

CAL.LOCAL.LOCAL.LOCAL.LOCAL.LOCAL



JUST US

or

BAL.GLOBAL.GLOBAL.GLOBAL.GLOBAL.GLOBAL



JUSTICE

# Introduction

The theme of this resource is Just Us or Justice, which explores young people's understanding of justice and how it relates to them. What does it mean on the ground in Ireland and globally? It asks questions such as, why should young people act for a more just world? In the pack, the big assumption that climate change and economic recession are reasons to take care of "just us" and ignore the rest is challenged. The resource also helps to highlight how we respond as active global citizens and how we can reach out for justice for everybody.

The resource contains a range of activities including games, role play, small and large group work activities, art-based activities and stories and is divided into four sections. Section One, What is Justice, explores what young people think justice is and opens up these concepts. Section Two, Young People and Justice Systems, looks at young people's experience with justice systems. Section Three, Global Justice, bring the concept of justice out to global issues such as trade and climate justice, Section Four, Taking Action for Justice, encourages young people to take action on the justice issues that concern them and has a number of activities that help narrow down actions that they can take on issues of injustice.

## One World Week

One World Week is a week of youth-led awareness raising, education and action that takes place throughout Ireland during the third week in November every year. One World Week also coincides with 20th November, the anniversary of the adoption of the UN Convention on the Rights of the Child which has its 20th Anniversary in 2009. During One World Week young people learn about local and global justice issues and take action to bring about change. One World Week has grown as an annual focus for development education in the youth sector since 1989 and is now part of the National Youth Council of Ireland's (NYCI) Development Education Programme. During One World Week, groups all over the country do activities from the education pack. Some organise public events, quizzes and debates, invite guest speakers or have multicultural evenings. Many groups publicly display the work they have done in preparation for One World Week, or lead other people in doing a public action.



One World Week is also celebrated in other European countries as Global Education Week. Young people throughout Europe will be exploring development and justice issues and taking action for change. NYCI is part of the Global Education Week network, coordinated by the North South Centre of the Council of Europe.

## 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. NYCI's 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.

## How to use the pack

While this pack introduces justice in general and some specific areas of global injustice, there are many other justice issues that can be explored. Please feel free to use the activities to explore other justice issues, particularly those currently in the news or issues that you have already been exploring with your group. Each activity has a suggested age range, however, we recommend you read each activity and decide if it is appropriate to your group. You can start with activity one and work your way through the pack. More realistically you can pick and choose activities according to the interests of your group or the time available. Enough information is provided to enable you to run the activities. If you want to explore a particular issue in more depth, we have provided sources of further information and resources.

## Suggested Session Plans:

The following are a suggested programme of workshops, depending on how much time you have to explore the theme of Just Us Or Justice; there are suggestions for 1 session up to 4 sessions. We recommend that where possible you spend more than one session exploring this theme as it gives your group more time to understand and fully engage. There are other activities in the pack that have not been included in these sessions so feel free to mix and match with what has been provided here. This is only meant as a guide and we encourage you to use the pack in any way you think suits your group best.

### 1 Session

Activity 1	A-Z of Justice
Activity 17	Working Together for a Just World

### 2 Sessions

Activity 5	In All Fairness
Activity 7	Kangaroo Court
Activity 14	The Disappeared

### 3 Sessions

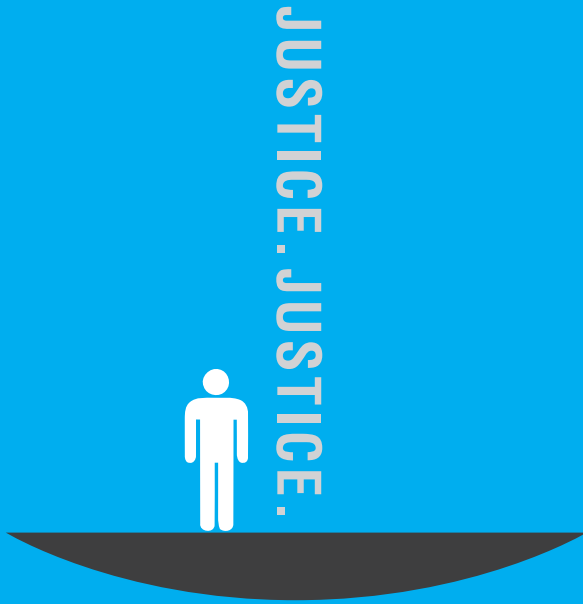
Activity 3	Blind Justice
Activity 11	Quizzical Justice
Activity 13	Just Systems
Activity 19	A Piece of Justice

### 4 Sessions

Activity 2	Just Agree
Activity 6	Law Makers and Law Breakers
Activity 12	Chain of Justice
Activity 10	Impact of Justice
Activity 18	Get Your Voice Heard

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## A to Z of Justice

**AIM** | To explore justice issues from different perspectives.

**Time** | 30 Minutes  
**Material** | None required

### What to do

#### Part A

Form a circle. One person starts by saying the first letter of the alphabet. It quickly moves to the person on their left and continues around the circle with each person saying the next letter of the alphabet. As each letter is shouted out the group can clap their hands, stamp their feet or click their fingers. After a few seconds the leader shouts stop and the last person to speak keeps that letter in their mind. Continue this until you have 4 or 5 people with different letters. Form a new group for each letter you have.

Tell the groups that their task is to create a list of words which they think of when they hear the word Justice. The catch is that their words must start with the letter that their group holds. Each person should try to come up with a different word. For example if your group had the letter P, you might come up with words like Peace, Power, Pain or Prison.

#### Part B

When all the groups are ready, gather them in one large circle and explain that you will read out the beginning of a story, the role of the group is to continue the story by adding extra pieces to it, when they add a piece they should try to include the word they came up with in their group, go around in a circle until everyone has got their word in the story. Each person can only speak once.

#### Possible story beginnings

- The Youth Club was about to be shut down....
- If/When I was President of Ireland....
- I remember a meeting of young people....
- If young people ruled the world....



### Action Idea

Using the story the group developed, create a drama and perform it in a public place or for other club members/family and friends.

# Just Agree

12+

**AIM** | To explore justice issues from different perspectives.

**Time** | 30 Minutes

**Material** | A4 paper, markers, list of statements, blu-tac.

## What to do

Write the words YES – NO – Rich World View – Poor World View onto separate sheets of A4 paper. Stick one in each corner of the room. Gather the group in the centre of the room and explain to them that you will read out a number of statements. When they hear the statements they should choose which corner they want to move to. If they choose the Rich or Poor world views, they have to represent what a person from that place might think. Tell them that they should explain why they took this position and try to influence others to join them. People are free to change at any time.

## Statements

The police are the only people who work for justice

Justice is when you get what's coming to you

Justice is about having what is rightly yours

People in the Developing world should earn the same money as those in the Developed world

There should be no minimum working age for young people

Justice is only present, when everybody is treated fairly

## Warm Up

**Count me in:** Ask each person to find a partner. Their task is to count to 3. One starts and the other continues. When they reach the number three, the next person says one and this continues. After a minute, tell them to replace the number One with an animal sound. Continue for a minute and then replace two with an animal sound, continue until all numbers are replaced by animal sounds.

## Action Idea

Use the statements and discussion outcomes to create a mural or a set of posters and display them in your club or get permission to use a public place.

**fact  
BOX**

In Ireland and Guatemala, 14 is the minimum working age, but in Guatemala 38,000 children between ages of 5 and 7 work as domestic servants, mainly because their families are poor.

