

What USE is my Mobile Phone? A Toolkit



Youthwork Ireland Tipperary (YWIT)

Youth Work Ireland Tipperary's vision is of a world full of possibilities for all young people. The journey to getting there is through a rights-based, youth-led approach to foster learning, innovation, hope and high expectations in young people, their families and their community.

Glocal

Development education is an important aspect of our activities and we encourage young people to learn about issues that take place on a global level and how these issues impact our own lives.

ContribYOUTH

Active citizenship and the importance of working to improve our communities and our world for others as well as ourselves is a vital element of all our youth projects. ContribYOUTH is essential to supporting young people to learn about the importance of working for their community.

The Sustainable Development Goals

World Leaders have committed to 17 Sustainable Development Goals (SDGs) - to achieve 3 extraordinary things in the next 14 years. End extreme poverty, fight inequality and injustice and to fix climate change. YWIT recognises the interdependent nature of the world and is committed to working with these goals as part of its youth work practice.

This is a youth-led publication, developed and designed through an ongoing work-shopping process in collaboration with the project facilitator and illustrator.

Content Developer: Sally Daly (YWIT) sallydalyresearch@gmail.com

Design: Rachael Cooke (YWIT) rachaelcooke5@gmail.com

With **special thanks** to: The Junior Board of Management and Zoe Gogarty, Moira Merrigan, Paul Keating, Tipperary Comhairle, Joyce Brennan, Laura Maloney, Catherine Doyle, Catherine Donaghy, Claire Turner, Cora Horgan, Carmel O'Neil, Pauline Strappe, Caroline Burke, Catherine McGrath and all front office staff. In addition, all paid and voluntary staff and youth participants at Youth Work Ireland Tipperary whose involvement shaped this resource.

This project was supported by Irish Aid.

Contents

Introduction to the Toolkit	Pages 1 - 4
Sessions 1 - 7	Pages 5 - 15
Resource Folder	Pages 16 - 30

This resource is available for download from youthworktipperary.ie and is in an ongoing review and development process as part of our commitment to critical thinking and global citizenship.

WHAT?

The starting point for this toolkit is recognizing that many of us are dependent on our phones. We began by asking one question:

“Can we use our phones in a different way, to change how we view the world?”

WHY?

Youth work is about personal development BUT it is also about critical thinking.

Migration is one of the biggest stories of our time. There are other related stories too on inequality, conflict, injustice, poverty and climate change. Social media and newspaper headlines can encourage fear. We need to look behind the headlines to see people, understand their stories AND our relationship to these stories.

The Sustainable Development Goals can help us to do this.

This toolkit focuses on **3 goals:**

#PEACEANDJUSTICE - No. 16

#DECENTWORKANDECONOMICGROWTH - No. 8

#RESPONSIBLECONSUMPTIONANDPRODUCTION - No. 12

HOW?

We worked with young people aged 12-18 in developing these sessions. There are suggested ages for each session.

The sessions were shaped by feedback as we went along.

As a youth worker, you can decide how to use this toolkit, pick and choose sessions or go from 1-7. You know your group best!

Engage with the resource folder in advance to make sure your group gets the most out of each session and that you feel confident to facilitate the session.

SUSTAINABLE DEVELOPMENT GOALS

No Poverty

No Hunger

Good Health

Quality Education

Gender Equality

Clean Water

Renewable Energy

Innovation + Infrastructure

Reduced Inequalities

Sustainable cities

Climate Action

Life below water

Life on Land

Partnerships for the Goals

Peace and Justice

Responsible Consumption and Production

Decent Jobs and Economic Growth



President Michael D. Higgins

The SDGs are a tapestry of goals and targets which have to be pursued together. This reflects, not just the global and interrelated nature of the great challenges of our times, but also the fact that political, social, economic and environmental dimensions are interrelated in our everyday experiences.





YOUTHWORK
 is all about
PERSONAL
DEVELOPMENT
 but it's also about
CRITICAL
THINKING.

Why?



How?



Look at the **PEOPLE**
BEHIND the
HEADLINES.

