



EMPOWER AGAINST TORTURE

A SERIES OF HUMAN RIGHTS
EDUCATION WORKSHOPS

STOP TORTURE

**AMNESTY
INTERNATIONAL**



Amnesty International is a global movement of more than 7 million people who campaign for a world where human rights are enjoyed by all.

Our vision is for every person to enjoy all the rights enshrined in the Universal Declaration of Human Rights and other international human rights standards.

We are independent of any government, political ideology, economic interest or religion and are funded mainly by our membership and public donations.

**AMNESTY
INTERNATIONAL**



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Front cover photo: A group of Amnesty International activists and staff at work during a meeting in Oslo, Norway, in December 2014 to share experiences and resources on human rights education to support the Stop Torture global campaign.

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Back cover photo: Activists from across the global movement hold a "Stop Torture" sign in Norwegian. Young people from 16 countries shared their experiences and skills to create the first online version of this guide. The team continues to develop and test resources all over the world. © Amnesty International

CONTENTS

Introduction	5
Amnesty International's work to stop torture	6
Together we can make progress	6
The importance of human rights education	7
What can you do to stop torture?	7
A series of workshops for you and your peers	8
Before you Start – Tips for Facilitators	10
Participatory methodology	10
Creating a safe space	10
Breaking the ice.....	11
Running the workshop and group dynamics	11
Knowing where to turn	12
Reflecting.....	12
Learning to action	12
Evaluating.....	12
You make this possible.....	13
WORKSHOP 1: Fair Treatment: Is it for Everyone?	14
What is it about?	14
Why this workshop?	14
Facilitation Tips.....	14
Steps: How to do it.....	15
Other resources	16
WORKSHOP 2: Torture: What is it?	17
What is it about?	17
Why this workshop?	17
Facilitation Tips.....	17
Steps: How to do it.....	18
Additional ideas and variations.....	20
Other resources	20
WORKSHEET 1: Case Studies.....	22
WORKSHEET 2: Human Rights and Torture	24
WORKSHEET 3: Definition of Torture	25
WORKSHOP 3: Torture: What Are the Consequences?	26
What is it about?	26
Why this workshop?	26
Facilitation Tips.....	26
Steps: How to do it.....	27
Other resources	29
WORKSHEET 1: Relatives Case Cards.....	30

WORKSHOP 4: Preventing Torture: What Can be Done?	32
What is it about?	32
Why this workshop?	32
Facilitation notes	32
Steps: How to do it.....	33
Other Resources	36
WORKSHOP 5: To Torture or Not to Torture: Is that a Question?	37
What is it about?	37
Why this workshop?	37
Facilitation Tips.....	37
Steps: How to do it.....	38
Additional ideas and variations.....	40
Other resources	40
WORKSHEET 1: Sceptic Notes	41
WORKSHEET 2: Definition of Torture	44
WORKSHEET 3: Military Quotes.....	45
WORKSHOP 6: Social Media on Torture: How can we Use it Effectively?	46
What is it about?	46
Why this workshop?	46
Steps: How to do it.....	47
WORKSHEET 1: Visual Communication of Torture	51
WORKSHEET 2: Guiding Questions.....	56
WORKSHEET 3: Written Communication of Torture	57
WORKSHEET 4: Basic Tips and Tricks for Facebook, Twitter and Instagram	58
WORKSHEET 5: Roles.....	59

INTRODUCTION

In 2014, Amnesty International brought together a group of youth activists from around the world to create a human rights education guide to support campaigning efforts to stop torture. The guide was developed for the purpose of supporting youth activists in acquiring the skills and capacity to work with other young people to increase their knowledge and understanding, as well as challenging perceptions of torture. The development of the guide was based on a principle of youth developing resources for youth, and the process was carried out in a collaborative way led by youth activists.

The human rights education guide titled 'Empower Against Torture' was published as an online resource in May 2014, written and developed by youth activists. It included workshops, links to other resources, advice on how to facilitate and adapt workshops to different contexts, and space for sharing or exchanging ideas. The online resource, including information about the youth activists who developed it, can be found at: www.empoweragainsttorture.net

Empower Against Torture: A Series of Human Rights Education Workshops has been extracted from the online resource as a portable and practical tool youth activists can carry with them, adapt and use when working with other young people, especially to engage them in Amnesty's Stop Torture Campaign running between 2014 and 2016.



European Youth meeting in Poland, July 2014, @Amnesty International

AMNESTY INTERNATIONAL'S WORK TO STOP TORTURE

For more than 50 years, Amnesty International has been fighting to stamp out torture – one of the most cruel acts one human being can perpetrate against another.

30 years ago, our movement led the campaign to secure the UN Convention against Torture, a historic and hugely important step forward against the use of torture. It ensured that torture was internationally recognized as a criminal act and committed states to taking concrete acts to stamp it out. In 1975, an Urgent Action network was developed as a mechanism to instantly respond to the high volume of torture cases our researchers receive on a daily basis – and remains to date one of our most successful campaign tools.

Campaigning to end torture is part of Amnesty's legacy and history. But it is also part of Amnesty's future and we will intervene whenever the international ban is threatened by the complicity and inaction of governments. Today, all over the world, people are still subjected to torture and ill-treatment by the state. In 2015 Amnesty reported that in the previous year alone torture and ill-treatment was carried out in 82% of the world's countries.

This is why in 2014 Amnesty launched a new global campaign, Stop Torture. The campaign aims to expose the use of torture by governments and state actors – focusing on all contexts when people are detained by the state. We believe the establishment and implementation of effective safeguards and mechanisms against torture are the route to change. When effective safeguards are in place, people are protected. When safeguards are not in place or not put into practice, torture thrives.

TOGETHER WE CAN MAKE PROGRESS

Since the launch of the campaign in May 2014 we have already seen some progress – particularly in those countries where ongoing reforms present an opportunity for progress. Morocco/Western Sahara, the Philippines and Mexico have taken some steps to strengthen their laws against torture. The international community has also taken notice of our campaign. The European Parliament has, for instance, adopted an urgent resolution on torture in Uzbekistan.

The most remarkable impact has been achieved with regards to individual cases – protecting those at risk of torture and fighting for justice for torture survivors. Progress has been achieved through consistent campaigning activities – including through global mobilization of activists into actions such as petitions, letter writing, demonstrations and social media activities. Just to mention a few, Nigerian authorities have responded to our calls to address the case of Moses Akatugba, a young man who was convicted after a confession extracted through torture and was given a death sentence. The united voice of our supporters across the world intervened against the lashing in Saudi Arabia of Raif Badawi, convicted for simply blogging for free speech. In Mexico, prisoner of conscience and torture victim Ángel Amílcar Colón was released from prison after five years in pre-trial detention. These examples are proof that a powerful movement of individuals who take injustice personally and raise their voices really can make the difference. This is why an essential component of Amnesty's work against torture is and has been the mobilization into action of Amnesty's over 7 million members and supporters.

THE IMPORTANCE OF HUMAN RIGHTS EDUCATION

The issue of torture can be a divisive one and people can find themselves across a range of opinions of whether torture is ever acceptable or not. Instead Amnesty's position is clear – torture is always wrong and can never be justified, beyond being simply illegal. If we want to build a movement of people committed to take action to stop torture we must work hard to change people's attitudes and values. This is why human rights education is an essential component of the campaign strategy.

Human rights education is a deliberate, participatory practice aimed at empowering individuals, groups and communities through fostering knowledge, skills and attitudes. Human rights education is not merely education about and for human rights, but education through participatory methodology to create capacity for critical thinking and analysis. It can empower people to claim their rights, ensure that duty bearers know their human rights obligations, and build capacity of the human rights movement to take action to promote and protect human rights.

WHAT CAN YOU DO TO STOP TORTURE?

Amnesty believes that if we come together and speak up against injustice, real change can happen. Every government can take concrete steps to put in place effective safeguards which can protect people from torture – and you have a key role to play. What this means in practice is asking governments to change their laws to ensure, for instance, that lawyers are present during interrogations; that impartial doctors are on-hand to examine detainees; and to ensure that those responsible for torture are brought to justice.

You can get in touch with your national Amnesty office or with other organizations working on torture and inform yourself of the situation in your own country and what you can do to help. For example you might be able to write letters to government officials (in your country or abroad), or help spread information that torture is happening through your own channels.

You can also take action on individual cases that Amnesty, or other organizations, are working on. Amnesty selects cases that represent the lack of safeguards in place and where we know the strength of our movement can make a real difference. The cases that we work on include those who are seeking justice, such as opening an investigation into the torture they have suffered, or more urgent cases where we can intervene to stop torture from happening.



*Stop Torture Gallery in Berlin Mitte, December 2014,
@Amnesty International*

A key moment for every organization fighting against torture is 26 June, International Day in Support of Victims of Torture. On this day, every year, we call on members of the public to stand in solidarity with victims of torture. The Stop Torture Campaign marks this day together with partners and survivors by organizing events and activities across the world. But this commitment goes beyond Amnesty's global campaign. Combating torture is part of our history, it is our legacy and – until the final torture chamber closes – it is our future. Torture survivors must know they are not forgotten and not alone. For the latest information on Amnesty's work on torture see: <https://www.amnesty.org/en/campaign-stop-torture>

A SERIES OF WORKSHOPS FOR YOU AND YOUR PEERS

Using human rights education to support young people empowering themselves in the Stop Torture Campaign can be easier when you have a resource to help give you ideas on how to do that. Empower Against Torture: A Series of Human Rights Education Workshops contains six workshops that you can adapt or follow step by step for the group you are working with.

If you're working with a group of people you meet with regularly, you can follow the workshops in the series they are presented here. Each workshop builds upon knowledge, skills, attitudes and values that have been addressed in a previous one to create an integrated learning process. If you are working with a group of people only once, you can choose one of the workshops to do with them that best suits their level of experience with the campaign and the issues involved. You can also combine workshops by choosing different elements from some of them and putting them together, however, this should only be done by experienced facilitators.

The workshops and activities provided here should be used as suggestions. No one can predict how the group of people you are working with will respond to some of the activities suggested and we recommend taking a flexible approach when facilitating your workshop that allows for in-depth discussion and analysis.

Make sure you cover all the steps in each workshop to create a comprehensive learning process that leads to action.



Stop Torture Workshop in Nairobi, Kenya, October 2014, @Amnesty International IHREC

You may have a little or a lot of experience in working with groups of people and being a facilitator. Empower Against Torture: A Series of Human Rights Education Workshops only includes limited advice on how to be a facilitator and how to engage with groups. We recommend you also read and use the Facilitation Manual: a guide to using participatory methodologies for human rights education which can be found online:

<https://www.amnesty.org/en/documents/ACT35/020/2011/en/>

Empower Against Torture: A Series of Human Rights Education Workshops has been specifically designed to be used in the context of the Stop Torture Campaign; however, you may find that the activities here are still useful even once the campaign has ended.

As long as torture is still taking place in this world, human rights activists need to continue finding ways to stop it. No matter whether you are working in the context of the Stop Torture Campaign or not, you should always work towards ensuring that the people you are talking to feel empowered and motivated into doing something about torture and taking action.

