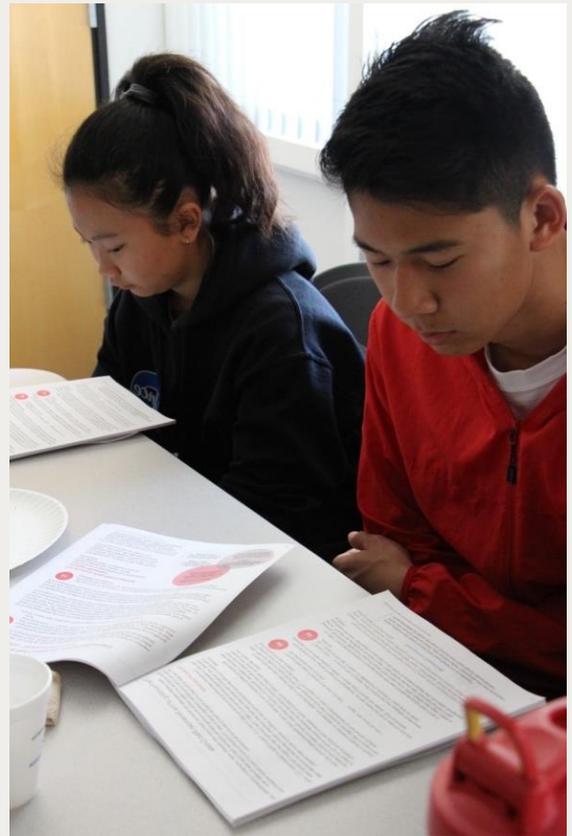


International Humanitarian Law

# Youth Action Campaign

JROTC Program Manual for Coaches



**2024-2025**

Space Law and Armed Conflict



**American  
Red Cross**

Youth Action Campaign

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## Welcome

Thank you for joining the International Humanitarian Law (IHL) Youth Action Campaign (YAC)! The U.S. Junior Reserve Officers' Training Corps (JROTC) and the American Red Cross are working together to tackle an important issue - that most American youth are unfamiliar with the rules of war.

International Humanitarian Law, also known as the Law of Armed Conflict or Law of War, is the body of law that governs armed conflict and protects the victims of war. The American government is required to educate the public about these rules, and the American Red Cross and JROTC are uniquely situated to help carry out this important mission.

Here’s how it works. Teams of cadets are formed from JROTC Battalions. They complete the American Red Cross training on IHL and then design a campaign in their communities to raise awareness about the theme for the year. Campaigns are compared, and the national winners can send up to 5 cadets to a fully-funded trip to the American Red Cross IHL Youth Action Campaign Summit in Washington D.C.

This extracurricular JROTC competition is sponsored by the American Red Cross. It helps fulfill the JROTC volunteer service requirement and will help your JROTC cadets demonstrate the critical thinking skills that JROTC values.

**The American Red Cross thanks you for working with us to raise awareness about IHL in your community and wishes you the best of luck in the competition!**

## Navigating this Manual

The Coaches Manual is designed to be your guide through this program. Your goal is to lead youth teams through the Handbook for IHL Advocates and guide them as they build and implement a campaign promoting IHL.

Please refer to this manual through the training and throughout your time serving as a Coach. If you have any questions or feedback, please contact our team via email at [IHLyouth@redcross.org](mailto:IHLyouth@redcross.org).

## Introduction to the International Humanitarian Law Youth Action Campaign

### The IHL Youth Action Campaign Program Description

The IHL Youth Action Campaign informs youth and young adults (ages 13-24) about the rules of armed conflict and empowers them to educate their community about international humanitarian law through peer-to-peer campaigns.

