

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

# Environment



# ONE WORLD WEEK '14

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

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

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

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### Introduction

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

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

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

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

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

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

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

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

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

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

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### **One World Week**

One World Week is a week of youth-led awareness raising, education and action that takes place throughout Ireland during the third week in November every year, which coincides with the anniversary of the adoption of the UN Convention on the Rights of the Child.

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

One World Week is also celebrated in other European countries as Global Education Week. Young people throughout Europe examine development and justice issues and take action for change. The National Youth Council of Ireland (NYCI) is part of the Global Education Week network, coordinated by the North-South Centre of the Council of Europe.

### **Who are we?**

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

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

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

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

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

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

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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](mailto:deved@nyci.ie) or keep an eye on @nycinews and [www.facebook.com/NationalYouthCouncil](http://www.facebook.com/NationalYouthCouncil)

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### The Millennium Development Goals

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



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

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

Highlights from the report on the MDGs in 2014 include:

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

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

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

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

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# THE WORLD'S BEST NEWS

### **Good News!**

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

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

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

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

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

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

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

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

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

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### Icebreakers / Warm Ups

#### INTRODUCTIONS

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

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

#### DEAR DOLORES

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

#### STRING NECKLACES

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

#### SENTENCE COMPLETION

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

## Water Ways



To explore the environmental, social and economic issues relating to water.



50 minutes



12 years upwards



Copy of role cards. Paper and pens

### Part 1:

- Divide participants into 5 groups. Read out the scenario and give each of the groups a role card, paper and pens. Explain that they have been invited to a meeting in Government Buildings to discuss the issue with the Department.
- Give each group enough time to discuss their role and come up with some arguments for or against the project. Encourage them to think of as many arguments as possible. The facilitator acts as the government department and calls the meeting to order. Have each group outline their arguments to the government department. At the end, decide which group made the most convincing argument.

### The scenario:

Dublin City Council (DCC) plans to pipe water from Lough Derg on the River Shannon to the greater Dublin area. This is because the demand for water is almost higher than the supply available. DCC are planning to create a new reservoir in County Offaly which will hold the water until it is needed. The reservoir will also act as an eco-park providing education and leisure activities for groups.

**Community Group:** You represent the local communities around Lough Derg. You believe that they want to disturb your beautiful environment with big machines, noise and traffic for those up in Dublin who waste too much of their water. That's hardly your fault, now is it? Why is it that your community has to suffer because of the wastefulness of others? They'll take your water and your environment will never look the same again. It's just not fair.

**Local Politician:** You and your family have been representing the needs of this community for 3 generations. If anyone has an idea of what's good for this community, it's you. You own some land in the area that the building will take place. You've heard that there are people opposed to it but they're small in number and don't understand the situation. You see a great opportunity for the community that will help the unemployed and bring money to the region.

**Angling Group:** Your initial reaction was one of shock. This area is renowned for its fishing. In fact, people from all over the world visit just to fish the rivers and lakes. You have questions that still need to be answered – will the construction stir up silt and choke the rivers? Will the river plant life and nurseries be destroyed? Can they

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guarantee the river won't get polluted? What effect will construction have on the tourists who come to fish? You don't want to cause trouble, but until you get answers, you're not happy for this to happen.

**Dublin City Council:** The fact of the matter is that, due to urban sprawl and large development in the greater Dublin region, we are facing very serious water shortages in the years ahead. Demand is growing higher than the supply at an alarming rate and there is no time to wait. After much research, you have decided that piping water from Lough Derg to Dublin via Offaly is the most effective and productive thing to do. The piping project and the eco-park in Offaly will guarantee employment in that area for years to come.

**Environmental Group:** You think this is a crazy idea. You know that anywhere between 30% and 65% of the water in the Dublin area is lost because of leaky pipes. So instead of fixing them, they want to pump more water through so that that can be lost too? No way. What about changing sea water to drinking water? There's more water in the sea than the lakes.



- Did you reach an agreement?
- What was the main barrier to doing this?
- Who owns the water that falls from the sky?
- Do you think it's fair that people should have to buy water when reservoir levels are low?
- What are the reasons for low water levels?
- Who benefits when we waste water?

### Fact Box

The Irish Government intends to introduce water charges by 2014 as a way of reducing the amount of water being wasted and to help pay for the maintenance of Ireland's water system.



Part one of this activity is adapted from a Water Debate by ECO-UNESCO. The DCC water project is factual; the role cards represent possible interest groups for the purpose of this activity.

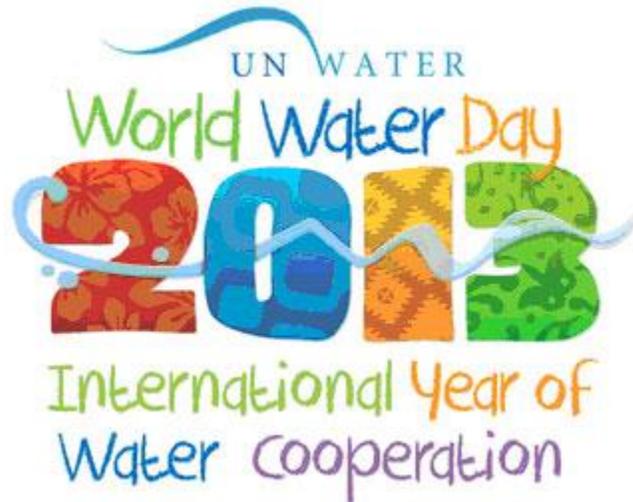
**Part 2:** Read out the case study below and ask for people's reactions. Do they think this is a fair situation? Who are the winners and losers in this story? Why do you think the World Bank would insist on privatizing water? What is the result of this for the people of El Alto?

**Case Study:** In 2005, the Bolivian city of El Alto, with 800,000 poor indigenous people, began to protest at the privatisation of water which left 200,000 people without access to water. A company named 'Suez' imposed a \$500 connection fee. Most people here are living on less than \$1 a day. The water was privatized because the World Bank insisted, before it gave a loan to Bolivia, it had to be done. When the Bolivian Government tried to stop the privatization, they were told they'd be sued for millions of dollars. (Source: Latin American Solidarity Centre, Dublin)

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Here's some additional information:



**World Water Day: March 22<sup>nd</sup>** - <http://www.un.org/en/events/waterday/>

**Water Factsheets:** <http://www.unwater.org/water-cooperation-2013/get-involved/campaign-materials/water-factsheets/en/>

**Water Challenge Badge:** <http://www.fao.org/docrep/017/i3225e/i3225e.pdf>

**Watch:**

[https://www.youtube.com/watch?v=uCAO8yga5NM&list=PLFTN9sqQxpYFLhFRDfrwZ80\\_ZC0xQCpP0](https://www.youtube.com/watch?v=uCAO8yga5NM&list=PLFTN9sqQxpYFLhFRDfrwZ80_ZC0xQCpP0)

