

EDUCATIONAL GUIDE TEACHING ABOLITION



WORLD
COALITION
— AGAINST THE DEATH PENALTY —

www.worldcoalition.org

The World Coalition Against the Death Penalty

The World Coalition Against the Death Penalty (WCADP) brings together over 120 NGOs, bar associations, trade unions and public bodies that are active across the world in support of abolition of the death penalty. It was created in 2002 to reinforce the international dimension of the fight against the death penalty.

The World Coalition endeavors to strengthen, lead and coordinate international action (particularly lobbying), bring together new abolitionists and increase its influence in countries where capital punishment still exists as part of national legislation. It helps create national and regional coalitions and organize worldwide events.

In 2003, the WCADP made October 10th the World Day Against the Death Penalty.

This Handbook is a campaign material produced under the supervision of the Executive Secretariat of the World Coalition Against the Death Penalty:

First Edition

Authors:

Hélène Labbouz (World Coalition),
Cécile Marcel (Acat-France), Aurélie Plaçais (World Coalition), Guillaume Parent (World Coalition),
Elizabeth Zitrin (Death Penalty Focus)
Revision: Francis Barbe (FSU SNUIPP),
Florence Belivier (FIDH), Elisabeth Zitrin (DPF)

Revision:

Francis Barbe (FSU SNUIPP),
Florence Belivier (FIDH),
Elisabeth Zitrin (DPF)

Translations:

English - Morag Young,
Chinese (simplified and traditional) – Taiwan Alliance to End the Death Penalty,
Spanish - ACAT Espagne
Italian - Angelo Passaleva (Tuscany regional government)

Illustrations:

Annie Desmoutiez

Mock-up and design:

Olivier Dechaud (ECPM),
Taiwan Alliance to End the Death Penal

Second Edition

Authors:

Emile Carreau (World Coalition), Jessica Corredor (World Coalition), Aurélie Plaçais (World Coalition)

Revision:

Claude Guillaumaud (Le Collectif Unitaire National de soutien à Mumia Abu-Jamal), Susannah Sheffer (Murder Victims' Families for Human Rights),
Guillaume Colin (Fédération Internationale de l'Action des Chrétiens pour l'Abolition de la Torture),
Cécile Marcel (ACAT France), Maria Donatelli (World Coalition)

Translations:

French –Jessica Corredor

Mock-up and design:

Olivier Dechaud (ECPM)

Educational Guide

Teaching Abolition

**For teachers
of students
aged 14 to 18**

May 2011

**World Coalition
Against the Death Penalty**
ECPM,
3 rue Paul Vaillant Couturier
92320 Chatillon, France
Tél. : + 33 1 57 63 09 37
contact@worldcoalition.org
www.worldcoalition.org

The content of this document
are the sole responsibility
of the World Coalition
Against the Death Penalty



www.worldcoalition.org

[Contents]

[Foreword to the 1st edition: <i>Teaching Abolition</i>	5
<i>The World Day Against the Death Penalty</i>	6
<i>On the 20th November 2009 the Convention on the Rights of the Child Celebrated Its 20th Birthday</i>	6
<i>How to Use this Resource</i>	6
[A]	
The Death Penalty Myths	7
[Activity A1] Vengeance and Retaliation – Class Discussion	8
[Activity A2] The Death Penalty and the Deterrence Argument – Role Play	10
[Activity A3] Victims’ Family Members and the Death Penalty: Assumptions and Reality - Discussion	12
[B]	
The Death Penalty and Human Rights	14
[Activity B1] Torture and the Death Penalty – Class Discussion	15
[Activity B2] The Death Penalty and Discrimination – Class Discussion	18
[Activity B3] The Death Penalty Applied to Juveniles – Class Discussion	20
[Activity B4] The Death Penalty Applied to the Mentally Ill and those with Mental Retardation – Class Discussion	22
[Activity B5] The Death Penalty and International Law: Moratorium 2011 – Role Play	24
Resources for the Moratorium role play	26
[C]	
Human Dignity (physical conditions of detention methods of execution, etc.)	28
[Activity C1] Physical and Routine Conditions on Death Row – Simulation and discussion	29
[Activity C2] Methods of execution – Class Presentation	31
[D]	
Innocence and the Death Penalty	32
[Activity D1] Exonerees – Role Play	33
[E]	
The Cost of the Death Penalty (special case of the United States)	35
[Activity E1] The Cost of the Death Penalty in the United States - Quiz and Discussion	36
<i>Concluding Activity</i>	38
<i>Death Penalty in the World</i>	39
<i>Glossary</i>	39

Teaching Abolition

Every year the world takes another step towards universal abolition.

In 2008 two new countries abolished the death penalty for all crimes (Argentina and Uzbekistan). Burundi abolished the death penalty on 22 April 2009 and Togo on 23 June 2009. As of June 2009, 139 countries are part of the international abolitionist family. Since 1990 more than 55 countries have abolished capital punishment.

Progress in the future will mainly depend on the education provided to children, our future citizens, politicians, accused, judges and lawyers. The world's future is in their hands and it will be up to each and every one of them as adults to join the abolitionist family.

The members of the World Coalition would like pupils and students to understand the state of the world they are living in: the severity, and sometimes cruelty, but also the beauty of the human rights ideal. Our aim is for them to acquire essential knowledge and understand why the death penalty is an attack on basic rights.

This manual is aimed particularly at teachers of students aged 14 to 18, wherever they are in the world. It suggests activities in anticipation of the celebrations on 10th October, covering the arguments which support the abolitionist movement.

Why fight for the Global Abolition of the Death Penalty?

- ┌ **The death penalty is irrevocable:** no justice system is safe from judicial errors and innocent people are likely to be executed.
- ┌ **The death penalty is inefficient:** it has never been shown to deter crimes more effectively than other punishments.

┌ **The death penalty is unfair:** the death penalty is discriminatory and is often used disproportionately against the poor, the mentally ill, those discriminated against for reasons of sexual orientation, or from racial, ethnic and religious minorities.

┌ **The death penalty is a cruel, inhuman, and degrading punishment:** waiting on death row inflicts extreme psychological suffering and execution is a physical and mental assault.

┌ **The death penalty is frequently applied overwhelmingly in violation of international standards:** it breaches the principles of the 1948 Universal Declaration of Human Rights, which states that everyone has the right to life and that no one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment. It is also in contradiction with the international trend towards abolition recognized by a vote at the United Nations' General Assembly calling for the establishment of a universal moratorium on the use of the death penalty (Resolution 62/149 adopted on 18 December 2007 and Resolution 63/168 adopted on December 2008).

Thanks to its many members and affiliates, the World Coalition can help you to organise activities on 10th October. The contact details of the members are given in the appendix.

With this Educational Guide, the World Coalition Against the Death Penalty is launching a collaborative initiative which aims to improve the contributions of all. This guide will be regularly supplemented by new information and themes. It will also be frequently updated on the Coalition's website (www.worldcoalition.org).

On behalf of the members of the World Coalition in more than thirty countries across the world, we thank you for your support.

Florence Bellivier, FIDH
Elisabeth Zitrin, DPF
Francis Barbe, FSU

The World Day Against the Death Penalty

In 2003, the WCADP made October 10th the World Day Against the Death Penalty. Since then, initiatives have been developed worldwide. In 2007, it was officially recognized as the 'European Day Against the Death Penalty'.

In 2009, the World Day Against the Death Penalty was dedicated to the theme "Teaching Abolition". The World Coalition developed a teaching guide to be used in schools throughout the world.

La Convention internationale relative aux Droits de l'Enfant a célébré ses 20 ans le 20 novembre 2009

Article 37 (a) of the Convention on the Rights of the Child states that State parties shall ensure that:

No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by persons below eighteen years of age;

However, a small number of countries continue to execute juvenile. In 2007 a total of eleven child offenders were executed: eight in Iran, two in Saudi Arabia and one in Yemen. In 2008 Iran was the only known country in the world where executions of juvenile offenders took place: at least eight executions took place according to Amnesty International. In 2009, at least a further 7 juveniles were executed in Iran and Saudi Arabia. In 2010, Iran, Pakistan, Saudi Arabia, Sudan, the United Arab Emirates and Yemen imposed death sentences on

individuals below 18 years of age when the crime was committed.

International human rights treaties forbid the use of capital punishment for all those under 18 at the time of the crime of which they are accused.

The international Convention on the Rights of the Child turned 20 in 2009. For the World Day Against the Death Penalty, the World Coalition Against the Death Penalty celebrated the 20th birthday of the international Convention on the Rights of the Child by developing this teaching guide.

The members of the World Coalition call on the countries that are breaching their commitments to immediately respect the international prohibitions that exclude juveniles from being subject to the death penalty.

How to Use this Resource

This resource has been created to aid teachers in teaching abolition of the death penalty. It has been designed so that teachers have readymade lesson plans that require minimal additional time for preparation. Listed for each activity are the learning aims, the steps involved, the equipment and the time required.

There is no set order to for the activities. The activities aim simply to cover some of the many recurrent themes that illustrate the inherent inappropriateness of the death penalty around the world.

[A]

The Death Penalty Myths



Annie Desmoutiez



[**Activity A1**] – CLASS DISCUSSION

Vengeance and Retaliation

[**A**]

Summary

Vengeance is often put forward as justification for the existence of the death penalty but such a response to an act of aggression prevents the situation from being approached with the composure needed for a fair and impartial trial.

[**B**]

Aims

This simple activity encourages students to understand the numerous arguments in favour of and against the death penalty, and in particular the vengeful nature of the death penalty.

[**C**]

Age of the target audience

14-18 years - class discussion

14-16 years - poetry writing; see extensions and variations

[**D**]

Time

The time needed for this activity depends on the number of songs used, the content of the songs and length of the songs. Nevertheless, as a guide, each song will take between 30 – 35 minutes (i.e. 5 - 10 minutes for reading/listening and 25 - 30 minutes for the discussion).

[**E**]

Equipment

- Songs in favour of and against the death penalty
- A stereo would be excellent but is not essential. The songs can be read out aloud.

[**F**]

Activity

Either play or read the song below to your students.

Iron Lady – Phil Ochs

Have you seen the iron lady's charms
Legs of steel, leather on her arms
Taking on a man to die
A life for a life, an eye for an eye
And death's the iron lady in the chair

Stop the murder, deter the crimes away
Only killing shows that killing doesn't pay
Yes that's the kind of law it takes
Even though we make mistakes
And sometimes send the wrong man to the chair

In the death row waiting for their turn
No time to change, not a chance to learn
Waiting for someone to call
Say it's over after all
They won't have to face the justice of the chair

Just before they serve him one last meal
Shave his head, they ask him how he feels
Then the warden comes to say goodbye
Reporters come to watch him die
Watch him as he's strapped into the chair

And the chaplain, he reads the final prayer
Be brave my son, the Lord is waiting there
Oh murder is so wrong you see
Both the Bible and the courts agree
That the state's allowed to murder in the chair

In the courtroom, watch the balance of the scales
If the price is right, there's time for more appeals
The strings are pulled, the switch is stayed
The finest lawyers' fees are paid
And a rich man never died upon the chair

Have you seen the iron lady's charms
Legs of steel, leather on her arms
Taking on a man to die
A life for a life, an eye for an eye
That's the iron lady in the chair

• **Ask your students the following questions about this song:**

1. Is the song for or against the death penalty?
2. Who or what is the Iron Lady?
3. The deterrence argument is cited in this song. In which two lines is it made and what is Ochs trying to say?
4. What does the line “And a rich man never died upon the chair” imply?
5. How does this song make you feel about the death penalty?