Finding out more

The workshops in this document are only an example of what you can do to support others in empowering themselves to stop torture and were developed specifically for this campaign. Other human rights education resources that relate to the issue of torture can be found online at: www.empoweragainsttorture.net

Before beginning your workshops you may want to read and familiarize yourself with some background information on what is torture, current information and what Amnesty International is saying about torture. For this you can use the following documents:

1) **Start here start now. Stop Torture** (Index: ACT 40/003/2014)

<https://www.amnesty.org/en/documents/act40/003/2014/en/>

2) **Torture in 2014, 30 years of broken promises** (Index ACT 40/004/2014)

<https://www.amnesty.org/en/documents/act40/004/2014/en/>

3) **Attitudes to Torture. Stop Torture Global Survey** (Index ACT 40/005/2014)

<https://www.amnesty.org/en/documents/act40/005/2014/en/>

Have you developed human rights education resources or workshops that also deal with the Stop Torture Campaign or the related issues? It doesn't matter what language the material is in – someone else might find it useful. Upload it online at: www.empoweragainsttorture.net

How to contact us

Do you have questions, comments, concerns? We'd love to hear from you. Tell us what you thought about the workshops and join us online at: www.empoweragainsttorture.net or write to us at: feedback@empoweragainsttorture.net

If you want to find out what Amnesty International is doing in your country or get more involved with the campaign - contact your local Amnesty International office. They can put you in contact with local staff or other activists and give you advice, information, materials and more. You can find the Amnesty section in your country by looking here: <https://www.amnesty.org/en/countries/>

BEFORE YOU START – TIPS FOR FACILITATORS

Are you planning to run a workshop with a group of young people? Here are a few suggestions that can help you think about what it means to be a facilitator and ideas on how to do this well. Facilitation skills come with practice but you can read about methodologies and get tips and ideas that help make it easier.

If you haven't had much experience facilitating groups or learning processes before, you should refer to the *Facilitation Manual: a guide to using participatory methodologies for human rights education* which can also be found online at: <https://www.amnesty.org/en/documents/ACT35/020/2011/en/>

PARTICIPATORY METHODOLOGY

Participatory methodology consists of starting from and building on the knowledge and experience of the participants. It is a framework for education that promotes shared reflection, critical analysis, in-depth questioning and collective problem solving and is based on learning through experience. Participatory methodology enables participants to deepen their knowledge and come to a better understanding of the particular human rights issues they are facing and articulate proposals and strategies for change.

The workshops are developed with an intention that a facilitator guides or supports participants in a participatory learning process through concrete activities and reflection. As a facilitator of participatory methodology, it is not expected that you will necessarily know all the answers to questions that may arise or be able to anticipate every situation that might occur in a workshop. However, it is always a good idea to think the whole process through before the workshop, or even to try it out with a group of friends so you will be more prepared for situations that can arise. Nevertheless, there may be times where you will have to improvise and use your best judgement because the outcome of any workshop will always depend on the group of people who are present and the group dynamics.

CREATING A SAFE SPACE

For participants to be engaged in a participatory process, everyone needs to feel safe and respected. You should aim to develop an environment with the participants where everybody can express their thoughts and opinions freely and respectfully. Having good group dynamics between the participants is important to enable rich discussion and a positive space in which to share and learn.

Listening to their expectations at the beginning of a workshop and clarifying what will be covered and what will not is a good starting point. You could consider drawing up a social contract or ground rules that have been elaborated on by the participants of your group. A simple understanding that participants allow all opinions to be discussed without judgement and statements such as "what is said in the room stays in the room" can help everyone feel safe to participate. The ground rules should come from participants and be agreed by all of them.

BREAKING THE ICE

Ice-breaker exercises are intended to make people feel more comfortable with each other by using different short games. They are useful with groups that already know each other in addition to groups of people that have met for the first time. It's a good way to start a workshop and they should be short, fun and appropriate to the size of the group. Think of a few ice breaker activities that you can use so that you don't get stuck if the one you prepared won't work due to space or the size of group that has turned up on the day.



Amnesty staff and youth activists participate in a Stop Torture Workshop in Oslo, December 2014, @Amnesty International IHREC, @Michel Banz

RUNNING THE WORKSHOP AND GROUP DYNAMICS

Torture is not an easy issue to discuss and can evoke strong responses from people. We are all different. We express ourselves differently and have personal limits along with cultural differences in what we consider appropriate behaviour or content for discussion. Prepare the workshop with your group context in mind and adapt activities and questions according to what you think will work best with your group.

Some participants might be particularly interested in the issue of torture in their own country. You may wish to adapt some of the questions to reflect your knowledge of the particular national context or focus on cases from other countries where relevant.

When running the workshop, participants may be influenced by each other and the opinions of the group, and sometimes not everything may be voiced. This can be the case if there is a person who has a minority opinion or if there are very dominant personalities present. Try to give support to participants who seem intimidated or silenced; you can also give some responsibility for this to the group and ask participants to ensure that everyone has an equal chance to contribute.

Another way that you can contribute to a positive learning environment is by asking enquiring or open questions, using clear, precise and jargon-free language that help participants to spot important and pending issues, clarify facts, asking for differing views on an issue and challenging assumptions.

There are many useful tips on facilitating group dynamics in the Facilitation Manual: a guide to using participatory methodologies for human rights education and it's a good idea to look through them before you start.

KNOWING WHERE TO TURN

When discussing the issue of torture in a workshop, you may encounter participants who make contentious or outrageous statements. It is important to challenge opinions and enable participants to unpack prejudices, stereotypes, lack of knowledge and desire to provoke others that can lie behind such statements. Avoid entering into direct conflict and invite participants to explain why they feel a certain way. You should also allow space for other participants to challenge each other but be sure to offer alternative opinions to stimulate debate and discussion if contentious statements are not challenged. At the end of the discussion, cite statistics or concrete examples to clarify the issue without humiliating or putting down any participants.

Note also that some participants may have direct experience with torture or other ill-treatment, and that memories of this can be traumatic, so it is necessary to be sensitive and allow participants to choose what they want to share with the group. You might wish to display a contact list of local or national organizations that can offer support to people that have experienced violence or torture.

REFLECTING

Every workshop includes questions intended to allow participants to reflect upon the activities they are engaging in and their responses to them. This reflective discussion is a vital part of all workshops and it is important that you allocate adequate time and not skip these questions altogether. Reflective discussions support participants in understanding what they have learnt and drawing conclusions on how this relates to life outside the workshop. Try to encourage participants to reflect upon what they have experienced through participating in the activities as opposed to just discussing the activities themselves. You can also encourage participants to consider how they can apply new learning and what actions they might take or changes they might make as a result of the activity.

LEARNING TO ACTION

Taking action in defending and claiming rights is an important part of a transformative learning process and the empowerment of young people. You should encourage and support participants to develop and take actions related to the workshop in order to reinforce learning and to make a human rights impact. You should allocate time at the end of each workshop to allow participants to reflect, plan, present and discuss actions they wish to take – think about what your role could be in supporting these actions.

There are many actions that can be taken to stop torture or to promote human rights, some of which have been described earlier. Don't limit participants in how they want to take action, support them, let them be creative and have fun.

EVALUATING

Evaluation is an important aspect of any activity and helps you continually improve our work – making us better human rights education facilitators and activists. You should know whether the participants in a workshop have gained new knowledge, skills, attitudes or values and whether being part of these workshops is effective in them taking action to stop torture.

Evaluation can be done in many ways and can be simply getting feedback on the process that you are carrying out so you can gain a better understanding of what is working and what is not working or it can be more detailed in addressing all objectives of the workshop being run and the resulting learning outcomes and actions. It is important that you prepare your evaluation methods and questions in advance and ensure you don't end a workshop without asking participants to reflect on their expectations and what they have learnt.

YOU MAKE THIS POSSIBLE

The participation of you as a facilitator and youth activist makes it possible for us to work together and stop torture in this world. The participation of other young people you engage with makes that possible too.

This material was made possible by the commitment and passion of the youth activists who developed and tested these workshops: Abdellah Khaloub, Ameni Naimi, Bernard Assou Gbedjeha, Caroline Bonnot, Chia-Yin Lin, Dorothy Tran, Gada Hussain, Ivanna Molina Peña, Jakub Gamrot, Josefine Bertram, Joseph Odongo Ochieng, Katinka Troye Madalin-Catalin Blidaru, Marie-Louise D Hansen, Nancy Herz, Nomagugu Gwaba Ncube, Oscar Jesse Rojas Ortiz, and Swechhya Sangroula.



Participants' discussions during the Youth Multiplier Workshop held in Amnesty Offices Oslo, March 2014, @Amnesty International IHREC, @Michel Banz

FAIR TREATMENT: IS IT FOR EVERYONE?

WORKSHOP 1

WHAT IS IT ABOUT?

This workshop is an experiential game that introduces the participants to empathizing and understanding the equality and universality of human rights. Through this game participants experience unfair treatment. This experience makes it easier for participants to empathize with those whose human rights are denied.

WHY THIS WORKSHOP?

- To explore participants' feelings and reactions to unfair treatment.
- To enable participants to relate to people whose human rights have been violated.
- To provoke participants to take human rights personally and to respond to human rights violations.

Time required 45 – 60 minutes

FACILITATION TIPS



- ✓ “Simon Says” is a childhood game used in various countries. The rules are that a leader gives a command starting with “Simon says...” the group must follow the command. For example, if the leader says, “Simon says pat your head,” everyone should pat their head. If the leader just says “pat your head”, then no-one should pat their head because this command didn’t start with “Simon says...”.
- ✓ Decide on two or three participants that will be treated unfairly. Do not reveal this to the group – even if they follow the rules they should be criticized and punished. For example you could ask them to sit on the floor or in an uncomfortable position for two or three rounds or give them another disadvantage (e.g. stand on one leg only).
- ✓ Decide on two or three participants that will be rewarded for their behaviour. Do not reveal this to the group either. Even if they get the game wrong you should applaud them. Make it clear that they are doing a good job.
- ✓ It is necessary to be sensitive when choosing the participants to treat unfairly. It can be very difficult for someone who is vulnerable or going through a tough time to be targeted in this activity. Remember that the whole point of the game is to provoke an emotional response but not to cause extra anguish or pain to someone who might already be experiencing a difficult situation.
- ✓ If someone has a strong emotional response such as crying or violence, you should stop the game and explain to participants that the game was intended to demonstrate that being treated unfairly can be hurtful and frustrating. Explain that they had been chosen randomly and no one person was targeted. Listen to their frustrations and recognize them and continue with the next step on personal reflections.
- ✓ This workshop can be a good warm up before running one of the other workshops.
- ✓ For an easier version of the game, it is possible to only have participants that are being treated unfairly and not participants who are favoured.
- ✓ It may be easiest to do this with two facilitators: one to be “Simon” and the other to be the “Rewarder / Punisher”.

STEPS: HOW TO DO IT

1. Introduction

- Ask all the participants to stand in a circle so that everyone can see each other.
- Explain the game “Simon Says” (without revealing that you will be treating some people differently). You can change the name of the game Simon Says to something more culturally appropriate, or replace Simon with your own name.
- Start the game in the normal way, but then after you have given three or four commands, start telling the participants you have singled out to be treated unfairly that they are doing it wrong.
- If they object, let them know that they are wrong or trying to cheat and that they should not question your decisions. You are the leader and you are in charge of the decisions.
- At the same time, start praising the participants who you have previously chosen to be rewarded for their behaviour and let them know that they are doing a good job. If the people being treated unfairly complain, ignore them or continue to punish them.
- If someone else from the group objects you may decide either to alter your behaviour by either responding to the people objecting by punishing them too. If more people are objecting, you can decide to alter your behaviour by admitting that you may have made a mistake, and then start treating participants more equally. This could show that people can make a difference by speaking up.
- Stop the game when you can see that all participants are being provoked or starting to respond and continue to the next stage. People can respond in different ways. The game should not take more than 15 minutes in total.