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## Fact Box



- 85% of the world population lives in the driest half of the planet.
- 6 to 8 million people die annually from the consequences of disasters and water-related diseases. Various estimates indicate that, based on business as usual, ~3.5 planets Earth would be needed to sustain a global population achieving the current lifestyle of the average European or North American. Global population growth projections of 2–3 billion people over the next 40 years, combined with changing diets, result in a predicted increase in food demand of 70% by 2050.
- Over half of the world population lives in urban areas, and the number of urban dwellers grows each day. Urban areas, although better served than rural areas, are struggling to keep up with population growth (WHO/UNICEF, 2010).
- With expected increases in population, by 2030, food demand is predicted to increase by 50% (70% by 2050), while energy demand from hydropower and other renewable energy resources will rise by 60%. These issues are interconnected – increasing agricultural output, for example, will substantially increase both water and energy consumption, leading to increased competition for water between water-using sectors.
- Water availability is expected to decrease in many regions. Yet future global agricultural water consumption alone is estimated to increase by ~19% by 2050, and will be even greater in the absence of any technological progress or policy intervention.
- Water for irrigation and food production constitutes one of the greatest pressures on freshwater resources. Agriculture accounts for ~70% of global freshwater withdrawals (up to 90% in some fast-growing economies).
- Economic growth and individual wealth are shifting diets from predominantly starch-based to meat and dairy, which require more water. Producing 1 kg of rice, for example, requires ~3,500 L of water, 1 kg of beef ~15,000 L, and a cup of coffee ~140 L (Hoekstra and Chapagain, 2008). This dietary shift is the greatest to impact on water consumption over the past 30 years, and is likely to continue well into the middle of the twenty-first century (FAO, 2006).
- The cost of adapting to the impacts of a 2 degree Celsius rise in global average temperature could range from US\$70 to \$100 billion per year between 2020 and 2050.
- About 66% of Africa is arid or semi-arid and more than 300 of the 800 million people in sub-Saharan Africa live in a water-scarce environment <http://www.unwater.org/water-cooperation-2013/water-cooperation/facts-and-figures/en/>

# ONE WORLD WEEK '14

THE WORLD YOUNG PEOPLE WANT

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2.

## Fair Share?



That young people explore how dependence on the export of primary agricultural commodities such as coffee, cocoa, cotton and bananas keeps millions of people in poverty.



45 minutes



12 years upwards



Flipchart paper. Markers.  
Set of photographs.



### Silent Chairs Game

Without talking, participants form 3 equal groups. Place a stack of chairs in the middle of the room. Hand out an instruction to each group. Explain that they have 5 minutes to complete the task. Repeat that no one is allowed to talk during the exercise. Instructions: 1. Place the chairs in a straight line; 2. Place the chairs in a circle; 3. Bring the chairs outside the room

Brainstorm on who is involved in the production and sale of food or clothes from grower to consumer. On a flipchart record the responses. List the responses under the following headings: producers; overheads; retail. Explain that producers can be farmers, labourers or growers. Overheads include importing/exporting, ripening/ processing and transport.

Split into small groups. Explain that a jar of coffee costs €2.50 in a supermarket, a bar of chocolate 60 cents, a banana 40 cents and a pair of jeans cost €50. In the groups, discuss how much of the money for each jar of coffee, bar of chocolate, banana or pair of jeans goes to the producers, on overheads and to the retailers. The groups divide up the final cost accordingly. When the groups have given their answers, reveal the break-down. What was surprising about the share given to each? Is it fair?

Using the examples of coffee, bananas and chocolate ask the groups to discuss how what we buy in the supermarket affects the individuals and communities who produce them.



- Where does the food we eat come from?
- Have the types of food we eat changed in recent years. How?
- Is it fair that countries export food when the population doesn't have enough to eat? When there is not enough to go around, how do you think that would affect girls and boys, women and men, differently?
- Look at the Fact Box on Coffee. Is there anything that surprises you?

**You could:** Visit your local supermarket and identify what parts of the world fruit and vegetables come from. Are these available all year around? Could they be grown in Ireland?

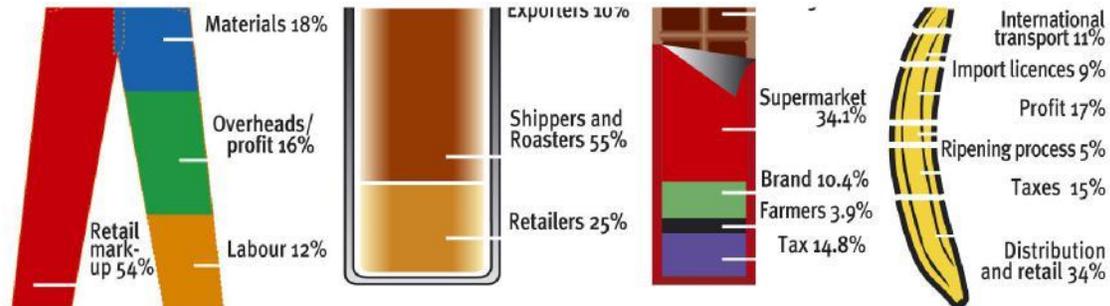
# ONE WORLD WEEK '14

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### Who Gets What (proportion of final price)

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### Recommended documentary: Black Gold (2006)

A documentary film about the international coffee trade and its ramifications for the farmers who grow coffee. Find out more at: <http://blackgoldmovie.com/>

### Fact Box: Coffee

- Coffee is one of the most valuable traded commodities in the world.
- The global coffee market (fresh & instant) was worth \$71 billion in 2011. A 17.5% increase on the previous year. (Fairtrade and Coffee Report: May 2012)
- Globally 1.6 billion cups of coffee are consumed daily
- 125 million people worldwide depend on coffee for their livelihoods
- 25 million small scale farmers produce 80% of the world's coffee
- Coffee is produced in some of the world's poorest countries (Honduras, Guatemala, Ethiopia), while the majority of consumption is in the world's wealthiest countries (European Union – 67%, USA – 22%)
- Coffee growers receive on average 7-10% of the retail price in supermarkets
- Many coffee growers subsist on less than \$1 per day
- A massive paradox is at play – global coffee consumption has increased, with related profit increases for the big roasters and retailers, but the small scale growers remain stuck in chronic poverty and destitution. A situation that has worsened over the past 20 – 30 years.
- Corporate revenue has increased due to: population growth; the growing middle class with their expendable income; effective marketing of speciality coffees as an aspirational beverage
- global coffee production varies according to weather patterns and disease, causing volatile price fluctuations
- there has been a massive impact on deforestation and water supplies where according to the World Wildlife Fund, of the 50 countries with the highest deforestation rates from 1990 to 1995, 37 were coffee producers
- Subsidies for agricultural products in developed countries have made it difficult to switch to alternative cash crops.
- Global coffee exports totalled 6.2 million tonnes in 2011 of which less than 88,000 tonnes were Fairtrade. That translates to less than 1.5% of the total coffee traded globally.

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**Action:** Contact Fairtrade Ireland for more information about how fair trade works – what are the advantages and disadvantages for producers and why only a small percentage of globally traded coffee is fair trade? If you are satisfied with their answers, set about lobbying your youth organisation, school, community shops and other places you go to to stock fair trade products if they are not already doing so. Make sure that the fair trade mark is visible on products.

For more information, check out [www.fairtrade.ie](http://www.fairtrade.ie) and Fairtrade Mark Ireland, Carmichael House, North Brunswick Street, Dublin 7.

