



THE HUMAN COST OF UNCONTROLLED ARMS

Weapons in the wrong hands have acute, immediate impacts on personal, economic, social, civil, and political rights. In the long term, these effects derail human development.

The Right to Life

Both in and outside of armed conflict, the uncontrolled proliferation of arms has devastating effects on the lives of civilians. In armed conflict, small arms and light weapons are used to kill nearly 90 percent of conflict related deaths (between 80,000 and 108,000). In non-conflict armed violence, approximately 200,000 people are killed each year by small arms and light weapons.

The Right to Physical and Mental Integrity

Arms in the wrong hands are used not only to kill and injure civilians but frequently for direct violations of the rights to physical and mental integrity. The threatening use of arms by security forces, armed groups, or others places those subject to their control at risk of various abuses such as torture, sexual violence, displacement, abduction, hostage taking, and “disappearances.”

The Right to Basic Social Services

When weapons reach repressive regimes or abusive armed groups, the misuse of these weapons may interfere with people’s right to a decent livelihood, health services, and education. Armed violence, actual and threatened, can prevent aid from reaching those who desperately need it, including to refugee camps. In western Tanzania, thieves used arms from refugee camps to rob Lake Victoria fishermen of their fish, money, and nets.

Human Development Derailed

Human development depends on peace and personal security, and sustainable development is a victim of insecurity. According to the United Nations Development Program, most of the countries involved in armed conflict in 2003 were ranked at the bottom half of its human development index. This index measures a country’s life expectancy, literacy, education, and GDP. Additional Resources

Amnesty International and Oxfam International, “The human cost of arms abuse,” *Shattered Lives: the case for tough international arms control*, (London and Oxford: Amnesty International and Oxfam International, 2003), 24-37.

Small Arms Survey “Violent Exchanges: The Use of Small Arms in Conflict” in *Small Arms Survey 2006* (New York: Oxford University Press, 2006), 179-199 [online] <http://www.smallarmssurvey.org/>

United Nations Development Program (UNDP), Securing Development: *UNDP’s support for addressing small arms issues, July 2006* [online] <http://www.reliefweb.int/rw/lib.nsf/db900SID/OCHA-6FLBWX?OpenDocument>

HOW TO USE THE TEACHER’S GUIDE

This teaching guide for *Lord of War* provides a framework for engaging students in activities and lessons that will allow them to gain a greater understanding of issues that seem difficult and complicated. Teachers may want to discuss some key components of the film with their students prior to watching the film.

The lessons each employ different approaches, but each includes a series of discussion questions. The discussion question can be used alone, or as an extension of the full lesson plan. It is recommended that the teacher become well versed in the issues presented in the movie and guide.

A glossary has been provided to assist with concepts, terms and organizations that may be unfamiliar to students. At the end of each lesson, links are provided

for resources and organizations that can offer additional information and insight into related topics, such as collateral damage, gray market sales, arms and the role of the Interpol.

Prior to viewing the film, the teacher should ask the students to focus on the issues highlighted in the lessons. To aid students in this process, they should be given note cards or post-its in order to record their thoughts as they relate to the different issues.

If you have further questions or would like additional support, please contact the Human Rights Education program of Amnesty International (education@aiusa.org) or visit our website (amnestyusa.org/education)

glossary of terms

(a more comprehensive glossary of terms can be found on our website)

Legal arms sales – Arms transactions that are explicitly approved by governments of both the export and import countries, as well as any transit countries with trans-shipment controls in place.¹

Grey market sale – Arms transactions officially declared for one destination or client-and approved by a government on that basis- but that are then diverted to an unauthorized user, sometimes in violation of an international arms embargo.²

Black market sale – Arms transactions in which neither the export nor import was approved by the relevant authorities and the entire deal is conducted in the shadows, taking advantage of lax controls and extensive networks of criminal syndicates.³

Arms transfers – All forms of arms shipments across international borders, including aid and free gifts of surplus weapons and ammunition, in addition to commercial sales, brokered sales, and licensed production.⁴

Arms brokering – Activities that are designed to facilitate or arrange or conclude an arms deal. It is also used to refer to those supplying transportation and financial services to complete an arms deal.