### What is International Humanitarian Law?

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

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

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

*The Tadic definition of an armed conflict:*

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

### Why youth should learn about IHL:

- In greater numbers than ever, people are exposed to media and forms of entertainment that downplay the effects of violence and disregard the reality of armed conflict.
- Informed citizens can encourage their governments to uphold IHL and limit the impacts of armed conflict.
- Young people are already fighting in conflicts – in the United States, the average age of enlistment is just 21 years old.
- Youth are active participants in the global discourse and have the means to communicate with mass audiences. Youth can become well-informed promoters of IHL.

# The Opportunity, Vision, and Framework of the IHL Youth Action Campaign

## The Opportunity:

- Youth know how to best inform their peers.
- Most people are unfamiliar with IHL – youth have the opportunity to be the first to inform people about these important protections.
- The American Red Cross has a vast network that can support and mentor youth to become humanitarian changemakers.

## The Vision:

- To inform young people about IHL and decrease the common misconceptions youth have about IHL.
- To encourage youth to think critically about IHL topics and analyze situations of armed conflict through an IHL framework.
- To develop young leaders who promote IHL in their communities and build effective project management, communications, and interpersonal skills.

## The Framework:

- **Educate:** learn core concepts of IHL
- **Engage:** enlighten communities by designing creative campaigns
- **Empower:** prepare young leaders of IHL and raise awareness about relevant global issues

## Steps for the JROTC IHL YAC Competition:

1. **Select a coach and register your team.** Choose a JROTC Instructor, parent, or work with your local Red Cross region to ask for a Red Cross volunteer to serve as the Coach and lead the program. Have the Coach register the JROTC team on the American Red Cross website [HERE](#). You will then be able to download the toolkit containing the curriculum and additional instructions once you do so. additional instructions once you do so.
  - a. If your team chooses to partner with your local Red Cross, the Red Cross will assign a volunteer to run the program for you. The volunteer leading your cadets will be referred to as an “IHL Youth Action Campaign Coordinator” or “YAC Coordinator.”
  - b. To see if a local Red Cross volunteer is available to help train your team, contact your local Red Cross region, which can be found [HERE](#).
2. **Train your JROTC Team.** Once the Coach registers the team and downloads the curriculum, s/he will take the JROTC team through a training on IHL and the best practices for building an effective awareness campaign. The training is designed to take 2 JROTC class periods (1.5-hour class period) or one half-day over the weekend and is full of engaging activities.
3. **Carry out the campaign.** Help your cadets implement the campaign activities their team designs. Your cadets can conduct classroom presentations, panel discussions, simulations, movie nights, and more to meet your in-person campaign goals. Track your in-person and social media reach throughout the campaign to receive credit for spreading awareness about IHL.
4. **Compete to win!** Throughout the campaign, report your activities through the online YAC portal which they will receive upon registering as a team. When your team’s campaign is complete, they create a Campaign Summary Project that is a PowerPoint or video that summarizes their work promoting IHL. One national winner will be chosen and 5 members of the national winning team will be invited to the fully funded trip to the IHL Youth Action Campaign Summit in Washington D.C.

## Timeline

### Important Dates:

- July- March: Train teams and implement the campaign
- April 1: Deadline to submit summary project, and Summit applications
- May 1: Winning Team announcement
- July: IHL Youth Action Campaign Summit

## Train Your JROTC Team



### The IHL Youth Action Campaign Training

The IHL Youth Action Campaign Training is 3 hours of content that can be done in one intensive session or broken up into two 1.5 hour periods. The training is designed to be given by the coach, who can be a JROTC Instructor, parent, or Red Cross volunteer, where available.

To see if a local Red Cross volunteer is available to help train your team, contact your local Red Cross Chapter, which can be found [HERE](#).

Teams can be comprised of just a few interested cadets, or an entire class could participate together as a team. There are no restrictions on how many teams a battalion can have or on the number of cadets that need to make up a team, however, only five members of the team will have the opportunity of being selected to go to D.C.

## Training Day

The IHL Youth Action Campaign Training is a 3-4-hour long training that can be done in one intensive day or broken up into two days. You can also opt in to train virtually.

