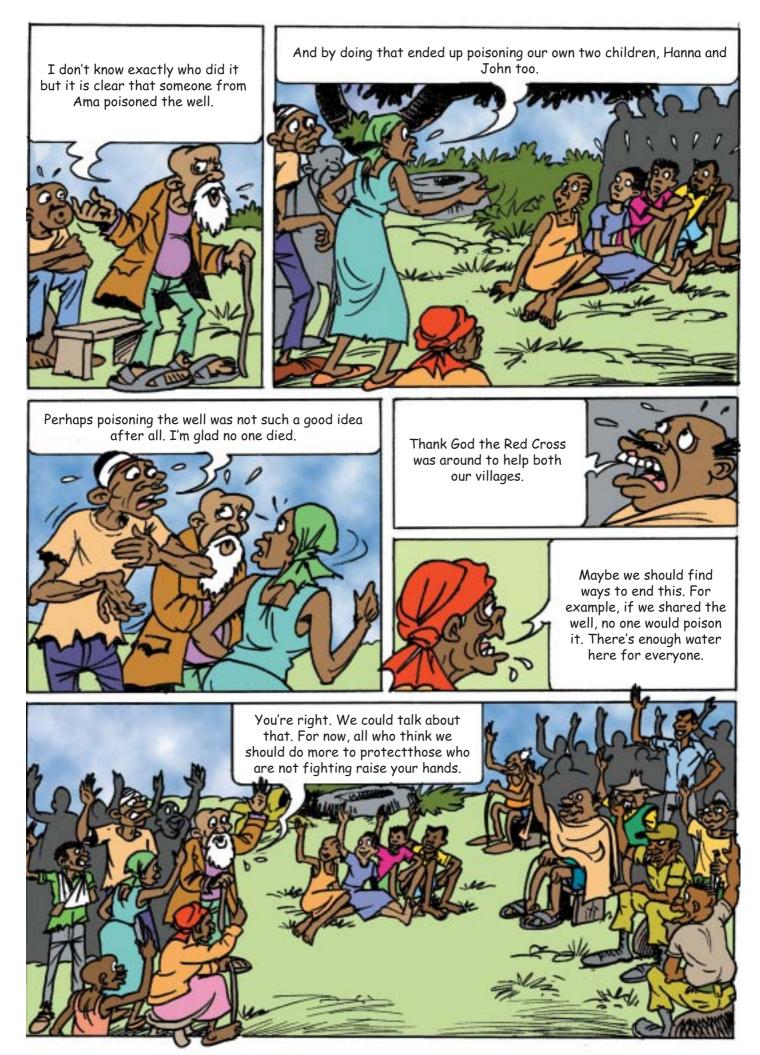


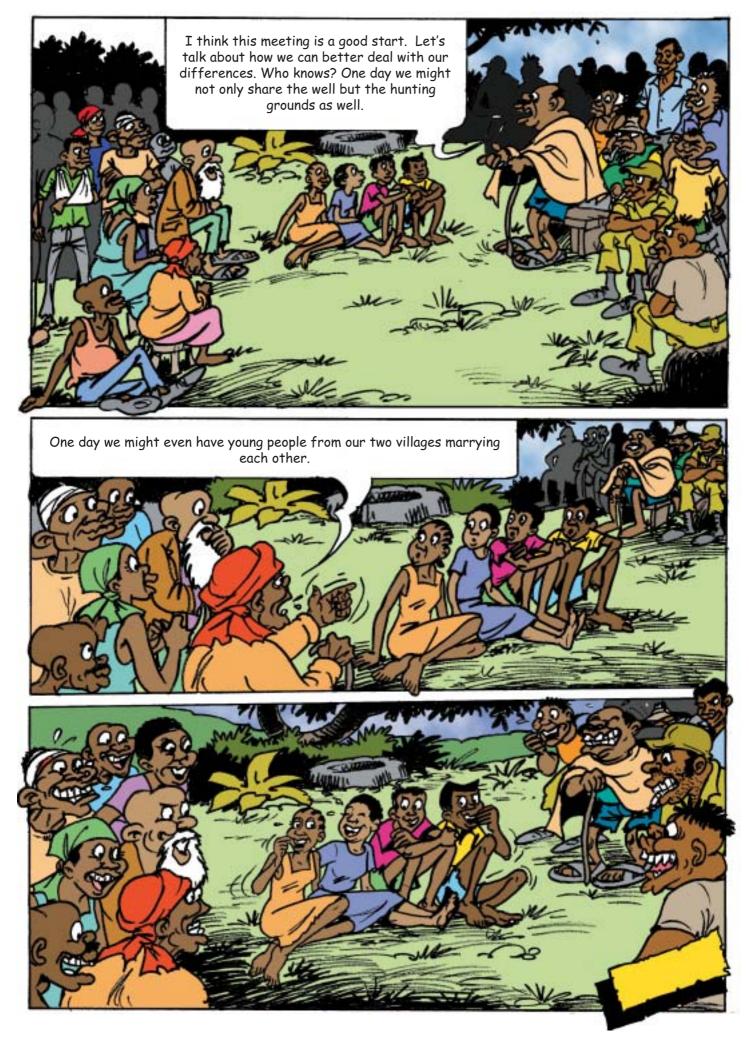
That's right. We've all done things the wrong way. In my youth, we only attacked fighters, not civilians.



