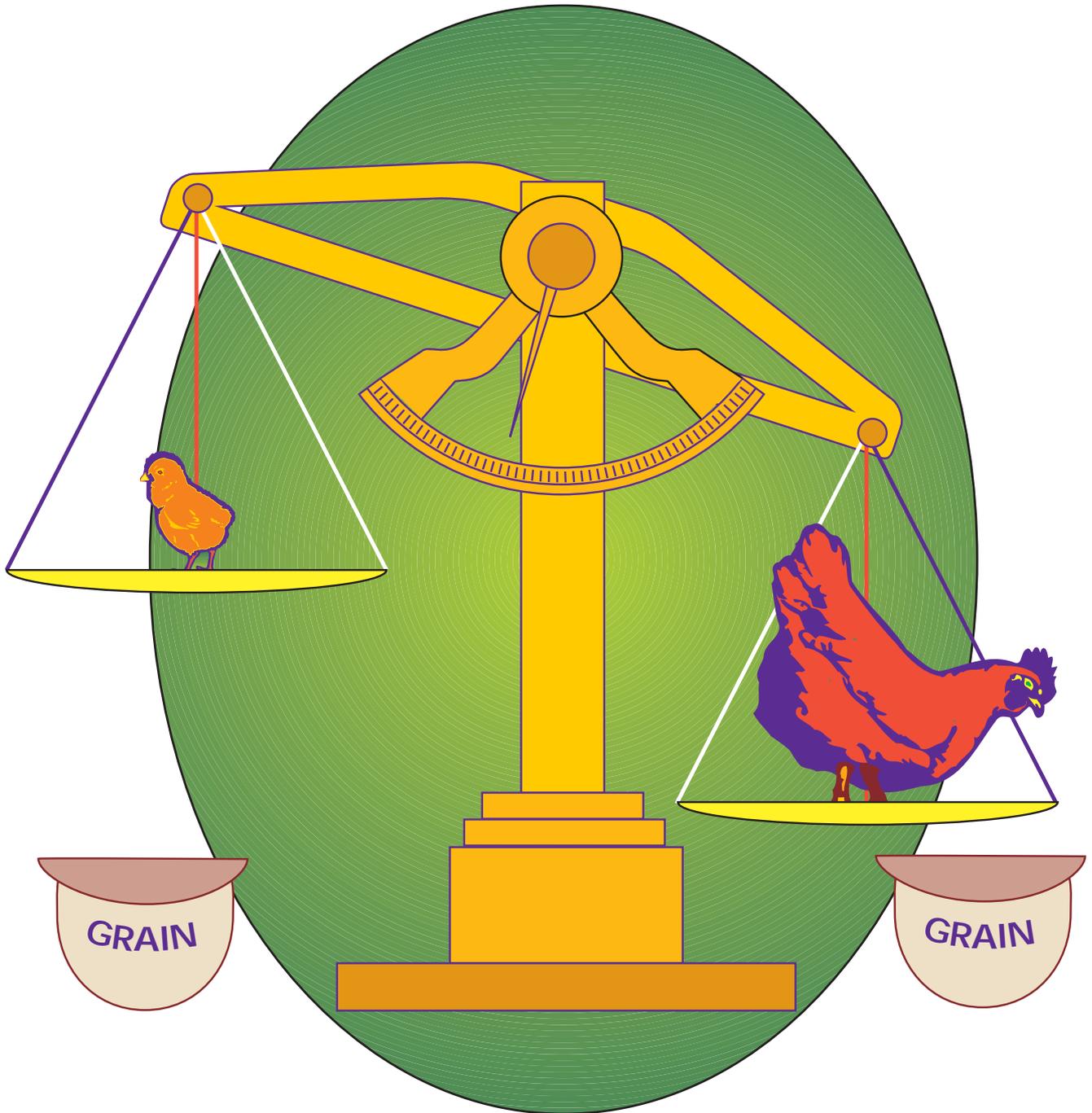


IT'S NOT FAIR!

'Until lions have their historians...



...tales of hunting will glorify the hunters'

African proverb, quoted in Focus for Change.



WARM-UP ACTIVITIES FOR IT'S NOT FAIR!

BLIND WALK

PURPOSE

- To think about power and some of the feelings to do with power.

WHAT TO PREPARE

- Enough scarves or other blindfolds for half the people in the group.

TIME

15 minutes.

HOW TO RUN IT

1. People need to work in pairs.
2. One of each pair puts on a blindfold and the partner then leads her/him round the room or round the building, assisting her/him to avoid hazards or negotiate her/him safely, and to explore objects etc. Talking is allowed.
3. The pairs change roles after 5 minutes.
4. Everyone comes together in a group. They either:
 - a) talk in pairs about how they felt about the exercise and then discuss it as a group;
 - b) go straight into the group discussion.
5. The following questions are examples for the group discussion:
 - How did it feel not being able to see?
 - How does it feel having power over someone?
 - How did you react to having someone with power over you?
 - Did anyone abuse the power over their partner?

From: Sam Whatmore, The Scout Association.



WARM UP ACTIVITIES FOR IT'S NOT FAIR! (CONT)

OCTOPUS

PURPOSE

- To experience building peace in an active, not passive way.
- To prepare the group for the next activity.

WHAT TO PREPARE

- Nothing.

TIME

10 minutes.

HOW TO RUN IT

1. **Warning.** Anyone with neck or back problems should not join in this game.
2. Divide into two groups. One group sits in a circle on the floor in peaceful protest. They link arms tightly.
3. The other group are the police who come to move them on for obstruction. They must NOT hurt those sitting. They can try lifting, gently dragging etc. TV cameras are watching.
4. The 'protesters' let their bodies be limp, except for their clasped arms. They do not argue.
5. You can lead from this warm-up into the Non-Violent Direct Action activity (see page J-5) or to one of the other activities in this section, which focuses on justice.





WARM UP ACTIVITIES FOR IT'S NOT FAIR! (CONT)

COPY ME

PURPOSE

- To experience what it is like to be excluded, to exclude others and to explore the feelings which accompany this.

WHAT TO PREPARE

- A pair of scissors.
- Read the 'Note' at the end of this exercise before you start.

TIME

15 – 30 minutes.

HOW TO RUN IT

1. Everyone sits in a circle, on the floor or round a table.
2. The 'leader' asks the participants to copy her or him. What you do is to pass the scissors to a person next to you and you say 'crossed' if you have your legs crossed or 'uncrossed' if you do not. (If you are around a table you could be kinder and do it with your arms.) The idea is to 'fog' what you are doing with other actions to do with the scissors, such as open (crossed) scissors or closed (uncrossed) ones, turning them over, looking at them. In case anyone has played this sort of game before, you could distract him\her by doing a few other things like tapping your fingers or coughing before you pass them etc. Try and do similar things each round.
2. The next person has to try and copy you in passing them on to the person next to them. You then say if they have 'got it' or not.
3. After two rounds make it easier to spot what you are doing.
4. Play until everyone has 'got it' or until they give up or until you run out of time.
5. Then get into a discussion about it by asking:
 - What did they think it was before they got it right?
 - How did it feel when they did not know the rules?
 - What it was like when they thought they knew the rules and then got it wrong?
 - How was it when they did know the rules, and they were watching others get it wrong?
 - Are there other situations when they have, or might have, felt like this? For example, when staying with friends for the first time and you do not know the house rules?



WARM UP ACTIVITIES FOR ITS NOT FAIR! (CONT)

VARIATIONS

There are many variations of this game. Here are three:

1. Start with the participants in a circle. The 'leader' says 'I like x but I don't like y' with x starting with the initial letter of the first name of the person on his or her left. That person then has to try and copy it.
2. Draw several lines of different length (numbering them) on a large piece of paper on the wall.

Set out five chairs.

Bring four people in and brief them.

Bring in a fifth person and when they have sat down ask: "Which two lines are the same length?"

The first four people will say '1 and 4', when 1 is the longest and 4 the second shortest.

Does the fifth person follow the others' answer or give the right answer?

Ask another two questions about the lines and follow the same pattern with the answer.

The first person leaves. The remaining 3 tell the fifth person the brief and then they start again with the new fifth person.

