

**EVEN WARS HAVE LIMITS**

# **PAXIUM**

**A ROLE-PLAYING ACTIVITY EXPLORING  
CONFLICT AND  
INTERNATIONAL  
HUMANITARIAN LAW**



**CANADIAN  
RED CROSS**

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## ACTIVITY OVERVIEW

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***axium*** is a role-playing activity that explores civil conflict and international humanitarian law (IHL), or “rules of war”. It was originally introduced in the 1985 Canadian Red Cross publication “*What’s Fair?*”. The original version has been significantly expanded and revised, based on its use over many years at the annual Global Issues Symposium for Youth—a four-day experiential learning event hosted by the Lower Mainland Region (Greater Vancouver) of the Canadian Red Cross.

The **objectives** of *Paxium* are:

- to foster awareness of the difficulty of humanitarian decision-making during times of conflict
- to promote respect for the rights of non-combatants in conflict situations
- to encourage support for the preservation of human dignity during times of conflict
- to foster awareness around international events and the challenges involved in both the enforcement of international law and the post-conflict rebuilding process

SUMMARY:

***Paxium***, as outlined here, is a 3 ½ - 4-hour role-playing activity concerning the fictional nation of Paxium and the events that unfold as it descends into civil war. The process starts by having everyone work together, as one country, to design a new flag and coat of arms for their post-colonial nation. Then civil war suddenly breaks out, and the group is abruptly broken into two factions: the War Cabinet of the Government side (South) and the War Council of the Rebel side (North).

Each participant is given a role, along with the initial positions and concerns of each side. The two sides are instructed to “play out” the next steps, according to the framework of their roles, as the civil conflict unfolds. Bulletins and Communiqués from the field—reflecting current issues and concerns about the treatment of prisoners and civilians, landmines, child soldiers and war crimes prosecutions—further shape and complicate the situation. The two sides are pushed to come up with “rules of war” through the presence of neutral observers who will eventually negotiate on behalf of their respective sides.

After the role-playing activity has concluded, a full debriefing process, grounded in experiential learning methodology, takes place to help participants explore:

- what happened during the role-playing activity,
- how the situations played out in ***Paxium*** actually relate to the real world, including the ongoing challenges connected with IHL (the actual “rules of war”),
- how to disseminate and enforce these international rules, and
- what they can do in terms of ongoing learning and positive action.

This debriefing process, which is focused on answering the questions, “*What?*”, “*So what?*” and “*Now what?*”, should take at least as long as the role-playing activity itself. (This package contains complete debriefing notes / questions for facilitators, as well as an article entitled ***The Experiential Learning Cycle***.)

## CONDUCTING THE ACTIVITY

### INTRODUCTION

#### ROLE OF FACILITATORS AND LEADERS

Two or three **Facilitators** are in charge of running the activity—keeping time, moving from stage to stage, orchestrating the interventions, and so on—and these same Facilitators lead the debriefing. They are not involved with the groups during the activity, but rather maintain an overall control over the unfolding of events, through the Leaders that work with each of the two sides.

Each full game of Paxium (with 22 participants) initially has two **Leaders** working with them for the full-group flag and coat-of-arms making stage. After civil war breaks out, one Leader will go to the Government (South) side, and the other will go to the Rebel (North) side, where they will work through to the end of the role-playing activity and ideally do the first stage of the debriefing process (“Hot debriefing”).

The **Leaders** take their cues from the **Facilitators**.

As Leaders, they do not intervene too much in the actual discussions and decisions that will occur. Rather, they are there to pass on the information and tasks connected with each stage.

The Leaders most critical roles are:

1. to make sure the participants understand the nature of their roles **and** the importance of setting aside their own preferences in order to get into their roles,
2. to encourage the General and the President to be the leader of the discussion on each side, and
3. to work more closely with the Neutral Observers during the Caucus stage to prepare them for their task of helping the group come up with rules of war.

At the *Global Issues Symposium for Youth*, we conduct four full games simultaneously, that is, with about 22 participants for each one. If less than 11 people are on each side, the Head of the Student Movement role for each side could be eliminated. But it is strongly advised to maintain the balance (pro-war and anti-war) by working in at least groups of 10 for each side.

If numbers do not match up, some participants could double up on roles—this is better than dropping key roles or disrupting the balance.

We have conducted this activity in a variety of formats and spaces and have found it works best to conduct all the games in one room, if possible. This makes it easier to ensure that all games are on the same pace. It may be a little noisy and chaotic if you have more than three games running at once; however, if you have a large enough room, doing it all in one space will help you in the long run.

The two sides in each game should sit at tables, if available, to help instill formality at the Government Cabinet and the Revolutionary Council meetings.

## NOTES FOR FACILITATORS AND LEADERS

### FLAG / COAT OF ARMS MAKING

- Divide the whole group into smaller country groups (22 people per group is ideal).
- Each country group is given the *Paxium: An Island Paradise* handout that focuses on **flag** and **coat of arms making**. Try to keep as many people as possible engaged in producing the two art pieces.
- During this time, identify, as much as possible, potential “leaders” (Presidents, Generals and Neutral Observers)
- After about 15 minutes—and before they actually finish—do a sudden, dramatic reading of the outbreak of war announcement *Fierce Fighting as War Declared in Paxium!* (e.g. as a TV “breaking news” broadcast).
- Immediately after the “outbreak of war” announcement, divide the large group (22) into two equal groups (11).
  - Be sure to mix people from both the flag and the coat-of-arms groups.
  - Make sure the participants you have identified as leaders end up in the right place.
- Each of the two Leaders in a game (a North and a South group) will direct their small group (11) to the appropriate table.

### GETTING INTO ROLE

- Once at the table, the Leaders will hand out copies of the war announcement, so the participants can read along as the Leaders read it aloud again, and so they can refer back to it later.
- Distribute the **role cards** and **name labels** to your group, specifically giving out the President, General and Observer roles to the “chosen” ones.  
**NOTE:** You will give out a **more detailed sheet** to the Neutral Observers **later on**.
- Tell the participants to note that there are three parts to their role:
  - the **brief description of the role / position**, which they openly tell others,
  - the **Hidden Bias**, which they keep to themselves, and
  - the **Connections** guide which contains suggestions on who to align with.
- Explain that there is a Neutral Observer in each group who is not part of the Cabinet (government) or Council (revolutionary side).
- Have each person spend a few minutes reading and digesting his or her role. Instruct them that they will soon have to reveal their position in their own words, using their role card as a guideline. Remind participants to identify their role each time they begin to speak.
- REMIND each person that this will work much better if they really try to get into their role, even if it is quite different from their own views and personality.
- Give the General and the President their **opening speeches**, which they read **TWICE slowly and clearly** to their respective Council or Cabinet.
- Provide a few group copies so the group can read along.
- Have each person briefly share their own “public” position (from their sheet) with the group, in their own words.

## INTERVENTION #1

- After 10 minutes or so, and after each participant has had their initial say about the situation, the Facilitators signal the Leaders to do the first Intervention.
- Leaders give the President a copy of the **Bulletin from the Battlefield**, which he or she reads **TWICE** to the Government Cabinet, or the General a copy of the **Communiqué**, which he or she reads **TWICE** to the Revolutionary Council. Hand out copies for the group to read along and refer to later.
- At the same time, Leaders give the Neutral Observers a more detailed “**Further Instructions—Neutral Observer**” sheet and tell each group (Cabinet or Council) about the Neutral Observers’ task to help them establish “rules of war”.

## CAUCUSING

- The Government Cabinet and Revolutionary Council are then given time for members to “**caucus**” or talk informally with others to form alliances and plan strategies, as described on the sheets.
- During the caucusing, Leaders go over the Instruction Sheet with the Neutral Observers to make sure they can take an active role within each group to help establish the rules of war.
- Have the participants reconvene for discussion.
- Discussion time (the Neutral Observers are now involved more in discussion, attempting to help create “rules of war”, which they will later negotiate with the other side).

## INTERVENTION #2

- The Facilitators again signal the Leaders to do the second intervention. Leaders give out copies of the second Bulletin (Government) or Communiqué (Revolutionary), so the group can read along as they are read out loud.
- Again, have the President and General read these **TWICE**.
- Leaders encourage the Neutral Observers, the President and the General to keep moving the discussion towards agreement on rules of war and upcoming negotiation with the other side.

## MEETING OF NEUTRAL OBSERVERS

- Facilitators announce that it is time for the Neutral Observers from the North and South to meet, compare notes and negotiate rules of war that both sides will agree to follow.
- Leaders stay with the group—it is important to keep the group focused while the Observers are negotiating. If the group does not seem to want to continue discussing “rules of war”, guide them in a discussion on how they can help the country reunite once the civil war is over.
- When the Observers return to the group, have them report on the negotiations.
- Using the President and the General, along with the Neutral Observers, Leaders try to move each group towards conducting a vote on which rules of war they will accept.
- Progress towards “rules of war” will vary a great deal, so do not worry about what the groups accomplish. Whatever they come up with will be “raw material” for the debriefing.

**The Facilitators will signal Leaders to end the simulation.**

## PAXIUM TIMELINE

<b>ACTIVITY COMPONENTS</b>	<b>TIME ALLOTTED</b>
Instructions; introduction; flag/coat of arms making	20 minutes
Media announcement of war; divide up groups	5 minutes
Getting into roles	5 minutes
General's/President's speech; other participants share identities	15 minutes
Bulletin/Communiqué #1 and Caucus; Neutral Observers receive additional information	10 minutes
Discussion/Debate	15 minutes
Bulletin/Communiqué #2; Discussion/Debate (specifically regarding rules of war)	10 minutes
Neutral Observers negotiate rules with opposing side; Discussion/Debate continues	10 minutes
Neutral Observers return; collective vote on approving or rejecting rules of war	10 minutes
<b>Subtotal</b>	<b>100 minutes</b>
<b>DEBRIEFING</b>	
<b>Hot debrief (occurs for each side of 11 participants)</b>	10 minutes
<b>Processing (each full game of 22 participants together)</b>	30 minutes
<b>BREAK</b>	
	10 minutes
<b>Generalizing Part 1 (continue with each game of 22 participants)</b>	15 minutes
<b>Generalizing Part 2 (bring two games of 44 participants together)</b>	30 minutes
<b>Applying (all participants)</b>	15 minutes
<b>Subtotal</b>	<b>110 minutes</b>
Running Time	<b>210 mins / 3 hrs 30 mins</b>
<b>*Guest Speaker / Question and Answer Period</b>	30 minutes
<b>TOTAL TIME</b>	<b>4 hours</b>

\*A possible follow-up to the *Paxium* activity and debriefing is to have a guest speaker talk and answer questions concerning current situations and controversies around conflict, humanitarian law and relief work in conflict zones.

## ROLE-PLAYING

### INTRODUCTION

The Handouts that follow consist of:

#### Government (South)

- Role Sheets (11)
- Further Instructions to Neutral Observer
- President Solon's Opening Speech to the Government Cabinet
- Bulletins from the Battlefield (2)

#### Rebels (North)

- Role Sheets (11)
- Further Instructions to Neutral Observer
- General Granesta's Opening Speech to the Revolutionary Council
- Communiqués from the Battlefield (2)

Each side—the Government (South) and Revolutionary (North)—has 11 roles. Each role has three parts: a **public position**, a **hidden bias** and a **connections guide** with suggestions about making alliances. Each role also includes instruction for getting into the role.

