



## National Youth Council of Ireland

The National Youth Council of Ireland (NYCI) is a national organisation and the representative body for voluntary youth organisations in Ireland. We use our collective expertise to act on issues that impact on young people [www.youth.ie](http://www.youth.ie)

# YOUTH2030

GLOBAL YOUTH WORK

## Youth 2030 – Global Youth Work Programme

Youth 2030 is a partnership between NYCI and Irish Aid, working in consortia with Concern Worldwide, Maynooth University and Trócaire to deliver Global Youth Work to the youth sector.

The National Youth Council of Ireland's Global Youth Work – Youth 2030 – strives towards increased integration, quality, and spread of Global Youth Work in non-formal youth work education organisations, projects and structures; creating an enabling and coherent policy and practice environment for Global Youth Work at a local, national, European and global level; maximising capacity, collaboration, partnership, and coherence of youth sector partners to enhance the quality delivery, impact and communication of Global Youth Work; and further integration and mainstreaming of quality Global Youth Work in formal education curricula, programmes, projects, and structures. The programme is committed to promoting equality of outcome for all

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# TERMS & THINKING



## GLOBALISATION

is a process by which the interaction between people and nations is much closer; where time and distance are no longer constraints; and which gravitates towards a global order.

## GLOBAL YOUTH WORK

is about discovering global issues with young people through non-formal education. The aim is to explore a young person's role in their local community, and within a globalised world. Global Youth Work aims to empower young people to develop the knowledge and skills to engage with these issues and explore their own values, beliefs, and connections with the wider world. Connecting with Global Youth Work is simply identifying the significance, relevance or potential within your existing practice and linking to that.

## SDGS, OR THE SUSTAINABLE DEVELOPMENT GOALS (SDGS)

are a collection of 17 interlinked global goals designed to be a "blueprint to achieve a better and more sustainable future for all". The SDGs were agreed by world leaders in 2015 by the United Nations General Assembly (UNGA) and are intended to be achieved by 2030. They are included in a UNGA Resolution called Agenda 2030. The SDGs were developed in the Post-2015 Development Agenda as the future global development framework to succeed the Millennium Development Goals which were ended in 2015. Every country/state in the world is expected to report progress made on the SDGs to the United Nations and must create a National Implementation Plan outlining what each country is doing and planning to achieve.

## COLONIALISM

is the policy or practice of acquiring full or partial political control over another country, occupying it with settlers, and exploiting it economically.

## COLONISATION

is the action or process of settling among and establishing control over the indigenous people of an area.

## DEVELOPED COUNTRIES

are also referred to as Developed World, Upper Middle Income, the High-Income and richer countries.

## DEVELOPING COUNTRIES

are also referred to as Developing World, Low and middle income and poorer countries/economies.

## THIRD WORLD

During the Cold War, more than 50 years ago, the First World consisted of the U.S., Western Europe, and their allies. The Second World was the so-called Communist Bloc: The Soviet Union, China, Cuba and friends. The remaining nations, which aligned with neither group, were assigned to the Third World and were to include the poorest countries.

## GLOBAL SOUTH

refers broadly to the regions of Latin America, Asia, Africa, and Oceania. It refers to regions outside Europe and North America, mostly (though not all) low-income and often politically or culturally marginalised.

## GLOBAL NORTH

consists of the so-called richest and most industrialised countries, which are mainly in the northern part of the world.

# CONTENTS

Introduction.....	5	<b>3. The Political Face of Globalisation</b> .....	40
Globalisation and Colonisation.....	6	<b>Activity 7</b> – Youth Citizens Assemble!.....	41
Globalisation and Inequality.....	8	Knowledge Tool – The World as 100 People	
Globalisation – Ireland.....	9	– Managing the Global World.....	43
Where do we go from here – the Crossroads of		<b>Activity 8</b> – 100 People: A World Portrait.....	45
Globalisation.....	10	Knowledge Tool – Framing Globalisation:	
Connection to the Sustainable Development		Perspective Tools.....	48
Goals in a Globalised World.....	11	<b>Activity 9</b> – Pathway to Accountability.....	51
Positives and Negatives of Globalisation.....	14	<b>Activity 10</b> – Connectin and PLiNGinG	
Human Rights Lens.....	16	to the SDGs.....	54
How to use this Resource.....	17	Knowledge Tool – Enhancing our	
Activities.....	18	Connection to SOLIDARITY.....	55
The five faces of globalisation and the PLiNGS.....	18	<b>Activity 11</b> – BIG P or little p	
<b>1. The Environmental Face of Globalisation</b> .....	19	– Moving Debate.....	56
<b>Activity 1</b> – Sitting With – Uncomfortable		<b>4. The Economic Face of Globalisation</b> .....	60
Realities.....	20	<b>Activity 12</b> – There’s No Place Like Home.....	61
<b>Activity 2</b> – Take a Moment.....	21	Knowledge Tool – Human Rights and	
<b>Activity 3</b> – Your Body is the Earth.....	22	the Qatar World Cup 2022.....	63
Knowledge Tool – Water, water everywhere...		<b>Activity 13</b> – The Circle of Life.....	65
but not a drop to drink.....	25	<b>Activity 14</b> – Race to the Bottom.....	67
<b>Activity 4</b> – Connection and PLiNGin’ to		<b>5. The Technological Face of Globalisation</b> .....	70
Water Security.....	29	<b>Activity 12</b> – Doomscrolling into the Future.....	71
<b>2. The Cultural Face of Globalisation</b> .....	31	<b>Activity 13</b> – Seed Bombin’.....	72
<b>Activity 5</b> – How We Do Things Around Here.....	32	The Sustainable Development Goals.....	74
<b>Activity 6</b> – Past Present Future.....	36	Contacts.....	75
Knowledge Tool – Growing Global:			
Understanding and Challenging Our Mindset.....	38		

# INTRODUCTION

**Welcome to the latest NYCI resource for youth workers, Global Youth Work practitioners and educators, trainers, activists, changemakers of all shapes and sizes especially those working with the current generation of young people.**

This One World Week resource focuses on Globalisation and our relationship and connection to a globalised world. Relationships and connection are core principles of youth work and in working with young people. It is these everyday interactions, conversations, stories, that define the culture of a group and organisation. Understanding the relationship and connections we have with global issues and global movements is also important in the development of young people and working with groups of young people.

How well young people understand their relationship and connections with global economics, culture, the environment, political forces, and technology may determine the sustainable future of the planet.

Covid has shown us how connected we truly are across the planet. What takes place in one part of the world can have massive ripples and repercussions in our village, town in Ireland, across Europe, and the Global South. The reality is that we are connected through every aspect of our lives; daily choices, the tv shows we watch, the clothes we wear, the music and podcasts we listen to, the football and sports we watch and play, and the food we eat.

But this has come with a cost. A human cost and an environmental cost. We now stand at the crossroads of globalisation. On the one hand, we have suffering, inequality, and devastation, we know that inequality has increased under globalisation. On the other hand, we have human flourishing, new opportunities, and growth. The decisions we make will determine which path we will take.

If we give proper consideration to understanding the relationship between the decisions we make, and the pathways we find ourselves on AND if we use the Tools that are at our disposal (SDGs, Human Rights, Values, Relationships), we will be more inclined to navigate those pathways towards flourishing (not just survival!).

The story of humans is the story of pathways and crossroads and choices and consequences. We can look at the human experience as three phases in this context.

- 1. Emergence** - we emerged as a unique species among the inhabitants on this planet.
- 2. Divergence** - as a species we decided to roam the lands, seek out new territories and evolve accordingly.
- 3. Convergence** - through our development we have transcended physical limitations and become interconnected across the globe.



Imagine a pair of jeans in your local shop and probably in your wardrobe with a "Made in China tag" inside (check your clothes and see where they have been made). Imagine McDonald's stores springing up in Ukraine and Vietnam, and you can get the same food from these outlets in Ireland, London, New York, etc. Imagine a doctor in South Africa reading The New York Times, the Irish Independent, the Guardian and Al Jazeera. Imagine a teenager in Poland listening to Rihanna at night and in the morning getting her Fjallraven-Kanken Swedish backpack ready for school, where she will read the French writer, Proust, Russian writer, Dostoevsky, Japanese writer, Murakami, Irish poet, Heaney and Chilean writer, Bolaño in her literature class. Imagine listening to music and podcasts from all over the world in your home and that young people and others are doing the same in countries all around the world.

Imagine a business call with members of eight different countries. Imagine a joint United Nations peacekeeping mission in which different member nations join forces to save lives on another continent.

Globalisation informs all these scenarios.

*Adapted from: Benefits and Challenges of Globalization (globalization-partners.com)*



Marco Polo, 13th Century Venetian merchant who was famous for introducing or re-introducing Europe to the East

**Globalisation** is not new. Since the start of civilisation, people have traded goods with their neighbours. As cultures advanced, they were able to travel farther afield to trade their own goods for desirable products found elsewhere. The Silk Road, an ancient network of trade routes used between Europe, North Africa, East Africa, Central Asia, South Asia, and the Far East, is an example of early globalisation. For more than 1,500 years, Europeans traded glass and manufactured goods for Chinese silk and spices, contributing to a global economy in which both Europe and Asia became accustomed to goods from far away.

Following the European exploration of the New World, globalisation occurred on a grand scale; the widespread transfer of plants, animals, foods, cultures, and ideas became known as the Columbian Exchange.



**It really boils down to this: that all life is interrelated. We are all caught in an inescapable network of mutuality, tired into a single garment of destiny. Whatever affects one destiny, affects all indirectly.**

Martin Luther King Jr.

## GLOBALISATION AND COLONISATION

**The instability of many African nations today is heavily influenced by the destabilising impact of Colonisation.**

The exploitation of the people and natural resources like gold and sugar from across the African continent from the 14<sup>th</sup> Century, built the foundations for today's globalised wealth. The relative instability of many African nations is cited by experts as one of the reasons why Africa has not benefited from globalisation as much as countries in Asia and Latin America (as well as those in the Global North).

The high point of colonisation occurred at the end of the 19<sup>th</sup> century spearheaded primarily by Britain, France, the Netherlands, Portugal, Spain, Italy, Belgium and Germany with many different views and policies as regards the role and development of their colonies. While some liberal economists questioned the costs and supposed benefits of having colonies, the armed forces, the merchants and the missionaries supported colonisation in their own interests.

From the beginning, colonisation was characterised by ambiguity/vagueness – on the one hand, colonies were there to be exploited in the interest of Europe but, against this, colonisation was also seen to be a moral responsibility of Europe – the famous 'White Man's Burden'. The colonisers offered a vision of worldwide civilisation for all and argued that there was common cause between coloniser and colonised. However, the reality of colonialism

pivoted/revolved around resource, economic and political and military agendas, while intellectual and popular commentators argued that the 'development' of a nation (especially 'undeveloped' nations) paralleled that of human life and was, therefore, inevitable and a moral duty.

Colonisation meant not only taking control of people and places but also of peoples' minds – in the West as much as elsewhere. It contributed significantly to the emergence of ways of thinking and a language about development which has lasted to the present time. It created the illusion of a world united, and it also created the basis for the emergence of the Third World.

Colonial powers justified their conquests by asserting that they had a legal and religious obligation to take over the land and culture of indigenous peoples. Conquering nations cast their role as civilising "barbaric" or "savage" nations and argued that they were acting in the best interests of those whose lands and peoples they exploited.

Despite the power of colonisers who claimed lands that were already owned and populated by indigenous peoples, resistance is an integral part of the story of colonialism. Even before decolonisation, indigenous people on all continents staged violent and nonviolent resistance to their conquerors.

### Benefits and harm

Colonial governments invested in infrastructure and trade and shared medical and technological knowledge. In some cases, they encouraged literacy, the adoption of Western human rights standards, and sowed the seeds for democratic institutions and systems of government. Some former colonies, like Ghana, experienced a rise in nutrition and health with colonial rule, and colonial European settlement has been linked to some development gains.

However, coercion and forced assimilation often accompanied those gains, and scholars still debate colonialism's many legacies. Colonialism's impacts include environmental degradation, the spread of disease, economic instability, ethnic rivalries, and human rights violations—issues that can long outlast one group's colonial rule.

### Racism, at the core of colonialism

"Racism appears then," according to South African scholar Walter Memmi, "not as an incidental detail, but as a consubstantial part of colonialism/but as part of the essence of colonialism. It is the highest expression/a key part of the colonial system and one of the most significant features of the colonialist/the colonisers. Not only does it establish a fundamental discrimination between colonizer and colonized, a *sine qua non* of/at the heart of colonial life, but it also lays the foundation for the immutability/fixed nature of this life" (Memmi 74).

Systemic racism in the global economy is a legacy of colonialism. With the growth of job insecurity and austerity in Western economies that are taking in new generations of migrants, racism is a major threat to social cohesion. Austerity measures are fuelling racial inequality and discrimination, disproportionately affecting people from racial and ethnic minorities. A close look at racism in Western societies exposes the systemic racism built into the global economy, which still bears the scars of colonialism: rich, Western countries extracting/removing value from poor countries with black and brown populations, is racism at a global scale. This is why recent developments in international and domestic law – such as the UN binding treaty on business and human rights – are so important in the struggle against systemic racism in the global economy. Making corporations responsible for what happens in their supply chains challenges an exploitative dynamic that has existed since colonial times.

Sources: **Daly, Tony, Regan, Ciara and Regan Colm. 80:20 Development in an Unequal World, 2016:** 28 – 39; *Colonialism facts and information* ([nationalgeographic.com](http://nationalgeographic.com)); Memmi, Albert. *The Colonizer and the Colonized*. 1965. Plunkett Lake Press, 2013. *History of Colonization – Antiracist Praxis – Subject Guides at American University*; and **FEATURE: Black Lives Matter – on our streets, in our workplaces, in our unions** | *IndustriALL* ([industriall-union.org](http://industriall-union.org)).



Marco Polo, 13th Century Venetian merchant who was famous for introducing or re-introducing Europe to the East

# GLOBALISATION AND INEQUALITY

**We know too that inequality at home has grown under globalisation.**

Homelessness, and the impact on families and young people is at an all-time high while the housing market continues to reap profits for those who treat it as an investment opportunity. The tension between housing as a right and housing as an asset is an issue that needs to be addressed with urgency. The continuation of 'business as usual' and neoliberalism/free market capitalism throughout Ireland and Europe continues to impact young people and communities and has a disproportionate effect on groups who are already living with the effects of systemic inequality in Ireland and throughout the world.

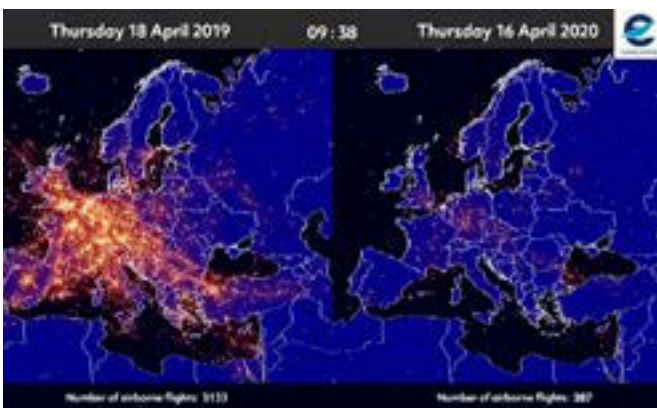


**“We live in a time of global transformation. The power on Earth no longer lies with the forces of imperialistic globalisation, but with those groups who are now connecting with the forces of transformation. It is not terror and violence, but trust and solidarity which will lead the new world. This is not just a wishful dream, but the objective reality of the coming epoch.**

Dieter Duhm, Peace Research Centre Portugal



Scheduled airline traffic in June 2019



Air traffic before and after Europe's Covid-19 lockdowns



Workers fulfil orders at an Amazon fulfilment centre on Prime Day in Raleigh, N.C., on Monday, June 21, 2021



Employees, wearing masks, work on a production line manufacturing display monitors at a TPV factory in Wuhan, Hubei province, the epicentre of the novel coronavirus disease (COVID-19) outbreak in China, April 7, 2020. China Daily via REUTERS/File Photo



**We now have a global community that calculates how to maximise the benefits for a few at the expense of the majority.**

Irene Fernandez Malaysian human rights activist and politician



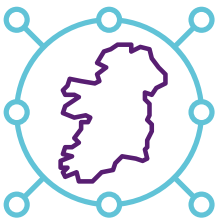


“Red-tagging” in the Philippines is an orchestrated campaign of fear and intimidation that denies workers their fundamental human right to freedom of association. It not only forces workers to give up their right to freely choose their union. It creates the conditions in which employers choose which unions workers can or cannot join. In both Indonesia and the Philippines, Coca-Cola bypasses industrial relations with real unions to deal instead with unions created or controlled by management. Imposing changes – not negotiating change – underpins their failed business model. This failure to respect human rights now converges with a government campaign to dismantle those rights.



The garment industry in Bangladesh makes clothes that are then shipped out across the world. It employs as many as four million people, but the average worker earns less in a month than a U.S. worker earns in a day. – photo by Mushfiqul Alam

Source: Globalization – Overview, Pros and Cons, and Tech Impacts (corporaterefinanceinstitute.com)



## GLOBALISATION - IRELAND

**Globalisation in economics is the increasing interconnectedness of production and consumption around the world.**

When we say that Ireland is a globalised economy, we mean that most of the goods and services produced here are created using goods and services produced in other countries, and, after being produced, they are then sold on outside Ireland too.

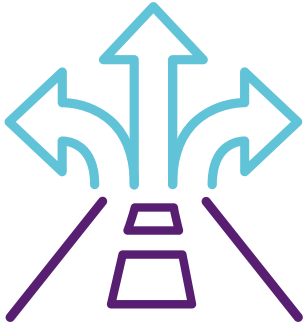
There are many large global corporations in Ireland that have a production process that stretches around the world. They might have owners in country A, with a holding company in country B, which then owns an operations headquarters in country C; they do their research and development for new products in country D, buy the raw materials in country E, manufacture them in country F, sell the finished product to their wholesale division in country G, which then sells them on to retailers in country H. We call this a global value chain. In the above example, Ireland might be any of country A, B,

C... or H, depending on the company. In some cases, Ireland may be two or three different parts of the chain with other countries in between.

Companies locate a part of their production process in a country for many reasons, often with trade-offs between competing demands. For example, a country might have a skilled workforce, but the labour costs might be high. The country might have high levels of security and political stability but heavy regulatory burdens. There might be easy access to raw materials in one place, but it might have poor infrastructure and be far from the biggest markets. In a country with low taxes there might be high demand for services driving up other costs of doing business. Corporations consider all these factors before deciding where to invest.

Globalisation has advantages but also some disadvantages. It has brought employment to Irish workers and tax revenue to the Government as foreign companies have invested here. These advantages for Ireland are disadvantages for the countries where the investment might otherwise have gone. There have been job losses for Ireland too, as the easy flow of capital has led to many companies leaving over the years. Wages can be driven down by companies so easily moving to where labour is cheaper. Globalisation also means new small enterprises must compete with large multi-nationals for markets and for workers, which can have disadvantages for innovation. On the other hand, global corporations can bring knowledge and skills to employees who can go on to develop new enterprises with the knowledge they have acquired.

All of the goods and services flowing through Ireland make the economy seem very big, but the flows in and out leave much less in the domestic economy than appears in Gross Domestic Product (GDP).



## Where do we go from here – the Crossroads of Globalisation?

Globalisation is here to stay. The result is a smaller, more connected world. Socially, globalisation has facilitated the exchange of ideas and cultures, contributing to a world view in which people are more open and tolerant of one another/in which people have more familiarity with more distant lives. Of course, the counter argument can also be made that globalisation has contributed to greater intolerance. At the same time, economically, it has created and maintained mass inequality throughout the developed and developing world. The power, influence and wealth companies have accumulated and grown far beyond the expectations of globalisation. The meaning of fairness and justice do not compute in this current model of capitalism and globalisation.

A recent report from Oxfam International has shown that the world's billionaires are accumulating wealth at a rate "unprecedented in human history". The planet's 2,755 billionaires saw their cumulative wealth increase by \$5 trillion – a sum greater than the market caps of Apple and Amazon combined – since March 2021, from \$8.6 trillion to \$13.8 trillion.