How dependent
 are we on our
 phones?

Can we use our
 phones in a
 different way?

...to change how
 we see the world?



SESSION ONE How do I use my phone?

CREATE a space to explore feelings, knowledge and ideas on mobile phone use.

Themes

- personal phone use
- what are some good and
- bad things with the phone?

Session Plan

Intro: An exploration of our mobile phone - how we use it and how other people use it.

What are our hopes for this project?
(put in an envelope for later!)



Walking debate!

Show a statement to the class, one that is easy to understand and relevant to the group.

1. The facilitator firstly divides the room into three sections i.e. AGREE / DISAGREE / I DON'T KNOW.
2. The facilitator then reads a list of statements and asks the young people after each statement to move to the area of the room that applies to them
3. When the young people are happy with their decision, the facilitator can encourage them to give their reasons why they are in that particular section.

Each young person should be supported in putting forward their opinion at least once during the walking debate.

When posing the statements and receiving feedback from young people, the leader facilitates this exercise, they do not give their point of view.

What you'll need...



Time...

40-60
minutes

Suitable for ages

12-18

SESSION TWO What is the coolest phone and where is it made?

SDGs

Peace and Justice

Responsible Consumption and Production

Decent Jobs and Economic Growth

CREATE a space to consider how and where phones are made along with the rights and infringements involved.

Themes

- workers rights
- childrens rights
- conflict minerals
- our interdependent world

1. Create pairs in the group and give them 1 minute to brainstorm on all the phone brands. Draw out discussion on which phone is the coolest and why.

Mini Quiz

Introduce five key questions and let the students answer.

1. Where are most smartphones produced?
a. Europe b. USA c. China d. DRC (Democratic Republic of the Congo)
2. Where are most of the materials used to make a phone found?
a. China b. Australia c. DRC
3. Are children used in manufacture of mobile phones?
a. Yes b. No
4. How much money do the workers get paid per hour in smartphone production in China?
a) \$1.50 b) \$2.00 c) \$2.50
5. How much profit did Apple make in 2015?
a) \$53.4 billion b) \$12 billion c) \$2 billion.

The information in the quiz has been gathered from the video and article in the next step as well as China Labour Watch.



Option A

Childrens' rights
Workers' rights
Conflict minerals

Introduce the Coltan conflict minerals video.

<https://www.youtube.com/watch?v=3OWj1ZGn4uM>

Let them know that this is about the workers who extract the raw materials for our phones.

Discussion:

1. What are workers rights?
2. Can you name some?
3. What are childrens rights?
4. Can you name some?
5. Do you understand the term 'conflict minerals' from watching this video?
6. Do tech companies have a responsibility to make sure that people who help them to make a profit (i.e. the workers) are treated fairly?

Option B

Workers' rights

Introduce the Workers Rights Article from the resource folder to hold the quiz.

Suggested quiz questions:

1. What is the name of one of the biggest iphone producers for Apple in China? **Pentragon**
2. According to the article, what have workers in other Apple factories done due to work pressure? **Employee Suicide.**
3. Can the workers choose not to do the night shift? **No**
4. Why is Apple responsible for the conditions of workers in these factories?
Workers in Chinese factories making Apple products continue to be poorly treated

What you'll need...



Time...
60
minutes

Suitable for ages
14 - 18

SESSION
THREE & FOUR

What is the coolest phone and where is it made?

SDGs

Peace and
Justice

Responsible
Consumption
and Production

Decent Jobs and
Economic Growth

ACTION TIME

Themes

- workers rights
- childrens rights
- conflict minerals

As the session starts, recap on what was covered last week to make sure everyone understands the topics and themes



- workers rights
- childrens rights
- conflict minerals



Once the group has been caught up, play the "Introducing iPhone 7" release video (available on YouTube) and discuss.

Offer option A or B

A: Create an ad on paper showing the real **issues** behind how the iphone is made.



