

Tools For Solidarity

AID FOR A SUSTAINABLE FUTURE

Aid for a Sustainable Future

Contents	Page
Acknowledgements	1
Introduction to Tools For Solidarity	2
Introduction to the Programme	3
Frequently Asked Questions about 'Tools'	6
Lesson Plans	9
Aid for a Sustainable Future - <i>Option A</i>	10
Aid for a Sustainable Future - <i>Option B</i>	15
Games and Activities	
1 Giant Steps	20
2 Chair Game	27
3 If the World Contained 100 People - Activity	29
4 Tool Matching Activity	31
5 Photographs of East Africa and Northern Ireland	33
6 Images Brainstorm	34
7 Definition of Inequality: Group Work	35
8 Aid - Useful or Not - Game	37
9 The Pencil Case Game - Short Version	42
10 The Pencil Case Concept	43
11 Ideas for Action Projects	46
Forms, Guidelines and Resources	
Health and Safety Guidelines for Schools and TFS Action Projects	47
Action Project Plan Template	48
TFS Feedback Form	49
Pupil Self - Evaluation Form	51
TFS Resources	53
Recommended Resources to extend the Programme/Websites	54
Further Reading	54
List of Organisations that provided Resources for this Pack	56
TFS Contact Details	57

Acknowledgements

In the production of this resource we received much needed help and support from several individuals and groups. We would like to express our gratitude to the following: To Annie Flynn for compiling this pack and managing its production and to the volunteers and the Development Education Sub-group 'Muyivuu' at Tools For Solidarity. For help with the production to Ken Orr, and for additional support to Stephen Wood, Tara Haughian of Sustainable Northern Ireland (SNI), Dorit Reppert, Darren Nash, Ellina van der Boon, Andreas Schmaltz, Paolo Sileno, the McCaughey family, Diarmuid Moore, Alan McMurray and to Claire Gaillard for taking photos.

We would also like to express our thanks to the Department for International Development (DfID), Better Belfast and the Belfast City Council for providing the funds required to support the development of this programme.

We are particularly grateful to the following teachers and their pupils from schools within Belfast who helped design and pilot the programme:

Ken Orr, Wellington College, Annadale Embankment

Susan Smith and Nicola Connery, Victoria College, Cranmore Park

John Foster, Methodist College, Malone Road

Joe Diamond, La Salle Boy's Junior School, Glen Road

Joanne Taggart, Castle High School, Fortwilliam

Paul McCauley, Bloomfield College, Astoria Gardens

Adrian Witherow, Ashfield Girls High School, Hollywood Road

Tommy Finn and Clifford Duff, Ashfield Boys High School, Hollywood Road

If we have inadvertently omitted any due acknowledgement we apologise and will address this in any reprint.

This Resource is anti-copyright but it is nice to be acknowledged.

Introduction to Tools For Solidarity

Tools For Solidarity (TFS) is a voluntary charitable company, based in Belfast, which supports artisans and communities in some of the poorest countries in the world by providing high quality refurbished hand tools and sewing machines. We collect old and unwanted tools and repair them for shipment and distribution to partner organisations. We operate 2 workshops with over 10 full time volunteers in Belfast and Downpatrick.

TFS provides skilled people in Africa with basic hand tools so that they may practise their skills and improve the quality of their own and their community's life. We also raise awareness throughout Northern Ireland about the issues of sustainable development within our own society. Finally, we provide opportunities for people in Northern Ireland to participate in worthwhile and valuable voluntary work, through the provision of sheltered placements for people with special needs and those normally excluded from being able to contribute to society in a positive way.

Development Education has been vital to the formation of TFS. All our core volunteers have become aware of the social, political and material inequalities that exist globally through development education. This has led us to question development in our own countries and elsewhere. TFS was set up as a practical means of addressing, abet in a small way, such injustices. However for these injustices to be tackled adequately people need to become aware of them and feel empowered to change them. In some small way we hope the pack will be a start for your pupils.

Introduction to the Programme

Why develop this programme?

A core aim of Tools for Solidarity (TFS) relates to informing and challenging the inequality in our world as well as offering practical help to overseas groups. Beyond this, through offering volunteering work, we seek to involve the public, schools, and organisations in what we do.

The impetus for this 'Aid for a Sustainable Future Programme' came as a result of the new Revised Curriculum for Local and Global Citizenship which Northern Irish schools are currently implementing. Within the curriculum teachers and pupils have an opportunity to investigate the work of local Non-Governmental Organisations (NGOs).

TFS sees this programme providing one such opportunity. It allows pupils to explore the work and impact of our small Belfast based organisation, which is involved at a local level in action for development with partners in Tanzania and Uganda.

TFS has been in existence for over 10 years. Over this time we have engaged in many public events such as forums within schools, tool collections, exhibitions, and refurbishing days. Consequently, the 'Aid for a Sustainable Future' programme is very exciting for our small voluntary organisation in that it allows us the opportunity to become involved with schools in a more structured and sustainable way.

Who is the programme for?

This is a teaching programme that uses development education concepts and addresses core issues in the programme for Local and Global Citizenship. Specifically, it seeks to highlight hand tools as both a waste product and needed resource in the form of aid that is sustainable and delivered in partnership with Southern organisations.

This programme can be used to support learning outcomes in the following subjects in Key Stages 3 and 4:

- Local and Global Citizenship, in particular the core concepts of Equality and Social Justice and Active Participation
- Geography, in particular within Education for Sustainable Development (ESD)
- Religious Education

Aims of the programme

This programme provides opportunities for young people to

- reflect on the causes of poverty overseas
- appreciate the impact which aid has upon people in poverty
- acquire knowledge and understanding of the developing world
- increase their understanding of social injustice and inequality

Process and Support

'Aid for a Sustainable Future' was devised by a working partnership between TFS and a group of Belfast teachers.

From the beginning of the work the teachers involved highlighted the importance of the following aspects:

- Tangible and practical support for communities in East Africa
- Empowerment and solidarity at a local level
- Active learning by doing

The most important learning outcomes for pupils include:

- Increased knowledge and understanding of social justice
- Increased understanding of the concept of development (local-global context)
- Engaging pupils in a process of asking questions, being critical, and identifying the needs of others

The programme also facilitates the development of Thinking Skills and Personal Capabilities required by the revised curriculum.

The material offers a choice of two short, structured educational programmes. They incorporate appropriate TFS materials and additional materials on aspects of reducing poverty and sustainable development. Option A is an open unit that takes 4/5 sessions to work through, Option B requires 3/4 sessions. TFS personnel are available to support the teaching of the programme with Presentations, Exhibitions, Demonstrations, End of Action Project Assemblies, and Tool Collections.

Learning Outcomes

This resource enables teachers to educate on development through capacity building and the creation and delivery of a structured programme.

Through using this resource teachers will gain an insight into the collection and transformation of resources locally and how this impacts on some of the poorest countries in the world. TFS is offering a tangible example of what can be done locally to help improve lives in the countries that it supports.

Pupils should have opportunities to

- realise that they can make a difference
- develop an understanding of the use of tools as a sustainable and effective means of providing aid appropriate to the needs of partners in the South
- develop a greater awareness of the broader social and economic structures of the countries to which tools will be sent e.g. womens' roles and education in Tanzania, issues for people with disabilities in Uganda
- come into contact with both local and international volunteers and to participate in an action project aimed at providing direct support to artisans in Africa
- participate in sustainable poverty elimination by undertaking practical action-oriented tasks that will contribute to the alleviation of poverty
- increase their awareness and understanding on issues of poverty, debt, trade and globalisation that are fundamental to the achievement of development, specifically the Millennium Development Goals

Frequently Asked Questions about 'Tools'

1 Why are tools important?

Tools are vital for development. Without them it is almost impossible to produce or manufacture goods.

We need tools to

- make and repair clothes and shoes
- build houses, schools and hospitals
- plant and harvest food
- build and repair cars, other road vehicles and bicycles
- manufacture household items such as cookers, pots and pans and buckets
- make furniture
- plumb houses and provide adequate water supplies
- make tools

Most productive human activity requires tools. In our post-industrialised society it is easy to forget the role that tools play in development.