2. Personal Reflection

- Ask participants to turn to those around them (no more than two or three per group). Ask them to discuss the following questions for about five minutes:
 1. **How did you feel doing this activity?**
 2. **How did you feel being the person treated badly or being rewarded?**
 3. **How did you feel knowing others were not being treated equally?**
 4. **How did you react during the activity and why?**
 5. **Do you wish you had reacted differently or not?**
- Ask two or three different participants to share their reflections on each question in plenary.

3. Group Reflection

- Reflect on why the participants felt as they did, and discuss how this game could be related to people being discriminated against or being treated unfairly, unequally and arbitrarily.
 1. **Do you think everyone in society have the same rights?**
 2. **Do you think everyone is treated equally in society?**
 3. **How do you think people who are not treated equally feel?**
 4. **Why do you think people treat other people unfairly?**
 5. **Do you think it is ever justified to treat someone unfairly?**
 6. **What relation can you see between this game and what happens in society?**

4. Take Action

- Ask the participants if they see a relationship between the activity and victims of torture.
- You may want to note that torture can be a tool for authorities to establish their “power“ over someone in detention. Victims may be targeted because of who they are and what they do.
- You can choose to show the Claudia Medina video clip (see resources below) and ask the participants to respond with their initial thoughts about her situation. Alternatively, you can describe any of the individual cases from Amnesty’s Stop Torture Campaign <https://www.amnesty.org/en/campaign-stop-torture> and explain the Write for Rights Campaign – the global Letter Writing Marathon, which also focuses on victims of human rights violations.

OTHER RESOURCES



- Universal Declaration of Human Rights: <http://www.un.org/en/documents/udhr/>
- International Convention against Torture: <http://www.ohchr.org/EN/ProfessionalInterest/Pages/CAT.aspx>
- Claudia Medina video: <https://www.youtube.com/watch?v=oQLEbXJDDdM>

TORTURE: WHAT IS IT?

WORKSHOP 2

WHAT IS IT ABOUT?

This workshop introduces the participants to Amnesty International's Stop Torture Campaign. It gives an introductory activity to examine specific cases from the campaign and explores the human rights issues related to torture. This is a group work/discussion based activity.

WHY THIS WORKSHOP?

- To enable participants to understand what torture is.
- To introduce some examples of torture and how they affect human beings.
- To enable participants to identify human rights violations relating to torture.
- To enable participants to reflect on responsibilities and how torture can be prevented.

Time required 60 – 90 minutes

FACILITATION TIPS



- ✓ If the group you are presenting to has no or limited knowledge of human rights you may wish to do a short presentation about human rights before the session or when introducing the Universal Declaration of Human Rights.
- ✓ The case studies use real cases. However, they are not verbatim accounts given by the person in the case. They describe the facts as related to Amnesty International and have been written in the first person as a way to narrate the personal account.
- ✓ It does not matter what crime the “arrest” refers to in the opening question, leave it as open as possible. However, if asked, discuss any concerns people might have, such as arrests for terrorism or major crimes such as murder or kidnapping.
- ✓ Consider starting or ending this workshop with the Amnesty International video “Stop Torture: Statistics” or “Torture: Our Legacy, Our Future“, see links in other resources.
- ✓ You can stay in the same groups throughout the exercise. If you do not have a lot of time, ensure that groups don't move to different rooms as there is a series of group work activities and plenary feedback discussions.

STEPS: HOW TO DO IT

1. Introduction

- Ask participants to consider the following questions:
 1. **If you were arrested, do you feel that you would be treated fairly?**
 2. **Would you be given access to a lawyer?**
 3. **Would your family or friends be informed?**
 4. **Would you feel safe?**
- Take a few answers. Ask some of the participants to explain the reasons for their responses. Do not start any discussion about their answers.

2. Case studies

- Divide the participants into five groups.
- Give one case study to each group.
- Explain that each case study is a Priority Action Case from Amnesty's Stop Torture Campaign. These cases are all about real persons and real stories. However please note the original testimonies provided to Amnesty have been adapted for the purpose of this workshop. The language used in this resource should not be used beyond this context.
- Ask participants in the groups to read the case studies and discuss the following questions:
 1. **Identify the different emotions you feel and why did you feel this**
 2. **Could you imagine yourself in a situation like this? Why or why not?**
 3. **If you are or were a citizen of a country in the case studies, how would you react in the case of an arrest?**
- Share the groups' reflections in plenary.

3. Human Rights and Torture

- Ask the participants to brainstorm on what they know about the Universal Declaration of Human Rights.
- The Universal Declaration of Human Rights can be thought of as a vision for human dignity and a world that recognizes everyone's rights – civil, political, economic, social and cultural. It is internationally recognized as a fundamental benchmark for promoting, respecting and defending human rights.
- Hand out Worksheet 2: Human Rights and Torture. The worksheet covers some selected articles from the Universal Declaration of Human Rights, which are relevant to the case studies.
- Ask each group to discuss and identify if any of the articles in the list are being violated in their case study.
- Share group discussion in plenary.



Consequences of Torture Workshop with high school students in Constanta, Romania, August 2014, @Amnesty International, @Razvan Motei

4. Definition of Torture

- Hand out Worksheet 3: Definition of Torture. The worksheet shows the definition of torture from the United Nations and key words to consider.
- Ask groups to discuss if the situation in the case study can be characterized as torture answering the following questions:
 1. **How would you define torture?**
 2. **Does it matter what the person is accused of? Why or Why not?**
 3. **To what extent, if any, does the definition of torture relate to our society?**
 4. **What have you learnt about human rights and torture?**
- Share your reflections in plenary.

5. Prevention

- Brainstorm in plenary the possible ways to prevent the use of torture in the case studies you have been working with.
- Discuss also who should be responsible for putting in place such preventions.
- This is only to begin discussing how to prevent torture. You can go more in-depth in follow up activities.

6. Take Action

- Introduce the Stop Torture Campaign and what Amnesty is doing in order to prevent torture from taking place and to hold governments accountable.
- Research the cases further and decide whether you can take action to support them.
- Think of ways to share the cases with others in the community/local groups/etc.

ADDITIONAL IDEAS AND VARIATIONS

- You can change discussion on Step1 to a “hot seat” role-playing activity, where one person in each group takes the role of the person in the case study and the group asks them questions about how they feel.
- Consider changing the order in which you give participants the worksheets. The order of this workshop means the focus of the discussion is on the individuals in the priority action cases, but if you swapped the order around and instead first focused on the UDHR articles or the definition of torture you could focus your discussion on this in the first instance.

OTHER RESOURCES



- Attitudes to Torture: Stop Torture Global Survey see:
<http://www.amnesty.org/en/library/info/ACT40/005/2014/en>
- The Universal Declaration of Human Rights (full): <http://www.un.org/en/documents/udhr/>
- Amnesty International Stop Torture Campaign site (for more campaign background):
<https://www.amnesty.org/en/campaign-stop-torture/>
- Amnesty International video: “Stop Torture: Statistics” video:
<https://www.youtube.com/watch?v=PBjfa2O8ag>
- Amnesty International video “Torture: Our Legacy, Our Future“:
<https://www.youtube.com/watch?v=u1OrYp7C4EwWorksheets>

WORKSHEETS

- *Worksheet 1: Case Studies (one copy to be cut into five sections)*
- *Worksheet 2: Human Rights and Torture*
- *Worksheet 3: Definition of Torture*



Amnesty International Austria members hold protest outside Uzbekistan embassy, October 2014, @Amnesty International, @Haurent Ziegler

WORKSHEET 1: CASE STUDIES

WORKSHOP 2

CASE 1

My name is Alfreda Disbarro. I am a 32-year-old single mother from the Philippines.

On 3 October 2013, I was approached by two police officers and an unofficial citizen police guard and was accused of being a drug dealer. I denied that and voluntarily emptied my pockets of a mobile phone and a five-peso coin. Without warning a gun was pointed at me and I was punched in the head, handcuffed and taken to the Drug Enforcement Unit at the Police Headquarters.

Two hours later I was taken to a kitchen by a senior police officer. Attempting to force an admission from me, I was pinned against a wall, punched in the stomach and face, hit with a club. I had fingers poked in my eyes, I was forced to eat a mop and I had my head banged against a wall. Another officer then used his fists and a wooden stick to hit me.

The next day the police produced three one-hundred peso bills and a sachet of drugs. These were not mine, I was innocent. The morning after I was woken and told to sign a blank sheet of paper and then photographed with the money and drugs. Over the next few days the pain from the beatings was so bad I couldn't eat. I had trouble breathing and kept vomiting.

On 8 October I was charged with the sale and possession of illegal drugs but was not asked about what the police had done to me. I am currently in a local city jail and am awaiting trial for the charges. No one has been held responsible for the acts of torture against me when I was arrested.

Source: Above the Law: Police Torture in the Philippines, Chapter 3.3, Amnesty International, December 2014

CASE 2

My name is Claudia Medina Tamariz. I live in Veracruz City, Mexico. I am a 31-year-old wife and mother of three children and work as a door-to-door salesperson.

On 7 August 2012 at 3am, navy soldiers broke into my home. My hands were tied, I was blind-folded and put in a pickup truck and then taken to the local naval base. I was accused of being a member of a violent criminal gang, which is not true. I was given electric shocks, beaten and kicked. The officers then tied me to a chair and left me in the hot afternoon sun.

The next day I was blindfolded and taken to the Federal Attorney General's Office. A prosecutor interrogated me and a marine pressured me into signing a statement of my crimes that I was not allowed to read. Later, I was presented with other detainees in front of the media, where the officials announced that they had arrested dangerous criminals committing serious crimes.

On 13 August I was taken to court. I retracted the statement I was forced to sign and told the court about my ill treatment and that I was pressured to sign. The judge dropped all charges, except for carrying an illegal weapon. I was released on bail.

In September 2012, I testified in court and told the judge about the torture and abuse I suffered. The judge ordered the Federal Attorney General's Office to investigate my allegations and treatment.

In February 2015, the remaining charges against me were finally dropped. However, as of May 2015, no-one has been held responsible for my treatment and abuse.

Source: Out of control: Torture and other ill-treatment in Mexico, Amnesty International September 2014

CASE 3

My name is Moses Akatugba and I was born in Nigeria. I am 25 years old. I was a student at the time of my arrest; I am currently in detention at Okere Prison, Delta State, Nigeria.

On 27 November 2005, when I was 16 years old, the Nigerian army arrested me, charging me with stealing three phones and other equipment. During my arrest I was shot in the hand and the soldiers beat me on my head. I was kept at the army barracks. They showed me a dead person and asked me to identify him and when I was not able to I was beaten.

When I was transferred to the Epan Police station in Delta State I was severely beaten with machetes and batons; tied and hanged for several hours in interrogation rooms and they used pliers to pull out my finger and toe nails. The pain of torture is unbearable, it was unimaginable. They did it to force me to sign two confessions.

At my trial in the High Court in Effurun, Delta State, the investigating officer didn't show up so I was convicted only on the basis of the victim's statement, which my lawyer said was not truthful, and the two convictions they made me sign.

