



**MORE
POWER
TO
YOUTH!**

A RESOURCE FOR YOUTH WORKERS
ON GLOBAL POWER
AND JUSTICE

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INTRODUCTION

The theme of this resource is Power and Justice. The theme explores what power is, who has power and how power is used negatively and positively at a local and global level. It examines justice issues from a power perspective and shows how young people can and do use power positively.

This resource is divided into four sections. Section one, Understanding Power, introduces the concept of power, who has it and what it is used for. Section two, Power and Justice, examines the positive and negative uses of power, highlighting particular justice issues such as trade, debt, climate change and child labour. Section three, Walls of Power, explores how walls and barriers affect power, with a particular focus on Israel and Palestine, Northern Ireland and on invisible walls that disempower young people. Finally, section four, Our Power, highlights how people can be empowered and use their power to promote justice and equality locally and globally.

HOW TO USE THE PACK

There are a variety of ways to use this pack with your group. You can start at the beginning and work your way through. Alternatively you can pick the activities from each section which are most appropriate to your group's age range, interests and abilities. The pack contains nineteen activities for use in a wide range of youth work settings. Simulation games, role play, small and large group work, stories and case studies and art-based activities are all used to explore issues in a fun and interesting way. Warm up games are scattered throughout the pack and can be used with any activity.

Throughout the pack the terms 'developing countries', 'poor countries' and 'Developing World' are used. Please feel free to use 'Third World' or 'Majority World' if your group is more familiar with these labels. The same applies to 'Developed World' and 'rich countries'.

WHO ARE WE?

The National Youth Council of Ireland (NYCI) is the representative body for national voluntary youth work organisations in Ireland. NYCI uses its collective experience to act on issues that impact on young people. It seeks to ensure that all young people are empowered to develop the skills and confidence to fully participate as active citizens in an inclusive society.

The National Youth Development Education Programme was established in 2004 as a partnership between NYCI and Irish Aid at the Department of Foreign Affairs. The programme aims to mainstream development education in youth work through a strategic partnership between youth work and development education organisations.

One World Week is a week of youth-led awareness raising, education and action, during which young people learn about local and global justice issues and take action to bring about change. One World Week takes place every year in the third week of November and is organised to coincide with the UN designated Universal Children's Day on November 20th, which is the anniversary of the adoption of the UN Convention on the Rights of the Child.

POWER IS...



AIM

To identify and explore sources of power

AGE

8 years and older

TIME

25 minutes

MATERIALS

Balloons, post-its, markers

WHAT TO DO

The group sit in a circle, start with one person and move to the left, every person says "Power is...". And adds something to it, such as; electricity, guns, voting... Keep going until somebody can't think of anything or they take too long. That person has to stand up. When it comes back around those people standing have another chance to re-enter the game by saying something. Keep playing until everyone stands up.

Brainstorm in the large group on what things are necessary to live a happy life. For example, you might need a home, food, money, clothes, a TV, an MP3 player, a mobile phone, family, to be listened to, protection from harm, medicine when you are sick and so on. The more your needs are met, the more power you can exercise. Ask if there are some things you need more of than others.

Divide into two or more teams. Give the teams a pile of balloons and explain that these represent the needs a person has. If they want, the groups can write the needs they identified on each balloon or on a post-it note and stick it on the balloon. One person volunteers from each team. Team mates have one minute to energise the balloons by rubbing them on their clothes and sticking them to the volunteer. The team with the most balloons stuck after one minute is the winner.

- How does it feel to have more or less of the balloons?
- What needs did you end up with?
- Do you think it's true that the more your needs are met, the more powerful you are?

ALTERNATIVE

Instead of energising and sticking the balloons to a volunteer, they can race the other team(s) to inflate the most balloons and the teams volunteer must hold as many as possible for 10 seconds. At the end, burst all the balloons.

DEBRIEF QUESTIONS

- If the team with the most balloons was a country what country might they be?
- Who might the other teams represent?
- If they were a company what might they make or sell?
- If they were a football team who would they be?
- Is it possible to be powerful without these needs being met?

ACTIVITY

2

HOP TO POWER

AIM

to identify positive and negative sources of power

AGE

8 years and older

TIME

30 minutes (depending on group size)

MATERIAL

Chalk or masking tape, a small object to throw such as a stone, beanbag or button.

WHAT TO DO

Mark out a numbered hopscotch grid on the ground. Form two teams. Each team member in turn hops on one foot across the grid and back. At a certain point the leader shouts 'stop' and the person has to balance on that foot. The leader calls out the power source linked to that square from the list. Before moving on the participant has to say whether they feel the power source is good or bad (or positive or negative). A player is out if s/he loses balance and puts a hand or their other foot down. When they have successfully completed the course, the team is awarded one point. Keep playing until everyone has had a go. Add up all the scores and declare a winner if there is one.

Alternatively, mark out the grid and in each square, write one of the sources of power from the list. Break into two teams and give them a marker. The leader calls out one of the sources of power. One member of each team throws the marker from an agreed starting point and has to land it on the relevant square. If they land on the square, they have to say whether it is a source of positive power or a source of negative power (or good or bad). The team is awarded two points. If they land on a different square, they say whether that power source is good or bad. The team is awarded one point. Keep playing until everyone has had a go. Add up the scores and declare a winner.

In the large group, ask:

- Who has these power sources? Get examples of each.
- What is the impact when power is used negatively?

POSSIBLE POWER SOURCES

- | | |
|--------------------------|----------------------------------|
| 1 - Voting | 7 - Health |
| 2 - Knowledge | 8 - Participation |
| 3 - Military strength | 9 - Being a dictator |
| 4 - Being an adult | 10 - Being a politician |
| 5 - Being a young person | 11 - Media |
| 6 - Money | 12 - Taking action in solidarity |

POWERFUL IF...

ACTIVITY

3

AIM

to explore how young people experience power differently within and between countries

AGE

10 years and older

TIME

25 minutes

MATERIALS

Copy of role cards

WHAT TO DO

Participants line up in a straight line at the end of the room. Make copies of the role cards if necessary so that everybody has one. Distribute role cards. Tell participants that as you read out a statement, if they think it applies to their character, they take a step forward. Otherwise they stay where they are. The first person to reach the end line is the winner. Before people leave their final spot, ask people at the back to introduce themselves and ask how they feel about the people who made it to the front. Now ask people at the front and in the middle. Ask if it is fair that some people have more power than others.

In the large group, ask who had the most power and who had the least power. How does it feel to have power? How can people with less power gain power?

STATEMENTS

I have the power to create change in my youth club or school

I have the power to create change in the world

I feel I have no influence in my community

People listen to me when I make suggestions

People make decisions on my behalf

Being young does not make people treat me differently

I have the same opportunities as other young people in my community

I have the same opportunities as other young people in the World

I get the respect I deserve

The media portrays me fairly

I have money so I have power

If I want something, I have the power to get it



POWERFUL IF...

DID YOU KNOW?

