



DIGGING DEEPER

Exploring resource extraction and our connection with the Earth

**An educational resource for
post-primary school teachers in
Northern Ireland**



FOREWORD

This resource has been created for post-primary school teachers in Northern Ireland to open conversations with students about mining and resource extraction. We have worked to make the links with the curriculum and designed activities that will be manageable and meaningful in a classroom setting within school time hours.

This resource has emerged from a deep feeling of solidarity – solidarity with communities in Peru through the connection of Northern Irish woman Lynda Sullivan, solidarity with communities locally, particularly with the Save Our Sperrins campaign, and solidarity with communities all over the world. What connects these communities? What are the shared struggles? What is the learning and solidarity we can share with one another?

Through this resource we will go deeper into these questions as different themes emerge – mining, resources, our connection with the earth – just to name a few. Water is an example of an issue that connects us globally and something that cannot be ignored when we talk about resources and mining. Other themes will also emerge, and through the approach we use, some of the shared issues will become apparent as you delve deeper into the surface issues.

We have populated the resource with real-life stories; stories from individuals affected by the issues we are talking about in Peru and Northern Ireland; stories from those who are creating real and attractive alternatives; stories from brave individuals who refuse to accept that profit and greed should be valued more than people and planet.

As we have learned about the earth's resources in preparation for this resource – whether we talk about water or gold, coltan or copper – we have discovered the term 'paradox of plenty' to describe the 'paradox' of a country that is rich in resources but does not necessarily benefit from these resources. Moreover even justice issues like conflict, community breakdown and inequality can emerge as a result of having such resources within a country.

Where do we place ourselves in these often-divisive issues? What are the different perspectives involved? What are the justice questions behind the immediate issues? What are the implications of resource extraction for communities and the earth now, and for future generations?

This resource is an invitation to reconnect with ourselves and with Mother Earth, to understand the issues behind resource exploitation, to generate a feeling of solidarity with and learning from communities all around the world, and to explore what actions we can take as global citizens.

We hope that the views, opinions and questions of the students participating in the enclosed activities will lead to learning for all of us. We hope that the students will connect to the issues from their hearts as well as their heads. We hope that we will stimulate new ways into age-old debates around resource extraction and the impact of mining on communities. We hope you enjoy it.

This resource was prepared by the **Comhlámh Belfast Group**

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OBJECTIVE OF THE RESOURCE

1. To highlight the issue of mining and resource extraction, and the impact of this on local communities, the environment and our world;
2. To connect students with the issues of mining and resource extraction from a 'heart' as well as 'head' perspective;
3. To develop a sense of awareness, compassion and connection with the earth and people living locally and globally;
4. To enable students to make the connection between local and global issues, connecting with people across the world and learning more about their own country.

The resource is underpinned by a framework we have found useful – the '5 Ways to Global Citizenship', from New Economics Foundation, which for the purposes of the resource we will call 'Solidarity'.



There is a sixth 'way' to wellbeing identified by www.liveitwell.org.uk that is 'Care for the Planet', and we see this as central to the purpose of this resource.

METHODOLOGY

This resource will take a unique approach to global justice issues. As well as sharing information and generating knowledge among students, we also wish to help them connect their 'heads' to their 'hearts' - triggering and stimulating their emotional intelligence. Drawing on the work Children in Crossfire initiated around compassion education, 'Educating the Heart', we will use methodologies that educate both heads and hearts, linking personal development to active citizenship. <https://www.childrenincrossfire.org/what-we-do/development-education/teacher-resources/>

Throughout the resource, there will be invitations to create, connect and think of things differently. We do not always need to find the right answer, but instead exploring different perspectives on an issue can enrich the learning process. We invite you to use this resource at the pace that students feel comfortable with, starting from where they are at themselves with their understanding of the issues and growing the learning from here. We suggest that you use the activities in a way that is intuitive to the particular class you will be working with. Therefore while we have proposed an order for how the activities could play out and timings for these activities, you may feel the need to do it differently - and this is perfect!

Keeping schools in mind and particularly time limitations, where possible we have structured the activities so as to make it conducive for class planning. We therefore have 3 types of activities:

- Introductory activities (15 minutes)



- Exploratory activities (30 minutes)



- Analysis Activity (1 hour)



However, there may be activities that require more time, and sessions where it would be more valuable to take the students outside, to nature and to the local surroundings. In such instances, planning for a whole morning might make such sessions more worthwhile. However, in contexts where this is not possible - we invite you to bring nature inside the classroom - with suggestions here, but you might find other creative ways to do this. We feel it is essential in moving from the 'head to the heart' to experience nature directly, rather than reading about it from a book, so as much as possible we invite you to bring nature to life!

There are a few meditations included throughout the resource; use these in whatever way you, as the teacher, and the students, feel comfortable. We would advise creating a safe space in advance of any meditation, taking care around things like inviting students to close their eyes - as this could be difficult or traumatic for some students. If in doubt, try out the meditation in advance of the class, and you could even talk to someone who is trained or experienced in leading meditations to support you. Don't be shy - we have found that young people do appreciate the space in the busyness of the school day to be able to pause, connect, breathe - so give it a go where possible!

WHAT ARE THE ISSUES?

Gold

While gold is not that rare, it can be difficult to find and extract. The high value placed on gold is partially historical, being a metal that ancient people adorned themselves with as a sign of wealth, as well as a traditional form of exchange. Many people also consider it quite beautiful and easy to work with to make jewellery, etc. However, if we take a critical perspective on gold, we can consider: why is there so much value placed on it? Where in the world is it currently found? What are modern ways to extract gold and what is the 'real' cost of extracting it? Who benefits from the gold industry and who loses out? What are the implications of gold mining and extraction?

Mining

Minerals such as gold, silver and copper are used in many items we consume: mobile phones, computers, jewellery etc. Our governments like to stockpile gold in banks to show that our economies are stable. But what is the real cost of these minerals? More often than not the extraction of these desired metals has cost lives, environmental destruction and community devastation, mainly in countries of the Global South. Are we buying into this when we buy our luxuries?

Water

Access to water is a fundamental human right; however, in this age of plenty, 1 in 10 people still lack access to safe water. The causes may be numerous: contamination, poverty, exploitation, drought, climate change to name a few. In Northern Ireland, we usually don't have to think about the possibility of not having enough water to meet our needs, so how can we empathise with those who are denied this fundamental human right?

Resource exploitation

Apart from metals, other resources being exploited on a mass scale include oil, gas, trees and agricultural land for monocropping. Large areas of virgin rainforest are being destroyed for this aim – centuries-old trees, the lungs of the earth, are being cut down for short-term gain. Many indigenous peoples, some previously uncontacted by other humans, have lost their land and thus their lives.

Are we aware of the chain from the earth to the dump, and our place in it?



Consumerism

In the Global North, we consume a lot. The profits made from selling clothes, food, technological gadgets, toys, cars and so much more make up a monster industry, and often those making money from this industry want us to keep on buying and disposing of these so that profits can be maintained. When we buy, do we think of how the raw materials were extracted, the conditions of the people who turned it into a product, how much energy was used to transport it, how you were manipulated into buying it, or what will happen to it when you throw it away? A question we can consider throughout the resource when we reflect on our role concerning these issues is, 'How can we be more responsible consumers'?

Community Impact

The irony of the impacts of resource extraction and consumerism is that it most negatively affects those who consume the least. The desired resources are often below the ground on which indigenous populations live. Therefore the brunt of the violence employed by governments and corporations to clear the path for extraction falls on these ancient communities. The damage has been unfathomable: lives, communities, histories, cultures, ancestral wisdom lost. However, despite the oppression, it is these very communities that are leading the fight to save the earth from destruction – to ensure we have a future.

Earth Democracy

The idea of Earth Democracy is that to change the destructive path we are on we need to change our mindset. Is the earth there for us to exploit or are we there to protect her? Are we 'on' it or are we 'a part' of it? Is 'she' a mother or is 'it' an object? Once we change our relationship to the earth, it is easier to change our actions. Can we learn from those who have not lost their connection to her?

We will be using the term 'Mother Earth' throughout this resource, however, if you or your students do not wish to use this term you can just use 'Earth'. Perhaps if there is any unease you could explore the issues behind this in class.



WHY TEACH THESE ISSUES?

What are the benefits for students, teachers, school community, society and the wider world?

Why would we not teach these issues!?! In this significant time in history, with a world increasingly influenced by consumerism, young people should have the opportunity to reflect on the issues surrounding the things they consume - in a space where they are not judged and where the underlying issues can be explored in a safe and supported way. While we would not want to tell young people what they should or shouldn't do, it would be interesting to see what the outcomes and the learning would be once they have more information to make connections between the stuff they buy and the earth's resources. What impact could this have for the young people as individual citizens, but also for our wider society, if they are given a platform and voice to act on what they are learning? Teaching about these issues will provide students with a better understanding of the world around them, of themselves and their connection with Mother Earth. It will help to develop a feeling of empathy and solidarity within their own community and communities globally.

This resource aims to connect the curriculum and teaching issues. Integrating mindfulness approaches can help students to take notice of feelings they have when they explore different global justice issues, feelings such as empathy, confidence, solidarity or justice. We invite you to dive into a new way to teach and learn with your students or to integrate some of these activities to support this work if you are already doing it in the classroom.

