

Development



Education

A Resource Pack for Guides

# Contents

## 1. Poverty and Hunger

The Paper Bag Game p.3

## 2. Education for World Citizenship

Language Barriers p.6

## 3. Gender

Girls Allowed p.8

Education for all p.10

## 4. Environment

Water, Water everywhere? p.11

Water Quiz p.12

## 5. Justice and Fairtrade

Chocolate taste test p.13

Fair trade action p.14

## 6. Global Interdependence

Millennium Development Goals, Sort it out! p.15

## 7. Human Rights

Children's Rights p.17

Me and my rights p.19

## 8. Democracy and Peace

The price of peace p.20

To earn the Dev Ed badge, Guides just have to complete 1 activity from 5 of the sections. Badges are available from the Distribution Centre at €1 each. We would encourage you to do the badge as a Unit and hope you have fun learning about Dev Ed along the way. There are lots of resources online which you can use if you decide to explore Dev Ed further. Good Luck!



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# The paper bag game

**Background:** In the developing world it is estimated that about 250 million children work in order to help support themselves and their families. Some work full-time and some combine work with school.

The paper bags in this game are made in India mostly by women and children from poor families who then sell them to shopkeepers. They are sold in batches of 20 and on average a child makes 200 bags in a day. For this, the child will earn about 13 rupees - which is equivalent to 25 cents.

*N.B. You could also choose to make these bags as a craft activity in itself and use it to explain how in some countries, children must work to earn money for themselves and their families. If doing this as a craft- use thick wool, string or even ribbon to make handles for the bags. You could also use old wrapping paper or leftover wallpaper to make decorative bags.*

**Aim:** To raise awareness about poverty and child labour

**Materials:** old newspapers, glue, 1 rupee tokens, chance cards (see below), photocopies of 'How to make a bag' (1 per group) and the shopping list (1 per group)  
**Optional:** thick string or wool for the handles

**Method:**

Split the unit into Patrols or 'families' with an equal number in each family (as far as possible). You will also need one person to act as a shopkeeper. Explain the background to the bag making and demonstrate how to make a bag.

Explain that each family has to make as many bags as possible in 20 minutes.

When a family has made 10 bags, they must bring these to the shopkeeper who pays the families 1 rupee for every 10 bags. The shopkeeper will check them and only well made bags will be accepted- the shopkeeper can refuse to accept bags if they are not made properly.

Throughout the game, you can introduce the chance cards (see below).

At the end of the game, each family calculates how much money they have earned.

Look at the shopping list and see what each family can afford to buy.

## CHANCE CARD

The shopkeeper has too many bags in stock. Now you have to make 12 bags for the same price- one rupee

## CHANCE CARD

There is a shortage of bags so the price for 10 bags has gone up to two rupees

## CHANCE CARD

The shopkeeper needs different shaped bags, they must be half the size of the ones you are making.

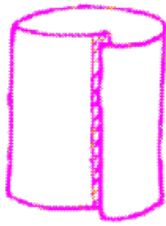
## CHANCE CARD

The shopkeeper gives you an extra 2 rupees to help your family

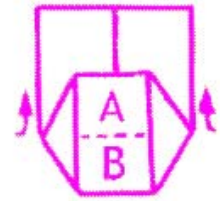


# How to make a paper bag

**1** Fold the sides of the paper to the middle. Overlap by about 2 cm.



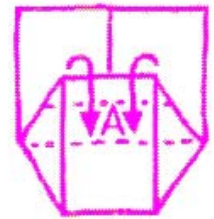
**6** You now have a tube with two flaps, A and B



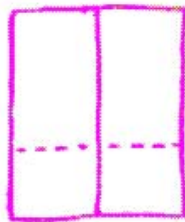
**2** Glue the overlapping edges together



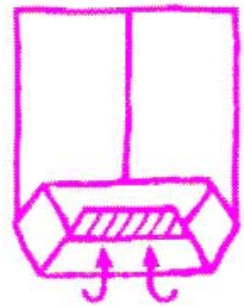
**7** Fold the upper flap A down on itself to the middle line



**3** Turn up the bottom edge about one third of the way up the bag. Crease it and then unfold it



**8** Put glue on the shaded area of flap B very carefully. Then fold it over flap A and stick it down.



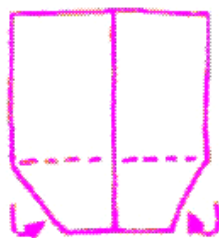
**4** Fold up the bottom corners to the crease and unfold them again



