

Methodology Guide

A preparation manual for EHL teachers

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ICRC

International Committee of the Red Cross

19, avenue de la Paix

1202 Geneva, Switzerland

T +41 22 734 60 01 **F** +41 22 733 20 57

E-mail: shop.gva@icrc.org **www:** www.ehl.icrc.org

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Exploring Humanitarian Law

Methodology Guide

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VOICES OF YOUNG PEOPLE: WHY LEARN ABOUT HUMANITARIAN LAW?

Chile

- ...to be sensitized about war
- ...to know better what is happening in other countries
- ...because every human being should know what his or her rights are
- ...because it involves us all

Djibouti

- ...because adolescence is the time when one opens his eyes, when one is receptive to the cause of international humanitarian law
- ...for the future

Egypt

- ...so that the next generation knows about it
- ...because it is in the country's best interest to learn about this
- ...because knowledge of it will make a human being conduct himself with mercy and compassion
- ...so that if a war breaks out, this law can be implemented
- ...in order to know our rights and responsibilities

Israel

- ...there are things that as an individual, it is important for you to know
- ...you will know that there is a law that prohibits torturing of prisoners of war
- ...this could help us teenagers during our own small wars in life
- ...so that some trust will remain in this world

Malaysia

- ...because later we will grow up to uphold the law
- ...because we are the future leaders in war; without learning the law during our early age we will not be able to learn it during wartime

Norway

- ...because we are the generation that will encounter the same problems as the previous generation

Palestinian Authority

- ...because adolescents are forming their personalities, opinions, skills and attitudes
- ...because it activates the spirit of peace and reduces that of war within the human being – but if the teacher himself does not apply this law, it should not be taught
- ...adolescents will grow up and govern the country; learning when they are young is like carving in stones; this will remain

Senegal

- ...because it is important to know that soldiers don't have the right to do just anything
- ...because we will be the adults of tomorrow
- ...because later we will be able to teach it to our children

Thailand

- ...to protect ourselves
- ...to know what are the right of civilians during war

United States of America

- ...because if we were ever in that situation we would need to know what we should do
- ...to know what is going on so you can speak out against it

NOTE These are some of the reasons that youngsters gave when asked why they thought young people should learn about humanitarian law. The responses were collected during the pilot test of the programme.

Introduction

WHY TEACH EHL?

Exploring Humanitarian Law (EHL) is an education programme that introduces young people between 13 and 18 years of age to the basic rules and principles of international humanitarian law (IHL). The learning materials, which are based on both historical and contemporary situations, show how IHL aims to protect life and human dignity during armed conflict and to prevent and reduce suffering and the devastation caused by war.

The primary learning goal of EHL is to help young people embrace the principles of humanity in their daily lives. The programme contributes to developing social awareness in young people and sharpens their sense of civic responsibility. The teaching materials emphasize the importance of protecting life and human dignity during armed conflict and, by extension, at all times. The programme makes a distinctive contribution to citizenship education.

NOTE To read more on why to teach the EHL programme, consult the *Introduction* brochure.

The teaching methods used in EHL require students to play an active role in the process of learning. This enables them to develop a practical 'humanitarian' perspective and to understand a subject as seemingly dry, and complex, as IHL. The programme teaches and strengthens many important academic skills and helps students develop the ability to make sound choices that can prevent violence and high-risk behaviour.

Young people have a stake in learning about the ethical and humanitarian issues that arise during wars and other situations of violence. These issues are relevant and meaningful for young people everywhere, and teachers play a role in helping their students explore them.

HOW TO USE THIS MANUAL

To use the EHL materials effectively, teachers should understand the humanitarian perspective that underlies IHL, the complexities of maintaining this perspective during armed conflict and the rules of IHL. Teachers may also need to widen their teaching approach to include more interactive methods.

This manual is designed to assist teachers as they prepare to use EHL, exposing them to the course materials and the major pedagogical concepts of the curriculum. It presents the different teaching methods used in the programme, together with suggestions on how to work with them in the classroom. It then illustrates how these teaching methods are used in the EHL materials, through ten structured teacher-training workshops.

Teachers can work through this manual on their own, in informal groups or as part of formal teacher-training workshops. Such preparation will enable teachers to make the most of the EHL materials in their classrooms.

- Like most students, teachers learn by doing; hence, the activities they explore during their training will tend to be the ones they later introduce in class.
- Like composers, teachers create their own variations once they have mastered the major themes.
- Since the content and often the methods of EHL may be new to teachers, they will need time to learn, practise, and reflect on the programme.
- Teachers learn by watching examples of the actual classroom teaching of others.

Focus on...

THE CONTENT AND METHODOLOGY OF EHL

EHL is a sequential course consisting of five core modules, framed around specific guiding questions, concepts and skills. Each module, in turn, contains several explorations or 'lessons', for a total of 22, the equivalent of 36 classroom sessions of 45 minutes each. The explorations use a variety of teaching methods to achieve precise learning objectives. They have been carefully designed to engage students' minds as well as their emotions and to introduce them to the humanitarian perspective before they examine the specific provisions of IHL.

NOTE The Course Matrix included in the *Introduction* brochure provides a more detailed overview of the programme's content and learning goals.

INTRODUCTORY EXPLORATION:

Introductory exploration: Images and perceptions

MODULE 1: THE HUMANITARIAN PERSPECTIVE

Exploration 1A: What can bystanders do?
Exploration 1B: Looking at humanitarian acts
Exploration 1C: A bystander's dilemma

MODULE 2: LIMITS IN ARMED CONFLICT

Exploration 2A: Limiting the devastation of war
Exploration 2B: Codes and traditions over time
Exploration 2C: Focus on child soldiers
Exploration 2D: Focus on weapons
Exploration 2E: Widespread availability of weapons

MODULE 3: THE LAW IN ACTION

Exploration 3A: Identifying violations of IHL
Exploration 3B: From the perspective of combatants
Exploration 3C: Who is responsible for respecting IHL?
Exploration 3D: A case study – My Lai – What went wrong? What went right?

MODULE 4: DEALING WITH VIOLATIONS

Exploration 4A: Rationales and options for dealing with IHL violations
Exploration 4B: Judicial options
Exploration 4C: Non-judicial options

MODULE 5: RESPONDING TO THE CONSEQUENCES OF ARMED CONFLICT

Exploration 5A: Needs that arise from the devastation of war
Exploration 5B: Planning a camp for people displaced by war
Exploration 5C: Focus on protecting prisoners
Exploration 5D: Focus on reuniting families
Exploration 5E: Ethics of humanitarian action

CLOSING EXPLORATION:

Closing exploration: Where do we go from here?

Focus on...

YOUR ROLE AS AN EHL TEACHER

As its title, Exploring Humanitarian Law, suggests, 'exploration' is the main pedagogical approach used in the programme. Teachers guide their students in defining their thoughts and reaching answers together.

NOTE You do not need to be an expert in IHL to teach EHL effectively. The teacher resources included in the various explorations provide background information on many of the topics covered in EHL. The *IHL Guide* provides additional IHL content in a straightforward question and answer format.

Helping students explore humanitarian law may require a new approach from teachers. Teachers are exploring perceptions, attitudes and new content along with their students. This is a new experience for many teachers, who are trained to be experts in a particular area. In EHL, the teacher's role is to mentor students as they explore the subject: he or she is not required to have all the answers. A Moroccan teacher put it like this: "The course does not use conventional ways of teaching. You have to have the attitude 'we're learning together.'"

When an answer is not readily available, your role will be to help students find information that answers their questions. Such questions will also allow you and your pupils to bring your own experiences to the study of EHL. Keep in mind that many of the questions that challenge you and your students are debated among political leaders and legal experts all over the world.

Since you will play the role of teacher and student as you participate in EHL, you can prepare by asking yourself a few questions:

- > What are my hopes? (Begin to identify some of your expectations for yourself and your students.)
- > What are my fears? (List some issues related to teaching the course that might cause anxiety, and identify appropriate responses.)
- > What will I do if students raise questions that I cannot answer?

NOTE Because of the nature of the course, there will not always be quick or easy answers to all questions. Some ways of responding are presented in "Teaching method 3: 'No easy answers'".

Focus on...

DECIDING WHAT TO TEACH: THE SHORT PATHWAY OF EXPLORATIONS

You will need to decide the extent to which you are going to make use of EHL in your class. If you cannot teach the entire programme, choose the explorations you want to teach. Base your decision on the time available, the requirements of your curriculum and the needs and interests of your students. The flexibility of EHL allows you to make choices that fit students' learning objectives and the time constraints.

A short pathway of explorations has been designed for those teachers who are not in a position to teach the entire EHL course. It follows the sequence of EHL instruction and includes the core skills and concepts, enabling students to gain a true understanding of IHL and all the complexities of its application.

Like the full EHL programme, the short pathway of explorations has been carefully designed. It offers the same kind of instruction: concepts and skills are introduced in sequence and build on one another throughout the course.

Naturally, teachers using the short pathway of explorations have the same needs as those who are teaching the entire EHL programme: teacher-training and understanding the pedagogical methods in EHL.

THE SHORT PATHWAY OF EXPLORATIONS

Nine explorations, consisting of 14 classroom sessions

Introductory exploration: Images and perceptions (one session)

The first exploration enables teachers to find out what students know about war and the efforts to limit the suffering caused by it, and to ascertain their attitudes to war. It sets the tone of the programme with an open discussion in which teachers and students explore difficult questions together. There are no 'right answers' at this stage, and participants are not expected to be well-informed on the subject.

MODULE 1: THE HUMANITARIAN PERSPECTIVE

1A — What can bystanders do? (two sessions)

Using stories drawn from real life, students look at how ordinary people have resisted inhumanity to protect the lives and the dignity of vulnerable people. Examples from the past and the present illustrate the effect that one bystander can have on the actions of others and the ways in which bystanders can shape events and move others towards empathy or allow them to remain indifferent.

1B — Looking at humanitarian acts (one session)

Students ponder the nature of humanitarian acts. Drawing from the stories they have studied and from their personal experiences, they develop their own definitions. They analyse a number of related issues: the reasons for acting to protect others, the risks involved for those who help and those who are being helped and the ways in which social pressure can influence the actions of individuals. Using statements from people who have been touched by war, they assess the various factors that hinder the performance of humanitarian acts during armed conflict.

