



# Canadian Red Cross **FORCED TO FIGHT** Resource Integration Guide

The Canadian Red Cross aims to protect the dignity and lives of vulnerable people affected by armed conflict by ensuring respect for International Humanitarian Law (IHL) in Canada and around the world through education, training and advocacy. We organize events across the country to educate Canadians on the importance of IHL and to encourage dialogue on issues such as child soldiers, refugees, sexual and gender-based violence, and attacks on civilians, hospitals and schools.

## **About the Resource**

Forced to Fight is an interactive online resource designed for students between the ages of 13-18. The resource helps facilitate understanding of IHL and humanitarian issues and allows the user to experience what it is like for young people living in situations of armed conflict around the world.

Forced to Fight supports the lesson plans in the Exploring Humanitarian Law (EHL) and Canada & Conflict toolkits. Teachers can use this resource in collaboration with the lesson plans available in the teaching resources links or they can choose to use it as a stand-alone activity to trigger critical thinking and classroom discussion on issues related to armed conflict. Forced to Fight should be used under the guidance of a teacher who is knowledgeable about these resources.

## **Integrating Explorations with [ForcedtoFight.ca](https://www.forcedtofight.ca)**

### **Teaching Resources**

In the teacher's version of the experience, there is a link in the top right corner of the screen containing additional resources from the Exploring Humanitarian Law and Canada & Conflict toolkits. These toolkits contain classroom ready lesson plans that use a variety of provided instruction points, media resources and debrief questions to explore humanitarian issues and IHL in-depth. There are also links to other humanitarian organizations and actors. All teaching resources included have been selected to match the themes in each of the scenarios. As such they compliment the overall experience.

## How to use this guide:

This resource integration guide is designed to help teachers integrate Forced to Fight with the Exploring Humanitarian Law and Canada & Conflict explorations. Each exploration is labelled to help you identify which explorations to use to **set the stage**, and which explorations to use for **debrief**. The **Focus On** section under each listed exploration highlights amended instruction and debrief questions directly from the exploration, adapted specifically to Ana, Nora or Tam. The listed explorations and the order they are presented in follows the order of listed resources on the Forced to Fight teaching resources page. A **glossary of terms** is available on the last page. Refer to the [Forced to Fight Instructional Guide](#) to familiarize yourself with how to navigate the Forced to Fight page and the 3 scenarios.

## Choosing a scenario:



Students have up to three choose-your-own adventure stories to work with. Choose Ana to explore the issue of sexual and gender-based violence, Tam to explore the issue of child soldiers, or Nora to explore the issue of refugees and forced migration.

Ana and Tam's experiences take place directly in the middle of an armed conflict, while Nora's experience takes place alongside a peer who has escaped an armed conflict. The stories were deliberately written with this range of context keeping in mind the diverse experiences, needs and interests of students in Canada. In each experience, students and teachers can learn more about dilemmas faced by everyday people affected by armed conflict, as well as how to get involved via the additional resources.

## Using forced to fight in your classroom:

Divide students into groups of 3-5 with one electronic device each. Assign each group one of Ana, Nora or Tam's scenarios to explore the issues of Sexual and Gender Based Violence, Child Soldiers, and Refugees and Forced Migration in your classroom. Alternatively assign each group the same scenario if you are only exploring one of the three themes together as a class. Assign one leader per group to operate the device and guide their group members through the scenario. The group leader will be responsible for reading the scenario out loud while clicking through for their group members. The group leader will also be responsible for seeking consensus from their group members on the appropriate choice for their character every time that they encounter a

dilemma, and for clicking on and assigning rotating group members to read aloud each of the learning points encountered marked by a yellow question mark.

Use any of the explorations below with the amended instructions ahead of (**set the stage**), or following (**debrief**) breaking students into groups to explore their assigned scenarios. Explorations are mapped to each of the 3 scenarios in the order that they appear in on the Teaching Resources page.