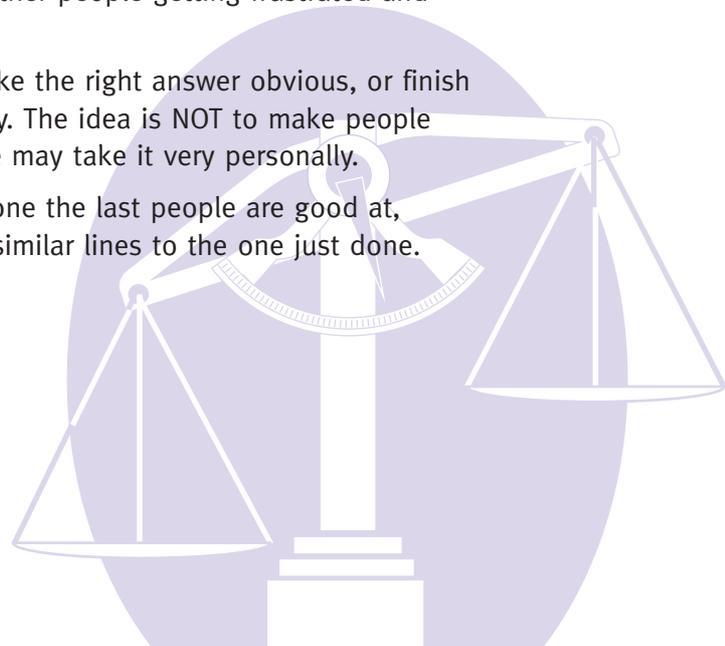
3. Everyone sits on the floor. The 'leader' draws an imaginary circle in front of them and says 'The moon is round ...'; draws two dots – 'has two eyes', draws a line – 'a nose', draws another line – 'a mouth'.

The next person has to copy this.

The shapes can be different each time but to be 'right' you must sniff before you start. You could wave your hands about elaborately, or cross your legs, or do other diversionary tactics, if you wish.

NOTE

1. Although the idea of the game is to increase awareness of what it feels like when you have knowledge other people want or need but do not have, it is important NOT TO TAKE IT TOO FAR, with other people getting frustrated and annoyed.
2. When there are one or two people left, make the right answer obvious, or finish the game, rather than prolonging the agony. The idea is NOT to make people feel inferior, or picked on and some people may take it very personally.
3. It is a good idea to follow this game with one the last people are good at, or to ask them to lead a new game along similar lines to the one just done.





NON-VIOLENT DIRECT ACTION

PURPOSE

- To increase understanding of non-violent direct action as a means of achieving greater justice.

WHAT TO PREPARE

- Three large sheets of paper, index cards or large post-it notes, re-usable adhesive and large pens.

TIME

30 minutes.

HOW TO RUN IT

1. Divide into three groups. Each group thinks about one of the three questions:
 - a) What kind of non-violent action do young people take within their families when there is conflict? (e.g. sulk, play music loudly, stop doing jobs they usually do, do things which have to be done very slowly).
 - b) What kind of non-violent action do parents take when there is conflict with young people in their family? (e.g. grounding, reduce pocket money etc.)
 - c) What types of non-violent action occur in the wider society and internationally? For example:
 - During the Gulf War the West had a trade embargo on Iraq.
 - During apartheid some people didn't purchase food from South Africa.
 - Disabled people blocked roads near Westminster demonstrating against the limitations of the Disability Discrimination Act.
 - Think of a few yourself.

The task is to answer the question and then work out how to demonstrate the answer in mime or song to the other two groups, who then have to guess the answers.

2. Each small group has 5–10 minutes to do their presentation.
3. Suggest that non-violent action can be grouped into three types:
 - a) **Protest.** Involves speaking up.
 - b) **Non Co-operation.** Not being involved in the system.
 - c) **Intervention.** Getting in the way of or blocking the normal running of systems.

Discuss which of the types of non-violent action they thought fit under each heading. They could be written up on the paper, drawn on the paper, symbolised on the paper or paper may not need to be used at all.

Then go on to talk about how effective non-violent direct action can be. People can add in examples not given so far. Try to think of examples locally, nationally and from all over the world.

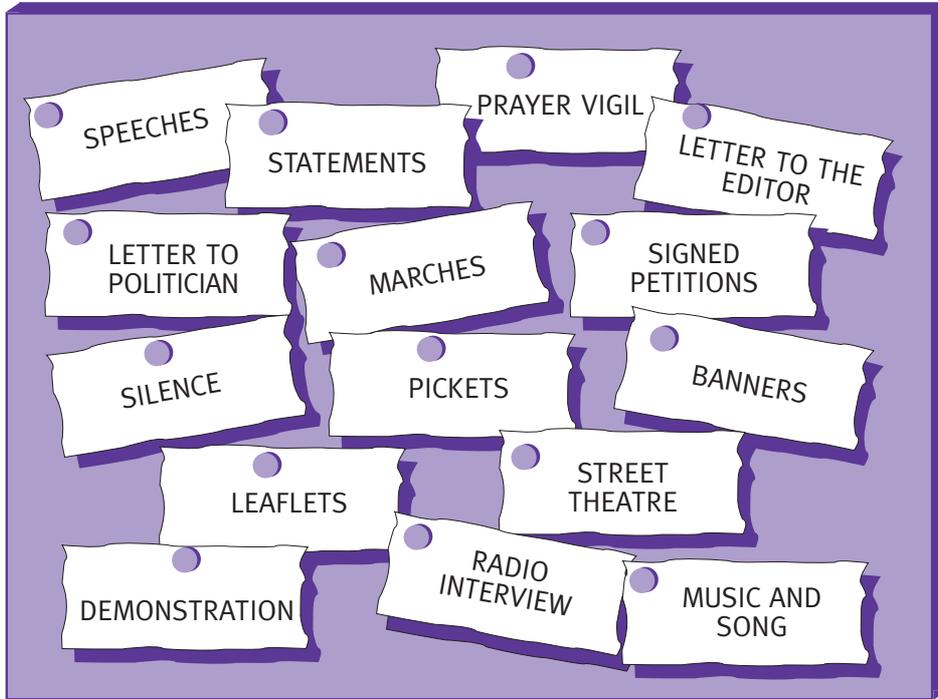
The posters overleaf give some ideas.



NON-VIOLENT DIRECT ACTION (CONT)

1. PROTEST

Involves speaking up.



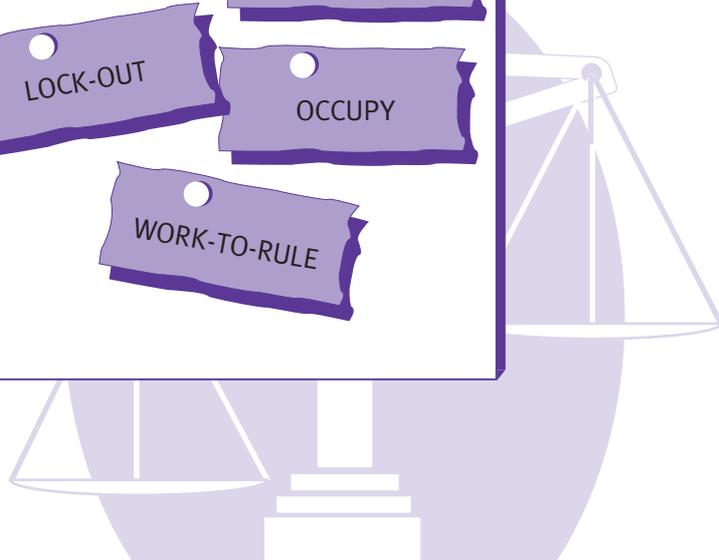
2. NON CO-OPERATION

Not being involved in the system.



3. INTERVENTION

Getting in the way of or blockading the normal running.





THE WORLD RESTAURANT

PURPOSE

- To raise awareness of the inequality of food distribution in the world.
- To gain some insight into the causes of world hunger.
- To increase understanding of possible action to share in the struggle to eliminate world hunger.

WHAT TO PREPARE

- 5–7 ‘settings’ for ‘meals’, the number depending on the size of the group. This could include tables, chairs of varied comfort, tablecloth, flowers in a vase, teaspoons, sugar bowl, napkins, rug, big plates and small plates.
- A range of types of biscuits with a few of the best, tastiest chocolate biscuits through to quite a lot of very plain, very cheap ones. Tea, coffee, milk, sugar, juice or squash.

TIME

At least 30 minutes.

