

# MAKING A DIFFERENCE!



**Young People Participating to Change their World**



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NYCI (2005)

## Introduction

Welcome to *Making a Difference! – Young People Participating to Change their World*, an education resource exploring the issue of youth participation.

*Making a Difference!* is intended for use by youth workers, youth leaders, peer educators and others working with young people. Youth participation can be defined in a number of ways. This resource understands youth participation to be about young people having the right, means, skills, confidence, support and space to influence decisions and take part in actions which contribute to a more just and equal world for all. It asks what participation means to young people in Ireland and around the world and what impacts it has on young people locally and globally. The resource also examines possible barriers to young people's participation and presents positive examples of the many different ways in which young people participate around the world.

### How to use the education resource: a guide for leaders

You can start with the first activity and work your way through the pack. More realistically, you can pick and choose the activities which are most appropriate for your group. The age-range for each activity is intended only as a guide. Use your judgement to decide if the activity is suitable for your group. A number of activities have different parts, some of which might suit younger age groups while the other part might be used with older age groups.

*Making a Difference!* is divided into three sections. The first section introduces the idea of participation in a general way. The second section aims to increase young people's understanding of why youth action is necessary by exploring global connections and the causes and effects of global inequalities. The third section uses real-life examples of youth participation from around the world to explore young people's attitudes and experiences of participation and to encourage them to get involved in action for a more just world.

The resource contains activities, facts and statistics, case studies, information sources and action ideas to support youth leaders and workers in engaging young people in learning and action for local and global change. Activities include simulation games, role plays, art work, stories, ranking exercises, quizzes and group tasks.

In designing the pack, efforts have been made to ensure that a minimum of preparation is required to run the activities. However, you should check in advance of the session whether you have all the materials that you need.

Throughout the pack, the expressions 'developing countries' and 'poor countries' are used. If the group you work with is more comfortable with the terms 'Third World' or 'Majority World', insert these instead.

### National Youth Development Education Programme

The National Youth Development Education Programme was established in 2004 as a partnership between the National Youth Council of Ireland and Development Cooperation Ireland. The programme was mandated to implement the Development Education Strategy for the Voluntary Youth Sector 2004-2007. The programme aims to integrate development education into

the core programmes of youth organisations through training, programme support and the provision of resources. The National Youth Development Education Programme co-ordinates One World Week, a week of youth led awareness raising, education and action that takes place throughout Ireland during the third week in November every year.



# Contents

<b>Acknowledgements</b> .....	<b>I</b>
<b>Introduction</b> .....	<b>I</b>

## Section 1 Introduction to Participation

Activity 1	<b>Alphabet Who?</b> .....	<b>3</b>	6 years+
Activity 2	<b>Give It Up</b> .....	<b>4</b>	10 years+
Activity 3	<b>Participation Pyramid</b> .....	<b>6</b>	6 years+
Activity 4	<b>Bridge the Gap</b> .....	<b>7</b>	12 years+
Activity 5	<b>Make Your Mark</b> .....	<b>8</b>	10 years+

## Section 2 Global Justice

Activity 6	<b>It's Not Fair</b> .....	<b>9</b>	10 years+
Activity 7	<b>Linked Together</b> .....	<b>11</b>	6 years+
Activity 8	<b>Fantastic Four</b> .....	<b>12</b>	10 years+
Activity 9	<b>Getting Warmer</b> .....	<b>15</b>	6 years+
Activity 10	<b>Chain Reaction</b> .....	<b>17</b>	12 years+

## Section 3 Global Participation

Activity 11	<b>Flag It Up!</b> .....	<b>19</b>	11 years+
Activity 12	<b>All Aboard the Citizen Ship</b> .....	<b>22</b>	12 years+
Activity 13	<b>Stepping Up</b> .....	<b>24</b>	11 years+
Activity 14	<b>Every Picture Tells a Story</b> .....	<b>26</b>	6 years+
Activity 15	<b>Well Wishers</b> .....	<b>30</b>	12 years+
	<b>Further Information</b> .....	<b>32</b>	
	<b>Useful Addresses</b>		





## Section One Introduction to Participation

### Activity One **Alphabet Who?**

#### **Aim**

to explore the effects of participating or not participating for young people

#### **Age**

6 years and older

#### **Time**

20 minutes

#### **Materials**

long piece of string or wool tied in a loop, large space

### **Note to Leader**

Instead of letters you could form numbers or other shapes.

### **What to do**

Everyone stands in a circle holding the string. Explain that no one is to talk until the end of the game. As a group they have to form letters of the alphabet without letting go of the string at any stage. Ask everyone to close their eyes and explain that you are going to tap one person on the shoulder. That person does not participate though they have to remain silent and holding the string. The others have to try and work out who is not participating. The group can open their eyes. Begin by asking the group to form a particular letter. Allow about two minutes for this.

Ask everyone to close their eyes again. This time tap two people on the shoulder (you can use the same person as before or two new people). Ask the group to

form another letter. After a further two minutes, ask everyone to close their eyes for a final time. Tap three new people on the shoulder and ask the group to form a final letter.

Explain that the game is over and everyone sits or stands in a circle. Ask the group who they think were the non-participants. Now ask the non-participants to reveal themselves. What happened in the game? What did it feel like to complete the tasks? What effect did the non-participants have on the completion of the tasks? How did the people who weren't participating feel during the game? How did the rest of the group feel about the people who weren't participating?

### **Starter Games from Around the World**

#### **Carrots** (Ireland)

The group sits or lies on ground with arms linked and feet sticking out. They are the carrots. One person has to try to pick a carrot by pulling the participants by their feet. If they succeed, then that person helps them. If you have a large group, begin with two or even three pickers.





## Activity Two

# Give It Up

### Aim

that young people debate their understanding and attitudes to youth participation

### Age

10 years and older

### Time

30 minutes

### Materials

statement cards on youth participation, flipchart sheets, blu-tack

## Take Action!

Ask other young people in your youth group, school or local area to take photos, draw/paint pictures or write creatively about what participation means to them. If possible ask young people from minority groups to contribute. Hold an exhibition of the all the contributions and invite members of the local community to visit it.

## What to do

Cut out the statement cards and shuffle them. Give each person a card, making extra copies if necessary. Give everyone a couple of minutes to read their card. Explain that everyone has to start moving around the room. When the leader shouts freeze, participants have to debate the participation issue that's on their card with the nearest person to them. They can choose to agree or disagree with the statement. After a couple of minutes, the leader shouts move. The pair swap cards and move off with their new card. The leader calls freeze three or four times in total. Each time the participants debate what's on their new card.

Hang up two sheets marked agree and disagree. Now explain to participants they are to decide if they agree or disagree with their statement. The first person sticks their card onto the appropriate sheet. The following participants do likewise but can also move one other statement to the opposite sheet. Nobody comments during this stage.

Now ask if people are happy with the placement of the cards. Why? How did people feel when their card was moved? Ask the group if they can come to an agreement over where the cards should be and how.

Alternatively, the statements could be used for a moving debate.

## Starter Games from Around the World

### Ha Do Do (India)

Divide into two teams separated by a line of shoes. A member of one team goes over to the other side chanting 'ha do do' and tries to touch the other team and run back to their own side. The other team has to try to hold them down. The other team then has a go.

Source: Prodeepta Das (1999). *Geeta's Day: From Dawn to Dusk in an Indian Village*.



## Activity Two

# Give It Up

Continued

### Statement Cards

Participating makes me feel good about myself

I have important ideas that I would like to share

By taking action I can have an impact in my own area but not on people in other countries

I don't have enough information or experience to participate

Young people know best what affects them

It's only worth participating in something if it is fun

I have very few opportunities to have my views heard

I don't have the right to vote so politicians don't listen to me

Most young people I know aren't interested in participating

Participation means coming together with my friends to take action

Young people can participate by themselves, there's no need to include adults

It's easy for young people to participate

Participation is only for people who do well at school

Most adults don't like letting young people make their own decisions

I learn new skills when I'm participating

It really annoys me when people don't use their right to vote. If you don't vote you can't complain about the government that you get.

Participation means co-operating with other young people to make decisions and solve problems

I don't have enough time or money to participate

Most young people are happy to be told what to do

Participation means that I can make a difference to the lives of young people in other parts of the world



## Activity Three

# Participation Pyramid

### Aim

that young people explore the value of participation

### Age

6 years and older

### Time

20 – 30 minutes depending on depth of process

### Materials

a large room or outdoor space, chalk, masking tape or rope to mark areas on floor or ground

## Note to Leader

Before starting the game remind everyone that this is a physical participatory exercise and they need to be respectful of one another, as there may be a certain amount of jostling.

