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**Education
Resource
Pack**
2nd Edition
Northern Ireland





Society of St Vincent de Paul

Education Resource Pack: 2nd Edition

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From SVP National President



As National President of the Society of St Vincent de Paul, I am pleased to present this Young SVP Education Resource pack. The work we do as Vincentians is not about us, it is about our service to those in need, when only the best can be good enough. The Young SVP Education pack is a resource of units in moral courage, reflective thinking, empathy, balance, creativity, and in which every day issues that are relevant in society are all explored. An asset for young people, as well as their teachers, this education resource pack integrates elements regarding the social and emotional characteristics that the Society of St. Vincent de Paul (SVP) ascribes to in Ireland and internationally. We hope that you will find this pack, and the resources within it, an effective classroom tool to help young people establish core social values and help to develop the affective domain.

“Yours must be a work of love, of kindness; you must give your time, your talents, yourselves. You must not be content with tiding the poor over the poverty crisis. You must study their condition and the injustices which brought about such poverty, with the aim of a long term improvement”. So wrote our founder Blessed Frederic Ozanam (1813-1853) to the volunteers of his day, and this is still true for Vincentians today.

Geoff Meagher, SVP National President



Society of St. Vincent de Paul

Foreword

As Chair of the National Young SVP Committee for the Society of St. Vincent de Paul in Ireland, I have the great privilege of introducing our updated Young SVP Education Resource Pack.

Our founder, Blessed Frederic Ozanam once said “I wish that all young people might unite in head and heart in some charitable work and that there be formed, throughout the whole country, a vast generous association for the relief of the people.” Across Ireland this is indeed what members of Young SVP have been doing; growing in faith and social awareness together. We hope our updated units allow young people to develop a deeper understanding of the world around them and of the ways in which they can work together to eradicate social injustice and poverty. As members of the wider Vincentian family we must work to serve the poor not just in the moment, but in a manner which has a long lasting effect. This Resource Pack allows young people to expand in compassion, confidence and creativity, in order to make a genuine difference in both their local communities and wider society.

I hope that both pupils and teachers alike enjoy the units contained in this pack and are inspired to both take action and to reflect on the issues which are presented.



Grainne Lee,
Chairperson SVP National Youth Committee



Electric Ireland

“Electric Ireland is very proud to be partnering with the Society of Saint Vincent De Paul to support their National Youth Development Programme.

We, and the broader ESB Group, have a strong track record of working with communities and charities throughout Ireland and have had a very successful partnership with SVP for several years. I would like to wish every success to participants in the programme and I am confident that it will inspire secondary school pupils to understand and help prevent poverty and social exclusion in their local communities.”

Jim Dollard, Executive Director, Electric Ireland



The Society of St. Vincent de Paul: Origin, Spirit and Mission

The Society was founded in Paris in 1833 by a group of university pupils, principally Frederic Ozanam, who was then twenty years old and a pupil at the Sorbonne. The work of the Society, reaching out to those in great need and experiencing disadvantage, exclusion and injustice, has its origins in the debate that raged among pupils and thinkers. Paris was then violently anti-Catholic and Catholic pupils led by Ozanam struggled to defend their faith against the attacks of their anti-Catholic companions. It was the comment of one of these that was to be the catalyst that led to the Society of St. Vincent de Paul:

“Christianity did wonders in the past but it is now dead. You who claim to be Catholic, what do you do? Where are the works that prove your faith?”

Ozanam accepted the challenge and put it to his friends: “What must we do to live our Catholicism? ... Let us no longer talk so much about charity. Let us put it into practice and go out to assist those who are poor.”

Under the guidance of Sr. Rosalie, a Daughter of Charity of St Vincent de Paul, a Conference of Charity was set up and Ozanam and his companions began what is still the central work of the SVP, the visitation of people in their homes.

Little did those young people realise that their fledgling organisation would take hold and spread throughout Europe and later the world, in a short few years. The SVP was established in Ireland in 1844 when Ireland was about to suffer one of its greatest traumas, the Famine of 1845 – 1849. As a Society which belongs to the Vincentian Family, members are inspired by the spirituality of St Vincent de Paul. The SVP’s vision was, and is, the service of Jesus Christ in the person of those who are poor. That vision expresses itself in compassion, which inspires members of the Society to enter into solidarity with those who are overlooked or suffering and to respond to them with reverence and understanding. Throughout its history in Ireland and internationally, the Society has remained true to those early ideals, combining charitable work with action for social justice.

Our Mission Statement is comprised of three pillars, each of which are reflected in all the work of the Society:

Support and Friendship:

Through person to person contact, we are committed to respecting the dignity of those we assist and thus to support their self-respect. In the provision of material and other support, we assure confidentiality and endeavour to establish relationships based on trust and friendship.

Promoting Self-Sufficiency:

We believe it is not enough to provide short-term material support. Those we serve must also be helped to achieve self-sufficiency in the longer term and the sense of self-worth this provides. When the problems we encounter are beyond our competence, we build bridges of support with others who can provide more specialised support.

Working for Social Justice:

We are committed to identifying the root causes of poverty and social injustice in Ireland, and in solidarity with those in need and the disadvantaged, to advocate and work for the changes required to create a more just and caring society.

Members of the Society come from all walks of life, giving as Ozanam challenged, of their time, their talents and themselves to serve people in need and to work for social justice. Many are responding to the Vincentian spirituality of Christian love, compassion and justice, characterised by friendship based on mutual respect and caring. Others are drawn to social action and the creation of a more just and caring society. **All are united by a vision of social justice which Federic Ozanam described as “a fixed star which human societies try to follow from their uncertain orbits. It can be seen from different points of view, but justice itself remains unchanged.”**



Welcome to the Young SVP Educational Resource Pack

What it is;

This pack has been devised as a resource for use with pupils of secondary school age. There are 7 core units within the pack that address and encourage exploration in the areas of poverty, social justice and social action; all key aspects of the work of SVP in Ireland and around the world.

The aim of this resource;

The aim is to give pupils the opportunity to explore these issues, increasing their awareness of social justice, namely, how poverty and inequality affect individuals and groups, while encouraging pupils to recognise their own potential to affect change within this.

Who is it for / when can it be used?

This resource is intended to aid effective teaching and learning of Key Stage 3 Citizenship and Religious Education in Northern Ireland while examining the origins, ethos and key works of the Society of St Vincent de Paul. Furthermore, it is intended to reflect on the wide ranging topics which relate to the work of our dedicated members and therefore crosses into topical subject areas within the Northern Ireland Curriculum:

Local & Global Citizenship Links: Human Rights & Social Responsibility, Equality & Social Justice, Democracy & Active Participation (*Please note: This resource does focus on local issues rather than global issues.*)

Religious Education Links (Core Syllabus): LO2: The Christian Church - The Church through the Ages; LO3: Morality, Relationships, Rights & Responsibilities; Choices

How does the pack work?

There are 7 units of work within this resource and each unit addresses an individual, but broad, topic. Every unit has an outline which contains aims, intended learning outcomes, methods used, skills (cross-curricular & thinking skills and personal capabilities) and suggested time required per activity. The overall aim is to be able to use each unit for a double lesson, but depending on the school, current schemes of work etc, it is also designed so that each activity could be used as a stand-alone activity, if it does not suit your class timings.

The methods used within the units allow the pupils to be at the centre of their own learning. The units encourage discussion, exploration and investigation of their knowledge and attitudes about the topics, issues and ideas. The units are interactive and geared towards group work, the teacher / leader is seen as a facilitator in this process. It is also encouraged to take time for reflection throughout the learning.

We hope you find this pack useful and that the pupils in your class develop an understanding and awareness of social justice issues and ways to engage in social action from participating in the units.

Please Note;

Please note that the topics and activities in this resource are designed to be adapted as appropriate. There may be pupils for whom these topics have particular resonance. It is left to the discretion of the teacher to adapt the activities as necessary for your group. Care should be taken to address topics in a constructive way, which promotes the dignity of all.

Links to external sites throughout this resource are for information purposes only, we do not take responsibility for the content on these sites

Feedback;








Your feedback on this pack would be appreciated. It is hoped that we will be able to update and make additions to the resource over time so that we can keep it up to date and relevant for use with young people and pupils. **If you have any questions, comments or queries please contact us!**

Becca Gallagher, National Youth Development Coordinator






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Time required



These units are designed for delivery within a double class of 80 mins each. If delivery is during single class periods it may take 3 classes. Please use your own discretion regarding the use and adaptation of activities as appropriate to your class or group. Timings of activities are estimates only, they may take longer depending on level of class / group engagement.





Unit One: Overview and Work of SVP



	Aims of Unit:	To provide a brief overview of Society of St Vincent de Paul; its origins, mission & purpose, and types of work currently involved in.
	Intended Learning Outcomes:	Pupils will have a better understanding of where SVP originated and how the work of SVP remains relevant in today's society.
	Activities/Methods used:	<ul style="list-style-type: none"> • Wordstorm • Group discussion • Reviewing information • Group exercises • Creative activity • Reflection
	Thinking Skills & Personal Capabilities:	<ul style="list-style-type: none"> • Managing Information • Working with Others • Think, Problem Solving & Decision Making • Being Creative
	Cross-Curricular Skills:	<ul style="list-style-type: none"> • Communication

	Activity Type	Activity	Resources needed	
1	Whole Class Discussion	Explore what Pupils know about SVP already (if anything)	<ul style="list-style-type: none"> • Board / Flipchart & Markers 	5 mins
2	Whole Class Activity/ Discussion	Brief overview of SVP origins, history and current activities in Ireland	<ul style="list-style-type: none"> • Copy of overview to read / give as handouts. • “The Frederic Ozanam Story” Booklets available on request 	10mins
3	Group Work	Mindmap; The three “pillars” of SVP’s work <ul style="list-style-type: none"> • Support and Friendship • Volunteering • Social Justice 	<ul style="list-style-type: none"> • Copies of SVP mission statement • List of SVP activities (as ref) • Blank Mindmap sheets under each heading 	15mins
4	Group Work	‘Story of Action’ review and discussion	<ul style="list-style-type: none"> • Copy of story to read / give as handouts. • Questions list as discussion prompts 	15mins
5	Group Work	Optional Activity “Recreate” a modern Story of Action	<ul style="list-style-type: none"> • Art materials 	25-30 mins
6	Group Work	Current work of SVP in Ireland	<ul style="list-style-type: none"> • List of SVP activities • Brainstorm sheets from previous exercise 	10 mins
7	Reflective Worksheet	Reflective Journal	<ul style="list-style-type: none"> • Reflective Journal Unit 1 Sheet 	Homework Activity

1. “What do you already know about SVP?” Ask your class/group

- Word storm – what do you think of when you hear ‘SVP’ (approx. 5 mins)
- Write ALL words up on the board / flip chart (leave for remainder of session – refer to relevant words that come up again through the session.)

2. Brief history / origins and work of SVP;

- Give out the information sheet to pupils
- Go through the information in three sections;
 1. Origins of SVP;
 2. Three Pillars of SVP (mission);
 3. and current work in Ireland.

3. Three key elements to the work of SVP and youth engagement - mindmap;

- Divide into 3 / 6 small groups (max 4 per group)
- Give each group one of the three mindmapping sheets; ‘Volunteering’, ‘Support & Friendship’ or ‘Social Justice’
- Ask them to think about how their topic is relevant to them in their own lives
- Then ask each group to mindmap their topic considering what they know about SVP while also using the prompt questions available
- Get each group to feedback to the whole group; ask larger groups if they think anything else should be added
- Keep the sheets for future reference

4. ‘Story of Action’; either complete as whole class discussion or divide into smaller groups

- Allow the group to read the short piece called ‘Story of Action’.
- Use the questions provided to promote discussion within your group; Encourage debate relating to reactive / proactive response to issues, discuss issues that seem relevant/current and the different ways they could be tackled
- Alternatively you can use ‘A Modern Story of Action’ and the related questions

5. Recreate the ‘Story of Action’; (extra time may be required or as an after-class exercise)

- Divide into smaller groups (4-5 people each)
- Ask the groups to think about the ‘Story of Action’ and ask them to make it more modern / relevant to the 21st Century
- Ask them to “recreate” the story using an issue or problem that exists in Ireland today
- Ask each group to write a new story or create a poster, a song, a drama, a comic strip (or another creative method) to tell their more modern story
- Remember the story must address not only the response to the issue, but also look at the root causes and how they might be addressed
- If possible keep / record the work produced so it can be revisited /used again

6. Current work of SVP in Ireland; (5 mins)

- From the list of SVP activities call out one item at a time
- Ask pupils where they think it fits into the three 'key' areas; for example is hospital visitation primarily about (a) friendship and support (b) volunteering or (c) social justice (some may be relevant to more than one of these).
- Once you have gone through the full list, ask pupils if there is anything missing? Are there some gaps also, try to get pupils to come up with other things SVP could / should be doing.
- Is there anything the group could do themselves to help / support / fill the gaps?

7. Reflection

- Use the quotes below to reflect on today's unit with your class / group
- For a short reflection use one (or more) quotes as class discussion in relation to this unit
- For more extended reflection see page 76 (copy for pupils)

Quotes

A) "For I was hungry and you gave me something to eat, I was thirsty and you gave me something to drink, I was a stranger and you invited me in, I needed clothes and you clothed me, I was sick and you looked after me, I was in prison and you came to visit me." Matthew 25:35-36

B) "Charity must never look backwards but always to the front, because the number of good deeds already accomplished is very small, while future and present hardships remain infinite."
Blessed Frederic Ozanam

C) "No one is useless in this world who lightens the burden of another." Charles Dickens

Useful Links / Additional Resources	
Society of Saint Vincent de Paul; Website	www.svp.ie
Origins of SVP ; webpage	http://www.svp.ie/about-us/history.aspx
SVP Mission Statement	http://www.svp.ie/about-us/mission-statement.aspx
SVP; "What We Do" webpage	http://www.svp.ie/about-us/what-we-do.aspx
"The Frederic Ozanam Story"	Booklet available on request from SVP
"Blessed Frederic Ozanam" YouTube Clip	http://www.youtube.com/watch?v=6vm5Luds6H8
Definition of Social justice: "justice in terms of the distribution of wealth, opportunities, and privileges within a society"	http://www.oxforddictionaries.com/definition/english/social-justice?q=social+justice

Exercise 2) The Origins of SVP

In the beginning....

The Society was founded by Blessed Frederic Ozanam and his friends in Paris in 1833; originally it was called 'Conference of Charity.' Frederic Ozanam and his college friends often discussed the needs within society and were challenged to act upon their discussions. It was from this that they set up their group /Conference in order to tackle inequalities in their own communities. Overall they "wanted Christianity that would influence everyday life; one that would help create a peaceful and just society for all."



St Vincent de Paul was adopted as patron of the Conference in 1834, and the group was renamed Society of Saint Vincent de Paul. St Vincent de Paul was a French Catholic Priest and dedicated his life to helping those in need. Therefore, he was chosen because of the example he set and he was the type of person that Frederic and his friends aspired to be.

Action...

Some of the actions undertaken by the Society of St Vincent de Paul at this time (1800's) included;



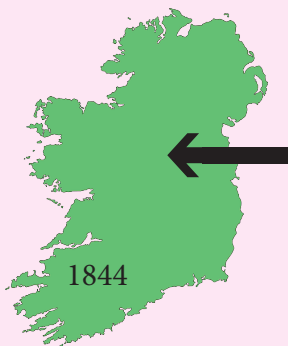
Charity

Distribution of food and fuel to those impoverished in Paris. They worked closely with Sr Rosalie Rendu, a Daughter of Charity, who lived among those suffering with poverty and was able to point out those who were in the greatest need of assistance.

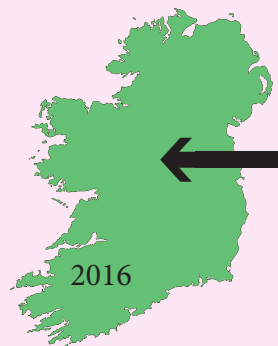


Political Action

They recognised the need to take an active part in political debate; social reform was needed and would not be achieved through revolutions and violence but rather by trying to influence the political and social systems. Their mission was to achieve social justice for all.



SVP came to Ireland in 1844 when the first Conference was set up here. 'Conference' is the name given to a group / unit within SVP.

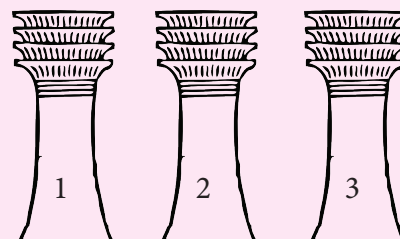


In 2016, there are approximately 1300 Conferences and over 10,000 volunteers across the country.

Ethos and Mission...

