

A decorative border of colored circles surrounds the central text. On the left, there is a vertical black bar with a series of colored circles (yellow, blue, teal, orange, yellow, orange, blue) to its left. On the right, there is a vertical black bar with a series of colored circles (yellow, orange, blue, light blue, yellow, orange, orange, orange, teal) to its right.

THE RIGHTS STUFF!

An Education Resource on the UN Convention on the Rights of the Child



HRE/CHILD/cR/2

Acknowledgements

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*In addition to the resources individually cited in the text, the following resource materials were
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First Steps: A Manual for Starting Human Rights Education
Amnesty International

Our World Our Rights
Amnesty International

It's Not Fair: A Handbook on World Development for Youth Groups
Christian Aid & Trócaire, Ireland

Human Rights: Activity File
Graham Pike & David Selby

All Different All Equal
DEFY, National Youth Council of Ireland & the Council of Europe

Schools and Clubs Against Racism Education Pack
European Year Against Racism & DEFY/National Youth Council of Ireland

Ireland's Link with the Global Refugee Crisis
Refugee Trust

What's Inside???

SBS



SECTION ONE *focuses on introducing young people to the rights and responsibilities contained in the UN Convention on the Rights of the Child.*

1. WHAT ARE RIGHTS (10 YEARS+)	MOVING DEBATE	4
2. HUMAN RIGHTS CHARADES (12 YEARS+)	MIME	6
3. YOUTH RIGHTS AUCTION (12 YEARS+)	SIMULATION GAME	10
4. DO THE RIGHTS THING! (15 YEARS+)	ROLE-PLAY	12

SECTION TWO *focuses on SURVIVAL Rights*

1. NEEDS AND WANTS (ALL)	RANKING	14
2. FOOD GLORIOUS FOOD (OPTION 1: 10 YEARS+)	SIMULATION GAME	16
3. LIVING IN A BOX (10 YEARS+)	DRAMA/FREEZE FRAME	18
4. TRUE OR FALSE (12 YEARS+)	DRAMA/DISCUSSION	20

SECTION THREE *focuses on DEVELOPMENT Rights*

1. RIGHT ON! (ALL)	ROLE-PLAY	22
2. ADVERTISING DIFFERENCE (ALL)	ADVERT/DESIGN	24
3. GIANT STEPS (14 YEARS+)	MOVEMENT GAME	26
4. V FOR VICTORY (12 YEARS+)	REFLECTION/ANALYSIS	28

SECTION FOUR *focuses on PROTECTION Rights*

1. WHAT IS VIOLENCE (12 YEARS+)	VALUES CLARIFICATION	30
2. BAZ 'N' SONIA! (12 YEARS+)	ROLE QUIZ	32
3. THE EXCLUSION GAME (ALL)	SIMULATION GAME	34
4. RIGHTS TRIBUNAL (15 YEARS+)	DRAMA	36

SECTION FIVE *focuses on PARTICIPATION Rights*

1. COME ON OVER (15 YEARS+)	SIMULATION GAME	38
2. GIRL POWER (12 YEARS+)	DISCUSSION/ANALYSIS	40
3. LET'S DISCRIMINATE DISCRETELY (14 YEARS+)	REFLECTION	42
4. GET DOWN GET BUSY! (12 YEARS+)	ACTION PLANNING	44

Note: For photocopying to A4 size align with the icons.



HRE/CHILD/CR/2

page

1

Introduction



The Human Rights Education Project - **HUREP** - marks the 50th Anniversary of the UN Declaration of Human Rights by focusing on human rights and how rights relate specifically to the lives of young people. This resource explores concepts and realities of human rights in Ireland and the wider world. It aims to facilitate a process where young people develop their own understanding of rights and critically evaluating the UN Convention on the Rights of the Child in the light of this educational process. Special emphasis is placed on linking local and global children's rights issues.

This resource is the result of a partnership between **DEFY - Development Education for Youth, Amnesty International (Ireland) and Trócaire - the Catholic Agency for World Development**. Each of these organisations brings their own experience in education and human rights and justice work to the project. Trócaire offers the project a grassroots- based Southern perspective, Amnesty International has campaigned all over the world highlighting injustice and human rights abuses and DEFY has considerable experience working in the youth sector in Ireland to promote youth-led public awareness of justice, human rights and development issues.

The aim of this resource is to explore the UN Convention on the Rights of the Child and to develop young peoples' understanding of the rights contained in the Children's Convention and how these rights relate to their everyday lives. Through the activities in this resource young people can learn about the rights to which they are entitled, the different levels of society where rights abuses occur, and their responsibilities in relation to the rights of others. The activities challenge young people to imagine a more just society where human beings treat each other with dignity and respect.



Introduction



Young people have the power to speak out and challenge injustice and human rights abuses: through their actions, change can be realised. This resource stresses the indivisible nature of human rights, placing a strong emphasis on children's entitlement to all of the rights outlined in the Children's Convention - social, economic and cultural, as well as civil and political rights.

Although this resource is designed primarily for use in non-formal youth work settings, it can easily be adapted for use in other settings such as schools, community and women's groups. Use your own creativity to adapt it to the needs of your group. An introductory section is followed by four subsequent sections each focusing on different categories of rights.

The four categories of rights are as follows:

SURVIVAL RIGHTS

DEVELOPMENT RIGHTS

PROTECTION RIGHTS

PARTICIPATION RIGHTS

By dividing the Convention into four simple categories of rights, each category relating to specific needs of the child, it is hoped that the Convention will seem less like an international legal text and more like a tool to be understood, talked about and used by young people throughout the world.





section

1

ACTIVITY 1: WHAT ARE RIGHTS?

JUNIOR DREAMS!

THIS IS AN ACTIVITY TO GET YOUNG CHILDREN THINKING ABOUT THE WIDER WORLD

Ask the children to sit in a circle and read out the following:

***"Imagine you have a sleeping puppy in your arms.
Pass it around the circle without letting it be woken up"***

Once the group has done this, ask them to close their eyes
and imagine they have the world in their hands.

See what is happening in the world. Ask each child to give one suggestion.

What needs to happen for our world to be cared for?

What one thing would they like to do to
help keep the world safe for the future?



*That young people
will start to think
about human rights
and understand how
these relate to their
own lives, as well
as the lives of others.*



30 minutes



10 and upwards



*A list of statements
(see following page),
sheets of paper and
markers for each of
the groups, 'I AGREE',
'I DISAGREE' posters.*

WHAT YOU NEED TO DO

- Brainstorm on the term 'Human Rights' and record the responses of the group on a flipchart.

MOVING DEBATE

- Stick the 'I AGREE', 'I DISAGREE' posters on the walls at opposite ends of the room. Stand in the middle of the room with the group around you.
- Read out statements (see following page). Ask those who agree with the statement to move towards the 'I AGREE' poster; those who disagree to move to the 'I DISAGREE' poster; those who are unsure stay in the middle of the room. Mix the statements between funny and serious ones.
- Explain that the object of the game is to raise discussion and that there are no right or wrong answers. To start the discussion ask those who 'AGREE' to defend their position and those who 'DISAGREE' to defend theirs. People at either end of the room should try and persuade those in the middle to join them!
- Read out a new statement whenever the discussion dies down.
- Discuss the issue of rights and responsibilities. So that all can enjoy rights, what duties do we have to each other?
- After 15 minutes of the game, divide participants into two groups and give each group the 'Rights Box' to read and discuss. Allow 10 minutes for the group discussion. Both groups should report back: What 'rights' issues did the 'Rights Box' raise for the groups. Discuss whether all Irish people are able to enjoy their human rights fully.
- Introduce the idea of the Children's Convention.





ACTIVITY 1: WHAT ARE RIGHTS?

STATEMENTS

1

- Everyone has the same chance to get an education or job.
- Oasis are better than Blur.
- People who are poor probably didn't work hard at school/college.
- People have a right to their own culture, language, style of dress, food, etc.
- Violence is always wrong.
- Travellers enjoy full human rights.
It's their own fault if they don't want to settle down.
- TNaG is a waste of money and Irish is a waste of time.
- There is no real poverty in Ireland.
- Boys and girls should be equal.
- If someone gets on my nerves or hurts me in some way it's OK to give them a kicking.
- There is no racism in Ireland.
- Irish people are tolerant of other cultures and willing to accept difference.
- There is no place for refugees in Ireland.
- People who come to Ireland should learn to do things our way.
- Girls and boys have achieved equality.
All this talk of girls being underdogs is rubbish.

RIGHTS BOX

- We all have certain rights, simply because we are human.
Human rights apply to all people, everywhere, without exception.
- If we are all to enjoy our rights we must accept certain duties and responsibilities, i.e. your right to safety and freedom means that I have a duty not to hurt or imprison you. It is important that we do not use our rights to undermine the dignity of others.
- We have civil and political rights, i.e. the rights to express our opinions and participate in society. We also have social and economic rights, i.e. the rights to food, shelter, education and work. All of these rights, and more, are equally important.
- The Children's Convention is a list of rights agreed by many nations of the world. When a country signs the Convention they accept the responsibility to provide these rights for all children without exception.

Note for Leader: THE CHILDREN'S CONVENTION

The UN Convention on the Rights of the Child is a bill of rights for all children containing 54 articles, each one describing a specific right. The Convention recognises a child as a person under 18, unless a country's laws recognise the age of majority (adulthood) earlier.

All rights in the Convention apply to all children without exception. After signing the Convention a State takes on the responsibility to protect children from discrimination and to take positive steps to promote their rights.

On the 30 September 1990, Ireland signed the UN Convention on the Rights of the Child.

Under article 44 of the Convention, countries which have signed must give reports to the UN on the steps they have taken to bring their laws and government policy into line with the Convention.





ACTIVITY 2: HUMAN RIGHTS CHARADES

1

WHAT YOU NEED TO DO

- Explain the four different types of rights covered in the Children's Convention. These are Survival Rights, Development Rights, Protection Rights, and Participation Rights (see following page).
- Place a poster in each corner of the room. Explain that you are going to play a game of charades. Each person will take a turn to pick a card and mime out the right shown on that card. If the group is large get people to work in pairs or make more cards from the Children's Convention.
- The group then have to decide what is being acted out and what type of right it is, e.g. food is a survival right, safety from violence is a protection right, etc. When the groups have reached a decision they send the actor to the relevant corner of the room.
- Some disagreement may arise when people are trying to decide which of the rights the different categories fit into. Don't worry as this can be turned into discussion of the close links that exist between different types of rights. If agreement cannot be reached use a vote to decide. Remember that people in a corner still have the right to take part and to vote.
- When all participants are standing under one of the four posters, ask each of the four corner groups to sit down and make a list of the types of rights in their group. Explain that the four types of rights together make up the sort of rights contained in the Children's Convention
- Use a flipchart to bring all of the four lists together into one 'Convention' or Charter.
- What are the main differences between the four sections? Which rights are the most important? Are you receiving most/all of your rights? Why/why not?
- Distribute the Children's Convention and go through the rights contained in it.



AIM
That young people will understand the different types of rights contained in the Children's Convention.



