



# One World Week

## **The Crean Award:**

**Discovery:**

Promise & Law  
Patrol Activity

**Terra Nova:**

Promise & Law  
Patrol Activity

**Endurance:**

Promise & Law  
Community

**Polar:**

Self Awareness  
Promise & Law  
Community

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## **SPICES**

Social  
Character  
Emotional

## **The Activity:**

**Objective:**

*To explore some Development Education issues using the theme of this year's One World Week: The World Young People Want*

**Activity Type:**

Troop Meeting

**Roles:**

Activity Leader



# Plan...OWW

## *The World Young People Want*

One World Week is an annual project run to raise awareness around social justice, development and environmental issues to help build a just, peaceful and sustainable world. During One World Week young people learn about local and global justice issues and take action to bring about change.

Listed below are a number of activities that can be run as part of your weekly troop meeting. They are simple fun games which explore ideas like how sometimes people's rights are reduced by unfair commercial activity, how some everyday products we buy can influence people living in other parts of the world and how every story has different sides to it!

These activities are relatively easy to organise, but make sure the activity organisers fully understand what is going on and how the activity will work. Because these activities require some thought and discussion, it would be better to spread them over several meetings or run as part of the larger programme. The success of the activity depends on people's willingness to participate. Ensure that they are as active and enjoyable!



These activities have been taken from resources produced by the National Youth Council of Ireland for One World Week 2013. For more information and suggested activities go to [www.youth.ie](http://www.youth.ie)



## Do...OWW

### ***Race to the Bottom***

This game explores the effect of corporate-led globalisation on countries' and workers' rights.

Materials: Rights cards for each team (Next page). Flipchart and marker.

Assign roles to each Patrol, one Patrol is a Corporation and the other Patrols are fictional countries in the Global South. Give each country a set of the rights cards and explain that these represent the rights that all the people of the country are entitled to. Read out the scenario and begin playing. Patrols can name their country and decide which of the rights they would be prepared to do without in order to get the corporation to locate its factory there. They also choose which rights they are not prepared to give up. Each Patrol then makes a bid for the factory by silently offering up one of their rights cards to the corporation.

The 'corporation' decides which bid is the most attractive — In the event of a tie, the leader of the corporation chooses and informs the facilitator (Scouter) who removes that right card from ALL the groups.

The winning bid is noted by the facilitator and the corporation is said to favour that country. In subsequent rounds, it is up to the other teams to convince the corporation to change its mind. Between each bidding round, give the teams a couple of minutes to discuss strategy. After three or four rounds, announce which country has been awarded the factory.

**Scenario:** A Transnational Corporation (TNC) is considering setting up a factory in a country in the Global South. It is looking for the best deal to maximise profits. A meeting has been arranged with the heads of state of a number of potential sites. In return for favourable conditions, the corporation will bring jobs and investment into the economy.

**Debrief:** What happened during the game? How did the winning team feel they did in protecting their rights? Was it worth it? In real life, where is this scenario being played out? In Ireland? In the Global South?





## ***Race to the Bottom Rights Cards***

**Sick Pay**

**Paid Holidays**

**Minimum Wage**

**Safe Working Conditions**

**Form Unions**

**Childcare Facilities**

**Free Transport to work**

**Paid overtime**

**Normal working hours**

**Toilet Breaks**

**Has to follow strict  
environmental regulations**

**Contract to prevent unfair  
dismissal**





## Do...OWW

### Chocolate Chain Reaction

1. Cut out and shuffle the set of cards on the next page. Give a complete set to each group.
2. Ask each group to rearrange their cards according to the order of circumstances which brings the bar of chocolate from the grower of the cocoa beans in Ghana to the consumer in Ireland.
3. Allow time for feedback from each group and discussion after the activity.
4. Look at some of the chocolate facts and the *Did You Know Box*. Is there anything that stands out for the group?

#### Did you know?

- Although cocoa is mainly grown in the poor countries of the South, the chocolate market is controlled by European and US multinational companies.
- The global chocolate market stood at \$83.2 billion in 2010 and will reach an estimated \$98.3 billion by 2016.
- Africa, meanwhile, consumes only about 3% of the world's cocoa, despite the fact that more than 75% of the entire world's cocoa comes from West Africa. The Ivory Coast alone produces more than 35%, according to the International Cocoa Organization.
- The main contributors being Côte d'Ivoire and Ghana, the world's two largest cocoa producing countries. Africa has not failed to reinforce its status as the premier cocoa producing region, accounting for nearly 75% of world output
- The confectionary market in Ireland is worth in excess of €625 million, sugar confectionary accounting for approx 13%
- Ireland has the highest per capita consumption of chocolate in the world, with Irish consumers eating 11.2kg of chocolate confectionery each year





## Chocolate Chain Reaction **GAME CARDS**

Munching a big bar of Guzzlegut Choccie

Guzzlegut chocolate is produced at 'Madberrys' factory in Dublin

Buy a bar of Guzzlegut from the supermarket.

Madberrys and other big chocolate companies control the chocolate market and import cocoa

Many small farmers in Ghana get into debt.

Small farmers in Ghana take out loans to buy necessities.

Small farmers only get a small fraction of money for their cocoa crops.

Prices of food in Ghana have gone up and many poor farmers find it hard to make ends meet.

Many children in Ghana live in poverty - 82 % of children attend school and a high % of the population do not have access to safe drinking water.