SVP are involved in a diverse range of activities which are characterised by 'The Three Pillars' which are as relevant today as they were 200 years ago:

1. Support & Friendship
2. Promoting Self-Sufficiency
3. Working for Social Justice



Exercise 2) The Origins of SVP

SVP Activities...

The Society of St Vincent de Paul is a society led by volunteers. Currently across Ireland there are over 10,000 members who give their time voluntarily to the work of SVP. There are also approximately 600 staff members who provide support in the delivery of this work.

The range of activities SVP are currently involved in include*:



Visits to people (home hospital, prison etc.)



Education Programmes and Supports



Accommodation - Hostels and Housing



Social Justice Campaigns



Family Resource Centres



School Conferences and Groups



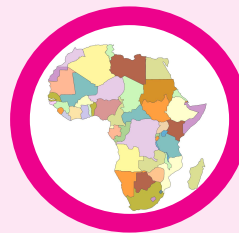
Vincent's Shops



Social Action Projects



Holiday Centres



Twinning



Preschool and Creches

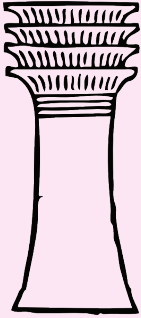


Lobbying Government

**Please note this is not an exhaustive list and does not include all work of SVP*

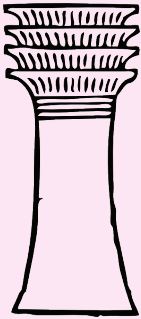
Exercise 3) SVP Mission Statement

The Society of St Vincent de Paul (SVP) is a Christian charity, led by volunteers, working with people in need. Inspired by our principal founder, Frederic Ozanam, and our patron, St Vincent de Paul, we seek to respond to the call every Christian receives to bring the love of Christ to those in need: "I was hungry and you gave me food" (Matthew 25). We are involved in a diverse range of activities characterised by:



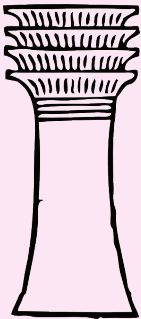
Support and friendship

Through person-to-person contact we are committed to respecting the dignity of those we assist and fostering self-respect. We assure confidentiality at all times and endeavour to establish relationships based on trust and friendship.



Promoting self-sufficiency

It is not enough to provide short term material support. Those we assist are also helped to achieve self-sufficiency in the longer term and the sense of self-worth this provides. When problems are beyond our competence, we build bridges of support with others who can provide more specialised support.



Working for social justice

We are committed to identifying the root causes of poverty and social exclusion in Ireland and, in solidarity with those in need, to advocate and work for the changes required to create a more just and caring society.



Blank space for writing responses to the top-left question.

Blank space for writing responses to the top-right question.

When might people need additional support?
What can people do to support each other?

Support & Friendship

Do you think that everybody needs support sometimes?
What does it feel like to be supported and have someone to talk to?

Blank space for writing responses to the bottom-left question.

Blank space for writing responses to the bottom-right question.



Society of St Vincent de Paul

SVP Wordstorm Activity

Can you think of different types of volunteering?

Why is there a need for volunteers?

Why do you want to volunteer?

Volunteering

What are the benefits of volunteering?

What do you hope to learn from volunteering?

What do you think Social Justice means?

Do you think we live in a just and fair society in Ireland?

Social Justice

What can we do to create a more just and fair society for everybody?

What people are most vulnerable to poverty?

What do people need to live a fulfilling and healthy life?

Exercise 4) “A Story of Action”

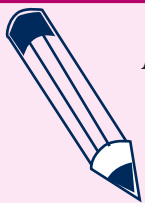
Young People founded the Society of St. Vincent de Paul

Twenty year old pupil and thinker, Frederic Ozanam, and a few friends started the Society of St. Vincent de Paul (SVP) in Paris on April 23, 1833 at a time of great crisis in France. This group of people decided to put their Christian faith into action by reaching out to those society overlooked. They wanted to affirm the dignity of every person, so that those in greatest need be cared for, their conditions improved and the causes of poverty addressed. Their motivation in all of this was to see and serve Christ in the people of their time.

It is a tribute to youth and a remarkable example which can be followed by young people today. Well aware of the very difficult political, social and economic problems of their times these young men, all in their early 20s, did not waste time or energy, but instead committed themselves to an active, moral and material service to the most deprived. Favouring a practical, direct approach to dealing with poverty by their own efforts and raising what finance they could, they worked to alleviate the sufferings and poverty of others. Frederic Ozanam and his friends believed that Christian help and friendship were the best means of achieving social justice.

As SVP developed the members chose St Vincent de Paul (who lived from 1581 – 1660 in France) to be their Patron. They chose St Vincent because Vincent dedicated himself to God through caring for all those who were suffering from the effects of poverty and hardship. He believed that to serve the poorest is to serve Jesus who said: “What you do to the weakest of my brothers and sisters, you do to me.”

The members of SVP continue to live the vision of Blessed Frederic Ozanam and to follow the inspiration of St. Vincent de Paul. Their work is practical and makes a real difference today as it has done for generations. Young people continue to volunteer their time, energy and creativity to find new ways to put faith in God into action for people in need, and so to make a real and lasting difference in our society today.



Answer the following questions:

- Why did these young people decide / feel it was up to them to take action?
- What was the issue(s) they were trying to address in their actions?
- What did their action involve?
- What do you think it would have been / feel like to be ‘overlooked’ by society?
- What affect would the actions of Frederic and his friends have had on the people that they helped?
- Which do you think is more important; dealing with an issue or dealing with the cause of the issue?
- Can you think of some issues / problems that are relevant to your own community nowadays? Do you think these issues are being addressed? By who? How? What else could be done?

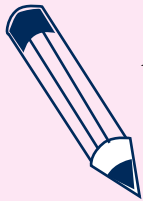
Exercise 5) “A Modern Story of Action”

The Playground

In one corner of the park lay a forgotten playground. The local community raised funds through raffles and supermarket bag-packing to clear the weeds and repaint the rusting equipment. Everyone young and old worked together to make the playground safe and fun to use. The playground filled once more with happy children.

One Monday morning on her way to school Anna noticed that there was one bench which had a lot of beer cans scattered around it, despite the bin nearby. She picked up the cans and put them in the bin. The following Monday there were even more cans around the bench. Anna spoke with her friends and they decided to collect the cans and bring them to the recycling centre. Her parents volunteered to bring them to the centre and they had a tour of the centre, learning all about what happens to recyclable products.

As the weeks passed, the cans continued to be thrown around that corner of the playground. More and more children began to collect them and a rota was organised to ensure that there was a litter check every day. Specific bags were given by the local council for the collections. Notices were hung asking people to use the bins and not litter. Anna began to wonder where the cans came from...



Answer the following questions:

- What is important about the playground in the story?
- What did the local community do and why?
- How can the actions of the local community be related to the work of SVP?
- What do you think Anna should do now?
- Who else has responsibility for the playground?
- Which do you think is more important; dealing with the issue or dealing with the cause of the issue?
- Can you think of some issues / problems that are relevant to your own community nowadays? Do you think these issues are being addressed? By who? How? What else could be done?

Exercise 6) SVP Activities

Home visitation	Hospital visitation	Prison Visits
Vincent's Shops	Housing support	Hostels
Campaigning	Holiday centres	Fundraising
Annual Appeals	Preschool / Creches	Education support
Providing assistance	Education Grants	Christmas hampers
Bag Packing	Social Justice	Resource centres
Youth Groups	Twinning	Young SVP Projects
Young SVP Conferences	Members training	Advocacy
Petitioning Government	Researching issues	Working together with other organisation
Media work	Calls for assistance	Breakfast Clubs
Homework Clubs	Lobbying	Safeguarding
Fuel Stamps	Young SVP College Conferences	Befriending






Exercise 6) SVP Activities



Support and Friendship	Volunteering	Working for Social Justice



Unit Two: What is Poverty?



 Aims of Unit:	Pupils will have a better understanding of what poverty means in terms of causes and impacts on those who experience it.
 Intended Learning Outcomes:	<p>Pupils will be able to;</p> <ul style="list-style-type: none"> • Define poverty and understand that it can be more than just financial • Understand that opportunities (or lack of) available to individuals can have an effect on their standard of living • Understand some of the risk factors linked with poverty, and that when combined these factors can have a more serious impact on individuals / families • Explore differing attitudes towards poverty and wealth
 Activities/Methods used:	<ul style="list-style-type: none"> • Discussions • Exercises • Games • Reflection
 Thinking Skills & Personal Capabilities:	<ul style="list-style-type: none"> • Managing Information • Working with Others • Self-Management • Thinking, Problem Solving & Decision Making
 Cross-Curricular Skills:	<ul style="list-style-type: none"> • Communication

	Activity Type	Activity	 Resources needed	
1	Mindmap – Whole Class Discussion	What is poverty?	<ul style="list-style-type: none"> • Board / flip chart and markers 	5 mins
2.1	Group Work	“Exploring Opportunities”	<ul style="list-style-type: none"> • Statement cards (copied and cut out) • Board / grid /sheet & counters/coins 	20 – 25 mins
2.2	Group Work	“How did that feel?” Looking at exclusion; discuss types and reasons for exclusion	<ul style="list-style-type: none"> • Discussion • Questions 	15mins
3	Whole Class Activity	“Moving Debate” Giving Pupils an opportunity to explore attitudes towards poverty and wealth	<ul style="list-style-type: none"> • Statements • Agree / disagree cards • Blu tac / sellotape / pins 	20-25 mins
4	Individual Review	Review ‘Write a Blog’	<ul style="list-style-type: none"> • Additional time required – reflection / homework item 	10 mins
7	Reflective Worksheet	Reflective Journal	<ul style="list-style-type: none"> • Reflective Journal Unit 2 Sheet 	Homework Activity

1. What is poverty?

- Hold an open discussion with class / in groups as to what they think / consider poverty to be.
- Take some key words from discussion(s) and write them on flipchart / board.
- Now look at definitions of poverty (example below); do any of the key words come up?

Definition for Teacher:

“People are living in poverty if their income and resources (material, cultural and social) are so inadequate as to preclude them from having a standard of living which is regarded as acceptable by Irish society generally. As a result of inadequate income and other resources people may be excluded and marginalised from participating in activities which are considered the norm for other people in society.” (Combat Poverty Agency 2013 | www.cpa.ie)

Definition for Pupils:

Poverty is often seen only in terms of money and finance. However, poverty can affect other areas of people’s lives which prevent them from having a good standard of life. Due to having less income some may not be able to participate in society and social activities.

Through discussion, the following examples could be examined:

- Educational Poverty
- Poverty of loneliness
- Health Poverty
- Fuel Poverty
- Housing
- Equality & inclusion
- Spiritual Poverty

2.1. Exploring Opportunities; Game

{Note: Please complete activity 2.1 & 2.2 together}

This activity encourages pupils to consider real life situations which could be experienced by anyone of us. The class is divided into 'families'. Teachers need to cut out the cards and bundle them into family groups and give each group a bundle each. Using the statement cards, the discussion should focus on the impact of these statements on the 'family', particularly how a number of these combined could affect quality of life.

- Divide the class/group into 5 equal teams-explain that each team is a 'family'
- Each team is allocated a team colour on the starting grid, each family should place a counter on the middle square of their strip { Note: If space permits this activity could be conducted without the starting grid, with the 'families' standing in a line and taking steps forwards and backwards as required}
- Place the statement cards facedown, one at a time, each 'family' takes a card and reads out the statement
- Discuss: Would this statement have a positive or negative impact on the family's standard of living?
- If it is a positive impact the 'family' moves one space forward on the grid, if it is negative then they move back two spaces
- Continue until all the cards are used / time is up

Sensitivity around statements may be required for your group. It is important that discussions held are respectful and non-judgemental.

2.2 "How did that feel?"

Encourage the group to discuss how they felt throughout the exercise and to link it to how it might feel if they were a real 'family'.

Some prompt questions to get the discussion going;

- Was this game fair?
- Could you control what positive / negative opportunities your family came up against?
- Why do you think you had to move back two spaces for negatives?
- What would be the effect of two or more negatives on a family?
- Did you feel you had any control over where you ended up? Did that feel fair?
- How many groups were excluded from the 'game'? How did that feel?
- What other things do you think could impact on a person's quality of life?
- Why do some people have more opportunities than others?
- How would it feel not to have choices / options in what you do?
- What can be done to change this / stop people being excluded?
- Whose responsibility is this?
- What could you do to change it?

3. Moving Debate

This is a debate based on the pupils' reaction to statements about poverty and wealth. At one side of the room pin the AGREE card and the other side pin the DISAGREE card. If you have space, clear the room and ask everyone to stand in the middle.

- 1) Read out a statement from the list below. Pupils must then decide whether they agree, disagree or are unsure about each statement. They move to the relevant side of the room (anyone who is unsure can stay in the middle)
- 2) To encourage debate ask a couple of pupils at each end why they have chosen their position? Pupils may change their position as the debate progresses.
- 3) Ensure that all participants understand there are not necessarily any right / wrong answers – just opinions
- 4) Repeat using different statements 3 to 5 times (you don't need to use them all!)

Note: This activity works best when pupils can physically position themselves according to their views however if you do not have space you can hand out 'agree,' 'disagree,' and 'unsure,' cards for them to hold up.

Statements:

- There is no poverty in Ireland / Northern Ireland.
- Poverty only exists in cities.
- There are many different aspects to being poor. It is not just about money.
- Anyone who has the money to be able to make choices in their life is well off.
- Living in poverty can be a major cause of ill health.
- All the effects of poverty are linked to each other.
- The conflict in Northern Ireland has made some areas poorer than others.
- People live in poverty because society is organised in such a way that some people are bound to suffer from poverty.
- The wealthy keep the wealth to themselves while others can't get to it.
- Education can break the cycle of poverty.
- Access to education is largely determined by what social class you come from.
- People who are born into rich families deserve to keep their wealth from generation to generation (without being heavily taxed).
- Those most in need of change, the poor themselves, lack power to affect change in society.
- Those with most to lose, the rich, have both the power and interest in preventing change occurring in society.
- When we aren't proactively being inclusive we are, in effect, perpetuating exclusion and inequality in our society.
- The government does not spend enough money on education, health and employment.
- Charities should be responsible for helping those who live in poverty rather than governments.
- Governments should be responsible for helping those who live in poverty rather than charities.