## What to do

Mark out a large triangle on the floor or ground. Divide it into four sections, with the base section barely large enough to hold all the participants. The smallest section should hold only one person.

On the count of 3, participants are asked to see how many can fit into the largest section. If anyone is touching the lines, pull them out of the game. Explore with 2 or 3 of those inside what is like to have succeeded in getting in, and with anyone left outside how it is for them to be left out.

Now repeat for the remaining sections until there is only one person left. Ask how they feel about being the 'winner'. Ask if anyone chose to drop out during the game. Why?

## Take Action!

Join the Millennium Development Goals campaign [www.millenniumcampaign.org/youth](http://www.millenniumcampaign.org/youth) and raise awareness among the young people in Ireland about the MDGs. Write to the Irish government to ask them to keep their promise of achieving these goals by 2015. In the Republic of Ireland, write to: An Taoiseach Bertie Ahern, Government Buildings, Upper Merrion Street, Dublin 2. In Northern Ireland, write to: Rt. Hon. Hilary Benn MP, Department for International Development, 1 Palace Street, London SW1E 5HE.

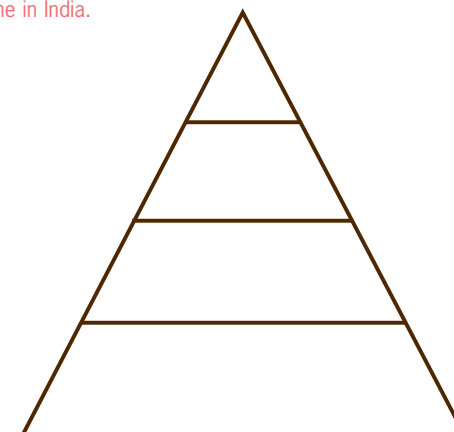
Visit the website [www.takingitglobal.org/themes/mdg](http://www.takingitglobal.org/themes/mdg) to find out about ways that young people can participate in making the Millennium Development Goals a reality.

The game is now played in reverse. The 'winner' is asked to move to the next section and to carefully choose enough companions with which to fill the segment, and to speak about why he or she is choosing each one. Each person in that section is then asked to move to the next section and to choose a companion each, saying briefly why they are choosing that person. The participants move to the final section and choose companions, but this may be a dilemma as not everyone may fit, so they are challenged to think of creative ways that everyone can be included. Cheating is permitted, so long as everyone ends up in one big group.

End the game and form the large group again. Ask:

- What did it feel like to participate?
- What helped you participate?
- What hindered you from participating?

Adapted by Greta Jensen from a game used in a Women's Empowerment Programme in India.





## Activity Four

# Bridge the Gap

### Aim

to examine barriers to participation

### Age

12 years and older

### Time

30 minutes

### Materials

old newspapers, chairs, string/wool, other available materials as appropriate, large space, chalk or masking tape

## What to do

Before the activity, mark out three consecutive areas on the floor or ground – A, B and C. Split into three groups A, B and C and each group stands in one of the areas. Explain that the groups have to work together to complete a task using the materials provided. They have 15 minutes for this.

Tell group A that they have to design a bridge. They can only communicate with group B. Group B is not allowed to talk or draw, but has to pass the design on to group C whose task is to build the bridge. Make sure that group C don't hear group A.

After 15 minutes, bring the group together. What happened? Ask what group A thinks of the completed bridge. How does group C feel? Ignore group B completely at this stage.

Now explain the game is over. Get people to mix and ask how the participants felt about their level of participation in the activity? Which group participated most in the activity and which group least? What supported or hindered participation in building the bridge? Ask if participants were ever supported to participate or were prevented from participating in real life. How did it make them feel?

*Adapted From Susan Coughlan (1995). Far Out! NYCI*

## Starter Games from Around the World

### Drop- Peter-Drop (Ghana)

Everyone stands in a circle chanting 'Drop-Peter-Drop'. One player runs around the outside of the group with a small stone and has to try to drop it down another player's back without them realising. If the other person senses that a stone is about to be dropped, they run as fast as they can around the circle. If the player with the stone catches them before they get back, they become 'Peter' and the game begins again. Instead of a stone you could use a cap which has to be put on someone's head.

*Source: Catherine McNamara and Francis Provencal (2001). Nii Kwei's Day: From Dawn to Dusk in a Ghanaian City.*



## Activity Five

# Make Your Mark

### Aim

that young people reflect on experiences of participating or being prevented from participating

### Age

10 years and older

### Time

30 minutes

### Materials

sheet of paper and markers/art materials

## What to do

Each person gets a sheet of paper and markers/art materials. They can choose to draw their own hand or foot print or both. Ask half the young people to imagine a time when they participated in something. Inside the hand or foot, write or draw how it made them feel (for example, draw a smile or write 'happy'). On the outside, draw or write what helped their participation (for example, they were listened to or their ideas were followed). The other half imagine a time when they were prevented from participating, how they felt about it and

what hindered their participation. Allow 15 minutes for this.

Form mixed groups. In the groups, volunteers share what encouraged or discouraged them from participating and how they felt about it. Each group makes a list of up to five statements about good youth participation. All the groups feed back and an overall charter of good youth participation is agreed.

## Millennium Development Goals

The Millennium Development Goals are a set of 8 Goals which aim to combat extreme hunger and poverty and improve education and health and protect the environment by 2015. The Goals were adopted by all the countries of the UN in 2005.

In September 2005, the Governments came together to review progress towards the Goals. Progress has been made on achieving the Goals in some parts of the world but other areas, particularly in sub-Saharan

Africa, are falling behind. To achieve the Goals, Governments must reach the agreed aid target of 0.7% of income as soon as possible. Irish NGOs want the Government to reach the target by 2010.

Goal 8 calls for a global partnership to ensure the Goals are met. Young people represent 50% of the world's population and are the group most at risk from poverty. It is therefore essential that young people can participate in achieving the Goals.



## Section Two **Global Justice**

### Activity Six **It's Not Fair!**

#### **Aim:**

to increase participants' awareness of global inequality and barriers to young people's participation

#### **Age**

10 years and older

#### **Time**

30 minutes

#### **Materials**

Quiz questions, a set of answer sheets for each group, sweets or other reward as appropriate

### **Note to Leader**

Adapt the quiz to suit the level of your group

### **What to do**

Break into groups of three people. Explain that you are going to have a quiz. Each group will get a set of answer cards – A, B and C. You will call out a question and three possible answers. They have 30 seconds to decide on the correct answer and then you will say go! One person from the group runs to the top of the room with their answer. The first group up with the correct answer gets a reward.

Hand out the answer sheets but, without alerting them, give some of the groups all A's, B's or C's, others a combination of two of the answers and only give the full set to one group. Arrange the groups so that the group with the complete answer set are near the top of the room.

Begin the quiz. Ignore any questions or comments about the answer cards. After 8 rounds, give all the groups the full set of answer cards. Finish the quiz and declare a winner.

In the full group, ask what happened. How did you feel during the quiz? What helped your participation? What blocked your participation? Does this happen in real life? Ask for examples of when they were encouraged to participate and of when they were prevented from participating.

### **Starter Games from Around the World**

#### **Dibibikosh** (Ethiopia)

An object such as a ball is placed in the middle of a large space. One person has to close their eyes and count to fifty. The others have to hide within an agreed boundary. The seeker then has to try to find the hiders. When they see someone, they must call their name. The hider tries to reach the object in the centre before being caught. If they are caught, they become the seeker and the game begins again.





