PARLIAMENTS FOR PEACE

Senzatomica

The format of this activity is inspired by the Peer Parliaments implemented by the European Commission within the framework of the European Climate Pact.

The document is the result of a project developed within the activities of Senzatomica, shared within Senzatomica and extended to experts.

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How to cite this document:
“Parliaments for Peace: An Educational Activity for Teaching Peace and Nuclear Disarmament,” 2024, Senzatomica, Project supported by the Otto per Mille funds of the Italian Buddhist Institute Soka Gakkai.

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SECTION ONE
INSTRUCTIONS

Introduction

AN ACTIVITY TO EDUCATE FOR PEACE AND NUCLEAR DISARMAMENT

Discussing and taking action are fundamental elements in solving the problem of nuclear weapons. Citizens around the world, especially young people, must have the opportunity to engage and express their ideas, opinions and concerns about the use of nuclear weapons and their deterrence, contributing to the realisation of a peaceful world free from such weapons.
In pursuing this goal, Senzatomica has always acted with the conviction that leaving behind the era of nuclear terror requires fighting against the real "enemy": not nuclear weapons themselves, nor the states that possess or build them, but rather the mindset that justifies nuclear weapons and the "total annihilation" of others as acceptable.
The Parliament for Peace is an educational proposal developed by the Senzatomica Committee and aimed at schools, teachers and students. Through the learning and discussion of data and information, it seeks to foster among young people the ability to promote a reflection on the importance of creating a world free from nuclear weapons.

This educational initiative is connected to the new edition of the Senzatomica exhibition, “Transforming the Human Spirit for a World Free from Nuclear Weapons”, a project supported by funds from the “Otto per Mille” of the Italian Buddhist Institute Soka Gakkai. However, it can also be implemented independently of the exhibition itself.

We thank you for deciding to organise a Parliament for Peace in your school, bringing together teachers, students, and possibly even parents, to discuss such an important issue. By organising a Parliament for Peace, you become part of a nationwide initiative aimed at informing and encouraging people to engage in dialogue on nuclear disarmament and to contribute through awareness-raising initiatives within their communities.

The results of the debates and the initiatives carried out by schools will be collected, published on the official Senzatomica website (senzatomica.it) through periodic reports, and used to support the development of further projects.
To promote global solidarity aimed at

the complete and definitive elimination of nuclear weapons, it is essential to raise awareness and reach a large number of people and organisations.

The creation of a world free from nuclear weapons is possible thanks to you as well.

GOALS

The educational proposal of the Parliament for Peace was created to:
- Inform and engage young people in the discussion of aspects related to the issue of nuclear weapons,
- Promote the dissemination of accurate and verified information, along with authoritative and easily understandable explanations,
- Encourage awareness-raising initiatives at the school and community level.

To support these objectives, the Senzatomica Committee has developed:
- This methodological guide, which outlines the stages of implementing the Parliament for Peace,
- Supplementary materials for the study of the topics to be debated, in order to support a documented and informed argument.

TARGET AUDIENCE

The materials prepared for the implementation of a Parliament for Peace are designed for students in the second grade of secondary school and for those in the third grade of secondary school.
However, Stage II, or "Question 0," described in the following paragraphs, may also serve as an activity proposal suitable for both secondary and primary school students, ideally within the framework of a vertical curriculum design.

HOW TO ORGANISE A PARLIAMENT FOR PEACE?

This detailed guide will help you prepare a Parliament for Peace, moderate the debate, and ensure that everyone can express their thoughts and ideas effectively.
The Parliament for Peace explores the issue of nuclear weapons and the importance of nuclear disarmament through a series of discussion activities centred around three questions:

- "Question 0" has an ice-breaking function and can be phrased in two ways, also depending on the age of the students, for example:
- "What does security mean to you?"
- "Is it necessary to be armed to feel safe?"
- Question 1: "Why are nuclear weapons a problem?"
- Question 2: "What impact would nuclear disarmament have on achieving the Sustainable Development Goals?"

While "Question 0" is completely open-ended as it serves to open the activity and introduce the topic, the two main questions are accompanied by four response options, from which students will develop the debate. Before the discussion begins, participants can prepare by reading the supplementary materials, which will provide the necessary information to understand and argue their opinions.

It is essential that everyone understands the information provided and expresses their reflection in support of one of the response options. The ways in which the moments of in-depth exploration and debate are carried out can vary, and in this guide, you will find suggestions that can be adapted to suit specific needs. The main objective of the activity is to listen to everyone's opinions. During the debate, all participants should be encouraged to contribute with thoughts, ideas, reflections, and points of view.

Once all participants have presented their arguments, it will be time to vote. Each member of the group will be asked to rank the different options, from the one they most agree with to the one they least agree with, using a voting card. The scores assigned to the options will then be tallied, and the results can be shared with Senzatomica through an online form.
Once the debate is over, we suggest a self-assessment activity to help participants reflect on their experience of listening and dialogue during the various stages of the Parliament for Peace.
To conclude, we propose a final activity aimed at encouraging participants to develop projects to raise awareness in their schools, families, or the local area about the topics discussed.

As a whole, the Parliament for Peace activity is made up of several stages:

Stage I	Preparatory Activity (ex-ante, variable duration)	
Stage II (optional)	Question 0	1 hr
Stage III	QUESTIONS 1 AND 2	3 hr
	▪ Shortly before the discussion	
	▪ Introduction to the activity	15 min
	▪ Question 1	1 hr
	▪ Question 2	2 hr
	▪ Conclusion	30-45 min
Stage IV	Share the results	ex-post, 15 min
Stage V	Make the change	For the entire school year

Stage I

PREPARATORY ACTIVITY

The preparatory activity is the one in which the organizers of the Parliament for Peace carefully read this instruction manual and accompanying background materials and plan the methods, timing, and locations for its implementation.

MODALITIES

The Parliament for Peace is managed by one or more facilitators.
The facilitators are responsible for:
- studying this preparation guide and the accompanying background materials
- managing the stages of the activity (preparation, introduction, in-depth review of the questions and response options, debate, voting, results collection, self-assessment).

The role of facilitator can be carried out by both teachers and students, preferably in pairs, under the supervision of the teacher.
If students are assigned the role of facilitators, the teacher should support them during the preparation stage.

TIMING

The timings of the various stages are given in approximate terms. The duration of Stage I - Preparatory Activity is however variable and depends on how the teachers choose to introduce the students to the content that will be covered during the Parliament for Peace.

