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**DRAFT TRAINING MANUAL ON MINES RISK
EDUCATION**

**FOR MEN AND WOMEN TEACHERS THAT
NEED TO BE TRAINED
FOR BOYS AND GIRLS WHO NEED MINES RISK
EDUCATION**

TRAINEE'S MANUAL



**PROVINCIAL INSTITUTE FOR TEACHER
EDUCATION, PESHAWAR NWFP**

LOGOS of Technical working ground

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MESSAGE OF DIRECTOR PITE

Provincial Institute for Teacher Education (PITE) Peshawar, an apex institute in NWFP, working for education sector in training of teachers “contents and pedagogical skills, education of school managers- in “leadership and management techniques”.PITE is working under the umbrella of Elementary and Secondary Education department (E & SE) in the leadership of Secretary Elementary and Secondary Education Mr. Muhammad Arifeen. PITE has cordial collaboration with a number of national and international organizations working in teacher education.

PITE is member of provincial education cluster led by Department of E & SE and co chair by UNICEF. PITE is chairing Technical Working Group (TWG) on teacher education. As per education cluster decision, TWG will review and develop teacher training manuals for teachers of conflict affected districts/FATA. Four themes were agreed for development and adaptation of teacher training manuals including psychosocial support, disaster and risk management, peace education and mine risk education.

TWG comprised of government, national and international organizations /departments including PITE(Chair), UNICEF, UNESCO, IRC, Health Net TPO, IDEA, UMMAY, YRC and PSU

Development training materials passed through several stages including, formation of manual review and development committee, collection of various teacher training curricula, review of materials by groups followed by technical inputs of professionals. Four manuals were developed by manual review/ development committee, with regular support of TWG.

These four manuals have been developed for the teacher trainings of the conflict affected areas of NWFP/FATA. Manual approach has used for development of these training material- trainer’s manual and trainee’s manual.

The trainers will follow trainer’s manual during the training sessions which include guide lines and instructions for trainers. Each trainer’s is divided in to the training unites covering important topics. Unites are designed to achieve certain specific objectives through various activities. Each training manual is planned to achieve its objectives in the span of three days, however if any organization plans to conducted teacher training of all four area need base important topics can be selected according to their plans.

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The commendable services rendered by members of Technical Working Group on Teacher Education and their organizations including UNICEF, UNESCO, IRC, Health Net TPO, IDEA, UMMAY, YRC and PSU. Special appreciations and acknowledgments are due to UNICEF Peshawar for putting all kind support for development of these manuals.

I am deeply grateful to Mr. Ghulam Mustafa from IDEA, Mrs. Farzana Maroof from UMMARY, Mr Ehsan Ullah from UNICEF and Mr. Hashim from UNESCO for providing technical support in the whole process.

Heartfelt gratitude's are due manual development committee of Mine Education including Ms. Nazia Khanam senior instructor PITE(Team Leader), Mr. Ghulam Mustafa, IDEA

I sincerely acknowledge the services of all these who extended help in any way whatsoever in this important assignment.

SHAMAS KHAN SHAMS
Director, PITE, NWFP
Peshawar.

INTRODUCTION

This manual is one of the series of manuals- Peace education, Disaster risk management and Mine risk education, developed for the training of teachers in the conflict affected areas NWFP and FATA. Provincial institute of education (PITE) is the apex institute and has been entrusted the task of capacity building of educational managers and teachers in the Province. Quality education is the top priority of it. What takes place in the society has tremendous impact on our education system. Teachers need to equip themselves according to the emerging needs of the society. Present Conflict arise different needs for teachers' capacity building. For instance, the curriculum, class room activities and teaching methodologies require to be updated. Due to advancement in technology, war weapons have also be more advanced and more damaging, therefore there is great threat to human life then ever before. Mines are one of them which have diverse types of impact on lives of victims. Hence, it is growing need to make teachers aware of safety measures and actions to avoid mines risks.

Mine risk education helps people living near landmines learn how to recognize, avoid, and live with the dangers of landmines and Un Exploded Ordnance (UXO). Most importantly, mine risk education helps adults and children learn about mine safety. 30% of landmine victims are under the age of 15, and many are injured by landmines designed to look like toys. Through mine risk education, people are taught to recognize signs marking unsafe areas.

The training manual emphasizes the need and development of mine risk messages to get desired results. The most important thing in this regard is following of means and principles of effective communication to enhance the outcome of mine risk campaign. The methodology of each unit is focused on participative and interactive approaches. Any comments and suggestions on this Training Manual will be welcomed and highly appreciated for further improvement.

Objectives Of The Manual

After going through this workshop the participants would be able to:

1. Discuss new ideas, effective techniques and innovative strategies of mine risk education (MRE)?

2. Focus the key role of the school teachers to work as a healer to bring about constructive changes in schools so that students after conflict will adjust to their surroundings.
3. Realize the need and significance of MRE.
4. Prepare the teachers, students and school to handle the crises of mine risk effectively.

Methodology Of The Manual

Group discussions, brainstorming, quiz, role play, group presentations, worksheets, and poster presentation, case studies, think- pair-share, video clippings, reflections, charts work.

