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List of abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTBT</td>
<td>Comprehensive Test Ban Treaty</td>
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<tr>
<td>DwDM</td>
<td>Dialogues with Decision-Makers</td>
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<tr>
<td>IAEA</td>
<td>International Atomic Energy Agency</td>
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<tr>
<td>MP</td>
<td>Member of Parliament</td>
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<tr>
<td>NGO</td>
<td>Non Governmental Organisation</td>
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<tr>
<td>NPT</td>
<td>Non Proliferation Treaty</td>
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<tr>
<td>NW</td>
<td>Nuclear Weapon</td>
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<td>NWFZ</td>
<td>Nuclear Weapon Free Zone</td>
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<td>NWC</td>
<td>Nuclear Weapons Convention</td>
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<tr>
<td>NWS</td>
<td>Nuclear Weapon State</td>
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</table>
1. Who are we?

NWIP - this abbreviation stands for Nuclear Weapons Inheritance Project. Behind this name there is a statement, namely, that we do not want to inherit the nuclear weapons of our parents’ generation and pass it on to our children. We are a group of international medical students from a variety of countries who are worried about the future of a world that has enough nuclear weapons to extinguish the world 30 times over. The fact that we are medical students is due to our affiliation with IPPNW – the International Physicians for the Prevention of Nuclear War – but we are working with students from other fields as well. Anybody who is interested can join us.

The IPPNW was founded in 1980 and has worked since then for disarmament and the prevention of war. The IPPNW seeks to prevent all wars, to promote non-violent conflict resolution, and to minimize the effects of war and preparations for war on health, development and the environment. For its commitment to world peace, the organization was awarded the Nobel Peace Prize in 1985.

The idea for the NWIP was conceived in April 2001 at an IPPNW student meeting in Sweden. The project is based on the values of IPPNW and the method of dialogue which was developed during the Cold War by a think tank in the UK called Oxford Research Group. The method was developed in order to influence decision-makers on disarmament issues.

2. Ideas behind the project

The ideas of NWIP fall within the framework of Peace Through Health and Primary Prevention. Nuclear weapons have the potential of causing a major disaster and in case of their use we as health workers are completely helpless. There is only prevention, no cure. Moreover, these weapons of mass destruction are causing a disaster every day already because of all the money which is invested in their construction as well as their service and maintenance, while at the same time people are suffering from disease and deprivation. In our opinion, the money would be better spent on health care and education.

But is it realistic to think that we as young students can change the current situation? To answer this question we want to introduce the Model of Change. This is a realistic model which shows that worldwide disarmament can be possible. The Model of Change describes the necessary steps towards achieving global disarmament.

According to this model, the first step is to inform ourselves and others. We develop info material, flyers, posters etc. and provide this information e.g. via our website. The second step is to use the information and our material to inform other people (organise street actions, media campaigns, debates, dialogue to spread our knowledge). The next step is to raise awareness - by your action you will raise awareness and will be able to create an informed opinion in the general public. In this way, people get involved in the issue and can support local, regional or international initiatives, NGOs and society. If these initiatives get strengthened by the public they can grow and intensify their impact on decision-makers. And now we come to the change: Due to the increased impact NGOs have on decision-makers, changes might be made - small steps towards nuclear weapons disarmament (such as strengthening existing treaties).

Due to these small steps, decision-makers are encouraged to take the next step which would be to conclude a Nuclear Weapons Convention. A Nuclear Weapons Convention is the most essential part of moving towards nuclear weapons disarmament. And if nuclear weapons would be disarmed we would make a huge step towards: GLOBAL DISARMAMENT

As mentioned above, we try to achieve this change through the use of dialogue. One of the main issues we talk about is the concept and idea of security. How can it be achieved and how can it be secured?

In 2002, Dr. Hans Levander, a Swedish doctor from IPPNW introduced the concept of “old” and “new” security. We have to get away from the concept of deterrence. If we want to achieve abolition, we have to rethink our assumptions behind the current security concept. We need to think in a new way, using a more positive, tolerant and peaceful attitude when talking about security.
3. What we want to achieve

The activities of the NWIP have three goals:

1. To make university students question the world they live in, not accept the conventional dogmas of the medical profession, international relations or the policies of their countries, and through this process to develop an informed opinion about their surroundings with a specific emphasis on peace-building and disarmament.

2. To provide a framework that helps university students to acquire more knowledge about disarmament and the health effects of security policies through widely available training, conferences, workshops and information material.

3. To empower university students to make a change through confidence building measures and the building of an international community of concerned and informed students who undertake disarmament activities on national and international levels.

The NWIP aims to...

- Raise awareness of the negative health effects of nuclear weapons amongst students.
- Increase disarmament activities amongst students.
- Facilitate discussion of alternative means of security.
- Train IPPNW students in dialogue technique and conflict resolution.
- Influence public opinion on nuclear weapons.
- Develop training and info materials, enable students to undertake trainings and campaigns on their own.
- Establish the framework and concepts for a long-term disarmament project.

To reach these aims the project activities include...

- Training of trainers on a local, regional and international level.
- Dialogues with university students.
- Seminars on the Nuclear Weapons Inheritance Project’s methods and achievements.
- Writing articles on the results and experiences of the project.
- Participation in conferences.
- Developing resources on nuclear weapons, disarmament, dialogue technique and the project itself.
- Facilitation of networks of students interested in disarmament.
- Facilitation of strategic planning in student groups.
- Organizing street actions.
- Enabling students to take part in diplomatic initiatives with disarmament decision-makers, to ask for the cessation of nuclear proliferation and for the abolition of all nuclear weapons.
- Evaluation of all activities undertaken by the project and lessons learned.

We believe in creative solutions and that students can make a change. We believe in the power of motivating students through training, intercultural exchange and confidence building.

We believe in a world free of nuclear weapons.

We believe that all nuclear weapon states must take on their responsibility to disarm and no one state should hide behind the responsibility of others.

We believe in the protection of human lives and development. Although we are not all medical students, we do ask all our members to adhere to medical ethics, the medical paradigm of saving life and not valuing any one life higher than another.
3. Organisation of NWIP

NWIP is an international IPPNW student project. As a general rule, the project is open to everyone. Anyone that wants to contribute and who shares our beliefs in a nuclear free world and student empowerment is welcome to join.

Normally, the NWIP has 2 to 3 international coordinators. They keep in touch with local student groups on one hand and with the international IPPNW staff on the other.

Anyone who wants to can initiate a project or organise a seminar, campaign etc. within NWIP. The coordinators only coordinate and are not supposed to be directors. Only when it comes to selecting delegates for travel or recipients of funding is the decision ultimately made by the international coordinators based on students’ activity level and commitment to the project.

Tasks of the international coordinators

- To maintain contact with local student groups and international IPPNW staff, communicate with IPPNW student representatives.
- To present the project at international and national conferences.
- To inform about the project through articles, presentations, speeches.
- To take part in delegations and support initiatives to organise delegations.
- To organise international trainings and support initiatives to organise trainings.
- To develop materials.
- Make sure that the NWIP homepage is updated regularly.
- Overall coordination of the project.

Local student groups do not necessarily have to be actual NWIP groups. Existing IPPNW or IFMSA student groups, for instance, can organise an activity related to NWIP.

Since we are living in different parts of the world, we mostly communicate via e-mail and collate our documents through a file share system. We also have a website where you can find information about upcoming events and workshop/campaign material.

Board of Trustees

We have an NWIP Board of Trustees which is a group of resource persons from IPPNW and other organisations who support our activities and wish to stay informed of what we do. We send a newsletter to the BoT several times a year. Moreover, the idea is to get support when we need advice on development of materials, where to find resources, making new contacts and identifying possible sources of funding.

Cooperation partners

We are working together with various other initiatives. Our most important partners are ICAN (the International Campaign to Abolish Nuclear Weapons) and BANG (Ban All Nukes generation). We also keep in contact with the IALANA (International Association of Lawyers against Nuclear Arms) and INESAP (International Network of Engineers and Scientists Against Proliferation).

4. Activities of NWIP

In the following chapter we will try to describe our different activities in a way that gives you an idea of how the project works when put into practice. Nevertheless, this is just an overview and not a complete list. We believe that there should always be room for creativity and new ideas.

Our work is based on three pillars:

Information – Training – Action

These pillars are linked closely to each other. What we want to achieve with our work is to raise awareness among the young generation of the political and humanitarian consequences of today’s nuclear weapons policy. We want to encourage young people to undertake disarmament activities on a local and international level and thus enable ourselves to make a change.