LOCATIONS

During the preparatory stage, it is important to decide on the location where the Parliament for Peace will take place. The classroom is a natural setting for this activity, but it is also suggested to consider the possibility of using other spaces, such as a "debate" room if the school has one. Additionally, attention should be paid to configuring the setup of the space in a way that encourages student participation, which is essential for the effective implementation of the activities.

Stage I - Notes

Given the complexity of the topics addressed in the Parliament for Peace, it will be important for the teacher to involve the students in the preliminary study of the materials during the preparatory stage, so that the debate and voting can take place among informed participants. Each teacher will find their own strategies to ensure this happens.

Examples of preparatory in-depth activities (which are not mutually exclusive) include:

- The teacher, during one or more lessons, presents and explains the content of the supplementary materials, highlighting their disciplinary connections.

- The supplementary materials are read in class, followed by activities focusing on text comprehension and summarizing the arguments.

- Students are divided into small groups, and each group is tasked with studying (in class or at home) one of the response options in the supplementary materials and presenting it in class to their peers.

Stage II - Optional

QUESTION 0

This stage, which is optional, can be useful for introducing the topic in class for the first time, and it can also be carried out with primary school students or students in the first and second grades of lower secondary school. Below are some examples:

EXAMPLE 1

It is suggested to pose broad, open-ended questions to the students, such as:

- "Is it necessary to be armed to feel secure?"
- "Is nuclear deterrence an effective way to maintain peace?"

Students, seated in a circle, can be asked to provide their answers and explain their reasoning.

As an alternative to the circle arrangement for sharing, the teacher can ask the students to move within the classroom, divided into two sections: those who believe the answer should be "Yes" are invited to position themselves on one side, while those who think the answer should be "No" take the other side.

Each student is then asked to explain their position. Afterward, the question is posed again, and students are asked whether they confirm their initial response or, following the discussion, would reposition themselves in relation to the "Yes/No" options.

EXAMPLE 2

Another activity suitable for the "Question 0" stage is to ask the students the question:

"What does security mean to you?"

Each student is asked to write a word on a Post-it that they associate with security. Participants are encouraged not to overthink but to quickly write down the first thing that comes to mind, which can be something abstract, concrete, or personal, such as the name of a friend.

Afterward, the responses are read aloud, highlighting common elements between the answers or the more unique and personal aspects of the responses given.

The implementation of this activity in class could result in:

- For primary school: "Children's Conferences," where parents are invited to school to listen to the children give a talk on the topics discussed in class.

- For lower secondary school (Grade I): a debate to be presented to the parents/other classes of the school.

Stage III

ACTIVITY (QUESTION 1 AND QUESTION 2)

ATTENTION TO BE PAID JUST BEFORE THE ACTIVITY

A positive and relaxed atmosphere is essential for a successful Parliament for Peace, fostering a livelier debate and better results.

- Organise a joyful welcome for the students, perhaps by appointing two "welcoming officers" who will greet the participants, invite them to take a seat in the designated area, and provide the necessary materials for the activity (e.g., learning materials, voting sheets, as well as drinks and snacks to recharge). Keep an eye on the clock: time management is important.
- Ensure that the discussions run smoothly by scheduling the different sections of the debate or appointing a group member to help you manage the timing.
- Introduce yourself or give the floor to the facilitator, who will present the topic and provide practical information about the discussion.

INTRODUCTION TO THE ACTIVITY (15 MIN)

- The facilitators present the question, explain the structure of the debate, and outline their role.

At this stage, it is important to share with the students the responsibility for keeping the discussion active and on track, and for creating an environment where everyone has the opportunity to participate. It is also important to explain that time limits will be respected to ensure that all options are discussed before proceeding to the vote.

- The facilitators present the 6 basic rules of the debate to the students:

1. Be constructive, open, and honest.
2. Speak only when you have the floor.
3. Respect the time limit given to speak.
4. Everyone must speak at least once. Parliaments for Peace are a safe space to voice your ideas.
5. Allow others to finish before you start speaking. Do not interrupt.
6. Listen to others and appreciate the diversity of opinions within the group.

Thanks to Stage I - Preparatory Activity, the students will already be familiar with the content and themes, so at this point, the Question stage can begin.

QUESTION 1 (45-60 MIN)

LEARNING (APPROX. 15 MIN)
Read the question and the different answer options, and ensure that the shared formulations are clear to everyone.

DISCUSSION (APPROX. 30 MIN)
The facilitators moderate the discussion and listen to everyone's opinions.

- The facilitators should ask the participants to identify the option they most agree with and to explain their choice. Participants are also asked if they think there could be an additional option. Facilitators can use the following guiding questions to stimulate the discussion:
- Why should your option be the most popular?
- How could an additional (fifth) option be described?
- The facilitators note down any additional options that arise during the discussion and allow the group to decide which one to add to the voting sheet (to be included as "Option E").
- Facilitators encourage everyone to speak without interruption and only intervene for additional comments after everyone has spoken.

VOTING (APPROX. 15 MIN) Supervise the voting procedure (approx. 15 min).

- At the end of the discussion, the facilitators announce that it is time to make a decision on the final ranking of the responses. Each participant will have to make his or her own ranking of the options, ordering the options from most popular to least popular. The individual rankings will then be added up to generate a final result.

There are several voting methods to choose from, including:

- Using paper voting sheets (template attached): ask each student to assign the highest score (five points) to their preferred option, four points to the second preferred option, and so on, down to one point for the least preferred option. Collect the voting sheets with the help of the welcoming officers, count the votes, and note the total points for each option on the score sheet. Finally, record and announce the overall final ranking of the group for all the response options, including any additional option (Response E).
- Use an online voting method: prepare a survey using tools like Mentimeter or Slido and invite participants to vote (rank the options from the most popular to the least popular) using their smartphones.
- If two options are tied, ask participants to determine their preferred option by raising their hands.

CONCLUSION

CONCLUSION (30-45 MIN)

Congratulations! You did a great job as the organizer!

- Take a group photo or record a short video with your phone to celebrate this important activity.

SELF-ASSESSMENT ACTIVITY – TRANSFORMING THE HUMAN SPIRIT FOR A WORLD FREE OF NUCLEAR WEAPONS

The Parliament for Peace concludes with a self-assessment activity aimed at triggering a transformative action in each individual's daily life. This activity consists of a series of reflective questions that can be modified and supplemented by the teacher.