**9** If you want to strengthen the bag, you can stick a rectangle of paper across the bottom



**5** Tuck the corners up inside the tube





# Shopping list

Food and cooking fuel  
Vegetables, Fruit, Rice



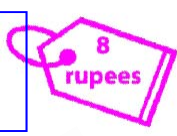
Repairs  
To mend the home



Medicine  
Painkillers/ antibiotics



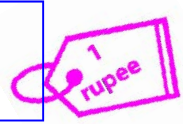
Savings  
To pay for school fees



Clothes  
Shoes/ school uniform



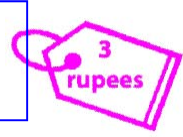
Rent  
To live with family



Paper  
To make the bags



Entertainment  
Celebrations/ festivals



Travel  
To visit sick relative



Remember—these prices are what it costs for one person for one day!

Discussion points:

What can you afford to buy with the money you have earned from making the bags?

Which if the items above do you think are essential? Which can you do without?

How many hours a day would your family have to work to earn enough money for essentials?



# Language Barriers

**Aim:** To raise awareness of the experiences of refugees and asylum seekers. To look at communication

**Materials:** One copy of the asylum application form (p.7) for each Guide, pens

**Method:**

Explain that this is an exercise to help understand how asylum seekers feel when they come to a new country. Tell them that when they come back into the room, they must imagine themselves to be asylum seekers arriving in a new country where they are hoping to stay for a while. Ask them to think about how they would be feeling and what hopes or fears they may have.

Ask all the Guides to leave the room.

Arrange the room so that the Leaders are behind a desk at one end of the room before giving the signal for the Guides to return into the room.

Ignore them as they come in. Don't make eye contact or acknowledge their presence.

After a few minutes hand out an Application for Asylum plus a pen to each Guide. Tell them they have 5 minutes to complete the form. Don't say anything else. Ignore questions and protests. If you have to communicate, use another language (or a made-up language), or use sign language.

Remember, you and the other Leaders are the authorities and your only concern is to give out the forms and collect them again.

When the 5 minutes are up—collect all the forms without speaking to anyone and without waiting for anyone to finish.

When you have all the forms collected- call out a name and have that person come forward.

Tell them they have not filled out the form correctly (e.g. the answer to question 2 is wrong, or you have not answered question 8). Tell the girl to go away.

Repeat this for a few of the forms.

Finally, go back to being yourself and discuss how everyone felt during the activity.

### *Refugee or asylum seeker?*

*Sometimes people do not distinguish between refugees and asylum seekers but there is a difference. An asylum seeker is someone who has left their own country and wants to be accepted as a refugee. They must prove to the authorities that they had good reason to leave their own country and that they would be at risk if they returned. A refugee is someone who has been granted asylum in a new country.*



# Asylum Application Form

1. Családi és utónév \_\_\_\_\_
2. Дата і месца нараджэння \_\_\_\_\_
3. Viimeisin osoite \_\_\_\_\_
4. Επάγγελμα ή κύρια απασχόληση \_\_\_\_\_
5. Başvuran kişiye eşlik eden refakatçi  
Veya yakınlarının isimleri \_\_\_\_\_
6. Meio e local de entrada no país \_\_\_\_\_
7. Ghaliex titlob ghall-azilju? \_\_\_\_\_
8. Свидетельство преследований, на  
основаии которых составлено заявление \_\_\_\_\_
9. კალიფორნია ნობილი ადამიანები იგი  
წარმოდგენილი ჰქონდათ \_\_\_\_\_
10. Avez-vous déjà présenté une demande d'asyle  
auparavant? \_\_\_\_\_
11. Veuillez donner des détails sur les pays, les dates et les  
motifs. \_\_\_\_\_
12. Dali imate rodnini ili poznan vo ovaa zemja? Ako imate,  
navedete gi iminjata I adresite. \_\_\_\_\_
13. \_\_\_\_\_  
\_\_\_\_\_

س نملكي طحزوه  
ظضذخثت شررقصفع



# Girls Allowed

**Aim:** To explore why girls and young women are less likely to receive an education and the impact this will have on their life

**Materials:** Role cards (see next page)

**Method:**

Form five groups (or pairs). Give each group a rolecard - girl, parents, teacher, Government and international organisation. Allow the groups 5 minutes to discuss their role. (You can use the background information below to guide your discussion.)

