

**ONE WORLD WEEK '14**  
**THE WORLD YOUNG PEOPLE WANT**  
- CONNECTED, RESPECTED, EMPOWERED -

# Community



# ONE WORLD WEEK '14

## THE WORLD YOUNG PEOPLE WANT

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The **National Youth Council of Ireland** is the representative body for national voluntary youth work organisations in Ireland. Is é Comhairle Náisiúnta na nÓg an eargas ionadaíochta an óige in Éirinn. It represents and supports the interests of voluntary youth organisations and uses its collective experience to act on issues that impact on young people.

[www.youth.ie](http://www.youth.ie)

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The NYCI Development Education Programme is committed to promoting equality of outcome for all. An equality of outcome approach stresses the need to put actions and strategies in place so that everyone can participate fully and have an equal chance to achieve their goals.

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### Introduction

Welcome to One World Week 2014! Our theme and educational resource pack this year addresses 'The World Young People Want: Connected, Respected, & Empowered'.

'The World Young People Want: Connected, Respected, & Empowered' was purposely chosen to link in with the global conversations that have been taking place exploring what it is people around the world would like to see happen in relation to their own development and to those of others less well off than themselves.

We use this theme also as it relates to the recently published Irish government policy framework for young people. Action 5 (Better outcomes, Brighter Future: 6) in particular contends that:

*Children and young people should be supported and encouraged to play a full role in society recognising that they themselves, through their choices and determination, can heavily influence their own lives now and in the future. Measures are needed to create a society in which all children and young people are valued and respected for who they are, so that they can freely express their identity.*

*The aims are that all children and young people have a sense of their own identity, are free from discrimination and are part of positive networks of friends, family and community; furthermore, that they are civically engaged, socially and environmentally conscious, and are aware of their rights as well as being responsible and respectful of the law.*

It is an exciting time for youth policy and practice in Ireland given the recently published National Policy Framework for Children and Young People (0-24 years) 2014-2020 called "Better Outcomes, Brighter Futures". A national youth strategy is currently being developed to implement the framework. In addition to this, a new National Strategy on Education for Sustainable Development in Ireland 2014-2020 has also just been published. All of these should work for young people in supporting their knowledge, rights, and engagement with key issues and structures affecting them.

This resource pack aims to support the exploration of key local, national and global issues to see and understand how we are linked together and how development education can assist us in knowing more about the world in which we live and supporting us all in whatever actions we may undertake to do something positive with this learning. Development education supports enhanced critical thinking skills and allows us to analyse what the reality of development might be and to ask why.

'The World Young People Want: Connected, Respected, & Empowered' can be explored in many different ways and this year, we do so under themes focusing on employment, environment, human rights, poverty, diversity and inequality, and community. The issues in the six documents include child labour, child soldiers, conflict, poverty, violence, food, power, the Millennium Development Goals, genocide, aid, trade, consumption, mobile technology, migration, justice, gender, fair trade, land, water, coffee, education, climate change, HIV and AIDS, asylum seekers, young people, homelessness, NGOs, austerity, debt, chocolate, cocoa, hunger, governance, work, discrimination, etc.

We have also produced a separate resource focusing on the rights of children and young people which is also available via [www.oneworldweek.ie/resources](http://www.oneworldweek.ie/resources)

Through all of these education supports, we want to encourage young people to acknowledge what is challenging about their lives and the lives of others, to investigate what they can do, and to learn from others – within their own group, and from those of others regionally, nationally, and globally.

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### **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, which coincides with the anniversary of the adoption of the UN Convention on the Rights of the Child.

During One World Week, young people learn about local, national and global justice issues and take action to bring about change. Each November, youth leaders, young people, youth organisations, and the wider public take part in One World Week activities. Youth groups all over the country do activities from the education pack and young people express their hopes, concerns, worries, anger and expectations about the world in which they live. Some organise public events, quizzes and debates, invite guest speakers or have intercultural evenings. Others undertake projects using the arts through film, drama, art and song. 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 examine development and justice issues and take action for change. The National Youth Council of Ireland (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.

We hope that you have fun and success using this activity pack and we welcome any comments you wish to make on the activities or the outcomes from your events.

### **How to use the pack**

This resource pack is one of six here to help you. It will give you ideas for discussion and ideas for follow up action. The resource contains a range of activities including games, role play, small and large group work activities, art-based activities and stories. A number of warm up games are included. Young people are encouraged to take action in various 'Action Ideas' in each section.

Each activity has a suggested age range. However, we recommend you read each activity and decide if it is appropriate to your group. Some activities can be split and the first part done with younger age-groups. Each activity has some suggested questions for a final debrief with the group, but you may find it useful to check in with your groups more frequently during the activities depending on your participants. Some issues may be sensitive among members of your group. Check through the full activity before doing it, and also be aware of the reactions among members of your group. There are fact boxes entitled 'Did You Know?' which accompany many activities and include supporting information. You can read these aloud, copy and hand them out to participants or display them in 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 and resources available.

Change the activities to suit your group's needs. The important thing is to have everyone discussing and questioning what is happening in the world and how fair or unfair it is, greater understanding of the links between Ireland and developing countries and how young people can bring about change.

There are six resource packs available for use under this year's 'The World Young People Want' and feel free to dip into any or all of them as appropriate to your youth activity and discussions.

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### **Monitoring and evaluating our work**

It is always important to monitor and evaluate what we do. Monitoring changes in attitudes and opinions among your group is crucial to measuring the impact of development education in youth work. An example of an activity which monitors such changes has been included at the beginning of the pack (Continuum). It is recommended that you do this with young people for any (or all) of the activities in this resource. Carrying out the evaluation before your programme to get a base-line and after to monitor changes will help you to gauge the influence of development education on the opinions and behaviour of the young people you work with. It will also assist you in deciding what follow up is required. We would appreciate your feedback on using the activities in this pack and any findings from your group!

### **Further information**

The theme of this pack 'The World Young People Want' is a very broad theme which involves many issues, and is linked to people and places all over the world. Additional information is also provided within activities to enable you to run them. However, we have provided sources of further information and contact details to take your interest further at the end of the pack.

### **A note on language and terminology:**

The term 'development education' is used consistently throughout this pack. Development education in youth work is sometimes referred to as 'global youth work'.

Readers may be familiar with the terms 'Third World', 'developing countries', 'majority world' or 'the Global South' to describe the economically poor countries of Africa, Asia and Latin America.

Conversely, the 'First World', the 'West' and the 'Global North' are used to describe the most industrialised countries of Europe and North America. This pack uses a number of terms and you should use the terms that you are comfortable with.

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### **Post 2015 & how young people can participate in global issues**

Over the last few years, consultations, conversations, and policymaking on how to make the world a better place for everyone involving people from all walks of life, including young people, have been taking place around the world and particularly at the United Nations Headquarters in New York where all world governments come together to make global decisions for the world.

Back in 2000, world governments agreed a plan – eight [Millennium Development Goals](#) (reducing poverty rates, improving education and access to healthcare, etc.) to try to improve life for those living in the poorest parts of the world. These goals come to an end in 2015 and decisions must be taken and plans put in place for what will happen after 2015 something which is called the Post 2015 framework.

Enormous progress has been made towards achieving the Millennium Development Goals (MDGs). Global poverty continues to decline, more children than ever are attending primary school, child deaths have dropped dramatically, access to safe drinking water has greatly expanded, and targeted investments in fighting malaria, AIDS and tuberculosis have saved millions.

But the work is not yet completed.

This is why people are being consulted to hear their voices and ideas. To date, Governments, civil society, the private sector, academia and research institutions have contributed to the process. National consultations have taken place, as well as thematic consultations on issues such as inequalities, food security and access to water, which will be critical in a post-2015 era. An online platform — The World We Want 2015 — has connected people in a global conversation, while MY World, a survey seeking opinions on the issues that matter most, has engaged people from more than 190 countries.

The exciting thing about the new negotiations and discussions taking place is that the new goals from 2015 onwards will include all countries around the world and not just the poorest or those facing the most serious challenges. This means that Ireland together with each of the other countries will have a role to play and a responsibility to act.

Young people in Ireland have a key role in and the right to be involved in making the post 2015 goals and negotiations a success. Already, some young people have been involved in expressing their ideas and have been involved in negotiating what the new goals will look like.

But not every young person has heard about the process and not every young person has heard about the post 2015 goals.

The National Youth Council of Ireland together with others will work throughout 2014 and 2015 (the European Year of Development) to raise awareness about the new sustainable development goals and to support young people in learning about and having a voice in what are some of the most important negotiations, policies and actions of our time.

NYCI will be seeking to involve young people in its Youth Advisory Group and also to participate in consultations throughout the country.

If you or a young person you know would like to participate, please let us know via [deved@nyci.ie](mailto:deved@nyci.ie) or keep an eye on @nycinews and [www.facebook.com/NationalYouthCouncil](http://www.facebook.com/NationalYouthCouncil)

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## The Millennium Development Goals

What are the Millennium Development Goals? (Click on any of these for more info)



“The Millennium Development Goals have been the most successful global anti-poverty push in history,” according to Mr. Ban Ki-moon, Secretary General of the United Nations. “The MDGs have proven that focused global development objectives can make a profound difference.”

