

THE ROAD TO PEACE



A Teaching Guide on Local and Global Transitional Justice

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The Advocates for Human Rights
Minneapolis



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The Advocates for Human Rights:

- Investigates and exposes human rights violations internationally and in the United States;
- Represents immigrants and refugees who are victims of human rights abuses;
- Trains and assists groups that protect human rights;
- Works through education and advocacy to engage the public, policy-makers and children about human rights and cultural understanding.

The Advocates for Human Rights was founded in 1983 by a group of Minnesota lawyers who recognized the community's unique spirit of social justice as an opportunity to promote and protect human rights in the United States and around the world. The organization has produced more than 50 reports documenting human rights practices in more than 25 countries and works with partners overseas and in the United States to restore and protect human rights. The Advocates for Human Rights holds Special Consultative Status with the United Nations.

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For those who have suffered as a result of conflict.

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Introduction



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INTRODUCTION



The Road to Peace: A Teaching Guide on Local and Global Transitional Justice is a comprehensive teaching guide that introduces students who have a general knowledge of human rights to the concept of transitional justice. Using the expertise of The Advocates' human rights monitoring teams, who carried out work in Peru and Sierra Leone, The Advocates for Human Rights has created this teaching guide to be used with ninth grade through adult learners.

“Justice” is a topic that can be taught from a variety of perspectives and within diverse disciplines. Civics education in the United States, for example, often focuses on individuals’ rights and responsibilities before the law. Students of international relations may learn about international justice mechanisms such as the Nuremberg Trials or the International Criminal Court, focusing on issues such as national sovereignty, impunity and cultural relativism in an effort to understand why such mechanisms succeed or fail. A literature or drama teacher might use a play such as *The Merchant of Venice* or a book like *To Kill a Mockingbird* to discuss the meaning of justice in conflicts between persons of different races and religions. Teaching “justice,” then, is not limited to one particular discipline or methodology.

The Road to Peace, as its title suggests, does not just teach about justice, but seeks to advance justice. The lessons are planned to encourage creative thinking about conflict resolution and restoration of justice, so that students feel empowered to promote justice in their own communities as well as around the world. *The Road to Peace* teaches about justice on a local and an international scale, asking students to make connections between instances of justice and injustice in their own lives, and in situations where justice has been or is being threatened in other countries.

Specifically, the teaching guide focuses on the aftermath of war and conflict, emphasizing the processes that countries coming out of conflict undertake to seek resolution. After a period of brutal conflict, a country and its people must recover from the violence and rebuild their society. To do so, post-conflict societies will often look back to identify the root causes of the violence, provide justice for victims, and create mechanisms to prevent future human rights abuses. Often, this is a difficult transition that involves a wide range of stakeholders and takes years to accomplish. Increasingly, human rights organizations and other groups have devoted themselves to these issues. Through their efforts, a number of effective mechanisms to address past human rights abuses have been developed.

With creative, thought-provoking and innovative lesson plans, this comprehensive teaching guide introduces students to the concept of transitional justice through:

- Lessons on the root causes of war and conflict
- An overview of human rights and different transitional justice mechanisms
- Mock war crimes tribunal and mock truth commission role plays
- In-depth country case studies
- Individual case studies on human rights abuses
- Investigative tools to study the need for transitional justice in the U.S.
- Skill-building resources on how to apply reconciliation on a local level
- Conflict resolution and peer mediation exercises
- A transitional justice glossary
- Resources for further study and action on peace and justice

WHAT IS TRANSITIONAL JUSTICE?



Transitional justice is the process through which nations address past human rights abuses and reform their societies. The goal of transitional justice is to transition from a former state of widespread human rights abuses toward a more open and democratic society committed to upholding international human rights standards. Due to conflict, a state may have experienced a breakdown in civil society, an increase in state authoritarianism, political chaos, or civil war. All of these circumstances present challenges that the state must overcome. For this transition to be successful, a society must confront the painful legacy of its past to achieve a holistic sense of justice for all citizens, to establish or to renew civic trust, to reconcile people and communities, and to prevent future abuses.

A variety of approaches to transitional justice are available that can help wounded societies start anew. These approaches are both nonjudicial (**restorative justice**) and judicial (**retributive justice**). Restorative justice is the notion that, even when human rights abuses end, a society must work to heal the wounds of its victims, offenders and communities at large. Retributive justice refers to the just punishment of offenders, while finding redress for victims. Both restorative justice and retributive justice are essential to the reconstruction of a society that has suffered from widespread human rights abuses.

The approaches to transitional justice are based on a fundamental belief in universal human rights, and rely on international human rights and humanitarian law in demanding that states halt, investigate, punish, repair, and prevent abuses. Transitional justice approaches consistently focus on the rights and needs of victims and their families. Certain approaches and combinations of tactics are more effective in some countries than in others, depending on the cultural context and whether the country's history involved civil or international war, or a brutal leadership that tortured the population.

What Are Transitional Justice Approaches?

There are many approaches that have been used throughout the world to reform society, address past human rights abuses and bring about reform. Examples include:

- Try individuals in a court or war crimes tribunal for the crimes they committed during the conflict.
- Remove from office those who violated human rights.
- Provide reparations to persons who suffered abuse.
- Construct memorials and museums to preserve the memory of the past.
- Establish the historical truth about the events of the crisis.
- Promote public ownership of the process by informing the public and involving victims and family members of the perpetrators and victims in the process.
- Reform institutions that are corrupt or that practiced, condoned, or ignored human rights abuses in the past.
- Identify and promote structural change within corporate enterprises that benefited from collaboration with past dictatorships and corrupt governments.
- Promote reconciliation within divided communities and work with victims to incorporate traditional methods of peace building and accountability.
- Encourage officials to offer an acknowledgement of past abuses and an apology.
- Institute blanket amnesties.
- Monitor judicial and governmental institutions in society.
- Provide psychological support to survivors of human rights abuses and their perpetrators.
- Promote civic education on transitional justice and human rights.
- Provide disarmament and reintegration for ex-combatants.
- Conduct cultural healing ceremonies or create artistic projects and installations/exhibits to promote reconciliation and reintegration of perpetrators and victims in society.



HOW TO USE THIS TEACHING GUIDE



The Road To Peace: A Teaching Guide on Local and Global Transitional Justice is designed to be used with high school students through adult audiences. Each of the lessons can be taught independently or woven into existing subject areas. For the most comprehensive understanding of the subject matter, the lessons should be taught sequentially and as one unit. Each lesson begins with a quotation, a primary goal, learning objectives, an essential question, key vocabulary, a suggested time frame, and a list of the materials needed.

Below are additional suggestions for effective use of the teaching guide.

1. Journal Writing

Journal writing is an effective tool for information retention, analysis of response, and assessment. Students will better retain the information learned if they engage in written reflection for five minutes at the end of each class period. Journal writing promotes critical thinking skills, while allowing students to express their emotional responses to sensitive material. It gives students a safe zone for expression. Journal writing is also an excellent assessment tool. Teachers may wish to review the journals periodically to offer feedback and encouragement to the class. Suggested ideas for journal writing are provided throughout *The Road to Peace*.

2. Vocabulary

Before each lesson, students should define the vocabulary words given as homework in their journals. Most definitions will be found in the glossary in the Appendix.

3. Using Small Groups

It may be helpful to formulate small groups in advance of each lesson. One suggestion is to make laminated cards that illustrate various countries, regions, animals, or other forms of classification. These cards can be assigned to students, who will then be divided into groups according to their card. Students can help in the creation of these “sorting cards.”

4. Incorporating Creativity

Much of the subject matter in *The Road to Peace* is complex, sensitive, and thought-provoking. By infusing creative teaching and learning methods such as art, music, poetry and role play, students will be better equipped to express and to understand their emotional reaction to the material. Creative teaching results in a more engaging and effective learning experience for both the student and the educator. See the Appendix for a list of useful resources to help guide your teaching.

5. Research Tips

Assigning students to find relevant articles and statistics about transitional justice will enrich their learning, as well as teach good research skills in general. At the end of each lesson, we have provided extensive relevant resource lists, which students and teachers can access to augment the teaching guide material. It may be helpful for the teacher to view assigned websites before teaching the lessons to become familiar with the content and to assist the students in navigating the information.

6. How to Use the Appendix

The Appendix of this teaching guide includes a glossary, numerous resources for further study and action on peace and justice, and a guide that shows how each lesson is tied to Minnesota High School Social Studies Standards. The Appendix also includes evaluation forms. We encourage teachers and students to fill out the evaluation forms at the end of this teaching guide. The forms can be returned to the address at the bottom of the page. Your feedback is important to us for revisions and for future curricula.

7. Curriculum Standards

Each lesson in this curriculum has been connected to the Minnesota High School Social Studies Standards that can be found in the Appendix. To find out how to connect the lessons in *The Road to Peace* to curriculum standards in other states please visit: <http://education.smarttech.com>.

ADVISORY



Please be aware that some of the lessons in this curriculum contain sensitive language and graphic material which may be difficult and/or traumatic for some students to experience.

Teaching transitional justice demands a high level of sensitivity. As students study transitional justice, they will be confronted with concepts such as war crimes, genocide, and widespread human rights abuses. They will be forced to critically examine human motivations and human frailties. They may be personally affected, leading to intense and productive classroom discussions. Studying these issues raises difficult questions about human behavior. It presents horrific images and stories that may profoundly affect your students. As a teacher, you need to know how well your students can handle the subject and what lessons may lead to constructive explorations and which may not. Graphic material should be carefully used and only to the extent necessary to achieve the objective of the lesson.

In making decisions regarding the use of these materials, we strongly recommend that teachers preview the curriculum to familiarize themselves with the content. As you review the materials presented in this teaching guide, you may find it necessary to make some changes, additions or deletions to meet the specific needs of your class and ensure the students are getting the maximum instructional benefit afforded by the materials.

Some students are more sensitive to, may have experienced, or may be currently experiencing violence in their own lives. You may want to bring in other qualified support staff to help facilitate discussions and/or activities to support those students who have been impacted by violence and/or may be more sensitive to materials dealing with situations of conflict. It is also important to be prepared to provide local referrals to those who may need help. For more information on how to deal with difficult content in the classroom and support students impacted by violence, please refer to the resources in the index.



Lesson One



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What Is Conflict?





"Conflict is inevitable, but combat is optional."

~Max Lucade

Lesson 1: What Is Conflict?

Goal:	To define the term "conflict," introduce students to the different dimensions of conflict, and analyze the causes and costs of armed conflict
Objectives:	<ul style="list-style-type: none">• Students will explore the definition of the term "conflict" (activity 1)• Students will gain a baseline knowledge of the subject of peace and conflict resolution (activity 1 and 2)• Students will examine the different dimensions of conflict and how they can be applied to any conflict situation (activity 2)
Essential Question:	What is conflict?
Materials:	Poster board, newspaper, markers, and computers with internet access Handout 1: World Conflict Fact Sheet Handout 2: Five Dimensions of Conflict
Resources:	Nobelprize.org's online interactive conflict map allows students to explore conflict and wars in the 20th century. Where did these wars take place? Have some regions experienced more wars than others? Who were the main protagonists in these conflicts? The conflict map gives students the opportunity to answer these questions. It displays wars with at least 1,000 military battle deaths. The conflict map is available online at http://nobelprize.org/educational_games/peace/conflictmap/ .
Time Frame:	2 class periods
Age Level:	High school - adult
Vocabulary:	Conflict, diffuse, global conflict, internal conflict, interpersonal conflict, intragroup conflict, intergroup conflict, international conflict, transboundary conflict

Teacher Background: As Max Lucade stated, "conflict is inevitable." It is often the result of contrasting ideas, perceptions, and interests over similar needs or limited resources. It is interdisciplinary, covering diverse issues: environmental concerns, human security, scientific debates, family ties, and political ideologies. Whether as individuals, or when acting in groups, interpersonal, intergroup, and international relationships influence how humans manage and cope with conflict; but individuals act differently depending on the context of their relationships. This lesson is designed to provide students with a greater awareness of: 1) the context of conflict in the world and in their own lives, and 2) how societies and individuals can move beyond conflict to build more peaceful societies.

Activity 1: Defining Peace and Conflict

(Approx. 2-3 class periods)

Procedure:

1. **Journal.** Prior to beginning this lesson, have students write in their journals about their understanding of conflict using the following questions:

Questions for Journal

- What is peace?
- What is conflict?
- How does conflict begin?
- How does it manifest itself?
- Where and when does conflict occur?
- What are some of the factors that lead to conflict?

2. **Brainstorm.** Write the words “conflict” and “peace” separately on two pieces of posterboard. Have students approach the board and write down what words come to mind if they were to define these terms. Once all the words have been recorded, review the definitions. If possible, keep these definitions up throughout the unit. At the end of each new lesson, allow two minutes for students to add anything they think they might have missed before. As the teacher, add words or phrases throughout each activity as you see fit to push students’ thinking and challenge their understanding of these terms.
3. **Small Group Work.** Present the class with Handout 1: World Conflict Fact Sheet. If you have the internet available, have students explore the “Conflict Map” on the Nobel Prize website. The map can be found at http://nobelprize.org/educational_games/peace/conflictmap/. Break students into small groups and have them discuss the facts about conflict and the map. Have the students jot down their main discussion points for a larger class discussion and any burning questions their group came up with. Assign one student from each group to record what their group talks about and another student to report back to the class. Students can use the following questions to help guide their discussion:

Questions for Discussion

- What jumps out at you the most on the conflict map?
- Which “conflict fact” did you find the most surprising and why?
- What are some sources of conflict?
- Why do conflicts occur?
- Looking back on our brainstorming session, would you say the words we used to define conflict were generally positive or negative?

4. **Discuss.** Have each group share the most important points from their small group discussions as well as their questions.

Source: Adapted from “Lesson One: Introduction to Peace and Conflict,” *African Leadership Academy Peace Curriculum*. (2007). Posted 2007, http://ltd.stanford.edu/~vuchic/ALA_PeaceCurric_Lessons.doc.



What Is Conflict?

Lesson 1



Activity 2: Dimensions of Conflict

(Approx. 2-3 class periods)

Procedure:

- 1. Brainstorm.** Write the following quote by Yoda on the blackboard: *"Fear is the path to the dark side...Fear leads to anger...anger leads to hate...hate leads to suffering."* - Yoda, Star Wars, Phantom Menace. Brainstorm with the class what this statement means.
- 2. Small Group Work.** Split students up evenly into five groups and give each student Handout 2: Five Dimensions of Conflict. Assign each group one of the "dimensions of conflict" and ask each group to read and discuss its "dimension." Allow enough time to make sure everyone understands the concepts and vocabulary in their dimension. Ask each group to prepare a short role play (2-3 minutes long) that demonstrates the concepts in their dimension. The role play should apply the information introduced in the dimension to a conflict situation. Each dimension is complex, so students might want to choose just a portion of it to demonstrate.
- 3. Perform Role Play.** Have each group perform its role play for the entire class. Following each presentation, have the class critique it. Allow students to ask the presenters questions to clarify how one might recognize the dimension of conflict their presentation focused on.
- 4. Research.** Ask each group to go through newspapers and cut out 5 stories of controversial issues and conflicts that are occurring locally, nationally, or internationally. Challenge the students to think broadly about the term conflict, for example: how could a controversial issue like hunger be considered a conflict? Ask them to choose one of the stories they found and define as best as they can the dimensions of that conflict. Have each group turn in a report answering the following questions regarding the conflict they chose:

Research Questions

- Who is involved in the conflict?
- What are the sources of the conflict? What is it about?
- What type of relationship exists between conflicting parties?
- What is the history of the conflict?
- How are the parties dealing with the conflict?
- What impact, if any, does this conflict have on your life?

- 5. Discuss.** As a large group, ask students to discuss their research using the following questions:

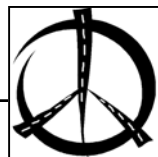
Questions for Discussion

- What kind of decisions do people need to make about controversial issues?
- What are the different ways parties try to deal with their issues or resolve conflicts?
- Does one method seem more effective than another?
- Do some conflicts or issues seem more complex than others?
- Consider the following quote by Max Lucade: "Conflict is inevitable, but combat is optional." Discuss with students what they think this statement means.

Source: Adapted from "Five Dimensions of Conflict" by Gayle Mertz and Carol Miller Lieber, *Educators for Social Responsibility*, (2004). <http://www.esrnational.org/>

WORLD CONFLICT FACT SHEET

- The 20th century was the most violent century in all of human history: an estimated 203 million people were killed in state and non-state wars during this century.
(Twentieth Century Atlas - Death Tolls, <http://users.erols.com/mwhite28/warstat8.htm>)
- Modern war victims are 90% civilian and half of those killed are children.
(UN Human Development Report 2002, pg. 16)
- 80% of the world's 20 poorest countries have suffered from a major conflict in the past 15 years.
(The Role of The World Bank in Conflict Prevention and Reconstruction, <http://lnweb18.worldbank.org/essd/essd.nsf/CPR/Concept2>)
- Global estimated military spending in 2006 was \$1204 billion, 120 times the cost of providing basic education for all, estimated at \$10 billion a year.
(Global Issues - World Military Spending, <http://www.globalissues.org/Geopolitics/ArmsTrade/Spending.asp>)
(Millennium Campaign, <http://www.millenniumcampaign.org/site/pp.asp?c=grKVL2NLE&b=185519>)
- 90 countries still have active landmines and other explosive weapons that pose a risk of detonation, with 15,000 - 20,000 mine victims per year.
(United Nations Human Development Report 2002, pg. 11)
- Between 8,000 and 10,000 children are killed or maimed by landmines every year.
(UNICEF, <http://www.unicef.org/media/9482.html>)
- "In the last decade, more than 2 million children died as a result of armed conflicts. They were often deliberately targeted and murdered. More than three times that number were permanently disabled or seriously injured."
(UNICEF, http://www.unicef.org/graca/a51-306_en.pdf)
- "It is estimated that some 300,000 children - boys and girls under the age of 18 - are today involved in more than 30 conflicts worldwide. Children are used as combatants, messengers, porters and cooks and for forced sexual services."
(UNICEF, http://www.unicef.org/media/media_15421.html)



FIVE DIMENSIONS OF CONFLICT

The five dimensions of conflict below chart a typical conflict, whether it is interpersonal or global.

DIMENSION # 1:

Who or how many parties are involved?

- Internal – a conflict within oneself
- Interpersonal - a conflict between two or more individuals
- Intragroup – a conflict within a group (Groups can be institutions, organizations, or any groups of people who share a specific role or identity.)
- Intergroup – a conflict between two or more groups
- International – a conflict between two or more nations
- Global – a conflict that directly or indirectly has an effect on all people and nations in the world
- Transboundary – a conflict between groups that is based on their positions in relation to a geographical boundary

DIMENSION # 2:

What are the sources of conflict? What is it about?

- Conflicts over Resources (Human Resources; Things and Capital; Natural Resources; Land and Territory)
 - When people, groups, or nations are competing for the same resources
 - When there is a dispute over who has a right to certain resources
 - When people, groups, or nations want to take someone else's resources or prevent someone from getting needed resources
- Conflicts over Values (Beliefs, Choices and Perspectives, and Preferences)
 - When people, groups or nations have relations with each other, but hold different deeply held beliefs about the role of an individual, group or family within their culture, cultural practices, politics, and/or religion
 - Conflicts over "what is most important"
- Conflicts over Psychological Needs (Power and Control, Emotional Needs)
 - Conflicts related to an individual's or group's need for respect, love, affirmation, approval, friendship, and power over their own fates
 - Conflicts related to the need of individuals to belong and have the opportunity to develop and achieve
 - Conflicts that arise when psychological needs are not fulfilled
 - Conflicts between an individual and other people or institutions when obstacles prevent someone from having their needs met



FIVE DIMENSIONS OF CONFLICT

DIMENSION #3:

What type of relationships exist between conflicting parties?

The type of relationship that exists between conflicting parties will often determine the intensity of the conflict and its outcome. Important questions to ask include:

- What kind of climate is present between conflicting parties? How can the climate change the outcome?
 - Trusting or suspicious
 - Friendly or hostile
 - Open or resistant
 - Calm or emotionally tense
- Do parties come to the conflict with equal power or a power imbalance? Does any one party control the resources and decision-making process?
- What is the degree of interdependence between the conflicting parties? (In other words, do the actions of one person or group seriously impact the others involved in the conflict?)
 - How often do the parties see or interact with one another?
 - Is a positive relationship valued equally by both parties?
 - Does each party need the cooperation of the other to achieve important goals?
- How well do the parties know one another?
 - Does the relationship matter to both or one of them? How much?
 - Does it matter if conflicting parties come from different cultures and know little about the other?

DIMENSION #4:

What is the history of the conflict?

Usually the longer a conflict exists, the more intense and complex it becomes, and therefore, the more difficult to resolve. Yet, there is also a point when parties can become so “battle weary” that they finally see resolution as the best strategy.

Factors that complicate a conflict:

- The duration of the conflict
 - How long has the conflict continued?
 - Are the original parties still actively involved in the conflict?
- The frequency of the conflict
 - How often has the conflict reemerged?
 - Are there periods when the conflict escalated to severe levels?
 - Did the conflict develop in stages?



Source: “Five Dimensions of Conflict” by Gayle Mertz and Carol Miller Lieber, *Educators for Social Responsibility*, (2004).

FIVE DIMENSIONS OF CONFLICT

- The intensity of the conflict.
 - How life threatening is the conflict?
 - Is the conflict emotionally or ideologically charged?
- The perception of the conflict by both those directly involved and those who witness it but do not feel directly affected by it
 - Do people “see” the conflict as serious or irrelevant? (Conflicts can remain unresolved when there is little or no pressure to address them – when people from “inside” or “outside” the conflict don’t perceive it to be compelling enough to resolve. Conflicts are not always visible or easily identifiable. In these situations, the conflict remains, even though it is hidden from view or ignored.)

DIMENSION # 5:

How are the parties dealing with the conflict?

In every conflict, all parties involved make choices to take some action they think will help them get what they want and need. These choices may be spontaneous or calculated, constructive or destructive. Conflicts can develop in stages and consequently may involve many different responses as the conflict proceeds. Some of those choices are:

- Avoidance – deny, ignore, or back off the conflict
- Diffuse the conflict – postpone, wait, gather data, or check it out
- Engage in the conflict – methods might include:
 - Direct force or competition
 - Accommodation – to adapt or adjust
 - Compromise
 - Use collaborative problem-solving
- Practice restorative justice - valuing community continuity and well-being in the solution



Lesson Two



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Deconstructing Armed Conflict





"Peace, to have meaning for many who have only known suffering in both peace and war, must be translated into bread or rice, shelter, health and education, as well as freedom and human dignity."
 ~ Ralph Johnson Bunche

Lesson 2: Deconstructing Armed Conflict

Goal:	To analyze the causes and costs of war and armed conflict
Objectives:	<ul style="list-style-type: none"> • Students will identify and evaluate the different key factors that have led to war and armed conflict historically (activity 1) • Students will examine the overall costs of war both to individuals and to social systems (activity 2) • Students will identify and differentiate the diverse approaches used to address post-conflict needs (activity 3)
Essential Question:	How does war affect us and how do we heal from war?
Materials:	Poster board or large paper, and markers
Resources:	Handout 1: Peru: Jorge's Personal Testimony Handout 2: Sierra Leone: Margaret's Personal Testimony Handout 3: Sierra Leone: Aisha's Personal Testimony Handout 4: Darfur: Mohammed's Personal Testimony Handout 5: Cambodia: Chea's Personal Testimony Handout 6: Roads to Peace Handout 7: Resources on Roads to Peace
Time Frame:	2-4 class periods
Age Level:	High school - adult
Vocabulary:	Compensation, institutional reforms, prosecution, reconciliation, redress, reparations, transitional justice, truth-seeking, vetting
Teacher Background:	In lesson one, students examined the concept of conflict as it relates to their own lives and the world. In lesson two, students will be further challenged to analyze the root causes of armed conflict and examine the different methods societies can use to move beyond conflict to build more peaceful societies. This lesson provides an overview of the basic concept of transitional justice. Transitional justice generally refers to a range of approaches that states may use to address past human rights wrongs and includes both judicial and non-judicial approaches. Transitional justice is informed by a society's desire to rebuild social trust, repair a fractured justice system, and build a democratic system of governance.

Activity 1: The Roots of War

(Approx. 1 class period)



Explain to your students that you are beginning a unit on transitional justice or, more generally, on how to rebuild societies, sustain peace, and promote healing after a war or internal armed conflict. Before discussing how to achieve these goals, talk about the roots of conflict and the costs of war. It may be helpful to choose one conflict your students are familiar with for the discussion below.

Procedure:

1. **Brainstorm.** Create a “Roots of War and Violence” Tree on poster board paper. You could prepare pieces of construction paper for students to write on (green leaves, pieces of the trunk, and roots of the tree) beforehand, or you could draw the tree as students brainstorm so the tree does not fully reveal itself until the end. The tree is constructed as follows:

Leaves and Branches of the Tree: On the top of the sheet ask the students to brainstorm as a class a list of all the wars or internal conflicts that they can think of - either from the past or present (examples: Iraq, Darfur, American Civil War, Israel/Palestine, Apartheid). Write these conflicts on the top of the tree in the leaves and branches. You could also add to this section pieces of fruit on which you could ask students to write the “fruits” of war - or the products and effects of war (examples: death of innocent civilians, the creation of fear to mobilize a nation to support a war, draining of resources, torture, breaking up of families).

Tree Trunk: In the trunk of the tree have students brainstorm the different issues, actions, policies, programs, or beliefs that led to these wars (examples: slavery, religious fundamentalism, control over resources, discrimination).

Roots of the Tree: In the bottom of the tree have students brainstorm the roots of the issues and wars named above (examples: lack of power and resources, poverty, fear, racism, inequality, oppression, exploitation, hatred, alienation, threat to identity, denial of human rights, etc.).

Hang the tree up in the room, so students can refer back to it during subsequent lessons.

2. **Discuss.** Discuss the following questions in a large group:

Questions for Discussion

- Who is affected by war and violence?
- How do you think the roots of violence in war compare to the roots of conflict in your own lives - do you think the roots would look very different?
- Did you see any similarities between the fruits of war and the roots of war?
- What are some of the ways you can brainstorm for stopping the cycle of violence and war?

3. **Create.** Pose the following questions to the class: What is the opposite of the “roots of war and violence tree” that we created? What would it be called and what would it look like? Have students create this alternative tree in small groups or in their journals and present their trees to the class.

**Procedure:****Activity 2: War Stories**

(Approx. 1-2 class periods)

1. **Read.** Assign students to read all five personal testimonies (See handouts 1-5 in this lesson). Students should define the vocabulary before they read the testimonies. If you have a world map, show the students where the scenarios took place. A short summary of the country conflict for each testimony has also been provided.
2. **Discuss.** After all the stories have been read, divide the students into five small groups. Assign each group one of the testimonies and have them discuss the answers to the questions below.

Questions for Discussion

- Explain the person's situation.
- What has happened to them? Was it fair or unfair?
- What feelings do you think the person has about what has happened to him or her?
- How would you feel in that situation?
- How would these feelings affect your ability to heal?
- What would you have done?
- If you were this person, what do you think you would need to heal?

3. **Letter Writing.** Assign each student the task of writing a letter to the person they discussed in their groups. If they could ask this person anything about his or her experience, what would they ask? Ask the students to try to be clear and specific when asking questions or when adding their thoughts about the person's story. Make sure that students write at least two or three paragraphs. Students could do further research into the conflict of that country before writing the letter. You could also extend this part of the lesson by assigning students to read another classmate's letter and respond as if he or she were that person. Collect the letters to get an idea of the students' interest and to better gauge the direction in which to lead the following class discussion.
4. **Discuss.** Divide the students again into groups but this time separate the previous groups so that each group has all five of the personal testimonies represented. Have the students compare and contrast the personal testimonies they worked on in the previous group to those of others. Write on the board or hand out the following questions:

Questions for Discussion

- What are the similarities between the personal stories?
- What did your original group think the person was feeling? How does that compare to the responses from the other groups' stories?
- What did your original group identify as necessary for the person to heal? How does that compare to the ideas from other groups' stories?
- How might those suggestions enable and/or hinder healing and forgiving?
- Do you think that these ideas would create national healing?
- How does personal forgiveness impact national healing?

Activity 3: Roads to Peace: How Societies Heal from Conflict

(Approx. 2-3 class periods)

Procedure:

1. **Brainstorm.** In a large group have students brainstorm some of the long-lasting consequences of violence. Create two lists titled “visible” and “invisible” consequences. Some very visible consequences are evident (destruction of roads, schools, homes, villages, absence of family members). There are also many invisible consequences (trauma, desire for revenge, blame, more propensity to resort to violence). If the class has not already raised the issue, be sure to explain to students that when one person does violence to another person, both are traumatized - the victim due to the harm done to them, the aggressor by the guilt of having caused the harm (this situation might be another invisible consequence).
2. **Explain.** Write the words **Transitional Justice** on poster board. Have students copy in their journals the following definition for transitional justice: *a range of approaches that societies undertake to reckon with legacies of widespread or systematic human rights abuses as they move from a period of violent conflict or oppression towards peace, democracy, the rule of law, and respect for individual and collective rights.* An important goal of transitional justice is to provide **healing** of the wounds and **closure** of the conflict so the parties can live together. Hang the definition and leave it up in the room for students to read.
3. **Preparation for Presentation.** Let students know they will be conducting a group research project and each group will be presenting on a different transitional justice method. Give students Handout 8: Roads to Peace. Explain to the students that this list is an overview of the different approaches to establishing long-term peace after violence. Break students up into groups of 3 or 4 and assign each group one of the “roads.” Provide students with Handout 9: Resources on Roads to Peace. Each group should provide the following in their presentation:

Questions for Presentation

- Define the transitional justice approach in simple clear language.
- Share with the class an example of one country or group that has used this method and describe the outcome. (How was it successful or not successful?)
- Briefly describe the context of the conflict.
- What visible or invisible consequences of violence does this method address?
- Does this method provide healing or closure to the parties in the conflict?
- What do you think are some of the pros and cons of this method?
- How could you apply this method to peacebuilding in your own life?

3. **Present.** Have each team present their approach to the class. Presentations should have the definitions clearly written out on a poster or display board with other visuals to aid their presentation. *Hint: Free standing poster boards made from recycled cardboard boxes are ideal for environmentally friendly posters.* Each team should share its findings with the whole class. Allow time at the end of each presentation for questions. When one group is sharing the students should be listening and not taking notes. At the end of each presentation provide a few minutes for students to jot down, in their notes, the definitions the students came up with for each method.
4. **Discuss.** As a large group discuss the following questions:

Questions for Presentation

- Does one method seem better than another? Why or why not?
- Why might a country choose one approach over another?
- Do these methods address the roots of violence?

PERU: JORGE'S PERSONAL TESTIMONY

Jorge's Story:

During the conflict in Peru, Jorge lived in the capital city Lima with his wife and two-month old daughter. He worked and was a student at San Marcos University. One day Jorge met with one of his professors who, in the course of their conversation, asked Jorge to keep some lesson plans for him. Jorge did not know that government authorities had been following and monitoring the professor's actions. Shortly after Jorge received the "lesson plans," the authorities arrested him and searched his house. At his house they found the professor's "lesson plans," which turned out to be personal subversive documents, not actual lessons. Since the documents were found at Jorge's house, the authorities claimed that they were his and detained him in April 1993. That following November, he was sentenced to a long prison term, along with eight professors.

Despite handwriting tests and a one and a half year investigation that concluded that the documents were positively not Jorge's, he spent nine and a half years in prison.

The conditions in prison were very difficult. Jorge could only spend 30 minutes per day outside of the small cell he shared with four other people. Prisoners were strip searched every week and they were often beaten with batons. The only reading material that he was allowed during his time in jail was a Bible. Jorge was only allowed to see his daughter for 30 minutes every five months and was not allowed to have any physical contact with her.

Finally, after a long legal process, Jorge was released and reunited with his family on October 12, 2002.

Jorge's unjustified imprisonment affected not only him but his whole family. Before his capture, he was earning \$1,000 per month at the University to support his family. As a result of his imprisonment, his wife did not finish her degree and could not find a job to support their family. Most important, his lengthy jail term greatly stunted his relationship with his daughter and now he is slowly working on rebuilding a special bond with her.

Peru Conflict Summary

Beginning in 1980, Peru experienced violence at the hands of the Maoist guerrilla group Shining Path, as it tried to overthrow the government. As government military forces fought back against the rebel group, more human rights violations and disappearances of innocent people were reported. With the election of Alberto Fujimori in 1990, the government began an intense campaign to eliminate opposition. Citing continuing terrorism, drug trafficking, and corruption, Fujimori dissolved Congress, suspended the constitution, and imposed censorship in April 1992. Between 1980 and 2000, approximately 69,000 people were killed in the violence.



Source: Infoplease: Peru, <http://www.infoplease.com/ipa/A0107883.html>

SIERRA LEONE: MARGARET'S PERSONAL TESTIMONY

Margaret's Story:

Before the war, Margaret, her husband, and their two sons lived peacefully in their village in Sierra Leone. She traded inexpensive merchandise to support her family. The area where they lived was attacked in 1998 by rebel forces and they were forced to flee for their lives. Margaret was five months pregnant when they fled their village and went into hiding in the wilderness. While in the wilderness, she heard a rumor that the regional security force, the Economic Community of West African States Monitoring Group (ECOMOG), had come and secured the village and that it was now safe to return home. Eager to get back to her life, she decided to come out of hiding. The rumor, however, was false and shortly after leaving the safety of the wilderness, she encountered rebels on the road. The rebels shot her five times in the leg, smashing her leg bone.

Margaret sought refuge in the wilderness once more and remained there for five days before she was taken to a hospital. This hospital was unable to properly treat her wound, so she had to be sent to another hospital miles away to receive additional medical treatment. While the doctors were able to save Margaret's life, they were unable to save her leg, which had to be amputated. Unfortunately, the medicines that she was given to treat the infection in her leg caused her baby to be born with severe physical and mental handicaps.

Now that the war is over, Margaret and her husband live in an amputee camp with their three children - two boys and one baby girl. Margaret is only able to move about with the use of crutches and can no longer work as a trader. Due to her physical difficulties, she needs the help of her husband to adequately care for their children. Since he must stay at home to help Margaret, he is unable to work and earn the money they need to buy basic necessities for their family. They must rely on outside aid to survive.

A church group has been asking Margaret to forgive those individuals who wounded her. She says that she has forgiven them and does not care whether or not they go to jail for the crimes they committed. She says, "putting them in jail won't bring my foot back or help my baby."

Sierra Leone Conflict Summary

Since Sierra Leone's official independence on April 27, 1961, its history has been filled with military takeovers of the government and violence. Sierra Leone's civil war began in 1991, when an armed group called the Revolutionary United Front (RUF) invaded southeastern bases in Sierra Leone from Liberia. The RUF employed fear tactics such as murder, mass rape, and amputations. They forced children, sometimes as young as five, to fight in the war. Through the use of slave labor, they maintained control of the nation's lucrative diamond mines, which allowed them to continue buying arms. The Economic Community of West Africa Monitoring Group (ECOMOG) sent in troops at critical moments of the war, but these outside forces engaged in the same atrocities as the RUF. An estimated 500,000 people were killed in the country's decade-long civil war.



Source: Infoplease: Sierra Leone, <http://www.infoplease.com/lipa/A0107959.html>

SIERRA LEONE: AISHA'S PERSONAL TESTIMONY

Aisha's Story:

Aisha lived in northern Sierra Leone when rebel forces stormed her village. The first time they attacked, all of the inhabitants of the village fled to Guinea, a neighboring country. After some time, Aisha and her neighbors heard that the regional security force, the Economic Community of West African States Monitoring Group (ECOMOG), had gained control over their old village. Believing the news, Aisha and her fellow villagers left Guinea and made the journey back to their homes. Shortly after their return, however, the rebels attacked the village once again. This time they surrounded the village, and they stole the villagers' own machetes to use as weapons. The rebels forced all the villagers, including Aisha, to stand in a line in front of a log. One rebel grabbed Aisha and commanded her to put her arm over the log. When she hesitated, they threatened to chop her head off instead. So she put her arm over the log. A small boy hacked at her hand twice before it fell off. The rebels also chopped off her mother's hand. News of an approaching Civil Defense Forces (CDF) unit caused the rebels to leave the village.

When the Civil Defense Forces (CDF) arrived, they rescued the villagers and brought them to another rural community. Once the CDF saw how badly wounded Aisha and her mother were, they took the two of them to a military hospital in Freetown. Aisha's mother died shortly after arriving at the hospital. While receiving treatment in the hospital, hostile rebels overthrew the government, and Aisha was forced to flee the hospital before she had fully recovered. The first village where she sought refuge was soon attacked by rebel units, forcing her to flee once again to Guinea. During her flight to Guinea, her wound became extremely infected and posed a serious threat to her life. Fortunately, a non-governmental organization (NGO) in Guinea was able to provide her with the proper medical treatment and she recovered.

After the war, Aisha and the rest of her family settled in an amputee camp. Aisha says that she is angry about what has happened to her, her mother, and the rest of her village.

Sierra Leone Conflict Summary

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Source: Infoplease: Sierra Leone, <http://www.infoplease.com/ipa/A0107959.html>

DARFUR: MOHAMMED'S PERSONAL TESTIMONY

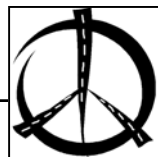
Mohammed's Story:

Mohammed was 15 years old and lived in a small village in Darfur when the Sudanese government soldiers and the Janjaweed, a government-linked militia group, attacked his village in July of 2003. They came by car, tank, horse, camel and on foot. Men, women, and children were killed, some by bombing, some by shooting. Their huts were set on fire and their livestock, property and food were taken from them. Later in the night, a plane came and burned the rest of the village down. One hut was set on fire with someone still inside of it. Mohammed and his family ran away, but some of the people who were still hiding in their huts - the old, weak, and blind - were rounded up by the Janjaweed and shot. Mohammed saw the Janjaweed take some of the girls and women away by force. He saw that some came back after four or five hours, and some he never saw again.

That night Mohammed slept with his uncle in the wadi (dry riverbed). When he returned the next day to the village with his family he saw more than 80 bodies: men, women, and children. He helped dig graves for all the people. Mohammed went with his family to take refuge in the neighboring country of Chad. He is still living there today in a refugee camp. The refugee camp is not safe. One of his sisters was sexually assaulted when she went out to get firewood, but they have nowhere else to go. Mohammed is not happy because he wants to learn, but the school in his village was burned down and the refugee camp has no school. He would like to go home, but he is afraid if he does, he will be killed. He is worried about his future as the conflict in Darfur continues.

Darfur Conflict Summary

The conflict in Darfur, in Western Sudan, is characterized by many as the worst humanitarian crisis of the 21st century. It began in the 1970s during tribal clashes. Rebel groups accused the government of neglecting the region economically. Throughout the crisis, government forces, as well as rebel groups, have been accused of mass atrocities. The most prominent of the rebel groups, the government-supported Janjaweed, has been accused of genocide, rape, and bombing villages. Their actions have led to the displacement of roughly 2.5 million people and the deaths of an estimated 200,000 – 400,000 people. The crisis continues today.



Source: Wikipedia: Darfur Conflict http://en.wikipedia.org/wiki/Darfur_conflict

CAMBODIA: CHEA'S PERSONAL TESTIMONY

Chea's Story:

Chea was 8 years old when the ruling political party, the Khmer Rouge, took over Cambodia. She lived with her family in Pursat, Cambodia. One day her mom came home from the marketplace terrified. "The soldiers are coming," she screamed, "and if we do not leave, they will kill us." They took what they could carry by hand and wagon and fled to their family cottage in Kracheh where all 12 members of her immediate family resided until they were ordered by the Khmer Rouge to leave.

The Khmer Rouge separated the children from the adults and forced them to live apart. Six of Chea's brothers and sisters were forced to go to a labor camp in 1976. In November 1978, the Vietnamese army came through the towns, chasing out the Khmer Rouge. Many people decided to leave the towns with the Vietnamese soldiers fearing that the Khmer Rouge would return to town and capture them. Chea's family followed the Vietnamese soldiers to a camp called Cha Carp. Her uncle, however, decided to stay behind. The Khmer Rouge returned to town and captured him. He escaped and came back to his home, but they caught up with him and executed him behind his house. His children had to sneak into town to bury him.

The Khmer Rouge attacked the Cha Carp camp with grenades and guns. Chea's family ran for their lives and returned when the attack was over. The next day the Khmer Rouge returned and Chea was struck with a bullet. There was no way for her to get medical treatment, so her parents tried to help her. Eventually she was moved to a hospital which was overcrowded with hundreds of wounded people staying in the hallway. Chea's wound was not properly cared for, and an infection grew and spread. There were no anesthetics for the painful procedure she underwent, and it took many months for the wound to heal.

After the Vietnamese took control of the country, Chea's brothers and sisters were allowed to leave the labor camp. One brother did not return because he was axed to death for refusing to give his watch to a Khmer Rouge soldier. Chea's family decided to go to Thailand to escape the Khmer Rouge army and to make enough money to support their family. They were provided with water, food and shelter by the Red Cross at a refugee camp.

Cambodia Conflict Summary

Beginning in the 1970s, communist forces called the Khmer Rouge waged a bloody battle for control over Cambodia. After the Khmer Rouge took over control of the government in 1975, Pol Pot declared himself leader. An estimated million and a half people were executed by the Khmer Rouge over the next four years. Members of the upper, middle, or educated classes, as well as suspected enemies of the Khmer Rouge, were the primary victims of the violence. By 1979, the Khmer Rouge were removed from power, but civil war continued until a peace treaty was signed on October 23, 1991.



Source: Infoplease: Cambodia <http://www.infoplease.com/ce6/world/A0857137.html>

ROADS TO PEACE

Prosecution: A type of retributive justice that uses the criminal justice system to investigate and take legal action for crimes committed during a conflict. This can be done on a domestic level, in a hybrid international court (such as the Special Court for Sierra Leone), or in an international court such as the International Criminal Court. Examples of countries that have used prosecutions include Sierra Leone, Bosnia-Herzegovina, Cambodia, and Iraq.

Truth-Seeking: A type of historical justice that uses non-judicial measures to establish the truth about the past through truth commissions or other national efforts. Examples include engaging in major historical research, compiling victims' testimonials or oral histories, supporting the work of forensic anthropologists in determining the exact nature of victims' deaths or exhuming the bodies of those killed, and official inquiries into patterns of past abuse that seek to establish an accurate historical record of events. Truth commissions have been established in such places as the Democratic Republic of the Congo, Ghana, Liberia, Morocco, Peru, Timor-Leste, Sierra Leone, and the United States.

Reparations: A type of compensatory justice that uses the establishment of national reparations policies to provide redress to victims of the conflict in an effort to repair harm, restore rights, and build trust. These policies can include economic compensation, a variety of health (physical and mental) and education benefits, and symbolic measures, such as an apology by the government. Countries that have established reparations policies include Guatemala, Peru, Rwanda, Sierra Leone, South Africa, and Timor-Leste.

Vetting: The assessment or screening of individuals' integrity to determine their suitability for public employment. This process is created to remove abusive, corrupt, or incompetent public employees from public office (especially in the security and justice sectors) and build more effective, inclusive, and trustworthy institutions. The goal of vetting is to overcome legacies of past conflict or authoritarian rule, prevent the recurrence of abuses, and build fair and efficient public institutions. Countries that have used this process include El Salvador, Guatemala, South Africa, Namibia, Northern Ireland, Bosnia-Herzegovina, Kosovo, Croatia/East Slovenia, and Afghanistan.

Honoring Victims: A type of restorative justice that remembers and honors victims through a series of measures, including consulting with victims to create memorials and museums of memory, and converting public spaces such as former detention camps into memorial parks and interpretive sites. Efforts such as these not only provide a place of mourning and healing for victims but also create opportunities for constructive social dialogue and education about the past so tragedies will not happen again. Many countries have found ways to honor victims, such as Cambodia, Germany, Iraq, South Africa, Russia, Senegal, and the Czech Republic.

Reconciliation: An over-arching restorative justice process that includes the search for truth, justice, forgiveness, and peace. One of the major goals of reconciliation is to facilitate a process through which individual men and women can change the way they think about their historical adversaries and live together in peace. Countries can do this through working with victims to determine what they require to experience healing and closure, and forging co-existence among former adversaries without sacrificing justice and accountability for perpetrators. Countries that have established reconciliation processes include Indonesia, Timor-Leste, South Africa, Sierra Leone, and Rwanda.

Institutional Reform: Developing new institutions and reforming existing institutions, such as security forces or police, to prevent future abuse and ensure that human rights and democratic principles are respected. For example, when some groups are excluded from political participation, the state can remedy violations of political rights by promoting political inclusion, public participation, and empowering subordinate groups. In some cases, countries require outside assistance for election monitoring, nation-building programs and the development of governmental infrastructure to make their political system more stable. Countries that have implemented institutional reform include: Northern Ireland, Colombia, and Ghana.



Sources: See "Resources on Roads to Peace" in this publication, pp. 20-21.

RESOURCES ON ROADS TO PEACE

TRANSITIONAL JUSTICE

- **The Encyclopedia of Genocide and Crimes Against Humanity.** Transitional Justice Vol. 3, pp. 1045-1047. Macmillan Reference USA, 2004. This website offers an excellent, simplified explanation of transitional justice, the development of the field and key components to the process. www.ictj.org/static/TJApproaches/WhatIsTJ/macmillan.TJ.eng.pdf
- **International Center for Transitional Justice Annual Report 2004/2005.** The report featured in this site provides overviews of transitional justice processes of truth-seeking, prosecutions, reparations, and vetting. It also gives an update of the process in several countries. www.ictj.org/images/content/5/7/578.pdf
- **Transitional Justice.** By Ruti G. Teitel. Oxford: Oxford University Press, Inc., 2000. In this book, Teitel offers an interdisciplinary analysis of transitional justice focusing on the role of law as a facilitator for change.
- **Restorative Justice Online: Introduction.** By Prison Fellowship International, 1996. This site gives a brief breakdown of restorative justice and includes a link with summaries of restorative justice initiatives around the world. www.restorativejustice.org/intro/

PROSECUTION

- **Retributive Justice.** By Michelle Maiese. May 2004. This site gives a simple definition and highlights the positive and negative aspects of retributive justice. www.beyondintractability.org/essay/retributive_justice/
- **Retributive Justice Reference.** This reference site provides a simple definition of retributive justice, including its history and modern philosophies. www.reference.com/browse/wiki/Retributive_justice
- **International Center for Transitional Justice: Prosecutions.** This site details the organization's participation in prosecutions in countries around the world and includes links to specific country case studies. www.ictj.org/en/tj/781.html
- **Retributive and Restorative Justice.** By Eric Hoffer. This site explains the differences between retributive and restorative justice with a section dedicated to victims' rights. <http://faculty.ncwc.edu/toconnor/415/415lect08.htm>

TRUTH-SEEKING

- **International Center for Transitional Justice: Truth-seeking.** This site provides summaries of truth-seeking efforts and truth and reconciliation commissions from around the world and includes links to specific country case studies. www.ictj.org/en/tj/138.html
- **Truth Commissions.** By Eric Brahm. This site gives a simple explanation of truth commissions, including when they are created and the process they follow. www.beyondintractability.org/essay/truth_commissions/
- **Rule-of-Law Tools for Post-conflict States: Truth Commissions.** Office of the United Nations High Commissioner for Human Rights. This report outlines the United Nations' policy on truth commissions including the core principles and operating assumptions, guidelines for establishing a truth commission, a truth commission's operations, and interrelationships with prosecutions, reparations, vetting and reforms. www.ohchr.org/english/about/publications/docs/ruleoflaw-TruthCommissions_en.pdf

REPARATIONS

- **International Center for Transitional Justice: Reparations.** This site outlines work towards reparations, typically through truth and reconciliation commissions, in several countries. www.ictj.org/en/tj/782.html
- **The Handbook of Reparations.** Introduction: *Repairing the Past: Compensation for Victims of Human Rights Violations.* Edited by Pablo de Greiff. This handbook provides information about past experiences with reparation programs and guidance for future programs. www.ictj.org/static/TJApproaches/reparations/060515_DeGreiff_Intro.pdf
- **Retribution and Reparation in the Transition to Democracy.** By Jon Elster (ed.). New York: Cambridge University Press, 2006. This book describes the processes of retribution against leaders of violence and processes of reparation for victims. It focuses specifically on cases from Germany, Latin America, post-communist Europe, and South Africa.



RESOURCES ON ROADS TO PEACE

- **Compensation and Reparations.** By Michelle Maiese. This site explains why compensation to victims is important and methods for reparation and restitution. www.beyondintractability.org/essay/compensation/

VETTING

- **Police Reform, Human Rights, and Democratization in Post-conflict Settings: Lessons from El Salvador.** By Charles Call. *USAID Conference: Promoting Democracy, Human Rights, and Reintegration in Post-conflict Societies.* October 30-31, 1997. This report gives an in-depth analysis of police reform, including vetting, in El Salvador. http://pdf.dec.org/pdf_docs/pnacd086.pdf
- **Protecting the People: Public Security Choices after Civil Wars.** By Charles Call and William Stanley. *Global Governance*, Vol. 7:2 (Apr-Jun 2001), 151-172. This article emphasizes the need for policing to protect the general public through vetting and long-term institution building. www.watsoninstitute.org/pub/CallGlobalGovArticle.pdf
- **Security Vetting in Northern Ireland: Loyalty, Redress and Citizenship.** By Kieran McEvoy and Ciaran White. *Modern Law Review*, 61:3 (May, 1998), 341-361. This article highlights the importance of vetting in Northern Ireland in terms of public security and growing economic sectors.
- **No Justice, No Peace: The United Nations International Police Task Force's Role in Screening Local Law Enforcement.** By *Human Rights Watch* 8:15 (Sept. 1996). This report outlines the challenge of the United Nations International Police Task Force (IPTF) in vetting the local police of Bosnia-Herzegovina. www.hrw.org/summaries/s.bosnia969.html
- **Vetting Public Employees in Post-conflict Settings.** By The United Nations Development Program Bureau for Crisis Prevention and Recovery. This report explains why vetting in post-conflict areas is necessary, the factors that determine the design of a vetting process, different types of vetting, and other institutional reforms that should coincide with vetting. www.undp.org/bcpr/documents/jssr/trans_justice/Vetting_Public_Employees_in_Post-Conflict_Settings.pdf
- **International Center for Transitional Justice: Vetting.** This site provides a brief explanation of vetting, along with details of research projects and country case studies. www.ictj.org/en/tj/783.html

HONORING VICTIMS

- **International Center for Transitional Justice: Memory and Memorials.** This site recognizes memorials and museums as important places for mourning and healing and includes country efforts in this direction. www.ictj.org/en/tj/785.html
- **International Coalition of Historic Site Museums of Conscience.** A worldwide network of historic sites specifically dedicated to remembering past struggles for justice and addressing their contemporary legacies. www.sitesofconscience.org/index.php/home/en/

RECONCILIATION

- **International Center for Transitional Justice: Reconciliation.** This site provides a framework for thinking about reconciliation in terms of transitional justice. www.ictj.org/en/tj/784.html
- **Transitional Justice and Reconciliation.** By Sanam N. Anderlini, Camille P. Conaway, and Lisa Kays. This report generally focuses on reconciliation in the transitional justice process, but also includes sections on truth commissions, reparations, institutional reform and the role of women in transitional justice. www.huntalternatives.org/download/49_transitional_justice.pdf

INSTITUTIONAL REFORM

- **Institutional Change and Violent Conflict.** By the Organization for Economic Cooperation and Development: Development Assistance Committee. This site gives a thorough explanation of the purpose and goals of institutional change and provides definitions to enhance understanding. www.oecd.org/dataoecd/26/32/35785417.pdf



Lesson Three



© Paul Corbit Brown

Human Rights Defined





"You are a human being. You have rights inherent in that reality. You have dignity and worth that exist prior to law."

~ Lyn Beth Neylon

Lesson 3: Human Rights Defined

- Goal:** To understand the definition of human rights
- Objectives:**
- Students will be introduced to the Universal Declaration of Human Rights (UDHR) (activity 1)
 - Students will gain an understanding of the world events that led to the creation of the Universal Declaration of Human Rights (activity 1)
 - Students will be able to define human rights in their own words (activity 2)
 - Students will connect the denial of human rights with structural violence (activity 3)
- Essential Question:** What are human rights?
- Materials:**
- Handout 1: What Are Human Rights?
 Handout 2: The Universal Declaration of Human Rights (UDHR)
 Handout 3: Structural Violence Discussion Questions
 Dictionaries
- Resources:**
- "Human Rights Here and Now" published by Human Rights USA, Amnesty International and the Stanley Foundation. Download for free at www.hrusa.org
 - Amnesty International's 20-minute video "Universal Declaration of Human Rights," which explains all thirty articles in detail, is available at www.amnesty.org/en/universal-declaration-human-rights-anniversary/udhr-film
- Time Frame:** 2-4 class periods
- Age Level:** High school - adult
- Vocabulary:** Human rights, inalienable, indivisible, interdependent, structural violence

Teacher Background: The teacher should have a general understanding of human rights before teaching this lesson and subsequent lessons. As some students may have a more extensive background in human rights than others, this lesson may be optional or may be used as a brief review of human rights. The text *Human Rights Here and Now* is an excellent resource that provides background information on human rights education and is the main resource used for this lesson. It can be accessed through: www.hrusa.org.



Activity 1: What Are Human Rights?

(Approx. 1 class period)

Students may have varying degrees of knowledge about human rights. For the purposes of this curriculum, we will only briefly define human rights. For more in depth study on human rights, please see the supplementary resources at the end of this lesson and in the Appendix.

Procedure:

1. **Write.** Instruct the students to copy the words “human” and “rights” in their journals. Ask students to write or draw their own definition of human rights. Have students work in pairs to discuss their definitions and use them to create a new, comprehensive definition. Have students copy in their journals the definitions of “human” and “rights” found in the dictionary.
2. **Discuss.** Write the question “*What are human rights?*” on the board. Have students share and compare their answers with the class. The class should collectively decide on a definition to be used throughout this unit. Post the class’s definition in a visible location.
3. **Brainstorm.** In groups no larger than four, ask the students to take turns reading aloud from Handout 1: What Are Human Rights? Have the students brainstorm the different types of human rights and how these rights connect to their daily lives and the world. They can brainstorm out loud or create a mind map (see box). Some suggestions for students to consider while brainstorming:
 - Human rights that are violated daily in the world
 - Human rights that are/are not upheld in their own lives
 - Issues related to human rights
 - People/institutions/documents related to human rights

Mind Mapping:

Place the word you are brainstorming about in the center of the paper. Circle the word. Extend lines that connect to more circles and fill with words related to the word of origin. This is a great brainstorming technique for visual and spatial learners. For an example, see page 119.

Combine answers on a wall, poster board, or paper and keep visible in the room for future reference. Have the students match the articles from the Universal Declaration of Human Rights (UDHR) to those listed on their combined lists. Do this for both the rights that are violated as well as those that are upheld.

4. **Journal.** For the last five minutes of class, ask students to write in their journals and document their personal thoughts on human rights and any questions they have related to this lesson. Lastly, ask the students to list examples of human rights abuses that occur, or have occurred, on a larger scale involving many people over time. Answers may include war, conflicts, genocide, etc.

Source: Adapted from the exercise “Human Rights, Human Beings,” in Human Rights Here and Now. A Publication of the Human Rights Educators Network of Amnesty International, The Human Rights Resource Center at the University of Minnesota, and the Stanley Foundation. (1998).



Activity 2: What Does the Universal Declaration of Human Rights Mean to Me?

(Approx. 1 class period)

Procedure:

1. **Review.** Ask if anyone in the class can define or accurately describe the Universal Declaration of Human Rights (UDHR).
2. **Read.** Give each student Handout 2: The Universal Declaration of Human Rights (UDHR). This is an abbreviated version. Explain that this document was created by the United Nations as standards that all countries should strive to uphold to guarantee the human rights of all people. Ask students to read over the UDHR and pick one article to write about in their journals.
3. **Write.** Next, students should be instructed to do the following:
 - Rewrite the abbreviated article as stated in the UDHR in their own words.
 - Add a visual. Draw a picture, or cut out an image from a magazine or newspaper.
 - Give three examples of how this right is upheld or violated in your own community.
 - State why you do or do not consider this right to be important, or relevant to your life.
4. **Create.** Ask the students to transfer their ideas to a poster board and prepare a mini-presentation for the class. Students may choose to present their articles individually or you may want to group them according to the articles they have chosen. Keep and post for others to see.

Additional resources: The UDHR is a useful document for teachers and students to be familiar with when using *The Road to Peace* curriculum, as much transitional justice work is related to past human rights abuses. Many communities consider the failure to uphold human rights as an injustice that must be rectified by justice mechanisms.

- A complete version of the UDHR can be found at: <http://www.unhchr.ch/udhr/lang/eng.htm>
- A passport style Universal Declaration of Human Rights booklet may be obtained for purchase at The Human Rights Resource Center at: <http://www.hrusa.org>



Activity 3: Structural Violence

(Approx. 1-2 class periods)

Times of conflict are not the only instances in which great suffering, pain, and anguish are inflicted upon humanity. Indeed, history has shown that injustices can, and do, occur during times of relative peace and calm. For much of the world's population, hunger, not war, is the most pressing concern. Hunger and poverty are two prime examples of what is described as “structural violence,” or violence that is inherent in the inequalities of societal structures. Harm is imposed due to a great imbalance in wealth and power which results in substantial differences in people's opportunities in life. Uneven distribution of resources and unequal access to medical supplies, health care, hygiene, education, employment, income, and political power are all forms of structural violence. This activity explores the ways in which the denial of human rights is, itself, a form of **structural violence** and how it can lead to physical violence, conflict, and war.

Procedure:

1. **Set-up.** This activity requires some preparation. Each student will be receiving a bag filled with candy which will represent currency. For directions on how to set up this activity, please see the Structural Violence Activity: Directions for Teachers on page 29. The candy wealth will be divided to represent how wealth is distributed in the United States. Before you begin the activity, write the following six items on the chalkboard or on poster board: **housing, health care, adequate food/nutrition, higher education, car, and TV/computer.**
2. **Define.** Write the term **structural violence** on the board and ask students what they think it means. After writing the students' responses on the board, give them the following definition by Robert Gilman to write in their journals: *“In-built violence that exists in the inequalities of societal structures ... uneven resource distribution, access to medical supplies, hygiene, education, income”* Let the students know that you are going to do a simulation that demonstrates how an unequal distribution of wealth and power in society affects a person's ability to meet even their most basic needs.
3. **Distribute Wealth.** Hand out one currency bag to each of the students. After you have handed out the bags, explain to the students that this candy is currency, and its distribution is representative of wealth in a real country. You may choose to ask them at this point which country they think this distribution of wealth represents—the answer is the United States—or you could reveal what country the distribution represents when you provide them with the actual statistics. Let students know that the amount they possess affects the capacity they have to satisfy their needs such as basic housing, adequate food and nutrition, good health care, education, and other luxury items such as a car, TV, or computer. Let the students know that one candy kiss can buy one “need” on the board. (For those that have currency other than kisses, there is a chart in their bag to help them calculate their wealth). Have students break into groups according to how much wealth they possess. Explain to the students that those in the room with six or more kisses will have most of their needs and wants met (have them form a group), those with two to three kisses will have only their “basic needs” met (have them form another group) and those with less than two will have difficulty surviving due to disease, lack of education, malnutrition, and inadequate shelter (have these folks form the last group).

(Activity continued on next page) →



Activity 3: Structural Violence (continued)

4. **Share Wealth.** Tell the participants that they may give kisses to others; however, they are not required to do so. Tell them that those who do share will be honored as “DONORS” and their names will be placed on the board.

