

ONE WORLD WEEK '14

THE WORLD YOUNG PEOPLE WANT

- CONNECTED, RESPECTED, EMPOWERED -

Diversity & Inequality

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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

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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

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.

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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.

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 or keep an eye on @nycinews and 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

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

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 would 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?

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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 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. *Cultionary*



To look at how we perceive different cultures and nationalities; to explore how we stereotype different cultures.



25 minutes



8 years upwards



List of cultural identities



Take a Photo!

In a circle, everyone chooses a random photo from the photo pack and says one thing they have in common with a person in the photo. At another time, ask everybody to name one difference.



Step 1: In a circle, ask participants to think about one thing that belongs to their culture, e.g. being on time, having your dinner at 6pm, GAA, etc.

Step 2: Break participants into teams of 3 or 4. Ask each team to come up with a name for their team. The name should be something that they feel defines culture, e.g. food / music / clothes, etc. Encourage the teams to pick something specific which could be a funny name for their team, e.g. cabbage & potatoes; sliothar / baseball / karaoke, etc.

Step 3: Distribute the cultural identities among the teams, giving each team one. Tell them not to tell the other teams what their identity is. They will have to mime that culture to the other groups. Give them 5 minutes to think of an action/short mime that they can do to represent the culture that they have. The mime should be simple and brief. Allow each group to take turns representing the culture they have. The other groups can guess which culture the mime is of, by shouting out their team name first – and then having a guess at the culture. Give one point for each correct answer, with a point also going to the team who did the mime (to encourage good miming). The team that doesn't call out their team name before guessing loses a point. Complete several rounds of the game.



- Was it hard to mime or guess the particular cultures?
- How did it feel to portray a culture in one action?
- How did it feel to have your culture represented in one action?
- Were the portrayals fair or unfair?
- Do you think other groups would be happy if they saw your mime of their culture? Can you think of any examples where stereotyping might lead to unfair treatment of a cultural group?



This is a fun game, and can be quite simple. The teams should be able to come up with mimes fairly quickly. This highlights how easily we can categorise and generalise identities. This is something natural that we all do. However, we can also reduce very diverse populations e.g. Indian or American into one single action. This may not always reflect how those groups see themselves, or would like others to see them.

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Avoid having the game become an exercise in spreading purely negative stereotypes by challenging any misconceptions the teams might have. If the group has questions about whether something is 'racist', you may find the following definitions useful.

Definitions

Stereotype: An overly simple or generalised idea about the typical characteristics of members of certain groups. Stereotypes can be positive, negative or neutral.

Prejudice: An attitude or belief towards members of certain groups, simply because of their membership of that group.

Discrimination: Treating a person from a particular group less favourably than another person, e.g. because of their gender.

Racism: Treating a person less favourably, based on their ethnic identity and perceived notions of superiority/ inferiority.

List of suggested identities

Irish Traveller	British	Brazilian	Catholic
'Culchie'	Muslim	Protestant	South African
'Dub'	American	Egyptian	African
Arab	Australian	Indian	Mexican

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2. *More than Tribes*



That young people understand that war and genocide have many complex causes.



40 minutes



14 years upwards



Copy of 6 cards for each group of 5



- Explain that it is almost 20 years since the Genocide in Rwanda when over 800,000 people brutally lost their lives in 100 days. Ask the group to brainstorm what the causes of the genocide might have been.
- Give a copy of the cards to each group of five. They should discuss the various reasons given for the genocide in Rwanda and rank the cards in order of importance, e.g. 1 = most important, etc.
- Each group then feeds back their responses and they are compared. Discuss the similarities and differences between the rankings.



- Go through each of the cards and ask whether any one reason on its own could have caused the genocide in Rwanda?
- What are the three main lessons we can learn from the Rwandan genocide?
- Are there any similarities between the genocide in Rwanda 20 years ago and war or conflict in any other part of the world today?
- How many of these cards could be re-written to explain the causes of the conflict in the world today?
- What might you do in 2014 to mark the 20 year anniversary of the genocide?

Genocide defined: In 1948, the United Nation's Convention on the Prevention and Punishment of the Crime of Genocide defined genocide as "Any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such:

- Killing members of the group;
- Causing serious bodily or mental harm to members of the group;
- Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;
- Imposing measures intended to prevent births within the group;
- Forcibly transferring children of the group to another group."

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Cards for 'More than Tribes'

<p>COLONISATION</p> <p>Rwanda was a Belgian colony. The Belgians introduced racial identity cards and deliberately made some of the Tutsi minority into an upper class by giving them better education and local power. After independence, the Hutu majority came to power. They were then supported by the Belgians who abandoned the Tutsis. This totally destabilised the balance of power within the country and heightened tension and rivalry between the two tribes.</p>	<p>DEPENDING ON ONE CROP</p> <p>Rwanda is one of the poorest African states. Instead of growing food for local use, the Belgians encouraged the growing of coffee (cash crops) for export. Coffee is now 73% of the exports of Rwanda and is grown by 70% of Rwandan farmers. The price of coffee in Ireland is more than 20 times what the Rwandan farmer gets. Coffee prices fell by half on the world coffee exchanges in 1990. Farmers had nothing to turn to and their families went hungry. People were very stressed and more acutely aware of inequalities between the tribes.</p>
<p>RACISM/PROPAGANDA</p> <p>For centuries Rwanda has had three tribal groups: Hutu, Tutsi and Twa (1%). Some extremist Hutu politicians, especially Hutu President Habyarimana had deliberately stirred up fear between the Hutu and Tutsi. Radio propaganda was a powerful weapon for increasing hatred. This was done so that Habyarimana would remain in power and to distract attention from mismanagement and corruption. Poverty and lack of education among the peasant farmers meant that feelings of racism could be easily manipulated.</p>	<p>ARMS BUILD-UP</p> <p>In 1990, some World Bank aid money for government services in Rwanda was used for arms purchases. The French provided arms and military advice to the Hutu-led government. The army expanded in one year from 5,000 to 40,000. Men and many young boys were organised into militia groups. With so many soldiers available war became very likely.</p>
<p>ECONOMICS</p> <p>Between 1970 -1984, the Rwandan economy grew well. Then, with crippling interest rates and falling coffee prices, the World Bank was called in. They said that Rwanda should open its markets to foreign goods and should cut Government spending. Factories and businesses could not compete and closed down. There was a huge increase in unemployment and people became poorer, more desperate and more angry about their situation.</p>	<p>INTERNATIONAL INTERFERENCE</p> <p>In 1988, the World Bank's plan for Rwanda imposed government spending cuts, without thinking about how this would affect the lives of ordinary people, who were already on the brink of civil war. Health cuts meant medicines were not available. Malaria cases rose by 21% in one year. Unemployment went up. School fees were introduced and children had to leave school. This added to the misery of the people and the tension.</p>

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Genocide in Rwanda

The two main ethnic groups in Rwanda are divided between ethnic Hutus (who make up 85% of the population) and the Tutsi minority, which formed the traditional elite. On 6 April 2004, the plane carrying the Rwandan President Juvenal Habyarimana, a Hutu, was shot down above Kigali airport. Within hours, a campaign of violence throughout the country where Hutu militias armed with machetes, clubs, guns and grenades began indiscriminately killing Tutsi civilians. Over the next 100 days, an estimated 800,000 Rwandans were killed in the genocide.

