Bouncing Back

A Global Youth Work Resource Exploring Resilience With Young People
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)
# CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td>2</td>
</tr>
<tr>
<td>UNDERSTANDING ‘RESILIENCE’</td>
<td>4</td>
</tr>
<tr>
<td>MONITORING CHANGES IN ATTITUDES</td>
<td>6</td>
</tr>
<tr>
<td>SECTION 1 YOUNG PEOPLE’S REALITIES</td>
<td>7</td>
</tr>
<tr>
<td>Activity 1 Same old story?</td>
<td>7</td>
</tr>
<tr>
<td>Activity 2 Choices</td>
<td>10</td>
</tr>
<tr>
<td>Activity 3 Bullying Perspectives</td>
<td>11</td>
</tr>
<tr>
<td>Activity 4 Moving On Up</td>
<td>13</td>
</tr>
<tr>
<td>SECTION 2 GLOBAL CHALLENGES</td>
<td>16</td>
</tr>
<tr>
<td>Activity 5 Great Game of Power</td>
<td>16</td>
</tr>
<tr>
<td>Activity 6 Whose land is it anyway?</td>
<td>17</td>
</tr>
<tr>
<td>Activity 7 From There to Here</td>
<td>18</td>
</tr>
<tr>
<td>Activity 8 All About Water</td>
<td>21</td>
</tr>
<tr>
<td>Activity 9 Gone Fishing</td>
<td>23</td>
</tr>
<tr>
<td>SECTION 3 BUILDING RESILIENCE</td>
<td>25</td>
</tr>
<tr>
<td>Activity 10 Lean on Me</td>
<td>25</td>
</tr>
<tr>
<td>Activity 11 Community Bounce</td>
<td>26</td>
</tr>
<tr>
<td>Activity 12 Eggs-hibit Resilience</td>
<td>27</td>
</tr>
<tr>
<td>Activity 13 Our Community View</td>
<td>28</td>
</tr>
<tr>
<td>Activity 14 Mindfulness Exercises</td>
<td>29</td>
</tr>
<tr>
<td>SECTION 4 TAKING ACTION</td>
<td>31</td>
</tr>
<tr>
<td>Activity 15 Wheels in Motion</td>
<td>31</td>
</tr>
<tr>
<td>Activity 16 Power of Pause</td>
<td>32</td>
</tr>
<tr>
<td>Activity 17 Blind Spots</td>
<td>33</td>
</tr>
<tr>
<td>Activity 18 Promising the World</td>
<td>34</td>
</tr>
<tr>
<td>CONTACTS</td>
<td>36</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>IBC</td>
</tr>
</tbody>
</table>
Welcome to ‘Bouncing Back and Beyond’, an educational resource pack which explores the concept of ‘Resilience’ with young people, focusing on the local and global issues affecting their lives.

‘Bouncing Back and Beyond’ encourages youth groups to look at the factors contributing to challenges and adversity young people face, in particular why young people feel stressed and under pressure for reasons related to education, family circumstances, employment and migration. This resource also looks at the impact of drugs, bullying, crime, and depression on young people in Ireland and around the world. Most importantly, it looks at how young people and their communities react, adapt and respond to these challenges.

Resilience is the ability to cope, recover and move on after a negative event or challenging situation. Resilience is about more than just ‘coping’. It is about developing a protective shield through which we can respond to challenges and still be able to thrive and flourish leading healthy and fulfilled lives. Resilience is like a muscle. The more we exercise it, the stronger it becomes. For more information on resilience, see the Section on ‘Understanding Resilience’ in this pack.

As a global justice issue, resilience relates to the wider world around us, the systems that we live within and the way those systems affect our lives. To ‘bounce back’ is to acknowledge and accept that we can all face difficulties, but to then move beyond current realities toward solutions, shaping a better future for ourselves and for the world that we want to live in.

This resource encourages young people to acknowledge what is challenging about their lives, to investigate coping strategies that they can adopt, and to learn from examples of resilience in action by young people and their communities in Ireland and abroad. It highlights examples of young people taking positive action locally and globally in relation to challenges they face.

**One World Week**
One World Week (OWW) is a week of youth-led awareness raising, education and action that takes place throughout Ireland during the third week of November every year. Throughout One World Week, young people learn about local and global justice issues and how to take action to bring about change. Youth groups all over Ireland undertake activities from the education resource. Some young people and youth organisations organise public events, quizzes and debates, invite guest speakers or have intercultural evenings. Many groups publicly display the work that 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’. NYCI is part of the Global Education Week Network, coordinated by the North-South Centre of the Council of Europe.

**How to use this pack**
This resource contains a range of activities including games, role play, small and large group work activities, art-based activities and stories. It is divided into four sections. A number of warm up games are included that can be used at any stage. **Section One, ‘Young People’s Realities’,** focuses on what life is like for young people around the world. It looks at positive and negative experiences and what contributes to young people feeling stressed in different countries. **Section Two, ‘Global Challenges’,** looks at the international challenges affecting us, our environment, economy and society. It uses case studies related to land use, water consumption and the global drugs trade to explore the impact of these resources and their use on young people and their communities. **Section Three, ‘Building Resilience’,** looks to how we can overcome difficulties that we face in our lives, as individuals, as communities and as a global population. Young people are encouraged to take action in various ‘Action Ideas’ in each section and **Section Four** provides ideas to help us build resilience and create strong communities and societies for the future.
In this resource, each activity has a suggested age range. However, we recommend that you read each activity and decide if it is appropriate for 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 of participants. There are fact boxes 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 1 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.

**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 ‘Bouncing Back and Beyond’ is a very broad theme which involves many issues, and is linked to people and places all over the world. For more information on resilience, see the section on ‘Understanding Resilience’ in this pack. Relevant 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 the terms ‘Global South’ and ‘Global North’ but you should use the terms that you are comfortable with.

**Resilience** is the ability to cope, recover and move on after a negative event or challenging situation. It can refer to individuals, eco-systems, organisations and countries. **Mindfulness** means paying attention to something ‘on purpose’, being very aware of our thoughts and staying in the present moment.
Imagine you have each end of an elastic band in your hands. If you pull your hands apart, the elastic stretches. Let go of one end and the elastic bounces back to its original size. That is resilience.

**Resilience is the ability to cope with stress and tension, and to recover from difficult times.**

Resilience is very relevant to us all as individuals. Each one of us will experience difficulty and times of challenge at some stage in our lives. But how can we overcome these times? Think of two similar young people – even siblings or twins – who experience the same circumstances... Why might one ‘cope’ better than the other? Why might one be more resilient? For people, resilience means that whatever challenges you go through, you can overcome these and become even stronger.

Resilience can be enhanced by individual and external factors. Individual factors include problem solving skills and expectations we hold. External factors include relationships, experiencing care and support, as well as opportunities to have a say in our own lives. Personal resilience also focuses on the idea of ‘mindfulness’, that each of us can develop our own practices to cope and deal better with tough times in our lives.

Nowadays it seems that young people are experiencing ever more pressure in their lives. These pressures come from all directions – competition at school and college, uncertainty around employment, financial pressure, the fast-pace of life, a perceived need to look a certain way and so on. Recently, the economic recession in Ireland has caused a surge in children reporting depression and mental health problems. The main cause is increased financial stress in households, which impact on parental relationships and on their children.

**Resilience and Development Education**

As a global justice issue, resilience is linked to global systems such as the economy, and its effects on young people. Resilience in development education relates to the wider world around us, the systems that we live within (family, education, economy, politics, and environment) and the way decisions are made within and outside our control. People all over the world are suffering from poverty, unemployment, poor health and hunger. We don’t always have an equal say in how things are done, and sometimes global systems – such as the economy - produce negative and challenging consequences for our communities and countries.

Resilience is linked to the capacity of these systems – within cities, countries and the environment - to deal with change and move on. Today the Earth’s systems are also under pressure: the world’s population is bigger than ever at 7 billion; increased demands for food, fuel and other products puts pressure on nature; and climate change is affecting the habitats of people, animals and plants all over the world. We need to work with nature to protect and create resilient systems so that the Earth can also ‘bounce back’ from negative impacts it faces.

‘Resilience thinking’ embraces learning, diversity and above all the belief that humans and nature rely so much on each other that we must work together to be stronger.
When thinking about resilience in nature, it is useful to think about biodiversity. **Biodiversity** is the number of different life forms within an ecosystem or the Earth. The more diverse an ecosystem, the healthier, stronger, and more resilient it is. The biodiversity of our planet can be illustrated as follows: Imagine 8 large skips that would be used for waste by a supermarket, hotel or restaurant. If each of those skips were filled with smarties, the amount of smarties would equal the amount of species of animals there are on Earth. Only one of those individual smarties would be human. One would be a lion, one would be a walrus, etc. 5 skips would contain nothing but insects, 3 of which would be entirely made up of beetle species. The other 3 skips not containing insects would have mostly snails and worms. The mammals would fill one small box (about the size of 2 shoeboxes) and that still makes up 3600 species of mammal! *(Source: Dr Nicola Marples, School of Natural Sciences, Trinity College Dublin)*

By building resilience, we can deal better with difficulties. As we deal better with difficulties, we become even more resilient. We reflect on what has happened, and why, and how we can do things differently and better next time round.

*Resilience is like a muscle. The more we exercise it, the stronger it becomes.*

**Exploring the concept of resilience with your youth group....**

---

**Activity: The ‘Human Knot’**

Standing in a circle (10-12 participants maximum), group members first reach across with their right hand and grab the hand of another person. Then they do the same with their left hand. When everyone is holding the hands of two different people, tell group members to untangle themselves to make a circle without breaking the chain of hands. The group then tries to unravel the ‘human knot’ by unthreading their bodies without letting go of other people’s hands.