**In advance of contacting Fair Trade**, watch these short films explaining more about the issues:  
Introduction to Fair Trade [http://www.youtube.com/watch?feature=player\\_embedded&v=2HGegBP6orA](http://www.youtube.com/watch?feature=player_embedded&v=2HGegBP6orA)

Coffee [http://www.youtube.com/watch?feature=player\\_embedded&v=dn5HtCvxL3w](http://www.youtube.com/watch?feature=player_embedded&v=dn5HtCvxL3w)

Cocoa [http://www.youtube.com/watch?feature=player\\_embedded&v=ej9CiUffMf4](http://www.youtube.com/watch?feature=player_embedded&v=ej9CiUffMf4)

Bananas [http://www.youtube.com/watch?feature=player\\_embedded&v=Z1cV5XLt2OI](http://www.youtube.com/watch?feature=player_embedded&v=Z1cV5XLt2OI)

Conclusion [http://www.youtube.com/watch?feature=player\\_embedded&v=Nb5pjZCzX5k](http://www.youtube.com/watch?feature=player_embedded&v=Nb5pjZCzX5k)

**10 reasons to buy fair trade:** <http://www.fairtraderesource.org/wp/wp-content/uploads/2007/09/Top-10-Reasons.pdf>

### Coffee Game

Your daily cup of coffee is the result of a complicated global trading system that connects back to some of the poorest regions in the world.

A typical coffee changes hands as many as 150 times in its journey to the cup. At each stage, a portion of every dollar is claimed – by growers, traders, shippers, roasters and retailers.

But the profit isn't shared equally across at least one major divide – between coffee producers, traders and exporters in countries where coffee is grown and importers, roasters and retailers in the United States.

Each group fights hard for a greater share of what the coffee drinker pays at the local supermarket, restaurant or cafe.

Here's a chance to follow the bean from the field to your cup!

In this interactive exercise, you also get the chance to divide up \$1 among the major players in the coffee supply chain.

Once you're done, you get a chance to change your allocations – then you get to compare how you chose to split up the profits with how they actually are split up in the global coffee market.

**Coffee Game:** <http://www-tc.pbs.org/frontlineworld/stories/guatemala.mexico/images/coffee.swf>

**Your morning Latte:**

[http://www.upworthy.com/if-you-drink-coffee-heres-a-fact-you-need-to-wake-up-to?c=utw1&utm\\_content=buffer1b5a3&utm\\_source=buffer&utm\\_medium=twitter&utm\\_campaign=Buffer](http://www.upworthy.com/if-you-drink-coffee-heres-a-fact-you-need-to-wake-up-to?c=utw1&utm_content=buffer1b5a3&utm_source=buffer&utm_medium=twitter&utm_campaign=Buffer)

# ONE WORLD WEEK '14

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### 3. Mindfulness Exercises



To take time to slow down and connect with what is around us.



15 minutes (per activity approx)



8 years upwards



Kiwis, bag/basket, chocolate squares, copy of Did you know? box



**NOTE TO LEADER:** Mindfulness means paying attention to something 'on purpose', being very aware of our thoughts and staying in the present moment. The activities below are designed to give the young people time to slow down, pay attention to what is around them and focus on the present.

#### EXERCISE 1: 'I haven't got a minute!'

Standing in a circle with chairs behind the knees, ask each person to close their eyes and stay silent. The task is to count to one minute and quietly sit down. The leader should time the minute. Note after how many seconds the first person sits and the last person, and also who was closest to the 60-second mark. When the last person has sat down, ask how easy/difficult it was to guess a minute? What did they notice during the time? What could they feel? What could they hear? Did other people's movements influence them?

In small groups, think about sayings or proverbs related to time (e.g. time is of the essence; there's no time like the present; killing time; time flies when you're having fun, etc.). What do they tell us about time? Read the following quote: 'Time is what we want most, but what we use worst' (William Penn). Do they agree? Do we have too much or too little time? Do we use our time well? Do they think their lives are fast-paced? Why? What affect does this have on our lives? Would this be the same for young people everywhere in the world? Why?

#### EXERCISE 2: Tuning In

This is a good exercise to get participants to relax and focus at the beginning or end of a session.

Ask the participants to get comfortable sitting on a chair or the floor. Have them close their eyes and imagine their sense of hearing is a radio that can tune in to different stations. First, ask them to listen to the sounds farthest away for a moment. Then, change the station and listen to the sounds in the room. Change the station again and listen to the sounds of their body – their breathing, their heartbeat, etc. Bring their attention to each part of their body, starting with the tips of their toes and up through their legs, hips, back, arms, shoulders, neck and head. Change the station again and ask them to listen just to their breathing. Then listen to the sounds in the room. Finally listen to the sounds furthest away. When they are ready, ask them to open their eyes. How do they feel now in comparison to when they started the activity? Was it easy to concentrate? What was the easiest part of the exercise? What was the most difficult? Do they often just listen to the sounds around them? Why might it be important to listen more?

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### EXERCISE 3: Rain Shower

Have everyone sit in a large circle facing inward. The leader will start an action which will go to the next person one at a time around the circle until everyone joins in. They should keep on doing this action until the leader starts another movement which will also pass around the circle one by one. The group must copy the leader exactly, whether the action is slow or fast, loud or soft. The leader starts off by rubbing palms of hands gently together. Next, click your fingers quietly, and then loudly. Next slap hands on your thighs. Gradually getting louder, stamp your feet on the ground. After that, go back to slapping thighs, clapping hands, clicking fingers, rubbing palms, all the time getting quieter. One by one each person is silent and the rainstorm is over.

### EXERCISE 4: My cool little kiwi

Place some kiwis into a basket or bag in the middle of the group. There should be one per person. Ask each person to choose one. They should get to know their kiwi! Take care of it and don't damage it. Look closely at the kiwi, turn it, examine it for distinctive marks and feel the skin. Then the leader takes the kiwis back into the bag and mixes the kiwis up. Place the kiwis back on the ground. Ask everyone to look for their kiwi and take it. Are they sure that they claimed the right fruit? How can they tell? Did anyone give their kiwi a name?

What does this exercise tell them about the things they see every day? Think about the things they do every day – are there some things they do automatically without thinking? Are there others that they also take time over and enjoy?

### EXERCISE 5: Mind your chocolate!

**Part 1:** Have everybody sit comfortably and show them a large bar of chocolate. Ask the group if they know where chocolate comes from? Do they know the ingredients in it? Do they know how many people were involved in the process to bring it here? Read out the 'Did You Know?' box.

**DID YOU KNOW?** The tasty secret of the cacao tree was discovered 2,000 years ago in the tropical rainforests of Mexico and Central America. Ancient people mixed ground cacao seeds with chilli peppers and cornmeal to make a spicy, frothy drink. It wasn't until the 1500s that Europeans tasted chocolate brought back to Spain from the Americas. A cacao pod contains about 30-50 almond-sized seeds - enough to make about seven milk chocolate bars! (Source: [www.fieldmuseum.org](http://www.fieldmuseum.org))

**Part 2:** Ensure that everyone is comfortable, and distribute squares of chocolate. The group should hold the square in their hand, then close their eyes and listen.