Small arms and light weapons – Arms designed for personal use; light weapons are designed for use by several people serving as a crew. Small arms include revolvers and self-loading pistols; rifles and carbines; sub-machine guns; assault rifles; and light machine guns. Light weapons include heavy machine guns; grenade launchers; portable anti-aircraft and anti-tank guns; recoilless rifles; portable launchers of anti-tank missiles, rocket systems, and anti-aircraft missile systems; mortars of calibers of less than 100mm; ammunition, shells, and missiles for all the above; grenades; landmines; and explosives.⁵

Conventional weapons – Heavy weapons that cover all military equipment not listed above; for example, tanks, armored

vehicles, military helicopters, fighter aircraft, artillery guns, rocket launchers, and mortars with calibers greater than 100mm.

Interpol – Interpol is an international law enforcement agency that investigates crimes that cross international boundaries. It is the second largest international organization after the UN, with 182 member countries. Its work centers primarily on public safety and terrorism, organized crime, illicit drug production, drug trafficking, weapons smuggling, trafficking in human beings, money laundering, child pornography, financial and high-tech crime and corruption.⁶

Proliferation – To grow by rapid production, to increase in number as if by multiplying.

Monitoring – To watch, keep track of, or check, usually for a special purpose. This refers to adherence to laws, treaties, conventions and agreements.

Embargo – A ban. A trade embargo can be applied to a wide or narrow range of goods (such as arms) and may be imposed on an entire country or only some. Some states or regional organizations impose embargoes as part of their foreign policy, but only the UN Security Council has the right to impose an embargo that must be honored by all states.

United Nations (UN) – A global organization of independent states formed in 1945 to promote international peace and security.

1 “Missing Pieces: Directions for Reducing Gun Violence Through the UN Process on Small Arms Control.” Center for Humanitarian Dialogue.

2 Ibid.

3 Ibid.

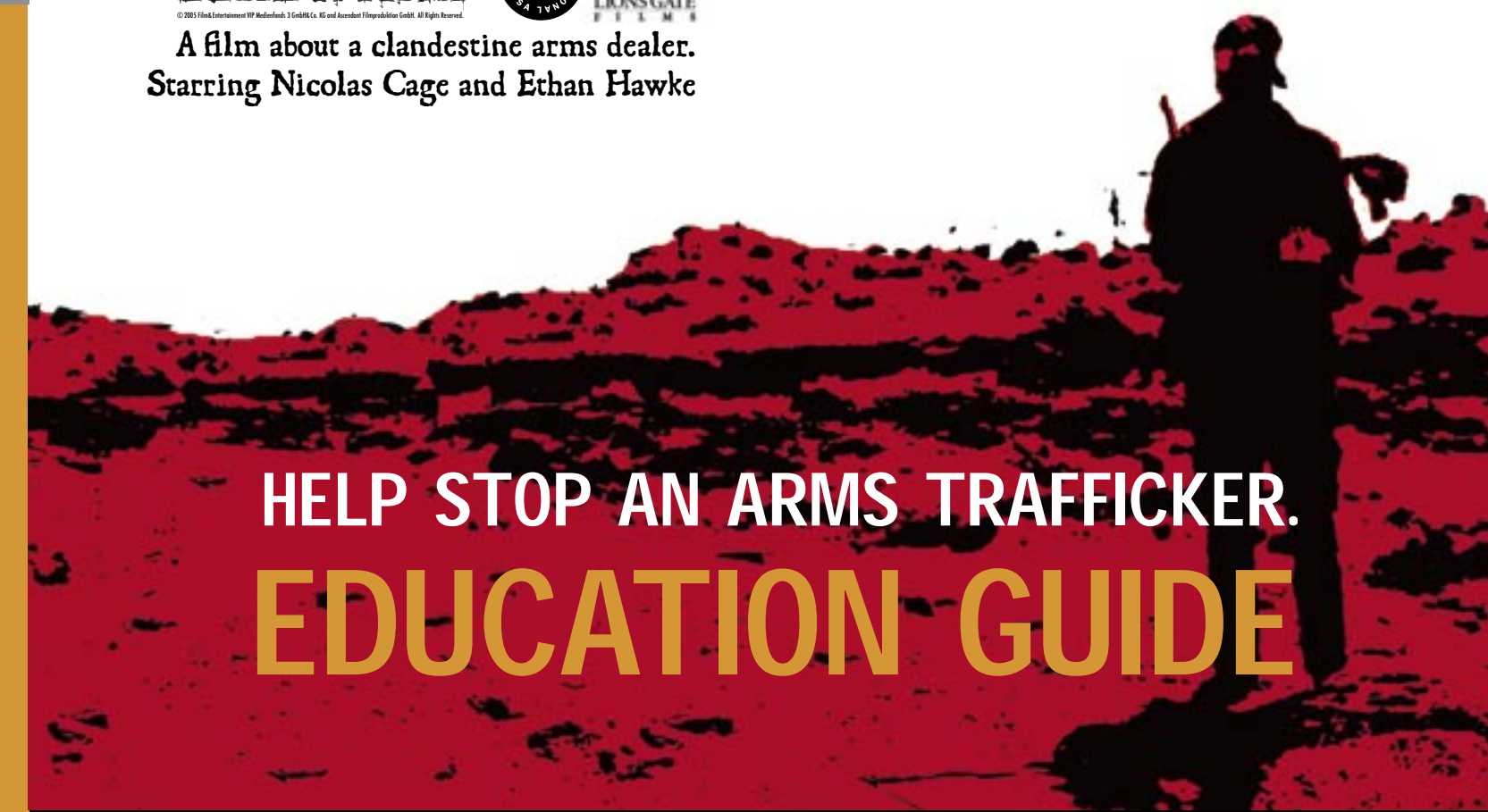
4 ‘Going to the Source of the Illness’, Dr Olive Kobusingye, presentation at ‘Small Arms and the Humanitarian Community: Developing A Strategy for Action’, Nairobi, Kenya, 18-20 November 2001. USA (why USA if it’s in Kenya?), 1994. (actually, this is not a unique definition, and I don’t believe it needs to be footnoted at all.