2 Why not send money instead of tools?

TFS provides tools and machinery requested by artisan groups. The most useful aid for these groups is to supply them with high quality tools for their trades.

With these tools the groups can

- increase production, thereby increasing income generation
- expand the numbers involved in the group, thereby creating employment
- produce higher quality goods for the local market, which in turn reduces imports and improves the local standard of living

Increases in income benefits not just the individual but also his or her extended family. With extra income families are able to pay for schooling, medicine and improvements in diet.

There are many problems with sending money. Very often the groups that are earmarked to receive it do not: or receive less than was sent. As the groups we support need tools, sending money would be less beneficial.

3 Why can artisans not obtain tools locally?

In large parts of sub Sahara Africa tools are simply not available to purchase. When they are, they tend to be of Chinese manufacture, which means they are produced from low quality steel, making them fragile and sometimes dangerous. They are also not very durable, one of the most important qualities artisans are looking for.

In large towns and cities some European tools are available but the cost is prohibitive. It would take a carpenter working for months to earn the money to buy one plane.

Unfortunately most African countries do not possess their own tool manufacturing industries. The western powers have always taken steps to hinder the development of such industries in Africa.

Blacksmiths are able to manufacture tools for the local community but they too suffer from a lack of resources, in particular good quality tools and scrap steel.

TFS' first priority in sending tools is to support local blacksmiths. With the tools we send them they are able to produce thousands more household items, including tools. However, there remain some tools that blacksmiths themselves find difficult to manufacture, such as saws, planes and vices.

4 Does sending tools not create a dependency situation?

There is a danger of this happening, as the need for tools is enormous and groups, once they have received tools often ask for more. However the idea behind sending tools to artisans is that with the tools they have received they will be able to create sufficient income to replace tools as and when necessary.

We ensure that the tools we supply are of the highest quality with the longest possible life left in them. When necessary we will send over spares and renewables, such as hacksaw blades.

TFS rarely would send more than one box or 'kit' of tools to each group. Only when groups are large - more than twenty members -or when they have more than one trade would we consider sending more.

5 How can you be sure that the tools reach the groups?

TFS have been sending tools from Belfast in kits since 1986. We now average over 40 kits a year to Uganda and Tanzania. Every two/three years we organise a field trip to go and visit our partners and the groups in Africa. These trips allow us to meet with the artisans, learn about their work and see the tools in operation. They afford us the opportunity to ascertain whether the tools we send are appropriate and discover what other support artisans groups might need. As a result of recent trips we have been able to investigate which sewing machines spare parts are available in country and have expanded the range of tools we send to meet the specific needs of more skilled artisans.

The trips also give us the chance to meet with our partner organizations to discuss in detail our tool-sending programme and to seek ways to improve it.

A report is drawn up at the end of each trip, which includes pictures and slides useful for carrying out development education work at home.

We also receive feedback directly from the groups and from our partners who visit the groups after they have received the tools. Direct feedback from the groups is invaluable as it gives us a much clearer picture of the needs of the groups.

6 What role do 'tools' play in sustainable development?

Tools should not be seen as a technology of the past but as the most appropriate technology for most working people. Tools remain, cost for cost, the most environmentally-friendly, the least polluting, the least wasteful, the most versatile, the most job creating and the most power sharing political technology, and as such they are key for the future.

There is a crisis of youth unemployment, which is crippling Africa. More and more young people are growing up with little or no prospect of paid employment. However if they have tools and training they can establish economic groups and start generating income for themselves and their families.

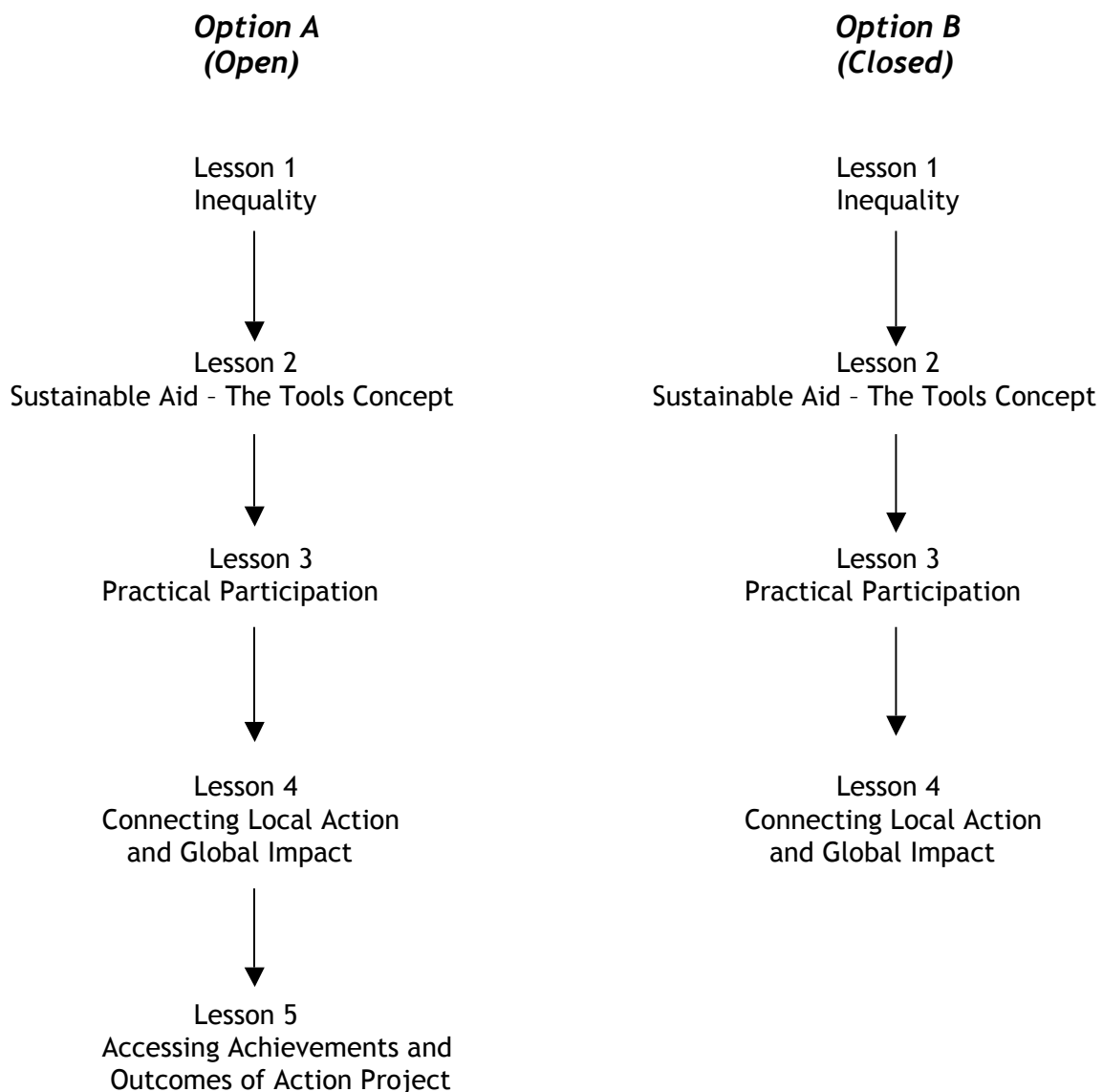
As the founder of Tools For Self Reliance Glyn Roberts has said, "Africa will never fully develop as a continent until tools are commonplace amongst ordinary working people".

Lesson Plans: Aid for a Sustainable Future

As the work with teachers developed, it was decided that two lesson plans were preferable, one to allow for the participation of Tools for Solidarity, and the other solely requiring the use of the resource pack with no outside input.

Therefore, 'Aid for a Sustainable Future - Option A' requires a TFS input, while 'Aid for a Sustainable Future - Option B' is a closed unit.

