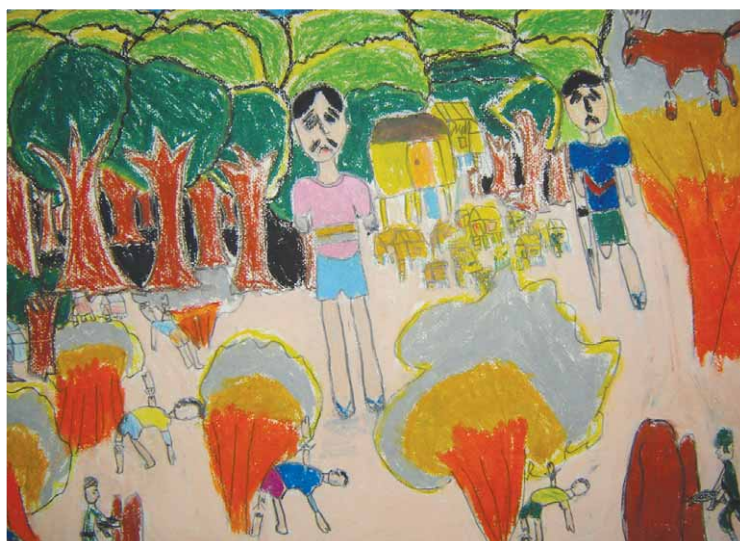


Manual on Getting to Know the Danger of **Landmines** and How to Protect Yourself



Painting Contest Winner for Primary School Students (Grade 1-4)
*Jittra Muenpeth, Kho-Ta-Ngok School,
Sa-Kaw Province, Thailand*

For Teacher

Acknowledgement

A concern over danger of mine has been a critical and urgent issue in global stage to be solved immediately. Thailand is one of the major mine and unexploded ordnance (UXO) affected countries in the world with an estimated area of 2,560 square kilometers. These afflicted areas are found along the borders of Thailand with her neighboring countries. The Royal Thai Government recognizes the seriousness of the mine problem and has signed an International Agreement to ban the use, stockpiling, production and transfer of anti-personnel landmines known as the Ottawa Convention on 3 December 1997, making Thailand the 33rd country in the world and the first in the ASEAN sub-region committed to this agreement. The treaty entered into force on 1 May 1999.

Afterward, the Thai Ministry of Foreign Affairs requested ADPC to take part in mine awareness activities; ADPC organized Thailand's First National Seminar on Mine Action on 17 December 1999 in Bangkok, graciously presided over by Her Royal Highness Galyani Vadhana, with 150 people from all the government ministries and NGOs participating in. The objective of the seminar were to stimulate public awareness at the national level on the existence and dangers of anti-personnel landmines along the Thai - Cambodia; Thai - Myanmar; Thai - Laos; and Thai - Malaysia border, and also to seek for approaches in prevention, demining and assist the mine victims.

ADPC has been working with strong effort in solving problems concerning the danger of landmines and the consequent impacts. In this regard, ADPC would like to thank the Ministry of Interior, the Ministry of Defense, the Ministry of Foreign Affairs, the Ministry of Education, and the Police Border Patrol Unit for their cooperation and Sangsom Companies Group and United Nations Children's Fund (UNICEF) for their support.

1 July 2006

Preface

The first edition of Manual on “Getting to Know the Danger of Landmines and How to Protect Yourself” was published in August 2004. The purpose of this manual is to be a guideline for teachers in disseminating knowledge on dangers of mine to students and communities living in mine contaminated areas along the border; of how to protect oneself and of how to stay safe in areas likely to be mined. With the support from UNICEF, ADPC started providing MRE training courses to schoolteachers and administrators, and distributing mine awareness materials and manuals to schools and communities along the Thai - Myanmar border.

This second edition of this Manual includes generic messages used as a basis for most landmine awareness program curriculum, i.e. dangers of landmine, learning activities in order to develop students’ learning skills and self-protection methods. With substantial revisions, this manual will provide readers basic knowledge and methods/guidelines to protect themselves and others.

We would like to thank all those who contributed information useful to the preparation of the edition of this manual. It also includes educational advisors and teachers in Mae Hong Son Province for their valuable advice on various items.

We hope that teachers, students and regular readers will find this manual useful and the information will be transferred to students and communities which will help lessen the risks and losses of lives living in mine-inflicted areas.



Dr. Suvit Yodmani

Executive Director

Asian Disaster Preparedness Center (ADPC)

1 July 2006

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CHAPTER 1 KNOWLEDGE ON LANDMINES

TEACHING GUIDELINES:

Objective of this chapter is to make primary and secondary school students basically understand what mine is and how it operates in accordance with International Mine Action Standards (IMAS). In so doing, the most appropriate way of teaching is required. It is not necessary to provide students detailed information on types of mines since there are over 340 types and the functionality is very complicated. Also several types of mines can be found in any particular area. However, according to IMAS, mines are divided into three categories which are above-ground mines, below-ground mines and unexploded ordnances (UXOs).

What are Landmines?

Landmine is a destructive device, used to intercept and prevent hostile movement which was widely used during the war time. Landmines can be laid under ground or surface. When they were trodden upon, they could be detonated or exploded and would cause casualties.

At the end of the war and peace has returned; troops have been withdrawn from the area, landmines are still not removed from where they were buried. The landmines are thus the silent danger hidden under the ground, water, ponds, swamps, roads and routes being previously used as the passage for the troops. Since mines will not expire and can remain active even for decades and endure weathering changes; they still can be detonated or exploded at all time. It is not the matter of who steps on them; it could be children, women, elder persons, friends or enemies.

Landmines, used in military operation, come in many different shapes, sizes and colors. Mainly landmines are of two types which are anti-personnel and anti-tank. Anti-personnel mines can be broken into three categories which are above-ground mines, below-ground mines and unexploded ordnances (UXOs).

Above-Ground Landmines

There are several types of above-ground or surface mines. They can be made of wood, metal or plastic. Most of them are in small sizes and bearing colors harmoniously with the environment. Some types of the above-ground mine will spring out of the ground at the height of human's chest before it explodes, its fragments can be predetermined direction so as to intensify the destructiveness and lethal range, and project large numbers of small metal fragments over a large area. Some types of above-ground mines have tripwires connected to the fuse that set the mines off when the tripwire is pulled or cut.

Tripwires are typically very thin and usually found in several colors and in non-reflective metal so that they can blend in with the environment. Tripwire may be attached to an above-ground mine which is planted on one side of a path, and then strung across the path and attached/fastened it to a stake or tree on the other side. If the wires are cut, loosen, tripped, touched or tugged by any means, the mine will explode.



An above-ground mine attached to a tripwire



Above-ground mines can be hidden behind trees, planted in sand or grass, hung on trees, and sometimes, floated in water, buried at the river bank or partly buried with just the fuses exposed. **Subsequently above-ground mines may be almost as difficult to see as below-ground mines.**

Also mines may be used as a booby trap to lure or to trick people into detonating an explosive by using any objects attached to a mine or explosive that will set off if the object is disturbed, even by slight movement. The objects can be anything used in everyday life, such as a packet of cigarettes, a watch, a toy or even a mine itself. Thus it is to remember never to touch anything unless certain that it is safe.

Below-Ground Landmines

Below-ground mines are usually buried only a few centimeters beneath the surface of the ground and are designed to detonate when someone exerts pressure or steps on the top. Below-ground mines are impossible to see, when properly laid. Another type of below-ground mine is anti-tank. Anti-personnel and anti-tank mines may have a tilt mechanism incorporated that will cause the mine to detonate if it is tilted. The explosion can cause injuries such as cutting off victims' feet or legs. It usually sets off when high pressure is exerted on its upper surface. It can definitely cause damages to vehicles and tanks. There was a case where a shuttle bus ran over such type of landmine which consequently exploded and killed the bus passengers.



Illustrating the anti-personnel landmine buried under the ground



Danger of the anti-tank landmine

Unexploded ordnances (UXOs)

The unexploded ordnances are artillery shells, rockets fired from a long range; such as from the aircrafts, but they did not explode. Such unexploded ordnances are another type of ammunitions fired in battle and are highly dangerous as those of the anti-personnel and anti-tank landmines.