The eight goals were agreed by all countries at the UN Millennium Summit in 2000.

Highlights from the report on the MDGs in 2014 include:

- World poverty has been reduced by half since 1990
- Over 2.3 billion people gained access to improved sources of drinking water
- Countries have achieved gender parity in primary school
- “Great progress” has been made on political participation by women, access to technologies, reduction of average tariffs and debt relief
- Accelerated efforts, using available solutions, are required on MDG targets that are “slipping away from achievement by 2015.” These targets include increasing access to sanitation, and reducing child and maternal mortality
- Calls for efforts to end open defecation noting that 82% of people who practice open defecation live in middle-income, populous countries
- Upward trends of global carbon dioxide emissions and continuing deforestation, species extinction and scarce water resources
- If trends continue, the world will surpass MDG targets on hunger and malaria, tuberculosis and access to HIV
- Remarkable gains have been made in the fight against malaria and tuberculosis
- The hunger target is within reach
- Environmental sustainability is under severe threat
- Most maternal deaths are preventable, and progress in this area is falling short
- Access to antiretroviral therapy and knowledge about HIV prevention must expand
- There is less aid money overall, with the poorest countries most adversely affected

<http://www.un.org/millenniumgoals/2014%20MDG%20report/MDG%202014%20English%20web.pdf>

The United Nations is working with governments, civil society and other partners to build on the momentum generated by the MDGs, to craft an ambitious, yet realistic, agenda for the period after the MDG target date at the end of 2015. For more information on the MDGs go to:

<http://www.un.org/millenniumgoals/>

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# THE WORLD'S BEST NEWS

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### **Good News!**

There is now a dedicated news section that tells us about the good news from progress made in global development and this can be accessed through Facebook -

<http://www.facebook.com/TheWorldsBestNews>

Check out Dóchas for more information. Dóchas is the association of Irish Non-Governmental Development Organisations. Dóchas provides a forum for consultation and co-operation between its members and helps them speak with a single voice on development issues.

<http://dochasnetwork.wordpress.com/2013/07/02/telling-the-good-news-stories-about-development/>

**Twitter:** [www.twitter.com/Dochasnetwork](http://www.twitter.com/Dochasnetwork)

**Facebook:** <http://facebook.dochas.ie>

**Remember:** There are many different stories – positive and less positive from developing countries (as there are from developed countries) and even from within the same regions and provinces. For more information see:

<http://www.developmenteducation.ie/blog/2013/09/the-danger-of-single-stories-africa/> and

<http://www.theguardian.com/global-development/poverty-matters/2013/sep/16/academic-journals-development>

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## Icebreakers / Warm Ups

### INTRODUCTIONS

Have people pair up. Give the pairs 5 minutes to find out about each other and share vital information. Then have the people introduce their partners to the rest of the group.

Variation: "Silent Introductions" – same as above only the partners can't speak to each other. Partner receiving clues should write notes to self but should not give a response to the actor as to whether or not they understand the visual clues. Only those receiving clues can use pencil and paper.

### DEAR DOLORES

Have everyone sit in a circle. One person begins by giving their name, plus an adjective that begins with the first letter of their name (e.g., Jolly Jim, Happy Holly). The next person repeats the person's name and adjective and then their own name the same way. Continue around the circle.

### STRING NECKLACES

Tie a string or wool "necklace" around everyone's neck; the object of the game is to get as many strings as possible around your own neck by getting others to say "no" to questions you ask. When someone says "no" to you, she or he forfeits their necklace.

### SENTENCE COMPLETION

Have the group introduce themselves by completing a low risk sentence. Examples: favorite food, animal, cartoon strip, musical group, funniest story you have ever heard, best joke, hobbies or interests, funniest relative, what would you like to do if you had two extra hours today, what would you do if you won the lottery, etc.

### TOSS A NAME

Standing in a circle, the person with the ball calls someone by name and tosses the ball to them. When the other person catches it, they say, "Thank you, \_\_\_\_\_" (the name of the person who threw it to him/her) and then calls upon another person to toss the ball to. After the balls have been tossed for a couple of minutes, start a second ball going at the same time, then a third, and finally a fourth.

### HUMAN KNOT

Participants should stand shoulder to shoulder in a circle. Each person should put his/her right hand into the middle of the circle and join hands with someone across the circle (and not directly to his/her right or left). Each person then places their left hand into the circle and joins hands with a different person, and not the person directly to their left or right.

When the participants have their hands tangled, inform them they need to be untangled without ever breaking grips within the group. Note that there are three possible solutions: a circle, two interlocking circles, or two circles with a knot in it. Participants should not make sudden or large movements since they're all connected. Processing questions:

- Was this challenging? Why? Or why not?
- How did the group approach this task? What was done effectively? What could have been done more effectively?
- What role did you personally take in this exercise?
- For those who were facing out, and couldn't see what was happening, how did you feel?
- How could each of you have increased participation in this activity?

### GOSSIP

The group sits in a circle and Gossip begins with the facilitator sharing a secret with the person next in the circle. The secret is passed as each person shares it with the next person. In telling the secret, it may not be repeated twice to the same person (so the listener must get it all the first time.) When the

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secret is finally back to the facilitator, it is shared out loud. The facilitator then reads the original and a comparison is made.

### **IMPORTANT ITEM**

Have each person bring something to the meeting that means something special to him or her, and then take turns telling about it. Could have people try to guess who items belong to.

### **PAT ON THE BACK**

Have everyone draw an outline of their hand on a sheet of paper, then tape it to their back. Have group members mingle and write things on everyone's back that tells them something positive.

### **LIFELINES**

This exercise uses a huge sheet of paper with a long "lifeline" drawn across it. Each member marks dates on the line to represent the highs, lows, significant events, turning points, etc. of her/his life to date (can also project the future). Each date should be labeled to help explain it. Members of the group each share their dates with other members. The group may ask questions about each other's lifelines.

### **HOT CATEGORIES** (variation on the classic "Freeze Tag")

Materials: Small ball

Start by tossing around the ball. As you are tossing, tell them that it has become very hot and if they hold it in their hands too long they will burn. They need to toss the ball as soon as they catch it. Explain that while still tossing you will yell out a category. They will need to say something that relates to that category before they can toss the ball - if it takes them too long they are out. No Answers can be repeated. Each time a person is eliminated, start a new category. Do this as long as you want or until one person is left. Some sample categories: Types of magazines, Types of Candy, Cartoon Characters, soap opera characters, etc... you can also link the categories to the topics of the training or workshop.

### **ANIMAL FARM DIVIDING ACTIVITY**

Materials: Pre written index cards, blindfolds (optional)

Give participants a card with the name of a farm animal, i.e. horse, chicken, rooster, lamb, dog, cat, etc. They may not tell or show their card to anyone. Tell them in order to find their group they must make the sound of the animal on the card and group themselves accordingly. Participants may or may not have their eyes closed or be blindfolded at the discretion of the facilitator.

Another Variation: Use other words/objects such as "boat" "lamb" "bells" or "ball". Participants must find their groups by humming a tune of a song that corresponds with their card (i.e. boat = row, row, row your boat, lamb = Mary had a Little Lamb, bells =jingle bells, ball =take me out to the ball game).

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### Monitoring and Evaluation

- Aim:** To track learning over a period of time or a session
- Age:** All ages
- Time:** 10 minutes (or more if you want more in-depth comment)
- Material:** Large sheets of paper, blu tac or masking tape, markers

#### WHAT TO DO

Stick a large sheet of paper to the wall and divide into the amount of sessions you plan to facilitate. Use the example grid as a guideline. Explain to participants at the end of the session that they should decide how much they agree with the statements on the left of the grid. They should place an X in the area that best matches their opinion. Explain that each person can only vote once on each of the statements. For younger age groups, you can simply ask them one or two of the questions and record their answers. It is possible to do this after one session only, but it works best after a number of sessions.

		Session 1	Session 2	Session 3
I know something I didn't know when I came in today	Yes			
	Not sure			
	No			
I want to know more about this topic	Yes			
	Not sure			
	No			
I will try to find out more about this myself	Yes			
	Not sure			
	No			
I can see how this is relevant to my life in Ireland	Yes			
	Not sure			
	No			

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## 1. One Day in Your Life

That young people will understand the way in which we are connected to, and depend on, people all over the world.



30 minutes



8 years upwards



Markers, Photocopies of world map outline, Map of the world (Peters Projection\* if available)

\*Peters Projection maps show all countries of the world in their true size and location. Peters Projection maps are available in the Trócaire Resource Centre, from Amnesty or in your local One World centre.

- Divide into small groups. Give each group a photocopy of the map outline. Ask the groups to discuss all the things that connect us as individuals to the rest of the world — at home, when we go out, in our youth group or school, when we shop....The groups draw these items on their map, depending on where they think it comes from. Display the Peters Projection map on the wall. Groups can refer to it if they want to check the location of a particular country. Each group displays their completed map.
- Were there any items that they weren't sure of the origin? Does anybody in the group know? See which group has made the most links to different countries and declare them the winners. Ask if the groups are surprised at the numbers of ways we are linked to the rest of the world.
- **Read out the following quote:**  
"Before you finish eating your breakfast this morning you've depended on half the world... We aren't going to have peace on earth until we recognise this basic fact." Martin Luther King Jr.
- In pairs, ask the group to discuss the quote and what was meant by it.