**DEBRIEF:** How did it feel to be successful/ unsuccessful? What was the biggest challenge? What helped you to get back to the original shape? What would you do differently next time? What might our ‘human knot’ represent? Play the game again and have one or two volunteers stand outside the group and try to help with instructions. Was this easier or more difficult? Why?

---

**Activity: Joined-up Thinking**

Mark out 4 squares on the floor with masking tape or chalk. The sides of the square should be about 50cm long. Arrange the squares in a winding path within stepping distance from each other. Divide the group in teams of even numbers. Tie their legs together (like a three-legged race) so only the first and last person has a free leg. Teams line up at opposite ends of the path. Their task is to reach the other side stepping inside the squares only. If they step outside of the squares they must go back to the start. The team to reach the other side first, wins!

**DEBRIEF:** Was it easy or difficult? Why? How did it feel to be joined together and dependent on each other? What helped the winning team? What caused problems? If the team represented a system – economic, social, political - what might it be? What would help that system work better? If you played again, would you do anything differently? Do you think you could improve?
## Monitoring Changes in Attitudes

**Title: Continuum**

**Aim:** To track learning over a period of time or a session  
**Age:** All ages  
**Time:** 10 minutes  
**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.

<table>
<thead>
<tr>
<th></th>
<th>Session 1</th>
<th>Session 2</th>
<th>Session 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know something</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I didn’t know when I came in today</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not sure</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I want to know more about this topic</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not sure</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I will try to find out more about this myself</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not sure</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can see how this is relevant to my life in Ireland</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not sure</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Taken from NYCI’s ‘Monitoring and Evaluation Toolkit for Development Education in Youth Work’, 2011)
Title: Same old story?

Aim: To explore the different aspects of young people’s lives in Ireland and in the Global South

Age: 10+

Time: 60 minutes

Material: Large sheets of paper (for body maps), pens/markers, copies of the case studies and facts, magazines and other materials for collage including glue, scissors and blu-tac

WHAT TO DO

Part 1: In small groups, ask participants to make a list of what is good and what is not so good about being a young person in Ireland today. Each group can then share their ideas with the larger group.

Ask if anyone is surprised by the statements? Were any of the statements mentioned more than once? Why? Were the statements unique to Ireland, or would young people in other countries experience them too? What other issues might young people in different countries face?

Part 2: In groups, ask the young people to create an outline of a body on large sheets of paper, leaving room for the group to write inside and outside the body. Give each group one of the case studies plus the list of facts about young people’s lives today. Outside the body they should create a collage of the reality – good and bad – of that person’s life. Inside the body they should create a collage of all of the positive things that they imagine in that person’s life. What helps them through difficulties? They can use newspapers, magazines, headlines, images, sketches, etc. Make sure it is possible to see the difference between inside and outside the body by using different colours, art work etc.

Display the body maps. What do they have in common? What is different? Why?

Part 3: Finally, in the large group, jointly come up with the factors that contribute positively to young people’s lives, and help them to develop ‘resilience’, no matter which country they might live in. Represent your findings visually either in a large body map, or as a flower. The bud of the flower could be all of the internal things that help young people to be strong, happy and healthy. The petals could represent the external factors in their lives and communities.

Ceire’s story: I am 17 and live in Dublin. I’m in 6th year which makes me nervous, due to the pressure that goes with the Leaving Cert. However I also feel motivated to make the most of it for my future as I would like to study politics and international relations, travel abroad and work in an international organisation. I’ve been a member of my youth group for 3 years. It has opened so many new doors for me, and gives me the tools and guidance to take action and make changes in my community, as well as gaining new friends. My favourite thing about Dublin is the cultural diversity – there are always different things to do, so there is never any real reason for me to be bored as a teenager here (Source: Ceire’s own words. Ceire is a member of ECO-UNESCO and NYCI’s development education Youth Advisory Group (YAG))
Noeleen’s Story: At the age of 20 I set up a hair salon in Waterford. This was a challenge as I was one of the first women to buy a private house which I turned into the salon. As I am self-employed I have the opportunity to travel to America, Canada and have even lived in Spain. When I first started in hairdressing I sometimes fainted from the smell of ammonia from the lotion. I often copy hairstyles from films and celebrities. All my friends have their hair done regularly for going out. I meet some wonderful people when hairdressing (Noeleen, teenager in the 1960’s. Adapted from Waterford Life Now and Then)

Phillip’s Story: Phillip is gay and lives in the UK. His experience of school was difficult, from first being bullied at nursery school right up to secondary school, where he was teased as ‘queer’ and a ‘girl’, and even physically attacked. His mother threatened to go the police, but the school still did not do anything. By age 15 he had formed some good friendships, giving him much-needed support. One of his friends was also gay. Once boys teasing him shouted: “Are you queer?” Phillip replied “YES!” They were shocked and said “really?” and “well, you’re alright, really”. Bullies finally left him alone. However, since leaving school and becoming a young adult, Phillip has suffered three assaults, each time by gangs out ‘gay-bashing’ (Adapted from Plan International Because I am a Girl Report 2011 ‘So, what about boys?’)

Chit’s Story: Chit Mya Noe is 16 and was born in a small village in a country called Myanmar in Asia. When Chit was only one year old, there was fighting in her village. They took children and trained them to become soldiers. The fighting became so bad that Chit and her family left their home. They spent 10 years living in a refugee camp on the border with Thailand. Chit lived in a small house made of bamboo which had no access to running water. Her parents had to find fruit in the jungle to feed the family. In December 2007, Chit and her family moved to Ireland. Now, they live in Ballina Co. Mayo. Chit loves going to school. She hopes to work in an office when she’s older. When Chit thinks about the refugee camp, she misses her friends and relatives (Source: Trócaire)

Jonathan’s story: Jonathan Pasos lives with his parents in Pisco, Peru. In 2007, there was an earthquake which measured 8.0 on the Richter Scale. Buildings collapsed. 500 people were killed and over 1,600 people were injured. Thousands of people, including Jonathan and his family, had their homes destroyed. Jonathan’s father was seriously injured during the earthquake and had to travel to Lima, the capital city, for medical care. In the weeks that followed, Jonathan and his mother Maria were given food, clean water and materials for building temporary shelters. Then Maria was given a small grant from an aid agency to set up a small shop. This has allowed her to help her family by selling snacks and drinks (Source: Trócaire)

‘Having forgotten how to live in the moment, it would appear we are being forced to live in the instant’

Dinyar Godrej

What does this mean? What is ‘instant’ about life today? What effect does that have on the quality of our lives?

DID YOU KNOW? 2012 is the ‘European Year for Active Ageing and Solidarity between Generations’. Noeleen’s story is taken from a book developed during a project between transition year students and older people living in Waterford City. To find out further information about setting up a ‘Solidarity Between Generations’ project, contact Age Action or go to: http://www.icsg.ie/intergenerational_mapping_exercise
**SOME FACTS ABOUT YOUNG PEOPLE’S LIVES**

**Education:** In 2010, youth literacy (being able to read and write) reached 90%, which was up 6% since 1990. There were still 122 million young people (aged 15-24) who were unable to read and write. This consists of 74 million females and 48 million males. Literacy is part of Millennium Development Goal (MDG) No. 2 - ‘Achieve universal primary education’ (Source: UN Report on MDGs, 2010)

**Employment:** In Ireland, the main concern of young people regarding getting a job is the lack of opportunities in their city or region. 45% of young people in Ireland have this concern, which is the highest percentage in the EU (Source: Youth on the Move, 2011)

**Mobile phone use:** In Africa in 1998, there were less than 4 million phones in total, compared to approximately 500 million today (Source: www.8020.ie)

**Internet use:** 45% of the world’s internet users live in Asia. In Africa, the number of people using the internet has increased 30 times over since 2000 - from 4.5 million in 2000 to 140 million in 2011 (Source: www.8020.ie)

**Health:** In Europe, almost 9% of young people aged 15-24 are underweight. Around 17% of young people are overweight or obese. 1 in 4 children in the Global South are underweight. 1.8 million children die annually of diarrhoea linked directly to unclean water and unsafe sanitation (Source: EU Youth Report 2009, and UN Report on MDGs, 2010 and www.8020.ie)

**Alcohol:** More than 50% of young Europeans aged 17-18 years had been drunk at least once in the past 12 months when surveyed. Denmark accounted for the highest rates of drunkenness among youths (82%), followed by Ireland (72%) (Source: EU Youth Report 2009)

**Mental Health:** Globally, 450 million people have a mental health problem – more than 1 in every 16. 50% of those mental health problems begin before age 14 and 75% begin before age 25 (Source: New Internationalist, May 2012)

**Suicide:** Between 500-600 people die by suicide each year in Ireland. For young Traveller males, suicide levels are almost 7 times higher than the national average in Ireland. The suicide rate among Inuit youth (indigenous people) in Canada is 11 times higher than the national average. In Australia, the rate of male suicide among Aboriginal youths is 3 times higher than the national average. (Source: New Internationalist, May 2012 and All Ireland Traveller Health Study, 2011)

**DID YOU KNOW?** The Millennium Development Goals were agreed by the United Nations (UN) in 2000 to give everyone in the world a chance to live a healthy life. There are 8 goals, each with specific targets which are supposed to be reached by 2015.

**WARM UP:** Everyone starts with a partner except one (the leader). Partners stand either back-to-back or face-to-face. When the leader calls out back-to-back or face-to-face, everyone has to change partners and arrange themselves according to what was called. The leader should try to find a partner so someone will be left out and become leader. As the game progresses, the leader can change the body parts, e.g., calling "nose to hand”, "shoulder to knee”, “elbow to ear” and so on.
### Title: Choices

**Aim:** To explore the impact of financial pressures on young people and their families

**Age:** 12+

**Time:** 30 minutes

**Materials:** Copy of the chains, sticky labels/post it notes

---

**WHAT TO DO**

Copy each link of the chain/story onto a sticky label or post it note. Break into groups of six. Stick one label onto each of the participants’ foreheads. Explain that each person has one piece of the story. Their task is to line themselves up in order from the first sentence to the last sentence.