I was sentenced to prison and after eight years, I was sentenced to death by hanging. Now, I only get to see my family twice a month as I sit and wait on death row. The Court has not and does not want to hear about or investigate the acts of torture against me when I was under arrest.

Source: "Welcome to the hell fire": Torture and other ill-treatment in Nigeria, pag. 29, Amnesty International, September 2014

CASE 4

My name is Dilorom Abdukadirova. I am a 49-year-old mother of four sons from Uzbekistan. I worked with my husband and mother-in-law on our farm growing and selling vegetables.

On 13 May 2005, I joined thousands at a protest in Andizhan to voice my concerns about the economy, I had heard that the president would be there and could listen to our worries. Security forces fired on us, mostly peaceful protesters, and they killed hundreds of people. I panicked and fled with the crowd to the Kyrgyzstan border about 25 kilometres away. I was able to obtain an Australian refugee visa and arrived in Australia in February 2006.

I missed my family and wanted to be with them so I returned to Uzbekistan in January 2010 after the authorities there assured me that nothing would happen to me if I went home.

When I arrived at the airport I was detained for four days before being allowed to return to my family in Andizhan. In March 2010, I was arrested again and charged for protesting and illegally existing in Uzbekistan. I was kept in a cell in the police department for two weeks, without access to a lawyer or my family.

In April 2010, I had my trial at the Regional Criminal Court. I was bruised and hungry.

After an unfair trial, I was sentenced to ten years and two months in prison. My family wrote to the authorities about my poor treatment in detention. In 2012, after a closed trial inside the Women's Prison my sentence has been extended by eight years, accused of allegedly breaking prison rules. I have not seen my family and I know they are concerned about how badly I am being treated.

Source: Secret and Lies: Forced confessions under torture in Uzbekistan, pag. 21, Amnesty International, April 2015

WORKSHEET 2: HUMAN RIGHTS AND TORTURE

WORKSHOP 2

Selected articles from The Universal Declaration of Human Rights (Unofficial Summary)

Article 1: We are all born free and equal.

We are all born free. We all have our own thoughts and ideas. We should all be treated in the same way.

Article 2: Don't discriminate.

These rights belong to everyone, whatever our differences.

Article 3: The right to life.

We all have the right to life, and to live life in freedom and safety.

Article 5: No torture.

Nobody has the right to hurt us or torture us.

Article 6: You have rights no matter where you go.

I am a person, just like you!

Article 7: We are all equal before the law.

The law is the same for everyone. It must treat us all fairly.

Article 8: Your human rights are protected by the law.

We can all ask for the law to help us when we are not treated fairly.

Article 9: No unfair detention.

Nobody has the right to put us in prison without good reason and keep us there, or to send us away from our country.

Article 10: The right to trial.

If we're put on trial this should be in public. The people who try us should not let anyone tell them what to do.

Article 11: We are always innocent until proven guilty.

Nobody should be blamed for doing something until it is proven. When people say we did a bad thing we have the right to show it is not true.

Article 12: The right to privacy.

Nobody should try to harm our good name. Nobody has the right to come into our home or bother us or our family without a good reason.

Article 14: The right to seek a safe place to live.

If we are frightened of being badly treated in our own country, we all have the right to go to another country to be safe.

WORKSHEET 3: DEFINITION OF TORTURE WORKSHOP 2

Internationally, the United Nations Convention against Torture (UNCAT) defines torture as an act by which severe physical pain or mental suffering is intentionally inflicted on a person to obtain information or a confession, to intimidate, coerce or to punish him or her for an act that he or she has committed or is suspected of having committed, or based on discrimination. An act amounts to torture if inflicted or instigated by or with the consent or acquiescence of a public official or others acting in an official capacity.

Source <http://www.hrweb.org/legal/cat.html>



Raif Badawi protest in New York City, February 2015, @Amnesty International USA, NY office

TORTURE: WHAT ARE THE CONSEQUENCES?

WORKSHOP 3

WHAT IS IT ABOUT?

This workshop enables participants to develop their empathy skills in relation to people who have been tortured. Through this workshop, participants use interactive activities to explore the effect of torture on a person, family, community and country.

WHY THIS WORKSHOP?

- To raise awareness and build empathy among participants about the situation of torture victims and sensitise participants who have no experience or personal knowledge of the effects of torture on survivors, their family, relatives and others.
- To reflect on the possible effects and consequences of torture on people.

Time required 60 – 120 min

FACILITATION TIPS



- ✓ The case studies use real cases. However, they are not verbatim accounts given by the person in the case. They describe the facts as related to Amnesty International and have been written in the first person as a way to narrate the personal account.
- ✓ It does not matter what crime cases of torture refer to, leave it as open as possible. However, if asked, discuss any concerns people might have, such as, arrests for terrorism or major crimes such as murder or abduction.
- ✓ If you have already done Workshop 2: Torture: What is it? You may not need to do step 1: Introduction.

STEPS: HOW TO DO IT

1. Introduction

- Show the video, “Torture: Our Legacy, Our Future” (see resources below) to begin the discussion on torture.
- Explore with participants their knowledge of torture. You can use the following questions:
 1. **What do you know about torture?**
 2. **Has anyone you know been tortured and if so, how did you feel about this?**
 3. **How do you feel about someone you don’t know being tortured?**
- Depending on the size of the group and the time available you can share their responses in various ways: in plenary or in groups, but you may also wish to ask participants to consider their answers quietly and write any responses they want to share on post-it notes to stick up on a wall.

2. Creating a Character

- Depending on the number of participants and time available this can be done in plenary or as small group work.
- Draw a stick diagram of a person on a whiteboard or large piece of paper..
- Ask the participants to give the stick person a name, a gender, a family, a city they live in and a nationality. The group will need to use their imagination to create a character and bring them to life, so they might want to add other details like favourite food, sport, films etc.
- Ask participants to imagine the life of this person. Invite them to consider the following questions:
 1. **Who is in their family and what are their relationships like?;**
 2. **Do they enjoy their job?**
 3. **What do they like to do in their city and their country?**
 4. **What plans do they have for their future?**
- When the group decides their answers ask them to write them on post-it notes, ideally in a bright colour, and display them around the stick diagram.
- Ask participants to imagine the person’s relationship to their society:
 1. **What does the person think of their government?**
 2. **What do they think of the police and other security agencies?**
 3. **How do they think the police should tackle crime and make society safe?**
 4. **What do they think about the future of their country?**
- Invite the group to stick their answers up on post-it notes around the person.

3. Role-play

- Ask participants to form pairs.
- Distribute the role-play cards on Worksheet 1, one case per pair.
- Explain that one person will play the role of a relative who is describing the events on the card. The other takes the role of an interviewer.
- The interviewer wants to ask sensitive questions that will help find out how the person feels about what happened, and the person playing the role of the relative needs to take time to really imagine how it would feel for this to happen to someone in their family.
- Give the pairs ten minutes to prepare and practice a short role-play.
- Show some or all role-plays to the group, depending on time.
- Ask participants to reflect on:

1. How did you feel during the role play?

2. How did the experience with torture affect the character you were playing?

4. After Torture

- Ask the group to select one of the five cases in the role-play activity to consider in this exercise. Ensure that everyone knows what happened in this case.
- Ask the group to imagine that the events described in the case happened to your imaginary character.
- Ask them to go back to the original post-it notes they had put on the stick diagram and see whether they think this would remain the same after experiencing this torture. You can ask the following question:

1. Would the character feel / think / act differently and how?

- If the original diagram needs to be changed the participants need to place a post-it note of a different (ideally more neutral) colour over the top and on this write why this part of their life is affected. You can ask the participants to consider the following:

1. Look at the effect on the character's life.

2. Which aspects do you think might have changed and how?

3. Which aspects might have remained the same?

5. Group Reflection

- Watch the videos about torture survivors Claudia Medina, Angel Colon, Moses Akatugba, or Raif Badawi (see the resources below) and discuss with the participants how they describe their own experience.
- Reflect with the participants on the following questions:
 1. **What is the first thing that comes to mind when thinking about torture?**
 2. **Do you think this workshop has changed your immediate response to the idea of torture, if yes, how?**
 3. **After this exercise, do you think you will react differently the next time you hear or read about torture in the media, if yes, why?**

6. Take Action

- Use the characters created as the basis of a story, poem or art project if the participants want to develop a creative activity to raise awareness about torture with others.

OTHER RESOURCES

- Amnesty International video “Torture: Our Legacy, Our Future”:
<https://www.youtube.com/watch?v=u1OrYp7C4Ew>
- Stop Torture Campaign video, Claudia Medina
<https://www.youtube.com/watch?v=Leian4Rno9w>
- Stop Torture Campaign video, Angel Colon:
https://www.youtube.com/watch?v=Tba_jP9YI_c
- Stop Torture Campaign video, Moses Akatugba (from Write for Rights 2014)
<https://www.youtube.com/watch?v=CImuTpgE2I>
- Stop Torture Campaign video, Raif Badawi (from Write for Rights 2014):
<https://www.youtube.com/watch?v=RAFv7T7eZn4>

WORKSHEETS

- *Worksheet 1: Relatives Case Cards - Please note the original testimonies provided to Amnesty have been adapted for the purpose of this workshop. The language used in this resource should not be used beyond this context.*

WORKSHEET 1: RELATIVES CASE CARDS

WORKSHOP 3

MY MOTHER is Alfreda Disbarro, a single mother from Quezón City, Philippines.

She was at an internet café near her house when the police stopped her and accused her of drug dealing.

She denied this and emptied her pockets voluntarily, revealing just a mobile phone and a five pesos coin.

The police then pointed a gun at her, punched her in the chest, handcuffed her and took her to police headquarters. To force her to confess to the crime, my mother says a senior police officer then pinned her against a wall, punched her repeatedly in the stomach and face, hit her with a club, poked his fingers into her eyes, slapped her, forced a mop into her mouth and banged her head against the wall.

My mother was in such pain after the beatings that she couldn't eat, had difficulty breathing and kept vomiting for days. Today, she is awaiting trial in a local jail charged with selling and possessing illegal drugs.

Although she has been examined by a medical officer, nobody has been held to account for the torture that she suffered.

Source: Above the Law: Police Torture in the Philippines, Chapter 3.3, Amnesty International, December 2014

MY MOTHER is Dilorom Abdukadirova. She is from Uzbekistan. She is a devout Muslim woman from Andizahn, a city in South Eastern Uzbekistan. Until 13 May 2005, she was a farmer, growing and selling vegetables and caring for my three brothers and I.

That day she went to Babur Square in the city centre to protest about the state of economy. She heard the President would be there, but he never came. Speakers called for justice and an end to poverty. Suddenly the security forces started shooting all the demonstrators. They killed hundreds of people, including women and children.

Caught up in panicking crowds, my mother just ran. She and around 500 other protesters covered around 25 kilometers on foot. Confused and scared, she crossed the border into neighbouring Kyrgyzstan without realizing. From Kyrgyzstan she was sent to a refugee camp in Romania. Australia recognized her as a refugee and granted her permanent residency in 2006.

But my mother was desperate to be reunited with us, and wanted to come home. The authorities in Andizhan assured us that she had nothing to fear, and she arrived at Tashkent airport in January 2010. But the police immediately detained her and questioned her for four days. She was briefly reunited with us, but then the authorities detained her again. She wasn't allowed to speak to a lawyer or see us again for two weeks.

