



THE SUSTAINABLE DEVELOPMENT GOALS and **YOUTH**

PEOPLE
PLANET
PROSPERITY
PEACE
PARTNERSHIP

AND...

PARTICIPATION



RESOURCE PACK



national youth council of ireland
COMHAIRLE NAISIÚNTA NA NÓG

National Youth Council of Ireland

The National Youth Council of Ireland (NYCI) is the representative body for voluntary youth organisations in Ireland. We use our collective experience to act on issues that impact on young people. www.youth.ie

NYCI Development Education Programme

The National Youth Council of Ireland Development Education Programme (NYDEP) works to integrate development education into the core programmes of youth organisations. The programme is committed to promoting equality of outcome for all. www.youthdeved.ie

Written by: Valerie Duffy, Leo Gilmartin, and Fionn Scott

Edited by: Daniel Meister and Elaine Lowry

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INTRODUCTION

Welcome to One World Week 2015 and to one of the key moments of global history. World leaders have agreed a new set of Global Goals – or Sustainable Development Goals – to end extreme poverty, fight inequality, and address climate change.

‘The Sustainable Development Goals and YOUth’ is the theme for this resource given the new Goals for the world which will be in place from 2015-2030. This resource encourages young people and those who work with young people to learn about the new Sustainable Development Goals (SDGs) and think about how these Goals can be incorporated into our everyday lives.

It supports the exploration of key local, national and global issues to see and understand how we are linked together. The Goals are newly agreed and a lot of work has yet to be completed.

One World Week

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



How to use this pack

This resource introduces the 17 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 activities can be split and the first part carried out with younger age-groups.
- Each activity has some suggested questions for a final debrief with the group, but you may find it useful to check in with your groups more frequently during the activities depending on your participants.
- Some issues may be sensitive among members of your group. Check through the full activity before choosing it, and also be aware of the reactions among members of your group.
- There are fact boxes entitled ‘Did You Know?’ which accompany many activities and include supporting information. You can read these aloud, copy and hand them out to participants or display them in your group.
- You can start with activity one and work your way through the pack. Or, you can pick and choose activities according to the interests of your group or the time and resources available.
- Adapt the activities to suit your group’s needs. The important thing is to have everyone discussing and questioning what is happening in the world and how fair or unfair it is, and create a greater understanding of the links between Ireland and developing countries 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

A note on language and terminology

The term ‘development education’ is used consistently throughout this pack. Development education in youth work is sometimes referred to as ‘global youth work’ or ‘education for sustainable development’. Readers may be familiar with the terms ‘Third World’, ‘developing countries’, ‘majority world’ or ‘the Global South’ to describe the economically poor countries of Africa, Asia and Latin America. Conversely, the ‘First World’, the ‘West’ and the ‘Global North’ are used to describe the most industrialised countries of Europe and North America. This pack uses a number of terms and you should use the terms that you are comfortable with.

2015: THE YEAR FOR CHANGE...



The Millennium Development Goals (MDGs) 2000-2015

In 2000, the United Nations issued the Millennium Development Goals; to focus international development efforts around 8 key issues for a period of 15 years (2000-2015).

The Millennium Development Goals provided one of the most important and most successful global agreements where governments, NGOs and business came together to fight poverty, hunger and other key global issues. Achievements were made – more children went to school, poverty and hunger reduced. However, the MDGs were not as successful as they set out to be. They were viewed as being for poorer countries only and that rich countries only role was to help fund the achievement of the MDGs. They were created by a small group of people/countries and most of the world still does not know what the MDGs are!

The MDGs have been responsible for a lot of positive change in meeting some of the needs and rights of the worlds' poorest. But... much still remains to be done! Hence a new set of Goals are now in place, called the Sustainable Development Goals (SDGs). These 17 Goals will span a further 15 years: taking us from 2015-2030.

European Year for Development 2015

The European Parliament designated 2015 the "European Year for Development" to encourage the direct involvement, critical thinking and active interest of all citizens in development cooperation and to give a better understanding that its importance is not only for developing countries but also for European citizens. More info: <https://europa.eu/eyd2015/en> and #EYD2015

Paris 2015: COP21

In 2015, France will host the 21st Session of the Conference of the Parties to the United Nations Framework Convention on Climate Change (COP21). COP21 will be a crucial conference, as it needs to achieve a new international agreement on climate, applicable to all countries, with the aim of keeping global warming below 2°C. The outcomes from Paris will have major implications for the future of the planet and the new Goals.

UN Youth Delegate Programme for Ireland

NYCI, together with Irish Aid in the Department of Foreign Affairs and Trade, ran the first ever United Nations Youth Delegate Programme for Ireland in 2015. This Programme was part of a series of events to mark the 60th anniversary of Ireland's membership of the United Nations. During their New York visit (from 23 September – 14 October), the delegates – Orla Murphy and Eoin O'Liathain, had the opportunity to attend the historic UN Summit of world leaders to adopt the Sustainable Development Goals. They joined the UN General Assembly Opening Week, participated in a joint Irish Aid/World Food Programme Zero Hunger event, attended the launch of an Exhibition on Ireland's First Years at the United Nations (1955-1957), spoke on behalf of young people in Ireland at the Third Committee and ran a side event for other UN Youth Delegates from around the world at the UN.

THE GLOBAL GOALS FOR SUSTAINABLE DEVELOPMENT

World Leaders have committed to 17 Global Goals – or Sustainable Development Goals (SDGs) - to achieve 3 extraordinary things in the next 15 years. End extreme poverty. Fight inequality and injustice. Fix climate change. The Global Goals for Sustainable Development could get these things done. In all countries. For all people. So no one gets left behind.

The Goals will stimulate action over the next fifteen years in areas of critical importance for humanity and the planet:



People

We are determined to end poverty and hunger, in all their forms and dimensions, and to ensure that all human beings can fulfil their potential in dignity and equality and in a healthy environment.



Planet

We are determined to protect the planet from degradation, including through sustainable consumption and production, sustainably managing its natural resources and taking urgent action on climate change, so that it can support the needs of the present and future generations.



Prosperity

We are determined to ensure that all human beings can enjoy prosperous and fulfilling lives and that economic, social and technological progress occurs in harmony with nature.



Peace

We are determined to foster peaceful, just and inclusive societies which are free from fear and violence. There can be no sustainable development without peace and no peace without sustainable development.



Partnership

We are determined to mobilize the means required to implement this Agenda through a revitalised Global Partnership for Sustainable Development, based on a spirit of strengthened global solidarity, focussed in particular on the needs of the poorest and most vulnerable and with the participation of all countries, all stakeholders and all people.

A crucial difference with the new Sustainable Development Goals, compared to the MDGs, is that they are **meant to apply to all countries** - including Ireland – meaning that they are **universal**. This has the potential to change everything – how we work, with whom we work, etc. You and I must actively work to ensure EVERYONE knows about the goals so that we can all take action at a personal, local, national, European, or global level.

THE GLOBAL GOALS

For Sustainable Development



Source: www.globalgoals.org/media-centre/

1. End poverty in all its forms everywhere
2. End hunger, achieve food security and improved nutrition, and promote sustainable agriculture
3. Ensure healthy lives and promote wellbeing for all at all ages
4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
5. Achieve gender equality and empower all women and girls
6. Ensure availability and sustainable management of water and sanitation for all
7. Ensure access to affordable, reliable, sustainable and modern energy for all
8. Promote sustained, inclusive and sustainable economic growth, full and productive employment, and decent work for all
9. Build resilient infrastructure, promote inclusive and sustainable industrialisation, and foster innovation
10. Reduce inequality within and among countries
11. Make cities and human settlements inclusive, safe, resilient and sustainable
12. Ensure sustainable consumption and production patterns
13. Take urgent action to combat climate change and its impacts (taking note of agreements made by the UNFCCC forum)
14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development
15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification and halt and reverse land degradation, and halt biodiversity loss
16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
17. Strengthen the means of implementation and revitalise the global partnership for sustainable development

Is everyone happy with the Sustainable Development Goals?

No. Some have argued that there are too many Goals. Others say that the targets and the Goals do not go far enough. The Goals themselves are non-binding, so governments do not have to have a national plan or target their work to achieve the Goals. With 193 states involved in this process, together with thousands of organisations and millions of people (including young people) all making demands and suggestions, these Goals were never going to meet everyone's expectations.

How will we fund the Goals?

The UN estimates that the cost of achieving the SDGs will be about \$ 3-5 trillion, and that between national budgets and Overseas Development Aid (for developing countries) currently at an all-time high of \$130 billion per year, meeting the financial gap will be a challenge. So the question facing the world is: how will we bridge the gap between the billions and the trillions? Will business and the corporate sector have a role? What might this mean for how we live and consume on a daily basis?

