



Canadian Landmine Foundation

Action Guide for Students and Teachers

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The Importance of Social Engagement in Youth

Between school, work, homework, part-time jobs, friends, family and leisure activities, teenagers have very little time to themselves, and correspondingly in some cases have limited connection to any form of civic engagement. Whether this means reading the newspaper, volunteerism, or simply watching the evening news, it has become difficult for today's youth to engage in a meaningful way.

This has become problematic for many reasons, as civic malaise will have direct effects on both current and future generations. Research has shown that involving youth in decision-making, problem solving and program planning through social issues is important in fostering positive youth development. Similarly, these same activities serve as protective experiences, enabling youth to better withstand the negative impacts of neglect and poverty. Given that these advantages are a derivative of a greater responsibility - the freeing of people of all nations from a lifetime of suffering and pain - the significance of ensuring responsible citizenship in all people becomes even more distinct. As educators, we are uniquely positioned to transform the world of tomorrow through the youth of today. It is a duty that we must embrace without limitation.

The Canadian Landmine Foundation views the landmine crisis as one of foremost concerns in the world today. Currently, there exist approximately 70 million landmines in the ground in 84 countries. Appropriately, our goal is to diminish this number before any further devastation occurs; however, we cannot do this without your support. Thus, this Action Guide aims to inspire and empower youth to become active citizens in one of the most important causes. We have written this guide specifically for landmine awareness, but the activities contained herein can be modified and adapted for use in a range of issues. Moreover, the guide also contains general activities for promoting social activism, which can be implemented at the classroom, school, or community level.

The Canadian Landmine Foundation

The Canadian Landmine Foundation is Canada's foremost fundraising organization for landmine action. Operating as a charitable organization, the Foundation was launched in June of 1999 with a mission to raise awareness and funds to end the human and economic suffering caused by anti-personnel landmines. As a managing partner in the international Adopt-A-Minefield® campaign, the Foundation works through the United Nations to clear fields in some of the most heavily mined countries in the world and with a number of organizations to provide relief to landmine survivors.

One of the most successful initiatives developed by the Foundation has been the Night of a Thousand Dinners® fundraiser, an event that has raised nearly \$3.5 million since 2001 in over 50 countries. Every year, people across the world invite friends and families to a dinner, with the funds raised going towards mine action. Dinners are held between **March 1st**, which commemorates the date the Mine Ban Treaty entered into force, and **April 4th**, which was recently recognized by the United Nations as International Day for Mine Awareness.

The Canadian Landmine Foundation has one national office operating out of the City of Toronto. To find out more information or to make a donation, visit www.clmf.org; 100% of all proceeds go towards mine action initiatives.

The Landmine Issue: History and Facts

History of the Landmine

Deployment of antipersonnel landmines became prevalent during World War II in response to the rapidly changing face of military technology. It was during World War I that the tank was introduced, allowing militias to break the impasse of trench warfare. To counter this new invention, anti-tank mines filled with the explosive TNT (trinitrotoluene) were developed in mass numbers, and more than 300 million were deployed during World War II.

Unfortunately, the ease with which anti-tank mines could be removed and re-planted by the enemy quickly compromised their efficacy, necessitating the development of anti-handling devices. These took the form of smaller anti-personnel mines that were deployed around the anti-tank mine to prevent their removal, and were comparatively cheap to produce. Soon after, military personnel began using the anti-personnel mine in isolation as tactical, defensive weapons, intended to protect troops, block opposition advance or retreat, and burden them with seriously injured soldiers.

Rapid advancement in technology during the 1960s enabled the development of an equally cheap anti-personnel mine called a scatter mine, which was deployable by air because it could be automatically activated by contact with the ground. This made it possible for scatter mines to be deployed in high quantities, and so the modified the nature of anti-personnel landmines from tactical and defensive to strategic and offensive.

Slowly, the anti-personnel landmine became the weapon of choice for government troops, paramilitaries and guerrilla forces. Being relatively cheap, dangerously effective, and locally available, the distinction between defensive and offensive use became indistinguishable, and civilian populations were increasingly subjected to anti-personnel mines in all parts of the world - to terrorize communities, to displace entire villages, to render fertile agricultural land unusable, and to destroy national infrastructures like roads, bridges, and water sources. (Adopted from www.landmines.org.uk)

Current Status: Facts, Countries and Conflicts

Currently, there are an estimated 70 million landmines in the ground in 84 countries, resulting in 15,000 to 20,000 deaths or injuries each year or one victim every 22 minutes. The actual number of landmines is probably much higher, as we simply have no way of determining the exact number of landmines that have been deployed over the past 70+ years. Likewise, the wide range of

victims each year is reflective of the large distance between health care centres and most people in less developed countries, resulting in the under-reporting of landmine casualties.

It is when looking at victim statistics that the landmine crisis becomes the most frightening. Of the 15,000 victims reported each year, over 80% are civilians and one-third of these incidents happen to children. This brings into focus an important characteristic of the landmine as a military weapon; that is, landmines, regardless of their purpose at initial deployment, are indiscriminate weapons. They cannot distinguish between soldier and civilian, nor can they distinguish between adult and child. Moreover, they have no mechanism for inactivation, remaining active long after they have been deployed. The unfortunate reality is that, unless we are actively looking for landmines and removing them from the ground, they will remain there, fully active, until they are found by someone else. It could be your sister, your father, your neighbour – and chances are that they will not have been looking for them. (Adopted from www.clmf.org)

Major Country Profiles

- Afghanistan - <http://www.icbl.org/lm/2005/afghanistan>
- Bosnia – Herzegovina - <http://www.icbl.org/lm/2005/bosnia>
- Cambodia - <http://www.icbl.org/lm/2005/cambodia>
- Croatia - <http://www.icbl.org/lm/2005/croatia>
- Iraq - <http://www.icbl.org/lm/2005/iraq>
- Mozambique - <http://www.icbl.org/lm/2005/mozambique>
- Vietnam - <http://www.icbl.org/lm/2005/vietnam>

The Campaign to Ban Landmines

Beginning in the early 1990s, attention to the landmine issue showed a dramatic increase as stories of civilian casualties began circulating amongst non-governmental organizations. In October of 1992, the International Campaign to Ban Landmines was launched by a group of six such NGOs that had witnessed the effects that landmines had on the countries in which they were working, and saw how development and relief efforts were hindered by their presence. The ICBL called for a complete ban to landmine production and use, and began to organize conferences and events to raise awareness about the issue and generate new initiatives.