HOW TO RUN IT

1. This activity is about learning by doing. As it is about injustice, some strong feelings may be aroused. You will need some materials on world food distribution or someone with expertise in this area, for example, from a Development Education Centre or an organisation like Oxfam which works to increase the fairness of world food distribution.
2. Set out the tables and chairs to represent the different continents. Lay the tables so the ‘settings’ go from the richest to poorest continents in stages and the biscuits do the same, both in quality and quantity. Label each table with the name of the continent. The poorest might have only the rug, one plate with biscuits on it and a few cups.
3. The ‘leader’ of this activity introduces it simply by announcing ‘We will have our break and refreshments in a special way tonight’. The participants are given a ticket as they enter the room for one of the continent tables. More will be allocated to the continents with a greater population. See Activity Resource ‘World Restaurant’. This resource also lists the continents in order of access to food in terms of luxury and quantity.
4. The ‘leader’ and/or helpers assists with pouring drinks on the rich tables but leaves the poor tables to get on with it.
5. When there is a reaction, which there is likely to be soon, respond with answers like these:
 - What is wrong with the refreshments?
 - Is something bothering you?
 - Why don’t you start?



THE WORLD RESTAURANT (CONT)

Then go on to further questions and discussion:

- Why do you think this is not fair?
- Who took the decision to send you to a poor or a rich table?
- Are there different levels of resources between continents in real life?
- What do you think causes differences in access to food?
- Who can do what to challenge this injustice?
- Do we want to find out more? Where and how might we do this?

At some point the different tables might just start eating and drinking or they might agree to pool and share their resources.

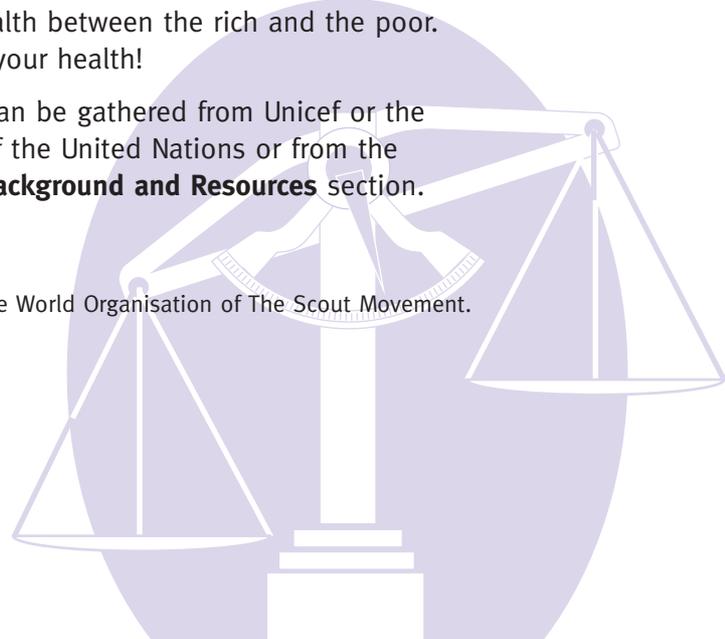
VARIATION

This activity can be done as a fund-raising event, where people buy tickets for £5.00 for example for a lunch for charity. When they arrive they are allocated places at different tables randomly. Some tables are beautifully laid and the meal is 3 course with plenty for all and others have bowls of rice and vegetables on bare tables and stools and there is not enough for all the guests at that table.

NOTES

1. The division of food and drink was not fair because some have far more than they can eat and others not enough.
2. Nobody can choose where they are born, just as the participants did not choose their tickets.
3. This exercise may give some idea of being treated unfairly and seeing others who are better off, but it obviously is not the same as living in a community or a country where no one has enough food and there are concerns that what food is available may run out.
4. This activity links with some of the activities in the **Spending Your Money** section, which look at issues of fair trade and debt.
5. It may be interesting to note that recent research shows that health records are worse in countries with greater disparities in wealth in the population, so the United Kingdom has a worse health record than some Scandinavian countries, which do not have such a difference in wealth between the rich and the poor. i.e. the neighbour's Porsche does damage your health!
6. More information about food distribution can be gathered from Unicef or the Food and Agricultural Organisation (FAO) of the United Nations or from the Development Education Association. See **Background and Resources** section.

From: **15 Development Education Games for Scouts** by the World Organisation of The Scout Movement.



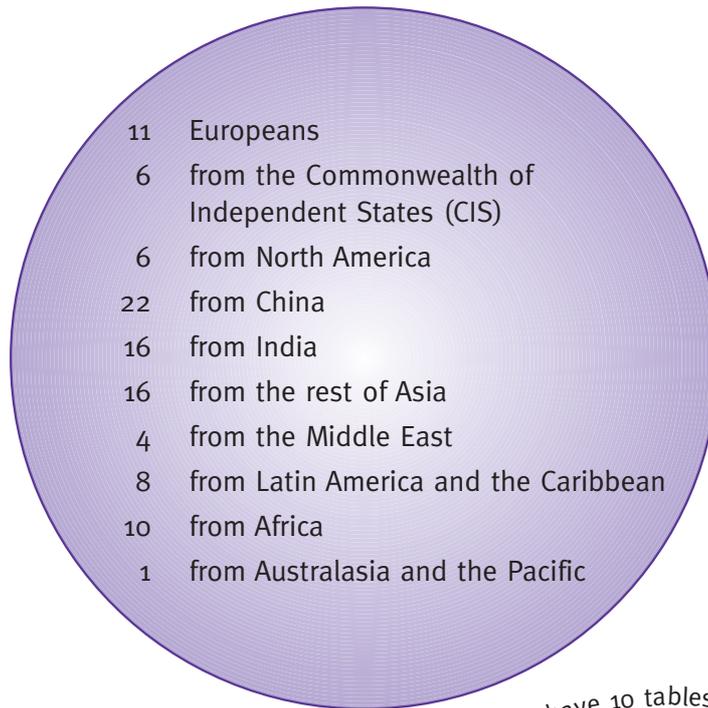


THE WORLD RESTAURANT

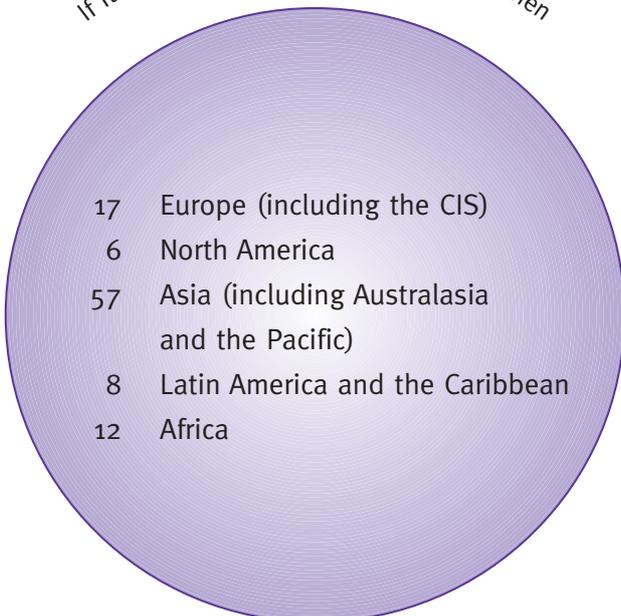
CONTINENT TABLES

The total population of the world is approximately 5,000 million people. Based on statistical projections, the United Nations Fund for Population Activities decided to select 11th July 1987 to mark this symbolic figure.

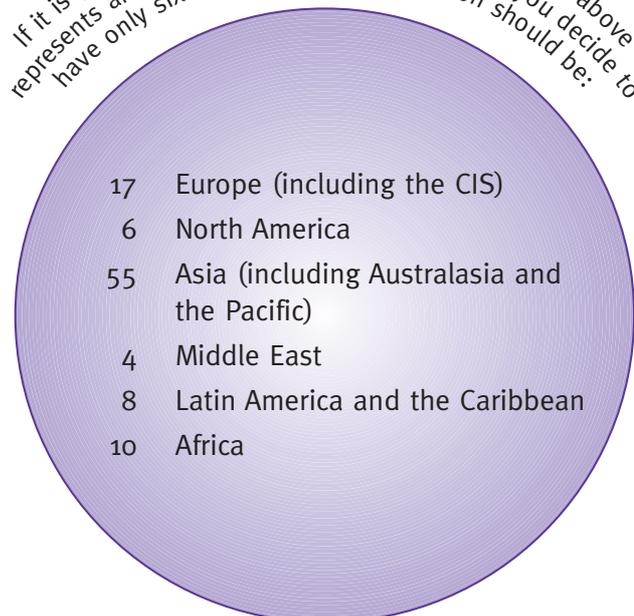
How is the world population divided? One per cent represents approximately 50 million people. If we imagine that 100 people, representing the total population on earth, are gathered together for a world photograph, we will find this picture:



If it is possible to have only 5 tables, then the divisions could be:



If it is possible to have 10 tables in this activity, the above represents an accurate distribution. However, if you decide to have only six tables, the representation should be:





WHO ARE THE LUCKY ONES?