Allow a few minutes for students to redistribute the kisses if they wish. Instruct students to change groups if necessary, according to the number of kisses they now have. Ask for the names of those who gave away kisses or other candy bars and the amount they gave. Then ask if anyone changed groups as a result of giving or receiving candy. Explain that in the United States, as well as in every country around the globe, some people lack adequate necessities, such as food, education, health care, and shelter, and others, often in the same community, are able to acquire almost everything they need or want.

5. **Re-Distribute Wealth.** Have the students get back into their original groups. Give each group 10 minutes to devise a plan to redistribute the world’s wealth. Remind the students that this is a simulation, so they should try to devise a plan that is representative of what they think their group of people (or the group they represent in society) would do, which may not necessarily be what they personally would do. Each group should: 1) Describe what their group plans to do and why, 2) Show why their plan is fair, and 3) Explain what needs to be done (if anything). Ask each group to appoint a spokesperson to explain their plan to others and answer questions. After the plans have been presented and discussed, announce that a vote will now be held on which plan to adopt.
6. **Vote and Implement.** When participants are ready to vote, announce the following to the class: 1) participants with six or more kisses have five votes each, 2) those with two or three kisses have two votes, and 3) those with one or zero have 1/2 vote. This strategy introduces the connection between wealth and power. Have participants vote and tabulate the results. Announce which plan is to be implemented and carry out this plan, redistributing the wealth if necessary.
7. **Explain.** Explain to the students that there was exactly enough wealth in kiss units to ensure that everyone in the room could have six kisses and therefore fulfill all the needs and wants on the board. The following quote was used to determine the original breakdown of wealth:

“Although we are the wealthiest of the major nations, we also have the most unequal distribution of income and wealth. A Twentieth Century Fund study estimates that the top one percent of families owns about 40 percent of U.S. wealth. According to New York University economist Edward Wolff (cited by Robert Kuttner in the Washington Post), that same one percent, with average wealth of \$2.35 million each, holds 46.2 percent of all stocks and 54.2 percent of all bonds. And the next 9 percent own most of the rest; the bottom 90 percent hold just 10 percent of all this wealth. It is the forces behind this inequality that today present an unprecedented challenge to social peace in America.”

8. **Discuss.** In the large group ask the students the following questions:
 - How many people were able to meet their needs adequately?
 - Were there any people left with nothing in the end?
 - How did you feel about having one kiss or less?

In small groups of three to five, have students discuss for 10-20 minutes the questions in Handout 3: Structural Violence Discussion Questions.

9. **Write.** Ask students to write in their journals a response to the question: “Can there be genuine peace in the world without an equitable distribution of wealth?”

Structural Violence Activity: Directions for Teachers**Materials Needed:**

- 1 paper bag for each student
- 130 Hershey Kisses
- 2 king size candy bars
- 6 regular candy bars and
- 5 mini candy bars

Each student will receive a bag filled with candy that will represent currency. The candy should be divided into separate bags so that 1% of the people own 40% of the wealth, the next 9% get the next 40% of the wealth split evenly, and the bottom 90% of the people get the last 20% of the wealth split evenly. What the students do not know is that if all the wealth was distributed evenly each of them would have six candy kisses.

**Candy Breakdown Calculations:**

To do these calculations on your own, take the number of people you expect in the group and multiply that by six. (Six is the number of kisses that each person needs to have all of their needs and wants met - housing, health care, food, education, car, TV/computer - as one kiss can buy one of these needs/wants). To follow the statistics as given in the quote in the exercise, take 80% of the total number of kisses and give half of that 80% to one person and the other half split between two or three people. The rest of the kisses (the bottom 20%) can be split evenly between the people left. Examples of how it should be split up are given below. The breakdown is a little more spread out than the actual statistics, but it allows for there to be a few more students in each of the small groups. Once you read the statistics to the class, you can let them know that you were actually more "generous" in your distribution of wealth than what the statistics show.

Once you divide the candy as described above, put the candy in paper bags so that each student receives one bag containing their "wealth" of candy. This is so students can choose to reveal their wealth or not. When putting the bags together, be sure to include a "conversion chart" (shown below) for those students who have more wealth. So, for example, let's say you have figured out that for your group you need to give the top person 72 units of kiss currency. You could give them:

- 2 king size candy bars = 40
- 2 regular candy bars = 20
- 1 mini candy bar = 5
- 7 kisses

CURRENCY CONVERSION CHART

King size candy bar = 20 candy kisses
 Regular candy bar = 10 candy kisses
 Miniature candy bar = 5 candy kisses

Sample Breakdowns:**For 45 people:**

- 1 person: 108 units of currency
- 4 people: 27 units of currency
- 6 people: 3 kisses each
- 4 people: 2 kisses each
- 27 people: 1 kiss each
- 3 people: 0 kisses each

For 30 people:

- 1 person: 72 units of kiss currency
- 2 people: 36 units of kiss currency
- 4 people: 3 kisses each
- 2 people: 2 kisses each
- 20 people: 1 kiss each
- 1 person: 0 kisses each

For 25 people:

- 1 person: 60 units of currency
- 3 people: 20 units of currency
- 3 people: 3 kisses each
- 3 people: 2 kisses each
- 15 people: 1 kiss each

For 23 people:

- 1 person: 55 units of currency
- 2 people: 27 units of currency
- 3 people: 3 kisses each
- 4 people: 2 kisses each
- 11 people: 1 kiss each
- 2 people: 0 kisses each

Source: Adapted from the exercise "Economic Justice: The Scramble for Wealth and Power" by Sherry Kempf and David Shiman in *Economic and Social Justice: A Human Rights Perspective* by David Shiman. A publication of The Human Rights Resource Center at the University of Minnesota and the Stanley Foundation (1999).



WHAT ARE HUMAN RIGHTS?

What Are Human Rights?

Human rights are **universal**: they belong to all people regardless of their sex, race, color, language, national origin, age, class, religion, or political beliefs.

Human rights are **inalienable**: you cannot lose these rights any more than you can cease to be a human being.

Human rights are **indivisible**: you cannot be denied a right because it is "less important" or "non-essential."

Human rights are **interdependent**: all human rights are part of a mutually reinforcing complementary framework such that the ability to exercise one right is often dependent on having other rights. For example, your ability to participate in your government is directly affected by your right to express yourself, to get an education, and even to obtain the necessities of life.

Human rights can also be defined as the basic standards without which people cannot live in dignity. To violate someone's human rights is to treat that person as though she or he is not a human being. To advocate for human rights is to demand that the human dignity of all people be respected.

In claiming these human rights, everyone also accepts the responsibility not to infringe on the rights of others and to support those whose rights are abused or denied.

Human Rights as Inspiration and Empowerment

Human rights are both inspirational and practical. Human rights principles hold up the vision of a free, just, and peaceful world and set minimum standards for how individuals and institutions everywhere should treat people. Human rights also empower people with a framework for action when those minimum standards are not met, because people still have human rights even if the laws or those in power do not recognize or protect them.

We experience our human rights every day in the United States when we worship according to our beliefs, or choose not to worship at all; when we debate and criticize government policies; when we join a trade union; or when we travel to other parts of the country or overseas. Although we usually take these actions for granted, people both here and in other countries do not enjoy all these liberties equally. Human rights violations also occur everyday in this country when a parent abuses

a child, when a family is homeless, when a school provides inadequate education, when women are paid less than men, and/or when one person steals from another.

The Universal Declaration of Human Rights

Rights for all members of the human family were first articulated in 1948 in the United Nations' Universal Declaration of Human Rights (UDHR). Following the horrific experiences of the Holocaust and World War II, and amid the grinding poverty experienced by much of the world's population, many people sought to create a document that would capture the hopes, aspirations, and protections to which every person in the world was entitled. The UDHR was drafted to ensure respect for basic human dignity and to prevent similar atrocities from ever happening again.

The 30 articles of the Declaration together form a comprehensive statement covering economic, social, cultural, political, and civil rights. The document is both universal and indivisible. A **declaration**, however, is not a treaty and lacks any enforcement provisions. Rather it is a statement of intent, a set of principles to which United Nations **member states** commit themselves.

Over the past 50 years the Universal Declaration of Human Rights has acquired the status of **customary international law** because most states treat it as though it were law. Governments, however, have not applied this customary law equally. Socialist and communist countries of Eastern Europe, Latin America, and Asia have emphasized social welfare rights, such as education, jobs, and health care, but often have limited the political rights of their citizens. The United States has focused on political and civil rights and has advocated strongly against regimes that torture, deny religious freedom, or persecute minorities. On the other hand, the United States government rarely recognizes health care, homelessness, environmental pollution, and other social and economic concerns as human rights issues, especially within its own borders.

Across the U.S., a movement is rising to challenge this narrow definition of human rights to include social, economic, and cultural rights in the human rights agenda. The right to eat is as fundamental as the right not to be tortured or jailed without charges.

Source: Adapted from "What Are Human Rights?" in *Human Rights Here and Now*. A Publication of the Human Rights Educators Network of Amnesty International, The Human Rights Resource Center at the University of Minnesota, and the Stanley Foundation. (1998).



THE UNIVERSAL DECLARATION OF HUMAN RIGHTS (UDHR)

Article 1

Right to Equality

Article 2

Freedom from Discrimination

Article 3

Right to Life, Liberty, Personal Security

Article 4

Freedom from Slavery

Article 5

Freedom from Torture and Degrading Treatment

Article 6

Right to Recognition as a Person before the Law

Article 7

Right to Equality before the Law

Article 8

Right to Remedy by Competent Tribunal

Article 9

Freedom from Arbitrary Arrest and Exile

Article 10

Right to Fair Public Hearing

Article 11

Right to be Considered Innocent until Proven Guilty

Article 12

Freedom from Interference with Privacy, Family, Home and Correspondence

Article 13

Right to Free Movement in and out of the Country

Article 14

Right to Asylum in other Countries from Persecution

Article 15

Right to a Nationality and the Freedom to Change It

Article 16

Right to Marriage and Family

Article 17

Right to Own Property

Article 18

Freedom of Belief and Religion

Article 19

Freedom of Opinion and Information

Article 20

Right of Peaceful Assembly and Association

Article 21

Right to Participate in Government and in Free Elections

Article 22

Right to Social Security

Article 23

Right to Desirable Work and to Join Trade Unions

Article 24

Right to Rest and Leisure

Article 25

Right to Adequate Living Standard

Article 26

Right to Education

Article 27

Right to Participate in the Cultural Life of the Community

Article 28

Right to a Social Order that Articulates This Document

Article 29

Community Duties Essential to Free and Full Development

Article 30

Freedom from State or Personal Interference in the Above Rights



Source: "The Universal Declaration of Human Rights (Abbreviated)."
A Publication of The Human Rights Resource Center at the University
of Minnesota (1998).

STRUCTURAL VIOLENCE DISCUSSION QUESTIONS

- What aspects of this game represented how the world's wealth and power are distributed?
- For those of you who gave away kisses - what motivated you to do so? In general, what do you think motivates people to give?
- Describe how you felt about the relative position you achieved in the activity.
- After playing this game, do you have a better understanding of the situation or perspectives of poor people or poor nations? Of the situation or perspectives of wealthy people and wealthy nations?
- Why were some people given more votes than others? Was this an accurate representation of those with more or less power in the world?
- Who are the "haves" and the "have nots" in the world today? Who are the "haves" and "have nots" in our country? In your state? In your community? Why?
- Can these inequalities in our country and in the world be considered structural violence? Why or why not?
- How significant is structural violence?
- How do wealth and power affect one's ability to enjoy human rights and human dignity?
- Can poor people really achieve human rights?
- Are there responsibilities associated with having wealth and power? Should the "haves" be concerned about the situation of the "have nots?" For what reasons? Economic? Moral/Religious? Political? Why might the "haves" share money, power, or resources with the "have nots?"
- What might the "have nots" do to improve their situation? What are some actions that "have nots" have taken around the globe and at home to address the inequalities of wealth and power?
- How might structural violence contribute to direct violence, internal conflict, and war?
- Do you think there should be a redistribution of wealth and power in this country or the world? Why or why not?
- Do you think there can be genuine peace in a world with an inequitable distribution of wealth? Why or why not?



Lesson Four



What Is Justice?



"True peace is not merely the absence of tension: it is the presence of justice."

~Dr. Martin Luther King, Jr.

Lesson 4: What Is Justice?

Goal: To introduce students to the concept of justice in the world and in their lives

Objectives:

- Students will interview a variety of people in search of the meaning of justice (activity 1)
- Students will create their own definition of justice (activity 1)

Essential Question: What does justice mean to me?

Materials: Handout 1: Interview Survey - What Is Justice?
Paper, pencil, newspapers or magazines
Scissors, markers or colored pencils

Time Frame: 2-3 class periods

Age Level: High school - adult

Vocabulary: Justice, injustice, unjust

Teacher Background: *The Road to Peace* focuses on justice on local and international scales. As stated in the introduction, *The Road to Peace* does not just teach about justice, but teaches to advance justice. A simple definition for justice is "to each party his due;" this narrow definition however, does not necessarily lead to peace and resolution of a conflict. A broader, more democratic definition of justice includes parity, equity, and equality. Such a concept extends beyond heads of state as it is a deeper process that emerges from the people involved in conflict themselves.

In this lesson, students will investigate and define justice for themselves in their own communities as well as around the world. Students are also asked to make connections between instances of justice and injustice in their own lives.

Students were given a general introduction to human rights in Lesson 3. Drawing on that knowledge, students are invited to come up with their own idea of what justice means to them. Students will be asked to combine their definitions of justice to create a class definition to be used throughout this unit. Remind students that their idea of "what is justice?" may change through the course of study. Do not provide the students with any definitions for justice before the activity, as they will be discovering and discussing that definition as they go through the exercises.



Activity 1: Justice: In Our Own Words

(Approx. 2 class periods)

Procedure:

1. **Explain.** Explain to your students that you are beginning a lesson about justice at home and around the world. Integrate justice with human rights by noting that the Preamble to the Universal Declaration of Human Rights mentions “justice” as a reason for its creation:

“Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world....”

“The General Assembly proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations....”

Your students may find correlations between different topics related to justice that will vary depending on age and experience. Some students will already begin to draw on human rights terms to describe “justice.” Encourage students to use human rights language, but emphasize that their definition of justice should be their own and that there is no right or wrong answer.

2. **Investigate.** Allow 2 days of out of class preparation. Have each student interview four people to create a unique definition of the word justice. Students can record their answers on Handout 1: Interview Survey - What Is Justice?

Interviewees:

- One person who is your age
- One person who is older than 60
- One person who is a parent/guardian
- One neighbor of any age

To prepare the students for conducting interviews, have them practice in class in pairs. Interview instructions are provided for the students on Handout 1. Students may choose to complete their own answer first.

3. **Discuss.** Have students bring the completed answers to class to share with small groups.

(Activity continued on next page) →



Activity 1: Justice: In Our Own Words (continued)

(Approx. 1 class period)

4. **Create/Share.** Students should have their completed Interview Survey: What Is Justice? and be prepared to share their responses with the group. Break students into small groups of four to five. Have magazines, newspapers, construction paper, glue, markers, large roll paper, colored pencils, etc. on hand and any other art supplies your students enjoy. Have students take turns sharing and discussing the meaning of justice. Their job as a group is to create a unique visual definition of "justice" drawing on responses they received in their interviews. Using the supplies provided, have each group create a collage titled "Justice." Students may cut out images, words, draw, write, etc. Each group must include input from every student and interviewee and choose one thing per person to share when presenting to the large group.
5. **Present.** Ask each group to present its collage to the class. Listen to all groups, and make sure they explain to the class how they came up with the definition and images that they used in their collage. Keep the collages to hang in the classroom or in another visible location in the school, i.e. hallways, display case, cafeteria, library, etc.
6. **Discuss.** After each group has presented, discuss the following questions as a class:

Questions for Discussion:

- How did your group choose which concepts to use to define Justice?
- What did you notice about the interviewing process?
- Were there similarities and/or differences in the answers from group members?
- Can there be one definition of justice that works for all people, at all times?
- Has your own definition of justice changed? How?
- What interesting observations did you make while conducting the interviews?

7. **Journal.** Have students spend the last five minutes writing in their journals. Revisit the essential question, "what does justice mean to you?" Ask students to draw or write what they felt when discussing the definition of justice, conducting interviews, sharing ideas and creating the collage.

Optional Extensions:

1. **Mind Mapping:** Write the term **transitional justice** in the center of a piece of paper or on the blackboard. Circle it and create a web, or mind map of related words such as fairness or equality (see example of mind mapping on page 119). Connect the related words to the center while soliciting answers from the students. Do this before or after the lesson. This may be done as a class or as an independent activity.
2. **Newspaper Search for Justice.** Give each small group a newspaper or two to share. Ask parents for donations of recycled papers. Try to bring newspapers that represent local, national, and international news, as well as culturally specific community newspapers. Ask the students to locate articles that represent "justice" and "injustice." Cut out the articles and post them in two columns on large paper visible to the rest of the class. If possible, divide the columns into local/national/international. Ask students to "justify" their choices. For example, why does it represent justice when a court rules that a company must uphold better labor standards? Try to find connections between justice issues and the Universal Declaration of Human Rights. For example, you could ask: What article(s) of the UDHR talk about labor rights? Answer: Articles 4, 23, 24, 25.

INTERVIEW SURVEY - WHAT IS JUSTICE?

Instructions: You will have two days to investigate justice. You will interview four people (see below) to create a unique definition of the word justice. Record your interviewees' responses to the question: *"What is justice?"* and *"Is justice important? Why or why not?"* in the chart below. You may choose to complete your own column first. Speak clearly, explain that you are studying "justice" in your class, and be prepared with a notebook, pen and pencil. Follow up with a "Thank you for your time!" Bring your answers to class and be prepared to share them with a small group.

Name of Interviewee	Q: What is justice? Is justice important? Why or why not?
One person your age	
One person who is at least 60 years old	
One adult you live with	
One neighbor of any age	
You!	



Lesson Five



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Transitional Justice Case Studies





"Peace cannot be achieved through violence, it can only be attained through understanding."

~Ralph Waldo Emerson

Lesson 5: Transitional Justice Case Studies

Goals: To examine the vital role transitional justice mechanisms have played in a variety of countries that have experienced conflict and to recognize through case studies the challenges people face during war

Objectives:

- Students will apply their knowledge of individual human rights to the collective human rights of a society (activity 1)
- Students will examine case studies where human rights violations have occurred (activity 1)
- Students will gain an understanding of the differences and similarities that led to each country's conflict (activity 1)
- Students will explore the reasons that countries implement different transitional justice mechanisms depending on their culture and the factors involved in the conflict (activity 1)
- Students will reflect on the trauma experienced by many individuals as a result of human rights violations (activity 1)

Essential Question: What role does transitional justice play in a post-conflict situation?

Materials: Globe, atlas, wall map, or internet access; markers, colored pencils, or crayons; poster board or large paper

Handout 1: Country Study Presentation Checklist	Handout 5: Peru
Handout 2: Country Case Studies Chart	Handout 6: Sierra Leone
Handout 3: Cambodia	Handout 7: South Africa
Handout 4: Guatemala	

Resources: Country-specific resource lists are provided at the end of each activity

Time Frame: 2-5 class periods

Age Level: High school - adult

Vocabulary: Abolition, accord, amnesty, amputation, atrocities, bourgeois, boycott, coerce, concessions, conflict, coup d'etat, conscription, disappearance, elite, extrajudicial, faction, genocide, guerilla, hinterland, indigenous, insurgency, internally displaced, interrogation, militia, negotiation, omission, paramilitary, persecution, populist, proselytize, rebel, renegade, reprisals, retribution, siege, testimony, treason

Activity 1: Country Case Studies Project

(Approx. 2-5 class periods)



In teams, students will complete a mini-research project explaining the conflict in one of five countries and the transitional justice methods used following the conflict. Five country case studies are provided in this lesson. Two of the lessons, Peru and Sierra Leone, are based on findings from The Advocates for Human Rights monitoring teams. This activity can be extended by investigating additional countries. *Note: It may be helpful to have students learn the vocabulary for this section before they begin the activities.*

Procedure:

- 1. Group Research.** Divide students evenly into five groups, each containing a variety of skill levels and degrees of interest in this activity. You can assign students to groups ahead of time. Assign each group a different country and provide them with the handouts and maps corresponding to their country. Suggested group roles have been created (see below), but may need to be modified to suit the students' needs, class size, and your teaching style. Group members should collaborate and equally participate in the project even if their assigned task is completed.

Guidelines for the students' presentations are provided in Handout 1: Presentation Checklist. As a suggestion, it is helpful to have the historians organize the data and visuals gathered from the investigators and the cartographers in order to prepare it for placement on a poster board or large piece of paper for the presentation.

Suggested Group Roles:

- Historians (1-2 people): Share the history of the country by reading aloud to the small group.
- Cartographers (2 people): Create 3 maps showing: 1) the location of the country, including bordering countries, 2) the country's placement on a map of its continent, and 3) the country's placement on a world map. Maps are provided with each country handout.
- Investigators (2-3 people): Who were the parties involved in the conflict? Describe the main groups involved in the conflict and the nature of the conflict (e.g., dispute over natural resources or land). Include circumstances in surrounding countries if possible. List as many facts as possible.

- 2. Present.** Before the students begin their presentations, give each of them a copy of Handout 2: Country Case Studies Chart. Instruct students that you would like each of them to complete this handout on their own to the best of their ability. They may fill it out while students are presenting and, if necessary, they may use extra paper.

Have student groups present their findings to the class. Presentations should include visuals and group members' names with information laid out on a poster or display board. This display allows others to view the country reports at their leisure and allows the reports to be transported easily to new locations such as the school library to be shared with a wider audience.

Student groups should share findings with the class one group at a time. Allow time at the end of each presentation for questions. Additional suggested questions for the teacher are provided at the end of this activity.

(Activity continued on next page) →



Activity 1: Country Case Studies Project (continued)

3. Compare and Contrast. After all the presentations have been completed and students have had time to fill out Handout 6: Country Case Studies Chart, give students time to work in pairs to go over and share answers.

4. Discuss. As a large group have the students discuss the following questions:

Questions for Discussion

- What similarities do you notice in the conflicts? Differences?
- What were some of the issues leading up to the conflicts?
- How were the transitional justice mechanisms similar and/or different for each country?
- Why do you think these differences and/or similarities exist? What do you notice about the complexity of each country's choice of a transitional mechanism?
- Can you think of a time in your life when different techniques were used to resolve similar conflicts? Perhaps with a sibling, parent or friend?
- Is one technique for problem solving preferable to the other? Why or why not?

5. Journal. In their journals, have students describe a situation in which one technique may be more beneficial than another in resolving a conflict. Students could also write "I've learned" statements regarding what they learned about transitional justice, conflict, war, and peace.

**For Teachers: Case Study Presentation Questions**

The following are suggested questions to guide the class when addressing each group after they have presented their findings. Feel free to elaborate as interest and time permit.

Cambodia

- What transitional justice approach did the Cambodian government use?
- What were some of the challenges they have had in implementing this approach?
- Are there other transitional justice approaches available to the Cambodian people?

Guatemala

- How was the Commission for Historical Clarification created?
- What was the government's reaction to the report *Guatemala: Memory of Silence*?
- What was the result of President Alfonso Portillo's reversal of the government's decision?

Peru

- Why did Alejandro Toledo appoint five additional members to the commission?
- What were the final conclusions of the commission's report?

Sierra Leone

- What did the Lome Peace Agreement say?
- Even though the commission's hearings were popular, why were many participants still disappointed?
- What was Resolution 1315?

South Africa

- What was the main issue in the truth commission's negotiations?
- How was the truth commission created in South Africa different from other commissions?

COUNTRY STUDY PRESENTATION CHECKLIST

Instructions:

Complete a mini research project on your assigned country and present your findings to the class in the form of a poster. Group members should collaborate and equally participate in the project, even if their assigned task is completed. Each student must choose one of the following roles.

- **Historians** (one to two people): your job is to share the history of the country by reading it aloud to the small group. Present this information to the class.
- **Cartographers** (two people): your job is to create three maps showing: 1) the location of the country including bordering countries, 2) the country's placement on a map of its continent, and 3) the country's placement on a world map. Present your maps to the class.
- **Investigators** (two to three people): your job is to investigate and describe the main groups involved in conflict and the nature of the conflict (e.g., dispute over natural resources or land). Did circumstances in surrounding countries contribute to the conflict? List as many facts as possible. Present your findings to the class.

Please include the following information in your presentation:

- ☐ Country name and geographical context, including all three maps listed in the cartographers' job description above
- ☐ A brief summary of the country's history and events that led up to the conflict
- ☐ Transitional justice process(es) used by the country
- ☐ Explanation of the results of the transitional justice process(es)
- ☐ Summary of the country's present situation (told in your own words)
- ☐ Any interesting facts group members found and would like to include
- ☐ The names of the group members
- ☐ Visuals aids such art, photos, graphs, or other maps that add to the presentation of your country



COUNTRY CASE STUDIES CHART

Instructions:

Complete this handout on your own to the best of your ability. Please use extra paper if necessary. Be prepared to share your answers in a class discussion.

COUNTRIES	What was the conflict?	What are the issues surrounding the conflict?	Who were the parties involved?	What was the resolution of the conflict?	What transitional justice method was used?	What is happening now?
Cambodia						
Guatemala						
Peru						
Sierra Leone						
South Africa						



CAMBODIA



Tuol Sleng, a former high school in Cambodia, was used as a torture and execution center by the Khmer Rouge; today it is the Tuol Sleng Museum of Genocide.

History:

Cambodia has a long history of domination by foreign powers, going back to the Siamese invasion of 1431. From 1431 until 1863, when France made Cambodia a “protectorate” of its empire, Cambodia was ruled by Siam and Vietnam. It was not until well into the 20th century that Cambodia became independent when France withdrew from its Asian colonies of Cambodia, Laos, and Vietnam in 1953.

Beginning in the 1950s, Cambodia and the rest of Southeast Asia became increasingly involved in the conflict that led to the war in Vietnam. After independence in 1953, Cambodia was governed by King Sihanouk, who sought to distance his nation from the United States’ political influence in the region. King Sihanouk’s rule, though initially popular with his subjects, was marked by corruption. Under Sihanouk, Cambodia became increasingly involved with the ongoing conflict in Vietnam, sending supplies and lending bases to North Vietnamese and Viet Cong troops.

In 1970, King Sihanouk was deposed and a brutal civil war erupted, lasting until 1975. Fearing that the U.S. wished to build a base on Cambodia’s western border and determined to prevent a pro-Western government from forming in Cambodia, government troops fought Cambodian insurgents, the Viet Cong and the North Vietnamese. The U.S. carried out a bombing campaign in 1973 targeted at the Khmer Rouge (KIM-er Roozj), a communist insurgent group that sought to take over Phnom Penh, Cambodia’s capitol. While the bombs may have stalled the Khmer Rouge, they caused 600,000-800,000 deaths and may have caused civilians to view the Khmer Rouge as a liberating force from foreign domination.

In 1975, after a long and bloody civil war, the Khmer Rouge, under the leadership of Pol Pot, finally captured Phnom Penh. The Khmer Rouge, whose political ideology was based on a radical form of communism, believed that the ideal society was one run by peasants; therefore, they sought to convert

Cambodia (or Democratic Kampuchea, as they called it) into a self-sufficient, communist, agricultural society. They immediately called for an evacuation of the 2.5 million inhabitants of Phnom Penh, claiming that they feared an American bombing of the city. The Khmer Rouge systematically emptied other Cambodian cities as well, sending people to the countryside and forcing all citizens to become farmers.

Deeply suspicious of cities and city life, because of the belief that all city dwellers are corrupt and evil, the Khmer Rouge evacuated Cambodia’s cities and targeted those whom they called “new people.” The “new people,” in contrast to the “old people” - rural peasants who followed a traditional, agricultural lifestyle - were those who had lived in cities, received a formal education, spoke another language, or were foreigners, such as the Vietnamese, Thai, and other ethnic minorities. The “new people” included mostly teachers, doctors, engineers, members of the old elite, business owners, merchants, and other professionals. Thus, all people who had anything to do with education, religion, business or medicine were considered “new people” and were subject to relocation, forced labor, and execution. Out of a total population of about 7.1 million, the “new people” may have been as many as 2.5 million, or 35% of the population, in the early 1970s.

After the Khmer Rouge took over Cambodia in 1975, the “new people” were forcibly relocated to the countryside. All throughout Cambodia, people “old” and “new” were organized into labor brigades that were carefully monitored by members of the Khmer Rouge. Under the Khmer Rouge, “new” families were frequently separated; parents were made to work in the fields while their children were indoctrinated into the Khmer Rouge’s extreme communist philosophy. The “new people” were often made to assume the hardest forms of physical labor under the most arduous conditions. Many people, both “new” and “old,” died from exhaustion, overwork, hunger, or illness, as most forms of modern medicine were considered suspect and were not available. Across Cambodia, schools were closed, as were factories, hospitals, businesses, and banks. The Khmer Rouge abandoned the use of currency and relied upon a barter system based primarily upon rice exchange. Religion was outlawed: Buddhist monks, who were considered a drain on society, were expelled from their monasteries, and Christian and Muslim groups were also targeted.

The Khmer Rouge also executed people they suspected of having ties to the old government or way of life. Many people refer to what happened in Cambodia as the “killing fields.” The term refers to the mass graves where the Khmer Rouge took people to murder them.

People were frequently executed for minor offenses, such as breaking the rules set up by the Khmer Rouge, or simply for belonging to a



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particular social group that the Khmer Rouge considered unacceptable, such as intellectuals or teachers.

In a span of less than four years, between 1.2 and 1.7 million people died as a result of forced labor, disease, and killings. Given the relatively small size of Cambodia's population in the 1970s - around 7.1 million people - the impact of so many deaths was enormous, as about one in five Cambodians died under the Khmer Rouge.

In 1979, the North Vietnamese invaded Cambodia, capturing Phnom Penh and taking command. The members of the Khmer Rouge dispersed to western Cambodia or joined the new government. The U.S. continued to recognize the Khmer Rouge as Cambodia's legitimate government out of opposition to a North Vietnamese regime. Throughout the 1980s, Pol Pot and the Khmer Rouge controlled western Cambodia, while Vietnam held the east.

In 1989-1990, the United Nations (UN), along with 18 countries, helped to negotiate a peace settlement in Cambodia. In 1992, the UN began to supervise a cease-fire in Cambodia, repatriate displaced Cambodians along the Thai border, disarm and demobilize armed forces, and prepare for free and fair elections. Since 1992, there have been several national and communal elections, accompanied by periods of violence. The National Assembly elections in 2003 resulted in a stalemate between opposition parties, which ended in 2004 when the National Assembly voted to form a new coalition government. The next national elections are scheduled for July 2008.

Despite the peace agreement in 1991 and inner conflicts within the party, the Khmer Rouge continued its armed resistance. In fact, Pol Pot was arrested and tried by members of his own party in 1997. Only with Pol Pot's death in April 1998, and with the public apology of other Khmer Rouge leaders for the massive deaths of the 1970s, did the Khmer Rouge finally disband in 1999.

Transitional Justice Process:

In the thirty years since the Khmer Rouge swept to power in Cambodia, national efforts to address the genocide through transitional justice mechanisms have been largely absent or ineffectual, due, in part, to the influence of the Khmer Rouge in Cambodia until the death of Pol Pot in 1998. Since then, however, some important steps have been taken towards holding those responsible accountable for their crimes.

In 1999, UN experts recommended charging the surviving Khmer Rouge leaders for "crimes against humanity and genocide." In early 2001, the Cambodian government approved "extraordinary chambers" to conduct a trial, but had difficulty moving the proposal forward.

On May 13, 2003, the United Nations General Assembly approved an Agreement between the UN and the Royal Government of Cambodia to establish a tribunal to try the surviving leaders of the Khmer Rouge. It proposed a three-year-long tribunal, composed of Cambodian and international judges and funded by the international community, to try those responsible for crimes against humanity and genocide. The Cambodian government ratified the tribunal agreement in October 2004, and has appointed a task force that will train the judges, clerks, and translators of the tribunal. After delays due to a lack of international financial support, the first Khmer Rouge leader was charged in July 2007. Kang Kek Leu, known as Duch, who was in charge of the notorious S21 jail in the capital, Phnom Pheh, was charged with crimes against humanity. Duch was the first of five suspects whom prosecutors were asked to investigate.

Results:

Duch was not among the top level of Khmer Rouge leaders and although survivors have welcomed the charges, they have also expressed doubts about whether other, more senior Khmer Rouge leaders will ever be brought to justice.

Critics of the tribunal question how appropriate it is to spend so much money – an estimated \$43 million – on a tribunal to try the leaders of the Khmer Rouge when over a third (36%) of the country lives under the poverty line, and Cambodia has the highest rate of AIDS infections in Asia. Landmines left from older conflicts continue to detonate, killing and maiming poorer people who attempt to settle deserted lands. Critics argue that the money destined for the tribunal should be invested in social or economic programs.

Although no formal truth commission was ever established, the Cambodian Genocide Program at Yale University has worked in conjunction with Cambodian scholars and researchers to document the human rights abuses that occurred under the Khmer Rouge regime. Photos, archives, maps, personal testimonies, and other evidence regarding the genocide have been made available on their website (www.yale.edu/cgp/). In the course of documenting past abuses, the program has encouraged victims to come forward and publicly recount the atrocities they suffered, thereby acknowledging the pain of the survivors while calling attention to the past. It is likely that material gathered by the Cambodian Genocide Program will be used in future tribunals of Khmer Rouge leaders.

Sources: Amnesty International Country Report 2005: Cambodia <http://web.amnesty.org/report2005/khm-summary-eng> (January 2005); The Cambodian Genocide Program at Yale University www.yale.edu/cgp/ (August 2007); The CIA World Factbook: Cambodia www.cia.gov/library/publications/the-world-factbook/geos/cb.html (July 2007); Wikipedia: Cambodia <http://en.wikipedia.org/wiki/Cambodia> (August 2007).



CAMBODIA - RECOMMENDED RESOURCES

BIBLIOGRAPHIES

- **Reconciliation and Transitional Justice in Cambodia.** By Catherine Morris. This site provides links to articles, reviews, and other resources about the transitional justice process in Cambodia. www.peacemakers.ca/research/Cambodia/ReconciliationCambodia.html

BOOKS AND ARTICLES

- **1999 Directory of International Humanitarian Assistance in Cambodia.** By the Cooperation Committee for Cambodia. Available from the Fund for Reconciliation and Development, 475 Riverside Drive, Suite 747, New York, NY 10115. 212/367-4220. usinfo@igc.org
- **A Cambodian Prison Portrait: One Year in the Khmer Rouge's S-21.** By Van Nath. One of seven survivors from the Toul Sleng prison tells the story about how his talent to paint kept him alive in the infamous prison while approximately 20,000 Cambodians were tortured to death.
- **Children of War.** By Roger Rosenblatt. Throughout this book, Roger offers insights on the conditions of war through the eyes of children. One chapter in this book is dedicated to the conflict in Cambodia, in which he tells the story of Seng Ty. Through Seng Ty, Rosenblatt portrays Khmer culture and survival.
- **Sideshow: Kissinger, Nixon and the Destruction of Cambodia.** By William Shawcross. Shawcross uses the Freedom of Information Act to expose the secret and illegal war the United States fought with Cambodia in the early 1970s, which led to the destruction and destabilization of Cambodia and paved the way for the Khmer Rouge massacres.
- **A Reassessment of Peace and Justice in Cambodia.** By Kem Sokha. Carnegie Council on Ethics and International Affairs, 2005. – His Excellency Kem Sokha examines the difficulty maintaining peace and national healing in the stage of post-transitional justice. www.cceia.org/resources/publications/dialogue/108/articles/555.html
- **The Stones Cry Out.** By Molyda Szymusiak. Indiana University Press, 2000. The memoir of a young girl's survival of the Pol Pot times depicts the terrors that Cambodians experienced in their daily lives.
- **First They Killed My Father: A Daughter of Cambodia Remembers.** By Una Loung. Perennial, 2001. This book tells the true story of a government official's daughter after an attack by the Khmer Rouge. She was forced to flee from her home and separated from her family. She also describes how they trained her to be a child soldier in an orphan camp while her siblings were used as forced labor.

FILMS

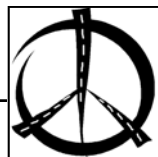
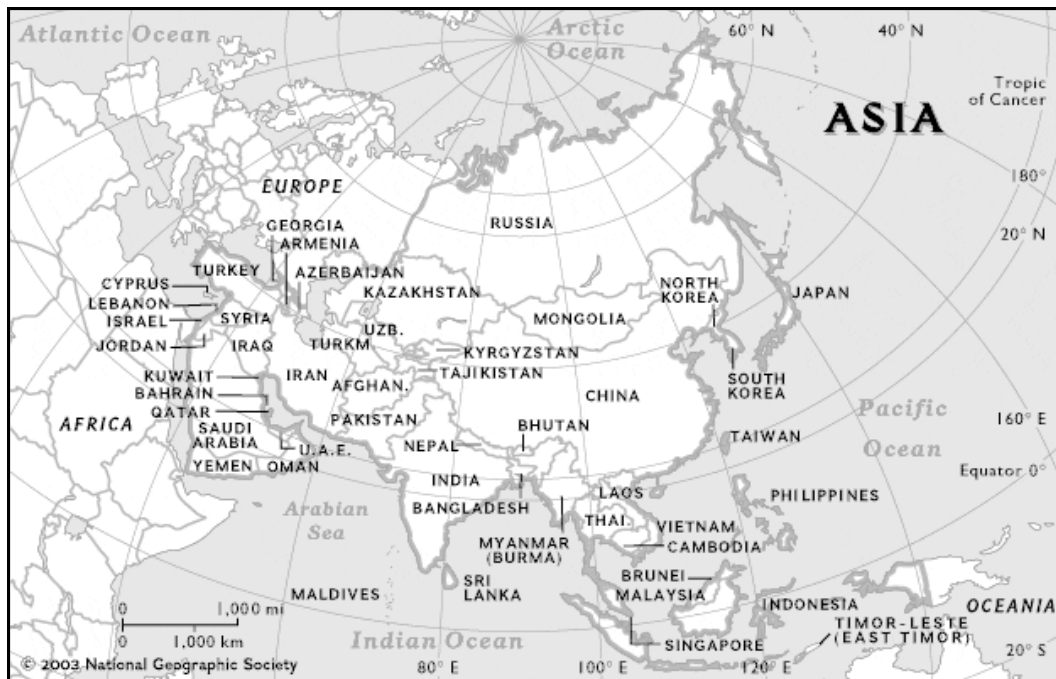
- **S21: The Khmer Rouge Killing Machine.** A Film by Rithy Panh. The notorious detention center code-named 'S21' was the schoolhouse-turned prison where 17,000 men, women and children were tortured and killed, their "crimes" meticulously documented to justify their execution. In this award-winning documentary and astonishing historical document, survivor Vann Nath confronts his captors, some of whom were as young as 12 years old when they committed their atrocities. www.frif.com/new2003/s21.html

WEBSITES

- **Amnesty International Country Report: Cambodia 2004.** This well-known human rights organization offers annual "country reports" detailing the state of human rights in almost every nation in the world. The Cambodian Country Report 2004, published in April 2005, includes up-to-date information regarding human rights concerns in the country, such as the Khmer Rouge Tribunal, torture, refugees, impunity, violence against women and children, freedom of assembly, etc. <http://web.amnesty.org/report2005/khm-summary-eng>
- **Asian Educational Media Service: Educational Resources Focusing on Cambodia.** This website provides great links to a variety of photos, maps, lesson plans, human rights sites, videos and much more pertaining to Cambodia. www.aems.uiuc.edu/overview/index.html
- **The Asian Times.** This Hong Kong-based newspaper offers in-depth coverage of Asian news and current events in English or Chinese. www.atimes.com
- **BBC Country Profile: Cambodia.** This profile offers general information about the geography, politics, history, and economics of Cambodia. http://news.bbc.co.uk/2/hi/asia-pacific/country_profiles/1243892.stm
- **The Cambodian Genocide Program at Yale University.** This program documents, researches, and publicizes the Cambodian genocide of 1975-79. This site has background information on the genocide, as well as extensive maps, other data, and links to published academic papers about the subject. www.yale.edu/cgp
- **CIA World Factbook: Cambodia.** This site contains general information regarding the nation's history, politics, geography, and some national statistics. www.cia.gov/cia/publications/factbook/geos/cb.html
- **Wikipedia: Cambodia.** An alternative encyclopedia site that contains information on Cambodia's history, the conflict, opposition parties, and more general topics about the country. <http://en.wikipedia.org/wiki/Cambodia>



CAMBODIA



The Road to Peace

GUATEMALA

History:

The beauty of its lush tropical landscape and the rich complexity of Guatemala's many cultures contrast greatly with the civil war, violence, and poverty that have characterized the last forty years of this nation's history. Today, Guatemala is still struggling with the human rights abuses that have occurred in its near and distant past.

Before the Spanish conquered and colonized Guatemala in 1523, many diverse ethnic and cultural groups, with distinct languages and cultures, lived in the land that is now Guatemala. These people, collectively called the "Maya," created one of the most complex societies in the Americas. They built cities with great temples and pyramids in the jungles of Central America; established trade routes throughout the zone; developed a written language; and had an extraordinarily sophisticated understanding of astronomy that rivals even our modern calendar.

With the arrival of the Spanish, much of the material evidence of Mayan civilization such as libraries, clothing, and art – was stolen or destroyed by the conquerors. Today, Mayan influence continues to be strongly felt across Guatemala, where over 40% of the country's population are indigenous and speak languages other than Spanish. Guatemalans of European and mixed-race descent, called "*ladinos*," have dominated the economic and political landscape of Guatemala since colonization, although more than 20 indigenous languages are spoken in Guatemala today. In spite of their illustrious past, in recent history the members of indigenous groups have often been the victims of poverty, discrimination, violence, and oppression, especially during the violent civil war that lasted in for more than thirty years in Guatemala.

In 1954, troops trained by the United States' Central Intelligence Agency overthrew Jacobo Arbenz Guzmán, Guatemala's democratically-elected president who had instigated land reforms, encouraged free speech, and allowed political parties and labor unions to flourish. U.S. foreign policy during the Cold War frequently relied upon covert methods to rid countries of perceived communist influences. In the case of Guatemala, the U.S. government feared that the leftist Arbenz had communist ties, and helped to orchestrate his defeat. In addition, U.S. actions may have been motivated by Arbenz's seizures and redistribution of unoccupied land owned by the United Fruit Company, an influential American fruit business that owned up to 40% of Guatemalan land. Arbenz's land redistributions had mostly benefited landless indigenous peasants.

In 1962, armed conflict broke out again in Guatemala when insurgency groups unsuccessfully attempted to control several key rural zones through economic boycotts and targeting of government installations.

From 1963-1967, the Guatemalan government responded to guerrilla threats with increased militarization of the State: it doubled the number of army troops, appointed government commissions to monitor and control insurgent groups, and extended the military police to rural zones. In 1965, the first massacre of civilians occurred in eastern Guatemala; throughout the civil war, there would be over 600 documented massacres of civilian villages. Meanwhile, peasant leagues and co-operatives began to form among rural workers, who demanded higher salaries and access to better land.



A Guatemalan mother weeps over the recently exhumed remains of her son who was "disappeared" in Guatemala's civil war.

© Peace Brigades International

From 1966-1974, government troops resorted to large-scale, selective terror tactics, including torture, "disappearances," and death squads, aimed at indigenous peasant communities to eliminate the supposed base of guerrilla support. Additionally, union leaders and student activists were targeted and massive "disappearances" took place. Throughout the 1970s, trade unions continued to grow; an indigenous movement began to take shape; grassroots organizations and Christian ecumenical communities formed; students' and teachers' groups organized;

and miners and laborers became unionized, all in response to increased state repression and the failure of the government to respond to their demands. Guerrilla groups continued to operate and expand in rural areas, while government troops assassinated leading figures of the social and guerrilla movements.

In the early 1980s, the conflict intensified between the heavily militarized Guatemalan state, guerrilla groups, and non-violent social movements. In accordance with its National Security and Development Plan of 1982, the government used massacres and scorched earth operations in areas of suspected guerrilla activity. Such practices were directed mostly at rural communities with largely indigenous, Mayan-speaking populations. The massacres and terror campaigns led to large-scale displacement of communities, as people fled their destroyed villages and headed toward major cities, the coastlines, and the Mexican border. The government sought to resettle and militarily control these displaced populations by placing them in "model villages." After a major army offensive in 1982, the guerrillas retreated to their original zones of control and adopted a more defensive strategy, essentially defeated by government and paramilitary troops.

In this same period, however, the military government began to plan for a political transition toward a more democratic, less militarized state. In 1985, a new constitution was approved which included the creation of a Human Rights Ombudsman and a Constitutional Court. Thus, even as the government continued to repress students, unions and human rights groups, new social organization was able to take place. For example, displaced Mayan communities from rural areas organized themselves



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as the Communities of Population in Resistance; a new trade organization called the Mutual Support Group was formed; and grassroots networks began to regroup after years of repression, working for land rights, indigenous rights, the return of displaced people to their original land, an end to impunity, and respect for basic human rights. The army, however, sought to maintain its active role in the state, carrying out several failed coups from 1987 to 1989 in an attempt to regain its former influence. Massacres continued to occur in rural areas as government and paramilitary troops battled the remaining guerrilla forces, some of which agreed to peace negotiations with the state. During this period, many rural Guatemalans were conscripted into local civilian defense patrols, with no choice but to join these paramilitary groups or flee to join the guerrillas.

The 1990s saw increased stability in Guatemala. After a government accord in 1992, thousands of refugees returned to Guatemala from Mexico. Also in 1992, the Mayan activist Rigoberta Menchú Tum received the Nobel Peace Prize for her role in educating and organizing women, indigenous Guatemalans, and peasants in resistance to government repression. A Human Rights Ombudsman was finally appointed in 1993, and he promptly launched an anticorruption campaign aimed at Guatemala's Congress and Supreme Court. In 1994, Guatemala signed the Global Accord on Human Rights and continued peace negotiations with the UN as a moderator. In the same year, the Commission for Historical Clarification (CEH) was formed to investigate past abuses committed by both state and guerrilla troops. In August 1994, a new Congress was elected, characterized by an unwillingness to practice the corruption that had been so common in Guatemala's past governments. In 1995, an Accord on the Identity and Rights of Indigenous Peoples was reached. An Accord for Firm and Lasting Peace was finally signed in 1996.

Throughout the civil war from 1954-1990, Guatemala was governed by a series of militarily-backed administrations that mostly came to power through military coups and controlled elections. During this time period, the U.S. provided these administrations with weapons, troop training, and supplies, to help the Guatemalan government fight leftist guerrillas. Additionally, the U.S. sent Green Berets to train government troops, making the Guatemala military the most sophisticated in Latin America. During this time period paramilitary forces also increased.

Transitional Justice Process:

The Commission for Historical Clarification (CEH) was established through the Accord of Oslo on June 23, 1994, to clarify human rights violations and acts of violence connected with the armed confrontation that caused suffering among the Guatemalan people.

The Commission was not established to judge or to function as courts of law, but rather to clarify the history of the events of more than three decades of war. The Commission worked for a year to gather testimony from witnesses such as victims, government officials,

paramilitary, and guerrilla fighters; additionally, the Commission relied upon government archives and other forms of documentation that detailed the events of the Guatemalan civil war. The Commission determined that 23,671 people were victims of arbitrary execution while 6,159 were victims of forced disappearance. The Commission estimated, however, that as many as 200,000 people died in the civil wars. Eighty-three percent of fully identified victims were Mayan and seventeen percent were *Ladino*. Government and paramilitary troops were responsible for 93% of the human rights violations documented by the Commission.

The final report of the Commission, called *Memory of Silence*, includes recommendations for measures to preserve the memory of the victims, to foster a culture of mutual respect and observance of human rights, to strengthen the democratic process, to promote peace and national harmony, and to provide reparations for victims. The Commission has also encouraged the government to take legal measures to try those responsible for grave human rights abuses.

Results:

In a report issued in 2004, the Inter-American Commission on Human Rights noted that "neither international human rights standards, nor the goals of the 1996 Peace Accords have been met by state actions geared to reforming the administration of justice, improving citizen security, demilitarizing the State and society, protecting human rights defenders, justice operators, journalists and other social leaders, promoting equal participation of women in society, granting special protection to children, and permitting ample exercise of freedom of expression." In February 2005, however, President Oscar Berger made a formal apology on behalf of the Guatemalan state to all the families affected by the violence of the civil war. The government also admitted responsibility for several key massacres and political assassinations that occurred during the civil war. Recently, troops and funding for the Guatemalan military were reduced by half, reflecting the state's effort to demilitarize Guatemalan society.

What's happening now:

Like the neighboring countries of El Salvador, Honduras, and Nicaragua, which also suffered from civil wars in the 1980s, Guatemalan society today is characterized by a high prevalence of violence and criminal behavior. Gang members number in the thousands; murder and rape of women is widespread; and weapons that once belonged to paramilitary and guerrilla troops have become readily available.



Sources: BBC Country profile: Guatemala http://news.bbc.co.uk/2/hi/americas/country_profiles/1215758.stm (May 2007); CIA World Factbook: Guatemala <https://www.cia.gov/library/publications/the-world-factbook/geos/gt.html> (July 2007); Guatemala: Memory of Silence <http://shr.oas.org/guatemala/ceh/report/english/toc.html> (February 1999); Wikipedia: Guatemala <http://en.wikipedia.org/wiki/Guatemala> (August 2007).

GUATEMALA - RECOMMENDED RESOURCES

BOOKS AND ARTICLES

- **The Rigoberta Menchú Controversy.** By Arturo Arias. University of Minnesota Press, 2001. The book offers a well balanced perspective on the debate surrounding Rigoberta Menchú. It contains primary documents, news articles, and essays by international scholars.
- **Truth Commissions in Guatemala and Peru: Perpetual Impunity and Transitional Justice Compared.** By Joanna Crandal. *Peace, Conflict, and Development*, Issue 4, April 2004. The report compares the Guatemalan Historical Clarification Commission's experience to that of the ongoing Peruvian Truth and Reconciliation Commission. Appropriate for advanced high school students. Free online at: www.peacestudiesjournal.org.uk/docs/perpetualimpunity.PDF
- **Of Centaurs and Doves: Guatemala's Peace Process.** By Susanne Jones. Westview Press, 2000. Jones interviews many individuals from different sectors in Guatemalan society to analyze the Guatemalan effort to create a lasting peace after three decades of violence. Her analysis also includes the effects the peace accords will have on U.S. and Latin American relations.
- **Tree Girl.** By Ben Mikaelson. Rayo, 2004. This is a novel about a 15 year old girl who witnesses her country being torn apart by war and bloodshed between paramilitaries and guerrillas. When her entire village is wiped out, except for her and her sister, she makes the heart-wrenching and dangerous attempt to bring them to safety by crossing the Mexican border.
- **Our Culture Is Our Resistance: Repression, Refuge, and Healing in Guatemala.** By Jonathan Moller. PowerHouse Books, 2004. This book contains essays, prose, poetry, reflections and testimonies by various authors and Guatemalan survivors of the civil war.
- **Testimony: Death of a Guatemalan Village.** By Victor Montejo. Curbstone Press, 1987. This book is an eye-witness account, by a teacher, of an army attack on a village in the 1980's.
- **Unearthing the Truth: Exhuming a Decade of Terror in Guatemala.** By Graham Russell. EPICA, 1996. This well-documented report by the Ecumenical Program on Central America and the Caribbean (EPICA) makes the case that exhuming Guatemala's mass graves and establishing justice are important steps to healing a nation.
- **Neighbor to the Assassin: Transitional Justice in Guatemala.** By Miriam Schulam. *Issues In Ethics*, Santa Clara University. V 9, N 3, Fall/Winter '98. This article talks about some of the more theoretical and moral issues surrounding Transitional Justice in Guatemala. It also discusses the best way for Guatemala's population to heal. www.scu.edu/ethics/publications/lie/v9n3/assassin.html

- **Return of Guatemala's Refugees: Reweaving the Torn.** By Clark Taylor. This book deals with the complex issues surrounding the refugees returning to Guatemala and how they rebuild their community amidst the political and economic challenges they face.

FILMS

- **We Are Guatemalans.** Maryknoll World Productions, 1995. The film follows a group of refugees returning to their communities in Guatemala from Mexico. 28 minutes.

WEBSITES

- **BBC Country Profile: Guatemala.** This website offers general information about the geography, politics, history, and economics of Guatemala. http://news.bbc.co.uk/1/hi/world/americas/country_profiles/1215758.stm
- **CIA World Factbook: Guatemala.** This site contains general information regarding the nation's history, politics, geography, and some national statistics. www.cia.gov/cia/publications/factbook/geos/gt.html
- **Guatemala: Memory of Silence.** Published by the Historical Clarification Commission. The report states the commission's conclusions and recommendations for the nation. The mission of the commission is to "clarify with objectivity, equity, and impartiality the human rights violations and acts of violence connected with the armed confrontation that caused suffering among the Guatemalan people." <http://shr.aas.org/guatemala/ceh/report/english/toc.html>
- **Guatemala: The Secret Files.** This Frontline website features a current news story that explores the country's past. The website also includes slideshows, a timeline of Guatemala's 50 year history of violence and links to resources including maps, human rights reports, the role of the CIA, and other literature exploring Guatemala's past. www.pbs.org/frontlineworld/stories/guatemala704/
- **International Center for Transitional Justice: Guatemala.** This site briefly discusses the transitional justice process in Guatemala and the current state of the nation's healing. www.ictj.org/en/where/region2/518.html
- **Report of Justice: Guatemala.** The Justice Studies Center of the Americas gives information on a variety of topics such as the country's socio-economic profile, judicial system, alternative dispute resolution, and other factors pertaining to the current quality of justice in Guatemala. http://www.cejamericas.org/reporte/muestra_pais.php?idioma=ingles&pais=GUATEMAL&tiporeporte=REPORTE2&seccion=0
- **Wikipedia: Guatemala.** An alternative encyclopedia site that contains information on Guatemala's history, the conflict, opposition parties, and more general topics about the country. <http://en.wikipedia.org/wiki/Guatemala>



GUATEMALA



PERU

History:

A mountainous land stretching from the Pacific Ocean to the heights of the Andes, Peru was historically home to one of the world's great civilizations: the Incan empire. Until the Spanish conquest of 1533, the Incas controlled the territory that is now Peru, as well as much of Ecuador, Bolivia, and northern Chile, all connected by a vast network of roads. Commerce, agriculture, astronomy, medicine, textiles, pottery, and metalworking all flourished under the Incas, although they never used a written alphabet or the wheel.

Today, the descendants of the Incas, the Quechua and the Aymara, can still be found in the highlands of Peru, where they speak their own languages

and adhere to many of the same cultural practices as their Incan forbearers. Modern-day Peru is characterized by deep cultural and socio-economic divisions between the coastal, urban-dwelling Peruvians of European and mixed European-Indigenous descent, and the Quechua and Aymara who continue to follow traditional lifestyles based on subsistence agriculture in the arduous Andean highlands. These divisions contributed, in part, to the extreme nature of the violence in Peru's recent civil war.

Between 1980 and 2000, a fierce civil war was waged in the Peruvian highlands, where many indigenous communities were unwittingly caught up in the conflict between armed revolutionary groups and government forces. In 1980, a rebel group called the Shining Path (*Sendero Luminoso* in Spanish) launched an armed revolt against the Peruvian government in the rural region of Ayacucho as a reaction to the first democratic elections in 12 years, in which they declined to participate. The Shining Path, an offshoot of the Communist Party of Peru, sought to replace Peruvian "bourgeois" institutions with a communist peasant revolutionary regime. Its tactics included rampant violence; sabotage; forced conscription of indigenous peasants to its ranks; cult-like worship of its leaders; and assassinations of government officials and leaders of major social movements.

Throughout the 1980s, the Shining Path grew in numbers in rural Peru, and even began mounting bomb attacks on electricity transmission towers, the government and judicial palaces, and the offices of opposition parties in Peru's capitol, Lima. It also targeted the leaders of other leftist groups, political parties, community organizations, labor unions, and peasant unions. The leaders of the Shining Path were mostly intellectuals of European and *mestizo* (mixed-race) descent, while its members included politically militant university students and professors, especially in poorer, rural zones; migrant and lower-class youths living in urban areas; and marginalized peasants from the highland provinces. Many were attracted to the Shining Path's promise of building a new, prosperous state by ridding the old state of its corrupt, "undesirable" elite, at a time when the Peruvian economy was unstable, and there were few economic, political, social, or educational opportunities for the majority of Peruvians. In 1985, another rebel

group, the Tupac Amaru Revolutionary Movement, began to operate in Lima and outlying provinces.

In response to the activities of the Shining Path and other insurgencies, the Peruvian government applied its own violent and repressive measures not only to the insurgency, but to the Peruvian people who lived in the countryside at large. Instead of addressing the underlying causes of the revolt, the lack of economic opportunities in the highlands, the government attempted to eliminate the Shining Path through extreme military tactics. Military troops, underfunded and inadequately trained, were dispatched to combat the Shining Path. Because their goal was to end the conflict as soon as possible, the armed forces initially applied a strategy of

indiscriminate repression against the largely Quechua-speaking rural peasant population who they suspected supported the Shining Path. Particularly between 1983 and 1985, extrajudicial executions, forced disappearances, torture, and sexual violence against women were widely used by the armed forces in their counter-insurgency efforts. The police, working under the armed forces, also took part in grave human rights abuses, including torture during interrogations and prolonged detentions. Seeking protection from the atrocities committed by the very state forces that were meant to defend them, some rural communities even went so far as to join the Shining Path in self-defense.

The rebellion continued to spread throughout Peru and gain new adherents and sympathizers; the Shining Path's own tactics, however, were far from peaceful. As did the government troops, the Shining Path used extreme violence and intimidation to control the population in its areas of operation. It also engaged in extrajudicial executions of social and community leaders, including leaders of union, peasant, neighborhood, teacher, and women's organizations. The Shining Path coerced and intimidated peasants into joining the movement and providing it with money, food, and medical supplies. In the rural highlands, where many Quechua-speakers lived, entire peasant communities were caught up in a conflict between the Shining Path and state forces, as the opposing forces would alternately recruit them or persecute them, doubting their loyalties. In response, some communities formed self-defense leagues that, urged on by the Peruvian military, fought to protect themselves from the Shining Path.

It is estimated that, between 1980 and 2000, over 69,280 persons were killed or "disappeared" in the armed conflict between rebel groups and government troops, while upwards of 200,000 persons were internally displaced by the violence. Thousands more were detained, tortured, and denied a fair trial. The conflict also resulted in the massive destruction of infrastructure and millions of dollars in economic losses. Not just the Shining Path, but government troops as well, were responsible for serious and widespread human rights abuses, directed particularly toward Indigenous populations. The conflict between the Shining Path and government troops gradually decreased throughout the 1990s,



As part of the Peruvian Truth and Reconciliation Commission, workers exhume mass graves in an effort to identify the victims of past violence.

© Photo courtesy of Colleen Beebe



PERU

especially after the capture of Abimael Guzmán, the Shining Path's principal leader, in 1992.

Throughout the years of violence, Peru was governed by a series of presidents whose administrations were marked by corruption, scandal, mismanagement, and economic upheaval. In 2000, President Alberto Fujimori fled the country after a corruption and bribery scandal. The interim president, Valentín Panigua, set the wheels in motion for an investigation of the past violence; and in 2001, a presidential decree created the Peruvian Truth and Reconciliation Commission. The following year, Alejandro Toledo became president through free and fair elections.