The examples within this resource are based on the experiences of people from around the world and from local communities, showcasing different perspectives and points of view. By considering these different perspectives, a more empathetic and open-minded school body will result in a happier and more understanding classroom environment for all.

Beyond the classroom, compassion education and mindfulness techniques are approaches that can be brought into whole-school environments. Teachers and the school community have the opportunity to experience a different approach to exploring issues of justice from different perspectives, to act from the heart as opposed to just using the head, and to enable the whole school community to experience moments of pause and reflection. This nurturing of emotional intelligence and the creation of compassionate conditions for learning can have profound effects in the broader school environment and subsequently expand out to contribute to a fairer, more compassionate society.



Benefits summary:

- Students will better understand the world around them and their relationship with communities locally and globally.
- Teachers will experience a new way of teaching, moving from the head to the heart; connecting **issues** with how we **feel** concerning these issues.
- A more open-minded, empathetic and critical student body can emerge; enabling students to participate in their school and the wider community positively.
- The whole school community may adopt a different approach to understanding justice issues, and be better able to act in favour of a fair and just society.



CURRICULUM LINKS AND RESOURCE MAP

Key Elements: This resource touches upon all of the key elements in the curriculum from personal understanding, to mutual understanding, citizenship, ethical awareness, economic awareness and sustainable development.

Attitudes & Dispositions: Section 1 & 2 focus on pupils' 'curiosity' moving towards 'openness to new ideas' and 'respect' in section 3 then on to 'personal responsibility', 'concern for others' and 'community spirit' in sections 4 & 5.

Skills & Capabilities: Communication, Using ICT, Managing Information, Working with Others, Thinking, Problem Solving, Decision Making, Self-Management & Being Creative.

SECTION 1 Take notice of...	Activity Name & Timing	Subject Statutory Requirements and Skills & Capabilities (S&C)
Myself	Activity 1.1: Body scan with a magic torch	Personal Development: Explore and express a sense of self
	Activity 1.2: Chakra Tai Cjhi	
	Activity 1.3: Poetry activity	
Others	Activity 1.4: Drawing another	English with Media Education: Pupils listen actively and report back, demonstrate creativity and initiative and use poetry to convey information creatively and appropriately.
	Activity 1.5: Drawing Nature	Personal Development: Explore the qualities of relationships including friendship e.g. empathy
	Activity 1.6: Mapping your area	Geography: Respond to the diversity and beauty of the natural and human world.
My Environment		Geography: Develop a sense of place and belonging at a local level and develop enquiry and fieldwork skills.

SECTION 2 Connect	Activity 2.1: Imagine, how does Mother Earth feel?	Geography: Respond to the diversity and beauty of the natural and human world. Investigate the impact of globalisation and how it has produced winners and losers. Explore how we can play a role in helping to promote a fairer world for all. Investigate differences in lifestyle within and between countries.
	Activity 2.2: Raisin activity	
	Activity 2.3: Food Blessing	
	Activity 2.4: Connecting with an Object	
	Activity 2.5: Map and Stickers	

SECTION 3 Keep Learning	Activity 3.1: Stimulating our Learning	Geography: Explore how we can play a role in helping to promote a fairer world for all. Investigate an issue from a range of viewpoints and suggest action that might be taken to improve or resolve the situation. Research and debate ethical issues in geography. Personal Development: Explore and express a sense of self. Develop skills and strategies to improve own learning.
	Activity 3.2: Heigh Ho! Dig-Dig-Dig with Snow White and the Seven Dwarfs	
	Activity 3.3: Speaking seats	
	Activity 3.4: Further Research	

SECTION 4 Solidarity	Activity 4.1: Local case-study: Mining in Northern Ireland	Geography: Research and debate ethical issues in geography. Citizenship: Investigate an issue from a range of viewpoints and suggest action that might be taken to improve or resolve the situation. Investigate local and global scenarios where human rights have been seriously infringed. Investigate why it is important to uphold human rights standards in modern democratic societies, including meeting basic needs, protecting individuals and groups of people. Demonstrate an awareness of their own relationships to other places, w and environments, from local to global. Explore the work of intergovernmental, governmental and non-governmental organisations (NGO) which aim to promote equality and social justice English: Explore issues related to Economic Awareness. Opportunities to become critical, creative and effective communicators by talking to include debate, role-play, interviews, presentations and group discussions; expressing meaning, feelings and viewpoints. Participate in a range of drama interpreting visual stimuli including the moving image.
	Activity 4.2: Global Case Study: Mining in Peru	
	Activity 4.3: Role Play 1- Roleplay – Communities impacted by Mining	
	Activity 5.1: Sharing Positive examples	

SECTION 5 Be Active	Activity 5.2: Alternative Visions of the World	Geography: Explore how we can exercise environmental stewardship and help promote a better quality of life for present and future generations, both locally and globally. Citizenship: Investigate an issue from a range of viewpoints and suggest action that might be taken to improve or resolve the situation. Investigate why it is important to uphold human rights standards in modern democratic societies, including meeting basic needs, protecting individuals and groups of people. Investigate various ways to participate in school and society. Explore the work of intergovernmental, governmental and non governmental organisations (NGO) which aim to promote equality and social justice. English: Plan and create an effective communication campaign. Use literature, drama, poetry or the moving image to explore others' needs and rights. Opportunities to become critical, creative and effective communicators by writing and presenting in different media and for different audiences and purposes.
	Activity 5.3: Speaking for the Earth?	
	Activity 5.4: What is our role as active citizens?	
	Activity 5.5: Letter to Me	
	Activity 5.1: Sharing Positive examples	

ACTIVITIES

SECTION 1: TAKE NOTICE



The significance of 'taking notice' concerning mining and resource extraction is that often we come at these issues from a knowledge perspective, learning facts and figures, at the expense of animating our emotional 'heart' intelligence and actually connecting with the situation on a personal level. So to begin with, we will first learn how to take notice of ourselves, how we are and, drawing on mindfulness practices, learn to extend this compassion outwards to take notice of our local environment, people around us and those in other parts of the world, and our planet.

Injustice can happen 'out there', but there are also issues of injustice locally here in Northern Ireland as well. By checking in with ourselves, we can notice how we feel concerning both local and global issues. To do this, it can be interesting to become more aware of local and natural surroundings.

And so, for this section, we have divided activities into 3 parts:

- **TAKING NOTICE OF MYSELF**
- **TAKING NOTICE OF OTHERS**
- **TAKING NOTICE OF MY ENVIRONMENT**



TAKING NOTICE OF MYSELF



Activity 1.1: Body scan with a magic torch

Aim: For students to bring awareness to their body and how they are feeling and creating focus and relaxation through breathing, using the visual tool of a magic torch.

Time: 15 minutes

Materials: None.

Note to teachers: This is written as a guided meditation, it is intended as a 'check in' for students and can be an enjoyable quiet space in their school day. You can deliver this at your own pace, leaving pauses and gaps between the sentences to allow the words to settle. If you enjoy sharing it, they will enjoy participating in it.

Steps: Invite students to get comfortable, put things out of their hands, ensure their feet are placed on the floor. Explain to them that the next 10 minutes will be some 'time out' for themselves, and if they are not able to engage with the meditation they can just enjoy 10 minutes' time out in their busy day.

Begin the guided meditation:

- Let's take 3 deep breaths together as a group.
- I invite you to close your eyes and feel relaxed.

Imagine that there's a magic torch in front of you. You can choose the colour of the light of your magic torch: it can be yellow, or green, orange or blue, red or pink. Choose whatever colour that you would like. But don't say it, just keep it for you.

The magic torch is floating in front of you and it has the power of calmness. Right now it is at your feet, can you feel it? Maybe it is warming up your feet? [PAUSE] Now the magic torch is moving to your ankles [PAUSE] ... and now to your legs [PAUSE]. The magic torch is lighting your ankles and your legs with its magic and colourful light [PAUSE].

The torch continues moving to your stomach, [PAUSE], and now to your chest. Your hands and your arms are now the colour of the magic torch, that is illuminating them [PAUSE].

This is the last part of the trip of your magic torch, it is now at your neck and coming up to your face [PAUSE]. It is illuminating your mouth, your nose and your eyes with its powerful, magic and calming light [PAUSE].



Activity 1.2: Chakra Tai Chi

Aim: The following exercises are taken from an organization called Capacitar, whose vision is 'to heal ourselves and to heal our world'. They use a hands-on popular education approach, teach simple wellness practices that lead to healing, wholeness and peace in the individual and in the world. This Chakra Tai Chi activity can be viewed here: <https://www.youtube.com/watch?v=bg2JhR93LH8>. More exercises can be found on their website: <http://www.capacitar.org/>

Time: 30 minutes

Materials: None

Steps: TAI CHI ENERGY EXERCISES



The Rocking Movement

Stand with feet separated shoulder-width apart, hands at sides. Raise your heels and with palms facing upwards raise your hands to the level of your chest. Turn your palms downward and move your hands downward while you lower your heels and raise your toes in a rocking movement. **Do** continue slowly rocking back and forth, breathing deeply. With each move drop your shoulders, relax your arms and fingers. **Do** the exercise smoothly and slowly. Breathe deeply and imagine that your feet are planted securely on the earth. You can also imagine roots coming out of your feet and extending towards the centre of the earth. As you raise your hands imagine that you are able to bring up into your body the nutrients of the earth.