The world did little to stop the massacres. The U.N. Security Council responded to the worsening crisis by voting unanimously to effectively abandon Rwanda. U.N. peacekeeping troops were pulled out of Rwanda, leaving behind a tiny force of about 200 soldiers for the entire country.

After the genocide some 120,000 people were arrested and an international court was set up to try the ringleaders of the genocide. A decade later, at a cost of more than half a billion dollars, only 20 people had been charged and 3 had been acquitted. The Court was condemned for being inefficient, corrupt and not doing enough to protect witnesses. Due to the sheer numbers involved in the genocide, traditional community courts were introduced to speed up the trial process - "We learned the truth about what happened. Who did what, how, when, where".

Some effects

- The scars of the genocide and subsequent reprisals will remain with Rwandans for generations with massive social consequences
- Rwanda's economy continues to be badly damaged. Many professionals and labourers were killed in the genocide and this has had significant impact on all aspects of development
- Since mostly men were killed in the genocide, there is a demographic imbalance on marriage and polygamy (which is illegal in Rwanda) or kwinjira (practice of sharing men), are seen as a solution to this issue. This has implications for the spread of HIV in Rwanda, already high due to the systematic policy of rape as a weapon of war during the genocide
- The genocide in Rwanda leaves behind large numbers of orphans as a direct result of the genocide

<http://www.developmenteducation.ie/media/documents/genocide2008.pdf> and
<http://www.theguardian.com/world/2013/may/12/rwanda-genocide-20-years-on>



LEARN MORE

Read: www.gendecide.org/case_rwanda.html

Read: www.hrw.org/reports/1999/rwanda/

Read: About the 8 stages of genocide

<http://www.genocidewatch.org/aboutgenocide/8stagesofgenocide.html>

Watch: Hotel Rwanda and use this resource to discuss the learn and understand what happened

http://www.amnestyusa.org/sites/default/files/rwanda_brochuredivided_0.pdf

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3. The Oppression Game



To give participants an understanding of what it feels like to be oppressed, or an oppressor, and the kind of actions which can result from such feelings.



40 minutes – 1 hour



16 years upwards

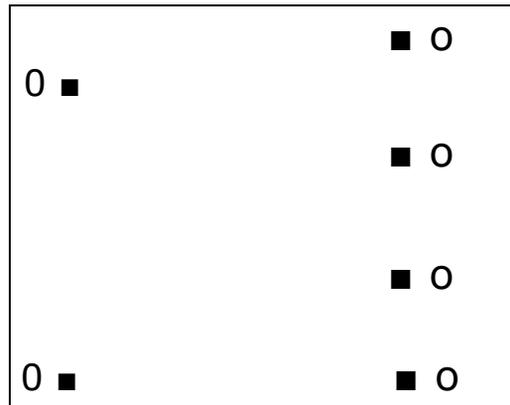
This activity is suited only to older groups and needs careful handling. It can give rise to strong emotions and should be used with a well affirmed group.



A spacious room set out as shown. Suppliers' desks and chairs. On each desk are: 1 pen/pencil, 5 A4 sheets paper, half the tokens. String, 1 hat and 1 Eye patch in centre of room. On each desk of the oppressors there is 1 pair of scissors. A role card for each participant. 100 small squares of paper (tokens) about one eighth of an A4 sheet. 2 pieces of string.



Table/Room Layout



- On the left side of the room, there are the 'suppliers' desks and chairs. On the right hand side of the room, there are the 'oppressors' desks and chairs.
- Participants are given (or can randomly select) a role card. Participants have a few minutes to read and digest their role, to obtain and attach any props as demanded by their role card and then to take up positions in the room.
- The activity proceeds without interference from the facilitator, for 15 — 20 minutes. (Facilitator can stop the game at any stage and should be willing to stop it early if necessary). Give a suitable reward to the 'oppressed worker who has collected the most paper. Before discussion participants may need some spontaneous 'letting off steam' activity (e.g. shouting, jumping about) to free themselves from role.

Note regarding role cards

The following role cards are designed for 20 participants. For 21-30 participants, increase the number of 'oppressed workers', add an extra 'officer' and another 'supplier'. For groups of less than 20 participants, only one 'supplier' can be used, with two or three 'oppressors'. The number of 'oppressed workers' should account for at least 60% of total participants.

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Suggested debriefing

As role cards do not give a title, facilitators should avoid using words like 'oppressed worker', 'oppressor', 'supplier', 'officer', etc.

1. Concentrate on emotions. What feelings did you experience during the activity? Did these feelings change as the activity progressed? What attitudes did you have towards people playing other roles? (It may be useful at this stage to brainstorm participants' emotions and record them on a flipchart or overhead projector.)
2. Exploration of disadvantage. Many of the participants were physically or socially disadvantaged in some way. What experience did they have as a result of these handicaps? What was the attitude of other participants towards them? Such a discussion can then broaden into consideration of people in society with handicaps, and attitudes towards them.
3. Discuss what actually happened. Participants will undoubtedly want to talk about 'what happened' or 'what I did'. The facilitator should note during the activity which participants fail to keep their role, those who rebel or are aggressive. A 'rebellion' by a group of 'oppressed workers' is a common occurrence if the activity is allowed to continue for long enough. Discussion should also focus upon why other participants didn't rebel and the role of and attitudes towards the 'officer'. What individual's rights did participants feel they enjoyed, or were denied? Were these rights or denial of rights justified? What could the 'oppressed workers' do about the rights denied?
4. Link back to reality. If it does not happen naturally, discussion should be steered towards relating the participants' feelings and experiences during this activity to real-life situations. It is interesting to ask participants if the activity reminds them of any real-life situations they have experienced or know about. Responses such as 'factory', 'dole', 'immigration control', 'school', etc. are common. Also discussion about who are the oppressed/oppressors in Ireland could be fruitful—who are the in-group and who the out-group is. The reactions to oppression which have emerged can be listed. Links can then be made to the reactions to oppression in Latin America for example.
5. **Possible action:** Join Amnesty International, Concern Worldwide or Trocaire or any of the Solidarity or lobbying groups that exist. Be aware of how we act as oppressors but also how we stand with oppressed groups in Ireland and elsewhere throughout the world.
6. How might oppression prevent us achieving the world young people want? What can we do about it?