Unexploded ordnances (UXOs)

Activity 1.1 Getting to know Mines

Objectives:

1. To be able to explain what mines and traps are
2. To know types of mines
3. To understand functionality of mines
4. To understand changes in appearances of mines

Duration: 30 minutes

Essential contents:

- What is landmine?
- What is trap?
- Types of landmines
- Functionality of landmines
- Changes in appearances of mines

Learning activity:

1. Start the learning activity with questions pertaining to the unrest in Southern provinces of Thailand (situation and types of weapons used).
2. Teacher asks students the location of their houses, situation around the area and mine accidents, if any.
3. Teacher asks students to explain what mines and traps are; and types of mines; teaching materials, such as pictures are to be used.
4. Students play a role in a game called “Paper Stepping” and make explanation and summary on the differences between walking normally and walking in the mine field.
5. Teacher summarizes on “Paper Stepping” activity and explains functionality of mines and changes in mine appearances.
6. Teacher reviews on learning activity and distributes working sheets.

Materials to be prepared:

1. Pictures of mines
2. One piece of thick grey paper
3. Working sheets
4. Models of mines
5. Crayons

Assessment and Evaluation:

- Observing students’ attention to information given and their participation in activity
- Work Outputs

Activity 1.2 Paper Stepping

Objectives:

1. To raise an issue on landmine and its dangers
2. To let students realize the dangers of mines and hindrances in leading their lives

Duration: 15 minutes

Materials to be prepared: Papers large enough to place student's feet on (two pieces needed for each group)

How to play the game:

- Divide students into groups, six to ten persons for each group
- Instruct them to walk from the starting point to the end of the path, which is approximately eight to ten meters or the length of the classroom, by
 1. Walk normally.
 2. Walk on two pieces of papers step by step.
 3. Let students explain the differences between walking normally and walking on pieces of paper and discuss.

Summary of the game:

How it would affect students when spending their lives with fear and anxiety in each step forward.

- Walk step by step on sheets of papers is comparatively like walking along the route with landmine buried under the ground, and then people tend to be careful on every step.
- Walk carefully step by step on pieces of papers will make ones feel worried and inconvenient and can slowly reach the destination.
- Walk without fear of dangers along the path must be faster and more convenient.
- People who live in mine contaminated areas have to spend their lives with fear and distress.
- Landmines are unconceivable danger. Caution must be extremely considered when traveling.

Activity 1.3 Wadding through Landmine Field

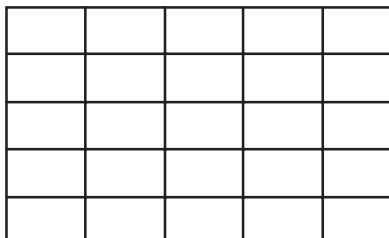
Objectives: To make students understand the impacts of landmines
 Note: This game should be played for fun and learning. If make it too serious, it may cause some stress.

Duration: 30 Minutes

Materials to be prepared: Chalks or ropes enough for making 25 blocks (5 x 5) of assumptive landmine field

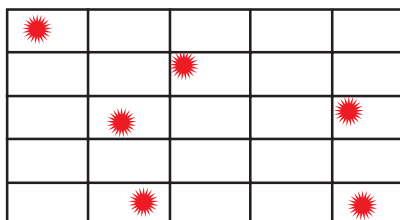
How to play the games:

1. Divide students into a group of "Soldiers" and a group of "Villagers".
2. Villagers will use the chalks to draw or to use the ropes to make 25 blocks (5 x 5) of assumptive landmine field. These blocks are supposed to be "landmine field".



Assumptive landmine field: For villagers, 25 blocks shall be drawn on the ground.

3. Soldier group will draw the similar blocks on paper sheet and choose six blocks to place the landmines. From that point, the soldiers shall not let the villagers know the location of six blocks representing landmines.



Assumptive landmine field: For soldiers, six blocks representing a landmine each shall be drawn on the paper sheet.

(As to the sample below, the soldiers may choose to place the landmines in any block.)

4. Prior to starting the game, the teacher shall explain that the group of villagers will go through the assumptive landmine field to fetch water from the stream, to go to school, to go to market; realizing that this area is a landmine field but this route is not avoidable. It is a risk they have to take despite the fact that they may be killed, injured or crippled if thing goes wrong. While the soldiers are to play their role in salvaging landmines but the task is somewhat slow due to the lack or insufficient equipments for the operation.
5. Let each villager choose the route to walk from one side of the landmine field to the other end.
6. In each step, only one block is allowed and one must move from one block to the next one. One can move either straight ahead, sideways or retreat.
7. More than one person can stay in one block.
8. In each step, the soldier will inform the villager whether or not he/she steps on a landmine block.
9. If a villager steps on the landmine block, it shall be considered that he/she has been killed and that he/she must leave the block.
10. If a villager stands on the block with no landmine but the adjoining block has a landmine; it shall be considered that he/she has lost either one of his/her legs or arms.
11. If a villager loses one of his/her legs, he/she must jump forward on one leg until reaching the other side of the blocks.
12. If a villager loses both legs, the other villagers who have been informed of the rule would come to provide such helping hands.
13. If a villager loses both arms and both legs, he/she must be out of the game.

Issue for discussions:

- (1) Upon the arrival of those who play the role of villagers, the teacher shall ask
 - The number of persons arrived at the destination
 - The number of persons injured
 - The number of persons killed
 - The number of fortunate persons arrived at the destination safely
- (2) Ask the villagers how they felt when they had to walk through the assumptive landmine field.
- (3) Ask the soldiers how they felt when they saw a group of villagers walking through the landmine field and were injured.
- (4) Ask both parties, before playing the games what their expectation of the number of casualties.

Issue for game conclusion:

- Landmines are a danger near us. They could be laid under the ground and unseen.
- Spending lives in mined area is, therefore, dangerous because nobody would know when the danger would be forthcoming.
- A landmine buried under the ground can explode any day and any time when being stepped on by human or animal.
- Landmines buried under the ground will not be deteriorated in condition or expired.
- Demining is a difficult and time-consuming task and deminers must be well trained, skillful and exercise with maximum caution.

Questions:

1) What is landmine?

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2) How many types of landmines can be classified?

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3) What is trap?

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4) Explanation how a landmine can explode.

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CHAPTER 2 APPEARANCES OF LANDMINES

TEACHING GUIDELINES:

Landmines come in different types and shapes. Colors of mines can change according to the environment and time. The purpose of this chapter is, therefore, to enable students to know the appearances of mines and to recognize mines (illustration with pictures).

Landmines consist of different types, shapes and appearances; some may be in a round, flat, square or rectangular, cylinder, pot shape or long stick shape, which even the explosive experts cannot identify all appearances of these landmines and explosive ordnances. Moreover, landmines in the present day have been designed in newly different shapes; making it more difficult to observe and detect. The pictures available here are some types of landmines, however, students should have general background of landmines as follows:

- 1) Materials used for making landmines can be metals, woods or plastics and whatever the materials they are made of, they still have the same destructive power.

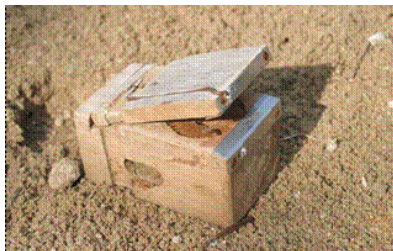


Landmines made of metals are easily detected by Landmine Detecting Device. Though the landmines have been left over for a period of time and corroded, their destructive power will not be lessened.



This picture shows how a trip wire is tied to a landmine fuse. If stumbled on, the fuse wire would be tightly pulled, cut off or sagged and the landmine will explode.

These pictures are PMD6 landmines made of two pieces of woods spliced together with two pins. When being stepped on, the two pins will be broken and consequently the landmine explodes instantly. This type of landmine comes in a size of a shoe box, with dynamite and fuse attached inside. Villagers called this type of landmine “the coffin”.



