

Support materials

TEACHER VIDEO TRANSCRIPTS

LEADING DISCUSSION: Introductory Exploration

IMAGES OF WAR

Teacher: *We're interested in your ideas, your thoughts — what you know and what you don't know, what you've heard and what you're curious about. What are some words that come to your mind when you think about war? What do you see, or feel or hear? Yes.*

Boy: *Disaster.*

Teacher: *Disaster. Yes?*

Girl: *Danger.*

Teacher: *Danger.*

Girl: *Violence.*

Teacher: *Danger, violence. Yes, back there.*

Girl: *Fighting.*

Teacher: *Fighting.*

Girl: *Death.*

Teacher: *Fighting and death.*

LIMITS ON WAR

Teacher: *Do you think that during war there should be any rules about how the war is fought, or what should happen in a war?*

Boy: *The two persons that are fighting, they should go somewhere where nobody else is, Miss, so that so they won't - like if they're fighting - they won't pick up weapons, they won't hurt anybody not in the fight.*

Girl: *I think there should be rules because when two countries or two persons have a conflict or something, maybe you'd hurt innocent people, so I think you should have rules for the countries, you should not go certain places.*

Boy: *First of all there shouldn't be any war between any nations or people. We should live peacefully as God intended us to be. So there shouldn't be any war, so therefore no rules would be involved.*

If you were the teacher, what would you do now?

SITUATIONS SIMILAR TO WAR

Girl: *Miss, as Robert was saying that two persons are fighting and they should go somewhere where nobody is. Sometimes when you have a conflict, and they're fighting miss, sometime the children will go and they will part the fight and that child that's stopping the fight gets hurt. So it's not a matter of going somewhere where no one goes.*

Teacher: *Okay, do any of you know anybody who has ever been in a war, or in a situation that is like war where there is armed conflict?*

Boy: *I have a friend that has been in minor war.*

Teacher: *Minor war, but if it's got guns...*

Boy: *Guns and knives and in which they have been held up and beaten upon. Told not to come back in a certain area because it is our ends, not their ends.*

Teacher: *Oh, like a gang situation.*

Boy: *Yeah, yeah. Teacher: Here in Jamaica?*

Boy: *Here in Jamaica.*

Teacher: *The Jamaicans, do they have rules?*

Boy: *No, there are no rules.*

Teacher: *Should there be rules?*

Boy: *Who wants to fight should fight alone against anybody else in the war. So that no one would be hurt. So that if anybody else gets hurt, it would be their fault.*

Girl: *Sometimes people fight because of minor things - like taking a dollar from somebody, they fight. And during the fight they're not going to stop and say "We're not going to go there, we're not going to go here". They just fight. So the rules, I don't see how it's necessary.*

Girl: *Miss, there should be not fighting at all.*

Teacher: *Yes, well, there should be no fighting, but is there no fighting at all?*

Girl: *No.*

Teacher: *That's why we are exploring what do we do about this. Okay?*

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ORGANIZING STUDENTS' RESPONSES:

Looking at humanitarian acts

STUDENTS DISCUSS THE QUOTES "VOICES FROM WAR - 1"

Responses are organized under the following headings:

1. Who did the humanitarian act? For whom?
2. What did he/she provide?
3. What difficulties/pressures did he/she face?

Teacher: *Who did the humanitarian act and for whom?*

Girl: *It was a man from the enemy who performed the humanitarian act.*

Teacher: *For whom?*

Girl: *He performed the humanitarian act for a prisoner.*

Teacher: *What did the enemy give the prisoner?*

Boy: *He provided food and clothes.*

Teacher: *We can say the enemy gave protection and security to the prisoner. Now what are the difficulties and the pressure encountered by the person who provided help to the enemy?*

Girl: *The enemy prohibits his men from helping anybody who belongs to the other side. Therefore, this person is in danger.*

Teacher: *So, there is pressure from others. Pressure from others because they may discover that there was help provided to the enemy. So there is a social pressure. So, there is fear of others, social pressure. For whom was the humanitarian act provided?*