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1st step: The first step is to develop an informed opinion among young students. We want them to question the conventional dogmas of the security policies of their countries. We do not seek to convince students that our ideals are the “good ones”. Our aim is that they start thinking about it after a dialogue with us. As already mentioned, we inform people through dialogue but also via presentations at conferences, articles in newspapers and info materials on our website.

2nd step: We try to provide a framework to help students to acquire more knowledge about disarmament and health effects. Students who get interested can attend our workshops and training. We offer both training about dialogue technique and campaign methods as well as seminars to acquire more knowledge about nuclear weapons and nuclear weapons policy.
3rd step: After students have gained enough knowledge to become active on their own, we aim to empower them to undertake disarmament activities. We develop resources they can use to organise their actions. Moreover we help them to find other people interested in building an international community where students can help and support each other. We also try to develop concepts for long-term disarmament projects.

Now that you have read about the aim of our work we will describe some of our actions a bit more:

- **Dialogue with students**

  A dialogue with students is taking place in groups of between 25 – 250. The ideal number would be 50 so that we have a chance to include everybody in the discussion.

  The target group is university students – representative of the general student population in the country. We would rather talk to people who do not agree with us because the aim of dialogue is to make people start questioning traditional beliefs and to create an awareness of the dangers and health consequences of nuclear policies.

  We aim at conducting a dialogue during school terms and during school hours if possible. If the dialogue is taking place during free time, the audience will mainly consist of those who think it is interesting to discuss nuclear weapons. We would like to reach the other students as well.

  A dialogue is normally run by 3-4 experienced and less experienced students. We use an adjusted version of the dialogue technique introduced by the Oxford Research Group. For more information about how we use the method see the chapter about “Dialogue Technique”.

  **Synopsis of a dialogue:**

  We start a dialogue with the question “Why should we care about nuclear weapons and nuclear policy?”. To answer this question we present the medical effects of such a weapon which should lead us to the conclusion that there is only prevention, no cure.

  We continue with the question “What is security?”. We discuss whether nuclear weapons do provide security or do they actually reduce it? Finally, we aim to present ideas about what can be done. We talk about alternatives and solutions and show what students can do themselves. A dialogue usually lasts between 1–3 hours.

- **Training and workshops**

  Training takes place in groups of 10-25 students.

  The target group is students and other activists already involved in disarmament work or NWIP members (or wishing to be involved in the future).

  The training aims to empower students to undertake disarmament work and to give them some basic information, plus a framework to base their further studies of disarmament issues on. We use interactive methods and role play a lot. For more information see the chapter about “Training methods”. We offer different types of training both on facts about NW and on various methods. Below you can find a list of some training modules. You will find materials for training in this book, or on our website.
Dialogue with Decision-Makers (DwDM)

Dialogue with Decision-makers is a separate IPPNW programme but we often participate and sometimes even organise a dialogue ourselves.

The idea is to organise delegations to meet with politicians and staff from relevant ministries, parliaments and military offices. The dialogue technique, introduced by the Oxford Research Group has been used by IPPNW over the last 20 years.

If you want to prepare yourself for a dialogue or learn more about the dialogue technique we use please read the chapter “Dialogue Technique”

Street action

Students from IPPNW have a strong history of creating new ways to engage the public through innovative street action. The descriptions below are suggestions, rather than instructions. The action can be adapted to suit your events.

Broadly speaking, the aim of a street action is to make the issue of nuclear weapons accessible to people who might not have thought of it before. We hope to create events that make people come over to ask us why we are doing what we’re doing. Often the event is symbolic, and gives us the chance to educate. In addition, however, it is always a good idea to have a ‘request’, which is a petition you ask people to sign, or perhaps the contact details of a member of parliament that you would like locals to contact. Ask your NWIP coordinators if you are looking for good ideas for what locals can do!

Target X

Local student groups place a large red „X“ on the ground, and set up some informative posters and a few tables with information brochures. As passers-by become interested in the red „X“, they approach the group of medical students, dressed in their white coats, who explain to them that this could be the target site of nuclear weapons pointed at this city.

A useful tool in a Target X is to have a map of your city, with a target cross placed over the city centre (or an important landmark) and five circles at different distances from the target (as shown below). If possible, you could also use estimates of the population density to calculate the total number of deaths. Being able to relate their own city to the consequences of a nuclear attack can be a good way to help make the issue more real for people who may not have thought about it before. You will find useful links at our website which can help you in preparing the map of your city.

<table>
<thead>
<tr>
<th>Band</th>
<th>Distance</th>
<th>Area</th>
<th>Fatality Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>0-0,5 km</td>
<td>0,8 km²</td>
<td>98%</td>
</tr>
<tr>
<td>B</td>
<td>0,5-1,0 km</td>
<td>2,3 km²</td>
<td>90%</td>
</tr>
<tr>
<td>C</td>
<td>1,0-1,5 km</td>
<td>4,0 km²</td>
<td>46%</td>
</tr>
<tr>
<td>D</td>
<td>1,5-2,0 km</td>
<td>5,65 km²</td>
<td>23%</td>
</tr>
<tr>
<td>E</td>
<td>2,0-5,0 km</td>
<td>65,9 km²</td>
<td>2%</td>
</tr>
</tbody>
</table>
Nuclear Weapon Free - My Cup of Tea

The idea behind this action is to invite people on the street to take a rest, a cup of tea and maybe some cookies. By doing this we want to start a chain reaction namely that people start to talk about nuclear weapons with friends and family. In the past, we have distributed a flyer with the following text:

*There are still 23,000 nuclear weapons in the world. The purpose of each and every one of them is their potential to cause a major disaster. But in fact, they are causing disaster every day already. People around the world are suffering from disease and deprivation. Wouldn’t the work and money be better spent on health care and education? We do not need weapons of mass destruction.
We need a mass destruction of weapons.

It is time for a peaceful chain reaction. Let’s start it together!
Next time you have tea with someone: talk about a nuclear weapon free world.
That’s sharing a nice cup of tea.*

Nuclear weapons – abolition now!

This street action is an idea from Norwegian IPPNW students.

You need two cylinders, made of glass or transparent plastic. One cylinder represents the current worldwide stock of nuclear weapons and is filled with approximately 23,000 stones, beans or small balls. The other cylinder is the trash can where nuclear weapons will be disarmed.

You ask pedestrians to help symbolically disarm a nuclear weapon today, by moving one stone from the first cylinder into the second. Afterwards you hand over a certificate to these people, in which you thank them for helping you to disarm one nuclear weapon. The certificate also contains some information about nuclear weapons.

Bin the Bomb!

This action is simple to organise, and a good way to get students at conferences and on campus to come over and start a conversation with you. It works best in places where lots of people are walking by or standing around, so you can start to build up a small crowd.

You need a (clean) trash can/rubbish bin, 3 – 5 ‘bombs’ (small coke bottles painted black) and a small prize (like a badge or a sticker) you can give away to participants.

Set up your trash can with a sign above saying ‘It’s time to bin the bomb!’, and mark out a line a few metres away. Hand out the ‘bombs’ to people walking past and ask them to help you get rid of nuclear weapons by throwing them in the trash. Once someone has thrown three into the trash, you can give them a small prize together with some useful information. Don’t forget to ask them to sign a petition or show them how to contact their local MP.
I. Project management

Some projects can be quite small: you might decide to spend a Saturday morning collecting signatures for a petition at your local market. Other projects, though, require more planning. While it can seem like a big challenge, it’s usually fairly straightforward and each step can be quite easy! To help, here is a set of tools and strategies you can use for any project, big or small, to help make it a success.

1. Developing a campaign

* Idea

You have an idea for a new campaign? Great! In the following pages, you will find some tips and tricks to help develop your campaign. You don’t have an idea yet? Here are some examples on how you can become active on a local/regional level:

1. Organise workshops, trainings and seminars at your university
   Show a film, talk about medical effects of nuclear weapons, introduce the NWIP. You can find materials at: www.ippnw-students.org/NWIP or at www.icanw.org
2. Participate in meetings and conferences
   Get experience +information, build up a network, present your project etc.
3. Exchanges and study trips
   Organise a trip to partner universities or study trips to NGOs, peace bureaus, UN, NATO...
4. Set up poster campaigns or create postcards
5. Start signature/petition campaigns
6. Writing
   Write letters to newspapers and decision makers, articles and press releases
7. Organise or set up exhibitions
   E.g. a photo exhibition or posters made by university students
8. Street actions and demonstrations
   Target X, My Cup of Tea in your city, ...
9. Arrange social activities with themes (cafés, parties...).
10. Fundraising (money is always needed for delegations etc.)
   E.g. sell wafers, create and sell buttons
11. Organise dialogues
   E.g. with your local mayor, hopefully encouraging him or her to join "Mayors for Peace" or invite an international student group from NWIP/IPPNW to your university
12. Be creative!
   You don’t need to be a security adviser, politician or a professor to work on disarmament – YOU CAN MAKE A DIFFERENCE!