1C — A bystander's dilemma (one session)

Students assume the role of an actual bystander who has witnessed an assault on someone's dignity and decide whether to perform a humanitarian act. They are required to take into account different viewpoints and to examine the possible consequences of their actions. They learn how to analyse a dilemma and begin to understand the complexities of the bystander's situation.

MODULE 2: LIMITS IN ARMED CONFLICT

2A — Limiting the devastation of war (two sessions)

Students examine photos of armed conflict and suggest rules for limiting unnecessary suffering. They explore the necessity for such rules, and by comparing their suggestions with the actual rules, learn the basic provisions of IHL. They also come to see how IHL and human rights law complement each other.

Focus on...

2C — Focus on child soldiers (three sessions)

By drawing on their own experiences, students reflect on the nature of childhood and on the needs of children. Then they examine the lives of child soldiers and the consequences of their wartime experiences for the children themselves and for their societies. They learn that both IHL and human rights law prohibit the recruitment and employment of boys and girls under 15 for armed conflict, and that many countries have formally accepted a new law that raises this age limit to 18 years.

MODULE 3: THE LAW IN ACTION

3A — Identifying violations of IHL (one session)

Using statements from people with experience of armed conflict, students identify violations of IHL and reflect on the reasons for their incidence. They discover how one violation can lead to others: they draw up chains of consequences and brainstorm about ways to prevent or limit such violations.

MODULE 4: DEALING WITH VIOLATIONS

4A — Rationales and options for dealing with IHL violations (two sessions)

Students first explore the consequences of dealing – or not dealing – with IHL violations for the well-being of a society once an armed conflict is over. They consult a number of different resources – opinion polls on punishment for war crimes, fact sheets, readings, statements made by individuals – and think of reasons for dealing with violations of IHL. Then they explore ways of doing so: bringing perpetrators to trial, uncovering the truth, making reparations and reconciliation.

MODULE 5: RESPONDING TO THE CONSEQUENCES OF ARMED CONFLICT

5A — Needs that arise from the devastation of war (one session)

Students begin to understand how war disrupts the normal functioning of life. By using a photo, a video and a worksheet, they explore the scope of humanitarian action needed to reduce or prevent the suffering caused by armed conflict. They also reflect on the experiences of people who have been forced to leave their homes as a consequence of war.

ADAPTING THE PROGRAMME MATERIALS TO YOUR NEEDS

EHL can be adapted for use in schools and in out-of-school settings around the world. As you familiarize yourself with the programme, consider how you might want to adapt the programme in light of your context and your students.

The EHL programme contains a wide variety of learning materials. As you prepare to teach EHL, one part of your task is to select those materials and activities that are most appropriate for your context and class; another is to identify local resources that can be used.

You may choose to use examples from local history to provide a sense of nearness for your students. Before introducing examples of your own, it may be helpful to first work with the original materials to understand how they contribute to the learning goals that have been set out. Once you are familiar with the original materials, you will be in a better position to choose appropriate substitutes. When adapting materials it is important that you avoid focusing on the perpetrators of violations and that you ensure that the changes or additions that you make reflect the spirit of IHL and of humanitarian values.

You may wish to avoid using controversial examples taken from local history as they might evoke extremely strong reactions that obscure the IHL content or disrupt the learning process. It is important that students be able to look at issues objectively. Experience has shown that students will often spontaneously refer to examples closer to home once they have examined examples taken from far-away contexts.

- Think about the situation of your country with regard to the topics addressed in the programme.
- Identify local resources and information pertinent to the issues in the course (e.g., on child soldiers or certain typical weapons).
- Contact humanitarian organizations in your country, region and local community for usable materials and for speakers.

Focus on...

The activities can be adjusted for different age groups and academic levels.

- When you use stories, photos and videos with younger students, first ask questions that are designed to clarify their contents and aid comprehension before going on to the analytical aspects of the exercise.
[For example: What is taking place in the photo? What happened in the story? What do certain words or phrases mean?]
- For groups with limited reading skills, read the story aloud. Pause at points in the story. Ask students comprehension questions to help them review the material.
- For more advanced students, stimulate discussion and debate by posing provocative questions and using dilemmas and issues that have to be approached from a variety of perspectives.

ASSESSING STUDENT LEARNING

EHL provides teachers with daily opportunities to find out what students are learning and to identify any misconceptions. Active teaching methods, such as class discussion, small-group work, brainstorming and role-playing provide such opportunities.

Specific assessment techniques and questions are suggested at the end of the following sections:

- each EHL module;
- each teaching method in this manual;
- each teacher-training workshop in this manual.

As you prepare to teach EHL, bear in mind the importance of assessing student learning and adjusting your teaching accordingly. Once you have begun to work with the materials in class, ask yourself these questions:

- > Am I seeing progress over time?
- > Do students apply EHL concepts (such as “chains of consequences”) to events in the news and in their own lives?
- > Do students, of their own volition, bring in articles from newspapers, stories from radio or experiences from their friends and families?
- > Do students see more in the photos the second or third time they look at them?
- > Are students becoming more aware of the many points of view involved, particularly those of the victims of armed conflict?
- > Are students able to empathize and, by themselves, adopt another perspective?
- > Are students beginning to understand the need for humanitarian action on behalf of the vulnerable?

Based on your answers to such questions, consider what you would do differently in the future.

EHL teaching methods

This section contains descriptions of different teaching methods that are used in various EHL classroom activities. Each teaching method includes:

- a description of the objectives when working with a specific method;
- suggestions for getting started;
- advice on how to lead the group;
- tips for dealing with difficulties that might arise;
- suggestions for assessing student learning.

TEACHING METHOD 1: Discussion

Discussion, or conversation, is a key teaching method in EHL. One goal of discussion is to encourage balanced participation among students. A good discussion requires the teacher to be a listener and a 'weaver', taking the thoughts of different students and weaving them into a coherent pattern. The ultimate goal is for students themselves to become weavers.

OBJECTIVES

- to find out what students know about a topic
- to develop discussion skills, i.e. listening and speaking
- to give students practice in formulating a position and defending it with evidence

GETTING STARTED

Set the following rules for students at the start. You can then point to them if needed during a heated discussion.

1. Listen carefully to others, and wait until they have finished.
2. Feel free to disagree with others' views, but treat them and their views with respect.

Provide a clear focus by posting one, or all, of the following on the board:

- the question(s) to be discussed;
- the objective of the discussion;
- the desired outcome of the discussion.

Use a question, photo, story, statement, video, writing exercise or any other appropriate stimulus to generate a discussion.

LEADING THE GROUP

- Allow students time to think about what they want to say. If they have first written down their thoughts, they are likely to be better prepared when it is time to speak.
- Acknowledge contributions. It is helpful to record key points on the board for summary and analysis.
- Encourage students to join the discussion by inviting them to contribute further thoughts of their own or by asking whether they agree or disagree with others in the group.
- Encourage students to talk to one another instead of directing all their comments to you.

DEALING WITH DIFFICULTIES

- In case someone gives incorrect information, first judge whether the error is important. If it is, ask other students for their views but in a way that does not discourage the original speaker. Alternatively, provide the correct information yourself.
- If students are reluctant to speak, remind them that the goal is to explore ideas and points of view, not to come up with 'correct' answers.
- If the discussion becomes disorderly, remind students of the two rules you set out at the start.
- If a few students do most of the talking, call on other students to contribute or ask those who have been quiet to read from their reflective writing. (See "Teaching method 7: Writing and reflecting".)

What if the discussion turns to sensitive political issues or to religious or cultural beliefs and practices? If this happens, it may reflect students' commitment to familiar interests, concerns or experiences. If the discussion is relevant to the study of EHL, you can devote in-class time to more exploration, develop an extension activity for the class or encourage students to undertake independent research. If the discussion is not relevant to the in-class study of EHL, you can discuss the topic privately outside class to help those students think through their ideas.

ASSESSING STUDENT LEARNING

- > Were students able to identify and share their knowledge?
- > Did students listen and respond to one another's ideas?
- > What key ideas or disagreements emerged?
- > How can you build on the discussion for the next lesson?

EHL teaching methods

TEACHING METHOD 2:

Brainstorming

Brainstorming is a technique that encourages original thinking by creating an atmosphere of suspended judgement. It enables students to generate as many ideas as possible in a specified period of time. If the goal is to solve a problem, brainstorming allows different individuals to propose multiple solutions. Students can then summarize the information they have accumulated and give a group response.

OBJECTIVES

- to compile many different multiple ideas for discussion or to answer a question
- to encourage spontaneity

GETTING STARTED

Tell students that you want to generate as many ideas as possible from the group. Provide guidelines such as the following:

- Be spontaneous.
- Try not to evaluate your ideas before sharing them with others.
- Be open-minded about the comments of others; don't make judgements.
- Add to ideas that others have suggested.

LEADING THE GROUP

- State the question or focus of the exercise clearly.
- Clarify any questions before students begin to respond.
- Record all contributions.
- Seek clarification for contributions that seem to be inappropriate. (Be sure to do this in a way that does not inhibit future contributions.)
- If the process seems to drag, you can restate the question to encourage additional responses.
- At the conclusion of the exercise, review and summarize the list of shared ideas, or have students do so.

DEALING WITH DIFFICULTIES

- If students' responses are unrelated to the topic, you can pause to define it more clearly before resuming.
- If students have trouble responding because of their unfamiliarity with the topic, you can provide helpful suggestions to get them started.

ASSESSING STUDENT LEARNING

- > How well were the students able to generate ideas?
- > How well did the group summarize the list of shared ideas?
- > What were the advantages or disadvantages of this strategy?

TEACHING METHOD 3:

"No easy answers"

In EHL, students are likely to raise questions that even the teacher will have difficulty in answering, not because of a lack of information but because straightforward answers do not exist. It might be useful to designate a place where difficult questions raised by students can be recorded and displayed and call it the "No easy answers" corner. Even though these questions might not have an immediate response, possible answers might emerge at a later stage during the course. Have students review the questions in the 'No easy answers' corner from time to time to see whether some of them can now be answered.

