



World Vision

40  
hour  
famine

# Destroy a Minefield - Rebuild Lives

These materials focus on landmines, the damage they cause, and what is being done about them. The materials feature the stories of survivors of landmines and focus on the International Campaign to Ban Landmines. They also look at the problem of "UXO" – unexploded ordnance left over from war.

**DESTROY**  
**a minefield**  
**Rebuild lives**

Landmines kill or injure two Cambodian people every day. In areas which have been mined, land cannot be used for farming – so food production suffers.

A percentage of funds raised in the 40 Hour Famine will go to the "Destroy a Minefield - Rebuild Lives" project in Cambodia. You can help remove landmines and assist the people of Cambodia in rebuilding their lives.

## Year Level

These materials can be adapted by teachers of students from **middle primary** to **lower secondary** levels.

## Learning outcomes

Students will:

- Draw on a case study to describe the impact of landmines
- Research landmines using the Internet or printed materials, and identify – *how and why landmines are used, their effects, where they are used, what can be done to help people who have been injured by landmines and how landmines can be removed*
- Discuss the reasons for the International Campaign to Ban Landmines
- Reflect on the experiences of a survivor of a landmine explosion
- Write captions and speech balloons for a cartoon strip, demonstrating their knowledge of the dangers of landmines
- Design publicity material for a campaign to address the dangers of landmines

## Materials

- Worksheet One: Meet Noen Nom / Noen Nom's story
- Worksheet Two: Landmines chart / Destroy a Minefield website: questions
- Worksheet Three: Cartoon strip from Laos on Unexploded Ordnance
- Printout of pages from "Destroy a Minefield" website  
<http://www.worldvision.com.au/appeals/landmines2/> - or student access to this site.

FREEDOM JUSTICE OPPORTUNITY PEACE

# Lesson Plan

## 1 “Meet Noen Nom”

Handout Worksheet one and ask students:

- ▶ Where do you think Nom lives? (Note: “Noen” is his family name.)
- ▶ How do you think he might be feeling when this photo was taken?
- ▶ Why is he feeling like this?
- ▶ How do you think he might have lost his leg?

Explain that Nom stepped on a landmine when he was eight years old. His leg had to be amputated. Worksheet one tells something of his story.

## 2 Noen Nom’s story

Turn over the worksheet and read through Nom’s story in class. Discuss students’ reactions to the story –

- ▶ What are your reactions – how does it make you feel?
- ▶ What has changed for Nom because of the landmine?
- ▶ If you were injured by a landmine and lost a leg, how would life change for you?

## 3 Landmines chart

Ask students to write the heading “landmines” in their workbooks.

Ask, “What is a landmine?” “Why are landmines used?” Discuss what students already know.

### Hand out Worksheet Two: Landmines

Ask students to fill out this chart, listing what they already know about landmines.

They will later complete the chart in more detail after reading more information about landmines.

## 4 Discuss the Landmines Chart

Ask students to copy down answers from the board.

## 5 International Campaign to Ban Landmines

Discuss the information that students now have about landmines.

Explain that there is an **international campaign to ban landmines**.

Ask students why this campaign might exist – if there was a campaign to ban any weapon, why might landmines be chosen as the focus?

Ask students to copy down the following quote into their workbooks –

*Some landmines look more like toys than weapons. An innocent bit of plastic and metal that fits in your hand.*

*A mine can blow off your leg and hand. Or blow someone into pieces. Few weapons in the history of war make killing so simple and anonymous.*

*A mine cannot choose between you, a soldier, or a woman gathering firewood.*

*A mine cannot know when the war is over. It lies in the ground for decades until it explodes – or until it is removed.*

Adapted from “One Deadly Step: the Curse of Land Mines” in *Voices*, World Vision Canada, Spring 1995.

For more information on the International Campaign to Ban Landmines, see the websites on page four.

# Destroy a Minefield – Rebuild Lives

## 6 Investigating landmines: the “Destroy a Minefield” website

Ask students to form small groups and use the Destroy a Minefield Website to:

- find answers to the 10 questions on the Worksheet Two.
- make notes under the headings of the landmines chart.

Note: The answers to the questions on page two of Worksheet Two can be found by browsing the pages in the “Destroy a Minefield” website. If you are working through this topic in class rather than on the internet, the webpages can be printed out (ideally in ‘landscape’ format.)

## 7 Review and reflect – website questions

Review the answers to the ten questions together in class

## 8 Complete work on the chart as a whole class

Responses might include:

How and why they are used	The effects of landmines	Where they are used	What can be done to help people who have been injured by landmines	What can be done to remove landmines
eg: In war – to stop soldiers, tanks etc	eg: Destroy tanks Kill and injure soldiers	eg: Roads Fields / farms Battlefields	eg: Medical help Artificial limbs Training in new jobs	eg: Raise money to pay for costs removing them

## 9 Rehabilitation for survivors

Ask students to re-read “helping Survivors” at <http://www.worldvision.com.au/appeals/landmines2/helping.asp>

Ask them to imagine they are Gau Sokhon, or someone else injured by a landmine and complete the sentences –

After I had my accident, I ...

After I attended the Skill Training for the Disabled Centre I was able to ...

Now I hope ...

## 10 Cartoons on “UXO” - unexploded ordnance - in Laos

Hand out Worksheet Three.

The cartoons on this worksheet are from a booklet which has been designed to educate young people in Laos about the dangers of “UXO” – unexploded ordnance.