* Gather a group

Gather a group of people who are interested and who can help.

* Ideas on how to recruit people

- contact local student groups who are working on issues related to IPPNW (e.g. IFMSA)
- send an advertisement flyer to the IFMSA, IPPNW email lists
- ask NWIP coordinators to provide contact information in your country
- advertise for your project at meetings, university, student council

* Decide on your goals

What do you want to achieve? To answer this question, the following features of your project should be determined:

Vision is a description about what your project seeks to achieve globally. What are the aspirations of your project? The vision has to be sublime.

Mission: What is the purpose for your global vision, and in what way can you contribute to your global vision? Mission is the big picture of our action.

Goals: are more realizable and specific objectives that can be quantified and qualified in the end. So they are measurable and intended to be really achieved. They need to be clearly defined, realistic and achievable but also ambitious.

Bear in mind that your objectives should be:

1. Sustainable
2. Measurable
3. Achievable
4. Relevant
5. Timebound

* Concrete Planning

A. Strategic Plan

You can start with a SWOT analysis and then develop a strategic plan, considering the elements of the SWOT.

1. Strengths
2. Weaknesses
3. Opportunities
4. Threats

SWOT provides a way to analyse your project which can help to discover and manage both its positive and negative aspects of your project. Now, try to formulate some strategies. Try to take advantage of strengths and opportunities of your project and think about strategies to overcome weaknesses and threats and improve your strengths and opportunities.

Don’t forget, be SMART!
B. Action Plan

Afterwards you can start to get organized:
What will you do? Where and When?
Who will help? Who is responsible for what? Who communicates with whom?
An implementation table can help you to get an overview:

<table>
<thead>
<tr>
<th>Activity</th>
<th>who, where, when</th>
<th>Inputs</th>
<th>Outputs</th>
<th>Effects</th>
<th>Indicators of success</th>
<th>Risks and assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>...</td>
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<td>...</td>
<td>...</td>
<td>...</td>
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<td>...</td>
</tr>
</tbody>
</table>

Activity
Description of activity; who, where, when, place, date, time.
Inputs
Resources needed (human, material, financial, time).
Outputs
Description of what is expected to be achieved.
What will be the result of the specific activity?
Effects
Definition of possible outcomes,
in terms of what each plan will contribute to the desired change.
Indicators of success
to measure the achievements, the desired changes...
Risks and Assumptions
Discuss possible obstacles that you might encounter and the conditions necessa-
ry to implement this activity.

Moreover, it is always good to set up a timeline:

<table>
<thead>
<tr>
<th>Time and Date</th>
<th>What has to be done?</th>
<th>Who will do it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>...</td>
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</table>

- Project Proposal

You might have to write a project proposal in order to present your project to
sponsors, your university etc.

To make it easier for you, here is a quick list with possible contents.

1. Front page
2. Preface
3. Table of contents
4. Contact details
5. Project overviews
6. Introduction
7. Background information
8. Goals and objectives
9. Target group
10. Organizational plan
11. Evaluation
12. Budget
13. Sponsor plan

- Finances and Sponsoring

First, try to set a budget. What do you need money for and how much?

Ideas for funding

- You can organise a cake sale at your university. Sell home-baked cakes
or biscuits and distribute info material and flyers about your project/IPPNW.
- Ask local doctors or tutors if they can take sponsor your project or cover
the travel costs for a student.
- Organise a theme party.

Then, search for possible sponsors. These can be private persons or foundations.
You can send them your project proposal or a sponsor letter together with the
budget of your project.

- Getting attention and advertising your project

Try to promote the project among people and start networking.

Ideas to advertise your project

- Poster, postcard, flyer, sticker
- On the NWIP website: we have a special tool where you can enter your
local activities. You can even show them on a map.
- Maybe you have local organisations (IFMSA, national IPPNW affiliate)
with websites where you can advertise the project.
- Organise a street action, flashmob, info-point.
- Print t-shirts, bags etc. and wear/carry them.
- Use social media, like facebook, Youtube etc.

- Evaluation

The evaluation of the project is very important in order to be able to improve it
and make progress.

The easiest way is to ask your participants to name three good and three bad
things.

If you have more time, you should consider:
What was achieved?
How was it achieved?

- efficiency
- effectiveness
- impact
- relevance
- sustainability
2. Working with the media

This section is intended to be a very short introduction on how to deal with the press and the publication of articles about NWIP.

- Articles for journals and newsletters

We encourage you to write as often as you can to newspapers. It is a good tool to get attention and document your activities at the same time. But: Please make sure you know the mission of NWIP and check any information you write about it before submitting it. This is important to ensure we maintain a good reputation. Also:

- Check your facts and back them up with references.
- It is good if you know something about the journal and your target group.
- We recommend sending a draft of your article to the international coordinators.

Content of a press release

- Use the third person (not “we” or “us” but “they” or “he/she”). That way the journalist can use your text without changing it.
- The text should not be longer than 1 page.
- Put the most essential facts at the beginning. If the newspaper shortens the text, they will start from the end.
- Try to answer the most essential questions: “Who, Where, What and Why?”
- Send your press release one week before your action via e-mail and invite the journalist to speak to you. You can offer an interview and invite them to attend your event.
- Call the newspaper 2-3 days before and ask them if they got your press release. By doing that you will call the newspaper’s attention to yourself and your action again.
- If possible, please send a copy of the article to the coordinators. It is always nice to have it to document the activities.

- Speaking to the media

When you speak to the media, speak clearly, try to use short sentences – the more complicated a statement you give, the larger the risk that it can be misunderstood. Also:

- Explain yourself – do not assume the press knows all that you know.
- It is good to prepare a 3-5 sentence description of NWIP that you feel comfortable with. It is essential that you are well informed about NWIP.

Example of a short description of the project

The Nuclear Weapons Inheritance Project is an international student project aiming for global disarmament. The project raises awareness of the human consequences of nuclear policies amongst students. We train them in nuclear weapons and disarmament issues and empower them to undertake disarmament activities on a national and international level. The project was founded in 2002 by students from IPPNW (International Physicians for the Prevention of Nuclear War) which is an organisation of physicians and medical students working for disarmament and prevention of lethal conflict. The project uses interactive training methods and non-confrontational dialogue...

Example of an introduction prepared for a press conference

1. Presentation of the group
   - International medical students from IPPNW
   - Your names and countries

2. IPPNW
   - Mission of IPPNW (work for disarmament and prevention of war)
   - Beginnings (started in 1980 by an American and Russian cardiologist because of terrible medical consequences of nuclear war – prevention, no cure)
   - Won the Nobel Peace Prize in 1985
   - Local partners (IPPNW affiliate)

3. Nuclear Weapons Inheritance Project
   - Why? Raise awareness, get NWs back on the political agenda of the post-cold war generation
   - Method (dialogue, training peers, empowerment)
   - Plan for near future
   - Plans for current delegation/campaigns etc.

4. Sum up
   - We hope to increase awareness
   - Inspire local long-term activities

3. Contact with politicians

Sometimes it can be difficult to get in touch with politicians. But it is not impossible, so don’t get discouraged!

- Maybe the politician you want to contact has a website with contact data. Or you can find him or her at the website of your local/national parliament. You can also contact the international coordinators or your IPPNW affiliate. They have a large number of contacts.
- Do not feel uncomfortable writing or calling more often than anybody else.
- Ask the politician to take part in your action and/or to give short statements on a current issue.
Questions should be short and clear.
Try to keep your mails/letters as short as possible and sum them up at the end. (They often only read your summary)
Don’t be afraid or nervous when you finally get the chance to meet the politician in person. He or she is a human being as well as you. Probably he or she will be impressed that you, as a young student, shows an interest in politics.
It is not necessary to dress up but please take care that you are wearing proper clothing (It shows respect for their position).
Do not forget to thank the politician for his or her interest and the time he or she is offering you.
Stay calm, objective and friendly.
After your meeting, we recommend a follow-up. This can be an article, flyer about your project, a model NWY you send the politician by mail/email.

Read the Chapter about Dialogue Techniques (page 44ff) for more information and tips.

4. Ensuring continuity of your project

- Copy or forward important e-mails concerning your project to new members.
- Make sure that new members have all essential materials.
- Bring them to conferences and delegations.
- Introduce new students to your group members/IPPNW members.
- Introduce them to your project’s contacts and then let them continue communication with the contact on behalf of the project with cc’s to you.
- Gradually hand over responsibility to them, leave room for creativity and new solutions.
- Acknowledge the good work which is done and politely offer advice on possible improvements.