- 18 is the most common voting age, with a small minority of countries differing from this rule.
- Countries with a national minimum age of 17 include Timor Leste, Indonesia, North Korea, the Seychelles and Sudan.
- The minimum age is 16 in Austria, Brazil, Cuba and Nicaragua.

For more information visit www.equality.ie

Lifestories: Exploring Identity with Young People (NYCI, 2004)

All Different All Equal (NYCI, 2007)

ROLE CARDS

A young male Traveller attending a local school

A 9 year old boy from Sierra Leone who was taken by the rebel army to be a child soldier

A young girl from India who cares for her siblings by finding food and things to sell

A teenage asylum seeker in Ireland who is separated from his family

A young girl from Brazil who is in a wheelchair

An elected teenage member of a National Youth Parliament

A Nigerian boy who is chairperson of a group of young people taking action to improve the health of young people in his school and community

A 13 year old girl who encourages the leaders in her youth club to only buy fair trade tea, coffee and biscuits

A 15 year old Catholic boy from Northern Ireland who left school at 15

A teenage girl in Leaving Cert year, planning to study political science in college

A 16 year old boy from Nicaragua who is legally allowed to vote

MAPPING POWER



AIM

To explore how people express and are influenced by power

AGE

10 years and older

TIME

30 Minutes

MATERIAL

large roll of paper, or flipcharts taped together (large enough for 1 person to lie on), markers and scissors

NOTE TO LEADER

Influences could include financial wealth, political and historical situation, access to technology, power of the media and other institutions and availability of raw materials.

WHAT TO DO

Begin by asking people what they think gives a person power? How do different people use power? Note down the ideas. Ask if they can think of any examples where power is used positively or negatively. What effect does it have?

Break into small groups and each group makes a body map on a large sheet of paper. Ask half the groups to focus on Ireland and the other half to think about how they think people use power in developing countries.

On the inside of the body, they write or draw how people use power both positively and negatively. On the outside they write or draw all of the things they think influence the way people use their power.

When all of the body maps are finished, hang them on the wall and ask the groups to look at what the other groups have done and identify any similarities or differences.

In the large group, ask:

- Do you see anything that is very interesting/surprising?
- Are the external influences positive or negative?
- What do you think is the result of people using power negatively?
- Do you think they are the same for people living in the Developing and Developed World, why and how?
- Who do you think has power in your local area?
- What power do young people have?
- What action can we take to promote the positive use of power?

DID YOU KNOW?

An example of a group of people with global power is the G8. The G8 comprises seven of the world's leading industrialised nations, Germany, USA, Britain, France, Italy, Japan, Canada and also Russia. The G8 is not an elected group and has no fixed structure. It is up to the country holding the presidency of it to set agendas and organise the annual summit.

POWER PAIRS

ACTIVITY

5

AIM

to explore power relations and feelings associated with being powerless or powerful

AGE

8 years and older

TIME

20 minutes

MATERIALS

two large-ish objects such as a football or a box, writing materials, instruction A for half the group and instruction B for the other half, volunteer instructions

NOTE TO LEADER

Possible instructions are to put the object on your head, spin around with it, place it behind you and so on. The volunteers should not be asked to do anything dangerous or to move from their designated area.

WHAT TO DO

Break participants into pairs. Ask for two volunteers to stand at the top of the room with an object each. The others have to give them instructions for what to do with the objects. Give one person in the pair instruction A and the other person instruction B. Give person B the pen and paper. Also give instructions to the volunteers.

Begin playing the game. When the instructions have been accepted by the volunteers and acted on, person B returns to their pair and person A gives them another instruction. Keep playing for about 10 minutes.

End the game. In the large group, ask the following, beginning with the A's and then B's and then volunteers for each question:

What happened?

How did you feel during the game?

Who had the power?

Ask everyone to de-role by standing up and moving around. Ask what real life situations the game might represent. Who is powerful and who is powerless in these situations?

INSTRUCTION A

Tell your pair what you want the person to do with the object. S/he cannot talk but will write it down and pass it on.

INSTRUCTION B

You are not to talk. Ignore whatever person A tells you and write down a completely different instruction. When you have written down the instruction, join the queue for either of the volunteers and hand them the instruction.

INSTRUCTION FOR VOLUNTEERS

Only accept the instructions for every second person. Tell the others to go away and come back again.

POWER COLLAGE

ACTIVITY

6

AIM

Highlight the power of images and messages to affect how we see the world

AGE

10 years and older

TIME

45 minutes

MATERIAL

Markers, scissors, glue and flipchart paper, old newspapers and magazines

NOTE TO LEADER

You could ask half the groups to focus on images and messages related to the Developing World.

WHAT TO DO

In pairs ask the participants to discuss the characteristics of somebody with power. When all the pairs have done this for about 2 minutes, ask them to feed back to the larger group, highlight the similarities and differences from group to group. This can be done verbally or using post-its.

Collect copies of a range of different newspapers and magazines. Break into groups of four. Ask half the groups to find positive images and headlines about the use of power and the other half to find negative images and headlines. Create a collage using the images and headlines. Give participants 20 minutes for this. The completed posters are put on the wall and participants look at the different examples.

Bring the groups back together and ask:

- Was it easy or difficult to find positive/negative images and messages about power?
- What parts of the world were the positive images and messages from?
- What parts of the world were the negative images and messages from?
- Do you think this is fair and why?

ACTION

Dóchas, the Irish Association of Non-Governmental Development Organisations has produced a Code of Conduct on Images and Messages in Development. A copy of the guidelines is available at www.dochas.ie It gives guidelines for the use of images and messages about people in developing countries in all types of media. NYCI is a member of Dóchas.

Three key principles in the code:

- Respect for the dignity of the people concerned
- Belief in the equality of all people
- Acceptance of the need to promote fairness, solidarity and justice

As a group, find images and messages from newspapers, magazines and other printed materials that are related to developing countries. Explore if these live up to the spirit of the code. If you find examples that don't, write a letter to the organisation to raise their awareness about the code.



TREE OF INTEGRITY

AIM

to examine the idea of integrity

AGE

6 years and older

TIME

15 – 40 minutes

MATERIALS

Polaroid camera (optional), Flipchart paper, sheets of A4 paper (green and white) markers and pens.

NOTE TO LEADER

Transparency International defines integrity as the positive use of power for public benefit. It is the ability to be consistently honest, truthful, reliable and acting with honour. Be sensitive when asking for personal examples of integrity.

To find out more about corruption and integrity around the world visit www.transparency.ie

WHAT TO DO

For younger age groups, get everyone to sit in a circle. Before the activity, draw or paint a large tree on a flipchart sheet and cut out leaves on green paper. Ask the group to think of a time when someone treated them nicely or when they treated someone else nicely. How did it feel? Go around the circle and ask each person for an example or to say how they felt. Write the examples and feelings on the leaves. Now ask the young people to stick the leaves on the tree. Explain that when someone behaves honestly and in a good way towards others, they are a person with integrity. The tree is their tree of integrity.

