

# Hear I Am Podcast project

## Final report

Submitted by Oberstown Children Detention Campus to the Creative Ireland/Creative Youth Nurture Fund of the Department for Tourism, Culture, Arts, Gaeltacht, Sport and Media.



# Contents

1. Executive Summary
  2. Project background
  3. Project team and key participants
  4. Outputs and outcomes
  5. Public engagement outcomes
  6. Project evaluation
  7. Project gallery
  8. Key findings
  9. Conclusion and next steps
- Appendix – sample focus group report

# 1. Executive summary

Oberstown's 'Hear I Am' podcast project set out to generate creative and collaborative learning experiences and to enrich the lives of young people in detention, empowering them by giving them a voice.

The project succeeded in this aim – based on the feedback from young people and staff involved in the project and the impact it is having on the campus.

A total of 44 young people participated in the Hear I Am project. Ages ranged from 15 years to 18 years. The average age of the participants was 16 years. The number of podcasts for each young person varied according to several factors, including the duration of their time on campus and the requirements of their individual placement programme.

Young people were central to the design of the project, from building the podcast room to choosing themes, creating intro and incidental music, researching topics, preparing and conducting interviews with invited guests, staff members and their peers.

The project resulted in more than 20 podcast episodes, with young people discussing topics of interest to them and finding common ground with invited external guests and campus staff.

Oberstown's unique population of young people and its position under the Children Act 2001 places limits on sharing podcasts, even within the campus. The project team found creative ways to use the podcasts to stimulate discussions among young people and staff in small groups in educational and recreational settings.

The podcast project became one of the most popular activities for young people on campus and Oberstown is committed to continuing to offer this form of creative expression as an additional outlet for young people to have their voices heard. The project has added to Oberstown's work in building a participative and rights-centred approach to the care of young people in detention.

Next steps include further integrating podcasts into the self-development and educational activities on campus. Creating summary videos of the podcasts and doing so in a way that enables wider distribution, is a further step likely to require external specialist input and Oberstown intends to identify funding sources to make this happen.

# 2. Project background

## Unique national facility

Oberstown Children Detention Campus (Oberstown) is Ireland’s national facility for young people under 18 years of age referred by the courts on remand or detention orders. Oberstown takes a participative, rights-based approach to fulfilling its remit under the Children Act 2001, providing individualised care and education to young people, enabling them to address their offending behaviour and return successfully to society. The campus is licenced by the Minister for Children, Disability and Equality to accommodate 40 boys and 6 girls.

## Meeting complex needs

Young people in Oberstown usually face criminal charges of a serious or persistent nature. They often have very complex needs and require individualised and specialised care and support to prepare them to return to their communities to live constructive and fulfilling lives. Oberstown works with some of the most vulnerable young people in Ireland who come from multiple forms of disadvantage. Young people at Oberstown includes those affected by substance misuse, early school leaving or low educational attainment, trauma, mental health needs and prescribed medication.

CEHOP®, Oberstown’s bespoke framework for care, addresses young people’s needs under Care, Education, Health, Offending behaviour, and Preparation for Leaving.

## Approach to learning

Education and personal development are central to Oberstown’s work with young people. Prior to their arrival at Oberstown, approximately six in ten are not engaged in full-time education and around one in four have a diagnosed learning disability. All young people attend Oberstown Campus School, run by the Dublin and Dun Laoghaire Education and Training Board (DDLETB), and follow an individual learning plan. They take part in an extensive after-school activities programme held every weekday evening, with additional activities at weekends.

## Creativity and community

Creative activities are very popular with young people at Oberstown. They take part in art, music, craft, drama and creative writing classes in school and in evening activities. All young people at Oberstown work towards recognition under Gaisce – The President’s Award, and creative projects are often focused on fulfilling the Community Challenge aspects of the Gaisce awards process.

Oberstown and the Creative Ireland Programme have a shared emphasis on fostering creativity and giving young people a voice in decision-making and in maximising their potential. Given their unique status in the youth justice system, Oberstown’s young people sit within one of the strategic objectives of *The Creative Youth Plan 2023-2027*, to “strengthen equity of access to creative activities for the most seldom heard children and young people.”

## Young people’s stories

Oberstown requires external funding to conduct special educational projects<sup>1</sup>. Oberstown’s successful application to the Creative Youth Nurture Fund – as lead applicant in partnership with Frontline Films – proposed the ‘Hear I Am’ project as a creative and learning experience to enable young people to express their views on topics relevant to their lives. Podcasts have become an

---

<sup>1</sup> In recent years the campus has secured financing from the Dormant Accounts Fund for vocational education initiatives, including building a new horticultural area and designing an award-winning exhibit for the Bloom 2023 festival. The Office for Public Works has funded public art projects, with young people creating murals on campus.

important medium for marginalised groups to reclaim their narratives, educate others, and foster a sense of self-awareness, belonging and empowerment.

