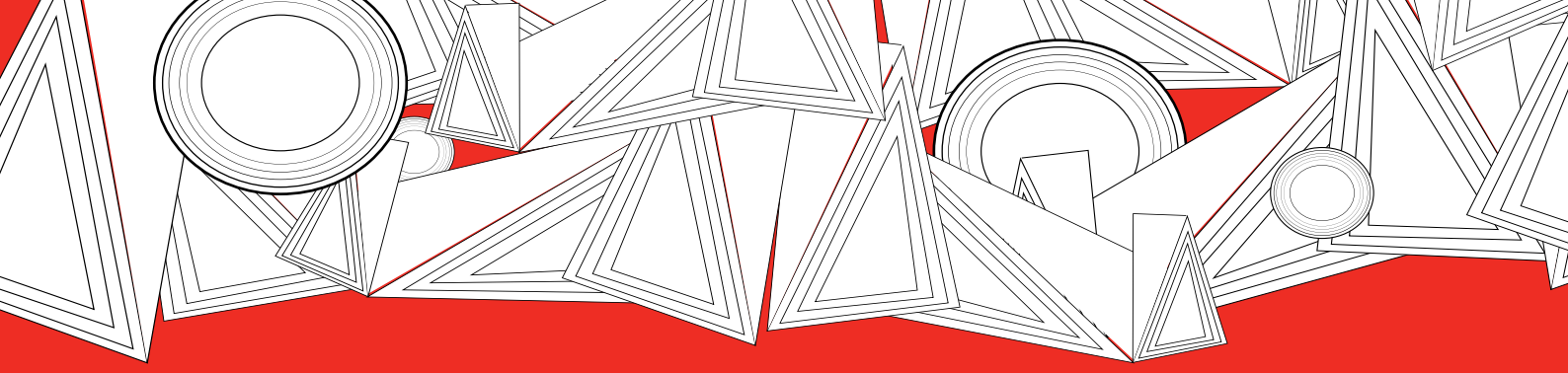


FRAMING OUR WORLD



**A youth work resource on the use of
images and messages in development**



Introduction

The theme of this resource pack is 'Framing Our World – the use of Images and Messages in Development'. Images and Messages influence how people think and behave. They affect what we believe and how we act towards each other, including towards people from different parts of the world. This resource pack aims to help us look beyond the images and messages we receive about the 'Global South', to develop critical thinking skills and to analyse what the reality of development might be and to ask why.

From an early age we become aware of differences; our influences being family members, books, TV and so on. As we grow up, we develop stereotypes about people in distant places, most often from sensational news stories which can leave the impression that countries in the Global South in particular are ravaged by war, poverty and disease. We also see things from a cultural perspective. Understanding our own culture – our values, attitudes and beliefs – and how the dominance of Western perspectives influence our world view is an important step to critical analysis of images and messages about development.

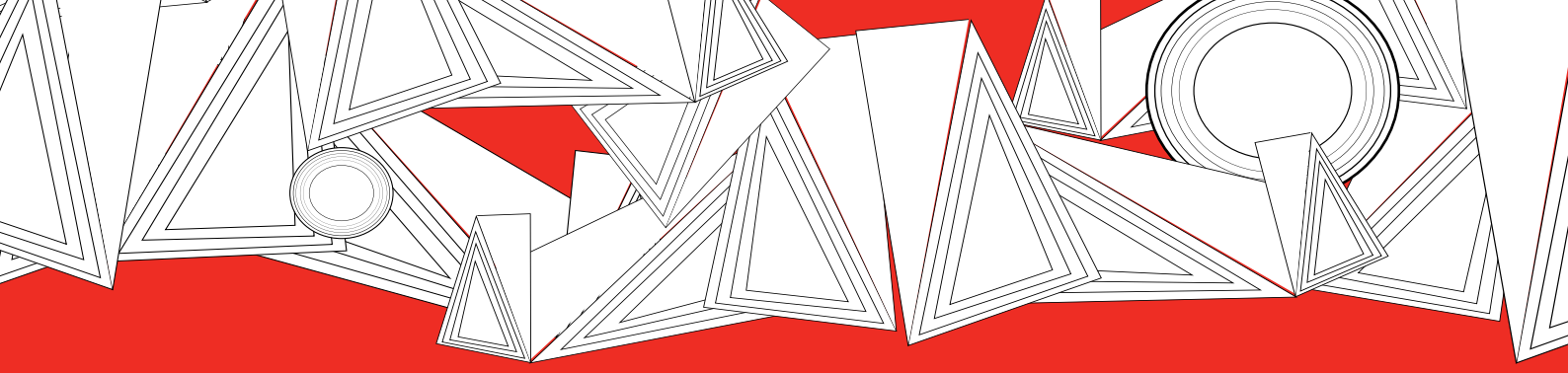
The 'Framing Our World' pack aims to raise awareness of the reality behind images and messages. It will look at the power relations and stories behind the images we receive about the world we live in. It will challenge stereotypes to find a more balanced, just approach to global justice. The pack details a number of tools to analyse where images and messages come from, and their impact. These tools include developing photo-literacy, critical reflection and the Dóchas Code of Conduct on Images and Messages.

One World Week

One World Week is a week of youth-led awareness raising, education and action that takes place throughout Ireland during the third week in November every year. During One World Week young people learn about local and global justice issues and take action to bring about change. Youth groups all over the country do activities from the education pack. Some organise public events, quizzes and debates, invite guest speakers or have intercultural evenings. Many groups publicly display the work they have done in preparation for One World Week, or lead other people in doing a public action.

One World Week is also celebrated in other European countries as Global Education Week. Young people throughout Europe will be exploring development and justice issues and taking action for change. NYCI is part of the Global Education Week network, coordinated by the North-South Centre of the Council of Europe.

The National Youth Council of Ireland (NYCI) is the representative body for national voluntary youth work organisations in Ireland. NYCI uses its collective experience to act on issues that impact on young people. It seeks to ensure that all young people are empowered to develop the skills and confidence to fully participate as active citizens in an inclusive society.



How to use the pack

The resource contains a range of activities including games, role play, small and large group work activities, art-based activities and stories. It is divided into four sections. A number of warm up games are included in section one that can be used at any stage. Section One, 'Introducing Culture and Development' relates to how culture can influence our perspectives and condition our thoughts and behaviour. The section will introduce international development and the Millennium Development Goals (MDGs). Section Two, 'The Impact of Images and Messages' - looks at the effect of the images and messages we receive on our thoughts and actions. Section Three, 'Images and Messages in an Unequal World', looks at the links between the images and messages we receive and global inequality. Young people are encouraged to take action in various 'Action Ideas' in each section.

It is always important to monitor and evaluate our work. Monitoring changes in attitudes and opinions among your group is crucial to measuring the impact of development education in youth work. An evaluation activity has been included at the beginning of the pack. It is recommended that you do this with all groups.

Each activity has a suggested age range. However, we recommend you read each activity and decide if it is appropriate to your group. Some activities can be split and the first part done with younger age-groups. Each activity has some suggested questions for a final debrief with the group, but you may find it useful to check in with your groups more frequently during the activities depending on your participants. Some issues may be sensitive among members of your group. Check through the full activity before doing it, and also be aware of the reactions of participants. There are fact boxes entitled 'Did You Know?' which accompany many activities and include supporting information. You can read these aloud, copy and hand them out to participants or display them in your group. You can start with activity one and work your way through the pack. More realistically you can pick and choose activities according to the interests of your group or the time and resources available. Enough information is provided to enable you to run the activities. If you want to explore a particular issue in more depth, we have provided sources of further information and contact details.

A note on language and terminology:

The term 'development education' is used consistently throughout this pack. Development education in youth work is sometimes referred to as 'global youth work'.

Readers may be familiar with the terms 'Third World', 'developing countries', 'majority world' or 'the Global South' to describe the economically poor countries of Africa, Asia and Latin America. Conversely, the 'First World', the 'West' and the 'Global North' are used to describe the most industrialised countries of Europe and North America. This pack uses the terms 'Global South' and 'Global North' but you should use the terms you are comfortable with.

The NYCI Development Education programme is committed to promoting equality of outcome for all. An equality of outcome approach stresses the need to put actions and strategies in place so that everyone can participate fully and have an equal chance to achieve their goals.

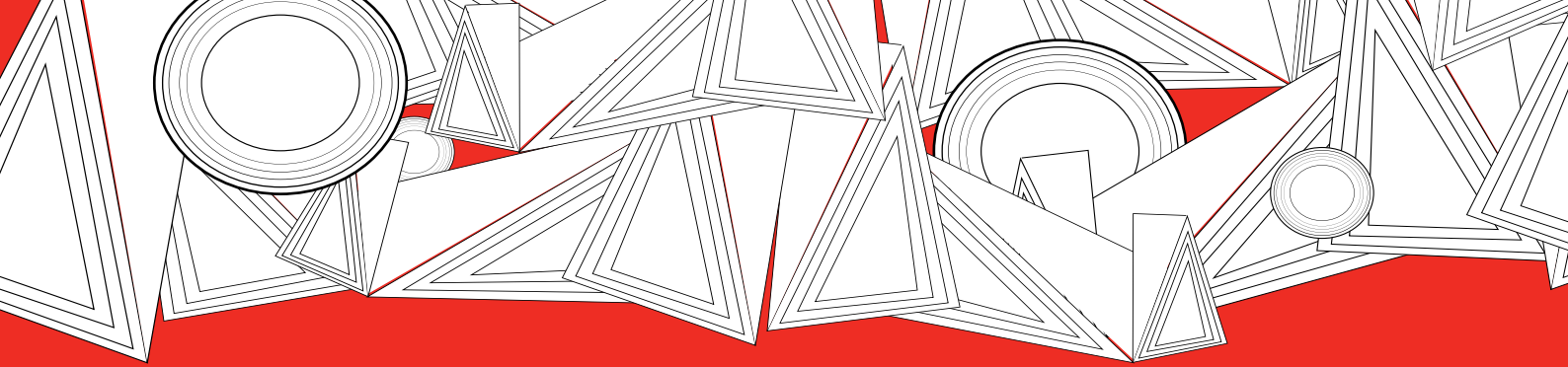


Table of Contents

Page

Monitoring Change in Attitudes 5

Section 1 **Introducing Culture and Development**

Activity 1 Spot the Difference 6
Activity 2 Influ-lenses 8
Activity 3 Culture Bodies 9
Activity 4 Cultionary 10
Activity 5 Development is... 12

Section 2 **The Impact of Images and Messages**

Activity 6 The Whole Story? 16
Activity 7 Whispers 18
Activity 8 Listen Up 20
Activity 9 Headline Hysterics 22
Activity 10 Cartoon Controversy 24
Activity 11 Do You See What I See? 25

Section 3 **Images and Messages in an Unequal World**

Activity 12 Holiday Snaps 26
Activity 13 Picture This 28
Activity 14 Follow the Leader 30
Activity 15 All At Sea 32
Activity 16 Fair Photos, Unfair Lives? 35
Activity 17 Paparazzi 36

Section 4 **Taking it Further!**

Youth-friendly version of the Dochas Code of Conduct on
Images and Messages 38
How to Use the Images in this Pack 39
Useful Links for Images and Messages 40
Contact details 41
Acknowledgements 43

Monitoring Change in Attitudes

It is always important to monitor and evaluate the work that we do. Development education focuses on raising awareness, developing critical thinking skills and taking action. Changes in attitudes can be difficult to gauge, and it can be hard to know if young people's attitudes change as a result of activities like One World Week, or anything else you do in your youth group. This activity is designed to help measure change in attitudes to development and global justice. It works by understanding the 'base-line' of your group – where they are at and what they think about people and places in different parts of the world. Doing this at the beginning is crucial, so that you have something to measure changes against. By doing the same assessment following the activities you run, you can start to identify changes in attitudes and understanding of global justice issues in your group. The activity takes about 10-15 minutes.

Material: Photopack; flipchart and marker; markers/crayons; outline of the African continent (page 15)

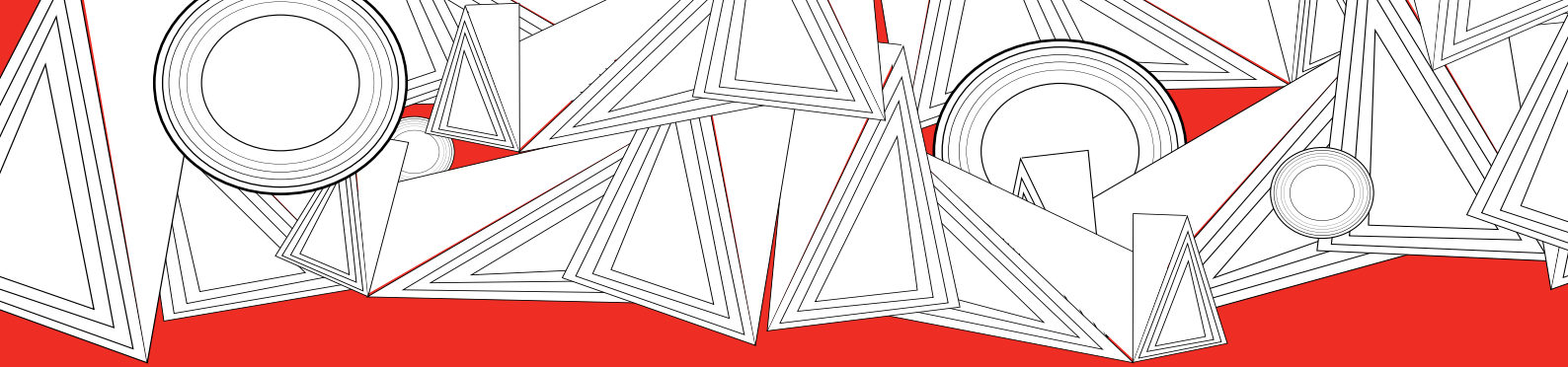
What to do:

For younger age groups (age 6 – 11): Show them a photo of a young person from another country (use photo 14 in the pack). Ask participants to make a list of what is similar and what is different between his/her life and theirs (in pairs or full group). Come up with as many differences and similarities as possible. Record all responses on a flipchart. Count the number of comments about the photo that are positive or negative. This gives you a baseline of attitudes. When you do the activity a second time, compare the number and types of comments. Is there a change in the number of similarities/differences named?