Aid for a Sustainable Future Programme Structure



Aid for a Sustainable Future: *Option A*

Lesson 1

Topic: Inequality

Aim	Activity	Time	Learning outcomes
To introduce the concept of inequality	<ul style="list-style-type: none"> Introduction: Steps Game or Chair Game or 100 People Game 	10 mins	<ul style="list-style-type: none"> An awareness of the existence of inequality
	<ul style="list-style-type: none"> Compare and contrast photographs of East Africa and Northern Ireland 	15 mins	<ul style="list-style-type: none"> An awareness of similarities and differences in lifestyle and opportunities
	<ul style="list-style-type: none"> Definition of Inequality: group work to establish what inequality means to them 	10 mins	<ul style="list-style-type: none"> Develop an initial understanding of the concept of inequality
	<ul style="list-style-type: none"> Evaluation: <i>Plus-Minus-Interesting</i> 	5 mins	<ul style="list-style-type: none"> Learn how to arrive at a consensus from differing views
	<ul style="list-style-type: none"> Conclusion: What can YOU do to make a difference? Pupils think about this for the next lesson. 	2 mins	<ul style="list-style-type: none"> An awareness that we each have an individual responsibility in this area
Resources			Time
<ul style="list-style-type: none"> Instructions for introductory games (see ps 20, 27, 29) Set of 16 photographs, instructions on their use (see p 33) Instructions for Definitions Group Work (see p 35) PMI: pupils are asked to write down one point they found positive during the lesson, one point they found negative and one thing they found interesting and would like to find out more about. 			40-60 mins
Skills and Capabilities: Managing Information; Thinking, Problem Solving and Decision Making			

Aid for a Sustainable Future: *Option A*

Lesson 2

Topic: Sustainable Aid - The Tools Concept

Aim	Activity	Time	Learning outcomes
To develop a knowledge and awareness of sustainability	<ul style="list-style-type: none"> Return to Definitions of Inequality 	5 mins	<ul style="list-style-type: none"> An understanding of sustainability
	<ul style="list-style-type: none"> Ask the question: What can YOU do to make a difference? Brainstorm - whole class 	10 mins	<ul style="list-style-type: none"> An understanding of how wealth is divided
	<ul style="list-style-type: none"> Ice Breaker, followed by Aid Game 	25 mins	<ul style="list-style-type: none"> Recognise tools as an enabler to development
	OR		
	<ul style="list-style-type: none"> Pencil Case Activity 	35 mins	<ul style="list-style-type: none"> Increased understanding of aid networks/partnerships
	<ul style="list-style-type: none"> Introduce TFS 	2 mins	
	<ul style="list-style-type: none"> Video from Tools for Self-Reliance (TFSR) 	8 mins	<ul style="list-style-type: none"> Awareness of a local sustainable aid initiative and TFS work
Resources			Time
<ul style="list-style-type: none"> DVD containing TFSR video (8 mins) - 'Tools for Change' TV and DVD player Aid Game and instructions (see p 37) Pencil Case Activity OR Concept instructions (see ps 42/43) Stationery for poster design for Pencil Case Concept (see p 43) 			50-60 mins
Skills & Capabilities:			
Managing Information; Thinking, Problem Solving and Decision Making			

Aid for a Sustainable Future: *Option A*

Lesson 4

Topic: Connecting Local Action and Global Impact

Aim	Activity	Time	Learning outcomes
To provide an opportunity for active participation	<ul style="list-style-type: none"> • 1 min 30 secs video from TFS 	2 min	<ul style="list-style-type: none"> • Young people participate in Action Projects
	<ul style="list-style-type: none"> • Brainstorm: What can YOU do? 	20 mins	
	<ul style="list-style-type: none"> • Possible ideas for Action Projects <ul style="list-style-type: none"> - Sewing machine and accessories collection - Tools collection - Advertising e.g. posters/leaflets - Fund raising for a particular aspect of TFS' work - Write to companies • Action Plan - group work and class feedback 	20+ mins	
Resources			Time
<ul style="list-style-type: none"> • TV and DVD player • DVD containing TFS video (1 min 30 secs) • Resources CD containing leaflets • Suggested Action Project Template (see p 48) 			40-60 mins
Skills & Capabilities:			
Thinking, Problem Solving and Decision Making; Self Management; Working with Others			

Aid for a Sustainable Future: *Option A*

Lesson 5

Topic: Accessing Achievements and Outcomes of Action Project

Aim	Activity	Time	Learning outcomes
To demonstrate what the group can achieve through active involvement	<ul style="list-style-type: none"> • Display of materials/posters etc. 	30 mins	<ul style="list-style-type: none"> • To have managed/ completed an Action Project
	<ul style="list-style-type: none"> • Hand over to TFS <ul style="list-style-type: none"> - feedback from pupils' representatives - Q & A with TFS - TFS - what is the next step? 	15+ min	<ul style="list-style-type: none"> • To see the value of their work and make a local/global link
	<ul style="list-style-type: none"> • Take photographs 	10mins	
	<ul style="list-style-type: none"> • Evaluation: <ol style="list-style-type: none"> 1. Ask pupils to fill in TFS Feedback Forms. Complete a copy yourself and return all to TFS 2. Pupils' self-evaluation using Pupil Self - Evaluation Form 	5 min	<ul style="list-style-type: none"> • Pupils appreciate and evaluate the nature of their contribution
Resources			Time
<ul style="list-style-type: none"> • TFS personnel • Camera • Photocopies of TFS Feedback form for future improvement of the programme (see p 49/50) and of Pupil Self - Evaluation form (see p 51/52) 			40-60 mins
Skills & Capabilities:			
Managing Information; Self Management; Working with Others			
This session may take place 3 - 4 weeks after Lesson 4. The nature of this session is dependent on the activity. Consult with TFS on the most appropriate form of closure.			

Aid for a Sustainable Future: *Option B*

Lesson 1

Topic: Inequality

Aim	Activity	Time	Learning outcomes
To introduce the concept of inequality	<ul style="list-style-type: none"> Introduction: Steps Game or Chair Game or 100 People Game 	10 mins	<ul style="list-style-type: none"> An awareness of the existence of inequality
	<ul style="list-style-type: none"> Compare and contrast photographs of East Africa and Northern Ireland 	15 mins	<ul style="list-style-type: none"> An awareness of similarities and differences in lifestyle and opportunities
	<ul style="list-style-type: none"> Definition of Inequality: group work to establish what inequality means to them 	10 mins	<ul style="list-style-type: none"> Develop an initial understanding of the concept of inequality
	<ul style="list-style-type: none"> Evaluation: <i>Plus-Minus-Interesting</i> 	5 mins	<ul style="list-style-type: none"> Learn how to arrive at a consensus from differing views
	<ul style="list-style-type: none"> Conclusion: What can YOU do to make a difference? Leave pupils to think about this until the next lesson. 	2 mins	<ul style="list-style-type: none"> An awareness that we each have an individual responsibility in this area
Resources			Time
<ul style="list-style-type: none"> Instructions for introductory games (see ps 20, 27, 29) Set of 16 photographs, instructions on their use (see p 33) Instructions for Definitions Group Work (see p 35) PMI: pupils are asked to write down one point they found positive during the lesson, one point they found negative and one thing they found interesting and would like to find out more about 			40-60 mins
Skills & Capabilities:			
Managing Information; Thinking, Problem Solving and Decision Making			

Aid for a Sustainable Future: *Option B*

Lesson 2

Topic: Sustainable Aid - The Tools Concept

Aim	Activity	Time	Learning outcomes
To develop a knowledge and awareness of sustainability	<ul style="list-style-type: none"> Return to definitions of inequality 	5 mins	<ul style="list-style-type: none"> An understanding of sustainability
	<ul style="list-style-type: none"> Ask the question: What can YOU do to make a difference? Brainstorm - whole class 	10 mins	<ul style="list-style-type: none"> An understanding of how wealth is divided
	<ul style="list-style-type: none"> Ice Breaker, followed by Aid Game 	25 mins	<ul style="list-style-type: none"> Recognise tools as an enabler to development
	OR		
	<ul style="list-style-type: none"> Pencil Case Activity 	35 mins	<ul style="list-style-type: none"> Increased understanding of aid networks/partnerships
	<ul style="list-style-type: none"> Introduce TFS 	2 mins	<ul style="list-style-type: none"> Awareness of a local sustainable aid initiative and TFS work
	<ul style="list-style-type: none"> Video from Tools for Self-Reliance (TFSR) 	8 mins	
Resources			Time
<ul style="list-style-type: none"> DVD containing TFSR video (8 mins) - 'Tools for Change' TV and DVD player Aid Game and instructions (see p 37) Pencil Case Activity <i>OR</i> Pencil Case Concept instructions (see ps 42/43) Stationery for poster design for Pencil Case Concept (see p 43) 			50-60 mins
Skills & Capabilities:			
Managing Information; Self Management			