## Proposed Schedules

One Day Training	
30 min	Welcome, Survey, Introduction & Module 1
60 min	Module 2 – International Humanitarian Law
30 min	Lunch (or replace with break)
30 min	Module 3 – Special Theme
60 min - 120 min	Module 4 – Build Your Campaign & Closing
TOTAL	3-4 Hours

\*The one-day training module should include breaks, and an additional hour is recommended to build the campaign.

Two Day Training – Part 1	
30 min	Welcome, Survey, Introduction
60 min	Module 2 – International Humanitarian Law
TOTAL	1.5 Hours

Two Day Training – Part 2	
30 min	Module 3 – Special Theme
60 min	Module 4 – Build Your Campaign & Closing
TOTAL	1.5 Hours

## The Curriculum

The IHL YAC Curriculum educates young people on IHL and provides them the tools and resources needed to build effective campaigns.

### The Curriculum:

- Develops an understanding of how IHL is central to the Red Cross and Red Crescent Movement.
- Explains the role the US has played in promoting IHL.
- Informs participants of the principles and core concepts of IHL.
- Educates participants on the special theme of the year.
- Requires participants to utilize higher-order thinking skills and design thinking techniques.
- Allows participants to take ownership of their learning.

## Facilitation Methods

The teaching methodology used by the American Red Cross to train participants encourages you to follow your manual to stay on track. However, you should avoid reading directly from your manual. Effective use of eye contact with the participants will help them feel comfortable with you as the instructor and will help you maintain control over the course.

Try to find a happy balance between reading and memorizing. Aim for familiarity with the materials and the black-letter law. The more you read beyond these materials the easier teaching will become. To begin, we recommend that you read all the modules at least twice to familiarize yourself with the content and highlight key points that you don't want to forget.

### Developing an Empowering Atmosphere:

- Encourage participation and allow the youth to take ownership of their learning.
  - Everyone learns through different methods and it is important to encourage young people to demonstrate their understanding in a way that makes sense for them.
- Create a space that feels safe.
  - Set “safe space” ground rules.
  - Maintain a multicultural perspective (make sure you take dietary restrictions, accessibility needs, and cultural norms into consideration).

### **Be Aware of the Triggering Subject Matter:**

- It is possible that this subject might be difficult for some individuals to discuss due to previous experiences.
- When working with a classroom, you may want to use the Parent Opt-out Letter before the training day.
- Individuals should only be asked to discuss what they are comfortable sharing.
- If an individual does not feel as though he or she can continue the training at any point, allow them to stop and contact a family member or friend so they get home safely.
- Have someone stay with them until the family member or friend arrives or until they feel calm enough to get home safely on their own.
- Follow up with them later.

### **Presentation Methods:**

- The curriculum is designed to be presented by a Coach, but youth can also present sections on their own.
- The script is aligned with the workbook and follows the text almost line by line.
- The manual has the page numbers that correspond to the IHL Advocate Workbook so consistently check to make sure the youth are following along.
- If the PowerPoint fails or the videos won't load, have no fear. The workbook contains all the information you need to complete the training. Most videos have a story replacement.

### **Reading Methods:**

- Some youth might have difficulty reading or feel embarrassed to read out loud. In order to avoid these situations, we suggest the following methods:
  - Ask for volunteers to raise their hands to read
  - Split into pairs or groups and allow the youth to decide how they want to facilitate
  - Ask participants to read independently and share thoughts afterward.

### **Discussion Questions:**

- The discussion questions are meant to help youth think critically about the subject and develop higher-order thinking skills.
- Facilitate the discussion by separating into pairs, groups or complete the questions collectively.
- If participants are shy, have them discuss with a partner or small group. Then ask one person from each group to share what was discussed.
- If you do not have the time to complete all the questions, you can:
  - Pick the questions you find most important to answer.
  - Have separate groups answer different questions and then have groups share their responses.
  - Have participants discuss in pairs but do not have them share out.
  - Discuss the questions as a group but only take a couple of responses
  - Skip the questions altogether.