Explain that the group has been commissioned by a leading phone company to advertise their brands. What the company doesn't know is that the advertising agency is secretly **supportive** of workers in developing countries. Their task is to design a **poster** that shows the true way in which the brand is produced and shows the motives of the phone company.

Give **40-90** mins to prepare:

You can use anything to make your poster - pens, pencils, markers, cut outs from old magazines or newspapers, markers or paint. You can print off some text or images or scan the poster to add more to if you have access to a computer. Use whatever supplies you have!



B: Write a new verse of the Kanye West song-Diamonds from Sierra Leone specifically about the phone.

Phones and diamonds have a common denominator in their production i.e. they both have **conflict mineral** issues.



Good Morning, this ain't Vietnam still
People lose hands, legs, arms for real
Little was known of Sierra Leone
And how it connect to the diamonds we own
When I speak of Diamonds in this song
I ain't talkin bout the ones that be glowin
I'm talkin bout Rocafella, my home, my chain
These ain't conflict diamonds, is they Jacob?
Don't lie to me mayne
See, a part of me sayin' keep shinin',
How? when I know of the blood diamonds
Though it's thousands of miles away
Sierra Leone connect to what we go through today
Over here, it's a drug trade, we die from drugs
Over there, they die from what we buy from drugs

Encourage a discussion about the SDGs highlighted for this session:
how are they relevent?



The youth worker should have familiarised themselves with conflict mineral issues and phone production-line issues using the suggested resources or resources of their own choosing before running the workshop. They should be clear on the workers' rights and childrens' rights focus of the session to facilitate learning in the session.

What you'll need...



Time...
100-120
minutes

Suitable for ages
12 - 18

SESSION FIVE

How do other people use their phones?

SDGs

Peace and Justice

Responsible Consumption and Production

WALK a mile in someone else's shoes - using a mobile phone.

Themes

- global innovation
- developments in technology

Intro: This game is designed to give people an opportunity to walk in someone else's shoes with a mobile phone. This should help participants to understand phone use in different circumstances and contexts around the world.

Option A: Distribute role play characters from the resource folder to each player. Allow participants to become familiar with the role - but don't share with the other members of the group!

Each person stands in a line along the middle of the room playing the role of their characters. If you have a large group then you can duplicate the characters.

Optional: Each player can wear a sticker with character name.

Explain that after you read out a statement people should either:

Take a **step forward** if the statement is **true** for your character.
Stay where you are if the statement is **not true** for you.

Option B

Option B: Participants develop their own character using real life information from the resource folder. To do this:

1. Break everyone into smaller groups.
2. Distribute the Photo information Cards from the resource folder, 1 per group.
3. Watch the two videos: Bluetooth shoes for the Visually Impaired
<http://digitalundivide.org/le-chal>
and PEEK
<http://digitalundivide.org/peek/>
4. Hand out paper and pens to each group. Allow 10 minutes for players to develop their character based on the Photo Information Cards. Use a role play character from the resource folder as a guide for development. Participants should begin by saying "I am (age)", "My name is (name)", "I (what you do)", "I use my phone to (what you use it for)" AND create one or two more lines of the characters story.
5. The facilitator now collects all of the characters and adds them to the role-play characters.
6. Go to Option A to continue the game.



The aim of the activity is not to reach the other side of the room but to **experience the life** of the character.



Give the group time to reflect on statements and encourage discussions. Some will move more than others with a good spread around the room. This will represent the **different applications of a phone** in the world.



Statements to read out loud can include:

- I use my phone mainly to send messages.
- My phone is important for staying in touch with family.
- I use my phone to directly help others.
- I share a phone with my family.
- My quality of life would be directly impacted if I did not have a phone.
- I have learned life skills from my phone.
- I use my phone to find directions.
- My phone is important for my work.
- I have used my phone to communicate an important political message.
- My phone has had a direct impact on my independence.

Once everyone is out of their character roles ask them to discuss:

- Who moved furthest away and why?
- Who got left behind and why?
- How did a slow moving character feel?
- How did a fast moving character feel?