Aid for a Sustainable Future: *Option B*

Lesson 3

Topic: Practical Participation

Aims	Activity	Time	Learning outcomes
<p>To develop knowledge of sustainability</p> <p>To involve pupils at a local level in a project impacting at a global level</p> <p>To provide safe opportunities for pupils to be involved in practical action relating to tool collection</p>	<ul style="list-style-type: none"> • Introduction: 1 min 30 secs video from TFS and brief discussion • Tool Matching Activity • Practical Activity Choose one from the following: <ul style="list-style-type: none"> a) Organise a collection activity <ul style="list-style-type: none"> – each pupil to bring in 2 relevant items: tools, sewing machines and accessories. <i>Please consult with TFS concerning health and safety issues.</i> b) Awareness Campaign in school or local community: new leaflets for TFS, posters for use in school, write to MLAs, local companies. 	<p>5 mins</p> <p>10 mins</p> <p>20 mins</p>	<ul style="list-style-type: none"> • Remind pupils of work undertaken in previous lesson • Become aware of a range of relevant tools and their uses • To be involved in practical action relating to tool collection • To increase understanding and awareness of the role of reuse and its part in sustainable development
Resources			Time
<ul style="list-style-type: none"> • DVD containing TFS video (1 min 30 secs), TV and DVD player • Tool Matching Sets of Cards and instructions (see p 31) • Leaflet listing suitable tools/materials to bring in • Existing TFS leaflets • Cards Sets for Tool Matching Activity 			40 to 60 mins
<p>Skills & Capabilities:</p> <p>Managing Information; Working with Others</p>			

Aid for a Sustainable Future: Option B

Lesson 4

Topic: Connecting Local Action and Global Impact

Aim	Activity	Time	Learning Outcomes
To develop an awareness of the tools programme as a contribution to sustainable development	<ul style="list-style-type: none"> Introduction: Look at the materials brought in by the pupils 'Making a Difference' TFS PowerPoint Presentation 	10 mins	<ul style="list-style-type: none"> Share experience of tool collection on a small scale
To appreciate their role in the process.	<ul style="list-style-type: none"> Questions/Discussion: <ul style="list-style-type: none"> In light of the presentation, what do pupils think of TFS and of their own contribution? Do you see Aid/African people/volunteering/young people's contributions differently now? Evaluation: <ol style="list-style-type: none"> Ask pupils to fill in TFS Feedback Forms. Complete a copy yourself and return all to TFS Pupils' self-evaluation using Pupil Self - Evaluation Form 	5-10 mins	<ul style="list-style-type: none"> Increase in understanding of why the tool sending programme is vital to development in Africa
		10 mins	<ul style="list-style-type: none"> Pupils appreciate and evaluate the nature of their contribution
Resources			Time
<ul style="list-style-type: none"> Resources CD containing 'Making A Difference' PPT presentation and associated notes Photocopies of TFS Feedback form for future improvement of the programme (see p 49/50) and of Pupil Self - Evaluation form (see p 51/52) 			40 mins
Skills & Capabilities:			
Managing Information; Self Management			

GAMES AND ACTIVITIES

1 Giant Steps Towards Understanding Inequality

(Adapted from Giant Steps in The Rights Stuff, DEFY/Amnesty/Trocaire. 1998)

Aim

- To enable pupils to experience and reflect on where we live in the world and the conditions we are born into.
- To explore some of the barriers to development experienced by children throughout the world.

Skills & Capabilities

Thinking, Problem Solving and Decision Making

Time

40-60 minutes

Preparation

If possible, arrange the activity to take place in a hall or other large space so that the whole class can participate. If undertaking it in a classroom with desks arranged in rows, follow the alternative instructions below.

Before cutting out the cards, enlarge pages 24 - 25 so that each identity is displayed on one A4 page. Photocopy the cards onto coloured paper, using a different colour for each identity. This makes it easier to facilitate the discussion as you can easily see what identity pupils have been given.

Activity

Part 1: Giant Steps

Ask the pupils to stand in a line at one end of the hall. Give each pupil one of the identity cards. Ask them to think about who they are and what their life is like. Explain that you are going to read out a set of statements about how people live. They should listen carefully to each statement and then act as follows:

- If they can **easily do** what the statement says, then they should **take a giant step** forward.
- If they can **only do it with difficulty**, they should **take a small step** forward.
- If they **cannot do it** at all, they should **stay** exactly where they are, without moving.

Slowly read out the list of statements. Allow time in between each one for the pupils to think about it and to move accordingly. When you have finished, the pupils should be in different parts of the room, with some not having moved at all or very little and some who have moved very far.

Instructions for a small classroom

Give out all the identity cards. Ask for eight volunteers, one for each colour of card. They should then carry out the activity as above while the rest of the class watch. Ask the watchers to listen carefully to each instruction and decide whether they would move or not if they were the ones in the line.

Part 2: Debriefing

Ask the pupils to remain standing exactly where they finished and then use the questions below to debrief them. As pupils make comments or answer questions, they should begin by saying what identity they had, so the class begins to get a feel for which identity enabled people to move and which prevented them from moving. As some of them may have strong feelings about not being able to move, remind them that they must listen to each others feelings and opinions.

Questions for the Debriefing

- Who were able to take the most giant steps?
- Who could only take small steps?
- Who could not move at all?
- How did it feel to be able to move, unable to move or only able to move a few times?
- How did you feel when others were moving at a faster or slower pace than you?
- What were the main obstacles faced by those who could move very little?
- Why do you think there was such a difference between how far people could go?

Questions for Reflection

- What are the main obstacles to development that people face in their lives? Why do you think such differences exist in Northern Ireland and in other countries?
- Choose one character e.g. the Bosnian refugee. Discuss what could be done so she can fully participate in society.

Note: Remember that Siobhan could not have moved at all because she could not hear the instructions.

Extension Activity

Ask the students to write out briefly how they felt during the exercise and what it helped them learn about the situation of the person whose identity they had. *The pupils may not have known enough about the situation of some of the people or situations to discuss them fully.* Help them to identify where they can get the information they need before the next class.

Follow-on Activity

Part 3: Reflection on the Situation of the Identities

During this activity the students reflect on the following questions:

- Why?
- What if things were different?

Ask the students to form groups with those who had the same identities in the Giant Steps Activity. Give them all a copy of the statements. Ask them to share their reasons for moving/not moving at each statement and their understanding of the situation of their identity group. There will be different understanding among the students of the situation, so they need to be open to listening to different perspectives.

NB: The 'Niamh' group should think about their relationship with some of the other groups who were unable to move or moved only a little.

Worksheet

Remind the students that the situations they have been discussing have not just happened by accident. They are a result of the social and economic policies followed by politicians or the general attitudes held by society. This means that these situations could be changed, if there was a willingness or desire to improve things. Give the students the Giant Steps worksheet and ask them to complete the worksheet as a group.

Feedback

Take feedback from each group of one of their answers. Highlight the main issues that come up and look for common links that might lead the students to develop an Action Project in one area of concern.

Statements

1. I have been to primary school.
2. I can speak out in school about rules that affect me.
3. I could go to university.
4. I can choose what subjects to study.
5. I can wear whatever clothes or jewellery I like.
6. I can play games or sports or rest everyday.
7. I can live with my parents.
8. I can meet my friends.
9. I can criticise the government if I wish.
10. I have enough to eat and drink.
11. I am paid the same wage as anybody else doing the same job.
12. I can practise my religion.
13. I can travel by bus.
14. I can learn to speak my own language at school.
15. I can speak out about things that affect me.
16. I can get information that I need.
17. When I am sick I can go to a doctor.
18. When I am old enough I can marry whomever I like.
19. When I am older I will get a good job.
20. I can join any group or organisation I wish.
21. I have a rich culture and heritage.
22. I live in a clean environment.