The roles for both the Government side and the Revolutionary side have been carefully balanced in terms of 'hawk' and 'dove' mentalities; that is, those who will favour war and those who will resist or want to shorten the war. This makes it easier for the groups to have authentic discussions and not arrive at easy solutions.

In addition, the roles are balanced between the two sides, with many of the same issues and perspectives present within the content of the roles, even though the identities differ. The following table shows how the roles have been matched to ensure balance within and between the two sides:

#### NORTH

General Granesta  
Colonel Nalgar  
General's Personal Advisor  
Head of Farmers' Coalition  
President of the Women's Alliance  
Mayor of Karnak  
Head Chaplain  
University Professor  
President of Labour Union  
Head of Student Movement  
Neutral Observer

#### SOUTH

President Solon  
Commander-in-Chief  
President's Chief of Staff  
Weapons Manufacturer  
Minister of Foreign Affairs  
Chief of Police in Tranquilla  
Chief Medical Officer  
Minister of Interior  
Supreme Court Judge  
Head of Student Movement  
Neutral Observer

## GETTING PARTICIPANTS INTO THEIR ROLES

This is critical to the success of the activity, and there are three strategies to help foster this:

1. Leaders “**scout**” for potential **Generals and Presidents** (and even Neutral Observers) during the stage of flag and coat of arms making—or even before, if the group is together at an event. These roles are key, so it is helpful to identify people who you know will embrace their role, be a leader and help the group carry on discussions.
2. The role sheets encourage each participant to play their role as convincingly as they can, based on the character’s position and beliefs even if these ideas and beliefs are different from their own—but the **Leader must reinforce** this at the outset as the roles are distributed.
3. Have each participant wear a **role label** and **begin their first few inputs** with, “*As the \_\_\_\_\_, I \_\_\_\_\_.*”

The role of the **Neutral Observer** has been designed to be meaningful and pro-active—it is key in moving the two sides towards decision-making and negotiation around their rules of war. In fact, there is a second role-playing sheet for the Neutral Observers, distributed during the Caucus stage, to help them understand and embrace their task.

The Leaders will receive instructions from the Facilitators as to when to move the group onto the various stages of the activity.

## BULLETINS AND COMMUNIQUÉS

These interventions—**Bulletins** for the Government side and **Communiqués** for the Revolutionary sides—are made twice during the activity to push the discussion on each side and to force them to make decisions when faced with increasing threats from the other side.

Bulletin #1 and Communiqué #1 are not identical, but they are balanced—for example, raising similar issues and situations from different perspectives. This is the same for Bulletin #2 and Communiqué #2.

## PAXIUM

### AN ISLAND PARADISE

The independent nation of Paxium is located in the Eastern Sea. It is a beautiful island. Thanks to a tropical ocean current, it is always green and blessed with a wealth of natural resources.

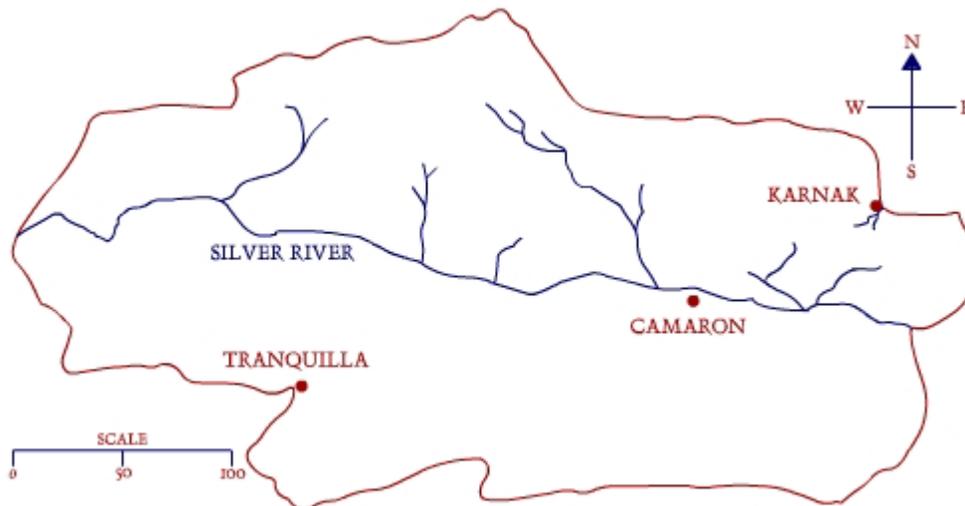
The geography of the island is unusual. From the western tip to the eastern extreme, it is cut almost in half by the fast-flowing Silver River.

**North** of the river the land is lush and fertile. 97% of all Paxium's food is grown in the North. People from this part of the island live on farms or in small communities. The main population centre in the North is the gracious old city of Karnak.

**South** of the Silver River the land becomes more hilly. Precious metals, oil and coal are found beneath the surface. The heavily industrialized region supplies Paxium, especially northerners, with refrigerators, dishwashers, computers and other consumer goods. Southerners live in cities, the largest being the national capital, Tranquilla.

#### NOTES

97% of all Paxium's food is grown in the North.



MAP OF PAXIUM

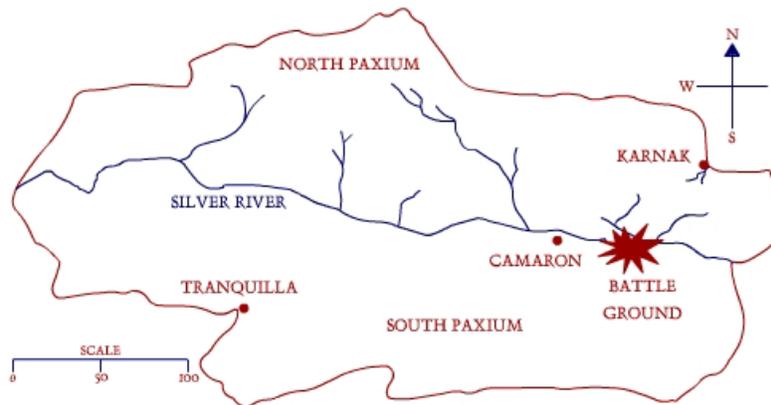
### ACTIVITY

#### Create Paxium flag and coat of arms

After several years of independence, the citizens of Paxium recently voted in a referendum to create both a new flag and a new coat of arms for the country to symbolize the history and character of Paxium, without any colonial images. Work in two groups with your fellow citizens to design a flag and a coat of arms.

## WAR DECLARED IN PAXIUM

# Fierce Fighting as War Declared in Paxium!



After centuries of peace, civil war broke out today in the island nation of Paxium. Residents of the northern farmlands, very angered at historic discrimination and the high cost of energy, food and consumer goods, have taken up arms against the oil-rich, industrialized South.

The revolt is led by members of the armed forces, headed by General Cormia Granesta. In a television address last night, General Granesta urged Northerners to fight the “ridiculously high prices” and the “arrogant attitude” of the Southern-based government towards the rural North.

President Livia Solon refuses to give in to rebel demands and accuses Granesta of falsely inflaming a “naïve rural population”.

Tensions on the island increased this week after six Northerners attending university in the Southern city of Camaron were attacked by a

mob of pro-government citizens and officials. Northerners responded by attacking government offices and police stations throughout their half of the island.

Several people died in each incident, leading to a formal rebellion by General Granesta’s forces against the government. The first battle was fought early today about 80 km southeast of Karnak, on the north bank of the Silver River. An estimated 5,000 government troops crossed the river to clash with the rebel army, which is reported to number 3,500 soldiers. Details of the battle are unavailable at present.

In recent years, Paxium has doubled its military spending, so both sides have access to modern jet aircraft and weaponry, including high-precision missiles and bombs. However, the number of trained military personnel available for fighting is limited on both sides.

### NOTES

The revolt is led by members of the armed forces, headed by General Cormia Granesta.

## ***GOVERNMENT SIDE (SOUTH)***

### **ROLE SHEETS**

<b>President Solon</b> .....	11
<b>Commander-in-Chief of the Army</b> .....	12
<b>President's Chief of Staff</b> .....	13
<b>Weapons Manufacturer</b> .....	14
<b>Minister of Foreign Affairs</b> .....	15
<b>Chief of Police in Tranquilla</b> .....	16
<b>Chief Medical Officer</b> .....	17
<b>Minister of Interior</b> .....	18
<b>Supreme Court Judge</b> .....	19
<b>Head of Student Movement</b> .....	20
<b>Neutral Observer</b> .....	21

## PRESIDENT SOLON

### (GOVERNMENT CABINET)

You feel that an understanding can be reached between the two sides, but you strongly believe that Paxium must remain a united nation. However, at this point, you are not sure what your next move should be, so you are seeking the advice of your Cabinet.

**TELL THIS IN YOUR OWN WORDS TO THE OTHER CABINET MEMBERS.**

### CONNECTIONS

You are seeking the advice of the Cabinet, so you are potentially open to everyone. You want to maintain unity within the Cabinet although don't hesitate to act and speak on your strong concerns. Don't forget, you believe national unity is the only option available.

**AGAIN, THIS IS PRIVATE INFORMATION TO GUIDE YOU IN MAKING ALLIANCES.**

### HIDDEN BIAS

You experience two strong emotions within yourself:

- (1) you are a proud Paxium nationalist who wants to keep the country together at all costs, so you feel you can't permit this rebellion to succeed; but
- (2) you are worried that the world community may hold you accountable for any war crimes, as they have General Pinochet in Chile and President Milosevic in Yugoslavia.

You must remain strong or you will lose the support of your people. Remember that the Presidential election is coming soon.

**KEEP THIS TO YOURSELF—THIS IS NOT PUBLIC INFORMATION TO BE SHARED WITH OTHERS.**

## NOTES

### for President Solon:

As President, you will facilitate this Cabinet meeting. It is your job to make sure that everyone has a voice and can be heard.

Later on, you will help facilitate a discussion and then a vote on which "rules of war" the Cabinet will adopt. The Neutral Observer will help facilitate this process.

Encourage everyone to say their position the first few times they speak.

Example: "*As the \_\_\_\_\_, I think .....*".

This will help everyone to understand their perspective and remember who they are.

At different times, you will be asked to read things to the Cabinet. Please read everything twice in a slow and clear fashion.

### TIPS

Play your role as convincingly as you can, based on this character's position and beliefs—even if these ideas and beliefs are different from your own.

## COMMANDER-IN-CHIEF OF THE ARMY

### (GOVERNMENT CABINET)

You want to win battles and protect your soldiers. Try to convince the President to treat the enemy wounded, prisoners and civilians ruthlessly.

**TELL THIS IN YOUR OWN WORDS TO THE OTHER CABINET MEMBERS.**

## CONNECTIONS

Try to ease any fears the President may have regarding prosecution and convince him to strike hard against the Northern rebel forces.

Also, try to win the President's Chief of Staff over to your side.

**AGAIN, THIS IS PRIVATE INFORMATION TO GUIDE YOU IN MAKING ALLIANCES.**

## HIDDEN BIAS

You support President Solon, only so long as he appears strong. You think the world community is weak or indifferent to this little conflict, so you do not fear any war crimes prosecution when the war is over.