4. Review: Write a Blog

- Ask Pupils to think back to the lack of opportunities their ‘family’ experienced in activity 2.1 (Exploring Opportunities). Ask them to imagine they are a member of that family
- Ask them to write an anonymous blog for SVP as that person in their family in the activity.
- Ask them to include some ideas about what might help them in their situation

5. Reflection

- Use the quotes below to reflect on today’s unit with your class / group
- For a short reflection use one (or more) quotes as class discussion in relation to this unit
- For more extended reflection see page 77 (copy for pupils)

Quotes

A) "Be kind and love, for love is your first gift to the poor. They will appreciate your kindness and love more than all else you can bring them." Sr Rosalie Rendu

B) "I have come so that they may have life and have it to the full" John 10:10

C) "Overcoming poverty is not a gesture of charity - it is an act of justice, it is the protection of a fundamental human right, the right to dignity and a decent life." Nelson Mandela

Useful Links / Additional Resources	
Combat Poverty Agency website	www.cpa.ie
Minimum Essential Budgets for Ireland	www.budgeting.ie
Vincentian Partnership for Social Justice; website	www.vpsj.ie
NYCI; Youth Work and Development Education resources; A Rich Man's World	http://www.youth.ie/nyci/resources-youth-workers http://www.youth.ie/sites/youth.ie/files/A-Rich-Man%27s-World.pdf
Citizens Information website	www.citizensinformation.ie
Money Advice and Budgeting Service	www.mabs.ie
Trocaire Factsheet on Poverty	http://www.trocaire.ie/education/resources/poverty-factsheet-teachers

Excercise 2) Statement Cards

Family One	My Dad has a job	My Mum works in the home	My younger brother has Down Syndrome	We go on holidays every year
Our house is too small	We have a car	My Grandmother lives with us	We live in the city	My younger brother's school is 30 miles away
Family Two	My family is from the Muslim Community	My Mum runs her own business	My two older siblings are in University	There is a bus stop outside our house
My youngest sister is a wheelchair user	Our house is too small	Dad borrowed money for the groceries last month	We live in the city	My brother is in childcare
Family Three	My family are from the Chinese Community	My Dad is a farmer	My Mum works parttime	There are very few jobs in our area
We live in the countryside	My older brother left school when he was 15	My Grandfather is blind and lives with us	We are all members of the local football club	Public transport is poor in our area

Excercise 2) Statement Cards

Family Four	No one in our house has a job	We live in the city	There are very few jobs in our area	Our rent is very expensive
My siblings and I love playing sport	We have a car	My Grandmother lives with us	My Mum borrowed money to pay the gas bill last month	I couldn't go on the school trip this year
Family Five	My family are from the black African Community	My Mum runs her own business	My Dad works in the bank	There is a bus stop outside our house
My Dad is a wheelchair user	We go on holidays every year	My sister has dyslexia	We live on the outskirts city	My brother is in childcare
Family Six	My Mum is a teacher, but not currently working	My Dad is a Security Guard working nights	Everyone in our house is healthy	I have 3 brothers and 2 sisters
We live in the countryside	We have a car	My Aunt lives with us	We grow our own vegetables	Public transport is poor in our area






ACGRIE



DISAGREE



Unit Three: Cost of Living



 Aims of Unit:	Pupils will have a greater understanding of the different forms of poverty and how these impact on people's standard of living.
 Intended Learning Outcomes:	Pupils will; <ul style="list-style-type: none"> • Be able to define poverty and understand that it can be more than just financial. • Understand that opportunities (or lack of) available to individuals can have an effect on their standard of living. • Understand some of the risk factors linked with poverty, and that when combined these factors can have a more serious impact on individuals / families • Explore the 'cost of living' and gain an insight into the variety of items that need to be paid for regularly.
 Activities/Methods used:	<ul style="list-style-type: none"> • Discussions • Exercises • Games
 Thinking Skills & Personal Capabilities:	<ul style="list-style-type: none"> • Managing Information • Working with Others • Self-Management • Thinking, Problem Solving & Decision Making
 Cross-Curricular Skills:	<ul style="list-style-type: none"> • Communication

	Activity Type	Activity	 Resources needed	
1	Group Work	"Important Stuff list"	<ul style="list-style-type: none"> • Flip chart paper and markers • Copies of 'Important stuff list' • Role Cards 	15 mins
2	Group Work	Poverty and risk factors; effects and consequences	<ul style="list-style-type: none"> • Definitions of Poverty Sheet • Pens and paper • 'Wheel of consequence template 	15-20 mins
3	Group Work	"How much to live?" (based on minimum essential standard of living / MESL)	<ul style="list-style-type: none"> • Flip chart paper and markers • Household types 	25-30 mins
4	Reflective Worksheet	Reflective Journal	<ul style="list-style-type: none"> • Reflective Journal Unit 2 Sheet 	Homework Activity

1. Important Stuff List

- Firstly, divide the class into pairs and ask them come up with necessities or items that they feel they need the most to survive and have a good quality of life. Give pupils 5 minutes for this activity
- Ask the pairs for feedback and write their answers on flipchart paper or whiteboard
- Point out similar answers and ask the group to choose the most important items from the group list
- Secondly, put two pairs together to create groups of four and give each group the Important Stuff List; then ask them to highlight the things on this list they feel they could not live without
- Lastly, give each group a role card. Ask them to prioritize the items on the list to suit the needs of the person on their role card.
- Ask each group to nominate a spokesperson to explain their answers to whole group

Debrief:

- Did items come on the list that was given to you that you did not think of in the first part of this activity?
- Did the role card change the order you put items in?
- Do you think people understand the terms ‘need’ and ‘want’ differently depending on their circumstances?

2. Poverty & Risk Factors

(This is a follow on from the earlier unit about poverty and Exploring Opportunities; remind pupils of that briefly at the start of this exercise).

2.1) Definitions of Poverty (5 mins)

Read through the sheet titled ‘Definitions of Poverty’ together as a class.

(This sheet can also be used to place in their files or stick in their exercise books as a point of reference.)

2.2) Effects of Poverty - group discussion (10 mins)

- Split the class into groups of 4 or 5
- Ask the pupils to discuss the questions listed on the “Effects of Poverty” worksheet p27
- Nominate someone in each group to write a few key points down
- Once each group has completed their discussion, engage in a brief class discussion about their findings

2.3) “Wheel of Consequence” (10-15 mins)

- Using the information on the ‘Definitions of Poverty’ worksheet and their group discussion, ask pupils to assess the effects or risk factors relating to the other forms of poverty
- They can write down each risk / effect in the circles provided and they can write around the wheel
- Engage in a brief class discussion about their findings

If needed use some discussion points from www.cpa.ie information (p 23)

3. How much to live?

- Divide class into small groups (about 4 per group) explain that each group is a 'family'
- Give each group a 'household' type
 - i) Lone parent (working full time outside the home) & two children (primary & secondary age)
 - ii) Adult of working age
 - iii) Two parents (one working in home) & three children
- Ask them to write down a list of all the things their family / household would need to spend money on each week in order to maintain a Minimum Essential Standard of Living
- Ask them to estimate how much they think each item would cost
- Ask them to consider other things the family / household may need to spend on occasion
- Get each group individually to feedback their lists & estimate costs of living for their 'family'
- Ask groups what they think of each other's estimates

Use the attached table "weekly budgets" to illustrate the various items that may or may not have been included in the group's lists. (Also look at the amounts and the differences between Urban / rural if relevant to your group.)

Are the class / group surprised by the amount is costs to maintain a minimum essential standard of living in Ireland?

Ask group what they think average wage / rate of pay is for people in employment / amount of social welfare benefits available to non-working families is? Compare these to the amounts above.

4. Reflection

- Use the quotes below to reflect on today's unit with your class / group
- For a short reflection use one (or more) quotes as class discussion in relation to this unit
- For more extended reflection see page 78 (copy for pupils)

Quotes

A) The opposition of poverty is not wealth...in too many places the opposite of poverty is injustice." Bryan Stevenson

B) "Speak up for those who cannot speak for themselves, for the rights of all who are destitute. Speak up and judge fairly; defend the rights of the poor and needy." Proverbs 31:8-9

C) "True mercy, the mercy God gives to us and teaches us, demands justice; it demands that the poor find a way to be poor no longer." Pope Francis

Useful Links / Additional Resources	
Combat Poverty Agency website	www.cpa.ie
Minimum Essential Budgets for Ireland	www.budgeting.ie
Vincentian Partnership for Social Justice; website	www.vpsj.ie
NYCI; Youth Work and Development Education resources; A Rich Man's World	http://www.youth.ie/nyci/resources-youth-workers http://www.youth.ie/sites/youth.ie/files/A-Rich-Man%27s-World.pdf

More information from Combat Poverty Agency / www.cpa.ie

There are a number of structural factors that contribute to the existence of poverty. The uneven distribution of economic resources such as wealth, employment and infrastructure, and of social resources like health services, education, transport and housing, means that not all people have the same opportunities. There are also other factors that make people more likely to be poor. One single factor might not be significant on its own, but when these factors are combined they increase the risk of poverty. Factors contributing to poverty include:

- **Work:** being unemployed or in a low-paid job makes people more likely to be poor.
- **Age:** many older people and children whose parents are poor or are at greater risk of poverty than the general population.
- **Health:** people with long-term illnesses or who are disabled are at greater risk of poverty.
- **Education:** people who left school early or without qualifications are more likely to experience poverty.
- **Family:** one-parent families are more likely to be poor than two-parent families or single people.
- **Location:** living in a disadvantaged community or in an area with few employment opportunities increases the risk of poverty.

The Effects of Poverty

Poverty has a negative effect on people's quality of life, on the opportunities open to them, and on their ability to participate fully in society. It can be difficult to break out of the cycle of poverty, as poor children are more likely to become poor adults. Poverty impacts on every aspect of a person's life:

- **Money and Debt:** many people who work in low-paid or insecure employment earn a wage that is not adequate to cover the basic costs of living for themselves and their families. Others are dependent on social welfare payments, whether because they are elderly, unemployed, a carer, a lone parent, or have a disability or long-term illness. When people find themselves unable to make ends meet on a low income, they often get into debt. For many people in poverty, access to mainstream financial services can be difficult, so they are more likely to borrow from moneylenders who charge a far higher rate of interest than banks or credit unions.
- **Education:** growing up in poverty can affect people's future: children who grow up in poor families are more likely to leave school early and without qualifications, and to end up unemployed or in low-paid jobs - which means that they are more likely to be poor as adults.
- **Health:** people who live in poverty are at greater risk of poor mental and physical health: they get sick more often and die younger than people who are better-off. Factors such as an inadequate diet, a higher rate of chronic illness, a lower level of participation in sport and leisure activities, and a generally lower quality of life all contribute to lower levels of health and well-being among people who experience poverty.
- **Housing:** people in poverty are more likely to be dependent on the State to meet their housing needs, whether through subsidised private-rented accommodation or social housing. They are also at greater risk of living in sub-standard accommodation and of becoming homeless.
- **Social Exclusion:** poverty can prevent people from participating as equals in society, from feeling part of their community and from developing their skills and talents. This process is often called social exclusion. For children growing up in poor families, poverty can mean not having the things their friends have, not being able to go on school trips, or having to get a part-time job to support the family. This can often lead to problems like bullying because poverty makes it harder to fit in.

References

1. National Action Plan for Social Inclusion (Government of Ireland, 2007) - available at www.socialinclusion.ie/documents/NAPinclusionReportPDF.pdf
2. EU Survey on Income and Living Conditions 2009 (Central Statistics Office, November 2010) - available at <http://www.cso.ie/releasespublications/documents/silc/Current/silc.pdf>
3. Financial Exclusion in Ireland: an exploratory study and policy review (Combat Poverty Agency, 2006) - available at www.combatpoverty.ie/publications/FinancialExclusionInIreland_2006.pdf
4. EU Survey on Income and Living Conditions: intergenerational transmission of poverty 2005 (Central Statistics Office, August 2007) - available at www.cso.ie/releasespublications/documents/eu_silc/current/intergenpov.pdf
5. Fair Play? Sport and social disadvantage in Ireland (Economic and Social Research Institute, 2006) - summary available at www.esri.ie/UserFiles/publications/20061205141407/BKMNINT190_ES.pdf
6. Poor Prescriptions: poverty and access to community health services (Combat Poverty Agency, 2007) - summary available at www.combatpoverty.ie/publications/PoorPrescriptions_Summary_2007.pdf
7. Against All Odds: family life on a low income (Combat Poverty Agency, 2002)

Exercise 1) The Important Stuff List

Two pairs of strong shoes	Pocket money every week
Buy new not second-hand clothes	Somewhere to play
Eat meals with meat, chicken, fish (or veg equivalent) every second day	Crisps & soft drink
Have a roast dinner (or equivalent) once a week	School books
Keep the home adequately warm	A family holiday every year
Buy presents for family / friends at least once a year	To be able to pay bills
Replace any worn out furniture	To be part of a sports / music club
Have family / friends for a drink or meal once a month	A mobile phone
Have a morning, afternoon or evening out once a fortnight, for entertainment	Clean air and water
A home that is warm and safe	A good brand of trainers
Healthy food	A car
A television and video Internet access	Medical care when necessary
A warm waterproof overcoat	Access to education

Exercise 1) The Important Stuff List

Role Card 1

A couple with no children, both working full-time

Role Card 2

A married couple with 1 child who has a disability, 1 working parent, living in the city

Role Card 3

A pensioner living alone in rural Ireland

Role Card 4

A single parent who is in full time education, with 2 children aged 7 and 3, 1 child is in school and 1 is in childcare

Role Card 5

A Traveller family, 3 children aged 9, 6 and 1 with no fixed address

Role Card 6

A retired couple living alone

Role Card 7

A single parent on One Parent Family Allowance with 3 children living in rural Ireland

Role Card 8

A single mother with 3 children aged 6, 4 and 2 living in a homeless shelter

Exercise 2) Definitions of Poverty

Poverty is traditionally defined as having little or no money and few or no material possessions. However, stemming from financial poverty, people may also feel excluded or marginalised from society as they may not have adequate means to participate in everyday life activities. So, poverty is usually examined by Absolute and Relative Poverty:

Absolute Poverty

When people do not have the physical necessities of life such as food, housing, access to education, healthcare or clothing to survive, they are said to be living in absolute poverty.

Relative Poverty

Relates to what a particular society considers people to be living in a state of poverty. For example, those with less than 60% of the average income are classified as living in poverty. This 'poverty line' is the agreed international measure used throughout the European Union

Related Forms of Poverty

Furthermore, there are other forms of poverty which do relate to financial poverty and they can have a longterm affect on people's well-being and participation in society (Please note these are only suggestive):



Poverty of Loneliness

Defined as a condition of emotional distress that arises a person may not have close-by support from family or friends. For example, an elderly person who may not live close to family members and may have poor health or a young person, who moves away from home for a job. This can impact on a person's well being or mental health.



Educational Poverty

Growing up in poverty can affect people's future: children who grow up in families experiencing poverty are more likely to leave school early and without qualifications, and to end up unemployed or in low-paid jobs - which means that they are more likely to experience poverty as adults.



Health Poverty

People who live in poverty are at greater risk of poor mental and physical health: they get sick more often and die younger than people who are better-off. Factors such as an poor diet, a higher rate of serious illnesses, a lower level of participation in sport and leisure activities, and a generally lower quality of life all contribute to lower levels of health and well-being among people who experience poverty.



Fuel Poverty

A household which is affected by fuel poverty is when people need to spend more than 10% of their income on all fuel use and to heat its home to a normal level of warmth. Fuel poverty considers all forms of means to heat of home - electricity, gas, coal and oil.

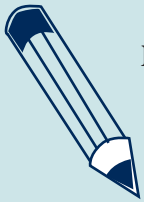
Exercise 2) Effects of Poverty



Discuss...

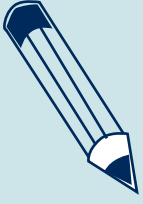
This exercise requires you to get into smaller groups within your class. When in your groups, look at the questions below and discuss together (you can also use the box below to write down a few key points from your discussion):

- Can you put in your own words the meaning of absolute and relative poverty?
- List the other forms of poverty you have just read about. Are there any other forms you can think of?
- Why do you feel that some people may experience poverty than others?
- Is there anything else apart from money, that could improve a person's/ family's quality of living?
- Linking back to a previous activity (Exploring Opportunities), can you describe the possible impact the different forms of poverty may have on someone's overall well being?
- Finally, what do feel causes or puts people at risk of living in poverty?



Key Points from Discussion...

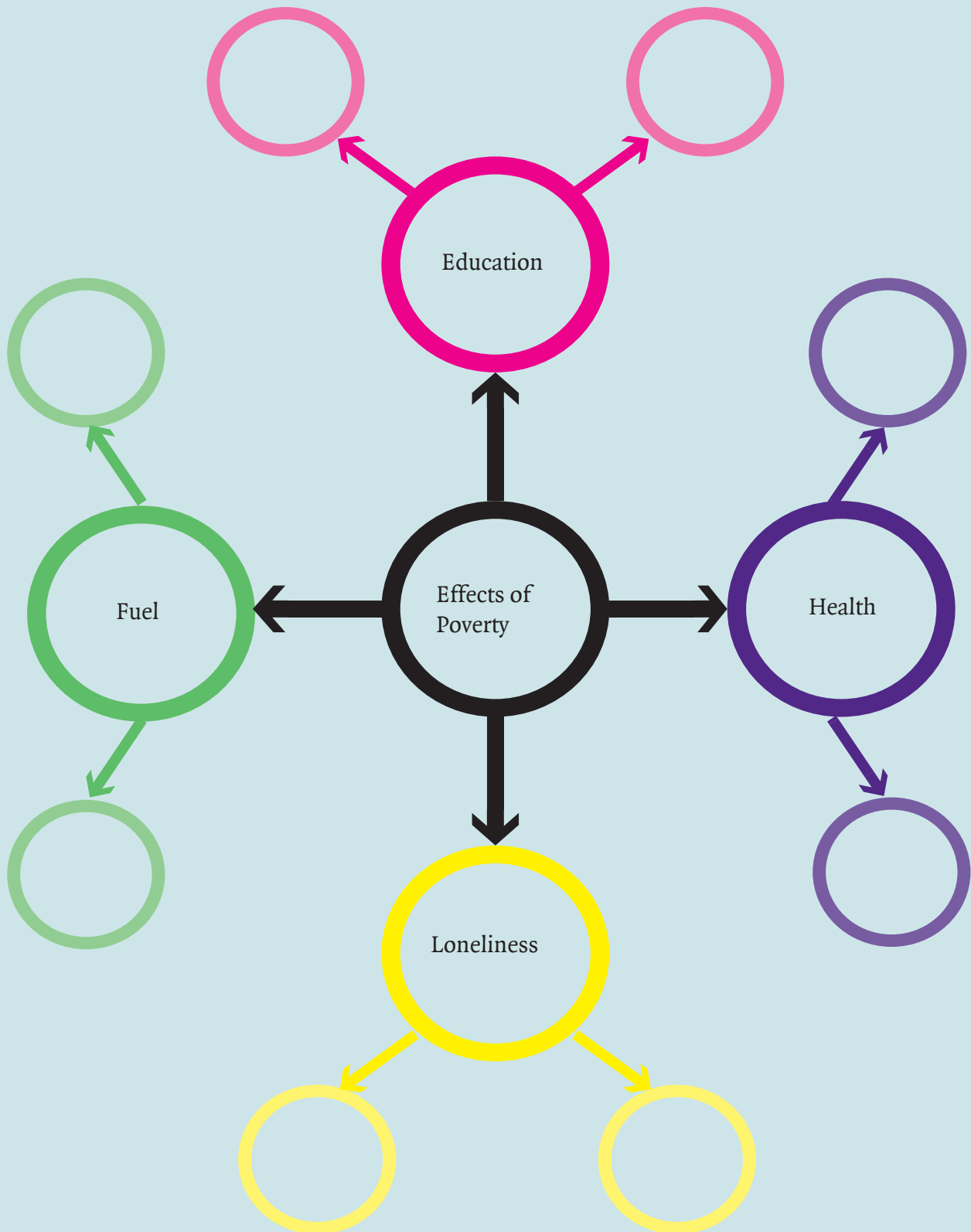
Exercise 2) Effects of Poverty



Write..

