national youth council of ireland
COMHAIRLE NÁISIÚNTA NA NÓG

Peace and Justice:

It's up to **YOU**th

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

DEVELOPMENT EDUCATION
GLOBAL CITIZENSHIP EDUCATION
RESOURCE PACK

Contents

Introduction

When hope becomes a radical, positive force

This One World Week resource is about hope. Not the hope that is powerless and relies on a 'wait and see' approach to the future. Not the hope that opts out of any personal responsibility or accountability. Certainly not the hope that sits one step up from a pessimism, that seeks to overwhelm us and drain any energy we may have to act on achieving the Sustainable Development Goals in Ireland and in every country in the world.

In focusing on Peace and the Sustainable Development Goals – Goal 16 – we set out to provide opportunities for young people (and those who work with young people) to engage more on key issues of our time, to reflect on root causes and consequences, and to clear a path for this generation to lay strong foundations for present and future pathways to peace, justice, equality, and human rights.

Amid the noise, fear, and misinformation in the world, there are many reasons to be hopeful. Despite global and local challenges, every day, people are striving to build a better world for themselves and for others. Examples include:

- the patient but courageous efforts of ordinary people to create zones of peace free from armed conflicts between government and armed opposition groups;

- the building of grassroots communities among rural and urban poor to promote alternative, reliant, just and sustainable development;

- women struggling worldwide for their human rights and for development that overcomes traditional and/or modernisation–imposed gendered inequities;

- teachers, parents, youth workers, citizens and young people in rich and poorer parts of the world (North and South) advocating and building school, youth and community environments free from violence and all forms of discrimination;

- Indigenous peoples struggling through active nonviolence for their rights to self–determination and cultural survival in the face of development aggression;

- the collaboration of North and South citizens to transform the policies and practices of states, intergovernmental agencies (e.g., the International Monetary Fund and the World Bank) and private–sector institutions (e.g., transnational corporations) so that free trade and global investment regimes do not violate human rights and sustainability principles;

- the efforts of combatant groups to resolve conflicts and civil wars through peace accords;

- the campaigns to end the arms trade that fuels countless armed conflicts; and

- the increasingly common gatherings of civil society groups and movements proposing alternative visions of people–centred development, sustainability, global democracy, human rights, intercultural respect and a simplified life.

Source: Toh Swee-Hin *of the University for Peace, Costa Rica:* http://commonthreads.sgi.org/post/142788274643/educating–for–peace

2
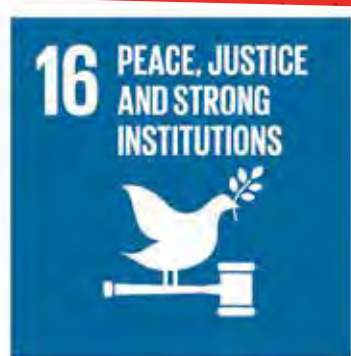
Sustainable Development Goal 16 PEACE & JUSTICE

Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

- 16.1 significantly reduce all forms of violence and related death rates everywhere

- 16.2 end abuse, exploitation, trafficking and all forms of violence and torture against children

- 16.3 promote the rule of law at the national and international levels, and ensure equal access to justice for all

- 16.4 by 2030 significantly reduce illicit financial and arms flows, strengthen recovery and return of stolen assets, and combat all forms of organised crime

- 16.5 substantially reduce corruption and bribery in all its forms

- 16.6 develop effective, accountable and transparent institutions at all levels

- 16.7 ensure responsive, inclusive, participatory and representative decision–making at all levels

- 16.8 broaden and strengthen the participation of developing countries in the institutions of global governance

- 16.9 by 2030 provide legal identity for all including birth registration

- 16.10 ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements

- 16.a strengthen relevant national institutions, including through international cooperation, for building capacities at all levels, in particular in developing countries, for preventing violence and combating terrorism and crime

- 16.b promote and enforce non–discriminatory laws and policies for sustainable development

> ❝ *The most common way people give up their power is by thinking they don't have any.*
>
> **Alice Walker**

Why is it important that young people are engaged on global citizenship issues and particularly on peace and security?

- At **1.8 billion, today's young generation (10–24 year old) is the largest the world has ever known** and youth are often the majority of the population in countries affected by armed conflict.

- In Ireland, **one third of the population are under 25 years** and particularly those aged 10–24 years represent 18.3% of the total population of 4.59 million people.

- It is estimated by the United Nations that **close to 90% of the world's youth live in developing countries** (some of the poorest nations on the planet).

- More than 500 million young people aged 15–24 live on **less than $2 a day**.

- Some 74 million young people are unemployed and **more than 600 million jobs need to be generated globally** (including Ireland) by the year 2030.

- By 2050, with a projected increased global population of 9.6 billion, we would need the equivalent of almost **3 planets worth of resources to sustain our way of living**, if our current consumption and production patterns remain the same.

- Ensuring young people's **active and meaningful education and participation of young people on global and justice issues** such as peace and security is a demographic and democratic imperative.

- It is a way of working towards the **prevention of marginalisation, extremism and engagements in conflict.**

Sources:
http://www.un.org/youthenvoy/youth-statistics/
https://www.dcya.gov.ie/documents/publications/20151008NatYouthStrat2015to2020.pdf
http://unoy.org/wp-content/uploads/Guide-to-SCR-2250.pdf

The hope within this resource is a powerful and positive force. It sits on the shoulders of young people and demands that young voices be heard, their questioning voices, their dissenting voices, their angry voices, their defiant voices, their diplomatic voices, and their positive and passionate voices for change. It is the hope of transformation, a hope that requires purpose and planning and meaningful engagement – by everyone and by young people especially. It is a hope that is nurtured by compassion and driven by a commitment to foster a better world in which equality, freedom, human rights, sustainability and justice flourish as part of the ongoing struggle for global democracy.

The hope within this resource demands a commitment to the targets of the Sustainable Development Goals in the name of our shared humanity. It recognises the fundamental value and powerfulness of the contribution of young people to peace building, justice and strong institutions. It is an invitation in the present to take action for the future.

SDG16 as a framework for achieving hope,

UNSCR 2250 as a driver of hope.

One World Week 2017

One World Week is a week of youth–led awareness raising, education and action that takes place throughout Ireland during the third week in November every year.

It coincides with the anniversary of the adoption of the UN Convention on the Rights of the Child. During One World Week young people learn about local, national, and global justice issues and take action to bring about change. Some organise public events, quizzes and debates, invite guest speakers or have intercultural evenings. Others undertake projects using the arts: through film, drama, art and song. Many groups publicly display the work they have done in preparation for One World Week, or lead other people in undertaking a public action.

The National Youth Council of Ireland (NYCI) is part of the Global Education Week Network, coordinated by the North–South Centre of the Council of Europe. NYCI is a member of the European Youth Forum and supports the UN Youth Delegate Programme for Ireland. NYCI is also a member of Coalition 2030 which is an alliance of 100 civil society organisations – international and domestic NGOs – committed to and working towards upholding Ireland's commitment to achieving the Sustainable Development Goals (SDGs) at home in Ireland and in over 50 countries by 2030.

Development Education is at the core of One World Week. For those of you new to this way of thinking and educating, Development Education is a lifelong educational process which aims to increase public awareness and understanding of the rapidly changing, interdependent and unequal world in which we live. By challenging stereotypes and encouraging independent thinking, Development Education helps people to critically explore how global justice issues interlink with their everyday lives. Informed and engaged citizens are best placed to address complex social, cultural, economic, political, and environmental issues linked to development. Development Education empowers people to analyse, reflect on and challenge at a local and global level, the root causes and consequences of global hunger, poverty, injustice, inequality and climate change; presenting multiple perspectives on global justice issues.

Development Education inspires global solidarity by supporting people to fully realise their rights, responsibilities and potential as global citizens. Development Education enables people to take action locally and globally – ensuring that such action will contribute to desired transformations in the social, cultural, political and economic structures which affect their lives and the lives of others. By engaging with Development Education, learners develop the values, knowledge, skills and attitudes necessary to become active global citizens and advocate for change.

Irish Aid is the Government's official aid programme administered by the Department of Foreign Affairs and Trade, working on behalf of the Irish people to address poverty and hunger in some of the poorest countries in the world. Development Education contributes to the realisation of Irish Aid's vision for a sustainable and just world, by providing an opportunity for people in Ireland to reflect on their roles and responsibilities as global citizens and by encouraging people to take action for a fairer and more sustainable future for all.

One World Week and the National Youth Council of Ireland's Development Education work feeds into Irish Aid's Strategic Goal which is:

People in Ireland are empowered to analyse and challenge the root causes and consequences of global hunger, poverty, injustice, inequality and climate change; inspiring and enabling them to become active global citizens in the creation of a fairer and more sustainable future for all, through the provision of quality Development Education.

"I don't want to be remembered as the girl who was shot. I want to be remembered as the girl who stood up."

Malala Yousafzai

? How to use this resource

This resource explores the issue of Peace and its connection with the Sustainable Development Goals. Please feel free to use the activities to explore human/youth/ children's rights issues, particularly those in the news or issues that you have already been working on with your group.

- Each activity has a suggested age range. However, we recommend you read each activity and decide if it is appropriate to your group.
- Some issues may be sensitive among members of your group. Check through the full activity before choosing it, and also be aware of the reactions among members of your group.
- You can start with Activity One and work your way through the pack. Or, you can pick and choose activities according to the interests of your group or the time and resources available.

Whilst this resource has a natural flow that we feel builds momentum from workshop to workshop, we are also mindful that in some settings there is a preference to use a workshop as a standalone.

The Resource is divided into the three core elements of SDG 16 which are:

1. Peace
2. Justice
3. Strong Institutions

Working with values is a section that we feel is a perfect introduction to any of the workshops, especially if it is being delivered as a once off. It provides an attention directing tool for thinking about and working towards achieving SDG 16 in an accessible way that places importance on individual and societal responsibility for Peace, Justice, and Strong Institutions.

The **framing activities** (Peace and Justice) are activities aimed at supporting the group to begin to frame their understanding of the themes. The concepts at play in terms of peace, justice and strong institutions can be hard to reach for some young people so it is our hope that the framing activities support a connection in that regard.

Activity quotes: each activity will have a quote that we feel encapsulates the *soul* of the activity. If possible, write the quote up where the groups can see it and use the quotes along with the text in the **idea behind** boxes in explaining the activity.

The **idea behind** boxes explain the thinking behind each activity so that you know the different themes and ideas we are seeking to explore, and also our reasons for doing so. This deeper understanding of the activities will allow you to adapt or repurpose them for use in different contexts exploring different subjects.

Know your group: whilst we have gone some ways to making this resource as accessible as possible to most groups, educators and facilitators will have to adapt where appropriate depending on your group or context. We recommend giving yourself some preparation time before delivering a workshop. Knowing your own group and the context of your working space with them will give you the scope to adapt or organise the workshop to best support positive engagement and learning. The important thing is to have everyone discussing and questioning what is happening in the world and how fair or unfair it is, and create a greater understanding of the links between Ireland and the world and how young people can bring about change.

We hope that you have fun and success using this activity pack and we welcome any comments you wish to make on the activities or the outcomes from your events. We would be delighted to hear from you at deved@nyci.ie

The Sustainable Development Goals

The Sustainable Development Goals – A National and Global Agenda

World Leaders (including Ireland) have committed to achieving 17 Sustainable Development Goals or Global Goals between 2015 and 2030. From the diagram you will see that they cover many big issues of poverty, hunger, education, climate, equality, innovation, peace, and partnerships.

The Sustainable Development Goals promise a "universal, integrated and transformative vision for a better world" (Ban Ki–moon – former UN Secretary General).