- After students have engaged in the debate and voting, the facilitators ask them to pause and reflect on how the experience went and to carry out a self-assessment activity.

→ We suggest carrying out the activity using the attached self-assessment form or selecting a few questions (if time is limited)

Senzatomica promotes the belief that the only way to achieve a world free of nuclear weapons is through the transformation of our thoughts and behaviour as human beings, moving towards the absolute respect for each person's life.

We propose concluding the activity in this way:

- In pairs: each person tells their partner what it personally means to transform the human spirit and how they would like to implement it in their life. Everyone can be asked the question, "What does transforming the human spirit mean to you, and how would you like to implement it in your life?"
- Everyone writes down a word or phrase that, for them, indicates a way to "transform the human spirit."

Working together, engaging in dialogue, and listening to each other's opinions is the first step towards building a world free of nuclear weapons.

After completing the activity, the facilitator thanks the students for engaging with the activities presented in these educational materials, explaining that what they have done is part of the vision of a true "Parliament for Peace," where collaboration occurs to solve the world's problems and build peace in our society.

Now that you have experienced this group work, do you think it is possible to build a world free of nuclear weapons?

Stage IV

SHARE THE RESULTS (EX-POST)

UPLOAD THE RESULTS OF THE ACTIVITY (ABOUT 10 MINUTES)

- Fill out the form to let us know the results of the questions discussed.
- You will be asked to indicate the total score assigned by the group to each option. Also, include the “Option E” formulated by the group.
- Provide information about the group (number of participants, average age, etc.) so we can compare your results with those of other groups. You can also provide feedback on the materials and the activity.
- Upload a photo of the group debate (a group selfie or a screenshot of a virtual meeting).
- Once finished, click "Submit" to upload the results.
- If you want to share the discussion results on social media, tag us with @senzatomica_official and use the hashtags #senzatomica, #parliamentsforpeace.

Scan the QR code to fill out the form.

Stage V

IMPLEMENT THE CHANGE (EX-POST)

AND YOU, WHERE DO YOU WANT TO START TO BUILD PEACE?

Now it's your turn! We're sure that through these activities, you have learned and extensively discussed the issue of nuclear weapons. Now it's time to communicate to those around you the desire to create a world free from nuclear weapons.

We suggest that you and your group create a project aimed at raising awareness among other students, families, or the community where you live, about one of the issues discussed.

Although the topic of nuclear weapons can generate concern, the challenge we pose is for you to be as creative as possible in conveying a sense of hope to people, helping them become aware and, in turn, protagonists of change. To do this, we suggest drawing on art and its expressive resources.

In the appendix to the supplementary materials, we have gathered some suggestions for films, music, and literary works that can serve as inspiration.

OTHER DISSEMINATION ACTIVITIES

Various actions can be carried out to share the results of the Parliament for Peace, including:

- Involving families: Organize a debate or a conference run by the students and invite parents. In this regard, the "Children's Conferences" model can be used, where children present the topics discussed in class to their parents in a conference.
- Involving the school: Organize a debate with the students of one class and present it to other classes in the school, other teachers, or the principal.
- Involving the community: Invite experts or organizations in the community who focus on peace education, conflict transformation, and the ethics of science.
- Publishing a news item: Share a dedicated article on the school's website or in the local newspaper.

Again, share the projects created by filling out the form (10 min) and uploading a photo of the project you completed.

Attachment: Voting sheet.

Scan the QR code to fill out the form.

Evaluation Form

Working together with your classmates has certainly been an opportunity to experiment and learn how to collaborate, engage in dialogue, and listen, while respecting each other's opinions. But it's not always as simple as it seems, so now is the time to reflect on how it went.

- In column 3, provide a brief evaluation (a judgment, a word, an image, or an emoticon) that answers the questions in column 2.
- In column 4, write in more detail why you attributed a particular assessment to yourself.

1. Objectives
2. Questions
3. Brief Evaluation
4. Reasoning

Evaluation Form

Goals	Questions	Evaluation	Motivation
KNOW IN ORDER TO ACT	How much do you think you have learned about the topic of nuclear disarmament and deterrence?		
	How involved did you feel in the study and preparation work?		
	In light of the final debate, do you think you have addressed the proposed topics with adequate depth?		
DISCUSS AND PRESENT	How effective do you think what you shared during the debate was?		
	What do you think are your strengths in debate?		
	What do you think are your weaknesses during the debate?		
LISTEN AND DIALOGUE	How much do you think you shared your opinion with others?		
	How much do you think you listened to the opinions of others?		
	How capable do you feel of managing or resolving communication challenges and difficulties?		

Personal Notes

SECTION TWO
IMPLEMENTATION

Part one

THE ISSUE OF NUCLEAR WEAPONS

"Dealing with the issue of nuclear weapons is not at all easy!" you might think (and rightly so). But never fear! We thought we would provide you with some resources to help you gain a clearer understanding, so you can discuss the options provided in response to the question your group has chosen to address (yes, you've been really brave).
Getting informed is the first step to becoming informed citizens who are capable of addressing even the most complex questions of our time!

→ Carefully analyse the options below.

→ Discuss them as a group and then rank them in order of importance, with the reasons you find most valid after your discussion.

→ Don't forget that you can formulate an additional option that will make its way into the ranking!

1 WHY DO NUCLEAR WEAPONS POSE A PROBLEM?

a Because they cause catastrophic effects in both the short and long term.

b Because possessing nuclear weapons does not guarantee peace.

c Because investments in nuclear weapons divert resources that could be used to achieve other goals.

d Because many nuclear-armed states are still not making progress towards disarmament.

e Other...

a NUCLEAR WEAPONS HAVE CATASTROPHIC EFFECTS IN THE SHORT AND LONG TERM

"Cognizant that the catastrophic consequences of nuclear weapons cannot be adequately addressed, transcend national borders, pose grave implications for human survival, the environment, socioeconomic development, the global economy, food security and the health of current and future generations, and have a disproportionate impact on women and girls, including as a result of ionizing radiation"

Preamble of the Treaty on the Prohibition of Nuclear Weapons, UN, 2017

Due to their catastrophic short- and long-term effects, nuclear weapons are the most destructive, inhumane and indiscriminate instruments of mass destruction ever created. The terrible consequences of which have been experienced at the cost of the lives of countless people.

In recent years, awareness of the catastrophic humanitarian consequences of nuclear weapons has grown ever more, thanks to the work of doctors and scientists and the testimonies of the "hibakusha"—survivors of the bombings of Hiroshima and Nagasaki and the 2,056 nuclear tests conducted in various parts of the world.

