



LEARN ABOLITION

How **students** can rid the
world of nuclear weapons

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International Campaign to Abolish Nuclear Weapons

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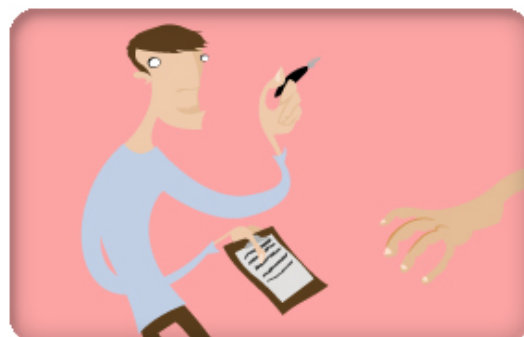
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INTRODUCTION

WHAT ROLE WILL YOU PLAY?

Everyone can play a part in the global movement to abolish nuclear weapons, and you needn't wait until you're an adult. As a student, you can influence your leaders' views on nuclear weapons issues and encourage others to become active in the movement. This booklet will help you to do just that.

It includes 17 activities for students of different ages. Some will test your debating skills. Others will test your writing and artistic skills. All will help you to understand the problem of nuclear weapons and at the same time play a part in promoting their elimination. Enjoy the experience!

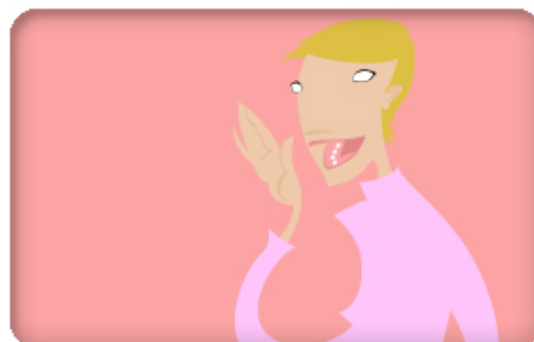
ABOUT OUR CAMPAIGN

The International Campaign to Abolish Nuclear Weapons (ICAN) is a global grassroots movement. We're calling on governments to negotiate a Nuclear Weapons Convention—a treaty to ban these weapons of terror. The overwhelming majority of countries and people want such a ban. Together we can generate a groundswell of popular support for nuclear weapons abolition.

Every nuclear weapon directly threatens global security and human survival. Thousands are kept on hair-trigger alert—able to be launched within minutes. A single nuclear weapon could flatten a city, or

devastate an entire nation, instantly. No other weapons have the capacity to destroy the entire planet in a matter of hours.

Unless we get rid of all nuclear weapons, they will be used again—intentionally or by accident—and the effect will be catastrophic. The two nuclear bombs dropped on Japan in 1945 killed hundreds of thousands of innocent people. We mustn't let it happen again.



GETTING STARTED

It's a good idea to begin any group activity by establishing "classroom ethics". People need to feel comfortable voicing their opinions. Here are some good ground rules:

- Respect each other's opinions
- Don't speak over other people
- Listen to what others say.

Before starting certain activities, it might also be helpful to work out how much people already know about nuclear weapons

By far the greatest single danger facing humankind—in fact, all living beings on our planet—is the threat of nuclear destruction.



MYTH

FACT

- 1 Nuclear weapons are no worse than other weapons.** They are the only weapons capable of destroying the entire planet in a matter of hours. Most of today's nuclear bombs are hundreds of times more powerful than the two dropped on Japan in 1945.
- 2 Nuclear weapons no longer pose a real threat.** There are still 26,000 nuclear weapons worldwide. Each of them directly threatens global security and human survival, and thousands are able to be launched within minutes of a command.
- 3 It's OK for some countries to have nuclear weapons.** No country can be trusted with nuclear weapons. And so long as any country has them, others will want them. Nuclear weapons threaten rather than enhance national security.
- 4 There's little chance that nuclear weapons will be used again.** Unless we get rid of all nuclear weapons, they will be used again—intentionally or by accident—and the effects will be catastrophic. Abolition is necessary and can be done.
- 5 People don't care much about nuclear disarmament anymore.** Recent opinion polls show that the overwhelming majority of people across the globe think that nuclear weapons should be banned. Most governments agree.
- 6 It's utopian to think we will ever get rid of nuclear weapons.** We've outlawed landmines, chemical weapons and biological weapons. The only thing stopping us from abolishing the worst weapons of all—nuclear weapons—is a lack of political will.

HAVE A CLASSROOM DEBATE.

A debate is an opportunity to hear two sides of a story, with equal weight given to each side. Holding one on nuclear weapons will require you to think hard about the problem—and how to solve it! You could invite your parents and community leaders along to watch. You'll get to hone your public-speaking skills and have to think on your feet. These are important skills to have, particularly if you wish to work as a politician, diplomat or campaigner.

WHICH TEAM WINS?

Let your teacher, parents or classmates decide. They should judge your team on how well it argues its case rather than whether they think your position is the right one.

STEPS

- 1 Set up your classroom as shown in the **diagram opposite**.
- 2 Divide the class into **groups of six** plus an adjudicator.
- 3 Allocate each group a **topic** (*See sample topics below*).
- 4 Divide each group into **two teams of three**.
- 5 Allocate each team member a **speaking role** (*See opposite*).
- 6 In teams **brainstorm arguments** that support your position.
- 7 Divide these arguments between the **first and second speakers**.
- 8 Decide on a **time limit** for each speaker, e.g. two minutes.
- 9 Commence the debate with the **first speaker for the affirmative**.
- 10 **Alternate** between the negative and affirmative teams.
- 11 Announce **which team won** the debate!

SAMPLE TOPICS

- That the risk of nuclear annihilation is as high today as it has ever been.
- That nuclear weapons pose a more serious threat to the world than climate change.
- That it's only a matter of time before nuclear weapons are used again.
- That terrorists will probably get their hands on nuclear weapons one day.

SPEAKER ROLES

AFFIRMATIVE

(Agrees with the topic)

SPEAKER 1

- Defines what the topic is
- Presents the affirmative team's main line
- Outlines what the rest of the affirmative team will argue
- Presents the first half of the case for the affirmative.

SPEAKER 2

- Rebutts what the first negative speaker has said
- Presents the second half of the case for the affirmative.

SPEAKER 3

- Rebutts all the remaining points of the case for the negative
- Presents a summary of the case for the affirmative
- Concludes the debate for the affirmative.

NEGATIVE

(Disagrees with the topic)

SPEAKER 1

- Accepts or rejects the affirmative team's definition of the topic
- Presents the negative team's main line
- Outlines what the rest of the negative team will argue
- Rebutts what the first affirmative speaker has said
- Presents the first half of the case for the negative.

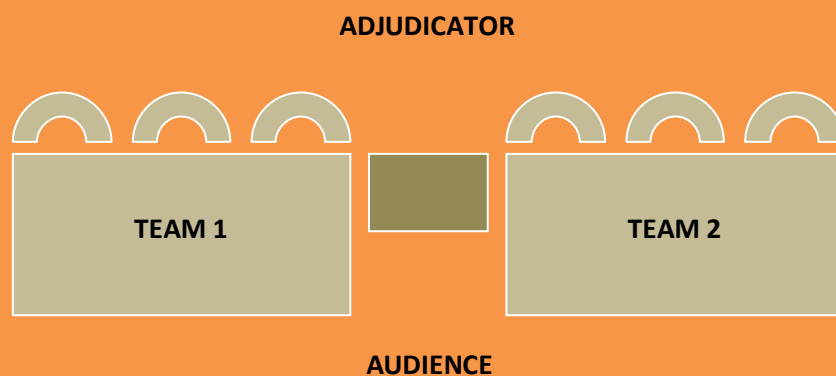
SPEAKER 2

- Rebutts what the affirmative speakers have said
- Presents the second half of the case for the negative.

SPEAKER 3

- Rebutts all the remaining points of the case for the affirmative
- Presents a summary of the case for the negative
- Concludes the debate for the negative.

CLASSROOM SET-UP





The mushroom cloud created by a nuclear test explosion.

SAMPLE ARGUMENTS

TOPIC: That the risk of nuclear annihilation is as high today as it has ever been.

AFFIRMATIVE

(Agrees with the topic)

- More countries have nuclear weapons today than ever before: the more fingers on the triggers, the more likely it is they will be used.
- There's a greater risk that nuclear weapons will be used by accident given that many nuclear weapons systems are now old and faulty.
- North Korea has joined the nuclear club and Iran has ambitions to follow suit.
- The United States and other nuclear-armed states have placed increased emphasis on the utility of their nuclear weapons.
- Several countries have said they would be prepared to use their nuclear weapons in a broader range of circumstances.
- Because of the spread of nuclear power, more countries now have the know-how to create nuclear weapons.
- Today's nuclear weapons tend to be much more powerful than nuclear weapons of the past.