PURPOSE

- To show the vast inequalities in the way resources are distributed in the world because of the way the economic systems work.
- To encourage a questioning attitude to the justice and morality of the ways in which goods are now distributed.

WHAT TO PREPARE

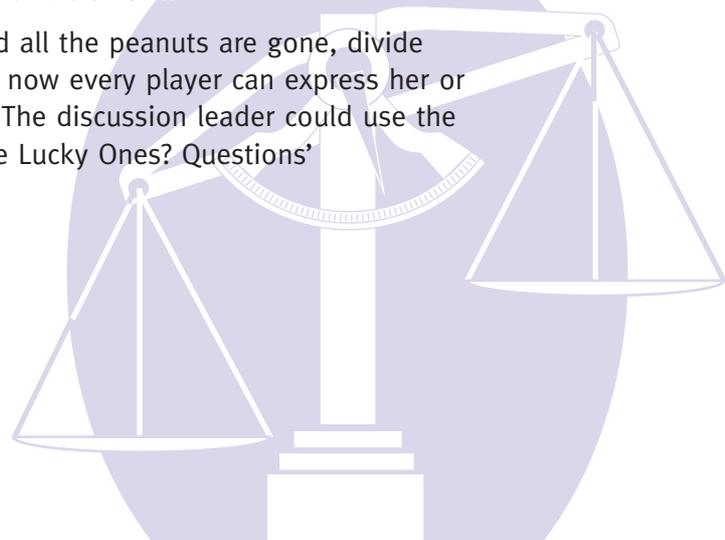
- A bowl of peanuts in their shells or some other savoury ‘wrapped’ treat.
You will need twice the number of peanuts as players. Check that no-one has a peanut allergy and have an alternative available e.g. fruit pastilles.
- A set of chance cards, exactly one per player. 30 are provided in this Activity Resource ‘Who are the Lucky Ones?’ (see pages J-12–J-14). Copy them and stick them onto stiff cardboard and then cut them out. If you have fewer than 30 people remove the cards starting with number 30 and working down until you have the right number (e.g. with 25 players remove cards 26–30).
- A copy of the suggested questions for discussion in Activity Resource ‘Who are the Lucky Ones? Questions’ (see page J-15).
- One copy for each group of Activity Resource ‘Who are the Lucky Ones? Who Gets What – Distribution of the World’s Resources’ (see page J-16).

TIME

One hour.

HOW TO RUN IT

1. Introduce the game and explain the way to play it is as follows and then do it!
 - There are enough peanuts in the bowl to allow two per player.
 - The number of treats each player receives will depend completely on the luck of the draw.
 - Participants to sit in a wide circle or oval with the cards in the centre, face down.
 - To play, each player draws a chance card, reads the card out loud and follows the instructions on it. Unless the card says otherwise the participants are to begin to eat their treats as soon as they receive them.
 - They place their card in the discard pile and sit down.
2. When all the cards have been allocated and all the peanuts are gone, divide the group into smaller groups. Explain that now every player can express her or his feelings and thoughts about the game. The discussion leader could use the questions on ‘Activity Resource Who are the Lucky Ones? Questions’ or their own.





WHO ARE THE LUCKY ONES? (CONT)

3. After about 10-15 minutes, move the discussion on to answer the question ‘So what?’ and to look at whether the game is like the real world and its allocation of resources.

Ask whether the differences in the number of ‘treats’ people have exist amongst children in their schools, communities, villages or towns. This might move on to discussing whether there are big differences between different countries and which these might be. Then look at whether the chance cards gave some ideas of the causes of the inequalities.

The second group of questions on the Activity Resource sheet give additional ideas.

Refer to Activity Resource ‘Who are the Lucky Ones. Who Gets What – Distribution of the World’s Resources’ (see page J-16), using the copies made to give some information on the situation about world distribution of resources in 1980. (There are unlikely to be large differences even after 17 years.)

Finally, this activity highlights the interdependence of all people around the world, the inequality caused by the global economic system and creates an attitude which supports justice and equality for all people and a feeling of solidarity with them.

If the participants want to find out more, then turn with them to the resource pages to discuss and decide what to do next.

NOTES

1. The discussion after the game is very important in order to achieve the purposes of the activity. The discussion leaders will need to be prepared for their role.
2. The chance cards are set up so that 80% of the players get 20% of the treats, and the other 20% of the players get 80% of the treats. This is approximately the way the consumption of the resources of the world is divided today. Twelve people will go without and six people will get forty-eight treats between them.
3. The chance cards drawn by the twenty-four give some of the reasons for the poverty in much of the world. The cards drawn by the lucky six explain some reasons why they are so well off.
4. Make sure the participants understand that the starting point in the game, as in life, is pure luck. It is nothing to do with the merits of the individual.
5. Players may talk of some sharing or of setting minimum and maximum amounts people can get. This could extend to discussion about minimum wage laws and high taxation above a certain level of income. These policies reflect the idea they suggested to reduce inequality in distribution of income.

From: **15 Development Education Games for Scouts** by the World Organisation of the Scout Movement. They credited the Global Community Centre in Waterloo, Ontario, Canada published in The Leader issue February 1986 by Scouts Canada.



WHO ARE THE LUCKY ONES? CHANCE CARDS

<p>A FLOOD WIPED OUT YOUR FAMILY'S CROPS AND YOU HAVE NO MONEY. TAKE NO TREAT.</p>	<p>BECAUSE OF A CANADIAN WELL DRILLER, YOUR VILLAGE NOW HAS WATER TO USE ON THE FIELD. YOU CAN NOW AFFORD ONE TREAT.</p>
<p>YOU HAVE JUST GRADUATED FROM SCHOOL AND WERE LUCKY ENOUGH TO GET A JOB. HOWEVER YOU NEED ALL YOUR MONEY TO HELP SEND YOUR YOUNGER BROTHER TO SCHOOL. TAKE NO TREAT.</p>	<p>YOUR FAMILY'S SMALL FARM PRODUCED VERY LITTLE THIS YEAR BECAUSE FERTILIZER COSTS WERE TOO HIGH FOR YOU TO AFFORD. TAKE NO TREAT.</p>
<p>THERE WAS SUCH A BAD DROUGHT THAT THE CROPS YOUR FAMILY PLANTED DIDN'T GROW. YOU CANNOT AFFORD A TREAT.</p>	<p>YOUR FATHER GOT FREE SCHOOLING AND NOW HAS A VERY GOOD JOB. TAKE 10 TREATS AND EAT AS MANY AS YOU CAN AS FAST AS YOU CAN.</p>
<p>YOU HAVE JUST HELPED THE FAMILY HARVEST THE CROP. IT HAS BEEN VERY HARD WORK. YOU CAN NOW AFFORD ONE TREAT.</p>	<p>USING WHAT YOU LEARNED IN SCHOOL, YOU HELPED YOUR FAMILY GROW A GARDEN THIS YEAR. YOU CAN NOW AFFORD ONE TREAT.</p>
<p>YOUR FAMILY'S CROP WAS MOSTLY EATEN BY LOCUSTS THIS YEAR AND YOU COULDN'T AFFORD PESTICIDE. TAKE NO TREAT.</p>	<p>YOUR PARENTS BOTH HAVE TUBERCULOSIS AND ARE TOO ILL TO WORK. TAKE NO TREAT.</p>



WHO ARE THE LUCKY ONES? CHANCE CARDS

YOUR FAMILY GROWS COFFEE. SINCE THE CROP WAS VERY GOOD THIS YEAR, THERE IS A SURPLUS AND THE PRICE HAS FALLEN.
YOU MAY HAVE ONLY ONE TREAT INSTEAD OF THE TWO YOU GOT LAST YEAR.

YOUR FATHER HAS JUST GOT A BIG WAGE INCREASE.
YOU MAY TAKE SEVEN TREATS. EAT AS MANY OF THEM AS YOU CAN AS QUICKLY AS YOU CAN.

A TEACHER TAUGHT YOUR FAMILY HOW TO KEEP A FEW CHICKENS TO PROVIDE EGGS TO IMPROVE YOUR HEALTH.
YOU CAN NOW AFFORD ONE TREAT.

YOUR FATHER IS BLIND BECAUSE OF AN INFECTION OF THE WATER. YOUR MOTHER CANNOT WORK BECAUSE SHE HAS NO ONE TO LOOK AFTER THE CHILDREN.
TAKE NO TREAT.