The Shower of Light

With left foot forward, raise your hands up over your head, then move them downward as if showering yourself with light. **Feel** the light cleansing and filling your body. **Repeat** on the right side, with right foot forward. Breathe in the shower of light, and then exhale and let go of anything that is weighing you down (any negative emotions).

Let Go of the Past and Open to Receive

With left foot forward, palms placed in front of your heart and facing outwards, push your hands outward, letting go of all tension and negativity within you. Turn palms inward and draw them back towards your chest, breathing in peace and healing. **Repeat** with right foot forward. **Breathe** out the pain and hurt. **Breathe** in peace and healing.

Repeat with right foot forward. Breathe out any negative emotions. Breathe in peace and healing.

Fly through the Air

With your left foot forward, your left hand upward, swim or fly through the air. The motion should be free and light with arms and shoulders relaxed. **Repeat** the movement on the right side starting with your right hand upward. **Fly** freely through the air letting go of all that weighs you down, feeling light, alive and free. If you wish, you can imagine you are flying over a beautiful scene – a forest, the ocean, the mountains. As you fly you are not thinking of the past, nor the future, you are just enjoying this moment.

Repeat the movement on the right side starting with your right hand upward. Breathe slowly and in rhythm with your movements throughout.

Activity 1.3: Poetry activity - **Six Honest Serving Men** (from 'Creativity and Change')



Aim: To get students in the space where they feel comfortable to write a poem, encouraged by stimulating questions.



Time: 30 minutes



Materials: Paper for them to write their poem.



Steps: To stimulate the activity, you can read out a poem like the one by Rudyard Kipling, 'I keep six honest serving men...'

Six Honest Serving Men

*I keep six honest serving-men
(They taught me all I knew);
Their names are What and Why and When
And How and Where and Who.
I send them over land and sea,
I send them east and west;
But after they have worked for me,
I give them all a rest.*

*I let them rest from nine 'til five,
For I am busy then,
As well as breakfast, lunch and tea,
For they are hungry men.
But different folk have different views;
I know a person small –
She keeps ten million serving-men,
Who get no rest at all!*

*She sends 'em abroad on her own affairs,
From the second she opens her eyes –
One million Hows, two million Wheres,
And seven million Whys!*

(Rudyard Kipling)



After listening to the poem - ask the students what they think this poem is about. Discuss together. While this poem is written from the perspective of an adult, remember it is not a bad thing to ask many questions (children are very good at this!) - in fact it is something that people can lose as they grow up and get older! Now we are going to invite you to write a poem yourselves. First here are some questions for you to think about:

Write down 5 things you notice from nature.

Write down 5 things you like doing with your hands.

Write down 5 things you feel in your heart.

Write down 5 things you think of for the future.

Now put these together into a poem (it can be between 5 and 10 lines - or even more!)... Begin each sentence with 'I', e.g. *I like to... I feel... I think... I wish...*

Alternatively, if a student has the inspiration to write a poem in his/her own style, this should also be encouraged.

When these are complete, ask the class who would like to read out what they have written.

TAKING NOTICE

Activity 1.4: Drawing Another



Aim: To begin to notice another person nurture empathy through creativity.



Time: 15 minutes



Materials: Paper and coloured pencils



Drawing your partner.

Invite students to get into pairs and give everyone a piece of coloured paper and a pencil, crayon or marker. Explain that this activity requires lots of concentration and it helps if you are relaxed, so to begin with, ask students to be quiet with their eyes closed for 30 seconds. Let them know when there are 15 seconds left and then count down from 5 to 0 seconds.

After this explain that you are going to do an activity to introduce something called 'empathy' - check if they know this word. Hear from the students what they understand of it and also have something prepared to complement their understanding (e.g. the feeling that you understand and share another person's experiences and emotions).

Then, in pairs, invite students to allocate an 'A' and 'B' - 'A' will first look at their partner's face, in complete silence for 30 seconds and, without looking at the page will draw what they see. Then invite 'B' to look at their partner's face for 30 seconds and, at the same time, draw the face on the paper. Make clear two important rules: 1. Don't look at the paper when you draw; 2. the pencil/crayon should touch the paper all the time.

When they finish, students look at the drawings (they might laugh at what comes up!) and discuss if they saw something different in the person's face that they have never noticed before. Some students notice a different expression, a different eye colour, a new wrinkle or mole and some of them have said that they found their friend more beautiful than ever.

After this, you can open the discussion a little bit deeper about empathy and understanding of other people's emotions.

Here are some suggested 'prompt' questions:

What did you like about that activity?

Did you notice anything new about your partner?

How do you think your partner was feeling?

How was this activity different from how we usually look at people's faces?

How could empathy be generated as a result of this activity?

Activity 1.5 Drawing Nature



Aim: To bring students' attention to nature and to mindfully take notice of things that are in nature.



One option for this activity is that in advance students are invited to bring something from nature to the class (e.g. a leaf, shell, stick, whatever they choose, etc.). Alternatively, if students have a chance to go outside as part of the class, you can bring the students for a walk into a forest, park, school surroundings, etc. and look for a tree or an object from nature that they like.



Time: 30 minutes (Or one hour if there is a chance to go outside)



Materials: Remind students to bring something from nature in advance of the class; paper for each student and art materials to draw with (it looks fantastic with black paper and light crayon). Warm and suitable clothing if you plan to bring them outside.

Steps:

- Choose an object from nature (tree, leaf etc.) that you like.
- After you have chosen the object, you will sit comfortably in front of it and look at it for a minute: focus on the details, on any movements, on the noise, the smell...
- When you are ready, you will draw the object on some paper without looking at the paper. You can move your eyes following the lines of the object at the same time as you are drawing it.

Debrief

How do you feel about this exercise? What was your favourite part? Did you find something different about the thing from nature that you have never realised before? Did you choose the object or did the object choose you? Does this activity teach us anything about nature?



TAKING NOTICE OF MY ENVIRONMENT

Activity 1.6: Mapping your area



Aim: To invite students to look beyond their immediate surroundings, and take notice of things that they otherwise may not notice - shared spaces, nature, etc.



Time: 30 minutes (*If there is the time, this could be a field trip which could take a half-day)



Materials: Materials for the students to create maps – paper, pencils, art materials



Note to teachers: Alternative options are for this activity to be done in advance of the class, and a thorough debrief done in class, or else if there is the chance for a field trip to an area which the students are familiar with, e.g. town centre, school surroundings, etc. This can be an exercise done alone, in pairs or small groups.

Steps: Invite students to make a map of their area.

- Invite them to 'look beyond' - as well as the buildings, what else can they observe and make a note of?
- Are there trees? Are there green spaces? Social spaces? Playspaces? Anything unusual that they would like to make a note of?

This might be done as part of the class or done in advance of the class.

Debrief:

- As well as the streets and buildings, what else did you notice?
- Where are the spaces where people meet each other?
- What are the things they have not noticed before now, that might not show up on a map?
- Was there anything in the local environment that we need to notice and do something about (e.g. graffiti, litter, homelessness, etc.)?
- What is happening locally to protect the environment?



SECTION 2: CONNECT

This section will deepen the learning from the first section, leading from taking notice to actually connecting with people and place. By connect, we mean to connect with ourselves as individuals. To connect with everyday objects that we otherwise could take for granted. To connect with the people who are immediately around us, and finally to make that connection with people in other parts of the world - with whom we are inevitably connected through the clothes, food and other items we use like mobile phones - but sometimes these connections, as they are less visible, are less obvious. So we will invite students to connect with objects and begin to develop the understanding of what people and processes are behind those objects. Through connection, we are helping to develop the 'heart' and, in turn, deepening our empathy.

Activity 2.1: Imagine: how does Mother Earth feel?



Aim: To use imagination to feel the implications of dumping rubbish – moving from a 'head' understanding to a 'heart' understanding.



Time: 15 minutes



Materials: None.



Steps: Close your eyes and think of rubbish you have noticed in your environment. Where was this rubbish located? Who do you think put it there? Who do you think will remove it? What effect do you think this rubbish has on animals and wildlife around it? Now, thinking of a big bit of plastic rubbish stuck in some soil, think about what this might feel like. Imagine getting a thorn in your finger, something new and different has gone into your hand. This thorn is similar to the lump of plastic in the body of Mother Earth. Now imagine how it feels for you first to receive this wound and then the relief when this is extracted from your hand.

Now bring this same level of awareness to Mother Earth, how do you think she feels when rubbish is dumped on her? How does Mother Earth feel when minerals are mined from her body? Or when someone takes the time to attend to her, to give her the attention and nurturing that she gives us? What are ways that we can care for Mother Earth?

Take a moment to think of all of these feelings, connecting our own body with that of Mother Earth and genuinely FEEL what it's like to be her.

*This activity could also be done outside. You could start by burying a piece of plastic in the soil then the student looks for it and pulls it out. You could follow up with the question: 'Can you imagine what that feels like?'

An outcome of this activity could be the decision to do a litter pick-up...



SHE FEELS

Activity 2.2: Raisin activity



Aim: To bring attention to a common food in order to nurture a deeper awareness and focus to our mind and body.