Transitional Justice Process:

The Peruvian Truth and Reconciliation Commission was created to investigate, clarify, and assign responsibility for human rights violations committed between 1980 and 2000. It was also responsible for writing a report that synthesized all the information it had collected and making recommendations to the Peruvian government for institutional reforms and reparations.

Beginning in September 2001, teams were mobilized across Peru to collect testimonies from people affected by the political violence that had occurred between 1980 and 2000. The teams collected a total of 16,917 testimonies and created a complex database to process the testimonies and provide an ongoing reference source for victims, their families, human rights organizations and the Public Ministry responsible for prosecuting the perpetrators.

The Commission was the first in Latin America to conduct public hearings. The public hearings were solemn events that allowed victims to present their testimonies, which the Commission received publicly as part of the truth and reconciliation process. Although the Commission could not prosecute those responsible for their crimes, as a result of the Commission's work, some 2,200 preliminary investigations were carried out. The Commission evaluated individual cases and presented those with sufficient evidence to the Public Ministry for prosecution. The Commission asked the Public Ministry to initiate criminal proceedings in a total of 47 cases. In addition, the Commission oversaw exhumations of mass burial sites in Ayacucho.

The Commission sought to disseminate information and raise public awareness about its work through civic education programs, local and national campaigns, workshops and seminars, and artistic and cultural events, as well as extensive media coverage.

Results:

In 2003, the Peruvian Truth and Reconciliation Commission published its Final Report, which included 10 volumes totaling 8,000 pages. The Report included detailed information about the Commission's investigative work in the following areas: the national process of political violence; major actors in the conflict; communication and education; regional histories; and public hearings.

The Commission's Final Report estimated that 69,280

individuals died or disappeared in the conflict – nearly three times what was previously estimated. The Commission also established that there was a significant relationship between poverty and social exclusion and the probability of becoming a victim of violence. The peasant population was the principal victim of violence: 79% of the reported victims lived in rural areas; 56% engaged in farming or livestock activities; and 75% spoke Quechua or other indigenous languages as their native tongue.

The Shining Path was responsible for the majority of the crimes and human rights abuses that occurred in Peru from 1980 to 2000, causing 54% of victim deaths. The armed forces and state police, however, were also responsible for a large number of human rights abuses, and as many as 35% of victim deaths were caused by government troops. In addition, the report concluded that “the behavior of members of the armed forces not only involved some individual excesses by officers or soldiers, but also entailed generalized and/or systematic practices of human rights violations that constitute crimes against humanity as well as transgressions of the norms of International Humanitarian Law.” Consequently, the Commission affirmed that the national government, as well as the Parliament and local governments, all had responsibility for the massive human rights violations perpetuated by the state during the conflict.

What's happening now:

In early 2004, the President created a High-level Multi-sector Commission (CMAN, in Spanish) to investigate and try past human rights abuses. It also announced several initiatives to offer reparations to the victims of human rights abuses and their families and to assist with development in areas affected by violence. By the end of 2004, however, due to a lack of funding, very few people had received compensation. Trials had started in only three of 43 cases of human rights abuses presented by the Truth and Reconciliation Commission to the Attorney General's Office, many of which are still pending today. In November 2005, an important human rights trial of members of the military's Colina Group death squad was underway. In the same month, former President Alberto Fujimori was detained in Chile, where Peruvian authorities are seeking his extradition to Peru to stand trial on criminal charges relating to corruption and human rights violations. In late 2005, CMAN (charged with developing regulations for reparations legislation passed in 2005) was transferred to the authority of the Justice Ministry. Regulations were eventually approved in 2006.

In July 2006, newly elected President Alan García was installed and the new administration began to take steps to put into effect the reparations law. In August 2006, the Council of Ministers approved the payment of 15 million soles for reparations promised during the Toledo government and designated another 30 million for reparations from voluntary contributions by the mining industry. CMAN was reassigned to the Presidency of the Council of Ministers (PCM) and its make-up was broadened to include additional ministries. In October 2006, the PCM named seven individuals to the Reparations Council.

Sources: Amnesty International Country Report 2005: Peru <http://web.amnesty.org/report2005/per-summary-eng> (January 2005); International Center for Transitional Justice: Peru <http://www.ictj.org/en/where/region2/617.html> (March 2007); Library of Congress Country Studies: Peru <http://lcweb2.loc.gov/frd/cs/petoc.html> (November 2005); The Advocates for Human Rights Monitoring Project in Peru www.theadvocatesforhumanrights.org/Peru.html (July 2004); Wikipedia: Peru <http://en.wikipedia.org/wiki/Peru> (August 2007).



PERU - RECOMMENDED RESOURCES

BOOKS AND ARTICLES

- **The Shining Path: A History of the Millenarian War in Peru.** By Gustavo Gorriti and Robin Kirk. University of North Carolina Press, 1999. A dramatic account of the years between the guerrillas' opening attack in 1980 and President Fernando Belaunde's reluctant decision to send in the military to contain the growing rebellion in late 1982.
- **The Shining Path of Peru.** By David Scott Palmer. Palgrave MacMillan, 1994. Comprehensive view of Shining Path, a major guerilla movement in Peru. Sendero's Maoist principles first begin in the 1960s with a small band of supporters and no attention from the outside world, but later emerged as the most radical and dogmatic expression of Marxist revolution in the hemisphere.
- **Shining and Other Paths: War and Society in Peru 1980-1995.** By Steve J. Stern. Duke University Press, 1998. This book offers a systematic account of the social experiences at the heart of the war waged between Shining Path and the Peruvian military during the 1980s and early 1990s. Confronting and untangling the many myths and enigmas that surround the war and the wider history of twentieth-century Peru, this book presents clear and often poignant analyses of the brutal reshaping of life and politics during a war that cost tens of thousands of lives.
- **Shining Path: Terror and Revolution in Peru.** By Simon Strong. Random House Press, 1993. Strong, a freelance journalist living in Peru, has provided an up-to-the-minute introduction to the Communist revolutionary movement, the Shining Path.
- **The War on Terrorism: Peru's Past and Present, a Legal Analysis.** By Professor Ralph Ruebner from the John Marshall Law School and the International Human Rights Seminar. August, 2004. The report analyses in detail Peru's anti-terrorism legislation of 1992 and the amendments to it of 2003. The report discusses the compatibility of these laws with international human rights standards. [otwww.jmls.edu/facultypubs/ruebner/perureport.pdf](http://www.jmls.edu/facultypubs/ruebner/perureport.pdf)

FILMS

- **Paloma de Papel (Paper Dove).** By Fabrizio Aguilar. A harrowing coming of age story of Juan (Antonio Callirgos), as he struggles to survive poverty, corruption, and violence while Shining Path guerrillas sweep through and force helpless youth into their ranks. This film explores the violence and political turmoil as seen through the eyes of a child, and effectively shows an alternate side of the conflict.

- **State of Fear.** Produced by Paco del Onis and directed by Pamela Yates. This is a documentary about the country's Truth and Reconciliation Commission and the past twenty years in Peru. This film was released in 2005. 94 minutes.
- **You Only Live Once.** Directed by Marianna Eyde. This film portrays a village in the Peruvian Andes that is caught between the tyrannies of the guerrilla group Sendero Luminoso (Shining Path) and the Peruvian military, and is attacked by both. 84 minutes.

WEBSITES

- **Amnesty International Country Report 2005: Peru.** Every year Amnesty reports on the human rights conditions in every nation. This report includes information about the following topics in Peru up through 2004: past human rights abuses; military courts; women's rights; prison conditions, torture and ill treatment; threats and intimidation; the legacy of counter-insurgency; transnational companies; economic, social, and cultural rights. <http://web.amnesty.org/report2005/per-summary-eng>.
- **CIA World Factbook: Peru.** This site contains general information regarding Peru's history, politics, geography, and some national statistics. www.cia.gov/cia/publications/factbook/geos/pe.html
- **Las Comisiones de Verdad en Latino America.** By Esteban Cuya. (Truth Commissions in Latin America) March 1, 1999. The site is in Spanish. www.derechos.org/koaga/iii/1/cuya.html#per
- **Library of Congress Country Studies: Peru.** The Library of Congress website offers descriptions and analyses of the historical settings and the social, economic, political, and national security systems and institutions of countries throughout the world. <http://lcweb2.loc.gov/frd/cs/petoc.html>
- **The Advocates for Human Rights.** This site describes The Advocates for Human Rights work with the Truth and Reconciliation Commission in Peru and also provides background information on Peru, a summary of the conflict, and general links and resources on Peru. www.theadvocatesforhumanrights.org/Peru
- **Truth and Reconciliation Commission of Peru.** The official site of Peru's Truth and Reconciliation Commission. Here you will find the Commission's final report as well as general information about other truth commissions around the world. www.cverdad.org.pe/





SIERRA LEONE

History:

Much of the history of the transatlantic slave trade passes through Sierra Leone, a small nation on the west coast of Africa. For example, the first slaves in North America were brought to the South Carolina coast in 1652 from Sierra Leone. For many years, Sierra Leone served as a port-of-call for slave ships carrying their human cargo between Africa and the Americas. Interestingly, Sierra Leone's largest city, Freetown, was founded in 1787 by African American refugees (and former slaves) who had been promised their freedom by joining the British Army during the American Revolution. True to their word, the British established Freetown for 400 freed slaves. Over the following decades, Freetown grew exponentially as other refugee African Americans, and Africans saved from transatlantic slave ships, were resettled in the city. The common language of the British colony was Krio, a language rooted in eighteenth century African American English, which quickly spread across the region as a common language of trade and Christian missionaries.

The unique heritage of Freetown as a refugee settlement had a negative long-term consequence: refugee settlers remained largely disconnected from the people of the Sierra Leone hinterland. The British favored Krios (the descendants of refugees) for administrative positions, and the elite of Freetown continued to look outward across the Atlantic, not inward towards the African continent, for cultural and political inspiration. This legacy of Freetown's isolation from the rest of the nation would be an important contributing factor to the civil war that the country went through in the 1990s.

A British colony since 1792, Sierra Leone suffered a series of coups and counter-coups after gaining independence in 1961. In 1978, a new constitution proclaimed Sierra Leone a one-party state, granting all governing power to the All People's Congress. The All People's Congress (APC) declared itself the only legal political party and used all means at its disposal to remain in power for the next decade. Without legitimate opposition, the APC became notoriously corrupt, engaging in a form of *clientelism*, a system in which government contracts, ministerial positions, and much of the nation's natural resources were inequitably distributed as political favors among the close associates of the heads of state. At the same time, unemployment and chronic lack of access to education produced a substantial rural and urban underclass. By the beginning of the war in 1991, unemployment was as high as 50% of the civilian population, and the national education system had failed most Sierra Leoneans, particularly those in the rural east. The vast numbers of poor and uneducated people would be recruited by different sides throughout the conflict, easily swayed to fight because of their desperation and disillusionment.

Sierra Leone's civil war began in 1991, when an armed group called the Revolutionary United Front (RUF) invaded southeastern bases in Sierra Leone from bases in Liberia. These Liberian bases were operated by Charles Taylor, a renegade Liberian government official who had come to militarily control eastern Liberia. Unprepared, under-funded, and faced with a contingent of experienced fighters, the Sierra Leone military lost several key towns in the southeastern district. The government began to turn to local militias to help government troops hold out against the RUF.

The RUF initially promoted populist messages of democracy, equity, and free education as both a critique of the ruling party and as an alternative vision for Sierra Leone. But within the first two years of the war, this populism faded and the RUF increasingly employed fear tactics such as murder, mass rape, and amputations. These

atrocities became common and systematic under the command of Sam Bockarie in the late 1990s. By 1994, the RUF's strategies hinged on terrorizing the people to ensure control of occupied regions. As it became more difficult to recruit people to their cause, the RUF forced children – sometimes as young as five years old – to fight. To insure their loyalty, RUF commanders sometimes forced children to kill or maim members of their own families, as well as rape and mutilate people from their home communities. This indoctrination into the rebel forces served to both alienate young people from their families and prevent them from easily returning home. Additionally, the RUF forced their recruits to use heroin and cocaine; under the influence of these drugs, young soldiers were led to commit atrocities that most would not have otherwise committed.



Child soldier in Sierra Leone. The Sierra Leonean civil war was characterized by its use of child soldiers.

© Photo courtesy of USAID

Nor were government tactics towards the rebels significantly better. The Sierra Leone Military Force had trouble retaining its troops, as many changed alliances, going over to the RUF and switching back when it suited them. Though the government forces did not initially engage in RUF-style looting and mass rape, by the mid-1990s they began to take on the tactics employed by their enemies. Civil defense forces that consisted of local militia and hunting organizations were somewhat successful in defending against the RUF, as they used their expert knowledge of local geographies to great advantage. Like the RUF, however, the local militia often raped captured women and forcibly enlisted children. The Economic Community of West Africa Monitoring Group sent in (mostly) Nigerian troops at critical moments of the war, such as the fall of Freetown in 1997 and 1999, but even those outside forces were found to engage in the same atrocities as the RUF, such as rape and indiscriminate killing.

After a series of coups and reinstatements of presidents, a coalition of army officers seized power in 1997, abolished political parties, suspended the constitution, and invited the RUF to share power. Upon entering Freetown, resentful of years spent in hardship in the hinterland forest, the RUF murdered government officials, wealthy business people or anyone imagined to represent the old regime, and began a campaign of mass rape. In early 1998, however, Nigerian-led forces invaded Freetown in an attempt to reinstall former President Ahmed Tejan Kabbah. After taking the city, these forces engaged in a series of brutal reprisals, summarily executing anyone accused of either being a rebel or supporting the rebels. Nonetheless, sporadic fighting continued in the hinterland, and the RUF was able to maintain control of the nation's lucrative diamond mines, allowing its leaders to continue buying arms from international dealers and, most directly, Charles Taylor's Liberia. When the RUF rebels entered Freetown again in 1999, their reprisals against the city's residents were more vicious than those of 1997. Not only did they engage in mass rape, but now the RUF also used the amputation of arms, legs, ears, and noses as a mode both of retribution and of sowing terror among the capital's residents. By the end of the year, Nigerian-led troops were able to remove the RUF from the capital once more, using many of the RUF's most abominable tactics, such as forced recruitment of child soldiers and rape, in their fight against the rebels.

In 1999, the RUF sought peace. All parties met in Lomé, Togo, and the resulting accord assured the RUF of two critical concessions: 1) that war criminals would be granted amnesty, and 2) that RUF officials would be given posts in the post-war government. Soon after the signing of the Lomé Peace Accord, United Nations Troops arrived in Sierra Leone to oversee the transition to peace. One RUF commander, Sam Bockarie, however, refused to disarm and his troops won a series of victories against UN forces,



SIERRA LEONE

closing in on Freetown for a third time. As the conflict gained more international attention, the British sent 800 troops to help put an end to the conflict, finally pushing the RUF east.

In 2001, the forces of the United Nations' Mission in Sierra Leone reached deep into RUF territory, initiating a large-scale disarmament in compliance with the Lomé Peace Accord. These efforts culminated in the official declaration of the end of the war in January 2002.

In 2002, at the end of its ten-year civil war, the country of Sierra Leone was in ruins. A decade of fighting left nearly 75,000 Sierra Leoneans dead and 2 million displaced. Refugees from the conflict numbered roughly 450,000, many of whom lived in squalid camps just across the Sierra Leone border in Liberia and Guinea. The physical and psychological tolls of the conflict were just as extreme. Women who had been forced into sexual slavery were often ostracized by their home communities. Young men and women, forced to fight from a very young age, were left to endure the psychological trauma both of their actions and of the terrible scenes of human suffering they witnessed. Across Sierra Leone, people faced the long-term physical and psychological consequences of mass rape, amputations, and systemic violence.

Yet it is critical to note that unlike other contemporary conflicts in Rwanda or Sudan, the Sierra Leonean War neither drew upon nor sought redress for long-standing ethnic or religious rivalries. Instead, it grew out of the deep frustrations of Sierra Leoneans who had experienced mounting state corruption and a deteriorating quality of life in the previous two decades. The intensive looting and export of diamonds fueled the conflict, as wealth gained from diamonds was used to obtain the troops and supplies necessary to continue fighting. Finally, the Sierra Leone War was perpetuated, in no small way, by the international community's indifference to the nation's suffering. Though world newswire services and human rights organizations reported on atrocities, most of the world took little interest in the causes of, or solutions to, the unfolding conflict in Sierra Leone.

Transitional Justice Process:

Sierra Leone has used two different transitional justice mechanisms in an effort to repair and strengthen the nation: a Truth and Reconciliation Commission and the Special Court in Sierra Leone.

The Sierra Leonean Truth and Reconciliation Commission was officially established in 2000 by an Act of the Sierra Leonean Parliament. Seven commissioners were appointed to the Truth and Reconciliation Commission: four Sierra Leoneans, and three non-Sierra Leoneans. All decisions were reached by consensus.

According to the Truth and Reconciliation Commission's Act, the Commission's mandate was to "create an impartial historical record of violations and abuses of human rights and international humanitarian law related to the armed conflict in Sierra Leone, from the beginning of the Conflict in 1991 to the signing of the Lomé Peace Agreement; to address impunity, to respond to the needs of the victims, to promote healing and reconciliation and to prevent a repetition of the violations and abuses suffered." In accordance with this broad objective, the Truth and Reconciliation Commission investigated and reported on the causes, nature, and extent of violations during the conflict period. It also provided an opportunity for victims to give accounts of abuses they suffered during the conflict, dispatching statement-takers and holding public hearings in every district of Sierra Leone in 2003. Both victims and perpetrators of abuse were encouraged to testify, though only 13% of those who testified were ex-combatants.

Due to budget restraints, the Truth and Reconciliation was forced to cut down the number of statements it could receive, as well as the amount of time spent at public hearings. It also reduced the amount of time and money available for outreach and dissemination of information to the public.

The Special Court for Sierra Leone is a hybrid international criminal court, run jointly by the United Nations and the Sierra Leonean government. It was created after Sierra Leone's President Kabbah wrote a letter in June 2000 to the United Nations, asking the international community to try those responsible for crimes committed during the country's violent conflict. President Kabbah said that he believed that the crimes were so grave as to be "of concern to all persons in the world." After considering the letter, the United Nations started negotiations to create a Special Court. On January 16, 2002, an agreement establishing the Special Court was signed between the Government of Sierra Leone and the United Nations, and the first staff to work at the Special Court arrived in Freetown in July 2002.

Results:

The hearings of the Truth and Reconciliation Commission closed with a National Reconciliation Ceremony, following the two-hour testimony of President Kabbah. The president, however, declined to apologize for abuses committed by the State. After the President's statement, the ceremony concluded by renaming and dedicating a bridge in Freetown as the Peace Bridge; this bridge had been the site where government and Nigerian forces fought their final battle with the rebels in 1999.

The Final Report of the Truth and Reconciliation Commission was issued in October 2004. It was produced in English and Krio, as well as in video and children's versions. The final report concluded that the primary causes of the conflict were endemic greed, corruption and nepotism, perpetuated by successive regimes of the post-independence period. The RUF was responsible for 60.5% of all human rights violations, with state and militia forces responsible for a combined 12.8% of atrocities. The war was mainly carried out by Sierra Leoneans against Sierra Leoneans, although Charles Taylor was largely responsible for initiating the conflict by deploying some 2,000 Liberian troops into Sierra Leone in 1991. The Commission identified youth, children, and women as the principal victims of the violence, although many youth and children were perpetrators of abuse as forcibly recruited soldiers. The report found that the global diamond industry condoned the war by deliberately failing to determine the origin of diamonds and thereby promoting a trade in conflict diamonds which, in turn, prolonged local wars.

What's happening now:

Thirteen persons associated with all three of the country's former conflicts have been indicted by the Special Court. They are charged with war crimes, crimes against humanity, and other serious violations of international humanitarian law. The charges include murder, rape, extermination, acts of terror, enslavement, looting and burning, abduction, sexual slavery, conscription of children into an armed force, attacks on United Nations peacekeepers and humanitarian workers, and use of forced labor by Sierra Leonean armed opposition groups. Of the thirteen indictments, two were withdrawn due to deaths, one accused died while in custody awaiting a verdict, and another is missing. Of the remaining defendants, six have been convicted and three trials are presently under way.

On June 4, 2007, the Special Court started its prosecution of former Liberian President Charles Taylor, its most high-profile case. Taylor was originally granted asylum in Nigeria in 2003, but due to intense international pressure, Nigeria agreed to release Taylor on March 25, 2006. He was arrested days later trying to cross the border into Cameroon. He is being tried in The Hague due to security concerns. Taylor has been accused of 11 counts of war crimes and crimes against humanity for his role in the war.

Sources: Amnesty International Country Report 2005: Sierra Leone web.amnesty.org/report2005/sle-summary-eng (January 2005); BBC Country Profiles: Sierra Leone http://news.bbc.co.uk/2/hi/africa/country_profiles/1061561.stm (August 2007); International Center for Transitional Justice: Sierra Leone www.ictj.org/en/where/region/1/141.html (May 2007); The Advocates for Human Rights Monitoring Project: Sierra Leone www.theadvocatesforhumanrights.org/Sierra_Leone (June 2004); "The Special Court for Sierra Leone <http://www.sc-sl.org/> (August 2007).



SIERRA LEONE - RECOMMENDED RESOURCES

BOOKS AND ARTICLES

- **In the Land of Magic Soldiers: A Story of White and Black in West Africa.** By Daniel Bergner. In this book Bergner follows a set of Western would-be saviors and a set of Sierra Leoneans, who take us into a land of beauty, horror, resilience and redemption. From mercenaries to missionaries, child soldiers to parent fugitives, Bergner tells this racially charged story with sensitivity and precision, creating an unforgettable book.
- **Long Way Gone: Memoirs of a Boy Soldier.** By Ishmael Beah - In this book, Beah, now twenty-six years old, tells the story of his experience in Sierra Leone - fleeing rebels, being captured by the government army and forced to be a child soldier, and his eventual rehabilitation in a UNICEF center. www.alongwaygone.com/index.html
- **Atlapeia Country Report.** This site gives general information about Sierra Leone geography, demographics and history. www.atlapeia.com/online/countries/sierrale.htm
- **BBC Country Profile of Sierra Leone.** This site offers general information about the geography, politics, history, and economics of Sierra Leone. http://news.bbc.co.uk/2/hi/africa/country_profiles/1061561.stm
- **CIA World Factbook: Sierra Leone.** This site contains general information regarding the nation's history, politics, geography, and some national statistics. www.cia.gov/cia/publications/factbook/geos/sl.html
- **Global Issues: Sierra Leone.** By Anup Shah. Even though this site was last updated in 2001, it still provides relevant information about what happened in the country. www.globalissues.org/Geopolitics/Africa/SierraLeone.asp

FILMS

- **Blood Diamond.** A film set against the backdrop of civil war and chaos in 1990's Sierra Leone, Blood Diamond is the story of a fisherman, a smuggler, and a syndicate of businessmen who all match wits over the possession of a priceless diamond. <http://blooddiamondmovie.warnerbros.com/>
- **Sierra Leone Refugee All-Stars.** Traumatized by physical injuries and brutal losses in Sierra Leone's civil war, a group of refugees fight back with the only means they have - music. The six-member Refugee All Stars came together in Guinea after civil war forced them from their homeland. www.refugeeallstars.org/
- **Governments on the Web: Sierra Leone.** This site is a good source of information pertaining to Sierra Leone's government, history, statistics, and additional informational resources. www.gksoft.com/govt/en/sl.html
- **The Advocates for Human Rights.** This site describes The Advocates for Human Rights work with the Truth and Reconciliation Commission in Sierra Leone and provides background information, a summary of the conflict, and general links and resources on Sierra Leone. www.theadvocatesforhumanrights.org/Sierra_Leone

WEBSITES

- **All-Africa.Com, Sierra Leone News.** This media site contains news items from Sierra Leone. <http://allafrica.com/sierraleone>
- **Amnesty International Country Page: Sierra Leone.** This website gives latest news about what is going on inside Sierra Leone and the current challenges facing the country. www.amnestyusa.org/countries/sierra_leone/index.do
- **Sierra Leone News.** This news site offers articles about current events in Sierra Leone. www.sierraleonenews.com
- **Sierra Leone Political Resources.** This site provides many links for information about Sierra Leone's politics, news, and general facts about the country. www.politicalresources.net/sierra-leone.htm
- **The Special Court for Sierra Leone.** As the official website of Sierra Leone's Special Court, this link provides daily updates on the progress of the Court, as well information about its history, purpose, and membership. www.sc-sl.org





The Road to Peace

SOUTH AFRICA

History:

Like many other African nations, South Africa was colonized by European powers in the 18th and 19th centuries. Throughout the 20th century, white Europeans of Dutch and British descent dominated the politics and economics of South Africa, even though white South Africans are less than 10% of the total population. According to the 2001 census, ethnicities in South Africa break down as follows: 79% black Africans, 9.6% white, 8.9% mixed-race persons, and 2.5% are Indian/Asian.

For 46 years, from 1948-1994, South Africa was ruled by whites under a system called apartheid. Apartheid was a system created in 1948 by the (white-ruled) South African government that institutionalized the practice of racial segregation. Under apartheid, every individual was classified by the government according to his or her race: African, White, Indian, or Colored. According to this classification, an individual's daily existence was then pre-determined in several important ways. First, in 1950, the best city properties were reserved for whites, while non-whites were resettled into communities called "townships" and, later, "homelands." Further laws established separate buses, beaches, hospitals, and schools for whites and non-whites. Persons were not allowed to marry individuals of different races. Non-whites had to carry identification cards with them at all times and were not allowed to enter towns and cities without a special pass, or they would face arrest. Non-whites could not participate in the national government and could not vote in general elections. While white-only areas tended to be the prosperous urban centers, non-white areas suffered from under-funded hospitals, substandard living conditions, and insufficient access to schooling and other services. The minimum wage for non-white workers was half of the minimum wage for white workers.

Since the beginning of apartheid, non-whites actively resisted the racist policies of the white-run system. For example, black African and Indian groups each formed their own political parties. The government banned two of these parties, the African National Congress (ANC) and the Pan Africanist Congress (PAC), after the Sharpeville police massacre in 1960, in which police opened fire and killed 69 black Africans who were part of a non-violent protest. These parties subsequently turned to violent tactics, though they were no match for the government police and military, who arrested 18,000 demonstrators without trial. Eight members of the ANC, including Nelson Mandela and Govan Mbeki, were arrested for treason in 1964. Human rights groups have estimated that around 200,000 people were arrested between 1960 and 1992 under apartheid, many of whom were beaten or tortured.

Throughout the 1970s, the protests against apartheid continued, led by trade unions and student groups. The government continued to use oppressive measures to control and segregate the non-white population. At the same time, the United Nations spoke out against the racist policies of the South African government at the World Conference Against Racism in 1978 and 1983. As a result, many nations refused to invest in South Africa, imposing an economic boycott. Even as world opinion turned against South Africa, the South African government continued to enforce its racist policies, perceiving itself to be a state under siege from within (from the non-whites) and from without (from other African nations and world opinion).



Anglican Bishop (now Archbishop) Desmond Tutu talks with a police officer in an unsuccessful attempt to speak to South Africa's then-president P. W. Botha about violence during the apartheid regime.

The period between 1985 to 1988 were years of intense government oppression towards non-whites, as government troops raided many townships, abusing and killing thousands of black Africans, coloreds, and Indians. Censorship of the media attempted to conceal the extent of the violence. At the same time, however, the government was slowly moving towards change, unable to withstand the political and economic pressures from within and without. Some apartheid laws were abolished or diminished, and in 1990, the ban was lifted from non-white political parties such as the African National Congress (ANC) and the Pan Africanist Congress (PAC). As a result, Mandela and other political prisoners were finally released from prison; additionally, censorship of the media was lifted and the press began to operate more freely. These initial steps moved towards the abolition of apartheid, which continued to be dismantled throughout the early 1990s. Apartheid officially ended in 1994 with the signing of a new constitution allowing political freedom for all South Africans. It prohibited discrimination on any grounds, and guaranteed freedom of speech and religion and access to adequate housing and other services for all South Africans. In the first elections for all South Africans, the African National Congress won a majority of the vote, ushering in a new era of multiracial governance in South Africa. Nelson Mandela was elected the first black African president of South Africa.

Transitional Justice Process:

As in other societies whose members have suffered from grave human rights abuses, a transitional justice process was carried out in South Africa from 1994-1999 to address the wrongs inflicted by apartheid. In this case, the vehicle for transitional justice was a Truth and Reconciliation Commission (TRC) created by the Promotion of National Unity and Reconciliation Act of 1995. Many different groups who had struggled against apartheid



SOUTH AFRICA

were involved in the Commission's creation, including political parties, human rights organizations, church groups, and trauma centers. The Minister of Justice of South Africa, Mr. Dullah Omar, explained its creation by stating, "a commission is a necessary exercise to enable South Africans to come to terms with their past on a morally accepted basis and to advance the cause of reconciliation."

In South Africa, the TRC functioned much like a court: victims of past abuses were encouraged to come forward and present testimony regarding their cases. Interestingly, perpetrators of abuse could also testify, and even ask for amnesty in some cases. Hearings were broadcast on national and international news. Seventeen commissioners were selected with the intent of representing South Africa's multiracial society: seven black African commissioners, six white commissioners, two colored and two Indian commissioners. Archbishop Desmond Tutu was selected as the Chair of the TRC.

The TRC of South Africa was divided into three committees with different purposes. The Human Rights Violations Committee investigated human rights abuses that took place between 1960 and 1994. The Committee established the identity of the victims; their fate or present whereabouts; the nature and extent of the harm they had suffered; and whether the violations were the result of deliberate planning by the state or any other organization, group, or individual. Once victims of gross human rights violations were identified, they were referred to the Reparation and Rehabilitation Committee.

The Reparation and Rehabilitation Committee was charged with restoring victims' dignity and formulating proposals to assist with rehabilitation and healing of survivors, their families, and communities at large. The overall function of all recommendations was to ensure non-repetition of past human rights abuses, healing of past abuses, and healthy co-existence of different groups in society. A President's Fund, funded by Parliament and private contributions, was established to pay urgent reparations to victims.

The Amnesty Committee considered applications for amnesty that were requested in accordance with the provisions of the Promotion of National Unity and Reconciliation Act. Applicants could apply for amnesty for any act, omission, or offense associated with a political objective committed between March 1, 1960 to May 11, 1994, provided the applicant told the entire truth about his or her past deeds during the apartheid regime. Being granted amnesty for an act meant that the perpetrator was free from prosecution for that particular act.

Results:

The TRC of South Africa worked for three years and, employing over 400 people, was significantly larger than similar Commissions in other countries. Its findings were highly publicized by national and international media, and there were great expectations for the Commission's success both in South Africa and abroad.

The staff from the Human Rights Committee traveled all over South Africa to receive testimony from over 20,000 individuals. Public hearings were held in 80 different communities. Commissioners listened respectfully and sympathetically to victims, who were given the time and space needed to tell their stories. Psychological counseling and other support services were also provided. The process was deeply influenced by Archbishop Tutu's own theology, which stressed that the victims of past abuses could only reclaim their humanity through the forgiveness of their former abusers and recognition of their abusers' humanity.

Out of 7,112 petitioners for amnesty, 5,392 people were refused amnesty and 849 were granted amnesty. The Amnesty Committee often did not have the resources necessary to thoroughly examine and verify the statements of each petitioner. It is believed that many perpetrators of abuse did not come forward or gave partial or erroneous information to the Commission and did not fully disclose their crimes.

In 1998, the TRC published its final report and presented it to President Nelson Mandela, who gave it his full endorsement and even went so far as to offer an apology on behalf of the South African State. The report detailed the history and structure of the apartheid system, examining the role that apartheid played among different groups and in different regions of South Africa. It also suggested reforms to South Africa's society and political system, including businesses, faith communities, the armed forces, the judiciary, the health sector, and the media. The full five-volume report was 4,000 pages long and contained 250 separate recommendations, among which were financial reparations for former victims and the construction of public memorials commemorating victim suffering.

What's Happening Now?

To date, none of the recommendations of the Truth and Reconciliation Process have been made into laws. Some victims have received small sums of money as "interim" reparations, but there is no wide-scale plan to expand reparations to all victims. The report is only published in English, which presents problems since South Africa has 11 official languages, and many people do not speak English at all.

Other countries that have experienced wide-scale human rights abuses have turned to South Africa's TRC as a model for transitional justice.



Sources: The CIA World Factbook: South Africa: <https://www.cia.gov/library/publications/the-world-factbook/geos/sf.html> (July 2007); The Official Truth and Reconciliation Website of South Africa <http://www.doj.gov.za/trc/> (April 2003); Wikipedia: South Africa http://en.wikipedia.org/wiki/South_Africa (August 2007).

SOUTH AFRICA - RECOMMENDED RESOURCES

BOOKS AND ARTICLES

- **Nelson Mandela: The Man and the Movement.** By Mary Benson. W.W. Norton & Company, 1986. The biography of Nelson Mandela's life, it includes statements from friends and family and his court testimony.
- **Overcoming Apartheid: Landmark Survey Reveals South Africa's Peaceful Transition to Democracy.** By James L. Gibson. Russell Sage Foundation, 2004. This book analyzes South Africa's current progress in maintaining peace, national healing, and democracy.
- **Waiting for the Rain** by Shelia Gordon. Laurel Leaf, 1996. Through the descriptions of daily life, this young-adult novel tells the tale of two life-long friends growing up under apartheid South Africa and one boy's dream to obtain an education.
- **Timeline: South Africa (Weighing up the Evidence)** by Sarah Harris. Trafalgar Square Publishing, 1988. A sketch of the history and development of South Africa. The author attempts to separate the histories of white and black communities in South Africa.
- **Long Walk to Freedom.** By Nelson Mandela. Back Bay Books, 1995. This autobiography recounts Nelson Mandela's struggle for freedom under apartheid South Africa.
- **Uncivil Society: Challenges for Reconciliation in South Africa after the Truth and Reconciliation Commission.** By Graeme Simpson. Centre for the Study of Violence and Reconciliation. The paper addresses South Africa's challenges to building sustainable peace after the Truth and Reconciliation Commission. www.csvr.org.za/papers/papism16.htm
- **No Tigers in Africa** by Norman Silver. A novel for young-adults about a boy forced to unlearn the prejudices he grew up with in South Africa.
- **Somehow Tenderness Survives: Stories of Southern Africa.** By Hazel Rochman. HarperTrophy, 1990. The book contains 10 stories from South African writers telling their tales of growing up under apartheid in South Africa. For middle school and up.
- **Dilemmas of Transitional Justice: The Case of South Africa's Truth and Reconciliation Commission.** By Paul van Zyl. A thorough article about the obstacles that affected South Africa's national healing. www.swisspeace.org/koff/uploads/dealing/17_dilemmas.pdf
- **Shattered Voices: Language, Violence, and the Work of Truth and Reconciliation Commissions.** By Teresa Godwin Phelps. University of Pennsylvania Press, 2004. This book examines the language used to address human rights abuses in truth commissions.

FILMS

- **Apartheid's Last Stand.** This film puts students in touch with the issues surrounding South Africa's struggle to "put economic hardship and psychological pain behind them." 52 minutes.

- **A Dry White Season.** 1989. The film takes place during apartheid South Africa. It demonstrates that sometimes no matter what the costs or how impossible it may seem, one must take action against injustice. This film is rated R for some graphic violence. 107 minutes.
- **Sarafina.** A musical that shows the power children can have in changing their world. It tells the story of the children of Soweto and their struggle against the apartheid government. This film is rated PG-13. 98 minutes.
- **Cry Freedom.** Directed by Richard Attenborough and Peter McDonald. A movie about the life of South African activist Stephen Biko. This film is rated PG. 2 hours, 35 minutes.
- **Long Night's Journey into Day.** The film tells about the South African Truth and Reconciliation Commission's attempts at coping with the problems of transitional justice and the responsibility for authoritarian regime. 90 Minutes

WEBSITES

- **The Official Truth and Reconciliation Website of South Africa.** www.doi.gov.za/trc/
- **Strategic Choices in the Design of Truth and Reconciliation Commissions.** www.truthcommission.org
- **South African History Online.** A people's history project established to address the biased way in which the history and cultural heritage of Black South Africans has been represented in educational and heritage institutions in South Africa. www.sahistory.org.za/pages/mainframe.htm
- **Nelson Mandela Speech.** This speech was given by Nelson Mandela at the 20th anniversary of Stephen Biko's death. www.anc.org.za/ancdocs/history/mandela/1997/sp970912.html
- **BBC Country Profile: South Africa.** This site offers general information about the geography, politics, history, and economics of South Africa. http://news.bbc.co.uk/2/hi/africa/country_profiles/1071886
- **Cool Planet for Teachers: Nelson Mandela.** This Oxfam site provides lesson plans on the life story of Nelson Mandela and his struggle in South Africa. www.oxfam.org.uk/coolplanet/teachers/literacy/mandela.htm
- **CIA World Factbook: South Africa.** This site contains general information regarding the nation's history, politics, geography, and some national statistics. www.cia.gov/cia/publications/factbook/geos/sf.html
- **Population Diversity and Human Rights.** Lesson plans for teaching about apartheid in South Africa with video recommendations and teaching tools to create quizzes, worksheets and much more. <http://school.discovery.com/lessonplans/programs/apartheid/>
- **Wikipedia: South Africa.** An alternative encyclopedia site that contains information on South Africa's history, the conflict, opposition parties, and more general topics about the country. http://en.wikipedia.org/wiki/South_Africa





The Road to Peace

Lesson Six



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Truth Commissions





"The truth that rules our fears, our deeds and our dreams is coming to light. From now on you don't only see a smiling black man in front of you, but you also know what I carry inside of me. I've always known it – now you also know."

~Antjie Krog

Lesson 6: Truth Commissions

Goals:	To gain a general understanding of the function of an international truth commission		
Objectives:	<ul style="list-style-type: none"> • Students will understand the general history and rationale behind truth commissions (activity 1) • Students will discover that each country's approach to transitional justice is unique to the circumstances and cultural context (activity 1 and activity 2) • Students will learn about the process of a truth commission from various perspectives (activity 2) 		
Essential Question:	What is a truth commission?		
Materials:	PowerPoint: History of Dobado Handout 1: Truth and Reconciliation Commissions Around the World Handout 2: TRC Roles Handout 3: History of Dobado Handout 4: Directions for TRC Public Hearing Handout 5: Commissioners Handout 6: Attorneys Handout 7: Counselor and News Reporters	Handout 8: President Hanji Handout 9: Gen. Akah Handout 10: Cmdr. Sury Handout 11: Lt. Chanbury Handout 12: Haro Handout 13: Suu Kyi Handout 14: Bakara Handout 15: Brazo Handout 16: TRC Resources	
Resources:	See <u>Handout 16: TRC Resources</u> at the end of this lesson		
Time Frame:	2-4 class periods		
Age Level:	High school - adult		
Vocabulary:	Allegations, amnesty, casualties, conscript, covenant, demote, exterminate, factions, food rations, fraud, imaginary, impunity, incapacitated, intervene, intimidate, insurgency, legacy, loot, make amends, plunder, public hearing, quell, ransack, recruit, restitution, subordinates, testimony, war crimes		

Activity 1: What are Truth and Reconciliation Commissions?

(Approx. 1 class period)



Procedure:

1. **Define.** Explain to the students that a truth commission or a truth and reconciliation commission (TRC) is created to discover and reveal past wrongdoing by a government, in the hope of resolving conflict left over from the past. TRCs allow victims of human rights violations to come forward and tell their stories. The perpetrators of the violence may also provide testimony and are sometimes permitted to request amnesty from prosecution. A TRC public hearing provides a forum for people to tell their experiences during the conflict and allows people to reveal the truth, air their grievances, ask for forgiveness, and promote reconciliation.

A TRC is not a court of law; appearing before it will not lead to imprisonment. Rather, a TRC is an independent committee that is in place to record abuses that occurred during a particular period of time as well as to promote healing for both victims and alleged perpetrators. While the goals of each TRC are different, they often seek to create a historical record, prevent repetition of the violations, address impunity, promote reconciliation and healing, and address the needs of victims. TRCs will often conclude by making recommendations to the government regarding their findings. *Ask the students if they can name any countries who have gone or are presently going through this process?*

2. **Read/Discuss.** Give each student Handout 1: Truth and Reconciliation Commissions Around the World. Give the students some time to read each summary and answer the questions on their handout (also shown below). Have students answer the questions individually first and then discuss as a large group.

Questions for Discussion

- Why do countries create truth and reconciliation commissions?
- How are the commissions in these case studies similar?
- How are the commissions different? Why do you think some are different than others?
- Which of these commissions do you see as the most successful? Why?
- If you could go back and recreate one of the commissions, how would you change it?
- What do you think is the value of a truth commission?
- What do you believe are the challenges in fulfilling the recommendations of a truth commission?

3. **Understanding the Roles.** This activity will give students a chance to understand the parties involved in a TRC. If doing activity 2 of this lesson (Truth Commission Role Play) explain to the students that each of them will be playing one of these roles. Divide the class into four groups: commission members, victims, perpetrators, and witness observers. (If you are doing the role-play, you may pre-assign roles to students and divide the groups according to their assigned roles). Give the members of each group Handout 2: TRC Roles. You may want to photocopy this page and cut out the definitions for each of the group members in advance. Each group member will read their assigned role. Ask them to come up with a definition of their role in their own words and choose one member of the group to share their description with the large group. Have the students discuss the significance and importance of this role in a TRC.



Activity 2: Truth and Reconciliation Commission Role Play

(Approx. 2-3 class periods)

Procedure:

List of TRC Role Play Characters

Group 1 (Commissioners)

- Chairperson of the Commission (1)
- Deputy Chairperson (1)
- Commissioners (4-6)

Group 2 (Victims)

- Attorneys for the Victims (2-4)
- Bakara (Victim/Witness) (1) *
- Haro (Victim/Witness) (1) *
- Chanbury (Victim/Witness) (1)
- Suu Kyi (Victim/Witness) (1)
- Brazo (Victim/Witness) (1)

Group 3: (Perpetrators)

- Attorneys for the Perpetrators (2-4)
- President Hanji (Perpetrator) (1)
- General Akah (Perpetrator) (1)
- Commander Sury (Perpetrator) (1) *

Group 4: (Witness Observers)

- Counselor (1-2)
- Reporters (2)
- Witnesses to TRC Hearing (1-8)

1. History Lesson. Share the history of the fictional country “Dobado” with your students letting them know they will be conducting a “mock” truth commission based

on this history. Have students read Handout 3: History of Dobado and/or show them the History of Dobado PowerPoint included in this curriculum. As a group, discuss how the history of this fictional country compares to real world events.

2. Assign Roles. Break the students up into four groups: Commission Members, Victims, Perpetrators, and Witness Observers. Use these groups to assign roles for the role play (see box). Depending on time, teachers may assign fewer victims and perpetrators to testify. The victim and perpetrator roles marked with an asterisk are the most important to include. Depending on the size of the class, teachers may also want to consolidate roles, e.g., having one student play all attorney roles. Teachers may choose to assign each student a role ahead of time or they can allow students to choose their own role.

3. Role Play. Give each of the students a copy of Handout 3: History of Dobado and Handout 4: Directions for the TRC Public Hearing. Each student should also be given a handout that explains his/her role and attorneys should receive a copy of all the witnesses’ stories. In their groups, give the students the rest of the class time to prepare for their roles and study the History of Dobado. Victims should think about how they will tell their story and what they think is needed to address the violations they experienced. Perpetrators should think about whether or not their character regrets what they did, and if so, what they can do to ask for forgiveness and make amends.

Once they are ready, have the students follow the role play as laid out in Handout 4: Directions for the TRC Public Hearing. To close the public hearing, there are two optional extension activities described, including a reconciliation ceremony or a future vision for Dobado.

4. Discuss. As a large group, have the class discuss their answers to the following questions.

Questions for Discussion

- Do you think the testimony at the public hearing was satisfying for the victims? Why or why not?
- Do you think the testimony at the public hearing was important for the perpetrators? Why or why not?
- What do you think is necessary for someone to be able to forgive another person? Is an apology enough to forgive? Is telling the truth enough to forgive?
- After this public hearing, do you think the perpetrators still deserve to be tried and sentenced for their acts?
- If you were one of the victims, do you think you could forgive the perpetrator after today’s hearing?
- What kinds of recommendations do you think the TRC should make to the government of Dobado?



Optional Extension: Closing the TRC Public Hearing

(Approx. 1 class period)

Reconciliation ceremonies are an important part of the process towards healing the wounds of war. Reconciliation ceremonies may be drawn from local cultural practices, such as traditional healing ceremonies. Below are some examples of reconciliation ceremonies from around the world. Students may draw on these examples or create their own reconciliation ceremony. You can also use the box below as a handout for your students.

TRADITIONAL RECONCILIATION CEREMONIES

- **Mato Oput Ceremony:** In this ceremony, used by the Acholi people of northern Uganda, the wrongdoer acknowledges the wrong they have committed and asks for forgiveness. The wrongdoer is reconciled with the victim's family. The ceremony begins in the sharing of a symbolic drink made from the oput tree. The ceremony usually takes place in an isolated place or at the bank of a river to chase away hatred and revenge.
- **Peace Covenant Ceremony:** After signing and sealing a covenant declaring peace, some cultures will slaughter a bull or goat. The blood is thrown into the air to cleanse the community and bind them to the peace covenant. The meat from the animal is eaten by the community to bind them together. The community feasts and dances together.
- **Peace Festival:** At these festivals, poetry is read and lectures are given with peace as the main theme. Participants are invited to sing and dance together.
- **Prayers:** For many people prayer is an important part of repenting and asking for forgiveness. Religious leaders will often lead prayers for reconciliation.
- **Meditation:** This practice uses techniques that focus the mind and promote a state of calmness so that the mind and body can be brought into greater harmony to facilitate health and healing. It helps individuals release themselves from their thoughts (especially of the past), be more aware of the present, and more at peace with the world thus encouraging forgiveness, healing, and reconciliation.
- **Music and Dance:** For many people music and dance is an integral part of their culture and an important part of any celebration. Tribal leaders wear traditional garments and beat drums, while others chant, dance, and sing. The music and dance serves as a reintegration ritual, helping bring the communities together.
- **Ceremony for cleansing and reintegrating ex-soldiers:** In some societies, like Sierra Leone, water is used to "cleanse" ex-soldiers and give them a "cool heart." Water is rubbed on the head, chest, arms, and feet to bring about an inner transformation in the ex-soldier and his/her social relationships. Part of having a cool heart is not talking about the war: the ex-soldiers are remade as new persons and accepted back into the community.
- **Rebuilding:** Perpetrators can also provide restitution to the victim by setting things back to where they were before the war. For example, where perpetrators may have burned down homes, they might build a new home for the victim.

Optional Extension 2: Vision for Dobado

Procedure:

(Approx. 1 class period)

1. **Write.** Have students each create their vision for the future of Dobado. Their ideas can take the form of essays, poems, slogans, songs, skits, pictures, or other artwork. The ideas should describe how to make Dobado a better place to live, their hopes for Dobado, and any ideas that promote peace in Dobado. If time permits, have students share their visions with the class. This activity could also be offered as extra credit.

TRUTH AND RECONCILIATION COMMISSIONS AROUND THE WORLD

Directions: Read the descriptions about truth and reconciliation commissions from around the world and answer the questions that follow.

Liberia

In August 2003, The Liberian Truth and Reconciliation Commission (TRC) was negotiated as part of the Comprehensive Peace Agreement (CPA) in Accra, Ghana. The Government of Liberia, warring factions, and civil society groups set up the TRC. Later, the CPA's TRC provision was enacted into law by the Transitional Legislative Assembly of Liberia. The TRC was officially inaugurated by President Ellen Johnson Sirleaf on February 20, 2006. The principal mandate of the TRC is to promote national peace, security, unity and reconciliation in Liberia. The TRC has a specific mandate of "Reconciliation", truth seeking, and investigations. It is a Liberian process, headed by a Liberian national with other Liberian Commissioners. It also has an International Technical Advisory Committee (ITAC) with three members serving in non-voting capacities. The Commission will end its work by conducting public hearings, reporting its findings, and making recommendations to the Government of Liberia at the end of 2008. It is expected that the Liberian TRC will make recommendations for reparations, amnesty, reconciliation, reforms, and prosecutions in particular cases where serious war crimes have occurred. The Liberian TRC is also making history. This is the first time that a truth commission or any similar transitional justice body has systematically included its refugee populations in its proceedings. The Advocates for Human Rights is the international human rights organization that has been asked by the TRC to implement its work in the U.S and elsewhere.

USA

In June 2004, Greensboro residents, inspired by post-apartheid South Africa, initiated a Truth and Reconciliation Commission to take public testimony and re-examine the causes and consequences of the shooting deaths of five anti-Klan marchers and the wounding of 11 others by the Klu Klux Klan and the American Nazi Party during an Anti-Klan rally organized by the Communist Workers Party (CWP) on November 3, 1979. At the time, Klan and Nazi members claimed self-defense and were twice acquitted of all criminal charges by all-white juries. In 1985, a civil jury found the city, the Klan, and the Nazi Party liable for violating the civil rights of demonstrators. Over a two year period, the Commission examined evidence from trials, Greensboro Police Department and federal law enforcement records, newspaper and magazine articles, and more than 200 interviews and personal statements given in private and public hearings. The Commission found that the single most important element that contributed to the violence was the negligence and absence of the police who failed to respond appropriately despite knowledge from a paid informant that the Klansman were planning on coming to the march armed (as were some of the marchers). The Commission also faulted the Klan and the Nazis for seeking confrontation and acknowledged that the CWP (the marchers) intentionally provoked and targeted the Klan with their "Death to the Klan" rally. Although praised internationally, the Commission faced fierce criticism at home and was officially opposed by the Greensboro City Council. Some argued there was no reason to re-open the wound, others questioned the need and cost of such a Commission, others were skeptical of the Commission's origins. The Commission presented its final report to the City of Greensboro in 2006 and despite the criticisms many believed the dialogue was important for race relations in the city of Greensboro.

Peru

Peru's Truth and Reconciliation Commission (TRC) began in July 2001 to investigate human rights abuses that happened between 1980 and 2000. In August 2003, the TRC presented its final report which found that insurgent violence and counterinsurgency tactics caused an estimated 69,000 deaths and disappearances - mostly in indigenous communities. The Commission recommended that the government provide reparations to victims, conduct prosecutions, and reform many parts of the Peruvian government. The Peruvian TRC was unique because it was the first TRC in Latin America to incorporate public hearings into its work. The Peruvian TRC also had a very close relationship with the judicial branch, and passed cases to the judiciary with recommendations for prosecutions during its two year mandate. Most TRCs make recommendations for prosecutions only at the end of their mandate, or grant amnesty to perpetrators.



TRUTH AND RECONCILIATION COMMISSIONS AROUND THE WORLD

Germany

The Enquet Kommission Aufarbeitung von Geschichte und Folgen der SED-Diktator in Deutschland, or Study Commission for the Assessment of History and Consequences of the SED Dictatorship in Germany, was set up by members of the German Parliament in March 1992 to investigate human rights violations under communist rule in East Germany from 1949 to 1989. The German TRC was unique in that it is one of the few TRCs in Europe and its mandate was very specific, focusing on several key incidents in the history of East Germany. The German TRC also was unique in that it had a specific legislative mandate to examine the role of churches in the oppression of the East German people. The German TRC completed its work in 1994.

Timor-Leste

The Timor-Leste Commission for Reception, Truth and Reconciliation (CAVR - the Portuguese acronym) - was set up in 2001 and functioned from 2002, until its dissolution in December 2005. It was an independent, statutory authority led by seven East Timorese Commissioners and mandated by UNTAET (United Nations Transitional Administration in East Timor) to undertake truth seeking for the period 1974-1999. The Commission had three basic mandates: (1) to investigate Human Rights violations between April 1974 and October 1999; (2) to facilitate reconciliation in Timor-Leste; and (3) to reintegrate Timorese society and to engender reconciliation and national unity. In its reconciliation efforts, perpetrators of non-serious crimes (excluding rape and murder, for example) were able to take part in a community reconciliation process in which they agreed to undertake an act of reconciliation. Acts included such things as community service or making symbolic payments to victims after admitting guilt and apologizing for their crimes. The Commission delivered its final report to President Xanana Gusmao, after three years of intensive work, during which more than 7,000 victims gave testimonies on violations committed between 1974 and 1999. As of October 2005, President Gusmao submitted the report to the Timor-Leste parliament, to his cabinet, and to the UN. He has so far refused to allow wide public dissemination of the commission's findings and report. None of the commission's recommendations for reparations, amnesty and justice have been implemented by the government so far.

Guatemala

The Historical Clarifications Commission (CEH) was part of the Oslo Peace Agreement between the Guatemalan Government and the National Guatemalan Revolutionary Unit (URNG), aimed at ending the 36-year conflict. It was established on June 23, 1994. While the Guatemalan Peace Process was principally driven by Guatemalans, the CEH's chairperson was a non-Guatemalan national, chosen by the UN Secretary General. Its main purpose was to clarify past human rights violations and acts of violence that had caused the Guatemalan population to suffer. In addition, it was charged with preparing a final report of the findings and making recommendations to engender peace and national harmony in Guatemala. It was also to make recommendations for the preservation of the memories of the victims, in order to foster mutual respect and observance of human rights in Guatemala, which should lead to the strengthening of democratic principles in the country. The CEH made its final report in a public ceremony in Guatemala City on February 25, 1999. At that ceremony, the CEH Report, entitled in English "Guatemala: Memory of Silence," was turned over to the representatives of the Guatemalan Government and the URNG as well as the UN. The CEH recommendations contained in that report are still being implemented by the government.

Answer the following questions:

- Why do you think countries create truth and reconciliation commissions?
- How are the commissions in these case studies similar?
- How are the commissions different? Why do you think some are different than others?
- Which of these commissions do you see as the most successful? Why?
- If you could go back and recreate one of the commissions, how would you change it?
- What do you think is the value of a truth commission?
- What do you believe are the challenges in fulfilling the recommendations of a truth commission?



TRUTH AND RECONCILIATION COMMISSION ROLES

Commissioners

Commissioners are well-respected individuals chosen for their integrity to oversee the work of the TRC. For this role play they are responsible for keeping order during the meeting. They are also responsible for asking the victims or perpetrators questions about the violence. They will decide whether the perpetrator should be granted amnesty. The commission will provide recommendations to the country's government on how to prevent this type of violence from occurring again.

Victims

Victims are responsible for telling their stories to the truth commission. They might be victims who are delivering first-hand accounts of what they experienced or a family member describing violence that was inflicted on a relative.

Perpetrators

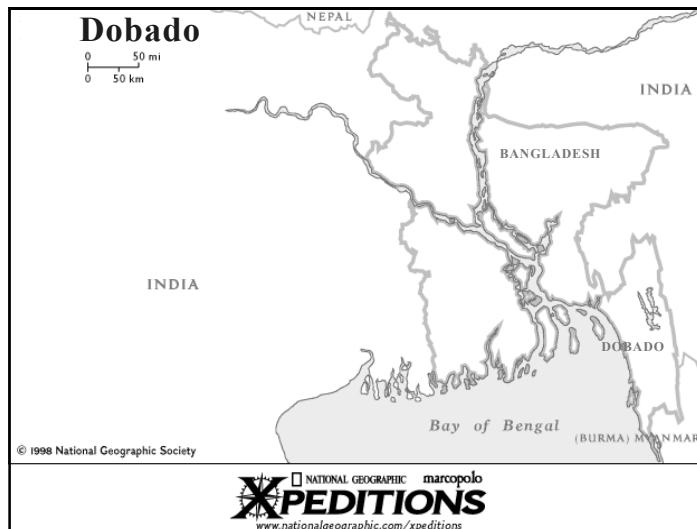
Perpetrators are responsible for telling their stories, confessing their wrongs and asking for forgiveness. If the commission has power to grant amnesty, they will also state to the commission why they feel amnesty is appropriate in their cases.

Witness observers

Witness observers are responsible for listening to what is said during the hearing. After the commission has described their recommendations to the class, the witness observers should describe any observations or make additional recommendations that the commission may have not mentioned.



HISTORY OF DOBADO



Dobado is a small country located in South Asia between Myanmar, India, and Bangladesh (see map). Its population is approximately 3.2 million, and its landmass, roughly the size of Maine (32,887 sq. miles, half the size of Minnesota), is divided into five provinces: the South, South West, Central, North, and North West. The ethnic composition of Dobado is mainly comprised of two groups: the Altoy, who make up approximately 25% of the population, and the Maheni, who make up 70% of the population. The remaining 5% of the Dobado population is composed of a number of small ethnic groups.

In 1823, the British conquered Dobado and established a seat of government in the capital city of Delan. The British favored the Altoy group and placed them in the most important government positions. The Maheni, however, rejected British rule and fought against colonization. The effects of colonialism would be an important contributing factor to the civil war.

Dobado gained independence in 1973. In spite of the Maheni majority, the Altoy maintained control of the government, the major manufacturing and trading industries, and the educational system. The Altoy, fearing that they would lose their positions of power, refused to hold free and fair elections until widespread public outcry and student protests caused the United Nations to intervene and call for elections in 1986. As expected, the Maheni won a majority of seats in the Parliament. Former President Hanji, a member of the Altoy elite, however, was reelected with more than 70% of the vote, leading to allegations of fraud, which the President strongly denied. As a result, the President dissolved the Parliament.

Peaceful protests became increasingly violent demonstrations, especially in the North West Province. The President sent in the national military to quell the violence, but the military's heavy-handed tactics only made things worse. The military rounded up hundreds of men they deemed suspicious and detained them in the Mo'hoi prison for many years without a trial. Ultimately, Dobado fell into internal armed conflict between the rebel Dobado United Front (DUF), composed mainly of the Maheni, and the national military. Civilians from all ethnic groups were the victims of many human rights abuses as the armed factions fought for control of the land.

Finally, in 1996, a United Nations peacekeeping force intervened in the conflict and established peace. The decade of internal armed conflict had devastated many parts of the country and left over 800,000 Dobado citizens without homes, living in refugee camps in neighboring countries. In some Provinces where the fighting was particularly fierce, human rights abuses were so terrible that the Government of Dobado passed a law to create the Truth and Reconciliation Commission for Dobado.



DIRECTIONS FOR TRC PUBLIC HEARING

The Public Hearing should be conducted in the following manner:

Commissioners: Sit in a semi-circle facing the audience, with three empty chairs in the center. Attorneys, witnesses, reporters and other students may sit in the audience. When a witness is called, that witness, the attorney and the counselor take their spots in the semi-circle during testimony.

Chairperson: The Chairperson gives an opening statement (1-2 minutes), thanking the witnesses for coming and their willingness to give their testimony and acknowledging the pain that revisiting these tragedies can cause.

Deputy Commissioner: The Deputy Commissioner gives a brief description of the events that transpired in Dobado. (3-4 minutes) (See History of Dobado)

Chairperson: The Chairperson introduces the witness. (Stories of witnesses, both perpetrators and victims in Handouts 8-15). Prior to each witness' story, the Chairperson asks each witness if they solemnly swear to tell the truth.

Witnesses: Respond "yes" to the Chairperson.

Witness: The individual states his or her name.

Attorney: The Attorney asks the witnesses basic questions, such as the age, relationship to deceased victims, names and number of family members, etc. The Attorney should ask the perpetrators basic questions about his/her involvement in the conflict, such as membership in the military or a rebel faction, rank, etc. After asking the basic questions, the Attorney then invites the person to tell his or her story.

Witness: (There are victim and perpetrator witnesses) Each witness tells his or her story of what happened to himself/herself and/or the victim's family, or what his or her involvement was in perpetrating violations of human rights and humanitarian law.

Counselor: The counselor provides support to the witness throughout the session, especially if he or she becomes emotional.

Commissioners: All Commissioners may ask each witness questions during the hearing for clarification; however, it is important that the Commissioners allow each person to tell his or her story so the witnesses do not feel like they are being interrupted or interrogated.