The pictures are landmines made of plastic which are cheaper than metal landmines. They can be easily used in water. It is also more difficult for Landmine Detective Device to detect landmines made of plastic than of metal.



- 2) Landmines may be hidden in a bush, camouflaged under a tree shade, hung on a tree, or floated in water. Some people may not think that a landmine can be floated. But, some type of landmines can be floated to get hold of the edge of river bank with the purpose to harm enemies. When the war was over, those landmines became a real problem of people in the relevant community when they come by for water.



This picture shows a landmine found in the area almost completely covered by weeds. And the top part emerged above the ground. If the landmine is struck at or stepped on, it will explode.



This is a picture of a landmine hidden in grass brush. Children should refrain from playing in such area because there is a chance to step on it by accident.



This picture shows a landmine hidden in grass brush and it may look like a water bottle.



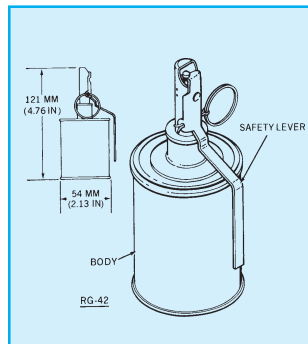
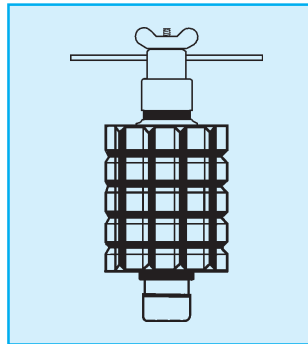
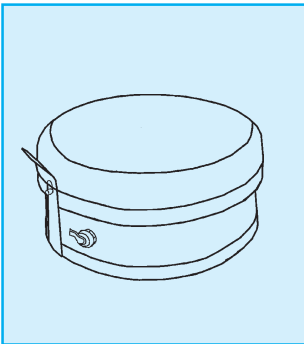
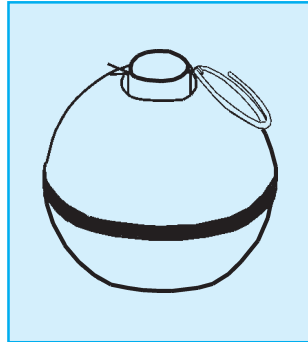
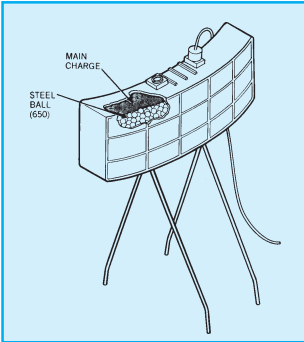
The picture shows types of landmines which are too small and very difficult to be noticed.

- 3) Environmental condition may make the shape of a landmine change and its position shifts around. A landmine seen in this picture is over 10 years old and corroded by wind, rain and weather condition. Apparently, its external shape has changed from its original one; however, it can actively function as a new landmine.



- 4) Rain, water and flood are also important factors in washing away ground surface, and landmine emerged from the ground. Flood and landslide are also other factors to move landmines from original places to another.

Samples of landmines in different shapes



Samples of some types of landmines



Activity 2.1 Getting to know Mines

Objectives:

1. To explain what mines are and what they look like
2. To enable students to recognize the different appearances of mines
3. To enable students to apply their knowledge of landmine dangers in their daily lives and in the communities

Duration: 30 minutes

Essential contents:

Mines are widely used during the time of war to intercept and to obstruct the attack of the opponents. The content covers:

- What mines are
- Above-ground mine
- Below-ground mine
- Unexploded ordnances (UXOs)
- Appearances of mines

Learning activity:

- Teacher makes general inquiries about mines and appearances of mines.
- Teacher shows pictures of mines of different appearances to students.
- Students are divided into two groups to participate in an activity called “Wadding through Landmine Field”.
- Students in each group will summarize their experiences obtained from the activity.
- Teacher and students will summarize the activities together.

Materials to be prepared:

1. Twenty Sheets of newsprint papers
2. Pictures of mines
3. Markers
4. A bag of lime

Assessment and Evaluation:

- Observing students’ participation and attention to activities
- Group performance or work output

Activity 2.2 Appearances of Mines

Let students take a look at these pictures and identify types of landmines.

1.



Grenade

2.



Above-ground landmine

3.



Above-ground landmine

4.



Mine made of metal

Questions:

1) Of what materials can a landmine be made of?

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2) What is the difference of mine made of metal and plastic?

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3) Does a very old landmine have lesser impacts than a new one?

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4) Explain how a landmine can be affected by rain, flood and landslide.

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5) If a student found a can looking like fish can, what should that student do?

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CHAPTER 3 LANDMINE IMPACTS

TEACHING GUIDELINES:

The purpose of this chapter is to build students' awareness on the losses to be inflicted by landmines. The chapter should begin with activity which will lead to discussion between teacher and students by giving student chances to participate and express their feelings before getting into detailed information. A teacher should take into account that the aim in educating students on the danger of landmines is to stimulate the desirable behavior within the groups of students. Particularly, small children, so as to reduce the number of landmine victims. This chapter will build awareness and lead to attitude change.

Landmine problems

- Landmines are designed to injure victims rather than to kill, but more than half of the victims died instantly.



- Nobody actually knows the exact number of landmines buried but it is anticipated that there have been approximately 60 to 100 million landmines planted in various countries all over the world and that; as a result, there are 15,000 to 20,000 landmine victims each year.
- In each week, 300 people worldwide become landmine victims.
- After the end of wars or conflicts, most landmine victims are civilians or ordinary people.
- A cost of each landmine is approximately 120 Baht to 1,200 Baht but it would cost 12,000 Baht to 40,000 Baht to salvage and destroy landmines.
- A ten year-old-child if crippled by a landmine and survived another 40 to 50 years, he/she might have to change artificial limbs 25 times throughout his/her life.

Causes of landmine accidents and injuries

- Children are the most risky group because they are apt to be curious and careless of dangers.



- As for adults, accidents mostly are from their negligence, familiarity with the area and beliefs in magic that if wearing amulets, they could be protected from injuries. Also they become arrogant and wish to show off their fearlessness.

- Collect metal scraps from a landmine field for commercial purpose will also cause accidents. In the picture, a father and a son entered the restricted area to collect metal scraps of vehicular remains struck by a landmine. It is very dangerous to enter into a restricted area.



- A landmine victim can be a villager who goes into the forest to collect woods, fire woods, or go to the river to fetch water, to catch fish, or to herd cattles for grazing.





Landmine impacts are as follows:

Social impacts;

- Physical impacts which are disabilities, such as losses of visual and audio organs, etc.
- Lack of versatility of landmine victims made them mere burdens of their families.
- Victims of landmine explosions will lose their capabilities in sport or other desirable activities.
- Some female victims might have an inferiority complex, when they cannot get married.
- Heads of families who became victims of landmine explosion will be deprived from making a living.
- Some of them will become infertile.
- Surviving victims of landmine explosions will likely be affected with fear, worries, mental depression and stress.
- The presence of landmines in a community may result in the migration of villagers.

Economic impacts;

- People in the areas buried with landmines will be deprived of making use of resources; such as, water, plants, grasses, forest products, etc.
- Livestocks; such as, cattles, elephants may be injured from landmine explosion.



- There will be inconveniences in transport and communication in landmine area.
- Constructions of buildings, houses, schools and public utilities in the areas with landmines cannot be easily undertaken.
- It will be somewhat difficult for people migrating to other places during the war to return to their home since they cannot be assured of the safety.
- The governmental budget to be allocated for the restoration of the area affected by landmines is limited.
- Investors are reluctant to invest in the area with landmines, thus, villagers in such area would tend to have no additional incomes.
- Landmines cause development problem of the area; for instance, to develop a tourist attraction area, etc.
- A request for assistance from outside organizations will be somewhat difficult because it is an inaccessible and dangerous area when disaster occurs.

