

# Introduction to Global Challenges – Poverty

(This activity is taken and adapted from [www.oxfam.org.uk](http://www.oxfam.org.uk))



## Aim of the activity



- To introduce the group to the issue of global poverty.
- To introduce the complexity of climate change and its impact.

## Logistics



- Space big enough for size of the group with tables to work on.
- The worksheet resource “Global Challenges Case Studies” - sufficient copies for the group numbers.
- Paper and pens or Flipchart paper and pens.

## Delivery Tips and Risks

- Encourage questions because it is important for everyone to understand what you are discussing before moving on.
- Encourage sharing of opinions and thoughts but ask that they are respectful.
- Remember it is ok to have fun and laugh when doing these exercises.

## Adaptations

- When doing any activity that involves discussion, it is important that you tailor the language to the level that is appropriate for the young people in the room. Make sure that everyone understands the concepts you are talking about so that it is safe to develop further ideas and discussion.
- It is also important to think about the age of the group you are doing this with; you may want to change some of the statements to reflect the age or developmental stage of the group.
- You may want to do this as a poster exercise, so that for each study they do a poster of the factors and then present this to the group.

## Directions



- For this activity, it may be beneficial if you do some preparation by accessing the website (use the link above). The website has lots of resources and guides to running sessions. This activity is taken from Workshop 1 - Activity 3. It will also help if you are not clear of the answers and you need to add to your knowledge.
- Divide the group into smaller groups of about 5/6 people.
- Give each group, one of the 6 case studies provided on the worksheet resource.
- Ask the group to consider the case study and what key factors will affect poverty levels.
- This can be broken into sub topic headings of 1) Political (i.e. power) 2) Environmental 3) Social (i.e. people) 4) Economical (i.e. money)
- Once completed, get each group to feedback some of the factors they identified.
- Encourage discussion between the groups e.g. are there any common factors, what impact do we have on global poverty etc.

## Resources

Worksheet - Global Challenges Case Studies

## Move On Activities

There are more activities like this on the Oxfam website: [www.oxfam.org.uk](http://www.oxfam.org.uk)

# Introduction to Politics

(This activity is taken and adapted from [www.parliament.uk](http://www.parliament.uk))



## Aim of the activity



- To introduce the group to the UK Political System
- To demonstrate different political systems across the world.

## Logistics



- Space big enough for size of the group with tables to work on.
- The worksheet resource "Compare the Vote - All levels" - sufficient copies for the group numbers.
- Pens or pencils.
- Optional - internet access as these activities can be done online.

## Delivery Tips and Risks

- Encourage questions because it is important for everyone to understand what you are discussing before moving on.
- Encourage sharing of opinions and thoughts but ask that they are respectful.
- Remember it is ok to have fun and laugh when doing these exercises.

## Adaptations

- When doing any activity that involves discussion, it is important that you tailor the language to the level that is appropriate for the young people in the room. Make sure that everyone understands the concepts you are talking about so that it is safe to develop further ideas and discussion.
- It is also important to think about the age of the group you are doing this with; you may want to change some of the statements to reflect the age or developmental stage of the group.
- There are 3 different levels for this topic; however the website provides a number of resources and ideas for activities.

## Directions



- For this activity, it may be beneficial if you do some preparation by accessing the website (use the link above). This shows how these activities can be progressive and also the extra activities you can do online. It will also help if you are not clear of the answers and you need to add to your knowledge.
- Decide what level of activity you will need for the group, either 1, 2 or 3; and then print the appropriate level sheets from the worksheet resource.
- Level 2 Compare the Vote (pages 4-8) may be most appropriate for the age of your group and as an introductory activity.
- The task is to look at three voting systems and make comparisons between the three.
- For each voting system, there is a series of sentences with words missing, these are provided below the questions. All you have to do is fill in the gap so the sentences are complete and make sense.
- Once all three grids have been completed, you can have a discussion about the pros and cons of these systems, how the group feel about the systems etc. A comparison grid is provided in the worksheet.
- If using the on-line version - there are a series of quizzes and other activities they can do.

## Resources

Worksheet - Compare the Vote: All Levels

## Move On Activities

Similar activities available at: [www.parliament.uk](http://www.parliament.uk)

# Bullying

(This activity was adapted from the website [bullyingnoway.gov.au](http://bullyingnoway.gov.au))

Issue  
Games Topic

## Aim of the activity

- To open the discussion around bullying.
- To encourage the young people to think about other perspectives.



## Logistics

- A space for the group to talk comfortably.
- Resources identified - may help.