Explain that an international organisation working in the country has organised a meeting to find out why girls are not getting an education. Ask for a volunteer to chair the discussion. Each group should present their case to the large group as to whether the girl should have access to education. The chairperson then makes a decision based on the arguments.

Which arguments were most persuasive?

Ask what the likely impact of the decision will be on the girl in terms of health and employment opportunities.

Is this fair?

## Background Information\*

Educated girls can better protect themselves against HIV, trafficking and abuse, and are more likely to grow up to have healthier families and send their children to school.

### Out-of-school children

- There are 115 million children out of school, the majority of them (62 million) are girls
- In Western and Central Africa, 24 million children are out of primary school, 13 million of them girls
- In Eastern and Southern Africa, 21 million children are out of primary school, 10.9 million of them girls
- In South Asia, 42.8 million children are not in school, 23.5 million of them girls
- In the Middle East and North Africa, 10.3 million children are not in school, 5.8 million of them are girls.
- If all children received a complete primary education, around 700,000 cases of HIV in young adults could be prevented each year
- Women represent 62 per cent of the 15- to 24-year-olds living with HIV/AIDS globally
- Every day, 4,500 young people between the ages of 15 and 24 are infected with HIV
- According to UNAIDS, sub-Saharan Africa is home to over 60 per cent of all young people living with HIV, 75 per cent of whom are girls and young women





# Girls Allowed

## ROLE CARDS

### GIRL

I'm up at six every morning to light the fire and cook. Then I have to fetch water. I bring a meal at midday to my parents. My parents say that they can't afford to educate me. Anyway, they say I'll be getting married soon so my husband will provide for me. But I don't want that. My younger brother will start school soon. I dream of going to school and getting an education. Then I'd become a teacher and help other girls to realise their potential.

### PARENTS

It is a daily struggle just to put food on the table. We both have to work long hours so we need our daughter to stay at home and mind the younger children. Otherwise who will cook their meals and clean the house? Of course we'd like her to be educated, but it would be easier to do so if she was a boy. They can earn far more money. She'll be getting married soon, so our investment in her education would only benefit her husband's family.

### TEACHER

The Government says that education is free, but the parents have to pay for a uniform, for school books and for exams. I sympathise with the parents but I also need to be paid. There have been some incidents recently of girls being attacked on the long walk home from school. Parents reacted by removing their daughters from the school. There should be more local schools. This will require more teachers, paid properly, to replace the ones who have left due to illness, such as HIV or malaria, or to seek other work.

### INTERNATIONAL ORGANISATION

We are a large international organisation that works in Africa, Asia and Latin America. We strongly believe that educating girls is essential if countries are to effectively tackle poverty. Currently girls are less likely to receive an education than boys and we have the figures to prove it. Educating girls reduces the incidence of HIV/AIDS, reduces malnutrition and increases food availability. We understand that families are living with poverty and that there are cultural barriers to girl's education, but the longer it's left the worse things will get.

### GOVERNMENT

We are proud of our education record. Under this Government, we have built schools and made education free. However many parents did not get an education so they don't send their daughters to school. There's very little we can do about it. Most people are living in poverty. Education for girls is not a priority to them. A major problem we face is that there aren't enough teachers. We've asked the international community for support, but while big on words they don't back it up with money.



# Education for all

**Aim:** To send a message to leaders that all children should be educated

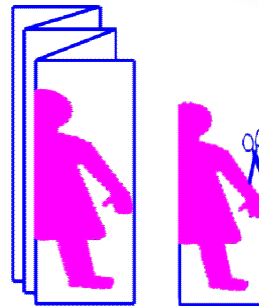
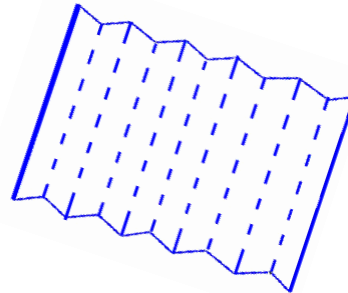
**Materials:** Paper, scissors, coloured pens /pencils to decorate chain

*N.B. To be environmentally friendly, use scrap paper or old newspapers. If you are thinking big, you could use some old wallpaper.*

**Method:**

**Making the paper chain**

1. Fold the paper like an accordion as shown. Each fold should be an equal width.
2. Next, draw the shape of half a girl on the first fold, making sure that the hand is right against the side of the paper and the middle of her body is on the fold.
3. Cut around the figure drawn on the folded paper. Make sure you don't cut through the folded edge at the hand.
4. When you open out the folded paper, you should have made a paper chain which you can decorate.