Read out the following to the group: 'Feel the weight and shape of your chocolate. Bring it to your nose. Smell the chocolate. How does it smell? How does your body respond to the smell? Is your mouth watering? Now, with your eyes still closed, place the chocolate in your mouth and let it rest on your tongue. Can you taste the chocolate? If so, where can you taste it - tongue, cheeks, palate, throat? As the chocolate rests in your mouth, think of the cocoa bean it was. Can you imagine what the bean looks like? What it feels like? Again notice your chocolate. Is it still on your tongue? Can you still taste it? And smell it? With your eyes closed, swallow it. Can you follow the chocolate as it travels down your throat and into your stomach? When you're ready, open your eyes.'

**DEBRIEF:** Was this different to how you normally eat chocolate? How? When you taste food, do you taste all parts of it? What did you learn from eating the chocolate 'mindfully'? What other things can we do mindfully? What difference would it make to life if we all did things mindfully?

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### **EXERCISE 6: Sensory Walk**

Take the group outdoors to a garden or area with trees and grass. Allow the group to sit down in a circle and ask what animals or plants they would expect to see in this area. As humans, how do we receive most of our information about our surroundings? (Sight) What are our other senses? Now we will try to view the world without our sight. Ask the group to close their eyes (or use scarves) and listen. Read out the following:

**“We are going to rely on our hearing and so need absolute silence for this. I will ask different questions for you to think about, but don’t answer until the end. Many creatures depend on sound for information about the world around them, such as bats and dolphins. Try to observe 3 sounds you can hear. If you didn’t know where you were, would you be able to guess from the sounds around you? Other animals depend on smell to know more about their surroundings, such as dogs and pigs. Try to make out two smells in the air. Smell is very closely linked to memory. Do the smells trigger any memories for us? Finally, use your sense of touch. Cats have a very sensitive touch and use their whiskers when hunting. Can you find two different textures, e.g. something wet or dry, something soft, or hard? Now open your eyes”.**

**DEBRIEF:** What sounds, smells, and textures did they experience? Which were natural and which were human-made? Which sense did they find it easiest to use? Which was most difficult?

**Alternative Idea:** Ask the group to get into pairs and ask one person to close their eyes. Have them walk slowly around the area. Their partner should stay close to them at all times to keep them safe, but without touching them. If needed, the partner can guide them by the elbow to a safe direction. Allow them to walk for 5 minutes. Then swap. Ask what sounds, smells and feelings did they experience? Were any of the senses stronger than the others?

(Adapted from activities by ECO-UNESCO and The Sanctuary)

# ONE WORLD WEEK '14

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## 4. Chain Reactions



To highlight the causes and effects of climate change.



30 minutes



12 years upwards



Set of cards. Large space



- Break into groups of eight. In each group, give each participant a card at random from one of the chains. Explain that they have to form a chain so that each card follows from the last one. When the chain is completed, it should link their lives to the lives of young people in other parts of the world. The first group to complete their chain is the winner. When the chains have been completed, check to see if they are in the correct order and rearrange if necessary.
- In the large group, explain that the chain describes some causes and effects of climate change. Ask if it was easy or difficult to get the correct order. Why was that? Did anything about the game surprise them? What? Explain that the actions described in the chains only have a significant impact on climate change where millions of people, particularly in rich countries, also do them. If the group wanted to take action to make a positive contribution to tackling poverty, which end of the chain would they begin at? What actions could they take?
- Alternatively, form small groups and make a full set of all the cards for each group but shuffle them up. Have a competition to see which group can put the cards in the correct order first.



**NOSEY**

**MATCHBOX**

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



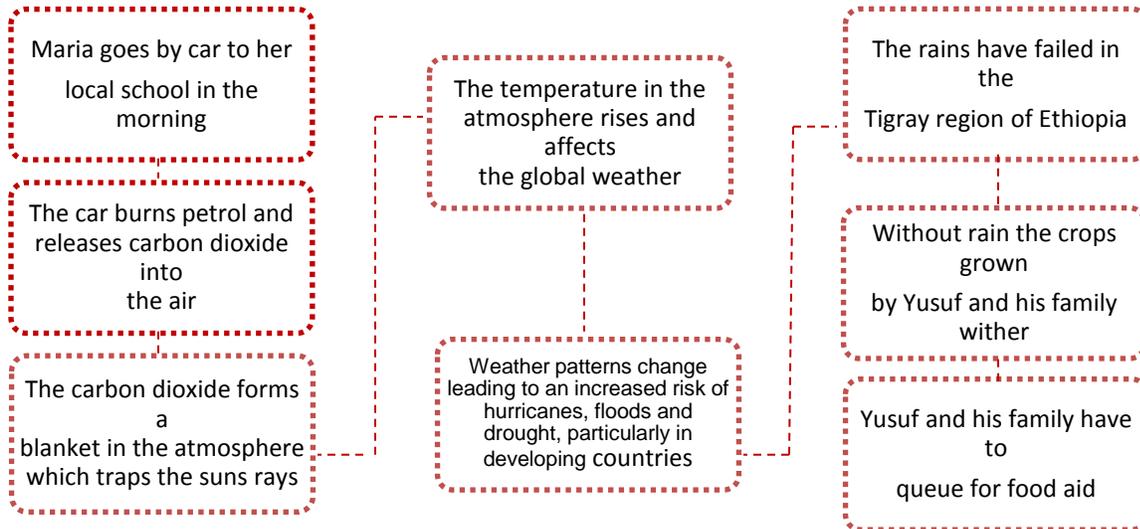
If you have a large group make extra copies of the cards. If you work with a smaller group, use one or two of the chains.

# ONE WORLD WEEK '14

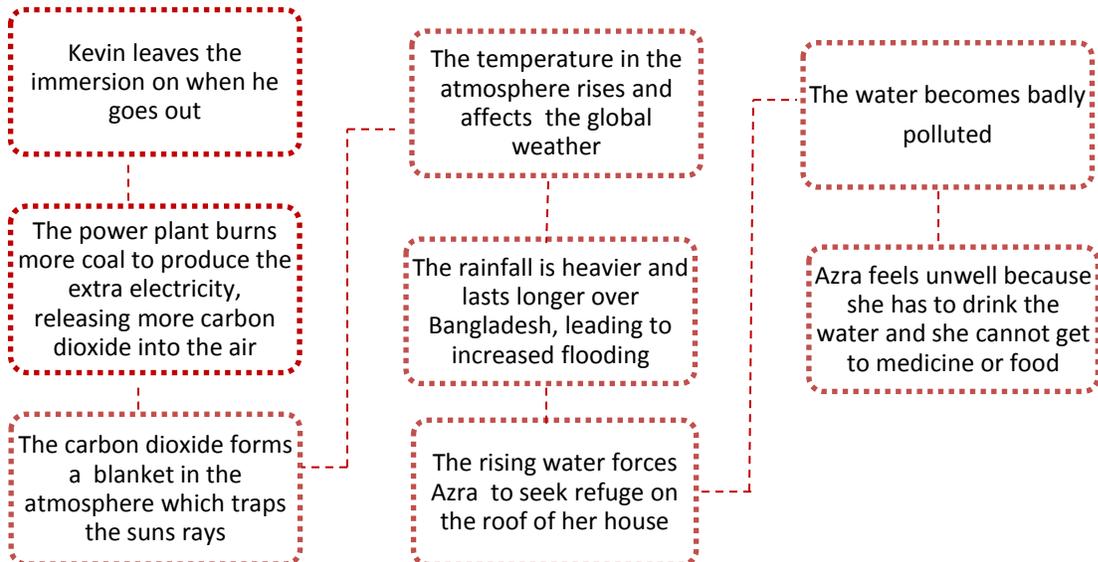
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## Chain One:



## Chain Two:

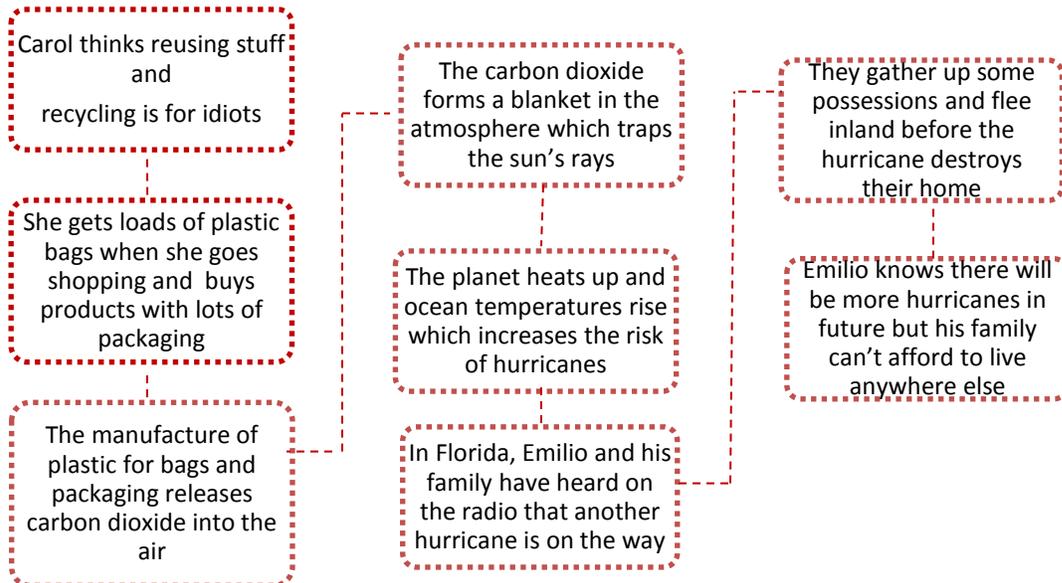


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## Chain Three:



## Climate Change: What's it all about?

- Climate change is caused by the release of too much carbon dioxide and other gases into the earth's atmosphere. The gases form a blanket around the earth that traps heat. These gases are released when we use fuels such as petrol, gas and coal or electricity from these sources.
- The planet is getting warmer, resulting in rises in sea levels and an increase in extreme weather events, including floods, tornados and droughts.
- Rich countries contribute far more than poor countries to climate change because they use more energy in their homes, businesses and factories.
- The effects of climate change are felt most by poor people in developing countries, where hurricanes, floods, drought and malaria affect their livelihoods and health.
- There is much discussion and disagreement around the issue of climate change where many commentators including scientists often find themselves on opposite sides of the debate as to how serious climate change is and will be in the future. This newspaper article details some of the arguments which you might want to explore further

[http://www.theguardian.com/environment/climate-consensus-97-per-cent/2013/sep/16/climate-change-contrarians-5-stages-denial?CMP=tw\\_t\\_gu](http://www.theguardian.com/environment/climate-consensus-97-per-cent/2013/sep/16/climate-change-contrarians-5-stages-denial?CMP=tw_t_gu)

# ONE WORLD WEEK '14

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**Take Action!**



Stop Climate Chaos is a coalition of civil society organisations campaigning to ensure Ireland plays its part in preventing runaway climate change. Current members include development, environmental, youth and faith based organisations.

If your organisation is interested in joining Stop Climate Chaos, please get in touch. Contact us at: [info@stopclimatechaos.ie](mailto:info@stopclimatechaos.ie) and check out their website: <http://www.stopclimatechaos.ie/>

## #100Women: Join the conversation

**Women around the world have achieved extraordinary things during the past century. But despite major steps forward in securing political, cultural and social rights, women everywhere face steep challenges compared to their male counterparts.**  
<http://www.bbc.co.uk/news/world-23888283>

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

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5.

## Scorched Earth



To examine the impact conflict has on the environment.



45 minutes



12 years upwards



Set of environmental impact cards for each group. Art materials. Flipchart and markers

- Begin with a brainstorm on what effect conflict has on the environment around us. Ask if anyone knows any examples of conflicts that have damaged the environment. How?
- Break into six groups. Give a set of environmental impact cards to each group. Ask the groups to rank the cards according to what they think is the most pressing environmental problem in the aftermath of the conflict.
- Can the groups agree as to the most pressing problem?
- Explain that there is to be a summit at which solutions to the island's environmental problems will be discussed. Divide up the cards, so that each group has a different one. If there are a small number of people, break into three groups and give each group two cards. The groups have to consider possible ways of dealing with the particular problem identified. They have 20 minutes to prepare their presentation, which can be either a drawing or a short drama (2-3 minutes).

### Environmental Impact Cards

Water Pollution	Deforestation
Air Pollution	Land Areas Lost to Landmines
Soil Contamination	Loss of Endangered Species

### Scenario

On your island, there has been a conflict for 100 years. Finally a peace agreement has been signed. Only now have the effects on the environment become apparent. Once upon a time the island was forested, but now most of the trees have been cut down or destroyed by chemicals. A number of plant and animal species have been wiped out and more are on the brink of extinction. People are getting very sick from breathing in the contaminated air or eating food grown on the island or fish caught in the rivers and in the sea. The very young and very old are most vulnerable. One part of the island has had to be abandoned because it contains unexploded landmines.

# ONE WORLD WEEK '14

THE WORLD YOUNG PEOPLE WANT

- CONNECTED, RESPECTED, EMPOWERED -



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



40 minutes



12 years upwards



Photocopied statements and the facts. Scissors. Flipchart paper. Markers and paints

## 6. Rivers of Change



- Stand in a circle. Ask each person to imagine a type of weather and what they would be doing in it, e.g. Sun bathing or swimming, using an umbrella or struggling to cycle against the wind. One by one the participants act out their situation. The group copy the actions of each person, see if somebody can remember them all?
- Cut out the statements and the facts. Place them in two separate piles.
- Divide the large group into teams of two. Use as many statements and matching facts as there are teams. Tell each team to take one piece of paper from one of the piles. They now have to find their matching fact or statement.
- After all the matches have been found, make groups of four. Ask them to create a river on a flipchart page. The source of the river should show the current situation, the mouth of the river show the future they want to happen. The tributaries leading into the river are the actions that need to happen so we can reach the future, boulders and other obstacles in the water can be the challenges to making this happen.
- When the rivers are completed, hold a walking gallery where everybody gets to see the work done by the other groups.



