



**American
Red Cross**



Raid Cross:

Simulation Activities — Facilitator's Guide

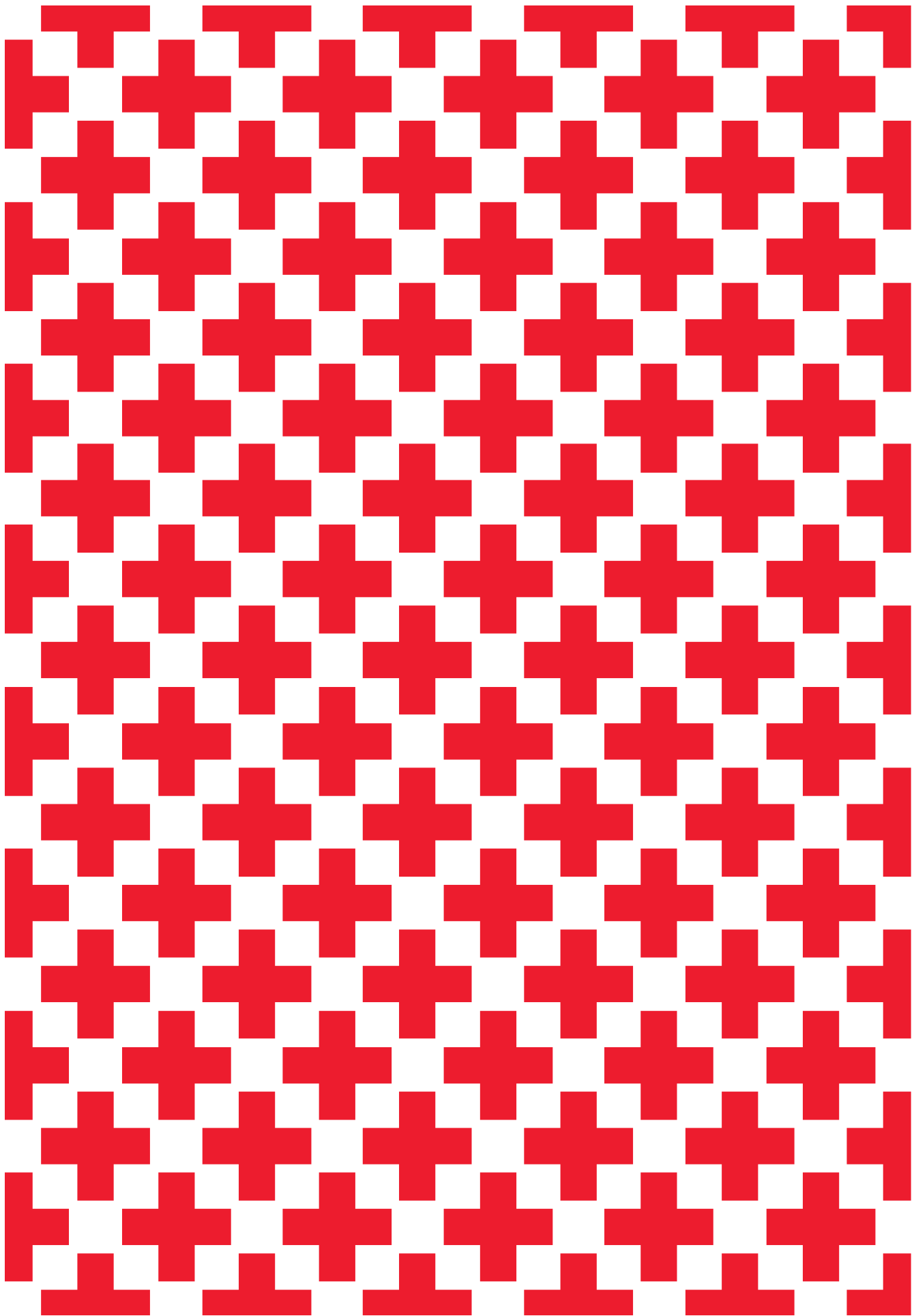


Table of Contents

Foreword.....	1
Background Information.....	3
Raid Cross — An Overview.....	7
Checklist to Be Completed Before Organizing Raid Cross	10
Raid Cross — Setting Up the Activities.....	19
Raid Cross — Welcome to the Country of Haddar.....	26
Pre-Raid Cross Questionnaire.....	28
Post: Prisoners of War	49
Post: Wounded Soldiers	67
Post: Humanitarian Assistance	79
Post: Artillery	95
Post: Military Headquarters	115
Post: Trial	137
Concluding Raid Cross.....	149
Post-Raid Cross Questionnaire.....	150
Appendix: Military Target Images	155

Cover Images

LEFT: Tyre, Haje Maryam school. Displaced woman attending ICRC food distribution. – © ICRC/BJORGVINSSON

MIDDLE: Gulu District. Troops from the Uganda People's Defence Forces learn about humanitarian law at 4th Division Headquarters. – © ICRC

RIGHT: Basara. A worker of the Al-Zubai centre tends to graves of recovered but unidentified casualties of war. – © ICRC/GETTY/OU

This version of the Raid Cross manual is a modification of the one originally developed by the Belgian and French Red Cross. The Prisoners of War post has been substantially altered on the basis of the one developed by Maria Donnini, Jillian Kaplan, Olivia Lee and their group of young people as part of the 2012-13 IHL Action Campaign program in Central New York Region.



Foreword

What is Raid Cross?

Raid Cross is a role-playing simulation activity devised by the French and Belgian Red Cross societies to help young people aged 14–21 explore:

- The humanitarian issues involved in armed conflict situations.
- The basic rules of International Humanitarian Law (IHL) that apply in those situations.
- The importance of these rules in conflict situations, including preventing civilian casualties and excessive damage to civilian objects, e. g., schools, homes, cities and towns.

The entire simulation takes about three and a half hours and should be organized by a facilitator who has a sound knowledge of IHL. The Geneva Conventions of 1949 and their Additional Protocols are the treaties at the core of IHL, which is a set of rules aimed at limiting the suffering of civilian and military victims in armed conflict situations, including by preventing civilian losses and damage.



A Yemen Red Crescent emergency response team in Aden brings an injured man to a nearby health-care facility. He was wounded in crossfire during a demonstration in March 2012. An ICRC delegate was also on the spot to provide support.
– © ICRC/GETTY/OU

NOTE: Raid Cross can also be adapted for adult audiences.

During the simulation, participants play the roles of civilians, soldiers, prisoners of war and humanitarian workers. By taking on these different roles, participants see conflict situations through different perspectives and learn that even wars have limits.

Foreword

Why is it Important to Teach Young People About IHL?

IHL is relevant and timely everywhere — regardless of a particular country's experience of 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 they increasingly affect young people.
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 such violence as well as to forms of entertainment that downplay the effects of violence.
4. In times of acute social and political tensions, such as post-conflict situations or periods of social reconstruction, education programs such as Exploring Humanitarian Law (EHL) may have an indirect pacifying effect.

NOTE: Red Cross does not address the political and ideological roots of any particular conflict.

States party to the Geneva Conventions have an obligation, both in times of peace and in times of war, to spread knowledge of IHL as widely as possible. More than 190 States have all ratified the Geneva Conventions, making those treaties the first in modern history to achieve universal acceptance (source: EHL, [redcross.org/rulesofwar/ehl-educators](https://www.redcross.org/rulesofwar/ehl-educators))

Why Does the American Red Cross Teach IHL?

The United States, as a nation that has adopted the Geneva Conventions, has an obligation to teach IHL to its armed forces and to the civilian population. The American Red Cross supports this mission by educating the American public.

Learning About IHL: This is What Young People Say

"A lot of my family members are in the military. It was awesome to learn the rights that my family members have."

"Before, I didn't care about wars. Now, I understand there are specific rules for war."

"Helping to spread awareness and helping children know that there are bigger things than just the world around us."

"Understanding this is important so you can understand what is going on in the news."

"So people can understand that what most countries do in war is not alright."

"War is not a free-for-all."

Background Information

International Humanitarian Law — Definition

International Humanitarian Law (IHL), also known as the Law of Armed Conflict (LOAC), is a body of law that seeks, for humanitarian reasons, to limit the effects of armed conflict by protecting those who are not—or are no longer—taking part in hostilities and by restricting the means and methods of warfare.



IHL Promotion on Liberation Day. – © DUTCH RED CROSS

These rules of war strike a balance between military necessity on the one hand, and the preservation of human dignity and protection of vulnerable populations on the other.

The four Geneva Conventions of 1949 (GCs) and their Additional Protocols of 1977 and 2005 (APs) are at the core of IHL. All nations have adopted the Geneva Conventions.

Given the realities of modern warfare, there is an ongoing need to raise awareness about these rules, to strengthen respect for the law, and to build knowledge about the enforcement of these rules.

Today's conflicts are increasingly being fought in densely populated civilian centers, and conflict with non-state armed groups often makes it difficult for warring parties to distinguish between civilians and military targets.

Civilians now account for an overwhelming

majority of wartime casualties, with civilian deaths making up (oilpatchwriting.wordpress.com/2010/06/08/compose-vs-comprise-vs-constitute) 65 percent of fatalities during World War II, and 90 percent of fatalities since the wars of the 1990s. The collapse of governing institutions and civil society and the breakdown in social order only heighten the risks to vulnerable people.

The effects of armed conflict on the local population may also persist long after the final shots have been fired, as nations struggle to rebuild cities and towns, clean up remnants of war and deal with possible long-term environmental impacts.

Families may continue for years after the end of hostilities to search for loved ones lost or separated during a conflict, and entire societies may pursue reconciliation efforts for decades without tangible results. Demanding greater

Background Information

compliance with the rule of law is therefore essential to minimizing collateral harm, protecting human dignity and bringing to justice those who violate the law.

Application of the Law

IHL applies only in armed conflict; it does not apply to situations of low-level internal violence or in domestic disturbances such as riots or sporadic acts of violence. Instead, human rights law and a country's domestic laws will apply during these situations.

There are two types of armed conflict: international armed conflicts and non-international armed conflicts. As the name suggests, international armed conflicts are conflicts between two more nations. In this 'classic' form of armed conflict, all the rules of IHL enumerated in the GCs I-IV of 1949 apply.

Examples of international armed conflicts include World Wars I & II (1914-1918; 1939-1945), the Falklands War (1982), the Iran/Iraq War (1980-88), the first Gulf War (1990-91) and the 2008 conflict between Russia and Georgia.

Non-international armed conflicts, however, are more difficult to conceptualize, and each one of them can have distinctive characteristics. Non-international armed conflicts are intense conflicts between a government and a well-organized non-state armed group, or between two or more non-state armed groups.

Sometimes referred to as "internal" conflicts or "civil wars," non-international armed conflicts are sometimes not limited to the territory of a single state, but instead may transcend international borders.

Examples of non-international armed conflicts include the conflict between the Free Syrian Army and the Assad government in Syria; the 2011 civil war in Libya; the decades-long conflict between the Colombia government and the Revolutionary Armed Forces of Colombia (FARC); the conflict between the national government and various rebel groups in the Democratic Republic of the Congo; and the conflict between the Lord's Resistance Army led by Joseph Kony and the governments of Uganda, Sudan and the Central African Republic.

Unlike international armed conflicts, the rules applicable during non-international armed conflict are fewer in number and narrower in scope. While in international armed conflicts the Geneva Conventions apply in their entirety, only Common Article 3 of the Geneva Conventions and Additional Protocol II (if ratified) apply to non-international armed conflicts.

The reason for this relates to the principle of sovereignty. Governments have historically been reluctant to adopt treaties that curtail the right of the state to protect itself against internal threats to its existence. Internal disturbances are often considered a domestic problem, and, therefore, governments expect to be given greater discretion to respond to internal threats to the peace.

Background Information

Who Decides the Status of a Conflict?

While the International Committee of the Red Cross is considered the “guardian” of the Geneva Conventions, their classification of conflicts is not binding on the international community. Instead, the classification can come from a nation at conflict or from the international community in general, who decides that an armed conflict is occurring, thus triggering the application of IHL. Classification issues can become quite complicated as new actors intervene in the conflict. Moreover, some conflicts may have both elements of international and non-international armed conflict going on simultaneously, making the practical application of IHL on the ground very difficult. However, regardless of the classification, certain rules (don't torture, don't rape, don't kill civilians) always apply.

The Red Cross and Red Crescent Movement

The International Red Cross and Red Crescent Movement is the largest humanitarian organization in the world. It is composed of the International Committee of the Red Cross (ICRC), the International Federation of Red Cross and Red Crescent Societies (IFRC), and more than 185 national Red Cross and Red Crescent societies. The American Red Cross is one of those national societies.

The role of the ICRC is to:

- Protect the lives and dignity of victims of armed conflict and other situations of violence and to provide them with assistance.
- Prevent suffering by promoting and strengthening humanitarian law and universal humanitarian principles.

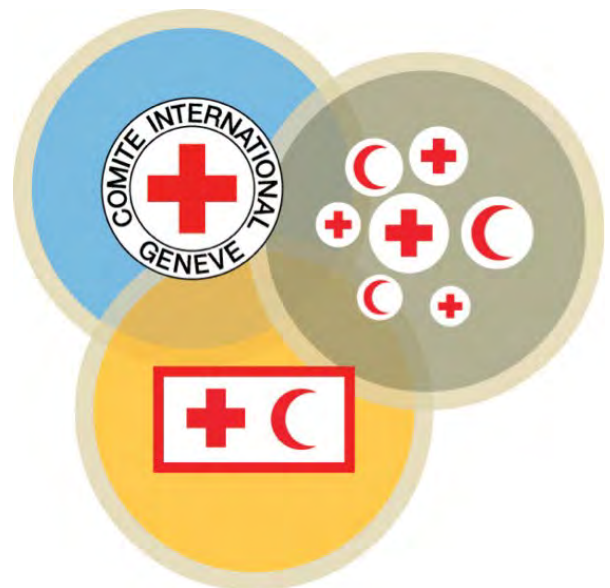
The role of the IFRC is to

- Carry out relief operations to assist victims of disasters, and combine this with development work to strengthen the capacities of its member national societies.

The IFRC's work focuses on four core areas: promoting humanitarian values, disaster response, disaster preparedness, and health and community care.

The role of national societies is to:

- Support the public authorities in their own countries as independent auxiliaries to the government in the humanitarian field.
- Conduct campaigns and speak on behalf of vulnerable people in their own countries.
- Promote awareness of IHL and advocate internationally through the Federation and with the ICRC.



The International Red Cross and Red Crescent Movement is the largest humanitarian organization in the world.



Raid Cross — An Overview

Context

“We are in the country of Haddar. This country was attacked by the army of Deldar, a neighboring country, and the armed conflict has continued for 13 months. The players, as inhabitants of Haddar, move around their territory.”

Raid Cross is a simulation activity presented as a course linking various ‘posts’ or activities, situated in a country at war. At each post, the players are confronted with a different aspect of war. To deal with these challenges, they must in turn take on the roles of civilians, soldiers, prisoners and humanitarian workers.



During Raid Cross, players take on the roles of civilians, soldiers, prisoners and humanitarian workers. – © AMERICAN RED CROSS

What Is a Post?

There are six posts in the Raid Cross simulation:

1. Prisoners of war
2. Wounded soldiers
3. Humanitarian assistance
4. Artillery
5. Military headquarters
6. Trial

Raid Cross — An Overview

At each post, players take part in a two-part activity, which consists of:

1. **A role-playing challenge** that places participants in a hypothetical conflict situation, which serves to illustrate the key principles of IHL and their practical application.
2. **A debriefing session** in which the facilitator elicits the players' reflections on what has happened and then explains the IHL rules related to that particular post.

Each post should take no more than 30 minutes to complete, so the entire simulation should take about four hours, including short breaks between some of the activities.

Watch the Raid Cross video to get a better idea of how each post looks: [youtube.com/watch?v=JY8iNkev_yg&feature=youtu.be](https://www.youtube.com/watch?v=JY8iNkev_yg&feature=youtu.be)

This manual contains the description of each post, broken down into small manageable sections no more than 15 pages each, including resources. The list of materials is based on eight players.

Learning Outcomes Expected:

1. Prisoners of War

By the end of this post, players should be able to:

- Appreciate how people feel when they are captured, mistreated and put in the position of a “victim” in a situation where their rights are ignored.
- Explain who can qualify as prisoners of war (PoWs).
- List what rights PoWs have and explain that torture is always illegal.

- Explore the role of the International Committee of the Red Cross (ICRC) in relation to PoWs and other detainees deprived of their freedom as a result of armed conflicts.

2. Wounded Soldiers

By the end of this post, players should be able to:

- Explain that every wounded person must be cared for, without distinction as to which side he is on, race, religion, etc. Only urgent medical reasons should determine priorities in providing medical care.

3. Humanitarian Assistance

By the end of this post, players should be able to:

- Recognize the challenges of humanitarian aid work.
- Explain how IHL protects humanitarian aid personnel.
- Describe why anti-personnel landmines are banned.

4. Artillery

By the end of this post, players should be able to:

- Appreciate the challenges of putting into practice the principles of IHL.
- Distinguish between civilian objects and military targets.
- List the four main principles of IHL.

Raid Cross — An Overview

5. Military Headquarters

By the end of this post, players should be able to:

- Appreciate how difficult it can be to make decisions when not present on the battlefield.
- Explore the dilemmas that arise when certain rules are applied.
- List the IHL rules related to child soldiers.

6. Trial

By the end of this post, players should be able to:

- Appreciate that sanctions can be imposed for breaches of IHL.
- Explore the need to implement these sanctions.
- Evaluate their own behavior during the activities.

The Facilitator

Only one facilitator is needed for a group of eight. However, multiple facilitators may be needed depending on the number of participating groups.

The facilitator(s) must have:

- Some experience of running participatory activities for young people.
- Solid basic knowledge of the main rules and principles of IHL.
- Knowledge of the work of the American Red Cross and the ICRC.

Before running Raid Cross, the facilitator must:

- Watch the Raid Cross video available here: youtube.com/watch?v=yd_REt8wwfk&feature=youtu.be
- Be familiar with this manual: both with the activities and with the IHL-related information.
- Successfully complete an IHL course. Please email IHL@redcross.org for information on IHL courses in your area.

The overall facilitator's role during Raid Cross is to:

- Lead the debriefings at the end of each post activity.
- Supervise the transitions between posts.

NOTE: When facilitating a small group of eight, the facilitator may play the role of the ICRC delegate or the judge, if necessary (usually not the “negative” roles).

Volunteers

The description of each post tells how many volunteers are needed for each activity and what their specific roles are.

The overall volunteers' role during Raid Cross is to:

- Cover different roles as described in each activity.
- Set up each post according to the guidelines.

NOTE: To avoid disappointment among volunteers, it should be made clear to them that because of their support role, normally they will not have an opportunity to take part in the debriefing.

Checklist to Be Completed Before Organizing Raid Cross

Given the sensitive nature of Raid Cross, organizers (adult/youth volunteers, chapter staff) must complete the following checklist before carrying out the activities:

Task	Check when done
I have informed the school administrators of the nature of Raid Cross by sending them the “Notice for school administrators.”	
I have sent the parents/legal guardians of the young people involved in Raid Cross the “Photo Consent Form.”	
<p>When Raid Cross Is Facilitated in a School</p> <p>I have sent the parents/legal guardians of the young people interested in taking part in the activity the “Parent/Guardian Opt-Out Form.”</p>	
<p>When Raid Cross Is Organized on Premises Other Than Those Of a School, e.g. in a Chapter, Hotel</p> <p>I have sent the parents/legal guardians of the young people interested in taking part in Raid Cross the “Registration Form.”</p>	
I have told potential participants that Raid Cross is an experiential activity designed to simulate situations of armed conflict and that they can opt out if they do not feel comfortable taking part in it for whatever reason.	
I have ensured that the Pre-Raid Cross questionnaire has been completed by all participants.	

Raid Cross Training

NOTICE FOR SCHOOL ADMINISTRATORS



American Red Cross

To the Principal/School Administration:

Raid Cross is an experiential learning activity created by the Red Cross to educate young people about International Humanitarian Law (IHL), the body of law that places basic limits on how war is waged. For 150 years, the global Red Cross movement has worked towards the alleviation of human suffering during war. Founded in the wake of the American Civil War by Clara Barton, who became known as the “Angel of the Battlefield” for her selfless assistance of wounded and hungry soldiers on both sides during the war, the American Red Cross has been tasked with educating the American public about IHL and the importance of preserving human dignity and ensuring the humane treatment of vulnerable people during armed conflict.

Through this structured program, students learn about challenges faced by civilians, wounded soldiers and prisoners of war in conflict through a series of simulated activities. Raid Cross consists of six activities, during which young people step into the shoes of military decision makers, humanitarian workers, battlefield medics and others in order to understand armed conflicts through different perspectives and the laws relevant to various situations.

Raid Cross offers educators and students an opportunity to link historical events and lessons taught in the classroom with contemporary global issues affecting the United States, its service members and people throughout the world on a daily basis, helping students progress on their path to become more informed global citizens.