This exercise requires you to stay in your groups within your class. Using the previous sheet (Definitions of Poverty) and the information you discussed in exercise 2.2, fill in the Wheel of Consequence below.

Examine the effects of each form of poverty and how it can affect people:








Exercise 3). Weekly Budgets for households 2015; Minimum Essential Standard of Living (Adapted from the Joseph Rowntree Foundation)



£ per week	Single, Working Age	Couple, Pensioner	Couple, 2 Children (one aged 2-4; one primary school age)	Lone Parent, one child (aged 0-1)	Items
	£44.72	£71.99	£100.96	£56.85	Food
	£7.12	£12.37	£44.05	£22.54	Clothing
	£5.67	£6.69	£9.87	£9.39	Water Rates
	£15.19	£20.25	£23.62	£17.72	Council Tax
	£1.21	£1.63	£1.99	£1.66	Household Insurances
	£15.96	£17.16	£17.67	£14.73	Fuel
	£1.95	£1.95	£1.92	£1.92	Other Housing Costs
	£12.19	£16.09	£25.05	£20.35	Household Goods
	£2.96	£7.75	£12.45	£17.27	Household Services
	£0.00	£0.00	£228.41	£211.03	Childcare
	£14.00	£32.62	£39.09	£26.41	Personal Goods & Services
	£0.00	£0.00	£55.45	£51.51	Motoring
	£26.89	£13.07	£21.86	£3.78	Other Travel Costs
	£46.11	£58.00	£92.90	£49.15	Social & Cultural Activities
	£87.68	£85.83	£91.97	£85.83	Rent
Totals	£281.65	£345.40	£767.26	£590.14	Totals



Unit Four: Power and Society



 Aims of Unit:	To give pupils an overview of what and where power comes from and how it can be used.
 Intended Learning Outcomes:	<p>Pupils will be able to;</p> <ul style="list-style-type: none"> • understand different types and sources of power • comprehend that power can be used in both positive and negative ways • assess power structures within society • examine of how they can use their own power
 Activities/Methods used:	<ul style="list-style-type: none"> • Discussion • Group Work • Exercises • Moving debate • Reflection
 Thinking Skills & Personal Capabilities:	<ul style="list-style-type: none"> • Managing Information • Working with Others • Self-Management • Thinking, Problem Solving & Decision Making
 Cross-Curricular Skills:	<ul style="list-style-type: none"> • Communication

	Activity Type	Activity	 Resources needed	
1	Whole Class Activity (Active Learning)	Sources of power; “Power is.....”	<ul style="list-style-type: none"> • Post its & pens • Flip chart & markers / whiteboard 	5 mins
2	Whole Class Discussion	‘Defining Power’	<ul style="list-style-type: none"> • Flip chart & markers / whiteboard • Copies of definitions 	10mins
3	Group Work	Who makes your decisions?	<ul style="list-style-type: none"> • Pens and paper in groups • Prompt questions • Flip chart paper & markers / whiteboard 	10mins
4	Whole Class Activity (Active Learning)	“Powerful If.....”	<ul style="list-style-type: none"> • Role Cards • Statement cards 	10mins
5	Group Work	“Who Should have Power?”	<ul style="list-style-type: none"> • Large sheets / copies of body outline • Markers / colours 	15-20 mins
6	Group Work	“Our Stories of Power”	<ul style="list-style-type: none"> • Paper and pens 	15-20 mins
7	Reflective Worksheet	Reflective Journal	<ul style="list-style-type: none"> • Reflective Journal Unit 4 Sheet 	Homework Activity

1. “Power is...”

- Ask everyone to stand up
- Pick a person to start and ask them to say “power is _____” (can be anything they think relates to power) then sit down again
- Move around the room asking everybody to make a statement using a different power word
- If a person can’t think of a word they can pass but they have to stay standing. Hopefully they will have thought of something by the time it comes back around to them
- Write out the power words on post it notes as they come up
- Keep going until more than half the group are back in their seats / time is up
- End the game by asking everyone to sit back in their seats

2. Defining Power; Discussion, Key Words & Definitions.

Discuss what Power means in the following contexts;

- A) Personal
- B) Group
- C) Community
- D) Society (in Ireland)
- E) Internationally

(Ask the class to discuss how they think SVP has power within each of these contexts.)

- Isolate some key / common words throughout these discussions and keep note of them.
- Then take some definitions, from dictionaries / websites and go through them with the group.
- Are there any similarities / differences between these and the key words the group came up with? (see page 34 for examples)
- Ask the class to come up with their own definition.

3. Who makes your decisions?

- Divide into groups of about 4/5
- Ask groups to discuss and make a list of the different people who they think make decisions that affect them, as individuals, every day

Prompt Questions

- What decisions do you make for yourself? For example do you decide what time to go to bed / what you eat / what you wear / how much time you spend on school work / what you do when you are on holidays...
- Do / can you influence other people’s decisions? Try to think of some times when you have. How did this feel?
- Have you ever made a decision for someone else? Why did you do this? How did it feel? Was it the right decision for them? How did the other person feel?
- Can you think of a time when you felt you had no choice? If so how did it feel?

4. “Powerful If...” (who has the power to influence decisions)

- Ask pupils to line up at one end of the room. Give each pupil a role card (p 35), they need to respond to following statements as this character / in this role
 - Read out one statement at a time. Ask pupils to move forward one step if they think that the statement applies to their character
 - The first person to reach the end line is the most ‘powerful’
 - Ask pupils to introduce their characters before returning to their seats
- Discuss briefly how the exercise felt. How was it for the characters that didn’t move forward very much? Is it fair that some people have more power than others? How can a better balance of power be encouraged / promoted? (relate again to personal, group, community, society and international)

5. Who Should Have Power? (body map exercise)

- Divide class into groups of 5/6
- Give each group a large sheet and ask them to draw the outline of a person on it or use the one on p84
- Then ask them to consider who should have power in our lives and in society
- On the body outline they should write / draw some characteristics that they feel are important to have for someone who is in power / is powerful
- Different parts of the body can represent different traits – for example the head might represent how a powerful person thinks, chest / heart can be how their person feels, hands what they touch (impact) & feet what they do or action they take...
- Ask them to consider and differentiate between both positive and negative traits / characteristics within this
- What might their idea of a perfect leader look like?

6. “Our Stories of Power”

- Ask the groups do they think it is important that individuals take action to change things affecting them?
- Ask them to think of times when they took power and did something positive
- Ask pupils to share their experiences? Did it make them feel powerful and what was that like?

If there is additional time available;

- Divide into small groups (2-3)
- Ask the groups to decide on one story from their group
- Using the markers and paper ask them to draw their story using a picture / illustration
- Ask each group to feedback to the class.
- Finally allow each member of the class to vote on their favourite story (though they can’t vote for their own story!)

7. Reflection

- Use the quotes below to reflect on today's unit with your class / group
- For a short reflection use one (or more) quotes as class discussion in relation to this unit
- For more extended reflection see page 79 (copy for pupils)

Quotes

A) "A new command I give you: love one another. As I have you, so you must love one another. By this everyone will know that you are my disciples, if you love one another." John 13:34-45

B) "But it is not God's will for some to have everything and others to have nothing. This cannot be of God. God's will is that all his children be happy." Archbishop Oscar Romero

C) "There may be times when we are powerless to prevent injustice, but there must never be a time when we fail to protest." Elie Wiesel

Useful Links / Additional Resources	
NYCI Youth Work & Development Education Resources	www.nyci.ie / www.youthdeved.ie
"More Power to Youth" Resource pack	http://www.youthdeved.ie/sites/youthdeved.ie/files/More_Power_to_Youth.pdf
"Rich Man's World" Resource Pack	http://www.youthdeved.ie/sites/youthdeved.ie/files/A-Rich-Man%27s-World.pdf
Comhairle na nÓg; Young Voices Local Resources; Youth Councils across Ireland giving Young People a voice on local services and policies	http://www.comhairlenanog.ie
UK Youth Parliament (Northern Ireland Representatives)	http://www.ukyouthparliament.org.uk/area/northern-ireland/
General information on functions and powers of the UK Youth Parliament	http://www.ukyouthparliament.org.uk/about-us/

Exercise 2): Some Definitions of power

- “Power is the capacity to produce an intended effect. It may be used or abused.” (Rigby 2001)
- “The capacity or ability to direct or influence the behaviour of others or the course of events”
Oxford English Dictionary
- “Ability or capacity to do something” Collins English Dictionary
- “Ability to do or act; capability of doing or accomplishing something” Dictionary.com
- “In social science and politics, power is the ability to influence the behaviour of people.”
([http://en.wikipedia.org/wiki/Power_\(social_and_political\)](http://en.wikipedia.org/wiki/Power_(social_and_political)))
- “Ability to cause or prevent an action, make things happen; the discretion to act or not act.
Opposite of disability, it differs from a right in that it has no accompanying duties.”
(Businessdictionary.com)






Exercise 4): Powerful If...



ROLE CARDS	STATEMENTS
A young male Traveller attending a local school	I have the power to create change in my school / club
A teenage asylum seeker in Ireland who is separated from his family	I have the power to create change in the world
A young wheelchair user living in a rural town	I feel I have no influence in my community
An elected member of a National Youth Parliament	People listen to me when I make suggestions
A girl who encourages leaders in her youth club to only buy fair trade tea and biscuits	People make decisions on my behalf
A girl who encourages leaders in her youth club to only buy fair trade tea and biscuits	Being young does not make people treat me differently
A teenage boy who is chairperson of a group taking action to improve the health of young people in the local community	I have the same opportunities as other young people in my community
A fifteen year old boy who left school this year	I have the same opportunities as other young people in the world
A leaving cert pupil who is planning to study political science in college	I get the respect I deserve
A young boy who was kidnapped to be a child soldier	The media portrays me fairly
A young man / woman who is legally allowed to vote	I have money so I have power
A teenage boy with a speech impediment living in an inner city	If I want something I have the power to get it



Unit Five: Human Dignity - Rights and Responsibilities



 Aims of Unit:	Pupils will have an understanding Human Rights, rights & responsibilities and how these contribute to the protection of human dignity
 Intended Learning Outcomes:	<ul style="list-style-type: none"> • Pupils will understand that every individual is entitled to certain rights & the protection of these rights • Pupils will be aware of the relationship between rights and responsibilities
 Activities/Methods used:	<ul style="list-style-type: none"> • Group Work • Exercises • Discussion • Active Learning • Visual Arts
 Thinking Skills & Personal Capabilities:	<ul style="list-style-type: none"> • Managing Information • Working with Others • Being Creative • Thinking, Problem Solving & Decision Making
 Cross-Curricular Skills:	<ul style="list-style-type: none"> • Communication

	Activity Type	Activity	 Resources needed	
1	Whole Class Activity	What are Human Rights?	<ul style="list-style-type: none"> • Whiteboard/flipchart paper & markers • Youth Friendly Version of UDHR 	5 mins
2.1	Whole Class Activity (Active Learning)	'Human Rights History'	<ul style="list-style-type: none"> • Human Rights role cards 	15mins
2.2	Group Work	'Human Rights History In Action'	<ul style="list-style-type: none"> • Human Rights roles cards, • Youth Friendly Version of UDHR 	10mins
3	Group Work	Matching Rights & Responsibilities	<ul style="list-style-type: none"> • Rights poster x2, • Responsibilities cards (1 per team), blue tack 	10mins
4.1	Group Work	Human Rights Images	<ul style="list-style-type: none"> • Youth Friendly version of UDHR and set of images for each team 	10 mins
4.2	Group Work	Human Rights Images-Consequences	<ul style="list-style-type: none"> • A set of images for each team 	10 mins
4.3	Group Work	Human Rights Images-Human Rights Activists	<ul style="list-style-type: none"> • A set of images for each team 	10 mins
5	Whole Class Activity	Review	<ul style="list-style-type: none"> • Bridge graphic, • Post it notes & pens 	15 min
6	Reflective Worksheet	Reflective Journal	<ul style="list-style-type: none"> • Reflective Journal Unit 5 Sheet 	Homework Activity

1. What are Human Rights?

- Ask the class/group to list all the words, phrases, people or images that come to mind when they hear ‘Human Rights’-record these on the whiteboard/flipchart
- Ask the class/group to name all the Human Rights they are aware of- record these on the whiteboard/flipchart
- Distribute the Universal Declaration of Human Rights (Youth Friendly Version)-ask the class/group to identify any rights not included in the list on the whiteboard.

Review questions:

What are Human Rights? Are Human Rights new? Are there any rights listed in the UDHR you are surprised by? Are there any rights you would add in?

2.1 Human Rights History

- Using the Human Rights role cards, assign each pupil a role.
- Split the class into two groups. One group forms a circle in the middle (sitting or standing) and the other group forms an outer circle facing in.
- Ask each pair to introduce themselves using the character role they have been assigned and the character they have just met. E.g. “ I am.....the last person I met was...”
- Ask the outer circle to rotate one place clockwise, and the inner circle to rotate one place anti-clockwise to create a new pair and repeat the activity.
- Pupils should continue to rotate clockwise until they have met at least 5 other characters.

Review questions: Did anything surprise you about the activity? Which characters had you heard of/not heard of before? Where there any people missing, who you feel should have been included?

Adapted from: Making Human Rights Real, developed by Amnesty International

https://www.amnesty.org.uk/sites/default/files/book_-_making_human_rights_real.pdf

2.2 Human Rights History in Action

- Divide the pupils into groups
- Using the characters from the previous activity, ask the pupils to identify the rights (from the UDHR- Youth Friendly Version) that the person was fighting for.

Review questions: What right or rights was your character fighting for? If they lived in the past, what issues do you think they would be concerned with today?

3. Matching Rights & Responsibilities

- Copy the poster of rights and place one copy at either side of the room
- Divide the group in two and give a copy of the responsibility cards to each group
- Give each group some blue-tack and ask them to put a piece on the back of each responsibility card
- Explain that the first group to match the responsibilities to the rights will win the game
- Each team must send the pupils one at a time in relay rotation up to the rights poster to place a responsibility card beside the corresponding right
- When the first group finishes, go through their answers and see if they are all correct

Review questions:

Which are more important, rights or responsibilities? Why? Do we take our responsibilities seriously? Which responsibilities do you feel are most relevant to young people in Ireland? Can you think of examples where your rights may conflict with the rights of someone else? How can we behave responsibly in this situation.

Adapted from 'Setting Our Sights on Rights' developed by NYCI
<http://www.youthdevd.ie/nyci/setting-our-sights-rights-2008>

4.1 Human Rights Images

{Note: Please use activities 4.1, 4.2 & 4.3 together}

- Divide the class into teams
- Each team is given the youth friendly version of the UDHR and a set of images
- Ask each team to create a caption for each image to identify rights that are being upheld or denied
- Were there any pictures which depicted more than one right?

{For more information on the UDHR please see: Universal Declaration of Human Rights: Note for Teachers & Pupils}

4.2 Human Rights Images-Consequences

- Remaining in their teams ask the pupils to re visit their captioned images
- For each image ask the pupils to record:
 - i) the consequence(s) of the right being denied
 - ii) the consequence(s) of the right being upheld

Review questions:

Were there multiple consequences for people when rights were upheld/denied? What will the consequences be in the short term? What will they be in the long term?

4.3 Human Rights Images - Activism

- Ask the pupils what they think it means to be a Human Rights Activist?
- Using the Human Rights Images, ask the pupils to think back to the characters from Exercise 2
- What would they think about the denial of human rights depicted in the pictures? What would they try to do about it? Is there anything that we could do?