Source: International Labour Organisation.

# Blind Justice

8+

## AIM

To gather a list of words which we relate to the theme of Justice and explore real life examples of them.

## Time

20 - 40 Minutes

## Material

Blindfolds, flipchart and markers, copy of role cards

## What to do

Begin with a brainstorm of double-barrel words (pairs of words that fit together) related to Justice in the world and list them on the flipchart. The words selected can be things people feel are fair or unfair, such as: Prison Cell, Innocent Person, Health Care, Enough Food, Fair Trial, Child Labour, HIV Positive.

Participants form two lines facing each other. Each person should now have one partner facing them. Give each pair one of the double-barrel words, they decide who will say which word. Both people are blindfolded. The leaders move participants to different parts of the room and on the word GO; they have to find their partner by shouting out their part of the word.

When everybody has found their partner, form a circle. Go around the circle and ask each partner group to say something about how their words relate to justice, ask them if they can think of a real life example related to it.

## Optional Part B

Form a large circle and ask for three volunteers. The volunteers stand in the centre of the circle. The rest of the group join hands. Two of the volunteers receive a role card each. They read their role card and take note of the highlighted words that are UNDERLINED. The third volunteer is blindfolded.

The blindfolded person's task is to catch the people in the middle. S(he) calls out the word "Justice" and the people with the roles must immediately shout one of their highlighted words. This is to give the blind person an idea of where people are. The game continues until at least 1 person is caught and then you can change players. After a few rounds, form a circle with everybody in it and ask the volunteers to read their cards to the group and start a debrief.

## Debrief

Was it difficult to catch the people? What are the justice issues in the stories? Do you think it's hard to stop these injustices? Is it fair that people live like this? If you were in power, what would you do to change it?

## Role Cards

**Jose** I'm from Angola. I'm 20 years old. I came to Ireland because of the conflict in Angola. My country was war-torn. Two years later, my application for asylum is still being processed. In the meantime I'm not allowed to work. I enquired about a third level course but was informed that as an asylum seeker I am not eligible. It's very frustrating. All I can do is hang around the hostel or on the street.

Source: Chilled out not Worn out, NYCI (2004)

**Kaliamani** I'm 13 years old. I come from Mumbai in India. I live with my mother and three younger brothers in a slum shack. My mother has AIDS. Two of my three younger brothers are HIV positive. I do the washing, caring and cooking for the family, while my mother works as a rag-picker. The work is low paid but it helps us to buy food. I don't go to school. I know my mother worries about what will happen to me when she is gone. I will probably pick rags or get married as soon as possible.

Source: Chilled out not Worn out, NYCI (2004)

**Action Idea** When you have a list of double-barrel words, join some flipchart sheets together and ask the groups to graffiti their words onto the sheet, encourage them to be as colourful and creative as they can be. Tell them to add in a message of solidarity to young people around the world who are affected by these situations.

# Fair price

10+

**AIM** | To think about the things that are unfair in the world and what needs to happen to overcome them.

**Time** | 30 Minutes

**Material** | Flipchart paper, markers, copies of bank notes

## What to do

Brainstorm a large list of things that people feel are unfair in the world; encourage them to think about their own lives and the lives of people in the developing world. Use some items from the reserve list if you need to. As they call them out, write them on a post-it note and stick it to the flipchart. When you have a big enough list, divide the large group into teams of four or five. Give each team €1000 to spend. Their task is to bid for the items on the list and get as many as they can for their €1000. Every item they take from the list is one less unfairness in the world. Allow the teams 5 minutes to discuss how much they will pay for each item. Begin the auction. The winners are the team with the most items bought and the least amount of Euro remaining.

## Debrief

Ask people why they bought the items they did? What is unfair about them? What makes these justice issues? Are some more important than others? Was it hard to decide which ones you would bid for? What do you think needs to happen for all of these to be taken away? What could young people do to help this happen?



### Reserve List

Amount of poor people  
Low paid jobs  
Violence

Amount of rich people  
Not having the same things as others  
Too much homework

Having nowhere to hang out  
Polluted air

**fact  
BOX**

Nearly 2.8 billion people (half of the world's people) live on less than \$2 per day.

Source: [www.developmenteducation.ie](http://www.developmenteducation.ie)



# In all Fairness



AIM

To compare the impact of fair and unfair rules on people.

Time

20 Minutes

Material

Copy of the tasks, pens and paper if needed

## What to do

Form three teams. Tell the teams that they are going to be given a task to complete. Before they receive their task, they must create two rules which the other teams will follow. One rule must be fair and the other unfair. When this is done give each team a different task and tell them not to share their task with the others.

Each team now reads out their unfair rule to the other teams who must obey them. Begin the tasks. After 3 minutes stop the teams, tell them the unfair rules no longer apply and ask them to share the fair rules with the other groups. Continue the task for another few minutes or until the groups finish.

## Debrief

What effect did the rules have? How did people feel about the unfair rules? What about the fair rules? Does this happen in real life? Can you give any examples around the world of sets of rules that are fair or unfair? Who makes the rules?

### Examples of Unfair Rules

Keep your eyes closed/wear blindfolds  
You can't use your hands  
Every second word you say has to be banana  
Hop on one leg  
Do everything while sitting on the ground

### Examples of Fair Rules

One of your team can sit out of the activity  
You can have double the time allowed  
If you finish last, you are the winner  
You only have to do half of your activity

## Possible Tasks

- Line up according to how far away peoples shoes or t-shirts were made, with Ireland at one end
- Build a human pyramid
- Write the word Justice using your bodies as to make the letters
- Transfer a ball from one end of the room to the other using only your head and neck, each person must touch the ball.
- Draw a body map [the outline of one of the team] and write in all the names of the bigger group

fact  
BOX

When developing countries export to rich countries, they pay fees that are four times higher than those encountered by rich countries. Those fees cost them \$100bn a year - twice as much as they receive in aid. Source: Oxfam

## SECTION 2

# YOUNG PEOPLE & JUSTICE SYSTEMS



# Kangaroo Court

**AIM** | To examine the fairness of some justice systems.

**Time** | 45 Minutes

**Material** | 30 Minutes

A role card for each participant

### What to do

Photocopy the role cards and ensure you have more townspeople than mobsters.

Give everyone a role card and tell them to keep it secret. Explain that they are all in a small isolated town where there has been a lot of mob related killings. Ask everyone to close their eyes.

Tell the mobsters to open their eyes, look around and recognise each other and silently decide on one person to “off”. Get the mobsters to close their eyes again.

Now everyone opens their eyes, the leader tells the group who the victim was and they sit down. A town meeting is called to decide who the killer was. Each person can say who they think the killer is, after 2 minutes, tell them they have to nominate one person as killer. One person in the group can choose the punishment that they should get. The accused then shows their card to the group and reveals if they were a mobster or an innocent townspeople.

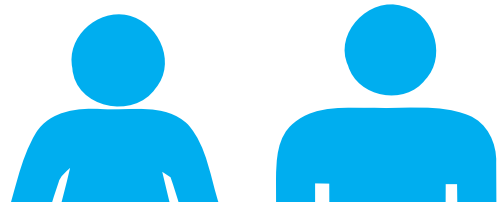
Continue the game until there are only mobsters or townsfolk left.

### Debrief

Ask people how it felt to be a mobster or a townspeople? Were they in fear? How did it feel to be accused of something you didn't do? Were the punishments fair? Is it fair to be judged by your townspeople? Can you think of any real life examples when people have suffered for things they didn't do? Where in the world do you think this type of thing happens?