Encourage a discussion about the SDG highlighted for this game

#PEACEANDJUSTICE

#RESPONSIBLECONSUMPTIONANDPRODUCTION

How are they relevant?

What you'll need...



Time...
60
minutes

Suitable for ages
12 - 18

SESSION SIX Refugee Survival Experience using mobile phones

SDGs



Peace and Justice



CREATE a space for a young person to role play having to flee their home and the feelings involved.

Themes

- peace and justice
- forced migration

Explain that you are an ordinary family but war comes to your country. You make a decision to flee. It is the hardest decision you ever had to make but the life of your family is the most important thing.

- Ask people to form family groups from character information in the resource folder. Allow time for participants to familiarize themselves with their role (think about who they are, where they live, their family, what kind of life they have).
- If you have a large group you can repeat family profiles.
- Change the family size as you need.
- Hand out passports and list of belongings (photocopy these - the facilitator then decides who gets a passport with a stamp and who does not.)
- Begin 'fleeing in a hurry with a mobile phone handout' game. Allow up to 45 mins for this.
- Play according to handout instructions (in the resource folder)

Afterwards:

- Ask these debriefing questions
- Did you bring the right things?
- Did you do the right things for your family/group?
- What was the most difficult part of the journey?
- How did you feel when you had to make such important decisions under pressure?
- How did you feel at the end of the journey?



Then:

- Take participants out of their character roles and ask them to consider the following:

Show “What’s in my bag?” What refugees bring when they run for their lives’. Int Rescue Committee;

<https://medium.com/uprooted/what-s-in-my-bag-758d435f6e62>

Introduce session with BBC link: ‘Your phone is now a refugee’s phone’

<https://www.youtube.com/watch?v=m1BLsySgsHM>



Then ask participants to write five words that best describe your thoughts and feelings about this experience



At this point, discuss the following questions:

- Do you know any places in the world where people have become refugees?
- Do you know why they have become refugees?
- What stops us from welcoming refugees?
- How can we welcome new people in our community?
- How can I play my part in welcoming new people into our community?

Session 6 takes inspiration from a refugee fleeing experience resource developed by Trócaire.

What you'll need...



Time...
60-90
minutes

Suitable for ages
14 - 18

SESSION SEVEN

Reflect on your project and plan an event!

CREATE a space for a young person to reflect on what they have learned during last few weeks.

- Themes
- consumption
 - reduce inequalities
 - innovation
 - our global world

What to do:

What did we learn over the course of this project? Check the learning goals from week 1.

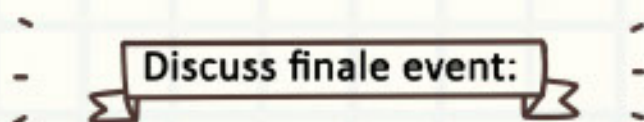


Ask people to review the following statements from week 1:

"I could not live without my mobile phone" on a scale of 1-10, how strongly do people agree? Is it still the same as when they began?

Check in with group and facilitate a session to discuss what has been learned over the course of the programme.

Are there any further actions to complete? E.g. posters? Verse of song from week 3?



The young people in the group could invite a speaker to a session and ask questions.

It could also be a chance to..

...display any action work produced in project.

...set up a camera on the event night and ask for feedback from participants.

What you'll need..

Time...

60
minutes

Suitable for ages

12 - 18



**SESSION
TWO**

Workers Rights Article..... Page 16

**SESSION
FIVE**

Role Play Cards
Photo Information Cards.....Page 17 - 22

**SESSION
SIX**

Refugee Survival Experience
Family role cards
List of Belongings
Passports Page 23 - 30

SESSION TWO Workers Rights Article

Apple is under fire for “excessive overtime” and illegal working conditions in another Chinese factory.