"Billionaire wealth has grown more since the pandemic began than it has in the last 14 years," the report says. That growth has been fuelled by government intervention around the world, which has propped up economies and driven up stock prices, the report says.

The growth in wealth has been so great over such a short period of time that "wealth concentration at the very top now surpasses the peak of the Gilded Age of the late 19th century," Oxfam says.

Indeed, since 1995 the top 1% of the wealthiest people in the world have seen 19 times more wealth growth than the bottom 50%, the report says.

In 2021 alone, the 10 richest people in the world added more than \$400 billion to their fortunes, led by Tesla and SpaceX CEO Elon Musk's \$121 billion gain. During the first two years of the pandemic, the 10 richest people doubled their collective fortunes from \$700 billion to \$1.5 trillion – a rate of \$15,000 per second, according to Oxfam.

"If these 10 men were to lose 99.999% of their wealth tomorrow, they would still be richer than 99% of all the people on this planet," said Gabriela Bucher, Oxfam's executive director. "They now have six times more wealth than the poorest 3.1 billion people."

The report estimates that there are now 163 million more people living in poverty than there were before the start of the Covid-19 pandemic, citing data from The World Bank, which projects that poverty levels will not return to their pre-pandemic state until at least 2030.

Oxfam estimates that inequality contributes "to the deaths of at least 21,300 people each day" as a result of the lack of access to food and health care in poor countries.



# Connecting to the Sustainable Development Goals in a Globalised World

A message from Ireland's UN Youth Delegate, Diandra Ní Bhuachalla

The Sustainable Development Goals are our plan for creating a better future for everyone. Before these 17 goals, we had the Millennium Development Goals, and we will probably need to create a new plan after 2030 to cope with the changing needs and demands of our people and planet. 193 Member States of the United Nations agreed to work towards achieving the SDGs, which is a clear, united, global relationship. This connection exists even if we don't experience or deal with the issues addressed through the SDGs in the same way as other countries. The goals are also interconnected and interdependent with each other; there is no hierarchy of importance, nor can we necessarily achieve one in a sustainable manner without achieving the other.

Current Secretary General Antonio Guterres has described the SDGs as "a plan of action for people, planet, prosperity and peace, that seeks to realise the human rights of all and to achieve gender equality. The Sustainable Development Goals are integrated and indivisible and balance the three dimensions of sustainable development: the economic, social and environmental". The connections between these three pillars of life are also essential to coordinate to achieve a better future.

The SDGs are an example of our relationship with every citizen of the world. No life is worth more than another, so our work needs to be led by the concept of leaving no one behind. This may seem confusing when we consider globalisation, because our global interconnectedness is largely as a result of industrialisation. This method of societal advancement is something which much of the Global South has yet to experience, or at least has yet to experience on the same scale as the Global North. The unfairness of it all is highlighted by the acceleration of climate change caused by industrialisation, and how it is those in the Global South - who have benefited unequally from globalisation and whose experiences of inequality have grown under globalisation - who are being disproportionately affected by climate change. This is a common ground that we, as young people in Ireland and the Global North, share with citizens of the Global South. We have all contributed the least to climate change, but we will be the ones who will suffer the greatest as a result, and for the longest period of time.



The SDG 'Wedding cake' shows the biosphere as the foundation of economies and societies and as the basis of all SDGs. Such a conceptualization adopts an integrated view of social, economic, and ecological development. - Azote Images for Stockholm Resilience Centre, Stockholm University



**I am not free while any woman is unfree, even when her shackles are very different from my own.**

Audre Lorde, American feminist and civil rights activist

The rights we enjoy as a citizen of any country/state can differ from those enjoyed by others. Is it fair for us to enjoy our rights without realising and addressing this inequality? In a national address at the UN in 2020, Ireland stated that “the goals are integrated in that, action in one area will affect outcomes in others, and the development must balance social, economic, and environmental sustainability. Accordingly, they frame the integrated approach. Innovation, diversity, and values shape how we will leverage these goals”. Can you think of innovative ways for diversity and values to help us help others?

We work better together and can achieve more through cooperation, whether locally, nationally, or internationally. We naturally depend on one another, for support, guidance, and education. To maintain these relationships, we need time and to care, both of which are also required for creating, building, or maintaining a relationship with our globalised world. The UN and many global issues can seem far away and abstract, especially if you are not interacting with them in your day-to-day life. Even if you are engaging regularly, it is ok to feel overwhelmed. We are not only asked to feel a connection to people we have never met whose homes have been taken away from them as a result of severe flooding or fires, we are also asked to sympathise with those

experiencing conflict, even when many of us are too young to remember Ireland’s own history. We are also asked to **keep hope alive**, to reduce and alter our individual consumption habits without the same being asked of multinational corporations, and to build a connection with future generations – to make decisions with them in mind when our own future seems so uncertain.

It is understandable if you don’t yet feel that connection. We are in recovery from a global pandemic. Before that, the world was trying to cope with a migration crisis, and before that there was the financial crisis. All of this is happening when climate change is accelerating, and when conflict is raging in the Middle East, Africa, and now Europe. Together, this has created a disconnect between us, our governments, and our international organisations. This disconnect is now associated with the ‘social contract’, unwritten rules of the rights given to us by governments, and their duties to us. The social contract has been breaking down globally for a long time. If you think about some youth-led protest movements, such as Fridays for Future, they are primarily driven by a distrust of politics because of inaction.

At this moment, if we want to help to make a difference globally, we need to fix the social contract nationally. SG Antonio Guterres has said that “bonds across countries do not work when bonds within them are broken”. We need to find connections with each other and then with the Irish government. We need to find ways to work together, in partnership with each other, in order to achieve our common goals. We have our framework of 17 goals, but because they work together and encompass so many aspects of our daily lives, we have countless opportunities for partnership. We are in the middle of our timeframe to achieve the SDGs. If we begin to form partnerships today, if we rebuild the social contract with our government, we can rebuild our individual relationships with the world. We know our power for change and for good, and we are not willing to leave people or the planet behind.



**If the world is to be healed through human efforts, I am convinced it will be by ordinary people, people whose love for this life is even greater than their fear.**

Joanna R. Macy

# Winners and losers of Globalisation

## DEVELOPING COUNTRIES

### Winners

- Middle classes
- Workers and capital of export industries
- High-skilled workers
- Workers who can move to high-income countries

### Losers

- Poorest 5%
- Landlocked countries
- Isolated rural areas
- Low-skilled Workers
- Low-productivity firms

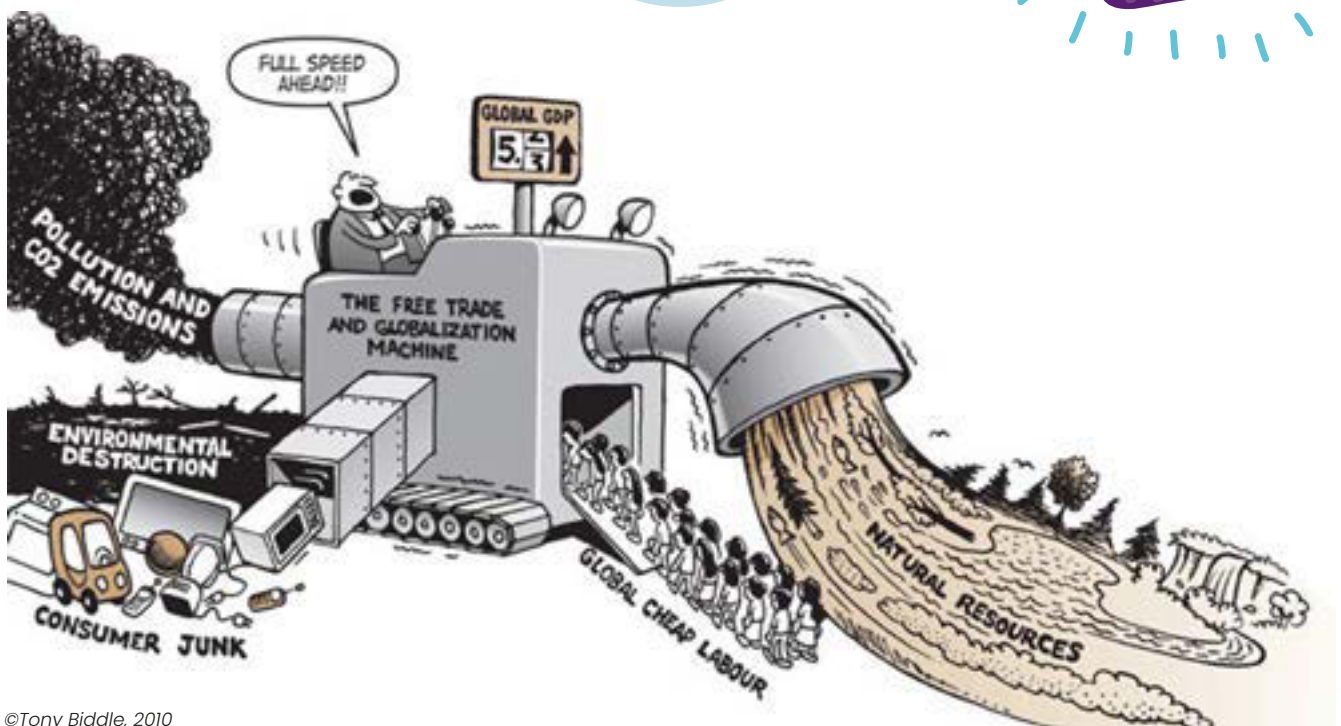
## DEVELOPED COUNTRIES

### Winners

- Richest 1%
- High-skilled workers
- Research and development-intensive industries
- Consumers

### Losers

- Workers in labor-intensive sectors
- Low-productivity firms
- Middle and low-income classes



©Tony Biddle, 2010

# Positives and Negatives of Globalisation

## POSITIVES OF GLOBALISATION

### 1. Globalisation increases cultural awareness

A globalised society boosts the rate at which people are exposed to the culture, attitudes, and values of people in other countries. Individuals who travel around the world for business or leisure and try different foods, listen to different music, read different books, gain exposure to different media outlets, and learn to express themselves, even poorly, in another language and gain a broader perspective on the world. Their new knowledge helps develop stronger empathy and appreciation for people of other cultures. That exposure can inspire artists, strengthen ties between nations, people are better able to perceive their common humanity and treat these others as equals, and dampen xenophobia or distrust of others.

### 2. Globalisation broadens access to goods and services

Globalisation makes more goods and services available to more people, often at lower prices. If you have disposable income and you are buying a product that comes from abroad, you are benefiting from globalisation to some extent. Business owners also benefit by having access to a bigger market for their goods and services.

Consumers also have access to a wider variety of goods. In some cases, this may contribute to improved health by enabling a more varied and healthier diet; in others, it is blamed for increases in unhealthy food consumption and diabetes.

### 3. Globalisation can lift people out of poverty

The argument that globalisation has lifted people in developing countries out of poverty is somewhat controversial because opinions differ as to the quantity – and quality – of the jobs created by globalisation in capital-scarce, labour-rich countries, i.e. developing countries.

### 4. Increased trade

Increased trade to larger and more diverse markets results in greater revenues and increased gross domestic product (GDP). World GDP has grown from about \$50 trillion in 2000 to about \$75 trillion in 2016, primarily as a result of economic interdependence and the increased global trade it allows. Building up the economic and social structures of struggling countries and economies through free trade.

With globalisation, different parts of a product may be made in different regions of the world. Globalisation has long been used by the automotive industry, for instance, where different parts of a car may be manufactured in different countries.

Globalisation provides businesses with a competitive advantage by allowing them to source raw materials where they are inexpensive. Globalisation also gives organisations the opportunity to take advantage of lower labour costs in developing countries, while

leveraging the technical expertise and experience of more developed economies.

An example is Vietnam, where globalisation has contributed to an increase in the prices for rice, lifting many poor rice farmers out of poverty. As the standard of living increased, more children of poor families left work and attended school.

### 5. Information and technology spread more easily with globalisation

Art and culture are not the only things that spread more easily in a globalised society. The same goes for information and technology. As examples, see the rise of mobile banking in Kenya or the practice of micro-lending. Civil society groups can look to other countries for inspiration and good ideas can spread more easily.

The rapid spread of technology worldwide. Google, Dell, and Microsoft, for example, all have offices on many continents. Developing countries often appeal to investors because of the huge potential for growth. The resulting advancements lead to results like the spread of motorised farm machinery in Southeast Asia, for instance, where there had previously only been manual labour.

NGOs also compile and spread knowledge. When medical professionals from around the world came together through Doctors Without Borders, in cooperation with the World Health Organisation, and worked to eradicate SARS in Vietnam, they prepared a “SARS kit” afterward and developed guidelines for dealing with the infection. They shared these materials worldwide to help hospitals deal with the illness.

### 6. Cheaper prices

Competition on the global market means the prices of many items have declined, so purchases that were once unaffordable luxuries, such as laptops, cars, and washing machines, are now affordable for many people.

### 7. Global partnership

The opportunity and desire for prosperous nations to help countries struggling with serious issues like unemployment, housing, hunger, disease, and natural disasters.

Working collectively, countries and states create a greater world power and there is less and less compartmentalised power sectors.

### 8. Communications and transport

Global mass media ties the world together and we are better informed than ever before about issues, happenings in the world.

Easier transportation to countries across the world.

Spread of ideas and democratic ideals.

Roads, electrical grids, broadband internet, water, and sanitation may need to be upgraded or developed from scratch and new industry to an area can provide these.

## NEGATIVES OF GLOBALISATION

### 1. Globalisation has not protected labour, environmental or human rights

In theory, globalisation can be an opportunity to spread values and practices like environmentalism and labour rights throughout the world. In practice, that spread has been slow and imperfect. For example, rather than exporting the labour protections that a company might have to abide by in Ireland, Europe, or the US, it might follow lower standards in another country where labour is not protected.

Some argue that globalisation has caused a “race to the bottom” in which companies actively seek the countries with the weakest labour and environmental protections and the lowest wages. And while globalisation has increased the flow of goods, services and capital, there are still plenty of tax havens, meaning that much of the value added by globalisation is not captured and redistributed by governments.

At the mines in the Democratic Republic of Congo, where metals needed for electronics abound – gold and tungsten, tin, and tantalum – armed militia groups, often using child soldiers, have taken over, keeping power with violence and trading minerals for guns. Though the world gold price quadrupled over 10 years and electronics have become ever cheaper, globalisation has not alleviated the poverty and violence in the country.

### 2. Unbalanced development

Globalisation can result in unequal growth across and within countries. Economically and morally, these consequences must be properly managed. Globalisation frequently has the consequence of boosting immigration within countries. In terms of macroeconomics, immigration boosts gross domestic product (GDP), which can be beneficial to the recipient country. However, if immigrants’ income is lower than the average income of people already in the country, immigration may cut GDP per capita in the near term. Furthermore, immigration, like competition, can benefit the country as a whole while imposing costs on people who may want their government to limit immigration to shield them from those costs.

International companies have been known to use cheap foreign sweatshop labour to make cheap goods. Wealthy, industrialised countries have shipped their trash to China and Malaysia. Exploiting cheap markets and lax regulations in developing nations has caused pollution and suffering in those countries, even as profits soar abroad.

Increased flow of skilled and non-skilled jobs from developed to developing nations as corporations seek out the cheapest labour.

### 3. Globalisation can contribute to cultural homogeneity or sameness

Globalisation might lead to more cultural homogeneity or sameness as people’s preferences converge/come together and national/traditional products cannot compete with cheaper multinational ones. If everyone wears jeans, learns English and watches Hollywood movies, we may lose precious cultural practices and languages. Some critics of globalisation worry that it is creating a mainstream monoculture/one global culture, while driving other diverse cultures underground.

### 4. Globalisation has contributed to racism in society

Systemic racism in the global economy is the legacy of colonialism. With the growth of job insecurity and austerity in Western economies that are taking in new generations of migrants, racism is a major threat to social cohesion. Austerity measures are fuelling racial inequality and discrimination, disproportionately affecting people from racial and ethnic minorities.

### 5. Globalisation empowers Multinational Corporations

Another criticism levelled at globalisation is that it has empowered multinational corporations at the expense of governments and citizens. This reduces state sovereignty and citizens’ ability to hold their leaders accountable for conditions in their countries.

It is another reason that labour and environmental protections are harder to enforce than many critics of globalisation would like. Multinational corporations may also lobby for favourable provisions in trade agreements (this was an argument invoked against the TPP).

Multinational corporations often get away with poor, unsafe, unethical, or exploitative working conditions due to variations in laws and regulations from one country to another

Multinational corporations can exploit tax haven nations, sending large portions of revenue offshore to avoid taxation

The outsourcing of labour also leaves a dearth of jobs in industrialised countries, where labour is more expensive. When the United States outsources manufacturing to cheaper competitors in foreign markets, domestic manufacturing labourers lose their jobs. Higher unemployment leads to discontent, strain on the social safety net, and lower tax revenue from income. Labourers whose skills are less relevant in a global marketplace will have a hard time adjusting to a world dominated by globalisation.

The oppression of weaker and poorer economies by those that are more robust; “the rich get richer; the poor get poorer”

Workers in the developed world must compete with lower-cost markets for jobs; unions and workers may be unable to defend against the threat of corporations that offer the alternative between lower pay or losing jobs to a supplier in a less expensive labour market.

## NEGATIVES OF GLOBALISATION

**6. Corporate influence of nation-states far exceeds that of civil society organisations and average individuals**

**7. Threat that control of world media by a handful of corporations will limit cultural expression**

**8. Greater risk of diseases being transported unintentionally between nations**

**9. Spread of a materialistic lifestyle and attitude that sees consumption as the path to prosperity.** Particularly now with the climate crisis, we should be considering degrowth opportunities.

**10. International bodies like the World Trade Organisation infringe on national and individual sovereignty rather than letting countries work things out themselves.**

**11. Increase in the chances of civil war within developing countries and open war between developing countries as they vie for resources**

Although globalisation is probably helping to create more wealth in developing countries – it is **not** helping to close the gap between the world's poorest countries and the world's richest.

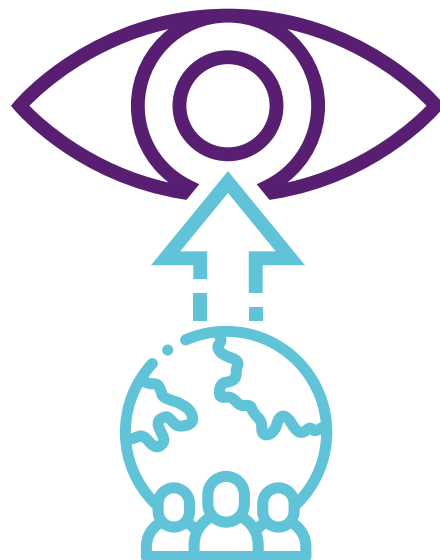
*Adapted from:* Benefits and Challenges of Globalization (globalization-partners.com); The Pros and Cons of Globalization – SmartAsset; Pros and Cons of Globalization – GeeksforGeeks; Globalization – Overview, Pros and Cons, and Tech Impacts (corporatelineinstitute.com); (99+) GLOBALIZATION – Advantages and Disadvantages | Shahibul Islam – Academia.edu

## Human Rights Lens

Throughout this resource and in particular working with the activities, the use of a human rights lens will be important as a facilitator and youth worker in bringing young people along together on this pathway. When working within a social justice framework, a human rights lens or perspective is important in understanding and tackling social issues. Some of the challenges in working our way through the SDGs and unpacking the 5 Faces will be the push and pull of money, looking after “our own first”, and the **‘us and them’** mentality. These viewpoints and opinions can be a major roadblock and a challenge for a group and within the culture of an organisation. These challenges may present themselves when working with young people, colleagues, and/or decision makers. Using a human rights lens is a way of placing this practice beyond these challenges and into a space of human solidarity and unity.

*So, what is a human rights lens?*

A human rights lens represents an **orientation to practice**. Looking through this lens enables youth workers to see rights rather than needs, rights holders rather than charity seekers, and human rights violations rather than individual pathologies. It provides youth workers with a framework of an agreed set of universal principles which can form the basis for dialogue and solidarity between different cultures and faiths. In this way, global youth work has the potential to be a useful means of fostering and educating for intercultural understanding and tolerance. Similarly, a human rights lens provides an empowering framework of universal legal rights which can be used to address issues of inequality which often accompany issues of diversity.