What relevance do the Goals have in Ireland?

The 17 Goals have been agreed by world leaders in our name. Ireland and Kenya were appointed to lead the negotiations towards the final agreement of the new Sustainable Development Goals. Whilst Ireland has played a key role at international/global levels, it is important to ensure implementation of the SDGs domestically in Ireland.

- The Sustainable Development Goals provide an internationally agreed framework, setting out what matters if we are trying to build a better, fairer society.
- Ireland itself is also facing choices. After the failings of the Celtic Tiger, we need to re-think our priorities as a country. What type of country are we trying to build? How do we ensure prosperity for all? The SDGs should allow us to draw comparisons with other countries.

Young People and the new Goals

Children, young women and men are critical agents of changes and will find in the new Global Goals a platform to channel their infinite capacities for activism into the creation of a better world

– Transforming Our World: the 2030 Agenda for Sustainable Development (Point 51)

Young people have been described as the 'torch bearers' by United Nations leaders and that they have a central role to play in the successful implementation of the Goals.



There are **1.8 BILLION YOUNG PEOPLE** - aged 10 to 24 – largest in history



Close to **90% OF THE WORLDS YOUTH** live in **developing** (poorer) **countries**



More than **500 MILLION** youth aged 15 to 24 live on less than **£2 A DAY**



Some **74 MILLION** youth are unemployed, and more than **600 MILLION JOBS** need to be generated globally by the year **2030**



Of the **8.4 MILLION VOTES** in the My World Survey **56% MILLION** were submitted by **16-30 year olds**

Increasingly, young people are speaking out on key issues they see that need change at a personal, local, national, and global level. Society, policy makers, and those in positions of power have to recognise that young people must be involved in decisions that affect them so they develop key skills that will support their future livelihoods, education, and participation in society.

It is vital that young people living in Ireland are supported and expected to play their part in ensuring Ireland and the world achieve the Goals.

- The Sustainable Development Goals provide an unprecedented opportunity for young people to learn about and take action on issues in society and the world. Young people should be able to undertake their own youth-led campaigns and to collaborate with others to get their views across. An enabling environment is required to make this a reality.
- The National Implementation Plan for Ireland must include young people – both in the text and in the discussions and shaping of policy.
- Young people must be supported to and be involved in monitoring, evaluating, researching and holding the Implementation Plan and leaders to account in an inclusive, participatory and meaningful way. Technology has a huge role to play in empowering young people.
- There is a comprehensive role for development education and youth work to lead the way in supporting greater knowledge and skills on the key issues identified through the Goals so young people are empowered to take action as peer educators and leaders as recognised by Goal 4, target 4.7:

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



The Goals and the New Youth Policy Framework and Strategy in Ireland

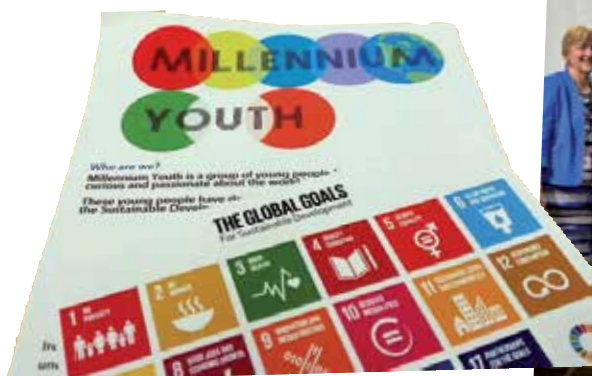
It is an exciting time for youth policy development in Ireland given the publication of the new National Policy Framework for Children and Young People 'Better Outcomes, Brighter Futures' www.dcy.gov.ie/documents/cypp_framework/BetterOutcomesBetterFutureReport.pdf and the publication of the new National Youth Strategy (2015-2020). This is a whole-of-Government approach to policies for children and young people across all government departments. The SDGs link with many areas of the new youth strategy, but two key objectives are most relevant to development education:

- **Objective 9** Young people are included in society, are environmentally aware, their equality and rights are upheld, their diversity celebrated, and they are empowered to be active global citizens.
- **Objective 10** Young people's autonomy is supported, their active citizenship fostered, and their voice strengthened through political, social and civic engagement.

Read the Youth Strategy for Ireland here: www.dcy.gov.ie/documents/publications/20151008NatYouthStrat2015to2020.pdf

WHAT CAN YOU DO?

- Know the Goals – read the agreed and detailed document here:
www.youthdeved.ie/sites/youthdeved.ie/files/120815_outcome-document-of-Summit-for-adoption-of-the-post-2015-development-agenda.pdf
- Tell everyone! Educate your friends, members, your staff, and the young people you work/hang out with.
- Get involved in NYCI's Millennium Youth Campaign and take action at a local, national, and global level for you and future generations.
Join: www.facebook.com/MillenniumYouthIreland or follow @SDGsyouth and @nycinews on Twitter. Contact deved@nyci.ie to get involved.
- Check out the World's Largest Lesson which is a campaign to share the SDGs with every school in the world. The activities can be adapted and used in youth settings too. More info: www.tes.com/worldlargestlesson/
- Check out some other resources which could be useful to you:
 - Trócaire Climate Justice Activist Toolkit (2014) <http://trocaire.ie/getinvolved/climateaction>
 - Everyday Activism: such are the places where real change begins (2015) Concern – Visit www.concern.net and request a copy – a GREAT doc
 - Want to make a difference in the world, but you're not sure how? Read this: www.dochas.ie/want-make-difference-world-youre-just-not-sure-how-heres-what-you-can-do
 - Hats Off: www.developmenteducation.ie/blog/2015/06/hats-off-to-the-sdgs-a-brief-analysis-of-the-plan-to-change-the-world/
- Watch some of these or share them with others:
 - **SDGs/Global Goals:** www.youtube.com/watch?v=98kHTlijCd8
 - **Bringing the SDGs to life: real change for real people:** www.youtube.com/watch?annotation_id=annotation_3175239733&feature=iv&src_vid=HayxyUa5vZo&v=hhKIIQlyI6s
 - **Climate Change Educational Video:** www.youtube.com/watch?v=OezNcLPa7AU



WHAT CAN YOU DO?

- **Malala on the SDGs at the UN 2015:**
<http://webtv.un.org/watch/malala-yousafzai-nobel-prize-laureate-call-to-action-opening-ceremony-of-the-post-2015-development-agenda-summit-general-assembly-70th-session/4509508294001>
- **How We Can Make the World a Better Place by 2030 | Michael Green | TED Talks:**
www.youtube.com/watch?v=o08ykAqLOxk&feature=youtu.be
- **Global Goals:**
www.facebook.com/globalgoals.org/videos/1494643427497992/
- **Watch:**
Sorry with Prince Ea: <https://youtu.be/eRLJscAlk1M>
And Ben and Jerry's take on Climate: <https://www.youtube.com/watch?v=80NLPNHpm0k&feature=youtu.be>
And... <https://www.youtube.com/watch?v=CJH2eUQVYwI>
Look: <http://www.cop21.gouv.fr/en/learn>
And...
SDGs Quiz: www.theguardian.com/global-development/2015/sep/25/sustainable-development-summit-2015-quiz-global-goals
- Send us your selfies, vlogs, photos telling us what your favourite Goal is and why. Tell us about what you and your friends/colleagues have learned. Let us know how we can continue to support you.
Website to check out: www.globalgoals.org

Three things to remember:

- We are at the beginning of a 15 year plan to bring about change in the world which will hopefully secure our futures and those of generations to come. Governments are only now working on their plans and ideas to achieve the Goals. This means that they too are looking at and learning about the Goals. So there is time to learn, time to influence, and time to lobby for young people to play a key role at all levels. After all, it is young people today who will 'grow up' with the Goals over the next 15 years.
- *Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has - Margaret Mead*
- *Yours is not only the largest generation of young people the world has ever known. You are also the first generation that can end poverty. And you are also the last generation that can avoid the worst impacts of climate change. The world needs you to step up this year and beyond - for people and the planet - Ban Ki-moon*



ACTIVITY 1

THINKING CAPS



Aim: To get young people thinking about what the new SDGs mean to them personally and how they connect to their every-day lives.

Age: **6+**

Time: **45** MIN



Theme: All goals



Materials: Flipchart paper, markers, a copy of the 17 SDGs

What to do:

- Ask your group to split into smaller groups of 4/5.
- When they are in their smaller groups, give them a sheet of flipchart paper, a copy of the 17 SDGs and markers so that they can record their answers and discussion – the more creatively, the better!
- Go through the 17 SDGs and pose some/all of the following questions to the groups (depending on time and group):
 - Looking at the 17 goals – where do you see a connection with yourself as an individual and your role as a volunteer, young person, employee, student, citizen, academic, etc.?
 - Are some goals more important to you than others? What are the most important? Why do you think there are so many?
 - Do you see any barriers/challenges to these new goals? Explain...
 - Do you think it is important for other children and young people to hear about these goals? Why is this?
 - If there was one or two key messages that you would want those in power to hear (President, Minister, Politicians, development experts, etc.), what would that message be?
 - What action will you take (if any) around these new goals – what will you do in the short/long term; personally, and otherwise?
 - What support do you need from the key players/leaders/stakeholders to enable/empower you to make a contribution/take action on the new goals?
 - Was this a difficult exercise to do?

