

EXPLORATION 2A: Limiting the devastation

WHAT CAN EACH EHL EXPLORATION OFFER EACH SUBJECT AREA?

HISTORY History, Social studies	<ul style="list-style-type: none"> • The concept of limits to armed conflict • The concept of civilian-combatant distinction • The concept of hors de combat 	<ul style="list-style-type: none"> • The concept of collateral damage • The concept of rules that apply beyond national boundaries • Considering the fate of captured combatants in various times and places 	<ul style="list-style-type: none"> • Considering the plight of the vanquished in ancient history • Tracing the development of principal instruments of IHL ** 	<ul style="list-style-type: none"> • Considering the saying "All is fair in war" in different eras ** • Examining collateral damage in wars in different eras ** 	<ul style="list-style-type: none"> • Examining the civilian-combatant distinction in wars in different eras **
CITIZENSHIP EDUCATION Citizenship education, Civics, Global citizenship, Human rights, Law, Modern studies, Social studies	<ul style="list-style-type: none"> • The concept of limits to armed conflict • The concept of civilian-combatant distinction • The concept of hors de combat 	<ul style="list-style-type: none"> • The concept of collateral damage • The concept of rules that apply beyond national boundaries • Considering the rights of captured combatants 	<ul style="list-style-type: none"> • Considering the devastation of armed conflict • Examining why rules are needed in armed conflict 	<ul style="list-style-type: none"> • Examining existing rules of armed conflict (IHL) • Comparing IHL and human rights law • Identifying which human rights must be respected even in armed conflict 	<ul style="list-style-type: none"> • Considering the responsibilities of soldiers and victors to protect those not or no longer in combat • Collecting relevant news items and applying the rules to each *
SOCIAL SCIENCES Conflict resolution, Peace education, Political/Political science, Psychology, Sociology, Social studies	<ul style="list-style-type: none"> • The concept of limits to armed conflict • The concept of rules that apply beyond national boundaries • Examining why rules are needed in armed conflict 	<ul style="list-style-type: none"> • Examining the emotions and perceptions of captors and captives • Considering what rules are needed to contain the emotions of battle 	<ul style="list-style-type: none"> • Examining existing rules of armed conflict (IHL) • Comparing IHL and human rights law • Identifying which human rights must be respected even in armed conflict 		
GEOGRAPHY/ENVIRONMENT Economy, Environmental education, Geography, Social studies	<ul style="list-style-type: none"> • The concept of rules that apply beyond national boundaries • Examining the devastation of the environment created by armed conflict 	<ul style="list-style-type: none"> • Exploring what rules are needed in armed conflict to protect the environment • Examining existing rules of IHL that do protect the environment 			
ETHICS/CONTEMPORARY ISSUES Contemporary issues, Education in values, Ethics, Headmaster's class, Humanities, Human values, Law (rationale, requisites), Moral studies, Philosophy, Religious studies	<ul style="list-style-type: none"> • The concept of limits to armed conflict • The concept of civilian-combatant distinction • The concept of hors de combat • The concept of collateral damage 	<ul style="list-style-type: none"> • The concept of rules that apply beyond national boundaries • Imagining the experiences of combat prisoners and their captors 	<ul style="list-style-type: none"> • Considering what rules in armed conflict can protect people who are not or no longer fighting (hors de combat) • Examining basic rules of armed conflict (IHL) 	<ul style="list-style-type: none"> • Comparing learner-generated rules with the basic rules of IHL • Comparing IHL with human rights law 	<ul style="list-style-type: none"> • Examining the saying "All is fair in war" — what is fair in armed conflict, and why? **