YOUR FAMILY HAS JUST HARVESTED A BIG CROP OF JUTE (USED TO MAKE BURLAP BAGS). SINCE MANY OF THE BUYERS OF JUTE HAVE SWITCHED TO USING PLASTIC BAGS, THE PRICE FOR JUTE HAS FALLEN.
YOU MAY HAVE ONLY ONE TREAT INSTEAD OF THE TWO YOU GOT LAST YEAR.

YOUR FAMILY OWNS AND RUNS A SMALL BUSINESS. BECAUSE YOU ALL HAVE WORKED QUITE HARD, YOU HAVE DONE QUITE WELL.
YOU MAY HAVE EIGHT TREATS. EAT AS MANY OF THEM AS YOU CAN AS QUICKLY AS YOU CAN.

EVER SINCE YOUR FATHER HAD MALARIA, HE HAS BEEN TOO WEAK TO WORK. YOUR MOTHER IS DEAD.
TAKE NO TREAT.

YOUR FATHER CAN'T GET A JOB BECAUSE HE CANNOT READ OR WRITE (THERE WAS NO SCHOOL IN YOUR VILLAGE WHEN HE WAS YOUNG).
TAKE NO TREAT.

EVEN THOUGH BOTH YOUR PARENTS ARE UNEMPLOYED, THEY GET INSURANCE PAYMENTS.
YOU MAY HAVE FOUR TREATS. EAT AS MANY OF THEM AS YOU CAN AS QUICKLY AS YOU CAN.

YOUR FATHER HAS BEEN LOOKING FOR A JOB EVERY DAY BUT THERE ARE ALWAYS MANY PEOPLE APPLYING FOR THE JOBS AND HE HAS NOT BEEN SUCCESSFUL YET.
TAKE NO TREATS.



WHO ARE THE LUCKY ONES? CHANCE CARDS

YOUR FATHER WORKS AT AN IRON MINE. RAISING HIS WAGES WOULD MEAN THAT THE COMPANY WOULD HAVE FEWER PROFITS FOR THE OWNERS IN WEALTHY COUNTRIES.

TAKE ONLY ONE TREAT.

YOU HAVE HARVESTED A BIG CROP THIS YEAR. YOU WOULD BE ABLE TO AFFORD THREE TREATS IF THE FARM WERE YOURS, BUT YOU HAVE TO GIVE TWO-THIRDS OF YOUR INCOME TO THE OWNER OF THE LAND WHO LIVES IN A BIG HOUSE IN THE CITY.

TAKE ONE TREAT.

YOUR FATHER HAS JUST LOST HIS JOB IN A FACTORY THAT MAKES CLOTH. THE WEALTHY COUNTRY WHICH HAS BEEN BUYING DECIDED THEY SHOULD PRODUCE MORE OF THEIR OWN CLOTH.

TAKE NO TREAT.

YOUR FAMILY'S FOOD BILLS HAVE GONE UP THIS YEAR DUE TO LARGE ORDERS FOR GRAIN AND SOYA BEANS TO FATTEN BEEF CATTLE IN A WEALTHY COUNTRY.

TAKE TWO TREATS, BUT EAT ONLY ONE. AT THE END OF THE GAME, GIVE YOUR SECOND TREAT TO THE PERSON WHO GOT THE MOST.

YOUR FATHER HAS A GOOD JOB BUT HE MUST PAY SCHOOL FEES FOR YOU AND YOUR THREE BROTHERS.

TAKE ONLY ONE TREAT.

YOUR FAMILY HAS JUST INHERITED A GREAT DEAL OF MONEY FROM A WEALTHY RELATIVE.

YOU CAN HAVE 12 TREATS. EAT AS MANY OF THEM AS YOU CAN AS QUICKLY AS YOU CAN.

ALTHOUGH YOUR FAMILY IS ONE OF THE WEALTHIEST IN THE VILLAGE, THEY HAVE JUST SPENT A LOT OF MONEY FOR YOUR GRANDFATHER'S FUNERAL. IT WOULD HAVE BEEN CONSIDERED DISRESPECTFUL IF THEY HADN'T.

TAKE ONLY ONE TREAT.

ALL OF YOUR FAMILY'S INCOME THIS YEAR WAS NEEDED TO COVER THE HOSPITAL BILLS WHEN YOU HAD A BROKEN LEG.

TAKE NO TREAT.

YOUR FATHER WORKS ON A FISHING BOAT, BUT THE FISH HE CATCHES ARE SOLD TO FEED THE PETS OF WEALTHY PEOPLE.

TAKE TWO TREATS BUT ONLY EAT ONE. AT THE END OF THE GAME, GIVE YOUR SECOND TREAT TO THE PERSON WHO GOT THE MOST.

YOUR PARENTS BOTH WORK. ALTHOUGH THEIR WAGES ARE NOT HIGH, **YOU CAN AFFORD SIX TREATS.** EAT AS MANY AS YOU CAN AS QUICKLY AS YOU CAN.



WHO ARE THE LUCKY ONES? QUESTIONS

Questions the discussion group leader might introduce in the small group immediately after the game is finished.

1. Should anyone have got more?
2. Should anyone have got less?
3. Did the explanation on the card about why you got that number of treats seem logical to you? Did it seem fair?
4. How do you feel about the attitudes of the lucky ones?
5. How did you feel about the way the unlucky ones reacted?
6. Would you like to play the game again:
 - if you knew you would draw the same card?
 - if the treat were your spending money for the coming month?
 - if the treat were your meals for the coming month?
7. How could we change the game to give more people a share of the treats?

These questions are ideas to move the discussion on, from the feelings in the group about the game, to the wider world.

8. If you got no treats, or only one, in which country might you live?
9. If you got lots of treats, where might you live?
10. In the real world, what share does our country get?
11. How do you think other countries feel about us?
12. How could we improve the chances for the unlucky ones in the real world without increasing the supply of resources?
13. How could we increase the resources available?
14. If we increased the supply but there was no change in the distribution system, how much would it improve the position of the unlucky ones?

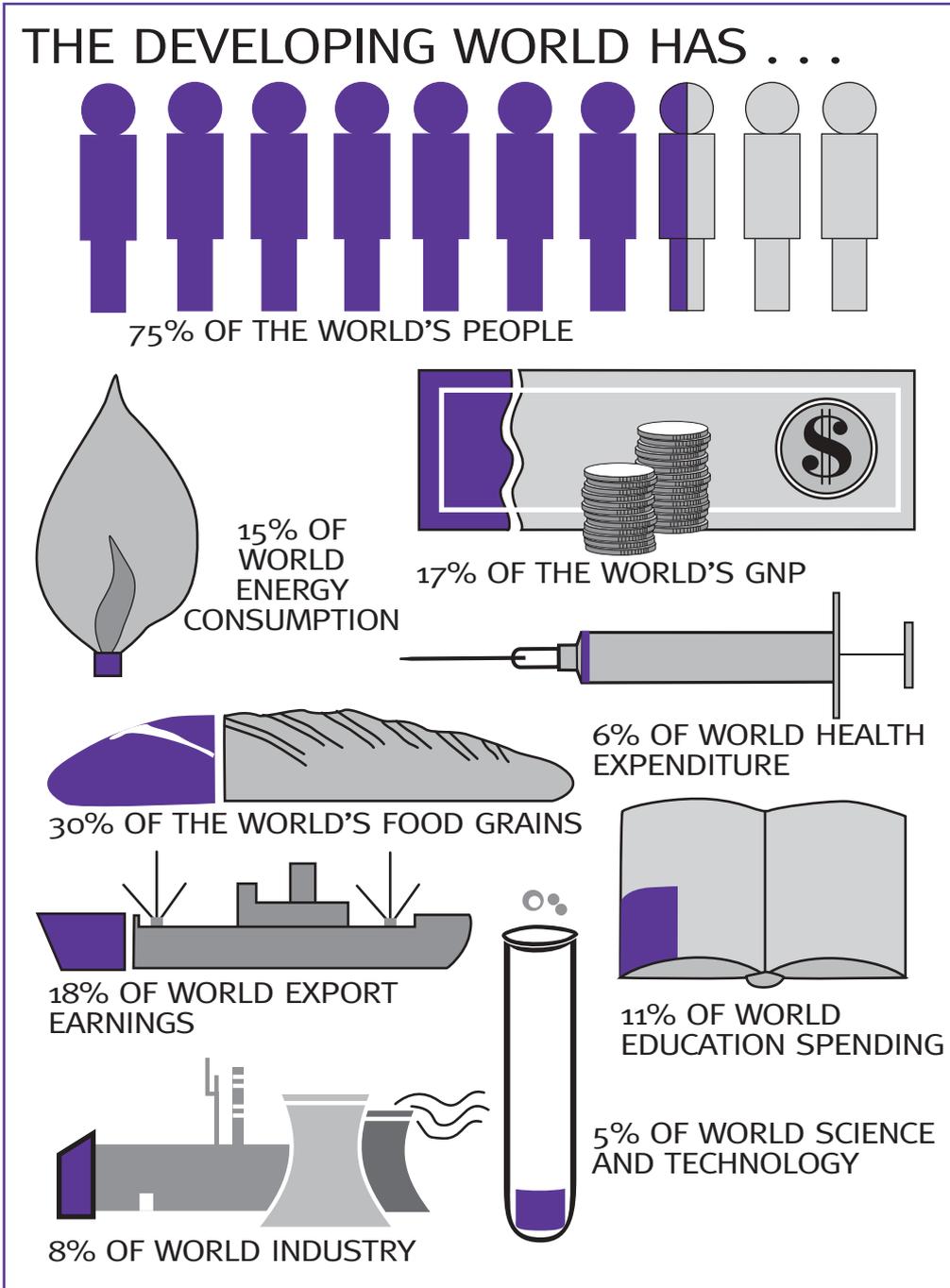
This game can be extended by each participant writing a 'home situation' for the cards. For example:

- Your family is on income support. Take one treat.
- VAT has recently been added to fuel bills. You have a young family/elderly relative, so the house has to be kept warm. Take no treat.
- You have benefited from your Building Society becoming a Bank. Take 5 treats and eat them as quickly as possible.



WHO ARE THE LUCKY ONES?

WHO GETS WHAT - DISTRIBUTION OF THE WORLD'S RESOURCES



From **The State of the World Population 1980**, UNFPA.



EVERY PICTURE TELLS A STORY

PURPOSE

- To raise awareness of the information and messages conveyed through photographs, especially in the media. To give participants basic tools for analysing these messages.
- To highlight the influence of the media in reproducing prejudiced views.

WHAT TO PREPARE

- Display the Activity Resource photo 'International Women's Day meeting in Nepal' (see page J-20) on a big sheet of paper. If possible, sufficient photocopies for one between two participants.

TIME

40–60 minutes.

HOW TO RUN IT

1. Ask the pairs to study the photograph and discuss it. The 'leader' of the exercise could either ask the questions and the pairs discuss them or the questions could be written up on a big sheet of paper and stuck where all can see them.
 - What do you notice first? (They are all women).
 - Who are they?
 - What might their jobs be?
 - Where was the photo taken?
 - What might they be feeling – look at the expression on their faces – happy, excited, apprehensive?
 - Why are they there?
 - Do they mind having their photo taken?
 - Do they know the photographer?
 - Is the photographer male or female?
 - Is s/he being paid?
 - Is s/he sympathetic to the women in the photo?
 - How do the participants feel about the women? (e.g. solidarity or distance?)
 - Does the photo give a positive, negative or neutral message about the women?

If members of the group have been talking in pairs, then discuss some of their answers in the whole group.
2. Then go on to reveal the background to the photo.



EVERY PICTURE TELLS A STORY (CONT)

BACKGROUND

The photograph was taken on International Women's Day, Kathmandu, Nepal, 7 March 1990 by Dave Richards, a photographer.

It was taken at about midday at an International Women's Day demonstration against abuses of human rights by the Government of Nepal. Women wore black armbands as a protest against the widespread arrest and torture of people who demanded the right to organise political parties.

The meeting was held in the grounds of the women's college in the capital, Kathmandu. In the Nepalese context, these women are fairly well off. They are students, civil servants and other professionals. When the meeting finished, the security forces arrested five of the main speakers.

A month later, after growing unrest and hundreds of people being killed by the police, the government finally gave in and agreed to democratic reforms.

The photographer had been invited by the pro-democracy leaders to the meeting to take pictures for a talk to support the pro-democracy movement. It was selected to show women organising together, but the person looking at the photo does need background information to really understand what is happening and why it is important.

3. Discuss reactions to this story:

- How accurate were their deductions?
- What clues had they missed?
- What prevents women organising politically in Nepal?
- In other countries?
- What can help to remove these barriers?
- Can the group think of the names of some female political organisers in the United Kingdom and elsewhere in the world? (Barbara Castle, Margaret Thatcher, Clare Short, Indira Gandhi, Benazir Bhutto, Mary Robinson are some examples.)
- Is anyone in the group involved with politics at all?





EVERY PICTURE TELLS A STORY (CONT)

NOTES

1. Images are as powerful as written language in affecting our emotions and attitudes.
2. When we look at an image we bring in our personal experiences and any knowledge of the background to help us to understand what is happening. The image will give information about people and places and it may use common stereotypes with strong meanings which we react to.

The image is likely to be unclear in its meaning and so we need background information from the headline or the text. Photographs do not give information about the past, or about who has power and what is happening outside the picture. For example, the photograph of the women in Nepal does not tell us of the danger that the women could be arrested. This information may give a particular slant to the picture or its meaning, as well as giving some factual information. The location where the image is displayed also affects the message.

3. It is important to be aware of this if one is concerned with justice.
4. News or documentary images have been put together to communicate ideas. The photographer chooses where to stand, who or what to photograph and what equipment to use. The text adds to this to fix the meaning.

We must always ask:

- **who** is making and using the image?
- **what** choices have they made and why – what do they want to achieve by it?
- **what effect** will it have on our attitudes to the subject? Does it reinforce or challenge prejudices? Does it encourage you to act, such as, to buy something or to do something to promote justice?

From: **Focus for Change. Class, gender and race inequality and the media in an international context.**
Published by Focus for Change, 103 London Street, Reading, Berkshire RG1 4QA 01734 594357.



INTERNATIONAL WOMEN'S DAY MEETING IN NEPAL





CUT AND PASTE

PURPOSE

- To raise awareness that the message gained from a photograph or picture can be changed by ‘cropping’ the picture.
- To show how we make sense of these ‘cropped’ photographs and get the wrong story or, at best, a partial story.

WHAT TO PREPARE

- Ask the people in the group to bring in photographs of themselves, or ones taken in their family or from magazines.
- Copies of the five ‘whole’ photos and the five ‘cropped’ photographs which go with them (Activity Resource ‘Images for Cut and Paste’ – see pages J-22–J-25), enlarged if possible and stuck on big bits of paper.
- The descriptions or captions for the photos in large writing on big sheets of paper, from Activity Resource ‘Cut and Paste Captions’ (see page J-26).

TIME

60 minutes.

HOW TO RUN IT

1. In pairs, look at the cropped photographs and the pictures brought in by the participants. The viewer should describe what they think is happening and whether it is good news or bad news. The owner then explains what is going on and how they feel about it.
2. The group then divides into 5 small groups. Ask them to discuss what they think the rest of the photograph might include and draw it in.
3. The groups are given their ‘whole’ photograph to look at, compare with their drawing and discuss. How accurate were they? What difference does the ‘whole’ photograph make to what they understand about the picture?
4. Then give out the written descriptions. Do these make sense? What do they think about the image and the story behind it now? Could this picture have been taken of people in the same situation in their community? Is this surprising?
5. Pull together the results of this activity in the whole group.
 - Were any stereotypes revealed?
 - What can be done to change the way a viewer makes sense of an image?
 - Why might people who edit and publish photographs want to provoke a particular type of reaction in the viewer?
 - If you look at the images of people in other countries on television, what questions might you want to raise? What other information would you like to know about these countries? How might you find out?
6. If possible, it would be interesting to visit a television studio or meet with the photographer in a local paper to look at the uncut footage or the original photographs before the changes made in editing.



IMAGES FOR CUT AND PASTE





IMAGES FOR CUT AND PASTE



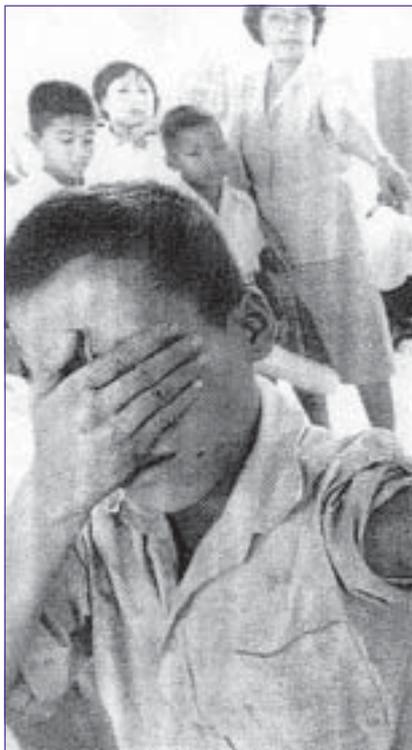


IMAGES FOR CUT AND PASTE





IMAGES FOR CUT AND PASTE



From: **Education for Development** by Susan Fountain, published by Unicef.



