

The IHL Youth Action Campaign Training – JROTC Coach’s Guide

Icons Used In this Guide

	Coach’s Notes – This icon signifies what Coach’s should know about presenting the slide and any important steps that need to be taken.
	Say – This icon indicates what can be said during the presentation. Use it as a guide but do not feel that you need to read or describe the information exactly as is in the notes.
	Activity – This icon indicates that there is an activity. Follow the instructions outlined to conduct the activity.
	Optional Content – This icon represents optional questions, comments or activities for the slide. Use your discretion in what you wish to include.
	Module time – This icon represents the total time the module will take. It is always placed on the first slide of a new module.

**Coach's Notes:**

This slide should be open as participants come into the room, complete the survey and offer the initial welcome and introduction.



This module should take no more than **30 minutes**, including the survey, introductions and slides.

Introduction Module Objectives

- Complete the pre-survey, introduction and ground rules.
- Learn the short definition of IHL and what it aims to accomplish.
- Understand how IHL connects to the American Red Cross and the Red Cross and Red Crescent Movement.
- Learn the 7 Fundamental Principles of the Movement.



Introductions: Introduce yourself and your role as the Coach within the IHL Youth Action Campaign. Ask the participants to introduce themselves as well. You can ask them to share why they are interested in IHL, why they joined the campaign, or what they are looking forward to the most about the program.

WARNING: Let your participants know that they will be discussing some challenging topics related to armed conflict and if at any point they would like leave, they are welcome to do so. If you have the number of a school counselor or outside resource, you can write it on the board or poster paper.



**Coach's Notes:**

The purpose of this slide is to officially welcome the participants to the program.



Say: Thank you for joining the International Humanitarian Law (IHL) Youth Action Campaign!

The IHL Youth Action Campaign is an American Red Cross program that encourages youth and young adults to learn about the rules of armed conflict and empowers them to explore IHL through peer-to-peer campaigns.

JROTC is partnering with the American Red Cross to raise awareness on this topic with your community. As cadets, you are perfectly positioned to learn about the laws of war and can best educate your community about them.

Many Americans don't know about IHL and the American Red Cross thanks you for being our partners in promoting these laws in your communities.

We look forward to seeing your creative campaigns come to life and to learning from your experience teaching your peers about IHL.

Module 1

American Red Cross IHL Youth Action Campaign



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**Coach's Notes:**

This slide is a brief overview of the program. Move through it quickly.



Say: During this training you will learn about IHL and how to build a campaign. After the training, you will become a team of IHL Advocates tasked with raising awareness about IHL in your community. You will implement a campaign by conducting in-person and social media activities to promote awareness about IHL. In creating an awareness campaign, it is important to try to reach the most people possible, but also provide them with correct information to make the most impact. Each team focuses in their community but contributes to a larger movement of IHL Advocates who are educating thousands of people.

After the campaigns are complete, JROTC teams will compete to be selected to win awards and to attend an IHL Youth Action Campaign Summit in Washington, D.C. to share what their regions have learned about promoting IHL.

Program Structure

- Complete the IHL Youth Action Campaign Training.
- Create a campaign that raises awareness through in-person educational activities.
- JROTC teams will compete to win awards and attend the annual Summit in Washington, D.C.



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**Coach's Notes:**

Watch this video in its entirety after defining IHL.



Ask: *What is International Humanitarian Law?*

Say: *IHL are the rules of war, sometimes also referred to as LOAC, the laws of armed conflict. It aims to balance humanity and military necessity. Let's start with a brief video about the rules of war.*

What is International Humanitarian Law?



American Red Cross

Video: <https://www.youtube.com/watch?v=HwpzzAefx9M&t=8s>

**Coach's Notes:**

Introduce Clara Barton. You may choose to spend more or less time on this American Red Cross history based on the interests and previous knowledge of your youth. The supplemental story is in the participant's handbook (Module 1, page 3).



Say: *The mission of the American Red Cross is to prevent and alleviate human suffering in the face of emergencies by mobilizing the power of*

volunteers and the generosity of donors.

Why is the American Red Cross Involved in IHL?



The American Red Cross has the mission to prevent and alleviate human suffering in the face of emergencies by mobilizing the power of volunteers and the generosity of donors.

The American Red Cross is part of the International Red Cross and Red Crescent Movement and has the mandate to educate the public about International Humanitarian Law.

American Red Cross

In the US, many people associate the American Red Cross's mission with disaster relief, emergency preparedness and blood donations.

It often comes as a surprise that the American Red Cross was founded as a response to the humanitarian challenges faced in war. Clara Barton, our founder, was inspired to establish the American Red Cross as a humanitarian during the Civil War. As a national society of the worldwide Red Cross and Red Crescent Movement, the American Red Cross also has a mandate to educate the public about IHL.

The IHL Youth Action Campaign program was founded by the American Red Cross. As team members of the JROTC IHL Youth Action Campaign sponsored by the American Red Cross you are partners in promoting IHL and help the American Red Cross to carry out its mandate.



Optional Story: Clara Barton was working as a recording clerk in the U.S. Patent Office in Washington, D.C. when the first units of federal troops began to appear in the city in 1861. She started by taking supplies to the soldiers that were attacked in Baltimore, Maryland. She became known as the “Angel of the Battlefield” as she risked her life to treat the sick and wounded.

In 1869, Clara Barton traveled to Europe where she was introduced to the Red Cross in Geneva, Switzerland. Inspired by her experiences with the Red Cross in Europe, Barton traveled back to the United States of America and formed the American Red Cross.

Handbook page 4

The Seven Fundamental Principles

10 min



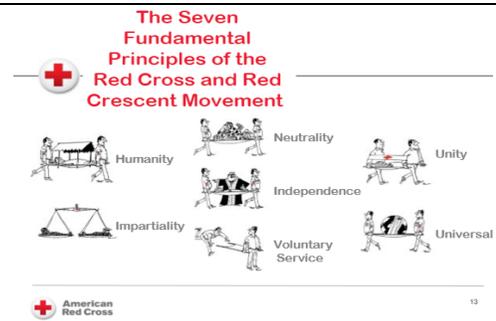
Coach’s Notes:

This slide should be made into an activity. Try to save some time to make this slide engaging. See the bottom of these notes for optional activities.



Say: *Almost every country in the world has a Red Cross or Red Crescent National Society. Though*

the organizations are of the Movement are many and diverse, they remain equal partners in their mission and are guided by Seven Fundamental Principles:



Humanity - Prevent human suffering wherever it is found.

Impartiality - Relieve suffering based on needs, without discrimination.

Neutrality - Take no sides in hostilities and controversies.

Independence - Maintain autonomy from governments.

Voluntary Service - Voluntary participation and not for personal gain.

Unity - Only one Red Cross or Red Crescent society in each country, open to all.

Universality - Red Cross and Red Crescent societies operate worldwide and all societies are equal.

These principles are the values that guide the Red Cross and Red Crescent Movement’s mission to alleviate human suffering. As partners of the American Red Cross, it is important that we use these principles while implementing the campaigns. As a note, these principles are separate from the IHL principles we will learn later!