One of the key principles of the SDGs is that it pledges to "leave no one behind".

The universal nature of the SDGs means that all countries have a responsibility to achieve the goals, in their own country and in countries throughout the world. The uniqueness of this agenda is that in every country in the world, some government, NGO, young person, educator and citizen is talking about or working on achieving the Sustainable Development Goals.

The transformative nature of the SDGs can be found in how our way of working and our partnerships and focus will have to be restructured – where groups, organisations, and colleagues who have had no reason to work together before will now find themselves shoulder to shoulder, collaborating to bring about positive change for people and for planet.

National Implementation/Action Plans are or will be drawn up in every country with government working with business and civil society to bring about change for the common good. Reporting mechanisms will make explicit reference to the need for government policies to make institutional changes that will promote inclusion, equality, and economic security. These are all drivers of personal wellbeing and development.

Finally, SDGs recognise the need for goals and targets to be integrated based on the three dimensions of sustainable development: the economic, social, and environmental.

YOUth Summit on Migration and SDGs
2016 – Photo YMCA Ireland

Ireland, Development Education, Global Citizenship Education and the SDGs

Much of our work to achieve all the SDGs will be undertaken through SDG4.7 which focuses on Global Citizenship Education (GCED) including Development Education. This is a specific target under Sustainable Development Goal 4 which focuses on Quality Education. This target will:

> By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

SDG4.7 will be crucial in building the conditions for a more peaceful, fair, and sustainable world. We have to raise awareness about the SDGs with the public and those with whom we work and Development Education is centrally placed to do this. We have to provide the educational information, tools, and pathways where learners can deepen their knowledge, values, and understanding about the SDGs and the confidence and critical thinking skills to share their learning using whatever platform or method works best for them including peer education, activism and publicly engaging with others, youth policy making, youth research, academia, participation/representation at and in events, etc. Each of us – learners, educators, young and not so young have a part to play in ensuring Ireland in particular achieves SDG4.7 both in formal education and non-formal education work that we undertake and participate in.

In response to the introduction of the SDGs in 2015 – world negotiations at the United Nations which were co-chaired by Ireland and Kenya – new structures have been put in place in Ireland and new avenues are being explored.

Key aspects to note:

- Ireland will voluntarily report to the High Level Political Forum (HLPF) of the United Nations in New York in July 2018
- In advance of the HLPF, a report on Ireland's SDGs work and progress will be produced involving all key pillars of society including Government, Civil Society, and Business. This report will be presented at the HLPF and will be available online for everyone to read (June/July 2018)
- A National Implementation Plan (NIP) will be written and produced in early 2018. This will outline what Ireland intends to focus on – its goals, targets, and indicators. It is against this document that we will be able to align our work and check in with Government as to what progress is being made
- A new Senior Officials Group (from each Government Department) is in place to specifically work on the SDGs
- A new Inter-Departmental Working Group (from each Government Department) has been established specifically to work on the SDGs
- A new Stakeholders Forum will be created in 2018 to work with Government to ensure Ireland remains on track to achieve the targets and indicators set out
- Coalition2030 – an alliance of civil society organisations – will continue to work to bring about change with regard to the SDGs. Coalition 2030 comprises over 100 organisations – international and domestic NGOs as well as youth organisations, environmental groups, academics, and Trade Unions whose expertise ranges from children and youth rights to environmental sustainability and from humanitarian relief to long term development and development education.

2018 is going to be a ground-breaking year for the Sustainable Development Goals in Ireland and we are all going to have to work closely together to ensure Ireland remains a world leader on the global stage to ensure that, in these challenging times, 'no one gets left behind'.

SDGs & WORKING WITH YOUNG PEOPLE

YOUNG PEOPLE: IRELAND & THE WORLD

ACHIEVING THE SUSTAINABLE DEVELOPMENT GOALS: IRELAND & THE WORLD
LEAVE NO ONE BEHIND

No Poverty	Zero Hunger	Good Health & Well-being	Quality Education	Gender Equality	Clean Water & Sanitation
Affordable & Clean Energy	Decent Work & Economic Growth	Industry, Innovation & Infrastructure	Reduced Inequalities	Sustainable Cities & Communities	Responsible Consumption & Production
Climate Action	Life below Water	Life on Land	Peace, Justice and Strong Institutions	Partnerships for the Goals	

NATIONAL YOUTH STRATEGY: 5 OUTCOMES

Active & healthy, physical & mental wellbeing	Achieving full potential in all areas of learning & development	Safe & protected from harm	Economic security & opportunity	Connected, respected & contributing to their world

NATIONAL QUALITY STANDARD FRAMEWORK (NQSF) 5 CORE PRINCIPLES

Young person-centred	Committed to ensuring and promoting the safety and well-being of young people	Educational and developmental	Committed to ensuring and promoting equality and inclusiveness in all its dealings with young people and adults	Dedicated to the provision of quality youth work and committed to continuous improvement

YOU

United Nations Security Council

The United Nations Security Council (UNSC) is responsible for overseeing and maintaining peace and security in the world.

There are five permanent countries that are always part of this Council and these are China, France, Russian Federation, United Kingdom and the United States of America. These five countries each have a veto which they can use if they disagree with a proposal or vote. There are also ten non-permanent countries that are part of the UNSC and they are each elected for two year terms. These ten countries do not have a veto.

The UNSC is one of the five main organs of the UN. The others are: the General Assembly; the Secretariat; the International Court of Justice; and the Economic and Social Council.

Ireland is running for a position on the UN Security Council

Ireland is running for a two-year term, 2021–2022. There are two places up for election under the "Western Europe and others" group. Those standing for election are Ireland, Norway and Canada.

To win a seat, Ireland will need two-thirds of voting member states to cast their vote in favour of Ireland at the General Assembly. Therefore at least 129 votes are required – if all 193 states cast their vote. In its election campaign, Ireland will be discussing its work and track record in areas such as peace-keeping, global security, disarmament, humanitarian aid, youth engagement, etc.

Ireland last ran for election and won a seat in 2000. This time around, Ireland is the only EU state running for a seat. It faces stiff competition from two respected rivals. However, Ireland's record in successfully co-chairing the Sustainable Development Goal/Agenda 2030 negotiations between world governments will hopefully support a successful outcome and result.

What is a Security Council Resolution?

The Security Council adopts resolutions (opinions) on issues relating to international peace and security. Resolutions can cover a specific topic or a range of issues including Countering Terrorism and promoting women's participation in peacebuilding, or it can focus on the situation of one specific country. A resolution, to be successful, must receive at least nine votes and it cannot be vetoed by any of the five permanent members. Some votes pass easier than others where a lot of negotiation is sometimes required among members of the Council.

Youth, Peace & Security

UNSC Resolution 2250

Resolution 2250 was adopted by the United Nations Security Council (UNSC) in December 2015. This is the first ever resolution that deals specifically (thematic resolution) with the role of young people (18–29 years old) in issues of peace and security. The resolution is an important landmark for the recognition of the positive role young people can play in conflict and post-conflict settings.

Resolution 2250 provides a set of guidelines to member states, UN and civil society on the development of policies and programmes on youth and security issues – how conflict impacts young people's lives and what must be done to mitigate its effects, as well as how youth can be meaningfully included in creating peaceful communities. The resolution is considered a landmark international legal framework as it focuses not only on the devastating impact of armed conflicts on youth but also on the crucial role that youth play in managing conflict and establishing peace processes.

Resolution 2250 is legally binding. The title of resolution 2250 is "Maintenance of International Peace and Security" which is a reference to Chapter 7, Article 39 in the UN Charter. Security Council Resolutions under Chapter 7 are binding.

- Read full doc here:
  http://www.un.org/en/ga/search/view_doc
  asp?symbol=S/RES/2250(2015)

Another Security Council Resolution, Resolution 2282 (2016) recognises that the scale and challenges of sustaining peace requires partnerships between stakeholders, including youth organisations. It also reaffirms the important role youth can play in deterring and resolving conflicts, and are key constituents in ensuring the success of both peacekeeping and peacebuilding efforts.

- You can read Resolution 2282 via:
  http://www.securitycouncilreport.org/atf/
  cf/%7B65BFCF9B–6D27–4E9C–8CD3–
  CF6E4FF96FF9%7D/s_res_2282.pdf

For more information and supporting documents, check out:

- http://unoy.org/wp–content/uploads/Guide–to–SCR–2250.pdf

- http://unoy.org/en/2250–toolkit/

- http://www.un.org/en/peacebuilding/pbso/
  pdf/Practice%20Note%20Youth%20&%20
  Peacebuilding%20–%20January%202016.pdf

- h2p://www.youthforum.org/assets/2016/05/The–
  Role–of–the–Youth–Sector–in–PrevenEng–Violent–
  Extremism.pdf

- https://www.sfcg.org/guidingprinciples/ A guide that explains why and in what ways to engage young people in peacebuilding programmes.

- http://unoy.org/wp–content/uploads/UN–Plan–
  of–Action–to–Prevent–Violent–Extremism.pdf
  Plan developed by the UN Secretary–General,
  which includes a section on youth empowerment.

- http://unoy.org/wp–content/uploads/Amman–
  Youth–Declaration.pdf the outcome document of
  the Global Forum on Youth, Peace and Security
  held in Jordan in August 2015, this declaration is a
  roadmap towards a strengthened policy framework
  on Youth, Peace and Security.

WHY IS RESOLUTION 2250 IMPORTANT?

It supports a new narrative: Youth is often portrayed either as victims or perpetrators of violence. However, the resolution recognises that young people are also engaged in building peace. It's an important step to change the negative perceptions and prejudices people hold against youth;

It provides recognition and legitimacy: It is not enough to build another perception of youth as peacebuilders. It is also crucial to recognise that many young men and women are working at grassroots, local, national, regional and global levels towards sustainable peace. They deserve a seat at the negotiation table;

It brings visibility: The resolution provides a new focus on youth and peace, giving visibility to the initiatives, actions and projects initiated by young people and youth organisations towards peace, justice, reconciliation, promotion of diversity, etc.; It ensures youth protection: The resolution reminds governments of their responsibility to protect young people in armed conflict;

It promotes youth representation and participation: The resolution asks member states to take youth's needs and perspectives into consideration. It also demands their participation at all levels in peace processes;

It fosters partnerships: The resolution provides a platform for partners to work together and build partnerships with representatives of different sectors to generate inclusive peace processes, including the UN, governments, donors, civil society, youth organisations, etc.;

It provides tools for countering violent extremism: The resolution acknowledges the threat of violent extremism for youth, but also clearly shows that the majority of youth are not agents of violence. On the contrary, they play a role in countering violence and extremism and in establishing lasting peace. Investing in education and vocational skills is of the utmost importance;

It ensures an evidence–based approach: The resolution requests the Secretary–General to carry out a process study on youth's positive contribution to peace processes and conflict resolution. As a result, more effective policies, programmes and responses can be designed;

It ensures accountability: The resolution calls for an annual debate in the Security Council to discuss the progress on the implementation of the resolution.

Source: 'A Guide to UN Security Resolution 2250'
http://unoy.org/wp–content/uploads/Guide–to–SCR–2250.pdf
Follow UNSCRES2250 via #youth4peace and #SCR2250
– if you are on Twitter

Working with Values:
The I CARE Framework

> *"Be the change you wish to see in the world".*
>
> **Mahatma Gandhi**

Aims: To introduce participants to a framework for reflecting on our personal values as well as those we wish to see in the world. To highlight important words that help us to understand values.

Age: 12+

Time: 30 min+

Materials: Printouts, flipchart paper or white/black board for taking feedback from groups.