**KEEP THIS TO YOURSELF—THIS IS NOT PUBLIC INFORMATION TO BE SHARED WITH OTHERS.**

## NOTES

### for Commander-in-Chief of the Army:

The first few times you speak, begin with:

*“As the Commander-in-Chief of the Army, I ...”*

This will help everyone to understand your perspective and remember who you are.

## TIPS

Play your role as convincingly as you can, based on this character's position and beliefs—even if these ideas and beliefs are different from your own.

## PRESIDENT'S CHIEF OF STAFF

### (GOVERNMENT CABINET)

You are a life-long Paxium “nationalist” and you have worked your whole professional life for the development of your people in all parts of the country. Try to convince the President to appear strong and decisive by treating the enemy ruthlessly.

**TELL THIS IN YOUR OWN WORDS TO THE OTHER CABINET MEMBERS.**

## CONNECTIONS

You are aware of Commander-in-Chief's political ambitions, so you want very much to keep him on the President's side.

The Chief of Police is a key ally.

**AGAIN, THIS IS PRIVATE INFORMATION TO GUIDE YOU IN MAKING ALLIANCES.**

## HIDDEN BIAS

You are concerned that the President might appear weak if he is soft on the treatment of prisoners of war. Other generals might overthrow him.

Within all this, you are, however, also desperately worried about your two sons who are in the government army. You hope a short war will force the rebels to negotiate more willingly, thus increasing the chances of your sons surviving and coming home.

**KEEP THIS TO YOURSELF—THIS IS NOT PUBLIC INFORMATION TO BE SHARED WITH OTHERS.**

## NOTES

### for President's Chief of Staff:

The first few times you speak, begin with:

*“As the President's Chief of Staff, I...”*

This will help everyone to understand your perspective and remember who you are.

## TIPS

Play your role as convincingly as you can, based on this character's position and beliefs—even if these ideas and beliefs are different from your own.

## WEAPONS MANUFACTURER

### (GOVERNMENT CABINET)

You are responsible for increasing industrial production to help win the war. You feel that the prisoners could be of some use to you and the government by being made to work in your factory. You try to convince the President that this will not be a problem, as the prisoners will not be treated that poorly.

**TELL THIS IN YOUR OWN WORDS TO THE OTHER CABINET MEMBERS.**

## CONNECTIONS

Try to work with the President's Chief of Staff to make sure the humanitarian concerns don't get in the way of doing what is best for Paxium.

**AGAIN, THIS IS PRIVATE INFORMATION TO GUIDE YOU IN MAKING ALLIANCES.**

## HIDDEN BIAS

You are in heaven! Your business has gone up 400% since the start of the conflict and you know you will make even more profits with "free" labour. Your factory can handle much larger volumes of weapons production. You believe that a long, sustained war will be good for the economy and thereby enable the South to slowly break down the rebels.

**KEEP THIS TO YOURSELF—THIS IS NOT PUBLIC INFORMATION TO BE SHARED WITH OTHERS.**

## NOTES

### for Weapons Manufacturer:

The first few times you speak, begin with:

*"As a weapons manufacturer and industrial leader, I ..."*

This will help everyone to understand your perspective and remember who you are.

## TIPS

Play your role as convincingly as you can, based on this character's position and beliefs—even if these ideas and beliefs are different from your own.

## MINISTER OF FOREIGN AFFAIRS

### (GOVERNMENT CABINET)

You have always held a position of power and influence in Paxium society and now you are one of the most popular members of the government. You are a key leader of the pro-government forces and want to win the war so that Paxium can remain a united country. But you believe all decisions about the conduct of the war have to be made by civilians like yourself, not the army.

**TELL THIS IN YOUR OWN WORDS TO THE OTHER CABINET MEMBERS.**

## CONNECTIONS

Do not let the Commander-in-Chief or the Chief Medical Officer talk the President into anything unless you are sure it's right.

The Minister of Interior and the Supreme Court Judge could be useful allies.

**AGAIN, THIS IS PRIVATE INFORMATION TO GUIDE YOU IN MAKING ALLIANCES.**

## HIDDEN BIAS

You lost two sons and a brother in an earlier war, so you are sensitive to the need to protect innocent people during the fighting.

**KEEP THIS TO YOURSELF—THIS IS NOT PUBLIC INFORMATION TO BE SHARED WITH OTHERS.**

## NOTES

### for Minister of Foreign Affairs:

The first few times you speak, begin with:

*“As the Minister of Foreign Affairs, I ...”*

This will help everyone to understand your perspective and remember who you are.

## TIPS

Play your role as convincingly as you can, based on this character's position and beliefs—even if these ideas and beliefs are different from your own.

## CHIEF OF POLICE IN TRANQUILLA

### (GOVERNMENT CABINET)

Tranquilla is the capital of Paxium and key in the effort to win the war against the Northern rebels. You believe it is important that the people of the city feel confident that the government will defeat the rebels.

You want to put prisoners of war to work on the farms harvesting crops. Food supplies for the soldiers are essential to victory.

**TELL THIS IN YOUR OWN WORDS TO THE OTHER CABINET MEMBERS.**

## CONNECTIONS

Try to work with the President's Chief of Staff and anyone else who supports the President.

**AGAIN, THIS IS PRIVATE INFORMATION TO GUIDE YOU IN MAKING ALLIANCES.**

## HIDDEN BIAS

Municipal politics in Paxium are a little corrupt, and you owe your position to President Solon's patronage. You support the President's every decision. Try to dissuade those who oppose the President.

**KEEP THIS TO YOURSELF—THIS IS NOT PUBLIC INFORMATION TO BE SHARED WITH OTHERS.**

## NOTES

### for Chief of Police in Tranquilla:

The first few times you speak, begin with:

*"As the Chief of Police in Tranquilla, I ..."*

This will help everyone to understand your perspective and remember who you are.

## TIPS

Play your role as convincingly as you can, based on this character's position and beliefs—even if these ideas and beliefs are different from your own.

## CHIEF MEDICAL OFFICER

### (GOVERNMENT CABINET)

Your medical vows and training require you to preserve human life and defend the dignity of all beings, no matter which side they are on.

Try to convince the President to treat the enemy humanely.

**TELL THIS IN YOUR OWN WORDS TO THE OTHER CABINET MEMBERS.**

## CONNECTIONS

Try to get the Minister of Foreign Affairs to help you convince President Solon to respect humanitarian principles. But you are also sympathetic to those who want the President to remain strong, such as the Chief of Police and the President's Chief of Staff.

**AGAIN, THIS IS PRIVATE INFORMATION TO GUIDE YOU IN MAKING ALLIANCES.**

## HIDDEN BIAS

Despite your medical ethics, you are sympathetic to those who want to crush the rebellion without mercy. You want Paxium to win battles and defeat the Northern rebels, but not at the costs of ethics and humanity.

**KEEP THIS TO YOURSELF—THIS IS NOT PUBLIC INFORMATION TO BE SHARED WITH OTHERS.**

## NOTES

### for Chief Medical Officer:

The first few times you speak, begin with:

*“As the Chief Medical Officer, I ...”*

This will help everyone to understand your perspective and remember who you are.

## TIPS

Play your role as convincingly as you can, based on this character's position and beliefs—even if these ideas and beliefs are different from your own.

## MINISTER OF INTERIOR

### (GOVERNMENT CABINET)

You were a key player in creating Paxium's Constitution years ago and you have many friends and relatives in the South. You feel the country must be re-united peacefully. Try to convince the President to treat the enemy humanely and begin negotiation with the Northern rebels. You believe that war crimes prosecutions are likely after the war because of the new International Criminal Court.

**TELL THIS IN YOUR OWN WORDS TO THE OTHER CABINET MEMBERS.**

## CONNECTIONS

Try to form an alliance with the Supreme Court Judge, even though you suspect his 'ethics' are based on economic self-interest.

You also recognize the need to win over the support of the large and vocal student movement.

**AGAIN, THIS IS PRIVATE INFORMATION TO GUIDE YOU IN MAKING ALLIANCES.**

## HIDDEN BIAS

In fact, General Granesta of the Northern rebel forces is an old friend. You don't support this war nor do you trust President Solon's leadership, so take advantage of every opportunity to undermine him and his supporters. You would like to be President of a united Paxium yourself someday.

**KEEP THIS TO YOURSELF—THIS IS NOT PUBLIC INFORMATION TO BE SHARED WITH OTHERS.**

## NOTES

### for Minister of Interior:

The first few times you speak, begin with:

*"As the Minister of Interior, I ..."*

This will help everyone to understand your perspective and remember who you are.

## TIPS

Play your role as convincingly as you can, based on this character's position and beliefs—even if these ideas and beliefs are different from your own.

## SUPREME COURT JUDGE

### (GOVERNMENT CABINET)

You are a patriot who believes that Paxium must remain united. But as an officer of the court, you are also opposed to the inhumane treatment of civilians and prisoners. Try to convince the President and others to follow this path.

**TELL THIS IN YOUR OWN WORDS TO THE OTHER CABINET MEMBERS.**

## CONNECTIONS

Try to align with the Minister of Interior and the Minister of Foreign Affairs

**AGAIN, THIS IS PRIVATE INFORMATION TO GUIDE YOU IN MAKING ALLIANCES.**

## HIDDEN BIAS

Before becoming a judge, you were the head of a large mining corporation and you still hold stock in the company, as well as others related to the war effort. You oppose using prisoners as ‘free’ labour. They will be slow and unskilled—this is the main reason you oppose the idea of using them.

**KEEP THIS TO YOURSELF—THIS IS NOT PUBLIC INFORMATION TO BE SHARED WITH OTHERS.**

## NOTES

### for Supreme Court Judge:

The first few times you speak, begin with:

*“As the Supreme Court Judge, I ...”*

This will help everyone to understand your perspective and remember who you are.

## TIPS

Play your role as convincingly as you can, based on this character’s position and beliefs—even if these ideas and beliefs are different from your own.

## HEAD OF STUDENT MOVEMENT

### (GOVERNMENT CABINET)

Students have become a major social force in the South as it strives to modernize and students all over the country have a strong desire to be a part of the decision-making processes. Many students support President Solon and the reasons for the war. However, most students want to see peaceful negotiations and are deeply concerned about where all the fighting may lead. You will support those actions which you believe are in the best interests of students.

**TELL THIS IN YOUR OWN WORDS TO THE OTHER CABINET MEMBERS.**

## CONNECTIONS

Try to align with those who want to see greater equality with and respect for the Northerners—and especially those who are not in favour of a long and bloody war and who favour negotiation and political solutions.

**AGAIN, THIS IS PRIVATE INFORMATION TO GUIDE YOU IN MAKING ALLIANCES.**

## HIDDEN BIAS

You have been involved in some radical student demonstrations over the years, such as protesting around free trade and globalization, so you like the world of “edgy” protests, marches and rallies. However, you are also at the age where you could possibly be drafted into the armed forces and sent out to fight and you don’t want to go that route.

**KEEP THIS TO YOURSELF—THIS IS NOT PUBLIC INFORMATION TO BE SHARED WITH OTHERS.**

## NOTES

### for Head of Student Movement:

The first few times you speak, begin with:

*“As the Head of Student Movement, I ...”*

This will help everyone to understand your perspective and remember who you are.