WHAT HAPPENS WHEN A NUCLEAR BOMB EXPLODES?

Nuclear weapons are unique for their destructive power and the threat they pose to the environment and human survival. During their detonation, they release large amounts of energy in the form of an explosion, heat, and radiation.

EXPLOSION A nuclear explosion generates an enormous shockwave that travels at speeds of several hundred kilometres per hour. The explosion kills people near the epicentre and causes lung injuries, ear damage, and internal bleeding in those farther away. People are also injured by collapsing buildings and flying debris.

HEAT The thermal radiation from the explosion is so intense that almost everything near the epicentre is vaporised. The extreme heat causes severe burns and triggers fires over a vast area, which turn into a massive firestorm. People in underground shelters are also at risk of dying from

lack of oxygen and carbon monoxide poisoning.

RADIATION Unlike conventional weapons, nuclear weapons release ionising radiation, particles and rays emitted by radioactive materials.

At high doses, radiation kills cells, damages organs and causes rapid death. At lower doses, it can damage cells and DNA, causing genetic damage and mutations that can lead to serious diseases.

In humans, it causes most types of leukaemia, as well as solid tumours such as those of the thyroid, lungs, and breast. By damaging DNA, radiation exposure can increase the risk of hereditary diseases in future generations.

Once released into the environment, radioactive particles contaminate air, water, soil and plants, which in turn contaminate those who come into contact with them. (ICAN, Humanitarian Impacts and risks, 2016).

THE LEGACY OF THE ATOMIC BOMBS

The atomic bombs detonated over Hiroshima and Nagasaki on 6 and 9 August 1945 killed approximately 250,00 innocent people instantly, and due to the severity of the injuries and illnesses, the number of victims continued to rise in the following years. By 1950, the casualties attributed to the bombings had increased to 200,000 and 140,000 respectively, according to The Committee for the Compilation of Materials on Damage Caused by the Atomic Bombs in Hiroshima and Nagasaki.

The hibakusha (atomic bomb survivors) endured the consequences of the explosion throughout their lives: burns, malformations in newborns, leukaemia and other forms of cancer, discrimination, and social isolation. Even today, the descendants of the hibakusha still experience the effects of hereditary diseases that arose from their relatives' exposure to radiation.

As reported by ICAN, "Even if a nuclear weapon were never again exploded over a city, there are intolerable effects from the production, testing, and deployment of nuclear arsenals that are experienced as an ongoing personal and community catastrophe by many people around the globe" (ICAN, Catastrophic Humanitarian Harm, 2014).

THE CONSEQUENCES OF A NUCLEAR CONFLICT

Doctors and scientists have long studied the medical consequences of a nuclear war, concluding that human safety and survival depend on the elimination of these weapons. (ICAN, Catastrophic humanitarian harm, 2014). Studies on possible scenarios following a nuclear war have shown that even a nuclear conflict on a regional scale (for example, between India and Pakistan, using around 100 nuclear weapons the size of those used in Hiroshima) would disrupt the global climate and agricultural

production to such an extent that up to two billion people would be at risk of famine, according to recent research by the International Physicians for the Prevention of Nuclear War. The conflict would generate an enormous amount of radioactive dust which, carried by the winds, would create a uniform shield impenetrable to the sun's rays. As a result, the temperature on the Earth's surface would drastically decrease, triggering the so-called nuclear winter, which would irreparably compromise the life of animal and plant species and have a dramatic impact on agriculture and livestock farming. The so-called nuclear famine would cause hundreds of millions of victims

THE HUMANITARIAN INITIATIVE

The humanitarian consequences of the use of nuclear weapons have been addressed at three major international conferences (Oslo, 2013; Nayarit and Vienna, 2014) organised by the 'Humanitarian Initiative' to shift the debate from deterrence and strategic stability to humanitarian impact.

The conferences highlighted three key points:
1) It would be difficult for a state or an international organisation to provide an adequate response to the immediate humanitarian emergency, helping the victims.
2) The impact would not stop at national borders. Devastating long-term global effects, including the blockage of socioeconomic development and environmental chaos, would particularly affect the poorest and most vulnerable.
3) By darkening the stratosphere, the explosion caused by a nuclear conflict could lead to severe climatic disruptions. The so-called "nuclear winter" and global famine ("nuclear famine") would threaten the survival of the human race.

REFERENCES

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b POSSESSING NUCLEAR WEAPONS IS NOT IS A SYSTEM THAT GUARANTEES PEACE

The decision by a few states to possess nuclear weapons holds all of humanity hostage. Why is nuclear deterrence not a secure system for maintaining peace? Those who support the presence of nuclear weapons justify their existence with the term "nuclear deterrence," a concept that originated during the Cold War and is still used today.
What does "nuclear deterrence" imply? The word "deterrence" comes from the Latin deterrere, meaning "to deter by instilling terror." Therefore, nuclear deterrence refers to the concept that the mere possession of nuclear weapons creates a "balance of terror": the enemy is discouraged from launching an attack because they fear retaliation, which would certainly be "totally destructive."
For many years, the presence of nuclear weapons has been justified as a deterrent that would prevent the collapse of international stability. Yet, since 1945, the world has experienced hundreds of conflicts.
After being used, the bomb was "normalized." The mere fact of coexisting with it for over 75 years has instilled a sense of false indifference in society—an issue that the population would like to change but perceives as impossible to achieve.
Today's nuclear warheads are a thousand times more powerful than those dropped on Hiroshima and Nagasaki; the use of a single nuclear weapon would cause indescribable devastation.

ICAN, the International Campaign to Abolish Nuclear Weapons, has published a collection of responses to common questions and misconceptions regarding nuclear weapons. Two of these address nuclear deterrence and the importance of eliminating nuclear weapons.

- "Nuclear weapons work as a deterrent against war, they keep us safe."

It is often claimed that nuclear weapons deter war, preserve "strategic stability," or "keep us safe." However, there is no concrete evidence to support this assertion beyond the mere correlation between the existence of nuclear weapons and the fact that a third world war has not (yet) broken out. There have, however, been incidents of aggression against countries that possess nuclear weapons.

Many governments recognise that nuclear weapons are dangerous, destabilising, indiscriminate, and potentially catastrophic. In response, in 1968, 191 countries became parties to the Treaty on the Non-Proliferation of Nuclear Weapons (NPT), which prohibits the acquisition of nuclear weapons. Under the treaty, the United States, Russia, China, France, and the United Kingdom accepted a legal obligation to negotiate disarmament (Article VI of the NPT) in exchange for nearly all other countries committing

never to acquire nuclear weapons.

