

Conflict lines: Extension activities

Armed conflict – protecting vulnerable people



Extension activities

Preparation

The following exercises are extension activities which follow on from the main lessons of Module 2. Through the extension activities, students will also have the opportunity to explore other issues such as the “war on terror”, the definition of “armed conflict”, and the distinction between international and non-international armed conflict.

This module gives the students an opportunity to view international humanitarian law as if they were directly involved and to develop a set of rules which they think best protect groups that most need protection.

The International Committee of The Red Cross (ICRC) is an impartial, neutral and independent organisation – its exclusively humanitarian mission is to protect the lives and dignity of the victims of war and internal violence, and to provide them with assistance.

Learning outcomes

Preparation

In these extension activities, the students will explore the differences between international armed conflict and non-international armed conflict.

The extension activities are designed for students to develop their empathy, teamwork, research, analytical and presentation skills, and to understand that:

- there are different rules governing armed conflict and peacetime situations
- when there is an armed conflict, the rules of international humanitarian law apply
- there is a distinction between international armed conflict and non-international armed conflict.



Key principles



The history of armed conflict

The Geneva Conventions of 1949 improved the legal protection of victims of conflict, but the rules apply primarily to international armed conflict. All four of the Conventions contain a common article (Common Article 3) that applies to non-international armed conflict and provides for a minimum of humane treatment of people not taking part in hostilities.

Over time, it has been recognised internationally that there must be rules to prevent cruelty and extreme violence occurring in internal armed conflicts, as well as those of an international nature. Additional Protocol II was developed to redress this, but the scope is much more limited than the Conventions and Additional Protocol I, which apply to international armed conflicts. The reason for this is that when the Conventions and international humanitarian law (IHL) were being developed, it was (and still is to a large extent) important for states to maintain their sovereignty i.e. to have independence in determining the laws which apply to their country and to act without intrusion from other sovereign states.

States are still very keen to maintain their sovereignty, however, in today's globalised world, it is beginning to be recognised that some issues are global issues. Many people believe that the protection afforded to combatants and prisoners of war in an international armed conflict should be available to those involved in non-international armed conflicts too. From the point of view of the people involved in the fighting, it may make little difference whether they are fighting an external enemy or a neighbour, they are still victims of the conflict.

“ Many people believe that the protection afforded to combatants and prisoners of war in an international armed conflict should be available to those involved in non-international armed conflicts too. ”

What is an armed conflict?

The term “armed conflict” is not defined in any of the Conventions, though it is considered to be ‘a difference arising between two states and leading to the intervention of armed forces’.

The International Tribunal for Former Yugoslavia stated ‘an armed conflict exists whenever there is resort to armed force between states or protracted armed violence between governmental authorities and organized armed groups or between such groups within a State’.

From this it is clear that there is a difference between international armed conflicts and non-international armed conflicts.

Please see **Flow diagram: what type of conflict is it?** to help determine the type of armed conflict for use in the exercises. Please note that the **Flow diagram** does not consider whether Additional Protocol II applies to a conflict although information on this is included in **Background information and legal principles/rules**.

Key principles



When do the Geneva Conventions apply?

The Geneva Conventions (the Conventions) apply to international armed conflicts.

Although the rules and principles in the Conventions only apply to international armed conflicts, all four of the Conventions contain a common article (Common Article 3) that applies to non-international armed conflict and provides for a minimum of humane treatment of people not taking part in hostilities.

All states in the world are party to the Conventions and these rules apply to all parties to the armed conflict, government and other armed groups alike.

The Protocols

Protocol I - Additional Protocol to the Geneva Red Cross Conventions of 1949, relating to the Protection of Victims of International Armed Conflicts (1977) applies to **international armed conflicts**.