**DEBRIEF:** Ask each group to read out their chain. Does anything surprise them? Do the different stories have anything in common? Can the group relate to anything in it? Do any of these situations exist in the groups communities? What would help these people in the stories overcome their challenges? What can individuals, families, friends, communities, and governments do to help people who find themselves in financial difficulty?

<table>
<thead>
<tr>
<th>Chain 1: Marie is 26. She borrowed money to go to college thinking she would get a job</th>
<th>Chain 2: Espoir is 15 years old and lives in the Democratic Republic of Congo (DRC)</th>
<th>Chain 3: Lam is originally from Thanh Hoa in Vietnam, but had to move to the capital Hanoi for work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Since leaving college she is trying to cope with stress around unemployment and debt</td>
<td>His name means ‘Hope’ in French. He used to be a child soldier</td>
<td>Lam wanted to study and start a career but did not have the money</td>
</tr>
<tr>
<td>Marie feels she should know where she’s going in life, but things are uncertain</td>
<td>Espoir left his home to earn money for his family. He ended up in an armed group</td>
<td>He tried many jobs until he enrolled in REACH, free vocational training for youths</td>
</tr>
<tr>
<td>She was told, “You study hard and the reward is a job”. Not anymore</td>
<td>Now he lives in a transit centre where he is learning to live normally again</td>
<td>He chose the IT web and graphic design course because Lam loves computers</td>
</tr>
<tr>
<td>The pressure to have everything figured out is overwhelming</td>
<td>They play games and sports to learn that losing is ok and that they don’t need to get angry</td>
<td>Now he is working for a web agency. The salary is just enough to pay the rent and food</td>
</tr>
<tr>
<td>Marie wonders if life is about the destination or the journey</td>
<td>When he is ready to leave, Espoir will live with his family again</td>
<td>There are no web design jobs in his hometown now but Lam hopes there might be in future</td>
</tr>
</tbody>
</table>

(Adapted from information on www.headstrong.ie)  
(Adapted from information on www.unocha.org)  
(Adapted from Plan)
Alternative Idea: Instead of printing sticky labels, the chains can be mixed up for groups to sort.

FACT BOX: The Back-to-School Clothing and Footwear Allowance is given to families who need assistance with the financial costs of the new school year. In August 2012, almost 1,000 applications were received every day by the Department of Social Protection (Source: Irish Times, 27 August 2012)

WARM UP: Ask each person to silently choose two others from the group in their mind. Don’t let them know that they have been chosen. On the word ‘Go!’, everyone should start moving. Each person needs to form a triangle using the two people chosen as their triangle. They should try to form a perfect triangle, but try not to show ‘the chosen’ that they are following them. After a few minutes, shout ‘Stop!’. Ask participants if they think they are in a perfect triangle. Now ask the group if they have any idea who was following them. Invite participants to try it again, with the same people and see if they can all form the perfect triangle. Did you manage to do it this time? What was different? Which way was more relaxed?

Title: Bullying Perspectives

Aim: To explore what bullying is and how it affects our lives
Age: 10+ (Alternative idea for 6+ included)
Time: 40 minutes
Materials: Copy of statements, ‘Bullying’ poster and ‘Not Bullying’ poster, blu-tac and copies of case studies

WHAT TO DO

Part 1: Allocate one end of the room as ‘Bullying’ and the other as ‘Not Bullying’. Gather everybody in the centre of the room and explain that you will read out a number of statements. Participants should go to whatever end of the room they think best fits the statement. After each statement, ask for some reasons why they chose the end they did.

Statements:
- Bullying only happens in schools
- Bullying is only serious if someone gets hurt
- Bullying means one person is stronger than another
- Countries can bully each other
- We should only care if bullying happens to us

Part 2: Create teams of up to four people. Give each team a case study and ask them to discuss if bullying is happening in the story? If so, how? How would they feel if what happened in the story happened to them? Are there different types of bullying? If so, what are these? Can friends bully each other? Encourage them to list ways in which the bullying can be stopped and who should be involved? Do they think bullying only happens to individuals? Can it happen to communities – which ones? What helps people to overcome bullying? If countries bullied other countries, why and how might they do this?
Case Study A: Every day going into school, I felt my stomach twist into knots, trying to make my parents believe I was “sick”, having to deal with being called “fat” and “stupid” and “crap”. Being sensitive didn’t help either. It got to the stage where I couldn’t trust people. I was paranoid that they were only pretending to be nice to me and that soon enough they would bully me also. I was hanging around with a bunch of fake people. One girl in particular was trying to eliminate me from the group. She had spread lies about me and told me I was useless (Source: www.yourmentalhealth.ie)

Case Study B: An Australian newspaper reporting on the number of medals won by countries at the 2012 Olympics named South Korea as “Nice Korea” and North Korea (which is communist) as “Naughty Korea”. North Korea said that the paper was foolish and only acting to make money. The newspaper replied that it was looking for a harmless way of describing the two countries (Source: The Guardian, 8 August 2012)

Case Study C: We came to Ireland for a better life. We were afraid in Slovakia because we were attacked by a group of people with baseball bats and iron bars. They came into our house and destroyed our belongings. The police did nothing to try and catch the people who did it, even though we know who it was. We were scared to walk in the streets and even in our own home. When I started in Irish secondary school, I asked my mother not to pick me up from school because she wears a long skirt and if she collected me; my classmates would know that I was Roma. I didn’t want my classmates to know because I was afraid they’d bully me (Source: www.paveepoint.ie)

Alternative for children aged 6+: Show the short video clip “For the birds” by Pixar on YouTube. Ask what the group think this video is about. What are the birds doing? Why are they acting that way? Do people ever act like that? Who, and why?

FACT BOX: Bullying happens when someone keeps saying or doing things to have power over another person. There are different types of bullying:
- Physical: Contact like hitting, kicking, punching and taking something that belongs to someone else
- Verbal: Name calling, making offensive remarks or jokes about a person’s religion, gender, ethnicity or about the way they look
- Cyber: Sending abusive messages, pictures or information using electronic media, computers, mobile phones and websites
- Social: When someone is left out of games, deliberately ignored and made feel an outsider
- Mental: When someone is stalked or intimidated

Peer Pressure: Peers are friends who are part of the same social group. The term ‘peer pressure’ refers to the influence that peers can have on each other (Source: www.antibullyingireland.com)

DID YOU KNOW? An Irish video tackling homophobic bullying has reached the magical 1 million viewers’ mark on YouTube, making it the most viewed online video from any Irish charity. The video, “Stand Up! Don’t Stand for Homophobic Bullying”, comes from BeLonG To, Ireland’s national organisation for lesbian, gay, bisexual and transgender (LGBT) young people. (Source: Irish Examiner, 27 August 2012) To see the video, visit their website www.belongto.org
**Title:** Moving On Up

**Aim:** To explore why young people migrate, and how they can cope with the related changes in their lives

**Age:** 12+

**Time:** 45 minutes

**Materials:** Case Studies

**WHAT TO DO**

Part 1: Divide participants into small groups. Distribute the first parts of the stories to the groups. You can decide to give all groups the same one, or different stories to each group. Tell the groups that they should think about what might happen next in the story. Ask them to imagine different aspects of the characters’ lives, e.g. family, education, health, etc. Allow 10-15 minutes to create a short sketch on the future they imagine for that young person. Invite each group to perform their play for the others.

Alternative Idea: This could be done as a human sculpture or a story competition instead of a sketch.

**DEBRIEF:** Did you believe the stories in each sketch? What were the similarities/differences? What were the characters’ hopes and fears? What challenges or obstacles did they face?

Part 2: Distribute the complete story of the young person and invite the groups to read them.

**DEBRIEF:** Were they surprised by the true stories? Were the plays that they created realistic? What factors affected the choices that the young people in the stories could make? How did they cope with the change – what helped them? Are these young people ‘resilient’? What would you do in their shoes?

First part of the story...

**Story 1:** I moved home when I was 8 with my family. I was bullied in my new primary school as almost everyone was from the local area and I stood out in terms of my accent.

**Story 2:** I have just graduated from college with a degree. I would like to find a job but there are little to no job prospects where I live. I am thinking about leaving home to look for work.

**Story 3:** I am 14 years old. As things were bad in my country, my family decided to leave 8 years ago. We moved because my parents thought we could have a better life.

**Story 4:** At the age of 16, I lost my place on a vocational training course due to a cut in funding. I had to move to the capital city to seek work. I was nervous about it as I am HIV positive.

**Story 5:** As a young girl I went through the painful experience of Female Genital Cutting (FGC). As the political situation at home became dangerous, my family found an opportunity to send me to safety. Arriving alone and scared, I had to try to learn the local language.

**Story 6:** I lived in a small town but had to move to get a job in an industrial area 500km from where I live. I really miss my hometown but feel like I have to stay here to keep my job.
Second part of the story...