To find out more about Raid Cross, please watch this video:

[youtube.com/watch?v=yd_REt8wwfk&feature=youtu.be](https://www.youtube.com/watch?v=yd_REt8wwfk&feature=youtu.be)

Educators and school authorities should note that some of the activities might touch on sensitive issues and experiences for students who have previously encountered armed conflict or situations of insecurity. While instructors and facilitators take precautions to ensure all young people participating in the simulation are comfortable throughout the activity, young persons are allowed, without prejudice, to opt out of the activity. Alternative learning activities will be identified for those who do not wish to participate.



I, _____ [name of school principal] understand the nature of Raid Cross and hereby give my consent for the activity to be facilitated in _____ [name of the school] with those children whose parents/guardians have not opted out. I understand that I need to inform the security or police personnel present in the school of the planned activity so that they are aware in advance of the simulation and what it implies, and that I need to inform the American Red Cross of the school procedures they need to follow in facilitating the activity.

Signature of school principal

Date

Printed name of school principal

Raid Cross Training

PARENT/GUARDIAN OPT-OUT FORM



American Red Cross

What is Raid Cross?

Raid Cross is a role-play activity created by the Red Cross to educate young people about International Humanitarian Law (IHL), the body of law that places basic limits on how war is waged. Raid Cross consists of six activities through which students learn about challenges faced by civilians, wounded soldiers and prisoners of war in order to understand armed conflicts through different perspectives and the laws relevant to various situations.

To find out more about Raid Cross, please watch this video:

[youtube.com/watch?v=yd_REt8wwfk&feature=youtu.be](https://www.youtube.com/watch?v=yd_REt8wwfk&feature=youtu.be)

Note: Parents/Guardians should be aware that some activities might touch on sensitive issues and experiences for those students who have previously encountered armed conflict or situations of insecurity.

While instructors and facilitators take precautions to ensure that all young people participating in the simulation are comfortable throughout the activity, young people are allowed, without prejudice, to opt out of the activity.

What do you need to do?

If you do consent to your child's participation in Raid Cross, you do not need to take any further action.

If you do NOT consent to your child's participation in Raid Cross, please complete the slip below and return it to _____ by _____.



Please be advised that my child, _____ [name of young person], will not be participating in the Raid Cross activity organized by the American Red Cross on _____ [date of event] at _____ [location].

Signature of parent/guardian

Date

Printed name of parent/guardian

Raid Cross Training

REGISTRATION FORM



American Red Cross

What is Raid Cross?

Raid Cross is a role-play activity created by the Red Cross to educate young people about International Humanitarian Law (IHL), the body of law that places basic limits on how war is waged.

Raid Cross consists of six activities through which students learn about challenges faced by civilians, wounded soldiers and prisoners of war in order to understand armed conflicts through different perspectives and the laws relevant to various situations.

To find out more about Raid Cross, please watch this video:

[youtube.com/watch?v=yd_REt8wwfk&feature=youtu.be](https://www.youtube.com/watch?v=yd_REt8wwfk&feature=youtu.be)

Note: Parents/Guardians should be aware that some activities might touch on sensitive issues and experiences for students who have previously encountered armed conflict or situations of insecurity.

While instructors and facilitators take precautions to ensure all young people participating in the simulation are comfortable throughout the activity, young people are allowed, without prejudice, to opt out of the activity.



REGISTRATION FORM

_____ [name of young person], my minor child, wishes to participate in Raid Cross, organized by the American Red Cross on _____ [dates of event] at _____ [location].

As the minor's parent/guardian, I understand the nature of Raid Cross and thereby consent to his/her participation in it. I am not aware of any physical, psychological or medical condition that would interfere with my child's ability to participate.

Signature of school principal

Date

Printed name of school principal

EMERGENCY INFORMATION

Please indicate how we can reach you in the event of an emergency:

Emergency contact 1:

Name: _____

Relationship to minor: _____

Relationship to minor: _____

Home phone: _____

Cell phone: _____

Office phone: _____

Emergency contact 2:

Name: _____

Relationship to minor: _____

Relationship to minor: _____

Home phone: _____

Cell phone: _____

Office phone: _____

Raid Cross Training

PHOTO CONSENT FORM



American Red Cross

I understand that my child _____ [name of young person] a minor, might be photographed during the course of the activities organized by the American Red Cross.

I grant full and unlimited permission to the American Red Cross, and its agents and affiliates, to use my child's name, photographs or any other record of his/her participation in the activities in any broadcast, telecast or other account of the activity for publicity purposes, without compensation, by signing below:

Signature of parent/guardian

Date

Printed name of parent/guardian

Welcome to country of Hadda

- Attacked by the army of Deldar for 13 m
- Different scenarios and different perspe
- Jigsaw
- SOS cards
- Passport
- Armbands: ORANGE AND BLUE



Raid Cross — Setting Up the Activities

How the Game is Played

To play the game, teams up to of eight players are formed. All teams play at the same time, rotating through the posts, taking into account the following:

- The Prisoners of War post must be played first by all participants at the same time so that, having been exposed to violations of IHL, they will recognize the necessity of respecting IHL and approach the other posts in a more constructive way.
- The Military Headquarters post, by contrast, must be the second-to-last one played, since players will need to have learned certain basic information to respond to the cases that will be put before them.
- The Trial post must come at the end of the simulation, because it is only at this stage that players fully recognize the consequences of the choices made at the earlier posts.

The 3 other posts (Wounded soldiers, Humanitarian Assistance, and Artillery) may be done in any order.



To play the game, each team of eight (or fewer) players rotate through a series of six posts. – © AMERICAN RED CROSS

The ideal length of time spent at **each** post, including debriefing, is approximately 30 minutes.

Since the first post must be played at the same time by all the teams, the other posts should be ready to be played in succession without any lull in the simulation.

If a break must be taken, ideally it should come before the Military Headquarters post.

Raid Cross — Setting Up the Activities

Number of Participants and Venue

Up to eight participants

This manual assumes that Raid Cross is being played by a small group of up to eight participants. In this case the posts should be set up in two separate rooms, adjoining each other, if possible.

The main training room (Room 1) should be set up with round tables, chairs and a projector. Room 2 should contain one table and 25 chairs only. Volunteers will be responsible for setting up the posts in one room while the activity takes place in the other.

NOTE: Raid Cross can also be facilitated in open spaces (e.g., paintball parks). The space for each activity should be marked off with caution tape.

With larger numbers, several groups of eight participants each should be formed. Here are some options for running the simulation:

Two to three groups

- Set up each Raid Cross post in advance in separate rooms and have a facilitator. Each group will rotate through the posts (in the order explained before).

Example:

- > *Group A: posts 1, 2, 3, 4, 5, 6*
 - > *Group B: posts 1, 3, 4, 2, 5, 6*
 - > *Group C: posts 1, 4, 2, 3, 5, 6*
-

- Have two shifts. At each post, one team can perform the activity while members of the second team participate in the debrief.
- Duplicate the activity at each post so several teams can perform it at the same time (resources have to be increased accordingly). All teams can then hold their debriefing together.

Teams are not competing against other teams. They all play separately from one another and should not confer at break times.

NOTE: The Trial activity might take too long for a large group (owing to the greater number of defendants and the increased length of the proceedings). It might be preferable to opt for a final debriefing, which can be held in small groups.

Raid Cross — Setting Up the Activities

Evaluation

At the Wounded Soldiers, Artillery, Humanitarian Assistance and Military Headquarters posts, players are evaluated using the form in the following pages. At the final trial, these evaluations will provide a basis for determining the extent of any IHL violations the players may have committed during the game, and for penalizing them.

NOTE: It is often useful to discuss the evaluation with the players and come to a consensus on the scoring.

The end of the game

The game ends with the rebuilding of the country following the termination of the conflict and the trial. At the conclusion of each post, the teams will have received pieces of a puzzle representing a map of the country of Haddar. Assembling the piece of the puzzle, on which they can leave their comments, symbolizes the rebuilding of Haddar. The number of the pieces of puzzle given at the end of each post depends on how many posts are facilitated. In any case, all six pieces must be given to each team.



Participants are guided by a facilitator during Raid Cross. – © AMERICAN RED CROSS

Raid Cross — Setting Up the Activities

Evaluation Form

The evaluation sheet needs to be filled in by the facilitator or, ideally, by another staff member/volunteer designated to be in charge of keeping track of the scores throughout all the activities.

Before the trial, the evaluation sheets need to be shared with the volunteer playing the role of the judge in order to give him/her a record of the violations committed by each group.

Evaluation — Wounded Soldiers

Behavior	Points	Score
Making contact with the victims		
Contact made with only some of the wounded	0 points	
Contact made with all of the wounded	4 points	
Order of evacuation		
First the seriously wounded, then the two lightly wounded, then the dead body	13 points	
First the seriously wounded, then the lightly wounded, omitting the dead body	9 points	
First, the two lightly wounded, then the seriously wounded, then the dead body	7 points	
The two lightly wounded, then the seriously wounded, omitting the dead body	5 points	
The two lightly wounded, omitting both the seriously wounded and the dead body	0 points	
Careful Transport		
Careful transport of the seriously wounded	1 point	
Careful transport of the first lightly wounded	1 point	
Careful transport of the second lightly wounded	1 point	
TOTAL	Out of 20 points	

Raid Cross — Setting Up the Activities

Evaluation — Humanitarian Assistance

Points can be granted, or deducted, as set out below.

Behavior	Points	Score
Checkpoint: players use effective negotiation skills with the guard/s	Up to 5 points	
Course: players use teamwork and communication skills in guiding the blindfolded aid worker	Up to 5 points	
Mines: players fail to prevent the aid workers from coming into contact with a mine	Deduct 2 points per mine detonated	
TOTAL		

Evaluation — Artillery

Each group starts off with 20 points (Note: points can only be deducted in this post).

Behavior	1	2	3	4	5	6	7	8	9	10	Deductions	Score
Civilian person or object knocked over											Deduct 2 points per target	
Civilian person or object hit (but not knocked over)											Deduct 1 point per target	
TOTAL											Out of 20 points	

Raid Cross — Setting Up the Activities

Evaluation — Military Headquarters

Case & Questions	Reasoning: 1.5 points for each correct instance	Response: 1 point for each correct instance	Score (Total out of 20 points)
Case 1			
Question 1			
Case 2			
Question 1			
Case 3			
Question 1			
Case 4			
Question 1			
Question 2			
Question 3			
Question 4			
Case 5			
Question 1			
TOTAL			

Raid Cross posts evaluation

	Out of 70 points
TOTAL	

Raid Cross — Setting Up the Activities



During the Artillery post, players learn how to distinguish military targets from civilian objects. – © AMERICAN RED CROSS



In the Humanitarian Assistance post, players guide a blindfolded aid worker through an obstacle course. – © AMERICAN RED CROSS

Raid Cross — Welcome to the Country of Haddar

This activity takes place before starting the actual Raid Cross posts. The aim is to present Raid Cross to the players.

Human and Material Resources Checklist

Resources you need to identify:

- 1 facilitator
- 1 armband per participant to symbolize the military uniforms of the Haddarians (you can cut strips of fabric or buy cheap bandanas — you will need these also for other posts)

Resources available at the end of the section that you need to print out:

- 1 SOS card per participant
- 1 passport per participant
- 1 Pre-Raid Cross questionnaire per participant



Raid Cross participants wear matching armbands to symbolize the Haddarian uniform. – © AMERICAN RED CROSS

Raid Cross — Welcome to the Country of Haddar

As participants arrive, before starting this session, the facilitator distributes the Pre-Raid Cross questionnaire. This will be distributed again at the end of the simulation and will help monitor participants' knowledge of IHL before and after Raid Cross.



Eileen and Grecia explain Raid Cross at Bradley University.



A passport is distributed to each player.

Before starting the actual posts, the facilitator:

- Welcomes the players.
- Conducts an icebreaker.
- Asks the participants for key words about IHL.
- Provides the definition of IHL and a brief overview.
- Welcomes them to the country of Haddar: “Welcome to the country of Haddar. This country was attacked by the army of Deldar, a neighboring country, and the armed conflict has continued for 13 months. You will be moving around the country taking up different roles.”
- Distributes an armband to each player and emphasizes that the opposite army will be wearing armbands of another color.
- Distributes SOS cards to each player and explains that if at any time participants feel uncomfortable about the post in which they are participating, they should hand the SOS card to their facilitator and they will be excused from that post without question.
- Distribute passports. These passports are the players' authorization to move around the country of Haddar. Each player must have his/her passport at all times.

Pre-Raid Cross Questionnaire

If you are organizing Raid Cross as part of the IHL Action Campaign Program, you need to ask Team Leaders and members to complete the Pre-Program Questionnaire, not this one.

Section 1: IHL — General Knowledge

1. **How would you explain what International Humanitarian Law (IHL) is? (Please select the answer that best applies.)**
 - a. International Humanitarian Law is the set of rules that protects human rights beyond armed conflicts and that protect individuals from actions their governments might take
 - b. International Humanitarian Law is the set of rules which limits the effects of armed conflicts by protecting people who are not or are no longer participating in hostilities and restricts the means and methods of warfare
 - c. International Humanitarian Law is the set of rules created by the United Nations that outlaws or prevents wars from taking place
 - d. International Humanitarian Law is about resolving conflicts and ending violence around the world
 - e. Not sure how to define this in simple words
2. **What are the main instruments of IHL? (Choose one answer below)**
 - a. The Geneva Conventions of 1949 and their three Additional Protocols of 1977 and 2005
 - b. The 1951 Refugee Convention
 - c. The Universal Declaration of Human Rights of 1948
 - d. The Rome Statute of the International Criminal Court
3. **From what you know of IHL, are countries mandated to respect the rules of armed conflicts? (Please select the answer that best applies.)**
 - a. Every country in the world is mandated to respect the rules of armed conflicts
 - b. Just a few countries have ratified the Geneva Conventions and are mandated to respect the rules of armed conflicts
 - c. Countries cannot be mandated to respect the rules of armed conflicts
 - d. Not sure if countries are mandated to respect the rules of armed conflicts
4. **Has the United States ratified the Geneva Conventions of 1949? (Please select the answer that best applies.)**
 - a. Yes
 - b. No
 - c. Don't know
5. **From your understanding of IHL, please state whether the following statement is correct or not: "To achieve military goals, it is possible to take all necessary measures." (Please select the answer that is legally correct)**
 - a. True
 - b. False
 - c. Not sure

Pre-Raid Cross Questionnaire

6. From what you know of IHL, who is protected under IHL? (Please select all that apply)

- a. Civilians
- b. Wounded soldiers
- c. Prisoners of war
- d. Military Medical Personnel
- e. Humanitarian Workers
- f. Active military forces engaging in an international armed conflict
- g. People ordained for religious duties (e.g. priests, imams, rabbis)

7. In times of armed conflicts, do you think there are international laws that prevent military forces to: (Please select the answer that best applies)

	Yes	No	Don't Know
Torture captured enemy combatants in order to get important military information?			
Attack enemy combatants?			
Target civilians in combat areas of food, medicine, or water in order to weaken the enemy?			
Cut off communications with families for prisoners of war?			
Use children under the age of 15 as child soldiers?			
Attack medical facilities?			
Attack religious buildings such as churches, mosques, temples, or synagogues?			

8. In response to those alleged to have committed grave breaches of the Geneva Conventions, nations have an obligation to do which of the following actions: (Please select the answer that is legally correct)

- a. They have to be investigated and prosecuted
- b. They have to be exposed to the public but not prosecuted
- c. They have to be forgiven and granted amnesty without public exposure
- d. Not sure what happens to people who are alleged to have committed grave breaches of the Geneva Conventions

Pre-Raid Cross Questionnaire

Section 2: Your thoughts on IHL

1. How do you feel about the following topics?

	I agree	I disagree	I think it depends on the situation
It is important to have rules of war agreed to by countries even though they may sometimes be violated during a conflict.			
It is important the United States follow the rules of war as a party to the Geneva Conventions.			
It is important that there is a way to take legal action against the violators of the rules of war.			

Section 3: Please tell us about yourself

1. Are you:

- a. Female
- b. Male

2. Please indicate your age group:

- a. 11 or younger
- b. 12 to 17
- c. 18 to 24
- d. 25 to 39
- e. Other

3. Please describe your professional occupation: (Please check all that apply)

- a. K-12 student
- b. Undergraduate student
- c. Graduate student (non-law)
- d. Law student
- e. American Red Cross staff/volunteer
- f. Other




Pre-Raid Cross Questionnaire

4. Are you: (Response is optional)

- a. Hispanic or Latino
- b. White
- c. Black or African American
- d. Asian
- e. Native Hawaiian or other Pacific Islander
- f. American Indian or Alaskan Native
- g. Two or more races
- h. Other

Raid Cross Resources: Passport

Cut Out 

<p>The Principle of Distinction The Principle of Military Necessity The Principle of Proportionality The Principle of Avoiding Unnecessary Suffering</p>  <p>American Red Cross</p> <p>Raid Cross is a simulation on international humanitarian law</p> <p>redcross.org</p>	<p>PASSPORT</p> 
<p>Signature: _____</p> 	<p>This passport is essential for travel within the country of Haddar and beyond.</p> <p>Name: _____</p> <p>Surname: _____</p> <p>Date of birth: _____</p> <p>Sex: _____</p> <p>Height: _____</p> <p>Eyes: _____</p>

Fold

Fold

Raid Cross Resources: SOS Cards

Cut Out 

SOS

Cut Out 

SOS

Raid Cross Resources: Haddar Map Puzzle Piece



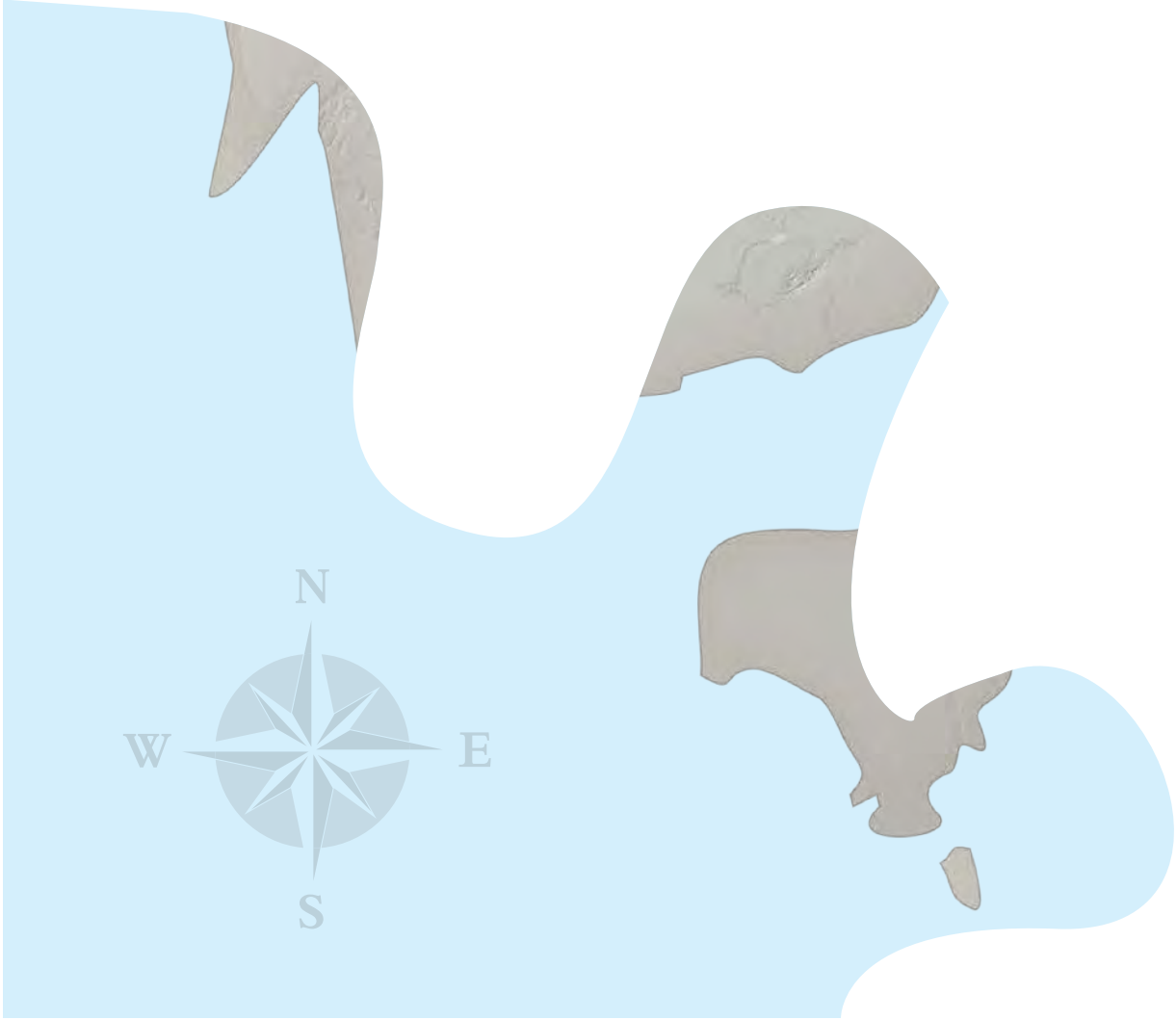
Raid Cross Resources: Haddar Map Puzzle Piece

Cut Out 



Raid Cross Resources: Haddar Map Puzzle Piece

Cut Out 



Raid Cross Resources: Haddar Map Puzzle Piece

Cut Out 



Raid Cross Resources: Haddar Map Puzzle Piece

Cut Out 



Raid Cross Resources: Haddar Map Puzzle Piece

Cut Out 





Post: Prisoners of War

By the end of this activity, players should be able to:

- » Appreciate how people feel when they are captured, mistreated and put in the position of a “victim” in a situation where their rights are ignored.
- » Explain who can qualify as a “Prisoner of War” (PoW).
- » List the primary rights that PoWs have and explain that torture is always illegal.
- » Explore the role of the ICRC in relation to PoWs and other individuals deprived of freedom as a result of armed conflicts.