Schedule for 3-day workshop on “Mine Risk Education”

	8:00-8:30	Session-1 8:30-9:00	Session-11 9:00-11:00		Session-111 11:30-01:00		Session-1V 02:00-03:30	Session-V 03:30-04:30
1	Registration	Introduction of Participants,& objectives of workshop,pre-test	Introduction of MRE?	Tea break 11:00-11:30	Types of explosive devices and threats to civilians	01:00-02:00 Lunch	continue	Basic MRE messages
2	Reflection on day one	Identify basic means and principles of effective communication to deliver key messages	Continue		Continue		& Prayer Break	Setting objectives and strategies for MRE campaign

3	Reflection on day two	Integrating MRE with other subjects	Continue		Practice in delivering MRE to other colleagues and children about mine risk		Action plan	Post test Closure and workshop Evaluation
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Pre Test

Time: 20 min

1. What do you know about landmines?
2. How many active landmines are there today in the world?
3. How many people are killed/ injured by landmine explosions each month through out the world?
4. What percentage of landmine victims die before they receive medical aid?
5. Which countries are heavily land-mined? (check as many that apply)
6. Define the mine risk education?
7. What are the impacts of mines on the lives of victims?
8. What is child to child approach?
9. Enlist 7 C's of effective communication?

Session 1.1 Introduction and Objectives

Introduction of Participants,

Objectives:

At the end of session participants are hoped to be able to:

- Know the names of maximum participants
- Tell one distinctive characteristic of their

Objectives of the workshop

By the end of the workshop, you will be able to:

5. Discuss new ideas, effective techniques and innovative strategies of MRE?
6. Focus the key role of the school teachers to work as a healer to bring about constructive changes in schools so that students after conflict well adjust to their surroundings
7. Realize the need and significance of MRE
8. Prepare the teachers and school to handle the crises of mine risk effectively.

Methodology

Group discussions, brainstorming, quiz, role play, group presentations, worksheets, and poster presentation, case studies, think- pair-share, video clippings.

Session 1.2: Introduction of Mine risk education (MRE)

Session objectives:

At the end of workshop participants are hoped to be able:

- To define MRE
- To write five reasons of introducing MRE
- Describe the impacts of mines victimization on lives

Activity #1

DEFINITION OF MINE RISK EDUCATION

Mine risk education(MRE) is a preventive health and education initiative that's seeks to save the lives and limbs of civilians adults and children who are either living with the threat of land mines or war explosives remnants of war(ERW),OR who are likely to face such a threat (for example ,during and following the return of displaced persons).its a primary strategy is to instill safe behavior by raising awareness and educating both those at risk as well as those around them who can influence there behavior.

What is emergency MRE:

UNICEF defines an emergency as “a situation which threatens the lives and well being of a large numbers of populations and in which extraordinary action I promote safe s required to ensure their survival, care and protection. An emergency may result from an arm conflict or a natural disaster. Emergency MRE refers to efforts in an emergency situation to raise awareness of the threat from mines and explosive remnants of war and to promote safe behavior among the largest no of civilians potentially at risk, particularly children, in the shortest possible time.

SESSION 1.2..... INTRODUCTION OF MRE?

Activity#2 worksheet for video clippings

Q No.1 what did you feel while watching video?

Q No.2 what is the impact of this mishap on that particular person life?

Social: _____

Emotional

Financial _____

Q No.3 Any comments from your group on this video:

Session 1.2 INTRODUCTION OF MRE?

Handout Activity#2

The Nature Of Mine Injuries

- Mines/ERW injuries affects not only the injured individuals, but also there families and communities.

Economic effects

1. If the breadwinner in a family is injured or killed, the family will suffer through the loss of income and will have to find other means to pay for foods.
1. A family member who is injured by a mine or ERW will need assistance from the family.
2. Mines/ERW can injure or kill farm animals, and this represents a loss in income as money is needed to buy new stock.

Psychological Effects

1. The survivor of a mine incident experiences a daily struggle to earn income, to be accepted by the family and the community and to lead a normal life.
2. The mine victim may lose family support.
3. The victim may be unable to cope with the emotional and financial strains linked to the injuries, including feeling of guilt for the pain that the injuries bring to other family members.

Physical Effects

1. A mine or ERW can kill.
2. It can blow off arms or legs, or it can blind.
3. A mine or ERW injuries can cause a pregnant woman to loss her baby or injure a man so that he can't father children.
4. An injury can affect the ability to walk, stand, jump, play football, or engage in heavy work.

Humanitarian

1. Blockage to emergency relief supplies
2. Impediment to return of refugees and IDPs
3. Blockage of access to health services

Socio-economic

1. Loss of fertile agricultural or grazing land
2. Blockage to water points
3. Impact on health system of treating mine injured
4. Increased costs of goods and labour

Developmental

1. Additional costs for demining
2. Additional costs for road construction
3. Additional costs for infrastructure development
4. Loss of tourist income

Environmental

- Damage to flora and fauna

Psychosocial

1. Individuals
2. communities may feel a sense of hopelessness, fear, or depression

SESSION 1.2..... INTRODUCTION OF MRE?

Activity #3 Importance of MRE

- Mine-risk education, or MRE, refers to educational activities aimed at reducing the risk of injury from mines and unexploded ordnance by raising awareness and promoting behavioural change through public-information campaigns, education and training, and liaison with communities.
- MRE ensures that communities are aware of the risks from mines, i.e. unexploded ordnance and/or abandoned munitions and are encouraged to behave in ways that reduce the risk to people, property and the environment.
- Objectives of MRE are to reduce the risk to a level where people can live safely and to recreate an environment where economic and social development can occur free from the constraints imposed by landmine contamination.