[G]

Extensions and variations

Poem/song writing

- After reading several poems about the nature of the death penalty ask your students to write a three stanza poem/song on the topic of the death penalty.

[H]

Resources

English Songs

- Let Him Dangle, Elvis Costello.
http://www.elviscostello.info/lyrics/spike.html#let_him_dangle
- The Mercy Seat, Nick Cave.
(intense, not sure if appropriate)
<http://www.stlyrics.com/songs/n/nickcave10713/themercyseat343540.html>
- Two Hangmen, Mason Proffit.
<http://www.lyricsdownload.com/mason-proffit-two-hangmen-lyrics.html>
- Joe Bean, Johnny Cash.
<http://www.metrolyrics.com/joe-bean-lyrics-johnny-cash.html>

French Songs

- Je suis pour, Michel Sardou.
<http://musique.ados.fr/Michel-Sardou/Je-Suis-Pour-t62369.html>
- L'assassin assassin, Julien Clerc,
words by Jean-Loup Dabadie.
http://www.paroles-musique.com/paroles-Julien_Clerc-Lassassin_Assassine-lyrics,p17646
- Le Gorille, Georges Brassens.
http://www.paroles-musique.com/paroles-Georges_Brassens-Le_Gorille-lyrics,p8013
- Idées noires, Franquin,
published by Fluide glacial (comic).

Songs and literature supporting and opposing abolition exist in all languages. Teachers should use the work of their choosing.



[**Activity A2**] – ROLE PLAY

The Death Penalty and the Deterrence Argument

[**A**]

Summary

The word 'deterrence' is often cited by those in favour of the death penalty. Their argument is that people are deterred from committing serious crimes if they are punishable by death. The statistics do not support this argument. There is no clear evidence that the death penalty is a more effective deterrent than the usual alternative of long-term imprisonment.

Deterrence can be divided into two separate categories. **Specific deterrence** focuses on the individual in question. **General deterrence** focuses on general prevention of crime by making examples of specific deviants.

[**B**]

Aims

- Help the students to understand that there is no direct correlation between the use of the death penalty and criminals being deterred from committing crimes punishable by the death penalty.
- Show students that the death penalty is not a more effective deterrent than life imprisonment.

[**C**]

Age of the target audience

14-18 years – role play

16-18 years - statistics and case study discussion; see extensions and variations

14-16 years - story sharing; see extensions and variations

[**D**]

Equipment

- Murder rate statistics from Canada and the USA.
- Newspaper editorial
- Additional information - Activity E1 – The cost of the death penalty quiz

[**E**]

Time

The role plays should not take very long so depending on how long the discussion goes for, this activity should last the length of a standard class.

[**F**]

Activity

- Do not tell your students that the topic of today's activity is deterrence.
- Split the class into several groups of four or five.
- Assign each group a crime punishable by death (murder, felony murder, adultery, espionage, homosexuality, hijacking, terrorism etc.)
- Have each group plan and act out a 2-5 minute scenario where their crime is committed.
- Explain to your students that the events leading up to the crime, that show the perpetrator's motives, have to be made clear.
- At the end of each scenario, ask the group the following questions. What was the motive of the person that committed the crime? And; what did they think was going through the perpetrator's head at the time?
- After the role plays are finished ask your students if they thought the perpetrator in their scenario would have thought long and hard about the possibility of his/her execution. If no, why? If yes, would he or she still have committed the crime?

[**G**]

Activity

Discussion

- Hand/readout the statistics and editorial below.

Murder rate in Canada before and after the abolition of the Death Penalty :

1975: homicide rate per 100,000 inhabitants: 3.09

1976: abolition of the death penalty

1980: homicide rate per 100,000 inhabitants: 2.19

2002: homicide rate per 100,000 inhabitants: 1.9

2006: homicide rate per 100,000 inhabitants: 1.9

Source : *Canadian statistical*

Murder rate in China (Retentionist Country) and Hong Kong (Abolitionist since 1993)

China
2007: homicide rate per 100,000 inhabitants: 1.2

Hong Kong Special Administrative Region of China
2004: homicide rate per 100,000 inhabitants: 0.6
Source: United Nations Office on Drugs and Crime

Murder rate in New Jersey before and after the abolition of the Death Penalty :

In 2007 New Jersey became the first state in 40 years to legislatively abolish the death penalty. The year before its abolition (2006) the murder rate* was 4.9 and the year after its abolition (2008) the murder rate was 4.3. In the retentionist state of Louisiana the murder rate in 2008 was 11.9*.

Regional Murder Rates* in 2002, 2004, 2006 and 2008 in the USA (as of 9/24/09):

REGION	2008	2006	2004	2002	EXECUTIONS SINCE 1976
South	6.6	6.8	6.6	6.8	970
Northeast	4.2	4.5	4.2	4.1	4

(*The murder rate is calculated per 100,000 people)
Source: Death Penalty Information Center

A USA Newspaper editorial entitled "The Myth of Deterrence"

In theory, the death penalty saves lives by staying the hand of would-be killers. The idea is simple cost-benefit analysis: If a man tempted by homicide knew that he would face death if caught, he would reconsider. But that's not the real world. The South executes far more convicted murderers than any other region yet has a homicide rate far above the national average. Texas' murder rate is slightly above average, despite the state's peerless deployment of the death penalty. If capital punishment were an effective deterrent to homicide, shouldn't

we expect the opposite result? What's going on here? Human nature, mostly. Murder is often a crime of passion, which by definition excludes the faculties of reason. The jealous husband who walks in on his wife and another man is in no position to deliberate rationally on the consequences of killing his rival. The convenience store robber who chooses in a split-second to shoot the clerk has not pondered the potential outcomes of pulling the trigger. People overtaken by rage, panic or drunkenness should be brought to justice, of course, but they are hardly paragons of pure reason, and it's unreasonable to assert that they consider the possibility of a death sentence when committing their crimes.

Source : Dallas Morning News

- Now, ask your students whether they think the death penalty deters crime? And; whether it would deter a criminal more than the thought of life imprisonment.

[H] Resources

- **Death Penalty Information Center**
<http://www.deathpenaltyinfo.org/facts-about-deterrence-and-death-penalty>
- **Amnesty International**
<http://www.amnesty.org/en/library/asset/ACT50/015/2008/en/82ba002d-3634-11dd-9db5-cb00b5aed8dc/act500152008eng.pdf>
- **Roger Hood**
The Death Penalty: A World-wide Perspective, Oxford, Clarendon Press, troisième édition, 2002, p. 230
- **United Nations Office on Drugs and Crime**
<http://www.unodc.org/unodc/en/frontpage/2010/February/global-homicide-rates-stable-or-decreasing-new-unodc-report-says.html>



[**Activity A3**] – DISCUSSION

Victims' Family Members and the Death Penalty: Assumptions and Reality

[**A**]

Summary

Losing a family member to murder is one of the most traumatic experiences that an individual can face. Survivors must deal not only with the loss of their loved one but also with the criminal justice system. It is commonly assumed that victims' family members will always want the death penalty, but this is not always true. Many victims' family members oppose the death penalty, and come to that opposition from a wide variety of experiences and beliefs.

[**B**]

Aims

- Help students to reflect on how murder affects a victim's surviving family members
- Introduce students to the idea that not all victims' family members support the death penalty
- Facilitate awareness and discussion of issues that arise in connection with victims and the death penalty

[**C**]

Age of the target audience

16 -18 years (debate; see extensions and variations)

14 -18 years (role play)

[**D**]

Time

Debate: can be regulated to last as long as you would like. Each debate should not, however, last less than 15 minutes or more than 40 minutes.

[**E**]

Equipment

Case studies (below)

[**F**]

Activity

Read the information and the case studies below to your class.

The following statements are from murder victims' families

"What good does taking the killer's life do us? Would it bring back our daughter? The death penalty is murder of the worst kind: cold, premeditated, calculated."

Hector Black, whose daughter was murdered in Georgia, USA

"One tragedy of the death penalty is that it turns society's perspective away from the victim and creates an outpouring of support for those who have perpetuated a crime. For us, the death penalty is not the way to honor our daughter's life."

Vicki Schieber, whose daughter Shannon was murdered in Pennsylvania, USA

"The death penalty is not the answer; it only continues the cycle of violence that killed my son." – Tina Chery, whose son Louis was murdered in Massachusetts, USA

"I am passionate about abolishing the death penalty worldwide as I do not believe killing the perpetrators helps anyone. It does not assist the healing of the victim, but actually creates more pain and violence and delays the healing."

Jo Berry, whose father was murdered in England

"If we let murderers turn us to murder, we give them too much power. They succeed in bringing us to their way of thinking and acting, and we become what we say we abhor."

Renny Cushing, whose father was murdered in New Hampshire, USA

"I couldn't imagine what, if anything, could bring me comfort or lessen my pain and despair, but I knew it wasn't the death penalty."

Marie Verzulli, whose sister Catherine was murdered

"We had no control over what happened to our daughter, but we can choose how we respond... For us, part of that response involves speaking out for violence prevention and against the death penalty."

Amanda and Nick Wilcox, whose daughter Laura was murdered

"One of the things I found most frustrating about the specter of the death penalty is that it would not allow for the possibility of the individuals coming to a full understanding of what they'd done. In that sense, the death penalty is the opposite of accountability."

Susan Hirsch, whose husband was murdered in Tanzania

Source : Murder Victims' Families for Human Rights

Islamic Shariah Law, victims and pardon

In many Islamic countries that uphold the death penalty, the victims have the power to pardon the prisoner from the death penalty.

Sections 54 of the Pakistan Penal Code: "Punishment cannot be commuted without the consent of the victim, or of his/her relatives" and 55 (A): "The president cannot exercise the right to forgive prisoners without the consent of victim's relatives". In July 2006, the Punjab Home Department, stated: "According to the law, a death penalty can only be pardoned by relatives of victims"

Source : FIDH, Rapport « Slow march to the gallows. Death penalty in Pakistan », 2007.

- Using this information, split the class into several groups of six students and within each group assign three as the affirmative team and three as the negative team.
- Select one of the following propositions to pose to the first, second, third group, etc.
 1. All victims of murder want to see the criminal face the death penalty.
 2. Victims should have no say on whether criminals are subject to a capital trial as they are too emotionally vested in the case and crimes affect society as a whole.
 3. The death penalty is a means of closure for the victims
 4. Executions are not only about retribution.
 5. The victims should always be able to commute the death sentence.
 6. An execution only serves to create more victims i.e. the offenders family and friends.
- Give each group fifteen minutes to gather further information on their topic (from the internet, media reports) and formulate their arguments before starting with the first group.
- Make a summary of the main arguments put forth by your students as a conclusion for the class.