Chairperson: When each victim has finished telling his or her story, the Chairperson should ask that person what the Commission could do to assist him or her and what he or she thinks is necessary for reconciliation. When the perpetrator has finished telling his story, the Chairperson asks if the perpetrator is sorry for what he has done and if the perpetrator wants forgiveness. If so, the perpetrator is invited to share how he would like to make amends.

Witnesses and Attorneys: Take seats in the audience after finishing with the testimony.

Subsequent Witnesses: Each additional witness should be introduced, questioned and invited to share his or her story in the manner outlined above.

Commissioners: Thank everyone for sharing their stories.

Reporters: Take notes throughout the hearing and write an article, poem, or song to raise awareness about and interest in the hearing for the general public.



COMMISSIONERS

Chairperson of the TRC: You are in charge of facilitating the public hearing and ensuring that it proceeds smoothly. You will need to present an opening statement (1-2 minutes) to thank everyone and explain why you believe this process is an important step towards healing and peace in Dobado.

Deputy Chairperson of the TRC: Read through the History of Dobado. After the Chairperson's introduction, you will briefly describe what happened in Dobado during the conflict (3-4 minutes).

All Commissioners: You will need to listen closely to each witness. If there are gaps or events you do not understand, you may ask questions. Be sensitive to each witness, and remember this is part of the healing process for them to share their experiences.

Before the public hearing, Commissioners can meet with the counselor and all Dobado citizens to design a traditional reconciliation ceremony. Reconciliation ceremonies are an important part of the process towards healing the wounds of war. Reconciliation ceremonies may be drawn from local cultural practices, such as traditional healing ceremonies. Below are some examples of reconciliation ceremonies from around the world. You may draw on these examples or create their own reconciliation ceremony.

TRADITIONAL RECONCILIATION CEREMONIES

- **Mato Oput Ceremony:** In this ceremony, used by the Acholi people of northern Uganda, the wrongdoer acknowledges the wrong they have committed and asks for forgiveness. The wrongdoer is reconciled with the victim's family. The ceremony begins in the sharing of a symbolic drink made from the oput tree. The ceremony usually takes place in an isolated place or at the bank of a river to chase away hatred and revenge.
- **Peace Covenant Ceremony:** After signing and sealing a covenant declaring peace, some cultures will slaughter a bull or goat. The blood is thrown into the air to cleanse the community and bind them to the peace covenant. The meat from the animal is eaten by the community to bind them together. The community feasts and dances together.
- **Peace Festival:** At these festivals, poetry is read and lectures are given with peace as the main theme. Participants are invited to sing and dance together.
- **Prayers:** For many people prayer is an important part of repenting and asking for forgiveness. Religious leaders will often lead prayers for reconciliation.
- **Meditation:** This practice uses techniques that focus the mind and promote a state of calmness so that the mind and body can be brought into greater harmony to facilitate health and healing. It helps individuals release themselves from their thoughts (especially of the past), be more aware of the present, and more at peace with the world thus encouraging forgiveness, healing, and reconciliation.
- **Music and Dance:** For many people music and dance is an integral part of their culture and an important part of any celebration. Tribal leaders wear traditional garments and beat drums, while others chant, dance, and sing. The music and dance serves as a reintegration ritual, helping bring the communities together.
- **Ceremony for cleansing and reintegrating ex-soldiers:** In some societies, like Sierra Leone, water is used to "cleanse" ex-soldiers and give them a "cool heart." Water is rubbed on the head, chest, arms, and feet to bring about an inner transformation in the ex-soldier and his/her social relationships. Part of having a cool heart is not talking about the war: the ex-soldiers are remade as new persons and accepted back into the community.
- **Rebuilding:** Perpetrators can also provide restitution to the victim by setting things back to where they were before the war. For example, where perpetrators may have burned down homes, they might build a new home for the victim.



ATTORNEYS

Read the story of the witness you are representing at the public hearing and read Handout 4: Directions for TRC Public Hearing. You will prepare basic questions to ask each witness, such as name, age, relationship to deceased victim if applicable, family information, and background. Ask only enough questions to give the audience an idea of who the witness is. The witness will tell most of his or her story during the testimony.



COUNSELOR AND NEWS REPORTER

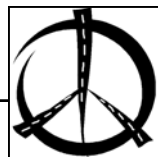
Counselor: Your job is to provide support to the witness during their testimony. Be prepared to provide positive feedback and encouragement, and listen with empathy.

News Reporters: Your job is to report on the TRC public hearing for your newspaper readers. The TRC of Dobado is important and people want to understand what the TRC is doing and what happens during the public hearing. Your job is to write an article, poem, or song about the TRC. Music is a powerful medium that can reach everyone, even those who cannot read. Your goal is to educate people about the TRC's work, as well as get them interested in the public hearing.

One reporter represents the biggest news sources in the world, the Associated Press (AP). The AP was founded in the United States in 1848 to report on global events. It is the oldest and largest news organization in the world. Most local and state newspapers in the U.S. will use your reports to cover the tribunal. Your job is to report on the TRC public hearing for an international audience.

Another reporter represents the Dobado Daily News, the newspaper with the widest circulation in Dobado. The people in Dobado will depend on you for their news, and it is important to tell them what is happening each day in this court.

You may choose between yourselves who will represent which news organization.



PRESIDENT HANJI (PERPETRATOR)

The DUF and their supporters threatened the peace of Dobado after you were reelected in 1986. The demonstrations made it difficult for you to rule the country effectively. You did not want to see the situation escalate, so you sent the military to the North West province, hoping they could put an early end to the violence. Things worsened, and a civil war was soon raging in Dobado. You heard of the terrible atrocities the DUF committed, such as kidnapping young girls to be wives and recruiting small children for combat. You believed you needed to do everything to put an end to this violent rebellion.

One of the biggest problems with controlling the violence was the lack of military power and resources in the government. Because the DUF had recruited so many young people, there were fewer people joining the national military. The number of soldiers in the military was half of what it should have been, and many soldiers were poorly trained and undisciplined. This was problematic because you were unable to maintain control over the fighting in the north. Resources were also low, and you had to cut government food rations for your soldiers by half.

You told your generals they needed to do “everything within [their] powers to stop the DUF insurgency.” You did not intend for them to kill civilians, steal their food or destroy villages. But when you found out this was happening, you did not order the military to stop because you thought it intimidated DUF supporters. Also, you ordered your generals to detain all DUF supporters in the Mo’hoi prison until the end of the war. You believed their detention was necessary to reduce further casualties. It was difficult to identify who was a DUF supporter, and it later turned out that many of those detained were not supporters. Almost all of the prisoners were Maheni, although some prisoners were from smaller ethnic groups.

You may make up any other facts you need to answer any questions, as long as they do not contradict any of the facts above.



GENERAL AKAH (PERPETRATOR)

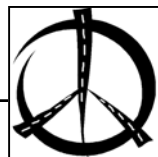
You served as a General in the national military during the civil war. You were stationed in the North West province, where there were many non-Maheni living. Surprise attacks by the DUF were frequent, although you had no idea how they knew of the military's movements. You suspected there were DUF spies living in the surrounding villages. President Hanji had told you to do "everything within your powers to stop the DUF insurgency." He also told the generals to detain all DUF supporters, but did not tell you who they were or how to find them.

You visited several non-Maheni villages in the North West, including Garado, looking for spies. Since you did not have any names, you decided to target men who looked suspicious. To be on the safe side, you rounded up every adult man in the village. Sometimes, however, you left the elderly men alone. Each time, the villagers would protest and tell you they were not spies, but you told your soldiers to ignore them or even hit them to make them obey. After the men were rounded up, the soldiers would go through people's homes and take whatever they wanted and destroy items. You did not participate, but you allowed the soldiers to loot the villages as a way of keeping them happy. The soldiers received such small wages, you figured that they could pay themselves this way.

You marched the captured men to the Mo'hoi prison. Anyone who tried to escape or who could not keep up was immediately shot and left for dead. You would not take any chances. Many of them were probably innocent, but since the courts were incapacitated by the war, there was no way to hold trials and find out. It was safer to leave all of them there.

You could not visit all of the villages yourself, so you instructed your subordinates, including Lieutenant Chanbury, to arrest any suspected DUF supporters near the North and South Provinces. You did not have any names to give him, but told him to take away any suspicious looking males.

You may make up any other facts you need to answer any questions, as long as they do not contradict any of the facts above.



COMMANDER SURY (PERPETRATOR)

You are a low-ranking officer in the DUF. You are a Maheni who grew up in the outskirts of Delan. You were tired of the discrimination and hardship you faced by the Altoy, so you joined the DUF as a way to resist President Hanji. You worked hard and were soon promoted to the rank of Commander.

Your DUF superiors instructed you to train the child soldiers. When the kidnapped children arrived, you gave them weapons training and took them through physical exercises. Sometimes, you needed to hit the children if they were lazy or not learning quickly enough, and you resorted to threats if the children tried to escape. If they did not perform well, you would be demoted and perhaps punished by your superiors. You also gave the children a drug that your superiors wanted everyone to use, especially before battle. Your superiors would choose which villages to target and give you specific instructions on how to attack and who to kill. You would then tell the children and lead them on these missions to destroy villages.

In your culture, children are considered adults once they reach the age of 12. You believe that any Maheni over the age of 12 is not a child and that you never trained child soldiers, only adults.

Women and girls were often kidnapped and recruited to work as field wives for the DUF. A field wife's job was to cook, clean, carry water, collect firewood, and perform other tasks. You never spoke to or had any contact with the field wives. You did not participate in the raids to abduct them. You knew that most of the work in the camp was carried out by the field wives, but you never used them personally.

You and the other DUF soldiers have stolen food from villages. You only killed or beat people during these food raids when they resisted or threatened you. No one ordered you to do this; you simply did it because you needed the food.

You may make up any other facts you need to answer any questions, as long as they do not contradict any of the facts above.



LIEUTENANT CHANBURY (PERPETRATOR)

You were a lieutenant in the Dobado national military during the civil war. In 1991, President Hanji told all generals and lieutenants to do “everything within your powers to stop the DUF insurgency.” The fighting was terrible, and it was almost impossible to tell who was a DUF rebel and who was a civilian. Usually, the DUF rebels stayed in camps in the jungle, but they also had spies posing as civilians in the villages. These spies would inform the DUF about the military’s movements so the DUF could launch surprise attacks at night. Thus, when you heard a rumor about someone being a spy, you had your soldiers beat him until he confessed. Then, the soldiers killed him. It’s possible that some of these people were innocent and only confessed to make the beating stop, but you did not want to take any chances. If you did not employ this policy, you believe you would have lost hundreds of soldiers to the DUF.

In 1994, your superior, General Akah, told you to arrest suspected DUF supporters living in an Altoy village near the border of the North and South Provinces. You did not have any specific names, but were told to round up every suspicious-looking male. While you were in the Altoy village, the DUF began launching heavy attacks on your squadron. These attacks usually left a dozen of your soldiers dead and many wounded. You feared your squad would suffer even more casualties if you stayed any longer, so you decided to take all village men and boys to the South Province and place them in the Mo’hoi prison. Afterward, your squadron moved on to another province, leaving the villagers behind in prison. They remained there until 1996, when they were finally released by the UN peacekeepers.

Sometimes, you had to ask for food from nearby villages when your own supplies ran low. No one ordered you to do this, but you knew that if you did not feed your soldiers, the DUF would be able to defeat you. You believe the villagers were happy to help most of the time. After all, the military was fighting to bring peace to Dobado. Occasionally, there were times when you had to take food by force from the villagers. When the village skirmishes became violent, civilians were sometimes killed during these “food appropriation missions.” You do not remember how many people were killed or from how many villages you took food.

You may make up any other facts you need to answer any questions, as long as they do not contradict any of the facts above.



HARO (VICTIM AND WITNESS)

In February 1993, armed soldiers of the DUF invaded your village. They killed many of the men in your village and rounded up all of the women and girls. They chose you and ten other girls to take away with them. All of you resisted and begged to be left with your families, but the soldiers beat you until your protests stopped. The soldiers told you that you would be one of the army's "field wives" and that it was your duty to support the DUF in its fight against a fraudulent president. When you arrived at the DUF camp, you saw there were 50 other field wives already there. Some of the girls said they had been there since the beginning of the war and that all the DUF camps had field wives.

A field wife's job was to cook, clean, carry water, collect firewood, and perform other tasks. Girls who did not do their jobs or who tried to escape were beaten or sometimes even killed. You wanted to return home, but you were too afraid to try to escape. So, you obeyed the soldiers and did as you were told. You feel lucky because you were only a cooking wife. Some of the girls also were forced to live in the quarters of the higher-ranking officers and bear children.

Most of the food you cooked was stolen from nearby villages that were not fighting. You often saw DUF soldiers taking food forcibly from villagers. One time, you saw several villagers blocking their food storehouse to prevent the soldiers from entering. The soldiers beat the villagers and ordered them to move aside. When the villagers continued to resist, the soldiers shot and killed them. Whenever the food supplies began to run low, the soldiers moved the camp to a new area where the villages had not been plundered yet. Sometimes, the DUF would move camp when the national military was approaching. When this happened, the DUF would burn all of the food in the villages before leaving so that the national military could not have it.

You recall seeing Commander Sury participate in and sometimes lead food raids, but he never spoke or had any direct contact with you. Now that the war is over, you would like to return home to your family and friends. You tried once to return home, but the villagers threatened you and chased you away. They heard stories about how you would stand by and watch soldiers loot food and kill other villagers. Even your family does not welcome you back, because they believe you are no longer clean since you became a field wife to the DUF soldiers.

You may make up any other facts you need to answer any questions, as long as they do not contradict any of the facts above.



SUU KYI (VICTIM AND WITNESS)

You and your family lived in the small village of Roondi. In July 1993, you were all asleep when there was a knock on your door in the middle of the night. The national military was camping in the region, and you had heard they were looking for DUF supporters. Although none of you were involved in the civil war or had connections with the DUF, you were afraid. You, as well as most of the people in your village, are Maheni, and there were stories that the national military sometimes bullied the non-Altoy.

There were several military soldiers outside. When your husband opened the door, the soldiers entered your house without permission and began looking around. They rummaged through everything, opening drawers and closets, and ransacked your home. They helped themselves to any food or items that caught their eye. When they finished, they demanded that your husband and your 14-year old son come with them for questioning. You and your daughter were worried, but were too afraid to protest.

After they left, they went to your neighbor's house where they did the same things. Your husband and son never returned home that night. The next morning, there were no men and boys left in the village, and no one knew where they had been taken.

You and the others asked everyone to find out what had happened to the men and boys. Finally, after several months, you learned that the army had taken the men and boys to the Mo'hoi prison. For three years, you tried everything to get your husband and son released. Whenever you talked to the local government officials, they just shrugged and said that your husband and son were in "safe custody" under orders of President Hanji.

After 1996, your son was released from the Mo'hoi prison and came home. He had been there for three years without a trial or hearing. He still does not understand why he was imprisoned, because he had nothing to do with the DUF. He guesses there were probably 10,000 other prisoners like him with no connection to the DUF in the Mo'hoi prison. Your husband never returned home. The military said he caught a fever and died on the way to the prison. Your son was separated from him after they were taken from the village, and he does not know if the army's story is true. Your son believes the military probably killed him. He said he saw the military shoot several men and leave them by the side of the road on the way to the Mo'hoi prison.

You may make up any other facts you need to answer any questions, as long as they do not contradict any of the facts above.



BAKARA (VICTIM AND WITNESS)

You grew up in a small village in the Central Province. There was very little fighting near your village, and no one knew much about the civil war. Most of the people in your village are Kino (one of the minority cultures of Dobado). When you were twelve years old, DUF rebels came to your village. They said they were there to protect small ethnic groups like the Kino from the elitist Altoy, and they demanded food.

The village mayor told the DUF rebels that he could give them some food, but not as much as the soldiers wanted. There was an argument, and the DUF took the mayor away. He never returned. The next day, a group of rebels returned and chose thirty boys and girls, all of whom were between twelve and eighteen years of age. In your culture, people are considered adults at the age of 12 years. Some of the children tried to resist, but the rebels threatened to kill them and their families. The rebels brought you to their camp, where you saw about 100 other children your age carrying guns. Commander Sury (one of the defendants) approached you and said you had all been conscripted into the DUF. Commander Sury said the national military would exterminate everyone who was not an Altoy, including the Kino. He said that if you did not join the DUF, you would undoubtedly be killed by the Altoy, so he “would save you the time” and kill you himself if you refused.

Commander Sury taught all of you how to fight. He showed everyone how to hold and fire a gun, as well as how to launch an ambush attack. Commander Sury was strict and would beat you if you became tired or could not shoot your gun well. Sometimes, Commander Sury gave you a drug that made you feel strange and angry, but very energetic. Anyone who tried to escape was beaten. Although you very much wanted to return home, you were too afraid to try to leave. You were always afraid, so you did everything that you were commanded.

After a few weeks, Commander Sury told all of you that you would be carrying out an important mission and destroying a nearby village. He talked about how dangerous the Altoy were and gave each of you the drug. Commander Sury, the other children, and you, raided the village, burned all of the homes, and killed all the villagers. As you were attacking the village, you thought it looked familiar, but were too confused and crazed at the time to realize it was your own village.

The next day, you realized that you had killed everyone in your village. All of you were horrified, and many of you wanted to run away or kill yourselves. Commander Sury told you that you were now warriors and could never go home. You had no choice but to be a DUF soldier. For the next three years, you fought for the DUF. You and the others often burned villages and sometimes you killed people. You did not want to kill people or burn homes. You were just doing what Commander Sury told you to do.

You may make up any other facts you need to answer any questions, as long as they do not contradict any of the facts above.



BRAZO (VICTIM AND WITNESS)

You and your family lived in a small village in the North West Province. Even though there were outbreaks of fighting throughout the province, the people in your village were farmers and not involved in the civil war at all. All you wanted was to be able to farm and go about your daily lives in peace.

In 1992, a large group of national military soldiers led by a man named General Akah came to your village. General Akah said there were reports of DUF spies hiding out in your village. He said that unless he learned who the spies were, everyone in the village would pay. No one came forward. Angered, General Akah grabbed four young men and demanded that they tell him the spies' names. The men said truthfully there were no spies in the village. In response, General Akah told his soldiers to "beat the names out of these men." The soldiers began beating, kicking, and hitting the men with their rifles. Although the men and villagers said there were no spies and begged them to stop, the soldiers continued beating them.

The soldiers then began ransacking homes, taking whatever they wanted and smashing things. General Akah stood by and watched. When they finished, the soldiers set fire to all of your homes. They selected all the young men in the village to take away with them. As an elderly man, they decided to leave you alone. They told the rest of you to leave and never come back, or else they would kill you.

You, your family, and the other villagers stumbled away from what was once your home. You had only the clothes you were wearing and no food or other necessities. You walked for six days, eating berries, roots and whatever else you could find. Seven elderly and small children died along the way. Eventually, you arrived at a camp where other displaced villagers were living. Their homes had also been burned down by the national military, and they had sought refuge in this abandoned village. Living conditions were bad, and everyone slept in makeshift shelters or burnt out homes. There was little food. Many people became sick with diseases, and several people died. Because of the crowded and lawless conditions, thefts and physical violence were common. You lived there for nearly a year before you made your way to a refugee camp across the border. Although conditions were still difficult there, it was a vast improvement from the previous camp.

After the civil war ended, you returned home to find another family living on your land so you had to occupy your neighbor's land. You and the other villagers have been trying to eke out a living, but it has been hard starting from scratch. The soldiers stole nearly all of your seed, and there are only a few farming tools that everyone must share. You are very angry at General Akah for his needless destruction of your lives and livelihood. You have never met President Hanji.

You may make up any other facts you need to answer any questions, as long as they do not contradict any of the facts above.



TRUTH AND RECONCILIATION COMMISSION RESOURCES

TRUTH COMMISSION REPORTS

- **Burundi** - Report of the UN Investigative Commission on Transitional Justice in Burundi Security Council Resolution
www.womenwarpeace.org/burundi/docs/res1606.pdf
- **Chile** - Report of the National Commission on Truth and Reconciliation www.usip.org/library/tc/doc/reports/chile/chile_1993_toc.html
- **East Timor** - East Timor Commission for Reception, Truth and Reconciliation <http://www.easttimor-reconciliation.org/>
- **El Salvador** - Report of the El Salvador Truth Commission www.derechos.org/nizkor/salvador/informes/truth.html
- **Fiji** - Promotion of Reconciliation, Tolerance and National Unity Bill 2005 www.fijitimes.com/unitybill.html
- **Ghana** - Report of the National Reconciliation Commission www.ghana.gov.gh/NRC/index.php
- **Guatemala** - Report of the Commission for Historical Clarification <http://shr.aaas.org/guatemala/ceh/report/english/toc.html>
- **Indonesia** - MOU between the Indonesian Government and the Free Aceh Movement www.cmi.fi/files/Aceh_MoU.pdf
- **Nigeria** - Report of the Nigerian Human Rights Violations Investigation Commission (Oputa Panel) www.kwenu.com/record/2005/ndm_oputa.ht
- **Peru** - Final Report of the Peru Truth and Reconciliation Commission www.cverdad.org.pe/ingles/ifinal/conclusiones.php
- **Sierra Leone** - Truth Commission Documents www.sierra-leone.org/trc-documents.html
- **South Africa** - Report of the South Africa Truth and Reconciliation Commission www.info.gov.za/otherdocs/2003/trc/ and the TRC Home Page www.doj.gov.za/trc/
- **United States** - Greensboro Truth and Reconciliation Commission www.greensborotrc.org/

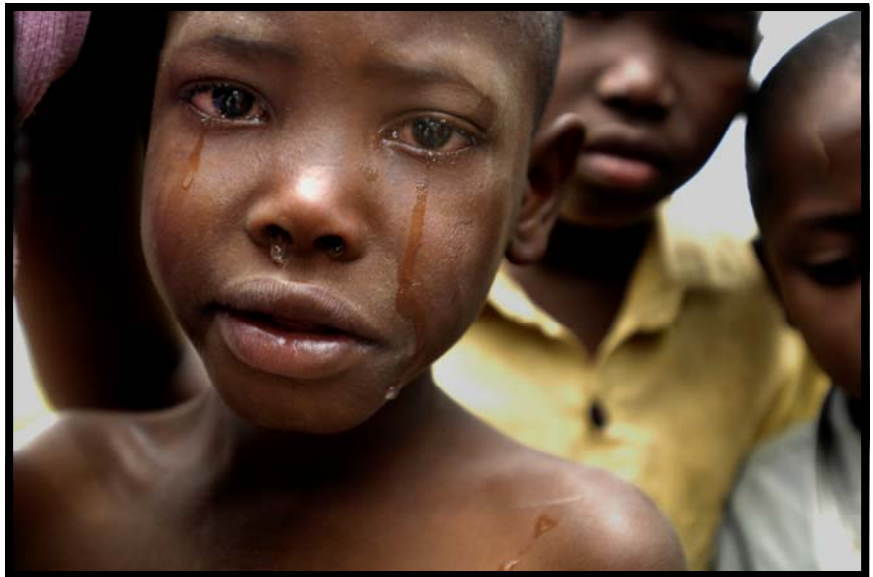
GENERAL TRUTH COMMISSION RESOURCES

- **INCORE Truth Commission Database.** A guide to internet sources on truth and reconciliation. www.incore.ulst.ac.uk/services/cds/themes/truth.html
- **Notable Truth Commissions Since 1974.** A list of notable truth commissions compiled in a table by Helena Cobban in February 2005. www.justworldnews.org/archives_truth_comm_table.html
- **Strategic Choices in the Design of Truth Commissions.** An online comparative research project of five selected truth commission cases. Also includes an extensive list of web links. www.truthcommission.org/links.php?lang=en
- **Truth Commissions.** An in depth article on truth commissions by Eric Brahm, posted on the Beyond Intractability website, 2004. www.beyondintractability.org/m/truth_commissions.jsp
- **Truth and Reconciliation Commissions: A Review Essay and Annotated Bibliography.** By Kevin Avruch and Beatriz Vejarano, 2002. This detailed essay and bibliography is available in the Online Journal of Peace and Conflict Resolution. www.trinstitute.org/ojpcr/4_2recon.htm
- **United States Institute for Peace.** This site has a truth commissions digital collection. www.usip.org/library/truth.html



Source: **Transitional Justice Forum.** <http://tj-forum.org/files/Truth-comms-from-JE.html>
(September 2005)

Lesson Seven



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Mock Tribunal





"If you want peace, work for justice."

~Henry Louis Mencken

Lesson 7: Mock Tribunal

Goals: To provide students with a general understanding of the function of a War Crimes Tribunal and how it can be used to address violations of human rights and humanitarian law through a role play

Objectives:

- Students will identify what kinds of acts can be prosecuted by a tribunal
- Students will understand the role of war crimes tribunals in providing justice
- Students will act out the roles of defendants, victims, and court personnel in a fictional post-conflict country

Essential Question: What is an International Criminal Tribunal and how does it work?

Materials:

PowerPoint	History of Dobado	Handout 12: Defense
Handout 1:	History of Dobado	Handout 13: Jury
Handout 2:	General Class Information	Handout 14: Judges
Handout 3:	Statute of the Int'l Criminal Tribunal for Dobado	Handout 15: Clerk of Court
Handouts 4-5:	Defendants	Handout 16: News Reporters
Handout 6-10:	Witnesses	Handout 17: Mock Tribunal Script
Handout 11:	Prosecution	Handout 18: War Crimes Tribunal Resources

Resources: See [Handout 18: War Crimes Tribunal Resources](#) at the end of this lesson

Time Frame: 2-5 class periods

Age Level: High school - adult

Vocabulary: Allegations, amnesty, casualties, conscript, country, covenant, defendant, demote, exterminate, factions, food rations, fraud, imaginary, impunity, incapacitated, intervene, intimidate, insurgency, judge, lawyer, legacy, loot, make amends, plunder, public hearing, quell, ransack, recruit, restitution, subordinates, statute, testimony, tribunal, war crimes, witness

Activity 1: Mock Tribunal Role Play

(Approx. 2-5 class periods)

Procedure:

1. **History Lesson.** Share the history of the imaginary country, Dobado, with your students, letting them know they will be conducting a “mock” war crimes tribunal based on this history. *If your students already did Lesson 6 you can skip this part of the activity.* Have students read Handout 1: History of Dobado and/or show them the History of Dobado PowerPoint included in this curriculum. As a group, discuss how the history of the fictional country compares to real world events. Ask the students if it is similar to or different from any of the internal conflicts seen today or in the recent past.
2. **Prepare.** Give each student a copy of Handout 2: General Information for the Class and Handout 3: Statute of the International Criminal Tribunal for Dobado. Divide the students into seven groups. Give each group one of the different defendant or witness roles to study. Each group should work together to answer the following questions:

Questions for Discussion

- What violations and abuses can you identify in your story?
- Read over the Statute, especially Articles 3-5 in Handout 3. Which crimes do you think happened in your character’s story?
- Read Article 6 of the statute carefully. Discuss whether Article 6 applies to anyone in your story and why you think this article is important.
- Do you agree that all acts in Articles 3-5 should be illegal for any soldier or army? Are there any violations you can think of that should be taken out or included in the Statute?
- If you have a defendant: should your character be tried and punished? Why?
- If you have a witness: what would you want to happen if you were this person?
- Do you think prosecuting the person(s) who committed the abuses in your story will help the country of Dobado? Why or why not?

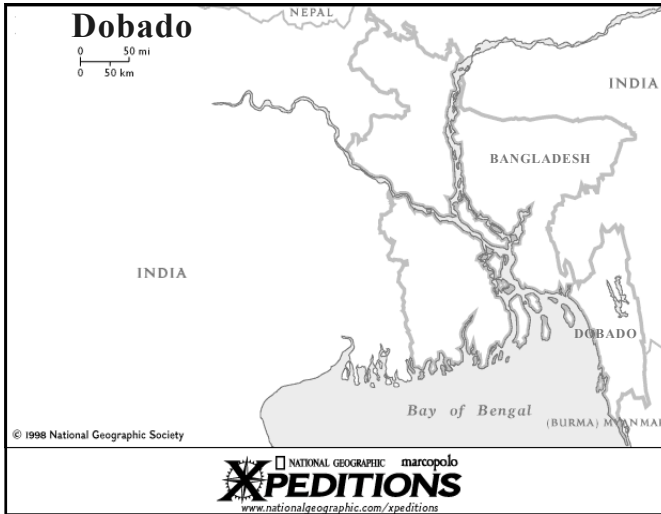
3. **Role Play.** For homework, give each student one of the roles to study as well as a copy of Handout 4: Mock Tribunal Script. Each person should have a role. If you have a small class, you can reduce the roles necessary by having only one judge, prosecutor, and defender. Depending on time, you may wish to try only one defendant, in which case, only the corresponding witnesses should testify. On the day of the trial, set up the room like a courtroom (see script). Have students take their places. Announce to your students that “today, the International Tribunal for Dobado is hearing the trials of *state name of defendant(s)*.” Begin role play.
4. **Discuss.** After the role play has concluded, discuss the following questions as a large group.

Questions for Discussion

- Do you think the jury made the right decision? Why or why not?
- Do you think the trial process helped, hurt, or did nothing for the witnesses? Why?
- Do you think the International Criminal Tribunal for Dobado is the best way to address the human rights violations in Dobado?
- Do you believe that individuals should be prohibited from doing those acts that the Statute declares illegal?



HISTORY OF DOBADO



Dobado is a small country located in South Asia between Myanmar, India, and Bangladesh (see map). Its population is approximately 3.2 million, and its landmass, roughly the size of Maine (32,887 sq. miles, half the size of Minnesota), is divided into five provinces: the South, South West, Central, North, and North West. The ethnic composition of Dobado is mainly comprised of two groups: the Altoy, who make up approximately 25% of the population, and the Maheni, who make up 70% of the population. The remaining 5% of the Dobado population is composed of a number of small ethnic groups.

In 1823, the British conquered Dobado and established a seat of government in the capital city of Delan. The British favored the Altoy group and placed them in the most important government positions. The Maheni, however, rejected British rule and fought against colonization. The effects of colonialism would be an important contributing factor to the civil war.

Dobado gained independence in 1973. In spite of the Maheni majority, the Altoy maintained control of the government, the major manufacturing and trading industries, and the educational system. The Altoy, fearing that they would lose their positions of power, refused to hold free and fair elections until widespread public outcry and student protests caused the United Nations to intervene and call for elections in 1986. As expected, the Maheni won a majority of seats in the Parliament. Former President Hanji, a member of the Altoy elite, however, was reelected with more than 70% of the vote, leading to allegations of fraud, which the President strongly denied. As a result, the President dissolved the Parliament.

Peaceful protests became increasingly violent demonstrations, especially in the Northwest Province. The President sent in the national military to quell the violence, but the military's heavy-handed tactics only made things worse. The military rounded up hundreds of men they deemed suspicious and detained them in the Mo'hoi prison for many years without a trial. Ultimately, Dobado fell into internal armed conflict between the rebel Dobado United Front (DUF), composed mainly of the Maheni, and the national military. Civilians from all ethnic groups were the victims of many human rights abuses as the armed factions fought for control of the land.

Finally, in 1996, a United Nations peacekeeping force intervened in the conflict and established peace. The decade of internal armed conflict had devastated many parts of the country and left over 800,000 Dobado citizens without homes, living in refugee camps in neighboring countries. In some provinces where the fighting was particularly fierce, human rights abuses were so terrible that the international community, through the Secretary-General of the United Nations, entered into an agreement with the Government of Dobado to establish the International Criminal Tribunal for Dobado (see the Statute).



GENERAL CLASS INFORMATION

For thousands of years, there has been a growing understanding of what it means to be human and to have rights. Most major religions and many philosophies have concepts of human rights, usually regarding the treatment of others, within their doctrines. Perhaps one of the best-known human rights principles is the golden rule, “Treat others as you would like to be treated.”

Fundamentally, human rights are the basic rights you are entitled to by virtue of being human. Every single person is entitled to enjoy human rights no matter who they are, where they live, or what kind of lifestyle they have. You probably know many of the basic human rights, such as the right to equality, the right to an adequate living standard, and freedom of expression. As youths, you and your fellow students are also entitled to specific rights, like the right to education. Many people, however, do not have the same opportunity to enjoy these rights, even though they deserve them. Can you think of some situations where people do not enjoy basic human rights today?

Human rights are also found in laws. If you look at your state or federal laws, you will find many human rights protections. For example, you will find laws that prohibit discrimination, violence, murder, and slavery. There are also international laws that protect human rights. For example, the United Nations (UN) is an international organization made up of 192 countries. Established in 1945, the UN seeks to address issues confronting the world, including human rights. In 1948, the UN created one of the most important human rights documents, the Universal Declaration of Human Rights (UDHR). The UDHR contains 30 articles that set forth the human rights and fundamental freedoms that every human being is entitled to enjoy without discrimination. Since then, the UN has created over sixty more documents called treaties that protect human rights.

In addition to these human rights treaties, other laws apply to special situations, such as war. In 1949, members of the UN met to adopt the rules of war, called the Geneva Conventions. They were created to limit human suffering during war and to specifically protect two groups of people: 1) those who are not participating in the war, e.g., civilians, and 2) those who can no longer fight in the war, e.g., prisoners of war and injured soldiers. Four Geneva Conventions exist, plus two Additional Protocols that protect victims and a third Protocol on the use of emblems.

After a war, countries may need to use a mechanism to help people heal and to move the country forward. One of the mechanisms that countries have used is a war crimes court or tribunal. You may have heard of some tribunals around the world, including the International Criminal Court, the International Criminal Tribunal for Yugoslavia, the International Criminal Tribunal for Rwanda, the Special Court for Sierra Leone, the Extraordinary Chambers in Cambodia, and the Special Panels in Timor-Leste.

Activity

The story of Dobado is fictional, but the events in the story are similar to what has happened in other countries. You will be participating in a mock tribunal exercise where you will play the different roles of people in real tribunals. Some of you will be the judges, others the defendants and witnesses, and many of you will serve as the jury.

You will need to:

Read the Statute of the International Criminal Tribunal for Dobado, especially Articles 3 through 6, to decide if the defendants are guilty of the crimes with which they are being charged. Understand and prepare for your role in the International Criminal Tribunal for Dobado. Decide if the defendants are guilty of the crimes with which they are being charged. Be prepared to discuss what your impressions of justice are after the trial. Each defendant is charged with several “counts” under the Statute. This means the prosecutor believes that the defendant has broken more than one of the laws. You must decide if the defendant is innocent or guilty and if so, under which counts. Just because a defendant is guilty of one count does not mean that he is guilty of all counts. The decision is up to you.



STATUTE OF THE INTERNATIONAL CRIMINAL TRIBUNAL OF DOBADO

Having been established by an Agreement between the United Nations and the Government of Dobado pursuant to Security Council resolution 1662 (2002) of 10 July 2002, the International Criminal Tribunal for Dobado (hereinafter “the Tribunal”) shall function in accordance with the provisions of this Statute.

Article I Competence of the Tribunal

The Tribunal shall have the power to prosecute any person accused of the crimes listed in Articles 3 through 5 below, committed since January 1 of 1986, in the territory of Dobado.

Article 2 Organization of the Tribunal

The Tribunal shall consist of the following organs:

1. The Judicial Chambers

Composed of no more than three (3) judges who are persons of high moral character, impartiality and integrity. They shall be independent in the performance of their functions, and shall not accept or seek instructions from any government or any other source. The judges of the Trial Chamber shall elect a presiding judge who shall conduct the proceedings in the Chamber. The presiding judge of the Trial Chamber shall be the President of the Tribunal.

2. The Office of the Prosecutor

The prosecutor shall be responsible for the investigation and prosecution of persons accused of the crimes listed in Articles 3 through 5 below, committed since January 1 of 1986, in the territory of Dobado. He or she shall act independently and shall not seek or receive instructions from any government or other outside source. The Office of the Prosecutor shall have the power to question suspects, victims and witnesses, to collect evidence and to conduct on-site investigations. In carrying out these tasks, the prosecutor shall, as appropriate, be assisted by no more than four (4) deputy prosecutors.

3. The Clerk

The clerk shall be responsible for the administration of the Tribunal, including calling all chamber sessions to order and conducting all external communications for the Tribunal. The clerk shall set up a Victims and Witnesses Unit. This Unit will provide protective measures and security arrangements, counseling and other appropriate assistance for witnesses, victims who appear before the Tribunal and others who are at risk on account of testimony given before the Tribunal. The Unit personnel shall include experts in trauma, including trauma related to crimes of sexual violence and violence against children.

4. The Office of the Defense

There shall be a principal defender as the head of the Office of Defense. His or her duty shall be to ensure that every accused has legal representation, regardless of status or ability to pay. He or she shall act independently and shall not seek or receive instructions from any government or other outside source. In carrying out these tasks, the principal defender shall, as appropriate, be assisted by no more than three (3) deputy defenders. The Office of Defense shall have full access to all accused persons, witnesses and suspects, and any detention facilities associated in any way with the Tribunal.



STATUE OF THE INTERNATIONAL CRIMINAL TRIBUNAL OF DOBADO

Article 3

Crimes against Humanity

The Tribunal shall have the power to prosecute persons who committed the following crimes *as part of a widespread or systematic attack against any civilian population*:

- Murder
- Extermination
- Enslavement
- Deportation
- Imprisonment
- Torture
- Rape, sexual slavery, enforced prostitution, forced pregnancy and any other form of sexual violence
- Persecution on political, racial, ethnic or religious grounds
- Enforced disappearance of persons
- Other inhumane acts
- Apartheid

Article 4

Violations of Article 3 common to the Geneva Conventions and of Additional Protocol II

The Tribunal shall have the power to prosecute *persons who committed or ordered the commission* of serious violations of Article 3 common to the Geneva Conventions of 12 August 1949 for the Protection of War Victims, and of Additional Protocol II thereto of 8 June 1977. These violations include:

- Violence to life, health and physical or mental well-being of persons, in particular murder as well as cruel treatment such as torture, mutilation or any form of corporal punishment
- Collective punishments
- Outrages upon personal dignity, in particular humiliating and degrading treatment, rape, enforced prostitution and any form of indecent assault
- Pillage
- Taking of hostages
- Acts of terrorism
- The passing of sentences and the carrying out of executions without previous judgment pronounced by a regularly constituted court, affording all the judicial guarantees which are recognized as indispensable by civilized peoples
- Threats to commit any of the foregoing acts

Article 5

Other Serious Violations of International Humanitarian Law

The Tribunal shall have the power to prosecute persons *who committed* the following serious violations of international humanitarian law:

- Intentionally directing attacks against the civilian population as such or against individual civilians not taking direct part in hostilities
- Conscripting or enlisting children under the age of 15 years into armed forces or groups or using them to participate actively in hostilities
- Intentionally using starvation of civilians as a method of warfare by depriving them of objects indispensable to their survival, including willfully impeding relief supplies as provided for under the Geneva Conventions
- Intentionally directing attacks against personnel, installations, material, units or vehicles involved in a humanitarian assistance or peacekeeping mission in accordance with the Charter of the United Nations, as long as they are entitled to the protection given to civilians or civilian objects under the international law of armed conflict



STATUTE OF THE INTERNATIONAL CRIMINAL TRIBUNAL OF DOBADO

Article 6

Individual Criminal Responsibility

1. A person who planned, instigated, ordered, committed or otherwise aided and abetted in the planning, preparation or execution of a crime referred to in Articles 3 through 5 of the present Statute shall be individually responsible for the crime.
2. The official position of any accused persons, whether as Head of State or Government or as a responsible government official, *shall not relieve* such person of criminal responsibility nor mitigate punishment.
3. The fact that any of the acts referred to in Articles 3 to 5 of the present Statute was committed by a subordinate does not relieve his or her superior of criminal responsibility if he or she *knew or had reason to know* that the subordinate was about to commit such acts or had done so and the superior had failed to take *the necessary and reasonable measures* to prevent such acts or punish the perpetrators thereof.
4. The fact that an accused person acted pursuant to an order of a government or of a superior shall not relieve him or her of criminal responsibility, but *may limit the extent of the punishment* if the Tribunal determines that justice so requires.

Article 7

Amnesty

An amnesty granted to any person falling within the jurisdiction of the Tribunal concerning the crimes referred to in Articles 3 to 5 of the present Statute *shall not* be a bar to prosecution.

Article 8

Rights of the Accused

1. All accused shall be equal before the Tribunal. The accused shall be entitled to a fair and public hearing, subject to measures ordered by the Tribunal for the protection of victims and witnesses. The accused shall be presumed innocent until proved guilty according to the provisions of the present Statute.
2. In the determination of any charge against the accused pursuant to the present Statute, he or she shall be entitled to the following minimum guarantees, in full equality:
 - To be informed promptly and in detail in a language which he or she understands of the nature and cause of the charge against him or her
 - To have adequate time and facilities for the preparation of his or her defense and to communicate with counsel of his or her own choosing
 - To be tried without undue delay
 - To have the free assistance of an interpreter if he or she cannot understand or speak the language used in the Tribunal
 - Not to be compelled to testify against himself or herself or to confess guilt
 - To be tried in his or her presence, and to defend himself or herself in person or through legal assistance of his or her own choosing; to be informed, if he or she does not have legal assistance, of this right; and to have legal assistance assigned to him or her, in any case where the interests of justice so require, and without payment by him or her in any such case if he or she does not have sufficient means to pay for it
 - To examine, or have examined, the witnesses against him or her and to obtain the attendance and examination of witnesses on his or her behalf

Article 9

Judgment

The judgment shall be rendered by a majority vote of a jury, and shall be delivered in public. It shall be accompanied by a reasoned opinion, to which separate or dissenting opinions may be included.



PRESIDENT HANJI (DEFENDANT)

Distribute to Hanji, prosecution and defense

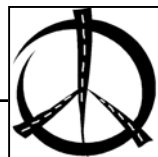
The DUF and their supporters threatened the peace of Dobado after you were re-elected in 1986. The demonstrations made it difficult for you to rule the country effectively. You did not want to see the situation escalate, so you sent the military to the North West Province, hoping they could put an early end to the violence. Things worsened, and a civil war was soon raging in Dobado. You heard of the terrible atrocities committed by the DUF, such as kidnapping young girls to be wives and recruiting small children for combat. You believed you needed to do everything to put an end to this violent rebellion.

One of the biggest problems with controlling the violence was the lack of military power and resources in the government. Because the DUF had recruited so many young people, fewer people were joining the national military. The number of soldiers in the military was half of what it should have been, and many soldiers were poorly trained and undisciplined. This was problematic because you were unable to maintain control over the fighting in the north. Resources were also low, and you had to cut government food rations for your soldiers by half.

You told your generals and lieutenants they needed to do “everything within [their] powers to stop the DUF insurgency.” You did not intend for them to kill civilians, steal their food or destroy villages. But when you found out this was happening, you did not order the military to stop because you thought it intimidated DUF supporters. Also, you ordered your generals to detain all DUF supporters in the Mo’hoi prison until the end of the war. You believed their detention was necessary to reduce further casualties. It was difficult to identify who was a DUF supporter, and it later turned out that many of those detained were not supporters. Almost all of the prisoners were Maheni, although some prisoners were from smaller ethnic groups.

You believe that the charges being brought against you are an outrage. You are the leader of a free country, and you should have immunity from prosecution, meaning a court cannot charge you with a crime.

You have been charged with a certain number of counts under Articles 3-5 of the Statute. If asked, you must answer all questions truthfully. You may not make up any facts beyond those provided on this sheet and the “History of Dobado.” If you are asked a question that you cannot answer based on this fact sheet, you may say you do not know.



COMMANDER SURY (DEFENDANT)

Distribute to Sury, prosecution and defense

You are the lowest ranking officer in the DUF being charged for crimes under the Statute before the Tribunal. You are a Maheni who grew up in the outskirts of Delan. You were tired of the discrimination and hardship you faced by the Altai, so you joined the DUF as a way to resist President Hanji. You worked hard and were soon promoted to the rank of Commander.

Your DUF superiors instructed you to train the child soldiers after they were abducted. You did not participate in the raids to abduct the children, but when they arrived at the camp, you were there to give them weapons training and take them through physical exercises. Sometimes, you needed to hit the children if they were lazy or not learning quickly enough, and you resorted to threats if the children tried to escape. If they did not perform well, you would be demoted and perhaps punished by your superiors. You also gave the children a drug that your superiors wanted everyone to use, especially before battle. Your superiors would choose which villages to target and give you specific instructions on how to attack and who to kill. Then you would lead the children on these missions to destroy villages.

In your culture, children are considered adults once they reach the age of 12. You believe that any Maheni citizen over the age of 12 is not a child and that you never trained child soldiers, only adults.

Women and girls were often kidnapped and recruited to work as field wives for the DUF. A field wife's job was to cook, clean, carry water, collect firewood, and perform other tasks. You never spoke to or had any contact with the field wives. You did not participate in the raids to abduct them. You knew that most of the work in the camp was carried out by the field wives, but you never used them personally.

You and the other DUF soldiers have stolen food from villages. You only killed or beat people during these food raids when they resisted or threatened you. No one ordered you to do this; you simply did it because everyone in the camp would have otherwise starved.

You have been charged with a certain number of counts under Articles 3-5 of the Statute. If asked, you must answer all questions truthfully. You may not make up any facts beyond those provided on this sheet and the "History of Dobado." If you are asked a question that you cannot answer based on this fact sheet, you may say you do not know.



HARO (WITNESS AGAINST COMMANDER SURY)

Distribute to Haro, prosecution and defense

In February 1993, armed soldiers of the DUF invaded your village. They killed many of the men in your village and rounded up all of the women and girls. They chose you and ten other girls to take away with them. All of you resisted and begged to be left with your families, but the soldiers merely beat you until your protests stopped. The soldiers told you that you would be one of the army's "field wives" and that it was your duty to support the DUF in its fight against a fraudulent president. When you arrived at the DUF camp, you saw there were 50 other field wives already there. Some of the girls said they had been there since the beginning of the war and that all the DUF camps had field wives.

A field wife's job was to cook, clean, carry water, collect firewood, and perform other tasks. Girls who did not do their job or who tried to escape were beaten or sometimes even killed. You wanted to return home, but you were too afraid to try to escape. So, you obeyed the soldiers and did as you were told. You feel lucky because you were only a cooking wife. Some of the girls also were forced to live in the quarters of the higher-ranking officers and bear children.

Most of the food you cooked was stolen from nearby villages that were not fighting. You often saw DUF soldiers taking food forcefully from villagers. One time, you saw several villagers blocking their food storehouse to prevent the soldiers from entering. The soldiers beat the villagers and ordered them to move aside. When the villagers continued to resist, the soldiers shot and killed them. Whenever the food supplies began to run low, the soldiers moved the camp to a new area where the villages had not been plundered yet. Sometimes, the DUF would move camp when the national military was approaching. When this happened, the DUF would burn all of the food in the villages before leaving so that the national military could not have it.

You recall seeing Commander Sury participate in and sometimes lead food raids, but he never spoke or had any direct contact with you. Now that the war is over, you would like to return home to your family and friends. You tried once to return home, but the villagers threatened you and chased you away. They heard stories about how you would stand by and watch soldiers loot food and kill other villagers. Even your family does not welcome you back, because they believe you are no longer clean since you became a field wife to the DUF soldiers.

If asked, you must answer all questions truthfully. You may not make up any facts beyond those provided on this sheet and the "History of Dobado." If you are asked a question that you cannot answer based on this fact sheet, you may say you do not know.



LIEUTENANT CHANBURY (WITNESS AGAINST PRESIDENT HANJI)

Distribute to Chanbury, prosecution and defense

You were a lieutenant in the Dobado national military during the civil war. In 1991, President Hanji told all generals and lieutenants to do “everything within your powers to stop the DUF insurgency.” The fighting was terrible, and it was almost impossible to tell who was a DUF rebel and who was a civilian. Usually, the DUF rebels stayed in camps in the jungle, but they also had spies posing as civilians in the villages. These spies would inform the DUF about the military’s movements so the DUF could launch surprise attacks at night. Thus, when you heard a rumor about someone being a spy, you had your soldiers beat him until he confessed. Then, the soldiers killed him. It’s possible that some of these people were innocent and only confessed to make the beating stop, but you did not want to take any chances. If you did not employ this policy, you believe you would have lost hundreds of soldiers to the DUF.

In 1994, your superior, General Akah, told you to arrest suspected DUF supporters living in an Altoy village near the border of the North and South Provinces. You did not have any specific names, but were told to round up every suspicious-looking male. While you were in the Altoy village, the DUF began launching heavy attacks on your squadron. These attacks usually left a dozen of your soldiers dead and many wounded. You feared your squad would suffer even more casualties if you stayed any longer, so you decided to take all village men and boys to the South Province and place them in the Mo’hoi prison. Afterward, your squadron moved on to another province, leaving the villagers behind in prison. They remained there until 1996, when they were finally released by the UN peacekeepers.

Sometimes, you had to ask for food from nearby villages when your own supplies ran low. No one ordered you to do this, but you knew that if you did not feed your soldiers, the DUF would be able to defeat you. You believe the villagers were happy to help most of the time. After all, the military was fighting only to bring peace to Dobado. Occasionally, there were times when you had to take food by force from the villagers. When the village skirmishes became violent, civilians were sometimes killed during these “food appropriation missions.” You do not remember how many people were killed or from how many villages you took food.

If asked, you must answer all questions truthfully. You may not make up any facts beyond those provided on this sheet and the “History of Dobado.” If you are asked a question that you cannot answer based on this fact sheet, you may say you do not know.



SUU KYI (WITNESS AGAINST PRESIDENT HANJI)

Distribute to Suu Kyi, prosecution and defense

You and your family lived in the small village of Roondi. In July 1993, you were all asleep when there was a knock on your door in the middle of the night. The national military was camping in the region, and you had heard they were looking for DUF supporters. Although none of you were involved in the civil war or had connections with the DUF, you were afraid. You, as well as most of the people in your village, are Maheni, and there were stories that the national military sometimes bullied the non-Altai.

There were several military soldiers outside. When your husband opened the door, the soldiers entered your house without permission and began looking around. They rummaged through everything, opening drawers and closets, and ransacked your home. They helped themselves to any food or items that caught their eye. When they finished, they demanded that your husband and your 14-year old son come with them for questioning. You and your daughter were worried, but were too afraid to protest.

After the DUF left your home, they went to your neighbor's house where they did the same things. Your husband and son never returned home that night. The next morning, there were no men and boys left in the village, and no one knew where they had been taken.

You and the others asked everyone to find out what happened to the men and boys. Finally, after several months, you learned that the army had taken the men and boys to the Mo'hoi prison. For three years, you tried everything to get your husband and son released. Whenever you talked to the local government officials, they just shrugged and said that your husband and son were in "safe custody" under orders of President Hanji.

After 1996, your son was released from the Mo'hoi prison and came home. He had been there for three years without a trial or hearing. He still does not understand why he was imprisoned, because he had nothing to do with the DUF. He guesses there were probably 10,000 other prisoners like him with no connection to the DUF in the Mo'hoi prison. Your husband never returned home. The military said he caught a fever and died on the way to the prison. Your son was separated from him after they were taken from the village, and he does not know if the army's story is true. Your son believes the military probably killed him. He said he saw the military shoot several men and leave them by the side of the road on the way to the Mo'hoi prison.

If asked, you must answer all questions truthfully. You may not make up any facts beyond those provided on this sheet and the "History of Dobado." If you are asked a question that you cannot answer based on this fact sheet, you may say you do not know.



BAKARA (WITNESS AGAINST COMMANDER SURY)

Distribute to Bakara, prosecution and defense

You grew up in a small village in the Central Province. There was very little fighting near your village, and no one knew much about the civil war. Most of the people in your village are Kino (one of the minority cultures of Dobado). When you were twelve years old, DUF rebels came to your village. They said they were there to protect small ethnic groups like the Kino from the elitist Altai, and they demanded food. In your culture, people are considered adults at the age of 12 years.

The village mayor told the DUF rebels that he could give them some food, but not as much as the soldiers wanted. There was an argument, and the DUF took the mayor away. He never returned. The next day, a group of rebels returned and chose thirty boys and girls, all of whom were between twelve and eighteen years of age. Some of children tried to resist, but the rebels threatened to kill them and their family. The rebels brought you to their camp, where you saw about 100 other children your age carrying guns. You met Commander Sury for the first time. He approached you and said you had all been conscripted into the DUF. Commander Sury said the national military would exterminate everyone who was not an Altai, including the Kino. He said that if you did not join the DUF, you would undoubtedly be killed by the Altai, so he “would save you the time” and kill you himself if you refused.

Commander Sury taught all of you how to fight. He showed everyone how to hold and fire a gun, as well as how to launch an ambush attack. Commander Sury was strict and would beat you if you became tired or could not shoot your gun well. Sometimes, Commander Sury gave you a drug that made you feel strange and angry, but very energetic. Anyone who tried to escape was beaten. Although you very much wanted to return home, you were too afraid to try to leave. You were always afraid, so you did everything that you were commanded.

After a few weeks, Commander Sury told all of you that you would be carrying out an important mission and destroying a nearby village. He talked about how dangerous the Altai were and gave each of you the drug. Commander Sury, the other children, and you, raided the village, burned all of the homes, and killed all the villagers. As you were attacking the village, you thought it looked familiar, but were too confused and crazed at the time to realize it was your own village.

The next day, you realized that you had killed everyone in your village. All of you were horrified, and many of you wanted to run away or kill yourselves. Commander Sury told you that you were now warriors and could never go home. You had no choice but to be a DUF soldier. For the next three years, you fought for the DUF. You and the others often burned villages and sometimes you killed people. You did not want to kill people, or burn homes, you were just doing what Commander Sury told you to do.

If asked, you must answer all questions truthfully. You may not make up any facts beyond those provided on this sheet and the “History of Dobado.” If you are asked a question that you cannot answer based on this fact sheet, you may say you do not know.



BRAZO (WITNESS AGAINST PRESIDENT HANJI)

Distribute to Brazo, prosecution and defense

You and your family lived in a small village in the North West Province. Even though there were outbreaks of fighting throughout the province, the people in your village were farmers and not involved in the civil war at all. All you wanted was to be able to farm and go about your daily lives in peace.

In 1992, a large group of national military soldiers led by a man named General Akah came to your village. General Akah said there were reports of DUF spies hiding out in your village. He said that unless he learned who the spies were, everyone in the village would pay. No one came forward. Angered, General Akah grabbed four young men and demanded that they tell him the spies' names. The men said truthfully there were no spies in the village. In response, General Akah told his soldiers to "beat the names out of these men." The soldiers began beating, kicking, and hitting the men with their rifles. Although the men and villagers said there were no spies and begged them to stop, the soldiers continued beating them.

The soldiers then began ransacking homes, taking whatever they wanted and smashing things. General Akah stood by and watched. When they finished, the soldiers set fire to all of your homes. They selected all the young men in the village to take away with them. You were old enough that they decided to leave you alone. They told the rest of you to leave and never come back, or else they would kill you.

You, your family, and the other villagers stumbled away from what was once your home. You had only the clothes you were wearing and no food or other necessities. You walked for six days, eating berries, roots and whatever else you could find. Seven elderly and small children died along the way. Eventually, you arrived at a camp where other displaced villagers were living. Their homes had also been burned down by the national military, and they had sought refuge in this abandoned village. Living conditions were bad, and everyone slept in makeshift shelters or burned out homes. There was little food. Many people became sick with diseases, and several people died. Because of the crowded and lawless conditions, thefts and physical violence were common. You lived there for nearly a year before you made your way to a refugee camp across the border. Although conditions were still difficult there, it was a vast improvement on the previous camp.

After the civil war ended, you returned home to find another family living on your land so you had to occupy your neighbors land. You and the other villagers have been trying to eke out a living, but it has been hard starting from scratch. The soldiers stole nearly all of your seed, and there are only a few farming tools that everyone must share. You are very angry at General Akah for his needless destruction of your lives and livelihood. You have never met President Hanji.

If asked, you must answer all questions truthfully. You may not make up any facts beyond those provided on this sheet and the "History of Dobado." If you are asked a question that you cannot answer based on this fact sheet, you may say you do not know.



PROSECUTION

The role of prosecutors in international tribunals is to produce evidence showing that the defendants are guilty of the crimes with which they are charged. As an attorney, it is your job to **prepare and present opening and closing arguments and to question the witnesses**. Remember that you are not allowed to testify directly yourself. All information that the court hears must come from the witnesses or the defendants. Your opening and closing arguments must explain the law that is being applied and make a general statement of guilt or innocence. You should explain to the jury why they should find the defendants guilty; this is your “theory of the case.” Your job is to convince the court that your theory of the facts is the most believable.

Your teacher will select two to three counts with which the defendants will be charged. You must structure your examination of the witnesses to prove all **elements** of the crime. The elements of a crime are the specific factors that define a crime, which the prosecution must prove beyond reasonable doubt to obtain conviction. Below is a list of possible questions that may be important in proving that the defendant is guilty under the counts. You may not need to use all the questions, or you may need to add some of your own. Be ready to think on your feet: if you do not get the answer you expect from your witness, you may need to ask your question a different way.

The elements of the crimes:

Article 3: Crimes against humanity

- Personally committed by the defendant
- Widespread or systematic (not random or isolated events)
- Against a civilian population (not participating in the fighting)
- Intentional
- Commission of the actual act(s)

Article 4: Violations of Article 3 common to the Geneva Conventions and of Additional Protocol II

- Personally committed by the defendant OR ordered by the defendant
- Against persons taking no active part in the hostilities
- Intentional
- Commission of the actual act(s)

Article 5: Other serious violations of international humanitarian law

- Personally committed by the defendant
 - Intentional
 - Commission of the actual act(s)
- (a) directing attacks against a civilian population OR individual civilian not taking direct part in the hostilities
 - (b) directing attacks against personnel, installations, materials, units or vehicles involved in humanitarian assistance or peacekeeping
 - (c) conscripting OR enlisting children under 15 years into armed forces or groups OR using them to participate actively in hostilities

Article 6: Be aware that Article 6 ensures that persons can still be held responsible for acts their superior ordered them to do.

Some things to think about when calling your witnesses:

1. Prove that the specific elements of the crimes are met. You must look at the indictment to find what crimes the defendants are being charged with and see how to prove that all elements are present.
2. Only ask questions that will prove or disprove facts relevant to the case. The witnesses have only a one-page fact sheet and will not know details about events that are unrelated to the crimes. It may be difficult for the witnesses to answer every question, so be polite and either ask the question a different way or ask a different question altogether. Follow-up “yes” or “no” answers by asking the witness to explain their answer further.
3. You may not “lead” the witnesses when you are examining. You may not ask leading questions, such as, “You were attacked in July of 1994, right?” Instead, you must let the witnesses tell their story themselves and phrase your sentence as, “Tell us what happened in July of 1994.” You are allowed, however, to “lead” the defendants during cross-examination.
4. Try to have a goal for each witness. What is the critical piece of information that the court needs to hear from this witness?



PROSECUTION**Defendant Sury: Sample Questions for Examination of Witnesses**

HARO	BAKARA
<ul style="list-style-type: none"> • Do you recognize the defendant? • Was your village actively participating or fighting in the hostilities? • Was the defendant in the DUF camp where you lived? • Please describe your first contact with the DUF. • What were your duties as a field wife? • Did you want to be a field wife? • Were there any other field wives in the camp? • How many? • How long had the field wives been in the camp? • Did the other field wives do the same work as you? • What happened if you did not do the work or tried to escape? • Do you know if any other DUF camps had field wives? • When the DUF came to your village and you were taken away, what happened to the rest of the villagers? • Did the DUF go to the other villages? • What did they do in the other villages? • Were the people in these villages civilians, or did they participate in fighting? • Did the villagers ever try to stop soldiers from taking the food? • What happened? • Did you see the DUF do anything else to the villagers? • Did you see the defendant participate in these food raids? 	<ul style="list-style-type: none"> • Do you recognize the defendant? • Was your village actively participating or fighting in the hostilities? • Please describe your first contact with the DUF. • What did the DUF do to the people in your village? • Did you want to leave your village and go with the DUF? • How old were you when you were taken to the DUF camp? • How old were the rest of the children who were taken? • Describe what happened to you when you first arrived at the camp? • What would happen if you refused to fight? • What would happen if you tried to escape? • What else did Commander Sury do besides train you? • Did you ever return to your village? • Please describe the circumstances under which you returned to your village? • What happened after this? • What did you do for the remaining time that you were a soldier? • Who told you to do that? • Did you want to do these things? • Did you want to fight for the DUF?