5. Review (Optional - if time allows)

- Divide the class in to groups
- Project the bridge graphic supplied on to the board
- Give each pupil 3 post it notes
 - i) On one side of the bridge ask them to list all the things that make society unequal or unjust.
 - ii) On the other side of the bridge ask them to list what an equal & just society would look like.
 - iii) In the middle of the bridge ask them to write the things that need to happen to get from one side of the bridge to the other (i.e. to move from an unjust society to a just one)

Adapted from ‘A Rich Man’s World?’ developed by NYCI http://www.youthdeved.ie/development_education/rich-mans-world

6. Reflection

- Use the quotes below to reflect on today’s unit with your class / group
- For a short reflection use one (or more) quotes as class discussion in relation to this unit
- For more extended reflection see page 78 (copy for pupils)

“Everyone who stops beside the suffering of another person, whatever form it may take is a Good Samaritan. This stopping does not mean curiosity but availability. It is like the opening of a certain interior disposition of the heart...The name ‘Good Samaritan’ fits every individual who is sensitive to the suffering of others, who is moved by the misfortune of another”-Pope John Paul II

“Commit yourself to the noble struggle for human rights. You will make a greater person of yourself, a greater nation of your country and a finer world to live in”- Martin Luther King Jr

“Human rights are inscribed in the hearts of people; they were there long before lawmakers drafted their first proclamation”-Mary Robinson

Please see Reflective Journal p80 for accompanying questions

Useful Links / Additional Resources

Description	Where available
Amnesty International ; website	www.amnesty.org/en
UN Declaration of Human Rights (full version)	http://www.un.org/en/documents/udhr/
“Know your Rights and responsibilities” UN Convention on Rights of the Child	http://www.unicef.org/rightsite/files/#Know_your_rights_and_responsibilities.pdf
NYCI Youth Work and Development Education Resources Sustainable Development Goals Resource Setting your Sights on Rights Resource	http://www.youth.ie/nyci/resources-youth-workers http://www.youth.ie/sites/youth.ie/files/SDGs_Youth_Resource%20_Pack.pdf http://www.youthdeved.ie/sites/youthdeved.ie/files/Setting_our_Sights_on_Rights.pdf
NICCY – Northern Ireland Commissioner for Children and Youth People	http://www.niccy.org/
Northern Ireland Human Rights Commission	http://www.nihrc.org/
BORIS – Bill of Rights for Northern Ireland Teaching Resources	http://taranall.ie/cms/wp-content/uploads/2010/08/A_Bill_of_Rights_Teachers___Pack_January_2010_Guidance_Notes.pdf

Useful Definitions

Term	Source	Definition
Human Dignity	http://www.cspe.tv/id1.html	This means that everyone has the right to satisfy basic needs, such as food, security, shelter and education. Dignity gives an individual a sense of value and worth.
Human Dignity	http://www.catholicsocialteaching.org.uk/themes/human-dignity/	Human dignity is something that can't be taken away. Catholic Social Teaching states that each and every person has value, are worthy of great respect and must be free from slavery, manipulation and exploitation.
Human Rights	United Nations	<p>Human Rights are the rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible.</p> <p>Universal human rights are often expressed and guaranteed by law, in the forms of treaties, customary international law, general principles and other sources of international law. International human rights law lays down obligations of Governments to act in certain ways to refrain from certain acts, in order to promote and protect human rights and fundamental freedoms of individuals or groups.</p>
Responsibilities	Merriam-Webster Dictionary	<ul style="list-style-type: none"> • the state of being the person who caused something to happen • a duty or task that you are required or expected to do • something that you should do because it is morally right, legally required, etc.

Exercise 1) Universal Declaration of Human Rights (UDHR) Youth-Friendly Version

Human Rights are for every human being. The Declaration says that we are all born free and equal.

We all have:

 The right to life and to live in freedom and safety.	 The right to own things and not to have these things taken from us without a good reason.
 The right not to be hurt or tortured.	 The right to belong to a country.
 The right to be treated fairly by the law, which should be the same for everyone.	 The right to our beliefs and to have a religion.
 The right to ask the law to help us if we are not treated fairly.	 The right to have ideas and say what we think.
 The right not to be put in prison without a good reason or to be sent away from our country.	 The right to meet other people and assemble in a peaceful way.
 The right to be tried in public.	 The right to our good name.
 The right not to be blamed for doing something until it is proven that we did it.	 The right to a home, enough money to live on and health care if we get ill.
 The right to take part in the government of our country and the right to vote if we are old enough.	 The right to share in the cultural life of our community.
 The right to our own way of life and to enjoy the good things that science and learning can bring.	 The right to a job, a fair wage for our work and to join a trade union.
 The right to travel freely in our own country and to go abroad if we wish.	 The right to rest from work, to relax and play.
 The right to go to another country if we are frightened of being badly treated in our own country.	 The right to a good life and to receive care and support if we need it.
 The right to own things and not to have these things taken from us without a good reason.	 The right to a good life and to receive care and support if we need it.
 The right to marry and have a family.	 The right to go to school and receive free primary education.
 The right to privacy – no one should come into our home, open our letters or bother us or our families without a good reason.	

The Declaration also says that everyone must respect the 'social order' so that we can all enjoy rights and freedoms in our own country and all over the world. We also have a responsibility to respect the rights of other people, the community and public property.

Source: LIFT OFF Cross Border Primary Human Rights Education Initiative

For a full version of the UDHR go to www.un.org/Overview/rights.html

Exercise 1) Universal Declaration of Human Rights Note for Teachers & Pupils

After World War II delegates from 48 countries gathered to set up the United Nations (UN). The UN was set up to prevent wars between countries and provide a place for states to communicate. The Human Rights Commission was set up to create a document outlining the human rights that everyone in the world should have. The Commission wrote the Universal Declaration of Human Rights (UDHR). The UDHR summarises human rights into 30 articles. These articles can be divided into two broad categories:

Civil & Political Rights



These are the rights that protect people from abuse of government power and promote individual freedom. For example-Everyone has the right to a fair and public trial

Economic, Social & Cultural Rights



These are the rights that protect economic, social and cultural security. For example- Everyone has the right to an adequate standard of living and medical help if they are ill

The UDHR is not the same as law. It sets out standards that countries should aim to achieve. The UN General Assembly adopted the UDHR in 1948. Since then international human rights laws have been developed, based on the principles set out in the UDHR.

Think about it....



Using the Universal Declaration of Human Rights (Youth Friendly Version)

- Divide the rights into two lists: Civil & Political Rights and Economic, Social & Cultural Rights
- What would happen if we had Civil & Political Rights without Economic, Social & Cultural Rights? And visa versa?
- Are both categories of rights equally important?

Adapted from: Making Human Rights Real, developed by Amnesty International
https://www.amnesty.org.uk/sites/default/files/book_-_making_human_rights_real.pdf

Exercise 2) Human Rights History-Human Rights Role Cards

<p>You are Hammurabi, the King of Babylon (now Iraq) You lived from 2123 -2080 BC</p> <p>You were one of the first leaders to actually write down laws. Your laws promised to ‘make justice reign, to destroy the wicked and violent and to promote the good of the people’. If people were charged with a wrong-doing your laws made sure they were treated as ‘innocent’ until someone could prove they were ‘guilty’. Punishments for breaking your laws were very harsh and often ended in death.</p>	<p>You are Moses, A Jewish leader and prophet You lived around 1200 BC</p> <p>You led the people of Israel out of Egypt where they had been slaves and eventually led them to freedom in Israel. You were given the Ten Commandments at Mount Sinai and promoted these to your people. These Commandments told people how to behave towards their God and towards other human beings. Punishments for breaking these laws would be seen as harsh by modern standards.</p>
<p>You are Zarathustra, a mystic from Persia (now Iran). You lived from 628-551 BC</p> <p>You were the founder of the Zoroastrian faith. You believed that the purpose of every human being’s life was to promote truth. You taught that everyone should actively participate in life through thinking good thoughts, saying good words and doing good deeds for the good of others.</p>	<p>You are Cyrus the Elder, King of Persia (now Iran) You lived from 600-529 BC</p> <p>You drew up a charter for the people in your kingdom and wrote it down on what is now called the ‘Cyrus Cylinder’. This charter promised not to force any person to change their religion and faith and guaranteed freedom for all. The United Nations has called this charter the ‘first human rights document’</p>
<p>You are Siddharta Gautama Sakyamuni, the Buddha, a teacher and philosopher from India You lived from 550-480 BC</p> <p>You were the founder of Buddhism. You preached respect for the dignity of life, believed in non-violence and promoted among others things the need for ‘right conduct’ towards others.</p>	<p>You are Plato, a philosopher from Greece. You lived from 384 to 322 BC.</p> <p>You believed in universal truth and virtue and that these ideas were above the laws of individual states. In one of your major books ‘The Republic’ you outlined different types of government arguing that the best kind of government is truly just.</p>
<p>You are Meng-Tse (Mencius), a philosopher from China. You lived from 371 to 289 BC.</p> <p>You believed that all human beings were naturally good. You taught that people were the most important part of any state and that rulers should provide for the needs of their people. You also taught that was acceptable for people to overthrow a ruler or even kill them if the ruled harshly or unjustly</p>	<p>You are Spartacus, a slave and gladiator in Greece/Italy. You lived from 110 to 71 BC.</p> <p>You escaped from gladiator school in 73 BC with 70 other slaves and raised an army to fight against the Romans. You fought against oppression and for freedom from slavery. You defeated two Roman armies before you were captured and crucified.</p>

Exercise 2) Human Rights History-Human Rights Role Cards

<p>You are Brigid Brethera, from Ireland. You lived around 30 AD.</p> <p>You were an official 'lawgiver' in Ireland. You made judgements based on Brehon Law- ancient Irish law that amongst other things promoted the idea of equality. The lowest clansman was seen as equal to the king and women as equal to men. You were responsible for granting the right to women to inherit the land from their fathers in the absence of sons</p>	<p>You are Patrick, Apostle of Ireland. You lived from 378 to 493 AD.</p> <p>You brought Christianity to Ireland. You were one of the nine scholars who wrote the 'Senchus Mor'. This book was based on old Irish law (called Brehon Law) but only included laws that were compatible with Christianity. Amongst other things the Senchus Mor outlined laws relating to the rights and privileges of each section of society from the King down to the slave. It also kept the tradition of Brehon Law by not allowing the use of the death penalty.</p>
<p>You are King John of England. You lived from 1167 to 1216.</p> <p>You were forced by English Barons to sign the Magna Carta ('Great Charter'). This charter limited your power. It meant that Kings had to obey certain 'laws' too. It explicitly protected certain rights of your subjects such as the right to appeal against unlawful imprisonment. It is recognised as an early human rights document</p>	<p>You are John Ball, a priest from England. You lived from 1340 to 1381.</p> <p>You were a leader in the Peasant's Revolt in 1381 in which peasant's rebelled against unfair treatment by their Lords, the Church and King Richard II. You believed that since God had created everyone as equals that it was unjust for the rich to have more than poor. You once said 'They have fine houses and manors, and we have to brave the wind and rain as we toil in the fields'. You were executed in 1381.</p>
<p>You are John Locke, a philosopher from England. You lived from 1632 to 1704.</p> <p>You believed that there were moral laws that applied to everyone and that even rulers were not above these laws. You wrote about how government should serve the people by protecting life, liberty, and property. You argued for the need to limit government power and insisted that when government abused individual rights, people had a right to rebel.</p>	<p>You are Jean-Jaques Rousseau, a philosopher from Switzerland. You lived from 1712 to 1778.</p> <p>You wrote a book called the 'Social Contract' which opens with the famous line: 'Man is born free but is everywhere in chains'. You argued that governments could only use their power if it was agreed by the 'general will' of the people. Governments could not do whatever they wanted- they only had their power because the people gave it to them.</p>
<p>You are Mary Ann McCracken, social activist from Belfast. You lived from 1770 to 1866.</p> <p>You campaigned and worked for various causes, such as the welfare of women and children, the abolition of slavery, and political equality for women. You led the Women's Abolitionary committee in Belfast during the height of the anti-slavery movement. At the age of 88 you could be seen in Belfast docks, handing out antislavery leaflets to those boarding ships bound for the United States, where slavery was still practised.</p>	<p>You are Thomas Paine, an English writer and revolutionary. You lived from 1737 to 1809.</p> <p>You were famous for your writings about revolution in America and France and believed that governments should protect the rights of their citizens. You were opposed to slavery and the death penalty. You were one of the first to campaign for the idea of a world peace organization and for social security for the poor and elderly.</p>

Exercise 2) Human Rights History-Human Rights Role Cards

<p>You are Thomas Jefferson, the third President of the USA. You lived from 1743 to 1826.</p> <p>You believed that government should serve the people and that people had the right to alter or abolish a government that abused their rights. You were the main author of the American Declaration of Independence which famously states: 'We hold these truths to be self evident that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness</p>	<p>You are Mary Wollstonecraft, an English writer. You lived from 1759-1794 AD</p> <p>You are known as the Mother of Feminism. You wrote a book called 'Vindication of the Rights of Women' and argued women should have the same rights as men. You attacked the way women were prevented from having a good education. You said this kept women in a state of "ignorance and slavish dependence." You were critical of societies that encouraged women to be "docile and attentive to their looks to the exclusion of all else."</p>
<p>Elizabeth Fry, a Quaker campaigner in Britain. You lived from 1780-1845 AD</p> <p>You were appalled at the conditions in women's prisons and gave your time to help them by providing clothes etc for them. You also campaigned for changes in the law to improve the conditions in prisons. You were opposed to the death penalty and also campaigned for the homeless in London and improvements in the way patients were treated in mental asylums.</p>	<p>You are Abraham Lincoln, 16th President of America. You lived from 1805-1865 AD</p> <p>You ended slavery in America and led the Union to victory against the Southern Confederacy in the American Civil War. In a famous speech at Gettysberg you said 'I know there is a God and He hates injustice and slavery'.</p>
<p>You are John Stuart Mill, an English philosopher and Member of Parliament. You lived from 1806 to 1873.</p> <p>In your book On Liberty, you argued strongly in favour of free speech and individual freedoms. You argued that each individual has the right to act as he wants, so long as these actions do not harm others. You also said that society had no right to interfere if a person decided to take an action that only affected them, even if society felt the person was harming themselves. You were opposed to slavery and a strong supporter of women's liberation.</p>	<p>You are Karl Marx, a communist philosopher from Germany. You lived from 1823 to 1883.</p> <p>You wrote 'The Communist Manifesto' with help from Friedrich Engels. You argued that the working class should overthrow the ruling classes. You said that 'The workers have nothing to lose but their chains'. You believed that equality was more important than liberty, especially in the ownership of private property. Only one fundamental right existed under your system, that of revolution.</p>

Exercise 2) Human Rights History-Human Rights Role Cards

<p>You are Jean-Henri Dunant, a humanitarian businessman from Switzerland. You lived from 1823 to 1910.</p> <p>After witnessing the aftermath of the Battle of Solferino you organised volunteers to help the wounded and prisoners of war. You worked to establish the International Committee of the Red Cross to care for wounded, sick and homeless in wartime. Your ideas helped to develop international treaties known as the Geneva Conventions which protect the treatment of prisoners of war and civilians during wartime.</p>	<p>You are Emmeline Pankhurst, a women's rights activist from the UK. You lived from 1858 to 1928.</p> <p>You were a suffragette and campaigned for the rights of women to vote. You founded the Women's Social and Political Union in 1903 which encouraged women to take action to fight for the right to vote. You were imprisoned 13 times because of your political activities. You even went on hunger strike to make your case known and were violently force-fed in prison. In 1918 women over thirty were given the right to vote. Women were given the same voting rights as men in 1928, just before you died.</p>
<p>You are Mohandas Karamchand Gandhi, a spiritual leader from India. You lived from 1869-1948 AD</p> <p>You were known as Mahatma (the Great Soul). You were a political and spiritual leader in India's struggle for independence from Britain. You used non-violent means of protest such as fasting and boycott of British goods and British institutions to campaign against unjust laws and poor treatment of the Indian people. You also fasted to bring about peace between the faiths in India.</p>	<p>You are Eglantyne Jebb, a children's rights activist from England. You lived from 1876-1928 AD</p> <p>You founded the Save the Children Fund, originally set up to protect and look after the welfare of children affected by the first world war. You drafted the first Declaration of the Rights of the Child which amongst other things stated that 'the child that is hungry must be fed, the child that is sick' and that the child 'must be protected against every form of exploitation'.</p>
<p>You are Eleanor Roosevelt, First Lady of the United States of America. You lived from 1884-1965 AD</p> <p>You were the wife of President Franklin D. Roosevelt. You were an advocate for civil rights and worked to improve the position of working women. You supported the formation of the United Nations. Your major achievement was your role in helping to write the Universal Declaration of Human Rights, which you referred to as the 'Magna Carta of mankind'.</p>	

Exercise 3) Poster of Rights

Rights; I have the right to...	Matching Responsibilities
...an education	
...see a doctor if I am unwell	
...leisure and play	
...an opinion	
...be treated equally	
...a home	
...a clean environment	
...protection from violence	
...a nationality	
...healthy food	
...my beliefs	
...clean drinking water	

Exercise 3) Responsibility Cards

I have the responsibility to...