We've all done things that are against our culture and traditions. For instance, we never used children to fight our wars. Children should be in school.







TEACHERS' PAGE

This comic book has been produced by the International Committee of the Red Cross (ICRC) in kenya with the assistance of teachers and pupils for use in primary schools. It is intended both for entertainment and education to children in upper primary classes. The content of the magazine mainly deals with issues related to International Humanitarian law.

Specifically, the International Committee of the Red Cross (ICRC) works on behalf of victims of armed conflicts. It It tries to prevent their suffering by making sure that they receive assistance and that their basic needs are met. The ICRC promotrs International Humanitarian Law which provides protection for the victims of conflicts and limits means and methods of warfare. One of it's basic principles is the necessary distinction between combatants and civilians during armed conflicts.

To help pupils easily understand the issues raised in this magazine, an attempt to make the magazine easy, straightforward and fun has been made.

However, without the teacher's input and assistance the magazine cannot achieve the desired results. For this reason, the ICRC would like to request teachers to participate in the dissemination of the messages in this magazine by coordinating supporting activities relevant to the issues raised. These could be activities that have bearing on the particular environment or traditions. To augment the teacher's ideas, the following activities are suggested.

Activity 1: Comprehension

To test the pupils' undersatanding of the content the pupils could discuss the following questions in a group session led by the teacher.

- 1. What are the names of the two villages in this story?
- 2. What were the reasons for the fight between the two villages?
- 3. What happened to Hanna during the fight?
- 4. Who helped Hanna and in what way?
- 5. Who helped the sick people in both the villages?
- 6. What was done to the well and what were the results?
- 7. Why did the two villages decide to hold a meeting?
- 8. Where did this meeting take place?
- 9. Who caused the problems between the two villages? (Discuss)
- 10. What do you think the message in this story is? (Discuss)

Activity 2: Drama

The story of Zuta and Ama could be used to stage an interractive drama involving the children. The children, with the guidance of the teacher could could help cast the characters and act out the play. If possible the play could later be staged for a wider audience like the whole school or larger community. If found more appropriate, parts of the story could be adapted to suit the local environment. For example, if there are no wells in the area, the man form Ama could poison food crops in a plantation.

Activity 3: Guided research tour

If time is allowing, pupils could be engaged in a fact finding tour of the local neighbourhood. This would aim at getting facts on how earlier communities handled conflict between themselves and neighbouring or distant enemies. The tour could involve visiting and interviewing elderly members of the community.