Some of the issues that link to the Sustainable Development Goals can include:



ACTIVITY 2

FANTASTIC FOUR



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

Age: **6+**



Theme: Poverty & Inequality (Goals 1 and 10)

Time: **45** MIN



Materials: Set of role cards, fact boxes for older age groups, art materials, paper, markers, and materials for superhero costumes (optional).

What to do:

- Break into four groups. Each group gets one of the stories.
- Allow 5 minutes to read and think about the stories. Explain that they should imagine they have a superpower that would contribute to tackling the issue in their story. Each group chooses a superpower and a young superhero linked to their role. Allow a further 10 minutes for this. If you have time, provide art materials and encourage the groups to paint/draw their superhero or make superhero costumes.
- Now explain that they are to form new groups. Each group has representatives from the four groups – to tackle global poverty. The groups have 10 minutes to discuss how, working together, they can defeat the threat of global poverty. (Global poverty could be portrayed as the villain).
- Form the large group again.

Debrief Questions:

- What ideas for action did you come up with?
- What impact would these actions have?
- Do you need super powers to take these actions?
- What can ordinary young people do?
- Look at some of the statistics on aid, debt, trade and climate change. Does anything surprise the group or worry them?
- If governments were superheroes, what should they do?



Aid

- Approximately 14 cent of every euro that a developing country receives in aid is spent on repaying debts.
- Official development assistance stood at \$135.2 billion in 2014, the highest level ever recorded
- It is estimated that Ireland's ODA in 2016 will represent 0.36% of GNI, a slight increase on the projected 0.35% for 2015. All rich countries of the UN agreed to spend 0.7% of their annual income on overseas aid but only a handful have moved towards this.
- 75% of Irish people believing we should continue to invest in overseas aid even in this economically difficult time.
- *0.7% is not just a number – its trained teachers and doctors all over the world. Its stability and peace and healthier more educated communities.*

Trade

- By assisting other countries in their efforts to escape poverty, we are investing in future partnerships and future trade relations. Much like Ireland in the 1980s, developing countries will remember those countries that stood by them in their hour of need, and they will have a natural inclination to work and trade with them.
- 79 per cent of imports from developing countries enter developed countries duty-free.
- The number of Internet users in Africa almost doubled in the past four years. But more four billion people do not use the Internet, and 90 per cent of them are from the developing world.
- Pressure has been put on developing countries to open up their markets to foreign companies and to stop making payments to local farmers. However, rich countries have actually increased payment to their farmers.

Debt

- The debt crises in Africa, Asia and Latin America, which had decreased before 2006, have started to increase again since then. As repayments have escalated, the number of countries that cannot afford to made debt repayments has started to grow.

Poverty

- Extreme poverty is when people lack the basic needs for survival – people may face starvation, not have access to clean and safe drinking water, no proper housing, no access to medicine and healthcare. You are considered to be in extreme poverty when you are living on less than \$1.90 a day. Extreme poverty in the world fell below 10% in 2015.
- 700 million people are still living in extreme poverty.
- Relative poverty exists where someone's standard of living and income is much worse that the general standard of living in the country in which they live – for example in Ireland – where people cannot take part in ordinary everyday economic and social activities.
- 700,000 people are at risk of poverty in Ireland or 15.2% of the population, A single person in Ireland is said to be 'at risk of poverty' if they have less than €202 per week.

Climate Change

- The top 10 warmest years between 1880 and 2012 are: 2010, 2005, 2005, 1998, 2003, 2002, 2006, 2009, 2007, 2004, and 2012.
- **From 1880 to 2012, average global temperature increased by 0.85°C.** To put this into perspective, for each 1 degree of temperature increase, grain yields decline by about 5 per cent. Maize, wheat and other major crops have experienced significant yield reductions per year between 1981 and 2002 due to a warmer climate.
- Oceans have warmed, the amounts of snow and ice have diminished and sea level has risen. From 1901 to 2010, the global average sea level rose by 19 cm as oceans expanded due to warming and ice melted. The Arctic's sea ice extent has shrunk in every successive decade since 1979, with 1.07 million km² of ice loss every decade
- Given current concentrations and on-going emissions of greenhouse gases, it is likely that by the end of this century, the increase in global temperature will exceed 1.5°C. The world's oceans will warm and ice melt will continue. Average sea level rise is predicted as 24 – 30cm by 2065 and 40-63cm by 2100. Most aspects of climate change will persist for many centuries even if emissions are stopped
- Almost half the world's population has lived through a disaster at some point in the last decade.

 **700 MILLION PEOPLE ARE STILL LIVING IN EXTREME POVERTY**

ACTIVITY 2

ROLE CARDS



TRADE

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



AID

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



DEBT

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



CLIMATE CHANGE

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



Watch: Development who really benefits:

www.developmenteducation.ie/blog/2014/02/short-film-development-who-really-benefits/

ACTIVITY 3

WALKING IN SOMEONE ELSE'S SHOES



Aim: To create a space for a young person to explore feeling, knowledge and ideas which may lead to further understanding of our global world in which we live.

Age: **10+**

Time: **25** MIN



Themes: Health and Well-being
(Goals 2, 3, 6 and 13)



Materials:
Role cards attached

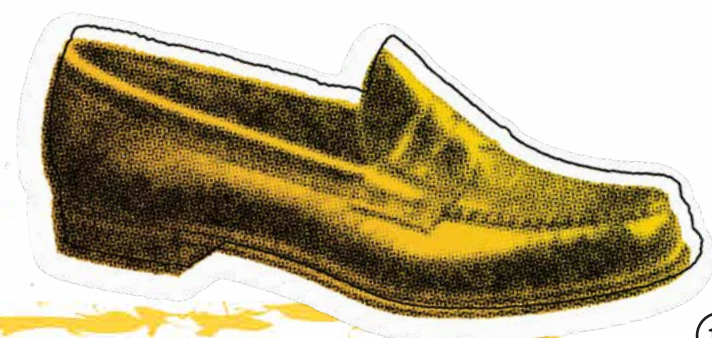
What to do:

- Distribute a role card to eight participants. Allow time for participants to familiarise themselves with their role (think about who they are, where they live, their family, what kind of life they have and so on).
- Ask the participants to stand in a row across the middle of the room. They should not share their role card with other participants.
- Explain that you are going to read out a number of statements (see below). After each statement is read out, participants take:
 - **A step forward** if the statement is true for their character.
 - **A step back** if the statement is false for their character.
 - **Stay where they are** if they do not know.
- The aim of the activity is not to reach the other side of the room but to experience the life of their character.
- Allow time for the participants to reflect on the statement and then move or not. As the statements are read out, participants begin to spread throughout the room, with some taking steps and others hardly moving at all. By the end of the activity the participants will be spread across the room. This is to represent the inequality experienced by people living around our world.
- Ask the participants questions in role.
How do you feel? What are you thinking?
- Take participants out of their character-roles and ask them to discuss as a class or in groups the following questions:
 - Who moved furthest and why?
 - Who got left behind and why?
 - How did you feel when you were moving fast?
 - How did you feel when you were moving slowly?
 - Who gets ahead in life? Why?
 - Who gets left behind in life? Why?
- What might be done to assist the life chances of (select a character from the roles)?

Statements:

1. I have enough food to eat and water to drink
2. I will probably go to college
3. I use electricity each day
4. If it does not rain, I am still able to get food
5. I am not affected in my daily life by changing weather patterns

Create more statements which incorporate the effects of climate justice.



ACTIVITY 3

ROLE CARDS

DAWIT (BOY), ETHIOPIA

You are 11 years old. You live with your Mum and Dad in the capital city called Addis Ababa. Your Dad works in an office. You get the bus to school every day. Your favourite subject in school is computers. After school your Mum cooks you dinner in the kitchen while you play computer games. You like to help her do the shopping at the market. When the weather is warm you go to the big hotel to use their swimming pool.



JACK (BOY), IRELAND

You are 9 years old. You live in Dublin with your Dad and brother. Your Dad is a teacher in the secondary school. He brings you to school every day in his car. After school you do your homework, play the Playstation and watch television. Your Dad cooks you dinner with food he has bought in the supermarket. You went to Spain on an aeroplane for your holidays last summer.