## Activity Six

# It's Not Fair!

Continued

### Quiz Questions

- **Where do most of the world's young people live?**  
A. Africa (15%)  
B. Europe (10%)  
**C. Asia (60%)**
- **The UN Convention on the Rights of the Child is an international human rights instrument that sets out the basic rights of all children and also governments' responsibilities to fulfil their rights. Which article in the convention gives young people the right to participate in making decisions about issues that affect them?**  
**A. Article 12**  
B. Article 24  
C. Article 1
- **Only 2 countries have not signed the UN Convention on the Rights of the Child. Somalia is one. What is the other?**  
A. UK  
**B. USA**  
C. Iraq
- **How many children around the world do not have the chance to go to school?**  
**A. 115 million**  
B. 10 million  
C. 1 billion
- **Around 250 million children between the ages of 5 and 14 are working worldwide. What is the most common kind of work done by these children?**  
A. Working in factories making clothes or footwear  
**B. Working on the family farm**  
C. Working in the tourist industry
- **In which continent do most child refugees live?**  
A. Europe  
**B. Asia**  
C. Africa
- **If you are an asylum-seeker in Ireland you do not have the right to:**  
A. Attend primary school  
B. Attend secondary school  
**C. Attend third-level education (college)**
- **In which country are you entitled to vote at the age of 15?**  
**A. Iran**  
B. Australia  
C. Brazil
- **In which of the following countries can you be imprisoned for not voting?**  
A. Ethiopia  
B. Australia  
**C. Greece**
- **191 countries are members of the United Nations. In 2005, how many of these countries had a UN youth representative?**  
A. 58  
**B. 13**  
C. 101
- **In Ireland, what percentage of young people with a disability does not receive a secondary education?**  
A. 20%  
B. 75%  
**C. 50%**
- **How many young people in Ireland aged 18-24 are not registered to vote?**  
**A. One quarter of young people (25%)**  
B. One half of young people (50%)  
C. One fifth of young people (20%)



## Activity Seven

# Linked Together

### Aim

that young people examine how their lives are linked to the lives of people all over the world

### Age

6 years and older

### Time

20 minutes

### Materials

long piece of string/wool, ball or other small object

## What to do

Begin by asking the group what connects them to the rest of the world. Everyone sits or stands in a circle for this. A ball or other object could be passed around the group and only the person holding it speaks. If a participant can't think of anything to add to the list, they pass the object on. Go around the circle a second if necessary until everyone mentions something. Suggestions might include the food we eat, the clothes we wear, how we travel, the TV and music we like or the people in our youth group, school or community. Finally get everyone to repeat their connection.

Still in the circle, one person starts by saying what connects them to the wider world. They hold one end of the string/wool and throw (or pass) the rest to a person across the circle who says how they're connected. This is repeated until everyone is connected.

Explain that we are all connected to people throughout the world in our daily lives. Decisions we make about what to eat, what to wear, how to travel, and so on affect people everywhere.

## Take Action!

Check out if your local shop supplies fair trade products like tea, coffee, biscuits and (of course) chocolate! Fairtrade ensures that producers in the Majority World get a fair deal for their produce, while you get the quality and taste you deserve. If they don't, urge the shop management to supply fair trade produce. Encourage your youth organisation or school to stock Fairtrade products. For information contact Fairtrade Mark Ireland, [www.fairtrade.ie](http://www.fairtrade.ie)





## Activity Eight

# Fantastic Four

### Aim

to explore ways that young people can participate to tackle global poverty.

### Age

10 years and older

### Time

45 minutes

### Materials

set of role cards, fact boxes for older age groups, art materials, paper, markers, materials for superhero costumes (optional)

## Note to Leader

Remind the groups that you don't need to be a superhero to tackle global poverty. Every one of us has the power within us to participate in actions against global poverty.

## What to do

Break into four groups. Each group gets one of the stories.

Allow 5 minutes to read and think about the stories. Explain that they should imagine they have a superpower that would contribute to tackling the issue in their story. Each group chooses a superpower and a young superhero to wield it linked to their role. Allow a further 10 minutes for this. If you have time, provide art materials and encourage the groups to paint/draw their superhero or make superhero costumes.

Now explain that they are to form new groups. Each group has representatives from the four groups – to

tackle global poverty. The groups have 10 minutes to discuss how, working together, they can defeat the threat of global poverty. (Global poverty could be portrayed as the villain).

Form the large group again. Ask:

- What ideas for action did you come up with?
- What impact would these actions have?
- Do you need super powers to take these actions?
- What can ordinary young people do?

## Take Action!

Join the Make Poverty History campaign – the UK and Irish part of the Global Call for Action on Poverty. There are three key issues being promoted by the campaign: More and Better Aid, Trade Justice and Drop the Debt!

Background information on the issues and ideas for getting involved are available on the campaign website [www.makepovertyhistory.ie](http://www.makepovertyhistory.ie). You can:

- wear the white wrist band
- hold a white band day in your youth club or school
- decorate your building in white for a day or several days



## Activity Eight

# Fantastic Four

Continued

### Role Cards

#### Trade

My name is Manuel and I live with my family in Nicaragua in Central America. The coffee beans we grow on our farm are exported and end up in supermarkets in rich countries like Ireland. A few years ago the price of coffee fell so we now get less money for our crops. This means that we can't afford to buy enough food. I have had to give up school to work longer hours on the farm.

#### Aid

I am Elena. I am 12 years old and come from Uganda. During the day I help out on my family farm doing things like collecting water and taking care of the cattle. Even though this is hard work I enjoy it. People in my village would like to set up a night school for children like me so that we could get an education and learn better ways of looking after the farm. But they don't have enough money to do this.

#### Debt

My name is Daniel and I come from Zambia. Last year I got sick and needed medicine. However, the local health clinic had closed down due to a lack of doctors and medicine. The government wants to build hospitals and health clinics but they have to spend most of their money paying back huge loans to rich countries. We have already paid back more money than we ever borrowed. I wasn't even born when the loans were taken out.

#### Climate Change

My name is Azra and I come from Bangladesh. Recently the number of storms, floods and typhoons in our country has increased. I've heard that it's because the world is warming up. During the last flood, people were forced to sleep on the roofs to avoid the water. The water was badly polluted and food and medicine were hard to find. There was a big increase in the number of mosquitoes, which carry malaria. Many people got ill and died. The water has gone down now, but I'm worried about the next one.



## Activity Eight

# Fantastic Four

Continued

### Did You Know?

#### Aid

- All the rich countries of the UN agreed to spend 0.7% of their annual income on overseas aid but so far only the Netherlands, Sweden, Denmark and Luxembourg have reached the target.
- Ireland said in 2000 that it would reach the aid target by 2007 but this target will not now be reached.
- Rich countries who give aid often make demands about how the aid is used. For example, they may want markets opened up for their products or the privatisation of services such as electricity, healthcare or even education. This can have devastating results on poor people.

#### Trade

- The two biggest exports that developing countries have are agriculture and textile products.
- The World Trade Organisation puts pressure on developing countries to open up their markets to foreign companies and to stop making payments to local farmers.
- However, rich countries, such as the USA, EU countries and Japan, have actually increased payments to farmers.
- Rich countries also sell unwanted food in developing countries below the cost of production putting local farmers out of business.

#### Debt

- There are 42 countries called highly indebted poor countries. This means that they owe huge amounts of money to rich countries from loans that were given 30 years ago.
- These 42 countries have a combined debt of \$218 billion.
- The governments of many of the world's poorest countries spend more money paying back interest on loans from rich countries than on services such as health or education.
- In 2000/2001, Ethiopia's debt payments amounted to \$105m. The country's total debt stands at almost \$6bn, the equivalent of its entire annual income.

#### Climate Change

- The 10 warmest years ever measured worldwide have all occurred in the last 15 years.
- During the 1960s there were 16 climate-related natural disasters. During the 1990s there were 70.
- In the year 2000, the World Health Organisation estimates that there were 150,000 deaths due to the effects of climate change such as floods and drought.
- Climate change will place an additional 80-120 million people at risk of hunger, three quarters of these in Africa.
- In 2003 the World Bank spent 6 times as much on fossil fuel projects as it did on renewable energy sources in the Majority World.
- Ireland can expect warmer, stormier winters, summer droughts and crops such as potatoes could become increasingly difficult to grow.



## Activity Nine

# Getting Warmer

### Aim

that young people learn about the causes and effects of climate change

### Age

6 years and older

### Time

40 minutes (part one 20 minutes; part two 20 minutes)

### Materials

Large space, masking tape or string/rope, old newspapers

## What to do

### Part one: Causes

Begin with a quick brainstorm on activities the group does every day that need energy or fuel. For example, turn on the lights, travel by car, go in a plane on our holidays and so on.

Divide into two teams separated by a marked line across the space. A member of one team goes over to the other side calling out an activity from earlier and tries to touch the other team and run back to their own side. The other team has to try to hold them down. If they are captured for more than 10 seconds, they are out of the game. The other team then has a go. If necessary, introduce a rule that participants cannot take a rest of more than 20 seconds.

After about 10 minutes, end the game. Ask how people are feeling. Are they hot from all the running around? What happened in the game? Was there a clear winner? How did it feel to be captured?

Explain that this is what is happening in the air around us. When we switch on a light, have a shower, use a sheet of paper, drive in a car or light a fire, we are contributing carbon dioxide and other gases to be released into the atmosphere. The gases are trapped in the atmosphere and form a blanket around the earth that heats up, in the same way a greenhouse does. It is the effect of millions and millions of people, particularly in rich countries, doing the same that contributes to global warming.

*Adapted from an Indian children's game, Ha Do Do. Source: Prodeepta Das (1999). Geeta's Day: From Dawn to Dusk in an Indian Village.*

### Part two: Effects

Place sheets of newspapers at random on the floor or ground, so that there is just enough for everyone to stand on. Explain that these are islands and the floor is the sea. Everyone begins in the sea, moving around. When the leader calls 'shark', everyone has to stand on an island. Anyone touching the water is out of the game. Encourage the group to participate to ensure as many people as possible survive.