## TIPS

Play your role as convincingly as you can, based on this character’s position and beliefs—even if these ideas and beliefs are different from your own.

## NEUTRAL OBSERVER

### (GOVERNMENT CABINET)

You want to lessen suffering for soldiers and civilians on both sides and you have no bias or opinion about the current conflict. Your task is to listen, take notes on the discussions and later on, help the Cabinet agree on and follow a set of “rules of war”.

**TELL THIS IN YOUR OWN WORDS TO THE OTHER CABINET MEMBERS.**

## NOTES

### for Neutral Observer:

Later on, after the first Bulletin from the field, you will receive further instructions on how you will help the Cabinet come up with “rules of war”.

### TIPS

You have no bias or opinion about the current conflict.

## PRESIDENT SOLON'S OPENING SPEECH

### President Solon's Opening Speech to the Government Cabinet

*Read with energy and passion !!*

Thank you to all members of the War Cabinet for assembling on such short notice.

Eight hours ago I made the most difficult decision of my life. I ordered our Paxium army to cross the Silver River at dawn to attack rebel forces led by General Granesta. In making my decision I knew I was risking the lives of thousands of our young men and women.

Although we rejoice in the news that the Northerners are in full retreat, there is also sorrow—300 of our soldiers are dead and many more are wounded.

I wish could tell you that there will be no more killing, but that is impossible. Despite the defeat, General Granesta continues to defy us and has sworn to never surrender. The rebel army is gaining strength. There will be many more battles and more bloodshed before Paxium will be at peace again.

During this morning's battle, 100 of our heroes were captured. I must say I now fear greatly for their safety.

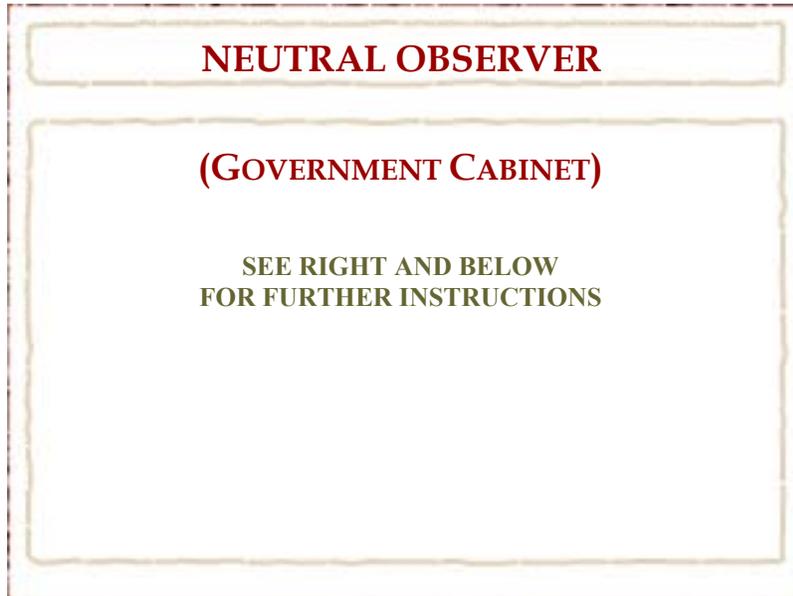
I have called you together to ask for your help in making an enormously difficult decision. When the enemy fled the battlefield this morning, they left behind hundreds of wounded soldiers. As of an hour ago, all our own wounded had been carried to safety, but nothing has been done for the enemy injured.

Our field commanders cannot agree on what to do with these men. I must make a decision about the care of these prisoners and radio orders to the commanders as soon as possible.

To summarize, 300 of our brave are dead, 100 are captured and hundreds of wounded enemy from the North lay injured in the battlefields.

## WHAT DO YOU THINK I SHOULD DO?

## FURTHER INSTRUCTIONS TO NEUTRAL OBSERVER



The members of the Cabinet will be ‘caucusing’ now for a few minutes, as they try to find allies and plan a strategy for the next Cabinet discussion period.

Use this time to review your notes and plan as well for the next Cabinet discussion, when you will work with the President to move the group towards coming up with some rules of war.

The Cabinet is currently making very difficult decisions regarding their side’s conduct during this civil conflict. As a Neutral Observer, it is now time for you to help this group make “rules of war” to govern their military conduct.

Using any notes you have taken, help guide the Cabinet through these negotiations, keeping in mind that each person has certain opinions and perspectives arising out of their position on the Cabinet.

You must remain neutral, but that doesn’t mean you are silent. You have a definite role: to help lessen the suffering of those affected by the war by helping both sides to agree upon humanitarian rules of war.

Add your own suggestions and ask the Cabinet if they could accept any of these rules benefiting victims on both sides.

Encourage President Solon to help you by moving the Cabinet towards coming up with these rules of war. You offer to act as a neutral “go-between” so that rules may be agreed on by both sides.

After meeting with your counterpart from the North, you will present their ideas to President Solon and the Cabinet. Then you will try to steer the Cabinet towards a final vote after they have discussed the ideas you bring from the Northern Revolutionary Council.

## BULLETIN FROM THE BATTLEFIELD - #1

Honourable President:

We have captured a rebel raiding party south of the Silver River near Camaron. They took five Paxium civilian hostages and executed them before surrendering to our government troops.

We believe enemy prisoners have knowledge of enemy troop strength and plans for further raiding parties. So far, these prisoners have refused to give information. We request permission to keep their capture a secret and to interrogate them freely.

Unconfirmed reports that children as young as 12 years, drugged to encourage aggression and drug dependence, are part of heavily armed rebel army. How should we treat these child soldiers as we confront them?

Fighting is fierce, casualties are high. We urgently need more replacement troops. Perhaps we should considering drafting our own youth into the army.

Await your orders.

**READ A SECOND TIME!!**

## BULLETIN FROM THE BATTLEFIELD - #2

Honourable President:

Rebel forces are grouping on the outskirts of Karnak. The civilian population gave food and medical assistance to rebels during initial retreat.

Air force requests permission to cut off food and water to civilians by bombing granaries, the Karnak dam and the main bridge.

Alternatively, we could bomb a number of houses, as an example of what happens to those who cooperate with the enemy.

The situation is becoming desperate, so we also request permission to lay landmines. This will frighten civilians and restrict their movement, as well as keep the rebel army from entering the city.

This, however, would be a violation of the 1997 Ottawa Convention Banning Anti-Personnel Mines, which Paxium has signed.

Await your orders.

**READ A SECOND TIME!!**

## ***REBEL SIDE (NORTH)***

### **ROLE SHEET**

<b>General Granesta</b> .....	27
<b>Colonel Nalgar</b> .....	28
<b>Head of Farmers' Coalition</b> .....	29
<b>General's Personal Advisor</b> .....	30
<b>President of the Women's Alliance</b> .....	31
<b>Mayor of Karnak</b> .....	32
<b>Head Chaplin</b> .....	33
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## GENERAL GRANESTA

### (REVOLUTIONARY COUNCIL)

You genuinely believe in the cause of your revolutionary forces and that civil war is the only option left to force the Southern Government to treat the North fairly and equally. However, at this point, you are not sure what your next move should be, so you are seeking the advice of your Revolutionary Council.

**TELL THIS IN YOUR OWN WORDS TO THE OTHER COUNCIL MEMBERS.**

## CONNECTIONS

You are seeking the advice of the Council, so you are potentially open to everyone. You want to maintain unity within the Council although don't hesitate to act and speak on your strong concerns. Don't forget, you believe war is the only option available.

**AGAIN, THIS IS PRIVATE INFORMATION TO GUIDE YOU IN MAKING ALLIANCES.**

## HIDDEN BIAS

You experience two strong emotions within yourself:

- (1) you have felt oppressed as a Northerner all your life, so you are fed up with the unfair treatment of you and your people by the Southerners. The rebellion against Solon's government was your idea; but
- (2) you are worried that the world community may hold you accountable for any war crimes, as they have General Pinochet in Chile and President Milosevic in Yugoslavia.

You need to keep your strong image or else other generals may attempt to overthrow you.

**KEEP THIS TO YOURSELF—THIS IS NOT PUBLIC INFORMATION TO BE SHARED WITH OTHERS.**

## NOTES

### for General Granesta:

As Chairperson of the Revolutionary Council, you will facilitate this Council meeting. It is your job to make sure that everyone has a voice and can be heard.

Later on, you will help facilitate a discussion and then a vote on which "rules of war" the Council will adopt. The Neutral Observer will help facilitate this process.

Encourage everyone to say their position the first few times they speak.

Example: "*As the \_\_\_\_\_, I think .....*".

This will help everyone understand their perspective and remember who they are.

At different times, you will be asked to read things to the Council. Please read everything twice in a slow and clear fashion.

## TIPS

Play your role as convincingly as you can, based on this character's position and beliefs—even if these ideas and beliefs are different from your own.

## COLONEL NALGAR

### (REVOLUTIONARY COUNCIL)

As head of the Northern armed forces, you want to win battles and protect your soldiers. Try to convince the General to treat the enemy wounded, prisoners and civilians ruthlessly.

**TELL THIS IN YOUR OWN WORDS TO THE OTHER COUNCIL MEMBERS.**

## CONNECTIONS

Try to ease any fears the General may have regarding prosecution and convince him to strike hard against the Southern forces.

Also, try to win the General's Personal Advisor over to your side.

**AGAIN, THIS IS PRIVATE INFORMATION TO GUIDE YOU IN MAKING ALLIANCES.**

## HIDDEN BIAS

You support General Granesta, only so long as he appears strong. You think the world community is weak or indifferent to this little conflict, so you do not fear any war crimes prosecution after peace has been restored.

**KEEP THIS TO YOURSELF—THIS IS NOT PUBLIC INFORMATION TO BE SHARED WITH OTHERS.**

## NOTES

### for Colonel Nalgar:

The first few times you speak, begin with:

*“As the Colonel in charge of the armed forces, I ...”*

This will help everyone to understand your perspective and remember who you are.

## TIPS

Play your role as convincingly as you can, based on this character's position and beliefs—even if these ideas and beliefs are different from your own.

## HEAD OF FARMERS' COALITION

### (REVOLUTIONARY COUNCIL)

Agricultural production is key to the success of the war, and you are in charge of this economic sector. The harvest is coming and you need as many helping hands as possible. Try to convince the General that the prisoners could be put to good use as labourers.

**TELL THIS IN YOUR OWN WORDS TO THE OTHER COUNCIL MEMBERS.**

## CONNECTIONS

Try to work with the General's Personal Advisor and any others with similar views to make sure that humanitarian concerns don't get in the way of doing what is best for the North.

**AGAIN, THIS IS PRIVATE INFORMATION TO GUIDE YOU IN MAKING ALLIANCES.**

## HIDDEN BIAS

You are desperate to get your four sons home, as well as the sons of the other farmers you work with, as you are well aware of how brutal the war is becoming. You believe that a short war will inflict heavy casualties on the Government forces and force the President to negotiate with General Granesta.