# HOW TO USE THIS RESOURCE



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

Each activity has a suggested age range. However, we recommend you read each activity and decide if it is appropriate to your group. Some issues may be sensitive among members of your group. Check through the full activity before choosing it and be aware of the reactions among members of your group. This resource sets out to guide you through a series of activities that will support you/your group's activism in moving towards positive change. We would suggest that you work your way from Activity 1 through to the last activity.

**Know your group:** whilst we have gone some ways to making this resource as accessible as possible to most groups, educators and facilitators will have to adapt where appropriate depending on your group or context.

We recommend giving yourself some preparation time before delivering a workshop. Knowing your own group and the context of your working space with them will give you the scope to adapt or organise the workshop to best support positive engagement and learning. The important thing is to have everyone discussing and questioning what is happening in the world and how fair or unfair it is and create a greater understanding of the links between Ireland and the world and how young people can bring about change.

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

# ACTIVITIES

The following activities are intended to provide support in exploring and building our understanding of globalisation and its effect on our lives. The activities set out to identify the 'right pathways' to engage, change and live with globalisation and more importantly to recognise them, to navigate them with confidence, to face our struggles along the way with compassion and empathy while recognising that we all have the right to start somewhere, and we should aim to leave no-one behind.

We will focus on Globalisation by taking a Personal, Local, National, and Global view of issues – these are known as the PLiNGs. This will be better explained throughout the following pages. We will look at the role Globalisation plays in all of our eyes by looking at the Five Faces of Globalisation! Again, these will be explored in detail throughout the following activities.



**The globalisation of information makes people aware of what they have - and have not. Problems and oppression are impossible to hide, and the new and powerful tools of information provide us with more opportunities than ever to react and act.**

Anna Lindh

## The FIVE FACES OF GLOBALISATION and the PLiNGs

**Globalisation is a term used to describe the increasing connectedness and interdependence of world cultures and economies** - National Geographic

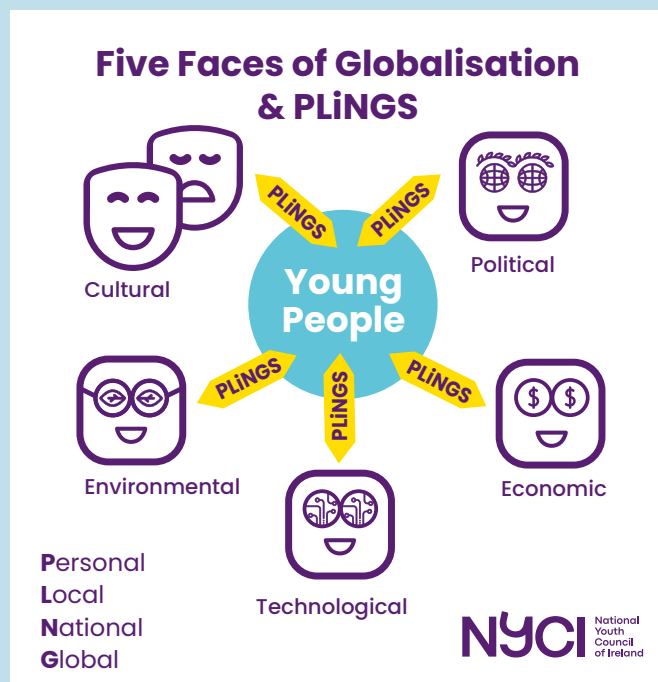
There are many definitions and descriptions of what globalisation is and whether it is good or not so good for people and planet. Understanding and making this issue relatable to young people is extremely important in Global Youth Work and in connecting global issues with the practice of youth work. It is all connected. Every moment, action, and decision we make every day has consequences which are felt right across the world. This is the global reality, that young people's identity is interconnected and intersecting with globalisation. The awareness of this for young people and youth workers is pivotal in change making across areas of justice, human rights, and equality.

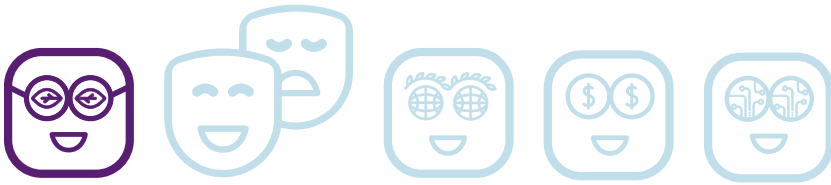
But do we fully understand and connect to this relationship between the global and our everyday lives? Do we feel the weight of such a relationship? Do we know what to do with this relationship, is it even a healthy one?

The 'Five Faces of Globalisation' is a way of seeing how on a daily basis, young people are influenced and make choices using these five faces of globalisation. Whether it be directly or indirectly, economics, environment, culture, technology, and politics influence young people's actions at a **Personal**, **Local**, **National**, and **Global** level. Dr Momodou Sallah calls these **PLiNGs**. Looking at the PLiNGs diagram, Momodou places young people at the centre where good quality Global Youth Work / Development Education / Global Citizenship Education supports ongoing critical consciousness and critical thinking

and supports young people to take action to create a more just world for themselves and others.

It is important to note that these different faces do not stand alone. They are mostly interlinked and intersectional. To deal with the globalisation of young people and in the practice of global youth work requires an understanding of the five faces and how they affect young people at the personal, local, national, and global level and make them relevant to the young people we work with at individual and group levels.





# 1. The Environmental Face of Globalisation



**The climate crisis is a good illustration of this face. The increased consumption of goods, the rising ability to travel and interact with each other, use of dirty sources of energy and lack of action especially amongst the western world has led to the destruction of our environment for ourselves and future generations.**

Think about bushfires in Australia, drought in South Africa, hurricanes in the Bahamas and melting ice threatening the Sámi's habitat in Northern Finland. This face has been more recently at the forefront of young people and young activists across the planet looking for immediate action from business and political leaders across global society.

The environmental face of Globalisation is increasingly visible as people increasingly grapple with the destruction of their environment. The challenge linked to carbon emissions, ozone layer, rainforests has resulted in increased warming of the planet which in turn is causing sea levels to rise, flooding and even jeopardising the quality of air we breathe. For the planet and its animals, insects, and biodiversity, it is already passed crisis as some species die off and become extinct whilst others are adapting to changing weather patterns and humankind invading their space.



## Surface Connection

Understanding the continued rise of fossil fuel use and the carbon footprint. The destruction of our planet and environment is linked to carbon emission, destruction of the ozone layer as well as destruction of the rainforest resulting in global warming. 'Business as usual' is no longer good enough.

## Deep Connection

Are we aware of the relationship we as humans have with our planet? Do we understand that we need this planet to survive? The Earth is 4.543 billion years old. Human civilization has populated the planet for only 6 thousand of these years. Our ecosystem is a delicate balance of living organisms such as plant life, human life, and animal life all living in harmony. Humans are key in maintaining such a balance since the balance is dependent on our activities. Our current way of living is destroying this balance and remains the single greatest threat to Humanity.

“WHAT WE DO MATTERS!”

# ACTIVITY 1



## Sitting with – Uncomfortable Realities

### AIM

To present some provocative statements in a way that supports and encourages groups to accept some of the realities that we must face as we attempt to design a sustainable future.

### AGE

12+

### TIME

30 mins

### MATERIALS

List of statements

### FACILITATORS NOTES

The idea of this activity is to share statements that prompt thoughts, feelings and also insights and awareness around sustainable development while building a concrete sense of how our literal life on this planet depends on how we do sustainable development. The decisions we make about the pathways we choose can be influenced by how we make meaning of some of these statements even if some of them represent uncomfortable realities.

### Step 1:

Frame the activity in terms of the suggestion that the world is facing some big challenges that it has never faced before. Some might say there is a crisis, a possible catastrophe and that humans are at the centre of it in more ways than one.

### Step 2:

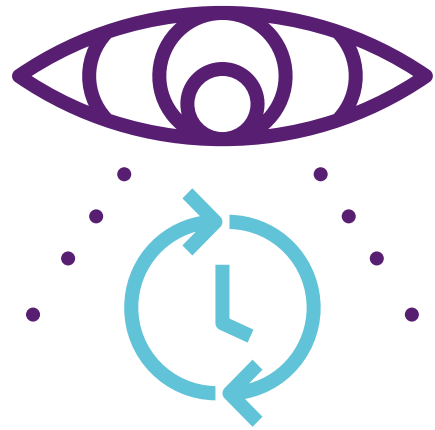
Ask participants to get comfortable and explain that you will read some statements and that each statement invites the participants to “sit with that for a moment”. (This can be done in a big group with a facilitator calling out the statements or in a smaller group where they call out the statements themselves.)

### Step 3:

Read each statement and leave some time for participants to “sit with that for a moment”.

Facilitators will know their group well enough to decide whether to initiate mini chats in between statements or to get through the flow of statements and then chat.

- **Sustaining LIFE on earth, that is what “sustainability” means...** (Sit with that for a moment) *(optional extra – “we hear the word ‘sustainability’ a lot and it is related to so many different things but when you strip all of that away we are talking about LIFE! Our LIFE, plant and animal life, the future of life on this planet.)*
- **The earth itself and its natural systems provide every living thing with the resources needed to exist. The natural systems of the earth are not of our design, everything else is!** (Sit with that for a moment) *(optional extra – if we take away everything that humans have ever developed, built, designed etc. the earth would still provide EVERYTHING that we need as a species to survive. So, if we do not take that into consideration, that might be risky territory?)*
- **While much of how we live involves choices around “opting in” and “opting out”, we can NOT “opt out” of breathing air, consuming nutrients, and drinking water....** (Sit with that for a moment) *(optional extra – in order for our species to survive we need a certain quality of air to breathe. The only thing affecting the quality of our air is what we are doing to it. We need certain nutrients to survive and thrive, without them we are in trouble. If the earth provides all of that already but we are interfering*



and deciding that we can do this ourselves without nature, we might be in trouble. Our drinking water is a precious thing. It comes from the earth. If something happens to it, we are in trouble.)

- **Working with nature's systems and human formed systems is how we need to do sustainability. Human formed systems that rely on the destruction of nature's systems will only lead to one outcome for humans...**

(Sit with that for a moment) (optional extra - nature has been doing its thing for a long, long time without any need for humans, the circle of life will do its thing. Of course, with our industrial revolution and progress across so many parts of our lives we have created many systems ourselves. NOW, the big issue is whether our systems are working in balance with nature or working against nature? There is a risk if we are working against nature.)

- **If all human formed systems have been 'designed', then they can be 'redesigned'** (sit with that for a moment) (optional extra - just take on board the possibility that we can use our design genius to make things better and particularly to make them in a way that we do not cause so much harm to the earth. Think about the story of the car as an example, how it has changed over time and now how the next generation of cars will operate and why that is the case? How has climate change influence this?)
- **The reason our human species has survived this long is because of the capacity to work together.** (Sit with that for a moment) (optional extra - since the first group of cave people came together and formed a tribe, we have realised that working together is how we survive and thrive. We are hardwired for connection so if we use that to our advantage we can work together and face the climate crisis together at every level.)
- **Sustainable Development is about ensuring that decisions made today do not prevent future generations from having an equal or improved quality of life.** (Sit with that for a moment) (optional extra - it might be hard to imagine people two or three generations from now but let us think about all of the problems we

are facing now and all of the options we have for doing good and making positive decisions. Imagine if those young people in the future could send us back an email right now, what would they say in it about the decisions we could make today? E.g. "Hey there, the renewable energy stuff was a game changer!! Great decisions you made about that!" etc.

#### Step 4:

If you did not have conversations during the activity, invite participants to discuss what stood out for them? Any surprises, shocks, moments of insight?!

#### Step 5:

Form groups and invite participants to look at the Sustainable Development Goals and ask them to highlight the Goals and targets that they feel relate most to the content of this activity. E.g. life on earth, life under water, design, food, air, working together, etc.



#### Definition Box

*What is a system?* – A system is a group of interacting or interrelated elements that act according to a set of rules to form a unified whole. A system, surrounded and influenced by its environment, is described by its boundaries, structure and purpose, and expressed in its functioning. There can be many forms of systems to describe how people interact with society and the planet. The term can be very useful because so many things can be described as systems. It can also not be very useful when a more specific term is needed.

For all the up-to-date data on the SDGs follow this link



## ACTIVITY 2

# Take a moment



### AIM:

To support and encourage young people to “pause” and take a moment to consider where things are in relation to the Environment and to recognise the importance of the ambitions within the Sustainable Development Goals no matter how aspirational people might feel they are.

### AGE

12+

### TIME

40mins+

### MATERIALS

Printouts, pens, space, SDGs graphic.

### FACILITATORS NOTES

The idea of this activity is to encourage and facilitate people to see the value in pausing and taking a moment before making decisions or choosing pathways when it comes to the SDGs. The activity is a mindful visualisation activity where people find a comfortable space, close their eyes, and listen as somebody poses the questions and invites participants to consider the PLING dimension.

### Step 1:

Explain the concept of Orientation and how it is a part of the human experience. It is important in two ways which are relevant to the SDGs and our Global future.

### Definition:

- (i) The action of orienting someone relative to the points of a compass or other specified positions.
- (ii) A person’s basic attitude, beliefs, or feelings in relation to a particular subject or issue.

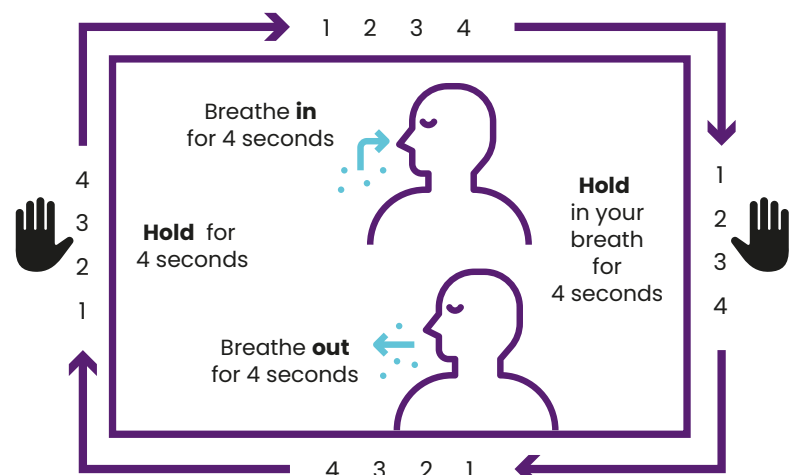
Orientation is an important part of making choices about which path to follow and why. It gives us the space and an opportunity to check in with ourselves and with those around us and to even include an overview before any movement happens. *You could think about making choices about college courses or when you are moving around a new city or a forest for the first time.*

### Step 2:

Invite participants to find a comfortable space in the room and tell them that they will be asked to close their eyes during this activity.

When people are comfortable, do a short grounding activity to support them to relax and be present.

### BOX BREATHING



### Step 3:

Explain to participants that you will be reading out some questions and statements that relate to the Sustainable Development Goals.

Explain that you would like them to explore thoughts and feelings about each question in terms of PLiNGs which means that they should consider each question at:

**P** – Personal level

**L** – Local level

**N** – National level

**G** – Global level

This type of perspective taking will help with the broad considerations of: Where are we? How are we? What next? *If the SDGs are trying to support us on our journey towards a better world for all then we need to be checking in every now and then.*

E.g. If you were thinking about mental health and well-being for the ‘how are the people?’ question you could consider PLiNGs and think about how the people close to me are (personal), the people in my community (local), people in my country (national), people around the world (global).

### Step 4:

Remind the group of the 17 Sustainable Development Goals and why they were developed.

Read them out, share a graphic or a poster etc.

### Step 5:

As the group to settle, explain that you will now read the questions and statements. Explain that you will be using the 5 P’s of the SDG’s which are People, Planet, Prosperity, Peace and Partnership. Remind them of the reference point for how they ‘think’ and ‘feel’ about the PLiNGs context for each question. The statements will be the original ambitions for each P.

### Step 6:

The script for each P could flow as presented or you can adapt accordingly....

The idea is to read each piece and then invite the group to “take a moment” to explore thoughts and feelings...

#### 1. “How are the **People?**”

The ambition for this P is: We are determined to end poverty and hunger, in all their forms and dimensions, and to ensure that all human beings can fulfil their potential in dignity and equality and in a healthy environment.

*When we hear about poverty, hunger, fulfilling your potential, dignity, and healthy environments, let’s consider the PEOPLE. (Using PLiNGs)*

*Personal – The people close to us, ‘how are they?’*

*Local – The people in our communities, ‘how are they?’*

*National – The people across our country, ‘how are they?’*

*Global – The people across the world, ‘how are they?’*

#### How are we doing with this ambition?

Invite participants to open their eyes and use the printout to express their thoughts and feelings about the question “how are the people?”.

#### 2. “How is the **Planet?**”

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

*When we hear about sustainability, nature, urgent action on climate change and future generations, let’s consider that. (Using PLiNG)*

*Personal – How are things in my space? My choices about consumption, my connection to nature, my knowledge of climate change, my thoughts about future generations (my children’s children!)*

*Local – How are things locally? Nature, biodiversity, carbon footprint, climate awareness, community action, local business, local Government etc.*

*National – How are we doing as a Country? Government, Business, NGO’s, education and awareness, laws, commitments, progress.*

*Global – How is the planet? If we zoom out and look at the world as a whole (and the countries and states within it) with all of the moving parts fully connected to each other with every single decision that is made having an impact on our future even if it’s happening far away.*

#### How are we doing with this ambition?

Invite participants to open their eyes and use the printout to express their thoughts and feelings about the question “how is the planet?”.

#### 3. How **Prosperous** and fulfilling is life right now?

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

*When we hear about prosperity, fulfilment, flourishing, social and technological progress in harmony with nature, let us consider that. (Using PLiNGs)*

*Personal – How am I and those closest to me? Housing, health, education, work, wellbeing?*

*Local – When I look around my community is anyone being left behind?*

*National – Are we moving towards a better future for ALL at National level?*

*Global – When we look across the world is there more or less inequality? Is there more or less fair distribution of wealth and power?*

#### **How are we doing with this ambition?**

Invite participants to open their eyes and use the printout to express their thoughts and feelings about the question “how prosperous and fulfilling is life right now?”.

#### **4. How Peaceful is it right now?**

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

*When we hear about peace, justice, inclusion, freedom from fear and violence in a sustainable future, let us consider that. (Using PLiNGs)*

*Personal – How are things in my life and for those I love? Are we safe & secure? Are we included? Do we carry any fear of violence in our day to day lives?*

*Local – How is the community? Is it safe for everyone? Is anyone worried about their safety because of their gender, ethnic origin, religion, age, social class?*

*National – How does our government see peace? Are we a neutral country? Do we have relationships with those who are involved in war? Why?*

*Global – Is the world more peaceful or less peaceful than it was in the past? Are some parts of the world less safe, less inclusive, less free than others? Are we moving in the right direction as a globe when it comes to peace? Is everyone agreed on the correct path to take?*

#### **How are we doing with this ambition?**

Invite participants to open their eyes and use the printout to express their thoughts and feelings about the question “how peaceful is it right now?”.

#### **5. How is the Global Partnership going?**

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

*When we hear about everyone working together and focusing on the most vulnerable, what is our reaction to that? (Using PLiNGs)*

*Personal – How relevant or impactful is the idea of a Global Partnership to me and those close to me?*

*Local – Is the Global Partnership reaching the most vulnerable in my community?*

*National – What evidence can I see of my own country contributing to the Global Partnership?*

*Global – Are we moving in a positive direction towards Global Partnership or a negative direction away from Global Partnership? Who has the power in this situation, at this level?*

#### **How are we doing with this ambition?**

Invite participants to open their eyes and use the printout to express their thoughts and feelings about the question “how is the Global Partnership going?”

### **Step 7:**

Acknowledge the possibility that the activity was heavy and potentially draining. Encourage participants to get up, move around, take a little break if feasible.

Break into groups and give ten minutes to share their impressions of the activity, the contrast between thoughts and feelings for each section and some of their standout reflections.

### **Step 8:**

Gather all the feedback if people are willing to share and send it to the Global Youth Work team in NYC1 where it can be fed back to national structures who are monitoring progress on the SDGs.