## The Explorations



### Lessons from Exploring Humanitarian Law

- **What are the basic rules of International Humanitarian Law?**

**Use for:** Debrief

**Focus on:** Basic rules of IHL handout on pg. 17-18, and instructions with questions on pg. 6 adapted to the scenario. Have students read through a scenario in groups. Based on the dilemmas their character faced, have students create a small list of proposed rules of armed conflict. Compile a list of these proposed rules as a class. Discuss the full list of students' suggestions. Identify those rules with which the class either agrees or disagrees, and explore the reasons for their views. Questions:

- "How would each of your rules change the experience of war?"
- "What might be the difficulties in implementing them?"

Present students with the Basic rules of IHL handout. Ask:

- "Which of these rules are similar to the ones that you suggested?"
- Ask students to choose some rules and discuss what would happen without them".

### Lessons from Canada & Conflict

- **Basic Rules of IHL**

**Use for:** Debrief

**Focus on:** Basic Rules of IHL handout on pg. 47, recommended tie in with EHL Exploration 2A adapted above. Add the traffic light activity on pg. 40 to the class discussion:

- "Ask students to consider which rules/rights should always, sometimes, or never be respected. Use a stop light analogy to group the lists generated by the students.

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## Fighting for Dignity: Ana's Experience Sexual and Gender Based Violence

Exploring Humanitarian Law



Canadian Red Cross Lesson Plans



Additional Resources



### Lessons from Exploring Humanitarian Law

- **Voices of Child Soldiers. From EHL Exploration 2C: Focus on Child Soldiers.**  
**Use for:** Debrief: compare Ana's experiences to stories of other child soldiers from around the world.  
**Focus on:** Debrief questions adapted for Ana's experience (from Exploration 2C pg. 39).
  - What did the child/Ana experience?
  - What do you think the effect on the child's/Ana's community would be?
  - How did becoming a soldier affect these children's lives and their future?
- **Definition of sexual violence. EHL Glossary**  
**Use for:** Setting the stage  
**Focus on:** unpacking the definition of sexual violence & SGBV from ICRC resources.  
**Definition:** Any act of violence of a sexual nature (physical or psychological) that is committed against a person under coercive circumstances in times of peace and war alike.
- **What is a war crime? EHL Exploration 4A Rationales and options for dealing with IHL violations.**  
**Use for:** Setting the stage  
**Focus on:** unpacking the definition of a war crime & identifying sexual violence as a war crime.  
**Definition:** War crimes are serious violations of IHL that are committed in relation to an armed conflict.

• **Lessons from EHL exploration 4B Judicial Options. EHL Module 4, Dealing with Violations.**

**Use for:** Debrief

**Focus on:** “A Victim’s Story,” pg. 24

**Adapted for Ana:** Have students summarize Ana’s experiences as the victim of a war crime. Have students identify & define the war crime (who was involved, who suffered, who else was affected, and so on). Give Ana’s reasons for wanting a particular type of court to prosecute those who were responsible. Have students present this summary in writing or as an oral monologue. Repeat this exercise with parallel stories written by students as outlined in this exercise on pg. 24.

• **Lessons from EHL exploration 4C Non-judicial options. EHL Module 4, Dealing with Violations.**

**Use for:** Debrief

**Focus on:** introductory question to explorations on non judicial options for dealing with violations of IHL on pg. 43, as well as key ideas highlighted.

- “How do you think the work done by courts and other ways of dealing with violations complement each other?”
- Point out that both judicial and non-judicial options play a part in dealing with the past and in preventing atrocities in the future.”

• **Needs that Arise from the Devastation of War. Explorations from EHL Module 5 Responding to the Consequences of Armed Conflict.**

**Use for:** Setting the stage (extension activities on pgs 8-13), debrief (questions on pgs 5-7).

**Focus on:** Questions adapted from photo collage 2A and Columbia 2006 case study.

- How was Ana affected by the armed conflict?
- What losses has Ana suffered?
- What needs does she have? What needs does her family have? Her community?
- What sorts of humanitarian activities could meet those needs?
- How would life in a refugee camp be different from what she was used to?
- How do you think people in the camp might be able to help each other?
- What kinds of action might help people cope with the consequences of armed conflict?