**Story 1:** Cait was born in England and moved to Ireland aged 8. She was bullied in primary school where there were very few other migrants and she stood out because of her English accent. However, she went to a more multi-ethnic secondary school and developed a wide circle of friends from different backgrounds. Her self-esteem and self-confidence improved a lot. “I prefer the Irish one [accent]. See how I’m talking at the moment, that would be how I would like to talk all the time but if I don’t, I don’t really care anymore” (Source: ‘Tell me about Yourself’ - Migrant Children’s experiences of moving to and living in Ireland, 2009)

**Story 2:** Louise from Co. Tipperary is leaving Ireland for Dubai, United Arab Emirates (UAE). She recently graduated from college. “I decided to go to the UAE as I did not want to continue with study at the moment and there are little to no job prospects in Ireland. I decided to look into teaching abroad as I have taught English in Spain. My coping mechanism to adjust to a new life in a new country is just to embrace it, get involved and just enjoy it. Missing home will also be a factor. But with today’s technology homesickness is not too bad, especially when friends and family are just a Skype call away” (Adapted from Adjusting to life in the UAE, Irish Times, 18 August 2012)

**Story 3:** Janko and his family moved to Ireland looking for a better life. They were not allowed to go to school in Slovakia because of who they were and his father couldn’t find work. Their village was attacked by a group of people with baseball bats and iron bars in Slovakia. They even killed a neighbour in this attack. The police did nothing. “We were so scared. When we came to Ireland my father worked on a building site and we went to school. This was a dream come true for us all. I really liked Ireland because we could walk down the street without people shouting at us and I made friends. But as more Roma came to Ireland, people’s attitudes changed. My mother wears a long skirt, so I asked her not to collect me from school in case people found out we are Roma. My father has lost his job and is not entitled to social welfare support. He was told that he should go back to Slovakia. We are not sure what we will do and I am scared of what might happen” (Source: Pavee Point Travellers’ Centre. If you would like more information, go to www.paveepoint.ie and to the section on ‘Roma in Ireland’)

**Story 4:** Mawanda was born HIV positive in Uganda. His parents died when he was a child and he lived with a family friend. “At 12, things got worse because of my HIV status. Children would not play with me and told me I would die. I was so sad and stressed. After finishing primary school, I had no money to go to secondary school. At 16, I was offered a place in a mechanics and welding course. The training was for 3 years, but funding was cut so I had to drop out. I moved to Kampala (capital city) and found a job as a welder, which provides me with enough money to live and stay happy and well, and access my ARVs (medicine for HIV). I now mix well with the youth in my community because I am strong and healthy. Self determination, self worth and new confidence have determined the person that I have become today” (Adapted from Sam Zziwa Child Protection Officer, Nurture Africa, Uganda, 2012)

**Story 5:** As a young girl in Somalia, Ifrah went through the painful experience of Female Genital Cutting*. In the 1990’s, the situation there became dangerous, and Ifrah was sent away to safety in Ireland. Ifrah was taken into care by the Health Service Executive (HSE) as she was under 18 years. Ifrah’s initial struggle was to learn English, reading and writing. Ifrah was soon given refugee status and used every opportunity to meet people and improve her skills. She got involved with a youth group called the Integration of All Children of Ireland (IACI) and the Miss Africa beauty pageant. When she went for medical examinations, doctors were shocked to see that she had gone through FGC. She learned about groups campaigning against it and started to speak out too. She set up her own youth group, the United Youth of Ireland (UYI) with the support of Catholic Youth Care (CYC) (Source: Ifrah’s own words)
Story 6: Cuong is from a small town in Vietnam. He used to work in the industrial city “Binh Duong”. There he always wanted to do extra shifts because then he could eat at the factory. He shared a room with a cousin who is a truck driver, and was often alone. He earned about €100 per month, just enough for rent and food. A few days before payday, he could only afford to eat instant noodles. Life was very hard. He went to work and came home exhausted, too tired to do anything else. He moved back to his hometown and is doing a vocational training course in Housekeeping. To him, “Life in here is poorer and harder, but I want to be close to my family” (Adapted from Plan International, Vietnam)

FACT BOX: *Female Genital Cutting (FGC) – sometimes referred to as FGM (mutilation) or female circumcision - is a procedure that intentionally alters or injures female genital organs for non-medical reasons. It is often performed by traditional practitioners, including midwives and barbers, without anaesthetic. An estimated 100–140 million girls worldwide have undergone it, including 92 million in Africa. While not recognised as a physical disability, many believe FGC is a disability as it intentionally disfigures the body. The Criminal Justice (Female Genital Mutilation) Act 2012, making the practice illegal in Ireland, was passed in April 2012 (Source: World Health Organisation and www.8020.ie)

FACT BOX: Janko’s case study above is based on the story of many young Roma. The EU Fundamental Rights Agency found in 2008 that “on average half of Roma respondents were discriminated against at least once in the previous year.” During the Holocaust, about half a million Roma, (including Roma from Germany who are called Sinti), were killed. To find out more about the Roma community, watch the film ‘A People Uncounted’ http://www.apeopleuncounted.com/

ACTION IDEA: Watch a film made by young people living in Ireland about their experiences of migration. The film was made by the mPower Youth Project in 2011 with the Migrant Rights Centre of Ireland (MRCI) and is called ‘Making Ireland Home’ http://www.mrci.ie/mPower-Youth-Project/

DEBRIEF: What did you think of the film? Did anything stick out for you? How do you feel about what those interviewed had to say? If you had to move to a different country how might you feel? What would the challenges/opportunities be? As a follow-up, you can find a local migrant-led organisation or community and invite them to come speak to the group to share some real stories of migration from people living in the area.

WARM UP: Ask people to walk around the space. Tell them to listen to your instructions. Walk in different directions. If they see an empty space they should fill it. Tell them to ‘Stop’, ‘Go’, ‘Jump’ at different times. Do this several times and then explain that they should no longer listen for these words because you are replacing them with ‘Red’ (Stop), ‘Orange’ (Jump) and ‘Green’ (Go). Encourage them to walk faster. Try to catch them out by interchanging the colours with the original commands.
WHAT TO DO
Place a table in the middle of the room and put a plastic bottle underneath. Ask participants which object they think has the most power at present? The table or the bottle? Why? Invite a volunteer to move an object to make it more powerful than the other. If it needs explaining, ask the group why they think it is now the more powerful object.

Ask if anyone can make themselves more powerful than the object? Choose one person to enter the picture and pose so they are more powerful than the object(s). They must stay completely still and are not allowed to talk when they are in the picture. Ask participants if they think the person is now the most powerful? Why? Ask if anyone can join in and make themselves more powerful than the person who joined? How? Allow them to join in. Continue until everyone has had a chance to join in.

DEBRIEF: Was it difficult to join and be most powerful? Who held power longest? How quickly did you lose your power? Who was most powerful in the end? Why? Do you think objects can have power over people in the world? What might the bottle represent: A country, resource or people? What might we represent in this game? Why do people want to have control over others and resources? Are there positive and negative examples of how power is used over people? Are there some people in the world with more power than others? Why? Do you think this should change? If so, who should do it and how? If not, why?

Variation: You can play the game without a prop. A volunteer should go first by placing themselves in the middle and striking a powerful pose. Continue by asking others to join in.

FACT BOX: The USA produces 8.5 million barrels of oil per day and consumes 19.5 million barrels per day. Saudi Arabia produces 10.8 million barrels of oil per day and consumes 2.4 million. It takes approximately 1 litre of oil to produce 10 plastic bottles (Source: EIA (2010) US Energy Administration in www.8020.ie, and www.greenupgrader.com)
Title: Whose land is it anyway?

**Aim:** To examine the issues of land grabbing and how communities can develop resilience

**Age:** 8+

**Time:** 40 minutes

**Materials:** Old pieces of paper, music

**WHAT TO DO:**

**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? 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 and show the group.

---

**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: 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: www.citizensinformation.ie)

**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)
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

Title: From There to Here

Aim: To explore the effects of the drug trade on communities who produce and consume drugs
Age: 12+
Time: 50 minutes
Materials: Drug cards and country cards copied, paper, markers, scissors, tape, blu-tac

WHAT TO DO

Part 1: Ask your group to think about drug use in Ireland. What drugs can they name? Who is involved? What are the impacts? Ask participants do they know where drugs come from? How do drugs get to their communities? See the list of those involved below, and compare to the participants answers. Have they missed any?

Who’s Involved:

| Criminal gangs | Families of drug users | Landlords |
| Drug dealers | Farmers | Police |
| Drug traffickers or ‘mules’ | Farmers’ families | Transport/Shipping |
| Drugs users | Land loggers | Workers in processing plants |

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

Part 3: Divide into two smaller groups. One group receives cards about Afghanistan and Heroin and the other about Colombia and Cocaine. Ask them to think about the problems associated with the drug for a community in that country and make a list of issues. These could include education, employment, poverty, etc. Allow 10 minutes for this. Display the answers.
Ask the group if some of those problems are also present in communities in Ireland where people use drugs? Which ones? What are the impacts of the global drugs trade on communities here and in the Global South? How can individuals and communities develop resilience to drugs? What are the challenges? What are the opportunities? Finally, ask each group to choose one of the issues and to create a poster to inform others about the global drugs trade. The poster should relate to communities affected by drugs in Ireland and the Global South.