**What to do next...**

Discuss who you would like to send your letter to. What kind of people might be able to make a difference to the lives of people in developing countries?

You can send it to your local T.D.

Your local T.D.'s address will be available on [www.oireachtas.ie](http://www.oireachtas.ie)

Otherwise you can send it to the Minister for Overseas Development who is responsible for the government's contribution to Developing Countries.

The address is:

Minister for Overseas Development,  
Irish Aid,  
Bishop's Square,  
Redmond Hill,  
Dublin 2

With your paper chain you should include a letter saying why you are concerned that girls everywhere in the world should get an education.



# Water, water, everywhere?

**Aim:** To look at how much water we use every day and discuss ways of reducing this amount.

**Materials:** Copies of the table below

**Method:**

In Sub-Saharan Africa, the average amount of water used per person per day is between 10 and 20 litres. The average consumption of water in Irish household is 119 litres per day and we use about 70% more water than we did 30 years ago. Calculate how much water is used in your home by filling in the following table over a typical week.

Activity	Frequency (per week)	Volume (litres)	Total
Washing machine		80	
Clothes- hand washed		15	
Dishwasher		30	
Washing up by hand		7.5	
House cleaning		10.5	
Drinking and cooking (per person per day)		5	
Bath		80	
Shower		27	
Power-shower		80	
Washbasin		4	
Toilet flush		9	
Household total per week			
Divide by 7 to give volume used per day			
Divide by number of people in house to give total per person per day			

Discuss ways to reduce the amount of water we use.

Would your family be able to use the same amount of water as a family from Sub Saharan Africa for a day? How would you go about trying to reduce your water use by 10%? Or even 30%? Is it possible?



# Water Quiz

You can play this quiz in Patrols and give them some time to discuss the answers.

1. What % of the Earth's water is available for our consumption?  
A. 80%    B. 25%    C. 10%    D. less than 1%
2. How many people do not access to clean water?  
A. 500 million    B. 1.2 billion    C. 2.4 Billion
3. What is the average distance women in Africa / Asia travel daily in order to collect water?  
A. 6 metres    B. 600 metres    C. 6 kilometres
4. What weight of water do these women carry on their heads on average?  
A. 5kgs    B. 10kgs    C. 20kgs
5. Which activity uses the most water?  
A. personal hygiene    B. cooking    C. manufacturing    D. irrigation
6. How many litres of water does it take to produce a fast food meal of hamburger, chips and fizzy drink?  
A. 2000 litres    B. 6000 litres    C. 12,000 litres
7. By 2025, what percent of the world's people will be facing water stress?  
A. 10%    B. 30%    C. 66%
8. How many litres of water will I use if I leave the tap running whilst washing my teeth?  
A. 2    B. 14    C. 40
9. How much water is used in the average toilet flush?  
A. 1-10 litres    B. 11-26 litres    C. 27-42 litres
10. How much water is used in the average dishwasher cycle?  
A. 20 litres    B. 30 litres    C. 80 litres
11. Which takes the most water to produce?  
A. 1 litre of beer    B. 1 kg wool    C. 1kg paper
12. How much water does the average European use per day?  
A. 50-100 litres    B. 100-200 litres    C. 200-300 litres
13. How much water does a person in a developing country use per day?  
A. 10 litres    B. 50 litres    C. 85 litres

ANSWERS underneath Fairtrade action, p.14.



# Chocolate Taste Test

## Background

Explain that when people buy or sell things it is called trade. People buying things try to get the lowest price they can. People selling things try to get the highest price they can. If someone loses out, trade becomes unfair. When trade tries to be good for everyone, we call it Fair Trade.

Trade is good for the buyer. They get the goods they need to live their lives or to keep their businesses going. Trade is also good for the seller. The money they make keeps their business going and allows them to buy the things they need. But is this always fair? Sometimes one person or company gets a much better deal than the other. Why do you think this happens?

**Aim:** To introduce the idea of fair trade in relation to chocolate and to taste the difference between Fairtrade chocolate and non-Fairtrade chocolate.

**Materials:** 2 plates, Chocolate A and Chocolate B cards, one page per Guide to use as score-cards, Fairtrade Chocolate (Divine, ChocAid, Dubble, Green & Black etc) and non-Fairtrade chocolate.

