

CANADA & CONFLICT

A HUMANITARIAN PERSPECTIVE



Lessons and Resources
for Teachers & Students

CANADA & CONFLICT: A HUMANITARIAN PERSPECTIVE

LESSONS AND RESOURCES FOR TEACHERS & STUDENTS

Canada & Conflict: A Humanitarian Perspective was developed by the Canadian Red Cross in collaboration with educators, legal advisors, and volunteers. Canada & Conflict was developed for teachers to inform and empower youth to take action toward alleviating human suffering.

THE MISSION OF THE CANADIAN RED CROSS is to improve the lives of vulnerable people by mobilizing the power of humanity in Canada and around the world.

Within this mission, the Canadian Red Cross has a mandate to promote understanding and respect for international humanitarian law (IHL). This educational resource complements the International Committee of the Red Cross (ICRC) and the Education Development Centre's curriculum materials, entitled *Exploring Humanitarian Law* (EHL). EHL is an international education program designed to enhance young peoples' level of respect for human dignity, their understanding of and respect for international humanitarian law, and their development as humanitarians. EHL is available in multiple languages and can be downloaded for free at www.icrc.org/eng/what-we-do/building-respect-ihl/education/outreach/ehl/exploring-humanitarian-law.

Many people were involved in the development of this educational resource. We wish to thank all of the educators, legal experts, interns, and staff who contributed invaluable research, insight, time and effort into making this toolkit what it is today. We thank them tremendously for their desire to create material which will inspire and teach students the importance of humanitarianism. The creation of *Canada & Conflict* was made possible by the generous support of the International Committee of the Red Cross. This 2nd edition (2016) was made possible by Global Affairs Canada.

The Canadian Red Cross offers workshops and professional development opportunities for students and teachers in the area of international humanitarian law. For additional information on our youth engagement programs and resources related to IHL, visit us at the Canadian Red Cross website: www.redcross.ca.

CANADIAN RED CROSS FUNDAMENTAL PRINCIPLES

All Canadian Red Cross programs and activities are guided by the Fundamental Principles of: Humanity, Impartiality, Neutrality, Independence, Voluntary Service, Unity and Universality.

TABLE OF CONTENTS

4	Canada & Conflict: A Humanitarian Perspective
5	Structure & Methodology
5	Learning Outcomes
6	Curriculum Linkages
8	Course Matrix
9	Key Concepts & Skills
10	Module 1: The Humanitarian Perspective
35	Module 2: Limits of Armed Conflict – Canada’s Contribution
58	Module 3: The Law in Action – From the Perspective of Canadian Soldiers & Humanitarian Workers
79	Module 4: Dealing with Violations - Canadian Responses
99	Module 5: Responding to the Consequences of Armed Conflict
120 ...	Module 6: Humanitarian Action - Choosing to Make a Difference

CANADA & CONFLICT: A HUMANITARIAN PERSPECTIVE

INTERNATIONAL HUMANITARIAN LAW

International humanitarian law (IHL) is a set of written and unwritten rules which aim to protect life and human dignity during armed conflict to prevent and reduce the suffering and devastation caused by war. It applies to wars between states and civil wars but not to violence that happens during peacetime, such as violent crimes or riots. War is an inherently violent and destructive phenomenon, and the aim of IHL is to mitigate the worst of the violence and destruction for both those engaged in the conflict and those not involved in the fighting.

AN OVERVIEW

Today's armed conflicts are mostly internal or non-international. They are often fought between a uniformed armed group, perhaps the military forces of a country, and a non-government armed force. Vulnerable groups (women, children, elderly persons, persons with disabilities, etc.) are especially at risk and populations already living in poverty carry a heavy burden during and post-conflict. Armed conflict causes the displacement of millions of people every year.

Canada & Conflict: A Humanitarian Perspective is based on the premise that education in International Humanitarian Law is relevant, meaningful, and useful for young people in all societies. The subject is pertinent and timely everywhere, regardless of a particular country's experience with armed conflict or other situations of violence for a number of reasons:

1. Armed conflicts and other situations of violence are taking place in many parts of the world today and young people are increasingly affected by them.
2. Many societies appear to be becoming more prone to various forms of violence.
3. Young people, in greater numbers than ever, are exposed to media coverage of violence, and forms of entertainment that desensitize viewers to the effects of violence.
4. In times of acute social and political tensions, such as post-conflict situations or periods of social reconstruction, education programmes focusing on respect for human dignity may have an indirect pacifying effect.
5. States party to the Geneva Conventions have an obligation, both in times of peace and in times of war, to spread knowledge of international humanitarian law (IHL) as widely as possible, including to the civilian population. The world's 196 States have all ratified the Geneva Conventions, making those treaties the first in modern history to achieve universal acceptance.

Canada & Conflict provides insight into Canadians' experiences in armed conflict. Canadians directly and indirectly affected by war share their experiences throughout the educational resource.

STRUCTURE & METHODOLOGY

Canada & Conflict is comprised of six modules for teachers and learners, designed to enhance exploration of the following subject matters:

Module 1: The nature of humanitarian acts and the role of bystanders;

Module 2: The need to regulate armed conflicts and the basic rules of IHL;

Module 3: The implementation of IHL, the question of responsibility, the complexities of armed conflict;

Module 4: The development of international justice;

Module 5: The need for and the requirements of humanitarian action in times of armed conflict;

Module 6: The importance of social action and youth engagement.

This resource is available on-line at www.redcross.ca/what-we-do/international-humanitarian-law/tools-for-teachers. *Canada & Conflict* provides teaching materials that can be integrated into secondary curricula as a subject on its own, or as complementary components for a number of existing subject areas, such as the ones listed on page 6 and 7. This resource can also be delivered as an optional after-school activity as part of a Global Issues Club, for example.

LEARNING OUTCOMES

Canada & Conflict seeks to help young people understand, value, and apply the principles of humanity in their daily lives. In particular, it fosters:

- understanding of the need to respect life and human dignity;
- understanding of humanitarian issues and the principles of IHL, as well as the complexities of their application;
- understanding of the gender inequities in armed conflict and the importance of equitable access to protections and humanitarian assistance;
- interest in international current events and humanitarian action and the ability to analyse them knowledgeably;
- capacity to view conflict situations at home and abroad from a humanitarian perspective;
- active involvement in community service or other forms of engagement with the most vulnerable members of society.

Canada & Conflict aims to develop social awareness in young people and enhance their sense of civic responsibility. *Canada & Conflict* emphasizes the importance of protecting life and human dignity, particularly during armed conflict. Thus, it makes a unique contribution to citizenship education at every level: local, national and global. It can be used in any political context and educational system and its flexible framework allows for easy incorporation of future developments in IHL.

CURRICULUM LINKAGES

The content of *Canada & Conflict* is directly complementary to academic subjects such as civics, social studies, philosophy, history, law, and the humanities. The interactive teaching methods and pedagogical approaches reinforce many important academic and life skills including communication, respectful disagreement, reasoning, research, problem-solving, and critical thinking.

CITIZENSHIP EDUCATION

Citizenship Education, Civics, Global Citizenship, Human Rights, Law, Modern Studies, Social Studies

- The concept of human dignity
- The concept of limits to armed conflict
- Considering rights of people to protection in armed conflict
- Considering a gender analysis
- Considering the rationale for laws about armed conflict
- Considering humanitarian responsibilities in armed conflict
- Constructing a definition of human dignity
- Considering the meaning of “enemy”
- Experiencing the complexity of ethical issues raised by armed conflict

SOCIAL SCIENCES

Conflict Resolution, Peace Education, Political Science, Psychology, Sociology, Social Studies

- The concepts of human dignity and humanitarian action
- The concept of limits to armed conflict
- Considering how armed conflict might be prevented or controlled
- Considering the meaning of “enemy”
- Constructing a definition of human dignity
- Considering gendered experiences and impacts in armed conflict
- Understanding the pursuit of justice and the diverse approaches to justice
- Analyzing global interdependence
- Considering roles and responsibilities in a global, interdependent world
- Considering the evolution of the laws of war (IHL)

GEOGRAPHY/ENVIRONMENT

Economy, Environmental Education, Geography, Social Studies

- Considering the effect of war on people and the environment
- Acknowledging the shared responsibility for the planet and its people
- Considering the interrelationships among people and systems
- Recognizing and acknowledging emerging global trends
- Analyzing complex issues from multiple perspectives

ETHICS/CONTEMPORARY ISSUES

Contemporary Issues, Education in Values, Ethics, Humanities, Human Values, Law, Moral Studies, Philosophy, Religious Studies

- The concept of human dignity
- The concept of limits to armed conflict
- The idea that some important ethical questions have no easy answers
- Considering whether there should be rules for armed conflict
- Considering the gap between ideals and behaviour
- Constructing a definition of human dignity
- Articulating one's own ideas
- Listening and responding to the ideas of others
- Considering neutral, impartial and independent humanitarian action

COURSE MATRIX

MODULE	CONCEPTS	OBJECTIVES
1 THE HUMANITARIAN PERSPECTIVE	Bystander Humanitarian Act Social pressure	<ul style="list-style-type: none"> To understand the effect a bystander can have upon the action of others; To be aware of examples of Canadians acting in situations of violence to protect life or human dignity; To understand dilemmas facing bystanders.
2 LIMITS OF ARMED CONFLICT – CANADA'S CONTRIBUTION	Limits in armed conflict Non-combatants IHL & Human rights Indiscriminate weapons Protection Civil society Human dignity	<ul style="list-style-type: none"> To understand why rules are needed in armed conflict; To understand how IHL and human rights complement each other; To understand the basic rules of IHL; To gain an awareness of Canadian contributions to human rights and IHL; To understand and explain how contaminations by anti-personnel landmines affect individuals, communities and countries. To understand how armed conflict affects boys & girls, men & women differently; To understand the environmental impact of armed conflict.
3 LAWS IN ACTION – FROM THE PERSPECTIVE OF CANADIAN SOLDIERS & HUMANITARIAN WORKERS	Human dignity Violations of IHL Chains of consequences Dilemmas Multiple perspectives Obstacles to humanitarian behavior Neutrality Impartiality Independence	<ul style="list-style-type: none"> To gain an awareness of the importance of IHL; To understand the challenges of providing neutral, independent and impartial humanitarian assistance; To gain an appreciation for the complexities in applying IHL, including: i) the dilemmas faced by combatants and humanitarian workers, ii) the difficulty in distinguishing between armed combatants and civilians, and iii) gender considerations during times of armed conflict.
4 DEALING WITH VIOLATIONS – CANADIAN RESPONSES	Implementation Enforcement Civilian / Combatant distinction Social pressure War crimes	<ul style="list-style-type: none"> To recognize that there are a number of ways of dealing with IHL violations; To recognize Canada's role in dealing with IHL violations; To understand how dealing – or not dealing – with IHL violations can affect the well-being of a society during and after armed conflict.
5 RESPONDING TO THE CONSEQUENCES OF ARMED CONFLICT	Protection Basic needs Non-material needs Refugees & other displaced persons Neglected crises MNCH Gender equality	<ul style="list-style-type: none"> To understand the consequences of war through the lens of displacement, neglected crises and MNCH; To understand what effort is needed to respond to displacement, including conducting a gender analysis; To appreciate dilemmas faced by humanitarian organizations; To understand the unique needs of infants, children and women during and following armed conflict;
6 HUMANITARIAN ACTION – CHOOSING TO MAKE A DIFFERENCE!	Human dignity Humanitarian Act Obstacles to humanitarian behavior Dilemmas Implementation Project goal Ripple effect Youth mobilization Multiple perspectives	<ul style="list-style-type: none"> To imagine and articulate another possible world in terms of humanity and the students' role in humanitarian action; To link visions/dreams of a better world to choices leading to action; To identify personal skills, qualities, resources and experiences leading to social action; To identify a menu of specific actions to take in our daily lives; To reflect on and articulate key learning related to Canada and conflict

KEY CONCEPTS & SKILLS

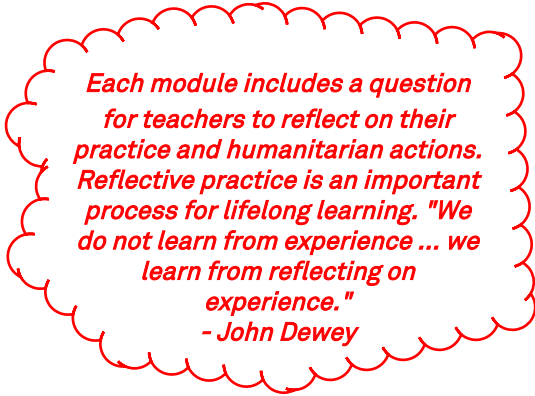
CONCEPTS

IN ALL LESSONS


Human dignity | Obstacles to humanitarian behavior | Dilemmas | Consequences
Multiple perspectives

SKILLS

Perspective taking | Role-playing | Story analysis | Story-telling
Dilemma analysis | Identifying consequences | Problem analysis
Estimating scope | Estimating effort | Identifying solutions | Working in groups
Digital literacy



*Each module includes a question for teachers to reflect on their practice and humanitarian actions. Reflective practice is an important process for lifelong learning. "We do not learn from experience ... we learn from reflecting on experience."
- John Dewey*



M1 MODULE 1: THE HUMANITARIAN PERSPECTIVE

1 BYSTANDERS, HUMANITARIAN ACTION AND THE IMPACT THEY HAVE

INTRODUCTION

The first module of this resource centers on the stories of ordinary Canadians who, on their own initiative, in times of war or in difficult situations took action to protect the life or human dignity of others (people whom they may not have known or whom they would not ordinarily be inclined to help or protect).

These stories are drawn from real life and reflect the diverse experiences of Canadians over the last century. Each story includes: the time and the place, a type of injustice (armed conflict, bullying, a desire to create change), and a dilemma faced by the actor.

The stories presented in this module were compiled from a collection of sources and are accompanied by background information highlighting key points, and provide an historical context. Following each story there are discussion questions and extension activities.

OBJECTIVES

- To understand the effect a bystander can have upon the action of others.
- To be aware of examples of Canadians acting in situations of violence to protect life or human dignity.
- To understand dilemmas facing bystanders.

CONCEPTS

Bystander | Humanitarian act | Social pressure

IN ALL MODULES

Human dignity | Obstacles to humanitarian behavior | Dilemmas | Consequences
Multiple perspectives

SKILLS PRACTICED

Perspective taking | Brainstorming | Role-playing | Discussion | Story analysis
Working in groups | Story-telling | Dilemma analysis | Identifying consequences
Personal reflection

“This thin veneer of civility that allows for relative peace and prosperity here, is kept alive by people who ... constantly challenge and reassert the very basic ideas – that you respect people, that even your enemies you will not torture, that you have a duty as a human being to ensure that civilians who are suffering as a consequence of a war that you are engaged in have basic humanitarian rights.”

James Orbinski, founder of Doctors Without Borders—Canada

TEACHER RESOURCES (BACKGROUND INFORMATION)	STUDENT RESOURCES (THE STORIES)
TR 1.1 Canada's Nursing Sisters TR 1.2 The S.S. St. Louis TR 1.3 The Pink Shirt Campaign TR 1.4 Rwanda 1994 TR 1.5 Missing Persons, The "Hidden Tragedy"	SR 1.1 Canada's Bluebirds SR 1.2 A Plea to Reconsider SR 1.3 The Power of Pink SR 1.4 Dallaire's Dilemma SR 1.5 Compassion in Action

TIME

One 60 minute session.

ABOUT THE STORIES

The bystander in each story...

- is an ordinary person;
- may have put his or her life or well-being in danger;
- attempts to protect the life or human dignity of someone he or she may not know or would not ordinarily be inclined to help or protect.¹

Acts of humanity are infinite and know no boundaries. Each story contributes a unique element to the exploration of the humanitarian perspective. The chart below indicates some of the special features of the stories and how they may be used.

STORY FEATURES	STORY TITLES	SUGGESTED USES
The needs arising from war	Canada's Bluebirds	Humanitarian response in times of combat.
Public pressure	A Plea to Reconsider	Citizens lobbying the government.
Youth bullying	The Power of Pink	Good starting point for many students as they might find it easy to identify with the person being targeted, who is in a school-related environment.
Standing for what one believes in	Dallaire's Dilemma	Humanitarian response outweighing self-interest.
Closure for families of disappeared persons	Compassion in Action	Community engagement to protect human dignity.

Looking for assessment ideas?
See the Humanitarian Scrapbook activity on page 124.

TEACHER REFLECTION



¹ International Committee of the Red Cross, *Exploring Humanitarian Law: Module 1 The Bystander Perspective* (2009). Geneva, Switzerland. International Committee of the Red Cross.

EXPLORATION

1. BRAINSTORMING: 5 minutes

To introduce the subject, discuss the following questions:

- *What does it take to do something dangerous or unpopular to help someone whose life or human dignity is at risk?*
- *Can you think of an act where someone did something to help another whose life or human dignity was at risk?*

2. DEFINE "BYSTANDER": 10 minutes

Introduce the term 'bystander'. In terms of IHL, a bystander is "... someone aware of an incident, without being involved, where the life or human dignity of others is in danger."² A bystander may decide to intervene.³

The Canadian Red Cross Respect Education bullying prevention program defines bystanders as people who stand nearby and provide an audience for the person engaged in bullying behavior. When bullying happens in a group situation, bystanders contribute substantially to the power dynamic. Laughing, heckling, and watching give more power to the person doing the bullying and increases the fear and hurt experienced by the target. Respect Education encourages bystanders to become interveners or active bystanders by helping solve the problem. Before intervening, youth are reminded to check the scene for safety and if unsafe, go for help.

Bystanders play a critical role in bullying prevention and intervention. The majority of young people involved in the bullying dynamic are bystanders, silently watching from the sidelines, unsure of what to do, or how to do it. When given the right tools, everyone has the power to take a stand to stop bullying before it starts. **Tips for Active Bystanders:** <http://www.redcross.ca/how-we-help/violence--bullying-and-abuse-prevention/youth/bullying>.

HUMAN DIGNITY – the true human worth of a person; a universal definition applicable to all peoples and without regard to race, colour, sex, language, nationality, religious beliefs, political or other opinions, property, birth, ethnic or social origins, or any other considerations.

² International Committee of the Red Cross, *Exploring Humanitarian Law: Module 1 The Bystander Perspective* (2009). Geneva, Switzerland. International Committee of the Red Cross.

³ International Committee of the Red Cross, *Exploring Humanitarian Law Glossary* (2009). Geneva, Switzerland. International Committee of the Red Cross.

3. EXPLORING SEVERAL STORIES: proposed time depends on approaches, strategies and stories selected.

Possible approaches:

- Divide students into small groups.
 - Each group **reads and discusses** a different story, then tells the others about it.
OR
 - Each group creates a **cause and effect** chart illustrating the choices of whether to act or not, and why.
OR
 - Each group explores the **perspective of a different character** and possible motivation.
- Students dramatize a story: each person in the story is assigned to several different students, so that they might examine his or her motivation.
- Read one story aloud to the group, and stop at marked "decision points" in the narrative so that the group can discuss what they think the people involved might/should do next and reasons for choosing the action(s).

GUIDING QUESTIONS FOR EXPLORING AND DISCUSSING STORIES

- When and where did the events in the story take place?
- How was someone's life or human dignity at risk in the situation?
- Who were the bystanders?
- What choices did the bystanders make? Why?
- What pressures and risks were involved?
- What were the immediate results of the bystander's actions? And later?

"There may be times when we are powerless to prevent injustice, but there must never be a time when we fail to protest."

Elie Wiesel
Nobel lecture
December 11, 1986

CONCLUDING QUESTIONS/ACTIVITIES

- Summarize the situations in the real-life stories.
- Review the obstacles the bystanders had to overcome, the risks they took, and the impact they had in attempting to protect others.
- Would you take a similar action if you were in the character's same shoes/situation?

** Remind students that such acts take place throughout the world, even though they are not always reported.*

EXTENSION ACTIVITIES

- ▽ Share examples from school, your neighbourhood or your family when a bystander did something to protect someone's life or human dignity.
- ▽ Illustrate and put together a book, collage or exhibit of all the stories you collect.
- ▽ Research stories from your history or legends to find accounts of bystanders who acted to protect the life or human dignity of someone whom they may not know or whom they would not ordinarily be inclined to protect. What made them act? What was the result?
- ▽ Have students create an acrostic poem using the word "bystander" to convey their understanding from the experiences they read about.
- ▽ Ask students to research sayings and their origins which reflect the humanitarian point of view. Share findings in a discussion or through illustrations.
- ▽ Ask students to provide their interpretation or illustrate their interpretation of the following line from Black Elk, Holy Man of the Oglala Sioux:

*Like the grasses showing tender faces to each other, thus should we do,
for this was the wish of the Grandfathers of the World.⁴*

⁴ J. Gerard (personal communication, January 18, 2012).

**KEY IDEAS**

Ordinary people can, in times of violence, act to protect the life or human dignity of people they may not know or who they would not ordinarily be inclined to help or protect.

Bystanders often act despite possible personal risk or loss.

Ordinary people everywhere have confronted inhumane behaviour to protect others who are at risk.



Bystanders can exert powerful influence. They can define the meaning of events and move others towards empathy or indifference.

Psychological research shows that a single deviation from group behaviour can greatly diminish conformity.

In emergencies, the likelihood of helping greatly increases when one bystander says the situation is serious or tells others to take action.

Even the behaviour of governments can be strongly affected by bystanders, individuals, groups or other governments.

Ervin Staub, *The Roots of Evil*

The statements by the scholar Ervin Staub concern the influence of bystanders on the behaviour of others as well as the key ideas. Ask students to give instances from the stories that illustrate the meaning of each statement.⁵

⁵ International Committee of the Red Cross, *Exploring Humanitarian Law: Module 1 The Bystander Perspective* (2009). Geneva, Switzerland. International Committee of the Red Cross.

TR1.1 CANADA'S NURSING SISTERS

BACKGROUND

An enduring example of compassion, humanity and sacrifice in times of conflict is reflected by the contributions of Canada's Nursing Sisters. Canada's commitment to military nursing can be traced as far back as the late 19th century with the creation of the Canadian Army Medical Department. The role of nurses in war was, and continues to be, essential.

The Nursing Sisters of Canada served at home as well as abroad. In 1885 Canadian nurses were sent to provide medical and surgical services in the North-West Rebellion. From that point onwards, their contributions grew immensely in both deployments and number of participants. The Nursing Sisters fulfilled duties in the Yukon in 1898; in South Africa in 1902; in Europe during the First World War of 1914-1918; and during the Second World War throughout Europe and in Hong Kong.⁶

The responsibilities of nurses deployed in times of combat were extensive and of great sacrifice. Nursing Sisters tended to those injured on the battlefield, and treated those who fell ill as a result of disease or injury. In fulfilling these responsibilities, many of these courageous women fell ill or suffered. These women functioned in the most basic and often difficult conditions, to serve humanity and those injured in war.

Today, the tradition continues. The title of Nursing Sisters has changed; they are now Nursing Officers in Canada's military. The name may be different, but the commitment to humanity continues.



"The Nurses Memorial"
Photo: © House of Commons Collection,
Ottawa

IHL gives special protection to medical personnel. Wounded and sick people as well as medical facilities, vehicles and personnel must not be attacked but respected and protected at all times.

⁶ Veteran Affairs (2005).

SR1.1 CANADA'S BLUEBIRDS

Did you know that Canada's Nursing Sisters were called Bluebirds because of the uniforms they wore? Originally members of religious orders, hence the name 'sisters', the Nursing Sisters wore blue dresses and white hats. They treated and cared for those injured in battles within Canada and abroad. The following is an excerpt from an interview with Mrs. Betty Brown, a former Nursing Sister from World War II, who served at a hospital in Catania, Italy and speaks of treating an injured German soldier:

*'There was a young fellow that came in and was lying on a table and he'd lost his leg just below the knee. And these doctors were very quick and rough because they wanted to get on their way – they were going to a prisoner of war camp, of course – and (one surgeon) was sort of ripping this dressing off, you know. And this was a young fellow...I thought of his mother and I walked over and put a hand on each side of his head. And he looked up at me and he pulled his head away, so I just stepped back. He didn't want any sympathy from the enemy, I guess.'*⁷



Source: Nursing Sister Blanche Lavallée, Canadian Army Medical Corps, National Defence. Reproduced with the permission of the Minister of Public Works and Government Services Canada, 2013

DISCUSSION QUESTIONS

- How would you define 'enemy'?
- Why did the surgeon provide care for the enemy?
- During World War II, Canada was fighting the Germans, why did Mrs. Brown show compassion towards the prisoner of war?
- What are some possible consequences of Mrs. Brown's act of compassion?
- Given the historical context of World War II, how may gender have been a factor in this scenario?

EXTENSION ACTIVITIES

Visit the Veteran's Affairs website (www.veterans.gc.ca) and learn more about the experiences of Canada's Nursing Sisters.

Are there former Nursing Sisters in your community or military medics with operational experience? Invite them to participate in an interview to discuss their experiences providing health care during armed conflict. Share the interview with your class. It is important to ensure that you have informed the person of the purpose and background of your project prior to asking for permission to interview them and that you have permission to share their story.

Research the role of Red Cross and Red Crescent humanitarian health workers operating in conflict-affected regions. What principles guide their work?

⁷ Ubelacker, Sheryl. (2009, November 10) 'Canada's Nurses Brought Care to Wounded Soldiers'. *Toronto Star*. Retrieved from <http://www.healthzone.ca/health/newsfeatures/article/723678—canada-s-nursing-sisters-brought-care-to-wounded-soldiers>

TR1.2 THE S.S. ST. LOUIS

BACKGROUND

In 1939, the S.S. St Louis set sail from Hamburg, Germany for Havana, Cuba. Increased tension and hostilities coupled with the events of *Kristallnacht* in November 1938 created a sense of insecurity amongst members of the German and Austrian Jewish population. The 907 passengers aboard the ship decided to secure visas and leave their countries.

Upon arrival in Cuba, many of the passengers were denied entry. This marked the beginning of numerous attempts to identify a port in which the ship could dock and the passengers disembark. Appeals to accept the passengers of the S.S. St. Louis were made throughout the Americas, to the various ports of call along the Atlantic seaboard, but all appeals were unsuccessful.

Governments cited various reasons as to why this particular ship was denied entry. Economic, diplomatic, and political reasons were cited as justification not to accept this ship of refugees. The government of Canada was one that denied entry to the passengers of the ship, citing its commitment to respecting and adhering to the immigration policy at the time. However, despite the government's position, many Canadians lobbied the government in a plea to accept the passengers of the ship.

The ship, unsuccessful in its bid to find an accepting port and country, began its return journey to Germany where many of the passengers died in concentration camps.



S.S. St. Louis
Photo source: Wikipedia

Kristallnacht or 'Night of Broken Glass' refers to the large scale attack on Jewish people in Germany on November 9, 1938.

SR1.2 A PLEA TO RECONSIDER

Not all Canadians supported the government's decision to adhere to its immigration policy and deny entry to the passengers of the S.S. St. Louis. Canadians wrote and petitioned the government to reconsider the decision. The excerpt on the following page is a copy of the communication sent to the government of Canada in 1939.⁸

QUESTIONS TO DISCUSS WITH STUDENTS

1. Why did the signatories of the following petition make a plea to the Canadian government?
2. On what grounds did they make the plea?
3. What did they want the government to do?
4. Did this particular group of individuals know the passengers aboard the S.S. St. Louis?
5. Can you think of, or research a similar event?

EXTENSION ACTIVITIES

Imagine that you were a Canadian at the time and compose a letter to Mackenzie King expressing your views.

Research current Canadian refugee and immigration policies. How are they similar or different from the policies of 1939? How is the current context for refugees similar or different from 1939?