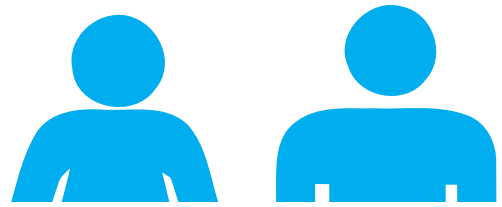
**Mobster**



**Townsperson**



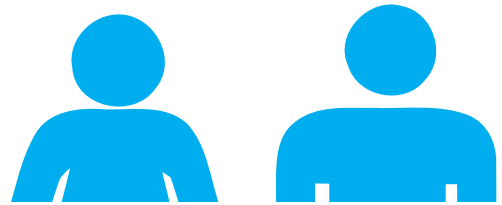
**Mobster**



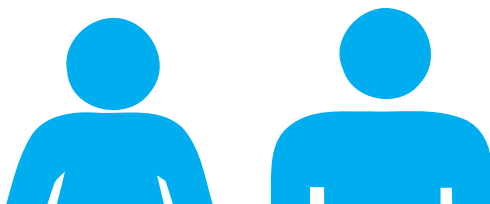
**Townsperson**



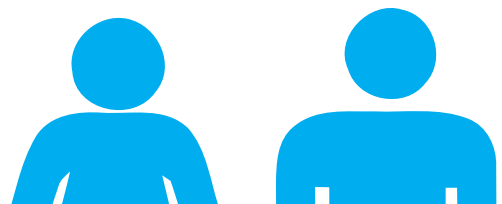
**Mobster**



**Townsperson**



**Townsperson**



**Townsperson**

Read out the quote and ask, who does it refer to?

*“They rage against those who kill with knives but  
not those who murder with missiles” Eduardo  
Galeano – Uruguayan Writer and Journalist*

### Note to Leader

As a variation, add pieces to people’s cards such as; you never speak, you smile a lot, you avoid eye contact. In the debrief, ask if this made them more vulnerable to accusation?

# Law Makers & Law Breakers

## AIM

To introduce participants to the challenges of making laws and deciding punishments

10+

## Time

45 Minutes

## Material

Flipchart paper and markers

## What to do

Write the “A” crimes in the centre of the flipchart pages, one per page. Write the related “B” crimes on the reverse of the page. Do this for all of the crimes. Place the flipchart pages around the room with the “A” side facing up. Divide your large group into smaller groups of about four or five people. Tell them that they are the law makers and their task is to read the crime written on each of the pages and write down what they think an appropriate punishment would be if an adult did this crime.

After two minutes tell them they must move on to the next flipchart. Once they have written on all of the pages, ask them to turn the page over, they are now on the “B” crimes. They write what a fair punishment would be if they or their friends broke these laws?

## Debrief

How did it feel to be the law maker? Was it easy or difficult to decide on a punishment? Were you fair in your decisions? Do you think young people get a hard time with the law in Ireland? What about the rest of the world? Did adults and young people receive the same punishment? Should/does this happen in real life?

Read out some of the statements in the fact box and ask for initial reactions, why do they think this is the case?

### “A” Crimes

- Driving dangerously and causing a person to fall off a bicycle
- Vandalising a National monument
- Politician accepting a bribe
- Being drunk & disorderly in a public place
- Membership of an illegal organisation

### “B” Crimes

- Joyriding driving dangerously in a housing estate
- Spraying graffiti on public property
- Influential parents getting you out of detention
- Being under the influence of a non prescription drug
- Being in a gang

## Action Idea

Using a world map and facts about justice around the world, put a pin in the countries and run a line of thread to the outside of the map where you display what you think is fair or unfair about their justice systems.

### fact BOX

- In Costa Rica, young people between the ages of 12 – 15 who break the law can be imprisoned for up to 10 years.
- In Ireland there are 4 times more males than females aged 14 - 16 in young offender institutions.
- In Ireland in the year 2000, 6 boys aged 14 - 16 appeared in court for not attending school.
- In Ireland the age of criminal responsibility for most crimes is 12. In Iran it is 14 for boys and 8 for girls.

# Act of Justice



**AIM** | To understand that justice is about many different things and to explore some of these.

**Time** | 30 Minutes

**Material** | Flipchart and markers, Copy of the statement cards

## What to do

Form groups of about four people each. Give each group a statement card and ask them to read it. After all the groups have read and discussed their statement's meaning they should develop a one minute drama to illustrate the statement.

After the drama, the other groups get one chance to say what point they think the group were trying to make. The group that correctly identifies it gains 10 points and the group who acted it out also receive 10 points. At the end, the group with the most points is the winner. The leader can award points for good effort or the nearest guess.

Once the points have been awarded, ask them to read out their statement to the large group and ask people if they think the situation was fair or not? Ask them which parts they agree with and why? Does justice mean different things in different places in the world?

## Statement cards

You took money that wasn't yours. Somebody found out and told your parents who grounded you.

Every person should have enough money and food to be able to live a healthy life.

You see a crime taking place and call the police who capture the criminals.

A car driver turns a corner without looking in their mirror; you fall off your bike. Later when you see the car you damage it to get your revenge.

Women in some countries do the same work as men, for less money.

There have been a number of attacks in your area, somebody decides to try and stop these attacks to bring back the peace.

You see or know that people are being treated in a bad way and you stand up for them.

You are poor and you cannot afford medical treatment or the medicine you need.

# Rap it up

12+

## AIM

To creatively explore justice issues and young people's views

## Time

1 Hour

## Material

Flipchart paper and Markers

### What to do

Begin with a brainstorm on the issues people feel are unfair in the world. Remember to include Ireland and the developing countries. Capture all the comments on a flipchart. If you have done this in an earlier activity you can use the same one and add any extras.

Split into groups of about four people. Give each group a copy of Makilawe's or Thandanani's story. Give them five minutes to read it and think about where the story had injustice in it? What was unfair about it? Ask them to think about any injustice they've experienced or that they have heard about e.g. no one listening to them, treating them unfairly, being accused of something just because you're young.

Ask them to create a story of injustice. It can use pieces from Makilawe's or Thandanani's story, the brainstorm or their own lives. Encourage them to try and make it sound like a rap, a rhyme or a poem with a beat. Remind them that they are just trying to tell a story and they should decide what it will be about before trying to add music or make it rhyme.

### Note to leader

If you have musical instruments, you can use them to accompany the groups. You can also make instruments from upturned coffee/paint cans and plastic bottles filled with rice.

### Warm Up

**What's the use:** Ask the group to choose an object in the room, this can be anything they can see. Create groups of about four people, tell them they have 2 minutes to come up with as many uses for that object as they can think of. Award points for the most interesting and bizarre uses.

### fact BOX

Rap has a long history and began in African oral tradition then later became a voice for black activism during the 70's in the US. Rappers used music to explore racism and violence in their own communities. In modern day rap there is a much more political and global justice element with rappers like Mos Def criticising poor governments and Kanye West exploring the topic of "blood diamonds".

### Makilawe's story

Makilawe is from Togo. He was arrested for theft and brought to the police station where he was beaten. He was held there for 11 days before being transferred to the main prison in the capital. He was held for 12 months before he saw a judge. The judge gave him an 8 month sentence but Makilawe had already served a year in prison and had therefore served more time waiting to see a judge than his actual sentence.

The conditions in prison were terrible. It was overcrowded and most of the time people had to sleep on their sides to squeeze in large numbers into their cells. He was given one meal a day and the only communal area outside the cells is a courtyard that is crammed with people and prisoners washing, sleeping and fighting. Makilawe missed two years of school, a situation he is still trying to catch up on.