Pay attention in class	Look after my health
Tidy up after games	Listen to others
Not discriminate	Care for my home
Not litter	Not intimidate others
Respect others names and identities	Not waste food
Respect others	Not waste water

Exercise 3) Responsibility Cards



Image 1.



Image 2.



Image 3.



Image 4.



Image 5.



Image 6.



Image 7.



Image 8.

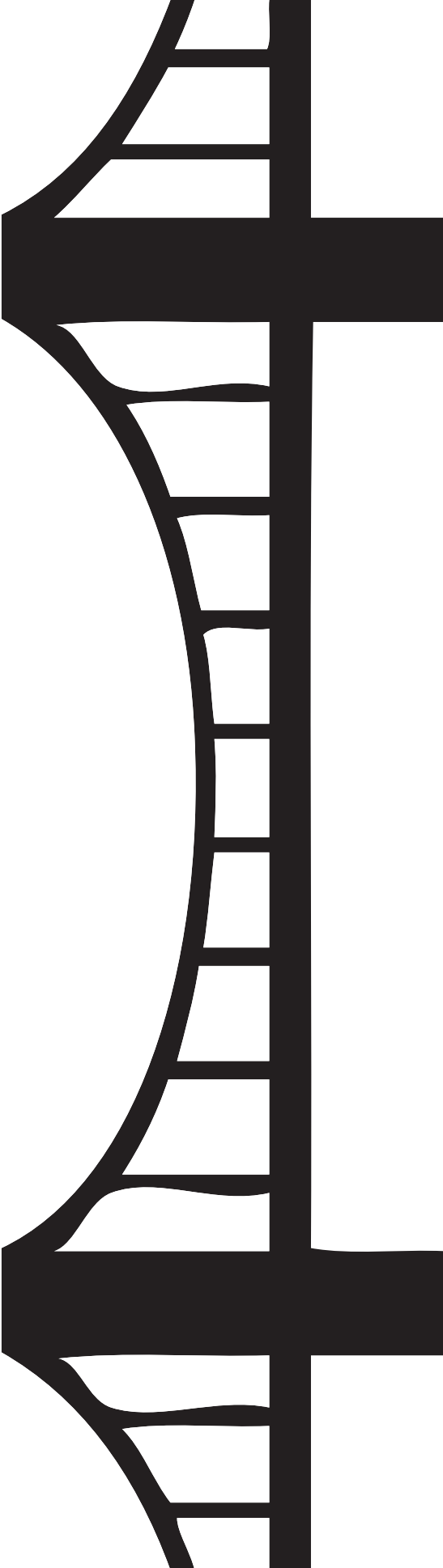


Image 9.



Image 10.






Exercise 5) Bridge graphic







Unit Six: Social Justice & Equality



	Aims of Unit:	Pupils will explore social justice in real terms and through this exploration they will develop a better awareness of the complexities of social justice issues and how they can impact on individual's equality in society.
	Intended Learning Outcomes:	<p>Pupils will;</p> <ul style="list-style-type: none"> • Develop an understanding of what social justice / social injustice means • Explore the impact of a variety of social injustices / inequality on individuals • Examine importance of and ways to encourage inclusion • Understand different perspectives in relation to equality and discrimination • Examine the need to consider others when addressing issues of social justice
	Activities/Methods used:	<ul style="list-style-type: none"> • Mindmap • Case studies (& videos) • Discussions • Group work • Story telling • Reflection
	Thinking Skills & Personal Capabilities:	<ul style="list-style-type: none"> • Working with Others • Managing Information • Thinking, Problem Solving and Decision Making • Being Creative
	Cross-Curricular Skills:	<ul style="list-style-type: none"> • Communication • Using Maths

	Activity Type	Activity	 Resources needed	
1	Whole Class Activity	Mindmap "What is Social Justice?" V "What is social injustice?"	<ul style="list-style-type: none"> • Copies of wordstorm sheet • Post it notes • Pens 	10 mins
2	Whole Class Activity (Active Learning)	'Equality Means...'	<ul style="list-style-type: none"> • Equality means statements • Elements in equality' 	20mins
3	Group Work	Equality Snakes and Stairs	<ul style="list-style-type: none"> • Snakes & stairs board for each team • Counters for Pupils • Role Cards • Compass Cards 	20-25mins
4	Group Work	SVP Social Justice Videos	<ul style="list-style-type: none"> • Video: www.svp.ie/videos • Internet access to watch clips from SVP campaign 2016 • Questions list 	10mins
5	Group Work	Alternative Fairy Tales	<ul style="list-style-type: none"> • Copies of Red Riding Hood story • Copies of The Accused Wolf Story 	15-20 mins
6	Reflective Worksheet	Reflective Journal	<ul style="list-style-type: none"> • Reflective Journal Unit 6 Sheet 	Homework Activity

1. What is Social Justice / what is Social Injustice; Mindmap

- Divide the class into groups (4-6 in each group).
- Pass out the mindmap sheets to each group and ask them to add comments using the prompt questions. **This exercise was also used in unit one so it will be interesting to see if the pupils' understanding and awareness of issues has progressed or developed since then.**
- Ask groups to feedback to the whole group.

2. Equality Means

2.1)

- Ask the class / group what they think of when they hear equality? What does it mean to them?
- Divide into 4 groups and ask them to consider the following statement “Equality is not just about ‘treating everyone the same’ – it is more complicated than that”
- Give each group one element of equality to consider (give them questions from p58 to help them) from the list below;
 - i) Equality is about opportunities and outcomes
 - ii) Equality is about relationships
 - iii) Equality is about participation
 - iv) Equality is about recognition and respect
- Ask the groups to feedback

2.2)

Finally run through some of the ‘Equality Means’ statements from the list on p59, ask the group to comment on these.

3. Equality Snakes and Stairs:

- Divide the class into teams with no more than 6 people per team
- Give each team a copy of the snakes and stairs board. Each team member is given a different role card- they must play the game as this person
- Every time a player lands on the compass symbol they take a compass card. The group must decide if the answer to the question is yes or no. If it is yes, move forwards 3 spaces, if it is no, move back 3 spaces.
- Remember to go up the stairs and down the snakes!

Review Questions:

Which role won the game and why? Who came last and why? Was the game fair? Did everyone have an equal chance of winning? Do some people have more opportunities than others?

Adapted from: ‘Just Us or Justice’ developed by NYCI -
<http://www.youth.ie/nyci/just-us-or-justice>

4. SVP Case Studies

- Again divide class into small groups (3/4 per group).
- Give each group a case study
- Ask them to consider the following questions in relation to the case study they have:
 - What are the issues for this person / family?
 - What is the immediate effect on the person / family?
 - If the situation continues as it is what might happen over the longer term?
 - What does this person / family need most of all right now?
 - What do they need in the longer term?
 - Whose responsibility is it to make sure that the social justice issue(s) identified is/are addressed?
 - Who can help make sure that these issues are addressed?
 - Can you imagine what it would be like to be this person / a part of this family?

Please note: There are SVP Videos which are based on real life stories. Some situations are not relevant to Northern Ireland Welfare Schemes, but are good examples of examining human empathy in situations of poverty and social exclusion. They can be accessed via www.svp.ie/videos

5. Alternative Fairy Tales:

- Divide class into 4 equal groups.
- Ask are they familiar with the story Little Red Riding Hood?
- Give a copy of the original Little Red Riding Hood story to 3 groups - give the last group the Wolf's story. Ask them all to read their story in their group.
- Ask each group to consider the actions of the various characters in the story. Did they act fairly, did they do anything wrong? How would it feel to be that character in the story?
- Give each group a character and ask them to feedback, in 1 minute, to the rest of the class their side of the story. The last group should always be given the character of the Wolf.
- After every group has had a chance to give their side of the story open the floor to questions.

Each group should try to convince the others that their story is the right one and the only way to look at it. Allow the discussion to continue for a few minutes.

Debrief: Ask some of the following questions to the whole group

- Whose story is most convincing?
- Has anyone ever considered the Wolf's story before?
- What is the effect of hearing only one side of a story?
- Why do people only tell one side of the story? (e.g. power, politics, influence, financial gain).
- Can you think of any stories in real life that were only shown from one perspective or side?

(Adapted from NYCI; The Whole Story resource

http://www.youthdeved.ie/sites/youthdeved.ie/files/The_Whole_Story.pdf)

6. Reflection

- Use the quotes below to reflect on today's unit with your class / group
- For a short reflection use one (or more) quotes as class discussion in relation to this unit
- For more extended reflection see page 81 (copy for pupils)

Quotes:

1. "The order of the Society is based on two virtues: justice and charity...Charity is the Samaritan who pours oil on the wounds of the traveller who has been attacked. It is justice's role to prevent the attack"-Blessed Frederic Ozanam
2. "Injustice anywhere is a threat to justice everywhere...whatever affects one directly, affects all indirectly"-Martin Luther King Jr
3. "Justice consists of that love, which in words, actions and attitudes, I am obliged to render to my neighbour. Thirst for justice must lead us to desire greater things"-St Louise de Marillac

Useful Links / Additional Resources	
SVP website; Social Justice pages	http://www.svp.ie/Social-Justice.aspx
"Voices Heard" SVP Campaign to End Austerity in Budget 2014	http://www.svp.ie/Social-Justice/Make-Your-Voice-Heard.aspx
"The Human Face of Austerity"; This publication provides an insight into the reality of life on a low income.	http://www.svp.ie/News/Downloads/Publications/Face-of-Austerity-Oct-2012.aspx Copy of Booklet available on request
Social Justice Ireland Website	http://www.socialjustice.ie/
Vincentian Partnership for Social Justice	http://www.justicematters.ie/

Useful Definitions

Term	Source	Definition
Justice	Oxford Dictionary	<ul style="list-style-type: none"> • [mass noun] just behaviour or treatment:a concern for justice, peace, and genuine respect for people • the quality of being fair and reasonable:the justice of his case • the administration of the law or authority in maintaining this:a tragic miscarriage of justice

Useful Definitions (Cont...)

Equality	Oxford Dictionary	<ul style="list-style-type: none"> • 1 [mass noun] the state of being equal, especially in status, rights, or opportunities: an organization aiming to promote racial equality • 2 Mathematics a symbolic expression of the fact that two quantities are equal; an equation.
Equality	National Youth Council of Ireland	<p>Equality is not always about treating everyone the same – it is about treating people in such a way that the outcome for each person can be the same. This means putting things in place to support people to achieve similar outcomes. http://www.intercultural.ie/content/what-equality</p>
Human Rights	United Nations	<ul style="list-style-type: none"> • Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible. <p>Universal human rights are often expressed and guaranteed by law, in the forms of treaties, customary international law, general principles and other sources of international law. International human rights law lays down obligations of Governments to act in certain ways or to refrain from certain acts, in order to promote and protect human rights and fundamental freedoms of individuals or groups.</p>
Discrimination	Oxford Dictionary	<ul style="list-style-type: none"> • 1 the unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, or sex: victims of racial discrimination discrimination against homosexuals • 2 recognition and understanding of the difference between one thing and another: discrimination between right and wrong
Discrimination	Collins Dictionary	(law) discrimination by means of rules, regulations or procedures that may appear to be neutral, but which actually discriminate against certain groups of people.



What do you think Social Justice means?

Do you think we live in a just and fair society in Ireland?

Social Justice

What can we do to create a more just and fair society for everybody?

What people are most vulnerable to poverty?

What do people need to live a fulfilling and healthy life?

Exercise 2) Elements of Equality

Often equality can be viewed as ‘treating everyone the same’, but it may not include everyone’s needs and supports. Moreover, it is important to consider and understand different features of equality. The following exercise will help pupils explore different elements of equality through the following four questions:

<p>Equality is about opportunities and outcomes:</p> <p>Does everyone have equal access to facilities and supports?</p> <p>Does everyone have the same opportunities and an equal chance of experiencing positive outcomes? For example, in work or school?</p> <p>Do you feel that some people can make assumptions about who people are and what they can do?</p> <p>What needs to change to make sure that those who need additional resources and supports can access them?</p>	<p>Equality is about recognition and respect</p> <p>Is respect for difference visible or invisible in society, the community, the school or the family?</p> <p>Is everyone included equally and treated with respect?</p> <p>Are assumptions made about who people are based on one aspect of their identity or a group they belong to – for example, older people, men, women, people with disabilities, Travellers, lone parents, Muslims, Catholics, gay, lesbian, migrant workers, or others?</p> <p>Are there stereotypes about particular individuals or groups that cause disrespect? Is respect for diversity visible in schools and communities?</p> <p>Do school and community events and activities respect, reflect and value diversity?</p>
<p>Equality is about participation</p> <p>Who makes the decisions in society or in the community?</p> <p>Are some voices absent?</p> <p>Are some voices stronger than others?</p> <p>Is every effort made to include all voices?</p> <p>How can we ensure that all voices are included and heard?</p> <p>Who has the power to decide what supports and resources can be made available?</p>	<p>Equality is about relationships</p> <p>Does everyone have access to making a diverse range of friends?</p> <p>Is care work valued and respected in the community and in society?</p> <p>Is diversity explicitly recognised and named within the school’s anti-bullying policies?</p> <p>Do schools and communities promote and support good relations between diverse groups of people – for example, cross community and cross-cultural relationships?</p>

Adapted from: The Equality Authority http://www.ihrec.ie/download/pdf/equality_in_second_level_schools.pdf

Exercise 2.2) Equality means...

Equality means treating everyone the same

Equality means giving everyone the same opportunities

Equality means everyone is of equal value

Equality means treating people differently if necessary

Equality means respecting people's cultures and religions

Equality means ignoring differences between people

Equality means giving everyone a voice in decisions

Equality means everyone feels they belong

Equality means protecting people from discrimination












Equality means everyone achieves the same outcomes

Exercise 3) Equality Snakes & Stairs Role Cards

A young Traveller attending a local school	A farmer in Northern Ireland	A single parent with a part-time job
A teenager living in Northern Ireland as an asylum seeker without parents	A young professional working and renting in an urban area	A person living with and caring for a relative full-time
A student with a disability living in a small town	An elderly person, living alone	An unemployed parent

Exercise 3) Equality Snakes & Stairs Compass Cards

Can this person eat healthy food everyday?	Did/could this person finish school?	Does this person live in a safe environment?
Can this person go on holidays away from home?	Can this person afford to pay all their bills?	Can this person get emergency medical care when they need it?
Does this person have a say in decisions that affect them	Does this person live in an adequately warm home	Can this person afford to socialise outside the home?
Can this person access public transport easily	Can this person afford to celebrate special occasions	Can this person be a member of a local club (sports / social)
Can this person easily access public amenities	Can this person afford to buy new clothes	Can this person keep up to date with latest technology

Finish		39	38	37		36	
31		32		33	34		35
30	29		28	27	26		
21		22	23	24	25		
20	19	18		17	16		
11	12		13	14	15		
10	9		8	7	6		
Start	2	3		4	5		

Optional Exercise 4) Case Studies

My family is made up of two adults and three children, aged 17, 12 & 11.

At the start of this year Dad lost his job and with that the income supplement too. It took 4 weeks before he got his first social welfare payment.

My parents have a mortgage but have managed to do a deal with the bank to reduce payments from £1000 to £450, for the moment.

My little brother has special needs and requires full time care – my Mum came out of work to be able to do this. However, she is able to claim Carer's Allowance, which is just over £60 per week.

Also, my parents are able to claim for Disability Allowance (Mobility) for my brother, which means they have a car, but with the recent changes to this benefit, it is not clear if they will still be able to. Currently, this greatly helps my family as we are able to take my little brother to hospital appointments, school etc.

I have seen Mum moving tinned food from the cupboard to the fridge to make it look full for us. I know she is worried about how she will feed us every day.

My older sister will be 18 soon and even though she is still in school her child tax credit will be stopped, I know my parents are worried about this too.

I am 78 years old & I live on my own

I lost my wife a few months ago; we had been married for nearly 40 years.

I needed to ask SVP for help to pay for her funeral which cost just over £3000 and I just didn't have the money. My only income is my pension, but I will try to apply for pension credit which may help out.

My wife used to always look after our bills and things like that; since she has gone I am finding it difficult to manage all of that side of things. I keep forgetting / leaving bills and then they build up.

I took out a loan of £500 from a money lender to clear everything a little while ago, but now I have to pay back even more, it is so hard to make ends meet. I can just about manage but if anything unexpected comes up.....

Optional Exercise 4) Case Studies

My family is made up of me and my two girls
(aged 7 & 10)

Until a few years ago things for us were good. I was working, could pay my bills and there was always enough food and money for clothes for me and the girls. But then I lost my job.