CUT AND PASTE CAPTIONS

1. In Mexico, programmes are being set up to help children who live on the streets. Here a social worker plays with some children who work in the market; by making friends with them she is better able to find ways to work with them to help them.
2. In Guatemala, this woman proudly shows her diploma. She has just completed a course teaching women how to take action to start development projects in their communities.
3. As part of a healthcare programme in Thailand, a student at school is being given a vaccination.
4. In Sri Lanka, the government has set up mobile libraries. These libraries visit poor areas so that children there can borrow books.
5. In Sudan, the government is working to provide assistance with nutrition to people affected by the drought. Here, nutritionist Fatma Jibril measures the height of a child.

Copyright 1995, Hodder and Stoughton.



THE IMAGE TRAP

'I'm not married and I have no desire to be financially dependent on a man. But most women's pay and prospects are still based on the idea that you have a man to support you. I resent that.'

Helen in **Focus for Change**.

'I feel a bit trapped by work I suppose. I'd love to spend more time with the kids so that I felt closer to them. But it all comes down to money. I can earn more than my wife could and it's money you need isn't it?'

Mike in **Focus for Change**.

PURPOSE

- To show how pictures of men and women at work in traditional or stereotyped jobs damage both women and men.
- To create alternative images of working for both men and women world-wide.

WHAT TO PREPARE

- Copies of Activity Resource 'The Image Trap – Martin and Elsie' (see page J-28) sufficient for all to see one.
- Activity Resource 'The Image Traps for Men and Women' (see page J-29), either as two handouts or as two sets of cards, with one trap on each. (It would be useful to copy them on to 2 different coloured sheets of paper before cutting them out.)

TIME

45 minutes – 1 hour.

HOW TO RUN IT

1. Divide the group into single sex groups. This could be one group of each or more, depending on the numbers. It would be useful for the people leading this exercise to be a mixed pair or team of females and males.
2. Ask the groups to look at the photograph. What do they think are the messages it is giving about work for women and men? What are their views on these messages?
3. One person at a time picks up a 'Trap for Men/Women' card, reads it out to their group and then says what s/he thinks about that statement. Others chip in. Move on to the next person who takes and reads out the next card or the next statement. The cards for women are in the young women's group and for men in the young men's group.
4. When all the cards or statements are read out, discuss whether anyone in the group has personal experience of any of these traps through his/her family or friends. Decide what to bring back to the whole group.
5. In the whole group, each small group feeds back anything it has decided to. Then everyone can discuss how they think men and women can get out of these traps and who can do what to help, like individuals, friends, employers and the government.

From: **Focus for Change, Class gender and race inequality and the media in an international context**, published by Focus for Change, 1992.



THE IMAGE TRAP - MARTIN AND ELSIE



Martin & Elsie by Karen Morton



IMAGE TRAPS FOR MEN AND WOMEN

TRAPS FOR WOMEN

- Trapped in part-time work (or even home work) that ‘fits in’.
- Stuck in low paid jobs, whether or not there is a male income as well.
- Difficult to be financially independent, particularly if working class.
- Isolated at home with children or struggling to combine paid work with child-care, both very stressful.
- Made to feel guilty about taking paid work when there are not enough jobs to go round.

TRAPS FOR MEN

- Trapped in full-time paid work.
- Under pressure to do overtime and shiftwork to maximise income or to ensure promotion.
- Saddled with financial responsibilities for dependants.
- Cut off from family life and children because of long hours at work.
- Made to feel guilty if not in paid work, not a ‘proper breadwinner’.



TERRORIST OR FREEDOM FIGHTER?

PURPOSE

To increase awareness that:

- different people have different views about the same event;
- news stories are often written from one point of view and do not explore other views;
- stories can be written to provoke a particular emotional reaction in the reader.

WHAT TO PREPARE

- One copy of one of the Activity Resources ‘Sample News Items’ (see pages J-32–J-34) for each pair/small group.
- Copies of two articles from different newspapers covering the same uprising or riot. Choose newspapers which have different political slants – right/left/centre).
- One copy of Activity Resource ‘Questions on the Newspaper Articles’ (see page J-31).
- Paper, pens, tape-recorder and video camera/recorder as required.

TIME

1 – 1.5 hours

HOW TO RUN IT

Stage 1

Read the two versions of the newspaper articles which should be enlarged and stuck on big sheets of paper on the wall. Then answer the questions (Activity Resource ‘Questions on the Newspaper Articles’) as you are looking at the stories.

Stage 2

In small groups, look at your Activity Resource ‘Sample News Items’, which describes an event and two ways of looking at it. Prepare two news items on it, one from each viewpoint, for TV or for radio.

Stage 3

Each group then presents its news item, either through role-play, reading it out, or having video or audio-taped it.

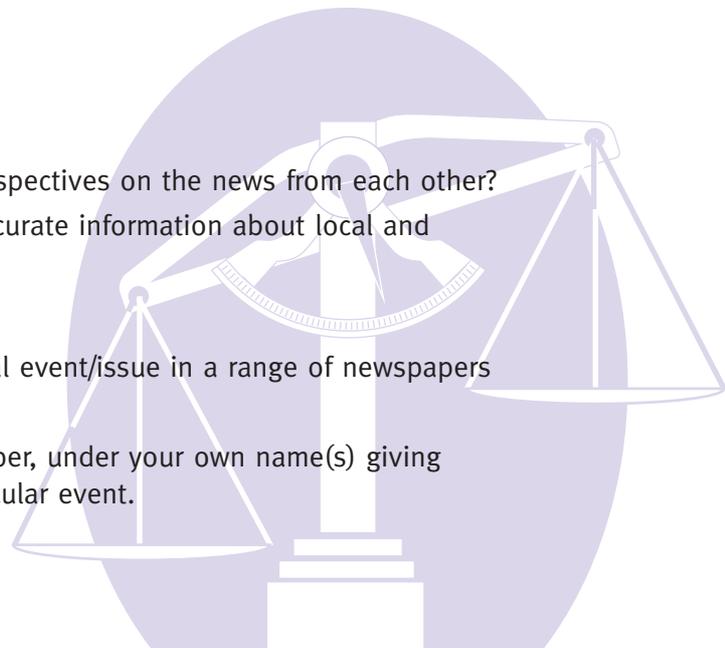
Stage 4

In the whole group discuss:

1. Do you believe all you read in the papers?
2. Can any news reports be totally objective?
3. Do different newspapers have different perspectives on the news from each other?
4. Where and how can you obtain full and accurate information about local and global issues? (20 minutes).

WHAT NEXT?

1. You might want to look at reports of a local event/issue in a range of newspapers and compare them.
2. You might want to write to a local newspaper, under your own name(s) giving your comments on the reporting of a particular event.





TERRORIST OR FREEDOM FIGHTER? (CONT)

QUESTIONS ON NEWSPAPER ARTICLES

1. How do the two articles differ?
2. What did you feel when you read each one?
3. What did each of the writers want you to feel?
4. Can you tell which one is closer to what did happen? How could you get more information?





TERRORIST OR FREEDOM FIGHTER? (CONT)

SAMPLE NEWS ITEM

Event 1

A GROUP OF ARMED CITIZENS ENTERS A TOWN THAT IS OCCUPIED BY SOLDIERS, AND DRIVES OUT THE OCCUPIERS.

1. Prepare a news item which presents the group of armed citizens as terrorists, who are disrupting the peace.

What reaction might this produce in the listener?

2. Prepare a second news item, this time presenting the group of armed citizens as freedom fighters liberating the oppressed townspeople.

How might the listener react to this one?



TERRORIST OR FREEDOM FIGHTER? (CONT)

SAMPLE NEWS ITEM

Event 2

A GROUP OF CITIZENS TEMPORARILY HALTS THE CONSTRUCTION OF A POWER PLANT AND REQUESTS AN ENVIRONMENTAL IMPACT STUDY.

1. Prepare a news item which presents the citizens as environmental fanatics who ignore the need for local economic development because they care more about wild animals.

How might the listener react to this?

2. Prepare a second news item that presents the citizens as concerned about the long-term development of the community, who feel that human progress must maintain harmony with the natural environment.

What reaction might this provoke?



TERRORIST OR FREEDOM FIGHTER? (CONT)

SAMPLE NEWS ITEM

Event 3

A STUDY OF LITERACY RATES IN ONE COUNTRY SHOWS THAT 60% OF GIRLS COMPLETE PRIMARY EDUCATION.