Medical impacts;

- A person injured by landmine explosion will require as much as four times of regular operations and at least 32 days for recuperation.
 - Tools and equipments for surgical operations of wounds are very expensive.
 - An injured person suffering from landmine explosion will require twice as much blood.
 - The injured person will be at high risk of infections, thus, hospitalization may be required longer than usual.
 - The change of an artificial organ may cost from 5,000 Baht for an injured child which is required every six months and every three to five years for an adult. The other necessary operations and maintenance may cost as high as 400,000 Baht.
 - An artificial organ must be properly fixed and of good quality and durable otherwise it would cause pain and inconveniences.



Activity 3.1 Landmine Impacts

Objectives:

1. To enable students to come up with their understanding of problems of villagers, living in the landmine area.
2. To enable students to discuss the causes of landmine explosion.
3. To build students' awareness on landmine impact problem and how to apply their knowledge and understanding to safely protect themselves and the others.

Duration: 30 minutes

Essential contents: Landmine impacts

Learning activity:

1. Demonstrate various pictures to students; such as, crippled victims of landmine explosion, and discuss on selected issues.
2. Show instruction chart to students and discuss on the following topics:
 - 2.1 Landmine impacts/problems
 - 2.2 Causes of landmine explosion
 - 2.3 Landmine dangers and the impacts on social, economic and medical aspect.
3. Hand out Working Sheet 1 (Details on the activity).
4. Teacher makes conclusion on knowledge of landmine impacts.
5. Let students play the games called "Ball War" for ten minutes.

Working Sheet 1 Activity: Landmine dangers and the impacts

Explanation:

1. Let students hold a discussion on the following subjects
 - 1.1 Problems on the landmines left over in the area
 - 1.2 Factors that cause of landmine accidents
 - 1.3 Landmine dangers and the impacts on social, economic and medical aspect
2. Let students make the conclusion and write down on a piece of paper (A4)
3. Write down the important points as conceptual chart on proof paper

Assessment and Evaluation:

- Observe students' participation and attention to activity
- Assessing students' work output and their performance to present to the larger group.

Activity 3.2 Ball War

Objectives:

To enable students to understand the emotional effects of the persons brought about by war and landmine dangers.

Duration: 10 minutes

Materials to be prepared:

1. Ten small plastic balls
2. One red color rope for making out boundary
3. Four to five pictures illustrating landmine danger and its impact
4. Ten markers
5. Ten sheets of proof paper and one ream of A4 paper
6. Three instruction charts

How to play the games:

1. Divide students into two groups, each group will stand on each side of the boundary line. No encroachment into one another territory shall be allowed.
2. Give each group an equal number of balls.
3. When teacher gives signal (by blowing whistle), both side will throw the balls at one another. Any part of an organ of a person was hit by a ball would be considered that he/she lost such organ; therefore, everyone should be on a defensive.
4. While students are at the height of the game, the teacher shall stop students from playing and then let them discuss on the following topics:
 - When student was hit by a ball (and lost an organ), how did student feel (irritated, frightened, painful or tired)?
 - The condition of the place where they played the games (dirty, messy).
 - How can a person physically and mentally affected by war be rehabilitated in order to make his/her return to normal condition?
 - What can the students do to bring back the playing ground to normal condition?

Activity 3.3 Paper War

Objectives:

1. To enable students to address the problems relating to landmines
2. To be able to tell causes of accidents and injuries as a result of a landmine explosion
3. To be able to address the impacts of landmine dangers and threats on social, economic and medical aspect

Duration: 30 minutes

Essential contents:

1. Problems relating to landmines and causes of accidents and injuries
2. Impacts on social, economic and medical aspect

Learning activity:

1. Teacher informs the subjects or headlines to students.
2. Let students sing a song before beginning the activity.
3. Let students give some samples of landmine impacts from their experiences.
4. Let students play the games called "Paper War".
5. Divide students into three groups in an equal number for each group and study landmine problems, causes of accidents and injuries, also landmine impacts. Instruct each group to search for knowledge sheet box as follows:
 - 5.1 Let the group representative draw the raffles to select the route to search for the sheet box.
 - 5.2 Study the working sheet in the box and write down the record.
 - 5.3 After they are through with the activity, they shall return to the base.
 - 5.4 Hold discussions on the subject and write down the conclusion on landmine impacts on proof paper.

Materials to be prepared:

1. Newspaper
2. Knowledge sheets (on landmine problems, causes of accidents and injuries as a result of landmine explosion and the impacts)
3. Ten sheets of proof paper
4. Three boxes containing knowledge sheets
5. Two markers

Assessment and Evaluation:

1. Observe students' participation in the activity
2. Observe discussions

Questions:

1) What are three aspects of mine impacts?

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2) What are the causes of landmine accidents mostly occurring to an adult?

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3) Why are children most at risk to be landmine explosion victims?

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CHAPTER 4 WARNING SIGNS

TEACHING GUIDELINES:

The purpose of this chapter is to educate students the significance of warning signs. Moreover, the chapter will provide students with information of how to make temporary warning signs before officially notifying the concerned authority.

The most common official warning sign used is a picture of a skull and cross bones on a red color background. The note written sign are in either local language or official language and also in English. This official warning sign should be an international symbol.



Should there be no official warning sign; temporary ones are useful in most cases, which could be

- tree limbs or sticks laid across each other as a cross or
- grass knotted as a cross or
- stones circled around the mined area

Once such temporary or unofficial warning signs have been made, a notification shall be made to village headman or a teacher in order that the village headman shall report to the authority for further salvaging such landmines.

Such temporary/unofficial warning signs should be understandable to anyone in the community. So, he/she shall be able to take preventive measures for personal safety, then the authority concerned should be notified. In addition, it will be a notification to pinpoint the location of a landmine in order to enable government authority to take steps in accurately salvaging such landmine.

The warning sign is an indication that the area is dangerous. It is to be understood that the warning signs are not to be removed as it is the matter of communal safety.

Reminder! Most of the landmine contaminated areas have not yet been posted with the warning signs whether officially or unofficially.



Activity 4.1 Warning Signs

Objectives:

1. To make students understand the warning signs
2. To teach students to make temporary warning signs when knowing that there are landmines
3. To make students aware of the significance of warning signs

Duration: 30 minutes

Essential contents:

1. Official warning signs
2. Unofficial or temporary warning signs

Learning activity:

1. Divide students into three groups and direct each group to play their assumptive roles together with the method of problem solving in a prescribed situation.
2. Teacher and students discuss with regard to the problem solving methods of each group.
3. Teacher informs students of different types of the warning signs and problem solving methods when a landmine is found as follows:
 - Stop walking
 - Making temporary sign
 - Notifying authority
 - Warning everyone in village

Materials to be prepared:

1. Working sheet depicting hypothetical scenario
2. Warning signs
3. Equipments such as woods in the local areas

Assessment and Evaluation:

1. Observe students' responses to questions
2. Observe students' participation

Activity 4.2 Wow we should Perform

Objectives:

1. To let students know what to do for their safety
2. To let students understand and become aware of warning signs
3. To let students know how to observe unfamiliar objects that might be dangerous

Duration: 30 Minutes

Essential contents:

Warning signs are classified into two categories; namely,

1. Official Signs
2. Unofficial/Temporary Signs

Learning activity:

- Establish travel routes, make hypothetical scenario of landmines and warning signs and then direct students to make an observation of the area or make additional warning signs.

Materials to be prepared:

1. Woods and tree limbs
2. Three warning signs
3. Gravels or stones
4. Red color spray

Assessment and Evaluation:

1. Observe on each student's response
2. Ask students to see how they respond to some specific events

Questions:

1) What are the descriptions of an official warning sign?

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2) What shall students do when they find a temporary warning sign?

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3) Giving examples of two types of temporary or unofficial warning signs.

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CHAPTER 5 AREAS CONTAMINATED WITH LANDMINES

TEACHING GUIDELINES:

Several areas have been contaminated with landmines and in some areas, landmines can be found more than in any other areas. The purpose of this chapter is to enable students to pinpoint which area is possibly an area more dangerous than others that would help them in building awareness and being cautious not to approach or go into such area.

Some areas may probably be contaminated with landmines and explosive ordnances, therefore, access into a place used to be a battle field, a military base, main strategic routes including a place used to be a camping out area should be avoided.