45 minutes - 1 hour

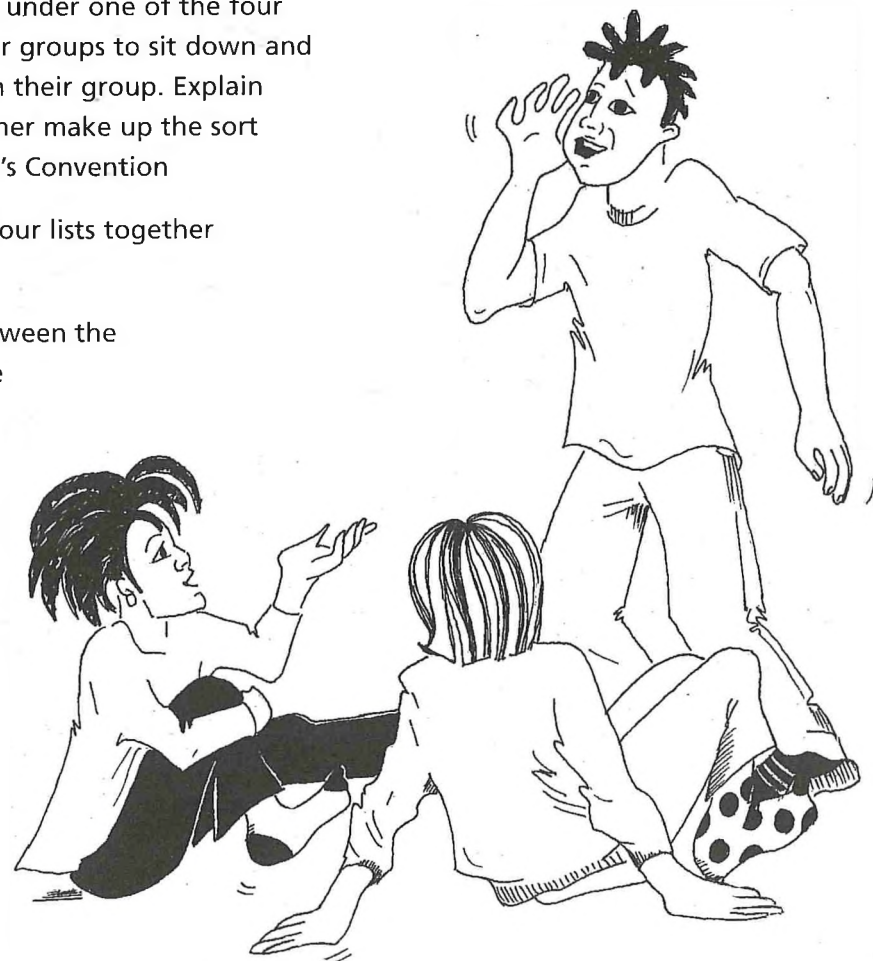


12 and upwards



YOU NEED
Rights cards - these cards sum up the different rights in the Children's Convention. Four posters written as follows:

1. What we need to survive (Survival Rights)
2. What we need to grow and develop (Development Rights)
3. What we need protection from (Protection Rights)
4. What we need to take part or participate in society (Participation Rights)



ACTIVITY 2: HUMAN RIGHTS CHARADES



1

The rights in the Children's Convention can be divided under the following headings: **SURVIVAL RIGHTS, DEVELOPMENT RIGHTS, PROTECTION RIGHTS, PARTICIPATION RIGHTS.**

SURVIVAL RIGHTS

- **what we need to live:** Survival Rights cover the child's right to life and the needs that are most basic to existence. These include an adequate living standard, shelter, food, and access to medical services.

DEVELOPMENT RIGHTS

- **what we need to grow as people:** Development Rights are those rights that children need in order to grow and develop fully as human beings. Examples are the right to education, play and leisure, cultural activities, access to information, and freedom of thought, conscience and religion.

PROTECTION RIGHTS

- **we have the right to safety/protection:** Protection Rights cover the harm children should be safeguarded against, such as all forms of abuse, neglect, torture, etc. These rights cover issues including, special care for refugee children, child labour and protection against exploitation of all forms.

PARTICIPATION RIGHTS

- **being able to take part:** Participation Rights emphasise the important role that children can and should play in their communities and nations. These are made up of the freedom to express opinions, to have a say in matters affecting their own lives, to join associations and to assemble peacefully.





THE RIGHT TO
EQUALITY
(ARTICLE 2)



THE STATE MUST
ENSURE THAT ALL
CHILDREN RECEIVE
THEIR RIGHTS
(ARTICLE 8)

FREEDOM OF
SPEECH/EXPRESSION
(ARTICLE 12)



THE RIGHT TO
A FAMILY
(ARTICLE 5)



THE RIGHT TO A NAME
AND NATIONALITY
(ARTICLE 7)

RELIGION
CULTURE
POLITICS

THE RIGHT TO
FREEDOM OF OPINION
(ARTICLE 14)



THE RIGHT TO
INFORMATION
(ARTICLE 13)

page

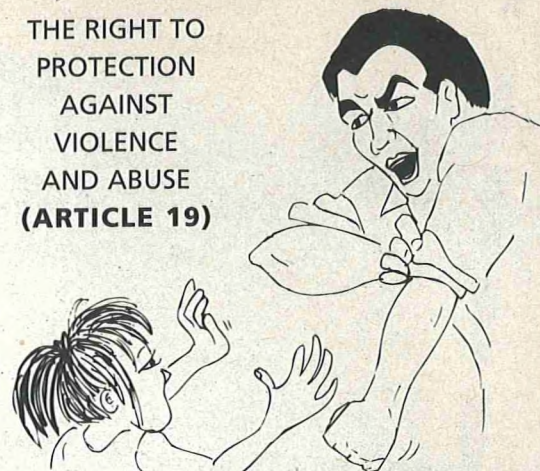
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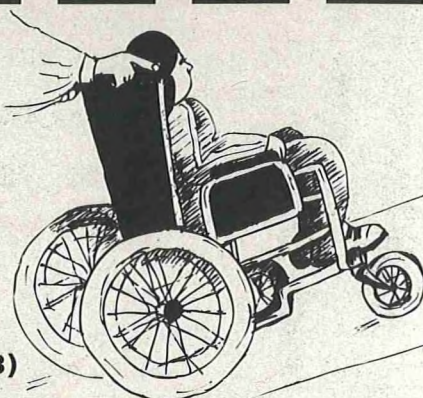


THE RIGHT TO
MEET WITH OTHERS
AND TO FORM GROUPS
(ARTICLE 15)

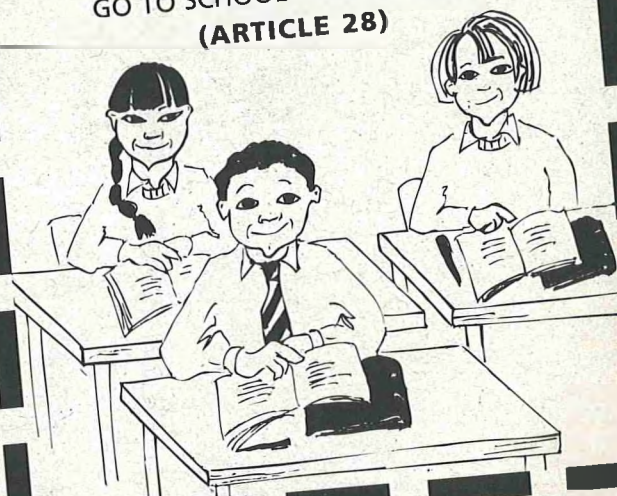
THE RIGHT TO
PROTECTION
AGAINST
VIOLENCE
AND ABUSE
(ARTICLE 19)



THE
RIGHT TO
EXTRA
CARE
IF YOU
HAVE
SPECIAL
NEEDS
(ARTICLE 23)



THE RIGHT TO
GO TO SCHOOL AND TO LEARN
(ARTICLE 28)



THE
RIGHT TO
HEALTH
CARE
(ARTICLE 24)



THE RIGHT NOT TO
TAKE PART IN
ARMED CONFLICT
(ARTICLE 38)



THE
RIGHT TO
REST,
LEISURE
AND PLAY
(ARTICLE 31)





ACTIVITY 3: YOUTH RIGHTS AUCTION

1



To give young people an opportunity to reflect on their rights and the importance they attach to different rights.



40 minutes - 1 hour



12 and upwards



Scenario for each group.
Monopoly/fake money.

WHAT YOU NEED TO DO

Part One

- Brainstorm on what rights the group feel they have and what rights they should have. Write these up on a poster sheet. Use the Children's Convention for inspiration!

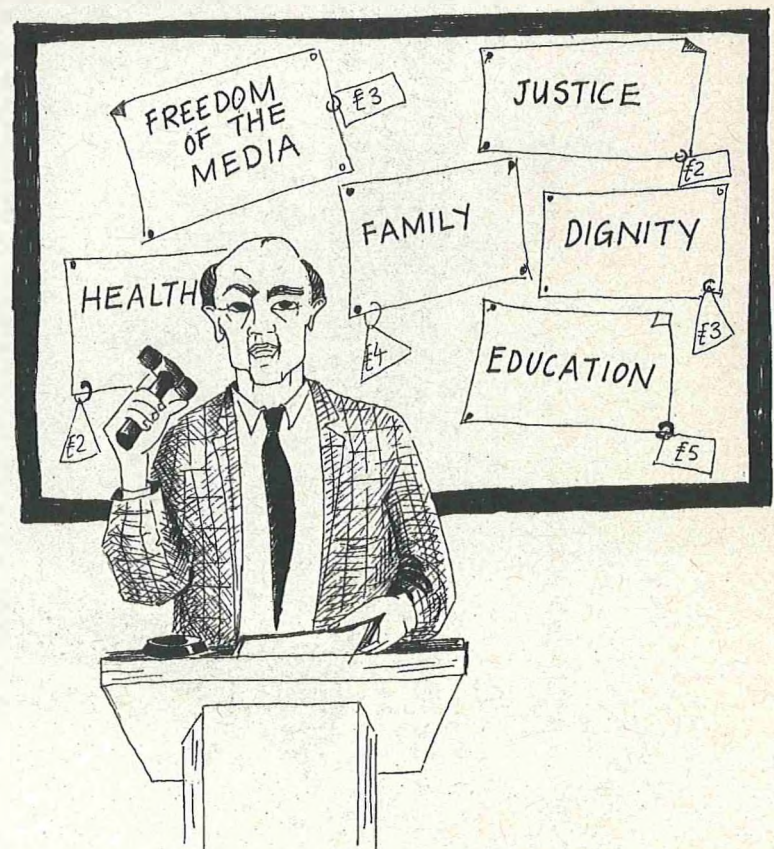
Equality for every race, religion or nationality. Protection so as to develop fully. Name and nationality. Food, housing and medical care. Special care for children with disability. Affection, love and understanding. Free education and play. The first to get help in an emergency. Protection from neglect, cruelty and exploitation. To grow in peace, tolerance and friendship. (see page 46 for the full Convention)

Part Two

- Divide the participants up into three or four groups.
- Read aloud or hand out a copy of the Scenario to each group. Allow some time for groups to discuss the scenario.
- Choose a person to act as auctioneer, and an assistant to collect the money. Give the auctioneer the list of rights from the brainstorm, with each right on a separate piece of paper. Each right is auctioned in whatever order the auctioneer decides. The groups pay for the rights as they buy them.
- Begin the feedback by asking each group about the rights they have bought and why they bought them. Write these rights up on poster sheets.
- Together come to a consensus on which group has secured the best future for Mozambique.

DISCUSSION SUGGESTIONS

- Would they be happy if these were the rights that people in Mozambique had?
- Which rights are the most important?
- Are there any vital rights missing?
- Without some rights can young people in Mozambique have a good life?
- Do young people in Ireland enjoy all of these rights?





ACTIVITY 3: YOUTH RIGHTS AUCTION

SCENARIO

1

Your group are young citizens of the Republic of Mozambique. Your aim is to set up the most secure and just society possible. Discuss and decide what human rights are most important to your group and in what order. You have five to ten minutes to decide what rights you will bid for in the auction. You have one thousand pounds to spend.

- The Republic of Mozambique is a former colony of Portugal, which gained **independence** in 1975.
- Mozambique has a **population** of around 18 million and around 70% of these are under 30 years of age.
- The country has been devastated by **civil war** for 16 years until a peace agreement was finally reached in 1992.
- Thousands of children actually took part in the fighting as '**child soldiers**'. Many of these children have been separated from their families and are living on the streets.
- Mozambique has a huge **refugee population** with over 1.5 million people having returned after the civil war.
- Mozambique has often been considered as the **poorest** country in the world. On the Human Development Index which measures average income, standards of education, life expectancy, etc. Ireland is number 21 in the World, Mozambique is number 159.
- Young people in Mozambique have recently set up a **National Youth Council**.



Adapted from 'Young People Imagine', DEFY 1995.





ACTIVITY 4: DO THE RIGHTS THING!

1



AIM
That young people realise that for every right, young people also have related responsibilities.



45 minutes - 1 hour



15 and upwards



Copies of the Sketch Cards (following page).

ARTICLE 12

Children have the right to express their opinion freely. Along with that right go certain responsibilities, such as the responsibility to make an attempt to learn what others' opinions are, to listen to others, and to respect the opinions of others.

WARM-UP

Ask the group to move about the room in any direction they wish. When you say 'freeze' they must stand completely still (*well maybe breathing is allowed!*). If anyone moves, they are out. Give the group a few practice runs, and then ask them to move around the room in different ways - skipping, moving sideways, dancing etc., asking them to freeze after each one.