Around the same time, the landmine crisis had also gained the attention of major world leaders, who were in the midst of trying, and ultimately failing, to find national, regional and international methods to ban landmines. The

disappointment this failure generated led many countries to join the political initiative launched in October of 1996 that later became known as the Ottawa Process. Challenged by Canada's then Minister of Foreign Affairs, Lloyd Axworthy, to fully commit to a complete landmine ban without restrictions, drafting of the treaty relied heavily on an unusually cohesive partnership between governments and NGOs like the ICBL. The process was also unusual because it was led by small- and medium- sized governments; despite the lack of involvement by several major world powers (such as China, Russia, and the U.S.) that had not yet agreed to the ban, progress towards signing of the treaty proceeded at full-speed. On December 3rd, 1997, 122 countries signed the treaty in Ottawa, Canada, and it became binding under international law in March of 1999 when the 40th country, Burkina Faso, ratified the agreement. This made the Ottawa Treaty the fastest of its kind to reach international recognition. (Adopted from www.icbl.org)

Start a Landmine Campaign: Organization and Planning

A local Campaign can be organized to 'adopt' an entire minefield, or to raise money for minefields that are in the process of being cleared. If you choose to clear an entire field, the costs vary from \$25,000 and up and it is very difficult to get matching funds from government sources. You can select minefields or mine clearance teams in our six program countries: Afghanistan, Bosnia, Croatia, Cambodia, Mozambique, and Vietnam. A successful Adopt-A-Minefield® campaign will depend upon your group's ability to put in place an effective organizational structure. The following **suggestions** are intended to assist you with this process.

1. **Organizing Committee**

Establish an Organizing Committee. The committee should be responsible for coordinating and implementing the group's campaign, including identifying potential donors, organizing fundraising activities, coordinating media campaigns, and undertaking education and mine awareness projects.

2. **Honorary Advisory Board**

Establish an Honorary Advisory Board of local celebrities, politicians, and influential community and business leaders to lend their names and support to your Adopt-A-Minefield® campaign.

3. **Contact Person**

Appoint one primary contact person within your Organizing Committee to be the main liaison with the national Adopt-A-Minefield® campaign.

4. **When to Adopt (if you decide to go this route)**

It is recommended that sponsoring groups formally adopt a minefield once they have established their Organizing Committee and put in place a sound fundraising mechanism. This is because groups are urged to complete their fundraising activities within a four-month period from the time of their adoption. Many groups set aside two or three months to raise general funds for demining in a particular country prior to formally adopting a site.

5. **Identifying a Minefield**

Identify a country that is of interest to your local community and select a minefield from the Adopt-A-Minefield® catalogue. The cost of adopting an entire minefield is typically between \$25,000 and \$40,000. Potential sponsoring groups should assess their capacity to raise these funds before adopting a site.

6. **How to Adopt**

Once you have selected a minefield to adopt, please confirm that it is still available. Then submit a completed Adoption Form, which can be obtained at the national office.

7. **Identifying Potential Contributors**

Identify potential contributors within your community, including individuals,

schools and universities, community groups and civic clubs, athletic leagues, religious organizations, and businesses.

8. **Fundraising Strategy**

Design a strategy for publicizing your adoption and raising funds in your community. Refer to the Fundraising Guide and Media Guide.

9. **Contributions**

All contributions should be deposited in a bank account maintained by your campaign's Organizing Committee. If your group is not a not-for-profit organization with tax deductibility status, contact us for assistance on how to manage your contributions. **You should acknowledge all contributions.** Once your fundraising campaign is completed forward one cheque, payable to Canadian Landmine Foundation to the address below. The Foundation also accepts electronic transfers, stock transfers, and credit card payments.

Canadian Landmine Foundation/La Fondation des mines terrestres du Canada
1623 Yonge Street/1623 rue Yonge Street
Toronto, Ontario
M4T 2A1

Tel/Tél: 416-365-9461 Fax/Facsimile: 416-365-7019
www.canadianlandmine.org Charitable number/numéro d'enregistrements:
86676 5423 RR0001

Start a Landmine Campaign: Fundraising Guide

A successful Adopt-A-Minefield® campaign will depend on creative and effective fundraising strategies. There is no single formula for success. Each community is unique and requires an individualised approach to fundraising. This guide is intended to be a starting point for developing a comprehensive campaign.

Design a Fundraising Strategy

Successful fundraising begins by defining one's product and identifying potential contributors. The landmine issue can be an effective way to mobilize a variety of audiences to action.

Define Your Objective: Why did your group choose to adopt a minefield? How can your goals be channeled into an effective fundraising strategy?

Identify Potential Contributors: Identify potential contributors within your community, including individuals, schools and universities, community groups and civic clubs, athletic leagues, religious organizations, and businesses.

Tailor Your Message: Tailor your message to each group of potential contributors. People have different reasons for getting involved in campaigns and causes. Accordingly, different aspects of the Adopt-A-Minefield® campaign and the landmine problem will appeal to different groups.

Local Foundations: Approach local foundations for administrative grants to enable you to effectively coordinate and implement your Adopt-A-Minefield® campaign.

Promotional Materials

Prepare promotional materials, including brochures and flyers, for distribution to potential contributors. Utilize the information kits and products available through the Adopt-A-Minefield® campaign.

Engage Local Businesses

Local businesses and corporations may support your campaign in a variety of ways.

- **Matching Funds:** Local businesses may provide matching funds for money raised in their community.
- **Underwriting Events:** Local businesses may underwrite fundraising events in return for advertising rights and an opportunity to market themselves to your local community.

- **In-Kind Contributions:** Local businesses are an important source of in-kind contributions. Printers may produce brochures or other promotional materials free or at a discounted rate, and restaurants may provide free food and refreshments at fundraising events. Events planners and consultants may also donate time to help your campaign organize events.

Personal Solicitations

Direct donation requests are a highly successful method of fundraising. People often contribute money only if asked personally. Identify potential contributors and find out what, if any, charities they donate to. This will help you tailor your campaign to those individuals and groups most likely to contribute to Adopt-A-Minefield®.

Celebrity Endorsements

Ask a local celebrity or well-known public figure to endorse your Adopt-A-Minefield® campaign. Invite this person to fundraising events and to appear in public service announcements on behalf of your campaign.

Fundraising Events

Fundraising events are an important way to engage members of your community to raise money for Adopt-A-Minefield®. They are also helpful in spreading the word about your campaign throughout your community.