Source: Y Care International

### Thandanani's story

Thandanani is from South Africa. He was arrested for armed robbery simply because he knew the person who did it. Before he was sent to prison he spent 3 days in a small cell with other people and the police refused to call his family.

In prison the adults abused him and the other young people there. The prison wardens didn't take their complaints seriously and laughed at them. There were 80 people to a cell. When his trial began he had no legal support and didn't get a chance to speak to the judge. He pleaded not guilty. He was sentenced to 15 years in prison. In appeal court he was given a state lawyer who told him to plead guilty to get a smaller sentence. He refused to do this but his lawyer did it anyway. He was then sentenced to 4 years.

Thandanani was sent to an adult prison for 5 months and then a juvenile prison where he tried to get an education but there were no appropriate books. After 2 years and two months in this prison he was released under parole supervision. There were no programmes to help him re-integrate into society and he has found it very hard to get work with a criminal record.

Source: Y Care International



### Action Idea

Hold a performance evening and present your raps/poems/songs to friends and family, or even record a CD with all of the group's work which they can use to promote Justice for young people around the world.

# Impact of Justice

12+

AIM

To examine the effects of not having support when a young person is involved with the law

Time

30 - 40 Minutes

Material

Flipchart paper, markers, masking tape

## What to do

Divide the group into teams of four or five people. Give each team a role card, flipchart paper and markers. Explain that they must create a body map using one of their team to create the outline. On the outside they include what they know about the person from the role card, in the head they include the thoughts the young person might have in this situation, the heart are the feelings about their situation and in the body they include the supports the young person might need, in the legs write the effect it would have on the person if they got all the support they needed.

When the body maps are finished, ask each group to read out their case study and ask if they think the person was treated fairly? Was justice done in this case? Why do all young people not get the support they need? What can happen if somebody doesn't get the support they need? What support can young people give to people around the world who face injustice or are treated unfairly?

### Warm Up

**Truth or Lie:** Divide your group into pairs. Each person tells their partner about three things that have happened to them which were either Fair or Unfair. One of the things they say must be a lie. When both people have spoken, form a large group and go around the circle revealing the Fair/Unfair situations that they were told. After each person has spoken, the group decide which item is a lie.

### fact BOX

There are at least 1 million children in the world behind bars - often in conditions which are inhumane and degrading. Many of them have not been convicted of a crime and are held for begging and loitering.

Source: Defence for Children International – Juvenile Justice

Article 40 of the UN Convention on the Rights of the Child (CRC) states that if you are accused of breaking the law, you should receive legal help. Prison sentences for children should only be used for the most serious offences. For more information, check out the CRC at the end of this pack.



## Role Cards

### Mohammed el Gharani

Mohammed was arrested in Pakistan at the age of 14. He was handed over to the US military in 2002 and sent to Guantanamo Bay. During his time there he was subjected to racist abuse, physical assaults, loud music, and doused with cold water. He was also chained up overnight for 12 – 14 hours. Seven years after he entered the prison, his case was heard by a judge and the thinness of the accusations was proved, he was released the following month.

Source: Amnesty International, Ireland.

### Shaun

Shaun is 17 years old, he has been released from prison and has to wear an electronic tag around his ankle. He has a curfew of 6pm and at this time his ankle tag and the tagging machine must be side by side. Shaun must have one fixed address where his tagging machine is installed. He stays with his girlfriend but they have a row and he has to leave, it's 11am and Shaun spends the day trying to find a new place to live. When he does, and gets the tagging machine installed again, he realises that he has no money to feed the electricity meter, it's past 6pm. Shaun gets arrested for breaking curfew and is sent back to prison.

Source: The Guardian Newspaper, 15 July 2009.

### Mohammed Balbol

Mohammed spent 12 months in a detention centre in Israel. He was arrested for being a member of an illegal organisation and for possessing weapons. No evidence was ever given to him or his lawyers because it was said to be in a secret file. His detention was extended three times, each of these times he was given another 4 months. On his last day in detention, every 30 minutes for seven hours a prison guard told him they had not made a decision to release him, it made him nervous that his sentence would be extended again.

Source: Defence for Children International

### Daniella

Daniella was in the wrong place at the wrong time. She was staying in somebody else's house. The house got raided by the police and Daniella was handcuffed while she was still in bed. Her friends were mistreated and she was strip searched. Even though she told them she had nothing to do with any crime, she was held in the cell from 11am until 4am the following day. When she was released she was simply told that there would be no further action taken against her.

Source: Y Care International

## Action Idea

Get the group to create a common list of what they think young people should be entitled to when released from a detention centre or prison. Explain why you think they should get these services and send your thoughts to:

Mr. Dermot Ahern TD: Minister for Justice, Equality & Law Reform - Dáil Éireann, Leinster House, Kildare Street, Dublin 2

Mr. Barry Andrews TD: Minister for Children and Youth Affairs - Dáil Éireann, Leinster House, Kildare St, Dublin 2



# Quizzical Justice

**AIM** | To raise awareness of some of the facts surrounding Justice and Young People globally.

**Time** | 30 Minutes

**Material** | Copy of the questions. Answer cards for each group, flipchart pad and markers, pen and paper if needed.

## What to do

Divide your group into teams of 4. Each team chooses a name for themselves. Hand out a set of A-B-C answer cards to each team. Explain that this is a multiple choice quiz. You will read out a question and 3 possible answers, the teams have 1 minute to decide what they think is the right answer.

When they decide, they hold up their answer card. Record the answers and move onto the next question. After the second round, read out the answers to the previous round. Award 10 points for correct answers. Continue the quiz until you finish the questions.

## Debrief

Ask if they were surprised by any of the answers? Why do they think these things exist in the world? How did it feel to be discriminated against? Ask the others how it felt to have an advantage. Do they know of any groups who are discriminated against by the law? What ideas do they have for raising people's awareness of these situations?

## Note to leader

You can give some groups only A & B cards. Ensure one group has all three answer cards. You can also encourage them to run to the top table with their answers and place the teams with fewer cards at the back of the room. For more information on the MDG's see activity 17.

### fact BOX

The International Criminal Court (ICC) was created in 2002 to deal with crimes that can be made by countries – like war crimes. India, China, Israel and the USA are not members of the ICC so it can't prosecute them even if they do terrible things like genocide.

## Q1

**Which of these countries has not signed up to become a member of the International Criminal Court?**

- A – Ireland
- B – Zambia
- C – Israel

## Q2

**In Ireland, the age of criminal responsibility is?**

- A – 16
- B – 18
- C – 12

## Q3

**In which of these countries is the age of criminal responsibility for girls 8 years old?**

- A – Ireland
- B – Iran
- C – Iceland

## Q4

**How many years old is the UN convention on the rights of a child?**

- A – 20
- B – 50
- C – 100

## Q5

**Over how many young people around the world are kept in some kind of prison?**

- A – 1000
- B – 1 Million
- C – 458,000

## Q6

**In which country is having a gang tattoo enough evidence to get arrested?**

- A – Honduras
- B – Brazil
- C – Ireland

## Q7

**How many Millennium Development Goals are there?**

- A – 10
- B – 8
- C – 1

## Q8

**How many child labourers are there in the world?**

- A – 218 Million
- B – 80,000
- C – 4 Million

# Chains of Justice

12+

## AIM

To highlight how products bought in the Global North have links to Injustice in the Global South.