WHAT YOU NEED TO DO

- Divide the participants up into groups of 4 or 5 and give each of the groups a 'Sketch Card'. Give the groups 5-10 minutes to read the cards and to come up with a short 3 minute sketch based on the story of the card.
- Now get each group to perform their sketch before the 'audience'. As the conflict in the sketch becomes apparent 'freeze it'. Ask the audience to comment on the action. What do they think is going on? What issues are being raised?
- Ask the audience to comment on how they could change the situation in the sketch or question the characters. Are people acting in a way that takes into account the rights of others? Are some peoples' rights being met at the expense of others?
- If somebody brings up a suggestion ask them to join in the sketch as a new character, or take the place of a character and change it with the suggestion. How have things changed?
- After some discussion around each sketch move on to the next group.

DISCUSSION SUGGESTIONS

- What rights can come into conflict with each other? For example, my right to respect and protection might be violated by a group of racists exercising their right to freedom of speech.
- How can people be encouraged to act in more responsible ways?
- What can be done to solve these kinds of conflict?
One way to overcome these problems is to link rights to responsibilities.

FACTBOX

RIGHTS and RESPONSIBILITIES

As well as the Children's Convention, there are many different documents on Human Rights that protect rights in different ways. The African Charter on Human and People's Rights is the document that was written for Africa and is different in many ways from its European and American counterparts.

The African Charter strongly emphasises the rights of both individuals and groups - 'Human and Peoples' Rights. As well as listing rights, the African Charter points out the responsibilities and duties which governments and people are expected to live up to.





ACTIVITY 4: DO THE RIGHTS THING!

Some Sketch Suggestions

1

You've had a hard day at work, the boss was on your case for no reason and you're just totally wrecked! On your way home you pass the music shop and you decide to purchase a new CD to cheer yourself up - sure why not? When you get in, you're mad to listen to your newly acquired sounds and you race upstairs to your room. There is a snag however! You share this room with your brother/sister, who is trying to study for an exam on Monday. Big deal, time for some noise pollution!

The local council has decided to cut down some trees near your estate in order to build a road and factory or something. There has been a lot of talk around the town about this scheme with some people saying it will bring in lots of jobs, especially for young people in the summer. On the other hand, some groups have been complaining that the factory has been polluting the environment for years and the road will only make things worse. You've been talking about the situation down at the youth club and while you're aware jobs are important, a bunch of you have decided to present a petition voicing your concerns to the council. Today you're meeting some of the councillors who are particularly in favour of the scheme saying it will bring jobs and security to the area.

Last Saturday you were hanging out with your mates down by the park, not much else to do really. You were just chillin' in the sun, cracking jokes, and messing around. After a while you get to talking about stuff: boys, girls, music, fashion. You know, just stuff in general. Next thing you hear some of your mates shouting and jeering somebody. You look up to see them pointing at and slagging a bunch of kids walking by. You recognise these kids as Travellers who live in a halting site near the youth club. Some of your group are getting into the slagging - you know, getting really vicious. A few of your friends aren't so impressed and tell them to cop on while others like yourself are just sitting there. You know what it's like to be picked on but you just keep quiet.

It's four weeks till the exams and the social event of the year is on Sunday evening. It's crunch time. You can't wait any longer. You have to ask your parents for the permission and the cash to go. You've been putting off asking for permission all week coz you know exactly what will happen. Why oh why do you have to go through this scene every time you want to go out. Dad and Mum always say *"What! A party on Sunday night. No chance, Monday's a school day and time is running out till the exams blah, blah, blah..."* Your parents always seem to be on your case. Don't they know how important this is?





section

2

ACTIVITY 1: NEEDS AND WANTS

WHAT YOU NEED TO DO

- Give each person a raffle ticket and tell them to keep it safe. Split the participants into groups of four/five and give each group the set of 'Important Stuff' (on strips), paper, and pens.
- Ask the group to discuss the 'Important Stuff' and to rank them in order of what they feel is most important in their lives.
- After 10 minutes bring the groups back together and compare their results. How are they similar? How are they different? Are the reasons behind their choices the same?
- Do the groups feel that they have a right to everything on the list? Are some things more important than others? How do we decide which ones are rights and which ones are not? Looking back at your list, how many items in your top 10 are absolutely necessary? How many could be described as luxuries?
- Get the group to come up with one common list of the basic rights they feel they should have.
- Ask the groups to take out their raffle tickets and divide into three groups - one group of even numbers, one group of odd numbers, and one group with multiple of three numbers. From now on only people with the even numbers are entitled to everything on the list they have just come up with. Groups with odd numbers are entitled to half of the items on the list. Groups with multiples of 3 are only entitled to the most basic of needs. Give out some chocolate or sweets to the group with the 'lucky' even numbers, less to the 'odd numbers' group and crumbs to the multiple of three group.

DISCUSSION SUGGESTIONS

- How did it feel to be an equal part of a group working on the list and then denied several rights later?
- Explore the groups understanding of poverty. What is poverty? How is it measured?
- Introduce the groups to the concepts of relative and absolute poverty and how poverty is often the result of rights not being met (see below).
- Looking at the list of rights, ask the groups whether they think everybody in Ireland has full access to these rights. If so, why? If not, why not?

Note for Leader: POVERTY

Poverty is defined in many ways:

- **ABSOLUTE POVERTY** means not having enough resources to satisfy the most basic of human needs - food, clothing and shelter - in order to ensure continued survival.
- **RELATIVE POVERTY** means not having enough resources to participate in the ordinary living patterns, customs and activities of society. Though a person may have enough to survive, s/he may be poor relative to others in society.
- **BASIC HUMAN NEEDS** are the things that we could not do without under any circumstance. They are our minimum requirements for life.



To encourage young people to reflect on universal basic human needs and to consider the link between basic needs and basic rights.



50 minutes



All



The set of 'Important Stuff' with each item on a separate strip of paper and a book of raffle tickets, chocolate or sweets (fair-trade if possible).





ACTIVITY 1: NEEDS AND WANTS

2

Important Stuff!

Family

A home that is warm and safe

Healthy food

A television and video

Your own bedroom

Pocket money every week

*Somewhere to play
or hang out*

*Mars bars, Coca Cola,
and crisps*

School books

A CD player

*Protection from
abuse and neglect*

Medical care when necessary

Roller blades

An Umbro or Filla jacket

*The chance to express your
opinion and be listened to*

Clean air and water

Buffalo or Nike shoes



ARTICLE 27

*Every child has the
right to a standard
of living adequate for
their physical, mental,
spiritual, moral and
social development.*





2

ACTIVITY 2: FOOD GLORIOUS FOOD

WHAT YOU NEED TO DO

Option One: Divided World

- Around the room stick up 7 sheets of paper with one of the countries/continents below written on each sheet.
- Explain that the group represent all of the millions of people living in the world. Ask three volunteers to guess how many people should stand beside the various sheets and to divide the group accordingly.
- Now divide the group according to the figures below which reflect the true breakdown of the world's population.



That young people will understand how the worlds' food is divided globally and how this inequality impacts on people's rights.



30 minutes



OPTION 1:
10 and upwards

OPTION 2:
All ages



*Paper and pens.
30 sweets to
represent food.*

*Food
(if doing Option 2).*

COUNTRY	IF YOU HAVE A GROUP OF 30 DIVIDE LIKE THIS	IF YOU HAVE A GROUP OF 20 DIVIDE LIKE THIS	THE NUMBER OF PIECES FOR EACH GROUP (see below)
CHINA	10	7	4
ASIA	7	5	1 1/2
RUSSIA	3	2	5 1/2
EUROPE	3	2	8 1/2
AFRICA	3	2	1/2
NORTH AMERICA	2	1	8 1/2
SOUTH AMERICA	2	2	1 1/2

- The leader now displays the food divided into 30 pieces and explains that this represents all the food in the world. Each country/continent group must now decide how much of the worlds food, i.e. how many of the 30 pieces their country/continent gets in reality.
- They then feed back their guess to the whole group.
- Now the real division is made as indicated above, e.g. China gets 4 pieces, Asia gets 1 and a half pieces, and so on.
- Read the factbox to the group.

DISCUSSION SUGGESTIONS

- Think about the way food is divided globally. Do you think this is fair?
- Do people have the right to food? What if they can't afford it?
- Who is responsible for ensuring this right?
- If you didn't have enough food, how would this affect you?





ACTIVITY 2: FOOD GLORIOUS FOOD

2

Option Two: Rich Meal Poor Meal

- Prepare the group for a party. Put out only enough tables and chairs for one quarter of the group.
- Place some paper slips in a hat - one for each member of the group. One quarter of these paper slips will have 1/4 on it and the rest will have 3/4 written on them. Select 2 or 3 people to act as waiters.
- Everyone in the group takes a slip from a hat which will indicate whether or not they are to get a slap-up meal or a small bowl of rice. Three quarters get the rice. Only one quarter get the treat.
- Only the rich group may sit. The others are restricted to a small, squashed section of the room and are not treated well by those serving the foods.
- Explain that over 3/4 of the world's population live in the Third World but control less than 1/4 of the world's wealth.

FACTBOX

FOOD

- There is plenty of food in the world to feed everybody. The problem is how that food is divided. In fact, more than one and a half times the amount of food needed to feed everybody in the world is produced each year. In times of famine, the problem is not that there is a shortage of food, but that people cannot afford to buy it.
- Children die everyday from malnutrition. 800 million people in the world are under nourished.
- The World Health Organisation (WHO) recommends 2,600 calories a day for a healthy diet. In Ireland we have an average daily intake of 3,778 calories compared to 1,632 in Mozambique.
- Animals bred for meat in the First World eat as much grain as is eaten by the people of India and China put together - some 2 billion people.

Adapted from 'Young People Imagine', DEFY 1995
& It's Not Fair Trócaire/Christian Aid 1993.



ARTICLE 6

LIFE: Every child has the right to life, survival and development and it is the responsibility of the state to ensure that every child has enough food to survive.





2

ACTIVITY 3: LIVING IN A BOX

WHAT YOU NEED TO DO

Take a photo such as that illustrated on the following page. As an introduction to the drama that will follow, raise questions about the picture such as:

WHO are these people?

WHY are they sitting near a large cardboard box?

HOW old are they?

HOW are they related?

WHY is the boy smiling?

WHO is responsible for them being there?

WHO took the photograph?



That young people will reflect on the right to shelter and their attitudes to people living 'out of home'.



45 minutes



10 and upwards



One large poster or photograph.

- Then ask for three or four volunteers to create a freeze-frame of the photograph. Two participants play the characters in the photo and two can play the part of the photographers. Encourage the photographers to arrange their 'subject' whatever way they like.
- What kind of photograph would make the front cover of the newspaper?
- When they have created the freeze-frame, hold the pose and stay silent for a few moments.
- Then tap each character gently on the shoulder and ask them how they feel now. What are they thinking about? Encourage the characters to verbalise their thoughts.
- Encourage members of the spectator group to question the characters about their feelings, thoughts, hopes and fears.
- Now ask the characters to come out of role and divide all the participants into groups of four. Each group can prepare a drama based on the photo and create a story about what happened before, during and after the photograph was taken.
- Conclude the session by asking the young people for feedback on what their experiences were during the activity.





ACTIVITY 3: LIVING IN A BOX

2

DISCUSSION SUGGESTIONS

- Should all young people be entitled to shelter? What about young people who choose to leave home? Why do people leave home?
- How do the media usually refer to young people living on the streets? Are they treated fairly or unfairly by the media and people in generally?
- What do you think as you pass by? Do you think any of their rights are being denied? If so which ones?
- How are people in the Third World (or young people) usually represented by the media? Why? Is it a fair representation?

Adapted from *Living on the Edge*, DEFY 1996.



ARTICLE 20

Children have the right to special protection if s/he is temporarily or permanently deprived of her/his family environment, with due regard being paid to her/his cultural background.

Adapted from a photo by Mike Goldwater, Network Photographers Ltd., UK.





2

ACTIVITY 4: TRUE OR FALSE??

WHAT YOU NEED TO DO

- Put the TRUE/FALSE sheet in the centre of the group.
- Players in turn pick up and read out a STATEMENT and place it under TRUE or FALSE depending on what they think. Allow for discussion on statements if it arises.
- When all STATEMENTS have been placed, go through each one again and place them in their correct position.