After the first round, announce that a hurricane is blowing through and remove half the sheets. In the following rounds, announce floods, drought (leading to a reduction in food) and an outbreak of malaria, halving the number of sheets each time.

End the game and ask how the group felt during the game. Was it easy or difficult to survive? Why? Was it better to work individually or participate as a group to survive?



## Activity Nine

# Getting Warmer

Continued

### Take Action!

Join with other locally, nationally and across Europe in the 'Pave the Way for Action on Climate Change' action organised by Friends of the Earth and the National Youth Council of Ireland. To get more information, contact NYCI.

Explain that as a result of the atmosphere warming up, the weather is changing for the whole world. There is an increase in extreme weather such as hurricanes, floods and tornados, while rains are failing in many countries leading to drought. At the poles the ice is melting, leading to sea levels slowly rising and an increased risk of further flooding. It is poorest people in the poorest countries in Africa, Asia and Latin America that will be hardest hit by this 'climate change'.

But it's not too late for us to do something about it. Each one of us can take small actions such as turning off the lights when we go out, cycling or walking sometimes and reusing or recycling paper and other materials where possible. We can also encourage others to take action locally and globally.

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

- Climate change is caused by the release of too much carbon dioxide and other gases into the earth's atmosphere. The gases form a blanket around the earth that traps heat. These gases are released when we use fuels such as petrol, gas and coal or electricity from these sources.
- Rich countries contribute far more than poor countries to climate change because they use more energy in their homes, businesses and factories.
- The planet is getting warmer, resulting in rises in sea levels and an increase in extreme weather events, including floods, tornados and droughts.
- The effects of climate change are felt most by poor people in developing countries, where hurricanes, floods, drought and malaria affect their livelihoods and health.



## Activity Ten

# Chain Reactions

### Aim

to highlight the causes and effects of climate change

### Age

12 years and older

### Time

30 minutes

### Materials

set of cards, large space

## Note to Leader

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

## What to do

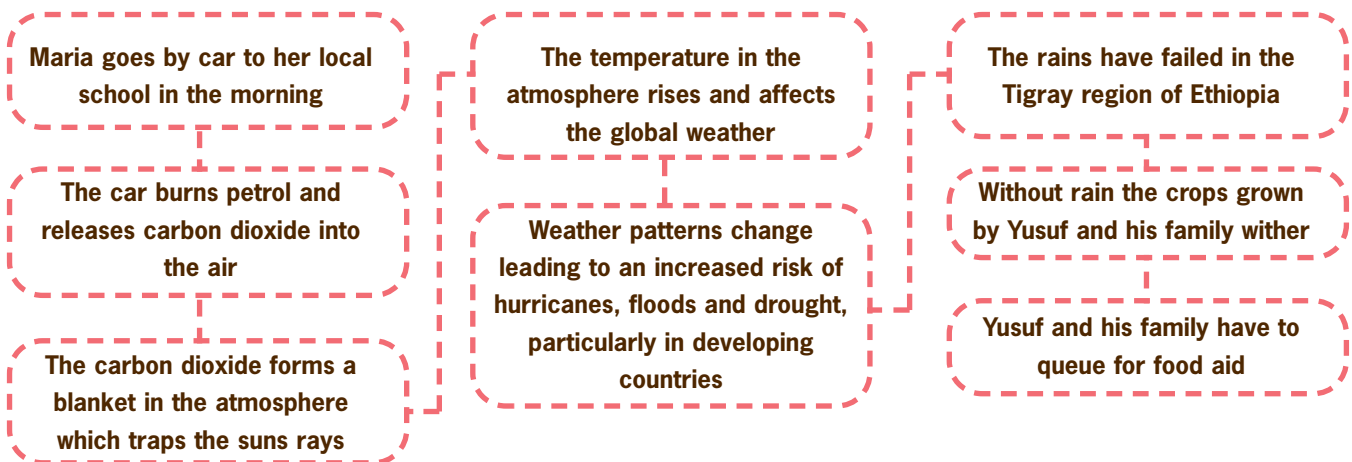
Break into groups of eight. In each group, give each participant a card at random from one of the chains. Explain that they have to form a chain so that each card follows from the last one. When the chain is completed, it should link their lives to the lives of young people in other parts of the world. The first group to complete their chain is the winner. When the chains have been completed, check to see if they are in the correct order and rearrange if necessary.

In the large group, explain that the chain describes some causes and effects of climate change. Ask if it was easy or difficult to get the correct order. Why was that? Did

anything about the game surprise them? What? Explain that the actions described in the chains only have a significant impact on climate change where millions of people, particularly in rich countries, also do them. If the group wanted to take action to make a positive contribution to tackling poverty, which end of the chain would they begin at? What actions could they take?

Alternatively, form small groups and make a full set of all the cards for each group but shuffle them up. Have a competition to see which group can put the cards in the correct order first.

## Chain One





## Activity Ten

# Chain Reaction

Continued

## Take Action!

Join the climate change campaign being organised by Friends of the Earth Ireland. The climate campaign website is [www.climatepledge.ie](http://www.climatepledge.ie) and asks young people to do their fair share to prevent dangerous climate change.

### Chain Two

Kevin leaves the immersion on when he goes out

The power plant burns more coal to produce the extra electricity, releasing more carbon dioxide into the air

The carbon dioxide forms a blanket in the atmosphere which traps the sun's rays

The temperature in the atmosphere rises and affects the global weather

The rainfall is heavier and lasts longer over Bangladesh, leading to increased flooding

The rising water forces Azra to seek refuge on the roof of her house

The water becomes badly polluted

Azra feels unwell because she has to drink the water and she cannot get to medicine or food

### Chain Three

Carol thinks reusing stuff and recycling is for idiots

She gets loads of plastic bags when she goes shopping and buys products with lots of packaging

The manufacture of plastic for bags and packaging releases carbon dioxide into the air

The carbon dioxide forms a blanket in the atmosphere which traps the sun's rays

The planet heats up and ocean temperatures rise which increases the risk of hurricanes

In Florida, Emilio and his family have heard on the radio that another hurricane is on the way

They gather up some possessions and flee inland before the hurricane destroys their home

Emilio knows there will be more hurricanes in the future but his family can't afford to live anywhere else



## Section Three **Global Participation**

### Activity Eleven **Flag it Up!**

#### **Aim**

that young people explore the different ways in which young people around the world participate for a better world

#### **Age**

11 years and older

#### **Time**

45 minutes

#### **Materials**

young people's stories, art materials

### **Note to Leader**

Sources of flags include atlases (available from the library) or charts in school suppliers. The website [www.flags.net](http://www.flags.net) contains all the world's flags.

Depending on your group, you may wish to provide them with the relevant flag or the reference material to find it themselves.

### **What to do**

Break participants into small groups. Give each group a story and allow time for them to read and think about it. Each group discusses the type of participation experienced by the young person in their story and the impact it had on her or him. Ask them to imagine how the young person feels. They then design a poster based on the story, using the colours of the flag of the country in which the story took place. Each group presents back their poster.

In the large group, ask what was common about the experiences of the young people in the different stories. What was different for the young people? Ask the group if they have participated for change in their community, nationally or further afield. Ask for examples. How did participating make them feel?

### **Take Action!**

In the Republic of Ireland:

- What age do you have to be to register to vote? If you are 17 years old and will be 18 by 15<sup>th</sup> February next, you are entitled to register to vote.
- Who can register to vote? Irish citizens may vote at every election and referendum; British citizens may vote at Dáil, European and local elections; Other EU citizens may vote at European and local elections; Non-EU citizens may vote at local elections only.
- Where can you register to vote? The draft register is published on 1<sup>st</sup> November and is made available for examination at post offices, public libraries, Garda stations, courthouses and local authority offices up to 25<sup>th</sup> November. The public are invited to check the draft during this period to make sure that they are correctly registered. For more information, contact the Department of the Environment, Heritage and Local Government [www.environ.ie](http://www.environ.ie)



## Activity Eleven

# Flag it Up!

Continued

## Young People's Stories

### Arthur

Arthur, a young Traveller, participated in a project which brought together different groups of young people. The group included young asylum-seekers, young people with disabilities and young people who were gay. By participating together in different activities, the young people learned how much they had in common, while also respecting each others' different backgrounds and cultures. When the young asylum-seekers received letters from the government saying they were to be sent back to their country, Arthur joined their campaign to stay in Ireland. He distributed their petition and took part in a protest outside the Dáil.