As the Cold War neared its conclusion, Ronald Reagan (1911–2004), the 40th President of the United States, and Mikhail Gorbachev (1931–2022), the penultimate General Secretary of the Communist Party of the Soviet Union, came to understand that the vast nuclear arsenals possessed by their respective nations were not necessary for national security. On the contrary, these arsenals posed significant risks to both countries. Together, they initiated efforts to reverse the growth of nuclear stockpiles, even going so far as to discuss the total elimination of nuclear weapons. Perhaps the greatest legacy left by these two political leaders was their frequently quoted statement: “A nuclear war cannot be won and must never be fought.”

- "No nation will renounce its nuclear arsenal as long as other countries maintain theirs."

Every country possessing a nuclear arsenal should dismantle it, as its use would have catastrophic humanitarian consequences; from this perspective, deterrence by other nations is absolutely irrelevant. Just as a government would never argue, “Why abolish slavery and torture if they are still practised in other countries?” similarly, it should not insist on possessing the power to cause an incalculable number of casualties, along with severe environmental damage, simply because a handful of other countries retain the same capability. Only nine countries in the world still possess nuclear weapons, while approximately 30 other nations claim to depend on them through military alliances. This means that over 150 countries have decided they can guarantee their national security without the need for nuclear weapons, despite other nations possessing them. Kazakhstan, South Africa, and Ukraine once possessed nuclear weapons but chose to eliminate them. Brazil, Sweden, and Switzerland were among the many nations that began to build up their arsenals but decided not to continue. There is no unique or special threat that justifies nuclear-armed countries and their allies maintaining their arsenals.

THE DOOMSDAY CLOCK

The Doomsday Clock, a symbolic clock created by scientists at the Bulletin of the Atomic Scientists at the University of Chicago in 1947, symbolises the urgency of the issue regarding the existence of nuclear weapons capable of putting an end to the human race. Midnight on the Doomsday Clock represents the end of the world caused by an atomic war. Today, we are 90 seconds to midnight; we have never been so close to the end of the world. As early as 2020, when announcing the decision to move the hands of the clock forward, the Bulletin’s commission issued a statement criticising the

attitude and actions of international leaders, such as withdrawing from treaties and agreements for nuclear arms control and the lack of concrete plans to address the growing climate crisis:

Humanity continues to coexist with two dangers that threaten human existence: nuclear war and climate change, which are aggravated by the threat of cyber warfare (...) This situation, amplified by technological propaganda, would be perceived as quite serious if the world's leaders were focused on confronting the danger and reducing the risks of a catastrophe. Over the past two years, we have witnessed influential leaders denigrate and abandon the most effective means to address these threats, prioritising their national interests. By weakening approaches based on law, science, and cooperation, these leaders have contributed to the creation of a situation which, if left unaddressed, will lead to catastrophe. In the face of this frightening and threatening scenario, alongside a new political will to reject negotiations and institutions that can protect civilisation in the long term, the Bulletin of the Atomic Scientists' Science and Security Board has today moved the hands of the Doomsday Clock forward by 20 seconds, bringing it closer than ever to the apocalypse. In doing so, the members of the Board are explicitly warning leaders and citizens worldwide that the international security situation is now more dangerous than it has ever been (...). Nuclear weapons do not keep anyone safe; they threaten to cause enormous and indiscriminate harm to millions of people. The awareness of this danger has brought attention to the movement for a treaty to prohibit nuclear weapons.

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C INVESTMENTS IN NUCLEAR WEAPONS DIVERT RESOURCES THAT COULD BE USED TO ACHIEVE OTHER OBJECTIVES

THE UNITED NATIONS 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT

In 2015, the governments of 193 UN Member States endorsed the 2030 Agenda for Sustainable Development, described as "an action programme for people, the planet, and prosperity" (UN, 2015). It comprises 17 Sustainable Development Goals (SDGs) and 169 specific targets that countries have committed to achieving by 2030. These SDGs build upon and expand the aims of the Millennium Development Goals, which were not fully realised. The SDGs address a range of crucial issues for global development, such as combating poverty, eradicating hunger, and addressing climate change. 'Common goals' means that they apply to all countries and all individuals: no one is excluded, and none should be left behind on the path towards a sustainable world. In 2020, the study Military Spending and the Achievement of the 2030 Agenda for Sustainable Development, conducted by the United Nations Office for Disarmament Affairs (UNODA), stated: "Those aims, while admirable, represent a herculean undertaking: the United Nations Conference on Trade and Development (UNCTAD) estimates that meeting the Sustainable Development Goals in developing countries will cost about $2.5 trillion per year.' Yet as Governments around the world express commitment to pursuing the Goals, global military spending is at its highest since the cold war, absorbing a significant share of the financial resources that could instead be used to directly promote sustainable development. Achieving the Goals will demand rethinking the size and opportunity costs of those military expenditures."

NUCLEAR WEAPONS SPENDING

Each year, billions of dollars are spent globally on the production, maintenance, and renewal of nuclear weapons, not only by the states that possess them (USA, Russia, United Kingdom, France, China, India, Pakistan, Israel, North Korea) but also by those that host them on their territory (Italy, Germany, Belgium, Netherlands, Turkey). According to the annual reports published by ICAN, we know that over the past three years, nuclear states have spent $72.6 billion on nuclear weapons in 2020, $82.4 billion in 2021, and $82.9 billion in 2022. While these resources are spent to fuel a system of mutually assured destruction, capable of causing irreparable harm to people and the environment, justified as a tool of national security, what could be achieved if only these same resources were invested to address

climate change, poverty, and inequality worldwide?

MILITARY SPENDING AND THE 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT

The study conducted by UNODA, "Military Spending and the Achievement of the 2030 Agenda for Sustainable Development", posed the following question: how much could be achieved by reducing global military spending if the saved resources were allocated to development, particularly to achieving the 2030 Agenda goals? The answer is that a 5–10 per cent cut in military spending (ranging from $96 to $192 billion, based on 2017 dollar values) would free up funds to cover the costs of achieving any of the individual Goals, such as the elimination of poverty (Goal 1) and the improvement of health standards (Goal 3), ensuring inclusive and quality education (Goal 4), promoting inclusive economic growth and employment (Goal 8), and combating climate change (Goal 13). With only one decade left to achieve the 2030 Agenda, reducing military expenditure and redirecting the saved resources towards the Sustainable Development Goals should be a fundamental priority (UNODA, "Military spending and the achievement of the 2030 Agenda for Sustainable Development", 2020).