To explore how the survival rights of young people throughout the world are often at the mercy of governments who seem to have other priorities.



30 minutes



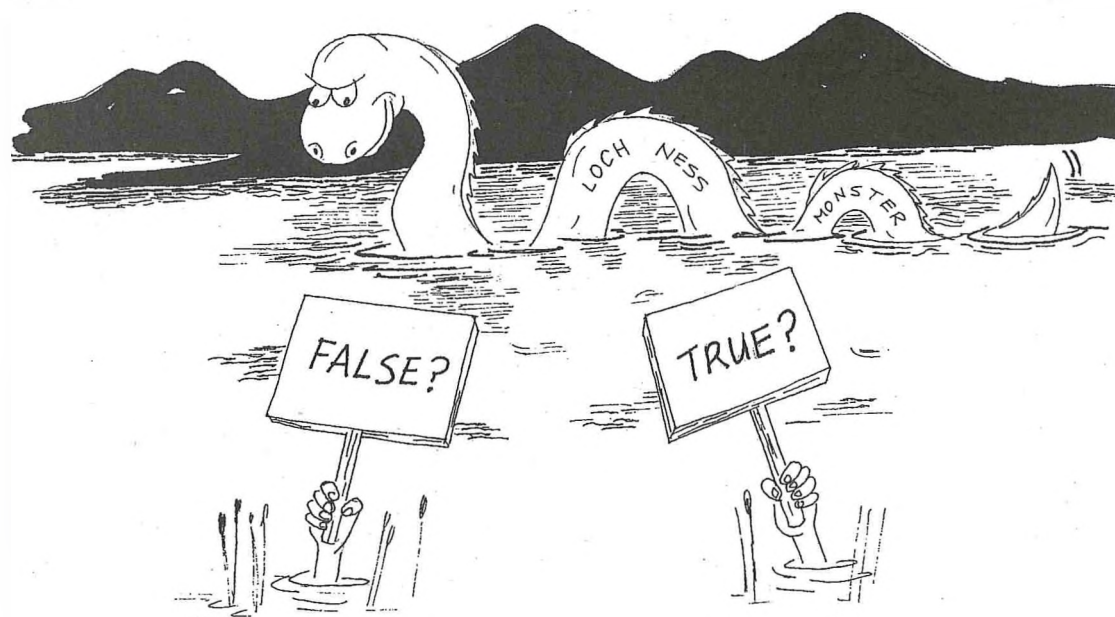
12 and upwards



STATEMENTS written on slips of paper, a large sheet of paper divided into two - one side headed TRUE, the other headed FALSE.

IDEA

Make up some funny statements of your own to mix with the factual ones provided.



DISCUSSION SUGGESTIONS

- Were you surprised at any of the facts?
- Why are so many young people prevented from living a 'normal' life?
- What should young people do in order to ensure that their survival rights are protected by governments?





ACTIVITY 4: TRUE OR FALSE??

2

Statements

70% of the world's poor are male.

✗ FALSE 70% of the world's poor are female

130 million children in the world do not go to primary school.

✓ TRUE

20,000 children throughout the world die everyday due to reasons of poverty.

✗ FALSE Over 35,000 children die every day because they are poor.

Three times as many Traveller children compared to settled children die in infancy.

✓ TRUE

5 out of every 10 Travellers leave school early.

✗ FALSE In 1994, 8 out of every 10 teenage Travellers had left school.

Almost 500 children as young as 10 years of age are homeless in Ireland.

✓ TRUE

The majority of those killed by landmines are men.

✗ FALSE Every month over 2000 people are killed or maimed by landmines and the majority of these are women and children in everyday living, e.g. collecting water and firewood.

On a worldwide scale, girls are at a higher risk of dying before the age of 5.

✓ TRUE

European countries have nothing to do with landmines.

✗ FALSE EU countries such as France, Germany and the UK produce and sell landmines for export.

In Australia, there are over 50,000 young people without a home.

✓ TRUE

The Third World benefits greatly from the huge amounts of money in aid every year from the rich 'North'.

✗ FALSE The Third World owes the 'First World' £155 billion and each year Third World countries pay out more money on debt repayments than they receive in aid.

The cost of one Trident submarine is the same as the cost of one year's schooling for 16 million children in developing countries.

✓ TRUE

The world's governments cannot afford to wipe out poverty - it would cost too much money.

✗ FALSE The world's governments spend 800 billion dollars every year on arms - it would only cost 5 billion dollars a year to provide basic education for all children.

Most refugees come to Europe for a better life.

✗ FALSE Most refugees are in fact located in the Third World with neighbouring countries bearing the burden of receiving those fleeing from war, persecution or hunger.





Development Rights

ACTIVITY 1: RIGHT ON!

section

3



To encourage young people to consider what rights are necessary if they are to grow and develop.



30 minutes



All



Role cards, envelopes, poster paper and chalk. Rights cards from pages 8-9 (a set for each group).

WHAT YOU NEED TO DO

- Divide into three groups and ask each group to think about the things that they need in order to grow and develop. For example, what help do we need as small children? What do we need as teenagers? as adults? etc.
- Give each group a role card and allow a few minutes for them to read and discuss the role. Each group should imagine they are the person on the role card and should discuss what life is like for that character and the things that the character needs from birth in order to grow and develop.
- Ask each group to draw a 'time line' for their character, either on poster paper or on the ground with chalk. The time line starts when we are born and continues to when we are grown up, along the way there a number of stages requiring different needs, such as childhood, teenage years, etc.
- Ask the groups to fill in the timeline for their 'character' by writing or drawing all of the things needed by their character to develop (i.e. clothes, food, shelter, school, love, friends, attention, time to play).
- After ten minutes pass around the envelopes, each containing a set of the Rights Cards (from pages 8-9). Ask the groups to place the cards along the time line wherever the rights are needed most.
- Bring the groups back together and ask them to share who their character was and what they decided was necessary for their characters in order for them to grow and develop.

DISCUSSION SUGGESTIONS

- Were there similarities between the groups? Were some rights more important than others? How did the rights they chose for themselves compare to the rights they chose for their character?
- Which groups are denied the right to develop?
- What is needed in order for these groups to grow and develop?
- If people are to grow and develop they often need help. Where should this help come from?





ACTIVITY 1: RIGHT ON!

PAOLO
FROM
BRAZIL

I am a 15 year-old street child and most days you would find me on the street with some of my friends. We don't go to school and usually spend most of our days looking for food or money to buy food. Sometimes we beg and sometimes we do jobs for people. Life is dangerous on the streets and between the harsh conditions and the way you are treated by passers by and the police it gets me down. Despite such difficulties I feel that I have nowhere else to go. As I get older I start to think about my future, you are growing up and would like to have a job and a family one day.

THOMAS
FROM
IRELAND

I am a Traveller and there are about 22,000 of us living in Ireland. Unlike the settled community my family are not tied down, preferring to live in a caravan and move around the country side. We have a very different way of life and culture to the settled community. We even have our own language called Gammon! We might live differently but we are still Irish, although sometimes we feel that some people don't want us around. We often stay in halting sites, some of which don't have services like electricity, toilets, and water. On the other hand we sometimes stay on unapproved and unserviced sites. In 1994 around half of all Traveller families don't have, water, electricity, or rubbish collection.

3

GITA
FROM
INDIA

I am a girl. In case you didn't know us females make up around half the human race although you wouldn't think this by the way we are treated! In many countries being born a girl can lead to a hard life. In India teenage girls sometimes take part in arranged marriages. Usually this means we have to go and work in the family homes of our husbands. It is common for more boys than girls to be immunised and treated in hospitals. More girls than boys drop out of school. My sisters and I stitch leather footballs after school everyday, it is very tiring and leaves with little time for my school work. And people still think we're soft or weak. Looks like the other lot have the soft option to me!

ARTICLE 4

When a country signs the Children's Convention it takes on the responsibility to provide for the needs of all children equally.





ACTIVITY 2: ADVERTISING DIFFERENCE

3

WHAT YOU NEED TO DO

- Ask the group to name some minority groups living in Ireland.
- Explain that some of these 'minority groups' are sometimes forced to forget their culture in order to fit in with and develop along the same lines as the majority in society. They are sometimes forced to deny their own identity or forget their religious practices or settle down in houses, and live like the majority.
- Discuss with the group whether this is fair. Are there different ways to develop? Have Irish people chosen the same path to development as Americans? Do you think we respect the rights of groups to develop in different ways?
- Split the participants up into 4 smaller groups. Give a copy of the instruction sheet to each group. Ask each group to prepare an advertising campaign for a group who suffers discrimination in Ireland. (Groups could include Travellers, Muslims, Jewish people, Gays, Lesbians, Refugees, etc.)
- The small groups present their advertising campaigns. Discuss which campaigns would be successful in leading people to identify with the minority group, with pride not pity. How did they do this?



That young people appreciate that there are many different paths to development and that groups/societies have the right to choose their own path.



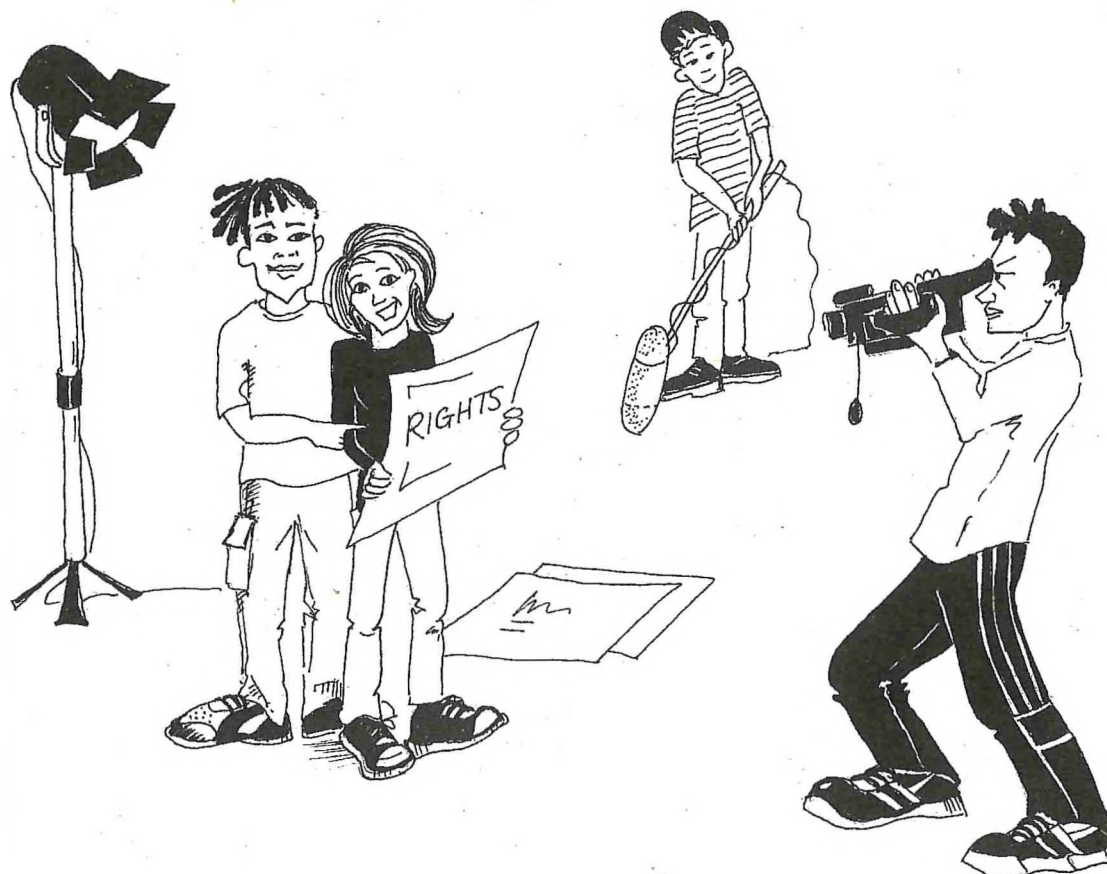
40 minutes



12 and upwards



Poster sheets,
markers or paints.





ACTIVITY 2: ADVERTISING DIFFERENCE

3

PRIDE NOT PITY!