[H]

Resources

- Murder Victims' Families for Human Rights
<http://www.mvfh.org/>
- Death Penalty Information Center
<http://www.deathpenaltyinfo.org/>
- Amnesty International
<http://www.amnesty.org/en/death-penalty>

[B]

The Death Penalty and Human Rights



Annie Desmoutiez



[**Activity B1**] – CLASS DISCUSSION

Torture and the Death Penalty

[**A**]

Summary

The prohibition against torture is established in the Universal Declaration of Human Rights and the Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, adopted by the UN on 10 December 1984. The prohibition is absolute; no derogation is possible under any circumstances. However, international law does not prohibit the application of the death penalty and many States consider it to be the implementation of a sovereign decision passed by the national justice system which is not covered by human rights but internal penal law.

[**B**]

Aims

- Help students understand the cruel and inhuman nature of the death penalty from the starting point of the absolute prohibition of torture in international law by:
- Understanding the definitions of torture and inhuman and degrading treatment
- Exploring the various aspects of application of the death penalty: conditions of detention, waiting on death row, being put to death.
- Give your students concrete examples that show that the application of the death penalty comes within the definition of the prohibition of all forms of torture or cruel, inhuman or degrading treatment as provided by international law.

[**C**]

Age of the target audience

16-18 years

[**D**]

Time

This exercise will easily last the length of a standard 50 minute class.

[**E**]

Equipment

- Definition of torture and cruel, inhuman or degrading treatment.
- Case studies of four people sentenced to death.

[**F**]

Activity

- Read or hand out the definition of torture, inhuman treatment and degrading treatment.
- Lead a discussion on the definitions by asking your students to give examples of torture, inhuman treatment and degrading treatment
- Then ask the students - does the death penalty correspond to one or several of these definitions? Ask them to explain their answers.

Définitions

Torture

Act through which acute physical or mental pain or suffering are intentionally inflicted on a person by a public servant or any other person acting in an official capacity, notably to obtain information or confessions, to punish, intimidate and apply pressure or for any other reason based on any form of discrimination.

Inhuman treatment

An act, which voluntarily provokes particularly intense mental or physical suffering.

Degrading treatment

An approach, which could lead individuals to feel fear, anxiety or inferiority, to humiliate them, debase them and break their physical or moral resistance.

Sources: Art. 1 UN Convention Against Torture (1984) and European Convention for Human Rights

- Handout the three case studies below to your students.
- Ask them to read the three cases and to identify the facts that could be classified as torture, inhuman treatment and/or degrading treatment.

Case Study 1

Story of Sake Menda, a Japanese man sentenced to death and subsequently cleared

In 1949 Sake Menda was 23. He was arrested for armed robbery and double murder. Sentenced to be hanged in 1951, he was cleared and freed in 1983. He spent 32 years in death row cells.

For 11,500 days Sake Menda was alone in silence in a 5m² cell which was freezing in winter and burning hot in summer. He did not have the right to get up or go to bed without authorisation. He had no contact with the other detainees, only received rare visits and could only write a few letters which were always censored. For security reasons the light was never turned off and he was constantly filmed.

Each dawn, for 11,500 days, Sake Menda watched out for the noise of the guards' boots. In Japan prisoners sentenced to death are only informed of their execution at the very last moment and it can take place without warning within a few hours.

Sake Menda describes his 11,500 mornings: "If there are a lot of guards that means that an execution is going to take place. But you never know which one of you has been chosen. The worst time is between 8 a.m. and 8.30 a.m. The noise of the boots resonates in the corridor. The steps stop. You can imagine eyes riveted on the door, breathing suspended at the noise of the key, cold shivers running down your spine. Only that door separates you from death. A neighbouring cell is opened and the fatal phrase falls: "The time has come".

Source : Fédération internationale des ligues des droits de l'Homme (FIDH)

Case Study 2,

Execution by stoning in Iran

Jafar Kiani and Mokarrameh Ebrahimi were sentenced to death by stoning after being found guilty of adultery following an extra-marital relationship. In July 2007, after eleven years in prison, Jafar Kiani was executed in a village near the town of Takestan.

In Iran executions are usually by hanging but sometimes by stoning; this method of execution is used for the offence of "adultery when married".

The stoning session is public. The prisoner is covered from head to toe in white clothing and buried (women up to their armpits and men up to their waists); a consignment of stones is delivered to the execution location and the civil servants in charge (sometimes, just citizens approved by the authorities) carry out the execution. If the prisoner manages to survive, he remains imprisoned for at least 15 years, but will not be executed.

Articles 102 and 104 of the Penal Code of the Islamic Republic of Iran precisely define the exercise of stoning: "The stones used to inflict death by stoning must not be so large that the prisoner dies after receiving one or two. They must not be so small that they cannot be called stones. The average size is generally chosen to ensure that the crime is atoned through suffering".

Shadi Sadr, one of the co-founders of the Stop Stoning Forever Campaign and lawyer for Jafar Kiani and Mokarrameh Ebrahimi, reported these shocking facts: "The stones were so large that they didn't even respect the conditions required to carry out such a sentence...Official reports...indicate that Jafar was still alive after the stoning but that one of his ears and his nose had been crushed and buried. When a medical examiner confirmed that he was still alive Mr X crushed his head with a large block of cement and killed him".

Source: Fédération internationale des ligues des droits de l'Homme (FIDH)

Case Study 3

Execution by lethal injection in the United States

In 1979 Angel Nieves Diaz, a young Porto Rican immigrant in the United States, participated in a raid on a bar in Florida during which the manager was killed. On 13 December 2006 Angel Nieves Diaz was executed by lethal injection. It involves three consecutive injections: first, an anaesthetic to suppress the pain; then a product which paralyses the muscles; and finally a chemical formula which provokes cardiac arrest.

Execution takes 34 minutes. According to witnesses, Diaz was still moving 24 minutes after the lethal injection, grimacing, apparently trying to speak, gasping for air. After 26 minutes his body violently jerked. When the cardiac monitors indicated that Diaz was still alive the team in charge of the execution decided to administer another lethal injection. More than half an hour after the start of the procedure a doctor, his face hidden by a blue hood, entered the execution room to check whether Diaz was still alive. He went out and came back a minute later, looked for vital signs in Angel Diaz and indicated that the execution was now complete.

Source : Amnesty International

Case Study 4,

The 'silent' execution of Anton Bondarenko in Belarus

Anton Bondarenko had been sentenced to death in Belarus in June 1998 for a murder he committed when he was 19 years old. His appeal had been rejected and the original death sentence had been upheld. His mother informed Amnesty International that she had visited the prison where her son was being held on a daily basis for several weeks to see if her son was still alive. The prison authorities refused to inform her of the date when her son would be executed. On 15 July 1999 Amnesty International was informed by a friend of Anton Bondarenko's mother that the previous day she and his mother had staged a two-person picket outside the building of the Presidential Administration, where the mother had reportedly pleaded for her son's sentence to be commuted. The two women were arrested by police officers and detained for three hours. Anton Bondarenko was executed on 24 July. Anton Bondarenko's mother still does not know where her son is buried.

Source : Amnesty International

- Second Optional Protocol to the International Covenant on Civil and Political Rights aiming to abolish the death penalty, adopted on 15 December 1989.
- Additional Protocol 6 to the European Convention on Human Rights (ECHR), adopted by the Council of Europe on 1983
- Additional Protocol 13 to the ECHR, adopted by the Council of Europe in May 2002, entered into force on 1 July 2003

Reports:

- Fédération internationale des ligues des droits de l'Homme
 - « The death penalty in Japan : a law of silence running counter to international trends », octobre 2008
<http://www.fidh.org/The-law-of-silence-going-against>
- Human Rights Watch
 - « So long as they die », report on lethal injection in the United States, 23 April 2006
<http://www.hrw.org/en/reports/2006/04/23/so-long-they-die>

- Amnesty International
 - « Execution by lethal injection : a quarter century of state poisoning », 4 octobre 2007
<http://www.amnesty.org/en/library/info/POL30/021/2007>
 - « Ending Executions in Europe : Towards Abolition of the Death Penalty in Belarus »
<http://www.amnesty.org/en/library/asset/EUR49/001/2009/en/d3b9c42d-a356-4dee-ad16-5b05842ba01a/eur490012009en.pdf>

- Fédération internationale des ligues des droits de l'homme
 - Stoning in Iran, Iran/Death penalty: A State of Terror Policy, April 2009
http://www.fidh.org/IMG/pdf/Rapport_Iran_final.pdf

[G]

Extensions and variations

Class discussion

- Ask your students the following thought provoking question: Are there any methods of execution that do not or would not breach international law? Or, is execution inherently tortuous, inhuman and degrading?

[H]

Resources

International texts:

- On the prohibition against torture:
- International Covenant on Civil and Political Rights, adopted on 16 December 1966, entered into force on 23 March 1976 (Article 7).
- Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, adopted on 10 December 1984, entered into force on 26 June 1987.
- Optional Protocol to the Convention Against Torture (OPCAT), adopted in December 2002, entered into force on 22 June 2006 (introduction of a system of preventative visits to places of detention).
- Compatibility of the death penalty and torture: See too ECHR Decision Soering v/R.U. of 7 July 1989
- On the prohibition of the death penalty: Limitation of application of the death penalty in international law
- International Covenant on Civil and Political Rights, adopted on 16 December 1966, (Art. 6: limit to the application of the death penalty)



[**Activity B2**] – CLASS DISCUSSION

The Death Penalty and Discrimination

[**A**]

Summary

The death penalty is applied discriminatorily as it often disproportionately affects the poorest, minorities and members of certain racial, ethnic and religious groups. It is passed and applied arbitrarily. In some countries it is also a means of repression - a quick and brutal way of silencing political opposition.

[**B**]

Aims

Encourage students to understand the discriminatory nature of the death penalty by understanding the definition of discrimination and using striking examples and statistics.

[**C**]

Age of the target audience

14-16 years

[**D**]

Time

This is a very contentious issue and has the potential to last a whole lesson.

[**E**]

Equipment

Definition of discrimination, case studies and statistics

[**F**]

Activity

- Read or hand out the definition of discrimination below.
- Lead a discussion by asking the following question: Do you know of any persecuted minorities? (ethnic or religious)

Definition of Discrimination

Any distinction, exclusion, restriction or preference based on race, colour, ancestry, national or ethnic origin, language, gender, sexual orientation, wealth, religion or political opinion which aims for or results in the destruction or compromise of the recognition, enjoyment or exercise in equal conditions of human rights and fundamental freedoms in politics, economics, society and culture or in any other area of public life.

Source: Reference made to the Convention on the Elimination of All Forms of Racial Discrimination

- Now read out these two country case studies.