### Participation at Oberstown

Oberstown’s values highlight the organisation’s commitment to “listen to young people, acknowledging and respecting their right to participate and influence decisions that affect them”. Active participation in rights-based advocacy processes ensures that young people have their say in all aspects of life on campus.

Oberstown applies a rights-based model to the care of young people, set out in the Children’s Rights Policy Framework, an approach rooted in the principles of the UN Convention on the Rights of the Child. The framework has 12 Campus Rules that set standards to ensure that young people at Oberstown are safe, get the best care possible and have their rights respected.

The Oberstown Advocacy Officer has a key coordinating role in ensuring that young people’s voices are heard in Oberstown. Staff, senior management and the Oberstown Board are committed to continually developing participation methods that are rights-based, with a view to ensuring that all young people have the opportunity to express their views in a variety of ways, and to have those views taken seriously and acted upon.

### Inclusive project

The ‘Hear I Am’ team planned the project to include as many eligible<sup>2</sup> and interested young people as possible. The key principle was to give young people the opportunity to join in on their own terms, while at the same time encouraging them to challenge themselves to learn and discover new outlets for expression and creativity.

- Building the podcast room
- Listening to podcasts (examples chosen in line with young people’s interests)
- Podcast and digital media technology
- Selecting themes and episode topics
- Identifying interviewees
- Interview and storytelling techniques
- Writing introductions
- Choosing and creating music

### Project challenges

All creative projects at Oberstown recognise the unique characteristics of the young people and their position in the youth justice system. The law prohibits the dissemination of any information that might identify any young person at Oberstown, either on remand or detention. External publication of the planned podcasts was therefore not possible.

The Hear I Am podcast project was designed to observe the requirement for confidentiality on the part of external contributors. The team also worked with staff and the Oberstown Campus School to use channels for sharing the podcast experience across the campus community.

The Oberstown population of young people changes over the year, and can vary from month to month, depending on the length of the young person’s placement on the campus. This influenced project planning in a number of ways, including the capacity for young people to plan and complete a series of podcasts.

---

<sup>2</sup> Eligibility in this context is determined by a range of factors, including each young person’s progress on their individual care plan.

# 3. Project team and key participants

## Project advisory group

### **John Smith, Activities Coordinator, Oberstown**

John was the Oberstown project lead for the Hear I Am project. Key actions included:

- Scheduling and facilitating project meetings
- Liaising with external partner Frontline Films and other collaborators
- Working with the Advocacy Officer and Frontline Films to arrange focus groups
- Specifying and sourcing podcast equipment, in consultation with Frontline Films
- Identifying a suitable podcast room, designing and building the recording space with a young person.
- Scheduling Oberstown staff to support the project
- Liaising with Oberstown staff to involve young people
- Supporting young people during podcast production
- Liaising with the Department to provide project updates

### **Kim Bartley, Director, Frontline Films**

Kim provided podcast and documentary storytelling expertise for the Hear I Am project. Key actions included:

- Advising on all technical aspects of podcast production, including recommending equipment
- Leading podcast and storytelling workshops with young people
- Mentoring young people on all aspects of podcast production, from planning through introductions and interviews to postproduction
- Coordinating input of specialist contributors, including sound engineers and music/intro creators, to work with young people and Oberstown staff
- Booking external guests for podcast interviews

### **Gráinne Smyth, Advocacy Officer, Oberstown**

Gráinne supported the young people during the Hear I Am project. Key actions included:

- Facilitating focus groups to encourage and record young people's input and ideas
- Liaising with the Activities Coordinator and care staff to encourage suitable young people to participate in the project
- Working with the Communications Officer to record young people's views on their participation in the project

### **Matthew Kelly, Communications Officer, Oberstown**

Matthew supported the project through internal and external communications. Key actions included:

- Coordinating documentation of the project
- Advising on Oberstown communications policies concerning young people and external contributors
- Assisting with project management
- Highlighting project progress through internal communications platforms and in the Oberstown Annual Report
- Working with the Advocacy Officer to record young people's views on their participation in the project

### **Aoife O'Mahony, Finance Manager, Oberstown**

Aoife managed the procurement schedule and payment records for the project. Key actions included:

Maintaining finance records for the project

Ensuring compliance with Oberstown procurement processes for equipment purchases

Liaising with external suppliers on invoicing and contractual matters

Liaising with the Department on project funds draw down.