INSTRUCTIONS

Your group is an advertising agency which has been hired by a minority group in Irish Society. You have 25 minutes to design an advertising campaign that will persuade the public of:

- the positive aspects of that group and their way of life;
- that groups claim for equal rights.

Your campaign can involve any of the following:

A POSTER • A TV AD • A RADIO AD

Your campaign should promote pride in the group not pity.

BRÓD GAN TRUA!

TREORCACHA

Is comhucht fograíochta sibh. Tá grúpa mionlach ag iarraidh oraibh fógra a dhéanamh ionas go bhfeicfidh gach duine in Eirinn;

- Cad tá go maith faoin ngrúpa sin;
- gur choir go mbéadh cothrom na féinne ag na ngrúpa sin.

Caithfidh sibh chumadh:

PÓSTAER • FÓGRA TELIFÌSE • FÓGRA RAIDIO

Ba chóir don fógra muinín agus bród an mhionlaigh a thaispeáint.

DISCUSSION SUGGESTIONS

- What does progress or development in a society mean? Does it mean that people should have the freedom to live in different ways, or does it mean that we should all learn to live the same way?
- What extra development rights might a child from a different cultural background need? Think about this in terms of education, language, dress, or how their culture is treated in the media.

ARTICLE 30

Children of minorities and indigenous groups have to right to practice and enjoy their culture and language.





3

ACTIVITY 3: GIANT STEPS

WHAT YOU NEED TO DO

- Brainstorm on what are the rights we need in order to develop - i.e. the right to food; the right to education; the right to shelter, etc.
- Photocopy the role cards and give each person one to read. Ask them to make a label showing their name and country of origin and to attach it to themselves. (Depending on the size of your group more than one person may have the same role.)
- Ask them to think about who they are, where they live, how many are in their family, etc. Now ask them to stand in character at one end of the room. Ask the groups to stand with their backs against the wall and use the full length of the room.
- Explain that you are going to call out statements. After each statement is read they must take a giant step, a baby step, or stay where they are depending on what the statement means to them; Take a giant step if you can do it quite easily; Take a baby step if you can only do it with difficulty. Don't move if you can't do it at all.
- Emphasise that the aim of the exercise is to try to experience what life is like for their character - it is not about reaching the end first.
- Now call out the first statement. Once everybody has responded, ask them to explain what they did and why. Choose more statements from the list, read them out, and allow participants to make their move. When all the statements have been read begin the debriefing.



That young people explore some of the barriers to development experienced by children throughout the world.



1 hour



14 and upwards



*A large space.
Labels with names
and countries of origin.
A role card for each
player - you may need
to make copies of
some of the roles.*

DEBRIEF

- Who got furthest along? Why?
- How did you feel when you took a giant step/couldn't move? Were you happy/angry? Why?
- How did you feel when others were moving at a faster/slower pace than you?
- What are the basic human rights/needs that we all share.
- What are the main obstacles to development that people face in their lives?
- Why do you think such differences exist in Ireland and in other countries.
- Choose one character e.g. the Bosnian refugee. Discuss what could be done so that she could fully enjoy her rights.

Statements

I have been to Primary school.
I can speak out in school about rules which affect me.
I could go to university.
I can choose what subjects to study.
I can wear whatever clothes or jewellery I like.
I can play games or sports or rest every day.
I can live with my parents.
I can meet my friends.
I can criticise the government if I like.
I have enough to eat and drink.
I am paid the same wage as anyone else doing the same job.
I can practice my religion.
I can travel by bus.
I can learn to speak my own language at school.
I can speak out about things that affect me.
I can get information which I need.
When I am sick I can go to a doctor.
When I am old enough I can marry who ever I like.
When I am older I will get a good job.
I can join any group or organisation I like.
I have a Rich culture and heritage.
I live in a clean environment.





ACTIVITY 3: GIANT STEPS

3

ROLE CARDS

ZLATA: You are a refugee from Bosnia. Your parents have been killed and your uncle has brought you to Ireland with his family. You are all waiting to be told by the Irish Government whether you can stay. You are Muslim.

AINE: You live with your mother and sister. Your hobby is woodwork. You would like to do this for your Junior Certificate but the subject is not taught in the Girls Secondary School you attend.

PATRICK: You live on a halting site with your family in a caravan. You have been to four primary schools, each in a different town. Now that you are twelve you don't go to school any more. Travellers have their own language called Cant/Gammon.

MARIA: You had polio as a baby and now need a wheelchair to get about. You like reading but the local library has steps so you cannot go in without help.

LIN: You live in Hong Kong where your mother has many business interests. She is worried that the handing back of Hong Kong to China might make life a bit more difficult, although you know you are much better off than many people in China.

PAULO: You are 8 years old and live in Rio de Janeiro, Brazil. Everyday you work by selling peanuts on the street. You live in a small house with your family but sometimes because of rows at home you sleep the night on the Cathedral steps.

NIAMH: You live with your parents, your 2 brothers, and sister in Cork. Your house is big and you all have your own bedrooms which you think is great because you have lots of study to do for your exams. You are planning to go to university next year where you would like to study computer science.

KANDESHIE: You live in Namibia and have just moved into a new modern house in the capital city Windhoek. Your father has been promoted and now has a good job with the government. He is even talking about sending you to a new school in South Africa where you will get a much better education.

MAYA: You are a fifteen year old living in the Bronx area of New York. Your Mom is a single parent and tries to make ends meet by cleaning houses and living on welfare. Your neighbourhood is pretty dangerous and you don't feel safe at night. You try to work hard at school but it is hard when the school is run-down and overcrowded.

ANGUS: You live on a farm with your family in the Scottish Highlands. The weather is harsh and the farm work is difficult but you really like it. Your grandparents live with you and you enjoy listening to your grandfather's stories about Scotland. Times are hard and your parents always seem to be worried about making ends meet, there is even talk of the family leaving the farm and moving to the city so your parents can find work.

ARTICLE 6

The state is obliged to ensure the survival and development of all children.





3

ACTIVITY 4: V FOR VICTORY!

WHAT YOU NEED TO DO

Part One - Divide into groups of four/five

- Each group draws a big 'V' on a blank page. On the outside of one line they write or draw in the main events which they think are likely to happen during their lifetime up to the year 2050. These can be personal, national or global events and should include both positive and negative events. This is the 'Probable Future' line.
- Next, each group marks along the outside of the other side their 'Preferred Future', i.e. what events they would like to see happen in the world during their lifetime.
- Finally, each group suggests how to 'fill in the gap', i.e. the things which need to change in their personal lives and in the world so that the Probable Future and the Preferred Futures can be closer to each other.
- Take feedback from the groups.

Part Two

- Distribute the handout and explain that it shows the alternative futures that a Brazilian youth group imagined. Lead the group in comparing this to the world that they themselves imagined - both the 'likely world', the preferred future' and how to fill the gap.

DISCUSSION SUGGESTIONS

- What are the differences and similarities between the groups' ideas and the Brazilian ideas?
- Are the Brazilian solutions similar to the Irish solutions?
- What surprises you about them?
- What human rights are needed so we can reach the 'Preferred Future'?
- Make the link between the 'Preferred Future' and the types of rights outlined in the Children's Convention, e.g. a world without discrimination is similar to Article 2 of the Children's Convention.



That young people imagine alternative futures for the world and work out ways to ensure that young people everywhere enjoy their right to develop.



40 minutes



12 and upwards



Copy of the Alternative Futures Handout.

Note for Leader: When we asked a youth leader in India to try out this exercise with her groups she said 'but our young people don't expect to be alive in the year 2050'. Also according to life expectancy figures, very few teenage Travellers in Ireland will live until the year 2050.





ACTIVITY 4: V FOR VICTORY!

3

BRAZILIAN YOUTH GROUP - ALTERNATIVE FUTURES

HOW TO MAKE THE PREFERRED FUTURE HAPPEN

PROBABLE FUTURE

more people
EU stronger than USA
rich countries richer
Brazil will be poorer
more corruption
more unemployment
more untiy among the poor (solidarity)
less respect of the human being
more street children
less health care for the poor
less freedom of the press
return to dictatorship
cure for cancer, AIDS, Ebola, mutations
devastation of Amazon forest
petrol shortages
global warming



PREFERRED FUTURE

politics without corruption
workers share profits
farmers own land
fairer prisons
rich and poor all equal before the law
more solidarity
justice for all
environmentally-friendly people
no violence
education
roads tarred
no street kids
local hospitals
fair wages
proper houses
jobs

ARTICLE 12

Young people have the right to express their opinions and to have these taken into account.





section

4

ACTIVITY 1: WHAT IS VIOLENCE?

WHAT YOU NEED TO DO

- Stick four sheets of paper on the walls around the room, each with one of the following titles written on it: 'VERY VIOLENT', 'VIOLENT', 'ROUGH', 'PEACEFUL'.

One by one call out the statements on the list opposite. Each person decides for themselves how violent it is and stands beside the appropriate wall chart.

- At some stage the leader may ask the participants to try to convince others to change their minds and move to their chart.

DISCUSSION SUGGESTIONS

- Choose four of the statements about which the group felt most strongly. List the effects this action has on victims.
- List also what effect it has on other people. Think of ways in which your right to protection from violence can be guaranteed.
- Who or what groups should protect you from different types of violence? How do they do this?



That young people discuss and clarify their understanding of violence and the type of acts they should be protected from.



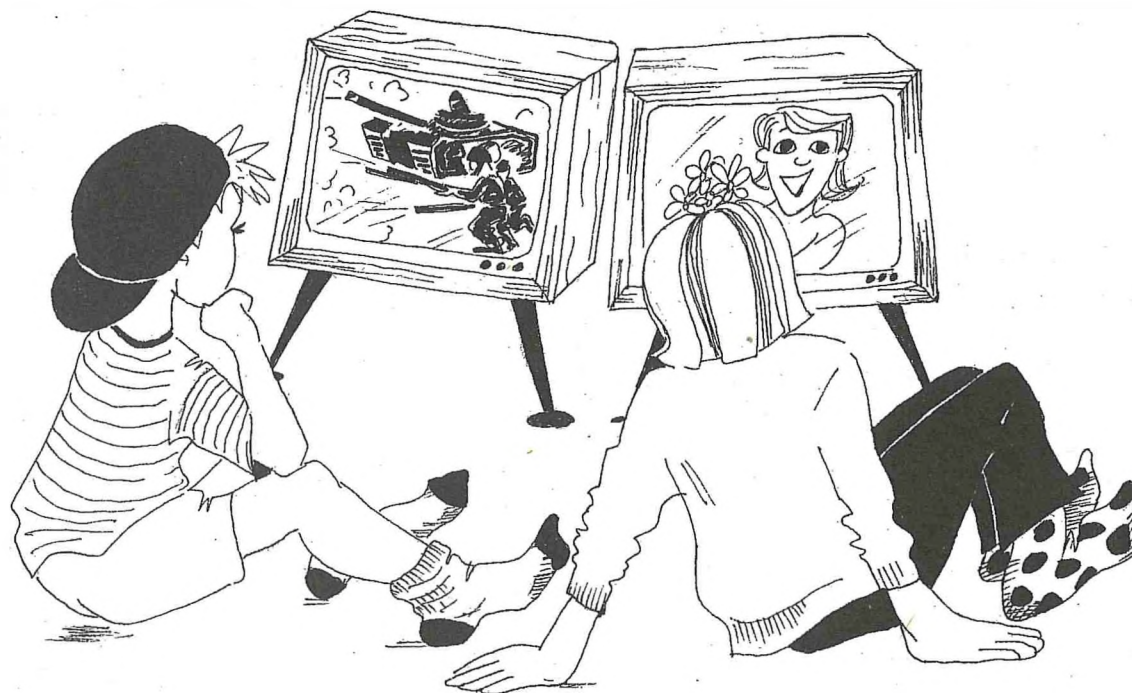
20 minutes



12 and upwards



Four wall charts:
'VERY VIOLENT',
'VIOLENT', 'ROUGH',
'PEACEFUL'.





ACTIVITY 1: WHAT IS VIOLENCE?

