



International Humanitarian
Law

Youth Action Campaign

JROTC Track

Handbook for JROTC Cadets



**American
Red Cross**



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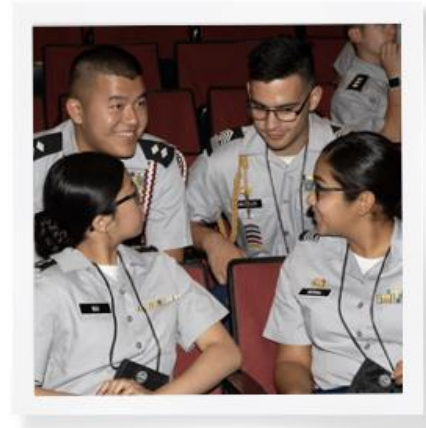
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Module 1: American Red Cross IHL Youth Action Campaign

Thank you for participating in the International Humanitarian Law (IHL) Youth Action Campaign!

The IHL Youth Action Campaign is an American Red Cross sponsored 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.

JROTC is partnering with the American Red Cross to raise awareness on this topic with your community. As cadets, you are perfectly positioned to learn about the laws of war and can best educate your community about them. We look forward to seeing your creative campaigns come to life and learning about your experiences teaching your peers about IHL.



IHL Youth Action Campaign Program Structure

The IHL Youth Action Campaign encourages youth and young adults ages 13-24 to learn about International Humanitarian Law and empowers participants to explore IHL topics through peer-to-peer education campaigns. As a team member for the IHL Youth Action Campaign, you will go through a training on IHL, learn how to build a campaign, and conduct both in-person and social media activities to promote awareness about IHL in your communities. Each team focuses locally but contributes to a larger movement of IHL advocates that are educating thousands of people.



After the campaigns are complete, JROTC teams will compete to be selected to win awards and to attend the IHL Youth Action Campaign Summer Summit at American Red Cross National Headquarters in Washington, D.C.

International Humanitarian Law

IHL is the body of international law that governs armed conflicts. When fighters follow these rules carefully, there is less suffering for the victims of armed conflicts.

- Fewer civilian deaths.
- Fewer refugees and internally displaced persons.
- Less destruction of societal infrastructure like hospitals and schools.
- A greater opportunity to rebuild after the conflict.

IHL acknowledges the reality of war while attempting to protect lives and preserve humanity.

The definition of an armed conflict:

“An armed conflict exists whenever there is a resort to armed force between states or protracted armed violence between governmental authorities and organized armed groups or between such groups within a state.”

The American Red Cross

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.

Many people associate the American Red Cross 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. As a national society of the International Red Cross/Red Crescent Movement, the American Red Cross has the mandate to educate the public about IHL. As participants of the IHL Youth Action Campaign, you become our partners in promoting IHL and helping us to carry out this mandate.

The Story of Clara Barton – Founder of the American Red Cross

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 appear in the city in 1861. The Civil War had just begun, and as the troops poured in, the residents in the capital were alarmed and confused. In the chaos, Barton perceived an immediate need to provide personal assistance to the men in uniform, some of whom were already wounded.

She started by taking supplies to the young men of the Sixth Massachusetts Infantry who had been attacked in Baltimore, Maryland, by southern sympathizers. Barton provided clothing and assorted foods and supplies to the sick and wounded soldiers as well as personal support to the men in hopes of keeping their spirits up. She read to them, wrote letters for them, listened to their personal problems, and prayed with them.

Knowing that she was needed most on the battlefield, she traveled to northern Virginia in August 1862. After the battle at Cedar Mountain, she appeared at a field hospital at midnight with a wagon-load of supplies drawn by a four-mule team. The surgeon on duty, overwhelmed by the human disaster surrounding him, later recalled:

“I thought that night if heaven ever sent out a[n] . . . angel, she must be one—her assistance was so timely.”

She became known as the “Angel of the Battlefield” as she risked her life to treat the sick and wounded. Once while treating a patient, a bullet went through her sleeve. She recounted:

“I always tried . . . to succor the wounded until medical aid and supplies could come up—I could run the risk; it made no difference to anyone if I were shot or taken prisoner.”