SESSION 1.2..... INTRODUCTION OF MRE?

Activity#4

Here are some possible roles for a class of thirty:

1. You are a doctor. You work at a clinic with few medical supplies. Try to help those around you.
2. You are safe now. You can help others - or ignore them and stay in a safe place. Remember: you cannot walk within 50 cm. of an unturned card without turning it over. If the unturned card has a "X" mark under it, it represents a landmine . . .you will die within two minutes if you come near such a card.
3. You are a farmer. You stepped on a mine while you were planting your crops. Both of your legs are now missing. If you don't get medical help soon.
4. You are a child. While playing outside, you accidentally stepped on a mine. You have just lost your right leg. It hurts and you are losing blood. Call for help.
5. You are a politician. You want to buy land mines because you think it is the best way end the fighting in your country. You have RS.100,000 in cash.
6. You are an arms merchant. You sell landmines for RS 300 a piece . . . and also tools to clear away most landmines for RS 30,000 - RS 50,000 a piece. You have no special loyalties and will do business with anyone with money.
7. You are a foreign photo-journalist. Take lots of pictures and document what is going on.

DISCUSSION/FEEDBACK

Here are some possible questions to raise during the feedback/reflection session:

1. How did you feel during this activity?
2. In what ways did this activity seem real?
3. Do you feel any differently about landmines now?
4. Is there anything we can do to minimize the risk from landmines?

SESSION 1.3, 1.4..... TYPES OF EXPLOSIVE DEVICES AND THREATS TO CIVILIANS

OBJECTIVES:

At the end of session the participants would be able to:

- Identify different types of explosive devices
- Distinguish threats related to particular type of explosive devices

Activity#1

Some common myths

- 1. Driving livestock through a field will make the field safe from mines.**

False. Although often practised by villagers, this method is not safe. It may explode some of the mines but certainly not all.

- 2. If you know a piece of land has been stepped on, you know you are safe because if a mine did not go off the first time it will not explode later.**

False. After time, soil compacts especially through the process of freezing and thawing; therefore, the sensitivity of a mine can change, and under such conditions it may require many footfalls to activate a mine.

- 3. There is a mine type that will click when you step on it and then blow up only when you take your foot off. This can allow you time to find a heavy object to place on the mine as you remove your foot.**

False. Only in Hollywood...

4. One way to avoid injury in a dangerous area is to run or drive as fast as possible. If you run or drive very quickly, you can avoid the blast of an exploding mine.

False. You cannot outrun a mine.

5. Luckily landmines do not last very long, and after a few years in the ground, they tend to rot and will not work.

False. Most mines remain dangerous for decades.

5. Unexploded bombs pose less of a threat because you can see them and then simply move them out of your way.

False. You should never touch unexploded ordnance.

6. Burning an area may clear some mines but not all of them.

True. This is not a recommended action.

Hand out for activity#2



Danger!

**ALL OF THESE MINES
KILL CIVILIANS:**

There are many, many types of antipersonnel landmines, but they can be put into five main groups.

**NONE OF THEM WILL
STOP AN ARMY**

The five main types of antipersonnel mines are:



BLAST MINES

These are the most common kind of mine. They **COMMON:** (adj)

explode when someone steps on them. Because it has a very large explosive charge, it often kills people. It was made by the former Soviet Union, by Iraq, and possibly by other countries as well.

something that is widely used

The mine shown here is the variety that has probably killed more civilians than any other. The mine is designed so that it is almost impossible to make it safe.



FRAGMENTATION MINES

These mines have tripwires which lie a few centimetres above the ground. When someone walks into the wire, the mine shoots out hundreds of metal fragments at twice the speed of ordinary bullets.

TRIPWIRE: (n) a thin wire that is tied between two places so that people will walk into it, without seeing it.

Another way to use these mines is to tie them to poles or to trees. Fragmentation mines like the one in the picture are usually put together in groups.

FRAGMENTS: (n) very small pieces

They come from the former Soviet Union and, similar mines have been made by the former Czechoslovakia, the former Yugoslavia, China, Egypt and South Korea.

POLE: (n) a wooden or metal stick, standing upright in the ground



BOUNDING FRAGMENTATION MINES

These mines jump up into the air to about the height of a person's chest before they explode into fragments. They kill the person who sets them off and they can wound people over a wide area.

BOUNDING: to bound means to leap or jump

FUSE: (n) the mechanism that makes the mine explode

The mine shown here is activated by tripwires that are connected

FUSE PRONGS: the

to its fuse prongs. if you stepped on it, you would also set it off.

pins sticking out of the top of the mine

It was mainly in Italy, and it has been widely used.



DIRECTIONAL FRAGMENTATION MINES

These mines shoot out steel balls in one direction at high speed., They are set off by tripwires or by remote control. Some kinds can kill people from as far away as 200 metres.

Both the former Soviet Union and the USA make this kind of mine.



SCATTERABLE MINES

Scatterable mines do not need to be laid by hand; they can be scattered from aircraft or by artillery. They land on the ground without exploding. Some can even set up their own tripwires.

SCATTER: means to drop something over a wide area.

SCATTERABLE (adj) describes something that can be scattered

The mine in the picture was made in the former Soviet Union and it was widely used in Afghanistan. It is known as a 'butterfly' mine. It is designed to float gently to the ground.

These mines are small enough to fit in your hand. They are made in colours like green or sand, so that they are difficult to see when they are lying on the ground. Unfortunately, however, children often find them and pick them up, with the result that they are very badly injured.