**Country Profile: Afghanistan**
- **Capital city:** Kabul
- **Population:** 29 million
- **Refugees/ Internally Displaced People (IDP):** 2 million refugees in Pakistan and 800,000 in Iran
- **Religion:** Approximately 99% Islam
- **Life expectancy at birth:** 48.7 years
- **Economy:** Mainly agriculture (80% of population) producing grain, rice, fruit, nuts and vegetables. Mineral resources include natural gas, coal, oil and gemstones. The security situation has restricted development. Drugs, mainly opium, dominate illegal exports
- **Unemployment rate:** 35%
- **Literacy rate** (age 15 and over who can read/write): 28%
- **Politics/Government:** The Islamic Republic of Afghanistan is governed by an elected President supported by two Vice Presidents and a Cabinet of Ministers. The Taliban and other anti-government groups are active in many regions, especially in the South
- **Corruption Index** out of 187 countries: 3rd most corrupt country
- **Communications:** 1 million internet users, 13 million mobile phones

**Country Profile: Colombia**
- **Capital city:** Bogotá
- **Population:** 46.1 million
- **Refugees/ Internally Displaced People (IDP):** 3-5 million IDPs
- **Religion:** Approximately 99% Christian
- **Life expectancy at birth:** 73 years
- **Economy:** Despite years of drug and politically related violence, Colombia has managed to maintain long term sustainable growth and is now the third largest economy in South America, primarily focused on oil, coal, coffee and cut flowers
- **Unemployment rate:** 10.8%
- **Literacy rate** (age 15 and over who can read/write): 90%
- **Politics/Government:** Republic with President as Head of State and Government. Colombia has experienced decades-long violent conflict involving outlawed armed groups, drug cartels and human rights abuses. Since 2002, there has been some progress towards improving security
- **Corruption Index** out of 187 countries: 100th most corrupt country
- **Communications:** 22.5 million internet users, 43 million mobile phones

(Source: CIA World Factbook, BBC, Transparency International, UNDP, Foreign and Commonwealth Office, UK)

**WARM UP:** Using a long broom handle, participants look at the top of the stick and spin as fast as they can 20 times around it. Immediately afterwards, they should try to do a simple task such as touch their nose, kick a football or tie a shoelace. *(Adapted from an activity by Felix Chali, Barefeet Zambia)*
**Name of drug:** Heroin

**Source of drug:** Opiates from the poppy plant including opium, morphine and heroin

**From where? ( % of global production):** Mainly in Afghanistan (84%), South-East Asia (5%), and Latin America (10% Mexico, Colombia)

**How does it get to Europe?** Traffickers traditionally rely on overland routes via central Asia, Iran and Pakistan. Recent increasing use of Africa as a route for shipments to Europe fuels heroin consumption there

**Who grows it?** Afghan poppy farmers grow opium. Afghanistan has approximately 300-500 laboratories in operation with an output of approximately 380-400 tons of heroin per year

**Value of global market?** €44 billion (2010)

**Price per kilogram (kg)?** About €800 to the farmer for the opium it takes to produce 1kg of pure heroin. It’s worth about €80,000 on the street

**Who uses it? (2007)** 15–21 million heroin users globally. Britain has more than 300,000 heroin users, the largest market in Western Europe

**Who benefits from the global trade?** Criminal networks and a few large-scale smugglers in Europe, Russia and South-East Asia get most of the profits. In 2009, Afghan drug traffickers earned €1.8 billion and Afghan farmers €350 million

**Adapted from information available on the United Nations Office on Drugs and Crime website http://www.unodc.org/**

**NOTE TO LEADER:** It would be worth exploring drug use and risks with your group if they are new to drugs education, before doing this activity. Visit http://www.drugsandalcohol.ie/5259/

**FACT BOX:** Internally displaced people, or IDPs, flee their homes due to conflict, violence and human rights violations but – unlike refugees and asylum seekers - have not crossed an international border. They remain inside their home countries to seek protection. (Source: www.unhcr.org)
Title: All about Water!

Aim: To learn about water consumption in our lives through different activities and in different places

Age: 6+ (Part 1); 10+ (Part 2)

Time: 20 minutes (Part 1); 20 minutes (Part 2)

Materials: Crayons/markers, paper, a World map (optional). If playing outdoors, 3 large containers for holding water (i.e. 10 litres), access to a tap

WHAT TO DO

Part 1: Ask participants to think about how they use water every day and name some activities e.g. washing, cooking, flushing toilet, etc. Do they use water carefully, or sometimes waste it? Do they think they use a lot or not? Have the participants draw a picture of a bucket, glass or any water container, and a line at one-third full. Ask the group to imagine that the line is the amount of water every person uses every day in Ireland. Ask them to colour in lines for how much water they think other countries like the USA and Malawi (in Africa) use.

Tell the group the actual amounts used: USA water use would fill the bucket, the average person in the USA uses approximately 3 times more water than the average person in Ireland. The average person in Malawi uses approximately one fifth of the water we use per day in Ireland. Ask the group if they are surprised. Why do some people and countries use more water than others? How might we reduce the amount of water we use daily?

Water use in Ireland and other countries

<table>
<thead>
<tr>
<th>Country</th>
<th>Daily use</th>
<th>Difference to Ireland</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ireland</td>
<td>148</td>
<td></td>
</tr>
<tr>
<td>UK</td>
<td>150</td>
<td>+2</td>
</tr>
<tr>
<td>USA</td>
<td>466</td>
<td>+318</td>
</tr>
<tr>
<td>China</td>
<td>86</td>
<td>-62</td>
</tr>
<tr>
<td>Malawi</td>
<td>33</td>
<td>-115</td>
</tr>
<tr>
<td>Haiti</td>
<td>17</td>
<td>-131</td>
</tr>
</tbody>
</table>

(Source: www.progressio.ie)

NOTE TO LEADER: When thinking about the other countries, ask the group to consider the following questions (looking at a map): Can they point to the country on the map? How big is it compared to Ireland? What are the main water sources (large rivers, lakes, sea)? What is the population in relation to Ireland? What is the climate/landscape compared to Ireland?

Alternative Idea: Take It Outdoors! For an outdoor version of this activity, use buckets to demonstrate the amount of water different countries use per day. Fill the buckets according to the amount used in each country. Encourage the group to think of ways to use the water at the end of the activity so that it is not wasted, e.g. water plants, wash the floor.

FACT BOX: Almost half of our water in Ireland is lost because of leaks, unauthorised use and metering errors. The worst situation is in Limerick City where 58% of all water is lost. The ‘best’ is South Dublin where 21% goes missing. 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 (Source: Report on www.lgcsb.ie)

FACT BOX: Water around the World: The international norm for a family of 5 people is 100 litres per day. 40 billion hours are spent each year in sub-Saharan Africa fetching water (Source: www.8020.ie)
DID YOU KNOW? Water is a finite resource. This means we will never have more water than what is currently on Earth. Only 3% of the water on Earth is fresh and drinkable. 2.5% is frozen in glaciers and icecaps. This leaves only 0.5% for our needs. Many countries rely on water from other parts of the World to produce what they need, such as Holland and Belgium. The UK currently consumes 3 billion bottles of water every year, half a billion of which are imported from overseas (Source www.8020.ie and www.watercooler.ie)

Case Study: Women from a rural area in Southern Ethiopia solved their water problems together. ‘As well as our daily housework cooking, cleaning and minding children, we had to fetch water. During wet season, we used a local pond which animals also used and it made us sick. During dry season we had to walk 6-7 hours to find water’. The women set up a collective saving and credit group. This was a bold move, in a society where it is unusual for women to manage money. Then they decided to try harvest rainwater, by constructing a rock catchment area and a reservoir. The women asked an aid agency for support and the new reservoir with a capacity of 150,000 litres has changed the women’s lives. (Source: GOAL) Ask the group are the women resilient? How?

Part 2: Apart from using water to cook, take showers and wash our clothes, a lot of water is used to produce food and other products every day - to grow apples and even to produce a bag of crisps. The amount of water needed depends on local weather, agricultural practices and transport. The total amount of water needed to produce what we consume on a daily basis is known as our “water footprint”.

Copy and cut out the cards below. In small groups, ask the participants to match cards (amount of water with items), thinking about how the item is produced and possible distance it travels to reach them. Then for each item, read out the correct amounts and award points to those who are closest to the correct amount. After the final round, announce the winning team!

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount of water used in production</th>
<th>Item</th>
<th>Amount of water used in production</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tomato</td>
<td>13 litres</td>
<td>Cotton t-shirt</td>
<td>2,700 litres</td>
</tr>
<tr>
<td>Potato</td>
<td>25 litres</td>
<td>A bag of crisps</td>
<td>185 litres</td>
</tr>
<tr>
<td>Cup of Tea</td>
<td>35 litres</td>
<td>A glass of milk</td>
<td>200 litres</td>
</tr>
<tr>
<td>Apple</td>
<td>70 litres</td>
<td>A kilo of wheat</td>
<td>1,500 litres</td>
</tr>
<tr>
<td>An Egg</td>
<td>135 litres</td>
<td>100g of Chocolate</td>
<td>2,400 litres</td>
</tr>
<tr>
<td>A glass of orange juice</td>
<td>170 litres</td>
<td>A kilo of meat</td>
<td>15,000 litres</td>
</tr>
</tbody>
</table>

(Source: Water Unit, FAO (Food and Agricultural Organisation), UN; Water Footprint Network www.waterfootprint.org, www.8020.ie)

Ask participants if they were surprised by how much water different products need? Why does a glass of milk use so much more water in its production than an apple?

ACTION IDEA: To calculate your water footprint, go to: http://www.onedrop.org/calcul/en/ Ask participants to think about what they ate today. What is their ‘water footprint’ in litres? How might they reduce this when choosing food and products? Monitor your water footprint for a period of time and share the results in your youth organisation.

ACTION IDEA: Progressio Ireland is an independent Irish international development organisation. They encourage people to think about what is a fair amount of water for all, and show people how to change their water use. Take part in their ‘Zanjero Water Challenge’ or try to live on 10 litres of water for one day. For more information on how to get involved go to: http://www.progressio.ie/znajero/

Activity adapted from information provided by Progressio Ireland
Title: Gone Fishing

Aim: To understand interdependence and explore the idea of the system of ‘Commons’, and to discover how our behaviour influences others

Age: 12+

Time: 45 minutes

Materials: Recording template, copy of the scenario, copy of ‘Commons Background’

WHAT TO DO

Part 1: Everybody sits in a circle facing outwards. Read the scenario and explain how the game works.

Scenario: We are living in a village where everybody depends on the fish in the pond for eating and selling to buy other goods. Everybody owns the fish. They are a part of our common goods, shared by all. Each angler is fishing by themselves.

Give the rules: The game is played in seven rounds. Each round represents a day. Anglers cannot talk because it scares the fish away. Each player can fish 0 to 3 fish per round. The angler can only fish a second fish if they have fished a first one. If you don’t take a first one you cannot take a second or third in that round. Anyone wishing to catch just one fish must do so in the first round. The aim is to get as many fish as you need. You catch fish by raising your arm when the leader asks “Who wants one fish?”, “Who wants a second fish?”, “Who wants a third one?”