In April 2010, my mother was sentenced to ten years in prison. Her alleged crime was "attempting to overthrow the constitutional order" and exiting Uzbekistan without a travel permit. She looked emaciated in court, with bruises on her face. We think she was tortured. After a secret trial in Tashkent women's prison in 2012, her sentence was extended by eight years for allegedly "deliberately breaking prison rules".

Source: Secret and Lies: Forced confessions under torture in Uzbekistan, pag. 21, Amnesty International, April 2015

MY MOTHER is Claudia Medina, she is from Mexico.

At 3am on 7 August 2012, marines broke into our home where me my two brothers and my parents live. They tied her hands and blindfolded her, put her in a pick-up truck and took her to a naval base in Veracruz City. They accused her of being a member of a powerful and violent criminal gang, which she flatly denied.

My mother later told us how the torturers gave her electric shocks and wrapped her in plastic to stop her bruising when they beat and kicked her. They sexually assaulted her. Then they tied her to a chair and left her outside in the scorching afternoon sun. The next day, my mother was pressured into signing a testimony she had not even read. She was paraded before the media as a dangerous criminal.

Source: Out of control: Torture and other ill-treatment in Mexico, Amnesty International September 2014

MY FATHER is Ali Aarrass, he was born in 1962 in the Spanish enclave of Melilla in northern Morocco, but moved to Belgium aged 15. He has dual Belgian and Moroccan nationality. He returned to Melilla in 2005 with my mother to live closer to his ageing father, and earned a living by running a coffee shop.

The Spanish authorities suspected my father of terrorism in 2006, but found no evidence against him. They imprisoned him in 2008 after the Moroccan authorities asked for him to be extradited on fresh terrorism charges. He was kept in solitary confinement for two years and eight months. My father protested by going on hunger strike three times, but had to stop because of his worsening health.

In December 2010, my father was extradited to Morocco. He says Moroccan intelligence officers then tortured him in a secret prison for 12 days. When he finally arrived at the notorious Salé II prison near the capital, Rabat, other inmates said they were shocked by the torture marks on his body and how traumatized he was. My father was convicted of using weapons illegally and participating in a group intending to commit terrorist acts in November 2011. His conviction was based solely on statements he made after being tortured.

He is now serving a 12-year sentence. Since then, my father says he has been forced to strip naked in his cell and prevented from sleeping at night. He protested by going on hunger strike again in July and August 2013.

Source: Torture in 2014: Thirty years of broken promises, Amnesty International May 2014

MY BROTHER is Moses Akatugba. He was a schoolboy from southern Nigeria. Full of hope for the future, he was relieved to have finished his secondary school exams and was waiting anxiously for his results. His dream was to fulfill our late father's wishes and study medicine.

On 27 November 2005, he said goodbye to us and left to visit our aunt. When he didn't come home as planned, our mother became worried. A widow, she was supporting her five children by selling food at a local market in Effurun, a busy city in Delta state.

A local street vendor eventually visited our mother, saying she had seen a group of soldiers arrest him. Moses never came home again. And from here, his story is bleak. Moses later explained that the soldiers had shot him in one hand, beaten him on the head and back, and taken him to a local army barracks for interrogation.

There, they showed him a corpse and asked him to identify it. When Moses said he didn't know the dead man, the soldiers beat him again. They then took him to a police station, where he says the officers beat him hard with machetes and batons. They tied him up and left him hanging upside down from a ceiling fan for hours. They also pulled out his toenails and fingernails with pliers.

The police suspected Moses of stealing three phones, some money and vouchers in an armed robbery. He has always denied these charges. The officers forced him to sign two pre-written "confessions", which were later used as evidence during his trial.

Our mother says that when she was finally able to see him in his police cell the next day, he had terrible injuries and scars. He hadn't received any medical treatment. Because his injuries were so serious, she said she paid for a doctor to see him three days a week for over five weeks afterwards.

Source: 'Welcome to the hell fire': Torture and other ill-treatment in Nigeria, pag. 29, Amnesty International, September

PREVENTING TORTURE: WHAT CAN BE DONE?

WORKSHOP 4

WHAT IS IT ABOUT?

This workshop introduces participants to a central message of the Stop Torture Campaign: States that implement safeguards and preventative mechanisms can help prevent torture. The main activity uses drama for participants to simulate situations that could lead to acts of torture and explore how to prevent such acts.

WHY THIS WORKSHOP?

- To provoke thinking and discussion about detainees' rights during police interrogations and other stages of detention.
- To consider if protective measures could stop torture during custody.
- To explore and discuss the right to freedom from torture as universal and absolute.

Time required 60 – 120 minutes

FACILITATION NOTES



- ✓ This workshop can be combined with the Introduction to the Stop Torture Campaign workshop, you can also choose to warm up with *Workshop 1: Fair Treatment: Is it for Everyone?*
- ✓ This workshop uses drama techniques. You may find it useful to do one or two ice-breaker activities before starting the workshop to encourage people to relax and feel more confident moving around the space, using their bodies and acting out different roles.
- ✓ In the drama it does not matter what crime the “arrest” of the “criminal” relates to, leave it as open as possible. However, if asked, discuss any concerns people might have, such as, arrests for terrorism or major crimes such as murder or abduction.
- ✓ You may need to prepare for the drama. Have a blindfold and similar props that could be used for torture. Improvise an interrogation room with a chair / table already set up, or you can let them use any area of the room they choose.
- ✓ For Step 3 on Changing the Scene here's a list of potential safeguards that could be considered – including those Amnesty is campaigning for. It is important that the participants are allowed to develop their own ideas and form their own list:

Key safeguards Amnesty International has been campaigning for within the Stop Torture campaign:

- Possibility to have contact with the outside world, especially lawyer, family and doctor.
- Ensure there are adequate mechanisms for people to go to to complain about torture.
- Ensure victims of torture have access to independent doctors to examine their health, especially if they claim they have been tortured.
- No use by courts of confessions that have been made under torture.

Other key safeguards (please note this list is not exhaustive):

- Notifying people of their rights: people have to know why they are arrested.
- Use of officially recognized places of detention (avoid incommunicado detention).
- Humane conditions of detention: provide food, no use of unnecessary force.
- Presence of lawyer during questioning.
- Limits on interrogation: clear rules or guidelines should exist on the manner and techniques in which interrogations are to be conducted:
 - Provisions made for special categories of detainees, for example juvenile detainees, detainees with specific health needs including those pertaining to mental health.
 - Women: female staff should be present during the interrogation of female detainees and prisoners and should be solely responsible for conducting body searches.
 - The maintenance of effective custody records and records of interrogation.

STEPS: HOW TO DO IT



1. Rules of the game

- Before the drama activity you will need to ask for a volunteer who will play “the suspected”.
- Give the volunteer instructions in a way that everybody can see, but do not let the other participants hear what you are saying. Tell the selected participant that she/he is going to act “the suspected” and that she/he will be seen by “the police” as a criminal. You can choose to tell the participant that they are innocent, or tell them that they must try to not give names. It is important that the other participants can see that you give some hidden instructions.
- Explain the following rules:
 - ✓ During the drama activities nobody should use real physical force, even if they may need to simulate it in the drama.
 - ✓ For the drama to work, participants need to take their role seriously and try to imagine themselves in the situation described.
 - ✓ When the facilitator shouts “Freeze” the participants should stop immediately and stay in the position they are.
 - ✓ If any participant feels physically unsafe they can hold up a hand and say: “Time Out”. This is a cue for all participants to come out of role.
- Write the rules on a flip-chart so that participants can see them at all times. When all participants understand the rules, begin the activity.

2. The Interrogation

- Hand one or more participants a blindfold (piece of cloth) or similar props. Tell them they are police, congratulate them on working hard to keep the country safe from criminals.
- Point to the participant you selected previously and tell everyone that this person is a “criminal”. Explain that the “criminal” has committed crimes, know other criminals and is a danger to society. The “police” have been wanting to get hold of this “criminal” for a long time and they have a few questions for them.
- Ask the “police” to arrest the person and take them to an interrogation room which you may have already set up or they can improvise in the room.
- Tell the “police” to use this opportunity to find out about other criminals in the area and that they can choose freely themselves how they want to get the information from the “criminal”, emphasize that they **must get the information, no matter what** while respecting the real-life rules above).
- Allow the police to arrest the criminal and give them five minutes to see how they interact. Then ask them to freeze.

3. Analysis of the Scene

- Ask the rest of the participants to reflect on the scene and how the interrogation was handled. Ask the participants to explain the details of the scene using for example questions like:
 1. **Where do they think it is?**
 2. **What time is it?**
 3. **How do they feel about the criminal?**
 4. **How do they feel about the police?**
 5. **How far are they concerned about what could happen?**
 6. **What human rights might be at risk?**
- Let the drama players relax from their position and ask them about how they felt about the situation and their role.
- You can refer participants to the International Convention against Torture (see other resources). The articles in this convention lay out how states should protect against torture.
- Discuss now how the situation or the setting can be changed, in order to make sure that human rights are protected. The suggestions can even include changing behaviour, or adding or removing characters or props. This discussion can be made in smaller groups or in plenary. It is important to find realistic suggestions.

4. Changing the Scene

- Ask participants to replay the interrogation scene, using the suggestions, to make sure that no human rights are violated. If the participants have been discussing in groups you can ask each group to direct the drama to fit with their suggestions.
- If other participants want to show their own ideas they can tap one of the players on the shoulder and replace them.
- Repeat the play as many times as needed. Experiment. Each time, when you want to stop the play, you can ask the players to freeze. Each time discuss the changes with the participants, and reflect on whether you all believe the suggestions are realistic or if you have other ideas.

5. Reflection and Conclusion

- Discuss with the participants how they felt during the drama activities. You can for example ask questions like:
 1. **Did anything feel wrong with what was happening in the scene?**
 2. **How did it feel to be the “police”?**
 3. **How did it feel to be the “criminal”?**
 4. **How did these feelings change when people made changes?**
 5. **To what extent has the exercise made you reconsider your ideas about torture and how it might be prevented?**
- Introduce the concept of safeguards and discuss the actions that were suggested in the drama and how these could be implemented in real life.
- Explain that “safeguards” are essentially some very practical steps which authorities can take that can help prevent torture and protect those at risk. See the facilitation list above for some examples of safeguards. Often these need to be established in law first (i.e. in code of conducts, official policies etc) but then they need to be put into practice by judges, police officers, prison guards etc.
- Reflect on how some of the actions suggested can be considered safeguards or are related to other safeguards you believe need to be put in place. Introduce what Amnesty International is asking as part of the Stop Torture Campaign.
- If you have time participants may want to role play different scenarios such as a court room.

6. Take Action

- Ask participants if they know of any safeguards that exist in their countries. They can investigate to find out more information about what exists in their countries.
- Explain to the participants that in most countries steps can be taken to strengthen laws and mechanisms to protect people against torture. Amnesty's Stop Torture Campaign can point them towards some specific opportunities around the world where global activism can make a difference.
- Participants can start by finding out whether their country has signed and ratified the UN Convention against Torture and its Optional Protocol.
- Participants can also approach other organizations working on torture in their countries to get a better understanding of the steps their governments can take to tackle torture nationally.
- Participants can write to members of governments or Parliaments to make their concerns heard.