Date: August 25, 2016

Source: Quartz.com

Article highlights:

A recent report from China Labour Watch finds workers in Pegatron’s Shanghai factory have been excessively overworked over the past year. Pegatron’s Shanghai workers—up to 100,000 of them during the peak season—were forced to work “excessive and illegal overtime” according to China Labor Watch. In the past year, the average worker racked up 80 hours of overtime a month. Apple stipulates that workers should have at least one day off a week and work no more than 60 hours. Apple didn’t respond to a request for comment. Making matters worse, workers are powerless to escape the grind. Of the ten times undercover investigators and other worker volunteers asked to not work overtime, they were only approved twice. Getting leave involved impenetrable red tape: Team Leaders deferred workers to senior leaders, who then sent them to department heads, who sent them onward to the manager. “In the end, they did not receive approval.”

Pegatron workers are also underpaid, at least when compared to the city average. Over 96% of the Pegatron workers were barely making minimum wage.

Conditions at Apple’s other major manufacturer, Foxconn, have historically been poor, with multiple suicides reported. Go get more robots, Apple. Humans don’t deserve this.

Full article here:

<https://qz.com/767087/apple-is-under-fire-for-excessive-overtime-and-illegal-working-conditions-in-another-chinese-factory/>



SESSION FIVE Role Play Cards

<p>Renee (17)* You work with your parents' flower exporting business. You use phone to check exchange rates for the business. You also use it to help you in learning new languages to get new business for your parents. You use the phone to book travel for your parents to get to business meetings.</p>	<p>Jessica (22)* You are a young coffee farmer who uses the phone to check the right pesticides for the crop. You are hoping to get into a fair trade scheme as it may ensure that you get a fair price. As a farmer, you rely on the phone to support you in keeping up to date with farming info and supporting family.</p>
<p>Susie (14) You are 14 and you live with your mother and little sister. You got your smartphone when you were 12 and you were so happy. Mostly, you use it for snapchat with friends. You can't imagine life without it. Sometimes your mother tells you to stop using it for a bit but then she forgets and you get it again.</p>	<p>Sanjay (19)* You are a health worker trained in using an app on the phone to carry out eye exams, checking for cataracts and certain types of blindness. Your phone's GPS helps you to find people who are remote. After the exam, you send image by Bluetooth to a hospital network to diagnose the problem.</p>
<p>Ahmed (14) You and your family fled to Greece to get away from the war. You are 12 and you miss home a lot. You were not allowed a smartphone at home but now you use your dad's phone to help your family. You took a selfie of your mother when you landed safely on dry land after a scary sea trip, it was for your granny in Syria so she would know you were alive. You also use it as a GPS tool to help find the way for your family.</p>	<p>Samuel (20) * You were born blind. The bluetooth system linked to the GPS in your phone has changed your life. Now you have independence, you can set off each day, alone and visit family and friends. Using this for directions and to connect with people physically has really improved your quality of life.</p>
<p>Clare (14) You are 14 and live with your mum and sister. Your mum and dad are separated. You got a smartphone as a present and your dad likes you to share photos on WhatsApp so he knows what is going on in your life. You snapchat with your friends every day.</p>	<p>Hek (21)* You had to flee your country without your wife and small child. You went ahead to try and set things up. Everything is more expensive than you thought. Sometimes in the camp, you chose to pay for phone credit instead of eating so that you can stay connected and make sure your family are ok. You worry about them.</p>
<p>Omar (15) You live with your parents and two older sisters. You used to just msg friends on everyday stuff. But, a few years ago, everything changed in your country, people wanted freedom and a new government. You went on a peaceful protest and the army came, it was scary. You sent msgs on twitter so other people would know. It became an important tool for you to reach the outside world in a difficult political situation.</p>	<p>San (14) You are 14 and live with your parents. You live in the capital city and your parents both work. Many of your friends have smartphones. You play a lot of games like Dragon Quest on your phone. As your parents are working, you buy food for the family after school. You use your phone to do this as it has a credit card on it. But you are only allowed to food shop!</p>

*these characters were designed by the Junior Board and Tipperary Comhairle Na Nóg.

SESSION FIVE Photo Information Card



BLUETOOTH SHOES FOR THE VISUALLY IMPAIRED

Date: November 7th 2013.