### Note for Leaders

For younger age groups it may be easier to prepare cards with common items on them and their countries of origin. The groups then have to match the item to the country of origin and colour it in on their maps, using the large map of the world to guide them. For example, bananas — Belize/Honduras, chocolate — Ghana/Brazil, tea — India, chips — Ireland, sugar — Dominica, coffee — Kenya/Brazil, rice — Thailand, cars — Japan/ Korea, trainers — Vietnam/Indonesia, holidays — Spain/England/Ireland.

You could also ask the group to check the tags on their coats or jumpers to see in what country their clothes were made. Are there any surprises? Imagine how far the item of clothing has travelled. Locate the country on the map.

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## 2. WHO'S GUILTY?



That young people will understand the connection between crime and poverty.



45 minutes



14 years upwards



Photocopies of role cards-

'Lawyer for the State'  
'Lawyer for the Defendant'



NOSEY

MATCHBOX

The group stands in a circle. The leader puts a matchbox cover on the end of his/her nose! The matchbox is passed from nose to nose without the use of hands!



Explain to the group that this is a court-room scene where a young man has just been found guilty of stealing. The participants are the jury and have to choose a suitable punishment for the crime. The jury has been asked by the Judge to make a decision that will hopefully lead to some kind of overall solution to the problem of crime in Irish society.

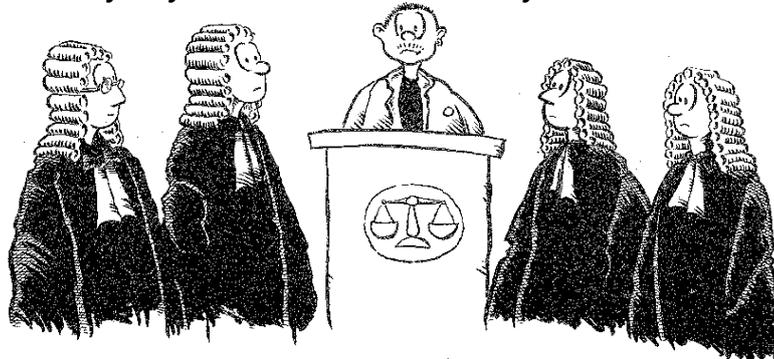
Explain that they will hear the closing arguments of the lawyers for the Defendant (the young man who was found guilty) and the State. The Jury must:

- decide what punishment John Griffin should receive *and*
- make some suggestions for the future.

Ask two participants to read out the closing speeches of the State and the Defendant. Give them a few minutes beforehand to prepare themselves. The jury is allowed to question both speakers. Once the jury is clear on the facts of the story, they must discuss the issues and come up with solutions. The 'Lawyers' can now join the jury. If the group is very large, two juries can be formed in order to reach decisions.



- What kind of childhood do you think John had?
- Why do you think he left school early?



- Why do you think that he started taking drugs?
- What are the main causes of crime in Irish society?
- Does poverty have anything to do with crime?
- How can we reduce crime? How is crime being dealt with in Ireland today?

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LEADERS

If the jury are about to come to a decision without discussion, be prepared to suggest issues such as - discrimination, problems faced by early school-leavers, people living in poor areas of the city, drugs problems, etc.

## Role Card 1: Case for the State

"John Griffin is a menace to our society. On the 18th July he committed a crime against the State. He went out at midnight with the sole intention of stealing money in order to meet his selfish needs. He unlawfully broke into the house of Mr. and Mrs. Byrne while the Byrne family was away. He entered by climbing over a wall at the end of their garden. Once inside, he filled his bag with silverware and gold jewellery and made away with the goods. It was only when he tried to sell the goods that he was caught by the Gardaí.

These are the facts ladies and gentlemen. John Griffin has pleaded guilty to the crime. It is up to you to give him the punishment he deserves. I would ask you not to go easy on him. He knew what he was doing.

I know you may feel sorry for him and feel that he has had a hard life but I say to you - he deserves to be punished. The Byrnes are not a rich family. They worked very hard for what they have in life.

Don't let him go free. If you don't send him to prison he will go on and on committing crime. As good Irish citizens you have a duty to protect innocent people from criminals such as him. Make an example of John Griffin.

Let other criminals know that if you commit a crime, you must pay. I ask you to consider a prison sentence for John Griffin. Thank you".

## Role Card 2: Case for the Defendant - MR. GRIFFIN

"Ladies and gentlemen, what you have heard is true. John Griffin did commit a crime for which he is truly sorry. He did a terrible thing by breaking into the home of the Byrne family and stealing some of their possessions. But you see, John Griffin - even though he knew what he was doing that evening - couldn't help it.

He is a young person who has had a very hard life. He has been out of work since he left school two years ago at the age of 15 and lives in an area where most young people like him are out of work and very fed up with life. He has tried to get a job time and time again but he feels that employers don't want to give work to people from his area. There is a huge drugs problem in John's community with pushers picking on young people like him all the time. Three years ago John started taking drugs and today you heard him admit that he is an addict. He committed this crime so that he could feed his addiction. A heroin addict will do anything to get more heroin but my client has sworn that he had no intention of hurting anybody. He just wanted money to buy drugs.

John is sorry for his crime. He promises to try and kick the drugs habit. Time in prison will do him no good at all. John Griffin is not the guilty party here. It is not John Griffin who should be on trial. Instead it should be our society - a society that left a 15 year old without education; that would not give a hardworking and hopeful 15 year old a job. How can John Griffin be guilty? He was left without hope and that is the first step to drug addiction. Society owes John Griffin. I ask you to make a decision that will help him and people like him. Please don't make the situation worse. Thank you".

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## Let the Jury decide!

### GLOBAL LINKS!

Poverty leads to homelessness and crime in many parts of the world. Overcrowded conditions and lack of food and running water lead many young people to leave home and live on the streets.

“Street children” try to make enough money to survive by washing cars, shining shoes, begging and stealing from others. Many sniff glue in order to forget about hunger. Some children on the street earn money through prostitution and, as a result, live in constant fear, risk and danger.

The International Day for Street Children is celebrated every year on April 12th.



- What might be the similarities and differences for children and young people who find themselves on the streets in Ireland and in other countries?
- How can we change this?

#### For more information:

**Watch:** Barefeet Theatre Group use performing arts to work with street children in Zambia. The group puts together events and art workshops to help children and young people participate in creative activities. The group's performances culminate in its annual 10-day Youth Arts Festival. The group recently showcased their work to the world via CNN. Check out their work here via this short film: <http://edition.cnn.com/2013/04/04/world/africa/barefeet-theatre-street-children>

**Read:** The State of the World's Street Children 2012

[http://www.unicef.org/sowc2012/pdfs/SOWC%202012-Main%20Report\\_EN\\_13Mar2012.pdf](http://www.unicef.org/sowc2012/pdfs/SOWC%202012-Main%20Report_EN_13Mar2012.pdf)

**Join:** <https://www.facebook.com/streetchildrenday>

### Did you know: Garda Vetting for Jobs

If a person wants to work in 'any work or activity which is carried out by a person, a necessary and regular part of which consists mainly of the person having access to, or contact with children in' –

- Childcare Services
- Schools
- Hospitals and health services
- Residential services or accommodation for children or vulnerable persons
- Treatment, therapy or counselling services for children or vulnerable persons
- Provision of leisure or physical activities to children or vulnerable persons (unless this is incidental to the provision of services to a mixed group including adults)
- Promotion of religious beliefs

Then they must be vetted by the Gardai through the organisation they are going to work for and must disclose any offences they may have committed in the past: <http://www.childprotection.ie/vetting>

**Check out:** Senator Jillian Van Turnhout's infographic based on a report published by her called "Effective Strategies to Tackle Online Child Abuse Material", focusing on the increase of child abuse material on the Internet <http://www.scribd.com/doc/169316609/Van-Turnhout-CAM-Infographic-Sept13>

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## Trafficking & Crime

In the past decade, there has been significant growth in the illicit trafficking of drugs, people, firearms, and natural resources. Trafficking in these and other commodities is generally characterised by high levels of organisation and the presence of strong criminal groups and networks. While such activities existed in the past, both the scale and the geographic spread of the current challenge are unprecedented. In 2009, the value of illicit trade around the globe was estimated at US\$1.3 trillion and is increasing.

Transnational organised crime and drug trafficking (across the world) is of growing concern, and particularly illicit trade's broad impact on development. Few, if any, countries are exempt. Drug trafficking has particularly severe implications because of the vast illegal profits it generates: an estimated \$322 billion a year. In several drug production and transit regions, criminal groups undermine state authority and the rule of law by fuelling corruption, compromising elections, and hurting the legitimate economy. In all cases, criminal influence and money are having a significant impact on the livelihoods and quality of life of citizens, most particularly the poor, women and children.

As we move towards 2015, and take stock of the Millennium Development Goals, there is a growing recognition that organised crime and illicit drugs are major impediments to their achievement. If we are to ensure that the MDGs are achieved, we must strengthen strategies to deliver these goals, including stepping up efforts to address issues such as money laundering, corruption and trafficking in wildlife, people and arms, and drugs. Organised crime and drugs impact every economy, in every country, but they are particularly devastating in weak and vulnerable countries.