I didn't want to be stuck so I decided to go back to college to do a degree. I was able to apply for a Tuition Fee Loan and a Maintenance Loan and grant from the Student Loan Company.

Last year all of my income sources were cut; social welfare, child tax credit and student loan. But the cost of everything stayed the same /went up. I can't manage all the bills anymore.

My girls don't even ask for anything anymore, I heard one say to the other recently "Don't ask Mum, she doesn't have the money".

I am nearly finished second year of my three year degree but I have to decide whether to leave and get a low paid / part time job or if I can somehow get through so I can stay to finish my degree and get a teaching job that will make all our lives better in the future.

There are 6 of us altogether, Dad & five children

Dad used to work in construction as a labourer, he tried to keep his job but with the recession and the cost of childcare he was forced to start claiming social welfare.

In spite of struggling to afford childcare, Dad was used to working and didn't like being at home all the time. He was able to get onto a Community Employment scheme and he is much happier.

It hasn't solved the problem that we don't have enough money, but thankfully we are getting some help from SVP who help us with the basics.

Dad isn't very good at reading and writing, he can't help us very much with our homework, but I am ok so I help the younger ones a bit. Two of my sisters get to go to homework club after school, they really like it.

Case studies adapted from; SVP "The Human Face of Austerity" 2012

Exercise 5) Little Red Riding Hood

Adapted from the Grimm's fairytales

Once upon a time there was a little girl who wore a red cloak, and she was called 'Little Red Riding Hood.' One day her mother asked her to visit her sick grandmother. Her grandmother lived outside the village in a forest. On the way Little Red Riding Hood met a wolf. 'Hello, Little Red Riding Hood,' said the wolf. 'Where are you going?' 'To my grandmother's.', she replied 'Where does your grandmother live?' 'Deep in the forest,' she said and kept walking. So the wolf ran straight to the grandmother's house. He put on the grandmother's clothes and hat, and got into bed. When Little Red Riding Hood arrived, her grandmother lay in bed with her hat pulled over her face, and she looked strange. 'Oh grandmother,' said Little Red Riding Hood, 'what big ears you have!' 'All the better to hear you with, my child,' was the reply. 'But, grandmother, what big eyes you have!' she said. 'All the better to see you with, my dear.' 'Oh, but grandmother, what a terrible big mouth you have!' 'All the better to eat you with!' Next, the wolf jumped out of bed towards Little Red Riding Hood and she ran to escape. A lumberjack was passing and heard screams. He entered the house, and ran to attack the wolf with his axe. The grandmother appeared and shouted to the lumberjack, 'Kill the wolf! Kill the wolf! Save Little Red Riding Hood!'

Exercise 5) Little Red Riding Hood Told By The Accused Wolf






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



The forest was my home, I took care of it. One day, I saw a little girl coming down the trail. I was suspicious of her because she was dressed strangely - all in red. Naturally, I asked who she was and where she was going. She told me she was going to her grandmother's house and walked off. As she went she threw a sweet wrapper on the ground. Imagine that! First she was rude to me, and now throwing rubbish! I decided to teach her a unit. I ran to her grandmother's house. When I saw the grandmother, I explained what had happened, and she agreed to help me. The grandmother hid under the bed and I got into the bed, dressed in her clothes. The girl arrived and immediately started to insult me, making nasty comments about my big ears, and my big eyes. I tried to stay calm, but she wouldn't stop and insulted my big teeth next. By then, I couldn't control my anger any longer. I jumped up from the bed and growled at her, 'All the better to eat you with!' No wolf would ever eat a little girl, that red cloak would taste bad anyway. I just wanted to scare her. But she started running around screaming. I jumped after her, to calm her down. But a big lumberjack barged in with an axe. That meant trouble, so I jumped out the window to escape. But that's not the end of it. The grandmother never told my side of the story. Word got around that I was mean and nasty. Now everyone avoids me. Maybe Little Red Riding Hood lived happily ever after, but I didn't.



Unit Seven: Engaging in Social Action



 Aims of Unit:	Pupils will gain an understanding of a variety of ways to engage in social action and the processes used to ensure any action taken successful and effective.
 Intended Learning Outcomes:	Pupils will be able to; <ul style="list-style-type: none"> • understand what is meant by Social Action and explore a variety of ways in which action can be taken • understand the process involved in effective Social Action projects namely • develop a social action project
 Activities/Methods used:	<ul style="list-style-type: none"> • Discussion • Exploration • Word-storming • Creating a plan • Reflection
 Thinking Skills & Personal Capabilities:	<ul style="list-style-type: none"> • Working with Others • Managing Information • Thinking, Problem-Solving & Decision Making • Being Creative
 Cross-Curricular Skills:	<ul style="list-style-type: none"> • Communication

	Activity Type	Activity	 Resources needed	
1	Whole Class Discussion	What is Social Action?	<ul style="list-style-type: none"> • Flip Chart and markers • Copy of prompts list 	5 mins
2	Whole Class Activity	A-Z of Action Relay	<ul style="list-style-type: none"> • A4 Sheets from A-Z / Draw grid on Whiteboard • Different coloured post-it notes (one colour per team/ group) / coloured markers 	10 mins
3	Group Work	Social Action Star	<ul style="list-style-type: none"> • Flip chart paper and markers / whiteboard • Blu tack / sticky tape 	10 mins
4	Group Work	Guide to Taking Action	<ul style="list-style-type: none"> • Copies of Guide to Taking Action • Large sheets of paper and markers 	20-25 mins
5	Group Work	When working with / Representing Others	<ul style="list-style-type: none"> • Blank lists • Pens 	10 mins
6	Group Work	Action Matrix	<ul style="list-style-type: none"> • Post-it notes & pens • Copy of matrix on flip chart 	15 mins
7	Information	Ways to get involved with Young SVP?	<ul style="list-style-type: none"> • Young SVP Programme for Schools Leaflet • Contact Young SVP Team 	5 mins
8	Reflective Worksheet	Reflective Journal	<ul style="list-style-type: none"> • Reflective Journal Unit 7 Sheet 	Homework Activity

1. “What is Social Action?”

- Mindmap with the class what social action means to them.
- Ask them for some ideas / ask them if they think that certain items could be considered social action (use prompt list if required).

2. A-Z of Action Relay;

- Stick A-Z sheets up around the room / draw a grid on whiteboard with space for each letter A-Z
- Divide into teams and give each team a different coloured post-it pad / different coloured marker
 - i) Ask each team to consider different types of social action activities / projects / causes / issues etc
 - ii) Start at A and ask teams to write one word for each letter of the alphabet
 - iii) One team member walks to A on the wall (or whiteboard) and sticks their post-it to it then returns to their group; next person puts up a word for B and so on until they are finished
 - iv) Encourage them to be creative with their answers. Also some letters are difficult you may need to offer examples for these / allow teams a certain number of ‘blanks’ in case they get stuck. The team to get to Z first wins
 - v) Using different colour post-its / pens will allow teams to remember which idea was theirs afterwards / see who is ahead during the relay etc

3. Social Action Star

- Divide the class in to groups
- Give each group a star graphic
- In the star, ask the pupils to record words, images or phrases they associate with a ‘Social Action Star’ (ie an active citizen)
- Display the stars on the wall

{Encourage the pupils to be creative in their use of colour etc. as these stars will form a wall display for the classroom}

Review questions:

Are there any items/themes that came up frequently? What could you do to be a social action star/ more active citizen?

4. Guide to Taking Action

- Stay in the same groups as the relay
- Ask each group to collect their ‘post-its’ from the A-Z exercise (they can use these for ideas if they need to for this exercise)
- Ask them to spend some time working on an idea for a social action project
- They should consider the items in the ‘guide to taking action’ while doing this
- Ask them to make a 10 point plan of things they should do before they start their ‘social action project’
- Ask groups to feedback to the larger group

(adapted from NYCI ‘Setting Our Sights on Rights’ resource pack)

5. When Working with / representing others

- Divide into small groups, allocate / allow each group to decide on an issue/ cause that interests them and they would like to address through social action
- Ask them to list the stakeholders involved; who will be affected by their project / social action?
- Then ask them to consider how their ‘target’ group will feel about their actions (look at it from their point of view)
- Give out the sheet “Things to remember when representing others” and ask them to fill it in for the groups they are representing in their actions
- How can they ensure that relevant points of view / voices are heard?

6. Action Matrix

- Hand out post-it notes and ask everyone to write down an idea for an action they could take to raise awareness of an injustice or an issue that affects them (or a group of their choice). They can use the ideas from earlier in this class or offer new ones, encourage each individual to come up with a different idea.
- While doing this they should;
 - a) Think about the issue they want to address the most
 - b) Use one post-it note per idea
 - c) Think about the different people who are affected by the issue
 - d) Think how the issue affects people locally / nationally / internationally
 - e) Think about what they want to happen
 - f) Think about what they can do to make this happen
 - g) Be realistic
 - h) Identify people to ask / talk to for advice
 - i) Use the skills and resources they have available
- Ask them to hand up all the post-it notes
- Pin / draw a copy of the Action Matrix on the board / flip chart
- Now ask pupils to take random post-it notes from the pile and read out what it says to the rest of the group. The group then decides where to put it on the matrix. Stick the post-it in that section
- Allow the group to vote on which of the actions they think would be most useful / realistic for them to take part in

(adapted from NYCI ‘Just Us or Justice’ resource pack)

7. Want to get involved with Young SVP?

Look at ways in which pupils could get involved with Young SVP Programme if they are interested. Some examples could include;

- Registering your interest with Young SVP Programme / requesting more information from the Young SVP team (see www.svp.ie/youngsvp for details)
- Setting up a Young SVP Group; there are a number of different options available – contact our Young SVP Team for more information
 - i) Set up a Young SVP Conference (meeting after school / at lunchtimes with the help of a teacher/adult) to organise and structure ways to help / support others in the community
 - ii) Set up a Young SVP Class Project (have dedicated class time to work on projects and campaigns)
 - iii) Become Young SVP supporter by organising / helping out on occasional activities with SVP

PLEASE NOTE

- **It is important that you keep us informed of any activity your class / group may be doing with / for SVP**
- **Make sure to contact our Young SVP Team and register all your activities**
- **We will provide support and acknowledgement to all registered activities and groups**

For more information on any of the above contact your Regional Youth Development Officer at your Regional office or National Youth Development Coordinator on 01 8299033 or email youth@svp.ie

8. Reflection

- Use the quotes below to reflect on today's unit with your class / group
- For a short reflection use one (or more) quotes as class discussion in relation to this unit
- For more extended reflection see p82 (copy for pupils)

Quotes:

“If anyone has the world's goods and sees his brother in need, yet closes his heart against him, how does God's love abide in him? Little children, let us not love in word or speech but in deed and truth”- John 3:17-18

“Christianity is not about ideas but about deeds inspired by love”-Blessed Frederic Ozanam

“Never doubt that a small group of thoughtful, committed citizens can change the world; indeed it is the only thing that ever has”-Margaret Meade, American Anthropologist

Useful Links / Additional Resources

Description	Where available
<p>NYCI Youth Work and Development Education Resources;</p> <p>“Just Us or Justice” Resource Pack</p> <p>“Setting Our Sights on Rights” Resource Pack</p>	<p>www.nyci.ie / www.youthdeved.ie http://www.youthdeved.ie/nyci/publications</p> <p>http://www.youthdeved.ie/sites/youthdeved.ie/files/Just_Us_or_Justice_2009.pdf</p> <p>http://www.youthdeved.ie/sites/youthdeved.ie/files/Setting_our_Sights_on_Rights.pdf</p>
<p>SVP Youth Programme Resources;</p> <ul style="list-style-type: none"> • Young SVP Registration form • How to Set up a Youth Conference Guidelines • Age Appropriate Activity List for Young Volunteers • Young SVP ‘Programme for Schools’ Leaflet • SVP Safeguarding & Child Protection Policy 	<p>Available on request from Youth Development Team at National / Regional Offices</p> <p>Enquiries to: youth@svp.ie 01 8299033</p>

Exercise 1) Social Action prompts list

Campaigning	Lobbying	Writing to a MPs/ MLAs/Councillors	Signing a Petition
Organising a fundraiser	Voting in an election	Volunteering	Talking about problems in your community
Abiding by the law	Planning an event to raise awareness of an issue	Petitioning your local authority	Making a short film about a problem in your community
Donating to a charity	Researching an issue that concerns you	Designing a poster to promote healthy living	Create an art mural relating to an issue in your area
Invite local MLAs or Councillors to your school for a debate	Create media awareness through digital storytelling	Create an assembly in your school on a social injustice	Write a play about an issue and perform at school
Create a volunteer group or SVP Conference in school	Create a school newsletter about different issues in your area	Invite local press to school to highlight your social justice project	Use social media, safely, through school to highlight awareness

Exercise 3) Social Action Star



Exercise 4) Guide to Taking Action (from NYCI “Setting our Sights on Rights” Resource Pack 2008)

Sometimes learning about social (in)justice issues can leave you frustrated, you want to see things change but you aren’t sure what to do or where to start.

As pupils / young people, there are lots of things you can do to make a difference in your own community and on behalf of others.

Here are the key steps in taking action on social justice / rights issues;

<p>1) Identify the issues that matter most to you;</p> <ul style="list-style-type: none"> • You have over the past few weeks explored many different social justice issues. • Was there an issue that you felt strongly about personally or as a group? Discuss this with others. • In your groups ask questions about what you think the problem is, how does it affect people in your community / elsewhere? What should / can be done about it? 	<p>2) Inform yourself about those issues;</p> <p>Research is an important part of taking action – the more you know, the more effective your action is likely to be. Think of the issue you want to address and ask the following –</p> <ul style="list-style-type: none"> • Who is affected directly and indirectly? • Is there a particular group that is vulnerable? • Why are these people more affected by the issue than others? • How are these people affected? • What is the social justice issue / what rights are being violated? • How does this impact / change people’s lives? • Why is the situation happening? • What are the underlying / root causes of the problem? <p>The answers to these questions will help you shape your social action project.</p>
<p>3) Think about the sort of action you want to take;</p> <p>Before you decide what type of action to take, see if you can answer these questions :</p> <ul style="list-style-type: none"> • What are some of the things that can be done? • What solutions have been suggested or tried before? (do you know? Can you find out?) • What seems to have worked best? What do you think might work best? • Who is in a position to make decisions that can bring about change? • Who is preventing change? • What is the most effective action that you could take to improve the situation? 	<p>4) Get organised!</p> <p>Now that you have decided what the issue is, are informed about it and have decided what action to take, it’s time to get organised!</p> <ul style="list-style-type: none"> • As a group, list all the things that you will need to do to carry out the action and decide who will work on each one. Make sure everyone is clear about what they have to do. • Do a timeline; Draw this on large sheets of paper and display it clearly. This will say when certain jobs will be done. It can be used throughout the project to keep track of what has been / needs to be done. • As a group, draw up an action plan saying what has to be done, when and by whom. Think about what the different skills in the group are and allocate roles / jobs according to this. • Once you have a clear plan drawn up you are ready to start taking action.

Exercise 5) Action Matrix

	High Effect	Medium Effect	Low Effect
Simple			
Needs Some Work			
Quite Tough			

Things to remember
when representing
others

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.



Aim of Reflective Journal

Fill in this booklet at the end of every unit to help you reflect on your learning and experience in class. It also aims to help you with your own knowledge and the progression you will make through the SVP Education Resource Pack.

We thoroughly consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Pupil's Name:	_____
Teacher's Name:	_____
Class:	_____

Unit One: Overview & Work of SVP

Aim of Today's Unit: To provide a brief overview of The Society of St Vincent de Paul; its origins, mission & purpose and types of work currently involved in.

In class today I learned that:

How did you participate in today's class?

What really made you think while you were learning?

Reflective Quote: Choose one of the three quotes and then write in the box below what you think it means and how it related to today's unit:

A "For I was hungry and you gave me something to eat, I was thirsty and you gave me something to drink, I was a stranger and you invited me in, I needed clothes and you clothed me, I was sick and you looked after me, i was in prison and you came to visit me."

Matthew 25:35-36

B "Charity must never look backwards but always to the front, because the number of good deeds already accomplished is very small, while future and present hardships remain infinite."

Blessed Frederic Ozanam

C "No one is useless in this world who lightens the burden of another."

Charles Dickens

Empty box for reflective response.

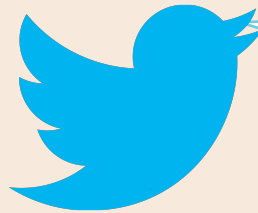
Unit Two: What is Poverty?

Aim of Today's Unit: To understand different definitions of poverty and its causes and impacts on those who experience it.

Today's Tweet:

What did you learn today?
What did you find difficult?
What did you most enjoy? Why?
What could I do to change things (by myself or with others?)