Further statements

1. I have a great social life, doing lots of different things.
2. It is no problem for me to visit friends and relations whenever I want to.
3. I love shopping and it is easy for me to visit a good selection of shops.
4. My culture is respected by national structures and bodies.
5. I can easily attend a school that meets my needs.
6. I do not think the police would stop me on the street for no obvious reason.
7. I feel comfortable going into public places.
8. I am able to live in the kind of home that I like.

CHARACTER CARDS

1 Kandeshie

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

2 Maria

You are 10 and you live in Uganda. You had polio as a baby and now you cannot use your legs for walking. You need a wheelchair or wooden blocks to get around. You like reading but the local library has steps so you cannot go in without help.

3 Paolo

You are an 8-year-old and you live in Rio de Janeiro, Brazil. Everyday you work by selling peanuts on the street. You live in a small house with your family but sometimes because of the arguments at home you sleep at night on the cathedral steps.

4 Maya

You are a 15 year old living in the Bronx area of New York. Your mother is a single parent and tries to make ends meet by cleaning houses and living on welfare. Your neighbourhood is pretty dangerous and you do not feel safe at night. You try to work hard at school but it is difficult when the school is run down and overcrowded.

5 Patrick

You live on a halting site with your family in a caravan. You have been to four different primary schools, each in a different town. Now that you are 12 you do not go to school anymore. Travellers have their own language called Cant or Gammon.

6 Zlata

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

7 Gemma

You live with your mother and sister in Belfast. Your hobby is woodwork. You would like to do this for your GCSE but the subject is not taught in the girls' secondary school you attend.

8 Lin

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

9 Niamh

You live with your parents, your 2 brothers, and sister in Cork. Your house is big and you have your own bedroom. You think this is great because you have lots of study to do for your exams. You are planning to go to university next year where you aim to study computer science.

10 Angus

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

11 Siobhan

You are 21, from Australia and a marine biology student. You are the current surfing champion of your town. You are profoundly deaf and use sign language.

Giant Steps - Worksheet

Think about the discussion you've just had and then with your group complete the following table.

What could I not do?	Why?	What can I do to bring about change?	What can society do to bring about change?	What can government do to bring about change?

2 The Chair Game

(Courtesy of Comhlamh)

Aim

This game aims to explore in a tangible way in, which the population and the wealth of the world would be divided if there were only 20 people and £20. You can also adapt this for 30 people, depending on the size of your group.

Skills & Capabilities

Thinking, Problem Solving and Decision Making; Working with Others

Time

10 - 15 minutes

Activity

1. Tell your class to imagine that it alone represents the population of the world and have designated areas, with signs, for the different continents. It may be useful to have a globe or atlas available for pupils to use.
2. Ask your class to guess/decide together how many people should be in each continent. They do this by allocating themselves as the population in the different continents. Some confusion can be allayed by asking questions such as, which continent do you think has the smallest/largest amount of people in it? If the feeling is that there are lots of people in Africa, then how will this be reflected within the class group?
3. When the class have completed this, go through your simulated world with the approximate correct populations for each.
4. Questions can be based around how accurate were their guesses? Were there any surprises?

Staying In the Same Positions...

5. Use the same amount of chairs so each pupil has a chair by them. Explain that these chairs represent the total amount of money in the world: 1 Chair = £1.
6. Ask the class to guess again how many chairs for each continent. This is again an approximation exercise.
7. When they have placed the chairs how they think the wealth is divided, go through each continent and place the correct amount of chairs by the pupils. This gives a rough visual representation of how wealth is divided among all people in the world and of the disparity and inequality in the world.

Rough Demography

If the world contained...

	20 PEOPLE	£20	30 PEOPLE	£30
ASIA	12	£8	18	£12
EUROPE	2	£5	3	£7.5
AFRICA	3	£1	4	£1.5
NORTH AMERICA	1	£4.5	1.5	£6
SOUTH AMERICA	1.5	£1.5	2	£2.25

Based on the 2004 Total Gross Domestic Product and Population figures cited in: The World Factbook 2004, CIA.

All the figures are approximations and fall short of 100%, the remainder being made up of Polynesia, Australia and smaller areas. Given likely group sizes however, it is convenient to ignore these.

Debriefing

8. Ask the pupils

- What was surprising or difficult to believe?
- How did the pupils 'in North America' feel with their wealth?
- How did they feel when looking to 'South America' and their amount of wealth?

3 If the World Contained 100 People...

(Adapted from Local and Global Citizenship: A Resource for Post Primary Schools, CCEA, Activity 2.4 AND; 80:20 Development in an Unequal World, 80:20 Educating and Acting for a better World, TIDE, Bray and Birmingham, 2002, Page 43.)

Aim

A simple exercise to explore, compare and put into perspective statistics on populations, religions, languages and world conditions in a global context. This exercise also challenges a Euro-centric view of the world. Are the guesses of the pupils accurate?

It may make us realise what a small part of the world 'we' are in terms of our identity - being European, speaking the English language and so on. This may lead to other questions. Are we aware of these other, more major influences? How do we see them? What are our main influences? Why is this so?

Skills & Capabilities

Thinking, Problem Solving and Decision Making

Time

10 - 15 minutes

Activity

Pose the questions, 'If the world contained 100 people...?'

1. How many Europeans would there be?
2. How many Asians would there be?
3. How many Africans would there be?
4. How many North Americans would there be?
5. How many Christians would there be?
6. How many Muslims would there be?
7. How many Hindus would there be?
8. How many would speak English?
9. How many would speak Mandarin - spoken in China and other parts of Asia?
10. How many would speak Arabic?
11. How many would speak Russian?
12. How many would speak Spanish?
13. How many people do not have enough to eat?
14. How many would not have access to water and would spend a lot of time getting water?
15. How many would have a radio?

Answers to 'If the world contained 100 people...?'

The world would include (Questions 1 - 4):

- 10 Europeans
- 58 Asians
- 12 Africans
- 5 North Americans

It would further include:

- 8 Latin or South Americans
- 6 Russians and others from the former Soviet republics
- 1 Person from the Pacific

There would be (Questions 5 - 7):

- 33 Christian (20 Catholic, 10 Protestant, 3 Orthodox)
- 18 Muslim
- 3 Hindu

And also:

- 17 Non religious
- 6 Buddhist
- 5 Atheist
- 18 Other religion

And they would speak as their first language (Questions 8 - 12):

- 9 English
- 17 Mandarin
- 4 Arabic
- 6 Russian
- 6 Spanish

World Conditions (Questions 13 - 15):

- 70 people - within this, 20 people would be severely undernourished
- 25 people
- 42 people

4 Tool Matching Activity

Aim

This activity allows pupils to make practical links as to why tools are vital to development in Africa.

- To raise awareness of a range of relevant tools and their functions and uses.
- To identify the trades people who use them and what they can produce.
- To help the teacher to establish what level of understanding the class have regarding the subject.

Skills and Capabilities

Thinking, Problem Solving and Decision Making; Working with Others

Time

10 minutes

Materials

5 Sets of Cards (included)

Activity

1. Explain that there are 4 headings or categories. These are:
 - (1) Tool
 - (2) Description
 - (3) Who uses it?
 - (4) What do these tools make or repair?
2. Each group will receive 1 set of cards (mixed up) and the headings. The pupils must lay out the heading on a table in the above order.
3. The pupils then decide which cards go under which heading. Once all the cards have been placed the activity is finished.
4. Check that the groups have the correct order.