### Kabba

Kabba is from Sierra Leone. When he was nine years old a civil war broke out in his country and he was taken by the rebel army. At first he was used to carry water and wash uniforms but soon he was training as a soldier. Thousands of children were used as soldiers by both rebel forces and the government during the civil war. With the help of a charity, Kabba left the army and started school. Now Kabba and other former child soldiers make radio programmes which teach children about their rights through stories, quizzes and dramas. Kabba says *'Even in the worst of all things something good must come out. I am a victim of the war. I should be able to challenge those who do this to children. The programme that I run there is called "My Story." I interview children affected by war. Without forgiveness there will be no reconciliation and without reconciliation there is no sustainable peace. Peace should not only be in our mouths but in our hearts.'* Source: Plan [www.plan.ie](http://www.plan.ie)

### Laxmi

Laxmi is a young girl who lives in India. Since the death of her father, she has had to look after her family. She finds food for them to eat and things to sell. However she dreams of a better future and has lots of ideas about how life could be improved for people like her. Laxmi and her friends learned how to write scripts and use a camera and other recording equipment. She made a cartoon called 'Laxmi's Dream' which tells her story. Some of her friends have made films about their experiences of child prostitution, water pollution and working in rubbish dumps. Laxmi and her friends have all learned new skills and taught other people about the issues affecting them. One of their films called *Mrituchakra (Circle of Death)* led the government to shut down a polluting factory. Source: Plan [www.plan.ie](http://www.plan.ie)

### Jonson and Bukasa

Jonson, a young Nigerian and Bukasa, who comes from the Democratic Republic of Congo, live in Dublin. Although they have only been living in Ireland for a few years, they helped to set up a club for young asylum-seekers who have had to leave their parents, friends and families behind in their home countries. They are now volunteer youth leaders and every month they bring the group of young asylum-seekers on fun trips or help them to take part in activities such as sport and music.

### Benson

Benson lives in Nairobi in Kenya. He is chairperson of a club in his school which was set up to improve the health of young people in his school and community. The club meets once a week. Members discuss the health problems facing young people and come up with ways of addressing these problems. Pupils come to Benson for advice on issues such as drugs, HIV and violence. Benson says: *'My peers know about sex and HIV transmission and that cigarettes and drugs are bad. We also know we must keep our school clean. We know the symptoms of cholera and how to treat people living with AIDS.'* He feels that young people are more likely to turn to other young people for help and advice. The club has also offered their advice to the Kenyan government. Source: Plan [www.plan.ie](http://www.plan.ie)



## Activity Eleven

# Flag it Up!

Continued

## Young People's Stories

### Gabriel

Gabriel is 13 and lives in Portugal. He is a member of his local youth club. Gabriel saw a programme on TV about how many farmers in poor countries are paid very little for the produce that they export to Europe. As a result of this, Gabriel and his friends asked their youth leaders to buy only Fairtrade biscuits, juice, tea and coffee which give a fair price to farmers in poor countries. People who come into the youth centre have noticed the difference and ask questions about Fairtrade. Gabriel hopes that his action can encourage other people to buy Fairtrade products.

### Sagar

Sagar lives in Nepal where people are divided into different categories called "castes". Sagar is a member of the Dalits which is the 'lowest' caste. The Dalits are also known as the "Untouchables". Sagar and his family are not allowed to enter the same temple or to eat with people from the higher castes. Sagar works on the farm of a rich family for very little money. Sagar and other people from the Dalit caste are trying to fight for more rights. They come together and sing about their struggles in their traditional folk music. Using their own music reminds them that they have a strong culture and that they are worthy of respect.

Adapted from: *New Internationalist* 359 (2003)

### John

John lives in a small town in Northern Ireland. He left school when he was fifteen and got a job in a local garage. Although he had money in his pocket, he found that outside of school, there were very few places in his town for young people to meet. One day, John noticed an old outhouse in need of repairs that wasn't being used. He approached the owner with an idea to use it as a venue for youth activities. The owner agreed and John and his friends cleaned the place up. Young people now use the centre regularly.

### Sadeka

Sadeka is 14 years old and comes from Saidpur in the north of Bangladesh. In her youth club, Sadeka and other children wanted to do something about the lack of toilets and basic washing facilities in their community, which was leading to a lot of diseases. They created a map of their village and looked at where taps and toilets were needed. They then worked with experts to provide the facilities. They also created a hygiene campaign with simple messages, making posters and short dramas for the community. Sadeka and her friends monitored the hygiene practices in the community. She says, "We measure the soap, if the soap gets smaller then people are washing their hands. If it stays the same, then they are not and we visit the children and their parents again with our hygiene campaign."

Source: Plan [www.plan.ie](http://www.plan.ie)

### Yelena

Yelena is 15 years old. She lives beside Lake Izabel in Guatemala, near the border with Belize. Yelena is a part of a group of young people who looked at the issue of over fishing in the lake. They wrote a story to highlight the effects that over fishing has on the lake itself and on the people who depend on fishing for their livelihood. Yelena and her friends presented their story to the community. It had an impact on the local Mayor who attended the presentation. He asked for copies of the CD that they made and shared their presentation with key regional and national decision makers, including the Minister for the Environment. Yelena hopes that their initiative will lead to action in her area.

Adapted from: Plan [www.plan.ie](http://www.plan.ie).



## Activity Twelve

# All Aboard the Citizen Ship

### Aim

to identify the motivations for young people voting or not voting

### Age

12 years and older

### Time

40 minutes

### Materials

Role cards, marker, flipchart paper.

## Scenario

"Young people from around the world have been brought on the Citizen Ship to Temptation Island. Their task is to come up with a plan to tempt young people to vote. A media conference will be held following discussions to debate young people's attitude to voting and to make recommendations to the world's governments".

## What to do

Brainstorm on the word 'voting' or 'politics'. Divide the participants into smaller groups and read out the scenario.

Give each group a role card. Ask the groups to discuss their character's attitude to voting and to come up with recommendations that their character would make to the government to tempt young people to vote. This depends on the role card they receive, some are positive about young people voting and some are negative.

After 10 minutes the groups take their places for the media conference to debate the reasons for young people voting or not voting and recommendations for encouraging young people to vote. Ask for a volunteer

to chair the media conference. Write down the reasons and recommendations on flip chart paper.

Following the media conference tell the participants that the Citizen Ship can only take some of the participant's home due to heavy cargo. Based on arguments put forward, ask the group to choose who should travel and who will be left behind. Ask those left behind on the island how they feel. How do the people on the Citizen Ship feel?

In the large group, ask the participants:

- Are the reasons that young people vote or don't vote the same for young people in your area?
- What are the barriers to young people voting?
- How do you think young people could be encouraged to vote?

## Take Action!

In Northern Ireland:

- What age do you have to be to register to vote?  
You can register to vote if you are 16 or 17 and will be 18 within the lifetime of the electoral register. You cannot vote until you are 18.
- Who can register? You can register to vote in all UK elections and referendums if you are a British, Irish or Commonwealth Citizen. European Union Citizens resident in the UK may register to vote in local and European elections.

- Where can you register to vote? Between August and October, an electoral registration form will be delivered to your home. When you receive it, you need to make sure your details are correct and send it back to your electoral registration office as soon as possible. If you don't receive a registration form, contact your electoral registration office to ask for one or you can download a registration form from [www.aboutmyvote.co.uk](http://www.aboutmyvote.co.uk)



## Role Cards

My name is Francis and I'm from Sierra Leone, one of the poorest countries in the world after years of civil war. I participated in the elections as an election observer, to make sure the voting was fair and free. People were too scared to vote in the last election but this time the big difference is peace. It's very important to vote. Young people say they've been marginalised. But now we've been given this opportunity, we need to take advantage of it. (Source: CAFOD)

My name is Kiere and I'm from London. The feeling of going to vote for the first time was amazing. I wasn't only exercising my right to vote, but was also able to express the anger and disappointment I felt with the Government for the war with Iraq. It is so empowering to know you are playing a part, however small. It made me realise how disconnected we are as young people from politicians.

(Source: [www.votesforwomen.org](http://www.votesforwomen.org))

My name is Hungama and I come from Afghanistan. My sister and I queued in the cold for hours at our local high school to vote for a new president of Afghanistan. I am optimistic and believe that my vote will help to change Afghanistan for the better. Under the Taliban regime, women were not allowed to vote.

(Source: Care Canada)

My name is Daniel and I'm British. If the media are to be believed, young people are more interested in voting for the winner of Big Brother than the next government. When you ask a lot of young people who they are going to vote for they say "I'm not going to vote" or even: "I don't care about politics". If people don't vote when they have the chance, they don't have a right to complain that the government does something they don't like. It annoys me when people don't vote because they just can't be bothered. (Source: [www.stateofthevote.org/survey](http://www.stateofthevote.org/survey))

My name is Olena and I'm from the Ukraine. I think voting should be compulsory. In this case everybody will be obliged to participate in voting by giving their opinion. It's really important. But unfortunately some people don't vote because they don't have time to make it to the polling station or it is very far away and travel is expensive. So it'd be great to have different types of voting: by post or Internet.