OTHER RESOURCES



- More information on safeguards against torture can be found on Amnesty International's media briefing, *Torture in 2014: 30 years of broken promises*: <https://www.amnesty.org/en/documents/ACT40/004/2014/en/>
- Universal Declaration of Human Rights: <http://www.un.org/en/documents/udhr/>
- International Convention against Torture: <http://www.ohchr.org/EN/ProfessionalInterest/Pages/CAT.aspx>
- About Drama and Theatre as a Tool for Change: You can find more comprehensive introduction to the use of drama as a tool for change here: http://en.wikipedia.org/wiki/Theatre_of_the_Oppressed

TO TORTURE OR NOT TO TORTURE: IS THAT A QUESTION?

WORKSHOP 5

WHAT IS IT ABOUT?

Debates about torture are raging—what is torture, is torture ever justified—but a key point is getting lost: torture is always prohibited and always wrong. This workshop explores and challenges popular perceptions of whether torture is ever justified through a debate about hypothetical situations and dilemmas.

WHY THIS WORKSHOP?

- To enable participants to explore their own ethical limits.
- To challenge participants in their values and perception of the justification of torture.
- To question the idea that torture may sometimes be justified.
- To ensure that people know that torture and ill treatment are banned in law.
- To categorize torture in the same moral category as genocide and rape, practices we, rightly, don't debate in terms of efficacy.

Time required 60 – 90 minutes

FACILITATION TIPS



- ✓ This workshop should be used with participants that are at least 14 years old.
- ✓ This exercise helps people to try out and get better accustomed to arguments and counter arguments, and to identify issues where they are insecure.
- ✓ Participants, who have less experience with this issue, can use as possible starting arguments the statements found on Worksheet 1: Sceptic Notes. If the majority of participants have already been discussing torture, it may work better just letting the participants decide for themselves what argument to use.
- ✓ You can use the quotes from military interrogators as validators for the idea that torture is wrong
- ✓ This workshop can be combined with the Workshop 4: Preventing Torture: What can be done? And Workshop 3: Torture: What Are the Consequences? You can also choose to warm up with the Workshop 1: Fair treatment: Is it for Everyone?

STEPS: HOW TO DO IT

1. Defining torture

- Ask participants in the group: what would you consider torture if it was done to you, your mother or father?
- Introduce the UN Convention Against Torture (UNCAT) and connect the discussion with the UNCAT definition of torture.
- Distribute the worksheet with the UNCAT definition to participants (Worksheet 2).
- It is important to note that the Convention has the force of law on all states; outlaws torture and other ill-treatment under all circumstances without exceptions; and notes that states are also required to investigate, prosecute and ensure remedy for torture, regardless of the level of office of the perpetrator.
- Point out that the UNCAT does not spell out a list of prohibited techniques, since that would be virtually impossible, but instead defines what elements would make practices violate the UNCAT.



Amnesty staff and youth activists write down their ideas for Stop Torture Campaign, Oslo, December 2014, @Amnesty International IHREC @Michel Banz

2. Debating Torture

- Explain to the participants the technique “The devil's advocate” that will be used to debate about torture. This technique is a role play where one person will defend the idea that torture is never justified while the other person will come up with counter arguments.
- Ask participants to form pairs.
- Explain that one will act as an Amnesty Representative, the other one will play the “Sceptic”. It is the Sceptic's role to question the validity of the human rights principle at stake (e.g. that torture can never be justified), while the Amnesty Representative would argue to defend and explain the principle.
- Explain that they will debate for five minutes after which you will say “Stop” and they will switch roles.

- If the participants have little experience discussing torture, hand out the Sceptics notes with various statements to get the argument going. They need to read quickly through the statement(s) without showing it to their partner.
- Say “Go!” when everyone is ready and the pairs should start their discussion. You should ask the Sceptics to open the discussion with a critical statement (for example the one they were handed out).
- After 5 minutes, or less, call “Stop! Please switch!”. The participants should stop their discussions immediately (even in the middle of a sentence) and switch roles, with each of them picking up the other's argument and continuing the discussion. The person who acted as the Amnesty representative would turn into the Sceptic, continuing the argument where it stopped, and vice versa.
- Call “Stop!” again after another five minutes or less.
- Ask participants to stand in a circle. Ask them to explain how they felt doing the exercise and what happened.

Depending on the size of the group you can form smaller groups of participants to reflect on the arguments

- 1. How did you feel being on the side of the Sceptic?**
- 2. How did you feel being on the side of Amnesty International?**
- 3. Can you identify what values the Sceptic arguments used and what values the Amnesty arguments used?**
- 4. Which arguments worked? What didn't work?**
- 5. Which arguments were harder for you to debate and why?**
- 6. Were there any traps people became aware of (e.g. the Amnesty person starting to defend terrorists)?**

- Bring participants back to plenary to share group reflections.

3. General Conclusions

- Conclude the reflection using the following four points:
 - There are some things we shouldn't do even if it might help someone. For example, if you could save 11 people by killing ten people, should you do it?
 - There is no way to know in advance that torturing (or killing) would help save the lives you hope to save.
 - Regardless, some professional military interrogators say that torture is ineffective and counterproductive to gaining reliable intelligence, in addition to being immoral and illegal, and therefore the *last* thing they would do to get useful information. They say that standard interrogation techniques that are legal and moral are the most effective way to get information.
 - Amnesty does not take a position on whether torture works, even if it were to work, we would oppose it on human rights principle.
- Hand out to participants quotes from actual military interrogators condemning torture, which makes the point that there really should be no debate about torture, it is wrong and never allowed.
- Ask participants if they have any final reflections or questions.

4. Take Action

- Ask participants to take action to stop torture by talking about this with their friends and family; holding a workshop with their friends; sharing the quotes and cases with people; taking a specific action related to Amnesty International's Stop Torture Campaign.
- For specific actions check the Amnesty International website of your country <https://www.amnesty.org/en/countries/> or the International Stop Torture Campaign <https://www.amnesty.org/en/campaign-stop-torture/>

ADDITIONAL IDEAS AND VARIATIONS

- With larger groups you can divide the participants into groups of three instead of pairs. Two of them would carry out the exercise as described above, while the third person would have the role of a silent Observer. The Observer's task would be to follow the argument without intervening, paying special attention to effective, ineffective or counter-productive arguments or difficult questions that turn up. In the analysis afterwards the facilitator would ask the Observers about their observations, before opening for contributions from the other participants.
- You can choose to find real cases to use to follow up from the discussions. These can be used as a way to put real faces and real stories to test with the principles and limits the group can agree on (see the resources and worksheets below).
- You can also use real statistics, films as well as the definition of torture as a way of relating to the principles and limits the group can agree on (see the resources and worksheets below).

OTHER RESOURCES



- The Universal Declaration of Human Rights (full): <http://www.un.org/en/documents/udhr/>
- Amnesty International Stop Torture Campaign site (for more campaign background): <http://www.amnesty.org/en/campaign-stop-torture>
- Attitudes toward torture survey: <http://www.amnesty.org/en/library/info/ACT40/005/2014/en>
- Amnesty International video "Torture: Our Legacy, Our Future": <http://www.amnesty.org/en/stoptorture/actnow>
- Stop Torture Campaign video, Claudia Medina: <https://www.youtube.com/watch?v=Leian4Rno9w>

WORKSHEETS

- *Worksheet 1: Sceptic Notes*
- *Worksheet 2: Definition of Torture*
- *Worksheet 3. Military Interrogators Quotes*

Note: This workshop has been adapted from workshops and activities developed by Amnesty International USA and Amnesty International Norway.

WORKSHEET 1: SCEPTIC NOTES

WORKSHOP 5

If innocent lives are at stake, the authorities must be able to use all means to save them. To let a terrorist suffer a little pain is a cheap price to pay to save innocent people from being killed in a terror attack.

Basically, I'm against torture, but it depends a little on what you want to achieve with it. The state has a duty to protect us, that is also a human right, isn't it? If you have to treat a criminal, for example a terrorist, a little roughly to find out about his plans or who his comrades are, it would be madness not to do it.

Islamic State themselves claim that human rights and democracy are contradictory to what they call the "true faith". And every day they commit the most horrible abuses, including torture. So surely they and their sympathisers cannot demand protection by these rights when it suits them.

There is a reason why torture has been used throughout history and more or less everywhere. We cannot win the fight against the most violent criminals, like those fanatic terrorists we see today, by just turning the other cheek. Sadly, violence sometimes IS the only solution, for example to get information that will save innocent lives.

What if some madman has abducted your little daughter and would not tell where she is hidden? Wouldn't you want the police to beat the truth out of him as quickly as possible? I know I would beg them on my knees to let me do it myself.

Torture is bad, but we have to accept it is part of our lives. Throughout time, all countries and all societies have used torture, for example to combat the most serious forms of crime. What we really need to do is to regulate torture by law, rather than pretend it is possible to abolish it completely.

Amnesty is much more preoccupied with protecting criminals than their victims. If someone obviously has committed a serious crime but will not confess, shall we just let him go because we lack formal evidence? The state's main duty is to protect those of us who respect society and the laws, not those who despise them.

Of course I didn't like the pictures of those prisoners in Iraq who were stripped naked and maltreated by American soldiers. But if I think of 11 September, I'm rather glad that the Americans have been so tough on those extremists. Who knows how many terror attacks like that would have happened, maybe even in our country, if they hadn't used all means to crush them.

In our country we like to believe that it is enough to say to a criminal, "Surely you understand that what you're doing is wrong? Now, be good and apologize, so we can forget the whole thing." All those criminals who come here from other countries just laugh at our nice and polite police and our comfortable prisons. If we don't start to treat them roughly, we will become a paradise for all the scoundrels of the world.

Of course I'm against torture. But it is a problem that we treat foreign criminals so leniently, while they are used to being beaten up by the police where they come from. If we could just give them a sound beating and send them home in chains, they would find themselves another country to go to and rob the next time. Actually, it's a bit of a pity we can't do that.

Of course torture should be forbidden. But I think we go a bit too far in what we call torture. It might be necessary to soften up a terrorist by isolating him or stopping him from sleeping. Everybody criticizes the Americans for stuff like waterboarding, which after all doesn't really do any lasting damage. But nobody, and certainly not Amnesty, talks about how many lives they have saved that way.

Torture is bad. But we have to understand that a notorious killer, like a terrorist, is not a rational being you can have a reasonable conversation with. Action and reaction is the only thing they understand; if you use extreme violence, it's extreme violence you get in return. Mentally, they are a bit like animals, so unfortunately we need to treat them like animals.

WORKSHEET 2: DEFINITION OF TORTURE

WORKSHOP 5

The Definition of Torture under the Convention Against Torture

Article 1

1. For the purposes of this Convention, the term “torture” means any act by which severe pain or suffering, whether physical or mental, is intentionally inflicted on a person for such purposes as obtaining from him or a third person information or a confession, punishing him for an act he or a third person has committed or is suspected of having committed, or intimidating or coercing him or a third person, or for any reason based on discrimination of any kind, when such pain or suffering is inflicted by or at the instigation of or with the consent or acquiescence of a public official or other person acting in an official capacity. It does not include pain or suffering arising only from, inherent in or incidental to lawful sanctions.

Article 2

1. Each State Party shall take effective legislative, administrative, judicial or other measures to prevent acts of torture in any territory under its jurisdiction.
2. No exceptional circumstances whatsoever, whether a state of war or a threat of war, internal political instability or any other public emergency, may be invoked as a justification of torture.
3. An order from a superior officer or a public authority may not be invoked as a justification of torture.