SANVI (GIRL), BANGLADESH

You are 12 years old. You live in a small apartment with your Mum, three sisters and four brothers in a city called Dhaka. You used to live in a small village. Your family depended on the food that you grew on your farm. Changing weather made it too difficult to grow food. Your family had to move to the city to find work. You do not go to school. You and your Mum work in a big factory making clothes. There are lots of factories in the city. You need to earn money to help buy food for your family. Big trucks come each day to take the clothes you make to the airport. The clothes are brought to Europe and America.



ANGELA (GIRL), MALAWI

You are 10 years old. You live with your Mum, Dad, sister and brother. Before you go to school, you walk 2km/1 hour to collect water at the local river. Your Mum and Dad are farmers. After school, you help your Mum by doing the chores in your house, so that she can work on the farm. You cook the dinner for your family on a fire because you do not have electricity. When it does not rain, the crops do not grow, so you have nothing to cook. You often have to drink dirty water which makes you sick. When you are sick, you miss school.



EILEEN (GIRL), IRELAND

You are 12 years old. You live in County Clare with your Mum, Dad, two sisters and brother. You cycle to school every day. There was a bad storm last year that closed your school for two days. Your Dad owns a small fishing boat. His fishing boat got damaged in a bad storm last year. Now he cannot catch as many fish so it is difficult for him to make money. Sometimes you eat the fish that your Dad catches for dinner. Your Mum loves to garden. She grows vegetables which you love to eat. If your vegetables do not grow your Mum buys food in the supermarket. Your favourite item is your Ipod.



MAHLET ALI (GIRL), ETHIOPIA

You are 13 years old. You live in a small, poor village with your Mum, Dad, sister and brother. You walk to and from school each day. Your Dad is a farmer. After school you help him to grow vegetables on the small farm. You depend on these vegetables for food to eat. You cook them on a fire because you do not have an oven. You and your Mum also bring vegetables to the market to sell and earn some money for your family. When it does not rain, the vegetables do not grow. You are often hungry. Sometimes you are so hungry that you cannot go to school.



RAJU (BOY), PAKISTAN

You are 12 years old. A huge flood washed away your home. For the past year you have been living in a tent with your parents, two aunts, four brothers and three sisters. You have not been able to go to school since the flood happened. You want to return home but your family does not have enough money to build a new house. You are scared that heavy rains and floods will come again while you are living in a tent. Your family must cook food on a fire because you have no kitchen or electricity.



JAMES (BOY), USA

You are 8 years old. You live in a big apartment in New York with your Mum and sister. You get the bus to school each day. Your Mum owns a clothes shop. She imports clothes from Bangladesh to sell in her shop. Your Mum is very busy so your sister usually buys you dinner from the shop and cooks it in the oven. At the weekend you like to go to the cinema with your friends. It gets cold in the winter in New York. When the snow comes you love throwing snow balls at your friends.



ACTIVITY 4

RUNNING COST



Aim: That young people will understand how their consumer choices in Ireland affect the lives of workers throughout the world.

Age:



Theme: Education, Skills and Employment, Consumption (Goals 4, 8 and 12)

Time:



Materials: None required except the story

What to do:

Ask the group to close their eyes. Read the paragraphs below – pausing to allow the group to imagine the situation. Discuss the reactions of the group afterwards.

“Imagine that you are a 12 year old boy. You are walking home from school and a gang of boys slightly older than you start whistling and jeering as you pass by. You hear one comment: “Will ye look at yer man and the get up of him!”. You don’t know what’s wrong. What could it be? You stop and look over at them. “I wouldn’t be caught dead in trainers like that!” Another one shouts.

How do you feel? You look at their shoes. They are all wearing the latest brand of SNAKE runners. You look at your own. They are a lesser-known brand but you like them. You bought them with money you had saved and they cost you €25. You could have bought the SNAKE trainers but they cost €125 and you didn’t think they were worth it.

Besides you needed the money for other more important things. The gang of boys thinks they are cool and expect you to feel small. You think about it. How do you feel? You look at them all wearing the exact same trainers. You laugh and walk away”.

Now imagine that you are a young worker in a big shoe factory in China which makes sports trainers to sell to big companies such as SNAKE. You earn about €40 a month. You work for about 12 hours a day and often you are forced to do unpaid overtime so that you meet your targets. A lot of work goes into making each pair of shoes and the conditions in the factory are very bad. Shoe making is dirty work and involves dangerous chemicals - how does this affect you?

You hear that these shoes sell for over €100 a pair even though you are getting less than 40c for every pair that you make. You make fancy trainers but can only afford to

wear a cheap pair of plastic sandals. To match the salary of the boss of the SNAKE Company you would have to work nine hours a day, 6 days a week for 15 centuries. How does this make you feel? Some workers tried to protest about the wages and were fired for ‘causing trouble’. How do you feel?



Debriefing:

- How did these stories make you feel?
- How are sports trainers/runner advertised?
- What are the effects of advertising on Irish young people?
- Companies such as Reebok, Puma, Adidas and Nike on advertising their sports trainers spend billions. Do companies have a duty towards workers in developing countries? Do you?
- What would you say to the stars that advertise the products of multinational companies?

Further Information:

Nike, Inc. is the world's largest supplier and manufacturer of athletic shoes, apparel and other sports equipment. The company employed about 62,600 people worldwide and in 2015, Nike's global revenue amounted to about 30.6 billion U.S. dollars. It's estimated that Nike spent \$3.031 billion on what they call "Demand Creation" in 2014. That means that Nike spends about \$100 per second on advertising. Nike does not own any of the factories where its shoes are produced; it contracts the work to various factory owners. Nike says it is in the business of "marketing" shoes, not making them. 4,000 striking staff at Nike's factory in the Cambodian capital of Phnom Penh in June 2013 were looking for an increase in monthly wages from \$74 to \$88 each. Nike is monitoring the situation but the company's stance on the issue is that the pay raise is the responsibility of the factory alone.

action

The **Clean Clothes Campaign Ireland** is a coalition and the Irish branch of a global alliance of organisations dedicated to improving the working conditions and supporting the empowerment of workers in the global garment industry.

Operating in 16 European countries with over 200 partners representing a broad spectrum of perspectives and interests, such as women's rights, consumer advocacy and poverty reduction the Clean Clothes Campaign lobbies companies and governments to effect change and offers direct solidarity support to workers as they fight for their rights and demand better working conditions.

Clean Clothes Campaign Ireland are working together to:

- Raise public awareness and mobilise consumers.
- Pressure companies to take responsibility for workers' rights in the entirety of their supply chains.
- Campaign for governments to legislate on corporate responsibility and make a solid commitment towards implementing sustainable procurement practices.
- Support workers in their struggles for decent working conditions including speaker tours and urgent appeals.

Watch: The Asia Floor Wage www.youtube.com/watch?v=ZTn8jD2GcRA

Follow on Twitter: @cleanclothesire

www.cleanclothescampaignireland.org



Watch: If you would like a further look at today's fashion industry and the damage it is doing to this planet and its people, then check out the True Cost documentary at www.truecostmovie.com

ACTIVITY 5

MAP OF THE WORLD



Aim: Participants will recognise how often borders are crossed by them or by activities, related to their lives and to raise awareness of the global connections of today's world.

Age: **10+**



Theme: Migration, Innovation, Inequality, Consumption and Climate (Goals 9,10, 12, 13)

Time: **30 MIN**



Materials needed: Big paper version of a world map (or projected on a wall). Markers. List of statements.

What to do:

Review the list of statements and check if they are appropriate for your group. You can adapt them.

Show the participants the map of the world and ask them what they see. Check if they also mention borders; if not, ask them if they see borders. You can also ask why they have forgotten to mention them.

Explain that you will be reading statements. Whenever a statement is true for any of them, he/she has to stand up. Make them give examples and name as many countries/places of the world as possible.

Every time a country or a place has been mentioned, you have to connect this place with the place you are right now with a line. Make as many connections as possible.

Every time count with the participants (approximately) how many borders each line crosses.

Debriefing and reflection:

When the list of statements is over, ask the group to sit down in a circle. Ask them if they like the exercise and raise the questions:

- Are you surprised by the number of border-crossings that you generated?
- Had you thought that you are part of so many cross-border connections?
- Judging from the situations described, what are the ways to engage in cross-border connections?
- What is the effect of trade on borders? Could it be described as positive or negative and why?

- What is the effect of new technology on borders?
- Do the processes described in the statement also affect the environment and how?
- What is the role of borders in the world as we know it?
- What will be the role of borders in tomorrow's world?

Follow up:

You can ask the participants to research and make a project (presentation, report, poster) on the way some of the goods we use travel until they get to us.