**KEEP THIS TO YOURSELF—THIS IS NOT PUBLIC INFORMATION TO BE SHARED WITH OTHERS.**

## NOTES

### for Head of Farmers' Coalition:

The first few times you speak, begin with:

*"As the Head of Farmers' Coalition, I ..."*

This will help everyone to understand your perspective and remember who you are.

## TIPS

Play your role as convincingly as you can, based on this character's position and beliefs—even if these ideas and beliefs are different from your own.

## GENERAL'S PERSONAL ADVISOR

### (REVOLUTIONARY COUNCIL)

You are a life-long North Paxium “nationalist” and you have worked your whole professional life for the development of your people in the North. Try to convince the General to appear strong and decisive by treating the enemy ruthlessly.

**TELL THIS IN YOUR OWN WORDS TO THE OTHER COUNCIL MEMBERS.**

## CONNECTIONS

You are aware of Colonel Nalgar's political ambitions, so you want very much to keep him on General Granesta's side.

The Mayor of Karnak is a key ally.

**AGAIN, THIS IS PRIVATE INFORMATION TO GUIDE YOU IN MAKING ALLIANCES.**

## HIDDEN BIAS

You are concerned that the General might appear weak if he is soft on the treatment of prisoners of war. Other generals might overthrow him. Within all of this, however, you are desperately worried about your two sons who are in the general's rebel army. You hope a short war will force the Government to negotiate more willingly, thus increasing the chances of your sons surviving and coming home.

**KEEP THIS TO YOURSELF—THIS IS NOT PUBLIC INFORMATION TO BE SHARED WITH OTHERS.**

## NOTES

### for General's Personal Advisor:

The first few times you speak, begin with:

*“As the Personal Advisor to General Granesta, I ...”*

This will help everyone to understand your perspective and remember who you are.

## TIPS

Play your role as convincingly as you can, based on this character's position and beliefs—even if these ideas and beliefs are different from your own.

## PRESIDENT OF THE WOMEN'S ALLIANCE

### (REVOLUTIONARY COUNCIL)

Women have always held positions of power in Paxium society, and nowhere is this more true than in the North. Your group was key in starting this “war of liberation” against the South. You want to win the war, but you believe all decisions about the conduct of the war have to be made by civilians like yourself, not the army.

**TELL THIS IN YOUR OWN WORDS TO THE OTHER COUNCIL MEMBERS.**

## CONNECTIONS

Do not let Colonel Nalgar or the Chaplain talk the General into anything unless you are sure it's right.

The University Professor and the Labour Union President could be useful allies.

**AGAIN, THIS IS PRIVATE INFORMATION TO GUIDE YOU IN MAKING ALLIANCES.**

## HIDDEN BIAS

You lost your husband and two sons in an earlier war, so you are sensitive to the need to protect innocent people during the fighting.

**KEEP THIS TO YOURSELF—THIS IS NOT PUBLIC INFORMATION TO BE SHARED WITH OTHERS.**

## NOTES

### for President of the Women's Alliance:

The first few times you speak, begin with:

*“As the President of the Women's Alliance, I ...”*

This will help everyone to understand your perspective and remember who you are.

## TIPS

Play your role as convincingly as you can, based on this character's position and beliefs—even if these ideas and beliefs are different from your own.

## MAYOR OF KARNAK

### (REVOLUTIONARY COUNCIL)

Karnak is the major Northern city and absolutely key if the North is to win the war. You believe it is important that the people of the city feel confident that the North will defeat the government. You want to put prisoners of war to work in the factories to produce the weapons and supplies needed to bring victory.

**TELL THIS IN YOUR OWN WORDS TO THE OTHER COUNCIL MEMBERS.**

## CONNECTIONS

Try to work with the General's Personal Advisor and anyone else who supports the General.

**AGAIN, THIS IS PRIVATE INFORMATION TO GUIDE YOU IN MAKING ALLIANCES.**

## HIDDEN BIAS

Municipal politics in the North are a little corrupt, and you owe your position to General Granesta's patronage.

You support the General's every decision. Try to dissuade those who oppose the General.

**KEEP THIS TO YOURSELF—THIS IS NOT PUBLIC INFORMATION TO BE SHARED WITH OTHERS.**

## NOTES

### for Mayor of Karnak:

The first few times you speak, begin with:

*"As the Mayor of Karnak, I ..."*

This will help everyone to understand your perspective and remember who you are.

## TIPS

Play your role as convincingly as you can, based on this character's position and beliefs—even if these ideas and beliefs are different from your own.

## HEAD CHAPLAIN

### (REVOLUTIONARY COUNCIL)

You are the Head Chaplain for all the fighting forces aligned with General Granesta. Your religious views require you to defend the dignity of all beings, no matter which side they are on. Try to convince the General to treat the enemy humanely.

**TELL THIS IN YOUR OWN WORDS TO THE OTHER COUNCIL MEMBERS.**

## CONNECTIONS

Try to get the President of Women's Alliance to help you to convince General Granesta to respect humanitarian principles. But you are also sympathetic to those who want the General to remain strong, such as the Mayor and the General's Personal Advisor.

**AGAIN, THIS IS PRIVATE INFORMATION TO GUIDE YOU IN MAKING ALLIANCES.**

## HIDDEN BIAS

Despite your religious vows, your whole career has been as a military chaplain. You are sympathetic to those who want to make the Government in the South respect and share resources with the Northerners.

**KEEP THIS TO YOURSELF—THIS IS NOT PUBLIC INFORMATION TO BE SHARED WITH OTHERS.**

## NOTES

### for Head Chaplain:

The first few times you speak, begin with:

*“As the Head Chaplain for the Northern forces, I...”*

This will help everyone to understand your perspective and remember who you are.

## TIPS

Play your role as convincingly as you can, based on this character's position and beliefs—even if these ideas and beliefs are different from your own.

## UNIVERSITY PROFESSOR

### (REVOLUTIONARY COUNCIL)

You were a key player in creating Paxium's Constitution years ago, and you have many friends and relatives in the South. You feel the country must be re-united peacefully.

Try to convince the General to treat the enemy humanely and begin negotiations with the Southern Government. You believe war crimes prosecutions are likely after the war because of the new International Criminal Court.

**TELL THIS IN YOUR OWN WORDS TO THE OTHER COUNCIL MEMBERS.**

## CONNECTIONS

Try to form an alliance with the Labour Union President, even though you suspect his 'ethics' are based on economic self-interest.

You also recognize the need to win over the support of the large and vocal student movement.

**AGAIN, THIS IS PRIVATE INFORMATION TO GUIDE YOU IN MAKING ALLIANCES.**

## HIDDEN BIAS

President Solon of the Southern Government is an old friend. You don't support this war nor do you trust General Granesta's leadership, so take advantage of every opportunity to undermine him and his supporters. You would like to be President of a united Paxium someday.

**KEEP THIS TO YOURSELF—THIS IS NOT PUBLIC INFORMATION TO BE SHARED WITH OTHERS.**

## NOTES

### for University Professor:

The first few times you speak, begin with:

*"As a university professor and legal expert, I ..."*

This will help everyone to understand your perspective and remember who you are.

## TIPS

Play your role as convincingly as you can, based on this character's position and beliefs—even if these ideas and beliefs are different from your own.

## PRESIDENT OF LABOUR UNION

### (REVOLUTIONARY COUNCIL)

The industrial economy in the North is weak, and you have been charged with the responsibility of increasing war production. You are a patriot but opposed to the inhumane treatment of prisoners and civilians.

**TELL THIS IN YOUR OWN WORDS TO THE OTHER COUNCIL MEMBERS.**

## CONNECTIONS

Try to align with the Chaplain and the President of Women's Alliance.

You also support the Farmers' Coalition, as agricultural work is 'more humane' than industrial work.

**AGAIN, THIS IS PRIVATE INFORMATION TO GUIDE YOU IN MAKING ALLIANCES.**

## HIDDEN BIAS

You don't want prisoners working in the factories, taking jobs from your members and probably doing an incompetent job. These are the main reasons you don't want to 'mistreat' the prisoners.

**KEEP THIS TO YOURSELF—THIS IS NOT PUBLIC INFORMATION TO BE SHARED WITH OTHERS.**

## NOTES

### for President of Labour Union:

The first few times you speak, begin with:

*"As the President of the Labour Union, I ..."*

This will help everyone to understand your perspective and remember who you are.

## TIPS

Play your role as convincingly as you can, based on this character's position and beliefs—even if these ideas and beliefs are different from your own.

## HEAD OF STUDENT MOVEMENT

### (REVOLUTIONARY COUNCIL)

Students have become a major social force in the North as it strives to modernize and students all over the country have a strong desire to be part of the decision-making processes. Many students support General Granesta and the reasons for the uprising. However, most students want to see peaceful negotiations and are deeply concerned about where all the fighting may lead. You will support those actions which you believe are in the best interests of students.

**TELL THIS IN YOUR OWN WORDS TO THE OTHER COUNCIL MEMBERS.**

## CONNECTIONS

Try to align with those who want to win greater equality with and respect from the Southern government—and especially those who are not in favour of a long and bloody war and who favour negotiation and political solutions.

**AGAIN, THIS IS PRIVATE INFORMATION TO GUIDE YOU IN MAKING ALLIANCES.**

## HIDDEN BIAS

You have been involved in some radical student demonstrations over the years, such as protesting around free trade and globalization, so you like the world of “edgy” protests, marches and rallies. However, you are also at the age where you could possibly be drafted into the armed forces and sent out to fight and you don’t want to go that route.

**KEEP THIS TO YOURSELF—THIS IS NOT PUBLIC INFORMATION TO BE SHARED WITH OTHERS.**

## NOTES

### for Head of Student Movement:

The first few times you speak, begin with:

*“As the Head of the Student Movement, I ...”.*

This will help everyone to understand your perspective and remember who you are.

## TIPS

Play your role as convincingly as you can, based on this character’s position and beliefs—even if these ideas and beliefs are different from your own.

## NEUTRAL OBSERVER

### (REVOLUTIONARY COUNCIL)

You want to lessen suffering for soldiers and civilians on both sides and you have no bias or opinion about the current conflict. Your task is to listen, take notes on the discussion and later on, help the Cabinet agree on and follow a set of “rules of war”.

**TELL THIS IN YOUR OWN WORDS TO THE OTHER CABINET MEMBERS.**

## NOTES

### for Neutral Observer:

Later on, after the first Communiqué from the field, you will receive further instructions on how you will help the Council come up with “rules of war”.

### TIPS

You have no bias or opinion about the current conflict.

**GENERAL GRANESTA'S OPENING SPEECH****General Granesta's Opening Speech  
to the Revolutionary Council**

*Read with energy and passion !!*

Thank you to all members of the War Council for assembling on such short notice.

My friends, I bring you news from the patriotic front. As you know, this morning the army of the tyrant Solon launched a cowardly attack on our courageous fighters. Although I had repeatedly offered to negotiate with the government, the Southern army crossed the Silver River killing more than 400 of our brave soldiers.

Although outnumbered nearly two to one, our soldiers are fighting bravely and new recruits are coming forward to replace those who have fallen.

The Southerners have retreated to the riverbank and for now are no threat to our forces. But we fear greatly for our wounded who are now prisoners. We have heard rumours of mass executions of wounded by the government troops.

Our radar reports that government aircraft have been flying spy missions over Karnak and its suburbs. They are

probably preparing for bombing missions today or tomorrow.