Girl: *The enemy provided the humanitarian act to a family who belongs to the other side.*

Teacher: *So, there are civilians. What did they provide to them?*

Boy: *Protection.*

Teacher: *So, again protection and security until the danger is over. What type of pressure was there?*

Girl: *The desire of the village residents to kill and throw this family out of the village.*

Teacher: *So this is pressure, family, fear of others.*

Boy & Girl: *Social pressure.*

Teacher: *Now the third category: personal, psychological.*

After discussing eight "Voices from war", the group summarizes characteristics of humanitarian acts.

Teacher: *Now that we've seen all these statements, we want to come up with conclusions. We would have a conclusion from every column. So, column number one.*

Girl: *There are people who do humanitarian acts for the enemy.*

Teacher: *These acts came from people who normally are not expected to provide us with help. So, it is from enemy to enemy. So, this is the first characteristic. This is the feature of the humanitarian act. It's not the same as helping a friend or a brother or a mother. So the family is not included in the humanitarian act. Second column.*

Boy: *Despite mistreatment, the enemy may do humanitarian acts for his enemy depending on his values and morals.*

Girl: *The acts may be material or moral.*

Teacher: *So, these material and moral acts are provided to? Something related to humans.*

Boy: *To help and protect.*

Teacher: *To protect whom?*

Girl: *Innocent people*

Teacher: *Related to mankind.*

Girl: *Related to human dignity.*

Teacher: *It's related to human dignity. So the humanitarian act then has this second feature - it's to safeguard human dignity. Now, what are pressures?*

Boy: *We notice that there are social and psychological pressures.*

Teacher: *What feature of humanitarian acts can we conclude from these social and psychological pressures?*

Girl: *Despite the pressures, some people nevertheless do provide help to the enemy because their values don't permit them to see another person suffering without doing anything.*

Boy: *The enemy provides help to the prisoners because there are conditions and situations where the enemy feels pity for his enemy.*

Teacher: *Let's summarize.*

Girl: *Doing humanitarian acts despite social and psychological pressures.*

Teacher: *If there are social and psychological pressures, the person who provides help will be at?*

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Girl: *The obstacles, the barriers, there are barriers, obstacles, it's at risk. Yes, it's putting one's life at risk.*

Teacher: *It is sacrifice also - sacrifice of one's self for the others. The other is not a family member, not a friend. It's the enemy. So this is not expected. So there are three characteristics of humanitarian acts.*

USING PHOTOGRAPHS TO EXPLORE HUMAN DIGNITY

Students have written their ideas in preparation for the discussion:

- > "How is the captive's humanity at risk?"
- > "How is the captor's human dignity at risk?"

Girl: *The captive is, especially if he has already given out information, he has already destroyed his life and he regrets what he has said and he has already begged, and if a person has already begged something must come up and you must see that this person is also like a human being, so I won't like kill him, I must respect his life and I must respect his human dignity. Because it will fall obviously and he will die and he won't have anything left.*

And the second question is the human dignity of a capturer. If he kills a captive, he'll see himself as a killer and murderer and he'll see himself as depriving the person of life because he still has life. If he kills that person, well, his life won't be that good as it was before killing that person.

Teacher: *Well, now, justify to me the human dignity aspect of the capturer.*

Girl: *Well, obviously, the human dignity, he won't have it any more, like he'll see himself as if a dark cloud has fallen upon him as if he's no more like a human, he's like a killer, only a killer machine, killing people even if they're innocent and even if they were begging for life.*

Teacher: *Okay.*

Boy: *The human dignity of the captive, sir, I think he is in danger, sir. Because he could be enslaved, sir. Or be killed.*

Teacher: *The human dignity of the captive?*

Boy: *The captive*

Teacher: *Is in danger.*

Boy: *Yes, sir. Because he could be enslaved and supposed to be killed.*

Teacher: *Okay, and the capturer?*

Boy: *The capturer, he's caught between two walls, sir.*

Teacher: *In what way?*

Boy: *One, sir, he should follow his orders, and one of morals, sir. Not killing people and such things.*