Crime is also more "expensive" for poor people in poor countries, and disadvantaged households may struggle to cope with the shock of victimisation. Drugs and crime also undermine development by driving away business. Both foreign and domestic investors see crime as a sign of social instability, and crime drives up the cost of doing business. Tourism is a sector especially sensitive to crime issues. Drugs and crime, moreover, undermine the ability of the state to promote development by destroying the trust relationship between the people and the state, and undermining democracy and confidence in the criminal justice system. When people lose confidence in the criminal justice system, they may engage in vigilantism, which further undermines the state.

<http://www.un.org/en/ga/president/66/Issues/drugs/drugs-crime.shtml>

### DID YOU KNOW:

- Ireland adopted the Council of Europe Convention on Action Against Trafficking in Human Beings in November 2010. About 40 countries have signed the Convention
- In a recent report, it was found that Ireland needs to improve its method of identifying victims of human trafficking. 57 possible victims of human trafficking were reported to Gardai in 2011; 78 in 2010; and 66 in 2009. The vast majority of victims were from Africa, with two thirds shipped to Ireland to work in the sex trade



- What strikes you from this article?
- Would you agree that the poorest people are most affected? Might this be the same in Ireland as it would be elsewhere in the world?
- Are you surprised that this is a development issue? Why?
- How might the Irish government and other world leader's deal with this issue?
- How can ordinary people on the ground work towards eliminating the problem of trafficking in all of its aspects?

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## 3. *Imagining a Brave New World*



That young people learn how too much military spending affects social spending. That young people imagine how to create a world in which military spending provides for human needs



1 hour



10 years upwards

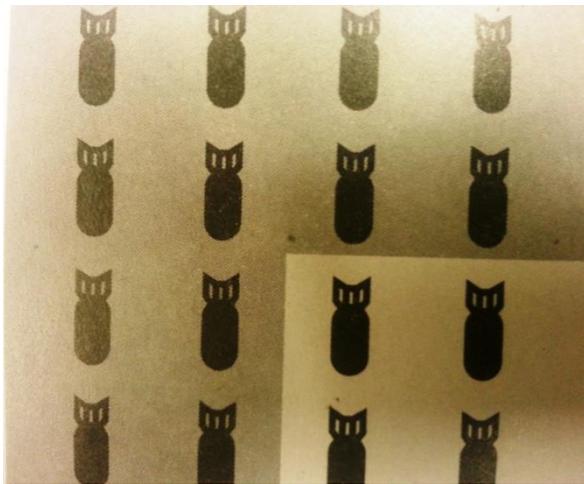


Poster Paper,  
Markers and  
chalk

Optional –  
Paints, Crayons,  
Recorder



On a flipchart, wall chart or on the ground with chalk, draw a square divided into 16 smaller squares. Tell the group that this square represents the amount of world spending each year on arms and weapons (\$1.7 trillion).



Ask the group to shade in on the square the amount of money they think it would take to do all of the following:

- to end starvation and malnutrition
- to provide health care
- to provide shelter and education for all children
- to protect the ozone layer
- to prevent global warming
- to provide safe clean water
- to cancel Third World debt
- to prevent soil erosion?

When they have made guesses, shade in one quarter of the square and use the Leader Notes to give some extra facts.

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- The world can afford to wipe out poverty: we are choosing not to. The world's governments spend \$1.7 trillion dollars every year on arms when it would only cost a small fraction of this to provide basic education for all children. \$1.7 trillion corresponds to 2.5 per cent of world gross domestic product (GDP), or approximately \$249 for each person in the world
- Often poor countries go into debt to buy arms. Poor people bear the burden of paying back the debt, because health and education programmes are cut to pay them back. Conflict costs African countries US \$18 billion every year.
- Pakistan spends almost a quarter more on the military than it does on health and a third more than it spends on education. The US, China, Ukraine and others supply Pakistan with arms. Osama Bin Laden was discovered to be living in Pakistan in 2011.
- A Virginia class submarine (top speed of 25 knots and has launch system for 109 Tomahawk missiles) costs approximately \$2.6 billion.
- 2 bullets are made for every person on the planet every year.
- 2,000 people die each day from armed violence, and hundreds of thousands more are displaced, maimed or lose their livelihood.
- Top 5 global arms exporters are: The US; Russia; France; Great Britain; and China.

## Meditation

(Some gentle music may be played in the background) Ask the group to close their eyes and imagine that **it is 200 years from now - the year 2213** and things in the world are much better! World military spending is quarter of what it used to be and much more money is being spent on education, health, housing, the environment arts and research.

Imagine the great changes that have taken place in the world over the last 200 years because of the reduction in military spending. Read out the following questions slowly and pause after each one:

*How are things better on earth now? What are the differences? How do people speak about each other? What expressions are on their faces? Where do people live? If there are cities, what are they like? What do people spend their time doing? Who takes care of children and sick people? Who are the heroes? How are decisions made, in families and in governments? How are conflicts handled? What new discoveries have been made? What does the government spend most of its money on? How did the changes in government spending happen? How did people make them happen? How is the change celebrated?*

**Give plenty of time for silent imagining.**

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Ask the group to open their eyes and come back to reality.

- Now brainstorm as a full group or smaller groups on the images which came up.
- List the specific changes and how the changes came about.

**SUGGEST THE FOLLOWING** - REBUILDING DESTROYED ROADS, HOUSES HOSPITALS AND SCHOOLS, REMOVING LAND MINES, CLEANING THE ENVIRONMENT, HELPING REFUGEES OF WAR, TAKING APART WEAPONS, MAKING LAWS AGAINST WEAPONS AND ENFORCING THEM, CATCHING CONFLICT BEFORE IT GETS OUT OF HAND, DOING RESEARCH INTO HOW TO PREVENT WAR AND LIVE PEACEFULLY AND TEACHING PEOPLE ABOUT PEACE AND HUMAN RIGHTS.

### OPTIONAL:

Divide the participants into groups of four and ask each group to choose one change which took place in the world as a result of reducing military spending. The groups must create a series of drawings that show how young people acted to make their demands for change heard. Afterwards come together to show and discuss the pictures. Join them up into a wall-hanging for the group.

### How countries spend their money

	Military Spending %	Health Care %	Education %
United States	19.3	19.3	17.1
Mexico	3.3	11.8	24.3
Nicaragua	3.2	17.0	15.0
Colombia	11.9	17.0	15.6
Norway	4.8	17.9	16.2
Sweden	4.3	13.8	12.8
United Kingdom	6.3	16.3	11.5
Germany	3.3	17.9	9.5
United Arab Emirates	45.7	8.7	22.5
Iran	21.7	11.5	17.7
Pakistan	23.1	1.3	7.8
South Africa	4.8	9.1	18.5
India	18.6	3.4	12.7
Australia	7.1	17.0	13.3
China	18.2	9.9	12.1
Russia	18.7	10.8	11.5

<http://visualeconomics.creditloan.com/how-countries-spend-their-money/>

### When Taking Action can make a difference!

One World Week 1996 encouraged young people and youth organisations to take action on bringing about an EU Code of Conduct on Arms.

In May 1998, after many years of lobbying, the EU became the first group of states to accept a regional Code of Conduct.

The EU Code of Conduct on Arms Exports is a politically binding instrument that seeks to create "high

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common standards" for all EU members to use when making arms export decisions and to increase transparency among EU states on arms exports.

EU states pledge not to approve arms exports in cases where:

- the sale would violate the exporting state's commitments under the UN Charter or specific arms control agreements
- there is a "clear risk" that the weapons will be used for internal repression
- the arms could provoke or prolong armed conflict
- there is a "clear risk" that the arms would be used aggressively against another country.

Under the EU Code, EU members also agree to take into account when making their export decisions:

- the risk of use of weapons against allies
- the risk of unintended diversion of technology
- the importing state's record on terrorism, implementation of humanitarian law (non-use of force against civilians), and arms control agreements
- the effectiveness of the importing state's export control laws and mechanisms
- the economic situation in the importing state, including relative levels of military and social spending

<http://www.fas.org/asmp/campaigns/code/eucode.html>

### What you can do:

**Join the Control arms movement** ( <http://controlarms.org/en/>) and ask the member states of the United Nations to deliver a strong and effective Arms Trade Treaty (ATT) to help save lives, prevent human rights abuses, and protect the livelihoods of people around the world:

- **Sign up** to support a bullet-proof Arms Trade Treaty
- Follow [@Controlarms](#) and [@Oxfam](#) on Twitter
- Share the **latest blogs** on the Arms Trade Treaty
- Read the **latest reports** on the Arms Trade Treaty
- Use the **interactive map** at [armstreaty.org](http://armstreaty.org) to find out what your Government's position is on key issues concerning the ATT
- Watch the video "**Bang For Your Buck**" ( <http://vimeo.com/16198602>) and see how the easy accessibility of weapons in Burundi is crippling its health services and making difficult for the country to develop and emerge from entrenched conflict

<http://www.oxfam.org/en/campaigns/conflict/controlarms>

### Read more about Education and Post 2015 debates and discussions:

[http://www.unicef.org/education/files/Post-2015\\_EN\\_web.pdf](http://www.unicef.org/education/files/Post-2015_EN_web.pdf)

### Read: Gun control & Coffee in the US – what next?

[http://www.theguardian.com/commentisfree/2013/sep/21/american-gun-out-control-porter?CMP=tw\\_t\\_gu](http://www.theguardian.com/commentisfree/2013/sep/21/american-gun-out-control-porter?CMP=tw_t_gu)

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4.