For older age groups (age 12 +): Make copies of the outline of the African continent and leave the inside blank. Ask the young people to write/draw what they would expect to see on the African continent. Ask for one or two volunteers to share their work with the group. Collect all the drawings. Categorise and record the answers as follows: Natural Environment; Built Environment; People and Society; Culture and History; Energy; Transport and Communications; Economic activity; particular Countries or features. When you do the activity a second time, compare the number and types of comments. Is there a change in the number and type of comments?

Note to leader:

- * For an easier version (without using the map), you could ask the young people 'what do you know about Africa?' and record their responses or use a photograph as for the younger age group.
- * You may note that the young people initially focus on differences. When you do the activity for the second time (after running activities), the focus on differences should decrease as the young people learn more about development and global justice issues and realise they have much in common with young people in other places.
- * As the young people learn more about development and Africa through this pack, hopefully they will develop a more balanced view of the continent. Here we are using the continent of Africa as an example. However depending on the awareness of your leaders and your group of other parts of the world, you can decide to use a different continent for the activity.



Section I: Introducing Culture and Development

Activity 1

Spot the Difference

Aim:

To highlight how we have similarities and differences with different people, and to explore how we form attitudes to different groups.

Age:

8+

Time: 20 mins**Materials:**

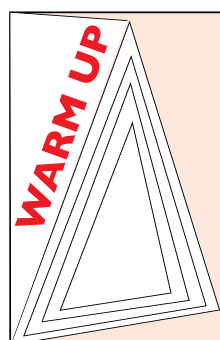
List of opposite groups (if you change the list to statements you'll need agree/disagree cards and sticky tape), open space

What to do: Gather the group in the centre of the room/space. Explain that you will read out various groups/identities and they have to decide which one they belong to and move to a particular end of the room. To avoid confusion, the first group called always goes to the left, and the second goes to the right. If any participant is unsure or doesn't belong to either group, they can stay in the centre. Continue calling groups at a snappy pace. After a couple of rounds, ask the groups what they think of people who belong to the other group? What images come to mind?

After you call out all the groups, gather in a circle to debrief.

Debrief: Was it easy to put yourself in a group each time? Were you embarrassed by admitting to any of the groups? Which groups did you feel uncomfortable about? Which did you feel good about? Were the comments/impressions that the other groups had of you fair or unfair? Can you think of any groups in the world who might feel like they are unfairly portrayed? Do you think how we view other groups is based on fact or opinion? Where do we get our facts or opinions from?

Alternative: This activity can also be run as a moving debate, assign one end of the room Agree and the other Disagree. Create statements based on the identities and encourage people to justify why they are standing where they are.



The Name Game

Ask participants to introduce themselves to the person next to them. Ask them to explain where their name came from (first or surname) e.g. Is it from a particular place? Who chose it? Does it have a special meaning? Is it religious? Is it the name of a family member etc? Write down reasons behind names. Do our names show similarity or diversity?

Examples of Opposite Groups to use..

To warm-up...

- ☆ Light Sleepers / Heavy Sleepers
- ☆ Football Lovers / Football Haters
- ☆ Vegetarian / Meat-eater
- ☆ Irish / Foreign
- ☆ Religious / non-Religious
- ☆ Been to America / never been to America

Getting harder...

- ☆ Has a friend who was born outside Ireland / doesn't have a friend who was born outside Ireland
- ☆ Thinks Ireland is for the Irish / Thinks Ireland is for anybody who wants to be here
- ☆ Thinks America is for Americans / Thinks America is for anybody who wants to be there
- ☆ Thinks marriage should be between a man and a woman / Thinks marriage should be between any couple
- ☆ Thinks young people should be allowed to vote at 16 in Ireland / Thinks young people should not be allowed vote at 16 in Ireland
- ☆ Thinks unemployed people should have to work to receive the dole / Thinks unemployed people should not have to work to receive the dole
- ☆ Thinks relatives and friends should be allowed to keep bad photos of you / Thinks relatives and friends should not be allowed to keep bad photos of you
- ☆ Thinks social networking sites should be allowed to keep personal data / Thinks social networking sites should not be allowed to keep personal data

Global Development and Justice issues...

- ☆ Buys Fairtrade products / Doesn't buy Fairtrade products
- ☆ Thinks we should only contribute to charities working on issues in Ireland / Thinks we should only contribute to charities working on issues abroad
- ☆ Thinks all people are responsible to stop climate change / Thinks somebody else is responsible to stop climate change
- ☆ Has a different impression of South Africa since the World Cup / Has the same impression of South Africa since the World Cup
- ☆ Thinks political leaders in Ireland are better than political leaders in the Global South / Thinks political leaders in Ireland are not better than political leaders in the Global South
- ☆ Thinks journalists should be allowed to write any story they think is important / Thinks journalists should be restricted in what they can write about
- ☆ Thinks that people should be protected from negative media / Thinks that people should not be protected from negative media

Note to leader:

It is important to stress that we are giving opinions about the groups we identify in the game and not about individual young people who assign themselves to a particular group.

Activity 2

Influ-lenses

Aim: To explore different influences in our lives and how they affect our opinions

Age: 10+

Time: 40 mins

Materials: Flipchart, markers, blank paper, one piece of coloured see-through plastic per participant, scissors, string.

What to do:

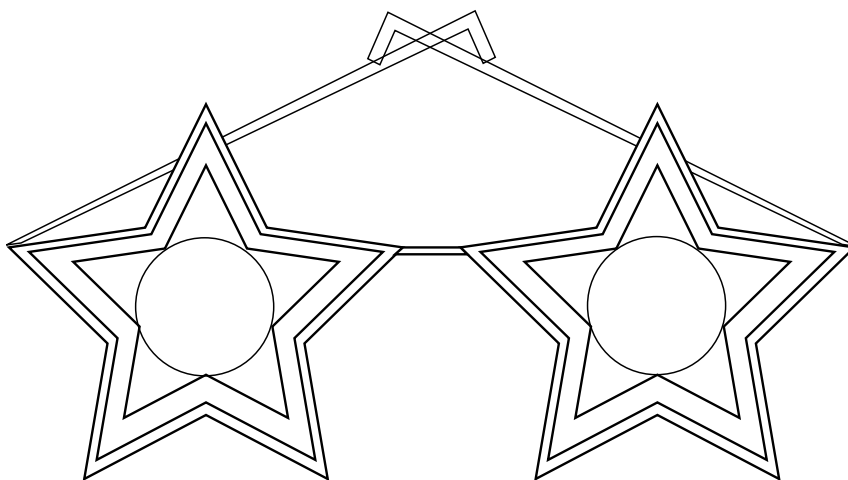
Step 1: Brainstorm a list of all the people and situations that help us understand the world around us. For example, parents, family, teachers, friends, where you live/your environment, education, religion, culture, media (TV, radio, news, advertisements, internet), government, youth leaders and so on. Ask what events can happen in life to make you think differently about a situation. What makes us think the way we do and not any other way?

Step 2: Ask the group to stand up and walk around the space. Tell them to walk as they do in their youth club (alternatively as they do on the street or in school).

Step 3: Tell them to stop and think of any world leader/personality (e.g. Ghandi, the Queen of England, Hitler, President Obama, Cristiano Ronaldo). When everybody has one in their mind, tell them to begin walking again as if they are this person and greet each other as this person would greet others.

Step 4: Now tell the group to choose one person in their life that influences them. Walk around the room as they do. Next, greet each other as this person would greet others. Or repeat a phrase that this person might say.

Step 5: Give each participant a piece of coloured plastic and ask them to look through it. Ask them if they can see more or less clearly? What has changed? Ask participants to use their coloured plastic to make a pair of glasses. They should draw the outline and cut it out. Each person writes their influences on the glasses and decorates them to the shape and size they want personally. Use the string to secure the glasses. Allow ten minutes for this. Encourage people to wear their glasses and show them to other people.



Debrief: Did anything change when you walked like others? Did you feel different? What links are there between the way we see the world and the people who influence us? How do the influences in our lives affect the way we see the world around us?

Activity 3

Culture Bodies

Aim:

To explore what we mean by 'culture', how we define ourselves and where we belong.

Age:

10+

Time: 30 mins

Materials:

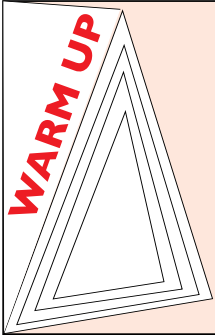
Rolls of lining paper (or flipcharts taped together), markers

What to do:

Roll out the lining paper and have one person lie down on it. Have another participant draw an outline around the person's body using markers. Once that is done, explain this is a 'Culture Body'. Choose one culture that the participants know well, and ask the group to write/draw symbols and words that they think are part of that culture. They can place the word/symbol on the body where they think it fits best, e.g. inside/outside the body, in the head, in the feet etc. If you have a lot of participants, break into groups of 5 or 6 and have one culture body per group. Ask participants to really think about the identity. What does it really mean to be part of a particular culture? Is it about liking traditional music, being born there or more?

Allow 20 minutes for the group to brainstorm and decorate the bodies. Display the bodies where others can see them.

Debrief: Was it difficult/easy to define Irish culture? Is it difficult/easy to define other cultures? Is a person's culture always obvious? Do other groups see the culture bodies as an accurate reflection of each culture?

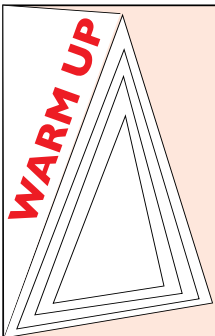


Shoot the Sheriff

Participants stand in a circle. A volunteer starts by making a shooting gesture at any other person (who becomes the sheriff) and saying their name. The sheriff has to duck before being 'shot'. When the sheriff ducks, the two people on either side of the sheriff have to try shoot each other. Whoever is shot first is out. The sheriff chooses the next person to 'shoot' at. The winner is the last person left. Alternatively, instead of the two people on either side of the sheriff shooting at each other, they have to shout the other person's name.

Note to leader:

It can work well if all groups do 'Irish culture' in order to have different perspectives on the same culture. But you can also include more specific cultures e.g. 'Irish Traveller', Gaeltacht, and so on. Depending on the group, you can start with 'Irish' culture and explore other cultures. Young people from other cultures can also choose to represent their own culture.



Mill Up

Each person is given a persona they assume (Barack Obama, Farmer, Garda, Politician, Young person etc). Read out a scenario. Participants mill around. The person must act as their persona would, taking on their gestures, facial appearance, and personality.

Activity 4

Cultionary

Aim:

To look at how we perceive different cultures and nationalities; to explore how we stereotype different cultures

Age:

8+

Time: 25 mins

Materials:

List of cultural identities

Step 1: In a circle, ask participants to think about one thing that belongs to their culture, e.g. being on time, having your dinner at 6pm, GAA etc.

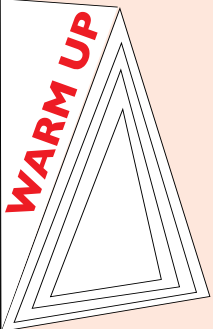
Step 2: Break participants into teams of 3 or 4. Ask each team to come up with a name for their team. The name should be something that they feel defines culture, e.g. food / music / clothes etc. Encourage the teams to pick something specific which could be a funny name for their team, e.g. cabbage & potatoes; chicken tikka masala; sliothar / baseball / karaoke.etc.

Step 3: Distribute the cultural identities among the teams, giving each team one. Tell them not to tell the other teams what their identity is. They will have to mime that culture to the other groups. Give them 5 minutes to think of an action/short mime that they can do to represent the culture that they have. The mime should be simple and brief. Allow each group to take turns representing the culture they have. The other groups can guess which culture the mime is of, by shouting out their team name first – and then having a guess at the culture. Give one point for each correct answer, with a point also going to the team who did the mime (to encourage good miming). The team that doesn't call out their team name before guessing loses a point. Complete several rounds of the game.