5. Self-management

You maybe know the situation: You are studying hard for the next exams, you just started a project with your local student group and besides that, you have to prepare a workshop for your fellow students... From time to time it is necessary that we stop and take a deep breath. Do not stress yourself out.

If you are feeling uncomfortable and too busy, try to analyse the situation:
What are your feelings?
What is making you feel uncomfortable? Why?

What could you do to improve your situation? Here are some suggestions:
- Try to set up a ‘To Do’ List. What are the most important tasks? What are the most urgent tasks?
- Find help, you’re not alone. Who might be able to help you? Which tasks can be delegated?
- Set up realistic goals. Can you really achieve your goal within the planned timeframe?
- Less is more. It is better to focus on a few things than planning a lot but not to be able to do any of these things because it’s simply too much.

- Don’t forget the positive things. Do something relaxing and nice in between your work.
- Have a nice cup of tea or coffee while you prepare the workshop etc.
- Meet the other students in a nice cafe if you have to prepare a project, for instance.

A previous NWIP student once said: “When it comes to peacework and activism, have something ‘done’ is usually better than having something done perfectly. While it’s important to maintain our reputation by checking facts and not looking silly, remember that you don’t have to know everything, and a short letter to the editor is better than no letter! Be kind to yourself and reflect frequently on your achievements.”

You are doing a fantastic job which is essential to the NWIP and yes, you are making a DIFFERENCE!
II. NWIP delegations

This section can help you if you want to organise a student delegation. It is divided into two parts:

Part One: Local preparation for delegations
This is meant for those who want to organise an incoming delegation (other students from your country, or maybe with an international background, coming to your hometown).

Part Two: International preparation for delegations
This part can help you if you want to organise an outgoing delegation (a group of international students travelling to a certain place as a delegation).

For a delegation to be a success, it needs careful planning from both the international and the local side. If you plan an international delegation you should ideally get local support from students at the city where you intend to go. Vice versa, it is always helpful if you can get help at an international level if you intend to invite students to a local event.

There can be different occasions for planning a delegation. Maybe you want to join the DwDM, visit a conference together and undertake workshops there, or you want to travel to a NWS to have a dialogue with students there. You can generally use this section for inspiration if you want to organise or participate in congresses, meetings, trainings, DwDM, dialogue with students, and more.

A delegation can, for instance, consist of the following components:

1. A dialogue with university students at different faculties & universities.

2. A planning meeting for international delegates to prepare arguments and agendas.

3. Training for the local students who are, or want to become, active.

4. A planning meeting with local students to discuss goals, the program and who does what.

5. A strategic session for local students
The most crucial part of a delegation is for the local students to have time to discuss and make plans for the future. Motivation and ideas are often plentiful during the delegation, but afterwards the task of starting activities seems daunting and overwhelming. International students might be helpful as facilitators of a strategy planning for local students providing an opportunity for questions to be asked and plans made before motivation decreases.

6. Meetings with supporters of the local student group
It is important to acknowledge the importance in many countries of having influential supporters and mentors. Therefore, a very important part of delegations is to meet with local IPPNW physicians, deans of colleges, teachers, influential local people etc. The local students are often the best to judge who these are. As an international student your job is not to be the star but to help enable the meetings to happen (people often meet with international visitors out of politeness which can open the door for local students) and to facilitate the understanding of key people of the potential of the work of local students and, therefore, support them.

7. Meeting the press if possible.

8. Debriefing for both the international / local students and the whole group together.

Suggested program for a delegation

Day 1: Arrival and prep. meeting for delegates / hosts.
Day 2: Dialogue, formal meetings and press.
Day 3: Training for interested students.
Day 4: Strategy meeting and evaluation, departure.

If you have more time, you can have a two-day training (1 day about NWs, 1 day about methods), you can have several dialogue, and you can have a whole day for strategy meetings.

Include local NWIP students as speakers whenever possible.

Remember to have fun in between. The whole group (international and national) should feel like one team and get to know each other!

1. Local preparation for delegations

• Gather a group
The first thing to do when deciding to invite a delegation to your country is to gather a group around you who are willing to help you with the planning.

How to recruit people for the local team

• Contact local student groups who are working on related issues.
• Send an advertisement flyer to the e-mail lists of IFMSA and IPPNW student groups in your country.
• Ask the international NWIP group to provide you with contact information for local students and physicians.
• Advertise for the project at meetings and seminars.
• Make sure all organizers are informed about the background of the project.
• Make sure organizers are communicating with each other to prevent misunderstandings and contradictory messages.
Get organized

The second step is for you to get organized:

- Who is responsible for what?
- Who communicates with whom?
- Who is the person responsible for communication with the international delegates? (It is helpful if the international group has one person to refer to and on whom they can count.)

Dates for the delegation

Next step is to identify the dates for the delegation. There are many things to take into consideration and both you the international delegates need to be flexible. Most importantly, the delegation should be the same time as DwDM or if there is a national seminar/conference that will attract many students from the whole country.

Start planning early!

Be aware that the international delegates need time to get airline tickets and especially to apply for a visa. Some visa applications take more than a month, so the sooner you decide on the dates, the more likely it is that all delegates will be able to come.

Goals for the delegation

Then you need to decide on your goals:

- What does your delegation want to achieve?
- How can the presence of international delegates best facilitate national activity and disarmament work?

In some circumstances the local group may be new or non-existent. In that situation, recruitment and awareness are the most important goals. You might choose to stay in the same city to get one group started, or you might choose to go to other cities and it is very important that you communicate your wishes to the international group so that they can plan accordingly.

Detailed planning

When you have decided on the overall setting, you need to start the more detailed planning:

- Which cities should the delegation go to? Which schools?
- Should they only meet with students of health-related subjects or should they also meet with students from other fields of study to facilitate the expansion of your network?
- When, where, for whom and about what do you want your training to be?
- Should the target group be inexperienced students or have you already received basic training during earlier delegations and have more specific aims?
- Based on these decisions, you should start contacting deans of faculties and other people who can provide you with logistics for training and who could allow you to meet with students to dialogue. You might have to ask them to find you some people who can draft letters of introduction or recommendation for you. This process is the most time-consuming in the planning phase.

You might have to make changes in the program right up to the last minute. That is OK, as long as you continually keep the international delegates informed and you plan ahead so that you use the time of the delegation in the most productive way.

Advertise your event

As soon as you know when and where dialogues and trainings will take place, you need to advertise them. You can draft your own flyers and posters or you ask the international coordinators if they can send you already existing flyers. You can find some materials on the website.

Posters and flyers can be sent to your friends, your class, your colleagues and through official distribution networks like e-mail lists. They can also be posted on message boards and in your lecture room, or be distributed during social events, after lectures, and in the school canteen.

Logistics

The final tasks concern logistics:

- Do you have a room for the training workshop?
- Where should the international students stay?
- Do international delegates need letters of recommendation for their visa applications?
- How do delegates get from the airport to their hotel/house?
- How do they get around during the day?
- Do they need transport from one city to another?
- Should you make plans for any social activities?
- What about food?
- Have you sent the international students a final program and informed them where they are staying?

Detailed planning

so that they can plan accordingly.

It is important that you communicate your wishes to the international group as to when and where you want to work on your goal. Do you feel comfortable with developing and also developing your goal? Do you feel comfortable with developing and also developing your goal? There are many things to take into consideration and you need to ensure that the international group understands the process and you need to be clear about what you want to achieve.

Goals for the delegation

- What does your delegation want to achieve?
- How can the presence of international delegates best facilitate national activity and disarmament work?

Advertise your event

- When do you need to decide on your goals?
- When do you need to decide on your goals?
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- When do you need to decide on your goals?
And if you dialogue with students: Will there be other speakers than members of NWIP? If so – who are they and how long will they speak? Please make sure that there will be enough time for international NWIP students to dialogue with the local students. It would be sad if a dialogue had to be cut down to 20-30 minutes, which is inadequate, because speakers have taken up the time of the dialogue.

It is up to you how many arrangements you take responsibility for on behalf of the international NWIP student group visiting your event. The most important thing is to communicate what you are doing and what you expect them to do!

**Funding**

A few words about funding…

The NWIP cannot normally pay for local events. The international delegates are mostly responsible for their own fundraising to cover their expenses – either from a local IPPNW affiliate or through grants.

Our goal is to ensure that all dedicated members can go on delegations. If you cannot provide your own funding, please contact the project coordinators and your local/national/regional IPPNW student representative. They might be able to help you find funding possibilities.