## Food Glorious Food

*That young people will understand how the worlds' food is divided globally and how this inequality impacts on people's rights.*



### Option One: Divided World

- Around the room, stick up 7 sheets of paper with one of the countries/continents below written on each sheet.
- Explain that the group represents all of the millions of people living in the world. Ask three volunteers to guess how many people should stand beside the various sheets and to divide the group accordingly.
- Now divide the group according to the figures below which reflect the true breakdown of the world's population.



30 minutes



Option 1:  
10 and upwards

Option 2:  
All ages



Paper and pens.

30 sweets to represent food

Food (if doing Option 2)

Country	If you have a group of 30 divide like this	If you have a group of 20 divide like this	The number of pieces for each group
China	10	7	4.0
Asia	7	5	1.5
Russia	3	2	5.5
Europe	3	2	8.5
Africa	3	2	0.5
North America	2	1	8.5
South America	2	2	1.5

- The leader now displays the food divided into 30 pieces and explains that this represents all the food in the world. Each country/continent group must now decide how much of the worlds food, i.e. how many of the 30 pieces their country/continent gets in reality.
- They then feed back their guess to the whole group.
- Now the real division is made as indicated above, e.g. China gets 4 pieces, Asia gets 1 and a half pieces, and so on. Read the fact box to the group.

Check out this Food Game: [http://www.theguardian.com/global-development/interactive/2013/jun/07/food-game-what-do-you-know?CMP=tw\\_t\\_gu](http://www.theguardian.com/global-development/interactive/2013/jun/07/food-game-what-do-you-know?CMP=tw_t_gu)

# ONE WORLD WEEK '14

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- Think about the way food is divided globally. Do you think this is fair?
- Do people have the right to food? What if they can't afford it?
- Who is responsible for ensuring this right?
- If you didn't have enough food, how would this affect you?

## Option Two: Rich Meal Poor Meal

- Prepare the group for a party. Put out only enough tables and chairs for one quarter of the group.
- Place some paper slips in a hat - one for each member of the group. One quarter of these paper slips will have 1/4 on it and the rest will have 3/4 written on them. Select 2 or 3 people to act as waiters.
- Everyone in the group takes a slip from a hat which will indicate whether or not they are to get a slap-up meal or a small bowl of rice. Three quarters get the rice. Only one quarter get the treat.
- Only the rich group may sit. The others are restricted to a small, squashed section of the room and are not treated well by those serving the foods.
- Explain that over 3/4 of the world's population live in the Third World but control less than 1/4 of the world's wealth.

## FOOD FACT BOX

- There is plenty of food in the world to feed everybody. The problem is how that food is divided. In fact, more than one and a half times the amount of food needed to feed everybody in the world is produced each year. In times of famine, the problem is not that there is a shortage of food, but that people cannot afford to buy it.
- Children die every day from malnutrition. 870 million people in the world do not have enough to eat. This number has fallen by 130 million since 1990, but progress slowed after 2008. The vast majority of hungry people (98 percent) live in developing countries, where almost 15% of the population is undernourished.
- Every infant and child has the right to good nutrition according to the Convention on the Rights of the Child.
- Undernutrition is associated with 45% of child deaths.
- Globally, 165 million children under five are estimated to be stunted and more than 100 million have low weight-for-height, mostly as a consequence of poor feeding and repeated infections; 43 million are overweight or obese.

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**Article 6 Life:** Every child has the right to life, survival and development and it is the responsibility of the state to ensure that every child has enough food to survive.

### **Wasted! Taking a hard look at the food we throw away**

Your mother was serious when she told you to finish your dinner because of the children starving in Africa. The connection always seemed tenuous – how could a plate of leftovers help someone on another continent?

Well, it turns out that the 40 million tons of food wasted each year in the US alone would be enough to lift almost a billion people out of hunger worldwide. Food experts argue that the excessive consumption of food in rich countries inflates food prices in the developing world, making grain and other vital food products unaffordable for poor and undernourished people. So, rather than tell us to clean our plates, perhaps our mothers shouldn't have overfilled them in the first place.

We often talk about the need to produce more food to end hunger, but we also have to find ways to waste less of the food that is already available.

One third of the world's food is wasted every year. Which means that some 1.3 billion (yes – billion!) tons of good food gets tossed out. And we're not just talking about your leftover pizza crusts. Forty percent of all food wasted is still in its original packaging when it ends up in the trash – untouched, and still perfectly edible.

Why is this happening? Well, many supermarkets reject fresh produce based on its appearance. Tristram Stuart, the author of *Waste: Uncovering the Global Food Scandal*, found that one English farm was forced to discard 16,000 pounds of spinach because it didn't meet the supermarket's cosmetic standards. Individuals are also guilty of throwing away food because we can't be bothered to reuse leftovers.

There's no reason why we and the supermarkets can't change. Consumer surveys reveal that people will buy food that isn't picture-perfect as long as it tastes fine. Public awareness campaigns can also help us to see that in a world where so many people go hungry, wasting food is wrong. Besides, many of the world's great recipes (think Italian minestrone and Indian curry) were created by people who knew the value of food. Soups and stews were invented as a tasty way of using up leftover scraps.

Information campaigns about food waste are already popping up. For example, Save Food conducts in-depth research on global food loss and waste. Feeding the 5000 travels to cities around the world giving away 5000 free hot lunches prepared with food that would otherwise have been thrown away. Going to Waste is a policy brief that tries to tackle the food waste problem in order to increase farmers' incomes and feed the hungry. Austrian artist Klaus Pichler's ironically beautiful photo exhibition entitled "One-Third" depicts spoiled and wasted food as art objects.

These are just a few examples of initiatives designed to make us aware of our wasteful habits. Of course, you can make a difference too. Check out these 10 simple steps to cutting your food waste, and post your own ideas on Ending Hunger Facebook and Twitter.

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### **Follow these tips to help you reduce food waste, save money and protect the environment:**

#### **1. Write a list!**

Menu plan your meals for a week. Check the ingredients in your fridge and cupboards, then write a shopping list for just the extras you need.

#### **2. Stick to the list!**

Take your list with you and stick to it when you're in the store. Don't be tempted by offers and don't shop when you're hungry — you'll come back with more than you need.

#### **3. Keep a healthy fridge.**

Check that the seals on your fridge are good and check the fridge temperature too. Food needs to be stored between 1 and 5 degrees Celsius for maximum freshness and longevity.

#### **4. Don't throw it away!**

Fruit that is just going soft can be made into smoothies or fruit pies. Vegetables that are starting to wilt can be made into soup.

#### **5. Use up your leftovers.**

Instead of scraping leftovers into the bin, why not use them for tomorrow's ingredients? A bit of tuna could be added to pasta and made into a pasta bake. A tablespoon of cooked vegetables can be the base for a crock pot meal.

#### **6. Rotate.**

When you buy new food from the store, bring all the older items in your cupboards and fridge to the front. Put the new food towards the back and you run less risk of finding something moldy at the back of your food stores!

#### **7. Serve small amounts.**

Serve small amounts of food with the understanding that everybody can come back for more once they've cleared their plate. This is especially helpful for children, who rarely estimate how much they can eat at once. Any leftovers can be cooled and stored in the fridge.

#### **8. Buy what you need.**

Buy loose fruits and vegetables instead of pre-packed, then you can buy exactly the amount you need. Choose meats and cheese from a deli so that you can buy what you want.

#### **9. Freeze!**

If you only eat a small amount of bread, then freeze it when you get home and take out a few slices a couple of hours before you need them. Likewise, batch cook foods so that you have meals ready for those evenings when you are too tired to cook.

#### **10. Turn it into garden food.**

Some food waste is unavoidable, so why not set up a compost bin for fruit and vegetable peelings? In a few months you will end up with rich, valuable compost for your plants. If you have cooked food waste, then a kitchen composter (bokashi bin) will do the trick. Just feed it with your scraps (you can even put fish and meat in it), sprinkle over a layer of special microbes and leave to ferment. The resulting product can be used on houseplants and in the garden.

**Read:** The State of Food Insecurity in the World 2013

[http://www.fao.org/publications/sofi/en/?utm\\_content=buffer1f523&utm\\_source=buffer&utm\\_medium=twitter&utm\\_campaign=Buffer](http://www.fao.org/publications/sofi/en/?utm_content=buffer1f523&utm_source=buffer&utm_medium=twitter&utm_campaign=Buffer)

# ONE WORLD WEEK '14

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## 5. Advertising Difference



That young people appreciate that there are many different paths to development and that groups/societies have the right to choose their own path.