Ottawa Treaty Day (December 3rd): Organize a day-long event at a local school or park promoting the cause of landmines. Invite guest speakers and organize special children's activities. Make Adopt-A-Minefield® a part of a larger community event during national holidays.

N1ZD Benefit Dinner or Luncheon: Organize a formal fundraising dinner or luncheon around a guest of honor or special speaker. Ask people to contribute to your Adopt-A-Minefield® campaign by purchasing tickets or tables for the event.

Benefit Concert: Ask a local entertainer to donate a concert or performance for the benefit of Adopt-A-Minefield®, and apply all ticket sales to your campaign.

Speakers Series: Organize a series of community meetings with landmine experts and request contributions to your campaign.

Sponsored Run or Dance-a-Thon: Organize a run or dance-a-thon where friends and family pay for every mile run or every hour danced.

Sport Events: Organize local sports team to play a game in support of the landmine cause and to donate a percentage of that day's receipts to the Adopt-A-Minefield® campaign.

Golf or Tennis Tournament: Organize a golf or tennis tournament and apply the entrance fees to Adopt-A-Minefield®.

Donate-an-Hour: Ask members of your community to donate the equivalent of an hour's salary to your Adopt-A-Minefield® campaign. This is a unique way of demonstrating how a small contribution can make a big difference.

Benefit Movie: Show a movie at a school or community center for the benefit of your campaign.

Community Picnic: Invite your community to a picnic or potluck event and ask for contributions to your Adopt-A-Minefield® campaign.

Talent Show: Organize a school or club talent show to raise funds for Adopt-A-Minefield®.

Bake Sales: Organize bake sales at your local school, religious organization, or civic club.

Start a Landmine Campaign: Media Guide

Publicizing your adoption effectively will be an important factor in the success of your fundraising campaign. Adopt-A-Minefield® appeals to media because they can develop stories about local people helping less fortunate people in communities around the world reclaim their lives, which is popular with the general public. The media will be an important partner in your effort to inform the public about the global landmine crisis and to reach individuals, community groups, and businesses that may be interested in supporting your Adopt-A-Minefield® campaign.

Crafting Your Message: What Makes Adopt-A-Minefield® Newsworthy?

Contact local media once you have defined the objective of your campaign and identified a message that you wish to bring to the public. It is important to keep your agenda simple and uncomplicated, as too much information can obscure your message. Local media are interested in stories that are timely and that involve local community activities. Adopt-A-Minefield® is about people at a local level making a difference on the international stage. The most appealing part of this story to media will be how your community is taking action to help solve the global landmine crisis.

Public Outreach

The media will be a significant source of public information in your community. It is important that you identify as many media outlets as possible in your area and use them as an integral part of your effort to promote your Adopt-A-Minefield® campaign among potential donors and sponsors. Ask these organizations to run public service announcements, to advertise upcoming fundraising events for free, to provide space for an editorial or letter to the editor about landmines, and to provide an opportunity to request donations from your local community. Also encourage local media to attend press conferences that you will hold during important fundraising events. Directories of media outlets are generally maintained by your local chamber of commerce or public library.

Mainstream Media: Mainstream radio and television stations, newspapers, and magazines are an important vehicle for promoting your campaign. Contact local editors and producers and emphasize the local angle of your story.

Local Newspapers and Magazines: Local daily and weekly newspapers and local magazines are more likely to cover your story because of its relevance to the local readership.

Alternative Press: Ethnic press may be particularly interested in your Adopt-A-Minefield® campaign if there are readers or viewers from the country or region where you have adopted a minefield.

University and School Newspapers and Radio Stations: University and school media outlets have audiences that may be particularly interested in your campaign. Because they often have limited resources, the more you can help them craft your story, the better.

Advertising: Local radio, television, and print outlets will often advertise upcoming public events as public service announcements.

Pitching Your Campaign

Once you have established your Adopt-A-Minefield® campaign, and as newsworthy events take place, you should pitch your story to local media outlets. It is always best to contact a specific person within a news organization when pitching a story. Remember to emphasize the local angle when promoting Adopt-A-Minefield®.

Pitch Letter: A pitch letter is intended to inform local media about your campaign and to persuade editors and reporters that there is an interesting story to write about. It should be concise and peak the reader's interest.

Personal Pitch: It is often useful to pitch your campaign to a local editor or reporter by phone or in person.

Media Alert: When the importance of an event speaks for itself, consider sending a media alert to local outlets. This is a simple "who, what, where, when" (use those actual words) inviting media to attend. Keep the alert simple and do not provide too much detail. You should also prepare a more detailed press release for distribution at the event.

Press Releases: Press releases are useful tools for disseminating information about a newsworthy event. Consider issuing a press release once you have met a specific fundraising goal, received a large donation, signed a corporate sponsor, or if you have a significant upcoming event to announce. Remember to answer the "who, what, where, when" of your event in the first paragraph of your press release.

Strategy: Do not bombard local media outlets with press releases. Sending information too often and indiscriminately can diminish the impact of your material and campaign. Carefully select outlets for each story. Do not necessarily contact all media at the same time.

Interviews: Control the Answers

When a member of your campaign plans to speak on the record with reporters, prepare detailed, comprehensive, well-organized talking points and answers to anticipated questions. Speak in complete sentences, as you will be easier to quote. In addition, do not attempt to win over a reporter who may not necessarily share your views. Rather, focus on getting your message out.

Interviews: Talking Points

Always be prepared to discuss the three most important elements of the national Adopt-A-Minefield® Campaign: the Adopt-A-Minefield® objectives, the global landmine crisis, and the role of the United Nations in addressing the landmine problem.

Adopt-A-Minefield®: Explain the Campaign in a way that is easy to understand. The Adopt-A-Minefield® Campaign engages individuals, community groups, and businesses in the United Nations effort to resolve the global landmine crisis. The Campaign helps save lives by raising funds to clear minefields and by raising awareness about the landmine problem. In the process of raising funds and awareness about the landmine problem, Adopt-A-Minefield® helps your community establish direct relationships with the mine-affected communities that will benefit from your efforts.

Global Landmine Crisis: Discuss the Adopt-A-Minefield® Campaign within the larger context of the global landmine crisis. One of the main purposes of Adopt-A-Minefield® is to educate the public about the landmine problem and to mobilize communities to take action to address the problem.

United Nations: Adopt-A-Minefield® is an example of the U.N.'s mine action programs at work. It is implemented in partnership with several United Nations entities, all of whom represent the U.N.'s leadership role in the international effort to address the landmine problem.