(Source: [www.bbc.co.uk/worldservice](http://www.bbc.co.uk/worldservice))

My name is Nafisi and I come from Iran. Iran has the lowest voting age in the world at 15. It's good that we can vote at 15. Unfortunately it makes no difference if we vote or not as the officials do whatever they want. The opposition candidates were disqualified from the last election. I don't trust officials to help us. For this to happen the people must use their own ideas and thoughts. (Source: Bulb Magazine, Issue 1)

I'm Sarah from Wales. I live with my mum in a small flat in Cardiff. My mum never voted, so why should I? We never talk about politics so voting just isn't an issue. I wouldn't know how to vote and I don't really think my vote would make a difference anyway.

(Source: Electoral Commission)

My name is Liam and I'm from Ireland. I don't vote because I don't understand what politicians are on about and if I did I know it wouldn't be about any issues I'm interested in. Politicians ignore young people because we don't have any money and many young people aren't registered to vote.

(Source: Electoral Commission)

I'm Francisco and I come from Sao Paulo in Brazil. In my opinion, voting shouldn't be compulsory. Because where there is voting, in a democracy, then, you must have right of choose, including not vote. I'd like to vote by the Internet, because sometimes you need either to travel or are doing something else.

(Source: [www.bbc.co.uk/worldservice](http://www.bbc.co.uk/worldservice))



## Activity Thirteen

# Stepping Up

### Aim

to explore how young people participate in different ways and the barriers to some young people's participation

### Age

11 years and older

### Time

30 minutes

### Materials

large room or open space, role card for each participant, set of statements

## What to do

Line everyone up in a straight line across the room. Give each participant a role card. Ask them to imagine they are on the bottom rung of a ladder stretching from one end of the room to the other. The object of the game is to try to get across the room on the ladder. From the statement list, choose one and read it out. Each person considers whether they think it applies to their character. If yes, then they should take a step forward. If no, then don't move. Keep going until all the statements are mentioned. It may be necessary to add a few extra statements of your own. Ask individual participants to read out their role card. Ask participants how they feel

about where they have ended up. Why did you make particular choices? How did it feel when you passed others by/others passed you by? If more than one person has the same card, explore where they ended up and the reasons they made different decisions.

Now explain that there are many different levels of participation. It can be thought of as a ladder with non-participation at one end and full participation at the other. Some people may be happy with the level of participation they have, no matter how low. Others may be unhappy with their opportunity to participate.

## Statements

- I have the opportunity to share my ideas and opinions
- I am listened to by my parents and teachers
- I have the time to participate in activities which interest me
- Adults take my views seriously
- I have the opportunity to work together with my friends on things that are important to us
- I can make a difference to the lives of young people in my area and in other countries
- Politicians take my views on board
- My views are always presented in an accurate way
- I have the right to vote
- I have all the information that I need to influence decisions that affect me
- I get the support that I need to participate in actions that interest me
- I have somewhere to meet my friends and other young people

## Take Action!

Every young person in Ireland has the right to be represented at their County or City Comhairle na nÓg and nationally at Dáil na nÓg. Local decision makers listen to young people representing their views at Comhairlí na nÓg. Some delegates are then elected to represent the views of young people in their area at the national forum which is Dáil na nÓg. This will be held in February 2006. If you would like to get involved in your local Comhairle na nÓg, you can find local contact details at [www.dailnanog.ie/getinvolved](http://www.dailnanog.ie/getinvolved) or you can contact the National Children's Office on 01- 242 0000.



## Role Cards

### Jack

I am 17 and am a member of a youth committee in my youth club which makes decisions about the group's activities. I was asked by my youth leader to join a youth council organised by local politicians. I went along to four meetings. We worked really hard but when we sent in our reports to the government, we never got a response.

### Marianne

I came from Chad and have been living in Ireland for three years. I go to school and I participate on the school council. A journalist invited me to talk about my home country and to give my opinions on living in Ireland. But he spoke very fast and in a very adult way. When I saw the final article he had changed some of the things I said. I was very upset.

### Peter

I am a student and a member of the Travelling community. I have recently turned 18 and would like to vote in the next election. However there are no politicians in my area to represent the interests of Travellers. In fact one of my local TDs has said in public that he doesn't want Travellers housed in his area.

### Caroline

I am 14 years old and live with my brother in Nairobi in Kenya. We live alone because both my parents have died from AIDS. Work is hard to find and sometimes we go hungry. However I got involved in a local girls' football team. At first some people were against young women playing football, but our team has won many championships. Being part of this team has helped me become a better sportswoman but also to become a young leader in my community. I teach other girls in the community about the opportunities open to them and about the dangers of HIV/AIDS.

### Thuy Ahn

I am 17 years old and come from Vietnam. Every six months the water supply in my town dried up. This means that my friends and I had to walk thirty kilometres daily to collect water for our families. As a result, we weren't able to attend school. Me and my friends organised a campaign to build a proper water tank and pipes to bring the water to the town. We got the money and now the town gets its water and we get to go to school.

Source: United Nations Environment Programme 2004

### Tim

At school we learned about how the world's climate is changing because of the way that we waste energy and other resources. This has caused more tornados, droughts and flooding and has particularly affected poor people in developing countries. A group of us got together and decided to do something about it. We've asked our school to use energy saving light bulbs and we always recycle our paper. We tried to get local businesses to do the same but so far they haven't.

### Jackie

I am 17 and live in a rural part of Sligo. I am due to sit my Leaving Cert next year and plan to go to college in Galway. I would love to get involved in a youth club that meets every Tuesday night in a town 10 miles from my home. However I am a wheelchair user and cannot get on to the bus that goes to that town.

### Carina

I am 16 and come from Guatemala. A number of my friends are HIV positive but cannot tell their families because they're afraid of being rejected. I am a member of a youth theatre group. We put on performances which educate people about HIV and AIDS.

### Kevin

I wear the white wristband that signifies the Make Poverty History campaign. I also have the yellow and blue ones. They're really popular at the moment. When I bought the wrist band the person told me what the issues were but they've gone out of my head, something to do with Bob Geldof or Bono I think.

### Mark

Our youth leader took us to an event organised for One World Week. There was a politician there and we had our photo taken with him. It was fun but some of the speeches were really boring.



## Activity Fourteen

# Every Picture Tells a Story

### Aim

to compare and contrast the different ways young people participate around the world

### Age

6 years and older

### Time

25-45 minutes depending on option used

### Materials

Photos, flipchart paper, markers/crayons

## Note to Leader

There are many ways to use photos to explore young people's participation. Further ideas for using photos are available on the website [www.developmenteducation.ie](http://www.developmenteducation.ie)

## What to do

### Option One

Break into groups of 4-6 people. Lay out the photos on the floor or ground. Each group chooses a photo and spends 5-10 minutes discussing what the young people are doing in the photo. What action are they taking? What might they be trying to achieve? How do they feel about it? Discuss what happened before the snapshot was taken and what might have happened afterward. Create a two-minute drama based on your discussions.

### Option Two

Ask small groups to choose a photo and to create a freeze-frame of the scene in the photo. Two members of the group play the part of the photographers. The rest play the characters in the photo. Ask the photographers to arrange the characters whatever way they want. When they have created the freeze-frame, hold the pose and stay silent for a few moments. Then tap each character on the shoulder and ask how they are feeling now. Encourage people in other groups to ask the characters questions about what they are doing in the freeze-frame and why. Invite them to "rearrange" the freeze-frame. Was the outcome any different?

### Option Three

Break into groups. Give each group a full set of photos and ask them to rank them in a diamond shape according to which example of youth participation

appeals most to them. Then rank them according to which example of youth participation they believe is easiest for young people to get involved in and finally which one will have the biggest impact.

### Option Four

Break into groups. Each group chooses a photo and places it in the centre of a flipchart sheet. Ask the groups to draw an extended frame around the photo and to give it a title. They then discuss what happened before the snapshot was taken and the possible scenario afterward and draw this. Display the pictures around the room and compare the different types of youth participation and the way in which they were portrayed in the photo.

In the large group discuss

- What are the different ways in which young people participate?
- Are the photos all positive examples of youth participation?
- Are there similarities and differences in the way young people participate in rich and poor countries?
- What effect does participation have on the young people?
- What effect does it have on the family, community or others?