NOTE The *IHL Guide* and the ICRC booklet entitled *International humanitarian law: Answers to your questions* may be useful resources.

OBJECTIVES

- to keep a record, for later reference, of the difficult questions that students ask
- to acknowledge that the answers to some questions are complicated
- to identify possible resources that may help in exploring difficult questions

EHL teaching methods

GETTING STARTED

Point out that extreme conditions prevail during situations of armed conflict and that in such circumstances it is difficult to account for the behaviour of individuals. Therefore, many questions about such situations do not have easy answers. Such questions should nevertheless be addressed before too much time passes, in order to avoid discouraging interested and thoughtful students.

LEADING THE GROUP

- Questions that are difficult and have no immediate obvious answers should be acknowledged as such.
- Have students look more closely into difficult questions by posing more questions.
- Ask other students, individually or in small groups, to suggest responses.
- Set limits on the amount of effort to spend right away on such questions.
- Identify those questions that will be addressed later in the programme.

DEALING WITH DIFFICULTIES

- If two opposing views become entrenched, you can point out that experts in the field also disagree about such questions. You might also organize a more formal debate on the matter.
- If you are unable to resolve a question, you can consult experts in your area.
- Remember to review the questions in the “No easy answers” corner from time to time.

ASSESSING STUDENT LEARNING

The following could be used as the basis for a debate or for writing an essay.

In his book, *The Law of Nations*, published in 1758, Swiss jurist Emmerich de Vattel offers an interesting point of view:

Since all belligerents affirm the justice of their cause, who shall be the judge between them? Because there is no judge, recourse must be made to rules whereby warfare may be regulated. The first rule is that regular war is to be accounted just on both sides. This is absolutely necessary (...) if people wish to introduce any order, any regularity, into so violent an operation as that of arms, or to set any bounds to the calamities (...) and leave a door constantly open for the return of peace.

This is how he summarized the rules by which warfare should be regulated.

All damage done to the enemy unnecessarily, every act of hostility which does not tend to procure victory and bring the war to a conclusion (...) is condemned by the law of nature.

Source: Emmerich de Vattel, *The Law of Nations*, cited in J.F.C Fuller, *The Conduct of War 1789 – 1961*.

Ask students the following questions:

- > Do you agree that there is no judge who can rule on the justice of going to war?
- > Do you agree that not blaming either side for going to war is more likely to lead to peace than assigning blame?
- > Is de Vattel’s summary of what is “condemned by the law of nature” a good basis for laws of war?

NOTE At the end of each module, revisit the “No easy answers” corner and point out the questions that have been answered and those that have not.

EHL teaching methods

TEACHING METHOD 4:

Using dilemmas

Dilemmas introduce students to the complexities of making ethical decisions in times of armed conflict. There are at least three reasons for such complexities:

- Every decision affects many people; the consequences they suffer and the reactions to them, in turn, affect others.
- Every decision has side-effects, some of which cannot be anticipated.
- All goals cannot be achieved at once. Something done to achieve one important goal often precludes the attainment of a different goal. Competing aims are, of course, a feature of many dilemmas.

The term 'dilemma' is often used lightly, but in situations that call for humanitarian action the struggle to resolve a dilemma can have serious consequences. It may well be a matter of life or death. A dilemma cannot be avoided by not choosing, because not doing anything is itself a choice. To use the technique of dilemma analysis effectively, teachers must analyse two questions with students: What is a dilemma? What are its consequences?

OBJECTIVES

- to help students understand the concepts 'dilemma' and 'competing goals'
- to enable students to experience and understand the complexities involved in making ethical decisions in times of armed conflict
- to give students practice in identifying different perspectives
- to help students understand the concept of 'consequences' (including unintended and unanticipated consequences)
- to introduce students to analysis of chains of consequences

GETTING STARTED

1. Start by encouraging students to use familiar sayings to illustrate the concept of a dilemma. ("I'm damned if I do and damned if I don't" or "Between a rock and a hard place".) Ask them to suggest what a dilemma is. Tell them to give examples, and explain what constitutes dilemmas.
2. Define the crux of a dilemma. Help students identify the main features of a dilemma:
 - a situation that requires making a choice among alternative actions (including doing nothing);
 - all options have their advantages and their disadvantages.
3. Point out that choosing the "right thing to do" is difficult and that even "making the best of a bad situation" may seem impossible because:
 - every option appears likely to cause problems;
 - it cannot be said with certainty what the results of any choice will be.
4. Choose a dilemma to use that suits your purposes. Dilemma situations can be found throughout the materials.

LEADING THE GROUP

In leading discussions on dilemmas, follow these four steps:

1. Introduce questions to explore proposed actions

Use one of the stories provided in the EHL materials or a dilemma contributed by the students themselves. Have students propose several actions in response to the dilemma. Then, for each action, use these questions to explore possible outcomes:

- > What is the likely outcome of your proposed action?
- > Might there be other outcomes? (If appropriate, explore the chain of actions that could result and the outcome of each.)
- > What are the unknowns or unpredictables in the situation?
- > Which other persons are involved? How will they be affected by your action? How will they view your action? How will the views of others affect the outcome?

EHL teaching methods

Repeat the same line of questioning for each action proposed by students. They should eventually take up the task themselves. Learning to pose good questions is evidence that students are learning the skills and concepts related to dilemma analysis.

2. Analyse the complexity of a dilemma

Ask students to compare and choose among proposed actions, applying these questions to each:

- > How effective is the action you have chosen likely to be in attaining the outcome you desire?
- > How likely is it that the option you have chosen will cause worse problems in the long term?
- > What goal does your action aim to achieve? Why have you chosen that goal?
- > Does your chosen action ignore or preclude the achievement of another important goal?

Summarize by acknowledging the complexity of the considerations involved.

3. Identify chains of consequences

Ask students to identify possible consequences for the following actions or events:

- Fishermen are out at sea when a storm comes up and capsizes their boat.
- A hunter shoots an elk.

Help students see that actions can have consequences that lead to other consequences. This is called a chain of consequences (storm > capsizing boat > death of fisherman > grief and poverty for the family, etc.).

Some consequences will be intended (the hunter gets food for his family and so...). Some may be unintended (the dead elk had recently given birth, her calf is orphaned and so...).

4. Trace chains of consequences

Have students propose examples of their own, and ask them to look for ways in which a single event can set in motion many consequences, some of which have further consequences. This produces complex chains.

DEALING WITH DIFFICULTIES

- Students may leap to conclusions. If this happens, have them step back and analyse the action and consequences.
- Sometimes the complexities may overwhelm students. Acknowledge their frustration.

ASSESSING STUDENT LEARNING

Ask students to describe in writing a dilemma from their own experience.

- > What were the competing goals?
- > What were the possible actions?
- > What were the effects of the action taken?
- > What were the possible consequences and chains of consequences?

EHL teaching methods

TEACHING METHOD 5:

Role-playing

Role-playing offers the opportunity to “step into the shoes” of someone else and make experiences described in writing come alive through dramatization. To be successful, role-playing exercises require preparation beforehand and discussion afterwards.

OBJECTIVES

- to make students more aware of the multiple perspectives in a given situation
- to make students aware of the ethical dilemmas that might be involved in humanitarian action
- to help students relate to others’ experiences

GETTING STARTED

- Explain the situation, so students know what each role requires.
- Give the setting or context – the location, time, circumstances and other background information – to help students place themselves in the situation.
- Use questions to help students define each role. What does this person want and why? What outcome is the person hoping to achieve?
- Allot time for preparation, role-playing and discussion.

LEADING THE GROUP

For effective role-playing, follow these four steps:

1. Prepare

Present the story or dilemma. Allow sufficient time to discuss the situation or issue. Do not focus on the question: Who is the actor? Instead, focus on these questions: What is the topic? What is the situation? Preparatory discussion is crucial. Even if the actual role-playing exercise is not successful, the group will learn from the discussion. You may want to assign roles to small groups so that several students can think about the same role. Encourage students to explore the humanity of everyone in the situation and to avoid choosing villains. Respond to students’ questions.

2. Rehearse

Your role as director is to keep students on track. Provide minimal props and tools to assist students as they rehearse the roles. Avoid over-direction, which may inhibit their imagination.

3. Perform

This is an opportunity for the role-players. You may want to give the audience an assignment. Have them follow a particular character and the decisions he or she had to make. The preparatory discussion and this assignment help the audience concentrate on the issues and feelings raised by the story, rather than on the acting.

4. Conclude

During the discussion after the exercise in role-playing, encourage students to comment on the issues raised by the dramatization. Refer to the questions in the materials prepared for students. Ask students to analyse the experience of playing their roles or of observing the performance and reflecting on the issues and experiences presented. Did they gain a new perspective on any of the characters? What worked? What did not? What would they do differently? You may conclude with remarks that bring students back to the objectives of the exercise.

DEALING WITH DIFFICULTIES

Role-playing, because it can be entertaining, may obscure the seriousness of the issues. On the other hand, laughter can be a psychological release when strong emotions are involved. Students (both performers and audience) may laugh. You may need to remind students of the main theme of the activity.

FREEZE FRAME

In a ‘freeze frame’ students stop the action at a crucial point and ‘freeze’ into a group statue. Use freeze frames to demonstrate the consequences of a decision or to show the crux of a dilemma. What decision would the group make? Less elaborate than full role-playing, freeze frames allow students to focus on critical junctures in a story.

ASSESSING STUDENT LEARNING

Use the discussion after the role-playing exercise to determine the extent of students’ understanding of the dilemma and the issues and also their ability to “step into the shoes” of others.

EHL teaching methods

TEACHING METHOD 6: Using stories, photos and videos

EHL engages the mind and the heart. Students “step into the shoes” of people affected by war, whether they are civilians, soldiers or humanitarian workers. The programme makes use of one of the oldest techniques of passing on culture – story-telling. The stories, from many cultures, are generally about ethical decision-making. In addition to stories, EHL uses photos, videos and photo narratives, to introduce students to real situations and stimulate discussion.