The article "Danger", on which this is based, appeared in the September 1997 issue of the New Internationalist.

SESSION 1.3, 1.4..... TYPES OF EXPLOSIVE DEVICES AND THREATS TO CIVILIANS

Activity#3

<p>The cost to manufacture a landmine can be as little as:</p> <ul style="list-style-type: none">a. 30 centsb. 3 dollarsc. 30 dollarsd. 300 dollars	<p>6. The following item is not used for mine detection or clearance purposes:</p> <ul style="list-style-type: none">a. The Metal Probing Rodb. The Metal Detectorc. The Mine Detection Dogd. The "SGMRLS" (Satellite-Guided Mine Removal Laser System)
<p>2. The majority of anti-personnel landmines used in the world are designed to:</p> <ul style="list-style-type: none">a. Become inactive after hostilities have ended.b. Detonate only on Mondays.c. Instantly kill any individual who activates the mine.d. Maim individuals to slow enemy forces.	<p>7. In a mine detection dog's body, the amount of tissue devoted to the sense of smell is at least _____ greater than a human's?</p> <ul style="list-style-type: none">a. 5 timesb. 10 timesc. 100 timesd. 1000 times
<p>3. Landmines affect more than 70 countries worldwide by:</p> <ul style="list-style-type: none">a. Killing or maiming individualsb. Isolating resources from the populationc. Instilling fear in the populationd. All of the above	<p>8. Most mine detection dogs are initially trained to understand:</p> <ul style="list-style-type: none">a. Dutchb. Englishc. Esperantod. Amharic

4. The U.S. declined to sign the 1997 Landmine Ban Treaty, signed by 134 other countries, citing:

- a. The use of landmines on the Korean Peninsula as important to maintaining peace in that region.
- b. The fundamentally safe nature of landmines.
- c. A worldwide overestimation of the landmine problem.
- d. Landmines' importance in defending the United States.

9. The Landmine Survivors Network estimates that lifetime care for those victims that survive landmine blasts will cost:

- a. 500 million dollars
- b. 1 billion dollars
- c. 3 billion dollars
- d. 10 billion dollars

5. Mine fields are often identified by which of the following?

- a. Animal skeletons.
- b. Danger signs.
- c. Painted rocks.
- d. All of the above.

Landmines are usually small, buried and composed almost entirely of what material?

- a. Aluminum
- b. Plastic
- c. Wood
- d. Rubber



SESSION 1.3, 1.4..... TYPES OF EXPLOSIVE DEVICES AND THREATS TO CIVILIANS

Activity #3

The Landmine Quiz

Question ONE

Worldwide, most of the people killed or injured by landmines are:

- men
- old people
- women
- children
- people who are clearing landmines

Question TWO

Angola has one of the highest rates of landmine injury in the world. It is estimated that the number of Angolans with landmine-related injuries is approximately:

- 1 in every 1,200 people
- 1 in every 1,000 people
- 1 in every 800 people
- 1 in every 600 people
- 1 in every 400 people

Question THREE

A growing child with an artificial arm or leg needs a new one every:

- 6 months
- 1 year
- 18 months

- 2 years
- 3 years

Question FOUR

As well as deaths and injuries, which other problems can be caused by landmines?

- A shortage of supplies for other medical needs
- A fall in the use of agricultural land
- Problems with transportation of people and supplies
- All of these
- None of these

Question FIVE

Approximately what percentage of the world's countries have signed the Mine Ban Treaty?

- 90%
- 70%
- 50%
- 30%
- 10%

Question SIX

Which of these countries has NOT signed the Mine Ban Treaty?

- China
- Russia
- USA

None of them has signed.

All of them have signed.

Question SEVEN

Which is the most accurate statement?

A country that signs the Mine Ban Treaty:

- must destroy 100% of the antipersonnel mines in its stores and in the ground.
- must destroy most of the antipersonnel mines in its stores but may keep some for emergency use.
- must destroy most of the antipersonnel mines in its stores but may keep some for training people in mine clearance.
- must destroy 100% of the antipersonnel mines in its stores, but it does not have to clear mines that are in the ground.
- may keep all its landmines, but must promise never to use them.

Question EIGHT

The Landmine Monitor Report estimates that 25 million antipersonnel mines are being stored by 108 countries. The country with the largest stockpile (store) of antipersonnel mines is:

- Belarus
- China
- Russia
- Ukraine
- USA

Question NINE

Which of these countries has already finished destroying its stockpile of antipersonnel mines?

- Britain
- El Salvador
- Japan

- Sweden
- Uruguay

Question TEN

Which country wants to spend nearly \$50 million on a new kind of landmine?

- China
- Iraq
- North Korea
- Turkey
- USA

Information from New Internationalist issue on Landmines, Sept 1997, the International Committee of the Red Cross
and the Landmine Monitor Report 1999 [International Campaign to Ban Landmines]

Landmines and Explosive Remnants of War Risk Education (MRE)



Session 1.5: Basic Mine Risk Education Messages

OBJECTIVES:

At the end of session the participants would be able to:

- Know and understand the core MRE messages
- Tell basic MRE messages to protect other people from threats
- Portray basic principles for designing of messages

Activity# 1 CASE STUDY

1. As Passenger:

You are going to a place to meet your friend. You find an unknown things/ items on the way. What steps will you take?