Source: digitalundivide.org

digitalundivide.org/le-chal/

Over 285 million people in the world are visually impaired to one degree or another. One of the most important things for anyone with a disability is the need to be independent, at least as much as possible.

Anirudh Sharma, a 24 year old researcher in Bangalore, India, made it his goal to achieve that. He designed the first low-cost, unobtrusive, haptic shoe for the blind. The project has been named "Le Chal" which in Hindi means "Take Me There". Le Chal promises to take aid for the visually impaired to entirely new levels by integrating electronic devices and sensors into shoes, theoretically getting rid of the need for canes or guide dogs. The shoes work in conjunction with a smartphone, which uses a GPS and map application. The user speaks his desired destination into the voice activated app, which finds the best route via the phone's GPS system, and gives the user vibrational cues on how to get there. Both shoes contain a vibrating actuator that is inserted into the soles. When the smartphone detects that the user should turn left or right, the actuator in either the left or the right shoe will vibrate, alerting the wearer that it is time to turn. When the user comes within proximity of an object that could obstruct his path, the actuators on that side of the shoe begin to vibrate, alerting the user of the object's location and the direction to navigate around it.

SESSION FIVE Photo Information Card



PHONES ARE NOW INDISPENSABLE FOR REFUGEES.

Date: 11th Febuary

Source: The Economist

Sometimes Hek, a 32-year-old Afghan, has to choose between food and connectivity. "I need to stay in touch with my wife back home," he says, sitting in a grubby tent in the Oinofyta migrant camp near Athens. Because Wi-Fi rarely works there, he has to buy mobile- phone credit. And that means he and his fellow travellers—his sister, her friend and five children—sometimes go hungry. When refugees leave their homes they enter an "informational no-man's- land". Where should they go, and whom should they trust? Phones become a lifeline. Their importance goes well beyond staying in touch with people back home. They bring news and pictures of friends and family who have reached their destination. They are a GPS tool in strange lands.

SESSION FIVE Photo Information Card



HOW CELL PHONES CAN HELP END WORLD HUNGER.

Digital infrastructure may be the most powerful tool in battling the worldwide epidemic of malnutrition.

Date: 10th June, 2015

Source: National Geographic

Farmers like the women I met are using cellular technology to share crucial information about weather, rainfall, and market demand, along with seed prices, empowering millions of them to grow more food at a time when the world needs it most. In this photo, a Ugandan coffee farmer contacts a local agricultural information center to find out more about a pesticide before using it.

The mobile platform iCow, for example, sends text messages to farmers with advice on diagnosing pest problems, preventing infection among livestock and selecting certain types of grass to feed one's cows.

By the end of this century, there will be more than 9 billion people on the planet. Feeding that many mouths will require farmers to harvest more food in the next 75 years that has yet been produced in all human history.

SESSION FIVE Photo Information Card



PORTABLE EYE EXAMINATION KIT - PEEK

Date: October 8, 2013

Source: digitalundivide.org

digitalundivide.org/peek/



A smartphone app to diagnose cataracts and other eye-related problems in people in developing countries is undergoing testing. The Portable Eye Examination Kit or Peek includes an app-based diagnosis tool and clip-on hardware to examine cataracts and retina problems, the London School of Hygiene and Tropical Medicine says on its website.

About 285 million people are visually impaired worldwide and about 90 per cent of them live in developing countries, according to the World Health Organization. Eighty per cent of all visual impairment can be avoided or cured, the agency says. "What we hope is it'll provide a paradigm shift where no longer are patients who can't afford to come to the hospital not coming, but you've got effectively experts, because they've got this device in hand, going to the front door of the patient," said Dr. Andrew Bastawrous, an ophthalmologist and researcher at the London School of Hygiene and Tropical Medicine who helped design the app.



“TELEPHONE FARMERS” ARE REAPING THE BENEFITS OF AGRI-TECH.

Date: 31st July, 2015

Source: BBC News

Sometimes called “telephone farmers” they are making use of a growing number of technologies and platforms to help them choose and manage their crops more efficiently. And mobile devices are giving a growing number of them the ability to do this while continuing to live and work in the city.