Teacher: *Okay, that's good.*

Boy: *I like the example of that one (pointing to pictures) - a black child going to a white school and meeting white people who oppressed them very much. So this is the same as this example of soldiers being captured by the enemy. Because the capturers are like those white students who are discriminating against that black child because you are decreasing that human dignity and the captives feel inferior, they feel like they're no more worth human dignity. And by implying that you don't have human values, you do not value another person's life. You're implying that you are an animal, you do not have feelings of how another person is feeling.*

Teacher: *So if you do not value another person's rights, you also don't value your own?*

Boy: *Right, yes.*

Girl: *I'm sorry but I have to disagree with [the previous student], sir. When he says that if you are human you should have human values. I mean, being a soldier, you know what you expect and before you go to war you are taught that you kill. If you don't kill, you must conquer. The aim is to win the war. And the aim is to conquer. Why should you think about human dignity and having to save someone's life? Why should you be a soldier knowing that you're going to save lives? Then be a doctor or something else.*

(laughter)

If you were a teacher, what would you do now?

Teacher: *Are soldiers not human beings?*

Girl: *Yes they are human beings, but they forget all about human dignity. They focus on what is going to happen. Fire, explosions and all. They face a very tough time. It's not easy for a man to kill a man. It's not. But what is going on in their minds, it's difficult. It's hard for them to think that I'm going to kill a human being. They are human beings but they're facing a very terrible situation. So I don't think they have time to think.*

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Teacher: *That's what you have in any war situation, but that does not mean that maybe people should not...*

Girl: *But my...*

Teacher: *I don't disagree with you, I'm accepting your point - sometimes in wars we forget about these things. We tend to focus on survival.*

Boy: *I would like to highlight, soldiers are also people who have their conscience. For them it's not that it's their will to kill, but they're trained to always protect their country. You have never heard of a soldier going inside a school and shooting everyone. They're not all like violent and all that stuff. They're human beings. They think before they do something. They don't just do something without thinking and planning that thing. So, before invading something or doing something they make their plans and say that this is going to be like this, and this, we expect these people to survive, these people are supposed to die. So that's what I'd like to say to you, even doctors, some of the doctors aren't as brave as they look. They're also like soldiers.*

Teacher: *Okay, let's move to something else, quickly...*

Girl: *I heard what [the previous student] was saying but I'd like to second a piece of what she had said. Like, a soldier is instructed to kill. And that if he acts in a humanitarian way I think the captive will turn his back on to him and he will die - the soldier. And the soldier thinks only for his life, and not for the captive's life. I think he will kill and he has to kill.*

Teacher: *Okay, can you think of any laws that should be set for war purposes?*

VIEWS OF STUDENTS:

What rules are needed in armed conflict?

Teacher: *Let's do this: can you think of any laws that should be said you know for war purposes. If you can think of any laws that could be followed for war purposes, can you write at least two or three at the bottom of the worksheet? You have your worksheets here.*

Boy: *During war unarmed soldiers should not be killed. If the soldier's not killing a guy they're not supposed to shoot him.*

Teacher: *Okay.*

Girl: *Spare the lives of captives.*

Teacher: *Spare the lives of captives?*

Girl: *Civilians have to be safe, and the defeated soldiers have to not be killed.*

Teacher: *So they have to be safe?*

Boy: *War should take a period of time; there should be time for the war. Maybe, let's say if ever they've got to fight, they should fight for maybe six months.*

Teacher: *Six months?*

Boy: *Because of the economy gets affected during the war and stuff.*

Teacher: *So are you saying there should not be any economy disruption?*

Boy: *Yes.*

Boy: *Only kill in defending yourself?*

Teacher: *Hmm?*

Boy: *Only kill in defending yourself?*

Teacher: *Oh, when defending yourself.*

Boy: *In self-defence.*

Teacher: *Only kill in self-defence.*

Boy: *Yes.*

Girl: *Only guns with bullets; no nuclear weapons should be used.*

Teacher: *No nuclear weapons?*

Girl: *Yes.*

Teacher: *That's interesting.*

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Boy: *I could suggest that concentration camps should be prepared for the captured soldiers, rather than killing them, and another point is the civilians mustn't be killed. They should be protected and kept safe.*