2. As a teacher:

Your student brought an unknown item, which seems to an Un Exploded ordnance (material not exploded yet). What will be your reaction? What steps would you take to avoid it in future?

Deleted: ordnance

3. As a parent:

Your own child tells you that some toys are on the way to our home. Nobody claims that its there. He asks you shall I take them and bring home. What advice you will give to your child?

Session 1.5: BASIC MRE MESSAGES

Activity #2

Land Mine Awareness Education in Cambodia (Initially published on the GENIE website)

▶Land Mine Awareness Education materials developed by Tim Grant

* Click on images for more detail



Do Not Touch Mines design No.1

This is the front of the T-shirt designed by Tim for the Mine Awareness Training Team (MATT). The design was inspired by the many Hindu images that adorn the Angkor Wat temple complex. While most of the people in Cambodia are Buddhist, the Hindu images are respected. This shirt attempted to improve peoples unsafe practices in the name of fate and karma. This shirt was printed in the hundreds of thousands and distributed throughout the affected villages.



Do Not Touch Mines poster

This poster was designed to be very graphic and hard hitting. I gave the MATT artist several human anatomy books to make sure he got it as technically correct as possible. These posters were framed and nailed up in all the villages schools, temples and/or community buildings.



CMAC poster

Tim designed this poster for the Cambodian Mine Action Centre (CMAC) mine awareness programme. The images were drawn by an American artist and scanned into Corel Draw 5, where Tim added the

color and words. The messages given are

1. Do not touch mines.
2. Stay on the safe path.
3. Ask the local people for the safe path.
4. Do not take the mines signs from the minefield.
5. Mark a mine location with crossed sticks.
6. Report all mine locations to authorities.



Fate, Karma & Magic Poster

This is a MATT poster attempting to encourage safe practises around the traditional beliefs.

1. Fate - People here believe that their life is predestined and if they are to be an amputee, then so be it. MATT encouraged them to realise it is their responsibility to take care of their body.
2. Amulets - People are encouraged not to rely on amulets and tattoos to protect them from mines.
3. Karma - People are encouraged not to believe they will/have become a mine victim because of karma. But its their present actions, which they have control over, not past actions that destine their lives.



Newspaper insert

This is another Do Not Touch design Tim produced, using Hindu images. It was published in the Phnom Penh Post newspaper during a media campaign targetting the workers of the Non-government and UN agencies working in Cambodia.



How to Avoid Mines Game

This game was designed by Mr. Grant when he was working with the Land Mine Awareness Programme (LMAP), on the Thai/Cambodian border, in 1991. It was based on snakes & ladders, printed in the hundreds of thousands and distributed throughout all the refugee camps

along the border. The Khmer staff took the games around to the huts and explained how to play the game and the meaning of the messages. This game is still being used by the MATT teams in Cambodia, rewarding the village children with mine awareness t-shirts as prizes.



Game

No.2

This is a game called "Help Grandfather" made for MATT programme. It requires the children to find the warning clues and warning signs in this cluttered picture. Warning signs include :- skull & cross bone sign, crossed sticks, plastic bag hanging from the tree and a snapped branch. Warning clues included fuses, exposed mine, mine wrappings and parts of mines.



Silk Screen No.1

This is a silk screen poster that was hung up around the media displays. The image of a well-to-do Khmer woman was chosen to show that nobody is immune. Cotton material was chosen above paper or other materials as it was easy to roll up for transporting and because it needed to be cleaned regularly. Paper has a limited life in this hot dusty and temporary environment.



Minefield procedures silk screen

This LMAP screen teaches people the correct procedures to follow when they see a mine or find themselves in a minefield.

1. Stop walking and tell everyone around that you have seen a mine.
2. Retrace your footsteps all the way back to a known safe area/path (practical exercises in retracing are always given in classes).
3. Mark the location with crossed sticks or whatever the local marking system is. They are reminded not to go off the safe area to collect marking materials.
4. Report the location of the mine to the local authorities.



Travelling procedures silk screen

Another LMAP silk screen which goes through the procedures for travelling in unknown areas.

1. Always ask the local people for the safe paths.
2. Stay on the safe path.
3. Make sure you take special care with your children.
4. Mines can be found almost anywhere.



Travelling procedures DETAIL

A detail of the above silk screen.



Above ground mine silk screen

One of the set of 7 silk screens produced by LMAP, and later adapted for MATT in Cambodia. These are illustrations of the 6 most commonly found above ground mines in Cambodia. Some of these mines can be laid below ground as well, but they are placed in the above ground mine category so that people will be aware of what they may see.



Underground mine silk screen

This is a screen made for the LMAP programme, and still used by MATT in Cambodia. These are illustrations of the 6 most commonly found mines in Cambodia. Teachers explain that mines can be found in many different sizes, shapes, colors, and can be made of many different materials, such as wood, metal and plastic.



Materials

testing

This photograph was taken out the front of the MATT office in Battambang Cambodia. It was at the very start of the program and the paintings were being displayed publicly to gauge the peoples reaction to them. Later the paintings were tested further and then used to decorate the teaching location. The man pictured was the office guard, Thy, who later became a vital asset to the program as our framer and woodworker.



Mine Awareness bag

A group of primary school students display their LMAP mine awareness bags in a Khmer Rouge camp school. These bags were useful as schools bags but were also a good size for carrying the weekly rice ration back to their huts.