As for delegations – international delegates should cover all their own expenses and shouldn’t expect you to have any expenses on their behalf. You should try to keep costs down regarding local preparation. Try to get rooms free of charge from your school or organization etc. This normally has not been a problem, though, and local students seem to have been able to keep costs down or cover them through local sponsorship.

Our advice: Make plans as early as possible! It would be sad if you had to cancel the delegation just before it starts because there is a lack of money.

**Plan for the future**

Try to make time to discuss what you would like to see happening in the future and how you would like to proceed after the delegation’s visit. You will be doing yourself a big favour. It is always an integral part of the delegation’s program to facilitate local planning so that future activities and continuity are assured. Ideally, you should make a plan of action for the coming 6 – 12 months either before, during, or right after the visit. That will help you set realistic goals and plan activities. It will also help the international group in their task of providing the support and advice you need.

Good luck with your preparation!

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**Example of a future action plan for your local group**

1. Make a list of all addresses of training participants and those interested in working with you from the dialogue.
2. Create an e-mail list for all active participants and newcomers as well as international delegates to subscribe to.
3. Decide on a date for an evaluation meeting where strategy can be further developed.
4. Get yourselves organised / appoint national contact person for NWIP.
5. Contact local IPPNW.
6. Contact all universities where dialogue were held to discuss future cooperation.
7. Decide goals for national / local NWIP group.
8. Set up a local dialogue and other disarmament activity.
9. Advertise activity to recruit more students.
10. Decide on timing for a possible future international delegation
11. Communicate with the international group about the next delegation and start organization.

**2. International preparation for delegations**

**Coordination with the local group**

The most essential thing when taking part in a delegation is to coordinate well with the local student group. This is a process that can take a very long time and the sooner you start the better. We aim at letting local student groups propose when they think a delegation to their country would be appropriate, although this might not always be possible. Many local student groups wait for us to take initiative and in some countries there are currently no student groups.

- **Make contact**
  The first step in planning is to make contact. Identify a national coordinator with whom you can communicate about preparations and send the students clear information about who you are, what you want to achieve and what you expect of them. It is all here in the manual in the section on local preparation, so you can use that as a guideline when communicating about preparation with local students.

- **Identify dates**
  The next step is to identify dates. When deciding on dates, it should be taken into consideration when the local students have time and are attending university, but you also need to make sure that international delegates can go at that time. The sooner you decide on the dates, the easier the planning will be.

When you have the dates you will find that the majority of time is spent on e-mailing back and forth about the program, logistics, money and last-minute changes. Read the section on local preparation for more details on this. After all, your role is to be supportive and facilitating, but the work has to be done locally.
Of course, you should be look out for when local students need your advice. Maybe you can open doors by drafting letters to deans, contacting resource persons and physicians through the IPPNW network and the NWIP Board of Trustees.

- **Call for international participants**

As soon as a plan for a delegation has been conceived, you need to identify the international delegates. In the past, we have announced the delegation on the e-mail list, sometimes approaching specific delegates we thought it might be useful to invite.

**The ideal delegation consists of...**

- 4 delegates, preferably including one from a NW state. Minimum 3 delegates, to be able to meet local expectations and ensure continuity.  
- 1 very experienced delegate who has been responsible for trainings and delegations before. Must supervise the others and make sure standards for dialogue and training are met.  
- 1 person who has been on delegation before. Their responsibility is to get the experience needed to run delegations alone in the future.  
- 2 newcomers.

- **Planning training and dialogue**

The project has developed standard training material, presentations and manuals for dialogue and various training modules. It is a good idea to have a look at these as well as looking at relevant sections in this handbook. This will give you a good idea of suggested programs and points to be raised.

You also have to find out what kind of students you will be meeting and what kind of training needs they have. (Are they beginners, or have most of them already been trained by the project, or do they want two parallel sessions because it is a mixed crowd?)

**Who is going to run the different parts of the training?**

The medical effects and alternatives are usually a good place to start for beginners. When you know your part – start reading a bit more in detail about it.

**Do some background research on the country:**

- What is their nuclear policy?  
- How many nuclear weapons do they have?  
- Why do they have nuclear weapons?

Rehearse different arguments for the dialogue, think of your own and find out which ones you are most comfortable with. If there are more NWIP students in the same city we strongly recommend that you meet before the delegation and roleplay as in the training. This gives you a good opportunity to formulate your arguments and practice non-confrontational communication. Your friends might also be able to point out possible improvements in your presentation technique, body language, phrasing etc. We recommend that you practise in English, which will in most cases be the language of the delegation. Consider whether you need to translate material into the local language. You can ask local students for help and advice on this.

Finally, you need to decide what printed material to bring. Which fact sheets and handouts? Flyers? Posters?

- **Things to organise when you are there**

**Prepare the dialogue**

When you are finally sitting in front of each other, it is the time to work your way through the dialogue from beginning to end. Discuss your different arguments. Who is going to raise what argument?  
Who will be the chair?  
Who will do the presentation at the beginning?

You should discuss the flow of the arguments, difficult topics you want to prevent being brought up – and how to respond when they are.  
You should also make sure that local students are involved as much as possible. If anyone is actually going to be part of the dialogue team – they need to be present during the whole preparatory session.  
You should have at least one local student finishing the session by saying what they do / plan to do and how you can help them.  
Another good thing to discuss is a 5-sentence description of NWIP and our goals. That way all of you are prepared for questions from teachers, deans and the media if needed.

**Prepare the training**

For the training sessions you need to go through the same process, although it might be easier because much of it can be prepared from home.  
Do you have all the necessary material?  
Are all speakers/trainers well-prepared?  
Finally, you need to decide if you will tape, film or take photos and who will do it.
Evaluation and follow-up

Evaluation is an important part of our work. Both so that you can document what you do, to improve the project, and individually learn from your experiences (see the section on evaluation in the chapter “Campaign Work and Project Management”). Before you go you should decide on an evaluation method. For example, you can ask people to write 3 good things and 3 things needing improvement. You should write your immediate impressions down after every dialogue and training and debrief with the team so that everyone has a chance to learn and contribute to the project. After the delegation has taken place, the delegates are responsible for putting together an evaluation report and writing a short summary of the delegation and the outcomes for the NWIP newsletter and the IPPNW student and campaign e-mail lists.

When the delegation has returned home, a couple of tasks should be done in addition to writing the evaluation report:

- Write letters of appreciation to the people who have supported local students in preparing for the delegation’s visit (Deans, physicians, IPPNW affiliate etc.).
- International delegates and local students must stay in close contact after the delegation. This is extremely important to facilitate future work in the country.
- The local student group is responsible for initiating activities, communicating a strategy and a plan of action to the international NWIP group.
- International and national students alike should all send short reports or articles based on their experience during the delegation’ visit for the newsletters of their IPPNW affiliate. This is a great way to create awareness about the project.
- One student from the international group should write a short summary report for the IPPNW and NWIP e-mail lists, which can also be included in the next edition of the NWIP newsletter.
- Local students should make sure that, if an e-mail list for the national NWIP group exists or is created, all new contacts can subscribe as well as the international delegates, as a way of facilitating communication, building community and continuing collaboration.

Checklist: Things to remember in international preparation

1. Make contact with local students.
2. Identify dates for the delegation together with local students.
3. Identify delegates.
4. Coordinate program & logistics with local students.
5. Support local students in preparatory work.
6. Make travel plans.
   - Buy plane tickets and coordinate departure / arrival.
   - Arrange accommodation.
   - Get visa, if necessary.
   - Get vaccinations, if necessary.
   - Decide who is bringing what (training/promotion material, equipment, etc.)?
   - Secure funding to cover your expenses.
7. Plan training and dialogue.
8. Remember when packing your bags to bring:
   - Training material on overhead slides or Power Point
   - Background information you can read during your journey
   - Promotion material
   - Evaluation form (if you want to use it)
   - Fact sheets
   - Digital camera and / or video camera
   - Mp3 player or tape recorder (if possible)
   - Computer (if possible)
   - Towels and maybe sleeping bag if you stay private
   - Formal clothing for meetings
   - Malaria tablets and other travel medicine, if necessary
   - Pen and paper
   - Gifts for hosts, organisers and local physicians
   - Travel documents, passport
9. Before you leave:
   - Make sure you have a draft of the program.
   - Make sure that local students know what to expect from you and what you expect of them.
   - Make sure that local students know the size, target group and content of trainings and dialogues.
   - Make sure local students know what technical requirements you have.
   - Make sure you have the name, address and phone number of the local contact person.
   - Make sure the local students know your travel plan and have the full name and age of all delegates.
III. Training methods

This chapter will give you some ideas how to run workshops and ways to freshen them up so they do not become too boring.