The idea behind this activity is to provide the group with a tool for framing what it is to care in a way that is practical. When working with values it is very easy for things to become too abstract – this is important for informing why we act – but it doesn't always lead effectively to how we will act or what actions we will take. The I CARE Framework seeks to give space to both encouraging reflection on our personal values and capacities, and then thinking about how our societies need to relate and interact with each other internationally. In both cases, participants can seek to promote the values that lead to more caring people and societies.

Step 1: Divide participants into groups of 3 to 6 and ask them to make a list of 6 peace and justice issues that they CARE about. *The SDG's can be a guide.*

Step 2: Give them a copy of the I Care Framework (check in with understanding of each word). Invite them to discuss the framework and identify how the I Care Framework is relevant to **one issue** they have chosen. How is it relevant on a personal and societal level?

E.g. If War is an issue, how is 'integrity', 'compassion', 'advocacy', etc relevant for an individual if we want an end to War? (Presidents, prime ministers, generals, citizens...).

If refugees or migration is an issue, how might our society act differently? How does the acceptance of an interconnected world affect how we should respond to refugees? How does a rights based approach influence our society's decisions?

Step 3: Have the groups take notes of what is discussed and give feedback to everyone.

Step 4: Discuss positives, negatives, challenges, etc (perhaps the group could consider what the future would be like without I Care?).

Step 5: Have a general discussion on how the personal values and ways of relating and interacting on the societal level could give rise to greater peace and justice in the world. Discuss how participants could promote I CARE personally and within their society.

Working with Values:
The I CARE Framework

I CARE: Personal

Integrity: Integrity is about consistently making sure that the things you say and the things you do are in flow with an understanding of what is right and wrong.

Compassion: compassion is about feeling and thinking about other people who are in distress and wanting to help.

Advocacy: a valuable way of helping others is supporting them to have their voice heard, or campaigning on their behalf.

Respect: whether working in partnership with others, or recognising the value and importance of the interests and lived experience of people, respect is key.

Empathy: empathy is our ability to understand and share the feelings of others.

I CARE: Society

Interconnected: in a globalised and interconnected world, our decision has impacts far beyond our national borders. An interconnected society needs to be aware of this when it is engaging with other societies.

Cooperation: given the scale of the issues facing the world, only through joint action will progress and positive change happen.

Accountability: accountability is an obligation or willingness to accept responsibility for the actions carried out in our name.

Rights based: using human rights as a framework for discussing issues and responses. The UN Declaration of Human Rights and the UN Convention on the Rights of the Child provide the most widely accepted global frameworks.

Equity: equity refers to what is reasonable and fair.

Focusing on:
Peace

> ❝ **"The practice of being peace is the foundation of the practice of doing peace".**
>
> **Thich Naht Ha**

Peace, a word with so much meaning across the whole span of human experience from the individual sense of 'inner peace' to the collective aspiration for the whole world to one day be at peace.

Peace is generally understood to be a lack of conflict and freedom from fear of violence between social groups. Often struggling to unravel itself from the idea that it is merely the opposite of war, peace deserves attention in its own right and a commitment to cultivation that might make war ultimately a distant memory rather than an inseparable and acceptable associate.

Peace lives within us, it is all around us, it is in our words, our music, our relationships, our communities, our politics, and it is available to us at any moment when we choose it.

The activities in this section aim to introduce participants to some of the big ideas and issues related to the promotion of Peace, and also to look at those who suffer most in its absence. When seeking to encourage and support young people in engaging with efforts to promote peace in their world it is important that they have some understanding of key concepts. The following framework and exercise will help participants develop their own understanding of peace.

> ❝ **"The art of peace begins with you, foster peace in your own life and then apply the art to all that you encounter".**
>
> **Morihei Ueshiba**

Framing Activity:
Framing Activity: Voices in peace and conflict

> *"We realise the importance of our voice when we are silenced".*
>
> **Malala Yousafzai**

Aim: To have participants reflect on their own thoughts on peace and conflict using the insights of relevant activists as inspiration.

Age: 10+

Time: 35mins+

Materials: Quotes, three sheets of paper with text: 'Agree', 'Disagree', and 'Unsure', Blutac.

Space: You will need an open space to facilitate the movement of the group.

The idea of this activity is to just get participants thinking and talking about different perspectives (including their own) around peace. We have intentionally chosen quotes that will challenge participants and help generate discussion. Add some of your own!

Step 1: The group line up in one straight line. Facilitator reads the first quote.

Step 2: Participants are asked to walk to an area of the room designated (Agree) (Disagree) (Not Sure) depending on how they feel about the statement.

Step 3: When they have taken their position, the facilitator asks participants to give reasons for their stance (why? what does it mean to you?)

Step 4: After participants have heard each other's reasons, they are invited to change their stance if they wish.

Step 5: The facilitator then reveals whose quote it is and allows further discussion if appropriate.

Step 6: Repeat with next quote.

Step 7: Debrief

- What did participants think of the exercise?
- Was there anything surprising/shocking coming from the quotes/activity?
- Would this exercise/quotes influence your thinking about Peace?

Voices in Peace and Conflict
Quotes

"Peace cannot be kept by force; it can only be achieved by understanding." **– Albert Einstein**

"Making peace... is much harder than making war." **– Gerry Adams**

"I've always recognised the importance of standing up to bullies, and being an outspoken, awkward voice." **– Mary Robinson**

"Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that." (perhaps link light and darkness to truth and lies if group don't) **– Martin Luther King, Jr.**

"If you want peace, you don't talk to your friends. You talk to your enemies." **– Archbishop Desmond Tutu**

"Peace begins with a smile." – **Mother Teresa**

"Where choice is set between cowardice and violence, I would advise violence." **– Mahatma Gandhi**

"If you want to end the war then instead of sending guns, send books. Instead of sending tanks, send pens. Instead of sending soldiers, send teachers." – **Malala Yousafzai** (17 year–old Noble Peace Laureate)

"It isn't enough to talk about peace. One must believe in it. And it isn't enough to believe in it. One must work at it." **– Eleanor Roosevelt**

"To make peace, one must be an uncompromising leader. To make peace, one must also embody compromise." **– Benazir Bhutto** (first woman elected to lead a Muslim state as the Prime Minsiter of Pakistan)

Activity 1:
Words Have Power

"Words can inspire, and they can destroy. Choose yours well".

Robin Sharma

Aims: To explore the impact of slogans and posters about Peace. To learn how to create slogans and posters about Peace. To make a plan about how to share/disseminate posters.

Age: 10+

Time: 35mins+

Materials: Flipchart/whiteboard, A4 paper and markers. IPad/laptop optional.

The idea of this workshop is to highlight the 'power of words' and to support young people to connect with the strong slogans about Peace that already exist.

Learning about the art of making an impact with slogans and posters will provide young people with the competences and inspiration to have a role in this area of action themselves.

Step 1: To check current levels of knowledge about slogans for peace, invite the group to brainstorm slogans that they know.

Step 2: Share the variety of slogans (see box) and discuss favourites in terms of impact.

Step 3: Introduce the Loesje model of posters and explain the approach they use in their work.

> Loesje is simultaneously a worldwide collective of people who want to make the world a more positive creative place; and a girl from the Netherlands. The local Loesje groups write and spread posters, with texts about everything that happens in society. Loesje texts are mostly positive and funny, and at the same time critical, wanting to stimulate the viewers to see things from new perspectives, and take action in their own lives. Loesje texts are not trying to tell you what to think; instead they often invite too many different interpretations.

See: http://www.loesje.org/posterarchive/advanced for archived posters.

Step 4: Form groups and introduce the challenge of making an original slogan about Peace. Groups should be able to explain the thinking and motivation behind their choices.

Step 5: Ask groups to prepare a plan of action for sharing their slogan. How will they share their posters – locally, nationally, globally – in face to face interactions with others and using social and traditional media?

Taking it further:

Step 1: Ask the groups to track the impact of their posters over a period of time.

Step 2: After a month perhaps check in with the audience. Do people remember the slogan? What type of impact did it have? What if slogan posters were a regular occurrence, would that have a greater impact?

WORDS HAVE POWER – SLOGANS

Give peace a chance	War is the problem, not the solution	Anything war can do, peace can do better
Peace begins with you	War doesn't decide who is right, it decides who is left	When you fight evil with evil, evil wins
There is no path to peace, peace is the path	No justice, no peace	Make peace, not war
Teach peace	War is not the answer	It is possible to live in peace

Activity 2:
Violent Extremism

"Islam is not part of the problem in combatting violent extremism; it is an important part of promoting peace".

Barack Obama

Aims: To explore the roots of radicalisation and the journey towards violent extremism and to consider how we can 'transform violent extremism.'

Age: 14+

Time: 2hrs

Materials: Flipchart, markers, paper, blackboard/whiteboard.

The idea of this activity is to give the group an opportunity to explore how people become radicalised towards violent extremism. It is important to understand this journey and to develop awareness of the variety of factors that play a part in influencing the thoughts and actions of young people who are vulnerable. Understanding the journey towards violent action helps us to consider how we might play a role in prevention and disengagement.

Step 1: Ask participants to brainstorm examples of what they think of when they hear the expression "Violent Extremism". Take note of the answers.

Step 2: Give a definition of "Violent Extremism" and ask if that covers their examples.

> **Definition:** Violent extremism is encouraging, condoning, justifying, or supporting violent acts to achieve political, ideological, religious, social, or economic goals.

Step 3: Give an overview of the 'journey towards violent extremism'. Make the link between what was discussed in the brainstorm and the different phases of the journey to violent extremism.

Journey Towards Violent Extremism

Radicalisation Phase	Mobilisation Phase	Action Phase
The time when someone starts to explore/believe that change will only come through violence.	When someone is getting ready to act on their beliefs.	An attack is carried out.

Step 4: Break into groups and use the 'Journey Towards Violent Extremism' template to explore the three phases separately.

The first phase will be discussed using 'What Causes Radicalisation?' questions.

Ask participants to think of a young person who might be "vulnerable" to radicalisation.

The template "What Causes Radicalisation?" is given to each group who imagine the scenario of when someone starts becoming radicalised.

The group should 'create a person', using the questions as a guide. They can write/draw their answers/thoughts on the sheet of paper.

Step 5: Ask groups to share their answers and their discussions.

Mention to the groups that there are **push and pull factors** which have an impact on the journey towards violent extremism and away from violent extremism.

Explain to the group that there are three elements that are relevant when we face challenges in life.

Risk Factors   Protective Factors   Resilience

Make sure that they understand how these might work.

Invite the groups to share examples of things/events/actions/experiences that might "PUSH" their 'person' towards the next phase, mobilisation.

Activity 2: **Violent Extremism**

Step 6: Share the Mobilisation phase handout.

Ask groups to reflect on the original examples of why people might be mobilised and to comment on how they see the current phase as one step away from action. Does it make sense? Is it realistic?

Step 7: Countering Violent Extremism

Explain to the group that there are three elements that are relevant when we face challenges in life.

Risk Factors

Protective Factors

Resilience

Make sure that they understand how these might work.

Invite the group to think about how the following three groups can have a POSITIVE impact on the journey towards violent extremism.

Friends   **Family**   **Community**

Give examples of how each of these might support movement backwards and out of the world of radicalisation. (Known as disengagement)

Debrief: End on the ideal of 'shared humanity' and how it might be relevant to this issue of Violent Extremism. Make positive points about universal human values (kindness, cooperation, forgiveness) and the importance of the SDGs as an agenda that seeks to respond to the aspects of unequal development (poverty, gender, weak institutions, etc) where extremist values might thrive.

What Causes Radicalisation?

Personal factors: What is my current life situation? What are my needs? How is my social, emotional, psychological well–being?

Group factors: What groups am I connected to? Who is my clique? How do other groups view me?