OBJECTIVES

- to provide a stimulus to students’ thoughts through stories, photos and videos
- to provide images and contexts to help students understand concepts
- to provide a common experience for students, as a springboard for discussion

GETTING STARTED

- Before using stories, familiarize yourself with the background information and the focusing questions suggested in the EHL materials.
- Where possible, assign stories to be read before class to ensure that students are already familiar with the content; this will give you more time for discussion. Review the stories in class as well.
- Introduce photo collages by explaining their purpose and context.
[For example: “These are photos of people displaced by war”.]
- Prepare students for video presentations. Give them an introduction and a question to keep in mind or something to look for as they watch the video. Use the transcripts to refer back to specific information or parts that are difficult to understand.

LEADING THE GROUP

After students have read a story, studied a photo or viewed a video, have them write down their thoughts and reactions before discussing what they have just seen. Some stories can be presented with a stopping point where a decision needs to be made. The freeze-frame technique can be used to present stories. (See “Teaching method 5: Role-playing”.)

In addition to the specific questions you develop for a story, consider this set of general questions when you discuss stories, photos and videos.

1. Situation: Who is in danger? What is the nature of the danger? Who are the bystanders?

2. Options: What are the options available to the bystanders?

3. Consequences: What are the consequences of each course of action (intended/unintended; positive/negative; short-term/long-term)? What are the potential chains of consequences?

4. Perspectives: Consider the viewpoints of the various individuals involved. What guides them as they consider the consequences in a particular situation?

5. Decision: What decision would you make? Why?

During the discussion, have students ponder the following questions:

- > What is the threat to the life or human dignity of the individual?
- > What alternative actions are available?
- > What are the consequences of each action?
- > What is the rationale for the decision that is eventually made?
- > What is the role of social pressure?

Some of the explorations encourage students to bring in stories from their own families and traditions that relate to experiences of armed conflict and/or humanitarian action.

Materials contributed by students can be put on display, made into a scrapbook, integrated into the course (as a reading in a lesson or to illustrate a concept or experience) or posted on the EHL Virtual Campus to be shared with others.

DEALING WITH DIFFICULTIES

- The stories, photos and videos may evoke strong emotional responses in students. Always give them a chance to express their reactions to the material.
- If an image evokes a powerful emotional reaction from a particular student, he or she might not want to participate, which is quite all right.
- Talk privately with students who seem to be having problems dealing with the feelings that the materials evoke.

ASSESSING STUDENT LEARNING

- > Do students use examples from the stories, photos, or videos to understand broader concepts?
- > Ask students to develop their own stories, drawings, photos, or videos to illustrate a concept.

EHL teaching methods

TEACHING METHOD 7: Writing and reflecting

Educational research has shown that students understand better when writing is fully integrated into their study. EHL provides many opportunities during class sessions for students to facilitate their understanding of the content through writing.

How do I know what I think until I see what I write?
– C.S. Lewis

OBJECTIVES

- to give every student the opportunity to think about the issues to be discussed and to clarify their thoughts by formulating them in writing
- to have students record their thoughts before hearing the views of the group
- to provide practice in writing
- to have students keep a record, which they can use for reference, reflection and other writing and research

KEEPING AN EHL JOURNAL

If possible, have students keep all their writing for the course in one place. Ideally, they should keep a journal or portfolio of their writing. This journal is for their own use, not for grading; it is a place where they can express their own ideas and make notes for themselves. Tell students not to worry about spelling, grammar or punctuation when they start writing. What matters is that they be able to express their thoughts in written form. The material in their journal can be a source for more formal essays or for exploring themes and ideas. Older students can use some of these ideas to conduct independent research.

OTHER KINDS OF WRITING

Opportunities for many kinds of writing abound in the course materials:

- analysing stories, dilemmas or other situations;
- recording personal stories;
- preparing for interviews and writing them up afterwards;
- writing research reports;
- drawing up plans to deal with problems;
- writing stories or historical accounts;
- writing essays on a theme, concept or idea arising from the course;
- documenting information and experiences from students' own lives;
- writing position papers on a subject being debated in the group or beyond;
- putting together an EHL newsletter.

GETTING STARTED

Before a discussion, ask students to write down their reactions to a photo, a video, a question or an issue. They can jot down words, groups of words or complete sentences. The goal is to put their thoughts in writing.

LEADING THE GROUP

- Clearly state what the students are to write about and how the information is to be used. Specify the amount of time allotted to the writing activity.
- If a visual aid is being used, put it on display or distribute copies of it so that students can look at it whenever they wish.
- If you are asking students a question, write it on the board.
- Older students can be given open-ended questions.
- Younger students may be given a sentence to complete.
[For example: This photo makes me think...]

DEALING WITH DIFFICULTIES

If students have difficulty writing, they can express their ideas in other ways, such as through drawing. They can talk about their drawings, and you can assist them with the written expression of their ideas.

ASSESSING STUDENT LEARNING

- > How did the writing support the purpose of the activity?
- > How well did students express themselves in their writing?
- > How can students turn EHL journal ideas into research or action projects?

EHL teaching methods

TEACHING METHOD 8:

Interviewing

Inviting someone to your class to talk about his or her first-hand experience of war gives students the opportunity to ask questions and to gain new insights. The teacher or group can identify an appropriate person (for example a veteran, a humanitarian worker, a civilian or a journalist) to talk to the class during appropriate explorations. Students can also conduct an interview with someone outside class. The types of questions and the objectives will depend, of course, on the person being interviewed.

OBJECTIVES

- to gather information from a first-person report
- to develop interviewing skills

GETTING STARTED

- Discuss with students whom they would like to interview.
- Provide the group with information about the visitor and his or her area of expertise or experience.
- Have a brainstorming session for the group to formulate questions for the visitor. Make a list of these. Here are a few sample questions:
 - > Do you know of any other examples of people doing humanitarian acts?
 - > Do you know of anyone else who was rescued?
 - > What kind of training were you given [or do you give] on how combatants should behave in war?
 - > What reasons do combatants have for behaving humanely? Or inhumanely?
 - > What was the hardest part about providing humanitarian aid?
 - > What dilemmas did you and others face?
- Have the group select all the questions they want to use, and ask each student to write down the particular question he or she wants to ask. Students who will be interviewing people on their own outside class, should prepare a list of questions to help them get the story and to capture its humanitarian implications.

LEADING THE GROUP

- Designate one group member to welcome and introduce the visitor.
- Set the context and specify the length of time for the interview. Outline the course it will follow.
- Have students ask the questions they have prepared.
- Moderate the exchange as needed.
- Designate one group member to thank the visitor at the close of the session.

DEALING WITH DIFFICULTIES

- The visitor may talk for too long, or he or she may wander off the subject. If this happens, redirect the conversation back on track, or suggest that the visitor take questions from the students.
- Students who will be interviewing people outside of class may need help in developing thoughtful questions.

ASSESSING STUDENT LEARNING

- After the session, have students write down what they learned from the visitor and how it is related to the particular topics they are studying.
- The group can discuss how well the interview went and what they would do differently the next time.
- Students who interviewed friends or family members about war or the humanitarian perspective can share the information gathered with the class.

EHL teaching methods

TEACHING METHOD 9:

Small groups

Working in small groups helps students share ideas and develop skills. Small-group work is recommended throughout these materials. You can keep the same groups through a series of activities or vary their composition from one series of activities to the next.

Successful small-group work depends on three elements:

- clear instructions about the task(s);
- time available;
- imaginative and effective presentations to the larger group.

Working in small groups enables students to:

- practise oral and written communication skills and cooperative problem-solving;
- assume leadership and responsibility;
- report or disseminate information;
- be more likely to participate actively than if they were in larger groups;
- share and develop ideas, hear new ideas, and make decisions;
- experience teamwork;
- be exposed to a range of new information.

OBJECTIVES

- to engage every student in discussion and problem solving
- to develop skills in leadership and cooperation

GETTING STARTED

- When appropriate, have students first write down their ideas before sharing them with the group. This helps them formulate their own ideas before hearing those of others.
- Determine the size and type of group needed in relation to the purpose and desired outcome of the activity.
- Use pairs of students to exchange personal experiences (some of these can be shared with the entire group and some with just one other person) to compare individual perspectives or to agree on one point of view or one course of action.
- Use small groups of three to five people when you want to provide every student with an opportunity to express his or her views on an issue.

- Form groups of students according to different criteria, depending on your purpose: by level of competence, by the experiences they bring to the particular activity, by age, by gender, by whether they sit next to each other, by ability, etc. Students in homogeneous groups can work at the same pace together, which may be faster or slower than other groups. In heterogeneous groups, some students may assume a leadership or coaching roles, while others may be stimulated by the interaction with peers who have different skills and experiences.

LEADING THE GROUP

- Clearly state the task and the expected outcomes.
- Identify and provide the resources needed for the task.
- Set a time limit for the task.
- Ask that responsibilities be assigned within the group: moderator, note-taker and reporter.
- Explain the tasks of the moderator, note-taker and reporter and assist students in carrying out their roles.
- Determine the format for reporting the work of the group: oral presentation, drawing, diagram, freeze frame, drama, etc.
- Circulate among groups, ask questions and monitor their progress. (Be careful not to take over the work of the group.)

DEALING WITH DIFFICULTIES

- If students do not focus on the task or do not understand the instructions, restate the task or ask a student to do so; you can also post the instructions on the board.
- If members of a group are not able to work out their disagreements, work with the group to arrive at a consensus or have the group present their conflicting points of view and explain how they plan to continue their work in the future.
- If some members try to dominate a group, reiterate the purpose of small-group work and the importance of each member in accomplishing the task.
- Group presentations may become repetitive. If this happens, ask only one group to make a presentation and then have the others add any additional elements.

EHL teaching methods

ASSESSING LEARNING

- > How well were students able to work together to accomplish their task?
- > What skills did students demonstrate?
- > What group-membership skills do students need to practice?
- > How did the small-group interaction contribute to the students' understanding of the subject?

TEACHING METHOD 10: Gathering stories and news

Encourage students, as they explore IHL, to use materials not only from the EHL programme, but also from other sources. The news media, books, experiences recalled by their family and community members and stories from their traditions are all potential sources. These materials can be integrated into the programme.