40 minutes



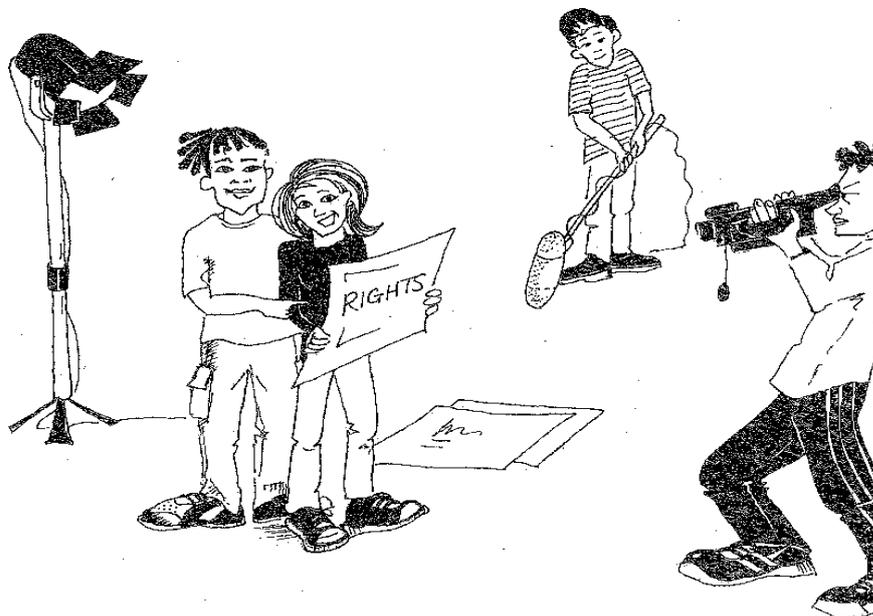
12 years upwards



Poster sheets, markers or paints



- Ask the group to name some minority groups living in Ireland.
- Explain that some of these 'minority groups' are sometimes forced to forget their culture in order to fit in with and develop along the same lines as the majority in society. They are sometimes forced to deny their own identity or forget their religious practices or settle down in houses, and live like the majority.
- Discuss with the group whether this is fair. Are there different ways to develop? Have Irish people chosen the same path to development as Americans? Do you think we respect the rights of groups to develop in different ways?
- Split the participants up into 4 smaller groups. Give a copy of the instruction sheet to each group. Ask each group to prepare an advertising campaign for a group who suffers discrimination in Ireland. (Groups could include Travellers, Muslims, Jewish people, People with disabilities, Migrants, LGBT, Refugees, etc.)
- The small groups present their advertising campaigns. Discuss which campaigns would be successful in leading people to identify with the minority group, with pride not pity. How did they do this?



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## Pride Not Pity!

### INSTRUCTIONS

Your group is an advertising agency which has been hired by a minority group in Irish Society. You have 25 minutes to design an advertising campaign that will persuade the public of:

- the positive aspects of that group and their way of life;
- that groups claim for equal rights.

Your campaign can involve any of the following:  
A POSTER • A TV AD • A RADIO AD

Your campaign should promote pride in the group not pity.



- What does progress or development in a society mean? Does it mean that people should have the freedom to live in different ways, or does it mean that we should all learn to live the same way?
- What extra development rights might a child from a different cultural background need? Think about this in terms of education, language, dress, or how their culture is treated in the media.
- What can we do to celebrate difference in Ireland? What will you do to make Ireland a country young people want to live in?

### Article 30

Children of minorities and indigenous groups have to right to practice and enjoy their culture and language.

**Check out and explore disability and development**

<http://www.disabilityanddevelopment.ie/images/pdf/dand.pdf>

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6.

## What is Violence?

That young people discuss and clarify their understanding of violence and the type of acts they should be protected from.



20 minutes



12 years upwards



Four wall charts:  
'VERY VIOLENT',  
'VIOLENT', 'ROUGH',  
'PEACEFUL'.



- Stick four sheets of paper on the walls around the room, each with one of the following titles written on it: 'VERY VIOLENT', 'VIOLENT', 'ROUGH', and 'PEACEFUL'.
- One by one call out the statements on the list opposite. Each person decides for themselves how violent it is and stands beside the appropriate wall chart.
- At some stage the leader may ask the participants to try to convince others to change their minds and move to their chart.
- Choose four of the statements about which the group felt most strongly. List the effects this action has on victims.
- List also what effect it has on other people. Think of ways in which your right to protection from violence can be guaranteed.
- Who or what groups should protect you from different types of violence? How do they do this?
- What could the group do to ensure young people are not exposed to violence?

## #100Women: Join the conversation

Women around the world have achieved extraordinary things during the past century. But despite major steps forward in securing political, cultural and social rights, women everywhere face steep challenges compared to their male counterparts.

<http://www.bbc.co.uk/news/world-23888283>

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Bullying

People who drink and drive

Music

Drugs

Slapping children

Nuclear War

Being forced to join the army

Teachers who make fun of children in class

Vandalising public transport

Writing a letter of protest to a newspaper

The Death Penalty for murder

Pushing a child so they don't fall into a fire

Being mugged in the street

Not being let into a club because of the way you are dressed

Online games

Landmines

The Internet

Being shouted at in the street

Writing racist or threatening slogans on walls

Using animals in experiments

The council not providing you with services you need

Turning off the water supply to an enemy city

Blocking a road to stop animals being carried onto a ship

**IDEA!** Add extra statements relevant to the needs and interests of your group

**Article 19:** Young people have the right to protection from abuse or maltreatment and it is the responsibility of the state to ensure this right

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## 7. Get Down Get Busy!



To encourage young people to think about different ways of taking action to promote children's right to participate more in shaping society.



50 minutes – 1 hour



12 years upwards



Glue and one large sheet of paper for each group



- Get the group to agree on three of the most important rights issues facing young people.
- Brainstorm possible actions that could be taken to deal with these issues. Remind them that the purpose of the brainstorm is to come up with as many ideas as possible and therefore they should try to think creatively; even weird or unusual suggestions might prove useful!
- Make note of all the suggestions on a flipchart. As a group, look at the suggestions and try to evaluate them. Which ones seem unrealistic? Which ones look like they might be worth pursuing?
- Group the different types of actions under a number of headings if possible, e.g. awareness raising, campaigning, protesting, etc.
- Divide into groups of 3 giving each group one of the rights issues identified at the start. The job of each group is to come up with a strategy or a course of action to tackle this rights issue.
- Tell the groups to think about all the different areas where they might need to bring about change: at local level, at national level, at global level. Remind them that they may need to use a number of different approaches depending on who they are trying to influence. How would they influence people in their club/school? Their parents? Their local council? Or even the government? What organisations might be able to help them? Is the plan of action to focus on local or national institutions? Use the 'Hit List' for ideas.
- Finally each of the groups prepares their plan or campaign. Get the whole group to decide which approach they think would be most effective. Why is this?

### TIME TO SHAKE THINGS UP



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## THE HIT LIST

Possible targets for action might include:

### Community Groups

What community groups exist in your area? What kind of activities are they involved in? Can young people participate?

### School

Does your school allow students to contribute ideas to the way the school is run? Is there a student council? Has there ever been any education around human rights and the Children's Convention?

### Club

Is your club open to everyone? Are there some groups that you think would not be welcome? What can you do about this?

### Government

What does your local TD or Councillor think about the issues affecting young people? Do they ever take time to talk to young people and listen to their concerns? How can you develop a forum for discussion with them?

### Children's Rights Bodies

Are there any organisations working on children's rights issues in your area? What kinds of activities do they do? How can you get involved?

### Church

Is your church involved in social issues, working with the homeless, etc? Do you ever have speakers to talk about young people and the problems they face?

### Local County Council

Do you think your County Council is protecting your local environment? Are they providing enough services and support for young people in your area? Are you able to make them aware of your concerns? Are young people able to attend council meetings or meet with councillors?

**TDs** – to contact your local TD (Member of Parliament), see: [www.kildarestreet.com/tds/](http://www.kildarestreet.com/tds/)

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8.

## Power If...

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



25 minutes



10 years upwards



Copy of role cards

- 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

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## 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	

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### Have you heard about the Vote at 16 Campaign?

<http://www.voteat16.ie/>

There is a campaign to change the law so that 16 and 17-year-olds can vote in the National, Local and European Parliament elections.

The age at which an individual can vote should be reduced from 18 to 16 years of age in local and European Parliament elections. Given the decline in voter participation, we believe the best way to address this problem is to implement a series of measures to facilitate a greater voter turnout, particularly among young people.

Check out the 9 good reasons why the voting age should be reduced:

[http://www.voteat16.ie/nine\\_reasons](http://www.voteat16.ie/nine_reasons)

Watch the Vote at 16 animation: <http://www.youtube.com/watch?v=bNXPnQh8wiw>

Sign up to the Facebook Campaign: <https://www.facebook.com/Voteat16>



- What positive difference would there be to giving voting rights to young people aged 16 and 17 years? What negative difference would there be?
- How important is the right to vote anyway? Does it matter where you are in the world or is having the right to vote more important in some countries?
- How do other young people feel about this issue? You could survey them to find out and let us know! [deved@nyci.ie](mailto:deved@nyci.ie)

- 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 even more information:

Visit: <http://www.equality.ie/en/About-Us/>

<http://www.intercultural.ie/>

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

All Different All Equal (NYCI, 2007)

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## 9. Children and Conflict

That young people explore the impact conflict has on children caught up in it.