Community factors: What's it like where I live? Am I connected to positive things in the community? How do I think others outside my group in the community treat me?

Society and politics: What are my views on society and its problems? What are my views on global incidents like attacks, bombs, wars, disasters, etc? Who do I blame?

Beliefs: What beliefs influence and have an impact on me? Who do I follow? What is important to me?
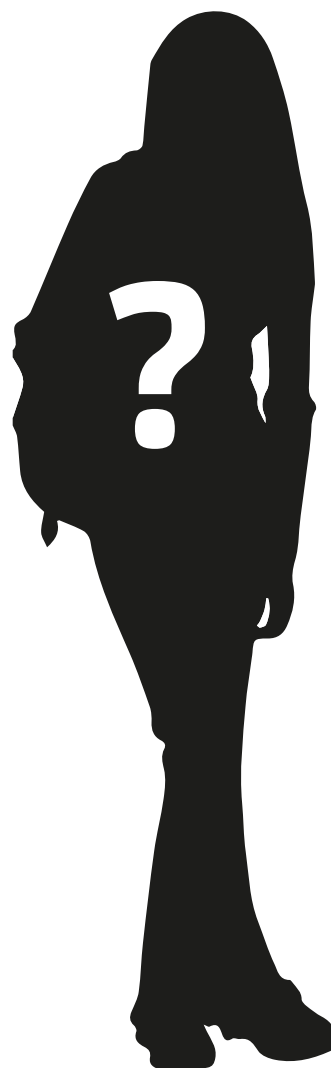
Mobilisation Phase

Moving towards ACTIVE support for violence

Opportunities: To learn about how to be an extremist, to do some training, to hear stories of others who have gone before.

_____

_____

_____

Capable: Ready to use your knowledge and skills to support you to DO something.

_____

_____

_____

Readiness to act: Motivated to DO something, having real thoughts about what to do.

_____

_____

_____

Targets: Who are the enemy? Identifying the targets, military, civilian, political.

_____

_____

Mobilisation Phase
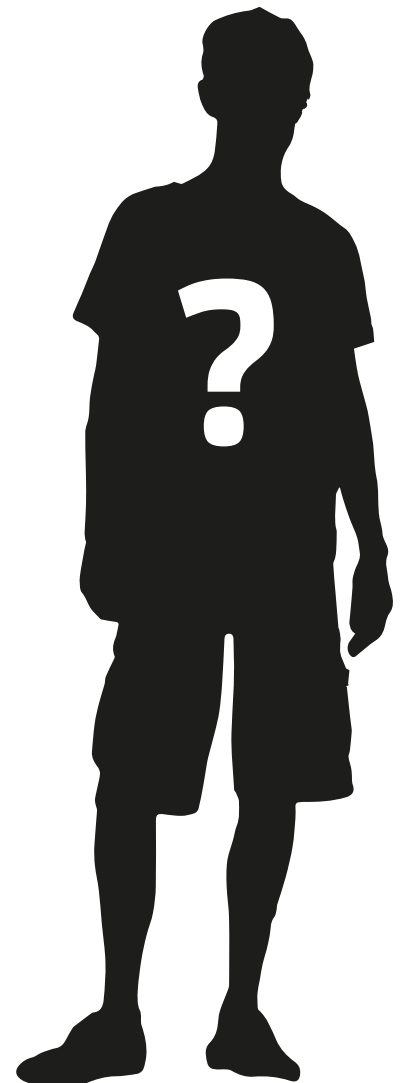
Playlist for Peace

"Politics can be strengthened by music, but music has a potency that defies politics".

Nelson Mandela

Aims: To illustrate how Music contributes to understandings and messages about Peace

Age: 10+

Time: 40mins+

Materials: Flipchart/white board, A4 paper, markers, music device, song lyrics worksheet.

The idea of this workshop is to acknowledge the contribution of music through the years to messages about Peace. Sometimes we like artists or songs without realising the message within the lyrics and how powerful it might be. In our modern digital times, playlists are an indication of personal taste but also are something to be shared which may transmit a message about your own musical taste. We can all appreciate the wide scope of what music means to us and how important it can be. Not many of us could imagine life without music!

Step 1: Ask the group to identify songs with messages about peace or artists who they know/think sing about peace.

Step 2: Divide young people into groups and share the song lyrics worksheet. They are invited to give their interpretation of what the artist means by the lyrics.

Step 3: Share answers and discuss.

Key questions might be:

- Do you know the song? Did you know that it was about peace?
- Why do you think this artist is performing a song about peace? (To make money? To become more popular? Because they care?...)
- Do you respect an artist more when they write songs about real life issues?

Step 4: Show the group the Playlist examples and explore whether they know the songs or not? Invite the groups to create their own playlist of songs about peace. (this can be done now or you could give them a period of time to create it)

Step 5: Consider where you could share the playlist so that the messages in the songs could reach more people.

Step 6: Have participants look at the Song Lyrics Worksheet and to think about the lyrics: What is the message in each of these? What are the messages in their own playlists that they think are important?

Taking it further:

What other action could you take using music to discuss peace? Is there something you could do with music with your friends, youth club, school, to tell others about what you have learned or suggestions for future action?

Activity 3:
Playlist for Peace

PLAYLISTS

Dermo's Playlist

- War – **Bob Marley and the Wailers**
- One Day – **Matisyahu**
- With my own two hands – **Ben Harper**
- Where is the love? – **Black Eyed Peas**
- Bomb the world – **Michael Franti & Spearhead**
- Pride (in the name of love) – **U2**
- Man in the Mirror – **Michael Jackson**
- Talkin' bout a Revolution – **Tracy Chapman**
- Imagine – **John Lennon**
- War Ensemble – **Slayer**

Ismael's Playlist

- Borders – **M.I.A**
- Toy Soldiers – **Eminem**
- Redemption Song – **Bob Marley**
- Revolution – **Helly Luv**
- Give Peace a Chance – **John Lennon**
- They Don't Really Care About Us – **Michael Jackson**
- Equal Rights – **Peter Tosh**
- The Greatest – **Sia**
- Master's of War – **Bob Dylan**
- Cease Fire – **Christina Aguilera**

Val's Playlist

- Dear Mr. President – **Pink**
- Freedom – **Beyoncé**
- Zombie – **The Cranberries**
- Respect – **Aretha Franklin**
- Raining in Paradise – **Manu Chao**
- War – **Edwin Starr**
- Peace – **Sabrina Johnston**
- Give Peace a Chance – **Cyndi Lauper version**
- World Peace – **Rihanna**
- Message – **Tadros Brothers**

SONG LYRICS

But if you only have love for your own race
Then you only leave space to discriminate
And to discriminate only generates hate
And when you hate then you're bound to get irate, yeah.

I'm starting with the man in the mirror
I'm asking him to change his ways
And no message could have been any clearer
If you wanna make the world a better place
Take a look at yourself, and then make a change.

Until the philosophy
which hold one race superior
And another
Inferior
Is finally
And permanently
Discredited
And abandoned –
Everywhere is war –
Me say war.

Activity 4:
Children in Conflict

"The impact of armed conflict on children is everyone's responsibility. And it must be everyone's concern". **Graca Machel**

Aims:
To explore the reality of the impact on children when conflict is part of their daily existence.

Age:
10+

Time:
40mins+

Materials:
Flipchart/white board, A4 paper, markers, music device.

The idea of this activity is to identify how conflict can have a direct impact on child development and in many cases denies children the opportunity to have a "childhood" in the way that we imagine childhood.

Step 1: Inform the group about BOBF.

In Ireland we have a National Policy Framework for children and young people. It is called **Better Outcomes, Brighter Futures** and is a 'whole of government' approach to improving the lives of children and young people.

BOBF has five National Outcomes which guide and inform the ambitions for how we will transform the lives of 0–24year olds in Ireland so that young people are:

1. Active and healthy with good physical and mental well being
2. Achieving full potential in all areas of learning and development
3. Safe and protected from harm
4. Have economic security and opportunity
5. Connected, respected and contributing to their world

Step 2: Break up into 6 groups. You will need an open floor space for this activity.

Step 3: Give each group a profile of a young person from the list. Ask them to read it and to ensure that other groups do not know anything about their profile.

Step 4: Explain that each group will cut out a shape of a shoe from an A4 page that will represent their profile character (you may have other options to represent the character depending on space).

Step 5: Explain that you will read out a statement and if the answer is YES for the character then you will move the shoe forward one step. If it is NO then the shoe will remain where it is.

Step 6: After reading the statements give the group a chance to consider the picture of where the shoes are located on the floor. Some shoes will be further along than others.

Step 7: Invite groups to reveal their character and read the profile details of the child. *Is there anything that surprised or stood out for you? Are there any similarities or differences between the characters?*

Debrief: Discuss the outcomes in terms of how different it would be if BOBF were a reality for all children in Ireland and then in the world. Explore the importance of Peace and rights for children in conflicts.

Taking it further:
Groups could undertake some more research on the reality of the conflict situations that these and other children find themselves in and contrast with their own lives.

Discuss what actions could be taken in each of these situations or for one young person in particular?

Activity 4: Children in Conflict

Step forward...

If you have access to clean water

If you go to school every day (BOBF)

If you are safe and protected from harm (BOBF)

If you have access to proper health care if you are ill or injured

If you have the opportunity to hang out with your friends

If you are excited about growing up and having the chance to find work (BOBF)

If you have the chance to get involved with your community or country (BOBF)

If you don't have to worry about the safety of your family

If you have a mobile phone

If you get pocket money

If you have access to youth clubs, sports clubs, arts clubs, etc etc.

If you can wash yourself when you want (...or when your parents tell you!)

If you are looking forward to the weekend

If you have the opportunity to find a better life in another country where you will be welcome

If you are in danger and afraid

If your human rights are protected

YOUNG PERSON PROFILES

Fatima – Gaza, Palestine

Fatima is a young girl aged 11 years in Gaza with leukaemia. Gaza is one of the most densely populated areas on earth. It is surrounded and under a constant military control by the state of Israel. At times there are attacks which involve jets, tanks, rockets and soldiers. The city is being damaged faster than it can be rebuilt. Sometimes the electricity is cut off and the drinking water is not to be trusted. The 2014 Israeli defence forces invasion took a heavy toll on Gaza's children: more than 500 were killed, 3,374 were injured – nearly a third of whom suffer permanent disability – and more than 1,500 were orphaned. Hundreds of thousands were left in trauma. 1 in 10 homes were destroyed.

Fatima needs a permit to cross the border and enter Israel to get specialist chemotherapy treatment not available in Gaza. In general the health sector has been severely damaged by decades of military blockades. When the conflict flares up, no border crossings are allowed, meaning Fatima's treatment is sometimes interrupted so she is often very sick and tired. Recovery is unlikely.

Missing Children – Europe

Gulwali is one of a reported 10,000 children who have gone missing in Europe. Many are fleeing conflict. "There are different reasons why children arrive unaccompanied in Europe," some of them have been sent by their parents hoping that their child would have a better chance at life, some of these children have been separated from their parents by smugglers as a way of controlling them, and some would have lost their parents in the chaos." There are concerns now that smugglers are turning the children they bring into Europe into the hands of traffickers to make more money. Those children might then be pushed into prostitution or slavery.

Smugglers are exploiting the children that they bring into Europe. The problem is that these children often turn to the people who got them into Europe, rather than to the authorities and that makes them vulnerable."

Gulwali left Afghanistan aged 12, and it took him over a year to make it to Britain. He was separated from his brother almost immediately by the smugglers, so had to make the gruelling journey on his own. Now he feels that his life can begin again.