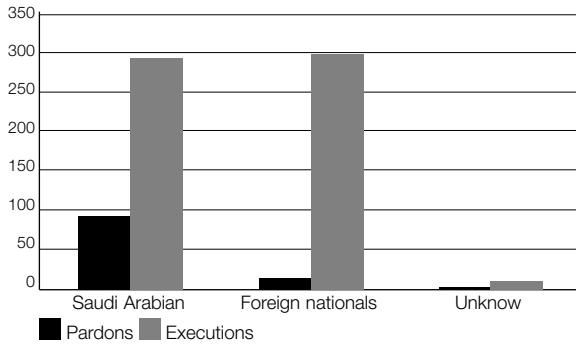
Saudi Arabia: death by discrimination

In 2008, the Saudi authorities execute more than two people a week on average and nearly half of these executions involve foreigners from poor and emerging nations (a disproportionate number given the composition of the population).

The accused, migrant workers without resources from developing nations in Africa and Asia, often do not have a lawyer to defend them and do not understand the procedure if it takes place in Arabic.

These foreigners have neither the money nor possibility to contact influential people such as the government authorities or tribal leaders, essential for obtaining a pardon.

Number of pardons and executions of Saudi Arabians and foreign nationals - 2000-may 2008 (excluding 2001)



Source : rapport d'Amnesty International (2008) *Affront To Justice : Death Penalty In Saudi Arabia Index : MDE 23/027/2008*

- Ask your students the following questions:
 1. What are the rights to defence? What is the most important protection for immigrants? (Consular assistance: interpretation, explanation of the procedure and information on the charges made, access to defence, etc.)
 2. Poverty is also a reason for discrimination. Why are the poor over-represented on death row?

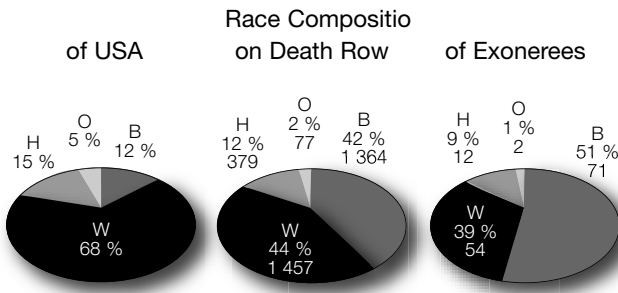
[G]
Resources

- Death Penalty Information Center
<http://www.deathpenaltyinfo.org/race-death-row-inmates-executed-1976#inmaterace>
- Amnesty International :
<http://www.amnesty.org/fr/news-and-updates/report/saudi-arabia-executions-target-foreign-nationals-20081014>
- Coalition mondiale contre la peine de mort
<http://www.worldcoalition.org/modules/wfdownloads/singlefile.php?cid=57&lid=344>
- Collectif Unitaire National - Ensemble, Sauvons Mumia
<http://mumiabujamal.com/site/index.php>
- Mumia Abu-Jamal
 Live from Death Row, Harper Perennial, 1996.
 (an excellent film which explores racial discrimination in the Mumia case).

Discrimination in the American system

Most prisoners in the United States are from ethnic minorities and prisoners on death row are no exception. African Americans are by far the most affected: they represent nearly 42% of prisoners on death row but only 12% of the population.

Death row in the US (2010)



W = White B = Black H = Hispanic O = Other

Source : Death Penalty Information Center



[**Activity B3**] – CLASS DISCUSSION

The Death Penalty Applied to Juveniles

[**A**]

Summary

Applying the death penalty to juveniles is contrary to the Convention on the Rights of the Child. Amnesty International counted 34 juvenile executions between 2001 and mid-2008 in six countries, which are party to the international Convention on the Rights of the Child, including Iran, which is way out in front with 29 juveniles executed. In a few other countries, children sentenced to capital punishment are still on death row. In the United States (which has still not ratified the Convention on the Rights of the Child) some States were still executing juveniles until March 2005 when the Supreme Court declared that the punishment was unconstitutional.

Although the death penalty for juveniles is becoming relatively rare outside Iran, there are still ambiguous cases and problems where juveniles sentenced to death risk execution because their juvenile status cannot be proved due to a lack of civil status or any other tangible official documents. In other cases, those over 18 are sentenced to death for crimes committed when they were still under age. Finally, some countries renounce the death penalty for children but replace it with life imprisonment without parole, something which is also prohibited by the Convention on the Rights of the Child.

[**B**]

Aims

- Help students to attain a greater understanding of the application of the death penalty.
- Help students critically analyse the morality and legality of its application, particularly in relation to children and those with mental illness.

[**C**]

Age of the target audience

14-18 years

[**D**]

Time

Reading the extract and the case study will take some time. Students love debating contentious issues, so the discussion should easily last the length of the lesson.

[**E**]

Equipment

- Extract from the International Covenant on Civil and Political Rights (ICCPR)
- List of American States that judge juveniles as adults
- Case of Delara Darabi from Iran

[**F**]

Activity

Read the extract and the case study to your students.

**International Covenant on Civil and Political Rights
and Convention on the Rights of the Child**

With the adoption by the UN of the International Covenant on Civil and Political Rights in 1966, the international community expressed its intention to prohibit the death penalty imposed for crimes committed by persons below eighteen years of age (...) (Article 6.5).

The prohibition was strengthened by Article 37 of the International Convention on the Rights of the Child:

States Parties shall ensure that:

- a) No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by persons below eighteen years of age;

Source: United Nations

List of American States which judge juveniles as adults

16 and over (3 States) Connecticut, New York, North Carolina

17 and over (9 States) Georgia, Illinois, Louisiana, Massachusetts, Michigan, New Hampshire, South Carolina, Texas, Wisconsin

From 2000 to 2004 the United States executed nine juvenile delinquents.

In March 2005 the Supreme Court in *Roper v Simmons* declared that the death penalty for juveniles was contrary to the Constitution. By a vote of 5-4, the Supreme Court

held that the Eighth and Fourteenth Amendments forbid the execution of offenders who were under the age of 18 when their crimes were committed.

Justice Kennedy, writing for the majority (Kennedy, Breyer, Ginsburg, Souter, and Stevens, JJ.) stated: "When a juvenile offender commits a heinous crime, the State can exact forfeiture of some of the most basic liberties, but the State cannot extinguish his life and his potential to attain a mature understanding of his own humanity."

The Court reaffirmed the necessity of referring to "the evolving standards of decency that mark the progress of a maturing society" to determine which punishments are so disproportionate as to be cruel and unusual. The Court reasoned that the rejection of the juvenile death penalty in the majority of states, the infrequent use of the punishment even where it remains on the books and the consistent trend toward abolition of the juvenile death penalty demonstrated a national consensus against the practice. The Court determined that today our society views juveniles as categorically less culpable than the average criminal.

Source : *Death Penalty Information Center*

Since January 2005 Iran has carried out 26 of the 32 executions of juvenile delinquents across the world and in 2008 it was the only country which had ratified the international Convention on the Rights of the Child to have executed juveniles. According to Human Rights Watch, there are allegedly 130 prisoners on death row in Iran for crimes committed when they were under 18.

Sources : *Amnesty International and Human Rights Watch*

- Now, ask you students to give their opinions on the following questions.

What is a child?

According to the Convention on the Rights of the Child, a child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier. (Article 1) **Why should children be protected?**

The fundamental aim of protecting children is to ensure that all those responsible are aware of the task incumbent upon them and are able to acquit it.

Who should ensure the protection of children?

Parents, other adults, school, the State.

Do you think that children are aware of their actions? Can a child distinguish between good and evil to the same extent as an adult?

[G]

Resources

- Stop Child Executions
<http://www.stopchildexecutions.com>
- UIP and UNICEF
Protection of the child: MP's guide, 2004
- Amnesty International
Somalia: Girl stoned was a child of 13:
<http://www.amnesty.org/en/for-media/press-releases/somalia-girl-stoned-was-child-13-20081031>
- Death Penalty Information Center
<http://www.deathpenaltyinfo.org/execution-juveniles-us-and-other-countries#agereqs>
- Human Rights Watch
<http://www.hrw.org/en/news/2008/09/11/un-five-countries-responsible-all-executions-juvenile-offenders-2005>

The execution of Delara Darabi in Iran

In September 2003, Delara Darabi, then aged 17, and her friend Amir Hossein Sotoudeh (19) illegally entered the home of the cousin of Delara's father, Mahin (58) to commit robbery. Amir Hossein allegedly killed Mahin during the robbery. Delara Darabi initially "confessed" to the murder so that her friend could escape execution; according to her, he had claimed that as a juvenile she could not be sentenced to death. She subsequently retracted her "confession".

Delara Darabi was sentenced to death on 27 February 2005 but in January 2006 the Supreme Court concluded that there were "insufficiencies" in the file and returned the affair to a children's court in Rasht for her to be retried. Delara was again sentenced to death in June 2006. Amir Hossein Sotoudeh was sentenced to ten years imprisonment for complicity to murder. Both were sentenced to additional sentences of three years imprisonment with 50 lashes for theft and 20 lashes for "illicit relations". The capital sentence passed against Deelara Darabi was confirmed on 16 January 2007 by the Supreme Court.

Amnesty International believes that the young woman did not receive a fair trial as the courts refused to examine elements after the judgement which would have proved, according to her lawyer, that she could not have committed the murder.

The Iranian authorities executed Delara Darabi on the morning of Friday, 1 May 2009 at the central prison in Rasht. This execution took place without the knowledge of the young woman's lawyer even though, legally, he should have been informed 48 hours in advance.



[**Activity B4**] – CLASS DISCUSSION

The Death Penalty Applied to the Mentally Ill and those with Mental Retardation

[**A**]

Summary

The mentally ill make up a substantial percentage of those that commit violent crimes and therefore a substantial number of those on death row throughout the world. Frequent too is the phenomenon commonly referred to as death row syndrome. Death Row Syndrome is a medical term, which identifies the long period between the day of sentencing and execution which is as psychologically damaging as torture.

[**B**]

Aims

Help students to see that the death penalty is inhuman and treatment and that the situation of prisoners on death row is an attack on dignity.

[**C**]

Age of the target audience

16 – 18 years – class discussion

[**D**]

Time

This is a very interesting and controversial issue and is likely to last the length of a class or perhaps longer.

[**E**]

Equipment

- FIDH report on Japan
- Amnesty International report

[**F**]

Activity

Read the extracts below to your students

Safeguards guaranteeing protection of the rights of those facing the death penalty

Art.3 Persons below 18 years of age at the time of the commission of the crime shall not be sentenced to death, nor shall the death sentence be carried out on pregnant women, or on new mothers, or on persons who have become insane.

Source: Approved by Economic and Social Council resolution 1984/50 of 25 May 1984

Case study, Matsumoto Kenji of Japan

Matsumoto Kenji was convicted on 17 September 1993 of a double murder and robbery carried out in the period September 1990 to September 1991. In this case he was charged along with his brother; after his brother committed suicide, the case against Matsumoto Kenji continued. Matsumoto Kenji is suffering mental disability due to mercury poisoning (Minamata disease) and his lawyers have argued that he is not competent at the procedural level. He is seeking a retrial.