Teacher: *Civilians not to be killed.*

Boy: *I think even the people who provide patient care to the people who are wounded, like the soldiers. Like, let me say, for example, the people who work for the Red Cross they should be spared, they shouldn't be killed 'cause their aim is not to fight, it's not to do anything but to help people who are wounded.*

Teacher: *Okay.*

Boy: *Only soldiers must be involved in the war.*

Teacher: *Only soldiers?*

Boy: *Yes.*

Boy: *Underground bombs should not be used because a - not all of them - like it could, blast off, and some of them blast off on their own.*

Teacher: *All landmines should not be used.*

Boy: *Yeah.*

Boy: *Distinguish between civilians and military objective.*

Teacher: *Distinguish between civilians and military installations.*

Boy: *Yes, we must remember that we are enemies, not their friends.*

(laughter)

Teacher: *Yes, what did you say?*

Boy: *The war should be fought in a specific place like, go to a desert and fight there so that you protect all the other civilians.*

Teacher: *In the desert. Okay?*

Boy: *Yes.*

Girl: *There should be medical service.*

Teacher: *Medical service? To be allowed during war?*

Girl: *War should not take place if unnecessary.*

Teacher: *If unnecessary? Because there are necessary wars... okay?*

Girl: *Useful places should not be destroyed.*

Teacher: *What?*

Girl: *Useful places.*

Teacher: *Useful places not to be?*

Girl: *Destroyed.*

Teacher: *Destroyed.*

Boy: *The captives mustn't be treated harshly.*

Teacher: *Captives not to be treated harshly?*

Girl: *People with special needs should not be denied their rights.*

Teacher: *Special needs, such as?*

Girl: *Blind people, deaf people.*

Teacher: *Should not be denied their rights, okay.*

Boy: *Also, the soldier should have a specific number of people to kill.*

If you were a teacher, what would you do now?

Boy: *They must respect civilians.*

Teacher: *Okay.*

Boy: *Okay, as you know that many people like saying that churches and schools shouldn't be bombed or shouldn't be attacked, in fact. So I would like to say that the rules must be, the soldiers of the other side shouldn't occupy the churches and schools, knowing that the schools and the churches are not to be attacked. So I think they should have a camp somewhere else.*

Teacher: *In other words, they should respect civilian property.*

Boy: *Yes.*

Girl: *The soldier must be trained to think before he acts.*

Teacher: *Or every soldier should be taught IHL.*

Girl: *In a war generals should only fight themselves, and then soldiers will only assist them.*

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VIEWING VIDEOS: Preparation and discussion

PART ONE PREPARATION: DISCUSSING WHAT IS A CHILD

Teacher: *The first question, let's suppose that a policeman stops you and says to you: "Give me your identification card." What would you say?*

Boy: *First I will ask him for the reason he wants my identification card.*

Teacher: *The reason is that you are going for a walk at night.*

Girl: *I would say, "I have a right to do so. What gives you the right to ask me for my identification card?"*

Teacher: *The policeman may say, "Just for security reason, routine check. Please give me your identification card. Do you have an identification card?" What would you say?*

Student*: *No, I don't have an identification card.*

Teacher: *Why don't you have an identification card?*

Boy & Girl: *I did not reach the age to get an identification card, I am a minor, I am a child. That is why I don't have an identification card.*

Teacher: *So, what is a child?*

Girl: *Somebody who did not reach the age of 18 years old yet, under 18.*

Teacher: *A child is someone who is under 15 years old. A teenager is someone who is under 20 years old. An adult is someone who is 20 years old or more. Therefore, you are a child.*