Explore the potential for a group response to the emerging picture of “how are we?”.

How do we move away from the conditions that create struggle and suffering for people, suffering for the planet, etc. towards more hope?





## ACTIVITY 3

# Your body is the earth

### AIM

To develop an understanding of how the earth works by using the human body as a metaphor.

### AGE

10yrs+

### TIME

40mins+

### MATERIALS

Space, images or prop representing the sun, images or props the systems of the human body and the earth (respiratory system - lungs/forests, circulation system - veins/arteries/rivers/oceans, digestive system - intake/waste/pollution, skeletal system - bones/mountains/valleys), Extra clothing for each participant.

### FACILITATORS NOTES

The idea of this activity is to use the human body as a metaphor for the earth in an experiential way to help explain and understand the climate and ecological crisis and in particular global warming.

### Step 1:

An explanation is given about how the human body is a pretty accurate model of the earth. E.g. mostly water, a living system made up of interdependent living systems.

### Step 2:

Highlight the concept of comfort and how it is something we strive for AND it is something the earth strives for. E.g. Wearing the right clothes for the different types of weather, which is like the earth over so many billions of years finding the right balance to support life on this planet.

The sun is presented to the group (as a prop or image) and it is explained how the sun beats down and the earth then finds a way to manage that and maintain comfort. Just like humans, if we are too hot or too cold, we adjust in order to find and maintain comfort.

### Step 3:

Explain to the group that each of them is going to BE the earth!

Remind them that the human body is like the earth.

Mostly salt water, a living system made up of interdependent living systems,

the body is one living thing when you look at it as is the earth when you see it from space,

When you zoom in there is so much complex stuff going on which we cannot live without.

All of the essentials in the human body and the earth are related to survival.

### Step 4:

The group are then asked to do a strenuous activity depending on the profile and capacity of the group which should be simple, repetitive and will cause fatigue and sweating.

Before the start of the activity (and in preparation) make sure that the group have extra layers available to put on, E.g. jumpers and jackets, hats, scarfs, etc.

As the physical activity progresses the facilitator will do two things

1. Share a narrative about the earth and how it connects to a part of the body.
2. As appropriate add layers of clothing and intensify the activity

### **The Respiratory System -**

How is our breathing during the activity? The more we push, the more it struggles.

Think about how our forests are the lungs of the planet. They breathe in carbon dioxide and breathe out oxygen. Deforestation is like carving out sections of the lungs. There is going to be a consequence to that for US and the Planet!

### **The Circulation System -**

Our veins, arteries and capillaries are like the rivers and oceans. Think about the tide and how it has a rhythm like our heartbeat. Think about how the water brings nutrients around the planet like blood in our bodies. Think about how damming of rivers is like clogging the arteries. When the natural flow is affected, there are consequences.

### **The Digestive System -**

Think about the nutrient cycles, the intake, the excreting of waste and how it all contributes to the system again and again. Now think about industrial toxins, chemicals, plastics, and other waste that clogs up the system, just like junk food. When these elements that are not part of the natural cycle find themselves mixed in and impacting on nature and living things E.g. plastic in the oceans, we will suffer the consequences of that.

### **The Skeletal System -**

Mountains, valleys, geological structures are like the bones of the body. Ecosystems need those geological structures just like our muscles and organs depend on the skeleton. If we do not think about how mining for example is like breaking the bones of the planet, then we will find ourselves suffering the consequences of a system breakdown.



### **Step 5:**

At a certain point ask participants to stop. You can start to debrief by asking them to check in, how is their breathing, their muscles, etc. You can reference 'sweating' as a mechanism by which the body moves water around to cool itself down. Mother nature also does this but for us we see melting ice glaciers, super storms, and rising sea levels.

Follow on by describing how disrupting the multiple systems (in the body and the planet) has a knock-on effect on health and well-being. If the natural systems are unable to manage disruption because there is too much pressure, we end up with a risky situation. Use the example of a fever and how the body can manage it up to a point (just like the earth) but beyond that point is system failure and death. WE are giving the earth a fever (global warming) and just like the human body, if we go beyond the point where the natural systems can look after themselves or be supported to find their balance, we are in dangerous territory.

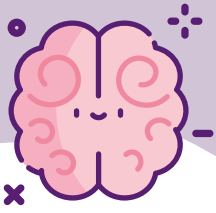
### **Step 6:**

Invite participants to discuss how that experience was for them and what learning they are taking from it?

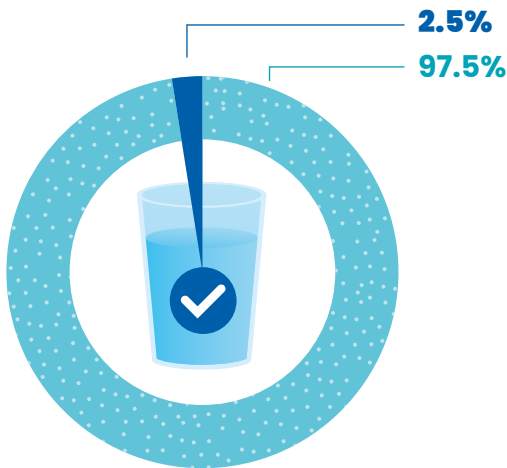
The message here is about the pathway towards reducing the global temperature by 2 degrees and how it will represent a fundamental shift of planetary systems and by consequence, human life.

Ask participants how they see the SDGs as a support for maintaining balance?

## KNOWLEDGE TOOL



# Water, water everywhere... but not a drop to drink



**Our planet is 75% covered by water – that is why we are called the Blue Planet. But 97.5% of that water is salt water. We only have 2.5% of freshwater to drink.**

Yet, on a daily basis, we use 10 billion tons of freshwater worldwide.

A lot of organisations and environmentalists are saying that our water supply is dwindling but very few take it seriously.

Why should they?

We see water everywhere. But it is a fact that over one billion people in developing countries do not have access to safe drinking water. The USA on the other hand, uses 3.9 trillion gallons of water per month.

According to the World Health Organisation, 80% of all diseases in the developing world are water related. By 2025, the United Nation estimates that 30% of the world's population residing in 50 countries will face water shortage.

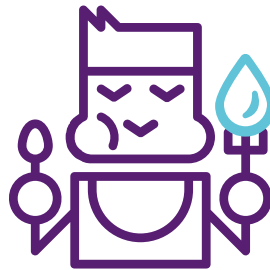
Water shortage is a bigger problem today than ever before. Not only are we using up our available supply, but our population also continues to grow and with it, the demand. Global warming is compounding the problem. Unless we all take it seriously, soon we will have a water crisis in our hands. We will live on a blue planet without a drop of water that is safe to drink.



### What is our average daily water usage?

We use water not just to drink or shower or wash our clothes, we use it through the products we consume too. The average person will need 5 litres of water to drink daily, to survive in a moderate climate with little activity. An average person in Ireland uses 129 litres of water per day. Globally, we consume around 4 trillion cubic metres of fresh water a year!

Agriculture alone can consume 75 to 90% of a region's available freshwater. Did you know that 1 ton of grain requires 1000 tons of water? The steak you eat requires 1,232 gallons. I bet that never crossed your mind...



### You "eat" water everyday...

That might sound funny, but it is true. Our water consumption is not just computed by what we use for domestic consumption, but also by the products that we patronise.

The water used to produce items we use every day such as cotton, paper, our clothes, etc., amounts to 167 litres daily. The water consumed to produce our food plays an even bigger part in our consumption – it amounts to 3,496 litres a day per person. This invisible water that we consume without knowing about it, is called Virtual Water.

For us to understand how we can help minimise water consumption, in a way that would make a significant difference, we need to understand how we use Virtual Water.



## What is Virtual Water?

Virtual water is the amount of water you use that is not visible to you. It is in the products we buy, and a larger chunk is in the food we eat. It was conceptualised by Prof. Tony Allan, to give us an idea how much water is needed to keep us comfortable and feed us.

To simplify, let us look at Beef. Did you know that the steak humans eat uses up 15,400 litres of water for every 1 kilo? How? Well, the cow needs to eat 1,300 kilograms of grains for 3 years before it can be slaughtered and produce 200 kilos of beef. Those grains require water to grow, the farm and slaughterhouse needs to be cleaned, the cow needs to drink – all of these add up to 3,091,000 litres of water!

1 kilo of chocolate requires 24,000 litres of water.  
1 piece of paper needs 10 litres.

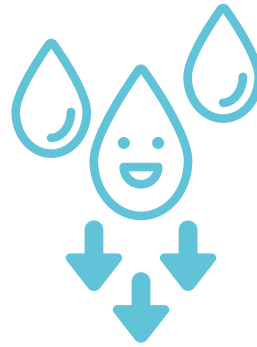
Most clothing is made from cotton. Cotton requires the most water out of any other crop and needs a staggering 7,000–29,000 litres of water to produce just one kilogram of raw cotton. The growth, manufacturing, transporting, and washing of cotton uses huge amounts of water. For example, it takes about 2,700 litres of water to make just one t-shirt, which is enough water for one person to drink for 900 days.

 = 10 litres

 = 2,700 litres

 = 15,400 litres

 = 24,000 litres



## What can be done?

We have the power to reduce the use of virtual water. Conserving the water you use is one way of helping, but watching your shopping basket will make more impact to the effort. Farmers and our advancing technology have devised ways to get more crops with less water. But these efforts are useless if we are not concerned about the amount of virtual water we use through the products we buy. A meat-eating person can consume up to 5000 litres per day. It would help if we cut down on eating meat such as beef and eat more grains, fruits, and vegetables. If you have to buy meat, choose those that are grass grown. It is interesting to note that the foods recommended by nutritionists such as vegetables and fruit use less water to produce than those they are asking to remove from your diet.

If we can be conscious of the products we buy and eat and choose less water intensive products we can make a difference. If manufacturers know that the consumers care, they might make some efforts to reduce their water usage during production.

For a live count of how much freshwater is being used today, this month, this week.





## ACTIVITY 4

# Connecting and PLiNGin' to Water Security

### AIM:

Understanding the importance and survival of life to water. Every moment of our day is connected to the Earth's water sources of fresh water. Do we understand our connection with water from a personal, local, national, and global level? Do we realise the important balance of having access to fresh water and is it under threat?

### AGE:

12+

### TIME:

30 mins

### MATERIALS:

Markers, worksheet, copy of water facts and water PLiNGs

### Step 1:

Share the water facts with the group. This can be done in working groups or at an individual level. The purpose is to give them relevant facts about water to get them in a place to dive deeper into the Water PLiNGs.

### Step 2:

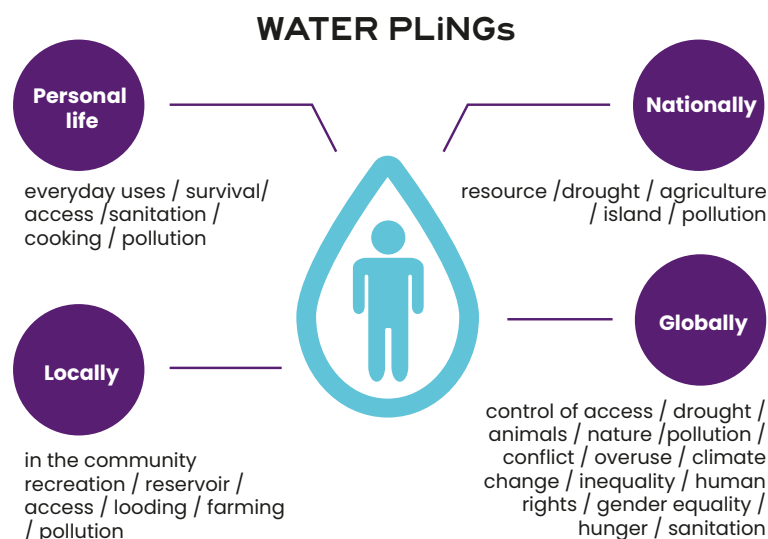
Now it is time for the participants to explore and map out their own Water PLiNG. Using the matrix below as a guide, participants must name and describe how they connect with water at a personal, local, national, and global level. Examples have been provided to encourage the groups. The facilitator may also encourage other connections that may exist within the group, in particular if the local community is a rural or urban environment.

### Step 3:

Once the groups have built their Water PLiNG it is now time to give feedback to the group. The facilitator can now explain water security and water insecurity to the group. The group can decide based on their own Water PLiNG to whether they are water secure or insecure.

### Facilitator Questions

- Are we water secure and how?
- What if we were water insecure? How different would our lives be if we were water insecure?





### Water Security:

Water security is defined here as the capacity of a population to safeguard sustainable access to adequate quantities of acceptable quality water for sustaining livelihoods, human well-being, and socio-economic development, for ensuring protection against water-borne pollution and water-related disasters, and for preserving ecosystems in a climate of peace and political stability



### Water Insecurity:

Water insecurity is the lack of adequate and safe water for a healthy and productive life. It is one of the greatest threats facing humans in the coming century. By 2030, half of the world is expected to be living in water-stressed conditions, given current climate change scenarios. For many communities, from Lusaka, Zambia; Cape Town, South Africa to Flint, United States, the imagined dystopian future of severe water shortages has already arrived—shaped not so much by lack of water, but by ageing infrastructure, underfunded utilities, social exclusion, inequality, politicised commodification, and environmental racism.

### Water Facts:

- There is the same amount of water on Earth as there was when the Earth was formed. The water from your tap could contain molecules that dinosaurs drank.
- Water is composed of two elements, Hydrogen and Oxygen.  $2 \text{ Hydrogen} + 1 \text{ Oxygen} = \text{H}_2\text{O}$ .
- Nearly 97% of the world's water is salty or otherwise undrinkable. Another 2% is locked in ice caps and glaciers. That leaves just 1% for all of humanity's needs — all its agricultural, residential, manufacturing, community, and personal needs.
- Water regulates the Earth's temperature. It also regulates the temperature of the human body, carries nutrients and oxygen to cells, cushions joints, protects organs and tissues, and removes wastes.
- 75% of the human brain is water and 75% of a living tree is water.
- A person can live about a month without food, but only about a week without water.
- Water is part of a deeply interconnected system. What we pour on the ground ends up in our water, and what we spew into the sky ends up in our water.
- 70% of our oceans cover the earth's surface.
- 70% of our planet's oxygen is produced by the ocean.
- More than 3 billion people depend on marine and coastal biodiversity for their livelihoods.
- The average person in Ireland uses 129 litres of water a day.
- The average amount of water used by a household in Ireland is 125,000 litres per year.
- In the United Kingdom, the average is 334 litres per person per day and in the United States the average is 578 litres per person per day.
- In Africa, household water use averages 47 litres per person.
- In Asia, the average is 95 litres per person.
- In South Africa, the average is 237 litres per person per day.
- Nearly 1.8 billion people in seventeen countries, or a quarter of the world's population, appear to be veering towards a water crisis—with the potential of severe shortages in the next few years.
- Water expands by 9% when it freezes. Frozen water (ice) is lighter than water, which is why ice floats in water.



## 2. The Cultural Face of Globalisation

**The cultural face of globalisation refers to the transmission of ideas, meaning and values around the world in such a way to extend how people relate to each other. This occurs in our everyday life through digital communication, popular culture, and international level trade.**



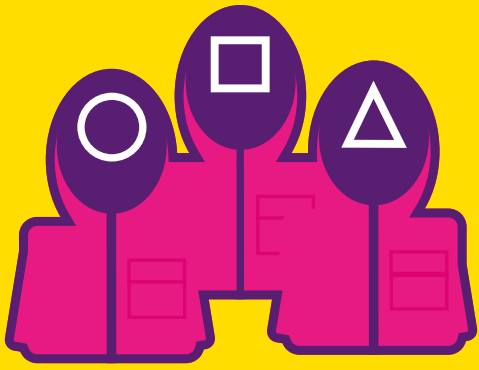
### **Surface Connection**

How certain food brands are promoted as being 'cool' like McDonalds and Coca-Cola. In the shape of beauty where size zero models are pushed as the ideal of beauty. Where many people in Ireland enjoy listening to South African music and some people in the United States read Japanese comic books. Different religions are dominant throughout the world and society. Drugs and gangland culture are shown through movies like Scarface and tv shows like Love/Hate. This is all promoted through the globalisation of media like Netflix and social media and mass media across the world.

### **Deep Connection**

Culture is deeply affected by values and human thinking. How humans have evolved and grown through time and history. This has had a profound influence on the culture of humans – positive and negative. Racism, oppression, ethnocentrism, and inequality are rooted throughout culture. The term 'how we do things around here' can seem like a 'throwaway' comment yet it is seen as a complex value system that pits people against one another. In contrast, Connection, collaboration, inclusion, and compassion are also deeply rooted in culture and key positives coming through culture and globalisation.





## ACTIVITY 5

# How we do things around here

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**AIM:**

To recognise how culture is related to choices and decisions about “how we do things around here” and to explore the relationship between values and sustainable development.

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**AGE:**

12+

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**TIME:**

1hr+

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**MATERIALS:**

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**FACILITATORS NOTES:**

This activity requires some preparation, so we recommend becoming familiar with it before delivering it with a group and in particular consider the space and time required.

### Step 1:

Explain to the group that you will be doing an activity that requires some courage, commitment, and creativity.

Start by doing a brainstorm from the question ‘What is Culture?’

Capture all of the contributions and ask the group if the following definition is acceptable.

***Culture is - ‘how we do things around here’.***

Remind the group that culture is something that changes when the people decide or allow or accept the change. E.g. Does everyone wear seatbelts when they are in cars? Was it always this way?

Do small children climb into chimneys in order to clean them? Was it always this way?

### Step 2:

Split into groups of at least 4 people. Give each group a space in the room. Allow some time to get to know each other, set up their space, etc.

### Step 3:

Give each group the following set of tasks and a time limit.

Design some basic examples of cultural practices. (Give options)

- How do your people say hello? – choose a style of greeting, handshake, words etc.
- What is forbidden in your culture? – choose some beliefs, behaviours, activities that are forbidden
- How do you make decisions in your culture? – discussion, debate, majority vote, consensus, a leader decides what is best etc.
- Create a motto/slogan and a flag for your culture.
- What are the most important values in your society? Choose five from the list at the end of this activity.
- Create an SDG hierarchy for your society. Create an SDG pyramid showing how you would arrange the SDGs in order of importance.



## Step 4:

Share the following scenarios that require groups to engage with other groups so that they have an experience in another culture. You might choose to use only one or two scenarios depending on the context of your group.

### Scenario 1:

**A visitor** – send one person from your group to visit another group. Their job is to learn something about the other culture and bring it back and share it. They must represent their own culture according to what you decided. Encourage them to ask questions.

When the visitor arrives – what do you do? How do you welcome them? How do you treat them? Share your culture with them, in particular what your values are and the SDG pyramid.

Allow ten minutes for this activity and then instruct visitors to return home.

### Debrief:

Debrief with your people AND choose one part of the new culture that you propose to take on within your own culture. E.g. a new way of saying hello, a new value, a different SDG hierarchy, something else to forbid, etc.

### Scenario 2:

A messenger arrives from a society who are down the river from you all.

They tell you that something in the water is making their people sick.

You realise that you are contaminating the water because all of you are putting your waste into the river and by the time it gets to the village downstream, it's contaminated.

A meeting is organised where the messenger (facilitator) explains the impact of what is happening (be creative about this!) and then the groups must decide whether to do something about it or not.

Send the groups away for 5 minutes and they must decide to commit to changing the way they do things or not. (There is no impact on the groups if nothing is done, there is only impact on the village downstream)

Each group must return with a YES or NO only. YES, represents a commitment to change, NO is obviously not a commitment to change.

If  $\frac{3}{4}$  or more of the groups commit to changing how they do waste, then the village downstream will get healthy again. If less than  $\frac{3}{4}$  commit, then the village will continue to suffer and eventually have to move away or lose many people to death from sickness.

### Scenario 3:

There is a severe drought, and a randomly selected group must leave their land.

They must abandon their area and arrive at the border of another territory.

A meeting of all groups is called (one or two reps per group) to discuss the situation.

The group suffering from drought presents their case by sharing who they are, what their culture is and how the drought is affecting them.

The meeting must choose 1 of 3 options that are presented by the facilitator.