In the Prisoners of War post, players are told to “dig like dogs,” simulating the threat to human dignity. – © AMERICAN RED CROSS

Human and Material Resources Checklist

Resources you need to identify:

- 1 facilitator
- 5 volunteers to play the following roles:
 - 1 prison guard (Deldarian soldier) who mistreats PoWs
 - 1 prisoner (Haddarian combatant)
 - 1 prisoner (Haddarian combatant)
 - 1 prisoner (civilian)
 - 1 ICRC delegate
- Costumes for the prison guard: jeans and black t-shirt, Deldarian soldier armbands
- Caution tape to mark the perimeter of the prison camp

Resources available at the end of this section that you need to print out:

- An ICRC badge for the ICRC delegate
- 1 “You are invisible” card per player
- 1 copy of the role descriptions for each of the 5 volunteers

Post: Prisoners of War

THE SCENARIO

The players as Haddarian soldiers are taken as PoW. They enter the PoW camp where they meet other captured Haddarian prisoners.

Conducting the Activity

The facilitator gathers the players in a group and then leads them as one group to the camp. The entrance of the camp is designated with a sign that says “YOU HAVE NOW ENTERED THE PRISON CAMP.”

NOTE: The PoW camp simulated in this activity is fictional and does not represent any current or former prison camp.

Investigation of the Camp

The facilitator leads the group of PoWs to talk to the guard. The guard then leads the group through the camp by following a path, which has been marked by the caution tape on the floor. Three PoWs will share their stories with the new PoWs at three designated stations along the path.

After the players have traveled the entire path and all characters have performed their monologues, the guard will start yelling “You know you are also prisoners of war” and will simulate mistreatment. After the new prisoners are “degraded” for some time, an ICRC delegate will come and lead an Interview Without Witness (IWW).

At the end of the simulation, during the Trial, the guard will be charged for violations of IHL.

Debriefing Session

At the end, the facilitator concludes the entire simulation by leading a short debriefing session. During this session, he/she will ask the players to describe what happened, how they felt about being taken prisoner and what can be done about the way the guard treated them.

For detailed debriefing questions, please see the Role Descriptions at the end of this section.

Role Descriptions

Volunteer 1: Prison guard who mistreats PoWs

You are a guard in the PoW camp, and you have no sympathy toward your prisoners.

Your role is to:

1. Be the “bad guy” and perform your monologue for the players:

“Hi, I’m Javier, I’m a prison guard in the Deldarian PoW camp. I am a Deldarian, look at the color of my armband! What’s your color? Remember that! Yesterday, some of my buddies went out on patrol and captured some Haddarian soldiers. Now it’s my job to keep them alive. I have to keep them fed and hydrated. I have to make sure they don’t get any stupid diseases. I even have to respect their religious rights. I’m doing all of this, just so that they can leave here one day and try

Post: Prisoners of War

to kill me, and my friends. They hate me, they hate my country, and everything we stand for. Why do I have to do this? Why is this important? Oh look, one of those prisoners is over there. Why don't you go bother him?"

2. Lead the players to talk to all the PoWs — one after the other.
3. At the conclusion of the monologues, you perform the following dialogue, allowing the players to respond accordingly. Below are some ideas on what you can ask the group to do to simulate torture: you can ask players to do different things, within the bounds of what is reasonable.
 - Why are you here? What is your status?
 - Why aren't you on your knees? On your knees now!
 - Are you hungry? Thirsty? We have no food or water for you.
 - Get down on the ground. Start digging holes!
 - Work faster! Work faster! If you finish before sunset, maybe we'll give you dinner.
 - Bark like a dog!
 - Give me your passports!
 - Run around the room!
 - Have the new PoWs chant "first came the soldiers, then came the sailors, then the prisoners of war, then came civilians in their millions, put them together that's 4" (please note these are the categories of people protected by the Geneva Conventions and it is important to include this chant as it will be used in the debriefing).

NOTE: You should never touch the players, swear at them, etc. You should never run into the room from outside and take the players as PoW by surprise — the starting of the simulated torture can be marked by "flashing lights."

Volunteer 2: A prisoner (Haddarian Soldier) who undergoes torture and degrading treatment

You are a prisoner, and you show signs of fatigue and physical harm.

Your role is to:

1. Demonstrate that you have been physically harmed and mistreated.
2. Perform the following monologue:

"Hi, I'm Jeff, I am an Hadarian soldier. So you have been captured too ... 6 months ago, I was taken prisoner in the field, and brought to this camp for interrogation. I have been supplied with water and food, but the soldiers running this camp aren't always that kind. They seem to think that I have some kind of intelligence about our side's movements, and ... I don't know what they want ... I have tried to tell them, but they won't believe me ... And even worse, they've begun torturing me. It began with solitary confinement, but then they would beat me or make it impossible for me to sleep to get the information ... information that I don't have. Shouldn't there be a law against this? I wish I could get a message to my family, so that they know where I am... I've gotta get some rest. You should probably talk to the people over there, too."

At the conclusion of the monologue, the guard will lead the players to the next station, where they will hear from the next PoW.

Post: Prisoners of War

Volunteer 3: Prisoner (Haddarian Soldier) who is not allowed to practice his/her religion

You are holding a religious text.

Your role is to:

1. Demonstrate a sincere devotion to your religion and demonstrate anguish because you cannot practice it at the camp and suffering because you have been forced to perform humiliating forced labor.

2. Perform the following monologue:

“My name is John. I was taken to the prisoner of war camp a while ago. I’m a Muslim, and when I asked whether I could go to be alone and pray, they said I could go to their church, but I couldn’t pray to my God there, I could only pray to theirs. One morning I was caught praying in my room; I wasn’t allowed to eat for the rest of the day as a punishment. Another prisoner I knew was caught reading from the Qur’an. The guards took her away and that was the last time I ever saw her. I can’t practice my religion openly here for fear that I might be punished or killed. As a punishment they put me to work, they told me to scrub the floor with a toothbrush; wash all the outside windows during a snowstorm...”

At the conclusion of the monologue, the guard will lead the players to the next station, where they will hear from the next PoW.

Volunteer 4: Prisoner (Civilian)

You are a civilian.

Your role is to:

1. Show distress because you don’t know why you have been detained.

Perform the following monologue for the players:

“I don’t know why I am here ... I’m not any sort of soldier; I’m just a shopkeeper. I am not well and they keep asking me questions and treating me badly. All the other detainees are fighters, but not me. I don’t know why they captured me...”

Volunteer 5: The ICRC Delegate

After the guards have ‘tortured’ the players who are PoWs, you will come into the room to inspect conditions in the camp and negotiate with the prison guards/director for better treatment of the prisoners and to have an Interview Without Witness (IWW) with one of them.

Your role is to:

1. Perform the following monologue as soon as you get into the room:
2. “I’m from the International Committee of the Red Cross. I am here to check on the well-being of the Haddarian soldiers and others who are prisoners. I would like to be able to have one-on-one interviews with them, and give them the opportunity to write messages to their families. I need to be able to interview each prisoner without any witnesses. Let’s start with that one...”
3. Ask the guard to select one PoW. Distribute all the other PoWs a card that says “you are invisible.” This way, all the players will have an opportunity to understand what an IWW is about.

Post: Prisoners of War

4. Ask the following questions during your IWW:
- What is your first and last name?
 - How are your jailors treating you?
 - How long have you been detained?
 - How many prisoners are there in a single cell?
 - Do you have enough to drink?
 - What are you given to eat?
 - Have you been given medical care?
 - Would you like to send a personal message to your family and loved ones? Any other questions?

“At the end of the interview” restate the aims of your visit with the PoW.

NOTE: The conclusion of the ICRC delegate’s IWW marks the end of the simulation. The facilitator then conducts a final debriefing session.

Facilitator’s Debriefing Points

The first part of the debriefing is the time for the facilitator to ask questions that help the players reflect on what they experienced and how they felt:

- What happened?
- How were you treated? What did you do?
- What kinds of questions did the Deldarian guard asked you?
- What was the role of the ICRC?
- How did these experiences make you feel?
- How did you feel about the opportunity to write a message to your family?
- Why do soldiers choose to treat people in either a humane or an inhumane way?

The second part of the debriefing is the time for the facilitator first to elicit the relevant IHL rules from the players and then to summarize the main ones.

1. How do you define a “Prisoner of War?”
2. Which of the three prisoners in the camp qualifies for PoW status and why?
3. Who can become a PoW?
4. What Geneva Convention protects PoWs — remember the chant!
5. What major rights do PoWs have according to the Third Geneva Convention?
 - What violations of IHL do you think you witnessed?
 - Are prison guards sometimes allowed to torture PoWs?

Post: Prisoners of War

6. If the PoWs are enemies, why should the prison guards care about their health and welfare?
7. How do these issues relate to you?

Here are some rules of IHL relevant to PoWs:

Defining prisoners of war

- Prisoners of war (PoWs) receive special protections under international law. These protections are codified primarily in Geneva Convention III of 1949. The protections are diverse and detailed. In non-international armed conflicts (internal conflicts or civil wars between governments and non-state armed groups or two or more non-state armed groups), captured enemy combatants do not receive PoW protection and are often considered criminals by the government, which has the right to prosecute them for their criminal acts. Common Article 3 of the Geneva Conventions, however, explains that all persons are still guaranteed humane treatment and must be free from torture or any other cruel, humiliating or degrading treatment.
- The status of PoWs can be accorded to members of the military belonging to a party to the conflict, and certain qualifying persons accompanying the military including embedded journalists attached to the armed forces, as well as to members of militias, and volunteer forces who are captured by enemy forces (GC III, Art. 4; AP I, Art. 43).
- Members of other militias, volunteer corps or organized resistance movements belonging to a party to the conflict may qualify for PoW status if they are commanded by a

person responsible for his/her subordinates; wear a fixed distinctive sign (such as a uniform); carry weapons openly; and conform their conduct to the rules of International Humanitarian Law (GC III, Art. 4).

Combatant privilege

- Combatants have the right to participate directly in hostilities, that is, they have the right to kill and may also be killed. Combatants may not be prosecuted for acts that during peacetime would be crimes (e.g., murder) if they were performed in compliance with the rules and requirements of International Humanitarian Law (AP I, Art. 43).

Treatment of prisoners

- A person who has laid down his weapons and is captured may not be killed and must be treated humanely at all times (GC III, Art. 13). Prisoners are entitled in all circumstances to respect for their persons and their honor, and all prisoners must be treated equally without any adverse distinction based on race, nationality, religious beliefs, political opinion, or other similar criteria (GC III, Art. 14, 16). Prisoners must be protected from acts of violence or intimidation and may not be tortured or subjected to medical experiments (GC III, Art. 13).
- Prisoners must be evacuated and housed outside the combat zone to protect them from danger (GC III, Art. 19).
- Wounded and sick prisoners must be provided medical attention without charge (GC III, Art. 15, 30–31).

Post: Prisoners of War

- Prisoners must be housed under conditions as favorable as those for the forces of the Detaining Power, which must also keep the facilities in sanitary conditions (GC III, Art. 25, 29).
- Prisoners must be fed daily food rations sufficient in quantity and quality to keep them in good health and prevent weight loss and nutritional deficiencies (GC III, Art. 26).
- Prisoners must be provided clothing, which should be replaced and repaired on a regular basis (GC III, Art. 27).
- Women, if held as prisoners of war, must be treated with special care. They must be housed separately from men, and given due consideration based on their gender (GC III, Art. 14, 16, 25, 29, 97).
- A captured combatant, when interrogated, is obliged to give only his name, rank, birth date and serial number. He/she cannot be forced to provide other information (GC III, Art. 17).
- Prisoners have the right to practice their religion and adequate space for religious services must be provided (GC III, Art. 34).
- Prisoners have the right to send and receive family letters (GC III, Art. 71).
- A copy of the Geneva Conventions must be posted in the prisoners' language for all to read, and prisoners may elect a representative to represent them in discussions with authorities and the ICRC (GC III, Art. 41, 79).
- Prisoners may be put to work; however, labor conditions are strictly regulated under the law, and prisoners must be compensated for their work (GC III, Art. 49–57, 62).
- Prisoners have the right to be visited by ICRC delegates (private visits without witnesses). The ICRC also has a special right to visit PoWs to ensure humane treatment and proper prison conditions (GC III, Art. 126).
- Disciplinary sanctions against prisoners (for running away or other offences) are authorized, but regulated and limited (they cannot be arbitrary, brutal, inhumane or dangerous). Prisoners must be afforded basic judicial rights and guarantees (GC III, 82–108).

Liberation and repatriation

- Seriously wounded or sick prisoners must be repatriated as soon as possible (GC III, Art. 109–110).
- No sick or injured prisoner may be repatriated against his/her will (GC III, Art. 109).
- All prisoners of war must be liberated and repatriated without delay after hostilities end. They cannot be tried or sentenced for having taken part in the conflict. (GC III, Art. 118–119).

Post: Prisoners of War

FAQs During the Debriefing of the Prisoners of War Post

1. What are the different types of prisoners in times of conflict?

In cases of international armed conflict, the following categories are protected by the Geneva Conventions: prisoners of war and civilian internees. Civilians not taking part in hostilities may also be interned and their liberty restricted for imperative reasons of security. They are protected by Geneva Convention IV of 1949. In non-international armed conflict, militant forces or individual civilians who take up arms against the government are not provided PoW protection upon capture. Instead, they are criminals who may be prosecuted for their illegal conduct. Regardless of whether or not they qualify for PoW status, all prisoners/detainees must be treated humanely. The ICRC visits PoWs and all those deprived of freedom as a result of war and armed conflict.

2. If torture is always illegal, why do certain nations get away with it?

Torture is illegal in all circumstances. There are no exceptions. Specific treaties, including the Geneva Conventions and the UN Convention Against Torture (CAT) prohibit it. The prohibition of torture is also a “customary norm” of international law. This means that all nations must abide by the prohibition, even if they have not expressly consented to it by ratifying a treaty.

Nations are generally free to define what constitutes torture, as long as it does not contravene international legal obligations. The international definition of torture can be found in the CAT. This treaty defines torture as:

any act by which severe pain or suffering, whether physical or mental, is intentionally

inflicted on a person for such purposes as obtaining from him or a third person information or a confession, punishing him for an act he or a third person has committed or is suspected of having committed, or intimidating or coercing him or a third person, or for any reason based on discrimination of any kind, when such pain or suffering is inflicted by or at the instigation of or with the consent or acquiescence of a public official or other person acting in an official capacity. It does not include pain or suffering arising only from, inherent in or incidental to lawful sanctions. (CAT Art. 1)

The U.S. definition of torture, found in Title 18, Section 2340 of the United States Code, parallels the definition of the UN Convention Against Torture, with a few differences. For instance, under the United States definition, mental harm must be prolonged in order to qualify as torture. However, the general prohibition of torture applies. When in doubt, the law (both domestic and international) still criminalizes “cruel, inhuman and degrading treatment,” so while a nation may not consider certain conduct serious enough to amount to torture, it may still be prohibited.

3. Can you give me an example of prisoners of war in today's conflicts? Do prisoner of war camps still exist?

GC III remains very relevant even in modern conflicts. During Operation Iraqi Freedom (2003), the United States and coalition forces detained thousands of Iraqi soldiers. As members of a regularly constituted national military of Iraq, these soldiers were afforded prisoner of war status. PoW camps were constructed for those captured, and those detained were eventually released at the end of the conflict.

Post: Prisoners of War

For Further Information

Build a POW camp

nobelprize.org/educational/peace/redcross/game.html

Use this interactive online-based activity to check what your players have learned.

Brig. Gen. Patrick Finnegan discusses torture and the importance of the Rules of War

youtube.com/watch?v=lj42JxSwJQc

Show this video if players want to know more about the position of the USA on torture.

Check out this video about the work of the ICRC with detainees

youtube.com/watch?v=ylZzp7Mxz10

Show all or part of this video if your players want to learn more about the ICRC.



Israel. Ramon detention centre. An ICRC team visits the prison. – © ICRC/KAVALERCHIK

Post Resources: Invisible Card

Cut Out 

This is an Interview Without Witness.
You are invisible.

Cut Out 

This is an Interview Without Witness.
You are invisible.

Cut Out 





This is an Interview Without Witness.
You are invisible.

Cut Out 

This is an Interview Without Witness.
You are invisible.

Post Resources: ICRC Badge

Cut Out 

 ICRC	 ICRC
 ICRC	 ICRC

Cut Out 

PLEASE NOTE: The red cross emblem is a special protective sign whose use is restricted by law. The emblem is reproduced here, as part of the ICRC logo, with permission, for the sole purpose of the Raid Cross activity game. Please ensure that the badges are destroyed after their use in the game.



Post: Wounded Soldiers

By the end of this activity, players should be able to:

- » Explain that every wounded person must be cared for, without distinction as to which side he/she is on, race, religion. Only urgent medical reasons should determine priorities in providing medical care.



An ICRC medical team in Al Niqab hospital in Aden operate on a patient with a gunshot wound. Clashes between militants and Yemeni armed forces escalated in the south during the first half of 2012, leaving civilians at risk of getting caught in the crossfire. – © ICRC/GETTY/OU

Human and Material Resources Checklist

Resources you need to identify:

- 1 facilitator
- 1 volunteer to play the role of a fellow Haddarian soldier
- 4 dummies to represent the wounded and the dead. These can be:
 - Stuffed uniforms
 - Stuffed camouflage clothes
 - Stuffed makeshift shirts
- Stuffing for the 4 dummies:
 - Empty bottles, pillows or bags of shredded paper
 - First aid manikins for the upper part of the body
- Armbands/bandanas to symbolize the military uniforms of the wounded

Resources available at the end of the section that you need to print out:

- Injury cards
- Pieces of the puzzle of Haddar
- A hospital area (use a tent, Red Cross flag or a capital letter “H” on a sheet of paper)
- Role description for the volunteer

Post: Wounded Soldiers

THE SCENARIO

A fellow Haddarian soldier (a volunteer) comes at the end of the debriefing of the previous activity and tells the players that a bloody battle has just taken place nearby between Deldarian and Haddarian soldiers. The battle is over, but casualties are lying around on the ground. The players are encouraged to run onto the adjacent room/space where the four wounded soldiers are and they are reminded that different armies wear different color armbands.

Conducting the Activity

Four wounded soldiers (the four dummies) are lying there in the room: two Deldarian soldiers and two Haddarian soldiers. The two Haddarians are lightly injured. One of the Deldarians is more seriously hurt, and the other one is dead. All the wounded soldiers wear colored armbands, representing the army to which they belong.

A small descriptive sign placed on the dummies or hidden in the pockets of the uniforms indicates the condition and seriousness of their injuries. In a corner of the battlefield, a hospital is set up.

NOTE: Consider giving a time limit to the players, and reminding them that the “clock is ticking.” Also consider adding specific stories to the injury cards, e.g. This person is dead. He was your childhood best friend.

Approaching the wounded:

The participants receive no instructions and are free to react. Three reactions are possible:

1. They do nothing.
2. They approach only the Haddarian wounded.
3. They approach all the wounded.

Next, the facilitator mentions that medical aid is available nearby at a hospital belonging to the Haddarian army. The team is given no other information. A single stretcher (or chair) is left at the group's disposal — the players must therefore decide in what order to evacuate the wounded.

(Optional) To test how carefully the casualties are transported, a bowl filled with water could be placed on the stomach of the dummies when they are transported. The goal is to get the injured person/dummy to the hospital without overturning the bowl, yet without going too slowly. (A reasonable time limit should be set, depending on the area covered and the strength of the players).

Post: Wounded Soldiers

Debriefing

The facilitator first asks the players a number of debriefing questions and then explains that wounded soldiers are protected by International Humanitarian Law and have rights. He/she gives some examples of rules that must be respected.

For detailed debriefing questions, please see the Role Descriptions at the end of this section.

Evaluation

The evaluation is based on the players' initial reaction and the evacuation of the wounded. Initial reaction:

- Going to all four victims: 4 points.
- Going to only some of them: 0 points.

Points awarded according to the order used for evacuation:

- First the seriously wounded, then the two lightly wounded, then the dead body: 13 points.
- First the seriously wounded, then lightly wounded, omitting the dead body: 9 points.
- First the two lightly wounded, then the seriously wounded, then the dead body: 7 points.
- First the two lightly wounded, then the seriously wounded: 5 points.
- Only the two lightly wounded: 0 points.