Protocol I extended the Conventions' definition of international armed conflict to include wars in which peoples are fighting against colonial domination and alien occupation and against racist regimes in the exercise of their right of self-determination.⁵

Protocol II - Additional Protocol to the Geneva Red Cross Conventions of 1949, relating to the Protection of Victims of non-International Armed Conflicts (1977) applies to **non-international armed conflicts**.

Protocol II is less far reaching than Common Article 3 because it only applies to those conflicts where the armed forces of a State are fighting dissident armed forces or other organised armed groups, and it requires those forces to be under responsible command and exercise such control over a part of its territory as to enable them to carry out sustained and concerted military operations.

Protocol III - A treaty adopted in 2005 that supplements the protection provided by the four Geneva Conventions by establishing a new emblem: the red crystal. This new emblem, like the red cross and red crescent, is a symbol of the protection granted to the medical and religious services of armed forces and to the components of the International Red Cross and Red Crescent Movement.

“ **All states in the world are party to the Conventions and these rules apply to all parties to the armed conflict, government and other armed groups alike.** ”

⁵ Useful link - http://www.icrc.org/Web/Eng/siteeng0.nsf/htmlall/section_ihl_treaties_and_customary_law?OpenDocument

Key principles



The difficulty of classifying conflicts

From the explanations above it is evident that it is not always easy to categorise conflicts. Armed conflicts may be classified as non-international armed conflicts at one time and international armed conflicts at another. The conflict in the former Yugoslavia is an example of a conflict which has been categorised as both an international armed conflict and a non-international armed conflict at different times. IHL does not apply to situations of internal disturbances and tensions, such as riots, isolated and sporadic acts of violence, and other acts of a similar nature, as they do not fall under the definition of “armed conflict”.

It is important to remember that although all states in the world have signed up to the Geneva Conventions, not all states are party to the Additional Protocols (although the UK is a party to both). This can affect the protection afforded to those caught up in the conflict. For example, a state that has not signed up to Additional Protocol II is not required to apply those rules to any non-international armed conflict that occurs on its territory. It will, however, have to follow the basic rules given in Common Article 3.

Common Article 3 – Basic rules reminder

It is like a mini-Convention within the Conventions as it contains the essential rules of the Geneva Conventions in a condensed format and makes them applicable to conflicts not of an international character.

The main points to note are that:

- it requires humane treatment for all in enemy hands, without any adverse distinction
- it specifically prohibits murder, mutilation, torture, cruel, humiliating and degrading treatment, the taking of hostages and unfair trial
- it requires that the wounded, sick and shipwrecked be collected and cared for.

Extensions/project ideas

Extensions

1. Poster design

The students could design a poster to be put up in 'barracks' which reminds soldiers that some acts which are illegal under national laws might be legal under international humanitarian law (IHL).

2. Quick quiz – true or false?

Hand out **iA. Quick quiz**. Students should answer true or false to the questions on the sheet.

- 1 IHL applies whenever someone injures or kills someone else.
- 2 The principle of distinction means that people fighting in an armed conflict must distinguish between civilians and combatants, and between civilian objects and military objectives.
- 3 There is no "combatant" status in non-international armed conflicts.
- 4 Combatants have no immunity from prosecution.

Answers: (a)False, (b)True, (c)True, (d)False

3. Wordsearch

Find the IHL words in **iB. Wordsearch**



Resources

For group use

- iA.** Quick quiz
- iB.** Wordsearch

Words marked in **bold** are resources available to the teacher in this lesson pack.

Extension 1

Extensions 

CATEGORISING ARMED CONFLICTS

TIMINGS: 20-25 minutes

Objectives

- To learn that there are two different types of armed conflict: international armed conflict (armed conflicts between two states) and non-international armed conflict (armed conflicts such as civil wars), and that different rules, within international humanitarian law (IHL) apply to each type of conflict
- Use the Flow diagram to decide whether a conflict is an “armed conflict” in the context of an international armed conflict or a non-international armed conflict
- To recognise that IHL or the rules of war only apply when there is either an international armed conflict or a non-international armed conflict

PART A

Give each student **1B. Handout 1: categorising armed conflicts**. The students have to fill in the blanks in the first two examples (“Parties”, “Conclusion” and “Reason) using **1A. Flow diagram: what type of conflict is it?** The answers are given in the Handout 1: teacher resource.