Optional Activity: Ask youth to draw a picture, create a skit, tell a story, write a poem or have a discussion about one or more of the principles. If you have a small group, each person could take a different principle.



With smaller groups: Create a game. Conduct charades, Pictionary, taboo, or a combination of all three to help youth express and remember the principles.

Handbook page 4

Module 2: IHL

1 min



Coach's Notes:

Module 2 is one of the most important modules in the training. Take your time on learning the 4 Principles of IHL and going through the activities.

This slide is the introduction to the next module, move through at quick pace.



This module should take no more than **60 minutes**.

Module 2 International Humanitarian Law



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Module 2 Objectives

Learn a brief history and description of IHL.

Analyze situations that occur during armed conflicts and understand how principles of IHL apply.

Learn about protections under IHL for:

- Health care workers and facilities
- The wounded and sick
- Civilians and civilian objects
- Religious and cultural objects
- Red Cross and Red Crescent Emblems
- Prisoners of War



Say: *Now that we have learned that IHL has been a central part of the founding of the Red Cross and Red Crescent Movement, let's learn more about the building blocks and principles of IHL.*

Handbook page 5

International Humanitarian Law

3 min



Say: *As long as there have been armed conflicts, there have been rules that governed armed conflicts. As armed conflicts have evolved so have these rules. Most of these rules are based on the morals and values of various cultures.*

International Humanitarian Law

- IHL is a set of rules that seek, for humanitarian reasons, to limit the effects of armed conflict.
- IHL acknowledges the reality of war and tries to protect lives and preserve humanity.
- IHL is made up of International Treaty Law and Customary International Law.



International humanitarian law (IHL) is a set of rules that seek, for humanitarian reasons, to limit the effects of armed conflict.

IHL acknowledges the reality of armed conflict. During armed conflicts, actions that would never be allowed during peacetime, like killing someone, suddenly become lawful. IHL attempts to protect lives and preserve humanity when it seems like all other rules have broken down.

IHL protects people who are not or are no longer participating in hostilities, like civilians or the sick and the wounded. It also restricts the means and methods of warfare in order to limit certain weapons and strategies that cause unnecessary suffering.

*IHL is made up of **international treaty law** and **customary international law**. International treaty law includes formal international agreements like the Geneva Conventions.*

Customary international law is developed when a significant number of nations consistently do a certain practice to the point that it is eventually recognized as an obligation on all nations despite the fact that it is not written in a formal treaty.

It is similar to the way that many people in the United States tend to walk on the right side of the sidewalk, not because it is a written law but simply because it is a social norm that helps decrease confusion when two people are walking towards each other.

When enough nations adhere to the same practice and it inspires a sense of obligation to comply with the practice, the practice becomes accepted as customary international law.

IHL has been at the heart of the Red Cross and Red Crescent Movement since the very beginning. The Movement continues to promote IHL and educate the public about the laws of armed conflict. As IHL Youth Action Campaign team members, you now also carry forward this important mission!



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

The Geneva Conventions

- Geneva Convention of 1864
- Geneva Conventions of 1949
- 1977 Additional Protocols
- The United States played a key role in drafting these conventions.



Ask: What do you think a convention is?



Say: A **convention** is an international agreement between nations. The Geneva Convention of 1864 contained ten brief articles that protect medical personnel and wounded soldiers during armed conflicts. It took Clara Barton 18 years to lobby the U.S. government until President Chester Arthur signed the Geneva Convention and the Senate ratified them. After the Geneva Conventions of 1864, additional treaties in The Hague and Geneva were developed to offer further protections applicable in armed conflicts.

The next major development in IHL occurred after the atrocities of World War II. The Geneva Conventions of 1949 aimed to prevent the atrocities of World War II from ever occurring again by providing the first universally accepted codification of laws that govern armed conflicts. Every nation in the world has signed the Geneva Conventions and has adopted them as law. These revolutionary treaties became the cornerstone of International Humanitarian Law. The Additional Protocols of 1977 further developed the laws that govern armed conflict, though they have not been ratified by as many nations as the earlier Geneva Conventions. Some countries, including the United States, have not ratified them.

These are only a few of the international agreements that make up international humanitarian law. Other treaties and customary international law contribute to a large body of law that protect the victims of armed conflict.

The United States of America played a key role in drafting the Geneva Conventions and has historically promoted the adoption of international laws that govern armed conflict.



Ask: Why do you think that the rules that govern armed conflicts keep changing?
What is humanity? How can humanity be violated or respected during times of armed conflict?

**Coach's Notes:**

Participants often have many questions about this topic, you may want to do additional research or recommend that they do additional research if they have questions.



Say: *So, what happens when the rules of war are violated? States must actually incorporate the Geneva Conventions into domestic law so violations of IHL can be handled domestically. In the U.S., most of these cases are handled internally through military courts.*

I'm sure you've heard a lot about the term "war crime," so what actually counts as a war crime? Only grave breaches of IHL are considered war crimes, and the Geneva Conventions require that states prosecute war crimes.

If states are unwilling or unable to hold a trial for a war crime, and have ratified the Rome Statute, the International Criminal Court could try the case. The United States has signed but not ratified the Rome Statute, so Americans that commit war crimes are not tried by the International Criminal Court.

What Happens When IHL is Violated?

- States must incorporate the Geneva Conventions into domestic law so violations of IHL can be handled domestically.
- Only grave breaches of IHL are considered war crimes, and the Geneva Conventions require that States prosecute war crimes.
- If states are unwilling or unable to hold a trial for a war crime, and have ratified the Rome Statute, the International Criminal Court could try the case.



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**Coach's Notes:**

This slide is an introduction to the four principles. Don't describe the principles here, detailed descriptions are on the following slides.

**Video Add-On:** See supplemental

videos to the Four Principles to pair/replace with each of the principles on the slides that follow here:

<https://www.rulesofwar.org/videos>



Say: *There are four principles that form the foundation upon which IHL is built. Sometimes there are clearly right and wrong military actions, but often decisions become difficult in the fog of war. These four principles are at the heart of IHL and guide the decisions parties to a conflict make.*

Often there is no universal test that can determine when the principles are being respected or violated and arguments can be made for either side. As we begin to look

The Four Principles of IHL

Military Necessity



Distinction



Proportionality



Limiting Unnecessary Suffering



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at the situations that can arise from armed conflict, notice how the various principles can complement or contradict one another.

Handbook page 7

Principle of Military Necessity

3 min



Coach's Notes:

Describe the Principle of Military Necessity.



Say: The first principle we will discuss is **military necessity**.

Military necessity acknowledges there are certain acts that are necessary in armed conflicts.

Combatants can only engage in military acts necessary to achieve the submission of the enemy, provided their actions are not otherwise unlawful under IHL.

If an attack does not have a legitimate military objective or if it violates other provisions of IHL, then it does not adhere to the principle of military necessity.

Put another way, combatants cannot just attack anyone or anything for no reason. They must make the case that the outcome will lead to a military advantage and that the actions are legal under IHL.

For example, in an armed conflict, if the enemy is just a few miles away, then destroying a bridge to keep the enemy from crossing is probably a military necessity.