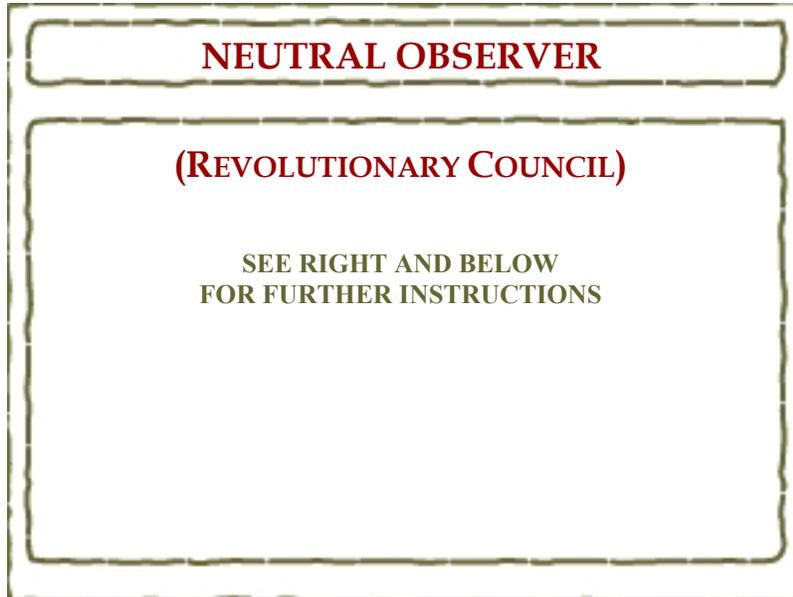
Our soldiers have captured 100 enemy soldiers. I must now ask for your advice on the treatment of these prisoners of war. Our intelligence officers wish to interrogate these prisoners for information about the Southern army. They have asked for a free hand in conducting the questioning.

Our commander in the field asks whether he should provide these prisoners with full rations. Our own troops and civilians may be short of food if the Southern Air Force bombs our granaries and warehouses.

To summarize, 400 of our courageous fighters are dead and we have captured 100 Southerners. Considering our situation, we must decide whether to feed them and how to question them.

**WHAT DO YOU THINK  
I SHOULD DO?**

## FURTHER INSTRUCTIONS TO NEUTRAL OBSERVER



The members of the Council will be ‘caucusing’ now for a few minutes as they try to find allies and plan a strategy for the next Council discussion period.

Use this time to review your notes and plan as well for the next Council discussion, when you will work with the General to move the group towards coming up with some rules of war.

The Council is currently making very difficult decisions regarding their side’s conduct during this civil conflict. As a Neutral Observer, it is now time for you to help this group make “rules of war” to govern their military conduct.

Using any notes you have taken, help guide the Council through these negotiations, keeping in mind that each person has certain opinions and perspectives arising out of their position on the Council.

You must remain neutral, but that doesn’t mean you are silent. You have a definite role: to help lessen the suffering of those affected by the war by helping both sides to agree upon humanitarian rules of war.

Add your own suggestions and ask the Council if they could accept any of these rules benefiting victims on both sides.

Encourage General Granesta to help you by moving the Council towards coming up with these rules of war. Offer to act as a neutral “go-between” so that rules may be agreed on by both sides.

After meeting with your counterpart from the Government, you will present their ideas to General Granesta and the Council. You will then try to steer the Council towards a final vote after they have discussed the ideas you bring from the Southern Government Cabinet.

## COMMUNIQUÉ FROM THE BATTLEFIELD - #1

General Granesta:

Ten of the wounded prisoners from Paxium army are near death, but medical and food supplies are low. Requesting instructions on whether or not to feed and care for these prisoners.

Believe enemy prisoners have knowledge of enemy troop strength and plans for further raiding parties. So far, these prisoners have refused to give information. Permission to keep their capture a secret and to interrogate them freely.

Very high casualties among our troops—replacements are insufficient to hold off the enemy. Commanders want to recruit patriotic youth from 12 - 18 years of age to join the fight for the glory of the North.

Please advise immediately on these matters.

**READ A SECOND TIME!!**

## COMMUNIQUÉ FROM THE BATTLEFIELD - #2

General Granesta:

Our field commanders propose a raid across the river on Camaron City as punishment for attack on Northern civilians. They want to set fire to the city as a warning to civilians against cooperating with Southern army.

Alternatively, commanders want to forcibly remove all civilians from the city and drive them further south and west towards the capital, Tranquilla.

There are also reports that the Paxium army is laying landmines in and around Karnak, which is a violation of the 1997 Ottawa Convention Banning Anti-Personnel Mines, which Paxium has signed.

Fighting is fierce. We need more weapons to defeat the government forces. We should consider using anything we can get our hands on, including landmines and possibly even depleted uranium bombs.

Please advise immediately on these matters.

**READ A SECOND TIME!!**

## DEBRIEFING THE ACTIVITY

### INTRODUCTION

A thorough debriefing of the activity is absolutely essential in order for *Paxium* to be a meaningful and lasting learning experience. Unfortunately, it is tempting and all too easy to place far more emphasis on, and allow far more time for, the actual role-playing activity than for the follow-up debriefing and discussions.

As a rough guide, the debriefing should be **at least as long as** the role-playing portion. (See *Paxium Timeline*, page 2). We recommend thorough reading of *The Experiential Learning Cycle* article (page 51) before beginning the planning. All facilitators should be very familiar with the approach and the debriefing process that really makes the learning come alive.

As a summary, the debriefing process described and recommended is broken into three stages:

1. **Processing** (“*What?*”) - discussion of the activities and group dynamics of the activity
2. **Generalizing** (“*So what?*”) - linking what happened during the role-playing activity to the real world of conflict, war crimes, international treaties and political challenges
3. **Applying** (“*Now what?*”) - moving participants towards a change in future behaviour around ongoing learning and practical action they can take, based on the lessons learned during the discussion of the activity (processing) and generalizing.

*The Experiential Learning Cycle* article describes the principles behind the above three stages, as well as the approach and sample questions for debriefing each one. But Facilitators need to create and practice asking their own questions before conducting *Paxium*. The next section, *Notes for Facilitators and Leaders* (page 44), provides specific guidance and questions.

During the **Processing** stage, the Facilitators need to draw out from the participants as much experience and learning as possible from the key elements in the role-playing activity—what was thought, felt, said, seen and done by the participants—and prepare them to leave the activity behind and move on to the world outside the world of the *Paxium* reality.

During the **Generalizing** stage of the debriefing, we begin to set up an exploration of humanitarian law, both in a historical and current context, building upon the experience they had playing their roles, making decisions concerning civilians, prisoners, weapons and combat strategies and eventually establishing some “rules of war”.

We want to establish a link between an individual humanitarian act and the need for international laws to protect and assist those affected by war. We also want to help participants become familiar with both the spirit and the basic content of humanitarian law, as it currently exists. We use *The Basic Rules of International Humanitarian Law* handout because it is a digestible, user-friendly summary of IHL, or the current rules of war. We also want to explore the evolution of protecting victims of war and prosecuting war crimes and honestly explore the challenges that still face the world in this area.

For most people, the world of humanitarian law is unfamiliar so we aim the **Applying** stage towards steps participants can take to first, continue their learning and second, to take some action in their communities.

The suggested format given here for conducting the activity is based on having four concurrent games, comprising about 88 participants (4 x 22). During the Processing stage and the initial part of the Generalizing stage, it is best to work in smaller groupings of 11 or 22 to allow greater participation during discussions. We have brought two games (44) together for the second part of generalizing. (See *Notes for Facilitators and Leaders*, which follows next). We usually bring the entire group (in our case, 88) back together for the Applying stage, as well as for any guest speaker.

## NOTES FOR FACILITATORS AND LEADERS

### **Hot Debriefing: initial sharing of highlights from the Paxium experience** (North and South separate into groups of 11 with their Leaders, as during the activity)

Request each person to take off their nametag, which symbolizes leaving their identity behind. Leaders should state the reason for doing this (i.e. to discuss the activity free of the intensity of the roles and tensions.)

- So what was this experience like for you? Anyone feel the same? ... feel differently?
- How did you feel about the character you were given?
- How was it debating with the other characters?
- What was the most interesting part of the experience? ... the most challenging?

### **Processing: discussion of the activity and group dynamics** (North and South groups come together (22) with the two Leaders)

So, let's go through the activity step-by-step.

1. How was the experience of making the flag/coat of arms?
2. Were you happy with your flag or coat of arms?
3. Did you feel a united purpose with your fellow citizens?
4. What was it like at first when you were torn apart because of the civil war?
5. Were you able to get into the character you were given? Why? Why not?
6. How was it dealing with your "hidden bias" versus your "public" self?
7. What happened after receiving the first communiqué/bulletin?  
(Re-read communiqués and bulletins, highlighting the differences between them.)
8. What was it like trying to make alliances with other characters?
9. How was it trying to agree on actions after the first communiqué or bulletin?
10. Was difficult to reach any consensus on the rules of war? Why?
11. What happened after the second communiqué or bulletin?
12. Was it frustrating not knowing what was happening on the other side?
13. What was it like when you tried to make rules to govern your behaviour during the war?  
(Ask the Neutral Observers for their observations and experiences)
14. What were the rules you made and why did you settle on them?  
(Use a flipchart so that they can connect their rules to the Geneva Conventions.)

## Generalizing: linking what happened during the role-playing activity to the real world situation and events

(Continue with each North and South team grouping together with the Facilitators)

1. Doesn't making rules on how to behave in war, in fact, legitimize war?
2. Why don't we just outlaw war instead?
3. Does an enemy deserve to be protected in war? Why? When?
4. Can an attack on or mistreatment of civilians ever be justified?
5. Are there places that shouldn't be attacked? Why?
6. If I am winning a war, why should I obey rules that limit my behaviour?
7. Who deserves special protection during conflict?
8. What about my "enemies"?

## Exploring Humanitarian Law

(Now move into a larger grouping of two games together (44) with the Facilitators)

1. A Humanitarian Act
  - Can someone give an example of a "**humanitarian act**" that you have performed, benefited from or witnessed? Anyone else?
  - What made these acts humanitarian? A humanitarian act:
    - protects human life and dignity,
    - is usually for someone you might not normally protect or help,
    - could involve personal risk or loss.
2. Human Rights Law and Humanitarian Law
  - Define and explain the connection between **humanitarian law and human rights**:
    - They both exist to protect human life and human dignity.
    - **Human Rights Law** applies at all times; therefore, it continues to apply in times of armed conflict. However, human rights law also provides for governments to suspend certain rights in times of "public emergency which threatens the life of a nation", such as in times of armed conflict.
    - **Humanitarian Law** is a special set of rules that comes into effect **only** during times of armed conflict (international and non-international). Its purpose is to protect the life, health and dignity of non-combatants or combatants no longer involved in hostilities and to place limits on the methods of warfare.
    - The key documents are the 1949 **Geneva Conventions** and the 1977 **Additional Protocols** to the Geneva Conventions. However, there are other international agreements that make up humanitarian law, especially those governing unacceptable weapons.