In these exercises, the rules which apply in non-international armed conflicts and international armed conflicts are not discussed, but the students should be aware that different rules apply. If the students are interested, further information on the specific differences can be found in **Background information and legal principles/rules** and **Key principles: the history of armed conflict**.

Suggestion!

In this exercise, the students will discuss what qualifies as “armed conflict” as IHL applies only in circumstances where there is an armed conflict. In other circumstances, national law and human rights law will apply. The students will learn about the different types of armed conflict: international and non-international armed conflict.



Resources

For group use

1A. Flow diagram: what type of conflict is it?

1B. Handout 1: categorising armed conflicts

For use by the teacher

Handout 1:
teacher resource

Words marked in **bold** are resources available to the teacher in this lesson pack.

Extension 1

Extensions

PART B

Resources

CHINA – IS THERE AN ARMED CONFLICT?

Give each student **1C. Handout 1: China – is there an armed conflict?** Consider the factors shown on the handout to decide whether the violence would be classed as an “armed conflict” using **1A. Flow diagram.** The answers are given in **Handout 2: teacher resource.**

The population of Xinjiang is mainly comprised of the Uighurs (pronounced “wee-ghur”) and Han Chinese ethnic groups.

On 5 July 2009, there were riots involving the Uighurs, the Han Chinese and the security forces:

- The protesters were allegedly carrying knives, batons and bricks, and clashed with security forces damaging cars and shops.
- The army and police were on the streets.
- There were at least 156 people dead and more than 800 injured.

Two days later...

- Some of the people were armed with rocks, iron bars, machetes and improvised weapons such as meat cleavers and spades.
- Security forces broke up the fighting using tear gas and introducing a curfew.
- No deaths were reported.

Why does it matter whether a conflict is an “armed conflict”?

As IHL only applies to “armed conflicts”, we need to determine whether there is an armed conflict to decide which rules apply.

For group use

1A. Flow diagram: what type of conflict is it?

1C. Handout 2: China - is there an armed conflict?

For use by the teacher

Handout 2:
Teacher resource

Words marked in **bold** are resources available to the teacher in this lesson pack.

Handout 1

teacher resource



Extensions

CATEGORISING ARMED CONFLICTS

WORLD WAR II (1939-1945)

Germany's armies invaded Poland.
Britain and France declared war two days later.

Parties: Germany (state armed forces), Poland (state armed forces),
Britain (state armed forces) and France (state armed forces).

Conclusion: It is an **INTERNATIONAL ARMED CONFLICT**.

Reason: The parties were all states and there was a declaration
of war from Britain and France.

SRI LANKA IN 1993

There has been protracted armed violence between a group called
the Liberation Tigers of Tamil Eelam (LTTE) and the Sri Lankan
government since the 1970s.

The LTTE were a well-organised armed force and until 2009,
dominated the northern part of the country.

Parties: Sri Lankan Government (State) and LTTE (Non-state
armed force)

Conclusion: It is a **NON-INTERNATIONAL ARMED CONFLICT**.

Reason: It is a conflict between state and non-state, and the
criteria for protracted violence and organisation of the armed
forces are met.

Handout 2

teacher resource



Extensions

CHINA – IS THERE AN ARMED CONFLICT?

Who are the parties?

There is reference to violence (which might amount to non-international armed conflict if the other elements are there) between:

- Han Chinese and Uighur population
- Uighur and the security forces
- Han Chinese and the security forces.

Organisation of parties

- *There is little information given about the organisation of the groups but there is no mention of an organised armed group.*

Threshold of violence.