NEGATIVE

(Disagrees with the topic)

- There are considerably fewer nuclear weapons today than during the Cold War: tens of thousands have been dismantled.
- Relations between the United States and Russia—the two countries with the largest nuclear arsenals—have improved significantly since the Cold War.
- There is generally greater cooperation among nations nowadays.
- Opinion polls show that most people around the world now believe that nuclear weapons threaten rather than enhance a country's security.
- More countries than ever before are calling for a Nuclear Weapons Convention—a treaty that would ban nuclear weapons.
- Nuclear war would be unthinkable given our improved knowledge of the immediate and long-term effects of radioactive fallout on human health.

ACTIVITY 2 | 8+ yrs

ORGANIZE A WRITING COMPETITION.

Words can change the world. So why not hold a writing competition focused on nuclear weapons abolition? People could submit poems, essays or stories. You could then publish the winning entries in a booklet or online for the world to read!

**STEPS**

- 1 **Establish guidelines:** Come up with some guidelines for your competition. Think about the following: Who is allowed to enter? What kinds of entries are accepted, e.g. poems, essays, fiction? Is there a word limit? Can a person make multiple entries? Is there a topic?
- 2 **Publicize the competition:** Set a deadline for people to submit their entries, and create flyers and posters to promote it. Advertise the competition in your school newsletter. Encourage your friends to submit their work.
- 3 **Announce the winners:** Arrange for a panel of people to judge the competition. This might include your school principal, your local member of parliament or an author. Present the winners with a prize or certificate at your school assembly.
- 4 **Publish the winning entries:** Arrange for the winning entries to be published in your school newsletter. You could also put together a booklet of entries so that other students have an opportunity to read them. And why not make them available online?

SAMPLE TOPICS

- I can imagine a world without nuclear weapons. Can you?
- The abolition of nuclear weapons is the most urgent challenge facing humanity today.
- Nuclear weapons are the worst kind of weapons. They must be abolished now.

WRITE A LETTER TO THE EDITOR.

As you learn about nuclear weapons, you will no doubt form some opinions about what needs to be done to eliminate them. You shouldn't keep these opinions to yourself! Why not write a letter to the editor of a newspaper or magazine? This is one of many ways to make your views known to the public. Below are some tips to increase the chance that your letter will be published.

INCLUDE YOUR AGE!

Newspapers don't often receive letters from young people, so you might like to include your age at the bottom of the letter to increase the chances of it being published.

STEPS

- 1 Read a **variety of newspapers and magazines** to see if they're covering nuclear issues. Pick out any news stories, opinion pieces or other letters to the editor you find interesting.
- 2 Is there anything about them that you disagree with? Is there any aspect of an issue, or any particular **point of view**, that isn't being adequately covered?
- 3 Do some **research**, if necessary, and then start drafting a letter in response. It's a good idea to refer to the particular article at the beginning of your letter.
- 4 Make sure all of your sentences make sense and are easy to read. Short, snappy sentences work well. Read and re-read your letter until it's perfect. It should be **less than 250 words**.
- 5 Ask yourself: Why would an editor choose to publish this letter and not the dozens of others he or she receives on any given day? Try to **make your letter stand out**.
- 6 **Submit your letter** to the paper or magazine. Be sure to include your full name, address and a contact phone number so the editor can verify that you're the author.
- 7 If it doesn't get published, try to **improve the letter** and then send it off to another publication. Be persistent!



SAMPLE LETTER

Dear Editor,

Re “Time to get serious about nukes” (editorial, January 1):
I agree that the risk of nuclear destruction is frighteningly high. However, I reject your prediction that nuclear weapons won’t be abolished in our lifetime.

We’ve already outlawed chemical weapons, biological weapons and anti-personnel landmines. Surely we can muster the political will to abolish the worst weapons of all? I believe that, together, we can generate an irresistible groundswell of popular support for abolition.

There are currently 26,000 nuclear weapons in the world today—that’s 26,000 good reasons to join the movement.

John Smith
Melbourne

A GOOD LETTER —

- Opens with a reference to a news story or opinion piece, or explains what motivated you to write it
- Clearly states what your position on a particular issue is and why you take that position
- Uses statistics, quotes and emotive language to convey arguments that back up your position
- Makes appropriate use of humorous or poignant language to capture the reader’s attention.

VARIATIONS

1

Write an article for your school newsletter.

Why not write an article for your school newsletter? This could contain your opinion about nuclear weapons and information on how you’re working for a world without them.

2

Comment on online news stories.

Many people today read newspapers online rather than in print. Most online papers allow you to post comments on articles. This is a great new way to make your voice heard!

ACTIVITY 4 | 10+ yrs

MAKE UP YOUR MIND.

Do you agree that eliminating nuclear weapons is more important than curbing climate change? And, in your view, are nuclear weapons worse than all other types of weapons? Think hard about these and other

similar questions—and then make up your mind. Have a go at justifying your position to your peers! And remember, this isn't a place to criticize anybody else's opinion.

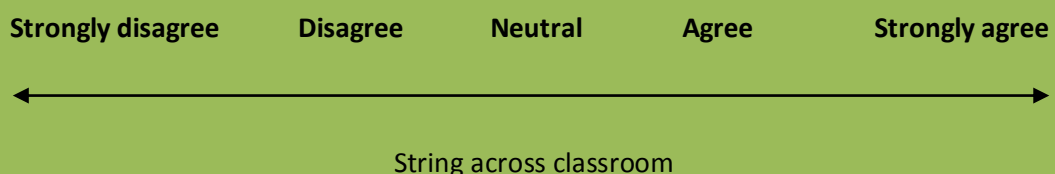
STEPS

- 1 Create an **"opinion continuum"** by placing a string across the floor of your classroom.
- 2 One end represents **"strongly disagree"** and the other represents **"strongly agree"**.
- 3 Read out a series of statements and get your classmates to **line up along the string**.
- 4 People who are **neutral** should stand in the middle and so on—all along the continuum.
- 5 Ask people to **explain why** they chose to stand where they're standing.
- 6 Invite people to **move** if they have changed their minds based on arguments made.

SAMPLE STATEMENTS

- Nuclear weapons pose a serious threat to global security and human survival.
- The risk of nuclear war is higher today than at any other time.
- Nuclear weapons help to keep the peace so long as they're in the right hands.
- Nuclear weapons are worse than all other types of weapons.
- All nuclear weapons should be dismantled without further delay.
- It's likely that nuclear weapons will be eliminated in coming decades.
- Eliminating nuclear weapons is more important than curbing climate change.

OPINION CONTINUUM



ACTIVITY 5 | 10–15 yrs

DESIGN A PEACE SYMBOL.

The anti-nuclear emblem, designed in 1958 for the British Campaign for Nuclear Disarmament (*See below*), is one of the most recognised symbols in the world. It's often

used in popular culture and advertising. See if you can come up with a peace symbol of your own—you never know, it might turn out to be as popular as the original!

STEPS

- 1 Have a look at existing **peace and anti-nuclear symbols**.
- 2 Think about **what they mean** and decide how effective they are.
- 3 Come up with **several concepts** for your own symbol.
- 4 **Show your designs to friends** to see what they think of them.
- 5 Perfect one and **use it as a logo** for your own school peace group.
- 6 **Print the symbol** on T-shirts, stickers, badges and more!

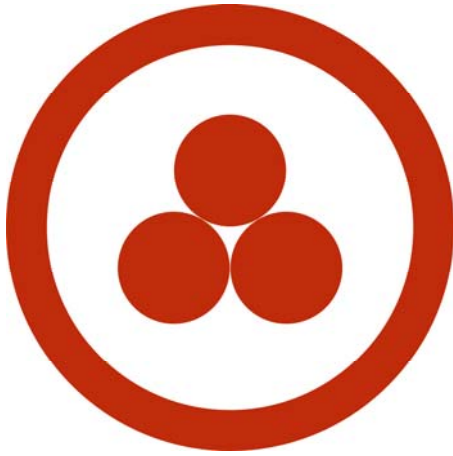
PEACE SYMBOLS**ANTI-NUCLEAR EMBLEM**

The anti-nuclear emblem first appeared in the form of a badge made using black paint on white clay. The badges would be among the few human-made objects to survive a nuclear inferno. The design includes the naval code letters for “N” and “D”—to stand for “nuclear disarmament”. The letter “N” is represented by holding two flags in a downward position, 45 degrees from the body; the letter “D” is represented by holding one flag directly upwards and another directly downwards.