Fairtrade Chocolate is available in all Superquinn Supermarkets, and some Tescos, Dunnes Stores, Supervalu and Oxfam shops.

If you have trouble finding Fairtrade chocolate you can use two distinctive bars of chocolate and ask the Guides to name what chocolate it is. For more information on Fairtrade, log on to [www.fairtrade.ie](http://www.fairtrade.ie)

**Instructions:** Give each girl a score card. Split the unit into 2 where half will taste Chocolate A (fairtrade) and half will taste Chocolate B (non-fairtrade).

Ask them to give each chocolate a score out of 10. Swap the teams around so they can taste the other chocolate and give it a score. Collect the cards and add up all the scores. (You can do this activity without the score cards and ask them what chocolate they preferred by putting their hands up.)

## HOW TO MAKE S'MORES

Use this recipe when you are having a camp fire- for best results use Fairtrade chocolate!

Put one piece of chocolate on one Marietta biscuit. Roast a marshmallow over a fire on a large stick until it is brown (or you could use a night light and a wooden skewer!). Put the brown marshmallow on the biscuit and chocolate and make a sandwich with another biscuit. And there you have S'mores! If you don't have a stove or fire, use chocolate spread to 'glue' your s'mores together—the marshmallows will taste just as good! They were invented by the Girl Scouts in America. S'mores stands for "some-mores" (as in "gimme some-more").





# ACTION ON FAIRTRADE

**Aim:** To encourage the local supermarket to stock Fairtrade Chocolate

**Materials:** Plain postcards or paper and envelopes, pencils, colours, the Fairtrade message below.

**Method:** Explain to the Guides that Fairtrade chocolate is not available everywhere (because not everyone knows how yummy it is!) so for this activity we are going to design postcards or letters to send to the supermarkets to ask them to please stock Fairtrade Chocolate in their shops. The following message is a good basis for the postcards but alternately you can ask the Guides to compose their own message or even come up with a poem or Limerick to get their message across. They can hand their postcards and letters into the supermarket managers the next time they are in the supermarket (or they can give it to their Leaders or parents to hand in.)

Dear Supermarket Manager,  
Buying products with the FAIRTRADE mark makes sure that much extra needed money goes back to the farmers and workers who produced them.

We, the \_\_\_\_\_ Unit of The Irish Girl Guides would buy Fairtrade chocolate, fruit, tea and coffee (and would encourage our friends and family to buy it) if you stocked it. You can contact Fairtrade at 01 4753515 or [www.fairtrade.ie](http://www.fairtrade.ie) for information about suppliers.  
Thank you!

ANSWERS TO  
WATER QUIZ p.15

- 1. D
- 2. B
- 3. C
- 4. C
- 5. D
- 6. B
- 7. C
- 8. B
- 9. B
- 10. C
- 11. C
- 12. C
- 13. A
- 14. A
- 15. B



# Millennium Development Goals

**Background:** In 2000, leaders from all over the world got together and promised to do all they could to end poverty, to promote human dignity and equality, to achieve peace and democracy and to improve the environment. They outlined 8 goals in all and agreed to work towards achieving these goals by the year 2015. These are known as the Millennium Development Goals (MDGs). Progress has been made towards meeting some of the goals but there is still a long way to go.

**Discussion:** Does anyone know any of the MDGs? If you could do one thing to improve the world, what would it be?  
Does anyone come up with answers that reflect the MDGs?

## SORT IT OUT!

**Aim:** To introduce the Millennium Development Goals

**Materials:** One copy of the MDG sheet (p.17) cut into 24 squares.

**Method:** Everyone sits in a circle. Give a square to each girl (if there are less than 24 girls, give some people 2 squares making sure they are from the same goal e.g. symbol 1 goes with the goal 'eradicate extreme hunger and poverty' and 'imagine waking up each day without enough food to eat.')

*No one should show anyone else what is on their card just yet.*

Get the Guides to stand up and walk around the room and mingle so that they are standing in a different order.

Explain that each Guide has either a Symbol, a Goal or an Imagine card. Explain that there is one Goal card for each Millennium Development Goal. There is one Symbol card to represent each Goal. And there is one Imagine card which is related to the Goal.

Tell them that they must find their corresponding cards and organise themselves into groups of 3, one Symbol, one Goal and one Imagine. When they have found their corresponding cards, the groups must stand in order of Goals 1-8 (the numbers are on the Symbol card).