### **Michelle Griffin, Deputy Director, Oberstown**

Michelle provided Oberstown senior management sponsorship and oversight of the project. Key actions included:

- Leading the funds application process.
- Liaison between the project team, senior management and the Oberstown Board of Management
- Securing internal project resources for the project.

### **Karen Foran, General Manager – Governance, Risk and Compliance**

- Providing risk management oversight
- Ensuring compliance with data protection regulations, including commissioning a data protection impact assessment (DPIA) and legitimate interest assessment (LIA) for the project.

## **Key participants**

### **Young people**

A total of 44 young people participated in the Hear I Am project. Ages ranged from 15 years to 18 years. The average age of the participants was 16 years. The number of podcasts for each young person varied according to several factors, including the duration of their time on campus and the requirements of their individual placement programme.

### **Activities staff/external contractors**

- Dylan Owens, digital technology tutor

- Galia Arad, digital music and podcast intro segments facilitator
- Conor Reid, sound engineer with Frontline Films

### **Oberstown staff**

Roma Cleary, Oberstown Careers Guidance Officer

Barry Rooney, Oberstown Activities

Paul Keegan, Oberstown Activities

John Herron, Oberstown Chaplain

Paddy Kelly, Oberstown Residential Social Care Worker

Paddy Brophy, Oberstown Residential Social Care Worker

John McGuffin, Oberstown Residential Social Care Worker

### **Interviewees**

- A variety of well-known individuals including actors, TV and broadcasting personalities, comedians, sports people, community activists, faith and spiritual leaders, and business people.
- Netherlands YOPE and Helsinki Project representatives
- Oberstown staff members

# 4. Outputs and outcomes

## Project outputs

Agreed outputs of the project set out in the SLA:

### **Advisory group**

1. An advisory group will be established for the project.

### **Participation**

2. The participants will collaborate with the advisory group regarding ideas for the podcast. The Oberstown Advocacy Officer will liaise throughout the process and ensure that young people are consulted and at the core of the project in all aspects of decision making and implementation.

### **Practical skills workshops**

3. The participants will take part in workshops on practical skills such as how to use podcasting equipment.

### **Project coordination**

4. The workshop facilitator will be involved in designing and delivering the course as well as overseeing the podcast series with the young people's input, liaising with Oberstown staff, the sound recordist, editor and guest/contributors

### **Podcast use on campus**

5. The participants will produce a suite of podcasts that will be made available only within the campus for future use, bringing together the facilitators, the young people involved and staff members to listen, discuss and learn from the young person's experience.

### **Upskilling for continuing activities**

6. The project will upskill some participants and staff to ensure that the project is sustainable and becomes part of the activities curriculum offered to young people on campus.

### **Project evaluation**

7. Evaluation will be completed with the young people tasked in identifying the learnings from their perspective benchmarked against the project goals. This evaluation will be disseminated to the department. The grantee will research to identify potential further public platforms to disseminate the learning of this project.

## Project outcomes

Agreed outputs of the project set out in the SLA:

- **Develop participation methods**

The project will allow Oberstown (the Grantee) to continue developing participation methods that are rights-based, with a view to ensuring that all young people have the opportunity to express their views in a variety of ways, and to have those views taken seriously and acted upon.

- **Find new ways of learning**

Identify more avenues to explore other mediums for growth and learning.

- **Facilitate collaborative learning for young people and staff**

The podcasts will be available to listen to inside the campus as part of the project and into the future, bringing together the facilitators, the young people involved and staff members to listen, discuss and learn from the young person's experience. The aim is to generate creative and collaborative learning experiences that enriches the lives of young people in detention.

- **Enhance practical and life skills for young people**

The skills received by the participants aim to improve digital literacy, media literacy, empowerment, self-advocacy, self-expression and community engagement.

- **Explore potential career paths for young people**

Open doors to various career paths, including media production, journalism, broadcasting, content creation, and communication roles.