## Time

30 Minutes

## Material

Photocopies of the labels, scissors

### Method

Copy each link of the chain onto a sticky label or post it note. Break into groups of six. Stick the label onto the participants' forehead. Explain that they have one link of a chain of events. Their task is to line themselves up from the first link to the last. The chains show how people in Ireland can be connected to people in the Global South.

Ask if they found it easy to make the chain? Did any link stand out or surprise them when they were doing this? Was there anything unfair in the chains? What could people in Ireland do to try and change the situation?

### Chain 1:

Mark eats muesli for breakfast every morning. The muesli contains nuts and figs.

The figs were grown on land which is occupied by Israeli people.

Israel has moved into Palestinian territories against international law. The EU continues to trade with Israel for many products including figs.

Palestinian people are forced off their land by the Israeli army.

Mohammed gets beaten and imprisoned for fighting back and throwing a stone at a soldier.

His education suffers because his prison does not provide any education for children.

### Chain 2:

Emma likes having the latest phone, she gets a new one each year. Mobile phones need the mineral "coltan".

80% of the world's coltan is found in the Democratic Republic of Congo which has a trade deal with the EU.

The eastern Democratic Republic of Congo is in civil war, many armies are fighting for control of the area.

The armies use the profit from the coltan mines to fund their wars.

Philippe is 13 and works in the mines where over 1 in 3 of the coltan miners are children.

The coltan miners buy their food from local traders. Sometimes the traders sell animal meat which can include the lowland Gorilla, an endangered animal.

### Chain 3:

Ciaran loves Chinese food. His favourite dish is Shrimp fried rice.

Over a quarter of all shrimp is now farmed so they can keep up with demand.

To support the demand in Europe, the EU negotiates for the cheapest shrimp from countries like Ecuador.

To sell more shrimp, businesses clear the trees along the coast to make more shrimp farms.

Emilia was born on this land, but now she has to move to make way for new farms.

The shrimp farm pollutes the sea and there's no fish for Emilia's community and now she must work in the shrimp farm to survive.

### Action Idea

Visit the Oxfam website [www.maketrade-fair.com](http://www.maketrade-fair.com) and search for actions your group can do to get a fair deal for the world's people.

# Just Systems

10+

Section 3 // Activity 13

**AIM** | To highlight how people around the world are inter-connected and inter-dependant.

**Time** | 30 Minutes

**Material** | Copy of the roles (cut out) and one full photocopied list, Ball of string.

## What to do

Ask for two volunteers. Tell them to leave the room and wait outside until you call them. Give each person a role card; ask them to keep theirs a secret. Ask everyone in the room to silently choose two other people, try to avoid best friends. Explain that when you say GO, they have to always be halfway between these two people. When they have begun, invite the two volunteers back into the room. Ask them if they can understand what's going on? Can they figure out what the rules are?

Give the two volunteers the list of roles. Tell the group to freeze. Ask one of the volunteers to choose a role and ask the person with that card to sit down where they are. The facilitator then asks everyone who was connected to them to sit down. Ask everyone connected to this person to also sit, and so on. When everyone is sitting, ask the other volunteer to choose another role, tell this person to stand up. Continue as before until everyone is standing again.

Get everyone to reveal their roles by saying who they represent.

Give the volunteers the roles “developing countries” and “developed countries”

In a circle get a person to pass a ball of string to another person, holding the end of the string as they throw. Ask the group to pick a justice issue which links the two roles. Continue passing the string and making the justice connections between roles until everyone is connected, including the developed/developing world roles.

## Debrief

Did anything surprise you about this activity? Was it hard to come up with justice connections? What other connections could you see? Why do these justice issues exist in the world? Do they affect the rich world or the poor world the most? Can you think of one justice issue which you could help to prevent?

## Role cards

Women	Young People	Food	Electricity	War
Disease	Drugs	Poverty	Water	Oil
Money	Banks	Politician	Police	Crime
Famine	Climate Change	Drought	Nature	Trade

## Note to leader

When the group first starts milling about you can introduce variations such as speed up/hop on one leg/walk like a crab etc. As they move between their two chosen people.

Adapted from Joanna Macy and Molly Brown's systems exercise in "Coming Back to Life"

# The Disappeared

12+

AIM

To highlight human rights abuses as an injustice and to get the group thinking about what can be done.

Time

45 Minutes

Material

Copies of “The Disappeared”, flipchart paper, markers and pens.

## Method

### Part A

Split the group into small teams. Give each team a zone in the room and one of the “The Disappeared” handouts, flipchart paper and markers. Ask a volunteer to read the handout to their team. Ask them to discuss the story and write down any injustices they can find, then write what they think the causes of the injustice were?

Ask one volunteer from each group to remain in place as a “reporter” while the team split up and go to different zones. The “reporter” explains their handout and what the team wrote. Now the new members share & compare what they spoke about at their tables. The task for the new group is to brainstorm what they think should happen in the world to ensure this doesn’t happen again and what role could young people have?

Ask each team to decide on their top three and feed back to the larger group.

## Debrief

Were there any similarities between the teams? What was unfair in the stories? Do forced disappearances still take place? Where in the world do they happen? What are the reasons? Are they fair/just? What should be done to prevent this happening again?

### Optional Part B

## Materials

A digital camera and a lamp.

## What to do:

Take each person’s photo in front of a bright lamp so they are completely silhouetted and you can only see a shadow. When the pictures are printed, give each person a post it note, ask them to finish the sentence “If I disappeared I would never....”

## Note to Leader

The method in Part A is adapted from the “World Café” approach. For more information on world café, visit [www.theworldcafé.com](http://www.theworldcafé.com)


**fact  
BOX**

August 30th each year is International Day of the Disappeared.

Forced disappearances are listed as a “crime against humanity” in the International Criminal Court.

The Disappeared

# The Disappeared

## **The Disappeared in Argentina**

In 1976 the military took power in Argentina, they started a campaign to wipe out any opponents to their rule. In seven years, between 10,000 and 30,000 people were kidnapped. Some of these people were members of organisations the government didn't like and had probably taken part in a protest. In some cases, they were just friends or family of people who disappeared. People didn't know what happened or wouldn't speak about it, for fear of it happening to them. Mothers who went looking for their sons and daughters also disappeared.

After 1983 when the military left government, a national inquiry found over 340 secret concentration camps where the disappeared were tortured, heavily drugged and murdered. The mothers of many disappeared began to march every Thursday in the main square of the Capital city Buenos Aires wearing white head scarves which they embroidered the names and memories of their loved ones onto. They have since become a powerful organisation fighting for justice on many issues.

## **The Disappeared in Northern Ireland**

In Northern Ireland during the period known as the Troubles (between the late 1960's and ending in 1998) there was a campaign of violence between groups that believed Northern Ireland was part of either the UK or the Republic of Ireland. These paramilitary groups included the Irish Republican Army (IRA) and the Ulster Volunteer Force (UVF). The conflict caused many deaths on both sides, as well as kidnappings, robberies, assaults and disappearances. Most of the "disappeared", were people accused of being informers for the other side, they were murdered and their remains buried in hidden locations. Since the peace process people are trying to find out what happened to the "disappeared" so they can give them a proper funeral. Recently some of the groups who were fighting have worked with the government to recover some of the remains, but still, the remains of many "disappeared" victims are missing and have not been found.