The mobile information display

The LMAP mobile mine awareness information displays were usually set up at the rice ration distribution locations. They were also used during the 'raffle' for broadcasting the prize question and answer sessions. The displays included displays of mine awareness posters, mine model cases, other attractive traditional images, music/radio plays, etc.



Mine Photo No.1

This is one of a set of 4 photographs that Tim took and had printed in large quantities. These were used by the LMAP Teachers and passed around in class for people to get a close look. The set included photographs of

1. A mine victim (pictured here)
2. An underground mine.
3. An above ground mine.

4. An unexploded ordnance (UXO).



Raffle Clowns

This picture is one of the many media events staged in the refugee camps on the Thai/Cambodian border. 'Ting Mong' the traditional clowns, were used to attract attention so you could give out our numbered brochures. We can see the turmoil in the background as staff are besieged by children trying to get a brochure.



Raffle crowd

This is part of the crowd that turned up for the lucky number draws and prize give outs. They are students from a secondary school in Site 2 refugee camp.



LMAP Mine Awareness Class

This is a Site B refugee camp woman being instructed on how to prod in a minefield. The people are taught that they can only use this technique when rescuing someone from a minefield or getting themselves out of a minefield. Many injuries and deaths are caused by people running in to rescue a friend or relative who has been injured. They must be very careful, because where there is one mine there are generally more. Note, notice that we used tin cans to represent mines, so that none of the teachers would be seen touching mines (or even wooden mine models). Since this picture was taken the people are now taught to prod with a long blade knife (and not the hoe pictured here), because its easier to control.



MATT Mine Awareness Class

This is one of the MATT Village Representatives conducting a training session in a frontline Cambodian village.



MATT Teacher

This MATT Teacher is using the silk screens to give a lesson on 'Minefield Procedures'. He is pictured using an exposed mine model to demonstrate to the people how an underground mine is set off.



Prodding lesson

This image is of one of the mine awareness teacher teaching a group of adult villagers (it is suppose to be strictly only adults, but some children always sneak in) how to prod to get themselves out of a minefield or to enter a minefield if they need to rescue someone. The teachers stresses that they must prod a full path, so they can walk safely when they are carrying a victim out of a minefield. The prodder has to be held at a 30 degree angle and 3-5cm deep probes are made at 2 finger joints apart, along lines which are also at 2 finger joints apart (this is so they don't miss the smallest mine found in Cambodia, which is approx. 5.6 cm in diameter).



Wooden Mines Display

This is a picture of one of the display cases displaying the wooden models of underground mines. As well as showing the mine identification, you will notice that the case is enclosed with plastic, this is to promote the message of DO NOT TOUCH MINES. The photograph was taken in one of the refugee camps during a media event.



Bucket of Bomb

This photograph was taken at the Thai Border Police station, of mines that have been found within Thai territory. Because LMAP was located inside of Thailand they didn't have access to 'real' mines. These mines were measured and used for the production of our wooden mine models.



The Welcome Rock

This rock that features the image used for the 'Ask the Local People for the Safe Path' message. The rock was painted by the LMAP/MATT Khmer artist and stood in the doorway of the LMAP media office in Site 2 Refugee camp, 1991.



Mine Display No.1

This is a warning clues board, which features the photograph of the hospital drain (Land Mine Warning Clues 2) below. The warning clues include parts of exploded mines, the internal workings of some mines, discarded caps (these caps fit over the slot before a detonator is inserted), detonator wrappings, pins/clips (these are extracted from mine when making it active) shrapnel, fuses and a stake from an above ground mine. These boards are used by MATT in their presentation.



Mine Display No.2

An exposed mine model, used as teaching equipment and as warning clues display. Consists of the top part of a mine stuck down with a mixture of sand and glue.



Mine Display No.3

This is the only 'real' mine that Tim ever displayed, because if the people, especially children, see the teachers handling mines in a casual manner, they may get the wrong message. The most important message in a mine awareness campaign is DO NOT TOUCH MINES OR UXOS. Because the 72 Beta mine is particularly dangerous he felt close identification was necessary (the teachers were instructed to not allow people to touch the plastic covered case). This mine is fitted with an anti-handling device which causes it to explode with a slight 10-15 degree tilt. To make matters worse the 72 Alpha mine, which does not have the anti-handling device, looks almost identical.



Mine in Situ

This photograph was taken in Battambang province, Cambodia in a drain on the edge of a deserted hospital. There are 3 types of warning clues in this picture that could show people they are in a mined area. This photo is displayed as part of the Mine Awareness Training Team (MATT) informal media campaign.



Mine in Situ (Labelled)

The same photo as above with labels showing the location of all the warning clues. Warning clues consist of pieces of exploded mines, a burnt live mine and a partly exposed mine (this would have been due to rain and water washing the top soil off).



Mine Victim No.1

This is a picture of the 16 years old monk, who just had his leg blown off. He was on his way back from a wedding ceremony, walking on a path that they used everyday, when he stood on a mine. The hospital is in Kompong Speu, a town about 2 hours drive from the capital Phnom Penh. Tim Grant took this picture during a minefield tour with

delegates from the Cambodian Conference in June 1995. The page he is holding is a leaflet produced by the American Red Cross and features a photo of the victim.



Mine Victim No.2

A reminder of the purpose of mine awareness.