The symbol was popularized in the 1960s during the United States civil rights movement. Fundamentalist groups of the far right attempted to have the symbol banned: they condemned it as a communist sign and argued it had satanic associations. There was

an official attempt to ban it in South Africa under the apartheid regime. The symbol has never been copyrighted, meaning that it can be used by anyone free of charge. It's no longer simply a symbol of nuclear disarmament—it has become a symbol of peace and non-violence.





BANNER OF PEACE

The banner of peace has been used in many cultures, particularly in Asia, for thousands of years. No single group or tradition has ever taken ownership of it. The central three circles represent the past, the present and the future—surrounded by eternity.



OLIVE BRANCH

The olive branch has since ancient times been used as a symbol of peace and goodwill. Its symbolic origin is probably associated with the biblical story of the dove that carried an olive branch from Noah's Ark. In ancient Greece the olive wreath was the highest award given to a citizen and to winners at the Olympic Games—a time when violent conflicts between competing states were suspended. The olive branch forms part of the flags of the United Nations, the League of Arab States, Cyprus and Eritrea.



PAPER CRANE

The white crane is used throughout Asia, and increasingly throughout the world, as a symbol of peace. According to Japanese culture, if a person folds 1000 papers cranes, he or she is granted a wish (*See Activity 10*).



PEACE DOVE

The dove is known the world over as a symbol of peace. According to legend, witches and devils can turn themselves into any bird shape other than that of a dove. The dove was popularized as a symbol of peace by Pablo Picasso in his 1949 lithograph for the International Peace Congress in Paris.



HAND-GESTURE PEACE SIGN

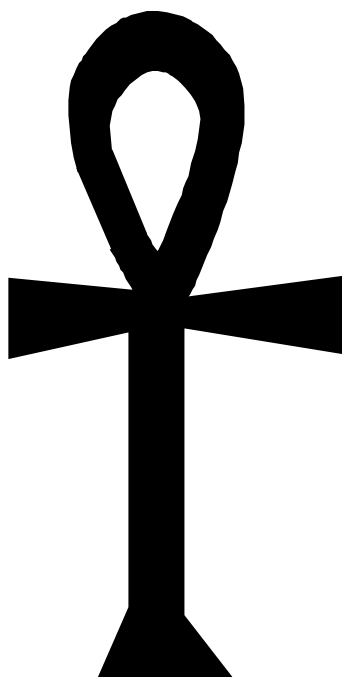
The hand-gesture peace sign, also known as the victory salute, is made by holding the index and middle fingers in the shape of a “V”. It originated in World War II when the letter “V”, for victory, was painted on walls in the dark as a symbol of freedom from occupying forces. It was also commonly used during the peace movements of the 1960s and 70s.

PEACE COLOURS

- **Blue**—because it’s the colour of the sky above and the sea below. The United Nations flag is blue, as are the berets worn by UN peacekeepers.
- **White**—because it conceals nothing and therefore represents the truth. A white flag is flown to symbolize goodwill or surrender.

RAINBOW FLAG

The rainbow flag has only recently been used as a symbol of peace. It originated in Italy where it bore the word *pace*, meaning “peace”. In the lead-up to the 2003 invasion of Iraq, many people in Italy and throughout the world hung rainbow flags from their windows and balconies as a sign of protest.



ANKH

The ankh is an ancient symbol that was widespread in Asia but is generally associated with Egypt. It represents life and eternity. In the 1960s, it was adopted by the Flower Power movement as a symbol of peace and truth.

ROLE-PLAY NUCLEAR CRISIS.

The Cuban Missile Crisis was a military confrontation during the Cold War involving the United States, the Soviet Union and Cuba. It was the point at which the Cold War came

closest to escalating into nuclear war. How would you have dealt with the situation if you were in the shoes of the American, Soviet or Cuban leaders?

STEPS

- 1 **Write a script:** Read the timeline below and come up with a script for a role-play. You might like to do some further reading to increase your understanding.
- 2 **Allocate roles:** Who's going to feature in your role-play? Think about who the key players were in the Cuban Missile Crisis. Note: they might not have been in the public eye.
- 3 **Rehearse:** Practise your role play several times. See if you can modify it to make it even better. Be sure that you're conveying things clearly.
- 4 **Perform to an audience:** Perform the role-play in front of your class. Encourage them to discuss the issues with you afterwards. Break a leg!

VARIATION

1 Role-play other major events of the nuclear age

The Cuban Missile Crisis isn't the only event of the nuclear age that you could turn into a role-play. Think of some other significant moments and act them out. You might also like to produce a play about the day, some time in the not-too-distant future, when we finally abolish nuclear weapons!



US President John F Kennedy during the Cuban Missile Crisis.

The US President discusses the crisis with his advisers.



THE CUBAN MISSILE CRISIS

- **19 December 1960:** Cuba officially aligns itself with the Soviet Union and its policies.
- **3 January 1961:** The United States ends diplomatic and consular relations with Cuba as a consequence.
- **12 April 1961:** US President John F. Kennedy pledges not to intervene militarily to overthrow Cuban president Fidel Castro.
- **17 April 1961:** A group of Cuban exiles, backed by the United States, invade Cuba at the Bay of Pigs in an unsuccessful attempt to trigger a rebellion against President Castro.
- **27 July 1962:** Castro announces that Cuba has taken measures that would make any direct US attack on Cuba the equivalent of a world war.
- **10 August 1962:** CIA director John McCone informs President Kennedy that Soviet medium-range ballistic missiles will soon be deployed in Cuba.
- **11 September 1962:** In a speech to the United Nations, Soviet foreign minister Andrei Gromyko warns that a US attack on Cuba could mean war with his country.
- **14 October 1962:** The United States obtains photographic evidence of missiles stationed in western Cuba.
- **16 October 1962:** Kennedy and his national security advisers meet to discuss possible diplomatic and military courses of action (*See photo above*).
- **18 October 1962:** Gromyko meets with Kennedy and assures him that Soviet weapons were given to Cuba only for the defence of Cuba.
- **20 October 1962:** Kennedy announces in a televised address to the nation the presence of offensive missile sites in Cuba.
- **23 October 1962:** Kennedy orders US ships to take up position 800 miles from Cuba and form a “quarantine line”.
- **24 October 1962:** Soviet ships en route to Cuba either slow down or reverse their course—except for one.
- **25 October 1962:** Kennedy sends a letter to Soviet leader Nikita Khrushchev laying the responsibility for the crisis on the Soviet Union.
- **26 October 1962:** Khrushchev sends a letter to Kennedy proposing to remove his missiles on the condition that Kennedy would never invade Cuba.
- **27 October 1962:** Kennedy agrees to Khrushchev’s proposal and the secret condition that the United States would remove missiles stationed in Turkey.
- **28 October 1962:** Khrushchev announces over Radio Moscow that he has agreed to remove the missiles from Cuba.

ORGANIZE AN ART COMPETITION.

Art can be used to express your views about nuclear weapons. Why not organize an art competition at your school? Students could submit drawings, paintings, sculptures, photographs, graphic designs and more. The winning entries could be used to create an exhibition or school calendar. You might even like to auction them off to help fund your own campaign for a nuclear-weapon-free world.

SAMPLE TOPICS

- I can imagine a world without nuclear weapons
- Remembering the tragedy of Hiroshima and Nagasaki
- Nuclear weapons are weapons of terror

STEPS

- 1 Establish guidelines:** Come up with some guidelines for your competition. Think about the following: Who is allowed to enter? What kinds of art are accepted, e.g. paintings and sculptures? Can a person make multiple entries? Is there a topic?
- 2 Publicize the competition:** Set a deadline for people to submit their art, and create flyers and posters to promote the competition. Advertise the competition in your school newsletter. Encourage your friends to submit their artwork.
- 3 Announce the winners:** Arrange for a panel of people to judge the competition. This might include your school principal, your local member of parliament or an artist. Present the winners with a prize or certificate at your school assembly.
- 4 Create an exhibition of winning entries:** Find an area at your school to display the winning entries. You could also include information about nuclear weapons and efforts to abolish them. Or perhaps you might use the artwork to make a school calendar?



ACTIVITY 8 | 7+ yrs

HONOUR THE VICTIMS.

The nuclear age has many victims. Among them are those who were killed, injured or lost loved ones in the bombings of Hiroshima and Nagasaki in 1945; those who became sick or who had stillborn children as a result of nuclear weapons testing; and those who

developed cancers or inherited birth defects because of the nuclear power industry. By honouring the victims, we improve the chance that our past mistakes won't be repeated and that the mistakes of today will one day stop.

SUGGESTIONS

- Hold a **minute's silence** at your school to honour the victims of the nuclear age.
- **Dedicate an event** or piece of writing to the victims of the nuclear age.
- Hold a **candlelight vigil** in a public space to raise awareness about nuclear dangers.
- Mark Hiroshima Day, 6 August, by folding **Japanese peace cranes** (*See Activity 10*).