## **The Disappeared in Australia**

In Australia it used to be normal for Aboriginal children to be taken away from their families, especially if they were of "mixed race". This meant if one parent was an Aborigine and one was a white Australian. This practice ended in 1969. There were many reasons given for it, including the need to integrate Aboriginal people into society and for maintaining white "racial purity". The children were often brought up in state or religious institutions where they were punished for speaking their own language or practicing their beliefs. Most were raised to become house servants and farm labourers. In 2008, the Australian Government apologised. The previous government were unwilling to do so because they felt they would get sued for huge amounts of money. The children who disappeared are known as the "stolen generation". Much of the culture of the Aborigines has also disappeared because there was nobody to carry it forward.

# Chat Show

12+

AIM

To compare life in the past  
with the possible future for young people

Time

1 Hour

Material

Photocopies of the fact cards and sample questions

## What to do

Create groups of three people. Give each member a different role card. Ensure everybody has the sample questions. Ask each person to read through their cards. Explain that new technology has allowed to talk to people from our past and our future. The most popular chat show on television has got hold of the technology and has decided to use it to find out about what life was, is and will be like for young people. The groups will have 10 minutes for each interview. After 20 minutes, end the interviews and debrief.

## Debrief

Form a circle. Ask what kind of people they imagined themselves as? How old were they, male or female? What kinds of changes have happened since the past and what kind of changes did they see happening in the future. Were the changes good or bad? How will these changes come about?

What has changed for young people in Ireland over the last 20 years? What are the issues affecting young people now and what will affect them in the future? Can you see any similarities between young people in Ireland and South Africa?

### 2009 Role Card

You're a talk-show host from South Africa 2009. You need ratings so you want to highlight the really big differences between then and now.

#### Issues

The 2010 World Cup is being held next year in South Africa and there is international recognition of the progress that has been made. However crime, unemployment and HIV/ AIDs are huge issues in South Africa.

#### Laws

Nelson Mandela was released in 1990 and went on to become South Africa's first black president. Apartheid has

been abolished since 1994. Anti-retroviral drugs (the drugs that help people living with HIV or AIDS) means that most people affected in South Africa can't afford the drugs.

#### What this meant

In 2009, 24million people are living with HIV in Africa. 1 in every 6 people living with HIV or AIDS is South African. In 2007 a health minister said a diet of lemon, olive oil and garlic would cure the disease and he was forced to resign.

#### Possible future issues

Climate Change is a growing problem as weather patterns continue to change forcing farmers off their land.

fact  
BOX

The World Cup is being held in South Africa in 2010, many positive things have happened in the past 20 years. However because of international patent laws, only the companies that develop the special drugs for living with HIV/AIDS can be the producers of it, many South Africans cannot afford their high prices. In fact some countries like South Africa are looking into illegalising the patent laws so more people can get access to cheaper drugs.



## 1989 Role Card

You're a young person from South Africa 1989. You are curious about what life is like in the future. You want to ask lots of questions.

### Issues

A system of apartheid or legal separation based on skin colour is practiced by the Government in South Africa. Racial tension is high.

### Laws

The law classified people into racial groups (black, white, coloured, and Indian). According to your group you got different education, medical care, and other public services.

### What this meant

Any non-whites had to have a "Pass-card" to travel in white areas. There are violent protests leading to many deaths and international anger.

South Africa is not allowed to participate in sporting events such as the World Cup.

Nelson Mandela, a strong anti-apartheid campaigner has been in prison for 26 years.

### Possible future issues

An epidemic of a new virus called "HIV" has just started and 5 million Africans are infected.

## 2029 Role Card

You are a young person from South Africa in 2029. You have always had an interest in history and you are fascinated by what life was like for people in your country's past. It's 20 years in the future in South Africa. Many things have changed. For your Youth project you have a unique

opportunity to interview South Africans from the past.

Use your imagination to put forward your idea for the future and make it believable and be able to answer the "why" and "how'd that happen" questions.

## Sample Questions

What's it like – food, healthcare, transport, education?  
What happens during the course of your day that makes you feel happy/angry/sad/excited/scared?  
What do you do for fun?

What happens if you break the law?  
What's good about the world you live in?  
What's not so good?  
What can you do to change that?

### Warm Up

**Don't make me laugh:** One volunteer sits in a chair at the top of the room. Ask them to think of a very serious person in history. The rest of the group have to try and make them laugh or smile. No tickling or other physical contact is allowed. If they succeed, the person who did it is now in the chair.

## Action Idea

Organise a game of football in your youth club and scatter the MDG's (Activity 17) as obstacles around the playing area, each time a goal is scored the team can choose which MDG they will remove.

# Rivers of change

12+

## AIM

To explore climate change as a justice issue affecting everybody and look at actions to stop it.

## Time

40 Minutes

## Material

Photocopied statements and the facts, scissors, flipchart paper, markers and paints

### What to do

Stand in a circle. Ask each person to imagine a type of weather and what they would be doing in it, e.g. Sun bathing or swimming, using an umbrella or struggling to cycle against the wind. One by one the participants act out their situation. The group copy the actions of each person, see if somebody can remember them all?

Cut out the statements and the facts. Place them in two separate piles. Divide the large group into teams of two. Use as many statements and matching facts as there are teams. Tell each team to take one piece of paper from one of the piles. They now have to find their matching fact or statement.

After all the matches have been found, make groups of four. Ask them to create a river on a flipchart page. The source of the river should show the current situation, the mouth of the river show the future they want to happen. The tributaries leading into the river are the actions that need to happen so we can reach the future, boulders and other obstacles in the water can be the challenges to making this happen. When the rivers are completed, hold a walking gallery where everybody gets to see the work done by the other groups.

### Debrief

Was it easy or difficult to find your matching statement? Who suffers most from climate change? Is this fair? What can young people do to try and stop it? If you were the government, what laws would you introduce?



### Action Idea

Find out how your group can take action on climate change. Visit [www.stopclimatechaos.ie](http://www.stopclimatechaos.ie)

## Statements

**Climate Change is being caused by the US and other big countries, they should sort it out!**

**People will just adapt to the new climate.**

**It's not our fault if climate change creates problems in other countries.**

**It's more important to save the people affected by climate change than the plants and animals.**

**Only strong laws will make people do anything to change their habits.**

**The government is responsible for stopping climate change not us.**

## Facts

The United States emits 24.5 tonnes of carbon per person into the atmosphere every year, Ireland 17.5 tonnes and China just 3.9. Meanwhile, Malawi emits less than one tonne per person Ireland is the sixth largest producer of greenhouse gases per person So who should be paying to sort the climate out?

Developing countries are the most vulnerable to climate change as they have little or no back-up system. Over 26 million people (that's over 6 times the population of Ireland) have become refugees as a direct result of climate change and each year a million more are made homeless. Island communities from the south pacific and the Indian Ocean have had to leave their land and countries behind as the sea level rises

In 2007 the UN released a report stating that human activity is responsible for most of the climate change in the past 50 years. The developed countries that have produced nearly all of the gases that are causing climate change are also the ones with enough money to adapt to changing conditions

The UN predicts roughly one in three species on Earth will go extinct if nothing is done to halt climate change. Since we depend on plants and animals for things like housing, food, pollination, clean air, clean water, medicine, etc, could humans be one of the three?

More and more people are trying to find out what they can do to help prevent climate change, simple things like turning off unused lights, unplugging your TV and computers when you're not using them, buying local food and goods can all help you save money too. Go to [www.stopclimatechaos.ie](http://www.stopclimatechaos.ie) to find out more

The government definitely needs to act strongly on climate change but without people to keep reminding them why it's so important and by showing what individuals and groups such as your youth organisation can do, the government won't change as quickly as needed

## SECTION 4

# TAKING ACTION FOR JUSTICE



8+

# Working together for a just world

## AIM

To explore the Millennium Development Goals as an action for a fairer world

### Time

40 Minutes

### Material

Two ping pong balls per team, cardboard tubes about 50 cm long, art materials, a box, and copies of the MDG's.