What are the needs of children? The teacher uses three categories of needs:

1. Biological
2. Psychological
3. Social

Teacher: *The second question is: "What do children need, three main things?"*

Girl: *Clothes*

Boy: *Health*

Girl: *Physical constitution.*

Girl: *Biological development.*

Girl: *Body.*

Teacher: *Another thing concerning feelings?*

Girl: *Caring.*

Girl: *So, there are psychological needs. These are all characteristics of a child.*

Boy: *Social characteristics.*

Teacher: *The child's physical needs.*

Girl: *A child needs food, clothing, shelter, and protection.*

Teacher: *What would fulfilling these needs give the child?*

Boy: *It will give the child a good health and development.*

Teacher: *Also, the mind would develop properly. As we say: "Good health means good mind". How about the psychological needs?*

Boy: *The child needs to be well treated.*

Girl: *The child needs to be understood.*

Boy: *The child needs to be protected.*

Girl: *These psychological needs must be satisfied. He needs love, care, and stability.*

Teacher: *What would satisfying these needs lead to?*

Girl: *This leads the child to developing a strong personality and a balance in his life.*

Teacher: *How about the social needs?*

Girl: *He needs to live with his family.*

Boy: *He needs the love of his family.*

Teacher: *He needs his family.*

Girl: *He needs to enjoy his childhood.*

Boy: *He needs dialogue, language in his society.*

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Teacher: *He needs his society to teach him such a dialogue, a democratic dialogue.*

Teacher: *Let's suppose the opposite.*

Boy: *He would have psychological problems.*

Girl: *He would have a weak personality.*

Girl: *He would be lost.*

Teacher: *He would not be balanced. His personality would be weak. He will be lost. He would be alone and lonely. He would be sad. How about the social consequences if things do not develop properly?*

Boy: *He would be underdeveloped socially.*

Girl: *He would be ignorant.*

Boy: *Illiterate.*

Teacher: *Because these things are learned at school. He would be left out in society.*

Boy: *He would be homeless.*

Teacher: *We have covered enough in that matter. Now, what is the nest where a child develops?*

Teacher: *It is his home.*

Girl: *It is the family.*

Student*: *Family home.*

Teacher: *Without a family the child would be homeless.*

Student*: *Homeless.*

Teacher: *That was the first one. Now, what is the second nest?*

Girl: *School.*

Teacher: *Because you learn many things in school.*

Teacher: *If a child does not go to school, he would be an?*

Girl: *He would be an ignorant.*

Girl: *He would be an illiterate.*

Teacher: *So, these are very important needs for a child. Physical, psychological and social, home and school. Without these things, a child is lost with no future.*

*The transcriber was unable to identify the student speaking.

PART TWO

Discussion of the video "I don't want to go back": before viewing the video, students were organized into the following groups:

Abraham (Boy 'soldier')

Comfort Cassell (Girl 'soldier')

Camarra (Commander)

Teacher: *So make a table and organize your information and choose a spokesperson. Collaborate. You get help from each other during the discussion. You have to prepare yourself because your colleagues may ask you questions.*

Teacher: *First group — Abraham's group — the group who dealt with Abraham...*

Boy: *Abraham lived peacefully and then the war began and he lost his family. So he took part in the war and killed many people. Of course at the end, he tried to get integrated back into society, but he had some difficulties.*

Teacher: *His age then? Abraham's age?*

Boy: *Eleven.*

Teacher: *Did he join the fight voluntary or was forced?*

Student*: *He was a volunteer.*

Teacher: *Why?*

Student*: *Because he wanted to avenge his parents. It was a question of revenge.*

Student*: *It's because he wanted to avenge his parents that he became a soldier.*

Girl: *He says that he wanted to join the army just like his friends, because he wanted to be with his friends.*

Teacher: *Because there were no more friends of his to play with. So, there were two reasons: revenge and to be with his friends. His family was destroyed. He did not have any family member beside his grandmother.*

Girl: *His life was destroyed. Teacher: So was he a volunteer or not? Girl: Everything forces him to join the army, because everything has contributed to his becoming a soldier, a fighter. Teacher: So the conditions forced him - no family, no friends. At the end he joined his grandmother and he tried to have a normal life.*

Student*: *We could say that he was forced, because if he was a volunteer he would have stayed longer.*

*The transcriber was unable to identify the student speaking.