4

BULLYING

PEOPLE WHO DRINK AND DRIVE

MUSIC

DRUGS

SLAPPING CHILDREN

NUCLEAR WAR

BEING FORCED TO JOIN THE ARMY

TEACHERS WHO MAKE FUN OF CHILDREN IN CLASS

VANDALISING PUBLIC TRANSPORT

WRITING A LETTER OF PROTEST TO A NEWSPAPER

THE DEATH PENALTY FOR 3 MURDER CONVICTS

PUSHING A CHILD SO THEY DON'T FALL INTO A FIRE

BEING MUGGED IN THE STREET

NOT BEING LET INTO A CLUB BECAUSE OF THE WAY YOU ARE DRESSED

LANDMINES

BEING SHOUTED AT IN THE STREET

WRITING RACIST OR THREATENING SLOGANS ON WALLS

USING ANIMALS IN EXPERIMENTS

THE COUNCIL NOT PROVIDING YOU WITH SERVICES LIKE ELECTRICITY OR WATER

TURNING OFF THE WATER SUPPLY TO AN ENEMY CITY E.G. BAGHDAD

BLOCKING A ROAD TO STOP ANIMALS BEING CARRIED INTO A SHIP

IDEA

Add extra statements relevant to the needs and interests of your group.

ARTICLE 19

Young people have the right to protection from abuse or maltreatment and it is the responsibility of the state to ensure this right.





4

ACTIVITY 2: BAZ 'N' SONIA!

WHAT YOU NEED TO DO

- Form two groups. One group examines the Fact Sheet on '*Sonia's Story*', the other on '*Baz's Story*'. Each group discusses what they imagine their young person's life is like.
- After a few minutes, collect the sheets and give each person a copy of the Gridsheet. The two groups should now mingle trading information about their characters and writing the answers on their grid. Only one question per person! The first to fill in their grid is the winner!
- Discuss what surprised them about Baz and Sonia's stories. What similarities exist between Baz and Sonia? What more would you like to know about them? Are the stories realistic? Do the stories relate to their own experience? How can workers such as Baz and Sonia be protected?
- Talk about the issues of young people working. In what types of jobs do young people suffer the most? What about people who are illegally employed, on the 'black market', both in Ireland and globally - is there a way that their rights can be protected? What demands would they make of their governments if they had the chance?
- Get the two groups to come together to draw up a list of rights that all young people should have in the work place.



That young people explore their rights as workers and the very real connections which exist between young people working in Ireland and other parts of the world.



30 - 40 minutes



12 and upwards



*Sheets of paper.
Copies of the Factbox
and Baz 'n' Sonia's
stories for each group.
Copies of the grid
for each participant.
Pens/pencils.*

FACTBOX

CHILD LABOUR

- Up to 250 million children world-wide work for a living - one out of every four children in the developing world.
- There are 55 million child labourers in India or more than 11 times the population of the North and South of Ireland put together.
- The International Labour Organisation estimate that there are millions of children in bonded labour and slavery. These children are to be found working in agriculture, domestic help, the sex industry, the carpet and textile industry.
- In 1995, more than 10,000 children were working in the garment industry in Bangladesh. Today more than 8,000 of these children are being paid 300 taka (\$20) a month to go back to school by the government.
- In Ireland, 16 is the minimum age for working in a regular, full-time job. You are entitled to a half hour break for every 4 and a half hours worked and a break of 12 hours between each working day.



ACTIVITY 2: BAZ 'N' SONIA!



BAZ'S STORY

Baz is a 17-year old from Cork. He works in a supermarket during the weekend and his school holidays. The pay isn't great but he needs the cash. Baz loves sport, football in particular. He spends any spare cash on sports gear, especially tracksuits and trainers, but finds them really expensive. He wishes the sports factories would bring the prices down a bit! The clothes are mostly designed for young people, but they cost a fortune. Working in the supermarket is OK but the pay is really crap. Baz is sickened that the workers are paid so little when the supermarkets make so much profit. He only earns £2.50 per hour. His friend Kathleen works full time in the supermarket, supporting her daughter, on almost the same salary. He wonders how she manages to make ends meet.

SONIA'S STORY

4

Sonia is an 11 year old Indian girl who works for a football-exporting factory. Sonia stitches footballs in the dusty courtyard of her home in rural Punjab. Each ball carries the signatures of an English football team and the balls sell in the club's souvenir shops for £9.99. Some of the top football players earn in the region of £20,00 a week. Sonia, however earns as little as 12p per ball, and it takes her two and a half hours to stitch a ball - that's 4.8p an hour. She can't even afford to pay for a litre of milk with the money she's paid! She finds it difficult to manage this work and her school work which she loves, but she has to keep going. Sonia is the only person earning in her family because her father is seriously ill and her mother has been forced to give up work to care for her husband. Without their daughter's very small income, her family would not survive and Sonia herself might be forced into worse forms of child labour.

GRID

Ask about the character:

What is your name? _____

Where do you work? _____

What type of work do you do? _____

Who is your employer? _____

How much do you earn an hour? _____

Is the work hard? _____

Do you enjoy the work? _____

Who profits most from your labour? _____

ARTICLE 36

Children have the right to protection from all forms of exploitation including exploitation in the workplace.



Adapted from 'Off your Trolley', DEFY 1997.



4

WHAT YOU NEED TO DO

- Divide the group into three. Place a dot on the forehead of each person: Red for one group, Green for another, Blue for the third.
- **Round 1:**
The Greens have all the power and are given chairs to sit down comfortably. They may be treated to a glass of minerals or some chocolate. They order the Reds to stand together with their noses touching one wall. They may not look around or talk. They are totally excluded from the activity. Meanwhile the Greens give orders to the Blues, e.g. Hop on one leg, do 10 press-ups, make animal noises, count backwards, etc. The Blues must do what the Greens tell them (*within the bounds of safety*).

- **Round 2:**
After a few minutes stop and change the roles round - bringing the Reds away from the wall and ask them to serve the Blues, who now have the power, etc.

- **Round 3:**
Hold a third round so that each group has experienced exclusion, domination and privilege.

*Alternatively, do not play rounds two and three.
This will leave stronger feelings to fuel the discussion.*

- De-role: give everyone a chance to talk about what happened in the game, what they felt at each stage in the game, and what they wanted to do. Focus on how people felt: left-out, angry, powerful, etc.
- Now explain clearly that the group is leaving the game behind to focus on what the game can teach us about real life.
- Ask the group to relate their experiences during the game to everyday life, especially in terms of their own experiences of discrimination or exclusion. Which groups in Ireland are the most frequently excluded and discriminated against?
- Select a couple of the groups named and let the participants draw up a list of the ways in which these groups are continually excluded. Is this fair? What needs to happen for these groups to be protected?

ALTERNATIVE!

- Divide the whole group into groups of about 5 people. The members take it in turns to give instructions which all the others in that small group must obey (*within the bounds of safety*). Then hold the debrief and discussion as above.

Adapted from 'The Exclusion Game' All different All Equal, DEFY/NYCI 1994.



That young people become aware of how some groups in society are excluded and discriminated against and therefore need protection.



30 minutes



All



Sheets of sticky dots in three different colours.

ARTICLE 22

Under certain circumstances children have the right to extra or special protection, e.g. if they are a refugee.





ACTIVITY 3: THE EXCLUSION GAME

4





4

ACTIVITY 4: RIGHTS TRIBUNAL

WHAT YOU NEED TO DO

- Divide the participants into three groups and explain the following scenario:

"The Irish Government is presenting a report to the United Nations Committee which is in charge of the Convention on the Rights of the Child. They are informing the Committee on what they are doing to ensure the rights of young people in Ireland. However, in an unusual move the UN has invited a group of Irish young people to speak at the meeting as well."

- Give each group a role card and ask each group to select a spokesperson.

Group One: The Irish Government

Group Two: Group of Irish Youth

Group Three: The United Nations Committee on the Rights of the Child

- After 10 minutes the groups take their places and the hearing is in session! The UN Committee hears the two presentations, with the spokespersons from each group being allowed to ask questions or cross examine. The UN Committee can also ask questions or raise issues.



AIM
That young people become aware of the role of the state in protecting or enforcing their rights.



TIME
30 - 40 minutes



AGE
15 and upwards



YOU NEED
Copies of role cards: 'The Irish Government', 'Group of Irish Youth', 'UN Committee on the Rights of the Child'.



FACTBOX

IRELAND AND THE UN

In 1998 the UN Committee on the Rights of the Child recommended that the Irish government should:

- Make the Convention part of Irish law.
- Set up an independent body, such as an Ombudsperson or a Child Rights Commissioner, to deal with children's rights violations.
- Make sure that all children participate equally in the community, in particular disabled children, refugees, and Traveller children.
- Young people should have more of a voice and input into the decisions and policies that affect them. The government should therefore encourage and listen to the voice of young people.





ACTIVITY 4: RIGHTS TRIBUNAL

4

ROLE CARD ONE: THE IRISH GOVERNMENT

- *The Children's Convention has helped us to improve our childcare policies in recent years.*
- *The government feels that the main issues threatening young people in Ireland are homelessness, violence, sexual abuse, and drugs.*
- *Ireland has health boards which are responsible for providing more and better services for families and young people in their communities. The government is also planning to set up 'Regional Child Protection Committees' to make it easier for people to understand the system of childcare in Ireland.*

ROLE CARD TWO: GROUP OF IRISH YOUTH

- *As young Irish people we are worried that the government hasn't put enough effort into educating us about the Children's Convention and rights issues. The Government only takes action on issues facing young people when there has been pressure from other groups, such as the media.*
- *We believe that the education system in Ireland favours the rich, and believe that more could be done to help people from poor or marginalised backgrounds.*
- *We are worried about discrimination and racism in Ireland especially against the Travellers and refugees.*
- *Irish young people feel the way government departments work is confusing and find it difficult to get information on issues affecting them.*

ROLE CARD THREE: UN COMMITTEE ON THE RIGHTS OF THE CHILD

- *The UN Committee are pleased with some of the Irish Government's recent work, especially improvements in the law and attempts to keep children safe from abuse.*
- *However, we also have some concerns and want to question the government on:*

The messy way in which childcare policy is split between different Government departments. Could childcare in Ireland be simplified or organised better? For example, one government department taking responsibility for policies affecting young people. The Committee also feel that the Government could do more to provide information to young people in Ireland about their rights. Also, the Government should ensure that young people are listened to more.

ARTICLE 4

It is up to the State to make sure that the Articles in the Convention are implemented.





section

5

Participation Rights

ACTIVITY 1: COME ON OVER!

WHAT YOU NEED TO DO

Part One

- Brainstorm on the word 'refugee'. How do you feel about refugees? Write these up on a flipchart.
- Discuss the following definition:
A Refugee is 'a person who, owing to a well founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his or her nationality and is unable, or owing to such fear, is unwilling to avail himself or herself to the protection of that country'. (1996 Irish Refugee Act)

An Asylum seeker is someone who is looking for permission to live in another state for the above reasons.

- Read the case study on refugees in Ireland.
- Discuss with the group what was lacking in the welcome made by Ireland for these people. How do they feel about this?



That young people come to appreciate the special needs of an immigrant group trying to become part of a new society.



45 minutes



15 and upwards



Copies of the task sheets.

REFUGEES: Refugees run from danger, wars, droughts, famines and genocide. Most people looking for refugee status are not looking for a better standard of living, but fleeing persecution. Many are forced to leave their homes and families and well-paid jobs in their home countries. Many Irish young people go to countries like the United States and Australia in search of better paid jobs and yet many Irish people complain about people coming to Ireland for the same reasons. The estimated two million refugees who left Ireland during the Great Famine in the 1840s were searching for work and a better lifestyle.

From January to May 1997 over 1200 people applied for asylum in Ireland. If they are granted asylum they become entitled to many of the rights of any other citizen. If not, they may be deported. However, this process often takes 2 to 3 years and during this time many people suffer greatly. They are not allowed to work or give us the benefit of their considerable talents and skills.

MR. LUYINDULA and his wife **MRS. BIKEMBO** are Zairean political refugees living in Ireland. When they first arrived people appeared friendly and they were grateful to be safe. Since then they have received anonymous racist hate letters and a man started insulting Mrs Bikembo during Mass. They have lost count of the times people in the street have told them to go back to Africa. "I don't feel comfortable here," says Mrs Bikembo. "Although we are free, we feel like prisoners. I am afraid to walk in the street by myself now and my husband doesn't go out at night."



This story is taken from 'Part of Ireland Now' by Andy Pollack.