Interesting facts

- SPAM is mainly generated by servers in the US, South Korea, Canada, and Poland
- Most cell phones contain coltan that was mined in Congo, while the plastics are usually made in China



ACTIVITY 5

STATEMENTS

I've been in at least one country other than my own

I've been in at least one continent other than my own

I have a friend in at least one country outside Europe

I have a souvenir from at least one country outside Europe

I have food at home which was not produced in this country

I have technology at home which was not produced
in this country

At least once I have received paper mail from abroad

At least once I have received e-SPAM

I have a cell phone

ACTIVITY 6

TAKE ME TO THE OTHER SIDE



Aim: That young people will learn about what it is like to be a refugee and experience crossing a border under pressure.

Age: **14+**

Time: **45** MIN



Theme: Migrants and Refugees'



Materials: Rope or paper tape

What to do:

You have to arrange the rope (tape) between the trees (frame of the door) in a way that there is very limited open space that allows crossing. Crossing should be possible only with the help of other participants.

All participants should be on one side of the 'border'. Tell participants that they are part of a political group which has been outlawed with recent government changes. The police and the army have been given orders to arrest all representatives of this political group. The captured people are given two options: they either change their politics, or they are imprisoned. That is why the participants must flee the country. The army is after them and will arrive at the border any minute. Give them limited time, appropriate for the size of the group.

The group should discuss a strategy to pass all of its members to the other side. They can't touch the rope, as deadly electricity is running. If somebody touches the rope, they are left on the wrong side of the border.

Once the time is over, passing is no longer possible and those who are left (if any), are jailed.

Debriefing:

When the exercise is over ask the group to sit down in a circle. Ask them if they liked the exercise and raise the questions:

- How did you feel during the game?
- If there were people who were left behind, how would they feel? How did others feel about them?
- Is the situation realistic?
- Have you heard about similar situations? What happened there?
- Was the exercise running under pressure? What would the pressure be like in a real-life situation?
- What will happen with those who were left behind the borders?
- What will happen with those who managed to cross?

Follow-up

For follow up, recommend the online game "Against All Odds" – www.playagainstallodds.ca It will give answers to the last two questions of the discussion and will enrich the experience.

Have a read of: www.developmenteducation.ie/blog/tag/refugee-crisis/

You can give the participants an assignment to research similar real-life situations and organise a follow-up presentation and discussion.



info box

What exactly is a refugee?

When a citizen or other legal resident of a country needs but cannot secure state protection, he or she can cross an international border to apply for and receive protection. They are given the internationally recognised status of a refugee, defined as someone with a well-founded fear of persecution by authorities or persons in their country of citizenship or legal residence because of violence, discrimination, conflict or natural disaster.

A **migrant** is someone who decides to leave their country for a better life and opportunities elsewhere.

The difference between a **refugee** and a **migrant** is that **migrants** choose to move in order to improve their future prospects, while **refugees** have to move to seek safety and protection.

Real-life examples

The so-called Revival Process in Bulgaria consisted of a series of measures taken by the Communist regime and aimed at forceful assimilation of the Muslims on the territory of the country. Its peak was between 1984 and 1989. The measures consist of: forceful change of the Turkish names to Bulgarian names, ban on traditional clothing and rituals. Following strikes and protests, the Bulgarian government took extreme measures. According to Amnesty International in 1986 alone, 100 people were killed and 250 arrested. Around 360,000 people were forced to cross the border with Turkey and leave Bulgaria

With the invasion of Iraq in 2002 by a US-organised coalition, massive flows of Iraqi citizens left the country. Many of them turned to Syria as a neighbouring country which does not require a visa for Iraqi citizens. In 2007, the UNCHR estimated that Syria had accepted more than 1.2 million Iraqi citizens. The population of Syria was approximately 18 million people.

In their turn, Syrians started fleeing their country with the uprising against Syrian authorities in 2011. Following the revolutionary movements in North Africa and the Middle East, the people of Syria initiated protests against the Syrian President Bashar al-Assad's administration, which resulted in a civil war. Thousands of Syrians left the country, seeking shelter in Egypt, Turkey, Lebanon and others. By 2011, 1 million Syrians had left the country.

Ireland played an important role rescuing and recovering migrants from the Mediterranean waters. Previous to the LÉ SAMUEL BECKETT's deployment to the Mediterranean with OPERATION PONTUS (October 2015), the LÉ EITHNE & LÉ NIAMH rescued 7,397 people.

The Schengen Agreement permits travel throughout twenty-six European countries without visas. The citizens of the Schengen countries can travel/migrate outside their own country without limitation. The current crisis with mass movement of people from Africa and the Middle East has raised tensions amongst the Schengen countries and threatens the agreement and relatively open



Adapted from Activity: 'Change Your View'
(Sudwind Agentur et al, 2011).



Have a look at some of the facts of the Syrian refugee crisis:
www.youtube.com/watch?v=RvOnXh3NN9w

ACTIVITY 7

EXPLORING GENDER IN THE DEVELOPING WORLD



Aim: To look at how work, income and property are divided between women and men throughout the world.

Age: 13+



Theme: Gender (Goal 5)

Time: 40 MIN



Materials: 30 sheets of A4 paper, with a spade on 10 sheets, a € sign on another 10 and a house on another 10.

What do:

Ask for 10 volunteers from the group to represent the male (5) and female (5) population in the world. If your group is one sex, ask five to represent the other sex (make sure they are clearly labelled as so).

Explain that the first 10 sheets (spades) represent the number of hours worked in the world.

Ask the students to “guesstimate” how many sheets they think represent the amount of work done by men/women.

After discussion, distribute the sheets as described below which reflects the reality. Girls = 7 spades, Boys = 3 spades

(A lot of work carried out by girls/women, though essential, is undervalued and unpaid).

Repeat this process for income and property.

Income: girls = 1 €, boys = 9 €

Property: give the boys all the houses except for one little corner of one page that is given to the girls. (The world’s women own less than one-hundredth of the world’s property). **Wait for the reactions!**

Discuss the findings with the group:

- How do you feel about how things are divided? Is it fair?
- Who benefits from the way this world is structured?
- Do any of the group accept these divisions? If so, how do others respond?



ACTIVITY 8

STOP CLIMATE CHAOS



Aim: Highlight how young people can take action to tackle climate change in solidarity with people and planet

Age: **10+**

Time: **45 MIN**



Theme: Climate Change (Goal 13)



Materials: Balloons, set of statements, paper, art materials, markers

What to do:

Before your group meeting, insert one statement into each balloon and inflate them. Each participant should have their own balloon.

Divide participants into two teams where each team lines up, one person behind the other. Place a chair between each team. Place the balloons in two piles at the head of the lines. On your signal, the teams pass the balloons backwards over their heads to the end of the line. The last person has to sit on the balloon until it bursts. S/He collects the statement and runs to the front of the line. Keep playing until all the balloons are burst.

Bring everyone back together and in the large group, ask each person to read out their statement. Some of the statements will be repeated. Ask if people are surprised by the statements. Is the situation fair? Who is contributing most to climate change? Who is least responsible? Where are the effects being felt?

Ask the group who in the world today has the power to tackle climate change? Hand out large sheets of paper and art materials. Form small groups and ask the

groups to design a banner to show solidarity with people affected by climate change. Include messages or images you would like to share with people who have the power to tackle climate change. Share your work publicly via online/social media or via local newspaper. Or, hold an exhibition locally to raise awareness.

Action

Stop Climate Chaos is a coalition of youth, community, development, environmental and faith organisations campaigning to ensure Ireland plays its part in preventing climate change
www.stopclimatechaos.ie

Additional Info:

In December 2015, world leaders will meet at the UN Summit (COP21) in Paris, to agree a global agreement on climate change. The world needs a strong and fair global agreement that:

1. Sets legally binding targets for countries to reduce their emissions of greenhouse gases;
2. Promotes the rights of those most vulnerable in the developing world, including small-scale farmers, strengthening their resilience to climate change;
3. Ensures enough financial support is provided to help developing countries tackle the ongoing impacts of climate change.



Check out Trócaire's Conference on Climate Justice: www.trocaire.org/climate-justice-2015 and Day One and Day Two of the event.

<http://www.trocaire.org/blogs/climate-conference-2015>

ACTIVITY 8

STATEMENTS

Climate change is leading to an increase in extreme weather events such as hurricanes, floods and tornados while rains are failing in many countries leading to drought

Oceans have warmed, the amounts of snow and ice have diminished and sea level has risen. From 1901 to 2010, the global average sea level rose by 19 cm as oceans expanded due to warming and ice melted.

Despite the recession Ireland is the 8th most generous overseas aid donor per person in the OECD. But we're also the 8th most climate polluting country per person in the OECD.

Agriculture is one of the sectors which are expected to be affected most by climate change. Water shortages and extreme weather events make planting and harvesting of crops very difficult and can lead to a reduction in both the yield and quality of produce.