1. Everybody refuse to take the refugees and they are left in the area of drought.
2. The people suffering the drought are dispersed evenly among the other groups (they have no choice which group they join) (their land is gone, their culture is broken, their connection is broken, their values, SDG hierarchy, flag, motto, etc. are at risk of disappearing).
3. A solution is found which is acceptable to the group suffering drought and all other groups (this could be all members joining one group or a dispersal that is acceptable or someone giving over some of their land, etc).

The facilitator presents the 3 options and then first of all gives each group 3 minutes to decide if they want to choose Option 1.

Bring everybody back together and ask who has chosen Option 1.

Whoever chooses Option 1 leaves the meeting and goes back to their area.

The remaining groups are given 5 minutes to go and discuss whether they prefer Option 2 or 3 in principle.

The facilitator brings the groups back and asks how many groups are in favour of Option 2.

- If more than half of the groups choose Option 2, that will be the decision and the facilitator will disperse the group accordingly)
- If less than half of the groups choose Option 2, then all of them are responsible for working with the group suffering the drought and will have 5 minutes to find a workable solution.

Give some time for the new members to integrate into their new cultures.

#### Scenario 4:

A powerful life changing medicinal herb has been found on a piece of land owned by one group.

One group has discovered it and realise its potential but it's not on their land (choose a random group and tell them secretly).

Another group has the capacity to analyse it properly and discover its true potential (choose this group and tell them that they have high skills in the area of research, but you already have some medicines, and this might be a threat?).

The group whose land it is on have never used it for medicine, but they value it highly for its beauty (tell them this only when the announcement is made).

Announce to all of the groups that the medicinal herb has been discovered.

Explain the significance and the complications around land, ownership, research.

Bring a representative from each group together and make a decision about what to do.

Give each group some information to discuss before they send their rep to the meeting.

Facilitator needs to be mindful of time and also try to manage the engagements in a way that maintains a flow.

#### Step 5:

In a final debrief, discuss what drove decision making.

How did the values and SDGs feature?

Did anyone notice their human reactions coming into play depending on how other people carried themselves? Share observations about the experience and how it relates to the world today.

What decisions did you notice that brought people towards human suffering and which ones led towards human flourishing?

### Values list - Key indicator

Excitement	Unity	Empowerment	Efficiency	Accountability
Reputation	Challenges	Discipline	Enjoyment	Courage
Fulfillment	Honesty	Excellence	Presence	Respect
Spirituality	Independence	Freedom	Environment	Relevance
Creativity	Leadership	Safety	Order	Genuineness
Service	Learning	Influence	Responsibility	Love
Stability	Competence	Community	Security	Gratitude
Integrity	Cooperation	Friendship	Philanthropy	Flexibility
Decisiveness	Ethics	Happiness	Work	Solidarity
Learning	Fairness	Change	Engagement	
Diversity	Family	Recognition	Compassion	
Loyalty	Health	Relationships	Justice	
Adventure	Growth	Tradition	Harmony	

## ACTIVITY 5

### OPTIONS

# How we do things around here



1. You can strive to find a solution that works for all. Your goal is to get full agreement among all reps to choose **Option 1**. This is WIN WIN for everyone.



2. If you are bordering the land, you can take it by force if one other group supports you. As soon as you have support you can activate **Option 2** by announcing it.



3. If it's on your land, you can take control of the herb and it's future if you get support from more than half the groups. There is power and profit in this scenario. If you convince more than half of the groups to join you and form a multi corporation, you can activate **Option 3** by announcing it.



4. You might believe that this herb should not be used as medicine and push for things to stay as they are. If you can convince all groups to leave things the way they are, you can announce **Option 4**.

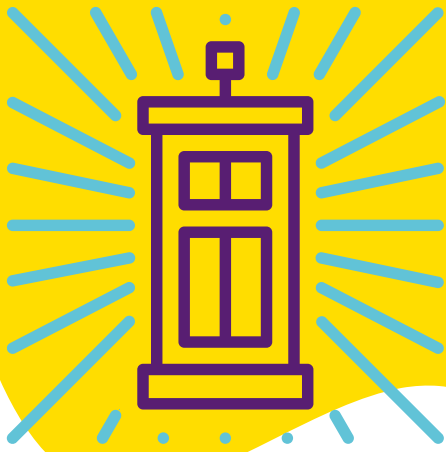


5. You might be a group who already have a medicine and are unsure about a new one. Your goal is to sabotage the meeting and not allow any agreements to be made.



6. You might decide at some point that there is a potential for this issue to destabilise the region and you send a team from your land to destroy the herb while the conference is taking place. If you choose this option, announce **Option 6**.





## ACTIVITY 6

# Past, Present, Future

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**AIM:**

To recognise how culture changes over time and to realise the importance of young people shaping culture as we navigate into the future.

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**AGE:**

12+

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**TIME:**

40mins+

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**MATERIALS:**

Paper or sheets, markers/ crayons

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**FACILITATORS NOTES:**

This activity explores how culture has changed over time with different factors influencing the changes. It invites us to think about the decisions we must make now about our cultures and whether those decisions will put us on a pathway towards human flourishing or human suffering.

**Step 1:**

Break into groups and give paper/flipchart to each group with markers/crayons.

Explain that each group must create 3 columns on their page.

1. How it was
2. How it is now
3. How we would like it to be in the future

**Step 2:**

Introduce different cultural scenarios and tell the groups that they must identify three things in terms of the societal response,

1. How it was 'back then', 2. How it is now, 3. How would you like it to be in the future.

For example, 'Voting in elections', 'protests', voting on social media

1. Limited people had a vote, women did not have a vote, the age for voting was different...
2. Age is now 18. You vote in local, national, and European elections....
3. Vote at 16 years of age! Vote online.

You might decide to only do this as a dynamic discussion-based activity rather than working on flipcharts. You can choose a set from the list or work your way through the list.

*Bear in mind that participants might reference places in the world where some of the examples (especially where harm was caused) happened in the past AND are still happening in the present. This is an opportunity to use the human rights lens and to consider whether any examples show any evidence of (a) being on a slower journey towards positive change, (b) resisting the journey (c) moving backwards.*

Past?	Present?	Future?
	Young women using herbs as medicine.	
	Hungry child steals a loaf of bread from a shop.	
	Unmarried couples have a child together.	
	Human beings are captured and sold to other human beings.	
	Ten-year-old child sent to work instead of school.	
	A person decides to travel across the world on an adventure.	
	A group of people decide that they want to take a piece of land from another group by force.	
	A flood wipes out a whole village.	
	A person gets sick and cannot go to work.	
	A family chooses to have no religion.	
	A person with a mental illness.	
	A non-white person is accused of a crime.	
	A young person presenting with challenging behaviour in a school setting.	
	A family have nowhere to live because they cannot afford it.	
	A close friend must move far away to find a job.	
	A pandemic sweeps across the world.	
	A young person who comes out as LGBTQI.	

### Step 3:

#### Discussion

This could be the basis for a great discussion with the group if you invite them to consider:

- Has the Declaration of Human Rights or other treaties contributed to change?
- Has the SDGs brought something to the table in terms of change in the future?
- How is change possible if a group of people come together and identify something that is wrong?

There is also something to be said about how change is slow or not happening and how we manage that in a Globalised world.

Short-termism is giving priority to immediate profit, quickly executed projects and short-term results, over long-term results, and far-seeing action. Short-termism is attributed to certain cognitive biases.



Link to the Universal Declaration of Human Rights

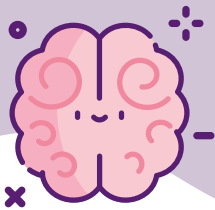


*"Our long-term plan is to find another short-term plan"*



#### Cathedral Thinking:

A far-reaching vision, a well thought out blueprint, and a shared commitment to long-term implementation



# Growing Global – Understanding and challenging our mindset

**The pursuit of social change and connecting to a more just world can be difficult to imagine. In a world that is more connected than ever before, the idea of equality and justice tend to be viewed as concepts and dreams that may or may not become a reality.**

What is happening in our minds that holds us back and perhaps disempowers us from making these dreams realities?

As we stand at the crossroads of globalisation, we are faced with devastation and suffering of our planet and its people, **or** human flourishing that will result in a global unity for all of its people. Our mindset may play a vital role in what action we will take. But how do we grow our mindset?

Science once told us that the human brain stops developing in childhood. However, we now know that the brain is constantly evolving and changing. Many parts of the brain respond to experiences and our 'software' can be updated through learning and working collectively.



## What is a fixed mindset?

'The world is the way it is, how can one person make a difference?'

In a **fixed mindset**, people believe attributes, such as talent and intelligence, are fixed – that is to say, they believe they are born with the level of intelligence and natural talents they'll reach in adulthood. A fixed-minded person usually avoids challenges in life, gives up easily, and becomes intimidated or threatened by the success of other people. This is in part because a fixed mindset does not see intelligence and talent as something you develop—it is something you "are". Fixed mindsets can lead to negative thinking. For instance, a person with a fixed mindset might fail at a task and believe it is because they aren't smart enough to do it. Whereas a growth mindset person might fail at the same task and believe it is because they need to spend more time practicing. People with a fixed mindset believe individual traits cannot change, no matter how much effort you put in.

How could we ever imagine changing the world or making change in our community with a fixed mindset? How can the **Sustainable Development Goals** be achieved when we view them with a fixed mindset?

“When I’m taking action, I don’t feel like I am helpless and that things are hopeless, because then I feel like I’m doing everything I can,” she said. “And that gives me very much hope, especially to see all the other people all around the world, the activists, who are taking action and who are fighting for their present and for their future.”

Greta Thunberg 2021





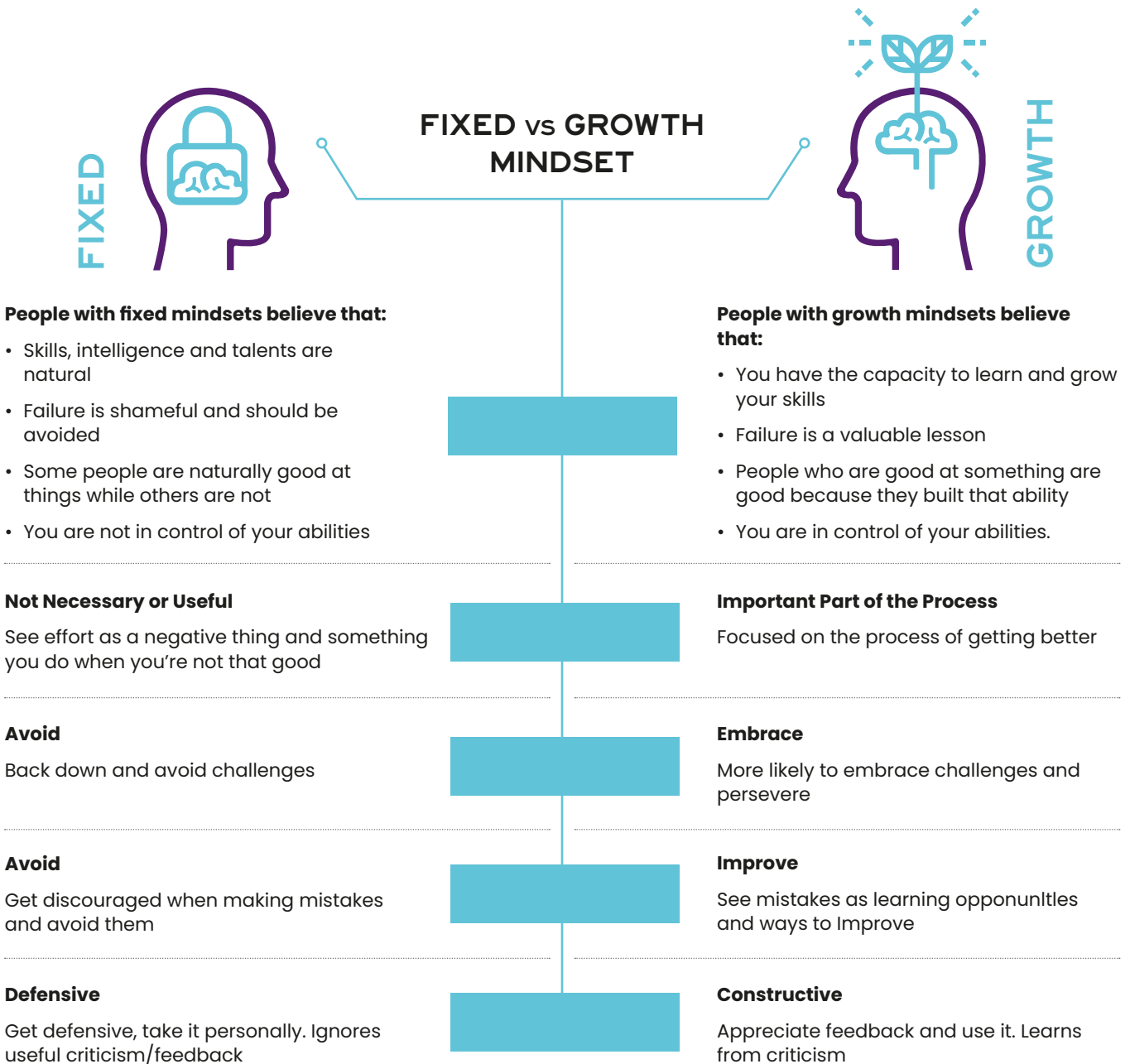
## What is a growth mindset?

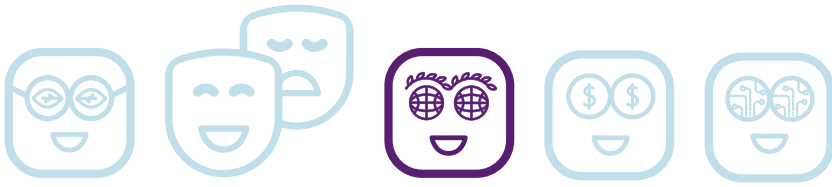
A **growth mindset** views intelligence and talent as qualities that can be developed over time.

This does not mean that people with a growth mindset assume that they could be the next Einstein—there are still variables in what we can all achieve. A growth mindset simply means that people believe their intelligence and talents can be improved through effort and actions. A growth mindset also recognises that setbacks are a necessary part of the learning process and allows people to ‘bounce back’ by increasing motivational effort.

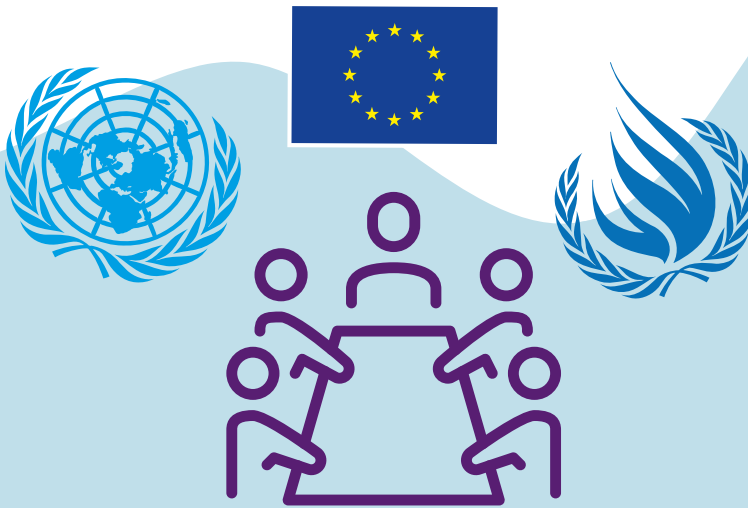
This kind of mindset sees ‘failings’ as temporary and changeable, and as such, a growth mindset is crucial for learning, resilience, motivation, and performance.

The movement towards a growth mindset is an important part of working with young people and using global youth work methodologies. Challenging this mindset is an empowering process and an important role in change making with the young people we work with. This mindset is connected throughout our lives at a personal, local, national, and global level. The growth mindset can be applied to many of the needs and issues of young people in our youth clubs and organisations.





## 3. The Political Face of Globalisation



**The political face of globalisation refers to the growth of worldwide political systems. Nowadays a lot of issues happening in our world cannot be treated at a national or local level. This new political system has grown beyond national governments and has made way for the creation of global political bodies like the European Union, Human Rights Commission, and the United Nations.**

These structures allowed for a unity of people, rights, values, and democracy across the planet. The Sustainable Development Goals is a global response to global issues.



### **Surface Connection**

Cultural and economic globalisation have caused countries to become more connected politically. Countries frequently cooperate to enact trade agreements. They work together to open their borders to allow the movement of money and people needed to keep economic globalisation working.

### **Deep Connection**

The propaganda of certain 'democratic' values and the management and sometimes mismanagement of geo-politics. It captures the acceptance of what is right and wrong and how world order is dictated. It defines what human rights abuse is and what brand of democracy is acceptable and exportable. The rise and free reign of transnational and multinational corporations in the global market. Because people, money, and computerised information move so easily around the globe, countries are increasingly working together to fight crime. The idea of maintaining international law has also grown. In 2002, the International Criminal Court was established. This court, which handles cases such as war crimes, has a global reach, although not all countries have accepted it.





## ACTIVITY 7

# Youth Citizens Assemble!

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**AIM:**

To introduce a model for how young people can analyse, discuss, and make recommendations about an issue that is affecting them using a deck of Youth Empowerment and Participation cards.

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**AGE:**

12+

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**TIME:**

1hr+

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**MATERIALS:**

Technology for access to Padlet, note pads, paper, pens, deck of cards from NYCI Young Voices – National Youth Council of Ireland.

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**FACILITATORS NOTES:**

The idea of this activity is to present a participation and engagement tool that the group of young people can use to explore any issue and work towards a collective proposal for how to deal with the issue.

**Step 1:**

Introduce participants to the idea that they are potential Changemakers and that if they find ways to work together as a collective, change is possible.

Invite suggestions for how groups of young people have come together and campaigned for change.

**Step 2:**

Break into groups and explain that each group must choose a scenario which they will work on. Each scenario represents a situation where something needs to change. *Feel free to add any scenarios that are better suited to your own group.*

**Something needs to change!**

A group of students in a secondary school want the option of wearing trousers to be available to all students.

A group of young people decide to campaign for a change of the voting age to 16 years of age.

A group of young people want to do something about hunger in the world.

A group of young people are constantly being stopped by the Gardai every time they are out at night in the community.

A group of young people want a dis-used building in the local area turned into a fully accessible and sustainable youth space.

A group of young people are being targeted with racist abuse in their community.

A group of young people are concerned about rough sleepers in their area.

A group of young people do not have access to clean water in their area.

A group of young people want to increase awareness about the SDGs in their area.

When they have chosen their scenario, they must write down five reasons why they chose it and why they think it is important.

### Step 3:

Introduce the Deck of cards to the group.



Explain that the cards are a tool which will help them to put together a Plan of Action or a Campaign in order to make change happen.

Each group will use the cards and identify which ones will be most helpful.

Encourage the group to spread out the cards and work through the sets, picking out cards that would be helpful for their particular scenario.

The cards contain the following sets:

#### Connections Deck

Set 1. Young People (3 cards) the importance of connecting with young people.

Set 2. Community (3 cards) the importance of connecting with the wider community.

Set 3. Decision Makers (3 cards) the importance of connecting with those who have power to make change happen.



#### Action Deck

Set 1. Connect (4 cards) – Connection and its importance to Action.

Set 2. Empower (4 cards) – Empowerment and its relevance to Action.

Set 3. Represent (4 cards) – Representation and Action.

Set 4. Change (4 cards) – Change is the end point of Action.

Set 5. Make a Difference (4 cards) – Why we take Action!

### Step 4:

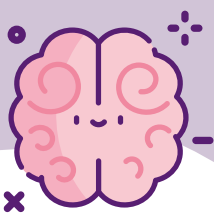
Ask each group to present their Scenario and the cards they have chosen to the main group. Facilitate a discussion about the experience and the usefulness of the cards.