On the other hand, there is likely no military necessity in blowing up a bridge when the enemy is a thousand miles away and is in no danger of crossing it anytime soon, or even at all.

The reason we discuss Military Necessity first is because if a military action does not adhere to this principle, there is absolutely no reason to move forward with a military action. There must be an anticipated military advantage to be gained by the action, otherwise the military action is unlawful.

Example: A real-life example of the Principle of Military Necessity in practice was during World War II when the U.S. conducted its first bombing mission in Europe on July 4, 1942. The U.S. targeted German airfields because they were being used for military action by the Germans. This military use of the airfields determined their status as valid military targets.

Principle of Military Necessity

- Combatants can only engage in military actions necessary to defeat the enemy, provided their actions are not otherwise unlawful under IHL.



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**Coach's Notes:**

Describe the Principle of Distinction.



Say: *The next principle is the Principle of Distinction. The Principle of Distinction states that all parties to a conflict must distinguish between*

civilians and combatants and also between military objectives and civilian objects.

Combatants must also distinguish themselves from the civilian population while engaged in an attack.

To help distinguish who should be attacked and who should be protected, IHL categorizes people and objects.

Combatants are members of a state's armed forces. They can lawfully engage in the fighting but can also be lawfully targeted. If captured, they must be treated as Prisoners of War and cannot be criminally charged for their lawful acts done during armed conflict. Combatants are required to distinguish themselves from civilians. This is often done by wearing uniforms.

Sometimes there are people who choose to fight, but who do not have the legal authority to engage in armed conflict. These are often armed groups that are not associated with a government, and in fact often fight government. These people are not considered combatants, because their actions are not legal. How to classify them can get very complicated, so for our purposes, we'll stick with these three categories of people.

Non-combatants are members of armed forces who are medical personnel and chaplains. They may not engage in the fighting and cannot be intentionally targeted. If captured, they must be returned to their own side but may choose to stay and attend to Prisoners of War from their own countries. The word chaplain as used in IHL applies to all religions.

Civilians include everyone else. In fact, everyone must be assumed to be a civilian, unless there is evidence otherwise. Civilians cannot be directly targeted by parties to a conflict. If a civilian engages in armed conflict, such as participating in a rebel group, they lose the protection afforded to civilians for such time as they directly participate in hostilities.

Military Objectives: *Military objectives are objects which by their "nature, location, purpose, or use make an effective contribution to military action and whose total or partial destruction, capture or neutralization, in the circumstances ruling at the time, offers a definite military advantage."*

Civilian Objects: *All objects are to be considered civilian objects unless they are distinctly military objectives.*

Principle of Distinction

- All parties to a conflict must distinguish between civilians and combatants and also between military objectives and civilian objects.
- Combatants must distinguish themselves from the civilian population while engaged in an attack.



People	Objects
• Combatants	• Military Objectives
• Non-Combatants	• Civilian Objects
• Civilians	



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Example: In 2015, trucks driving oil for ISIS were determined to be valid military objectives by the U.S. However, the drivers of the trucks were civilians, so the U.S. was challenged to destroy the trucks while complying with the principle of distinction and sparing the civilian drivers. The U.S. decided to release leaflets over the moving trucks that essentially said “Get out of your trucks and run away from them.” This warning allowed the truck drivers to get away from their trucks before they were attack. This way the U.S. could direct their attack only on the military objectives while protecting the civilian drivers, thereby abiding by the Principle of Distinction.

Handbook page 9

Principle of Proportionality

3 min



Coach’s Notes:

Describe the Principle of Proportionality.



Say: *Combatants must not engage in an attack where the anticipated loss of civilian life, injury to civilians or damage to civilian objects is excessive in relation to the direct and concrete military advantage that is anticipated by conducting the attack.*

Principle of Proportionality

- Parties to a conflict should not commit acts of war where the anticipated loss of civilian lives, injury to civilians, and damage to civilian property is excessive in relation to the direct and concrete advantage expected to be gained.



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Even though civilians cannot be targeted purposefully, IHL recognizes that civilians and civilian objects may be inadvertently harmed.

*This is often referred to as **collateral damage**. Parties to a conflict are obligated to take measures to minimize collateral damage.*

The principle of proportionality requires parties to a conflict to consider if the collateral damage expected to be caused by a military attack is excessive in relation to the anticipated military advantage.

Proportionality is one of the hardest principles to understand and apply because it is a judgement call. There is no recognized metric of the worth of a military advantage in relation to the loss of civilian lives and property.

Example: *The Principle of Proportionality is put into practice every day during the current conflict in Afghanistan. For example, US commanders are told that they cannot bomb a place if the commander believes that there will be even one civilian casualty. This is part of the US Secretary of Defense zero-civilian casualty policy for the conflict in Afghanistan. The policy isn’t because the law says there must be zero incidental loss of civilian life, but rather because the Secretary of Defense has determined that at this point in the conflict, it isn’t proportional to have incidental loss of civilian life and that the US can find ways to accomplish the mission without the*

loss of civilian life. In other words, by this policy he has made the proportionality decision that obtaining a military objective in this conflict is not proportional to the loss of life for even one civilian.

Handbook page 9

Principle of Limiting Unnecessary Suffering

3 min



Coach's Notes:

Describe the Principle of Limiting Unnecessary Suffering.



Say: The principle of **Limiting Unnecessary Suffering** prohibits means and methods of warfare that would cause unnecessary suffering to combatants or civilians.

Principle of Limiting Unnecessary Suffering

- Parties to a conflict should not use means and methods of warfare that are designed to cause unnecessary suffering.



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Means of warfare include tools or weapons used to carry out military attacks.

Methods of warfare are the strategies and tactics used when carrying out an attack. This principle recognizes that in armed conflicts, where two sides have resorted to violence, a certain amount of suffering will necessarily take place.

The idea behind the principle is that the means and methods of warfare should not be designed to cause more suffering than necessary to accomplish military goals.

For example, to shoot a combatant with a normal bullet will cause suffering and maybe even death. While unfortunate, this is permissible under IHL.

However, to shoot a combatant with a bullet that is designed to break apart into tiny fragments that are impossible for medical personnel to remove just so that the person will suffer in pain for years, is impermissible.

If the only reason to use this type of bullet is to make people suffer more than if they were shot with a regular bullet, then it violates the Principle of Limiting Unnecessary Suffering. Parties to a conflict should uphold the Principle of Limiting Unnecessary Suffering by conducting reviews of their methods and means of warfare.

A real-life example of the Principle of Limiting Unnecessary Suffering can be seen in the treaty to ban chemical weapons. Chemical weapons, including poisonous gas had been used in warfare starting in World War I and continue to be used through the Iran-Iraq conflict in the 1980s. These weapons caused a great deal of long-term suffering without increasing military advantage. States joined together and agreed to no longer develop or use this means of warfare and to destroy existing stockpiles of these weapons.

**Coach's Notes:**

Describe feasible precautions.



Say: *The four fundamental principles of IHL are implemented by taking feasible precautions to avoid violating IHL during military operations.*

Feasible Precautions

To be feasible, precautions must be practicable considering the circumstances ruling at the time.