SURY

- | | |
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| <ul style="list-style-type: none"> • Did you know that most of the chores were carried out by field wives in your camp? • Did you know they were there against their will? • Did you have a role with the child soldiers? What was it? • Did you ever beat the child soldiers? • Were you explicitly told by your superiors to beat the child soldiers? • Did you ever threaten to kill the child soldiers? • Were you explicitly told by your superiors to kill the child soldiers? • Did you lead the child soldiers on attack missions? | <ul style="list-style-type: none"> • What would you do during these attack missions? • To your knowledge, were the villages you raided active participants in hostilities? • Did your superiors order you to carry out food raids on these villages? • Did you ever forcefully take food from the villages? • Would the villagers try to prevent you from stealing the food? • What would you do when the villagers resisted? • Were the villagers acting to defend themselves and their food when they resisted you? |
|--|--|



PROSECUTION**Defendant Hanji: Sample Questions for Examination of Witnesses****CHANBURY**

- What was your position within the military during the war?
- Who gave you your orders?
- Did President Hanji ever give you direct orders?
- What did President Hanji tell you?
- Did you carry out President Hanji's orders?
- Can you describe what you would do to carry out these orders?
- Were there DUF spies in Dobado?
- How would you find out if someone was a DUF spy?
- What would you do if you heard someone was a DUF spy?
- Were all the people who confessed to being spies actually DUF spies?
- How did you obtain food for yourself and your soldiers?
- Was there any resistance by the villagers?
- What would happen when the villagers resisted?
- Do you remember how many people were killed when you tried to take food?
- Do you remember how many villages from which you took food?
- Have you ever been to the Altoy village?
- Why were you in the Altoy village?
- What did you do in the Altoy village?
- What did you do with the village men and boys?
- How long were the men in the Mo'hoi prison?

BRAZO

- Was your village actively participating or fighting in the hostilities?
- Describe your first contact with the Dobado national military?
- Why did the Dobado national military come to your village?
- Were there DUF spies or rebel supporters in the village?
- What did the soldiers do to the villagers?
- How did the soldiers treat the other villagers?
- Did anyone try to stop them?
- Did the soldiers take any property?
- Why did you leave your village?
- What did your family and others do after the houses were burned down?
- Did everyone arrive at the new location? What happened to the people who did not arrive?
- Were there other people in the abandoned village as well? What happened to them? Who did these things to them?
- What were conditions like in the abandoned village?
- For how long were you in the abandoned village?
- Where did you go after the abandoned village?
- What were conditions like in the refugee camp?
- Have you returned to your village?
- What are living conditions like now in your village?

HANJI

- Did you ever order your generals and lieutenants to do anything to stop the DUF insurgency?
- Could you please tell the court what exactly you ordered the generals and lieutenants to do?
- Were you aware that the generals and lieutenants of the Dobado national military were killing civilians, stealing food and destroying villages?
- When you found out, did you order the military to stop killing civilians, stealing food and destroying villages?
- Why didn't you order them to stop?
- Did you order the generals of the Dobado national military to detain all DUF supporters in the Mo'hoi prison?
- Why did you order the generals of the Dobado national military to detain them?
- Were you able to identify who was a DUF supporter and who was not?
- Were many of the detained actually DUF supporters?
- To what ethnic group did most of the detainees belong?

SUU KYI

- Please state the name of your family members.
- Where did you and your family live before the violence in your village began?
- Were there any DUF supporters in your village?
- What is the main ethnic group of your village?
- Could you please describe what happened in July 1993?
- What else did the soldiers do that night?
- What happened to your husband and son?
- What did you do to get your husband and son released from Mo'hoi prison?
- Did you ever speak to government officials about your husband and son?
- What did the government officials tell you about your husband and son?
- Did your husband or son return home? When?
- What happened to your husband?



DEFENSE

The role of the defense is to show that the defendant is not criminally responsible for the violation with which he is charged. As an attorney, it is your job to prepare and present opening and closing arguments and to question the witnesses. Remember that you are not allowed to testify directly yourself. All information that the court hears must come from the witnesses or the defendants. Your opening and closing arguments must explain the law that is being applied and make a general statement of guilt or innocence. You should explain to the jury why they should find the defendants not guilty. This is your "theory of the case." Your job is to convince the court that your theory of the facts is the most believable. Your theory of the case may simply be that the prosecution's case has too many problems.

Your teacher will select two to three counts with which the defendants will be charged. You must structure your examination of the witnesses to show that at least one or more of the elements of the crime are not present. Below is a list of possible questions that may be important in proving the defendant is not guilty under the counts. You may not need to use all the questions, or you may need to add some of your own. Be ready to think on your feet: if you do not get the answer you expect from your witness, you may need to ask your question a different way.

The elements of the crimes:

Article 3: Crimes against humanity

- Personally committed by the defendant
- Widespread or systematic (not random/isolated events)
- Against a civilian population (not participating in fighting)
- Intentional

Article 4: Violations of Article 3 common to the Geneva Conventions and of Additional Protocol II

- Personally committed by the defendant or ordered by the defendant and the event actually occurred
- Against persons taking no active part in the hostilities
- Intentional

Article 5: Other serious violations of international humanitarian law

- Personally committed by the defendant
- Intentional
- Commission of the actual act
 - (a) directing attacks against a civilian population OR individual civilians not taking direct part in the hostilities
 - (b) directing attacks against personnel, installations, materials, units or vehicles involved in humanitarian assistance or peacekeeping
 - (c) conscripting OR enlisting children under 15 years into armed forces or groups OR using them to participate actively in hostilities

Article 6: Be aware that Article 6 ensures that persons can still be held responsible for acts their superior ordered them to do.



The Road to Peace

Things to think about in preparing your defense:

1. Your job is not to deny there were human rights violations during the war. The civil war was a violent one, and there is no question that massive violations occurred. Do not try to prove there were no violations; instead, try to show that the defendants' actions do not meet the definition in the statute or that there was something about the circumstances that lessens your client's responsibility. As mentioned before, there were many human rights violations during the war, but the question is whether or not they were criminal under the Statute. It is likely your clients will be convicted of at least a few of the counts against them (or perhaps none if you are very persuasive!).
2. To be guilty of these crimes, all parts of the crime must be proved. Your best defense is to show that the defendants did not intend to commit these crimes. You may want to try to show that the violations simply happened in the course of the war. You may want to try to show that the crimes were not widespread or systematic. Pay attention to who committed the crimes or ordered the crimes to be committed.
3. Tell the jury why these defendants are not the right people to be found guilty under the Statute. When cross-examining a witness, try to raise doubt as to who was responsible for what happened to them. Be polite and considerate. If you bully a victim, the jury may be more likely to convict your client.

Things to think about when calling your witnesses:

1. Prove the specific elements of the crimes are not met. You must look at the indictment to find what crimes the defendants are being charged with and see how to prove that one or more elements are not present.
2. Only ask questions that will prove or disprove facts relevant to the case. The witnesses have only a one-page fact sheet and will not know details about events that are unrelated to the crimes. It may be difficult for the witnesses to answer every question, so be polite and either ask the question a different way or ask a different question altogether. Follow-up "yes" or "no" answers by asking the witness to explain their answer further.
3. You may not "lead" the witnesses when you are examining defense witnesses. You may not ask leading questions, such as, "You were attacked in July of 1994, right?" Instead, you must let the witnesses tell their story themselves and phrase your sentence as, "Tell us what happened in July of 1994." You are allowed, however, to "lead" the prosecution's witnesses during cross-examination.
4. Try to have a goal for each witness. What is the critical piece of information that the court needs to hear from this witness?

DEFENSE

Defendant Sury: Sample Questions for Examination of Witnesses

HARO

- Did the defendant ever order you to perform field wife tasks for him?
- Did you ever have any contact with the defendant?
- Did you ever see the defendant order other field wives to perform field wife tasks?
- Did you ever see the defendant beat or threaten any of the field wives?
- Was the defendant a participant in the raid when you were abducted?
- When you saw the defendant participate in the food raids, did you see him abduct anyone to be a field wife?
- Would all of you in the camp have any food if DUF did not take food from the villagers?

BAKARA

- At what age in your culture is man considered an adult?
- How old were you when you joined DUF?
- How old were the other children in the DUF camp?
- Was the defendant a participant in the raid when you were abducted?
- To your knowledge, how many boys and girls were soldiers for the DUF?
- Did any of the other DUF camps have child soldiers?

SURY

- Could you tell us why you joined the DUF?
- Were there any field wives in your DUF camp?
- Did you ever use a field wife personally?
- Did you ever have any contact with any field wives?
- Did you participate in any kidnappings of field wives?
- In your culture, at what age does a child become an adult?
- Did you ever intend to conscript child soldiers?
- Why not?
- Did you ever participate in the kidnappings of child soldiers?
- Why did you train child soldiers?
- What would have happened if you failed to train them properly?
- Did you ever administer drugs to the child soldiers?
- Why did you give them drugs?
- Who was in charge of the attack plan?
- Did you choose which villages to target? Who made these decisions?
- Did you choose how to attack and who to kill? Who made these decisions?
- Did you ever take food from villages?
- Why did you take this food?
- Was there any fighting when you took the food?



DEFENSE**Defendant Hanji: Sample Questions for Examination of Witnesses**

CHANBURY	HANJI
<ul style="list-style-type: none"> Did the defendant order you to beat people you suspected were DUF spies? Did the defendant order you to kill people after they confessed to being DUF spies? Did the defendant have reason to know that you were using these techniques? So why did you use this policy of beating and killing suspected DUF spies? Did the defendant order you to arrest suspected DUF supporters in the Altoy village? Who gave you these orders? Did the defendant give you any names of DUF supporters in the Altoy village? Who exactly were you ordered to round up in the Altoy village? And who did you end up rounding up in the Altoy village? Did the defendant order you to carry out these food appropriations missions in the villages? Did the defendant order you to kill or take food by force from the villages? 	<ul style="list-style-type: none"> Please state your official position. When were you re-elected as the President? When did the DUF begin demonstrations? Why did you send the military to the North West Province? Did you order your generals to detain DUF supporters? Why? What order(s) did you give your generals and lieutenants? When you gave the order to do everything within their power to stop the DUF insurgency, did you intend for them to kill civilians, steal their food or destroy villages? Why did you give them the order to do everything within their power to stop the DUF insurgency? Did you specifically order the military to destroy villages? Did you specifically order the military to beat villagers? Were you able to maintain control over all of the fighting in the north? Why or why not? Did you cut government food rations for your soldiers? Why? Did you specifically order the military to steal food from civilian villages?
BRAZO	SUU KYI
<ul style="list-style-type: none"> Did you ever see President Hanji in the military group that visited your village in 1992? Who was in charge of the military group that visited your village in 1992? Who ordered the soldiers to beat the men? Did General Akah try to stop the soldiers from destroying your village and stealing your possessions? Did General Akah ever say that they were acting under President Hanji's direct orders? 	<ul style="list-style-type: none"> Did you see President Hanji in the military group that visited your village in July of 1993? Did President Hanji participate in the entry and ransacking of your home? Did President Hanji personally order the arrest of your husband and son in Roondi?



JURY

The role of the jury is to decide the disputed issues of fact in each case. The prosecution and the defense will both attempt to explain the facts of the case. It is your duty to decide what actually occurred based on the testimony.

You decide the importance of the evidence and the credibility of the witnesses. You must consider the testimony of the witnesses and decide whether to believe them and to what extent they should be believed. You should pay attention to conflicts in testimony that may arise. Keep an open mind and do not express any opinions until you have heard all of the evidence. Sympathy must not influence your decision. Nor should your decision be influenced by prejudice regarding race, sex, religion, national origin, age, handicap, or any other factor irrelevant to the rights of the parties.

You will apply the law in the Statute of the International Criminal Tribunal for Dobado, specifically Articles 3, 5, 6 (see below). The jury makes a judgment on the defendant's guilt based on whether his acts are violations under the Statute. The jury's decision will be based on a majority vote.

Note: You may take notes during the trial if you wish, but it is not required. Try not to become distracted from the evidence if you do take notes. When you retire to the jury room to decide your verdict, you may use these notes to help you remember what happened in the courtroom.

To be found guilty of any of these crimes, the prosecutor must be able to show all elements are present. For the defendant to be found not guilty, the defense must show that at least one of the elements was not met.

The elements of the crimes:

Article 3: Crimes against humanity

- Personally committed by the defendant
- Widespread or systematic (not random or isolated events)
- Against a civilian population (not participating in the fighting)
- Intentional

Article 4: Violations of Article 3 common to the Geneva Conventions and of Additional Protocol II

- Personally committed by the defendant OR ordered by the defendant and the act actually occurred
- Against persons taking no active part in the hostilities
- Intentional

Article 5: Other serious violations of international humanitarian law

- Personally committed by the defendant
- Intentional
- Commission of the actual act such that the defendant was:
 - (a) directing attacks against a civilian population OR individual civilians not taking direct part in the hostilities
 - (b) directing attacks against personnel, installations, materials, units or vehicles involved in humanitarian assistance or peacekeeping
 - (c) conscripting OR enlisting children under 15 years into armed forces or groups OR using them to participate actively in hostilities

Article 6: Be aware that Article 6 ensures that persons can still be held responsible for acts their superior ordered them to do.



JUDGES

Your jobs are to make sure that the trial is conducted fairly and efficiently. There are three judges: the President, the Second Judge, and the Third Judge. Each judge has a separate role. Generally, judges will meet to discuss who will take which role. It will be up to the three of you to decide who will be President, Second Judge, and Third Judge.

President: You are to ensure that order is maintained in the courtroom, which may require you to interrupt either the class or the person speaking. If there is a disruption or a need to interrupt an attorney, witness, defendant, another judge, or the class, you must politely interrupt the speaker by saying, *"If you please, order in the court!"*

Second Judge: The second judge will assist in the examination of witnesses by asking the witnesses their names and swearing in the witnesses.

Third Judge: Your role will be to give the jury instructions at the end of the trial. You may follow the script or make up your own instructions. You will also tell the jury the elements of the crimes with which the defendants are being charged.

The elements of the crimes:

Article 3: Crimes against humanity

- Personally committed by the defendant
- Widespread or systematic (not random or isolated events)
- Against a civilian population (not participating in the fighting)
- Intentional

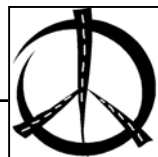
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Article 6: Be aware that Article 6 ensures that persons can still be held responsible for acts their superior ordered them to do.



CLERK OF COURT

Every courtroom has a clerk to help with the basic administration of the court. You may follow the script to call and close the court each day.

The job of the Clerk of the Court is to:

1. Call the court into session
2. Keep time
3. Close the court for the day

Once the judge has announced the case to be heard, it is your job to make sure that no one goes over their allowed time.

1. The attorney teams have 1-2 minutes each to make an opening argument
2. Each witness, including the defendants, has 10 minutes, during which direct and cross-examination may take place
3. The attorney teams have 1-2 minutes at the end of the trials to make their closing arguments

You should begin timing as soon as whoever is speaking takes the floor. Tell each person when they have thirty seconds left, then say “**Stop**” when their time is up.

Lesson 7: Handout 16

NEWS REPORTERS

There are two news reporters. Your job is to report on the trials for your newspaper readers. The trials before the International Criminal Tribunal for Dobado are very important, and people want to know what is happening. Some of your readers are glad that these defendants are finally being brought to justice. In their minds, the defendants are guilty even before they have had a full and fair trial. Other readers are upset and believe the rest of the world is interfering in the domestic affairs of Dobado.

Your jobs are to write a one-page, double-spaced article describing what you observe in the courtroom each day. Your reporting should be neutral and based on fact. You may include graphics or pictures in your story.

Associated Press Reporter

One of the biggest news sources in the world is the Associated Press (AP). The AP was founded in the United States in 1846 and reports on global events. It is the oldest and biggest news organization in the world. Most local and state newspapers in America will use your reports to cover the tribunal. You need to decide what the rest of the world should know about the tribunal.

Dobado Daily News

The Dobado Daily News is the most credible newspaper with the widest circulation in Dobado. The people in Dobado will depend on you for their news about the tribunal, and it is important that you tell them what is happening each day in this court. You need to decide what is important and relevant to the Dobado people, many of whom have been affected by the conflict.

You may choose between yourselves who will represent which news organization. Remember, news happens very fast around the world. News reporters do not have much time to prepare their articles, and you will need to take detailed notes if you’re going to meet your deadline for tomorrow’s news! Your one-page articles should be handed in to the teacher at the beginning of each class so they can be promptly distributed to your readers.



MOCK TRIBUNAL SCRIPT

Set-up

Everyone takes their assigned seats. The prosecution sits with its witnesses. The defense sits with the defendants. The jury sits together on the side of the room. Three empty chairs sit in the front of the room for the judges, along with one empty chair for the witness.

Clerk informs the judges that the courtroom is ready. Judges enter the courtroom.

Clerk: All rise! The International Criminal Tribunal for Dobado is now in session!

Everyone stands and remains standing until the judges have taken their seats.

Clerk: You may all be seated.

President of the Court: The International Criminal Tribunal for Dobado is now in session! Now before the court, the case of the State of Dobado vs. [state name of the defendant]. [State name of defendant] is charged with the following crimes:

- Count 1 under [state section of the Statute], [state name of defendant] is charged with [state charge].
- Count 2 under [state section of the Statute], [state name of defendant] is charged with [state charge].
- Count 3 under [state section of the Statute], [state name of defendant] is charged with [state charge].”

The court will now hear opening statements. The court invites the prosecution to give their opening statement.

Prosecution gives Opening Statement (1-2 minutes).

President of the Court: The court invites the defense to give their opening statement.

Defense gives opening statement (1-2 minutes).

President of the Court: The prosecution may now call their first witness.

Prosecutor: I now call [state name of witness]

Witness takes the seat beside the judge.

Second Judge: Please state your name for the Court.

Witness states name.

Second Judge: Do you solemnly swear to tell the truth and nothing but the truth?

Witness responds. Prosecutor examines first witness.

Prosecutor: I have no further questions, your Honor.

President of the Court: The defense may now cross-examine the witness.

Defense cross-examines witness.

Defense: I have no further questions, your Honor.

President of the Court: Does the prosecution have any more witnesses to present?

Students repeat examination procedure of witnesses until all of the prosecution’s witnesses have been examined.

President of the Court: The defense may now bring forth their witness.

Defense: I now call [state name of witness]

Witness takes the seat beside the judge.

Second Judge: Please state your name for the court.

Witness states name.



MOCK TRIBUNAL SCRIPT

Second Judge: Do you solemnly swear to tell the truth and nothing but the truth?

Witness responds. Defense examines first witness.

Defense: I have no further questions, your Honor.

President of the Court: The prosecution may now cross-examine the witness.

Prosecution cross-examines witness.

Prosecution: I have no further questions, your Honor.

President of the Court: Does the defense have any more witnesses to present?

Students repeat examination procedure of witnesses until all of the defense's witnesses have been examined.

President of the Court: The court will now hear closing statements. The court invites the prosecution to give their closing statement.

Prosecution gives closing statement (1-2 minutes).

President of the Court: The court invites the defense to give their closing statement.

Defense gives closing statement (1-2 minutes).

Third Judge: Ladies and gentlemen of the jury. I will now instruct you on the application of the law in the case(s) before you today. You must base your decision on the facts and the law. You have two duties to perform today. First, you must determine the facts from the evidence presented today in trial and not from anywhere else. A fact is something that is proved, either directly or indirectly, by the evidence. Second, you must apply the law to these facts. Remember, a defendant is presumed innocent until proven guilty beyond a reasonable doubt. The prosecution must have proved each element of each crime beyond a reasonable doubt.

Here, the third judge lists the elements for each crime with which the defendant is charged.

President of the Court: At this time, the Tribunal will recess for 10 minutes to deliberate the verdict. The Court will be called back into session for the announcement of the verdict.

Clerk escorts everyone, except the jury, out of the room. Jury deliberates and makes a decision as to the defendant(s)' guilt or innocence. All other students leave the room.

Clerk: The International Criminal Tribunal for Dobado is now in session!

President of the Court: Jury, have you reached a verdict?

Jury spokesperson responds. Jury reads verdict out loud.

Jury Spokesperson: With regard to count 1, [state charge], the jury finds the defendant, [state name of defendant], (guilty/innocent)."

"With regard to count 2, [state charge], the jury finds the defendant, [state name of defendant], (guilty/innocent)."

"With regard to count 3, [state charge], the jury finds the defendant, [state name of defendant], (guilty/innocent)."

President of the Court: That concludes our case. The defendant, [state name of defendant], has been found guilty/not guilty of [state charge(s)].

Clerk: All rise!

Everyone stands.

Clerk: The International Tribunal for Dobado is no longer in session!"



WAR CRIMES TRIBUNAL RESOURCES

BOOKS AND ARTICLES

- **Stay the Hand of Vengeance: The Politics of War Crimes Tribunals.** Bass, Gary Jonathan. Princeton University Press, 2001.
- **Between Vengeance and Forgiveness: Facing History after Genocide and Mass Violence.** Minow, Martha. Beacon Press, 1999.
- **Breaking the Cycles of Hatred: Memory, Law and Repair.** Minow, Martha and Nancy L. Rosenblum. Princeton University Press, 2003.
- **Here Interest Meets Humanity: How to End the War and Support Reconstruction in Liberia, and the Case for Modest American Leadership.** O'Connell, Jamie. Harvard Human Rights Journal, Vol. 17, Spring 2004. Read this article online at www.law.harvard.edu/students/orgs/hri/current/oconnell.shtml
- **Shattered Voices: Language, Violence, and the Work of Truth and Reconciliation Commissions.** Phelps, Teresa Godwin. University of Pennsylvania Press, 2004.
- **Mea Culpa: A Sociology of Apology and Reconciliation.** Tavuchis, Nicholas. Stanford University Press, 2001.

FILMS

- **Gacaca: Living Together Again in Rwanda.** Directed by Anne Aghion. The film follows the Gacaca Tribunals in Rwanda, which employed a new form of citizen-based justice to achieve reconciliation. 55 minutes

WEBSITES

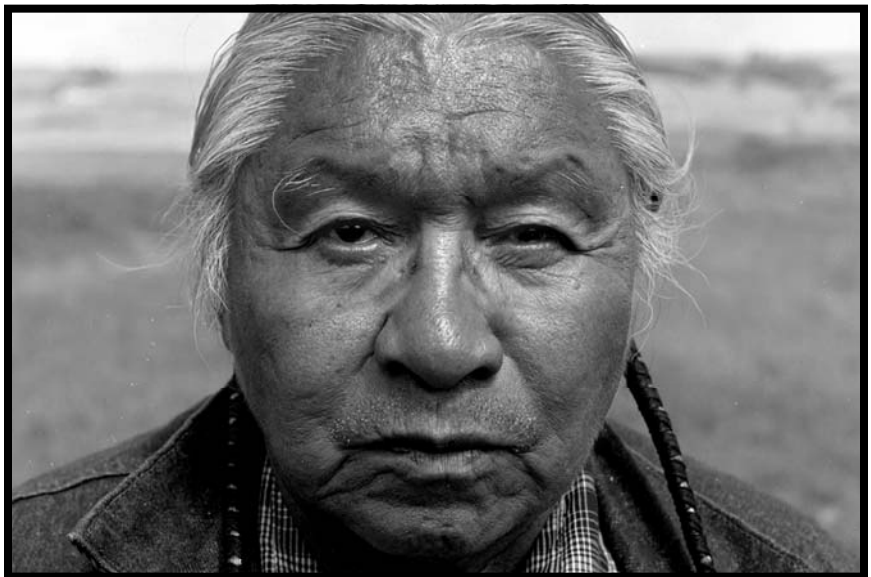
- **Guide to Conducting Mock Trials.** Put together by the 19th Judicial Circuit Court of Lake County Illinois, this site is an excellent resource for instructional materials on staging a mock trial. www.19thcircuitcourt.state.il.us/bkshelf/resource/mt_conduct.htm
- **Berga.** This PBS site provides free lesson plans, an education resource guide, and founding documents on international justice mechanisms. All lessons and resources can be correlated to the PBS documentary, Berga: Soldiers of Another War. Grades 8-12. www.pbs.org/wnet/berga/teachers.html
- **Bosnian War Crimes.** These sites provide a description of a Bosnian trial simulation that was conducted in a classroom, links to resources, and a lesson plan based on a CNN news story. Grades 8-12. www.apsanet.org/PS/sept99/jefferson.cfm <http://cnnstudentnews.cnn.com/2001/fyi/lesson.plans/01/10/bosnia.warcrimes/index.html>
- **Chile and Augusto Pinochet.** Provides an outline of a tribunal simulation conducted at the University of Wisconsin which can be adapted for younger adults or used on its own. This site also has links to helpful

resources that outline the issues surrounding the case. Grades 9-12. www.polisci.wisc.edu/~shelledy/ps316IntLaw/WarCrimesSimulation.htm

- **Crimes of Columbus.** These sites contain lesson plans on conducting a mock trial of Christopher Columbus in the classroom. The first site is especially useful as it provides class handouts, ideas for enrichment activities, and historical linkages. Grades 8-12. www.edwatch.org/updates/Diversity/middle.htm and <http://employment.education.uiowa.edu/brunt/07S277/lessonplanforuploading.htm>
- **El Salvador.** This site provides free lesson plans, educational resources, teaching tips, and landmark cases. It can also be correlated with a PBS special on El Salvador, "Justice and the Generals." This site also provides a wealth of information on other relevant world topics. Grades 8-12. <http://www.pbs.org/wnet/justice/education.html>
- **Gulf War.** This curriculum plan for teachers will familiarize students with the history of the war, its political realities, and other resources to conduct a trial on the "gulf war syndrome." Grades 8-12. www.yale.edu/ynhti/curriculum/units/1996/2/96.02.08.x.html
- **The International Criminal Court (ICC).** This site provides free lesson plans on the ICC, resource links, and other relevant documents to assist teachers. Grades 8-12. http://collections.ic.gc.ca/CYI/teaching_trial.html
- **International Tribunal for Former Yugoslavia.** This site provides a free lesson plan and a vast amount of educational resources to conduct a mock war crimes tribunal for the former Yugoslavia. Grades 8-12. <http://score.rims.k12.ca.us/activity/yugoslavia/>
- **Japanese Internment Camps WWII.** The first site listed below provides lesson plans and additional resources on Japanese internment. The subsequent site contains twenty-five links to relevant lesson plans and resources for all grade levels. <http://score.rims.k12.ca.us/activity/internment/index.html> <http://bss.sfsu.edu/internment/lessonplans.html>
- **Model International Criminal Court (MICC).** The MICC is a simulation for Grades 8-12 based on the cases brought throughout history before international criminal tribunals, such as the International Military Tribunal at Nuremberg (IMT) and the International Criminal Tribunal for the former Yugoslavia (ICTY). The simulation materials are available for download on their website. www.kreisau.de/micc/
- **Symbolic War Crimes Tribunal for Japanese "Comfort Women": Women's International War Crimes Tribunal** There are many sites on the Women's International War Crimes Tribunal as it received international attention and eventually led to some changes within the Japanese government. The sites listed below describe the efforts of women and also provide video clips and other useful resources. Grades 8-12. www.crimesofwar.org/onnews/comfort.html www.iccwomen.org/archive/tokyo/ www.fire.or.cr/japangov.htm, http://210.145.168.243/pk/153th_issue/Summary%20of%20Findings.PDF



Lesson Eight



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Making the Connection





“Americans have been taught that their nation is civilized and humane. But, too often, U.S. actions have been uncivilized and inhumane.”

~ Howard Zinn

Lesson 8: Making the Connection

Goals: To connect global conflict and transitional justice mechanisms to conflict in one's own life and country

Objectives:

- Students will identify past situations of conflict or oppression in U.S. history that are comparable to the international situations already examined and justify why such situations may warrant present day truth commissions or other measures to restore justice (activity 1)
- Students will observe and classify conflicts in their own lives and make connections between the interpersonal and the international (activity 2)
- Students will assess the dynamics of contemporary and historical conflicts at local, national, and international levels (activity 2)
- Students will examine the effect their own actions/inaction can have on conflict situations (activity 2 and activity 3)

Essential Question: What are the connections between local conflict and global conflict?

Materials:

- Large piece of posterboard and computers with internet access
- Handout 1: Injustice in Our Own Nation's History
- Handout 2: Injustice in U.S. History Resources
- Handout 3: Conflict Continuum Cards
- Handout 4: The Conflict Continuum Worksheet
- Handout 5: Questions for “37 Who Saw Murder Didn't Call the Police”
- Download the article “37 Who Saw Murder Didn't Call the Police” from the New York Times website: www.nytimes.com

Resources: See the resource list in Handout 2 of this lesson and in the Appendix

Time Frame: 3 class periods

Age Level: High school - adult

Vocabulary: Atone, bystander effect, continuum, diffusion of responsibility, indigenous, redress, reparations

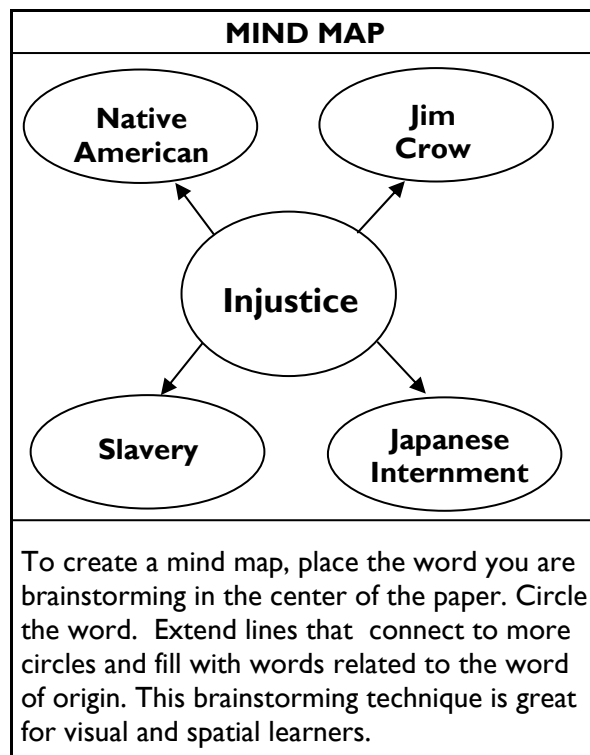
Teacher Background: Lesson eight is dedicated to helping students connect what they have learned on conflict and transitional justice throughout this curriculum to issues that affect their own lives and their own country. For activity one, students need a general knowledge of U.S. history. Although the issues in this activity may pertain to past events, their consequences are current and may be extremely relevant to the students' lives - be sensitive to the needs of your class as you move through this topic. Activity two bridges the connection between local and global conflict, challenging students to analyze conflict, whether interpersonal or international, in a systemic way. Activity three further emphasizes the importance of one's own actions and the power each individual has to make choices that can end the cycle of violence.

Activity 1: Let's Talk about Our History

(Approx. 2 class periods)

Procedure:

1. **Explain.** Explain to the class that the next lesson will deal with injustice and justice in our own country, the United States of America. *If this lesson is being used in a country other than the U.S., modify accordingly.*
2. **Investigate.** Have students get into groups of four to five. Give each student a copy of Handout 1: Injustice in Our Own Nation's History and ask them to follow the directions on the sheet. Explain to the students that they will be brainstorming past injustices that occurred in U.S. history that may be similar to the international situations they have already studied. Assign group roles. Each group is to have a "scribe" and a "reporter," and the remaining students are "justifiers." Justifiers will be called on to explain why each event was a past injustice that must be rectified/reconciled/acknowledged in the present. Answers to the activity may include: slavery of African Americans, Jim Crow laws, Japanese internment camps, denying the vote to women, or the treatment of Native Americans. Encourage students to come up with their own answers rather than suggesting these historical events for them. Provide them with Handout 2: Injustice in U.S. History Resources for further investigation.
3. **Mind Map.** On a large, visible piece of paper, write the word "**injustice**" in bold letters, and circle the word. This will be the center of the mind map (see example in box). Next, call each group up to the mind map one at a time. Have the scribe from each group record their answers on the mind map while the reporter reads them aloud to the entire class. Have the justifiers explain their answers to the group using the questions in their handout (also seen below) and state why they think the historic event(s) they chose can be considered an injustice and why they believe it is worthy of redress. Make sure that every group has time to share their own answers and "justify" them, even if this activity takes more than one class period. It is important to have a wide variety of historical events for the class to draw upon for Step 5 of this activity.



Questions for Discussion

- Why do you believe the situations you chose can be considered injustices?
- What happened? When and why? Who were the victims? Who were the perpetrators? Who was responsible for the injustice?
- Who is alive that may still suffer the effects of these events?
- Why might these past events deserve to be resolved in the present?

(Activity continued on next page) →



Activity 1: Let's Talk about Our History (continued)

4. Discuss. Once everyone has contributed to the mind map, add to what each group has already discussed by asking additional questions, such as:

Questions for Discussion

- How are these events and occurrences in U.S. history similar to and different from the events and occurrences in previous lessons?
- Are there any events taking place in the United States today that could be investigated and subjected to a truth commission?
- If you could write the history books, how would they look different than they do now? What would you write about the events and occurrences brainstormed in the group activity? Who writes history? How does the way history is framed shape our perceptions of it?

5. What Should Be Done? In small groups have students recall the occurrences/events in U.S. history from the mind map. Discuss in each group what types of transitional justice mechanisms would be appropriate for the occurrences that were listed. Using the questions below, have each group choose one event and come up with a transitional justice plan that they believe would be effective at addressing the human rights abuses that occurred. It may be helpful to give students Handout 6: Roads to Peace from Lesson 2, which lists the different types of transitional justice mechanisms and their definitions. Directions and questions for this part of the activity are also provided for students in Handout 1: Injustice in Our Own Nation's History.

Questions for Discussion

- What transitional justice mechanism do you believe would be the most effective in addressing the human rights abuses that occurred for the historic event you chose?
- Why did you choose this transitional justice mechanism?
- What are the main issues you would address and how?
- What would be the key components to the transitional justice mechanism you chose?
- How can the experiences of transitional justice in other nations assist in the creation of your transitional justice plan?

6. Present. Have students choose one event/occurrence and develop in their small groups a Transitional Justice Plan of Action to present to the class.

Activity 2: From the Classroom to the World

(Approx. 2-4 class periods)

Procedure:

1. **Observe.** For a few days have students observe the conflicts they see in their everyday lives whether they are at home, on the bus, at school, or in their community. Ask them to record these conflicts on 3x5 cards. Ask them to have at least 3 conflicts they are willing to share with the class.
2. **Small Group Work.** Split students up evenly into small groups. Have them share their observations and come up with classifications for the types of conflicts they observed. They might classify them on the basis of who was involved, the type of behavior, the way the conflict escalated, etc. Some examples are: name-calling conflicts, yelling matches, value differences, or conflicts about who owns something.
3. **Share and Discuss.** Have each group share the categories they developed with the class. List them on a sheet or newsprint. Discuss the following as a large group:

Questions for Discussion

- Are there other national or global conflicts that could fit in the categories you created?
- How do these categories compare to the types of conflicts we have studied in class?
- What are the similarities and differences in the local conflicts you observed and the world conflicts we have studied?

4. **Journal and Discuss.** Ask students to spend 20 minutes writing in their journals about their own experiences and understanding of the connection between conflict and violence. If students don't have personal experience, ask them to journal on violence experienced by an individual from current events or by someone they know. Ask students to think about where violence comes from and how it manifests itself. Have them reflect on the role of the individual in manifesting and/or preventing violence in a conflict. After they are finished, have students share thoughts from their journals either in small groups or in the large group. If necessary, help students bridge the connection between small-scale and large-scale violence.
5. **Sequencing.** Have the students go back to their small groups. Give each small group multiple sets of the cards in Handout 3: Conflict Continuum Cards, and give each student Handout 4: The Conflict Continuum Worksheet. Identify a conflict situation that stems from a piece of literature, current event, or historical situation that the class has been studying, or ask students to select an example of one of the above. Using this example, ask each group to work together to document the sequence of a conflict situation by placing the cards in order according to the various criteria on the worksheet. Explain to the students that they may not be able to apply all of the cards to each situation. Urge them, however, to apply as many cards as possible to each criterion.

Once the group is finished, ask each student to choose one of the conflicts they observed and wrote down on a 3x5 card. Using the conflict continuum cards, have each student work alone to create a continuum that illustrates the sequence they think their conflict follows.

(Activity continued on next page) →

Source: Adapted from "From the Playground to the World" by William A. Kreidler and "Exploring the Conflict Continuum" by Gayle Mertz and Carol Miller Lieber, Educators for Social Responsibility (2004). <http://www.esrnational.org/>



Making the Connection



Activity 2: From the Classroom to the World (continued)

- 6. Share.** Ask two different groups of students to work together to discuss their responses. Ask them to compare and contrast the sequencing of one group with the other and how this compares to the sequencing they did on their own. Ask them to discuss the following questions:

Questions for Discussion

- What evidence, theory, or experience did your group draw upon to support your designations?
- At what point in the sequencing activity did you have differences of opinion about where to place the words or phrases?
- Was it easier or more difficult to discuss conflict in abstract, or apply it to a specific situation? Why?

- 7. Explain and Discuss:** Write the following sequence on the board:

- 1) Lack of clarity, awareness, or information
- 2) Misinformation
- 3) Differences of opinion
- 4) Disagreement
- 5) Argument
- 6) Dispute
- 7) Verbal threats or intimidation
- 8) Threatening postures and facial expressions
- 9) Verbal and psychological attacks and abuse
- 10) Physical acts of aggression and abuse.

Explain to the students that conflict situations often escalate in this sequence. Discuss the following question as a group:

Questions for Discussion

- Compare and contrast this typical sequence with those established by students during the activity.
- Reflecting on this activity and the classifications for conflict the class came up with earlier, what connections do you see between personal conflict and global conflict?
- What did this activity tell you about how the stages of a conflict escalate or de-escalate?
- Can you see ways in which the conflicts you examined could have been peacefully resolved?
- In your own experience, what tools, skills, or strategies can stop or transform a conflict from escalating into violence?

- 8. Journal and Share.** Ask students to journal about a situation when their action/inaction and/or behavior fueled a conflict and what they could have done differently to de-escalate the situation. Ask them to think of a time when their action/inaction and/or behavior helped to peacefully resolve or de-escalate a conflict. If time permits, have students volunteer to share their experiences with the class.

Source: Adapted from "From the Playground to the World" by William A. Kreidler and "Exploring the Conflict Continuum" by Gayle Mertz and Carol Miller Lieber, *Educators for Social Responsibility* (2004). <http://www.esrnational.org/>



Activity 3: Don't Just Stand There!

Procedure:

- 1. Read.** Have students read the article from the New York Times, published in 1964, of the murder of Catherine Genovese entitled, "37 Who Saw Murder Didn't Call the Police." The article tells the story of how on March 27, 1964, for more than half an hour 37 respectable, law-abiding citizens in Queens watched a killer stalk and stab Catherine Genovese in three separate attacks. Not one person telephoned the police during the assault and the story became a cultural landmark, making infamous the phrase, "We didn't want to get involved." Download the article from www.nytimes.com.
- 2. Discuss.** In small groups, have students go over the discussion questions in Handout 5: Questions for "37 Who Saw Murder Didn't Call the Police."

Questions for Discussion

- Why do you think the neighbors responded the way they did and why did so many fail to act?
- Was there a legitimate cause for fear on the part of the neighbors?
- What would you have done?
- Where would the actions of the neighbors fit along the continuum from Activity 1?
- Who is to blame for the murder of Catherine Genovese?
- Do you think the actions of the neighbors contradict our idea of peace? If so, how? If not, why?
- What do we learn from this lesson in history?
- Have there been other lessons in more recent years that remind us of this story?

- 3. Define.** Let students know that social psychologists often use this story to explain what is known as the bystander effect (or "Genovese effect") which seeks to explain why so many people, such as those in this story, often fail to act. The theory behind this phenomenon is that an individual's likelihood of helping a person in need is directly tied to the number of people witnessing the person's need at the same time. According to the psychological literature on the bystander effect, a person is far less likely to help someone else in need if he or she is not the sole witness to the person in need. The suggested reason for this phenomenon is the diffusion of responsibility. When in an emergency situation with a large group of people, each individual assumes that someone else will handle the situation. The more people that are in a group, the less responsible each individual feels.
- 4. Discuss.** As a class, ask students to share some of their small group discussion. Use the following questions to further guide the discussion:

Questions for Discussion

- How is the Catherine Genovese story similar to or different from stories of injustice that we have discussed in our unit?
- Can you apply the bystander effect to conflict and violence on an international level?
- Can countries themselves fail to act due to diffusion of responsibility?
- What about the failure of a government to act in response to the needs of their own people? Could this be considered the bystander effect?
- In what ways have you individually failed to act due to this phenomenon?

- 5. Journal.** Recall an incident where you witnessed an injustice, but failed to intervene. Why did you fail to intervene? How did you feel afterwards? If students are having trouble remembering an incident, remind students that injustice and violence can also be structural, such as hunger and poverty.

INJUSTICE IN OUR OWN NATION'S HISTORY

Instructions:

Your group will work together to brainstorm incidents of past injustice in U.S. history. Try to think of at least three situations of past injustice that occurred in U.S. history that may be similar to international situations you know about or you have already studied. Research the injustice you identified and answer the questions below. See Handout 2: Injustice in U.S. History Resources for help with your research. Each group member should choose one of the following roles:

Scribe: One person will act as a “scribe,” writing down the answers on a separate sheet of paper for the group. Later, the scribe will record the answer for the entire class on the class mind-map.

Reporter: Another person will be a “reporter.” The reporter will help the scribe to record the group’s answer for the entire class by reading the group’s answers out loud while the scribe writes on the mind map.

Justifiers: The remaining group participants will be “justifiers.” They are responsible for explaining and justifying the group’s answer in front of the class.

Consider the following questions: *(Record your answers on a separate sheet of paper)*

- Why do you believe the situations you chose can be considered injustices?
- What happened?
- When and why?
- Who were the victims? Who was responsible for the injustice?
- Who is alive that may still suffer the effects of these events?
- Why might these past events deserve to be resolved in the present?

After the class has created the mind map, return to your small groups and review the list of injustices in U.S. history created by the class. Select one of the occurrences/historic events on the list and come up with a transitional justice plan that you believe would be effective in addressing the human rights abuses that occurred. As a group, answer the following questions:

- What transitional justice mechanism do you believe would be the most effective in addressing the human rights abuses that occurred for the historic event you chose?
- Why did you choose this transitional justice mechanism?
- What are the main issues you would address and how would you address them?
- What would be the key components to the transitional justice mechanism you chose?
- How can the experiences of transitional justice in other nations assist in the creation of your transitional justice plan?



INJUSTICE IN U.S. HISTORY RESOURCES

SLAVERY REPARATIONS RESOURCES

- **Africa Calls for Slavery Apology.** This article from CNN talks about the World Conference Against Racism, Racial Discrimination, Xenophobia, and Related Intolerance in 2001 where the question of compensation for slavery was one of the most controversial topics at the conference. <http://archives.cnn.com/2001/WORLD/africa/09/01/durban.slavery/index.html>
- **An Approach to Reparations.** This position paper by Human Rights Watch discusses a feasible possibility for reparations. <http://hrw.org/english/docs/2001/07/19/global285.htm>
- **The Cultural War Over Reparations for Slavery.** By Alfred Brophy. This article explains why the issue of reparations is controversial to some. It presents arguments used against reparations, as well as the usefulness, utility and disadvantages of reparations. <http://academic.udayton.edu/race/02rights/repapa29.htm>
- **The Legal Basis for the Claims for Reparations.** By Lord Anthony Gifford. An article from the African Reparations Movement that outlines seven major arguments for the legal basis for claims of reparations for slavery. www.arm.arc.co.uk/legalBasis.html
- **10 Reasons Why Reparations are Bad for Blacks and Racists Too.** By David Horowitz. An article against the notion of reparations. www.frontpagemag.com/Articles/Printable.asp?ID=1098
- **10 Reasons Why Considering Reparations is a Good Idea for Americans, and Horowitz Too.** By Earl Ofari Hutchinson. A rebuttal to the Horowitz article. www.zmag.org/hutch10.htm
- **The Case for Slavery Reparations.** By Brandt Williams. A MN Public Radio report on the discussion of reparations in North Minneapolis in 2000. Joining the panel was Randall Robinson, author of *The Debt: What America Owes to Blacks*, and other activists. The site also contains useful links to other resources. http://news.minnesota.publicradio.org/features/200011/13_williamsb_reparations/

- **Reparations for Slavery Debate.** This special report by the Carnegie Council compares Horowitz's and Robinson's arguments, major ethical questions and links to other sites. www.cceia.org/resources/picks/175.html
- **Reparations: Rastafari Pathway to World Peace.** By Barbara Makeda Blake Hannah. An article of the history of the slavery reparations movement mainly focused on Rastafarians. www.geocities.com/maskel2001/reparationspaper.txt
- **Reparations for African American Slavery.** A text that describes the pro-con arguments of reparations and how slavery has affected African Americans here and African communities abroad. www.straightblack.com/culture/African-American-Articles/African-American-Slavery-Reparations.html

RACE CRIMES REPARATIONS RESOURCES

- **The Tulsa Race Riot of 1921.** This website offers a history of the event and includes photographs from that time. www.montgomerycollege.org/Departments/hpolscrv/VdeLaOliva.html
- **Panel Recommends Reparations In Long-Ignored Tulsa Race Riot.** By Jim Yardley. *New York Times* article on February 5, 2000, about how the Oklahoma commission found that reparations should be paid to the black survivors of the 1921 riot. www.nytimes.com
- **The Clayton Jackson McGhie Memorial.** This site is dedicated to the memorial that was erected in honor of the three African American men who were lynched in Duluth, MN. It provides history on the event, photos of the memorial, and additional resource links for more information. www.claytonjacksonmcghie.org/
- **Duluth Lynching On-Line.** This comprehensive site by the Minnesota Historical Society provides excellent information on the background, the event, the legal proceedings, and what happened afterward. It even includes oral histories, commentaries, and additional information. <http://collections.mnhs.org/duluthlynchings/>



INJUSTICE IN U.S. HISTORY RESOURCES

- **Duluth Remembers 1920 Lynching.** By Ken Olson. This article briefly talks about the incident itself, and focuses more on what Duluth, MN has recently done to heal the city's wounds and atone for the lynching of three men. http://www.tolerance.org/news/article_tol.jsp?id=879
- **Elaine Riot Project: The Event.** This site offers information about the event and contains many links to articles, books, and other websites regarding the race riot. www.clt.astate.edu/sarahwf/elainrt/elaeavnt1.html
- **Community Revisits 1919 Race Riots.** By Peggy Harris. An Associate Press article on Feb. 10, 2000. that discusses the current race relations in Philips County, Arkansas and the community's examination of what occurred during the race riots. http://richlabonte.net/exonews/xtra4/community_revisits.htm
- **Race Riots in Elaine, Arkansas.** This is an article in the African American Registry about the Elaine Race Riots. www.aaregistry.com/african_american_history/1204/Race_riot_in_Elaine_Arkansas
- **Wikipedia: Elaine Race Riots.** This alternative encyclopedia contains a great description of the event, as well as additional information. http://en.wikipedia.org/wiki/Elaine_Race_Riot
- **Native American Leaders Write Road Map for Trust Fund Reform.** An article about the potential reparations Native Americans could be receiving from the U.S. Government. After years of litigation over the federal government's gross mismanagement of money supposedly earmarked for American Indians, a political solution may finally be in the works. http://newstandard_news.net/content/index.cfm/items/2064
- **Conquest and Compensation.** This article examines the difficulties of reparations concerning African Americans and Native Americans, and the inherent difficulty of offering land to descendants of slaves that belonged to American Indians long before the arrival of the slaves. The article discusses ways to re-imagine our approach to reparations and how monetary reparations are simply insufficient and miss the point, particularly from a Native American standpoint. www.encyclopedia.com/doc/1G1-154550203.html
- **Tennessee Reparation Survey.** This website is based on a poll taken in Tennessee that includes the issue of reparations for primarily African Americans, but includes Native Americans and Japanese Americans who experienced detention camps. www.mtsusurveygroup.org/mtpoll/f2001/Fall%202001%20PDF%20Report%20MTPoll.pdf

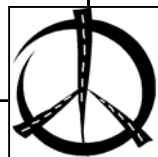
JAPANESE INTERNMENT REPARATIONS RESOURCES

- **Social Justice Report 2000.** By the Aboriginal and Torres Strait Islander Social Justice Commissioner in Australia, has a history on Australia's abuse of the Aboriginal people, comparisons to other countries, and chapters on achieving meaningful reconciliation. www.hreoc.gov.au/social_justice/sj_report/chap5.html
- **Beyond Reparations: An American Indian Theory of Justice.** This abstract discusses the idea that reparations must be a group by group issue. The Native American situation is different from the African American situation, which is different from all the other issues of reparations within the U.S. This abstract (with a link to the actual article) discusses how we should view and deal with reparations in regard to Native Americans. http://papers.ssrn.com/sol3/papers.cfm?abstract_id=515231
- **Children of the Camps: Internment History.** This website details the Japanese internment camps in the U.S. during and after World War II. The website gives a brief history, displays the bills passed by Congress (which includes the bill to intern Japanese Americans, the redress bill for reparations, and the letter of apology from President Clinton), a brief overview of the camps, a timeline, and the health problems that developed from being forced into the internment camps. www.pbs.org/childofcamp/history/index.html
- **Internment of Japanese Americans in Concentration Camps.** This website is a database concerning the Japanese American Internment camps. The information here is more robust than the information presented in the PBS website (detailed above), but requires further navigation. The information is very thorough and offers many resources about this period in American history. <http://academic.udayton.edu/race/02rights/intern01.htm>



CONFLICT CONTINUUM CARDS

Lack of clarity, awareness, or information	Misinformation
Differences of opinion	Disagreement
Argument	Dispute
Verbal threats or intimidation	Threatening postures and facial expressions
Verbal and psychological attacks and abuse	Physical acts of aggression and abuse



Source: "Exploring the Conflict Continuum" by Gayle Mertz and Carol Miller Lieber, *Educators for Social Responsibility* (2004).
<http://www.esnational.org/>

THE CONFLICT CONTINUUM WORKSHEET

Using the words and terms on your ten cards, create a continuum that illustrates the most typical sequence that you think most conflicts follow.

Selecting from the words and terms on your ten cards, create a continuum that best reflects how the emotional intensity of the parties involved would likely escalate.

Selecting from the words and terms on your ten cards, create a continuum where prevention strategies are a possible response.

Using the words and terms on your ten cards, create a continuum where intervention may be the only possible response.

Using the words and terms on your ten cards, create a continuum that demonstrates how the conflict that you are studying could be more peaceably resolved.



QUESTIONS FOR “37 WHO SAW MURDER DIDN'T CALL THE POLICE”

Discussion Questions:

- **Why do you think the neighbors responded the way they did?**
- **Why did so many fail to act?**
- **Was there a legitimate cause for fear on the part of the neighbors?**
- **What would you have done?**
- **Where would the actions of the neighbors fit along the conflict continuum?**
- **Who is to blame for the murder of Catherine Genovese?**
- **Do you think the actions of the neighbors contradict our idea of peace? If so, how? If not, why?**
- **What do we learn from this lesson in history?**
- **Have there been other lessons in more recent years that remind us of this story?**



Lesson Nine



Reconciliation on a Local Level





"The practice of peace and reconciliation is one of the most vital and artistic of human actions."

~Thich Nhat Hanh

Lesson 9: Reconciliation on a Local Level

- Goals:** To understand and practice peace and reconciliation on a local level
- Objectives:**
- Students will role play scenarios that involve conflict resolution pertaining to situations they may experience in their own lives
 - Students will experiment with various conflict resolving methods such as peer mediation, community conferencing, and nonviolent communication
 - Students will make the connection between global healing and local action

Essential Question: How can I resolve conflict peacefully in my own life?

- Materials:**
- Construction paper and markers
 - Handout 1: Key Skills for Peacemakers
 - Handout 2: Empathetic Listening Exercise
 - Handout 3: Fill-in-the-Blank I-Statement
 - Handout 4: Reconciliation on a Local Level
 - Handout 5: Peer Mediation Role Plays
 - Handout 6: Steps for Mediation
 - Handout 7: Preparing for a Difficult Conversation

Resources: For more resources on peer mediation and community conferencing, see the Peace and Justice Resources in the Appendix

Time Frame: 2-5 class periods

Age Level: High school - adult

Vocabulary: Community conferencing, disputant, empathy, mediator, peacemaker, peer mediation

Teacher Background: Transitional justice mechanisms are not only useful in national or international conflicts, they can also be applied to conflicts that occur in your own neighborhood, community, or school. Many schools already use these types of conflict resolution methods through programs (often called restorative justice or peer mediation programs) aimed at addressing such issues as bullying, violence, racism, cheating, stealing, rumor and gossip, and other school conflicts. The aim of this lesson is to give students a chance to find ways of transforming the conflict they experience in their own lives through using the same fundamental principles that can be found in transitional justice such as truth, justice, peace, forgiveness, healing, closure, repairing damages, restoring of rights, building of trust, and prevention of future abuse.

Activity 1: Transitional Justice Fundamentals

(Approx. 1-2 class periods)

**Procedure:**

1. **Brainstorm.** Write the words “**transitional justice**” on the center of a poster board. As a large group have students brainstorm on a mind map (see page 119) the fundamental principles that define transitional justice mechanisms, or you could use a different brainstorming technique. Ask students what key words or phrases come to mind when they consider the term “transitional justice.” For example: truth, justice, peace, forgiveness, healing, closure, restoring of rights, building of trust, and prevention of future abuse. Explain to the students that these are the same fundamental principles behind the local forms of reconciliation that you are about to introduce.
2. **Define.** Ask the students how they would define the word “peace.” Give them a few minutes to come up with their own definition and write it down and then ask for volunteers to share their ideas. Next, provide them with this definition by Johan Galtung: “peace is the capacity to handle conflicts nonviolently and creatively.” Let students know that the goal of this lesson is to **practice peace** or, as Galtung says, to practice different ways to handle conflict nonviolently and creatively.
3. **Give Examples.** Provide students with two examples of ways to “practice peace” at school. Give students Handout 4: Reconciliation on a Local Level. Handout 4 lays out two different types of local transitional justice mechanisms: peer mediation and community conferencing. Have student volunteers read the definitions out loud. Activities 2 and 3 give students the chance to role play these conflict resolution methods.
4. **Review and Practice Skills.** To be effective practitioners of transitional justice, certain key skills are necessary. It may be helpful to give students a chance to practice some of these skills before delving into the role plays in activities 2 and 3 of this lesson. Give students Handout 1: Key Skills for Peacemakers. The key skills included in this handout are empathetic listening and using “I”-messages. Two optional extensions to practice these skills are given below. You can go over the handouts with the students before you begin these exercises.

Optional Extension: Empathetic Listening Exercise**Procedure:**

This exercise gives students a chance to practice the skills of being an empathetic listener.

1. **Practice Skills.** Split the students into subgroups of three. There will be three roles in each subgroup: speaker, listener, and observer. Everyone will take turns in each role. The directions for this exercise are laid out in Handout 2: Empathetic Listening Exercise. After the exercise leave time for discussion. Have students sit in a circle and go around the group asking each student to share at least one thing they learned about themselves in this practice session.

**Procedure:**

1. **Demonstrate.** Give the group an example of the difference between an “I” message and a “you” message. Pick a member of the class and conduct a role play as follows:

As the teacher, play the role of boss and have the student be an employee who has left the shop a mess. As the boss, say to the employee, *“You always leave all the tools lying all over the garage. You don’t have any respect for my shop or my property.”* Ask the class member how this interaction made him/her feel. Then ask the rest of the class the same question. For the same class member, use the same example. This time use an “I” statement such as, *“I have a problem. I feel disrespected when I see my tools laying around the garage because I paid a lot for them and this business is important to me.”* Ask the class member how this interaction makes him/her feel. Then ask the rest of the class. Explain that “I” statements are designed to express and take responsibility for your feelings rather than blaming others.

2. **Review.** There are four steps to developing an “I” statement. Go over the four steps as laid out on the second page of Handout 1: Key Skills for Peacemakers. It may also be helpful to give them Handout 3: Fill-in-the-Blank I-Statement.
3. **Practice.** Give the following examples to the class and ask them to write “I” messages and “You” messages for each scenario. Ask the class to work in pairs to develop scenarios with dialogue and then have them role play. Have them identify how it was to use both statements. In addition, ask how it was to be on the receiving end.

Role Play Scenarios

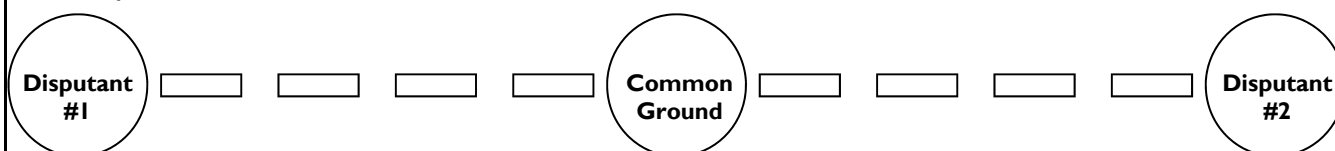
- You hear a rumor that your girl/boyfriend is dating someone else. (In pairs, role play as the dating couple and practice using “I”-statements)
- You bought a car and it quit running before you got it home. You had it towed to the car lot and they fixed it. You picked it up and before you got home, it quit running again. (In pairs, role play as the mechanic and the customer, and practice using “I”-statements)
- You fall asleep on your desk at school and are awakened by the teacher slapping the desk. (In pairs, role play as the student and the teacher, and practice using “I”-statements)

Activity 2: Finding Common Ground: Peer Mediation Role Play

(Approx. 1-2 class periods)

Procedure:

- 1. Set-up.** Split students up into groups of three or four and give each of them a different role play scenario from Handout 5: Peer Mediation Role Plays. Have each student choose a role (mediator or disputant). Give each student a copy of Handout 6: Steps for Mediation (for mediators) and Handout 7: Preparing For a Difficult Conversation (for disputants). *If Peer Mediation is a program already in your school, students may already know how to apply this method and it may be helpful to bring in the peer mediation coordinator to teach a lesson to the students.* Give students time to go over their scenarios and the procedures and questions in their handouts. Tell students that they can be creative in acting out their character but they should stick to the conflict in the scenario. Let them know that they will be role playing the peer mediation process through a game where the objective is finding common ground.
- 2. Role Play.** On the floor create circles (out of construction paper) with the words: Disputant #1, Disputant #2, and Common Ground. You can add more disputants if necessary. Also cut out strips of construction paper to create a road between the disputants. Lay the circles and paper strips as shown.