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ROLE CARDS

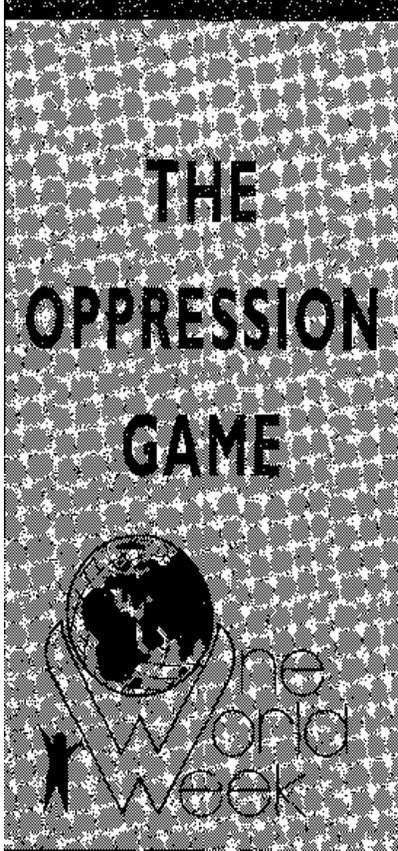
<p>You have to do everything with your eyes always focused on the ground in front of you.</p> <p>When told to do so, go and stand in line in the centre of the room, facing the two desks. Do not talk. When your turn comes, go to one of the desks, where you will be asked to do something. If you do this correctly, you will be given a token; take this to one of the four desks at the other end of the room. Before handing over your token you must bow three times. Do not speak.</p> <p>You will be given a small piece of paper in return, which you can keep. Go back to the centre of the room and wait in line until your turn comes round again. If you collect more paper than anyone else, you will be rewarded.</p> <p>DO NOT SHOW THIS CARD TO ANYONE</p>	<p>You have to wear an eye patch all the time.</p> <p>When told to do so, go and stand in the centre of the room, facing the two desks. Do not talk. When your turn comes, go to one of the desks, where you will be asked to do something. If you do this correctly, you will be given a token; take this to one of the four desks at the other end of the room. Before handing over your token you must bow three times. Do not speak. You will be given a small piece of paper in return, which you can keep. Go back to the centre of the room and wait in line until your turn comes round again. If you collect more paper than anyone else, you will be rewarded.</p> <p>DO NOT SHOW THIS CARD TO ANYONE</p>	<p>You have to do everything with your hands tied behind your back. When told to do so, go and stand in line in the centre of the room, facing the two desks. Do not talk. When your turn comes, go to one of the desks, where you will be asked to do something. If you do this correctly, you will be given a token; take this to one of the four desks at the other end of the room. Before handing over your token you must bow three times. Do not speak.</p> <p>You will be given a small piece of paper in return, which you can keep. Go back to the centre of the room and wait in line until your turn comes round again. If you collect more paper than anyone else, you will be rewarded.</p> <p>DO NOT SHOW THIS CARD TO ANYONE</p>
<p>You have to do everything without speaking.</p> <p>When told to do so, go and stand in line in the centre of the room, facing the two desks. Do not talk. When your turn comes, go to one of the desks, where you will be asked to do something. If you do this correctly, you will be given a token; take this to one of the four desks at the other end of the room. Before handing over your token you must bow three times. Do not speak. You will be given a small piece of paper in return, which you can keep. Go back to the centre of the room and wait in line until your turn comes round again. If you collect more paper than anyone else, you will be rewarded.</p> <p>DO NOT SHOW THIS CARD TO ANYONE</p>	<p>You have to wear a hat all the time. When told to do so, go and stand in line in the centre of the room, facing the two desks. Do not talk. When your turn comes, go to one of the desks, where you will be asked to do something. If you do this correctly, you will be given a token; take this to one of the four desks at the other end of the room. Do not speak. Before handing over your token you must bow three times. You are not allowed to say anything. You will be given a small piece of paper in return, which you can keep. Go back to the centre of the room and wait in line until your turn comes round again. If you collect more paper than anyone else, you will be rewarded.</p> <p>DO NOT SHOW THIS CARD TO ANYONE</p>	<p>You have to do everything with your right wrist connected to your right ankle by a piece of string. When told to do so, go and stand in line in the centre of the room, facing the two desks. Do not talk. When your turn comes, go to one of the desks, where you will be asked to do something. If you do this correctly, you will be given a token; take this to one of the four desks at the other end of the room. Before handing over your token you must bow three times. Do not speak. You will be given a small piece of paper in return, which you can keep. Go back to the centre of the room and wait in line until your turn comes round again. If you collect more paper than anyone else, you will be rewarded.</p> <p>DO NOT SHOW THIS CARD TO ANYONE</p>

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ROLE CARDS

<p>IMPORTANT!</p> <p>Photocopy this page and the next TWICE and the previous page ONCE.</p> <p>You should have 20 cards in all.</p> <p>Cut along the black lines and give each participant a role card.</p>	<p>You must ensure that everyone acts according to the rules. Do not tolerate any disobedience or you may lose control. Points to watch out for:</p> <p>People standing in the centre of the room</p> <ol style="list-style-type: none"> 1. They must always wear/do whatever they have been told to on their role cards. 2. They must wait quietly in line until their turn comes. 3. They must do whatever is asked of them when they approach one of the two desks; do not allow any arguments. 4. Before presenting their token at one of the four desks, they must bow three times, and are not allowed to speak. <p>People sitting behind desks. These people may need your protection — be prepared at all times to help them.</p> <p>DO NOT SHOW THIS CARD TO ANYONE</p>	
<p>When told to do so, go and stand in the centre of the room, facing the two desks. Do not talk. When your turn comes, go to one of the desks, where you will be asked to do something. If you do this correctly, you will be given a token, take this to one of the four desks at the other end of the room. Before handing over your token you must bow three times. Do not speak.</p> <p>You will be given a small piece of paper in return, which you can keep. Go back to the centre of the room and wait in line until your turn comes round again. If you collect more paper than anyone else, you will be rewarded.</p> <p>DO NOT SHOW THIS CARD TO ANYONE</p>	<p>When told to do so, go and stand in the centre of the room, facing the two desks. Do not talk. When your turn comes, go to one of the desks, where you will be asked to do something. If you do this correctly, you will be given a token, take this to one of the four desks at the other end of the room. Before handing over your token you must bow three times. Do not speak.</p> <p>You will be given a small piece of paper in return, which you can keep. Go back to the centre of the room and wait in line until your turn comes round again. If you collect more paper than anyone else, you will be rewarded.</p> <p>DO NOT SHOW THIS CARD TO ANYONE</p>	<p>Go and sit behind one of the four desks at one end of the room.</p> <p>When a person approaches you, she/he must bow three times before handing over a token.</p> <p>Take the token, cut off a small piece (about 1/4 of the token) and hand it back, keeping the larger piece for yourself, be mean.</p> <p>Tell the person to work harder. Collect as many tokens as you can.</p> <p>DO NOT SHOW THIS CARD TO ANYONE</p>