Consider the following:

- *The riots were fairly serious: the police were involved, the army was called in but doesn't seem to have been involved in the clashes, many were injured and there were some deaths.*
- *The riots had a short duration and the violence didn't escalate over time (there were no deaths on the second day).*
- *the rioters were armed with improvised weapons such as knives, batons, bricks, rocks and spades.*

Conclusion

The groups probably do not have the level of organisation necessary for a non-international armed conflict and the level of violence probably does not reach the level required for a non-international armed conflict, therefore, IHL would probably not apply and national law would apply instead.

Extension 2

Extensions 

THE WAR ON TERROR



Objectives

- To apply the criteria for an “armed conflict” and make reasoned decisions using **1A. Flow diagram** as to whether there is an “armed conflict”
- To recognise that international humanitarian law (IHL) or the rules of war only apply when there is an armed conflict
- To learn that there are two different types of armed conflict: international armed conflict (armed conflicts between two states) and non-international armed conflict (armed conflicts such as civil wars) and that different rules within IHL apply to both types of conflict

For group use

- 1A.** Flow diagram: what type of conflict is it?
 - 2A.** War on terror: worksheet
- Words marked in **bold** are resources available to the teacher in this lesson pack.

PART A

TIMINGS: 15-20 minutes

The term refers to the “war” that was launched after the attacks against the United States on 11 September 2001. The term “war on terror” has no meaning in IHL but includes:

- the US-led invasion of Afghanistan which started in August 2001
- the invasion of Iraq which started in March 2003
- the sporadic acts of violence which have occurred since 9/11.

Divide the class into three groups. Ask them to look at the following components of the “war on terror” using **1A. Flow diagram** and **2A. War on terror: worksheet**, and to go away and do research to determine whether the war on terror is an armed conflict:

- The initial invasion of Afghanistan by coalition forces.
- After the establishment of a new Afghan government in 2002, the conflict with the Taliban.
- The sporadic violence which has been perpetrated throughout the world since the attacks on 11 September 2001 that is described as “terrorist”.

Answers and guidance are given on the following page.

War on terror: teacher resource



Extensions

THE WAR ON TERROR

Look at the following components of the “war on terror” using the **Flow diagram**, and go away and do research to determine whether the war on terror is an armed conflict.

- The initial invasion of Afghanistan by coalition forces.

Teacher note:

This constitutes an international armed conflict with the parties being the US-led coalition and Afghanistan governed by the Taliban.

- After the establishment of a new Afghan government in 2002, the conflict with the Taliban.

Teacher note:

This constitutes a non-international armed conflict as although the NATO force (International Security Assistance Force) is involved, it is fighting on the side of the Afghan government and thus it is not an armed conflict between two or more states.

- The sporadic violence which has been perpetrated throughout the world since the attacks on 11 September 2001 that is described as “terrorist”.

Teacher note:

This is unlikely to constitute an armed conflict as the attacks are planned and carried out by loosely organised groups or individuals who may share the same ideology, but it is unlikely that these groups have the characteristics required to be considered a “party” to armed conflict.

Teachers guidance:

- The “war on terror” is not an armed conflict in the legal sense. An armed conflict requires parties to the conflict, therefore, international humanitarian law does not apply.
- Teachers might wish to avoid discussion of detainees at Guantanamo Bay and their status at this point but, if the class is interested, materials on Guantanamo Bay detainees can be found at: <http://www.icrc.org/web/eng/siteeng0.nsf/html/terrorism-faq-050504>.

Extension 2

Extensions 

PART B: CLASS DISCUSSION – 7/7

TIMINGS: 10 minutes

Ask the students to discuss the following question:

Was Britain at war as a result of the 7/7 bombs going off?