## Materials

- Survey Link or Printed Surveys
- Photo Consent Poster (printed and clearly posted)
- Camera
- YAC IHL Advocate Handbooks (printed and bound or shared electronically)
- 6 Empty Plastic Bottles for the Targeting Activity
- 6 Printed Photos for the Targeting Activity
- Assorted Balls of Various Sizes for the Targeting Activity
- “Yes” and “No” Posters (posted on each side of the room)
- Extra Step-by-Step Plans
- PowerPoint (on USB or downloaded to the laptop)
- Projector and Speakers
- Laptop (that can connect with PowerPoint)
- White Board/Poster Paper and Markers
  - Optional: Extra Laptops (for survey link or looking at additional resources for youth)
  - Resources for making “prototypes” (art supplies, poster paper, etc.)

## Planning and Implementing the Campaigns

After the training, teams can meet to continue planning for their campaigns. Depending on the ambition and capacity of the teams, this process could take a couple weeks to a couple months. The only deadline for completing campaigns is that the Final Campaign Summary Project and all data from the campaign is due by the **April 1<sup>st</sup>**. Otherwise, there is no required timeframe to completing the campaigns and JROTC programs are free to set their own internal deadlines.

## The Design Thinking Campaign Building Tool

- Youth teams complete the Campaign Building Tool before the end of the training. They should turn this tool into the Coach. The Coach should examine their plan and ensure that they understand the purpose of the campaign and how they will carry out their plans. Then, upload the tool into the IHL Youth Action Campaign GroupShare.

## The Step-by-Step Activity Plans

The Step-by-Step Activity Plans assist participants in planning their campaigns.

- These forms are not required and do not need to be turned in to the IHL Youth Action Campaign GroupShare. It is up to the discretion of the Coach on how to use these plans.

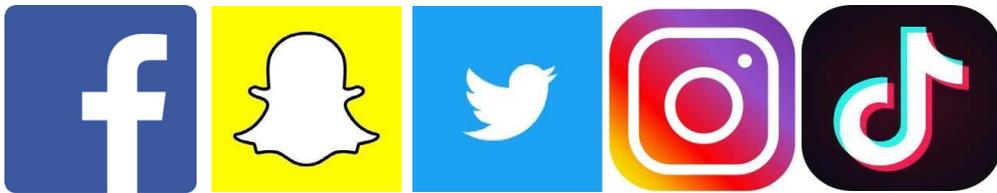
## Social Media Activities

Social media activities can reach large audiences and quickly raise awareness about International Humanitarian Law. Social media is most effective when it has a call to action, or it invites the participation of the viewer. However, not all people who see social media content will want to engage with the topic. It is, therefore, important to reach large numbers because only a small percentage will be inspired to act. This is why teams must will count both the views and engagements of your social media reach.

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

Ways to engage through social media activities:

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



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

Platform		Action	Count
<b>Instagram</b>			
	View	Post a video or photo on your Story, livestream	Views, likes
	Engage	Ask a question, create a poll, write a post that starts a discussion	Responses, comments on a post
<b>Facebook</b>			
	View	Post a photo or video, livestream	Likes
	Engage	Pose a question or create a survey, write a post a that starts a discussion	Responses, comments on a post, shares
<b>SnapChat</b>			
	View	Send Snaps, post on Story	Opened Snap, View on Story

	Engage	Send snaps, post on Story	Response related to topic
<b>X/BlueSky</b>			
	View	Photos, Videos, Posts	Likes
	Engage	Photos, Videos, Posts	Shares, responses
<b>Blog</b>			
	View	Post content	Views, site visits
	Engage	Post content	Comments on blog
<b>Tik Tok</b>			
	View	Post content	Views, likes
	Engage	Post content	Comments
<b>ICRC</b>			
	Engage	Ask friends to follow ICRC social media accounts	Follows/shares of content