### Step 5:

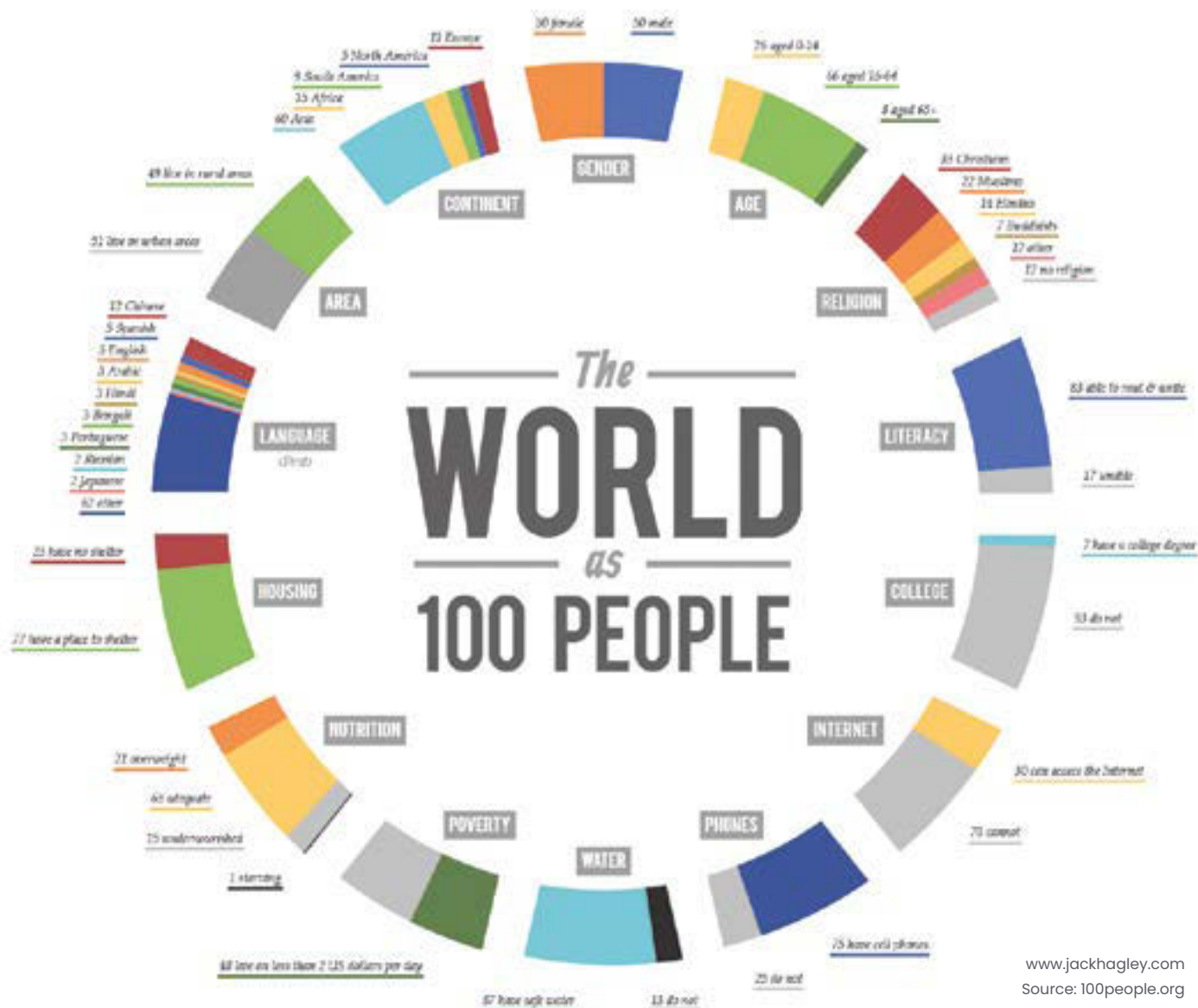
Encourage the group to choose one of the scenarios which was presented and take it on as a big group, using the cards choices to put a campaign together.

For more information on the *Empowerment & Youth Participation Cards* or contact [international@nyci.ie](mailto:international@nyci.ie) to request a pack of cards from the Young Voices – EU Youth Dialogue team.

# KNOWLEDGE TOOL



# The World as 100 people – Managing the global world



www.jackhagley.com  
Source: 100people.org

**One of many challenges when considering our planet as 7.9 billion people (as of April 2022) is of course the size and scope of it all. Trying to understand inequalities, access to basic needs, rights, and issues is hindered by the sheer size and reality of 7.9 billion people.**

While it is virtually impossible to accurately portray the life experiences of each one of us, the aim of this graphic is to select and present a representative sample of 100 of the earth's population. This much smaller yet proportionally accurate portrait offers a more manageable way for us to better understand who we are as a species.

100 People is all about keeping it simple. When you shrink the world's population down to only 100 people, you start to get an idea of just how unequal the world is.



When the world is broken down to only 100 people, there are an equal number of men and women. The majority of people (60%) live in Asia, and most people are aged between 25 and 54.

Christianity is the dominant religion – 31 people identify with the faith. There would be 23 Muslims, 15 Hindus and seven Buddhists. Sixteen people are unaffiliated with any religion.

Mandarin is the most popular language, spoken by 12 people, followed by Spanish and English. Beyond the top five languages, the rest of the world (70%) speaks 6,500 other languages.

When we start to look at the global issues, we start to see the level of global inequality and how the figures start to look really shocking. More than 70% earned \$10 or less a day, while 15% made less than \$2 a day. One person earns more than \$90 a day. And this same person controls 50% of wealth.

Basics such as education, shelter and clean water are unequally shared. More than one in 10 people are unable to read and write (14%), do not have access to clean water (13%) or shelter (23%), and are malnourished or starving (16%).

Higher education is a privilege experienced by a minority, and only seven of the 100 people attended college.

More than half of the world is not connected to the internet, and a quarter do not own a mobile phone. Meanwhile, 22 people do not have access to electricity.

This is the global reality of the scale of issues and inequalities across the world.

For more information on the 100 People project check out: <https://www.100people.org>





## ACTIVITY 8

# 100 People: A World Portrait

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**AIM:**

The aim of this activity is to connect participants to the 100 people concept. To explore the diversity and challenges that are faced on our planet.

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**AGE:**

12+

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**TIME:**

40 mins

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**MATERIALS NEEDED:**

A copy of the 100 People graphic on page 43, the questionnaire list and activity sheet.

### Step 1:

Introduce and supply the group with a copy of the 100 people graphic. This can be done as a whole group or in smaller groups. The idea is to allow time and space for the participants to react to the different figures making up the 100 people.

### Step 2:

Once the group has discussed and explored the graphic, it is now time to supply them with the questionnaire. Here the groups can identify the different elements of the graphic and further unpack the 100 people.

### Step 3:

The next phase is to invite the participants to build their own profile and create a community profile of the youth group. This is about identifying how the group relates and connects to the 100 people graphic. We may not experience all of the issues and inequalities that represent the 100 people, but we are connected and represented within these 100 people.

### Facilitator questions:

1. How does our profile relate?
2. Are we a minority or majority in some of the inequalities represented in the 100 people graphic? How are things the same/different?
3. What is the majority and are there any participants that represent a minority within the group?
4. Are there any surprises within the room?
5. Has this helped in making us feel more connected globally? Do we feel more connected now? Why?

# If the world were 100 People

There would be:

- |  |   |
|--|---|
| _____ Females                              | _____ would speak Spanish                             |
| _____ Males                                | _____ would speak English                             |
| _____ Children                             | _____ would speak Arabic                              |
| _____ Adults                               | _____ would speak Hindi                               |
| _____ Adults aged 65 and older             | _____ would speak Bengali                             |
| _____ Asians                               | _____ would speak other languages                     |
| _____ Africans                             | _____ would be able to read and write                 |
| _____ People from the Americas             | _____ would not be able to read or write              |
| _____ Europeans                            | _____ would have a college degree                     |
| _____ would be Christian                   | _____ would own or share a computer                   |
| _____ would be Muslim                      | _____ would have shelter                              |
| _____ would be Hindu                       | _____ would be dying of starvation                    |
| _____ would be Buddhist                    | _____ would be undernourished                         |
| _____ would practice other religions       | _____ would be overweight                             |
| _____ would not be aligned with a religion | _____ people would have no clean, safe water to drink |
| _____ would speak Chinese                  |   |

# Community Profile

Where do you live? (City/Town/County/Province/Country)

What animals live in your area?

Time Zone (Longitude/Latitude)

What industries support your local economy?

What kinds of clothes do you wear?

What kinds of transportation are used in your community?

What are the types of food that you eat?

What is the traditional structure of families in your community?

What kind of food is grown where you live?

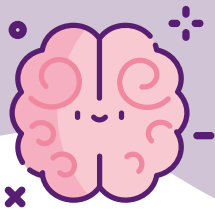
What is the educational system in your community?

What religions are practiced in your community?

What kind of currency do you use?

What languages are spoken in your community?

## KNOWLEDGE TOOL



# Framing Globalisation – Perspective Tools



### The framing of globalisation with young people is an important starting point on this connection and relationship journey.

We can understand globalisation and global issues best when we look at it from multiple perspectives and lenses, at the intersection of politics, economics, society and individuality, whether visible or invisible and through various actors, spaces and relationships.

By doing so, working with the Five Faces of Globalisation in Global Youth Work means being capable of:

- Assessing the multiple dimensions of young people's connection in a situation.
- Challenging the negative powers that limit the growth and wellbeing of young people.
- Celebrating the positive aspects of Globalisation.
- Encouraging young people to drive positive change at the personal, local, national, and global levels and that change making is needed.

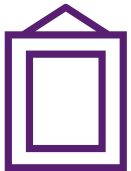
- Supporting marginalised young people on their relationship to globalisation.
- Developing global social justice projects and programmes in youth work.
- Being aware of your own power to bring about transformative change as a youth worker.
- Being aware of the global power dynamics that create the world we live in, and how we can work towards a more equal one.
- Empowering young people to have the knowledge and skills to take informed action to change the world for the better.

The **Perspective Taking Tool** is a valuable asset for youth workers and young people who are trying to get a healthy perspective or trying to unpack a complex narrative like globalisation. Each element of the tool becomes useful when it is used to enhance a conversation, inform an analysis, or when a standpoint is being developed on a critical issue.





# Perspective Tools



## A Frame

### Think about the context

Consider what is outside the frame

*what do you see, what do others want you to see, what is not there?*



## Glasses

### Using multiple perspectives

Using a different point of view Seeing through others eyes



## Satellite

### Take an overview

Seeing the world connections

Looking at worldwide trends

Using a Global perspective



## Weighing Scales

### When considering the consequence of an action that may be taken on an issue...

- How much help?
- How much harm?



## Microscope

### Consider the details of an issue...

- Look at it closely
- Zoom in to see more



## Mirror

### If you could see yourself reacting to an issue...

- How do you see it affecting YOU, your thoughts and feelings?
- What would your action look like to YOU?



## Filter

### When considering narratives on an issue...

- Removing the agendas and propaganda
- Filtering the misinformation and manipulation



## Previous One World Week Resources to support your work and development



### Building Back Better: Youth Power and Planet

This toolkit explores the issue of power and helps you make links to the Sustainable Development Goals.

It is designed for global educators, youth workers, development education practitioners, trainers, climate activists, changemakers of all shapes and sizes but in particular those working with the current generation of young people.



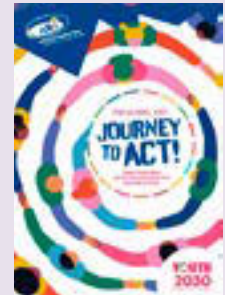
To download a copy today: ----->



### The Global Youth: Journey to Act!

Young people are more globally connected than ever before.

Build action on global issues affecting people and planet into your youth work and activism with this easy-to-use resource pack.



To download a copy today: ----->



### Activism, the SDGs and Youth

This book is about harnessing power and using it for positive change. This resource invites those who will use it to resist the urge to see action as something that just happens in a spontaneous moment of outrage or injustice but rather action is part of a process, a plan, a conscious and strategic act driven by a sense of what is wrong and what needs to change.



To download a copy today: ----->



### Peace and Justice: It's up to Youth

This resource for youth workers on Peace, Justice and the SDGs focuses on Goal 16. It provides activities and opportunities for young people (and those who work with young people) to engage more on key issues of our time, to reflect on root causes and consequences, and to clear a path for this generation to lay strong foundations for present and future pathways to peace, justice, equality, and human rights.



To download a copy today: ----->



## ACTIVITY 9

# Pathway to Accountability

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**AIM:**

To explore how the presence or absence of “accountability” can determine how real issues are dealt with at different levels.

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**AGE:**

12+

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**TIME:**

40 mins+

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**MATERIALS:**

Print outs, flipchart paper, markers, open space

---

**FACILITATOR NOTES:**

The idea of this activity is to introduce participants to a tool (Pathway to Accountability) which will help them to understand what accountability is, what it looks like when it's not there and what they should expect from those with the power to make big decisions.

### Step 1:

Share the definition for Accountability and try to ensure that it makes sense to everyone.



*Accountability is a continuous process of being responsible to yourself and those around you for your choices and the consequences of your choices.*

If I am accountable, then I will take responsibility for the choices I make and the impact of those choices.

You might share some examples. E.g. If I am with a group of friends and I make a joke that is racist, misogynistic or harmful to someone in the group. A friend might say “that’s not really appropriate” and if I take accountability, I would recognise that I chose to make the joke, I possibly didn’t think about the impact and I now see that there is a consequence which has affected my friends. I might say “yea actually I hear ya, I am sorry for that, it wasn’t my intention to offend but I see where you are coming from.”

OR I might not take accountability because I am embarrassed or uncomfortable because someone has expressed a view that I wasn’t expecting. So instead of taking on board some feedback from a friend and taking responsibility for my choices and the impact on them I might reject their point of view and say, “it’s not inappropriate, it’s just a joke, get over yourself!”. Even if I believe it was “just a joke” and that my intention was not bad, to deny the consequences of my choices is to reject the impact on someone else.

### Step 2:

Share and explain the Pathway.

1. Denial - There is no issue or problem here.
2. Blaming - Deny responsibility, shift blame to others, play the victim.
3. Excuses - I can’t do anything about this, I don’t get it, this is nothing to do with me, it’s above my pay grade!
4. Hope for the best - Ignore the issue and hope that it goes away.
5. Acknowledge reality - Accept the situation and the reality of the circumstances around it.

6. Taking a stance – Own the issue and honour your roles and responsibilities in relation to it.
7. Exploring solutions – Take a responsibility to explore possible solutions from your position.
8. Implementation – Commitment to taking solution focused action towards resolving the issue.

If possible, map out the pathway on the floor or along a set of tables big enough for people to move around it.

### Step 3:

Create 8 groups, if possible, which would represent one for each stage on the pathway.

Hand out the 8 cards with statements on them to the groups and give them time to read the card and take it in.

If 8 groups are not possible, distribute the 8 cards among the groups to make sure that all of the cards are used.

### Step 4:

Invite participants to move to the area or place their card in the area that they think represents the statement on their card and the stage of the pathway.

When all have done this, ask each group to read out their statement and explain why they reckon it should go on that stage.

### Step 5:

Introduce a list of current news events with a set of headlines or statements relating to a problem, challenge, crisis that our society is facing (check out the 9@9 on [journal.ie](http://journal.ie) for the most current daily news in bite size format). This could relate to an issue that is local, national, global. E.g. climate, mental health services, war, racism, etc.

### Step 6:

Invite groups to select one option from the list that resonates with them and then to create a political quote for each stage of the pathway to accountability. E.g. What would a politician say if they were at Denial? What would they say at exploring solutions? etc.

### Step 7:

Ask groups to share their examples and then open up a discussion with the group about their views on accountability and whether it is important in politics when it comes to tackling the big issues.

Of course, it can be mentioned how accountability does not only apply to politicians, it is also relevant to business, celebrities, charities, service providers etc.

Reference the SDGs and the “accountability” mechanisms that are in place for showing and sharing progress in each country.

## ACTIVITY 9

STATEMENTS

# Pathway to Accountability



### **Denial**

There is no issue or problem here.



### **Blaming**

Deny responsibility, shift blame to others, play the victim.



### **Excuses**

I can't do anything about this, I don't get it, this is nothing to do with me, it's above my pay grade!



### **Hope for the best**

Ignore the issue and hope that it goes away.



### **Acknowledge reality**

Accept the situation and the reality of the circumstances around it.



### **Taking a stance**

Own the issue and honour your roles and responsibilities in relation to it.



### **Exploring solutions**

Take a responsibility to explore possible solutions from your position.



### **Implementation**

Commitment to taking solution focused action towards resolving the issue.



## ACTIVITY 10

# Connecting and PLiNGing to the SDGs

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**AIM:**

To develop a connection and understanding to how we are all living within the Sustainable Development Goals from a personal, local, national, and global level.

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**AGE:**

10+

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**TIME:**

45 min

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**MATERIALS**

Flipchart paper, markers, copy of the 17 SDGs available at the QR code and in this resource.

### Step 1:

Ask the group to split into smaller groups of 4 or 5. When they are in their smaller groups, give them a sheet of flipchart paper, a copy of the 17 SDGs and markers so that they can record their answers and discussion – the more creative, the better!

### Step 2:

Present the 17 SDGs to the group and pose some/all the following questions to the groups (depending on time and group)

1. Looking at the 17 goals – where do you see a personal connection in your life, in your job, in your hobbies, in your community. Do you see a connection to Ireland being affected by these goals?
2. Are some goals more important to you than others? What is the most important? Why do you think there are so many?
3. Do you see any barriers/challenges to these 17 goals? Explain.
4. Do you think it is important for people to know about these goals? Why are they not more visible in Ireland and in the World?
5. If there was one or two key messages that you would want those in power to hear (Taoiseach, Minister, Politicians, business leaders, etc.), what would that message be?
6. What action will you take (if any) around these 17 goals – what will you do in the short/long term: personally, and otherwise? What action should we expect at a global level? What actions should world leaders and governments be doing?
7. What support do you need from the key players/leaders/ stakeholders to enable/empower you to contribute/take action on the new goals?
8. What are some of the feelings and thoughts that you felt and had doing this activity?

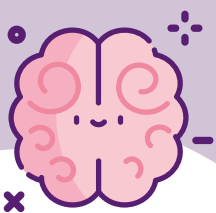
#### Link to Sustainable Development Goals:



To do: Check out Ireland's SDGs National Implementation Plan



## KNOWLEDGE TOOL



# Enhancing our Connection to SOLIDARITY



**As we move through the journey and new understanding of this global connection, we all have decisions that will have to be made. These decisions may affect us personally, they may cause disruption to our daily lives, they may also challenge how we feel and think.**

Global Youth Work is all about these challenges to our thoughts, feelings, and way of living day to day.

The process of moving young people from apathy to empathy to action can be a powerful process for young people and youth workers. The relationship we have with our young people may grow and strengthen as a result of this process. It can be difficult to connect with complex and scary issues that are taking place across the planet. Issues like war, racism, hunger, poverty, inequality, extreme climate changes may not be happening in your country or community, but we are all connected. These issues are happening to people. This is our connection. **Solidarity** is where we can begin to connect and relate to many of these global issues.

### **What is Solidarity?**

Solidarity is a feeling of unity arising from common experiences, interests and beliefs between individuals and groups, and demonstrated by collective support and action. We often think of solidarity in terms of our actions with friends and allies. We can also feel and be in solidarity with strangers and people beyond our immediate communities or countries who share

similar feelings about right and wrong, and about justice and human rights.

### **Why is Solidarity Important?**

Solidarity is essential for creating social change. It is what brings us together, unites us and forges collective efforts that are stronger than we could ever achieve individually. Solidarity helps us move from an individual perspective to building group consciousness.

It allows us to move beyond supporting an individual to supporting communities and groups of people to enjoy lives free of injustices. We begin to appreciate how other people all over the world experience common oppressions.

When there is no solidarity, activists feel isolated. There is a climate of fear, burn out and wasted resources. Organisational activities are less powerful than they could be, and mixed messages can create confusion in the community with an increased likelihood of replicated efforts. The task of preventing oppression of people is a large one. In order to achieve this goal, we need to feel we are not alone, that others support us and stand together in solidarity with us. Solidarity is important every day, but now more than ever because of the unique circumstances presented to us by the globalisation of people. It is also critical at this moment because of the need for heightened activism against various social injustices including racism, climate change, hunger, inequality, economic exploitation, etc. As individuals and as organisations, this is the time to connect through our shared humanity and stand with each other, express collective support, and action.