In 1869, Clara Barton traveled to Europe where she was introduced to the International Red Cross/Red Crescent Movement. When the Franco-Prussian War broke out in 1870, Barton was again called to action. Though not yet allied to the Red Cross, Clara Barton served with International Red Cross volunteers and even fashioned a cross with a red ribbon to protect herself with the newly recognized emblem.

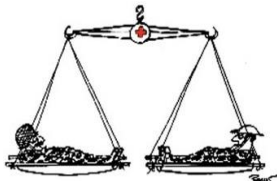
Inspired by her experiences with the Red Cross in Europe, Barton traveled back to the United States of America and formed the American Red Cross. Clara Barton served as the president for thirteen years, working to alleviate human suffering in face of emergencies.

The Seven Fundamental Principles of the Movement

The Seven Fundamental Principles of the Movement are the values that guide The 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. We can also practice these principles in our own lives.

Impartiality

Relieve suffering based on needs, without discrimination



Neutrality

Take no sides in hostilities and controversies



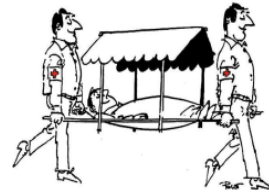
Independence

Maintain autonomy from governments



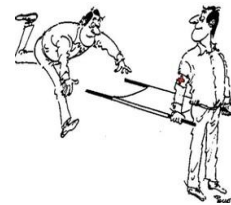
Humanity

Prevent human suffering wherever it is found



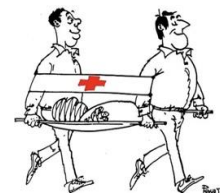
Voluntary Service

Voluntary participation and not for personal gain



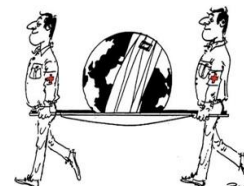
Unity

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



Module 2: International Humanitarian Law

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. **International humanitarian law** 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 in 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. It protects people who are not or are no longer participating in hostilities, like civilians or the sick and the wounded, and restricts the means and methods of warfare in order to limit certain weapons and strategies from causing 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. People do this 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 that practice 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 International Red Cross/Red Crescent Movement since its inception. The Movement continues to promote IHL and educate the public about the laws of armed conflict.



The Geneva Conventions

A year after the International Committee of the Red Cross was founded in Switzerland, the first treaty that championed its ideas was signed by twelve governments in the first Geneva Convention in 1864.

A **convention** is an international agreement between nations. The Geneva Convention of 1864 contained ten brief articles that protect medical personnel and wounded combatants during armed conflicts. It took Clara Barton eighteen years to lobby the U.S. government until President Chester Arthur signed the 1864 Geneva Convention and the Senate ratified them. After the Geneva Convention 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 1949 Geneva Conventions and has adopted them as law. These treaties became the cornerstone of modern International Humanitarian Law. The Additional Protocols of 1977 are two additional documents that added to the 1949 Geneva Conventions and further developed the laws that govern armed conflict. However, unlike the 1949 Geneva Conventions, they have not been as widely accepted. 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 robust body of law that protects 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.

What Happens When IHL is Violated?

States must 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.

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.

The Four Principles of IHL

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.



The Principle of Military Necessity

Combatants can engage in military acts necessary to defeat the enemy, provided their actions are not otherwise unlawful under IHL. If achieving a legitimate military objective is not the purpose of their actions or if their actions violate other provisions of IHL, then their actions do not adhere to the Principle of Military Necessity.

Put another way, combatants cannot just attack anyone or anything for no reason. Their actions must have a purpose and the outcome must create a military advantage. They must make the case that the outcome will lead to a military advantage and that the actions are legal under IHL. For example, if during an armed conflict the enemy is just a few miles away, then destroying a bridge to keep the enemy from crossing would probably be in alignment with the Principle of Military Necessity. On the other hand, there is likely no military advantage to destroying a bridge when the enemy is a thousand miles away and is in no danger of crossing it anytime soon, or even at all. That act would be in violation of the Principle of Military Necessity.