## Social Media Best Practices

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

- Be mindful of School Guidelines, the American Red Cross Brand, and JROTC Brand
- Please check the content of your teams' social media campaigns and be sure to follow school and Organizational social media rules.
- Use the Seven Fundamental Principles of the Red Cross Movement
- Monitor responses and comments cautiously and ensure respectful engagement

### Social Media Do's

- Use personal pages and profiles
- Check social media content before allowing posting
- Use the Seven Fundamental Principles to guide approval
- Provide accurate facts and information from sources like the ICRC or American Red Cross
- Report abusive or bullying comments to your supervisor and support advocates accordingly

### Social Media Don'ts

- DO NOT create a new American Red Cross or JROTC page or profile
- DO NOT allow posts with interpretations or opinions on specific armed groups or violations of IHL
- DO NOT allow posts with opinions or personal beliefs
- DO NOT respond aggressively or defensively if you receive a negative or uninformed comment

## Some examples of In-person (or virtual in-person) activities Include:

- Simulations
- Scavenger Hunts
- Panel Discussions
- Movie Nights
- School Surveys



- Open Mic Night
- Classroom Presentations
- Game Nights
- Potlucks
- Collaborative art

In **Washington D.C.**, one team created an IHL Week at their school. Each day during lunch, a different activity was facilitated that informed their peers about IHL: a quiz was conducted, a video was presented, a game was played, and a pledge was signed to raise awareness about the rules of war.

In **New York**, another team began an art night dedicated to the seven fundamental principles to deepen the understanding of participants of the principles that protect the victims of armed conflict.

On the **Lakenheath military base in the United Kingdom**, a team held an interactive simulation to help their peers understand the protections IHL offers, and the difficult choices service members must make. The simulation included posts on prisoners of war, objects that can be attacked, and hardships medical and humanitarian workers face.

## Campaign Guidelines & Definitions for Goal Tracking

### Data Collection:

It is very important that youth teams develop a system for tracking their in-person and social media data. This data will be used in the competition portion of the program. Each campaign activity will be different, so ensure that the method for tracking data is as accurate and manageable as possible.

Teams can use the data tracking sheet in their handbooks or utilize a digital method. In previous years, several teams have created shared spreadsheets in order to systematically track data. Report the data periodically through the online portal.

- **In-person Activities:** In-person activity can include virtual in-person events: Movie night, Facebook live, virtual poetry slams, etc. This should be where the majority of your numbers come from. We need to see an opportunity for the audience to engage with the content; this is why a Facebook live event would count as a virtual in-person event, but posting on Facebook would not. Examples include:
  - Panel discussion, movie nights, classroom presentations, art activities, scavenger hunts, lunchroom activities, etc.
  - Count the number of people who attend an event.
  - Posting flyers and counting the people who walk down a hall does NOT count.
- **Social Media Activities:** This does not count as highly as in-person activities but is an important strategy in helping to spread the word and raise awareness on IHL. Please still track all social media views and engagements as **'Online Campaign Activity.'**
  - Carefully follow social media guidelines in the handbook.
    - Follow Red Cross Principles
    - DO NOT create new pages
  - Views v. Engagements
    - View is a low-level reach (i.e. likes, views of a video, etc.)
    - Engages have an element of participation (i.e. commenting)

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## Photos

Help to tell the story of your team by taking plenty of photos and videos throughout the program. This will also help them to have content when they create their Campaign Summary Project. Be sure to follow school and JROTC guidelines on taking photographs of youth. A best practice is to use a photo waiver release form from your school to allow youth and parents to grant permission for their images to be used taken and used in the campaigns.

## Compete to Win!

### Competition Features

Campaign Summary Projects and Final Stats that are reported by the April 1<sup>st</sup> deadline on the American Red Cross portal will be considered for the competition. Information reported after the deadline will not be considered.