## What to do

Cut the tubes in half lengthways. The tubes can be made from postal tubes or kitchen roll inserts. Split the group into teams of about four people. Ask who has heard of the Millennium Development Goals? Do they know what they are about? Give each group a copy of the MDG's and ask them to choose one of the goals.

Give a section of tube to each person. On the outside of the tube ask them to paint what their goal means to them. If someone is finished early, get them to write "Justice" on the ping pong balls and "A Just World" on the box

Place the box at the end of the room. Each team must form a line and when you say GO, they roll the ball down the first tube to the second and so on until they roll it into the box. If the ball stops moving or is dropped at any time, they have to go back to the start. If the group finds it too easy, introduce obstacles such as chairs, basins of water, blindfolds or use a tiny box. The winners are the team who get their ball into the box first.

## Debrief

Ask what they liked about the activity? Did they find anything difficult? What do you think is difficult about achieving the MDG's? What could the obstacles represent in real life? Can you think why the MDG's are important?









## Note to Leader

For older groups read out the fact box on Aid. Ask the group where they think the "ball is being dropped"?

## The Millennium Development Goals

The Millennium Development Goals (MDG's) are a set of Goals the United Nations have created to give everyone in the world a chance to live a healthy life. All the MDGs are equally important and they are all linked. 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. Here they are:

Source: UN Development Program

 1	Get rid of the worst poverty and hunger	 2	Get everyone to have at least a primary education
 3	Let men and women be treated equally and empower women	 4	Reduce children's deaths
 5	Improve the health of mothers	 6	Fight HIV/AIDS, malaria and other diseases
 7	Protect the environment	 8	Make sure all countries work together in partnership

### fact BOX

Aid is when one country gives resources like food and money, or services like labour to other countries to help them develop. Examples include setting up clinics or primary schools or empowering local women to set up their own businesses. Ireland has promised to give 0.7% of its GNI (Ireland's income for a year) in aid by 2012, to help achieve the MDG's. This means 7 cents out of every ten euro. This makes Ireland an international leader and builds our reputation in the world. Ireland is known worldwide for being a caring charitable country.

In the global recession, Ireland has so far cut its aid by 22% or €222 million Euro for 2009 and it might be cut even more in the next budget. The recession is having a huge impact on people in every country, but unlike Ireland, many people in the developing world don't have any form of social welfare or even the guarantee of food security. Many campaigners are worried that Ireland is now off target to achieve its promise of 0.7% for 2012 and so it will be harder to achieve the MDG's.

### Action Idea

Log onto [www.wedocare.ie](http://www.wedocare.ie) to know more about the cuts in Ireland's aid budget and to find out what your group can do to help achieve the MDG's

# Get your Voice heard

10+

## AIM

To examine the barriers to having our voice heard and develop ways to overcome this

## Time

20 Minutes

## Material

Copy of the Convention on the Rights of the Child (CRC)

### What to do

Ask for two volunteers (A and B) to stand on either end of the room. Each volunteer chooses one of the CRC rights and makes it into a short sentence that sums it up. Get the rest of the group to stand in the middle. The groups task is to make sure A and B can't hear each other. Explain that if you wave your arms, everyone has to be silent.

When you say "GO", Person A tries to shout their message to B.

Allow one minute for this. Ask person B what they think person A was trying to say? Now swap roles. Ask for two more volunteers and repeat.

### Debrief

Why was it so hard to understand what people were saying? As a young person, what are the obstacles to getting your voice heard? Do young people have a say in the way the media portrays them? Do you think there are young people whose opinion is never listened to? What action can young people take to overcome this?

### Note for leader

You can also run this activity with younger ages by simplifying the statements and creating pictures of the various rights with your group.

### Warm Up

**Fitting in:** Participants sit in a circle. Leave one chair unoccupied. A volunteer stands in the centre and their task is to get into the empty chair. The group tries to stop them by moving from chair to chair, the rules are that you can only move one chair at a time.

### Action Idea

- As a group, decide on the three major issues you want to work on. Create a list of ways we can have our voice heard locally, nationally & internationally. For example do an interview on a radio station, make a YouTube video or record a mobile phone "Action ringtone" to pass to all your friends with a recording of your group calling for action on an issue!

# A Piece of Justice

10+

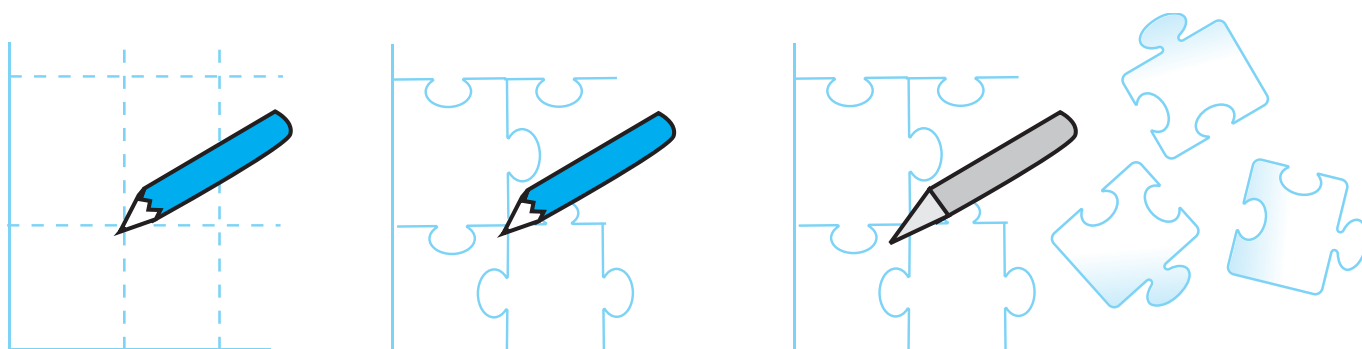
**AIM** | To show how justice issues are interconnected

**Time** | 1 Hour (15 minute preparation)

**Material** | Flattened large cardboard box, white paint/a4 sheet labels, art materials, Stanley knife, a copy of the MDG's (see activity 17)

## Jigsaw preparation

To prepare the jigsaw, the cardboard should be made white. Measure the cardboard and draw a grid with the pencil making at least one square for everyone in the group. Draw out the jigsaw notches connecting each square to the next and use the Stanley knife to cut out the pieces.



## What to do

Split into three teams. Ask the first team to come up with a few examples of something unfair in their local area. Ask the second team for examples of what's unfair in Ireland and the third for examples of what's unfair in the world. Form a circle and feedback to the wider group. Ask what is similar in the justice issues between the different groups? Elect a volunteer to list the similar issues on a flipchart. Call this sheet "Global Injustice" and stick it up on one side of the room.

List the Millennium Development Goals on a flipchart. These are the aims for making the world a more just and fair place. Call this sheet "MDG's" and stick it up on the wall opposite "Global Injustice".

Split into teams again and list one action per person that they think should take place to move the world from the Global Injustice to MDG's. Give out the jigsaw pieces, ask each participant to paint their action on the white side and sign the other side. The group's challenge is to join all of the pieces together to create the jigsaw. Ask if they can find any connection between their action and the actions they join onto? Are these actions already taking place? What would it take to get these things done? Who should be doing them? What role can young people have?