Ask: *Why do you think this photo represents a feasible precaution?*

Answer: *Because it demonstrates combatants working at night, when civilians are most likely away from public places and off the streets.*

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

1. *Cancelling an attack when it is clear the attack will result in a violation of IHL.*
2. *Choice of military objectives to attack-the objective that results in the least danger to civilians should be chosen*
3. *Timing of the attack*
4. *Type of weapons used to carry out the attack*

Precautions against the effects of an attack may require that the attacker consider:

5. *Removing the civilian population and civilian objects from the vicinity of military objectives*
6. *Avoiding placing military objectives near or within densely populated areas*
7. *Conducting certain attacks at night to reduce casualties*
8. *Publishing a warning of an impending attack via social media or SMS to residents of the target zone*

**Coach's Notes:**

This scenario sets up the next two activities, which completes Module 2.



Say: *Now that we have learned about the four principles of IHL, let's put our knowledge to the test. The next activities will help you to apply the Four Principles of IHL and understand some of the challenges parties to a conflict face with limits to time, information and weaponry. The following scenario will inform the simulation.*

Scenario: First Shots Fired

- On June 30th, the United States of Bamerica (USB) fired shots at the country of Banada. USB felt that Banada's lucrative syrup industry couldn't go unchecked any longer. The two countries are now at war with heightening tensions.
- As the war rages on, more young people have been drafted to fight for the Bamerican regime. You and your friends are called to serve your country and must now join the fight.



On June 30th, the United States of Bamerica (USB) fired shots at the country of Banada. USB felt that Banada's lucrative syrup industry couldn't go unchecked any longer. The two countries are now at war with heightening tensions.

As the war rages on, more young people have been drafted to fight for the Bamerican regime. You and your friends are called to serve your country and must now join the fight.

Handbook page 10

Activity: Targeting

12 min



Coach's Notes:

The purpose of this activity is to help participants apply their knowledge of IHL to targeting scenarios. After the activity, participants should understand some of the challenges of making decisions during an armed conflict with limits to time, information and weaponry.



Set up: Print the photos in the next slides and arrange eight bottles with the printed photos attached in a cluster, like pins in bowling. Put the bottles close enough together that if one is hit it could knock over others but in a manner that is not so difficult as to make it impossible to target the military objectives.

Instructions: Read the above scenario to the participants and then ask them to stand behind a line. Offer "artillery" in the form of tennis balls, beach balls, golf balls, etc. The balls should be a variety of sizes in order to emphasize the advantages of different weapons.

Instruct the participants to destroy the military objectives with the provided artillery, while staying behind the line. Do not give further instructions.

After the Activity: Sort the bottles with pictures into two groups - the ones the participants hit and the ones they left standing. Ask why they chose to target the pictures that they did. Examine if there were any that were knocked over accidentally and discuss how challenging it can be to have perfect information or avoid collateral damage. Then review the photos in the next slides from the targeting activity and explain why they are targetable or not.

Virtual Replacement: Combine all photos onto one slide and insert a poll or questionnaire about which images are targetable.

Targeting

- After months of fighting, USB has pushed the Banadian troops back into Maple Territory. One final stronghold remains in the town of Sugarlumps. The town of Sugarlumps hosts a number of enemy combatants but is also home to 200,000 civilians.
- As combatants, you must constantly make split second decisions about what to target and what to protect. Destroy the military objectives in the town of Sugarlumps using the artillery provided.



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Say: Combatant – Combatants are targetable under IHL unless they are wounded, sick, are captured, or surrender and become hors de combat (out of combat).



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Say: Tractor – Tractors are civilian objects and items necessary for civilian survival should not be attacked under IHL.



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Say: Combatants with Howitzer – These combatants are targetable as well as the weapons. The weapons are targetable because their “nature” as a weapon makes it targetable by default.



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Say: Helicopter – Though the helicopter looks like it could belong to the military, notice the Red Cross emblem. The Red Cross Emblem has a special status in IHL and objects with the emblem must not be attacked.



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Say: Combatants in hospital – Similar to the church, hospitals have special protections under IHL. The health care workers, wounded and sick are all protected under IHL and cannot be attacked. Even though combatants can always be attacked, the artillery provided would have destroyed the hospital as well so parties to an armed conflict should wait till combatants are away from the hospital.



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Say: Combatant playing saxophone – The combatant is targetable; the children are not. A proportionality analysis must be conducted and feasible precautions made. If the combatant is so important that attacking them creates a concrete military advantage, then the principle of military necessity can be applied and the combatant is targetable.



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Handbook page 10

Activity: Making the case

18 min



Coach’s Notes:

This is the second activity of Module 2. In this activity, participants should think like lawyers and apply IHL to scenarios.

Making a case

- Congratulations! You have been selected as a Military Judge Advocate. Listen to the following scenarios and determine if you are for or against the following actions.
- Listen to the case then go to the side of the room that best corresponds with your opinion. Prepare to defend your answer.
- The majority will rule the decision.



Say: Now that you’ve practiced thinking like a combatant, let’s practice thinking like lawyers.

Congratulations! You have been selected as a Military Judge Advocate. Listen to the following scenarios and determine if you are for or against the following actions (continue to explain the instructions).

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Set up: Label one side of the room “yes,” the other “no.”

Clear enough space in the room to be able to walk back and forth.

Instructions

Explain that participants will be asked to determine what they believe should be done in series of cases. Explain that they will be given a number of scenarios and choose the side of the room that corresponds with their opinion. Though we will provide how IHL responds to each scenario, we are not looking for what is morally “right” or

“wrong.” IHL is a body of law that deals with difficult choices and we should respect the participants’ decisions in these difficult situations.

Read each scenario in a clear voice and give participants time to choose a side. After participants have chosen a side, ask for individuals to make an argument. Encourage participants to use the principles in their response. Feel free to generate a bit of a debate by asking additional questions and building out the scenarios.

When you reveal how IHL responds, be sure to preface it with “this is how IHL responds.” We want them to practice analyzing a situation and making a case rather than just trying to guess the “right” answers.

Virtual Alternative: On some platforms (ex. Zoom), participants can annotate directly on the slide. Mark one side of the slide “Yes” in green, the other side is “No” in red and have them mark their response. Alternatively, you could have them do a poll for each slide or just comment in the chat box. These options may require prior setup.



Read the scenario. Allow them to choose sides, ask for reasoning.



Possible follow-up questions: *What if it was your friend who was hurt?*

What if a wounded enemy combatant had just hurt your friend before becoming wounded?

A huge battle has occurred in a USB field by the border, and hundreds lie dead or wounded. Medical supplies are limited and a doctor is conflicted about whom to treat. Does the doctor still need to use supplies on enemy Banadian combatants?



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What if you had plenty of supplies, would that make a difference?



Read the answer.

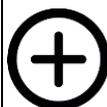
Yes, medical personnel must treat all wounded and sick without discrimination.



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Read the scenario. Allow them to choose sides, ask for reasoning.