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ROLE CARDS

<p>Go and sit behind one of the two desks at one end of the room. On each desk is a pile of tokens. When a person approaches your desk, ask him/her to do something e.g. touch their toes 5 times, spell 'Mississippi', count up to 100 in fives, draw a picture of a house, make the actions of a windmill.</p> <p>Make up some of your own too. When the task has been done to your satisfaction, give the person a token. Be harsh – don't let her/him get away with not doing the task well. You will give two chances but if the task is still not completed satisfactorily, send the person back to the centre without a token.</p> <p>DO NOT SHOW THIS CARD TO ANYONE</p>	<p>Go and sit behind one of the four desks at one end of the room.</p> <p>When a person approaches you, she/he must bow three times before handing over a token.</p> <p>Take the token, cut off a small piece (about 1/4 of the token) and hand it back, keeping the larger piece for yourself, be mean.</p> <p>Tell the person to work harder. Collect as many tokens as you can.</p> <p><i>DO NOT SHOW THIS CARD TO ANYONE</i></p>	<p>When told to do so, go and stand in the centre of the room, facing the two desks. Do not talk. When your turn comes, go to one of the desks, where you will be asked to do something. If you do this correctly, you will be given a token, take this to one of the four desks at the other end of the room. Before handing over your token you must bow three times. Do not speak.</p> <p>You will be given a small piece of paper in return, which you can keep. Go back to the centre of the room and wait in line until your turn comes round again. If you collect more paper than anyone else, you will be rewarded.</p> <p><i>DO NOT SHOW THIS CARD TO ANYONE</i></p>
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4. *Insider/Outsider*



To provide an immediate experience of the feelings that come from being part of an 'outsider group, and an opportunity to discuss those feelings. To facilitate discussion on who are the insiders & outsiders.



40 minutes – 1 hour



14 years upwards

Because this exercise can provoke feelings of exclusion, resentment and anger, care should be taken to provide time or inclusion experiences for the 'excluded' group.



Flip chart paper and markers



- Divide the group in half sending one half outside the room. It is advisable to give the excluded group a task. This should, for best results, be a difficult or unpleasant task. Stress that they cannot return until requested. With the rest of the group proceed with an exercise designed to be both stimulating and amusing for the group e.g. story telling (most embarrassing/amusing moment of my life!), joke telling, fun exercises, etc.
- Continue for 10 minutes. Ask the group not to disclose what has happened to the "outsiders" when they return and send a messenger to ask them to come back. When they return start a session on any topic of relevance e.g. a discussion on a matter of concern to all the participants, any other activity in the pack, etc. After 20 minutes stop the discussion.



Ask the 'excluded' group to talk about:

- How they are feeling now — do they feel like participating in the group, or are they feeling resentful?
- How they felt when excluded? What they did outside the door?
- How they felt towards the group when they returned?
- Why did they think they were excluded, etc.?
- What groups in Ireland might feel this way on a daily basis? Why is this?
- Is there ever the possibility of this changing so that people can feel and be included?
- What can you as a young person do to make others feel included?

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For Older Groups:

- Try to parallel this activity with a feeling of exclusion with which participants may be familiar – in school, in the community, in politics, in the media, online, etc.
- Again explore the feelings associated with exclusion and the reactions to being included again.
- This exercise can also be done by looking at groups along sexual, religious, or political differences, etc.
- Does exclusion occur only in Ireland? What happens elsewhere in the world and how do others outside of Ireland deal with issues of exclusion and inclusion?
- What can be done to ensure exclusion doesn't happen or is dealt with appropriately when it does happen – in Ireland and worldwide?
- Who are the most excluded groups in Ireland today and why?
- Would these same groups of people be excluded in other countries do you think? Why and in what way?
- What are the answers to including these groups?
- What can you do as young people to make the situation better?

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

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5. *Where Do I Belong?*



To recognise the variety of groups to which we owe 'loyalty', the tension that it may create and to recognise that 'difference' is the norm.



40 minutes – 1 hour



8 years upwards

There may be some people who have a feeling of 'not fitting in'. The facilitator should be aware of this and allow them to express their feelings of 'not belonging'. Care must also be taken to avoid isolation or marginalisation of minorities within the group.



Flip chart paper and markers



- Against the clock, in groups of no less than ten, ask the participants to subdivide themselves into different groups as many times as possible using whatever they want as a division criteria (e.g. right handed/left handed; hair colour; size of feet; male/female; etc).
- A recorder assigned to each group records the divisions. After a few minutes the facilitator should announce that division should not be on the basis of anything physical. This requires the participants to move to a deeper level.



- Discussion may centre around the types of divisions found, whether there was surprise at the amount of groups to which one can belong. It is important to stress that difference is the norm, can be good, interesting, fun or it can lead to conflict.

For Older Groups

(Adapted from an activity in 'Community Conflict Skills' by Mari Fitzduff)

- Divide participants into groups of three and ask them to discuss and write down up to 10 different groups, large or small to which they belong (These may range from family, church, neighbourhood to political, work, online, nation, sports groups, etc.) (5 minutes). Share and mark up on a flipchart in plenary the variety of groups identified (10 minutes). Now ask the participants to list their own groups in order of importance, 1 -10.
- They are then asked to link together with connecting arrows the groups that create tension in their lives by imposing conflicting demands on them and ask them to write a few words about why they cause conflict e.g.:
 - family/sports life — conflicts of time and money;
 - church/politics — conflicts of religious beliefs and political beliefs;
 - family/work — conflicts of time and energy;
 - Irish/European/Migrant — conflicts of identity

Ask participants to share in their original groups any findings that are of interest to them and how membership of particular groups causes problems for them (5 mins).

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6. If You're Not Connected...



That young people explore the role technology can play in reducing or maintaining poverty.



30 minutes – 1 hour



All



Regions of world posters, pens and paper, markers



- Everyone stands in a circle. Tell the participants to sit down if... and call out an activity that people do or are doing. For example, ...you are wearing brown shoes, ... you eat breakfast in the morning, ... you like Beyonce or One Direction, etc. When everyone is sitting, ask everyone to stand again. Finish with the following statements. Sit down if you use the Internet. Sit down if you use mobile phones.
- Stick up posters around the walls showing the following regions: Africa, Asia, Latin America, Europe, North America and Australia/New Zealand. Divide the participants into small groups. If there were only 100 people in the world, where would they live? Each group discusses their answers on a sheet, before writing their answers on the relevant poster using a different coloured marker. Read out the real answers. Which group comes closest?
- Repeat the procedure for Internet users.