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STUDENT PRESENTATIONS: "If you could speak to the world"

After viewing and discussing the video "I don't want to go back", students were given 15 minutes to prepare a presentation.

Boy: (reading) *"To the commanders of war. This is a global approach to all the commanders who have been given leadership. Allow me to start with a word of Catherine, a Dutch monarch, and I quote, 'Your actions today will determine your future tomorrow'. Our future is our children. Why use them to do bad, when they can do good? Why hurt them, when we can love them? We as children are asking you not to recruit children under the age of eighteen years to participate in war. We trust that our request will meet in your favour. Thank you."*

(clapping)

Teacher: *We're going to move to the ladies' table.*

Girl: (reading) *"I would like to address this important documentary where you as the commanders use young children, even girls, to be soldiers."*

Girl: (reading) *"Don't you know that if you're using children in the war you send a negative message to others? Children under the age of eighteen should not be used in a war. They have a lack of education, they suffer emotional distress. If they are involved in the war, you deprive them of their normal upbringing. They could be a threat to their communities, and, most importantly, they are the leaders of tomorrow."*

Girl: (reading) *"I disagree on young children being involved in the war or even as soldiers, because they are all afraid of him and I also agree that they are the leaders of tomorrow."*

Teacher: *Well done.*

(clapping)

Boy: Okay. (reading) *"Good evening, ladies and gentlemen. On behalf of all the children around the world, I would like to say that we as children, we don't like to become soldiers because we get haunted by the people we kill and some of us, some of my friends I had during the war they committed suicide and some of them are like in rehabilitation centres and that stuff. But there was a time when I wanted to kill myself, but today I want to take a stand for all the children around the world because I don't want them to become like me and go through hell like I did. As you can see, my life is a mess. Look at me - my feelings is, I look like a bum, yeah, but, if you don't want your children to look like me, please, I beg of you don't use children as soldiers."*

(clapping)

Boy: (reading) *"Good evening, ladies and gentlemen. I am here just to speak on behalf of all the children of the world. I just want to put in my plea according to the fighting of the children. That it should be put to an immediate stop, because these children that are combatant should be not fighting in respect of the mother's family were killed. Another thing is, I totally think that the leaders mostly are taking advantage of the children's emotional distress. Because at the end of the day it's all for the leaders' benefits. So please just consider these words because these children that are killed could be the leaders of tomorrow."*

Teacher: *Okay.*

(clapping)

Teacher: *The last table.*

Boy: (reading) *"Good evening, fellow mankind and commanders of war, upon this day the fourth of the seventh month, two thousand. We the children of the world like to bring this message under your attention to save the fellow mankind of extinction. For the future lies in our young ones, our children. If you use our younger generation in combat as combatants we won't have any seeds left to prosper. At the age of eighteen, children are being considered as adults, so let us live for the world and not for the grave."*

(clapping)

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If you were the teacher, how would you help students relate these ideas to their own lives?

Teacher: *You did very well, and I'm glad to see that the film, the video, had a positive impact on you. Let's take what we've learned today over to our community because in gangs, we have children in gangs. I mean gangsterism is totally wrong, it's not war. All right? It's totally wrong, but then, also, they make use of children, right? So take it to the community, and may God help us. That we would never need to recruit children for any war, any rebellion, or whatever, okay? Is there anyone who wants to say something?*

Boy: *Sir, there's something important you left out, sir, and as Martin Luther King said, sir, "I have a dream", sir, and now by recruiting children as combatants, sir, you are taking away their future, sir, so which automatically it means you're spoiling their dream, sir.*

Teacher: *Yes, you're spoiling their dream.*

Boy: *And it is basically what all of us left out, sir.*

Teacher: *Okay, thank you.*

USING PERSONAL EXPERIENCE TO UNDERSTAND CONCEPTS: Neutrality and impartiality

In this session, note the ways in which the teacher draws on students' experience to help them understand difficult concepts.