Adisa Child Labour – DR Congo

40,000 children work in cobalt mines in the Democratic Republic of Congo. Cobalt is used for many things from aircraft engines to mobile phones. Money from the mines was used to fuel conflict in the region for many years. Adisa will be forced to work for up to 24 hours underground, for less than $2 (€1.80) a day – many children receive half of that.

Adisa works in "miserable conditions", and "many children are often physically ruined as a result. There are whole excavations which they dig up with their bare hands using machetes spades." The mines are unsafe and children are buried alive when the mines cave in.

Health centres have been forced to close due to looting, a lack of security for staff and a shortage of medical supplies, the UN's children's agency UNICEF have reported. Conflict in the area has already driven 9,000 children to flee across the border to the Angolan city of Dundo. "Some of these children actually seem to have been direct victims of attacks," he says. "They come wounded, some of them with their limbs mutilated or parts of their bodies burned, some with bullets still in their bodies."

There are always more Adisa's so not only is the work dangerous but children are not given enough food to eat or medical attention when they are injured.

Child in Direct Provision – Ireland

Sabah is a 15 year old girl who fled a conflict at home in Sudan and is in 'Direct Provision' in Ireland. Direct provision in the form of accommodation is provided to people while their application for asylum is processed.

The accommodation is described by children as "overcrowded" and "dirty" and the direct provision system as "not fair" and "not safe". The diets were described as "horrible and disgusting" and "unhealthy" by older groups, and as "always the same" and "the food has no taste" by the younger children. Several expressed the wish that their mother could cook for them, but you cannot make your own food in direct provision.

"People caught up in the direct provision system are being denied hope by the State and forced to live in a system which is worse than prison", the chairman of an expert group set up to review the scheme has said.

It is Sabah's birthday next week but he is not allowed to bring any friends home, and there is no money for his parents to buy a cake or presents

YOUNG PERSON PROFILES

Children in a Humanitarian Crisis – Yemen

Nada is 7yrs old. She is caught up in a terrifying conflict in Yemen. *"Bombs were falling everywhere and fighting was going on. The house was shaking and we were so scared. We were so afraid that our father wouldn't get back home from work but luckily he did."* Nada had to leave her home to find safety elsewhere. Before she fled, Nada's 4–year old friend, Abdul Rahman was killed by a sniper. *"I do not want to die like him", she says.*

Children are bearing the brunt of the conflict in Yemen, with 80% in desperate need of aid and 2 million suffering from acute malnutrition, the UN has warned.

The impact of war and hunger on the country's 12.5 million young people has been compounded by what the directors of the World Health Organization, the UN Children's Fund and the World Food Programme described in a joint statement as "the world's worst cholera outbreak in the midst of the world's largest humanitarian crisis".

"This is a children's crisis," said Bismarck Swangin, a communication specialist for Unicef Yemen. "When you look at the number of children who are staring at death due to malnourishment, and now that is compounded by a cholera outbreak, children are not only being killed directly as a result of the conflict, but more children are at risk and could die from indirect consequences".

Children in Gangs – Ireland

Joey is 17 and has been through the youth justice system for his involvement in crime. Criminal gangs are recruiting and exploiting children as young as 11 using drugs, alcohol and the notion of status. However once they became engaged in relationships with network leaders it became very difficult for the children to leave. "It is clear the thugs who run Irish crime have no regard for children and young people – and don't think twice of placing them in immediate danger"? Many of the children involved at lower levels in the network come from other family situations where there is drug and alcohol misuse or other vulnerabilities including debt obligations to network leaders.

The average age for entry into the drugs trade in the north and south inner city of Dublin is around 12 or 13. Local sources say, at this age, the youths are expected to carry out minor tasks such as collecting and transporting drugs or cash. From 14 upwards, they say, youths are being inducted into full–time dealing.

What is happening now with youths in their early teens is that they are growing up faster into the world of drugs and gun crime. It is regarded as only a short distance from them seeing that the best way ahead is to "take out" the next level up of young bosses who have subjected them to punishment beatings and stabbings.

Joey has been offered a place in College, he has a big choice to make.
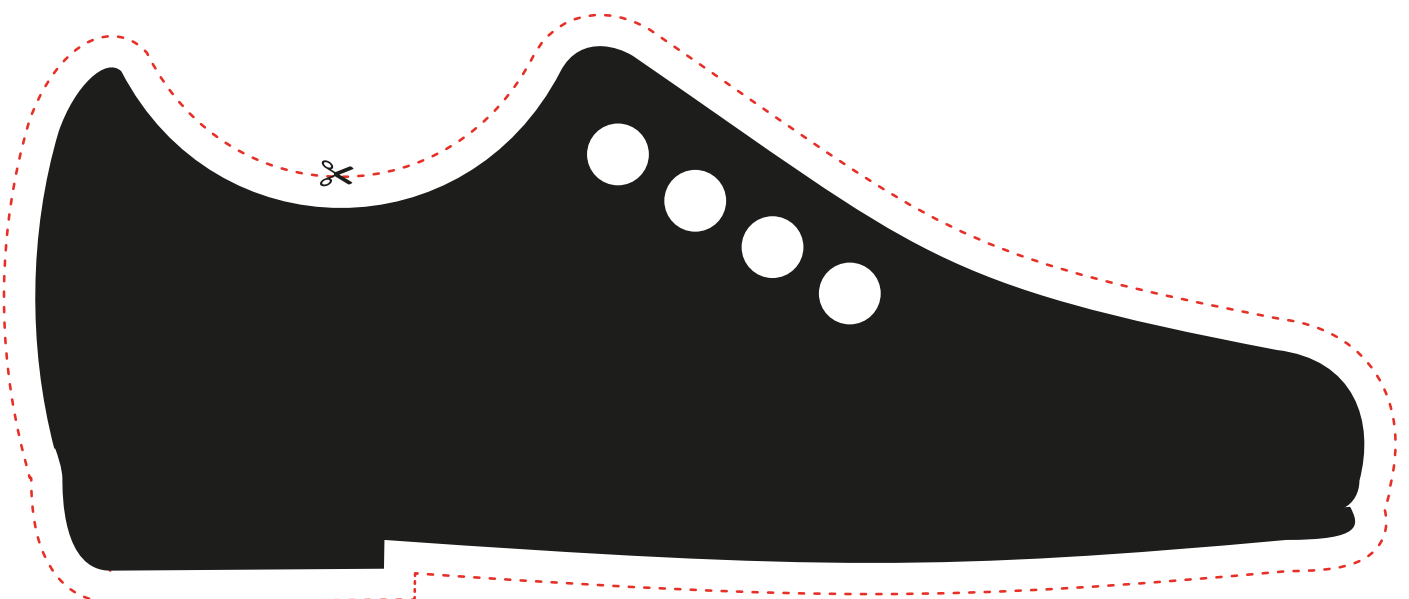
Focusing on:
Justice

> ## "There can be no peace without justice and respect for human rights".
>
> **Irene Khan**

This resource seeks to challenge and support young people (and those who work with young people) to become critical thinkers about the world in which they live. It would be a disservice to young people if we did not acknowledge that the way many structures and systems in society are set up silence/dampen down young people's rebellious spirit or their questioning of the world.

Young people need to be encouraged and supported in their journey towards a different way of being. Their lived experience needs to be acknowledged. They shouldn't be judged as selfish or fickle. Instead their outspoken and awkward voice needs to be nurtured and their potentially differing ideas recognised as valuable/valid. This is justice.

Part of this process – as we discuss in the introduction – is about allowing young people the space and support to reflect on their ideas about different issues that affect them and others. Justice is a very tricky arena for anybody. For young people in the richer more developed countries, promoting justice is more than just raising awareness of issues. Justice is about solidarity with others, compassion for others, reflecting on ourselves, taking responsibility to act, to speak out.

The following activity will help frame these ideas with your group.

Framing Activity:
The Two P's – Perception and Perspective

> *"We don't see the world as it is, we see things as we are".*
>
> **Anaïs Nin**

Aim: To consider the importance of how we see ourselves and how we see the world when it comes to justice.

Age: 12+

Time: 30mins+

Materials: Printouts, flipchart paper to take notes.

The idea behind this activity is to encourage participants to reflect on their perceptions and perspective and to make the connection with how they influence action. The overall aim of this resource is to introduce young people to peace and justice issues that they might later engage with, so it is important that participants think about this dynamic, how it forms, and how being aware of it means they can control it.

Step 1: Divide participants into groups of 3 to 6 people and give each a copy of the Perception and Perspective printout.

Step 2: Ask groups to read the printout and discuss the various questions amongst themselves. After an appropriate amount of discussion time, ask the groups to feedback to the whole group.

Step 3: Talk about shaping perception as being one of the tools regimes use to dehumanise groups in society in order to deny them justice, human rights, and carry out atrocities or genocide. Talk about how taking another's perspective is the most important step towards understanding their needs and feeling their injustice.

Step 4: Ask groups to think about whether they feel stereotypes help or hinder our ability to feel solidarity for another group's fight for justice? If they believe it hinders it, ask them how they think we might combat stereotypes.

Step 5: Ask groups to think about the role of perspective in justice and the different ways they think it influences justice as a universal goal. Ask them to think about different ways that we could view ourselves that might promote justice as a universal goal. For example, as global citizens, as young people in solidarity with each other, as development activists, etc.

Debrief: Finish by making the point that both perception (What we see) and perspective (How we see), influence how we act. Invite participants to challenge their own stereotypes and the stereotypes of others, and to reflect on how recognising our own perspective will allow us to understand other peoples. Both abilities are necessary to promote justice in the world.
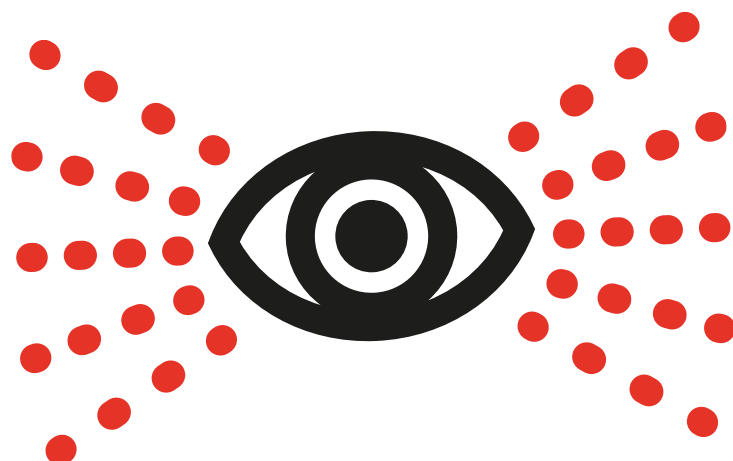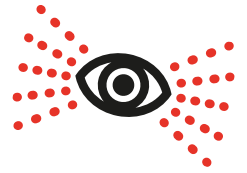
Handout
Perception and Perspective

PERCEPTION: WHAT WE SEE

- What influences how we see ourselves?
- What does it mean to be a good person, what does it mean to want justice for others?
- Is there a connection between who we see ourselves as and how we behave?
- How should we act to make our perceptions of ourselves and our place in the world match our behaviour.
- What influences how we see others?
- What shapes our perception of groups in society or in the world? (*Past interactions? social media news feed? TV?*)
- How much do you think these groups would agree with the perceptions of them?
- Do the different factors that shape our perceptions create stereotypes? Are they positive?

*Stereotypes are oversimplified and often inaccurate and negative perceptions of groups of individuals. Gender, ethnicity, sexual orientation, all have different associated stereotypes. Stereotypes are maintained by only remembering experiences or focusing on information that matches them, and not reflecting on when the opposite might have happened. It is important to be aware of stereotypes because it influences **what we see** and feel when we think about someone from another group, and this influences **how we act**.*

PERSPECTIVE: HOW WE SEE

Imagine you are a military person, or an elderly person, or a business person. What is your default attitude on the following subjects: borders and migration, healthcare, high taxes, world peace, social welfare.