## Action Idea

As a group, create a large jigsaw highlighting the justice issues you want people to be aware of. Invite your family, friends or members of the public to fit a piece of the jigsaw together. Give each person a post it note and ask them to write an action which could be taken to address the issue. You could also send the pieces to your local councillors and ask them to fit the pieces together to show that young people are aware of the justice issues in the world and they want action taken on them.

# Hand of Justice

12+

AIM

To highlight justice issues  
and begin planning effective actions

Time

40 Minutes

Material

Copy of the fact boxes, A4 coloured paper, markers, flipchart

## What to do

Divide the large group in two. Ask one group to brainstorm the meaning of trade justice and the second group brainstorm climate justice. Encourage them to write everything they think of onto a flipchart page. Ask if it affects them and how? Hand out the fact-boxes on climate justice and trade justice to the relevant group. Give them a few minutes to read it. Ask the groups to write on their flipchart who contributes to these things? How? What role do we play in this?

Each participant traces the outline of their hand. In the little finger they include a personal weakness they have that contributes to global climate change or trade injustice e.g., I always leave my charger plugged in or I don't buy any fair trade products. In the ring finger include one thing that they love about the weather or products from some country? In the middle finger include what they see as the biggest difficulty facing global justice? In the Index finger, write something they could do to overcome injustice? In the thumb, write down one thing they're doing already and give themselves the Thumbs Up!

### Climate Justice

**Climate change is when our normal weather patterns change.**

**As we burn more coal and oil for transport, industry and agriculture, we give off "greenhouse gases" that causes the climate to change.**

**Climate change causes crop failures, drought, famine and flooding. The biggest producers of greenhouse gases are the rich developed countries but the people who suffer most are the poor developing countries because they can't afford to protect themselves against the effects.**

**One of the ways we contribute to it is by eating food which is out of season, this food gets transported 1000's of miles, which releases lots of greenhouse gases.**

**What other ways do we produce greenhouse gases?**

### Trade Justice

Rich countries often make unfair deals with poor countries. The World Trade Organisation (WTO) is the "referee" to make sure this doesn't happen, but sometimes it still does.

There are often strings attached to these deals, like telling the developing country "that we will only buy your goods if you buy ours"

The result of this is that the poor country sometimes has to buy goods from the rich country even though they don't need them and may need other things more urgently. The poor country does this because they need to sell their goods to keep people in jobs and bring money into the country.

Which poor countries do you have goods from? How can you tell if everybody got a fair deal?

## Action Idea

Create a large hand which represents your youth group. Answer the questions as a group and fill in the fingers about an issue you want to take action on. Use the Action matrix to help you plan what you want to do.



# Action Matrix

## Action Matrix

Hand out post-its and ask everyone to write down an idea for an action they could take to raise awareness of the injustice issues that affect them and other young people in the World.

Remember to:

- Think about which issue you want to address most
- Think how the local issue affects people globally
- See what you can do to make this happen
- Identify the right people to ask for advice
- Use one post-it per idea
- Think big and start small
- Think about what you want to happen
- Be realistic
- Use the skills of the people and organisations around you

Then hand up all the post-its and draw up the following matrix on flipchart:

	High Effect	Medium Effect	Low Effect
Simple			
Needs some work			
Quite tough			

Adapted from: Get Global ActionAid 2003

Now ask people to take a random post-it from the pile and read it out to the rest of the group and ask where to put it on the matrix. After all the actions are on the chart, as a group decide on what action you think is best for you.

- When you've decided on an action:
- Give everyone a task
  - Create a timeline
  - Let people know what's going on
  - Make it fun
  - Record what happens

# UN Convention on the Rights of the Child

(youth friendly version)

**Article 1** Everyone under the age of 18 has all the rights in this Convention.

**Article 2** The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, no matter what type of family they come from.

**Article 3** All organisations concerned with children should work towards what is best for you.

**Article 4** Governments should make these rights available to you.

**Article 5** Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly.

**Article 6** You have the right to life. Governments should ensure that children survive and develop healthily.

**Article 7** You have the right to a legally registered name and nationality. You also have the right to know and, as far as possible, to be cared for by your parents.

**Article 8** Governments should respect children's right to a name, a nationality and family ties.

**Article 9** You should not be separated from your parents unless it is for your own good – for example, if a parent is mistreating or neglecting you. If your parents have separated, you have the right to stay in contact with both parents, unless this might harm you.

**Article 10** Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact or get back together as a family.

**Article 11** Governments should take steps to stop children being taken out of their own country illegally.

**Article 12** You have the right to say what you think should happen when adults are making decisions that affect you, and to have your opinions taken into account.

**Article 13** You have the right to get, and to share, information as long as the information is not damaging to yourself or others.

**Article 14** You have the right to think and believe what you want and to practise your religion, as long as you are not stopping other people from enjoying their rights. Parents should guide children on these matters.

**Article 15** You have the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

**Article 16** You have the right to privacy. The law should protect you from attacks against your way of life, your good name, your family and your home.

**Article 17** You have the right to reliable information from the mass media. Television, radio, and newspapers should provide information that you can understand, and should not promote materials that could harm you.

**Article 18** Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.

**Article 19** Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents or anyone else who looks after them.

**Article 20** If you cannot be looked after by your own family, you must be looked after properly, by people who respect your religion, culture and language.

**Article 21** If you are adopted, the first concern must be what is best for you. The same rule to do: should apply whether the adoption takes place in the country where you were born or if you move to another country.

**Article 22** If you are a child who has come into a country as a refugee, you should have the same rights as children born in that country.

**Article 23** If you have a disability, you should receive special care and support so that you can live a full and independent life.

**Article 24** You have the right to good quality health care and to clean water, nutritious food and a clean environment so that you can stay healthy. Rich countries should help poorer countries achieve this.

**Article 25** If you are looked after by your local authority rather than your parents, you should have your situation reviewed regularly.

**Article 26** The government should provide extra money for the children of families in need.

**Article 27** You have a right to a standard of living that is good enough to meet your physical and mental needs. The government should help families who cannot afford to provide this.

**Article 28** You have a right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.

**Article 29** Education should develop your personality and talents to the full. It should encourage you to respect your parents, your own and other cultures.

**Article 30** You have a right to learn and use the language and customs of your family whether or not these are shared by the majority of the people in the country where you live.

**Article 31** You have a right to relax, play and join in a wide range of activities.

**Article 32** The government should protect you from work that is dangerous or might harm your health or education.

**Article 33** The government should provide ways of protecting you from dangerous drugs.

**Article 34** The government should protect you from sexual abuse.

**Article 35** The government should ensure that you are not abducted or sold.

**Article 36** You should be protected from any activities that could harm your development.

**Article 37** If you break the law, you should not be treated cruelly. You should not be put in a prison with adults and you should be able to keep in contact with your family.

**Article 38** Governments should not allow children under 16 to join the army. In war zones, you should receive special protection.

**Article 39** If you have been neglected or abused, you should receive special help to restore your self respect.

**Article 40** If you are accused of breaking the law, you should receive legal help. Prison sentences for children should only be used for the most serious offences.

**Article 41** If the laws of a particular country protect you better than the articles of the Convention, then those laws should stay.

**Article 42** The government should make the Convention known to all parents and children.

**Articles 43-54** are about how adults and governments should work together to make sure all children get all their rights.

Source: UNICEF – Youth Voice

For a full version of the UNCRC go to

: -<http://www.unhcr.ch/html/menu3/b/k2crc.htm>

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