Considering that poverty and mass migration due to the climate crisis are factors that contribute to tensions and violent conflicts, it is crucial to shift perspectives and view the achievement of the Sustainable Development Goals as the means to build real security for all people.

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d WHY ARE THERE STILL MANY NUCLEAR STATES THAT ARE NOT MAKING PROGRESS IN THE DIRECTION OF DISARMAMENT?

According to the Federation of American Scientists (FAS), the number of nuclear weapons worldwide peaked during the Cold War in 1986, with approximately 70,300 warheads. Since then, this number has been reduced by 82%, to an estimated 12,512 warheads in early 2023. These reductions primarily took place during the 1990s and early 2000s, mainly due to cuts in the massive arsenals of the United States and Russia. Since then, the total number of warheads worldwide has decreased slightly each year, including in 2022, but this has only occurred because Russia and the United States have been dismantling a small number of older warheads that have been retired from service. The number of nuclear warheads dismantled each year now appears to be decreasing. The Nuclear Weapons Ban Monitor, in collaboration with the Federation of American Scientists, estimates that in 2022, Russia dismantled approximately 100 warheads, while the United States dismantled 184. As of January 2023, it is estimated that Russia has 1,400 retired warheads awaiting dismantling, and the United States has 1,512. The dismantling of Cold War-era nuclear weapons will soon be exhausted as a means of reducing the global nuclear arsenal. No further progress in nuclear disarmament will be made unless nuclear-armed states accept that their current deployable arsenals are not essential (Nuclear Ban Monitor, "The obligation to eliminate nuclear weapons", 2022). SIPRI, Nuclear Weapons in the World, January 2023

The annual report on armaments, disarmament, and international security published in 2023 by SIPRI (Stockholm International Peace Research Institute) highlighted that, overall, the number of nuclear warheads globally continues to decrease. However, this is primarily due to the dismantling of retired warheads by the United States and Russia. The global reduction in operational warheads seems to have stalled, and their numbers are once again increasing. Both the United States and Russia are undergoing large, costly programmes to replace and modernise nuclear warheads, missile launch systems, aircraft, submarines, and nuclear weapons production facilities. China is in the midst of a significant modernisation and expansion of its nuclear arsenal. It is expected that its nuclear arsenal will continue to grow over the next decade, with some projections suggesting it could have a number of intercontinental ballistic missiles (ICBMs) comparable to those of Russia or the United States. However, the total number of nuclear warheads in China's possession is expected to remain lower than those of these two nations. The nuclear arsenals of other nuclear-armed states are still smaller, but all are either developing or deploying new weapons systems, or have announced their intention to do

so. India and Pakistan also appear to be increasing the size of their nuclear arsenals, and the United Kingdom has stated its intention to increase its stockpiles. North Korea's military nuclear programme remains central to its national security strategy, with estimates suggesting it may have assembled up to 30 nuclear weapons, with the potential to produce more. North Korea conducted over 90 ballistic missile tests in 2022, the highest number ever carried out in a single year. Israel continues to maintain its long-standing policy of nuclear ambiguity, leaving considerable uncertainty about the number and nature of its nuclear weapons (SIPRI, 2023 Yearbook).

THE TREATY ON THE NON-PROLIFERATION OF NUCLEAR WEAPONS (NPT)

The growing awareness of the nuclear danger has led states to curb the arms race through international treaties, bilateral agreements, and treaties creating nuclear weapon-free zones. Among these, the Treaty on the Non-Proliferation of Nuclear Weapons (NPT), which entered into force in 1970, stands as a milestone in international law. It has been signed by 191 countries, including five of the nine nuclear-armed states: the USA, Russia, China, the United Kingdom, and France.
The NPT requires signatories to make every effort to prevent the danger of nuclear war and its devastating effects on all of humanity. It prohibits non-nuclear states from acquiring nuclear weapons, and nuclear states from transferring such weapons, technology, or fissile material. While the treaty's core focus is on "non-proliferation," the prospect of total nuclear disarmament is clearly outlined in Article 6: "Each of the Parties to the Treaty undertakes to pursue negotiations in good faith on effective measures relating to cessation of the nuclear arms race at an early date and to nuclear disarmament, and on a treaty on general and complete disarmament under strict and effective international control." Although the NPT prohibits the transfer of weapons to countries that do not possess them, the United States has deployed 100 nuclear weapons in five NATO member countries (Italy, Belgium, the Netherlands, Germany, Turkey), thus violating this prohibition. The other nuclear signatory states of the Nuclear Non-Proliferation Treaty (NPT) are also violating at least one of the obligations and prohibitions imposed by this treaty (ICAN, "Assessing Compliance with the NPT: A Legal Analysis", 2022).

Every five years, signatory states meet at the NPT Review Conferences to discuss its implementation and progress towards global nuclear disarmament.

In particular, the final session of the latest NPT Review Conference, held

in August 2022, saw expressions of concern over the lack of ambition on disarmament in the final document, the weakening of language agreed upon in previous review conferences, and the resistance of nuclear-armed states to greater accountability for their disarmament obligations (Nuclear Ban Monitor, “The Obligation to Eliminate Nuclear Weapons”, 2022).

THE TREATY ON THE PROHIBITION OF NUCLEAR WEAPONS (TPNW)

Thanks to the efforts of civil society, the Treaty on the Prohibition of Nuclear Weapons (TPNW) was adopted by the United Nations on 7 July 2017, with 122 countries voting in favour. This historic agreement is the first globally applicable treaty that explicitly bans and declares nuclear weapons illegal. It is also the first treaty to create a legal framework for the verifiable and irreversible elimination of nuclear weapons and to provide assistance to the victims of their use or testing. The TPNW arises from the deep concern of governments worldwide regarding the growing threat posed by nuclear weapons to human survival, environmental protection, socio-economic development, the global economy, food security, health, and the well-being of present and future generations (ICAN, "How the TPNW works, 2021").

Since 20 September 2017, the TPNW has been officially open for signature and ratification by countries. Following the fiftieth ratification on 26 October 2020, the TPNW officially entered into force on 22 January 2021. Currently, 73 countries have ratified the treaty and 94 have signed it.