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

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Statements	Facts
Climate Change is being caused by the US and other big countries, they should sort it out	The United States emits 24.5 tonnes of carbon per person into the atmosphere every year, Ireland 17.5 tonnes and China just 3.9. Meanwhile Malawi emits less than one tone per person. Ireland is the 6 <sup>th</sup> largest producer of greenhouse gases per person. So who should be paying to sort the climate out?
People will just adapt to the new climate	It's not our fault if climate change creates problems in other countries.
It is more important to save the people affected by climate change than the plants and animals.	The UN predicts roughly one in three species on Earth will go extinct if nothing is done to halt climate change. Since we depend on plants and animals for things like housing, food, pollination, clean air, clean water, medicine, etc., could humans be one of the three?
Only strong laws will make people do anything to change their habits.	More and more people are trying to find out what they can do to help prevent climate change, simple things like turning off unused lights, unplugging your TV and computers when you're not using them, buying local food and goods can all help you save money too. Go to <a href="http://www.stopclimatechaos.ie">www.stopclimatechaos.ie</a> to find out more
The government is responsible for stopping climate change not us.	The government definitely needs to act strongly on climate change but without people to keep reminding them why it's so important and by showing what individuals and groups such as your youth organisation can do, the government won't change as quickly as needed

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

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

# ONE WORLD WEEK '14

## THE WORLD YOUNG PEOPLE WANT

- CONNECTED, RESPECTED, EMPOWERED -



To highlight justice issues and begin planning effective actions.



40 minutes



12 years upwards



Copies of the fact boxes.  
A4 coloured paper.  
Markers and flipchart

7.

## Hands of Justice



- Divide the large group in two. Ask one group to brainstorm the meaning of trade justice and the second group brainstorm climate justice. Encourage them to write everything they think of onto a flipchart page. Ask if it affects them and how?
- Hand out the fact-boxes on climate justice and trade justice to the relevant group. Give them a few minutes to read it. Ask the to write on their flipchart who contributes to these things? How? What role do we play in this?
- Each participant traces the outline of their hand. In the little finger they include a personal weakness they have that contributes to global climate change or trade injustice e.g., I always leave my charger plugged in or I don't buy any fair trade products. In the ring finger include one thing that they love about the weather or products from some country? In the middle finger include what they see as the biggest difficulty facing global justice? In the Index finger, write something they could do to overcome injustice? In the thumb, write down one thing they're doing already and give themselves the Thumbs Up!

### Climate Justice

Climate change is when our normal weather patterns change.

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

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

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

What other ways do we produce greenhouse gases?

# ONE WORLD WEEK '14

## THE WORLD YOUNG PEOPLE WANT

- CONNECTED, RESPECTED, EMPOWERED -

### **Trade Justice**

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

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

The result of this is that the poor country sometimes has to buy goods from the rich country even though they don t need them and may need other things more urgently. The poor country does this because they need to sell their goods to keep people in jobs and bring money into the country.

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

### **Action Idea**

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

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8.

## The Links of Power

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



40 minutes



14 years upwards



A4 paper. Scissors. Markers and arts and crafts material



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



- Before the session, cut out strips of paper from flipchart sheets. Form four groups and give each group one of the stories and strips of paper. Ask them to brainstorm who they think has power in the story from the person with the least power to the person with the most power. Using the art materials, decorate each strip with the name of the person involved in the story (make up names if necessary) and images or messages about how they feel about their level of power. Give the groups 20 minutes for this.
- Now explain that you are going to use the strips to form a chain going from least power to most power. Use pritt-stick to glue all of the links together and create the chain. Each group holds up their chain. They read out their story and then briefly explain what the links represent. Finally, hang the chains in a visible place in your club.
- In the large group, ask if it was easy or difficult to decide who had power and who didn't. What was in common or different about the different stories?



### Carrots

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

### Spot the Leader

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

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

[www.youthdeved.ie](http://www.youthdeved.ie)   [www.developmenteducation.ie](http://www.developmenteducation.ie)   [www.concern.net](http://www.concern.net)  
[www.debtireland.org](http://www.debtireland.org)   [www.fairtrade.ie](http://www.fairtrade.ie)   [www.stopclimatechaos.ie](http://www.stopclimatechaos.ie)  
[www.ictu.net](http://www.ictu.net)   [www.ecunesco.ie](http://www.ecunesco.ie)   [www.trocaire.ie](http://www.trocaire.ie)

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### Trade

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

### Debt

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

### Climate Change

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

### Child Labour

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

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That young people explore the global effects of mobile phones production.



45 minutes



12 years upwards



Set of role cards for each group. Flipchart and markers

Check that this activity is suitable for your group

## 9. *It's Only a Mobile!*



- Begin by asking who in the group has a mobile phone. Brainstorm on what is good and what is bad about mobile phones. Record all the responses. Split into five equal groups. Give copies of ONE of the role cards to each group. Each group has five minutes to read their card and discuss how mobile phones are relevant to the character.
- Explain that you are going to form new groups, so that each character is present in the new group. It may be necessary to double up some of the characters. The reporter then begins to interview all the characters in their group. After the interviews have finished, the groups spend five minutes discussing the following: Who is responsible for the conditions under which mobile phones are produced? Who can do something about it?
- The reporter then feeds back to the large group in a style of the group's choosing. For example, they could present it as a radio/TV piece with quotes from each character, or as a studio discussion.

### Action

- Ask the manufacturers of mobile phones if they have a code of practice for workers. Request a copy and compare it with the International Labour Organisation (ILO) core labour standards, available at [www.ilo.org](http://www.ilo.org). Ask how they ensure the code of practice is followed by the factories that make and assemble their phones.
- Contact mobile phone manufacturers to ask what their policy is on buying coltan from the Democratic Republic of Congo. What checks do they run on who they buy it from?
- Explore ways of reusing or recycling old mobile phones. Contact your local council to ask about facilities for recycling the mobiles. If they are not available, ask the council to set them up.

**Check out Greenpeace's Guide to Greener Electronics**

<http://www.greenpeace.org/international/en/campaigns/climate-change/cool-it/Campaign-analysis/Guide-to-Greener-Electronics/>

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### ROLE CARDS

#### **Young Mobile Phone User in Ireland**

You have been asked to do an interview for 'Youth View', the youth culture programme. You have had a mobile phone for the past three years. Now you can't live without it. You have to have a part-time job to pay for the phone and bills. You mainly use the mobile to text your friends. You're not sure where your phone was made.

#### **Public Relations Officer for Mobile Phone Company**

Your company is a major European mobile phone player. Your phones consistently come out on top in consumer surveys of mobiles. The key to your success is providing stylish phones, full of technology, at affordable prices. To keep prices down, you get the parts from a wide variety of sources mainly in Asia and Africa, before assembling them in Mexico where labour costs are lower. You are delighted to showcase your company on 'Youth View'.

#### **Worker in a Mexican Factory**

You work in the San Caetano free trade zone\* near Mexico City. You assemble parts for mobile phones. The different bits come in from all over the world. The hours are long and conditions are cramped, but with overtime you earn twice what people outside the zone earn. Two of your fellow workers who were pregnant were made to work standing up until they resigned. Others who have tried to form trade unions have also been sacked. You have agreed to be interviewed for 'Youth View' as long as you can't be identified.

#### **Young Person in Democratic Republic of Congo (DRC)**

There has been a civil war in your country for some years and tens of thousands have been killed. Your family was thrown off their land at gunpoint. Now you and your father have to work in the coltan mine. The work is very hard and you hardly earn enough to provide one decent meal a day for your family. Coltan is the raw material for tantalum, a metal that is essential in mobile phones. In your country, fighters in the civil war sell the coltan to pay for guns. Some day you'd like to own a mobile phone. You're surprised that someone from the television wants to interview you but you are eager to tell your story.