Go through the role plays one group at a time. Have the students stand in the circle appropriate to their role with the mediator standing in the center common ground circle. Remind the “disputants” to explain the scenario in their own words to the mediator. Ask the mediator to remind each of the disputants of the ground rules. The mediator should then go through the mediation process steps A,B,C, and D. As each student is led successfully through the steps they can take a step closer to the other disputant. Every time a disputant breaks a rule (by insulting or name calling, resorting to violence, etc.), they have to move back a space. The rest of the class decides if the students move forward or backward. The objective of each disputant is to successfully complete each step of the peer mediation process and make it to the common ground circle. (Option: If your students do not seem interested in finding “common ground,” you could take the approach of having the two disputants compete to reach the middle in the least amount of time.)

- 3. Discuss.** As a large group discuss the following questions:

Questions for Discussion

- What challenges did you face when mediating? How did you overcome them?
- What did you observe that made mediation successful or unsuccessful?
- Do you think you will use the techniques in your own lives? Why or why not?
- What fundamental principles of transitional justice do you see being used in peer mediation?
- Are there any other transitional justice mechanisms you think would be useful in these scenarios?
- Do you think peer mediation would be a useful mechanism to use at your school?

Source: Adapted from “Mediating Peer Conflicts: Martin Luther King Board Game” from Peace by PEACE at Yale (June 2002).





Activity 3: Community Conferencing Role Play

(Approx. 1-2 class periods)

Procedure:

1. Find Issue: This could be either a brainstorming activity where students identify and discuss an issue that they think is affecting their community or school or you could assign the issue depending on the class. It is important to choose an issue that will generate debate and has many different sides and constituents such as students, parents, government, community members and so forth. Sample issues include: lack of funding to renovate part of their school, lack of adequate books and supplies in classrooms, too many students in each classroom, drug use in the neighborhood, and high crime rate in the neighborhood. You could also use the sample scenario given below.

Sample Scenario:

Two high schools are sports rivals. Central High School is an urban school with a diverse group of students from different racial and socio-economic backgrounds. Eton High School is located outside the city in a wealthy area, is not as diverse and has the reputation of being a “rich school.” At the game, the fans in the bleachers are rowdy. Central students yell “cake-eaters” at the Eton fans calling them spoiled. Eton students chant “MTA!” for Mass Transit Authority to make fun of how students at Central take the bus because they are poor. Fortunately, no fighting breaks out. The teams play each other in a football playoff, and Central wins. The following Monday, when staff and students arrive at Central they find that the field house and stadium have been vandalized. Obscene images and racial slurs have been spray painted onto the building and onto the grass on the field.

- 2. Constituent Meetings.** Divide the class into three or four even groups: Mediators, Students/Parents (could be two separate student/parent groups if using sample scenario), Government/School/Other appropriate authority representatives. Each group will meet with the guidance of one mediator. They should prepare for the community conference based on the questions in the box below. The questions will help the groups clarify what their side wants and what compromises they might be willing to make. During the constituent meetings, one person from every group should serve as the recording secretary and the group should decide who will speak as the representative.

Mediators should also meet and decide on a set of rules for their meetings, how they are going to run the meeting, a list of questions (could be identical to the ones in the box below) and strategies for getting the groups to compromise or reconcile. These rules and procedures should be based on Handout 6: Steps for Mediation. Allow five minutes for the constituent meetings.

Constituent Meeting Questions

- Summarize who you are and what values are important to your group.
- What is your group's position on the issue?
- What are the three most important values or interests to your group?
- What interests are you willing to compromise or give up?
- What interests are you unwilling to negotiate or give up?
- What suggested compromises can your group come up with?

(Activity continued on next page) →

Activity 3: Community Conferencing Role Play (continued)

3. Community Conferencing. Set up the desks in a square shape. Have members of the same group sit next to each other. Explain that we will now have a town meeting to try to work out a solution. Have the mediators run the meeting as best they can by introducing their rules (see Handout 6: Steps for Mediation) and calling on one representative from each interest group. If the mediators need help, teachers should jump in and help in the best way they can. Each of the groups should present its answers to the questions presented by the mediators. One person should speak from each group unless others have something to add. Have all groups answer each question before moving on to the next one. Mediators should try to have the groups come up with a way to reconcile the issue. This is the goal of the exercise. Allow the community conferencing to continue as long as it is being productive. When you feel that the groups have exhausted discussion and compromise, stop the meeting and break the simulation.

4. Discuss. As a large group discuss the following questions:

Questions for Discussion

- What was it like defending your group's point of view? Was it difficult? Why?
- What was it like to be mediator and remain neutral?
- What was the biggest obstacle to settling on a compromise? What obstacles do communities in general face when they are trying to get things done?
- Can you relate this large-scale mediation to anything you've done with your peers or in your own community?
- What steps can you take as students to deal with some of these types of issues in your communities?

★ **Teacher Tool: The Daily Rap**

The Daily Rap is a simple, easy-to-implement tool for teachers developed by the Community Conferencing Center to help build a better school climate, build relationships, and prevent violence. The Daily Rap is a circle process that provides students with a safe venue to air their concerns with each other and to solve their own conflicts in a safe environment. The Daily Rap is helpful in preventing gossip and other interpersonal difficulties from escalating into acts of harm and violence. The training workshop guides teachers in how to be neutral and non-directive in facilitating Daily Rap sessions with students. To learn more about the Daily Rap and the Community Conferencing Center go to www.communityconferencing.org.

KEY SKILLS FOR PEACEMAKERS

Empathetic Listening

Empathetic listening (also called active listening) is a way of listening and responding to another person that improves mutual understanding and trust. It is an essential skill for mediators, disputants or any type of transitional justice practitioner, as it enables the listener to receive and accurately interpret the speaker's message and respond appropriately. The response is an integral part of the listening process and can be critical to the success of mediation. The benefits of empathetic listening are:

- Builds trust and respect
- Enables disputants to release their emotions
- Reduces tensions
- Elicits information
- Creates a safe environment that is conducive to collaborative problem solving

How to Be an Empathetic Listener

Empathy is the ability to project oneself into the personality of another person to better understand that person's emotions or feelings. Through empathetic listening the listener lets the speaker know, "I understand your problem and how you feel about it, I am interested in what you are saying and I am not judging you." The listener unmistakably conveys this message through words and non-verbal behaviors, including body language. The listener encourages the speaker to fully express herself or himself free of interruption, criticism, or being told what to do. It is neither advisable or necessary for a mediator to agree with the speaker, even when asked to do so. It is usually sufficient to let the speaker know, "I understand and I am interested in being a resource to help you resolve this problem."

Skills	Explanation
Attending, acknowledging	Providing verbal or non-verbal awareness of the other through eye contact, head nodding, facial expressions matching the speaker, having an open and relaxed body, saying "Uh-huh" and "I see"
Restating, paraphrasing	Responding to a person's basic verbal message. Example: "What I hear you saying is..."
Reflecting - "Act Like a Mirror"	Reflecting feelings, experiences, or content that have been heard or perceived through cues
Interpreting	Offering a tentative interpretation about the other's feelings, desires, or meanings
Summarizing, synthesizing	Bringing together in some way feelings and experiences; providing a focus
Probing	Questioning in a supportive way that requests more information or that attempts to clear up confusions
Giving feedback	Sharing perceptions of the other's ideas or feelings; disclosing relevant personal information
Supporting	Showing warmth and caring in one's own individual way
Checking perceptions	Finding out if interpretations and perceptions are valid and accurate
Being quiet	Giving the other time to think as well as to talk



Source: Adapted from Salem, Richard. "Empathic Listening." *Beyond Intractability*. Eds. Guy Burgess and Heidi Burgess. Conflict Research Consortium, University of Colorado, Boulder. Posted: July 2003 http://www.beyondintractability.org/essay/empathic_listening/.

KEY SKILLS FOR PEACEMAKERS

I-Messages vs. You-Messages

When we use I-messages to express feelings of anger or frustration, the person to whom we're talking feels less defensive and is better able to hear us. When we use You-messages, on the other hand, the feelings and the conflict often escalate.

You-Messages:

- **Blame** the other person for the situation. Example: *"You make me so angry! You made me late and I missed half the class!"*
- **Make negative generalizations** about the other. Example: *"You are so unreliable and incompetent."*

When we bombard someone with You-messages, they will stop listening and start concentrating on defending themselves and attacking you back in the same way.

I-Messages:

- Tell **how I feel** without attacking and blaming
Example: *"I felt really angry when you didn't show up. I got there late and felt panicky when I found I had missed half the class."*
- Are **specific** about what I need
Example: *"It's important to me to keep up with this class. It's a subject that is difficult for me and I really need to stay on top of things."*
- Are **creative** and **collaborative** about what I can do to help make things different
Example: *"Next time, why don't I double check with you about what time we are meeting?"*

How to use I-messages: (*Also see [Handout 2: Fill-in-the-Blank I-Statement](#))

What to Say	Explanation
1. When... (say exactly what happened)	Do not over-generalize or pre-judge. Example: replace <i>"You are a thief"</i> with <i>"I notice that my CDs are in your room and I don't know how they got there."</i>
2. I feel... (what feeling word best describes it)	Express how you experience the behavior affecting you rather than criticizing the behavior itself. Example: replace <i>"You don't care for me"</i> with <i>"When I don't hear from you for a week I feel ignored."</i>
3. Because... (what effect did it have on my life?)	How we perceive and react to others depends on what is important to us: i.e., on our needs and cultural and personal values, which may be different from the other person's. It may be helpful to make your assumptions and perceptions clear. Example: replace <i>"You always yell at me when we disagree"</i> with <i>"When you yell at me I feel it is hard to discuss things because I assume you are angry and don't want to hear what I have to say."</i>
4. What I'd like is... (make a suggestion for the future)	Say specifically what you are asking for as a positive action rather than general demands. Example: replace <i>"Stop attacking me"</i> with <i>"I would like you tell me what it is that I've been doing that you don't like."</i>

COMMUNICATION DOS AND DON'TS

DO!

- Use "I" messages
- Be attentive and interested
- Act like a mirror
- Be a sounding board
- Ask open-ended questions
- Use eye contact
- Show warmth
- Be quiet
- Check perceptions

DON'T!

- Don't interrupt
- Don't change the subject
- Don't rehearse in your head
- Don't interrogate
- Don't teach
- Don't give advice
- Don't place blame/judge
- Don't make generalizations
- Don't discount feelings



Source: Adapted from Salem, Richard. "Empathic Listening." *Beyond Intractability*. Eds. Guy Burgess and Heidi Burgess. Conflict Research Consortium, University of Colorado, Boulder. Posted: July 2003 http://www.beyondintractability.org/essay/empathic_listening/.

EMPATHETIC LISTENING EXERCISE

Instructions

This exercise will give you a chance to practice the skills of being an empathetic listener. Group members should take turns being in one of the following roles: speaker, listener, and observer.

Speaker: Share something that is a real concern to you. Not necessarily something that is very private or embarrassing, but something that is a real part of your life. Be sure to pause if necessary and let the listener practice their skills. Speak for 3 minutes.

Listener: Follow steps 1 through 5 as written out below and remember to use your non-verbal communication skills as well.

Observer: Keep track of the listener's responses. Note the use of feeling and factual reflection, use of open or closed ended questions, and the effectiveness of the listener's summary. Gently announce "stop" when the time is up after three minutes.

Discuss: After the conversation, take a few minutes to discuss in your group in the following order:

1. The listener reflects on how well he/she used questions and empathetic listening skills.
2. The speaker comments on his/her experience during the conversation and the listener's use of the skills.
3. The observer shares his/her observations and comments on the conversation.

When exchanging comments, please be sure to give the listener feedback on what they did well and what they could improve. If the listener is having difficulty with any of the skills, suggest how to do it better.

Five Steps to Empathetic Listening

Step 1: Acknowledge feelings first	Acknowledge the feelings the speaker is trying to express. Note that you recognize and hear the feelings, and show your readiness to listen. Use nods, "uh-huhs" and comments that indicate you recognize the validity of the speaker's feelings. Example: "That sounds very frustrating."
Step 2: Say it in different words	One of the most powerful and important components to empathetic listening is paraphrasing. It lets the other person know you are trying to understand, clarifies the communication, elicits more information, and slows the pace of interaction, reducing intensity. To paraphrase, repeat what the speaker is saying in your own words, without adding anything. Example: "Sounds like you've tried everything, and you don't know what to do next, but you know you have to do something."
Step 3: Ask open-ended questions	Ask for help when you get lost in the conversation. Check out your interpretation of what the speaker is saying, but don't get hung up on being right or use defensive questions such as "Why?" or "Don't you think..." Instead ask relevant open-ended questions beginning with "what," "how," "please explain," and "describe." Example: "How will that affect what will happen?"
Step 4: Summarize and clarify	Pull together what you have heard. Don't predetermine what could happen but stick to what has happened. Make sure you understand the speaker's intent and ask for clarification. Example: "Sounds to me like you see several options, although some are more appealing than others. Is there any way you can get clearer on which ones will be best for you?"
Step 5: Give an opinion	If you offer an opinion, do it with GREAT caution, and only if you have gone through steps 1-4. Be sure to ask whether the speaker is willing or wants to hear your opinion first. If the speaker does not want to hear your opinion, do not offer it. It may be that he or she just needed to talk and will figure it out on their own.



Source: F. Conway, Effective Communication, Sea Grant Publications (April 1999).

FILL-IN-THE-BLANK I-STATEMENT

_____, **I feel**
(Name of person you are talking to)

(Feeling words)

When you _____
(Other person's actions)

Because _____
(Effect(s) on you)

What I would like is

(Make a suggestion for the future)



RECONCILIATION ON A LOCAL LEVEL

Peer Mediation:

Mediation is a process for resolving disputes and conflicts in which a neutral third party acts as a moderator for the process. In mediation, the goal is to work out differences constructively. Mediation provides schools with an alternative to traditional disciplinary practices. Students involved in this process, either as mediators or disputants, learn a new way of handling conflict.

In mediation, peers assist other students to identify the problems behind the conflicts, to take responsibility for their actions, and to find solutions. **Peer mediation is not about finding who is right or wrong. Instead, students are encouraged to move beyond the immediate conflict and learn how to get along with each other through dialogue.** Peer mediators ask the disputing students to tell their stories and ask questions for clarification.

Community Conferencing:

A community conference is a meeting of the community of people affected by behavior that has caused serious harm. The conference provides a forum in which those who have caused harm, those who have been harmed, and their respective supporters, can seek ways to repair the damage caused by the incident and to minimize further harm. A conference gives those who have caused harm an opportunity to understand the impact of their behavior on other people, on themselves and on the wider community. A conference gives people who have been harmed the opportunity to explain how they have been affected and contribute to negotiations about how best to repair the damage.

All participants are given an opportunity to recount what happened at the time, and what has happened since. The damage is generally emotional and possibly physical. It is important that everyone present have a clear understanding of the full impact of the behavior. They then decide what needs to be done to repair the damage and minimize further harm. When an agreement has been reached, it is recorded in writing and signed by key participants, who are then given a copy of the agreement.



PEER MEDIATION ROLE PLAYS

Scenario 1

Nassim is a 17-year-old high school student at a large, suburban school. One of the school's rules is "No Headwear," which means that hats, headbands, bandanas, and hoods may not be worn during school hours. As part of his Muslim faith, Nassim wears a small, multicolored prayer cap. As a result, he has been called down to the office to talk to his principal, Mr. Johnson. A peer mediator has been assigned to accompany Nassim to the principal's office to mediate his talk with the principal.

Scenario 2

Ms. Velado's 7th grade social studies class has students from many different countries and language backgrounds. During a geography lesson, Nam and Phu discuss the assignment in their first language, Vietnamese. Marcus, a student from Liberia, angrily shouts at them to "stop speaking Chinese now that they are in America." Nam and Phu become angry and threaten Marcus. Ms. Velado must step in between the students to avoid a physical fight and all three students are asked to go and see a peer mediator.

Scenario 3

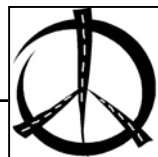
Shenice, a 15-year-old African American student, is in Mr. Lee's U.S. history class. She really enjoys the class, and feels that Mr. Lee genuinely cares about her and her success in his class. When they begin a unit on race in America, Mr. Lee asks the class to brainstorm all of the racist slurs and comments they can think of, and he writes them on the board. The students follow the directions, but Shenice feels really uncomfortable. When she tells her friends at lunch what happened, one friend suggests that she go and talk to Mr. Lee and tell him her feelings. Shenice doesn't want to hurt his feelings, so she says nothing. Shenice's friend advises her to speak with Mr. Lee with the help of a peer mediator.

Scenario 4

Choua and A-Mi are in the same English Language Learner (ELL) class. Choua is a 15-year-old Hmong girl, and A-Mi is a 14-year-old Korean girl. They are good friends until A-Mi makes a comment about Choua's boyfriend that Choua doesn't like. They argue in class, later in the hall, and in the cafeteria. Soon, other people, Korean and Hmong, get involved in the argument. A physical fight breaks out between several Hmong boys and several Korean boys. The school that they attend approaches the fight assuming the two groups are not getting along because of ethnic differences. A peer mediator has been assigned to speak with A-Mi and Choua to try to resolve the "ethnic" conflict.

Scenario 5

Jesse is a Caucasian 8th grader and in the same physical education (PE) class as Jerome, an African American. Their PE teacher reminds them about the big basketball game coming up on Friday evening against Washington High School, a predominantly African American high school. Jesse tells the class that he thinks they should all dress "ghetto" when they go to the game, which makes Jerome uncomfortable and angry. Jerome asks Jesse what he meant by "ghetto" and Jesse gets defensive and tells Jerome to lighten up. The PE teacher assigns the students to discuss their differences with a peer mediator.



STEPS FOR MEDIATION

Before you begin mediation:

- Introduce yourself as mediator and find out the names of the disputants.
- Explain that your job is to help the disputants talk out their problem(s). Mediators do not judge, take sides, or tell anyone what was discussed except if they are told about weapons, drugs, or physical abuse/harm.
- Ask those in the conflict if they would like your help in solving the problem.
- Find a quiet area to hold the mediation and follow steps ABCD below.

Agreements

1. If both disputants agree to try mediation, ask them to agree to the following ground rules:

- Put effort into solving the problem
- Be honest
- Speak directly to the mediator at first
- Let the other person finish talking
- Be confidential
- No violence or threats of violence
- No weapons
- No cell phones
- No name calling

Both Sides of the Story

2. Ask the first person "What happened?" Paraphrase or reframe the issues raised to reflect the person's underlying concerns (needs) in non-violent language so they know they have been heard. Give them a chance to add, correct or clarify.
3. Ask the first person how she or he feels. Paraphrase again giving them a chance to add, correct or clarify.
4. Ask the second person "What happened?" Paraphrase or reframe the issues raised to reflect the person's underlying concerns (needs) in non-violent language so they know they have been heard. Give them a chance to add, correct or clarify.
5. Ask the second person how she or he feels. Paraphrase again, giving them a chance to add, correct or clarify.

Create Solutions

6. Ask the first person what she or he could have done differently. Paraphrase.
7. Ask the second person what she or he could have done differently. Paraphrase.
8. Ask the first person what she or he can do here and now to help solve the problem. Paraphrase.
9. Ask the second person what she or he can do here and now to help solve the problem. Paraphrase.

Decide on a Plan

10. Help both disputants find a solution they feel good about. Have them brainstorm ideas together. (Mediators should try to avoid putting their own ideas forward - it is better to get ideas from the disputants themselves. Mediators can help the parties refine their options and use open-ended questions to make sure the issues brought up will be completely resolved.)
11. Repeat the solution and all of its parts to both disputants and ask if each agrees. The solution can also be put into words and written down for both people to sign and include information about what to do if the agreement does not work out.
12. Congratulate both people on a successful mediation!

Qualities of a
Great
Mediator!

- ★ Respected and trusted by both disputants (but not anxious for recognition)
- ★ Impartial - able to focus on process and put aside own opinions on outcome
- ★ Imaginative in helping parties to solve their problem
- ★ Diplomatic and Personable - patient, empathetic, nonviolent communicator, and active listener, able to be directive of the process and comfortable with "high emotions"



PREPARING FOR A DIFFICULT CONVERSATION

Each disputant should fill out the following table of questions to get in touch with what is at the root of the conflict and to prepare themselves for the peer mediation process. Tip for the disputant: the more easily you can admit your own mistakes, your own mixed intentions, and your own contributions to the problem, the more balanced you will feel during the conversation, and the greater the chance that it will go well.

What Happened?

Partial Perceptions	Contribution	Impact/Intent
Description of how I see the situation:	Is there an attitude of blame and punishment by any party? By whom?	What were my intentions regarding my actions?
What assumptions am I making? Do they need to be verified?	What actions did I take that contributed to the situation?	What might have been the impact of my actions on the other party? (or on the situation?)
How might the other party see the situation?	What actions did the other party take that contributed to the situation?	What might have been the other party's intentions?
What assumptions is the other party making that might need to be verified?		What was the impact of the other party's actions on me? (or on the situation?)

Feelings

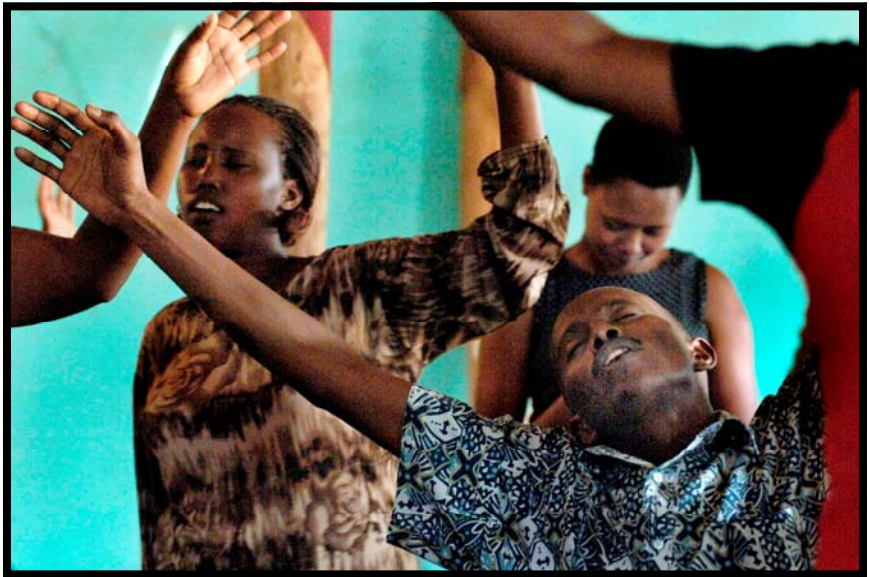
Root Causes/Identity

What is my primary feeling? What other feelings am I experiencing?	In what ways does this situation challenge or threaten my own sense of identity? How might an unbiased third-party answer that question?
Could my feelings be caused by some other experience(s) unrelated to the present situation? What advice would I give myself in that other experience?	What might I be denying about the situation?
What advice would I give myself now with respect to the current conflict?	Am I exaggerating anything in the situation?
What is the other party's primary feeling?	What root issues are at stake for me in this conflict?
	What root issues are at stake for the other party?



Source: Adapted from "Difficult Conversations: How to Discuss What Matters Most" by Douglas Stone, Bruce Patton, and Sheila Heen. New York: Viking Penguin (1999).

Lesson Ten



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Take Action!



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

~Margaret Mead

Lesson 10: Take Action!

Goals: To have students take action on an issue related to transitional justice

Objectives:

- Students will explore different avenues to cultivate peace in their lives and in their community (activity 1)
- Students will learn about the efforts of youth who have taken action on peace and transitional justice issues around the world (activity 2)
- Students will choose an issue and create a peace action plan (activity 3)

Essential Question: How can I be a peacemaker?

Materials:

- Handout 1: Peacemaker cards A, B, C, D
- Handout 2: Peace and Justice Heroes
- Handout 3: Take on a Peace Challenge
- Handout 4: Peace Challenge Proposal - Criteria for Selection Committee

Resources: For more resources on taking action see the Take Action Guides in the Appendix

Time Frame: 3-5 class periods

Age Level: High school - adult

Vocabulary: Peacemaker

Teacher Background: Every day we make decisions that have an impact on ourselves, our community, and the world around us. How we treat people, what we buy and the resources we use all have an effect. This lesson will give students a chance to reflect on their impact on the world and what they can do to ensure that it is a positive one. Students are given opportunities to explore the range of actions possible and define for themselves what it means to be a peacemaker. Please note that the activities in this lesson can be done in any order. Teachers can decide what order they think is best for their class.

Activity 1: 100 Ways to be a Peacemaker

(Approx. 1 class period)

**Procedure:**

- 1. Set-up.** Cut out the cards in Handout 1: Peacemaker Cards and separate them as labeled into envelopes for cards A, B, C, and D. For a larger class it is helpful to have two sets of each group of cards. Separate the class into groups of three or four students each. (Ideally, two groups will have the same set so they can compare results).
- 2. Sort.** Ask group members to spread the cards out so all students can read them. Give students a few moments to consider the actions and any similarities that may exist between them. Have groups try to organize the cards into at least three categories of their choosing. Let them know there are no right or wrong answers - students can sort the cards by any criteria they choose. Once students have created their groupings, have them come up with a name for the categories and write them on a strip of paper.
- 3. Share.** Have students with the same set of cards visit each other's tables to compare results. When they return to their own tables, they can make any adjustments they want.
- 4. Switch.** Ask the students with the shortest hair in each group (or any other random feature) to put his/her hand up and remain at their table. Ask the remaining students to go to the group with the next letter of the alphabet (i.e. the A group visits the B group, the B group visits the C group, etc.). The group members who stay at the tables explain their groupings, and the visitors respond by asking questions or commenting on the similarities and differences. The students in the visiting group then take these new headings back to their table, and they re-sort their cards under the new headings.
- 5. Rank.** Next, have students rank the cards along a continuum like this:

Actions we would do	Actions we would not do
---------------------	-------------------------

- 6. Discuss.** In a large group discuss the following questions:

Questions for Discussion

- What actions are you most/least likely to do?
- On what criteria did you base these decisions? (easiest/hardest/most fun, etc.)
- Why do people feel they cannot/do not want to act?
- What categories seemed to be the most common among the groups?
- Is being "unaware" a form of action? (Try to get at the difference between not being exposed to information and choosing to avoid an issue.)
- Is it necessary that everyone strives to be a leader? Do we all have the potential to be leaders in some way? How? (Make sure to note that each of us can lead by setting an example, sharing information and expressing our views to others.)
- Did you think all of these actions cultivate peace?
- How do you define peace?
- What does it mean to be a peacemaker?

Source: This activity was adapted from Cultivating Peace: Taking Action by Classroom Connections 2004, www.cultivatingpeace.ca.



**Procedure:****Activity 2: Peace Heroes**

(Approx. 1-2 class periods)

1. **Discuss.** Lead a large group discussion on what it means to be a peace hero or peacemaker. Ask them to think of people they consider peace heroes in their communities, in their country, and in the world. Give each student Handout 2: Peace Heroes. Ask for volunteers to read each of the peace hero profiles out loud.
2. **Research.** Let students know they will be conducting research on peace heroes of their choice - the hero can be one from the list or preferably one they identify. The person should be someone who is relatively close in age to the student. This person does not have to be someone famous; it can be someone they know, from their family or their community. Most of the research can be done over the internet - see the links provided on Handout 2: Peace Heroes. If students do choose someone they know personally, ask them to interview that person. Help them brainstorm the questions they can ask.
3. **Write.** Ask students to imagine that they are going to present this person with a peace hero award. Their job is to write the opening speech to introduce this person and the tremendous work they have done for peace and justice and present them with the award. Give the students a day or two to conduct their research and prepare their speeches. The speeches should be about three minutes long.
4. **Present.** Ask each student to present his/her opening speech to the class. After each presentation ask the students to explain why they chose the person they did and why they consider them a peace hero.
5. **Discuss.** Once you have heard the speeches discuss the following questions with the students.

Questions for Discussion

- What peace heroes did you find the most inspiring?
- What do you think drives someone to work for peace like the heroes we just learned about?
- How are they similar? How are they different?
- What strategies or tactics did they use to achieve their goals?
- How did they mobilize others to join in their work for peace and justice?
- Does age matter when trying to make a difference?
- Are there any issues affecting your life or the lives of others that you would like to take action on?

6. **Journal.** In the last five minutes of class, ask students to consider the last discussion question: Are there any issues affecting your life or the lives of others that you would like to take action on? Ask them to go more in depth and really try hard to think of something they feel strongly about, an injustice or an issue, that should be addressed or changed. Ask them to write why that injustice gets them upset or energizes them and what they think should be done about it.

Activity 3: Peace Challenge

(Approx. 2 class periods)

Procedure:

- 1. Brainstorm.** As a group, brainstorm with your students two lists. Entitle one list “Peace Tools.” Have students call out anything they experienced during the course that can be a tool for making peace. Then make another list of “Peace Challenges.” For this list have students come up with the challenges they are seeing at home, in their school, community, or world. These could be anything they believe is preventing people from being able to “live in peace.” They ideally should be things about which the students are motivated to do something. If there is time, have them review the challenges and come up with more ideas for the tools list that can better address those issues.
- 2. Create Action Plans.** Split the students into five groups. Give each student a copy of Handout 3: Take on a Peace Challenge. For this activity students will be asked to select, in their small groups, one of the peace challenges from the generated list and then prepare for the class a written proposal that outlines an event or action that the whole class could initiate. Each group will also be asked to present their plan to the class. Have the students follow the format on the handout as much as possible. Each group should answer the following questions:

Questions for Presentation

- Why did you select this particular peace challenge?
- Who does this issue affect?
- Why is action needed on this issue?
- Briefly describe the action you want to take.
- How will this action impact the issue you have chosen?
- What needs to happen for your action to succeed?

- 3. Present.** Each group should present its plan to the class. Before you begin the presentations ask each group to choose one of their members to be an “evaluator.” Make sure to give the evaluators copies of each group’s written proposal. This person will be part of the “selection committee” which will ultimately choose one of the proposals for the whole class to do. After each presentation, allow the entire group to ask questions and offer suggestions. Once the plans have been presented ask the selection committee to meet for 10 minutes to deliberate and choose which of the plans they think would be best for their class. Give the Selection Committee Handout 4: Peace Challenge Proposal - Criteria for Selection Committee.
- 4. Implement.** Once the selection committee has chosen a proposal, have them announce their selection to the class. Let the students know that now it is their job to develop a detailed plan of action to implement the peace challenge they chose. The resources provided at the end of this lesson and in the glossary can help your students plan their action. If time will not allow for the implementation stage of this exercise, you could eliminate the “Selection Committee” segment of this exercise or you could include it and make implementation a possible extracurricular or after-school activity.

★ TAKE ACTION GUIDES FOR STUDENTS ★ (for more take action guides see Appendix)

- **Cultivating Peace: Taking Action** www.cultivatingpeace.ca/cpmaterials/takingaction/
This guide provides step-by-step instructions for specific projects such as building a website, creating a public service announcement, writing a letter to the editor, lobbying for change, or planning an event.
- **Guide to Action: Simple Steps Toward Change** <http://www.takingitglobal.org/action/guide/>
This guide helps students explore which actions are best suited to their own interests and skills.



PEACEMAKER CARDS - A

Ride your bike or walk as much as you can	Change the world by making a difference everyday	Help an elderly person with yard work or shopping	Stay informed by reading different and varied news sources	Buy an extra can of food and add it to the food bank donations at the store
Investigate conservation efforts at your school and find out what type of cleaning products are used	Prepare a presentation on an issue to lobby on to your school board or local council, e.g., a pesticide ban on school or city property	Don't tell racist jokes	Don't yell at people	Watch less violence on television
Call a radio station that invites comments from listeners to give your opinion	Start a campaign in your school to start a composting program for lunch waste or donate used oil to be converted to fuel	Introduce yourself to the student that is new in your class	Volunteer to work at an information table at a local event	Create an advertising poster to raise awareness for a cause or issue
Apologize and forgive	Speak up when someone tells a racist, sexist, heterosexist, ageist, religious, or cultural joke	Ask your local store to carry organic produce	Encourage your family to use the car less	Buy fair trade certified products
Talk to police about community violence and police brutality	Make or sell art to raise awareness and money for an issue	Organize a food drive	Write a peace pledge for yourself, as a class, or as a school	Start a peace garden



Source: This activity was adapted from *Cultivating Peace: Taking Action by Classroom Connections* 2004, www.cultivatingpeace.ca.

PEACEMAKER CARDS - B

Show a film on the crisis in Sudan	Document the voices and actions of youth working for peace and justice	Research and give a presentation to other classes on child soldiers	Run a workshop on a particular issue	Appreciate nature and spend time outdoors
Talk to others with respect	Invite a politician, activist, or speaker from a non-profit organization to come and speak in your classroom	Take part in an organized march for peace or for a specific issue	Buy music from bands with social messages or buy fundraising compilations that promote a cause	Talk to your friends and family about a serious issue that concerns you and explain why you feel that way
Organize a fund-raiser for a charity	Talk to someone that everyone else ignores	Join or start an organized environmental clean-up day	Watch a documentary about an issue to get information	Write an email to express your point of view or sign an on-line petition
Join or volunteer with an organization that works to help the homeless	Encourage your school or family to recycle	Start a global issues group in your school	Create a website for a charity organization	Don't watch movies or play video games that are excessively violent
Run for student council	Create a public safety announcement to air on a local tv/radio station	Start a community peace group	Paint a peace mural	Start a peer mediation group at your school



Source: This activity was adapted from *Cultivating Peace: Taking Action* by Classroom Connections 2004, www.cultivatingpeace.ca.

PEACEMAKER CARDS - C

Lobby your school to buy products that are sweatshop labor free	Put a bumper sticker on your binder or bicycle	Take a minute to talk to activist groups that knock on your door	Encourage your family not to use pesticides or toxic cleaning products	Speak up to someone who always gossips about other people
Give a speech or perform a skit, dance piece, or song at a school event to raise awareness on an issue	Write a poem or story for a peace related publication or contest	Start a school magazine, newspaper, or blog about peace issues	Write a letter to the editor about a story in the newspaper to express your opinion	Create an "Actions for Peace Wall of Fame" in your school featuring amazing peace workers in your school, neighborhood, or world
Find out if your school uniforms or sports uniforms and sports equipment are "sweatshop free"	Ask a coffee shop that you frequent to carry fair trade coffee	Be considerate	Attend a public action meeting	Walk away from a potential argument
Help lobby a politician on a specific law	Plant a Peace Pole	Practice methods to reduce stress like exercise, yoga, or meditation	Celebrate Human Rights Day at your school on December 10th	Join an organization that supports peace
Wear a t-shirt with a political message	Post policies at your school to reduce bullying	Start a Culture Jam by creating ads in your community or school newspaper that address stereotypes	Organize an art show or poetry reading at your school around human rights issues	Try to see things from another person's point of view



Source: This activity was adapted from *Cultivating Peace: Taking Action* by Classroom Connections 2004, www.cultivatingpeace.ca.

PEACEMAKER CARDS - D

Carry your own backpack or bag so you don't have to use plastic shopping bags	Read a pamphlet or newsletter from a human rights or environmental organization	Speak up when you see someone bullying someone else	Be friendly to people who serve you in stores and restaurants	Don't buy or use violent toys or games
Volunteer to serve at a food bank or soup kitchen	Encourage your parents to buy fair trade products	Write a company to ask them to use less packaging for their products	Organize or attend an event to raise money for an issue	Buy goods from locally owned businesses or buy products made by small groups from abroad
Become educated about political parties and vote for and become involved in the party that best reflects your values	Don't do drugs	Buy conflict-free products (such as conflict-free diamonds)	Do a Peace Jam with artists jamming about human rights and peace	Become a peacemaker teen mentor for youth
Start a "Day Without Oil" campaign	Become a "Peace Site"	Participate in World Peace Day	Create a Peace and Human Rights Library at your school	Organize a rally for peace
Point out media stereotypes to your friends	Write a play about peace and justice and perform it for your school or community	Start a campaign to stop bullying in your school	Organize a clean up day in your neighborhood or school	Keep an open mind and open heart



Source: This activity was adapted from *Cultivating Peace: Taking Action* by Classroom Connections 2004, www.cultivatingpeace.ca.

PEACE AND JUSTICE HEROES

Johnny Wilson

In 2005, 9-year-old Johnny Wilson became one of the youngest people to ever swim the 1.4 mile-long distance of the San Francisco Bay. Johnny trained for two years to prepare for the event and spent three months conditioning his body to adjust to the freezing temperatures of the water. In addition, he raised \$50,800 in donations for Hurricane Katrina survivors by finding sponsors for every quarter mile of his swim. He was featured in a segment of Oprah's talk show for his courageous efforts.

- http://www2.oprah.com/tows/slide/200604/20060425/slide_20060425_284_105.jhtml
- <http://www.sfgate.com/cgi-bin/article.cgi?f=/c/a/2005/10/10/MNGDNF5E0B11.DTL>
- <http://swimming.about.com/gi/dynamic/offsite.htm?site=http://www.johnnysalcatrazswim.org/index.html>

Tanzanian youth of Kambi Ya Simba

In the village of Kambi Ya Simba in Tanzania, where most people are subsistence farmers, students saw first-hand the effects of global warming as water wells begin to run dry. As the 5,000 inhabitants of the area work towards water conservation, students have played an integral role by raising awareness of global warming and helping with various projects, including planting tree seedlings to regenerate soil. At the request of the organization, What Kids Can Do, the 350 students of the local school wrote essays showcasing their knowledge of global warming.

- <http://www.whatkidscando.org/studentwork/globalwarming.html>

Dennise Dubrovsky and Yousef Arar

Two high school seniors from San Antonio, Dennise Dubrovsky, who is Jewish, and Yousef Arar, a Muslim, organized a petition to draw attention to the conflict in Darfur. With the help of 30 other students, their goal was to obtain 400 signatures on a Sunday afternoon in Alamo Plaza and by the end of the day they had 350. The plan is to forward the petition to the state's elected officials in hopes that they will call on President Bush to pressure the United Nations to intervene in Darfur. The students stand as an example of people from different ethnic and religious backgrounds coming together to work for peace.

- <http://www.mysanantonio.com/news/metro/stories/MYSA102405.3B.Alamodie-in.860ad84.html>
- <http://www.whatkidscando.org/Wire/Wire.asp?SearchCase=FindId&WireId=648>
- [Links to stories of other students raising awareness about the crisis in Darfur](#)
- <http://www.christianpost.com/article/20061128/23711.htm>
- http://www.liherald.com/site/news.cfm?newsid=16799732&BRD=1601&PAG=461&dept_id=477736&rfi=6
- <http://www.njewishnews.com/nijn.com/022306/cjstudents.html>

Natsuno Shinagawa

This 18-year-old joined Childnet, a program sponsored by UNICEF Japan, a few years ago to raise awareness among Japanese youth about becoming involved and solving global problems. Through Childnet she helps to organize workshops to educate young people on issues like HIV/AIDS. She has also spoken at United Nations events encouraging other young people to become involved.

- http://www.unicef.org/infobycountry/japan_28010.html



PEACE AND JUSTICE HEROES

Craig Kielburger

Craig became a child labor activist when he was 12-years-old and now works for reform around the world. When Craig was 12, he read an article about the death of 12-year-old, Pakistani, child labor activist Iqbal Masih. This event sent Craig on a seven-week trip to South Asia and what he learned motivated his continued work in raising awareness about child labor. He started the child-run organization called Free the Children which now has 10,000 members worldwide and has raised over \$150,000 to buy children out of bondage and create a school for them. At age 15, Craig was the subject of the documentary *It Takes a Child: Craig Kielburger's Story – A Journey into Child Labor*. In addition, Craig has received several awards for his efforts.

- <http://www.bullfrogfilms.com/catalog/child.html>
- <http://www.freethechildren.com/aboutus/ftchistory.htm>

Ryan Hreljac

Ryan was 6-years-old in 1998 when he learned in school that children around the world are dying because they don't have clean drinking water. He also learned that it would take \$70 to build a well. After doing extra chores around the house to earn the \$70, he took it to the Canadian non-profit organization WaterCan. He found out there, however, that it would take at least \$2,000 to build a well. Ryan did not give up and in 2001, with the help of his family, he founded the Ryan's Well Foundation, which has since raised nearly \$1,500,000 and built 70 wells to provide fresh water in several African countries, including Malawi, Zimbabwe, Ethiopia, Kenya and Uganda.

- http://www.unicef.org/people/people_16255.html
- <http://www.ryanswell.ca/>

YOUTH TAKING ACTION WEB LINKS

Check out these websites to research what other young adults are doing to take action for peace and justice!

Do Something

www.dosomething.org

What Kids Can Do

www.whatkidscando.org

Free the Children

<http://www.freethechildren.com/>

Youth Action Net

<http://www.youthactionnet.org/>

Idealist - Organizations started by Youth

<http://www.idealists.org/kt/youthorgs.html>

Youth Action Network

<http://www.youthactionnetwork.org.uk/>

My Hero

www.myhero.com

Youth Activism

http://www.youthactivism.com/Success_Stories.php

Taking It Global

<http://www.takingitglobal.org/action>

Youth Noise

<http://www.youthnoise.com/>

UNICEF Voice of Youth

<http://www.unicef.org/voy/takeaction/>

Youth Taking Action

<http://www.youthtakingaction.org/>



TAKE ON A PEACE CHALLENGE

Directions: As a small group, choose a peace challenge that you think is important. Try to choose one that you believe the class will enjoy doing. Once you have chosen, prepare for the class a written proposal that outlines the action or event that your group would like the class to undertake. Use this written proposal to prepare a five minute presentation for the class on the peace challenge you want them to consider. Each written proposal will be reviewed by a peer selection committee and one of the proposals will be chosen to implement. Try to answer all of the questions below in as much detail as possible so the selection committee can make an informed decision.

I. General Information

1. What is the name of your project?
2. Who are the members of your group?
3. Why did you select this particular peace challenge?

II. Peace Challenge Proposal

1. What is the issue you are addressing in your project?
2. Why is action needed on this issue?
3. Who does this issue affect?
4. What are the goals of your project? (What impact, outcomes, or results do you hope to achieve?)
5. Describe in as much detail as possible the action you would like to take.
 - What will it look like?
 - What is it about?
 - How will it be organized?
 - Who needs to be involved?
 - What needs to happen for your action to succeed?
 - Does the class need to raise money?
 - What is the time-frame?
 - When and where will it happen?
 - What resources will you need?
 - Provide any other information that you think will be helpful.
6. Why do you think the class will be motivated to undertake your project?
7. How do you think this project will affect the issue you are trying to address?

III. Evaluation

1. What criteria will you use to determine the success of your project?
2. What do you want to happen as a result of the project?
3. How will you know the project was successful?



PEACE CHALLENGE PROPOSAL - CRITERIA FOR SELECTION COMMITTEE

Each person in the selection committee should use the following score sheet to assess all of the proposals. Check the box next to description that best fits the proposal. A point value is assigned to each of the choices. Total up these criteria points at the end of the score sheet. Use these total point values to discuss as a group which of the proposals you think the selection committee should choose. Keep in mind that the best proposal will be one that the whole class will enjoy doing!

PROJECT NAME:**UNDERSTANDING OF ISSUE** Check one of the following:

<input type="checkbox"/> (4 points) Proposal demonstrates thorough understanding of the issue and a highly convincing rationale for the project	<input type="checkbox"/> (3 points) Proposal demonstrates considerable understanding of issue and an appealing rationale for the project	<input type="checkbox"/> (2 points) Proposal demonstrates some understanding of the issue and an ambiguous rationale for the project	<input type="checkbox"/> (1 point) Proposal demonstrates incomplete understanding of the issue with no convincing rationale for the project
--	---	---	--

CONCEPT Check one of the following:

<input type="checkbox"/> (4 points) Concept for the project is creative, compelling and thoroughly outlined, directly relating to the issue selected	<input type="checkbox"/> (3 points) Concept for project is well outlined, somewhat compelling, and relating to the issue selected	<input type="checkbox"/> (2 points) Concept for the project is vaguely justified, bearing some relation to the issue selected	<input type="checkbox"/> (1 point) Concept for event is weak or unjustified, bearing no clear relation to the issue selected
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PLANNING Check one of the following:

<input type="checkbox"/> (4 points) Group action plan is detailed, clearly outlined, and highly strategic in relation to their objectives and includes evaluation	<input type="checkbox"/> (3 points) Group action plan is detailed and achievable in relation to their objectives and includes some evaluation	<input type="checkbox"/> (2 points) Group action plan is coherent, yet lacking in strategy and includes very little evaluation	<input type="checkbox"/> (1 point) Group action plan is incoherent and/or unachievable and includes no evaluation
--	--	---	--

FEASIBILITY Check one of the following:

<input type="checkbox"/> (4 points) The project is completely feasible in terms of cost, time, resources, and student interest	<input type="checkbox"/> (3 points) The project is mostly feasible in terms of cost, time, resources, and student interest	<input type="checkbox"/> (2 points) The project is barely feasible and will face challenges in terms of time, cost, resources, and student interest	<input type="checkbox"/> (1 point) The project is not feasible and will be very difficult to implement in terms of time, cost, resources and student interest
---	---	--	--

POINT TOTAL (Write down total of points scored in box below)


Source: This activity was adapted from *Cultivating Peace: Taking Action* by Classroom Connections 2004, www.cultivatingpeace.ca.

Appendix



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Peace and Justice Resources



Note: All words that are in bold within the definitions are cross-referenced to other terms in the glossary.

Peace and Justice Glossary

Abolition	The act of doing away with, as in slavery.
Accession	Acceptance of a treaty by a state that did not participate in the process of the treaty's negotiation or drafting.
Accord	A written agreement between two states or nations.
Advocacy	The act of pleading the cause of others: upholding or defending as valid or right.
Allegation	A formal accusation against someone, often in a court of law.
Amnesty	Amnesty is a pardon of an individual that committed a war crime , crime against humanity , or other human rights violation without putting that person on trial.
Amputation	The loss of all or part of a limb, resulting either through surgical removal or trauma.
Armed Insurgent Group/ Guerrilla/Rebel Force	An armed force that is not affiliated with the government.
Asylum	Protection from arrest and extradition given especially to political refugees by a nation or an embassy or other agency enjoying diplomatic immunity.
Atone	To make amends for.
Atrocities	Acts with the quality of being shockingly cruel or inhumane.
Autocracy	A government in which one person possesses unlimited power.
Bill of Rights	A statement in a constitution of human or civil rights that lists protections against interference by governments.
Bourgeois	Of, relating to, or characteristic of the social middle class; marked by a concern for material interests and respectability and a tendency toward mediocrity; dominated by commercial and industrial interests.
Boycott	A group's refusal to have dealings with an organization to protest its policies.
Bystander Effect	The bystander effect (also known as Genovese syndrome or diffused responsibility or bystander intervention) is a psychological phenomenon in which someone is less likely to intervene in an emergency situation when other people are present and able to help than when he or she is alone.
Casualties	People injured, killed, captured, or missing in a military engagement.
Civil Rights	The rights of citizens to liberty and equality (for example, the freedom to access information or the freedom to vote).
Claim	Allegation by an individual or a state that is entitled to a remedy for an injury caused by another offender.

Peace and Justice Glossary

Civil Society	Non-profits, organized groups, clubs, and associations operating independently of the government and the state. They can be organized at the local, national, and international level. Eg. universities, non-governmental organizations, environmental movements, indigenous peoples' associations, organized local communities and trade unions.
Coalition	An organization of people or countries involved in a pact, treaty, or agreement.
Coerce	To force to act or think in a certain way by use of pressure, threats, or intimidation.
Collective Rights	The rights of groups to protect their common interests and identities.
Commemorate	To remember someone or something, as in a ceremony.
Commission	A special group delegated to consider some matter.
Compensation	Something, such as money, given or received as payment or reparation for a service, loss, or injury.
Complaint-Information	Proceedings that identify broad human rights violations affecting a large population.
Complaint-Recourse	The goal of complaint-recourse procedures is the redress of individual specific grievances. The complaint may result in a remedy .
Concession	The admitting of a point claimed in an argument or conflict.
Conflict	A struggle or battle between two groups or nations.
Conflict transformation	Refers to overcoming fear and distrust, dealing with stereotypes and perceptions, and learning how to communicate effectively to bring forth social justice and equality for parties in conflict. This is a long-term process that engages a society on multiple levels to develop the knowledge, understanding, and skills that empower people to coexist peacefully. The process of changing how individuals and communities perceive and accommodate their differences, away from adversarial (win-lose) approaches toward collaborative (win-win) problem-solving.
Conscription	Compulsory/mandatory military service.
Consensus	Agreement in the judgment or opinion reached by a group as a whole.
Continuum	A collection of points, such that between any two points there are distinct points. Classical examples of a continuum are a line, plane, or space.
Conventions	International agreements dealing with specific subjects.
Convention Against Torture	(CAT- Adopted in 1984, entered into force in 1987). Convention defining and prohibiting the use of torture.
Convention on the Elimination of all forms of Discrimination Against Women	(CEDAW-Adopted in 1979, entered into force in 1981). The first legally binding international document prohibiting discrimination against women and obligating governments to take steps to advance the equality of women; draws no distinction between public and private life; and does not accept culture as an excuse for discrimination



Peace and Justice Glossary

Convention on the Rights of the Child	(CRC-Adopted in 1989, entered into force in 1990). Convention setting forth a full spectrum of civil, political, cultural, social, and economic rights for minors.
Country	A politically organized body of people under a single government.
Coup d'état	A sudden decisive exercise of force in politics; especially the violent overthrow or alteration of an existing government by a small group.
Coup	A sudden and decisive change in government illegally or through force.
Covenant	A signed formal legal agreement, i.e., International Covenant on Civil and Political Rights or the International Covenant on Economic, Social, and Cultural Rights.
Crimes Against Humanity	A crime against humanity is a term in international law that refers to acts of murderous persecution against a body of people. The term was first used in the preamble of the Hague Convention of 1907, and subsequently used during the Nuremberg trials as a charge for actions such as the Holocaust which did not violate a specific treaty but were deemed to require punishment. Crimes against humanity include murder, extermination, enslavement, deportation, and any other inhumane act committed against any civilian population before or during the war; or persecutions on political, racial, or religious grounds.
Culminate	To reach a final or climactic stage.
Cultural Rights	The right to preserve one's cultural identity and development.
Customary International Law	Law that becomes binding on states although it is not written, but rather adhered to out of custom; when enough states have begun to behave as though something is law over a long period of time, it becomes law "by use." This is one of the main sources of international law.
Death Squad	An extrajudicial group whose members execute or assassinate persons they believe to be politically unreliable or undesirable. They differ from terrorist groups in that they are endorsed by governments, usually to eliminate political opponents; some are directly created by such governments, others are supported, protected, or merely not discouraged.
Declaration	A formal statement or announcement of intent.
Defendant	A person or institution against whom legal action is being brought; the person being sued or accused.
Demote	Assign to a lower position; reduce in rank.
Diffuse	To disorder; to make shapeless, to become widely dispersed; spread out.
Diffusion of Responsibility	A social phenomenon which tends to occur in groups of people above a certain critical size when responsibility is not explicitly assigned.
Disarmament	Disarmament is an important mechanism of transitional justice . After a period of armed conflict, those people who used guns and other arms to commit human rights abuses must surrender their guns to prevent future hostilities.

Peace and Justice Glossary

Disappearance	The expression used when people vanish because they have been killed or secretly imprisoned by the government or other groups.
Disputant	A person involved in a dispute, or disagreement.
Economic Rights	Rights that concern the production, development, and management of materials for the necessities of life.
Elite	A group or class of people with perceived or actual superior intellectual, social or economic status.
Empathy	The action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings, thoughts, and experience of another.
Endemic	Restricted or peculiar to a particular region or locality.
Entered into Force	The day on which a treaty becomes effective after enough nations have signed the treaty or agreement to make it effective.
Exterminate	To destroy completely.
Extradition	The arrest and delivery of a fugitive wanted for a crime committed in another country.
Extrajudicial	Without permission of a court of legal authority (as in extrajudicial punishment).
Factions	A party or group (as within a government) that is often contentious or self-seeking.
Food Rations	A fixed portion or food allowance that is allotted especially in times of scarcity.
Forced Marriage	When one is forced to enter into a marriage-like relationship with another person out of fear of the threat of harm or death. Forced marriage was first pursued as a crime against humanity during the trials of rebel force leaders in the civil war of Sierra Leone. Forced marriage in the case of Sierra Leone involves forced sexual slavery, cooking, cleaning, and bearing children.
Fraud	Intentional deception resulting in injury to another person.
Freedom of Expression	The freedom to express views in print and other media, and to receive as well as communicate ideas.
General Assembly	The principal organ of the United Nations, consisting of all member states that issues declarations and adopts conventions on human rights.
Geneva Convention (I) for the Amelioration of the Condition of the Wounded and Sick in Armed Forces in the Field	(Opened for signature in 1949, entered into force 1950) Main source of humanitarian law pertaining to the treatment of sick or wounded forces in the field of battle during times of armed conflict or war.
Geneva Convention (II) for the Amelioration of the Condition of Wounded, Sick and Shipwrecked Members of Armed Forces at Sea.	(Opened for signature in 1949, entered into force 1950) Main source of humanitarian law pertaining to the treatment of sick or wounded forces at sea during times of armed conflict or war.



Peace and Transitional Justice Glossary

Geneva Convention (III) Relative to the Treatment of Prisoners of War	(Opened for signature in 1949, entered into force 1950) Main source of humanitarian law pertaining to the treatment of prisoners of war during times of armed conflict or war.
Geneva Convention (VI) Relative to the Protection of Civilians in Time of War	(Opened for signature in 1949, entered into force 1950) Main source of humanitarian law pertaining to the treatment of civilians during times of armed conflict or war.
Genocide	The deliberate killing of people based on their ethnicity, nationality, race, religion, or (sometimes) politics, as well as other deliberate action(s) leading to the physical elimination of any people based on their membership in the above categories.
Global Conflict	A conflict that directly or indirectly has an effect on all people and nations in the world
Hinterland	A remote or undeveloped area lying inland from a coast.
Honoring Victims	Remembering and honoring victims through a series of measures, including consulting with victims to create memorials and museums of memory, converting public spaces such as former detention camps into memorial parks and interpretive sites. These types of efforts not only provide a place of mourning and healing for victims but also create space for constructive social dialogue and education about the past, so it will never happen again.
Human Rights	Rights that universally belong to people regardless of their sex, race, color, language, national origin, age, class, religion, or political beliefs.
Human Rights Abuse	A human rights abuse is an act that violates a person's dignity or any act that is in opposition to the human rights outlined in the Universal Declaration of Human Rights and other human rights and humanitarian law instruments.
Human Rights Instruments	In the view that human beings have certain rights, there are international and regional protections to ensure that the dignity of all individuals are respected.
Human Rights and International Law	Human rights can be promoted and protected through international law, when international, or regional protections are not enough to ensure ones rights are respected.
Human Rights Monitoring	The active and repeated collection, verification, and immediate use of information to address human rights abuses . The human rights monitoring of the transitional justice process ensures that international standards are considered as societies recover from widespread abuses. If monitors conclude that reforms are not being carried out, they can press the government and other groups to adopt change by informing the media, the United Nations, or other institutions.
Imaginary	Not based on truth, unreal.
Impartial	Treating or affecting all equally.
Impunity	Impunity is when a person who has committed a crime is free from punishment of any kind.
Inalienable	Incapable of being alienated, surrendered, or transferred.

Peace and Transitional Justice Glossary

Incapacitate	Make unable to perform a certain action and/or permanently injure.
Indict	Accuse formally of a crime.
Indigenous	Living or occurring naturally in a specific area or environment; native. Describing cultural groups having a historical association with a given region, who formerly or currently inhabit the region. Indivisible, incapable of undergoing division, or separation.
Indoctrination	Teaching someone to accept fundamental principles of any science or belief system uncritically.
Injustice	The practice of being unjust or unfair.
Institutional Reform	Developing institutions of fair governance and reforming those that have a history of abusive behavior (such as security forces or police), to prevent future patterns of abuse and establish democratic, functioning and fair institutions. For example, in cases where some groups are excluded from political participation, the state can remedy violations of political rights by promoting political inclusion, public participation, and empowering subordinate groups. In some cases countries require outside assistance for election monitoring, nation-building programs and the development of governmental infrastructure to make their political system more stable.
Insurgency	An organized rebellion aimed at overthrowing a constituted government through the use of subversion and armed conflict.
Interdependent	Mutually dependent/relying upon one another.
Internal Conflict	A struggle that takes place within oneself.
Interpersonal Conflict	A conflict between two or more individuals.
Intergroup Conflict	A conflict between two or more groups.
Interrogation	A methodology employed during the interview of a person to obtain information that the person would not otherwise willingly disclose.
Internally Displaced Person	A person who has been forced by dangerous circumstances to leave home for a place of safety within the home country. The dangerous circumstances could be natural disasters such as droughts or storms, or they could be persecution or social unrest such as wars or revolutions. If a person flees to a place within the home country, he or she is called displaced. If that person flees to another country, he or she is called a refugee .
International Conflict	A conflict between two or more nations.
International Court of Justice	The International Court of Justice (known colloquially as the World Court or ICJ) is the principal judicial organ of the United Nations. Established in 1946, its main functions are to settle disputes submitted to it by states and to give advisory opinions on legal questions submitted to it by the General Assembly or Security Council, or by such specialized agencies as may be authorized to do so by the General Assembly in accordance with the United Nations Charter.
International Bill of Rights	The combination of these three documents: the Universal Declaration of Human Rights (UDHR), International Covenant on Civil and Political Rights (ICCPR), and the International Covenant on Economic, Social, and Cultural Rights (ICESR).



Peace and Justice Glossary

International Covenant on Civil and Political Rights	(ICCPR-Adopted in 1966, entered into force in 1976) Convention that declares that all people have a broad range of civil and political rights. One of the three components of the International Bill of Rights.
International Covenant on Economic, Social, and Cultural Rights	(ICESR-Adopted in 1966, entered into force in 1976) Convention that declares that all people have a broad range of economic, social, and cultural rights. One of three components of the International Bill of Rights.
International Covenant on the Elimination of all Forms of Racial Discrimination	(CERD-Adopted in 1965, entered into force in 1954) Convention that defines and prohibits any form of racial discrimination.
International Criminal Court	The International Criminal Court (ICC) is a permanent international court that tries individuals accused of committing serious human rights abuses such as, crimes against humanity and war crimes. Established in 2002, the ICC was created to promote the rule of law and ensure that the gravest international crimes do not go unpunished.
International Tribunal	An international tribunal is a court specifically set up to try the perpetrators of human rights abuses such as persons who commit war crimes or crimes against humanity , for a specific conflict. International tribunals are different than the International Criminal Court because they are not permanent courts (therefore often called ad-hoc), each has their own rules and procedures, and they are set up to deal with one specific country.
International Humanitarian Law	International humanitarian law is a broad category of law that includes war crimes, crimes of genocide, crimes against humanity , and treaties that develop and set guidelines and regulations for international tribunals .
Intervene	To get involved in order to change, influence or stop an action.
Intimidate	To make timid or fearful.
Intragroup	a conflict within a group (groups can be institutions, organizations, or any groups of people who share a specific role or identity).
Judge	A public official authorized to decide questions brought before a court of justice.
Junta	A council or committee formed for political or governmental purposes; such as a group of persons controlling a government especially after a revolutionary seizure of power.
Justice	Judgment involved in the determination of rights and the assignment of rewards and punishments.
Lawyer	A professional person authorized to practice law, conduct lawsuits and give legal advice.
Legal Rights	Rights that are laid down in law and can be defended and brought before courts of law.
Legacy	A gift by will especially of personal property or money.
Loot	Goods or money obtained illegally.