In October 2008 a supporter received a letter in which he stated that he was being searched by radar and microwave; was suffering bruising as a result; and had received prize money from the Japanese Prime Minister, the US President and a famous US film actress. Amnesty International was told that this repetitive and incoherent letter reflected his day-to-day thinking. Fellow prisoners have expressed to lawyers their concern about his well being.

Source: Amnesty International

- Now, pose the following questions to your students
 1. Is the execution of the mentally ill substantially different to the execution of a child? If so, how? Are the arguments for and against their (children and the mentally ill) execution the same?
 2. Should the mentally ill be subject to same laws as the general populations?

[G]

Extensions and variations

Mental Retardation/Intellectual Disability

- Read the extract below aloud to you students.

USA, Arizona

Rickey Ray Rector suffered from severe mental retardation. In 1992, after his last meal he decided to keep his pudding for later when he came back from the execution chamber.

Source : Amnesty International

- Now, pose the following questions to you students
 1. What was the first thing you thought of after reading this extract?
 2. Should Ray have been executed? Why?/ Why not?

Now read the following extract to your students.

Atkins v. Virginia, June 20, 2002

In Atkins v. Virginia, the Court held that it is a violation of the Eighth Amendment ban on cruel unusual punishment to execute death row inmates with "mental retardation".

Source : Death Penalty Information Center

- Now, pose the following questions to you students
 1. If Ray's execution date was ten years later than it actually was, do you think he would have been executed?
 2. In most US states, an IQ test is used to determine a person's intellectual ability. If a person has an IQ of one point above the threshold for a determination of mental retardation he is eligible to be executed. Should this be the case?

[H]

Resources

- UN Safeguards guaranteeing protection of the rights of those facing the death penalty
<http://www2.ohchr.org/english/law/pdf/protection.pdf>
- Amnesty International
 - Hanging by a Thread : Mental Health and the Death Penalty in Japan
<http://www.amnesty.org/en/library/asset/ASA22/005/2009/en/acc1c64b-e5ed-425f-bb93-36be3ec25f59/asa220052009eng.pdf>
 - Mental Retardation and the Death Penalty (Handicap mental et peine de mort, en anglais seulement)
<http://www.amnesty.org/en/library/asset/ACT75/002/2001/en/79e3692a-d915-11dd-ad8c-f3d4445c118e/act750022001en.pdf>
- Death Penalty Information Center
 - Atkins v. Virginia
<http://www.deathpenaltyinfo.org/intellectual-disability-and-death-penalty#Atkins>



[**Activity B5**] – ROLE PLAY

The Death Penalty and International Law: Moratorium

[**A**]

Summary

The General Assembly is the main deliberative assembly of the United Nations. When the General Assembly votes on important questions, a two-thirds majority of those present and voting is required to pass the resolution. The discussion and vote on a resolution for a moratorium on the application of the death penalty is put to vote every 2 years at the UN General Assembly. A resolution that is passed is not legally binding at international law but instead considered as a recommendation to all states.

Resolutions 62/149 and 63/168 of the UN General Assembly (UNGA) for a moratorium on application of the death penalty were adopted in December 2007 and 2008. Since then, new moratorium resolutions are voted on every other year. This role play suggests anticipating the next votes on this resolution.

[**B**]

Aims

- Help students to better understand how the UN operates;
- Aid the students to understand ways the UN can be used to promote the abolition.
- Have the students present both abolitionist and retentionist arguments in a constructive forum.
- Illustrate the lobbying role of NGOs at the UN level.

[**C**]

Age of the target audience

16-18 years.

[**D**]

Time

This activity will take some time to complete. It may take one hour or more. Amidst the excitement of allocating roles to the students and rearranging the furniture, a significant amount of time may be lost. For this reason it is advised that this activity be reserved for longer lessons or as an extracurricular item for the debate club, or Amnesty International school group.

[**E**]

Equipment

- Country/NGO roles (see appendix);
- Sheet of paper folded in two with the name of the country/NGO printed clearly.

[**F**]

Activity

- Introduce the topic and read out the description of how the UN resolutions operate in the General Assembly by reading the summary section above.
- Have your students position the tables and chairs in a hemicycle, facing the Secretary General's desk, the clerks and the platform for speaking.



- Place your students in pairs and have them seated facing the Secretary General's desk.
- Allocate a state/NGO role to each pair and position them according to their geographical proximity.
- Place the folded piece of paper with the appropriate state/NGO name on the front edge of the table. The roles are listed below.
- Cut out the state/NGO roles (found in the appendix) and hand them to their respective state representatives. Have your students read their state's stance on the death penalty and allow them some time (5-10 minutes) to formulate arguments for or against the adoption of the upcoming resolution.

The roles

- Nine teams of two students representing nine countries: Algeria, Mexico China, the United States, Belgium (Presidency of the European Union), Guatemala, Jordan, the Democratic Republic of Congo and Syria. More countries can be added if there are sufficient numbers.
- A UN Secretary General (the teacher who is also directing the game);
- Representatives from NGOs such as Amnesty International (2), Penal Reform International (2), the Fédération internationale des ligues des Droits de l'Homme (2) and the Fédération internationale de l'action des chrétiens contre la torture (2)
- One or two clerks unless the teacher agrees to take notes as the session progresses.

Execution of the session

- Speaking time is limited;
- The Secretary General opens the session and submits the agenda (5 mins);
- The representative from Mexico presents the draft resolution speaking platform; The draft resolution is provided in the appendix.
- The representative from Syria expresses his/her opposition to the draft resolution; Reasons/arguments are presented for this opposition.
- 1st break: informal discussion (15 mins); NGO representatives can only speak during informal discussions. The Secretary General (teacher) gives the floor to those representatives that would like to speak.
- Plenary debate (5 mins/country, or 45 mins);
- 2nd break: alliances are formed (15 mins).
- Plenary vote (15 mins)
- Adoption (2/3 majority is needed) or rejection of the Resolution by the UN General Assembly

[G]

Extensions and variations

- 1st variation: add countries such as Antigua and Barbuda, Australia, Bangladesh, Brazil, Guinea Bissau, Italy, Kiribati, Peru, Singapore and Somalia;
- 2nd variation: the game master reserves the right to send secret instructions to the various teams (1. public opinion is worried about an increase in organised crime and is demanding application of capital punishment, 2. an international campaign is demanding that a prisoner currently on death row in your country not be executed, he is probably innocent, 3. if you manage to convince another state to vote in favour of the resolution, the Head of State could offer you a governmental post, 4. the European Union is preparing an assistance plan for adoption of a moratorium on the death penalty in your country)

[H]

Resources

- ONU – debates are available on line:
<http://www.un.org/fr/ga/>
Summary :
<http://www.un.org/News/fr-press/docs/2008/AG10801.doc.htm>
- Secretary General's Reports on Moratoriums and the Death Penalty on the World Coalition Against the Death Penalty Website:
<http://www.worldcoalition.org/moratoire>



[**Activity B5**] – ROLE PLAY

Resources for the Moratorium role play

Algeria: de facto abolitionist country, Algeria has not executed any prisoners since 1993 and voted in favour of the two UN resolutions.

Algeria is the only member state of the Arab League to have voted in favour of the two resolutions.

China: retentionist country, voted against the two UN resolutions.

China's representatives regret that the UN General Assembly must discuss such an issue (a vote on a moratorium) in plenary. They consider that the vote on the moratorium was obtained following significant pressure and disapprove of what they consider to be the imposition of the point of view of some States over others. According to them, it is up to each country, depending on its cultural and religious traditions and other factors, to decide whether and when the use of such a punishment is necessary. China is a major economic player in South Asia. Its role is increasingly significant in many African countries.

United States: retentionist country, voted against the two UN resolutions.

The United States considers that the death penalty is a question of national law and is not part of international human rights law.

The United States' direct area of influence is in Central America and the Caribbean.

Belgium (presidency of the European Union): abolitionist country, co-sponsored and voted in favour of the two UN resolutions.

Holding the Presidency of the Council of the European Union, the Belgian representatives organised meetings with representatives from other countries and encouraged them to vote in favour of this resolution.

The European Union plays an important role in central Asia and Africa. Belgium is a founding member of the European Union.

Guatemala: retentionist country, voted in favour of the 2007 resolution and abstained in 2008.

The country's position is uncertain.

Jordan: retentionist country, voted against the 2007 resolution and abstained in 2008.

The country's position is uncertain.

Mexico: abolitionist country, co-sponsored and voted in favour of the two resolutions.

The representative from Mexico, speaking for the 87 delegations which co-authored this resolution, considers that this initiative opened a process of dialogue and compromise over a question of fundamental importance in the context of improving the framework of protecting human rights. This is the start of a process aiming for more active intervention by the UN on the issue of the death penalty. The aim is not to impose a point of view on others but to encourage a growing trend towards elimination of the death penalty. Mexico is very influential in Latin America.

The Democratic Republic of the Congo: retentionist country, abstained in 2007 and absent in 2008.

The country's position is uncertain.

Syria: retentionist country, voted against the two UN resolutions.

The representatives from Syria draw attention to the UN Charter which refers to the principal of non-interference in the sovereignty of States. The Syrian representatives consider that the 2007 and 2008 resolutions damage human dignity and ignore the rights of victims and the sovereignty of States by implying a change to States' political and legal systems. Finally, it returns to the argument according to which a group of States cannot impose its values and ideals on other States.

Syria is an influential member of the Arab League.

VARIATIONS

Antigua and Barbuda: retentionist country, voted against the two resolutions.

The representatives from Antigua and Barbuda speak for 13 Caribbean states. These countries are strongly committed to a state of law and their countries have integrated the commitments contracted in conformity with the international instruments to which they are party into their legislation. In this context, the member States from the Caribbean find that the text of the resolution is unbalanced. The independence of legal systems is the protector of democracy.

Antigua and Barbuda represent the retentionist countries in the Caribbean and in that respect have the means to put pressure on other countries in the Caribbean and Central America.

Australia: abolitionist country for all crimes since 1967, the country co-sponsored and voted in favour of the two UN resolutions.

Australia plays a very important role in the economy of South East Asia and the Pacific.

Bangladesh: retentionist country, voted against the two UN resolutions.

The representatives from that country consider that the UN resolutions represent a growing trend in favour of abolition. But it considers that it is not the right time to ask for total abolition because this will require a reform of all countries' legal systems.

Brazil: abolitionist country, co-sponsored and voted in favour of the two UN resolutions.

Brazil is very influential in Latin America.

Guinea Bissau: abolitionist country, Guinea Bissau abstained in 2007 and co-sponsored and voted in favour of the 2008 resolution.

The country's position is uncertain.

Italy: abolitionist country, co-sponsored and voted in favour of the two UN resolutions.

Italy was one of the first abolitionist countries in the world and proposed the first resolution in favour of a moratorium on executions. It is a founding member of the European Union.