The reason that the Principle of Military Necessity is discussed 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.

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 German military. Even though the airfields had civilian uses as well, the military use of the airfields determined their status as valid military targets.

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.

In armed conflicts, there are three categories of people to help distinguish who should be attacked and who should be protected:



- **Combatants** are members of a state's armed forces. They can legally engage in the fighting and can be lawfully targeted. If captured, they must be treated as **Prisoners of War** and cannot be criminally charged for their lawful military actions. Combatants are required to distinguish themselves from civilians, for example, 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 side unless they stay to attend to the 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 civilians participate in an armed conflict, such as participating in a rebel group, they lose their protections as civilians for such time as they directly participate in hostilities.

IHL also divides objects into classes:

- **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** are all objects unless they are distinctly military objectives.

When parties to a conflict conduct an attack, they must distinguish between civilians and combatants and civilian objects and military objectives. Only combatants and military objectives may be deliberately attacked. To use indiscriminate weapons or strategies that cannot distinguish between the status of people or objects is strictly prohibited under IHL.

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.



The Principle of Proportionality

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.

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.

The Principle of Limiting Unnecessary Suffering

The Principle of Limiting Unnecessary Suffering prohibits means and methods of warfare that would cause unnecessary suffering to combatants or civilians. 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 a certain amount of suffering will necessarily take place. The idea behind this 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 continued 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.

Feasible Precautions

The four principles of IHL are implemented by taking feasible precautions to avoid violating IHL during military operations. To be feasible, precautions must be practicable considering the circumstances ruling at the time.

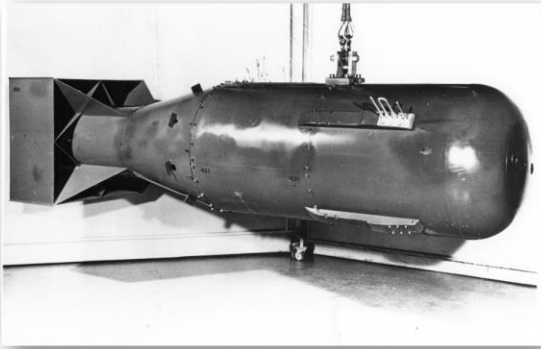
Precautions when conducting an attack may require that the attacker consider:

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.

Module 3: Nuclear Weapons and Armed Conflict



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.

What happens if a nuclear weapon hits a city?

This video shows the impact and probable timeline of damage in the aftermath of a nuclear attack.

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

History of Nuclear Weapons



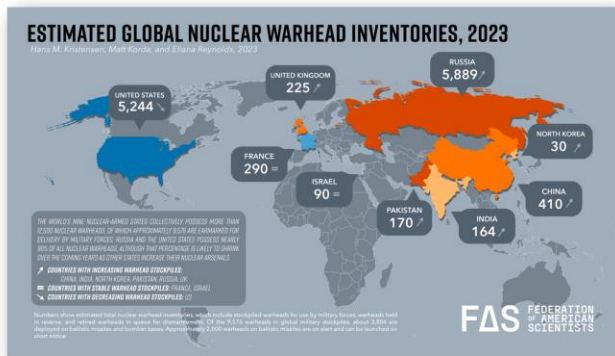
Early History

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?



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.

Types of Nuclear Weapons

- Strategic Weapons
 - Extremely large with devastating power
 - Indiscriminate weapons that cannot be used without causing catastrophic harm to civilians
- Tactical Weapons
 - Designed for use on the battlefield to limit harm to civilians
 - Smaller than strategic nuclear weapons
 - Use is still seen as dramatic escalation of conflict

Former U.S. Defense Secretary Mattis: “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.”

Physical Impacts

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.

Sadako Sasaki

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.

Psychological Impacts

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.

Distinguishing Nuclear Power Plants from Nuclear Weapons

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.

The Law of Nuclear Weapons

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.

Testing

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 the 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.

Non-Proliferation and Disarmament

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

It is worth noting that the US Defense Department has a policy favoring disarmament. In a 2022 Conference, Under Secretary Colin 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 in Armed Conflict

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](#).]

The Law of Nuclear Power Plants

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.