LIJON'S STORY FROM THE PACIFIC

I was eight years old at the time of the Bravo nuclear test on Bikini Atoll in 1954. I woke up with a bright light in my eyes. It was a brilliant light that consumed the sky. Soon after, we heard a loud noise and the earth started to sway and sink.

Then it began to snow. We had heard about snow from the missionaries, but this was the first time we saw white particles fall from the sky. We played in the powder, but later everyone was sick. My own health has suffered as a result of radiation poisoning. I cannot have children. I have had seven miscarriages. One was severely deformed—it had only one eye.

Many of my friends have kept quiet about the strange births they had. They gave birth not to children as we like to think of them but to things we could only describe as octopuses, apples, turtles and other things in our experience.

The most common have been jellyfish babies. These babies are born with no bones in their bodies and with transparent skin. We can see their brains and hearts beating. But there are no legs, no arms and no head.

RUN A UNITED NATIONS DEBATE.

The United Nations is the main international organization responsible for promoting world peace. It has played a vital role in preventing the use of nuclear weapons, yet very few people understand how it works. How much do you know? This activity requires you to represent the views of a particular country. There are currently 191 such states—almost every nation in the world—and each has one vote in the main body within the United Nations, known as the General Assembly.



The very first resolution of the General Assembly called for the complete abolition of nuclear weapons. Another major body is the Security Council, which meets at any time to debate matters of international security. Its decisions, unlike the decisions of the General

Assembly, are enforceable. This activity will teach you the art of diplomacy. You will learn about how the United Nations operates and how different countries perceive the nuclear threat.

STEPS

- 1 Decide **which countries** should participate in the debate.
- 2 Allocate each participant a **country to represent**.
- 3 The President should **open proceedings** and invite any nation to propose a resolution.
- 4 A delegate should **introduce a resolution** and read it aloud to the Assembly.
- 5 The President should then invite a delegate from another country to **second the proposal**.
- 6 All delegates should notify the President if they wish to **speak for or against it**.
- 7 The secretary should produce a **list of speakers**, alternating between “for” and “against”.
- 8 The **first speaker** should be from the delegation that proposed the amendment.
- 9 The **timekeeper** should ring a bell after a certain time for each speaker, e.g. three minutes.
- 10 At any stage, a delegation can introduce an **amendment** to the resolution.
- 11 Any amendment should be **debated and voted upon**.
- 12 The resolution itself should also be **voted upon**—you can say “for”, “against” or “abstain”.
- 13 The **resolution succeeds** if there are more voting “for” than “against”.
- 14 It is customary to **applaud** if a resolution succeeds but not if it fails.
- 15 The President should **close proceedings** or invite another resolution.

PARTICIPANTS

- **President of the General Assembly**—to oversee proceedings and make rulings
- **A secretary**—to maintain the list of speakers
- **A timekeeper**—to limit the length of time any delegate has to speak
- **Note-passers**—to pass official notes between delegates and to the President
- **Delegates**—to represent their respective countries

DELEGATES

Delegates should represent the views of their particular country. If you don't know much about the policies of the country you're required to represent, you should do some research. Find out whether it supports the elimination of nuclear weapons and measures

to prevent nuclear proliferation. A useful website is Reaching Critical Will (www.reachingcriticalwill.org). Summaries for the United States, Russia and New Zealand have been provided on the following page to put you on the right track.

The UN Security Council in New York.



UNITED STATES

You have 10,000 nuclear weapons, many of which are on hair-trigger alert—that is, they're ready to use within minutes of a command. To date, you are the only country to have used nuclear weapons against another country. You're determined to keep your nuclear weapons but want to make sure that no new countries develop any. You have considered using small nuclear weapons to attack deeply buried targets, such as bunkers, and have reserved the right to use your nuclear weapons against any country which threatens to use weapons of mass destruction against you or your allies. You support efforts to curb the illegal transfer of nuclear technology and materials and would be willing to take your nuclear weapons off hair-trigger alert if Russia did the same. Your relations with Russia have improved significantly since the Cold War. Your allies include the United Kingdom, Australia, Israel and Pakistan.



RUSSIA

You have the largest nuclear arsenal of any country in the world. It consists of some 15,000 nuclear weapons, but several thousand of them are awaiting dismantlement. Some of your nuclear weapons are kept on hair-trigger alert. You are determined to keep your nuclear weapons but want to make sure that no new countries develop any. You support efforts to curb the illegal transfer of nuclear technology and materials and would be willing to take your nuclear weapons off hair-trigger alert if the United States did the same.



NEW ZEALAND

You don't have any nuclear weapons and have never had any. Though a small country, you are unafraid of voicing your concerns on the international stage. You strongly support efforts to abolish nuclear weapons and to prevent their proliferation. You believe that nuclear power generation is dangerous because it can lead to nuclear weapons production.



SAMPLE RESOLUTION

Follow-up to the advisory opinion of the International Court of Justice on the *Legality of the Threat or Use of Nuclear Weapons*

The General Assembly,

Convinced that the continuing existence of nuclear weapons poses a threat to all humanity and that their use would have catastrophic consequences for all life on Earth,

Reaffirming the commitment of the international community to the goal of the total elimination of nuclear weapons and the creation of a nuclear-weapon-free world,

Emphasizing the unequivocal undertaking by the nuclear-weapon States to accomplish the total elimination of their nuclear arsenals leading to nuclear disarmament,

Stressing the importance of strengthening all existing nuclear-related disarmament and arms control and reduction measures,

Recognizing the need for a multilaterally negotiated and legally binding instrument to assure non-nuclear-weapon States against the threat or use of nuclear weapons,

Desiring to achieve the objective of a legally binding prohibition of the development, production, testing, deployment, stockpiling, threat or use of nuclear weapons and their destruction under effective international control,

Recalling the advisory opinion of the International Court of Justice on the *Legality of the Threat or Use of Nuclear Weapons*, issued on 8 July 1996,

- 1 *Underlines* the unanimous conclusion of the International Court of Justice that there exists an obligation to pursue in good faith and bring to a conclusion negotiations leading to nuclear disarmament in all its aspects under strict and effective international control;
- 2 *Calls upon* all States immediately to fulfil that obligation by commencing multilateral negotiations leading to an early conclusion of a nuclear weapons convention prohibiting the development, production, testing, deployment, stockpiling, transfer, threat or use of nuclear weapons and providing for their elimination;
- 3 *Decides* to include in the provisional agenda of its next session the item entitled "Follow-up to the advisory opinion of the International Court of Justice on the *Legality of the Threat or Use of Nuclear Weapons*".

FOLD PAPER CRANES FOR PEACE.

Japanese paper cranes have become a well-known symbol of the movement for a world without nuclear weapons. Every year thousands of students across the globe fold paper cranes to honour the children who died

in the atomic bombings of Hiroshima and Nagasaki in 1945. You could take part in this tradition by sending your own paper cranes to a special peace memorial in Japan.

STEPS

- 1 Read **the story of Sadako**, a victim of the Hiroshima bombing (*See summary opposite*).
- 2 Find some **square pieces of paper**, preferably colour, or cut squares from rectangular paper.
- 3 Fold **paper cranes** with your classmates—see if you can make 1000 together!
- 4 Send your paper cranes to Sadako's **peace memorial** in Hiroshima to honour her memory.
- 5 Write a letter to the **Mayor of Hiroshima** expressing your support for nuclear weapons abolition.

ADDRESSES

Sadako's peace memorial:

Peace Promotion Division
The City of Hiroshima
1-5 Nakajima-cho Naka-ku
Hiroshima 730-0811 Japan

Mayor of Hiroshima:

Mayor of Hiroshima
1-6-34 Kokutaiji-machi Naka-ku
Hiroshima 730-8586 Japan

THE ATOMIC BOMBINGS

Nuclear bombs have been used in warfare twice:

- **HIROSHIMA**, Japan, 6 August 1945, an atomic bomb containing 50–70kg of enriched uranium killed 90,000 people instantly and a further 145,000 people by the end of 1945. Shockwaves destroyed everything within a 4km radius.
- **NAGASAKI**, Japan, 9 August 1945, an atomic bomb containing 6.2kg of plutonium killed 40,000 people instantly and a further 75,000 people by the end of 1945. Shockwaves destroyed everything within a 1km radius.

SADAKO'S STORY

Sadako Sasaki was two years old when the United States dropped an atomic bomb on her city, Hiroshima, in 1945. At the time of the explosion, she was at home with her mother. Despite being just 1km from the centre of the blast, she managed to survive the immediate effects.