Write the answer to the above questions in the speech bubble. Also don't forget to fill in your hashtag (#) at the bottom as it describes the unit or describes something you found interesting.



#

Reflective Quote: Choose one of the three quotes and then write in the box below what you think it means and how it related to today's unit:

A
"Be kind and love, for love is your first gift to the poor. They will appreciate your kindness and love more than all else you can bring them."
Sr Rosalie Rendu

B
"I have come so that they may have life and have it to the full"
John 10:10

C
"Overcoming poverty is not a gesture of charity - it is an act of justice, it is the protection of a fundamental human right, the right to dignity and a decent life."
Nelson Mandela

Unit Three: True Cost of Living

Aim of Today's Unit: To have a greater understanding of the different forms of poverty and how these impact on people's standard of living

What really made you think while you were learning?

Post-it!
Answer the questions on the post-it!

List 3 things you could do to help those living in poverty.

Define 'poverty' in your own words.

Reflective Quote: Choose one of the three quotes and then write in the box below what you think it means and how it related to today's unit:

A
The opposition of poverty is not wealth...in too many places the opposite of poverty is injustice."
Bryan Stevenson

B
"Speak up for those who cannot speak for themselves, for the rights of all who are destitute. Speak up and judge fairly; defend the rights of the poor and needy."
Proverbs 31:8-9

C
"True mercy, the mercy God gives to us and teaches us, demands justice; it demands that the poor find a way to be poor no longer."
Pope Francis

Unit Four: Power & Society

Aim of Today's Unit: Assess what and where power comes from and how it can be used.

Open the doors of power...

Examine the following questions to help explore the idea of power in society

<p>In your own words, define power:</p>	<p>How do you use power on a daily basis?</p>	<p>What effect does negative/positive power have on society?</p>	<p>How can we get more of a balance of power ?</p>
---	---	--	--

Reflective Quote: Choose one of the three quotes and then write in the box below what you think it means and how it related to today's unit:

A "A new command I give you: love one another. As I have you, so you must love one another. By this everyone will know that you are my disciples, if you love one another."
John 13:34-45

B "But it is not God's will for some to have everything and others to have nothing. This cannot be of God. God's will is that all his children be happy."
Archbishop Oscar Romero

C "There may be times when we are powerless to prevent injustice, but there must never be a time when we fail to protest."
Elie Wiesel

Unit 5-Human Dignity: Rights & Responsibilities

Aim of Today's Unit: To develop an understanding of rights & responsibilities and how these contribute to the protection of human dignity



Think about what you learned today. Write a question & the corresponding answer using the 6 words in 'The Questioning Hand'.
E.g. Q: How many Articles are in the UDHR?
Answer: 30 Articles

Reflective Quote: Choose one of the three quotes and then write in the box below what you think it means and how it related to today's unit:

A "Everyone who stops beside the suffering of another person, whatever form it may take is a Good Samaritan. This stopping does not mean curiosity but availability. It is like the opening of a certain interior disposition of the heart...The name 'Good

Samaritan' fits every individual who is sensitive to the suffering of others, who is moved by the misfortune of another"-

Pope John Paul II

B "Commit yourself to the noble struggle for human rights. You will make a greater person of yourself, a greater nation of your country and a finer world to live in"- Martin Luther King Jr

C "Human rights are inscribed in the hearts of people; they were there long before lawmakers drafted their first proclamation"-Mary Robinson

A large empty rectangular box with a purple border, intended for students to write their reflective responses to the chosen quote.

Unit 6-Social Justice & Equality

Aim of Today's Unit: To explore social justice in real terms and develop a better awareness of the complexities of social justice issues and how they impact on individuals in society.

<p>Draw It... Draw a picture/diagram demonstrating a concept you have learned about.</p>	<p>Write It... Write 1 statement about what you have learned & 1 opinion statement</p>
<p>List It... List the key terms related to this topic.</p>	
<p>Web It... Draw an idea web relating at least 4 things you have learned about.</p>	<p>Question It... Write 2 thoughtful questions about today's topic</p>

Reflective Quote: Choose one of the three quotes and then write in the box below what you think it means and how it related to today's unit:

A "The order of the Society is based on two virtues: justice and charity...Charity is the Samaritan who pours oil on the wounds of the traveller who has been attacked. It is justice's role to prevent the attack" -Blessed Frederic Ozanam

B "Injustice anywhere is a threat to justice everywhere...whatever affects one directly, affects all indirectly"
-Martin Luther King Jr

C "Justice consists of that love, which in words, actions and attitudes, I am obliged to render to my neighbour. Thirst for justice must lead us to desire greater things"
-St Louise de Marillac

Unit 7-Social Action

Aim of Today's Unit: Develop an understanding of a variety of ways to engage in social action and the processes used to ensure any action taken is successful and effective

3 Things I have learned...

2 Questions I have...

1 Opinion I have now...

Reflective Quote: Choose one of the three quotes and then write in the box below what you think it means and how it related to today's unit:

A "If anyone has the world's goods and sees his brother in need, yet closes his heart against him, how does God's love abide in him? Little children, let us not love in word or speech but in deed and truth" - John 3:17-18

B "Christianity is not about ideas but about deeds inspired by love" -Blessed Frederic Ozanam

C "Never doubt that a small group of thoughtful, committed citizens can change the world; indeed it is the only thing that ever has" -Margaret Meade, American Anthropologist

Empty box for reflective response.

Next Steps.....



The two feet of love in action....

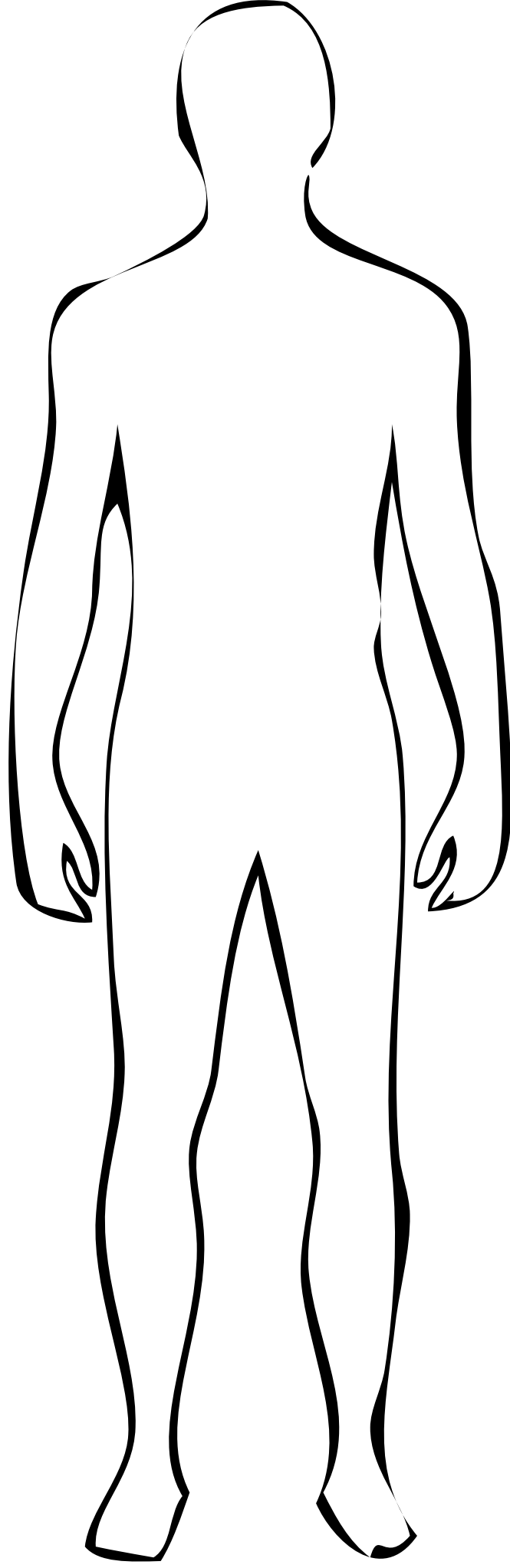
There are two different, but complimentary, ways that we can walk the path of love, or caritas. These are called 'Two Feet of Love in Action', based on Pope Benedict's XVI's reflections in Deus Caritas (God is Love) and Caritas in Veritate (Charity in Truth).

“Christian charity is first of all the simple response to immediate needs and specific situations: feeding the hungry, clothing the naked, caring for and healing the sick, visit those in prison...”-Pope Benedict XVI

“Social Justice....concerns the social, political and economic aspects and above all the structural dimension of problems and their respective solutions”- Compendium of the Social Doctrine of the Catholic Church, no. 201

Use the two feet to explain the different ways you can take action. For example-How can you respond to people's immediate needs? How can you work for a fairer society by trying to address the causes of injustice?

Adapted from 'The Two Feet of Love in Action' Copyright 2013, United States Catholic Bishops





Here you will find some items that you might find useful to use with pupils to provoke thought, reflection and discussion throughout the use of the resource pack.

	Item	Topics and questions to reflect on and discuss
1.	What is 'spirit'?	<ul style="list-style-type: none"> • We often talk of the 'spirit' / 'feel' of a place, a group or a school... • Think of places you know and think about how you would describe the 'spirit' of these? (for example school, clubs, teams, church and other groups pupils may be involved with) • Is this 'spirit' important to you and other members / people in the place you are thinking about? • What is it that creates 'spirit' within a group? • How does a group hold onto it's spirit and keep it going? • What would it be like if the 'spirit' was removed from the group?
2.	Origins & Ethos of SVP	<ul style="list-style-type: none"> • The Society of Saint Vincent de Paul was founded by small group of young people who shared a view of what social justice means. • This group held strong Catholic beliefs and were motivated to take action based on these. • When their views were challenged, they decided they had done enough talking, now they needed to take action, to really make a difference in people's lives rather than 'just talking about it'. • The Society was founded by youth and energy • Society of SVP is a hands on, 'walk the walk' kind of organisation. It is about seeing a real need and doing something about it. • The SVP take what Jesus said seriously and act on it: "Whatever you do to the weakest of my brothers and sisters you do to me." Their whole spirit comes from this saying. • "Walking the walk" This involves taking steps to action that make a difference and show faith in action. In SVP, groups of people come together to meet a need and to support each other in continuing to meet that need.
3.	Spirituality of SVP	<p>Overleaf, you will find some prayers & reflections that may be useful for you to take some time out and allow reflection with your class or group as you undertake any work / actions under the name of SVP.</p>

Appendix 4) What next....?

You have a Young SVP Group / Conference and want to start a project...here are some tips:

Young SVP Project and activities fall into 4 main categories, these are

1. Befriending
2. Education
3. Direct Aid
4. Research and Action

Please note all activities must have adequate and appropriate adult supervision and parental consent

Once your group has thought about what type of project they would like to do there are some more things they should consider...the lists below should help them think through what and how they might proceed

Befriending	Education
<ul style="list-style-type: none">• What group of people do you want to befriend? Why?• Why do you think this particular group may feel excluded from society at times?• What are the needs of the befriending group?• What activities could you provide or participate in with your group?• How will you organise your project?• Will it take place inside or outside of school grounds / hours?• Is it logistically possible if outside school?• Do you have permission from your school for your project?• Do you need an interagency agreement if outside school?• What impact will your project have on the befriending group?• What do you hope to achieve overall?	<ul style="list-style-type: none">• What type of SVP Education project do you want to do?• Why do you want to help people with their education?• What are the specific needs of your education group?• Do you have permission?• Do you have a suitable venue?• Do you need an interagency agreement?• How will you organise each session?• Do you need to create a rota for people and their tasks?• How often will the education group meet?• What resources do you need?• What impact do you think your project will have?• What is your intended outcome?• Will you review progress on a regular basis or overall?

Appendix 4) What next....?

Direct Aid

- What issue/part of SVP are you raising money for?
- Why do you want to raise money?
- Will you make your whole school body fully aware of your campaign? i.e. raise awareness also?
- What resources do you need?
- Who is responsible for collecting / counting / storing money?
- Have you registered your event / interest with the charity?
- Do you need official charity resources, e.g. moneyboxes, stickers, high-vis vests with charity logo?
- How do you go about contacting the charity and obtaining their resources?
- Do you have permission from your school?
- Do you have a suitable venue, if outside school?
- What exactly is your raised sum going to contribute to within SVP?
- How will you promote your event?
- Will you have an organising committee?
- Do you have a rota for your volunteers?
- What impact do you think your money will have for those SVP helps?
- Do you have a final plan?
- What is your intended outcome?

Social Justice Research & Action

- What particular social injustice would you like to highlight in your community?
- Why this particular injustice?
- What is the purpose of your research?
- Are you highlighting the issue on a local, national or global level?
- What are the key areas within your research you would like to highlight through action?
- What action/activity (s) would you like to take action with?
- Do you have an organising committee?
- Have you created a rota for tasks throughout the project?
- How will you promote your issue?
- Would you like to create a petition?
- What type of medium would you like to use to highlight your project? E.g. social media, local press, SVP, school website, charity resources, school assembly etc?
- Will your action take place inside / outside school / hours?
- What do you hope to achieve overall?
- What impact do you think your project will have?
- Will you review progress on regular basis or overall?

See also Appendix 5 – Designing a Campaign

Design a Campaign

- Divide into groups of 4/5 per group.
- Ask each group to choose an issue that they feel is unfair / unjust – something you see in their local community, something that has affected someone they know, something they have heard / seen on the news etc.
- Sample topics could include homelessness, third level fees, cost of school uniforms, cuts to social welfare, increased class sizes, poor public transport locally, lack of facilities for young people in an area etc
- Use the template as a guide and build a campaign that will address the issue chosen by the group.
- Ask the groups to display their campaigns on flip chart pages / on the whiteboard.

Sample campaign...

School Uniform Campaign

Parents struggle every year in Northern Ireland to buy school uniforms. The average spend per child is £202 and this is higher than anywhere else in the UK. ELB clothing allowance only available to some families and still a low contribution overall.

Who has the power to make the change we want?

- Meet with School Board, Teachers, Parents and Pupils
- Meet with local Councillors, ELBs, MLAs
- Write a letter to the Minster for Education

Possible ideas:

- Uniform Recycle Day – sell second-hand uniforms in school at lower price.
- Campaign to increase uniform suppliers, therefore increase competition.
- PE kits to become more generic

Get public onboard:

- Online petition
- Facebook and Twitter
- Radio and newspapers
- Other orgs

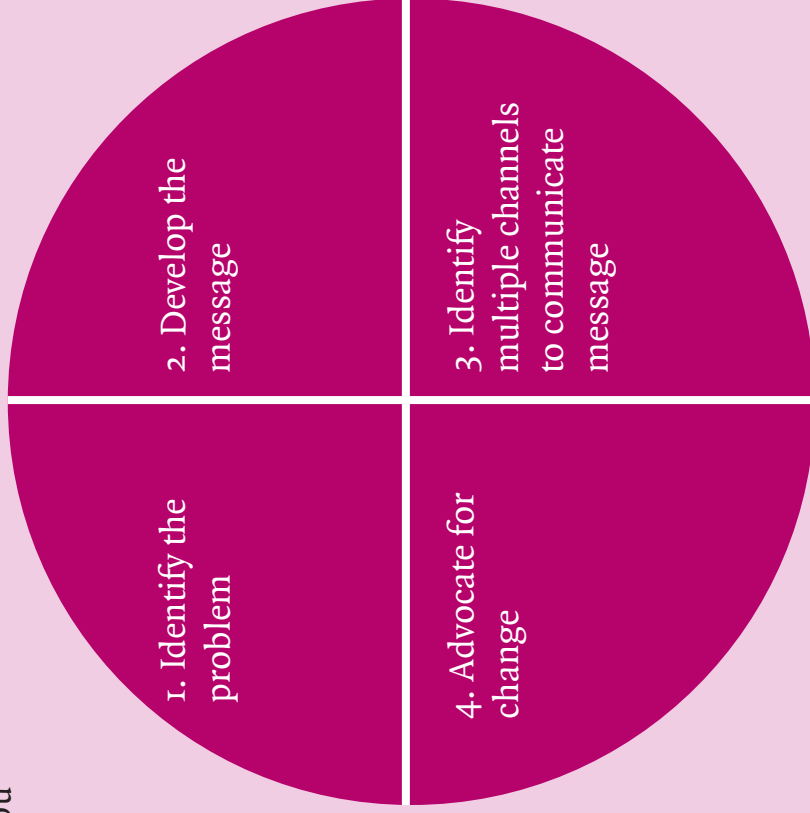
Get decision makers on board:

Schools, parents, civil servants and Ministers

Your Own Campaign

What is the problem that you want to tackle?

What must change to solve this problem?



Who has the power to make the change we want? How can we convince them? What will we say?

How can we get our suggestions out there?



Society of St Vincent de Paul

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