For older age groups, give out sheets of paper and ask them to individually write examples of when they treated someone with honesty and respect or they were treated with honesty and respect. Ask them to also write or draw how they felt about it. Stick the sheets up around the room and ask for volunteers to explain what they wrote or drew. Explain to the group that when somebody is always honest and behaves in a good way to others, they are a person with integrity. Ask them if they know anybody in their lives, community or the world they think is like this? Look for examples from the group and note them on the flipchart.

Create a large tree using flipcharts taped together. Take a Polaroid picture of each of the participants and place it on a branch of the tree with space around each picture. If you have a large group, you could have more than one tree. You can also ask participants to draw a small self portrait (with their names underneath) if you don't have a Polaroid camera. Ask the participants to write on the tree and around their picture how they wish they and others would act with integrity in their communities, nationally or globally. When all participants have included at least one wish on the tree, ask them to add an action they think could be taken to help achieve it.

Adapted from: "Teaching Integrity to Youth", Transparency International

DID YOU KNOW?

According to Transparency International's global corruption barometer 2006:

- Only 1 in 5 people in Europe and North America think that their government are effective in combating corruption
- In Africa 1 in 2 people believe their government are effective in tackling corruption

PARADISE OF INTEGRITY



AIM

To explore the link between power and integrity.

AGE

9 years and older

TIME

30-45 minutes

MATERIALS

Copy of the story, flipchart, markers and art materials

WHAT TO DO

Read the story to the group or ask for a volunteer to read it. Ask the following questions:

- Who are the different characters in the story?
- Who had power and who didn't?
- How did the characters use their power?
- What effect did it have?
- Why do you think they acted this way?
- How might the story have turned out if the characters had behaved differently?

Alternatively, break into groups and give each group a copy of the story. Write up the questions and allow the groups 10 minutes to discuss them. Ask the groups to suggest alternative endings through a short two-minute drama or using the art materials to illustrate what happened. Allow the groups 15 minutes to prepare and then present back.

Finally ask if this happens in real life. Can you think of examples where people use power negatively?

STORY

Mr Pig, a businessman, has used stale flour in his bakery to make bread, which caused many villagers to get ill. Big Tooth, a public hygiene inspector was appointed to follow the case, very soon Big Tooth discovered the truth but was bribed by Mr Pig to keep it secret. More and more villagers suffered everyday, the government could not find out the reason.

A schoolgirl named Clarina found out by chance that Mr. Pig was bribing Big Tooth to cover up what he did. She reported this case to Mr. Sparkle, the chief of police. In the end, Mr Pig and Big Tooth were put into jail.

For older groups you can use this story to explore the media and how it influences what people hear. Brainstorm with the group on examples of images they are familiar with from a range of media. Who are they aimed at? Record the outcomes on a flipchart. Divide the group into two teams and designate one group to be a pro Mr. Pig news agency and the other a pro Clarina news agency and give them 15 minutes to create a news report slanted in their favour.

Adapted from: "Teaching Integrity to Youth", Transparency International

ACTIVITY

9

THE LINKS OF POWER

AIM

To examine how power is shared out in relation to four global justice issues – trade, debt climate change and child labour

TIME

40 minutes

MATERIALS

A4 paper, scissors, markers and arts and crafts material.

NOTE TO LEADER

See if you can find how some of these issues can be linked together, then you can join the chains to make one large chain.

For information on trade, debt, climate change and child labour visit:

www.youthdeved.ie

www.developmenteducation.ie

www.concern.net

www.debtireland.org

www.fairtrade.ie

www.stopclimatechaos.ie

www.ictu.net

WHAT TO DO

Before the session, cut out strips of paper from flipchart sheets. Form four groups and give each group one of the stories and strips of paper. Ask them to brainstorm who they think has power in the story from the person with the least power to the person with the most power. Using the art materials, decorate each strip with the name of the person involved in the story (make up names if necessary) and images or messages about how they feel about their level of power. Give the groups 20 minutes for this.

Now explain that you are going to use the strips to form a chain going from least power to most power. Use pritt-stick to glue all of the links together and create the chain. Each group holds up their chain. They read out their story and then briefly explain what the links represent. Finally, hang the chains in a visible place in your club.

In the large group, ask if it was easy or difficult to decide who had power and who didn't. What was in common or different about the different stories?

WARM UPS

CARROTS

One volunteer is selected. The rest of the group lie on the floor face down linking arms with the people on either side of them, the volunteer tries to pull one person out of the circle. When a person is removed from the circle they join the volunteer in trying to remove other people. The game ends when only one person is left.

SPOT THE LEADER

One volunteer leaves the room. The group stand in a circle, one person becomes the leader. This person decides a movement which the rest of the group follow. The volunteer returns to the centre of the circle and they must watch the group to see who has the power to change the actions. The leader can change the movement when they wish and the rest of the group follow immediately.

THE LINKS OF POWER



TRADE

My name is Manuel and I live with my family in Ecuador. My father works as a coffee farmer. Most of our family work with him to help in the harvesting. When we harvest the coffee we sell it to a company who transport it to a factory to be roasted, before being shipped to rich countries. One year the price of coffee dropped suddenly and the company did not buy any of our harvest. We have very little money for food now. My sister and I cannot go to school anymore because we cannot afford to pay the school fees.*

DEBT

My name is Steven and I live in Zambia. My mother got sick last year and needed to go to hospital. She had to travel for a full day to get there and I dropped out of school to look after the family. The local clinic has closed because the government has not got enough money. The government wants to build hospitals and clinics but they are spending most of their money repaying loans to rich countries, so for now we have to keep travelling long distances for basic health care.*

CLIMATE CHANGE

I am Sakhi from India. Over the last few years, there has been a lot more flooding in winter and extreme heat in the summer. In my village, very often people get ill because of the heat. There also seem to be much more mosquitoes than before that bite and give us malaria I was told in school that this is because of the world getting hotter. We are told that this is because of people driving cars around the world. But hardly anyone drives a car in my village, so I don't think it's very fair. *

CHILD LABOUR

My name is Kabisa, I come from Benin in West Africa. One night at midnight a man came for me and a large group of children and we journeyed for many hours in two trucks. When we reached the border we had to run from the soldiers. We were told "if you see lights, run and hide!" We were picked up by another truck and people started taking the children's names. Eventually we reached Nigeria. We were divided into groups and put to work. We were told "I am your father here and my wife is your mother you will do as we say". We were each given plots of land to work on and those who did not finish their areas were beaten. **

Source: *Making a Difference (National Youth Council of Ireland, 2005); **Plan Ireland

SAME OLD STORY?

ACTIVITY
10

AIM

To explore the unequal power situations facing the world's poorest farmers because of unfair trade rules

AGE

13 years and older

TIME

45 minutes

MATERIALS

Copy of Claire's Story, set of role cards

NOTE TO LEADER

A subsidy is a payment made to a farmer or other individual for activities that are deemed to be in the public interest.

For information on trade and trade rules, visit:
www.developmenteducation.ie
www.debtireland.org

WHAT TO DO

Read out Claire's Story to the whole group. Form five smaller groups and give each group one of the role cards. Allow the groups 15 minutes to discuss their role in relation to the story. Possible questions are:

- Is the situation fair?
- Who has power to change it and what should they do?
- What can we do?