5 This definition of small arms and light weapons was used in the 1997 report of the UN Panel of Governmental Experts on Small Arms (A/52/298, annex).

6 www.interpol.int



A film about a clandestine arms dealer.
Starring Nicolas Cage and Ethan Hawke



HELP STOP AN ARMS TRAFFICKER. EDUCATION GUIDE

DEAR EDUCATORS,

You’d think it would be easy to make a movie about the arms trade. You’d be wrong. My new film, *Lord of War*, was rejected by every major studio in Hollywood.

The film was eventually financed independently and was only possible because the cast—Nicolas Cage, Ethan Hawke, Jared Leto, Bridget Moynahan, Eamonn Walker and Ian Holm—took pay cuts to appear in it.

This film sheds light on weapons trafficking, the role that nations play in it, and the consistent failure of world governments to stop the uncontrolled trade in weapons. While you may be overwhelmed with the scope of the problem, even small a contribution from someone like you can help stop it.

This guide is intended for use by upper high school and college age students and can be used in the traditional classroom or a community setting. The purpose of this educator’s guide is to provide students with information and issues connected to the arms trade crisis, shown in *Lord of War*, and to generate debate on how to stop the illegal sale of arms. It is also a tool for analyzing what will be effective in the future as the international community confronts similar conditions.

This guide is also your roadmap to joining with Amnesty International activists around the globe to demand tougher international arms controls. Join AIUSA and the efforts of the international Control Arms Campaign, which Amnesty is co-leading—please take action today and share your passion with the world. Thanks so much for your work.

WITH APPRECIATION,
ANDREW NICCOL

DEAR EDUCATOR,

In *Lord of War*, I play Yuri Orlov, a ruthless arms dealer who traffics weapons to violent conflicts all over the world. Unfortunately, this film closely depicts real life. Perpetrators of unimaginable crimes continue to receive high-powered assault rifles and shoulder-fired missiles from arms brokers and their governmental accomplices. Few restrictions are there to stop them.

In the film *Interpol* Agent Jack Valentine, played by Ethan Hawke, lays it on the line to Yuri: “You get rich by giving the poorest people on the planet the means to continue killing each other.” The lack of controls regulating arms brokers and the global trade has helped facilitate the deaths of hundreds of thousands of men, women, and children each year. Countless others are tortured, maimed, or forced to flee their homes.

This guide was created to help educators and students make some sense of what seems so senseless. Through lesson plans, critical questions, fact sheets and areas for further study, I hope that all involved gain a greater understanding of this issue. And then, you can help stop this needless bloodshed by joining Amnesty International and the Control Arms Campaign, an international campaign co-led by Amnesty that demands that governments better control the global arms trade.

For more ways to get involved, log on to www.amnestyusa.org/lordofwar. I hope you will join me in this work—with your active involvement, we can make a difference.