Applying IHL Principles to Nuclear Resources

IHL core principles protect civilians and combatants from the use of nuclear weapons and limit the ability to target nuclear power plants.

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

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

Military Necessity

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.

How does military necessity impact the use of nuclear weapons?

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.

How does military necessity restrict attacks against nuclear power plants?

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

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.

How do nuclear weapons implicate problems with distinction?

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.

How do nuclear power plants benefit from distinction?

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.

Proportionality

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.

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

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.

How does proportionality protect nuclear power plants in armed conflict?

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.

Prohibition on Unnecessary Suffering

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

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.

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

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

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

ICRC

The International Committee of the Red Cross (or ICRC for short) work 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.

In the climate and conflict context, the ICRC has provided reports, blogs, and other research on the impacts and challenges. The ICRC has also advocated for better environmental protection by armed forces during conflicts. Together with the International Federation of the Red Cross, the ICRC has led the development of a guide for humanitarian organizations as they respond to these crises and rally for collective action.

ARC

The American Red Cross provides disaster relief and humanitarian need both domestic and internationally. The ARC issued statements unequivocally acknowledging climate change and its commitment to responding to the humanitarian disasters that ensue. Additionally, the ARC has taken steps to reduce its carbon footprint and advocate for those who disproportionately suffer its effects.

The ARC raises awareness about the effects of climate change and conflict through dissemination and campaigns like this one! By collecting research and spreading awareness in the public, the ARC hopes to create action through these programs.

IFRC

The International Federation of the Red Cross, or 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.

The IFRC recognizes the connection between climate change and increases in the frequency, intensity, and unpredictability of severe weather events with rises in small-scale conflict and violence. This allows the IFRC to invest in disaster risk reduction and climate adaptation before a weather event occurs. Effective use of technology and innovation allow for proactive early action and predictive financing. Efficient coordination across regions and global networks ensures humanitarian

demands are met by improving locally-led action. The IFRC uses these strategies to organize effective responses to disasters that can reduce the likelihood of conflicts.

Case Studies

There are six case studies to test your knowledge of nuclear resources in armed conflict: Hiroshima & Nagasaki represent the only times an atomic bomb 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

[A Story of the Atomic Bomb](#) | [Ban Nuclear Weapons](#) | [ICRC](#)

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

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.

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.

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.

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.

Testing: Kazakhstan and Marshall Islands

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.

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.

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)

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.

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.

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.

Threats: Cuban Missile Crisis

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.

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.

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.

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

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

<p>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.</p>	<p>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.</p> <p>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.</p>
<p>Proportionality: <i>Would the military benefits gained from the use of the nuclear-tipped torpedo have outweighed the potential harm to civilians?</i></p> <p>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.</p>	<p>SIUS (Superfluous Injury/Unnecessary Suffering): <i>Would the use of a nuclear torpedo in this situation cause SIUS to combatants or civilians?</i></p> <p>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.</p>

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.

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

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.

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.

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.

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.

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.

Disarmament: South Africa

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.

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.

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.

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.

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.

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.

Nuclear Power Plants: Zaporizhzhia Nuclear Power Plant

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.

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.

ZNPP Cont.

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.

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.

ZNPP Cont.

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.

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.

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.

1. Ban on stationing heavy military equipment and military personnel at the plant
2. Ban on firing from and toward the plant (including protections for plant personnel)
3. Protection of all safety and security systems at the site
4. Protection of all external power lines
5. Continuous monitoring of compliance with the above guidelines

Why is this module important?

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?

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.

Module 4: Build Your IHL 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 communities about the rules of war and special theme for the year.

Roles and Responsibilities

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

The Team

JROTC Cadets will form teams to compete to create the best campaign and have the greatest impact. Your role as a Team Member for the IHL Youth Action Campaign is to educate your community about a special theme within IHL. Find creative ways to engage your peers in discourse about IHL through educational in-person and social media activities.

The Coach

The Coach is the JROTC Instructor, parent, or volunteer who will guide you through the training and help you to implement your IHL Campaign.

Campaign Activities Best Practices

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. 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 exposure you can give your target population to 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.