Which areas are likely to be mined?

1. An area with a warning sign to be aware of landmines:

An area contaminated with landmines shall have a "Danger" warning sign posted in front of it. Practically, the land surveys and posting of the warning signs are works requiring considerable time, manpower and funds. This is why most places with landmines, having not been salvaged, have no warning signs yet posted.

2. Military buildings and structures both in the past and at the present:

The areas around or inside these buildings are most likely to be mined in order to prevent hostile access and attack.

3. Check points and access routes to places used to be ammunition storages (ordnances):

Areas which had long been used by military were normally planted with landmines to prevent hostile penetration into the individuals and storages in order to steal weapons or supplies, etc.

4. Bridge necks, trails, rail tracks and surrounding areas:

During wartime, landmines were laid to prevent hostile rapid access or pursuit including a strategic method to change the course of hostile movement. Therefore, laying landmines around bridge necks or rail tracks is indeed a method to cut off supply route of hostile forces.

5. Abandoned buildings and houses or destroyed or abandoned sheds:

Normally, patrolling units would find shelters or rest areas. When such sheds or buildings were no longer used, they would be destroyed and landmines subsequently would be buried in order to lure the enemy seeking shelters to have complete trust that those buildings were completely abandoned so that they could move in and that they could be hit by the buried landmines.

6. Abandoned military vehicular remains:

Quite often those military vehicular remains were left behind as the traps since vehicles would always be the good baits.

7. Under the shades of big trees or big trees bearing plentiful fruits:

During the battle or patrol, soldiers would always head towards big trees with shades for a rest, or for camouflaging. Big trees bearing plentiful fruits would satisfy their hungers. The enemy would always lay landmines around or on those trees in order to harm its opponents. Therefore, those big trees would always have landmines embedded.

8. The area around anthills:

Sometimes, landmines were found to be laid in anthills by the enemy and that such landmines would explode if they were struck or if someone sat there for a rest.

9. Bank edges:

Landmines may be floated along water current and got hold of by riverbank edge or buried at a swamp bank edge in order to lure the enemy into stepping on such landmines when they might come by for water.

10. Temporary roads having not been paved with asphalt or shoulders of cart trails:

Roads usually used during daytime may not be safe during the night time. As it is the time for military operations and, as a result, landmines would probably be sneaked in for planting. Moreover, during the early morning hours or sunset, precaution shall be taken into account on access roads to other villages located in the areas of the battle zone because landmines might be planted.

How one can determine that he/she has already been in an area endangered by landmines?

Warning clues to recognize the presence of mines are as follows:

1. Warning signs, either officially or temporarily made ones
2. Signs of fighting, bunkers and shelters
3. Signs of landmines in neighboring areas
4. Remains, carcass or animal bones destroyed by landmines
5. Tripwires
6. Holes or ground hit by a landmine
7. Scraps of explosive ordnance cases or packing boxes, fuse striking pins which are component parts of landmines
8. Unfamiliar objects which are not supposed to be in such place
9. Destroyed vehicular remains

Take a look at this picture and try to find landmine scraps on the ground





This picture shows how landmine scraps on the ground are spotted. On the upper right corner of the picture is a landmine in perfect condition while on the upper left corner are other types of landmine scraps still left over. In the middle is a landmine in which part of it emerges above the ground.



This picture is a bad example of carelessness while safety matter is concerned. Children should refrain from going into such dangerously risky area and make it their playground because there is a chance to step on a landmine.

Activity 5.1 Risky Route

Objectives:

To build students' awareness on the dangers to be inflicted to a community, village, monastery, school, and other places by landmines anticipated to be buried in the areas around such places.

Duration: 30 minutes

Materials to be prepared: a large size paper shall be acquired to use in drawing a map. If there is no such paper, several small ones being put together will do or such map can be drawn on a blackboard.

Methods in playing the game:

1. Divide students into groups of five to six persons.
2. Draw a map of the areas around the village or community by beginning from the school to various places; such as monastery, city hall, tourist areas, wells, swamps, roads, bridges, waste land and forest, etc., or an assumptive map will do.
3. Each group shall make the marks showing the points or places which may be endangered by landmines or the teacher may designate the points where landmines may be buried.
4. Students shall brainstorm in order to design a trail from one point to another by avoiding the landmines and that, for this purpose, the trail shall be drawn on the map.
5. Direct students to try to think of the ways to prevent danger from the landmines to be inflicted to at each point, students are to write down pertinent answers in a sheet of paper or on the map where the various points are. Each group shall submit a report for comparing with each other.
6. Teacher shall be a leader of group discussions based on reports of each group.



Issues for game conclusion:

- Explain the areas where landmines could have been laid.
- Discuss that landmines imbedded above or below ground will not be deteriorated or expired.
- Landmines may be floated if made of plastic.
- Rain may wash away ground surface to the extent that landmines buried shallowly under the ground could be emerged.

Questions:

1) Which areas that the students should not use as playground? Give six examples.

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2) Why big trees bearing plentiful fruits may have landmines hidden in it?

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3) From what can we tell a trace or clue of a buried landmine?

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CHAPTER 6 WHAT WE CAN DO TO BE SAFE FROM LANDMINES

TEACHING GUIDELINES:

The purpose of this chapter is to enable students to know how to perform to save them from the landmines that may be left over in the area. Emphasis should be made on the detailed discussion of each topic including on how to help themselves get out of a minefield.

Suggestions on the methods to protect oneself from being endangered by landmines:

- Do not enter the area where there are landmines or anticipated to have landmines, particularly, the areas under military supervisions.
- Do not approach an animal injured or killed by a landmine because the surrounding area might be scattered with the left over landmines.
- Do not touch nor lift an unknown object or an object which has never been seen before.
- Do not touch nor lift an object which is found in an inappropriate place.
- Never grab nor touch a landmine.
- Do not use a stick to poke, brush aside or throw a stone at a landmine.
- Do not enter an area which is not familiar with or where entry is prohibited.
- Do not collect landmines for metal scrap or for commercial purpose.
- Do not collect landmines for use as utensils.
- Do not remove warning signs from the areas.



- If it is necessary to walk on a trail which is not familiar, inquiry should be made to the local residents.
- Should not walk off the course of the trail, especially, even when walking off the trail for defecation or urination.
- Always make an observation on warning signs or routes.
- Do not think that a place is not dangerous even there is no warning sign.



- Warning signs should be made once knowing that there are landmines buried and then report to authority concerned immediately.



How we should perform when being in mined area:

When seeing a sign or trace showing the danger of landmines, it is an indication that we are already in a dangerous area, therefore, we must

1. Stop proceeding on but stand still
2. Warn other people around to stop walking
3. Call out for help
4. Retrace footsteps, only if we can remember or see them clearly, until reaching the safe path
5. Should there be nobody to come for help, we should prod the path by using any sharpened stick to slowly and diagonally probe soil layer in 30



degree angle. Upon the stick/sharpened object striking a solid object, the walkway out must be deviated and a new walkway out must be found because the solid object struck by sharpened stick might be a landmine. Probing soil layer by a sharpened stick in order to find the way out of a mined area is a very risky method because it could end up with danger if one does not do it properly.



However, students while in a minefield, should not take unnecessary risk, we may have to spend a long time waiting for help rather than having been disable for the rest of our lives.

Activity 6.1 Getting out of Landmine Danger

Objectives:

To build students' awareness on the dangers of landmines and to provide methods to be performed to get out of a mined area

Duration: 30 minutes

Essential contents: There are landmines or explosive ordnances left over in some areas; such as, an area used to be a battle field, a military base, various strategic routes including an overnight stay point or rest area, therefore, such areas should be avoided and the methods to get out of danger should be learned.

Learning activity:

1. Direct students to draw a map according to the following subject: such as village, school, monastery, shelter, well, tourist attraction areas, swamp, bridge, forest, waste land, etc.
2. Designate a position which may expose danger from a landmine and make marks on the map.
3. Direct students to draw a trail from one point to another which in so doing, the landmines must be avoided.
4. Let students hold discussions together and write down on the map the methods on how to prevent landmine dangers.
5. Teacher shall lead the discussion over the activities having already been undertaken.
6. Summarize and discuss on the methods to be performed to get oneself out of landmine danger.

