

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? Is what's happening fair? What might the impact be on those who lose their land? What solutions might there be to stop people having land taken from them?

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



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.