You can give them a helping hand by telling them when they are right or wrong. (It would be helpful for the leader to have a copy of p.17 to hand to check for themselves)

Time how long it takes them to organise themselves correctly and play the game a few times so that the Guides become familiar with the Goals. The game should get faster each time as the Guides get to know the cards. Challenge them to see how fast they can become.

### Alternatives:

Once they have become familiar with the Goals you could play this as a game where the first group of 3 to organise themselves correctly are the winners.

Make a rule that no-one can speak during the game- they must work by showing each other their cards.

# Symbol

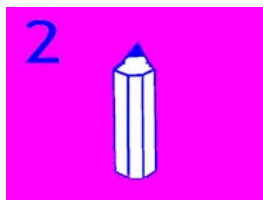
# Goal

# Imagine...



**GOAL**  
Eradicate extreme hunger and poverty

Imagine...  
waking up each day without enough food to eat



**GOAL**  
Ensure that all children go to school

Imagine...  
not being able to write your own name



**GOAL**  
Promote gender equality and empower women

Imagine...  
not being able to go to school because you are a girl



**GOAL**  
Reduce infant death

Imagine...  
In Afghanistan, one in five children dies before they reach 5 yrs old



**GOAL**  
Improve the health of mothers especially very young mothers

Imagine...  
that you lived in a country where you could get married aged 12



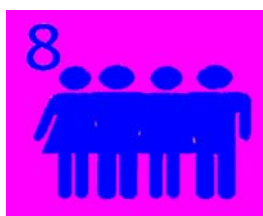
**GOAL**  
Combat HIV/AIDS and other diseases

Imagine...  
15 million children worldwide have lost one or both parents to AIDS



**GOAL**  
Ensure environmental stability and cut in half the number of people who have no access to clean water

Imagine...  
walking for 3 hours a day to fetch water for your family



**GOAL**  
Work together with rich and poor countries to improve conditions for everyone

Imagine...  
There is enough money in the world to end poverty.





# Children's Rights

## UN Convention on the Rights of the Child



All children from birth to 18 years have:

the right to life

the right to a name and nationality

the right to be with their parents or those who will care for them best

the right to have a say and be heard when decisions are being made that affect them

the right to have ideas and say what they think

the right to practice their religion

the right to meet with other children

the right to get information they need

the right to privacy and to have their good name respected

the right to special care, education and training if they need it

the right to health care and to be looked after if they get sick

the right to enough food, clean water and a home

the right to free education

the right to play

the right to speak their own language

the right to learn about and enjoy their own culture

the right not to be used as a cheap worker

the right not to be hurt or neglected in any way

the right not to be used as a soldier in wars

the right to be protected from danger and to be cared for if they come to harm

the right to know about their rights and responsibilities



**Aim:** To raise awareness of Children's Rights

**Materials:** Copies of UN Convention (above), and story cards (on next page)

**Method:** Have a look at the Children's Rights Convention above. In Patrols discuss which you think are the most important rights and why. Ask each Patrol to come up with what they think are the top five most important rights. Are there any rights they think should be added to this?

Look at the story cards on the next page.

In Patrols and using the copies of the Convention, discuss and identify which right or rights the children in each of the stories need.



## WHAT RIGHTS ARE THEY MISSING?

Bega has been blind since birth. Since he is blind, he doesn't go to the local school and there is no school for blind children nearby. All he does all day is hang around waiting until his brothers come home from school and play with him.

Liam is one year old. He has had health problems since birth. This is not helped by the fact that his home is damp and his parents are unemployed and so have little money for extra food and medicines.

Zlata is ten years old. She came to Ireland two years ago with her married sister, but she wishes her mum and dad could come and join her. Every time they try to enter the country they are sent back.

Roisin is eight years old. Her family live on the sixth floor. Roisin loves playing football but the playground by her flats is often occupied by bigger children who threaten her.

Naseem is 9 years old. He and his family had to move from their village because of fighting in the area. Now he lives in a refugee camp with thousands of other families. There is a school at the refugee camp but Naseem doesn't go as he speaks a different language to the teachers and other pupils. Because of this he finds it hard to make friends and some of the other children tease him and call him names.

Fateema lives in Bangladesh and she is 12 years old. Every day she goes to work from 8am to 8pm in an earring factory. For this she earns about €1.50 a week which she gives to her parents to help buy food for the family.

When Rubenya was 13, soldiers came to her village and took her away with them to a training camp where she had to learn to fight in their army. She has not seen her family for months and she is afraid of what will happen to her.