Debrief: Was it hard to mime or guess the particular cultures? How did it feel to portray a culture in one action? How did it feel to have your culture represented in one action? Were the portrayals fair or unfair? Do you think other groups would be happy if they saw your mime of their culture? Can you think of any examples where stereotyping might lead to unfair treatment of a cultural group?

Note to leader:

This is a fun game, and can be quite simple. The teams should be able to come up with mimes fairly quickly. This highlights how easily we can categorise and generalise identities. This is something natural that we all do. However, we can also reduce very diverse populations e.g. Indian or American into one single action. This may not always reflect how those groups see themselves, or would like others to see them. Avoid having the game become an exercise in spreading purely negative stereotypes by challenging any misconceptions the teams might have. If the group have questions about whether something is 'racist', you may find the following definitions useful.



Take a Photo!

In a circle, everyone chooses a random photo from the photopack and says one thing they have in common with a person in the photo. At another time, ask everybody to name one difference.



- ★ **Stereotype:** An overly simple or generalised idea about the typical characteristics of members of certain groups. Stereotypes can be positive, negative or neutral.
- ★ **Prejudice:** An attitude or belief towards members of certain groups, simply because of their membership of that group
- ★ **Discrimination:** Treating a person from a particular group less favourably than another person, e.g. because of their gender
- ★ **Racism:** Treating a person less favourably, based on their ethnic identity and perceived notions of superiority/ inferiority.

List of suggested identities:

Irish Traveller	British	Brazilian	Catholic
'Culchie'	Muslim	Protestant	South African
'Dub'	American	Egyptian	African
Arab	Australian	Indian	Mexican

Activity 5

Development is...

Aim:

Introduction to the priorities of international development based on the Millennium Development Goals (MDGs)

Age:

8+

Time: 25 mins

Materials:

Copies of the diamonds below (one copy of 9 diamonds per group), Agree/Disagree Signs

What to do:

Part 1 (10 mins): Create an agree sign and a disagree sign. Stick the signs at opposite ends of the room. Explain to the large group that you will read out a series of statements. Based on whether they agree or disagree they should move towards that end of the room. If they are undecided/don't know they can stay in the middle of the room. There are ten suggested statements below, but you can use more or less, depending on your group and if you want to have a discussion around any particular statement.

- ★ Development is about everyone having washing machines, cars, TVs etc.
- ★ Development means living in peace
- ★ Charity is the best way to get rid of poverty in the Global South
- ★ Ireland is a rich country
- ★ The biggest cause of poverty is a lack of education
- ★ The biggest problem facing the world is government corruption
- ★ Development means living in a house made out of concrete and bricks
- ★ Development is about everyone having a mobile phone
- ★ The world would be a better place if people could live in whatever country they wanted to
- ★ We should give more money to overseas aid.

Part 2 (15 mins): Make copies of the statements and cut outs of the boxes. Break into smaller groups and give each group a set of the 9 statements. Explain that there is room for a wild card statement that they can come up with their own statement or choose one of the suggested wildcard statements which you can display for everyone to see. Let the participants read the statements and then rank them based on what they think is the most urgent thing to do for development. Give them 5-10 minutes to do the activity and then let them present their diamond-ranking to the other groups. Allow for a short discussion on what was most urgent and why? What did they choose for their wild card? Do they think there is anything important missing from the 9 statements?

Alternative: Ask the participants to rank the diamonds based on what they think is easiest to achieve.



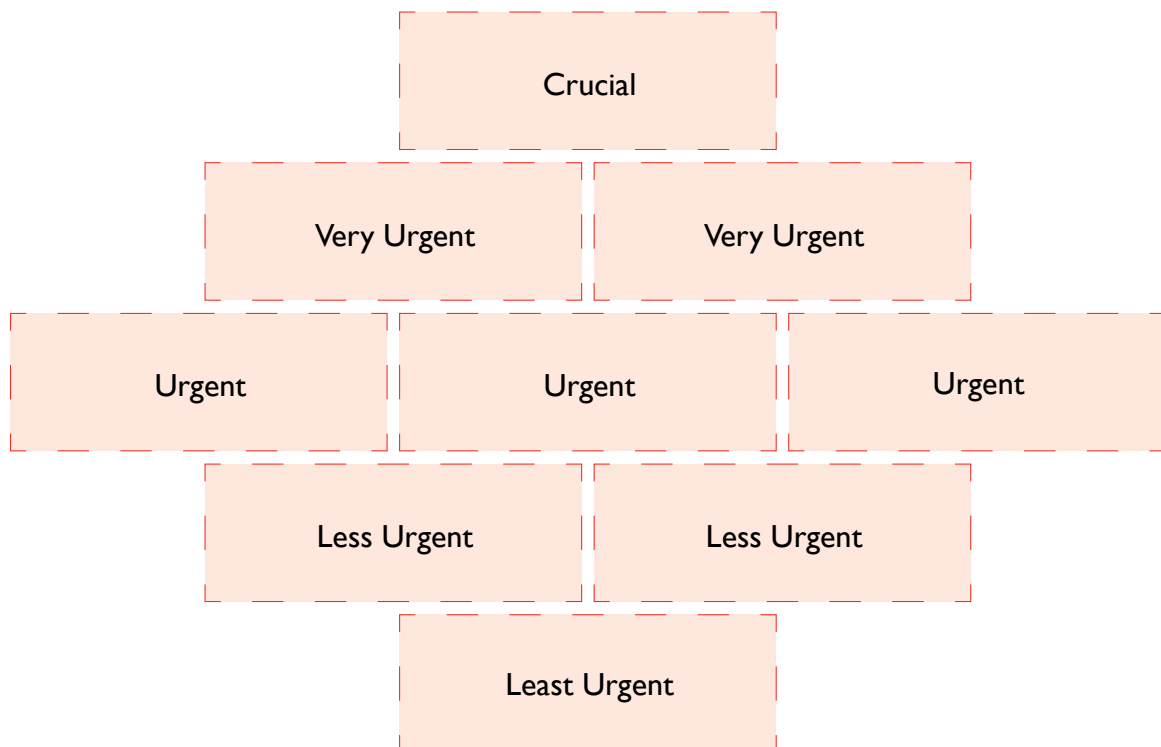
Action Idea! Contact some older members of your community – your grandparents, your neighbours, a nursing home in your area – and ask them what is the biggest change they have seen during their life in the community, in Ireland and in the world? Ask them for positive and negative examples. Imagine what life would be like without one of the changes they describe. Devise a short play based on how life might be different. Invite older members of the community to see your play.

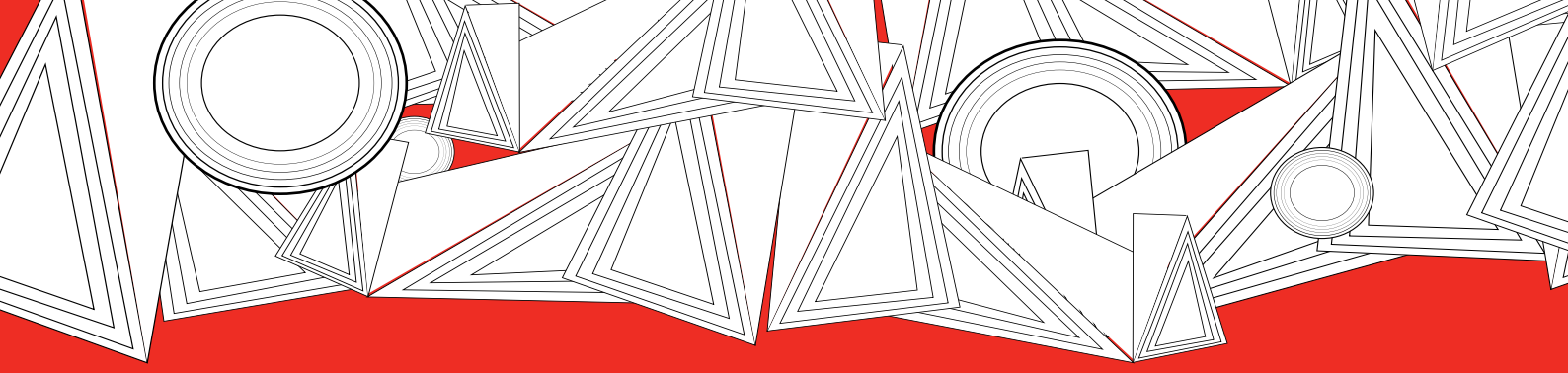
Diamond statements - Development means...:

Everybody has enough to eat	Everyone has the chance to complete primary school	Equal rights for women and men, boys and girls
Fewer deaths among children	Improving the health of mothers	Fighting disease such as HIV/AIDS, malaria and TB
Protecting the environment	Having all countries working together in peace and solidarity	Wild Card



Action Idea! Design a set of 9 diamonds based on the priorities you think are important locally in your community or nationally in Ireland. Are any of the diamonds the same as the MDGs? Display both diamond designs in your youth club.





For the Wild Card, encourage participants to name something else that they think is really important in development. Some examples could be:

Increase of fair trade	Cancellation of debt	Increasing international aid
Making technology more available	Having stronger international laws	Promote equality for vulnerable groups such as people with disabilities, older people and young people



Action Idea! Junior Chamber International (JCI) Ireland run a UN Millennium Development Goals Art Competition 2010. It is open to young people aged 4 – 18? Draw, paint or sketch a picture on what do the UN Millennium Development Goals mean to you. Closing Date for Entries is Friday 29th October 2010. Further details and competition rules are available from community@jci-ireland.org

Note to leader:

This activity introduces participants to the Millennium Development Goals (MDGs). The MDGs are a set of Goals the United Nations have created to give everyone in the world a chance to live a healthy life. All the MDGs are equally important and they are all linked. Progress has been made on achieving the goals in some parts of the world, but less in other regions. They are:

Get rid of the worst poverty and hunger

Let men and women be treated equally and empower women

Improve the health of mothers

Protect the environment

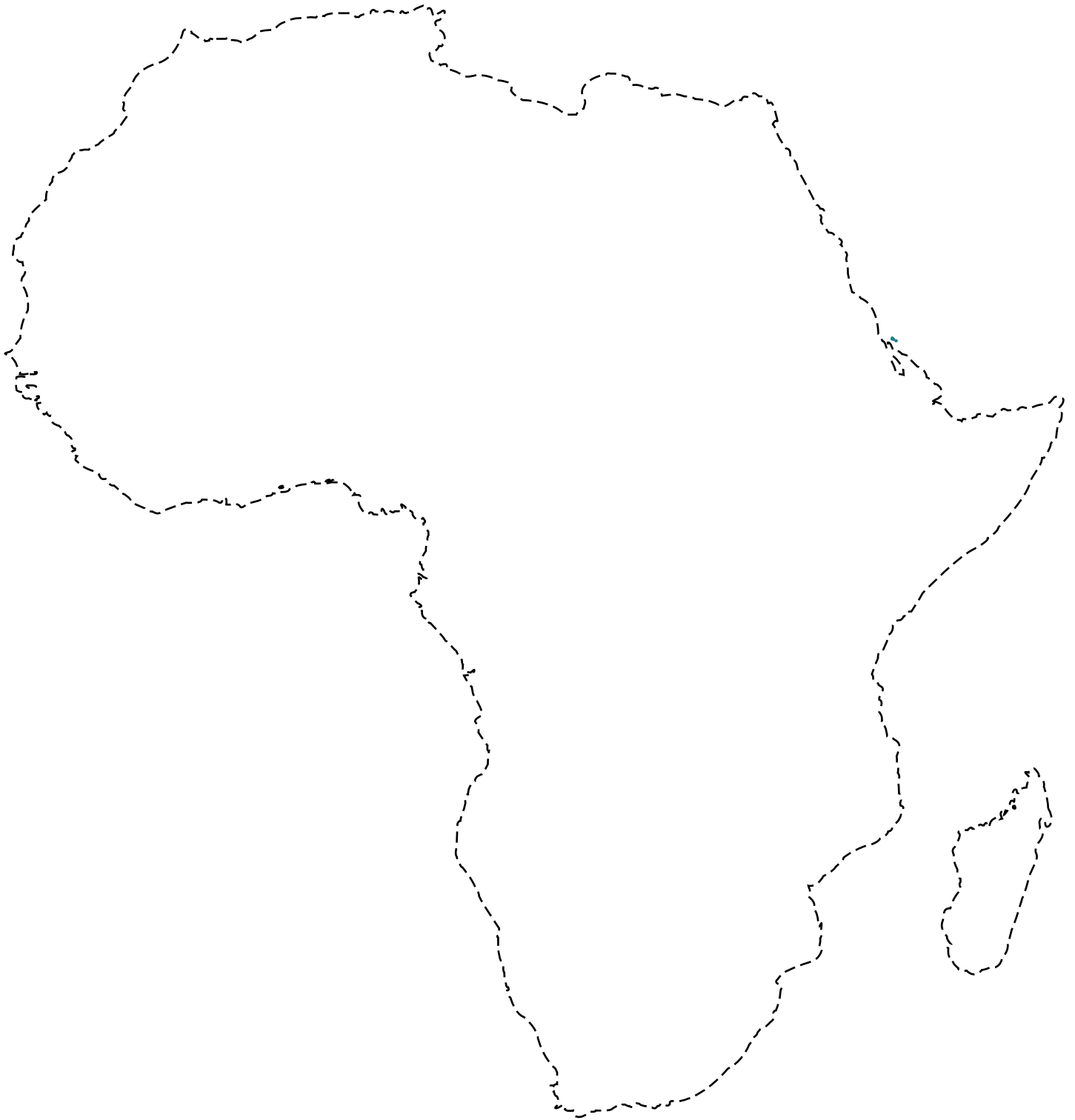
Get everyone to have at least a primary education