35 minutes



12 years upwards



Copies of Alhassan's and Adama's story, world map (optional)

- Begin with a brainstorm on the effects of conflict on people. Ask if young people are particularly affected. How? Make a note of all the ideas.
- Form small groups. Give half the group a copy of Alhassan's story and the rest Adama's story. If you have a world map, point out where Sierra Leone is. Allow 5 minutes for the groups to read the story. Ask the groups to discuss the following:
  - What do you think life was like for Alhassan and Adama before they were captured?
  - What basic rights or needs were denied them while they were captured? How did that make them feel?
  - When they were rescued, what things do you think were most important for them to do to readjust to life?
- Write the questions up for everyone to see. After 15 minutes, get feedback from the groups. Read out the 'Did You Know?' box.
- In the large group, ask what can be done to prevent more children being forced to join armed forces. Who should take responsibility for this?

### Child Soldiers - Did you know?

- Child soldiers are any children under the age of 18 who are recruited by a state or non-state armed group and used as fighters, cooks, suicide bombers, human shields, messengers, spies, or for sexual purposes.
- There are an estimated 250,000 child soldiers in the world today.
- It is estimated that 40% of all child soldiers are girls. They are often used as 'wives' (i.e. sex slaves) of the male combatants.
- Many rebel groups use child soldiers to fight the government, but some governments also use child soldiers in armed conflict.
- As part of their recruitment, children are sometimes forced to kill or maim a family member - thus breaking the bonds with their community and making it difficult for them to return home.

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- The following countries have reported use of child soldiers since 2011: Afghanistan, Colombia, India, Iraq, Israel, Libya, Mali, Pakistan, Thailand, Sudan, Syria, Yemen, and more.
- Despite a government agreement in the District of Chad to demobilize the recruitment of child soldiers, there were between 7,000 and 10,000 children under 18 serving in combat and fulfilling other purposes in 2007.
- The recruitment of child soldiers breaks several human rights laws. While children who have committed crimes as soldiers are looked upon more leniently, those who perform crimes voluntarily — without drugs or forcible threats — are subject to justice under the protection of the international juvenile justice standards.
- Millions of children suffer from malnutrition, disease and sexual violence as a result of war.
- In Ireland, the age for joining the army is 17 years. Many campaigners feel that 18 should be the minimum age for joining the army

<http://www.warchild.org.uk/issues/child-soldiers> and <http://www.dosomething.org/tipsandtools/11-facts-about-child-soldiers>

### UN Children's Convention on the Rights of the Child

**Article 6** - Children have the right to life survival and development.

**Article 7** - Children have the right to a name and nationality, to know and be cared for by their parents.

**Article 11** - Children will be protected from kidnapping.

**Article 19** - Children have the right to protection against violence and abuse.

**Article 28** - Children have the right to go to school and learn.

**Article 31** - Children have the right to rest, leisure and play.

**Article 38** - Children have the right not to take part in armed conflict.

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## SYRIA: THE COST OF CONFLICT

Millions of people have fled their homes during more than two years of the conflict. What you may not know: Children are among the hardest hit.

1,000,000  
child refugees



NEARLY 3/4 OF THEM ARE  
YOUNGER THAN 11 YEARS OLD.

+

> 3,000  
schools damaged  
or destroyed



INSTEAD OF EDUCATING KIDS,  
SOME SCHOOLS ARE NOW  
REPORTEDLY BEING USED AS:



AMMUNITION  
STORAGE FACILITIES



DETENTION  
CENTERS

+

> 7,000  
children dead



OUT OF THE 100,000  
PEOPLE KILLED IN THE  
CONFLICT TO DATE,  
7% ARE CHILDREN  
UNDER 15.



= an entire generation  
at risk

**CHANGE THE EQUATION:**

GO TO [OXFAM.ORG/SYRIA](http://OXFAM.ORG/SYRIA)

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### **Alhassan's Story**

Alhassan Sheriff Kamara (12) from the Kambia District in Northern Sierra Leone was a child soldier. In 1998, when Alhassan was nine years old, he was playing football in his village when his community was attacked by the Revolutionary United Front (RUF), who was fighting against the government. He was captured and brought 50 miles away to the rebels' base.

For the next week, he was taught how to cook and how to fire, put together and take apart an AK47. Just two weeks after his capture Alhassan was involved in his first clash - a raid into neighbouring Guinea where the RUF chased Guinean soldiers. He explained: "I was firing but didn't know if I killed anyone".

For the next three years the pattern of his life would involve fighting every day for a number of weeks - sometimes three weeks at a time - before retreating into the jungle to rest. He said: "I didn't like the jungle. It was dangerous. When you were going into battle, you didn't know if you were going to survive or not. Many of my friends died. I always wondered if one day it was going to be my turn." He continued: "I often thought about my family. Sometimes we [child soldiers] would sit together and say that we knew where our families were but they didn't know where we were. I missed the play every Saturday and Sunday when there would be a festival in the village. In the jungle, there was no time to play. I could not move about freely."

The children were also ordered to execute prisoners of war. Alhassan disobeyed this order when sent to the jungle to execute a Guinean soldier who had been mercilessly beaten. "I allowed the Guinean to escape. I fired some shots into the air. I came back and reported I had killed him. I just felt sorry for him."

Alhassan was freed in May 2001 as part of a peace agreement between RUF and the government. At the time of the interview he was being cared for by Caritas Makeni and his family were being traced.

On war, Alhassan said: "I have experience of warfare in the jungle and I wouldn't want any child to get involved in it".

### **Adama's Story**

Adama Mansaray (16) comes from Kabala in Sierra Leone. She was separated from her mother in 1994 when the Revolutionary United Front (RUF) attacked Kabala. Up to 60 school girls from Kabala were abducted by the rebels and Adama fears that most of her friends are now dead.

After her capture, Adama was taken to Kono, a district far from her hometown. She was raped by the rebels. For the next two years, she was used as a sex slave by the soldiers and as a servant by the wives of a commander.

Life changed when a female commander called Ashia took pity on her. She took Adama under her wing to care for her children. From then on, Adama was protected.

Adama was rescued in 1998. She found it difficult to adjust to her new life at first. Caritas Makeni have trained her in tie dying which she says will make her self reliant and independent.

On the day she was to be reunited with her mother, she said: "Today is the happiest day of my life. I have not forgotten her. I will recognise her when I see her. I could not sleep last night I was so excited."

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## 10. From There to Here

To explore the effects of the drug trade on communities who produce and consume drugs.



50 minutes



12 years upwards

**Part 1:** Ask your group to think about drug use in Ireland.

- What drugs can they name?
- Who is involved?
- What are the impacts?
- Ask participants do they know where drugs come from?
- How do drugs get to their communities?
- See the list of those involved below, and compare to the participants answers. Have they missed any?



Drug cards and country cards copied, paper, markers, scissors, tape,

blu-tac.

Criminal gangs

Families of drug users

Landlords

Drug dealers

Farmers

Police

Drug traffickers or 'mules'

Farmers' families

Transport/Shipping

Drugs users

Land loggers

Workers in processing plants

### Who's Involved:

**Part 2:** Using the list of people involved, create a timeline of who is involved in the drug trade from where drugs are produced until these reach Ireland. Where does the drug chain start? Where does it end? Ask them to think about why each person is involved. Who profits? Who loses out? Why do people take drugs? Why do people grow them?

**Part 3:** Divide into two smaller groups. One group receives cards about Afghanistan and Heroin and the other about Colombia and Cocaine. Ask them to think about the problems associated with the drug for a community in that country and make a list of issues. These could include education, employment, poverty, etc. Allow 10 minutes for this. Display the answers.

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- Ask the group if some of those problems are also present in communities in Ireland where people use drugs? Which ones?
- What are the impacts of the global drugs trade on communities here and in the Global South?
- How can individuals and communities develop resilience to drugs? What are the challenges? What are the opportunities?
- Finally, ask each group to choose one of the issues and to create a poster to inform others about the global drugs trade. The poster should relate to communities affected by drugs in Ireland and the Global South.