OBJECTIVES

- to raise students' awareness of humanitarian acts in the past and present from around the world
- to help students to recognize events and issues involving IHL and humanitarian action
- to encourage students to document information about the implementation and enforcement of IHL

GETTING STARTED

The last section of the course materials for each module includes a 'Media page'. The goal is to raise students' awareness of the humanitarian perspective and of the necessity for IHL and the reasons for it in the world around them. In Module 1, for example, students are asked to interview friends and family members for stories of humanitarian acts and/or to get such stories from newspapers, the radio, television or books. Assure students that they need not share their stories with the class or can do so anonymously if they wish.

Later modules also encourage students to gather stories and information from news media, literature and other sources, such as talking with someone who has been in the military or participated in humanitarian action.

LEADING THE GROUP

- Whenever you give students a research assignment, collect and use the stories, reports or information they produce. Work done by their classmates will motivate those who have not contributed and give them ideas for their own work.
- Use the material gathered by students, put it on display, make a scrapbook out of it or ask for an oral presentation.
- Stories of humanitarian acts that students bring in can be used in the course. Briefly present one story at the start of each day.
- Use one or more of the student stories to illustrate the theme of a particular activity. For example, a news report about someone who protected a displaced person or refugee can be used in connection with an activity from Module 5. In Module 2, a student might bring in a soldier's recollection of how rules of war were taught during his basic training. Another student might have a newspaper clipping about efforts to bring a war criminal to court. Examples like these contribute to a better appreciation and understanding of the ways in which IHL can affect people's lives.
- Use the material collected by students as resources for dramatizations or for discussing dilemmas.

DEALING WITH DIFFICULTIES

If students collect stories that are not examples of humanitarian acts, use the stories to review what such acts are. Reiterate the characteristics of humanitarian acts that are emphasized in the programme.

ASSESSING STUDENT LEARNING

- > What do your students' stories indicate about their understanding of the concepts of IHL?
- > In what ways do the stories demonstrate students' improved interviewing skills?

Plans for 10 teacher-training workshops

TEACHER-TRAINING WORKSHOP STRUCTURE

The EHL materials include models for ten workshops that introduce key concepts and activities and identify critical teaching methods. Each workshop focuses on a particular exploration and on related teaching methods, and is organized into five steps. As you go through the workshops, you will be asked periodically to write down your reflections in a journal.

Step 1: Review workshop objectives

This step outlines the purpose of the workshop.

Step 2: Understand the EHL materials

In this step, you do the activities that your students will do in class. By doing the explorations as if you were a student, you will absorb the material and the issues related to it as your students will.

Step 3: Experience the classroom

In this step, you get a sense of the way a lesson works in practice by viewing a video of someone else teaching the same lesson.

Step 4: Review what you have learned

In this step, you reflect on what you have learned and how to adapt the lesson to your students.

Step 5: Follow-up after teaching the exploration

In this last step, after you have taught the lesson, you assess what both you and your students have learned, keeping in mind the questions your students raised.

The workshops can be organized as a one- or two-week summer institute for teachers from a particular region or area of one country or from several countries. Alternatively, teachers from one or more schools can come together at a workshop every other week during the school year on afternoons or weekends. Although learning together with colleagues in a workshop is the optimal way of doing things, individual teachers can also use this manual on their own.

Each workshop is designed to be three hours long. The first two hours of each workshop are used for understanding the EHL materials and teaching strategies and for “experiencing the classroom” through video clips of teachers using the programme. The third hour is for teachers to plan how to apply the programme to their own particular students and how to assess their understanding.

A note on the video clips presented in the workshops: all teachers experience peaks and valleys in their day-to-day classroom teaching. Videos of classes tend to string together the peaks – some dynamic sections – leaving out the valleys and distorting the actual classroom experience. This tendency of the video clips should be noted lest, when teachers experience valleys in their own classes, they become disappointed or wonder what they are doing wrong.

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TEACHER-TRAINING WORKSHOP OUTLINES

Workshops	Materials
1. Introducing EHL to students	Exploration: Introductory Exploration Teaching methods in focus: 'Discussion', 'Brainstorming', 'No easy answers' Teacher video and transcript: "Leading discussion: Introductory exploration" (4')
2. Role-playing: What can bystanders do?	Explorations: 1A and 1B Teaching methods in focus: 'Role-playing', 'Using stories, photos and videos' Teacher video and transcript: "Organizing students' responses: Looking at humanitarian acts" (7'39)
3. Working with dilemmas: A bystander's dilemma	Exploration: 1C Teaching methods in focus: 'Using dilemmas', 'Small groups'
4. Using photos to explore human dignity	Exploration: 2A (steps 2, 3 and 4) Teaching methods in focus: 'Using stories, photos and videos', 'Discussion' Teacher video and transcript: "Using photographs to explore human dignity" (7'14)
5. Building on students' ideas: The basics of IHL	Exploration: 2A (steps 5 and 6) Teaching method in focus: 'Interviewing' Teacher video and transcript: "Students' views: What rules are needed in armed conflict?" (5'06)
6. Viewing videos: Focus on child soldiers	Exploration: 2C (steps 1-5) Teaching methods in focus: 'Using stories, photos and videos', 'Writing and reflecting', 'Small groups' Teacher videos and transcripts: "Viewing videos: Preparation and discussion" (14'04) "Student presentations: If you could speak to the world" (6'39) Student video and transcript: "I don't want to go back" (8'40)

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Workshops	Materials
7. Using case studies: My Lai – What went wrong? What went right?	Explorations: 3C and 3D Teaching methods in focus: ‘Using stories, photos and videos,’ ‘Discussion’ Student video and transcript: “What we did at My Lai” (18’)
8. Small-group work: Responding to the consequences of armed conflict	Explorations: 5A and 5C Teaching methods in focus: ‘Small groups,’ ‘Using dilemmas’ Student videos and transcripts: “Forced from home” (4’10) “Light in the darkness” (5’20) “A prisoner remembers” (2’10)
9. Using personal experience: Ethics of humanitarian action	Exploration: 5E Teaching methods in focus: ‘Discussion,’ ‘Writing and reflecting,’ ‘Using dilemmas’ Teacher video and transcript: “Using personal experience to understand concepts: Neutrality and impartiality” (6’18)
10. Applying learning: Youth projects	Exploration: Closing Exploration Teaching method in focus: ‘Gathering stories and news’ Student video and transcript: “Exploring war through drama” (4’17)

Plans for 10 teacher-training workshops

WORKSHOP 1: Introducing EHL to students

MATERIALS:

Introductory exploration: Images and perceptions

Teaching methods in focus: 'Discussion', 'Brainstorming', 'No easy answers'

Teacher video and transcript: "Leading discussion: Introductory exploration" (4')

Estimated time for the workshop: 3 hours

STEP 1: REVIEW THE WORKSHOP OBJECTIVES

(10 minutes)

- to learn how to introduce the EHL programme to students
- to develop an approach for teaching a subject about which you may know little
- to explore factual and ethical questions related to IHL
- to practice 'Discussion' and 'Brainstorming' and to clarify the concept of 'No easy answers', which will be used throughout EHL

STEP 2: UNDERSTAND THE EHL MATERIALS

(60 minutes)

1. Read and clarify

Take a few minutes to read the exploration and the descriptions of teaching methods 'Discussion', 'Brainstorming' and 'No easy answers' in Part 3 of this manual.

2. Do the exploration

If you are doing this workshop in a group, each participant should select a question from the section on "Introductory discussion questions" and conduct a mini-discussion with the group (not more than 5 minutes). If you are doing this workshop on your own, select some of the questions that most interest you and write down your responses or discuss them with a friend or family member.

JOURNAL REFLECTION

After doing the exploration, respond to two of the following questions in your journal:

- > What issues generated the most intense discussion? Why?
- > Which questions will generate the greatest interest among your students?
- > What surprised you most about your own images and perceptions of IHL?
- > What went well during the discussion of the question that you led? What difficulties did you have? (For teachers who had a group discussion.)

Share your answers with a partner.

STEP 3: EXPERIENCE THE CLASSROOM

(60 minutes)

1. Read the teacher video transcript: "Leading discussion: Introductory exploration". Assign roles to workshop participants, and read aloud.
2. Give some thought to this question before viewing the video clip (either in a group or on your own in your journal).
 - > What are the goals of the introductory exploration?
3. View the teacher video clip: "Leading discussion: Introductory exploration" (Jamaica, students).
The teacher explains the purpose of the introductory conversation. Using the brainstorming technique, students generate ideas on armed conflict and on how combatants should behave. They draw parallels with experiences in their own country.
4. Discuss the following questions in pairs in your group or think about them on your own:
 - > To what extent were the goals of the introductory exploration achieved in the classroom?
 - > How did the teacher set the tone? What discussion techniques did she use?
 - > What did the students seem to know about war? About limits to war?
 - > How did the ideas of the students in the video clip compare with your own perceptions of IHL?
5. View the video clip a second time.

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NOTE If time allows, watch the segment “Module 1” of the training film for teachers and write down or share what your impressions are and what you would have done differently.

STEP 4: REVIEW WHAT YOU HAVE LEARNED

(30 minutes)

1. Journal reflection

Note some ideas in response to the following questions:

- > What problems do you anticipate in leading a discussion based on this exploration?
- > What questions came up that you could write down in the ‘No easy answers’ corner?
- > How would you adapt this exploration to your own group?
- > In what ways might you assess your students’ learning?

2. Discuss your answers in pairs or small groups.

3. Adapt the lesson plan for teaching “Introductory exploration: Images and perceptions” for your students. Include methods of assessment.

STEP 5: FOLLOW-UP AFTER TEACHING THE EXPLORATION (20 minutes)

1. Teach the exploration, if you have the opportunity to do so. Then, take a few minutes to write down your responses to these questions:

- > What surprised you most about teaching the introductory exploration?
- > What techniques worked particularly well?
- > What was the high point of your class discussion?
- > What ‘No easy answers’ questions did your students raise?

2. Discuss your answers in pairs or small groups.

WORKSHOP 2:

Role-playing: What can bystanders do?