# 5. Public engagement

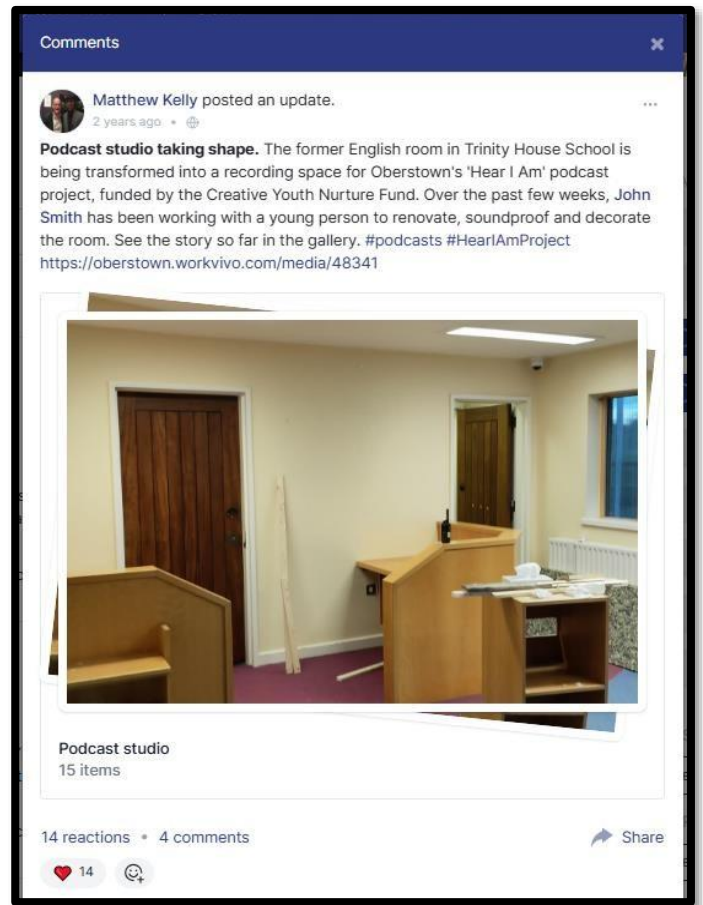
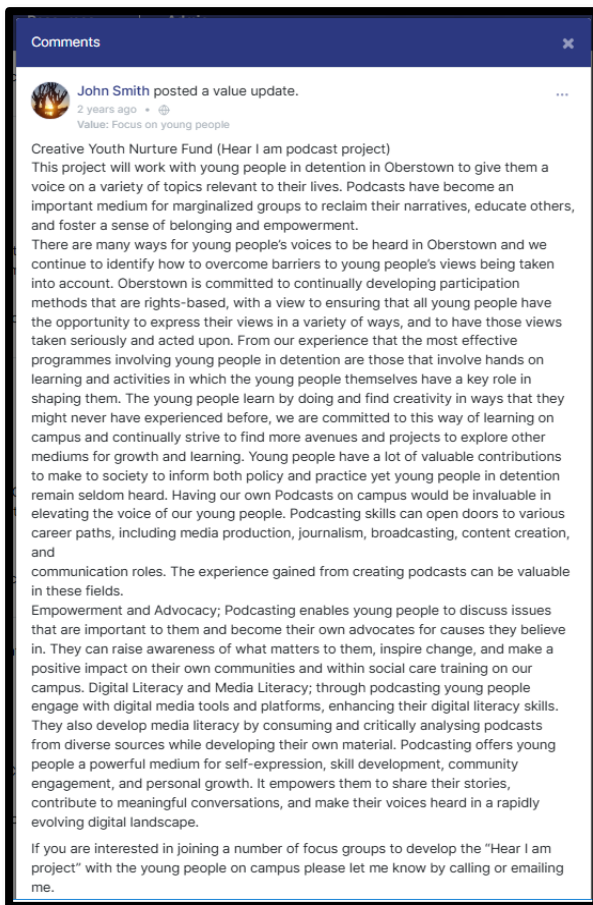
## Limits on publicity

All creative projects at Oberstown recognise the unique characteristics of the young people and their position in the criminal justice system. The law prohibits the dissemination of any information that might identify any young person at Oberstown, either on remand or detention. External publication of the planned podcasts was therefore not possible.

The Hear I Am podcast project was designed to observe the requirement for confidentiality; external contributors took part on the understanding that they would not publicise their involvement or the topics discussed with the young people. The team also worked with staff and the Oberstown Campus School to use channels for updating staff on the podcast project and sharing the podcast experience across the campus community.