Teacher: *Good morning, class.*

Class: *Good morning.*

Teacher: *How are you this morning?*

Class: *Good....*

Teacher: *Okay class, so today we'll be looking at the new terms: neutrality and impartiality. What do you understand by the two terms? What do you understand by neutrality, to start with. I know it's not easy to draw a line between the two terms but let us try. What do you understand by the term neutrality? What do you think it means? Okay, let's hear... Mandissa?*

Girl: *I think neutrality means as in mixing or as in not taking part in not favouring a person, like for example, if two people are fighting like your friends and then you are inside then you have to make the decision for them. You don't have to choose one from the other, you just choose them all, you don't take part in anyone's....*

Teacher: *So you don't take sides?*

Girl: *Yes.*

Teacher: *So neutrality has to do with not taking sides? Do you all agree?*

Teacher: *Do you all agree? Is there someone with a different point of view maybe? What do you understand by neutrality? You all agree it means not taking sides. So let us look at impartiality. What do you think impartiality means? What does it mean to be impartial? If you're neutral, does it mean you don't help?*

Boy: *No.*

Teacher: *Is it the same as cowardice - neutrality? You are a coward? You don't want to take sides here. So you are coward in other ways?*

Girl: *I have to disagree with that, because these people are helping people, not animals, they are also helping human beings so, there's nothing to take sides.*

Teacher: *Okay, they are helping.*

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Girl: *I mean these people when they help it doesn't matter which side they take because they don't want to have people - maybe you can choose a side, and other people will suffer because of your choosing a side so it's better not choosing but just support everyone.*

Teacher: *Okay, supporting everybody.*

Boy: *I think you are not being a coward, because maybe if your friend is fighting with someone and you don't take sides between them, that's not being a coward. If you were a coward you'd take sides for your friend 'cause you would think that your friend would be mad at you...*

Teacher: *So you want to help everybody at the end of the day.*

Girl: *I think neutrality is not being a coward 'cause if, like as they said in the first place, that the humanitarian workers help the other people and the clan they didn't want them to help the other people in the war, didn't want them to help their enemies. So the humanitarians helped both. It shows that they are not cowards, because if they help both then maybe the others will get angry and kill the humanitarian workers too. Why do they help both people? So they are risking their lives, and they are not cowards.*

Students were asked to write about a personal experience with impartiality or neutrality.

Teacher: *Okay, so this story reads thus. "My sister and I both needed shoes at school; they introduced our new uniform, and I wanted the uniform. So my mother decided to buy shoes for my sister first, and I was to choose, which one I wanted first, the shoes or the uniform. My sister had the shoes, but I still don't have both. At first I thought my mother was taking sides, but I realized she needed the shoes badly. I was not needing both shoes and uniform as badly as she did. So I think the situation was impartiality and, again, neutrality, because at the end of the day I got what I needed."*

Teacher: *Okay, so what is impartiality here? Who needed the shoes badly? The sister, and what did the mother do?*

Class: *She bought the shoes for the sister.*

Teacher: *She bought the shoes for the sister because the sister needed the shoes badly.*

Teacher: *Here's another story. "When my mom is fighting with her sisters, my sisters take my mother's side, as the family is always causing her hardship. Personally, I don't take sides; I just play with my cousins and talk to them as I used to. Though I know that mom's family..." oh, what does this say - I can't read it... "Though I know that mom's family, or mom, for that matter, is wrong, I just talk to both sides. Although my sisters and my father don't understand this, I do understand. I mean, why do you have to take sides anyway, you can stay neutral and no one holds this against you - my mom doesn't seem to anyway. This story has no impartiality but it does have neutrality."*

Teacher: *What is the neutrality here?*