MATERIALS:

Exploration 1A: What can bystanders do? and
Exploration 1B: Looking at humanitarian acts

Teaching methods in focus: ‘Role-playing’, ‘Using stories, photos and videos’

Teacher video and transcript: “Organizing students’ responses: Looking at humanitarian acts” (7’39)

Estimated time for the workshop: 3 hours

STEP 1: REVIEW THE WORKSHOP OBJECTIVES

(10 minutes)

- to explore and practise ‘Role-playing’ and ‘Using stories, photos and videos’, as teaching methods
- to become familiar with the concept of the bystander
- to understand the concept of a humanitarian act

STEP 2: UNDERSTAND THE EHL MATERIALS

(100 minutes)

1. Read and clarify

Take a few minutes to read the explorations and the descriptions of teaching methods ‘Role-playing’ and ‘Using stories, photos and videos’ in Part 3 of this manual.

2. Do Exploration 1A

If you are doing this workshop in a group, teachers should conduct Exploration 1A, using the suggested sequence role-playing activity “How incremental acts build humanitarian strength” (found at the end of the exploration).

3. Discuss

Discuss the exercise from the point of view of each of the role players.

- > What do you think of the choices you made while playing your character? Why?
- > What are your thoughts on the choices made by each of the other people in the story? Why?

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Now discuss the role-playing exercise from the point of view of the audience.

- > How did the role-playing help you to get “into the shoes” of another person? How could it have been more effective?
- > What issues did it make you think about?
- > What are some of the important things to discuss after role-playing?
- > How did watching the role-playing exercise deepen your understanding of the nature of humanitarian acts?

4. Now do Exploration 1B.

JOURNAL REFLECTION

After doing the explorations, write down your thoughts on the advantages and the risks of using role-playing as a teaching technique.

STEP 3: EXPERIENCE THE CLASSROOM (30 minutes)

1. Read the teacher video transcript: “Organizing students’ responses: Looking at humanitarian acts”.

Assign roles to workshop participants, and read aloud. Reflect on this question prior to viewing:

- > How did students show their understanding of the humanitarian perspective?

2. View the teacher video clip: “Organizing students’ responses: Looking at humanitarian acts” (Morocco, students aged 13–15). When viewing the video, look for evidence of how students show their understanding of the humanitarian perspective.

The teacher introduces the concept of a humanitarian act in a structured way. He uses a chart to draw out generalizations by having students give examples of humanitarian acts.

3. Discuss the following question in pairs in your group, or think about it on your own:

- > How did students show their understanding of the humanitarian perspective?

NOTE If time allows, watch the segment “Module 1” of the training film for teachers and write down or share what your impressions are and what you would have done differently.

STEP 4: REVIEW WHAT YOU HAVE LEARNED

(30 minutes)

1. Journal reflection.

Note some ideas in response to the following questions:

- > What problems do you anticipate in preparing your students for role-playing?
- > What issues might come up for your students in understanding the idea of humanitarian acts?
- > How would you adapt these explorations to your own group?
- > In what ways might you assess your students’ learning?

2. Discuss your answers in pairs or small groups.

3. Adapt the lesson plans for teaching these explorations for your students.

STEP 5: FOLLOW-UP AFTER TEACHING THE EXPLORATION (10 minutes)

1. Teach the exploration, if you have an opportunity to do so. Then, take a few minutes to write down your thoughts on the effectiveness of the various activities in helping your students understand the concept of a humanitarian act.
2. Discuss your answers in small groups.

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WORKSHOP 3:

Working with dilemmas: A bystander's dilemma

MATERIALS:

Exploration 1C: A bystander's dilemma

Teaching methods in focus: 'Using dilemmas', 'Small groups'

Estimated time for the workshop: 3 hours

STEP 1: REVIEW THE WORKSHOP OBJECTIVES

(10 minutes)

- to learn how to guide students in analysing dilemmas
- to recognize the complexity of a bystander's situation when he or she is witnessing a threat to life or human dignity

STEP 2: UNDERSTAND THE EHL MATERIALS

(60 minutes)

1. Read and clarify

Take a few minutes to read the exploration and the descriptions of teaching methods 'Using dilemmas' and 'Small groups' in Part 3 of this manual.

2. Do the exploration

If you are doing this workshop in a group, choose a teacher to conduct Exploration 1C, using the suggested sequence which asks you to "Explore the complexity of Wendy's humanitarian dilemma." If you are doing this workshop on your own, try to invite a few friends or family members to participate, so that you can discuss Wendy's dilemma and do the related activities.

If you are on your own, read through the exploration and do the written activities and reflective journal writing.

3. Discuss

After the activity, the members of the small groups report to the full group on what their roles were and on what was essential for working in the small group. Identify specific techniques and steps required when using dilemmas.

STEP 3: EXPERIENCE THE CLASSROOM (60 minutes)

Now step back and view the experience of analysing dilemmas from your perspective as teachers.

- > How did you react as a teacher? What points came up in discussion?
- > How would your students react to this exploration?
- > How effectively did the group carry out the four steps in working with dilemmas?
- > What questions do you have about working with dilemmas in your classroom?

STEP 4: REVIEW WHAT YOU HAVE LEARNED

(30 minutes)

1. Journal reflection.

Note some ideas in response to the following questions:

- > What problems do you anticipate in introducing dilemma analysis to your students?
- > What questions might your students raise about Wendy's dilemma?
- > In what ways might you assess your students' learning?

2. Discuss your answers in pairs or small groups.

3. Adapt the lesson plan for teaching Exploration 1C for your students. Include methods of assessment.

STEP 5: FOLLOW-UP AFTER TEACHING THE EXPLORATION (20 minutes)

1. Teach the exploration, if you have an opportunity to do so. Then, take a few minutes to write down, giving specific examples, how your students reacted to Wendy's humanitarian dilemma.
2. Discuss your answers in pairs.

Plans for 10 teacher-training workshops

WORKSHOP 4: Using photos to explore human dignity

MATERIALS:

Exploration 2A: Limiting the devastation caused by war (steps 2, 3 and 4)

Teaching methods in focus: 'Using stories, photos and videos', 'Discussion'

Teacher video and transcript: "Using photographs to explore human dignity" (7'14)

Estimated time for the workshop: 3 hours

STEP 1: REVIEW THE WORKSHOP OBJECTIVES

(10 minutes)

- to explore the value of using photos to generate ideas and opinions
- to consider how to encourage and use student participation in a discussion

STEP 2: UNDERSTAND THE EHL MATERIALS

(60 minutes)

1. Read and clarify
Take a few minutes to read the exploration and the descriptions of teaching methods 'Using stories, photos and videos' and 'Discussion' in Part 3 of this manual.
2. Do steps 2, 3 and 4 of Exploration 2A
If you are doing this workshop in a group, select a facilitator or two co-facilitators to conduct the activity. If you are doing the workshop on your own, try to enlist a colleague or family member to do the step of the blindfolded captive with you.
3. Discuss
After the activity, discuss in pairs or small groups or respond in your journal to the following question:
 - > How do you think your students will react to the activity using the photo of the blindfolded captive?

STEP 3: EXPERIENCE THE CLASSROOM (60 minutes)

1. Read the teacher video transcript: "Using photos to explore human dignity". Assign roles to workshop participants, and read aloud.

2. Select one or two of the following questions to focus on while you view the video clip:
 - > How do the photos contribute to student participation?
 - > How is reflective writing used to encourage students' participation in class discussion?
 - > What is the role of the teacher?
 - > What strategies were used to promote exchanges among the students?
 - > Are there moments when the teacher could intervene but does not?
3. View the teacher video clip: "Using photographs to explore human dignity" (South Africa, students aged 16–17).

The teacher uses a photo of a blindfolded captive to help students generate ideas about protection of human dignity during armed conflict.

4. After viewing the video clip, discuss in small groups and write on the question(s) you selected above, as well as:
 - > What are your reactions to the video?
 - > If you were the teacher, would you have done anything differently?

STEP 4: REVIEW WHAT YOU HAVE LEARNED

(30 minutes)

1. Journal reflection.
Note some ideas in response to the following questions:
 - > What did you learn from the contents of this session and the methods employed in it?
 - > How would you adapt this exploration to your own group?
 - > In what ways might you assess your students' learning?
2. Discuss your answer in pairs or small groups.
3. Adapt the lesson plan for teaching steps 2, 3 and 4 of Exploration 2A for your students.

STEP 5: FOLLOW-UP AFTER TEACHING THE EXPLORATION (20 minutes)

1. Teach the exploration, if you have the opportunity to do so. Then, take a few minutes to write down your responses to these questions:
 - > What surprised you most about teaching steps 2, 3 and 4 of Exploration 2A?
 - > What questions did your students raise?
2. Discuss your answers in pairs.

Plans for 10 teacher-training workshops

WORKSHOP 5:

Building on students' ideas: The basics of IHL

MATERIALS:

Exploration 2A: Limiting the devastation caused by war (steps 5 and 6)

Teaching method in focus: 'Interviewing'

Teacher video and transcript: "Views of students: What rules are needed in armed conflict?" (5'06)

Estimated time for the workshop: 3 hours

STEP 1: REVIEW THE WORKSHOP OBJECTIVES

(10 minutes)

- to learn some of the basic rules of IHL
- to understand the similarities between IHL and human rights law and how they complement each other
- to consider how to present such information to students
- to learn how interviewing visitors can be used as a technique
- to explore how to build on students' knowledge, when you introduce a new topic

STEP 2: UNDERSTAND THE EHL MATERIALS

(40 minutes)

1. Read and clarify

Take a few minutes to read the exploration and the description of teaching method 'Interviewing' in Part 3 of this manual.

2. Do steps 5 and 6 of Exploration 2A

The time allotted for steps 5 and 6 - 30 minutes for students - has been expanded for teachers to 60 minutes, as these are complex subjects and teachers may need more time to think about how to teach them.

If you are doing this workshop in a group, the teacher-trainer should conduct Exploration 2A, step 5, in which rules suggested by you (previously in step 4) are compared with the basic rules of IHL. After this, a volunteer from among the group of teachers may conduct step 6, in which human rights law and IHL are compared with each other.

If you are doing this workshop on your own, invite a few friends or family members to discuss the similarities between IHL and human rights law.

To practise your interviewing technique, imagine that you have invited a visitor who is well-versed in IHL to come to your classroom. Draw up questions for the visitor, based on the rules you developed (in step 4) and the comparison between IHL and human rights law (in step 6). You may want to include questions that remain in your 'No easy answers' corner.