Possible additional questions include: *What if the army officer was important, or held important military information?*

During an armed conflict, a Banadian Army Officer travels to the northern territories for a romantic getaway in a rustic mountain cabin. A USB Combatant spots him. Can the USB Combatant attack the Banadian Army Officer?



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Read the answer.

Yes, if individuals are combatants they can be targeted at any time, even when off duty.



Read the scenario. Allow them to choose sides, ask for reasoning.

When USB combatants enter the city of Sugarlumps, a local Banadian farmer picks up a gun and joins in the hostilities. Can the farmer be attacked?



Read the answer.

Yes, in an armed conflict, when civilians decide to join in the fight, it is called Direct Participation in Hostilities. They can be attacked for such time as they participate in hostilities.



Read the scenario. Allow them to choose sides, ask for reasoning.



Potential follow-up questions: What if the child was 8 years old? What if he was 15?

While trekking through the Frosting Mountains, a 12-year-old boy with a gun is acting as a lookout. He spots your troops and is about to radio your location. Can the boy be attacked?



Read the answer.

Yes, targeting the child fighter is lawful because he is participating in hostilities.



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Read the scenario. Allow them to choose sides, ask for reasoning.

A bomb is set to go off in USB's capital in 24 hours. USB holds an important Banadian Officer who probably has information about the bombing. Is torture allowed as a last resort means of interrogation?



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Read the answer.

No, torture, by international law, is prohibited in IHL.



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Read the scenario. Allow them to choose sides, ask for reasoning.

An Army Officer commands a subordinate to kill some prisoners of war while they are asleep in their cell. The subordinate completes the task. Is the subordinate responsible for the war crime?



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Read the answer.

Yes, subordinates must disobey a clearly unlawful order that violates IHL.

[Potential Break]

**Coach's Notes:**

Module 3 contains the curriculum of the Special Theme for each year of the IHL YAC.



This module should take no more than **30 minutes** to complete.

Module 3:
Education in War

**Module 3 Objectives:**

Learn about the Special Theme: Education in War



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- Apply the 4 principles of IHL to this challenge in warfare
- Learn how the Red Cross and Red Crescent Movement addresses this issue



Say: *In armed conflicts around the world, education is under attack. Children, families, and their communities lose hope as this important societal pillar is destroyed. This year, the IHL Youth Action Campaign will raise awareness about the harm caused to the formal educational sector during armed conflicts and promote the laws of war that protect education.*



Say: *Let's start with a brief video of an all too often occurrence during an armed conflict.*

After the video, ask: *What happened in the video, what is the message the ICRC is sharing? If the boy had made a different choice, would he have survived? Whose responsibility is it to protect educational facilities and participants?*

Don't Be Numb

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Video: <https://www.youtube.com/watch?v=tDtSk9WnuzU>



Coach's Notes:

It is not necessary to read each fact, rather highlight the facts that are the most salient for you.



Say: *Children, students, teachers, and staff are being attacked around the world in situations of armed conflict. Schools, school*

transportation services, roads and the areas around schools are often taken over by armed groups for military use, deliberately targeted, or caught in the crossfire. Providing safe access to education during an armed conflict is a primary humanitarian concern.

Facts:

37 million children of primary and lower secondary age were out of school in crisis affected countries in 2016. (ODI)

Girls are 2.5 times more likely to not attend school than boys in conflict-ridden countries. (ODI)

In 70 countries, educational facilities, students, and staff were deliberately targeted by armed groups between 2003-2013. (GCPEA).

In 30 countries, the attacks were systemic between 2003-2013. (GCPEA)

99% of youth in crisis circumstances view education as a priority. Parents and local adults agree. (Save the Children)

Education is Under Attack

37 million children of primary and lower secondary age were out of school in crisis affected countries in 2016.

Girls are 2.5 times more likely to not attend school than boys in conflict-ridden countries.



In 70 countries, educational facilities, students, and staff were been deliberately targeted by armed groups between 2003-2013.

99% of youth in crisis circumstances view education as a priority. Parents and local adults agree.

In 30 countries, the attacks were systemic between 2003-2013.



Say: *So, who and what is harmed?*

Students face tremendous risks when schools are attacked or used during wartime. If a school has been taken over or the situation is too dangerous to go to school, students may opt out of school altogether and miss years of education. If they remain in school, they can risk becoming victims of attack, collateral damage, child soldier recruitment, or trafficking.

Who and What is Harmed

Students



Teachers



Parents



Educational Facilities



Greater Society



Teachers are often threatened and killed by armed groups. Furthermore, when schools and learning materials are destroyed, it inhibits teachers from adequately teaching children. Teachers may also be forced to throw out their previous curriculum altogether and teach propaganda. Another challenge that greatly impacts teachers is the disruption to salaries; in some cases, teachers have continued to teach without pay for years.

Parents are often afraid of sending their child to school during wartime. They also may not be able to work if they must stay home with their children. In some cases, families flee during war and have difficulty providing their child with an education, especially if relocating to a new region where gaining access to the local school system is challenging or to a refugee camp that does not have a school at all. Financial hardship is another obstacle parents might face when trying to provide education for their child.

Educational facilities can be attacked, taken over by the enemy, or used as recruiting grounds. Even when not deliberately targeted, schools may be unintentionally damaged or destroyed when fighting occurs around them.

Society loses out when entire generations go without education for too long. Highly skilled professionals, such as doctors and nurses may be killed or flee during a conflict, and it is difficult and costly to replace them without an educational system. The entire community suffers when educational systems are harmed or destroyed.



Say: Wars can last decades, so, what happens when entire generations go without school for years? Society is greatly harmed when educational systems cease to function or are destroyed. Education is vital to economic growth; it increases income for individuals and is a key factor in lifting entire populations out of poverty. It is also related to positive health outcomes, especially the education of women is significantly correlated with diminished rates of child mortality. Furthermore, education greatly reduces the risk of armed conflicts and is also considered by some to be valuable in countering and preventing violent extremism. Without a strong educational system, societies may struggle to maintain economic stability, a healthy population, and peace.

Long-term Impacts of Education

- Education is vital to economic growth and development.
- Education is related to positive health outcomes.
- Education reduces the risk of armed conflicts.



**Coach's Notes:**

This slide contains a lot of information. Details are included to provide a solid foundation of the theme, however, we recommend learning the concepts around Protect, Ensure, and Prohibit and presenting in your own words. Content is described in the handbook (page 11) for participants' reference.



Say: *As we can see, education is a vital humanitarian need during an armed conflict. IHL safeguards education during war through three main measures - IHL protects, ensures, and prohibits.*



Protect - IHL protects education by requiring parties to an armed conflict to identify schools, school buses, and other education-related material as civilian objects. Civilian objects cannot be attacked without reason. The protection of schools during armed conflict is so important that the UN Security Council, the principal body of the UN responsible for ensuring peace and security, has identified attacks on schools as a grave violation of IHL during an armed conflict. Therefore, parties to an armed conflict that have deliberately targeted and destroyed a school during an armed conflict could be subject to criminal prosecution for war crimes.