Explain that a meeting has been called to try to find a solution that is acceptable to all parties. Ask for a volunteer from each group to act as their spokesperson. The volunteers sit in a circle in the centre of the room. The others sit around them in a wider circle. Explain that the World Trade Organisation (WTO) will chair the discussions. Beginning with the WTO character and then going around the circle, each character introduces themselves and gives their opinion of what the injustice is (or isn't). Allow one minute per person.

After the initial presentations, the chair opens the floor to discussions. Allow 15 minutes in total for this. After 5 and then 10 minutes, hold up the discussions and allow each group a minute to discuss progress and strategy with their representative.

Form the large group again. Beginning with the volunteers and then their groups, ask:

- How did you get on in the negotiations?
- How were you treated by the other parties?
- Was the result fair for your group?

DID YOU KNOW?

For every €1 we give in official aid to poor countries, €5 comes back in debt repayments to the IMF and World Bank.

Source: Debt and Development Coalition Ireland.

SAME OLD STORY?



CLAIRE'S STORY

A few years ago, I was in a village in Mozambique just after farmers had sold the cotton they had spent all year growing. The whole village was alive with possibilities. Families of ten or so, who had shared a single room for years, were building more rooms onto their houses. Women were buying aluminium pots, which cook quicker and use less firewood than traditional clay pots. People were purchasing bicycles so that they could travel to the nearest town to buy and sell goods, or visit family and friends.

One year later, the world cotton price dropped like a stone. The company that bought the farmers' cotton decided it was no longer worth making the trip to their remote village. Suddenly, the farmers lost a vital source of income. As a result, the farmers could no longer afford to send their children to school, or buy clothes or shoes.

This village is not unique. In return for loans from the World Bank and other lenders, Mozambique has lowered trade barriers. This means that Mozambican farmers have to compete in the market with farmers in other countries, many of whom are given subsidies (or payments) to grow cotton and can sell it more cheaply on the market.

Cotton subsidies have been declared illegal at the World Trade Organisation (WTO). However, rich countries such as the USA, EU countries and Japan continue to pay subsidies to farmers and the world price keeps falling.

Source: Claire Melamed

WARM UPS

GRAB IT...

Participants stand in a circle, arms out to the side. Left hand palm up, right index finger pointing down and touching on neighbour's outstretched palm. "When I say the word go, do two things.... grab the finger in your left hand, and prevent your right finger from being grabbed... 1 ... 2 ... 3 ... Go!".

COLOMBIAN HYPNOSIS

Pair up. Person A holds their palm 6 inches from the face of person B. Person A moves their hand slowly around while B follows, keeping the 6 inch distance all the time. Encourage them to really make person B move. After a few minutes, swap roles.

SAME OLD STORY?

ACTIVITY
10

ROLE CARDS

MOZAMBICAN FARMER

You have been farming your land since you began working with your father. Cotton is the only crop that can grow successfully in your fields. You have a wife and 2 young children. You are angry that you must work so many hours for something that you cannot sell because the clothing company wants cheaper produce. If you sell any cheaper you will be working for free and unable to feed yourself and your family.

FARMER IN USA

You have been working as a cotton farmer for several years since you changed from farming corn. There was more money to be made in cotton. This is mainly due to the subsidies that the government gives you to produce it. You have a wife and 4 children and hope to retire in a couple of years with your pension. You are happy to get the chance to come to Africa to see what it is like here.

WORLD TRADE ORGANISATION (WTO)

You work for the WTO in Geneva, Switzerland. You make rules for countries trading with each other, in order to make trade more open. You have the power to make these rules law which should be followed by your members. Every country has the opportunity to send people to the WTO meetings and each member country has one vote. However, while countries like the USA send dozens of officials to meetings, some countries in Africa can only send one or none at all.

WORLD BANK

You work for the World Bank, based in Washington DC. The Bank works to eliminate poverty and achieve the Millennium Development Goals. You give loans to countries that are poor and help them achieve development. In return the country agrees to certain conditions such as opening up markets to foreign imports. If a country cannot pay back its loans to you, you can prevent them accessing funds elsewhere. You are happy to be at this meeting because it gives you the chance to encourage Mozambique to take more loans so they can trade with other countries like the USA.

COTTON CLOTHING PRODUCER

You have come to this meeting because you would like to get cotton from Mozambique and want to find out why it is more expensive there. You have a very competitive business and you are always trying to make more money, so the lower the price you can pay for cotton, the better profit you will make. You would be happy to convince the farmer to sell his cotton to your company for cheaper than the American farmer.

WONDER WALL



AIM

to examine the different functions that a wall has and to explore how walls give and take power

AGE

10 years and older

TIME

20 minutes

MATERIALS

Ball, flipchart and marker

OPTION 1: WALL BALL

WHAT TO DO

The group stands in a circle with one person in the middle. S/he throws the ball to somebody in the circle. They have to give a use for a wall, e.g. to keep people out or to kick a ball against, and throw it back to the centre. If a person cannot think of any use for a wall (or repeats a use already given) in 10 seconds, they take over in the centre. Write the ideas on the flipchart. Keep playing until everyone has had their say or there are no more ideas.

OPTION 2: WALL CALL

WHAT TO DO

In teams make a list of as many different uses of a wall as you can. Allow 10 minutes for this. Each group chooses 5 that they think none of the other teams has. In turn each team reads out one of their uses. If none of the other teams has it, they get a point. Otherwise they get nothing. At the end, add up the scores and announce the winner.

In the large group, go through some of the different uses of a wall and, for each use of a wall, ask how it gives power to, or takes power from, young people.

INVISIBLE WALLS

According to a recent study:

- Young people in Ireland believed they receive unfair treatment based on stereotypes, that they are treated with suspicion and get followed in shops. In particular they believed that young men get more hassle than young women.
- They felt that politicians have a negative attitude towards them and that being told to move on by adults or the Gardaí was commonplace.
- Most of the young people thought they should be entitled to vote younger but that this was unlikely to happen since that meant 'things would have to change'.
- They also felt the media are prone to "tarring and feathering them with the same brush" by constantly associating 'youth' with crime, deviance and drug and alcohol problems.
- Young people with disabilities were very aware of being stereotyped due to their disability. They spoke of constantly dealing with an education system that didn't expect them to succeed.

Source: Inequality



THE WALL

AIM

to explore how walls contribute to some people having power and others being powerless and to creatively use the image of the wall as a message of solidarity with young people in Ireland, Northern Ireland, Israel, the Occupied Palestinian Territories and around the world.

AGE

10 years and older

TIME

90 minutes

MATERIALS

Art materials, markers, materials for constructing a wall (e.g. cardboard boxes, an old sheet, ply wood, adhesive tape, wall paper, wallpaper paste)

NOTE TO LEADER

If time is limited, prepare the wall in advance and get the groups to stick their A3 sheets or wallpaper strips on it.