ACTIVITY 1: COME ON OVER!

5

Part Two

- Divide the group in two. One group is given the first task sheet, the second group is given the other. If the groups are large it may be best to split into smaller groups giving each a few of the questions to consider.
- The groups should complete their tasks and, in the full group, make a presentation on what they decided.
- In the full group explore whether the Rwandan refugees were seen to have the same needs as the Irish refugees.
- Do refugees have the right to participate fully in Irish society?
- What can be done to ensure that refugees and asylum seekers are able to take part in Irish society?

GROUP 1 TASK SHEET

Imagine that the Irish Government has decided to receive 500 refugees from Rwanda into Ireland. Your group are to appoint a Resettlement Committee to make the arrangements for their welcome and for their support in Ireland over the next 7 years.

You must decide:

1. Who will be on the Resettlement Committee?
2. Who will it consult?
3. What special needs will the refugees have in relation to:

Where they will live	Welfare benefits
Household set-up costs	Health
Language	Preservation of their identity/culture
Work	Contact with each other
Education	Religious practice
4. What will need to be done so that the refugees can participate fully in the local community?

GROUP 2 TASK SHEET

Imagine there has been a nuclear catastrophe at Sellafield, and Ireland must be totally abandoned. India has decided to receive 500 Irish refugees. Your group are to appoint a Resettlement Committee to make the arrangements for their welcome and for their support in India over the next 7 years.

You must decide:

1. Who will be on the Resettlement Committee?
2. Who will it consult?
3. What special needs will the refugees have in relation to:

Where they will live	Welfare benefits
Household set-up costs	Health
Language	Preservation of their identity/culture
Work	Contact with each other
Education	Religious practice
4. What will need to be done so that the Irish refugees can participate fully in the local community.

Note to the Leader: Be ready to suggest that the Resettling Committees include representatives from the refugees, and others who have experience of being refugees some years ago (e.g. Vietnamese living in Ireland or people from former Yugoslavia), as well as local community people. Encourage the young people to ensure that a full part in Irish life is being offered to the Rwandans, and likewise to the Irish in India.

Adapted from 'Céad Mile Fáilte' Ireland All different All Equal, DEFY / NYCI 1994.

ARTICLE 22

If you ever become a refugee you are entitled to special protection.



5

ACTIVITY 2: GIRL POWER

WHAT YOU NEED TO DO

Split the group into two according to their sex - i.e. One group of boys and another group of girls. This activity is most suited to a mixed sex group but if you work with a single sex group simply ask one group to assume the identity of the other sex.

- Give each group 2 flipchart sheets and two statements to discuss.

For Boys: *Because I am a man I must....*
If I were a woman I could....

For Girls: *Because I am a woman I must....*
If I were a man I could....

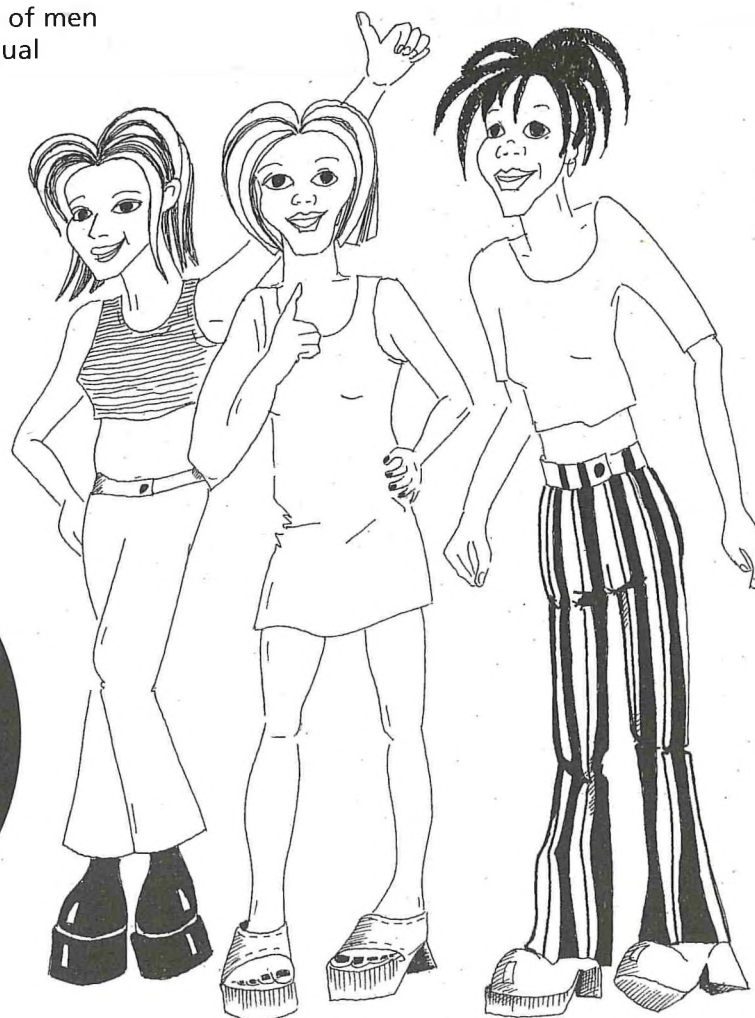
- Ask each group to discuss and record their responses to these questions.

The groups should then present their answers - it may be useful to stick the responses side by side on a wall.

- How do the responses compare to each other? What are the similarities and the differences in the roles of men and women? Do men and women have equal power to participate in society?
- Explain the terms sex and gender (see Factbox).
- How does society impose certain gender roles and stereotypes on us? How does gender stereotyping lead to power and powerlessness?
- Ask the participants whether women throughout the world enjoy full human rights.

Women are half the world's population, one third of the official labour force and do nearly two thirds of the world's work hours. Yet they receive directly only one tenth of the world's income and own less than one hundredth of the world's property.

WHY?



That young people will understand how our rights to participate are often influenced by gender roles.



40 minutes - 1 hour



12 and upwards



4 flipchart sheets, markers.



ACTIVITY 2: GIRL POWER



5

FACTBOX

GIRLS ON A WORLD-WIDE SCALE

Sex and Gender: People are born female or male, but learn to be girls and boys who grow into women and men. They are taught what the 'right' behaviour and attitudes, roles and activities are for them, and how they should relate to other people. This learned behaviour is what makes up gender identity, and determines gender roles.

DID YOU KNOW...

- Girls are at a higher risk of dying before the age of five than boys.
- More boys than girls are immunised and treated by hospitals.
- More girls than boys drop out at secondary school level in the Third World.
- 64% of the world's people who are illiterate are female.
- Over 70% of the world's poor are female.
- In general women only earn 75% of men's income.
- Around 30% of all families are headed by women on their own - these are amongst the poorest group in society.
- Women own only 1% of the world's property.

ARTICLE 2

All children are entitled to all rights and therefore the State must protect the child without discrimination.

page

41



5

ACTIVITY 3: LET'S DISCRIMINATE DISCRETELY

WHAT YOU NEED TO DO

- Form groups of 4-5 people. Each group is to represent a particular institution in Irish society i.e. Family, Education, Media, Politicians, Police, Church, Unions, Youth Clubs, Pubs and Discos, etc.
- Call out one or two groups who have been discriminated against in Irish society, e.g., Travellers, Gay people, Black People, Refugees, the Unemployed or a religious minority. The small groups have to think up devious ways that their institution could possibly discriminate against such people, violating their rights but not breaking the law.
- After 10 -15 minutes each of the institutions reports on what ways it thought up.
- Appoint a Scorekeeper and award points. The groups take turns to report one item at a time. Award 2 points per item, 3 for extra subtlety; no points for something already said by another group. As a group reports each answer, one other group may 'rob' one of the points by quickly giving a way of countering that type of discrimination. Whichever group gets the most points wins. Remember to de-role.
- Spend some time exploring ways of challenging the forms of discrimination as identified. ***The object of the game is not to reinforce discrimination but to emphasise ways of challenging it.***



That young people develop an understanding of the many ways in which society limits the participation of some groups.



45 minutes



14 and upwards



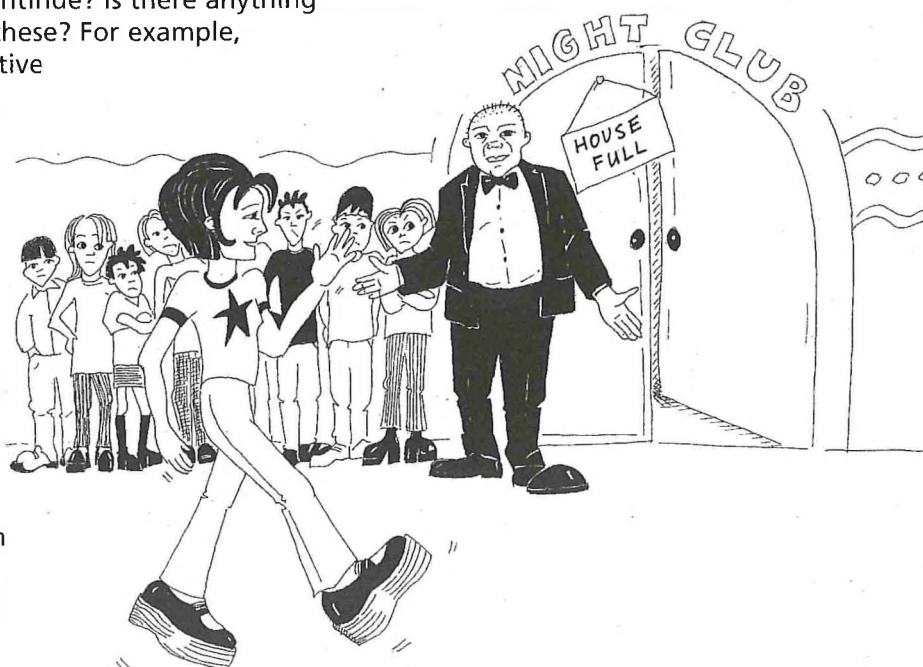
Paper and pen for each group, (paints optional).

ALTERNATIVELY

- Call out examples of rights violations from the 'Examples for the Leader' (on page 43) or others you are aware of, and award points for the group which proposes the best way of stopping that discrimination.
- Invite a member of a group which is discriminated against to speak to the club about their own experience, and how things could change.

DISCUSSION SUGGESTIONS

- Do these types of discrimination actually happen?
- Should they be allowed to continue? Is there anything we can do locally to change these? For example, have a poster showing a positive image of Travellers on the wall, gather facts and get to know more about the Traveller way of life.
- We are often unaware of our own prejudices and how we can sometimes make people feel excluded without realising. Try and think of the ways where your own practices/actions might exclude minority groups from full participation.





ACTIVITY 3: LET'S DISCRIMINATE DISCRETELY

5

EXAMPLES FOR THE LEADER

While the following do involve generalisations, they are a guide for you as to how discrimination could actually happen in Ireland. Their purpose here is to help the leader stimulate the imagination of participants to understand the subtlety of discrimination and the need for measures to counter discrimination. Make it clear to the group that these are extreme examples.

EDUCATION: We won't make our schools welcoming places for them to be in. We won't employ them. They won't be shown in the school books, nor will pupils be taught about their special identity. Everyone must be the same, act the same, learn the same things. We will put them in separate schools, or separate classes, separate playgrounds.

FAMILY: We will keep our children away from them. We will keep them away from our home. If our brother or sister goes out with one, or plans to marry one, they won't have our support. We will call them crude names and tell jokes about them. We will blame them for trouble and crime in the area.

CHURCHES: We won't train our ministers about their special needs. We won't let them use our premises for meetings. We won't include them in groups we praise. We will be quiet while they are attacked.

POLITICIANS: We will make it difficult for them to qualify for grants. We will raise other issues before we raise theirs. We will not intervene on their behalf or accept invitations to their meetings. If any of us is one of them they had better hide it.

MEDIA: We won't interview them or employ them or show photos of them doing good things. We'll spell their names incorrectly. We'll throw in the bin any press releases from their organisations. We'll show the charity of others towards them, but not their work for themselves. We won't publish articles standing up for them or broadcast programmes showing their uniqueness or their abilities and achievements. We won't let them make programmes.

THE POLICE SYSTEM: We will respond quicker to calls from other groups. We will always wear our hat talking to them. We will stop them on the street and ask where they are going. We will be fussy when they fill in forms. We will check their cars over - lights and tyres, the works. They don't make very strong witnesses in court.