• **Focus on Restoring Family Links. Explorations from EHL Module 5 Responding to the Consequences of Armed Conflict.**

**Use for:** Debrief

**Focus on:** Pg 44: “Use the ‘Tracing request form’ to help students understand the range of family information that the ICRC collects in its efforts to find people who are missing as a result of armed conflict.”

**Forced to Fight addition:** Have students role play in pairs filling out the message form as Ana and the Tracing form as personnel from the ICRC interviewing Ana.

- What kind of information should be collected in order to trace missing people?
- Who should collect this information? *[For example: the government, the National Red Cross or Red Crescent Society, the International Committee of the Red Cross (ICRC), non-governmental organizations (NGOs)]*
- Why might it be important to respect the privacy of all concerned parties while tracing a missing person?

- **I Don't Want to Go Back. From EHL Exploration 2C: Focus on Child Soldiers.**  
**Use for:** Debrief: compare Comfort and Ibrahim's experiences to stories to Ana's.  
**Focus on:** Video and Transcript with debrief questions on pgs 37, 44 and 45, adapted below for Ana's experience.
  - What are your reactions?
  - What difficult decisions did Ana make during the armed conflict? What led her to these decisions?
  - What additional risks do young women and girls face in armed conflict?
- **Voices of Child Soldiers. Susan's story. EHL exploration 2C: Focus on Child Soldiers**  
**Use for:** Debrief: compare Ana's experiences to stories of other child soldiers from around the world.  
**Focus on:** Debrief questions adapted for Ana's experience (from Exploration 2C pg. 39).
  - What did Susan/Ana experience?
  - What do you think the effect on the Susan's/Ana's community would be?
  - How did becoming a soldier affect these children's lives and their future?
- **Planning a camp for people displaced by war**  
**Use for:** Debrief  
**Focus on:** Questions on pg. 15 ahead of having students build a camp
  - Why do you think people would choose to seek refuge in a camp over other possibilities?
  - Does everyone who flees want to go to a camp?
  - What do you think are the needs of displaced people in Ana's story?
  - Who do you think is/ should be responsible for helping these people?
  - What should humanitarian workers take into consideration in meeting the needs in a camp for displaced persons?

## Lessons from Canada & Conflict

- **Invisible Women. From Canada & Conflict Module 1 The Humanitarian Perspective.**  
**Use for:** Debrief and Comparison to Canadian Context.  
**Focus on:** Debrief questions adapted for Ana's context – pg 32 of Canada & Conflict.
  - What is the ripple effect of increased violence towards women and girls?
  - Compare explorations about MMIW and SGBV. What was the same? What was different?

- **Legal principles and Rules? From Canada & Conflict Module 4 Dealing with Violations – Canadian Responses.**

**Use for:** Setting the stage

**Focus on:** unpacking the definitions of a war crime and crimes against humanity and identifying sexual violence under both.

**Definitions:** available on pg. 88 of Canada & Conflict.

**“War crime:** grave breach of the Geneva Conventions or Additional Protocol I, and all the acts that can be a war crime are listed in Article 8 of the Rome Statute. Grave breaches are outlined in each of the four Geneva Conventions and Additional Protocol I, but they are generally those which cause loss of life or lead to undue suffering (e.g. torture, conscription of child soldiers, attacks on someone or something that is not a military objective). States have a particular responsibility to prosecute war crimes.<sup>64</sup> Just as a reminder, not all breaches of IHL are considered war crimes.

**Crimes against humanity:** are widespread or systematic attacks against a civilian population. There is a long list of what may be considered a crime against humanity, and some examples are murder, torture, rape, enslavement, deportation or forcible transfer of a portion of a population, or other acts of a similar nature that cause intentional suffering. <sup>67</sup> Like genocide, crimes against humanity may constitute war crimes under IHL, but because they may also occur during peace time, they are considered separately from war crimes. Crimes against humanity are listed in Article 7 of the Rome Statute.”