3. Distribute the handout: *EVEN WARS HAVE LIMITS: The Basic Rules of Humanitarian Law*.

- Humanitarian law is the body of rules concerning conflict.
- Ask participants to use the handout and work in pairs to determine what humanitarian laws, or “rules of war”, were violated during the *Paxium* activity?
- Do you think these rules are violated more than they are followed?
- How are these rules enforced?

4. Prosecuting War Crimes

- Briefly explain about the need for and challenges to enforcing humanitarian law. For example:
  - the Nuremburg and Tokyo trials following WWII
  - the difficulty in creating a permanent international court during the Cold War
  - ad hoc (specific and temporary) war crimes tribunals set up by UN in the former Yugoslavia, Rwanda and Sierra Leone
  - the Pinochet case
  - the arrest and trial of Milosevic and the idea of universal jurisdiction
  - the creation of a permanent International Criminal Court (ICC)
  - Current / recent realities and situations

5. Questions about the “rules of war”

- **What’s the point of having these laws if they are not followed?**
  - The international community is trying to change behaviour with regards to protecting the humanitarian and human rights of individuals. We often hear about situations where these laws are disobeyed, but we don’t hear about when they are followed, which is the majority of the time. Even if imperfectly respected, these rules protect many people.

NOTE: A great deal of effort is made by the Red Cross to educate governments and fighting forces about, and to encourage compliance with, humanitarian law.

- **The “Driving Analogy”**

(To link the individual humanitarian act with the formal world of human rights and humanitarian law)

- Most people drive with respect, consideration and care.
  - But there are some people, very much in the minority, who speed, drive recklessly and selfishly and even engage in dangerous activities such as street racing.
  - So we have laws and enforcement to protect people from these behaviours.
  - The goal of laws and enforcement really is to prevent abuses by educating people and having real consequences for those who violate the laws.
  - It is a similar process with human rights, both in times of peace and conflict.
- **“Don’t “rules of war” actually condone or promote war?**
    - We have social rules around many things without condoning or promoting the behaviour we wish to change. For example, laws against polluting air or water have succeeded in improving the quality of the environment. Having laws against pollution in no way promotes polluting behaviour—in fact, just the opposite. Again, we don’t usually hear about laws being followed.

6. Show part of a relevant video, if available.
  7. Bring everyone together for the guest speaker and Applying sessions.
- Check out resources in your community, such as universities and colleges or former overseas personnel to help address current situations and challenges. For example:
    - war crimes prosecution
    - international politics
    - emergency relief
    - post-conflict peacemaking/rebuilding

## **Applying: planning for new, more effective behaviour/action**

### **What can we do?**

- Inform ourselves.
  - Watch the news, read newspapers, magazines and Internet sites.
  - Do a class project on this subject.
- Encourage teachers to address this topic in the classroom.
  - Arrange workshops/speakers from the Red Cross and other organizations.
- Fundraise to support assistance to victims of war, such as:
  - refugees
  - children affected by war
  - landmine-affected countries
- Volunteer with organizations that aid war-affected nations or people (e.g. Red Cross, Doctors Without Borders, Oxfam, UNICEF, etc).
- Carry out a letter-writing campaign.
  - Write letters to politicians supporting/encouraging disarmament, criminal court, relief and rebuilding.
  - Write letters calling for the protection of prisoners (Amnesty International).
- Realize that war-affected people might be living within your community, including in your school. Get to know them and help them out.

## **The Basic Rules of International Humanitarian Law**

(from the 1949 Geneva Conventions and their Additional Protocols  
of 1977 and other international weapons conventions)

### **1. Attacks must be limited to combatants and military targets.**

- 1.1. Civilians may not be attacked.
- 1.2. Civilian objects (houses, hospitals, schools, places of worship, cultural or historic monuments, etc.) may not be attacked.
- 1.3. Using civilians to shield military targets is prohibited.
- 1.4. It is prohibited for combatants to pose as civilians.
- 1.5. Starvation of civilians as a method of combat is prohibited.
- 1.6. It is prohibited to attack objects that are indispensable to the survival of the civilian population (foodstuffs, farming areas, drinking water installations, etc.)
- 1.7. It is prohibited to attack dams, dykes or nuclear power plants if such attack may cause severe losses among the civilian population.

### **2. Attacks or weapons which indiscriminately strike civilian and military objects and persons, and which cause excessive injury or suffering are prohibited.**

- 2.1. Specific weapons are prohibited—chemical and biological weapons, blinding laser weapons, weapons that injure the body by fragments which escape detection by x-rays, poison, anti-personnel mines, etc.
- 2.2. It is prohibited to order or threaten that there shall be no survivors

### **3. Civilians, wounded combatants and prisoners should be spared, protected and treated humanely**

- 3.1. No one shall be subjected to physical or mental torture, corporal punishment or cruel or degrading treatment.
- 3.2. Sexual violence is prohibited.
- 3.3. Parties to the conflict must search for and care for enemy wounded and sick who are in their power.
- 3.4. It is prohibited to kill or wound an enemy who is surrendering or who is *hors de combat* (no longer fighting).
- 3.5. Prisoners are entitled to respect and must be treated humanely.
- 3.6. Taking hostages is prohibited.
- 3.7. Forced displacement of the civilian population is prohibited. What is called “ethnic cleansing” is prohibited.
- 3.8. People in the hands of the enemy have the right to exchange news with their families and to receive humanitarian assistance (food, medical care, psychological support, etc.).
- 3.9. Vulnerable groups, such as pregnant women and nursing mothers, unaccompanied children, the elderly, etc. must be given special protection.
- 3.10. Children under 15 may not be recruited or used as combatants. (In 2002, the international community, through the Convention on the Rights of the Child, raised this age to 18 years.)
- 3.11. Everyone is entitled to a fair trial (impartial tribunal, regular procedure, etc.). Collective punishment is prohibited.

### **4. Medical personnel/facilities (hospitals, ambulances, etc.) must be respected, protected and granted all available help to perform duties.**

- 4.1. The Red Cross or Red Crescent emblem symbolizes the protection of medical personnel and facilities. Attacks on persons or objects wearing the emblem are prohibited. Using the emblem falsely is prohibited.
- 4.2. Medical units and transports shall not be used to commit acts harmful to the enemy.
- 4.3. In the treatment of the sick and wounded, no priority should be given except on medical grounds.

## Definitions

**collateral damage:** damage or loss caused incidentally during an attack despite all necessary precautions designed to prevent, or in any event to minimize, loss of civilian life, injury to civilians and damage to civilian objects.

***hors de combat:*** describes combatants that have been captured, have been wounded or are sick or shipwrecked and thus are no longer in a position to fight.

**civilian:** any person who is not a combatant. (In case of doubt, a person shall be considered to be a civilian.)

If and for such time as civilians take a direct part in hostilities, they become combatants and lose their protection.

**civilian objects:** any objects that are not military targets.

If and for such time as civilian objects are used in support of military action, they become military targets and lose their protection.

**combatant:** any person taking direct part in hostilities or any member of the armed forces.

**military targets:** combatants and objects which by their nature, location, purpose or use make an effective contribution to military action and whose destruction offers a definite military advantage.

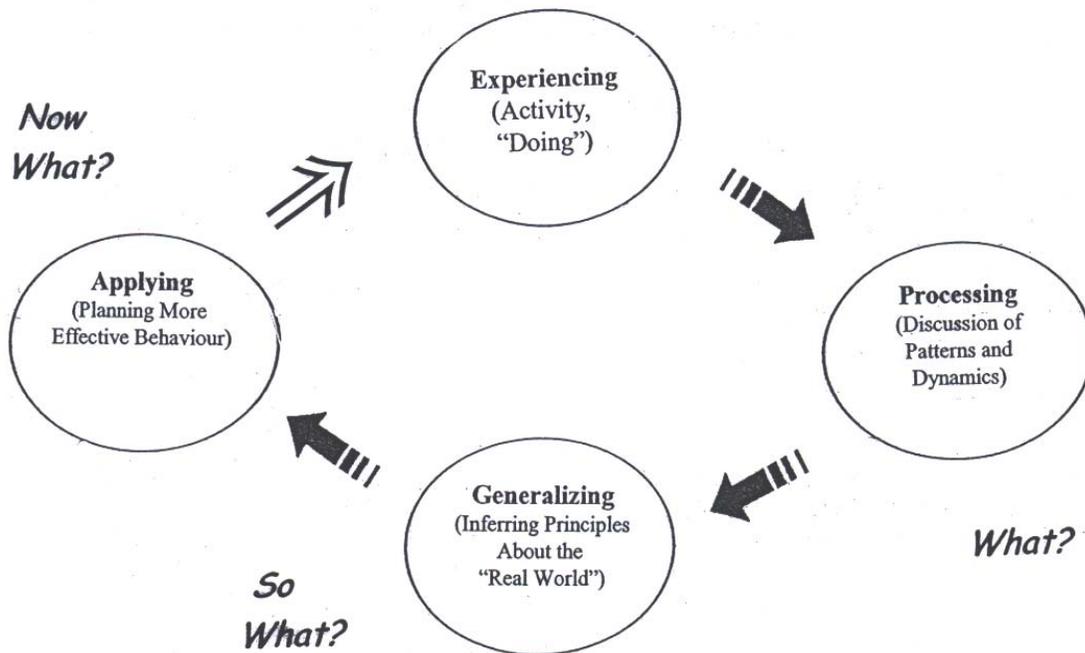
## THE EXPERIENTIAL LEARNING CYCLE

Simply put, experiential learning takes place when a person or group engages in some activity, looks back at the activity critically, abstracts some useful insights from the analysis, and puts the results to work through a change in behaviour. (Pfeiffer, 1994: 11) We all engage in this process in our daily lives, whether we know it or not. However, the learning cycle can be successfully applied in a conscious, formal way in a training or educational context.

Experiential learning is called an *inductive* process: it starts with observation/experience and then proceeds through discovery, unlike the *deductive* approach which starts at a “truth” or conclusion and utilizes mainly activities such as

listening, reading and memorizing. A **structured experiential learning activity** provides a framework in which the inductive process can be facilitated.

Learning can be defined as a change in behaviour as a result of an experience or input, and this is the usual purpose of training. In experiential learning, participants discover meaning for themselves, validate their own learning and plan for more effective behaviour. The four-stage process described in this paper can actually be summarized quite simply as: **Action – Reflection – Action**. However, the discrete stages ensure that the activities lead to systematic reflection and action planning.



## EXPERIENTIAL LEARNING CYCLE

Through experiential learning, we aim to do more than just give information—we want to engage participants in a learning process that will stimulate them to open their minds to new and perhaps uncomfortable ideas and experiences, new ways of thinking about reality and new implications for living their lives. (Joy, 1990: 38)

We confront participants with questions they may have difficulty answering; problems they may have difficulty solving; decisions they have to make; reactions they don't anticipate; and consequences they need to examine (Kohls, 1995: 7). Because our deepest beliefs act as such strong filters, information alone is not enough to change attitudes and belief. What is needed is some kind of experience, often "discomfiting", that leads to a "cognitive restructuring" (Joy, 1990: 39). Experiential learning techniques, coupled with a thorough processing (touching on personal experiences, analyzing, generalizing and taking action) help to provide this kind of extra push on one's beliefs and attitudes.