However, 10 years later purple spots started to form on her legs as a result of radiation sickness from the bombing. She was diagnosed with leukaemia, a cancer of the blood. While in hospital, she learnt that according to Japanese legend, if she managed to fold 1000 paper cranes she would be granted a wish.

She started out folding dozens of cranes each day. When she ran out of paper, she used medicine wrappings and whatever else she could find. But then her condition worsened and she could only manage to fold one or two a day. Sadly, she died before reaching her target of 1000 cranes. Her friends folded the remainder after her death.

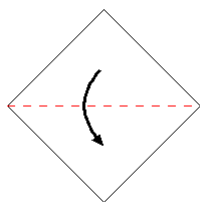
Sadako now symbolizes the impact of nuclear war. A memorial has been built in Hiroshima to honour her and all other child victims of the nuclear bombings. Her story continues to inspire thousands of people to work for the abolition of nuclear weapons.



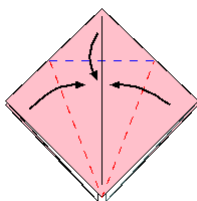
- **Read the full version:** Eleanor Coerr, *Sadako and the Thousand Paper Cranes*, first published 1977



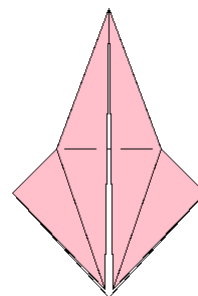
HOW TO FOLD A PAPER CRANE



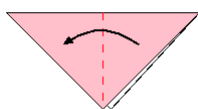
STEP 1 Fold a square piece of paper in half diagonally. Make sure the coloured side is facing down when you begin.



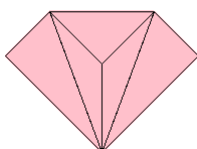
STEP 6 Fold the left and right corners to the centre line and then fold the top corner down as shown.



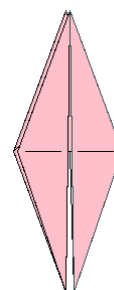
STEP 9 It should now look like this. Turn it over and repeat Steps 6–8.



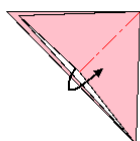
STEP 2 Fold it in half diagonally again.



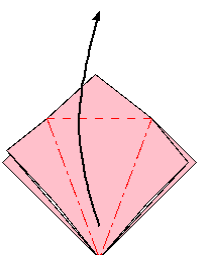
STEP 7 It should now look like this.



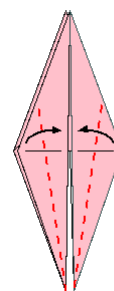
STEP 10 It should now look like this.



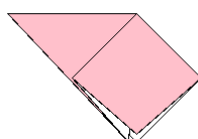
STEP 3 Spread the pocket out from the inside and fold it to make a small square.



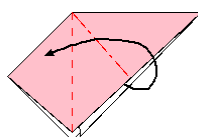
STEP 8 Open the pocket by pulling the bottom corner up, and fold along the creases you formed at Step 6. (Some will be inverted now.)



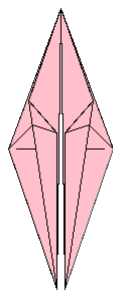
STEP 11 Fold the first layer towards the centre as shown.



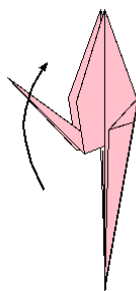
STEP 4 Turn it over.



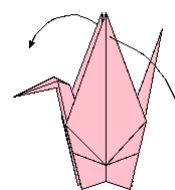
STEP 5 Do the same as in Step 3.



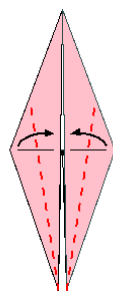
STEP 12 It should now look like this.



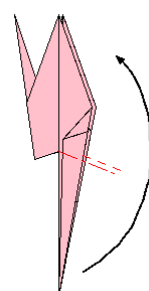
STEP 15 Separate the two layers and bring the neck up as shown.



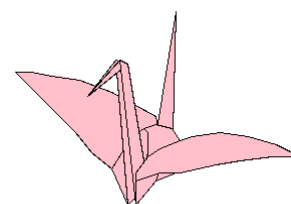
STEP 18 Pull the wings out to their proper position and blow into the underside.



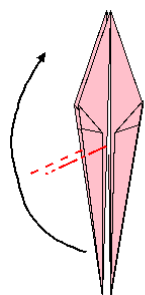
STEP 13 Turn it over and repeat Step 11.



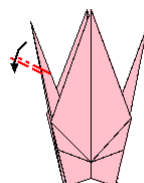
STEP 16 Repeat Steps 14–15 on the other side to form the tail.



You now have the finished paper crane.



STEP 14 Fold along the dotted line for the neck.



STEP 17 Fold along the dotted line to form the head.

ACTIVITY 11 | 10+ yrs

CELEBRATE THE VICTORIES.

The movement for the elimination of nuclear weapons has had some significant victories since it began. It's important that we celebrate these victories: they inspire us to persevere, even when we don't seem to be

making much progress. They're proof that the will of the people can prevail. Read about the victories below and celebrate them in whatever way you consider appropriate. We've provided you with two suggestions.

SUGGESTIONS

- **Designate your own "Abolition Day":** Celebrate the victories of the anti-nuclear movement by dedicating a particular day to nuclear weapons abolition. You and your classmates could organize a mini anti-nuclear festival with exhibitions, music and performances. Invite your families along.
- **Re-enact a victorious moment:** Pretend you were there when the Nuclear Non-Proliferation Treaty was formed or when the United Nations passed its first resolution calling for the world's nuclear forces to be eliminated. Make out that you led the great anti-nuclear rallies of the 1980s or played a part in the abolition of South Africa's nuclear weapons. Re-enact these historical moments with your classmates—so that they aren't forgotten.

A demonstration against the 2003 invasion of Iraq.



TIMELINE OF VICTORIES

- **1946:** The United Nations General Assembly, in its very first resolution, calls for the complete elimination of nuclear weapons and establishes a commission to deal with the problem raised by the discovery of atomic energy.
- **1955:** Eleven leading scientists and intellectuals sign the Russell–Einstein Manifesto, warning of the dangers posed by nuclear weapons and calling on world leaders to find peaceful solutions to international tensions.
- **1957:** Internationally renowned physician and Nobel Peace Prize winner Albert Schweitzer publishes the famous *Declaration of Conscience*, his public appeal against the development of nuclear weapons.
- **1970:** The Nuclear Non-Proliferation Treaty—an international treaty promoting nuclear non-proliferation, nuclear disarmament and the right to the peaceful use of nuclear energy—enters into force.
- **1981:** Thousands of women march to Greenham Common, a military base in the United Kingdom housing 96 nuclear missiles, and commence a 19-year protest which results in the removal of the missiles and the closure of the base.
- **1982:** The biggest demonstration on earth to that date takes place in New York, with one million people gathering to support of the second United Nations Special Session on Disarmament and to express opposition to nuclear weapons.
- **1984:** Jo Vallentine is elected to the Australian Senate as a candidate for the Nuclear Disarmament Party, becoming the first and only person in the world to be voted into office on the single issue of nuclear disarmament.
- **1984:** New Zealand becomes the first ever single-nation nuclear-free zone, with the Labour government implementing a nuclear prohibition policy despite considerable opposition from its Western allies.
- **1985:** The International Physicians for the Prevention of Nuclear War win the Nobel Peace Prize for raising awareness of the catastrophic consequences of nuclear warfare and for generating opposition to nuclear weapons.
- **1991:** The Cold War ends, marking the beginning of an era of reduced reliance on nuclear weapons, with Russia and the United States substantially reducing the size of their nuclear arsenals.
- **1991:** South Africa completes the process of dismantling all of its nuclear weapons, making it the only nation in the world to have developed nuclear weapons and then voluntarily given them up.
- **1995:** Civil society organizations from across the globe join forces to create Abolition 2000, a network which shifts the world's focus from nuclear arms control to nuclear weapons abolition.
- **1996:** The International Court of Justice—the highest court in the world—holds that there exists an obligation under international law to pursue in good faith and bring to a conclusion negotiations leading to complete nuclear disarmament.
- **1996:** The Comprehensive Nuclear-Test-Ban Treaty—an international treaty banning all nuclear explosions in all environments, whether for military or civilian purposes—opens for signature.
- **2007:** The International Campaign to Abolish Nuclear Weapons is launched throughout the world with the aim of generating a groundswell of popular support for a treaty that would ban nuclear weapons.

ACTIVITY 12 | 12+ yrs

WRITE TO YOUR LEADERS.