## Delivery Tips and Risks

- Talking about issues can bring emotions and upsetting experiences to the fore, therefore it may be better to do this activity with two adults so if anyone gets upset, they can support the young person.
- Encourage questions because it is important for everyone to understand what you are discussing before moving on.
- Encourage sharing of feelings but please remember your safeguarding responsibilities.
- Encourage the students to give their opinions but ask that they are respectful.

## Adaptations

When doing any activity that involves discussion, it is important that you tailor the language to the level that is appropriate for the young people in the room. Make sure that everyone understands the concepts you are talking about so that it is safe to develop further ideas and discussion.

## Resources

- Bullying Definition
- Inquiry questions

## Directions

- Ask the group to consider what they define bullying to be (you can have a definition to and if you think it is useful - see resources).
- Identify one of the 'deeper' inquiry questions (in resources) to discuss in detail.
- Write on a flipchart the key ideas and thoughts.
- Get the group to consider their reasons for their ideas and thoughts - the evidence they have used to formulate an opinion.
- Use additional probing questions to encourage further discussion - see resources.
- Draw the discussion to a close by asking for each person to consider one thing they may do differently.



## Move On Activities

To develop more understanding and further discussion it is always wise to bring in the specialist organisations who are experienced in dealing with issues that may develop. For more in-depth work on bullying, please contact the Safer Schools Partnership through your local police station.

## Support

- If a young person needs additional support due to bullying please contact the Safer Schools Partnership. Another organisation who may be able to help is MAP, who run drop-in sessions in Norwich and Great Yarmouth.
- <http://www.norfolkbeatwise.co.uk/stay-safe/bullying.aspx> 'Beatwise' Norfolk Constabulary website
- ChildLine

# Positive Relationships and Friendships

(With thanks to Norfolk Victim Support for providing the activity)



## Aim of the activity



- To open the discussion about the healthy vs unhealthy relationships.
- To encourage the young people to think about other perspectives.
- To give young people the opportunity to think about how they treat others.

## Directions



- Firstly lay out the various pieces of paper/card with the statements on them so that everyone can see. There should only be one statement per paper/card.
- Ask the group to put the statements into an order ranging from Healthy to Unhealthy.

## Logistics



- A space for the group to talk comfortably.
- Resources sheet - "Healthy / Unhealthy Statements" made into individual cards that can be moved around. Please note these are suggested statements - you can decide not to use all of them or you can tailor them to fit your age group.
- Healthy / Unhealthy Cards.

## Delivery Tips and Risks

- Talking about issues can bring emotions and upsetting experiences to the fore, therefore it may be better to do this activity with two adults so if anyone gets upset, they can support the young person.
- Encourage questions because it is important for everyone to understand what you are discussing before moving on.
- Encourage sharing of feelings but please remember your safeguarding responsibilities.
- Encourage the students to give their opinions but ask that they are respectful.
- Remember it is ok to have fun and laugh when doing these exercises.

## Adaptations

- When doing any activity that involves discussion, it is important that you tailor the language to the level that is appropriate for the young people in the room. Make sure that everyone understands the concepts you are talking about so that it is safe to develop further ideas and discussion.
- It is also important to think about the age of the group you are doing this with, you may want to change some of the statements to reflect the age group e.g. instead of boyfriend/girlfriend, you may put friend to reflect behaviours in friendships.

# Positive Relationships and Friendships



## Resources

'Healthy/Unhealthy Relationship Statements' - resources sheet

## Move On Activities

To develop more understanding and further discussion it is always wise to bring in the specialist organisations who are experienced in dealing with issues that may develop. For more in-depth work on relationship and Domestic Abuse please contact Victim Support on 01603 756354.

## Support

If you need extra support for a young person following the discussion please call Victim Support where you will be directed to the right person.



# Sexual Health – Consent

(With thanks to the Terence Higgins Trust for providing the activity)

## Aim of the activity



- To open the discussion about consent in relationships.
- To encourage the young people to think about other perspectives.
- To give young people the opportunity to rehearse what they might say to a partner.

## Logistics



- A space for the group to talk comfortably.
- Resources sheet - "Consenting Or Not".
- An optional resource is ready made green and red cards, although the activity can be done without these.

## Directions



- This activity follows a scenario between two 17 year olds allowing the story to develop but pausing after each section to allow discussion.
- Read the first section highlighted in bold to the group. After each bold section there are bullet point statements. Read the first bullet point and get the group to decide if they agree or disagree with the statement. They can do this by either holding up the colour cards (RED = DISAGREE, GREEN = AGREE), or if no cards, ask them to put their hands up if they agree and leave them down if they disagree.
- Then get the group to discuss the reasons they have for either agreeing or disagreeing with the statement.
- When the discussion comes to a natural close or if you feel it is time to move on, read out the next statement and so on.
- The resource sheet has some useful questions and points you can use to encourage discussion.