WORKSHEET 3: MILITARY QUOTES

WORKSHOP 5

Quotes against torture from military and intelligence interrogators

“Physical coercion—torture—has nothing to do with a useful interrogation. Torture is simple, crude, obtuse, and immoral, and does not work. It is patently stupid, an offense to any understanding of how a mind works, independent of its illegality and barbarity, independent of how it corrodes the principles the CIA is sworn to protect and U.S. society defines itself as embodying.”

-**Glenn L. Carle**, member of the CIA's Clandestine. Source: Carle's book, *The Interrogator: An Education*

“One of the hardest things we struggled to make sense of, back then, was why US officials were authorizing harsh techniques when our interrogations were working and their harsh techniques weren't. The answer, as the long-awaited Senate Intelligence Committee report now makes clear, is that the architects of the program were taking credit for our success, from the unmasking of Khalid Sheikh Mohammed as the mastermind of 9/11 to the uncovering of the 'dirty bomber' Jose Padilla. The claims made by government officials for years about the efficacy of 'enhanced interrogation', in secret memos and in public, are false. 'Enhanced interrogation' doesn't work.”

-**Ali Soufan**, former FBI Interrogator. Source: *The Guardian*

“Torture and abuse cost American lives...I learned in Iraq that the No. 1 reason foreign fighters flocked there to fight were the abuses carried out at Abu Ghraib and Guantánamo. Our policy of torture was directly and swiftly recruiting fighters for al-Qaeda in Iraq...How anyone can say that torture keeps Americans safe is beyond me – unless you don't count American soldiers as Americans.”

-**Matthew Alexander**, former Senior US military interrogator in Iraq. Source: *Washington Post*

“My approach was what we call a relationship-based approach, far more than just rapport-building. I've never felt any necessity or operational requirement to bring physical, psychological or emotional pressure on a source to win their cooperation. I feel unconstrained in my ability to work in the paradigm that I've taught for so many years.”

-**Colonel Steven Kleinman**, former military interrogator. Source: Senate transcript

“I have been hard pressed to find a situation where anybody can tell me that they've ever encountered the ticking-bomb scenario... a show like 24...makes all of us believe that this is real – it's not. Throw that stuff out, it doesn't happen.”

-**Jack Cloonan**, FBI special agent from 1977 – 2002. Source: Foreign Policy.com

“Coercive interrogations are also slow. [Redacted] were spent on each unsuccessful technique, with nothing to show for it. [Redacted] were, in effect, playing right into the hands of the enemy. The Manchester Manual instructs captured terrorists to hold off answering questions for 48 hours, so that their comrades can change safe houses and phone numbers, even flee the country. There is always the possibility of a 'ticking time bomb' scenario hanging over any interrogation of a terrorist, which is why wasting minutes or hours, let alone whole days, is completely unacceptable.”

-**Ali Soufan**, former FBI Interrogator. Source: *The Black Banners*

“The short sightedness behind the use of these techniques ignored the unreliability of the methods, the nature of the threat, the mentality and modus operandi of the terrorists, and due process.”

-**Ali Soufan**, FBI supervisory special agent, 1997 – 2005. Source: *New York Times*

SOCIAL MEDIA ON TORTURE: HOW CAN WE USE IT EFFECTIVELY?

WORKSHOP 6

WHAT IS IT ABOUT?

This workshop encourages participants to think critically about how to challenge the perception of torture using social media. The workshop enables participants to explore social media strategies and tools in addition to their own values and attitudes relating to the campaign.



Amnesty International Ireland staff hold a Stop Torture campaign at the Electric Picnic Music Festival in Ireland, August 2014, @Graham Seely @Amnesty International

WHY THIS WORKSHOP?

- To consider how social media can be used to effectively communicate the message that torture is a violation of human rights.
- To explore how different social media tools (like Facebook, Twitter and Instagram) can be used to influence values and attitudes towards torture and to increase action for the Stop Torture Campaign.
- To explore and discuss our own values and attitudes towards the Stop Torture Campaign.

Time required 60 – 120 minutes

FACILITATION TIPS

- ✓ You might want to substitute the social media tools used in the workshop for others that are used more widely in your local area. You should then adapt the worksheets to reflect other social media tools.
- ✓ Where participants do not have easy access to online tools you could take activity one as a starting activity to get participants discussing how to create print resources instead or how to best involve people in discussions about the Stop Torture Campaign.
- ✓ In preparation for this workshop you can do Workshop 1: Fair Treatment: Is it for Everyone? It can be a good warm up exercise for participants to relate personally to the issue.
- ✓ In addition to this workshop you might want to consider doing Workshop 5: To Torture or Not to Torture: Is that a Question?, especially as social media posts might spark comments and reactions that engage the debate and social media users should be equipped to respond to them or at least to be aware of what kind of reaction they might get from the posts.

STEPS: HOW TO DO IT

1. Visual communication

- Cut and lay out the pictures from Worksheet 1: Visual Communication of Torture on a table. Allow five minutes for participants to look at the pictures and select one that catches their attention and they would like to focus on. The participants do not need to take the pictures.
- Discuss in the group which picture people chose and why they felt strongly about it. You can use the following questions:
 1. **Why did you choose your picture?**
 2. **How does it make you feel?**
 3. **What questions does the picture raise?**
 4. **What message do you think it conveys?**
 5. **How is the picture relevant to the Stop Torture Campaign?**
 6. **What social or cultural perceptions of torture does it support or challenge?**
 7. **To what extent does it reinforce the message that torture is a grave violation of human rights?**
- Ask the group to choose five keywords, based on their observations that inspire good visual communication. Write these on a flipchart or post notes.



Preparation for Stop Torture at the headquarters of Amnesty International France, Paris, November 2014, @Amnesty International, @Pierre-Yves Brunaud

2. Verbal Communication

- Hand out a copy of Worksheet 3: Written Communication of Torture and ask participants to pick out a quotation that appeals to them the most.
- Discuss in the group which quotation they choose and why they felt strongly about it. You can use the following questions:
 1. **Why did you choose your quotation?**
 2. **How does it make you feel?**
 3. **What questions does it raise?**
 4. **What does the quotation reveal about the issues of torture?**
 5. **How is it relevant to the Stop Torture Campaign?**
 6. **What social or cultural perceptions of torture does it support or challenge?**
 7. **To what extent does it reinforce the message that torture is a grave violation of human rights?**
- As in the previous step, ask the group to choose five keywords, based on their observations that inspire good written communication. Write the words on a flipchart or post it notes.

3. Different Roles

- Assign roles between the participants or ask participants to choose a role using Worksheet 5: Roles.
- Share Worksheet 4: Basic Tips and Tricks for Facebook, Twitter and Instagram with the participants.
- Ask participants to keep in mind their own reactions and keywords from the first two exercises, and to try to come up with suggestions for how to create a good post for one type of social media that is on their role card, for example Facebook, Twitter or Instagram.
- Explain that each of the participants must imagine themselves in the role as reflected in the role card they possess. They can imagine having any kind of image to correspond with the posts.
- Afterwards, when everyone has finished their task, share all the suggestions, keeping in mind the roles assigned and discussing the different perspectives.
- Reflect in plenary on the strengths and weaknesses of the different suggestions.
- Discuss the differences between the different types of social media, and how it affects the choices of communication used.

4. General Reflection

- Ask the participants to reflect on the following questions:
 1. **To what extent do you think social media can be a valuable tool to increase action for the Stop Torture Campaign?**
 2. **To what extent do you think social media can challenge attitudes towards torture?**
 3. **To what extent do you think social media can successfully communicate that torture is a violation of human rights?**

5. Take Action

- Remind participants that 26 June is the International Day Against Torture and they could consider developing social media messages to promote that day
- Check to see what is happening on social media with **#StopTorture**. Participants can join in spreading those messages and creating their own messages
- Find youth activists in other countries also speaking out to stop torture (or active in the campaign) and start connecting with them
- Publish some of the blog posts that were created on different social media channels and track the outreach – share the information with the Amnesty section in your country and at the international level.
- You can access a variety of campaigning materials on torture that can be promoted on social media by getting in touch with the Amnesty section in your country

WORKSHEETS

- *Worksheet 1: Visual Communication of Torture*
- *Worksheet 2: Guiding Questions*
- *Worksheet 3: Written Communication of Torture*
- *Worksheet 4: Basic Tips and Tricks for Facebook, Twitter and Instagram*
- *Worksheet 5: Roles*

WORKSHEET 1: VISUAL COMMUNICATION OF TORTURE WORKSHOP 6

Picture 1: <http://www.amnesty.org.nz/our-work/counter-terror-justice/stop-torture>



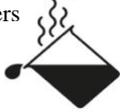
Picture 2: http://issuu.com/amnestywire/docs/wire_mayjune14/6

**WE CAN
STOP TORTURE**

You've hung from the ceiling for hours. Your muscles scream. Electric shocks convulse your body. Water forced into your mouth. You think you're drowning. Rape. Mock executions. Whatever it takes to break you. To make you submit. To sign a confession, or hand over information. You're hidden away from the world's gaze. You think you are forgotten, you think you are alone.

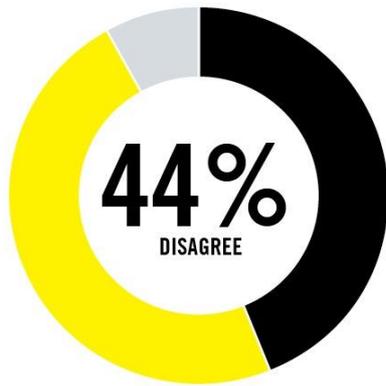
All over the world, states are torturing people just like you.

Picture 3: <http://www.amnesty.org/en/stoptorture>

TORTURE TECHNIQUES FROM AROUND THE WORLD		
Boiling water poured onto prisoners 	Forced administration of drugs 	Whipping 
Extreme heat/cold 	Stabbing 	Body joints drilled 
Cigarette burns 	Mock executions 	Prisoners threatened with violence against them or their family 
Forced to drink dirty water, urine and chemicals 	Deprivation of food and water 	Hooding and blindfolding 
Sleep deprivation 	Inhumane detention 	Water torture 
Needles pushed under fingernails 	Medical care denied 	Judicial corporal punishment 
Prolonged isolation 	Forced abortion and sterilization 	Use of dogs or rats 
Beating 	Muslim men's beards forcibly shaved 	Electric shocks 
Suffocation 		

Picture 4: http://www.amnesty.org.nz/files/Global%20Survey%20-%20Attitudes%20to%20Torture%202014%20-%20web_small.pdf

IF I WERE TAKEN INTO CUSTODY BY THE AUTHORITIES IN MY COUNTRY, I AM CONFIDENT THAT I WOULD BE SAFE FROM TORTURE



Nearly half (44%) of people fear torture if taken into custody.

- STRONGLY / SOMEWHAT DISAGREE
- STRONGLY / SOMEWHAT AGREE
- UNABLE TO ANSWER THE QUESTION



Picture 5: <http://blog.amnestyusa.org/us/introducing-amnestys-new-global-campaign-against-torture/>

TORTURE
IN CHICAGO BY THE NUMBERS

CHICAGO POLICE SYSTEMATICALLY TORTURED OVER 100 PEOPLE BETWEEN 1972 AND 1991	100% OF THE VICTIMS WERE MEN OF COLOR
FORCED CONFESSIONS SENT DOZENS OF MEN TO JAIL	ZERO PEOPLE
AT LEAST 19 POTENTIAL SURVIVORS REMAIN INCARCERATED	HAVE BEEN PROSECUTED OR CONVICTED FOR THESE TORTURE CRIMES

MAKE SURE JUSTICE DOESN'T HAVE AN EXPIRATION DATE!