JOURNAL REFLECTION

After doing the exploration, write down your thoughts on the questions posed in step 6, IHL and human rights. What protections are common to both IHL and human rights law?

STEP 3: EXPERIENCE THE CLASSROOM (70 minutes)

1. Explain that in preparation for a visitor's talk on IHL and human rights, a video will be shown of students drawing up their own rules.
2. With the visitor present, read the teacher video transcript: "Views of students: What rules are needed for armed conflict?" Assign roles to workshop participants, and read aloud.
3. View the teacher video clip: "Views of students: What rules are needed for armed conflict?" (South Africa, students aged 16–18).
4. Pause the video when you get to the question: "If you were the teacher, what would you do now?" Think about and discuss your response before resuming the video.
5. After looking at a photo collage showing the aftermath of war, students develop rules they think are needed in armed conflict.
6. Have the visitor speak about IHL and human rights, and explain how they apply in conflict and/or non-conflict situations.
7. Open up the discussion for questions. Consider difficulties you might have in explaining what you learned about IHL to your students. Share these with the group and the IHL visitor so that you can seek solutions together.

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STEP 4: REVIEW WHAT YOU HAVE LEARNED

(30 minutes)

1. Journal reflection.

Note some ideas in response to the following questions:

- > Who might you invite to your class (an IHL expert, human rights expert, veteran, etc.)?
- > How would you prepare your students to develop interview questions?
- > In what ways might you assess your students' learning?

2. Discuss your answer in small groups.

3. Adapt the lesson plan for teaching steps 5 and 6 of Exploration 2A for your students.

STEP 5: FOLLOW-UP AFTER TEACHING THE EXPLORATION (30 minutes)

1. Teach the exploration, if you have an opportunity to do so. Then, take a few minutes to write down your thoughts on these questions:

- > What surprised you most about helping your students learn the skill of interviewing a visitor?
- > What questions did students raise regarding the relationship between IHL and human rights law?

2. Discuss your answers with a partner.

WORKSHOP 6:

Viewing videos: Focus on child soldiers

MATERIALS:

Exploration 2C: Focus on child soldiers (steps 1-5)

Teaching methods in focus: 'Using stories, photos and videos', 'Writing and reflecting', 'Small groups'

Teacher videos and transcripts:

"Viewing videos: Preparation and discussion" (14'04)

"Student presentations: If you could speak to the world" (6'39)

Student video and transcript: "I don't want to go back" (8'40)

Estimated time for the workshop: 3 hours

STEP 1: REVIEW THE WORKSHOP OBJECTIVES

(10 minutes)

- to explore and practise 'Using stories, photos and videos', 'Writing and reflecting' and 'Small groups' as teaching methods
- to become aware of the scope of the practices of recruiting and using boys and girls in war and the consequences of these practices
- to understand that both IHL and human rights law prohibit the recruitment and use of children under 15 in armed conflict and that many States formally accepted a new law that raises this age limit to 18 years

STEP 2: UNDERSTAND THE EHL MATERIALS

(80 minutes)

1. Read and clarify

Take a few minutes to read the exploration and the descriptions of teaching methods 'Using stories, photos and videos', 'Writing and reflecting' and 'Small groups' in Part 3 of this manual.

2. Do steps 1-5 of Exploration 2C

View the student video clip: "I don't want to go back". Review the transcript. Do step 5 of Exploration 2C. If you are doing this workshop in a group, selected teachers should conduct the exploration, using steps 1-5. As a teaching technique, video-viewing may be divided into three parts: Preparation (steps 1-4), Viewing (step 5) and Reflection (step 5).

If you are doing this workshop on your own, invite a few friends or family members to participate, so that you can have a better sense of the experiences of child soldiers and a better understanding of the consequences of recruiting children to be soldiers.

3. Discuss

After doing the exploration, discuss in small groups or write down your thoughts on the following question:

- > Are there any local issues involving children and violence that could be used in this activity?

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STEP 3: EXPERIENCE THE CLASSROOM (60 minutes)

1. Read the teacher video transcript "Viewing videos: Preparation and discussion". Assign roles to workshop participants, and read aloud. Reflect on these questions in your journals prior to viewing the video clip:
 - > How does the teacher help his students understand what children need?
 - > How is the discussion of the consequences of being a child soldier influenced by the preliminary examination of the question "What is a child?"?

NOTE If time allows, watch the segment "Module 2" of the training film for teachers and write down or share what your impressions are and what you would have done differently.

2. View the teacher video clip: "Viewing videos: Preparation and discussion" (Morocco, students aged 13–15).

Part I: In preparation for viewing "I don't want to go back", the teacher asks students to consider the following questions: What is a child? What are children's needs?

Part II: Students focus on different characters in this story and report on their impressions of the impact of war on child soldiers and the role of the lieutenant and other adults. Through discussion, the teacher helps students distinguish between 'voluntary' and 'forced' recruitment.

3. Discuss the following questions in pairs in your group, or think about them on your own:
 - > When the students discussed the needs of children, was there anything that surprised you?
 - > What would you have done differently as a teacher?
 - > How do students demonstrate their understanding of the distinction between 'forced' and 'voluntary' recruitment and of the impact of each on children?
4. Read the teacher video transcript: "Student presentations: If you could speak to the world". Assign roles to workshop participants, and read aloud.
5. View the teacher video clip: "Student presentations: If you could speak to the world" (South Africa, students aged 16–18).

The teacher gives students the opportunity to express publicly their reactions to the problem of child soldiers. The video shows the students reading their speeches.

6. Discuss the following questions in your group or think about them on your own:
 - > What is your reaction to the students' presentations?
 - > How would you build upon the activity?
 - > If you were the teacher, what would you do next?

STEP 4: REVIEW WHAT YOU HAVE LEARNED

(15 minutes)

1. Journal reflection.

Note some ideas in response to one or more of the following questions:

- > What problems do you anticipate when it is your students' turn to explore the issue of child soldiers?
- > How did students in both groups (Morocco and South Africa) demonstrate that they understood the consequences for an individual of having once been a child soldier?
- > What methods might you use to assess your students' understanding of the experiences of child soldiers?

2. Discuss your answer with a partner.

3. Adapt the lesson plan for teaching steps 1-5 of Exploration 2C for your students.

STEP 5: FOLLOW-UP AFTER TEACHING THE EXPLORATION (15 minutes)

1. Teach the exploration, if you have an opportunity to do so. Then, take a few minutes to write down your thoughts on the effectiveness of the various activities in helping your students understand the experience of child soldiers.
 - > What was the high point of the class discussions?
 - > What engaged students most about the exploration?
2. Discuss your answers in small groups.

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WORKSHOP 7:

Using case studies: What we did at My Lai

MATERIALS:

Exploration 3C: Who is responsible for respecting IHL? and Exploration 3D: A case study: My Lai - What went wrong? What went right?

Teaching methods in focus: 'Using stories, photos and videos', 'Discussion'

Student video and transcript: "What we did at My Lai" (18')

Estimated time for the workshop: 3 hours

STEP 1: REVIEW THE WORKSHOP OBJECTIVES

(5 minutes)

- to understand who is responsible for making sure that the rules of IHL are respected
- to consider the issue of obeying illegal orders
- to become aware of the emotions that such material may evoke
- to learn how to involve students in the details of a case study
- to understand some of the issues and dilemmas involved in implementing and enforcing IHL

STEP 2: UNDERSTAND THE EHL MATERIALS

(145 minutes)

1. Read and clarify

Take a few minutes to read the explorations and the descriptions of teaching methods 'Using stories, photos and videos', 'Discussion' in Part 3 of this manual.

2. Do step 2 of Exploration 3C

If you are doing this workshop in a group, selected teachers should conduct the exploration, using step 2. Do the activity in which students tackle the question of responsibility for ensuring that IHL is respected.

3. Then do steps 2, 3 and 4 of Exploration 3D

Read the transcript and view the student video clip: "What we did at My Lai".

As a teaching technique, video-viewing may be divided into three parts: Preparation (use step 2), Viewing (use step 3) and Reflection (use steps 3 and 4).

If you are doing this workshop on your own, invite a few friends or family members to participate, so that you can better explore the intricate issue of responsibility for upholding IHL and the complexities of My Lai.

NOTE If time allows, watch the segments "Module 3" and "Module 4" of the training film for teachers and write down or share what your impressions are and what you would have done differently.

4. Discuss

After doing Exploration 3D and writing or discussing your responses to the questions at the end of step 3, discuss and write down your thoughts on the following questions:

- > What are your reactions to the video?
- > How does this activity help you respond to those questions?
- > What challenges could emerge when exploring this material with students?
- > What would be your fears and hopes in showing this video to your students?
- > How would you handle their emotional reactions?

STEP 3: REVIEW WHAT YOU HAVE LEARNED (15 minutes)

1. Journal reflection.

Note some ideas in response to the following question:

- > What questions does "What we did at My Lai" raise about the implementation and the enforcement of IHL?

2. Discuss your answers in pairs or small groups.

3. Adapt the lesson plan for the case study exploration for your students.

STEP 4: FOLLOW-UP AFTER TEACHING THE EXPLORATION (15 minutes)

1. Teach the exploration, if you have an opportunity to do so. Then, take a few minutes to write down your thoughts on the effectiveness of the various activities that guided your students through the issue of responsibility for respecting IHL.

- > Do the same for the activities whose purpose was to help them grasp the complexities of My Lai. What was the high point of the class discussions?
- > What was, for your students, the most absorbing aspect of the case study on My Lai?

2. Discuss your answers in pairs.

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WORKSHOP 8:

Small-group work: Responding to the consequences of war

MATERIALS:

Exploration 5A: Needs that arise from the devastation of war and Exploration 5C: Focus on protecting prisoners

Teaching methods in focus: 'Small groups', 'Using dilemmas'

Student videos and transcripts:

"Forced from home" (4'10)

"Light in the darkness" (5'20)

"A prisoner remembers" (2'10)

Estimated time for the workshop: 3 hours

STEP 1: REVIEW THE WORKSHOP OBJECTIVES

(5 minutes)

- to explore the use of small groups as a way to increase student participation
- to learn how to use dilemma analysis as a way to deepen students' understanding
- to be aware of some of the ways that IHL protects the lives and human dignity of prisoners
- to understand some of the dilemmas that humanitarian workers face while protecting prisoners

STEP 2: UNDERSTAND THE EHL MATERIALS

(115 minutes)

1. Read and clarify

Take a few minutes to read the explorations and the descriptions of teaching methods 'Small groups' and 'Using dilemmas' in Part 3 of this manual.