Like many legal protections in armed conflicts, the laws protecting schools are not without limits. If any civilian objects, including schools, are used for a military purpose, it loses its protected status. For example, if a school basement was used by one of the parties to an armed conflict to store weapons, then the school could be lawfully targeted and destroyed. Of course, all the principles of IHL must be applied first and precautions must be taken if an educational facility is to be attacked. If there is uncertainty as to whether a school has lost its protection the fighting parties should presume that the school is still protected.

Faculty, staff, and students of educational institutions also have protected status as civilians. Civilians are entitled to protection from direct attack as long as they do not directly take part in hostilities. Let's take the example of the school that lost its protected status when the basement began to store weapons and ammunition. The parties to the armed conflict must still take all feasible precautions to minimize harm to students and educators who may be present in the building. These precautions could include attacking the school at night or on a weekend when teachers, staff, and students are away.

Ensures - *Sometimes in an armed conflict one of the fighting parties may occupy the land of their enemy. When there is an occupation, IHL works to ensure that access to education is still available to children. During occupation, the party that has control over an area where children live may continuously change. Regardless of who controls the area, children must have access to adequate educational materials. IHL works to ensure that access to education is available to a child no matter who is governing the area.*

The Geneva Conventions state: “During an occupation the occupying force shall, with the co-operation of the national and local authorities, facilitate the proper working of all institutions devoted to the care and education of children...Should the local institutions be inadequate for the purpose, the Occupying Power shall make arrangements for the maintenance and education, if possible by persons of their own nationality, language and religion, of children who are orphaned or separated from their parents as a result of the war and who cannot be adequately cared for by a near relative or friend.”

According to the 1977 Additional Protocols to the Geneva Conventions, if a child is forced to evacuate or flee from an armed conflict the controlling party of the new area shall ensure that “...each child’s education, including his religious and moral education...shall be provided while he [or she] is away with the greatest possible continuity.” In armed conflicts where fighting parties are both part of the same nation, the controlling armed group must ensure that children receive an education, including religious and moral education, in keeping with the wishes of their parents, or in the absence of parents, of those responsible for their care.

Prohibits - IHL prohibits the conscription of the majority of school aged children into the armed forces. Sadly, in some armed conflicts many children have been forced to join in the hostilities. Commonly known as child soldiers, these children lose the opportunity to any type of formal or non-formal education. IHL further protects children and education by outlawing minors from being forced to join the hostilities.

The 1977 Additional Protocols to the Geneva Conventions were the first international treaties to address the issue of child soldiers. They prohibit the recruitment and participation in hostilities of children under the age of 15. Additionally, under the Statute of the International Criminal Court, “conscripting or enlisting children” into armed forces or groups constitutes a war crime in both international and non-international armed conflicts. The prohibition of the recruitment and use of child soldiers is international customary law, evidenced by its prohibition in several military manuals, including those which are applicable in non-international armed conflicts, and under the legislation of many States.

Handbook page 13-14

Principles of IHL & Education

7 min



Coach’s Notes:

This activity allows participants to apply what they have learned about IHL and the theme, Education in War.



Instructions: You may wish to split up into groups and have each group take a scenario. Groups should read the story and determine which of the principles of IHL can be applied, and how. You may wish to ask the follow-up questions listed below.

The Principles of IHL & Education



American Red Cross

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Say: Now let's see how the four principles of IHL, military necessity, distinction, proportionality and limiting unnecessary suffering apply to real world examples concerning children and education during armed conflict.

I. BINTU

This is Bintu. She is 13 years old and lives in Banki in northeastern Nigeria. An armed group called the Boko Haram has been fighting Nigerian government forces in Northern Nigeria. The group attacked Bintu's village four years ago: "On the day they [the insurgents] came, I was in school in the morning and then I went home and then [the insurgents came] and we ran, everyone ran," she says. "They burnt the school down. I was so upset, I felt like my dreams would never be achieved. We spent two years at my Uncle's place in Cameroon. Life was very difficult there I didn't go to school."

Ask: What principles of IHL were violated or upheld in this scenario?

a. Possible answer: Military necessity was violated. Under the principle of military necessity, attacks may only be conducted if a concrete military advantage is expected. Unnecessary destruction and violence against civilians and civilian objects, especially schools, is a violation of IHL.

a. Possible Answer: Distinction was violated because the insurgents failed to recognize that the school has protected status in the armed conflict.

Source: <https://www.justsecurity.org/64344/when-war-comes-to-school/>



II. FATIMA

Say: Fatima attends al-Furadh School, in Sanaa, Yemen. Yemen has been engaged in a civil war that has lasted near a decade, and soldiers now routinely hang out by Fatima's school walls. These soldiers also have been living in classrooms on the third floor of Fatima's school for several months. It is widely known that not only are soldiers housed at the school and loitering outside but also that during after school hours these soldiers use these classrooms as places to store weapons for planned attacks.

Ask: Which principles of IHL were violated or upheld? Is the school targetable? If so, which principles need to be applied?

Possible answer: Distinction was violated. Combatants are not only required to distinguish between civilians and military targets when waging war, they must also seek to distinguish themselves from civilians and civilian objects. Occupying civilian buildings, and purposefully blurring of the lines between civilian and military targets such that it puts civilians in harm's way is a violation of the principle of distinction.

Possible answer: If the school is now primarily being used for military use, it does become a legally targetable object according to the principle of military necessity.

Possible answer: If opposing forces are wishing to target the school they will need to attempt to distinguish who is a protected person (student, educator) and who is not (enemy soldiers). They will also need to run a proportionality analysis to determine if

the loss of civilian objects is in proportion to the anticipated military advantage to be gained.

Source: [https://www.scholarsatrisk.org/wp-content/uploads/2016/05/Lessons in War 2015.pdf](https://www.scholarsatrisk.org/wp-content/uploads/2016/05/Lessons_in_War_2015.pdf)



III. SONIA

Say: This is Sonia. She is 14 years old and lives in Eastern Ukraine, where a civil war has raged for years. In the first half of 2019, at least 12 schools like the one Sonia attended have been damaged or destroyed due to their proximity to military sites. In her situation, the school was not the intended target of an attack, but it was clear before the attack that if the fighters targeted the building near her school that her school would be damaged or destroyed.

Ask: *What would the principle of proportionality say about these attacks?*

a. Possible answer. The principle of proportionality requires that combatants account for the possible collateral damage of their attacks, and that the concrete military advantage gained by any attack is proportional to the collateral damage caused, especially to schools and children.

Source: <https://www.unicef.org/press-releases/attacks-schools-quadruple-conflict-hit-eastern-ukraine-unicef>



IV. LIONEL

Say: Lionel was just 11 when he became a child soldier. He lives in the Central African Republic, and soldiers threatened to hurt his family if he did not “volunteer” to be a soldier. Thousands of children like Lionel are forced join fighting forces every year, effectively depriving them of formal education, and forcing them instead to be part of unspeakable atrocities. Many child soldiers are wounded or killed before they become adults.