Kiribati: abolitionist country, voted yes in 2007 and was absent in 2008.

The country's position is uncertain.

Peru: abolitionist country for ordinary crimes, was absent in 2007 and voted in favour of the resolution in 2008.

The country's position is uncertain.

Singapore: retentionist country, voted against the two UN resolutions.

Singapore proposed the verbal note addressed to the Secretary General of the UN on 11 January 2008 to indicate its disagreement with this resolution. This note was signed by 57 other States. The representatives of Singapore also declare that many countries did not vote in favour of this text which shows that there is no consensus on an issue which is naturally divisive. Each State has the sovereign right to choose its own system and this text will not change anything in Singapore. Singapore has a very influential role in Asia.

Somalia: retentionist country voted against the 2007 resolution and abstained in 2008.

The country's position is uncertain.

Somalia has experienced persistent instability, provoked by a civil war, for more than 20 years.

NGOs

Amnesty International

Amnesty International (AI) considers that the death penalty is the leading cruel, inhuman and degrading sanction and nothing has ever proved that it is a better method than others in terms of preventing crime.

Target countries:

- Democratic Republic of Congo
- Guatemala
- VARIATION Peru
- VARIATION Kiribati

Penal Reform International

Penal Reform International (PRI) respects the right to life as explicitly recognised in the Universal Declaration of Human Rights, and is opposed to all legal and extra-judicial executions under any circumstances – without consideration of the guilt or innocence of the person.

PRI is particularly well-established in the Arab world and Central Asia.

Target countries:

- Algeria
- Jordan

Fédération internationale des ligues des Droits de l'Homme

In its research the Fédération internationale des ligues des Droits de l'Homme (FIDH) has demonstrated that the death penalty is universally applied unfairly and discriminatorily, that it is passed in conditions which are incompatible with the principles of a fair trial and that it is a form of torture which is incompatible with the right to respect human dignity.

The FIDH today brings together 155 leagues in 100 countries. It coordinates and supports their action and provides support at an international level.

Target countries:

- Jordan
- VARIATION Guinea Bissau

Fédération internationale de l'action des chrétiens contre la torture

The Fédération Internationale de l'Action des Chrétiens pour l'Abolition de la Torture (FIACAT) focuses its work on Article 5 of the Universal Declaration of Human Rights with the aim of ensuring that no one is subjected to torture or cruel, inhuman or degrading treatment and punishment – including capital executions.

It groups together 30 national ACAT associations over four continents.

Target countries:

- Guatemala
- Catholic countries in Africa and Latin America

[c]

Human Dignity (physical conditions of detention methods of execution, etc.)



Annie Desmoutiez



[**Activity C1**] – SIMULATION AND DISCUSSION

Physical and Routine Conditions on Death Row

[**A**]

Summary

The physical and routine conditions on death row change from prison to prison. As a general rule, the physical conditions on death row are deplorable, some more deplorable than others.

International law requires those that have deprived of their liberty to be treated with humanity and human dignity. Unfortunately in many (some would say all) countries, these requirements are not being met.

[**B**]

Aims

Help students come to an understanding of the dreadful physical conditions prisoners on death row endure.

[**C**]

Age of the target audience

14 – 18 years

[**D**]

Time

This is a physical activity which gives every student the opportunity to participate. The students will enjoy the physical aspect, so depending on class size, this activity could easily last the whole lesson.

[**E**]

Equipment

- Chalk/tape
- 4 x String/rope
- Case studies

[**E**]

Activity

Read case studies 1 and 2 to your students. (Case study 1 of Activity C1 may be of use too).

Case Study 1:

Death Row Conditions in Zambia

Prisoners under sentence of death -- "condemned prisoners" -- are detained at the Mukobeko maximum security prison near Kabwe, 100 km north of the capital, Lusaka. The "condemned section" of the prison was originally built to house 48 prisoners. There are now more than 200 in the same cells.

The cells are arranged on either side of a yard, with 24 cells on two levels on either side. The cells are approximately three metres by two metres in size. Some of them hold six people. The prisoners are locked in their cells between 4.00 pm and 6.30 am. There are reports of a number of cases of tuberculosis, as well as other diseases, within the prison. There is virtually no access to medical care. The prisoners all wear a form of prison uniform, which in some cases consists of rags of material crudely stitched together

Source Amnesty International

Case Study 2:

Death Row Conditions in Vietnam

Conditions on death row are particularly inhumane. 3-4 prisoners are detained in each cell. The cells are extremely unhygienic, with one latrine bucket and no ventilation. Prisoners are not allowed to leave their cells except to receive visits, which are extremely rare. Their legs are chained to a long pole, and they are generally lined up in order of execution – the first to be executed being nearest the door. Occasionally, for "humanitarian reasons", prisoners are allowed to change places in the line.

Source : Fédération internationale des ligues des droits de l'Homme (FIDH)

Simulation of Case Study 1:

- Using chalk or tape, mark out an area of three meters by two meters on the classroom floor. Alternatively you can place classroom furniture in such a way that it outlines the parameters of the cell.
- Nominate six students that are to enter into the "cell".
- Send each person into the space one at a time at one minute intervals. Tell the students that they are to arrange themselves however they like.
- Ask for absolute silence from your class. Leave them in there for two minutes.
- At the end of two minutes, ask each student to say one word which sums up their experience or how they felt. The same word cannot be repeated twice.
- Have your students exit the "cell".

Simulation of Case Study 2:

- Tie one end of four separate pieces of rope/string to the legs of four different students. Tell those students to stand in the four corners of the cell. They are the poles.
- Now, nominate 4 more students that are to enter the "cell" and tie the other end to one of their legs. Leave them in there for Two minutes
- Ask for absolute silence from your class. Leave them in there for two minutes.
- At the end of two minutes, ask each student to say one word which sums up their experience or how they felt. The same word cannot be repeated twice.

Discussion

Now, read Article 10 of the International Covenant on Civil and Political Rights to your class.

Article 10 of the International Covenant on Civil and Political Rights

"All persons deprived of their liberty shall be treated with humanity and with respect for the inherent dignity of the human person."

- Ask you students the following questions:
 1. Do you think that Article 10 is being observed in Zambia and Vietnam?
 2. What would be the bare minimum required on death row for article 10 to be observed?
 3. Do people on death row deserve the rights granted to them by article 10?

[G]

Extensions and variations

Simulation

- Show your students the picture below of an overcrowded maximum security prison in Malawi.



At Muala Prison in Malawi, the prisoners sleep on the floor, so tightly packed they cannot turn. Some cells hold 160 prisoners.

- Ask your students to replicate this scene on the classroom floor.
- Now, read Article 10 of the International Covenant on Civil and Political Rights to your class (the article can be found in the above exercise)
- Ask you students the following questions:
 1. Do you think that Article 10 is being observed in Malawi?
 2. What would be the bare minimum required on death row for article 10 to be observed?
 3. Do people on death row deserve the rights granted to them by article 10?

[H]

Resources

- International Covenant on Civil and Political Rights <http://www2.ohchr.org/french/law/ccpr.htm>
- Amnesty International
Zambia : Time to abolish the death penalty <http://www.amnesty.org/en/library/asset/AFR63/004/2001/en/b19b0020-d927-11dd-ad8c-f3d4445c118e/bafr630042001en.pdf>
- Fédération internationale des ligues des droits de l'Homme
The Death Penalty in the Socialist Republic of Vietnam - Special edition for the 4th World Congress against the death penalty http://www.fidh.org/IMG/pdf/RAPPORT_VIETNAM_WEB_0408.pdf
- New York Times
Joao Silva's photos of a prison in Malawi <http://www.nytimes.com/imagepages/2005/11/05/international/06prisonsA1.ready.html?scp=1&sq=malawi%20prison%20&st=cse>



[**Activity C2**] – CLASS PRESENTATION
Methods of execution

[**A**]
Summary

Methods of execution are extremely varied. Some methods in history, were abandoned earlier than others because they were so cruel: being crushed (by an elephant), devoured by wildcats, bitten by a snake, hung, drawn and quartered, flung from a cliff (the Tarpeian Rock in Rome), covered in liquid metal, boiling oil, etc.)

Governments have tried to soften methods of execution throughout the ages, from the Talion principle to lethal injection. Still, all present methods of execution can easily be classified as cruel, inhuman and degrading treatment and are therefore prohibited in international law.

[**B**]
Aims

- Help students to discover the numerous methods of execution that have existed throughout history.
- Help students to understand the cruel, inhuman and degrading nature of all forms of execution.

[**C**]
Age of the target audience

16-18 years

14-16 word match; see extensions and variations

[**D**]
Time

The time needed to research a method of execution and prepare a presentation will be substantial. One option to avoid this eating into class time is to set the research and preparation as homework and have the presentations the following lesson. The presentations themselves and the short discussion afterwards will take more or less one whole lesson.

[**E**]
Activity

- Ask your students to look for press cuttings in newspapers or on the internet, movies and plays covering a range of different executions and methods of execution.
- Have your students make short 3-5 minute presentations on the various methods of execution used around the world and throughout history. Some methods of execution are: Pyre, Drowning, Electrocutation, Hanging, Gassing, Decapitation, Guillotine, Stoning, Firing squad, Poison, Lethal injection.
- After the presentations have been made, pose the following questions to your students: Does a humane

method of execution exist? Which is the least cruel, inhuman and degrading method of execution which is currently being practiced? (Reference can be made to case studies 2 and 3 in Activity C1)

[**F**]
Extensions and variations

Word Match

After you students have made their presentations, ask your students to match the following methods of execution with their corresponding fact.

