






The IHL Youth Action Campaign Training – Coordinator’s Presentation Guide

Icons Used In this Guide

	Coordinator’s Notes – This icon signifies what Coordinators should know about presenting the slide and any important steps that need to be taken.
	Say – This icon indicates what can be said during the presentation. Use it as a guide but do not feel that you need to read or describe the information exactly as is in the notes.
	Activity – This icon indicates that there is an activity. Follow the instructions outlined to conduct the activity.
	Optional Content – This icon represents optional questions, comments or activities for the slide. Use your discretion in what you wish to include.
	Module time – This icon represents the total time the module will take. It is always placed on the first slide of a new module.

**Coordinator's Notes:**

This slide should be open as participants come into the room, complete the survey and offer the initial welcome and introduction.



This module should take no more than **25 minutes**, including the survey, introductions and slides.

Introduction Module Objectives

- Complete the pre-survey, introduction and ground rules.
- Learn the short definition of IHL and what it aims to accomplish.
- Understand how IHL connects to the American Red Cross and the Red Cross and Red Crescent Movement.
- Learn the 7 Fundamental Principles of the Movement.



Introductions: Introduce yourself and your role within the IHL Youth Action Campaign. Ask the participants to introduce themselves as well. You can ask them to share why they are interested in IHL, why they joined the campaign, or what they are looking forward to the most about the program.

WARNING: Let your participants know that they will be discussing some challenging topics related to armed conflict and if at any point they would like leave, they are welcome to do so. If you have the number of a school counselor or outside resource, you can write it on the board or poster paper or share it in the group chat if training is done virtually.



**Coordinator's Notes:**

The purpose of this slide is to officially welcome the participants to the program.

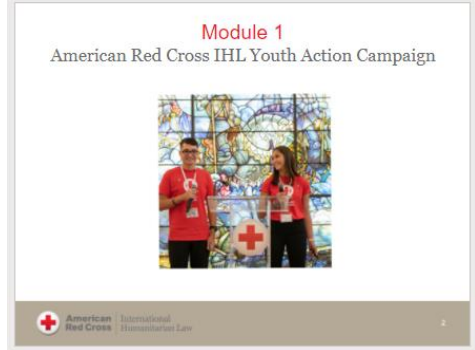


Say: *Thank you for joining the International Humanitarian Law (IHL) Youth Action Campaign!*

The IHL Youth Action Campaign is an American Red Cross program that encourages youth and young adults to learn about the rules of armed conflict and empowers them to explore IHL through peer-to-peer campaigns.

Many Americans don't know about IHL and the American Red Cross thanks you for being our partners in promoting these laws in your communities.

We look forward to seeing your creative campaigns come to life and to learning from your experience teaching your peers about IHL.

**Coordinator's Notes:**

Say: *During this training you will learn about IHL and how to build a campaign. After the training, you will become a*

team of IHL Advocates tasked with raising awareness about IHL in your community. You will implement a campaign by conducting in-person and social media activities to promote awareness about IHL. In creating an awareness campaign, it is important to try to reach the most people possible, but also provide them with correct information. Each team focuses in their community but contributes to a larger movement of IHL Advocates who are educating thousands of people.

After the campaigns are complete, apply to attend the Summit in Washington, D.C. to share what their regions have learned about promoting IHL.

Program Structure

- Complete the IHL Youth Action Campaign Training.
- Create a campaign that raises awareness through in-person and social media educational activities.
- Apply to attend the annual Summit in Washington, D.C.



 American Red Cross

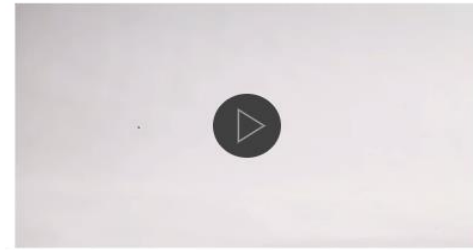
**Coordinator's Notes:**

Ask: *What is International Humanitarian Law?*

Say: *IHL are the rules of war, sometimes also referred to as LOAC, the laws of armed conflict. It aims to balance humanity and military necessity. Let's start with a brief video about the rules of war.*

Video: <https://www.youtube.com/watch?v=HwpzzAefx9M&t=8s>

Rules of War in a Nutshell



American Red Cross

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**Coordinator's Notes:**

Say: *The mission of the American Red Cross is to prevent and alleviate human suffering in the face of emergencies by mobilizing the power of volunteers and the generosity of donors.*

In the US, many people associate the American Red Cross's mission with disaster relief, emergency preparedness and blood donations.

It often comes as a surprise that the American Red Cross was founded as a response to the humanitarian challenges faced in war. Clara Barton, our founder, was inspired to establish the American Red Cross as a humanitarian during the Civil War. As a national society of the worldwide Red Cross and Red Crescent Movement, the American Red Cross also has a mandate to educate the public about IHL.



Optional Story: *Clara Barton was working as a recording clerk in the U.S. Patent Office in Washington, D.C. when the first units of federal troops began to*

Why is the American Red Cross Involved in IHL?



The American Red Cross has the mission to prevent and alleviate human suffering in the face of emergencies by mobilizing the power of volunteers and the generosity of donors.

The American Red Cross is part of the International Red Cross and Red Crescent Movement and has the mandate to educate the public about International Humanitarian Law.

American Red Cross

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appear in the city in 1861. She started by taking supplies to the soldiers that were attacked in Baltimore, Maryland. She became known as the “Angel of the Battlefield” as she risked her life to treat the sick and wounded.

In 1869, Clara Barton traveled to Europe where she was introduced to the Red Cross in Geneva, Switzerland. Inspired by her experiences with the Red Cross in Europe, Barton traveled back to the United States of America and formed the American Red Cross.

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International Humanitarian Law

2 min



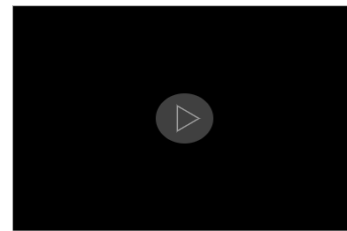
Coordinator’s Notes:

Watch until minute 3:30



Say: IHL has been at the heart of the International Red Cross and Red Crescent Movement since its inception. Watch this brief video and learn about the origin of the Red Cross and Red Crescent Movement.

Henry Dunant – The Story of an Idea



American Red Cross

Video: <https://www.youtube.com/watch?v=I9bsmnuJU-o&t=3s>

Handbook page 4

International Humanitarian Law

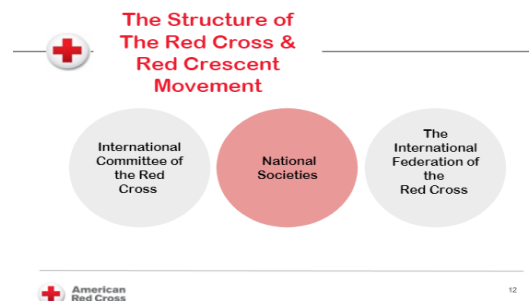
2 min



Coordinator’s Notes:



Say: After Henry Dunant wrote the book *A Memory of Solferino* a commission in Geneva was inspired to begin the International Committee of the Red Cross. This organization protects the lives and dignity of the victims of armed conflict.



A year later a conference in Geneva developed the concept of National Societies. National societies are national organizations dedicated to assisting with humanitarian challenges. These national societies are called the Red Cross, Red Crescent, or Red Crystal. For example, in Turkey they have the Turkish Red Crescent, while in Mexico they have the Mexican Red Cross. Clara Barton founded the national society in the United States - the American Red Cross. The IHL Youth Action Campaign is put on by the American Red Cross.

The International Federation of the Red Cross was formed to facilitate and coordinate the efforts of the national societies. Though the organizations remain separate, they are co-equal partners in the Red Cross and Red Crescent Movement .

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International Humanitarian Law

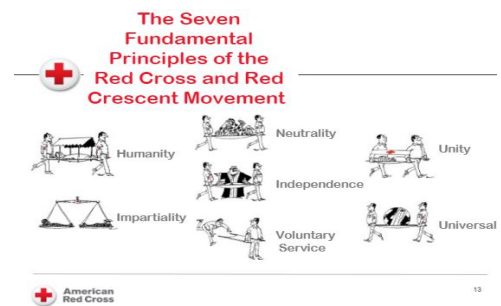
2 min



Coordinator's Notes:



Say: *Almost every country in the world has a Red Cross or Red Crescent National Society. Though the organizations are of the Movement are many and diverse, they remain equal partners in their mission and are guided by Seven Fundamental Principles:*



Humanity - Prevent human suffering wherever it is found.

Impartiality - Relieve suffering based on needs, without discrimination.

Neutrality - Take no sides in hostilities and controversies.

Independence - Maintain autonomy from governments.

Voluntary Service - Voluntary participation and not for personal gain.

Unity - Only one Red Cross or Red Crescent society in each country, open to all.

Universality - Red Cross and Red Crescent societies operate worldwide and all societies are equal.

These principles are the values that guide the Red Cross and Red Crescent Movement's mission to alleviate human suffering. As volunteers of the American Red

Cross, it is important that we use these principles while implementing the campaigns. As a note, these principles are separate from the IHL principles we will learn later!



Optional Activity: Ask youth to draw a picture, create a skit, tell a story, write a poem or have a discussion about one or more of the principles. If you have a small group, each person could take a different principle.



With smaller groups: Create a game. Conduct charades, Pictionary, taboo, or a combination of all three to help youth express and remember the principles.

Handbook page 6

International Humanitarian Law

2 min



Coordinator's Notes:

Module 2 Objectives

Learn a brief history of and description of IHL.
Analyze situations that occur during armed conflicts and understand how principles of IHL apply.
Learn about protections under IHL for:

- Health care workers and facilities
- The wounded and sick
- Civilians and civilian objects
- Religious and cultural objects
- Red Cross and Red Crescent Emblems
- Prisoners of War

Module 2 International Humanitarian Law



American
Red Cross



Say: Now that we have learned that IHL has been a central part of the founding of the Red Cross and Red Crescent Movement, let's learn more about building blocks and principles of IHL.



Coordinator's Notes:



Say: *As long as there have been armed conflicts there have been rules that governed armed conflicts. As armed conflicts have evolved so have these rules. Most of these rules are based on the morals and values of various cultures.*

International humanitarian law (IHL) is a set of rules that seek, for humanitarian reasons, to limit the effects of armed conflict.

IHL acknowledges the reality of armed conflict. During armed conflicts actions that would never be allowed during peacetime, like killing someone, suddenly become lawful. IHL attempts to protect lives and preserve humanity when it seems like all other rules have broken down.

IHL protects people who are not or are no longer participating in hostilities, like civilians or the sick and the wounded. It also restricts the means and methods of warfare in order to limit certain weapons and strategies that cause unnecessary suffering.

*IHL is made up of **international treaty law** and **customary international law**. International treaty law includes formal international agreements like the Geneva Conventions.*

Customary international law is developed when a significant number of nations consistently do a certain practice to the point that it is eventually recognized as an obligation on all nations despite the fact that it is not written in a formal treaty.

It is similar to the way that many people in the United States tend to walk on the right side of the sidewalk, not because it is a written law but simply because it is a social norm that helps decrease confusion when two people are walking towards each other.

When enough nations adhere to the same practice and it inspires a sense of obligation to comply with the practice, the practice becomes accepted as customary international law.

IHL has been at the heart of the Red Cross and Red Crescent Movement since the very beginning. The Movement continues to promote IHL and educate the public

International Humanitarian Law

- IHL is a set of rules that seek, for humanitarian reasons, to limit the effects of armed conflict.
- IHL acknowledges the reality of war and tries to protect lives and preserve humanity.
- IHL is made up of International Treaty Law and Customary International Law.



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about the laws of armed conflict. As IHL Youth Action Campaign team members, you now also carry forward this important mission!

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International Humanitarian Law

2 min



Coordinator's Notes:



Say: A year after Henry Dunant founded the International Committee of the Red Cross (ICRC), the first treaty that championed his ideas was signed by twelve governments in the Geneva Convention of 1864.



Ask: What do you think a convention is?



Say: A **convention** is an international agreement between nations. The Geneva Convention of 1864 contained ten brief articles that protect medical personnel and wounded soldiers during armed conflicts. It took Clara Barton 18 years to lobby the U.S. government until President Chester Arthur signed the Geneva Convention and the Senate ratified them. After the Geneva Conventions of 1864, additional treaties in The Hague and Geneva were developed to offer further protections applicable in armed conflicts.

The next major development in IHL occurred after the atrocities of World War II. The Geneva Conventions of 1949 aimed to prevent the atrocities of World War II from ever occurring again by providing the first universally accepted codification of laws that govern armed conflicts. Every nation in the world has signed the Geneva Conventions and has adopted them as law. These revolutionary treaties became the cornerstone of International Humanitarian Law. The Additional Protocols of 1977 further developed the laws that govern armed conflict, though they have not been ratified by as many nations as the earlier Geneva Conventions. Some countries, including the United States, have not ratified them.

These are only a few of the international agreements that make up international humanitarian law. Other treaties and customary international law contribute to a large body of law that protect the victims of armed conflict.

The United States of America played a key role in drafting the Geneva Conventions and has historically promoted the adoption of international laws that govern armed conflict.



Ask: *Why do you think that the rules that govern armed conflicts keep changing?
What is humanity? How can humanity be violated or respected during times of armed conflict?*

Handbook page 7

International Humanitarian Law

2 min



Coordinator's Notes:



Say: *So what happens when the rules of war are violated? States must actually incorporate the Geneva Conventions into domestic law so violations of IHL can be handled domestically. In the U.S., most of these cases are handled internally through military courts.*

What Happens When IHL is Violated?