Peace and Justice Glossary

Maim	To injure or wound seriously and leave permanent disfiguration or mutilation.
Make Amends	To put right, or to change or modify for the better.
Mandate	An authoritative command.
Mediator	A negotiator who acts as a link between parties in conflict or disagreement.
Member State of the United Nations	Member states of the United Nations are all countries that accept the obligations of the United Nations Charter and are willing and able to carry them out. Nations are admitted to membership in the United Nations by a decision of the General Assembly. One hundred and ninety-one nations are members of the United Nations. Their membership allows them to make important decisions and allows them to ratify treaties and adopt international laws.
Militia	Civilians trained as soldiers but not part of the regular army.
Minnesota Protocol	Drafted by The Advocates for Human Rights and subsequently adopted by the United Nations, the Minnesota Protocol provides guidelines for suspicious deaths in custody and the exhumation of mass gravesites.
Moral Rights	Rights based on general principles of fairness and justice.
Natural Rights	Rights that belong to people simply because they are human beings.
Negotiation	The process by which people in a dispute talk to each other in order to arrive at a solution to their problem.
Nepotism	Favoritism shown to relatives or close friends by those in power, such as with employment.
Non-Binding	When a document like a declaration carries no formal legal obligations. It may, however, carry moral obligations that obtain force of law as international customary law.
Non-Governmental Organization	(NGO) Acronym for Non-Governmental Organization. The Red Cross, CARE, and OXFAM are examples of international NGOs.
Omission	Neglecting to do something, leaving out or passing over something.
Ostracize	To exclude from a community or group by common consent.
Paramilitary	A group of civilians organized in a military fashion (especially to operate in place of or to assist regular army troops). Not legally recognized.
Peacemaker	Someone who attempts to bring peace and/or reconcile two or more parties in conflict.
Peer Mediation	A negotiation to resolve differences that is conducted by an impartial but equal party.
Perpetrator	Someone who produces, promotes, or executes a wrongdoing, mainly criminal.
Perpetuate	To cause to continue or prevail.



Peace and Justice Glossary

Persecution	Persistent mistreatment of an individual/group by another group. The most common forms are religious persecution, ethnic persecution, and political persecution, though there is naturally some overlap between these terms.
Pillage	The act of stealing valuable things from a place.
Plunder	Goods or money obtained illegally, as in looting .
Political Rights	The right of people to participate in the political life of their community and society through acts such as voting for government officials.
Populist	A member of a political party claiming to represent the common people.
Prosecution	Using the criminal justice system to investigate and prosecute for crimes committed during conflict. Prosecution can be done on the domestic level, in a hybrid international court (such as the Special Court for Sierra Leone), or in an international court such as the International Criminal Court. The prosecutor is the chief legal representative of the prosecution.
Proselytize	To attempt to convert someone through words and actions to another faith or religion.
Protocol	Addition to a treaty. When states can still sign on to the treaty without signing on to the protocol, it is called an optional protocol .
Protocol II Additional to the Geneva Conventions August 12, 1949	(Opened for signature in 1977, entered into force in 1978) Requires humane treatment of civilians in non-international armed conflict. A main source of humanitarian law .
Public Hearing	A legal court proceeding that is open to anyone wishing to attend.
Quell	To thoroughly overwhelm and reduce to submission or passivity; stop, slow down.
Ransack	To steal goods, to plunder or loot .
Ratify/Ratification	Like laws that have to be passed in states, treaties have to be ratified by countries in order for them to come into effect. Ratification is an act that a country carries out when it wants to be governed by a certain treaty. In the United States, treaty ratifications require approval by the president after he/she has received the advice and consent of two-thirds of the Senate. The country, in this case the United States, then submits the ratification to the United Nations. Usually a certain number of countries have to agree to a treaty and ratify it for the treaty to come fully into effect.
Rebel	A person opposing or taking up arms against a government or ruler.
Reconciliation	An over-arching process which includes the search for truth, justice, forgiveness, and peace. One of the major goals of reconciliation is to facilitate a process through which individual men and women can change the way they think about their historical adversaries and live together in peace. Countries can do this through the development of reconciliation initiatives such as working with victims to determine what they require to experience healing and closure, and forging co-existence among former adversaries without sacrificing justice and accountability for perpetrators.
Recruit	To convince a new member or supporter to join, as in the armed services.

Peace and Justice Glossary

Redress	The act of correcting an error or a fault or an evil. Often used as an attempt to compensate victims for a loss or injury.
Refoulement	When a person is forcibly returned to the home country where his or her life or freedom would be threatened.
Refugee	A person who leaves his or her country of origin because of a “well-founded fear of persecution for reasons of race, religion, nationality, membership in a particular social group or political opinion.” (Definition used by U.S. Refugee Act of 1980 and the United Nations).
Regime	A regime is a form of government (as in socialist regime), or the government in power.
Remedy	An order that forces the government to compensate a victim, reprimand the perpetrator or even change government policies or practices.
Reintegration	After a conflict, people often need to be accepted back into their communities and helped to resume their everyday life to prevent the renewal of hostilities. Reintegration is important to the transitional justice process to stabilize relations between different groups in a country.
Renegade	Someone who rebels or becomes an outlaw. Having deserted a cause or principle; breaking with established customs.
Reparations	Payment or settlement given to a person to right a wrong that was done to him/her. Often individuals who suffered human rights abuses will receive reparations as a part of a transitional justice process. One example is Holocaust survivors receiving cash and other assistance from the German government to compensate for the horrors that they endured during WWII.
Reprisal	Retaliation for damage or loss suffered by resorting to force short of war.
Repatriation	Returning someone to his or her home country. Voluntary repatriation is when a person chooses to return to the home country. This may occur when the danger that threatened the person has ended. Involuntary repatriation, forced repatriation, or refoulement occurs when a person is forced to return to the home country against his or her will. This may occur when the country where a person seeks asylum does not recognize that person as a refugee ; i.e., a person with a “well-founded fear of persecution.”
Retribution	The act of taking revenge, including harming someone, in retaliation for something harmful that he/she has done.
Reservation	A country makes a reservation or declaration when it ratifies a treaty, but does not agree to a part of the treaty it is ratifying. When a country makes a reservation, it is saying it will not follow the part with which it disagrees. In signing a treaty, states are not allowed to make reservations that undercut the fundamental meaning of the treaty.
Restitution	A sum of money paid in compensation for a loss or injury.
Rome Statute of the International Criminal Court	Statute that defines under what rules and procedures the International Court will be conducted. This is the document that states ratify in order to become members of the ICC .
Siege	A military blockade of a city or fortified place to compel it to surrender.



Peace and Justice Glossary

Social Rights	Rights that give people security such as right to live together and learn together, as in families, schools, and other institutions.
State	A country that occupies a fixed territory that has a government and is capable of conducting international affairs.
State Sovereignty	The state government has the ultimate legal right to determine what is done within its jurisdiction.
Statute	An act passed and enacted by a legislative body.
Structural Violence	Human suffering that is caused by the exploitive or unjust nature in which social, political, legal, cultural and economic institutions are constructed. Structural violence is difficult to recognize because it has become embedded in ever-present human civil structures and normalized by stable institutions and regular experience. Examples include poverty, hunger, homelessness, and discrimination due to race, gender, or sexual orientation.
Subordinates	People who are submissive to or controlled by authority.
Testimony	A statement made under oath, serving as evidence.
Transboundary Conflict	A conflict between groups that is based on their positions in relation to a geographical boundary.
Transitional Justice	Transitional justice is the process by which nations address past abuses and reform their society and transition towards peace.
Transitional Justice Mechanisms	Often, countries find it important to use a number of different transitional justice mechanisms to ensure transitional justice. There are many mechanisms that have been used throughout the world to bring about reform. The most common justice mechanisms have been to: bring individuals to court for the crimes that they committed during the conflict, remove human rights abusers from office, offer reparations to individuals who suffered abuse, conduct a truth and reconciliation commission, reform institutions that are corrupt or that practiced human rights abuses in the past. All of these steps are ways of achieving justice after periods of widespread human rights abuses and can serve as a means of healing the community.
Treason	A crime that undermines the offender's government.
Tribunal	An assembly, including one or more judges, to conduct judicial business.
Truth and Reconciliation Commission	A truth and reconciliation commission (TRC) is a temporary body set up by an official authority (president, parliament) to investigate a pattern of gross human rights abuses committed over a period of time, with a goal of issuing a public report, that includes victims' data and recommendations for justice and reconciliation.
Truth-Seeking	A non-judicial measure aimed at establishing the truth about the past through truth commissions or other national efforts, such as engaging in major historical research, compiling victims' testimonials or oral histories, supporting the work of forensic anthropologists in determining the exact nature of victims' deaths, or exhuming the bodies of those killed, and making official inquiries into patterns of past abuse that seek to establish an accurate historical record of events.

Peace and Justice Glossary

United Nations Charter

Initial document of the United Nations that set forth the organization's goals, functions, and responsibilities; adopted in San Francisco in 1945.

Universal Declaration of Human Rights

(UDHR) The Universal Declaration of Human Rights of 1948 is a primary UN document that establishes human rights standards and norms. Although the declaration was intended to be **non-binding**, through time its various provisions have become so respected that it can now be said to be **customary international law**.

Unjust

Not fair, marked by **injustice**, partiality or deception.

Vetting

The assessment or screening of individuals' integrity in order to determine their suitability for public employment. This process is created to remove abusive, corrupt, or incompetent public employees from public office (especially in the security and justice sectors) and build more effective, inclusive, and trustworthy institutions. The goal of vetting is to overcome legacies of past conflict or authoritarian rule; prevent the recurrence of abuses, and build fair and efficient public institutions.

War Crimes

War crimes are atrocities or offenses against persons or property, constituting violations of the laws or customs of war, including but not limited to, murder, ill treatment or deportation to slave labor or for any other purpose of civilian population from occupied territory, murder or ill treatment of prisoners of war or persons on the seas, killing of hostages, plunder of public or private property, wanton destruction of cities, towns or villages, or devastation not justified by military necessity. Because of technological advances in society and changes in perceptions on what was acceptable and what was not in times of war, as time went on, this definition needed to be adapted in international law. In the recent **Rome Statute of the International Criminal Court** the definition of a war crime includes the above definition and additional violations.

Witness

Someone who sees an event and reports what happened and/or someone who gives **testimony** under oath in a court of law.

Sources: Definitions taken from *Human Rights for All* written by Edward L. O'Brien, Eleanor Greene, and David McQuoid-Mason, published by the National Institute for Citizen Education in the Law, 1996; *The Energy of a Nation: Immigrants in America*, The Advocates for Human Rights, 2004; *The Crimes of War: What the Public Should Know* by Roy Gutman(Editor), David Rieff, Published by W.W. Norton and Company 1999; *Local Action Global Change* written by Julie Mertus, Nancy Flowers, and Malika Dutt, Published by UNIFEM and the Center for Women's Global Leadership, 1999; The International Crisis Group online; Amnesty International online; the International Center for Transitional Justice online; and Merriam Webster Online.



Peace and Justice Organizations in Minnesota

Center for Restorative Justice and Peacemaking

<http://rjp.umn.edu/>

Their mission is to develop community-based responses to crime and violence that strengthen social harmony and individual healing through dialogue, repair of harm, and peace-building by providing technical assistance, training, and research in support of restorative dialogue practices.

The Fellowship of Reconciliation

www.osb.org/for

The Fellowship of Reconciliation seeks to replace violence, war, racism, and economic injustice with nonviolence, peace, and justice. They educate, train, build coalitions, and engage in nonviolent and compassionate actions locally, nationally, and globally.

Friends for a Non-Violent World

www.fnvw.org

FNWW's mission is to end the occasion for violence by providing tools, training and opportunities to take leadership in creating a non-violent society.

Growing Communities for Peace

www.hrusa.org/store/

Growing Communities for Peace provides peace education, conflict resolution and social and emotional intelligence resources.

Headwaters Foundation for Justice

www.headwatersfoundation.org/

Headwaters Foundation for Justice was created with the belief that the power for fundamental social change is in the hands of ordinary people. Through Headwaters, activist leaders and thoughtful donors direct resources to grassroots community groups in Minnesota and Wisconsin working to create social, economic, racial, and environmental justice.

Human Rights Center

www.hrusa.org

The Human Rights Center helps human rights advocates, monitors, students, educators, and volunteers to access effective tools, practices, and networks to promote a culture of human rights and responsibilities in our local, national, and international communities.

The Advocates for Human Rights.

www.theadvocatesforhumanrights.org

The mission of The Advocates for Human Rights is to implement international human rights standards to promote civil society and reinforce the rule of law. By involving volunteers in research, education, and advocacy, they build broad constituencies in the United States and selected global communities. To support teachers, The Advocates for Human Rights writes curriculum and provides training and resources on human rights education.

Minnesota Alliance of Peacemakers

www.mapm.org

The Alliance strengthens the effectiveness of the peace and justice community in Minnesota by enabling member organizations to share their resources, insights and ideas and devise cooperative strategies to accomplish common goals.

Minnesota International Center

www.micglobe.org

The mission of the Minnesota International Center is to inspire our community to understand global issues and cultures in an ever changing world.

Nonviolent Peaceforce

<http://nvpf.org>

The mission of the Nonviolent Peaceforce is to build a trained, international civilian peace force committed to third-party nonviolent intervention.

The Peace Alliance

(campaign to establish a U.S. Department of Peace)

www.thepeacealliance.org

The Peace Alliance is a nonpartisan citizen action organization advocating for legislation that supports a culture of peace. They work to foster positive, proactive change toward the creation of a more nonviolent and peaceful world.

Peace Games

www.peacegames.org

Peace Games empowers students to create their own safe classrooms and communities by forming partnerships with elementary schools, families, and young adult volunteers.

University Promise Alliance

www.promise.umn.edu

The University Promise Alliance promotes the five promises (safe places, caring adults, a healthy start, marketable skills, and opportunities to serve) in the Twin Cities community by utilizing the vision, passion, and leadership of University of Minnesota college students.

Women Against Military Madness

www.worldwidewamm.org

WAMM is a nonviolent feminist organization that works in solidarity with others to create a system of social equality, self-determination and justice through education and empowerment of women. WAMM's purpose is to dismantle systems of militarism and global oppression.

World Citizen

www.peacesites.org

World Citizen, Inc. is a non-profit organization that empowers the education community to promote a just and peaceful world through activities for children and youth. World Citizen, Inc. positively impacts thousands of young people through its three programs, the Peace Education Program, the International Peace Site Program, and the Nobel Peace Prize Festival.

Youthrive

www.youthrive.com

Youthrive's mission is to engage young people with adults in strengthening leadership and peacebuilding skills.

Resources on Teaching Sensitive Material

The American Academy of Pediatrics

www.aap.org/

Resources for parents, teachers, students, physicians, children and teens to help youth cope with violence and traumatic events. The website includes tips on talking to children after a disaster, stress management guidelines for children and teens, and resources on promoting mental health, school safety, and violence prevention. Pediatricians who are mental health and violence prevention experts are also available to discuss the emotional impact of school and community violence.

The American Psychological Association

<http://apahelpcenter.org/featuredtopics/feature.php?id=39&ch=2>

Their online guide, “Resilience Guide For Parents & Teachers” provides resources on helping youth build resilience such as the ability to adapt well to adversity, trauma, tragedy, threats, or even significant sources of stress.

New York University Child Study Center

www.aboutourkids.org/

Resources for parents, teachers, child care workers, and others to help youth cope with trauma.

National Child Traumatic Stress Network

www.ncatsnet.org/ncats/nav.do?pid=hom_main

The NCTSN serves as a national resource for developing and disseminating evidence-based interventions, trauma-informed services, and public and professional education.

Connect for Kids

www.connectforkids.org/node/392

Created after high-profile school shootings and the 9/11 attacks, the website “Help with Healing, on the Web” and other resources help children and adults deal with trauma.

The National Center for Children Exposed to Violence

www.teachervision.fen.com/tv/printables/parentwar.pdf

The “Parents’ Guide to Talking with Their Children about War” offers guidance for educators as they help their students process news and information about war and terrorism.

National Institute for Mental Health

www.nimh.nih.gov/health/topics/child-and-adolescent-mental-health/children-and-violence.shtml

Tips and links for helping adolescents respond to trauma and crisis.

Talking With Children When the Talking Gets Tough

www.fenichel.com/traumatalk.shtml

A basic primer on how to discuss a disaster with children, with links to further resources on children and trauma, by Judith A. Myers of Purdue University.

National Association of School Psychologists

www.nasponline.org/resources/crisis_safety/ongoingthreat.aspx

The website “How Children Cope With Trauma and Ongoing Threat: The BASIC Ph Model” explains the *BASIC Ph Model* for understanding and assisting children in expanding their coping skills in times of great fear and duress.

Talking to Children about Armed Conflict

www.ag.ndsu.edu/pubs/yf/famsci/fs636w.htm

This article by Sean Brotherson, Ph.D., Family Science Specialist at North Dakota State University, includes resources on how to talk to teens about armed conflict.

Peace and Justice Curriculum Guides

- **Anger Management for Youth: Stemming Aggression and Violence**, by Leona Eggert, National Education Service, 1994. Grades 7-12.
- **Challenging Activities for Challenging Kids: Taking Conflict Resolution to the Streets**, by Conflict Resolution Network Canada, 2001. Grades 9-12.
- **Conflict in Context: Local to Global Security and Peacemaking**, by Gayle Mertz and Carol Miller Lieber, Educators for Social Responsibility, 2000. Grades 9-12.
- **Conflict Resolution in the High School: 36 Lessons**, by Carol Miller Lieber with Linda Lantieri and Tom Roderick, Educators for Social Responsibility, 1998. Grades 9-12.
- **Conflict Resolution Skills for Teens**, by David Cowan, Susanna Palomares & Dianne Schilling, Innerchoice Publishing, 1994. This book provides a variety of activities, guided discussions and reproducible handouts through which young people develop the skills and techniques necessary for effective conflict resolution. Grades 7-12.
- **A Culture of Peace**, by Patrick Clarke, published by CoDevelopment Canada, Vancouver, 2000. Grades 9-12. www.codev.org
- **Dialogue: Turning Controversy into Community**, by J. Benson and R. A. Poliner, Educators for Social Responsibility 1997. Grades 7-12.
- **Educating for a Peaceful Future**, by David C. Smith and Terrance R. Carson, with activities by G. Pike and D. Selby, Kagan and Woo Ltd., 1998. Grades 6-12.
- **Fostering Friendships: A Study Guide to Iraq**, by American Friends Service Committee, 200. An excellent resource which includes a chapter on "Peace Education and Conflict Resolution." Grades K-8.
- **Global Stories of People Working for Change**, by June Dragman and Michael Szasz, published by CoDevelopment Canada, Vancouver, 1992. ELL and literacy resource. www.codev.org
- **Help Increase the Peace Program Training Manual (HIPP)**, HIPP aims to reduce violence and strengthen understanding. Activities on communication, cooperation, bullying, conflict resolution, racism, sexism, justice and democracy. Grades 3-12.
- **Making the Peace: A 15-Session Violence Prevention Curriculum for Young People**, by Paul Kival and Allan Creighton, Hunter House Inc., Educators for Social Responsibility, 1997. Grades 9-12.
- **Learning to Abolish War: Teaching Toward a Culture of Peace**, by Betty Reardon and Alicia Cabezudo, Hague Appeal for Peace, 2002. Now out of print, but available on-line at www.haguepeace.org. Grades K-12.
- **Long Night's Journey into Day: South Africa's Search for Truth and Reconciliation Video and Study Guide**, by Frances Reid and Deborah Hoffman, California Newsreel, 2000. Though the film depicts events in South Africa, it has much to say about American society, namely our struggle to recognize and cope with race, history, justice and reconciliation. 95 min. Grades 8-12.
- **Peer Mediation: Conflict Resolutions in Schools**, by Fred Schrupf, Donna K. Crawford, and Richard J. Bodine, Research Press, 1997. This guide demonstrates how to design, implement, and operate a successful peer mediation, emphasizing social and cultural diversity. Grades 6-12.
- **Playing with Fire: Creative Conflict Resolution for Young Adults**, by Fiona Macbeth and Nic Fine, New Society Publishers, 1995. A practical ready-to-use training guide that helps young adults explore situations of conflict and interpersonal violence while practicing skills for turning destructive conflicts into constructive dialogues. Grades 9-12.
- **Partners in Learning: from Conflict to Collaboration in Secondary Classrooms**, by Carol Miller Lieber, Educators for Social Responsibility, 2002. A practical, hands-on guide that enables students and teachers to work together toward common learning goals. With hundreds of activities and tips, this guide is an essential for every high school teacher. Grades 9-12.
- **Ready-to-use Conflict Resolution Activities for Secondary Students**, by Ruth Perlstein and Gloria Thrall, The Centre for Applied Research in Education, 1996. Grades 9-12.
- **Rethinking Globalization: Teaching for Justice in an Unjust World**, edited by Bill Bigelow and Bob Peterson, Rethinking Schools, 2002. Includes role plays, interviews, poetry, stories, background readings, and more to teach students about such issues as child labor, sweatshops, and global warming and what we can do to address these issues. Grades 4-12.
- **Whose Wars? Teaching about the Iraq War and the War on Terrorism**, by Rethinking Schools, 2006. Interactive lessons about U.S. involvement in Iraq and the history of the Iraq war. Incorporates poetry, imaginative writing, math activities, discussion, and critical reading strategies. Grades 4-12.

Peace and Justice Links to Lesson Plans

- **American Forum for Global Education**
www.globaled.org
 This site acts as an on-line directory full of resources for teachers. Click on specific peace-related directories such as Peace and Justice and Human Rights.
- **Amnesty International**
www.amnesty.org/en/library
 An organization promoting and protecting human rights, has an online library.
- **Better World Links**
www.betterworldlinks.org
 This site provides educators with numerous, well organized links to sites covering major global issues such as peace, disarmament, and nonviolence. All of these topics have further links to educational resources.
- **Celebrating Peace**
www.celebratingpeace.com
 The programs offered through this site focus on four main peace themes including Peace for Me, Peace for Us, Peace for Everyone, and Peace for the Planet. These programs aim to engage both children and their families through cooperative, hands-on learning activities.
- **Challenge Day: Be the Change**
www.challengeday.org/
 A one-day experience that ranges from silly and fun to serious and life-changing. The Challenge Day program is designed to help stop the violence and alienation that youth face every day. The program tears down the walls of separation, creates connection and support among participants, and inspires people to live in an environment of compassion, acceptance, and respect.
- **Conflict Resolution Educators Network**
www.crinfor.org/
 The Conflict Resolution Education Network (CREnet) is a national and international clearinghouse for information and resources for teachers and students and technical assistance in conflict resolution and education.
- **Cultivating Peace**
www.cultivatingpeace.ca
 This website contains classroom-ready resources, materials, and lesson plans for teachers and community leaders to educate about the value of human rights, non-violent resolutions to conflicts, ways to respect diversity, and how to act globally.
- **Educators for Social Responsibility Teacher Center** www.esrnational.org/otc/
 This site offers an Online Teacher Center with teaching resources on a range of issues related to international security, conflict resolution, peacemaking, violence prevention, religious differences, and social responsibility.
- **Facing History and Ourselves**
www.facinghistorycampus.org/Campus/reslib.nsf/NewbieLU?OpenForm
 Facing History and Ourselves is a non-profit organization offering resources for teachers to address issues of racism and genocide within the high school curriculum.
- **Hague Appeal for Peace**
www.haguepeace.org
 Provides lessons which aim to stimulate values and skills for a culture of peace. Includes peace lessons from around the world and guidelines on how to make a peace lesson.
- **He Started It!! Teacher's Guide to Peer Mediation.**
www.teachersfirst.com/lessons/mediate/mediate1.html
 Provides information for the educator about peer mediation, how to implement it in your school, parental involvement, the educator's role, and web resources.
- **International Conflict and the Media: A Curriculum Guide**
www.globaled.org/curriculum/cm0.html
 By Andrew F. Smith, this website offers a list of activities and lesson plans about the relationship between conflict and the media. The lessons are for grade levels 6-12.
- **The Advocates for Human Rights**
www.theadvocatesforhumanrights.org
 Provides curriculum guides like this one! The free and downloadable curriculum "Energy of a Nation," provides comprehensive lessons related to immigration for grades 8-12. Also includes free quarterly human rights education newsletter with lesson plans and resources for teachers.
- **Oxfam**
www.oxfam.org.uk/coolplanet/kidsweb/oxfam/action.htm
 Lessons on topics like water use and the war in Iraq. Use this site as a self-teaching tool for students to explore everything from where their food comes from to life stories of children around the world.
- **PBS Teacher Source**
www.pbs.org/teachersource
 Over 4,000 free lesson plans and activities on any subject. There are health and fitness, social science, and arts and literature lessons for conflict resolution. The site also includes activities about bullies that incorporate math, reading, writing and social sciences, as well as activities on international justice using math and social science.
- **Peace Corps**
www.peacecorps.gov/www/service/lessons/index.html
 An innovative education program developed for the Peace Corps that engages learners in an inquiry about the world, themselves, and others to broaden perspectives, promote cultural awareness, appreciate global connections, and encourage service.



Peace and Justice Links to Lesson Plans

- **Peace Education International**
www.peaceeducationintl.com
A site dedicated to providing educators, families, and children with the values necessary to create peaceful cultures. There are free lesson plans organized by grade that help teach peacemaking skills.
- **Peace Games**
www.peacegames.org/
Peace Games empowers students to create their own safe classrooms and communities by forming partnerships with elementary schools, families, and young adult volunteers.
- **Peace Jam**
www.peacejam.org/curricula.htm
The PeaceJam Foundation provides five curricular programs that explore the stories of 12 Nobel Peace Laureates and the ways they overcame problems in their communities. Youth study the personal experiences of these amazing world leaders and then engage in service-learning activities that address local needs.
- **Peace Trek**
www.peacetrek.org
Peace Trek: The Odyssey promotes global awareness among youth and involves them in activities to create positive change in the world, addressing such issues as the environment, poverty, and racism. It uses the internet to take K-12 students on a journey back in time and around the world.
- **Stories About Tolerance, Stereotyping, War, Loss and Friendship**
www.youthcomm.org/NYC%20Features/WTC/WTC-index.htm
This site offers 16 stories written by youth on tolerance, stereotyping, war, loss, and friendship. Each story is followed by several "Think About It" questions to spark discussion and reflection on those themes.
- **Teachable Moment.Org**
www.teachablemoment.org/
This site provides K-12 educators with teaching ideas to encourage critical thinking on issues of the day and foster a positive classroom environment. Many of the activities are useful tools for building community within the classroom, respecting differences, and handling conflict.
- **Teaching Tolerance**
www.tolerance.org/teach/index.jsp
Teaching Tolerance provides educators with free educational materials that promote respect for differences and appreciation of diversity in the classroom and beyond. The site has a number of online activities (in the "Web Exclusives" page) that address prejudice and stereotyping, and materials you can order for free.
- **UNICEF**
www.unicefusa.org
TeachUNICEF helps teachers engage students as active global citizens in learning about UNICEF and its efforts on behalf of children worldwide. The site has lessons for grades 6-12 on the root causes of exclusion, including discrimination based on gender, ethnicity or disability, Armed Conflict/Fragile States, poverty, and HIV/AIDS.
- **United Nations CyberSchoolBus**
www.un.org/Pubs/CyberSchoolBus/index.html
This website has an excellent collection of materials related to global awareness, human rights, and peace education. The Human Rights curriculum includes a "plain language" version of the UDHR. Other curricula address peace education, poverty, landmines, human rights, urbanization, world hunger, and discrimination.
- **United States Institute for Peace**
<http://www.usip.org/class/guides/>
Provides teaching guides that cover a wide range of topics including international terrorism, the U.S. military's role in international peacekeeping, and the U.S. response to the changing nature of international conflict.
- **University of MN Human Rights Resource Center**
<http://www.hrusa.org/store/>
Provides tools for bringing human rights and peace education into schools, homes, workplaces, and communities. You can find books, curricula, posters, training guides, multi-media materials, gifts, bookmarks, kindness currency, and other resources through their human rights and peace store.
- **Victory over Violence**
www.vov.com/
Sponsored by the Youth Peace Committee this website features group exercises and activities aimed at helping young people identify and counteract the root causes of violence in their lives and in their communities.
- **Waging Peace**
www.wagingpeace.org
Read and download profiles on some of the world's great peace heroes, individuals who have made major contributions to creating a more peaceful world.
- **Yes! Magazine**
www.yesmagazine.org
YES! is an ad-free magazine about people creating a just, sustainable, and compassionate world. Educators can inform and inspire students by using positive YES! stories about solutions to real world challenges. Includes curricular modules on human rights and the earth charter.

Take Action Guides

- **The Peace Book: 108 Simple Ways to Create a More Peaceful World**, by Louise Diamond, Conari Press, Third Edition, 2003. Grades 7-12.
- **160 Ways To Help The World: Community Service Projects for Young People**, by Linda Leeb Duper, Checkmark Books, 1996. This book explains why community service is important, offers advice on how to plan and execute a project, and provides helpful hints about obtaining support from businesses, handling money, and generating publicity. A comprehensive index of community-service publications and organizations make it easy to research ideas and projects. Grades K-12.
- **Catch the Spirit: Teen Volunteers Tell How They Made a Difference**, by Susan K. Perry, Franklin Watts, 2000. This book is a collection of twenty real-life stories about teens who have made a difference. The book explains how the teens got ideas for their projects, what obstacles they faced, and how rewarded they felt. The book also provides information about how to volunteer. Grades 8-12.
- **The Kids Guide to Social Action**, by Barbara A. Lewis, Free Spirit Publishing 1998. Provides step by step directions for letter-writing, interviewing, fundraising, speechmaking, media coverage, and more. Includes handouts. Grades 3-12.
- **Making History: A Social Studies Curriculum**, by Sheldon Berman, series coordinator, Free Spirit Publishing, 1984. Helps teachers prepare students for democratic participation in society. Students are encouraged to use their own experiences to assess controversial issues. Activities explore the meaning of empowerment and how to create change in the community and the nation. Grades 7-12.
- **Service-Learning Planning and Reflection: A Step-by-Step Guide**, by Anika Knox, David B. Wangaard, and Sandra R. Michaelson, Character Development Group, 2003. This student workbook guides youth in grades four through twelve in identifying community needs, planning and implementing a successful service-learning project, reflecting on their experience through dozens of journal entries, identifying character traits to be demonstrated by the project team, making positive decisions, and evaluating project success. Grades 4-12.
- **Take Action! A Guide to Active Citizenship**, by Marc Kielburger and Craig Kielburger, Jossey-Bass, 2003. Take Action! is a step-by-step guide to active citizenship that equips young people with the tools they need to make a difference. Grades 8-10.
- **The Youth Act Kit**, by YouthAct.org, Citizenship Foundation, 2006. The Youth Act Kit gives students the advocacy skills they need to learn about a problem, take action, and ultimately change public policy. The curriculum is structured to be used with social studies and civic health classes. Available through YouthAct.org. Grades 8-12.
- **What Do You Stand For?** by Barbara A. Lewis, Free Spirit Publishing, 2005. This is a character building workbook for youth. There are exercises, surveys, inventories, texts, and projects to teach kids about values and citizenship. This book could be used in a classroom setting or as a self-directed study. Grades K-6.



Peace and Justice Books for Teens

- **Ain't Gonna Study War No More: The Story of America's Peace Seekers**, by Milton Meltzer, Random House, 2002. This book provides an authoritative and readable history of the peace movement and nonviolent resistance in America. As each generation seeks to understand and respond to the violence of its time, this historical perspective gains relevance for a new group of readers. Grades 8-12.
- **Atticus Weaver and His Triumphant Leap From Outcast to Hero and Back Again**, by Alexandra Powe Allred, Perfection Learning Center, 2002. A young wheel-chair bound boy contemplates life in junior high and his status as an "outcast" among his peers. His enemy is the popular school jock, who bullies him around. There are plenty of twists and turns as Atticus turns "hero" to save his enemy from a crime he did not commit. Grades 6-10.
- **Buddha Boy**, by Kathe Koja, Penguin Young Readers Group, 2004. At Rucher High, the new kid, Jinsen, is called "Buddha Boy" and considered a freak. When the book's narrator, Justin, has to work with Jinsen on a class project, he dreads it. The discovery of Jinsen's artistic talent, however, leads to a friendship that changes both boys forever. Grades 6-10.
- **Chernowitz!** by Fran Arrick, Signet, 1983. Ninth grader Bobby Chernow is targeted by Emmett, a bully who displays anti-Semitic behavior and calls Bobby "Chernowitz." What begins with one bully soon becomes a tormenting campaign of prejudice and hatred during which Bobby's friends turn into enemies. After a cross is burned on his front lawn and the family car is defaced with a swastika, Bobby decides it is time to fight back. Grades 8-11.
- **The Courage to Be Yourself**, Edited by Al Desetta, Free Spirit Publishing, 2005. True stories by teens about cliques, conflicts, and overcoming peer pressure. A leader's guide to this book is also available. Grades 7-12.
- **The Enemy has a Face**, by Gloria Miklowitz, Eedermans, William B. Publishing Company, 2003. Netta and her family have relocated temporarily from Israel to Los Angeles and when her 17-year-old brother disappears, she becomes convinced that he has been abducted by Palestinian terrorists. Grades 8-12.
- **Everything You Need to Know about Peer Mediation**, by Nancy Rue, Rosen Publishing Group, 2001. Through discussion and examples, she explains the practices and principles surrounding peer mediation and shows students an alternative to violence for resolving conflicts. For ages 13 and up.
- **The Fight for Peace: A History of Antiwar Movements in America**, by Ted Gottfried, Lerner Publishing Group, 2005. Part of the People's History series, this overview of protest movements from the Revolutionary War to the present war in Iraq is as much a history of America at war as a discussion of politics at home. Grades 8-12.
- **Fighting the Invisible Enemy**, by Terrence Webster-Doyle, Weatherhill, 1990. This book helps young people see how preconditioned thinking and actions - behavior influenced by war toys, violent television, gender stereotypes, racial prejudice, peer pressure and more - can lead to division and violence. Grades 9-12.
- **Gaining Mind of Peace: Why Violence Happens and How to Stop It**, by Rachel MacNair, Xlibris, 2003. This book addresses questions about why there is war, violence, terrorism, and bullying and gives ideas for what young people can do about it. Grades 9-12.
- **Geography Club**, by Brent Hartinger, Harper Collins, 2004. Russell Middlebrook is convinced he is the only gay student at his high school until he stumbles across a small group of other gay students. United by their secret, they form a club intended to appear so boring that nobody in their right mind would ever join: the Geography Club. Grades 7-12.
- **Operation Warhawk: How Young People Become Warriors**, by Terrence Webster-Doyle, Altrium Publications, 1993. This book helps young people examine the recruiting and training practices of the military, and helps them make an informed decision on what it really means to go to war. Operation Warhawks does not present an antiwar or pacifist argument - instead it raises critical questions of free will and intelligent living. Grades 7-12.
- **The Peace Book: 108 Simple Ways to Create a More Peaceful World**, by Louise Diamond, Conari Press, 2001. A project of The Peace Company at www.peacebook.com. Grades 7-12.
- **The Skin I'm In**, by Sharon Flake, Hyperion Books for Children, 1998. This novel explores the ways in which people's own insecurities can affect how they are treated along with how they behave. Grades 8-12.
- **Stitches**, by Glen Huser, Tandem Library, 2004. Travis lives in a trailer park outside a small prairie town, where his love of sewing and desire to become a professional puppeteer make him different from his classmates and he is bullied by the school thugs. The taunts and schoolyard ambushes escalate and erupt into violence. Grades 7-10.
- **Stories of Transformative Justice**, by Ruth Morris, Canadian Scholars Press, 2000. An inspiring collection of stories from around the world on restorative justice, forgiveness, prison reform, and transformative justice at work. Grades 9-12.
- **Under the Blood Red Sun**, by Graham Salisbury. Tomikazu, Yearling, 1995. Nakaji's biggest concerns are baseball, homework, and a local bully, until life with his Japanese family in Hawaii changes drastically after the bombing of Pearl Harbor in December 1941. Grade 5-8.
- **Wringer**, by Jerry Spinelli, Sagebrush Education Resources, 1998. As Palmer comes of age, he must either accept the violence of being a wringer at his town's annual Pigeon Day or find the courage to oppose it. Grades 5-8.

Peace and Justice Films

- **Arlington West: The Film.** By Sally Marr and Peter Dudar, 2004. A project of Veterans for Peace. This documentary features 105 interviews with young soldiers who have been to Iraq who talk about their experiences there, as well as family members whose sons died in Iraq. 74 minutes.
- **Beyond Zero Tolerance: Restorative Practices in Schools.** By the International Institute of Restorative Practices, 2006. In this video where students, teachers and administration speak candidly about restorative justice and the effects it has had on their schools. 27 minutes.
- **The Boys of Baraka.** By Heidi Ewing and Rachel Grady, 2005. Documentary of twenty "at risk" youth from inner-city Baltimore who left home to attend 7th and 8th grade at Baraka, an experimental boarding school in Kenya. The film zeros in on kids that society has given up on, but who refuse to be "throw-aways." <http://lokiifilms.com/site/barakanews.html>
- **Bringing Down a Dictator.** By Steve York, 2002. Documentary of the 2000 student-led non-violent overthrow of Slobodan Milosevic.
- **A Force More Powerful.** By P. Ackerman and S. York, 2001. This series documents in six 30 minute segments some recent nonviolent movements, including the Civil Rights movement, Gandhi's nonviolence in India, the end of apartheid in South Africa, and more. www.films.com
- **Gandhi.** By John Briley and Richard Attenborough (Director), 1982. Biography of Gandhi, the lawyer who became the famed leader of the Indian revolts against the British through his philosophy of non-violent protest, 180 minutes.
- **Invisible Children.** By Laren Poole and Jason Russell, 2006. Three young Americans from California who set off in search of a story. What they found was a tragedy, where boys are kidnapped in the night to become child soldiers; however, their stories also inspired the filmmakers with hope for a better future. www.invisiblechildren.com
- **It Ain't Love.** By Susan Todd and Andrew Young, 1997. This film provides a striking look into the intense world of teenagers and violence with a focus on the importance of dialogue and communication. www.archipelagofilms.com
- **Lost Boys of Sudan.** By M. Mylan, and J. Shenk, 2003. This documentary follows two Sudanese refugees on an extraordinary journey from Africa to America. A 55-minute version of the film is available for teachers with a discussion guide and lesson plans. www.lostboysfilm.com
- **Musicians in the War Zone.** Features Sarah McLachlan, Chantel Kreviazak, David Usher and others heading into war zones of various countries and responding to what they see and learn. www.warchild.ca/audiovideo.asp
- **Promises.** By B.Z. Goldberg, Justine Shapiro, and Carlos Bolado, 2002. Through the stories of seven children living in diverse areas of Israel/Palestine, the filmmakers interweave the complex political and geographic history of this region of the Middle East. 106 minutes. www.humanrightsproject.org
- **Romero.** John Duigan, 1989. Documentary about Oscar Romero, known as the "Bishop of the Poor," who opposed, at great risk, the repression in El Salvador. 102 minutes.
- **School Violence: Answers from the Inside.** By Castle Works Studios, 1999. This film takes you inside a suburban high school and helps students and teachers explore creative ways they can deal with conflict in their schools. PBS also provides lessons plans and discussion guides. Grades 7-12. www.pbs.org/inthemix/shows/show_schoolviol.html
- **Scout's Honor.** By Tom Shepard and Meg Moritz, 2001. The project traces the conflict between the anti-gay policies of the Boy Scouts of America and the broad-based movement by many of its members to overturn them. www.scouts-honor.com/
- **Soldiers of Peace.** By Kyra Thompson, 1999. This documentary tells the extraordinary story of how young people in Columbia have risked their lives to vote for peace where adults have failed. Grades 9-12. <http://turnerlearning.com/cnn/soldiers/index.html>
- **A Time for Justice.** By Teaching Tolerance, 1994. Probably the best single short documentary, among many, of the Civil Rights movement. Produced for the Teaching Tolerance Project of the Southern Poverty Law Center. www.tolerance.org
- **The Universal Declaration of Human Rights.** Amnesty International, 1988. An animated video stating the UDHR using children's voices and simplified language. 22 minutes. Download for free at www.amnesty.org/en/universal-declaration-human-rights-anniversary/udhr-film
- **Voices in Wartime.** By Rick King, 2005. This education project is aimed at healing the wounds of war and creating a less violent world. This documentary creates a dialogue in which all voices can be heard, and all points of view included, without engendering fear, hatred, or anger. 74 minutes. www.voicesinwartime.org
- **What's going on?** By The UN Works Program, 2003. Groundbreaking 10-part family television series that portrays the daily struggles and hopes of children living in crisis around the world. For ages 6 and up. www.un.org/works/goingon/soldiers/goingon_soldiers.html
- **Whose Streets? Our Streets!: The True Face of Youth Activism.** By the Educational Video Center, 2003. A documentary workshop where youth producers encourage their peers to become active in their communities. 20 minutes. www.hrw.org/iff/2003/classroom/whose.html
- **The Worst School I've Ever Been To.** By the Institute for Restorative Practices. An instructional documentary on restorative justice and an emotionally moving story about working to change behavior and achieving goals. 62 minutes. www.iirp.org/



Peace and Justice Resources

AIDS

Children Affected by Aids Foundation www.caaf4kids.org

See statistics about adults and kids who live with AIDS around the globe, go to links about treatment and find out about events.

Global Youth Coalition on HIV/AIDS www.youthaidscoalition.org/

A youth-led alliance of over 3000 young leaders and adult allies working on youth and HIV/AIDS in 150 countries world-wide. GYCA empowers young leaders with the skills, knowledge, resources and opportunities they need to scale up HIV/AIDS interventions amongst their peers.

Human Rights Watch www.hrw.org/doc/?t=hivaids&document_limit=0,2

Explains how being infected with HIV/AIDS can be an abuse of one's human rights. There are links to articles with the latest news about HIV/AIDS around the world.

UNESCO www.unesco.org

UNESCO developed the "HIV/AIDS and Human Rights: Young People in Action Kit" that provides a series of ideas for youth action on human rights and HIV/AIDS.

ASYLUM/REFUGEES

American Refugee Committee www.arcrelief.org/

A Minnesota-based organization, the American Refugee Committee works with refugees, displaced people, and those at risk to help them survive crises and rebuild lives of dignity, health, security, and self-sufficiency.

Medecins Sans Frontières www.doctorswithoutborders.org/education/bol/index.html

Bracelet of Life Campaign. Students can see how doctors use this bracelet to test for malnutrition.

Refugee Camp Virtual Tour www.doctorswithoutborders.org/education/refugeecamp/index.cfm

Doctors Without Borders/Médecins Sans Frontières (MSF) has created an outdoor educational exhibit called "A Refugee Camp in the Heart of Your City" and is taking it to major metropolitan areas around the United States.

The United Nations High Commission for Refugees www.unhcr.org

Leads and coordinates international action to protect refugees and resolve refugee problems worldwide. Their primary purpose is to safeguard the rights and well-being of refugees. They strive to ensure that everyone can exercise the right to seek asylum and find safe refuge in another State, with the option to return home voluntarily, integrate locally or to resettle in a third country.

BULLYING AND GANGS

Bully B'ware www.bullybeware.com

Information, stories and action plans on bullying and strategies for safer schools.

Gangstyle www.gangstyle.com

For current and former gang members who are seeking a supportive, healthier community beyond the gang. It showcases gang poetry, artwork, and discussion boards – proving that gang members are talented, creative youth eager to share their stories.

Helping Gang Youth www.helpingganguyouth.com

The author specifically targets Native American communities, but it is applicable to all youth. This site has practical advice on creating support networks for young people who are in gangs or are former members.

Mix It Up www.tolerance.org/teens/about.isp

A project of the Southern Poverty Law Center, Mix It Up is an action kit designed to get kids thinking about cliques in their schools and encourage them to "mix it up" in the cafeteria, on the playground, and in the streets.

Peace and Justice Resources

National Youth Gang Center www.iir.com/nygc

Statistics about gangs in the U.S. Its up-to-date information helps to dispel common misperceptions about gangs and gang members.

Pacer Center's Kids Against Bullying www.pacerkidsagainstbullying.org

Play games, watch videos, enter contests, read other kids' experiences and learn how to spot and stop bullying.

Southern Poverty Law Center www.tolerance.org

Contains articles and resources that teach about poverty and discrimination. The curriculum, "The Power of Words" uses simple exercises to teach about common misperceptions and stereotypes.

Stop Bullying Now <http://stopbullyingnow.hrsa.gov/index.asp>

Interactive website designed to teach students how to identify, prevent, and recover from bullying. It includes original "webisodes" – mini cartoons that depict examples of bullying.

CHILD SOLDIERS

Amnesty International www.amnestyusa.org/child_soldiers/index.do

Involved in a campaign against children being used as soldiers. Their website has links to articles and resources focused on bringing awareness to the issue of child soldiers.

Coalition To Stop The Use Of Child Soldiers www.child-soldiers.org

Exposes the use of child soldiers in many countries and seeks to end the practice, as well as find ways to integrate child soldiers back into their communities.

Epals.com www.epals.com/waraaffectedchildren/

This Canadian website for students and teachers includes well-laid out and easy to read information in eight languages.

Free The Children www.freethechildren.com

Provides lots of information, firsthand quotes from child victims, useful links, as well as inspiration and guides to take action.

Human Rights Watch hrw.org/reports/2005/westafrica0405

Explains the factors that make children vulnerable to being soldiers and how you can help stop this practice. Their detailed report about child soldiers in West Africa, "Youth, Poverty and Blood: The Lethal Legacy of West Africa's Regional Warriors" is available online.

Office of the Special Representative of the United Nations Secretary-General for Children in Armed Conflict www.un.org/special-rep/children-armed-conflict/English/ChildSoldiers.html

Details the atrocities that children must deal with during and after their lives as child soldiers, as well as the responses that have been made by the UN.

The Red Cross www.icrc.org/eng/children

This website is devoted specifically to children in war. The Red Cross is dedicated to providing children in war zones with food, water, and health care, as well as making efforts to reunite lost children with their families. Preventing the use of children as soldiers is a primary concern of the Red Cross in areas of conflict.

War Child www.warchild.org/news/news.html

A network of independent organizations working across the world to help children affected by war. This alternative website features concerts, music, photo expositions and other artistic rebuttals to children in war.

Voices of Child Soldiers www.hrw.org/campaigns/crp/voices.htm

This website is dedicated to giving voices to the child victims of war.



Peace and Justice Resources

CONFLICT AND WAR

Bombs Away www.pgs.ca/www.bombsaway.ca/

A youth-driven campaign whose goal is to make people aware of the dangers of nuclear weapons and U.S. plans for a National Missile Defense System.

The Central Committee for Conscientious Objectors (CCCO) www.objector.org/awol.html

The CCCO's programs include "Military out of our Schools" and the Third World Outreach Program. Their mission is to address the historical relationships between Third World people and militarism, establish community-wide dialogues on issues of military recruiting, and to work in coalition with other national and local groups to organize and fight the "economic conscription" of young people.

Global Security Institute www.gsinitiative.org

Targets influential businesses to promote the global elimination of nuclear weapons. Go to the "Action Center" to participate in a peace initiative.

International Action Network on Small Arms www.iansa.org

This global network of organizations is looking to end the proliferation and misuse of small arms and light weapons. Download activist toolkits and fact sheets and join a campaign.

International Atomic Energy Agency www.iaea.org

Find out how this center for nuclear cooperation is working towards safe and peaceful use of nuclear technologies. Click on publications, news, or data center to conduct research on this topic.

International Campaign to Ban Landmines www.icbl.org

An international network of over 1,200 non-governmental organizations in 60 countries is spearheading a global ban on landmines. Visit the youth action forum to find out how youth have played a leading role in this movement.

Human Rights Watch www.hrw.org/doc/?t=torture

This article shares the stories of eight people who were held by the U.S. in a secret prison in Afghanistan. The detainees were arrested in several countries and flown to the secret prison where they were tortured for information.

Landmine Survivors Network www.landminesurvivors.org

Created by and for landmine survivors, featuring personal stories of survival.

The Global Network Against Weapons & Nuclear Power in Space www.space4peace.org

Founded in 1992 by the joint efforts of the Florida Coalition for Peace & Justice (FCPJ); Citizens for Peace in Space (Colorado Springs); and New York-based Journalism professor Karl Grossman. The inaugural meeting of the Global Network (GN) was held in the Washington D.C. City Council Chambers.

Veterans for Peace www.veteransforpeace.org

A national organization founded in 1985 that includes men and women veterans from World War II, Korea, Vietnam, the Gulf War, the War in Iraq, other conflicts and peacetime veterans. Their collective experience tells us wars are easy to start and hard to stop and that those hurt are often the innocent. Thus, other means of problem solving are necessary.

Waging Peace /Nuclear Age Peace Foundation www.wagingpeace.org

Addresses the issues of Nuclear Weapons, Peace and War, International Law and Security, and Nuclear Energy and Waste. Click on take action for campaigns, urgent actions, and tools.

War-Affected Children www.epals.com/waraffectedchildren/

Aims to educate youth about the international affects of war on children. The site includes information on how the international community is helping war-affected children worldwide and features personal stories from children and a photo gallery. Check out the resource section for classroom ideas.

Peace and Justice Resources

Women Against Military Madness (WAMM) www.worldwidewamm.org

A nonviolent feminist organization that works in solidarity with others to create a system of social equality, self-determination, and justice through education and empowerment of women. WAMM's purpose is to dismantle systems of militarism and global oppression.

CONFLICT RESOLUTION AND PEACE

Beyond Intractability www.beyondintractability.org

Make information on conflict resolution and stories from those who have solved similar problems more widely and freely accessible, so people are not forced to “reinvent the wheel” when making a peace building effort.

Cadre, The National Center on Dispute Resolution www.directionservice.org/cadre/index.cfm

A bilingual (English and Spanish) resource for articles, training resources and more for mediation in schools. The site includes an online database of special education conflict resolution professionals, a State Data Management System, and procedures and tips on conflict resolution.

Canadian Centres for Teaching Peace www.peace.ca

This Canadian organization could inform you on everything you'd ever need to know about peace. Check out the section on annual peace education conferences, the great books and resources, the “Who's Who,” and the Upcoming Events.

Carnegie Commission on Preventing Deadly Conflict www.wilsoncenter.org/subsites/ccpdc/index.htm

The Carnegie Corporation of New York established the Carnegie Commission on Preventing Deadly Conflict in May 1994 to address the looming threat to world peace of intergroup violence and to advance new ideas for the prevention and resolution of deadly conflict. Their “publications” and “educational resources” sections are useful resources for teachers.

The Carter Center www.cartercenter.org/homepage.html

The Carter Center is committed to advancing human rights and alleviating unnecessary human suffering. Join them in creating a world in which every man, woman, and child has the opportunity to enjoy good health and live in peace.

The Center for Nonviolent Communication (CNVC) www.cnvc.org/org.htm

A global organization that promotes conflict resolution and peacemaking, based on the teachings of Marshall Rosenberg. Many people find NVC workshops a useful way to practice conflict resolution skills in their own lives. The website includes the principles of non-violent communication as well as links to trainers and workshops, organized by state.

Challenge Day: Be the Change www.challengeday.org/

A one-day experience that ranges from silly and fun to serious and life-changing, Challenge Day is an event you and your students should not miss. Students laugh together, cry together, reconcile differences, share sadness and joy, and learn more about diversity, relationships, and love than they ever could from any classroom lesson. The Challenge Day program is designed to help stop the violence and alienation that youth face every day. The program tears down the walls of separation, creates connection and support among participants, and inspires people to live in an environment of compassion, acceptance, and respect.

Children's International Summer Villages www.cisv.org

CISV focuses on building the leaders of tomorrow through cross-cultural interaction, leadership training and peace education. They run hundreds of camps each year that take youth from various countries and teach them about peace through simulation activities and experiential learning. Find out more about the organization and programs at the international website.

Compassionate Listening Projects www.compassionatelisting.org

This initiative is dedicated to building bridges between people, communities and nations in conflict, with projects focusing on Israel/Palestine and the German/Jewish community. Check out the articles, photo exhibits, and participant reflections to understand how this unique process works.



Peace and Justice Resources

CONFLICT RESOLUTION AND PEACE

Conflict Resolution Institute www.cruinstitute.org/materials.htm

A source of comprehensive teaching packages and award winning videos for purchase by school and teachers (all materials are available in English and Spanish). Also offers faculty, student, and parent training in conflict resolution. There are a few articles describing other schools' experiences with the program.

Conflict Resolution Network (CRN) www.crnhq.org

CRN's vision is to create a conflict-resolving community in a culture of peace and social justice. Conflict resolution builds stronger and more cohesive organizations and more rewarding relationships. CRN makes conflict resolution skills, strategies and attitudes more readily and universally accessible.

Fellowship of Reconciliation www.forusa.org

Check out this peace and justice multi-faith organization's website for great links and peace quotes. Enroll in the World Peace Student Essay Contest.

Global Movement for a Culture of Peace www.culture-of-peace.info/

Features interesting analysis of the psychology of peace, including research that counteracts the notion that human beings are naturally predisposed to violence and war.

Hague Appeal for Peace www.haguepeace.org

The Hague Appeal for Peace is an international network of peace and justice organizations dedicated to the abolition of war. This network offers various ways for people to help out through campaigning projects.

Help Increase the Peace Program (HIPP) www.afsc.org/hipp/

Designed to reduce violence, strengthen cross-racial and cross-cultural understanding, and support youth as they become active agents for social change. The training manual includes 100 pages of new material including Facilitator Tips and over 200 activities in: Communication, Cooperation, Self-Awareness, Self-Esteem, Gender and Relationships, Bullying, Conflict Resolution, Diversity and Intolerance, Racism, Sexism and Homophobia, Economic Justice and Democracy.

International Center on Nonviolent Conflict www.nonviolent-conflict.org/

An educational foundation that develops and encourages the study and use of civilian-based, nonmilitary strategies to establish and defend human rights, democracy and justice worldwide.

International Day of Peace www.internationaldayofpeace.org/

September 21st is the International Day of Peace. Get ideas, info, activities, and organizing tips on how you can celebrate.

International Peace Bureau www.ipb.org

This world-renowned international peace federation brings together people from across the globe working for peace. Find out how to become a member and get involved in their programs.

MoveOn www.moveon.org

This U.S.-based organization works to bring ordinary people back into politics. Sign up for action updates or share your ideas with others using the Action Forum software.

Nonviolence www.nonviolence.org

The individual who created Nonviolence.org is committed to a mission of telling others that war is not necessary. Through this site you can read personal motivations for why violence is not necessary, read about the roots of nonviolence or peruse the pacifist's dictionary and primer.

Nonviolent Peaceforce www.nonviolentpeaceforce.org

The main goal of this organization is to contribute toward international efforts to create a global nonviolent peace force to dispatch to troubled areas worldwide. There are over 18 different suggestions listed of simple things people can do to promote peace in their communities.

Peace and Justice Resources

One Day in Peace www.oneday.net/

On-line picture book designed for children about peace that can be viewed in 21 different languages. The site also offers links to other peace related initiatives and programs.

Pathways to Peace pathwaystopeace.org/

A recognized leader in the field of Peacebuilding, with consulting and ongoing projects that have both global and local relevance. Pathways To Peace is an official Peace Messenger of the United Nations and has worked with the UN for over 20 years. Each year, PTP submits the annual report to the UN for the International Day of Peace, listing activities that take place worldwide on September 21.

Peace Brigades International www.peacebrigades.org

Peace Brigades sends volunteer witnesses into areas of repression and conflict.

Peace Child International www.peacechild.org/

Peace Child International empowers children to take responsibility for peace, human rights and the environment through education, leadership development and direct participation in the events that shape our world community. It does this through producing publications, musicals, conferences and encouraging its affiliate youth groups throughout the world.

Peace Corps www.peacecorps.gov/

The Peace Corps has three goals: To help the people of interested countries in meeting their need for trained men and women; to help promote a better understanding of Americans on the part of the peoples served; and to help promote a better understanding of other peoples on the part of Americans.

Peacemaker Training Institute www.forusa.org/programs/pti/default.html

PTI is a program of the Fellowship of Reconciliation. Their trainings help young people become more effective peace and justice activists. Their website also provides resources for peacemakers.

Peace Pledge Union www.ppu.org.uk/indexa.html

Look under the "Education" section to find interesting resources and projects that promote world peace. Some examples include: learn peace, a Peace Pledge Union Project, and 100 years of action for peace.

Peace Protest www.pax.protest.net

Check out this global calendar of pro-peace actions and conferences, searchable by region. Sign an online petition, download peace posters, and look for event listings and organizations in your community.

Peace site www.peacesites.org/

Learn how to become a peace site and plant a peace pole.

PeaceVox www.peacevox.com

Acts as a global meeting place for peacebuilders to express their feelings, experiences, and thoughts about peace through stories, art, or music. The detailed "Resources" section of this site is categorized by websites, books, films/videos, music, programs/centers, and news/announcements.

Right Livelihood Awards www.rightlivelihood.org

The Right Livelihood Award, sometimes known as the "Alternative Nobel Peace Prize," was established to honor organizations and individuals around the world who are working for positive social change. Get inspired by reading biographies and stories about the amazing award recipients from around the world!

Seeds of Peace www.seedsofpeace.org

This U.S. based organization, focusing on Arab and Israeli youth, is dedicated to empowering children in war-affected countries to break the cycle of violence and learn to peacefully coexist. Check out the Olive Branch online youth magazine.

Students Against Violence Everywhere (SAVE) www.nationalsave.org/

A student-initiated program that promotes nonviolence within schools and communities. SAVE provides education about the effects and consequences of violence and helps provide safe activities for students, parents, and communities.



Peace and Justice Resources

CONFLICT RESOLUTION AND PEACE

Teen and Young Adult Health www.cyh.com

Click on Teen (12-17) or Young Adult (18-25) Health and then search under "Conflict Resolution." A simple start to understanding conflict resolution. Tips offered for creating healthy relationships and positive lifestyle choices. Topics include relationships, gangs, parenting, employment, society, drugs, media, homelessness, and more.

Training for Change (TFC) <http://trainingforchange.org/>

TFC makes their training manuals available for activist trainers. Activities are categorized into these groups: diversity/anti-oppression, strategy, team building, nonviolent action for social change, third party nonviolent intervention, making better trainings, and meeting and dialogue facilitation.

United Nations (UN) www.un.org/peace/ and cyberschoolbus.un.org/

One of the central purposes of the UN is to preserve world peace. This site provides extensive information about the UN's accomplishments and gives detailed background information and further links to all peace related topics. The "Cyber School Bus" link offers free units for teachers on peace education. There are five units designed for different age groups that focus on tolerance, respect, and nonviolence. Teachers are also invited to review the "Cyber School Bus" site for free classroom materials.

United States Institute of Peace (USIP) www.usip.org

Helps prevent and resolve violent international conflicts, promote post-conflict stability and democratic transformations, and increase peacebuilding capacity, tools, and intellectual capital worldwide. USIP does this by empowering others with knowledge, skills, and resources, as well as by its direct involvement in peacebuilding efforts around the globe.

Victory Over Violence (VOV) www.vov.com/

A youth-sponsored initiative to help young people identify and counteract the root causes of violence in their lives and in their communities. VOV outreach programs began in 1999 as a response to growing concerns over the rise in youth-related violence.

Witness for Peace (WFP) www.witnessforpeace.org

A politically independent, nationwide grassroots organization of people committed to nonviolence and led by faith and conscience. WFP's mission is to support peace, justice and sustainable economies in the Americas by changing U.S. policies and corporate practices which contribute to poverty and oppression in Latin America and the Caribbean.

World Youth Peace Summit www.wypps.org

Brings together dynamic young leaders who share the dream of peace by organizing Youth Peace Conferences and facilitating a worldwide network that links active young people with the support they need. These Youth Leaders represent the best of all sectors, encompassing government, business and independent organizations.