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, providing youth with a 20-page paper from the ICRC website may cause your peers to quickly lose interest and forget the topic.



Strategy 1: In-person Activities

In-person activities offer the opportunity to educate your peers about International Humanitarian Law through creative and engaging projects. The in-person activity **must include a component of participation**. It can't just be an art display or a video screening; invite peers to join in an activity or conversation. It further needs to track how many people are participating and measure the success of the campaign.

Some examples of in-person activities include:

1. Conduct a scavenger hunt
2. Design a simulation
3. Write a play with audience participation
4. Create an art piece that invites others to contribute
5. Design a board game
6. Conduct a school survey
7. Host a Spoken Word/Open mike night
8. Create a presentation with questions for classrooms
9. Host a movie screening and discussion

Marketing Events

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, ensure the style and theme are consistent. Design engaging content, using emotional appeals and personal stories can be particularly powerful.

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: Reaching large numbers will be easier if you can 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. 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 asking a teacher/professor to offer extra credit for attending an 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. Getting people in the door is incredibly important. 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.

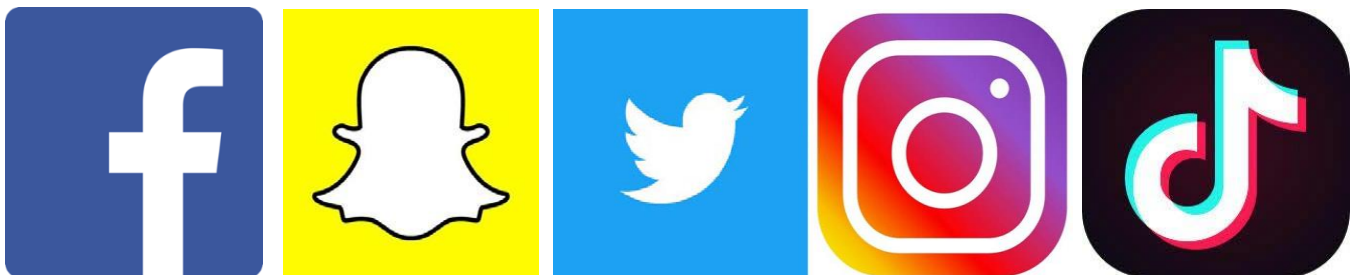
Strategy 2: Social Media Activities

Your social media activities can reach large audiences and quickly raise awareness about International Humanitarian Law. 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. This is why as a team you will count both the views and engagements of your social media reach.

- **View:** A view is defined as receiving and acknowledging a post and/or taking some low level of action.
- **Engagements:** A social media engagement is more than just a view. An engagement is defined as seeing a post and demonstrating active participation in IHL discourse.

Ways to engage peers through social media activities:

1. Ask a question to your peers on an IHL topic
2. Ask friends to take a survey on a topic
3. Post a video or image and ask peers how the video or image made them feel
4. Shares of content
5. Get your peers to follow the ICRC's social media accounts



What counts as a *view* or an *engagement* on social media platforms?

Platform	Action	Count
Instagram		
	View Post a video or photo on your Story, livestream	Views, likes
	Engage Ask a question, create a poll, write a post that starts a discussion	Responses, comments on a post
Facebook		
	View Post a photo or video, livestream	Likes
	Engage Pose a question or create a survey, write a post a that starts a discussion	Responses, comments on a post, shares
SnapChat		
	View Send Snaps, post on Story	Opened Snap, View on Story
	Engage Send snaps, post on Story	Response related to topic
Twitter		
	View Photos, Videos, Posts	Likes
	Engage Photos, Videos, Posts	Shares, responses
Blog		
	View Post content	Views, site visits
	Engage Post content	Comments on blog
Tik Tok		
	View Post content	Views, likes
	Engage Post content	Comments
ICRC		
	Engage Ask friends to follow ICRC social media accounts	Follows/shares of content

Social Media Best Practices

Social media campaigns have the power to communicate messages on a massive scale and quickly raise awareness. Social media platforms are virtual spaces that can empower people to connect, build relationships, and create value through online conversation and collaboration.