## Dissemination on campus

The podcast project quickly became an established activity for young people and for the many staff and external activities providers who participated. Campus publicity channels carried invitations to staff to join the project along with updates on the progress of the project, from the building of the podcast room through to the making of episodes. Sample Oberstown Workvivo (internal communications platform) posts:



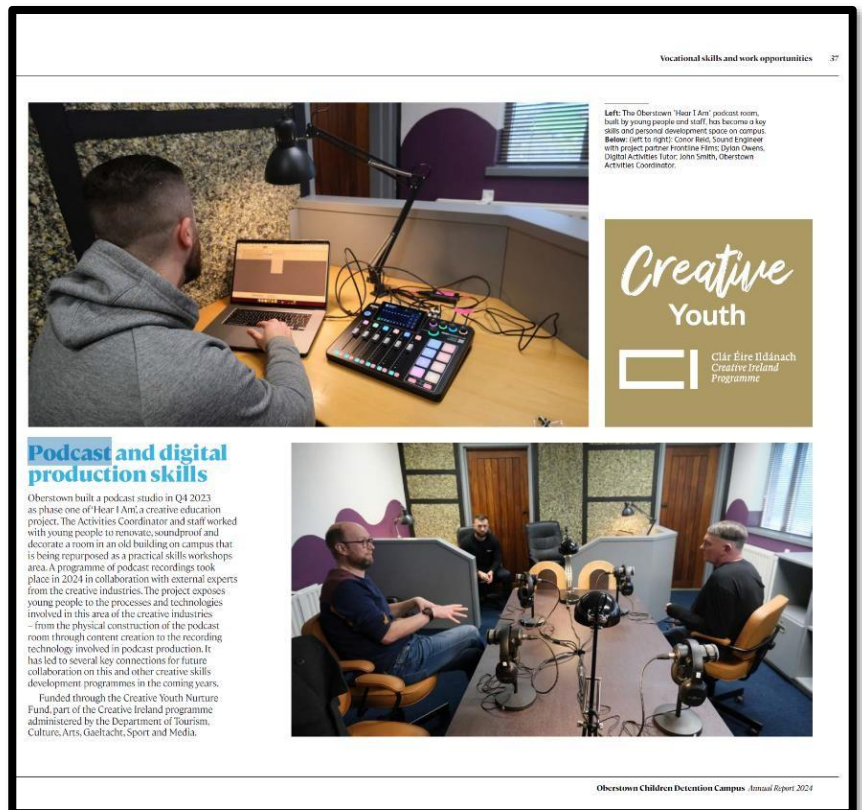


## Oberstown Annual Reports 2023 and 2024

Oberstown made the wider public aware of the project through its annual reports 2023 and 2024. These statutory documents are laid before the Oireachtas, published on [www.oberstown.com](http://www.oberstown.com) and are available as hard copies.



### 2023 Annual Report



# 6. Project evaluation

## Data protection and UNCRC compliance

Given the unique status of the young people taking part in the project, a key project prerequisite was establishing compliance with data protection requirements. The project team commissioned Forvis Mazars, Oberstown's compliance advisers, to conduct a data protection impact assessment (DPIA) and a legitimate interest assessment (LIA). The DPIA analysed the Hear I Am podcast project and assessed it against the rights and freedoms of the data subjects concerned in line with the requirements of Article 35 of the GDPR and the guidance from the European Data Protection Board (EDPB)

Forvis Mazars also carried out a legitimate interest assessment (LIA) outlining Oberstown's legitimate interest in creating fun and empowering podcasts that allow children in Oberstown to share their creative expressions, stories and ideas. The project's goal is to promote wellbeing, have fun and provide a creative outlet while respecting young people's rights under the United Nations Convention on the Rights of the Child (UNCRC). The LIA found that the Hear I Am podcast project aligns with the young people's fundamental rights under the UNCRC and the Irish Constitution.

The Hear I Am project aligns with the following UNCRC principles:

1. Article 12 (Respect for the views of the child): Children have the right to freely express their views on matters affecting them, and those views must be given due weight according to their age and maturity.
2. Article 13 (Freedom of expression): Children have the right to freedom of expression, including the freedom to seek, receive, and share information and ideas.
3. Article 17 (Access to information): Children have the right to access appropriate information and media to support their development and well-being.
4. Article 31 (Right to leisure, play, and culture): Children have the right to participate in cultural and artistic activities, promoting their mental health and happiness.
5. Article 37 (Protection from torture or deprivation of liberty): Children deprived of their liberty must be treated with humanity and respect, considering their dignity, age and provided with the opportunity for personal development.

## Consultation in project design

Oberstown designed The Hear I Am as a collaborative creative education project involving young people, staff, project partners and external collaborators.

A high-level overview of consultation and evaluation at each stage of the project is set out below; detailed outputs are included [in the Appendices].

### Open call for staff participation

Staff across the campus were invited to take part in planning and developing the project, initially by participating in focus groups.

### Raising awareness and interest among young people

The Advocacy Officer, Activities Coordinator and staff discussed the project with young people and identified the first group of participants. As with most creative projects in Oberstown, staff worked with an initial group in the knowledge that peer recommendation would increase interest in the project.