Possible examples of walls for security or separation around the world are the Berlin Wall, the Great Wall of China and the Peace Walls in Northern Ireland.

WHAT TO DO

Begin with a brainstorm on what different types of wall there are and what purposes they have. Which of the purposes are positive and which are negative? Ask for examples of walls used for security or separation around the world.

Explain that they are going to make a wall. Encourage everyone to get involved in creating the wall using the materials provided. Allow 30 minutes for this.

Break into small groups and give some groups the fact box on Israel and the Occupied Palestinian Territories (page 24), others the fact box on Northern Ireland (page 23) and ask the remainder to think about other types of barriers that affect young people (page 17). Ask the groups to discuss the facts with the following questions as a guide:

- What effect do the walls (or barriers) have on young people?
- How do you think they feel about it?
- Who is responsible for removing the walls?
- What message of solidarity would you share with young people who are affected by the walls or barriers?

Each group should draw/paint sections of wall on A3 sheets or wallpaper strips and illustrate them with colourful images and messages of solidarity based on their discussions. Allow 30 minutes for the discussion and preparation of the images/messages.

In the large group ask what was similar or different about the images and messages of solidarity. What images or messages jumped out? What else can we do to show our solidarity with young people in Ireland, Israel and the Occupied Palestinian Territories and Northern Ireland?

ACTION

If you have a focus on Israel and the Occupied Palestinian Territories, take a picture of your solidarity wall and send it for a petition which will be used for an Amnesty International Action on International Human Rights Day (10 December). Send your picture to: Amnesty International Irish Section, Sean MacBride House, 48 Fleet Street, Dublin 2. Or email it to the Youth and Student Team in Amnesty International at youth@amnesty.ie

Create your solidarity wall on an old sheet. Cut the cloth in a 2 metre lengths and a width of 1.5 metres. Send or bring your piece of the wall into Amnesty International, Irish Section, 48 Fleet Street, Dublin 2 to become a part of a big wall petition which will be a part of an Amnesty Action on Human Rights Day (10 December). You can also take action by visiting the Amnesty International Online Action Centre at www.amnesty.ie/amnesty/live, then click on action, and action centre.



SECURITY FENCE OR SEPARATION WALL

ACTIVITY

13

AIM

to explore differing attitudes to the wall being constructed in Israel and Palestine

AGE

12 years and older

TIME

30 minutes

MATERIALS

Statements photocopied and enlarged or written on post-its, flipchart paper

For different perspectives on the conflict in Israel and the Occupied Palestinian Territories visit:

<http://trocaire.org/wall>

<http://www.alternativenews.org>

<http://www.btselem.org>

<http://www.youtube.com/watch?v=w587gNnuGLU>

<http://www.youtube.com/watch?v=XUyAsUtWiel>

WHAT TO DO

Break into small groups. Give each group the background sheet, the set of statements (cut out and mixed), a flipchart sheet and a marker. Allow five minutes for the group to read the background sheet. Ask the groups to draw a line down the centre of the sheet and write Palestinian at the top of one column and Israeli at the top of the other. Explain that young people (and others) in both Israel and the Occupied Palestinian Territories were asked their views on the wall that is being built by Israel. They have to decide if the statements are those of Israeli or Palestinian young people and place them in the appropriate column. Allow 15 minutes for this. Each group presents back their results.

In the large group, ask if it was easy or difficult to decide if a young Israeli or Palestinian person made the statement. What helped you decide? Was there agreement between the groups as to who said what? What was surprising or interesting about the statements?

ACTION

Share your views, feelings and messages of solidarity with young Israelis and Palestinians. Write a message or make a poster and get the direct feedback from them. Schools Across Borders is a development education organisation based in Ireland. It links schools in Ireland, Northern Ireland, Israel and Occupied Palestinian Territories in an exchange programme. For further information, email info@schoolsacrossborders.org or visit www.schoolsacrossborders.org.

STATEMENTS

"I think the whole world is responsible... and also you are responsible for [the separation wall]."

"[The wall] destroys water wells... or isolates them."

"The separation wall will be the final border and it will include the settlements."

"The wall will backfire in the long term because it will just create more hatred and more violence."

"Before we had a garden wall, now we have a separation wall. We are all prisoners now."

Young Palestinian students talk about the Wall

SECURITY FENCE OR SEPARATION WALL

STATEMENTS

"It's very problematic, the location. I think we need to change it."

"All we have to do is exchange more land for the land lost from building this barrier."

"We should try to understand the feeling when the wall surrounds their cities and they will feel like being in a ghetto."

"When ... your neighbour wants you dead, you will not open your border and let them in."

"The security fence is for separation... we must protect ourselves."

"The problem is that the leaders on both sides don't trust each other, so in the meantime this is the only solution."

"Security fence or separation wall? It's ugly! It's an eye-sore! But if peace comes, I'm sure it'll be pulled down."

Young Israeli students talk about the Wall

Source: Schools Across Borders

THE SEPARATION WALL

Israel began construction of the separation wall in 2002 following several suicide bombings and attacks by Palestinian militants on Israeli citizens.

The Israeli Government refers to the wall as a "security or anti-terror fence", whereas in the Occupied Palestinian Territories it is referred to as a "separation or apartheid wall". The UN calls it the wall.

When it is complete, the wall will be approximately 700km long, which is twice as long as the "green line", the internationally accepted border between Israel and the West Bank.

Four fifths of the wall will lie in Palestinian territory and only one-fifth will be located on the green line.

Israel justifies the wall as a temporary construction built for security reasons. The number of attacks against Israeli civilians has been significantly reduced since the construction of the wall. However, the wall

creates a vantage point for attacks against Israeli settlements in some cases.

The route of the wall will separate 300,000 Palestinian farmers from their land and a further 200,000 Palestinians will be trapped between the wall and the green line.

Over 65 per cent of Palestinians now live on or below the poverty level of US\$2 per day. Only one third of people in the West Bank and Gaza Strip have enough food without receiving food aid. Income levels inside the Occupied Palestinian Territories have fallen by one third since 1999 and unemployment averages about one in four people.

In 2004, the International Court of Justice at the UN declared the separation wall illegal and called for it to be dismantled.

Source: www.trocaire.org/wall

WALL OR FALL?

ACTIVITY

14

AIM

to investigate how the wall will affect lasting peace in Israel and Palestine

AGE

13 years and older

TIME

45 minutes

MATERIALS

Role cards

For more information, go to:

www.trocaire.ie

www.amnesty.ie

www.schoolsacrossborders.org

www.ycare.org.uk

WHAT TO DO

Form five groups. Give each group copies of one of the role cards. Explain that a forum has been organised to discuss how the separation wall will affect the achievement of a lasting peace in Israel and the Occupied Palestinian Territories. Each group has 10 minutes to discuss their role card and to prepare for the forum.

Announce that the forum is about to begin. Form new groups with one representative from each of the roles. Ask each group to appoint a chairperson. They should allow each person to make a short initial statement from the perspective of their role and then open the floor to a debate. Explain that they should try to reach agreement on up to three points raised. Allow 15-20 minutes for this.