Guide to Tool Matching Cards

Tool	Description	Who uses it?	What do these tools make/repair?
Anvil	An iron block, the surface of which is used to beat and re/shape metal. Used with hammer and tongs.	Blacksmith	Other Tools
Brick Trowel	Made from steel with a wooden handle. Used to apply mortar/ cement when building with bricks or blocks.	Builders	Houses/ School Building
Sewing Machine	A machine, powered by hand, foot or electricity, which stitches pieces of material together. It can also do more complex stitches by using different accessories.	Tailor	Clothes
Smoothing plane	Made from wood and/or steel. Used for smoothing the surface of large sections of wood by paring shavings from it.	Carpenter	Cupboard
Spanners	Made from steel. Used to loosen or tighten nuts or bolts.	Bicycle Mechanic	Bicycles
Stilson Wrench	A steel tool with hardened jaws to grip (and hold) around a pipe.	Plumber The card shows a plumber on a water tank with an official.	Water Pipes

5 Photographs of East Africa and Northern Ireland

Information regarding how to use photographs

Code of Conduct

Photographic information should aim to improve the pupils understanding of:

- the realities and complexities of the countries of the Third World in their historical context
- the obstacles posed to development
- the diversity of situations in these countries
- the efforts being made in the South itself
- the progress made.

(The Oxfam Paper on Communications, The Oxfam Gender Training Manual, Oxfam UK and Ireland 1994. Pg 537, Pg. 541)

The Photographs

There are 16 A4 sized photographs included in this pack.

Please Note: They contain information on the back.

These photographs can be used separately or with their pair for comparison and contrast purposes. Some of them introduce the theme of tools.

The additional questions below are included for the pupils to discuss.

- Do you think it was always like this?
- What has changed?
- Is this development?
- Why do people remain poor?
- What factors stop progress?
- What keeps people from developing the way they want?

6 Images Brainstorm

(Courtesy of World Wide Fund for Nature)

Aim

An introductory activity using the photographs included in the pack to develop empathy and make connections between different situations in the world.

Skills & Capabilities

Managing Information; Thinking, Problem Solving and Decision Making; Working with Others

Time

10 minutes

Activity

Ask your pupils the following questions as a starting point for a few 3-minute brainstorms. Keep the discussions short and snappy, it is vital to keep the energy flowing.

1. Describe your photograph. What does it show? What questions would you like to ask about it?
2. What issues or problems can you identify?
3. How do these issues connect to the way people live their lives?
4. This is very important to make sure that images from the majority world/Southern countries include some very strong positive aspects. This is needed to challenge the widely held stereotypes.
5. Ask what they can do to make a difference about these issues.
6. You may find that the pupils go on to this when they discuss Q3 - this is fine, or else make it clear in Q3 that you only want them to talk about the connections, not yet about what they can do.

Feedback

Ask pupils at the end to read out their responses. You can give them a differently coloured pen for note taking for each question. This helps with feeding back, ordering their thoughts etc.

7 Definition of Inequality: Group Work

Aim

Give the pupils a chance to reflect on the activities they have already done and share ideas around injustice in a world context.

Skills & Capabilities

Managing Information; Working with Others

Time

10 - 15 minutes

Activity

1. Break the class into groups of three.
2. Pose the question, 'What does inequality/an unfair world mean to you?'
3. Get each group to feed back. From here record all statements and either:
 - Further tease out an acceptable working definition of inequality among all the class.
 - Use the statements as future reference points to see how the concept of inequality has developed over the sessions.

Some Definitions ¹

Aid	Deliberate efforts by governments and/or NGOs that aim to improve poor people's quality of life
Inequality	The uneven access to resources and opportunities
Sustainable	Something that can be done over a long period of time without causing any damage
Development	The idea that things change, and that these changes can be made for the better. There are five main spheres to human development: political, cultural, social, ethical and economic
Sustainable Development	Meeting the needs of the present without compromising the ability of future generations to meet their own needs

¹ STEP Live Well, live Wisely! Technology for Sustainable Development. Intermediate Technology. Pg 20.

Sustainable Development involves ²

- making choices about alternative forms of development and how we use energy and materials
- making today's decisions and priorities consistent with future as well as present needs
- ensuring a fair distribution of the world's wealth and resources
- more effective public participation in decision-making

Appropriate Technology should ³

- help people earn money for themselves and their families
- be controlled and managed by local people
- be affordable
- use local skills and materials as much as possible
- have a limited impact on the environment
- meet the needs of both men and women

What makes Sustainable Development initiatives a success? ⁴

- community based
- helping to meet local needs for such things as shelter, good quality food, meaningful work, education and health care
- aiming to conserve resources, protect the ecological balance. There is a concern for social justice
- based on self-reliance, using local skills and resources wherever possible
- there is a concern for children and their future
- they involve a creative partnership between local people, voluntary organisations and local government
- they involve collective empowerment (a restoration of the dignity and confidence which people need to feel capable of solving their own problems)

² "It's Our World Too". A Local Global approach to environmental education at Key Stages 2 and 3, Development Education Centre, Birmingham 1992. Pg 19.

³ STEP Live Well, live Wisely! Pg 22.

⁴ STEP Live Well, live Wisely! Pg 20.

8 Aid - Useful Or Not? - Game

(Exploring Our World. Courtesy of Centre for Global Education)

Aim

It is often perceived that aid is good as long as people need to receive something. This session explores the idea that aid can be as equally unhelpful as it can be helpful to those who receive it. The lesson links aid with sustainability through acknowledging the long-term benefit of involving local people and local solutions in aid programmes.

Skills & Capabilities

Thinking, Problem Solving and Decision Making

Time

30 minutes

Preparation and Materials

Photocopy Problem Cards, Aid Cards and The Whole Story Cards. One copy per group of three to five. If possible, photocopy each page onto different coloured paper or card, as it will help the students distinguish the different groups of cards. Copying onto coloured card and lamination will maintain the cards for future use.

Activity

Part One (15 minutes)

1. Divide the class into groups of four.
2. Give each group one set of Problem cards and one set of Aid cards.
Note: Do not give the groups the "Whole Story" cards at this stage.
3. Give each group 5/10 min to match the Aid cards to the appropriate Problem card.
4. Facilitate brief feedback.
5. Check that the groups have matched the cards correctly.
6. At this stage ask the students if there are any aid programmes that they think are particularly useful and seem like a good use of money?
7. If students had to choose one of the aid programmes to give £20 to, which programme would they choose?
8. Ask the groups to keep the Aid and Problem cards matched up together as they will need to add to them for the next part of the activity.

Part Two (15 minutes)

1. Give each group a set of Whole Story cards and Useful/Not Useful cards.
2. Ask each group to match the Whole Story with the correct Problem and Aid card and then decide whether this was a useful or not useful form of aid. The groups should end up with the information in two columns under the headings useful and not useful.
3. Facilitate brief feedback
4. Did you find out that any aid was less useful than you originally thought? Why was that?
5. What did all the useful types of aid have in common? Emphasize that involving local people aids sustainability.
6. What does the developed world need to learn about giving aid?

Other issues to highlight include

- Who owns the aid?
- What happens when things break down?
- What aid will still be working in 10 years?
- Is the aid something which will be used up/finished or will it continue to make a difference?

Emphasise

1. Aid programmes need to involve local people.
2. Aid needs to be appropriate to the situation.
3. The developed world should not assume that all forms of aid are useful to developing countries. We should ask people in developing countries what their needs are.

PROBLEM CARDS

Ghana:

Babies that are born prematurely are more likely to die.



Guinea Bissau:

There is a shortage of fresh water for local villagers.



Guinea Bissau:

Farmers have no way of transporting their produce to market. Public transport is too expensive and to carry it by hand is too difficult and takes too much time.



Liberia:

As a result of civil war many Liberians fled from their homes and lived in camps. They lacked many things including food.



Burkina Faso:

Soil is being eroded from farmland as a result of fast flowing water.



Nepal:

There are many landslides which frequently block roads and destroy agricultural land.



Tanzania:

Coconut oil is an important income provider for many women. The graters used for producing the oil often don't work and are painful to use.



India:

Children's education is suffering as there is a lack of textbooks in schools. There is a great need for secondary level science textbooks.



WHOLE STORY CARDS

The baby incubator cannot be used as the hospital's electricity supply is not constant. There also has been no training for African staff in how to use such a complex machine.

The pump wells were installed by the Japanese. The wells are made in Japan and therefore use Japanese parts. The pumps have broken down and the locals cannot get new parts to fix the pumps, as they were not involved in installing them.