Materials to be prepared:

1. Ten sheets of proof paper
2. Ten boxes of chalk
3. Five pencils
4. One roll of glue tape

Assessment and Evaluation:

1. Observe students' participation and attention to activities.
2. Work output

Activity 6.2 Helping Oneself and Others in Getting out of Danger

Objectives:

1. To help oneself and others in getting out of landmine danger
2. To enable students to role playing

Duration: 30 minutes

Essential contents:

How to perform in order to get out of danger from landmines which may have been left over in an area

- Instructions to prevent landmine dangers
- How one should do when being in a mined area

Learning activities:

1. Make inquiries and discuss over living areas of each group of students where landmines could be found. Ask them of their experiences on landmines.
2. Provide students information and suggestions on preventive procedure as well as proper methods on how to perform when being in a mined area. Games are included in the activities.
3. Divide students into three to four groups, consisting of five persons. Each group will perform under teacher's supervision.
4. Suppose that a friend of students is in the area surrounded by landmines and calling out for help to save him/her. Explosive Ordnance Demining Officers are not available at the moment. Students are required to give this friend instruction on what to do to protect himself/herself. Students are allowed 15 minutes to come up with written answers of at least best five methods to save their friend's life.
5. Direct a group of students to proceed to the area where both landmine warning signs and assumptive landmine signs are posted as if it is an actual landmine field. While another group plays the role of persons trapped in such landmine field awaiting for instructions on how to get out of mined area. In the meanwhile, another student plays the role of a person being so petrified of the danger and so gets in the way of the rescued team by telling the friends trapped in the minefield not to do anything that might be risky.
6. After having been through with this game, let students hold discussions on which methods to be used to help their friends trapped in the minefield.

Materials to be prepared:

1. Five sets of instruction sheets on how to protect oneself from landmines and five sets of instruction sheets on how a person should perform when being in a landmine field.
2. One picture of landmine warning sign, one set of assumptive landmine warning sign, one picture of the area supposing as a landmine field and five pictures of victims stepping on landmines.
3. Pieces of paper and five sets of markers.

Assessment and Evaluation:

- Make an observation on the participation, discussion and students' attitudes

Questions:

1. If a student is required to give instructions to a friend or family members to protect themselves from landmine dangers, what instructions should be given? Give three different of instructions.

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2. If a student has been lost into a dangerous area or an area scattered with landmines, what should the student do?

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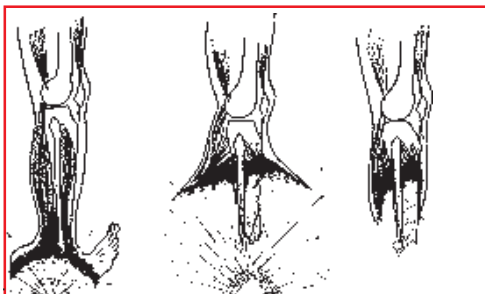
CHAPTER 7 FIRST AID

TEACHING GUIDELINES:

The principle of teaching on how to administer the first aid to a person injured by a landmine explosion is the same as the first aid given to a person suffering over bleeding. This chapter is a simple first aid lesson in which the students can apply for their daily lives.

First aid means assistance rendered to a person injured as a result of various accidents or suffering sudden sickness in order to save him/her from danger before transporting him/her to a physician for further treatment. Generally, first aid will be conducted at the scene of accident except in the case where such place is not suitable and convenient to administer the first aid. In this case, the injured or sick person may be moved to another suitable place for such first aid. To prevent an accident to reoccur, therefore, the injured or sick person should be moved in accordance with the proper method to another safe place.





Characteristics of wounds inflicted by landmine explosion

When stepping on a landmine, the explosion will tear off the foot and toes. Sometimes the foot may be abruptly cut off from the leg. The explosion power will cause dusts, pieces of earth, shrapnel, pieces of bones and tissues to be pushed inside the leg flesh and muscles while the outer skins will shrink to cover the inner wounds as shown in the picture. Therefore, the wounds inflicted by the landmine explosion will look rather unpleasant and full of blood and pieces of flesh.

First aid and assistance to a victim injured by a landmine explosion can be administered in accordance with the following steps:

1. Persons administering first aid or assistance must be firm, not afraid of what have been seen, so as to be able to mercifully console the injured person.
2. If the injured person becomes unconscious, make sure that there has been nothing stuck in the mouth; such as, vomiting residues, artificial tooth or teeth, food residues or blood. If there are, take them all out in order that such things will not block off the airway.
3. Helping the injured to relax and can breathe comfortably.
4. Using cloth to wrap around the wound to absorb blood and stop bleeding.
5. Lifting the organ which is bleeding up over heart level to slow down bleeding.
6. The last method is to twist wire or rattan tight by means of a lever if bleeding cannot be stopped.



7. Using blanket to keep the injured warm.
8. Transporting the injured to the hospital as soon as possible.

First aid by means of stopping bleeding:

- Stop bleeding by pressing over the wound.
- Stop bleeding by twisting wire or rattan tight by means of a lever in the case of serious bleeding. This method is good for arm and leg wound (only the upper part of arms and legs).

How to twist wire or rattan tight by means of a lever:

- Wrapping tight the area above the wound with long piece of cloth.
- Twisting wrapping cloth tight with a tree limb or chopstick.
- Jotting down the exact time when the wrapping cloth is tightened because such wrapping cloth will have to be loosening every 30-45 minutes otherwise that part of flesh will be come dead if there is no blood to nourish it.

How to move the patient by a stretcher:

Stretcher or bamboo bed is very useful in moving the patient from one place to another. Materials locally available; such as, blankets, woods, shirts, and loincloth may be modified for using as a stretcher. The use of stretcher is rather convenient but the difficult part is when the patient must be carried in a person's arms before being placed on or moved from the stretcher or bamboo bed.

The process shall begin with the first stage of carrying the patient in the arms and place him/her on the stretcher to lie down flatly on his/her back. Then first aid shall be administered by one person in charge as he/she will in turn give direct order to lift up and carry the stretcher smoothly. If there are two persons to administer the first aid, one person shall take the position on the head end while the other on the foot end and walking the same direction, it is important that the person carrying the stretcher on the foot end shall lead the way. If there are four first aid persons to carry the stretcher, they shall be on each side ends of the stretcher or bed and move in the same direction as aforementioned.

Activity 7.1 First Aid

Objectives:

1. To practice simple first aid for daily life
2. To be able to administer initial first aid to an injured person suffering from a landmine explosion

Duration: 30 minutes

Essential contents:

1. First aid means an initial assistance immediately rendered to patient suffering from an accident or abrupt sickness in order to save the life of such patient out of danger or to decrease the degree of danger of such patient prior to transporting him/her to a physician for further treatment.
2. The principle to be adhered to in administering the first aid shall be as follows:
 - 2.1 Establishing chronological order of the event as when it happens, what causes it, and what other symptoms are by asking for details from eyewitnesses. The crowd of people should be kept away because they will cause inconvenience to first aid procedure.
 - 2.2 Immediate assistance must be rendered; such as, (a) if it is bleeding, then stop bleeding, (b) if stop breathing, then giving respiratory assistance, (c) if becoming unconscious, then look after respiratory function, (d) if toxic, then reduce toxin.
 - 2.3 Assistance is to be rendered in the case of other serious cases; such as aching pain, broken bone, an application of a cast prior to transporting the patient to a physician for proper, urgent and efficient treatment.
3. First aid equipments:
 - 3.1 Antiseptic solution and wound cleaning solutions; such as, saline solution, tincture iodine and yellow iodine
 - 3.2 Cotton, gauze, plaster, triangular cloth, etc.
 - 3.3 Other materials available
4. Initial first aid of which students can perform are as follows:
 - 4.1 Treating the wounds, inflicted by burn and scald
 - 4.2 Treating fainted persons
 - 4.3 Treating persons bitten by insects
5. Wounds inflicted as a result of a landmine explosion.
6. Administering first aid to a person injured.
7. Transporting the patient for further treatment.