It's vital that we demonstrate to our leaders that there's strong popular support for the abolition of nuclear weapons. One way to do this is to write letters to them. Below are some tips that will help you to become an effective letter writer and campaigner.



STEPS

- 1 Determine who you want to write to:** You could write to your president or prime minister, an opposition figure, your mayor or your local member of parliament. It might also be worthwhile contacting non-elected officials, such as church leaders or academics.
- 2 Find out about your leaders:** It's important that you know as much as possible about the leaders before drafting your letters. Have they ever said anything publicly about nuclear weapons? Based on their affiliation to a particular political party or organization, is it possible to predict some of their views?
- 3 Work out what you want from them:** You should have a particular request. Make sure that this can be realistically fulfilled by the leader you are writing to: e.g. don't ask a local mayor to sign a treaty. Also, make sure your requests haven't already been fulfilled: e.g. don't ask South Africa to dismantle its nuclear weapons—it has already done this!
- 4 Draft your letter:** Your points should be clear, logical and well expressed. Don't make the letter long if it doesn't need to be, and be polite even if you strongly disagree with your leader's views and actions. Opposite is a sample letter which you could tailor to your needs.
- 5 Send your letter:** You could send the letter in hard form or by email. Make sure it's correctly addressed and, if it's in hard form, be sure to sign it. Then await a reply. Leaders receive a large volume of correspondence, so you should be prepared to wait several months for a reply!

SAMPLE LETTER

[Your address]

[The leader's address]

[Date]

Dear [Title and name]

I write to you because I am deeply concerned about the threat that nuclear weapons pose to our health, global security and human survival.

I fear that, unless we muster the political will to abolish these weapons of terror, they will be used again—intentionally or by accident—and the effect will be catastrophic.

Most countries do not want nuclear weapons because they threaten rather than enhance national security. They also divert funds from education, health care and infrastructure.

No other weapons have the capacity to destroy the entire planet in a matter of hours. A single nuclear weapon could flatten a city, or devastate a whole nation, instantly.

I am part of a new global grassroots movement called the International Campaign to Abolish Nuclear Weapons. We are calling on all governments to agree to a nuclear weapons convention—a treaty that would ban nuclear weapons.

The overwhelming majority of countries want such a ban. We have already outlawed landmines, chemical weapons and biological weapons. I believe it is now time to ban the worst weapons of all.

I urge you to do everything in your power to support the campaign.

Yours sincerely

[Your signature]

[Your name]

VARIATION

1 Write a group letter or open letter

To make your letter more powerful, you could invite your friends, family and teachers to sign it (making it a “group letter”). You might also like to publish it on a blog for the world to see (making it an “open letter”).

ADDRESSES

These are the postal addresses for the presidents or prime ministers of each of the nine countries with nuclear weapons. But you

should also write to leaders of countries that don't have nuclear weapons: they too have an important role to play in the movement.

UNITED STATES

President of the United States of America
The White House
1600 Pennsylvania Ave. NW
Washington, DC, 20500
UNITED STATES OF AMERICA

RUSSIA

President of the Russian Federation
4, Staraya Square
Moscow, 103132
RUSSIAN FEDERATION

CHINA

President of the People's Republic of China
Guojia Zhuxi
State Council General Office
Yongneixijie, Beijingshi, 100017
PEOPLE'S REPUBLIC OF CHINA

FRANCE

President of France
Quai D'Rosai 37
75007 Paris
FRANCE

UNITED KINGDOM

Prime Minister of the United Kingdom
10 Downing Street
London, SW1A 2AA
UNITED KINGDOM

ISRAEL

Prime Minister of Israel
3 Kaplan Street
Hakiry, Jerusalem 91919
ISRAEL

INDIA

Prime Minister of India
South Block, Raisina Hill
New Delhi 110 011
INDIA

PAKISTAN

President
Pakistan Secretariat
Islamabad
PAKISTAN

NORTH KOREA

President of DPRK
PO Box 44
Jung Song-dong
Central District, Pyongyang
NORTH KOREA

ACTIVITY 13 | 10+ yrs

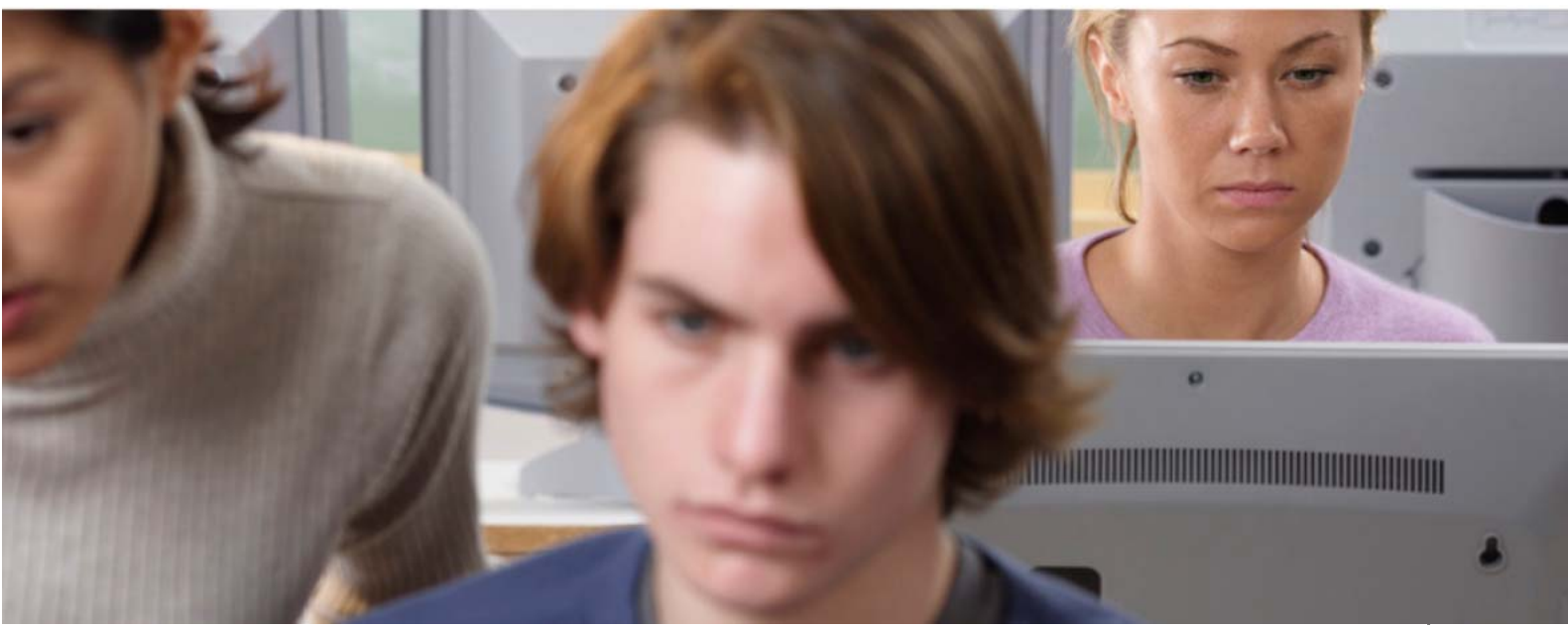
PROMOTE ABOLITION ONLINE.

There are many ways you can promote the abolition of nuclear weapons online—and you don't even have to leave your house or classroom! You can use the internet to inform

people about nuclear weapons, to generate support for a treaty that would ban them, and even to raise funds for nuclear weapons abolition.

SUGGESTIONS

- **Create your own blog:** You can create your own weblog free of charge through websites such as Blogspot (www.blogspot.com) and Wordpress (www.wordpress.com). A blog would let you to post your thoughts about eliminating nuclear weapons, including photos and even videos to help convey your ideas. You could link your blog to similar blogs.
- **Form a Facebook group:** There are many applications on the social-networking site Facebook (www.facebook.com) that you could use to promote nuclear weapons abolition. For example, you could set up a “cause” or “group” and invite your friends to join and donate money. You could then encourage them to invite their friends!
- **Discuss nuclear weapons:** The internet is home to several discussion forums about peace and disarmament. Consider joining these to make your views heard. There are also chat rooms where you can do the same. Many newspapers are now published online as well as in hard copy and enable you to post comments.
- **Make and post a movie:** Many computers, particularly laptops, have a built-in video camera that allows you to record your thoughts in a movie. You can edit the movie using a program such as Windows MovieMaker and upload it to a website like YouTube (www.youtube.com) or DailyMotion (www.dailymotion.com).



ACTIVITY 14 | 14+ yrs

HOLD A TRIVIA NIGHT.

A nuclear-themed trivia night could help you to raise money to fund your own campaign for a world free of nuclear weapons. Trivia nights are fun and easy to organise. We've come up with some sample questions to use, but you should try coming up with some of your own based on what you've learnt about nuclear weapons so far.