2. Do the explorations

If you are working in a group, some should do steps 1-3 of Exploration 5A. View the student video clip: "Forced from home".

Others should do steps 1-3 of Exploration 5C. View and discuss the student video clip: "Light in the darkness". View and discuss the student video clip: "A prisoner remembers".

STEP 3: EXPERIENCE THE CLASSROOM (30 minutes)

1. Discuss the following questions in small groups:

- > How will your students react to Exploration 5A? What difficulties do you anticipate in teaching this material?
- > How will your students react to Exploration 5C? What difficulties do you anticipate in teaching this material?

2. Report to the larger group.

STEP 4: REVIEW WHAT YOU HAVE LEARNED

(15 minutes)

1. Journal reflection.

Note some ideas in response to the following questions:

- > What did you learn from the content and teaching methods of this session?
- > How would you adapt this exploration to your own group?
- > In what ways might you assess your students' learning?

2. Discuss your answers in pairs or small groups.

3. Adapt the lesson plans for Explorations 5A and 5C for your students.

STEP 5: FOLLOW-UP AFTER TEACHING THE EXPLORATION (15 minutes)

1. Teach the exploration, if you have an opportunity to do so. Then, take a few minutes to write down your responses to these questions:

- > What surprised you most about teaching the relevant steps of Exploration 5A and 5C?
- > What questions did your students raise?

2. Discuss your answers in pairs.

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WORKSHOP 9: Using personal experience: Ethics of humanitarian action

MATERIALS:

Exploration 5E: Ethics of humanitarian action

Teaching methods in focus: 'Discussion', 'Writing and reflecting', 'Using dilemmas'

Teacher video and transcript: "Using personal experience to understand concepts: Neutrality and impartiality" (6'18)

Estimated time for the workshop: 3 hours

STEP 1: REVIEW THE WORKSHOP OBJECTIVES

(10 minutes)

- to explore ways of using students' personal experience when you teach them about new concepts
- to become familiar with the principles of impartiality, neutrality and independence
- to note the variety of strategies used in teaching one complete activity
- to understand the ethical dilemmas that crop up during humanitarian action

STEP 2: UNDERSTAND THE EHL MATERIALS

(60 minutes)

1. Read and clarify

Take a few minutes to read the exploration and the descriptions of teaching methods 'Discussion', 'Writing and reflecting' and 'Using dilemmas' in Part 3 of this manual.

2. Do the exploration

If you are doing this workshop in a group, selected teachers should conduct the exploration, using the suggested sequence of three steps and then the step titled 'Close.'

If you are doing this workshop on your own, invite a few friends or family members to participate, so that you can discuss the working principles and apply them to actual ethical dilemmas that come up during humanitarian action.

JOURNAL REFLECTION

After doing the exploration, write down your thoughts on the advantages and the risks of using discussion and dilemma analysis as teaching techniques.

STEP 3: EXPERIENCE THE CLASSROOM (50 minutes)

1. Read the teacher video transcript: "Using personal experience to understand concepts: neutrality and impartiality". Assign roles to workshop participants, and read aloud. Reflect on these questions prior to viewing the video clip. If you are with other teachers or among friends and family, form two groups. Give each group one of the following questions:

- > What strategies does the teacher use to help students understand the concepts of impartiality, neutrality and independence?
- > How do students show that they have grasped these concepts?

NOTE If time allows, watch the segment "Module 5" of the training film for teachers and write down or share what your impressions are and what you would have done differently.

2. View the teacher video clip: "Using personal experience to understand concepts: neutrality and impartiality" (South Africa, students aged 14–15).

The teacher asks students to define the concepts and then mentions the definitions given in the materials. Using scenarios, the students identify instances where the concepts are used and give reasons for the choices they make. Students then demonstrate their understanding of the concepts by writing brief stories based on their own experiences. Note how the teacher approaches the concepts using several different techniques.

3. When viewing the video, based on the question you chose before, track either the teacher's strategies or the ways in which students show their understanding of the concepts.

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4. After viewing the video, discuss the following questions in pairs in your group, or think about them on your own:

- > What strategies did the teacher use to help students understand the concepts? How successful do you think each strategy was?
- > What evidence of students' understanding of the concepts of impartiality, neutrality and independence - or absence of such understanding - did you see?
- > How does the teacher use her students' personal experiences to help them understand the working principles of impartiality, neutrality, and independence?

STEP 4: REVIEW WHAT YOU HAVE LEARNED

(30 minutes)

1. Journal reflection.

Note some ideas in response to the following questions:

- > What problems do you anticipate in preparing your students for discussion, writing and reflecting, and for dilemma analysis?
- > What issues might your students raise when the ideas of impartiality, neutrality and independence are explained to them?
- > How would you adapt this exploration to your own group?
- > What methods might you use to assess what your students have learned?

2. Discuss your answers in small groups.

3. Adapt the lesson plan for teaching Exploration 5E for your students.

STEP 5: FOLLOW-UP AFTER TEACHING THE EXPLORATION (30 minutes)

1. Teach the exploration, if you have an opportunity to do so. Then, take a few minutes to write down your thoughts on the effectiveness of the various activities whose purpose is to help your students understand the working principles by which humanitarian action is guided and the ethical dilemmas that are liable to come up.

2. Discuss your answers in pairs.

WORKSHOP 10:

Applying learning: Youth projects

MATERIALS:

Closing exploration: Where do we go from here?

Teaching method in focus: 'Gathering stories and news'

Student video and transcript: "Exploring war through drama" (4'17)

Estimated time for the workshop: 3 hours

STEP 1: REVIEW THE WORKSHOP OBJECTIVES

(10 minutes)

- to explore and practise 'Gathering stories and news' as a teaching method
- to explore ways to help students plan EHL projects that promote human dignity
- to explore ways to help students carry out an EHL project that promotes human dignity

STEP 2: UNDERSTAND THE EHL MATERIALS

(60 minutes)

1. Read and clarify

Take a few minutes to read the exploration and the description of teaching method 'Gathering stories and news' in Part 3 of this manual.

2. Do the exploration

If you are doing this workshop in a group, selected teachers should conduct the exploration.

If you are doing this workshop on your own, invite a few friends or family members to discuss the planning of the projects and their execution.

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STEP 3: EXPERIENCE THE CLASSROOM (60 minutes)

1. Read the student video transcript "Exploring war through drama".
2. View the student video clip.

Track the way students show that they understand the plight of victims of armed conflict.

- > What is your reaction to the scenes?
 - > How do you think your students will respond to the drama group from Northern Ireland?
3. Discuss the following questions in pairs in your group, or think about them on your own:
 - > What kinds of projects might be suitable for my students?
 - > What are the possibilities for collaboration with other teachers and other schools on community outreach projects?

NOTE If time allows, watch the segment "Closing exploration" of the training film for teachers and write down or share what your impressions are and what you would have done differently.

STEP 4: REVIEW WHAT YOU HAVE LEARNED

(30 minutes)

1. Journal reflection.

Note some ideas in response to the following questions:

- > What problems do you anticipate in preparing your students to carry out EHL community projects?
 - > What help might your students need in planning, carrying out, and afterwards, reflecting upon their projects?
 - > How would you adapt this exploration to your own group?
 - > What methods might you use to assess what your students have learned?
2. Discuss your answers in pairs or small groups.
 3. Develop a plan for how you will use this exploration.

STEP 5: FOLLOW-UP AFTER TEACHING THE EXPLORATION (20 minutes)

1. Teach the exploration, if you have an opportunity to do so. Then, take a few minutes to write down your thoughts on the effectiveness of the various projects – teaching young children or working in the community or doing research – whose purpose is to help your students apply their knowledge of EHL.
2. Discuss your answers in pairs or small groups.

Support materials

THE EHL VIRTUAL CAMPUS

(www.ehl.icrc.org)

If you plan to take part in a face-to-face teacher-training workshop, the EHL Virtual Campus can provide a comprehensive introduction to EHL and the wide range of related materials available.

If you have already participated in a face-to-face teacher-training workshop, the EHL Virtual Campus is an additional training opportunity. You will be able to refresh your knowledge, explore particular subjects in greater depth and exchange experiences with other teachers who are using EHL in the classroom.

Although the EHL Virtual Campus is not specifically designed to replace face-to-face teacher-training workshops, it can serve as an alternative if you cannot participate in a training course. By working through the various resources available on the website and by participating in the different community activities offered you can adequately prepare yourself to teach EHL in the classroom.

VIDEO CLIPS AND TRAINING FILM FOR TEACHERS

Watching examples of the actual classroom teaching of others is an important component of EHL teacher-training. Both the teacher videos and the training film for teachers contain sequences of actual classroom teaching. The **teacher video clips** have been selected to highlight a particular teaching method and are linked to specific teacher-training workshops.

The **training film** goes a step further and includes classroom experiences as well as interviews with teachers and students. Teachers express how they have structured their lesson, what fears and hopes they had, and how the lesson went. Teachers and students then share their views on the teaching methods, on the role of the teacher and on what they have learned.

The film is divided into eight segments of about eight minutes each. The first segment introduces EHL and highlights its purpose, its main concepts and its participatory methodology. The other segments feature classroom sequences and interviews related to the introductory exploration, the five modules and the closing exploration.

Each segment ends with an invitation to stop the video and think about what your impressions are and about what you would have done differently. Beyond providing an overview of the purpose, content and methodology of EHL, the film intends to prompt your thinking about a number of classroom experiences, teacher performances, students' reactions, as well as your expectations, hopes and fears. To benefit fully from this self-training tool each segment should be viewed separately after exploring the related EHL materials.

The training film for teachers can also be used by teacher-trainers as a complementary training element during face-to-face teacher-training workshops to discuss EHL teaching practice.

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?*

Support materials

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?*

Support materials

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.*

Support materials

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.*

Support materials

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.*

Support materials

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.*

Support materials

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.

Support materials

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)

Support materials

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.*

Support materials

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?*