- **Case Study on Desire Munyaneza, charged in Canada for war crimes and crimes against humanity for his role in the genocide against the Tutsi of Rwanda. From Canada & Conflict Module 4 Dealing with Violations – Canadian Responses.**

**Use for:** Debrief and Comparison to Canadian Context.

**Focus on:** Describe judicial & non-judicial avenues for dealing with violations using TR 4.3 on pg. 91. Have students read the case of Desire Munyaneza using photocopies of SR 4.2 on pg. 96-97. Have students respond to the following questions reflecting on SR 4.2 and Ana’s story.

- How did Canada gather the evidence to prosecute Desire Munyaneza?
- Describe a war crime from Ana’s perspective (who was involved, who suffered, who else was affected, and so on). Give the Ana’s reasons for wanting a particular type of court to prosecute those who are alleged to have committed the crimes. Summarize Ana’s story in writing or as an oral monologue.

- **Maternal, Newborn and Child Health (MNCH): Understanding the Complexities and the Needs. From Canada & Conflict Module 5 Responding to the Consequences of Armed Conflict.**

**Use for:** Setting the stage

**Focus on:** Background on pg. 108 & key ideas on pg. 109.

- "Gender inequality is rooted in unequal power relations. Gender inequality is an underlying cause of gender discrimination and gender-based violence." (IFRC, 2013 p. 2)

## Fighting for Your Life: Tam's Experience Child Soldiers

Exploring Humanitarian Law (EHL) ↓

Canadian Red Cross Lesson Plans ↓

Additional Resources ↓

### Lessons from Exploring Humanitarian Law

- **Needs that Arise from the Devastation of War. Explorations from EHL Module 5 Responding to the Consequences of Armed Conflict.**

**Use for:** Setting the stage (extension activities on pgs 8-13), debrief (questions on pgs 5-7).

**Focus on:** Questions adapted from photo collage 2A and Columbia 2006 case study.

- How was Tam affected by the armed conflict?
  - What losses has Tam suffered?
  - What needs does he have? What needs does his family have? His community?
  - What sorts of humanitarian activities could meet those needs?
  - What humanitarian activities could help his family?
  - How would life in a refugee camp be different from what he was used to?
  - How do you think people in the camp might be able to help each other?
  - What kinds of action might help people cope with the consequences of armed conflict?
- **Voices of Child Soldiers. From EHL Exploration 2C: Focus on Child Soldiers.**

**Use for:** Debrief and comparison to stories of other child soldiers from around the world.

**Focus on:** Debrief questions adapted for Tam's experience (from Exploration 2C pg. 39).

- What did the child/Tam experience?
- What do you think the effect on the child's/Tam's community would be?
- How did becoming a soldier affect these children's lives and their future?

- **I Don't Want to Go Back. From EHL Exploration 2C: Focus on Child Soldiers.**

**Use for:** Debrief: compare Comfort and Abraham's experiences to stories to Tam's.

**Focus on:** Video and Transcript with debrief questions on pg. 37, 44 and 45, adapted below for Tam's experience.

- What are your reactions?
- What difficult decisions did Tam make during the armed conflict? What led him to these decisions?
- How old is Tam? When did he become a child soldier? How did he become a child soldier?
- What do you learn about the situation for children in war from Tam's experience?
- What consequences might Tam face for his actions?
- Why are child soldiers likely to behave differently from adult soldiers.

- **Focus on Restoring Family Links. Explorations from EHL Module 5 Responding to the Consequences of Armed Conflict.**

**Use for:** Debrief

**Focus on:** Pg 44: "Use the 'Tracing request form' to help students understand the range of family information that the ICRC collects in its efforts to find people who are missing as a result of armed conflict."

**Forced to Fight addition:** Have students role play in pairs filling out the message form as Tam and the Tracing form as personnel from the ICRC interviewing Tam.