- Countries must incorporate the Geneva Conventions into their own laws so violations of IHL by their people can be handled their courts.
- Only grave breaches of IHL are considered war crimes, and the Geneva Conventions require that countries prosecute war crimes.
- If countries are unwilling or unable to hold a trial for a war crime, and have ratified the Rome Statute, the International Criminal Court could try the case.



I'm sure you've heard a lot about the term "war crime," so what actually counts as a war crime? Only grave breaches of IHL are considered war crimes, and the Geneva Conventions require that states prosecute war crimes.

If states are unwilling or unable to hold a trial for a war crime, and have ratified the Rome Statute, the International Criminal Court could try the case. The United States has signed but not ratified the Rome Statute, so Americans that commit war crimes are not tried by the International Criminal Court.



Coordinator's Notes:

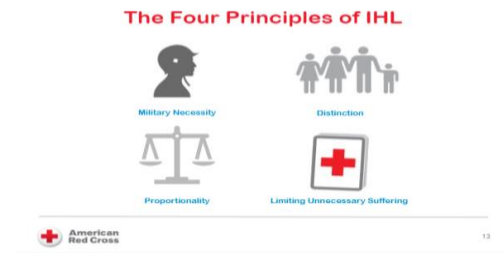
Video Add-On: See supplemental videos to the Four Principles to pair/replace with each of the principles on the slides that follow here:

<https://www.rulesofwar.org/videos>



Say: *There are four principles that form the foundation upon which IHL is built. Sometimes there are clearly right and wrong military actions, but often decisions become difficult in the fog of war. These four principles are at the heart of IHL and guide the decisions parties to a conflict make.*

Often there is no universal test that can determine when the principles are being respected or violated and arguments can be made for either side. As we begin to look at the situations that can arise from armed conflict, notice how the various principles can complement or contradict one another.



Coordinator's Notes:

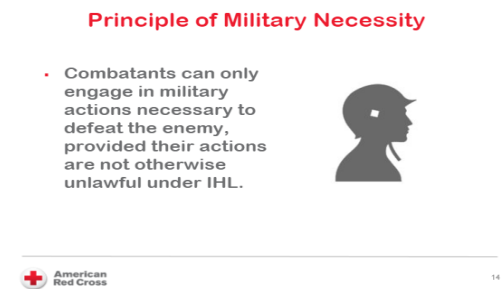


Say: *The first principle we will discuss is **military necessity**.*

Military necessity acknowledges there are certain acts that are necessary in armed conflicts.

Combatants can only engage in military acts necessary to achieve the submission of the enemy, provided their actions are not otherwise unlawful under IHL.

If an attack does not have a legitimate military objective or if it violates other provisions of IHL, then it does not adhere to the principle of military necessity.



Put another way, combatants cannot just attack anyone or anything for no reason. They must make the case that the outcome will lead to a military advantage and that the actions are legal under IHL.

For example, in an armed conflict, if the enemy is just a few miles away, then destroying a bridge to keep the enemy from crossing is probably a military necessity.

On the other hand, there is likely no military necessity in blowing up a bridge when the enemy is a thousand miles away and is in no danger of crossing it anytime soon, or even at all.

The reason we discuss Military Necessity first is because if a military action does not adhere to this principle, there is absolutely no reason to move forward with a military action. There must be an anticipated military advantage to be gained by the action, otherwise the military action is unlawful.

Example: A real-life example of the Principle of Military Necessity in practice was during World War II when the U.S. conducted its first bombing mission in Europe on July 4, 1942. The U.S. targeted German airfields because they were being used for military action by the Germans. This military use of the airfields determined their status as valid military targets.

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International Humanitarian Law

2 min



Coordinator's Notes:



Say: The next principle is the Principle of Distinction. The Principle of Distinction states that all parties to a conflict must distinguish between civilians and combatants and also between military objectives and civilian objects.

Combatants must also distinguish themselves from the civilian population while engaged in an attack.



Say: To help distinguish who should be attacked and who should be protected, IHL categorizes people and objects.

Combatants are members of a state's armed forces. They can lawfully engage in the fighting but can also be lawfully targeted. If captured, they must be treated as

Principle of Distinction

- All parties to a conflict must distinguish between civilians and combatants and also between military objectives and civilian objects.
- Combatants must distinguish themselves from the civilian population while engaged in an attack.



People	Objects
• Combatants	• Military Objectives
• Non-Combatants	• Civilian Objects
• Civilians	



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Prisoners of War and cannot be criminally charged for their lawful acts done during armed conflict. Combatants are required to distinguish themselves from civilians. This is often done by wearing uniforms.

Sometimes there are people who choose to fight, but who do not have the legal authority to engage in armed conflict. These are often armed groups that are not associated with a government, and in fact often fight government. These people are not considered combatants, because their actions are not legal. How to classify them can get very complicated, so for our purposes, we'll stick with these three categories of people.

Non-combatants *are members of armed forces who are medical personnel and chaplains. They may not engage in the fighting and cannot be intentionally targeted. If captured, they must be returned to their own side but may choose to stay and attend to Prisoners of War from their own countries. The word chaplain as used in IHL applies to all religions.*

Civilians *include everyone else. In fact, everyone must be assumed to be a civilian, unless there is evidence otherwise. Civilians cannot be directly targeted by parties to a conflict. If a civilian engages in armed conflict, such as participating in a rebel group, they lose the protection afforded to civilians for such time as they directly participate in hostilities.*

Military Objectives: *Military objectives are objects which by their "nature, location, purpose, or use make an effective contribution to military action and whose total or partial destruction, capture or neutralization, in the circumstances ruling at the time, offers a definite military advantage."*

Civilian Objects: *All objects are to be considered civilian objects unless they are distinctly military objectives.*

Example: *In 2015, trucks driving oil for ISIS were determined to be valid military objectives by the U.S. However, the drivers of the trucks were civilians, so the U.S. was challenged to destroy the trucks while complying with the principle of distinction and sparing the civilian drivers. The U.S. decided to release leaflets over the moving trucks that essentially said "Get out of your trucks and run away from them." This warning allowed the truck drivers to get away from their trucks before they were attack. This way the U.S. could direct their attack only on the military objectives while protecting the civilian drivers, thereby abiding by the Principle of Distinction.*



Coordinator's Notes:



Say: *Combatants must not engage in an attack where the anticipated loss of civilian life, injury to civilians or damage to civilian objects is excessive in relation to the direct and concrete military advantage that is anticipated by conducting the attack.*

Even though civilians cannot be targeted purposefully, IHL recognizes that civilians and civilian objects may be inadvertently harmed.

*This is often referred to as **collateral damage**. Parties to a conflict are obligated to take measures to minimize collateral damage.*

The principle of proportionality requires parties to a conflict to consider if the collateral damage expected to be caused by a military attack is excessive in relation to the anticipated military advantage.

Proportionality is one of the hardest principles to understand and apply because it is a judgement call. There is no recognized metric of the worth of a military advantage in relation to the loss of civilian lives and property.

Example: *The Principle of Proportionality is put into practice every day during the current conflict in Afghanistan. For example, US commanders are told that they cannot bomb a place if the commander believes that there will be even one civilian casualty. This is part of the US Secretary of Defense zero-civilian casualty policy for the conflict in Afghanistan. The policy isn't because the law says there must be zero incidental loss of civilian life, but rather because the Secretary of Defense has determined that at this point in the conflict, it isn't proportional to have incidental loss of civilian life and that the US can find ways to accomplish the mission without the loss of civilian life. In other words, by this policy he has made the proportionality decision that obtaining a military objective in this conflict is not proportional to the loss of life for even one civilian.*

Principle of Proportionality

- Parties to a conflict should not commit acts of war where the anticipated loss of civilian lives, injury to civilians, and damage to civilian property is excessive in relation to the direct and concrete advantage expected to be gained.



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Coordinator's Notes:



Say: *The principle of **Limiting Unnecessary Suffering** prohibits means and methods of warfare that would cause unnecessary suffering to combatants or civilians.*

Principle of Limiting Unnecessary Suffering

- Parties to a conflict should not use means and methods of warfare that are designed to cause unnecessary suffering.



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Means of warfare include tools or weapons used to carry out military attacks.

Methods of warfare are the strategies and tactics used when carrying out an attack. This principle recognizes that in armed conflicts, where two sides have resorted to violence, a certain amount of suffering will necessarily take place.

The idea behind the principle is that the means and methods of warfare should not be designed to cause more suffering than necessary to accomplish military goals.

For example, to shoot a combatant with a normal bullet will cause suffering and maybe even death. While unfortunate, this is permissible under IHL.

However, to shoot a combatant with a bullet that is designed to break apart into tiny fragments that are impossible for medical personnel to remove just so that the person will suffer in pain for years, is impermissible.

If the only reason to use this type of bullet is to make people suffer more than if they were shot with a regular bullet, then it violates the Principle of Limiting Unnecessary Suffering. Parties to a conflict should uphold the Principle of Limiting Unnecessary Suffering by conducting reviews of their methods and means of warfare.

A real-life example of the Principle of Limiting Unnecessary Suffering can be seen in the treaty to ban chemical weapons. Chemical weapons, including poisonous gas had been used in warfare starting in World War I and continue to be used through the Iran-Iraq conflict in the 1980s. These weapons caused a great deal of long-term suffering without increasing military advantage. States joined together and agreed to no longer develop or use this means of warfare and to destroy existing stockpiles of these weapons.



Coordinator's Notes:



Say: *The four fundamental principles of IHL are implemented by taking feasible precautions to avoid violating IHL during military operations.*

Feasible Precautions



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To be feasible, precautions must be practicable considering the circumstances ruling at the time.

Ask: *Why do you think this photo represents a feasible precaution?*

Answer: *Because it demonstrates combatants working at night, when civilians are most likely away from public places and off the streets.*

Precautions when conducting an attack may require that the attacker consider:

1. *Cancelling an attack when it is clear the attack will result in a violation of IHL.*
2. *Choice of military objectives to attack-the objective that results in the least danger to civilians should be chosen*
3. *Timing of the attack*
4. *Type of weapons used to carry out the attack*

Precautions against the effects of an attack may require that the attacker consider:

1. *Removing the civilian population and civilian objects from the vicinity of military objectives*
2. *Avoiding placing military objectives near or within densely populated areas*
3. *Conducting certain attacks at night to reduce casualties*
4. *Publishing a warning of an impending attack via social media or SMS to residents of the target zone*



Coordinator's Notes:



Say: *Now that we have learned about the four principles of IHL, let's put our knowledge to the test. The next activities will help you to apply the Four Principles of IHL and understand some of the challenges parties to a conflict face with limits to time, information and weaponry. The following scenario will inform the simulation.*

Scenario: First Shots Fired

- On June 30th, the county of Westovia fired shots at the country of Eastland. Westovia felt that Eastland's lucrative syrup industry couldn't go unchecked any longer. The two countries are now at war with heightening tensions.
- As the war rages on, more young people have been drafted to fight for the Westovian regime. You and your friends are called to serve your country and must now join the fight.

American Red Cross International Humanitarian Law

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On June 30th, Westovia fired shots at the country of Eastland. Westovia felt that Eastland's lucrative syrup industry couldn't go unchecked any longer. The two countries are now at war with heightening tensions.

As the war rages on, more young people have been drafted to fight for the Westovian regime. You and your friends are called to serve your country and must now join the fight.

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International Humanitarian Law

2 min



Coordinator's Notes:

The purpose of this activity is to help participants apply their knowledge of IHL to targeting scenarios. After the activity, participants should understand some of the challenges of making decisions during an armed conflict with limits to time, information and weaponry.

Targeting

- After months of fighting, Eastland has pushed the attacking troops back into Westovian territory. One final stronghold remains in the town of Pleasantville. The town of Pleasantville hosts many enemy combatants but is also home to 200,000 civilians.
- As combatants, you must constantly make split second decisions about what to target and what to protect. Destroy the military objectives in the town of Pleasantville using the artillery provided.



Set up: Print the photos in the next slides and arrange eight bottles with the printed photos attached in a cluster, like pins in bowling. Put the bottles close enough together that if one is hit it could knock over others but in a manner that is not so difficult as to make it impossible to target the military objectives.

Instructions: Read the above scenario to the participants and then ask them to stand behind a line. Offer "artillery" in the form of tennis balls, beach balls, golf balls, etc. The balls should be a variety of sizes in order to emphasize the advantages of different weapons.

Instruct the participants to destroy the military objectives with the provided artillery, while staying behind the line. Do not give further instructions.

After the Activity: Sort the bottles with pictures into two groups - the ones the participants hit and the ones they left standing. Ask why they chose to target the pictures that they did. Examine if there were any that were knocked over accidentally and discuss how challenging it can be to have perfect information or avoid collateral damage. Then review the photos in the next slides from the targeting activity and explain why they are targetable or not.



Coordinator's Notes:



Say: Combatant – Combatants are targetable under IHL unless they are wounded, sick, are captured, or surrender and become hors de combat (out of combat).



Coordinator's Notes:



Say: Tractor – Tractors are civilian objects and Items necessary for civilian survival should not be attacked under IHL.



Coordinator's Notes:



Say: Combatants with Howitzer – These combatants are targetable as well as the weapons. The weapons are targetable because their “nature” as a weapon makes it targetable by default.





Coordinator's Notes:



Say: Helicopter – Though the helicopter looks like it could belong to the military, notice the Red Cross emblem. The Red Cross Emblem has a special status in IHL and objects with the emblem must not be attacked.



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Coordinator's Notes:



Say: Combatants in hospital – Similar to the church, hospitals have special protections under IHL. The health care workers, wounded and sick are all protected under IHL and cannot be attacked. Even though combatants can always be attacked, the artillery provided would have destroyed the hospital as well so parties to an armed conflict should wait till combatants are away from the hospital.