In learning and training, there is a need for more than a cognitive approach when trying to bring

about a change in attitudes. We need a learning process that permits participants to take the time to integrate not only the cognitive aspects, but also the emotional and ethical aspects of an issue. One author (Impact, 1994: 6-7) writes about three stages that people must work through in order to arrive at a sound "public judgement" concerning an issue: consciousness-raising, working through, and resolution. Specifically, we can break the consciousness-raising stage into dawning awareness and the feeling of greater urgency to do something about an issue; and the working through stage into discovering the choices and weighing the choices.

Another way of describing the broad scope of experiential learning is to say that it engages the participants' head, heart and hands—and it is about decisions and action as much as it is about insight and analysis. Processing insight about life involves projecting that insight into the future. If we do not decide future implications for action, our reflection work is stuck on viewing internal responses, which never connect back to the world (Stanfield, 2000: 24).

## EXPERIENCING

The initial stage of the experiential learning cycle is the **data-generating part** of the structured experience. It is the step that so often is associated with "games" or fun. Obviously, if the process stops after this stage, all learning is left to chance, and the facilitator has not completed the task. Almost any activity that involves self-assessment or interpersonal interaction can be used as the "doing" part of experiential learning. It is important to note that the objectives of structured experiences are necessarily general and are stated in terms as "to explore, to examine, to study, to identify, etc.". Inductive learning means learning through discovery and the exact things to be learned cannot be exactly specified beforehand.

All that is wanted in this stage of the leaning cycle is to develop a **common database** for the discussion that follows. This means that whatever happens in the activity, whether expected or not, becomes the basis for critical analysis; participants may learn serendipitously.

Sometimes facilitators spend an inordinate amount of energy planning the activity but leave the examination of it unplanned. As a result, learning may not be facilitated. It is axiomatic that the next three steps of the experiential learning cycle are even more important than the experiencing phase. Accordingly, the facilitator needs to be careful that the activity does not generate excess data or create an atmosphere that makes discussion of the results difficult.

## PROCESSING: “WHAT?”

This stage has two aspects that easily flow from one to the other:

- 1.1. a short “**hot debriefing**”, in which participants are asked to share their strongest or most vivid responses/feelings/observations with each other. This initial sharing is not meant to be systematic (this will follow immediately); rather, it is more of a “release” than an analysis—a way to mark the ending of the activity and to begin building the common group sense of what went on during it.
- 1.2. the **systematic examination** of the commonly shared experience by those persons involved.

This systematic examination can be thought of as the **fulcrum or pivotal step** in experiential learning. It is the “**group dynamics**” phase of the cycle, in which participants essentially reconstruct the patterns and interactions of the activity hinted at during the “hot debriefing”. This “talking through” part of the cycle is critical, and it cannot be either ignored or designed spontaneously if useful learning is to be developed. It is often useful to take a **chronological approach** to this examination, as this ensures that nothing critical is left out.

The facilitator needs to carefully plan how the processing will be carried out and focused toward the next stage of generalizing. Unprocessed data can be experienced as “unfinished business” by participants and can distract them from further learning. This step should be thoroughly worked through before going on to the next. Participants should be led to look at what happened in terms of group dynamics but not in terms of “meaning”. What happened was real, of course, but it was also somewhat artificially contrived by the structure of the activity. It is important to keep in mind that a consciousness of the dynamics of the activity is critical for learning about human relations outside the training setting. Participants often anticipate the next step of the learning cycle and make premature generalizations. The facilitator needs to make certain that the processing has been adequate before moving on.

## GENERALIZING: “SO WHAT?”

If learning is to transfer to the “real world”, it is important for the participants to be able to **extrapolate** from the training setting to **the outside world**. An inferential leap has to be made at this point in the structured experience from the reality inside the activity to the reality of everyday life. The key question here is “So what?”. Participants are led to focus their awareness on situations in their personal or work lives that are similar to those in the activity that they experienced. Their task is to abstract from the processing phase some principles that could be applied “outside”. This step is what makes structured experiences practical, and if it is omitted or glossed over, the learning is likely to be superficial.

It is useful in this stage for the group interaction to result in a series of products—generalizations that are presented not only orally but also visually. This strategy helps to facilitate vicarious learning among participants. The facilitator needs to remain nonevaluative about what was learned, drawing out the reactions of others to generalizations that appear incomplete or controversial. Participants sometimes anticipate the final stage of the learning cycle also, and they need to be kept on the track of clarifying what has been learned before discussing what changes are needed.

In the generalizing stage, it is possible for the facilitator to bring in theoretical and research findings to augment the learning. A common misconception about experiential learning is that the facilitator is “allowed” to only use what the group generates in terms of ideas. Adding new information can provide a framework for the learning that has been produced inductively and checks the reality orientation of the process. But the practice may encourage dependence on the facilitator as the source of knowledge and may lessen commitment to the final stage of the cycle if the outside information is not “owned” by the participants—a common phenomenon of deductive processes.

## APPLYING: “NOW WHAT?”

The final stage of the experiential learning cycle is **the purpose** for which the whole structured experience is designed. The central question here is “Now what?”. The facilitator helps participants to apply generalizations to actual situations in which they are involved. Ignoring such discussion jeopardizes the probability that the learning will be utilized. It is critical that attention be given to designing ways for individuals and/or groups to use the learning generated during the structured experience to plan more effective behaviour.

Individuals are more likely to implement their planned applications if they share with others. Participants can be asked to report what they intend to do with what they learned, and this can encourage others to experiment with their own behaviour.

It is important to note that on the diagram of the experiential learning cycle there is an arrow from “applying” to “experiencing.” This is meant to indicate that the actual application of the learning is a new experience for the participant, to be examined inductively in turn. What structured experiences “teach” then, is a way of using one’s everyday experiences as data for *conscious* learning about human interactions. This sometimes is referred to as “relearning how to learn.”

Although the stages of the model have been presented in discrete terms, it is clear that the interaction between them (and within them) is complex. No learner goes through these phases exactly step by step, and it probably would not be desirable to do so. The danger also exists that the participants might become fixed at one level because changing one’s behaviour is frightening or emotionally demanding. Some participants may engage in what seems to be whimsical behaviour because they fail to see how the training is related to issues in their own lives.

If there is a major shortcoming in the area of change agency, it lies in the completion of the latter phases of the cycle. The economics of time and money have discouraged the development of programs that might result in more integrated and long-term behavioural change.

All too often one is seduced by the exhilaration of discovery (the early stages of the model) and finds processing and generalizing relegated to the last half hour, or even minutes, of the program. We all know that there are people who have left training programs full of good intentions but have soon returned to their old ways of behaving. Trainers must question their own professionalism or ethics if they attempt to present “exciting” training events that emphasize experiencing and discovering but are clearly lacking in generalizing and application.

What experiential learning does best is instill a sense of ownership over what is learned. This is most easily achieved by making certain that each stage of the learning cycle is developed adequately. The implications of the mode stress the necessity for adequate planning and sufficient time for each step.

## DEBRIEFING QUESTIONS FOR EACH STAGE

The technique that enables the facilitator to accomplish the objectives of each stage of the learning cycle and promote movement to the subsequent stages is debriefing, in the overall sense of group discussion and analysis. Thus, debriefing skills are some of the most important facilitation skills to practice and hone. Because the specific means of transferring learning is determined by the experience of and data generated by the participants, the facilitator must have a large and flexible repertoire of questions to stimulate, maintain and complete the cycle.

The effective facilitator is situationally responsive, able to guide any particular group to find learnings that are meaningful and testable for its members, regardless of whether they fit within the facilitator's conceptual scheme. The facilitator does not lead the participants to conclusions but, rather, stimulates insights and then follows what emerges from the participants.

The suggested questions below for each stage of the learning cycle are a guide only. It is vital to be prepared with questions that will *likely* lead to greater learning. But a concurrent and priceless skill is being able to truly listen to what participants are saying and to provide questions that will stimulate and open up this exploratory process.

There may well be a different journey each time you do a particular activity. An effective facilitator does not just reel off the questions they have written on their index cards. It is, rather, a matter of being both prepared and responsive.

Nevertheless, it is possible, and critical, for facilitators to plan and construct a framework of questions that will lead to a thorough examination of the experience that will help ensure that learning is not left to chance.

## SAMPLE PROCESSING QUESTIONS

### 1. "Hot Debriefing"

Here we want to tap into a little of the experience of as many participants as possible and have the group reveal some of the common and uncommon ground they shared during the experience. Perhaps not everyone will want to talk yet, but take care to be available to as many people as possible and to as many different experiences as possible. Remember, at this stage your "fishing" is not systematic. It is like those first few kernels of popcorn that are hot enough to explode—we take them as they pop, knowing much more will come out during the next step of debriefing.

- Who will volunteer to share reactions? Who else?
- Who else had the same experience? Who had a different experience?
- Any other feelings or observations that stand out?
- Were there any surprises or puzzlements?
- Does anybody have anything they want to share about the overall experience?
- **OK ... let's go back to the beginning of the activity ...**

## 2. Systematic Examination

A good approach to doing this systematic analysis of the activity is to work through the important elements of the activity **chronologically**. Not every element of an activity can be given the same time for exploration, so the facilitator must anticipate where the most useful, “juicy” experience is going to be found. If an activity is lengthy, you will likely need to remind participants of some of the forgotten aspects. As you pose questions and field responses, take care to allow for, and even fish for, views and experiences that may not be shared by everyone. This is the “Does anyone feel/see that differently?” questioning.

If a participant is trying to move beyond the experience of the activity (i.e. into generalizing), try to take the issue or idea and explore it in terms of the actual group experience of the activity. Let people know that we will get to their ideas later.

- What did you feel/think/do when \_\_\_\_\_? Did anyone else feel the same? Did anyone feel differently?
- What happened then?
- What does that mean to you?
- What struck you the most about that?
- What happened when \_\_\_\_\_?
- What was that like?
- What did you think was happening?
- What does this suggest to you about yourself/the group?
- How might have things been different if \_\_\_\_\_?
- Is there anything else you want to bring up about this activity?
- **Does what happened during this activity remind you of anything in the real world?**

## SAMPLE GENERALIZING QUESTIONS

It is critical that we now leave the activity behind so be sure that there is a group willingness to move on. If a participant lapses back into the actual activity, try a re-direct that applies their idea to the world beyond the activity. Chances are, if processing was thorough, they will go with this flow.

- Can you give an example from your life?
- What are some principles operating in this situation?
- What does this help us to explain?
- What did you do to solve/resolve/improve this situation?
- How does this relate to other experiences?
- What does this show us about how we act in the world?
- Why is this important?
- What are some basic principles operating here?
- **What current or upcoming situation in your life can you apply this to?**

## SAMPLE APPLYING QUESTIONS

The difficult task here is moving participants from analyzing and theorizing based on their past experiences to applying the day's learning to the reality posed by something in their future lives. We want to encourage "I will ..." statements, not "One could ...". Often, this is not initially clear to participants.

- Try to think of an upcoming situation that contains some of today's issues.
- How will you apply or transfer today's learnings to this situation?
- What other options do you have?
- What would be the consequences of doing that/not doing that?
- Please share your situation and solution with another person.
- **If you had to highlight one significant thing learned from today that you will take into future similar encounters, what would it be?**

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