Li is 17 and he has his own computer. He would like to learn more about different cultures and the world around him but many of the websites he would like to visit are blocked by the authorities. He would also like to post messages on some forums in other countries but he is banned by the authorities from doing so.



# Me and my rights

## The Right to be me

**Aim:** To demonstrate how we are all different but equal.

**Materials:** Pebbles- one for each Guide (or you can use potatoes!)

**Method:** Everyone sits in circle. The leader gives each Guide a pebble. Ask everyone to study their pebble and get to know it. Collect all the pebbles again and put them in a bag. Shake them up and then empty the bag in the middle of the circle. Challenge each girl to find her own pebble.

**Discussion:** How hard or easy was it to find their own pebble?

Could the girls describe their pebble so that someone else would be able to identify it?

Allow the girls to decorate the pebbles and give it their own personality.



## The Right to work together

This works best with a maximum of 4-6 in a group. You could let 6 Guides play the game and ask the other Guides to comment on their teamwork.

**Aim:** To show how effective teamwork can be

**Materials:** A piece of string (1.5-2m) tied so that it forms a loop  
Items to act as treasure (e.g. sweets)

**Method:** Ask the Guides to sit in a circle, each Guide should hold onto the string with her right hand.

Scatter the 'treasure' around the room.

Give a signal and tell the Guides that the first one to get some treasure WITHOUT letting go of the string is the winner.

Play again and this time tell them to work together to collect all the treasure.

Which was easiest ? Why?

## The Right to be Heard

**Aim:** To demonstrate the importance of being heard

**Materials:** One piece of paper per girl. Mark half the pieces of paper '1' and the other half '2'.

**Method:** After you have given out the pieces of paper, explain that everyone who has a piece of paper marked '2' is not allowed to talk or make themselves heard in any way for the next ten minutes.

Now have a group discussion where you make plans for the following week's programme or where you ask the girls to vote on an issue.

After 10 minutes, you can tell everyone that they are allowed to speak. How did those who weren't allowed to speak feel during the discussion? How did they react e.g. did they just ignore the discussion or did they try and find other ways to try and express their views. Were they frustrated?

How does or could this situation apply in the modern world?

What problems could it lead to?



# The price of peace

**Aim:** To explore priorities for development, to look at the Millennium Development Goals

**Materials:** Copies of bank notes (see below), paper/post-it notes to stick to wall

**Method:** Break into Patrols. Read out the 'Did You Know? Box' below. Now give each Patrol 10 x \$10 billion bank notes. Write out each item from the shopping list (see next page) on a post-it note or page and stick it up on the wall for everyone to see. Don't let the Patrols see the prices of the shopping list items at this stage.

Explain that the Patrols can bid for the items on the shopping list, which is a list of basic requirements for people to live in peace. Allow a few minutes for the Patrols to decide which of the items are most important to them. The Patrols then bid for each item and the leader acts as the auctioneer. As each item is successfully sold, remove it and give it to that Patrol. At the end of the auction, ask if the Patrols are satisfied with what they've got.

In the large group ask how much do they think it would cost each year to achieve everything on the list. Make a note of all the responses and compare this to the actual cost (see next page). Explain that current military spending is more than \$1 trillion\* a year and that just one quarter of this would be required to fund our shopping list.

(\*1 trillion equals 100 billion)

## DID YOU KNOW?

- Between 1990 and 2001 there were nearly 60 major armed conflicts in 45 locations around the world.
- Since 1990 conflicts have killed 3.6 million people, injuring many millions more.
- Civilians, not soldiers, are increasingly the victims. They account for more than 90% of deaths and injuries.
- Children account for at least half of civilian casualties.
- People in conflict affected areas are particularly vulnerable to severe malnourishment due to the decline in food production and rising food prices.
- Currently more than 14 million people face hunger due to present or recent conflict.

Source: Human Development Report 2003



democracy



& peace



# The price of peace

## Shopping List for Development

Provide health care	\$15 billion
Eliminate starvation and malnourishment	\$19 billion
Provide shelter	\$21 billion
Provide safe clean water	\$58 billion
Combat HIV/AIDS in sub-Saharan Africa	\$ 3 billion
Provide education for all primary school children	\$ 8 billion
End developing countries' debts	\$30 billion
Stop deforestation	\$ 7 billion
Prevent global warming	\$ 8 billion
Prevent soil erosion	\$24 billion
<b>TOTAL:</b>	<b>\$193 billion</b>

Further activity: Read out the Millennium Development Goals and explain that these are commitments made by governments around the world in 2000 to tackle global poverty by 2015.

