



# DEVELOPMENT EDUCATION TOOL BOX

A variety of transferable methods and activities that can be used in the classroom to incorporate ideas of co-operative learning, respecting the values of others, while raising awareness of issues relating to global justice and inequality.

# Post Its-Ideas Storm

This activity was inspired by Dynamix Ltd

**Purpose:** Good for generating lots of ideas  
Good for ensuring people feel valued  
Clarifying issues  
Can be used in the review of an event

**Setting:** Form small groups, 3-4 people, each with a pen. You need a block of post it notes and access to a wall for posting them on. (6-60 participants)

1. Set a topic for discussion

*What actions can companies take to improve their ethical stance?*

2. Give different colour post its for different groups, so that groups can see where their ideas contribute to the whole.

*e.g. reduce waste, recycle waste, support community projects, etc.*

3. Ask each group to write ten possible outcomes. They must write each one on an individual post it note.
4. Collect these and post them on a wall. Try to group them together when they are similar.
5. Check the groupings with participants and see if they agree. Change the groupings if necessary.
6. When this is complete look for "one-off" issues (those that do not fit into a grouping) and ask questions about them:  
*"Are they really important?"*  
*"Are they really off-the-wall?"*

## **Development:**

- Having checked your grouping of suggestions you could go on to order them by priority.
- You could then discuss how these outcomes could be realised.

# Diamond Ranking

**Purpose:** Allows exploration of issues  
Prioritising  
Can be used for large group views

**Setting:** Small groups 4-8 participants around table / flip chart

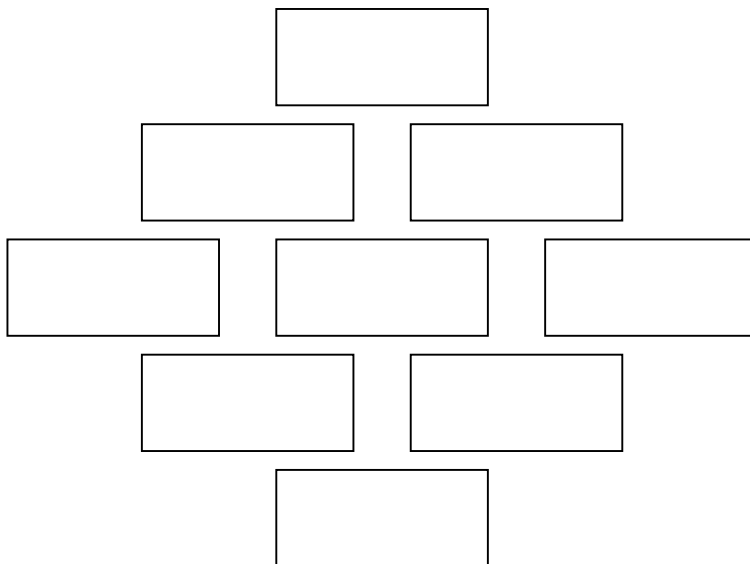
1. Set a topic for discussion

*e.g. "You have just set up an ethical investment firm and you have been asked to prioritise what you believe to be the nine main activities ethical investors would wish to avoid?"*

2. Decide what the 9 priorities should be and write these each on a post it

*e.g. "Genetic modification / Companies that trade with countries which abuse human rights / Gambling / Tobacco and Alcohol / Arms / Animal testing / Child Labour / Nuclear power / environmental pollution"*

3. Give groups 5-10 minutes to arrange them into a diamond shape. With top priority, then two, then a line of three, then two, then the lowest priority



4. If there are several groups you can get them to call out their priorities

## Development:

- Have a few set priorities and blanks for participants to add their own
- Generate priorities from idea storm

# Sticky labels ice-breaker

Idea taken from pg.38 Global Youth Work - Making Global Connections and Promoting Global Perspectives By Global connections

**Purpose:** Ice-breaker and introductory exercise to begin to explore issues

**Time:** 20 minutes

1. All participants have an word stuck to their back or forehead - this might be an environmental issue, an economic concept, a famous businessman, etc

<i>ACID RAIN</i>	<i>FLOODS</i>
<i>OIL SPILLS</i>	<i>INTENSIVE FARMING</i>
<i>GLOBAL WARMING</i>	<i>DEFORESTATION</i>
<i>GENETICALLY MODIFIED FOOD</i>	<i>DESERTIFICATION</i>
<i>OVER POPULATION</i>	<i>NUCLEAR WASTE DISPOSAL</i>
<i>SPECIES EXTINCTION</i>	<i>WASTE DISPOSAL</i>
<i>ALTERNATIVE TECHNOLOGY</i>	<b><i>OZONE DEPLETION</i></b>
<b><i>AIR POLLUTION</i></b>	<i>OVER FISHING</i>