AMNESTY INTERNATIONAL | AMNESTYUSA.ORG/CHICAGOTORTURE

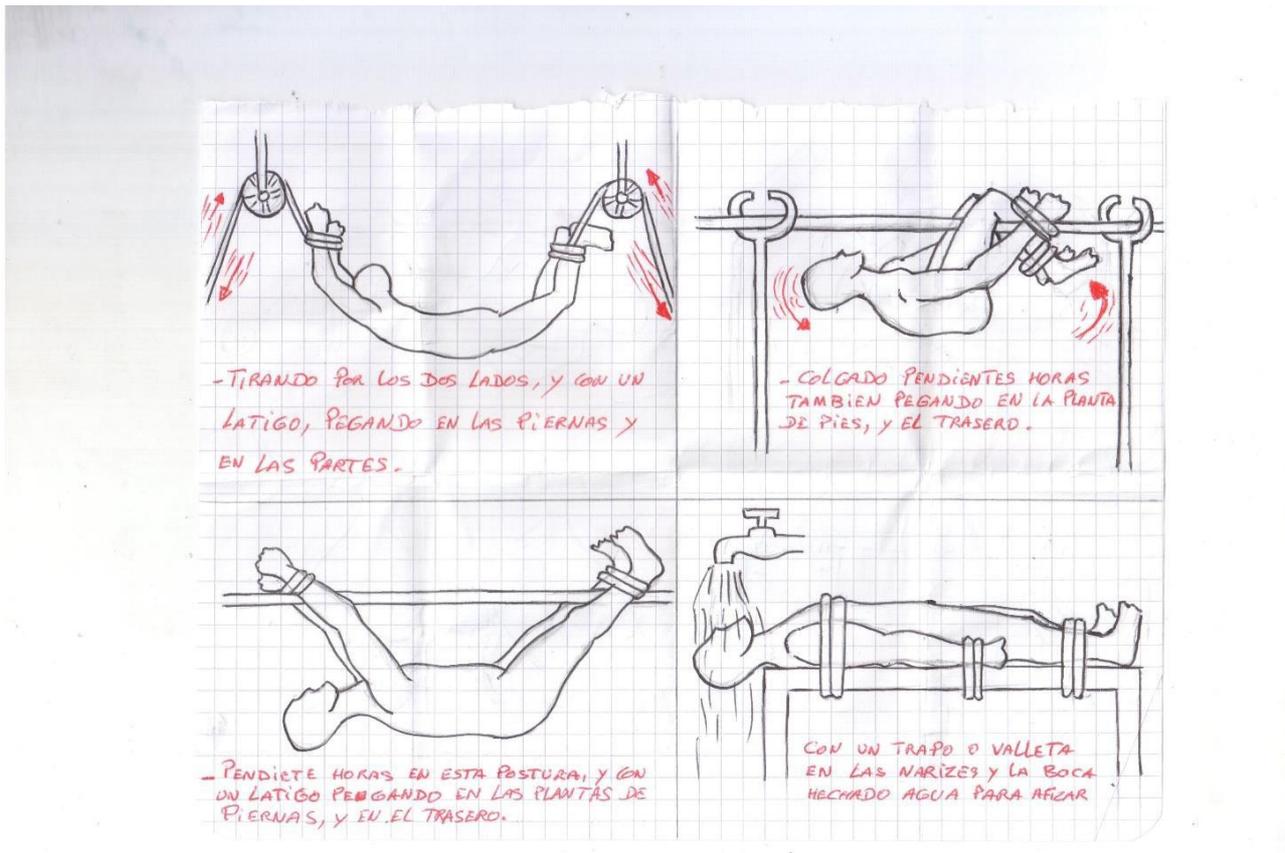
Picture 6: <http://www.amnesty.org/en/stoptorture>



Picture 7: <http://www.amnesty.org.nz/our-work/counter-terror-justice/stop-torture>



Picture 8: These sketches were drawn with the assistance of a fellow detainee under guidance from Ali Aarrass, a priority case of the campaign. They depict his torture in Morocco in 2010.



Picture 9: <http://www.amnesty.org.nz/our-work/counter-terror-justice/stop-torture>



WORKSHEET 2: GUIDING QUESTIONS

WORKSHOP 6

Guiding questions to *Worksheet 1: Visual Communication of Torture*

- How does the picture make you feel?
- What questions does the picture raise?
- What message do you think the picture conveys?
- How is the picture relevant for the Stop Torture Campaign?
- What social or cultural perceptions of torture may the picture support or challenge?
- To what extent does the picture reinforce the message that torture is a grave violation of human rights?

Guiding questions to *Worksheet 3: Written Communication of Torture*

- How does the quotation make you feel?
- What does the quotation mean to you?
- Why do you think you chose this quotation instead of the others?
- What questions does the quotation raise?
- What does the quotation reveal about the issue of torture?
- How is the quotation relevant to the Stop Torture Campaign?
- What social or cultural perceptions of torture may the quotation support or challenge?
- To what extent does the quotation reinforce the message that torture is a grave violation of human rights?

WORKSHEET 3: WRITTEN COMMUNICATION OF TORTURE WORKSHOP 6



“The pain of torture is unbearable. I never thought I would be alive till this day. The pain I went through in the hands of the officers was unimaginable. In my whole life, I have never been subjected to such inhuman treatment.” – Moses Akatugba, Nigeria



“What Amnesty International can do is support me, so that it is made known in all other countries what is happening in Mexico, what the Mexican authorities are doing”
- Claudia Medina, Mexico



“Experiencing injustice, and being deprived of one’s freedom causes great psychological and physical damage. But what is even more morally devastating is being abandoned, forgotten, when relatives and friends give up the fight, while one is walled in and helpless. I thank God this is not my case. But I urge you to think of all those who are in that situation, victims of arbitrary detention who are abandoned by all.”
– Ali Aarrass, Morocco and Western Sahara

WORKSHEET 4: BASIC TIPS AND TRICKS FOR FACEBOOK, TWITTER AND INSTAGRAM

WORKSHOP 6

Facebook

- Even if you can share almost everything on Facebook, images have the biggest impact.
- Create a page for your groups and post regularly (one post every day; on a page, you can schedule posts). You can share ideas, links, images, videos. Tell the world about your page.
- Ask questions related to the topic and personalize your messages.
- Create a hashtag for your event (e.g.: #YourWord) and use #StopTorture when you are involved in this campaign.
- Send a public direct message to someone using @Name to create bigger engagement.
- Create a group for people interested in fighting against torture and publish content regularly there, ask the people to share more there.

Twitter

- Interact with other users interested in this matter. It is a good way of getting more followers.
- Follow accounts of people and organizations involved in this issue and retweet their updates.
- Try to interact with people in the public eye, so your message will be seen by more people.
- Use hashtags to draw attention and to filter messages.
- You can also upload photos.
- Use TweetDeck to schedule tweets.

Instagram

- Connect your Instagram account with Twitter and Facebook, so you can get more followers to spread your message. Also by doing this you will be able to post directly to Instagram, Twitter and Facebook with your picture at the same time.
- Take photos and try different photo filters, so you can have a different impact by editing them simply in your application.
- Use hashtags to create awareness.
- Ask questions when you are posting the picture.
- You can start an awareness campaign using Instagram by involving people that are using the same hashtag. You can talk with them to help you to start the campaign by giving an example and sharing the idea behind their post.

WORKSHEET 5: ROLES

WORKSHOP 6

REALIST THE

Your Strengths:

You are great at implementing facts and strategies into context.

Your focus:

You will focus on the facts and figures of torture and how to create a realistic view of the issues of torture.

Your Tasks:

Facebook:

You will have to think of the key facts on torture that can be used to challenge values and attitudes to torture through a Facebook post.

Twitter:

You will have to figure out which organisations would be useful to engage in a debate on torture, in order to gain credibility of torture being a violation of human rights.

Instagram:

You will need to figure out what pictures can support the key facts on torture to make an impact through Instagram.

REBEL THE

Your Strengths:

You are great at locating possible obstacles and enjoy playing the devil's advocate.

Your focus:

Your focus is to challenge values and attitudes of torture through outrage.

Your Tasks:Facebook:

You have to find key elements that will create outrage: What pictures and text will be the most horrifying.

Twitter:

You will focus on what hashtags will make the greatest impact, in order to support the message, that torture is a violation of human rights.

Instagram:

You will try to identify if and which pictures of torture can outrage the public.

ENTHUSIAST THE

Your Strengths:

You are great at being positive and you enjoy rallying up people.

Your focus:

Your focus is to unify people by persuading them that joining the Stop Torture campaign is joining the crowd.

Your Tasks:

Facebook:

You will think of keywords that will create an atmosphere of solidarity and that appeals to people.

Twitter:

You will investigate what people would be useful to engage in a debate on torture in order to create appeal to a large crowd.

Instagram:

You need to think of how to portray the Stop Torture campaign as a unified movement through pictures.

LAWYER

THE

Your Strengths:

You are great at giving people something to believe in and come up with solid arguments.

Your focus:

Your focus will be to convince people that they can make a difference through the Stop Torture campaign.

Your Tasks:Facebook:

You will have to think of how to give people the tools to participate in the Stop Torture campaign such as links to petitions.

Twitter:

You will investigate how you can use success stories of Amnesty to persuade people that they can make a difference.

Instagram:

You must think of different places or situations to photograph that portrays the potential success of the Stop Torture campaign.

OVERSEER THE

Your Strengths:

You are great at creating an overview and setting ideas in perspective.

Your focus:

Your focus is to appeal to people's emotional needs so they feel that they benefit from joining the Stop Torture campaign.

Your Tasks:

Facebook:

You must find the best way to engage users through questions and/or encourage them to share or like your post.

Twitter:

You will have to find keywords and arguments that would make people feel like they benefit from joining the Stop Torture campaign.

Instagram:

You must think of different ways to combine emotional needs with joining the Stop Torture campaign through pictures.



WHETHER IN A HIGH-PROFILE CONFLICT OR A FORGOTTEN CORNER OF THE GLOBE, **AMNESTY INTERNATIONAL** CAMPAIGNS FOR JUSTICE, FREEDOM AND DIGNITY FOR ALL AND SEEKS TO GALVANIZE PUBLIC SUPPORT TO BUILD A BETTER WORLD





EMPOWER AGAINST TORTURE

A SERIES OF HUMAN RIGHTS EDUCATION WORKSHOPS

In 2014, Amnesty International brought together a group of youth activists from around the world to create a human rights education guide to support the Stop Torture global campaign. The guide, initially published as an online resource in May 2014, was developed to support youth activists to acquire the skills and capacity to work with other young people to increase their knowledge and understanding, as well as challenging perceptions of torture.

“Empower against torture: A series of human rights education workshops” has been extracted from the online resource as a portable and practical tool youth activists can carry with them,

adapt and use when working with other young people. This tool includes workshops, links to other resources, advice on how to facilitate and adapt workshops to different contexts, and suggestions on how to take action.

The development of the guide was based on a principle of youth developing resources for youth, and the process was carried out in a collaborative way led by youth activists. The online version of this guide, including information about the youth activists who developed it, can be found at:

www.empoweragainsttorture.net

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amnesty.org



STOP TORTURE