Bring the groups back together and ask the chairperson from each group to feed back. Ask if it was easy or difficult to accommodate the different perspectives. What were the main challenges to identifying ways of achieving a lasting peace?

ACTION

Trócaire has launched an online campaign, This Wall Must Fall, at www.trocaire.org/wall asking people to sign a petition urging the Israeli government to implement all the recommendations of the International Court of Justice in 2004, including the removal of the wall. When people sign the online petition a hole will appear in a virtual wall, symbolising the goal of demolishing the actual wall and replacing it with genuine negotiations over Palestinian land. Show your solidarity by signing your name and adding your message of support on the virtual wall.

WALL OR FALL?

ROLE CARDS

AFNAN

I am a 15 year old girl and I live in Hebron in the West Bank. I believe the separation wall is intended as a permanent border by Israel that includes the settlements. Since construction of the wall was begun, it has become very difficult to keep contact with our villages and communities. It makes me very sad as I don't get to see my relatives. With this wall, we will never have a Palestinian state. In 2004, The International Court of Justice declared the Wall to be illegal. The European Union and the UN asked Israel to stop building it, but they just continue building it. I think the whole world is responsible for the separation wall and should do something about it.

AARON

I am 16 years old and I live in Jerusalem. The separation barrier is meant to be a temporary solution. It has proved very successful. When the wall went up, the terror went down by something like 90%. That means I'm not afraid to go on a bus to school or go to public places downtown because there isn't some suicide bomber planning to blow himself up. There are definitely problems with some of the places where the wall is, villages divided and children can't get to school and I do feel sorry for them, but we need to be protected. Our security comes first. If the Palestinian terrorism stops, then we can pull it down.

YOUSSEF

I am a farmer, just like my father and grandfather before him. I live near Beit Surik, a village north of Jerusalem, inside the West Bank. The bulldozers and soldiers came one day and destroyed all our olive trees to make way for the wall. These olive trees were hundreds of years old and are a vital source of income for us. Now even the roads are cut off from us as the wall is being built. My brother is a lorry driver, so he's practically out of a job too. The whole economy is collapsing. We just want to make our living. Now we are all angry and bitter. Nobody can defend us. They call it a security fence?! Well, instead of sowing seeds for my living, I see it sowing seeds of more conflict and violence.

ANAT

I am a settler and a mother of three children. I live in a village called Oranit, just inside the border, in the north of the West Bank. Part of our village is surrounded by the Security Fence and we hope to see it completed as soon as possible. We are here because the Israeli government's policy is to help us come and live here. So it is their duty to protect us. Many people in the world think we shouldn't come here, but this is our land too! If this wall should become the new border, well that's the price the Palestinians pay for supporting terrorists. We are in the front line, people forget about that.

JIM

I came here on a visit to the Holy Land with my wife Kate. We visited Nazareth and Jerusalem in Israel and Bethlehem, which is in the West Bank. It was amazing to see these holy sites, but also shocking to see this big ugly wall around Jerusalem, even more so around Bethlehem. There it comes up right into the town. You wonder what Jesus would make it of it all! I have relations in Belfast and I know all about dividing walls. That's the tragedy of conflict, isn't it? They have to sort it out themselves. I don't see much hope though. Walls are pretty hard to shift...what more can I say?

IMAGINING THE FUTURE



AIM

to explore the impact of the Separation Wall and Peace Walls for young people in Ireland, Northern Ireland and Israel and Palestine and who has the power to create lasting peace.

AGE

12 years and over

TIME

45 minutes

MATERIALS

large sheets of paper, markers or art materials, fact sheet on the wall

For further information, visit

www.bbc.co.uk/northernireland

<http://cain.ulst.ac.uk/images/photos/belfast/peaceline>

WHAT TO DO

Ask the group to suggest words linked to peace. Write all the ideas up.

Form small groups and give each group a sheet of paper and markers or art materials. Explain that the groups are to draw a large V on their sheet. At the top left of the V write 'Probable' and to the top right write 'Possible'. Give each group a copy of the fact sheet and allow them a few minutes to read it.

Ask participants to imagine what impact the walls will have for young people in the next five years if their construction continues and to write or draw the impacts to the left of the V. Allow 10 minutes for this.

Now ask them to imagine what future they would like to see for young people on either side of the wall. To the right of the V, they write or draw their ideas. Again allow 10 minutes for this.

Finally, ask the groups to discuss what needs to happen in order to move from the probable to the possible future. Give a further 10 minutes for this.

Each group should give a short presentation of their work. In the large group, ask if there was agreement among the groups on what needs to change? What suggestions were common to the different groups? Who has the power to change the situation? What can we do?

NORTHERN IRELAND

Northern Ireland has a population of 1.6 million. Its largest city is Belfast.

Between 1969 and 1999, a total of 3636 people were killed in violent conflict between republicans who wanted to be part of a 32 county republic and loyalists who wanted to remain a part of the UK.

In 1994, Republican and Loyalist paramilitaries called a cease-fire which lasted for two years. The Good Friday Agreement was signed in 1998 which led to the establishment of the Northern Ireland Assembly.

The first 'peace walls' were put up by the British Army in 1969 and were intended as temporary barriers to separate rioting loyalists and republicans. Peace walls now zigzag for miles across Belfast.

Nine new peace walls have been built and 11 strengthened since the 1994 ceasefires. The newest proposed peace wall is in the grounds of Belfast's only integrated primary school.

Source: Glenree Centre for Reconciliation (1998). *A Place Apart?* The Guardian (4 July 2007). *Another Brick on the Wall.*

IMAGINING THE FUTURE

ISRAEL AND THE OCCUPIED PALESTINIAN TERRITORIES

Israel is roughly one third the size of the Republic of Ireland and has a population of 6.4 million people. It claims its capital as Jerusalem.

The Occupied Palestinian Territories, consisting of West Bank and the Gaza Strip, is about half the size of Northern Ireland and has a population of 3.5 million people. Its main city is Gaza.

Israel and Palestine both claim the same piece of land. They both claim to be descendants of Semitic people who settled in the region about 4,000 years ago. Both also claim Jerusalem as their holy capital.

Jewish migration to Palestine began in 1880. Following the Second World War, and the persecution of Jews in the Holocaust, there was a new influx of Jewish refugees to Palestine.

On the 15th May 1948, the State of Israel was declared. Over the next two decades there were a number of Arab –Israeli wars, including the Six Day War in 1967, that saw Israel increase its territory.

Occupying the West Bank in 1967 was an important strategic gain in Israeli eyes, and successive governments have ignored the Green Line and built numerous Jewish settlements on the territory.

There are now more than 430,000 settlers in the West Bank and East Jerusalem. A further 20,000 settlers live in the Golan Heights. Settlements and the area they take up cover 40% of the West Bank. In addition, there are about 100 settlements not authorised by the Israeli government in the West Bank.

The settlements are illegal under international law, but Israel disputes this and has pressed ahead with its activity despite signing agreements to limit settlement growth.