Time: 15 minutes

Materials: A box of raisins.

Steps: Give each of the students one raisin each. Explain that the purpose of the activity is to bring attention to something they are familiar with in order to take closer notice of the food we eat.



Note: Feel comfortable to pause during the activity for students to find space for making the connection.

We are going to spend the next 10 minutes or so taking notice of this raisin.

I invite you to look at the raisin, explore it... Notice its grooves, notice its shape... Notice that this is a very unique raisin - there is no other raisin in the world like it.

How does the light bounce off it?

How does it weigh in your hands, do you feel the weight at all?

Make contact between the raisin and your skin. What does it feel like against your cheek?

Smell it - what does it smell like?

Bring the raisin to your ear. Listen, can you hear anything?

Wiggle it between your fingers while still holding it to your ear - listen again. Do you hear anything this time?

Put the raisin on your tongue. What does this feel like?

Slowly roll the raisin around in your mouth. Notice the sensations.

Now I invite you to chew the raisin. Notice its taste. Notice how your muscles move in order for you to be able to chew it.

When you swallow the raisin, which parts of your body are being used? Bring attention to these areas.

Notice your thoughts as you connect with this raisin.



Debrief:

Generally, with a raisin we may not even notice eating it, we pop them into our mouth, and they are gone before we have even noticed what it looked like, smelt like or even tasted like! We are in autopilot.

By paying close attention to the raisin, like we have just done, we have the chance to really taste the raisin.

- *What did you notice about the taste of the raisin as you did this activity?*
- *What did you notice about your mind as you did this activity?*
- *Did you find it difficult to be in the 'present' for such a long time as we did this activity? Why do you think this was?*
- *Did you find the activity relaxing at all?*
- *Any other observations?*

Activity 2.3: Food Blessing



Aim: For students to deepen their connection with the food they eat and consider where it came from.



Time: 30 minutes



Materials: Paper and pen



Steps: Invite the students to work either individually or in pairs

Fill out the Worksheet (attached):



- *What did you eat for your dinner last night?*
- *What elements of nature were involved in the growing of the food? (eg. the sun, water, the earth, seeds etc.)*
- *Did any animals contribute to your meal and how?.....*
- *What people were responsible for the growing, harvesting, packaging, transportation and selling of the food? (If you don't know them personally you can name them by their profession: e.g. farmer, factory worker etc.).....*
- *Who cooked the meal?.....*
- *Was there any food left over? What happened to it?.....*
- *Who washed up afterwards?*

take a moment to feel gratitude for all the people and animals that contributed to your meal last night. Now ask the students to make a record of their gratitude for their food following this reflection, which will become their blessing. They can write it or draw it.

Students who wish to do so can share their blessing with the class.

Debrief:

- *How did you feel doing this activity?*
- *Were there questions that you didn't know the answer to?*
- *Why is it important to consider all the people and stages involved in creating our meals?*
- *Why is it important to consider the animals?*
- *Why is it important to consider the people who made our food?*
- *How did it feel to send gratitude?*
- *What are other things we can be grateful for in our everyday lives?*

Activity 2.4: Connecting with an Object



Aim: For students to take notice of the everyday objects around them and to connect differently with them.



Time: 15 minutes



Materials: None - just that the students find their own objects (they could bring something in for this session in advance - an everyday object from home)



Steps: Invite the students to each find an object in the classroom/in their schoolbag. Ask them to hold it in their hands and close their eyes (if they feel comfortable)

(Teacher to read the following)

- *What does it feel like?*
- *What does it look like?*
- *What does it smell like?*
- *Is it rough or smooth?*
- *Is it flexible or rigid?*
- *How long do you think it took to create this object?*
- *Who do you think created it?*
- *Where will it go after you are done with it?*

Debrief:

- *How did you feel doing this activity?*
- *What ways were you able to connect in a different way with the object you chose?*
- *What global issues might be connected with the object you chose (e.g. waste, consumerism, workers' rights, child labour, etc.)?*



Activity 2.5: Map and Stickers



Aim: To understand where our clothes come from, interdependence, and the connections between Ireland and the rest of the world



Time: 30 minutes



Materials: Map of the world; small stickers to place on the map. Invite students to bring in an item of food or clothing in advance of the session.



Steps: Invite students to check the labels on a piece of clothing or a portion of food to find out where each item was made.

- *When they have identified this, place a sticker on the map where the item was made, e.g. China, Vietnam, Spain, etc. It could be a learning experience in itself to find these countries!*
- *When everyone has placed their sticker, ask, “what do we notice about where our food/ clothing comes from”?*

Debrief:

- *Which countries do our food and clothes comes from?*
- *What might be the working conditions for people in these countries?*
- *What do you think might be some of the other issues around how our clothes are made and our food produced? Do you think it is always fairly done?*
- *What are some of the choices we can make to influence some of these issues?*



SECTION 3: KEEP LEARNING

This section offers a chance to tease out all the questions that may have been generated so far on this topic. There could be an opportunity to do some research together in class, which can prepare the students to experience and learn from the different perspectives on the issue of resource extraction and mining. They could have their own questions that they would like to explore, and this would be a great way to navigate the learning on this topic to those things they identify with. This is a section about stimulating debate, curiosity and following this curiosity to enable the students to develop their own learning on the questions that they themselves ask. It could be an idea during these sessions to keep a space somewhere in the classroom where questions could be 'parked' - with a view to exploring these as a group later.

Activity 3.1: Stimulating our Learning



Aim: To consider more deeply some questions about 'stuff': where it all comes from and where it will go.



Time: 1 hour



Materials: None.



Steps: Explain to the students that we are about to kick off the learning on the topic of resource extraction by looking at some of the reasons why such activity is needed in the first place. The purpose of resource extraction is to take out minerals and materials from the earth that will eventually be used to make 'stuff' - stuff can include mobile phones, other electronic gadgets, jewellery, toys, etc. As well as asking why is mining carried out at such a fast pace, we need to understand the value placed on the items we buy. We need to ask questions about why we need all this stuff in the first place. Are there alternatives we could be exploring?

Watch the video '**Story of Stuff**' <http://storyofstuff.org/movies/story-of-stuff/> (20 minutes)

Story of Stuff

A 20-minute clip looking critically at where our stuff comes from, who is involved in the production of our stuff, and exploring where our stuff goes when we are done with it! The video uses animation to illustrate the range of different issues involved, so is a nice one to watch and tease out some of the issues - some of which can be invisible!

This video is a way into the overall topic to help us situate 'stuff' in the context of wider issues affecting our planet and people.

- *What are your first thoughts on this video?*

Some debrief questions to reflect on:

- *What do we buy? Why do we buy? Where does our stuff come from? How long do we have our stuff? How long does it last? What do we dump? Why is there so much waste? What is the impact of lots of stuff on the earth? What other questions do you have?*

Make a note of any other questions that come up, and with the questions, you are asking the students, encourage further questioning and multiple answers to arise. Don't be afraid not to reach a conclusion, but lead the students towards more in-depth interrogation of the issue of 'stuff' and to be satisfied with asking many more questions. Also acknowledge that there are no right or wrong or set answers to these questions, and the greater diversity of responses as well as further questions that are generated the better!

The purpose of this section is to Keep Learning, so use the further questions that the students identify as the basis for additional work on this.



Activity 3.2: Heigh Ho! Dig-Dig-Dig with Snow White and the Seven Dwarfs

Aim: To explore mining and the impact it has on the health and well-being of people, communities and our planet through a well-known fairy tale.

Time: 30 minutes

Materials: Heigh-Ho (off to work we go) video from Snow White and the Seven Dwarfs <https://www.youtube.com/watch?v=HIoxoKYChq4>

Steps: 1. Introduction:

- Ask students can they remember and recall the story of Snow White and the Seven Dwarfs?
- What are the top 3 things they remember from the story?
- Ask students to spend a few minutes trying to remember all of the names of the Seven Dwarfs.
- Do they remember where the Seven Dwarfs went to work? What did they do?

2. Play the video

3. In small groups ask students to consider the following questions:

(After a few minutes open this out to a full class discussion, so students have the opportunity to hear differing perspectives on the issues and questions)

- *What were the Dwarfs doing?*
- *Why do you think they "dig-dig-dig-dig in the mine the whole day through?"*
- *Why do they have to "dig up everything in sight?"*
- *They say they don't know what they "dig 'em for"... Why do you think they do not know?*
- *Do you think the Dwarfs get anything for all the digging? What do they get? Is it fair?*
- *What other things do people dig-dig-dig for?*
- *Should Snow White do anything about the Dwarfs having to dig from morning till night?*
- *How do you think each of them felt about having to work in the mine? (e.g., Would Grumpy feel the same way as Bashful?)*
- *How would you feel if you had to dig-dig-dig the whole day through?*
- *Do you think the 7 Dwarfs know that digging in mines might be hurting our earth?*
- *(If yes, how might that make them feel? If no, how might they learn that?)*
- *Do the 7 Dwarfs have the power to change their situation? (if not, who does?)*



Heigh Ho...