Leaflet 1 Front

This leaflet was produced in response to an army offensive which resulted in thousands of people fleeing their homes. It was feared that many of the internally displaced people could stand on mines, because their once safe villages were now quite likely mined. The messages that were covered were Do not touch, stay on the safe path, do not take down mine signs/tapes and report the location of mines/UXOs the deminers. (English Version)



Leaflet 1 Inside

This leaflet was produced in response to an army offensive which resulted in thousands of people fleeing their homes. It was feared that many of the internally displaced people could stand on mines, because their once safe villages were now quite likely mined. The messages that were covered were Do not touch, stay on the safe path, do not take down mine signs/tapes and report the location of mines/UXOs the deminers. (English Version)



Leaflet1

These materials were viewed as a way of reaching those people we missed with the formal lectures. The leaflets were made as full A4 sheets printed on one side with mine identification illustrations and were handed out along with the brochures at the end of a lesson or whenever the occasion arose. All the most common mines & ordnance were represented and divided into 3 groups - above ground mines, below ground mines and Unexploded Ordnance.

Session 2.2, 2.3: Means & Principles of Effective Communication

Time: 3.30 Hours

Objectives:

At the end of session the participants would be able to:

- Identify basic principles of effective communication to deliver key messages
- Present MRE messages using different types of materials/means

Activity #1 Definition of Communication

“Communication is depositing a part of you in another person.” Anonymous

Communication is commonly defined as "the imparting or interchange of thoughts, opinions, or information by speech, writing, or signs". Communication can be perceived as a two-way “*Process*” in which there is an exchange and series of *thoughts, feelings* or *ideas* towards a mutually accepted goal or direction...

Communication can be split into two parts...

The Message or content:

The core idea translated into words (the idea to be communicated)

The channel or Medium:

Means of sending message e.g. letter email, verbally saying it etc.

Types of Communication Based on Communication Channels:

- Based on the channels used for communicating, the process of communication can be broadly classified as

a. *Verbal Communication*

b. *Non-verbal communication.*

Social Behavior for Formal Communication

Varies from Location

Proper Etiquette (Meals and More)

Proper Conversation

■ Please, Thank You, May I, I'm Sorry, Excuse Me

Session 2.2, 2.3: Means & Principles of Effective Communication

Activity# 2 Principles of Effective communication

The 7 C's of Communication

1. Clear
2. Concise
3. Concrete
4. Correct
5. Coherent
6. Complete
7. Courteous

1. Clear:

Clarity means getting the meaning from your mind into the mind of the receiver. Also messages that are clearly expressed are easily understood as well. For example choosing familiar words etc. in sentence “Subsequent to the class we will have lunch in a restaurant”, here we can use the word “After” instead of subsequent.

2. Concise:

If you want your messages to be read by busy people, make them brief. Say what you need to say, and say no more (while maintaining goodwill, of course).

It is said that; “Brevity is the soul of Wit” Remove all words phrases and sentences that serve no purpose. You can also eliminate wordiness by substituting one word for wordy, overused expressions.

3. Concrete:

You have a choice in your writing to use concrete (specific) or abstract (vague) words. They both have a place in writing generally. They are easily understood, interesting to read and convincing in their effect. Opposite of concrete is abstract instead of using words Several times, last month, immediately etc use words like once, twice, December, after 3 minutes etc.

4. **Correct:** Correctness includes spelling, grammar, punctuation, and format. For spelling, punctuation, and grammar, you should keep a dictionary and a writer's guide at your desk.

5. **Coherent:**

Messages need to "hang together." Ideas need to flow from one to the next through smooth transitions. You can achieve this by outlining your messages, writing simple sentences and focusing each paragraph on one idea.

6. **Complete:**

Check to be sure that your message is complete. Have you included all the information you need to ensure that the other person can do a complete job or make a reasonable decision?

7. **Courteous:**

Your message should be positive—building goodwill and focused upon the reader. Watch gender specific language and always use proper titles.

Some Tips

- No one likes to be offended and no one likes to be insulted. These are common sense statements, but it is amazing how often this is ignored. The usage of coarse language in any conversation can be taken as insults at anytime. One of the best ways to avoid this mistake is to make a conscious choice to not use bad language.
- Insults can come in two forms, words and/or gestures. You can avoid a lot of problems by thinking before you speak. Choosing your words before sharing them may be all you need to bring a smile to someone's face rather than a frown.
- Crossing your arms can send the message that you don't care or you can't be bothered with the message being communicated to you.
- Think about how you communicate. Sometimes the way you say something can mean the exact opposite of what you intended. Think about the message your body communicates to others.

Activity # 4

1. What do you think about this material?
2. What does the picture tell you?
3. What does the writing say?
4. Can you follow the advice given by this material?
5. What do you like or dislike about this material?
6. How could this material be improved to be more attractive and interesting to people like you?
7. How would you like to change this picture?
8. How would you like to change the writing?

Objectives:

At the end of the session participants will be able:

- To practice setting SMART objectives for MRE campaign
- To design practical strategies for MRE campaign

Activity #1

Work sheet

1. Was the first task easy to achieve? Why OR why not?

.....
.....
.....

2. What difficulty did you face when asked to keep as many balloons of any colour as you can in the air?

.....
.....
.....

3. Was the second task easy to achieve? Why OR why not?

.....
.....

4. What difficulty did you face when asked to keep as many balloons of any colour as you can in the air?

.....
.....
.....

Session 2.4

Setting objectives and strategies for MRE Campaign

Handout Activity #1

SPECIFIC: objective is not blurred. It is clear to all that what dowe want to achieve.