Ask: *Conscription of Lionel is illegal under international law, what would the principle of limiting unnecessary suffering say about this scenario?*

a. Possible answer: Under the principle of limiting unnecessary suffering, resorting to inhumane practices, such as torture, and the recruitment of child soldiers as means to achieve military goals is illegal. Such practices do not give any concrete military advantages, yet brings unnecessary to all parties of a conflict.

Source: <https://www.worldvision.ca/stories/child-protection/child-soldier-lionels-story>



Say: Let's learn a little more about schools in war zones by watching this video from Now This World.

Remember, this video was not made by the Red Cross and does not comply with our neutrality mandate. As Red Cross volunteers, we can never call out a particular armed group for violations of IHL.

What Happens to Schools in War Zones?



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Watch video after speaking: <https://www.youtube.com/watch?v=LGIchPuFuTE>



Say: The Red Cross and Red Crescent Movement view protecting education as a priority in humanitarian crisis. The Movement is made up of three parts, the International Committee of the Red Cross (ICRC), National Societies (like the American Red Cross), and the International Federation of the Red Cross (IFRC). Each part of the Red Cross Movement responds to education-related humanitarian needs according to their areas of expertise within the Movement's mission.

How does the Red Cross and Red Crescent Movement Protect Education?



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The ICRC works in armed conflicts and focuses on providing access to education and the operational activities surrounding education. The ICRC urges parties to an armed conflict to protect educational systems, offers economic and material support to children and youth, and provides assistance to vulnerable populations like detainees, children connected to armed groups and unaccompanied children.

Red Cross and Red Crescent National Societies address the education-related humanitarian needs in pertinent to their country. They support the work of public authorities and educational institutions to provide education, develop educational curriculum and provide vocational training on topics such as health, nutrition, water, sanitation and hygiene, shelter, road safety and risk reduction, to migration, international humanitarian law and principles, gender, respect for diversity, intercultural dialogue, social inclusion and violence prevention.

As the coordinating body of the movement, the IFRC develops strategies, frameworks, and educational materials and initiatives. The Federation also promotes humanitarian skills and values-based education as well as inclusive gender and

diversity approaches in the formal education sector. They are an advocate education in global discourse.

And now we will do something about it!

Handbook page 15

Module 4: Build Your IHL Campaign

1 min



Coach's Notes:

Module 4 describes the IHL Youth Action Campaign program provides guidance on how to build their campaigns.

Module 4: Build Your IHL Campaign!



This module should take no more than **60 minutes**.

Go through the slides in approximately **20 minutes** and spend **35 minutes** going through the Design Thinking Campaign Building Tool, including the prototype and test phase. Use the last **5 minutes** to close the training and end with post-survey.

American Red Cross

Module 4 Objectives

- Learn the best practices of how to build a campaign
- Understand the components of the IHL Youth Action Campaign
- Understand the roles and responsibilities as IHL Advocates in the IHL Youth Action Campaign
- Design an IHL YAC Campaign.



Say: *Now that we have learned about IHL, let's learn some best practices for building a campaign and the components of the IHL Youth Action Campaign!*

Handbook page 15

What is a Campaign?

1 min



Say: *A campaign is an organized course of action to reach a particular goal. The goal of this campaign is to solve the problem of a lack of knowledge about IHL by raising awareness about the rules of war and special theme for the year in American communities.*

What is a Campaign?

- A campaign is an organized course of action to reach a particular goal.

What is the Goal of the IHL YAC?

- To raise awareness in your community about the rules of war and special theme for the year.

Ask: *What are some examples of campaigns?*

American Red Cross

Potential answers could include: political campaigns, health campaigns, fundraising.



Coach’s Notes

You may decide to assign “Team Leaders” or different roles within the team, to your discretion.



Say: *Your role as an IHL Youth Action Campaign team member is to educate your community about IHL. Find creative ways to engage your peers in discourse about IHL through in-person educational activities.*

The Team

JROTC Cadets will form teams to compete to create the best campaign and have the greatest impact.



The Coach

The Coach will guide the team through the IHL training and help to implement the campaign.



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The Team

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

The Coach

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



Say: *Here are some best practices for building an awareness campaign:*

Adapt to your local context

Think about the community you are seeking to educate and remember to use the tools, strategies and language that makes sense for your audience.

For example, don’t use Facebook if all your friends are on Instagram; don’t do a large simulation after school if you know that your peers tend to have sports practice and won’t be around; and don’t use legal language during your campaign that no one will understand.

Always be thinking of ways you are sharing the story of the campaign with your peers.

Be aware of the reality of your community and plan accordingly.

Campaign Activities Best Practices

- Adapt to your local context
- Utilize multiple strategies
- Avoid oversimplifying or over-complicating your message



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Utilize multiple strategies

The best campaigns use multiple methods to reach the same goals.

One tactic won't work for everyone in your community and the more exposure you can give your target population to the topic, the more they will retain the message.

Using multiple strategies will also help you to determine what tactics work best for your population. The IHL Youth Action Campaign encourages multiple strategies by utilizing both in-person and online educational activities.

Avoid oversimplifying or overcomplicating your message

Sometimes oversimplifying a message can lead to misconceptions or stereotypes. For example, if you use images of people from a single armed conflict, you might unintentionally reinforce a bias that this kind of violence only occurs with one group of people.

It is also important not to over complicate your message at the risk of people misunderstanding your campaign or simply ignoring it.

For example, if you give people a 20-page paper from the ICRC website it may cause your peers to quickly lose interest and forget the topic.

Handbook page 16

In-Person Educational Activities

1 min



Say: *In-person activities offer the opportunity to educate your peers about IHL through creative and engaging projects.*

Your in-person activity *must include a component of participation.*

Your campaign activity can't just be an art display or a video screening. Invite your peers to join in the activity or conversation.

Be sure to have a way to track how many people are participating in order to measure the success of the campaign.

Review the activity plans in the back of the manual.

In-person activities that are held on virtual platforms still count as in-person outreach.

Describe the in-person activities.

Strategy 1: In-Person Educational Activities

- Your in-person campaign *must include a component of participation:*
 - Scavenger hunt
 - Design a simulation
 - Write a play with audience participation
 - Create an art piece that invites others to contribute
 - Host a movie screening with discussion
 - Hold a panel discussion or debate
 - Create a presentation with questions for classrooms
 - Conduct a school survey
- In-person activities that are held on virtual platforms still count as In-Person Outreach.



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Say: *Most likely, your in-person activity will require you to invite participants and market your event. Here are some marketing tips to encourage participation at your events.*

Best Practices: Marketing

- Create a marketing timeline
- Build your brand
 - Design engaging content
- Request RSVPs when possible
- Use existing networks
- Offer incentives
- 40/60 rule

Create a Marketing Timeline

For large events, you will need to begin marketing one month in advance. Start with regular messaging and pick up the consistency as the day gets closer.



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Build Your Brand

A name and image for your campaign will go a long way. If you create posters, have the style and theme be consistent. Design engaging content. Use emotional appeals and personal stories to connect with your audience.

RSVPs

RSVPs can be very useful in allowing you to track if you are reaching your numerical goals. If you are one week out from the event and you only have a few RSVPs, you may need to step up your marketing game.