Activity 4: Essay

Buuilding on activity 3 above the pupils could then be asked to write an essay on the subject of conflict. A suggested title could be "**Should wars have limits?**"

Answers to picture puzzle on pupils' page
1. Black hat on head of Ama soldier (Picture B)
2. Zuta man missing bandage (Picture A)
3. Plant near well missing a leaf (Picture A)
4. Laughing man missing tooth (Picture B)
5. Birds in the distance (Picture B)
6. Hanna missing finger (Picture B)
7. Boy missing ear (Picture A)
8. Chief missing walking stick (Picture A)
9. Man missing foot (Picture A)
10. The words "The End " m, issing letter T (Picture B)

PUPILS' PAGE

The following activities are related to the story you have just read and are meant for your education and entertainment. You could attempt them on your own or share the fun with a friend or friends.

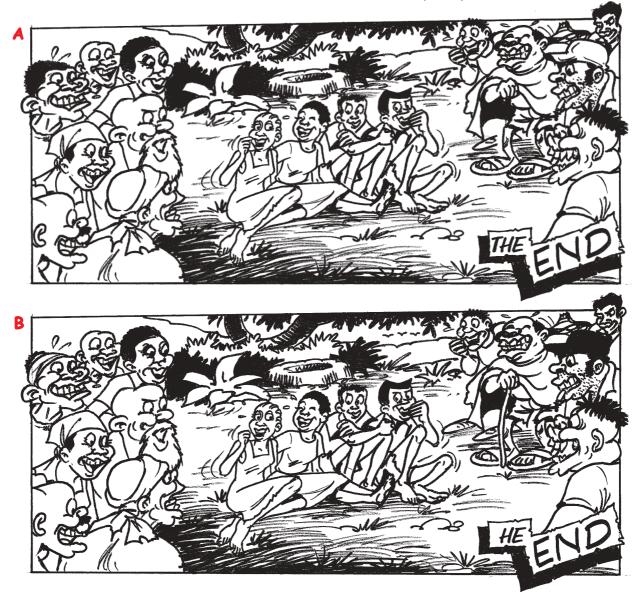
WORD PUZZLE

In the following word puzzle try to find the 10 words listed here. The words are all from the story **"Battle of the villages"** that you have just read. They are spelt backwards, forward, across, diagonally, downwards and upwards. An example of a word spelt upwards, **"Fighting"** has been given for your guidance.

The words			Е	G	Α	L	L	L	۷	G	R
1.	Fighting Battle	Т	В	Α	Т	Т	L	Е	۷	Ν	Е
2. 3	Village	U	R	G	С	0	Μ	L	С	I I	D
3. 4.	Anguish	Ζ	Н	G	Т	L	L	L	V	т	С
	Anguish Poison	Q	Α	Α	Ν	G	U	L	S	н	R
	Well	Е	Ν	G	Α	L	Α	Ζ	J	G	0
	Comic					Т					S
	Hanna John	G	Α	Ζ	Α	W	Н	L	۷	F	S
	Red Cross	W	Е	L	L	Ν	0	S	I	0	Ρ

SPOT THE DIFFERENCES!

The pictures shown here (A and B) may appear to be exactly alike at first. However, there are ten differences between them. Can you spot them all?





PROTECTION: The ICRC listens to war victims whose rights are violated during war.



PREVENTIVE ACTION: The ICRC works to promote awareness of International Humanitarian Law among combatants and society at large.



DETENTION: The ICRC visits people detained in the course of armed conflicts to make sure they are treated with dignity.



EDICAL CARE:

The ICRC works to heal those wounded in fighting and tries to ensure that everyone has access to healthcare, even at times of war.



TRACING:

The ICRC uses its tracing services to help reunite thousands of people, including young children, who find themselves alone and separated from their families as a result of conflict.

THE ICRC WORKS TO PROMOTE HUMAN DIGNITY FOR PEOPLE WHO ARE IN DIFFICULT SITUATIONS BECAUSE OF ARMED CONFLICT



ASSISTANCE:

The ICRC assists millions of war victims across the world who are displaced or can no long support themselves by providing food, shelter material and other items necessary for survival.



WATER AND HABITAT: The ICRC helps war victims to have access to sufficient drinking water and adequate hygiene.



COOPERATION:

The ICRC carries out many of its activities in close cooperation with the National Red Cross and Red Crescent societies of the countries it works in. The ICRC also provides financial and t echnical assistance to support the development of national Red Cross or **Red Crescent societies**



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