## Activity Fourteen

# Every Picture Tells a Story

Continued

### Take Action!

December 1<sup>st</sup> is World AIDS Day. Join in solidarity with young people around the world who are affected by, or at risk from, HIV/AIDS by participating in the Peace Tiles project. The art-based project promotes youth-led awareness raising about the impact of HIV/AIDS on young people, while also providing a space for them to be agents and actors for change. For information about getting involved, visit [www.peacetiles.net](http://www.peacetiles.net).

## Impacts of Children's Participation

### At a personal level:

- self-confidence
- gain useful knowledge
- personal and social development

### At the family level:

- more support from parents
- enhanced status within the family
- greater social freedom, particularly for girls

### At a community level:

- more respect from peers and the community
- increased community awareness of children's issues
- community development is improved

### At an institutional level:

- improvements in education
- strengthens democracy

Source: Plan (2004). *Children Changing their World. Understanding and evaluating children's participation in development.*

## Captions for Photographs (pages 28-29)

- 1 Young people in Haiti producing a radio programme on children's rights (Plan, 2004)
- 2 Young people share their views with politicians at *Dáil na nÓg* 2005 (© Derek Speirs, 2005)
- 3 Young people listen to speeches at a One World Week 2004 event calling for universal access to education (Tommy Clancy/NYCI, 2005).
- 4 Friends of Kunle Elukanlo celebrate their successful campaign to have him returned to Ireland (© Dave Sleator/The Irish Times, 2005)
- 5 Young people from Fishbowl Youth Group speak at a conference on anti-racist youth work (Tommy Clancy/NYCI, 2005)
- 6 Young people in Kenya challenge discrimination against people with HIV/AIDS (Plan, 2004)
- 7 Children from Nicaragua take part in a Trócaire-funded local radio station called Radio Cumiches which is run by children and raises awareness of children's rights (Trócaire, 2005)
- 8 Young people in India receive an award for a video they produced highlighting the injustices in their lives (Plan, 2004)
- 9 Young people lobby politicians for better funding for youth work in Ireland (NYCI, 2005)
- 10 Young people in Niger display their work for the 'Send a Friend to School' campaign (Concern, 2005).
- 11 Members of Magama Yes Club in Zimbabwe create awareness on HIV and AIDS in their community (Plan, 2004)
- 12 A young woman casts her vote in Nairobi, Kenya in 2002 (© Sven Torfinn, Panos Pictures, 2002)



1



3



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6









## Activity Fifteen

# Well Wishers

### Aim

to explore the impact of participating to tackle poverty

### Age

12 years and older

### Time

45 minutes

### Materials

young people's stories, card cut into circles, markers/crayons

## What to do

Form small groups and give each group a young person's story and some pieces of card cut into circles. Ask for a volunteer in each group to read out the story. Explain that the participants are to discuss the following:

- What was life like before?
- How did the person feel about it?
- What action did he or she take?
- What was the effect of taking action?
- How did he or she feel about taking the action?

Allow 10 minutes for this. Get feed back from each group on who their character is, what they did and how they feel about it.

Now ask the participants to imagine that their character wants to share his or her experience with other young people. On the circles of card, each person writes or draws one thing that they would like to share. In the centre of the room or space, place an open container such as a paper

bin or a pot. Ask the young people to imagine that it is a wishing well and their pieces of card are coins that they throw in it. Everyone stands in a circle around the well. One person begins and tries to throw their coin into the well. If they succeed, they make a silent wish. The next person then has a go. Keep going around the circle until everyone has made a wish.

Shake the container and get each person to take a coin out. Ask each person to read or describe what is on their card. Can anyone guess which character it was? Ask whoever wrote or drew the card to confirm who it was. How can young people have an impact on tackling poverty? How do young people benefit from participating? How does the community or others benefit?

Finally, ask if anyone would be willing to share the wish they made with the group.



## Activity Fifteen

# Well Wishers

Continued

### Role Cards

#### Sadeka

Sadeka is 14 years old and comes from Saidpur in the north of Bangladesh. In her youth club, Sadeka and other children wanted to do something about the lack of basic sanitation in their community, which was leading to high levels of water-borne diseases. They created a map of their village and looked at where taps and toilets were needed. They then worked with experts to provide the facilities. They also created a hygiene campaign with simple messages, making posters and short dramas for the community. Sadeka and her friends monitored the hygiene practices in the community. She says, "We measure the soap, if the soap gets smaller then people are washing their hands. If it stays the same, then they are not and we visit the children and their parents again with our hygiene campaign." **Source:**

[Plan www.plan.ie](http://Plan www.plan.ie)

#### Yelena

Yelena is 15 years old. She lives beside Lake Izabel in Guatemala, near the border with Belize. Yelena is a part of a group of young people who looked at the issue of over fishing in the lake. They wrote a story to highlight the effects that over fishing has on the lake itself and on the people who depend on fishing for their livelihood. Yelena and her friends presented their story to the community. It had an impact on the local Mayor who attended the presentation. He asked for copies of the CD that they made and shared their presentation with key regional and national decision makers, including the Minister for the Environment. Yelena hopes that their initiative will lead to action in her area. **Adapted from:** [Plan www.plan.ie](http://Plan www.plan.ie)

#### Benson

Benson lives in Nairobi in Kenya. He is chairperson of a club in his school which was set up to improve the health of young people in his school and community. The club meets once a week. Members discuss the health problems facing young people and come up with ways of addressing these problems. Pupils come to Benson for advice on issues such as drugs, HIV and violence. Benson says: *'My peers know about sex and HIV transmission and that cigarettes and drugs are bad. We also know we must keep our school clean. We know the symptoms of cholera and how to treat people living with AIDS.'* He feels that young people are more likely to turn to other young people for help and advice. The club has also offered their advice to the Kenyan government. **Source:** [Plan www.plan.ie](http://Plan www.plan.ie)

#### Laxmi

Laxmi is a young girl who lives in India. Since the death of her father, she has had to look after her family. She finds food for them to eat and things to sell. However she dreams of a better future and has lots of ideas about how life could be improved for people like her. Laxmi and her friends learned how to write scripts and use a camera and other recording equipment. She made a cartoon called 'Laxmi's Dream' which tells her story. Some of her friends have made films about their experiences of child prostitution, water pollution and working in rubbish dumps. Laxmi and her friends have all learned new skills and taught other people about the issues affecting them. One of their films called Mrituchakra (Circle of death) led the government to shut down a polluting factory. **Source:**

[Plan www.plan.ie](http://Plan www.plan.ie)

#### Kabba

Kabba is from Sierra Leone. When he was nine years old a civil war broke out in his country and he was taken by the rebel army. At first he was used to carry water and wash uniforms but soon he was training as a soldier. Thousands of children were used as soldiers by both rebel forces and the government during the civil war. With the help of a charity, Kabba left the army and started school. Now Kabba and other former child soldiers make radio programmes which teach children about their rights through stories, quizzes and dramas. Kabba says *'Even in the worst of all things something good must come out. I am a victim of the war. I should be able to challenge those who do this to children. The programme that I run there is called "My Story." I interview children affected by war. Without forgiveness there will be no reconciliation and without reconciliation there is no sustainable peace. Peace should not only be in our mouths but in our hearts.'*

**Source:** [Plan www.plan.ie](http://Plan www.plan.ie)

#### Graham, Robert and Daryl

Graham, Robert and Daryl are all from Dublin. They're involved in a youth group run by the local youth service. Their youth leader heard about the One World Week action, Send a Friend to School, organised by the National Youth Council of Ireland. She decided to see if the group would be interested in doing it. She didn't really think that they'd be into it, but wanted to try it because the theme of education was really relevant to what was going on for them. They combined body mapping with collage and poetry to examine who misses out on an education and what getting an education means to young people around the world. She was really surprised how enthusiastic they were about it. It was a chance for them to express how they were feeling. The group and their 'friends' took part in a national event for One World Week and Graham, Robert and Daryl were photographed with the Minister. Afterwards they said that taking part in the action had given them the confidence to challenge attitudes towards their right to be in school. It hadn't occurred to them before that education was a right. For one of the young people the action went further, as he was having difficulties moving from primary to secondary school and obtaining a place, which resulted in him appealing to the Department of Education. Photographs and testimony of his participation in the 'Send a Friend' action contributed to him securing a place within a local school.