Although Article 6 of the NPT states that signatory countries are required to commit to contributing to the achievement of "a treaty on general and complete disarmament," nuclear-armed countries remain opposed to ratifying the TPNW.

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Part two

NUCLEAR DISARMAMENT AND THE SUSTAINABLE DEVELOPMENT GOALS

Are you familiar with the 2030 Agenda for Sustainable Development? It is probably the most exciting initiative launched by the United Nations, created by the people for the people, with the aim of collectively contributing to the construction of a sustainable society and world.

The 2030 Agenda consists of 17 Sustainable Development Goals (SDGs). The goals set for sustainable development have global validity, affecting and involving all countries and sectors of society, from private businesses to the public sector, from civil society to information and cultural operators.

The 17 SDGs refer to a set of important development issues, taking into account the three dimensions of sustainable development—economic, social, and ecological—in a balanced way. They aim to end poverty, fight inequality, address climate change, and build peaceful societies that respect human rights. To understand how nuclear weapons impact our daily lives and to imagine a world free of nuclear weapons, we suggest reading the resources developed from the document "The TPNW and the SDGs", published in 2020 by ICAN in collaboration with the Soka Gakkai International. The document explains how the TPNW and the SDGs are interconnected, and how nuclear disarmament and the 2030 Agenda are deeply linked. It highlights how the consequences of any use of nuclear weapons, whether intentional, accidental, or due to a misjudgement, anywhere in the world, threaten the achievement of the Sustainable Development Goals. It also emphasises how the TPNW, by banning nuclear weapons, strengthens the implementation of these goals.

Discuss the options with your group and determine which Sustainable Development Goals would be most affected by the elimination of nuclear weapons, scoring each option.

2

WHAT PREVAILING IMPACT WOULD NUCLEAR DISARMAMENT HAVE ON THE ACHIEVEMENT OF THE SUSTAINABLE DEVELOPMENT GOALS?

a It would help combat climate change.

b It would support gender equality and reduce inequality.

c It would reduce poverty and hunger.

d It would contribute to peace, justice, and strengthen institutions.

e Other...

a NUCLEAR DISARMAMENT HELPS COMBAT CLIMATE CHANGE

Goal 13, which focuses on promoting actions at all levels to combat climate change, would be unattainable in the event of a nuclear war. Even a regional conflict (involving the use of approximately 100 nuclear warheads) would cause significant global climate disruption, including major destruction of the ozone layer. Studies on potential scenarios following a nuclear war have shown that even a regional nuclear conflict (for example, between India and Pakistan, involving about 100 Hiroshima-sized nuclear weapons) would severely disrupt global climate and agricultural production, putting up to two billion people at risk of famine. The conflict would generate an enormous amount of radioactive dust, which, carried by the winds, would create a uniform shield that blocks sunlight. As a result, temperatures on the Earth's surface would drastically decrease, triggering what is known as a "nuclear winter." This would irreparably compromise the life of animal and plant species and have a dramatic impact on agriculture and livestock. This so-called nuclear famine would cause hundreds of millions of deaths. In 2019, a group of scientists carried out a simulation of a nuclear war between the United States and Russia, considering the use of ready-to-use nuclear weapons existing in their respective arsenals. The study demonstrates that the world would be completely darkened by clouds of soot and smoke, and global temperatures would drop by 9 degrees due to the absence of sunlight, which would be blocked by the dust clouds released from explosions in the upper atmosphere. Within a week, the entire Northern Hemisphere would be covered by a layer of soot, which would envelop the entire planet within two weeks. Surface light levels would decrease, with it taking at least three years for surface light to return to 40 per cent of its original level. According to the simulation, the cloud cover would scatter and absorb solar radiation for approximately a decade before dissipating completely. The nuclear winter that would follow would last for several years, with a global reduction of 30 percent in precipitation during the first few months. The catastrophic impact of a nuclear war would also spill over to the oceans and seas, making it impossible to achieve Goal 14, which

aims to conserve and sustainably use oceans, seas, and marine resources for sustainable development. In fact, it would lead to a collapse in global ocean temperatures by between 1 and 3 degrees and reduce fishery productivity by between 5 and 15 percent.

Numerous studies on contamination from nuclear weapons tests and proximity to nuclear weapons facilities show that their use would hinder the achievement of Goal 15, which focuses on protecting, restoring, and promoting the sustainable use of terrestrial ecosystems.

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b

NUCLEAR DISARMAMENT, GENDER EQUALITY, AND REDUCTION OF INEQUALITIES

How do nuclear weapons impact Goal 5, achieving gender equality and empowerment of all women and girls?
Using a gender perspective "adds a step" to understanding the effects of nuclear weapons on human beings. Women, in fact, are biologically more vulnerable to the harmful effects of ionising radiation than men. According to researchers, the ionising radiation from a nuclear attack would disproportionately harm women and girls.
A study by the National Academy of Sciences (NAS) on the effects of radiation shows that the damage caused by radiation in women is 50 per cent higher than in men exposed to the same doses of radiation, and that a woman is exposed to twice the risk of death from radiation-induced cancer compared to a man.
The social effects of nuclear weapons are also gender-related, with women often being the most affected in terms of psychological health, displacement, social stigma, and discrimination. For instance, women who survived the atomic bomb faced discrimination and stigmatisation due to fears about potential issues that could arise and be passed on to their children during pregnancy.
Goal 10, which focuses on reducing inequalities within and among countries, is incompatible with the current situation: the possession of nuclear weapons by some states, which puts the security of the rest of the world at risk, is itself a representation of inequality.
Furthermore, the production, testing, and storage of nuclear weapons cause severe and irreversible harm to living beings and the environment, disproportionately affecting indigenous populations and their territories.
In this regard, numerous studies on communities of workers in the nuclear industry, including uranium miners, have highlighted how uranium mining has led to precarious conditions and exploitation in indigenous and local mining communities. In particular, the competitive pricing of uranium extraction fuels fierce competition among companies, which in turn generates the exploitation of workers and cuts to the costs of safety systems.
In addition to this, the radioactive contamination of soil and groundwater, the polluting waste materials,

and exposure to uranium cause environmental pollution and health problems (such as cancers, infertility, and lung diseases). It is also well known that indigenous populations and their territories have been disproportionately affected by nuclear weapons testing. In areas like the French Polynesian islands, Micronesia, and other desert regions in the United States and Russia, contamination from nuclear tests has devastated the lives of entire communities.