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Coordinator's Notes:



Say: Combatant playing saxophone – The combatant is targetable; the children are not. A proportionality analysis must be conducted and feasible precautions made. If the combatant is so important that attacking them creates a concrete military advantage, then the principle of military necessity can be applied and the combatant is targetable.



American Red Cross

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**Coordinator's Notes:**

Say: *Now that you've practiced thinking like a combatant, let's practice thinking like lawyers. Congratulations! You have been selected as a Military Judge Advocate. Listen to the following scenarios and determine if you are for or against the following actions (continue to explain the instructions).*



Set up: *Label one side of the room "yes," the other "no."*

Clear enough space in the room to be able to walk back and forth.

Instructions

Explain that participants will be asked to determine what they believe should be done in series of cases. Explain that they will be given a number of scenarios and choose the side of the room that corresponds with their opinion. Though we will provide how IHL responds to each scenario, we are not looking for what is morally "right" or "wrong." IHL is a body of law that deals with difficult choices and we should respect the participants' decisions in these difficult situations.

Read each scenario in a clear voice and give participants time to choose a side. After participants have chosen a side, ask for individuals to make an argument. Encourage participants to use the principles in their response. Feel free to generate a bit of a debate by asking additional questions and building out the scenarios.

When you reveal how IHL responds, be sure to preface it with "this is how IHL responds." We want them to practice analyzing a situation and making a case rather than just trying to guess the "right" answers.

Making a case

- Congratulations! You have been selected as a Military Judge Advocate. Listen to the following scenarios and determine if you are for or against the following actions.
- Listen to the case then go to the side of the room that best corresponds with your opinion. Prepare to defend your answer.
- The majority will rule the decision.



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**Coordinator's Notes:**

Read the scenario.

A huge battle has occurred in a Westovian field by the border, and hundreds lie dead or wounded. Medical supplies are limited, and a doctor is conflicted about whom to treat. Does the doctor still need to use supplies on enemy Eastlandian combatants?

Yes

No



Possible follow-up questions: *What if it was your friend who was hurt?*

What if a wounded enemy combatant had just hurt your friend before becoming wounded?

What if you had plenty of supplies, would that make a difference?

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International Humanitarian Law

2 min



Coordinator's Notes:



Read the answer.

Yes, medical personnel must treat all wounded and sick without discrimination.



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Handbook page 1

International Humanitarian Law

2 min



Coordinator's Notes:



Read the scenario.

During an armed conflict, a Westovian Army Officer travels to the Eastern territories for a romantic getaway in a rustic mountain cabin. An Eastlandian Combatant spots him. Can the Eastlandian Combatant attack the Westovian Army Officer?

Yes

No



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Possible additional questions include: *What if the army officer was important, or held important military information?*



Coordinator's Notes:



Read the answer.

Yes, if individuals are combatants they can be targeted at any time, even when off duty.



Coordinator's Notes:



Read the scenario.

When Westovian combatants enter the city of Caramelville, a local Eastlandian farmer picks up a gun and joins in the hostilities. Can the farmer be attacked?

Yes

No



Coordinator's Notes:



Read the answer.

Yes, in an armed conflict, when civilians decide to join in the fight, it is called Direct Participation in Hostilities. They can be attacked for such time as they participate in hostilities.



Coordinator's Notes:



Read the scenario.



Potential follow-up questions:

What if the child was 8 years old? What if he was 15?

While trekking through the Frosting Mountains, a 12-year-old boy with a gun is acting as a lookout. He spots your troops and is about to radio your location. Can the boy be attacked?



Coordinator's Notes:



Read the answer.

Yes, targeting the child fighter is lawful because he is participating in hostilities.



Coordinator's Notes:



Read the scenario.

A bomb is set to go off in Westovia's capital in 24 hours. Westovia holds an important Eastlandian Officer who probably has information about the bombing. Is torture allowed as a last resort means of interrogation?

Yes

No



Coordinator's Notes:



Read the answer.

No, torture, by international law, is prohibited in IHL.



Coordinator's Notes:



Read the scenario.

An Army Officer commands a subordinate to kill some prisoners of war while they are asleep in their cell. The subordinate completes the task. Is the subordinate responsible for the war crime?



Coordinator's Notes:



Read the answer.

Yes, subordinates must disobey a clearly unlawful order that violates IHL.



Nuclear Weapons & Armed Conflict

Module 3



Coordinator's Notes: *Welcome to the themed module, focusing on Nuclear Weapons and Armed Conflict. This module should take no more than 60 minutes to complete (however, advocates are encouraged to take all the time they need).*

This time does not include completing one of the six case studies. We have suggested you introduce each case study and have the advocates help select one option. They may complete the simulation at the end if time allows or on their own. Alternatively, you can have them complete the activity in advance or later as a separate YAC event.

Please include a trigger warning at the beginning of this module for graphic content/visuals



Notes: This module should take no more than **60 minutes** to complete.



Module 3 Objectives:

- Learn about the special theme: Nuclear Weapons and Armed Conflict
- Apply the 4 principles of IHL to this special theme
- Learn about how the Red Cross/Red Crescent Movement addresses this issue



Say: Introductions! This year's Youth Action Campaign theme is nuclear weapons and nuclear power plants in armed conflict.

Trigger warning: this module contains graphic content in both the visual and spoken material.



Coordinator's Notes:



Say: A nuclear weapon is a device that uses a nuclear reaction (either nuclear fission or nuclear fusion) to create an explosion. This explosion is much more powerful than conventional explosives. Nuclear weapons can be in the form of bombs or missiles.

After the explosion, the material in the cloud cools into dust-like particles and drops back to the earth as fallout, which can be carried miles away by the wind. Fallout is radioactive and can contaminate anything it lands on.

(https://www.cdc.gov/nceh/multimedia/infographics/nuclear_weapon.html)

What happens if a nuclear weapon hit a city?



Coordinator's Notes:



Say: This is a video by the ICRC about the effects of nuclear weapons.

[Play ICRC Video]

Video link:

[What would happen if a nuclear bomb dropped on your city? | Ban Nuclear Weapons | ICRC](#)

The Early History of Nuclear Weapons

- 1942: Creation of Manhattan Project
- July 1945: Trinity Test
- Aug. 6, 1945: Hiroshima Bombing
- Aug. 9, 1945: Nagasaki Bombing
- 1946: US testing continues at Marshall Islands
- 1949: first Soviet Union test



Coordinator's Notes:



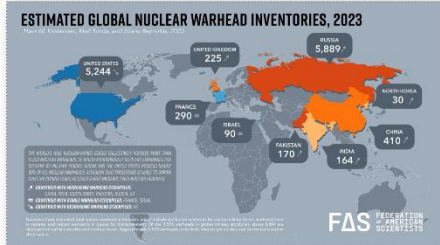
Say: Nuclear fission was first discovered by German scientists, Otto Hahn and Lise Meitner, and nuclear fusion by New Zealand physicist, Ernest

Rutherford. In 1942, the Manhattan Project was formed with the goal of developing the first functional nuclear weapon, which was then successfully tested and detonated in New Mexico in 1945. These weapons were used less than a month later in the Japanese cities of Hiroshima and Nagasaki, the only time in history that a nuclear weapon has been used against people. This event resulted in the immediate death of between 66,000 and 150,000 people. US President at the time, Harry S. Truman, believed that without the use of the atomic bomb, the war would continue, and millions would die. In a letter, Truman wrote, "It was a terrible decision...and I'd make it again under similar circumstances."

Following the US's use of nuclear weapons, the Soviet Union sped up progress on their own nuclear weapons program under the direction of Igor Kurchatov. Spies from the Manhattan Project leaked designs that allowed the Soviet Union to successfully detonate their own nuclear weapon on August 29, 1949.

The Cold War, a period of heightened tensions and proxy wars between the US and the Soviet Union, led both countries to rapidly develop and expand their respective nuclear arsenals.

Which countries have nuclear weapons?



Coordinator's Notes:



Say: Currently, there are eight or nine nuclear-armed countries: Russia, the United States, China, France, the United Kingdom, Pakistan, India, and North Korea.

Israel is widely believed to possess nuclear weapons but maintains ambiguity over its status. Five countries also host US nuclear weapons: Belgium, Germany, Italy, the Netherlands, and Turkey.

Strategic vs. Tactical Nuclear Weapons

Typical tactical weapon yields*

The B61-3 bomb deployed by the US has a yield variable from:

0.3-170 kilotons

The Russian SS-26 Stone missile has a warhead with yield variable from:

10-100 kilotons

By comparison, the yield of the atomic bomb dropped on Hiroshima in 1945 was approximately:

18 kilotons

American Red Cross Youth Action Campaign



Coordinator's Notes:



Say: There are two main types of nuclear weapons: strategic and tactical.

Strategic nuclear weapons are extremely large with devastating power. They can turn an entire city to ashes within minutes. These are indiscriminate weapons that cannot be used without causing catastrophic harm to civilians.

Tactical nuclear weapons are designed for use on the battlefield. They are smaller than strategic nuclear weapons but can be larger than the bombs dropped on Hiroshima and Nagasaki. Importantly, these weapons are still seen as a dramatic escalation. For example, former US Defense Secretary Mattis stated: "I don't think there is any such thing as a 'tactical nuclear weapon.' Any nuclear weapon used any time is a strategic game-changer."

Nuclear Weapons and Armed Conflict

2 min

Physical Impacts of Radiation Exposure

- ▶ Radiation Sickness
 - ▶ Nausea
 - ▶ Vomiting
 - ▶ Skin Damage
 - ▶ Seizures
 - ▶ Coma
- ▶ Increased Risk of Cancer



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Coordinator's Notes:



Say: Fallout from a nuclear blast is radioactive and poses dangers to people that encounter it. Exposure to

radiation causes serious effects on physical health. A high level of radiation exposure delivered over a short time (as would happen in the case of a nuclear explosion) can cause radiation sickness. Immediate symptoms include nausea, vomiting, and sometimes skin damage. In the long term, more serious symptoms like fever, fatigue, and even seizures may develop. While there are treatment options available for radiation sickness, not everyone fully recovers from the lasting health impacts, which can take months or years to heal.

Radiation exposure, even at lower levels, can also result in an increased risk of cancer. This is a major concern for those who are exposed to radiation from a nuclear explosion, because the higher the dose, the higher the risk of developing cancer in the future.

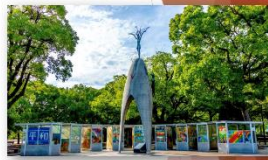
Children and fetuses are particularly sensitive to radiation exposure and may experience more serious side effects than adults would from the same dose of radiation.

Handbook page 13-14

Nuclear Weapons and Armed Conflict

2 min

Sadako Sasaki



Children's Peace Monument
Hiroshima, Japan

 American Red Cross Youth Action Campaign



Coordinator's Notes:



Say: Sadako Sasaki was two years old when an atomic bomb was dropped over her city, Hiroshima. Immediately after the explosion,

fires raged all around the city and radioactive black rain began to fall from the sky. Sadako lost her home that day, as well as many of her neighbors and family members.

When Sadako was twelve years old, she was diagnosed with leukemia and hospitalized after developing swellings on her neck and behind her ears. Though doctors predicted that Sadako had less than a year to live, she did not lose hope. Sadako is best known for her dedication to folding paper cranes during her time in the hospital. According to Japanese legend, folding 1,000 paper cranes would grant the folder a wish. Sadako made this her goal, with the hope that her wish to survive leukemia would be granted. Sadly, Sadako died after eight months in the hospital.

After her death, a statue of Sadako was erected in Hiroshima memorializing Sadako, her paper cranes, and all the other children who died as a result of the atomic bombings in Japan.

<https://www.nps.gov/articles/000/the-story-of-sadako-sasaki.htm>

Psychological Impacts of the Threat of Nuclear Weapons

- ▶ Fear
- ▶ Anxiety
- ▶ Emotional Distress
- ▶ Powerlessness
- ▶ Hopelessness



Coordinator's Notes:



Say: Studies have shown that

fear of nuclear war has a severe

psychological impact. This fear can cause feelings of emotional distress, powerlessness, and hopelessness, which in turn can lead to emotional disorders, family breakdown, criminality, drug abuse, and alcoholism. Children experience an especially heavy impact. Experiencing emotional distress at a young age can cause lasting problems as children age, which will spill over into the community.

While the psychological impacts that result from nuclear threats are severe, threats also increase public awareness of the danger of nuclear war. The basic human instinct to live creates a psychological incentive to take preventative action. A more educated society will be more empowered to take action in their communities to prevent nuclear war and nuclear catastrophes. By participating in this year's YAC curriculum, you are doing just that.

(<http://large.stanford.edu/courses/2018/ph241/summersett1/> , <https://www.ncbi.nlm.nih.gov/books/NBK219181/>)

Distinguishing Nuclear Power Plants from Nuclear Weapons



Coordinator's Notes:



Say: It is important to

distinguish nuclear weapons from other things "nuclear." While nuclear weapons

are weapons of mass destruction, nuclear energy can be utilized as an emission-free energy source. Overall, nuclear power is a safe means of generating electricity with only two major accidents in the over the seventy years that nuclear power plants have operated (Chernobyl and Fukushima Daiichi). However, when nuclear power plants are in areas of armed conflict, they present potentially dangerous situations for the natural environment and people in the area around the power plant due to the potential release of radioactive material.

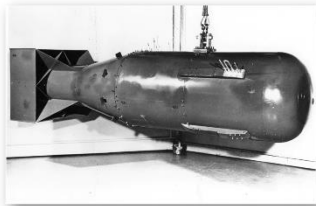
In addition to nuclear energy, radiation—often associated with nuclear weapons—can be used in both small and high doses for medical purposes, including performing X-rays and treating cancer.

Handbook page 14

Nuclear Weapons and Armed Conflict

2 min

What is the law on nuclear weapons?