Teacher note:

If the reaction of the students is “yes”, ask them to consider:

- *Who were the parties involved?*
- *Was it just one isolated event? Normally, when we think of war, doesn't it last for a longer period of time?*
- *How could it be war if it doesn't really have a second party – i.e. the UK government is the party on one side but who are they at war with?*

If the reaction of the students is “no”, ask them to consider:

- *Was it an attack on civilians?*
- *Does the use of bombs make it a war?*

There are strong arguments that Britain was not at war (part of an armed conflict) as a result of 7/7. The “terrorists”, as they were called in the media, did not appear to be from an organised armed force and the level of violence was not protracted (i.e. not drawn out and continuous).

Extension 3

Extensions

CLASS DISCUSSION

Following any lesson incorporating the extension exercises, lead a free discussion to consolidate the principles the students have learnt in the lesson. When recapping the issues covered in the lesson, students should also consider why international humanitarian law (IHL) exists, particularly noting the protection given to civilians and the hope of limiting the effect of the conflict on civilians.

Expand on any points missed earlier in the lesson.



Resources

For group use

Key principles

Words marked in **bold** are resources available to the teacher in this lesson pack.

Teacher's guidance: class discussion

Consider the criteria used for violence to be classified as a non-international armed conflict:

- the involvement of organised armed forces
- the violence must reach a certain level of intensity
- why do you think these criteria have been established?
- what would happen if they did not exist?
- what impact might these criteria have on the civilian population of a country?
- how difficult might it be to determine the level of intensity of violence?
- if the level of intensity cannot be determined, what humanitarian consequences might that have?
- everyone agrees the decisions made in conflict situations are not easy but even if they are difficult decisions, should we still try to make them and, if so, why?
- is it important that civilians know the rules? Why/why not?

The principle of distinction

The principle of distinction is a cornerstone of IHL and states that people fighting in an armed conflict must distinguish between civilians and combatants, and between civilian objects and military objectives i.e. they should try to ensure that civilians are not hurt or killed and should also try to ensure that civilian property is not damaged.

Many specific IHL rules aimed at protecting civilians are derived from the principle of distinction, such as prohibition of the use of human shields and hostage taking.

Extension 4

Extensions 

GLOSSARY OF TERMS

TIMINGS: 20-60 minutes

Glossary of terms associated with armed conflict (Course glossary)

To conclude the lesson, the class could continue to work on the collation of the dictionary of terms associated with armed conflict (including terms defined under international humanitarian law) with an explanation of each example and a relevant real-life example as described in Module 1, Part 1: “*Ambiguities of identity in conflicts – Victim or perpetrator? To target or to protect?*”.

Allocate one or two terms to each student including, in relation to this lesson, *armed conflict*, *non-international armed conflict* and *international armed conflict*. Again, the teacher can select other terms from the **Glossary** referred to in the Resources section of Conflict Lines: Main Lessons.

For inspiration on terms for the glossary, see <http://www.ehl.icrc.org/images/stories/resources/glossary.pdf>



Resources

For group use

Glossary

Words marked in **bold** are resources available to the teacher in this lesson pack.

Extension 5

Extensions

THE PRINCIPLES OF INTERNATIONAL HUMANITARIAN LAW (IHL)



TIMINGS: 5 minutes

Students should match the relevant principle with its explanation in **5A. The principles of IHL.**

For group use

5A. The principles of IHL

Words marked in **bold** are resources available to the teacher in this lesson pack.

Teacher note:

Answers:

A - 6, B - 4, C - 3, D - 2, E - 1, F - 5

A. Distinction

B. **Non-international armed conflict**

C. Humane treatment

D. **International armed conflict**

E. Proportionality

F. **Military necessity**

1. It is prohibited to launch an attack which would cause incidental loss of civilian life, injuries and damage to property which would be excessive in relation to the concrete and direct military advantage anticipated.

2. Armed conflict when one or more States resorts to armed force against another State, regardless of the intensity of the violence.

3. Everyone should be treated humanely and not be discriminated against.

4. Armed conflict where a state is fighting a non-governmental armed group or groups, or there are several non-governmental armed groups fighting each other.