Reduce children’s deaths

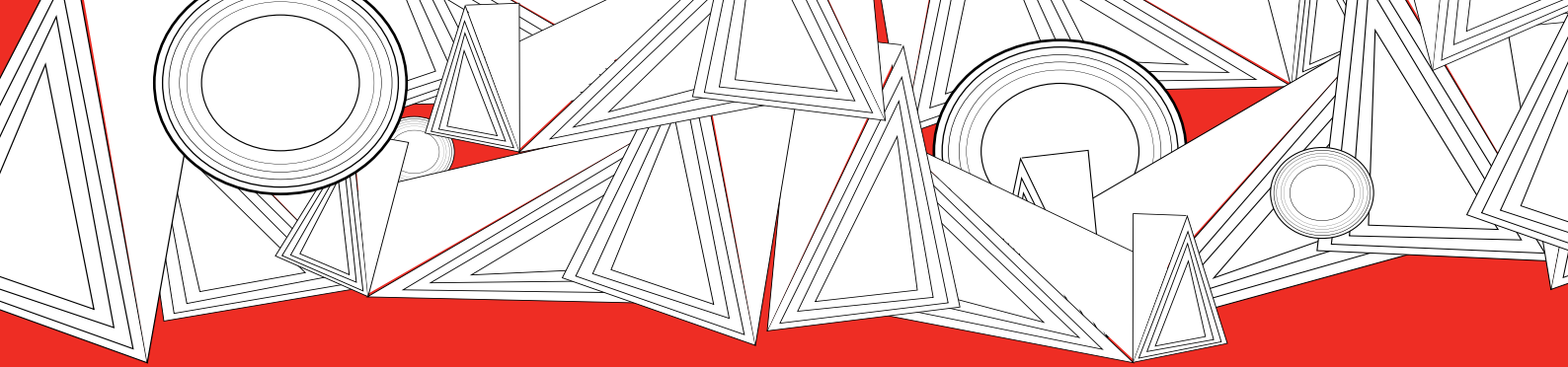
Fight HIV/AIDS, malaria and other diseases

Make sure all countries work together in partnership

Source: UN Development Program



This outline can be used in conjunction with the monitoring activity and activity 12.



Section 2: The Impact of Images and Messages

Activity 6

The Whole Story?

Aim:

To understand that every story can be seen and told from more than one perspective

Age:

10+

Time: 30-40 mins**Materials:**

Two versions of the story of Little Red Riding Hood. Make copies - three smaller groups will need the original story, and one group will need the Wolf's story.

What to do:

Step 1: Ask the large group if they are familiar with the story of 'Little Red Riding Hood'. Ask for volunteers to tell the story to the group.

Step 2: Split the large group into 4 smaller groups. Distribute the original Little Red Riding Hood story to 3 groups, and give the 4th group the Wolf's story. Ask them to read the story in their group.

Step 3: Give each group the identity of one of the characters from the Little Red Riding Hood Story (the Lumberjack, the Grandmother, Little Red Riding Hood to the groups with the 'original' story and the character of the Wolf to the group with the Wolf's version of the story). Tell them that you want to get the story straight, and that they have ten minutes to come up with 3 reasons why their version of the story is the right one, and why their character acted fairly and didn't do anything wrong. Each group then nominates one person to tell their side of the story. The other participants sit in a large circle around the four 'story-tellers'.

Explain that each of the four story-tellers have 1-2 minutes each to tell the story from their point of view. Then they must argue with the other people in the centre to convince them that their story is the right one and the only way to look at it. From now on, other team members can 'tag' their representative and take their place. The larger group can also ask questions of any of the other characters. Allow the discussion to continue for a few minutes.

An alternative is to have each team do a role-play and act out what they think happened, showing their side of the story.

At the end, ask for a show of hands – whose story was most convincing?

Debrief:

Read the Wolf's story aloud to the whole group. Who has ever thought of the Wolf's side of the story before? Can you think of any other stories that are told from only one perspective? What is the effect of hearing one-sided stories? Why do people only tell one side of the story? (e.g. power, politics, influence, financial gain). Ask the group if they know of any stories in real life that were only shown from one perspective or side?

Little Red Riding Hood

Adapted from the Grimm's fairytales

Once upon a time there was a little girl who wore a red cloak, and she was called 'Little Red Riding Hood.' One day her mother asked her to visit her sick grandmother. Her grandmother lived outside the village in a forest. On the way Little Red Riding Hood met a wolf.

'Hello, Little Red Riding Hood,' said the wolf. 'Where are you going?'

'To my grandmother's,' she replied

'Where does your grandmother live?'

'Deep in the forest,' she said and kept walking.

So the wolf ran straight to the grandmother's house. He put on the grandmother's clothes and hat, and got into bed. When Little Red Riding Hood arrived, her grandmother lay in bed with her hat pulled over her face, and she looked strange.

'Oh grandmother,' said Little Red Riding Hood, 'what big ears you have!'

'All the better to hear you with, my child,' was the reply.

'But, grandmother, what big eyes you have!' she said.

'All the better to see you with, my dear.'

'Oh, but grandmother, what a terrible big mouth you have!'

'All the better to eat you with!'

Next, the wolf jumped out of bed towards Little Red Riding Hood and she ran to escape. A lumberjack was passing and heard screams. He entered the house, and ran to attack the wolf with his axe. The grandmother appeared and shouted to the lumberjack, 'Kill the wolf! Kill the wolf! Save Little Red Riding Hood!'

Little Red Riding Hood Told By The Accused Wolf

Adapted from A Curriculum on Conflict Management, 1975 by Uvaldo Palomares et al., Human Development Training Institute, San Diego, CA 92101.

The forest was my home, I took care of it. One day, I saw a little girl coming down the trail. I was suspicious of her because she was dressed strangely - all in red. Naturally, I asked who she was and where she was going. She told me she was going to her grandmother's house and walked off. As she went she threw a sweet wrapper on the ground. Imagine that! First she was rude to me, and now throwing rubbish! I decided to teach her a lesson.

I ran to her grandmother's house. When I saw the grandmother, I explained what had happened, and she agreed to help me. The grandmother hid under the bed and I got into the bed, dressed in her clothes.

The girl arrived and immediately started to insult me, making nasty comments about my big ears, and my big eyes. I tried to stay calm, but she wouldn't stop and insulted my big teeth next. By then, I couldn't control my anger any longer. I jumped up from the bed and growled at her, 'All the better to eat you with!'

No wolf would ever eat a little girl, that red cloak would taste bad anyway. I just wanted to scare her. But she started running around screaming. I jumped after her, to calm her down. But a big lumberjack barged in with an axe. That meant trouble, so I jumped out the window to escape. But that's not the end of it. The grandmother never told my side of the story. Word got around that I was mean and nasty. Now everyone avoids me. Maybe Little Red Riding Hood lived happily ever after, but I didn't.

Activity 7

Whispers

Aim: To understand how stories can lose important details.

Age: 8+

Time: 20-30 mins

Materials: A copy of the stories; an open space where the group can sit in a circle

What to do:

Step 1: Sit the group in a large circle. Divide them into two teams of even numbers. Both teams should remain sitting in the circle (with each team making up half of the full circle).

Step 2: The leader invites two people up to hear a story. There should be one person from each team, and they should be sitting next to each other in the circle (i.e. they are the first person in their team). The leader should whisper the story to both people at the same time (making sure the rest of the circle does not overhear the story). The two who have heard the story sit back together in the circle. They each turn to a member of their own team next to them in the circle.

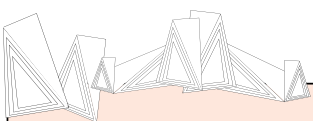
Step 3: Now the race begins. On the count of 1,2,3! they each whisper the story to the next person on their team. Each person must then repeat the story to the person next to them, and so on. Continue this until everybody had been told the story by the person before them. It is a race to get the story to the other side of the circle (i.e. the last person on your team). The stories should meet on the other side of the circle. Remind the group that the side with the most accurate version of the story wins, not just the one that finishes first.

Step 4: The last person on each team must then repeat the story aloud. The side with the most accurate version of the story wins. Read out the original story to everybody and give one point for each accurate fact or detail retained from the original story (see the parts underlined in the text). Announce which team was most accurate.

Debrief: How accurate were the stories? Are you surprised by how much/little information was communicated by each team? Why did the story get broken up?

What were the main issues in the story? How do you think he/she feels if her story is not represented accurately? Did you identify with the story told? Or did it feel strange to tell other stories which were not your own?

What causes stories to change from person to person? Why? Is it on purpose? Can you give an example? What is the effect on us when we are given wrong information?



DID YOU KNOW? This game is based on a game called 'Chinese Whispers'. Did you know the name 'Chinese whispers' reflects the former stereotype in Europe of the Chinese language as being incomprehensible?

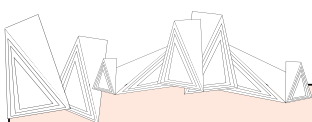
Story 1: Last month, I went away with my youth club on a residential weekend. We were meant to go orienteering in Kerry, but went surfing in Donegal instead. There were 16 young people and 4 youth leaders. We had a brilliant laugh, I'd never tried surfing before but I loved it! The water was freezing though! When we got back, one of the lads created a page on Facebook with photos from the weekend. Some of the photos were hilarious. But there is a photo of me that I hate! It was taken just when I woke up one morning and it's so embarrassing. I told him to take it down, but he said it was just a laugh and no one cares what I look like. But I care. Now I don't know what to do.

Story 2: I studied engineering in college, but before my final year I was offered a job in the financial sector following summer work with the company. I took the contract and went on to work my way up without a financial qualification. I went travelling with friends but upon returning to Ireland the financial crisis had hit. Jobs in finance had been moved either back to America, over to cheaper labour regions or to more promising and stable economies. Without a full Engineering Qualification and relevant work experience the following two years have been difficult. Most of my job applications don't even get a response from the companies. I found myself staying up later at night, sleeping in longer in the mornings and generally losing motivation. However, I have become more involved in a youth organisation. They have given me great focus and above all kept me active in both body and mind. This year I hope to attend college as a part or full time student to complete my engineering degree. (Thomas, Macra na Feirme)

Story 3: I came to Ireland from Somalia when I was 16 years old. There was fighting in the region where I lived, and when our village was attacked, me and my aunt had to run away to safety. I have not seen my brothers or my mother since and do not know if they are alive. My aunt helped me to get to Ireland to seek asylum, and I have been here ever since. I turned 18 last year, which meant I was moved from the hostel in Dublin. I liked it there because I was able to go to school, and had started making friends. I also had a social worker who helped me with my school and asylum application. Life in the hostel is difficult. I have left all my friends behind in Dublin, and feel very lonely here. I was told I might be able to go to a local school to finish my Leaving Cert but I am still waiting for a place. I don't have enough money to travel to the city where there might be things to do, so I sit in my room a lot. I share my room with an older woman and her young child. The child cries a lot and the woman is not very kind to me. I hope I can get a place in the local school. If I don't, I don't know what I will do. It might take years before a decision is made on my application. (Fatima)

Note to leader:

If doing this activity with a younger age-group, use a simple story such as Story 1 above.



DID YOU KNOW? People who leave their country due to a fear of persecution are called refugees. Asylum seekers are people who are waiting for a decision to know if they can remain in a country as refugees. In Ireland, asylum seekers are provided with accommodation in shared hostels and three meals per day. They are not allowed to work and receive €19.10 per week per adult, and €9.60 per week per child. Asylum seekers are entitled to free public education until Leaving Certificate level. Many asylum seekers have been waiting for a decision on their case for more than 3 years.

Activity 8

Listen Up

Aim: To examine who influences our understanding of different issues.

Age: 10+ **Time:** 20 mins

Materials: Masking Tape (or rope), a story of about 10 lines, an open space.

What to do:

Preparation: Mark two lines on the ground with masking tape, or rope. The lines should be about 2-3 metres long, and 5 metres apart. Choose one of the stories to use with your group.

Step 1: Before splitting into teams, ask for some volunteers - one is the speaker and the others (2 or 3) are listeners. They stand together in the centre of the room (equal distance from both lines).

Step 2: Split the rest of the group into two teams (Line A and Line B). Each team stands behind a line of masking tape, facing each other and the listeners.

Step 3: The speaker reads out a story so everyone can hear it.

Step 4: Now, tell line A that when the story is read again, they must try to convince the listeners to believe the story. Line B should tell the listeners that they shouldn't believe or listen to the story.