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Coordinator's Notes:



Say: International law regulates nuclear weapons in several ways. We will first cover the rules governing the testing of nuclear weapons. Next, we will discuss non-proliferation and disarmament agreements which restrict future development of nuclear weapons programs. Finally, we will analyze how the use of nuclear weapons violates several core principles of IHL.

Before we start our discussion, note that the very development of nuclear weapons is restricted under international law. Pursuant to Additional Protocol I (art. 36), a country is required to determine whether a new means or method of warfare would violate international law in some or all circumstances. This restriction forces countries to determine the legality of their weapons before they are developed and acquired. This limits parties to API in their ability to create or acquire nuclear weapons, as the use of them would violate international law.

Handbook page 14

Nuclear Weapons and Armed Conflict

2 min

Testing of nuclear weapons



First test: July 16, 1945
1945-2017
Total Atmospheric Tests: 528
Total Underground Tests: 1,528

80+% by US & USSR/Russia

All countries with known tests:

- US
- USSR/Russia
- UK
- France
- China
- India
- South Africa
- Pakistan
- North Korea

 American Red Cross Youth Action Campaign



Coordinator's Notes:



Say: The 1963 Limited Test Ban Treaty banned nuclear testing in the atmosphere, outer space, and underwater.

This led some countries to test their weapons underground, which did not completely prevent radiation from escaping into the atmosphere.

The Comprehensive Nuclear-Test-Ban Treaty (CTBT) bans all nuclear explosions whether for military or peaceful purposes. The CTBT has been signed by 185 countries, 177 of which have ratified it, but the treaty requires China, Egypt, India, Iran, Israel, North Korea, Pakistan, and US before it can enter into force as international law. Thus, this treaty that could end nuclear testing is not currently in effect.

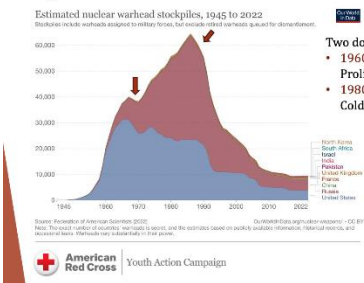
Several regional treaties also ban testing in Oceania, Africa, south-eastern Asia, central Asia, Mongolia, Latin America, and the Caribbean. Under the regional treaties, no country is allowed to perform nuclear weapons tests in these areas.

Handbook page 15

Nuclear Weapons and Armed Conflict

2 min

Non-Proliferation & Disarmament of Nuclear Weapons



Coordinator's Notes:



Say: Non-proliferation and disarmament are similar topics. Non-proliferation refers to the prevention of an increase in nuclear weapons and states possessing them. Disarmament refers to the reduction of existing nuclear weapons.

The primary international legal instrument is the Treaty on the Non-Proliferation of Nuclear Weapons (NPT), which aims to prevent the spread of nuclear weapons technology while promoting disarmament and peaceful uses of nuclear energy. Under the NPT, countries that do not possess nuclear weapons must refrain from developing them, and countries that have nuclear weapons must not transfer nuclear weapons to others.

Regional treaties (mentioned previously) also prohibit proliferation of nuclear weapons in those regions.

As seen in the graphic, there have been two downturns in stockpiles of nuclear warheads. In the 1960s, the Soviet Union and the US reduced their arms temporarily after the NPT and the Cuban Missile Crisis (where the two countries almost went to nuclear war). Similarly, since the 1990s, Russia and the US have reduced their nuclear arsenals with the collapse of the Soviet Union and the end of the Cold War. The total has stabilized since 2010.

US & NATO on Disarmament



Coordinator's Notes:



Say: It is worth noting that the US Defense Department has a policy favoring disarmament. In a 2022

Conference, Under Secretary Kahl said that "despite the challenges in the current security environment, the United States will continue to pursue engagement with other nuclear armed states where possible to reduce nuclear risks." Importantly, in this speech, the US recognized that "a nuclear war cannot be won and must never be fought."

Similarly, NATO (the North Atlantic Treaty Organization, which the US is a leading member) claims "NATO's nuclear capability is to preserve peace, prevent coercion, and deter aggression" but NATO "seeks to create the security environment for a world without nuclear weapons."

Use of a nuclear weapon in armed conflict



Coordinator's Notes:



Say: The use of nuclear weapons in armed conflict is subject to the core IHL principles of military necessity,

distinction, proportionality, and the prohibition on unnecessary suffering. These principles constitute customary IHL, which is binding on all countries, even those that possess nuclear arms.

Also, the natural environment is protected from widespread, long-term, and severe damage. Nuclear weapons contaminate the air, land, water, and food supply. This has the potential to destroy entire ecosystems, disrupting the delicate natural balance.

The Treaty on the Prohibition of Nuclear Weapons (TPNW) bans the use, possession, testing, and transfer of nuclear weapons under international law although it only applies to countries that ratify it. The treaty entered into force in January 2022. Currently, 95 countries have

signed the treaty and 68 have ratified it. While no nuclear armed countries have signed or ratified the treaty, its existence stigmatizes the possession of nuclear weapons under international law.

[Please find the full list of countries that have ratified, signed, or not signed the TPNW [here](#).]

Handbook page 16

Nuclear Weapons and Armed Conflict

2 min

What is the law on nuclear power plants in armed conflict?

API, art. 56: "Nuclear electrical generating stations, shall not be made the object of attack, even where these objects are military objectives, if such attack may cause the release of dangerous forces and consequent severe losses among the civilian population."



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Coordinator's Notes:



Say: Before diving into an analysis of nuclear resources under the core IHL principles, it is important to distinguish the law that protects, rather than restricts, nuclear power plants.

Under article 56 of Additional Protocol I, nuclear power plants "shall not be made the object of attack, even where these objects are military objectives, if such attack may cause the release of dangerous forces and consequent severe losses among the civilian population." Further, militaries cannot target "other military objectives located at or in the vicinity of" nuclear power plants if the attack would release "dangerous forces." Similar protections exist for dams, chemical plants, and dikes.

Handbook page 17

Nuclear Weapons and Armed Conflict

2 min

Applying IHL Principles to Nuclear Weapons and Nuclear Power Plants



(1) Military Necessity
(2) Distinction



(3) Proportionality
(4) Prohibition on Unnecessary Suffering

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Coordinator's Notes:



Say: IHL core principles protect civilians and combatants from the use of nuclear weapons and limit the ability to

target nuclear power plants.

Ask: How might the IHL principles provide protection for civilians and combatants from nuclear weapons and attacks on nuclear power?

Say: Any use or the threat of use of nuclear weapons is abhorrent to the principles of humanity.

Military Necessity



Must accomplish a legitimate military purpose

Weaken the military capacity of other parties to the conflict

American Red Cross Youth Action Campaign



Coordinator's Notes:



Say: Military necessity allows parties to a conflict to take measures that are necessary to accomplish a legitimate

military purpose which are not otherwise prohibited by international humanitarian law. In armed conflicts, the only legitimate military purpose is to weaken the military capabilities of the opposing party.

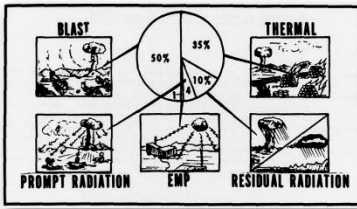
Ask: *How does military necessity impact the use of nuclear weapons?*

Say: The use of nuclear weapons has very severe and direct effects on the opposing party's military capabilities. However, just because a measure may result in a military objective, does not mean that it qualifies as a military necessity. This is especially true when a civilian population will be harmed as a result of military conduct. Civilians are not legitimate military targets. As a result, even when directed to accomplish a legitimate military purpose, the widespread effects of nuclear weapons are prohibited by IHL.

Ask: *How does military necessity restrict attacks against nuclear power plants?*

Say: Given the potential for a catastrophic accident to occur, nuclear power plants are protected as civilian objects and shall not be made the object of an attack even if there is a military objective.

Distinction



Must distinguish between civilian objects and military objects

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Coordinator's Notes:



Say: The principle of distinction requires that all parties to the conflict must distinguish between civilian objects and

military objects. Parties may only direct attacks against military objectives.

Ask: How do nuclear weapons implicate problems with distinction?

Say: Directing nuclear weapons against civilian populations or civilian objects, such as entire cities or other concentrations of civilians and civilian objects, would violate the principle of distinction. Because it is not presently possible to direct a nuclear weapon against only a specific military objective, its use would violate the principle of distinction.

Ask: How do nuclear power plants benefit from distinction?

Say: Nuclear power plants are considered civilian objects and therefore cannot be the direct target of an attack. These objects are given special protection because an attack could lead to a nuclear accident.

[EMP: Electromagnetic Pulse]

Proportionality



No attack where civilian harm outweighs the anticipated military advantage

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Coordinator's Notes:



Say: Proportionality limits attacks such that a military cannot conduct an attack where civilian harm outweighs the

anticipated military advantage gained from the attack. Further, no attack can directly target civilians.

Ask: How does proportionality limit scenarios where nuclear weapons could be used?

Say: Using nuclear weapons against military objectives located in or near populated areas would violate the prohibitions of indiscriminate and disproportionate attacks. Even military targets far from cities may fail a proportionality assessment because radioactive material could travel far distances with wind and is extremely hard to properly dispose of.

Ask: *How does proportionality protect nuclear power plants in armed conflict?*

Say: Nuclear power plants are often civilian targets with the ability to affect large areas and remove essential electrical supply. Attacking a nuclear power plant could result in a reactor meltdown, which could kill the civilian employees at the plant and impact the surrounding population with radioactive material. This attack could also poison a nearby water supply and lead to other environmental impacts. Any attack must weigh the collateral damage to the anticipated military damage. Since the damage is so high, most attacks against nuclear power plants will fail the proportionality assessment.

Handbook page 19

Nuclear Weapons and Armed Conflict

5 min

Prohibition on Unnecessary Suffering



American Red Cross Youth Action Campaign

Means and methods used must not cause unnecessary suffering or superfluous injury



Coordinator's Notes:



Say: *Trigger Warning: image of a person displaying the physical effects of radiation exposure*

[click for image to appear]

Ask: *How does the prohibition on unnecessary suffering limit the use of nuclear weapons?*

Say: The use of nuclear weapons will result in suffering or death to combatants and civilians caused by direct radiation exposure, the radiological contamination of the environment, and the spread of radiation to populated areas. Given the serious physical and psychological impacts, it is unlikely that nuclear weapons could ever be used in accordance with IHL and the prohibition on the use of weapons of a nature to cause superfluous injury or unnecessary suffering. In addition, use would violate the rules for the protection of the natural environment and the civilian population.

Ask: *How does the prohibition on unnecessary suffering limit attacks on nuclear power plants?*

Say: Because nuclear power plants contain sensitive materials, the effects of the release of these materials would prohibit an attack. A nuclear accident, like that of Chernobyl, could cause widespread and lasting harm to surrounding population and environment, causing unnecessary suffering.

Enforcement



Coordinator's Notes:



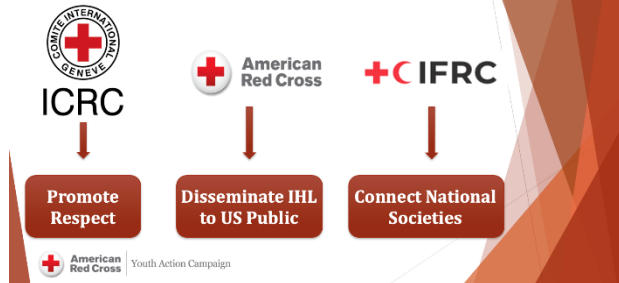
Say: There are a few options for enforcement of international law governing nuclear weapons and nuclear

power plants. First, the International Atomic Energy Agency (IAEA) was created in 1957 to address concerns around quickly developing nuclear technologies. It monitors nuclear facilities to ensure safety and prevent the proliferation of nuclear weapons. Importantly, it facilitates cooperation for the development of nuclear technology used for peaceful purposes.

Next, treaty bodies work to ensure compliance of member states to a treaty by issuing public reports and statements of condemnation. Some treaties have stronger enforcement regimes than others.

Lastly, the UN Security Council can create legally binding resolutions on all UN member states to maintain "international peace and security." Currently, all five permanent members of the Security Council (US, United Kingdom, France, China, and Russia) are nuclear-armed states. Accordingly, it is unlikely that the Security Council will issue any resolutions that prevent their own development or use of nuclear weapons.

Ensure: Red Cross & Red Crescent Movement



Coordinator's Notes:



Say: The International Committee of the Red Cross (also known as the ICRC) mission is based on the Geneva Conventions of 1949, their Additional Protocols, its Statutes,

and the resolutions of the International Conferences of the Red Cross and Red Crescent. The organization is independent and neutral. It promotes respect for international humanitarian law and its implementation in national law. The ICRC has been critical of nuclear weapons after seeing the aftermath of the bombings of Hiroshima and Nagasaki. They have led a global campaign over the last several years to bring the principles of humanity into the topic.

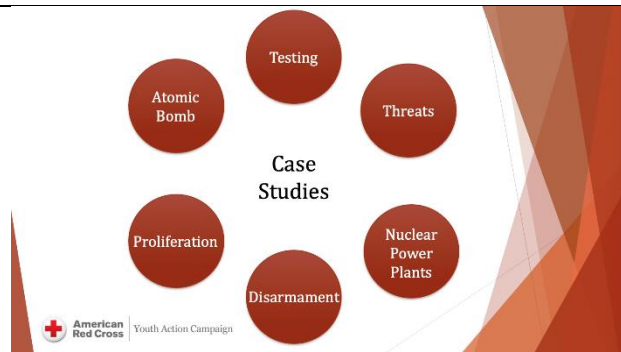
The American Red Cross is one of 192 national societies of the movement, which provides disaster relief and humanitarian need both domestic and internationally. The American Red Cross is also tasked with disseminating IHL to the general public in the US.