YELL OUT THE ANSWERS!

From time to time, you might like to invite people to yell out the answer to a question for a prize. The first to give the correct answer wins.

STEPS

- 1 Set a **time, date and location** for your trivia night, as well as an entry fee if you want one.
- 2 Decide on how many people you want for each **team**.
- 3 Advertise this information on **noticeboards** and in your **school newsletter**.
- 4 Write some **questions** suitable for your audience (*See sample questions opposite*).
- 5 Obtain **prizes** to give the winning team members—businesses might donate them.
- 6 On the night, **collect money** from people and make sure they all have **paper and pens**.
- 7 Read the questions out round by round and **keep a tally** of the scores.
- 8 Announce the **winning team** and present them with the prizes!

SAMPLE QUESTIONS

ROUND 1

- 1 On how many occasions have nuclear weapons been used in warfare?
- 2 What is the US President's distinctly un-sporty "Emergency Satchel" more commonly known as?
- 3 Which is the only country in the world to have developed nuclear weapons and voluntarily dismantled all of them?
- 4 The mayor of which Japanese city heads the Mayors for Peace network?
- 5 What does the Nobel Peace Prize-winning "IAEA" stand for?
- 6 The nuclear-weapon-free zone treaty covering which continent is the only such treaty not to have entered into force?
- 7 Name one of the three former Soviet countries which voluntarily gave up their nuclear arsenals following the dissolution of the Soviet Union.
- 8 The Nuclear Non-Proliferation Treaty entered into force at the beginning of which decade?
- 9 In the insane world of nuclear weapons, what does "MAD" stand for?
- 10 What happy religious name was given to India's first nuclear test explosion?



ROUND 2

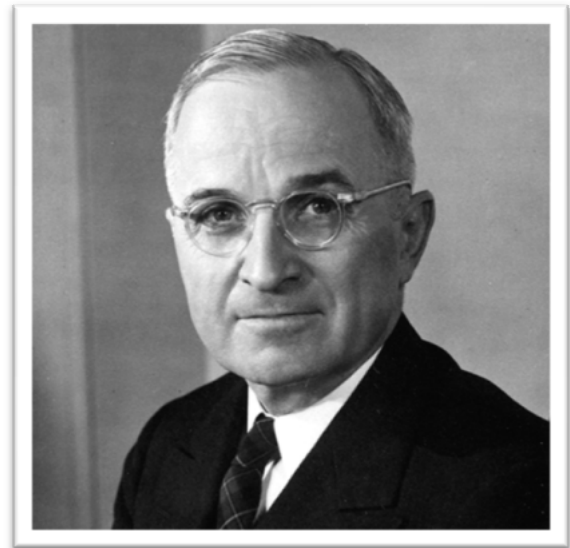
- 1 Jo Vallentine, the first and only person in the world to be elected to a national parliament on the single issue of nuclear disarmament, is from which southern hemisphere nation?
- 2 Which former bodybuilder said in 2007 that the attention focused on nuclear weapons should be as prominent as that of global climate change?
- 3 The board of directors of the *Bulletin of the Atomic Scientists* created what infamous clock in 1947?
- 4 The world's first nuclear-weapon-free zone covered which chilly geographical region?
- 5 Which country is widely thought to be the sixth in the world to have developed nuclear weapons, though it refuses to confirm this?
- 6 What were "Little Boy" and "Fat Man"?
- 7 Which is the only country to have announced its withdrawal from the Nuclear Non-Proliferation Treaty?
- 8 What does the "H" in "H-bomb" stand for?
- 9 Which country has conducted more nuclear test explosions than any other country?
- 10 What name is given to the United Kingdom's fleet of nuclear-armed submarines?

ROUND 3

- 1 On the Doomsday Clock, how many minutes is it to midnight?
- 2 Which American said in 2007 that Ronnie's greatest hope was for a world free of nuclear weapons?
- 3 The explosive power of an atomic bomb is created from which of the following: nuclear fusion or nuclear fission?
- 4 Which of the following has not been declared a nuclear-weapon-free zone: the seabed, the southern hemisphere or outer space?
- 5 Which respected former diplomat from Ghana stressed the importance of nuclear disarmament and non-proliferation in his final speech as head of the United Nations?
- 6 Which Japanese word is used to refer to the victims of the atomic bombings of Hiroshima and Nagasaki?
- 7 Sadako Sasaki, a well-known victim of the Hiroshima bombing, died aged 12 from what type of cancer?
- 8 Most nuclear-armed countries have publicly declared that they would not use their nuclear weapons except in retaliation to a nuclear attack against them. True or false?
- 9 Which international court held in 1996 that the use of nuclear weapons would generally be illegal under international law?
- 10 Which organ of the United Nations called in its very first resolution for "the elimination from national armaments of atomic weapons and of all other major weapons adaptable to mass destruction"?

ROUND 4

- 1 Which is generally more powerful: an H-bomb or an A-bomb?
- 2 North Korea announced on 9 October of which year that it had successfully conducted its first nuclear test explosion?



- 3 Which US president ordered in 1945 that two atomic bombs be dropped on the Japanese cities of Hiroshima and Nagasaki?
- 4 Name all nine countries which currently possess nuclear weapons.
- 5 Name all five nuclear-armed countries which are parties to the Nuclear Non-Proliferation Treaty and which have veto power in the UN Security Council.

MULTIPLE CHOICES

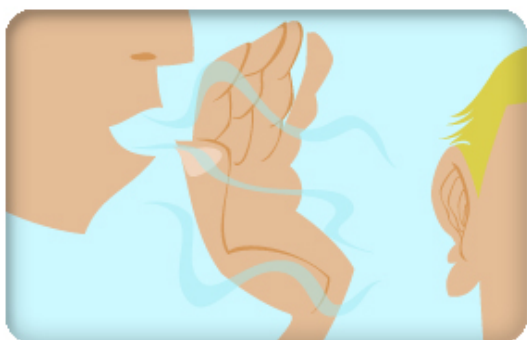
Some of these sample questions might be too difficult for your audience. To make them easier, why not turn them into multiple-choice questions?

ANSWERS**ROUND 1 (10 points)**

- 1 Two
- 2 The Nuclear Football
- 3 South Africa
- 4 Hiroshima
- 5 International Atomic Energy Agency
- 6 Africa
- 7 Any one of the following: Belarus, Kazakhstan and Ukraine
- 8 The 1970s
- 9 Mutually assured destruction
- 10 The Smiling Buddha

ROUND 2 (10 points)

- 1 Australia
- 2 Arnold Schwarzenegger
- 3 The Doomsday Clock
- 4 Antarctica
- 5 Israel
- 6 The atomic bombs dropped on Hiroshima and Nagasaki
- 7 North Korea (Democratic People's Republic of Korea)
- 8 Hydrogen
- 9 The United States
- 10 Trident

**ROUND 3 (10 points)**

- 1 Five. (This answer was accurate at March 2008. Go to www.thebulletin.org to make sure it still is accurate.)
- 2 Nancy Reagan
- 3 Nuclear fission
- 4 The southern hemisphere
- 5 Kofi Annan
- 6 Hibakusha
- 7 Leukaemia
- 8 False. (Most nuclear-armed countries have said they would use their nuclear weapons in response to an attack involving chemical or biological weapons.)
- 9 The International Court of Justice
- 10 The General Assembly

ROUND 4 (10 points)

- 1 An H-bomb
- 2 2006
- 3 Harry S Truman
- 4 The United States, Russia, the United Kingdom, France, China, Israel, India, Pakistan and North Korea (half a point for each)
- 5 The United States, Russia, the United Kingdom, France and China (half a point for each)

ACTIVITY 15 | 12+ yrs

DESCRIBE A NUCLEAR BLAST.



In learning about the atomic bombings of Hiroshima and Nagasaki (*See Activity 10*), we get some idea about the effects—immediate and long-term—of a nuclear blast. But many of today’s nuclear weapons are much more powerful than the early A-bombs (*See box below*). What would happen if a large

hydrogen bomb were dropped in the middle of your city? Who would live and who would die? Encourage members of the public to consider these frightening questions in the hope that it will strengthen their opposition to these worst weapons of terror.

STEPS

- 1 Produce a **target map** based on the template opposite by filling in the gaps in the table.
- 2 Draw in any **landmarks** on the target to give a better indication of the strength of the blast.
- 3 With a group of friends, create a **giant red “X”** in a public space to mark the hypocentre.
- 4 **Explain to people** what would happen if a nuclear bomb were dropped right there.
- 5 Hand them a copy of your target map and **ask whether they think they would survive**.