The carts are made by a local tradesman and so can be repaired easily when necessary. The donkey and cart gets the farm produce to market while it is fresh and in good condition. This means a better price for the farmer.

The Canadian government sent wheat to Liberia which is a rice eating country. People did not know how to cook with wheat nor did they like it.

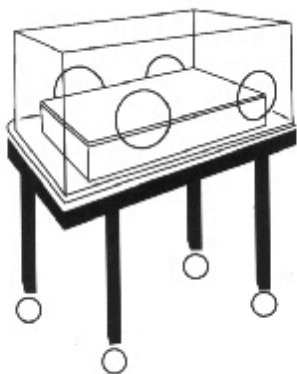
The women farmers were involved in building the stone banks that have saved water and stopped the soil washing away. The land has been reclaimed and harvests have greatly increased.

Local engineers are being trained by overseas engineers. The engineers work alongside local farmers who have the greatest knowledge about the vegetation. As a result the farmers learn how to save the soil and keep the roads clear.

Research has provided a new design of grater that is easy to use and increases coconut oil production. The grater is manufactured in a local workshop. The women can afford the new grater as they can pay for it in weekly instalments.

The textbooks were sent to a school in India by a school in the UK as they were no longer being used. The books are in English so only well educated Indians can read them. Also, they are old and the information is badly out of date.

AID CARDS



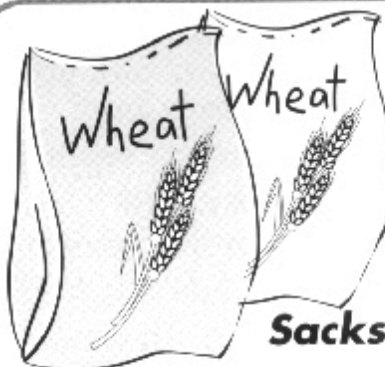
A Baby Incubator



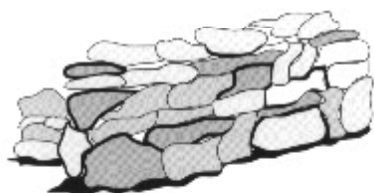
A Pump Well



Donkey and Cart



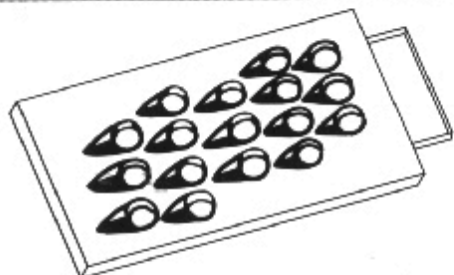
Sacks Of Wheat



Building Stone Banks



Planting Trees and Plants



Research For A New Design of Coconut Grater



Science Text Books

USEFUL

NOT USEFUL

9 Pencil Case Game - Short Version

(Tools For Solidarity)

Aim

- To raise pupils' awareness of the importance of tools in everyday life.
- To emphasise that we all need to use tools and often depend on them to complete tasks.

Skills & Capabilities

Thinking, Problem Solving and Decision Making, Self Management, Working with Others

Time

15 minutes

Activity

1. Divide the class into 4 or 5 groups
2. Each group is given a pencil case with equipment to produce a simple poster e.g. school badge, self-portrait. Contents of pencil cases will vary to reflect the level of development in various countries:

Case 1 Fully equipped with all required resources (representing industrial countries)

Cases 2, 3, 4 Mix and match contents, some with more or less (representing middle income countries)

Case 5 One pencil only (representing the least developed countries)

Note: Students are not allowed to use any of their own resources

3. While Case 5 group are working on the task the teacher takes their pencil and breaks the lead. What are the problems now?
4. Class discussion on how they found completing the activity with the materials available to them. The concept of sustainable development should arise, such as: Case 5 group was coping before the pencil was broken but they needed another tool as support to complete the activity, i.e. a sharpener.

10 The Pencil Case Concept

(Tools for Solidarity)

Aim

To raise awareness of pupils of the importance of tools that those in the developing world need to survive, by highlighting how important the tools pupils use everyday in the classroom are.

Skills & Capabilities

Thinking, Problem Solving and Decision Making; Self Management; Working with Others

Time

35 minutes

Activity

Stage One

1. The teacher holds up an empty pencil case and asks the class what is missing?
2. A range of answers will be given but the absence of pencils, pens, rubbers, protractors, highlighters, Tipp-ex, sharpener and colouring pencils should be forthcoming.
3. The teacher asks the class to help fill the empty pencil case with the items.
4. When the pencil case is full the teacher removes a pencil, breaks its lead while trying to write or otherwise but does not use deliberate aggression.
5. The teacher asks for solutions. By process of responses, the use of the sharpener is identified.
6. The teacher sharpens the pencil and while doing this asks the class to think about what has just happened and what it represents.
7. Again by process of discussion the class will suggest that things get broken and other things are needed to fix them.

Stage Two

1. The teacher asks what all the things in the pencil case could be called. (Answers will range from stationery, equipment, stuff, things, kit, until eventually the teacher extracts or leads the discussion towards tools).
2. The teacher asks the class to divide into groups and asks them to discuss answers to the following questions:
 - Which of these tools did they learn to use first?
 - Which tool is the most important and why?
 - Which tool did they learn to use most recently?
 - What did they need to be able to use the tools?
 - What is the connection between the tools?
 - What will skilled use of these tools allow them to do?
 - What happens when one of these gets broken?
 - What would happen if they lost some or all of the tools?
3. Feedback from the groups should highlight the importance of these tools to their education; their skill with them, their need to have a supply of them and an understanding of what happens when they forget, lose or cannot use them properly.

Stage Three

4. The teacher asks the class to think about the connection between their tools and the tools needed by people in the developing world by considering the following:
 - What do people in Africa need?
 - What kinds of tool kits will support people in reaching their needs in Africa?

For example, clothes, shoes, food, houses, tables, chairs, roads, schools, hospitals, water pumps and safe working condition. Sewing, building, carpentry, mechanics, plumbing, horticultural, shoemaking and blacksmithing tools all may be elicited.

- What are the differences between the pencil case tools and the tools for Africa?

Pupils might reflect that if we lose our tools we can go and buy new ones and that we usually do not worry if things break or get lost. However, in Africa tools are precious and valued and need to be refurbished and fixed many times.

Stage Four

Review - '3, 2, 1'

1. The teacher asks pupils to put forward
 - Three things that they have learned so far, e.g. we are skilled in the use of tools and that we are dependent upon them for our education.
 - Two questions that we might ask, e.g. what can we do to make a difference to those in the developing world?
 - One thing we could now do: be more aware of the need to not waste tools
2. The teacher asks class to watch the Tools For Self Reliance video on DVD and when finished repeats the '3, 2, 1' review technique.

Conclusion

The teacher either points out or preferably obtains via discussion that we can make a difference to people's lives in a very practical way. Subsequent lessons could develop a programme using pupils' skills, arising from the pencil case, to participate in poster making, communication, letter writing, campaigning - to help others to obtain the tools they need to change their lives.

11 Ideas for Action Projects

1. Organise a visit to the TFS Workshop.
2. Host an exhibition at your school, which would include how to repair old hand tools.
3. Design posters to promote volunteering opportunities with TFS.
4. Design a TFS leaflet.
5. Organise a collection of hand-tools within your school or local community.
6. Organise a collection of sewing machines, material and accessories within your school or local community.
7. Build links or undertake a project with a school in Uganda.
8. Refurbish some simple hand-tools in your school.
9. Fundraise by writing to companies.
10. Introduce idea of TFS to other classes/schools/parents.
11. Research related issues such as child sponsorship, clothes dumping, and fair trade.
12. Research the work of other development NGOs.
13. Organise a debate on the tension between sustainable development and direct aid.

Health and Safety Guidelines for Schools and TFS Action Projects

1 Visit to workshop

Groups of visitors to TFS should not be more than 24 people at any one time. TFS personnel will give instructions to pupils on health and safety matters on arrival.

2 Basic tool repair

Pupils will have the opportunity to observe and help repair simple tools. Basic tool repair requires constant adult supervision. Pupils will be shown safe ways of handling the tools.