The International Federation of the Red Cross, or the IFRC, is the world's largest humanitarian network, comprising 192 national red cross and red crescent societies that work to save lives, build community resilience, strengthen localization, and promote dignity around the world. The IFRC and its 192 national societies work to prevent and lessen the impacts of crises and disasters with a focus on saving lives, reducing suffering, and upholding human dignity.

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Nuclear Weapons and Armed Conflict

1 min



Coordinator's Notes:



Say: There are six case studies to test your knowledge of nuclear resources in armed conflict: Hiroshima & Nagasaki

represent the only times a nuclear weapon has been used in an armed conflict; Kazakhstan & Marshall Islands reveal the risks of testing nuclear weapons; the Cuban Missile Crisis highlights the threats of nuclear weapons; A.Q. Khan was a Pakistani who led to mass proliferation of nuclear weapons in non-nuclear countries; South Africa unilaterally disarmed itself; and Zaporizhzhia signifies the sensitivity of nuclear power plants in areas of armed conflict.

Atomic Bomb: Hiroshima & Nagasaki, Japan



American Red Cross Youth Action Campaign



Coordinator's Notes:

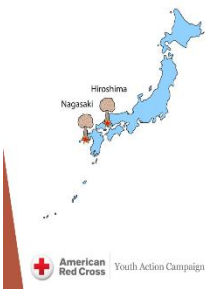


<https://www.youtube.com/watch?v=LB-molQ8abM>

[play video]

Ask: Pick one word that you feel incapsulates your feelings about this use of atomic bombs and discuss with those around you. What common themes do you find in people's words?

Atomic Bomb: Hiroshima & Nagasaki Cont.



American Red Cross Youth Action Campaign



Coordinator's Notes:



Say: The bombings of Hiroshima and Nagasaki had devastating consequences, causing immense loss of life and widespread

destruction. At Hiroshima, approximately 70,000 people died because of the initial blast, heat, and radiation effects. At Nagasaki, a few days later, it is estimated that around 40,000 civilians died and 60,000 were injured. By early 1946, the number of deaths approached 70,000.

Tragically, the long-term effects of the bombing were even more catastrophic. Within five years, it is believed that the total civilian casualties doubled, to an estimated 340,000 people. These casualties were the result of injuries sustained in the attack and the lasting effects radiation exposure.

In addition to the shocking number of casualties, nearly every building within one mile of ground zero was completely destroyed, and almost every building within three miles was

damaged. In Nagasaki alone, 14,000 homes were destroyed and another 5,400 were seriously damaged.

The bombings of Hiroshima and Nagasaki stand as solemn reminders of the horrors of nuclear warfare and the tremendous human and environmental cost associated with such acts of destruction.

Questions

Ask: *What does IHL say about targeting civilians as illustrated with the bombings of Hiroshima and Nagasaki?*

- Targeting civilians is prohibited by IHL. Further, the use of such a weapon with such a wide area of effect in a city violates the principles of distinction and proportionality.

Ask: *Radiation caused over half of the deaths in Hiroshima & Nagasaki. The radiation also still plagues survivors and causes birth defects. How do these prolonged effects violate the prohibition on unnecessary suffering?*

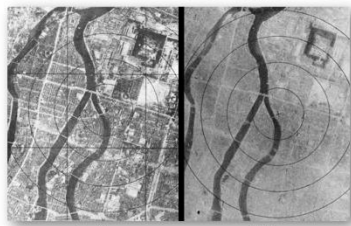
- The prohibition on unnecessary suffering is violated by causing injuries and detrimental conditions that far exceed any military benefit to incapacitate combatants and unnecessarily aggravate the suffering of the affected persons in the armed conflict.

Handbook page 25

Nuclear Weapons and Armed Conflict

5 min

Atomic Bomb: Hiroshima & Nagasaki Cont.



Before

After

 American Red Cross Youth Action Campaign



Coordinator's Notes:



Say:

Questions

Ask: *Zephyria is at war with Equilonia. Zephyria has a nuclear arsenal and Equilonia does not, but Equilonia has a substantially stronger military. Under IHL, could Zephyria use a nuclear weapon against Equilonia military?*

- **No**, under the Treaty on the Prohibition of Nuclear Weapons (TPNW) the use of nuclear weapons is prohibited. Further, the use of nuclear weapons is in violation of the IHL principles of distinction, unnecessary suffering, and likely proportionality depending on the target location.
- While Zephyria could argue that a nuclear strike is permissible under the principle of military necessity, there is no lawful balance between the desire to weaken Equilonia’s military capacity and the numerous substantial humanitarian concerns related to the use of nuclear weapons.

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Nuclear Weapons and Armed Conflict

5 min

Testing: Kazakhstan & Marshall Islands



Coordinator’s Notes:



Say: Until 1991, the area known today as Kazakhstan, was under Soviet rule. Between 1949 and 1989, the Soviet Union used the vast Kazakh countryside for its nuclear program, testing over 450 nuclear weapons. This testing devastated the local Kazakh population, many of whom got sick and died young. Women suffered miscarriages, complicated pregnancies, and stillborn births. Children were born without limbs, with Down syndrome, and other disabilities. Furthermore, doctors were under government orders not to diagnose cancer, and the military denied that the tests were harmful to the local people. *To learn more about the increased risk of cancer due to nuclear weapons testing, read about it [here](#).*

It was not until 1989 when the Soviet government allowed information about radioactive contamination to be released, that the public became aware of the effects. This information led to outrage in the country, and in 1991, the newly formed Kazakhstan outlawed nuclear testing in its territory. It is likely that the radiological effects persist to this day for both the local people and the natural environment.

Similar events occurred in the Marshall Islands, a US territory at the time. From 1946 to 1958, the United States conducted 67 nuclear weapons tests on this small island in the Pacific Ocean. Despite relocating much of the 50,000-person territory from their home island, many people were not aware of the dangers and still experienced health issues because of the

testing. There are accounts of children playing in the radiation fallout, or what they called “snow,” as the radioactive debris resembled white dust or ash falling from the sky. Some children are reported to have even eaten the fallout.

Following these tests and in an attempt to clean up, the US placed more than 3.1 million cubic feet of radioactive soil and debris into a massive concrete dome on the island, known as the Runit Dome. Due to climate change and rising sea levels, this “tomb” of radiation is at risk of collapsing and releasing this material into the ocean. Likely, as a result of leaks from the dome, studies have documented widespread coral bleaching and extensive loss of fish communities.

The US has since compensated victims of the testing. However, many Marshallese today find this insufficient, considering it inadequate compensation for the widespread, long-term, and severe personal and environmental costs that they still live with today, including elevated cancer levels and continued displacement.

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Nuclear Weapons and Armed Conflict

5 min

Testing: Kazakhstan & Marshall Islands Cont.



Coordinator's Notes:



Say:

Questions

Ask: Based on what you have learned, why do you think the Soviet Union and the United States were conducting tests?

- These tests occurred during the Cold War period, when the US and the Soviet Union competed in an arms race to develop nuclear weapons.

Ask: You are responsible for developing Zephyria's nuclear research and development programs. Zephyria and Equilonia are involved in a decades-long proxy war. The Zephyrian

government has expressed concern over Equilonia's expansion of their nuclear arms. You must decide whether or not to conduct nuclear weapons testing on a remote Zephyrian island territory with a small population (roughly 25,000). Do you decide to conduct testing and why? What principles of IHL might apply in this situation? Is there any additional information that would help you in making your decision?

- **Yes**, I would conduct nuclear testing. Conducting nuclear weapons testing is a military necessity in this situation as there is a legitimate military objective in ensuring that we are fully equipped with arms to combat our enemy. Furthermore, adequate precautions can be made to minimize harm to civilians and the environment, including evacuating the territory, conducting underground tests, and disposing of the nuclear waste in a responsible and secure manner. Finally, the benefit gained from conducting these tests will outweigh the potential harm caused by using the threat of nuclear war to prevent Equilonia from attacking with such force.
- **No**, I would not conduct nuclear testing. The potential civilian and environmental harms are too great, and the consequences may violate the principles of IHL. The effects of nuclear weapons testing are likely long-term and will cause immense destruction to the island. Given the immense damage nuclear weapons cause, it is unlikely that tests can be conducted in such a way to avoid unnecessary suffering and environmental harm. Although Equilonia may be expanding their own nuclear arsenal, this is not enough of a reason to potentially destroy the homes of thousands. Essentially, the damage is unlikely to be proportional to the military advantage gained.
- Potential unknowns:
 - What treaties is Zephyria a party to and would they prohibit nuclear testing and/or proliferation?
 - How certain is Equilonia's nuclear arms expansion? *(To ascertain military necessity)*
 - How would nuclear waste from the testing be disposed of?
 - What would happen to the population of the island? Immediately and in the long-term?
 - What are the long-term effects of nuclear testing? *(To ascertain whether this proportional to the military advantage)*

Ask: *What treaty law is applicable in deciding to test nuclear weapons and how does it change the testing strategy? Are there other laws that you will need to consult before you decide to conduct testing?*

- The Comprehensive Nuclear-Test-Ban Treaty (CTBT). This treaty prohibits all forms of nuclear weapons testing, including underground testing. If Zephyria is a party to this treaty, it cannot legally conduct any nuclear testing.
- The Treaty on the Non-Proliferation of Nuclear Weapons (NPT). This treaty aims to prevent the spread of nuclear weapons and promotes disarmament. If Zephyria is a party to this treaty, it has committed to not acquiring nuclear weapons and to work towards disarmament. Conducting tests would likely not align with these obligations.

- The Treaty on the Prohibition of Nuclear Weapons. This treaty bans, among other things, the development, testing, and possession of nuclear weapons. If Zephyria is a party to this treaty, then it cannot develop or conduct testing.
- Regional treaties. These treaties may prohibit testing or the manufacturing of nuclear weapons. If a party to such a regional treaty, Zephyria must honor these obligations.
- Additional Protocol I (art. 36). This article requires that a country ensure that any new means or methods of warfare do not violate international law. Because nuclear weapons are likely to violate international law, parties to API are limited in creating and testing such weapons.

Ask: *You ultimately decided to go forward with the testing. How will you prevent unnecessary suffering? What will you do with the radioactive waste as a result of the testing? Do you consider these precautions adequate to prevent suffering?*

- Evacuate the island. Every effort should be made to fully evacuate the island population. This may require the creation of temporary shelters and a long-term plan for permanently relocating civilians. Working with affected communities and local civil society groups is necessary to take into consideration the needs and concerns of the population.
- Health monitoring. Although evacuation should be done prior to testing, establishing a comprehensive health monitoring system is still important, for both the environment and personnel working on the tests. If the island population is permitted to return following the test, health monitoring should continue to check for any side effects of the radioactive waste.
- Mitigate environmental damage. It will likely be necessary to work with environmental experts to prevent long-term damage to the island. Conducting underground tests may be preferable but are still likely to have harmful side effects. Ensuring that every precaution is made to limit and contain these side effects will be crucial.
- Containment and storage. Developing a secure storage facility for radioactive waste is crucial. The facility must be designed to prevent leaks and be able to withstand long-term wear and tear. Additionally, the site should be regularly monitored and maintained. Technological advances may allow for safer waste disposal in the future. If possible, these options should be pursued.
- Adequate? No, despite going to great lengths to prevent unnecessary suffering, there will always be damage from nuclear weapons testing and use. This is especially true in the long term. Both the environment and civilians are at risk as a result of radioactive waste, which cannot properly be disposed of.

Ask: *What are some of the widespread, long-term, and severe effects of nuclear testing?*

- Human suffering. Nuclear testing can have severe and long-term health consequences, including an increased risk of cancer, genetic mutation, and other diseases. These effects can last for generations and affect the stability and well-being

of a community for decades. In addition to the physical harm, other side effects include displacement and emotional suffering.

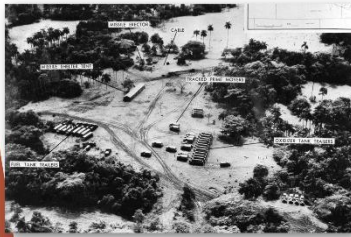
- Environmental harm. Plants and wildlife are particularly vulnerable. Radioactive waste can cause severe contamination of the land, water, and air, which will likely persist for decades. It can also be found in plankton and marine plants, which have the potential to work their way up the food chain. This affects the animal and plant habitats, disrupting systems and food sources, and in some instances wiping out entire species.
- International security. Testing perpetuates the cycle of nuclear weapons development and encourages nuclear weapons stockpiling. Nations may choose to compete with each other in fear that if they are not armed, they will be more vulnerable to attacks. This presents a threat to global security.

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Nuclear Weapons and Armed Conflict

5 min

Threats: Cuban Missile Crisis



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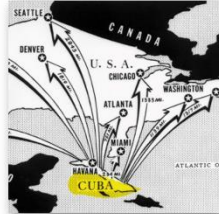
Coordinator's Notes:



Say: In October 1962, an American pilot flying over Cuba photographed a Soviet nuclear missile site being installed. The Soviets had been growing concerned over nuclear missiles that the U.S. had placed in Europe, and Soviet leader Nikita Khrushchev formed a secret agreement with Cuba's Fidel Castro to place nuclear missiles in Cuba to deter any future invasion attempt by the U.S.

President Kennedy directed the U.S. Navy to establish a blockade around Cuba to prevent any more missiles or supplies from being delivered. President Kennedy also ordered the Soviets to dismantle and remove all existing missiles.

Threats: Cuban Missile Crisis Cont.