LITERATURE/LANGUAGE ARTS Communication, Creative writing, Debate class, Foreign languages, Humanities, Language arts, Literature, Media literacy	<ul style="list-style-type: none"> • Getting information from photographs • Imagining the experiences of combat prisoners and their captors • Proposing rules for armed conflict • Creating language to make the rules memorable 	<ul style="list-style-type: none"> • Collecting relevant news items and applying the rules to each * 			
PERSONAL AND SOCIAL DEVELOPMENT Education in values, Life orientation, Personal and social education	<ul style="list-style-type: none"> • Taking the perspectives of the powerful and the powerless • Analysing why rules are needed in armed conflict 	<ul style="list-style-type: none"> • Discussing human rights and which ones must be protected even in armed conflict • Planning ways to promote IHL and basic human rights in one's own surroundings 			
ARTS Creative writing, Drama, Music, Visual arts	<ul style="list-style-type: none"> • Studying artworks that explore the impact of armed conflict on human dignity * 	<ul style="list-style-type: none"> • Using "freeze-frame" drama to explore the emotions of a captured combatant or captor or a scene of suffering in armed combat * 	<ul style="list-style-type: none"> • Studying poetry written by combatants * • Creating posters, radio spots, songs, or raps to disseminate the basic rules of IHL * 	<ul style="list-style-type: none"> • Writing a story, a poem, or music inspired by one of the scenes of suffering in armed conflict ** 	
MATHEMATICS, SCIENCE, AND TECHNOLOGY Biology, Math, Physics, Technology and science	<ul style="list-style-type: none"> • Getting information from photographs • Identifying IHL rules that protect the environment ** • Studying the concept of proportionality and its relationship to the rules of war ** 	<ul style="list-style-type: none"> • From the viewpoints of biology and/or botany, using graphic representation to show the effects on the environment of violations orders in past wars ** 			
PRE-MILITARY STUDIES	<ul style="list-style-type: none"> • The concept of limits to armed conflict • The concept of "civilian" -combatant distinction • The concept of hors de combat • The concept of collateral damage 	<ul style="list-style-type: none"> • The concept of rules that apply beyond national boundaries • The concept of "civilian" objects • Considering the devastation of armed conflict for civilians 	<ul style="list-style-type: none"> • Exploring why rules are needed in armed conflict • Examining the responsibility victors have to protect victims in armed conflict 	<ul style="list-style-type: none"> • Examining and making memorable the basic rules of IHL 	
SKILLS PRACTICE Communication, debating, disagreeing respectfully, presenting a case; Creative thinking, brainstorming; Perspective taking, role playing; Problem solving, dilemma analysis, making a case; Reasoning and critical thinking; Research	<ul style="list-style-type: none"> • Practising perspective-taking • Getting information from photographs • Proposing rules to fit the needs of a situation • Comparing sets of rules • Writing slogans to summarize rules 	<ul style="list-style-type: none"> • Researching media for incidents that show the need for rules * • Applying rules to reported incidents * • Finding a poet's or artist's message and discussing it in light of IHL * 			
SPECIAL PURPOSES Rehabilitation programs for juvenile delinquents, Violence prevention in at-risk schools	<ul style="list-style-type: none"> • Imagining the experiences of combat prisoners and their captors • Examining why rules are needed in armed conflict 	<ul style="list-style-type: none"> • Recognizing the responsibility victors have to protect victims • Making memorable the basic rules of IHL • Considering how IHL may apply to one's own experience 	<ul style="list-style-type: none"> • Discussing which human rights must be protected even in armed conflict • Planning ways to promote the basic rights and rules in one's own surroundings 		