Step 5: When the story is read aloud a second time, give the two lines 30 seconds to convince the person why their side is right. Both teams should speak at the same time. After the 30 seconds is up, the facilitator shouts 'LISTEN UP!' and the listeners must run to the line that they agree with while the other line chases them. Whoever gets past the team's line to safety first, is the winner.

Debrief:

What was the story about? Why did the listeners choose line A/B? Are the stories realistic? What effect did the distractions have on your understanding of the story? Who/what might the distractions be in real life? In real-life which side would you listen to? Are there other sides/options in real life?



Action Idea! Look up websites of different development organisations. Find a fact or a piece of information you didn't know about people living in another part of the world. Design a flyer or a poster in your youth group. Deliver it to your local youth club/centre, school or other community organisation, sharing the new information, and encouraging others to learn more about that particular issue.

Note to leader:

Some issues in these stories may be sensitive among members of your group. Check through the full activity before doing it, and also be aware of the reactions of participants.

Story 1: My name is John. I'm 17 years old and I come from Waterford. I do some part time work in a local video store. I'm invited to a party in a few weeks and I want to get some new clothes for it. I only have a little bit of money left because I spent some during the week and I have to give my Granny some of it for housekeeping. I normally shop in a large store where you can get nice stuff fairly cheap. In school the other day the teacher was telling us about a news story she read and it was all about how that store uses kids in Asia to make clothes, because they can pay them very little. Now I won't shop there anymore, but I still want to buy something new.

Line A – He should continue to shop there; Line B – He shouldn't shop there

Story 2: My name is Anna. I'm 15 years old and I come from Kilkenny. I can't wait to leave school and get a job. I'd love to go to college, but I can't afford it. Last year, my Mam lost her job as a manager in a local restaurant. It's really difficult for us now. My Mam said that the problem is that there are too many Eastern Europeans living here, and that there aren't enough jobs for the Irish. But the girl I sit beside at school is from Latvia, and she's been here for 7 years. Her Dad works as a truck driver so I don't think it's his fault my Mam lost her job. My cousin had to leave home and look for work in America. I wonder do the Americans think that he's taking their work? It's confusing. Maybe my Mam is right. It would be easier for us to get jobs if other nationalities went back to their own countries.

Line A – Irish jobs are for Irish people; Line B – Migrants have a right to work

Story 3: My name is Krystoff. I'm 16 years old and live in Limerick. In my school we did some fundraising for Haiti after the earthquake. We saw it on the news – all the young children injured and people living on the streets. I usually hate when they show pictures of people who are suffering, but I suppose it works to raise money in an emergency. So we held a concert, and sent the money we raised to the Red Cross. We felt great. But yesterday I was in town and a person who works for a homeless organisation told me about their work to fight poverty and homelessness in Ireland. They are trying to raise money to get people back into accommodation. I thought that was a really good cause, and maybe I should be fundraise for those organisations instead. I guess charity begins at home, doesn't it? I'm only going to contribute to organisations working in Ireland from now on.

Line A – Aid should be about giving to Irish people; Line B – International aid is more urgent



DID YOU KNOW? A person who comes from the Global South to work in the Global North is usually called a 'migrant worker' or an 'immigrant'. A person who comes from the Global North to work in the Global South is usually called an 'expat' or 'expatriate'. Why?

For more information:

☆ On where our clothes come from, see: <http://www.cleanclothes.org/> and <http://www.labourbehindthelabel.org/>

☆ On migrant workers in Ireland and worldwide see:
<http://www.mrci.ie/> and
http://www.ilo.org/global/Themes/Labour_migration/lang--en/index.htm

☆ On debating aid, download the education pack for teenagers from Trocaire called 'A Question of Aid: Aid in an Unequal World' from www.trocaire.org/schoolresources; or the resource 'Debating Aid' which can be purchased from either 80:20 or IDEA (see contact details at the end of this pack)

Activity 9

Headline Hysterics

Aim: Explore how different groups – including young people - are portrayed in the media

Age: 12+

Time: 30 mins

Materials: Headlines from national and international newspapers, flipchart, markers, post-it notes.

What to do:

Preparation: Find examples of headlines from Irish and international newspapers relating to young people to use with your group. Include some examples which are particularly negative or exaggerated. Blank out one of the key words in the headline (see the underlined word in the headlines given here). You can start with headlines about young people, and move on to headlines about other issues – Immigration, Travellers, Aid and Development.

Part 1:

Step 1: Brainstorm with your group: What does the term 'media' mean? What types of media can you think of? Who is the media? Newspapers, TV channels, all of us? Who controls the media? Does the media change over time, or remain the same?

Step 2: Show the blanked headlines to the participants. In smaller groups of 3-4 people, ask them to guess what the missing word might be. They can choose to put a positive or negative word. Hand out post-it notes and ask them to write their guess on a post-it and stick it in the blank space.

Step 3: Then read out the actual headlines, and award points for each right answer.

Step 4: Continue with other headlines and the first team to three points wins.

Alternative: If participants prefer working in smaller groups, hand out a sheet with all the headlines (including blanked words), and give them 5 minutes to complete as many headlines as possible. After the 5 minutes is up, have the groups read out their 'new' headlines. Then read out the actual headlines, and see how many each group got right.

Examples of Headlines about Young People:

- ☆ 'Youths attack anti-racism protest in Belfast' (Irish Examiner, 16 June 2009)
- ☆ 'Rise of the Teenage Mothers' (Independent, 21 February 2009)
- ☆ 'Half of teenagers binge-drink and use illegal drugs' (Independent, 23 May 2008)
- ☆ 'Fireman injured by youths' (Irish Times, 2 February 2000)
- ☆ 'Youths climb into the Aras' (Irish Times, 4 April 1997)

DID YOU KNOW?

Localise organisation has been working in Ireland for about 40 years through a programme of 'Caring in the Community'. In 2010, young people from a school in Clondalkin participating in a Localise programme designed a project called 'Heroes in Hoodies' in order to promote a positive image of their school and the students. Many of the students wore hoodies and found out that some older people in the area found them intimidating. The students organised a social event at their local active retirement club and presented hoodies that they had designed themselves to the older people.

Part 2:

Do the same activity using the following examples of headlines about Asylum Seekers, Refugees and other Immigrants, the Traveller Community and international development.

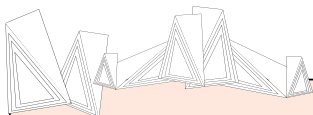
- ☆ 'Just 38pc of failed asylum seekers deported' (Irish Independent, June 22 2010)
- ☆ 'Immigrants must go home', (Irish independent 1 March 2009)
- ☆ 'Government urged to remove voting rights for asylum-seekers' (Irish Times 5 October 2004)
- ☆ 'Travellers set up illegal camp at beauty spot', (Irish Independent 7 June 2006)
- ☆ 'Report shows Traveller community viewed as 'demanding' by doctors', (Irish Independent 12 January 2002)
- ☆ 'Time To Get Tough On Tinker Terror 'Culture'' (Sunday Independent, 28 January 1996)
- ☆ 'France urged to repay Haiti billions paid for its independence' (the Guardian, Sunday 15 August 2010)
- ☆ 'Africa's dying again', (Daily Mirror, 21 May 2002)

Debrief: How many headlines did the groups guess correctly? Were you surprised by the tone of the headlines? Were the headlines mainly positive or negative? What was positive/negative about them? Who writes the stories? Why are groups such as young people or the Traveller community represented in particular ways? How does this affect different groups? How would you feel if the headlines were about you? Do you have a right to object? To whom?



DID YOU KNOW? Research carried out by NYCI and the Equality Authority in Ireland in 2006 showed that 44% of news stories about young men were related to crime and violence. What effect does that have on young men? On all young people? On our communities? Find the research entitled 'Inequality and the Stereotyping of Young People' on www.youth.ie/publications/

If you have a complaint about an image or message received on TV/Radio/Newspaper in Ireland, you can lodge your complaint with the Press Ombudsman: <http://www.pressombudsman.ie/> or the Broadcasting Authority: <http://www.bci.ie/>]



DID YOU KNOW? During the 1980's, Irish people in the UK launched a campaign to combat anti-Irish racism. The anti-Irish insults included cartoons and headlines calling people 'thick Paddies' and stating that Irish people were a 'different race'. The Greater London Authority supported the campaign by publishing a resource in 1984 which criticised anti-Irish feeling in British politics, press and society.

Remember, if you feel strongly about a news story which is unfair to young people, contact the news editor to explain why the story is unfair. Use the statistics from the NYCI research to help you. In response to an article called 'Teen tribes' printed in the Independent Newspaper (15 August 2005), one teenager had their response printed:

<http://www.independent.ie/opinion/letters/dont-classify-teenagers-245327.html>



Action Idea! Come up with positive headlines about the young people in your area. Make them into posters and hang them in your youth club. Write a 'good news' story about young people and send it to a newspaper and ask them to print it.

Activity 10

Cartoon Controversy

Aim:

To analyse development and justice issues in an accessible way through the use of cartoons and explore the role of political cartoons.

Age:

10+

Time: 30 mins

Materials:

Copies of cartoons (in photopack, from newspapers or online), flipcharts, paper, markers, tape/blu-tac.

What to do:

Step 1: Brainstorm with your group: What cartoons are you familiar with? Are there different types of cartoons? Who are the cartoons aimed at? Are there any hidden messages in cartoons you know?

Step 2: Split the group into smaller groups of 4 and give each a cartoon to read. Give them the following questions to answer:

- ★ What is happening in the cartoon?
- ★ What is the cartoon's message?

Step 3: Display all the cartoons you have on the wall, and invite all of the groups to look at them. In the group discuss:

- ★ What are the common themes of the cartoons?
- ★ Which cartoon did they like best? Why?
- ★ Which cartoon did they like least? Why?
- ★ Who are the people represented? Are they rich or poor? Where do they come from?

Step 4: In smaller groups again, explain that they should choose one of the cartoons, and create a headline that sums up the cartoon's message. Let them write the headline on flipchart paper beside the cartoon. .

Debrief

Was it easy or difficult to understand what was happening in the cartoons? Why do you think people draw cartoons like these? Can you think of any cartoons that have ever caused offence or conflict? Does a cartoonist have the right to offend people? Can you think of any situations in the world where a cartoon would help explain the situation better? Do you think your headlines would help to raise awareness about the issue?

Note to leader:

Political cartoons are a useful resource for generating debate. Information and detail can be 'taken in' quickly. Cartoons and cartoonists regularly offer challenges to us all about current affairs. Above all, political cartoons don't spare our sensitivities - everyone is a target. More cartoons are available on www.developmenteducation.ie and by doing a search via online newspapers and magazines.

DID YOU KNOW?

At the start of the Simpsons cartoon when Maggie is scanned at the checkout, the amount displayed is \$847.63. This is the amount it cost to raise a child for one month in the USA when the show began in 1989.

Activity 11

Do You See What I See?

Aim:

To explore how images can be altered depending on the message being communicated

Age:

10+

Time: 30 mins

Materials:

Blank paper, markers, photographs 7, 8 and 13 from the photopack copy of full & cropped images, Bluetac

What to do:

Preparation: Using photos from the photopack, cover part of the photo with a white sheet. Make photocopies (and enlarge if necessary). You should have part of a photo on a white background. Make one such copy for each pair in your group.

Step 1: Have a quick brainstorm with the group. How can photos be altered? Do they know the terms airbrushing or cropping? What do they mean?

Step 2: Split the group into pairs. Give each pair a cropped photograph (stuck onto an A4 page) and ask them to think about what is happening in this picture? Where do they think it is?

Explain that the picture they have is incomplete and they should complete the picture based on what they think the original image looked like. Allow 10 minutes to draw around the image they have.

Step 3: When all of the pictures are completed, display them on the wall for everybody to see. Ask if people can see any similarities between the pictures? Which situation would they prefer to be living in if they had to choose? Why?

Debrief: Show the original uncropped photos. Ask if they are surprised by anything? What do you think is happening in the picture? Who do you think took this picture and what were they trying to show? Does a photo always tell the truth? Do you think images are ever altered? Why do they do this? Is this fair on the people in the picture? What is the effect on us when we see the picture?

Note to leader:

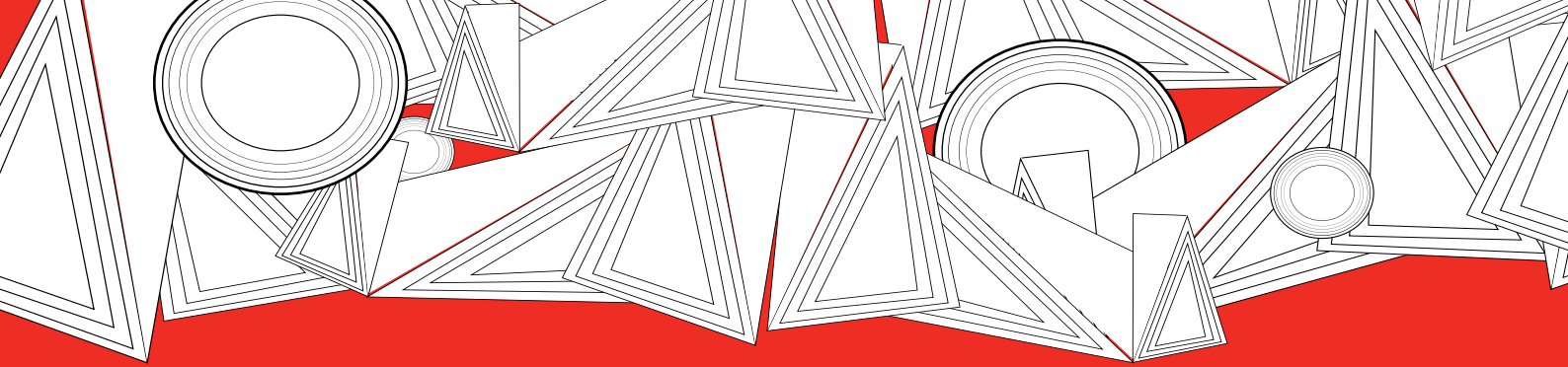
You can do the drawing part of this activity with the age-group 6+, and have a limited debrief

DID YOU KNOW?