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Vasili Arkhipov



Coordinator's Notes:



Say: In the middle of the crisis, the U.S. dropped depth charges on a nuclear-armed Soviet submarine as it was approaching the blockade to force it to the surface. The Soviet officers on board misinterpreted the charges as being live explosives and prepared to arm the submarine's nuclear-tipped torpedo. Launching the torpedo would have caused significant damage to the nearby blockade and caused a massive plume of highly radioactive water. This misunderstanding would have resulted in nuclear war if the Soviets had not had a contingency measure in place requiring all three senior officers on board to consent to a nuclear launch. Vasili Arkhipov, one of the senior officers, refused to consent and effectively prevented a nuclear war.

The crisis was eventually resolved diplomatically when the parties reached an agreement that the Soviets would dismantle and remove all nuclear missiles in Cuba as long as the U.S. refrained from invading the island. To avoid future confusion due to indirect and misunderstood communications, a direct "hotline" was established between the White House and the Kremlin for use in any future nuclear conflict.

Questions

Ask: *How does the mere possession of nuclear weapons pose dangers to combatants and civilians?*

- Possessing nuclear weapons, even when there is no intent to use them, heightens the risk of nuclear war or nuclear disaster because of the possibility that mistakes or accidents will occur. Production, maintenance, storage, etc. of nuclear weapons come with the great responsibility of ensuring that proper safety protocols are followed.
- In the case of Vasili Arkhipov and the Soviet submarine, the mistaken belief that the charges were live explosives could have led to a nuclear war. It is possible that, in the case of a nuclear-tipped torpedo being used to attack the U.S. military, the U.S. would have responded with an offensive using their own nuclear weapons. Any use of nuclear weapons poses the risk of escalating the gravity of the means and methods used by all parties.

- Accidents that result in the use or improper maintenance of nuclear weapons could have the same effect. It is always important to remember that the mere existence of nuclear weapons poses a danger to both civilians and combatants.

Ask: *If Vasili Arkhipov had given his consent and the nuclear-tipped torpedo had been launched, how would the four IHL principles (military necessity, distinction, proportionality, and prohibition on unnecessary suffering and superfluous injury) be implicated?*

- **Military Necessity:** *Would the firing of a nuclear missile have been actually necessary to accomplish any legitimate military objective? Why or why not?*
 - Likely no. Weakening the military capacity of the opposing party in an armed conflict is a legitimate military purpose, and this would have been directly served by targeting the nearby U.S. Navy blockade with the nuclear torpedo. However, use of the nuclear torpedo would likely not be considered “necessary,” as other, less indiscriminate, means could have been used to serve the same purpose.
- **Distinction:** *Could the Soviets have meaningfully distinguished between civilian and military objectives in launching the missile?*
 - Maybe. At this time, tactical nuclear weapons with the ability to limit harm to the battlefield had not yet been introduced. Even in targeting the nearby blockade, there would have been a risk that civilian populations in Cuba or the coastal U.S. would have been affected by the massive blast. However, the U.S. Navy blockade was a legitimate military objective, and targeting it (and not an area populated by civilians) could be found to be sufficient distinction.
 - EXTRA INFO: The T-5 torpedo which was on board the submarine was specifically designed to maximize a blast kill zone in the water by creating powerful shockwaves that would send a massive plume of highly radioactive water into the air. This water could have made its way to either Cuba or the continental U.S. and affected civilians. The Soviets, knowing this, would accept the risk of runoff effects to civilians by launching the torpedo.
- **Proportionality:** *Would the military benefits gained from the use of the nuclear-tipped torpedo have outweighed the potential harm to civilians?*
 - Likely no. With the release of highly radioactive water into the area between Cuba and the southeast U.S., civilians in coastal areas would likely have been exposed to radioactive material. Particularly as the military benefits (destruction of U.S. Naval ships in a radius of a few hundred meters from the blast) could have been achieved with less indiscriminate means, the use of a nuclear torpedo in this situation would likely not meet the proportionality requirement.
- **SIUS (Superfluous Injury/Unnecessary Suffering):** *Would the use of a nuclear torpedo in this situation cause SIUS to combatants or civilians?*
 - Yes. Combatants who were not immediately killed by the blast would be exposed to high levels of radiation that would cause serious lasting health risks. Additionally, this type of torpedo causes the water immediately

surrounding the blast to become highly radioactive, thus causing significant damage to the surrounding environment/ecosystem and creating a substantial risk that coastal areas will be negatively impacted by radiation exposure.

Ask: *How would radioactively contaminated water from a nuclear torpedo blast affect civilians and the environment?*

- **Civilians**

- Radioactive material can travel along ocean currents and be deposited in sediment or absorbed by marine life. This material then travels up the food chain, from plankton and plants to fish and finally to humans.
- The U.S. has already acknowledged the danger that contaminated fish poses to consumers and has taken steps to ban food imports from areas most affected by radioactively contaminated water (e.g., near the Fukushima nuclear power plant in Japan). The FDA is also actively monitoring imported seafood products for radiation

(https://e360.yale.edu/features/radioactivity_in_the_ocean_diluted_but_far_from_harmless)

- **Environment**

- Radioactive elements found in contaminated water can be absorbed by plankton and marine plants and work up the food chain to contaminate an entire ecosystem, including humans.
- The four IHL principles also apply to harm to the environment. No destruction of the environment is allowed where not justified by military necessity. Additionally, distinction between agricultural or forested areas and military objectives must be drawn, no means of warfare which cause excessive (disproportionate) damage to the environment shall be employed, and there is a prohibition on means/methods which cause widespread, long-term, and severe damage to the environment.

Proliferation: A.Q. Khan

The Network of Dr. Khan

- Abdul Qadeer Khan, Pakistan, Nuclear Scientist, head of the network
→ Under house arrest in Pakistan
- Bishary Saeed Abu Talib, Sri Lanka, Foster son of Khan, commercial development
→ Under house arrest in Malaysia
- Gotthard Leach, German, Expert in vacuum technology, previously worked with Lyubold Vaccaria in Italian
→ In custody and facing charges in South Africa
- Friedrich Timmer and Seta, Austria and Iran, Swiss, Production control in Malaysia and Switzerland
→ The brothers are in Sakko custody
- Peter Griffin, British, Gulf Technical industries, allegedly shipped equipment from Dubai to Libya
→ All large in France
- Gerhard Weissler, German, Head of South Africa-based Krupp Engineering
→ In custody and facing charges in South Africa
- placed orders with Daniel Gelpies, Swiss, former employee of Weissler's, mechanical engineer and project manager
→ In custody and facing charges in South Africa
- placed orders with Mahabir Anandji, Mauritian, Head of Trade in Engineering
→ Chief advisor for the South Africa association

Legend:
■ Countries which supplied know-how and material for Khan's network
■ Countries provided with nuclear technology by Khan



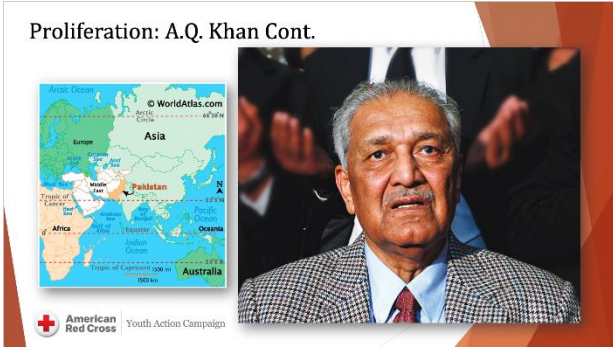
Coordinator's Notes:



Say: Abdul Qadeer (A.Q.) Khan was born in India but moved to Pakistan as a child. He studied engineering in Europe and began working in uranium enrichment for a company in the Netherlands. After India tested their first nuclear weapon in 1974, Khan reached out to the Pakistani government to offer his help with their nuclear program. In the 1970s and 1980s, Khan purchased equipment from Europe to build Pakistan nuclear weapons. Over the next decades, Khan sold this equipment on the black market to North Korea, Iran, and Libya. The US discovered the extent of the proliferation network when they intercepted a ship heading for Libya with parts for nuclear materials that Libya allegedly purchased for \$100 million. In 2004, he publicly confessed to the proliferation network.

Under the *Treaty on the Non-Proliferation of Nuclear Weapons (NPT)*: nuclear-weapon states pledge not to transfer nuclear weapons or other nuclear explosive devices to any recipient or in any way assist, encourage or induce any non-nuclear-weapon state in the manufacture or acquisition of a nuclear weapon. Non-nuclear-weapon states pledge not to acquire or exercise control over nuclear weapons or other nuclear explosive devices and not to seek or receive assistance in the manufacture of such devices. The treaty acknowledges the right of all Parties to develop nuclear energy for peaceful purposes and to benefit from international cooperation in this area, in conformity with their nonproliferation obligations.

Proliferation: A.Q. Khan Cont.



Coordinator's Notes:



Say:

Questions

Ask: You are an IHL advisor to Dr. Arjuna, a prominent government nuclear scientist in Zephyria. He has been asked to provide the neighboring country Equilonia with the designs for creating the new Zephyrian nuclear warhead in exchange for a colossal amount of money. Under international law, what are the obligations for both parties?

- Dr. Arjuna should decline, under NPT Zephyria is prohibited from assisting in the manufacturing or acquisition of nuclear weapons
- Equilonia should not have asked, it is in violation of NPT to seek assistance to make nuclear weapons.

Ask: Dr. Arjuna has also been offered a substantial fee to share his novel uranium enrichment technique (a substance necessary to create nuclear power) with Equilonia. Under international law, what should Dr. Arjuna do?

- It depends on the usage. Using enriched uranium for peaceful nuclear energy development is lawful, using it to develop weapons is not. Dr. Arjuna should ensure that the uranium will be used for peaceful purposes before completing the sale.

Ask: Finally, Equilonia has directly offered to purchase some enriched uranium from Zephyria. What should Zephyria do?

- It depends on the usage. Using enriched uranium for peaceful nuclear energy development is lawful, using it to develop weapons is not. Dr. Arjuna should ensure that the uranium will be used for peaceful purposes before completing the sale.

Ask: If Zephyria cannot guarantee what Equilonia will do with enriched uranium itself or the process of making enriched uranium, should it conduct any business with Equilonia even if Equilonia claims to be working to develop nuclear power solely for peaceful purposes?

- Zephyria must follow its obligations under international law and can act in good faith. If Equilonia lies about its intended purpose, breaks from the agreement between the two countries after the sale is complete, or otherwise violates international law, any repercussions would fall on Equilonia.

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Nuclear Weapons and Armed Conflict

5 min

Disarmament: South Africa



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Coordinator's Notes:



Say: During the Apartheid regime, a period characterized by decades of racial segregation and political oppression, South Africa developed its own nuclear program in 1948. Initially, this program was intended for peaceful, energy purposes, but by the 1970s priorities had shifted towards nuclear weapons manufacturing. An extensive high-security weapons research and development facility was established in Pelindaba. And in 1976, South Africa tested its first nuclear weapon in the Kalahari Desert. This event marked a significant milestone for the country, but it also raised concerns among the international community, which had steadily begun to condemn the racist policies of the South African government.

However, as Apartheid approached its end and the government worked on improving international relations, South Africa made the decision to scrap its nuclear weapons program. By 1989, all six of the nuclear weapons had been dismantled and destroyed. Since then, South Africa has worked alongside international regulators to ensure compliance with international law.

South Africa has demonstrated its dedication to this initiative by joining several nonproliferation and disarmament treaties. Most importantly, it became a party to the Non-Proliferation Treaty (NPT) as a non-nuclear weapons country. Additionally, the country played a critical role in establishing the Treaty of Pelindaba, also known as the Africa Nuclear-Weapon-Free Zone Treaty. This treaty, which has been signed by almost every country in Africa, prohibits the research, development, manufacturing, and stockpiling of nuclear weapons in Africa. Finally, South Africa was also one of the first 50 countries to sign and ratify the Treaty on the Prohibition of Nuclear Weapons.

More recently, South Africa has emerged as a leader in the movement to implement and expand peaceful nuclear energy throughout Africa. As the only country on the continent with a nuclear power reactor, South Africa has been actively involved in promoting the safe and responsible use of nuclear technology.

South Africa is the only nuclear-armed state to relinquish its nuclear weapons program. While the motivations behind this decision are up for debate, the country has since become an advocate for a nuclear weapon-free world, championing nonproliferation and disarmament.

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Nuclear Weapons and Armed Conflict

5 min

Disarmament: South Africa Cont.



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Coordinator's Notes:



Say:

Questions

Ask: *South Africa is the only country to disarm their own nuclear weapons. Why do you think that is? Do you think other countries should follow in their steps?*

- Other countries armed with nuclear weapons are in a standoff or stalemate, meaning if there are any nuclear weapons in existence, countries across the world will feel the necessity to keep their own. For example, Russia and the United States are unlikely to disarm if the other one does not.
- Yes, all countries should work towards disarmament. A world with nuclear weapons is dangerous and has the ability to cause irreparable harm to society and the environment.

Ask: *Why is disarmament important if nuclear weapons are never used?*

- Nuclear weapons, even if just stored, have the potential to cause devastating damage to civilians and the environment. If not properly stored or maintained, accidents could

occur. Furthermore, the threat of nuclear warfare will only continue the cycle of weapons manufacturing and stockpiling.

Ask: *How does South Africa's decision to relinquish its nuclear weapons program align with the principles of IHL, specifically in relation to nonproliferation and disarmament?*

- Some of the core goals of IHL relate to the protection of civilians, civilian objects, and the environment. The principles of distinction, proportionality, and limiting unnecessary suffering are all supported by disarmament and nonproliferation. Given the immense and lasting damage caused by nuclear weapons, their use violates the principles of distinction and unnecessary suffering. Additionally, the harm is unlikely to be proportional to the military advantage gained from their use. By disarming and destroying nuclear weapons, countries can prevent the potential harm caused.
- The treaties that advocate for disarmament and nonproliferation are supported by South Africa's decision to disarm. As such, this action sets a positive example of a state voluntarily moving towards a nuclear weapon-free world.