<p><b>Country Profile:</b> Afghanistan</p> <p><b>Capital city:</b> Kabul</p> <p><b>Population:</b> 29 million</p> <p><b>Refugees/ Internally Displaced People (IDP):</b> 2 million refugees in Pakistan and 800,000 in Iran</p> <p><b>Religion:</b> Approximately 99% Islam</p> <p><b>Life expectancy at birth:</b> 48.7 years</p> <p><b>Economy:</b> Mainly agriculture (80% of population) producing grain, rice, fruit, nuts and vegetables. Mineral resources include natural gas, coal, oil and gemstones. The security situation has restricted development. Drugs, mainly opium, dominate illegal exports</p> <p><b>Unemployment rate:</b> 35%</p> <p><b>Literacy rate (age 15 and over who can read/write):</b> 28%</p> <p><b>Politics/Government:</b> The Islamic Republic of Afghanistan is governed by an elected President supported by two Vice Presidents and a Cabinet of Ministers. The Taliban and other anti government groups are active in many regions, especially in the South</p> <p><b>Corruption Index out of 187 countries:</b> 3rd most corrupt country</p> <p><b>Communications:</b> 1 million internet users, 13 million mobile phones</p>	<p><b>Country Profile:</b> Colombia</p> <p><b>Capital city:</b> Bogotá</p> <p><b>Population:</b> 46.1 million</p> <p><b>Refugees/ Internally Displaced People (IDP):</b> 3-5 million IDPs</p> <p><b>Religion:</b> Approximately 99% Christian</p> <p><b>Life expectancy at birth:</b> 73 years</p> <p><b>Economy:</b> Despite years of drug and politically related violence, Colombia has managed to maintain long term sustainable growth and is now the third largest economy in South America, primarily focused on oil, coal, coffee and cut flowers</p> <p><b>Unemployment rate:</b> 10.8%</p> <p><b>Literacy rate (age 15 and over who can read/write):</b> 90%</p> <p><b>Politics/Government:</b> Republic with President as Head of State and Government. Colombia has experienced decades-long violent conflict involving outlawed armed groups, drug cartels and human rights abuses. Since 2002, there has been some progress towards improving security</p> <p><b>Corruption Index out of 187 countries:</b> 100th most corrupt country</p> <p><b>Communications:</b> 22.5 million internet users 43 million mobile phones</p>
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(Source: CIA World Facebook, BBC, Transparency International, UNDP, Foreign and Commonwealth Office, UK)

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<p><b>Name of drug:</b> Heroin</p> <p><b>Source of drug:</b> Opiates from the poppy plant</p> <p><b>From where? (% of global production):</b> Mainly in Afghanistan (84%), South-East Asia (5%), and Latin America (10% Mexico, Colombia)</p> <p><b>How does it get to Europe?</b> Traffickers traditionally rely on overland routes via central Asia, Iran and Pakistan. Recent increasing use of Africa as a route for shipments to Europe fuels heroin consumption there</p> <p><b>Who grows it?</b> Afghan poppy farmers grow opium. Afghanistan has approximately 300-500 laboratories in operation with an output of approximately 380-400 tons of heroin per year</p> <p><b>Value of global market?</b> €44 billion (2010)</p> <p><b>Price per kilogram (kg)?</b> About €800 to the farmer for the opium it takes to produce 1kg of pure heroin. It's worth about €80,000 on the street</p> <p><b>Who uses it? (2007)</b> 15–21 million heroin users globally. Britain has more than 300,000 heroin users, the largest market in Western Europe</p> <p><b>Who benefits from the global trade?</b> Criminal networks and a few large-scale smugglers in Europe, Russia and South-East Asia get most of the profits. In 2009, Afghan drug traffickers earned €1.8 billion and Afghan farmers €350 million</p>	<p><b>Name of drug:</b> Cocaine</p> <p><b>Source of drug:</b> Coca bush</p> <p><b>From where? (% of global production):</b> Mainly in Colombia (50%), Bolivia (33%), and Peru (17%)</p> <p><b>How does it get to Europe?</b> World's 2nd largest flow of cocaine (after USA) goes to Europe. Trafficking mainly by sea to Spain/Portugal and Belgium/Netherlands</p> <p><b>Who grows it?</b> Coca farmers cultivate the plants. For many growing coca is the only way of surviving. Estimated 240,000 people involved in production. About 167,000 hectares of land is used to grow coca leaves (approx 18,500 times the size of St Stephen's Green, Dublin)</p> <p><b>Value of global market?</b> €130 billion (2008)</p> <p><b>Price per kilogram (kg)?</b> About €1 per kilogram to the farmer, worth about €150,000 on the street</p> <p><b>Who uses it? (2007)</b> 16–21 million cocaine users globally. USA is the largest market with 6 million users. The number in Europe has doubled in 10 years to reach 4.1 million</p> <p><b>Who benefits from the global trade?</b> Less than 1% of street value goes to the coca farmers. Another 1% goes to the processors and traffickers in the region. About 25% goes to international traffickers. More than half of the profit is made by dealers in Europe</p>
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(Adapted from information available on the United Nations Office on Drugs and Crime website [www.unodc.org](http://www.unodc.org) )

## Note to Leader

- It would be worth exploring drug use and risks with your group if they are new to drugs education before doing this activity. Visit [www.drugsandalcohol.ie/5259/](http://www.drugsandalcohol.ie/5259/)

**Fact Box** – Internally displaced people or IDPs, flee their homes due to conflict, violence and human rights violations. But, unlike refugees and asylum seekers – they have not crossed an international border. They remain inside their home countries to seek protection – [www.unhcr.org](http://www.unhcr.org)

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## ***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:

<ul style="list-style-type: none"> <li>• Think about which issue you want to address most</li> <li>• Think about the local issue that affects people globally</li> <li>• See what you can do to address or do something about this issue</li> <li>• Identify the right people to ask for advice</li> </ul>	<ul style="list-style-type: none"> <li>• Use one post-it per idea</li> <li>• Think big and start small</li> <li>• Think about what you want to happen</li> <li>• Be realistic</li> <li>• Use the skills of the people and organisations around you</li> </ul>
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Then hand up all the post-its and draw up the following matrix on flipchart paper:

	<b>High Effect</b>	<b>Medium Effect</b>	<b>Low Effect</b>
<b>Simple</b>			
<b>Needs some work</b>			
<b>Quite tough</b>			

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
- From there, begin to make your plans on implementing your plan...

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# VIDEO

Please check films in advance to ensure age appropriateness for your group

**What is development education:** [http://www.youtube.com/watch?v=9B\\_bZnWvAtl](http://www.youtube.com/watch?v=9B_bZnWvAtl)

**One World One Future Irish Aid Policy:** <http://www.youtube.com/watch?v=IL9gQhHZRno#t=21>

**Using statistics:** <http://www.youtube.com/watch?v=jbkSRLYSojo>

**Maua Surroundings:** <http://www.whypoverty.net/en/video/mau-surroundings/>

**Stand Up:** <http://www.youtube.com/watch?v=lrJxqvalFxm>

**Young people & Mental Health:** <http://vimeo.com/14447992>

**Consumption:** <http://www.developmenteducation.ie/consumption/>

**Gun Violence and young people:** <http://www.youtube.com/watch?v=3HILgFNsEF0>

**What do you think about Africa?:** <http://www.youtube.com/watch?v=H9wIajDj9b4>

**Story of Stuff:** <http://www.youtube.com/watch?v=9GorqroiqgM>

**Story of Solutions:** <http://www.youtube.com/watch?v=cpkRvc-sOKk>

**Story of Bottled Water:** <http://www.youtube.com/watch?v=Se12y9hSOM0#t=25>

### **Unions:**

[http://www.upworthy.com/this-rapper-schools-us-on-who-we-have-to-thank-for-that-5-oclock-feeling?c=utw1&utm\\_content=buffer58a0c&utm\\_source=buffer&utm\\_medium=twitter&utm\\_campaign=Buffer](http://www.upworthy.com/this-rapper-schools-us-on-who-we-have-to-thank-for-that-5-oclock-feeling?c=utw1&utm_content=buffer58a0c&utm_source=buffer&utm_medium=twitter&utm_campaign=Buffer)

### **Social Good Summit (multiple films):**

<http://new.livestream.com/Mashable/sgs2013/videos/30716465>

### **1<sup>st</sup> 1000 days**

<http://www.youtube.com/watch?v=fZM542xxuIM&feature=youtu.be>

### **Cartoons:**

<http://www.developmenteducation.ie/cartoons-and-photos/cartoons/>

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### Key website for further information

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

– methodologies, activities, information, cartoons, film, facts and figures on all development and justice issues

### Some additional websites:

[www.concern.net/get-involved](http://www.concern.net/get-involved)

– campaigns and action ideas for young people and youth groups

[www.trocaire.org/education](http://www.trocaire.org/education)

– activities, campaigns and actions for young people and educators

[www.goal.ie](http://www.goal.ie)

– campaigns, non formal education

[www.oxfam.ie](http://www.oxfam.ie)

– campaigning ideas on a range of justice issues including trade, the arms trade, education and extreme poverty

[www.actionaidireland.org](http://www.actionaidireland.org)

– links to a wide variety of information sources on development and justice issues

[www.christianaid.ie/](http://www.christianaid.ie/)

– activities, campaigns and ideas for action for young people and groups

[www.selfhelpafrica.org](http://www.selfhelpafrica.org)

– resources, activities, and actions

<http://www.amnesty.ie/>

– speakers, resources, events, campaigns for young people and educators

<http://www.redcross.ie/home/>

– activities, events, programme, campaigns, youth service working with young people

<http://www.un.org/millenniumgoals/news.shtml>

Up to date information on the Millennium Development Goals and Post 2015 Sustainable Development Agenda.

<http://worldwewant.ie/>

The World We Want is a collaborative campaign by [Dóchas](#) along with [The Wheel](#) and [Claiming Our Future](#).

<http://www.worldwewant2015.org/>

The World We Want will gather the priorities of people from every corner of the world and help build a collective vision that will be used directly by the United Nations and World Leaders to plan a new development agenda launching in 2015, one that is based on the aspirations of all citizens!

<http://www.myworld2015.org/>

MY World is a global survey for citizens led by the United Nations and partners. It aims to capture people's voices, priorities and views, so that global leaders can be informed as they begin the process of defining the new development agenda for the world.

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## Contacts

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