- The top 8 teams from each Red Cross division that has reached the greatest number of people in-person with their campaigns will qualify to advance to the division finals. These 8 teams will then be evaluated on the quality of their campaigns through the Summary Project.
- Winners will be determined by a panel of judges who will evaluate the campaigns based on:
  - Numerical reach – how many people did you reach in-person?
  - Quality of campaign – how did you measure your impact?
  - Quality of Summary Project – was the summary project well-made and descriptive?
  - The number of people reached online will be used to break any ties that occur during the divisional round.

**One national winner will be chosen by a panel of judges.** The winning team will be invited to send up to 5 cadets to participate in a fully funded trip to Washington D.C. for the annual IHL Youth Action Campaign Summit in July. This is a great opportunity for them to network with other youth advocates and Red Cross volunteers to learn about campaigns across the organization.



## Campaign Summary Project

- The Campaign Summary Project is an opportunity for youth teams to highlight their accomplishments and share challenges. The projects that are turned in may be used for future trainings or be presented at the annual Youth Action Campaign Summit. The youth are our partners in disseminating IHL and we learn from their valuable experience and impact.
- The Campaign Summary Project is a video or PowerPoint that answers the questions outlined below:
  - o What was the problem your campaign was trying to solve?
  - o What campaign activities did you do?
  - o How were you successful?
  - o How many people did you engage through in-person activities? How many views and engagements did you have through social media?
- What could you do better next time? o What was the best part of the IHL Youth Action Campaign, or what accomplishment are you proudest of?
- Campaign Summary Projects are e-mailed at the end of the year to [IHLyouth@redcross.org](mailto:IHLyouth@redcross.org). Be sure to include the name of the team, Coach, school, and school code (Collegeboard code used during team registration) in the e-mail.

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## Annual IHL YAC Summit in DC

### IHL Youth Action Campaign Summit Features:

- 2-week virtual engagement activities, team projects and group learning opportunities.
- 3-day in person summit to celebrate accomplishments, reflect on learnings from the year, and prepare for the next year of the Youth Action Campaign.
- Airfare and accommodation are covered by the American Red Cross. The representatives need to find their own transportation to their local airport, from which they will fly to Washington, D.C. From the airport, a Red Cross volunteer will accompany participants to their accommodation. Some regions may have a Coach travel with the youth participant.
- Shared rooms by identified gender with adult chaperones present at the site. Adult chaperones will be present at all Summit events and will walk participants to and from the hotel each day.
- Catered meals at the events are covered by the American Red Cross. Youth will need to bring a small budget for travel meals.
- Tour of D.C. historical sites.

*The summit can be virtual depending on extenuating circumstances, such as the pandemic we experienced.*

## JROTC Implementation Checklist

- Recruit your JROTC team – ask for volunteers or assign the entire class.
- Register your team [HERE](#) and download the IHL Youth Action Campaign – JROTC materials.
- Prepare for the training – determine a JROTC Instructor, parent, or Red Cross Volunteer to conduct the training as the Coach.
- Conduct the training over one or two days.
- Have teams complete the Campaign Building Tool and Step-By-Step Plans and have them approved by the JROTC Instructor
- Implement the campaigns, track data and take photos and videos!
- Complete the Campaign Summary Project and report final stats at the Red Cross portal and see if your team is selected as a division or national winner!

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## FAQ

**How many Cadets can make up a team? Are there limits or requirements?**

No, there are no requirements, however we recommend teams of 5 -15 cadets, and note that the winning team will only be able to send 5 cadets to the Summit. There are no limits on how many teams a JROTC battalion can have.

**Who can implement the program as a Coach?**

A JROTC Instructor, Parent, or Red Cross Volunteer. We know instructors and parents are very busy and Red Cross volunteers are not available in every community, so the program is designed with the flexibility to allow any of these three categories of people to implement the program.