Work on building the podcast room was a key factor in raising awareness of and interest in the project. The young people became aware that an area of the campus away from the main education/activities building was being repurposed as a recording space.

### Focus groups to determine content themes and interviewees

Initial focus groups involved up to 15 young people at a time, divided into smaller discussion groups of 4, along with staff members. Kim Bartley of Frontline Films took the lead in facilitating the focus groups, supported by the Activities Coordinator and the Advocacy Officer.

Each focus group assessed the young people's familiarity with and knowledge of podcasts as a creative medium. Most of the young people in Oberstown were not familiar with podcasts. A key output of the initial focus groups was therefore to give young people access to sample podcasts based on their interests and relevance to their lives.

Each focus group identified numerous themes and a list of potential (ideal) interviewees. This was the start of the young people engaging with the project as a means of giving their ideas a voice and exploring topics of interest and relevance to their lives inside Oberstown and out in their communities. *See Appendix – sample focus group outputs*

The focus groups identified the writing of music for introductions and links within the podcasts as an area of interest. The young people learn digital music and rap in sessions during after-school activities, and they wanted to work with their instructor, Galia Abad, to create these aspects of the podcasts. This was incorporated into the project.

### Workshops to introduce key podcasting concepts

Kim Bartley of Frontline Films worked with individual groups of young people to plan and produce each podcast. Groups were typically two or four young people at a time.

These workshops introduced young people to the stages of podcast production from planning through to editing.

Key concepts were explored in the context of working towards producing each podcast as live learning opportunities. This introduced the young people to the concept of having an overall theme and framework for the podcast and gave them the opportunity to practise interview techniques, devise questions, work on introductory and musical links, and gain an introduction to recording and editing equipment.

### Feedback on participation

The project team collected feedback on the young people's experience of taking part in the podcast project both dynamically and in formal feedback sessions. Young people typically expressed their learning experiences in the form of creative suggestions for improved or different approaches to planning and conducting interviews.

Several participants remarked that some interviews worked well with planned questions, while others benefited from a more organic, conversational approach. Podcasts where the guests reversed the roles and interviewed the young people were highlighted as key learning experiences – young people who had become quite comfortable and confident in their interviewing skills remarked on the different perspective when they were asked questions.

Key findings from the feedback include:

**Podcast creation and personal development** – participants valued the immersive experience of creating podcasts. The physical location of the podcast room away from school and residential areas became a key attraction for participation. Young people described it as a quiet, calming space that

encouraged them to open up and have a different quality of conversation than is typically possible in more formal settings such as classrooms or meeting rooms on campus.

“When you're up there, you're kind of away from everything here.”

“It felt like I actually ran to the podcast room, getting away for an hour where it was just having a laugh with people you don't even know. You can get so close in about an hour and a half.”

**Achievement and learning** – taking part in the podcast creation process became a mark of achievement in itself, and participants quickly engaged with the work and approach required to make a good podcast.

“Going up there [to the podcast room] means you're getting up there - because you have to earn that, not just up there for the laugh. Doing the podcasts, I felt trusted.”

Young people reflected on and developed their own ideas about the right approach to making a successful podcast.

“We had some questions planned for one of the participants, but I think without having the questions planned it goes way better. It just goes where it goes. It's interesting. Have a few emergency questions or some notes just in case it slows down.”