- How would you rank them in terms of importance?
- In what ways might they impact you and your quality of life?

*This is your perspective, your values and attitudes. Our perspective allows us to have (subjective) thoughts and opinions that don't need to be true (objective). Instead they are often what we want or need to be true based on our perspective. For example if I am a billionaire it makes me feel better to believe that I earned my money through hard work, and people who are poor are poor because they don't work hard enough, this is my perspective, this is **how I see** things, and this influences how I act.*

- How does your personal perspective influence your feelings about the following:
  – child labour mining the minerals that go into building mobile phones
  – conflicts in different countries like Syria or Libya
  – refugees and migration
  – the Black Lives Matter movement in the USA

Activity 5:

Climate Justice – Spaceship Earth

> *"The concept of global warming was created by and for the Chinese in order to make U.S. manufacturing non-competitive".*
>
> **President Donald Trump**

Aim: To understand how the world is interdependent, and how our actions have consequences for everyone in the world.

Age: 10+

Time: 30mins+

Materials: The spaceship earth visualisation story below, markers and flipchart paper, chairs.

The idea of this activity is to seek to understand climate change as a justice issue bound up with ideas concerning the ethical extraction of resources, and their fair distribution. Further, in the system currently being maintained through globalisation, there are clear winners and losers and it might perhaps be the case that the winners need the losers to lose in order for them to win.

Step 1: Setup the chairs in the shape of a seating arrangement on a plane with a small number of the chairs at the front representing 1st and 2nd Class, and the remaining chairs behind that representing 3rd Class. Overall you should have sections of 5% (1st class) 15% (2nd class) 80% (3rd class).

Step 2: Invite participants to sit without knowing the significance of the chair order. As people are settling in, you might indicate who is in 1st and 2nd class by giving them some extra positive attention as if they were on a plane.

Step 3: Ask them to relax, clear their minds and close their eyes as you are going to tell them a story.

Step 4: Read the visualisation story opposite.

Debrief: Follow with questions outlined in the debrief section and support discussion.
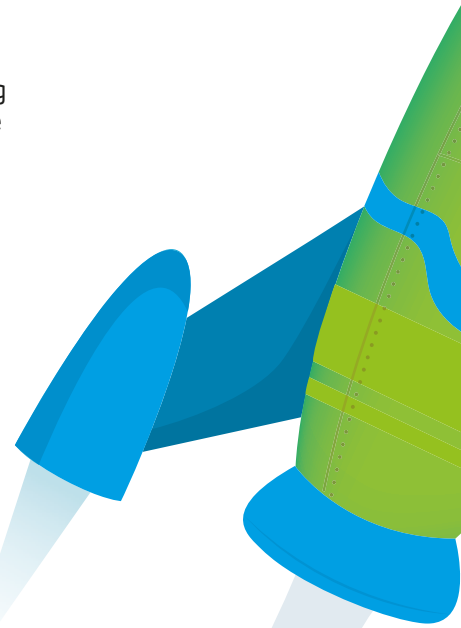
Activity 5: Climate Justice – Spaceship Earth

We are about to go on a journey on a big spaceship. It is the biggest spaceship that you can imagine. It is called 'Spaceship Earth' and it is beautifully adorned with colours of blues and greens. It was launched a long time ago. It has no launch–pad to return to for refuelling and repair, but it is capable of continually renewing itself and sustaining life on board way into the distant future – but **WARNING** – only if taken care of.

Pause and ask questions in a gentle way to support visualisation? (No answers required at this stage. Questions are only for self–reflection.)
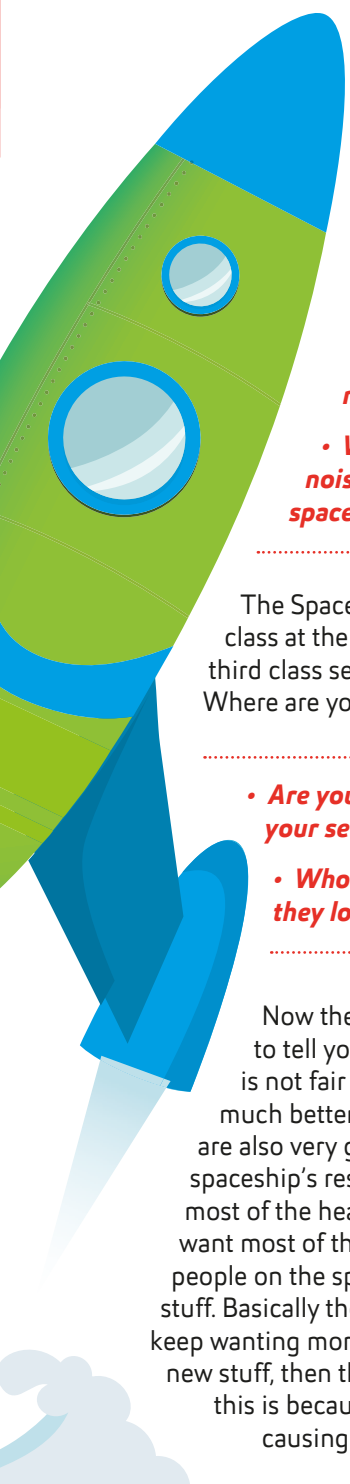
- **Can you see it? What does your spaceship look like? Is it big?**

- **Does it have different layers or sections? What noises does it make?**

- **What does it smell like? What noises can you hear inside the spaceship?**

The Spaceship is divided into 3 sections: first class at the front, second class in the middle and third class seats right at the back. Where are you?

- **Are you sitting comfortably? What does your section of the spaceship look like?**

- **Who else is seated around you? What do they look like?**

Now there is something very important I have to tell you about this spaceship. This spaceship is not fair for everyone. Some people are getting much better treatment than others. Some people are also very greedy, wanting more and more of the spaceship's resources for themselves. They want most of the heat. They want most of the food. They want most of the electricity. They also want some people on the spaceship to make them lots of new stuff. Basically they want and want and want. If they keep wanting more and more, and keep demanding new stuff, then the spaceship will explode. Basically this is because they are creating lots of waste and causing pollution to happen on the spaceship.

In fact, there is a hole that you could fit an elephant through on the side of the spaceship, and if the people don't slow down and stop demanding lots of stuff, then the spaceship will explode.

Now let me tell you a little more about where you are sitting on the spaceship. If you are one of the first and second class passengers, you are one of 20% of passengers on the spaceship. These are the passengers that have access to almost all of the food, drink, heat, and light. These are the people who keep wanting more stuff.

Pause and ask questions in a gentle way to support visualisation? (No answers required at this stage. Questions are only for self–reflection.)

- **So how do you think the journey will be for you on this part of the spaceship?**

- **Will your journey be comfortable and enjoyable?**

If you are one of the third class passengers, then you are one of the 80% of passengers. You have to survive on the leftovers and scraps from the first and second class passengers. The heating and electricity are also limited on this part of the ship. You also work the hardest on the spaceship as you are the people who keep producing the resources for the first and second class passengers. You see, they depend on your ability to supply them with stuff so they can maintain a nice comfortable journey. You really wouldn't mind this at all if they gave you a fair share of the stuff you produce. They do not do that though. Instead they give you very little in return, and sometimes they give you a little charity now and again.

Pause and ask questions in a gentle way to support visualisation? (No answers required at this stage. Questions are only for self–reflection.)

- **So, what is it like on this part of the spaceship?**

- **How will the journey be for you? How do you feel?**

Activity 5: Climate Justice – Spaceship Earth

I have something very important to tell you about the unfair way that the spaceship travels. You see it isn't really the fault of each and every one of the first and second class passengers that things have become so unfair. They have been fooled by fellow passengers into believing that having lots of stuff is the best way to travel. These passengers own businesses that sell stuff and make a profit on each thing that is sold.

Mr 'Banks' has established himself as the richest and most comfortable passenger on the spaceship, and he knows that the only way to stay rich is to keep fooling the passengers into believing that they need all the stuff on the spaceship. He also knows that he relies heavily on the third class passengers working the hardest and getting treated unfairly. This is the only way he can maintain his comfortable place on the spaceship. He would prefer it if everyone on the spaceship just accepts the way things are. He would prefer it if they didn't start to demand that things become equal for everyone. So he continues to lure them into the belief that they need lots of stuff to be content on the spaceship. He gets the third class passengers to make lots of nice spaceship shoes for his first and second class passengers. He gets them to make spaceship clothes, and chocolate and nice aromatic coffee. But he never ever rewards the third class passengers in a fair and equal way. He doesn't even care that much about the hole on the side of the ship that you could fit an elephant through. He just wants everyone on the spaceship to accept their place and keep quiet.

The spaceship doesn't have to be like this though. There might be some people on it who will try to make things more equal for everyone. I am not sure if this will happen though. I wonder if you could do anything to help change things for the better on the spaceship. Maybe this is something you might like to think about.

Visualise yourself standing up and speaking out to all of the passengers. What are you saying? Picture a few other passengers standing up to agree with you. What do you all say together?

Give participants a few moments with their thoughts.

We are now going to come out of the visualisation slowly. I want you to wiggle your toes and your fingers and then slowly sit up and open your eyes.

DEBRIEF QUESTIONS

- Where were you sitting on the spaceship?*

  *Highlight the randomness of their seat choice, they can't be held to blame for randomness in the same way they can't be blamed for being born in a wealthy society, but we can be blamed for our actions upon discovering our privileged position in an unjust world.

- How did you feel? Did anything shock/surprise you?

- Do you think a conflict could have broken out on the spaceship? Why?

- What did you visualise yourself saying when you stood up? What did the people who agreed with you all say?

- How does the spaceship relate to real life? What changes need to happen to make things fair?

- If you think of the spaceship as real life, does everyone on it look the same/do they speak the same language?

- If you were in charge of the spaceship, what would you do?

- What issues on the spaceship would you like to learn more about?

CLIMATE CHANGE:
https://croadsworldclimate.climateinteractive.org/

https://www.technologyreview.com/s/608367/getting–to–2/

https://www.climateinteractive.org/programs/world–climate/

Activity 6:
Restorative Justice

"Reconciliation should be accompanied by justice, otherwise it will not last. While we all hope for peace it shouldn't be peace at any cost but peace based on principle, on justice".

Corazon Aquino

Aim: To explore Restorative Practice as a tool for 'repairing harm' and moving towards a just resolution to conflict situations.

Age: 10+

Time: 30mins+

Materials: Print-outs, paper, flipchart, markers.

The idea of this activity is to use the example of a local scenario as a way of exploring how the Restorative Justice model can move us away from blame, shame and punishment towards accountability and justice.

Step 1: Divide participants into smaller groups and outline the scenario.

SCENARIO

Three young teenage boys have been caught on CCTV pulling a Defibrillator off a wall on the Main Street of your local town at approx 2.30am last Friday night.

The Defibrillator was found nearby and is damaged beyond repair.

Of the three who were involved, two are on camera interfering with the device and one stood by as they did it. Two parts of the defibrillator were ripped off and thrown onto the road.

There is no footage of further damage being done but it is understood that the device was taken into a nearby laneway and smashed into pieces.

The local Cardiac First Responders group expressed shock and anger that such important lifesaving equipment would be vandalised in this way. "This equipment is located in public spaces in order to be available to potentially save someone's life if they go into cardiac arrest. For anyone to mindlessly destroy it is incomprehensible to us. We must now fundraise to replace the Defibrillator."

Step 2: Give groups the following questions and ask them to answer them.

