

## Suggestions for follow-up

Take a real example of violence within your community, and try to provide a narrative for the acts leading up to it. You could represent this as a timeline, with each event leading on to another. Ask the group to try to identify points in the timeline when the violence could have been prevented or the conflict could have been de-escalated.

You may wish to pursue the theme of terrorism further in the activity "*Chahal v. UK*" on page 120.

Throwing stones is sometimes associated with the custom of execution by stoning. The relationship between religious and cultural customs and human rights is always interesting and often controversial. If the group would like to explore how customs and beliefs change over time, look at the activity "Soon to be outdated" on page 272.

Alternatively, you could use the activity "My life is not a show" on page 232 to explore the violence carried out by cyber-bullies.

## Ideas for action

Choose from the examples of acts of violence within your community that were identified in the activity and find out which organisations are working to address the problems, and helping those involved, both the perpetrators and the victims. Find out what the group can do to stop the various acts of violence.

In 2008 the UN estimated that there were more than 250,000 child soldiers worldwide. Find out more about these children, who are forced into violent acts, and join one of the many campaigns to stop the use of minors as soldiers. You can also find out about the work of organisations that rehabilitate ex-child soldiers. Put "child soldiers" into your search engine or start at [www.warchild.org](http://www.warchild.org), [human rights watch](http://humanrights.watch), [www.hrw.org](http://www.hrw.org) or [www.redhandday.org](http://www.redhandday.org).

## Further information

A problem tree is a useful, visual tool for analysing problems. It is a combination of brainstorming and mind-mapping. The trunk of the tree represents the problem. People start by identifying the causes of the problem represented by the roots and then go on to identify the consequences, represented by the branches. Problems and consequences can be, for instance, due to social, economic and political factors. They may also be due to people's attitudes and behaviour. For more information go to [www.thechangeagency.org](http://www.thechangeagency.org) and search for "problem tree analysis".

## Handouts

### Questions for consideration

You should try to think about the following questions when planning your role play:

- Who is this person and at what or whom are they throwing the stone?
- What is the relationship between the person who is throwing and the object or person at whom they are throwing the stone?
- Is there anyone with them or are they alone?
- If there are others present, how are they involved in this incident, if at all?
- What does the person want to achieve by throwing this stone?
- What have been the events leading up to throwing this stone: is it an impulsive gesture, or has it been planned?
- Was there one particular event that triggered the decision to throw the stone?
- What feelings are going through the person's mind as he or she prepares to throw it?
- What feelings or frustrations went through his or her mind in the period leading up to this act?

### KEY DATE



12 February  
Red Hand Day



Organisations supporting the Global Red Hand campaign include Human Rights Watch, Amnesty International, Youth Red Cross Germany, Terre des homes and Plan International. [www.redhandday.org](http://www.redhandday.org).



### Note

The activity is based on an idea in *Playing with Fire*, Fiona Macbeth and Nick Fine, New Society Publishers, 1995.