2. Participants have to guess what their own word is by asking other people questions.
3. Questions asked can only be answered with a yes or no

# Value Continuums

This activity was inspired by the Global Teacher Project

**Purpose:** Raise discussion on different viewpoints  
Encourage pupils to consider perspectives that are not their own  
Allows exploration of sensitive issues  
Can be used as part of a programme to form groups and build teams  
Good initial exercise for opening up debate

**Setting:** A semicircle of chairs and a long straight line facing them (6-30 participants)

1. Set up the room creating an imaginary line across the classroom, then give a speech from each end of the line:

*"The World Trade Organisation is vital in order to remove the barriers that impede trade and thus stop poor countries from developing their economies"*

*"The World Trade may help to generate great wealth however it needs to be reformed so that globalisation works for all"*

*"Globalisation is destroying millions of livelihoods. The WTO should be disbanded"*

2. Having set up two extremes invite participants to come and stand on the line indicating their personal view.
3. You may like to ask them to explain why they have chosen to stand in a particular place
4. As more people express their opinion you can ask participants if their views are changing?  
How opinions get formed, etc

## **Development:**

- Get the two extremes to talk to each other
- You can simply have agree at one end and disagree at the other to simplify the activity

# Paper Carousel

**Purpose:** Allows exploration and development of issues, can be used for large group views

**Setting:** Small groups, 2-8 people, around a table / flip chart

1. Sheets of flip chart paper are either laid on the floor or on a table in a circle.
2. Each sheet has a heading or question on for participants to respond to.

## IMPACT ASSESSMENT OF RE-LOCATING PRODUCTION TO A DEVELOPING COUNTRY:

- **Natural** What resources does it use?  
What are the positive / negative impacts on the environment? (local/regional/global)
- **Social** What are the cultural impacts?  
Who gains? Who loses?
- **Economic** What are the positive / negative economic effects?  
Who gains? Who loses?
- **Political** Where are the decision makers located?  
Who has control over the process?  
What is the impact on/of local / national democratic processes?

3. The participants should be split into groups according to the number of sheets of paper
4. Each group is given 2/3 minutes to make notes on their initial sheet.
5. After this time the groups are moved around the carousel to the next sheet. They have 2/3 minutes to look at the previous notes (could tick or question) and then add some more.
6. When all groups have completed the circle, do a feedback.

## Development:

- Move paper not people
- An "explainer" helps groups understand the sheet they are on

# How How How

This activity was inspired by Dynamix Ltd

**Purpose:** Allows in depth exploring of an issue  
Can lead to innovative / creative solutions.  
Good for opening up topics

**Setting:** Place an oval of chairs with a print roll / wallpaper carpet down the middle.

1. Write a question at one end of the print roll / wallpaper:

*How can we raise the profile of development education?*

2. Have 4-5 arrows from this for suggestions:

- *By improving public relations / media links*
- *By lobbying the Department for Education and Skills*
- *By getting famous people (sports stars, musicians, etc) involved*
- *By getting development education resources into mainstream distributors*

3. When 4-5 ideas are collected repeat the process

*How can we improve public relations / media links?*

4. Again get 4-5 more ideas

## **Development:**

- You can start from Why? *Why is anti-racist education important?*
- You can have a discussion on any "End" point

# Cotton Bud Debate

This activity was inspired by Dynamix

**Purpose:** Good for initiating debate  
Gathering opinions  
Can be used for consensus building

**Setting:** Circle of chairs with a container in the centre (4-20 Participants)

1. Set a topic for discussion

*"Is globalisation good for the poor?"*

*"Is going green good for business profits?"*

2. Each person is given three cotton buds (or clothes pegs, etc).

3. Each time they speak they put one in the container. This gives everyone the right to speak three times, and the responsibility not to waste them

4. You may wish to point out that speaking to your neighbour counts, and long speeches may be charged two buds!

5. Towards the end you may add that nobody has to use the buds but they have a right to.

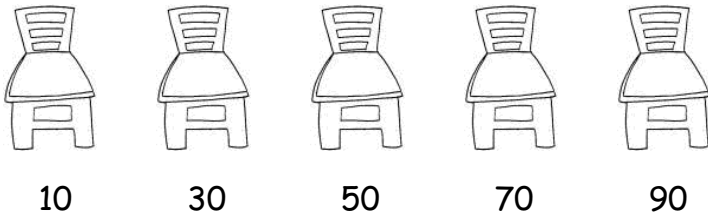
## **Development:**

- Get groups to have small discussions first then have three buds per team to get their views across.

