

1. Educational Content

Areas(s) of Peace Education:

x	Human Rights		Diversity
	Conflict and Resolution		Sustainable Development

Theme

Charity and development aid [16-18 years old Youth Meeting]
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Educational Goals and Indicators:

	1	Raise awareness and stimulate critical thinking
x	1a)	Share personal perspective of the theme
x	1b)	Contribute to group discussions and debates
	1c)	Contribute to a debriefing after each activity
	2	Increase personal development in group situations
	2a)	Improve communication skills
	2b)	Demonstrate initiative
	2c)	Contribute to planning activities
	3	Generate an interest in the daily environment
x	3a)	Link the theme to daily life
x	3b)	Plan how to use new attitudes skills and knowledge
	4	Explore educational Themes within a regional context
	4a)	Receive training on how to develop the theme
	4b)	Join all activities related to the theme
x	4c)	Contribute to at least one activity relating own reality to the theme

Evidence:

Participants understand the difference between having good intentions and putting them into good practice in the fields of charity and development aid or development cooperation. Participants recognize this situation once both groups are brought together.
 Participants offer answers to the debrief questions and critically reflect upon the questions asked.

2. Explanation

Do:

Divide all participants (20-25 participants) into two groups (named A and B).
 Group A should be about two thirds of the entire group, Group B one third.
 Group A and Group B go into different rooms.

Group A

1. Show Group A a short (max. 3 minutes) video (YouTube, possibly <http://y2u.be/KEqQX8LsrHA>) which focuses on world poverty. The video should be intense, as to emotionally involve the participants somewhat. (3 minutes)
2. Tell Group A (which can be split into another two groups, according to size) that they now work for an organization which is planning a campaign to collect t-shirts to donate to and distribute in "third world" countries. (2 minutes)
3. The group is now in charge of developing a marketing campaign for this cause. It can be based on the video. They can choose to promote their campaign by making posters, radio or TV ads, and so on. Have them discuss their goal, a name, slogan and so on and then create their promotional material. (25 minutes)

Group B

1. Tell Group B that they are fairly highly skilled tailors in a “third world” country. They sell the clothes they produce at a city market every week. You can possibly show them a video of a market in a “third world” country so they can imagine it better (something like <http://youtu.be/cAumo001k2M>). (5 minutes)
2. Give them arts and craft materials and several small (10 x 15 cm) cardboard t-shirt outlines. Now, they create their t-shirts.
3. Every 3 minutes, a week ends and an activity organizer will act as a market customer and “buy” the t-shirts that were produced (You can pay between 0,01\$ and 5,00\$ for a t-shirt as a guide value), paying more for more elaborately designed shirts, etc. Participants can choose to produce quantity over quality, for example. You can keep in mind that the common international poverty line is about 1,00\$/day. Repeat this step until the time is up. (25 minutes)

Once the marketing campaign is ready, bring both groups together. You can introduce Group A to group B by saying: “Here are some people who’d like to present something to you and hear your thoughts on it.”

Have Group A (who does not know what Group B did during the activity) present their marketing campaign to Group B. At this point, Group B should reject the marketing campaign because they realize that the free t-shirts that Group A will distribute will run them out of business. If Group B does not respond on the spot, urge them to say what they think of the campaign that was presented to them.

Then, move on to debriefing.

3. Debriefing

Reflect:

1. In your respective groups, what was your task and how was it introduced to you? How did you feel while fulfilling your task?
2. What happened during/after Group A presented their results to Group B?

Generalize:

1. In the project which Group A presented, were the donors and the people receiving the donation equal partners?
2. How is attention for charity raised in your country? How are the people in “third world” countries portrayed in these campaigns in your country?
3. Keeping in mind your answers from questions 1 & 2, do campaigns such as this violate *human dignity*?

Apply:

1. Article 23.1. of the UDHR states that *“Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.”*
Can charity undermine this ‘right to work’? Why or why not?
2. Why do you think having good intentions and putting them into good practice can be difficult in this case and in charity in general?

At this point, the participants running the activity should mention that this role play is a simplification of reality and of some poorly-run and thought-through charity projects.

You can also show the ‘Africa for Norway’ charity video (see ‘Materials’) to end the activity on a humorous note.

4. Materials and Background Preparation

Origin of Activity:

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Materials:

Standard arts and crafts materials: Pens, pencils, scissors, large sheets of paper, cardboard etc.

Time & Group Size:

Group Size: 20-25 participants, 16-18 years old

Time: 1h 15m – 1h 45m

Tips for facilitators:

Adjust the activity and the way you introduce each Group's tasks to your Youth Meetings theme, if possible. In addition, you can tweak the exact tasks you give to either or both groups to fit your Youth Meetings theme.

'Africa for Norway – RADI-AID' charity parody music video:

<http://www.youtube.com/watch?v=oJLqyuxm96k>

Further Reading (to be read critically):

Rieff, David (24.06.2005). *'Did Live Aid do more harm than good?'* The Guardian. Retrieved 04.12.2012.

<http://www.guardian.co.uk/world/2005/jun/24/g8.debtrelief>

(Opening: "Isn't it better to do something rather than give in to cynicism and do nothing? This is the question familiar to anyone who has criticised organisations that view themselves as dedicated to doing good in the world. (...)")

Moyo, Dambisa: *Dead Aid: Why Aid is Not Working and How There is a Better Way For Africa* (2009).

Penguin Books Ltd., London.

Collier, Paul: *The Bottom Billion; Why the Poorest Countries are Failing and What Can Be Done About It* (2007). Oxford University Press, Oxford.

German Federal Ministry for Economic Cooperation and Development: *'The importance of human rights in German development policy'*. [no date], Retrieved 04.12.2012:

<http://bit.ly/Rzmfjg>

Activity Name: Each activity should have a name so it can be searched for in the database.

Dead Aid