MANY THANKS—NICOLAS CAGE

TARGET AUDIENCE

This program has been designed for senior high school and college age students. It can be used in social and international studies classes, history classes and as a stand-alone learning opportunity. It can also be used in both school and community settings.

LESSON 1

Personal and Collective Responsibility

Learning Objectives:

1. To identify the importance of personal responsibility to the group and community in preventing arms from being used to commit grave human rights violations.
2. To examine personal motivations for such actions.

Introduce: In small groups, students will reflect upon and discuss the motivations of various characters in the film. The students will then be asked to reflect upon individual and government responsibility in preventing the misuse of arms and then examine their response.

Teach:

1. Organize the students into groups of 3-4, assign each group one of the following characters: Yuri Orlov, Vitali Orlov, Ava Fontaine, Baptiste Senior, Baptiste Junior, Simeon Weisz, or Valentine. Ask each group to discuss the following questions as they relate to their character:
 - What was your character's motivation for his/her actions?
 - How and why does his/her attitude change over the course of the movie, if at all?
 - What were the consequences of his/her actions to people immediately around him/her and beyond?
 - How would you characterize the level of his/her personal responsibility and as events unfolded?
 - Identify 2 to 3 attempts, if at all, from your character to stop the transfer or misuse of weapons to gross human rights abusers?

PROGRAM OBJECTIVES

1. To introduce discussion and analysis of the role of the international arms trade in the film *Lord of War* and the importance of personal responsibility and action.
2. To examine the role of various countries or organizations within the context of the international arms trade, and its global effect.
3. To engage students in discussion about the repercussions of weapons dealing, whether illegally or legally.
4. To analyze personal motivations for our actions and the effects they may have on others.

2. Ask students to divide into pairs and have the students discuss the following personal experiences:

- What did you feel as you saw that Yuri Orlov's arms were being used to kill innocent civilians?
- Put yourself in the victim's place, how would you want the witnesses or bystander to respond?
- What is an individual's responsibility to ensure that a lethal weapon they provide is not used to commit human rights abuses?

Close: 3. When the students have completed their discussions, as a class, discuss the following:

- How can we take personal and collective responsibility to prevent arms transfers to gross human rights abusers?

Further Study:

- Identify what can be done on the local level to bring awareness, such as letter writing, op-eds in local newspapers or involvement in student human rights, social justice or peace groups.

Resources:

Additional resources that support all of the lessons can be found at: amnestyusa.org/education

www.amnestyusa.org
www.aiusa.org/lordofwar
www.lordofwarthemovie.com

Materials

- Flip Chart paper
- Map of the World
- Yarn or string
- Tacks
- *Lord of War* film

Learning Objectives

To examine and analyze the relationship between government political transitions and arms surplus and civil conflict and arms demands.

To examine what influences a government's decision making in regards to the global arms trade.

Introduce

1. Break students into groups and assign each group a region of the world—for larger regions, assign two or three groups to specific countries.
2. On flip chart paper, ask the students to write down the names of countries in that region and assess the following:
 - Identify whether or not the each country has experienced a civil war or conflict.
 - Explain whether or not there has been significant change within the country due to a political process.
 - Explain the changes that may have occurred in this country due to external pressure.
 - Assess whether or not the conflict or civil war in this country has affected other countries, and what some of these effects may have been.
3. Have the students watch *Lord of War*, ask each group to note how countries in their region were depicted in the movie based on one of the above descriptions.

Teach

1. Ask each group to report their pre-screening research and notes from *Lord of War* to the class.
 - Among the regions, what similarities did they find? What differences?
 - How did viewing *Lord of War* change the students' analysis of the information?
2. Ask the class to select:
 - a country in transition (Liberia, Iraq, East Timor)
 - a county in conflict (Sudan, Democratic Republic of Congo, Colombia)
 - a country that is recognized as having significant global influence (US, Russia, China)

LESSON 2

Political Transition and Conflict = Supply and Demand

3. Break the students into three groups. Assign each group one of the countries. Ask each group to research these countries further in order to answer the following questions:
 - What role does their country play in the global arms trade? The groups should include the legal and illegal sale of arms in their research.
 - How does your assigned country influence other countries in regards to the arm trade, if at all? Were there other countries that tried to influence your assigned country by providing arms?
 - What effect did the influx of weapons into the country, either internal or external, have on human rights and the conflict or transition?