- What happened?
- Who is to blame?
- What rule was broken?
- What punishment is appropriate?

Invite groups to share their answers. Inform them that this is the "traditional" approach to wrong-doing.

Step 3: Share the definition of Restorative Justice.

Definition: *A theory of justice that emphasises **repairing the harm** caused by criminal or damaging behaviour. The fundamental belief underpinning Restorative Justice is the assumption that the perpetrator has a conscience, can recognise the effect of their actions, and feel sorry for the victim.*

Activity 6: Restorative Justice

Step 4: Invite groups to look at the situation again and apply the following questions.

    Restorative approach:
- What happened?
- What harm has resulted?
- Who has been affected?
- What needs to happen next?
- What support is needed? (to help with what needs to happen next)
- What will it look like when things improve?

Step 5: Give each group a different handout which contains a set of questions which is either for those who committed the act or those who were impacted the most by the act.

Ask the group to imagine what the interviewee might say in response to the questions.

Note: Approach the answers as if each party has agreed to a Restorative Approach.

Share some feedback about possible answers and how a restorative approach might be beneficial.

Step 6: Invite the whole group to imagine other scenarios that might benefit from a Restorative approach. Consider scenarios that are Personal, Local, National, and Global.

Be mindful that some might not agree with a restorative approach at all!

Step 7: Explain the difference between Blame and Shame

BLAME AND SHAME

What can we really expect if wrongdoing is only met with blame and shame?

Guilt is when you feel and understand that the behaviour is wrong.

Shame is when you feel and believe that YOU are what is wrong.

Guilt is saying "I did something bad".
Shame is saying "I am bad".

Recognising that you did something wrong and having an opportunity to say sorry is an important part of healing for everyone involved.

Consider the difference between.....
"I'm sorry, I made a mistake" and
"I'm sorry, I am a mistake".

What can we expect in our society from people who are compelled to carry shame and to feel that they are "a mistake"?

With shame comes disconnection, feeling unworthy, unlovable and that you do not belong.

What can society expect from people whose lives are filled with shame?

RESTORATIVE QUESTIONS 1
(for those who <u>committed</u> the act):

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think needs to happen next?

RESTORATIVE QUESTIONS 2
(for those most <u>affected by</u> the act):

- What happened?
- What were your thoughts at the time?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen next?

Activity 7:
Borders

Aim: To discover the different types of borders that exist within our society and begin to unpack how they affect the people negotiating them.

Age: 8+

Time: 45mins+

Materials: Flipchart paper, pieces of paper or card for passports, markers.

The idea of this activity is to support participants in developing a picture of the complex reality of borders.

DIFFERENT TYPES OF BORDERS:

- Political (Visa crossings at ports and airports)
- Natural (Mediterranean Sea between Africa and Europe, Himalayas between Tibet and India)
- Economic (IMF & World Bank – monetary cooperation, TTIP & NAFTA – trade partnerships, trade tariffs on imports)
- Security (Korean DMZ, Great Wall of China, fences)
- EU (Schengen)
- Brexit borders (trade, movement, education ...)

Step 1: Brainstorm different types of borders on flipchart paper and unpack what they mean in terms of their purpose or characteristics.

Step 2: Break into smaller groups, give each group a symbolic passport for a certain country (Ireland, US, North Korea, Cuba, Palestine, Ethiopia, Syria, China).

Step 3: Ask each group to try and profile their country on a piece of flipchart paper, use the template provided and add more or ask your group to add more details as necessary. Groups can use the internet for research.

PASSPORT TEMPLATE

Name:

Size:

Map (identify neighbours):

Population:

Three most important border types and reasons why for each:

Is the country stable and secure? Three reasons why:

Can you travel freely throughout the world?

Activity 7: Borders

Step 4: Have the groups feedback their profiles to the whole group. Point out differences and similarities.

Step 5: How do borders impact peace and justice? Have groups research some examples of borders and the use of borders: *Israeli use of walls in Gaza and the West Bank, US blockade of Cuba, Nangpa La Shooting and the use of the Himalayas as a border, refugees crossing Mediterranean Sea, Australian immigration detention facilities on offshore islands (research more examples if necessary, or ask groups to do so).*

A **global citizen** is someone who is aware of and understands the wider world – and their place it. They take an active role in their community, and work with others to make our planet more equal, fair and sustainable. **Global citizenship** is all about encouraging young people to develop the knowledge, skills and values they need to engage with the world. And it's about the belief that we can all make a difference.

Oxfam 2017

Step 6: Debrief

- Who benefits from borders?

- Why have a border? Are they just?

- When do you cross borders in your life?

- Should people be able to travel wherever they want?

- Why do you think Trump wants to build a wall? Do you agree?

- From what you know of Brexit, is having a border important? What will the positive and negative consequences be for Ireland and for Northern Ireland?

- What do participants think about the SDG's promotion of the ideal of global citizenship, do they agree? Do they see themselves as global citizens? What would this mean in relation to borders?

(Below) Graffiti artist Lushsux' mural protesting the injustice of border–walls in Palestinian territories Oct '17

Activity 8:
No Peace: Perspective taking for Truth, Peace, and Justice

Aim: To make the case for peace and justice being interdependent. To show that truth is crucial for justice. To identify the valuable use of perspective taking tools in the seeking of truth and justice.

Age: 12+

Time: 90mins+

Materials: Flipchart paper, Social Justice Perspective Tools, markers.

Step 1: Invite the group to brainstorm the major issues that the world is facing at the moment, who is affected by them and how they are affected?

Step 2: Write the word 'Justice' on the flipchart/board and ask the group what comes to mind. Share a broad definition of Justice with the group and ask if they agree. (In the broadest sense, '*Justice is fairness in the way that people are treated*')

Step 3: Write the word 'Stereotype' on the flipchart/board and ask the group what comes to mind and to give some examples of stereotypical thinking about the issues mentioned earlier.

*Stereotypes are oversimplified and often inaccurate and negative perceptions of groups of individuals. Gender, ethnicity, sexual orientation, all have different associated stereotypes. Stereotypes are maintained by only remembering experiences or focusing on information that matches them, and not reflecting on when the opposite might have happened. It is important to be aware of stereotypes because it influences **what we see** and feel when we think about someone from another group, and this influences **how we act**. (Taken from The Two P's activity).*

The idea of this activity is to introduce 'perspective tools' as a means of supporting young people to have more ownership of their views and to resist the potential trap of being told what to think by media or those who would try to influence them by using soundbites and emotive language rather than thoughtful analysis or inclusive dialogue.

Deciding "where you stand" on issues should involve full spectrum thinking alongside emotions, insights and facts.

If we are to "provide equal access to Justice for all" as the SDG's invite us to do, we must resist the urge to see things in terms of 'which side are you on?' and rather have the courage to consider the full and complex picture as a guidepost towards justice.

Activity 8: No Peace: Perspective taking for Truth, Peace, and Justice

Step 4: Divide into smaller groups and give some of the 'Stereotype Statements' from the Statements Box to each group (that might challenge their thinking). Ask each group to use the perspective tools as a means of challenging the stereotype. Each group must outline which ones might be helpful and why?

Debrief: Invite the group to share final thoughts about how important 'Justice' is as we try to make the world a better place and how valuable perspective taking is in the pursuit of justice?
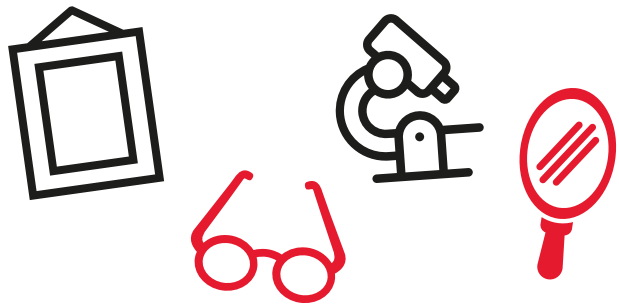
STEREOTYPE STATEMENTS

All Muslims are terrorists.

Bombing countries is the only way to stop them from attacking us, it's their own fault.

Climate change is not real, it's just a scare tactic by eco hippies.

All homeless people are drug addicts.

People involved in gangs are just scum bags who need to be locked up.

Unemployed people are just too lazy to get a job.

We need to look after our own before we give money or support to other parts of the world.

Anyone who is involved in terrorism should get the death penalty.

There is no inequality between men and women anymore.

'Black lives matter' is racist, we should be saying that 'all lives matter'.

If you come to my country then you must do things the way we do.

Social Justice Perspective Tools
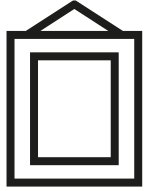
Icon	Tool	Description
	A Frame	Think about the context Consider what is outside the frame *what do you see, what do others want you to see, what is not there?*
	Glasses	Using multiple perspectives Using a different point of view Seeing through others eyes
	Satellite	Take an overview Seeing the world connections Looking at worldwide trends Using a Global perspective
	Weighing Scales	When considering the consequence of an action that may be taken on an issue… • How much help? • How much harm?
	Microscope	Consider the details of an issue… • Look at it closely • Zoom in to see more
	Mirror	If you could see yourself reacting to an issue… • How do you see it affecting YOU, your thoughts and feelings? • What would your action look like to YOU?
	Filter	When considering narratives on an issue… • Removing the agendas and propaganda • Filtering the misinformation and manipulation

Focusing on:
Strong Institutions

> ## "True peace is not merely the absence of war, it is the presence of justice".
>
> **Jane Addams: first female Nobel Peace Prize winner in 1931**

> ## "By strengthening the three pillars of the United Nations – security, development and human rights – we can build a more peaceful, more prosperous and more just world for our succeeding generations".
>
> **Ban Ki-moon**

Peaceful, just and inclusive societies are necessary to achieve the Sustainable Development Goals (SDGs). People everywhere need to be free of fear from all forms of violence and feel safe as they go about their lives whatever their ethnicity, faith or sexual orientation. In order to advance the SDGs, we need effective and inclusive public institutions that can deliver quality education and healthcare, equitable economic policies, and comprehensive, rigorous environmental protection.

To achieve peace, justice and inclusion, it is important that governments, civil society and communities work together to implement lasting solutions to reduce violence, deliver justice, combat corruption and ensure inclusive participation at all times.

Freedom to express views, in private and in public, must be guaranteed. People must be able to contribute to decisions that affect their lives. Laws and policies must be applied without any form of discrimination. Disputes need to be resolved through functioning political and justice systems. National and local institutions must be accountable and need to be in place to deliver basic services to families and communities equitably and without the need for bribes.

Activity 9:
Institutions We Have, Institutions We Need

> **9**

> *"Today's human rights violations are the causes of tomorrow's conflicts".*
>
> **Mary Robinson**

Aims: To identify the relevance of Institutions and how their actions play out when large scale events have big consequences for large numbers of people.

Ages: 10+

Time: 40mins+

Materials: Flipchart/white board, A4 paper, markers, printout of warriors.

The idea of this activity is to consider the scale of the impact a major event has on a group of people and how the intervention of Institutions can be a significant factor in supporting a positive outcome. There is also scope for the critical analysis of these institutions and how the involvement of young people could enhance their effectiveness.

Step 1: Break into groups and invite each group to choose a scenario (you can write them out on pieces of paper and ask a member of the group to choose one).

Crises

Famine	Border war	Genocide
Flooding	Civil war	Chronic pollution
Terrorist activity	Sudden large movement of people	Medical Outbreak

Step 2: Ask the group to imagine they are writing an article about the scenario. What would the headline be and what would the first few lines say? Write these down and share.

Step 3: Tell the groups that they are now being asked to do an 'impact analysis' of the crisis.