Research other examples of ships arriving at Canadian ports of entry with people seeking refuge from persecution. For example: MV Sun Sea and Ocean Lady. How are these events similar or different from the S.S. St. Louis?

“We are responsible for our lives and for our world. And if we don't engage that responsibility, no one else will and we will live or die with a legacy of our failures.”

James Orbinski, founder of Doctors Without Borders - Canada

From “An Imperfect Offering: Humanitarian Action in the 21st Century”

⁸ The telegram sent to Prime Minister King, was obtained from http://www.museevirtuel-virtualmuseum.ca/sgc-cms/expositions-exhibitions/orphelins-orphans/english/themes/pdf/the_immigration.pdf

SR1.2 A PLEA TO RECONSIDER

Pub. Rate M.	
Day Letter	D L
Night Message	N M
Night Letter	N L

If none of these three symbols appears after the check (number of words) this is a full-rate message. Otherwise its character is indicated by the symbol appearing after the check.

CANADIAN NATIONAL TELEGRAM

238578

Direct Connection with
WESTERN UNION
TELEGRAPH CO.
Cable Service
to all the World
Money Transferred
by Telegraph

D. E. GALLOWAY, ASSISTANT VICE-PRESIDENT, TORONTO, ONT.

STANDARD TIME

22rz 222 132 extra

Toronto Ont 754p June 7, 1939

Right Hon W.L. McKenzie King P.C.

Premier of Canada Niagara Falls.

As a mark of gratitude to almighty God for the pleasure and gratification which has been vouchsafed the Canadian people through the visit their Gracious Majesties King George and Queen Elizabeth and as evidence of the true christian charity of the people of this most fortunate and blessed country we the undersigned as christian citizens of Canada respectfully suggest that under the powers vested in you as Premier of our country you forthwith offer to the 907 homeless exiles on board the Hamburg American ship St. Louis Sanctuary in Canada.

George M. Wrong ✓
 Elizabeth Wrong
 B K Sandwell
 Nellie L Rowell
 Malcolm W. Wallace
 May Wallace
 Robert Falconer K.C. M.G.
 Lady Falconer
 Robert J. Renison
 Bishop
 Constance E Hamilton
 Joseph Shaw - Wood
 Ruth McLachlan Franks MD
 Andrew F. Brewen
 M I. Brewin

TR1.3 THE PINK SHIRT CAMPAIGN

BACKGROUND: BULLYING

Bullying is NOT a normal part of growing up. People who bully others can have difficulty having healthy relationships when they become adults. **Bullying is different from friendly teasing.** To tell the difference, consider intent—was the person intending to cause hurt? Even when there is initially no intent to harm the other person, teasing can cross the line and turn into bullying behaviour. **Bullying is based on an imbalance of power.** People can use things like age, popularity, social status, size, physical strength, money, possessions, or information/expertise to gain unhealthy power over others. **Bullying is usually repeated over time.** Bullying usually involves the same person being targeted over and over again. **Standing up to bullying can make a difference.** When people stand up and intervene, more than half the time the bullying will stop in 10 seconds or less.

Bullying is a concern in Canadian society. Although bullying behaviour is not new, the awareness and discussion surrounding it has grown considerably. Bullying is defined by the Canadian Red Cross as offensive, cruel, intimidating, insulting or humiliating behaviour, combined with the misuse of power or position. Bullying is intentionally harmful and usually repeated over time. It is not normal conflict or an argument or disagreement between people of equal power. Bullying can be verbal, physical, relational (social) or cyber (electronic) and all forms are harmful to individuals and to society.

Bullying and harassment have serious consequences for everyone involved: those who bully, those who are targeted and the bystanders who watch it happen. Issues around anxiety, depression, substance misuse, suicide, criminal behaviour and poor physical health have all been linked with bullying.

For bullying to stop, the issue needs to be addressed and discussed. Peers are present in over 80% of bullying situations, however adults are often not present (Wolfe & Chiodo, 2000). “57% of bullying stops within 10 seconds when youth act as interveners” (Canadian Red Cross, 2006). Youth are in the best position to address bullying behaviour however, we all have a role to play in creating a safe, peaceful, non-violent society.

SOURCES

Canadian Red Cross. (2006). *Beyond the hurt*. Ottawa, ON: Canadian Red Cross Society.

Wolfe, D.A. & Chiodo, D. (2000). *Sexual harassment and related behaviours reported among youth from Grade 9 to Grade 11*. Toronto: CAMH Centre for Prevention Science.

RespectED: Violence & Abuse Prevention

Education is the key to prevention — of abuse, bullying, violence and sexual exploitation. For 25 years, in communities across Canada, the Canadian Red Cross has been helping to break the cycle of hurt. Canadian Red Cross promotes healthier relationships and safer communities through education and partnerships. See www.redcross.ca/what-we-do/violence-bullying-and-abuse-prevention/educator for further details.

BULLYING FACTS AND STATS

According to the UN Convention on the Rights of a Child, all children have a right to be free from violence, to have protection from discrimination, to obtain an education, and to develop to full potential⁹. Bullying infringes upon those rights.

- Peers are present in over 80% of bullying incidents.¹⁰ Audiences give the people who bully attention and social status. When a friend steps in, bullying stops 57 percent of the time in **10 seconds** or less¹¹. Children need help understanding their social responsibility to do something when they know someone is being bullied¹².
- 38% of adult males and 30% of adult females in Canada report having experienced occasional or frequent bullying during their school years.¹³
- **75%** of people say they have been **affected by bullying**¹⁴. Young people can have a positive impact on the life of a person who's being bullied or even make a bullying incident stop. We all have the power to make a difference in stopping and preventing bullying.
- Nearly half of Canadian youth in distress report involvement in traditional or cyberbullying¹⁵.
- 30% of youth have been cyberbullied and 25% of Canadian kids admit to cyberbullying behaviours¹⁶.
- Sexual minority (LGBTQ) young people experience increased bullying as compared to heterosexual peers¹⁷.
- Research shows that when children use aggressive strategies to manage bullying situations, they tend to experience prolonged and more severe bullying interactions as a result. **Building healthy, peaceful relationships is vital**¹⁸.

⁹ United Nations. (1989). Conventions on the rights of the child. New York: United Nations General Assembly.

¹⁰ Wolfe, D.A. & Chiodo, D. (2000). Sexual harassment and related behaviours reported among youth from Grade 9 to Grade 11. Toronto: CAMH Centre for Prevention Science.

¹¹ Wolfe, D.A. & Chiodo, D. (2000). Sexual harassment and related behaviours reported among youth from Grade 9 to Grade 11. Toronto: CAMH Centre for Prevention Science.

¹² PREVNET. (2016). Bullying. The facts. Retrieved from: <http://www.prevnet.ca/research/bullying-statistics/bullying-the-facts>.

¹³ Canadian Council In Learning. "Bullying in Canada: How Intimidation Affects Learning." Canadian Council In Learning. N.p., 20 Mar. 2008. Web. <<http://www.cd-cca.ca/pdfs/LessonsInLearning/Mar-20-08-Bullying-in-Canad.pdf>>.

¹⁴ PREVNET. (2016). Bullying. The facts. Retrieved from: <http://www.prevnet.ca/research/bullying-statistics/bullying-the-facts>

¹⁵ PREVNET. (2016). Cyber bullying and how it is affecting Canadian youth. Retrieved from: <http://www.prevnet.ca/research/bullying-statistics/cyberbullying>

¹⁶ PREVNET. (2016). Cyber bullying and how it is affecting Canadian youth. Retrieved from: <http://www.prevnet.ca/research/bullying-statistics/cyberbullying>

¹⁷ PREVNET. (2016). Bullying: Special populations. Retrieved from: <http://www.prevnet.ca/sites/prevnet.ca/files/fact-sheet/PREVNet-SAMHSA-Factsheet-Bullying-Special-Populations.pdf>

¹⁸ PREVNET. (2016). Bullying. The facts. Retrieved from: <http://www.prevnet.ca/research/bullying-statistics/bullying-the-facts>

SR 1.3 THE POWER OF PINK

In September of 2007, the students at Central Kings Rural High School in Nova Scotia took a stand, spoke out and showed solidarity. Two grade 12 students, David Sheppard and Travis Price, mobilized the student body to take action when they witnessed bullying.

Travis and David reacted upon hearing that a grade 9 male student was being physically threatened for *wearing a pink shirt to school*. They went to a nearby discount store and purchased 75 pink shirts for students to wear to school the next day. They spread the word about wearing pink as an act of solidarity, through various social media networks, not knowing what the result would be. The result was overwhelming. The following day, the halls of the high school were awash with pink. Students, friends and strangers, inspired by the initiative, wore the colour pink. The end result was a clear and emphatic message that the students would not tolerate bullying and the pink movement to end bullying began. It began as a youth led initiative to support a peer and it remains a call to youth to take a stand against bullying behaviour by supporting those who are bullied. As Travis says, “**The pink shirt acts as a symbol to take a stand against bullying but it is up to each individual to take action.**”

This message continues today as schools throughout Canada and the world have embraced the Pink Shirt movement. Pink Day takes place in over 27 countries with millions participating to take a stand against bullying. The pink shirt has become a symbol of a culture of peace because of one act of kindness to support a fellow classmate.

Travis Price continues to champion peace and anti-bullying initiatives, speaking to students across Canada. Pink Shirt Day has been a feature in the Canadian Human Rights Museum where participants are asked, “**What would you stand up for?**”

“When I started this I thought I could save the world from bullying. I was naive to think that a T-shirt could be that powerful. Now I believe I want to make a difference to one person and show there is a way out and there is hope after being bullied. It’s about one person at a time. All of us can help one person!” Travis Price, 2015



This photo was taken at a Saskatchewan Pink Day rally in 2015. Travis Price (far left) is joined by three high school students and former Saskatchewan Roughrider, Scott McHenry (far right). ©Canadian Red Cross

The greatest strength is gentleness.¹⁹

Iroquois saying

19 J. Gerard (personal communication, January 18, 2012).

DISCUSSION QUESTIONS

- What was the "mess" at Central Kings Rural High School?
- How did the student body become informed about the mess?
- How did the student body respond to the mess?
- What risks did Travis and David take with their actions?
- What was the impact of Travis' and David's actions?
- How may gender have been a factor in this scenario?

A "Mess" can be a problem, a contradiction or difficult situation that they want to change.²⁰

THE POWER OF PINK INTRODUCTORY ACTIVITY: “THE MESS, THE ISSUE, THE PROBLEM...”

Ask your students:

- To think about a "mess" they see within their school.
- To name and define the mess.
- To consider gendered experiences in the mess. Are boys and girls experiencing the 'mess' the same way?
- How can people learn more about the mess? Who knows about it? How will information be shared about the mess?
- Brainstorm ideas to deal with the mess. Encourage them to think of all options and be creative with no restrictions. Once discussed as a group, decide on an approach.
- What are some obstacles that may be encountered? Could new problems arise? What are possible solutions? Do the solutions consider the experiences of boys and girls?
- To create an action plan with a timeline, a commitment statement and steps to fix the mess.

EXTENSION ACTIVITIES

- Explore and discuss the statistics in the TR 1.3.
- Create messages, posters or videos for your school to address the cycle of bullying and the promotion of healthy relationships.
- Dramatize a story of bullying prevention to explore how the actions of an active bystander can impact others.

²⁰ The activity “The Mess” was adapted from *Critical Pedagogy: Notes from the Real World* (4th Ed) by Joan Wink (2011). Upper Saddle River, NJ: Pearson Publishing.

TR1.4 RWANDA 1994

BACKGROUND

The United Nations Assistance Mission in Rwanda (UNAMIR) was created and deployed in 1993 to facilitate the peace process after a civil war began in October 1990 and ended in February 1993. UNAMIR's mandate was to contribute to the establishment and maintenance of a climate conducive to the secure installation and subsequent operation of the transitional Government. In April 1994, President Habyarimana's plane was shot down outside of the capital, Kigali, resulting in his death, as well as the death of the President of Burundi. As a result, the country of Rwanda spiraled into a cycle of violence and genocide which would continue for the next three months. In those three months, over 800,000 people died and thousands fled the country.

As a result of the plane crash, the fragile peace process collapsed, and so did UNAMIR's original mandate. The international community, the United Nations and the Department of Peace Keeping Operations (UNDPKO) were faced with a dilemma of what to do in the face of another civil war. Canadian General Roméo Dallaire, the military official in charge of peacekeeping operations, along with members of his force, found themselves in the middle of the violence, witnessing attacks on civilians with limited means to stop it. In April 1994, General Roméo Dallaire, along with 450 other members of UNAMIR, voluntarily remained in Rwanda despite high personal risk, and did all within their means to preserve the humanity and dignity for those within their reach. In July 1994, the international community responded by deploying an intervention force.



Source: ICRC

SR 1.4 DALLAIRE'S DILEMMA

Imagine, the peace accord you are entrusted to oversee and ensure has disintegrated overnight. The fragile state of peace no longer exists; what you have been entrusted with is transformed into a nightmare of inhumanity and violence. This was the reality for Canadian General Roméo Dallaire in 1994. General Dallaire was the force commander of the United Nations Assistance Mission in Rwanda (UNAMIR). He and his troops found themselves in the middle of another civil war and with little authority to act. The days following the outbreak of violence were filled with communication between Kigali, Rwanda and New York as the international community was attempting to understand and make sense of it all, and General Dallaire was seeking answers and permission to act. General Dallaire's requests to take action were not fulfilled and he was faced with a difficult decision: withdraw UNAMIR troops from Rwanda or stay and bear witness to what was happening.

The following excerpt is from the PBS documentary *Ghosts of Rwanda* and clearly illustrates the complex situation in which the General found himself. In the interview, retired General Roméo Dallaire responds to a question about the UN communications he received regarding withdrawal from Rwanda.

.... In fact I did get orders to pull out completely lock, stock and barrel from Boutros-Ghali and I said, 'No way, I refuse to abandon the mission and turn tail and run while the bodies were piling up all over the place.'... When I got that order, I went to [my deputy, the Ghanaian General Henry Anyidoho.] ... I said, 'Henry, they want us out. We've failed in the mission, we've failed in attempting to convince, we've failed the Rwandans. We are going to run and cut the losses, that's what they want us to do. What do you think about this?' And Henry responded and he said -- now remember he had a large force there, he had over eight hundred troops, and he took it upon himself without consulting, as yet, his government and he said, 'We've not failed and we're not going to leave. We should stay.' And that was all I needed because by Henry saying that, that meant that I would still have troops on the ground -- which were good troops, not well equipped but good troops. ... His support was exactly the depth that I needed to give me just that much more oomph to decide, yeah, that's it. So I stood up and I said, 'Henry, we're staying, we're not going to run, we're not going to abandon the mission, and we will not be held in history as being accountable for the abandonment of the Rwandan people.' It was just morally corrupt to do that.

When the order came to start withdrawing down to the lowest level ... to 270, well then I implemented a withdrawal plan. ... We were able to stop the withdrawal of the Ghanaians and to keep about 450 on the ground.²¹



General Roméo Dallaire
Photo: Canadian Armed Forces
Image (WO (Ret'd) J. Blouin)

²¹ PBS. *Frontline. Ghosts of Rwanda*. 2004

QUESTIONS

- As a force commander of the United Nations Assistance Mission in Rwanda, General Dallaire was entrusted to oversee and ensure a peace accord. Given the reality of the situation, what dilemmas did General Dallaire face?
- In the interview, General Dallaire explained why he refused to follow orders from Boutros-Ghali. He stated “... it was morally corrupt to do that”. What did he mean by ‘that’? Explain.
- Why do you think General Dallaire decided to stay? What were some of the implications of this decision?
- How did Ghanaian General Henry Anyidoho contribute to Dallaire’s decision? Why was General Anyidoho’s input significant?

EXTENSION ACTIVITY

Research the stories of people who survived and who benefited from the decision of peacekeepers to stay.

Retired General Dallaire’s commitment to ensuring respect for humanity did not end once he left Rwanda. Research the work he has done since leaving Rwanda in 1994.

TR1.5

MISSING PERSONS: THE "HIDDEN TRAGEDY"²²

BACKGROUND

Every year thousands of people go missing due to armed conflict, disasters or other situations of violence. According to the ICRC, *missing persons* are individuals whose families “have no news and/or who on the basis of reliable information, have been reported missing as a result of armed conflict, whether international or non-international, internal violence, natural disaster or other humanitarian crises.”²³ The missing person is the primary victim; yet their disappearance also results in indescribable suffering and wide-ranging hardship for families. Disappearance causes:

- ❖ **emotional** and **psychological anguish**;
- ❖ **economic hardship** in terms of reduced income and/or the financial investment to find loved ones;
- ❖ **social isolation** for grieving loved ones.

“Whereas the relatives of deceased persons can mourn the death of their loved ones, uncertainty about the fate of missing persons is a harsh reality for countless families affected by armed conflicts or internal violence. Across the world parents, spouses and children are desperately trying to find lost relatives.”²⁴

Families have the right to know the fate of their loved ones who have gone missing in times of conflict. The Restoring Family Links program uses the global network of Red Cross/Red Crescent National Societies and the ICRC to help people reestablish contact with immediate family members after separation due to war, internal conflict or other humanitarian crises. The ICRC also uses forensic science to help bring closure to families of the missing by identifying the remains of those who have been killed. “Forensic sciences can provide objective answers about the identity and fate of missing people, whether they are dead or alive.”²⁵ Resolving missing persons cases requires an analysis of the root causes, prevention and intervention strategies.

“Relatives may not be able to mourn properly, claim their inheritance, sell their property or otherwise resume their lives until they know what has happened.”

(ICRC, 2010)

²² ICRC (2007)

²³ ICRC (2014) p.7


²⁴ Sophie Martin (2002) - https://www.icrc.org/eng/assets/files/other/irrc_848_martin.pdf

²⁵ ICRC (2009)

“INVISIBLE WOMEN”²⁶

While there is neither an international or non-international armed conflict occurring in Canada today, other forms of violence, particularly gender-based violence, result in disappearances.²⁷ In Canada, Indigenous women and girls are “disproportionately affected by life-threatening forms of violence, homicide and disappearances.”²⁸ According to the RCMP, between 1980 and 2012, 1,181 Indigenous women and girls were murdered or went missing;²⁹ however this number is likely much higher given the lack of data available.³⁰ In a study conducted by the Native Women’s Association of Canada (NWAC), 87% of the Indigenous women they identified as murdered or missing were mothers, highlighting the significant and generational impact of violence and forced disappearance.³⁰

Shawn A-in-chut Alteo, the former National Chief of the Assembly of First Nations (AFN) argued, “the murders and disappearances of Aboriginal women and girls do not belong to the past...this tragedy is still unfolding today.”³¹ The root causes of violence towards Indigenous women and girls include a complex web of socio-political and historical factors, including: the lasting legacy of residential schools, poverty, racism and ineffective social programming.³² These interconnected factors increase the vulnerability of Indigenous women and girls in relation to violence. The following quote illustrates the extent of the ‘hidden tragedy’:³³



“We have two missing girls from 2008 and still they’re not found. We lost a little baby lion on the reserve two years later. We had a search party. We had the police. We had helicopters. We had game wardens. We had everything. When these two human beings went missing, we had nothing. There were no dogs, no search party, no police, no media. What do we do when this happens? Who do we go to?” (Bridget Tolley, 2013)

²⁶ *Invisible Women* is part of the title of the recent Federal report exploring violence against Indigenous women in Canada.

²⁷ UN (2015 p. 3)

²⁸ Government of Canada (2014 p. 9)

²⁹ RCMP (2014)

³⁰ Government of Canada (2014)

³¹ Government of Canada (2014) p. 12

³² Government of Canada (2014)

³³ Government of Canada (2014) p. 19

CANADIAN RED CROSS: PROMOTE RESPECT, PREVENT VIOLENCE

The Canadian Red Cross, through the Respect Education Program, strives to prevent violence and abuse through prevention education. Respect Education's aim is to create safe environments free of violence – abuse, bullying, exploitation – through prevention education and response. [Visit the Canadian Red Cross website for more information about Respect Education – www.redcross.ca.](http://www.redcross.ca)

SOURCES

Government of Canada. (2014). *Invisible women: A call to action. A report on missing and murdered Indigenous women in Canada.* Ottawa, ON: Government of Canada.

ICRC. (2014). *Living with absence: Helping the families of the missing.* Geneva, SW: ICRC.

ICRC. (2009). *Missing persons: A major humanitarian concern.* Geneva, SW: ICRC.

ICRC. (2007). *Missing persons: A hidden tragedy.* Geneva, SW: ICRC.

Royal Canadian Mounted Police. (2014). *Missing and murdered aboriginal women: A national operational overview.* Ottawa, ON: Government of Canada.

United Nations Human Rights Committee. (29 June - July 2015). *International covenant on civil and political rights.* 114 session. New York: United Nations.

SR1.5 COMPASSION IN ACTION: BRINGING CLOSURE TO THE FAMILIES OF MISSING AND MURDERED INDIGENOUS WOMEN

On August 17, 2014, the body of Tina Fontaine, a fifteen year-old Indigenous girl, was pulled from the Red River in Winnipeg. In grief and disbelief, over 1000 people marched down Main Street to pay respect to the family. It was later determined that Tina's death was a homicide. According to the RCMP, 1,181 Indigenous women and girls were murdered or went missing between 1980 and 2012;³⁴ however this number is likely much higher given the lack of data available³⁵. "**Aboriginal women and girls are among the most vulnerable in Canadian society.**"³⁶

Tina's death motivated Bernadette Smith to take action. Bernadette's family was directly affected by violence as well. Her sister, Claudette Osborne-Tyo, disappeared in 2008. In response to the crises of murdered and missing Indigenous women in her community, Bernadette launch *Drag the Red* in September 2014. Drag the Red is a volunteer organization with a mandate to bring support to families of murdered and missing Indigenous women. Drag the Red volunteers look for any unusual items along the banks of the Red River that might lead to information on the murdered and missing and to search for their bodies. Although the Winnipeg Police Service is not actively involved in helping with the search, they provide forensic evaluations on the items found.

Despite some public scepticism about the work of Drag the Red, the volunteers see their actions as a form of compassion and hope, and an effort to respect the dignity of the missing as well as the families affected. Jo Seenie, a volunteer member of the group, stated: "*we want to show compassion for issues that are happening and just be here to volunteer.*"³⁷

Bernadette Smith believes that action is part of the healing process. Smith shared: "*I think it helps tremendously ... I think in terms of feeling like you're doing something and it helps you in terms of your healing too, to have a peace of mind that your loved one isn't in that area.*"³⁸

And so they continue, dragging the Red River. Every once an awhile they find something which provides a glimmer of hope that peace may be brought to a family in pain.

³⁴ RCMP (2014)

³⁵ Government of Canada (2014) p.11

³⁶ Government of Canada (2014) p.9

³⁷ Greyeyes (2014).

³⁸ Personal communication, August 30th, 2015.

DISCUSSION QUESTIONS

- Why did Bernadette Smith and the volunteers of *Drag the Red* take these actions?
- How do the actions of Bernadette Smith and the volunteers of *Drag the Red* represent humanitarian action?
- What risks (physical, social, political etc.) might the volunteers of *Drag the Red* face?
- What is the **ripple effect** of increased violence towards women and girls?
- Do you know of a similar story or event? What was the same? What was different?

Ripple Effect:
"A situation in which one event causes a series of other events to happen."

Merriam-Webster Dictionary

EXTENSION ACTIVITY

1. Invite students to provide their interpretation or illustrate their interpretation of the closing two verses of Helen Knott's poem called, *Invisible*.³⁹

Never somebody's daughter, never somebody's mother, never an aunt, a sister, a friend.

*Never am I seen as strong, as proud, as resilient.
Never as I am.*

*Finally, given the stars,
Laid to gaze at them on back roads and in ditches,
On ghostly stretches of forgotten pebbled pathways.
Your vastness swallows me.*

*Do I fall in your line of sight? Do you see me now?
Because I get this feeling that your eyes, they curve around me.*

2. Research individuals, communities, or organizations focused on "active bystander interventions" to promote safety, healthy relationships and well-being.

SOURCES

Greyeyes, T. (September, 2014). *Drag the red needs your help*. Scantbury, MN: First Nations Voice.

Government of Canada. (2014). *Invisible women: A call to action. A report on missing and murdered Indigenous women in Canada*. Ottawa, ON. Government of Canada.

³⁹ Government of Canada (2014) p. 2

REFERENCES

- Barker, Greg. (2004). Ghosts of Rwanda [Television broadcast]. Greg Barker & Julia Powell, Frontline. PBS.
- Canadian Council In Learning. "Bullying in Canada: How Intimidation Affects Learning." Canadian Council. In Learning. N.p., 20 Mar. 2008.
- Canadian Red Cross. Anti-bullying (image). Retrieved November 27, 2011 from: <http://redcrosstalks.files.wordpress.com/2011/09/no-to-bullies.jpg>. Link to new website: <http://redcrosstalks.wordpress.com>
- Dallaire, R L.Gen. with Major B. Beardsley. (2004) Shake Hands with the Devil: The Failure of Humanity in Rwanda. Canada. Vintage Canada.
- Government of Canada. (2005) Canada's Nursing Sisters. Retrieved from <http://www.veterans.gc.ca/eng/history/other/Nursing/historyindex> . Updated link: <http://www.veterans.gc.ca/eng/remembrance/history/other/nursing/introduction>
- Government of Canada. (2011) First Steps to Stop Bullying and Harassment: Adults helping youth aged 12 to 17. Retrieved from <http://www.publicsafety.gc.ca/cnt/rsrscs/pblctns/stp-blng-yth/index-eng.aspx>
- Government of Canada. (2014). Invisible women: A call to action. A report on missing and murdered Indigenous women in Canada. Ottawa, ON: Government of Canada.
- Greyeyes, T. (September, 2014). Drag the red needs your help. Scantebury, MN: First Nations Voice.
- Harper, Sarah. (2008, April 28) 'I know what genocide looks like' The Globe and Mail, Retrieved from <http://www.theglobeandmail.com>
- ICRC. (2007). Missing persons: A hidden tragedy. Geneva, SW: ICRC.
- ICRC. (2009). Missing persons: A major humanitarian concern. Geneva, SW: ICRC.
- ICRC. (2014). Living with absence: Helping the families of the missing. Geneva, SW: ICRC.
- International Committee of the Red Cross, *Exploring Humanitarian Law* (2009). Geneva, Switzerland.
- International Committee of the Red Cross. (2011, February 08) Map of Rwanda. Retrieved from <http://reliefweb.int/map/rwanda/map-icrc-operations-rwanda-situation-1-7-2006>.
- Loyst, Kristen (Communications and FOIPOP Officer, AVRSB). (2011) "CK says it's not okay to stand by". Retrieved January 17, 2011 via permission from the Annapolis Valley Regional School Board.
- Nursing Sister Blanche Lavallée, (Chalk drawing) Canadian Army Medical Corps, (1916) Retrieved January 8, 2012 from: http://www.cmhg.gc.ca/cmh/image-578-eng.asp?page_id=617
- Nursing Sisters' Memorial (photo) Retrieved August 16, 2013 from <http://www.heroines.ca/celebrate/statuenursing.html>
- Orbinski, James. (2009). An Imperfect Offering: Humanitarian Action in the 21st Century. Canada. Anchor Press.
- PBS. Frontline. (2004) Interview with Romeo Dallaire. Ghosts of Rwanda. Retrieved from <http://www.pbs.org/wgbh/pages/frontline/shows/ghosts/interviews/dallaire.html>
- PREVNET. (2016). Bullying. The facts. Retrieved from: <http://www.prevnet.ca/research/bullying-statistics/bullying-the-facts>
- PREVNET. (2016). Bullying: Special populations. Retrieved from: <http://www.prevnet.ca/sites/prevnet.ca/files/fact-sheet/PREVNet-SAMHSA-Factsheet-Bullying-Special-Populations.pdf>
- PREVNET. (2016). Cyber bullying and how it is affecting Canadian youth. Retrieved from: <http://www.prevnet.ca/research/bullying-statistics/cyberbullying>
- Raymont, Peter. (2004) Shake Hands with the Devil: The Journey of Romeo Dallaire. Documentary. Canada. White Pine Pictures
- Royal Canadian Mounted Police. (2014). Missing and murdered aboriginal women: A national operational overview. Ottawa, ON: Government of Canada.

REFERENCES

Ubelacker, Sheryl. (2009, November 10) 'Canada's Nurses Brought Care to Wounded Soldiers'. Toronto Star. Retrieved from <http://www.healthzone.ca/health/newsfeatures/article/723678--canada-s-nursing-sisters-brought-care-to-wounded-soldiers>.

United Nations Department of Peacekeeping Operations. (1999) 'Rwanda-UNAMIR Background'. Retrieved from <http://www.un.org/en/peacekeeping/missions/past/unamirS.htm>.

United Nations Human Rights Committee. (29 June - July 2015). International covenant on civil and political rights. 114 session. New York: United Nations.

United Nations. (1989). Conventions on the rights of the child. New York: United Nations General Assembly.

Vancouver Holocaust Education Centre. (2003) Too Close to Home; Anti-Semitism and Fascism in Canada in 1930s & 1940s. Retrieved from: <http://www.vhec.org/images/pdfs/TCTH%20Teachers%20Guide.pdf> Wikipedia. St.Louis Havana (jpeg). Retrieved from: <http://en.wikipedia.org/wiki/File:StLouisHavana.jpg>

Wink, J. (2011). Critical pedagogy: Notes from the real world (4th ed.). Upper Saddle River, NJ: Pearson Publishing

Wolfe, D.A. & Chiodo, D. (2000). Sexual harassment and related behaviours reported among youth from Grade 9 to Grade 11. Toronto: CAMH Centre for Prevention Science.

Wolfe, D.A. & Chiodo, D. (2000). Sexual harassment and related behaviours reported among youth from Grade 9 to Grade 11. Toronto: CAMH Centre for Prevention Science.

M2

MODULE 2: LIMITS OF ARMED CONFLICT CANADA'S CONTRIBUTIONS

INTRODUCTION

In Module 1, students explored the actions of humanitarians in times of conflict. Module 2 provides students the opportunity to reflect on the history of Canada's contribution to the development of human rights and humanitarian law. Students will be introduced to the basic rules of IHL and will have opportunities to consider human rights and IHL through the example of anti-personnel landmines. Limitations on weapons will be discussed and students will use the Ottawa Treaty to consider the legal protections during armed conflict.

OBJECTIVES

- To understand why rules are needed in armed conflict.
- To understand how IHL and human rights complement each other.
- To understand the basic rules of IHL.
- To gain an awareness of Canadian contributions to human rights and IHL.
- To understand and explain how contamination by anti-personnel landmines affect individuals, communities and countries.
- To understand how armed conflict affects boys and girls, men and women differently.
- To understand the environmental impact of armed conflict.

CONCEPTS

Limits in armed conflict | Non-combatants | IHL & human rights
Indiscriminate weapons | Protection | Civil society | Human dignity

SKILLS PRACTICED

Perspective taking | Estimating scope | Problem analysis
Tracing consequences | Dilemmas | Consequences
Multiple perspectives

TEACHER RESOURCES	STUDENT RESOURCES
TR 2.1 Canada's Contribution to the Universal Declaration of Human Rights TR 2.2 Contemporary Issues in IHL TR 2.3 Canada's Contribution to the Convention on the Prohibition of Anti-Personnel Mines (also known as the Ottawa Treaty)	SR 2.1 Perspectives on Anti-Personnel Landmines - Student Worksheet SR 2.2 Basic Rules of IHL SR 2.3 The Universal Declaration of Human Rights

TIME

One 60 minute session.
Plus Extension Activities.

TEACHER REFLECTION



For me, the most significant aspects about the rules of war are ...

2 LIMITS OF ARMED CONFLICT: CANADA'S CONTRIBUTIONS

THE LESSON

1. SETTING THE STAGE: 10 minutes

Prior to students entering the room, crumple up several pieces of paper into balls. Put them around the room—on the floor, desks, chairs, tables and shelves. Each of these balls of paper represents an anti-personnel landmine. Do not acknowledge the paper balls.

In small groups, invite students to *briefly* draw their community. Provide each group with a large piece of paper and some colored markers. Encourage each student to draw at least one object on the 'community map.'

Questions to consider:

- What are the essential services?
- What services/supports do they need in their community?
- What services/supports do other members of the community need?
- What do they like to do in their community?

Collect the groups' 'community maps' for discussion and reflection later in the lesson. Ask a student to support you and place several Xs on all of the maps randomly.

Ask the students what they did with the paper balls when they entered the room, and why. Explain that these balls of paper were meant to represent weapons such as anti-personnel landmines. People, especially children, touch or pick them up for some of the same reasons mentioned in class (*it was in my way; it was something different; it attracted my attention; I was curious and wanted to see what it was*). The difference is, of course, that handling these weapons changes people's lives in a significant way ... and for the rest of their lives. There are international laws to protect people from war-related events and Canada has contributed to these processes.

2. ANTI-PERSONNEL LANDMINES: WEAPONS OF WAR: 5 minutes

- Can anyone explain briefly what an anti-personnel landmine is?

A mine is an explosive device designed to be placed under, on or near the ground and to be exploded by the presence, proximity or contact of a moving object including people or vehicles. There are also mines designed to work in water. An anti-personnel mine (or AP mine) is a mine designed to be detonated by the presence, proximity or contact of a person and meant to incapacitate, injure or kill one or more persons. The Ottawa Treaty bans the use of anti-personnel mines only. (To access more information on different weapons including mines, visit www.redcross.ca/what-we-do/international-humanitarian-law/tools-for-teachers Tools for Teachers for the Weapons & War Toolkit.)

**STATS⁴⁰**

- Almost 60 countries remain contaminated by landmines, impacting the lives of thousands of people.
- 10 people are killed or lose a limb daily due to landmines or explosive remnants of war.
- Civilians makes up 4/5 - 80% of landmine victims.

CHALLENGES

Anti-personnel landmines largely affect civilians not taking part in the conflict.

Anti-personnel landmines are indiscriminate weapons.

If the blast doesn't kill, it causes horrific injuries which take months or even years to heal, even if medical care is available.

Like the paper balls, they are often attractive to approach or to touch or handle, especially by children.

The presence, or even the rumour of these weapons prevent people from returning to their homes, farms and communities, growing food, earning a living, and rebuilding their homes and communities.

INDISCRIMINATE:

Indiscriminate weapons are those that are incapable of distinguishing between civilians and military targets because either they cannot be directed at a specific military objective, or their effects cannot be contained.

⁴⁰ ICBL (2016) Why landmines are still a problem. International Campaign to ban landmines. Retrieved from: www.icbl.org/onn-gb/problem/why-landmines-are-still-a-problem.

3. THE CONSEQUENCES OF ANTI-PERSONNEL LANDMINES: 15 minutes

Distribute the students' community maps. Explain that the Xs represent anti-personnel landmines in their community. Ask students to consider the following questions:

- How do you feel about your community now?
- Where do you feel safe to go? What are your concerns?
- What services/supports can you safely access? What services/supports are not safe to access?
- What is the impact of anti-personnel landmines on the environment?
- What if you could not go to school or your parent/guardian could not go to work because of this danger?
- What if a family member or friend was injured ... losing an arm or a leg, or their sight? How does that affect you? How does that affect the injured family member/friend?
- What if you were injured?

Ask students to use the student worksheet SR 2.1 to brainstorm how landmines in the communities they have drawn might be considered from the perspective of a soldier, a doctor, a young girl and a female farmer. Discuss the students' findings.

ADDITIONAL ACTIVITY: EXPLORING THE RESILIENCY OF LANDMINE SURVIVORS

"They [landmine survivors] are working in everything. They are shoe repairers, they are working in the field, agricultural stuff, coffee plantations ... they keep working and keep developing ideas to survive." (Sebastian Liste, photographer)

Invite students to consider how people and communities affected by anti-personnel landmines are resilient. Distribute the photo of Bonafacio Muazia to encourage discussion and reflection.



© ICRC/Brent Stirton

Bonafacio Muazia, 57, lost his left leg to an anti-personnel landmine in 1985 during the civil war. However, he continues to farm, having developed extraordinary balance. With his wife carrying the hoe, every day he hobbles 45 minutes each way to his garden. Barrio Chiuijo, Mozambique. Retrieved from <https://www.icrc.org/en/document/landmines-legacy-war>.

4. THE BASIC RULES OF IHL: 15 minutes

Now that a sense of the impact of anti-personnel landmines has been explored, invite students to consider the rights and protections for people affected by conflict. Ask students to brainstorm the following questions in small groups:

- What are human rights? Why do we need them?
- Do you think we should have laws to limit the suffering caused by armed conflict?
- When you hear the term 'international humanitarian law', what do you think it means?
- Should the use of weapons or certain types of weapons be prohibited or restricted in armed conflict? Why? What restrictions would *you* place on weapons? Why?

UNIVERSAL DECLARATION OF HUMAN RIGHTS: To guarantee the rights of all people.

INTERNATIONAL HUMANITARIAN LAW: A set of rules which seek, for humanitarian reasons, to limit the effects of armed conflict. IHL protects persons who are not or are no longer participating in the hostilities, and restricts the means and methods of warfare.⁴³

ACTIVITY

Ask students to consider which rules/rights should always be respected, sometimes be respected or never be respected. Use a stop light analogy to group the lists generated by the students.



RED = never respect

YELLOW = sometimes respect

GREEN – always respect

Ask students to describe examples of human rights in action in their lives, and to identify who is responsible for protecting human rights in Canada.

- How are these rights protected?
- Who is responsible for protecting people during armed conflict?
- How are people's rights protected during war?

Distribute *What are the Basic Rules of IHL* SR 2.2 and a copy of *The Universal Declaration of Human Rights* SR 2.3.⁴¹

- Which of these rules are similar to the ones you suggested?
- Consider what might happen without these rules.

BACKGROUND READING FOR TEACHER

TR 2.1 *Canada's Contribution to the Universal Declaration of Human Rights*

TR 2.2 *Contemporary Issues in IHL*⁴²

⁴¹ International Committee of the Red Cross. (2009). *Exploring humanitarian law: Resource pack for teachers*. Geneva, SW: International Committee of the Red Cross.

⁴² International Committee of the Red Cross. (2009). *Exploring humanitarian law: Resource pack for teachers*. Geneva, SW: International Committee of the Red Cross.

⁴³ <http://www.icrc.org/eng/war-and-law/index.jsp>

5. ANTI-PERSONNEL LANDMINES & OTTAWA TREATY: 10 minutes

In 1997, the international community adopted a treaty to help reduce the human suffering caused by anti-personnel mines and bring rapid assistance to affected communities.



THE 4-STEP SOLUTION CONSISTS OF:



Point out that the Convention on the Prohibition of Anti-Personnel Mines of 1997 has a link to Canada (it is also known as the Ottawa Treaty), and it will be the focus of the discussion.

Present “Canada’s contribution to the Convention on the Prohibition of Anti-Personnel Mines or the Ottawa Treaty” (TR 2.3). Ask students to consider:

- Who might be protected by the Ottawa Treaty?
- How does the Ottawa Treaty aim to protect human well-being, including the environment?
- Who might be obligated to learn and apply the Ottawa Treaty?
- Who might be responsible to enforce the Ottawa Treaty?
- How does the Ottawa Treaty uphold human rights and IHL?
- How is the Ottawa Treaty similar or different than Human Rights or IHL?

BACKGROUND READING FOR TEACHER

TR 2.3 Canada’s Contribution to the Convention on the Prohibition of Anti-Personnel Mines or the Ottawa Treaty.

“Under the [Ottawa] convention, we have taken on a weighty responsibility: “to put an end to the suffering and casualties caused by anti-personnel mines” throughout the world. We have taken on a commitment through the treaty: a solemn, binding obligation to deal definitively with the anti-personnel mine crisis. We have given our word. We must now work together to meet our new obligations.”

Lloyd Axworthy

An Address by The Honourable Lloyd Axworthy, Minister of Foreign Affairs, to the Opening of The Mine Action Forum, Ottawa, Ontario, December 2, 1997

6. TAKING ACTION: *5 minutes*

The Ottawa Treaty arose from pressure from the international community. Ask students to reflect on how we can work together to enforce the Ottawa Treaty rules.

Present the quote from Margaret Meade.



**Never doubt that a group of thoughtful,
committed citizens can change the world;
indeed, it is the only thing that ever has.**

Margaret Meade

Possible questions for the students to consider:

- What does this quote mean to you?
- Can you think of an example of how a group of people joined together to make a change in their lives?
- How might Margaret Meade's quote reflect the role of Canadians in the Ottawa Process?
- What do you think of when you hear the term, "civil society"? Can you reflect on the role of civil society in the Ottawa Process?
- Can you think of a conflict-related issue where a group of people are trying to make a change in their lives and/or the lives of others?

EXTENSION ACTIVITIES

Module 2 provides students an opportunity to understand the relationship between IHL and human rights through the case study of anti-personnel mines. To further introduce students to IHL, the impacts of armed conflict on children, or the impact of anti-personnel mines and small arms, refer to the ICRC educational resource, EHL Module 2.⁴⁴

1. IHL & Human Rights - Exploring the Differences and Similarities

In groups, ask students to consider how the basic rules of IHL compare to the basic rules regarding human rights by making a list of the similarities and differences.

IHL & HUMAN RIGHTS	
SIMILARITIES	DIFFERENCES

2. Dramatization

Create a short video or storyboard about the impact of landmines on children AND/OR the impact of the Ottawa Treaty.

3. Reflection

What was the role of Canadians in the development of the Universal Declaration of Human Rights and the Ottawa Treaty? How has the work of Canadians impacted protection in conflict areas?

How can the work of Canadians be continued in these areas? In what ways has the work of Canadians influenced other countries?

4. Communication

Write a letter or e-mail to a newspaper editor on why governments should sign the Ottawa Treaty. While the majority of States are party to the Treaty, 35 States have yet to sign, including China, Russia and the United States.

5. Youth Action

The Canadian Red Cross has resources for youth to learn more about the impact of anti-personnel mines and ideas for taking action. Have a look at www.redcross.ca/what-we-do/international-humanitarian-law/tools-for-teachers for more information.

6. Ethics Café

An 'Ethics Café uses dialogue to explore ethical issues, in this case, issues related to contemporary IHL and neutral, impartial, and independent humanitarian action (NIIHA) (see TR 3.1 for more details on NIIHA). The purpose of this 'Ethics Café ' is to engage students in dialogue to consider the ethical tensions and challenges embedded in humanitarian action and protection [see page 44 for further instructions on how to facilitate an ethics café].

⁴⁴ International Committee of the Red Cross. (2009). *Exploring humanitarian law: Resource pack for teachers*. Geneva, SW: International Committee of the Red Cross.

EXTENSION ACTIVITY: ETHICS CAFÉ:⁴⁵ EXPLORING NEUTRAL, IMPARTIAL AND INDEPENDENT HUMANITARIAN ACTION

Neutrality – In order to continue to enjoy the confidence of all, the Red Cross/Red Crescent Movement⁴⁶ may not take sides in hostilities or engage at any time in controversies of a political, racial, religious or ideological nature.

Impartiality – The Red Cross/Red Crescent Movement makes no discrimination as to nationality, race, religious beliefs, class or political opinions. The Movement endeavours to relieve the suffering of individuals, being guided solely by their needs, and to give priority to the most urgent cases of distress.

Independence – The Red Cross/Red Crescent Movement is independent. The National Societies, while auxiliaries in the humanitarian services of their governments and subject to the laws of their respective countries, must always maintain their autonomy so that they may be able at all times to act in accordance with the principles of the Movement.

FACILITATING AN ETHICS CAFÉ

STEP #1: SET UP

Create a café **atmosphere** (*optional*) with 4-5 chairs around a table; table cloth; centerpieces. Each table should have paper, markers and post-it notes for recording.

STEP #2: CREATING SAFER SPACES

As a class, discuss the purpose of the 'Ethics Café' - to explore contemporary and ethical issues in humanitarian action. To encourage dialogue and the sharing of diverse perspectives, collectively establish **café rules**. Invite students to consider what **rules** would help them feel safer to share ideas, and post the rules in the class as guidelines for the discussion. For example:

- Respect others & be open to diverse opinions
- Use respectful language
- All knowledge is partial [no one knows everything]
- Allow each person a chance to contribute to the discussion

The group can also choose to use strategies that encourage democratic participation. For example, groups can use a **talking stick** whereby the person holding the stick (or other object) is the only one speaking at a time. Another strategy is the **3 Person Rule** whereby you must wait until at least 3 other people have spoken before speaking again. These two strategies can support participation from the whole group. Whole group agreement is not essential - it is best to include all opinions in the discussion.

STEP #3: CREATING TEAMS

Organize the class into **small groups** (no more than 5 students/group in order to provide each person with opportunities for sharing). Group composition should reflect the diversity of the class. Each group must select a *Recorder* and a *Reporter*.

#1: RECORDER -
Write discussion
on paper

#2: REPORTER -
Present key
themes to class

⁴⁵ The Ethics Café is a modification of the World Café: <http://www.theworldcafe.com>.

⁴⁶ The Movement refers to the International Committee of the Red Cross, the International Federation of Red Cross and Red Crescent Societies, and the 190 National Red Cross and Red Crescent National Societies.

STEP #4: CAFÉ FORMAT

Each group will receive the same question and will have 10 minutes to discuss within their group (time can be adjusted). The *Recorder* writes the groups' contributions on the paper provided and summarizes the three key points as selected by the group.

Three key points are recorded on post-it notes. Each *Reporter* will have an opportunity to share one key point to the whole class until nothing new has been added. Then a general call is made to see if there is anything else to include.

All post-it notes are collected and placed under the question in the front of the room. This process is repeated for the next question. The number of questions will vary based on student engagement and schedule.

Sample questions include:

- What does an ethical humanitarian response look like?
- What does neutrality mean to you? How is neutrality practiced during humanitarian assistance/protection?
- What does impartiality mean to you? How is impartiality practiced during humanitarian assistance/protection?
- What does independence mean to you? How is independence practiced during humanitarian assistance/protection?
- How is gender equality practiced during humanitarian assistance/protection?

STEP #5: LARGE GROUP DISCUSSION

As a **large group**, discuss the *ethics café*.

- What is the most important lesson you learned today?
- What were the most surprising lessons learned?
- What strategies did we use to encourage democratic participation (participation by all)? What was your experience using these strategies?
- What is the first thing that comes to mind when you hear ethical humanitarian assistance? Or humanitarian protection?
- Why do you think it's important to learn about ethical considerations when providing humanitarian assistance?
- Is there one right answer for an ethical dilemma? Why or why not?
- Do we often hear about the ethics in humanitarian assistance in the news? From humanitarian organizations? Why or why not? Can you think of examples?
- What questions remain? What do you want to know more about?
- In your everyday life, how can/do you assess ethics?

STEP #6: STRETCHING THE LEARNING

To continue the discussion around ethics in humanitarian action invite students to:

- 1) Research and add information that might have been overlooked during the class discussion;
- 2) Research specific examples online, on TV or in the newspaper of humanitarian action and consider the ethical dilemmas;
- 3) Research contemporary challenges in armed conflict and consider the ethical dilemmas;
- 4) Create a skit to demonstrate an ethical dilemma;
- 5) Create a 'choose your own adventure' story where characters are faced with ethical dilemmas and present possible actions and consequences;
- 6) Create a poster or mural depicting an ethical decision or dilemma in an armed conflict. The image can be "What would you do if ..." or a title of their own choosing.

**SR2.1 PERSPECTIVES ON ANTI-PERSONNEL LANDMINES
STUDENT WORKSHEET**

Complete the chart – How would landmines affect each person in each area of their life?

	PROTECTION	ECONOMIC	SOCIAL/PERSONAL	HEALTH
GIRL: AGE 10				
SOLDIER				
RED CROSS DOCTOR				
FEMALE FARMER				

SR2.2 Basic Rules of IHL

IHL is a set of rules that aim to preserve human dignity in armed conflict by **protecting** the most vulnerable persons and by **limiting** the way in which war is conducted.

IHL strikes a balance between the principle of humanity and military necessity.

PROHIBITIONS	OBLIGATIONS
<p>PROTECTING THE MOST VULNERABLE PERSONS</p> <ul style="list-style-type: none"> civilians wounded and sick detainees health care workers <p>It is forbidden to:</p> <ul style="list-style-type: none"> attack civilians and civilian objects (houses, schools, places of worship, cultural or historic monuments, etc.); murder and torture; commit acts of sexual violence; forcibly displace and starve civilians; attack hospitals, ambulances and health care workers; use human shields; destroy stocks of food, farming areas, and the water supply recruit or use children under the age of 15 in armed conflict; misuse the red cross / red crescent / red crystal emblem; interfere with the delivery of humanitarian relief; damage the environment <p>It is forbidden to:</p> <ul style="list-style-type: none"> use weapons that cause unnecessary suffering (such as poison, blinding laser weapons); use weapons that cannot distinguish between civilians and military targets (such as landmines); take hostages; pretend to be a civilian while fighting; order or threaten that there shall be no survivors. 	<p>Captured civilians and enemy combatants:</p> <ul style="list-style-type: none"> must be given adequate food, water, clothing, shelter and medical care; must be allowed to have contact with their families. <p>Children and women must be detained separately from men, to the extent feasible.</p> <p>Enemy combatants who are wounded, sick, shipwrecked, or surrendering:</p> <ul style="list-style-type: none"> must be searched for, collected and cared for; must not receive preferential treatment, except on medical grounds. <p>A surrendering enemy must not be wounded or killed. The specific protection, health and assistance needs of women affected by armed conflict must be respected. Everyone is entitled to a fair trial.</p> <p>Those who are fighting must distinguish themselves from those who are not.</p> <p>Attacks must be limited to military objectives.</p> <p>During an attack, every precaution must be taken to minimize the potential harm to civilians and civilian objects.</p>

Respect human dignity

Minimize collateral damage

Do not target civilians

DEFINITIONS	CIVILIAN OBJECT	MILITARY OBJECTIVE
<p>Civilian: Any person who is not a combatant. When civilians take a direct part in fighting, they lose their protection from attack. (Should there be any doubt about a person's status, he or she shall be considered to be a civilian).</p>	<p>Any object that is not a military objective. When a civilian is used in support of military action, it can become a legitimate military target and loses its protection. (When there is any doubt about its status, it shall be considered to be a civilian object).</p>	<p>Object that by its nature, location, purpose or use makes an effective contribution to military action and whose destruction offers a definite military advantage.</p>

ICRC. (2012). *Mini IHL: The essence of humanitarian law*. Geneva, SW: ICRC.

SR2.3

The Universal Declaration of Human Rights

On 10 December 1948, the General Assembly of the United Nations adopted the Universal Declaration of Human Rights (UDHR). The first of its 30 articles proclaims that:

All human beings are born free and equal in dignity and rights.

It further provides that everyone – without distinction – has the right to:

- | | |
|---|---|
| a. live, and to live in freedom and safety; | j. seek protection from persecution in another country; |
| b. be free from slavery; | k. get married and have a family; |
| c. be free from torture and from cruel, inhuman or degrading treatment or punishment; | l. own property; |
| d. be treated equally under the law; | m. freely practice their own religion; |
| e. be free from arbitrary arrest and detention; | n. think and express themselves freely; |
| f. receive a fair trial, and be considered innocent until proven guilty; | o. organize or take part in peaceful meetings; |
| g. not be convicted or punished for an act that was not a crime at the time it was committed; | p. take part in their country's political affairs and have equal access to government services; |
| h. have their privacy respected; | q. work, and to work in favourable conditions; |
| i. move about freely within or outside their country; | r. have adequate living standards; |
| | s. go to school. |

While exercising these rights, everyone must respect the rights of others. No one may take away any of these rights.

TR2.1 CANADA'S CONTRIBUTION TO THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

BACKGROUND

The Universal Declaration of Human Rights (UDHR) was adopted by the UN General Assembly on December 10th, 1948. The purpose was to complement the UN Charter, and to guarantee the individual rights of all people everywhere. In the aftermath of World War II, where the world saw some of the worst atrocities in human history, the member countries of the United Nations wanted a document that would reflect the importance of individual human rights, and that would reflect the desire for a world where equality and justice are the norm. The creation of the UDHR was a truly international effort, with Eleanor Roosevelt (USA), René Cassin (France), Charles Malik (Lebanon), Peng-chun Chang (China), and John Humphrey (Canada), among others, all taking part in drafting the original document. The original draft was submitted to the Commission on Human Rights, which revised the draft to reflect the concerns of member states, before it was presented before the UN General Assembly. At the General Assembly, fifty out of fifty-eight member countries participated in the creation of the final draft, and after some debate, the Universal Declaration of Human Rights was adopted with a unanimous vote of those fifty states. Remarkably, it took only two years for the UDHR to be written and ratified.

Hernán Santa Cruz of Chile, member of the drafting sub-Committee, wrote:

“I perceived clearly that I was participating in a truly significant historic event in which a consensus had been reached as to the supreme value of the human person, a value that did not originate in the decision of a worldly power, but rather in the fact of existing—which gave rise to the inalienable right to live free from want and oppression and to fully develop one’s personality. In the Great Hall...there was an atmosphere of genuine solidarity and brotherhood among men and women from all latitudes, the like of which I have not seen again in any international setting.” (United Nations)

THE CANADIAN CONNECTION – JOHN HUMPHREY

John Peters Humphrey was instrumental in the creation of the Universal Declaration of Human Rights. Professor Humphrey was born in Hampton, New Brunswick, and finally settled in Montréal, Québec. In 1946, while teaching in McGill University’s Law department, Dr. Humphrey was offered a post at the United Nations and was asked to assemble the Human Rights Division in the UN Secretariat. Eleanor Roosevelt was the Chair of the Commission on Human Rights, and she asked Humphrey to construct the original draft, which would become the framework for the final document. Humphrey was belatedly recognized for his significant contribution in writing the first draft after researchers discovered a handwritten first draft of the UDHR among his personal papers, and he was awarded the UN Human Rights Award in 1988.

“There is a fundamental connection between human rights and peace. We will have peace on earth when everyone’s rights are respected.”

John Peters Humphrey

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS & INTERNATIONAL HUMANITARIAN LAW

Despite the fact that the Universal Declaration of Human Rights and the Geneva Conventions were adopted in concurrent years, 1948 and 1949, there was originally little recognition of the overlap between the two. Today, however, there is almost universal recognition that human rights law and international humanitarian law are closely related.⁴⁵ Human rights law is primarily composed of treaties, and those treaties have their roots in the UDHR. International humanitarian law has its modern roots in the Geneva Conventions and has been developed with the creation of various other statutes and treaties. See the chart below regarding these developments. One can say simply that human rights law attempts to safeguard the rights of individuals in the context of everyday life, while humanitarian law attempts to safeguard the rights of individuals in the context of armed conflict⁴⁶.

SOURCE OF IHL	CONTENT
THE GENEVA CONVENTIONS (1949) AND THEIR ADDITIONAL PROTOCOLS (1977 AND 2005)	Establishes international rules to limit the effects of armed conflict for humanitarian reasons.
THE ROME STATUTE (1998)	Created the International Criminal Court in The Hague and provides definitions of war crimes, crimes against humanity and genocide.
OTHER TREATIES	Other treaties regulate the use of specific weapons, for example the Ottawa Treaty which prohibits the use of anti-personnel landmines.
CUSTOMARY LAW	Customary law is based on actual general and uniform behaviour of States which they individually believe is required by law.

SOURCES

"Father of the Modern Human Rights System." *The Hampton John Peters Humphrey Foundation*. The Hampton John Peters Humphrey Foundation, Inc., 2006-2008. Web. 23 Oct. 2011.

"Historica Minutes: John Humphrey." *Institut Historica Dominion Institute*. Historica, 2005. Web. 23 Oct. 2011.

"John Peters Humphrey." *John Humphrey Centre for Peace and Human Rights: Advancing a Culture of Peace and Human Rights Using the Principles of the Universal Declaration of Human Rights*. 2011. Web. 23 Oct. 2011.

Kolb, Robert. "The Relationship between International Humanitarian Law and Human Rights Law: A Brief History of the 1948 Universal Declaration of Human Rights and the 1949 Geneva Conventions." *International Committee of the Red Cross*. ICRC, 30 Nov. 2010. Web. 23 Oct. 2011.

Provost, René. *International Human Rights and Humanitarian Law*. Cambridge, UK: Cambridge University Press, 2002. Print.

"Universal Declaration of Human Rights." *Welcome to the United Nations: It's Your World*. United Nations, 2011. Web. 23 Oct. 2011.

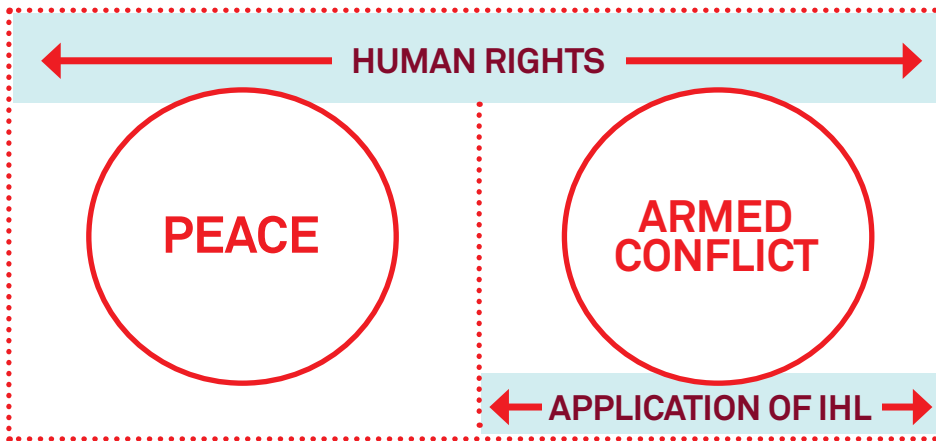
⁴⁵ Kolb, Robert, "The Relationship between International Humanitarian Law and Human Rights Law: A Brief History of the 1948 Universal Declaration of Human Rights and the 1949 Geneva Conventions." *International Committee of the Red Cross*. ICRC, 30 Nov. 2010. Web. 23 Oct. 2011.

⁴⁶ Provost, René. *International Human Rights and Humanitarian Law*. Cambridge, UK: Cambridge University Press, 2002. Print.

TR 2.3 Continued

HUMAN RIGHTS AND IHL

Both have a common goal: the protection of human life and dignity.



	HUMAN RIGHTS LAW	IHL
WHAT IS THE NATURE OF THE LAW?	assertion of rights	code of conduct for belligerents
WHEN DOES IT APPLY?	at all times	during armed conflict
CAN IT BE LIMITED OR SUSPENDED?	possible during public emergencies, except for 'hard-core' human rights	not possible
WHO IS PROTECTED?	individuals from the arbitrary power of the government	individuals who do not or who no longer take part in fighting
WHO IS BOUND?	governments	governments, armed groups, individuals

'Hard Core' Human Rights include (for example):

- 1) prohibition against torture
- 2) prohibition against arbitrary detention

TR 2.2 CONTEMPORARY ISSUES IN IHL

BACKGROUND

International Humanitarian Law (IHL), also known as the **law of armed conflict**, is the body of wartime rules that protects combatants from banned means and methods of war that cause superfluous injury and unnecessary suffering in times of armed conflict. IHL regulates the treatment of the wounded; prohibits attacks against civilians and prohibits the use of certain weapons. It also seeks to ensure the protection of non-combatants; Red Cross, Red Crescent and medical personnel; and those who are detained. Governments and their armed forces, armed opposition groups and any other party to a conflict must observe the rules of IHL. Humanitarian law protects everyone, regardless of race, sex, religion, nationality, political opinion, culture or social status.

IHL applies only during times of armed conflict. It does not cover internal tensions or disturbances such as isolated acts of violence. The laws apply once a conflict has begun, and then equally to all sides, regardless of who initiated the violence. The increasing complexity of armed conflict, including the changing conflict theatre (the area where military action is occurring) and the use of new technologies, requires a sustained commitment to understand and respect IHL. The following sections are a selection of contemporary challenges for IHL in the 21st century.

RECOGNITION OF ARMED NON-STATE ACTORS (ANSAs)

Increasingly, conflicts are of a non-international nature (often referred to as *civil wars*). Within this context, governments can be reluctant to acknowledge that a non-international armed conflict is occurring, and thus argue that IHL does not apply. Governments can also be reluctant to formally recognize armed non-state actors (ANSAs), as dialogue with ANSAs can be seen to legitimize them. Governments typically refer to ANSAs as guerillas, insurgents, terrorists or extremists. ANSAs can also be reluctant to adhere to IHL for the simple reason they have been excluded from the process that created it. Including ANSAs in the dialogue to establish the norms in a conflict may help them to feel invested in the process and, therefore, more likely to comply. ICRC studies have shown that appealing to the morality of individual soldiers is not an effective method of encouraging compliance; having commanding officers order it is (Provost⁴⁷, 2010). Therefore, it is in the best interest of all involved to engage commanders in the dialogue regarding the development of the law and compliance.

BASIC RULES OF IHL

- 1. Protection of Civilians**
Distinguish between civilians & combatants
- 2. Means & Methods of Warfare**
"Parties to a conflict do not have an unrestricted right to choose methods or means of warfare."
- 3. Wounded Combatants**
"People who do not or can no longer take part in the hostilities are thus entitled to respect for their lives and for their physical and mental integrity."
- 4. Prisoners of War & Detainees**
"Captured combatants ... must be protected against all acts of violence or reprisal."

(ICRC, September, 2015)



Members of the National Movement for the Liberation of Azawad (MNLA) and of the High Council for the Unity of Azawad (HCUA) are attending an ICRC course on International Humanitarian Law in Kidal, Mali (ICRC, 2014).

⁴⁷ Rene Provost is a professor of law at McGill University.

PROTECTING HUMANITARIAN SPACE

The fourth Geneva Convention is concerned with the protection of civilians in armed conflict. Article 23 specifically emphasizes safe passage for humanitarian workers:

Each High Contracting Party shall allow the free passage of all consignments of medical and hospital stores ... intended only for civilians of another High Contracting Party, even if the latter is its adversary. It shall likewise permit the free passage of all consignments of essential foodstuffs, clothing and tonics intended for children under 15, expectant mothers, and maternity cases.⁴⁸

Securing access to humanitarian assistance and the protection of humanitarian workers has become increasingly challenging in contemporary armed conflicts. Access to vulnerable populations during armed conflict is essential and entrenched in IHL, but if all parties to the conflict are not inclined to respect and adhere to IHL, that access may be compromised. As a way of asserting territorial dominance in a conflict, both States and ANSAs, may limit humanitarian organizations access to civilian populations. (ICRC, 2011). Dialogue with States and ANSAs are critical to the protection of humanitarian spaces.

MEANS AND METHODS OF WARFARE

Additional Protocol I to the Geneva Conventions, Article 36 stipulates IHL applies to new weaponry:

In the study, development, acquisition or adoption of a new weapon, means or method of warfare, a High Contracting Party is under an obligation to determine whether its employment would, in some or all circumstances, be prohibited by this Protocol or by any other rule of international law applicable to the High Contracting Party.

In other words, even new weapons or new uses of existing weapons can only be employed if they are able to comply with IHL. Some weapons, such as blinding laser weapons, have been banned even before being employed, while others already in use, such as anti-personnel landmines and cluster munitions, have been banned by various arms control treaties over concerns related to their humanitarian impact.

Cyber warfare is an interesting yet challenging area for those seeking to ensure compliance with IHL. For example, IHL uses the term “attack”, which has traditionally been understood as a physical action. However an attack does not necessarily need to be physical to trigger the application of IHL. Indeed a cyber attack can be severely detrimental to the civilian population if it involves, for example, disruption of the water supply and/or access to fuel. Thus, even in a cyber context if there is an attack, IHL must apply (ICRC, 2011). In addition to cyber warfare, there are other new technologies such as drones and other automated weapons systems that must also consider IHL at all stages of development and implementation, and must take into account the potential humanitarian impact of their use (ICRC, 2011).

IHL is continually challenged by the evolution of contemporary armed conflict. Achieving greater protection for civilians in armed conflict is dependent on the respect, implementation and enforcement of IHL. It is the constant priority of the ICRC to ensure that IHL is able to adequately address the realities of modern warfare and provide protection to victims of armed conflict.

(ICRC, September, 2015)

⁴⁸ Fourth Geneva Convention, Article 23
<https://www.icrc.org/ihl.nsf/7c4d08d9b287a42141256739003e636b/6756482d86146898c125641e004aa>

SOURCES

ICRC. (1949, August 12). The Geneva Conventions of 1949. Geneva, SW: International Committee of the Red Cross.

ICRC. (1977, June 8). Protocols Additional to the Geneva Conventions. Geneva, SW: ICRC. ICRC. (October, 2011). International humanitarian law and the challenges of contemporary armed conflict. Geneva, SW: ICRC.

ICRC. (2011, October). International humanitarian law and the challenges of contemporary armed conflicts. 31st International Conference of the Red Cross and Red Crescent. Geneva, SW: ICRC. [Retrieved from: <https://www.icrc.org/eng/assets/files/red-cross-crescent-movement/31st-international-conference/31-int-conference-ihl-challenges-report-11-5-1-2-en.pdf>]

ICRC (2014, October 1). Mali: Armed groups learn about international humanitarian law. Geneva, SW: International Committee of the Red Cross [Retrieved from: <https://www.icrc.org/en/document/mali-armed-groups-learn-about-international-humanitarian-law>]

ICRC. (2015, June). Engaging with armed groups to protect health care. Geneva, SW: International Committee of the Red Cross. [Retrieved from: <https://www.icrc.org/en/document/engaging-dialogue-non-state-armed-groups-protect-health-care>]

ICRC. (2015, September). What is IHL? Geneva, SW: International Committee of the Red Cross. [Retrieved from <https://www.icrc.org/en/document/what-ihl>]

Provost, R., Perrin, B., Hubert, D., & Brassard-Boudreau, C. (2010). On the edges of conflict: Policy Papers. Ottawa, ON: Canadian Red Cross. [Retrieved from: http://www.redcross.ca/crc/documents/3-7-3_Publications_On-the-Edges-of-Conflict.pdf].

TR 2.3 CANADA'S CONTRIBUTION TO THE CONVENTION ON THE PROHIBITION OF ANTI-PERSONNEL MINES (OTTAWA TREATY)

The Convention on the Prohibition of Anti-Personnel Mines is also known as the Anti-Personnel Mine Ban Convention, the Ottawa Convention, or the Ottawa Treaty. It is known as the Ottawa Treaty because it was first signed in 1997 in Ottawa, as a result of the efforts of many Canadians to lead the world in securing a ban on anti-personnel mines. The process of developing an international law focused on limiting anti-personnel mines was formally called “The Ottawa Process”, and was launched in October, 1996. This process ended with the signing of the Treaty in Ottawa on December, 1997. The Ottawa Process involved the cooperation of Governments, NGOs and civil society and the International Red Cross and Red Crescent Movement. During the Ottawa Process more than 855,000 individuals signed onto the International Campaign to Ban Landmines, and in 1997 when the Treaty was first open for signing, 122 countries signed. As of 2015, 162 States, or about 80% of the countries in the world are party to the Treaty. Thirty-five States are not party to the Treaty.⁴⁹

The Ottawa Treaty is the most comprehensive tool in the world to ban anti-personnel landmines. The Treaty applies to all countries that have signed and ratified it.

The Ottawa Treaty requires States to:

- never use anti-personnel mines, nor to “develop, produce, otherwise acquire, stockpile, retain or transfer” them;
- destroy mines in their stockpiles within four years;
- clear mined areas in their territory within 10 years;
- in mine-affected countries, conduct mine risk education and ensure that mine survivors, their families and communities receive comprehensive assistance;
- offer assistance to other States Parties, for example in providing for survivors or contributing to clearance programs; and
- adopt national implementation measures (such as national legislation) in order to ensure that the terms of the treaty are upheld in their territory⁵⁰.

RATIFICATION in international law means a government formally approves the signing of a treaty or convention or agreement, and adopts that agreement into their own national laws.

⁴⁹ International Campaign to Ban Landmines, “States parties” [online] <http://www.icbl.org/index.php/icbl/Universal/MBT/States-Parties>

⁵⁰ International Campaign to Ban Landmines, “Treaty basics” [online] <http://www.icbl.org/index.php/icbl/Treaty/MBT/Treaty-Basics>

The Treaty was developed with the cooperation of many non-governmental organizations and individual citizens such as landmine victims, who together formed the International Campaign to Ban Landmines. The Campaign began in 1992 with the joining together of six non-governmental organizations to work towards ending the suffering caused by landmines. The Campaign has since grown to a global network spanning over 90 countries and includes more than 1200 NGOs. The Campaign was led by an American woman named Jody Williams. The work of the Campaign and Jody Williams was so significant that the 1997 Nobel Peace Prize was jointly awarded to the Campaign and Ms. Williams.

The Ottawa Process was led in Canada by Lloyd Axworthy who was the Minister of Foreign Affairs from 1996-2000. Minister Axworthy shocked the international community in 1996 by setting an unprecedented goal of signing an international treaty in one year. Typically disarmament negotiations take decades. Axworthy inspired governments, Canadian and foreign, to work together in the treaty negotiation process. Minister Axworthy also surprised the international community by working in partnership with the International Campaign to Ban Landmines, a move which was outside the normal diplomatic process of working only with States. Canada contributed to the success of the Ottawa Process by leading a core group of countries in organizing meetings around the world, and building partnerships between governments and civil society to reach a common goal. For Minister Axworthy's dedication to the ban on landmines and leadership in the Ottawa Process, he was nominated for the Nobel Peace Prize in 1997.

As of 2016, 50 Canadian NGOs are member organizations of the International Campaign to Ban landmines. Participating Canadian organizations are unified by Mines Action Canada and include the Canadian Red Cross, UNICEF Canada, Save the Children Canada, various church organizations, and others.⁵¹

⁵¹ International Campaign to Ban Landmines, "List of National Campaigns" [online] <http://www.icbl.org/index.php/icbl/Campaigns/List>



THE NOBEL PEACE PRIZE 1997

The Norwegian Nobel Committee awarded the 1997 Nobel Peace Prize to the International Campaign to Ban Landmines (ICBL) and to the campaign's coordinator Jody Williams for their work for the banning and clearing of anti-personnel mines.

There are at present probably over one hundred million anti-personnel mines scattered over large areas on several continents. Such mines maim and kill indiscriminately and are a major threat to the civilian populations and to the social and economic development of the many countries affected.

Students can critically discuss and explore other recipients of the Nobel Peace Prize.

Past recipients include: L.B. Pearson, Martin Luther King Jr., Dalai Lama, Nelson Mandela, Mother Theresa, Barack Obama, and The International Committee of the Red Cross.

REFERENCES

ICRC (1949) August 12. *The Geneva Conventions of 1949*. Geneva, SW: International Committee of the Red Cross.

ICRC (1977, June 8). *Protocols additional to the Geneva Conventions*. Geneva, SW: ICRC (October, 2011). International humanitarian law and the challenges of contemporary armed conflict. Geneva, SW: ICRC.

ICRC (2011, October). *International humanitarian law and the challenges of contemporary armed conflicts*. 31st International Conference of the Red Cross and Red Crescent. Geneva, SW: ICRC. [Retrieved from: <https://www.icrc.org/eng/assets/files/red-cross-crescent-movement/31st-international-conference/31-int-conference-ihl-challenges-report-11-5-1-2-en.pdf>].

ICRC (2014, October 1). *Mali: Armed groups learn about international humanitarian law*. Geneva, SW: International Committee of the Red Cross [Retrieved from: <https://www.icrc.org/en/document/mali-armed-groups-learn-about-international-humanitarian-law>].

ICRC (2015, June). *Engaging with armed groups to protect health care*. Geneva, SW: International Committee of the Red Cross [Retrieved from: <https://www.icrc.org/en/document/engaging-dialogue-non-state-armed-groups-protect-healthcare>].

ICRC (2015, September) What is IHL? Geneva, SW: International Committee of the Red Cross [Retrieved from <https://icrc.org/en/document/what-ihl>].

Provost, R., Perrin, B., Hubert, D., & Brassard-Boudreau, C. (2010) *On the edges of conflict: Policy papers*. Ottawa, ON: Canadian Red Cross [Retrieved from http://www.redcross.ca/crc/documents/3-7-3_publications_on-the-edges-of-conflict.pdf].

United Nations (2004). *World youth report 2003: The global situation of young people*. New York: United Nations.

M3

MODULE 3: THE LAW IN ACTION: FROM THE PERSPECTIVE OF CANADIAN SOLDIERS & HUMANITARIAN WORKERS

INTRODUCTION

In Module 2, students explored the basic rules of international humanitarian law (IHL). In Module 3, students will begin to consider the perspective of combatants and humanitarian workers, and the dilemmas they may face in situations of armed conflict.

OBJECTIVES

1. To gain an awareness of the importance of IHL.
2. To understand the challenges of providing neutral, independent and impartial humanitarian assistance.
3. To gain an appreciation for the complexities in applying IHL, including:
 - i. the dilemmas faced by combatants and humanitarian workers,
 - ii. the difficulty in distinguishing between armed conflict combatants and civilians, and
 - iii. gender considerations during times of armed conflict.

CONCEPTS

Human dignity | Violations of IHL | Chains of consequences | Dilemmas
Multiple perspectives | Obstacles to humanitarian behavior | Neutrality |
Impartiality | Independence

SKILLS PRACTICED

Dilemma analysis | Discussion | Identifying consequences | Identifying problems
Identifying solutions | Perspective taking | Problem analysis | Role-playing
Working in groups

TEACHER REFLECTION

*Having considered the
contemporary challenges of armed
conflict and the dilemmas faced by
soldiers and humanitarian workers,
I now feel ...*

TEACHER RESOURCES	STUDENT RESOURCES
TR 3.1 Neutral, Independent and Impartial Humanitarian Assistance	SR 3.1 Photo Collage SR 3.2 Violation Worksheet SR 3.3 Dilemma #1 – Routine Patrol SR 3.4 Dilemma #2 – Collateral Damage SR 3.5 Dilemma #3 – Human Shields SR 3.6 Dilemma #4 - Beware of Hospitality SR 3.7 Dilemma #5 - Clever Compromises SR 3.8 Dilemma Worksheet

Additional resources are required for this module: *What are the basic rules of international humanitarian law?* (SR 2.2)

TIME

One 60 minute session.

Plus Extension Activities.



“The memories I carry from my tour in Afghanistan seem to be covered in dust, blurred and distorted. A new language lies within these images and is spoken through the many layers of gestural detail and old memories to provoke the tonality of time and place. These images are raw and they carry the emotion and weight that our soldiers carry on a daily basis through their deployments and carried through life.”

- Jessica Wiebe

*This painting and personal reflection was created by Jessica Wiebe, a former Canadian Forces soldier who served in Afghanistan. [Retrieved from: <http://www.jessicalynnwiebe.com/#!/new-afghan-works/c164h>]

3

**THE LAW IN ACTION - FROM THE PERSPECTIVE OF
CANADIAN SOLDIERS & CANADIAN HUMANITARIAN WORKERS****THE LESSON****1. BRAINSTORMING: 5 minutes**

To introduce the subject, have students discuss the following questions:

- What images come to mind when you hear the word ‘enemy’?
- How would you define ‘enemy’?
- Does an enemy ever deserve to be protected during armed conflict?
- How can people be protected during armed conflict?
- Why do you think people violate IHL?
- If I am winning a war against the enemy, why should I obey rules that limit my behavior?

2. WHICH RULE OF IHL WAS VIOLATED: 15 minutes

SR 3.1. In small groups, have students explore the photo collage to identify potential violations in the photos and potential reasons why violations might occur. Have students complete the *Violation Worksheet* (SR 3.2).

Possible Questions:

- Which rules of IHL are violated?
- What are some potential reasons why violations occur?
- Are there certain situations in which you think violations might be justified?
- Do you think that one violation can lead to another?
- Are there ways to prevent violations or limit their consequences?

BACKGROUND READING FOR TEACHER

TR 3.1 Neutral, Independent and Impartial Humanitarian Action

3. EXPLORE THE DILEMMA SCENARIOS: 30 minutes

Case studies or scenarios can be used to explore the various dilemmas faced by both combatants and humanitarian workers. Five such dilemma scenarios are described in detail in the student resources SR 3.3. - SR 3.7.



DILEMMAS 1: Routine Patrol 2: Collateral Damage 3: Human Shields 4: Beware of Hospitality 5: Clever Compromises

One possible approach to analyze these dilemmas is to divide students into small groups and distribute one case study to each group. The group members read the case study together, discuss the questions on the case study and complete the Dilemma Worksheet (SR 3.8) to consider possible actions and consequences. An additional approach is to read the case study to the whole class, stopping at each circle (●) along the way. At each point in the dilemma where a red circle appears, invite students to consider the following questions:

- What do they think is going on? Describe the scene/context.
- Who is involved? Describe the characters.
- What do you think is going to happen next? Why?
- What do you think you would do in this situation?

4. CLOSING – PREVENTING VIOLATIONS: 10 minutes

In small groups, have the students choose one violation identified earlier with the photo collage SR 3.1. Brainstorm ways to prevent that violation or to limit its consequence.

Possible Questions:

- What are the consequences of each idea/action? What could be the impact of these consequences?
- How could you get the parties to a conflict to discuss different options, respect each other's perspective, and to agree to different suggestions?
- What strategies do you use to deal with conflict in your daily life?

Red Cross in Action: Delegate Spotlight

Red Cross humanitarian worker Eboukele Aka had his first overseas mission with the Red Cross in 2010 in Afghanistan. A pharmacist by trade, Eboukele was based in Kandahar with the International Committee of the Red Cross (ICRC). Working in a hospital for war-wounded, Eboukele was able to deliver medicines to those most urgently in need, helping to save lives. Despite the challenges and security issues, he says he enjoyed the mission so much that he extended his original contract there from the initial 6 months to 16 months.

"I was attached to the people I worked with, they were so open and ready to help despite the security situation they were living in ... I was inspired by the people because they were dedicated to helping their own people. This pushed me to do more."

EXTENSION ACTIVITIES

1. REFLECTIONS FROM A CANADIAN SOLDIER WHO SERVED IN AFGHANISTAN

Invite students to view Jessica Wiebe's reflections from time served in Afghanistan and to view Wiebe's paintings. Consider the following discussion questions:

- Who and what do you see?
- What is the mood of the painting?
- What is happening in the painting?
Make a list of possibilities. Consider both humans and environment and the interconnections between the two.
- Can you create a back story for the painting?
- How could gender impact your story?
- What dilemmas may arise in your story?



"I feel as though I am blinded slightly by my own detachment during my tour and scarred with romantic ideas of that place and that time. Within the collection of images I carry like heavy sandbags, I look for the moments where I had seen past our cordon. I spent many hours watching my arcs, over the land that incorporates the daily routine of life around our forward operation bases and combat outposts. I watched the people living their lives as we all do. People who only want to grow their crops ... and ride their bicycles down the road. I remember watching motorcycles and trails of dust, vehicles overpopulated with people, animals and cargo. The Afghan landscape overwhelms my experience and haunts my memories with the green fields that almost pulsate against the dull, barren miles of outstretched sand with scattered mud compounds. The landscape has stayed with me more than the sound of distant gunfire or the roar of the engine from my armoured vehicle. I remember a calm landscape affected by our presence among the many other influences the country has endured over thousands of years."

These paintings and personal reflections were created by Jessica Wiebe, a former Canadian Forces soldier who served in Afghanistan. [Retrieved from: <http://www.jessicalynnwiebe.com/#!/new-afghan-works/c164h>]

**QUOTES TO CONSIDER:**

**In Flanders fields the poppies grow
Between the crosses, row on row,
That mark our place, and in the sky,
The larks, still bravely singing, fly,
Scarce heard amid the guns below.**

John McCrae

**As to the first, I do not know that I have done
very much myself to promote fraternity between
nations but I do know that there can be no more
important purpose for any man's activity or
interests.**

Lester B. Pearson

**Sensible commanders always grab whatever
weapons are easiest at hand, and no weapon is
easier to get or control than children.**

Former Burundi Commander (cited in Straton, 2008)

2. EXPLORING HUMANITARIAN LAW - EXTENDED LEARNING

Module 3 provides a small window of exploration into the challenges of adhering to IHL during contemporary armed conflict. To further introduce students to the concepts of violations of the law, the distinction between combatants and civilians, and the chains of consequences resulting from violations of IHL, refer to the International Committee of the Red Cross educational resource, *Exploring Humanitarian Law* (EHL) Module 3. Within the third Module of EHL, there are four sections, consisting of seven 45 minutes lessons which focus on identifying violations of IHL, understanding the perspective of combatants, considering who is responsible for respecting IHL, and concluding with a case study on *My Lai, Viet Nam* which includes a powerful video of veterans sharing their experiences in My Lai. www.ehl.icrc.org⁵²

⁵² International Committee of the Red Cross. (2009). *Exploring humanitarian law: Resource pack for teachers*. Geneva, SW: International Committee of the Red Cross.

3. DIGITAL CITIZENSHIP

A. Social Media Activity : Twitter

General Teacher Overview: Follow and interact with humanitarian organizations on Twitter. It will be necessary to set up a class twitter account, teacher account or individual student accounts to follow work being done by the Red Cross/Red Crescent Movement or other humanitarian organizations. If a lesson in digital citizenship, publishing in a public domain, and on-line safety has not already occurred, it would be necessary prior to this activity. Students need to be reminded of the module objectives to make course connections between this activity and their learning objectives.

This extension activity could be embedded throughout the module or as a single activity. The activity can be done individually if students have access to devices, or collaboratively if the classroom has a screen or interactive whiteboard to project and investigate tweets as a class. Activity: Log on to <https://twitter.com/>. Follow two or more of the following organizations in order to complete the tasks.

@redcrosscanada	@MSF_Canada
@Federation	@WFP
@ICRC	@UNICEF

- ❖ Complete the table provided (student handout, pg. 65) and record information for a minimum of 4 tweets that pique interest. (A sample is provided, pg. 65.)
 - State the organization making the tweet and their Twitter address.
 - State the tweet.
 - Record key ideas being shared in both the tweet and attached material.
 - State which module objective is reflected in the tweet.
 - Record a possible response after considering the information.
- ❖ When recording a response or a retweet headline, keep in mind the expectations of digital citizenship as well as the 140 character limit.
- ❖ Class Discussion: Share a tweet of interest, the key ideas and how it links to the module. Using feedback from the class, edit the tweet to be published.
- ❖ Publishing: Tweet a minimum of one of your tweets keeping aware that this is being published in a public domain. Consider adding hashtags to increase viewing.

As you investigate Twitter posts, track information in the following table.

Digital Citizenship
The use of information
technology to engage society.

Organization and Twitter Address	Tweet of Interest	Key Ideas Being Shared	Module Objective Reflected in the Tweet	Possible Response or Retweet
International Federation of Red Cross and Red Crescent Societies @Federation	September 18, 2015: #Infographic: Serbia is a primary country of transit for #migrants in #WBalkans. See how we help #ProtectHumanity	Red Cross in Serbia is attempting to provide the following: basic medical & first aid, food distribution, psychological support and social inclusion.	-to gain an appreciation of the complexities of humanitarian assistance	Quote tweet with: An emergency appeal to address #migrants passing through #WBalkans

- B.** Digital Story-Telling Activity: Choose one of the following tasks to complete a digital project.
- Research Canadian contributions to humanitarian assistance** and publish a **digital** story of involvement using a free web 2.0 tool. Decide to investigate general contributions by Canada or choose a specific case study such as Red Cross work in Haiti.
 - Research Canadian contributions to humanitarian assistance** and create an **infographic** of the key facts and statistics. Decide to investigate general contributions by Canada or choose a specific case study such as Red Cross work in Eastern Africa. Using your internet browser, find a free online tool such as piktograph to create and publish your work.
 - Create a digital story of the day in the life of a delegate.** Use a free online tool such as animoto or toondo to publish your story. The following website is a useful resource for content to support your work. <http://intercrossblog.icrc.org/#sthash.1BfCUAVj.dpbs>
 - Create an **infographic** illustrating the variety of issues a humanitarian worker addresses. For example, key activities in any one action such as in the sample on page 66 regarding Serbia. The infographic illustrates the variety of activities humanitarian workers must coordinate to support people during a crisis. A more simplified example of an infographic on the Gaza Crisis is provided on page 66, yet it still portrays the complexity of the response.

Population Movement – Emergency Appeal (Serbia), IFRC.org, Sept. 2015

Serbia

18 SEPTEMBER 2015



The boundaries and the designations used on this map do not imply the expression of any opinion on the part of the International Federation of Red Cross and Red Crescent Societies and are used for illustrative purposes only.

123,000
Number of people registered as arriving this year

314,580
Number of people to be assisted by this appeal

National Society response

200
Number of volunteers and staff mobilized to respond

1,500
Average number of people assisted daily

SITUATION ANALYSIS

Serbia is primarily a country of transit for migrants on the Western Balkans Route. In the last two months, over 123,000 migrants have passed through Serbian territory, arriving at Presvo in the south, and travelling north via Belgrade to the Hungarian border.



Key activities*

- Basic medical screening and first aid** is provided at registration points and other locations.
- Food items** are distributed at registration camps in the south and key locations in the north.
- Non-food items (NFIs)** including hygiene items, etc. are distributed to those in greatest need on arrival/departure. Hygiene promotion activities are also carried out.
- Psychosocial support** is offered to migrants at Red Cross assistance points at both borders.
- Restoring family links (RFL)** activities when necessary.
- Cash voucher** support for those remaining in Serbia.
- Beneficiary communication** activities are being developed.

* Activities will be adapted based on ongoing evaluation of needs

IFRC RESPONSE OBJECTIVES

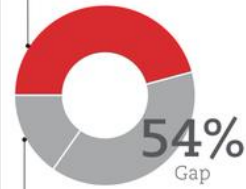
- Respond to the emergency needs of people arriving in Europe, irrespective of legal status.
- First aid and psychosocial support will be provided to migrants who have arrived in Serbia.
- Red Cross of Serbia will support the social inclusion of migrants who choose to remain in the country.

FUNDING REQUIRED

2,064,735
seeking multilateral cash contributions

46% of the appeal covered

Pledges



DREF (Disaster Relief Emergency Fund)

TOP DONORS

- The Government of Japan
- Swedish Red Cross
- Norwegian Red Cross

www.ifrc.org
Saving lives, changing minds.

International Federation
of Red Cross and Red Crescent Societies

ICRC **Gaza crisis**
Why we need your help
July - September 2014

2,275
people killed

11,748
wounded

27.5%
of the victims are children

Between **55,000**
and **60,000** are still displaced in schools

SR3.1 PHOTO COLLAGE



© IFRC/Canadian Red Cross /S. Chavanel



© ICRC / J. Holmes



© ICRC / J. Holmes



© ICRC / J. Mohr



© ICRC / N. Danziger

Clockwise from top left corner:
Women in Chad face a cholera
epidemic; children in Laos learn to
recognize the different types of
munitions; Tunisian Red Crescent
volunteers register families fleeing
internal conflict in Libya; women and
children wait for a food distribution in
Afghanistan; an ambulance is hit by
mortal shell.



© ICRC



© ICRC



© ICRC / M. Kocic

From the top: Migrant workers arrive at the Ras Jedir transit camp in Libya; ICRC and Libyan Red Crescent evaluate the potential impact of an explosion in a nearby military camp; a teacher surveys what is left of her school after fighting in Kyrgyzstan.

SR3.2 WHICH RULE OF IHL WAS VIOLATED?

DESCRIBE THE WRONGFUL ACTION	IHL VIOLATIONS	REASONS
STATEMENT 1:		
STATEMENT 2:		
STATEMENT 3:		
STATEMENT 4:		
STATEMENT 5:		

SR3.3 DILEMMA SCENARIO 1 ROUTINE PATROL



My team of United Nations (UN) military observers entered a village to meet with a Sudanese Colonel who was responsible for reducing the number of weapons available to the civilian population in his area of control. ● As we entered the grass-walled army compound we could see a number of uniformed troops squatting under nearby trees and along the sides of buildings in an attempt to escape the mid-day sun. We were directed towards a group of white plastic lawn chairs positioned in a circle under a large acacia tree on the bank of the Nile River. There we were met by the Colonel and his staff. ● After exchanging pleasantries and introductions, the Colonel motioned for me to sit next to him. He gave instructions to a young boy who promptly ran off towards a nearby mud-walled hut. It was common in Sudan to see soldiers' families living near military bases, but what struck me about this boy was his uniform and the fact that he was carrying a weapon. I couldn't help but notice that this young boy's uniform fit him perfectly. ● I was used to seeing adult soldiers with poorly fitted and mixed uniforms, and couldn't help wondering who makes combat uniforms for children? I began explaining the purpose of our visit when the young soldier returned, holding a bottle of pop in one hand and his AK-47 in the other. As he approached to give me a bottle of orange Fanta, he stumbled and exhaled a heavily alcohol scented breath. ● Quickly recovering, the soldier stood up with an apologetic look and it was then that I realized that I was face to face with an armed, drunken child soldier who was no older than 11.

- As the military observer, what would you do?
- How might emotions influence your decision?

Source: *Reflections from a Canadian Soldier who served in Sudan.*

Refer to page 61 for review of ● red dot questions.

EXTENSION ACTIVITY

Ask each student to think of a word (one word only), that best describes how they are feeling. If two or more students think of the same word, that's okay. List all the words in a word document. Using an on-line program such as Wordle, make a collage of their feelings. Discuss the collage.

WORDLE is an on-line tool that creates a visual representation of the words used by students. The more frequently the word is used, the larger the image will appear in the collage of all contributions.

SR3.4 **DILEMMA SCENARIO 2**
COLLATERAL DAMAGE

Our team of Air Force personnel was hard at work tracking a number of potential military targets in an urban area in Libya. Information kept coming in from ground intelligence networks about a civilian apartment complex that was reportedly being used by enemy soldiers. ● The main apartment building was believed to contain many heavy weapons that were being used to attack and terrorize civilians, including civilians in hospitals and refugee camps on the other side of the city. The height of the building meant the enemy soldiers were able to accurately aim the artillery and rocket launchers hidden within the building. ● Surveillance missions attempting to confirm the military activity proved inconclusive; however, daily ground intelligence continued to report this complex as a source of shelling. As the Commander of the Air Force engaged in this combat operation, I was personally responsible to approve all bombing missions in the urban area to ensure the protection of civilians. ● I knew that our forces had the ability to remove the threat in this building but the risk of collateral damage to the surrounding area could not be completely controlled. If we used force to stop the enemy soldiers, there was no guarantee that civilians would not be harmed, but if we failed to remove this threat, civilians could continue to be indiscriminately targeted by the soldiers in the complex.

- Describe the dilemma in this scenario.
- As the Commander, what would you do?
- Use the Dilemma Worksheet to consider possible options for the Commander.

Source: *Reflections from a Canadian Soldier who served in Libya.*

Refer to page 61 for review of ● red dot questions.

EXTENSION ACTIVITY

Have students illustrate this dilemma as well as the action their group took. Use crayons for the illustration to place the emphasis on the critical thought process versus the students' artistic ability.

SR3.5 DILEMMA SCENARIO 3 HUMAN SHIELDS



We were on an escort patrol to provide security for members of a United Nations International Children’s Fund (UNICEF) team who were in the process of conducting a needs assessment of internally displaced civilians. The civilian group had been forced to move from their homes due to increased fighting. Earlier that morning the team had completed an assessment of over 130 civilians who had taken shelter in a mosque. The civilians were mainly women and children but also included some older adults and a small number of persons with disabilities. At that time, they were the only occupants of the mosque.

- Why would a needs assessment be required?

Later that day, as we neared the mosque, we came under fire from combatants who had taken up positions in the mosque and surrounding area. Our patrol took cover and as the Patrol Leader, I gave firm orders to not return the fire, although the Rules of Engagement (ROE) would allow us to fire in self defence.

- Do you agree or disagree with the Rules of Engagement?

My immediate concern was for the safety of the UNICEF team and the civilians trapped in the mosque. There were women and children in there. It appeared that the combatants were using the civilians as human shields. We also identified child soldiers mixed in with the adult combatants. The combatants were armed with grenade and rocket launchers, as well as multiple small arms including AK 47 rifles, pistols and machetes.

- As the Patrol Leader what action, if any, would you take? Why?

Source: *Reflections from a Canadian Soldier*

Refer to page 61 for review of ● red dot questions.

EXTENSION ACTIVITY

Invite students to write a journal entry from the perspective of the UNICEF team or the civilians trapped in the mosque. What would you be feeling? What would you be seeing? What needs would you have?

SR3.6

**DILEMMA SCENARIO 4
BEWARE OF HOSPITALITY**

I was the supervisor of a humanitarian relief team following a devastating earthquake. The team's assignment was to set up a site to distribute relief supplies in a rural mountain village. All roads to the village had been destroyed so my team was stocking this site by helicopter. It is standard operating procedure that when one deploys by helicopter one takes food, water and shelter to last team members 48 hours. Sometimes people take a chance and do not take these supplies and on this mission, the team decided not to take their personal supplies.

I got a call via satellite that the 3-member team had become stuck in a mountain village because weather had closed in and they could not be extracted by helicopter. The team informed me they had been invited to take food and shelter with one of the village elders and they were seeking my permission. I said NO.

My team argued they had not brought the full kit of personal supplies (food, water and shelter) and if they did not accept the invitation from the elder they would spend an uncomfortable night under a tarp, huddling close together to keep warm. I was aware the temperature could drop to near zero during the night but said that the consequences of accepting the "hospitality" would put the village elder in a position to demand a favour in return.

I bid them good night and reminded them of the importance of adhering to the principles of NIIHA (neutral, independent and impartial humanitarian action) in our practice. I was confident that they would not perish due to exposure. I arrived the next day and it was obvious they had spent a miserable night, but the team also learned, and perhaps the villagers as well, of our unwavering commitment to NIIHA. A few years later on another mission I met a couple of the team members. We talked about the cold evening they spent in the mountains, and they remembered very well the lesson they had learned about being prepared, as well as the extent to which we must ensure NIIHA. We had a good laugh over the memory, and shared this hard lesson learned with the new volunteers in our presence.

Source: *Reflections from a Canadian humanitarian worker.*

● Refer to page 61 for circle point explanation.

EXTENSION ACTIVITY

Find a news story about a complex humanitarian crisis (for example, Syria). Consider the potential ethical dilemmas humanitarian workers may face, the possible actions they could take, and the possible consequences to each action.

SR3.7 DILEMMA SCENARIO 5 CLEVER COMPROMISES - NIIHA IN ACTION



The security situation during humanitarian missions is often volatile and unpredictable. In such cases, I am routinely urged by the host nation to accept military escorts and guards for relief distribution, mobile health clinics, establishing water and sanitation (WASH), etc.

- Why would host nations insist humanitarian organizations use military escorts?

As a representative of the Red Cross/Red Crescent Movement, it is my responsibility to protect the perception of independence and therefore, I repeatedly decline the use of military escorts and continue to deliver services under the protection of the Red Cross/Red Crescent emblems.

- Why would humanitarian organizations refuse military escorts?

In one context where the security situation was particularly challenging, I worked with the military Brigade Commander to find a compromise where we could fulfill our respective mandates – to deliver humanitarian assistance to those in need and to protect humanitarian actors.

- As the team leader, what actions might you take to ensure your humanitarian mission while at the same time respecting the principles of NIIHA (Neutral, Independent and Impartial Humanitarian Assistance)?

Every evening our team leaders would meet with the military to outline their travel routes, timings and venues. The military in turn would do threat assessments and discretely place detachments at strategic points so that in the event of a threat they would be able to respond immediately. Our Red Cross team leaders ensured they had reliable communications to the military and police. For all intents and purposes the military fulfilled the task of ensuring our security and we in turn protected the perception of independence.

- Do you agree or disagree with the team leader's decision? Why?

Source: *Reflections from a Canadian humanitarian worker.*
Refer to page 61 for review of ● red dot questions.

EXTENSION ACTIVITY

Invite students to read Eboukele Aka's quote regarding his mission in Afghanistan in 2010 (page 61). Consider what dilemmas might have arisen for Mr. Aka during his mission?

SR3.8 DILEMMA WORKSHEET

DILEMMA:		
PROBLEM:		
POSSIBLE ACTION:	REASON FOR CHOOSING IT:	REASON FOR NOT CHOOSING IT:
A:		
B:		
C:		
ACTION WE TOOK:	REASONS:	

TR 3.1 NEUTRAL, INDEPENDENT AND IMPARTIAL HUMANITARIAN ASSISTANCE

"Neutral, independent and impartial humanitarian action in situations of armed conflict and internal violence is at the heart of the ICRC's mandate and a fundamental part of its identity. The ICRC seeks dialogue with all actors involved in a given situation of armed conflict or internal violence as well as with the people suffering the consequences to gain their acceptance and respect. This approach generally gives us the widest possible access both to the victims of the violence and to the actors involved. It also helps to ensure the safety of our staff. In this way we are able to reach people on all sides of the frontlines in active conflict areas around the world such as Afghanistan, Colombia, Iraq, Somalia, Sudan and Sri Lanka."⁵³

Humanitarian assistance is a notion that is widely heard and used; a concept that has become all too familiar in a world where the intensity of disasters and the effects of armed conflict have resulted in great human suffering. However, what does humanitarian assistance mean? What is required to provide humanitarian assistance?

Humanitarian assistance, helping those in need, is a reflection of one's humanity, one's desire to be kind, to show compassion and be concerned with the human condition. Humanitarian assistance is defined as aid designed to alleviate human suffering, save lives and ensure and protect human dignity in times of crisis.⁵⁴ Humanitarian assistance includes many actions, from private donations to the work on the ground by various actors or groups. However, the desire to help the most vulnerable can be influenced by many factors creating complex and challenging situations.

For humanitarian assistance to best meet the needs of the most vulnerable, the principles of neutrality, independence and impartiality (NIIHA) are of paramount importance. They provide structure and serve as a foundation in complex and challenging situations. The Red Cross/Red Crescent Movement defines the principles as follows:⁵⁵

⁵³ ICRC, 2015

⁵⁴ Global Humanitarian Assistance, 2015

⁵⁵ IFRC, 2015

Neutrality: the Movement **may not take sides** in hostilities or engage at any time in controversies of a political, racial, religious or ideological nature.

“Libyan Red Crescent volunteers deliver medical supplies to all hospitals in the country, in all fighting areas. By being neutral and not taking sides in hostilities the Libyan Red Crescent has access to all areas of the country to bring help where needed.”⁵⁶



Libya: © Libyan Red Crescent

Independence: The Movement is independent...it **must always maintain its autonomy** so that they be able at all times to act in accordance with the principles of the Movement.

"Together with Movement partners, the Myanmar Red Cross Society, which supports humanitarian services of its government while always maintaining its autonomy and independence, provided critical assistance to the affected population. Having conducted its own assessment of needs the National Society distributed essential items such as rice, blankets, mats and lamps to those most in need."⁵⁶



Myanmar: © ICRC/Oscar Susanto

Impartiality: The Movement **makes no discrimination** as to nationality, race, religious beliefs, class or political opinions. It endeavours to relieve the suffering of individuals, being guided solely by their needs, and to give priority to the most urgent cases of distress.

“In Syria, the Syrian Arab Red Crescent (SARC) and the ICRC cross front lines to deliver aid impartially to all those affected by the conflict and engage in dialogue with all parties to the conflict. In cities like Aleppo, SARC volunteers impartially and devotedly help thousands of people every month – regardless of who they are – to cross the front lines between the eastern and western parts of the city.”⁵⁶



Syria: © Syrian Arab Red Crescent

⁵⁶ <http://ifrc-media.org/interactive/fundamental-principles/gallery-fundamental-principles/>

These principles, important as they are, can present their own challenges. Situations exist where humanitarians, beyond their control, may find it difficult to remain neutral, independent and impartial. In times of crisis, a humanitarian worker may not be able to access the most vulnerable because the government or a non-state actor is preventing access. Speaking out may have a detrimental effect on the humanitarian operation. Additionally, when the needs of one group are greater than the needs of another group, treating the most vulnerable may be perceived as an erosion of neutrality and impartiality. Finally, in the last decade lines have blurred between military groups and humanitarian actors. Some military activities have humanitarian components within their mission and the militarization of assistance can compromise the principles of neutrality, independence and impartiality.

The effects of disasters and the intensified horrors of armed conflict have resulted in a greater need for neutral, independent and impartial humanitarian assistance (NIIHA). In times of crisis, such as armed conflict, adhering to these principles can be challenging; it is imperative to remember the foundation of humanitarian assistance is the commitment to alleviate human suffering, save lives, ensure and protect human dignity. Maintaining NIIHA allows for greater access to those most in need and provides protections for humanitarian workers.

RESOURCES

International Committee of the Red Cross (ICRC) –www.icrc.org
Canadian Red Cross –www.redcross.ca/what-we-do/international-humanitarian-law
Pearson Peacekeeping Centre –<http://www.pearsoncentre.org/Home#&panel1-1>
The Gregg Centre –<http://www.unb.ca/fredericton/arts/centres/gregg/>
Historica Canada –www.historica.ca

REFERENCES

Geneva, SW: ICRC. Retrieved September 23, 2015 from: <https://www.icrc.org/eng/resources/documents/interview/neutral-intermediary-interview-070708.htm>.

Global Humanitarian Assistance: A Development Initiative. Defining Humanitarian Assistance. (2015). Retrieved September 17, 2015, from <http://www.globalhumanitarianassistance.org/data-guides/defining-humanitarian-aid>.

ICRC. (07-07-2008) The neutral intermediary role of the ICRC: At the heart of humanitarian action.

IFRC. (2015) Gallery: Our principles in action. Geneva, SW: IFRC. Retrieved December 30, 2015 from: <http://ifrc-media.org/interactive/fundamental-principles/gallery-fundamental-principles/>.

M4**MODULE 4:
DEALING WITH VIOLATIONS -
CANADIAN RESPONSES****INTRODUCTION**

In Module 3, students discovered why violations of international humanitarian law (IHL) may occur. They learned about the dilemmas faced by combatants and humanitarian workers during times of armed conflict. They also learned about the challenges of respecting IHL in contemporary times when it is difficult to distinguish between combatants and civilians and the challenges of NIHA.

Module 4 provides a Canadian example of breaches of IHL and how the Canadian government took action. Module 4 also provides an opportunity to learn about Canada's *Crimes Against Humanity and War Crimes Act*, and how Canada is committed to prosecuting those who are accused of committing crimes during armed conflict. The impact of 'shrinking humanitarian spaces' will also be explored. Dealing with violations is a key concept, and it is important that students understand the impacts and consequences of violating the rules of IHL.

OBJECTIVES

- To recognize that there are a number of ways of dealing with IHL violations.
- To recognize Canada's role in dealing with IHL violations.
- To understand how dealing—or not dealing—with IHL violations can affect the well-being of a society during and after armed conflict.

CONCEPTS

Implementation | Enforcement | Civilian / combatant distinction | Social pressure
War crime

SKILLS PRACTICED

Perspective taking | Identifying violations | Identifying consequences
Legal reasoning | Identifying solutions

TEACHER RESOURCES	STUDENT RESOURCES
TR 4.1 Legal Principles & Rules TR 4.2 Shrinking Humanitarian Spaces TR 4.3 Responding to Violations of IHL TR 4.4 Somalia 1992	SR 4.1 – The Somalia Inquiry SR 4.2 – Canada’s Commitment to International Humanitarian Law

TIME

One 60 minute session
Plus Extension Activities

TEACHER REFLECTION

What messages and narratives about justice do I communicate in my classroom? What perspectives do I overlook or omit?



KEY IDEAS

There are consequences for breaking the rules of IHL.

Efforts have been made at different times and at various levels to try and to punish those who violate international humanitarian law.

States must bring to trial and punish those who commit breaches of IHL, regardless of the nationality of the perpetrator or the victim, or where the crime took place.

4 DEALING WITH VIOLATIONS

1. WHAT SHOULD BE DONE WHEN THE LAW HAS BEEN BROKEN? 5 minutes

Begin the class discussion about what should be done when rules/laws are broken.

IF SOMEONE BREAKS	A SCHOOL RULE:	THE LAW:	THE RULES OF IHL:
WHAT HAPPENS?			
WHAT SHOULD HAPPEN?			
HOW DO YOUR ANSWERS DIFFER?			

Before proceeding, it is important students understand there is a difference between war crimes and domestic crimes. War crimes occur only during times of armed conflict. Domestic crimes occur any time the laws of a country are broken. It may be helpful to review Module 2 and the differences between IHL and Human Rights Law.

2. WHAT IS A WAR CRIME? 10 minutes

Resource: TR 4.1

This activity will familiarize students with the concept of war crimes, and the types of breaches of IHL that constitute war crimes.

Activity: Post 4 breaches of IHL on the board where all students can see them. Some examples:

- **BREACH:** Shooting civilians who are not participating in the armed conflict. [ANSWER: War crime.]
- **BREACH:** Misusing the Red Cross or Red Crescent emblem to trick the opposing side, which leads to injury or death of their combatants. [ANSWER: War crime.]
- **BREACH:** A commander of a prisoner-of-war camp failing to post a copy of the Geneva Conventions for prisoners to view. [ANSWER: A breach of IHL, but not a war crime.]
- **BREACH:** Attacking historic monuments. [ANSWER: War crime.]

Now ask the students to classify the listed actions into the following categories: **AGREE:** *It is a war crime.* **DISAGREE:** *It is not a war crime.* **NEUTRAL:** *It depends.* **NOT SURE.**

Designate each corner of the room as one of the categories (Agree, Disagree, Neutral, Not Sure) and for each scenario, ask the students to move to the corner that best corresponds to their line of thinking. This should stimulate good discussion about what constitutes a war crime, and why some breaches of IHL are war crimes and why others are not.

Resource: TR 4.2

Explores a contemporary issue - Shrinking Humanitarian Space - otherwise understood as a threat to health care. This resource can contribute to your discussions about the impact of violations of IHL and is useful for the additional explanations at the end of the module.

3. TRYING AND PUNISHING WAR CRIMES: 45 minutes**Resources: TR 4.1; TR 4.2; TR 4.3; SR 4.1**

Discuss the following IHL rule:

All States must establish laws to try and to punish those who commit grave breaches of the Geneva Conventions.

– Paraphrased from Article 49/50/128/146 common to the four Geneva Conventions

Activity A: Media Clips

The following section involves viewing media clips. To consider the credibility of media sources and encourage critical media literacy, invite students to consider the following questions while viewing the clips:

- How are news stories selected?
- How many different perspectives can you identify?
- Are some viewpoints covered more thoroughly than others? Are some view points omitted?
- What are some questions you could ask to gain more information about different perspectives?

Have students watch the clip (2:36) from the CBC Archives, "Canadian soldiers under investigation" (www.cbc.ca/archives/entry/canadian-soldiers-under-investigation/). They should consider the following questions while watching the video:

- What are the soldiers accused of having done?
- Which rules of IHL have they allegedly broken?
- What can happen if the military or government tries to cover up or hide a situation like this from public view?

Now have the students watch a second clip (2:18) from the CBC Archives, "The sentencing of Private Kyle Brown" (www.cbc.ca/archives/entry/the-sentencing-of-private-kyle-brown/).

- What was Private Kyle Brown accused of having done?
- What was his punishment?
- Did you learn anything about the Canadian government's response to the accusations against other soldiers?

Resource: SR 4.1

After watching the clips, distribute the Somalia Inquiry – [SR 4.1]. Invite students to reconsider the questions posed. Does their perspective change? Is there new or different information presented? What recommendations would they add to the Commission’s recommendations?



The Canadian Forces made significant changes to improve training and understanding of IHL as a result of the Somalia Inquiry. Invite students to research about the Canadian Forces training in IHL.

Using the media clips and the Somalia Inquiry text, invite students in small groups to consider the responsibilities of the following groups towards dealing with violations of IHL:

- Commanders of armed forces or groups.
- The government.
- The courts.

Activity B:**Resource: SR 4.2**

Have students read SR 4.2 and answer the following questions:

- Why does Canada have the jurisdiction and responsibility to prosecute war crimes or crimes against humanity committed abroad?
- What message did the Munyaneza trial send? What about Canada’s *War Crimes and Crimes Against Humanity Act*?
- How do you think members of Canada’s Tutsi community felt after the verdict? How do you think members of Canada’s Hutu community felt after the verdict?

4. CLOSE: 5 minutes

Remind students that judicial options are not the only options for dealing with violations of IHL. Elicit ideas from students about what they feel ordinary citizens can do to heal the wounds of war.

If you would like to take this lesson further, you are encouraged to explore Module 4 of the ICRC *Exploring Humanitarian Law* curriculum.⁶³

⁶³ International Committee of the Red Cross. (2009). *Exploring humanitarian law: Resource pack for teachers*. Geneva, SW: International Committee of the Red Cross.

EXTENSION ACTIVITIES

- There are clips on the CBC Archives page, “The Somalia Affair”, that give further insight into the role and the position of the military and the Canadian government, as well as an introduction to some of the others who were accused. Explore the clips from a critical literacy perspective.
- Do a role play that could include a mock trial, where Canadian soldiers are accused of grave breaches of IHL in Somalia. Students would need to do significant research into the Somalia Affair before proceeding. A good resource for this is the *Report of the Somalia Commission of Inquiry*.
- Choose newspaper articles that discuss breaches of IHL during various armed conflicts. Ask students to identify the breaches and try to determine which of the breaches are war crimes. Explore the stories using other documents.
- Research the Munyaneza trial in greater depth. How did Canada gather the evidence to prosecute him?
- Write the story of someone (real or imaginary) who was the victim of a war crime. Cast your story as a first-person narrative. Describe the war crime (who was involved, who suffered, who else was affected, and so on). Give the victim’s reasons for wanting a particular type of court to prosecute those who are alleged to have committed the crimes. Present the character’s story in writing or as an oral monologue. Use information from the student resources of this exploration. Draw on a range of resources such as the news media, documentaries, and first person accounts, if possible.

EXTENSION ACTIVITIES

#1 SHRINKING HUMANITARIAN SPACE: EXPLORING PERSPECTIVES



© ICRC/Vanesian, Hagop

LARGE GROUP DISCUSSION

- ❖ What does the term "*Humanitarian Space*" mean to you?
- ❖ Why is it important to **protect** space for humanitarian action (for example, providing medical care to the sick and wounded during armed conflict)?
- ❖ View the following images one-at-a-time and consider:
 - Who and what do you see?
 - What is the mood of the picture?
 - What is happening in the pictures? Make a list of possibilities. Consider both human and environmental aspects, and the interconnections between the two.
 - Create a caption for each photo and discuss with classmates.



© Kathryn Janzen/IFRC



© ICRC/K. Holt/af-e-01647

EXTENSION ACTIVITIES



© ICRC/Vanesian, Hagop



© Kathryn Janzen/IFRC



© ICRC/K. Holt/af-e-01647

- ❖ View the full version of the images (one-at-a-time).
 - How does viewing the whole picture change the story?
 - What concerns are raised by the image?
 - Do the pictures show any violations of IHL?
 - How are civilians/children/health care workers affected?
 - How is the environment affected?
 - What are some of the short term impacts on the individual/community/country?
 - What should be done to protect civilians/children/health care workers from violations of IHL?
 - Create a new caption for each photo and discuss with classmates.

Image #1

Children playing around in the rubble of their neighbourhood, which has been the scene of intense clashes. Aleppo, Syria 2015

Image #2

Conrad Sauvé, Canadian Red Cross Secretary General (on the right) in front of an ambulance hit by shrapnel from an IED. He is pictured with the gentleman who was driving at the time. Syria 2014

Image #3

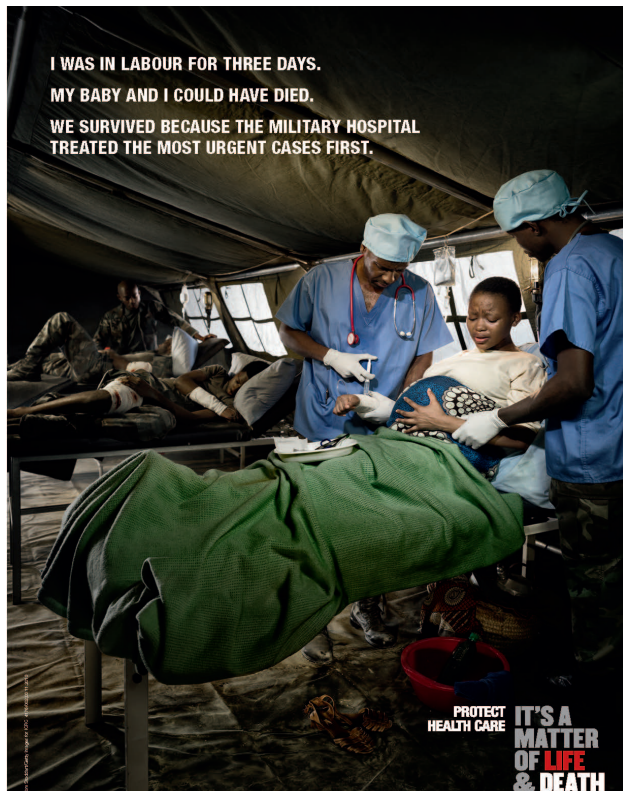
It took four days for this mother to reach one of the few hospitals where her child, suffering from severe diarrhea, could be treated. The condition of the child had worsened considerably by the time they reached the hospital. Afghanistan 2010

EXTENSION ACTIVITIES

#2 PROTECTING THE EMBLEM



© ICRC



© ICRC

Violations of IHL

- ❖ Why is it important to protect health workers and health facilities during armed conflict?
- ❖ View the image to the left and create a list of some of the consequences of violence directed toward health workers (e.g. doctors and nurses) and health facilities (e.g. hospitals)?
- ❖ Discuss the ways in which people are put at risk due to lack of respect for **IHL** (the rules of war).
- ❖ In small groups, discuss what should be done if IHL is violated and humanitarian space is not protected.

Protections Under IHL

- ❖ View the images below and create a list of the ways in which people are protected under **IHL** (*the rules of war*).
- ❖ Together, create a definition of "**Shrinking Humanitarian Space**".
- ❖ In small groups, discuss strategies for promoting respect for IHL and the protection of "**Humanitarian Space**".



© ICRC

TR 4.1 LEGAL PRINCIPLES AND RULES

War crimes occur in armed conflict and are defined under international humanitarian law (IHL). “Genocide” and “crimes against humanity” may also be committed during armed conflict which are also breaches of the rules of IHL, but they are not categorized as war crimes as they may also happen during peace time. However, all three – war crimes, genocide, and crimes against humanity – may be tried by both national and international courts.

A **war crime** is a grave breach of the Geneva Conventions or Additional Protocol I, and all the acts that can be a war crime are listed in Article 8 of the Rome Statute. Grave breaches are outlined in each of the four Geneva Conventions and Additional Protocol I, but they are generally those which cause loss of life or lead to undue suffering (e.g. torture, conscription of child soldiers, attacks on someone or something that is not a military objective). States have a particular responsibility to prosecute war crimes.⁶⁴ Just as a reminder, not all breaches of IHL are considered war crimes.

Genocide is defined in Article II of United Nations Convention on the Prevention and Punishment of the Crime of Genocide as “intentional destruction of a national, ethnic, racial and religious group, in whole or in part.”⁶⁵ The term “genocide” is not used in the Geneva Conventions or in their Additional Protocols, although such acts (e.g. killing of civilians) may constitute war crimes under IHL.⁶⁶ Genocide is listed in Article 6 of the Rome Statute.

Crimes against humanity are widespread or systematic attacks against a civilian population. There is a long list of what may be considered a crime against humanity, and some examples are murder, torture, rape, enslavement, deportation or forcible transfer of a portion of a population, or other acts of a similar nature that cause intentional suffering.⁶⁷ Like genocide, crimes against humanity may constitute war crimes under IHL, but because they may also occur during peace time, they are considered separately from war crimes. Crimes against humanity are listed in Article 7 of the Rome Statute.

Crimes of Aggression: IHL is not concerned with the legality of the war, but with the conduct of the parties waging the war. Acts of aggression are regulated by different international law, in particular the United Nations Charter, which defines when states may use force against one another.⁶⁸

 **NOTE**

"Although it is not part of IHL, the crime of aggression will be considered by the International Criminal Court in 2017. It states that aggression involves "the planning, preparation, initiation or execution of an act of using armed force by a State against the sovereign territorial integrity or political independence of another State."⁶⁹

⁶⁴ Module 4 (2011). *Justice and Fairness: Exploring Justice and Fairness as Part of International Humanitarian Law* (The British Red Cross and Allen & Overy LLP). London: England.

⁶⁵ Schabas, William A. (2008). Introduction: Convention on the Prevention and Punishment of the Crime of Genocide. In *Audiovisual Library of International Law*. Retrieved August 16, 2013 http://untreaty.un.org/cod/avl/pdf/ha/cppcg/cppcg_e.pdf

⁶⁶ Module 4 (2011). *Justice and Fairness: Exploring Justice and Fairness as Part of International Humanitarian Law* (The British Red Cross and Allen & Overy LLP). London: England

⁶⁷ Duhaime, L. (n.d.). Crimes Against Humanity Definition. In *Duhaime.org - Bringing Legal Information To The World*. Retrieved November 30, 2011, from <http://www.duhaime.org/LegalDictionary/C/CrimesAgainstHumanity.aspx>

⁶⁸ Module 4 (2011). *Justice and Fairness: Exploring Justice and Fairness as Part of International Humanitarian Law* (The British Red Cross and Allen & Overy LLP). London: England.

⁶⁹ www.icc-cpi.int Website for International Criminal Court - About the Court - Frequently Asked Questions

TR 4.2

SHRINKING HUMANITARIAN SPACE

BACKGROUND

Humanitarian Space, also referred to as the space of freedom for humanitarian action, has become increasingly compromised.

In conflicts and upheavals worldwide, violence disrupts health care services when they are needed most. Civilians and fighters die of injuries that they should survive because they are prevented from receiving the timely medical assistance to which they have a right. Violence, both actual and threatened, against the wounded and the sick, and against health care facilities and personnel, is a crucial yet overlooked humanitarian issue today. An overriding problem is the widespread lack of respect for the law by parties to conflicts.⁵³

According to International Humanitarian Law (IHL), (i.e. the Geneva Conventions of 1949 and the Additional protocols), health care facilities and health care workers are to be protected. Unfortunately these protections are not always respected. The “lack of safe access to health care is causing untold suffering to millions of people.”⁵⁴

Between January 2012 and December 2014, the ICRC conducted a study to record violent incidents impacting health care during armed conflict and other humanitarian emergencies. The following infographic represents incidents of violence towards health care in 11 countries between 2012-2014.



55

The key findings of the ICRC report included:⁵⁶

- ❖ The majority of incidents “occurred against, inside or within” health care **facilities**;
- ❖ Many incidents occurred “**on the way to and from** health care facilities”, for example at checkpoints;
- ❖ **health care personnel** were “particularly affected by threats and by deprivation of liberty.”

⁵³ ICRC (April, 2013)

⁵⁴ ICRC (May, 2013)

⁵⁵ ICRC (April, 2015)

⁵⁶ ICRC (2015) p. 1-2

A single act of violence that damages a hospital or kills health care workers has a knock-on effect, depriving many patients of treatment they would otherwise have received from the facility or workers in question. The killing of six ICRC Red Cross nurses [including a Canadian] in Novye Atagi, Chechnya, on 17 December 1996, deprived an estimated 2,000 war-wounded per year of needed surgical care. The effect on the wounded and sick of just one violent incident directed against medical personnel or facilities may be felt by hundreds or even thousands of people.⁵⁷

In another study conducted by the ICRC in 2012, over 921 incidents of violence were recorded affecting health care in 22 countries.⁵⁸ “These incidents involved the use or threat of violence against health care personnel, the wounded and the sick, health-care facilities and medical vehicles.”⁵⁹

Local health care providers were the most affected, accounting for 91% of all incidents and health care staff made up 60% of those affected.⁶⁰ Beyond recording incidents of violence, the ICRC has identified two alarming trends: “follow-up attacks” targeting first aid responders; and violent interruptions during vaccination campaigns.⁶¹

Customary international humanitarian law (i.e., practices generally accepted as law) leaves no doubt that parties to both international and non-international conflicts must allow and facilitate the rapid and unimpeded passage of humanitarian relief, which is impartial in character and conducted without any adverse distinction, subject to their right of control. They must also ensure the freedom of movement of authorised humanitarian relief personnel so the relief can be given to those in need.

Clear distinctions between the role of humanitarian actors and the military are essential to protecting humanitarian space.

SOURCES

ICRC. (2015). Violent incidents affecting the delivery of health care: Health care in danger January 2012 to December 2014. Geneva, SW: ICRC.

ICRC. (April, 2015). Health care in danger report: The untold suffering. Geneva, SW: ICRC. Retrieved from: <https://www.icrc.org/en/document/health-care-danger-what-will-it-take>

ICRC. (2013). Violent incidents affecting health care: Health care in danger January to December 2012. Geneva, SW: ICRC.

ICRC. (May, 2013). Health care in danger: The human cost. Geneva, SW: ICRC. Retrieved from: <https://www.icrc.org/eng/resources/documents/film/2013/av007a-health-care-in-danger-the-human-cost.htm>

ICRC. (May, 2013). Safeguarding health care. Geneva, SW: ICRC. Retrieved from: <https://www.icrc.org/eng/resources/documents/film/2013/av007a-health-care-in-danger-the-human-cost.htm>

ICRC. (April, 2013). Safeguarding health care. Geneva, SW: ICRC. Retrieved from: <https://www.icrc.org/eng/what-we-do/safeguarding-health-care/problem/2013-04-25-hcid-problem-essentials.htm>

ICRC. (2012). Health care in danger: Questions and answers. Geneva, SW: ICRC. Retrieved from: <https://www.icrc.org/eng/resources/documents/faq/health-care-in-danger-faq-2011-08-05.htm> (September 23, 2015)

Wagner, J. G. (2006). ICRC perspectives on humanitarian space. Geneva, SW: ICRC. Retrieved from: <http://odihpn.org/magazine/an-ihlicrc-perspective-on-%C2%91humanitarian-space%C2%92/>

⁵⁷ ICRC (2012)

⁵⁸ ICRC (2013)

⁵⁹ ICRC (2013) p. 1

⁶⁰ ICRC (2013) p. 1

⁶¹ ICRC (2013) p. 1

⁶² Wagner (2006)

TR 4.3 RESPONDING TO VIOLATIONS OF IHL

Judicial: A range of courts and tribunals are responsible for ensuring that violations of IHL are tried. They span from national courts, including a country's military justice system, to international courts. Examples of international courts are the Nuremberg and Tokyo trials after World War II, *ad hoc* international criminal tribunals – such as the International Criminal Tribunal for the former Yugoslavia (ICTY), and the permanent International Criminal Court (ICC). States have an obligation to try those in their country accused of having committed grave breaches of IHL. For example, Canada now has the *War Crimes and Crimes Against Humanity Act*. The international courts are an option when States are unable or unwilling to try those accused.

Non-judicial: It is a reality that not all perpetrators of war crimes will be prosecuted. This may be due to time constraints, fiscal considerations, lack of human resources, political relationships or a combination of these and other factors. As a result, governments of countries involved in conflicts have been known to offer non-judicial services in a bid to help victims and to bring about justice. These are meant to complement judicial processes, with a focus on the victim. Examples of non-judicial alternatives include reparative processes which seek to compensate victims for their losses and repair injury done to them. Fact-seeking processes investigate violations of IHL and other human rights violations, and seek to help societies confront the past and prevent atrocities from happening again. Reconciliatory processes seek to reconcile perpetrators with victims and their families.⁷⁰

“... I think it's very important to understand it's a process whereby if we are successful, we will assist a people in letting go of what it believes to be its war heroes, by exposing them as criminals ... This is critically important I think for the long-term establishment of peace, on both sides of the victims of war crimes committed during the conflict, who could feel that there's no need to pass on to the next generation their need for revenge, that their victimization has been recognized. It's finished, that chapter is finished. And particularly when we talk about the crimes committed by leaders. They tend to taint their supporters, the people who elected them, or voted for them, or supported them politically. It's important to permit these people to recognize that they made a very serious error in judgment. In electing these people, they have to let go of them as national heroic figures.”

Louise Arbour, Chief Prosecutor of the ICTY

⁷⁰ Module 4: Dealing with Violations. (2009). *Exploring Humanitarian Law* (The International Committee of the Red Cross). Geneva: Switzerland.

⁷¹ The World's Most Wanted Man. (1998, May 26). In *PBS: Frontline*. Retrieved December 16, 2011, from <http://www.pbs.org/wgbh/pages/frontline/shows/karadzic/interviews/arbour.html>

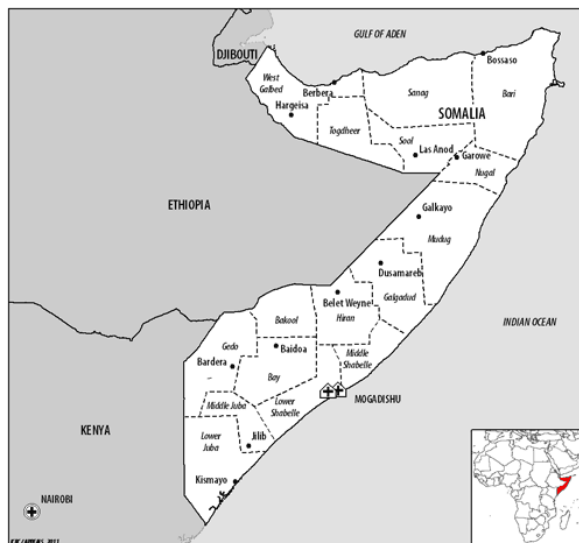
TR4.4 SOMALIA 1992

On December 5th, 1992, 900 Canadian soldiers landed in Somalia to establish a secure environment for the delivery of humanitarian aid by non-governmental organizations and to assist in the rebuilding of essential civilian infrastructure. Before Operation Deliverance and arrival of the troops, it was estimated that as many as 300,000 people had died in the previous 12 months, and at least 1.5 million more were immediately at risk of dying. UN reports estimated that approximately 4.5 million Somalis – over half the estimated population, the majority of whom lived in rural parts of the country – were suffering from severe malnutrition and related diseases. Hundreds of thousands more were forced to flee their homes. The country was in urgent need of humanitarian assistance.

Somalia occupies a strategic position in the Horn of Africa. In addition to ties with other African countries, it has close religious and historical links with the Arab and Islamic world and has a seat in both the Organization of African Unity (OAU) and the Arab League. At the time of the arrival of the Canadian Airborne Regiment Battle Group (CARBG), Somalia had a population of approximately six million, including refugees.

Years of political upheaval, combined with the effects of civil war and a severe drought had created havoc.

Although Western media reduced the complexity of the war (in the 1990s) to clan conflict, the situation also involved a power struggle between General Aideed and Mohammed Ali Mahdi, as well as conflict among groups of heavily armed, impoverished boys and men. In mid-December 1991, prompted by harsh criticism from the International Committee of the Red Cross and the U.S. State Department, the United Nations sent Under-Secretary General James Jonah to Somalia. This led to an arms embargo on Somalia and encouraged member countries of the UN to provide humanitarian aid.



In April 1992, the first formal UN operation to provide humanitarian assistance to Somalia was established, and Canada was approached to participate in the UN operation. On the same day, the United States formally assumed the leadership of the Unified Task Force (UNITAF), the Government of Canada announced it would contribute to the US-led operation in Somalia. Originally, Canada was to have participated in a traditional Chapter VI peacekeeping-type operation in support of humanitarian relief distribution in the northern area of Somalia around Bossasso. Now it was to participate in a Chapter VII mission that authorized the use of force to accomplish the goals of the mission.

While in Somalia, the CARBG engaged in substantial humanitarian activities, including repairing over 200 kilometers of roads; training 272 teachers; providing potable water to refugees in the area; repairing approximately 20 wells and many generators in a number of villages; and destroying ammunition, mines and explosives scattered around local villages and the town of Belet Huen. Despite CARBG's participation in these and other humanitarian activities, the mission's positive contributions were overshadowed by several brutal incidents. During the mission in Somalia, several Somalis were injured and killed by Canadian Forces personnel.⁷²

⁷² Eggleton, A. (Hon.) (1997) Report of the Somalia Commission of Inquiry. In *Minister of Public Works and Government Services Canada*. Retrieved August 16, 2013, from <http://qspace.library.queensu.ca/handle/1974/6881>.

SR 4.1 THE SOMALIA INQUIRY

Following these deaths in Somalia in 1993, a public inquiry was called. The following excerpts are from the Report of the Somalia Commission of Inquiry:

From its earliest moments the operation went awry. The soldiers, with some notable exceptions, did their best. But ill-prepared and rudderless, they fell inevitably into the mire that became the Somalia debacle. As a result, a proud legacy was dishonoured.

Systems broke down and organizational discipline crumbled. Such systemic or institutional faults cannot be divorced from leadership responsibility, and the leadership errors in the Somalia mission were manifold and fundamental: the systems in place were inadequate and deeply flawed; practices that fueled rampant careerism and placed individual ambition ahead of the needs of the mission had become entrenched; the oversight and supervision of crucial areas of responsibility were deeply flawed and characterized by the most superficial of assessments; even when troubling events and disturbing accounts of indiscipline and thuggery were known, there was disturbing inaction, or the actions that were taken exacerbated and deepened the problems; planning, training and overall preparations fell far short of what was required; subordinates were held to standards of accountability by which many of those above were not prepared to abide. Our soldiers searched, often in vain, for leadership and inspiration.

Many of the leaders called before us to discuss their roles in the various phases of the deployment refused to acknowledge error. When pressed, they blamed their subordinates who, in turn, cast responsibility upon those below them. They assumed this posture reluctantly - but there is no honour to be found here - only after their initial claims, that the root of many of the most serious problems resided with “a few bad apples”, proved hollow.

We can only hope that Somalia represents the nadir of the fortunes of the Canadian Forces. There seems to be little room to slide lower. One thing is certain, however: left uncorrected, the problems that surfaced in the desert in Somalia and in the boardrooms at National Defence Headquarters will continue to spawn military ignominy. The victim will be Canada and its international reputation.

In our report, we make hundreds of findings, both large and small, and offer 160 recommendations. While what we propose is not a blueprint for rectifying all that ails the military, if the reforms we suggest are conscientiously considered and acted on with dispatch, we believe that the healing process can begin.

1. *The Minister of National Defence report to Parliament by June 30, 1998 on all actions taken in response to the recommendations of this Commission of Inquiry.*
2. *The transcripts of our proceedings, as amplified and illuminated by the credibility findings in this report, be examined comprehensively by appropriate authorities in the Department of National Defence and the Canadian Forces, with a view to taking appropriate and necessary action with regard to witnesses who by their actions and attitude flouted or demeaned:
 - a. *their oath or solemn affirmation;*
 - b. *their military duty to assist the Inquiry in its search for the truth in the public interest;*
 - c. *the trust and confidence of Canadians in them; or*
 - d. *the officer's commission scroll, which expresses Her Majesty's special trust and confidence in a Canadian officer's loyalty, courage and integrity.**
3. *Save for those individuals who have been disciplined for actions in relation to the deployment, all members of the Canadian Forces who served in Somalia receive a special medal designed and designated for that purpose.⁷³*

⁷³ Report of the Somalia Commission of Inquiry. (1997). Minister of Public Works and Government Services Canada.

SR4.2 CANADA'S COMMITMENT TO INTERNATIONAL HUMANITARIAN LAW

BACKGROUND

The idea of an international criminal court was not a novel concept as it was very much discussed in light of the war crimes and crimes against humanity committed during the Second World War. However, it was not until the mid 1990s that the reality of and need for such a court became more evident with the creation of two *ad hoc* international criminal tribunals — Former Yugoslavia ICTY & Rwanda ICTR — and a growing number of conflicts and allegations of war crimes and crimes against humanity occurring around the world. As a result, the 1998 Rome Statute created an international criminal court with jurisdiction to prosecute the most serious violations of international law: genocide, war crimes, crimes against humanity and the crime of aggression.

Canada's commitment to International Humanitarian Law to fulfill its State duties and responsibilities, led to strong support of the International Criminal Court (ICC). Canada supported the notion and development of the ICC and undertook many roles to strengthen its presence. For example, Canada chaired a coalition of States to motivate wider international support; generated support for the ICC through extensive lobbying; contributed to a United Nations Trust Fund to enable lesser developed countries to participate in ICC negotiations; helped in funding NGOs so that the ICC process would benefit from their unique perspectives; and finally, Philippe Kirsch, a Canadian judge and diplomat, chaired the Committee of the Whole at the Diplomatic Conference in Rome and served the court from 2003-2006. Canada signed the Rome Statute on December 18, 1998.⁷⁴

Not only did Canada mobilize international support for the court, Canada was the first country in the world to adopt domestic legislation implementing the Rome Statute. In June 2000, in line with the obligations stated by the Rome Statute, Canada amended its *Criminal Code*. The amendments allowed Canada to officially criminalize genocide, crimes against humanity, and war crimes based on international law. Canada ratified the Rome Statute in July 2000.⁷⁵

⁷⁴ Government of Canada. (2013, June 17). Canada and the Court. *Department of Foreign Affairs and International Trade*. Retrieved August 16, 2013, from <http://www.international.gc.ca/court-cour/index.aspx>

⁷⁵ Government of Canada. (2013, April 30) Canada's Crimes Against Humanity and War Crimes Act. *In Department of Foreign Affairs and International Trade*. Retrieved August 16, 2013, from <http://www.international.gc.ca/court-cour/index.aspx>

October 29, 2009 signifies an important date for Canadian law and its ability to uphold principles of International Humanitarian Law and International Criminal Law practices, as Désiré Munyaneza was the first person tried under Canada's *Crimes Against Humanity and War Crimes Act* of 2000.

In 1997, Désiré Munyaneza fled Rwanda and sought refugee status in Canada arguing that he would be persecuted by Rwanda's Tutsi government were he to return. His request was denied due to his suspected involvement in the genocide of 1994, and in October 2005, he was charged under Canada's *Crimes Against Humanity and War Crimes Act*. Désiré Munyaneza was accused of being one of the leaders of the Interahamwe, a militia group who targeted Tutsis and moderate Hutus, in Butare, Rwanda. As an Interahamwe leader he was responsible for giving orders, which were in breach of International Humanitarian Law.

Munyaneza was found guilty of seven charges under the Act, including genocide, crimes against humanity and war crimes.⁷⁶

⁷⁶ Désiré Munyaneza. (2010, February 15). In *Canadian Lawyers for International Human Rights*. Retrieved November 16, 2011, from <http://clair.ca/wordpress/2010/02/desire-munyaneza/>

REFERENCES

Désiré Munyaneza (2010, February 15) In Canadian Lawyers for International Human Rights. Retrieved November 16, 2011 from <http://clair.ca/wordpress/2010/02/desire-munyaneza/>

Duhaime, L. (n.d.) Crimes against Humanity Definition. In Duhaime.org - Bringing Legal Information to the World. Retrieved November 30, 2011, from <http://www.duhaime.org/LegalDictionary/C/CrimesAgainstHumanity.aspx>

Eggleton, A. (Hon.) (1997) Report of the Somalia Commission of Inquiry. In Minister of Public Works and Government Services Canada. Retrieved August 16, 2013, from <http://qspace.library.queensu.ca/handle/1974/6881>

Government of Canada (2013, April 30) Canada's Crimes against Humanity and War Crimes Act. In Department of Foreign Affairs and International Trade. Retrieved August 16, 2013 from <http://www.international.gc.ca/court-cour/war-crimes-guerres.aspx>

Government of Canada (2013, June 17) Canada and the Court. Department of Foreign Affairs and International Trade. Retrieved August 16, 2013 from <http://www.international.gc.ca/court-cour/index.aspx?lang=eng>

ICRC (2012) Health care in danger: Questions and answers. Geneva, SW: ICRC. Retrieved from: <https://www.icrc.org/eng/resources/documents/faq/health-care-in-danger-faq-2011-08-05.htm> (September 23, 2015)

ICRC (2013) Violent incidents affecting health care: Health care in danger January to December 2012. Geneva, SW: ICRC.

ICRC (2015) Violent incidents affecting the delivery of health care: Health care in danger January 2012 to December 2014. Geneva, SW: ICRC.

ICRC (April, 2013) Safeguarding health care. Geneva, SW: ICRC. Retrieved from: <https://www.icrc.org/eng/what-we-do/safeguarding-health-care/problem/2013-04-25-hcid-problem-essentials.htm>

ICRC (April, 2015) Health care in danger report: The untold suffering. Geneva, SW: ICRC. Retrieved from: <https://www.icrc.org/en/document/health-care-danger-what-will-it-take>

ICRC (May, 2013) Health care in danger: The human cost. Geneva, SW: ICRC. Retrieved from: <https://www.icrc.org/eng/resources/documents/film/2013/av007a-health-care-in-danger-the-human-cost.htm>

ICRC (May, 2013) Safeguarding health care. Geneva, SW: ICRC. Retrieved from: <https://www.icrc.org/eng/resources/documents/film/2013/av007a-health-care-in-danger-the-human-cost.htm>

Maps: Somalia (2011, August 2) In International Committee of the Red Cross (ICRC). Retrieved November 27 2011 from <http://www.icrc.org/eng/resources/documents/map/map-somalia.htm>

Module 4 (2009) Dealing with Violations (2009) Exploring Humanitarian Law (The International Committee of the Red Cross). Geneva: Switzerland.

Module 4 (2011) Justice and Fairness: Exploring Justice and Fairness as Part of International Humanitarian Law (The British Red Cross and Allen & Overy LLP). London: England.

Rwandan war crimes suspect makes court appearance in Montreal. (2005, October 20). In CBC News: Canada. Retrieved November 15, 2011 from <http://www.cbc.ca/news/canada/story/2005/10/20/munyaneza051019.html>

Schabas, William A. (2008) Introduction: Convention on the Prevention and Punishment of the Crime of Genocide. In Audiovisual Library of International Law. Retrieved August 16, 2013 http://untreaty.un.org/cod/avl/pdf/ha/cppcg/cppcg_e.pdf

The Somalia Affair (n.d.) In CBC Archives. Retrieved November 27, 2011 from http://archives.cbc.ca/war_conflict/peacekeeping/topics/723/

The World's Most Wanted Man (1998, May 26) In PBS: Frontline. Retrieved December 16, 2011 from <http://www.pbs.org/wgbh/pages/frontline/shows/karadzic/interviews/arbours.html>

Wagner, J. G. (2006) ICRC perspectives on humanitarian space. Geneva, SW: ICRC. Retrieved from: <http://odihpn.org/magazine/an-ihlicrc-perspective-on-%C2%91humanitarian-space%C2%92/>

M5 MODULE 5: RESPONDING TO THE CONSEQUENCES OF ARMED CONFLICT

INTRODUCTION

Module 4 examined how violations of international humanitarian law are treated. Module 5 focuses on consequences of conflict through the topic of displacement.

The exploration provides students with the opportunity to consider and compare the impact of conflict-induced displacement in an international context, and non-conflict induced displacement in a Canadian context. By comparing the perspectives of characters in each situation, students will appreciate the similarities and differences between conflict and non-conflict induced displacement. As well, students will have the chance to consider how a community's existing resources and skills contribute to both their short-term and long-term survival, and the various barriers they may face in achieving security.

Students will then consider the challenges faced by humanitarian organizations in meeting the needs of displaced peoples. Students will appreciate the complexity and interconnectedness of the community's needs. As well, students may recognize the importance of overarching themes such as protection, the environment, gender, and accessibility. This exploration introduces the concepts of displacement, basic needs, and protection.

In addition to the core module exploring displacement, two extension activities are included to explore neglected crises and maternal, newborn and child health (MNCH) in the context of armed conflict.

OBJECTIVES

- To understand the consequences of war through the lens of displacement, neglected crises, and MNCH.
- To understand what effort is needed to respond to displacement, including conducting a gender analysis.
- To appreciate dilemmas faced by humanitarian organizations.
- To understand the unique needs of infants, children and women during and following armed conflict.

CONCEPTS

Protection | Basic Needs | Non-material needs | Refugees and other displaced persons
Neglected Crises | MNCH | Gender equality

In all modules:

Human dignity | Dilemmas | Consequences | Multiple perspectives

SKILLS PRACTICED

Perspective taking | Estimating scope | Problem analysis | Tracing consequences
Critical media literacy

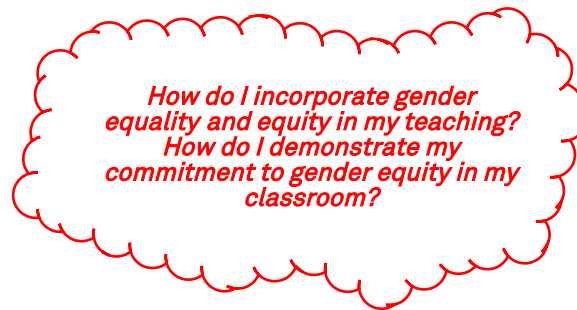
TEACHER RESOURCES	STUDENT RESOURCES
TR 5.1 Operation Parasol TR 5.2 Neglected Crises: Understanding the Complexities and the Needs TR 5.3 Maternal, Newborn, and Child Health (MNCH): Understanding the Complexities and the Needs	SR 5.1 Perspectives on Displacement SR 5.2 Neglected Crises: Creating Graphic Comics to Tell the Story SR 5.3 Humanitarian Assistance: Focus on Maternal, Newborn and Child Health (MNCH)

TIME

One 60 minute session.

Plus Extension Activities exploring Maternal, Newborn and Child Health (MNCH) and Neglected Crises.

TEACHER REFLECTION



5

**RESPONDING TO THE CONSEQUENCES
OF ARMED CONFLICT****1. THE IMPORTANT PARTS OF YOUR LIFE: 5 minutes**

Ask participants to write 5-8 'things' that are very important in their lives—people, activities, possessions—on a piece of paper. Then ask them to cross out a few at random—say, second, third, and sixth. Ask students:

- How would you be affected if these parts of your life were taken away in an instant?

Draw out a few responses from participants. This is the reality for people during natural disasters and conflict – and we will be exploring the consequences of conflict and non-conflict induced displacement today.

2. THE CONSEQUENCES OF CONFLICT & NON-CONFLICT INDUCED DISPLACEMENT:

20 minutes

Ask students to share situations of displacement that they know about in the world. Ask students if they know of examples of displacement in Canada (i.e. floods, house fires, forest fires, other disasters). Invite students to consider the possible causes of displacement in the examples mentioned.

Using the photo collage SR 3.1 from Module 3, ask students to consider the needs of the people in the photos.

- What needs might arise for people living in the communities in the photos?
- What resources and supports may the people in these photos need?
- Do the needs/supports differ for people displaced by conflict vs. disaster?
- Do certain people/populations require special considerations for support (for example: women, children, elderly)?
- What resources/strategies are required to consider sustainable practices that respect the integrity of the environment?

Read Operation Parasol – TR 5.1. Revisit the previous questions. Do their responses change? Questions to guide the discussion may include:

- Are there needs that were not previously discussed? If so, why were these overlooked?
- What barriers are unique to conflict-induced displacement and why?
- What needs are unique to the displaced peoples and why?
- What needs are unique to the humanitarian volunteers and why?

REFUGEES are people who have fled their country for fear of being persecuted because of their race, ethnicity, religion, political opinion or membership in a particular social group. This includes people fleeing an armed conflict, generalized violence or massive violations of human rights. People who are forced to leave their homes for similar reasons but who remain in their own countries are known as 'internally displaced persons.'

UNHCR

**NOTE**

It may be useful to explain not all people who are displaced are refugees. A refugee is specifically defined in International Law. See the definition above. Students may explore the website of the UN Refugee Agency (UNHCR) for more information.

3. DISPLACEMENT & SPECIAL CONSIDERATIONS: 15 minutes

Select two scenarios: an international, conflict-caused situation of displacement (ex. Operation Parasol) and a Canadian non-conflict-caused situation of displacement (ex. Slave Lake or an event in your community). Divide the class into groups of 4-5 students. Assign each group one of the following characters and scenarios:

- Girl aged 10, displaced by conflict, international;
- Female farmer and mother, displaced by conflict, international;
- Surgeon with International Committee of the Red Cross, working in displaced-persons camp, international;
- Female community leader, displaced by disaster, Canada;
- Volunteer with Canadian Red Cross, in displaced community in Canada;
- Male youth aged 16, displaced by disaster, Canada;
- or any other character.

Invite students to create additional qualities/characteristics of their character and complete the Student Resource SR 5.1 worksheet “Perspectives on Displacement.”



Note: It is useful to include at least one group from the Canadian context to compare the impact of displacement.

In the summer of 2011, over 1500 people were affected by wildfires in Slave Lake, Alberta. The Canadian Red Cross responded by providing housing, food, household goods, medical and school supplies, and more. 345 staff and volunteers responded to meet the needs of Slave Lake residents .

Groups share findings and discuss similarities and differences based on the perspective of their character and the nature/cause of the displacement. Questions to consider:

- What are the similarities and differences between the Canadian and international scenarios?
- Were you surprised by any needs/wants/resources/barriers?
- Who should be responsible for helping people displaced from their home/community? In Canada? Internationally?
- How is the environment connected to population movement, particularly forced migration (refugees and internally displaced people)?

RESOURCES OR SKILLS may include technical skills, formal education, organizational skills, informal or formal networks, personal experience, or community resilience. Resources or skills may be broadly interpreted.

4. RESPONDING TO THE CONSEQUENCES OF DISPLACEMENT – ROLE OF HUMANITARIAN ORGANIZATIONS: *15 minutes*

Using the students' findings in the perspectives activity, assign each group one of the following categories:

- Shelter
- Food
- Water and sanitation
- Communications
- Transportation
- Health
- Protection

Ask students to imagine they are humanitarian workers and consider how they would provide this service/support to the community affected. Invite students to write/draw/create a plan of action focusing on their primary category.

Have students present their plan of action to the large group.

Discuss the students' findings using the following questions as a guide:

- Ideally, what information would you need to create a plan of support for people displaced by conflict or disaster?
- What was the estimated cost of the service?
- What is the environmental impact of the service? Is it sustainable?
- Is the service accessible to people with disabilities?
- How many staff or volunteers would be needed to provide the service?
- What types of skills are needed to provide the service?
- Were specific religious, ethnic, or cultural considerations included in the plan?
- Could women, men, girls and boys access services equally?
- What challenges may you face as the humanitarian worker?
- Would it have been useful to know what the other groups were planning?

5. DISPLACEMENT & HUMAN DIGNITY: *5 minutes*

In closing, have students reflect on how they might wish to be treated if they were displaced, and the role of human dignity (as discussed in Module 1) in displacement. Consider if there are families who have been displaced living in your community. What are their needs? How could your class come together to help meet those needs?

EXTENSION ACTIVITIES

1. Neglected Crises: Understanding the Complexities and the Needs

Refer to TR 5.2 and SR 5.2 to explore the evolution and impact of neglected crises.

2. Maternal, Newborn and Child Health (MNCH): Understanding the Complexities and the Needs

Refer to TR 5.3 and SR 5.3 to explore MNCH.

3. Reflection or Debate

Using the principles of humanitarian action, ask students to reflect on their service plans for the community, and consider if there might be challenges in delivering the service while following the three principles listed below. Students may be divided into groups to debate opposing arguments for each principle.

Impartiality (no discrimination; priority based on needs)

The Movement makes no discrimination as to nationality, race, religious beliefs, class or political opinions. It endeavours to relieve the suffering of individuals being guided solely by their needs, and to give priority to the most urgent cases of distress.

Neutrality (not taking sides)

In order to continue to enjoy the confidence of all, the Movement may not take sides in hostilities or engage at any time in controversies of a political, racial, religious or ideological nature.

Independence (resisting pressure)

The Movement is independent. The National Societies, while auxiliaries in the humanitarian services of their governments and subject to the laws of their respective countries, must always maintain their autonomy so that they may be able at all times to act in accordance with the principles of the Movement.

Definitions from – Statutes of the International Red Cross and Red Crescent Movement.

4. Role Playing

Have students act out their character where they are being questioned by a reporter on the impact of displacement and their community needs. One group of students may prepare the reporter's questions.

TR 5.1 OPERATION PARASOL

BACKGROUND

The break up of Yugoslavia in 1991 and ensuing civil wars - first in Croatia, then Bosnia-Herzegovina, followed by the Federal Republic of Yugoslavia and in Macedonia - resulted in more than two million refugees and internally displaced people in the Balkans. Every country in the Balkans was affected by conflict.

- As a result of the 1991 to 1995 conflict in Croatia, 300,000 people were displaced from their homes and 300,000 more fled to other countries. Additionally, Croatia took in hundreds of thousands of refugees from Bosnia-Herzegovina.
- In Bosnia-Herzegovina, more than half the population had to flee their homes as a result of the three year war.
- Close to a million (800,000) Albanian refugees fled to Kosovo before and throughout the international military campaign. Additionally, Kosovo temporarily accepted more than 30,000 refugees during the crisis in Macedonia.
- Macedonia accepted hundreds of thousands of refugees during the Bosnian war and the crisis in Kosovo. At the height of the crisis in Macedonia, 70,000 had been alternatively displaced yet again to other countries.

On April 30, 1999, the Government of Canada agreed to receive 5,000 Kosovar refugees as part of a mass international emergency evacuation from overcrowded refugee camps in Macedonia. In partnership with Citizenship and Immigration Canada (CIC), the Canadian Red Cross took on an integral role in providing services for the refugees housed at Canadian Forces Bases (CFBs) in Ontario, Nova Scotia and New Brunswick.

The plan was to offer refugees a safe haven, assistance and activities for a few months until they were moved to communities or had the ability to return to Kosovo. This role, in what became known as Operation Parasol, allowed for a continuity of Red Cross services for the refugees, as the International Red Cross and Red Crescent Movement was already delivering humanitarian assistance programs in the Balkans. During the course of Operation Parasol, Canadian Red Cross volunteers and staff helped 5,051 refugees settle into life at the bases and supplied clothing, hygiene products and other daily necessities.

In order to respond to the changing needs of the refugees, they also organized recreational and educational services for the refugees' stay on the bases, as this was identified as a priority by those who were running the camps, and the refugees.



© ICRC

TR 5.2

NEGLECTED CRISES: UNDERSTANDING
THE COMPLEXITIES AND THE NEEDS

BACKGROUND

Emergencies impact millions near and far. Due to globalization and enhanced communication systems, Canadians are increasingly aware of the impacts of disasters and emergencies around the world, yet “the brighter the media spotlight shines on such high-visibility catastrophes, the deeper into shadow fall more chronic – and often more deadly – humanitarian crises”.⁷⁹ These crises are referred to as ‘**Neglected Crises**’.⁸⁰

Why do some humanitarian crises garner more public attention and response than others? The reasons are complex and can include lack of awareness, bias (i.e. “conscious prioritization”⁸¹), and self-interest. The following table highlights examples of neglected humanitarian crises:⁸²

Armed conflict
Small to medium scale disasters
Slow onset crises
Chronic crises
Preference for responding to needs in other regions over responding to needs in Africa

There is no universally agreed to definition of ‘Neglected Crises,’ but there is an agreement that some crises are made invisible. It is important to note that neglect is beyond the allotment and distribution of resources. “It’s also about the way the needs of different social groups are addressed within crises. Humanitarian response and recovery are often flawed by discrimination (deliberate or not) against the poorer, the ethnically marginal, women, children, the aged and the politically weak.”⁸³ In fact, “women suffer disproportionately” during emergencies and their diverse roles and activities (i.e. reproductive, productive and community) as well as gendered relations of power are largely neglected.⁸⁴ Xavier Castellanos, director of the Americas for the IFRC, argues regardless of the scale of disaster, the Red Cross/Red Crescent is concerned about making a difference:

“The priorities of the Red Cross remain on humanitarian needs after a disaster of any size, responding with the help of volunteers, community leaders, and partnerships with authorities. Even after the disaster and the cameras are long gone, the Red Cross will remain to support those most in need.”⁸⁵

⁷⁹ IFRC. (2006) p.11

⁸⁰ Also referred to as Silent or Forgotten Emergencies.

⁸¹ IFRC (2006)

⁸² IFRC (2006)

⁸³ IFRC (2006) p.12

⁸⁴ IFRC (2006) p.141

⁸⁵ IFRC (2013)

The International Federation of Red Cross and Red Crescent Societies (IFRC), offers the following **Typology of Neglect** to explore the causes and effects of neglected crises:

TYPOLOGY OF NEGLECT⁸⁶

TYPE OF NEGLECT	DESCRIPTION	COMMENTARY
Unreported	Or under-reported, by global media.	Since 1998, MSF (Medecins Sans Frontieres) has been reporting annually on the top 10 under-reported humanitarian issues. ⁸⁷ Colombia, the DRC, Chechnya, Somalia, and access to life-saving medicines have been on the list at least six times.
Unfunded	Or under-funded, by donors, aid organizations or host governments.	The extent to which needs are met by humanitarian funding varies from crises to crises. For example, appeals for the Central African Republic were close to 60% funded as compared to the tsunami, which was over 475% funded.
Uncounted	Not registered by disaster databases or not assessed by aid organizations.	Disaster databases often assess based on loss of life and cost to meet needs; however, “small, recurrent, cumulative and invisible events” happen every month (i.e. droughts, disease, fires, conflicts). ⁸⁸
Secondary	Disasters triggered by a secondary event not prepared for by governments, aid organizations or communities.	For example: oil spills following hurricanes; sexual or domestic violence; long-term disability.
Secret	Concealed by host governments for political reasons or by communities for cultural reasons.	Nations may limit media and humanitarian organizations from investigating humanitarian crises. For example, the hunger issues in Democratic People’s Republic of Korea was hidden for years and access is still closely guarded.
Awkward	Not addressed by governments or aid organizations for political, strategic, security or logistical reasons.	For example, “the restrictions placed on media and aid workers alike by countries such as Myanmar, DPRK and Zimbabwe make humanitarian interventions extremely difficult.” ⁸⁹
Misunderstood	Complex crises whose causes and solutions may not be understood by experts or decision-makers.	Determining the threshold for humanitarian assistance is complex, particularly when the crisis is compounded by multiple types of disasters.

It is important to note that the above types of neglect are complex and interconnected. “The advantage of this typology is that it reveals the roles of different players – whether journalists, donors, database managers, aid organizations, analysts, governments or affected communities – and how they could do more to highlight the plight of people whose needs are neglected.” To learn more about neglected crises, visit: www.ifrc.org.

SOURCES

IFRC. (2013). Turning up the volume on the ‘most exposed’ silent disaster of 2012. Geneva, SW: IFRC. Retrieved from: <http://www.ifrc.org/en/news-and-media/news-stories/americas/united-states/turning-up-the-volume-on-the-most-exposed-silent-disaster-of-2012-61070/>

IFRC. (2006). World disasters report: Focus on neglected crises. Geneva, SW: International Federation of Red Cross and Red Crescent Societies.

⁸⁶ IFRC (2006) p.13

⁸⁷ MSF uses the Tyndall Report, which is based on US television network reporting to develop this list.

⁸⁸ IFRC (2006) p.21

⁸⁹ IFRC (2006) p.30

⁹⁰ IFRC (2006) p.14

TR5.3

**MATERNAL, NEWBORN AND CHILD HEALTH (MNCH):
UNDERSTANDING THE COMPLEXITIES AND THE NEEDS****BACKGROUND**

“Globally, unsafe motherhood silently steals over **half a million lives a year**.”⁹¹ Maternal, newborn and child mortality are a global tragedy. In fact, the International Federation of the Red Cross/Red Crescent Societies (IFRC) argues maternal, newborn and child health constitutes a neglected humanitarian crises (see TR 5.2: Neglected Crises), a crises further compounded by conflicts, disasters, poverty and gender inequalities.⁹²

EVERY DAY**18,000****CHILDREN die of preventable diseases.**

- 5,000 from pneumonia and diarrhea
- 1,200 from malaria
- 8,000 in the first 28 days of life

800

MOTHERS die due to pregnancy-related causes & childbirth. 88% of deaths are due to: severe bleeding, infections, high blood pressure and unsafe abortions.

International experts argue maternal, newborn and child health are impacted by three kinds of delays, otherwise known as the **3Ds**: “delay in deciding to seek care; delay in reaching a healthcare facility; delay in accessing adequate treatment at the facility.”⁹³ The 3Ds are influenced by cultural, financial and geographical challenges as well as lack of awareness. Most delays and resulting deaths stem from inequities and can be prevented through integrated community-based programs, low cost interventions and improved access to health care programs.

WHY FOCUS ON WOMEN AND CHILDREN?⁹⁴

1. Women experience health inequities due to biological differences (ex. pregnancy and childbirth expose women to greater risk).
2. Women are often the focal point for family and community health.
3. Women typically carry the burden of caring for sick children and elderly family and community members. This responsibility can result in strain on family health due to lost wages and contributing to poorer health.

“Social inequalities compound biological differences:

Wider power imbalances between men and women can prevent women from exercising control over their own health or the health of their children. Eliminating health inequities requires a holistic approach whereby the health impacts of all government policies and societal practices are recognized and addressed.”⁹⁵

“Health is a fundamental human right, and in countries where children die early and mothers die in the act of giving life, injustice persists.”

(IFRC, 2011, p.18)

⁹¹ IFRC (2006)

⁹² IFRC (2006)

⁹³ IFRC (2006) p.95

⁹⁴ IFRC (2011)

⁹⁵ IFRC (2011) p.5

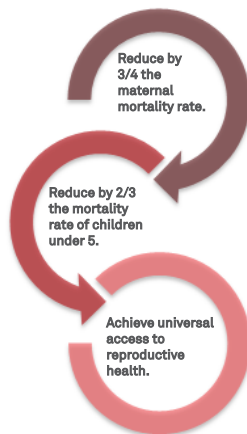
GENDER INEQUALITIES

Gender inequalities exist in all countries - **during a crisis gender inequalities are exacerbated**. "Failure to address gender-based inequalities immediately after disaster and throughout the response can condemn women and girls to less aid, fewer life opportunities, ill health, violence and even death."⁹⁶ In Nepal for example, gender inequalities are stark in relation to maternal, newborn and child health. **One woman dies every 90 minutes in childbirth, making Nepal the deadliest place in the world to give birth.**⁹⁷ Indira Basnett, a district health officer in rural Nepal, describes the depth of gender inequality in Nepal and the resulting consequences:

"When a buffalo suffers birth complications, the community runs to find a skilled attendant, because a buffalo has a high economic value – it carries luggage, it produces milk...If a buffalo dies, they have to pay a high cost to replace it, but if a woman dies, they can find another without cost. The attitude in rural areas is 'deliver or die.' Women are not perceived to have economic value – for that reason, this is a neglected disaster."⁹⁸

GLOBAL COMMITMENTS

In 2000, leaders from around the world came together to develop the Millennium Development Goals (MDGs). Two of the eight goals focused specifically on MNCH: **#4 Reduce Child Mortality** and **#5 Improve Maternal Health**. World leaders pledged that by 2015 the global community would:⁹⁹



Significant achievements in MNCH have been reached in the past two decades; however, **much work needs to be done** to improve maternal, newborn and child health.

Countries have renewed the commitment to improve maternal, newborn and child health. On September 25th, 2015, 193 countries agreed to **17 sustainable development goals** (SDGs) including goals focused on gender equality, good health and well-being. Unlike the Millennium Development Goals (MDGs), which largely applied to the Global South, the SDGs are applicable to all countries. The new targets aim to :

- ❖ Reduce the global maternal mortality ratio to less than 70 per 100,00 live births;
- ❖ End preventable deaths of newborns and children under 5 years of age, with all countries aiming to reduce neonatal mortality to at least as low as 12 per 1,000 live births and under 5 mortality to at least as low as 25 per 1,000 live births;
- ❖ Ensure universal access to sexual and reproductive health and reproductive rights.

* KEY IDEAS

"Gender inequality is rooted in unequal power relations. Gender inequality is an underlying cause of gender discrimination and gender-based violence."

(IFRC, 2013 p. 2)

"When we deliver for every woman and every child, we will advance a better life for all people around the world."

Mr. Ban Ki-moon UN
Secretary General
September 20, 2011

⁹⁶ IFRC (2006) p. 141

⁹⁷ IFRC (2006)

⁹⁸ IFRC (2006) p. 131

⁹⁹ UN (2013)

¹⁰⁰ UN (2015) - <http://www.un.org/sustainabledevelopment/health/>

SOURCES

IFRC (2013) *Youth as agents of behavioral change toolkit: Thematic issues – gender*. Geneva, SW: International Federation of Red Cross and Red Crescent Societies.

IFRC (2011) *Eliminating health inequities: Every woman and every child counts*. Geneva, SW: International Federation of Red Cross and Red Crescent Societies.

IFRC (2006) *World disasters report: Focus on neglected crises*. Geneva, SW: International Federation of Red Cross and Red Crescent Societies.

UN (2013) Millennium development goals report 2013. New York: United Nations, UNDP, UNFPA, UNICEF, UN Women, WHO.

UN (2015) Millennium development goals: 2015 progress chart. Geneva, SW: United Nations.

SR5.1 PERSPECTIVES ON DISPLACEMENT

Complete the chart – How would displacement affect your character? What needs/resources/support would you require during the first days of displacement? After 1 month? And consider after years.

Name, age, gender and role of character in community: _____

	ONE DAY OF DISPLACEMENT	ONE MONTH OF DISPLACEMENT
NEEDS		
WANTS		
RESOURCES OR SKILLS		
BARRIERS		

SR 5.2 NEGLECTED CRISES: CREATING GRAPHIC COMICS TO TELL THE STORY

View the sample *Neglected Crises* graphic comic and consider:

1. What problems/issues/crises are represented in the graphic novel?
2. Are these problems/issues/crises well known?
3. Why might this humanitarian emergency be largely unknown?

Review the **Typology of Neglect** (TR 5.2) and consider examples of current *Neglected Crises*.

CREATING A GRAPHIC COMIC

STEP 1: Research and Inspiration

- Research neglected crises.
- What interests you while learning about neglected crises?

STEP 2: The Story

- What are the important elements to include in your story?
- What visuals help to tell your story?

STEP 3: Developing the Story

- Who are the characters (protagonist and antagonist)?
- What is the plot?
- What is the main focus?
- What is the context?
- How are you considering gender in your story development?
- How are you considering environmental justice in your story development?

STEP 4: Drawing the Characters and Setting

- Doodle or digitally create sample characters and settings.

STEP 5: Writing the Story

- Pull the research, characters, plot, context and visuals together in a time line.
- Write a script to accompany the visuals.
- Tell the story.

STEP 6: Class Discussion

- Share your graphic comic in small groups.



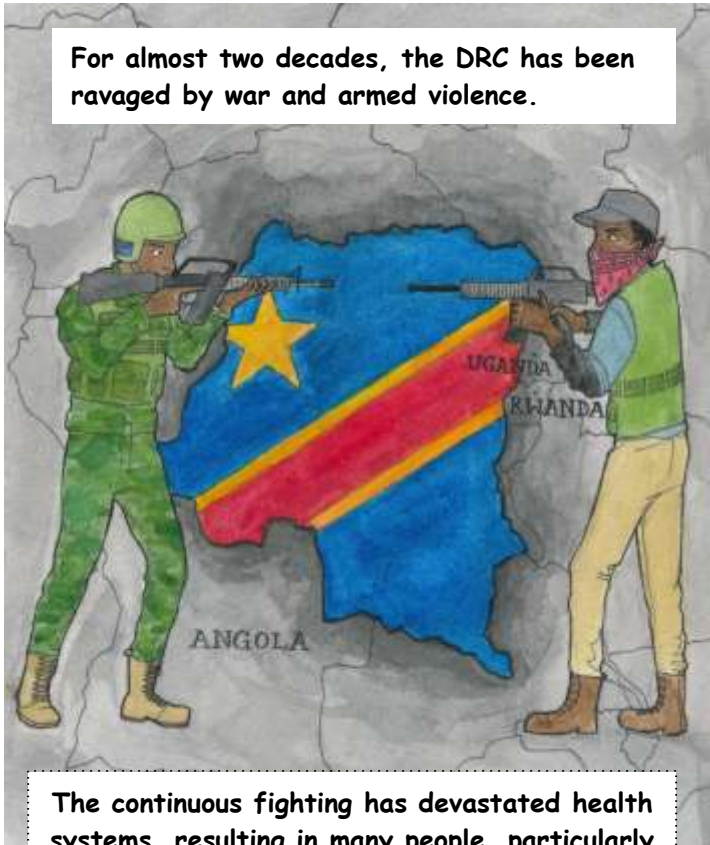
Graphic novels can be digital, paintings, drawings or zines, for example.

You do not have to know how to draw to complete this activity.

"The Democratic Republic of the Congo (DRC) An Underreported Humanitarian Crisis"

Illustrated & Written by Lucy Wilkie, Horton High School (Nova Scotia)

For almost two decades, the DRC has been ravaged by war and armed violence.



The continuous fighting has devastated health systems, resulting in many people, particularly children, dying from preventable diseases.

In 2003, a peace treaty was signed.



Even though 3.9 million people died, the DRC was overlooked by Western media. In 2004, **only 4 minutes** of airtime was devoted to the crisis in the DRC while Hurricane Katrina had 1153 minutes and the Tsunami, 250 minutes.

Despite the 2003 peace treaty, **problems continued** to plague the eastern provinces. Armed groups roamed, schools and hospitals remained in danger or destroyed, and 1250 deaths occurred daily mostly due to the lasting impacts on the health system.



Between 1998 & 2007, **over 5 million people** had died of war-related causes and still the media failed to report on the crisis.

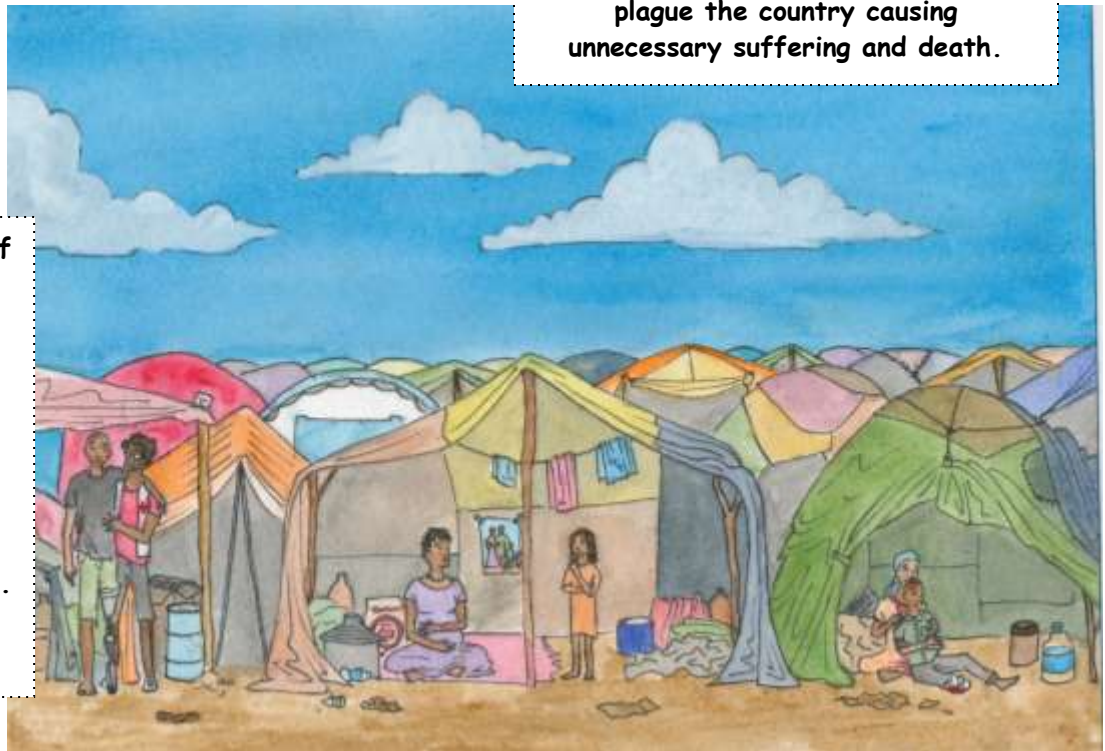


In 2009, a ceasefire and peace agreement was negotiated between the DRC armed forces and the CNDP. However, the fighting continued to significantly impact civilians. People were forced to migrate, families were separated, and some were imprisoned or lost.

Since 1998, MSF has named the humanitarian crises in the DRC on the 'top ten' list of under reported humanitarian crises 6 times.

Today the crisis is not over. Violence and preventable diseases continue to plague the country causing unnecessary suffering and death.

Between January and June of 2015, the ICRC: reunited 390 unaccompanied children with their families (260 of which were formally connected to armed groups); provided 270 people with artificial limbs or orthotic devices; and performed surgery on 360 war-wounded. Much more can be done.



SOURCES

ICRC (2015). *Democratic Republic of the Congo*. Retrieved from <https://www.icrc.org/en/where-we-work/africa/democratic-republic-congo>.

Ipsos/ICRC (2009). *Democratic Republic of the Congo: Opinion survey and in-depth research, 2009*. Geneva, SW: ICRC.

IFRC (2006). *World Disaster Report 2006 - Focus on Neglected Crises*. Geneva, SW: IFRC.

SR 5.3

HUMANITARIAN ASSISTANCE: FOCUS ON MATERNAL, NEWBORN AND CHILD HEALTH (MNCH)

ACTIVITY

1. Choose a Conversation Card

Select a photo and/or a quote (see page 116-117).

2. Think Pair-Share

Turn to the person next to you and together, write down *10 words* that come to mind when you view the picture and/or read the quote. Once you complete your 10 words, join another pair and share your photo and/or quote selection as well as your responses.

3. Small Group Discussion

In small groups (3-5 persons/group) view the details of the photos/quotes. Thinking points:

- What do you wonder about the people in the photo [in the quote]?
- What do you see in the background of the photo OR envision based on the quote?
- How do you believe the people have been affected by armed conflict and/or other humanitarian emergencies?
- How are *women and girls* affected by armed conflict and other humanitarian emergencies differently than men and boys?
- What are some of the *challenges* when trying to provide health care to women, newborns and children who are living in areas of armed conflict and/or other humanitarian emergencies?
- What are the *consequences* for failing to care for women, newborns and children?
- How is MNCH connected to environmental justice?
- What can *local communities* do to increase their capacity to provide prenatal care for women, care for newborns, and provide regular health care for children, such as vaccinations?
- What are the *roles of men, of women, of youth* in Maternal, Newborn and Child Health (MNCH)? How are these roles the same and how do they differ?
- What are some MNCH issues/challenges in Canada?
- Discuss your response to the following quote: *“Women and children should be the focus of our attention because not only are they more likely to face health inequities, but they are also the gateway to improving the health of an entire population.”* (IFRC, 2011, p.17).

4. Individual Writing

- My greatest hope is ...
- I wonder ...
- I live by this principle ...
- I wish I would ...
- My worst fear is ...
- I want to make our world better by ...

CONVERSATION CARDS



Image #1 © Canadian Red Cross/ Johan Hallberg-Campbell

Quote #1:

“In our communities, the father’s attitude can determine the life of the woman, the future of a child.”

- **Neria Evora** (CRC, 2013, p. 42)



Image #2 © Canadian Red Cross/Harandane Dicko

Quote #2:

“In his rural village in Copan, Don Ramon works as a community health monitor and a traditional birth attendant. After his sister died giving birth, he raised her daughter as his own. When his own wife gave birth to their children, the option of giving birth in a clinic was not available and he learned to assist her during the home deliveries. Don Ramon is defying the views on gender roles held by most people in his community.”

- (IFRC, 2012, p.5)



Image #3 © Canadian Red Cross

Quote #3:

“Nepal always had a shortage of skilled manpower and the conflict has made it worse – the rate of absenteeism has increased...Doctors are not willing to go to conflict zones, so most health facilities lack trained professionals.”

- **Pitamber Aryal** (IFRC, 2006, p.101)



Image #4 © Canadian Red Cross

Quote #4:

“When a buffalo suffers birth complications, the community runs to find a skilled attendant, because a buffalo has a high economic value – it carries luggage, it produces milk...If a buffalo dies, they have to pay a high cost to replace it, but if a woman dies, they can find another without cost. The attitude in rural areas is ‘deliver or die.’ Women are not perceived to have economic value – for that reason, this is a neglected disaster.”

- Indira Basnett (IFRC, 2006, p.131)



Image #5 © Canadian Red Cross/Juozas Cernius



Image #6 Photo: ICRC/Vanesian, Hagop

Image #1

Community members learn how to use ceramic water filters during an information session given by the community health committee volunteers in Cayes-Jacmel, Jacmel. The Canadian Red Cross, with the Haitian Red Cross, has implemented a community-based health and first aid program in the South-East department. Program activities include providing information sessions on hygiene promotion and distributing water filters to prevent people from drinking untreated water and contracting diseases such as cholera.

Image #2

The 'Improving Maternal, Newborn and Child Health' project was implemented in communities in regions of Koulikoro and Sikasso, Mali from 2012-2015 through a partnership between the Canadian Red Cross and the Mali Red Cross, with funding from the Government of Canada.

Image #3

The Canadian Red Cross, with support from the Government of Canada, deployed its mobile field hospital and 25 aid workers to Nepal. The mobile hospital helped alleviate the strain on the local healthcare system. It was part of a coordinated response by the International Red Cross and Red Crescent Movement to the powerful earthquake that shook the Kathmandu region.

Image #4

Mothers and children outside a building where each month families arrive to weigh their children, receive nutritional counseling and other health services. (Nicaragua)

Image #5

The 'Improving Maternal, Newborn and Child Health' project was implemented in rural communities in West Pokot, Kenya from 2012-2015 through a partnership between the Canadian Red Cross, the Kenya Red Cross and ACTED, with funding from the Government of Canada. Income is an important factor that can have an impact on a family's health – affecting whether they can afford health care, medicine and a diverse diet. The project thus takes a holistic approach to improving mother and child health by improving both access to health services and working with local farming families to improve their income.

Image #6

A displaced mother tends to her child and bakes bread in an alley a block away from the frontline. (Syria)

Quote #1

Neria Evora is a volunteer with the REDES Project in Honduras. The REDES Project is a partnership between the Honduran Red Cross, the Canadian Red Cross, and the Honduran Ministry of Health. The REDES Project is informed by a gender strategy where men are encouraged to participate in MNCH programming.

Quote #2

Don Ramon participated in the Honduran Red Cross's REDES project. The project focuses on improving MNCH and the participation of men during pregnancy, birth and post-partum care.

Quote #3

Pitamber Aryal is the health director for the Nepal Red Cross Society and bringing attention to the shortage of health care providers available for MNCH programming, particularly in areas affected by armed conflict.

Quote #4

Indira Basnett is a health officer in Nepal and describes the depth of gender inequities within the culture.

REFERENCES

- ICRC (2015). Democratic Republic of the Congo. Retrieved from: <https://www.icrc.org/en/where-we-work/africa/democratic-republic-congo>.
- IFRC (2006). *World disasters report: Focus on neglected crises*. Geneva, SW: International Federation of Red Cross and Red Crescent Societies.
- IFRC (2011). *Eliminating health inequities: Every woman and every child counts*. Geneva, SW: International Federation of Red Cross and Red Crescent Societies.
- IFRC (2013). *Youth as agents of behavioral change toolkit: Thematic issues – gender*. Geneva, SW: International Federation of Red Cross and Red Crescent Societies.
- IFRC (2013). Turning up the volume on the 'most exposed' silent disaster of 2012. Geneva, SW: IFRC. Retrieved from: <http://www.ifrc.org/en/news-and-media/news-stories/americas/united-states/turning-up-the-volume-on-the-most-exposed-silent-disaster-of-2012-61070/>
- Ipsos/ICRC (2009). *Democratic Republic of the Congo: Opinion survey and in-depth research, 2009*. Geneva, SW: ICRC.
- UN (2013). *Millennium development goals report 2013*. New York: United Nations, UNDP, UNFPA, UNICEF, UN Women, WHO.
- UN (2015). *Millennium development goals: 2015 progress chart*. Geneva, SW: United Nations.

M6

**MODULE 6: HUMANITARIAN ACTION -
CHOOSING TO MAKE A DIFFERENCE****INTRODUCTION**

Canadians can help limit the effects of war in many ways. We are already members of a global community. People are connected through technology, media, commerce and a shared sense of humanity. We have the power to effect change within ourselves, our community and the global community. Humanitarian action requires us to act on the knowledge we possess.

OBJECTIVES

- To imagine and articulate another possible world in terms of humanity and the students' role in humanitarian action.
- To link visions/dreams of a better world to choices leading to action.
- To identify personal skills, qualities, resources, and experiences leading to social action.
- To identify a menu of specific actions to take in their daily lives.
- To reflect on and articulate key learning related to Canada and conflict.

CONCEPTS

Human dignity | Humanitarian Act | Obstacles to humanitarian behavior
Dilemmas | Implementation | Project goal | Ripple effect | Youth mobilization
Multiple perspectives

SKILLS

Problem analysis | Estimating scope | Estimating effort | Brainstorming
Identifying solutions | Assessing projects | Planning actions | Working in groups
Perspective taking

"To think without acting leads to nothing, but to act without thinking leads to disaster."

Japanese Proverb



© Canadian Red Cross

Canadian Red Cross Youth Volunteers

STUDENT RESOURCES

SR 6.1 Defining Humanitarian Action
SR 6.2 I Want to Live in a World Where
SR 6.3 Brain Web Worksheet

TIME

One 60 minute session.
Plus Extension Activities.

TEACHER REFLECTION

*How can I encourage
transformational vs.
transactional
engagement in my
classroom?*



© Canadian Red Cross

Youth from Atlantic Canada participating in a 4 day global youth symposium co-hosted by the Atlantic Council for International Cooperation and the Canadian Red Cross.

6

**CLOSING: HUMANITARIAN ACTION –
CHOOSING TO MAKE A DIFFERENCE****THE LESSON****1. DEFINING HUMANITARIAN ACTION: 10 minutes**

Prior to exploring possibilities for taking action, have students discuss the following questions:

- How would you define 'humanitarian'?
- How would you define 'humanitarian action'?
- What qualities does a 'humanitarian' have?

In pairs, invite students to identify a word that they associate with 'humanitarian action' for each letter of the alphabet and discuss the relevance of each word [SR 6.1].

We are all global citizens (due to technology, commerce, media, migration, environment, humanity, etc.). The only thing left to decide, really, is WHAT KIND of global citizen we want to be? Similarly, we already make a difference, just by living our lives, consuming space and resources ... but WHAT KIND of a difference will we make? How do we want to impact the world?

2. IMAGINE ANOTHER POSSIBLE WORLD: 15 minutes

The future is unknown and youth are in a unique position to shape the future. Unfortunately, we do not often take the time to dream of new possibilities. Thinking beyond the tragedies and conflicts of today, ask students to create a vision of another possible world.

Distribute *I want to live in a world where* (SR 6.2), and invite students to complete the worksheet. You can be both serious and light. Examples include: *I want to live in a world where it rains ice cream.* OR *I want to live in a world where all children have enough to eat.*

Give students about five minutes to 'dream'. Afterwards, invite them to share their ideas. Ask students to stand together in a circle. Get close, shoulder to shoulder. Invite anyone interested to share their 'dream'. Start by saying, I want to live in a world where ... and keep going around until everyone who wishes to participate has had a turn.

3. READY, SET, ACTION! 15 minutes

Guide them in a personal exploration of their qualities, skills, experiences, and resources – to help them realize that everyone can make a difference.

Distribute the *Brain Web Worksheet (SR 6.3)*. Explain the difference between the four ‘assets’:

- Skills – computers/software, music, public speaking, planning, cooking...
- Qualities – open-mindedness, humour, outgoing, non-conformist...
- Experiences – travel, jobs, volunteering, planning an event, overcoming a personal challenge...
- Resources – vehicle, connections, speciality computer software...

Group students in pairs, and ask them to help identify ‘assets’ that each other possesses. Invite the students to complete the Brain Web Worksheet.

4. PUTTING OUR DREAMS INTO ACTION: 15 minutes

Ask the students to consider, *in which areas of my life can I more fully act ... as a ‘humanitarian’?* Ask the students to transform their original dream, *I want to live in a world where ...* into *I will HELP CREATE a world where ...*

Each student should choose something they think they can do something about and consider HOW they can specifically achieve some aspect of this vision. Each student will create an action statement based on their dream, and the assets they identified through the brain web activity.

Sample Action Statement:

I will use my cooking and organizational skills to volunteer at the local food bank. I will also start a food donation bin at my school to collect supplies for the food bank. By doing this, I am helping children in my community have access to food.

Remind students that they should focus on “I will” NOT “I could ...” or “One could”... If time permits, students can share their action statements.

Distribute Info Action Sheet (SR 6.4) to highlight options for action.

5. CLOSING: 5 minute

Read Anne Frank’s quote: *“How wonderful it is that nobody need wait a single moment before starting to improve the world”* and ask students to share what this quote means to them. Ask the students to think about people who have made a difference in their lives, their communities, or the world. Focus on MAKING HOPE POSSIBLE!

ASSET: A useful or valuable quality

EXTENSION ACTIVITY

1. Encourage students to plan, implement, and evaluate a social action project within their home, school, or community.
2. **Humanitarian Digital Scrapbook**
This culminating activity provides students with an opportunity to embrace their learning and expand on the dream world/web activity outlined in Module 6. Students research topics of interest, reflect on their learning, and create scrapbooks that lend a voice to their thoughts.

Time

Two 60 minute sessions, with additional time allotted for homework.

Guiding Questions for Exploration

1. How can we promote respect for human dignity?
2. What can we do to make a difference?
3. How can we develop awareness in others?

Exploration - The Lesson

A. Introduction (10 Minutes)

Lead the class in a discussion about the *Three Characteristics of a Humanitarian Act* (refer to Module 1):

- Protects life or human dignity;
- Usually done for someone whom you may not know or would not ordinarily be inclined to help or protect;
- Likely to involve personal risk or loss.

Possible questions:

- What do these humanitarian characteristics look like to you? In your society?
- Discuss examples of humanitarian acts in your school or community.
- What risks are involved in acting in a humanitarian manner?

B. Three Focal Points (30 Minutes)

Explore three of the focal directions within Canada & Conflict through an introduction, discussion and application of current global issues:

- i. Neglected Crises
 - Emergencies/crises that are overlooked, not considered or provided for.
 - Root causes usually are manifested over a long period of time.
 - For example – disease (HIV/AIDS, Malaria) or regions like Somalia
 - Review Module 5, *TR 5.2 Neglected Crises: Understanding the Complexities and the Needs*

- ii. Maternal, Newborn and Child Health (MNCH)
 - ‘The ripple effect’ – explore how maternal health impacts families, communities, and societies.
 - For example - women typically carry the burden of caring for sick children and elderly family and community members. This responsibility can result in a strain on family health due to lost wages, contributing to poorer health.
 - Review Module 5, *TR 5.3 Maternal, Newborn, and Child Health (MNCH): Understanding the Complexities and the Needs.*
- iii. Neutral, Independent and Impartial Humanitarian Assistance (NIIHA)
 - Explore the importance of the principles of NIIHA in emergency response and the challenges of adhering to these principles.
 - For example - there is diminishing respect for humanitarian action, particularly in relation to the provision of health care during armed conflict.
 - Review Module 3, *TR 3.1 Neutral, Independent and Impartial Humanitarian Action.*

C. Search, Prepare, and Present (20 Minutes)

Divide the class into three groups and assign each group one of the three Canada & Conflict focal points: Neglected Crises, MNCH, and NIIHA. Groups are to present an example from their given topic that incorporates an exploration of the three characteristics of a humanitarian act (e.g. humanitarian acts in the context of a neglected crises).

Each group is to find a song or newspaper article that reflects their focal point. The groups should prepare a two-minute presentation on their findings and how/why they feel it represents a humanitarian act within the context of a neglected crises, MNCH humanitarian work or NIIHA.

D. Research, Reflect, and Create (20 Minutes)

- Building on the previous activity, students will individually begin their course culminating task.
- Students will need to collect various resources (articles, books, songs, videos, pictures, poems, etc.) that focus on the Characteristics of a Humanitarian Act and the three Canada & Conflict focal directions: Neglected Crises, MNCH, and NIIHA. Using this collection students create a digital Scrapbook of Humanitarianism.
- Using the web platforms below, students may create web pages with various links (pages); a PowerPoint (created as a digital scrapbook); a web based digital scrapbooking platform; or a handmade/traditional scrapbook.
- The scrapbook must include the following 6 sections:
 - Introduction (one page)
 - Special Topics of focus
 - Neglected Crises (minimum one page)
 - Maternal, Childhood and Newborn Health (minimum one page)
 - NIIHA (minimum one page)
 - Personal Reflection (one page)
 - Works cited (one page)
- Students will begin to research, prepare and create their scrapbooks. The first page must be an introduction to their project, a summary of humanitarianism, and a key quote which will serve as their thesis and lens by which they view humanitarianism.

Each '*Special Topics*' section must include *at least one* of the following:

- **News articles** - Find current (within the last six months) newspaper or magazine articles that reflect the three special topics explored and highlight connections to the characteristics of a humanitarian act. These articles can either act as a positive example, supporting the characteristic, or an article which conflicts with the characteristic. DESCRIBE how the article relates to the characteristics and the *Special Topic*. A copy of the article/picture must be included inside the scrapbook.
- **Songs** - Find songs that relate to the three *Special Topics* and the three characteristics of a humanitarian act. These songs are to be embedded in the scrapbook either as music videos or as an embedded mp3 file. You must include an ANALYSIS of how the song supports the characteristic(s) of a humanitarian act, and how it relates to one of the *Special Topics*. If creating a traditional scrapbook, the song lyrics will suffice.
- **Pictures** - Find still images, photographs or drawings that summarizes a key aspect of the section or the larger theme discussed. DISCUSS what aspects of this image speak to a humanitarian act and the *Special Topic*, and why the photo was chosen.
- **Books** – Find current books or graphic novels that speak to the *Special Topics*. PROVIDE a summary of the book and how it relates to the theme selected.
- **Videos** – Find short news segments, informative videos, or video resource that discusses the selected *Special Topic*. This video must be embedded in the scrapbook and provide a SUMMARY of its findings in terms of how it relates back to the theme and the larger concept of humanitarian action. If creating a traditional scrapbook, a video transcript will suffice.

The last page or section of the scrapbook will be a journal entry exploring how the student plans on incorporating humanitarian action in their daily life. Students should consider how they will take what they have learned about humanitarian action to make a difference in their life and the life of others. Use REAL examples. This can be done in written form, as a video journal, a song, a radio broadcast, or any other artistic medium you choose. All outside sources used in this project must be cited according to APA requirements (e.g., embedded references and inclusion of a works cited list).

E. Building a Scrapbook of Humanitarianism (40 Minute)

Students will be given time to search various websites to better understand formatting, the characteristics of a good website versus a poorly designed one and to troubleshoot with different platforms. Students will begin to create their Humanitarian scrapbooks.

OPTIONAL - Website Carousel (Two 60 Minute sessions)

The last component of this project is a presentation of what the students have created including an explanation of how their creation represents humanitarian action. Presentations will take the class through their scrapbook and will focus on one article, one song and their reflection.



Empowering youth is not a ‘cute’ thing to do; it is something we have to do.

Canadian Red Cross youth volunteer

My actions today matter, and I can make a difference as a high school student.

Canadian Red Cross youth volunteer

Many global issues are silenced due to the non-recognition of the power of youth.

Canadian Red Cross youth volunteer

Never doubt that a small group of thoughtful, committed people can change the world. Indeed it is the only thing that ever has.

Margaret Mead

RESOURCES

Canadian Red Cross - www.redcross.ca/what-we-do/international-humanitarian-law
International Committee of the Red Cross - <https://www.icrc.org/en/homepage>
International Federation of Red Cross and Red Crescent Societies - www.ifrc.org
International Humanitarian Law - Canadian Red Cross - <http://www.redcross.ca/how-we-help/international-humanitarian-law>

PLATFORM WEBSITES

Wix - <http://www.wix.com>
Weebly - <http://www.weebly.com>
Tumblr - <https://tumblr.com>
Prezi - <https://prezi.com>

Visit the Canadian Red Cross website to learn how you and your students can support the Canadian Red Cross in your community and beyond.

SR6.1 **DEFINING HUMANITARIAN ACTION**

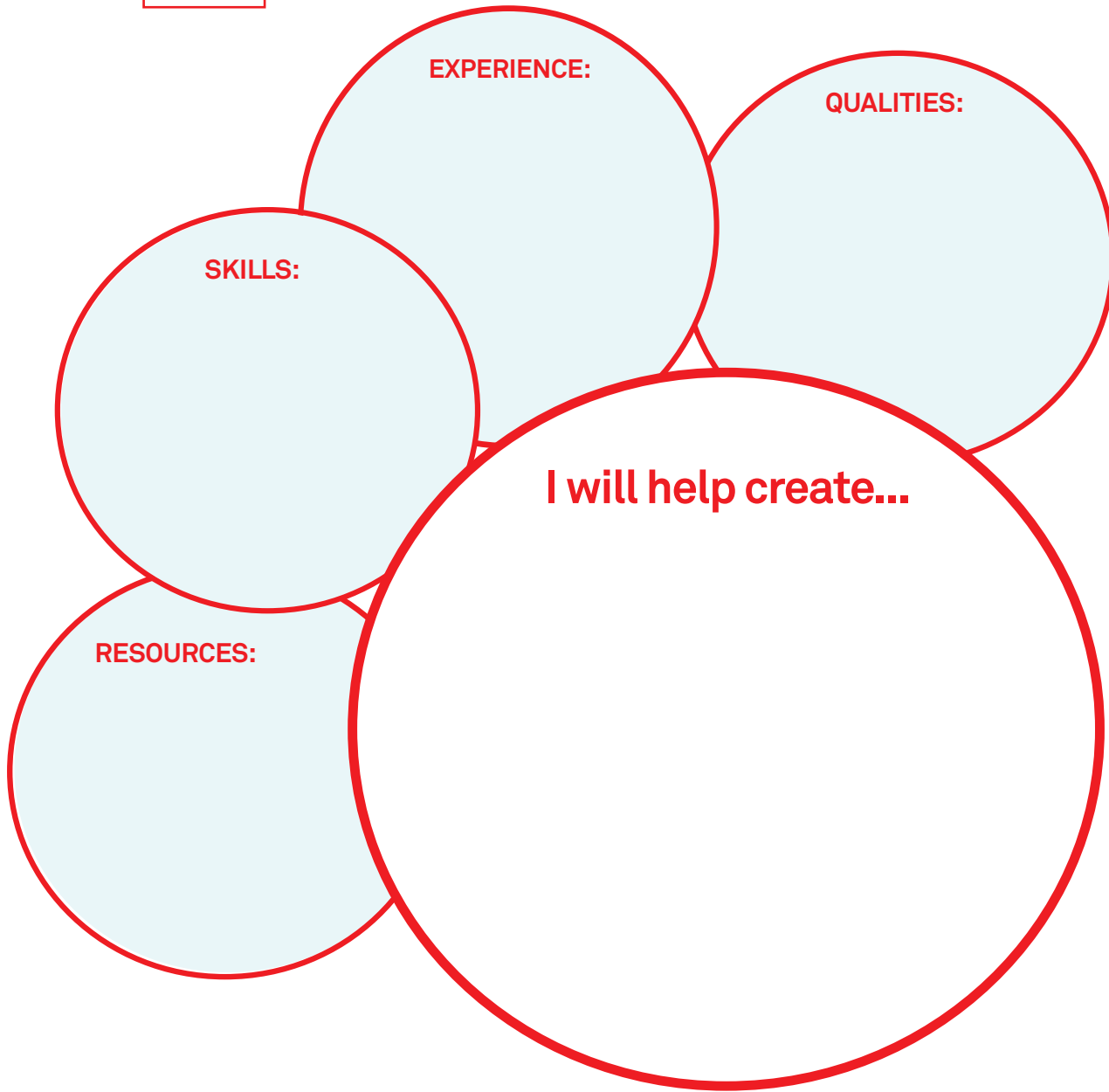
Use the chart below to consider words that you would use to describe 'humanitarian'.
Write one word for each letter. In pairs, discuss your choices further.

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X	Y
Z				

SR6.2 I WANT TO LIVE IN A WORLD WHERE...



SR6.3 **BRAIN WEB WORKSHEET**



Example Action Statement