NOTE TO LEADER:
- Don’t tell the group that the amount of fish in the pond at the start of the game is the amount of players x 4. (e.g. if you are playing with 10 people, the amount of fish at the beginning is 40)
- The fish replenish naturally at the end of each day (the remaining fish at the end of each day double, but don’t tell the group that), but there will never be more than the amount of fish at the beginning of the game (e.g. 40)
- Ways to reduce the numbers of people and fish: People who don’t fish enough, i.e. less than 7 during the full week, will die of hunger and are out of the game. Anyone who doesn’t fish the first two rounds can also be eliminated. If the group are being too cautious and there are too many fish, you can wipe out half due to a disease in the pond, etc
- If needed, after four rounds, those with the highest number of fish automatically take 3 from each of the remaining rounds whether they want to or not. They have better equipment, more fishing bait, more experience

So the week begins on Day One… Ask who wants to have a first fish? Anglers raise an arm to answer. Continue for second and third catches. Remember, if you don’t fish in the first catch of each day, you don’t get any fish that day. Use the recording template to capture who fished and how many. Repeat for each round.

<table>
<thead>
<tr>
<th></th>
<th>Day 1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Fish beginning Day</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Player A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Player B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Player C</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amount fished</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amount left</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Negotiation and Penalties: At any stage during the game when you see the pond getting severely overfished, allow 2-3 minutes where the participants can go to the ‘community centre’ to talk and come up with a common strategy for protecting their fish stocks. If they think anyone should be punished for the low stocks, ask them who and why? The maximum fine is half that person’s fish stocks. If the meeting takes too long, warn the participants that they can continue talking but that anglers from a neighbouring village are using the pond while they are in the community centre and more fish are being taken.

DEBRIEF: What happened in the game? Were there any fish left? Why? Did the penalties/negotiations change the game? Why were they needed? How did participants feel during the game? How did they react personally? Would it make a difference if they knew how many fish were in the pond? Would they play this game differently if they had to do it again? Do they think that this situation is like anything that happens in real life?

Part 2: Divide into small groups and give each group a copy of the ‘Commons Background’. Ask them to read it and discuss the impact of the ‘Tragedy of the Commons’ on their lives and their communities’ future. Alternatively, watch related animations on YouTube by searching for ‘Tragedy of the Commons’.

Commons Background
The ‘commons’ are resources that are owned or shared among communities. The ‘commons’ were traditionally defined as the elements of the environment - forests, air, rivers, fisheries or grazing land. Today, the commons include literature, music, film, television, radio, information, software and sites of heritage, public spaces, parks and playgrounds. The ‘Tragedy of the Commons’ is when multiple individuals begin using the commons so much that it means there isn’t an equal and fair share for everyone else. This ultimately makes a shared resource scarce and expensive. Even though it is clear that it is not in anyone’s long-term interest for this to happen, it still does. Overfishing the seas is an example of this.

FURTHER DEBRIEF: Does this game reflect any situations in real life? What are the ‘commons’ in your community (e.g. public parks, playgrounds, football fields, local hall, libraries, canals, etc)? Are they used fairly or not? How can we encourage everyone to use only what they need? Should companies pay to use our common resources? Do you think society rewards those who cooperate the best, or those who compete the best?

FACT BOX: Plenty more fish in the sea? According to the UN Food and Agriculture Organisation (FAO), in 2006, over 70% of the world’s fish species were either fully exploited or depleted. Oceans were cleared at twice the rate of forests. Fishing is central to the livelihood and food security of 200 million people, especially in the Global South, while one in five people on this planet depends on fish as their main source of protein. Look out for the Marine Stewardship Council (MSC) eco-label on fish in your local supermarket.

WARM UP: Happy Mushroom! The group stands in a circle. Each person has to choose another person (without saying anything). When the leader says ‘Go!’, each person has to do 3 circles around the one they chose. When they do 3 circles, they sit and shout ‘Happy Mushroom!’
Title: Lean on Me

Aim: To explore the supports that people need to be able to lead healthy and fulfilling lives

Age: 8+

Time: 20 minutes

Materials: Tennis ball, paper, markers

WHAT TO DO

Ask the group to list as many of the challenges they think affect the world today. They can be local or global, personal or community. Ask for a volunteer to stand in the middle of the room. The volunteer represents a person who faces one of the challenges listed. Ask the group what they think would happen if this person were to lean backwards? How could the group prevent the person from falling over?

Ask the group to call out the types of supports that would help the person in the middle to be resilient? As people name the supports, they stand around the volunteer, arms outstretched and feet apart, one foot in front. When there are enough supports in place, ask the volunteer in the middle to stand with feet together and hands folded across their chest. Invite them to lean backwards. The group of supports gently move the person around the circle. After a few minutes, stop moving the person and allow them to stand again.

Ask the group if they could think of any reason why some of these supports might not be available? For example, reduced funding, corruption, ill health, people not caring, etc? What might happen if they didn’t have the supports they need to get on in life?

DEBRIEF:

Do people need supports in the world? What happens if supports are available or not? Why do you think people don’t have the supports they need? Who suffers most? Can you think of any solutions?

(Adapted from an activity by Darius Musukwa, YMCA Zambia)

Alternative idea: Using the challenges identified, ask the group to create a large circle. A volunteer stands in the middle and represents one of the issues. Those forming the circle have a ball to pass to each other. Before they pass it, they give a reason for the challenge/problem. If the person in the middle catches the ball, the one who threw it joins them in the middle. That person is now a solution to the problem and they name the solution. The game continues as the ‘solutions’ in the middle try to get as many more solutions (team members) as possible. The solutions can help each other in finding new solutions. The group throwing the ball around must keep naming new causes of the problem. The game ends when the solutions outnumber the problems.

DEBRIEF: Was it easy to be a cause or a solution to the problem? What made it difficult/easy? Did their feelings change during the game? Why? What happened when there were more solutions/causes?

ACTION IDEA: Compare the list of challenges the group created to the supports that are in place in their own community. Make a presentation to local politicians and ask them about what role everyone can play in getting these supports in place. For national and global Issues, contact your local TD. See Contacts in this resource.
Title: Community Bounce

Aim: To think about ways individuals and groups can make their community a better place to live
Age: 8+
Time: 40 minutes
Materials: Chalk or masking tape, tennis ball, flipchart and marker, copy of the rules, old papers and magazines, glue

WHAT TO DO

Place two vertical lines facing each other about two metres apart. These will become the throw lines during the game. Mark out two squares in between the lines with masking tape or chalk. The sides of the squares should be about 50cm long.

Divide the group in two teams, A and B. Ask them to think about things that communities can do to become stronger. Focus on action ideas. Each group should come up with as many ideas as possible. But they are not allowed to write any down. Each individual should try to remember at least two.

Each team lines up behind a line. The first person in each team faces each other, and the other members line up behind them. Team A starts and the first person in that team has to name one of their ideas and bounce the ball over to the other team. The ball must bounce through one of the squares on the ground. Then the person who threw the ball goes to the end of their own line.

When the first person in Team B catches the ball, they do the same thing – name their suggestion and bounce the ball back to Team A through the square.

Rules:
1. The ball must bounce inside the square. If not, the person gets the ball back, has to come up with another suggestion and then bounces it again. Keep going until the ball bounces through the square.
2. Each suggestion can only be said once.
3. You have 5 seconds to make a suggestion or you’re out.
4. Team members can help each other when they’re lining up, but they cannot talk to the person who is holding the ball.
5. The team with the most players at the end is the winner.

NOTE TO LEADER: The leader will probably need at least one other leader to help as adjudicator. The adjudicator should write up the suggestions (very quickly) and let the group know if something has been said already. The adjudicator should be firm and fair. You could also do a tally of scores if you wish. First team to 20 points with the most players wins?

DEBRIEF: Was it easy or difficult to come up with ideas? How did it feel during the game - pressurised or relaxed? Did you help each other? Do communities always help each other out? Were any of the suggestions similar? What do you think makes a community strong/weak? How would your ideas make a community more resilient? Do you think communities operate in the same way worldwide? Why and how?

ACTION IDEA: Using the ideas presented during the game, create a large collage or mural highlighting the activities that take place in your own community. Display it in a public place to remind people of all the positive elements of where they live.

If you want to go fast, go alone; if you want to go far, go together. African proverb
Title: Eggs-hibit resilience

Aim: To explore the supports needed to maximise resilience in people and community
Age: 8+
Time: 40 minutes
Materials: Eggs, straws, tape, scissors, old newspaper, cardboard such as empty toilet roll/cereal box, bin liners

WHAT TO DO
Split into teams of up to four people. Give each team a set of materials from the list. Give 20 minutes to create a structure that will protect the egg from cracking when dropped from a height of six feet. Participants can only use the materials provided. The winning team is the one whose egg can be dropped from the greatest height without breaking.

DEBRIEF: Did the eggs survive or not? If so, what was your secret? If they didn’t, what would you do differently?
What made the eggs ‘resilient’? Think of the egg as a person - do you think people and communities need support?
What would the materials represent if the egg was a person or community? What might happen if these supports are never given or taken away? Can they think of any examples?

Alternative Idea: You can give teams different amounts of material but don’t let them know they are getting different amounts. See if it makes a difference to their egg and include this information in the debrief. To find out more about this activity visit www.youthworkinit.com Or to avoid creating a mess of broken eggs, try the ‘Marshmallow Challenge’ using marshmallow, raw spaghetti and masking tape on: www.marshmallowchallenge.com

DID YOU KNOW? Why are eggs often sold by the dozen? The Romans started it because 12 are easy to split in half, quarters, thirds and even sixths. The word ‘dozen’ comes from the French word ‘douzieme’ which means twelfth.