Possible next steps for this activity

In groups develop a role play acting out various scenarios. Invite students to create their own scenarios or use the examples below:

The 7 Dwarfs are unhappy about the damage their jobs are doing to our planet. They decide to speak with the mining company to try and persuade them to take measures to stop the environmental damage that is being caused by so much digging.

Snow White thinks the Dwarfs aren't getting paid enough for the back-breaking work they do every day. She speaks to the 7 Dwarfs to tell them how she feels and to encourage them to protest or strike. Not all of the Dwarfs think this is a good idea, but they all work together to come up with an action that everyone is happy with.



Activity 3.3: Speaking Seats

Aim: To encourage students to consider various perspectives on issues around community and 'development'.

Time: 1 hour

Materials: Chairs; a bell or some way to let the students know when 30 seconds is up.

Steps:

- Explain the rules of Speaking Seats; remind students that the structure is there to help make it more enjoyable for everyone. Each chair represents a different perspective - let the students know which is which (one chair is "Yes, because..."; the other is "No, because...")
- Let the students know that they will each have 30 seconds after you read the statement to discuss it. They need to argue from the perspective of the chair they are sitting in; whether they agree with the statement or not. Debate and further comments or discussion will not take place after each question; instead, invite students to save any comments or observations until the end.
- Invite 2 students up to sit on the chairs first - check in that they understand the instructions, read the statement to be discussed, then let the first student know when 30 seconds begins; after 30 seconds ring the bell and invite the opposing perspective to be heard for 30 seconds.
- You can add further questions and adapt this to debate an issue as long as you use statements that allow for a Yes and a No argument. Make sure students know they won't be judged on what they discuss and that this is an opportunity to talk through some 'big issues' in a safe way.

Suggested statements:

Everyone should be free to love whoever they want.

I can care about people I've never met and never will meet.

Everyone should be free to love whoever they want.

I can care about people I've never met and never will meet.

When there is a war in a country, the people who are being harmed should be able to move to a safer country.

People fleeing from war should be offered safety in Northern Ireland

I can trust information given to me by the media

Young people can make the world a fairer place

Religion shouldn't be taught in schools

If mining can provide jobs, we should welcome companies to Northern Ireland; even if it means it will harm the land

Taking care of our earth is more important than digging for gold

Governments should take the main responsibility for caring for the earth

Owning lots of stuff is what makes you happy

We should have to pay for the clean water we use



After the 'debate' invite everyone to sit in a circle and discuss what came up for them during this activity.

You might want to invite students to shakedown/brush off... to physically get out of the character they assumed.

Debrief:

- *We've heard lots of different ideas/opinions through the seats, how might these opinions or ideas be formed?*
- *Where do we learn our views on specific issues?*
- *How can we learn new ways of thinking about the issues?*
- *Why might some people, organisations and the media want us to believe a certain thing?*
- *How can we learn how to think about the issues in ways that are more compassionate and kind for everybody?*

Follow up activity options

Ask students to find out one fact and one opinion on an issue that has been addressed during this activity.

Ask students to write an assignment with various perspectives on an issue.

Activity 3.4: Further Research



Aim: To allow students to research on issues they are interested in, and to develop and practice research and critical reading skills.



Time: 60 minutes for planning, research can be carried out in their own time or at another allocated time in class.



Materials: access to a computer and/or library.



So far the students have been exploring some significant issues from many different perspectives. At this stage, it is an opportunity to find out from the students is there anything else they need to know? Are there any gaps in their knowledge? As active citizens ready to take action on issues, it is so important to understand how to accurately research issues - mainly as we live in a time when there is 'fake news', and almost anything is easy to prove or disprove on the internet!

Steps: Ask the class:

What else do we need to learn together on these issues - about resource extraction, about community impact, about 'stuff'?

The teacher does not need to be the expert (hurrah!) just in a position to facilitate the students doing their own independent learning on such topics.

Make a list of the topics they would like to find out more about. Split the topics among smaller groups who will work together on the research.

Invite each group to make a research plan (see the Action Planning sheet overleaf). They will need to divide up the tasks between them in the smaller groups.

Agree on a date for when the research will be completed.

Agree how they want to present the research (we would invite creativity for this - would it be possible for the students to steer away from powerpoint and present the information in some other way?).

ACTION PLANNING SHEET

The topic we would like to explore more is:

Activity	Who will do it?	When will we do this by?

SECTION 4: SOLIDARITY

This section will look at our solidarity with people locally, across the world and with the environment.

Mother Earth and the Rights of Nature

There are two major schools of thought around our relationship with the earth. The first, 'ego-centric', where we see the earth's resources as there to serve us as humans, with limited thought to the consequences to the environment. The other is an 'ecological' approach, where we see Pacha Mama, or Mother Earth as at the centre of human life, and 'earth democracy' is a way to understand our relationship as that of protecting and living in harmony with Pacha Mama. In the latter 'ecological' approach, humans would ask permission of the rivers, mountains, plants, etc. to use them.

This approach has been around for thousands of years. In the Andean cosmivision (vision of the cosmos in the Andes) various natural entities are considered sacred: the mountains, the lakes, and the earth itself. Humans are considered their children; who are protected by these sacred entities and who in turn protect their deities – a mutually supportive relationship. Therefore the idea of destroying a mountain or a lake for mining is not just an attack on that particular entity; it is an attack on the very life source of the earth – of which we are part.

Ecuador and Bolivia have actually put the rights of Mother Earth in their constitutions – not just in terms of humans having the right to a healthy environment, but that Mother Earth has an inherent right not to be harmed. Further reading can be found at <http://therightsofnature.org/>

The ethos of living in harmony with nature is present in the indigenous cultures of the world – from Native Americans to the Celts. Many ancient sites show these cultures' incredible advancement in terms of understanding of the cosmos and our place in it. Close to home, sites such as Newgrange, Stonehenge and Croagh Patrick are some examples and could be explored more in class (or even visited!).

What do we mean by 'solidarity'? How do people across the world 'give' to us each day? What is our responsibility in this? How can we 'give' back?

The heart of this section is really the heart of this resource - the role plays. Through the role plays we have the opportunity to hear the multiple perspectives of fictional characters informed by 'real-life' examples of when mining has affected communities, as well as hear the voices of people who are pro-mineral extraction. Participants will have the opportunity to discuss and debate these perspectives and stories. The tensions and debates around approaches to, and the very meaning of, 'development' raised by resource extraction are complex and challenging, and communities and states have grappled with them for a long time.



Local and Global Stories of Mining

The role plays have been written in a way to capture the tensions created as a result of the mining activity, and the difficult decisions that individuals, communities and states have had to make. Rather than judging the individual stories in the role plays, we would invite students to look at the issues involved behind each story. Students should come to an understanding of the decisions people make based on the different issues, and importantly, to put the focus on the justice (or injustice) of the situations that these people (and many more like them across the world) find themselves in. This will require building on the skills learned in the first parts of the resource - empathy, understanding different perspectives, solidarity with people and planet, and sticking up for those without a voice - communities struggling with the impact and power of mining companies as well as plants, animals and the natural environment.

Activity 4.1 Local Case Study: Mining in Northern Ireland

Background - Gold in the Sperrins

Northern Ireland has the seventh richest undeveloped seam of gold in the world. In 1952, gold was found in the Moyola river. In the 1970s modern exploration began with more gold veins being discovered as explorations continued. From 2000-2009, 56 exploratory drills were performed and in 2009 Dalradian Gold Ltd purchased the mineral rights to the Curraghinalt gold project. They moved into the area in early 2010 to expand their search for gold in the hills between Greencastle and the village of Gortin, Co. Tyrone.

Dalradian is a Canadian company which is solely focused on the Curraghinalt project. It plans to construct a gold mine with a cyanide processing plant, mine waste storage facility, maintenance and secure storage buildings, a water treatment facility with storage ponds, a tunnel through a hill and other structures.

Community Concerns and Environmental Justice Campaign

The mining development is located close to the primary school, playgroup, mother and toddler group, community centre, playing fields, church and graveyard. The local area is an Area of Outstanding Natural Beauty, and many people rely on farming for their livelihood. Many others come to the area for the great fishing the Owenkillew River offers. The river also contains salmon beds and freshwater pearl mussel breeding beds, the latter an endangered species protected by EU habitats regulations. The mining process will involve some water being discharged into the river, which alarms members of the community. They fear that the waste which is discharged may diminish the quality of the water in the river for the community who depend on it and endanger further the freshwater pearl mussels.

Many in the community are concerned that if the gold mining is allowed to go ahead, the process will poison the water table, the rivers and streams, flora and fauna. There is also concern that the operations will cause noise, dust and light pollution. Some community members and farmers are worried that these operations could ruin agriculture and tourism in the Sperrins and surrounding areas. The community is also concerned about the planned use of cyanide in the process of separating the gold from the rock.

An activist group called Save our Sperrins has been campaigning against the mine, as have other members of the community, while environmental groups like Friends of the Earth have publicly raised concerns about the project's environmental impact and the official regulation and assessment procedure. Friends of the Earth Northern Ireland has written regarding the government procedure on the Dalradian project that "it is difficult to ignore the conclusion that the legitimate planning, environmental and community public interest has been undermined" and that "a heavy price will be paid in failing to regulate one of the most high-risk industries in Northern Ireland. The impact of these decisions could well be the pollution of one of our last clean rivers, a community and a landscape that loses its heritage and sense of place and a country that loses yet another rare breeding species, the freshwater pearl mussel".