In the large group, discuss the following:

- How often do you use the Internet? For what reasons do you use it for? Where do you use it – on your phone/mobile; at home; school; youth club; etc?
- From what you can see, do some languages dominate the Internet? Which ones?
- Do you have access to computers and internet in school/youth club? If not, why not?
- What effect does all of this have on young people's access to information?
- What about mobile phones? What do you use your mobile for mainly?
- Look at 'How the typical user looks at mobile' statistics. Do you think this is over the top? How many times a day do you look at your mobile?

Action: Do a survey of young people in your youth group or locality. What do they use the Internet for? Where do they use the Internet? What do they use mobiles for? Do they have access to computers in school, youth organisation, etc? What are their favourite sites? Have they ever been bullied online? If yes, what did they do about it? What advice would they give to others to safely use the Internet? Add any other questions you would like to get information on. But! Don't make it too long or people won't fill it in. You can use www.surveymonkey.com if you wish to do a big survey.

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If there were 100 people in the World...

Region	Population %	Internet users %
Africa	15	7
Asia	60	49
Latin America	9	11
Europe	10	21
North America	5	11
Australia/NZ	1	1

Sources: <http://www.newmediatrendwatch.com/world-overview/34-world-usage-patterns-and-demographics> and <http://www.worldometers.info/world-population/>

See <http://spunout.ie/life/article/cyber-bullying> for more information on **cyber bullying** and **Internet safety**

Extra!

Looking at the photograph below, what do you think of the differences between the 1990s and 2010s? Does this change matter?

Long Ago, People Danced @ Concerts,
Now They Video / Click / Share / Tweet...

1990s



2010s



KPCB

Source: Left image - 123RF.com, Right image - amadorose.co.uk

<http://www.kpcb.com/insights/2013-internet-trends>

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How Typical User Looks at Mobile 150 Times Per Day Globally

Messaging related 23 times per day
Voice call related 22 times per day
Clock 18 times per day
Music Player 13 times per day
Gaming 12 times per day
Social Media 9 times per day
Alarm 8 times per day
Camera 8 times per day
News and alerts 6 times per day
Calendar 5 times per day
Search 3 times per day
Other random web browsing 3 times per day
Charging phone 3 times per day
Voice mail 1 times per day
Other miscellaneous uses 10 times per day
Total 150 times per day

Source: TomiAhonen Almanac 2013 <http://communities-dominate.blogs.com/brands/2013/03/the-annual-mobile-industry-numbers-and-stats-blog-yep-this-year-we-will-hit-the-mobile-moment.html>

For more information, check out:

http://www.nielseninsights.it/wp-content/uploads/2013/03/03.-global_mobile_report_02_25.pdf

<http://www.worldometers.info/world-population/>

The next billion Internet users! <http://mashable.com/2013/08/30/next-billion-Internet-users/>

Phones, the Internet and the Global Picture

In 2013, there are almost as many mobile-cellular subscriptions as people in the world, with more than half in the Asia-Pacific region (3.5 billion out of 6.8 billion total subscriptions).

2.7 billion people – almost 40% of the world's population – are online.

In the developing world, 31% of the population is online, compared with 77% in the developed world.

Europe is the region with the highest Internet penetration rate in the world (75%), followed by the Americas (61%).

In Africa, 16% of people are using the Internet – only half the penetration rate of Asia and the Pacific.

More men than women use the Internet: globally, 37% of all women are online, compared with 41% of all men. This corresponds to 1.3 billion women and 1.5 billion men.

The developing world is home to about 826 million female Internet users and 980 million male Internet users. The developed world is home to about 475 million female Internet users and 483 million male Internet users.

The gender gap is more pronounced in the developing world, where 16% fewer women than men use the Internet, compared with only 2% fewer women than men in the developed world.

<http://www.itu.int/en/ITU-D/Statistics/Documents/facts/ICTFactsFigures2013.pdf>

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7. *The Whole Story?*

To understand that every story can be seen and told from more than one perspective.



Step 1: Ask the large group if they are familiar with the story of 'Little Red Riding Hood'. Ask for volunteers to tell the story to the group.



30-45 minutes

Step 2: Split the large group into 4 smaller groups. Distribute the original Little Red Riding Hood story to 3 groups, and give the 4th group the Wolf's story. Ask them to read the story in their group.



10 years upwards

Step 3: Give each group the identity of one of the characters from the Little Red Riding Hood Story (the Lumberjack, the Grandmother, Little Red Riding Hood to the groups with the 'original' story and the character of the Wolf to the group with the Wolf's version of the story). Tell them that you want to get the story straight, and that they have ten minutes to come up with 3 reasons why their version of the story is the right one, and why their character acted fairly and didn't do anything wrong. Each group then nominates one person to tell their side of the story. The other participants sit in a large circle around the four 'story-tellers'.



Two versions of the story of Little Red Riding Hood. Make copies – three smaller groups will need the original story, and one group will need the Wolf's story

Explain that each of the four story-tellers have 1-2 minutes each to tell the story from their point of view. Then they must argue with the other people in the centre to convince them that their story is the right one and the only way to look at it. From now on, other team members can 'tag' their representative and take their place. The larger group can also ask questions of any of the other characters. Allow the discussion to continue for a few minutes.

An alternative is to have each team do a role-play and act out what they think happened, showing their side of the story.

At the end, ask for a show of hands – whose story was most convincing?



- Read the Wolf's story aloud to the whole group.
- Who has ever thought of the Wolf's side of the story before?
- Can you think of any other stories that are told from only one perspective?
- What is the effect of hearing one-sided stories?
- Why do people only tell one side of the story? (e.g. power, politics, influence, financial gain).
- Ask the group if they know of any stories in real life that were only shown from one perspective or side?

Check out this blog post on 'The danger of single stories: Africa':
<http://www.developmenteducation.ie/blog/2013/09/the-danger-of-single-stories-africa/>

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Little Red Riding Hood

Adapted from the Grimm's fairytales

Once upon a time there was a little girl who wore a red cloak, and she was called 'Little Red Riding Hood.'

One day her mother asked her to visit her sick grandmother. Her grandmother lived outside the village in a forest. On the way Little Red Riding Hood met a wolf.

'Hello, Little Red Riding Hood,' said the wolf. 'Where are you going?'

'To my grandmother's.', she replied

'Where does your grandmother live?'

'Deep in the forest,' she said and kept walking.