Countries like Ghana depend on the export of unprocessed cocoa beans even though they could make more if they could process themselves.

Ghana cannot afford to process its cocoa beans into chocolate for export because Europe charges high taxes for imports

Many children in Ghana whose families farm cocoa beans go hungry.





## Do...OWW

### The Whole Story?

To understand that every story can be seen and told from more than one perspective.

Materials: One copy of the Wolf's Story and a copy of the original story for each of the other patrols.

1: Give one patrol the Wolf's Story and give the remaining patrols the original Little Red Riding Hood story. Ask them to read the story in their patrols.

2: Give each patrol the identity of one of the characters from the Story (the patrol with the Wolf's version of the story are assigned the Wolf, and the remaining Patrols are given the Lumberjack, the Grandmother, Little Red Riding Hood). Tell them that you want to get the story straight, and that they have ten minutes to come up with 3 reasons why their version of the story is the right one, and why their character acted fairly and didn't do anything wrong. Each group then nominates one person to tell their side of the story. The other participants sit in a large circle around the four 'story-tellers'.

Explain that each of the story-tellers have 1-2 minutes each to tell the story from their point of view.

Then they must argue with the other people in the centre to convince them that their story is the right one and the only way to look at it. From now on, other team members can 'tag' their representative and take their place. The larger group can also ask questions of any of the other characters. Allow the discussion to continue for a few minutes.

#### Discussion Suggestions:

- Read the Wolf's story aloud to the whole group.
- Who has ever thought of the Wolf's side of the story before?
- Can you think of any other stories that are told from only one perspective?
- What is the effect of hearing one-sided stories?





## ***Wolf's Story: Little Red Riding Hood Told By The Accused Wolf***

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

The forest was my home, I took care of it. One day, I saw a little girl coming down the trail. I was suspicious of her because she was dressed strangely - all in red. Naturally, I asked who she was and where she was going. She told me she was going to her grandmother's house and walked off. As she went she threw a sweet wrapper on the ground. Imagine that! First she was rude to me, and now throwing rubbish! I decided to teach her a lesson.

I ran to her grandmother's house. When I saw the grandmother, I explained what had happened, and she agreed to help me. The grandmother hid under the bed and I got into the bed, dressed in her clothes.

The girl arrived and immediately started to insult me, making nasty comments about my big ears, and my big eyes. I tried to stay calm, but she wouldn't stop and insulted my big teeth next. By then, I couldn't control my anger any longer. I jumped up from the bed and growled at her, 'All the better to eat you with!'

No wolf would ever eat a little girl, that red cloak would taste bad anyway. I just wanted to scare her. But she started running around screaming. I jumped after her, to calm her down. But a big lumberjack barged in with an axe. That meant trouble, so I jumped out the window to escape. But that's not the end of it. The grandmother never told my side of the story. Word got around that I was mean and nasty. Now everyone avoids me. Maybe Little Red Riding Hood lived happily ever after, but I didn't.







### ***Original Story: Little Red Riding Hood***

Adapted from the Grimm's fairytales

Once upon a time there was a little girl who wore a red cloak, and she was called 'Little Red Riding Hood.' One day her mother asked her to visit her sick grandmother. Her grandmother lived outside the village in a forest. On the way Little Red Riding Hood met a wolf.

'Hello, Little Red Riding Hood,' said the wolf. 'Where are you going?' 'To my grandmother's.', she replied 'Where does your grandmother live?' 'Deep in the forest,' she said and kept walking. So the wolf ran straight to the grandmother's house. He put on the grandmother's clothes and hat, and got into bed.

When Little Red Riding Hood arrived, her grandmother lay in bed with her hat pulled over her face, and she looked strange. 'Oh grandmother,' said Little Red Riding Hood, 'what big ears you have!' 'All the better to hear you with, my child,' was the reply. 'But, grandmother, what big eyes you have!' she said. 'All the better to see you with, my dear.' 'Oh, but grandmother, what a terrible big mouth you have!' 'All the better to eat you with!'

Next, the wolf jumped out of bed towards Little Red Riding Hood and she ran to escape. A lumberjack was passing and heard screams. He entered the house, and ran to attack the wolf with his axe. The grandmother appeared and shouted to the lumberjack, 'Kill the wolf! Kill the wolf! Save Little Red Riding Hood!'





# Review "SPICES"

## **Social**

- Relationships
- Communication Skills
- Other Cultures
- Community Involvement
- Promise & Law

## **Physical**

- Eat Well
- Personal Hygiene
- Balanced Lifestyle
- How Body works
- Physical Limitations
- Health Choices
- Access Help

## **Intellectual**

- Achieving Goals
- New Ideas
- Learn from Decisions
- Team Member

## **Character**

- Promise & Law
- Friends & Friendships
- Plan before do
- Ensuring Fairness
- Respect
- Differences & Views
- Following Dreams
- Live the Scouting Spirit

## **Emotional**

- Aware of feelings
- Asking/Giving Help
- Responsibility for Emotions
- Controlling Emotions
- Going Further
- Beliefs & Values
- Developing Talents

## **Spiritual**

- Promise & Law
- Impact on Environment
- Reflection
- Changing Beliefs





# Patrol Review & Special Interest Badges

*Thoughts about the activity?*

Do you think these activities are relevant to your everyday life?

How does themes relate to your Scout Promise and Law?

## Special Interest Badge

What was your project?

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How did your plan go?  
What did you learn from it?

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## Patrol Review

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**What will we do next?**