Use Existing Networks

It will be easier to reach large numbers if you use existing networks. Ask to have a timeslot at an assembly, or partner with another large event. Work with like-minded organizations and clubs to put something together. You could even partner with other Red Cross activities like a blood drive or preparedness course to reach more people. Further, word of mouth is the best way to get people to show up. A personal invitation goes a long way. Use your personal networks to spread the word and don't be shy to be persistent with your messaging!

Offer Incentives

Offering incentives can be a good way to encourage participation, but you have to be careful about the way this comes off. For example, you don't want to cheapen the purpose of the campaign by posting flyers that feature pizza while putting the topic of your campaign in the corner. A good example of using an incentive could be to ask a teacher/professor to offer extra credit for attending the event.

Utilize the 40/60 Rule

Marketing is hard work! Ideally, 40% of your time should be spent on content creation for the event and 60% on marketing. No matter how great your program is, it won't do much good if no one shows up. You could even designate members of your team to just focus on marketing.



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

Social media impacts people’s relationships with each other and institutions. As JROTC cadets participating in an American Red Cross program, you must be aware of how the content you post reflects on these organizations.

Please check the content of your social media campaign with your Coach and be sure to follow your school’s Social Media rules.

Best Practices: Social Media

- Be mindful of School Guidelines, the American Red Cross Brand, and JROTC Brand.
- Follow the Seven Fundamental Principles of the Red Cross & Red Crescent Movement.
- Respond to Comments with Caution and Respect.



Use the Seven Fundamental Principles

Your campaign should be guided by the Seven Fundamental Principles at all times. For example, you must be careful not to compromise our neutrality mandate by posting something that shows a preference for or against a government or armed group. Never post something like “Stop terrorists from harming medical workers!” because it uses legally inaccurate language and targets one group rather than addressing the problem as a whole. **Never refer to a specific armed group in postings as this could put Red Cross and Red Crescent staff members and volunteers in danger abroad. Do not berate individual decision-makers or governments.**

Respond to Comments with Caution and Respect

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

If a comment is just a little negative or reflects a view about IHL that is uninformed, be sure to respond with respect and stick to facts rather than opinions. If someone finds one of your posts harmful or offensive, apologize when appropriate.



Say: Social Media Do’s:

- Use your own personal pages and profiles
- Check social media content with your Coach
- Use the Seven Fundamental Principles to guide your posts
- Follow the American Red Cross Social Media Guidelines

Social Media Do’s

- Use your own personal pages and profiles
- Check social media content with your Coach
- Use the Seven Fundamental Principles to guide your posts
- Provide accurate facts and information from sources like the ICRC or American Red Cross
- Report abusive or bullying comments to your Coach

Social Media Don’ts

- DO NOT create a new American Red Cross JROTC page or profile
- DO NOT create content and post it without checking with your Coach
- DO NOT post interpretations or call out specific armed groups or violations of IHL
- DO NOT post opinions or personal beliefs
- DO NOT respond aggressively or defensively if you receive a negative or uninformed comment



- Provide accurate facts and information from sources like the ICRC or American Red Cross
- Report abusive or bullying comments to your Coach

Social Media Don'ts:

- DO NOT create a new American Red Cross JROTC page or profile
- DO NOT create content and post it without checking with your Coach
- DO NOT post interpretations or call out specific armed groups or violations of IHL
- DO NOT post opinions or personal beliefs
- DO NOT respond aggressively or defensively if you receive a negative or uninformed comment

Handbook page 20

Campaign Summary Project

1 min



Say: As our partners in disseminating IHL, it is vital that we learn from your valuable experience and are able to share your story. This summary project will also be used to learn about your campaign when determining who will attend the IHL YAC Summit.

Once you have completed your campaign, create a short video or PowerPoint presentation answering these questions and demonstrating your accomplishments.

You are welcome to be creative in the way you make the video; the questions are meant to guide your reflection.

Campaign Summary Project

- Share the story of your campaign by completing the Campaign Summary Project.
- Submit either a PowerPoint or a video that answers the questions in your handbook.
- Be sure to take a lot of videos and pictures throughout the campaign to create the summary project!



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Handbook page 20

The Competition

1 min



Say: Throughout the campaign, teams will track their in-person and/or online reach. Teams will create a Campaign Summary Project to describe their campaign. The project will be evaluated by a panel, and the team that has the greatest reach and most compelling campaign will be selected a division winner. The best of the division winners will become national champions and this team can send five members to Washington D.C. for the Summit.

The Competition

- Throughout the campaign, teams will track their in-person and/or online reach.
- Teams will create a Campaign Summary Project to describe their campaign.
- The team that has the greatest reach and most compelling campaign will be selected a division winner, and the best of the division winners will become national champions.
- The national winning team can send five members to Washington D.C. for the Summit.



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**Coach's Notes:**

If you are running out of time, only watch part of the video or share at the very end of the training.



Say: *Here is an example of a summary video for the IHL Youth Action Campaign at Pacifica High School in California! Though this is not a JROTC team, it will give you an example of the kind of project you could create!*

Example: Care for Healthcare

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Watch video after speaking: <https://www.youtube.com/watch?v=w5pcvVagWyA&t=23s>

**Coach's Notes:**

It is important to go through all of the steps of the Design Thinking Campaign Building Tool. This will help them to have an effective campaign and better anticipate problems.

If you are training multiple teams, have them split up by teams. If you are training one team and they are a large group, you may still want to split them up to generate more ideas and encourage participation. You may want to use some large pieces of paper or a whiteboard to explore the steps with your team.

To the best of their ability, teams should complete the prototype phase in order to get an idea of what their campaign will look like. If they are doing an activity, they should prepare to demonstrate the activity in a simplified form on the other team during the "test" phase.

Groups should complete the "test" phase on the other group. More than just a presentation, groups should demonstrate the proposed IHL activities. This will allow you as the Coach and other youth to experience the activities and troubleshoot problems. This step is important and it is necessary to leave time and truly encourage

Now it's your Turn!**Build Your Campaign Using Design Thinking**

- Design thinking is a process of problem solving that puts the human experience at the center of finding solutions.



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feedback from the other participants. This is the opportunity to notice if any of the activities seem inappropriate, are uncomfortable, or are simply unrealistic.

Say: *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 in 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. Go through the Design Thinking Campaign Building Tool at the back of your Handbook.*

Handbook page 21

What's Next

1 min



Coach's Notes:

If participants have not finished working through the design thinking campaign building tool, they can continue to do so outside of the training. The Step-By-Step Activity plans are optional and are only required if you, as a Coach, would like your team to complete them.

What's Next?

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



Say: *So, what's next?*

1. Work through the steps in your Design Thinking Campaign Building Tool and move on to the Step-By-Step Activity Plans when you finish.
2. Check your campaign with your JROTC Instructor.
3. Implement your campaign!
4. Record Data
5. Create your Summary Project and Form and apply to go to D.C.!



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Handbook page 31

Good Luck!

2 min



Coach's Notes:

Complete the post-training survey, ensure next steps are clear, and determine an on-going communication plan with the team.

Inspire, encourage, enjoy!

Good Luck!



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