Editorials and Letters to the Editor

Editorials: Op-eds may be used as a promotional tool for an upcoming campaign event or as a commentary on a recent news event. Op-eds should educate readers with specific data about Adopt-A-Minefield® and the landmine problem. They should be no more than 500 words in length and, if announcing a planned event, they should be submitted about a week prior to the event.

Letters to the Editor: Letters to the editor are often easier to sell than op-eds and they also have a strong impact on readers. Submit these letters immediately after a newsworthy event has been reported in your local newspaper.

Adopt-A-Minefield® Media Relations

The Adopt-A-Minefield® Campaign maintains a Media Relations Office to help sponsoring groups formulate media strategies and to help publicize specific, large campaign events to promote local Adopt-A-Minefield® campaigns. For assistance, please phone (416) 365-9461 ex. 25, fax (416) 365-7019, or e-mail paul@canadianlandmine.org. Please notify us of your event or media request at least three to four weeks in advance. This will ensure that we can provide a timely response.

Activity #1: How Big is 70 Million?

Currently there exist 70 million landmines around the world. This number is of a significant size and can have far reaching impacts on the lives of many innocent civilians and soldiers alike. To demonstrate to our students the impact of this sizeable amount, this activity seeks to create a visual representation of this large quantity.

In this activity, the school community is asked to bring in bags of rice that will be collected in a centrally located area, i.e. lobby, cafeteria, gym. This activity might be run by the student council or another related extra-curricular group. Students will pile their bags of rice until the approximate amount of 70 million grains of rice = 70 million landmines is achieved. If unable to bring rice, students can make a donation to the Canadian Landmine Foundation. After the event, all bags of rice will be donated to a local food bank, charity, or even to a humanitarian relief organization in a landmine-affected country.

This activity can be done as a school-wide event, within a specific department, or even as a classroom activity over a period of time.

Materials Needed

- Bags of rice
 - Posters and signs to hang in the cafeteria where the pile of rice is located
-

Teacher Preparation Notes

To prepare for this activity, students should receive basic landmine education. Teachers may choose to use the lesson plans available through the Canadian Landmine Foundations' action guide, or they may choose to do their own research and create lesson plans in accordance with the specific needs of their school/classroom.

Additional Resources

- Students can approach local grocery stores for additional donations of rice.

Activity #2: Step By Step

In this activity, students will design paper footprints to be sold for \$1 during lunch periods. Buyers will be able to write their name on the footprint, and the organising class will use these footprints to trace a path around the cafeteria on the walls. Along the way, the path will meander around posters with survivor stories. At the end of the path, landmine information (such as mine-affected countries, statistics, and organizations) will be arranged in a large display on the wall. The goal will be to complete a full lap of the cafeteria, with all the money raised going towards mine action.

Materials Needed

- Paper footprints (see sample)
 - Survivor stories on posters and signs
 - Landmine fact sheets and other visuals for the display
-

Teacher Preparation Notes

After learning about the detrimental effects of landmines in developing countries, the class will need to complete a number of activities, which is best accomplished by splitting the class into groups:

- Group #1 will design and print footprints
 - Group #2 will research survivor stories and outline these stories on posters
 - Group #3 will decide what information should be included on the landmine wall display, and will collect materials for it. These might include a mine-affected world map, photographs of landmines and/or victims, fact sheets, etc.
-

Additional Resources

- http://www.icbl.org/links/Photo_Galleries/
- <http://www.landminesurvivors.org/survivor.php>
- <http://www.landmines.org.uk/Landmine+facts>
- <http://www.un.org/Depts/dha/mct/facts.htm>

Activity #3: Every 30 Minutes

For an entire day at school, the bell will ring every 30 minutes. Students will not understand what it means at first, but after the third ringing, it is announced that each sounding of the bell symbolizes someone somewhere in the world stepping on a landmine. Teachers will be notified in advance so that they can plan the day's lessons accordingly.

In some classrooms (chosen on a voluntary basis), teachers will create or find landmine scenarios and write them out on a small piece of paper. Each scenario will represent a type of landmine victim, including: wounded, dead, and indirectly affected. Each type of victim will be symbolized by a corresponding colour.

The next day, after the landmine fact is read on the announcements, all the students are instructed to look under their desks to see if and how they have been affected. If the teachers are willing, they can begin a brief discussion about how this person and their family will be affected by the landmine injury. Each student will be asked to wear the ribbon around their arm in recognition of the victim they represent. For all those students who are seen wearing their ribbon around school, they will be rewarded with some type of prize.

Materials Needed

- Ribbons
 - Landmine Scenarios on small pieces of paper
 - Rewards for students wearing ribbons
 - Posters to go around the school
-
-

Teacher Preparation Notes

If you can get the administration of board, keep ringing the bell throughout the whole day, accompanied by a brief landmine fact over the public address system.

Additional Resources

- It would be useful to put up posters from Red Cross, Foreign Affairs, Mines Action Canada, as well as creating your own all over the school. Each poster could contain a landmine fact, and every day on the announcements a different fact can also be read.

Activity #4: Lose A Limb

For an entire school day, volunteer students will “Lose a Limb” to represent the form of destruction caused by landmines. This day will be followed by a school-wide dance that evening, where all proceeds will go towards landmine awareness, i.e. Canadian Landmine Foundation.

This activity would be best placed in an overall landmine awareness month/week, where each department has their own focus for teaching about landmines. For a chosen day, students will be asked in each class if they are willing to give up a limb for a day. This could include an arm, an eye, an ear, or a leg. The student council could also run this activity, or any related extra-curricular club (i.e. volunteer club).

That evening, there will be school-wide dance, where ticket proceeds will go towards raising money for landmine victims.

Teachers might choose to follow up this activity in class through a discussion surrounding the difficulty of living with disabilities. As well, teachers can ask those student volunteers who lost a limb, how they felt in this position, how this affected their relationships with friends, or their ability to participate in their daily activities.

Certain classes may also choose to sponsor a landmine victim through an official organization, as an ongoing “project” throughout the rest of the year.

Materials Needed

- Support from teachers, student council, and administration
 - Slings, bandages, crutches, and eye patches for student volunteers
 - Student Council/Volunteer Extra-curricular club organizes school dance
-

Teacher Preparation Notes

It would be useful and help to create enduring understanding, if teachers made an effort to educate their students on landmine awareness in the weeks/week preceding this activity.

Additional Resources

- It would be interesting to locate a landmine survivor who could come and speak to the students about the difficulties of living with a disability and how his/her experience with landmines has forever impacted his/her life. Contact Canadian Landmine Foundation for more details on gaining access to landmine survivors.

