



Learn Peace

How students can rid the world of nuclear weapons



About ICAN

The International Campaign to Abolish Nuclear Weapons (ICAN) is a global grassroots movement for the total elimination of nuclear weapons through a legally binding, verifiable nuclear weapons convention.

With more than 200 partner organizations in 60 countries, we provide a voice to the overwhelming majority of people globally who support the abolition of nuclear weapons.

Prominent individuals such as anti-apartheid leader Desmond Tutu, Tibetan spiritual leader the Dalai Lama, artist Yoko Ono and Nobel Peace Prize winner Jody Williams have lent their support to the campaign.

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First published 2008. Reprinted September 2011.

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Funded by the Dara Foundation

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FREQUENTLY ASKED QUESTIONS

1 What is a nuclear weapon?

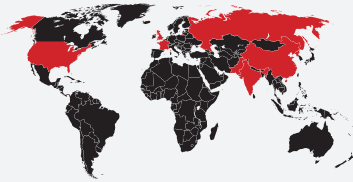
Nuclear weapons are the most powerful explosive devices ever created. They release energy in the form of heat, blast and radiation through a process that involves the splitting or fusing of atoms.

2 How many are there in the world?

There are approximately 20,530 nuclear weapons located at more than 100 facilities across the globe or patrolling the oceans on submarines. At the height of the cold war, there were almost 70,000.

3 Which countries have them?

Nine countries possess nuclear weapons: the United States, Russia, Britain, France, China, Israel, India, Pakistan and North Korea. Five more host US nuclear weapons on their soil: Belgium, Germany, Italy, the Netherlands and Turkey. A further two dozen countries claim to rely on the protection of US nuclear forces.



4 Have they ever been used?

Yes. At the end of World War II, the United States dropped nuclear bombs on the Japanese cities of Hiroshima and Nagasaki. More than 210,000 people died instantly or in the months following the explosions. Many thousands more have died from nuclear-related illnesses in the decades since. In addition to these bombings, more than 2000 nuclear tests have been conducted worldwide.



5 Has any country disarmed completely?

Yes. South Africa has dismantled all of its nuclear weapons. In addition, Ukraine, Belarus and Kazakhstan gave up Soviet nuclear weapons in the early 1990s following the collapse of the Soviet Union.

6 How powerful are nuclear weapons?

They vary in size. All are considerably more powerful than any conventional, non-nuclear weapon. The average nuclear bomb today is 20 to 30 times more powerful than the Hiroshima bomb. The total global arsenal is equal in destructive power to 150,000 Hiroshima bombs. Unlike other weapons, nuclear weapons disperse radiation across large areas, damaging our genetic code and causing cancer for many decades.

7 How quickly can they be launched?

The United States and Russia—which between them possess 95% of all nuclear weapons in the world—maintain roughly 2000 nuclear weapons on hair-trigger alert. This means that they can be used within minutes of a command.

8 Are nuclear weapons illegal?

Yes. The International Court of Justice, which is the highest legal authority in the world, declared in 1996 that it is illegal to use or threaten to use nuclear weapons. It also held that all nuclear-armed nations are legally obliged to disarm.

9 How much do they cost?

Each year, the nuclear-armed nations spend in excess of US\$100 billion maintaining and modernizing their nuclear forces. That's enough to fund the United Nations for more than 40 years!

10 Do nations support disarmament?

Yes. More than 140 nations have called for a treaty to rid the world of nuclear weapons. Almost every nation has made a legally binding commitment never to acquire nuclear weapons, and many are part of nuclear-weapon-free zones.

What role will you play?

Everyone has a role to play in the global campaign to eliminate nuclear weapons. As a student, you can influence your leaders' views on nuclear weapons issues and encourage friends and family members to become active in the movement.

This booklet consists of 18 activities for students of various ages. Some will test your debating skills. Others will test your writing and artistic skills. All will help you understand the nuclear threat and advance nuclear disarmament.



DISARMAMENT EDUCATION

In 2002 the United Nations conducted a landmark study on disarmament and non-proliferation education, concluding that learning about the harm caused by weapons of war should be an essential part of the curriculum in every country.

Disarmament education is the best possible foundation for a world free of nuclear weapons. Without a basic understanding of the nuclear threat, students are powerless to take steps to make nuclear abolition a reality.

Young people who have grown up since the end of the cold war have had little exposure to nuclear weapons issues in the media. As a result, many are ignorant of the dangerous legacy of more than 20,000 nuclear weapons. This must change.

GETTING STARTED

The activities in this booklet are divided into four categories: English (writing, debating), arts/drama, humanities and community. The community activities require you to engage with people beyond the classroom.

Before starting any of the group activities, it's a good idea to establish some classroom ethics. People need to feel comfortable voicing their opinions. Here are some good ground rules:

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

While this booklet does contain some background information about nuclear weapons, you will most likely need to look beyond this resource if you are to carry out certain activities successfully. A good starting point is our website (www.icanw.org).

We hope you find it rewarding to learn about nuclear weapons. Most of the young people we work with consider it absurd that nations still threaten each other with these weapons.

They want their generation to be the last to grow up under the nuclear shadow. Together we have the power to transform the vision of a nuclear-weapon-free world into reality. Are you up for it?



Have a classroom debate

A debate is an opportunity to hear two sides of a story, with equal time given to each side. Holding one on nuclear weapons will require you to think hard about the problem—and how to solve it! You could invite your parents and community leaders along to watch. You'll get to hone your public-speaking skills and learn to think on your feet.

WHICH TEAM WINS?

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

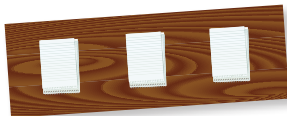
STEPS

- Divide the class into **groups of six** plus an adjudicator.
- Allocate each group a **topic** (See *sample topics below*).
- Divide each group into **two teams of three**.
- Allocate each team member a **speaking role** (See *opposite*).
- In teams **brainstorm arguments** that support your position.
- Divide these arguments between the **first and second speakers**.
- Decide on a **time limit** for each speaker, e.g. two minutes.
- Commence the debate with the **first speaker for the affirmative**.
- **Alternate** between the negative and affirmative teams.
- Announce **which team won** the debate!

SAMPLE TOPICS

- That the risk of nuclear annihilation is as high today as it has ever been.
- That nuclear weapons pose a more serious threat to the world than climate change.
- That it's only a matter of time before nuclear weapons are used again.
- That we can't stop terrorists from getting their hands on nuclear weapons one day.

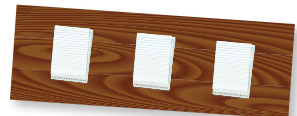
AFFIRMATIVE TEAM



ADJUDICATOR



NEGATIVE TEAM



CLASS

SPEAKER ROLES

AFFIRMATIVE TEAM

Agrees with the topic**Speaker 1**

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

**Speaker 2**

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

**Speaker 3**

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

NEGATIVE TEAM

Disagrees with the topic**Speaker 1**

- Presents the negative team's main line/argument
- Outlines what the rest of the negative team will argue
- Rebutts what the first affirmative speaker has said
- Presents the first half of the case for the negative

**Speaker 2**

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

**Speaker 3**

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

SAMPLE ARGUMENTS

DEBATE TOPIC:

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



AFFIRMATIVE TEAM

Agrees with the topic

- More countries have nuclear weapons today than ever before: the more fingers on the triggers, the more likely it is they will be used.
- There's a greater risk that nuclear weapons will be used by accident given that many nuclear weapons are now old and faulty.
- North Korea has joined the nuclear club and Iran has ambitions to follow suit. Other countries may also wish to build the bomb.
- Several countries have said they would be prepared to use their nuclear weapons in a broader range of circumstances.
- Because of the spread of nuclear power, more countries now have the know-how to create nuclear weapons.
- Today's nuclear weapons are generally much more powerful than nuclear weapons of the past, with higher explosive yields.

NEGATIVE TEAM

Disagrees with the topic

- There are considerably fewer nuclear weapons today than during the cold war: tens of thousands have been dismantled.
- Relations between the United States and Russia have improved significantly since the days of the cold war.
- There is generally greater cooperation among nations nowadays, reducing any perceived need for nuclear weapons.
- Polls show that most people around the world now believe that nuclear weapons threaten rather than enhance a country's security.
- More countries than ever before are calling for a nuclear weapons convention—a treaty that would ban nuclear weapons.
- Nuclear war would be unthinkable given our improved knowledge of the immediate and long-term effects of radioactive fallout.

Organize a writing competition

The pen is mightier than the sword, as the saying goes. It is also mightier than nuclear weapons. Why not hold a writing competition focused on

nuclear weapons abolition? People could submit poems, essays or stories. You could publish the winning entries online or in a booklet.

STEPS

- **Establish guidelines:** Who is allowed to enter? What kinds of entries are accepted, e.g. poems, essays, fiction? Is there a word limit? Can a person make multiple entries? Is there a topic?
- **Publicize the competition:** Set a deadline for entries, and create flyers and posters to promote it. Advertise the competition in your school newsletter. Encourage your friends to contribute.
- **Announce the winners:** Arrange for a panel to judge the competition. This might include your school principal, your local member of parliament or an author.
- **Publish the winning entries:** Arrange for the winning entries to be published in your school newsletter. And why not make them available online for the world to read?

SAMPLE TOPICS

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



Write a letter to the editor

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

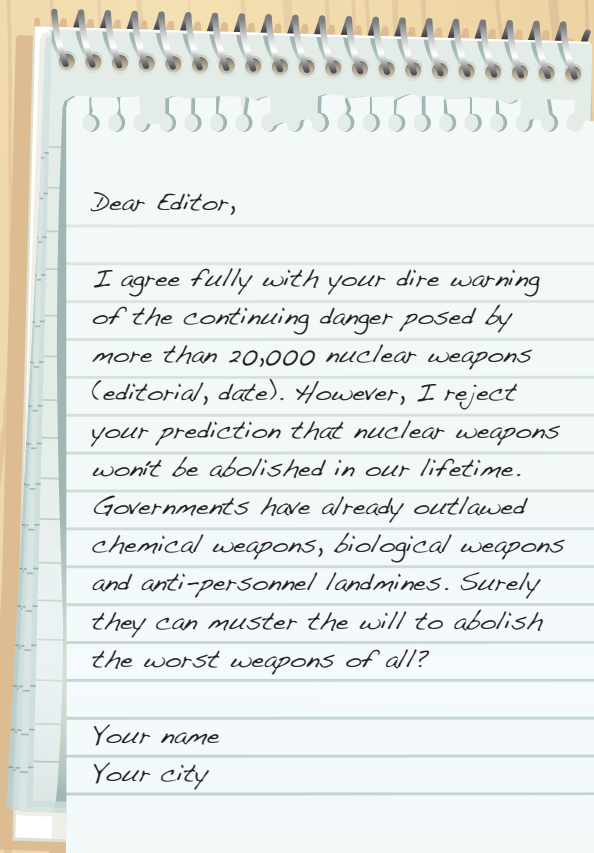
INCLUDE YOUR AGE!

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

STEPS

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





A GOOD LETTER —

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

VARIATIONS

- **Write an article for your school newsletter:** The article could include your opinion about nuclear weapons and information on how you're working for a world without them.
- **Comment on online news stories:** Many people today read newspapers online rather than in print. Most online papers allow you to post comments on articles. Make your voice heard!

Make up your mind

Do you agree that eliminating nuclear weapons is more important than curbing climate change? In your view, are nuclear weapons worse than all other types of weapons? Think hard about these and other similar questions—and then make up your mind! Have a go at justifying your position to your peers. And remember, this isn't a place to criticize anybody else's opinion.

STEPS

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



SAMPLE TOPICS

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

Strongly disagree Disagree Neutral Agree Strongly agree



ACTIVITY 5 10–15 YEARS

Design a peace symbol

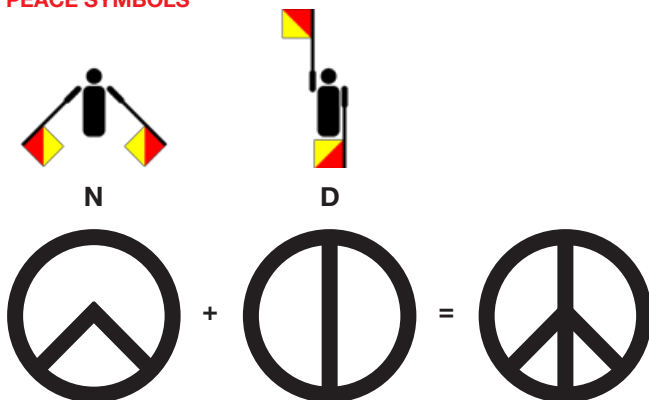
The anti-nuclear emblem, designed in 1958 for Britain's Campaign for Nuclear Disarmament (See *below*), is one of the most widely recognized symbols in the world. It's often used in popular

culture and advertising. See if you can come up with an inspiring peace symbol of your own. You never know, it might turn out to be as popular as the original! (See *also Activity 18.*)

STEPS

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

PEACE SYMBOLS

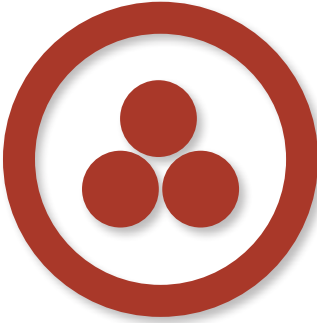


ANTI-NUCLEAR EMBLEM

The anti-nuclear emblem first appeared in the form of a badge made using black paint on white clay. The badges would be among the few human-made objects to survive a nuclear inferno. The design includes the naval code letters for “N” and “D”—to stand for “nuclear disarmament”. The letter “N” is represented by holding two flags in a downward position, 45 degrees from the body; the letter “D” is represented by holding one flag directly upwards and another directly downwards. The symbol was popularized in the 1960s during

the United States civil rights movement. Fundamentalist groups of the far right attempted to have the symbol banned: they condemned it as a Communist sign and argued it had satanic associations. There was an official attempt to ban it in South Africa under the apartheid regime. The symbol has never been copyrighted, meaning that it can be used by anyone free of charge. It's no longer simply a symbol of nuclear disarmament—it has become a symbol of peace and non-violence more generally.

PEACE SYMBOLS



BANNER OF PEACE

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



PAPER CRANE

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



OLIVE BRANCH

Since ancient times, the olive branch has been used as a symbol of peace and goodwill. Its symbolic origin is probably associated with the biblical story of the dove that carried an olive branch from Noah's Ark. It forms part of the flags of the United Nations, the League of Arab States, Cyprus and Eritrea.



RAINBOW FLAG

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

PEACE COLOURS

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



ANKH

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



HAND-GESTURE PEACE SIGN

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



PEACE DOVE

The dove is known the world over as a symbol of peace. According to legend, witches can turn themselves into any bird shape other than a dove.

The dove was popularized as a symbol of peace by Pablo Picasso in his 1949 lithograph for the International Peace Congress in Paris, France.

Role-play a nuclear crisis

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

closest to escalating into nuclear war. How would you have dealt with the situation if you were in the shoes of the American, Soviet or Cuban leader? Try to see it from different perspectives.

STEPS

- **Write a script:** Read the timeline opposite and come up with a script for your role-play. You might also like to watch films such as *Thirteen Days* (2000) and *The Fog of War* (2003).
- **Allocate roles:** Who's going to feature in your role-play? Think about who the key players were in the Cuban Missile Crisis. They might not have been in the public eye!
- **Rehearse:** Practise your role-play several times. See if you can modify it to make it even better. Be sure that you're conveying events clearly. Ask someone to watch and give feedback.
- **Perform:** Perform the role-play in front of your class. Encourage them to discuss the issues with you afterwards. What lessons can be learned from the Cuban Missile Crisis?





CUBAN MISSILE CRISIS

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

Transform a nuclear bomb

Grab a pencil, crayon or paintbrush and transform a nuclear bomb into something peaceful. We call it citizen disarmament! You can send the

images to politicians to show them that there's strong public support for a global ban on nuclear weapons. Help build the movement through art!

STEPS

- Print an **image of a nuclear bomb** shape on a sheet of paper (*See below*).
- Transform the image of a nuclear bomb into **something peaceful**.
- Encourage others to do the same, and then **organize an exhibition** of the best images.



Honour the victims

The nuclear age has many victims. These include the men, women and children who were killed or injured in the atomic bombings of Hiroshima and Nagasaki in 1945. People have also died or become sick as a result of nuclear testing, and accidents at nuclear power reactors have created

widespread radioactive contamination of the land, leading to increased rates of cancer in the population. By honouring the victims, we improve the chances that our past mistakes won't be repeated and that the mistakes of today will one day be put to a halt.

SUGGESTIONS

- Hold a **minute's silence** at your school to honour the victims of the nuclear age.
- **Dedicate an event** or piece of writing to the victims of the nuclear age.
- Hold a **candlelight vigil** in a public space to raise awareness about nuclear dangers.
- Mark Hiroshima Day, 6 August, by folding **Japanese peace cranes** (See *Activity 10*).
- Organize a **peace and disarmament concert** with music, dances and plays.
- Create a **"graffiti wall"** with personal accounts from survivors (See *the below example*).



LIJON'S STORY

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

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

Run a United Nations debate

The United Nations is the main international organization responsible for promoting world peace. It has played a vital role in preventing the use of nuclear weapons, yet few people really understand how it works. How much do you know? This activity requires you to represent the views of a particular country. There are currently 193 UN members—almost every nation in the world—and each has one vote in the main body within the United Nations, known as the General



Assembly. The very first resolution of the General Assembly called for the complete abolition of nuclear weapons. Another major body is the Security Council, which meets at any time to debate matters of international security. Its decisions, unlike the decisions of the General Assembly, are enforceable. This activity will teach you the fine art of diplomacy. You will learn about how the United Nations operates and how different countries perceive the nuclear threat.

STEPS

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

PARTICIPANTS

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

DELEGATES

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

A useful website is Reaching Critical Will (www.reachingcriticalwill.org), which publishes nuclear disarmament speeches made at the UN. Summaries of the positions of the United States, Russia and New Zealand have been provided on the following page to put you on the right track.





UNITED STATES

You have 8500 nuclear weapons, many of which are on hair-trigger alert—that is, they’re ready to use within minutes of a command. To date, you are the only country to have used nuclear weapons against another country. You’re determined to keep your nuclear weapons (at least for now) but want to make sure that no new countries develop any. You support efforts to curb the illegal transfer of nuclear technology and materials and would be willing to take your nuclear weapons off hair-trigger alert if Russia did the same. Your relations with Russia have improved since the cold war. Your allies include Britain, Australia, Israel and Pakistan.



RUSSIA

You have the largest nuclear arsenal of any country in the world. It consists of some 11,000 nuclear weapons, but several thousand of them are awaiting dismantlement. Some of your nuclear weapons are kept on hair-trigger alert. Like the United States, you appear determined to keep your nuclear weapons, but want to make sure that no new countries develop any.

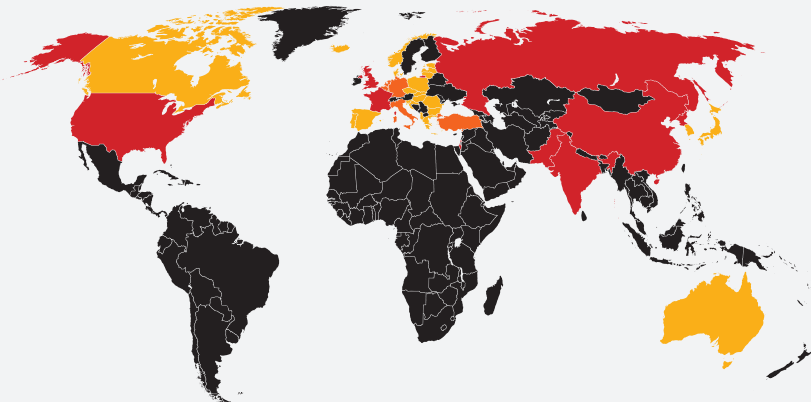


NEW ZEALAND

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

- COUNTRIES THAT POSSESS NUCLEAR WEAPONS**
- COUNTRIES THAT HOST U.S. NUCLEAR WEAPONS**
- COUNTRIES THAT ARE PART OF NUCLEAR WEAPONS ALLIANCES**

(See list on page 4.)



SAMPLE RESOLUTION



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

The General Assembly,

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

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

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

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

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

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

Fold paper cranes for peace

Japanese paper cranes have become a well-known symbol of the movement for a world without nuclear weapons. Every year thousands of students across the globe fold paper cranes to honour the children who died in the atomic bombings of Hiroshima and Nagasaki in 1945.

You could take part in this tradition by sending your own paper cranes to a special peace memorial in Japan (*See address below*). Alternatively, you may wish to send paper cranes to your political leaders to show your support for a nuclear-weapon-free world.

STEPS

- Read **the story of Sadako**, a victim of the Hiroshima bombing (*See summary opposite*).
- Find some **square pieces of paper**, preferably colour, or cut squares from rectangular paper.
- Fold **paper cranes** with your classmates—see if you can make 1000 together!
- Send your paper cranes to Sadako’s **peace memorial** in Hiroshima to honour her memory.

ATOMIC BOMBINGS

- **Hiroshima, Japan**—on 6 August 1945, a US atomic bomb codenamed “Little Boy” containing 50–70kg of highly enriched uranium killed 90,000 people instantly and an estimated 140,000 people by the end of 1945. Shockwaves destroyed everything within a 4km radius.
- **Nagasaki, Japan**—on 9 August 1945, a US atomic bomb codenamed “Fat Man” containing 6.2kg of plutonium killed 40,000 people instantly and an estimated 75,000 people by the end of 1945. Shockwaves destroyed everything within a 1km radius.

SADAKO’S MEMORIAL

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



SADAKO'S STORY

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

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

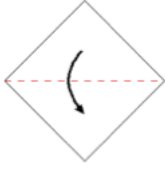
She started out folding dozens of cranes each day. When she ran out of paper, she used medicine wrappings and whatever else she could find. But then her condition worsened and she could only manage to fold one or two a day. Sadly, she died before reaching her target of 1000 cranes. Her friends folded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

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

Read the full version of Sadako's story: Eleanor Coerr, *"Sadako and the Thousand Paper Cranes"*, 1977

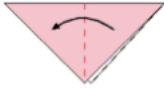


HOW TO FOLD A PAPER CRANE



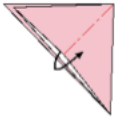
STEP 1

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



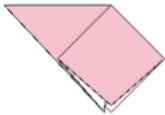
STEP 2

Fold it in half diagonally again.



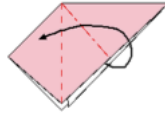
STEP 3

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



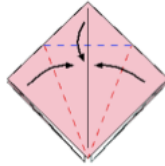
STEP 4

Turn it over.



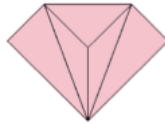
STEP 5

Do the same as in Step 3.



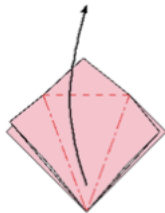
STEP 6

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



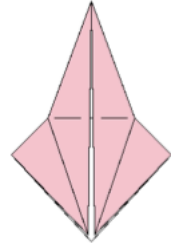
STEP 7

It should now look like this.



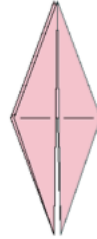
STEP 8

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



STEP 9

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



STEP 10

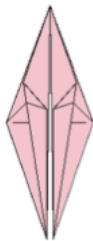
It should now look like this.



STEP 11

Fold the first layer towards the centre as shown.





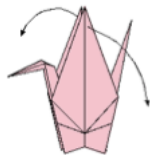
STEP 12

It should now look like this.



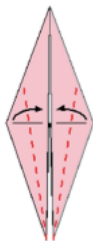
STEP 15

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



STEP 18

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



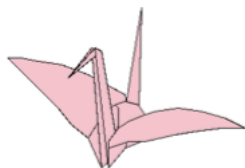
STEP 13

Turn it over and repeat Step 11.

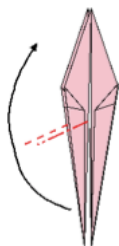


STEP 16

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

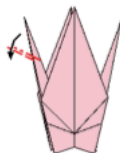


You now have the finished paper crane!



STEP 14

Fold along the dotted line for the neck.



STEP 17

Fold along the dotted line to form the head.



Celebrate the victories

The nuclear abolition movement has had some significant victories. Celebrating these helps to inspire us to persevere, even when we don't seem to be making much headway. They're proof that the will of the people can prevail. Read about the victories below and celebrate them in whatever way you consider appropriate. We have provided two suggestions for activities.

SUGGESTIONS

- **Dedicate a day to nuclear abolition:** Organize a mini anti-nuclear festival with exhibitions, music and performances.
- **Re-enact an important victory:** Pretend you led a great anti-nuclear rally of the 1980s. What would your speech be?

TIMELINE OF VICTORIES

- **1946:** The United Nations General Assembly, in its very first resolution, calls for the complete elimination of nuclear weapons and establishes a commission to deal with the problem raised by the discovery of atomic energy.
- **1955:** Eleven leading scientists and intellectuals sign the Russell–Einstein Manifesto, warning of the dangers posed by nuclear weapons and calling on world leaders to find peaceful solutions to international tensions.
- **1970:** The Nuclear Non-Proliferation Treaty—an international agreement promoting nuclear non-proliferation, nuclear disarmament and the right to the peaceful uses of nuclear energy—enters into force globally.



- **1981:** Thousands of women march to Greenham Common, a military base in the United Kingdom housing 96 nuclear missiles, and commence a 19-year protest which results in the removal of the missiles and the closure of the base.



- **1982:** The biggest demonstration to that date takes place in New York City, with one million people gathering in support of the second United Nations Special Session on Disarmament and to express opposition to nuclear weapons.



- **1984:** New Zealand becomes the first ever single-nation nuclear-free zone, with the Labour government led by David Lange implementing a nuclear prohibition policy despite considerable opposition from its Western allies.
- **1985:** International Physicians for the Prevention of Nuclear War win the Nobel Peace Prize for raising awareness of the catastrophic consequences of nuclear warfare and for generating opposition to nuclear weapons.



- **1991:** The cold war comes to an end, marking the beginning of an era of reduced reliance on nuclear weapons, with Russia and the United States beginning the process of dismantling thousands of their nuclear weapons.
- **1991:** South Africa completes the process of dismantling its entire arsenal of nuclear weapons, making it the first and only nation in the world to have developed nuclear weapons and then voluntarily given them up completely.
- **1995:** Civil society organizations from across the globe join forces to create Abolition 2000, a network which shifts the world's focus from nuclear arms control to nuclear weapons abolition following the Non-Proliferation Treaty meeting of 1995.



- **1996:** The International Court of Justice—the highest court in the world—declares that there exists an obligation under international law to pursue in good faith and bring to a conclusion negotiations leading to total nuclear disarmament.



- **1996:** The Comprehensive Nuclear-Test-Ban Treaty—an international treaty banning all nuclear explosions in all environments, whether for military or civilian purposes—opens for signature, following a sustained campaign.
- **2007:** The International Campaign to Abolish Nuclear Weapons is launched throughout the world with the aim of generating a groundswell of popular support for a comprehensive treaty to prohibit nuclear weapons.



- **2010:** More than 26 million petition signatures are presented to the president of the Non-Proliferation Treaty review conference in New York calling on nations to agree to begin work immediately on a nuclear abolition treaty.

Write to your leaders

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

you to become an effective letter writer, along with a list of addresses for the leaders of the nuclear-armed nations. You may even wish to enclose a paper crane with your letter!

STEPS

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

LEADERS OF NUCLEAR-ARMED NATIONS

UNITED STATES

The President
1600 Pennsylvania Avenue
Washington, DC, 20500
United States of America

FRANCE

The President
Quai D'Rosai 37
75007 Paris
France

INDIA

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

RUSSIA

The President
4, Staraya Square
Moscow, 103132
Russian Federation

UNITED KINGDOM

The Prime Minister
10 Downing Street
London, SW1A 2AA
United Kingdom

PAKISTAN

The President
Pakistan Secretariat
Islamabad
Pakistan

CHINA

The President
State Council General Office
Yongneixijie, Beijingshi, 100017
People's Republic of China

ISRAEL

The Prime Minister
3 Kaplan Street
Hakiryra, Jerusalem 91919
Israel

NORTH KOREA

The President
PO Box 44, Jung Song-dong
Central District, Pyongyang
North Korea

Your address

The leader's address

Date

Dear President,

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

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

I am a supporter of the International Campaign to Abolish Nuclear Weapons, which is calling on all nations to agree to a treaty banning nuclear weapons.

The overwhelming majority of countries want such a treaty. We have already outlawed landmines, chemical weapons and biological weapons. It is now time to ban the worst weapons of all. I urge you to do everything in your power to support the campaign.

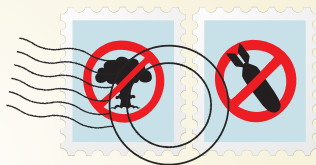
Yours sincerely

Signature

Your name



AIR MAIL
PAR AVION



WRITE A GROUP OR OPEN LETTER

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



ACTIVITY 13 10–15 YEARS

Promote abolition online

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

nuclear weapons, to generate support for a treaty that would ban them, and even to raise funds for nuclear weapons abolition. Here are some suggestions for online activism.

SUGGESTIONS

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



ONLINE VIDEO CAMPAIGN

Upload your video plea for a treaty to abolish nuclear weapons at:

www.millionpleas.com

Hold a trivia night

A nuclear-themed trivia night could help you to raise money to fund your own campaign for a world free of nuclear weapons. Trivia nights are fun and easy to organize. We've come up with

some sample questions to use, but you should try writing some of your own based on what you've learned about nuclear weapons so far. They can be multiple-choice questions if you prefer.

STEPS

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

SAMPLE QUESTIONS

ROUND 1

- 1 On how many occasions have nuclear weapons been used in warfare?
- 2 What is the US president's "Emergency Satchel" more commonly known as?
 - a Nuclear football
 - b Black box
 - c Code case
- 3 Which is the only country in the world to have developed nuclear weapons and voluntarily dismantled all of them?
 - a Australia
 - b South Africa
 - c Argentina
- 4 The mayor of which Japanese city heads the Mayors for Peace network?
 - a Tokyo
 - b Kyushu
 - c Hiroshima
- 5 What does the Nobel Peace Prize-winning "IAEA" stand for?
 - a Institute for Atomic Energy Assistance
 - b International Atomic Energy Agency
 - c Institute to Acquire Energy from Atoms
- 6 The nuclear-free zone treaty covering which continent entered into force in 2009?
 - a Africa
 - b South America
 - c Antarctica
- 7 Name one of the three former Soviet countries which voluntarily gave up their Soviet-era nuclear arsenals in the 1990s.
- 8 The Non-Proliferation Treaty entered into force at the beginning of which decade?
 - a 1960s
 - b 1970s
 - c 1980s

9 In the insane world of nuclear weapons, what does “MAD” stand for?

- a** *Massive atomic disaster*
- b** *Mutually assured destruction*
- c** *Multiple accidental detonations*

10 What name was given to India’s first nuclear test explosion?

- a** *Little Boy*
- b** *Smiling Buddha*
- c** *The Big Bang*

a *Israel*

b *Iraq*

c *Iran*

6 What were “Little Boy” and “Fat Man”?

- a** *Nicknames for the men who invented nuclear weapons*
- b** *The atomic bombs dropped on Hiroshima and Nagasaki*
- c** *Anti-nuclear symbols*

7 Which is the only country to have announced its withdrawal from the Nuclear Non-Proliferation Treaty?

- a** *India*
- b** *North Korea*
- c** *United States*

8 What does the “H” in “H-bomb” stand for?

- a** *Helium*
- b** *Huge*
- c** *Hydrogen*

9 Which country has conducted more nuclear test explosions than any other country?

- a** *Russia/Soviet Union*
- b** *United States*
- c** *United Kingdom*

10 What name is given to the United Kingdom’s fleet of nuclear-armed submarines?

- a** *The Terrible*
- b** *Trident*
- c** *Viking*

ROUND 2

1 Jo Vallentine, the first and only person in the world to be elected to a national parliament on the single issue of nuclear disarmament, is from which nation?

- a** *Australia*
- b** *New Zealand*
- c** *Chile*

2 Which former bodybuilder said in 2007 that the attention focused on nuclear weapons should be as prominent as that of global climate change?

3 The board of directors of the *Bulletin of the Atomic Scientists* created what infamous clock in 1947?

- a** *Death Clock*
- b** *Armageddon Clock*
- c** *Doomsday Clock*

4 The world’s first nuclear-weapon-free zone covered which chilly geographical region?

- a** *The Arctic*
- b** *Antarctica*
- c** *Iceland*

5 Which country is widely thought to be the sixth in the world to have successfully developed nuclear weapons, though it refuses to confirm this?

ROUND 3

1 On the Doomsday Clock, how many minutes is it to midnight in 2011?

- a** *Ten*
- b** *Six*
- c** *Eight*

- 2** Which former American First Lady said in 2007 that Ronnie's greatest hope was for a world free of nuclear weapons?
- 3** The explosive power of an atomic bomb is created from which of the following: nuclear fusion or nuclear fission?
- 4** Which of the following has not been formally declared a nuclear-weapon-free zone: the seabed, the southern hemisphere or outer space?
- 5** Which well-known former diplomat from Ghana stressed the importance of nuclear disarmament and non-proliferation in his final speech as head of the United Nations?
- 6** Which Japanese word is used to refer to the victims of the atomic bombings of Hiroshima and Nagasaki?
- a** *Shinkansen*
b *Hibakusha*
c *Honshu*
- 7** Sadako Sasaki, a well-known victim of the Hiroshima bombing, died aged 12 from what type of cancer?
- a** *Bone cancer (leukaemia)*
b *Lung cancer*
c *Skin cancer*
- 8** Most nuclear-armed countries have publicly declared that they would not use their nuclear weapons except in retaliation to a nuclear attack against them. True or false?
- 9** Which body held in 1996 that the use of nuclear weapons would generally be illegal under international law?

- a** *International Criminal Court*
b *International Court of Justice*
c *United Nations Security Council*

- 10** Which organ of the United Nations called in its very first resolution for "the elimination from national armaments of atomic weapons and of all other major weapons adaptable to mass destruction"?
- a** *General Assembly*
b *Security Council*
c *International Court of Justice*

ROUND 4

- 1** Which is generally more powerful: an H-bomb or an A-bomb?
- 2** North Korea announced on 9 October of which year that it had successfully conducted its first nuclear test explosion?
- a** *2001*
b *2006*
c *2009*
- 3** Which US president ordered in 1945 that atomic bombs be dropped on Japan?
- a** *Harry S. Truman*
b *Franklin D. Roosevelt*
c *Ronald Reagan*
- 4** Name all nine countries which currently possess nuclear weapons.
- 5** Name all five nuclear-armed countries which are parties to the Nuclear Non-Proliferation Treaty and which have a veto power in the UN Security Council.

ANSWERS

ROUND 1 (10 points)

- 1 Two
- 2 Nuclear football
- 3 South Africa
- 4 Hiroshima
- 5 International Atomic Energy Agency
- 6 Africa
- 7 Belarus, Kazakhstan or Ukraine
- 8 1970s
- 9 Mutually assured destruction
- 10 Smiling Buddha



ROUND 2 (10 points)

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

ROUND 3 (10 points)

- 1 Six
- 2 Nancy Reagan
- 3 Nuclear fission
- 4 Southern hemisphere
- 5 Kofi Annan
- 6 Hibakusha
- 7 Leukaemia
- 8 False
- 9 International Court of Justice
- 10 General Assembly

ROUND 4 (10 points)

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



Describe a nuclear blast

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

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

STEPS

- Produce a **target map** similar to the one opposite using a satellite image of your city.
- Draw in any **landmarks** on the target to give a better indication of the strength of the blast.
- With a group of friends, create a **giant red “X”** in a public space to mark the hypocentre.
- **Explain to people** what would happen if a nuclear bomb were dropped right there.
- Hand them a copy of your target map and ask **whether they think they would survive**.

HUMANITARIAN EFFECTS

Nuclear weapons are unique in their destructive capacity. A single nuclear bomb, if dropped on a large city, could kill millions of people. In the event of a nuclear attack, medical infrastructure would be destroyed and no effective humanitarian response would be possible.

The lingering effects of radiation on human beings would cause suffering and death many years after the initial explosion. Those in the vicinity who survive the blast would suffer from extreme dehydration and diarrhoea, as well as life-threatening infections and severe bleeding.

They would also have a significantly increased risk of developing cancers and passing on genetic damage to future generations. The effects of nuclear weapons are uncontrollable in both space and time, and their use is illegal.

ENVIRONMENTAL EFFECTS

Any use of nuclear weapons would have severe and longlasting environmental consequences. It would take less than 0.1% of the explosive yield of the current global nuclear arsenal to bring about devastating agricultural collapse and widespread famine.

New research by climate scientists shows that even a regional nuclear war involving 100 Hiroshima-sized weapons—a small fraction of the total arsenal—would cause tens of millions of immediate deaths and global climate disruption.

SIZE OF TODAY’S WEAPONS

The average nuclear weapon today is 20 to 30 times more powerful than the Hiroshima bomb. The explosive power of all nuclear weapons combined is equal to 150,000 Hiroshima bombs.





EFFECTS OF A 100KT NUCLEAR BOMB

3km radius A radioactive fireball hotter than the sun and with the force of 100,000 tonnes of TNT kills everyone.

5km radius The vast majority of people die quickly from blast injuries, asphyxiation or radiation sickness.

10km radius About half die from trauma and burns. Many succumb soon after to fires and radiation sickness.

80km radius Radioactive fallout spreads. Over time, many thousands will die from cancers, radiation sickness and nuclear famine.

Conduct an opinion poll

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

GETTING PERSONAL

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

STEPS

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

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





NUCLEAR WEAPONS SURVEY

DETAILS

Age:

Occupation:

City/town:

KNOWLEDGE (TRUE/FALSE)

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

OPINION

	SD	D	N	A	SA
<ul style="list-style-type: none"> ■ All nuclear weapons should be dismantled without further delay. ■ Nuclear weapons pose a serious threat to global security and human survival. ■ Nuclear weapons are worse than all other types of weapons. ■ The risk of nuclear war is higher today than at any other time. ■ Nuclear weapons help to keep the peace so long as they're in the right hands. ■ It's likely that nuclear weapons will be eliminated in coming decades. ■ Eliminating nuclear weapons is more important than curbing climate change. 					

SD = Strongly disagree **D** = Disagree **N** = Neutral **A** = Agree **SA** = Strongly agree

Meet with your mayor

City mayors are playing an active role in the global campaign to abolish nuclear weapons. More than 5000 mayors from 150 nations are part of Mayors for Peace—a network dedicated to preventing nuclear weapons use by eliminating them without

further delay. It's led by the mayor of Hiroshima. To find out whether your mayor is part of the network, visit the Mayors for Peace website: www.mayorsforpeace.org. And if your mayor isn't listed, request a meeting!

TIPS

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

WHAT MAYORS CAN DO

- **Exhibition:** Host a Mayors for Peace exhibition about the nuclear threat and worldwide efforts to achieve abolition at your town/city hall.
- **Peace pillar:** Erect a peace pillar in a public place to focus the community's attention on the urgent need to abolish nuclear weapons.
- **Hiroshima visit:** Fund students from your city/municipality to visit the peace museums in Hiroshima and Nagasaki.
- **Commemorations:** Hold a public event on 6 or 9 August to mark the anniversaries of the US atomic bombings of Hiroshima and Nagasaki in 1945.
- **Motions:** Pass a resolution through your city council expressing support for negotiations on a treaty to ban all nuclear weapons.
- **Delegations:** Take part in Mayors for Peace delegations at important international meetings on nuclear non-proliferation and disarmament.
- **Network:** Encourage other mayors in your area to join Mayors for Peace and become active in the movement for nuclear weapons abolition.



Plant sunflowers for peace

Sunflowers are a commonly used symbol for a world free of nuclear weapons and nuclear power. In the 1980s, US peace campaigners broke into missile silos and planted sunflowers to show their support for nuclear disarmament. When Ukraine became a nuclear-weapon-free nation in 1996, its foreign minister met with the foreign ministers of Russia and the United States at the Ukrainian site once used to house Soviet nuclear missiles targeted at the United States. The three

politicians planted sunflowers and declared that “sunflowers instead of missiles in the soil would ensure peace for future generations”. Activists around the world have also planted sunflowers as a sign of solidarity with the people of Chernobyl and Fukushima, who have suffered greatly from radioactive contamination following major meltdowns at nuclear reactors. There is only one safe nuclear reactor in the universe, they say—the Sun, located 150 million kilometres from Earth.

SUGGESTIONS

- **Distribute sunflower seeds:** Hand out sunflower seeds in a public place. Accompany them with information explaining their symbolic importance.
- **Plant sunflowers:** Sow the seeds at your school or community garden. You might also like to brighten up unused public spaces such as roundabouts.



Learn Peace

Disarmament education is the best possible foundation for a world free of nuclear weapons. Without an informed public, how many more generations will have to grow up under the nuclear shadow?