- What kind of information should be collected in order to trace missing people?
- Who should collect this information? *[For example: the government, the National Red Cross or Red Crescent Society, the International Committee of the Red Cross (ICRC), non-governmental organizations (NGOs)]*
- Why might it be important to respect the privacy of all parties while tracing a missing person?

## Lessons from Canada & Conflict

- **Missing Persons: The Hidden Tragedy From Canada & Conflict Module 1 The Humanitarian Perspective.**

**Use for:** Setting the stage, OR debrief.

**Focus on:** Background on pg. 28. Extension activity on pg. 33.

- "Research individuals, communities, or organizations focused on 'active bystander interventions' to promote safety, healthy relationships and well-being."

- **Case study: From the Perspective of Canadian Soldiers & Humanitarian Workers. Dilemma Scenario 1 Routine patrol. From Canada & Conflict Module 3 The Law in Action**

**Use for:** Setting the stage, play through, OR debrief, along with comparison to Canadian context.

**Focus on:** Red dot questions on pg. 61. Extension activity on pg. 70, dilemma worksheet on pg. 75.

- For each of Tam's dilemma's, ask:
  - "What do you think is going on?"
  - Describe the scene/context. Who is involved? Describe the characters.
  - What do you think is going to happen next? Why?
  - What do you think you would you do in this situation?"
- Extension activity: Reflecting on Tam's story, "ask each student to think of a word (one word only), that best describes how they are feeling. List all the words in a word document. Using an on-line program such as Wordle, make a collage of their feelings. Discuss the collage.

## Fighting for their Home: Nora's Experience Refugees and Forced Migration

Exploring Humanitarian Law (EHL) ↓

Canadian Red Cross Lesson Plans ↓

Additional Resources ↓

### Lessons from Exploring Humanitarian Law

- **[Needs that Arise from the Devastation of War. Explorations from EHL Module 5 Responding to the Consequences of Armed Conflict.](#)**

**Use for:** Setting the stage (extension activities on pgs 8-13), debrief (questions on pgs 5-7).

**Focus on:** Questions adapted from photo collage 2A and Columbia 2006 case study.

- How was Dani affected by the armed conflict? How was Nora? Her friends?
  - What losses has Dani suffered?
  - What needs does she have? What needs does her family have? Her community?
  - What sorts of humanitarian activities could meet those needs?
  - What humanitarian activities could help her family?
  - What is life like for Dani in her new school? Her new community?
  - How do you think students at the school might be able to help each other?
  - What kinds of action might help people cope with the consequences of armed conflict?
- **[Focus on Restoring Family Links. Explorations from EHL Module 5 Responding to the Consequences of Armed Conflict.](#)**

**Use for:** Debrief

**Focus on:** Pg 44: "Use the 'Tracing request form' to help students understand the range of family information that the ICRC collects in its efforts to find people who are missing as a result of armed conflict."

**Forced to Fight addition:** Have students role play in pairs filling out the message form as Dani and the Tracing form as personnel from the ICRC interviewing Dani.

- What kind of information should be collected in order to trace missing people?
- Who should collect this information?  
*[For example: the government, the National Red Cross or Red Crescent Society, the International Committee of the Red Cross (ICRC), non-governmental organizations (NGOs)]*
- Why might it be important to respect the privacy of all concerned parties while tracing a missing person?

- **Case study: Alone on a Bench. From EHL Exploration 1A: What Can Bystanders Do?**

**Use for:** Debrief

**Focus on:** Debrief questions on pg. 8 and pg. 9, adapted for Nora's scenario.

- What do you think was going through the heads of the students in Nora's class?
- What obstacles did Nora face?
- What happened when Nora made a humanitarian choice? What happened when she didn't?
- "What effect did the humanitarian act have?"
- What does it take to do something difficult, dangerous or unpopular in order to protect someone whose life or human dignity is at risk? [For example, personal courage, strong moral or religious beliefs, ignorance of possible danger, personal experience of suffering in a similar way.]
- How did the behaviour of one bystander affect the behaviour of others?
- What chains of consequences might develop when bystanders behave in an inhumane way, when, for instance, they steal from dying soldiers or when they ignore pleas for help?"