2 quick facts: One ounce of gold produces 79 tonnes of waste! To produce the gold for one wedding ring requires 8, 000 litres of water!

The Benefits of Mining – Dalradian’s Position

Other people, including some community members, politicians and mining industry experts, believe that the mining in Gortin will ultimately benefit the community and Northern Ireland, bringing jobs, investment and revenue via tax paid, as well as overall local development, and argue that there is adequate environmental regulation in place to minimise or mitigate any negative environmental impact.

According to Dalradian, its feasibility study on the project "confirms that development of Curraghinalt is expected to provide substantial economic benefits to Northern Ireland at the local, county and national levels". It goes on to list on its website the potential benefits as including the following:

- *During the 18-24 month construction period the project is expected to generate direct employment of at least 300 people.*
- *When the mine is in operation, it is projected to directly employ at least 350 people in permanent positions, excluding any contractors and support staff.*
- *It is estimated that the mine will pay annual wages of approximately \$26 million (£21 million) to direct employees.*
- *Dalradian believe the project will also generate several hundred indirect jobs with suppliers of products and services to support mine operations.*
- *Based on a gold price of \$1,250 per ounce, the Project is anticipated to generate average payments annually to the Government totalling approximately \$21 million (£18 million) in the form of income tax, corporate tax and national insurance contributions.*
- *Training and skills development aimed at maximizing local employment at the project.*
- *Expected improvement of local and regional infrastructure.*
- *Continuation and increase of existing community investment programs, small business development and support of cultural development.*

Dalradian has also established a ‘community fund’ for the area to support education and sports projects, with a contribution of around £220,000 being allocated.

Differing and Divided Community Perspectives and Development Debates

Many residents remain concerned about the potential impact the mining project may have on the environment, and on their local community. Many others in the community welcome the mining company, arguing that the economic benefits to the community through employment, community support from Dalradian, and increased investment in the region make the project worthwhile. The issue of mining in the area has caused some division and debate among the people living there, although there has also been a lot of community organisation and mobilisation. The community is itself debating the different notions, perspectives and tensions regarding development and economic growth which



come up time and again in society, especially around issues of natural resource extraction.

For more information see:

<https://www.facebook.com/SaveOurSperrins/>

<https://www.foe.co.uk/sites/default/files/downloads/10-concerns-about-dalradian-gold-mine-75430.pdf>

<http://www.yestolifenotomining.org/leave-gold-hills-international-solidarity-flows-community-resisting-mining-northern-ireland/>

<http://dalradianni.com/>

<https://www.infrastructure-ni.gov.uk/news/hazzard-dalradian-gold-mine-project-will-be-subject-public-inquiry>

Activity 4.2. Global Case Study: Mining in Peru

Background regarding Peru and Cajamarca

Peru is a country in Latin America with a population of over 30 million. It is classified as a ‘developing country’ – although it has a reasonably high Human Development Index score, still more than 20% of the population live in poverty. Cajamarca, a region in the northern highlands of Peru is the impoverished region of the country and is mainly dependent on agriculture. Approximately 75% of the population live in rural areas and support themselves by growing crops and raising cattle.

Cajamarca is also, however, where 80% of the country’s reserves of gold can be found - the largest gold deposit discovered in Latin America to date. In 1993 a mining conglomerate made up of US-based Newmont corporation, Peruvian Buenaventura and the World Bank began extracting the gold found here, in what was to become the fourth largest gold mine in the world, named Yanacocha.

Community Concerns

During the 24 years of operation of Yanacocha’s mining activities many claim the mountain lakes in the area have been polluted and the mainly agricultural communities surrounding them are struggling to survive as a result. Community groups have raised their concerns over the years, and international organisations such as Amnesty International, Oxfam and Friends of the Earth have also publicly expressed concern about environmental impacts, the planning procedure and also violent treatment of local protestors. Environmentalists say that the water that flows from these lakes into adjoining rivers carries the mining pollution with it, harming the livelihoods of local farmers as a result. Farmers have reported increased instances of death and deformities in their livestock as well as unexplained, extremely high death rates of trout found in the rivers. They maintain that there are now dangerous levels of heavy metals, arsenic and acidity in their waterways due to mining activities and this has been backed up by several scientific studies.

Benefits and Contribution to the Community – Yanacocha’s Position

The mining company has denied any responsibility for pollution of the water or its effects on the people, animals and crops. It says that it has made a substantial contribution and helped to grow and develop the local economy. Its website states that “Yanacocha invested more than \$1 billion in environmental and social responsibility projects from 1993-2012 and continues doing so”. These projects were in areas including health care, agricultural support, education and community infrastructure and facilities, according to the company. The company also observes that it has invested in supporting increased and improved local community access to water. Yanacocha states on its website that it carefully monitors and controls its impact on water and air quality, and that it complies with all laws and regulations applicable to the mining sector in Peru as enforced by various Ministries, as well as meeting the international standards for environmental compliance by the International Finance Corporation of the World Bank.

Mining Expansion and Development: Continued Community Resistance

The mining company now wants to begin the Minas Conga Project, a project which will expand operations to more than three times the size of their existing mining project. This expansion would be the largest mega mining project that Peru, and Latin America, has ever seen. The government is eager for the project to take place due to the tax revenues it would receive and the company claims it would boost the local economy and create jobs.

However the majority of the local population have rejected the project. They say that the operation would destroy four mountain lakes to support the extraction of gold and copper. Two lakes would be drained to extract the land beneath which contains the minerals and two would be used to wash the rock with chemicals to extract the minerals. These lakes are the sources for a complex water system which includes five major rivers for the area.

To make their rejection of this new mega mining project known, many in the local community came together to form a resistance movement. Mass demonstrations have taken place at the high mountain lakes and in the cities below. The protests, however, have come at a heavy cost to the community there: in July 2012 five people, including a 16-year-old boy, were killed by the national police or armed forces - who were brought in by the government to support the police, many of whom were seriously injured. Hundreds of people have also been brought to court for participating in the protests.

Maxima Acuña is part of this resistance movement: a humble farmer who refused to sell her land to the mining company. You can hear more of her story and watch her win the prestigious 2016 Goldman Prize here: <http://www.goldmanprize.org/recipient/maxima-acuna/>

The mining company has suspended the project due to the local resistance and international attention and criticism. However, the people in the area are concerned that the suspension will only be a temporary measure, that eventually the mining company will restart their plan for the mega-mining of the area.

For more information see:

<http://upsidedownworld.org/archives/peru-archives/peru-andean-self-determination-struggles-against-extractive-capitalism/>

<https://en.wikipedia.org/wiki/Yanacocha>

<http://www.dw.com/en/all-that-glitters-is-not-gold-indigenous-communities-in-peru-protest-mining/a-19328199>

<https://www.earthrights.org/taxonomy/term/308>

Activity 4.3 Mining in Europe and Latin America

Roleplay - Communities impacted by Mining

This activity will engage with fictional case studies, is informed by real-life stories and experiences of communities impacted by, and challenging, and mining companies. The roleplay aims to represent multiple views and are based on a variety of perspectives around mining. It raises numerous questions about development for communities and society in general, in order to facilitate debate, discussion and reflection.



Aim: To use roleplay to explore and discuss the effects of mining on local communities in different parts of the world from multiple perspectives.



Time: 1 hour

Materials needed: Copies of the role cards, case studies as reading preparation for students, background information listed after the case studies for teachers (and students if they desire).



Note to teacher: This activity would require a safe space and an acknowledgement of different perspectives. Using critical literacy to set the scene would be useful - acknowledging that our perspectives are richer having considered things from many different angles. Encourage students to remember that they should listen to and engage with all perspectives, no matter what they believe personally.



Steps:

- Divide the class into 7 groups (one group for each role card).
- Give each group:

One role card per group. Invite them in their groups to read it carefully - when they have done this, get them to extract what are the main points that they take from their role. They can write these down.

Get students to refer back to Section 4.1 for background reading and some case studies,

- Invite each group/character to introduce themselves:

"Who are you and what are your views on the proposal for the mine coming to this area?"

- Then facilitate a conversation between the groups - *respecting that only one person should talk at any one time and ensuring that all voices are heard and listened to on the discussion topic:

"Should a mine be allowed to set up in the community and what will be the impact on the local community and the environment?"

As the teacher, encourage the exploration of the situation from the multiple perspectives represented by the role plays. You can help bring out the development debates that emerge around the question of mining and resource extraction.

- Who gains, who loses?
- What kind of development is good for a country and community?
- How to manage the tension between environmental protection and economic growth and jobs?
- What is wellbeing and living a good life?
- What role should multinationals have in our economy and how should they be regulated?
- Can we tackle climate change and continue using the earth's natural resources into the future?

You can also discuss whether any alternatives could be explored. For example, invite in other employment opportunities like tourism and 'green' jobs, leave the gold in the ground and go about business as usual, involve the local community in the planning and consultation. Are there any acceptable compromises that could be reached between the community and mining company? There is no right answer here, just a range of different perspectives.