Dáil na nÓg is the National Youth Parliament of Ireland. At their annual event in 2010, body image and the 'airbrushing' of images in the media was a big concern for young people. They called for a symbol and text to be mandatory on altered advertisements and images so the reader knows that this is not the original image. From early 2011 the members of the Dáil na nÓg Council will research and campaign on this issue. For more information visit www.dailnanog.ie.



Action Idea! Contact local, national or overseas development organisations. Ask them if they ever alter images? Do they have a policy on this? Do they seek permission to use images? Record their responses and display your findings.



Section 3: Images and Messages in an Unequal World

Activity 12 **Holiday Snaps**

Aim: To explore where our images of the Global South come from and introduce the Dóchas Code of Conduct on images and messages.

Age: 10+ (8+ for Steps 1-3)

Time: 30-40 mins

Materials: Blank paper, art materials and blutac; the youth-friendly version of the Dóchas Code of Conduct on images and messages (see Section 4) and an outline of the African continent (located on Page 15)

Note to leader:

This activity explores Africa as part of the Global South, but other places and regions could be used instead such as China, Asia, Mexico, Latin America, India etc.

What to do:

Step 1: Make sure everybody is sitting comfortably. Tell the group that they are going on a journey and they should close their eyes and listen to your instructions;

You are somewhere in Africa - Picture your surroundings - What time of the day is it? What time of the year? What is the weather like? What kind of plants and trees can you see? - You walk through the scene - You see some people - What are they doing? - What do they look like? - You take a photo of your surroundings – remember the details you see through the lens - You come across some houses - What do they look like? - How big are they? - What are they made from? - You enter a house - What is it like inside? - What are people doing? - Now you're back in Ireland, open your eyes.

Step 2: Distribute sheets of paper and markers. Ask participants to draw the scene they photographed. Encourage them to draw what they saw in their own mind and not to be influenced by other people's drawings. There is no right or wrong. Encourage them not to compare their drawings until they are finished.

Step 3: If everyone agrees, display all of the pictures for people to see. Participants don't have to share their images, if they don't want to.

Debrief: Ask them what do the pictures have in common, e.g. are they urban/rural, of people/animals etc? Do you think that everywhere in Africa is the same? Are the pictures fair/balanced? Where did you get your image of Africa from?

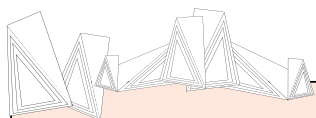
Step 4: Display the youth-friendly version of the Dóchas Code of Conduct on Images and Messages from Section 4. Copy the checklist below onto a flipchart. Ask the participants to take a look at their own pictures and read the checklist. Afterwards ask if anybody felt they could answer Yes to all the questions? Where did difficulties arise?

Checklist:

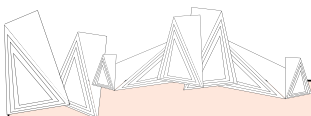
- Would the people in your picture be happy with the way their home is presented? YES / NO
- Is the image a fair picture of the people? YES / NO
- Is the image a fair picture of the place? YES / NO
- Can you name one reason why you think people live this way? YES / NO
- What is it?

- Do the pictures respect people's feelings? YES / NO
- Is it necessary to use a photo of a person or could you get the message across using words? YES / NO
- Does the image help us to understand the situation better? YES / NO
- How would you feel if you were the subject of this photo and you knew it was being shown to thousands of people? YES / NO

Debrief: Do you think the media or development organisations are always fair in the way they show Africa and other parts of the Global South? Do you think people in the Global South are shown in a way that they would be happy to be seen? Do you have a preference of what kind of images appear about you on social networking sites like Facebook or Bebo? How many of you have deleted a photo of yourself because you didn't like it or didn't want others to see it? Do you think everybody should have the chance to choose which images of them are shown in public?



DID YOU KNOW? Dóchas is the umbrella body which represents Irish development organisations. In 2007, Dóchas member organisations adopted the Code of Conduct on Images and Messages. The Code gives guidance to organisations on how to use images (such as photos) and messages (such as slogans and campaigns) in a way which is fair to the people involved. See www.dochas.ie for more information.



DID YOU KNOW? In April 2010, the BBC broadcast a documentary called 'Welcome to Lagos'. Search for it on YouTube. The documentary portrayed the life of some people in Lagos - a city of about 9 million people in Nigeria - who earn their living by picking through rubbish dumps and selling what they can. Some people criticised the documentary as being an unfair portrayal of the city of Lagos as it focused on one aspect of life there. It gave the impression that this is all that Lagos was about. What do you think? What would a documentary about your hometown look like?



DID YOU KNOW? What is an NGO? NGO stands for non-governmental organisation. NGOs may also be referred to as development organisations and charities.

Activity 13 **Picture This**

Aim: Look at the different ways that photos are used to spread information about global development, and critically examine the images used to portray development

Age: 8+ **Time:** 30-40 mins

Materials: Photographs from the photopack or from different campaigns/newspapers; set of moving debate statements; agree/disagree signs

What to do:

Step 1: Use Moving Debate statements to warm-up as follows

- ★ I have a camera (e.g. on my mobile phone)
- ★ I take pictures with it regularly (ask how often/daily/weekly etc).
- ★ I circulate these images widely (ask to whom: friends /family /facebook etc)
- ★ I always ask permission of subjects before posting their images to facebook
- ★ I think the images and messages we receive in the Global North of the Global South are representative of the reality
- ★ I am familiar with the youth-friendly Code of Conduct on Images and Messages

Note to leader:

Develop prompts depending on group/their knowledge etc. It is best to keep it to 4 or 5 prompts with a brief discussion of each statement.

Step 2: Introduce the youth-friendly version of the Dóchas Code of Conduct. Read through it and ask if the main ideas are clear to participants

Step 3: Show the participants a series of photos, and they have to decide what they think of the photos in accordance with the youth-friendly Code of Conduct. Show the photos one-by-one and ask the group if they think these photos respect the Code.

Is the photo Code-compliant? Again use the Agree/Disagree signs.

Step 4: Discuss some campaign slogans in the same way

- ★ Make Poverty History
- ★ If only hunger were make believe, then 5 million children wouldn't die each year (Trócaire)
- ★ Being blind is hard, being blind in Nigeria is harder (Sightsavers)
- ★ Join us in the fight for child survival (UNICEF)
- ★ Change a child's life, become a sponsor (PLAN Ireland)
- ★ Our vision: A Just World Without Poverty (OXFAM)
- ★ Committed to a world without poverty (CONCERN Worldwide)

Debrief: What do you think of these photos and slogans? What do you like about them? What do you not like? Why do organisations use photos and slogans like these? What do they achieve? Can you think of a better way of taking a photograph or making a slogan? Do you think the subjects (people) of the photo or slogan have any say in how they are used?



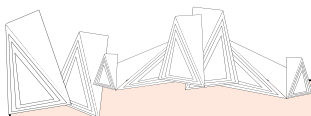
Action Idea! Organise an alternative image exhibition on global justice issues. Choose a particular justice issue from the Millennium Development Goals (see Activity 6), e.g. disability, gender, poverty, health. Try to gather or create images for the theme which are different from the usual photos used by some organisations. For example, you can use photography, collages, painting, cartoons, sculpture etc. Try to be as creative and imaginative as possible. Use simple objects to express your message, such as taking a picture of a stairway to raise awareness on physical disability, or a blurred image to illustrate the problem of sight loss. See Amnesty International's Voice Our Concern project for some more ideas: www.amnesty.ie/voice-our-concern



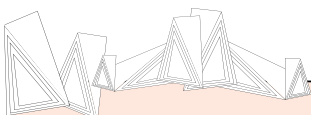
DID YOU KNOW? Look at the following blog on OXFAM International's website. It uses the idea of taking different pictures of the same person as a way to illustrate stereotyping of images and messages <http://www.oxfamblogs.org/fp2p/?p=2568> it



Action Idea! Do a survey of Irish development organisations. On a particular day, randomly choose some development organisations you know and look at the homepage of their site. You could use some of the signatories of the Dóchas Code of Conduct if you wish (see [www.Dóchas .ie](http://www.Dóchas.ie)). Then count the number of times particular identities appear in the photos e.g. woman/man/child. Contact the organisations directly with your findings, inform Dóchas : [media@Dóchas .ie](mailto:media@Dóchas.ie) and let us know in NYCI deved@nyci.ie what you discover.



DID YOU KNOW? In 2006 the Africa Centre launched its Africa Also Smiles campaign - a collection of images from Africa that illustrate the positive attributes of the continent that are rarely highlighted. The majority of the images and messages used in Ireland about Africa and Africans are very negative, to the extent that they frustrate Africans living here. The Africa Centre asks people to question the way Africa is portrayed and why similar images and messages are not used when fundraising for Irish or European charities.



DID YOU KNOW? In research done of 50 development organisations in the USA, 82% of the photographs they used from the Global South were of women and children. Why do you think this happens? What effect does it have on people from the Global South? (Source: Rachel Tallon, Right Place Resources, New Zealand)

Moving debate statements are adapted from an activity by Lizzie Downes

Activity 14 **Follow the Leader**

Aim: To examine the messages people in power use to attract followers.

Age: 12+ **Time:** 30 mins

Materials: Open Space, adhesive labels, copies of stories

Note to leader:

This starts as an energiser to get people moving. Good activity to do before any drama/acting game.

What to do: Part One:

Step 1: Each person finds a partner to work with. One person becomes A, the other is B. Person A places their palm a small distance from Person B's nose. Person A is the leader. As person A moves their hand, person B must move with them to keep their nose at the same distance from person A's palm. The pair should start with small, focused movements (backwards, forwards, right, left, up and down), then move more in the space. Allow person A to lead for about 2 minutes and then swap roles. Ask if that was easy or difficult? Did you prefer to be the follower or the leader?

Step 2: Do the exercise again and now invite the person leading to imagine they are a powerful person, e.g. a political/religious/community leader. Ask them to come up with a message or slogan that this person might say to attract followers (one or two words). They should write this message on a sticker and put it on the palm of their hand. Repeat the game.

Step 3: Next tell the leaders they need to attract other people to follow them. They should use both hands, and try to get one of the other followers to leave their leader and to follow them so they are now leading two people. If it helps, the leader could start to say their message aloud to try and attract other people to follow them. Instruct all the followers that if they feel drawn to another hand or sound they should leave their leader. Continue this for a couple of minutes or until people get tired.

Debrief:

What was it like to be the leader? Or the follower? Which did you prefer? Why?

Do you think people are easily led by others in the world? Do we follow the lead of people in our lives? What is it about them that makes us follow them? Can you think of any examples in the world in which people were led into dangerous situations or acted in a way that was not normal for them because they listened to the messages of their leaders?

Some celebrities can become powerful political leaders, including Ronald Regan and Arnold Schwarzenegger who both made the transition from actor to elected political leader in the USA. In August 2010, Haitian singer and songwriter Wyclef Jean wanted to run for presidency of his homeland in the November 2010 election. Do you think film stars and musicians can be good political leaders? Why do you think people follow and support them?

Part Two: Split the large group into smaller groups and distribute the stories. In the small groups, ask the participants to read the story and answer the following questions.

- ★ Who is the leader/follower? What is each trying to achieve? Did they achieve their goal?
- ★ If you were in this situation/story, what would you do? Would you follow the leader or not?
- ★ Do we question who we follow?
- ★ Can our choices of who we follow affect others? In Ireland? In other countries?