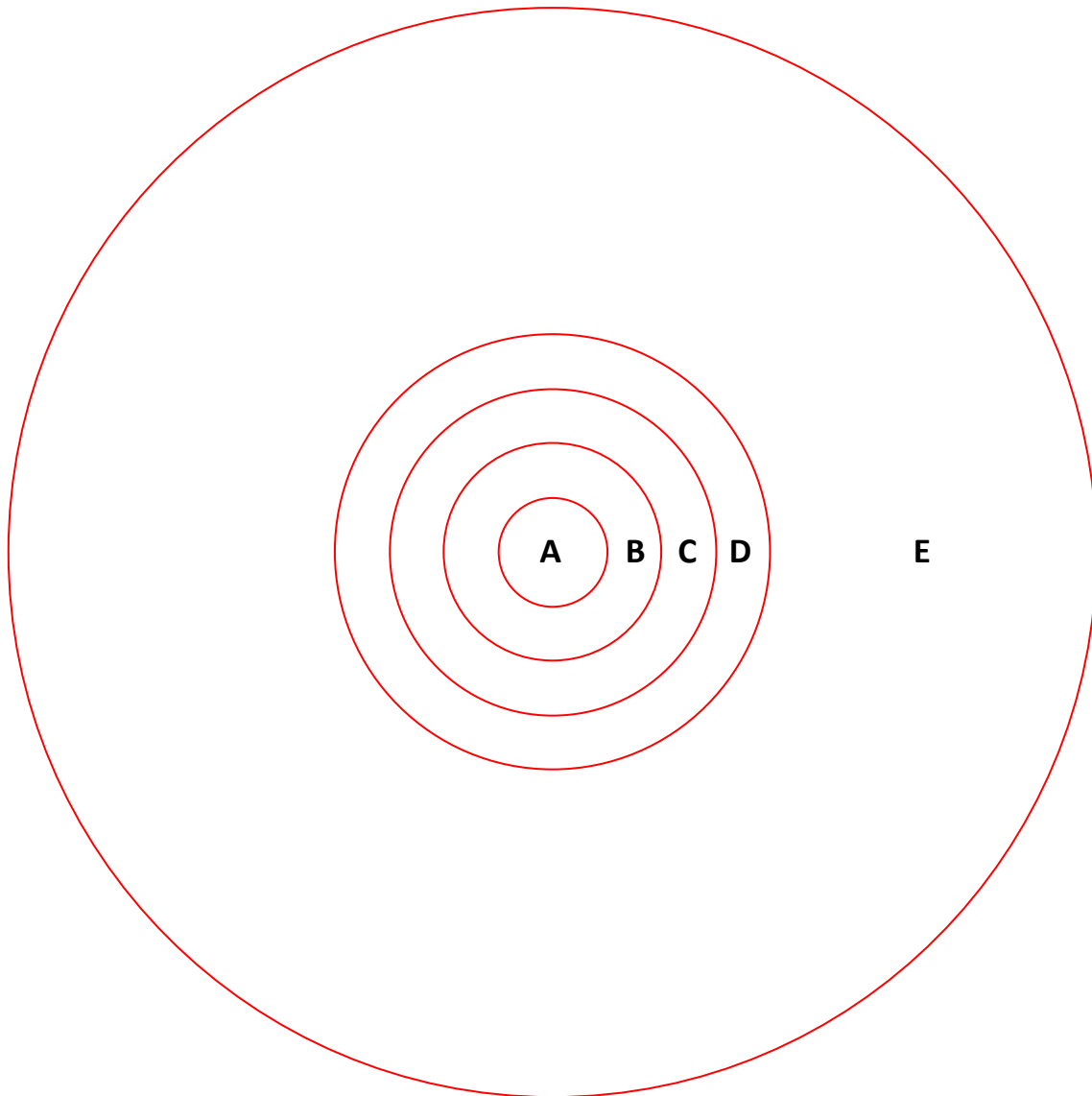
BLAST EFFECTS

- The blast from the nuclear bomb creates an inferno that reaches several million degrees Celsius—as hot as the sun.
- A heat flash vaporizes all human beings and flattens all buildings within a particular radius (determined by the size of the bomb).
- Radiation sickness sets in, with symptoms including bleeding from the mouth and gums, hair loss, internal bleeding, and vomiting.
- Pregnant women exposed to the blast give birth to children with illnesses and deformities, often long after the bombing.
- Some years later, survivors of the immediate effects of the blast develop cancers of the blood, breast, lung and salivary gland.

BIGGER BOMBS

The figures we use on the target map are based on a 12-kiloton bomb—roughly the size of the atomic bomb dropped on Hiroshima. Many of today’s nuclear weapons are much bigger and therefore have a much greater destructive capacity. The Soviet Union once tested a 50,000-kiloton thermonuclear weapon.

TARGET MAP



Effect of a 12-kiloton nuclear bomb

Band	Distance from hypocentre	Approximate population	Fatality rate	Total deaths*
A	0–0.5km		98%	
B	0.5–1km		90%	
C	1–1.5km		46%	
D	1.5–2km		23%	
E	2–5km		2%	

* To calculate the total deaths, multiply the approximate population by the fatality rate and then divide it by 100.

ACTIVITY 16 | 12+ yrs

CONDUCT AN OPINION POLL.

Surveys can provide us with useful information about people's opinions and their knowledge. You could conduct a survey to find out what other students at your school, or people from the wider community, think and know about nuclear weapons. Analyse your results and share what you discover!

GETTING PERSONAL

Collecting personal data such as age, occupation and city of residence can be useful. For example, you might discover that young people know more about nuclear weapons than older people!

STEPS

- 1 Design your survey based on **what you hope to learn** (*See sample survey opposite*).
- 2 **Distribute** your survey along with instructions for returning it to you once completed.
- 3 Compile the survey results in a **spreadsheet**.
- 4 Analyse the results and **pick out statistics** that people will find interesting.
- 5 **Write a report** of your findings and send it to your **local paper**.

Answers to questions opposite: 1) False; 2) False; 3) True; 4) True; 5) False; 6) True; 7) False.



NUCLEAR WEAPONS SURVEY

PERSONAL DETAILS

Age: _____
 Occupation: _____
 City/town: _____

YOUR KNOWLEDGE

	True	False
1 Nuclear weapons are routinely used in warfare.		
2 Most countries that have made nuclear weapons have now given them up.		
3 The use of nuclear weapons is considered illegal under international law.		
4 The number of nuclear weapons worldwide is in the tens of thousands.		
5 Several dozen countries currently possess nuclear weapons.		
6 Most nuclear weapons are in the arsenals of Russia and the United States.		
7 There are more nuclear weapons today than at the height of the Cold War.		

YOUR OPINION

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1 All nuclear weapons should be dismantled without further delay.					
2 Nuclear weapons pose a serious threat to global security and human survival.					
3 Nuclear weapons are worse than all other types of weapons.					
4 The risk of nuclear war is higher today than at any other time.					
5 Nuclear weapons help to keep the peace so long as they're in the right hands.					
6 It's likely that nuclear weapons will be eliminated in coming decades.					
7 Eliminating nuclear weapons is more important than curbing climate change.					

MEET WITH YOUR MAYOR.

City mayors have played an active part in the global campaign to abolish nuclear weapons. Over 2000 mayors in more than 100 nations are part of Mayors for Peace—a network dedicated to preventing nuclear weapons from being used again. It’s led by the mayor of Hiroshima. To find out whether your mayor is part of the network, visit the website (www.mayorsforpeace.org). And if he or she isn’t listed, request a meeting!



TIPS

- **Prepare questions:** Before the meeting, brainstorm some questions you would like to ask your mayor to determine how he or she feels about nuclear weapons.
- **Know your stuff:** Find out more about the network so that you can answer any questions your mayor might have. You’ll need to sell the idea to him or her!
- **Be positive:** Explain to your mayor that he or she can make a big difference by getting your city behind the cause. Joining is important but easy.
- **Follow it up:** If your mayor agrees to take part, make sure you follow it up after the meeting to ensure it happens.

FURTHER RESOURCES

DISARMAMENT EDUCATION

- United Nations disarmament education (<http://disarmament.un.org/education>)
- Campaign for Nuclear Disarmament Education Pack (www.cnduk.org)
- Peace Lessons (www.haguepeace.org)

NUCLEAR WEAPONS

- International Campaign to Abolish Nuclear Weapons (www.icanw.org)
- Bulletin of the Atomic Scientists (www.thebulletin.org)
- Disarmament Activist (www.disarmamentactivist.org)
- Disarmament Diplomacy (www.acronym.org.uk)
- Reaching Critical Will (www.reachingcriticalwill.org)
- Abolition 2000 (www.abolition2000.org)