This chapter contains:
- A short manual on a NWIP Basics workshop
- Some ideas for games
- Presentation techniques during a workshop
- Interactive discussion methods

1. NWIP Basics workshop

You can structure a workshop on NWIP and basic facts on nuclear weapons using different modules, depending on how much time you have. The most important modules are:
- Introduction
- Nuclear weapons basics
- Role-play (and introduction to dialogue technique)
- Presentation of NWIP
- Presentation of new ideas, ideas for local activity, future projects
- Ending/wrap-up

**Introduction**

Here are some proposals how you can start your workshop.

1. The noise of today's nuclear weapons' explosive power
   You need: 2225 ball bearings (BBs) or stones, marbles, etc. and a bowl.
   Ask the audience to close their eyes. Let one BB drop into the bowl. Tell your audience that this first sound represents the explosive power of World War II, including the two atomic bombs dropped on Hiroshima and Nagasaki (all in all, it was approximately 3 megatons of TNT).
   You can repeat the sound of one BB being dropped into the bowl. Then let drop all 2225 BBs into the bowl. Afterwards you can tell your audience that this noise represents the explosive power of today's 23,000 nuclear weapons. This is quite impressive and we often use it to start our workshops.

2. Film
   You can start your workshop by showing a short film. You find films from ICAN on Youtube or www.icanw.org

3. Nuclear testing
   You can prepare a short (5-10 question) multiple-choice test and introduce your workshop with the words "Today we will start this workshop with a nuclear weapons test". This can be interesting for both you and the participants. You get an overview of their knowledge, which will be helpful when leading the discussion. Briefly go over this test, giving the correct answers. Explain that the material from the test will be covered in the rest of the workshop.

4. Take a position
   You can read statements out loud about NW and nuclear policy. (For instance: “Nuclear weapons did prevent an outbreak of a third World War during the Cold War.” or “We need NW to protect us from attacks by rogue nations.”)

   Then ask the participants to take a position. If they agree, they have to move to the right corner of the room. If they do not agree, they have to stand in the opposite corner. If they do not know, they can stand in the middle and if they only agree a little, they can only move a little bit to the right or left. You can also end the workshop with this game and then see how positions have changed.

**Nuclear weapons basics**

Different combinations of modules are also possible, depending on how much time is available. You can discuss the following topics:

1. What is a nuclear weapon?
   - Difference between a conventional and a nuclear weapon
   - The α-β-γ radiation

2. Effects of nuclear weapons
   - Blast wave
   - Heat wave
   - Radiation (both short-term and long-term effects)

   You can visualise these effects by showing a map of the local city where you are holding the workshop. You can find a blast radius and fallout calculator online. (see linklist on the NWIP website) As medical students, we emphasise the medical effects of NW. Remember, in case of a nuclear bombing there is only prevention, no cure.

3. Nuclear weapon states
   - Official (US, GB, Russia, China and France)
   - Unofficial (India, Pakistan, Israel, North Korea)
   - Not sure, presumed, potential (Iran...)
   - Umbrella states and NATO nuclear sharing

4. The Non-Proliferation Treaty
   - The 3 Pillars (Non Proliferation – Disarmament – Peaceful use of nuclear energy)
   - Article VI
   - Weaknesses (no timeline, verification measures, etc.)

5. The Nuclear Weapons Convention

6. Other treaties: CTBT, SALT, START etc.

7. Costs of nuclear weapons

"Securing our Survival, The Case for a nuclear weapons convention", booklaunch 2007
Roleplay

It is always nice to liven up your workshop with role-play activity if you have enough time. For instance, you can divide the students into 3 groups with each group representing a country. The students are given a card with a description of their role, i.e. the motivations behind a particular position:

1. Nuclear Weapon States (NWS)
   Motivation: deterrence, want security, keep supremacy, do not want new states to acquire NW because of rivalry and competition.

2. Potential NWS
   They do not posses NW currently but are considering their acquisition.
   Motivation: fear, want security, strengthen domestic policy, international acceptance, want to be treated equally.

3. Non NWS
   They want to abolish NW worldwide.
   Motivation: fear, security, financial reasons etc.

You can let the groups discuss these positions together or form smaller groups with one person role-playing each party. Afterwards evaluate the outcome. You should conclude that security is the main motivation for all countries and fear is what all have in common. If you have enough time, you should discuss security and the different ideas behind security. (see the presentation on “old” vs. “new” security at the beginning of this manual).

How can international security be guaranteed?

You will find more ideas for role-play activities in the chapter Dialogue Techniques.

Presentation of NWIP

There are some ready-made presentations about NWIP available on the website that you can use. You can also show pictures from a delegation, workshops etc.

Ideas, future projects

You can present your plans for the future. Where do you need help? Maybe you can find new interested students who can help?
You can also brainstorm and develop new ideas together...

Ending

At the end, sum up what you have done during the workshop and give the participants some positive prospects and hope for the future.
You can use the Model of Change to motivate people and to communicate that global disarmament is a realistic goal.
If you have prepared handouts, you can hand them out now.
Do not forget to make a list of the addresses of students who are interested and who want to be put on the NWIP e-mail list.

2. Games and energizers

Nuclear weapons are a serious topic. Nevertheless, it is important to sometimes have a break and do something funny to lighten things up. Small games and energizers can help if the audience gets tired during a long workshop session. They can also help to build up team-spirit during trainings.

Get to know names

Arrange all participants in a circle standing or sitting. One person starts by saying their name followed by a gesture (e.g., clapping hands). The person to the right has to repeat the name and the gesture. Then, they add their name and a gesture. The next person always has to repeat the names and gestures of all participants before them.

Sorting the group

This is a nice game to get to know each other. Ask the participants to stand on chairs. They are not allowed to touch the ground. Now, ask them to order themselves alphabetically by name, hometown, etc. You can also ask them to order themselves by age in descending order or something similar.

Atomic game

Every participant represents an atomic element, an electron, neutron or proton. The elements must find each other to become an atom.
How to play: The participants begin by dancing, jumping, or wandering around in the room. Play music, if possible. Suddenly, the team leader will shout a number, for instance “three.” Then, the elements have to form groups of three to become an atom. If someone is left and cannot find a partner to form an atom, he is out of the game. You can play this until only two elements are left. This game is scientifically incorrect, but it’s fun.

The Knot

All participants close their eyes and walk slowly towards the middle of the room. There, they should grab two hands – without looking. After everyone has two hands they can open their eyes. They will discover that they have built quite a knot. Try to untangle the knot without letting go of the hands. This is a very funny game.

Counting up to 20

The group stands in a circle, with their eyes closed. Now, the whole group has to count up to 20. The first person starts with “one”, then another person has to say “two” and so on. There is no systematic order, people just shout the number if they want. If two people shout the number at the same time, you have to start from the beginning.

Who am I?

Every participant gets a Post-It with the name of a famous person, politician, another participant, etc. on his back. So, everybody can see it except the person himself. Now each participant has to guess who he/she is by asking questions, but all other participants are only allowed to answer with “Yes” or “No”.
You can also write attributes on the backs of the participants and all other participants have to treat the student like the attribute on his/her back. For instance, if you write “angry” on the back, all other participants have to look angry and shout at this person.
The Rainmaker
The students stand in a circle with the team leader in the middle. When the team leader looks at a participant they have to imitate the movement which the team leader is performing.

The leader starts with rubbing his hands, the walks once around the circle until he arrives at the person where he started. Next, he snaps his fingers. During the third round he claps his hands and during the fourth he slaps his legs with both hands. At the end he stamps his feet on the ground. Afterwards all movements are done again in reversed order.

Try to listen to the sound during this game. First it is very gentle and then becomes more intensive. It almost sounds like rain ...

3. Presentation Techniques

We live in a world where people are constantly overwhelmed with messages, slogans and pictures. Especially our target group, namely young students, daily surf the internet and browse newspapers, TV channels, etc... Every message that cannot be conveyed quickly will not manage to catch their attention. University students are a critical audience as they are used to processing complex information. Nevertheless, you should also keep in mind that they are spending the majority of their time in learning institutions. If we want them to remember us as being different we have to explore alternative ways of communicating information other than through lectures and dry presentations. We have to make learning fun, develop materials which are interesting and easy to read, and use short film presentations, music, flash presentations and interactive teaching programmes...

If you are doing a workshop, try to keep Power Point presentations to a minimum. It is a good tool if you want to show pictures but for the audience it is a very passive method of communication.