5. Forces should only engage in those acts necessary to accomplish a legitimate military objective e.g. only target those facilities which, if destroyed, will lead to submission as quickly as possible.

6. People fighting in an armed conflict must distinguish between civilians and combatants, and between civilian objects and military objectives.

Extension 6

Extensions

CHARACTER STUDY

TIMINGS: 20-30 minutes

Role plays to empathise with those caught up in conflicts

Students should take a real-life character from a conflict, who could be chosen from the materials in *Module 1*, research completed in *Extension 2* above, recent news articles, literary examples e.g. The Diary of Anne Frank, Zlata's Diary by Zlata Filipović or otherwise. Students are given the choice to write a short story or poetry, or to produce a piece of artwork describing the feelings of the chosen person in a particular situation, highlighting the perspective of that person.



Resources

Additional resources

Module 1
Module 2 > Extension 2

Words marked in **bold** are resources available to the teacher in this lesson pack.

Extension 7

Extensions

CHARACTER ROLE PLAY

TIMINGS: 15 minutes

Role plays

Using the **links to Global Lines: www.redcross.org.uk/standard.asp?id=54313** or other stories of people who have been involved in conflict situations, ask the student to put themselves into the shoes of that person. Freeze the frame at a point in the story, for example, at the point when the violence was committed, or at that point in time after the event, and ask the students to describe how they feel. Other students may ask the student in the role play questions about their feelings or actions.



Resources

Additional resources

Links to Global Lines

Words marked in **bold** are resources available to the teacher in this lesson pack.

Extension 8



Extensions

RESEARCH TOPIC

TIMINGS: 60 minutes

Research

Research topics such as:

- why are civilians sometimes attacked
- what (in addition to those discussed in the lesson) ways are there to protect civilians from the effects of armed conflict?

Examples might include protecting facilities necessary for their survival (food, water, hospitals etc.) and forbidding combatants from pretending to be civilians.

Extension activity resources



KEY PRINCIPLES

BASIC RULES

EXTENSIONS/PROJECT IDEAS

For group use

- iA. Quick quiz
- iB. Wordsearch

EXTENSION 1 PART A

For group use

- 1A. Flow diagram: what type of conflict is it?
- 1B. Handout 1: categorising armed conflicts

EXTENSION 1 PART B

For group use

- 1A. Flow diagram: what type of conflict is it?
- 1C. Handout 2: China - is there an armed conflict?

EXTENSION 2

For group use

- 1A. Flow diagram: what type of conflict is it?
- 2A. War on terror: worksheet

Key principles



DIFFERENCES BETWEEN INTERNATIONAL AND NON-INTERNATIONAL ARMED CONFLICT:

International armed conflict

An international armed conflict occurs when one or more states resorts to armed force against another state, regardless of the intensity of the violence.

Non-international armed conflict

Non-international armed conflicts are situations where the state is fighting a non-governmental armed group or groups, or there are several non-governmental armed groups fighting each other. However, not all internal fighting reaches the threshold of an armed conflict. The fighting must reach a certain degree of intensity, and the non-governmental groups must have sufficient structure and organised armed forces to be seen as a party to a conflict.

iA. Quick quiz: true or false?



Resources

Answer true or false to the following statements.

1.

IHL applies whenever someone injures or kills someone else.

3.

There is no “combatant” status in non-international armed conflicts.

2.

The principle of distinction means that people fighting in an armed conflict must distinguish between civilians and combatants, and between civilian objects and military objectives.

4.