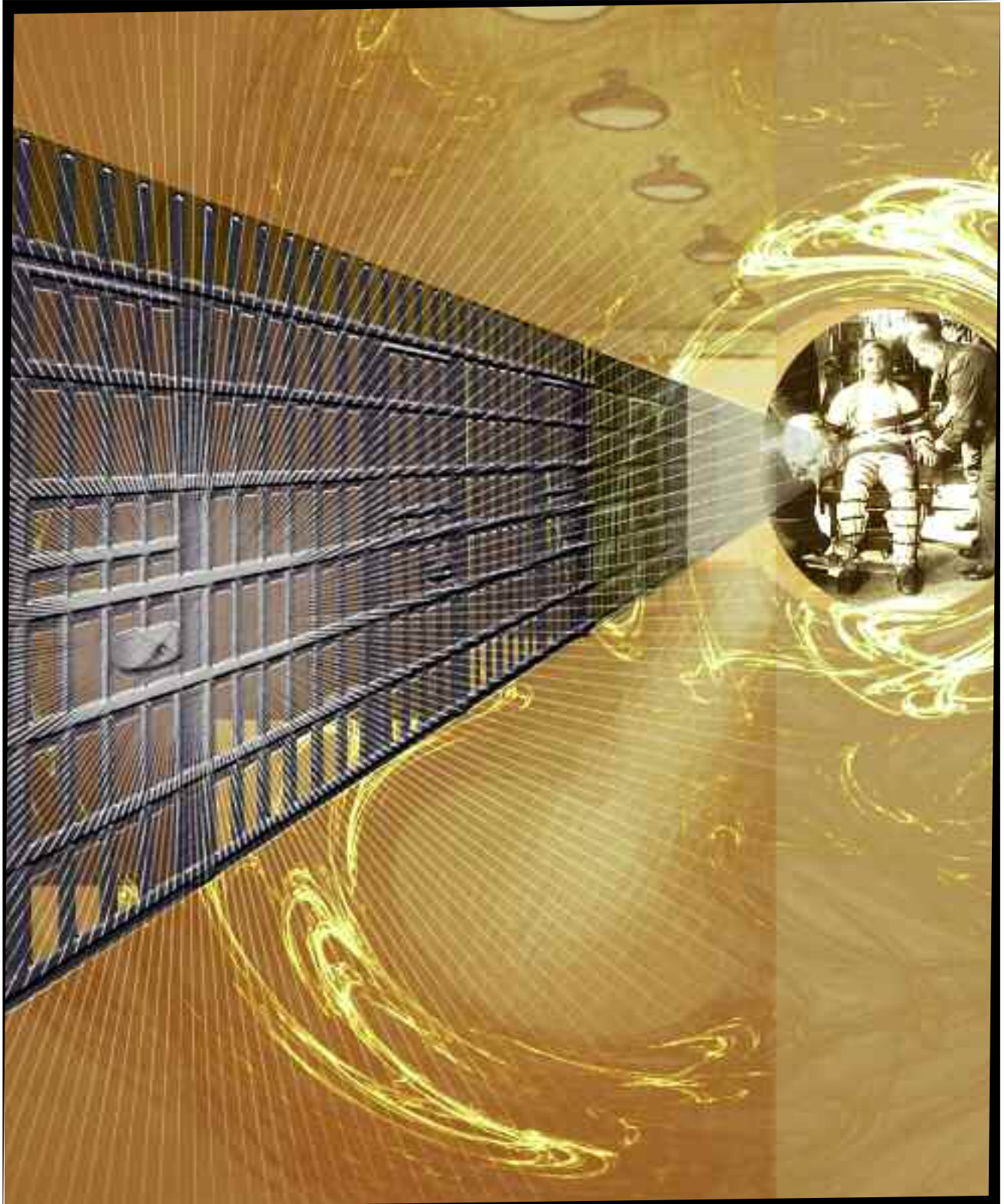
Drowning	Still practiced in Saudi Arabia
Electrocutation	Still exists in some American states
Hanging	A particularly ancient method of execution. It enables the entire community to participate in carrying out the sentence. The involvement of an executioner is not strictly necessary.
Gassing	Uses substances which provoke injuries, illnesses and death of organisms through a chemical reaction at a molecular level.
Decapitation	Used because it was economical and practical
Guillotine	Reserved for heretics and witches
Stoning	Practiced in the United States since 1982, it also exists in China, Guatemala and Thailand.
Firing squad	Was adopted in France because of its rapidity, to reduce the suffering of prisoners and to underline the equality of all before the executioner.
Poison	The most widely practiced method of execution in the world.
Lethal injection	This kind of execution is used particularly in China and Vietnam. It is the most common method after hanging.
Pyre	A method of execution that is still available in 4 American States.

[**G**]
Resources

- FIDH : Death penalty : A State Terror Policy, FIDH, April 2009 http://www.fidh.org/IMG/pdf/Rapport_Iran_final.pdf
- Robert Priseman - No Human Way to Kill http://www.artfractures.com/wordpress/wp-content/uploads/2009/05/mod_execution_chamber.jpg

[D]

Innocence and the Death Penalty





[**Activity D1**] – ROLE PLAY
Exonererees

[**A**]

Summary

Each year a substantial number of people on death row are found to be innocent of their alleged crime. Eyewitness error, government misconduct, false confessions, junk science, and snitch testimony are some of the common causes for their wrongful convictions.

In the USA, the advent of DNA testing has aided in exonerating many of the 139 people that have been exonerated since 1976. In 2009, 9 inmates sentenced to death in the USA were exonerated and freed – having spent 121 years between them on death row.

[**B**]

Aims

- Aid the students to think critically of the criminal justice system.
- Make students reflect on the discriminatory use of the death penalty.
- Examine the standard of proof required in capital trials.

[**C**]

Age of the target audience

14 -18 years (role play)

16 -18 years (debate; see extensions and variations)

14 – 16 years (story telling; see extensions and variations)

[**D**]

Time

Role Play: each role play should last for a minimum of 5 minutes and maximum of 10 minutes.

Debate: can be regulated to last as long as you like. Each debate should not, however, last less than 15 minutes or more than 40 minutes.

Story Sharing: most children love telling stories about themselves and given the nature of the subject matter the children will ask lots of questions. If the students begin to stray off the topic you can invite another student to share his or her story.

[**E**]

Equipment

She Xianglin and Clarence Brandley case study (below)

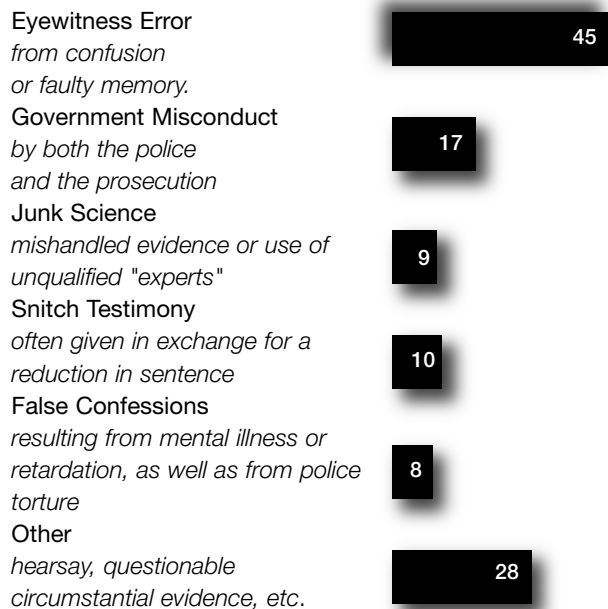
Stop watch (for debate; see extensions and variations)

[**F**]

Activity

Hand out the US statistics on exoneration and then read the cases of She Xianglin and Clarence Brandly (below) to your students.

**Causes of Wrongful Convictions
 in 86 Death Row Cases in the USA**



This figure adds up to more than 86 because some cases had more than one factor present.

The case of She Xianglin, who was sentenced to death for killing his wife who is still alive

10 years ago, police in a small village in China's southern Hubei province discovered the mostly decomposed body of an unidentified woman. Local villager She Xianglin had recently reported his wife, Zhang Zaiyu, missing. Zhang's family swore the body was hers, and police arrested She and charged him with murder. She, a security guard at a local prison, confessed to the crime - but only after being tortured.

Then one day last March, She's wife strolled into town, very much alive. It turned out Zhang had gotten tired of

marriage and ran away to start a new life. Unaware of She's detention, she claims, she returned to the village to check on her parents and friends. 4 days after her resurrection, She's jailers released him with barely an apology.

Source : *Newsweek*

The case of Brandley, who was exonerated due to prosecutorial misconduct including racial prejudice

Brandley was working as a high school custodian in Conroe, Texas, in 1980, when police arrested him for the murder of Cheryl Fergeson, a 16-year-old student.

While the police interviewed Brandley and one of his white co-workers, an interrogator proclaimed that, "One of you two is going to hang for this," and told Clarence, "Since you're the nigger, you're elected." In his first trial he faced an all-white jury. One juror refused to convict, causing a hung jury, and was met with a constant barrage of harassment and threats after the trial ended, ridiculed for being a "nigger-lover." Clarence's second all-white jury convicted him, and in 1981 he was sentenced to death.

A year later it was revealed that the majority of the murder investigation's physical evidence had mysteriously disappeared while under police control and in 1986 a new witness stepped forward claiming to know the real murderer. Yet Clarence's defense was repeatedly denied a new trial. With an execution date set for March 27, 1987, a vocal protest movement around his case began to grow. In October of 1987, after extensive hearings detailing prosecutorial misconduct, the judge declared, "In the thirty years that this court has presided over matters in the judicial system, no case has presented a more shocking scenario of the effects of racial prejudice...And public officials who lost sight of what is right and just."

Source : *Witness to Innocence*

- Using this information, organize a role play by splitting the class into several groups of four or five. Have each group plan a scenario where it seemed like an innocent person was guilty of murder, espionage, adultery, etc.
- The teacher should encourage the students to have multiple incriminating factors (circumstantial evidence, racial bias, false testimonies, ect) present in their role plays. They should also be encouraged to act out the scenario with a beginning (the crime), a middle (investigation and court hearing) and an end (the handing down of the sentence by the judge).
- Have students act out the scenario.
- NB, crimes punishable by death differ depending on the country (e.g. homosexuality and adultery are punishable by death in Saudi Arabia and Iran but not in the USA or Japan). Therefore the number of scenarios and factors which could lead to a death sentence is virtually endless.

[G]

Extensions and variations

Debate

- Split the class into four groups of students and within each group assign half as the affirmative team and half as negative team.
- Select one of the following propositions to pose to the first, second, third and fourth group.
 1. Finding an innocent person on death row is so rare that there is no point raising the standard of proof for capital trials.
 2. People should never be sentenced to death on the basis of circumstantial evidence (refer to the Brandley case study provided).
 3. It is worth the risk of accidentally prosecuting innocent people because the majority of people that are sentenced to death are guilty and need to be executed.
 4. Death Row detainees should have better access to appeal given what is at stake.
- Give each group fifteen minutes to gather further information on their topic (from the internet, media reports) and formulate their arguments before starting with the first group.
- Make a summary of the main arguments put forth by your students as a conclusion for the class.

Story Sharing

- If you have a younger group of students you can ask them to think of a time when they were accused of doing something they didn't do.
- Then ask them to describe how they felt at that time with the class.

[H]

Resources

- Witness to Innocence
<http://www.witnesstoinnocence.org/>
- Films
The Shawshank Redemption
The Green Mile

[i]

Questions

Students may ask the following question:

- Are the exonerees compensated for the time they spent in prison?
- What is DNA?

[E]

The Cost of the Death Penalty (special case of the United States)





[**Activity E1**] – QUIZ AND DISCUSSION

The Cost of the Death Penalty in the United States

[**A**]

Summary

In the United States, the extraordinarily high cost of the death penalty, over and above the cost of the alternatives, has led the public, decision-makers (elected officials) and opinion leaders (news media) to question the wisdom and utility of capital punishment.

The death penalty is more expensive than permanent imprisonment at every stage: the trials, the appeals and housing on death row.

The California Commission for the Fair Administration of Justice found that replacing the death penalty with the alternative of permanent incarceration (without possibility of release on parole) would save the state of California \$126 million per year.

[**B**]

Aims

Aid students to understand the costs associated with the death penalty and the other ways that money could be spent.