### **Lessons from Canada & Conflict**

- **Case study: The Pink Shirt Campaign. From Canada & Conflict Module 1 The Nature of Humanitarian Acts and the Role of Bystanders.**

**Use for:** Debrief and comparison to a Canadian context.

**Focus on:** Background on pg 21 and pg 22, SR 1.3 on pg 23 and 24 with adapted discussion questions.

- What was the situation at Nora's school?
- How did the student body become informed about the situation?
- How did the student body respond?
- What risks did Nora, Dani and members of the photography club take with their actions?
- What was the impact of Nora's actions?

- **Case study: Operation Parasol. From Canada & Conflict Module 5 Responding to the Consequences of Armed Conflict.**

**Use for:** Setting the stage and comparison to a Canadian context.

**Focus on:** Share TR 5.1 on pg. 105 with students ahead of exploring Nora's scenario and completing the perspectives on displacement worksheet on pg. 111

- **Perspectives on Displacement. From Canada & Conflict Module 5 Responding to the Consequences of Armed Conflict**

**Use for:** Debrief and comparison to a Canadian context.

**Focus on:** Have students complete the chart for Dani, and for the Kosovar refugees referenced in TR 5.1 on pg. 105. Have students respond to the following questions:

- How has displacement affected Dani? Other refugees?
- "What needs/resources/support would you require during the first days of displacement?"
- After 1 month? And consider after years."

- **Invisible Women. From Canada & Conflict Module 1 The Humanitarian Perspective.**

**Use for:** Debrief and Comparison to Canadian Context (Compare experiences of Nora & photography club to experiences of Bernadette Smith & Drag the Red volunteers).

**Focus on:** Debrief questions adapted for Nora's context – pg. 32 of Canada & Conflict.

- Why did Nora and the volunteers of the photography club take these actions?
- How do the actions of Nora and the volunteers of the photography club represent humanitarian action?
- What risks (physical, social, political etc.) might the volunteers of the photography club face?

For more information about our IHL programming, contact: [ihl-dih@redcross.ca](mailto:ihl-dih@redcross.ca).

## **Glossary of Terms**

**Choose your own adventure** The interactive narrative format that the stories of Ana, Nora and Tam are presented in on forcedtofight.ca. Sections of each of the 3 stories branch off into alternate outcomes determined by the choices that the user makes when they encounter a dilemma.

**Dilemma** In Forced to Fight, a dilemma is a menu of 2-3 choices that the user has to make for Ana, Nora or Tam. The choices were modeled after dilemmas in explorations from Exploring Humanitarian Law in that, there are no easy answers and therefore there are no right or wrong answers.

**Exploration** The ready to use lesson plans in the Exploring Humanitarian Law and Canada and Conflict toolkits. A total of 22 explorations from both toolkits have been mapped to the 3 stories in Forced to Fight.

**Instructional Guide** A document on forcedtofight.ca explaining to the user how to use the Forced to Fight website, including how to navigate the 3 scenarios and how to use the teaching resources page.

**Learning point** A factoid that appears by clicking on the yellow question mark that is available on some of the dilemma slides in each of the 3 stories. It is available in both the student and teacher experiences and helps the user learn more about the humanitarian issues in Forced to Fight.

**Lesson** an exploration from Exploring Humanitarian Law and Forced to Fight. They have been labelled lessons for teachers who are new to Exploring Humanitarian Law and Canada and Conflict content.

**Resource Integration Guide** The resource integration guide (this document) instructs teachers how to use Forced to Fight in the classroom and how to integrate the explorations (presented here as lessons) from Exploring Humanitarian Law and Canada & Conflict with the 3 stories from Forced to Fight.

**Scenario** each of the 3 stories on forcedtofight.ca is referred to as a scenario. Many of the student resource case studies in Exploring Humanitarian Law and Canada & Conflict are also referred to as scenarios.

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