So the wolf ran straight to the grandmother's house. He put on the grandmother's clothes and hat, and got into bed. When Little Red Riding Hood arrived, her grandmother lay in bed with her hat pulled over her face, and she looked strange.

'Oh grandmother,' said Little Red Riding Hood, 'what big ears you have!'

'All the better to hear you with, my child,' was the reply.

'But, grandmother, what big eyes you have!' she said.

'All the better to see you with, my dear.'

'Oh, but grandmother, what a terrible big mouth you have!'

'All the better to eat you with!'

Next, the wolf jumped out of bed towards Little Red Riding Hood and she ran to escape. A lumberjack was passing and heard screams. He entered the house, and ran to attack the wolf with his axe. The grandmother appeared and shouted to the lumberjack, 'Kill the wolf! Kill the wolf! Save Little Red Riding Hood!'

Little Red Riding Hood Told By The Accused Wolf

Adapted from A Curriculum on Conflict Management, 1975 by Uvaldo Palomares et al.,
Human Development Training Institute, San Diego, CA 92101.

The forest was my home, I took care of it. One day, I saw a little girl coming down the trail. I was suspicious of her because she was dressed strangely - all in red. Naturally, I asked who she was and where she was going. She told me she was going to her grandmother's house and walked off. As she went she threw a sweet wrapper on the ground. Imagine that! First she was rude to me, and now throwing rubbish! I decided to teach her a lesson.

I ran to her grandmother's house. When I saw the grandmother, I explained what had happened, and she agreed to help me. The grandmother hid under the bed and I got into the bed, dressed in her clothes.

The girl arrived and immediately started to insult me, making nasty comments about my big ears, and my big eyes. I tried to stay calm, but she wouldn't stop and insulted my big teeth next. By then, I couldn't control my anger any longer. I jumped up from the bed and growled at her, 'All the better to eat you with!'

No wolf would ever eat a little girl, that red cloak would taste bad anyway. I just wanted to scare her. But she started running around screaming. I jumped after her, to calm her down. But a big lumberjack barged in with an axe. That meant trouble, so I jumped out the window to escape. But that's not the end of it. The grandmother never told my side of the story. Word got around that I was mean and nasty. Now everyone avoids me. Maybe Little Red Riding Hood lived happily ever after, but I didn't.

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THE WORLD YOUNG PEOPLE WANT

- CONNECTED, RESPECTED, EMPOWERED -

8. Listen Up



To examine who influences our understanding of different issues.



20 minutes



10 years upwards



Masking tape (or rope). A story of about 10 lines. An open space



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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

Did you know: A person who comes from the global south to work in the global north is usually called a 'migrant worker' or an 'immigrant'. A person who comes from the Global North to work in the Global South is usually called an 'expat' or 'expatriate'. Why?

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For more information:

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

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

On debating aid, download the education pack for teenagers from Trocaire called 'A Question of Aid: Aid in an Unequal World' from <http://www.trocaire.com/education/resources/question-aid-aid-unequal-world> or the resource 'Debating Aid' <http://www.developmenteducation.ie/resources/show.html?id=8> which can be purchased from either 80:20 or IDEA (see contact details at the end of this pack)

Young workers and ethical shopping see <http://youngworkersnetwork.ie/ethical-shopping-make-trolleys-a-vehicles-for-change/>



International Youth Day

International Youth Day took place on Monday, August 12th 2013. The theme focused on **Youth Migration** – *Moving Development Forward* highlighting the importance of youth migration in development - the opportunities that maximise benefits and those that minimise risks for young people.

International Youth Day on Tuesday August 12th 2014 focused on **Youth Mental Health** – Mental Health Matters. <http://undesadspd.org/Youth/InternationalYouthDay/2014/Campaign.aspx>

Learn more about the campaign by going to the IYD event page: <http://on.fb.me/1oEiljJ>

Check out the IYD toolkit: <http://bit.ly/SO6liC>

Learn more about the 'Social Inclusion of Youth with Mental Health Conditions' here: <http://bit.ly/19oRj7U>

Get involved!

NYCI, through its Intercultural and Development Education Programmes produced a short information note on the issue of youth migration with **suggestions for action**, **examples** of how others have been exploring the issue, and **links** to organisations involved with migrants in Ireland.

http://www.youthdeved.ie/sites/youthdeved.ie/files/international_youth_day_2013.pdf

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9. *What About Me?*



To explore how our perceptions of minority groups affect our behaviour towards them and to examine how it impacts on young people's individual identities.



50 minutes



14 years upwards



Set of role cards for each group



- Divide participants into six groups and give each group one set of role cards – disability, asylum-seekers/refugees, gay, Travellers, ethnic minorities and majority ethnic group. Ensure that each person in the group has a card.
- Participants have five minutes to get into their role and explain their role to others in their group.
- Tell three groups that they are hosts and the other three groups that they are visitors and pair up the groups. Give the groups a further five minutes to prepare for the visits. Ask them to think about the group they are going to meet, where the meeting will take place and whether the group they are going to meet will have any special needs.
- Ask the groups to act out the visits, then ask each group to discuss what happened on the visit, how they were treated by the other group, how they responded to that treatment and how it made them feel.
- If you have time, repeat the visits.

Bring all the groups together and ask participants to share their experiences.



It is important to ensure participants de-role before discussing the activity. Explain that the role play is over and ask them to shake out their legs and arms or change places

- Does this happen in real life?
- Is it particular to Ireland or does it happen elsewhere in the world?
- How are our actions affected by these attitudes?
- What effect does it have on the people we meet?
- Where do we learn these attitudes?
- What can we do to overcome these attitudes personally, nationally and globally?
- How can we make the world a better place for 'minority' groups?

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ROLE CARDS

Group with Disabilities

<p>Ellen: I am fifteen and have been deaf since birth. I am fluent in sign language. I am active in my local youth club and enjoy reading and watching videos.</p>	<p>Dave: I am eighteen and have just completed the Leaving Cert. I have cerebral palsy and have difficulty controlling my limbs. In school I got special support from a teacher. I used to play a lot of sports and I still swim. I have a motorised wheelchair.</p>	<p>John: I have acute schizophrenia. Before I started taking medicine, I used to hear voices in my head telling me people want to hurt me, but I'm much better now. I get extra help from the teachers at school to ensure that I don't fall behind. My friends have been really supportive. I really like films, but I don't like the way people with mental illnesses are portrayed. I'd like to be a film director one day.</p>
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Gay, Lesbian, Bisexual

<p>Tara: I am 20 years old. I love music and have won some singing competitions. I recently came out to my best friend but haven't told my parents yet. I get uncomfortable when sexuality comes up in conversation. At school and college, I hear other students make openly homophobic comments. It makes me sad.</p>	<p>Dermot: I'm gay but I'm not out about it. I've used a wheelchair since I was ten. I don't know whether insults towards gay people or patronising attitudes to people with disabilities are worse.</p>	<p>Tony: I am proud of who I am. I have loads of gay and straight friends. I want to be a doctor when I leave school. My parents have been really supportive of me.</p>
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Asylum Seeker / Refugee Group