Roleplay characters

Farmer 1

My name is Patrick, and I am 33 years old. I have worked all my life on the family farm which was handed down through our family generations. Farming is a very fulfilling job, but it is also very demanding and requires round the clock work for 365 days a year. We have a good-sized farm, and most of it is steep mountain farming in the mountains.

In the 1980s, a neighbour agreed for a mining company to the use of two plots of land: one field beside the river and another field higher up in the mountains.

However, after the company started operating the drilling rigs, it became clear that they did not care much for the land or the local community. The drilling was undertaken whenever and wherever they wished. It was noisy, messy and disturbed our livestock.

My farming practice is regulated by the government. For example, I can only spread slurry on my land at certain times of the year. These regulations help protect rivers and fisheries. There does not appear to be planning requirements for the mining company nor do their exploration activities appear to be controlled.

I want the government and the politicians to put a stop to the gold exploration in this area. The exploration activities have caused a lot of stress on the environment, my family, neighbours and local communities. We can see from what has happened elsewhere in the world that gold exploration and mining cause pollution of the water and damages the land. I am afraid that my farm business and the land I farm on will not be around in years to come.

Farmer 2

My name is Mick, and I am 59 years old. I used to have a small farm in Northern Ireland and looked after sheep. I have been struggling to make a living, and I am not getting any younger.

Recently a mining company were making deals with landowners in the area. Initially, I was suspicious of the mining company and rejected their offer for my land. I then heard what some of my neighbours were getting, and people were talking about what a good offer it was.

After thinking about the company's offer for some time, I decided to sell. The price offered for my land was more than what I could have sold it for on the market. I think I have made a good deal. The company have told me they usually see opposition to their gold mines but opposition is often short-lived and the work will go ahead.

After I made a deal with the mining company, they announced their plans for using chemicals in their processing plant. Opposition to the mining company is now a lot bigger than what it was when I made the deal. I have lost a few friends who are not happy that I made an agreement with the company. Maybe I rushed into the deal. I am not sure what to do now.

A Worker in the mining company

I have been working for the mining company for 6 months now. This is my first real job since I left university. There is not much work in the area, so I have struggled to get a job. I thought I might have to emigrate.

My family have lived in this area for generations. My parents are delighted I have a job and won't have to move away from home. My brother has already had to move to Australia for work. It is a relief to know when my parents get older I will be around to look after them.

I have a girlfriend, and we have talked about getting married. With this job, I will be able to take out a mortgage and start a family. My girlfriend is not originally from the area. She has asked me a number of times why some people are so opposed to the mining. We just want to keep our head down and do an honest days' work and hopefully start a family.

The gold mining company are providing employment, and they are helping our area by sponsoring sports teams and local schools. I hope the gold mining company stays; they say there is enough gold here for 20 years work.

Manager with the mining company

I am the manager of a mining company which is applying for planning permission for a mining camp in Northern Ireland. Geological surveys have shown us that there are rich gold-bearing veins in the rock underground here. Unfortunately for us, this area is designated as an 'Area of Outstanding Natural Beauty'. However, the authorities have been very helpful and welcoming to us as Northern Ireland is an economically deprived area.

When we came here first, we made it our business to befriend the local people, e.g. politicians, clergy, landlords, teachers, etc. and we gave money in the form of grants and sponsorship to local community groups, schools and sports groups.

We brought a lot of money into this area as our staff stay in local B&Bs, eat in local restaurants, drink in local bars, shop locally, etc. The people in the area were supportive to us when we started building the mine as it was outside the village and they saw the financial spin-off for the area.

However, when we unveiled our plans to expand into the neighbouring village the people there were not as easy to deal with. They asked a lot of questions and refused our grants and sponsorship. There's a group in the area, and they are putting people against us, telling them about the dangers of the chemical we will use and scaring them. However, we will convince the people that it is safe and that they have nothing to fear. Money and jobs are important to everyone, and they will soon see the benefits of this mine.

Fisherman

My name is Jeff, and I love fishing. I've been fishing for as long as I can remember, my father taught me, and his father taught him. It's a family tradition. I love the feeling of being out on the water's edge, away from all the hustle and bustle, it does my heart good. Then there's the satisfaction of bringing home your dinner fresh from the river – nothing tastes better!

I am a member of my local fishing club. We are all very worried about this planned mining project. We hear that this would involve using cyanide to separate the gold from the rock. Eventually, this cyanide would end up in our river and kill our fish - which would mean the end to fishing here, the end to our club, and basically an end to a way of life.

The rivers could be such an excellent resource for tourist fishing. The tourist board some years ago put a value of £1,000 on each salmon in inland waterways in terms of tourist income potential. No such value has been considered for developing fishing here. The salmon and trout fishing alone would attract many more visitors from overseas, but not if we pollute the water system.

Our rivers have seen so many incidents of pollution and now to allow this gold mine would be the last straw. The pollution control and enforcement are ineffective here, it is as if the mining company are above the law.

If the mining proposal goes ahead, fishing in the area is doomed. It is sad that our politicians would put all this at risk. Who are they actually representing?

Local politician

I have been a local councillor in the district council for over 20 years. 20 years of working with the community have helped me build relationships with the local people. When the mining company first came to the area some of our community voiced their concerns. These concerns were around the use of cyanide and the environmental impact of mining in such a beautiful part of our country.

Despite this, I could see the benefits of having a new company in the region, bringing new jobs and giving a boost to the local economy, a much-needed boost! The company have been very generous to the community, offering grants and sponsorship to schools, community groups and sports clubs. This has allowed young people to have more opportunities and an opportunity for investment in the local community and investment in our young people can only be seen as a good thing.

As a councillor in the area, I have heard different perspectives from the community, while some see the investment as positive, others have concerns around mining and the impact on our environment. When the plans to mine beside a local playgroup were announced, a public meeting was held that saw over 500 people turn up to discuss concerns and learn more about the proposal. There is definitely a lot of anger at the proposal to use poisons to mine in the area.

As a politician, it is my role to listen to these concerns and stand with the community to do what's best. Unfortunately, the issue has divided the community, and as a party, we are careful to hear those concerns before we state our support or our opposition towards mining in the region. We hope the issue will be resolved with further dialogue between the local community, the mining company and political representatives.

SECTION 5: BE ACTIVE

Throughout the resource, we have been raising awareness with the students about issues, inviting them to become more aware of themselves, the people around them and Mother Earth and the natural environment. So what to do now? It is essential, in the midst of looking at critical global issues and real-life examples of communities that are affected by mining, that young people can find ways that they can be influential within these issues. It would be good to reinforce that even asking questions, taking an interest and finding out more about these issues is a massive first step that they may already be doing - this is where all good activism begins! Whatever the actions that they decide to do, these can be small or big, the important thing is that they recognise what they are doing and understand how it could contribute to changes at a more significant level.

This section will shine a light on successful examples of change-making by ordinary people from local communities.

It will also invite reflection from the students on their role as local and global citizens and support imagining alternative sustainable futures.



Activity 5.1: Sharing positive examples

Aim: Sharing positive examples of what has been done already by communities successful in resisting mining or in other environmental campaigns.

Time: 30 minutes

Materials: Photocopies of handouts of the case studies

Steps: You can either read out to the students, or print out copies of the two positive case studies, 'Let's Save Galicia', and 'Not Now, Not Later, We don't want your Incinerator'.

Invite students to answer the following questions:

- *What were the issues involved in this example? Why might people have been upset about?*
- *What were some of the dangers to the environment in the two examples?*
- *What were some of the ways the proposed mine/incinerator might have harmed people in the local community?*
- *Who were some of the people involved in resisting the mining company and the incinerator plant?*
- *What were some of the things that made these campaigns successful?*
- *What is the learning that could be shared? What advice would you give to other communities experiencing similar challenges?*

Let's Save Galicia

This happened in Galicia in 2013. The successful campaign saw organisations, celebrities and activists come together to stop a mining company with a campaign called “Salvemos Galicia” (Let's save Galicia).

Background information:

“Galicia is a mine,” says one of the slogans of the Galician government, 2013. Galicia had opened its doors to foreign companies which would allow them to turn the area into a large open pit mine. Millions of Euros in profits would have been generated for these companies with little benefit to the local area - creating harm to the environment, and the promise of some precarious (short-term) jobs for Galicia.

The proposed 'megaprojects' were planned to be situated next to nature reserves, rivers and natural protected areas.

What were the threats of the proposed mining projects?

1. Gold mining not only leaves large scars on the earth, and cyanide would be used. Toxic waste, arsenic and debris would be created which would be left on the earth and in the water.
2. These initial mines would be the first of more mining projects in the same area.
3. The mine would be established 50 meters from one of the most beautiful places in Galicia on the edge of the Natural Park, at the confluence of main river and some of its tributaries.
4. The government also wanted to reopen old metal mines across Galicia, removing restrictions and restoring mining licenses that had expired.

What the campaign achieved:

There were organisations, activist and other political parties fighting against the mining. They have obtained more than 135,000 signatures to support the Save Galicia campaign. The petition can be seen at:

www.change.org/salvemosgalicia

The following video was advertised on Youtube, Facebook, Twitter and other media to show the terrible consequences of the mining project (without English subtitles):

<https://www.youtube.com/watch?v=pQvms6lmYec>

After one year of activity, the campaign was successful and the mining was stopped.



Not Now, Not Later, We don't want your Incinerator!