# Global Village: if we were just 100 people

Circulated as part of International Friendship week

Setting: small groups of 3-4 participants, five chairs in a line with large labels (90, 70, 50, 30, 10 accordingly) to create a scale from 0 to 100



1. Read the opening sentence overleaf and explain to your groups that you would like them to imagine there are only 100 people in the world.
2. Explain that you would like them to guess how the global population is proportionally divided amongst certain groups.
3. They will be asked to take a position on the chair scale (in front or between chairs) indicating how large they think each category would be.

*E.g. "if there were 100 people in the world how many would be white?"*

4. Run through the statistics and get every group to 'vote' for each one.
5. You may ask groups how they came to their decision.

Development:

- Change the figures to explore other issues - employment structures (primary/secondary/tertiary), allocation of government spending

If we could shrink the earth's population to a village of precisely 100 people, with all the existing human ratios remaining the same, it would look something like this:

There would be:

57 Asians

21 Europeans

14 people from the Western Hemisphere, both north and south

8 Africans

52 would be female

48 would be male

70 would be non-white

30 would be white

70 would be non-Christian  
30 would be Christian

89 would be heterosexual  
11 would be homosexual

6 people would possess 59% of the entire world's wealth, and all 6 would be from the United States.

80 would live in substandard housing  
70 would be unable to read  
50 would suffer from malnutrition

1 would be near death  
1 would be near birth  
1 would have a college education  
1 would own a computer

When one considers our world from such a compressed perspective, the need for acceptance, understanding and education becomes glaringly apparent.

The following is also something to ponder

If you woke up this morning with more health than illness...you are more blessed than the million who will not survive this week.

If you have never experienced the danger of battle, the loneliness of imprisonment, the agony of torture, or the pangs of starvation. You are ahead of 500 million people in the world.

If you can attend a church meeting without fear of harassment, arrest, torture, or death...you are luckier than three billion people in the world.

If you have food in the refrigerator, clothes on your back, a roof overhead and a place to sleep...you are richer than 75% of this world.

If you have money in the bank, in your wallet, and spare change in a dish someplace ... you are among the top 8% of the world's wealthy. If your parents are still alive and still married ... you are very rare, even in the United Kingdom, United States and Canada.

If you can read this message, you just received a double blessing in that someone was thinking of you, and furthermore, you are luckier than over two billion people in the world that cannot read at all

Someone once said: What goes around comes around. Work like you don't need the money. Dance like nobody's watching. Sing like nobody's listening. Live like it's Heaven on Earth.

## 'For Richer for Poorer'

Taken from pg.27 Global Youth Work - Making Global Connections and Promoting Global Perspectives By Global connections

**Purpose:** To develop an understanding of global inequality

**Time:** 20 minutes

1. Stick up six posters, each with a name of the continent / geographical area, spaced around the room.<sup>1</sup>
2. Ask each participant to bring a chair to form a circle in the middle of the room.
3. Explain to the group that the chairs represent all the financial wealth in the world.
4. Ask participants to work as a group to divide the chairs to represent the amount of wealth each continent has. For example out of 20 chairs they may want 1 in Asia, 5 in North America, etc. This chairs should be stacked.
5. Ask if everyone agrees with how the group has divided the chairs, if not rearrange.
6. Read out the actual number of chairs that should be on each continent, rearrange the chairs so that the numbers correspond. Was the group close?
7. Bring everyone back together into a circle. Ask them now to move to different posters to represent proportionate number of people in the world.
8. Ask if everyone agrees, make any changes. Read out the actual figures and adjust accordingly. Any surprises?
9. Discuss people's feelings about the game. Are you comfortable? Do you have enough space? How does it make you feel?

Continent	Group of 20		Group of 30	
	Wealth	Population	Wealth	Population
Africa	1	2	1	3
Asia	3	12	5	17
Eastern Europe	3	2	5	3
Latin America	1	1	1	2
North America	6	1	9	2
Western Europe	6	2	9	3

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<sup>1</sup> If you are working in a large group (40+) you may want to split them into smaller groups of 20 or 30.

# Hot Seating

This activity was inspired by Dynamix Ltd

**Purpose:** Loads!!  
Exploring sensitive issues  
Sharing and gathering information  
Reviewing activities

**Setting:** The hot seat is the focus with the remainder of chairs in a semicircle around it

1. Initially get a teacher/facilitator to come and sit in the Hot Seat - they should answer questions about their job - good for an icebreaker

2. Then they change to become something/someone else

*"I'm going to answer questions as the CEO of McDonald's".*

3. Get participants to find out as much as they can - this encourages participants to frame demanding questions.

4. This activity can be developed by not revealing who you are.

*"I am going to answer this question as a country of the South - Ask me questions until you can name me!"*

## **Development:**

- Get a young person, or group of young people, to sit in the hot seat and answer questions. You may choose to give them some preparation time - "You have five minutes to think about the ideal country"
- You can simplify this activity by having 'agree' at one end and 'disagree' at the other and get participants to move in response to each statement you make.