Presentation Techniques

Here are some things to keep in mind when presenting...

- If you are passionate about your topic, people will be more inclined to listen.
- Our audience often knows very little about the topic of disarmament and therefore you should limit yourself to a few clear main messages.
- Decide on these few main messages and main points before you start your dialogue / presentation. Illustrate each main point with a picture or an anecdote, people will remember them better this way.
- Use the audience – use their points while following your program; make the audience present arguments instead of you, if possible.
- The only way to adress to people's real concerns is to allow them to speak and then to have an open dialogue about pro- and contra arguments.
- Answer people's questions to the extent you can. By doing that you will make them feel that you take them seriously. Always listen and make sure you have understood a question – otherwise people feel patronized.
- Use a sense of humour and smile – it is a serious topic, but we are also just students who party and have fun, date and have friends and struggle with worries about exams, ...
- Never use a teaching aid if it has no purpose. Every picture and every slide shown must illustrate a point.
- The topic we promote is complicated and therefore a certain degree of simplification and clear messaging is acceptable.
- The topic we deal with is emotional and people often have very strong beliefs and prejudices attached to it. We therefore need to be objective and base all statements on facts – but on the other hand use emotions and ethics as a tool and leave space for people's feelings.
- Be aware of your body language – you signal what you feel with your body – also when it doesn't correspond to what you say. Therefore you have to feel your respect for the audience and their opinions. You have to accept that the only way to change another person's opinion is by being willing to change your own!
- Be aware of how you formulate yourself – even small differences in phrasing can make a world of difference in the level of confrontation!
4. Interactive training methods

As already mentioned, we try to make our workshops different from university lessons. We also believe that students will remember more if they don’t listen passively to a very dry presentation.

Here are some proposals to liven up your workshops and make them more interactive.

Brainstorming
Let your audience brainstorm. Write down key-words only. Maybe you can use a flipchart and develop it further during the workshop. You can also hand out Post-Its and ask your participants to write down key-words, ideas, etc. You can collect them up later and post them on your flip chart.

Mindmapping
You can mindmap the essential facts after your brainstorming. This is a good method to classify and structure information. It will help you to get an overview of the ideas and key-words from the brainstorming.

Group discussions
There are several methods to have a group discussion. You can simply let people express their opinions and have an open discussion. You can also let them take positions in the room (see Introduction for NWIP Basics workshop). Or you can have a “fishbowl”. This means that you have some participants sitting in an inner circle and the rest sitting in an outer circle. Anyone can participate by coming into the inner circle and indicating that they want to make a statement (e.g. by standing behind someone in the inner circle). An existing member in the inner circle must then make way for them to sit down and join the discussion. Another method is “Speed discussion”. Again, you have some participants sitting in an inner circle and the rest sitting in an outer circle, but this time they are facing each another, creating pairs (like speed dating). They discuss a certain issue for a few minutes before the outer circle rotates one place. Now, they are facing a new person and the discussion can start again.

Role plays and energizers
You will find ideas for games and energizers in the section on NWIP Basics workshops. Ideas for role-plays are also described in the next chapter about Dialogue Techniques.

Sweet Nukes
We sometimes use chocolate marshmallows and build little nukes out of them. You can build a carrier system out of paper or toothpicks. We use it to explain what “hair trigger alert” means. The marshmallows are normally stored in vaults (inside the packaging). If they are “on alert”, they are put on the “carrier system” already and can be launched (eaten) within minutes.

Games
You can also design small riddles, games or questionnaires. For instance you can play Sudoku.
IV. Dialogue Technique Manual

The dialogue technique was introduced by the Oxford Research Group with a focus on dialogue with decision-makers. The NWIP adopted these ideas and adapted some of the techniques for dialogues with students. This manual will help you prepare a dialogue as well as train other interested students in the dialogue technique. As you will see, some of the points will be more relevant when talking to students, whereas, other points concern dialogue with decision-makers only.

If you intend to do a workshop, you will also find exercises, illustrations, and small role-play activities you can use to practice the techniques.

Manual Contents:
1. About Dialogue Technique - An introduction to Dialogue Technique
2. Communication Techniques
3. Preparing a dialogue
4. Role-Plays – Examples of role play activities you can use in a workshop

1. About Dialogue Technique

- Dimensions of a conflict

Before starting a dialogue you should consider that a conflict can have different dimensions and possibly not every dimension can be solved through dialogue.

The four dimensions are:

1. Resources and interests
   If the issue you want to talk about concerns resources and interests, you have to negotiate.

2. Power
   When it comes to power you might have to use rhetorical tricks.

3. & 4. Values and personal issues
   When the discussion is about personal values or issues, you can use dialogue technique.

- Principles behind dialogue

There are three main principles you should keep in mind:

Three Principles of dialogue

1. Change happens on the individual level
   If people talk to each other it has more impact than any media. You might be more affected by a friend you respect than by a dry newspaper article.

2. Dialogue and Lobbying are two different things
   Lobbying means that you want to get someone to do something to your advantage. The dialogue approach means that you work with someone and engage her or him to join a course of action to everybody's advantage.

3. We need to get beyond the way of thinking that caused the problem in the first place
   It's not possible to solve a problem using the same system of thought which generated it. You have to take a step outside that system, using different language. This doesn't mean that you have to use a foreign language but try to use a different way of speaking to each other.

Here are some more basic ideas behind the dialogue technique:

- Open-minded listening
- Respect for each other
- Establish common ground
  (If you discover something you and your dialogue partner have in common you might identify with each other more.)
- Non confrontational communication
  (Don't accuse the person in front of you of anything. Try to understand them. Be friendly and open-minded.)
- Open-ended discussion ➔ Dialogue as a process
  (If you start a dialogue with the result at the end already in your mind, you will start by pursuing your goal and will lose a broader view of the discussion. You will start trying to convince your dialogue partner and they will feel pressurized.)
- Deepening understanding
  (Try to understand the core of the problem. What is the discussion about?)
Do's and Don’ts

You can ask the participants of a dialogue workshop to make a list of their own Do’s and Don’ts.

<table>
<thead>
<tr>
<th>Do’s 🌟</th>
<th>Don’ts ★</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Simple message, 1 argument at a time</td>
<td>• Get tempted to answer questions that will divert you away off-topic</td>
</tr>
<tr>
<td>• Finish one topic before starting the next</td>
<td>• Bilateral discussion with one person</td>
</tr>
<tr>
<td>• Be yourself, stay cool and try to be objective</td>
<td>• Interrupt people when speaking</td>
</tr>
<tr>
<td>• Involve those who are not so active</td>
<td>• Use slang, bad habits (e.g. saying “right” or “huh” after every sentence)</td>
</tr>
<tr>
<td>• Allow the person opposite to influence the agenda so that you talk about their real concerns</td>
<td></td>
</tr>
<tr>
<td>• Avoid dangerous topics that will distract the discussion</td>
<td></td>
</tr>
<tr>
<td>• Ask people to repeat questions you have not understood</td>
<td></td>
</tr>
</tbody>
</table>

2. Communication Techniques

In the following section we will present some techniques which can make communication easier for you.

- **Tricks for Communication**

1. Get the story out.
   Listen actively and be curious; try to understand the message your dialogue partner wants to convey.

2. Follow leads.
   Take up key-words and follow the issue up.

3. Repeat words.
   Just repeat single words your dialogue partner used in order to emphasise them and underline their importance.

4. Summarise.
   Summarise the most important facts after your dialogue partner finishes a talking point. Do not add or comment anything. This helps you to ensure that you really understand your dialogue partner and got the main message. It also signals your interest and appreciation and it can motivate your counterpart to go a bit further into detail and talk more about the issue.

**exercise**

Form pairs. Ask your partner what he or she did today/yesterday/last holiday etc. Try to use all of the 4 principles. Afterwards change places.

- **Non-Violent Communication**

If you want to communicate in a fair way without getting annoyed it is important to get behind the way of thinking of your dialogue partner. Ask yourself: „Why is he or she using this argument?”

The following model can help you in this process:

![Non-Violent Communication Model](image)

1. The **standpoint** is what is obvious, visible and audible.
2. This standpoint is based on **facts**.
   These can be objective facts but also events that happened to one, experiences one made etc.
3. These facts are coupled to **feelings**.
4. These feelings are based on human **needs**.
   The most important needs are:
   - Security
   - Autonomy
   - Appreciation
   - Respect
   - Belonging
Read the following and very simple story. Try to analyse it:

Paul hates dogs. In his eyes, all dogs, even the very small ones can be dangerous and therefore should be forbidden to hold at home. When Paul was four years old he got bitten in his leg by a dog. He was shocked and since then he is extremely afraid of dogs. He never could overcome this fear.

