



WORKSHOP PLAN FAIRER SOCIETY



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Executive

Introduction

These workshop plans are designed to support youth workers (or anyone working with children and young people) across Northern Ireland, the Republic of Ireland, Scotland, and Wales in delivering engaging, meaningful sessions that connect young people with the Voices for Impact digital platform.

Each workshop uses participative and youth-centred methodologies to explore one of the Voices for Impact six thematic areas aligned with the United Nations Sustainable Development Goals (SDGs). Through these activities, young people are encouraged to reflect on their lived experiences, discuss the issues that matter to them, and contribute their views in a way that supports real change.

These workshops also uphold the principles of the UN Convention on the Rights of the Child by supporting Article 12 - every child's right to express their views freely and have those views taken seriously in matters that affect them.

The six thematic areas are:

1. *Good Health and Well-Being (SDG 3: Good Health and Well-Being)*
2. *Learning, Skills and Work (SDG 4: Quality Education)*
3. *Safer Society (SDG 16: Peace, Justice and Strong Institutions)*
4. *Fairer Society (SDG 10: Reduced Inequalities)*
5. *The Planet (SDG 12: Responsible Consumption and Production)*
6. *Digital Access (SDG 9: Industry, Innovation and Infrastructure)*

Each workshop is structured as a 60-minute session and concludes with participants completing the relevant survey on the Voices for Impact website (www.voicesforimpact.ai) ensuring that young people can share their views in an informed, confident, and engaged manner.

Two workshop plans are provided for each thematic area, giving you flexibility to choose the session best suited to your group's age, background, interests, and level of awareness. An additional resource pack is also included, offering a range of icebreakers, energisers, and games that can be used to tailor the session to your group's needs. Please note timings are only suggestions and adjust to suit your group and context.

Workshop: A Fairer Society - Plan A

Learning Objectives

- Understand concepts of fairness and equality in age-appropriate ways
- Identify examples of fairness and unfairness in their lives
- Explore how communities can be more inclusive
- Develop empathy and understanding for different experiences

Materials Needed

- Flip chart paper / paper
- Coloured pens and markers

Workshop plan

5 min Ice-breaker

Select one suitable for the group or from the list provided.

5 min Introduction

- Ask young people to share their name & something that comes into their head when they think of fairness.
- Share that Voices for Impact is an online platform where young people like you can share your opinions on things like school, friends, and the environment, so leaders can make better decisions for young people.
- What makes it unique is that you do this digitally and quickly.
- Across NI, ROI, Scotland and Wales lots of young people are using this to help us gather collective data, to enable us to impact and influence decision making.
- Share the learning objectives for the session.
- If appropriate, discuss and establish ground rules for sharing and listening respectfully.

15 min Activity 1: Fair or not fair

- We will share simple scenarios and ask participants to move to different sides of the room based on their response to it.
- When participants pick a side ask them for an explanation behind their decision making, focusing on why or why not they think it is fair.
- Pick several of the scenarios to go through in the time you have for the activity

1. Everyone gets the same amount of time to complete a test.
2. One sibling gets extra screen time because they finished chores, while the other didn't.
3. A sports coach lets everyone play equal time in a friendly match.
4. A teacher only calls on the same few students in class discussions.
5. A young person can't join an after-school club because it costs too much.
6. Someone is not allowed to join a game because of their accent.
7. A football team chooses players based on popularity instead of ability.
8. One student gets more help than others because the teacher knows their family.
9. Young people with disabilities can't access a local youth club because there's no ramp or lift.
10. A group excludes someone from a chat because they don't have the newest phone.
11. Older siblings get to stay out later than younger ones, even when they behave the same.
12. A school gives out rewards only to students with perfect attendance, even if others miss school due to illness or caring responsibilities.

- If needed, based on the group, do a quick check in of how people found that or how they are at the end of the activity.

15 min Fairness in Our Lives

- Divide into 2 small groups - one leader go with each group.
- Small groups brainstorm examples of fairness and unfairness they see:
 - At home
 - At school
 - In their community
 - Between different groups of people
 - In society
- Create two lists: "Fair" and "Not Fair"
- Pull back into the full group to feedback. Groups share examples and discuss why certain things feel unfair

5 min Fairness Actions (5 minutes)

- Finish the discussion in the small group by asking them to think about how young people can help make things fairer
- Ask if they can each share one action, they could take to help fairness across any of the areas we discussed.
- Leaders could set the tone by starting this.
- When finished summaries the small group discussion and close.

10 min Survey

- Move into the full group
- Guide participants through the Safer Society survey on Voices for Impact website
- Support those who need help reading or understanding questions
- Encourage honest responses based on their own experiences
- Hand out tablets / laptops to get young people to complete; or if young people have their own device share the website or a QR code to the survey.

5 min Reflection and Close

- Reflection: One word describing how they feel or what they are thinking at the end of the sessions.
- Explain how their contributions will contribute towards collecting data on a local and national level, to help make more informed decisions on issues that impact young people.
- Thank participants and share that they can see the collective results through the website.

Workshop: A Fairer Society - Plan B

Learning Objectives

- Understand concepts of fairness and equality in age-appropriate ways
- Identify examples of fairness and unfairness in their lives
- Explore how communities can be more inclusive
- Develop empathy and understanding for different experiences

Materials Needed

- Label with character

Workshop plan

5 min Ice-breaker

Select one suitable for the group or from the list provided.

5 min Introduction

- Ask young people to share their name & something that comes into their head when they think of fairness.
- Share that Voices for Impact is an online platform where young people like you can share your opinions on things like school, friends, and the environment, so leaders can make better decisions for young people.
- What makes it unique is that you do this digitally and quickly.
- Across NI, ROI, Scotland and Wales lots of young people are using this to help us gather collective data, to enable us to impact and influence decision making.
- Share the learning objectives for the session.
- If appropriate, discuss and establish ground rules for sharing and listening respectfully.

10 min Unfairness

- Ask everyone to find a spot in the room on their own or turn their seats around to face outwards in the circle.
- If the group is willing ask them to close their eyes.
- Get them to think of a simple situation / circumstance that they felt treated unfairly or saw someone else be treated unfairly.
- If comfortable ask for some people to share how they remember feeling in this situation.
- Again, if comfortable, ask some people to share briefly what about it was unfair.
- Finish by asking what, if anything, was done in this situation? What helped or didn't help.
- Close and pull everyone back into the circle, we started with this to help you grasp what we are exploring today.

25 min Move forward

- Explain we are going to give you all a teenage character.
- Then you will all get into a line standing & the challenge is to get to the end of the line.
- To do that we will call out statements and if you think this statement applies to your person you take a step forward, if it's neutral stay where you are, or if you feel this is not available to your person you step back.
- Give each person their character and then let them share with the group who they are.
- After we have read the statement and moved, it's okay to discuss why you did or didn't move; it's also okay to ask for the group's inputs.

Characters (select which apply)

1. A young person with a stable home life and supportive parents.
2. A teenage boy living in a rural area with limited public transport.
3. A teenage girl who uses a wheelchair due to a physical disability.
4. A young person living in temporary accommodation with his family.
5. A teenage girl with caring responsibilities for a younger sibling.
6. A young person with reliable internet and his own laptop.
7. A young person whose first language is not English.
8. A teenage boy from a low-income family who often misses out due to cost.
9. A teenage girl who feels safe and supported at school.
10. A young person experiencing bullying because of his appearance.
11. A teenage girl who attends many clubs because her family can afford fees and transport.
12. A teenage boy who struggles with mental health and finds it hard to access support.
13. A young person who regularly uses a youth centre and feels well supported.
14. A teenage boy living in a neighbourhood with few safe outdoor spaces.
15. A teenage girl with a long-term health condition that causes her to miss school often.

Statements (select the most appropriate for your group or edit)

1. You can afford to take part in school or youth activities when you want to.
2. You feel safe walking around your community.
3. You have access to fast, reliable internet at home.
4. You can easily get to school, youth clubs or sports activities when you need to.
5. You feel listened to by adults/teachers, youth workers, or family.
6. You don't worry about money or your family's finances.
7. You can get support when you feel stressed, sad, or overwhelmed.
8. Your home feels warm, comfortable, and not overcrowded.
9. You feel included and accepted for who you are.
10. You have the things you need to do well at school (uniform, materials, quiet space).

Debrief

- When you've finished ask everyone who they feel about where they are standing, and in relation to others.
- Move back into the circle & say we are out of character now, and debrief using these questions:

1. What did you notice about where different people ended up standing?
2. How did it feel to step forward or step back during the activity?
3. What does this activity show us about fairness and unfairness in society?
4. What can you take away from this about a fair society?

10 min Survey

- Move into the full group
- Guide participants through the Safer Society survey on Voices for Impact website
- Support those who need help reading or understanding questions
- Encourage honest responses based on their own experiences
- Hand out tablets / laptops to get young people to complete; or if young people have their own device share the website or a QR code to the survey.

5 min Reflection and Close

- Reflection: One word describing how they feel or what they are thinking at the end of the sessions.
- Explain how their contributions will contribute towards collecting data on a local and national level, to help make more informed decisions on issues that impact young people.
- Thank participants and share that they can see the collective results through the website.