Activity #5: Pin Me Up!

Over an entire week, a large banner that reads “No More Landmines” will be hung in the school lobby or another high traffic area. The letters on the banner will be empty, to allow room for students to fill them in. During this time, students will be allowed to purchase stickers (coloured dots) that will be placed on the banner to fill all the letters of the phrase. In order to acquire a sticker, students must donate an “X” amount of money (to be determined by individual school). The goal of this project is to eventually fill the phrase “No More Land Mines”. After the entire banner has been filled, all money collected from sticker sales will be donated to a landmine related organization, i.e. Canadian Landmine Foundation.

Materials Needed

- Large piece of mural paper to be taped up in lobby or another high traffic area
 - Coloured stickers or pins to be used to fill the bubble letters
 - Student volunteers to “man” the display
 - Charity baskets/containers to collect donations
-
-

Teacher Preparation Notes

Teachers may choose to informally address the issue of landmines in their class during this event. In this way, students will become more interested or engaged with the fundraising idea, once they understand the impact of the issue. Teachers may also choose to “challenge” their class to raise money to fill the letters on the mural display. This will create a sense of excitement and competition among students, which will motivate them to learn more about the landmine issue.

As well, this activity is appropriate for several different fundraising ventures and/or ideas. As long as there are student/staff volunteers who are responsible for the “upkeep” of the display, the mural can stay up as long as possible.

Additional Resources

Teachers may choose to take a look at <http://www.landmines.org.uk/>

Activity #6: Constructive Controversy

Students will debate who should be held financially responsible for the landmine crisis (or any ethical issue).

In this activity, students are divided into teams of four, and then paired up with another person in their team. Each pair is assigned one of the positions outlined in the student handout (attached), and is given a work period to research their position and develop an argument. The other pair in the team will research the other position. In the next class, the teams will reunite, and each pair is given ten minutes to present their arguments free of interruptions. Once the time limit is up, groups can debate back and forth.

Once the initial debate is finished, the pairs switch positions, and the remaining class time is spent researching the new position and developing an argument. In the third period, the teams reassemble again, and the same process is followed with each group now defending a different perspective.

Once both pairs of students have researched and argued both perspectives of the issue, the team of students will work together to develop a consensus that synthesizes both positions into the most feasible solution. The group will be responsible for preparing a report that outlines the issue in question, the various positions surrounding that issue, and the synthesized perspective that represents the best solution.

Materials Needed

- Physical markers of positions (ie. hats or buttons)
-
-

Teacher Preparation Notes

- The Constructive Controversy format is an effective tool for engaging students in perspective-taking, a critical skill in the development of empathy. It ensures that students know how to make difficult decisions and experience political discourse, ultimately fostering a sense of moral responsibility and a need for social action. The format is modelled after political discussion inherent in democracy, and has been shown to result in higher achievement, more frequent use of higher level reasoning skills, and better critical-thinking.
- Position reversal is most effective if the students actually have something to physically reverse. For examples, students could wear pins or hats that represent their side of the issue, and then swap with their team mates when perspectives are reversed. Another idea might be to have students physically change seats.
- It is important that students research and defend their positions with as much sincerity and enthusiasm as they can muster, even if their instincts are to

completely disagree. It is the process of perspective-taking, especially when it is difficult, that is so rewarding for students and creates the best learning.

Additional Resources

- Johnson, D. W., & Johnson, R. (1995). *Creative controversy: Intellectual challenge in the classroom* (3rd edition). Edina, MN: Interaction Book Company.
- Student handout: see Appendix D.
- Johnson, D.W., Johnson, R., & Tjosvold, D (2000). "Constructive Controversy: The Value of Intellectual Opposition." Morton Deutsch and Peter T. Coleman, eds., *The Handbook of Conflict Resolution: Theory and Practice* San Francisco: Jossey-Bas Publishers, pp. 65-85.

Activity #7: The Sounds of Peace

Students will create soundtracks for a series of films about landmines that will serve to illustrate the need for peace in our global society.

This activity will require two class periods for research and planning and one class for presentations. The students will view "Spotlights on a Massacre" video (40min) with ten short films that present the horrible effects on human lives exacted by this indiscriminate weapon. The following session will take place in the library or a computer lab where students will research music and lyrics that they want to use for the soundtrack of one of the films. Each group will present their soundtrack (with their film) to the class and will contribute to an overall class audio CD that will be used during morning announcements over the following two weeks.

Materials Needed

- Computers with internet access and speakers (library or computer lab)
 - Headphones, blank audio CDs
 - VHS copy of "Spotlights on a Massacre: Ten Films Against Landmines"
 - In-class playback for VHS and audio CD
-

Teacher Preparation Notes

- During the first class, pause after each short film in order to discuss and debrief it with students. Students will be encouraged to make notes or write reflections in their journals during this class. Before class is over, divide students into ten groups and assign one film to each so that they can be thinking about their soundtrack before research time in the library/lab.
 - Prepare useful sources for this research, including ideas from the students to share with everyone.
 - For the presentation, students should submit a handout with the lyrics of their chosen tracks and a rationale for their choice.
 - Compile all tracks on one disc and have student groups introduce their track to the school during morning announcements over the next ten days.
 - If students want to produce a CD cover, then this could be incorporated in the postcard design activity.
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Additional Resources

- <http://www.handicap-international.org>
- <http://www.peace-not-war.org>
- <http://www.allmusic.com>
- <http://www.sing365.com>

Activity #8: Learning Through Stories

Students will read and gather stories by victims of landmines and create a class scrapbook with those stories, articles, with references to other factual and fictional print resources on the subject.

This activity can be ongoing throughout the term. Students will read, react in class discussions, share and compile stories by victims of landmines in some of the countries currently most affected. They will also conduct research using newspapers and other print items to compile in a class scrapbook. They will maintain an updated reading list to be shared with the school librarian and any classes working on the subject. They will also use the web to write letters to children or youth recovering or being rehabilitated through the agencies supporting them.

Materials Needed

- Computers
 - Newspaper
 - Provide scrap book material
 - Provide markers, paper etc
-

Teacher Preparation Notes

- Have websites and materials ready for students
 - Plan for class time to be spent on the activity
-

Additional Resources

- <http://www.landmines.org.uk/177> - has illustrated stories about children and landmines
- <http://members.iinet.net.au/~pictim/mines/p6.html>
- <http://72.14.203.104/search?q=cache:XeBCYgOltccJ:www.icbl.org/youth/resources/B2English.pdf+spotlights+on+a+massacre+landmine+resources&hl=en&gl=ca&ct=clnk&cd=2> - stories by children and young adults on pages 6 – 8
- <http://www.canadianlandmine.org/Library.cfm> - readings organized by country, Canadian Landmine Foundation

Activity #9: Reach for the Top

Students will prepare presentations on various aspects of the landmine issue to present to students in feeder schools who are in grades 5 – 8.