Kenya is now one of the biggest exporters of cut flowers in the world and a new breed of tech savvy farmer is emerging throughout.

SESSION SIX

Refugee Survival Experience

- family role cards
- list of belongings
- passports

Family One: 70% battery left on phone.

Hek (31/m) You are married with two young children. You own a shop.

Jessica (10/f) You are a good student in the local school.

Samuel (12/m) You are in school but prefer playing soccer with friends.

Family Two: 40% battery left on phone.

Renee (17/f) You work in your parents business, learning the trade.

Omar (18/m) You are an engineering student in a local college.

Ahmed (38/m) You run a small business with your wife.

Shere (37/f) You run a small business with your husband.

Family Three: 80% battery left on phone.

Omar (18/m) You are an engineering student in a local college.

Jessica (10/f) You are a good student in the local school.

Family Four: 30% battery on phone AND brought an adaptor plug for Europe.

Sheree (37/f) You run a small business with your husband.

Renee (17/f) You work in your parents business, learning your trade.

Unaccompanied minor: 90% battery on phone.

Samuel (12/m) You are in school but prefer playing video games with friends.

*Depending on size of your group, feel free to change family sizes.



SESSION SIX

Fleeing Home in a Hurry using mobile phones.

In the Beginning

The first thing each of you must do is **pack a bag** for your journey. In your bag you may carry no more than six items. Look at the list of belongings and choose your items. Think carefully about what you really need to take. It has been recommended that you take your **smartphone** - it is the most important item because it has a compass and a GPS tool. It is also the only place where you can store photos and you are leaving family members behind. All of the people that you love are in your phone as contacts. Discuss this with your group. Don't forget: your items might be heavy to carry or difficult to look after on your journey.

You have **three** minutes to pack the **six** things you want to take. You heard you cannot take your dog and this makes you very unhappy.

Warning - a maximum of two phones per family is allowed
You must hand discarded items to facilitator as you go.
Your time is up! Time to start moving!

Step 2

You reach the coast on foot, the GPS on your phone now more important than ever. You camp outside in the forest for two weeks and then you manage to get a place on a trafficker's boat. You pay the trafficker as you enter the boat. The driver has no change and he is charging €500 per group (2 people or more). If you don't have the money, he will take the most valuable item per group. He will not allow you to bring all of your items with you and says you can only bring four small items.

Which items will you bring?

Even though you tried not to, you lose half the battery power on your phone

You have 4 minutes! Quick, keep moving!!



Step 3

You are on your way. You start to cry as you think about all the happy times that you spent with your family and wonder what will happen to those you left behind. As you begin to cross, you realise the boat is much too full and it is under strain. You are worried about where you are going but you still have phone coverage and your phone's compass tells you that you are going in the right direction. Suddenly, the boat begins to leak and sea water floods in. You manage to save your bag but it is soaking wet.

You have two minutes to check the belongings in your bag and throw away anything that is spoiled (your phone is safe in a waterproof bag you were told to put it in earlier.) As the boat begins to sink, you are able to phone the coastguard and tell them where you are with your GPS.

***Allow 2 minutes before time is up*
What have you been left with?**

Step 4

You are alive, the coastguard rescued you and you land on a shore but you have no idea where. If your battery had 30% or less, your phone is now dead. You wonder:

- "Where can I charge my phone?" (more urgent for some than others).
- "Where will I find wifi?"
- "Do they have different plugs in this new country?"

*** At this point, you start asking help of the other people on the journey. *
What do you need? Can you trade something?
Take 5 minutes to think about what is important.**

Step 5

You struggle on but you find it harder to keep going. It is a very cold day and as it is winter, there is snow on the land. You hear a rumour that there is a temporary camp about two hours walk ahead and there may be a battery charging point there and wifi. You struggle on in the snow.

You arrive at the temporary camp. There is a place to charge the phone battery with the right adaptor plugs and wifi but the queue is 2 hours long. You know your family back home will be desperate to hear some news of you e.g. a photo or a msg. If you have money, you can jump the queue. It costs €5. What do you do?