* = an activity proposed in the extension activities

** = an activity not specified but naturally evoked by the Exploration

EXPLORATION 5A: Needs that arise from the devastation of war

WHAT CAN EACH EHL EXPLORATION OFFER EACH SUBJECT AREA?

HISTORY History, Social studies	<ul style="list-style-type: none"> •The concept of basic human needs •Exploring human needs, material and non-material 	<ul style="list-style-type: none"> •Examining how armed conflict disrupts the normal supports of life and human dignity 	<ul style="list-style-type: none"> •Considering the scope and the difficulty of the efforts needed to replace the normal supports that have been destroyed 	<ul style="list-style-type: none"> •Examining how the normal supports of life and human dignity were replaced in different eras **
CITIZENSHIP EDUCATION Citizenship education, Civics, Global citizenship, Human rights, Law, Modern studies, Social studies	<ul style="list-style-type: none"> •The concept of basic human needs •Exploring human needs, material and non-material 	<ul style="list-style-type: none"> •Examining how armed conflict disrupts the normal supports of life and human dignity 	<ul style="list-style-type: none"> •Considering the scope and the difficulty of the efforts needed to replace the normal supports that have been destroyed 	<ul style="list-style-type: none"> •Imagining the experience of fleeing one's home and community; working in small groups to decide what to take along *
SOCIAL SCIENCES Conflict resolution, Peace education, Political science, Psychology, Sociology, Social studies	<ul style="list-style-type: none"> •The concept of basic human needs •Exploring human needs, material and non-material 	<ul style="list-style-type: none"> •Examining how armed conflict disrupts the normal supports of life and human dignity 	<ul style="list-style-type: none"> •Considering the scope and the difficulty of the efforts needed to replace the normal supports that have been destroyed 	<ul style="list-style-type: none"> •Imagining the experience of fleeing one's home and community; working in small groups to decide what to take along *
GEOGRAPHY/ENVIRONMENT Economy, Environmental education, Geography, Social studies	<ul style="list-style-type: none"> •The concept of basic human needs •Exploring human needs, material and non-material 	<ul style="list-style-type: none"> •Examining how armed conflict destroys environmental supports of human needs 	<ul style="list-style-type: none"> •Considering the scope and the difficulty of the efforts needed to replace environmental supports 	<ul style="list-style-type: none"> •Considering the scope and the difficulty of the efforts needed to replace the normal supports that have been destroyed
ETHICS/CONTEMPORARY ISSUES Contemporary issues, Education in values, Ethics, Headmaster's class, Humanities, Human values, Law (rationale, requisites), Moral studies, Philosophy, Religious studies	<ul style="list-style-type: none"> •The concept of basic human needs •Exploring human needs, material and non-material 	<ul style="list-style-type: none"> •Examining how armed conflict disrupts the normal supports of life and human dignity 	<ul style="list-style-type: none"> •Considering the scope and the difficulty of the efforts needed to replace the normal supports that have been destroyed 	<ul style="list-style-type: none"> •Imagining the experience of fleeing one's home and community; working in small groups to decide what to take along * •Considering essential and non-essential needs in light of human dignity *
LITERATURE/LANGUAGE ARTS Communication, Creative writing, Debate class, Foreign languages, Humanities, Language arts, Literature, Media literacy	<ul style="list-style-type: none"> •The concept of basic human needs •Exploring human needs, material and non-material •Getting information from photographs •Considering essential and non-essential needs in light of human dignity * 	<ul style="list-style-type: none"> •Getting information from a video •Getting information from photographs •Imagining the experience of fleeing one's home and community; working in small groups to decide what to take along * 	<ul style="list-style-type: none"> •Interviewing family members or friends who had to flee their homes; writing biographical accounts ** 	<ul style="list-style-type: none"> •Reading biographical or fictional accounts of life in communities whose normal supports have been disrupted by armed conflict **
PERSONAL AND SOCIAL DEVELOPMENT Education in values, Life orientation, Personal and social education	<ul style="list-style-type: none"> •The concept of basic human needs •Exploring human needs, material and non-material 	<ul style="list-style-type: none"> •Examining how armed conflict disrupts the normal supports of life and human dignity 	<ul style="list-style-type: none"> •Imagining the experience of fleeing one's home and community; working in small groups to decide what to take along * 	<ul style="list-style-type: none"> •Considering essential and non-essential needs in light of human dignity * •Writing biographical accounts of any family members or friends who fled their homes**
ARTS Creative writing, Drama, Music, Visual arts	<ul style="list-style-type: none"> •Imagining the experience of fleeing one's home and community; working in small groups to decide what to take along * •Dramatising the experience of preparing to flee one's home ** 	<ul style="list-style-type: none"> •Writing biographical accounts of any family members or friends who fled their homes ** 	<ul style="list-style-type: none"> •Reading biographical or fictional accounts of life in communities whose normal supports have been disrupted by armed conflict ** 	
MATHEMATICS, SCIENCE, AND TECHNOLOGY Biology, Math, Physics, Technology and science	<ul style="list-style-type: none"> •The concept of basic human needs •Getting information from photographs •Examining how armed conflict disrupts the normal supports of life and human dignity 	<ul style="list-style-type: none"> •Finding ways to measure, quantify, and convey the scope of devastation ** 	<ul style="list-style-type: none"> •Estimating the scope and the difficulty of the efforts needed to replace one or more of the normal supports of life in an area of armed conflict ** 	
PRE-MILITARY STUDIES	<ul style="list-style-type: none"> •The concept of basic human needs •Examining how armed conflict disrupts the normal supports of life and human dignity 	<ul style="list-style-type: none"> •Considering the scope and the difficulty of the efforts needed to replace the normal supports that have been destroyed 		
SKILLS PRACTICE Communication, debating, disagreeing respectfully, presenting a case; Creative thinking, brainstorming; Perspective taking, role playing; Problem solving, dilemma analysis, making a case; Reasoning and critical thinking; Research	<ul style="list-style-type: none"> •Getting information from photographs •Getting information from a video •Finding ways to measure, quantify, and convey the scope of devastation ** 	<ul style="list-style-type: none"> •Estimating the scope and the difficulty of the efforts needed to replace one or more of the normal supports of life in an area of armed conflict ** 	<ul style="list-style-type: none"> •Interviewing family members or friends who had to flee their homes; writing biographical accounts ** 	
SPECIAL PURPOSES Rehabilitation programs for juvenile delinquents, Violence prevention in at-risk schools	<ul style="list-style-type: none"> •The concept of basic human needs •Exploring human needs, material and non-material 	<ul style="list-style-type: none"> •Examining how armed conflict disrupts the normal supports of life and human dignity 	<ul style="list-style-type: none"> •Imagining the experience of fleeing one's home and community; working in small groups to decide what to take along * •Considering essential and non-essential needs in light of human dignity * 	

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