Learning activity:

1. Teacher shall educate students on the significance of the first aid.
2. Teacher shall give demonstration on the first aid procedure and let students of each group do the practice.
3. Students shall note down what they learned in their notebooks.

Materials to be prepared:

1. Equipments for using in first aid administering.
2. Equipments for demonstrating on first aid to be administered to persons injured as a result of a landmine explosion; such as, clubs, blankets, loincloth, etc.

Assessment and evaluation:

- (1) Individual first aid practice
- (2) Observe on students' participation and attention to activity
- (3) Students' notes

Questions:

1) How does a wound inflicted by a landmine explosion look like?

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2) What should a person rendering a first aid do first in the procedure?

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3) Why do we have to take out food or tooth residue from the mouth of the injured person?

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4) If we cannot stop bleeding, what method should we apply?

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5) What should we do next after the injured person has already been given a first aid?

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Test on Landmines Dangers

Let students mark ✓ if the following contents are true or mark X if the contents are fault in :

- ☐ 1. Herding cattles into a landmine field will make all landmines entirely explode to the extent that there are no more landmines left over in that area.
- ☐ 2. If any area has been frequently entered by people and there has been no landmine explosion, it means that such area is safe.
- ☐ 3. There has been some kind of a landmine that it will not immediately explode even if it is stepped on but it will explode when the foot is removed from it. Therefore, if we should step on this kind of the landmine we should find a stone to press the weight on it before pulling out our foot from it.
- ☐ 4. Demining is a dangerous career and there are fatal casualties at all times.
- ☐ 5. In complying with the international military rules, once the landmines have already been planted, both sides shall have to make the maps of such landmine fields and exchange such maps of landmine fields with one another.
- ☐ 6. This world is full of landmines. It is estimated that, if there are 110 million landmines, it will take approximately 1,000 years to salvage all landmines.
- ☐ 7. Presently, new landmine destruction equipment which can quickly destroy the landmines has been invented.
- ☐ 8. Presently, war canines have become an effective tool in searching for landmines.
- ☐ 9. A country signing Ottawa Treaty shall be able to produce anti-personnel landmines for use in such particular country only but cannot export or sell them.
- ☐ 10. One of the methods to avoid being injured when being in a dangerous landmine area is to run away as fast as possible because fast running can avoid being hit by shrapnel.

- ☐ 11. One of the methods to protect a vehicle from the force of an exploded landmine is to fill in full all four wheels with water.
- ☐ 12. One of the methods to build up confidence of people in the community to lead their lives in the area where landmines have already been salvaged is to arrange sports competitions.
- ☐ 13. The initial step in administering a first aid to a person injured by a landmine explosion is that the person providing such first aid must be firmly conscious.
- ☐ 14. Presently, humanitarian demining task, mostly, is carried out by military units.
- ☐ 15. Landmines are not durable. They will be under the condition of wear and tear after 2 ñ 3 years.
- ☐ 16. Unexploded ordnances are lesser dangerous than anti-personnel landmines. Remove them out of the way should they be found.
- ☐ 17. Disseminating knowledge on landmines is one of the best methods to save people.
- ☐ 18. Landmines are usually planted under big tree shades.
- ☐ 19. Removing a landmine warning sign from an area will result in injuries to other people.
- ☐ 20. Burning weeds in an area will be a method to get rid of some portion of landmines implanted in the area but not all of them will be rid of.

Answers

1. **Wrong** - Even though somebody might have used this type of method, such method acceptable cannot be valid in getting rid of landmines.
2. **Wrong** - When walk through the ground surface of a landmine, the soil will be compacted, therefore, vibration may change the sensitivity of the landmines. Repeatedly stepping on a landmine may cause such landmine to explode at any time.
3. **Wrong** - This type of story is only in a movie.
4. **Wrong** - Even though it is a dangerous career, however, if performance is done properly in accordance with the right method, it will not be a dangerous career.
5. **Wrong** - Mostly, there has been no map made after landmines have already been planted.
6. **Wrong** - We have never known of the exact number of the existing landmines, so, nobody would know when the landmines will entirely be salvaged.
7. **Wrong** - There has been yet no Landmine Destruction Equipment to instantly destroy landmines effectively in any area.
8. **Right** - Presently, canines have been trained to sniff the smell of landmines.
9. **Wrong** - All countries under this Treaty shall not use, store, accumulate, produce and transfer the landmines.
10. **Wrong** - Whoever did that would survive only in the movie.
11. **Right** - There has already been a proof that water can help reduce the striking force of a landmine.
12. **Wrong** - This method is not recommended. Other method to build up confidence should be used.

13. **Right** - A person providing assistance should be calm to be able to console the injured persons.
14. **Wrong** - Presently, most organizations are civilian.
15. **Wrong** - Most of landmines can be durable for several ten years.
16. **Wrong** - We should not touch a landmine regardless of its type.
17. **Right** - Knowledge in connection with the landmines will help us to know the danger of the landmines.
18. **Right** - Because military unit will always take shelter under tree shade.
19. **Right** - Because, once a landmine is removed from the area, there will be no way for people to know whether or not such area is safe.
20. **Right** - Even though it is a practical method, it should not be worthwhile to practice.

Appendix

Additional Activities

After the teacher has already gone through his/her instructions in the Manual, integrated activities may be implemented, as follows:

1. Debating activity.
2. Essay writing; such as, on the advantages and dangers of landmine; community's participations in educating families on knowledge in connection with landmines, problems with regard to the landmines and landmine impacts on the community.
3. Painting competition depicting the danger of anti-personnel landmines.
4. Drawing pictures campaign.
5. Campaign in connection with the danger of landmines in the border areas.
6. Writing letters to the embassy of the country producing landmines for commercial purpose; such as, China, Italy and the United States of America, etc.
7. Other channels of media may be used, such as drama.
8. Training camp on development in learning and preventing landmines dangers.
9. Setting hypothetical as learning base.
10. Establishing body of knowledge for learning integration.

Samples of Activities

Activity 1: Establishing hypothetical scenario learning base.

Fatal Base (Duration: 1 hour and 30 minutes) consisting of five sub-ordinate bases;

1. Eyes at the stars and feet on the ground base: which is compared to walking in an area with no knowledge of risk from various dangers, so, he/she has to observe things around him/her.
2. Wadding through to field base: which is a test on how to survive as consciousness is required in leading the life.
3. Unity base: people are motivated to assist each other to overcome problems and hindrances. Hospitality and responsibility should be emphasized.
4. Reaching the stars base: to achieve the goal with determination, patience, devotion and honesty.
5. The end of fatal route base: training to control oneself under emergency situation and making decision for mutual benefits.

Essential contents: Setting the hypothetical scenario as overall learning base. Activity should be applied to various circumstances.

Learning activity: Training for learners of approximately 8 to 10 persons.

Subordinate Base 1: Making three marks (danger sign, no passing sign and danger zone sign) from starting point towards the destination and selecting route to subordinate base 2.

Duration: 10 Minutes

Subordinate Base 2: Building a landmine field containing barrier of spikes, booby traps, walkways (one injured person in each group).

Objectives:

1. To enable students to learn and understand what landmines are
2. To enable students to know and be aware of the significance of the warning signs
3. To train students in proper first aid

Learning activity:

1. Divide students into a group of 8 to 10 persons; direct them to walk into the hypothetical dangerous landmine area. Students are trained to observe dangerous spot and choose the safe passage way for their own group.
2. Set a hypothetical situation that one person in the group injured by a landmine explosion.
3. Let one student in the group provide first aid to the injured friend and move him/her safely out of the area.
4. The groups describe what they have experienced.

Materials to be prepared:

1. Warning signs
2. A landmine field
3. Barrier of spikes
4. Booby traps
5. Wooden bridges
6. 2 boxes of fire crackers
7. One roll of green color rope
8. Five rolls of straws
9. Two bags of lime
10. One kilogram of wire
11. Logs
12. Flashlights
13. Batteries
14. Five sets of field stretchers

Assessment and Evaluation:

1. Using the Observation Form to record students' participation
2. Exchanging knowledge and experiences
3. Test Forms

Subordinate Base 3: Providing first aid to injured person, transporting injured person and its difficulty.