## What does Solidarity look like?

It is sometimes hard to know what solidarity looks like, since we identify with it first as a feeling. We can usually feel whether others are working in solidarity with us or not. Many forms of collaboration exist without solidarity—people manage the practicalities of shared tasks and goals, while still missing the deepest levels of shared passion, values alignment, and commitment to a greater vision. Solidarity holds a rare power and is what has made movements across history so transformative and memorable. Solidarity can connect strangers, creating lasting connections that endure the greatest challenges. To access a collective power, we need to know what solidarity looks like, so that, above all, we can look for and nurture those qualities within ourselves and in our efforts to grow the movements we support.

- **Cohesion** is when there are common principles or shared beliefs within a group. It does not mean that everyone has the same opinion on everything but rather that there is agreement on the fundamentals— for example, that violence against women is an injustice.
- **Cooperation** is when individuals working together demonstrate respect, support, and sensitivity to each other. This means engaging, discussing, listening, and compromising.
- **Trust** is the foundation of all positive relationships, both personal and professional. It must exist for solidarity to flourish. Trust arises from consistent honesty, sincerity, and straightforward communication, creating the faith that there will be transparency and that no one will deceive another.
- **Mutual Respect** is demonstrated when everyone's capacity and perspective is honoured and valued. This means seeing all individuals as equals and acknowledging that every individual has something important to contribute.
- **Empathy** is the ability to connect with the experience and feelings of others. It is the reason we can feel in solidarity with someone we have never met.
- **Reliability** is what sustains a feeling of solidarity. Even when problems, differences, conflicts, or challenges emerge, there must be a genuine

commitment to persevere—to work through the challenging times together. We must show up for each other reliably and consistently – even through difficult times.

- **Reaching Out to individuals**, activists and others is a way of showing solidarity. Reaching out in solidarity is a way to say, “we can be stronger together” and “I’ll stand by you.” It is about making connections based on shared values.

Solidarity is not taking up the space and assuming the lead or replicating the inequalities we are trying to stop. It is dangerous and harmful to assume that we know better than the people we are trying to stand in solidarity with, when this happens, we use our power over them and end up perpetuating unhealthy power dynamics. Standing in solidarity with other people doesn't mean that we are forfeiting our rights or ignoring /downplaying our issues or injustices. As witnessed during some social justice campaigns, downplaying injustices in the guise of making it more inclusive, such as the #MeToo movement being supplanted by #Mentoo or #Blacklivesmatter being corrupted into #Alllivesmatter -- this is very harmful and distracts the attention from urgent structural inequalities.

## Why is Solidarity sometimes difficult to practice?

We know in principle that solidarity is essential, yet in practice it is often hard to feel and foster at a personal, organisational, or collective level. At a personal level, solidarity is at times difficult to practice because of a lack of confidence or belief in ourselves, feeling distant from the issues, feelings of competition, being preoccupied with our own struggles, fear of judgement, feeling intimidated by others, unwillingness to move out of our own comfort zone, etc. At an organisational level, solidarity is at times difficult to practice because of competition, suspicion of others, desire for recognition, lack of confidence in our organisational purpose or identity, being constructively critical, an unwillingness to put in the time, etc.

## What can we do to stand in Solidarity with others across the Globe?

During moments of crisis is when we can “walk the talk” of standing in solidarity and being strong allies.





The **FIST** tool that was developed for *The Global Youth - Journey to Act!* **One World Week** resource in 2021.



If we want  
to show  
**Solidarity**,  
are we  
prepared to  
go all in?

**F** What are my **FEELINGS** about this?

**I** What **IMAGES** pop into my mind?

**S** What am I **SENSING** in my body?

**T** What are my **THOUGHTS** on this?

## ACTIVITY 11

# BIG P or little p – Moving Debate



“ I’m right and you’re wrong, I’m big and you’re small, and there’s nothing you can do about it.”

Ronald Dahl, Matilda

### AIM:

To explore and discuss how politics operates at different levels and where young people can connect and potentially make change at a political level.

### AGE:

12+

### TIME:

40 mins

### MATERIALS:

The statements, a space for the group to move.

### NOTE FOR FACILITATOR:

This activity can be done both in-person and online.

### Step 1:

Divide the room into two ends, one end will be the **‘BIG P’** end and the other will be the **‘small p’** end. These ends will represent how the participants answer the statements. Ask the participants to imagine that there is a line joining the two ends. The middle will be the ‘unsure’ or undecided point. A visual spectrum will be used along this ‘imaginary’ line. So, the closer you are to an end, signifies how strongly you align with that answer.

### Step 2:

Once you have explained the layout of the room and the rules of the game, it is time to call out the statements. The statements will be based on deciding whether the situation or statement is connected to **BIG P** or **little p**. Once a statement has been called out, give time for the participants to consider their answer and move. It is now time for the facilitator to explore the decisions in the room. Do this by asking the participants why and how they have come to that decision.

**Notes for facilitator:** There may be some confusion as to what the difference between BIG and little P. This can be clarified at the beginning, or it may answer itself throughout the activity. A lot of the time when we hear the word ‘politics’ we only consider the government workings of a country. There are of course many other ways to be ‘political’. There are also other spaces where young people can use their voice in this political sphere.

P

### What is BIG P politics?

Big p politics is all about what is happening in Government and political parties. From the policies being worked on, cooperation between political parties, engaging with diplomatic issues and deals, world trade agreements, to debates within Leinster House. The ‘BIG P’ can feel miles away from the lives of young people and communities.

P

### What is small p politics?

The small p politics is all about the ‘everyday life’ and minute-by-minute choices and decisions that make us who we are. Our identity and values, winners and losers, haves and have-nots. It can be local structures and opportunities to get involved in clubs and groups. This is an important and powerful area for young people to engage in the politics of the world, their country, and their communities.

## ACTIVITY 11

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STATEMENTS

# BIG P or little p – Moving Debate

Voting in a general election

---

Going to a march or protest

---

Joining a trade union

---

Donating and sending aid to a foreign country

---

Boycotting a brand or company

---

The Sustainable Development Goals

---

Wearing/refusing to wear a face mask

---

Sharing an Instagram post on climate change/racism/war/etc

---

Voting in a referendum

---

Human rights

---

Volunteering in your community

---

Recycling

---

Joining a political party

---

Being in a youth club or scout group

---

Joining a student's union

---

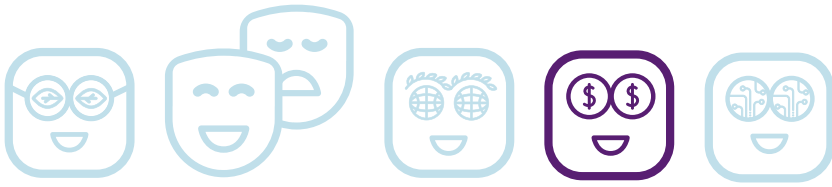
Donating to a charity

---

Secretary of a local Community Council

---

Committee member of a local youth club



## 4. The Economic Face of Globalisation



**The economic face is the main element of globalisation, as it can be argued to be the most visible and is often the focus of protest against Capitalism. Economic globalisation refers to the widespread international movement of goods, capital, services, technology and information.**

'Money makes the world go round' is a term used to describe humans' relationship with money. Everything connects and is dictated by making money and spending money. The economy of countries is based on their ability to create goods and services through trade. Power, success, greed, focus are all values that are measured in money and wealth within a capitalist society. The pressure and constraints of wealth affects young people across the planet. Inequality stems and strives throughout this face.



### Surface Connection

The trading of goods, services, information is a massive part of global economics. It is how we can buy different foods, clothes, cars, and technologies. We do not even have to leave our house anymore to shop. The 'global shopping experience' has become an integral part of our lives from Amazon, Shein, Apple, McDonalds, and Primark to name but a few operating globally without borders and rules. None of these brands or services exist in just one place; they are everywhere.

### Deep Connection

There is of course a human cost of capitalism and global trading. The power and control of these multinational corporations have been a detriment to countries, local businesses, and people across the globe. From human rights violations, labour conditions of factory workers, health risks to local communities and the environment from unregulated practices, mistreatment of women and children. This is all taking place throughout this global supply chain that we are all connected to. This is all being done in order to cut costs and make as much profits as possible. Companies and corporations set up in developing countries where they can operate freely and unopposed, offering much needed employment but without any of the rights and protection that we would expect here in Ireland. Ireland has more recently become a 'tax haven' for many multinational corporations.

Young people are a major influence on this face, as a consumer and target of advertisement. There is huge buying power and huge potential in collective action of young people at this face from fair distribution, fair trade, and a just transition of workers and their rights.



*Freight trains waiting to be loaded with cargo to transport around the United Kingdom. This cargo comes from different places around the world and contains all kinds of goods and products - photo by Bloomberg*

## ACTIVITY 12



# There's no place like home

### AIM:

To reframe the idea that economics is exclusively about money and markets.

### AGE:

12+

### TIME:

40mins

### MATERIALS:

Flipchart paper, markers, ecosystem graphic

### FACILITATORS NOTES:

The idea of this activity is to support participants to expand their understanding of economics beyond money, currency, or financial markets. Managing our "home" involves much more than that!

### Step 1:

Using a large piece of paper or flipchart draw a line down the middle and put the heading Home, on one side and Economy on the other side.

Fold the paper in half and do a brainstorm on Home - all the one-word answers that come to mind when you think about 'home'

Flip the paper so that only Economy is visible and invite participants to brainstorm all the words that come to mind when they hear 'economy'.

Leave the flipchart for the moment.

### Step 2:

Explain Ecosystem and share examples of "eco systems" as graphics or create a mindmap of an ecosystem.

<b>Eco</b> - means home
<b>System</b> - means together, related/relationship
<b>Eco System</b> ("home" + "system of relationships")
Ecosystem means all the relationships in a home. Scale it up or down, the same relevance applies. The Planet is our home. Microorganisms, plants, animals, people, water, soil, and air. An ecosystem can be as small as a drop of rain or as large as the planet.

### Step 3:

Explain Ecology and relate it to the earth as our "Home" and therefore our knowledge and understanding of the "relationships of home" are critical if we are to manage a climate crisis.

<b>Eco</b> - means home
<b>Logy</b> - means knowledge of
<b>Ecology</b> ("home" + "knowledge") Knowledge of home
Ecology means knowing, reading, and understanding the home - and by definition the relationships of home.

#### Step 4:

Explain Economy as “management of home” and therefore much more than just finance and money.

Eco - means home
Nomy - means management
Economy (“home” + “management”)
Economy means management of home, within our own homes and across the Planet. How we organise our relationships in a place, ideally to take care of the place and each other.

Now go back to the flipchart and open it up to show the contrast between words for Home and words for Economy. Recognise that the limited view of Economy is risky because it moves us away from the important work of ‘Managing Home’ which should include managing all of these other important elements – Health, education, business, food, relationships, communication, transportation, waste, etc.



#### Step 5

Ask participants to give examples of the impact of MISmanaging Home.

Remind them that there are ecological consequences to the mismanagement of home.

When you globalise the economy, then you globalise the ecosystem, and you globalise the consequences of mismanaging home.



# Human Rights and the Qatar World Cup 2022

## In December 2010, Qatar won its bid to host the 2022 World Cup.

In preparation, Qatar will spend an estimated US\$100 billion on infrastructure, including a new airport, roads, hotels, and stadiums. Since it has been announced there have been multiple stories of shocking stories and allegations surrounding the planning and development of this competition. Without the two million migrant workers, the 2022 World Cup simply would not be possible in Qatar. Men and women, mostly from Africa and Asia, are building the stadiums, the roads, the metro; they will be providing security for the football matches, transporting fans in taxis to the games, greeting them in hotels and serving them in restaurants.

The 2022 FIFA World Cup is scheduled to take place in Qatar from 21 November to 18 December 2022. This will be the first World Cup ever to be held in the Arab world, and it will be the second World Cup held entirely in Asia after the 2002 tournament was held in South Korea and Japan.

Since 2010, human rights organisations, trade unions, and media have consistently documented

the rampant human rights abuses in the country, especially against migrant workers, including widespread wage theft, high recruitment fees, unexplained deaths, and passport confiscation, among others. At the heart of the abuse faced by migrant workers is Qatar's 'Kafala' system of sponsorship-based employment which legally binds foreign workers to their employers. Over the last decade, Amnesty International and others have shown how the system – which until recently prevented workers from changing jobs or even leaving the country without their employer's permission – traps migrant workers in a cycle of abuse.

While Qatar has introduced several reforms with much fanfare, they came too late, have proven to be woefully inadequate, and are poorly enforced. Similarly, the authorities have made no serious reforms to the severe discrimination in law and practice against women and LGBT people.

It was reported in June 2015 by the International Trade Union Confederation, that over 1,200 workers had died while working on infrastructure and real-estate projects related to the World Cup, and the Qatar Government's counterclaim that none had.



Players from the Germany National team have made their feelings clear in throughout the qualifying games

# KNOWLEDGE TOOL



In March 2016, Amnesty International accused Qatar of using forced labour, forcing the employees to live in poor conditions, and withholding their wages and passports. It also accused FIFA of failing to stop the stadium from being built on “human right abuses.” Migrant workers told Amnesty about verbal abuse and threats they received after complaining about not being paid for up to several months. Nepali workers were even denied leave to visit their family after the 2015 Nepal earthquake.

Despite the widespread criticism, the authorities have dragged their feet in making comprehensive data on deaths of migrant workers publicly available. FIFA, too, has not used its leverage to push for more transparency around migrant deaths, but instead made erroneous remarks about them. According to media reports, FIFA President Gianni Infantino has even suggested that there have been just three work-related deaths in FIFA stadiums in Qatar, an incredible claim that is lower than even what Qatari authorities have announced.

Despite repeated warnings and concrete evidence of rights violations, FIFA has not used its leverage or authority to pressure Qatar to follow through on its reform promises. Instead, FIFA has covered up for Qatar’s slow progress and championed the authorities’ reform narrative built around worker welfare that clearly does not reflect the reality for migrant workers.

FIFA has also failed to effectively push back on other repressive laws on press freedom, LGBT rights, and women’s rights. Not only has FIFA been a dismal steward for protecting and promoting human rights in Qatar, failing to use its leverage to truly push for football as a “force for good,” but it has also failed to fulfil its own human rights obligations under the United Nations Guiding Principles on Business



David Beckham was unveiled as the face of the Qatar World Cup. Signing a deal worth £15 million over the next decade to become the country’s ambassador

and Human Rights (the Guiding Principles) that were adopted in 2016. As per the Guiding Principles, FIFA should step up and make reparations to the thousands of migrant workers or their families who experienced abuses, including unexplained deaths, to make the World Cup 2022 possible.

Campaigners are pressuring National teams to boycott the competition, in particular Germany, Denmark and Norway who have been outspoken throughout the qualification stages.

Official sponsors of the Fifa World Cup include Qatar Airways, QatarEnergy, Adidas, Coca-Cola, Wanda, Hyundai and VISA.



Fans of Freiburg display a banner about boycotting the FIFA World Cup 2022 in Qatar on April 02, 2022 in Freiburg im Breisgau, Germany [Matthias Hangst/Getty Images]

## By the numbers (Jan 2016–April 2022)

These numbers are based on publicly reported allegations of labour rights abuse against migrant workers in Qatar, in which business are implicated. The actual number of incidents of abuse and affected migrant workers are believed to be higher.



Data from the Business & Human Rights Resource Centre - for more related stories: <https://www.business-humanrights.org/en/big-issues/major-sporting-events/labour-rights-and-the-qatar-world-cup-2022/>



## ACTIVITY 13

# The Circle of Life



### AIM:

To introduce participants to the Circular Economy and support them to understand how it works and apply its principles in their own lives.

### AGE:

12+

### TIME:

40mins +

### MATERIALS:

Large sheets of paper, markers/crayons, screen, a space where you have access to random everyday objects.

### FACILITATOR NOTES:

The idea of the activity is to get everyone on the same page in terms of understanding the circular economy concept and then giving the group a chance to explore how it works in real life by looking at the things that are around them and testing the circular economy principles.

### Step 1:

Share the video below and check in that it made sense to people.



Explaining the Circular Economy and How Society Can Re-think Progress | Animated Video Essay

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

It might be worthwhile to reinforce the 'TAKE, MAKE, DISPOSE' approach which has become the norm for humans.

### Step 2:

Create small groups and invite each group to look around for an "everyday object" in the space you are working in. It could be a pen, a backpack, a phone, a pair of shoes, etc.

### Step 3:

Each group will research and map out the life cycle of this object across the following headings:

1. Materials - What is needed & where do you get it? How are people involved at this stage?
2. Manufacture - How is it made? Where is it made? Who makes it?
3. Packaging and transportation - What does this involve?
4. Use - how is it used? By whom? For how long?
5. End of life - what does 'end of life' look like for this item? What happens to it?

This might require internet searches if feasible but otherwise groups can give their best guess about what happens at each stage.

### Step 4:

When finished, ask each group to share their life cycle maps.

Discuss what stood out for them during this activity. Any surprises? Have they ever thought about this stuff before?

Things to consider:

- Pay, conditions, rights of workers.
- Impact on the environment.
- Costs and profits.

### Step 5:

Ask each group to consider the Circular Economy model and develop some recommendations about what they could do to reduce the negative impacts at any stage of the life cycle of their item.

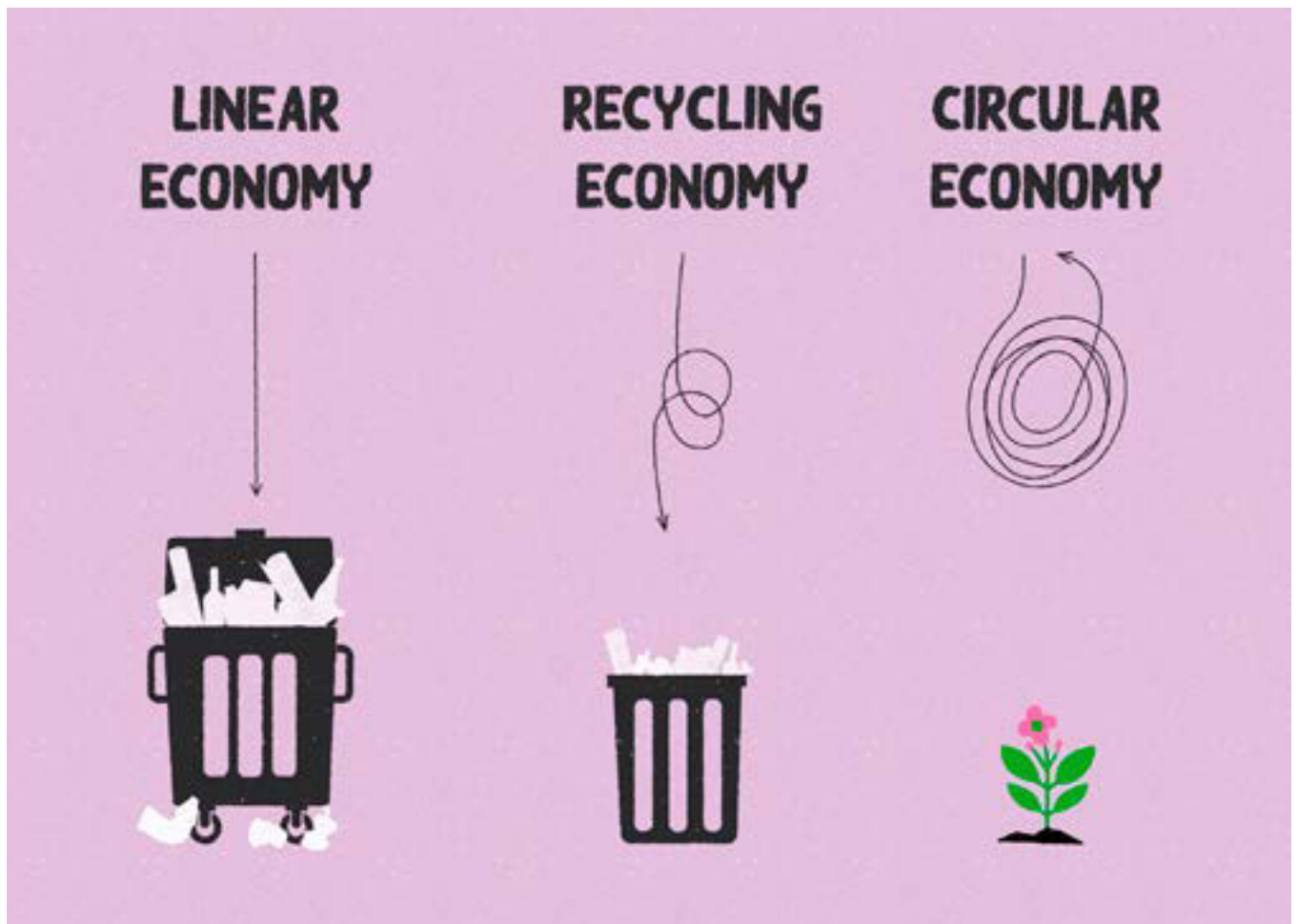
### Step 6:

Invite participants to discuss how they feel about the Circular Economy and how it relates to their own lives. Ask them whether they feel pressured into buying the latest, newest version of items such as phones, clothes, accessories, etc.