Students will collaborate on a class presentation about the global issue of landmines that they will write, rehearse and then present to younger grades in the feeder elementary schools in their district. Class will work together on deciding what the goals are, how the topic should be broken into parts and who will present them, what is most important to communicate, how the material can be tailored to the younger learners, etc. Review what a successful presentation entails. All subtopics or sections can be presented by groups of various sizes from 2 to 5 individuals, but the whole class must participate. Supporting materials and various media should be prepared.

Materials Needed

- Canadian Landmine information and resources from website
 - Adopt-A-Landmine
 - ICBL: <http://www.icbl.org/> - the Tools section is useful
-

Teacher Preparation Notes

- Contact teachers from other grades/schools
 - Organize groups
 - Schedule class time for prep and presentations
-

Additional Resources

- See appendix A

Activity #10: Essay Contest

Since essays are an important component of any high school curriculum, why not give your students something interesting to write about? This activity can be easily related to several different subject areas.

The title of the essay is "What's on the minds of Canadian youth today?". Given the extremely broad nature of this question, students (school/classroom) will be asked to write an essay of approximately 1200-1500 words (4-5 pages). Students will be asked to focus their essay on an issue of concern or their hopes for the future. Specific reference should be paid towards current events or ideas that have direct relevance on their own lives. Students must submit \$2 with their essay submission that will go towards the winner's "prize". The winner will receive a donation made on their behalf to a charity of their choice. The essay committee, be it teachers, students, administration, or any other combination can decide if there will be any runners-up or any honourable mentions.

Materials Needed

- Teacher panel to evaluate and rank essay winners
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Teacher Preparation Notes

- World Issues, World Politics, World History classes should use this contest as a way to get students talking about current issues while in class. Teachers may choose to encourage their students to participate, or can help brainstorm ideas as a class so students might feel more inclined to write.
 - This contest may be useful in conjunction with a government sponsored essay contest, or any other youth activist organization who would like to be involved.
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Additional Resources: None

Activity #11: Countries in Conflict

Students will create country conflict profiles on poster board for display in classrooms, hallways, and the cafeteria.

This activity will take several lessons. The first lesson will be spent in the library conducting research into countries that have been experienced war and conflict in the last century. The following lessons will be used to design a poster board for that country, outlining general facts, socio-economic effects and victim stories. Students should be encouraged to select a country that is personally relevant.

Materials Needed

- Poster boards
 - Markers, construction paper and other decorative materials
 - Reference materials and access to the internet (if library time is unavailable)
-
-

Teacher Preparation Notes

- Although specific expectations should be modified depending on academic ability and learning preferences, project requirements should be clearly outlined at the beginning of the assignment.
- When booking library time, ask the librarian to gather appropriate reading materials in advance to minimize time spent doing nothing.
- Prepare useful websites in advance and distribute to students to focus their research, and ensure that students are cautioned to be critical of the sources they are using.
- Content Ideas:
 - Demographic data (for country overview; i.e. Population size)
 - Regional map with country of interest highlighted
 - Conflict history (ie. WW2 in Germany, Civil War in various African countries, etc)
 - Survivor stories
 - Photographs
 - Information about important non-governmental organizations working in the region
- Modifications for students with special needs:
 - ESL/ELD students: Expectations and assessment should place more emphasis on short, simple paragraphs for description. Allowing students to choose their native country (even if another student has already chosen it) is important because it provides a level of comfort and lets the students work with a culture and context he or she already understands. Emphasis should be placed on understanding and

- language-development, rather than accuracy of information. The research process is also important. Additional research and work time will be necessary.
- LD: Depending on the type of learning disability, students could do presentations for certain components (i.e. conflict history), particularly students who demonstrate learning disabilities in written ability, but are fully competent at a social level. Poster boards could then focus on images. A number of small deadlines, rather than one large deadline, will help students stay on track. For example, students could be required to submit parts of their research at the end of one lesson. Additional research and work time will be necessary.
 - Low academic ability: Expectations and assessment should place more emphasis on visual representation, and should include career-oriented requirements (ie. Effects on employment). Written requirements need to be very explicitly outlined, and repeated several times to ensure understanding. Give students as much choice as possible to increase motivation and allow students a role in the decision-making. General literacy should be encouraged.
 - High academic ability: In order to ensure this assignment is sufficiently challenging for students of high academic ability, you could request a more in-depth analysis of the social and political context in which the conflict arose, as well as an extension of the conflict into current status. Students could be required to submit a research report after completing the poster board.

Additional Resources

- <http://www.smhs.org/remmell/positionpaperrubric.pdf>: a detailed outline of possible items to be included in the country profile

Activity #12: Stop The Bop

In the 15 minutes preceding the start of first period, the song “MmmBop” by Hanson is played repeatedly over the school PA system. This is followed by a statement given during the morning announcements stating that, in order to Stop The Bop (as in this example), students and teachers will need to donate a pre-determined amount of money to raise funds for a cause of current interest in the school. This will continue everyday until the specified amount of money is received.

Materials Needed

- Flyers to be posted around the school
 - A CD containing the offensive song
 - A large container (such as a glass jar) to collect money
 - A sign on the jar
-

Teacher Preparation Notes

This activity could be easily implemented and tracked by a class in any subject. Initial class time would be spent identifying a song to be played on the PA system and a clever slogan to match, preparing flyers to be posted around the school, and deciding where in the school the money jar should be located (ie. in the main office on the Principal’s desk). Once the fundraiser begins, students would be responsible for counting the money each day during class time. Donations will most likely escalate as the fundraiser progresses, simply because the song becomes annoying and people, quite simply, want it to stop.

This activity works especially well the second time around provided the same song and slogan is used. Students and staff will know immediately why the song is being played repeatedly. It is most effective when several months have passed since the first fundraiser has finished, so that the school community does not become desensitized to the “annoying” nature of the song.