Ten Tips to Build Your Resilience
- Have the courage to be imperfect
- Take time for yourself
- Sign up for that course, join that club
- Be active every day in as many ways as you can
- Spend time with people who make you feel good
- Laugh out loud each day
- Take time for yourself
- It’s all about team work!
- Remember, difficult times shall pass
- Talk out your troubles

(Source: Colour poster available from www.mentalhealthireland.ie)

WARM UP: Each person outstretches their arms with index fingers pointing in front of them. Ask them to move their arms and upper body as far as they can to the right. Remember the point that you reached. Relax, take a deep breath and try again. See how many people were able to move further the second time around? Ask them why they think that might be? What does it say about the value of trying again?

“If I had 60 minutes to solve a problem and my life depended on it, I’d spend the first 55 minutes thinking about how to solve it because then I’m certain I could in 5 minutes”

Albert Einstein
Title: Our Community View

Aim: To explore what a resilient community looks like
Age: 8+
Time: 30 minutes
Materials: Flipchart, markers, old magazines and newspapers, scissors, glue, softballs, copies of the case study

WHAT TO DO

Ask the group to think about the perfect community. What would it look like for them? What services are there? How much green space is there? What do the buildings look like? What do people do with their spare time?

On a large sheet of paper, draw an overview of their ideal community. Using old magazines and newspapers, create a collage mapping the location of everything they think they need. Remember to think about nature, people, buildings, education, health and work.

Once finished, compare this perfect picture to where they live now. Do they look the same? Identify the elements they think could be taken from the perfect community and put into action where they live.

Does everyone live in similar communities worldwide? If not, what might be different? Why might this be so? Do the group have any suggestions on how communities could change for the better? What would individuals have to do?

Share the case study with the group and follow up with a debrief.

Case Study: Cloughjordan Eco Village is in County Tipperary. It is a place where people, like you and me, choose to live in a way that deliberately looks after the planet and each other. Every house in the village is different. The homes and water are all heated from shared solar panels and a wood chip burner. Every home has an allotment for growing food and plants. The village has its own farm that supplies milk, cheese and vegetables. Every week there is a community meal. People go to somebody's home for dinner, catch up with their neighbours and discuss what's happening in their area.

DEBRIEF: Do they notice any similarities between their perfect community and Cloughjordan? What is the same or different? What are the things that make a community strong and resilient? If they could do one thing to help their community become more resilient, what would it be? Are there any barriers to them getting involved in their community? Why?

“Vision without action is a dream. Action without vision is a waste of time. Action with vision can change the world”
Nelson Mandela

NOTE TO LEADER: To find out more about Cloughjordan Eco Village and the Transition Towns Movement, visit www.thevillage.ie

WARM UP: Group Juggle: Everybody stand in a circle. Leader throws a soft ball across to somebody. When that person catches it, they throw to a person who has not had it yet. Everyone should remember who they threw it to. Continue until everyone has had the ball. After round one, introduce more balls. See how fast they can throw these without any drops.
Title: Mindfulness Exercises

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

Age: 8+

Time: Each activity takes approximately 15 minutes each

Materials: Depending on the activity: 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?

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: http://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?

**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)
Title: Wheels in Motion

Aim: To identify how we can build resilience and community supports locally

Age: 10+

Time: 90 minutes (over two sessions)

Materials: Paper, markers, poster of circle with eight segments

WHAT TO DO

List all of the supports and services that people in your community need to live resilient lives. Ask the group to decide on eight of the supports they want to explore from their communities perspective. Draw a large circle with eight segments, similar to Illustration A. Display the wheel and explain that the centre of the circle where all spokes meet is the lowest point and equal to zero (not good). The outside of the wheel, where the spokes meet the tyre equals ten (excellent).

Allocate a segment and spoke to each of the eight supports chosen. As a group, rank the quality of the supports in your area from zero to ten by placing a dot on the line. Join the dots to see what the new wheel would look like. See Illustration B. Ask the group, if they were cycling a bike, which of the wheels would they prefer to have on their bike - the perfect circle or the one with lines going up and down? Discuss what needs to happen to move from the current situation to where they would like to be: Illustration C. This doesn’t mean that the community has to be perfect in every way, but it is useful to focus on some areas where you would like your community to be the best it can.

Once the group have completed their own wheel, the activity can be done with family and friends as well as the wider public, to gauge how well the supports are working in their area and what needs to be done to make them better. During your next session, pull together the outcomes from the various wheels and try to create an overview of your community’s feelings on the issue. Display the outcomes where as many people as possible can see it. Send it to your local politicians to let them know that you are aware of the needs in your area (see Contacts for how to reach your TDs, but you can also contact local Councillors).
Title: Power of Pause

Aim: To promote thoughtfulness and reflection
Age: 12+
Time: 1 hour
Materials: Flipchart paper, markers

WHAT TO DO

Part 1: Create a list of perceptions that society has of young people. Discuss if these are true or false. What perceptions do young people have of adults in society? Why might people think of these? Write up all of the responses on a flipchart page so everyone can see. Ask each person to secretly pick one of them and keep it in their head. On the word ‘GO!’ each person tells as many people as they can, which word they picked. After a minute, say ‘STOP!’ Ask the group if they could hear what everyone was saying to them or were they too busy shouting to be able to hear others?

Does anything like this happen in society? In their own community? In the world? What would it be like if people made a little less noise around them? What if they made a little less noise around others? What would they think? Ask the group what the saying “the silence is deafening” means to them?

Part 2: As a group, go for a walk in a public place where there are others around. Be themselves, talk the way they normally talk, do the things they normally do. On an agreed signal, everybody ‘Freeze!’ Stop moving, don’t make any noise and remain perfectly still for one minute. When the time is up, just carry on walking and talking the way they normally do in the same place. After a few moments, try the same pause again.

Part 3: After the powerful pause, ask any people who saw what the group did what they thought was happening? Invite them to a discussion. Stand in a circle and ask them if any of their perceptions of young people in the area have changed and in what way? Ask them if they think there is a benefit to people being more silent every day? What could change in our community if people took more time to pause?

NOTE TO LEADER: Rehearse the group freeze before trying it in public. The louder the silence, the bigger the impact!
Title: Blind Spots

Aim: To explore if we see things the same or differently from others

Age: 10+

Time: 20 minutes

Materials: Copies of the text box - one for each participant

WARM UP: Touch Blue (age 4+): Leader calls a colour: “Touch Blue” and everyone must touch something blue on another person. Continue with other colours.

WHAT TO DO

Give each person a copy of the text box. Ask them to read the text silently and to count how many times the letter ‘F’ appears. They should keep the answer to themselves. Ask participants with 2 to raise their hands, now 3, and so on until you reach 6. In pairs, share with your partner the number of ‘Fs’ you found. Did you get the same answer or a different one?

DEBRIEF: What is the right answer? Why did we have different answers? Do we sometimes ‘miss’ details when we think about issues? What sort of issues can we have different perspectives about? How might it be beneficial for us each to see things differently? How do you think a blind spot can affect people’s judgement?

ACTION IDEA: Give each person a few copies of the text to try out with family and friends. Encourage them to record the results and ask a few questions. Collate all of the feedback and display the findings in your club or elsewhere for people to see. Remember to keep responses anonymous.

NOTE TO LEADER: There are 6 Fs. The mind often doesn’t count the Fs in the word ‘of’ as we read that as a ‘v’ sound and also because we read words as a whole and not per letter.

DID YOU KNOW? We all have blind spots in our vision. It’s perfectly normal. They are also called a ‘Scotoma’ which is Greek for ‘Darkness’ and they influence what we see and what we miss.

(Source: www.developmentperspectives.ie)
Title: Promising the World

Aim: To highlight promises that have been made to tackle global poverty and to explore our role in achieving them

Age: 10+

Time: 30 minutes

Materials: ‘Agree’ and ‘Disagree’ sign, blu-tac, markers, paper, copies of the Millennium Development Goals (MDGs) below and copy of the statements

WHAT TO DO

Part 1: In the large group, ask participants to think about a recent promise they made. How do we feel when we keep a promise or someone keeps a promise they made to us? What about when someone breaks a promise? Why do people make promises? Is it fair to make a promise and not to keep it?

Part 2: Brainstorm with the group what the initials MDG might stand for. Explain that they are the Millennium Development Goals, a promise made by governments all over the world in the year 2000 to try end extreme hunger and poverty by the year 2015.

Millennium Development Goals (MDGs)

End Poverty and Hunger

Maternal Health

Universal Education

Combat HIV/AIDS

Gender Equality

Environmental Sustainability

Child Health

Global Partnership

Display ‘Agree’ and ‘Disagree’ signs at opposite ends of the room, as well as the MDGs where the participants can see them. Explain that you will read out a series of statements. Based on whether they agree or disagree, the participants should move towards that end of the room. If they are undecided or don’t know, they can stay in the middle of the room. The following are only suggestions – use more or fewer, or create your own. After reading out each statement, discuss with the group why some of them are standing where they are standing.

Statements

- The Millennium Development Goals need to be renewed for 15 more years
- The best way to make politicians listen to us is to let us vote
- Development is about everyone having access to mobile telephones, internet and social media
- We should give more money to overseas aid
- I am willing to change my habits so others can live a better life

FACT BOX: In the year 2000, the world agreed to reach the Millennium Development Goals (MDGs) by 2015. With the deadline fast approaching, what comes next? The world needs to agree a new ‘recipe’ for international development that will replace the MDGs. Some think that new targets should be ‘Sustainable Development Goals’. Sustainable development is defined as “Development that meets the needs of the present without compromising the ability of future generations to meet their own needs” (Source: Brundtland Commission report, 1987)
Part 3: Read out the statement: ‘Sustainable Development means enough for us all, forever.’ What does that mean? In pairs, think about what is missing from the Millennium Development Goals (MDGs) and what they would like to see included in the future ‘recipe’ for development in Ireland and in the Global South. What would help communities everywhere to be more resilient? Think about the issues explored in this resource pack like water, land use, conflict, drugs and so on. List all of their ideas on a page. Next to it list what actions would have to be taken – by governments but also by people like them and their communities to create a better life for everyone. Finally, ask everyone to think of one thing that they personally will do to create a better future and complete the sentence ‘I promise...’. Ask them to draw a footprint and write their personal ‘I promise.’ statement inside it. Display the footprints in your organisation or community.