Give them the list of possible impacts and ask them to write something for each one that they think is relevant and to add more if they wish.

- Economic impact
- Military and security impact
- Educational impact
- Cultural and social impact
- Legal impact
- Psychological impact
- Environmental impact
- Impact on young people and children

Step 4: Tell the groups that they are responsible for preparing a Response Proposal.

Show the groups a list of 'possible response options' and ask them to select those that they think are required and to note why they were chosen. If necessary consider the importance of the order of the responses. Add other responses as required.

Activity 9: Institutions We Have, Institutions We Need

POSSIBLE RESPONSE OPTIONS

Economic (aid by way of funds)	**Military** (airstrikes, troops on the ground)	**Experts** (doctors, scientists, professionals)
Military (long-term peacekeepers)	**Economic** (sanctions or blockade)	**NGO's** (relief, food, equipment)
Political (diplomats negotiating)	**Military** (advanced tech support e.g. satellite imaging)	**Military** (transport trucks)
Political (international public opinion)	**Judicial** (criminal courts)	**Observation** (international observers)
Evacuation (request movement of population to neighbouring country)	**Education** (out of school children need to be educated)	**Clean-up** (disaster clean-up operations)

Step 5: Invite groups to share their scenarios.

Debrief: Discuss how this type of scenario is real in the world today and which big institutions the group might know of that are involved in the responses?

Ask the group why these institutions might be important? (examples of international bodies worth checking out that are relevant to these scenarios; WHO, World Bank, IMF, WTO, UNHCR, OECD, UNICEF, WFP, UNESCO, UNISDR, UN Peacekeeping, Médecins Sans Frontières)

http://www.un.org/en/sections/about-un/funds-programmes-specialized-agencies-and-others/
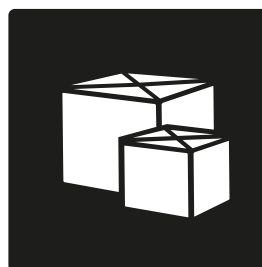
Activity 10:
Changemakers

> *"This planet is for everyone, borders are for no one. It's all about freedom."*
>
> **Benjamin Zephaniah**

Aims: To explore how the actions and recognition of certain individuals can ultimately have an impact on institutions.

Age: 10+

Time: 40mins+

Materials: Flipchart/white board, A4 paper, markers.

The idea of this activity is to recognise that sometimes an individual and their deeds can show a level of leadership that inspires others and influences how institutions do their work and how those institutions are held accountable for the work that they do.

Step 1: Before the workshop is due to take place, ask each member of the group to identify a changemaker that they admire and why?

Step 2: Invite each member of the group to share who their choice is and why (if time is a factor this can be done in small groups or by moving and sharing).

Step 3: Document the list of Changemakers shared by the groups and ask if people can identify who they are, what they did and why they might be regarded as "Changemakers" (if time and capacity allow, invite groups to google search individuals that they don't know and see what comes up)?

Six examples of Changemakers:

Nelson Mandela	Lady Gaga	Mary Robinson
Malala Yousafzai	Dalai Lama	Rosa Parks

Step 4: Divide into groups and ask each group to brainstorm a list of qualities that are associated with changemakers. After a while invite each group to choose the Top 5 qualities.

Step 5: Invite each group to share their Top 5 list of qualities/characteristics that make up a changemaker.

Step 6: Ask the group to identify how these 'changemakers' can influence big institutions and high level decision makers in order to promote positive change?

Debrief: Discuss with the group how there are many different ways of being a changemaker. Discuss how it is up to each individual to make being a changemaker part of their lives. Activities can be as small as recycling or stepping in when a friend or family member says something prejudiced, or as big as starting a project or dedicating their life to making a difference on a larger scale. There is no one thing, and no one way of being, the adventure is finding their own path. Different resources available taking inspiration from the resources section of the pack if you like.

> World peace must develop from inner peace. Peace is not just mere absence of violence. Peace is, I think, the manifestation of human compassion.
>
> **Dalai Lama, Tibet, 1935**

> Whatever title or office we may be privileged to hold, it is what we do that defines who we are… Each of us must decide what kind of person we want to be–what kind of legacy that we want to pass on
>
> **Queen Rania Al Abdullah of Jordan**

Do You Know What It's Like?

> *"A diverse mix of voices leads to better discussions, decisions and outcomes for everyone".*
>
> **Sundar Picha**

Aim: To explore how we understand 'representation' and how the best chance for making the best decisions at all levels requires engagement and involvement of a broad spectrum of people.

Age: Any

Time: 40mins+

Materials: Projector, flipchart, A4, markers.

The idea of this activity is to recognise how important it is to include those with particular lived experience in decisions that have an impact on them. This inclusive approach to dialogue is relevant both at the basic interpersonal level and at the highest level of policy making. If we are not mindful of the value of input from a broad and diverse representation of our communities or society then we risk potentially negative consequences that come from the fracturing of our connections due to lack of knowledge, awareness or insight. Strong institutions should reflect the diverse and changing society that they claim to represent.

Step1: Ask the group to stand up in one area of the room. Identify another area of the room where people will move to if they can answer the question "who knows what it's like?"

Step 2: Read out some of the statements opposite; for those who say yes, ask them to move to the other part of the room and invite a couple of comments? *(There are some very sensitive statements so we would advise that you make a call based on 'knowing your group', likewise the conversations between each statement should be managed mindfully).*

Step 3: Show some pictures of groups of decision makers. E.g. Irish Parliament, European Parliament, G20, UN Security Council. Ask the group if they see themselves in those pictures? Ask them if they notice anything that might be missing from the pictures in terms of representation?

Step 4: Break into small groups and give a flipchart page and some art supplies to each group. Tell the group that their task is to make a poster about improving REPRESENTATION. They should consider the message of their poster and how it identifies **what** needs to be improved and **why** it should be improved.

Step 5: Share posters among groups and decide how you will publicise the posters wider than the group you are in.

Activity 11: Do You Know What It's Like?

Who knows what it's like?

- To play for a football team.
- To perform on stage in front of people.
- To get over a hundred likes on a photo.
- To win a prize.
- To have to wait for a long time in a hospital before getting treatment.
- To struggle in the school system.
- To live in an area where there is a high level of crime, anti-social behaviour, drug use.
- To lose a family member to cancer.
- To feel scared walking home at night.
- To be in a wheelchair.
- To be LGBT+.
- To have a mental illness.
- To not be able to pay the bills.
- To be a refugee or asylum seeker.
- To be homeless.
- To have addiction issues.
- To be old.
- To live in an area where you are isolated from others.
- To be abused because of the colour of your skin.
- To be abused because of your religious beliefs.
- To be so wealthy that you don't have to worry about anything in life.
- To be bullied.
- To be the captain/leader of a group.
- To have a job where you are not paid a fair wage.
- To not have legal status in the country you live.
- To live in Direct Provision.
- To be in a war zone and fear for your life.
- To be in trouble with the police.
- To be treated differently because of how you look.
- To make big decisions that impact on a large group of other people.
- To be in charge of a large amount of money and what it is spent on.
- To post something online that you regret.
- To be a teenage girl in Ireland.
- To move from your home to a new home far away.

The message is that we might be able to imagine what it's like to be in certain situations BUT there is something valuable about asking people who have lived certain experiences especially if we are making decisions that will affect them. Give some examples... e.g. is it possible to know what it's like being in a wheelchair in a certain area or is there more wisdom in asking someone who actually is in a wheelchair?

Activity 12:
UNSCR 2250:
5 Pillars for Action

> *"Not everything that is faced can be changed, but nothing can be changed until it is faced".*
>
> **James Baldwin**

Aims: To make the UN Resolution and its component parts more accessible to young people.

Age: 12+

Time: 40mins+

Materials: Flipchart/white board, A4 paper, markers, printouts.

The idea of this activity is to challenge the group to transform an important statement into words that are understandable to any person. Sometimes those who are most affected by resolutions cannot connect with them because there is a barrier between the language used and the level of understanding by those who are not working at a policy level. If we are to believe in the power and importance of resolutions, we should find ways to bring them to the widest audience possible.

The United Nations Security Council adopted unanimously, on 9 December 2015, a ground-breaking resolution – UNSCR 2250 – on Youth, Peace and Security which recognises that:

> *"young people play an important and positive role in the maintenance and promotion of international peace and security" and that "youth **should** actively be engaged in shaping lasting peace" and contributing to justice and reconciliation* (see front of this resource for more information).

UNSCR 2250 (2015) identifies five key pillars for action: participation, protection, prevention, partnerships and disengagement and reintegration.

Step 1: Break into groups and use the empty boxes to re-write the statements in simple/plain English. Give each group one pillar to work on. *Young People are often disconnected from these important statements because of the type of language and style of writing.*

Step 2: Share some questions and explore whether young people can connect to the statements having spent time deciphering them.

- What can leaders do to make a difference in the lives of young people and empower them to become responsible global citizens?
- Why is it so important for institutions and organisations to include them in decision-making processes?
- What role do economic empowerment and education play in protecting vulnerable youth?
- How do you see the link between empowering young people and creating more peaceful and connected societies?

Step 3: Explore possibilities of how to share Resolution 2250 and 5 pillars as now explained by young people to young people.

Activity 12:
Five Key Pillars

Participation: Urges Member States to consider ways to increase inclusive representation of youth in decision-making at all levels in local, national, regional and international institutions and mechanisms for the prevention and resolution of conflict.	
Protection: Recalls the obligations to protect civilians, including young people, during armed conflict and in post conflict times, and in particular protect young women and young men from all forms of sexual and gender-based violence.	
Prevention: Urges member states and key stakeholders to facilitate an enabling environment and improve investments in socio-economic development and quality education for young women and young men, and create mechanisms to promote a culture of peace, tolerance, intercultural and interreligious dialogue that involve youth.	
Partnership: Urges UN entities, international organisations anwd civil society to actively increase political, financial, technical and logistical support for young people's participation in peace-building. It also highlights the importance of partnering with youth, local communities and non-governmental actors in countering violent extremism.	
Disengagement: Support the meaningful reintegration of young women and men directly involved in armed conflict.	

Taking Action

> "Where, after all, do universal human rights begin? In small places, close to home—so close and so small they cannot be seen on any maps of the world. Yet they are the world of the individual person... Such are the places where every man, woman and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerned citizen action to uphold them close to home, we shall look in vain for progress in the larger world."
>
> **—Eleanor Roosevelt**

Aim: To introduce the group to the basics of action planning.

Age: 12+

Materials: Post-its, markers, flipchart paper, pens.

Goals: All goals

For more information on work undertaken by Ireland on Peace and Justice, and for some ideas on what to take action on, check out **www.dfa.ie** and **www.irishaid.ie**

Each year the International Day of Peace is observed around the world on 21 September. The General Assembly has declared this as a day devoted to strengthening the ideals of peace, both within and among all nations and peoples.

The idea of this activity is to encouraging participants to make detailed plans for change with tools and general directions, they will see themselves as valuable campaigners for whatever issue they decide to tackle.

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

Next, gather up all the post-its and draw up the following matrix on the chart paper:

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

When you've decided on an action:

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

Remember to!

- Think about which issue you want to address most
- Think about the local issue that affects people globally
- See what you can do to address or do something about this issue
- Identify the right people to ask for advice
- Use one post-it per idea
- Think big and start small
- Think about what you want to happen
- Be realistic
- Use the skills of the people and organisations around you
- Good luck with your plan and project!

Taking it further:

Check out NYCI's resource on the Sustainable Development Goals: www.oneworldweek.ie/sites/default/files/SDGs_Youth_Resource%20_Pack.pdf for a wealth of information and tools concerning the SDGs and some ideas for taking action.

List of Contacts

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Notes