#### **Young Reporter in Ireland**

You are a reporter for a youth TV/radio programme. You have been asked to make a documentary on mobile phones. You want to investigate the link between mobile phones, war in Africa and workers' rights in Latin America. But you want to present a balanced report, so you also wish to find out how mobile phones bring people closer together. The following are sample questions for interview:

- How are mobile phones relevant to your life?
- What is good and bad about mobile phones?
- What contribution do you think mobiles make to under/development?

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### Here's Ethical Consumer's quick fire guide to mobile phones...

We all like an upgrade but we know it's not great for the environment. Make sure you sell on (or give away your old handset) don't just throw it in the bin. If it's still working well try giving it to family and friends first so you know it'll definitely be used. If they don't want it try an online recycling merchant they will often pay for your old handset even if it's not working and then sell it on or recycle it.

If you do buy a new handset get a Nokia. They might not be that ethical but they are the best of a bad bunch. Nokia has the highest Ethiscore of the companies that do best on our Corporate Social Responsibility (CSR) rankings and it tops Greenpeace's Green Guide to Electronics.

Smart phones. Try and get a phone with as many good extra functions as possible. For instance if you buy one with a decent camera built in this means you don't need to spend more money and waste more resources on a separate digital camera. They can also come with a host of other features including MP3 players, e-book readers, calculators and dictaphones.

Use your handset to organise. All over the world activists are putting technology to the use and organising actions using social media (Twitter and Facebook etc.) and text messaging through their phones. Why not use your phone to help organise with some local campaign groups. You could join the growing UKuncut movement. Invite your friends (real or Facebook) to the next UKuncut demo on the high street, just remember to turn up yourself!

Network providers are all very similar in terms of their Ethiscore. Have a look at our rankings table to see which one best fits with your ethics by using the sliders next to the table to change the scores depending on what you think is most important.

<http://www.ethicalconsumer.org/shoppingethically/topethicaltips/quickguidetomobilephones.aspx>

### FACTBOX on MOBILES

#### Cellphones, Laptops, Rape and Minerals – a Sinister Congolese Reality

Our growing demand for electronic products, such as cell phones and laptops, has been linked directly to widespread and systematic sexual violence in the Democratic Republic of Congo (DRC) – a location of one of the deadliest global conflicts since World War II. There are few other conflicts in the world where the link between our insatiable consumer appetites (what has been dubbed 'our gadget greed') and mass human suffering is so direct and immediate.

This reality is not part of an elaborate conspiracy or cover up - most electronic companies and those of us that buy their products genuinely do not appreciate the complex chain of events that ties widespread sexual violence in the DRC with the minerals that power our cell phones, laptops, MP3 players, video games and digital cameras.

The ongoing wars in the DRC have led to the incredibly wide and diverse violence against civilians by a range of armed groups. The general use of violence against communities includes forced labour, torture, recruitment of child soldiers, extortion and killings by armed groups to oppress and control civilians. In particular, sexual violence has become an extensive tool of war and control for armed groups in the DRC, which has the highest rate of violence against women and girls in the world making the DRC the most dangerous place in the world to be female.

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Given the scale of the violence, there are only estimates of the real numbers of women and girls affected, since many choose not to report the crime given the stigma associated with sexual violence and rape and the low probability that the perpetrators will ever be brought to justice. Competing militia groups rape in order to drive local communities out of contested areas with mineral resources or as a means of controlling or subjugating those living in the areas they control.

Men know that they could be tortured or killed if they don't comply with militia demands, and the women live in constant fear of being raped – most often gang raped and/or brutally violated. Women from communities that are being displaced are sometimes so traumatized by the sexual violence that they will probably never return to their home areas. These crimes destroy families, decimate communities and lethally spread HIV/AIDS and other sexually transmitted diseases.

### **Conflict minerals**

Sexual violence in the Democratic Republic of Congo is most often fuelled by militias and armies warring over what have become known as 'conflict minerals' – the ores that produce tin, tungsten and tantalum – the '3 Ts' – as well as gold. Armed groups from the DRC, Rwanda and Uganda finance themselves through the illicit conflict mineral trade and fight over the control of mines and taxation points inside the DRC.

But the story does not end there. Internal and international business interests move these conflict minerals from Central Africa around the world to countries in East Asia, where they are processed into valuable metals and then onward into a wide range of electronics products. Consumers in the United States, Europe and Asia are the ultimate end-users of these conflict minerals, as we inadvertently fuel the war through our purchases of these electronic products.

### **The principal conflict minerals are:**

**Tin** - (produced from cassiterite) which is used inside your cell phone and all electronic products as a solder on circuit boards. The biggest use of tin worldwide is in electronic products. Congolese armed groups earn approximately US\$85 million per year from the trade in tin

**Tantalum** - (produced from Coltan is used to store electricity in capacitors in iPods, digital cameras and cell phones. Some 65% to 80% of the world's tantalum is used in electronic products. Congolese armed groups earn an estimated US\$8 million per year from the trade in tantalum

**Tungsten** - (produced from wolframite) is used to make your cell phone or Blackberry vibrate. Tungsten is a growing source of income for armed groups in the DRC, with armed groups currently earning approximately US\$2 million annually

**Gold** - used in jewellery and as a component in electronics is extremely valuable and easy to smuggle. Congolese armed groups are earning between US\$44 million to US\$88 million per year from gold. The link between the worst violence against women and the purchase of electronic products containing conflict minerals from the DRC is direct and undeniable. But it can be stopped by a combination of focused consumer pressure and enlightened government action. If women and girls are to be protected and empowered in the DRC, one of the most important priorities is to end the deadly trade in conflict minerals.

The perpetrators and orchestrators of this violence do so primarily in a mad scramble for natural resources.

Some companies have policies on minerals acquired from the DRC. Motorola, Apple, Hewlett Packard, Nokia and Research in Motion Ltd., all claim that they ban suppliers from selling them Congolese ore

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containing tantalum. But most of these policies only refer to tantalum and neglect other conflict minerals. Moreover, these are merely written assurances that do not provide proof of where the minerals actually come from; their sourcing is not verified by any independent source.

These are just some of the reasons why the Enough Project was founded in 2007 by a group of interested and concerned activists in the United States. Enough is one project of the Center for American Progress to end genocide and crimes against humanity and focuses on the situation in Sudan, Chad, eastern Congo, northern Uganda and Somalia.

Enough offers interested individuals and groups advice and suggestions as to how they can become involved and on how they can work for positive change in support of women and their communities in countries such as the DRC

<http://www.enoughproject.org/files/publications/minetomobile.pdf>

<http://www.enoughproject.org/publications/can-you-hear-congo-now-cell-phones-conflict-minerals-and-worst-sexual-violence-world>

<http://www.enoughproject.org/publications/comprehensive-approach-conflict-minerals>  
[www.developmenteducation.ie](http://www.developmenteducation.ie)

### **Check out Conflict Minerals Company Rankings**

<http://www.raisehopeforcongo.org/companyrankings>

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## 10. Whose Land Is It Anyway?



To examine the issues of land grabbing and how communities can develop resilience.