<p>Fresnel: I am from Kinshasa in Democratic Republic of Congo (DRC). That's in central Africa. I came to Ireland on my own two years ago after my parents were killed. I joined a soccer club near the hostel where I live and I've made lots of friends there. You meet idiots all the time who say nasty things, but I've learned to look the other way. It's not always easy though. I miss having my family there to help me through the tough times.</p>	<p>Aatifa: I am from Kabul in Afghanistan. I came to Ireland in 2001 to escape from life under the Taliban. I had a long journey to get here. First my family had to leave everything behind and flee to a refugee camp in Pakistan. Then we were part of a group that came to Ireland. It's nice that I can go to school here but I miss my friends and want to go home.</p>	<p>Elena: I came to Ireland four years ago. I'd like to make friends my own age, but Irish people aren't very friendly. At home we speak Romanian. I don't see myself staying in Ireland for too long. My English is not so good so I have to be put in a lower class at school.</p>
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ROLE CARDS

Ethnic Minority Group

<p>Zaria: I was born in Galway and I'm in fourth year at school. I want to be an engineer. I like all outdoor pursuits, particularly water sports. In my youth group we go on hikes and do canoeing. My mother is from Sierra Leone and I am black.</p>	<p>Yen: I have lived in Dublin all my life. I'm 15 years old. My parents came to Ireland in the 1970s to build a new life for themselves. Later my grandmother joined us. I have Irish friends and English is my first language but my parents speak Vietnamese. I enjoy listening to my grandmother talking about Vietnam. I've never been there but someday I'll visit.</p>	<p>Kamal: I'm nineteen and come from Saudi Arabia. I'm a student here in Ireland. I get some funny looks because I wear a hijab or headscarf. I've Muslim friends who don't wear it. It's just my choice. I have given a few talks about my life and where I'm from. I really enjoy that.</p>
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Traveller Group

<p>Josephine: I currently live on a halting site in Cork. I left school at thirteen. I look after my younger brothers and sisters when my Mum and Dad aren't there. I don't have any friends who aren't Travellers. People who live in houses call us 'knackers' but I don't remember any of them coming down here to talk to us.</p>	<p>Paddy: I'm seventeen and live on a halting site. I'm studying for my Leaving Certificate at the moment and if I get my exams I'd like to study further. I volunteer as a leader with a youth group. I really enjoy it.</p>	<p>Johnny: I live on an estate in west Dublin. Our house is like all the hundreds of other. It's brutal being young here. There's nothing to do. I think I'd prefer to still be travelling. At least you'd see new places all the time.</p>
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Majority Ethnic Group

<p>Alison: I am fourteen. My school has lots of after-school activities but as I live 20 miles away, I don't get to participate. My friends and I have formed a band but there's nowhere locally to play gigs.</p>	<p>Declan: I live with my Mum in a small flat in Waterford. I like school but I sometimes feel bad when others talk about their holidays or their new Nikes. I can't afford to wear labels and have to work part time to help Mum pay the bills. I'd like to join a youth club, but I don't have much spare time.</p>	<p>Lisa: I was brought up in a Catholic family. In school I began to question religion and by the time I started college, I was a confirmed non-believer. It amuses me that religion is mixed up with so many conflicts around the world, some closer than others. I get annoyed when people assume that I'm a Catholic.</p>
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Peer Pressure can be positive - Amy Robinson is a member of the Youth Advisory Panel to Headstrong, The National Centre for Youth Mental Health.

Peer influence. When you hear those words your thoughts immediately turn negative. Nearly everyone will associate peer influence with peer pressure and everything bad that comes with it. There is no denying that the influence peers have over each other is extremely powerful but who is to say that this influence is always negative? Each of us understands how big an impact our peers have over us, especially during adolescence. I know myself that I respected what my friends said so much more than what my parents said. My mam could tell me 100 times that my outfit looked weird but just one odd look from my friends and I would have been straight up the stairs to change.

I think this is the case for most of us as we're growing up. This means we can use the influence of peers in a positive way and not just in the negative context we're always reminded of. I am fortunate enough to have witnessed first-hand the positive effect those my own age and older had over me. I joined my local youth club, Celtic Youth Bray, when I was 13 and I didn't know what to think. I expected to be greeted by over-enthusiastic loons playing Scrabble in the parish hall every Friday night. What met me was something completely different.

I walked into the hall on my first Friday night and found a room full of happy, normal people just having fun. The leaders there welcomed me with open arms and made me feel like I really belonged. These leaders weren't 30-year-old qualified youth workers. No, these leaders were normal 18 and 19 year olds, and that's what made the difference. As my years progressed in Celtic Youth Bray I felt more at home and my relationship with the leaders there grew stronger. I hung on every word they said and wished that some day I could be just like them. Eventually that time came and it was my turn to progress from member to junior youth leader.

I was so excited about the new opportunity. However, I also knew becoming a leader was no walk in the park. Knowing how much the leaders had influenced me in previous years, I knew I was taking on a role bursting with responsibility. I knew that I had to take my role seriously while at the same time be myself and still inject fun and energy into every club night. Being part of Celtic Youth Bray has allowed me to witness on a day-to-day basis the powerful influence that peers can have over each other. Every Friday and Saturday our parish hall is transformed into something special. There, everyone respects each other, has fun, goes crazy but, at the same time, is safe.

Understanding how much of a positive influence peers can have over each other, I jumped at the chance to become a peer educator this year for Headstrong. Being a peer educator involves going out to schools and youth groups and encouraging young people to talk about their mental health. In my own experience, the talks that made the greatest impact on me were from people just a couple of years older than me. I think hearing information from your peers makes it far more real and you're more inclined to listen. I have a real passion for mental health and I know how important the message in the peer-education programme is.

Peer education has been used in many different areas before, such as substance use and abuse and sexual health, but rarely before in the area of mental health. I realise this peer education programme for Headstrong is only a pilot scheme but I have no doubt it has been effective. The way in which the young people have engaged with the presentation shows that they have taken something from it. I think it's very clear by now that the words peer influence shouldn't be seen in a negative light. I'm not dismissing the idea of negative peer pressure but we've all heard that story a million times. I just hope that more people will begin to realise the true value of positive peer influences. Especially young people, who can go on to share what they know with their peers. <http://www.irishtimes.com/life-and-style/health-family/peer-pressure-can-be-positive-1.1478645>

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10. A Woman's World



To investigate health issues for girls and women around the world.