# 7. Project gallery

## Building the podcast room

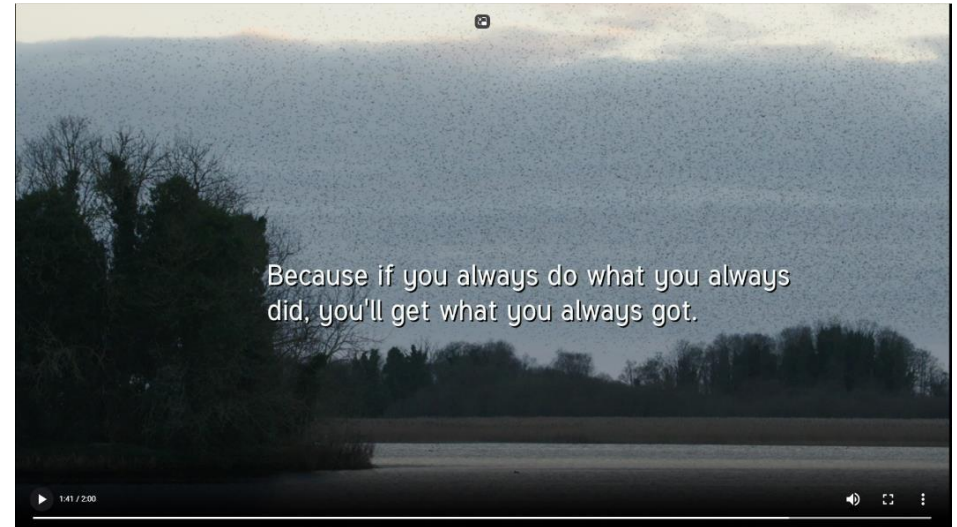
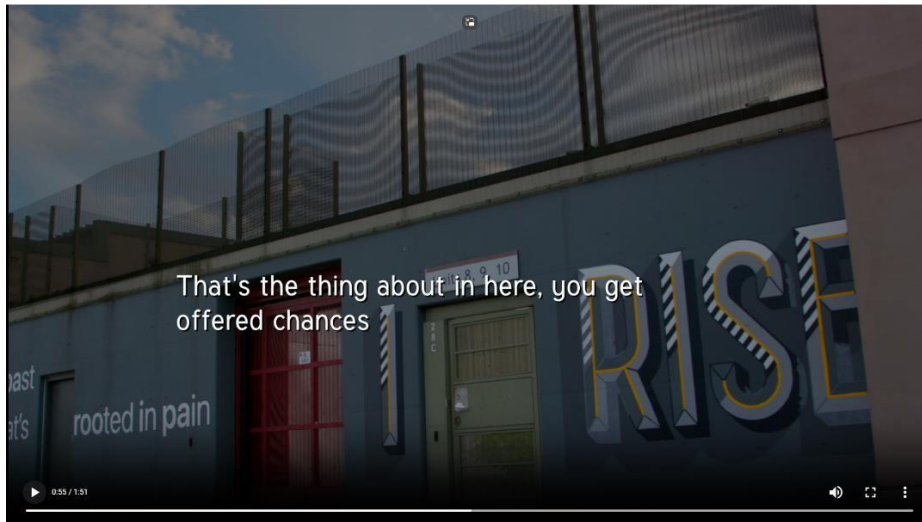


## Technical set up and recording sessions





Stills from showcase videos made from podcasts



# 8. Key findings

The 'Hear I Am' podcast project has had a highly positive impact on the young people on campus and on the campus as a whole. Some of the outcomes were planned and expected, while others arose as welcome by-products of this creative educational initiative.

## Participation

Young people quickly took ownership of the podcast project. The facilitators encouraged them to design and write their own podcasts, from writing intros to choosing and creating music and selecting themes and guests to be interviewed.

Podcasts now regularly rank among young people's top two favourite activities on campus. Young people speak about a sense of pride and achievement in being part of the project and of helping to introduce podcast culture to the campus.

## Physical space

At an early stage young people were involved in the building of a soundproofed podcast studio on campus. The studio itself became a huge draw. The cocoon-like environment created by the low lighting and soundproofing was conducive to an exceptionally open and creative atmosphere. Young people who often struggle to concentrate or sit still embraced the space and spoke of how they found it soothing, that the space helped them feel at ease, open up and listen to each other in ways they previously had not.

## Recording experiences

Through this podcast we hoped to give the young people involved the opportunity to share their experiences and to express their views in a variety of ways, and to have those views taken seriously and acted upon.

The young people who took part had a lot of valuable contributions to make and they also discovered a lot about each other through the process.

Some of the topics discussed included:

- What it's like to be on remand or committal in Oberstown.
- Remembering their first day.
- What they heard before coming into detention and how different it was.
- What they wish they'd known
- The impact of long remands
- What they would like to change in Oberstown
- Their positive experiences in Oberstown and what they have learned.
- Their hopes for the future
- Mental health
- Traveller mental health
- Their fears for the future and life after detention.
- Friendship
- Family

- Regrets
- Advice for other boys

### Listening and sharing

Because of the legal implications of sharing recorded material featuring juveniles whose identity must be protected, the initial idea of uploading edited podcasts to the young people's MP3s was not possible.

The solution was to start a "Podcast Club" in which groups of four to six young people would gather to listen to each other's podcasts and then discuss and share their thoughts.

It was a big ask for young people to listen to themselves in front of others, so the podcast facilitators decided to invite someone they look up to moderate the Podcast Club. John Connors, actor, was the facilitator and later returned to give some audio drama workshops that we were able to use to record stories in the podcast studio.

Podcasts also became discussion points in school sessions and in activities sessions led by the Oberstown Chaplain.

### Creatives not technicians

In this first phase of the podcast project, young people have been keen to express themselves creatively as podcast content designers and contributors. The technical side of podcast production has been less popular, although the intersection of digital music and podcast production is a growing area of interest.