40 minutes



10 years upwards



Old pieces of paper.  
Music



**Part 1:** Lay pieces of old paper on the ground. Explain that each piece of paper is land and that the objective is to hold onto as much as they can. Tell participants to begin walking around the space. When the music stops, everybody must try to stand on a piece of land. Those not on land after a 5 second countdown are out of the game. As players move around the space, announce that there has been a flood, drought, earthquake or war and there are now fewer pieces of land available. Remove pieces of paper after each round. Anybody on the last piece of land is announced as the winner.

**Part 2:** Break into four groups. Give each group a different case study and ask them to discuss the following questions. Why is having land so important to some people? What influences people in deciding how they use the land? Who benefits most in this situation? Who is negatively affected? Is what's happening fair? What might the impact be on those who lose their land? What solutions might there be to stop people having land taken from them?

**Part 3:** Now, play the game backwards. Starting with the last piece of paper, ask the last remaining player from part one to invite somebody to join them on their land. If there is room for another, invite them too. When that is full, add another piece and ask somebody to fill it and invite others to join. Encourage players to help each other. After a few rounds, if everybody is on a piece of paper, see how many pieces of land you have left over and show the group.

Check out Oxfam's **Sugar Rush** Campaign: <http://www.oxfam.org/en/grow/policy/sugar-rush>

At least 4 million hectares of land have been acquired for sugar production deals since 2000 although this is thought to be far higher. In some cases these deals have been linked to human rights violations, loss of livelihoods, and hunger for small-scale food producers and their families. Major food and beverage companies rarely own land, but they depend on it for the crops they buy, including sugar.

To make sure that their sugar doesn't lead to land grabs, major companies need to:

- Know how their sugar impacts communities' access to land and whether they and their suppliers are respecting land rights
- Show where the ingredients they use come from – and who grows them
- Act by committing to zero tolerance for land grabs throughout their supply chains and their own operations, and work with governments and others to do the same

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### **Case Study 1:**

The Chaco forest in Paraguay, South America is roughly twice the size of Ireland. Cattle farmers from Brazil are burning so many trees every year to make room for beef cattle that the forest will be gone in 30 years. Most of the beef is exported to Russia and South Africa. The amount of beef people eat has a direct impact on the life of the forest and its inhabitants (Source: New York Times, 24 March 2012)

### **Case Study 2:**

The Government of Israel built a wall in the West Bank which they say is to protect against terrorism. The wall is 8 metres high and more than 700 kilometres long, nearly twice the length of Ireland. The wall cuts through Palestinian lands and many homes were destroyed during construction. Farmers were separated from their fields and others from their jobs and families (Source: [www.amnesty.ie](http://www.amnesty.ie) )

### **Case Study 3:**

In Ireland, a Compulsory Purchase Order (CPO) means that a government agency can buy property from a landowner, whether they want to sell or not, so that the government can build a road, railway or other project deemed for the 'common good'. They will pay the land owner the market price for their property (Source: <http://www.citizensinformation.ie/en/> )

### **Case Study 4:**

In Ghana, West Africa, the land is fertile and has been used for generations to grow nutritious food. In one area, 69 families lost their homes and livelihoods because the land owner wanted to grow crops to make biofuel for Europe. Biofuel is made from plants and is non-toxic. However, land which was used to grow food is now used to grow plants for biofuel. Another 1,500 families are in danger of losing their homes in Ghana. People who once had land to grow food to eat now have to find new homes with no compensation (Source: [www.oxfamireland.org](http://www.oxfamireland.org) )

### **DEBRIEF:**

What was different from the first time? How did we show 'resilience' in how we used the 'land' this time? How realistic is it that people have land taken from them by nature or other people? How much land do people need? How do communities show resilience in how their land is used? What might change if people worked together rather than in competition for land use?

**DID YOU KNOW?** You can compare living conditions between different countries by visiting [www.ifitweremyhome.com](http://www.ifitweremyhome.com)

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## ***ACTION MATRIX***

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

Remember to:

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

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

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

When you've decided on an action:

- Give everyone a task
- Create a timeline
- Let people know what's going on
- Make it fun
- Record what happens
- From there, begin to make your plans on implementing your plan...

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# VIDEO

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

<b>What is development education:</b>	<a href="http://www.youtube.com/watch?v=9B_bZnWvAtI">http://www.youtube.com/watch?v=9B_bZnWvAtI</a>
<b>One World, One Future Irish Aid Policy:</b>	<a href="http://www.youtube.com/watch?v=IL9gQhHZRno#t=21">http://www.youtube.com/watch?v=IL9gQhHZRno#t=21</a>
<b>Using statistics:</b>	<a href="http://www.youtube.com/watch?v=jbkSRLYSojo">http://www.youtube.com/watch?v=jbkSRLYSojo</a>
<b>Land Rush:</b>	<a href="http://www.whypoverty.net/en/all-about/land-rush/">http://www.whypoverty.net/en/all-about/land-rush/</a>
<b>God is rain:</b>	<a href="http://www.whypoverty.net/en/video/god-is-rain/">http://www.whypoverty.net/en/video/god-is-rain/</a>
<b>Waste:</b>	<a href="http://www.whypoverty.net/en/video/waste/">http://www.whypoverty.net/en/video/waste/</a>
<b>Consumption:</b>	<a href="http://www.developmenteducation.ie/consumption/">http://www.developmenteducation.ie/consumption/</a>
<b>Water Game UK:</b>	<a href="http://everylastdrop.co.uk/">http://everylastdrop.co.uk/</a>
<b>Science Project and the weather:</b>	<a href="http://www.youtube.com/watch?v=Eij91clnLHI">http://www.youtube.com/watch?v=Eij91clnLHI</a>
<b>A piece of conflict in my pocket:</b>	<a href="http://www.youtube.com/watch?v=yp5UilmQX1M#t=24">http://www.youtube.com/watch?v=yp5UilmQX1M#t=24</a>
<b>What do you think about Africa?:</b>	<a href="http://www.youtube.com/watch?v=H9wIajDj9b4">http://www.youtube.com/watch?v=H9wIajDj9b4</a>
<b>Story of Stuff:</b>	<a href="http://www.youtube.com/watch?v=9GorgroigqM">http://www.youtube.com/watch?v=9GorgroigqM</a>
<b>Story of Solutions:</b>	<a href="http://www.youtube.com/watch?v=cpkRvc-sOKk">http://www.youtube.com/watch?v=cpkRvc-sOKk</a>
<b>Story of Bottled Water:</b>	<a href="http://www.youtube.com/watch?v=Se12y9hSOM0#t=25">http://www.youtube.com/watch?v=Se12y9hSOM0#t=25</a>

**Water & Sanitation:**  
<http://www.developmenteducation.ie/video-animations/water.html>

**Social Good Summit (Multiple films):**  
<http://new.livestream.com/Mashable/sgs2013/videos/30716465>

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

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### Key website for further information

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

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

### Some additional websites:

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

– campaigns and action ideas for young people and youth groups

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

– activities, campaigns and actions for young people and educators

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

– campaigns, non-formal education

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

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

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

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

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

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

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

– resources, activities, and actions

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

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

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

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

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

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

<http://worldwewant.ie/>

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

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

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

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

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

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### Contacts

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