1. Prepare a news item that expresses outrage over the fact that, even at the end of the 20th century, 40% of girls are still not receiving basic education at a secondary stage.

How might the audience react to this story?

What might be the reason for writing the news item like this?

2. Prepare a second news item but show that a 60% literacy rate among girls is a huge increase in the last ten years.

How might the listeners react to this story?

What might the reason be for writing the article from this viewpoint?



AID AGENCY ADVERTISEMENTS

PURPOSE

- To increase critical analysis of the effects of aid agency advertising which is intended to raise money to assist countries in the South but often acts to perpetuate stereotypes.

WHAT TO PREPARE

- Copies of the Activity Resource 'Six Sample Aid Agency Advertisements' (see pages J-37–J38) sufficient for each small group to have a copy. Stick the advertisements in the middle of a sheet of flip chart paper. (These advertisements are based on real ones.)
- Flip chart paper and pens.

TIME

1 hour.

HOW TO RUN IT

Step 1

Work together in pairs or threes. Agree which of the advertisements each small group will work on, so all are covered by the group as a whole.

Each small group:

- Look at and read through their advertisement.
- Discuss what is good and what is negative about it and note these points in different colour pens on the page around the advert.
- Are the views about people from countries in the South, as put across by these advertisements, portraying stereotypes? Are they positive or negative?

Step 2

Stick all the annotated adverts around the walls. Write two scales at the bottom of each like this:

1. Least _____ Most

2. Negative _____ Positive

Then everyone votes on each scale by marking a cross to show their answers to the following questions:

- Which would raise the most money?
- Which puts across the most negative images or stereotypes of people in the South?



AID AGENCY ADVERTISEMENTS (CONT)

Step 3

Ask everyone to discuss the results of their votes focusing on the following points:

- Which images or stereotypes put across by the advertisements might be inaccurate or wrong?
- Why do you think aid agencies use these various types of advertisements?
- What responses are they trying to provoke in their readers? Who are their readers?
- What are the characteristics of a 'good' fund-raising advertisement?

WHAT NEXT?

You could collect your own advertisements from organisations working locally, or in the UK or in the world and assess these.

You could write to the organisation putting across your views if you wanted to let them know your reaction.

NOTE

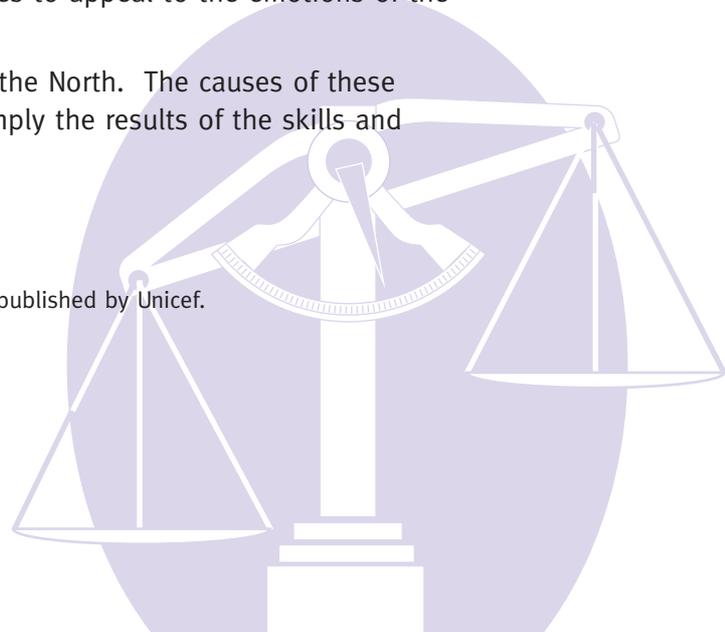
Examples of inaccurate or wrong images that might be conveyed by the advertisements may include:

- 'Development' problems can be solved simply by donating money rather than by addressing the underlying political, social and economic causes of poverty.
- It is only aid from the industrialised countries which can 'save' poorer countries and their children.
- All children in countries in the South are poor, dirty, uneducated, in ill health, hungry, unhappy and unloved.
- Since solutions to the problems of children in countries in the South are so inexpensive, there must be something wrong with the people in those countries if they cannot solve these problems themselves.
- The actions of the countries in the North do not relate to the situations of the people in the South.

It is important to note that the aid agencies do not set out to put across negative stereotypes deliberately but they use techniques to appeal to the emotions of the readers so that they will give money.

There are needs to be met in the South, as in the North. The causes of these needs are many and complex. They are not simply the results of the skills and adequacies of the individuals directly affected.

Adapted from: **Education for Change** by Susan Fountain, published by Unicef.





SAMPLE AID AGENCY ADVERTISEMENTS (1)

LITTLE JENI NEVER CELEBRATES HER BIRTHDAY!

FOR A YOUNG GIRL WHO LIVES ON THE DANGEROUS STREETS OF CITY A, EVERY DAY COULD BE HER LAST. But you could help. Sponsor little Jeni for just £10 per month. This will provide her with enough to eat, clothing, school fees, and medical care.

MIRA ESCAPED CIVIL WAR. NOW SHE RISKS DEATH FROM STARVATION.

Would you give £10 to keep her alive?

Your contribution of only £10 will provide a month's worth of food for a hungry refugee child in country B. Send your donation today. Time is running out for Mira.

HELP THEM TO HELP THEMSELVES

AAA agency's irrigation project in country X has transformed drought-stricken land into thriving farms. The villagers of BB now produce almost 75 per cent of their food themselves.

These are hard working people who want to be 100 per cent self-sufficient. Help them to reach their dream.

Support the expansion of the irrigation project.

GIVE TO AAA TODAY.

25 PENCE COULD SAVE HIS LIFE

All over the world, children like Tomi are dying from dehydration.

This condition, caused by diarrhoea, is one of the biggest killers of children in the developing world.

But 25 pence will buy a packet of oral rehydration salts – a simple mixture of salt and sugar – which could save his life.

If 25 pence can save Tomi, £25 could save 100 children.

It's that simple.



SAMPLE AID AGENCY ADVERTISEMENTS (2)

THINK ABOUT HOW YOU LIVE.

In your home you have clean running water every day. You have plenty of electricity for cooking and heating. You have a cupboard full of nutritious food and money to buy more at the corner shop.

Now think of how millions of people on the other side of the world live. They battle diseases caused by dirty water. They walk for miles to collect scarce wood for cooking fuel. Hunger and malnutrition cut too many young lives strategically short. Won't you give - just a little - to help someone less fortunate?

Jane Smith was born and raised in country C. Today, she is a project officer there for XYZ agency. Jane talks about her work:

'My first project for XYZ was to work with the people of village AA on plans for a new school building. The old one was overcrowded, and the roof leaked badly when it rained.

Funds from XYZ provided the construction materials. The villagers provided the labour. What a sense of accomplishment when the roof went on!

The number of children who attend school in the village AA has now doubled. More girls than ever before are attending. It makes me feel good to know that, with an education, more of them will have the chance for the kinds of job opportunities that I have had.

We have a long way to go to improve education in my country. Too many people still believe that a girl's place is in the home, not in school. And too often children are taken out of school to help with farming. This has been especially true lately, since bad weather has caused several years of poor harvest.

But building a new school in village AA has caused many parents there to feel more involved in the education of their children. I hope to be part of many more projects like this one with XYZ.'

From 1995, Hodder and Stoughton



WHO INFLUENCES OUR OPINIONS?

PURPOSE

- To understand who influences our opinions.
- Many different things influence our opinions, whether these opinions are about the environment, politics, refugees or any other issue.

WHAT TO PREPARE

- You will need large sheets of paper, coloured pens, ball point pens and post-it notes.

TIME

45 minutes.

HOW TO RUN IT

Stage 1

Divide the participants into groups of four.

In fours:

1. Take a large sheet of paper, pens and some post-it notes.
2. Draw a circle in the middle of the paper and write 'me' in it.
3. Talk together about who or what influences your opinions (reading, TV, parents, teachers, friends).
- 4 Write each person/thing which influences you on a post-it note and stick them round the circle.
5. Decide which are the most important and put them in a column with the most important at the top.

Stage 2

As a whole group:

1. Look at the sheets from all the groups of four.
2. Discuss:
 - What do you think about all these people and things influencing your opinions? So what?
 - Who do you think influences your opinions about other people, such as refugees? How do you feel about that?

Adapted from **Moving Stories**, British Red Cross Society.