MEASUREABLE: the objective is measurable in numbers means quantifiable.

ACHIEVEABLE: the objective is realistically achievable. It is within the capacity of the implementing agency to accomplish it.

RELEVENT: the objective must be relevant to the goals of the agencies.

TIME BOUND: it must have a starting and ending point.

Session 2.5: MRE through Child to child approaching(C T C)

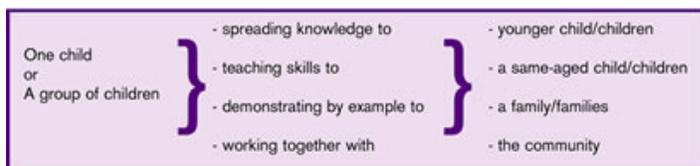
Objectives:- By the end of the session participants will be able to:

- Know what C-t-C approach is.
- List six steps in C-t-C approach.
- Identify the relation of C-t-C approach to MRE.

Activity #1 Child-to-Child approaches to learning and action

The Child-to-Child approach links children's learning (in or out of schools) with their lives (home and community) so that knowledge translates into behaviour and action.

The Child-to-Child matrix shows how a child or children can participate in health and development. Group activities should be integral to the Child-to-Child approach.

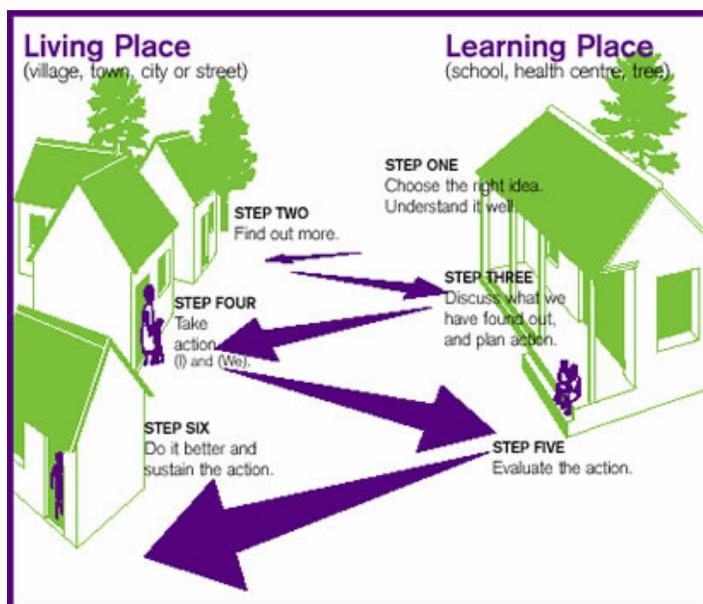


Session 2.5: MRE through Child to child approaching(C T C)

Activity #2

The Child-to-Child step approach: a health action

methodology Using a series of linked activities, or 'steps', children think about health issues, make decisions, develop their life-skills and take action to promote health in their communities, with the support of adults.



Six steps of C T C

1. **Choose and Understand**
Children identify and assess their health problems and priorities.
2. **Find out More**
Children research and find out how these issues affect them and their communities.
3. **Discuss what we Found and Plan Action**
Based on their findings children plan action that they can take individually or together.
4. **Take Action**
Children take action with support that they have identified as needed from adults.
5. **Evaluate**
Children evaluate the action they took: What went well? What was difficult? Has any change been achieved?
6. **Do it better**
Based on their evaluation children find ways of keeping the action going or improving it.

Session 2.5: MRE through Child to child approaching(C T C)

Activity # 3 Importance of the Child-to-Child approach:

- **Respects** children's views and voices to enable them to grow into responsible adults.
- **Advocates** for children's active participation that links learning with living and promotes reflection.
- **Facilitates** children's understanding of development issues and why healthy behaviours are important.
- **Includes** relevant, do-able and fun activities that promote life skills, confidence and self-esteem.
- **Encourages** children to take ownership and identify health and development priorities relevant to themselves and their communities.
- **Develops** children's decision-making and problem-solving abilities in order to take action on identified priorities.
- **Develops** children's ability to communicate, empathise and cope with difficult circumstances.
- **Recognises** children's capacities as change agents, who require the facilitative support but not the dominance of adults.
- **Ensures** that the personal development of the children implementing activities are as important as those of children with whom they are working (e.g. older children working with pre-schoolers).

Session 3.2 Integrating MRE to other subjects

Time: 2 Hour

Objectives:- By the end of the session participants will be able to

- Tell the main tips of integrating MRE with other subjects
- Practice of integrating different subjects with MRE

Session 3.3 Practice in delivering MRE to other colleagues, Children/students and community

Time: 2 Hour

Objectives:

At the end of this session participants would be able:

- To practice the delivery of MRE to other colleagues and students/children
- To deliver the main theme of the MRE
- To communicate with the community
- To involve community in MRE process

SESSION 3.4 ACTION PLAN

Objectives:

By the end of this session participants will be able to

- tell the steps needed to make a practical action plan
- Prepare a draft of action plan

Activity# 3 Format of Action Plan

What is the issue?	Why do you want to work on it?	How we will work?	Who will do it?	When will we finish it?	Remarks

SESSION 3.2..... INTEGRATING MRE WITH OTHER SUBJECTS.

Deleted: ¶

SESSION 3.3..... PRACTICE IN DELIVERING MRE TO OTHER COLLEAGUES AND CHILDREN ABOUT MINE RISK