**How do I get a Red Cross Volunteer to implement the program with my cadets?**

Contact your local Red Cross region – find their information at: <https://www.redcross.org/find-your-localchapter.html>

**Do I need to report that our battalion is participating in the program with JROTC headquarters?**

When you register your team at our website, we will notify JROTC headquarters of your participation.

**Do cadets need to become official Red Cross Volunteers?**

No, though if the program is being implemented by a Red Cross Volunteer, they may need to register cadets depending on the requirements of the region. This especially might happen if they are meeting outside of JROTC class time hours. However, if cadets want credit from the Red Cross to count their hours working on their campaigns as volunteer or community service hours, they must be registered as Red Cross volunteers.

**Where/when do I report stats?**

Regularly report campaign stats as IHL activities are conducted to the online portal. We recommend submitting data after each activity or once per month.

**When is the deadline to submit the Summary Project and campaign stats?**

Submit the Summary Project and campaign stats by **April 1<sup>st</sup>**.

**What does the national winner get?**

The National Winning Team gets to send up to 5 cadets to a fully-funded trip to Washington, D.C. for the IHL Youth Action Campaign Summit and a trophy!

**Where can I learn more about IHL?**

You can find virtual trainings through the America Red Cross, contact your local Red Cross region or e-mail [IHLaw@redcross.org](mailto:IHLaw@redcross.org), or discover more through the International Committee of the Red Cross website at [ICRC.org](http://ICRC.org)

## Forms

### Design Thinking Campaign Building Tool

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

Design thinking is a process of problem solving that puts the human experience at the center of finding solutions. Though it will be difficult to implement the entire design thinking process to your campaign, you and your team will go through a simplified version of the steps to design activities that place your community and mission at the heart of your campaign.

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

#### *Step 1 - Empathize*

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

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

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

#### *Step 2 - Define*

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

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

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

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

### *Step 3 - Ideate*

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

Part 1. As quickly as possible and without judgement come up with as many in-person and social media activities as you can. Create your own ideas and refer to the activity guides and social media tool kit for support.

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

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

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

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

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

#### *Step 4 - Prototype*

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

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

#### *Step 5 - Test*

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

Please write your feedback here:

#### *Step 6 - Implement*

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

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

Now, implement your campaign!

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## Step-by-Step Activity Plan

In-person

Social Media

Activity type (circle):

Please complete this activity plan form for each campaign activity you will conduct. Activity Title:

Activity Date:(s)

Include a brief description of the activity

What is it?

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

How does it help?

How many of your peers  
will you try to reach?  
How will you  
count them? If a social media  
activity, how  
will you track views/ engagement?

What materials do you need?  
If online, what social media platforms?