The price of solar PV panels is plummeting, making it a viable technology in Ireland. A solar panel in Dublin will yield 80% of the electricity of a solar panel in Madrid, thanks to our longer daylight hours. During the recent heatwave in the UK solar provided 15% of their electricity.

Extreme weather events are becoming more frequent and more severe, threatening the reliability and productivity of agriculture, making worse already extreme levels of poverty, and reinforcing chronic under-nutrition.

The cause of climate change is man-made, with increased emissions of greenhouse gases due to burning of fossil fuels (coal, oil and gas) and also deforestation of tropical rainforests. Agriculture is also contributing through methane (cows belching) and nitrous oxide emissions (mainly through nitrogen losses from fertilisers and manure).

Changing weather patterns and extreme weather events are already a reality for communities in many developing countries. It is estimated that by 2025, almost two thirds of the world's population (5.4 billion people) are likely to experience some kind of water stress, and for one billion of them the water shortage will be severe

'Climate change affects every aspect of society, from the health of the global economy to the health of our children. It is about the water in our wells and in our taps. It is about the food on the table. It is at the core of nearly all the major challenges we face today' – UN Secretary-General Ban Ki-moon, World Business Summit 2009

We now know with 95% certainty that burning fossil fuels is causing global warming and climate change. That's the same level of certainty we have that smoking causes cancer.

Ireland has a new Climate Action Bill since 2015. However, Ireland is not on track to meet its 2020 EU targets.

The World's poorest countries have done the least to cause climate change but they are being hit first and hardest by its impacts and are least able to adapt

ACTIVITY 9

CHAIN REACTIONS



Aim: To highlight the causes and effects of climate change.

Age: **12+**

Time: **30** MIN



Theme: The Environment
(Goals 13, 14 and 15)



Materials: Set of cards from the chains, large space.

What to do:

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

Check out what Pope Francis has to say about climate: www.developmenteducation.ie/blog/2015/07/encyclical-with-a-distinctive-edgyness/

Facilitators Notes

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

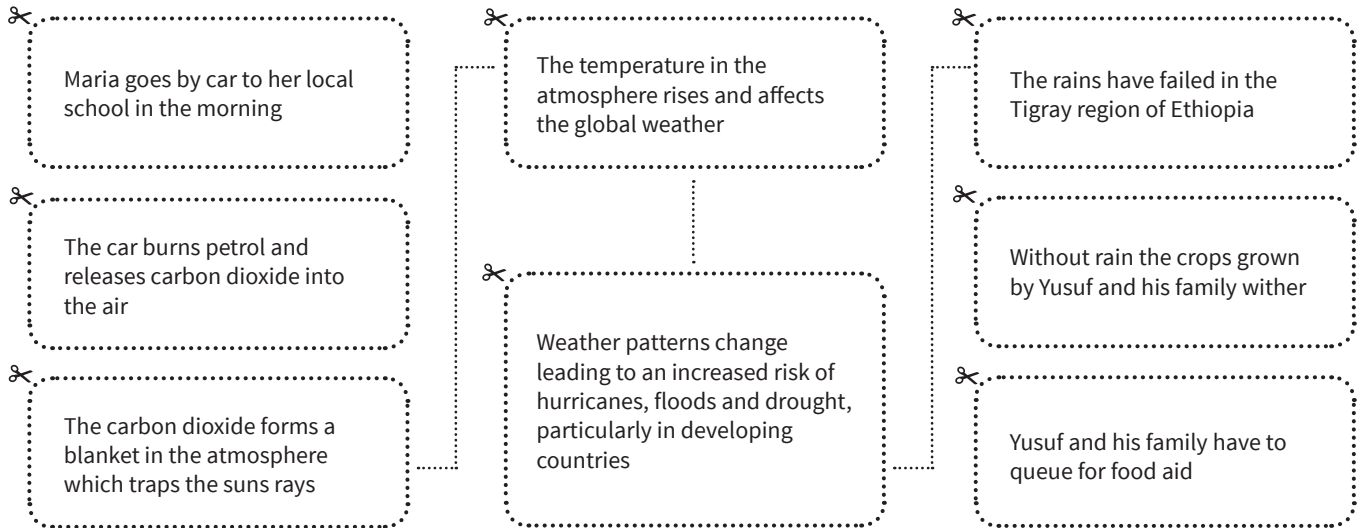
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Climate Change: What's it all about?

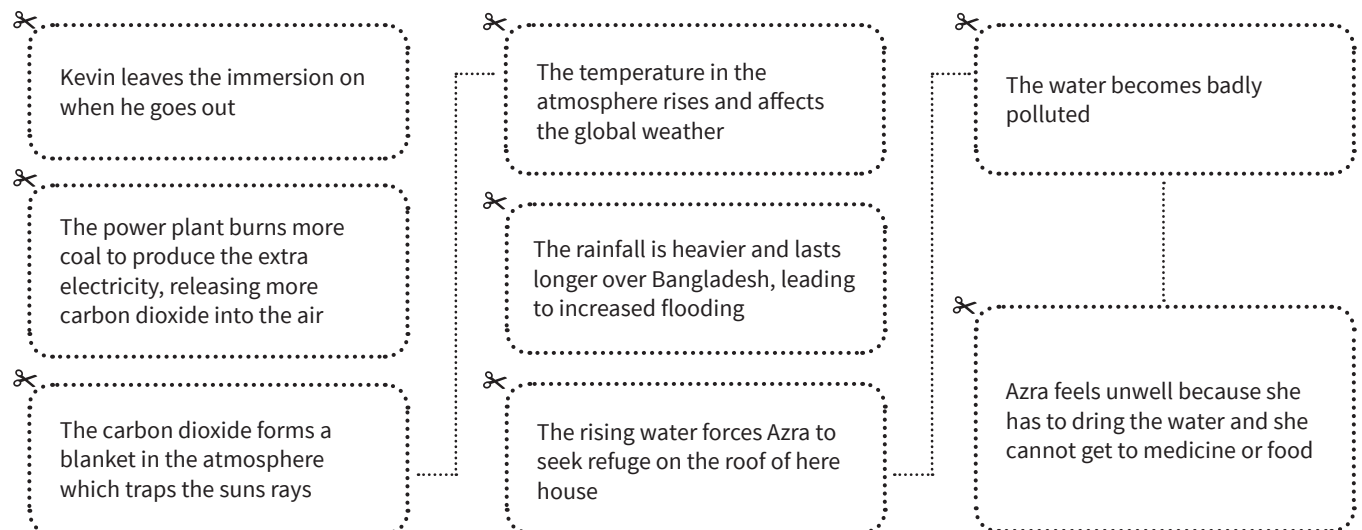
- Climate change is caused by the release of too much carbon dioxide and other gases into the earth's atmosphere. The gases form a blanket around the earth that traps heat. These gases are released when we use fuels such as petrol, gas and coal or electricity from these sources.
- The planet is getting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



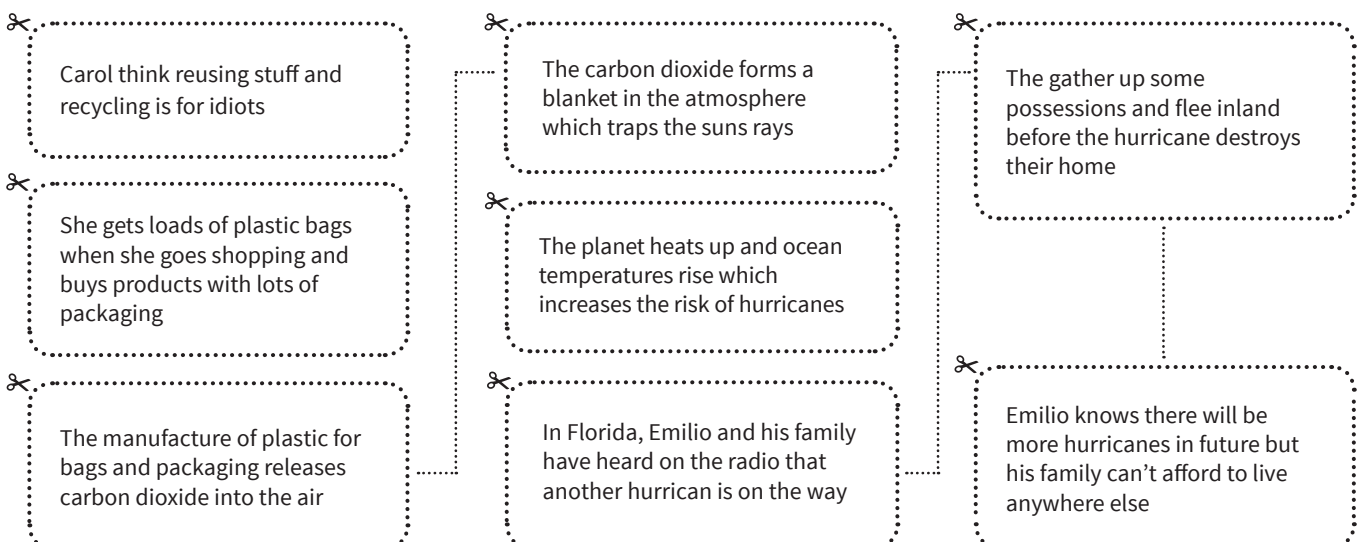
CHAIN 1



CHAIN 2



CHAIN 3



ACTIVITY 10

STAND OR SIT?