Now ask your partner to tell you what upset them last week. Then try to analyse their story.

- Questions
  The way you ask will also influence the kind of answer you get. You can use
  
  **Closed questions vs. Open questions**

  A closed question you will answer with „Yes“ or „No“. You won’t get much information out of it. This can be useful if your dialogue partner is talking a lot and you simply want to know something specific. Then try to ask very closed questions. An open question will give you more information and facts.

- How to deal with arguments from your counterpart
  
  - Try to agree wherever you can and emphasise the things you have in common.
  - Avoid confronting expressions.
  - No personal assaults.
  - Avoid debating about „right“ or „wrong“.

- Communicate clearly and comprehensibly
  
  Everyone has his own way of decoding a message and gestures. We judge statements depending on the experiences we have made. This is something we have to keep in mind when talking to someone else, especially if this person has another cultural background.

  If we have a far-reaching and maybe unclear topic it can happen that when we talk about it we actually look at it from different angles. We might focus on different aspects of the problem depending on what seems to be most important to us. So while we are talking about the same problem we have different sub-texts and therefore won’t find a consensus.

  Example:
  Three old wise Indian gurus are standing around an elephant. The first man is standing in front of the nozzle, saying: „Oh, it’s grey, round and has two holes“. The second man is standing at the tail, answering: „Oh, that’s wrong, it’s grey, round and hairy but doesn’t have two holes at all!“. The third man, standing at a foot comments: „You’re both wrong! It is grey and round but it neither has holes nor is it hairy.“ The three start debating and it seems that the discussion won’t find an end. After an hour, a fourth guru is coming. He listens to the arguments of the other. At the end he is saying: „You are all talking about the same elephant. It’s just that one is talking about the foot, one about the trunk and one about the tail!“

- Some more points to consider ...

  By now, you have got to know the principles behind the dialogue and you have learnt some techniques which can help you when talking to students as well as to decision-makers.

  Before starting to prepare a dialogue, read through the following points and try to remember while talking and presenting your message to your dialogue partner.

  - Use simple messages only. Try to get to the core of the problem.
    A method which could help you is to write a summary of the problem using not more than 100 words. What is the background of the problem, what are necessary changes and what would be your solution?
  - Choose a few key messages.
  - Illustrate with examples and anecdotes.
  - Don’t be afraid of emotions.
  - Speak loud, clear and slow.
  - Be aware of body language.
  - Be attentive all the time.
  - Know your own assumptions.
  - Beware of the usage of verbs like should to, ought to, must, have to.
  - All contributions are valid.

  **exercise**

  Try to think about all these aspects during a role-play of a dialogue. You will find examples for role-plays at the end of this manual. It can even be useful if you have an observer who analyses your way of speaking and can give you feedback afterwards.
3. Preparing a dialogue

Even if you are quite experienced it is essential to meet together before a dialogue takes place. Sometimes, you might only have one hour beforehand if your dialogue team consists of students from different cities or even countries. So, keep it short and focused:

1. Choose a chair.
The chair is responsible for the progression of a workshop. He or she should make the opening and closing statements, watch the time, and make sure that all your talking points are brought forward. He or she should also keep an overview of requests to speak.

2. Choose your opening statements.
Thank your dialogue partner for the time he is offering you, introduce the group and tell them what you intend to talk about.

3. Choose your closing statement.
Thank them once again and try to summarize what you talked about; maybe you have a message you want to convey at the end.

4. Choose (3) main messages.

5. Set up an agenda.
Who is talking and about which topic? Try to divide the topics so that several students can get the chance to speak.

6. Consider arguments.
What could be arguments from the other side? Adjust yours to address them.

7. Phrase arguments.

8. Identify issues you don’t want to talk about and how to stop discussing them.

9. Follow-up.
It is always good if you have something to follow-up the discussion to ensure continuity. You could agree on a second meeting some months later. Or you can send documents (e.g. the Model NWC) via e-mail or post afterwards.

4. Role-plays

• Dialogue with Israeli students
  • Divide the group into two parties: One party representing students from non-nuclear weapon states, the other party representing students from Israel.
  • The students from non-NWS should find arguments against NW.
  • The students from Israel should find as many arguments as possible in favour of nuclear weapons.
  • After the two groups have thought of enough arguments, they can come together and start the dialogue. Try to use the methods and techniques you have learned during the workshop.
  • Afterwards, try to analyse the arguments of the Israeli students, using the iceberg model. Furthermore, try to analyse if you all were able to keep the Do's and Don'ts in mind.

• US Delegates
Before you will start you need a topic you want to talk about, e.g. US Missile Defence.

1st party: 1-2 Students are US Delegates
• You have been working with this issue for almost 30 years now and are very experienced.
• You are not factually convinced that your point of view is the right one. You simply KNOW that it is RIGHT.
• You are not very patient, so you often interrupt people.
• You love to talk about your own experience.
• You never make a precise statement or any promises.
• In your view, students simply don’t have the knowledge. It is nice to talk to them but they’re not equal dialogue partners to you.
• You sometimes get a bit annoyed.

2nd party: The rest will be the student delegation talking to the delegates
• Prepare yourself: Which questions do you want to ask? If you want you can already decide who will ask the questions. What do you want to achieve with this dialogue? What could be problems? Which topics do you want to avoid?
• If possible: designate a chair.
• Introduction and presentation: Who are you and why do you want to talk to the chair? Present the issues you want to talk about.
• Try to stay calm and objective.
• Don’t get tempted to answer questions which will lead you away from the topics you want to talk about.

• Getting behind a way of thinking
This role-play can help you to understand the arguments of people who are in favour of NW better. Moreover, it improves your listening skills.

1st role: Half of the students will be representatives of a nuclear weapon state
• You are in favour of nuclear weapons.
• Try to find as many arguments pro nuclear weapons as possible. Try to find as many „objective facts“ as possible.
• Try to talk very enthusiastically and emotionally.

2nd role: The other half will simply listen to the speech of the others
• Just listen for 2 minutes. Don’t interrupt your dialogue partner. Just try to think about: what could be the reasons behind his or her way of thinking.
• Try to identify the assumptions which underlie the arguments.
• How do you feel? Are you angry?
• Elevator speech

Elevator speech-maker: Prepare a 30 second “elevator” speech that supports the view of global nuclear disarmament. Think of all possible facts you can use: security, environment, health, law. You don’t know how your conversation partner will react, so be prepared for a few questions that may or may not support your view.

Other person in elevator nr. 1: You are highly sceptical. You believe that nuclear weapons keep us safe, especially from rogue nations like Iran and North Korea. You think your country will be made less safe by reducing the number of NW. Think of questions that would support your view and challenge the elevator speechmaker.

Other person in elevator nr. 2: You’re interested, but haven’t heard much about this. You think nuclear weapons are dangerous but also want the country to be safe and secure. Think of questions and challenges to the elevator speechmaker that would support your view. You are not trying to win the argument, you’re trying to challenge the speechmaker to keep arguing effectively for a world free of NW.

Other person in elevator nr. 3: You have heard about the issue and are highly supportive. You believe NW are a danger to the world. But you want to know what you can do as an average citizen.

We hope that this book could give you some inspiration for your work. Do not hesitate to contact the NWIP coordinators if you have any questions.

And remember, you are always welcome to develop your own ideas and to use your own creativity.

And now, let’s get started!
The Nuclear Weapons Inheritance Project Team
List of Downloads

This is a list of material (flyers, posters, manuals, presentations…) you can download from our website: www.ippnw-students.org

About the project
• NWIP Flyer
• NWIP Presentation (a PowerPoint Presentation about the project)
• Model of Change

Dialogue
• Manual on Dialogue with students
• Handout on Dialogue technique

Training and workshops
• Manual: Crash Course in disarmament
• Manual: Health + Security

Fact sheets
• Accidental use of NW
• Abolition of NW (NWC, NWFZ, De-alerting, CTBT, concept of old and new security)
• A New Arms Race (deterrence, vertical and horizontal proliferation)
• Costs of NW
• Deliberate use of NW (the issue of nuclear terrorism)
• Disarmament treaties

Fact sheets about conflicts and countries
• South Asia (India vs Pakistan)
• USA
• Russia
• Israel and the Middle East

Street action
• Flyer: Target X
• Flyer: My Cup of Tea
• Flyer: Nuclear Weapons – Abolition now!

Project management
(These documents are not available as downloads but you can ask the NWIP coordinators to send them to you via email)
• Table of implementation of projects and programmes
• Letter of introduction
• Letter of appreciation