[**C**]

Age of the target audience

16-18 years

[**D**]

Time

The time to needed to complete this quiz will depend on the way it is administered. If the quiz is given to the students and they are told to find the answers it will take the whole lesson and the discussion will have to wait for the following day. If however the quiz is read out aloud by the teacher and the answers are given at the end, you should be able to get through the discussion the same day.

[**E**]

Equipment

- Quiz
- Smart on Crime report (see resources)

[**F**]

Activity

Quiz your students using the questions below.

1. What percentage of Police Chiefs ranked greater use of the death penalty as the best way of reducing violent crime?

- a. 1%
- b. 20%
- c. 65%

2. What percentage of Police Chiefs said the death penalty does little to prevent violent crimes because perpetrators rarely consider the consequences when engaged in violence?

- a. 28%
- b. 44%
- c. 57%

3. What percentage of leading criminologists do not believe that the death penalty acts as a deterrent to homicide?

- a. 100%
- b. 88%
- c. 22%

Questions 4, 5 and 6 should be read and analyzed together

4. How much extra does a state pay for a death penalty trial?

- a. \$1 million
- b. \$500,000
- c. \$100,000

5. Fraction of death penalty trials that result in a death sentence?

- a. 1 in 3
- b. 2 in 3
- c. 3 in 3

6. Of those that are sentenced to death, how many actually result in an execution?

- a. 1 in 2
- b. 1 in 5
- c. 1 in 10

Questions 7 and 8 should be read and analyzed together

7. Some states spend much more than others for their death penalty system. Each year California spends how much on its death penalty system?

- a. \$26 million
- b. \$137 million
- c. \$78 million

8. The California Commission on the Fair Administration of Justice estimated that a comparable system that sentenced the same inmates to life without parole would cost

- a. \$112 million per year
- b. \$55 million per year
- c. \$11.5 million per year

9. The appeal process is very lengthy. In 2007, what was the average time (nationwide) that an inmate waited on death row between sentencing and his/her execution?

- a. 5.5 years
- b. 12.7 years
- c. 25.9 years

10. How much extra does it cost California each year for each death row inmate compared to the costs of the same inmate housed in general population?

- a. \$90,000
- b. \$75,560
- c. \$20,9

Bonus Question: Using the answers from questions 4, 5 and 6; what is the total additional cost for a state to reach 1 execution?

Answers: 1 = a, 2 = c, 3 = b, 4 = a, 5 = a, 6 = c, 7 = b, 8 = c, 9 = b, 10 = a

BQ = the true cost for a state to reach 1 execution is \$30 million more than a non death penalty trial! (i.e. \$1 million x 3 x 10)

- Give your students the answers and provide them with further information from the reports.
- Now, discuss the following statements and questions with your students

1. In April 2009, the Colorado State House of Representatives voted to transfer funds used for the death penalty to the investigation of unsolved homicides. **With so many other economic needs, and particularly in these difficult financial times, what do you think of this economic decision?**

2. In the United States, death row inmates spend, on average, 13 years on death row before being exe-

cuted. In California, the trip to death row regularly exceeds 20 years. **Why is the wait on death row so long? And; what would be sacrificed if the process was sped up?**

3. Many of the innocent released from prison, including death row, do not get compensation. **Are they entitled to basic services for health, education and/or job training?**

[G]

Resources

- Death Penalty Information Center

The Hidden Cost of the Death Penalty, a report by the Death Penalty Information Center at

<http://www.deathpenaltyinfo.org/reports>

- American Civil Liberties Union

Situation in California: The Hidden Death Tax: The Secret Costs of Seeking Execution in California, a report by the American Civil Liberties Union of Northern California at http://aclunc.org/issues/criminal_justice/death_penalty/the_hidden_death_tax_the_secret_costs_of_seeking_execution_in_california.shtml

and the March 2009 update at

http://aclunc.org/issues/criminal_justice/death_penalty/updated_reports_california_still_the_highest_spender_on_the_death_penalty.shtml

- California Commission on the Fair Administration of Justice

Report and Recommendations on the administration of the death penalty in California, June 2008

<http://ccfaj.org/rr-dp-official.html>

Newspaper Articles

- 'Dysfunctional' death penalty racks up 28-year, \$5-million tab and that's just for one case.

<http://www.latimes.com/news/local/la-me-death18-2009may18,0,4043570.story>

- Death penalty ban bill clears House Narrow vote sends legislation to Senate, Denver Daily News (22.04.2009)

<http://www.thedenverdailynews.com/article.php?aID=3999>

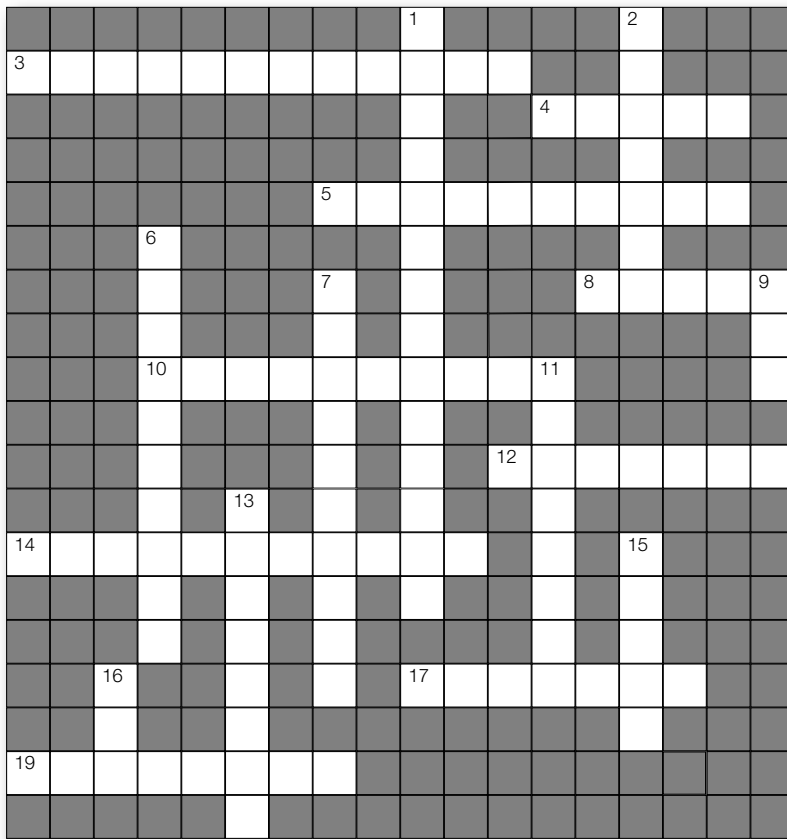
- Can Oregon afford the death penalty ? Daily Astorian (23.04.2009)

<http://www.dailyastorian.info/main.asp?SectionID=23&SubSectionID=392&ArticleID=60288&TM=64600.03>

Concluding Activity

After completing the activities in this educational guide your students will have all the information required to complete the crossword below. This crossword can be used to test your students' understanding of the themes that surround the death penalty.

Target Age: 14-18 years



Across

3. A form of execution that is still practiced in Saudi Arabia.
4. There are still 58 countries that uphold the ... penalty.
5. A general suspension on the handing down of death sentences and/or the suspension of executions.
8. The International Convention on the Rights of the ... celebrated its 20th anniversary in 2009.
10. A very common cause of wrongful conviction is ... error.
12. Act through which acute physical or mental pain or suffering are intentionally inflicted on a person by a public servant or any other person acting in an official capacity.
14. Occurs when a person who has been convicted of a crime and is later proved to have been innocent of that crime.
17. The most commonly practiced form of execution in the world.
18. Death Row ... is a medical term which identifies the long period between the day of sentencing and execution which is as psychologically damaging as torture.

Down

1. Ethnic minorities and foreign nationals are sentenced to death at a higher rate due to ... in the criminal justice system.
2. In some Islamic countries ... law gives the victims the power to pardon the prisoner from the death penalty.
6. 88% of leading criminologists in the US believe that the death penalty does not act as a ... to homicide.
7. Death by the ... was commonly used in France because of its rapidity.
9. A recent form of technology that is helping innocent people on death row prove their innocence.
11. A common form of execution in Iran.
13. The Second Optional ... To the International Covenant On Civil and Political Rights seeks the global abolition of the death penalty
15. The country which has highest number of executions each year.
16. A death penalty trial in the USA generally costs \$3 more than a ... death penalty trial.

Death Penalty in the World

58 Countries retain the death penalty for ordinary crimes. (Retentionist)

Afghanistan, Antigua and Barbuda, Bahamas, Bahrain, Bangladesh, Barbados, Belarus, Belize, Botswana, Chad, China, Comoros, Democratic Republic of Congo, Cuba, Dominica, Egypt, Equatorial Guinea, Ethiopia, Guatemala, Guinea, Guyana, India, Indonesia, Iran, Iraq, Jamaica, Japan, Jordan, Kuwait, Lebanon, Lesotho, Libya, Malaysia, Mongolia, Nigeria, North Korea, Oman, Pakistan, Palestinian Authority, Qatar, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Saudi Arabia, Sierra Leone, Singapore, Somalia, Sudan, Syria, Taiwan, Thailand, Trinidad And Tobago, Uganda, United Arab Emirates, United States Of America, Viet Nam, Yemen, Zimbabwe

Abolitionist for all crimes: 97

Countries whose laws do not provide for the death penalty for any crime

Abolitionist for ordinary crimes only: 8

Countries whose laws provide for the death penalty only for exceptional crimes such as crimes under military law or crimes committed in exceptional circumstances.

Abolitionist in practice: 34

Countries, which retain the death penalty for ordinary crimes such as murder but can be considered abolitionist in practice in that they have not executed anyone during the past 10 years.

Total abolitionist in law or practice: 139

Source: Amnesty International :

<http://www.amnesty.org/en/death-penalty/numbers>

For more information, please visit

www.worldcoalition.org

www.deathpenaltyworldwide.org

Glossary

Abolitionist State: A state that has legislatively abolished the death penalty.

Abolitionist in Practice: States that still have the death penalty in law but have not executed anyone within the last ten years and do not intend to execute anybody in the near future.

Commutation: Reduction of a penalty to a less severe one.

Deterrence: A theory that criminal laws are passed with well-defined punishments to discourage individual criminals from becoming repeat offenders and to discourage others in society from engaging in similar criminal activity.

Exoneration: When a person who has been convicted of a crime and is later proved to have been innocent of that crime.

Felony Murder: When an offender kills accidentally or without specific intent to kill in the course of an applicable felony, what might have been manslaughter is escalated to murder.

Moratorium: A general suspension of executions (not abolition) and less frequently on the handing down of death sentences.

Retentionist State: A state that has crimes punishable by the death penalty.



World Coalition
Against the Death Penalty
ECPM,
3 rue Paul Vaillant Couturier
92320 Chatillon, France
Tél. : + 33 1 57 63 09 37
contact@worldcoalition.org
www.worldcoalition.org

www.worldcoalition.org