Be mindful of School Guidelines, the American Red Cross Brand, and JROTC Brand

Social media impacts people's relationships with each other and institutions. As JROTC cadets participating in an American Red Cross program, you must be aware of how the content you post reflects on these organizations. Please check the content of your social media campaign with your Coach and be sure to follow your school's social media rules.

Use the Seven Fundamental Principles of the Red Cross Movement

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.**

Respond to Comments with Caution and Respect

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

Social Media Don'ts

- DO NOT create a new American Red Cross or JROTC page or profile
- DO NOT create content and post it without checking with your Coach
- 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

Campaign Summary Project PowerPoint or Video

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 win the competition. Once you have completed your campaign, please create a short video or PowerPoint presentation demonstrating your accomplishments!

Please include in your video or presentation:

- What was the problem your campaign was trying to solve?
- What campaign activities did you do?
- How were you successful?
- How many people did you engage through in-person activities? How many views did you get through social media? How many engagements did you get through social media?
- What could you do better next time?
- What was the best part of the IHL Youth Action Campaign, or what accomplishment are you proudest of?

The Competition

Throughout the campaign, teams will track the number of people their team reaches in-person and/or online. Throughout the campaign, teams report their campaign activities through the IHL Youth Action Campaign Website and at the end of the campaign they will create and turn in the Campaign Summary Project. Campaigns must be complete and summary projects turned in by April 1st. The team that has the greatest reach and most compelling campaign within the Red Cross Division where their school is located will be selected a division winner, and the best of the division winners will become national champion. The American Red Cross will pay to send up to five members of the national winning team to Washington D.C. for the Summit.



IHL Youth Action Campaign Checklist

- Work through the steps in your Design Thinking Campaign Building Tool and Step-By-Step Activity Plan.
- Check your campaign with your Coach.
- Implement your campaign!
- Track and record data.
- Create your Summary Project and compete to go to Washington, D.C.!

Design Thinking Campaign Building Tool

Are you ready to raise awareness about IHL? Use design thinking to build your IHL Youth Action Campaign.

Design thinking is a process of problem solving that puts human experience at the center of finding solutions. Though it will be difficult to implement the entire design thinking process to 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.

Step 1 - Empathize

The first step of design thinking is to empathize with your community and identify a target audience. Usually, design thinkers will observe their population and conduct interviews. For our purposes, simply explore the following questions with your team:

- Who is your target audience?
- What does your target audience care about?
- Where does your target audience usually gather?
- What kinds of activities does your target audience like to do?
- What social media platforms do they use?
- What gaps of knowledge do they have about IHL?

After reflecting on the questions, describe your target audience here:

Step 2 - Define

Keeping your target audience in mind, define exactly what problem your campaign will address:

- What would you like your community to know about IHL and the special theme?
- What information would be particularly useful or interesting to them?
- What kind of action would you like them to take?
- How can you measure if your goal has been accomplished?

Please write a statement describing the problem you would like to solve:

Please write a statement describing how will you will measure the success of your campaign:

Step 3 - Ideate

Now that you have defined your problem, it is time to brainstorm solutions.

Part 1. As quickly as possible and without judgement come up with as many in-person

and social media activities as you can. Create your own ideas and refer to the activity guides and social media tool kit for support.

Please write down as many ideas as you can in the space below:

Part 2. When you have exhausted the possibilities, go back through the list and evaluate each option:

- Which of these ideas solves your problems best?
- Which ones can you do with the time and resources you have?
- How will you track participation? Will these activities reach the numerical goals you have set?

Part 3. When you have finished evaluating, decide which activities you would like to complete for the campaign, keep in mind that your ideas may change as you continue through the design thinking process.

Please list the activities you would like to include in your campaign below:

Step 4 - Prototype

The next stage of the design thinking process is to map it out. Visualize what the different components of your campaign will look like. Ask your Coach for any materials you might need and draw pictures, build models, and write sample social media posts.

In the next phase you will be testing your ideas in a simplified form on the other participants. Be prepared to explain your plan and how it meets your goals.