45 minutes



12 years upwards



Flipchart paper. Markers. Set of role cards



Choose role cards that are appropriate to the age of your group and the ethos of your organisation. When using the role card on female genital cutting, you may want to have a discussion about the practice.



- Tape some flipchart sheets together and stick them on the wall. Hand out markers and ask the group to write or draw examples or ideas on the theme 'health issues for young people around the world'. Allow 5 minutes for this. Now ask whether any of the issues identified affect girls and women particularly. Highlight these issues.
- Form groups of four or five people. Read out the following: 'You work for Global News Network (GNN), a large media corporation with both radio and TV stations. You have been asked to prepare a three minute report to be broadcast as part of a primetime news programme highlighting health issues for girls and women. It is up to you who you talk to and how you want to put the report together.' Give each group a role card. Allow 20 minutes to read the cards and develop the report. Each group then does a presentation to the large group. Participants should play the different roles, as well as the reporter.
- In the large group, discuss the issues raised by the reports.



- Ask if the issues are specific to particular countries or regions of the world?
- Which of the issues presents the biggest risk to the health of girls and women? Why?
- What needs to happen to reduce the health risk for girls and women?

Action Idea!

March 8th is International Women's Day. Organise an activity or event and invite a guest speaker to raise awareness in your community about women's health issues around the world.

Female genital cutting (FGC) is the partial or total removal of the female external genitalia or other injury to the female genital organs for cultural or other non-health related reasons. It is often performed by traditional practitioners, including midwives and barbers, without anesthetic, using scissors, razor blades or broken glass. These unhygienic methods of FGC also put girls at greater risk of contracting HIV.

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ROLE CARDS

Education and Health

Ana Cristina is ten and comes from Honduras in Central America. Before she can even think about going to school she has to collect water from the well, firewood for cooking and then help her mother and older sister prepare breakfast for her father and brother. After school she has to clean the house and help with dinner. She is always tired at school and has little time to study. Her mother was sick last year and the hospital bills meant that they couldn't afford to send all three children to school. Ana Cristina's parents felt that it was most important that their son got an education, so her older sister now stays at home. The way work is divided in the household is one of many obstacles to girls getting an education. Ana Cristina knows that if girls get an education, they themselves, their families and communities will be healthier.

Maternal Health

Efie is nineteen and lives in southern Ghana. She is pregnant with her first child. The local clinic closed down due to a lack of trained staff so she will rely on her family when she is due to give birth. A neighbour of hers died last year while giving birth and Efie is scared. She doesn't think it's fair that a woman is multiple times more likely to die during childbirth in Ghana compared to women in a country like Ireland. Pregnancy and childbirth are still the leading causes of death and disease in women of childbearing age in developing countries.

Female Genital Cutting

Aicha is 14 years old. She lives in Mali in West Africa. Three years ago, she underwent female genital cutting (FGC) as part of a traditional 'initiation' ceremony in her village. The pain was unbearable and she tried to block out the memory of it. Now however her parents want to perform FGC on her younger sister Aminata and the terrible memories are coming back. Aicha thinks it's an abuse of children's and women's rights to be protected from harm. After the ceremony she was sick for weeks and might have died. Her younger sister is looking forward to the ceremony because her older sister and all the other girls get it done and she couldn't bear to be different. Also, her parents and other villagers strongly support it. Her father says that it is an important cultural tradition, done to satisfy their ancestors, while her mother says it brings respect to the girls. Aicha knows that there are organisations working in Mali who are trying to encourage communities to abandon the practice but will it come in time to help her younger sister?

Health and HIV and AIDS

Belise is 18. She comes from Burundi. She left school because she lost her father and had no money. She is HIV Positive and has a two year old child. She says 'any girls and young women are forced to sell themselves to survive. They don't have a choice. They go into bars and clubs and pick up men – truck drivers, soldiers – anyone with money. The girls who do this are 14 years and over, mainly poor girls and girls displaced by war. It is consensual. We are not taken by force. To prevent the spread of HIV, girls should have a source of income. This way we'd have money to live and care for our children.' She says she would prefer to trade vegetables, rice, beans, tomatoes and oil instead of going to the bars and clubs. But to be able to trade, she needs a place to live and some money. Overall Belise thinks that HIV/AIDS is the main problem facing Burundi and that war is the cause.

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ROLE CARDS

Bullying

Sinéad is fifteen and moved with her family to Drogheda last year. She's studying for her Junior Certificate. At her old school she got on well and had friends. However, girls at her new school have started a whispering campaign about her, saying things like she's fat and a loser. Nobody wants to sit beside her and she feels alone. Her grades have started to suffer. She has started looking at herself in the mirror and wondering if she really is fat. Sometimes she thinks she'd do anything to get in their good books, maybe try to deflect their attention onto another girl.

Read about the MDGs from a gender perspective

<http://www.unwomen.org/en/news/stories/2013/7/the-gender-dimension-of-the-millennium-development-goals-report-2013>

WATCH THIS! <http://afripopmag.com/2013/10/jessie-js-price-tag-soundtracks-ngo-viral-video-in-uganda/>

What are your views?
Is it what you expected?

Explore the **Convention on the Elimination of All Forms of Discrimination against Women**
<http://www.ohchr.org/en/hrbodies/cedaw/pages/cedawindex.aspx>

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

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

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_bZnWvAtI
- 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>
- In your hands:** <http://www.whypoverty.net/en/video/in-your-hands/>
- Seeking Sanctuary:** <http://www.youtube.com/watch?v=XxoU8wRLaQI>
- The Girl Effect:** <http://www.youtube.com/watch?v=1e8xgF0JtVg>
- What do you think about Africa?:** <http://www.youtube.com/watch?v=H9wIajDj9b4>
- Young people & Mental Health:** <http://vimeo.com/14447992>
- Consumption:** <http://www.developmenteducation.ie/consumption/>
- Social Good Summit (multiple films):** <http://new.livestream.com/Mashable/sgs2013/videos/30716465>
- Dying for a Bargain:** <http://www.bbc.co.uk/news/world-asia-24200485>
- Let's Act on Inclusion:** <http://www.intercultural.ie/content/lets-act-inclusion-video-series>
- US Wealth Inequality:** http://www.developmenteducation.ie/blog/2013/04/viral-video-shows-the-extent-of-u-s-wealth-inequality/?utm_source=rss&utm_medium=rss&utm_campaign=viral-video-shows-the-extent-of-u-s-wealth-inequality
- 1st 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

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

Some additional websites:

www.concern.net/get-involved

– campaigns and action ideas for young people and youth groups

www.trocaire.org/education

– activities, campaigns and actions for young people and educators

www.goal.ie

– campaigns, non formal education

www.oxfam.ie

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

www.actionaidireland.org

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

www.christianaid.ie/

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

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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