Ask for reactions to the following quote:

**“ If it can't be reduced, reused, repaired, rebuilt, refurbished, refinished, resold, recycled or composted, then it should be restricted, designed or removed from production. ”**

Pete Seeger



## ACTIVITY 14



# Race to the Bottom

### AIM:

To explore the effect of corporate-led globalisation on countries and workers' rights

### TIME:

45 mins

### AGE:

12+

### MATERIALS:

Rights Cards for each team. Flipchart and marker. A copy of the scenario. A copy of the TNC factsheet

### What you need to do:

- Split the group into 4 – 6 teams, depending on numbers (minimum 2 on each team).
- Explain that one team represents a corporation, and the other teams each represent a country.
- Give each country a set of the rights cards and explain that these represent the rights that all the people of the country are entitled to.
- Read out the scenario and begin playing. Teams can name their country and decide which of the rights they would be prepared to do without in order to get the corporation to locate its factory there.
- They also choose which rights they are not prepared to give up.
- Each team then makes a bid for the factory by silently offering up one of their rights cards to the corporation.
- The 'corporation' decides which bid is the most attractive – In the event of a tie, the leader of the corporation chooses and informs the facilitator (youth leader) who removes that right card from ALL the groups. The winning bid is noted by the facilitator and the corporation is said to favour that country.
- In subsequent rounds, it is up to the other teams to convince the corporation to change its mind. Between each bidding round, give the teams a couple of minutes to discuss strategy. After three or four rounds, announce which country has been awarded the factory.



### Scenario:

A Transnational Corporation (TNC) is considering setting up a factory in a country in the Global South. It is looking for the best deal to maximise profits. A meeting has been arranged with the heads of state of a number of potential sites. In return for favourable conditions, the corporation will bring jobs and investment into the economy.

### Debrief:

- What happened during the game?
- How did you feel when you won or lost the round?
- Was the outcome satisfactory?
- How did the winning team feel they did in protecting their rights? Was it worth it?
- In real life, where is this scenario being played out? In Ireland? In the Global South?

Explain that the game is now over. Mix the teams. In plenary, read out the Transnational Corporations' fact sheet (or parts of). Discuss what is positive / negative about TNCs for people in countries throughout the world – including Ireland.

# ACTIVITY 14

## Race to the Bottom

RIGHTS  
CARDS



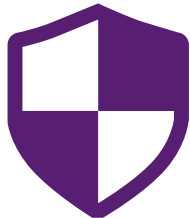
**Form Unions**



**Child care  
Facilities**



**Minimum wage**



**Safe working  
Conditions**



**Sickpay**



**Paid holidays**



**Free transport  
to work**



**Contract to  
Prevent unfair  
Dismissal**



**Normal  
Working hours**



**Toilet breaks**



**Paid overtime**



**Has to follow strict  
environmental  
regulations**

# Race to the Bottom



## Transnational Corporations (TNCs)



Transnational Corporations (TNCs) are enterprises which own or control production or service facilities outside the country in which they are based



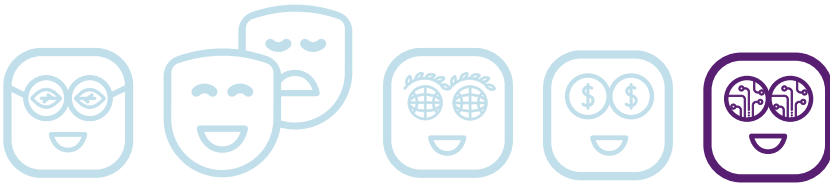
TNCs can influence what we eat, buy and wear through huge advertising campaigns



Almost 1,000 companies – including some of the world's best known brands – have chosen Ireland as their European headquarters, such as Facebook, Apple, and Google



Many TNCs locate in Ireland because of the low tax rate for corporations. Because TNCs have many branches, they can locate in different countries to pay less tax



## 5. The Technological Face of Globalisation



**Technological globalisation can be defined as the increasing speed of technological knowledge, skills, and goods across the global economy. It refers to the spread of technologies around the globe, and particularly from developed to developing nations.**

As an effect of globalisation, we can see that technologies spread more easily thanks to political globalisation (the increased interconnection of nations) and economic globalisation (the rise of a global economy facilitated by freedom of trade). For example, free trade agreements can make it easier to move technological innovations across borders; and manufacturing in the developing world can make it cheaper to produce those technologies. It also embodies all means of communication bringing the world together and especially bringing people from distant lands to be in touch instantly. We all saw the importance and magic that Zoom brought us all during lockdown. This includes the Internet, satellite, mobile phones, newspapers, fashion magazines and air travel in all its manifestations. Technology such as mobile phones is used to transfer money in some of the most remote parts of the world and is a lifeline to people who would otherwise not have immediate access to monies or would have to spend days travelling to banking facilities.



### **Surface Connection**

Think about your social media, internet connectivity and the many new routine choices we make daily through technology at our fingertips. We are connected more than ever through technology.

### **Deep Connection**

This face has also created a digital divide where wealthier people have better access to technology than poorer people. The inequality in the distribution of technology gives a comparative advantage to wealthier developed nations. While technological globalisation has allowed technologies to spread around the world faster, the digital divide still exists between and within nations around the world. For example, new technologies have been implemented in factories to replace workers in menial tasks. While this has been good for making cheaper goods, many worry that it will destroy entire industries and leave people unemployed and disillusioned. It has had an impact on the human brains and disconnecting us from the world and also on the rise of passive young people and toxic positivity.

## ACTIVITY 15



# Doomscrolling into the Future

### AIM:

An activity around exploring the use of Social/Digital Media and how it impacts our motivation for change making.

### AGE:

12+

### TIME:

40 mins +

### MATERIALS:

paper, markers/crayons,



**Doomscrolling** describes the act of continually, or in some cases obsessively scrolling through news or content online even though it is saddening, upsetting, disheartening or depressing.

### Step 1:

What is doom scrolling?  
(See description below)

### Step 2:

Ask the group to give examples of doom scrolling content and what the impact might be on someone who gets caught up in it?

Draw a line down the middle of the flip chart and write 'Examples' on one side and 'Impact' on the other.

Explain that doom scrolling is about being drawn to bad news and doom and gloom. On some level it's connected to our brain's need for information about threats. There is a "I need to know" element that is driving the behaviour.

Detrimental effects - Sleep, mood, view of the world as an unsafe place, eating, exercise, fight/flight response, cortisol release, getting caught in the comments or going down a rabbit hole!

If appropriate, ask people about their news consumption during the pandemic, what did that look like?

### Step 3:

Put people in small groups and invite participants to check out their recent "screen time" data.

Ask them to create some Top 3 examples of what people spend time doing on their device (no names of people necessary).

This can be done creatively on a large sheet of paper like an infographic poster.

E.g. Top 3 amount of time overall, on TikTok, Instagram, YouTube, Kindle, Twitter, etc. Whatever they feel are the standout highlights from the data.

### Step 4:

Invite the groups to share their infographics and to contrast the data and chat about what stands out.

### Step 5:

Ask groups to come up with their own Top 5 Tips for avoiding doom scrolling and the negative impacts on excessive time online.

This could be a poster if you have the materials.

Ask groups if they use the Internet for positive things and if yes, what are these?

Invite participants to check out [bridge47.org](http://bridge47.org) or [happyeconews.com](http://happyeconews.com) as examples of doing something that is positive while online.

### Step 6:

Open a discussion about how a better future for all might be at risk if people spend too much time online or too much time doom scrolling?

## ACTIVITY 16

# STEAM – Seed Bombin’



### AIM:

Brighten up your world with a seed explosion! Learn about how seeds germinate, how flowers grow and how to do urban gardening projects. Find out about the world of pollinators and their importance for our environment and environment technology

**AGE:**  
12+

### MATERIALS:

- Mixed seeds of native or non-invasive flowers and/or herbs
- Compost
- Clay soil, clay powder or modelling clay
- Water
- Mixing container

**WHERE YOU DO IT**  
Preferably outdoors

### What you do

The mixing ratio is 5 parts of compost, 1 part of clay soil and 1 part of flower seeds.

- In a big container, mix the compost with the flower seeds.
- Add the clay and give it a good stir. If you are using modelling clay, knead the mass thoroughly with your hands.
- Slowly mix in some water until everything sticks together.
- With your hands, roll the mixture into firm small balls. A size of about 4 centimetres in diameter is ideal for seed bombs.
- Leave the seed bombs in a sunny spot or indoors to dry.
- ‘Plant’ your seed bombs by simply throwing them at bare parts of your garden or property or look out for other feasible spots. Plants don’t need much to grow so be creative with finding the right spots that need brightening!
- Now you need some patience to see what pops up and explore the stages of a plant transforming from seed to fading.

**Watch out!** Use unplanted spots for your guerrilla gardening to avoid annoying fellow gardeners.

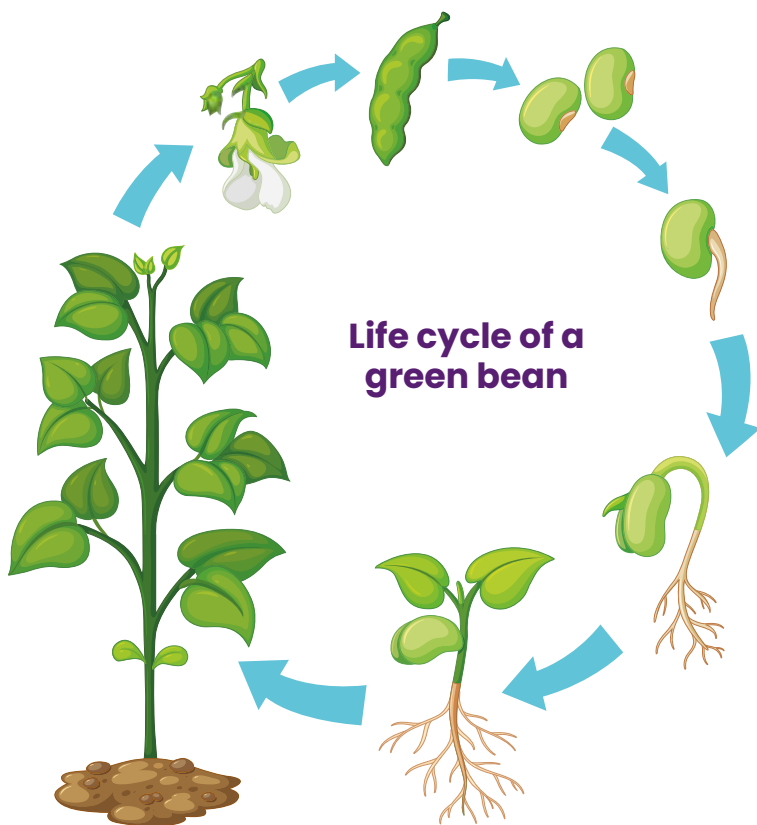
### What’s going on?

What do plants actually need to grow? Plants need soil, water, air, light, and warmth. However, the growing conditions differ from plant to plant.

#### *Light and warmth:*

Perhaps you have noticed that sunflowers always turn their blossoms towards the sun. Or that many herbs and shrubs grow at the edge of the forest – but usually not in the middle where it is quite dark. Mushrooms, however, feel very much at home in the middle of the forest. Without enough warmth a plant seed cannot germinate. In unfavourable temperatures, even the growth of older plants is restricted. There are, however, a few exceptions. Certain plants can germinate and grow even at very low temperatures.





**Air:**

Plants also need air from which they take carbon dioxide. Ever heard of photosynthesis? In short, through photosynthesis plants use carbon dioxide, water and sunlight to produce oxygen (which we use to breathe!) and food (i.e. the sugar molecule glucose).

**Water and soil:**

Finally, a plant needs water and nutrients (which they can get from soil). Water is absorbed through the root hairs, which are found on the roots, and then passed on to all the other parts of the plant. The water also carries nutrients from the soil into the plant. Solid nutrients dissolve in the water before it is absorbed through the roots and passed on to other parts of the plant. Plants can even grow without soil! In hydroponics, all the nutrients the plant needs are dissolved in the water and soil is not used!

**Tip!**

- Contact your local library for seeds. Some libraries have Seed Arks for 'borrowing' seeds. Also, libraries might know of other urban gardening projects in the community that you could get in touch with for seeds or for other kinds of collaboration.
- Your seed bombs did not work? Do some research to learn how to prepare the soil and try again!

**Thinking bigger**

- Get in touch with your community to find out about public spaces in your town that you could use for your own urban gardening project.
- Start a plant diary and explore the anatomy of plants. You can also use pressed plants to design your own gift cards.
- Explore online apps for identifying plants. There is a huge range of free tools available, like Pl@ntNet or SmartPlantTM.
- Field study: Do an urban walking tour in your town to explore the local flora and fauna.
- Build your own bug mansion to give a multitude of creepy crawlies a home. All you need is out there in the nature!
- Build a bee observatory to observe the life of the bees around your place and help them find a good place to lay their eggs.

For more STEAM related activities check out the 'Having a Blast with STEAM Activity Guide'





# SUSTAINABLE DEVELOPMENT GOALS

 <p><b>1</b> NO POVERTY</p>	 <p><b>2</b> ZERO HUNGER</p>	 <p><b>3</b> GOOD HEALTH AND WELL-BEING</p>	 <p><b>4</b> QUALITY EDUCATION</p>	 <p><b>5</b> GENDER EQUALITY</p>	 <p><b>6</b> CLEAN WATER AND SANITATION</p>
 <p><b>7</b> AFFORDABLE AND CLEAN ENERGY</p>	 <p><b>8</b> DECENT WORK AND ECONOMIC GROWTH</p>	 <p><b>9</b> INDUSTRY, INNOVATION AND INFRASTRUCTURE</p>	 <p><b>10</b> REDUCED INEQUALITIES</p>	 <p><b>11</b> SUSTAINABLE CITIES AND COMMUNITIES</p>	 <p><b>12</b> RESPONSIBLE CONSUMPTION AND PRODUCTION</p>
 <p><b>13</b> CLIMATE ACTION</p>	 <p><b>14</b> LIFE BELOW WATER</p>	 <p><b>15</b> LIFE ON LAND</p>	 <p><b>16</b> PEACE, JUSTICE AND STRONG INSTITUTIONS</p>	 <p><b>17</b> PARTNERSHIPS FOR THE GOALS</p>	 <p><b>17</b> PARTNERSHIPS FOR THE GOALS</p>

# Contacts for Organisations

## National Youth Council of Ireland

3 Montague Street, Dublin 2, Ireland  
Tel: +353 (0)1 478 4122  
Email: [info@nyci.ie](mailto:info@nyci.ie) | Web: [youth.ie](http://youth.ie)  
Facebook: [www.facebook.com/NationalYouthCouncil](http://www.facebook.com/NationalYouthCouncil)  
Twitter: [@nycinews](https://twitter.com/nycinews)  
Instagram: [nyci.ie](https://www.instagram.com/nyci.ie)

## NYCI Youth 2030 Global Youth Work Programme

Email: [valerie@nyci.ie](mailto:valerie@nyci.ie)  
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Facebook: [www.facebook.com/NationalYouthCouncil](http://www.facebook.com/NationalYouthCouncil)  
Twitter: [@nycinews](https://twitter.com/nycinews)  
Instagram: [oneworldweekireland](https://www.instagram.com/oneworldweekireland)

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### Action Aid Ireland

T: +353 1 878 7911  
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W: <http://www.actionaid.ie/>

### Action from Ireland (Afri)

T: +353 1 882 7581  
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W: <http://www.afri.ie>

### Africa Centre

T: +353 1 865 6951  
E: [info@africacentre.ie](mailto:info@africacentre.ie)  
W: [www.africacentre.ie](http://www.africacentre.ie)

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### All Together in Dignity – ATD Fourth World Ireland

T: +353 1 8558191  
E: [mark@atd-fourthworld.org](mailto:mark@atd-fourthworld.org)  
W: [www.atdireland.ie](http://www.atdireland.ie)

### Amnesty International Ireland

T: +353 1 863 8300  
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W: <http://www.amnesty.ie>

### Ard Family and Community Resource Centre

T: +353 091 768852  
E: [admin1@ardfrc.com](mailto:admin1@ardfrc.com)  
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### BeLonG To

T: +353 1 670 6223  
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### Brighter Communities

T: +353 21 462 1748  
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### Catholic Guides of Ireland

T: +353 1 6619566  
E: [admin@girlguidesireland.ie](mailto:admin@girlguidesireland.ie)  
W: [girlguidesireland.ie](http://girlguidesireland.ie)

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### Centre for Global Education

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### Coalition 2030

T: [@Coalition2030IR](https://twitter.com/Coalition2030IR)  
W: [www.ireland2030.org/](http://www.ireland2030.org/)

### Concern Worldwide

T: +353 1 417 7700  
E: [info@concern.ie](mailto:info@concern.ie)  
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### Cloyne Diocesan Youth Services

T: +353 022 53526  
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W: [cdys.ie](http://cdys.ie)

### Crosscare

T: +353 1 836 0011  
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W: [www.crosscare.ie](http://www.crosscare.ie)

### DevelopmentEducation.ie

T: +353 1 286 0487  
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W: [www.developmenteducation.ie](http://www.developmenteducation.ie)

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### DICE Project (Development and Intercultural Education)

W: [www.diceproject.ie](http://www.diceproject.ie)

### Dóchas

T: +353 1 4053801  
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### EIL Intercultural Learning

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### Fairtrade Ireland

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### Financial Justice Ireland

T: +353 1 617 4835  
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### Friends of the Earth

T: +353 1 639 4652  
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### Galway One World Centre

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### GOAL

T: +353 1 2809779  
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### Gorta-Self Help Africa

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W: [www.selfhelpafrica.org/ie](http://www.selfhelpafrica.org/ie)

### IDEA (The Irish Development Education Association)

T: +353 1 661 8831  
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W: [www.ideaonline.ie](http://www.ideaonline.ie)

### Irish Aid

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# Contacts for Organisations

## **Irish Congress of Trade Unions (ICTU)**

T: +353 1 889 7777  
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W: www.ictu.ie

## **Irish Environmental Pillar**

T: 01 8780116  
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W: www.environmentalpillar.ie

## **Irish Girl Guides**

T: +353 1 668 3898  
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W: www.irishgirlguides.ie

## **Irish Red Cross Youth**

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W: www.redcross.ie

## **LASC – Latin America Solidarity Centre**

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## **Léargas**

T: +353 1 887 1260  
E: info@leargas.ie  
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## **Liberties College**

T: +353 1 454 0044  
E: info@liberties.cdetc.ie  
W: www.libertiescollege.ie

## **Lourdes Youth and Community Services (LYCS)**

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## **Maynooth University**

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## **Migrant Rights Centre Ireland**

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## **OXFAM Ireland**

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## **Pavee Point Travellers' Centre**

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## **Plan Ireland**

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## **SARI**

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## **Scouting Ireland**

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## **Spun Out**

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## **Stop Climate Chaos**

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## **Tearfund**

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## **Trócaire**

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## **Voluntary Service International (VSI)**

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## **World Vision Ireland**

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## **YMCA Ireland**

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## **Young Social Innovators**

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## **Youth Work Ireland**

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

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# NOTES

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# YOUTH2030

GLOBAL YOUTH WORK



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