Additional Resources

- http://www.cbsnews.com/stories/2005/09/13/earlyshow/main838253.shtml?CMP=OTC-RSSFeed&source=RSS&attr=Entertainment_838253: News article for original source.
- <http://www.rhymezone.com>: Rhyme search engine for developing slogans.
- More annoying songs: “Wannabe” by *Spice Girls*, “My Heart Will Go On” by *Celine Dion*, “Who Let The Dogs Out” by *Baha Men*, “Hey Baby” by *No Doubt* ... the list is endless.

Activity #13: Concocting a Catchphrase

Engage students in any social issue by having them develop slogans or mottos for fundraising purposes.

In this lesson, students are asked to create a catchphrase expressing the nature of the conflict or social issue they are studying in class. The intended meaning of each slogan will be presented to the class, and students will vote for the slogan that is (a) most effective at grabbing attention and (b) best expresses the nature of the issue being studied. The winning slogan can be printed on some form of merchandise (see below for details) and sold to raise money for a specific cause associated with that issue. In addition, students can prepare an educational pamphlet to be distributed with the items when they are purchased.

Materials Needed

- For the work period: none (with the exception of reference material that might assist in slogan development).
 - For the fundraiser, material will depend on the type of merchandise chosen by the students to sell. These might be:
 - Buttons
 - Wristbands
 - Stickers
-

Teacher Preparation Notes

This activity could be modified in a number of ways. If the fundraising aspect is not feasible, students could prepare posters to go with their slogans, and these could be posted around the school to raise awareness. Likewise, students could prepare banners to hang in classrooms and hallways. If the fundraising aspect is a realistic activity, the designed items for sale could be distributed in the cafeteria during lunchtime (which would require preparation of a sign-up sheet for selling duties), or students could visit classrooms during class time.

Additional Resources

- <http://www.pinsource.com/>: wristbands, lanyards, dog tags, etc.
- <http://www.stickerjunkie.com>
- <http://www.thebuttonfactory.com>

Activity #14: Design A Postcard

Students will design postcards in to be used to gather signatures and mail to local politicians or governments, encouraging involvement in a social issue relevant the course subject and curriculum.

This can be done in two to four class periods and the gathering of signatures can be done outside of class time. The students have the option to work in pairs, but can create a postcard design on their own. Students will be given brief preparatory lesson on postcard design, style, colour, font, graphics, the message/objective, the notion of brand, logo or visual identity. They will be encouraged to be expressive or abstract in their design, if they so choose. There will be time for creating drafts and students will assess each other. Final production of the cards will be completed in class time and then students will use to gather signatures from school, community and government.

Materials Needed

- Draft paper, rulers, pencils, utility knives
 - Card stock, pre-cut 4x6 inches
 - Computer access w/graphic arts software
 - Various coloured pens, pencils, markers, pastels, paints
-
-

Teacher Preparation Notes

- Brief notes for lesson on design (style, layout, colour, fonts, graphics, visual identity, etc.)
 - Could opt to create the message for the card together and then let individuals and pairs create the visuals
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Additional Resources

- <http://office.microsoft.com/en-us/assistance/HA010348661033.aspx> - create a postcard using Microsoft Office's Publisher

Appendix A: Supplementary Information and Resources

General Student Activism

- Youth Activism Project
URL: <http://www.youthactivism.com>
- Youth Activism
URL: <http://www.youthactivism.org>
- Tolerance
URL: <http://www.tolerance.org/teens/index.jsp>
- Global Youth Action Network
URL: <http://www.youthlink.org/gyanv5/index.htm>
- At The Table: Youth Voices in Decision-Making
URL: <http://www.atthetable.org>
- Campus Activism: Student Activist Resources
URL: <http://www.campusactivism.org>
- Canadian International Development Agency
URL: <http://www.acdi-cida.gc.ca/index-e.htm>

Landmine Information and Advocacy Organizations

- Canadian Landmine Foundation
URL: <http://www.clmf.org>
- Human Rights Watch
URL: <http://www.hrw.org/campaigns/mines/1999/index.htm>
- Landmine Survivors Network (LSN)
URL: <http://www.landminesurvivors.org/>
- Adopt-A-Minefield
URL: <http://www.landmines.org>
- CARE International
URL: http://www.careusa.org/newsroom/specialreports/land_mines/
- Center for Defence Information - Landmines
URL: <http://www.cdi.org/issues/landmines/>
- Handicap International
URL: <http://www.handicap-international.org/presentation/icbl/>
- International Committee of the Red Cross (ICRC)
URL: <http://www.icrc.org/eng/mines/>
- Landmine Monitor
URL: <http://www.icbl.org/lm/>
- Landmines Blow!
URL: <http://www.landminesblow.org>
- Mines Action Canada
URL: <http://www.minesactioncanada.org/>

- NGO Committee on Disarmament
URL: <http://disarm.igc.org/>
- Observatory of arms transfers
URL: <http://www.obsarm.org>
- Physicians for Human Rights (PHR)
URL: <http://phrusa.org/campaigns/landmines/>
- Reality Clock
URL: http://www.realityclock.com/category_ws1.asp?Index=247&Main=3
- Roots of Peace
URL: <http://www.rootsofpeace.org/>
- Save the Children
URL: <http://www.savethechildren.org/landmines/>
- The Survivor Project
URL: <http://www.survivor-project.it/>
- Veterans Of Modern Wars - Together, Inc.
URL: <http://www.warvets.org>

Fundraising

- Adopt-A-Minefield (UK)
URL: <http://www.landmines.org.uk>
- Canadian Landmine Foundation
URL: <http://www.clmf.org>
- The Landmine Site
URL: <http://www.thechildhealthsite.com/cgi-bin/WebObjects/CTDSites.woa>