Story 1 The Murambi Technical School in Rwanda was the site of a massacre during the 1994 Rwandan genocide. When the killings started, Tutsis in the region tried to hide at the local church. However, the bishop and the mayor sent them to the technical school, claiming that French troops would protect them there. On April 16, 1994, some 65,000 Tutsis went to the school, but immediately water and electricity were cut off. After defending themselves with stones for a few days, the school was attacked by Hutu militiamen and the Tutsi were overrun. Some 45,000 Tutsi were murdered at the school, and many who managed to escape were killed the next day hiding in a nearby church. The school building is now a genocide museum exhibiting the skeletons and mummified bodies of some of the thousands of people killed there. See: <http://www.kigalimemorialcentre.org/old/centre/other/murambi.html>

Story 2 During the Sudanese Civil War in the 1980's, many children became separated from their parents and families while trying to escape the conflict. Thousands of them - mainly boys aged between 7 and 17 - escaped by walking from South Sudan across the country and into Ethiopia and Kenya. Some walked over 1,000 miles to find safety and they had to survive for weeks in desert and jungle, trying to avoid wild animals and militia attacks. The story is remarkable as the young people led themselves through such a difficult journey, even though they were frightened, alone and lost. The teenage leaders helped to ensure the survival of many of the younger ones. Of those who managed to reach Ethiopia and Kenya, many were accepted as refugees in Australia, Canada, the USA and other countries. They became known as 'The Lost Boys', see: <http://www.lostboysfilm.com/learn.html>

Story 3 David Beckham is an English football player born in 1975 and he has played for Manchester United, Real Madrid and Los Angeles Galaxy. He was also captain of the English national football team. He is popular among football fans all over the world. He is married to Victoria Beckham (formerly a singer in the Spice Girls) and they have three sons. For many, David Beckham has become more than a sportstar; he is seen as a fashion icon, a celebrity, and a promoter of charitable work. He has his own aftershave brand and several games for computers. Beckham has been sponsored by soft-drinks company Pepsi, clothes company Adidas and is the highest-earning football player in the world according to the Guardian newspaper (2010).



Action Idea! The Irish Government signed up to the Millennium Development Goals (MDGs) in September 2000, as world leaders came together to promise to do all they can to eradicate extreme poverty and hunger by 2015. In support of the MDGs, Ireland pledged to increase its overseas aid (Official Development Assistance - ODA), to reach the UN target of spending 0.7% of national income on overseas aid. This is just 70 cent from every €100 we spend. However, since 2009 cuts have been made to overseas aid. This makes it even harder to reach the goal of 0.7% of our income by 2015. The Act Now on 2015 campaign is encouraging the government to keep its aid promise.

You can write to your local TD to encourage Ireland to be a leader among other countries in achieving the MDGs and overseas aid targets. For more information visit www.actnow2015.ie

To better understand the MDGs, download NYCI's activity 'The Price of Peace' from www.youthdeved.ie/ resources from the activity pack 'Peace by Piece' or Oxfam's activity pack for 7-14 year olds 'Change the World in 8 Steps' for free at http://www.oxfam.org.uk/education/resources/change_the_world_in_eight_steps/

Activity based on 'Colombian Hypnosis' from the work of Augusto Boal 'Games for Actors and Non-Actors' (2nd edition 2002).

Activity 15 **All At Sea**

Aim: To look at how different political agendas can influence the messages we receive

Age: 10+ **Time:** 30 mins

Materials: Masking tape, copy of the master grid, copies of stories

What to do:

Preparation: Create a blank grid on the floor using masking tape or rope (similar to that illustrated on Page 34). Keep a master copy with the danger zones marked for the facilitator.

Step 1: Split the group into 2 teams and give each team a different story. Explain to participants that they are travelling in a convoy of ships. They must pass through International water but this has several danger spots which they must avoid. The winner is the team to reach the safety of the harbour first.

Step 2: Each team appoints one person to start the game. The other members of the team line up along the side of the grid and must instruct their ship on each move it makes.

Rules: Ships move one square at a time in any direction. Each team can skip a go, but only once. Two ships cannot be on the same square at the same time. If one of the teams steps on a 'danger spot', they draw a 'danger card'.

Danger Cards: The leader can cut out these instructions (make more than one copy of each if necessary) and place them in a hat. Teams have to take one when they land on a danger spot.

Variation: An alternative way to play the game is that a team of 3-4 move in a 'convoy' through the grid. If one member steps on a 'danger spot', that person is out, but the rest of the team continues. The team with the most members still in the game at the end is the winner.

Note to leader:

The larger the grid, the longer the game. When a ship moves into a danger spot, use a sounds effect to add to the tension.

Israel Story: Activists on board the ships tried to lynch the Israel Navy commandos who boarded their boat. The Israeli Defence Force confirmed that at least seven Navy commandos had been wounded, two of them seriously, in a fight which apparently broke out after activists tried to seize their weapons. The Turkish ferry ignored orders to turn back from its course to Gaza. The soldiers said they had encountered violent resistance from activists armed with sticks and knives.

Source: <http://www.haaretz.com/news/diplomacy-defense/israel-navy-commandos-gaza-flotilla-activists-tried-to-lynch-us-1.293089>

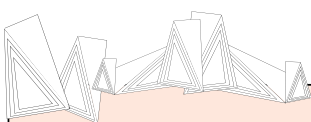
Activists' Story: We constantly said that we were travelling in peace and carrying nothing but humanitarian and construction aid to the people of Gaza. When most of the ship's crew were performing their morning prayers, speed-boats carrying masked, armed soldiers came alongside. At least 10 Israeli soldiers were in every boat. As they tried to get onboard, they began shooting. Then we heard sounds that were similar to gas bombs. The third sound was the constant sound of machine gun fire. At the same time, military helicopters full of armed soldiers roped down, shooting as they descended. Source: <http://www.freegaza.org/>

Context for the stories: In May 2010, a flotilla of 6 ships travelling to the Gaza strip was intercepted by Israeli soldiers who claimed they were acting illegally. The flotilla aimed to break the Israeli blockade of Gaza. Nine people on board the flotilla were killed.

Debrief: Was it easy or difficult to reach the harbour? What made it this way? How did it feel – reaching the harbour or being blocked? What does this story demonstrate? Which story was most convincing? Why? Should we do what we think is right, or try to compromise? Do you think the actions of both sides were justified? Who do you think supports both sides to continue their actions and why?












Danger Cards:

<p>A report on the situation is shown on the news. Media hype surrounding the story means you have to stop your progress for one day.</p> <p>Miss one turn.</p>	<p>Your ship gets caught in bad weather.</p> <p>Take a step back</p>	<p>4 members of your crew suffer food poisoning.</p> <p>Miss one turn.</p>	<p>Your Ship has to slow down to pass through a narrow channel.</p> <p>Miss one turn.</p>
<p>Ship needs repairs.</p> <p>Return to home.</p>	<p>Your ship is blown faster by strong winds.</p> <p>Take an extra turn.</p>	<p>Your route is blocked by another ferry.</p> <p>Move one step sideways.</p>	<p>You run out of food and have to dock at a nearby harbour to get supplies.</p> <p>Miss one turn.</p>

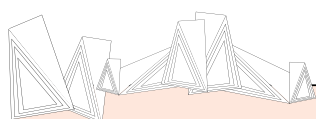


DID YOU KNOW? In 2005, the International Criminal Court (ICC) opened an investigation into the situation in Darfur, Sudan where a war started in 2003. In March 2009, the ICC issued an arrest warrant for the current President of Sudan Omar al-Bashir with charges of crimes against humanity (such as murder and rape), war crimes and genocide. President al-Bashir refuses to accept the warrant or appear in the Court. In July 2010, a second warrant for his arrest was issued. International NGOs and the UN claim that approximately 300,000 Sudanese civilians have died in Darfur from disease, starvation and conflict since 2003, while the Sudanese government puts their estimate at about 20,000 for the same period.

Sample Grid (Shaded Squares are the Danger Spots)

	HARBOUR	HARBOUR	
			
			
			
			
			
			
START TEAM 1			START TEAM 2

‘People always try to justify their own violence, but violence against them is unjustified’ (Rowan, Youth Advisory Group member of NYDEP)



DID YOU KNOW? The International Criminal Court (ICC) was created in 2002 to deal with crimes that countries commit – like war crimes. It sits in the Hague, Holland and is independent of the UN (United Nations) system. India, China, Israel and the USA are not members of the ICC and so can't be prosecuted. The Court has heard cases from Uganda, the Democratic Republic of Congo (DRC), Kenya and the Central African Republic.

Activity 16 Fair Photos, Unfair Lives?

Aim: To explore the reality behind images of life in the Global South

Age: 8+ **Time:** 30 mins

Materials: Paper and pens, a selection of photographs from the photopack, newspapers

Preparation: The group should be familiar with the youth-friendly version Dóchas Code of Conduct on Images and Messages, so perhaps do the Activity 'Holiday Snaps' or 'Picture This' first.

What to do: Warm-up

Ask for two volunteers to be the campaign managers. Break the other participants into smaller groups. Distribute the photos evenly among the smaller groups. Tell them that the campaign managers will call out one of the Millennium Development Goals (MDGs – see Activity 6), and the groups have to choose the best image from their photos that could be used to support that Goal. For each round, give the teams 30 seconds to choose an image from the ones they have. The teams then display their images together. The campaign managers choose which one they think best promotes the MDG in question. That team gets one point. If necessary let them explain why they chose a certain image. The team with most points at the end of the 8 rounds is the winner.

Step 1: Ask the young people to imagine photos that they might see here in Ireland of the Global South. Ask them to describe what the images and photos look like, e.g. the place, gender, age, health, expressions and so on of those in the photo.

Step 2: Show the group some examples of images that development organisations use in advertisements and campaigns (see photopack). Ask them what they think of these photos. Ask them to describe what the images and photos look like, e.g. the place, gender, age, health, expressions etc. of those in the photo. Why do NGOs use them? What do they achieve?

Step 3: Ask the group what types of images they prefer? If you worked in an development organisation which would they use? Which type of photo represents the real situation? Imagine you have to represent your life in one photo/image, what sort of image would you choose - a happy or sad image? A picture with other people or alone? A picture with your friends or your family? A picture in Winter/Summer? An up-close shot or from a distance?

Step 4: Break into groups of 4 or 5 participants. Give each group a photo to work with from the photopack. Ask the group to talk about what the rest of this person's life might look like. What does the picture not show us? What is missing from this photo? If we think aspects of their lives might be unfair or difficult, what makes it that way? Ask them to think about this person's family, home, education, health, job, friends, community, town, country, government etc. Let them discuss this for a few minutes.

Step 5: Then ask each person in the smaller group to choose one aspect of this person's life and to imagine it in as much detail as they can. Ask them to draw a picture of this part of their lives. When the group has finished working, there should be 4 or 5 different drawings of different aspects of the life of the person in the photo. Hang them on a wall around the image of the person.

Debrief: Look at what the other group has created. Were there similar aspects to the lives you drew? What was different? What were the positive parts of their life? What was negative? Do you think the person has a comfortable life? How does their life differ to yours? Why? Is this fair?

Activity 17 **Paparazzi**

Aim: To explore the link between gathering information and respecting people's rights

Age: 12 + (6+ for Part One)

Time: 40 mins (15 mins for Part One)

Materials: Copies of role cards, large open space

What to do: Part 1

In the group ask for two volunteers; one will be a reporter and one will be the 'story'. Explain that the reporter is trying to write an article or get a picture of the 'story' for their news report. The aim of the game is that the reporter needs to chase the 'story' and catch them by tipping them. The 'story' needs to avoid being caught by running around the room to escape.

If the reporter catches the 'story', the roles are reversed so the reporter becomes the 'story', and the 'story' becomes the reporter.

The other participants are in pairs. Each pair stands together with arms linked and is a 'safe haven' for the 'story', they are called 'Home'. While the 'story' is running from the reporter they can stop, link arms with 'Home' and are then safe from the reporter. The person at the opposite end of 'Home' (the one that is not linked) then becomes the 'story' and must escape from the reporter. The chase continues like this until different people have the chance to be the reporter, and the 'story'. If you have a large group you can make the game more difficult by having two reporters and two stories.

Debrief: How did it feel to play the game? What was the role of the reporter? What does the reporter need to do to catch the 'story'? How did it feel to be in the role of the 'story'? Who might that 'story' be in reality? What kind of stories do reporters chase? Who might the reporter be working for? What is their aim in writing the story? Why would reporters be paid for such a story? What is the effect on the 'story' itself?

Part 2: The Editor's Den

Step 1: Ask for 2 volunteers from the group who will act as the editors. Among the other participants, form groups of three people. Distribute the role cards in the groups of 3, so that one person is the reporter, and that the other two people have 'stories' to tell.

Step 2: Explain that the reporter must get as much information from their potential stories as possible; the stories must give as many answers as they can. The reporter should try to take a photograph of the story that will help to sell it. This can be done by creating a sculpted/frozen image using one or more people.

Step 3: Give the reporters 5 minutes to get the best story they can. They must decide which story to present to the editor. To help them decide, encourage them to think about which story would attract the readers or listeners? What headline could they give the story to capture attention? What's the real information that people want to know?

Meanwhile the two editors should discuss what they are looking for in the story they will feature. Do they want a real life story about a person's life or a sensational story or headline? How much detail do they want? Is there a word they don't want to hear? What if one of the reporters uses it?

Step 4: After 5 minutes, each reporter has to present their story and image to the editor. The editor listens to all reporters, asks questions and finally announces which of the stories makes the front page or the evening news.

Debrief: Which story was chosen by the editor? Why? How did it feel to be in the role of the reporter? Was it easy to find a story? How did it feel to be in the role of the 'stories'? Did the reporter tell the whole truth? Were the stories presented in a fair way? What type of news agency do you think the editors worked for? Who else might buy the story?