An Intifada, or uprising, began in the Occupied Palestinian Territories in 1987. Young people played a large part, throwing stones at the Israeli forces. The army responded with force and imposed curfews.

A second Palestinian Intifada began in 2000. The following years saw suicide bombings by Palestinians, mostly young men, against civilians and Israeli military retaliations. In 2002, Israel began construction of a separation wall to enclose the West Bank.

Source: Oxfam (1997). Making Peace.

BBC website: BBC News/Middle East

WE HAVE THE POWER!

ACTIVITY

16

AIM

To highlight actions being taken by young people around the world and explore what action young people can take in Ireland.

AGE

12 years and older

TIME

40 minutes

MATERIALS

Paper, markers, copies of stories

WHAT TO DO

Begin by asking the group if they think it's important that young people take action to change things affecting them. Why? Ask for examples of when they felt they took power and did something positive. How did it make you feel? Form small groups. Give each group a story and ask them to read it. Explain that they should illustrate the story to show how the young people involved used their power. This can be done using art or drama. Allow 20 minutes for this. Each group makes a presentation to the others. Was power used positively or negatively in the stories? Why?

In the large group, decide on one or more issues which affect young people in your area or club. Create a group charter or agreement on action you will take to make the situation better. Agree specific tasks that need to be done and who will do them. Leave a space for people to sign their names on the charter.

ACTION

When you create your charter, host an evening to launch it. Invite friends and family, local media and other groups who hold power in your community, the Gardai and local councillors.

SAGAR

Sagar lives in Nepal where people are divided into different categories called "castes". Sagar is a member of the Dalits which is the 'lowest' caste. The Dalits are also known as the "Untouchables". Sagar and his family are not allowed to enter the same temple or to eat with people from the higher castes. Sagar works on the farm of a rich family for very little money. Sagar and other people from the Dalit caste are trying to fight for more rights. They come together and sing about their struggles in their traditional folk music. Using their own music reminds them that they have a strong culture and that they are worthy of respect. Source: Making a Difference (NYCI, 2005)

ARTHUR

Arthur, a young Traveller, participated in a project which brought together different groups of young people. The group included young asylum-seekers, young people with disabilities and young people who were gay. By participating together in different activities, the young people learned how much they had in common, while also respecting each others' different backgrounds and cultures. When the young asylum-seekers received letters from the government saying they were to be sent back to their country, Arthur joined their campaign to stay in Ireland. He distributed their petition and took part in a protest outside the Dáil. Source: Making a Difference (NYCI, 2005)

WE HAVE THE POWER!

LALMUNI'S STORY

Lalmuni is 14 years old. Her parents decided she should be married as is common in her area, she knew it would be the end of her education. She was also worried about becoming pregnant and giving birth at such a young age. But her parents were adamant, the marriage would go ahead. Lalmuni took her problem to her "Child Club", her friends decided to meet Lalmuni's parents and to persuade them to change their minds. This was a highly unusual step for a group of young girls. Outsiders, especially a group of teenage girls, usually have no say in such matters. Lalmuni's parents listened to what her friends had to. Her father said "We would have to give a lot of money in a dowry if the girl marries at an older age, are you going to give us this money?" But the girls did not give up. They patiently explained the risks Lalmuni would face. They said that although the family might save money, this would be at the cost of their daughter's health and education, and it would affect her for the rest of her life. Eventually they changed their minds and let her continue her education. Today, Lalmuni is still attending school and is an active member of the Child Club. Adapted from a Plan Ireland case study

CARINA'S STORY

Carina is from Guatemala in South America. She is a member of the local youth theatre called Iqui Balam. The group create performances for young people and street children in the city. "We use comedy because it is a way to speak to young people, when we speak directly about the topic they get bored so laughter is a better way to communicate with them." In one of their performances Carina plays the role of a house which is about to be invaded with HIV. She explains that it is a funny performance but she has seen young people with the disease who have to face the future without the support of their families and communities because of the fear people have of the disease. For Carina it is important that she helps change peoples attitudes towards people with HIV. Source: Global Movement for Children 2004

AMARILLIS' STORY

Amarillis Martinez is a 17 year old girl from Honduras. She is the leader of a teenage peer education group called Childpro. The group identified binge drinking as a major problem affecting their lives and their community. They campaigned to have the bars shut down. The group lobbied decision makers and handed out leaflets and posters showing people how much harm alcohol was doing. They gave talks to the local community on alcoholism and children's rights. Amarillis says: "We have seen a lot of violence in our community due to the alcohol – and there were always a lot of drunk people on the streets. The effects were that children were going hungry and becoming malnourished and were not going to school if their fathers spent their money in the bars. Now the town is a much better place. People still drink but it is inside their houses, life has improved so much.

Adapted from a Plan Ireland case study

KABBA

Kabba is from Sierra Leone. When he was nine years old a civil war broke out in his country and he was taken by the rebel army. At first he was used to carry water and wash uniforms but soon he was training as a soldier. Thousands of children were used as soldiers by both rebel forces and the government during the civil war. With the help of a charity, Kabba left the army and started school. Now Kabba and other former child soldiers make radio programmes which teach children about their rights through stories, quizzes and dramas. Kabba says "Even in the worst of all things something good must come out. I am a victim of the war. I should be able to challenge those who do this to children. The programme that I run there is called "My Story." I interview children affected by war. Without forgiveness there will be no reconciliation and without reconciliation there is no sustainable peace. Peace should not only be in our mouths but in our hearts." Source: Plan International

STOP CLIMATE CHAOS!



AIM

to highlight how young people can take action in solidarity with the Developing World to tackle climate change

AGE

11 years and older

TIME

45 minutes

MATERIALS

Balloons, set of statements, paper/old sheets, art materials, markers

WHAT TO DO

Before the activity, insert a statement in each balloon and inflate them. Make sure you have one balloon per participant. Form two teams who line up, one person behind the other. Place a chair behind each team. The balloons are placed in two piles at the head of the lines. On your signal the teams begin passing the balloons backwards over their heads to the end of the line. The last person has to sit on the balloon until it bursts. S/he collects the statement and runs to the front of the line. Keep playing until all the balloons are burst.

In the large group, ask each person to read out their statement. Some of the statements will be repeated. Ask if people are surprised by the statements. Is this situation fair? Who is contributing most to climate change? Who is contributing least? Where are the effects being felt?

Ask who has the power to tackle climate change. Hand out large sheets of paper (or sections of an old sheet) and art materials. Form small groups and ask them to design a banner to show solidarity with people affected by climate change. Include messages or images you would like to share with people who have the power to tackle climate change.

ACTION

Stop Climate Chaos is a coalition of youth, community, development, environmental and faith organisations campaigning to ensure Ireland plays its part in preventing runaway climate change. For information on what you can do to take personal and political action to tackle climate change, visit www.stopclimatechaos.ie.

On 8 December 2007, Stop Climate Chaos is calling on groups all over Ireland to gather together to demand that World Leaders, who are meeting in Bali in Indonesia for Climate Talks, take urgent action on climate change. For further information, visit www.stopclimatechaos.ie

STOP CLIMATE CHAOS!