*** Discuss what to do with the others - what have you been left with? *
After 3 minutes your time is up!**

Step 6



Your group/family continue on for another two days towards the main refugee camp. Upon arrival the border guards block the path and take each family in turn. They yell at people, order them to show their ID cards and even tell them to lay down on the ground. Everything you tell them is doubted and interpreted in the worst way.

Some local community members have gathered with signs that read "Refugees NOT welcome" and "Go BACK to where you CAME FROM."

All individuals with STAMPS on their passports have their phones, ipods and similar items of value taken. There is no explanation for this and no one asks why. You heard that the government here is trying to discourage refugees from coming.

Step 7



Despite the rough treatment with items being confiscated, the camp is the first place where the groups can relax. After registration, each group is allocated a temporary shelter, a tent which is likely to become your home for the next two - three years. You have a water point 100 meters away and toilets a little further along. You have been given information about the daily food distribution process and the local education facility for children. You are advised of the side effects of the vaccinations you were given on arrival and the location of the medical facilities if you are feeling unwell.

Despite feeling grateful for the assistance, you can't help thinking about all that is left behind - the rest of your family, your pet - and you can't help but worry about them and the danger that they're in.

What will the future hold?





Bank
Card

Bag of
Food



.....✂



Mountain
Bike

Thick
Blanket



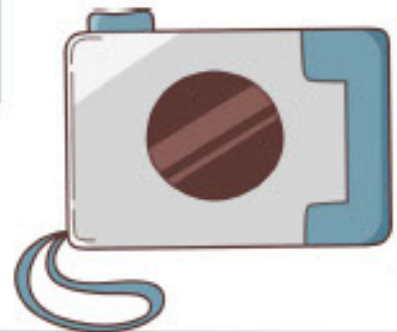
Your
favourite
book

Wellington
Boots



Baby
bottle and
food

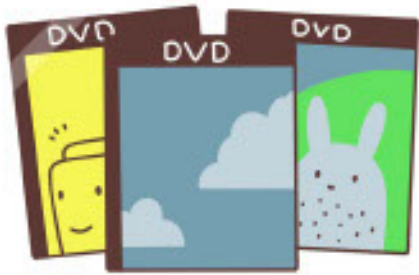
Camera



Set of
cutlery

Favourite
Doll





DVDs

First Aid Kit

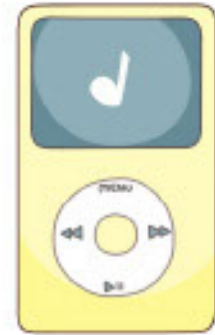


.....✂



Mobile Phone

iPod



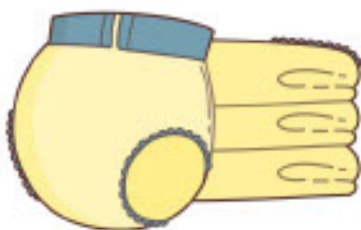
Jewellery

A sharp Knife



Laptop

€250



Nappies

Photo Album



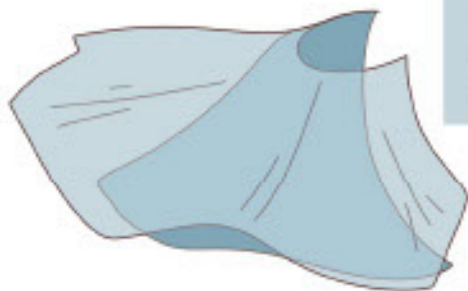


Pet
Food

Your
Pet



.....✂



Plastic
Sheet

Cooking
Pot



Raincoat

Sewing
kit



Change of
Clothes

Camping
Stove



Teddy
Bear

Tent





Umbrella

Spare
Shoes



-----✂



Wash
Bag

Water
Container



-----✂

PASSPORT



Name:

Age:

Country of Birth:

Nationality:

PASSPORT



STAMP

Name:

Age:

Country of Birth:

Nationality: