

GLOBAL  CONFLICTS

CHILD SOLDIERS



TEACHER MANUAL

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MISSION: CHILD SOLDIERS

History

Throughout history, children have been used as combatants in armed conflicts. A rough estimate claims that at least 250,000 children are presently employed as soldiers in various parts of the world. These conflicts are mainly located in Africa, but also Asia and South America are burdened by this kind of child abuse. Many children join in these armed conflicts voluntarily, while others are forced or threatened to join.



But either way, such children might often find themselves in situations that seem to leave no other alternative. Maybe their parents have been killed or imprisoned by the government. Maybe the family cannot support them, and they must find other ways to survive.

Citizenship

Throughout the game, the students are constantly asked to consider the motives and backgrounds of the people they encounter, particularly in the Student Assignments. Furthermore, they are confronted with issues relating to the international society's responsibilities towards the victims of the conflict, such as refugee aid, rehabilitation, justice and prosecution and, most importantly, a sustainable peace solution. These experiences will enable the students to describe and evaluate the role of ICC in the global arena.

Summary

In Global Conflicts: Child Soldiers, the student will play a representative for the International Criminal Court (ICC). Through interviews and personal meetings in the virtual world, the student encounters a country scarred by decades of conflict. The game focuses on the use of Child Soldiers in Africa and particularly on the leader of the rebel group Lord's Resistance Army (LRA), Joseph Kony and his actions.

The student has to collect statements and arguments within a given time limit and use these in a final interview with Kony. The value of each statement the student is confronted with is measured by comparison to the questions Kony must face during the final interview. The success of the student is determined by how many arguments he or she has collected and how they are used in the final interview. Consequently, the final score reflects how well the student has understood the problems and issues relevant to the assignment and how well he/she has managed to apply the information collected.

In Child Soldiers, time is a crucial element. Each question and each jeep ride is a time-consuming action that reduces the amount of time units available. The game distinguishes between real time and game time (measured in units). The latter is the important one. Students are awarded for completing the game using the least possible amount of time and consequently compete on equal terms regardless of how fast they read or find the answers.

App. 80% of the actual playing time is used gathering information and arguments for the final interview, which covers the remaining 20%. Playing the game through takes app. 45 minutes and should be possible to do within a standard school lesson. We recommend using an equal amount of time on the student assignments and class discussion, preferably immediately after the lesson the game is played in.

As a teacher, you get a special code allowing you to view all the sources in the game through the game logbook. You simply type "unlockallinfo" into the journal, which will enable you to find all information in your journal under logbook. You can then jump directly to the final interview and test the arguments. This might be advantageous if a student asks about a specific source, or if you need a general overview of the content of the game.

Topics

When playing Child Soldiers, the students get the opportunity to imagine themselves in other people's places and regard their actions, perceptions and viewpoints through the eyes of an ICC worker. This enables them to interpret and even predict how people from diverse cultural backgrounds deal with reality through experience.

During the game, the students are constantly challenged to measure the different responses to their questions. The characters in the game have different stories and backgrounds that can only be understood through reasoning and critical analysis.

When planning your teaching, you have to decide what the students need to focus on in order to get a basic understanding of the features listed below.

- Child soldiers: Life as a child soldier, before, during and after service as a child soldier.
- International Law: The reasons behind international law and its practice.
- Everyday life in Uganda: Living conditions, poverty and tensions in the country.
- Critical Citizen: Reflection and critical interpretation.

WALKTHROUGH

Episodes

1. **Talk to Jan Verheyen:** Ask the first question twice, ask the second question once, ask the 5th question once, then ask the 2nd question twice. Exit conversation.
2. **Take jeep to UPDF Office.**
3. **Talk to Charles Okonya:** Ask the first question once, then ask the third question four times, then ask the second question twice. Exit conversation.
4. **Take jeep to Gulu Children's Reception Center.**
5. **Talk to Obita John:** Ask the first question twice, ask the second question once, ask the fourth question three times, ask the first question once, then ask the fifth question twice. Exit conversation.
6. **Talk to Moses Apire:** Ask the first question three times, ask the second question four times, ask the fourth question once, ask the fifth question three times, ask the sixth question twice, then ask the seventh question once. Exit conversation.
7. **Talk to Obita John:** Ask the first question once, then ask the second question once. Exit conversation.
8. **Take jeep to Te-Tugu IDP Camp**
9. **Talk to Monica Atto:** Ask the first question twice, ask the fourth question five times, ask the first question twice, then ask the fourth question twice. Exit conversation.
10. **Take jeep to the square of Te-Tugu IDP Camp.**
11. **Talk to Elaine Wang:** Ask the first question twice. Exit conversation.
12. **Talk to Dalsen Oyo:** Ask the first question three times, ask the third question twice, then ask the fifth question once. Exit conversation.
13. **Take jeep to M'Gomos Speedy Communication Shed.**
14. **Log on to the Internet:** Ask the first question twice, ask the second question twice, ask the fourth question twice, then ask the fifth question once. Log out.

Go to final interview.

Question

- Argument

1. What are his thoughts on the peace process?
 - Few believe Kony wants peace!
2. Why refuse to sign the peace treaty?
 - Negotiating the peace treaty!
3. Is he worried about disarming?
 - Reconciliation might be possible!
4. How does he feel about the ICC warrants?
 - ICC charges are well documented!
5. Would he be seeking amnesty?
 - Proof that LRA soldiers receive amnesty!
6. Isn't he worried about the UPDF?
 - Military action in the near future!
7. He knows the LRA is accused of using child soldiers?
 - Proof the LRA uses child soldiers!
8. But hasn't the LRA been attacking villages for decades?
 - Proof of LRA attacks on villages and camps!
9. But isn't he the one ordering the attacks on villages and camps?
 - Proof Kony orders attacks!
10. So none of his soldiers mutilate civilians?
 - Trademark LRA mutilations!
11. Did he order an attack on the Gulu Children's Reception Center?
 - Proof the LRA attacked the center!



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