3 Hand-tool and sewing machine collections

Children involved in school collections need to know safe ways of carrying and transporting tools. Some tools are heavy, have sharp edges or can be rusty. Children also need to be aware of not carrying anything too heavy and the correct method of lifting any heavy boxes or objects. This will need to be demonstrated by a responsible adult or teacher.

Note: *It is important to have a secure place to store the tools.*

Action Project Plan Template

Can be used with pupils to agree a plan for a Project.

Target	Actions	Who	When	Where
Possible issues arising				

Tools For Solidarity Feedback Form

Please spend 5-10 minutes to answer the questions below. We ask you to be honest in what you write as this will help us for the next pupils we work with.

In this programme there has been material on the issues listed below. Please tick the two you find most interesting.

- Inequality
- Sustainable Aid
- Unuseful Aid
- Life in Africa
- Tools for Solidarity
- Hand tools for development

Have your thoughts on any of these subjects changed? How? _____

1. After your experience of this project, do you feel you can make a difference to improve people's lives in Africa?

If so, why?

If not, why not?

Please turn over.

2. Taking part in the programme Aid for a Sustainable Future *[please tick one below]*

has been worthwhile because

has not been so worthwhile because

3. Do you have any questions that remain unanswered?

Thank you for your feedback.

Please return the completed form to Tools For Solidarity.

Pupil Self - Evaluation

School: _____ Date: _____

To see how you have developed over the lessons on 'Aid for a Sustainable Future', please rate the following statements for yourself.

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
Skills					
I am more confident in talking to people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to go and do research myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am more confident in working in a group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have improved my organisational skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Values					
I feel that I can make a difference to someone else's life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
As a result of doing the project I feel that I will be more aware in the future of aid and development issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would like to do something like this again.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This will help me with my other studies in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge					
I know more about living conditions in East Africa.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know more about inequality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know more about aid and sustainable development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please turn over.

Comments

e.g. on anything you particularly liked, anything you disliked, or feel should be left out or included.

e.g. on anything that could be done in a different way?

Thank you for your participation in the programme.

TFS Resources

The following resources are included in this pack:

DVD	1. TFS Video: 1 min 30 secs video from Tools for Solidarity produced by UTV for 'YOU CARE: Requesting Old Sewing Machines'
	2. TFSR Video: 8 minute video 'Tools for Change'

CD	1. General Information - Leaflet
	2. Schools tools collection - Leaflet
	3. Sewing machines collection - Leaflet
	4. Thank you - Leaflet
	5. Teacher Brochure
	6. 16 Photographs and Associated Texts (Low Resolution) for viewing purposes
	7. 16 Photographs and Associated Texts (High Resolution) for printing purposes
	8. PowerPoint Presentation (short version) and Associated Notes.
	9. PowerPoint Presentation (long version) and Associated Notes.

Printed Materials	1. Teacher Brochure
	2. 16 Photographs with text on reverse
	3. 5 Sets of Cards for Tool Matching Activity

Recommended Resources to extend the Programme

A useful resource for exploring the issue of trade and economic injustice is **The Trading Game** (also known as the development game), which is produced by Christian Aid. This simulation game can help with generating interest and discussion about the world trading system, raw materials, tools, business, banking and who benefits and who loses at trade.

- Websites:** <http://www.oneworld.org> An excellent site packed with useful and useable information. It contains country and theme guides, analysis, education, and school links.
- <http://www.unicef.org/sowc98> Source of statistics on 14 basic issues, useful definitions, world map and more. Good Links.
- <http://www.un.org/Pubs/CyberSchoolbus> Excellent for ideas, information and curriculum suggestions. Extensive materials and statistics for educators at all levels.
- <http://www.nine.org.uk> N. Ireland's network for education offers access to education materials organised by subject and key stage. Good for sharing resources.
- <http://www.toolsforsolidarity.org.uk> Background material, photographs and feedback from artisan groups. Features our biannual newsletter.
- <http://www.tfsr.org.uk> Tools For Self Reliance home page. Contains many photographs and links to tools partners and groups.

Further Reading

- Development:** Instituto Tercer Mundo, The World Guide, 2003/4, New Internationalist Publications, London (annually)
- "It's Our World Too". A Local Global Approach to Environmental Education at Key Stages 2 and 3. Development Education Centre Birmingham & Yorkshire Development Education Centre 1992
- Regan, C (Ed): 80:20 Development in an Unequal World. 80:20 Educating and Acting for a Better World & Teachers in Development Education ('TIDE'), Birmingham 2002
- One of the best general works on development for teachers. Covers all main areas of development work and includes a chapter on development education.*
- Sachs, W: The Development Dictionary, Zed Books, London 1995

STEP Live Well, Live Wisely! Technology for Sustainable Development.
Intermediate Technology Publications Ltd 2000

The Oxfam Paper on Communications, The Oxfam Gender Training Manual,
Oxfam UK and Ireland 1994

UN Development Programme, Human Development Report 2004, Oxford
University Press (annually)

Sustainability: Brown, L: State of the World 2003, Earthscan, London (annually).

Middleton, N & O’Keeffe, P: Redefining Sustainable Development, Pluto
Press, London 2001.

Aid: German, T & Randel, J (Eds): Reality of Aid Report, Earthscan,
London 2002.

Smillie, I: The Alms Bazaar, IT Publications, London 1995.

List of Organisations that provided Resources for this Programme

Amnesty International

<http://www.amnesty.org>

Amnesty International is a worldwide campaigning movement that works to promote all the human rights enshrined in the Universal Declaration of Human Rights and other international standards.

Centre for Global Education

<http://www.centreforglobaleducation.com>

Formerly the One World Centre for Northern Ireland the Centre for Global Education, based in Belfast, was established in 1986 by eight development agencies to provide education services that will enhance awareness of international development issues.

Christian Aid

<http://www.christian-aid.org.uk>

Christian Aid works in over 60 countries helping people, regardless of religion or race, to improve their own lives and tackle the causes of poverty and injustice.

Comhlámh

<http://www.comhlámh.org>

Comhlámh is the Irish Association of Development Workers. It was established in 1975 by APSO (the Irish Government) to support returned development workers, who in turn sought to promote effective global development.

Development Education For Youth (DEFY)

From 1989 until 2002 development education work carried out by youth organisations was supported by the Development Education for Youth (DEFY) project which was initiated in the National Youth Council of Ireland (NYCI). DEFY ceased operating in 2002.

Practical Action

<http://www.itdg.org>

Practical Action was founded in 1966, as ITDG (the Intermediate Technology Development Group). It is committed to poverty reduction, environmental conservation and technology choice.

Tide

<http://www.tidec.org>

Tide arose out of the Development Education Centre for Birmingham. It aims to further development education practice and policy by enabling teachers, schools and organisations to adopt a global dimension and development perspective as part of their own agenda.

Trócaire

<http://www.trocaire.org>

Trócaire is the official overseas development agency of the Catholic Church in Ireland. It was set up by the Irish Catholic Bishops in 1973 to express the concern of the Irish Church for the suffering of the world's poorest and most oppressed people.

World Wide Fund for Nature

<http://www.wwf-uk.org>

WWF is the world's largest and most experienced independent conservation organisation. It is a science-based organisation that addresses issues from the survival of species and habitats to climate change, sustainable business and environmental education.

Tools For Solidarity

Tools for Solidarity (TFS) is a charitable company which collects old, unwanted hand tools and repairs and ships them out to skilled artisans in Africa and Latin America.

TFS Contact Details

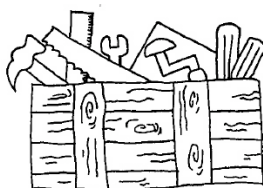
Address:

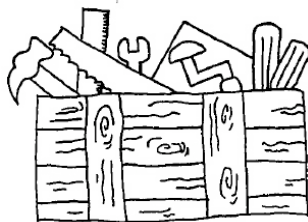
Unit 1B1
Edenderry Industrial Estate
326 Crumlin Road
Belfast
BT14 7EE

Tel: ++44 (0) 2890 747473

E: tools.belfast@virgin.net

URL: www.toolsforsolidarity.org





Tools For Solidarity

May 2006