The problem is that victims often face difficulties in securing the compensation they are due for physical and psychological harm. Research shows how difficult it is for the psychological impact to be recognised in the same way as it has been for health effects, especially when these effects emerge only decades later. In many cases, governments did not inform citizens that they were conducting nuclear tests, and it was relatively easy for the institutions responsible for releasing radioactive contaminants to hide this act, as its effects often emerge only much later. This time gap was exploited by the United States and other governments to deny the links between radioactive contamination and cancers (which manifest decades later) and deformities (which appear in subsequent generations). In 1998, in Pokhran, a desert area in Rajasthan, India, a nuclear test was carried out; many villages were evacuated with false information, only three hours before the explosion, and the explosion's dust spread over their lands and homes. However, this event was never covered by major media outlets.

C NUCLEAR DISARMAMENT, POVERTY, HUNGER AND HEALTH

Regarding Goal 2, which aims to end hunger, achieve food security, improve nutrition, and promote sustainable agriculture, even a limited nuclear conflict could put two billion people at risk due to famine. Massive fires would release enough soot into the atmosphere to block sunlight and cool the Earth's surface, destroying crops and significantly impacting agriculture. Areas already suffering from hunger and water scarcity would be hit hardest. A nuclear famine would also lead to mass evacuations and the creation of refugee camps across the African continent. With regard to Goal 3, which focuses on ensuring healthy lives and promoting well-being for all at all ages, the document highlights how the detonation of nuclear weapons would immediately cause health damage, such as burns and deafness. Public services, including healthcare, would be completely destroyed. Radiation sickness, cholera, typhoid, malaria, and plague, along with the spread of Ebola and other diseases, would overwhelm Africa.

d NUCLEAR DISARMAMENT, PEACE, JUSTICE, AND THE STRENGTH OF INSTITUTIONS

The existence, modernisation of nuclear arsenals, and the increasing likelihood of their use pose a threat to peace and, consequently, to the achievement of "Goal 16: promoting peaceful and inclusive societies." Far from building peace, nuclear weapons contribute to generating a climate of mistrust and intimidation among nations. During the Cold War, the governments of nuclear-armed states worked to portray nuclear weapons as "To maintain peace," a peace "guaranteed" by the possibility of "mutual destruction" of adversaries. This narrative justified a national security system built on the acceptance of the possibility of inflicting irreparable harm and devastation on a vast number of people.

Only through adherence to international norms that adopt the perspective of security for all humanity, rather than individual states, can countries ensure peace. Moving in this direction, the Treaty on the Prohibition of Nuclear Weapons (TPNW) is a legal instrument aimed at strengthening international legislation on non-proliferation, control, and nuclear disarmament. It places humans and the recognition of their suffering at its centre, requiring victim assistance and environmental remediation for people and areas affected by the use and testing of nuclear weapons.

Part three

WHERE DO YOU WANT TO START TO BUILD PEACE?

Now it's your turn! We are confident that with these activities, you have learned and discussed the issue of nuclear weapons extensively. Now it's time to share your desire to create a world free from nuclear weapons with those around you. We suggest that you and your group design a project aimed at raising awareness among other students, families, or the community you live in on one of the topics addressed.

Although the issue of nuclear weapons may generate concern, the challenge we pose to you is to be as creative as possible in conveying a sense of hope to people, helping them become aware and, in turn, active participants in change.

To do this, we suggest drawing on art and its expressive resources. In the Appendix to the detailed materials, we have gathered some suggestions for films, music, and literary works that can serve as inspiration.

Share your experience at school and, with the help of your teacher, post photos and videos with the hashtag #senzatomica #parlamentiperlapace (#ParliamentsForPeace), and tag @senzatomica_official.

APPENDIX

THE HISTORY OF THE ATOMIC BOMB

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The Boys of Via Panisperna, Gianni Amelio, Italy, 1988.
In Rome, 1934, the young and brilliant physics student Ettore Majorana meets Enrico Fermi, a slightly older professor who is already well-known. Along with other young members of the Faculty of Physics at Via Panisperna, they work on the splitting of the atom, challenging the established

scientific authorities led by Marconi. The story is inspired by true events when, at the Institute of Physics on Via Panisperna, physicist Enrico Fermi formed a research group with Emilio Segrè, Bruno Pontecorvo, Edoardo Amaldi, and Ettore Majorana. Together, they made groundbreaking discoveries in the field of nuclear physics. The film recounts the lives, anxieties, and passions of these young scientists, but also highlights the political regime, the racial laws, and the mysterious disappearance of Ettore Majorana (whether suspicious death or suicide remains unknown). Majorana had already foreseen how their thrilling discoveries, in the wrong hands, could become powerful weapons of destruction.

Fat Man and Little Boy, Roland Joffé, USA, 1990.

During the height of World War II, General Leslie Groves is tasked with coordinating a top-secret military project to beat the German enemies in building an atomic bomb: the Manhattan Project. Groves recruits scientist and physicist J. Robert Oppenheimer as the civilian project coordinator and is fully convinced of Oppenheimer's extraordinary abilities. The contrasting personalities of the two men often lead to disputes about the morality of constructing such a destructive weapon, but they always end up silencing their consciences and following the government's orders.

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EFFECTS OF THE BOMB

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The nuclear war between the USA and the USSR breaks out: the film depicts the American "day after," with cities destroyed and the few survivors devastated by radiation. The protagonist is Dr. Russell Oakes, who lives in Kansas City, the city targeted by the nuclear attack, and works at the Memorial General Hospital.
Wargames (Giochi di guerra), John Badham, USA, 1983.
David Lightman, a seventeen-year-old American electronics genius, attempts to hack into the computer of a well-known video game company. Instead, he accesses a Pentagon supercomputer designed to respond to a missile attack: the WOPR (War Operation Plan Response). This computer evaluates actions and countermeasures in the event of a Russian attack. The boy, thinking he is dealing with a video game, starts a game of Global Thermonuclear War against the WOPR, aligning with the Soviets. The computer alerts major military states, signaling an imminent nuclear attack. The boy is soon located and interrogated, but no one believes him. Just moments before the missile launch, David himself saves the situation by ordering the system to play Tic-Tac-Toe against itself: the games end in a stalemate one after another. After obtaining a sequence of identical results: "Winner: None," the computer learns that "The only winning move is not to play," and finally stops the game.
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Printed in February 2025

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A project promoted by:

SOKA GAKKAI
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Project supported by the Eight per Thousand funds of the Italian Buddhist Institute Soka Gakkai.

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