Step 5 - Test

The fifth phase of design thinking is testing your product. You may not have time to run through the entire campaign with a sample group but test your ideas the best you can. Test the ideas on the other participants at the training or ask your friends what they think of the activities and social media posts. Make sure to get feedback on the appropriateness of your content, if the activities are feasible, and if the campaign will meet your goals.

Please write your feedback here:

Step 6 - Implement

After you've gotten feedback on your campaign activities, incorporate any changes you would like to make.

The Design Thinking Campaign Building Tool will be submitted to the Coach, and after it is approved, you can continue to plan the various activities of your campaign and complete the Step-by-Step Activity Plan Forms.

Now, implement your campaign!



Step-by-Step Activity Plan

Team name:

Team members:

Activity Title:

Activity Date(s):

Include a brief description of the activity

What is it?

Explain how this activity addresses the problem you are trying to solve

How does it help?

How many of your peers will you try to reach? How will you track you reach?

Campaign Activity Ideas

1. Scavenger Hunt

Create a scavenger hunt where each hidden clue educates participants about IHL. One possibility is to give moral dilemmas within IHL. Ask questions, and if participants guess correctly, provide the clue to the next location. Another format is to mark locations with distinctive images and have the answer to the clue be the image for the next station.

2. Simulation Activity

Your team can take participants through a simulated journey of a humanitarian worker, fighter, or civilian during an armed conflict. Create different scenarios and have participants face challenges while learning about IHL. Use the American Red Cross Raid Cross Program, the ICRC virtual reality tools or create your own simulative experience. Ask your local Red Cross Chapter about these activities.

Teams that do a simulation should use the following statement in communicating the sensitive nature of simulations to participants: Participants should note that some of the activities during the training simulate situations of violence and they may touch on sensitive issues related to armed conflict or situations of insecurity. While the facilitators will take every precaution to ensure that all participants in the simulation are comfortable throughout the activity, participants who would like to opt out of the activity may do so at any time.

*Please note that the use of fake or simulated weapons is strictly prohibited and that before the simulation the audience must be made aware of the nature of the simulation and be given the opportunity to opt out if they do not wish to take part.

3. Theater Performance

Create a play that includes the principles of IHL. Be sure to highlight when IHL is being respected and when it is not. Follow a narrative of a fighter, humanitarian worker, or civilian in an armed conflict and educate the audience about IHL.

4. Interactive Art Display

Design an art display that requires some form of participation. People could be asked to answer a question through art, draw how they feel after watching a video about IHL, or demonstrate their support for the victims of armed conflicts.

5. Board Game

Audience members can progress through a board game by making choices and solving dilemmas faced in an armed conflict. The game could include activities, tasks, and questions. By the end, the board game could also reveal ways in which players can learn more about IHL. The instructions for the board game should be written up so it is easy to understand and can be replicated.



6. School Survey

Your team could design a survey and analyze the results. In order to educate your peers on IHL, have participants take the survey, and then facilitate an activity to increase the knowledge of IHL among the audience members. After the activity is complete, the team can ask the same audience members to take the survey again. Your team can analyze the results and decide if your campaign activity was effective in increasing knowledge of IHL.

7. Flash Mob

Your team could plan and carry out a flash mob demonstration of an IHL principle. Creative scenery, props, and costumes are encouraged. Team members should engage the audience in a conversation and pass out flyers with more information.

8. Spoken Word/ Open Mic

Organize a spoken word night or open mic session and invite peers to participate. A workshop could help participants to learn about IHL and then offer the participants time to write a song, piece of poetry, or monologue.

9. Host a Movie Screening with a Discussion

Screen a movie about armed conflicts, real or fiction. Start with a presentation about IHL to give context and prepare questions for a discussion after the movie is complete.

Movies could include:

- Beasts of No Nation
- The Colors of the Mountains
- Hacksaw Ridge
- Unbroken

Questions could include:

- What challenges did the characters face during the armed conflict?
- When did IHL apply during the movie?
- Were there instances where IHL was violated? Where it was upheld?
- How could the parties to the conflict in the movie take feasible precautions to lessen collateral damage?

Campaign Activity Data

Name of Activity	Date of activity	How was data tracked?	In-person count
IHL Movie night	1/30/19	Number of people that signed in	24