Aim: Participants reflect on their own lives and connect them to facts all over the world.

Age: **12+**

Time: **30** MIN - **45** MIN



Theme: Education
(Goal 4)



Materials:
Small ball or paper ball

What to do:

All chairs are set in a circle with every participant having one. Prepare the statements for each round.

Step 1: Ask participants to sit on their chairs and explain the activity to them. The activity is based on their experiences and it has 2 rounds. Each round has a certain number of statements for the participants to agree with or not. You will explain the rules for each round before it starts.

Step 2: The first round of statements have the role of introducing the topic and energising the group. Make one statement at a time. If the participants agree with it, they have to stand up. If they don't agree, they stay seated. If they are not sure, they have to stand up, circle the chairs and then go back to their seat. Leave 1 minute for the participants to react to the statement and then go on to the next statement.

Step 3: This is the second round of statements and the rules become more complicated. Participants will listen to one statement at a time. If they agree they will stand up and move in front of their chairs. After all participants have chosen their place according to what they think, the facilitator will ask questions about the statement, trying to bring in more explanations for the statement or more arguments from all 3 types of participants (agree, disagree, not sure). In the end the facilitator will summarise the short discussion and reveal the truth about the statement's fact. Then the activity will continue with the next statement.

Debriefing and Reflection:

After you have finished the statement rounds you can reflect on the process with the participants. You can ask them some of the following:

- How did you feel at the beginning of the activity, before everything started, and how do you feel now? Participants will each express their feelings one after the other, in the circle, by passing the ball
- What statement did you most like or what was the most interesting to you?

- What statement did you dislike?
- What did you learn from all the statements and the discussions?
- How would you feel if you were in a situation like those reported by the last statements, or if somebody from your family or friends were?
- Is there anything that you would like to add to the statements or the discussions?

Statements for Step 2

- I go to school every day, except weekends, holidays and when I am ill
- Many of my friends are from school
- My school doesn't have running water
- I know at least one person of my age that doesn't go to school
- We have more than one teacher in my school
- I think school isn't needed. I don't need to know how to read or write

Statement for Step 3

- Enrolment in primary education in developing countries has reached 91 per cent but 57 million children remain out of school
- More than half of children that have not enrolled in school live in sub-Saharan Africa
- An estimated 50 per cent of out-of-school children of primary school age live in conflict-affected areas where many are recruited into armed forces and become child soldiers
- 103 million youth worldwide lack basic literacy skills, and more than 60 per cent of them are women
- In most developing countries, public school is not free. The costs of books, uniforms, and teachers' salaries are paid for by students' families

ACTIVITY 11

MYSELF, MY COMMUNITY, MY WORLD



Aim: To encourage young people in thinking about the issues in their life and in their world and that it is important to work together in finding the solutions.

Age: **13+**

Time: **30 MIN**



Theme: The Global Goals and Partnership (Goal 17)



Materials: 3 large sheets of paper, post its, pens/markers

What to do:

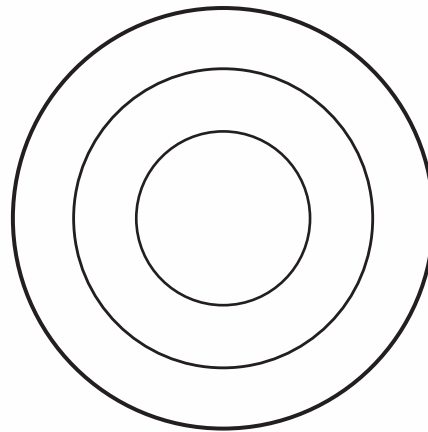
There will be 3 large sheets of paper; each titled Myself, My Community, My World. On each sheet of paper there will be a large circle drawn, with a medium and small circle within it. Essentially three rings on each sheet. These sheets can be placed on the wall, a table, on the floor or spread out in the room.

Step 1: The participants are asked to think of an issue or a problem that they see for the three sheets of paper; in their life, in their Community, in their World. This is to be written down on a post it and placed on the inner circle of each sheet.

Step 2: The participants are now asked to write down what it would look like if that issue or problem did not exist. This is to be written down on a post it and placed in the outer circle facing their inner circle sheet.

Step 3: It is now time for all the participants to move around and see what everyone has written. While this is happening, the participants can add any solutions or advice they see can help moving from issue on the inner ring to no issue on the outer ring. These can be written down and placed in the middle ring between the two existing post its.

Step 4: It is now time for all the participants to read out what they have written and to include what solutions others have written.



Debriefing Questions:

- How did you feel doing that exercise?
- Was it easy to think of problems for the three categories?
- Did you find certain categories were easier to talk about than others?
- How did it feel finding solutions for the problems?
- What SDG Goals did you see coming up in the problems that were raised?
- Was it difficult to come up with solutions to very serious problems?



ACTION MATRIX

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

Then hand up all the post-its and draw up the following matrix on flipchart paper:

	High Effect	Medium Effect	Low Effect
Simple			
Needs some work			
Quite tough			

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

The Sustainable Development Goals 2015-2030



CONTACTS



<p>NATIONAL YOUTH COUNCIL OF IRELAND 3 Montague Street, Dublin 2, Ireland Tel: +353 (0)1 478 4122 Fax: +353 (0)1 478 3974 Email: info@nyci.ie Web: www.youth.ie</p>	<p>NYCI DEVELOPMENT EDUCATION PROGRAMME Email: deved@nyci.ie Web: www.oneworldweek.ie www.youthdeved.ie Facebook: www.facebook.com/NationalYouthCouncil Twitter: www.twitter.com/nycinews</p>
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<p>Irish Aid T: +353 1 408 2000 E: developmenteducation@dfa.ie W: www.irishaid.gov.ie</p>	<p>Comhlámh T: +353 1 478 3490 E: info@comhlamh.org W: www.comhlamh.org</p>	<p>Fairtrade Ireland T: +353 1 475 3515 E: info@fairtrade.ie W: www.fairtrade.ie</p>
<p>Action Aid Ireland T: +353 1 878 7911 E: info@actionaid.ie W: www.actionaid.ie</p>	<p>Concern Worldwide T: +353 1 417 7700 E: info@concern.ie W: www.concern.ie</p>	<p>Friends of the Earth T: +353 1 639 4652 E: info@foe.ie W: www.foe.ie</p>
<p>Action from Ireland (Afri) T: +353 1 882 7581 E: afri@iol.ie W: www.afri.ie</p>	<p>Crosscare T: +353 1 836 0011 E: info@crosscare.ie W: www.crosscare.ie</p>	<p>Friends of Londani T: +353 21 462 1748 E: info@friendsoflondiani.com W: www.friendsoflondiani.com</p>
<p>Africa Centre T: +353 1 865 6951 E: info@africacentre.ie W: http://www.africacentre.ie</p>	<p>Debt and Development Coalition Ireland T: +353 1 617 4835 E: campaign@debtireland.org W: www.debtireland.org</p>	<p>Galway One World Centre T: +353 91 530590 E: info@galwayowc.org W: www.galwayowc.org</p>
<p>Amnesty International Ireland T: +353 1 863 8300 E: info@amnesty.ie W: http://www.amnesty.ie</p>	<p>DevelopmentEducation.ie T: +353 1 286 0487 E: tony@developmenteducation.ie W: www.developmenteducation.ie</p>	<p>GOAL T: +353 1 2809779 E: info@goal.ie W: www.goal.ie</p>
<p>BeLonG To T: +353 1 670 6223 E: info@belongto.org W: www.belongto.org</p>	<p>Development Perspectives T: +353 41 980 1005 E: bobby@developmentperspectives.ie W: www.developmentperspectives.ie</p>	<p>Gorta-Self Help Africa T: +353 01 677 8880 E: info@selfhelpafrica.org W: www.selfhelpafrica.org/ie</p>
<p>Celtic Youth Bray T: +353 86 063 5195 E: celticyouthbray@hotmail.com</p>	<p>DICE Project (Development and Intercultural Education) E: siobhan.sleeman@spd.dcu.ie W: www.diceproject.ie</p>	<p>IDEA (The Irish Development Education Association) T: +353 1 661 8831 E: info@ideaonline.ie W: www.ideaonline.ie</p>
<p>Centre for Global Education T: +44 28 90241879 E: info@centreforglobaleducation.com W: www.centreforglobaleducation.com</p>	<p>Dóchas T: +353 1 4053801 E: anna@dochas.ie W: www.dochas.ie</p>	<p>Irish Congress of Trade Unions (ICTU) T: +353 1 889 7777 E: congress@ictu.ie W: www.ictu.ie</p>
<p>Childfund T: +353 1 676 2128 E: info@childfund.ie W: www.childfund.ie/</p>	<p>ECO-UNESCO T: + 353 1 662 5491 E: Info@ecounesco.ie W: www.ecounesco.ie</p>	<p>Irish Environmental Pillar T: 01 8780116 E: office@ien.ie W: www.environmentalpillar.ie</p>