## Delivery Tips and Risks

- Talking about issues can bring emotions and upsetting experiences to the fore, therefore it may be better to do this activity with two adults so if anyone gets upset, they can support the young person.
- Encourage questions because it is important for everyone to understand what you are discussing before moving on.
- Encourage sharing of feelings but please remember your safeguarding responsibilities.
- Encourage the students to give their opinions but ask that they are respectful.

## Adaptations

- When doing any activity that involves discussion, it is important that you tailor the language to the level that is appropriate for the young people in the room. Make sure that everyone understands the concepts you are talking about so that it is safe to develop further ideas and discussion.
- It is also important to think about the age of the group you are doing this with, as you may not want to introduce this to a younger age group e.g. under 13's. As Leader of the group, you will need to decide whether the group is mature enough and tailor the discussion accordingly.

# Sexual Health – Consent



## Resources

- 'Consenting Or Not' - Story sheet
- <https://www.youtube.com/watch?v=fGoWLWS4-kU> this youtube clip is called Consent - its simple as tea

## Move On Activities

- To develop more understanding and further discussion it is always wise to bring in the specialist organisations who are experienced in dealing with issues that may develop. For more in-depth work on sexual health including contraception and the C-Card scheme, please contact Norfolk branch of The Terence Higgins Trust on their main telephone line 01603 226666.
- For more specific work on raising awareness and preventing exploitative relationships of young people, contact The Jigsaw Programme (The Magdalene Group) on 01603 610256.

## Support

- If you need extra support for a young person following the discussion please call the number for The Terence Higgins Trust where you will be directed to the right person.
- The Magdalene Group run a number of services aimed at preventing the sexual exploitation of young people and supporting those that may be affected. They can be called on 01603 610256.
- MAP also support young people with issues around sex and relationships:  
<http://www.map.uk.net/pages/2012/01/17/looking-for-advice-about-sex-and-relationships-from-someone-you-can-trust/>

# Sexual Health – Contraception

(With thanks to the Terence Higgins Trust for providing the activity)



## Aim of the activity



- To open the discussion about the importance of contraception.
- To encourage the young people to think about other perspectives.
- To give young people the opportunity to rehearse what they might say to a partner.

## Logistics



- A space for the group to talk comfortably.
- Resources sheet - "Views on using Condoms".
- Flipchart paper and pen (ideally but not essential).

## Directions



- The first step is to ask the group to board blast some objections that people may have to using condoms e.g. 'it will spoil the mood'. Write these up on the flipchart/board/paper.
- Then ask them to call out what some of the counter-arguments might be e.g. 'they reduce worry about getting pregnant or a sexually transmitted infection'. The resource sheet provides some examples if the group are struggling.
- Next, encourage the young people to think about how they would use the positive argument to negotiate and counter the negative argument. This can be done in pairs or groups at first so they can think about the words they might use.
- Next, ask for volunteers who are happy to sit in the hot seat.
- For each volunteer, get someone to say a negative argument and the hot seat volunteer has to reply with the counter argument.
- Encourage them to think about how you might put across your counterargument, using body language, tone etc.
- If the group are robust enough, get them to help each other with how they could communicate better.

## Delivery Tips and Risks

- Talking about issues can bring emotions and upsetting experiences to the fore, therefore it may be better to do this activity with two adults so if anyone gets upset, they can support the young person.
- Encourage questions because it is important for everyone to understand what you are discussing before moving on.
- Encourage sharing of feelings but please remember your safeguarding responsibilities.
- Encourage the students to give their opinions but ask that they are respectful.
- Remember it is ok to have fun and laugh when doing these exercises.



# Sexual Health – Contraception



## Adaptations

- When doing any activity that involves discussion, it is important that you tailor the language to the level that is appropriate for the young people in the room. Make sure that everyone understands the concepts you are talking about so that it is safe to develop further ideas and discussion.
- It is also important to think about the age of the group you are doing this with, as you may not want to introduce this to a younger age group e.g. under 13's.

## Resources

'Views on using Condoms' - resources sheet

## Move On Activities

- To develop more understanding and further discussion it is always wise to bring in the specialist organisations who are experienced in dealing with issues that may develop. For more in-depth work on sexual health including contraception and the C-Card scheme, please contact Norfolk branch of The Terence Higgins Trust on their main telephone line 01603 226666.
- The C-Card scheme gives young people aged 13-24 access to free condoms across Norfolk, for more information see [www.areyougettingit.com](http://www.areyougettingit.com)

## Support

If you need extra support for a young person following the discussion, please call the number for The Terence Higgins Trust where you will be directed to the right person.