Discussion: Which do you think are the most important MDGs? Why?

## THE MILLENNIUM DEVELOPMENT GOALS

### Goal 1—Poverty

Cut in half the number of people who live on less than one US dollar a day and who suffer from hunger

### Goal 2 - Education

Make sure that all children start and finish primary school

### Goal 3 - Girls

Ensure that as many girls as boys go to school

### Goal 4 - Infants

Cut back by two-thirds the number of children who die before they reach the age of five

### Goal 5 - Mothers

Cut back by three-quarters the number of women who die when they are having babies

### Goal 6 - Disease

Stop diseases like HIV/AIDS, malaria, TB, from spreading further

### Goal 7 - Environment

Cut in half the number of people who lack clean water, improve the lives of people who live in slums, and promote policies that respect the environment

### Goal 8 - Global Partnership

Promote greater cooperation among all nations with special concern for fairer deals for poor countries in trade, aid, debt, new technologies, etc.



## CHECK OUT THE WEBSITES BELOW FOR LOTS MORE INFORMATION!

### SECTION 1: POVERTY & HUNGER

[www.unicef.org/voy](http://www.unicef.org/voy)  
[www.concern.net](http://www.concern.net)  
[www.christian-aid.org.uk/learn](http://www.christian-aid.org.uk/learn)  
[www.fao.org/righttofood](http://www.fao.org/righttofood)  
[www.actionaid.org.uk](http://www.actionaid.org.uk)

### SECTION 2: EDUCATION FOR WORLD CITIZENSHIP

[www.globallinks.org.uk](http://www.globallinks.org.uk)  
[www.oxfam.org.uk/coolplanet/teachers/globciti/](http://www.oxfam.org.uk/coolplanet/teachers/globciti/)  
[www.globalgateway.org.uk/](http://www.globalgateway.org.uk/)  
[Www.trocaire.org/education/citizenship.php](http://Www.trocaire.org/education/citizenship.php)

### SECTION 3: GENDER

[www.campaignforeducation.org](http://www.campaignforeducation.org)  
[www.crin.org/forchildren](http://www.crin.org/forchildren)  
[www.ungei.org](http://www.ungei.org)

### SECTION 4: ENVIRONMENT

[www.ecounesco.ie](http://www.ecounesco.ie)  
[www.sei.ie](http://www.sei.ie)  
[www.carbonfootprint.com/](http://www.carbonfootprint.com/)  
[www.coillte.ie/environment/learn\\_about\\_trees](http://www.coillte.ie/environment/learn_about_trees)

### SECTION 5: JUSTICE & FAIRTRADE

[www.fairtrade.ie](http://www.fairtrade.ie)  
[www.oxfam.org.uk/coolplanet/kidsweb/fairtrade](http://www.oxfam.org.uk/coolplanet/kidsweb/fairtrade)  
[www.traidcraft.co.uk](http://www.traidcraft.co.uk)

### SECTION 6: GLOBAL INTERDEPENDENCE

[www.waggs.org](http://www.waggs.org)  
[www.developmenteducation.ie](http://www.developmenteducation.ie)  
[www.globaldimension.org.uk](http://www.globaldimension.org.uk)

### SECTION 7: HUMAN RIGHTS

[www.unicef.org/voy](http://www.unicef.org/voy)  
[www.amnesty.ie/amnesty/live/irish/education](http://www.amnesty.ie/amnesty/live/irish/education)  
[www.crin.org/forchildren](http://www.crin.org/forchildren)  
[www.bbc.co.uk/worldservice/people/features/childrensrights/teaching](http://www.bbc.co.uk/worldservice/people/features/childrensrights/teaching)  
[www.waggsworld.org/en/projects/our\\_rights\\_our\\_responsibilities](http://www.waggsworld.org/en/projects/our_rights_our_responsibilities)

### SECTION 8: DEMOCRACY & PEACE

[www.irishgirlguides.ie/news/VotingBadge](http://www.irishgirlguides.ie/news/VotingBadge)  
[www.takingitglobal.org](http://www.takingitglobal.org)  
[www.oxfam.org.uk/coolplanet/teachers/resources/peace](http://www.oxfam.org.uk/coolplanet/teachers/resources/peace)