Close

1. Prior to the report outs, give each group a ball of yarn or string (make sure that each group has a different color) and some tacks.
2. As the groups report out about their country's role in the arms trade, have one member link their country to any country they have contact with or that they influence.
3. After each group has reported their findings, as a class discuss the following:
 - the scope of the issue
 - the sphere of influence certain countries have
 - the effect of arms on countries in conflict and how they may have served to prolong and intensify the conflict
4. As the students for their feedback about what they have learned about arms proliferation. How do they feel about the subject? Are they interested in learning more? Are they surprised by what they have learned? What do they think are some ways to work towards solving this crisis?

Further Study

There are a number of international organizations that are working to control the global arms trade; many are listed in this resource. Students can research how this work has progressed and what some of the major obstacles are.

Additional Resources: For additional resources and reports, please visit Amnesty International USA www.aiusa.org/lordofwar or amnestyusa.org/education

LESSON 3

Arms Brokers Unrestricted

Learning Objectives

- To contextualize the issue of arms trafficking by arms brokers.
- To examine the mechanisms for stopping the illegal transfer of arms by arms brokers.

Introduce

In the last decade and a half, arms brokers have been at the center of many of the most disturbing arms, including weapons transfers to armed groups and countries under U.N. arms embargoes. In a typical example, arms brokers organized a shipment of 3,117 surplus assault rifles from Nicaragua to Panama, but in fact were diverted to Colombia's paramilitary Autodefensas Unidas de Colombia (AUC). At the time, the AUC was accused of killing thousands of civilians and was on the U.S. Department of State list of terrorist organizations. Yet many arms brokers, including those involved in the above and other illegal deals remain free and unrestricted, and continue to traffic arms to known human rights abusers.

Despite U.S. and international efforts to prevent similar deals, many governments have non-existent or weak laws/enforcement on arms brokering. For example, Irish law does not control arms brokers who arrange weapons supplies from foreign countries. This weakness made it especially difficult for the Irish government to prosecute an Irish arms broker in 2004 that was reportedly involved in negotiations to supply 50 T72 tanks from Ukraine to the Sudanese military. In January 2004, the EU strengthened its arms embargo on Sudan out of concern for its ongoing civil war. In addition, some countries such as Russia due to weak laws have allowed well-known arms traffickers such as Victor Bout to remain free. Bout has been implicated in violating or contributing to violate several U.N. arms embargoes in Angola, Liberia, Sierra Leone, and the Democratic Republic of Congo. The need for the international community to address this issue with strong laws, effective enforcement and a high level of accountability is inoperative and all countries must increase efforts to this end.

It may be most effective for this lesson to be spread out over two class periods so that students will have ample time to research and respond to the questions given. This lesson requires Internet access.

Teach

1. Organize the students into 4 or 5 groups and ask them to utilize the following source to research arms dealers.
Source : <http://www.pbs.org/frontlineworld/stories/sierraleone/breakingnews.html>
2. Ask each group to identify 2 to 5 countries that the dealer was actively engaged with and have them respond to the following questions:
 - a. To what countries did the arms broker supply arms and/or ammunition?
 - b. Identify the number of human rights abuses/violations that occurred in this country during the time period in which arms were transferred.
 - c. Why were the human rights occurring? For example, was there an ongoing conflict or political upheaval in the country at that time?
 - d. Describe the media coverage about human rights violations/abuses or other political events occurring during this time period. What kind of language are they using to talk about these violations/abuses? What do they attribute the violations/abuses to?
 - e. Were there any reported efforts to stop arms transfers, and if so, what were the challenges to curbing such transfers?
3. Have each group report their findings and record the findings on a flipchart.
4. As a class, examine and discuss the similarities and differences.

Close

As a class select one country and talk about the enforcement of UN arms embargoes. Have the students, through role-play or other interactive means, demonstrate when, where and how the situation would have been different had the international community acted according to the terms of the embargo.

Extension

If your class participated in the Political Transition and Conflict exercise, have them track the movement and actions of the various arms dealers on the map. As the map fills with yarn or string, ask the students to reflect on what the map looks like and says to them about the issue of arms trafficking.

Resources

Media Resources
<http://www.nytimes.com>
<http://www.bbc.co.uk>
<http://www.cnn.com>
<http://www.lexisnexis.org>
<http://www.janes.com>