Ask: *What are some benefits to disarming nuclear weapons?*

- Preventing nuclear war and humanitarian catastrophe. Nuclear weapons have the potential to cause severe and lasting devastation to civilians, cities/towns, and the environment. By disarming their nuclear weapons, countries are working towards preventing catastrophes like Hiroshima and Nagasaki. This protects civilians and the environment.
- Ensuring international security. The mere existence of nuclear weapons implies a potential for nuclear war, which can cause massive destruction and loss of life. Disarmament can foster trust, cooperation, and goodwill among countries. By removing the threat of nuclear war, countries can work towards building more peaceful and stable relationships.
- Promoting disarmament and nonproliferation. Countries that disarm can serve as examples and encourage other nations to follow suit. By voluntarily dismantling nuclear weapons, the international community can strive to develop a norm of nonproliferation and decrease the overall number of nuclear-armed countries. This promotes the principles of IHL and international human rights law by preventing unnecessary suffering.
- Protecting the environment. Not only does the use of nuclear weapons cause severe environmental harm, but so does the development and testing of nuclear weapons. Disarming reduces the risks of nuclear accidents, radioactive contamination, and other long-term consequences to the environment. This protects the environment, including plants, animals, and humans, for generations to come.

Ask: *What is the US's position on disarmament and how have they illustrated it?*

- Although the US is one of the few states with a significant nuclear weapons arsenal, the government favors disarmament and non-proliferation.

- The US supports the disarmament of nuclear weapons in general, but has not disarmed themselves. Today, it has the second largest nuclear weapons arsenal in the world.

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Nuclear Weapons and Armed Conflict

5 min

Zaporizhzhia Nuclear Power Plant



Coordinator's Notes:



Say: Russia and Ukraine are engaged in an international armed conflict. In March 2022, Russian forces took control of the Zaporizhzhia (za-POH-ree-ja) Nuclear Power Plant (ZNPP) and are using the complex as a military base while some Ukrainian staff have been detained for continued work at the facility. ZNPP is the largest nuclear facility in Europe and the ninth largest in the world. In peace time, it would produce about 20% of Ukraine's power.

Nuclear power plants need a constant supply of electricity to maintain their cooling operations and keep the reactors stable. The ZNPP has been disconnected from Ukraine's power grid multiple times since August 2022, with connection being restored within a few days each time. While it can be powered by its own on-site generators, these disconnections raise the risk of a core meltdown without the regular maintenance that would be performed by the full Ukrainian staff.

Ukrainian authorities distributed iodine tablets to civilians living within a 30-mile radius of the ZNPP shortly after the plant was disconnected from the electrical grid, with instructions to take them in the case of a radiation leak. Iodine tablets can help protect against thyroid cancer that is caused by radiation exposure.

Questions

Ask: *How does the stress of military presence risk the safety of plant workers?*

- Some of the Ukrainian staff has been detained at the ZNPP by Russian forces to continue their work at the facility. The stress of a military presence which has effectively taken over operations and management of the plant may contribute to mistakes by plant workers. The plant is also short-staffed, leaving fewer workers to

attend to any problems that may arise or implement emergency response procedures if needed.

- Ukraine alleges that the workers remaining at the plant are there against their will and by threat of force. Russia, however, says that they have convinced the Ukrainian workers to remain willingly at their posts. Either way, the stress of working around and being managed by an opponent in an armed conflict would affect the workers' abilities to do their jobs properly. Plant workers may feel that they are unable to perform their duties in ways other than the Russians prescribe, thereby heightening the risk that safety protocols will not be followed properly.

Say: Under Article 56 of Additional Protocol I, nuclear electrical generating stations like the ZNPP shall not be made the object of attack, even where these objects are military objectives, if such attack may cause the release of dangerous forces and severe loss of life among the civilian population.

In September 2022, a team from the International Atomic Energy Agency (IAEA) inspected the plant and found that rockets had come dangerously close to the nuclear reactors. Russia and Ukraine have continuously blamed each other for any attacks on the plant. The IAEA has since approached Presidents Zelenskyy and Putin, as well as the U.N. Security Council, to propose establishing a “safe zone” around the ZNPP and other protective measures to minimize future risk to the nuclear reactors.

If the facility were to lose power or suffer damage to a reactor, the surrounding area could be exposed to large amounts of radiation, depending on the amount released and the wind patterns at that time, which would affect both combatants and civilians who have been unable to evacuate.

Question

Ask: *How does the military presence at the ZNPP implicate Article 56 of Additional Protocol I?*

- Any attack on the ZNPP poses the risk of causing a radiation leak (a “release of dangerous forces”) because of damage to the reactors or the electrical supply to the plant. A release of radioactive material would pose significant danger to both combatants and nearby civilians, with the potential to cause severe losses among the civilian population. Therefore, under Article 56, the ZNPP may not be made the object of an attack.
- Because Russia is stationing military equipment and personnel around the ZNPP, there is a high risk that shelling will continue to damage the facility, even if the facility is not the primary target. The result of this tactic is that the Russians are able to fire from the plant, but the Ukrainians are unable to return fire without risking damage to the plant and violating Article 56 of AP I.

Zaporizhzhia Nuclear Power Plant Cont.



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Coordinator's Notes:



Say: The ZNPP has been in a state of cold shutdown since September 2022 in order to reduce the risk posed by continued shelling in the area. A cold shutdown occurs when the fuel in the reactor is almost completely cool and there is little to no reactivity. A cold shutdown is the status which poses the least risk of release of large amounts of radioactive material. The plant remains under Russian control despite multiple attempts by Ukrainian forces to reclaim it.

Questions

Ask: *How could the loss of electricity produced by the plant contribute to the effects that armed conflict has on civilians?*

- With the occupation and shutdown of the ZNPP, Ukraine has lost 20% of the power that it would have access to in peace time. Ukraine has had to implement emergency power cuts, leaving many civilians without heat or running water, which could be devastating in the winter months. Loss of electricity also puts a strain on communications systems, including mobile phone networks, which civilians rely on for news of evacuation orders and military threats.

Ask: *You are an advisor to the government and military of Zephyria who specializes in IHL. Zephyria is at war with its neighboring country, Equilonia. Equilonia has been advancing into Zephyrian territory, and the fighting is coming dangerously close to a nuclear power plant that is near a Zephyrian city. What steps would you advise the government and military of Zephyria to take in order to minimize the risk of a nuclear disaster?*

- First, Zephyria's leaders should attempt to negotiate a demilitarized "safe zone" around the plant with Equilonia's leaders. All parties to an armed conflict benefit from the protection of nuclear facilities, and it is in the best interests of both nations to prevent any civilian or combatant exposure to radioactive material that may leak from the facility if it were damaged.
- All members of the military, if not done so already, should be briefed on the ICRC's guidelines for the protection of nuclear facilities. Namely, that the plant should not be used as a military base and that it is not a legitimate target, even if seized by Equilonia.

during the conflict. Because of the likelihood of severe losses among the civilian population (as the plant is near a city in Zephyria), the plant may only be the target of an attack in cases of absolute military necessity.

- If it becomes clear that the plant will continue to be in danger, the government should take steps to reduce the risk of a nuclear disaster. This may include initiating a shutdown (like the cold shutdown of the ZNPP) which would make the reactor more stable and lower its level of reactivity.
- EXTRA INFO: The IAEA's proposal to the UN Security Council includes five principles that would likely be successful protection measures if implemented.
(<https://www.washingtonpost.com/world/2023/05/22/ukraine-zaporizhzhia-nuclear-plant-grossi/>)
 - Ban on stationing heavy military equipment and military personnel at the plant
 - Ban on firing from and toward the plant (including protections for plant personnel)
 - Protection of all safety and security systems at the site
 - Protection of all external power lines
 - Continuous monitoring of compliance with the above guidelines

([Ukrainian nuclear power plant Zaporizhzhia may be world's most dangerous place now | 60 Minutes](#)) (<https://ihl-databases.icrc.org/en/ihl-treaties/api-1977/article-56>)

Why is this module important?



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Coordinator's Notes:

[Play "If You Love This Planet" Video]

Video link:

[If You Love This Planet](#) - longer (5 min) video, can end at 4 mins.



Say: Through the captivating call to action that Setsuko Thurlow, a survivor of the Hiroshima bombing, delivered at the United Nations in 2017, this short film captures the importance of a nuclear-free world. In her speech Setsuko urges countries to sign the Treaty on the Prohibition of Nuclear Weapons for the sake of our planet.

Why is this module important?

- ▶ Creating nuclear weapons has a lasting environmental impact.
- ▶ Millions of gallons of highly radioactive sludge are stored in underground tanks across the country.
- ▶ Radioactive waste can take millennia to decay, far outlasting the lifespan of current containment methods.
- ▶ If the tanks leak and the contamination spreads, entire regions can be affected.

 American Red Cross | Youth Action Campaign



Coordinator's Notes:



Say: Nuclear weapons have also had a negative impact on the world solely through the act of their creation. During the Cold War, the U.S. was creating an average of 4 nuclear bombs every day. Amassing this nuclear stockpile has left a legacy of toxic radioactive waste that has lasting environmental concerns to this day. Plants in South Carolina, Washington, Ohio, and Idaho that helped produce more than 60,000 atomic bombs have tons of radioactive debris that will stay radioactive for thousands of years. Unlike nuclear power plants, whose waste consists of dry uranium pellets locked away in metal tubes, the weapons facilities are dealing with millions of gallons of a peanut butter-like sludge stored in aging underground tanks.

The largest and most concerning weapons production site is in Hanford, Washington, where 54 million gallons of highly radioactive sludge is left from producing the plutonium in America's atomic bombs. The waste is held in an array of underground tanks which are slowly leaking into the earth. The waste poses a substantial risk to the surrounding area. The site is close to the Columbia River, a vital lifeline to cities, tribes, farms, and wildlife across two states. If the waste contaminates the river, countless lives will be affected by the fallout.

The U.S. government has spent decades considering long term solutions for the waste but has yet to solve the problem outright.

What's next?

- ▶ Any nuclear war is an unwinnable war!
- ▶ Advocate for a world free of nuclear weapons!
- ▶ What can **you** do in advocacy?
- ▶ Who can **you** connect with?
- ▶ What is **your** role?



Coordinator's Notes:



Say: So, what's next? It may be difficult to see how just one person can make a difference in the effects of nuclear weapons, but awareness and education is key. Your role as an advocate for adhering to IHL is vital, and now it's your turn to empower your communities to spread the word about the dangers of nuclear war and the rules that protect us against it.

We have given you a foundation on which to build your knowledge, through case studies and an explanation of the IHL principles that govern nuclear weapons. If one of these topics piqued your interest, research it further; or delve into a topic that wasn't discussed and learn something new! Every new idea that is brought to the table helps contribute to public awareness, moving us closer to a world that upholds the law of armed conflict and protects human dignity.



Coordinator's Notes:



Notes: This module should take no more than **65 minutes**.

Go through the slides in **15 minutes** and spend **40 minutes** building the campaign. Use the last **10 minutes** to close the training by having teams present their campaign and getting feedback, end with post-survey.

Module 4: Build Your IHL Campaign!



American Red Cross

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Module 4 Objectives

Learn the best practices of how to build a campaign

Understand the components of the IHL Youth Action Campaign

Understand the roles and responsibilities as IHL Advocates in the IHL Youth Action Campaign

Design an IHL YAC Campaign.



Say: Now that we have learned about IHL, let's learn some best practices for building a campaign and the components of the IHL Youth Action Campaign!

What is a Campaign?

A campaign is an organized course of action to reach a particular goal.

What is the Goal of the IHL YAC?

To raise awareness in your community about the rules of war and special theme for the year.

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Coordinator's Notes:



Say: A campaign is an organized course of action to reach a particular goal. The goal of this campaign is to solve the problem of a lack of knowledge about IHL by raising awareness about the rules of war and special theme for the year in American communities.

Ask: What are some examples of campaigns?

The IHL Advocate

The role of an IHL Advocate in the Youth Action Campaign is to educate the community about IHL and the special theme.



The Team

IHL Advocates form teams to create a campaign for your community.



Coordinator's Notes:



Say: *Your role as an IHL Youth Action Campaign team member is to educate your community about IHL and this year's special theme. Find creative ways to engage your peers in discourse about IHL through in-person educational activities. You will work together in teams to raise awareness about IHL in your community.*

will work together in teams to raise awareness about IHL in your community.

Campaign organizers must understand their responsibility as disseminators of knowledge. It is important to take your role as an IHL Advocate seriously by following the Seven Fundamental Principles of the Red Cross and the Red Crescent Movement and by using accurate information.

The IHL Lead Advocate

Ensures that the IHL team stays on track with the timeline and goals. Responsible for communicating with Coordinator



The Coordinator

Leads the IHL YAC training, manages the budget, conducts purchasing activities and ensures that campaigns meet Red Cross standards.



Coordinator's Notes:



Say: *The IHL Lead Advocate ensures that the team stays on track with the timeline and goals, serves as the point of contact for the Coordinator, keeps team member attendance and submits team forms.*

The Coordinator leads the one-day IHL training, manages the budget, conducts purchasing activities and ensures that campaigns meet American Red Cross standards. Teams will have access to a small budget from their Coordinator.

Campaign Activities Best Practices

- Adapt to your local context
- Utilize multiple strategies
- Avoid oversimplifying or over-complicating your message



Coordinator's Notes:



Say: Here are some best practices for building an awareness campaign:

Adapt to your local context

Think about the community you are seeking to educate and remember to use the tools, strategies and language that makes sense for your audience.

For example, don't use Facebook if all your friends are on Instagram; don't do a large simulation after school if you know that your peers tend to have sports practice and won't be around; and don't use legal language during your campaign that no one will understand.

Always be thinking of ways you are sharing the story of the campaign with your peers.