The students’ task is to write captions for the cartoons and text for the speech balloons, showing their knowledge about the dangers of landmines.



An unexploded bomb in a village in Laos.

# Destroy a Minefield – Rebuild Lives

## 11 Prevention and cure

Tell students: “The best way to help people in countries that have a lot of landmines is to stop them from getting hurt in the first place.”

Ask – “from what you have learned, how can this be achieved?”

Read the story of Song Kosal, the Youth Ambassador for the International Campaign to Ban Landmines. Her story is at the International Campaign to Ban Landmines ambassadors’ website <http://www.icbl.org/amb/>. Ask students to answer the following questions –

- Who is Song Kosal?
- What has she done to help with the International Campaign to Ban Landmines?
- If you could meet her, what are two questions you would like to ask her?
- What can people in Australia do to help with the campaign against landmines?

## 12 Project: designing publicity material for a campaign on landmines

**Four approaches** that are needed to deal with landmines are –

- Training local people in how to avoid being injured by landmines
- Removing landmines
- Putting pressure on governments to ban the making and use of all landmines in future
- Medical care and rehabilitation for people who have been affected by landmines

Ask students to work in groups to design publicity material to promote one of the four approaches above.

The format can be a poster, TV advertisement, newspaper story, diorama, cartoon strip or play.

The audience might be the class, parents, or the school assembly.

# Landmines - useful websites

World Vision's Advocacy site

<http://www.worldvision.com.au/getinvolved/advocacy>

The International Campaign to Ban Landmines

<http://www.icbl.org/>

The International Campaign to Ban Landmines site for young people

<http://www.icbl.org/youth>

The International Campaign to Ban Landmines ambassadors' site

<http://www.icbl.org/amb/>

Mines Advisory Group

<http://www.mag.org.uk/>

Demining Research at the University of Western Australia

<http://www.mech.uwa.edu.au/jpt/demining/>

Mine Action Information Centre at James Madison University, USA

<http://www.maic.jmu.edu/>

The United Nations Mine Action Service

<http://www.mineaction.org/>

# Meet Noen Nom



## Meet Noen Nom

- What country or part of the world do you think Nom might live in? (Note: in the country where Nom comes from, your first name is your family name – so his 'personal' name is "Nom".)
- How do you think he might be feeling when the photo above was taken? Why is he feeling like this?
- How do you think he might have lost his leg?

## Noen Nom's Story



Nine-year-old Noen Nom has had a hard life. Nom, who comes from Cambodia, was only seven when his mother died. Then, when he was eight years old, he and his father were looking after their cattle when they both stepped on landmines.

"I was taking the cows to a place where they could graze," said Nom. "I went there so often I never thought there could be any landmines there. It must have been about one-and-a-half kilometres from home when suddenly there was a loud sound and I can't remember anything else after that."

The next thing he remembers is waking up in pain and, to his horror, seeing that his left leg was gone. A short distance away, his father also stepped on a landmine, and was killed.

Nom's cousin, Loi Munn, went with him to hospital on a motorbike. It took three hours for Nom to reach a hospital.

Nom stayed in hospital for one-and-a-half months. The doctors amputated his leg around the thigh. Today he lives with his elderly grandparents, but Loi Munn looks after him like a mother.

"They used to make fun of me. It used to make me very angry, but later I would feel very sad," said Nom. Now that he has recovered from his injuries, the other children don't tease him any more.

Encouraged by his cousin, Nom planted a patch of flowers near his grandfather's hut. A smile lights his face when he points to it.

"I miss running, catching and playing ball," said Nom. But he is happy to go to primary school nearby. "I would like to study mechanical engineering, because I like to repair watches," he said.



Worksheet Two

# Landmines

How and why landmines are used	The effects of landmines	Where they are used	What can be done to help people who have been injured by landmines	What can be done to remove landmines



# Destroy a Minefield website Questions



Look at the different parts of the Destroy a Minefield website to find the answers to these questions:

- 1 How many landmines and bombs do people think are in Cambodia?
- 2 How many landmines do people think exist around the world?
- 3 How many people were hurt or killed by landmines in Cambodia in 2000?
- 4 How much does it cost to make a landmine? How much does it cost to remove one?
- 5 What happened to Gau Sokhon in 1987?
- 6 Describe the jobs that Nen Norn does.
- 7 What's the first thing someone should do if they are in a minefield?
- 8 What's the second thing they should do?
- 9 What is the best way to find landmines – a sniffer dog, a hand-held metal detector or explosives?
- 10 What kind of mines are sometimes mistaken for toys by young children?

Worksheet Three

# Cartoon strip on " UXO" - unexploded ordnance

These cartoons come from a book made for young people in Laos, a country to the north of Australia, located next to Cambodia. The cartoons warn of the dangers of landmines and "UXO" (unexploded ordnance such as bombs.)

Laos is one of the poorest countries in the world – and it is also the world's most heavily bombed nation. More than 2 million tonnes of bombs were dropped there during the Vietnam War in the 1960s and 70s. Up to 30% of these did not explode and are still dangerous. Work is now being done to make the land safe so that there are less injuries, and so more land can be used to produce food.

Your task is to write a caption for each cartoon – and where there are speech balloons, write down your ideas for what the people might be saying. Your captions and speech balloons need to show what you have learned about the dangers of landmines.





# Cartoon strip on " UXO" - unexploded ordnance



Source of cartoon images: UXO Lao