# Further Information

## Websites

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

- methodologies, activities, information, facts and figures on a wide range of development and justice issues

### [www.partnerships.org.uk](http://www.partnerships.org.uk)

- key ideas about participation and its impact, including a framework for participation and an A-Z of participation issues

### [www.takingitglobal.org/themes/mdg](http://www.takingitglobal.org/themes/mdg)

- online games, actions, facts and toolkits for young people on participating to achieve the Millennium Development Goals

### [www.mdgyouthpaper.org](http://www.mdgyouthpaper.org)

- facts and information about how young people are affected by Global inequalities and how they are participating to achieve the Millennium Development Goals

### [www.concern.net/development](http://www.concern.net/development)

- campaigns and action ideas for young people and youth groups

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

- activities, campaigns and actions for young people and educators

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

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

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

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

## Resources

### **Changing Your World.**

#### **Toolkit for young campaigners. YCare International (2005)**

- a step by step guide for young people to organise successful (and fun!) justice campaigns at a local, national and international level

### **Positive Youth.**

#### **HIV and AIDS Education. Concern and Dublin AIDS Alliance (2004)**

- a video and education pack that highlights youth participation to tackle HIV and AIDS in Ireland and Zambia

### **Up in Smoke?**

#### **Threats from, and Responses to, the Impact of Global Warming on Human Development. Working Group on Climate Change and Development (2004)**

- case studies facts and information on the causes and impacts of climate change on the poorest people in developing countries (available from Friends of the Earth Ireland)

### **Going Global!**

#### **Good Practice Guidelines for Development Education in Youth Work. NYCI (2005)**

- case studies and step-by-step guide to bringing a global justice perspective into your work with young people

### **Life Stories.**

#### **Exploring Identity with Young People. YARD (2004)**

- activities, information and guidelines for the participation of young people from minority groups in society generally and in youth work particularly (available from NYCI)

### **Steps Towards Inclusion.**

#### **Developing Youth Work with Separated Children. (YARD, 2003)**

- research on the youth work needs of separated children, including recommendations for making youth work more inclusive (available from NYCI)

### **Children Changing their World.**

#### **Understanding and Evaluating Children's Participation in Development. Plan (2004) [www.plan.ie](http://www.plan.ie)**

- research into the impact of children's participation, ways of evaluating their participation and approaches to overcome challenges to children's participation



# Useful Addresses

## National Youth Development Education Programme

C/o National Youth Council of Ireland (NYCI)

3 Montague Street, Dublin 2

Tel: 353 1 478 4122

Email: [deved@nyci.ie](mailto:deved@nyci.ie)

Web: [www.youthdeved.ie](http://www.youthdeved.ie)

## ActionAid Ireland

Unity Buildings, 16/17 Lr. O'Connell Street, Dublin 1

Tel: 353 1 878 7911

Email: [info@actionaidireland.org](mailto:info@actionaidireland.org)

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

## Centre for Global Education

9 University Street

Belfast BT71FY

Tel: 028 90241879

Email: [info@cge.uk.com](mailto:info@cge.uk.com)

Web:

[www.centreforglobaleducation.com](http://www.centreforglobaleducation.com)

## Concern

52-55 Lr. Camden Street, Dublin 2

Tel: 353 1 475 4162

Fax: 353 1 475 7362

Email: [info@concern.net](mailto:info@concern.net)

Web: [www.concern.net](http://www.concern.net)

47 Frederick Street, Belfast BT1 2LW

Tel: 028 90331100

Email: [belfastinfo@concern.net](mailto:belfastinfo@concern.net)

## Trócaire

Maynooth, Co. Kildare

Tel: 353 1 629 3333

Email: [info@trocaire.ie](mailto:info@trocaire.ie)

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

Trócaire Resource Centre

12 Cathedral Street, Dublin 1

Tel: 353 1 874 3875

Email: [info@cs.trocaire.org](mailto:info@cs.trocaire.org)

50 King Street, Belfast BT1 6AD

Tel: 028 90808030

Email: [info@bl.trocaire.org](mailto:info@bl.trocaire.org)

9 Cook Street, Cork

Tel: 353 21 427 5622

Email: [info@ck.trocaire.org](mailto:info@ck.trocaire.org)

## Oxfam Ireland

9 Burgh Quay, Dublin 2

Tel: 353 1 672 7662

Email: [oxireland@oxfam.ie](mailto:oxireland@oxfam.ie)

Web: [www.oxfam.org](http://www.oxfam.org)

52-54 Dublin Road, Belfast BT2 7HN

Tel: 04890 230 220

Email: [oxfam@oxfamni.org.uk](mailto:oxfam@oxfamni.org.uk)

## Amnesty International Irish Section

48 Fleet Street, Dublin 2

Tel: 353 1 677 6361

Email: [info@amnesty.ie](mailto:info@amnesty.ie)

Web: [www.amnesty.ie](http://www.amnesty.ie)

## Development Education Unit

Development Cooperation Ireland

Bishop's Square, Redmond's Hill, Dublin 2

Tel: 353 1 478 9456

Email: [info@dc.gov.ie](mailto:info@dc.gov.ie)

Web: [www.dci.gov.ie](http://www.dci.gov.ie)

## Waterford One World Centre

Meeting House Lane, Waterford

Tel: 051 873064

Email:

[info@waterfordoneworldcentre.com](mailto:info@waterfordoneworldcentre.com)

Web:

[www.waterfordoneworldcentre.com](http://www.waterfordoneworldcentre.com)

## Galway One World Centre

Top Floor, The Halls, Quay Street,

Galway

Tel: 091 530590

Email: [gowc@iol.ie](mailto:gowc@iol.ie)

## Kerry Action for Development Education

11 Denny Street, Tralee, Co. Kerry

Tel: 066 7181358

Email: [kade@eircom.net](mailto:kade@eircom.net)

Web: [www.kade.ie](http://www.kade.ie)

## Friends of the Earth Ireland

9 Upper Mount Street, Dublin 2

Tel.: +353 1 6794178

Email: [info@foe.ie](mailto:info@foe.ie) Web: [www.foe.ie](http://www.foe.ie)

## Debt and Development Coalition

All hallows, Grace Park Road, Dublin 9

Tel: 01 8571828

Email: [campaign@debtireland.org](mailto:campaign@debtireland.org)

Web: [www.debtireland.org](http://www.debtireland.org)

## Banúlacht

175a Phibsborough Road,

Phibsborough, Dublin 7

Tel: 01 8827390

Email: [banulach@iol.ie](mailto:banulach@iol.ie)

## Plan Ireland

126 Lr. Baggot Street, Dublin 2

Tel: 01 659 9603

Email: [mail@plan-ireland.org](mailto:mail@plan-ireland.org)

Web: [www.plan-ireland.org](http://www.plan-ireland.org)

## 80:20 Educating and Acting for a Better World

St. Cronan's Boys National School,

Vevay Road, Bray, Co. Wicklow

Tel: 01 2860487

Email: [info@8020.ie](mailto:info@8020.ie)

Web: [www.8020.ie](http://www.8020.ie)

## Comhlámh

10 Upper Camden Street, Dublin 2

Tel: 01 4783490

Email: [info@comhlamh.org](mailto:info@comhlamh.org)

Web: [www.comhlamh.org](http://www.comhlamh.org)

## Fairtrade Mark Ireland

Carmichael House, North Brunswick Street, Dublin 7

Tel: 01 4753515

Email: [info@fairtrade.ie](mailto:info@fairtrade.ie)

Web: [www.fairtrade.ie](http://www.fairtrade.ie)

## Pavee Point Travellers Centre

46 North Great Charles Street, Dublin 1

Tel: 01 8780255

Email: [pavee@iol.ie](mailto:pavee@iol.ie)

Web: [www.paveepoint.ie](http://www.paveepoint.ie)

## Save the Children (Northern Ireland)

Northern Ireland Council Office, Popper House,

15 Richmond Park, Finaghy, Belfast

BT10 0HB

Tel: 028 90620000

Email: [c.patterson@scfuk.org.uk](mailto:c.patterson@scfuk.org.uk)

Web: [www.savethechildren.org.uk](http://www.savethechildren.org.uk)

## Léargas

Léargas, 189 Parnell Street, Dublin 1

Tel: 01 8731411

Email: [info@leargas.ie](mailto:info@leargas.ie)

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

## Ógra Chorcaí Resource Centre

20 St. Patrick's Hill, Cork

Tel: 021 4502112

Email: [ograchorcaitd@eircom.net](mailto:ograchorcaitd@eircom.net)

**Cover Photographs:** Young people in India participating in the 'Children have Something to Say' video magazine project (Plan, 2004). Young people in Dublin participate in Make Poverty History rally (TJ Hourihan/NYCI, 2005). Young people from Doras Luimní at Beyond the Local Conference in Limerick (Tommy Clancy/NYCI, 2005)





National Youth Development Education Programme ■ 3 Montague St, Dublin 2. ■ Tel: 01 4784122  
Email: [deved@nyci.ie](mailto:deved@nyci.ie) ■ Web: [www.youthdeved.ie](http://www.youthdeved.ie) ■ [www.developmenteducation.ie](http://www.developmenteducation.ie)