Be aware of the reality of your community and plan accordingly.

Utilize multiple strategies

The best campaigns use multiple methods to reach the same goals.

One tactic won't work for everyone in your community and the more you vary your presentation of the topic, the more they will retain the message.

Using multiple strategies will also help you to determine what tactics work best for your population. Once you find what works best, integrate that strategy more significantly into your campaign. The IHL Youth Action Campaign encourages multiple strategies by utilizing both in-person and online educational activities.

Avoid oversimplifying or overcomplicating your message

Sometimes oversimplifying a message can lead to misconceptions or stereotypes. For example, if you use images of people from a single armed conflict, you might unintentionally reinforce a bias that this kind of violence only occurs with one group of people.

It is also important not to over-complicate your message at the risk of people misunderstanding your campaign or simply ignoring it.

For example, if you give people a 20-page paper from the ICRC website it may cause your peers to quickly lose interest and forget the topic.

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Strategy 1: In-Person Educational Activities

- **Your in-person campaign must include a component of participation:**
 - Scavenger hunt
 - Design a simulation
 - Write a play with audience participation
 - Create an art piece that invites others to contribute
 - Host a movie screening with discussion
 - Hold a panel discussion or debate
 - Create a presentation with questions for classrooms
 - Conduct a school survey
- In-person activities that are held on virtual platforms still count as In-Person Outreach.



Coordinator's Notes:



Say: *In-person activities offer the opportunity to educate your peers about IHL through creative and engaging projects.*

 American Red Cross Youth Action Campaign

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Your in-person activity must include a component of participation.

Your campaign activity can't just be an art display or a video screening. Invite your peers to join in the activity or conversation.

Be sure to have a way to track how many people are participating in order to measure the success of the campaign.

Review the activity plans in the back of the manual.

In-person activities that are held on virtual platforms still count as in-person outreach.

Describe the in-person activities.

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Best Practices — Marketing


- Create a marketing timeline.
- Build your brand.
- Design engaging content.
- Request RSVPs when possible.
- Use existing networks.
- Offer incentives.
- 40/60 rule.



Coordinator's Notes:



Say: *Most likely, your in-person activity will require you to invite participants and market your event. Here are some marketing tips to encourage participation at your events.*

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Create a Marketing Timeline

For large events, you will need to begin marketing one month in advance. Start with regular messaging and pick up the consistency as the day gets closer.

Build Your Brand

A name and image for your campaign will go a long way. If you create posters, have the style and theme be consistent. Design engaging content. Use emotional appeals and personal stories to connect with your audience.

RSVPs

RSVPs can be very useful in allowing you to track if you are reaching your numerical goals. If you are one week out from the event and you only have a few RSVPs, you may need to step up your marketing game.

Use Existing Networks

It will be easier to reach large numbers if you use existing networks. Ask to have a timeslot at an assembly, or partner with another large event. Work with like-minded organizations and clubs to put something together. You could even partner with other Red Cross activities like a blood drive or preparedness course to reach more people. Further, word of mouth is the best way to get people to show up. A personal invitation goes a long way. Use your personal networks to spread the word and don't be shy to be persistent with your messaging!

Offer Incentives

Offering incentives can be a good way to encourage participation, but you have to be careful about the way this comes off. For example, you don't want to cheapen the purpose of the campaign by posting flyers that feature pizza while putting the topic of your campaign in the corner. A good example of using an incentive could be to ask a teacher/professor to offer extra credit for attending the event.

Utilize the 40/60 Rule

Marketing is hard work! Ideally, 40% of your time should be spent on content creation for the event and 60% on marketing. No matter how great your program is, it won't do much good if no one shows up. You could even designate members of your team to just focus on marketing.

Strategy 2: Social Media Activities

- A social media campaign is most effective when it has a call to action or when it invites the participation of the viewer.
- Conduct social media activities through Instagram, Facebook, Twitter, Snapchat, Tik Tok and other social media platforms to raise awareness about IHL. Use **#IHLYouthAction**



Coordinator's Notes:



Say: *Your social media activities can reach large audiences and quickly raise awareness about IHL.*



Social media is most effective when it has a call to action, or it invites the participation of the viewer. However, not all people who see your message will want to engage with the topic.

It is, therefore, important to reach large numbers because only a small percentage will be inspired to act. The higher the number of views, the higher the likely number of engagements.

Use platforms that you know will have the most impact in your community. If all of your friends use Tik Tok, make a video asking a question to be answered in the comment section. If Facebook is more popular, craft a post with an engaging visual to start a discussion. Remember to use the hashtag: #IHLYouthAction so that your viewers can easily find and engage with similar content.

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Views & Engagements

- A **view** is defined as receiving and acknowledging a post and/or taking some low level of action.
- An **engagement** is defined as seeing a post and demonstrating active participation in IHL discourse.

Platform	Action	Content
Instagram	View	Photo or video
Engage	Like a post or video that starts a discussion	Photo, video or text
Facebook	View	Photo or video
Engage	Like a post or video or share a video with a post that starts a discussion	Photo, video or text
Twitter	View	Text or image
Engage	Retweet, post or reply	Text or image
LinkedIn	View	Text or image
Engage	Like, share, post or reply	Text or image
YouTube	View	Video
Engage	Like, share, post or reply	Video
TikTok	View	Video
Engage	Like, share, post or reply	Video
WhatsApp	View	Text or image
Engage	Like, share, post or reply	Text or image



Coordinator's Notes:



Say: *A view is defined as receiving and acknowledging a post and/or taking some low level of action.*

A social media engagement is a view plus. An engagement is defined as seeing a post and demonstrating active participation in IHL discourse.

If you have any questions, refer to your chart!

Examples of engagements are:

Ask a question to your peers on an IHL topic.

Ask friends to take a survey on a topic.

Post a video or image and ask peers how the video or image made them feel.

Shares of content.

Get your peers to follow the ICRC's social media accounts.

Best Practices — Social Media

- Protect the American Red Cross Brand.
- Follow the Seven Fundamental Principles of the Red Cross & Red Crescent Movement.
- Respond to Comments with Caution and Respect.



Coordinator's Notes:



Say: Be mindful of the American Red Cross brand

Social media impacts people's relationships with a brand and as American Red Cross volunteers you must be aware of how the content you post reflects on the American Red Cross and the Movement at large.

Please check the content of your social media campaign with your Coordinator and be sure to follow our Social Media Guidelines (found in your GroupShare) when creating your campaigns.

Use the Seven Fundamental Principles

*Your campaign should be guided by the Seven Fundamental Principles at all times. For example, you must be careful not to compromise our neutrality mandate by posting something that shows a preference for or against a government or armed group. Never post something like "Stop terrorists from harming medical workers!" because it uses legally inaccurate language and targets one group rather than addressing the problem as a whole. **Never refer to a specific armed group in postings as this could put Red Cross and Red Crescent staff members and volunteers in danger abroad. Do not berate individual decision-makers or governments.***

Deal with harmful or negative comments with respect

While running a social media campaign, you might receive negative or hurtful comments from people. Report any abuses or instances of cyber bullying immediately to your coordinator.

If a comment is just a little negative or reflects a view about IHL that is uninformed, be sure to respond with respect and stick to facts rather than opinions. If someone finds one of your posts harmful or offensive, apologize when appropriate.

Social Media Do's

- Use your own personal pages and profiles
- Check social media content with your Coordinator
- Use the Seven Fundamental Principles to guide your posts
- Follow the American Red Cross Social Media Guidelines
- Provide accurate facts and information from sources like the ICRC or American Red Cross
- Report abusive or bullying comments to your coordinator

Social Media Don'ts

- **DO NOT** create a new American Red Cross page or profile
- **DO NOT** create content and post it without checking with your Coordinator
- **DO NOT** post interpretations or call out specific armed groups or violations of IHL
- **DO NOT** post opinions or personal beliefs
- **DO NOT** respond aggressively or defensively if you receive a negative or uninformed comment



Coordinator's Notes:



Say: Social Media Do's:

- Use your own personal pages and profiles
- Check social media content with your Coordinator



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- Use the Seven Fundamental Principles to guide your posts
- Follow the American Red Cross Social Media Guidelines
- Provide accurate facts and information from sources like the ICRC or American Red Cross
- Report abusive or bullying comments to your coordinator

Social Media Don'ts:

- DO NOT create a new American Red Cross page or profile
- DO NOT create content and post it without checking with your Coordinator
- DO NOT post interpretations or call out specific armed groups or violations of IHL
- DO NOT post opinions or personal beliefs
- DO NOT respond aggressively or defensively if you receive a negative or uninformed comment

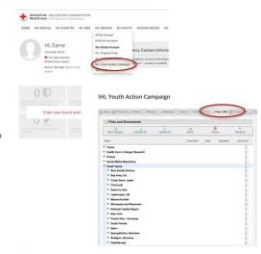
Volunteer Connection

Resources:

- Social media repository
- Pictures, videos, sample posts
- PowerPoints, background readings, activities.

Submit:

- Forms, summary project and photos.



Coordinator's Notes:

Say: Use Volunteer Connection to find resources to build your campaigns. The Social Media Repository contains pictures, videos, sample social media posts. You can also find PowerPoints and background readings on the special topic. All of these resources are available on the IHL Youth Action Campaign GroupShare.

Turn in your forms, projects and photos to each of your folders in the GroupShare. Report all campaign data in the 'forms' section of the GroupShare as well. Access your GroupShare by going to 'My Groups' and then 'Files.'

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Coordinator's Notes:

Say: Use your resources in the back of your book and the GroupShare on Volunteer Connection to inform your campaign.

Resources

Volunteer Connection GroupShare	Social Media Repository	Social Media Guidelines
Social Media Toolkit	Activity Plans	Checklist

Again, the GroupShare can be used to turn in forms, access the Social Media Repository, upload photos, further your research and see what other IHL YAC team members are doing!

The Social Media Repository provides some content for your social media posts.

The Social Media Guidelines will help you to use social media according to Red Cross principles and guidelines.

The Social Media Toolkit can help you to think of ideas for your campaigns.

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Coordinator's Notes:



Say: *As our partners in disseminating IHL, it is vital that we learn from your valuable experience and are able to share your story. This summary project will also be used to learn about your campaign when determining who will attend the IHL YAC Summit.*

Once you have completed your campaign, create a short video or PowerPoint presentation answering these questions and demonstrating your accomplishments.

You are welcome to be creative in the way you make the video; the questions are meant to guide your reflection.

Campaign Summary Project

- Share the story of your campaign by completing the Campaign Summary Project.
- Submit either a PowerPoint or a video that answers the questions in your handbook.
- Be sure to take a lot of videos and pictures throughout the campaign to create the summary project!



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Coordinator's Notes:



Say: Throughout the campaign, teams will track their in-person and/or online reach. Teams will create a Campaign Summary Project to describe their campaign. IHL Advocates can apply to attend the IHL YAC Summit in Washington D.C.

The Summit

- Throughout the campaign, teams will track their in-person and/or online reach.
- Teams will create a Campaign Summary Project to describe their campaign.
- IHL Advocates can apply to attend the IHL YAC Summit in Washington D.C.



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The IHL Youth Action Campaign Summit Representative is:

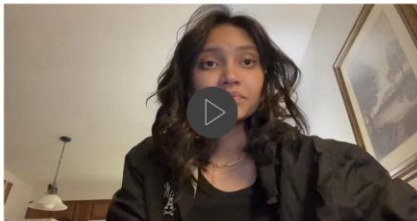
5. A passionate advocate of IHL.
6. An active participant in their IHL campaign.
7. Articulate and ready for public speaking.
8. Conscientious, collaborative, and inclusive. Some who will research the activities of the other teams and present on them fairly.
9. Independent, mature, and responsible. 16+ preferred.

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2 min

Example of Campaign: Environment & Armed Conflict



Coordinator's Notes:
Say: *Here is an example of a summary video for the IHL Youth Action Campaign from Southeast Michigan!*



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Example: A Week of School Campaign Activities



American Red Cross Youth Action Campaign



Coordinator's Notes:



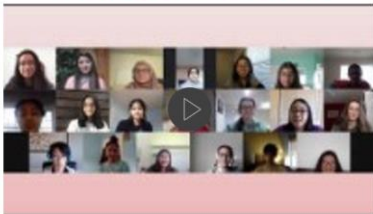
Say: *Here is an example of a summary video for the IHL Youth Action Campaign at Brooklyn Technical High School!*

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Example a Year: Peake of IHL



American Red Cross Youth Action Campaign



Coordinator's Notes:



Say: *Here is one last example of a summary video for the IHL Youth Action Campaign from the National Capital and Greater Chesapeake Region!*

Now it's your Turn!

Build Your Campaign Using *Design Thinking*

- Design thinking is a process of problem solving that puts the human experience at the center of finding solutions.

**Coordinator's Notes:**

Say: *Design thinking is a process of problem solving that puts the human experience at the center of finding solutions.*



Though it will be difficult to implement the entire design thinking process in your campaign, you and your team will go through a simplified version of the steps to design activities that place your community and mission at the heart of your campaign.

You may want to use some large pieces of paper or a whiteboard to explore the steps with your team.



Coordinator's Notes:



Say: *So what's next?*

1. *Work through the steps in your Design Thinking Campaign Building Tool and move on to the Step-By-Step Activity Plans when you finish.*
2. *Check your campaign with your Coordinator.*
3. *Implement your campaign!*
4. *Record Data*
5. *Create your Summary Project and Form and apply to go to D.C.!*

What's Next?

1. Work through the steps in your Design Thinking Campaign Building Tool and Step-By-Step Activity Plan.
2. Check your campaign with your Coordinator.
3. Implement your campaign!
4. Record data.
5. Create your Summary Project and apply to go to Washington, D.C.!



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Coordinator's Notes:



Say: Complete the post-training survey.

Good Luck!



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