ACTIVITY

17

STATEMENTS

Climate change is leading to an increase in extreme weather events such as hurricanes, floods and tornados while rains are failing in many countries leading to drought

“This drought has been very bad. Past droughts have been short and rains have come. This one never seems to finish and our goats and cattle are not multiplying... It will take a very long time for us to get back all of our animals” (Anna Nongolol, Turkana, Kenya)

Climate change will place an additional 80-120 million people at risk of hunger, three quarters of these in Africa

The world’s poorest countries have done the least to cause climate change but they are being hit first and hardest by its impacts and are least able to adapt.

In Bangladesh, tens of millions of people could lose their homes and livelihoods to flooding from sea-level rises and storm surges.

Ireland is the sixth most generous aid donor per person and the fifth most climate polluting country per person

Ireland emitted 100 times more carbon per person than Ethiopia, Mozambique, Uganda and Tanzania – all priority countries for Irish aid

Source: *Up in Smoke? Report to the Intergovernmental Panel on Climate Change (2004)*; www.stopclimatechaos.ie

POSTER POWER



AIM

That young people learn how to raise awareness of power inequalities

AGE

11 years and older

TIME

40 minutes

MATERIALS

large paper or card, markers, art materials

WHAT TO DO

Brainstorm with the group about situations where they think power has been used in a negative way, by anybody, young people, adults, governments, armies etc.

Form small groups. Explain to them that they have been commissioned to design a poster highlighting a situation where power has been misused and the actions they suggest to be taken to overcome this misuse of power. Give them 5 – 10 minutes to discuss what story they will cover. Then groups begin working on designing their poster.

Half the group can focus on Ireland and the other half on the Developing World. You can use some of the stories within the pack to base the posters on, or they can create new ones based on television reports or newspaper stories.

Write the following questions on a flipchart for the groups to use as a guide:

- Who and where are our target audience?
- What message do we want to get across?
- What are the justice issues here?
- How should we present the message?

Each group presents their poster back to the larger group. Compare the images and messages that were portrayed at local level with those from the Developing World

DEBRIEF

Explore with the group what poster campaigns they are familiar with already. What impact do they have on people? What other media could we use to highlight these situations and raise further awareness in our communities?

ACTION

Display the posters in the youth club or in a public place such as the supermarket or library. Alternatively host an event for friends or family to showcase the work created by the group.

PROMISES TO KEEP

ACTIVITY
19

AIM

To highlight promises that have been made to tackle poverty globally and to show that we all have the power, and the responsibility, to make sure that these promises are kept.

AGE

Eight years and older

TIME

45 minutes

MATERIALS

Large space, string or wool, blindfolds, objects for obstacle course, copies of 2015 Promises handout

ACTION

Post your voice on *You Tube*. Our unified voice can't be ignored and will encourage our leaders to act on their promises. Take a moment and use your video camera, webcam or even camera phone to record your message and be sure to include the phrase, "The World Can't Wait. End Poverty Now."

<http://endpovertyblog.org>

www.millenniumcampaign.org

WHAT TO DO

In the large group, ask: Why do people make promises? How do you feel when you keep a promise or someone keeps a promise to you? What about when someone breaks a promise?

Brainstorm with the group on what the initials MDG might stand for. Explain that they are the Millennium Development Goals, a set of promises made by world leaders to tackle global poverty by 2015. The mid-way point to achieving the goals is 2007 and so we need to take stock of whether we're on course to achieve the goals or not and why.

Depending on the size of the group, focus on a few or all the MDGs. Form groups of four people (up to eight teams). Ask for a volunteer from each group. Hand out blindfolds to the other participants. Use the string or wool to link the volunteer to the other people in their group.

Lay out the obstacles around the space, remembering to respect participants' safety. Explain that each group has to complete the obstacle course. Each volunteer has to lead his/her group through the course. The teams start at one minute intervals. The winning group will be the group to complete the obstacle course in the shortest time (but whisper to leader that they don't necessarily have to have all their followers with them). At various points (either because they walk into an object or because you move the objects in the participants' way) cut a line. Keep playing until all the groups have completed the obstacle course.

Get everyone to remove their blindfold and form the large group again. Starting with the blindfolded people, ask: What happened in the game? Who had power during the game? Who had less/no power? How did it make you feel – being blindfolded; trying to get through the obstacle course; when the line was cut? Who did the people with the MDG sheets represent? Who did the blindfolded people represent? What did the obstacles represent? What did it mean when the line was cut? If a line is cut, can it be repaired? Ask if any of the groups had thought of doing this.

Hand out copies of the 2015 Promises fact boxes. Explain that the lines could represent world leaders' commitment to keeping their promises on the MDGs, the Education for All goals or the 0.7% target. Why do you think in real life some of the commitments are broken? Who has the power to make sure the promises are kept or that where they are off-course that they get put back on track? What can you and I do?

You can get more information on the MDGs, the Education for All Goals and the 0.7% Promise at:

www.un.org/millenniumgoals

www.developmenteducation.ie

www.millenniumcampaign.org

www.campaignforeducation.ie

www.dochas.ie

PROMISES TO KEEP



2015 PROMISES (1)

The Millennium Development Goals are a set of Goals, which aim to combat hunger and poverty and improve education and health, especially for women, and protect the environment by 2015.

All the MDGs are equally important and they are all interrelated. Progress has been made on achieving the Goals in some parts of the world, but other areas, particularly in sub-Saharan Africa, are falling behind.

1. Eradicate extreme poverty and hunger
2. Achieve universal primary education
3. Promote gender equality and empower women
(includes the target of achieving gender equality at all levels of education by 2005)
4. Reduce child mortality
5. Improve maternal health
6. Combat HIV/AIDS, malaria and other diseases
7. Ensure environmental sustainability (including access to safe drinking water)
8. Develop a global partnership for development (including dealing comprehensively with developing countries' debt problems)

2015 PROMISES (2)

In April 2000 in Senegal, 189 governments, including Ireland, promised to provide a primary education for all the world's children by 2015. Currently, more than 100 million children are denied access to education, leaving them trapped in poverty. For another 140 million children, lack of teachers, classrooms, and textbooks means that their education is of poor quality. Most children denied an education are girls. HIV/AIDS is undermining education through the loss of students, parents and teachers.

The 6 Goals agreed at Dakar are:

1. Expand early childhood care and education
2. Provide free and compulsory primary education for all
3. Promote learning and skills for young people and adults
4. Increase adult literacy by 50%
5. Achieve gender parity by 2005, gender equality by 2015
6. Enhance educational quality

2015 PROMISES (3)

In order to meet the costs of achieving the MDGs and Education for All goals, EU member states have promised to reach the UN target of 0.7% GNP (national income) as overseas aid by 2015. In fact, Ireland has promised to achieve it by 2012, the UK by 2013.

Source: Trócaire (2003). Keep Our Word campaign; Irish Coalition of the Global Campaign for Education(2007).

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