<p>CIT Crawford College Art & Design T: +353 21 433 5224 E: catherine.fehily@cit.ie W: www.cit.ie/ccad</p>	<p>EIL Intercultural Learning T: +353 (1) 21 455 1535 E: info@eilireland.org W: www.eilireland.org</p>	<p>Irish Girl Guides T: +353 1 668 3898 E: info@irishgirlguides.ie W: www.irishgirlguides.ie</p>
<p>Irish Red Cross Youth T: +353 1 642 4600 E: info@redcross.ie W: www.redcross.ie</p>	<p>Pavee Point Travellers' Centre T: +353 1 878 0255 E: info@pavee.ie W: www.paveepoint.ie</p>	<p>UNICEF Ireland T: +353 1 878 3000 E: info@unicef.ie W: www.unicef.ie</p>
<p>Kerry One World Centre T: +353 66 718 1358 E: info@kade.ie W: www.kade.ie</p>	<p>Phoenix Youth Project T: +353 86 063 5195 E: info@phoenixyouthproject.com W: www.phoenixyouthproject.com</p>	<p>Voluntary Service International (VSI) T: +353 1 855 1011 E: info@vsi.ie W: www.vsi.ie</p>
<p>LASC – Latin America Solidarity Centre T: +353 1 676 0435 E: info@lasc.ie W: www.lasc.ie</p>	<p>Plan Ireland T: +353 1 659 9601 E: info@plan.ie W: www.plan.ie</p>	<p>Waterford One World Centre T: +353 51 873 064 E: info@waterfordoneworldcentre.com W: www.waterfordoneworldcentre.com</p>
<p>Léargas T: +353 1 887 1260 E: info@leargas.ie W: www.leargas.ie</p>	<p>SARI T: + 353 1 873 5077 E: info@sari.ie W: www.sari.ie</p>	<p>World Vision Ireland T: +353-1-498 0800 E: ireland@wvi.org W: www.worldvision.ie</p>
<p>Liberties College T: +353 1 454 0044 E: info@liberties.cdetsb.ie W: www.libertiescollege.ie</p>	<p>Scouting Ireland T: +353 1 495 6300 E: questions@scouts.ie W: www.scouts.ie</p>	<p>Young Friends of the Earth T: +353 1 639 4652 E: youngfoe@foe.ie W: www.youngfoe.ie</p>
<p>Lourdes Youth and Community Services (LYCS) T: +353 1 836 3416 E: lycs@lycs.ie W: www.lycs.ie</p>	<p>Serve T: +353 91 781 231 E: chris@serve.ie;will@serve.ie W: www.serve.ie</p>	<p>Young Social Innovators T: +353 1 645 8030 W: www.youngsocialinnovators.org</p>
<p>Maynooth University T: +353 1 708 3743 E: appliedsocialstudies@nuim.ie W: www.maynoothuniversity.ie/ applied-social-studies</p>	<p>Spun Out T: +353 1 675 3554 E: info@spunout.ie W: www.spunout.ie</p>	<p>Youth Work Ireland T: +353 1 858 4500 E: info@youthworkireland.ie W: www.youthworkireland.ie</p>
<p>Migrant Rights Centre Ireland T: +353 1 889 7570 E: info@mrci.ie W: www.mrci.ie</p>	<p>Stop Climate Chaos T: +353 1 639 4653 E: info@stopclimatechaos.ie W: www.stopclimatechaos.ie</p>	<p>YMCA Ireland Tel: +353 21 485 0015 E: ivan@ymca-ireland.net W: www.ymca-ireland.net</p>
<p>One Foundation T: +353 1 808 8800 E: info@onefoundation.ie W: www.onefoundation.ie</p>	<p>Tearfund T: +353 1 878 3200 E: enquiries@tearfund.ie W: www.tearfund.ie</p>	<p>80:20 Educating and Acting for a Better World T: +353 1 2860487 E: info@8020.ie W: www.8020.ie</p>
<p>OXFAM Ireland T: +353 1 672 7662 E: info@oxfamireland.org W: www.oxfamireland.org</p>	<p>Trócaire T: +353 1 629 3333 E: info@trocaire.ie W: www.trocaire.org</p>	

A BETTER WORLD

- WHICH KIND OF **ACTIVIST** ARE YOU?

No one can do everything.
But **everyone** can do something.

As part of a growing movement of people across the world who want to end extreme poverty and tackle climate chaos all kinds of activists are needed. But which kind of activist for a better world might you be?



THE CITIZEN

Describes a vision of the good society, is trusted by others, able and willing to defend the movement against criticism from those in power and supports a non-violent approach.

You are: Grounded, diplomatic, articulate, business casual optional



THE REBEL

Draws attention to issues on society's agenda, represents society's moral vanguard in the gap between what is and what should be, and leads in the 'take off' phase of a social movement when 'trigger events' gains mass attention for the movement.

You are: Courageous, risk taker, brave, probably has a Ché Guevara t-shirt



THE Social Change Agent

Nurtures agreement in the community, continuously learns through dialogue, promotes alternatives and educates, convinces and involves majority of ordinary citizens and whole society in change.

You are: Charismatic, strategic, good communicator, has a tie for each occasion



THE REFORMER

Promotes major reforms in negotiations with 'the system' to get movement goals, values, alternatives adopted into official laws, policies and conventional wisdom through lobbying, lawsuits, referenda, official rallies, corporations, local authorities, candidates etc.

You are: Headstrong, resourceful, with multiple suits

BECOMING ACTIVE



Inform Yourself

Read up on global issues, visit:

- The World's Best News | www.dochas.ie/WBN
- The Guardian | www.theguardian.com/global-development
- Inside Out: stories from a Developing World series on The Irish Times | www.irishtimes.com/life-and-style/people/inside-out

Find out about the global goals for sustainable development

- Visit www.globalgoals.org

Find out what you can do in response to humanitarian crises.

- Visit www.howyoucanhelp.ie

Ask 'who made my clothes'?

Every time you purchase something you make a choice about the kind of world you are endorsing. As a consumer, you can choose to support businesses that are local, organic or fair trade – or you can support businesses that exploit people and the planet. You make that choice on a daily basis.



In your community

Tell others. Engage your friends, family and colleagues in discussions around global development issues related to poverty and inequality. Come to the many public events organised around Ireland.

Volunteer

It's been proven to make people happier and more confident, as well as learning many new skills and perspectives. And it does not have to take up all your time: volunteer locally or volunteer online.

Visit:

- www.volunteeringoptions.org
- www.volunteer.ie



Connecting communities

- Get **Involved** in campaigns.
- Help **tackle** the causes of poverty and vulnerability.
- **Join** those who are campaigning for a fairer world.
- Be **generous**.
- **Stop and listen** for the answer when you ask a friend how they're doing.

By being generous you will feel better about yourself and your ability to make the world a better place.



2015 is the European Year for Development and marks the launch of the Global Goals for Sustainable Development – a series of ambitious targets to end extreme poverty, fight inequality & injustice and tackle climate change for everyone.

THE TIME FOR ACTIVATING YOUR INNER ACTIVIST IS NOW.

Produced by developmenteducation.ie and Dóchas as part of the European Year for Development



Find out more: www.dochas.ie/EYD | @Eyd_lrl | www.developmenteducation.ie | @devedireland

Sources: Everyday Activism: such is the place where real change begins (2015) by Concern Worldwide; Climate Justice Activist Toolkit (2014) by Trocaire; Want to make a difference in the world, but you're just not sure how? Here's what you can do (2015) Dóchas blog post; Four Roles of Activists in Doing Democracy: The MAP Model for Organising Social Movement (2001) by Bill Meyer

www.ecoclipart.com





National Youth Council of Ireland
3 Montague Street
Dublin 2
Ireland
D02 V327
E: info@nyci.ie
T: +353 (0)1 478 4122
www.youth.ie