On the first of January, 2013, Ireland takes over the presidency of the European Union (EU). For six months, Ireland will be in charge of the EU’s highest decision-making body: the Council of Ministers. This gives us a unique chance to have a real say in world politics.

During these six months, there are many issues already to deal with, including the Euro-zone crisis, unemployment, conflicts in the Middle East, and even agreeing the EU budget for the next 7 years.

Dóchas, the Irish association of development NGOs, want the Irish Government to prioritise one key issue - to help create a better, fairer world for people and communities in Ireland and worldwide.

The new ‘recipe’ for development will be agreed at an international meeting called ‘Beyond 2015’ in September 2013. The EU is a powerful voice on the international stage and will be negotiating this new ‘recipe’ on our behalf. Dóchas wants Ireland to use the EU Presidency to create a new, ambitious and universal vision for a better world and sustainable development. We want to make sure that people in Ireland have a say on what the world looks like. It’s our planet, and we deserve to be heard.

ACTION IDEA: Visit www.actnow2015.ie and contact your local TD to encourage Ireland to keep its overseas aid promise. Watch the video of the public survey carried out ‘Street Interview – Ireland and Overseas Aid’ on YouTube. Call on the Irish Government to use the EU Presidency to make real progress on creating a sustainable future for everyone – in Ireland and in the rest of the World

Have your say and communicate your ideas to the Irish Government. Here’s how:

1. Join the conversation on the world we want, log on to www.worldwewant.ie
2. Join the search for ideas for an Equal, Sustainable and Thriving Ireland on www.claimingourfuture.ie

DID YOU KNOW? Ireland’s EU presidency falls exactly 40 years since we joined the EU, and 40 years since the creation of the Irish Aid programme. In Tanzania, 96% of all children now go to school compared with only 50% in 1990. In Vietnam the number of poor people has fallen from 58% in 1990 to 15 % in 2008. Both Tanzania and Vietnam are 2 of 9 programme countries of Irish Aid, where Irish Aid has a commitment to provide long-term strategic assistance. (Source: Act Now on 2015 campaign)
Contacts

Irish Aid, Department of Foreign Affairs
Head Office Limerick, Development
Education Unit, Riverstone House, 23 – 27
Henry St, Limerick
T: +353 1 408 2000
E: developmenteducation@dfa.ie
W: www.irishaid.gov.ie

Act Now on 2015
1-2 Baggot Court, Lower Baggot Street,
Dublin 2
T: +353 1 4053801
E: coordinator@actnow2015.ie

Africa Centre
18 Stephen’s Lane, Dublin 2
T: +353 1 865 6951
E: info@africacentre.ie
W: www.africacentre.ie

Age Action Ireland Limited
30/31 Lower Camden Street, Dublin 2
T: +353 1 4756989
E: info@ageaction.ie
W: www.ageaction.ie/home.htm

BeLonG To
Parliament House, 13 Parliament Street,
Dublin 2.
T: +353 1 670 6223
E: info@belongto.org
W: www.belongto.org

Centre for Global Education
9 University Street, Belfast BT7 1FY
T: 0044 28 90241879
E: info@centreforglobaleducation.com
W: www.centreforglobaleducation.com

Comhlámh
2nd floor, Ballast House, Aston Quay, Dublin 2
T: +353 1 4783490
E: info@comhlamh.org
W: www.comhlamh.org

Concern
52-55 Lwr. Camden Street, Dublin 2
T: +353 1 4777700
E: info@concern.net
W: www.concern.net

Cultivate
63 Lower Mount St, First Floor, Dublin 2
T: +353 1 674 5773
W: www.cultivate.ie

Dóchas
1-2 Baggot Court, Lower Baggot Street,
Dublin 2
T: +353 1 4053801
E: anna@dochas.ie
W: www.dochas.ie

ECO-UNESCO
The Greenhouse, 17 St Andrew Street, Dublin 2
T: +353 1 662 5491
E: Info@ecounesco.ie
W: www.ecounesco.ie

Galway One World Centre
76 Prospect Hill, Galway
Tel: +353 91 530590
E: info@galwayowc.org
W: www.galwayowc.org

GOAL
12 Cumberland Street, Dun
Laoghaire, Co. Dublin.
T: +353 1 2809779; +353 1 2809215
E: info@goal.ie
W: www.goal.ie

Headstrong
16 Westland Square, Pearse Street,
Dublin 2
T: +353 1 472 7010
E: info@headstrong.ie
W: www.headstrong.ie

Integration of All Children of Ireland
(IACI)
E: iaciyouth@gmail.com

IDEA (the Irish Development Education
Association)
5 Merrion Row, Dublin 2
T: +353 1 6618831
E: info@idealonline.ie
W: www.idealonline.ie

Kerry One World Centre
(formerly KADE)
5 Friary Lane, Tralee, Co. Kerry.
T: +353 66 7181358
E: info@kade.ie
W: www.kade.ie

LASC – Latin America Solidarity
Centre
5 Merrion Row, Dublin 2
T: +353 1 6760435
E: info@lasc.ie
W: www.lasc.ie

Mayfield Community Arts Centre
Mayfield, Co. Cork
T: +353 21 453 04 34
E: mayfieldarts@gmail.com
W: www.mayfieldarts.org

Migrant Rights Centre Ireland
(MRCI)
55 Parnell Square West, Dublin 1
T: +353 1 889 7570
E: info@mrci.ie
W: www.mrci.ie

National Youth Health Programme
National Youth Council of Ireland
T: +353 1 478 4122
W: www.youthhealth.ie

Nurture Africa
157 Thomas Street, Dublin 8, Ireland
T: +353 1 5424177
E: info@nurtureafrica.ie
W: www.nurtureafrica.ie

OXFAM Ireland
9 Burgh Quay, Dublin 2.
T: +353 1 672 7662
E: info@oxfamireland.org
W: www.oxfamireland.org

Pavee Point Travellers’ Centre
46 North Great Charles Street, Dublin 1
T: +353 1 8780255
E: info@pavee.ie
W: www.paveepoint.ie

Plan Ireland
126 Lower Baggot Street, Dublin 2
T: +353 1 659 9601
E: info@plan.ie
W: www.plan.ie

Progressio Ireland
St. Mary’s Bloomfield Avenue,
Donnybrook, Dublin 4
T: +353 1 614 4966
E: info@progressio.ie
W: www.progressio.ie

The Sanctuary
Stanhope Street, Dublin 7
T: +353 1 670 5419
E: enquiries@sacntrty.ie
W: www.sacntrty.ie

Spun Out
Sean MacBride House, Parliament Row,
Temple Bar, Dublin 2
T: +353 1 675 3554
E: info@spunout.ie
W: www.spunout.ie

TDs – to contact your local TD (Member
of Parliament in Ireland), see a full list
here: http://www.kildarestreet.com/tds/

Trócaire
Maynooth, Co. Kildare
T: +353 1 629 3333
E: info@trocaire.ie
W: www.trocaire.org

United Youth of Ireland (UYI)
Irfah Ahmed
E: samirah92@hotmail.com
W: www.irfahfoundation.org

Waterford One World Centre
18 Parliament Street, Waterford
T: +353 51 873084
E: info@waterfordoneworldcentre.com
W: www.waterfordoneworldcentre.com

80:20 Educating and Acting for a
Better World
T: +353 1 2860487
E: info@8020.ie
W: www.8020.ie;
www.developmenteducation.ie
Acknowledgements

Special thanks to Úna Rafferty for her research and assistance, NYCI’s Development Education Advisory Group, and members of our Youth Advisory Group for contributing to the resource and piloting activities: Glen Brennan, Michael O’Flanagan (the Base Ballyfermot), Fionn Scott (BeLonGTo Youth Service), Ciara Gallagher, Rebecca Taylor (Celtic Youth Bray/Hi-Rez), Ceire Tiernan, Stephen Hayden (ECO-UNESCO), Damien Thompson (EIL Intercultural Learning), Sorcha Gannon (No Name Club), Jamie Coleman, Laura Power (Foróige, Cork), John Collins, Paddy Collins (Pavee Point), Bob Sita, Jay Deegan, Serge Nyange (Voluntary Service International (VSI))

Thanks to those who attended a planning day for the resource on 1 June at the Greenhouse, ECO-UNESCO in Dublin, and others who provided information for the pack including Johnny Sheehan (NYCI), Rebecca O’Halloran (Africa Centre), Lisa Wilson (Comhlámh), Roberto Samson (CYC), Paul McKeown (Development Perspectives), Hans Zomer (Dóchas), Laura Cahill, Megan Noah (ECO-UNESCO), members of the Filipino Community Ireland, Jessica Carson (Mayfield Community Arts), Siobhán Brennan (Senior Project Officer National Youth Health Programme, NYCI) Anne Walsh (NYCI Equality and Intercultural Officer), Kevin Murphy (Nurture Africa), OXFAM Ireland, Siobhán Curran (Pavee Point), Susanne Boesch-Thomas (Plan Ireland), Christina Meehan, Franziska Fehr (Progressio Ireland), the Development Education Section (Trócaire), Dr Nicola Marples (Trinity College Dublin), Ifrah Ahmed (United Youth of Ireland), Amanda Ni Ghabhann (Voluntary Service International (VSI)), Alina Held, Marie-Theres Suer, Mosten Mutale and TJ Hourihan (YMCA Ireland), Siobhán Cuddy, David Doyle (Youth Work Students), Fern Daly, Rabiya Ali and Plan International in Vietnam (in particular Trang Nguyen Thi Van), and in Zambia, our youth worker friends who have participated and partnered with us in the annual youth worker exchange since 2006 and who also inputted ideas for this resource