Note to leader:

Caution is needed to ensure that this game does not encourage lying. Try to encourage reporters to focus on the truth of the stories. Encourage them to add details as needed, but to try to be realistic.

Rolecards: (you will need one reporter per group)

Reporter: I work for an international news agency and have been sent to this community for a half-day to find a story. I have to find an interesting story, interview the people and take photos. I hope I can sell the story when I get back. I really have to find the best story.

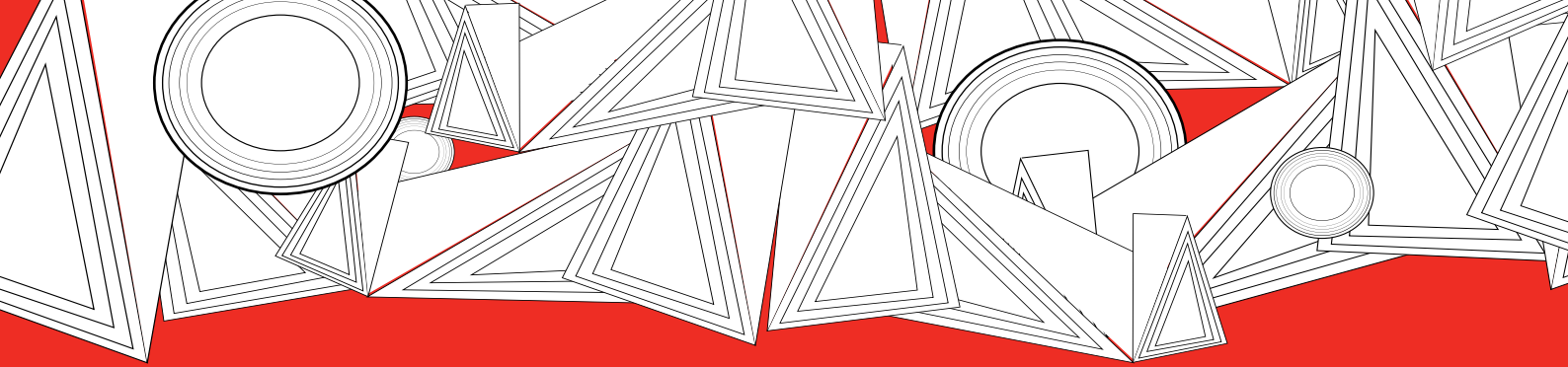
Peter: I am a 30 year old father of two children. My children are John who is 8 and Maria who is 11. I am a teacher in the local school. My wife died some years ago in a car accident, so my mother now lives with us and helps me to look after the children. My two children attend the primary school where I work. They are both good students and learning to speak English. I hope they get the opportunity to go to secondary school and university. I am trying to save some of my salary each month for the fees but the cost of food, electricity and petrol for my car is becoming very expensive.

Susanna: I am 16 years old and I live with my parents, 2 brothers and one sister in this village. I am the eldest in my family. My father is a farmer and I work with him in our field since I left school 4 years ago. Last year we had a lot of rain and it damaged our crops. We also couldn't take our 2 goats into the mountains to graze because of the bad weather so had to find food for them here. It was very difficult. When we harvested the crops, we had enough to eat but nothing extra to sell. We didn't have money to buy other things we need like mosquito nets for our beds, and medicine for my young brother.

Sarah: I'm 23 years old. Last year I was very sick with the flu and went to the hospital for tests. Eventually I found out that I had become HIV positive. I have told my husband and he said that he will support me through everything. He hates hospitals and especially needles so he hasn't gone to get himself tested, but I am sure that he must also have it. My biggest concern of all is telling my family. I am afraid of how they will treat me and what they will say to me. What if they don't want me around them anymore?

Shane: I'm 16 years old. Last year my brother travelled with a charity to build houses for poor people in India and he said it was a great experience. When my school organised a trip for us to do the same I was first to sign up. I think it's important that we help them out by giving them somewhere to live. I don't think of them as poor anymore because of it, and I think I'll feel really good about what I've done when I get back. I was a bit annoyed when one of my friends asked why we were building the houses, couldn't local builders do it?

Editors: You are very busy. You are responsible for all of the stories at your news agency. Your reporters like to talk a lot but you can't give them all the time they want to describe their story because you have deadlines to make. You know what makes a good story, what will attract an audience. You know what kind of headlines you like and if reporters present other types of stories, you're not interested. This is a business, not a charity, and you have to make money for the business. You also love to have good photographs.



Section 4: Taking it Further!

Youth-friendly Version of the Dóchas Code of Conduct on the use of Images and Messages

(drafted by the NYCI Development Education Youth Advisory Group, July 2010).

When choosing a photo or any message, remember:

- ☆ To respect people's feelings and rights
- ☆ That all people deserve equal rights and respect
- ☆ That it's important to have fairness, justice and support between people all over the world.

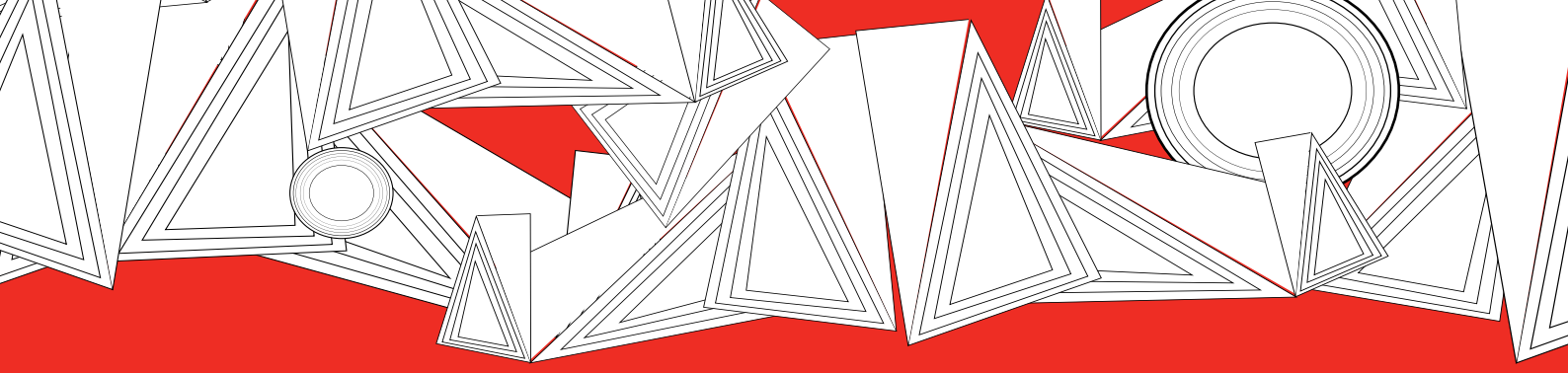
When choosing a photo or message, we will always try to show what is real and true in each situation we present, by:

- ☆ Choosing pictures and messages that are fair to all the people involved
- ☆ Not using pictures out of context
- ☆ Explaining fully what the picture is about so we all understand better the situations and difficulties in the world
- ☆ Making sure that people involved in our photos and messages know what it is being used for and are happy to be included
- ☆ Making sure to listen carefully to people's stories and telling their stories in the way it was told to us
- ☆ Taking the people's names and details if they wish and then using them correctly in our report
- ☆ Respecting the rights of all people, especially those at risk or in danger.

For the full Code visit www.Dóchas.ie/code

Photo Captions:

1. Marie Stanley and Granddaughter, Ireland, Age Action's 2010 Positive Ageing Photo Exhibition
2. Yolanda Sanchez Vilches, Peru, Age Action's 2010 Positive Ageing Photo Exhibition
3. Helen Joyce on her way to school, Dublin (©Derek Speirs, Pavee Point)
4. Young girl, Rwanda (Alf Berg, Plan International)
5. Advertisement, Plan International, 2010
6. 'Myanmar Students'. (Tonci Klaric and Mislav Vidovic. Amnesty International Croatia).
7. 'Men at Prayer', Dublin (Steve de Paoire, 2009)
8. Security men accompany an aid worker, Somalia (©Kim Haughton, Trocaire)
9. New shopping centre complex outside Addis Ababa, Ethiopia (Patsy Toland, Self Help Africa 2008)



10. Protest by Irish Travellers outside British Embassy about evictions in the UK (Pavee Point, 2005)
11. Ireland's recession. Over 700 people queue for free food parcels at the Capuchin Friary, Dublin. (© Kim Haughton 2009)
12. Busy pedestrian crossing in Addis Ababa, Ethiopia (Patsy Toland, Self Help Africa 2008)
13. Photographer from Self Help Africa photographs schoolchildren in the town of Kumi, Uganda (Patsy Toland, Self Help Africa 2010)
14. A boy at work in a local market and workshop in Asmara, Eritrea (Patsy Toland, Self Help Africa 2004)
15. Cartoon by Mjosa, (in 'Thin Black Lines: Political Cartoons & Development Education'. Development Education Centre, Birmingham (1988)).
16. Cartoon by Plantu (in 'Thin Black Lines: Political Cartoons & Development Education'. Development Education Centre, Birmingham (1988)).

How to Use the Images in this Pack: The 16 images contained in this education resource can be used in a wide variety of ways. Throughout the pack, the photos and images are incorporated into a range of activities that encourage young people to explore global justice issues. Remember that each person will see something different in an image, so encourage debate and expression.

Below are some ways to use the photos:

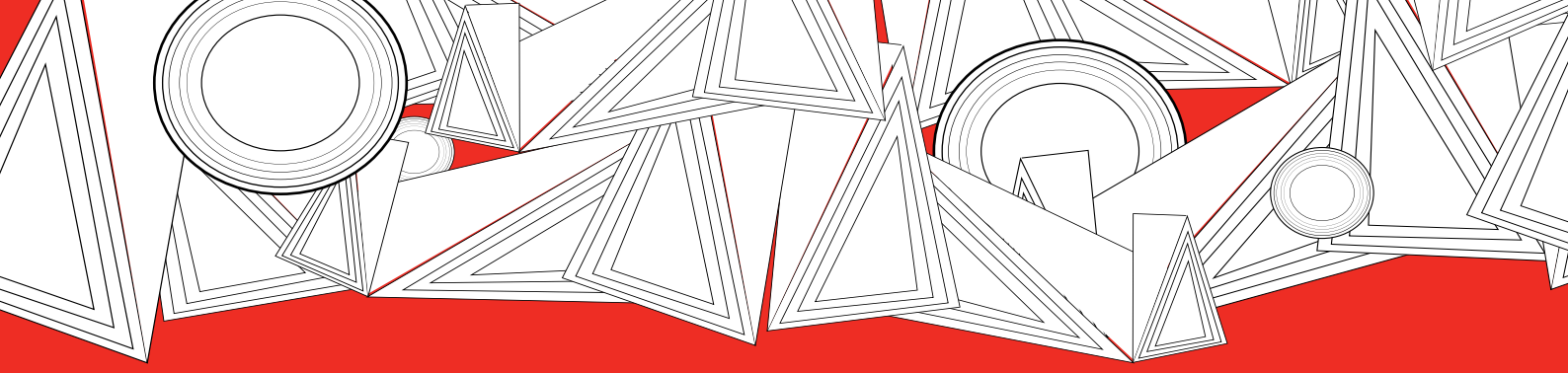
- ★ Use each photo as the starting point for a story
- ★ In groups, develop a drama with the photos as a starting point and encourage the 'audience' to ask questions of the characters
- ★ Recreate the photos using freeze-frame
- ★ Use the photos to highlight each of the Millennium Development Goals
- ★ Use the photos in combination with photos from other photo-packs, newspapers, magazines and the Internet to highlight similarities and differences between issues for young people at a local and global level

Whichever method you choose, some questions that might help you when using the photos are:

- ★ What is happening in this image? Where might it be located or refer to?
- ★ Do you think there is some injustice taking place, if so what?
- ★ What questions would you like to ask the people in the photograph or those who created the image?
- ★ Does the image suggest that any change might be needed? If so what kind of change and who should be responsible?

Always encourage young people to consider what they see in an image, but also what others might see. For more tips on using photographs see: www.developmenteducation.ie . Click on 'Teachers and Resources', and 'Using Resources to explore issues'. There is link to photos there with useful tips.

www.photovoice.org - a project which encourages marginalised young people to tell their story through photography.



Useful Links for Images and Messages

www.majorityworld.com – photos by photographers from the Global South

www.panospictures.com / www.panos.co.uk – specialising in global social issues

www.exileimages.co.uk - a selection of photos on global justice issues

www.imaging-famine.org - a research project that began in 2005 to examine how famine is represented in the media

www.drik.net – a photo agency based in Bangladesh. established in response to the negative stereotyping of majority world peoples by western media

Education for Development:

A Teacher's Resource for Global Learning'. By Susan Fountain, UNICEF, 1995. For more information: Contact UNICEF Ireland.

www.sportanddev.org

www.kimhaughton.com photos by an Irish photographer including images from the Global South and Ireland

www.photoshare.org (photos to download for educational use)

www.mediathatmattersfest.org – an annual festival addressing issues including human rights, immigration, media and youth via short films from around the world. Most of the films are available to download and watch from the site.

Contacts

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Act Now on 2015

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