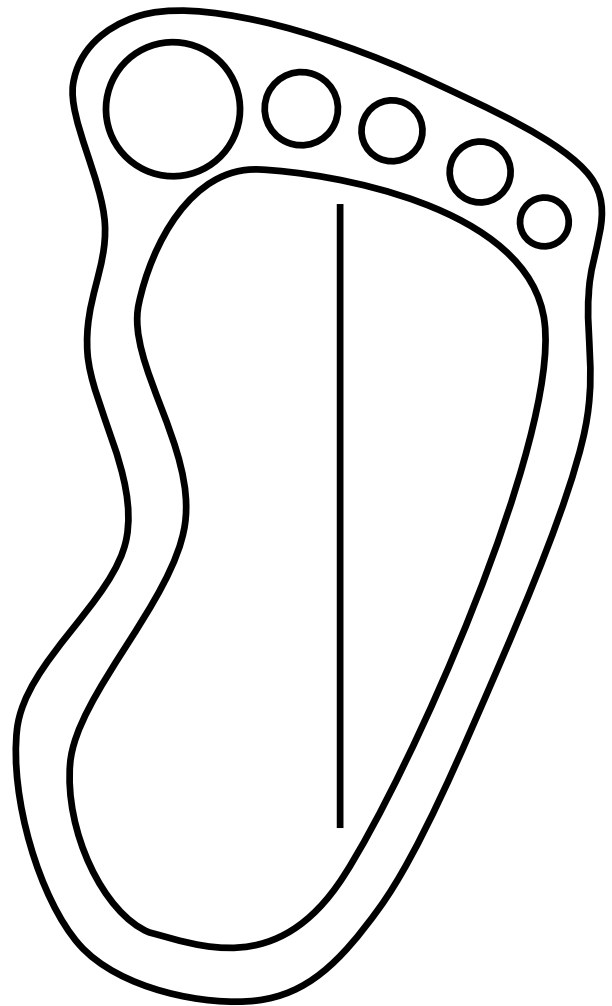
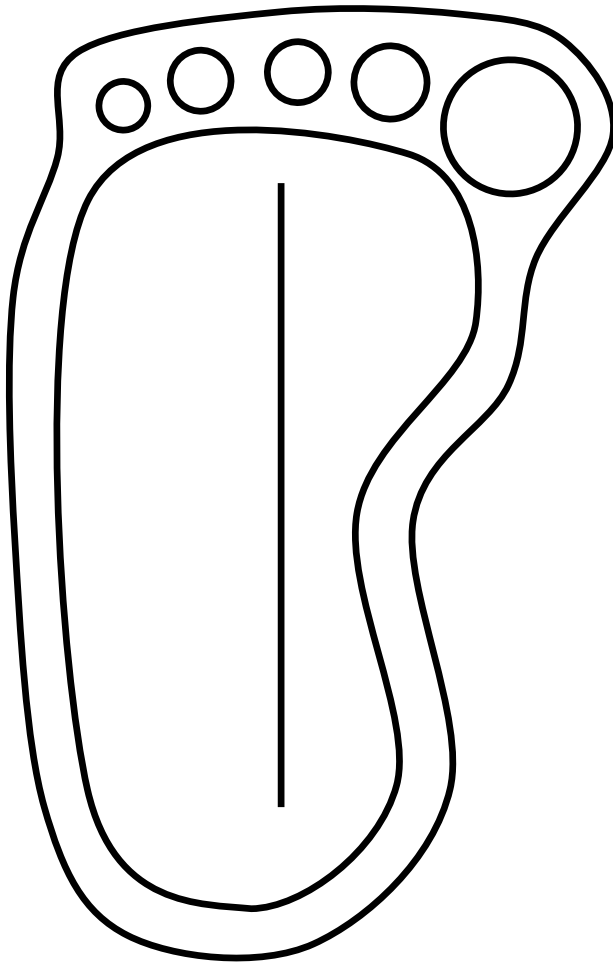
Humanitarian Crisis

- AlertNet - Humanitarian Aid and Disaster News
URL: <http://www.alertnet.org/>
- Assistance to Mine-Affected Communities (AMAC)
URL: <http://www.prio.no/research/project.asp?ProsjektID=12>
- A Mechanical Means of Landmine Detection
URL: <http://www.mece.ualberta.ca/staff/fyfe/landmine.html>
- Mineseeker Foundation
URL: <http://www.mineseeker.org>

Appendix B: Sample Reading List

1. "To Walk Without Fear" by Cameron, Tomlin, and Lawson.
2. "How to Change the World" by David Bornstein.
3. "Landmines and Human Security" by Bryan McDonald.
4. "Angelina Jolie: Notes from my Travels" by Angelina Jolie.
5. "The Children of Cambodia's Killing Fields" by Dith Pran.
6. "After the Guns Fall Silent" by Shawn Roberts.
7. "The Lost Boys of Sudan" by Mark Bixler.
8. "Regarding the Pain of Others" by Susan Sontag.
9. "Of Beatles and Angels" by Mawi Asgedom.
10. "Facing the Lion" by Joseph Lemasolai Lekuton.
11. "Balkan Ghosts" by Robert Kaplan.
12. "The Courage of Strangers" by Jeri Laber.
13. "The Things They Carried" by Tim O'Brien.
14. "The End of Poverty" by Jeffrey Sachs.
15. "Letters From Burma" by Aung San Suu Kyi .
16. "Universal Human Rights in Theory and Practice" by Jack Donnelly.
17. "First They Killed My Father" by Loung Ung.
18. "Teenage Refugees from Somalia Speak Out" by Ikram Hussein.

Appendix C: Sample Footprint Outlines



Appendix D: Constructive Controversy Handout

Say No To Landmines: Ethics & Victim Assistance

Introduction

Across the world, it is estimated the landmines seriously injure or kill between 15,000 and 20,000 innocent civilians each year, with more than one-third of those being children. For those who survive contact with a landmine, the financial costs are overwhelming, and many cannot afford even basic medical care without the aid of governments and humanitarian organizations. The Mine Ban Treaty, ratified internationally in 1999 by 122 countries, requires signatories to offer assistance to other State Parties in providing financial support to survivors. Many of these countries, however, were not involved in the production, transfer, or deployment of landmines in any part of the world, and as of yet, those governments and organizations that have been involved in landmine use have not been required to take financial responsibility for their actions. The financial burden, then, rests primarily on the generosity of individual citizens.

The United States is one of the most prominent countries that has yet to sign the Mine Ban Treaty, despite being a leader in demining and victim assistance efforts. Although it has been shown that no landmines have been manufactured by either the U.S. military or U.S. companies in many years, the country still has the third largest stockpile of antipersonnel mines in the world, more than 11 million. Likewise, Human Rights Watch has released research showing that U.S.-manufactured antipersonnel mines have been used by government or rebel-forces in at least twenty-eight countries or regions, causing numerous civilian casualties. In the eyes of many, then, the United States bears a special responsibility for the landmine crisis.

The Ethical Concerns

Position #1

Given their continued support of landmine use and the role of U.S.-linked antipersonnel mines in causing civilian injury and death, the United States should be required to provide financial compensation to the victims living in mine-affected areas, particularly those that have been linked to U.S. manufacturers and/or the U.S. military.

Position #2

Given their heavy involvement in demining, their continued donation of funds to survivor assistance, and the widespread production and deployment of landmines by many countries other than the United States, it is impossible and unfair to require the United States to provide mandatory financial compensation to people living in mine-affected areas.