Combatants have no immunity from prosecution.



iB. Wordsearch



L A N O I T A N R E T N I N O N R E G N
G F S N A N A R A N T N N S T W I E R L
E E E D H R T I E M A D X O R A O R K H
N N N E M H A E E L U E R T O T U B O L
C D A E F C T A R M I I C P H A L O T O
H A D O V H H R T N H O R M R S A E A H
E Y T L N A I R E D A I E A L E S N S N
T A E C B S C E O T S T L H D N C L L C
U N P A O T R O F O E L I C R E S A L D
O C O M B A T A N T V Y O O I E B N H I
R O I R S W L E B V R A R F N T A O E H
T E Y S E R R O H O E C Y N T A U I E E
D A D O R O A E C H O N A A O E L T N I
L C O N F L I C T O R T T Y C F U I L T
F A S W A O V V I H T L I I H U S D O D
C S A D I O S D T R D O H M O E S D F O
R R F A I T R O Y M L D R T A N E A E T
X R Y D L U I A S H C E I P U E A D N I
S N O L N U T Y G T R T E O N E T R E F
I I G S F T S N S A P N C N S M O A H O

WORDS TO FIND

ADDITIONAL

ARMED

COMBATANT

CONFLICT

GENEVA CONVENTION

INTERNATIONAL

NON INTERNATIONAL

PRISONER OF WAR

PROTOCOL

1A. Flow diagram



WHAT TYPE OF CONFLICT IS IT?



1B. Handout 1



CATEGORISING ARMED CONFLICTS

WORLD WAR II (1939-1945)

Germany's armies invaded Poland.
Britain and France declared war two days later.

Parties: _____

Conclusion: _____

Reason: _____

SRI LANKA IN 1993

There has been protracted armed violence between the Tamil Tigers and the Sri Lankan government since the 1970s.

The Tamil Tigers were a well-organised armed force and, until 2009, dominated the northern part of the country.

Parties: _____

Conclusion: _____

Reason: _____



1C. Handout 2



CHINA – IS THERE AN ARMED CONFLICT?

The population of Xinjiang (a province in China) is mainly comprised of the Uighurs (pronounced “wee-ghur”) and Han Chinese ethnic groups.

Consider the following factors to decide whether the violence would be classed as an “armed conflict” using the **Flow Diagram**.

On 5 July 2009 there were riots involving the Uighurs, the Han Chinese and the security forces:

- The protestors were allegedly carrying knives, batons and bricks, and clashed with security forces damaging cars and shops.
- The army and police were on the streets.
- There were at least 156 dead and more than 800 injured.

Two days later...

- Some of the people were armed with rocks, iron bars, machetes and an improvised weapons such as meat cleavers and spades.
- Security forces broke up the fighting using tear gas and introducing a curfew.
- No deaths were reported.

Why does it matter whether a conflict is an armed conflict?

As IHL only applies to armed conflicts, we need to determine whether there is an armed conflict to decide which rules apply.

2A. War on terror: worksheet



THE WAR ON TERROR

PART A

Look at the following components of the “war on terror” using the **Flow diagram**, and go away and do research to determine whether the war on terror is an armed conflict:

The initial invasion of Afghanistan by coalition forces

The sporadic violence which has been perpetrated throughout the world since the attacks on 11 September 2001 that is described as “terrorist”

After the establishment of a new Afghan government in 2002, the conflict with the Taliban



5A. The Principles of IHL



ACTIVITY WORKSHEET

Match the terms and principles of IHL with their definition or explanation:

A.



B.



C.



D.



E.



F.



1. It is prohibited to launch an attack which would cause incidental loss of civilian life, injuries and damage to property which would be excessive in relation to the concrete and direct military advantage anticipated.

2. Armed conflict when one or more States resorts to armed force against another State, regardless of the intensity of the violence.

3. Everyone should be treated humanely and not be discriminated against.

4. Armed conflict where a state is fighting a non-governmental armed group or groups, or there are several non-governmental armed groups fighting each other.

5. Forces should only engage in those acts necessary to accomplish a legitimate military objective e.g. only target those facilities which, if destroyed, will lead to submission as quickly as possible.

6. People fighting in an armed conflict must distinguish between civilians and combatants, and between civilian objects and military objectives.