When the news broke that a local chemical plant outside Derry, was proposing to build a national toxic waste incineration plant at their site, which would incinerate - or burn - toxic waste from all over the country, a lot of anger was expressed by a variety of people in the North West.



The Derry Development Education Centre was an organisation that was set up to raise awareness of global issues and create solidarity between people. One of the issues they felt very passionately about was the welfare of our environment.

As the famous environmentalist, Aldo Leopold said, "*We abuse land because we regard it as a commodity belonging to us. When we see land as a community to which we belong, we may begin to use it with love and respect.*"

This incinerator has been attempted to be build three times in the last 21 years. Each time the Derry community has resisted it. It has not been built. The group has evolved to 'Zero Waste North West'. Instead of only saying what they are against; they want to say what they stand for. They now work with the council on how Derry can be more zero waste city.

You can read about the group here :

<http://derryair.eu/gasification-incineration/>

<https://www.facebook.com/zerowastenw/>







Activity 5.3: Speaking for the Earth

(from Gandhi's Nonviolent Values & Skills, A Violence Prevention Guidebook for High School)

Aim: To give students a chance to write a message on behalf of some part of the Earth and to have this acknowledged and reinforced by their peers.

Time: 15 minutes

Materials: Worksheet with blank spaces.

Steps: Get students to write out their response to the following questions on a piece of paper. When they are done, each student will read out their message one by one.

I speak for the _____ [name the animal, plant, or other part of the earth family that you love and wish to protect]

What it's like to be me: [describe your size and shape, where are you based, what do you see daily, how do you smell, what other smells surround you?]

Why am I so special? [what is it that makes me so unique, what do people love about you, what is it that you bring to humans?]

What have some people done to me? [describe how some people have mistreated you]

How I want you to treat me from now on: [tell humans how you want to be treated; be specific]

The rest of the group respond: "We hear you _____. We are sorry for what we have done to you and promise to treat you with the love and with the care you deserve".



Activity 5.4: What is our role as active citizens?



Aim: To encourage students to think about what they personally can do about the issues they feel strongly about.



Time: 30 minutes



Materials: Pen and paper.



Steps: Share with students some ideas of what they can do to take action now that they have learned more about the issues:

1. Go for a walk in areas threatened by mining and resource extraction. Notice the beauty of the area and what would be lost to the environment and the local community if the proposed projects went ahead.
2. Become a Zero Waste school! See the example of Ballyclare primary school <http://resource.co/resource-use/article/northern-ireland-primary-reaches-zero-waste-milestone>
3. Have a 'plastic free' month, record this in a daily log and share your learning of this experience.
4. For all the activity your class or school does, make sure and apply for the Eco-Schools Award and make it visible for other schools to learn from!
5. Connect with activists working on a campaign in another part of the world - research the campaign and send messages of hope and support to them.
6. Make a video/take a picture of solidarity to send to communities locally and globally who are experiencing injustice as a result of mining and resource extraction - you could show 'The World Says Conga No Va' as an example: <https://www.youtube.com/watch?v=jk1bH1B7Foo>
7. Write letters - an example of a letter by Amnesty International about death threats received by Maxima Acuña can be seen here: <https://congaconflict.wordpress.com/2014/02/05/amnesty-international-urgent-action-50214-death-threats-and-forced-eviction-endanger-the-chaupe-family/>
8. Have a debate in your school about alternatives to mining and resource extraction.
9. Hold fundraisers for local and global campaigns.
10. Show a documentary eg. Open Pit about the problem of mega mining in Cajamarca: <https://www.youtube.com/watch?v=-7GzwjwEsQE>
11. Research where the goods we consume come from.
12. Explore alternatives to the buy-and-throw-away consumerism we are used to check out the NU wardrobe for inspiration and as one example <https://www.thenuwardrobe.com/>
13. Pressure our universities/churches/city councils, etc. not to invest in projects that cause damage to the environment and to communities (see Friends of the Earth's Fossil Free NI campaign as an example: <https://act.friendsoftheearth.uk/act/join-fossil-free-ni>

Students can then get into groups and think of actions that are not mentioned above - the more creative and innovative the better!

Activity 5.5: Letter to Me



Aim: For students to have a chance to reflect on their experiences of learning about the topic, and taking away something that they will be reminded of later in the year.



Time: 15 minutes



Materials: Paper and envelopes.



Steps: Give out a 'Letter to Me' to each student.

Recap with the students what has been the learning on this topic over the last number of classes.

Invite them to close their eyes and think of one thing that has really stayed with them, and one thing they will do as a result of this topic.

Then, give them time to write their 'Letter to Me' in silence.

Invite everyone to put their letters into envelopes. Ask them all to put their names on the outside and seal the envelope - no one will see it except for themselves in a few months!

In 1-3 months, you can hand these back to the students by way of a reminder of what they learned.

Dear me,

Something I have learned from this topic is....

Something that inspired me was...

Something I would like to remember at a later stage is...

Something I will do as a result of learning about this topic...

Best regards,

From Me!

Further resources

You might find the following videos and resources useful for further information and investigation into these issues:

The Story of Maxima Acuña:

<https://www.youtube.com/watch?v=Gz8eZx8V4Uo>

A 5 minute video summarizing the struggle of Maxima Acuña, a rural farmer from the Cajamarca region of Peru who stood up to the second biggest gold mining company in the world. She refused to sell, be violently evicted from, or be frightened off her land – which the company wanted to extract the gold and copper that lies beneath.

Beneath the Surface: Introductory Video on Mining

<http://www.yestolifenotomining.org/beneath-the-surface/>

This short video gives a broad introduction to mining all around the world, in Zimbabwe, Peru and the Democratic Republic of the Congo. Communities resisting mining globally share their knowledge of the impacts of mining and how they are fighting back. The film also offers practical advice for communities resisting mining.

Posco, South Korean company, leaves Odisha after community resistance

<https://scroll.in/article/832463/as-posco-exits-steel-project-odisha-is-left-with-thousands-of-felled-trees-and-broken-job-promises>

Posco, a South Korean company wanted to set up an iron ore mine and steel processing plant in Odisha, India, a very poor part of the country. However many in the local community, who survive through subsistence farming, resisted the arrival of the company and rejected their attempts to acquire their land for the project. Ultimately the company gave up and abandoned attempts to set up the steel plant.

Toolkits for Community Resistance to Mining

<http://www.yestolifenotomining.org/category/toolkits/>

A collection of toolkits on community resistance. You can find handbooks, maps, policy and research reports and other resources which show examples of how communities have resisted mining or made a case against the extraction of natural resources. Themes include knowing the law, useful evidence and research and resources to support campaigning on these issues.

Global Networks: Mines and Communities

<http://www.minesandcommunities.org/>

This website is an information resource created by a unique network of indigenous and solidarity NGOs, representing many thousands of people directly affected by the mining industry. The members of the network come from around the world, including Australia, Canada, Sierra Leone, The Philippines, Indonesia, Chile and Ghana. You can find information on many themes related to mining and mining companies there, including on mining in Northern Ireland.

Solidarity in Action: London Mining Network

<http://londonminingnetwork.org/>

The London Mining Network is an alliance of human rights, development, environmental and solidarity groups. They work to promote and support human rights and environmental sustainability in communities around the world affected by mining companies which are based in or funded from London. Many international mining companies have a financial base or connection to London, and this alliance works to hold them accountable for their activities.

El Salvador becomes the first country in the world to ban metal mining

<http://www.waronwant.org/media/el-salvador-mining-ban-victory-democracy-over-corporate-greed>

In March 2017 El Salvador became the first country in the world to pass a nationwide ban on metal mining. The country earlier won a huge legal case against a Canadian mining company which had sued El Salvador for refusing it a permit to mine based on concerns about environmental pollution. The national Ministry of Environment and Natural Resources estimates that 90% of the country's surface water has been polluted largely due to the mining industry.

Global Networks: People's Mining Conference - The Philippines

<http://www.peoplesminingconf.net/page/our-resistance-our-hope>

In 2015 activists and community members from 29 countries and six continents affected by mining came together in Quezon City, The Philippines to attend the International People's Conference on Mining. They shared stories, evaluated scientific research and strategized together on how to strengthen their struggles. They declared; "we are bound together by our shared desire to work and struggle together for a future, free from the destructive effects of mining activities driven by the interests of large capital and greed for profit."

Comic on Mining:

https://issuu.com/chesterrhoder/docs/extraction_comix_reportage

This comic explores the mining activities of 4 Canadian companies extracting gold, uranium, bauxite and oil around the world. It has been created by Canadian graphic artists and journalists who have researched and visited Canadian mining projects in India, Canada and Guatemala. The artists try to represent and communicate critical perspectives on Canadian mining practices and their impact globally.

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Comhlámh is a signatory to the **Dóchas Code of Conduct on Images and Messages**.

This resource was prepared by the **Comhlámh Belfast Group**

Comhlámh is a member organisation that works to mobilise for an equitable and sustainable world. As the Irish association of development workers and volunteers, Comhlámh promotes responsible, responsive international volunteering and development work. We support people in their journey of working for social justice. We work with returned volunteers, partner organisations and member groups to foster just, inclusive societies, through progressive grassroots activism in Ireland and internationally



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