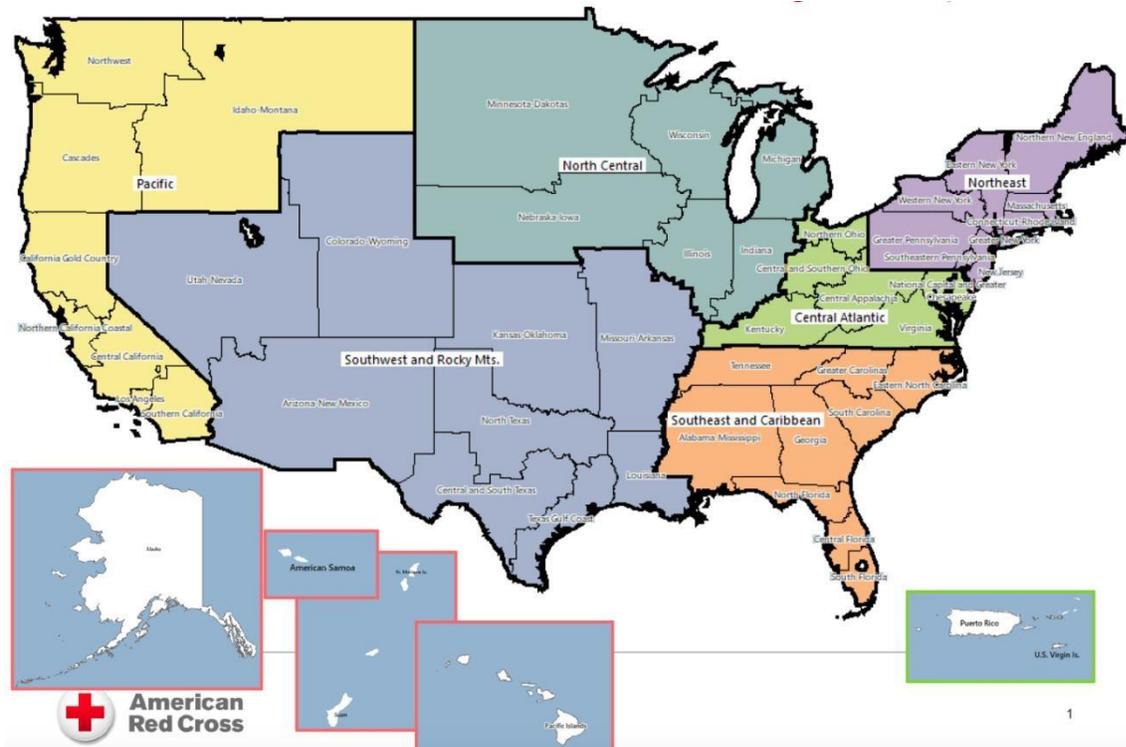
How much will it cost?

Total cost:

What steps do you need to take?	By when?	By whom?



## Red Cross Region & Division Map



Division	Final Region Name
Northeast	Northern New England Region
Northeast	Connecticut-Rhode Island Region
Northeast	Massachusetts Region
Northeast	Eastern New York Region
Northeast	Western New York Region
Northeast	Greater Pennsylvania Region
Northeast	Southeastern Pennsylvania Region
Northeast	New Jersey Region
Northeast	Greater New York Region
Central Atlantic	Central Appalachia Region
Central Atlantic	National Capital & Greater Chesapeake Region
Central Atlantic	Virginia Region
Central Atlantic	Kentucky Region
Central Atlantic	Northern Ohio Region
Central Atlantic	Central & Southern Ohio Region
SE & Caribbean	Eastern North Carolina Region
SE & Caribbean	Greater Carolinas Region
SE & Caribbean	South Carolina Region
SE & Caribbean	Georgia Region
SE & Caribbean	Alabama-Mississippi Region
SE & Caribbean	Tennessee Region
SE & Caribbean	Puerto Rico Region
SE & Caribbean	Central Florida Region
SE & Caribbean	North Florida Region
SE & Caribbean	South Florida Region

Division	Final Region Name
North Central	Michigan Region
North Central	Indiana Region
North Central	Wisconsin Region
North Central	Illinois Region
North Central	Nebraska-Iowa Region
North Central	Minnesota-Dakotas Region
SWARM	Missouri-Arkansas Region
SWARM	Kansas-Oklahoma Region
SWARM	North Texas Region
SWARM	Arizona-New Mexico Region
SWARM	Utah-Nevada Region
SWARM	Colorado-Wyoming Region
SWARM	Central & South Texas Region
SWARM	Texas Gulf Coast Region
SWARM	Louisiana Region
Pacific	Idaho-Montana Region
Pacific	Cascades Region
Pacific	Northwest Region
Pacific	Northern California Coastal Region
Pacific	Los Angeles Region
Pacific	Southern California Region
Pacific	Central California Region
Pacific	California Gold Country Region
Pacific	Alaska Region
Pacific	Pacific Islands Region

*\*Overseas to include the Asia Pacific Division and Europe Division*