ARTICLE 2

All children are entitled to all of the rights in the Convention and the State must protect all children without discrimination.





5

ACTIVITY 4: GET DOWN GET BUSY!

WHAT YOU NEED TO DO

- Get the group to agree on three of the most important rights issues facing young people.
- Brainstorm possible actions that could be taken to deal with these issues. Remind them that the purpose of the brainstorm is to come up with as many ideas as possible and therefore they should try to think creatively; even weird or unusual suggestions might prove useful!
- Make note of all the suggestions on a flipchart. As a group, look at the suggestions and try to evaluate them. Which ones seem unrealistic? Which ones look like they might be worth pursuing?
- Group the different types of actions under a number of headings if possible, e.g. awareness raising, campaigning, protesting, etc.
- Divide into groups of 3 giving each group one of the rights issues identified at the start. The job of each group is to come up with a strategy or a course of action to tackle this rights issue.
- Tell the groups to think about all the different areas where they might need to bring about change: at local level, at national level, at global level. Remind them that they may need to use a number of different approaches depending on who they are trying to influence. How would they influence people in their club/school? their parents? their local council? or even the government? What organisations might be able to help them? Is the plan of action to focus on local or national institutions? Use the 'Hit List' for ideas.
- Finally each of the groups prepares their plan or campaign. Get the whole group to decide which approach they think would be most effective. Why is this?



To encourage young people to think about different ways of taking action to promote children's right to participate more in shaping society.



50 minutes - 1 hour



12 and upwards



Glue and one large sheet of paper for each group.

TIME TO SHAKE THINGS UP





ACTIVITY 4: GET DOWN GET BUSY!

5

THE HIT LIST

Possible targets for action might include:

COMMUNITY GROUPS

What community groups exist in your area? What kind of activities are they involved in? Can young people participate?

SCHOOL

Does your school allow students to contribute ideas to the way the school is run? Is there a student council? Has there ever been any education around human rights and the Children's Convention?

CLUB

Is your club open to everyone? Are there some groups that you think would not be welcome? What can you do about this?

GOVERNMENT

What does your local TD or Councillor think about the issues affecting young people? Do they ever take time to talk to young people and listen to their concerns? How can you develop a forum for discussion with them?

CHILDREN'S RIGHTS BODIES

Are there any organisations working on children's rights issues in your area? What kinds of activities do they do? How can you get involved?

CHURCH

Is your church involved in social issues, working with the homeless, etc. Do you ever have speakers to talk about young people and the problems they face?

LOCAL COUNTY COUNCIL

Do you think your County Council is protecting your local environment? Are they providing enough services and support for young people in your area? Are you able to make them aware of your concerns? Are young people able to attend council meetings or meet with councillors?

Use the 'Useful Addresses' section at the back of this book for possible organisations that can help your group.



UN Children's Convention on the Rights of the Child



ARTICLE

- 1: Who is a child?** Every human being below 18 years unless the laws of a country say differently.
- 2: Non discrimination.** All children are entitled to all of the rights in the Convention and therefore the State must protect the child without any exception whatsoever.
- 3: Best interests of the child.** The best interests of the child should be the driving force behind any actions concerning them.
- 4: Implementation of rights.** It is up to the State to make sure that the rights in the Convention are implemented.
- 5: Parents, family, community rights and responsibilities.** The State must respect the role of parents and family in bringing up a child.
- 6: Life, survival and development.** All children have the right to life and the state is obliged to ensure the survival and development of the child.
- 7: Name and nationality.** Children have the right to a name, a nationality, to know and be cared for by their parents.
- 8: Preservation of identity.** If a child illegally loses their identity the state must help the child to find out who they are.
- 9: Non-separation from parents.** If a family is separated for some reason the state has to give the child information about the whereabouts of missing family members.
- 10: Family reunification.** A child has the right to keep regular contact with both parents if they live in different countries and should be able to travel in order to ensure this.
- 11: Illicit transfer and non-return of children.** The state shall combat child kidnapping.
- 12: Expression of opinion.** As a child you have a voice and the right to have others listen to your opinion.
- 13: Freedom of expression and information.** If you need information you have the right to get it, you also have the right to express yourself in writing, art, etc.
- 14: Freedom of thought, conscience and religion.** States are to respect the right of the child to freedom of thought, conscience, and religion, subject to parental guidance.
- 15: Freedom of association.** You have the right to meet with who you want as long as you are peaceful you can gather in groups.
- 16: Privacy, honour, reputation.** Nobody can interfere with your rights to privacy, family, home or correspondence.
- 17: Access to information and media.** You should have access to information from a number of different sources and of protection from harmful materials.
- 18: Parental responsibility.** Both your parents or guardians have the responsibility for your upbringing and the state should provide them with assistance where necessary.
- 19: Abuse and neglect (while in family care).** You are entitled to protection from all forms of maltreatment by parents or guardians. If this ever happens the state has the responsibility to ensure you are protected in some way.
- 20: Alternative care for children in the absence of parents.** This means that that you have the right to special protection if you are temporally or permanently deprived of your family. If this ever happens your cultural background must be taken into account as an important part of your well-being.
- 21:** If you live in a country where **adoption** is allowed, any adoption that takes place should always be based on your best interests.
- 22:** If you ever become a **refugee** you are entitled to special protection.
- 23:** You have the right to benefit from **extra help and education**, if this is what you need to enjoy a full life in society.
- 24: Health Care.** You have the right to the highest standard of health and medical care available.
- 25: Periodic Review.** Any child who is placed for care, protection or treatment has the right to have the placement reviewed at a regular basis.
- 27: Standard of Living.** Parents have the responsibility to provide adequate living conditions for the child's development even when one of the parents is living in a country other than the child's place of residence.
- 28: Education.** You have the right to free primary education.
- 29: Aims of Education.** The aim of education is to help you develop your personality and talents, to prepare you for a responsible adult life, respect for human rights as well as the cultural and national values of your country and that of others.
- 30: Children of minorities and indigenous children.** If you belong to a minority or indigenous group you have the right to enjoy your culture and to practise your own language.
- 31: Play and recreation.** You have the right to rest and leisure, to play and take part in recreational, cultural and artistic activities.
- 32: Economic exploitation.** You have the right to be protected from harmful forms of work and against exploitation.
- 33: Narcotic and psychotic substances.** You should be protected from narcotic drugs and from being involved in their production or distribution.
- 34: Sexual exploitation.** You have the right to protection from all forms of sexual exploitation and abuse.
- 35: Abduction, sale and traffic.** The State has the job of protecting children from being abducted, sold or trafficked.
- 36: Other forms of exploitation.** You have the right to be protected from all forms of exploitation.
- 37: Torture, capital punishment, deprivation of liberty.** You have the right not to be subjected to torture or degrading treatment. If detained, not to be kept with adults, sentenced to death nor imprisoned for life without the possibility of release. The right to legal assistance and contact with family.
- 38: Armed conflicts.** If you are under 15 years you are not supposed to be recruited into the armed services or to take part in armed conflicts.
- 39: Recovery and reintegration.** If you are ever the victim of armed conflict, torture, neglect, maltreatment or exploitation you have the right to receive whatever treatment you need in order to become a full part of society again.
- 40: Juvenile justice.** If you are ever accused of breaking the law or are found guilty of breaking the law you should be treated in such a way that helps you maintain your self dignity and to not to suffer negative effects on rejoining society.
- 42: Dissemination of the Convention.** You have the right to be informed of your rights and the state should be involved in this.

Note: The Convention has 54 Articles in all and articles 41 - 54 are mostly concerned with its implementation and entry into force.



Useful Addresses

DEFY - Development Education for Youth

7 Camden Place, Dublin 2.

Tel: 353 1 4751826

Fax: 353 1 475 1970

Email: defy@iol.ie

AMNESTY INTERNATIONAL

Sean Mac Bride House, 48 Fleet Street, Dublin 2.

Tel: 353 1 6776361 Fax: 353 1 6776392

Email: info@amnesty.iol.ie

TRÓCAIRE

Head Office, 169 Booterstown Avenue, Co. Dublin.

Tel: 353 1 2885385 Fax: 353 1 2883577

Email: info@trocaire.ie

50 King Street, Belfast BT1 6AD.

Tel: 44 1232 238586 Fax: 44 1232 243692

Email: info@bl.trocaire.ie

9 Cook Street, Cork.

Tel: 353 21 275622 Fax: 353 21 271874

Email: info@ck.trocaire.ie

12 Cathedral Street, Dublin 1.

Tel/Fax: 353 1 8743875

Email: info@cs.trocaire.ie

NATIONAL YOUTH COUNCIL OF IRELAND

3 Montague Street, Dublin 2.

Tel: 01 4784122

CHRISTIAN AID IRELAND

Christchurch, Rathgar Road, Dublin 6.

Tel: 01 4966184

ACTIONAID IRELAND

Unity Buildings, 16/17 Lr O'Connell Street, Dublin 1.

Tel: 01 8787911

CONCERN WORLDWIDE

52-55 Lr Camden Street, Dublin 2.

Tel: 01 4754162

OXFAM - IRELAND

19 Clanwillian Terrace, Dublin 2.

Tel: 01 6618544

ONE WORLD CENTRE FOR NORTHERN IRELAND

4 Lower Crescent, Belfast BT7 1NR.

Tel: 232 241879

GALWAY ONE WORLD CENTRE

1 The Small Crane, William Street West, Galway.

Tel: 091 581688

MIDLANDS DEVELOPMENT EDUCATION PROJECT

79 Main Street, Portlaoise.

Tel: 0502 61185

WORLD DEVELOPMENT CENTRE

25 O'Connell Street, Waterford.

Tel: 051 873064

TULLAMORE ONE WORLD GROUP

Bridge Street, Tullamore, Co. Offaly.

Tel: 0506 552361

WORLD EDUCATION PROJECT

St. Angela's College, Lough Gill, Sligo.

Tel: 071 44585

KERRY ACTION FOR DEVELOPMENT EDUCATION (KADE)

Tralee Teachers Centre, Collis-Sandes House,

Killeen Road, Oakpark, Tralee, Co. Kerry.

Tel: 066 281155

ISPCC

Head Office, 20 Molesworth Street, Dublin 2.

Tel: 01 6794944

UNICEF

4 St Andrews Street, Dublin 2.

Tel: 01 6770843

CHILDREN'S RIGHTS ALLIANCE

c/o Barnardos, Christchurch Square, Dublin 8.

Tel: 01 4530355

*For further Information on issues affecting young people
contact your local Youth Information Centre:*

CLARE

Tel: 065 24137

CORK

Tel: 021 8212077

DUBLIN

Blanchardstown Tel: 01 821 2077

Clondalkin Tel: 01 451 6322

Dun Laoghaire Tel: 01 280 9363

Tallaght Tel: 01 451 6322

Sackville Place Tel: 01 878 6610

GALWAY

Tel: 091 562434

KERRY

Killarney Tel: 064 31748

Listowel Tel: 068 21544

Tralee Tel: 066 21674

KILDARE

Tel: 045 897893

KILKENNY

Tel: 056 61200

LIMERICK

Tel: 061 412444

SLIGO

Tel: 071 44150

TIPPERARY

Carrick on Sur Tel: 051 641946

Clonmel Tel: 052 25518

Thurles Tel: 0504 23742

Tipperary Tel: 062 52604

WATERFORD

Tel: 051 77328

Dungarvan Tel: 058 41698

WEXFORD

Tel: 053 23262

WICKLOW

Tel: 01 2828324





TROCAIRE

CHOOSE LIFE...CHOOSE SURVIVAL...

CHOOSE PARTICIPATION...CHOOSE RIGHTS...

CHOOSE THE RIGHTS STUFF...

... a resource published to mark the 50th anniversary of the UN Declaration of Human Rights. The Rights Stuff is designed for use in non-formal youth work and other educational settings such as schools and community groups. The resource focuses on the links between the rights outlined in the UN Convention on the Rights of the Child and the issues facing young people globally. This resource emphasises the importance of participation through the use of a variety of youth centred activities including role-plays, simulations, moving debates, charades, values clarification and discussion. The Rights Stuff is a partnership publication between DEFY - Development Education for Youth, Amnesty International and Trócaire.

