

Activity 8

Listen Up

Aim: To examine who influences our understanding of different issues.

Age: 10+ **Time:** 20 mins

Materials: Masking Tape (or rope), a story of about 10 lines, an open space.

What to do:

Preparation: Mark two lines on the ground with masking tape, or rope. The lines should be about 2-3 metres long, and 5 metres apart. Choose one of the stories to use with your group.

Step 1: Before splitting into teams, ask for some volunteers - one is the speaker and the others (2 or 3) are listeners. They stand together in the centre of the room (equal distance from both lines).

Step 2: Split the rest of the group into two teams (Line A and Line B). Each team stands behind a line of masking tape, facing each other and the listeners.

Step 3: The speaker reads out a story so everyone can hear it.

Step 4: Now, tell line A that when the story is read again, they must try to convince the listeners to believe the story. Line B should tell the listeners that they shouldn't believe or listen to the story.

Step 5: When the story is read aloud a second time, give the two lines 30 seconds to convince the person why their side is right. Both teams should speak at the same time. After the 30 seconds is up, the facilitator shouts 'LISTEN UP!' and the listeners must run to the line that they agree with while the other line chases them. Whoever gets past the team's line to safety first, is the winner.

Debrief:

What was the story about? Why did the listeners choose line A/B? Are the stories realistic? What effect did the distractions have on your understanding of the story? Who/what might the distractions be in real life? In real-life which side would you listen to? Are there other sides/options in real life?



Action Idea! Look up websites of different development organisations. Find a fact or a piece of information you didn't know about people living in another part of the world. Design a flyer or a poster in your youth group. Deliver it to your local youth club/centre, school or other community organisation, sharing the new information, and encouraging others to learn more about that particular issue.

Note to leader:

Some issues in these stories may be sensitive among members of your group. Check through the full activity before doing it, and also be aware of the reactions of participants.

Story 1: My name is John. I'm 17 years old and I come from Waterford. I do some part time work in a local video store. I'm invited to a party in a few weeks and I want to get some new clothes for it. I only have a little bit of money left because I spent some during the week and I have to give my Granny some of it for housekeeping. I normally shop in a large store where you can get nice stuff fairly cheap. In school the other day the teacher was telling us about a news story she read and it was all about how that store uses kids in Asia to make clothes, because they can pay them very little. Now I won't shop there anymore, but I still want to buy something new.

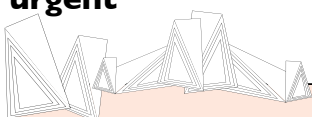
Line A – He should continue to shop there; Line B – He shouldn't shop there

Story 2: My name is Anna. I'm 15 years old and I come from Kilkenny. I can't wait to leave school and get a job. I'd love to go to college, but I can't afford it. Last year, my Mam lost her job as a manager in a local restaurant. It's really difficult for us now. My Mam said that the problem is that there are too many Eastern Europeans living here, and that there aren't enough jobs for the Irish. But the girl I sit beside at school is from Latvia, and she's been here for 7 years. Her Dad works as a truck driver so I don't think it's his fault my Mam lost her job. My cousin had to leave home and look for work in America. I wonder do the Americans think that he's taking their work? It's confusing. Maybe my Mam is right. It would be easier for us to get jobs if other nationalities went back to their own countries.

Line A – Irish jobs are for Irish people; Line B – Migrants have a right to work

Story 3: My name is Krystoff. I'm 16 years old and live in Limerick. In my school we did some fundraising for Haiti after the earthquake. We saw it on the news – all the young children injured and people living on the streets. I usually hate when they show pictures of people who are suffering, but I suppose it works to raise money in an emergency. So we held a concert, and sent the money we raised to the Red Cross. We felt great. But yesterday I was in town and a person who works for a homeless organisation told me about their work to fight poverty and homelessness in Ireland. They are trying to raise money to get people back into accommodation. I thought that was a really good cause, and maybe I should be fundraise for those organisations instead. I guess charity begins at home, doesn't it? I'm only going to contribute to organisations working in Ireland from now on.

Line A – Aid should be about giving to Irish people; Line B – International aid is more urgent



DID YOU KNOW? A person who comes from the Global South to work in the Global North is usually called a 'migrant worker' or an 'immigrant'. A person who comes from the Global North to work in the Global South is usually called an 'expat' or 'expatriate'. Why?

For more information:

☆ On where our clothes come from, see: <http://www.cleanclothes.org/> and <http://www.labourbehindthelabel.org/>

☆ On migrant workers in Ireland and worldwide see:
<http://www.mrci.ie/> and
http://www.ilo.org/global/Themes/Labour_migration/lang--en/index.htm

☆ On debating aid, download the education pack for teenagers from Trocaire called 'A Question of Aid: Aid in an Unequal World' from www.trocaire.org/schoolresources; or the resource 'Debating Aid' which can be purchased from either 80:20 or IDEA (see contact details at the end of this pack)