During Raid Cross, the team attends to dummies that represent wounded soldiers. – © AMERICAN RED CROSS

Post: Wounded Soldiers

Role Descriptions

Volunteer 1: A fellow Haddarian soldier

You are a Haddarian soldier; you are dressed in army fatigues.

Your role is to:

- Get into the room where the other Haddarian soldiers are — at the very end of the debriefing of the previous activity — and perform the following monologue:

“A bloody battle has just taken place nearby between Deldarian and Haddarian soldiers. The battle is over, but casualties are lying around on the ground. Come with me!”

Facilitator’s Debriefing Points

The first part of the debriefing is the time for the facilitator to ask questions that help the players explain and justify their decisions. Here are the debriefing questions:

- What did you observe? How did you respond?
- Why did you respond the way you did? Why did you assist certain victims before others?

The second part of the debriefing is the time for the facilitator to provide information and facts about IHL, and to clarify any questions concerning the content of the simulation.

The final question of the debriefing should be:

- How do these issues relate to you?

Here are some of the rules of IHL relevant to any wounded or sick person who is no longer fighting, as well as rules applicable to medical personnel:

The wounded

A wounded soldier who has laid down his/her weapons and is no longer a threat is completely at the enemy’s mercy. Not so long ago, at the end of a battle between two armies, the wounded would be left without assistance on the battlefield. At best, people provided care only for wounded soldiers on their own side. Enemy soldiers, however, were abandoned or even killed. Under these circumstances, a wounded soldier is no longer an enemy, but a victim.

- Wounded and sick soldiers, even enemy soldiers, no longer present a threat and, therefore, cannot be attacked or killed unless they keep fighting. They must be evacuated from the battlefield and protected from further harm (GC I, Art. 12; GC II, Art. 12; AP I, Art.10; AP II, Art. 7).
- Whenever circumstances permit, all possible measures must be taken to search for and collect the wounded, especially after a battle (GC I, Art. 15; GC II, Art. 18; AP II, Art. 8).
- The only criterion to manage the wounded is medical urgency. Medical care must be provided without discrimination based on race, religion, political opinion, or other similar criteria (GC I, Art. 12; GC II, Art. 12; AP I, Art. 10; AP II, Art. 9(2)).

Post: Wounded Soldiers

- The wounded may not be subjected to medical experiments or exposed to the risks of contagion or infection (GC I, Art. 12; GC II, Art. 12; AP I, Art. 11(2)).
- The wounded must be protected from ill treatment and their possessions are protected from pillage and looting (GC I, Art. 15; AP II, Art. 7).

The dead

- The dead, whether friends or enemies, must be treated with respect and dignity (GC I, Art. 15).
- Steps must be taken to ensure their possessions are not pillaged or looted (GC I, Art. 15; AP II, Art. 8).
- Steps must be taken to ensure that the dead are honorably buried, if possible according to the rites of their own religion, and that their graves are respected, maintained and marked. (GC I, Art. 17; AP II, Art. 8).
- Before the dead are buried or cremated, they must be examined to confirm their identity, which is to be recorded in a registry (GC I, Art. 17).

Medical personnel and assistance

- Medical personnel, whether civilian or military, must be respected and protected under all circumstances, as long as they are not participating in the fighting (GC I, Art. 24, 25; GC II, Art. 36–37; GC IV, Art. 20; AP I, Art. 12–13; AP II, Art. 10-11).
- The same rule applies to medical transports like ambulances or helicopters and ships used for medical evacuations, buildings like hospitals and clinics, and medical equipment and medicine (GC I, Art. 19, 20, 35; GC II, Art. 22, 24, 39; GC IV, Art. 18, 21–23; AP II, Art. 11).
- The emblems of the red cross, red crescent and red crystal symbolize protection and must be respected (GC I, Art. 38; GC II, Art. 39, 41; AP II, Art. 12; AP III). Any abusive or misleading use of the emblem is forbidden. (GC I, Art. 53; GC II, Art. 45; AP I, Art. 38(1), 85(3)(f); AP II, Art. 12; AP III, Art. 6(1)).
- The military authorities must authorize inhabitants and humanitarian organizations to collect and care for the wounded and sick without any distinction based on what nationality they are or what side of the conflict they may be associated with (GC I, Art. 18).

Post: Wounded Soldiers

FAQs During the Debriefing of the Wounded Soldiers Post

1. **What if a wounded soldier refuses medical care? May he/she be left to die?**

There is no clear answer to this question. Persons cannot be forced to receive medical treatment against their will. It is likely that each military or humanitarian organization will have its own policies and procedures to deal with these circumstances. The Geneva Conventions do not discuss the protocol for assisting those who refuse treatment. However, the wounded and sick must be respected and treated humanely.

2. **How does the principle of medical urgency compare with that of triage?**

Both the triage and the medical urgency principle say that those with the most severe injuries are treated first, but challenges arise when dealing with those who likely cannot be saved even with urgent medical attention and where priority care may divert time and resources from those who could otherwise be saved.

Those in this category should be kept comfortable, treated humanely, and monitored for improvement.

3. **Pillage of dead bodies is prohibited. However, could the soldiers from the opposing army take medicine that belongs to the dead? What about weapons?**

The Geneva Conventions specify a general prohibition against pillage, but what constitutes pillage may be unclear. The prohibition of pillage is meant to prevent the personal possessions of dead soldiers from being taken for profit or out of greed. Therefore, it likely does not apply to medical supplies and almost certainly does not apply

to weapons, as these are tools of warfare without inherent personal value.

4. **Are there rules about sending the dead back to their home country?**

In the past, the concern was more about respecting and honoring the dead by giving them a timely burial. This is why there are so many American soldiers buried at the beaches of Normandy in northern France who were killed during the D-Day landings of June 1944. Today, many families want their loved ones to be buried near home, and some countries choose to negotiate for the return of their deceased from the enemy so they may be sent home for burial. GC I, Art. 17, as well as AP I, Art. 34(4), which was drafted in 1977, provides for the exhumation of deceased soldiers for return to their home countries.

Post: Wounded Soldiers



An ICRC surgical team operates on a war-wounded fighter in Kaguro, North Darfur. – © ICRC/HEGER

For Further Information

The Importance of Making Protection for Medical Care a Priority

youtube.com/watch?v=q3IIAoRntHQ

Listen to Professor Len Rubenstein talk about the need to respect medical personnel in armed conflict.

Learn About Clara Barton, the “Angel of the Battlefield”

youtube.com/watch?v=7k0D01ODDFA

Show this video to illustrate how Clara Barton responded to provide medical aid during the American Civil War.

Civil War Activity

ehl.redcross.org/resources/civil-war-lessons/1.1.php

Use the first Civil War Lesson to talk about how bystanders can respond and provide care to wounded soldiers.

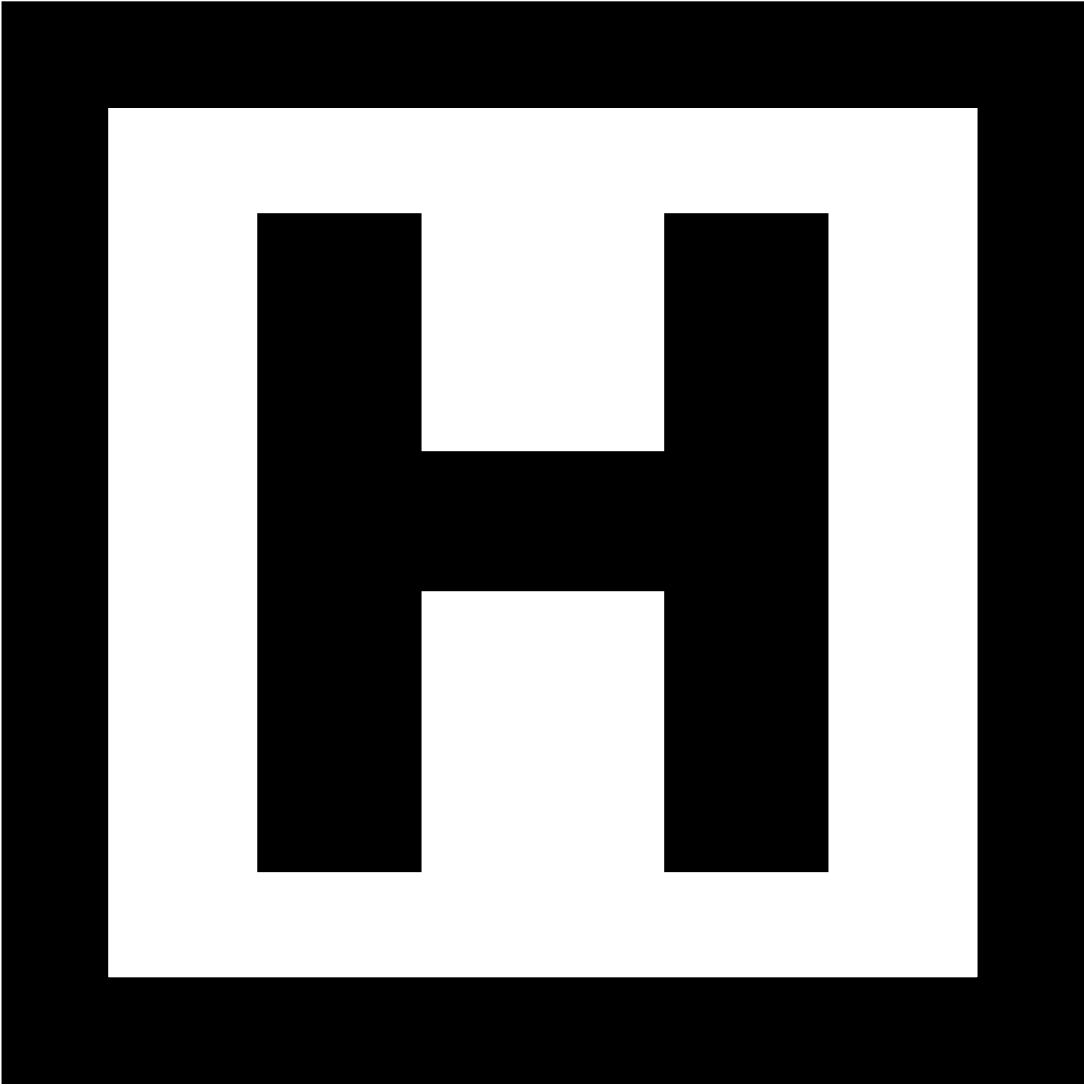
Check out this video produced by the ICRC on the importance of respect and protection of health care in armed conflict zones:

youtube.com/watch?v=Cr3eknFzhWs&list=PL976DC37B1EF9FD69&index=1

Show all or part of this video/part if your players want to know more about the dangers faced by health care workers in armed conflict and the right to safe access to health care.

Post Resources: Hospital Indicator

Cut Out 



Post Resources: Injury Cards

Cut Out 

This person does not answer you.
This person is dead.

Cut Out 

This person has lost a lot of blood.
They are barely able to answer you.
**This person has a very
big and deep wound.**

Cut Out 

This person has a cut on their right foot and
complains of a pain in the right heel.

Cut Out 

This person is complaining of very
strong pain in the left arm.



Post: Humanitarian Assistance

By the end of this activity, players should be able to:

- » Recognize the challenges of humanitarian aid work.
- » Explain how IHL protects humanitarian aid personnel.
- » Describe why anti-personnel landmines are banned.



Human and Material Resources Checklist

Resources you need to identify:

- 1 facilitator
- 1 volunteer to play the role of a border guard
- Materials for creating an obstacle course: caution tape, empty water bottles
- 1 cardboard box
- 1 bandana to use as a blindfold when players go through the obstacle course

Resources available at the end of the section that you need to print out:

- Landmine signs to distinguish minefield area
- Factsheet about Landmines
- Pieces of the puzzle of Haddar
- ICRC sign to stick on the cardboard box
- Checkpoint forms
- Role description for the volunteer

Post: Humanitarian Assistance

THE SCENARIO

The players play the role of humanitarian workers responsible for delivering humanitarian aid to a village where an epidemic is raging and famine is a serious threat. To do this, they must cross the front line and avoid numerous obstacles.



An obstacle course is created for this post using caution tape attached to chair legs in a zig-zag pattern.

Conducting the Activity

Before the beginning of the activity, the volunteers need to prepare the obstacle course as shown in the photo: two rows of eight chairs facing each other, with caution tape attached to the legs and running between the chairs in a zigzag. Landmine signs (stuck on water bottles) should be scattered along the obstacle course on the ground between the two rows of chairs.

The players must act as a team to deliver a box of humanitarian supplies. One player at a time is blindfolded and has to go through the obstacle course. To maximize the entire team's participation, each team member should be stationed at a specific spot in the obstacle course and assigned to give instructions to the blindfolded participant when passing that spot.

The other players as a team spot him/her and tell him/her where to step in order to avoid the mines.

If he/she touches a landmine (and or the caution tape) then another player must take over either from the beginning of the course or from where the other player stopped – it depends how difficult you want to make it and the time you have available.

In addition to these obstacles, at the end of the course, there is also a border guard who challenges the players. For details about the roles of the border guard, please see the Role Description at the end of this section.

Debriefing

The facilitator first asks the players a number of debriefing questions and then explains that there can be many obstacles that prevent the swift delivery of humanitarian relief in conflict situations. The facilitator hands out one or more pieces of the puzzle.

For detailed debriefing questions, please see the Role Descriptions at the end of this section.

Evaluation

Points for this activity will be awarded as follows:

- Players will be able to gain up to 5 points for their negotiation skills with the guard.

Post: Humanitarian Assistance

- Players can gain up to 5 points for their teamwork and communication skills in guiding the blindfolded aid worker.
- If any aid worker comes into contact with a mine, then 2 points are deducted.

Role Descriptions

Volunteer 1: Border guard

You are a border guard. You are dressed in army fatigues and hide your face with a scarf and sunglasses. Your overall aim is to make it difficult for the players to reach the village of civilians.

Your role is to:

1. Ask the players the following questions:
 - Who are you?
 - Where are you going?
 - Who do you support?
 - What's the cross on the box — is it a religious emblem?

- What do you have inside the box?
- Do they really need all that?
- Give me provisions and medicines and I will let you pass.
- Why are you giving supplies to our enemies? Do you want to help them and weaken us?
- How do I know that you are not spies in the pay of the enemy?
- Where are your passports? Give them to me!
- Have you got any money?

If you know a language other than English, you can ask some of these questions in that language to increase confusion.

2. Give the players a visa form in the made-up language to fill in, and let them guess.
3. Give the players the English version of the visa form.

At the end of the simulation, during the Trial, you will be charged for violations of IHL.



Georgia. Chaladidi, Kobi district. The ICRC distributes seed and hygiene packs. – © ICRC

Post: Humanitarian Assistance

Facilitator's Debriefing Points

The first part of the debriefing is the time for the facilitator to ask questions that help the players reflect on what they experienced and how they felt:

- What happened? What was your role?
- What were the obstacles keeping you from giving aid?
- What did the border guard say to you? What did you say in return? What did you say or do to convince the border guard to grant you access to the civilians?
- How did you feel in general during this activity?

This is the time for the facilitator to elicit the relevant IHL rules from the players, and then summarize the main ones:

- What is a function of the emblem?
- What do you know about the effects of landmines?

Here are some rules of IHL relevant to medical and humanitarian aid situations:

Humanitarian assistance

- Both sides of the conflict must allow and authorize impartial humanitarian relief operations intended only for civilians, even civilians belonging to the enemy (GC IV, Art. 23, 59). Before intervening, humanitarian organizations must first receive authorization to do so (GC IV, Art. 10; AP I, Art. 70(3)). Authorization should be granted so long as the organization provides the aid neutrally and impartially (AP I, Art. 70(1)).
- Civilian humanitarian personnel must

be respected and protected under all circumstances, as long as they do not participate in the fighting (AP I, Art. 71(2), AP II, Art. 18(1)).

- The safety of humanitarian personnel must be ensured, and they must be allowed the freedom of movement necessary to do their work (AP I, Art. 70(2); AP I, Art. 71(3)).

Medical assistance

- The wounded and sick, whether civilians or soldiers, may not be attacked or killed (GC I, Art. 12; GC IV, Art. 16, AP I, Art. 10; AP II, Art. 7). They must be searched for, collected and given medical care for by the parties to the conflict (GC I, Art. 15; GC IV, Art. 16, AP II, Art. 8).
- Medical personnel, whether civilian or military, must be respected and protected so long as they are not participating in the fighting (GC I, Art. 24, 25; GC II, Art. 36-37; GC IV, Art. 20; AP I, Art. 12-13; AP II, Art. 10-11).
- The same rule applies to medical transports like ambulances or helicopters and ships used for medical evacuations, buildings like hospitals and clinics, and medical equipment and medicine (GC I, Art. 19, 20, 35, 36; GC II, Art. 22, 24, 39; GC IV, Art. 18, 21-23; AP II, Art. 11).
- The emblems of the red cross, the red crescent and the red crystal symbolize protection and must be respected. (GC I, Art. 38; GC II, Art. 39, 41; AP II, Art. 12; AP III). Any abusive or misleading use of these emblems is prohibited. (GC I, Art. 53; GC II, Art. 45; AP I, Art. 38(1), 85(3)(f); AP II, Art. 12; AP III, Art. 6 (1)).
- The military authorities must allow inhabitants and humanitarian organizations to collect and care for wounded and sick regardless of what nationality they are or what side of the conflict they may be associated with. (GC I, Art. 18).

Post: Humanitarian Assistance

Factsheet About Landmines

What is a landmine?

Anti-personnel landmines are explosive devices placed under, on, or near the ground or other surface and that detonate by the presence, proximity or contact of a person or a vehicle. Landmines are indiscriminate weapons that strike without regard to whether the person triggering it is a civilian or a combatant.

In 2011, the International Campaign to Ban Landmines (ICBL) recorded nearly 4,300 casualties of mines, improvised explosive devices and other remnants of war. According to the ICBL, 59 nations and six other areas were believed to be mine-infested as of November 2012. Among the countries infested with mines are Afghanistan, Angola, Bosnia, Cambodia, Iran, Iraq, Mozambique, Somalia, Sudan, Vietnam and many others. While landmines can be detected using metal detectors, trained animals and other techniques, de-mining is an expensive, risky and laborious process, often taking many years and millions of dollars to accomplish.

The impact on victims and society

Landmines continue to plague civilian populations long after the war has ended; killing and maiming civilians. Children are particularly vulnerable to being injured or killed by landmines as they are often mistaken for toys. Psychological effects and social stigmas are also daunting challenges for landmine survivors, some of whom are perceived to be a burden on already poor communities.

The existence of landmines in an area also makes it very difficult for refugees and internally displaced persons to return to their homes, hinders reconstruction and farming efforts and makes a return to normal life difficult, if not impossible. Countries affected by anti-personnel mines are generally poor countries that have been weakened by years of armed conflict. Access to natural resources and viable agricultural land may be limited by the presence of mines, disrupting economic growth and forcing communities to live on landmine-infested land. Such a situation can impoverish the countryside, give rise to a rural exodus and cement regional inequalities.



South Lebanon. A warning sign in front of a collecting point for defused unexploded munitions. – © ICRC/MEISSNER

Post: Humanitarian Assistance

The Ottawa Treaty

Anti-personnel landmines are prohibited by the Ottawa Treaty and by Protocol II to the Convention on Certain Conventional Weapons. The Ottawa Treaty prohibits the use, production, transfer and sale of anti-personnel mines. Entering into force on March 1, 1999, 161 nations have ratified the Ottawa Treaty as of May 2013.

Since the treaty's adoption, the number of mine victims has significantly decreased, and approximately 44 million mines have been destroyed. Millions of mines and explosive remnants of war have been removed from various areas worldwide through mine detection and clearance programs. Furthermore, production of anti-personnel mines has ceased in 39 countries or nations.

While the U.S. has declined to ratify the Ottawa Treaty, it has not exported anti-personnel landmines since 1992, has not produced them since 1997, and has not used them since 1991. Moreover, the U.S. is the world's largest contributor to humanitarian de-mining efforts, as well as rehabilitation programs for landmine survivors.

FAQs During the Debriefing of the Humanitarian Assistance Post

1. **What if the government doesn't allow the Red Cross access to civilians?**

Aid organizations must receive the consent of the government to provide relief. The denial of access to neutral and impartial humanitarian organizations is generally frowned upon; however, there are numerous instances of this happening. The ICRC has faced numerous impediments to accessing civilians and others in need of humanitarian assistance throughout the recent conflicts in Syria and Libya. Access to detainees is a particularly sensitive issue, and ICRC staff work painstakingly to verify the treatment and conditions facing detained persons.

2. **What about Hiroshima and Nagasaki? Aren't nuclear weapons incapable of distinguishing between civilians and military objectives?**

First, it is important to note that the present Geneva Conventions and Additional Protocols were negotiated after World War II. While the conventions do not mention nuclear weapons specifically, it is likely that harm to the civilian population and the environment caused by a nuclear bomb would be excessive in light of any military advantage that could be gained through such an attack. "Indiscriminate" attacks are always prohibited.

Post: Humanitarian Assistance

For Further Information

Isabelle Daoust discusses being an aid worker

redcross.org/images/MEDIA_CustomProductCatalog/m21765887_memories-of-an-aide-worker.pdf

Use this two-page description of the experiences of an ICRC worker in the Ivory Coast to show what real-life aid workers experience in the field.

Learn more about the challenges of aid work in conflict zones

npr.org/2012/03/12/148460539/the-challenges-of-aid-work-in-conflict-zones

Listen to this radio broadcast that features two prominent humanitarians discussing the challenges facing humanitarian workers in armed conflict zones.

Doctors Without Borders video

youtube.com/watch?v=DfoaVGfJYCg

Watch this video, in which Doctors Without Borders (Médecins sans frontières) explains the importance of humanitarian organizations maintaining neutrality during armed conflict.

StoPLandmines video

youtube.com/watch?v=NRF7dTafPu0

What would you do if you had to worry about landmines every time you went to the store, took a drive in the countryside, or went to see your doctor?

International Campaign to Ban Landmines

icbl.org/index.php

Visit the International Campaign to Ban Landmines website for a variety of great resources.

Landmine & Cluster Munition Monitor

the-monitor.org

Landmine and Cluster Munition Monitor produces several research products including the annual Landmine Monitor and Cluster Munition Monitor reports, online country profile reports, as well as factsheets and maps.

Post Resources: ICRC Sign for Boxes



PLEASE NOTE: The red cross emblem is a special protective sign whose use is restricted by law. The emblem is reproduced here, as part of the ICRC logo, with permission, for the sole purpose of the Raid Cross activity game. Please ensure that the badges are destroyed after their use in the game.

Post Resources: Landmine Markers

Cut Out 



Cut Out 



Anxf Fuuqnhfynts huysk jjsjhoo

Kfrnqd sfrj: _____

Szrgjw ns kfrnqd: _____

Htzsywd tk twnlns: _____

Mtrj fii wjxx: _____

Ufxxutwx szrgjw: _____

Thhzufznts: _____

Wjfxts ktw jsywd: _____

Visa application form (DECODED)

Family name: _____

Number in family: _____

Country of origin: _____

Home address: _____

Passport number: _____

Occupation: _____

Reason for entry: _____



Post: Artillery

By the end of this activity, players should be able to:

- » Appreciate the challenges of putting into practice the principles of IHL.
- » Distinguish between civilian objects and military targets.
- » List the four main principles of IHL.



Mogadishu, Somalia, 1991. The ICRC talks to all sides of a conflict wherever it works. This photo was taken in Mogadishu in 1991, when heavily armed fighters patrolled the streets and violence was widespread. – © ICRC/SURY

Human and Material Resources Checklist

Resources you need to identify:

- 1 facilitator
- 10 balls representing ammunition: tennis balls, footballs, NERF® balls, etc. (of varying sizes)
- 19 plastic bottles – 1 for each photo of military targets and civilian objects

Resources available at the end of this section that you need to print out

- Targets briefing sheet
- Pieces of the puzzle of Haddar

Resources available in the Appendix that you need to print out

- 19 photos of military targets and civilian objects

Post: Artillery

THE SCENARIO

The players play the role of soldiers in an artillery unit who are ordered to destroy all enemy military targets.

Conducting the Activity

The facilitator explains that the players must destroy all enemy military targets, but without hitting any civilian objects or anything that does not afford a real military advantage. Players must figure out by themselves what that means in practice. They are given a time limit, which will depend on the number and age of the players, and an unlimited number of shots (balls can be collected and used again).

The team receives arms and ammunition of various kinds so that team members can compare precision and effectiveness in choosing their weapons (for example, a tennis ball will be more precise but less effective than a larger ball). They will be offered 19 images: including both authorized military targets and prohibited civilian objects.

Preparing and setting up the targets

Photographs showing civilian persons and objects and military targets are pasted onto empty cans or plastic bottles, which must be arranged high and/or far enough apart so that they are neither too easy nor too difficult to hit.

Most military targets should be arranged so they can be hit without endangering the civilian persons and objects. However, a few military targets should be set up right next to civilian persons or objects. The players will then have to confront the dilemma of choosing whether or not to shoot at the military targets and risk injuring civilians.

Examples of prohibited civilian persons and objects include:

- Houses or schools.
- Ambulances or aircraft marked with a red cross, red crescent or red crystal emblem.
- Buildings marked with the blue and white emblem denoting a cultural object.
- A nuclear power plant displaying the dangerous forces emblem (three orange circles).
- Objects vital for the survival of the population (orchards, mills, etc.).
- Group of children.
- Soldiers displaying a white flag or raising their hands in surrender.

Examples of legitimate military targets include:

- Tanks.
- Airport with combat planes.
- Column of marching soldiers.
- Bunkers.
- Munitions depot.
- Military headquarters.
- Armed civilian shooting at passers-by.
- Wounded soldiers who continue to shoot.

Post: Artillery

Evaluation

The team begins the game with 20 points.

- Two points are subtracted for each civilian person or object knocked over.
- One point is subtracted for each civilian person or object hit but not knocked over.

If the players choose not to shoot at all to avoid any risk, or shoot fewer than 10 times (the minimum number of shots required to hit all the military targets), the score is 10/20, even if they have not hit a single civilian person or object. The same deduction is made if one or more civilians or objects have been hit.

Facilitator's Debriefing Points

The facilitator asks the players an initial general question to allow them to justify their choice of targets and weapons:

- What was your strategy? How did you decide what you wanted to target?

After this, the facilitator asks the following questions showing one target at a time:

- What did you decide to do? Fire or not fire at this target?
- What information did you get from the picture that would help you make this decision?
- Could you see the details in the picture clearly enough to make the decisions with confidence? Was there anything in the picture that put doubt in your mind?
- How did you feel when making a decision?
- Given what we have just discussed, are you still happy with your decision?

After these discussions, the facilitator will present, one at a time, the four core principles of IHL:

The principle of distinction

- Combatants must always distinguish between civilian persons/objects and military targets, and must direct all operations only against military targets (AP I, Art. 48).
- Civilian persons and buildings may not be the object of direct attack (AP I, Art. 51(2); AP I, Art. 52(1); AP II, Art. 13).
- It is prohibited to attack cultural objects, places of worship, objects necessary for the survival of the civilian population, including the natural environment and installations containing dangerous forces (e.g., dams, nuclear power plants) (AP I, Art. 53-56; AP II, Art. 14-16).
- Indiscriminate attacks are those that are not directed at a military target, those that employ means or methods of warfare that cannot be directed at a specific military target, and those that employ a weapon or method of warfare the effects of which cannot be limited (AP I, Art. 51(4)).
- Combatants must take feasible precautions to avoid civilian casualties (AP I, Art. 57).
- When there is doubt as to whether a person is a combatant or a civilian, the individual is considered a civilian until proven otherwise. This same presumption applies to buildings and other objects (AP I, Art. 50(1), 52(3)).

Post: Artillery

The principle of military necessity

- Combatants must direct all operations only against military objectives (AP I, Art. 48; 52(2); AP II, Art. 13).
- A military target is an object that by its nature, location, purpose or use makes an effective contribution to military action and whose destruction offers a definite military advantage (AP I, Art. 52(2)).

The principle of proportionality

Combatants should refrain from conducting an attack expected to cause collateral harm to civilian persons and objects that would be excessive in relation to the concrete and direct military advantage anticipated (i.e., disproportionate harm to civilians is unlawful; however, collateral damage is excusable when the military advantage gained outweighs the harm to civilian persons and objects) (AP I, Art. 51(5)(b), 57(2)(a)(iii)).

The principle of avoiding unnecessary suffering

- The right to choose means and methods of warfare during armed conflict is not unlimited (AP I, Art. 35(1)).
- It is prohibited to use materials, weapons and methods of warfare that cause unnecessary and superfluous suffering (AP I, Art. 35(2); Hague Regulations of 1907, Art. 23(e)).

The facilitator emphasizes the difficulties involved in putting these principles into practice.

Consequently, care must be taken to choose the weapon least likely to cause damage that is excessive in relation to the intended objective. In this context, the facilitator also mentions the possible difficulties in recognizing combatants and their obligation to identify themselves/carry arms openly, etc. The facilitator gives the players one or more pieces of the puzzle.

Post: Artillery

Artillery Post Information Sheet

NOTE: While IHL is designed to minimize human suffering during armed conflict by regulating the means and methods of warfare and balancing military necessity with the preservation of humanity, IHL does not prohibit the use of force against lawful military targets. While civilian harm is always a regrettable consequence of armed conflict, the fact that civilians may be killed during a military operation does not make the operation or attack unlawful. Instead, whether an attack is lawful will turn on whether the combatants complied with the core principles of IHL. Remember that in order for an attack to violate IHL, the civilian harm must be excessive.

Other Rules of International Humanitarian Law Relevant to this Post:

The protective signs

Certain protective signs (see pictures of targets) exist to facilitate the protection of certain objects:

- A red cross, red crescent or red crystal for military medical-related buildings, vehicles and personnel and other authorized organizations.
- A blue triangle on an orange ground for civil defense.
- A blue and white shield for cultural property.
- The letters “PW” for prisoner-of-war camps (or “PG”, which stands for the French term “prisonnier de guerre”).
- Three orange circles for dams, nuclear power plants and other dangerous installations.

Difficulties

The main difficulty arises when civilians become involved in the armed conflict. As a general rule, civilians are protected, but they lose that protection if they participate directly in the hostilities (AP I, 51(3)). Under these circumstances, they lose their protection and may be attacked (for example, when civilians fight, take up arms or commit violent acts against the enemy or enemy material, they are no longer immune from being directly targeted).

In the past, most armed conflicts took place between the armies of two or more nations. In such situations, it was easier to distinguish between the civilian population and military forces. Soldiers wore visible uniforms, and the hostilities took place on clearly defined battlefields, far from the civilian population. Today, the nature of conflicts has changed. Most of the wars now ravaging our planet take place between a regular army and a rebel group, or even between different rebel groups. Most modern conflicts also take place in heavily populated urban areas.

Rebel groups, national liberation movements or resistance movements are armed groups that are not always as well organized as regular armies. It is often very difficult to distinguish between a civilian and a fighter.

These groups often lack resources and typically rely on guerilla tactics such as ambushes, sporadic attacks, fighting without a well-defined front, assassination, the division of forces into highly mobile and very independent small groups, etc. Often, the nature of their military operations does not allow them to reveal themselves. They must constantly remain in hiding. Thus, they no longer clearly meet the conditions that would allow them to be considered as combatants.

Post: Artillery

In such situations, it becomes very difficult for the regular army to distinguish between a civilian who is not taking part in the hostilities and a rebel in hiding who adopts the appearance of a civilian. This confusion raises the risk of harm to the civilian population and often gives rise to abuse. Civilians now account for approximately 90 percent of casualties in modern warfare.

Do civilians become combatants when they:

- Spy for the enemy?
- Provide food to the enemy or take them in for the night?
- Hide arms for the enemy?
- Hide the enemy in their cellar while a patrol is passing?

On these grounds, can they be attacked? The answer is no longer so clear.



The conflict in Syria has wreaked considerable destruction. This is the small town of Azaz, northwest of Aleppo, near the border with Turkey, on April 23, 2013. – © ICRC/VOETEN

Post: Artillery



Prisoners of war



Child soldier

Targets Briefing

Description of each target

Some photographs may be more difficult to assess, and there may be no easy answer. These targets may evoke greater discussion.

1. Prisoners of war

Prisoners of war are not legitimate military targets as they are protected under International Humanitarian Law (IHL), but the combatants guarding them are legitimate military targets. However the use of artillery may mean that there could be substantial casualties amongst prisoners of war and therefore risks violating the principle of proportionality.

2. Child soldier

Child soldiers are legitimate military targets. If the child is carrying a gun within an armed conflict her/she is considered a combatant. While it is prohibited to recruit children under the age of 15 into armed forces or armed groups, a child who takes a direct part in hostilities loses his/her protection as a civilian and can be targeted for such time as he/she takes such part. Even where a child has illegally been recruited into the armed forces, he/she may have become a combatant and, therefore, may be legally targeted at all times. The fact that a child carries a gun may not in itself show that he/she is taking a direct part in hostilities, as it would depend on the surrounding circumstances. In some cultures, children are used to handling weapons from an early age, for example for hunting purposes.

Post: Artillery

3. Tractor or agricultural land

Objects indispensable to the survival are protected under IHL and therefore not a legitimate target. A tractor is normally a civilian object and is protected from attack unless it is used for military purposes. Furthermore, it is prohibited to destroy objects indispensable to the survival of the civilian population, including foodstuffs, agricultural areas for the production of foodstuffs, crops, livestock, drinking water installations, and supplies and irrigation works.



Tractor or agricultural land

4. Cathedral

Places of worship are protected under IHL and as such are not legitimate military targets. Shown is the distinctive emblem for cultural property to mark “movable or immovable property of great importance to the cultural heritage of every people” during an armed conflict; defined in the Hague Convention “for the Protection of Cultural Property in the Event of Armed Conflict” (May 14, 1954). This sign indicates that such places are protected and this protection can only be waived in cases of imperative military necessity, e.g., where the place is being used for military purposes and there is no feasible alternative to attacking it.



Cathedral

Post: Artillery



Nuclear power station

5. Nuclear power station with three orange circles

Nuclear power stations are protected under IHL. The sign composed of three orange circles placed on the same axis is the international special sign for works and installations containing dangerous forces. It is used during armed conflict to facilitate the identification of installations such as dams, dikes or nuclear power plants, which could release dangerous forces when destroyed or damaged. IHL prohibits the attack of such installations if such an attack may cause severe losses among the civilian population.

6. Satellite dish or broadcasting station

Whether or not broadcasting facilities should be considered as military targets is a difficult question.

The important questions to ask are:

- Does the facility make an effective contribution to military action?
- Does its destruction offer a definite military advantage in the circumstances at that point in time?

If a civilian broadcasting station is being used to relay military information, it becomes a military objective and may be attacked. However, since it may also be used for regular broadcasting, civilians such as journalists and technicians may be killed during an attack. Therefore, the principle of distinction must be respected and every effort should be made in choosing the means and method of attack to avoid incidental loss of civilian life, injury to civilians and damage to civilian objects. Unless circumstances do not permit, precautions should be taken to minimize civilian casualties.



Satellite dish or broadcasting station

Post: Artillery

7. Dam with three orange circles

The dam is protected under IHL. The sign composed of three orange circles placed on the same axis is the international special sign for works and installations containing dangerous forces. It is used during armed conflict to facilitate the identification of installations such as dams, dikes or nuclear power plants, which could release dangerous forces when destroyed or damaged. IHL prohibits the attack of such installations if such an attack may cause severe losses among the civilian population.



Dam with three orange circles

8. Medical tent displaying the Red Cross emblem

This is not a legitimate military target. The red cross, red crescent and red crystal are protective emblems under IHL during armed conflict. Medical personnel and wounded soldiers are also protected.



Medical tent displaying Red Cross emblem

Post: Artillery



Truck with Red Cross emblem



Uniformed soldiers helping a wounded soldier

9. Truck with Red Cross emblem

This is not a legitimate military target. There is no evidence here that the vehicle is being used for other than medical purposes. As such it is protected. The red cross, red crescent and red crystal are protective emblems under IHL during armed conflict. However, if the vehicle were being misused for military purposes such as transporting ammunition (constituting what is known as “perfidy”), it would have lost its protection and could be attacked.

10. Uniformed soldiers helping a wounded soldier

It is not clear from the photograph if these are military medical personnel who would be protected under IHL because of their function, or regular combat personnel who would not be protected. Similarly, the status of the vehicle cannot be identified. If it is an ambulance, it too would normally be protected. Medical personnel and vehicles would normally display the red cross, red crescent or red crystal to show their protected status. In the absence of such a display, an attacker would normally be entitled to assume that the people or objects were not protected unless he or she had evidence to the contrary. The wounded soldier is no longer considered a combatant, but “hors de combat,” and is therefore protected under the Geneva Conventions and is not a legitimate military target.

Post: Artillery

11. Armored tank

This is a legitimate military target. A tank by its nature alone would make it targetable.

12. Soldiers disembarking from a vessel onto the shore

These combatants are a legitimate military target, as is the vessel itself. Members of the armed forces belonging to one of the parties to the conflict, other than military chaplains and medical personnel, are combatants and legitimate targets regardless of their location, duties or whether they are actively fighting.



Armored tank



Soldiers disembarking ashore from a vessel

Post: Artillery



Helicopter landing



People with masks

13. Helicopter landing

This is a legitimate military target. A military helicopter is by its nature a legitimate military target. While helicopters are often used for medical purposes, these helicopters would have to be marked with a red cross, red crescent or red crystal in order to be guarded against attack.

14. People with masks

It is necessary to define who these people are. By appearance, they are either members of the armed forces or of an armed group or militia. (The person nearest appears to be wearing a distinctive sign.) In either case, they are likely to be a legitimate target. Alternatively, they could be civilians, but would appear to be taking a direct part in hostilities and, as such, have lost their protection under IHL. In those circumstances, the group would also be a legitimate target.

Post: Artillery

15. Soldier aiming a weapon

This person would appear to be a member of the armed forces. As such, he/she is a combatant and, therefore, a legitimate military target.



Soldier aiming a weapon

16. Man with a bazooka and child

Both the man and child appear to be civilians, although the man appears to be taking a direct part in the hostilities. As such, he is losing his protection as a civilian and is a legitimate target whilst and for as long as he takes part in the hostilities. However, care should be taken in planning any attack to safeguard the child and other civilians in the vicinity, who remain protected. There is no evidence that the man is using the child to shield himself from attack but, were he to do so, this would amount to a war crime. Therefore, proportionality of weapon choice and timing of an attack is important to consider.



Man with a Bazooka and Child

Post: Artillery



Combatants in an inflatable boat

17. Combatants in a rigid inflatable boat

The combatants and the rigid inflatable boat (as a military object) are both legitimate military targets.

18. Boys on a gun

The photograph would appear to show children playing on an abandoned and possibly wrecked tank. Is the tank itself a lawful military objective? This will depend on the circumstances. If it has been wrecked and abandoned, then it is unlikely to make an effective contribution to military action, nor is its destruction likely to offer a definite military advantage under these circumstances. In this case, it is not a legitimate military objective. On the other hand, if it is a military objective (and a tank normally would be), the children clearly are not, and every effort should be made to avoid attacking it while the children remain at risk.



Boys on a gun

Post: Artillery

19. People in church

The most important question to be asked in this case is whether or not the people you can see in the photograph are combatants. The picture appears to show an ICRC delegate speaking in a church to a number of people, some of whom appear to be in uniform. The church itself, the ICRC delegate and civilians present are all protected. The military personnel are not.

However, it would seem that they are not using the church for military purposes and so the building itself is unlikely to have lost its protection. An attack at this time, particularly by artillery, is likely to cause incidental loss and damage that would be excessive in relation to the anticipated military advantage, namely the killing of the military personnel. As such it would be prohibited.



People in church

Post: Artillery

FAQs During the Debriefing of the Artillery Post

1. **Do military forces have to give warnings to civilians before an attack? Does this really take place in modern-day armed conflicts?**

Warring parties are obligated to take all feasible precautions before an attack to minimize harm to civilian persons and objects, including by providing advanced warnings to the civilian population before an attack when circumstances permit. The United States military and other NATO forces often provide warnings to civilian populations before an operation begins to give civilians a chance to flee a potential warzone.

During the recent conflicts in Iraq (Gulf Wars I & II) and the conflict in Afghanistan, the United States and its allies dropped tens of thousands of leaflets in Arabic and other local languages.

2. **If a soldier is forced, under threat of death, to kill civilians, is he still responsible for committing a crime? Will his punishment be less if his superior forced him to kill?**

Duress may be a mitigating factor considered by court at sentencing; however, it will not excuse an unlawful act in violation of IHL. When a superior orders a subordinate soldier to kill innocent civilians, such a situation involves what is known as the Yamashita Doctrine or Command Responsibility Doctrine.

First, it is unlawful for a commander to order a subordinate to commit a violation of IHL. Even if commanders did not actively commit the specific crime charged, they will still be held responsible for the crime as if they had actually committed it themselves, because they gave an order to do so.

Second, even if a commander did not order a subordinate to commit a war crime, the commander is still responsible if he/she knows or should know the crime is taking place and took no measures to prevent or stop it.

Finally, individual soldiers are obligated to reject unlawful orders. It is no defense to say: "I was just following orders." Even if placed under duress, a soldier may be found guilty of IHL violations for following an unlawful order. The best-known example of the Command Responsibility doctrine in action is the prosecution of Lt. William Calley after the massacre at My Lai in Vietnam.

Post: Artillery

3. What are the rules governing spies, are they protected or are they military targets? Can spies dressed as civilians be considered military targets?

Spies, like any other combatant, are lawful military targets regardless of whether they are clothed in a military uniform or civilian clothing. Spies who are not enlisted in the armed forces (those who work for the CIA, for example) may lose some of their rights as civilians in the interests of national security. However, they must at all times be treated with human dignity and cannot be deprived of their right to a fair trial.

International Humanitarian Law generally does not look favorably on the use of deception, which employs the protections afforded by IHL to further a military purpose, prohibiting acts of perfidy and espionage. For instance, military strategy that amounts to mere trickery is not considered unlawful, while disguising military personnel as protected persons in order to pursue a military objective would be considered perfidy. Members of armed forces who gather information in the territory of an adverse party are not considered to be engaged in espionage if they are in military uniform while gathering information.

However, those who attempt to gather information or engage in sabotage while dressed in civilian clothes or in a clandestine or deceptive way will be treated as a spy. It is critical to note that those who are engaged in acts of espionage forfeit their right to prisoner of war status if captured, and may be prosecuted as a spy. Those found guilty of espionage or sabotage may be punishable by death.



Sirte, Libya. The ICRC weapon contamination team and the Libyan Red Crescent staff count unexploded ordnances they have collected. – © ICRC/HU

Post: Artillery

For Further Information

Geneva Call

genevacall.org/home.htm

Geneva Call is a neutral and impartial humanitarian organization dedicated to engaging armed non-State actors (NSAs) towards compliance with the norms of International Humanitarian Law (IHL) and human rights law (IHRL).

Case Study: My Lai – What Went Wrong? What Went Right?

redcross.org/rulesofwar/module-3d-case-study-my-lai

This case study examines a historical instance of soldiers committing serious violations of IHL. The case study walks you through the incident, the dilemmas the soldiers faced and their different responses to them.

Means and methods of warfare

icrc.org/eng/war-and-law/conduct-hostilities/methods-means-warfare/index.jsp

Read this overview of the restrictions placed on the use of force.



Post: Military Headquarters

By the end of this activity, players should be able to:

- » Appreciate how difficult it can be to make decisions when not present on the battlefield.
- » Explore the dilemmas that arise when certain rules are applied.
- » List the IHL rules related to child soldiers.



Soldiers of the Nigerian Army's 82nd Battalion learn about the principles of International Humanitarian Law. The battalion is going to Darfur, Sudan, as part of the African Union peacekeeping operation. – © ICRC/HEGER

Human and Material Resources Checklist

Resources you need to identify:

- 1 facilitator
- Materials to create the feeling of a military headquarters (conference room style tables, maps, camouflage, background noise from YouTube that sounds like artillery and weaponry — loud and distracting, etc)

Resources available at the end of this section that you need to print out:

- Copies of each 5 case studies
- Pieces of the puzzle of Haddar

Post: Military Headquarters

THE SCENARIO

The players are all promoted to Generals. Messages and questions start to arrive, by radio, walkie-talkie or messenger.

Conducting the Activity

The facilitator describes the context of the conflict and tells the players that they are now responsible for answering the questions from soldiers in the field. Five case studies are supplied but, if time is limited, fewer can be explored. Each case study describes a concrete situation and raises a specific problem. The players must answer within a certain time limit (three to five minutes, depending on the number of players and their age). Correct answers and explanations are given at the end of the activity. The facilitator must ensure that each player has an opportunity to contribute to a genuine discussion before the team takes its decision. The facilitator should take care, however, not to guide the answers.

Debriefing

The facilitator goes over the responses given by the participants and compares them with the rules in force. The facilitator explains how it is difficult to give an informed opinion on the conduct of a soldier in the field without having witnessed it. Things can be very different in the heat of action — soldiers are subject to stress, fear, hate, loss of friends, etc. The facilitator distributes one or more pieces of the puzzle.

Evaluation

- There are eight questions — each of them is worth 2.5 points.
- Credit is given for both the response (1 point if it is correct) and the reasoning behind it (1.5 points if the reasoning is coherent).
- This means that players can win points in spite of giving the wrong answer.
- It also means they can lose points if they give a correct response more or less by chance, without being able to justify their choices.

Case Studies



IHL and Terrorism, Part I – © ICRC/HEATHCOTE

Case Study 1

SITUATION

On the front line, 15 soldiers of the Deldarian army – pursued by one of our battalions — have hidden in a Deldarian village in which 1,000 civilians (including women, children and elderly people) are living. The battalion does not have enough soldiers to take over the village house by house. However, it does have enough guns and mortars to bomb and destroy the village.

Question

- Is our battalion permitted to use heavy artillery to dislodge the enemy soldiers from the village?

Post: Military Headquarters

Applicable IHL rules

- **Principle of distinction:** Fighters must always distinguish between civilian persons/objects and military targets, and must direct all operations only against military targets (AP I, Art. 48)
- **Principle of military necessity:** A military target is an object that, by its nature, location, purpose or use makes an effective contribution to military action and whose destruction offers a definite military advantage (AP I, Art. 52(2)).
- Civilian persons and buildings may not be the object of direct attack (AP I, Art. 51 (2); AP I, Art. 52(1); AP II, Art. 13).
- Fighters must take feasible precautions to avoid civilian casualties (AP I, Art. 57).
- In case of doubt, potential targets are presumed to be protected from attack (AP I, Art. 50(1), 52(3)).
- **Principle of proportionality:** Fighters should refrain from conducting an attack expected to cause collateral harm to civilian persons and objects that would be excessive in relation to the concrete and direct military advantage anticipated (i.e., disproportionate harm to civilians is unlawful; however, collateral damage is excusable when the military advantage gained outweighs the harm to civilian persons and objects) (AP I, Art. 51(5)(b), 57(2)(a)(iii)).

The principle of avoiding unnecessary suffering

- The right to choose means and methods of warfare during armed conflict is not unlimited (AP I, Art. 35(1)).
- It is prohibited to use materials, weapons and methods of warfare that cause unnecessary and superfluous suffering (AP I, Art. 35(2); Hague Regulations of 1907, Art. 23(e)).

Answer

Because there are soldiers hiding in the village, the village has become an authorized military target. However, it should be noted that, if attacking the village is likely to cause excessive civilian losses in relation to the advantage of dislodging the enemy soldiers, then bombing the village is prohibited. Such action may cause hundreds of civilian deaths, which is disproportionate to the advantage of successfully targeting 15 hidden enemy soldiers.

Post: Military Headquarters

Case Study 2

SITUATION

The Haddarian army has received information that the enemy is torturing our captured soldiers and subjecting them to medical experiments. One of our own PoW camp commanders suggests doing the same to the Deldarian prisoners, both in revenge and to pressure the enemy into ceasing these abuses.

Question

- Is our camp commander authorized to do this?

Applicable IHL rules

- A person who has laid down their weapons and is captured may not be killed and must be treated humanely at all times (GC III, Art. 13). Prisoners must be protected from acts of violence or intimidation, and may not be tortured or subjected to medical experiments (GC III, Art. 13). The rules of humanitarian law are not governed by the principle of reciprocity, that is, a nation cannot argue another nation's non-respect of the rules as an excuse not to respect its own obligations (Common Article 2 of the Geneva Conventions of 1949, Commentary to Article 2, ICRC Customary International Law study).
- Reprisals against prisoners, as well as civilians, wounded and medical personnel, are prohibited (GC I, Art. 46; GC II, Art. 47; GC III, Art. 13; GC IV, Art. 33; AP I, Art. 20).

Answer

As a general rule, it is strictly prohibited to kill or mistreat prisoners, even for revenge or to exert pressure on the enemy. Prisoners are sometimes mistreated as retaliation because of the suspicion that the enemy mistreats those it has captured.

There are other ways of preventing the enemy's mistreatment of our imprisoned soldiers, such as the intervention of the ICRC. Another option is diplomacy—the generals would receive support from their political commanders for this purpose. There is also the possibility of alerting public opinion.

Post: Military Headquarters

Case Study 3

SITUATION

In the wake of very heavy losses, our army is beginning to be short of soldiers. The army's communication service wants to launch a big recruitment campaign targeting everyone old enough to fight.

Question

- The heads of the communication service ask us if they can put up recruitment posters in elementary schools, middle and high schools and colleges.

Applicable IHL rules

- Children under the age of 15 may not be recruited into the armed forces (AP I, Art. 77).
- When recruiting those aged between 15 and 18 years, the parties to the conflict must endeavor to give priority to those who are the oldest (AP I, Art. 77).
- The International Criminal Court defines as a war crime 'conscripting or enlisting children under the age of 15 years into the national armed forces or using them to participate actively in hostilities.' (Rome Statute of the ICC, Art. 8(2)(b)(xxvi); Art. 8(2)(e)(vii)).
- Children do not need to be fighting on the front lines in order to be considered "child soldiers." Instead, a child soldier is anyone who serves on behalf of the armed force or armed group including: cooks, guards, scouts, communication personnel and sex slaves.

- If children aged under 15 take part in the hostilities nonetheless and are captured by an opposing party, they should benefit from the special protection accorded to children (i.e., care and aid appropriate for their age) (GC III, Art. 16; GC IV, Art. 24, 38(5), 50).

Answer

The poster campaign must not intentionally target children less than 15 years of age. Accordingly, the age of the pupils at each establishment must be carefully verified. Although prohibited in elementary and middle schools, such posters could be put up in high schools.

Under the Geneva Conventions, all civilians should enjoy protected status during an armed conflict. However, further provisions in International Humanitarian Law relate directly to the protection of children, and take into account their special vulnerability.

Post: Military Headquarters

The following list outlines what can happen to children in the event of armed conflict or internal violence:

- Children go missing.
- Children are separated from their families and deprived of contact with them.
- Children are executed and are often found in mass graves.
- Children are ill-treated — physically, psychologically and sexually.
- Children are enslaved or made to perform forced labor.
- Children are displaced inside their countries or become refugees outside their countries.

The human cost

Armed conflict and internal violence have a devastating effect on the welfare of children, as the following statistics illustrate:

- 20 million children are currently refugees or displaced inside their own countries.
- 300,000 children have been forcibly recruited into armed forces or other armed groups in 30 countries.
- 2 million children have died from the direct effects of war in the past 10 years.
- More than a million children have been separated from their families.
- 6 million children have been disabled for life or otherwise seriously injured.

And that is not all. In the post-conflict phase, poverty and insecurity offer day-to-day challenges and create an ideal environment for organized crime and street violence. A child separated from his/her family can easily be viewed as an outcast — an undesirable within the social system — and

be drawn into these twilight worlds (trafficking in children, street gangs, prostitution, slavery).

The availability of resources, of suitable facilities and of professionals qualified in the care of war-affected children may not be the highest priorities for a conflict-torn country rebuilding itself. Hence, the need to act with utmost speed to protect children — by reuniting them with their families, by caring for them if they are detained and by helping them if they were previously child soldiers.

Family reunification

In the turmoil of conflict, thousands of children and parents will be wrenched apart. Without the care and protection of their family, children are easy prey for all sorts of abuse and exploitation. That's why the Red Cross acts with the utmost speed to protect children. Restoring family links remains at the heart of Red Cross work in conflict zones.

The largest tracing operation of the Red Cross was launched in 1994 following the genocide in Rwanda and the resulting exodus of large numbers of people from the country. Of the 81,451 unaccompanied children registered by the organization in Rwanda and neighboring countries, 70,545 have been reunited with their families.

In the Congo, 1,518 children were reunited with their families in 2003.

Since the family reunification program was launched in 1997, more than 4,000 children, mostly girls, have benefited. The work continues.

Post: Military Headquarters



A boy with an AK-47 assault rifle in Iraq. – © REUTERS/AL-SUDANI

Child soldiers

Children are the victims of war, but many also find themselves actually taking part in hostilities. Some are forcibly recruited, while others join up simply as a means of surviving or in search of vengeance. Easy to manipulate, child soldiers often find themselves on the front line or sent on suicide missions. They are also used to carry messages, patrol territory and act as human mine detectors. They frequently become sex slaves. IHL criminalizes the recruitment and use of children under the age of 15 in an armed group under all circumstances. Children aged 15–18 years old may also be considered child soldiers if they were forcibly enlisted against their will.

As of 2010, tens of thousands of child soldiers were recruited or used by armed groups in at least 22 countries. The negative consequences of their recruitment can be direct — such as death or injury, including disfigurement — or more long term. Child soldiers find it very hard to readjust to society, and many emerge with psychological problems, HIV/AIDS or a disability. Child soldiers often commit serious crimes and are not always accepted back into their families or communities. For all that, they remain children and as such must be protected.

Post: Military Headquarters

Case Study 4

SITUATION

One of our patrols seized a village in the belief they would find combatants there. Not a single shot was fired at the soldiers or the patrol, but the sergeant still gave the order to fire upon the inhabitants. The soldiers obeyed and killed everyone. The lieutenant, higher-ranking but younger and less experienced than the sergeant, did nothing.

Questions

At the end of the attack, the young lieutenant, who is distraught and doesn't know what to do, sends a radio message in which he/she asks the following questions:

1. Was it permissible to kill these people?
2. Is the sergeant responsible for these deaths?
3. Am I myself, as commanding officer, responsible for these deaths?
4. Are the soldiers who fired, at the sergeant's orders, responsible for these deaths?

Applicable IHL rules

- It is prohibited to attack, kill, or fire upon people who are not involved in the conflict and those no longer taking part in the conflict (AP I, Art. 48, 51(2), 51(4), 57).
- Shooting at civilians is contrary to IHL and is a war crime (GC IV, Art. 147; AP I, Art. 85(3); Rome Statute of the ICC, Art. 8(2)(a)(i),(iv), Art. 8(2)(b)(i-ii), Art. 8(2)(e)(i)).
- Giving the order to commit a war crime is in itself a war crime (In re Yamashita; United States Supreme Court 327 U.S. 1 (1946); Rome Statute, Art. 27(3)(b), Art. 28).
- Soldiers have an obligation to disobey orders that are contrary to IHL. Being ordered

to commit a crime is not an excuse for committing that crime (Calley v. Callaway, 519 F.2d 184 (5th Cir. 1975); Uniform Code of Military Justice, Art. 118).

- The highest ranking officer is responsible for crimes committed by his/her subordinates, whether he/she ordered them to be committed or stood by and did nothing instead of intervening (In re Yamashita; United States Supreme Court 327 U.S. 1 (1946); Rome Statute, Art. 27(3)(b), Art. 28).

Answers

1. When the patrol arrives, the people it encounters are not combatants. Consequently, they cannot be targeted, since they are civilians.
2. The sergeant is responsible because he/she gave the order.
3. The lieutenant is responsible because he/she did not intervene.
4. The soldiers are responsible because they killed the villagers when they had a duty to refuse the order.

In this particular case, the lieutenant, the sergeant and the soldiers all committed a war crime.

Post: Military Headquarters

Case Study 5

SITUATION

The Deldarian national television network broadcasts propaganda inciting its inhabitants to persecute the Haddarian minority that lives on their territory. It encourages Deldarians to burn Haddarian houses, terrorize them and cause them to flee. Actions of this kind are called “ethnic cleansing.”

Question

1. Can our army destroy this television station?

Applicable IHL rules

- Combatants must direct all operations only against military objectives (AP I, Art. 48; 52(2); AP II, Art. 13).
- Civilian persons and buildings may not be the object of direct attack (AP I, Art. 51(2); AP I, Art. 52(1); AP II, Art. 13).
- A military target is ‘an object which by its nature, location, purpose or use makes an effective contribution to military action and whose destruction offers a definite military advantage’ (AP I, Art. 52(2)).
- Combatants must take feasible precautions to avoid civilian casualties (AP I, Art. 57).
- Incitement to a crime against humanity is itself a crime against humanity (Rome Statute of the ICC, Art. 25(3)(b–e)).

Answer

Whether or not the television station should be considered a military target is a difficult question. The answer is subject to much debate. For example, during the Kosovo conflict, NATO controversially bombed a Serbian television station. There is no unequivocal or easy response. The important thing is that the participants should ask themselves the following questions:

- Is it useful to destroy the building?
- Does the television network help our enemies during the conflict?

The television broadcasts propaganda programs, but undoubtedly also regular programming. Journalists and other civilians might be killed during an attack.

If a decision is taken to destroy the station because it meets the definition of a military target, the principle of distinction must be respected and feasible precautions should be taken to minimize civilian harm, for example, by warning all civilian personnel at the station (journalists, etc.) that an attack is imminent.

Post: Military Headquarters

For Further Information

Child Soldiers International

child-soldiers.org/index.php

Have a look at this website for more resources on child soldiers.

Case Study: My Lai – What Went Wrong? What Went Right?

redcross.org/rulesofwar/module-3d-case-study-my-lai

This case study examines a historical instance of soldiers committing serious violations of IHL. The case study walks you through the incident, the dilemmas the soldiers faced and their different responses to them.

Children and Armed Conflicts

childrenandarmedconflict.un.org

Since the World Summit for Children in 1990 the United Nations has increasingly sought to draw international attention to the horrendous plight of children affected by armed conflict.

Post Resources: Case Studies

Cut Out 

CASE STUDY 1

Situation

On the front line, 15 soldiers of the Deldarian army – pursued by one of our battalions – have hidden in a Deldarian village in which 1,000 civilians (including women, children and elderly people) are living. The battalion does not have enough soldiers to take over the village house by house. However, it does have enough guns and mortars to bomb and destroy the village.

Question

- Is our battalion permitted to use heavy artillery to dislodge the enemy soldiers from the village?

Post Resources: Case Studies

Cut Out 

CASE STUDY 2

Situation

The Haddarian army has received information that the enemy is torturing our captured soldiers and subjecting them to medical experiments. One of our own POW camp commanders suggests doing the same to the Deldarian prisoners, both in revenge and to pressure the enemy into ceasing these abuses.

Question

- Is our camp commander authorized to do this?

Post Resources: Case Studies

Cut Out 

CASE STUDY 3

Situation

In the wake of very heavy losses, our army is beginning to be short of soldiers. The army's communication service wants to launch a big recruitment campaign targeting everyone old enough to fight.

Questions

- The heads of the communication service ask us if they can put up recruitment posters in elementary schools, middle and high schools and colleges.

Post Resources: Case Studies

Cut Out 

CASE STUDY 4

Situation

One of our patrols seized a village in the belief they would find combatants there. Not a single shot was fired at them, but the sergeant still gave the order to fire upon the inhabitants. The soldiers obeyed and killed everyone. The lieutenant, higher-ranking but younger and less experienced than the sergeant, did nothing.

Questions

At the end of the attack, the young lieutenant, who is distraught and doesn't know what to do, sends a radio message in which he/she asks the following questions:

1. Was it permissible to kill these people?
2. Is the sergeant responsible for these deaths?
3. Am I myself, as commanding officer, responsible for these deaths?
4. Are the soldiers who fired, at the sergeant's orders, responsible for these deaths?

Post Resources: Case Studies

Cut Out 

CASE STUDY 5

Situation

The Deldarian national television network broadcasts propaganda inciting its inhabitants to persecute the Haddarian minority that lives on their territory. It encourages Deldarians to burn Haddarian houses, terrorize them and cause them to flee. Actions of this kind are called “ethnic cleansing.”

Question

- Can our army destroy this television station?



Post: Trial

By the end of the activity, participants should be able to:

- » Appreciate that sanctions can be imposed for breaches of IHL.
- » Explore the need to implement these sanctions.
- » Evaluate their own behavior during the activities.

Human and Material Resources Checklist

Resources you need to identify:

- 1 facilitator to play the role of the judge
- The volunteers who played the role of the Deldarian soldier during the POW activity and the volunteer who played the role of the border guard during the Humanitarian assistance activity need to be ready wearing their military outfit
- Judge's gavel and robe
- Objects or pins symbolizing a medal for distribution to players

THE SCENARIO

In this post, both volunteers and players will be put on trial for breaches of IHL. All participants are together as the trial takes place in the courtroom.

Conducting the Activity

This activity has three stages:

1. Trial preparation
2. Volunteers' trial
3. Participants' trial

After both trials are complete, the facilitator will lead a debriefing on the enforcement of IHL. After the debriefing, participants can assemble the puzzle of Haddar.

1. Preparation for trials

The facilitator:

- Explains to the players that those volunteers who played the role of the soldier and the border guard during the PoW and Humanitarian Assistance activities have been arrested.
- Asks the players to (i) jot down quickly what the volunteers did wrong when acting as soldiers (for the volunteers' trial), (ii) prepare the defense speech for the breaches of IHL that their own teams committed (for the players' trial).
- Invites the team to choose a representative to present the charges the team wishes to bring against those volunteers and their defence speech.

After this initial reflection, the trial begins. All the players are sitting down, and in one corner there are the volunteers, one Deldarian soldier, and the border guard.

2. Volunteers' trial

The judge:

- Calls the volunteers to step forward.
- Asks the representative of each team to present for two minutes the charges against the volunteers.
- Takes the floor for two minutes to summarize the charges, using the correct legal terms for each offence. See *Prosecution Speech — Volunteers' Trial*.
- Following each charge, asks the volunteers if they have anything to add.
- Responds to the defense volunteers' arguments and deliberates.

3. Players' trial

The judge:

- Calls all the different teams to answer for the war crimes they have committed during the course of the Wounded Soldiers post, the Artillery post and the Military Headquarters post. See *Prosecution Speech — Players' Trial*.
- Asks the team's representatives to talk for two minutes in their team's defense. At this point, it is not so much the answers themselves that count in the evaluation, as the discussion and reasoning used. If the players manage to highlight interesting issues and clearly identify problems, the judge can take this into account when awarding penalties.
- Asks the team representatives to step forward while he/she reads out the charges.
- Responds to the defense players' arguments and deliberates.

Post: Trial



Pre-trial judges conducting a hearing. – © ICC-CPI Associated Press

For each serious breach of humanitarian law, team members are given prison sentences that vary depending on the seriousness of the offence. The judge reads out the sentences, beginning with the most severe.

If a team has not committed a single breach of IHL, the players of that team should be given positive feedback and they should receive medals.

Post: Trial

Role Descriptions

The judge

Your role is to:

- Be familiar with the speeches and adapt them to cover the crimes committed by the volunteers and players.

All speeches need to be adapted according to the specific violations committed by volunteers and players.

Prosecution Speech — Volunteers' Trial

Prisoners of War Post

The Third Geneva Convention relative to the Treatment of Prisoners of War, ratified on August 12, 1949, is the basic text covering the protection of prisoners of war. The people you took prisoner were combatants in the Haddarian army. Once they were your prisoners, you were obliged to accord them the protections defined by that text. Instead, you interrogated and tortured them, repeatedly and outrageously. You also refused them the living conditions crucial to maintaining good health — sufficient water and food, and housing of a quality comparable to that of your own troops. Given all this, it seems clear to me that these acts must be characterized as torture and inhumane treatment, as well as willfully causing great suffering and serious injury to the body or health of these prisoners of war, for whom you are responsible. Such acts are recognized as serious breaches of the Third Convention relative to the Treatment of Prisoners of War. Do you have anything to add in your defence?

Closing sentence: I charge you with war crimes

and I am requesting a prison sentence of 10 years.

Humanitarian Assistance Post, as regards the checkpoint

I cannot oppose the recognized right of every nation to control humanitarian assistance and to limit its access for reasons of military necessity.

Prosecution Speech — Players' Trial

Artillery Post

You destroyed non-military targets:

- You launched an indiscriminate attack affecting the civilian population or civilian objects, knowing that this attack would cause loss of human life, injuries to civilians or damage to property.
- You launched an attack against a nuclear power plant (or dam, etc.), knowing that this attack would cause excessive loss of human life, injuries to civilians or damage to civilian buildings. This kind of attack also causes serious, lasting damage to the environment.
- You directed attacks against clearly recognized historic monuments, works of art or places of worship that constitute the cultural or spiritual heritage of the country's inhabitants.

Do you have anything to add in your defence?

Closing sentence: I charge you with war crimes and call for a prison sentence of five years (1-3 targets destroyed), 10 years (3-5 targets destroyed), 15 years (6-7 targets destroyed) or 20 years (nine or more targets destroyed).

Post: Trial

Wounded Soldiers Post

Your conduct at the Wounded Soldiers post, even if I cannot prosecute you for it, is in my view outrageous and devoid of the humanity to be expected from soldiers who respect IHL. I only hope that, if you are someday wounded in combat, you will encounter people who ARE ready to help, not because you belong to a certain armed group, but simply because you are suffering. I have nothing more to say.

Military Headquarters Post — the first case

You authorized an indiscriminate attack affecting the civilian population or civilian objects, knowing that this attack would cause loss of human life, injuries to civilians or property damage — injuries and damage disproportionate to the military advantage anticipated. Do you have anything to add in your defence?

Closing sentence: I charge you with a war crime and request 10 years' imprisonment.

Military Headquarters Post — the second case

You authorized your prison camp commander to torture and perform medical experiments on prisoners of war for whom you were responsible. As higher-ranking officers of the army, you are responsible for your subordinates. You knew that this prison camp commander intended to commit such atrocities, which are characterized as war crimes. Allowing him/her to do so when you could have prevented it constitutes a war crime. Do you have anything to add in your defence?

Closing sentence: I charge you with war crimes and call for a prison term of 20 years.

Military Headquarters Post — the third case

You authorized your public relations service to encourage children younger than 15 years to join the army. Given their age and the consequences that joining the army will have for their future lives, a deliberate effort of this kind constitutes a war crime. As higher-ranking officers of the army, you are responsible for your subordinates. You knew that your public relations service was intended to organize this recruitment campaign. Allowing it to go ahead when you could have prevented it constitutes a war crime. Do you have anything to add in your defence?

Closing sentence: I charge you with a war crime and call for a prison term of 15 years.

Military Headquarters Post — the fourth case

It is not the military headquarters that is responsible, but the lieutenant, the sergeant and the soldiers who were present at the attack against civilians.

Post: Trial

Facilitator's Debriefing Points

The facilitator asks the players:

- What are the main rules of IHL?
- What should be done when these rules are not respected?
- Why are sanctions important?

Finally, the facilitator presents the IHL rules related to this activity and explains what mechanisms are in place to prosecute violators:

What constitutes a war crime?

War crimes are understood to mean serious violations of IHL committed during international or non-international armed conflicts. It is important to note that a single act may constitute a war crime.

The Rome Statute for the international criminal court has identified two general categories of war crimes: “grave breaches of the Geneva Conventions” and “other serious violations” of International Humanitarian Law. These include:

- Willful killing of a protected person (e.g., a wounded or sick combatant, prisoner of war, civilian).
- Torture or inhumane treatment of a protected person.
- Willfully causing great suffering to, or serious injury to the health of, a protected person.
- Attacking the civilian population.
- Unlawful deportation or transfer of civilians.
- Using prohibited weapons or methods of warfare.
- Making improper use of the distinctive red cross, red crescent or red crystal emblem or other protective signs.
- Killing or wounding individuals belonging to a hostile nation or army.
- Looting of public or private property.

Post: Trial

Enforcing IHL

There are domestic and international mechanisms to enforce IHL.

Domestic enforcement of IHL

All nations that have ratified the Geneva Conventions are required to:

- Pass domestic legislation that provides penalties for IHL violations.
- Prevent breaches of the conventions.
- Investigate and prosecute offenders when violations occur.

After World War II, for example, trials of German war criminals were held in France, the Netherlands, Poland and Israel.

The United States in particular, utilizes three distinct venues to prosecute offenders for violations of the law:

- Military court, known as a court martial for U.S. military personnel who are alleged to have committed criminal violations. One of

the most high-profile prosecutions of this kind was that of Lt. William Calley for the massacre at My Lai, Vietnam.

- Federal criminal court where US civilians may be tried.
- Military commissions, which try enemy nationals.

International enforcement of IHL

Today, international criminal tribunals are perhaps the most well known form of prosecuting violations of the law. These tribunals investigate and prosecute those believed to be most responsible for committing breaches of IHL during armed conflict, including high-level military commanders, leaders of non-state armed groups, and even heads of state.



Rwanda. Following the Kibeho tragedy, where many displaced Hutus were killed, many have left the camp in disarray. – © CICR/NOSTEN

The International Military Tribunals in Nuremberg (1945-1946) and Tokyo (1946-1948), created after World War II to prosecute top-level political and military figures of the Nazi Third Reich and Japanese Empire for war crimes, crimes against humanity, and the crime of aggression were the first international criminal tribunals in world history ... although it won't have jurisdiction over the crime of aggression until 2017.

The importance of these courts cannot be overstated. The creation of these courts sparked an international movement to end impunity for breaches of the Geneva Conventions and precipitated the development of a powerful body of international criminal law. Never before had a nation's leadership been held accountable for crimes on an international level.

Since 1945, the international community has backed the creation of a number of other ad hoc tribunals to adjudicate breaches of the law during armed conflict; establishing the International Criminal Tribunal for the former Yugoslavia, the International Criminal Tribunal for Rwanda, and the Special Hybrid Court for Sierra Leone, as well as two hybrid courts, composed of both international and domestic components, in Cambodia (Extraordinary Chambers for the Courts of Cambodia) and Lebanon (the Special Tribunal for Lebanon).

Dozens of criminal trials have been successfully completed in these courts, bringing egregious violators, including the former president of Liberia, Charles Taylor, to justice, offering closure to families of loved ones lost during conflict and facilitating post conflict reconciliation.

The challenge

Enforcement of the law, however, remains a challenge. Since there is no international police force, enforcement of International Humanitarian Law proceeds only to the extent that nations have the capacity and desire to enforce the laws. States must often work together to pursue, capture and prosecute international fugitives, but many nations lack sufficient police enforcement capabilities to do so, and international intervention is not an appetizing choice for policymakers. Governments are also unwilling to cooperate with the international community when the indicted suspect is one of its very own officials.

The International Criminal Court (ICC)

During the 1990s, the international community recognized the need to create a permanent international court designed to prosecute individuals for war crimes violations; a system that relied on the creation of post-conflict ad hoc tribunals was deemed to be insufficient to adequately deal with such an important issue. The international community adopted the Rome Statute in 1998, a treaty that created the world's first permanent international criminal court. Opening its doors on July 1, 2002, the International Criminal Court is charged with prosecuting those who commit the most serious violations of international law: war crimes, genocide, crimes against humanity, and the crime of aggression.

Post: Trial

Unlike the International Court of Justice (the World Court) in The Hague, which hears only cases between nations or provides advisory opinions, the ICC prosecutes individuals. The ICC is also located in The Hague. As of December 2012, 121 countries have ratified the Rome Statute. The United States is not a party to the Rome Statute and is thus not subject to the jurisdiction of the ICC.

Like other international criminal tribunals, the ICC guarantees extensive rights and due process protections for suspects. Many of these protections are the same as those provided by the U.S. constitution, with the exception of a trial by jury. Trial by jury is not a legal privilege in many nations and therefore not seen as a fundamental international right. Judicial guarantees are a critical requirement for any fair and impartial court, and provide the court legitimacy to exact justice independent of political or other external considerations.

On March 14, 2012, the ICC concluded its first trial in the case against Thomas Lubanga Dyilo, convicting him of enlisting, conscripting and using children as soldiers during the conflict in the Democratic Republic of the Congo in 2002–2003, and sentencing him to 14 years in prison.

The facilitator must emphasize the following:

- How important it is for victims that violations be recognized.
- The role of sanctions in preventing a recurrence of such violations.
- The need for sanctions to permit a peaceful rebuilding of territories where the conflict took place (to avoid escalating violence caused by a desire for personal revenge, for example).

Post: Trial



Map of "Haddar"

Puzzle of Haddar

Pooling all of the puzzle pieces they collected during the game, the groups assemble the puzzle on the ground or a table. Group members can then write messages, sign their names, or draw on it.

FAQs During the Debriefing of the Trial Post

1. How can the ICC initiate a case against a suspected criminal?

There are three ways the ICC can initiate a case. First, the ICC has jurisdiction to investigate and open cases into situations occurring within countries that have ratified the Rome Statute. Second, a nation may ask the ICC to exert jurisdiction, sometimes called a "self-referral", or it may accept its jurisdiction. Four countries, the Central African Republic, the Democratic Republic of the Congo, Uganda, and Mali, have self-referred situations happening within their territories to the ICC. Finally, the United Nations Security Council can refer situations to the court. This has occurred twice, regarding conflicts in Libya and Darfur, Sudan.

2. How many cases has the ICC concluded?

As of January 2013, the ICC has concluded two cases since it opened in 2002. On May 14, 2012, Thomas Lubanga Dylio was convicted of war crimes and subsequently sentenced to 14 years in prison for enlisting, conscripting and using children as soldiers during the conflict in the Democratic Republic of the Congo in 2002–03. On December 18, 2012, the ICC acquitted Mathieu Ngudjolo Chui of war crimes charges and crimes against humanity allegedly committed in the Democratic Republic of the Congo. The court is continuing to review cases from seven countries and is conducting preliminary inquiries in seven more.

Post: Trial

For Further Information

The 8 Stages of Genocide

genocidewatch.org/aboutgenocide/8stagesofgenocide.html

Read how genocide develops in eight stages that are “predictable but not inexorable.”

The Robert H. Jackson Center

roberthjackson.org/the-man/nuremberg-trial/

Visit this website and find films, photos and other resources related to the International Military Tribunal at Nuremberg, Germany.

Leaders Facing Justice

cfr.org/international-criminal-courts-and-tribunals/timeline-leaders-facing-justice/p29178

Visit this website and find out more about leaders tried by domestic and international courts.

Crimes of War Project

crimesofwar.org

Visit this website to learn more about the current state of international law and its application to unfolding events.

Websites of the Individual Tribunals

- International Criminal Court
(icc-cpi.int)
- International Criminal Tribunal for the former Yugoslavia
(icty.org)
- International Criminal Tribunal for Rwanda
(icttr.org)
- Special Court for Sierra Leone
(sc-sl.org)
- Extraordinary Chambers in the Courts of Cambodia
(eccc.gov.kh)
- Special Tribunal for Lebanon
(stl-tsl.org)
- International Residual Mechanism for Criminal Tribunals
(icty.org/sid/10874)



Concluding Raid Cross

The facilitator first asks the players to:

- » List all the different posts they went through and he/ she writes them on a flipchart.
- » Discuss in pairs for a couple of minutes the rules of IHL that they have learned about from each post and then invites some of the pairs to share them with the whole group.
- » Show them the first 3:30 minutes of the video *Story of an Idea*: [youtube.com/watch?v=I9bsmnuJU-o](https://www.youtube.com/watch?v=I9bsmnuJU-o).
- » Explain why it is important to learn about IHL.
- » Explain how these relate to their everyday life.

Finally, the facilitator:

- » Distributes the short post-Raid Cross questionnaire.



Raid Cross participants discuss the basic IHL rules learned during the game. – ©AMERICAN RED CROSS

Post-Raid Cross Questionnaire

Section 1: IHL – General Knowledge

1. **How would you explain what International Humanitarian Law (IHL) is? (Please select the answer that best applies.)**
 - a. International Humanitarian Law is the set of rules that protects human rights beyond armed conflicts and that protect individuals from actions their governments might take
 - b. International Humanitarian Law is the set of rules which limits the effects of armed conflicts by protecting people who are not or are no longer participating in hostilities and restricts the means and methods of warfare
 - c. International Humanitarian Law is the set of rules created by the United Nations that outlaws or prevents wars from taking place
 - d. International Humanitarian Law is about resolving conflicts and ending violence around the world
 - e. Not sure how to define this in simple words
2. **What are the main instruments of IHL? (Choose one answer below)**
 - a. The Geneva Conventions of 1949 and their three Additional Protocols of 1977 and 2005
 - b. The 1951 Refugee Convention
 - c. The Universal Declaration of Human Rights of 1948
 - d. The Rome Statute of the International Criminal Court
3. **From what you know of IHL, are countries mandated to respect the rules of armed conflicts? (Please select the answer that best applies.)**
 - a. Every country in the world is mandated to respect the rules of armed conflicts
 - b. Just a few countries have ratified the Geneva Conventions and are mandated to respect the rules of armed conflicts
 - c. Countries cannot be mandated to respect the rules of armed conflicts
 - d. Not sure if countries are mandated to respect the rules of armed conflicts
4. **Has the United States ratified the Geneva Conventions of 1949? (Please select the answer that best applies.)**
 - a. Yes
 - b. No
 - c. Don't know
5. **From your understanding of IHL, please state whether the following statement is correct or not: "To achieve military goals, it is possible to take all necessary measures." (Please select the answer that is legally correct)**
 - a. True
 - b. False
 - c. Not sure

Post-Raid Cross Questionnaire

6. From what you know of IHL, who is protected under IHL? (Please select all that apply)

- a. Civilians
- b. Wounded soldiers
- c. Prisoners of war
- d. Military Medical Personnel
- e. Humanitarian Workers
- f. Active military forces engaging in an international armed conflict
- g. People ordained for religious duties (e.g. priests, imams, rabbis)

7. In times of armed conflicts, do you think there are international laws that prevent military forces to: (Please select the answer that best applies)

	Yes	No	Don't Know
Torture captured enemy combatants in order to get important military information?			
Attack enemy combatants?			
Target civilians in combat areas of food, medicine, or water in order to weaken the enemy?			
Cut off communications with families for prisoners of war?			
Use children under the age of 15 as child soldiers?			
Attack medical facilities?			
Attack religious buildings such as churches, mosques, temples, or synagogues?			

8. In response to those alleged to have committed grave breaches of the Geneva Conventions, nations have an obligation to do which of the following actions: (Please select the answer that is legally correct)

- a. They have to be investigated and prosecuted
- b. They have to be exposed to the public but not prosecuted
- c. They have to be forgiven and granted amnesty without public exposure
- d. Not sure what happens to people who are alleged to have committed grave breaches of the Geneva Conventions

Post-Raid Cross Questionnaire

Section 2: Your thoughts on IHL

9. How do you feel about the following topics?

	I agree	I disagree	I think it depends on the situation
It is important to have rules of war agreed to by countries even though they may sometimes be violated during a conflict.			
It is important the United States follow the rules of war as a party to the Geneva Conventions.			
It is important that there is a way to take legal action against the violators of the rules of war.			

Section 3: Training Follow-up: Take Action on IHL!

1. **Now that you understand the importance of the rules of armed conflicts, which follow-up actions would you consider taking on behalf of International Humanitarian Law? (Please select all that apply)**
 - a. Share news or facts about IHL on Facebook, Twitter, Tumblr or Pinterest, and use the #WarHasLimits hashtag.
 - b. Pledge to spread the word about IHL to 10 people — sign a pledge that you will tell 10 people about the importance of respecting IHL standards. Petitions would be sent by the Red Cross to relevant politicians and policy makers.
 - c. Organize an event in your community to discuss IHL (e.g. a panel discussion with guest speakers, a screening/showing of a movie). Please specify the type of events in the comment section.
 - d. Not sure that I would consider taking action on behalf of IHL.
 - e. I am not planning on taking action. (please explain why in the comment section)
 - f. Other. (please specify in the comment section)

Post-Raid Cross Questionnaire

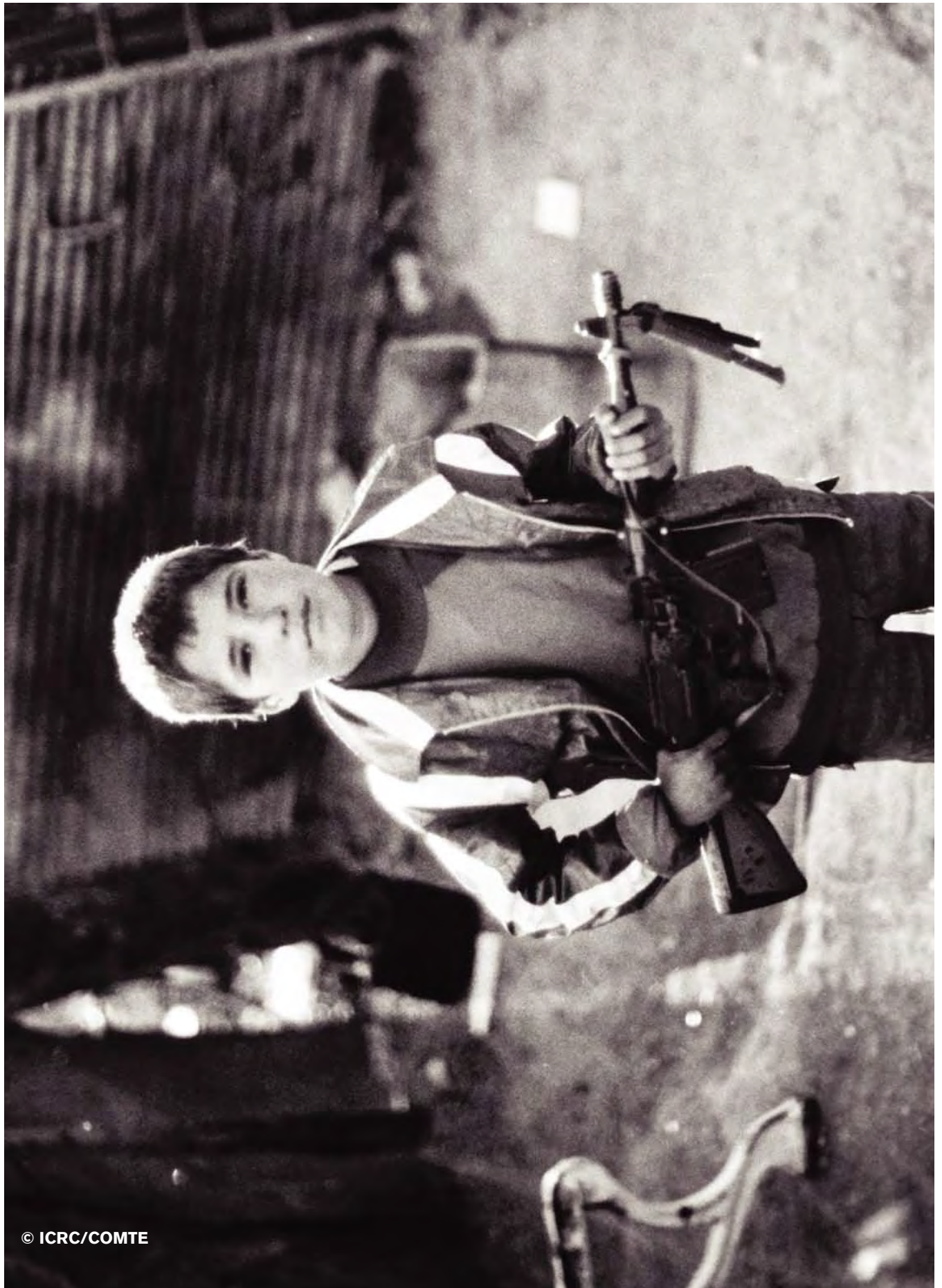
2. From what you have learned about International Humanitarian Law, which specific issues would you be most likely to engage with? (Please select the top three issues that you would be most likely to engage with)
- Don't attack civilians in times of armed conflict
 - Treat detained fighters humanely; torture is illegal under all circumstances
 - Ban weapons that cause excessive suffering
 - No more child soldiers
 - Clear areas with landmines in places where there have been wars
 - Ensure humanitarian and medical workers' access to vulnerable populations
 - Teach American youth about the importance of International Humanitarian Law'

Section 4: Please tell us about yourself

- Are you:**
 - Female
 - Male
- Please indicate your age group:**
 - 11 or younger
 - 12 to 17
 - 18 to 24
 - 25 to 39
 - Other
- Please describe your professional occupation: (Please check all that apply)**
 - K-12 student
 - Undergraduate student
 - Graduate student (non-law)
 - Law student
 - American Red Cross staff/volunteer
 - Other (please specify in the comment section)
- Are you: (Response is optional)**
 - Hispanic or Latino
 - White
 - Black or African American
 - Asian
 - Native Hawaiian or other Pacific Islander
 - American Indian or Alaskan Native
 - Two or more races
 - Other (please specify in the comment section)

Appendix:
Military Target Images





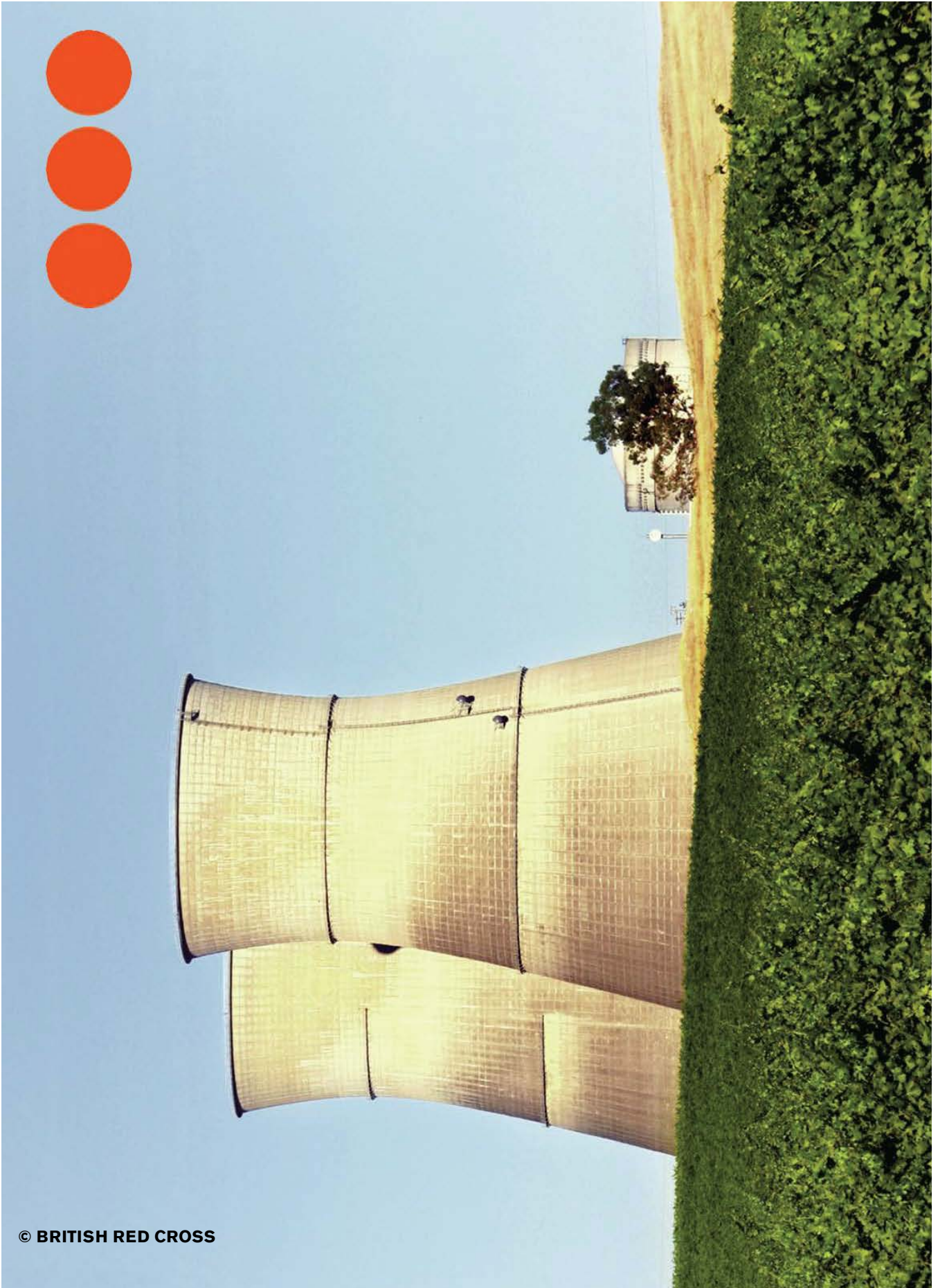
© ICRC/COMTE



© BRITISH RED CROSS



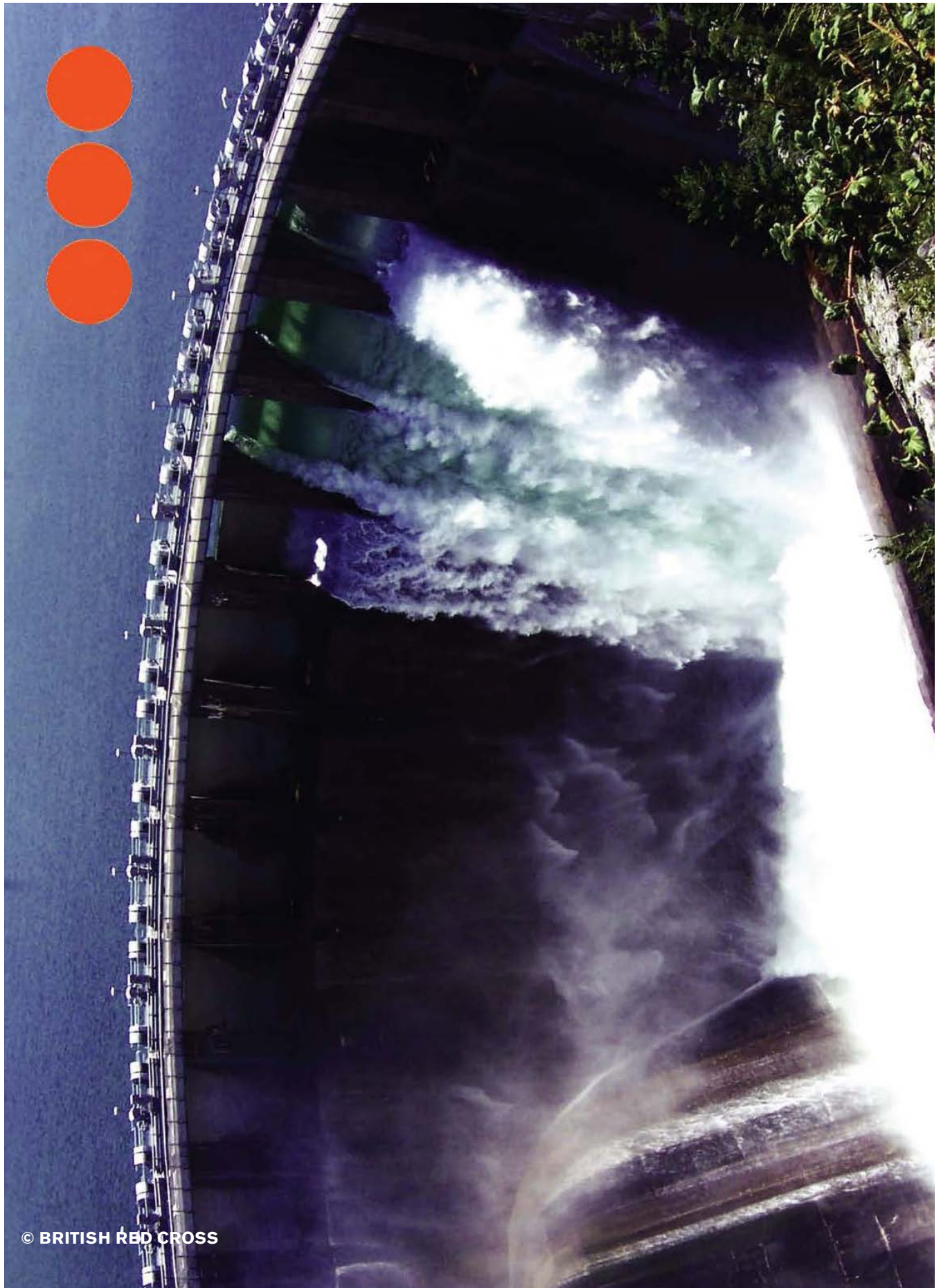
© BRITISH RED CROSS



© BRITISH RED CROSS



© DAVID RITTER



© BRITISH RED CROSS



© ICRC



© ICRC



© ICRC



© BRITISH RED CROSS



© BRITISH RED CROSS

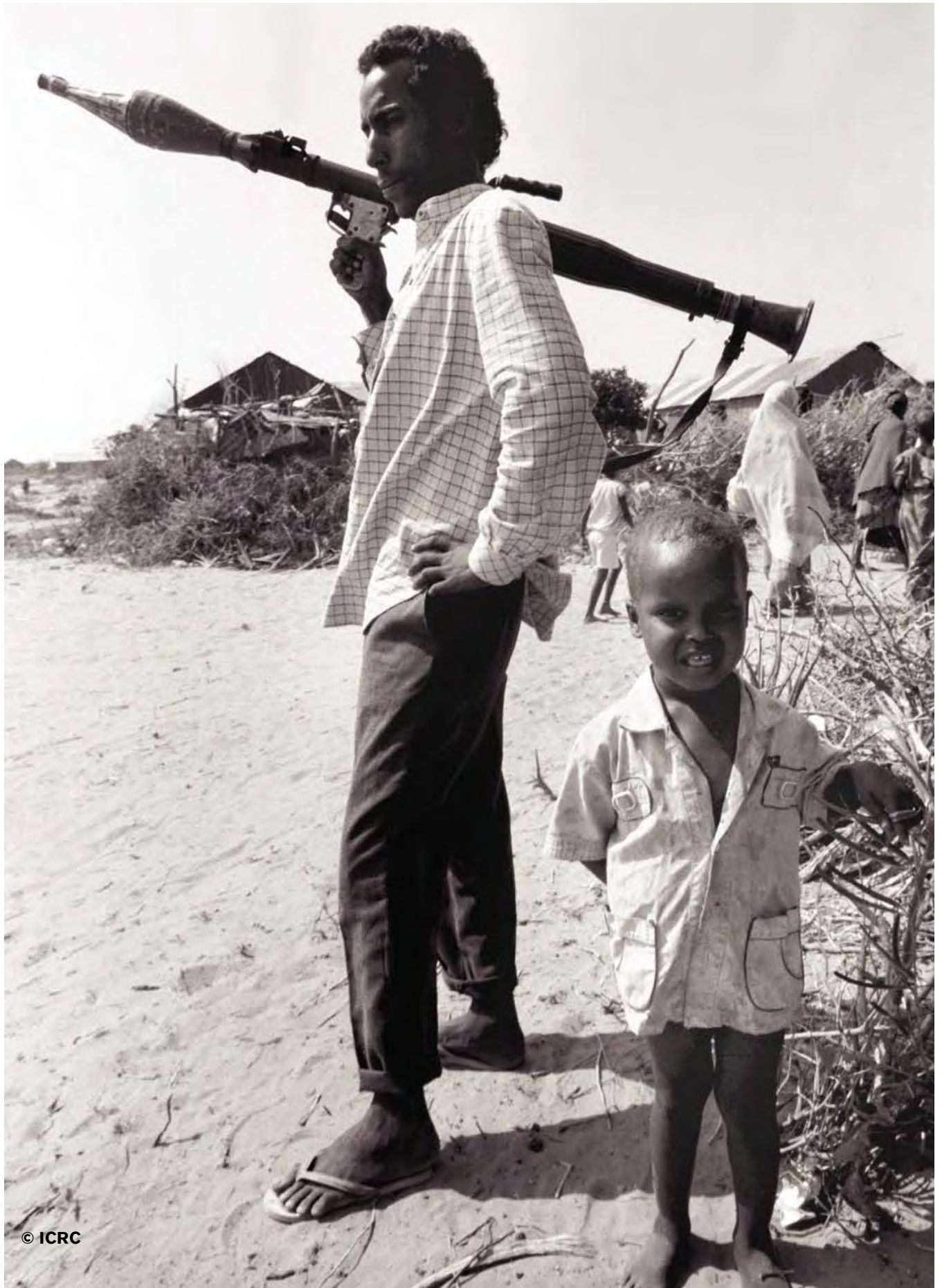


© BRITISH RED CROSS



© ICRC





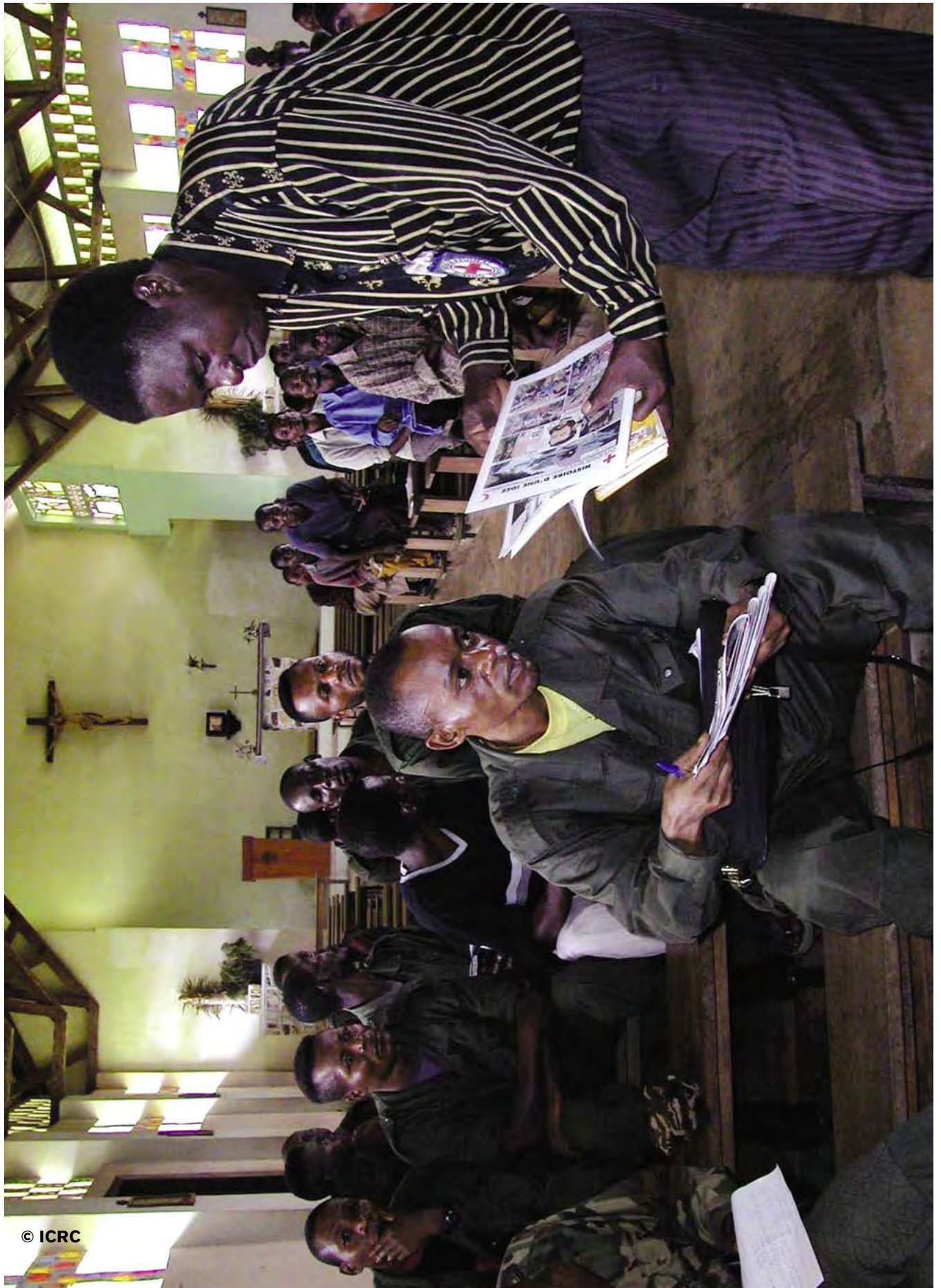
© ICRC



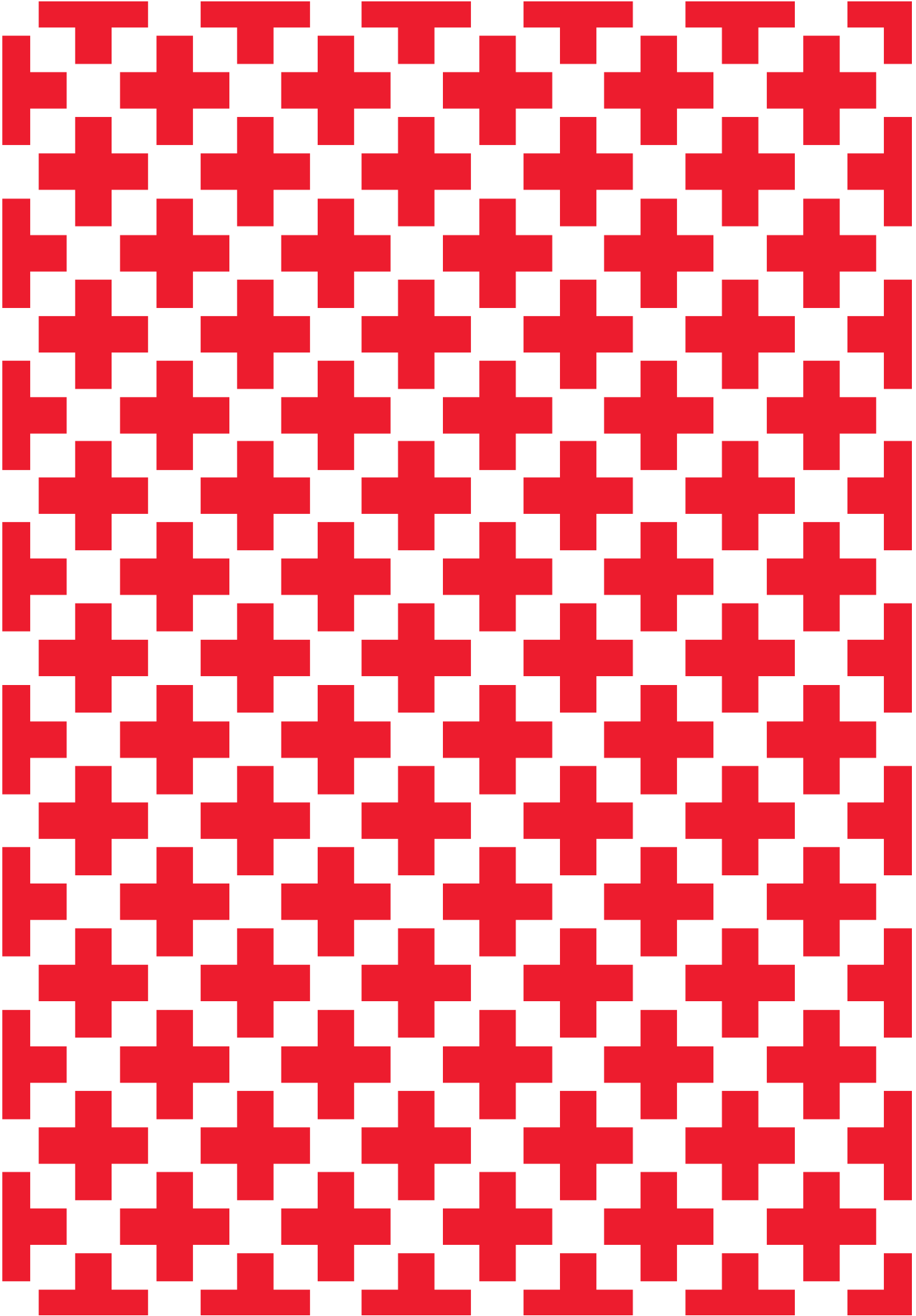
© BRITISH RED CROSS



© BRITISH RED CROSS



© ICRC





**American
Red Cross**

The American Red Cross prevents and alleviates human suffering in the face of emergencies by mobilizing the power of volunteers and the generosity of donors.