Youth Action for Peace (YAP) www.yap.org

An international peace movement that aims for societies of peace, justice, and self determination. Since 1923 Youth Action for Peace has been committed to promoting peace and dialogue in local communities through the active participation of young people.

DEATH PENALTY

Amnesty International – Stop Child Executions! <http://web.amnesty.org/library/Index/ENGACT500012004>

Includes a campaign to stop child executions, details specific cases involving the death penalty and child offenders.

The Bill of Rights Institute www.billofrightsinsitute.org/links.php?op=viewlinks&sid=14

Provides free lesson plans, education resources, landmark cases, and founding documents about the death penalty.

Criminal Justice Reform, Error Rates in Capital Cases justice.policy.net/cjedfund/jreport/

Includes studies, articles, events, and evidence of the death penalty in pop culture.

Peace and Justice Resources

Death Penalty and Juveniles www.abanet.org/crimjust/juvjus/juvdp.html

The American Bar Association describes recent cases involving juveniles and the death penalty. Includes topics such as: girls in the juvenile justice system, current events, and general information on juvenile justice and the death penalty.

History of the Death Penalty www.deathpenaltyinfo.msu.edu/c/about/history/contents.htm

Describes laws about the death penalty from a historical perspective, details changes that have been made over time, and current issues.

ECONOMIC JUSTICE

Adbusters www.adbusters.org

Features the online version of the popular bimonthly magazine, along with engaging consumer action campaigns, including annual Buy Nothing Day. Peruse the gallery of spoof ads and culture jams, enter your own creative contest submissions, and download hilarious stickers and banner ads.

Anti-Apathy www.antiapathy.org

Visit the SwAAp and Shop section and barter your belongings through a coordinated cooperative exchange. Find out how to shop with a conscience along with other important consumption tips.

Behind the Label www.behindthelabel.org

This multi-media magazine and online community features extensive information on labor conditions in the garment industry. The site includes in-depth profiles of international sweatshop struggles, mini-documentaries and photos, facts about sweatshop retailers and opinion pages.

CleanClothes campaign www.cleanclothes.org

Join a campaign dedicated to improving working conditions for garment workers worldwide. Sign onto urgent appeals, investigate working conditions for leading clothing companies, and check out campaign updates.

Equiterre www.equiterre.org

An excellent source of information on fair trade, ecological agriculture, sustainable transportation and energy efficiency. Check out the helpful guidelines for responsible consumerism and event listings in your community.

Fairtrade Labeling Organization International (FLO) www.fairtrade.net

The leading worldwide labeling organization for Fair Trade products. Visit this site to learn about products, standards, and certification procedures.

Global Exchange www.globalexchange.org

The website for this U.S.-based organization features great research and campaigns on a range of human rights and economic rights issues. Check out their educational "reality tours" across the U.S. and Mexico.

International Labour Organization www.ilo.org

This UN Agency focuses on human and labor rights. Check out the International Program on Child Labor and find out which countries have ratified the convention against child labor.

Jubilee Research www.jubilee2000uk.org **Jubilee Debt Campaign** www.jubileedebtcampaign.org.uk

These are two UK-based sites focusing on the global debt cancellation campaign. Visit Jubilee Research for data and information. Then visit the campaign site for updates, resources, and actions.

Maquila Solidarity Network www.maquilasolidarity.org

This Canadian network of individuals and organizations is committed to improving the labor conditions of retail workers. Visit the online resource centre to learn more about the garment industry and child labor. Check out the excellent action tools for research, education, and campaigning.

New Dream Action Network www.newdream.org

Promotes the choice to buy, live and consume responsibly, presenting many practical ideas and achievable goals. Check out Turn the Tide: Nine Actions for the Planet and start making simple yet effective personal changes.



Peace and Justice Resources

ECONOMIC JUSTICE

Project Love www.codecan.org/english/canadian/index.html

Gets kids to fundraise and send educational supplies to Third World countries. In addition, they educate these youth about the international situation. Check out the resource materials page on their website for great resources.

Street Kids International www.streetkids.org

Works to help the international poverty crisis and get kids off the street. Check out the IMPRINT programs in the Global Education section for some great ideas.

US Network for Global Economic Justice www.50years.org/

A coalition of over 200 U.S. grassroots, women's, solidarity, faith-based, policy, social and economic justice, youth, labor, and development organizations dedicated to the profound transformation of the World Bank and the International Monetary Fund (IMF). The Network focuses on action-oriented economic literacy training, public mobilization, and policy advocacy.

ENVIRONMENTAL ISSUES / STEWARDSHIP

Action for Solidarity, Equality, Environment, and Diversity (A SEED) www.aseed.net

A global organization linking youth groups and individuals on all continents who are committed to social and environmental justice.

Amazon Watch www.amazonwatch.org/

Works to defend the environment and the rights of the indigenous peoples of the Amazon basin.

David Suzuki Foundation www.davidsuzuki.org

Founded by a leading environmentalist, this site features information and action for environmental stewardship, with lots of practical ideas and ways to participate on an individual, school, or community level. Take the nature challenge to find out the 10 most effective ways to conserve natural resources.

Earth Charter Initiative www.earthcharter.org

An international declaration of the fundamental principles for building a just, sustainable, and peaceful global society in the 21st century. Add your signature to this important international document and put its principles into action in your community.

The Ecologist www.theecologist.org

This UK-based publication is the world's longest running environmental magazine, addressing many global issues. Check out eco-buys, resources, campaigns and archived articles indexed by topic.

Evergreen www.evergreen.ca

Offers great tips and resources on how to create greener, healthier schools, communities, and homes. Visit the tool shed of resources for "how to" guidebooks, videos, and reports to get you started.

Friends of the Earth International www.foei.org and www.amisdelaterre.org

Features information and campaigns related to a wide variety of global environmental issues, presenting great ideas for action and cyber campaigns to get involved in.

Greenpeace www.greenpeace.org

Renowned for its high profile, creative, and bold campaigns on topics ranging from genetically modified food, to nuclear power, to climate change and more, this site features great action ideas and tools, online petitions and campaigns you can join.

National Resources Defense Council www.nrdc.org

An effective environmental action organization, using law, science, and the support of more than 1 million members and online activists to protect the planet's wildlife and wild places and to ensure a safe and healthy environment for all living things.

Peace and Justice Resources

Planet Friendly www.planetfriendly.net

Focuses on peace, the environment and sustainable living. Be sure to scroll down and check out the “Links, Gateways & Guides” section that provides hard-to-find information related to environment, sustainability and related themes.

Sierra Club www.sierraclub.org

This grassroots coalition works on matters of public policy and environmental awareness. Program areas include atmosphere and energy, health and environment, biodiversity and sustainable economy. Visit the international site for online actions and join the Sierra Youth Coalition.

United Nations Framework Convention on Climate Change www.unfccc.int

Visit this site to find out the latest updates on the Kyoto Protocol using the progress measuring thermometer and list of signatories. Check out the “Beginner’s Guide to the Convention and the Climate Change Information Kit” for background research on this issue.

Water First www.water1st.org/ and www.a-childs-right.org/links2.html

One of several nonprofit organizations currently working to provide assistance to people in desperate need of clean water and sanitation. The link to “A Child’s Right” provides a great list of organizations working on clean water.

The World Conservation Union www.iucn.org

Click on the IUCN Red List of threatened species for updates on rates of extinction for plants and wildlife.

WWF – The Conservation Organization www.panda.org

Formerly known as the World Wildlife Foundation, this organization has expanded its focus to include other leading conservation issues, including forests, climate change, toxins and more. Click on “Passport” to support WWF campaigns and check out the Activist Toolkit for action tips.

GLOBAL ISSUES

American Red Cross www.redcross.org

Learn about the work of the Red Cross in disaster relief, first aid, humanitarian issues, violence and abuse prevention, and more. Contact your local Red Cross chapter to become part of the Junior Red Cross.

CARE International www.care.org

Brings emergency relief to people living in poor conditions and supports and implements development projects and relief efforts around the world in hopes of overcoming poverty. There are a number of projects for volunteers to get involved in.

CorpWatch www.corpwatch.org

Dedicated to holding corporations accountable on a global scale. Search the site for information on a company you are researching and check out the hands-on Corporate Research Guide for further tips. While you’re there, peruse the latest campaigns and actions.

Doctors Without Borders/ Médecins Sans Frontières www.msf.org

Learn how doctors all over the world are volunteering their services in emergency aid to victims of armed conflict, epidemics, and disasters. Read stories from the field and learn about their latest campaigns.

Global Citizens for Change www.citizens4change.org

Aims to better inform, educate and prepare educators, their students and prospective volunteers, through virtual means, about global education issues and volunteering in developing countries. Check out the web links and resources on a variety of topics, including human rights, the environment, peace and volunteering overseas.

Habitat for Humanity www.habitat.org

A nonprofit, nondenominational Christian housing organization. They welcome all people to join them to build simple, decent and affordable houses in partnership with those in need of adequate shelter. To get involved, search their site to find a local habitat affiliate near you.



Peace and Justice Resources

GLOBAL ISSUES

International Institute for Sustainable Development www.iisd.org

This policy research website is a great place to access information about a range of sustainability issues. Check out the SD-Cite Research Library or Publications Centre to conduct research on the environment, security, trade, natural resources and more.

New Internationalist www.newint.org

Read the latest New Internationalist magazine online and peruse back issues through an extensive topic index. Click onto “country profiles” for further information and be sure to check out NI actions to find out how you can help.

Idealist.org www.idealists.org

Action Without Borders, or Idealist.org, connects people, organizations and resources to help build a world where all people can live free and dignified lives. Action Without Borders is independent of any government, political ideology or religious creed. Their work is guided by the common desire of their members and supporters to find practical solutions to social and environmental problems, in a spirit of generosity and mutual respect.

OneWorld Network www.oneworld.net

Connect with an online network of individuals and organizations from around the world consolidating information, campaigns and solidarity.

Oxfam www.oxfam.org and www.maketradefair.org

An international development agency committed to social and economic justice. These excellent websites feature information and campaigns about food security, sweatshops, education and much more, accompanied by ready-to-use workshop kits, pamphlets and campaigns. Check out the “Make Trade Fair” site and join the “Big Noise.”

People and Planet www.peopleandplanet.org

At this site, you can meet other student activists working on world poverty, human rights and the environment.

Planet Vote www.planetvote.net

Focuses on peace, social change and the environment in the context of democracy and voting. The Portal section has some neat information. Learn to participate in democracy in order to keep it working.

United Nations Scientific, Educational, and Cultural Organization (UNESCO) www.unesco.org

The main goal of UNESCO is to contribute to peace and security in the world by promoting collaboration among nations through education, science, culture and communication. One way to help out is by becoming a member of a UNESCO club in the United States or joining a UNESCO project.

United Nations: Cyberschoolbus <http://cyberschoolbus.un.org/>

The online education component of the Global Teaching and Learning Project. The website educates youth on the various concerns and activities of the United Nations. There are fantastic sections on peace education, poverty, human rights and other global issues.

United Nations Homepage www.un.org

Visit the main UN homepage for background information on this global institution and UN Millennium Development Goals. Click on Peace and Security to learn about the UN’s important contributions to a culture of peace.

United Nations Development Program www.undp.org

An excellent resource for research on global issues. Check out the latest Human Development Report for statistical indicators indexed by country on life expectancy, health, education, and more (listed at the end of each report). Compare your findings to other countries and earlier reports.

World Health Organization www.who.int/en

This information hub for global health-related issues is an excellent source of research. This site features an extensive index of issues organized under health topics and country profiles. Check out the “World Report on Violence and Health” to explore the connection between these domains.

Peace and Justice Resources

World Vision www.worldvision.org

Visit this humanitarian organization's website and check out their links for Youth under "Get involved," which includes how to become part of the international youth movement to fight hunger.

Worldwatch Institute www.worldwatch.org/about

Home to State of the World publications and leading research on global issues, this site provides volumes of well-researched, practical, up-to-date information related to an environmentally sustainable and socially just society. Topics include: sustainable economies, health, urbanization, water, biodiversity, consumption, security, alternative energy sources, transportation and much more.

Youthink youthink.worldbank.org/about/

Provides information for youth about the global issues that matter to them. Check out the research, knowledge and experience gathered by World Bank experts on various global issues such as AIDS, globalization, health, the environment, the Millennium Development Goals, and more.

HUMAN RIGHTS / CHILDREN'S RIGHTS

Amnesty International www.amnesty.org

A worldwide movement of human rights activists who work together to prevent the violation of people's rights. Visit their site to learn more about leading human rights issues, sign on to an urgent action, join a campaign or become a member or volunteer.

American Civil Liberties Union www.aclu.org/

One of the most active and often controversial organizations, the ACLU is a major player in issues of human and civil rights in the U.S.

Children's Rights Information Network www.crin.org

This global network of organizations works to protect children's rights. The site features great links (see member list, by country) and information about children's rights globally.

Coalition to Stop the Use of Child Soldiers www.child-soldiers.org

This global coalition conducts research and monitoring, advocacy and education, networking and capacity building. Visit their website for information and resources on the phenomenon of child soldiers.

Global Youth Connect www.globalyouthconnect.org/

Builds and supports a community of youth who are actively promoting and protecting human rights and educates and inspires the next generation to work for peaceful change.

Human Rights Resource Center www.hrusa.org

An integral part of the University of Minnesota Human Rights Center and works in partnership with the University of Minnesota Human Rights Library to: create and distribute Human Rights Education (HRE) resources via electronic and print media; train activists, professionals, and students as human rights educators; and build advocacy networks to encourage effective practices in human rights education.

Human Rights Education Resource Center www.hrea.org

Includes searchable databases, full-text education and training materials and interactive learning tools on human rights.

Human Rights First www.humanrightsfirst.org/

A non-profit, nonpartisan international human rights organization based in New York and Washington, D.C. that believes building respect for human rights and the rule of law will help ensure the dignity to which every individual is entitled and will stem tyranny, extremism, intolerance, and violence.

Human Rights Internet (HRI) www.hri.ca/index.aspx

Brings together publications of the HRI, research guides and guidance, searchable archives of "Human Rights Tribune," and other important resources. HRI is a world leader in the exchange of documentation, and knits together over 5,000 human rights organizations around the world, facilitating inter-communication among these groups.



Peace and Justice Resources

HUMAN RIGHTS / CHILDREN'S RIGHTS

Human Rights Report www.state.gov/www/global/human_rights/hrp_reports_mainhp.html

Full text of the 1996 U.S. State Department report regarding the status of internationally recognized human rights. Organized by country. Also includes human rights reports from 1997 and 1998.

Human Rights Watch www.hrw.org

Works to defend human rights worldwide. Its website includes a women's rights and a children's rights division. Click on to campaigns to sign on to a range of urgent actions.

Institute for Global Communications Home of the IGC Networks www.igc.apc.org/

PeaceNet, EcoNet, ConflictNet, LaborNet, and WomensNet. These networks aim to serve individuals and organizations working toward peace, environmental protection, human rights, social and economic justice, sustainable and equitable development, health, and non-violent conflict resolution.

The Advocates for Human Rights www.theadvocatesforhumanrights.org

The mission of The Advocates for Human Rights is to implement international human rights standards in order to promote civil society and reinforce the rule of law. By involving volunteers in research, education, and advocacy, The Advocates for Human Rights builds broad constituencies in the United States and selected global communities. To support teachers, The Advocates for Human Rights writes curriculum and provides training and resources on human rights education.

The National Center for Human Rights Education www.nchre.org

Has produced a wonderful poster, which can be downloaded, providing an overview of the human rights movements in the U.S.

One World Online: <http://us.oneworld.net/>

An information bridge between nongovernmental organizations and government agencies with a vast collection of multimedia material of text, graphics, audio and video on development, the environment and human rights. One World Online is a partnership of many development agencies and charities. It covers news, reports and stories of justice and injustice around the world, and projects currently in place to improve human and civil rights.

Right to Play www.righttoplay.com

An athlete-driven international humanitarian organization that uses sport and play as a tool for the development of children and youth in the most disadvantaged areas of the world. Right to Play is committed to improving the lives of these children and to strengthening their communities by translating the best practices of sport and play into opportunities to promote development, health and peace.

Save the Children www.savethechildren.org

An organization that works both overseas and locally to improve the quality of children's lives through the realization of their rights. Look under the "Get Involved" link to explore their volunteer opportunities and events.

United Nations Children's Fund (UNICEF) www.unicef.org

A worldwide organization that strives to help ensure the survival, growth and the long-term development of the world's underprivileged children. Check out their site for existing opportunities to help advocate for these children.

UN Office of the High Commissioner for Human Rights www.unhchr.ch

Home to the Universal Declaration of Human Rights and other leading international treaties. Issues of focus include: democracy, terrorism, indigenous people, minorities, disabilities, and more.

WITNESS www.witness.org

Uses video and other technology to fight for human rights. Group works in partnership with activists around the world to document abuses and bring evidence before courts, governments, the media, and the world.

HUMAN RIGHTS DOCUMENTS

Diana - An International Human Rights Database www.law.uc.edu/Diana/

An electronic library of human rights materials. Includes treaties, secondary sources, court decisions, legal briefs, and current information from international non-governmental human rights organizations.

The Fourth World Documentation Project www.cwis.org/index.htm

Begun by the Center for World Indigenous Studies, this project is an effort to convert to electronic format all significant texts concerning the rights of indigenous peoples all around the world. A keyword searchable index is available to search documents relating to indigenous rights in Africa, the Americas, Melanesia, Polynesia and Micronesia and more.

The Human Rights Education and Research Network (HRERN) <http://depts.washington.edu/hrights/>

Coordinates, integrates and develops human rights teaching, research, and services for University faculty, students, and outside communities. The site provides links to human rights agencies, bibliographic resources, and many other research sources.

Universal Declaration of Human Rights www.un.org/Overview/rights.html

Text of the United Nations Universal Declaration of Human Rights.

University of Minnesota Human Rights Library www1.umn.edu/humanrts/

Holds over 90 of the most important international human rights treaties, comments, views, and decisions.

MEDIA

Ad Busters www.adbusters.org

A global network of artists, activists, writers, pranksters, students, educators and entrepreneurs who want to advance the new social activist movement of the information age.

Alliance for Democracy www.thealliancefordemocracy.org/

The Alliance is a new Populist movement, not a political party, setting forth to end the domination of our economy, our government, our culture, our media and the environment by large corporations.

Alternative Press Center www.altpress.org

A non-profit collective dedicated to providing access to and increasing public awareness of the alternative press.

Alternet www.alternet.org

An award-winning news magazine and online community that creates original journalism and amplifies the best of dozens of other independent media sources. AlterNet's aim is to inspire citizen action and advocacy on the environment, human rights and civil liberties, social justice, media, and health care issues.

Democracy Now! www.democracynow.org

A national, daily, independent, award-winning news program airing on over 140 stations in North America. Pioneering the largest public media collaboration in the U.S., Democracy Now! is broadcast on Pacifica, community, and National Public Radio stations, public access cable television stations, and satellite television.

Essential Action www.essentialaction.org

Is involved in a variety of projects to encourage citizens to become active and engaged in their communities. They provide provocative information to the public on important topics neglected by the mass media and policy makers.

Fairness & Accuracy in Reporting (FAIR) www.fair.org

National media watch group that offers well-documented criticism of media bias and censorship. Works to invigorate the First Amendment by advocating for greater diversity in the press and by scrutinizing media practices that marginalize public interest, minority and dissenting viewpoints. Exposes neglected news stories and defends working journalists. FAIR believes that structural reform is ultimately needed to break up the dominant media conglomerates, establish independent public broadcasting and promote strong non-profit sources of information.

Peace and Justice Resources

MEDIA

Free Speech www.freespeech.org

A publicly-supported, independent, non-profit TV channel available on DISH Satellite Network and community access cable stations. Uses the power of television to expand social consciousness and fuels the movement for progressive social, economic, and political transformation. Exposes the public to perspectives excluded from the corporate-owned media, empowers citizens to fight injustices, to revitalize democracy, and to build a more compassionate world.

Indy Media www.indymedia.org/en/index.shtml

A network of collectively run media outlets for the creation of radical, accurate, and passionate tellings of the truth. They work out of a love and inspiration for people who continue to work for a better world, despite corporate media's distortions and unwillingness to cover the efforts to free humanity.

The Nation www.thenation.com

America's oldest and most widely read weekly journal of progressive political and cultural news, opinion and analysis.

Guerrilla News Network (GNN) www.gnn.tv

An independent news organization with headquarters in New York City and production facilities in Berkeley, California. Their mission is to expose people to important global issues through cross-platform guerrilla programming.

PBS www.pbs.org

A private, non-profit media enterprise owned and operated by the nation's 350 public television stations. A trusted community resource, PBS uses the power of noncommercial television, the Internet and other media to enrich the lives of all Americans through quality programs and education services that inform, inspire and delight. PBS serves nearly 100 million people each week.

Take Back the Media www.takebackthemedias.com

A cooperative project by progressive American citizens who are dismayed at the pro-government, pro-corporate bias shown by American media. They believe the media promotes a pro-war, pro-big corporation agenda. They do not advocate any violent action against private property or citizens, but do advocate using the power of the purse and non-violent action to bring back responsibility to the corporate media.

World Press Review www.worldpress.org

Illuminates issues often not seen in the mainstream U.S. press. The Review translates, reprints, analyzes and contextualizes the best of the international press.

POVERTY

Cyber School Bus www.un.org/Pubs/CyberSchoolBus/student/2005/theme.asp

The idea of water as a human right was the topic of discussion at the 2005 Student Conference on Human Rights. Here you can read statistics on the number of people who do not have clean water to use and how that affects their health and way of life.

Department for International Development: www.dfid.gov.uk

Works on the reduction of poverty worldwide.

Greater Minnesota Housing Fund www.gmhf.com/portraits/

This link will connect you to a brief film and radio commentary about people living in Greater Minnesota. Here you will see images and learn about the people who are living in poverty.

Kids Can Make a Difference www.kidscanmakeadifference.org

Helps students understand and respond to hunger and poverty issues at home. Has hunger facts, a quiz, and action tips. Contains an innovative teacher guide with 25 lessons for grades 7-12, focusing on the root causes of poverty.

Peace and Justice Resources

NetAid www.netaid.org

Educates and empowers young people to fight global poverty with information on the root causes of poverty and ways to help end it.

Organization for Economic Cooperation and Development www.oecd.org/home

Contains information and statistics about the 29 OECD countries.

The One Campaign www.one.org

Part of the Global Call to Action Against Poverty, the world's largest anti-poverty movement. Has great action ideas.

Oxfam International www.oxfam.org

Addresses the structural causes of poverty and injustice.

Odious Debts www.odiousdebts.org

Contains information about the problem of third world debt. Includes many articles and links.

The Poor People's Economic Human Rights Campaign www.economichumanrights.org

A U.S. human rights movement aimed at promoting and upholding economic human rights in the U.S.

Poverty, Debt and AIDS www.data.org

Information and articles that explore how HIV/AIDS aggravates poverty and impedes development.

The Poverty Project www.reachandteach.com

Ready-to-use social justice curriculum for young people to research and experience the issues of poverty. Detailed lesson plans and 34 reproducible handouts.

Read to Feed www.readtofeed.org

Interactive games, curriculum, and classroom activities on global issues and solutions to poverty.

RESULTS www.action.org

Background information on poverty in the U.S. and the world, as well as action tips.

United Nations Human Development Index <http://hdr.undp.org/hdr2006/statistics/>

The Human Development Report is a great resource for comparing deprivation and poverty worldwide.

UNDP <http://www.undp.org/poverty>

An excellent guide on how relief agencies and governments are trying to solve complicated poverty problems.

UNESCO www.unesco.org/webworld/netaid

Information about UNESCO's development strategies for alleviating poverty.

UNICEF www.unicef.org

Works for children's rights, their survival, development and protection.

UN Cyber School Bus Poverty Curriculum www.cyberschoolbus/poverty2000/index.asp

Curriculum designed for grades 5-12 with units on health, housing, education, food, and work security.

The World Bank www.youthink.worldbank.org

Curriculum for students that explains the intertwined causes of poverty.

Youth United For Global Action and Awareness www.planusa.org/action/foryouth.php

Has a toolkit to Help Stop Child Poverty. Great for youth interested in learning more about global issues affecting children and youth and what they can do to stop child poverty.



Peace and Justice Resources

PRISONS

Detention Watch Network <http://www.detentionwatchnetwork.org/>

The only national coalition in the U.S. that addresses the detention crisis head-on and helps detainees and their loved ones make their voices heard. Formed in 1997 in response to the rapid growth of the immigration detention system in the United States, DWN is a network of individuals and organizations working in support of, and in service to, immigrants in detention.

No More Prisons <http://www.nomoreprisons.org>

The mission of the Prison Moratorium Project (PMP) is to explore and implement strategies that will bring about a society less dependent on prisons and incarceration. They work locally and nationally to stop prison expansion and mass incarceration, and re-invest resources into communities most impacted by criminal justice policies through educational programs, alternatives-to-incarceration initiatives, housing and sustainable economic development.

Prison Activist <http://www.prisonactivist.org>

Committed to exposing and challenging the institutionalized racism of the criminal injustice system. They provide support for educators, activists, prisoners, and prisoners' families. This work includes building networks for action and producing materials that expose human rights violations while fundamentally challenging the rapid expansion of the prison industrial complex.

RACISM / EQUALITY / ANTI-DISCRIMINATION

Anti-Racist Alliance (ARA) www.antiracistalliance.com

Designed for individuals, educators, activists and trainers who are interested in being part of a national movement for racial justice. With a curriculum designed to create change, ARA holds to the vision that the will of White America can be transformed for racial justice, and the transformation will take place one person at a time. It can be accomplished through organized action for reparations and racial justice.

Anti-Slavery www.antislavery.org

Campaigns for the freedom of millions of people worldwide who are trapped in situations of slavery or slavery-like practices.

Artists Against Racism www.vrx.net/aar

Join leading musicians, actors, authors and artists from around the world in an ambitious public education campaign, largely targeting youth, to combat racism. Check out how youth can get involved through school concerts, videos and other artistic actions and learn from the experiences of other youth.

Association for the Elimination of Hate www.londonagainsthate.org

This organization, based in London, Ontario, focuses locally on making the city prejudice-free (offers support lines, educates, etc). Includes a comprehensive links section.

Cultural Profiles www.settlement.org/cp/english/

Initially developed to help users gain a basic understanding of various cultures, this site offers a series of cultural profiles, each providing an overview of life and customs in a profiled country.

The Daughters and Sisters Project www.daughters-sisters.org

Here you can learn about issues that young women are facing and be inspired to better relations between genders and cultures.

Disabled Peoples' International www.dpi.org

An international organization working to promote the human rights and full participation of people with disabilities. Click on resources to research by subject or by region.

National Geographic Kids magma.nationalgeographic.com/ngexplorer/0601/quickflicks/index.html

Shows a short movie about the Underground Railroad, a passage from south to north leading thousands of slaves to freedom.

Peace and Justice Resources

Remembering Slavery www.uncg.edu/~jpbrewer/remember/

Allows you to hear original recordings and dramatic readings of personal stories of living in slavery.

Teachers Against Prejudice www.teachersagainstoprejudice.org

A non-profit group dedicated to fighting prejudice, intolerance and bigotry through education. TAP helps teachers address issues of sensitivity and respect concerning diversity in the classroom. Provides trained professionals to teach students how to confront prejudice.

Tolerance.org www.tolerance.org

The Southern Poverty Law Center created Tolerance.org which is dedicated to fighting hate and promoting tolerance. The site features sections for kids, teens, parents, and teachers. Click on "For Teens" to learn 10 Ways to Fight Hate and order a free "Mix It Up Handbook" to start a dialogue on the social climate in your school.

TRANSITIONAL/RESTORATIVE JUSTICE

The Center for Restorative Justice and Peacemaking ssw.che.umn.edu/Connections/RJP.html

Provides technical assistance, training, and research in support of restorative justice practice. The Center works with practitioners, policy makers, and students at local, regional, national, and international levels.

Centre for the Study of Violence and Reconciliation www.csvr.org.za/research.htm

Has been documenting and studying violence in South Africa for over 15 years and has an excellent perspective on the transitional justice process in its publication section.

International Center for Transitional Justice www.ictj.org

Dedicated to the Transitional Justice practice and philosophy, and contains reports on several countries. Plus, additional information about the conflicts and challenges that these nations faced or are presently facing.

International Crisis Group www.crisisgroup.org/home/index.cfm?

An independent, non-profit, non-governmental organization, with 120 staff members on five continents, working through field-based analysis and high-level advocacy to prevent and resolve deadly conflict.

Restorative Measures in the Schools restorative.tripod.com

Provides an overview of circle conferencing and some ideas about how to incorporate it into a school setting.

Restorative Justice Consortium www.restorativejustice.org.uk/

Formed in 1997, bringing together a wide range of organizations with an interest in Restorative Justice.

Restorative Justice On-line www.restorativejustice.org

Dedicated to the practices and philosophies behind restorative justice methods. Offers great in-depth information about the definition of restorative justice and additional research and resources. It has an extensive section on how to get involved with restorative justice on the local level and a link to a model restorative justice system for a city.

Transitional Justice Forum www.coe.int/T/E/Human_rights/hrhb2.pdf

Does an excellent job of tracking all online news and resources about transitional justice.

TAKE ACTION

Activist Learning www.yp3.org

This U.S.-based organization focuses on instigating social change by educating youth about how to take action. The site is very youth-focused, actively encouraging self-direction and self-education through community activism. Visit the "Community" section for inspiring stories of youth making change.

Activists for Animals www.animalactivist.vview.org

Click on "Teens for Animals" for online actions, tips, youth profiles and links to clubs you can join. Topics include animal cruelty and experimentation, dissection, vegetarianism, hunting, fur and more.



Peace and Justice Resources

TAKE ACTION

Changemakers www.changemakers.org.uk

A non-profit organization which works closely with schools, local youth organizations and other bodies. Offers support and training for teachers, young people and community workers to realize the community projects of young people themselves.

Compassionate Kids Inc. www.compassionatekids.com/activism.shtml

Dedicated to helping teach children compassion towards the earth, people, and animals. The website has articles, book reviews, and free activities. Local chapters across the country host compassion-oriented field trips and community service events monthly.

Do Something www.dosomething.org

On this site students can find information on how to become a good leader and build good character and citizenship in order to make a difference.

eActivist www.eactivist.org

Features a collection of simple, easy-to-use progressive electronic actions and tools for the eActivist. Issues include: animal rights, anti-racism, corporate accountability and much more. Check out tips for eActivists to get you started and change the world without leaving your computer.

EarthYouth.NET www.earthyouth.net

A network of young people who are taking action for a more sustainable planet. Learn about the International Youth Summit and how you can get involved with projects that make a difference. There are also many links to other great youth organizations and events that youth can get involved in.

Freechild Project www.freechild.org

Features information by and for youth related to rights, citizenship and other issues affecting young people. Check out the Freechild newsletter, library and directory of social change.

Free the Children www.freethechildren.org

Features excellent tools and actions, all designed for youth. Download the "Youth in Action Toolkit," click on "Youth for Peace Ambassadors" and check out the latest campaigns, such as Take a Stand for Peace and Shoes for Souls. Sign up for a leadership academy or an overseas international development project.

Free Spirit Publishing www.freespirit.com

All about creating books to help kids help themselves. Contains great resources including the *Kids Guide to Social Action* and the *Kid's Guide to Service Projects* by Barbara A. Lewis. Also check out *Making History: A Social Studies Curriculum* by Sheldon Berman.

I Buy Different www.ibuydifferent.org

This campaign challenges youth to live and buy differently to create positive change. The site has lots of tools, resources, information, and ideas on how youth can take action.

Just Act www.justact.org

Here you can discover ways to promote leadership among kids and action for global justice (social, political, and environmental).

Kids Can Make a Difference www.kidscanmakeadifference.org

Features an educational program for secondary students that focuses on the root causes of hunger and poverty, the people most affected, solutions, and how students can help.

Leaders Today www.leaderstoday.com

Opens with the statement: "Young people are not only the leaders of tomorrow; they are also the leaders of today!" Check out the "Teacher Resources" and "Student Resources" sections on the website (under School Boards). They also offer training in leadership and provide workshops/activities on the global situation.

Peace and Justice Resources

Learning Point Associates www.ncreg.org/sdrs/areas/issues/envrnmnt/drugfree/sal k24.htm

Check out a great list of community service project ideas.

MaMa Media www.mamamedia.com/activities/gallery_2/peace/

Students share their ideas about how to create a better world without terrorism, hatred, and violence. They can see other kids' peace creations and make their own.

MoveOn www.moveon.org/

MoveOn is working to bring ordinary people back into politics. With a system that today revolves around big money and big media, most citizens are left out. MoveOn is a catalyst for a new kind of grassroots involvement, supporting busy but concerned citizens in finding their political voice. Our nationwide network of more than 600,000 online activists is one of the most effective and responsive outlets for democratic participation available today.

National Service Learning Clearinghouse www.servicelearning.org/resources/kids_teens/index.php

Connects youth grades K-12 with resources on how to get involved with project ideas, action guides and more.

No War Zone www.nowarzone.org

Join a network of youth from around the world working together for peace and human rights. Click on resources to learn new facts and skills. Read country profiles and peruse the online studio to view artistic contributions from youth across the world. Speak out using the online discussion board and chat groups.

Operation SICK – Stop Inciting Children to Kill www.operationsick.com

This independent network of students actively opposes the exploitation of children for armed conflict. Visit this site to get educated and get active. See Action for Justice for downloadable flyers and materials.

Sierra Club, Youth Coalition www.syc-cjs.org

The youth arm of Sierra Club is dedicated to engaging youth in environmental issues. This online forum connects and informs local youth chapters across the country.

Solutions Site www.solutions-site.org/kids/

An inspiring site for K-12 students who want to learn about real life solutions to today's crucial global problems. This engaging, interactive, multimedia site includes information on what's going on in the world, and what real life people are doing (and kids can do) to make a difference.

TakingITGlobal www.takingitglobal.org

Sign up as a member of this online global community for youth, create a profile or online journal and connect with like-minded people from all over the world. Download useful resources such as the "Workshop Kit and Guide to Action," view other youth-led projects by region or topic and visit the global gallery where you can present your own exhibit.

ThinkQuest library.thinkquest.org/C002291/high/index.htm

An interactive website that helps students learn about world hunger.

TUNZA, United Nations Environment Programme (UNEP) www.unep.org/children_youth/tunza/

In its efforts to provide environmental leadership to countries around the world, UNEP developed TUNZA, an initiative to engage youth in environmental conservation and sustainable development. Learn about international youth conferences, read the TUNZA magazine and be sure to download "A Time for Action."

UNICEF Voices of Youth www.unicef.org/voy

This site is a forum for youth to learn, speak out, connect with other youth and take action. Join an online discussion forum and review some important tips and strategies for action. Key topics include youth rights, sustainable development, HIV/AIDS, the girl child and more.

Unesco Youth Co-ordination Unit www.unesco.org/youth

The Youth Coordination Unit at UNESCO works for and with youth, through a wide network of associations and NGOs.



Peace and Justice Events

Event	Date	Website
International Day of Commemoration in memory of the victims of the Holocaust	January 27	www.un.org/holocaustremembrance/
International Women's Day	March 8	www.unac.org/en/news_events/un_days/women1.asp
International Day for the Elimination of Racial Discrimination	March 21	www.un.org/depts/dhl/racial/
World Water Day	March 22	www.unesco.org/water/water_celebrations/
International Day for Mine Awareness and Mine Action	April 4	www.mineaction.org
World Health Day	April 7	www.who.int/world-health-day/2007/en/index.html
World Book and Copyright Day	April 23	http://www.un.org/Depts/dhl/book/index.html
World Press Freedom Day	May 3	http://www.unac.org/en/news_events/un_days/press.asp
International Day of Families	May 15	http://www.un.org/esa/socdev/family/
World Information Society Day	May 17	http://www.un.org/events/infoday/2006/
World Day for Cultural Diversity for Dialogue and Development	May 21	http://www.un.org/depts/dhl/cultural_diversity/
International Day of United Nations Peacekeepers	May 29	http://www.un.org/events/peacekeepers/
World No-Tobacco Day	May 31	http://www.who.int/tobacco/communications/en/
International Day of Innocent Children Victims of Aggression	June 4	http://www.acpp.org/sevents/0604.html
World Environment Day	June 5	http://www.unep.org/wed
World Refugee Day	June 20	http://www.un.org/depts/dhl/refugee/index.html
United Nations Public Service Day	June 23	http://www.unpan.org/dpepa_psaward.asp
International Day Against Drug Abuse and Illicit Trafficking International Day in Support of Victims of Torture	June 26	http://www.un.org/depts/dhl/drug/index.html http://www.un.org/events/torture/
World Population Day	July 11	http://www.unfpa.org/wpd/index.htm
International Day of the World's Indigenous People	August 9	http://www.un.org/events/indigenous/
International Youth Day	August 12	http://www.un.org/esa/socdev/unyin/iyouthday.htm
International Day for the Remembrance of the Slave Trade and Its Abolition	August 23	http://portal.unesco.org/education/en/ev.php-URL_ID=27835&URL_DO=DO_TOPIC&URL_SECTION=201.html
International Literacy Day	September 8	http://www.un.org/Depts/dhl/literacy/index.html
International Day for the Preservation of the Ozone Layer	September 16	http://www.uneptie.org/ozonaction/events/ozoneday/main.html
International Day of Peace	September 21	http://www.un.org/events/peaceday
International Day for Older Persons	October 1	http://www.un.org/depts/dhl/olderpersons/index.html
World Teacher's Day	October 5	http://www.ei-ie.org/worldteachersday/en/index.php

Peace and Justice Events

Event	Date	Description
World Habitat Day	First Monday in October	http://www.unchs.org/whd/2005/default.asp
International Day for Natural Disaster Reduction	Second Wednesday in October	http://www.un.org/Depts/dhl/disaster/
World Post Day	October 9	http://www.upu.int/world_post_day/en/index.shtml
World Mental Health Day	October 10	http://www.wfmh.org/wmhd/about.html
World Food Day	October 16	http://www.fao.org/wfd/index_en.asp
International Day for the Eradication of Poverty	October 17	http://www.un.org/esa/socdev/poverty/poverty_link3.htm
United Nations Day and World Development Information Day	October 24	http://www.unac.org/en/news_events/un_days/un_day1.asp
Disarmament Week	October 24-30	http://www.un.org/depts/dhl/disarmament/
International Day for Preventing the Exploitation of the Environment in War and Armed Conflict	November 6	http://www.un.org/depts/dhl/environment_war/index.html
International Day of Tolerance	November 16	http://www.un.org/depts/dhl/tolerance/index.html
World Day of Remembrance for Road Traffic Victims	Third Sunday in November	http://www.roadpeace.org/support/worldday.html
Universal Children's Day	November 20	http://www.unac.org/en/news_events/un_days/children1.asp
World Television Day	November 21	http://en.wikipedia.org/wiki/World_Television_Day
International Day for the Elimination of Violence against Women	November 25	http://www.unifem.org/campaigns/november25/
International Day of Solidarity with the Palestinian People	November 29	http://www.un.org/depts/dhl/palestinian/index.html
World AIDS Day	December 1	http://www.unac.org/en/news_events/un_days/aids1.asp
International Day for the Abolition of Slavery	December 2	http://www.un.org/depts/dhl/slavery/index.html
International Day of Disabled Persons	December 3	http://www.un.org/esa/socdev/enable/
International Volunteer Day for Economic and Social Development	December 5	http://www.worldvolunteerweb.org/int-l-volunteer-day.html
International Civil Aviation Day	December 7	http://www.icao.int/icao/en/aviation_day.htm
International Anti-Corruption Day	December 9	http://www.un.org/depts/dhl/events/anti_corruption/index.html
Human Rights Day	December 10	http://www.un.org/events/humanrights/
International Migrants Day	December 18	http://www.un.org/depts/dhl/events/migrants/
United Nations Day for South-South Cooperation	December 19	http://www.un.org/depts/dhl/events/south/index.html
International Human Solidarity Day	December 20	http://www.un.org/esa/socdev/social/solidarity.htm



Minnesota High School Social Studies Standards

Lesson 1: What Is Conflict?

Activity 1: Defining Peace and Conflict

- **World History**, I, #2: Students will describe and analyze processes of “globalization” as well as persistent rivalries and inequalities among the world’s regions, and assess the successes and failures of various approaches to address these issues.
- **Geography**, D, #1: Students will recognize changes over time in nearby landscapes, resulting from human occupation.
- **Geography**, D, #7: Students will identify current or historic conflicts and explain how those conflicts are/were influenced by geography.

Activity 2: Dimensions of Conflict

- **Geography**, D, #10: Students will cite a variety of examples of how economic or political changes in other parts of the world can affect their lifestyle.

Lesson 2: Deconstructing Armed Conflict

Activity 1: The Roots of War

- **World History**, I, #1: Students will examine human rights principles and how they have been supported and violated in the late 20th century.
- **World History**, I, #2: Students will describe and analyze processes of “globalization” as well as persistent rivalries and inequalities among the world’s regions, and assess the successes and failures of various approaches to address these issues.
- **Government and Citizenship**, D, #3: Students will describe how governments interact in world affairs and explain reasons for conflict among nation states.
- **Government and Citizenship**, D, #5: Students will explain and evaluate international organizations and international law and how participation in these organizations and international law is voluntary.
- **Historical Skills**, C, #3: Students will understand the concepts of historical context and multiple causation.

Activity 2: War Stories

- **World History**, I, #1: Students will examine human rights principles and how they have been supported and violated in the late 20th century.

Activity 3: Roads to Peace

- **World History**, I, #1: Students will examine human rights principles and how they have been supported and violated in the late 20th century.
- **World History**, I, #2: Students will describe and analyze processes of “globalization” as well as persistent rivalries and inequalities among the world’s regions, and assess the successes and failures of various approaches to address these issues.

Minnesota High School Social Studies Standards

Lesson 2: Deconstructing Armed Conflict (continued)

Activity 3: Roads to Peace

- **Government and Citizenship, A, #1:** Students will demonstrate the ability to use the print and electronic media to do research and analyze data.
- **Government and Citizenship, A, #4:** Students will understand the importance of informed decision making and the roles of public speaking, conducting a public meeting, letter writing, petition signing, negotiation, active listening, conflict resolution, mediation, and defending a public policy position in a civil conversation.

Lesson 3: Human Rights Defined

Activity 1: What Are Human Rights?

- **World History, I, #1:** Students will examine human rights principles and how they have been supported and violated in the late 20th century.

Activity 2: What Does the UDHR Mean to Me?

- **World History, I, #1:** Students will examine human rights principles and how they have been supported and violated in the late 20th century.
- **Government and Citizenship, D, #5:** Students will explain and evaluate international organizations and international law and how participation in these organizations is voluntary.
- **Geography, C, #2:** Students will provide examples of the impact of political boundaries on human behavior and economic activities.

Activity 3: Structural Violence

- **World History, I, #2:** Students will describe and analyze processes of “globalization” as well as persistent rivalries and inequalities among the world’s regions, and assess the successes and failures of various approaches to address these.
- **Government and Citizenship, B, #2:** Students will examine the tensions between the government’s dual role of protecting individual rights and promoting the general welfare, the tension between majority rule and minority rights, and analyze the conflict between diversity and unity which is captured in the concept “E Pluribus Unum.”
- **Geography, C, #2:** Students will provide examples of the impact of political boundaries on human behavior and economic activities.

Lesson 4: What Is Justice?

Activity 1: What Does Justice Mean to Me?

- Lesson 4 provides diverse perspectives for students on the meaning of justice and could be adapted to meet various school social studies standards.



Minnesota High School Social Studies Standards

Lesson 5: Transitional Justice Case Studies

Activity 1: Transitional Justice Case Studies

- **World History, G, #5:** Students will understand and analyze the interactions between imperial governments and indigenous peoples.
- **World History, I, #1:** Students will examine human rights principles and how they have been supported and violated in the late 20th Century.
- **World History, I, #2:** Students will describe and analyze processes of “globalization” as well as persistent rivalries and inequalities among the world’s regions, and assess the successes and failures of various approaches to address these issues.
- **World History, I, #5:** Students will understand the reasons for the rise of military dictatorships and revolutionary movements in Latin America.
- **Government and Citizenship, A, #1:** Students will demonstrate the ability to use the print and electronic media to do research and analyze data.
- **Government and Citizenship, A, #4:** Students will understand the importance of informed decision making and the roles of public speaking, conducting a public meeting, letter writing, petition signing, negotiation, active listening, conflict resolution, mediation, and defending a public policy position in a civil conversation.
- **Government and Citizenship, B, #2:** Students will examine the tensions between the government’s dual role of protecting individual rights and promoting the general welfare, the tension between majority rule and minority rights, and analyze the conflict between diversity and unity which is captured in the concept “E Pluribus Unum.”
- **Historical Skills, C, #3:** Students will understand the concepts of historical context and multiple causation.
- **Geography, D, #1:** Students will analyze the way people’s perception of regions vary and are affected by individual perspective and culture.
- **Geography, D, #7:** Students will identify current or historic conflicts and explain how these conflicts are/ were influenced by geography.
- **Geography, D, #2:** Students will provide examples at differing scales of how regions are important to people as symbols for unifying society.
- **Geography, C, #1:** Students will understand the concept of nationalism and of sovereign political states and how sovereignty is impacted by international agreements.
- **Geography, C, #2:** Students will provide examples of the impact of political boundaries on human behavior and economic activities.
- **Geography, C, #3:** Students will understand the patterns of colonialism and how its legacy affects emergence of independent states in Africa, Asia, and Latin America as well as the tensions that arise when boundaries of political units do not correspond to nationalities of people living within them.

Minnesota High School Social Studies Standards

Lesson 6: Truth Commissions

Activity 1: What Are Truth and Reconciliation Commissions?

- **World History, I, #1:** Students will examine human rights principles and how they have been supported and violated in the late 20th Century.
- **Government and Citizenship, A, #4:** Students will understand the importance of informed decision making and the roles of public speaking, conducting a public meeting, letter writing, petition signing, negotiation, active listening, conflict resolution, mediation, and defending a public policy position in a civil conversation.
- **Government and Citizenship, B, #2:** Students will examine the tensions between the government's dual role of protecting individual rights and promoting the general welfare, the tension between majority rule and minority rights, and analyze the conflict between diversity and unity which is captured in the concept "E Pluribus Unum."
- **Historical Skills, C, #3:** Students will understand the concepts of historical context and multiple causation.

Activity 2: Truth Commission Role Play

- **World History, I, #1:** Students will examine human rights principles and how they have been supported and violated in the late 20th Century.
- **World History, I, #2:** Students will describe and analyze processes of "globalization" as well as persistent rivalries and inequalities among the world's regions, and assess the successes and failures of various approaches to address these issues.
- **Government and Citizenship, A, #4:** Students will understand the importance of informed decision making and the roles of public speaking, conducting a public meeting, letter writing, petition signing, negotiation, active listening, conflict resolution, mediation, and defending a public policy position in a civil conversation.
- **Government and Citizenship, B, #2:** Students will examine the tensions between the government's dual role of protecting individual rights and promoting the general welfare, the tension between majority rule and minority rights, and analyze the conflict between diversity and unity which is captured in the concept "E Pluribus Unum."
- **Historical Skills, C, #3:** Students will understand the concepts of historical context and multiple causation.

Lesson 7: Mock Tribunal

Activity 1: Mock Tribunal Role Play

- **World History, I, #1:** Students will examine human rights principles and how they have been supported and violated in the late 20th Century.
- **World History, I, #2:** Students will describe and analyze processes of "globalization" as well as persistent rivalries and inequalities among the world's regions, and assess the successes and failures of various approaches to address these issues.



Minnesota High School Social Studies Standards

Lesson 7: Mock Tribunal (continued)

Activity 1: Mock Tribunal Role Play

- **Government and Citizenship, A, #4:** Students will understand the importance of informed decision making and the roles of public speaking, conducting a public meeting, letter writing, petition signing, negotiation, active listening, conflict resolution, mediation, and defending a public policy position in a civil conversation.
- **Government and Citizenship, B, #2:** Students will examine the tensions between the government's dual role of protecting individual rights and promoting the general welfare, the tension between majority rule and minority rights, and analyze the conflict between diversity and unity which is captured in the concept "E Pluribus Unum."
- **Geography, C, #3:** Students will understand the patterns of colonialism and how its legacy affects emergence of independent states in Africa, Asia, and Latin America as well as the tensions that arise when boundaries of political units do not correspond to nationalities of people living within them.
- **Historical Skills, C, #3:** Students will understand the concepts of historical context and multiple causation.

Lesson 8: Making the Connection

Activity 1: Let's Talk about Our History

**Note: In activity 1 of this lesson, students are asked to investigate and present on incidences of injustice in the United States; the applicability of the standards below will depend on which injustices they choose. Activities 2 and 3 of this lesson provide diverse perspectives for students on how peace and transitional justice relate to their own lives and could be adapted to meet various school social studies standards.*

- **World History, G, #3:** Students will compare motives and methods of various forms of colonialism and various colonial powers.
- **World History, G, #5:** Students will understand and analyze the interactions between imperial governments and indigenous peoples.
- **World History, I, #1:** Students will examine human rights principles and how they have been supported and violated in the late 20th Century.
- **World History, I, #2:** Students will describe and analyze processes of "globalization" as well as persistent rivalries and inequalities among the world's regions, and assess the successes and failures of various approaches to address these issues.
- **Government and Citizenship, D, #1:** Students will explain and analyze the unique relationship between American Indian Nations and the United States Government.
- **Government and Citizenship, A, #1:** Students will demonstrate the ability to use print and electronic media to do research and analyze data.
- **Historical Skills, C, #3:** Students will understand the concepts of historical context and multiple causation.

Lesson 8: Making the Connection (continued)

Activity 1: Let's Talk about Our History

- **Geography, D, #7:** Students will identify current or historic conflicts and explain how those conflicts are/were influenced by geography.
- **Geography, D, #1:** Students will analyze the way people's perception of regions vary and are affected by individual perspective and culture.
- **Geography, C, #4:** Students will use the concepts of push and pull factors to explain the general patterns of human movement in the modern era, including international migration, migration within the United States and major migrations in other parts of the world.
- **Geography, C, #2:** Students will provide examples of the impact of political boundaries on human behavior and economic activities.
- **U.S. History, I, #4:** Students will evaluate the impact of World War II on the home front on American culture, including Japanese internment, Tuskegee Airmen, and "Rosie the Riveter."
- **U.S. History, B, #2:** Students will describe the consequences of early interactions between Europeans and American Indian Nations.
- **U.S. History, B, #2:** Students will identify the growing differences and tensions between the European colonies, England, and American Indian Nations.
- **U.S. History, B, #3:** Students will describe key characteristics of the West African kingdom and the development of the slave trade.
- **U.S. History, C, #1:** Students will describe and evaluate the enslavement of Africans, the Middle Passage and the use of slave labor in European colonies.
- **U.S. History, F, #2:** Students will analyze the impact of territorial expansion on American Indian Nations and the evolution of federal and state Indian policies.
- **U.S. History, J, #1:** Students will demonstrate knowledge of the effects of post-Civil War westward expansion, including the resulting conflicts with American Indian Nations.
- **U.S. History, J, #1:** Students will demonstrate knowledge of the imposition of racial segregation, African American disenfranchisement, and growth of racial violence in the post-reconstruction South, the rise of "scientific racism," and the debates among African Americans about how to best work for racial equality.
- **U.S. History, M, #3:** Students will describe the impact of the war on people such as women, African Americans, and Japanese Americans.
- **U.S. History, N, #1:** Students will demonstrate knowledge of the domestic policies and civil rights issues of the Truman and Eisenhower administrations.
- **U.S. History, N #1:** Students will demonstrate knowledge of the "rights revolution," including the civil rights movement, women's rights movements, expansion of civil liberties, and environmental and consumer protection.

Minnesota High School Social Studies Standards

Lesson 9: Reconciliation on a Local Level

Activity 1: Transitional Justice Fundamentals

- **Government and Citizenship, A, #4:** Students will understand the importance of informed decision making and the roles of public speaking, conducting a public meeting, letter writing, petition signing, negotiation, active listening, conflict resolution, mediation, and defending a public policy position in a civil conversation.

Activity 2: Finding Common Ground: Peer Mediation Role Play

- **Government and Citizenship, A, #4:** Students will understand the importance of informed decision making and the roles of public speaking, conducting a public meeting, letter writing, petition signing, negotiation, active listening, conflict resolution, mediation, and defending a public policy position in a civil conversation.

Activity 3: Community Conferencing Role Play

- **Government and Citizenship, A, #4:** Students will understand the importance of informed decision making and the roles of public speaking, conducting a public meeting, letter writing, petition signing, negotiation, active listening, conflict resolution, mediation, and defending a public policy position in a civil conversation.

Lesson 10: Take Action

Activity 1: 100 Ways to Be a Peacemaker

- **Government and Citizenship, A, #3:** Students will know and analyze the point of access and influence people can use to affect elections and public policy decisions.
- **Government and Citizenship, A, #4:** Students will understand the importance of informed decision making and the roles of public speaking, conducting a public meeting, letter writing, petition signing, negotiation, active listening, conflict resolution, mediation, and defending a public policy position in a civil conversation.

Activity 2: Peace Heroes

- **Government and Citizenship, A, #1:** Students will demonstrate the ability to use the print and electronic media to do research and analyze data.

Activity 3: Peace Challenge

- **Government and Citizenship, A, #3:** Students will know and analyze the point of access and influence people can use to affect elections and public policy decisions.
- **Government and Citizenship, A, #4:** Students will understand the importance of informed decision making and the roles of public speaking, conducting a public meeting, letter writing, petition signing, negotiation, active listening, conflict resolution, mediation, and defending a public policy position in a civil conversation.

Road to Peace Evaluation Form for Teachers

1. Please check which portions of the curriculum you used in your classroom:

- | | | |
|--|--|--|
| <input type="checkbox"/> Lesson 1: What Is Conflict? | <input type="checkbox"/> Lesson 4: What Is Justice? | <input type="checkbox"/> Lesson 7: Mock Tribunal |
| <input type="checkbox"/> Lesson 2: Deconstructing Conflict | <input type="checkbox"/> Lesson 5: Case Studies | <input type="checkbox"/> Lesson 8: Making the Connection |
| <input type="checkbox"/> Lesson 3: Human Rights Defined | <input type="checkbox"/> Lesson 6: Truth Commissions | <input type="checkbox"/> Lesson 9: Reconciliation on a Local Level |
| | | <input type="checkbox"/> Lesson 10: Take Action! |

2. Please provide the following details:

In what class(es) did you teach this curriculum? _____

With what grades/ages? _____

How many students participated? _____

3. Please rate the quality of the curriculum:

	Overall Impression	Organization and Format	Instructions for Teacher	Activities	Handouts	Length/ Amount of Info
Excellent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Please rate overall how much you feel your students have learned about the following topics:

Students Learned:	Human Rights Abuses	The Concept of Transitional Justice	Specific Methods of Transitional Justice	How to Use Peace and Reconciliation in Their Own Life	How to Take Action for Peace and Justice
A lot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A fair amount	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A little	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not much	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Which curriculum elements were most effective or useful?

6. Which curriculum elements were least effective or useful?

7. What materials didn't you use and why?

8. What part of the curriculum may need to be changed and how?

9. Other comments or suggestions?

THANK YOU!

DEMOGRAPHIC INFORMATION

How many of your students are:

____ Male

____ Female

How many of your students are:

____ American Indian/Alaskan Native

____ Latino/Hispanic

____ Arab/Middle Eastern/Arab American

____ White/European American

____ African

____ Multicultural/Mixed Heritage

____ Asian American/Pacific Islander

____ Black/African American

____ Other _____

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Minneapolis, MN 55402-1940 USA



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Minneapolis, MN 55402-1940 USA**

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Road to Peace Evaluation Form for Participants

Date: _____ Presenter/Teacher(s) Name: _____ Location/Organization: _____

Is your attendance : ☐ Voluntary ☐ Mandatory

1. Indicate your **KNOWLEDGE** of topic(s) addressed in the class (circle one for each line below):

BEFORE presentation Very familiar Somewhat familiar Somewhat unfamiliar Mostly unfamiliar

AFTER presentation Very familiar Somewhat familiar Somewhat unfamiliar Mostly unfamiliar

2. Indicate your **OPINION** of the topic(s) addressed in the class (circle one for each line below):

BEFORE presentation Very important Somewhat important Somewhat unimportant Mostly unimportant

AFTER presentation Very important Somewhat important Somewhat unimportant Mostly unimportant

3. Please rate the quality of the class:

	Length of Activities	Content of Activities	Teacher's Coverage of Topic	Audio/Visual Aids	Written Material/ Handouts
Excellent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. What did you find most useful for your school, work, or community in the class?

5. What will you do as a result of what you learned? (check all that apply)

- ☐ Nothing.
- ☐ Talk to others about the issues presented.
- ☐ Seek out more information on the issues presented.
- ☐ Apply new perspectives in my work and/or community.
- ☐ Find ways to take action, for example _____
- ☐ Other (please describe) _____

6. The best thing about the class was:

7. The activities would be better if:

8. Other comments or suggestions:

DEMOGRAPHIC INFORMATION (your answers are confidential)

Gender: _____ **Age:** _____

☐ Male

☐ Female

Ethnic/Cultural Background:

☐ American Indian/Alaskan Native

☐ Latino/Hispanic

☐ Arab/Middle Eastern/Arab American

☐ White/European American

☐ African

☐ Multicultural/Mixed Heritage

☐ Asian American/Pacific Islander

☐ Black/African American

☐ Other _____

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THANK YOU! PLEASE RETURN THIS FORM TO THE TEACHER/PRESENTER



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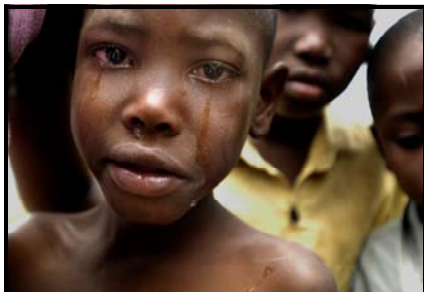


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"It is no longer good enough to cry Peace. We must act Peace, live Peace, and march in Peace in alliance with the people of the world."

~Tadohado Chief Leon Shenandoah Haudenosaunee





“An accessible, informative teaching tool, and an important contribution to the field of transitional justice.”

*~ Priscilla Hayner,
International Center for
Transitional Justice*



“It is essential to sustaining global peace and justice that our children are taught the consequences of violent conflicts, the values of tolerance and securing a future free of violence. It is true we cannot live without conflicts, but what matters is how well we manage our conflicts to avoid them becoming violent.”

*~ Jerome Verdier,
Chairman, Liberian Truth
and Reconciliation Commission*



THE ROAD TO PEACE

A Teaching Guide on Local and Global Transitional Justice

By Emily Farell and Kathy Seipp

With creative thought-provoking and innovative lesson plans, this comprehensive teaching guide introduces students to the concept of transitional justice through:

- Lessons on the root causes and costs of war and conflict
- Overview of human rights and different transitional justice mechanisms
- Mock war crimes tribunal and mock truth commission role plays
- In-depth country case studies
- Individual case studies on human rights abuses
- Investigative tools to study the need for transitional justice in the U.S.
- Skill-building resources on how to apply reconciliation on a local level
- Conflict resolution and peer mediation exercises
- Transitional justice glossary
- Resources for further study and action on peace and justice

Appropriate for 9th grade through adult learners

*“True peace is not merely the absence of tension: it’s the presence of justice.”
~ Martin Luther King, Jr.*

This teaching guide and other human rights education resources are available on the website of The Advocates for Human Rights at www.theadvocatesforhumanrights.org

The Advocates for Human Rights has been promoting and protecting human rights around the world through research, education, and advocacy since 1983.



The Road to Peace: A Teaching Guide on Local and Global Transitional Justice
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