Subordinate Base 4: Writing an essay on experiences gained from the activity.

Subordinate Base 5: Helping each other to go through all obstacles, moving the injured persons; such as, through wooden or Rope Bridge.

Activity 2: Establishing body of knowledge for integrated development of learning; such as the subject on Boy Scout.

Walk Rally Base (Duration: 5 hours) consisting of five subordinate bases:

Essential contents: Setting hypothetical situation as learning base. Activities should be applied to various circumstances starting from landmines to first aid.

Base 1: Wadding through a landmine field

Objective: Training oneself on safety in a risky area

Learning activity: Setting hypothetical situation that underneath (the ground) is a risky area and then directing students to safely cross over the log to the other side by swinging onto the rope to get across, one by one, before touching the ground.

Materials to be prepared: Two pieces of signs showing the risky area

Assessment and Evaluation: Observing each student's performance

Base 2: Junior Surveyor

Objective: Training as an observer, how to acquire knowledge and solve problems.

Learning activity: Setting hypothetical situation that the anticipated area to be planted with landmines and letting students play the role of police/military personnel to enter such area for surveying and marking the area with risky area signs.

Materials to be prepared:

1. Woods
2. Stones
3. Artificial landmines (stones painted in red color)

Assessment and Evaluation: Surveys and observation on students' participation and response.

Base 3: Landmine adventure

Objective: Training to perform self control

Learning activity: Directing students to lie face down on the ground and then safely crawl underneath on through the barbed-wires, (approximately 50 centimeters high above the ground and ten meters long) and during this training, the sound of landmine explosion could be periodically heard.

Materials to be prepared:

1. Barbed-wires
2. Explosion noise (firecrackers)

Assessment and Evaluation: Observing students' response

Base 4: Risky Route

Objective:

1. Training oneself how to perform in a situation
2. Training how to assist each other (unity)
3. Physical and mental capability training

Learning activity: Setting a hypothetical situation at the river bank barely inaccessible except for single rope linking bridge of 20 meters long and of five meters high above the ground.

Materials to be prepared:

1. Four warning signs
2. Linking bridge

Assessment and Evaluation:

1. Percentage of students who could accomplish the training performance.
2. Observing the group performance.

Base 5: Helping each other from landmine danger:

Objective:

1. To know dangers of landmine of all types
2. To learn by oneself the immediate dangers of landmine
3. To be aware of landmine dangers

Learning activity: To gain knowledge on landmines from the exhibition, with instructors' guidance.

Materials to be prepared: Exhibition on landmine

Assessment and evaluation:

1. Observing students' responses
2. Student report

Manual on Getting to Know the Danger of Landmines and How to Protect Yourself Second Edition

Project Advisor

Dr. Suvit Yodmani
Executive Director,
Asian Disaster Preparedness Center

Working Group

Police Sergeant Chaiyot Plandee	Border Patrol Police (Conservative Association 1) Baan San Kumlue School
Police Sergeant Pitsanu Kanan	Border Patrol Police (Conservative Association 2) Baan Poong Yam School
Mr. Prasert Chaiteth	Baan Num Pieng Din School
Mr. Samran Vichantorn	Baan Pang Kam School
Ms. Panate Klaewklar	Huay Ton Noon Wittaya School
Ms. Malaya Vichantorn	Baan Pang Kam School
Mr. Kumnerd Sangpan	Baan Huay Na School
Mr. Srijan Laktan	Border Patrol Police Bumrung 60th School
Mr. Chawat Sangvachirapan	Baan Na Hua Laem School
Police Sub-Lieutenant Pichit Vongnadee	Border Patrol Police 336th
Police Senior Sergeant Major Sanay Soodsue	Border Patrol Police 336th
Ms. Piyanut Srikum	Baan Rak Thai School
Ms. Natchaya Janti	Baan Mai Sapey School
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Ms. Natsupa Tanwattanakul	Srisungwal Hospital
Mr. Taveeboon Kamhang	Srisungwal Hospital
Ms. Aree Srimueng	Baan Sob Muey School
Ms. Sutiporn Sakotara	Baan Ta-Tha Fung School
Ms. Somsilapa Suwannawong	Baan Mae Sam Lab School
Police Corporal Paradorn Meesiri	Border Patrol Police 337th
Ms. Supa Viriyapap	Office of Educational Advisor Area 2 (Mae Sarieng)
Ms. Tuennapa Pinmanee	Baan Mae La Ma School Police Senior Sergeant Major Chainarong Morplae
	Border Patrol Police Baan Mae La Ngew School
Mr. Sukit Jaiwangloke	Baan Mae Tor La School
Mr. Sakol Chanaboon	Baan Sao Hin School
Ms. Pimpaka Taboon	
Ms. Nattarinee Changpradit	Educational Officer Area 2
Ms. Jianrapan Suebchuetiarakul	Educational Officer Area 2

Editorial Team

Mr. Prasirt Pradit

Ms. Rungtip Anumetangkul

Ms. Sirikarn Kahattha

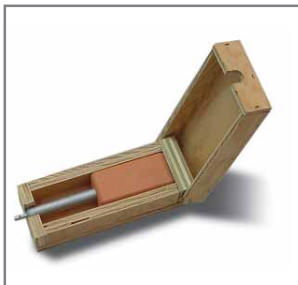
Mr. Peravut Thammapiamol

Educational Advisor, Office of
Educational Advisor Area 1 (Mae Hong Son)
Educational Advisor, Office of
Educational Advisor Area 1 (Mae Hong Son)
Asian Disaster Preparedness Center
Asian Disaster Preparedness Center

Edited and Translated by

Ms. Panniya Binsri

PICTURES OF SOME TYPES OF LANDMINES



PDM 6 M (Russia)
Blast Mine (Pressure Activated)



MN 79 (Vietnam)
Blast Mine



M 14 (Vietnam)
Blast Mine



BLU-24 B/B (USA)
Bomb Live Unit-Cluster Bomb



*M 2 A 4
Bounding Mine*



*TYPE 69 (China)
Bounding Mine*



*MBV-78A2 (Vietnam)
Directional Mine*



*M 18 A1 (Claymore)
Directional Mine*



*PMN (Russia)
Blast Mine (Pressure Activated)*



*M 16, M 16 A1 & M 16 A2
Bounding Mine*

When Seeing Explosive Ordnances, Please Notify / Call

Border Patrol Police 336th
Pang Moo Sub-district, Muang District
Mae Hong Son Province
Tel: 053-611-839

Border Patrol Police 33th
Somdej-praboromrajchonnane Camp
Baan Mae Tao Tai, Sunsai District, Chiang Mai Province 50170
Tel: 053-498-421

**Humanitarian Mines
Action Unit 1 - Hmau 1**
Burapa Squad/Force
Ta Praya District, Srakaew Province
Tel: 037-261-218 Ext. 5004
Responsibility: Srakaew Province
(Thai - Cambodia Border)

**Humanitarian Mines
Action Unit 2 - Hmau 2**
Chantaburi and Trad Border Defense Squad/Force
Chantaburi Province
Tel: 089-991-0518
Responsibility: Chantaburi and Trad Province
(Thai - Cambodia Border)

**Humanitarian Mines
Action Unit 3 - Hmau 3**
Suranari Squad/Force Surin Province
Tel: 044-513-639, 044-511-463
Responsibility: Burirum, Surin and
Sri Saket Province
(Thai - Cambodia Border)

**Humanitarian Mines
Action Unit 4 - Hmau 4**
Pa Muang Squad/Force
Petchaboon Province
Tel: 056-711-100
Responsibility: Thai - Laos and
Thai - Myanmar Border

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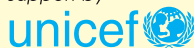
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ASIAN DISASTER PREPAREDNESS CENTER (ADPC)

58 Moo 9 Pholyothin Road, Klong Luang,
Patumthani 12120, Thailand
Tel: 662-516-5900-10 Fax: 662-524-5360
www.adpc.net E-mail: adpc@adpc.net

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