# 9. Conclusion and next steps

## Successful project

The 'Hear I Am' podcast project has added new dimensions to Oberstown's efforts to help young people have their voices heard and learn about themselves and others through engaging in artistic and creative processes.

The podcast room and its products have become an important part of young people's lives. Creating podcasts is both a physical destination – access to a different part of the campus with its own unique ambience – and a focus of learning and self-improvement. Young people involved in the project recognise the trust and encouragement shown in them by the staff and project facilitators and speak of their determination to produce good, authentic work.

Podcasts have become a focus for collaborative work among young people on campus. Participants enjoy sharing their contributions. This is a key measure of success for any project among Oberstown's cohort of young people.

Oberstown's sense of community has been strengthened through the podcasts, giving a new way for staff to hear the young people's views and learn more about their experiences.

## Next steps

Oberstown is committed to offering podcast production as an activities option for young people.

The podcast room is now a well-established and popular amenity in a part of the campus which is being developed as a location for vocational and creative skills and personal development programmes.

The 'Hear I Am' project team has produced four short videos based on edited extracts from podcast conversations. In their current form these videos can only be shown to closed audiences, as they feature the voices of young people in detention. The videos featured in Oberstown's contribution to the Creative Ireland showcase event in October 2025 and were well received.

Oberstown plans to seek funding to develop the podcasts in formats that will give a wider audience to young people's views. Options include revoicing the edited highlights on the videos already produced and creating a suite of themed video or audio pieces from existing and future podcasts.

# Appendix

## Sample report on focus groups held with young people during after-school activities

24.01.2024

***Consultation with the young people for the Nurture fund Creative Ireland Project on Campus, which entails making podcasts to have young people's voices heard on the things that matter to them and develop skills along the way. It is called the Hear I Am project. During this session we asked the young people for their views about podcasts, have they ever listened to any, who they would like to interview and what things they are interested to talk about.***

These focus groups were facilitated by Grainne Smyth, Oberstown Young person's Advocate, Kim Bartley Film Producer and John Smith Oberstown Activities Co coordinator. We created a safe, welcoming environment in which to intentionally connect multiple ideas and perspectives on the topic of developing podcasts by engaging participants in small-group conversations. This method ensures that everyone in the room contributes to the conversation. There were 15 young people engaged in this process divided into 4 groups. The young people were a mix of those on remand and committal orders, had differing lengths of stay, some on their first time to campus others had been here multiple times. The young people's participation was voluntary with the feedback captured in the young person's own words.

***"Building the room gave me a real interest in actually doing the podcasts, I never thought about it before, now I am looking forward to it", P, young person.***

This information is a starting point, and the young people expressed an interest in seeing where the journey took them in relation to the project. 14 out of the 15 young people were enthusiastic about being involved.

Matthew Kelly, Oberstown Communications Officer and Patrick McCann Traveller Youth Initiative staff sat in on the first focus Group.

### **Podcasts young people have listened to**

- Ali G
- Talking Bollox
- The Two Norries
- Garry Lineker talking about soccer
- The Two Johnnies
- Dermot and Dave
- Joe Rogan

### **Documentaries they have watched**

- Unsolved
- Pablo Escobar
- True crime

- Top boy
- Conor McGregor
- Mountjoy
  
- Wheatfield documentary, is it still on you tube?
- Kinahans and drug-related gang stuff

### **People they would love to interview**

- Marcus Rashford, footballer
- Willie 'Big Bang' Casey
- Mike Tyson
- Andy Lee
- John Connors an Irish actor from the travelling community.
- JyellowL an Irish rapper from Dublin
- Dr Sindy Joyce (academic at UL), Irene Flynn (Senator) – leading traveller women
- Damien Hernon the Director.
- Some staff who had other careers such as in the army
- Mike Tyson
- 50 cent
- A parent for the website
- Kenny Egan
- Michael D Higgins
- StreetLaw solicitors to learn about your rights.
- A prison officer as to why do they do the job
- My arresting Garda because he is sound. Debate if it's good for a Garda to turn a blind eye to some crimes. Guards make safer communities.
- Joey Cullen, Tramore an ex-jockey and expert in horses
- A farrier or black smith.
- Grandfather D, a young person's grandfather known in the Dungarvan community for great story telling
- Interview someone that has travelled the world.
- Interview people that have turned away from a life of crime like Ger Redmond
- Solas project workers.

### **Some ideas to do a podcast on**

#### **Music**

- The different types
- How you can express yourself
- Rock music
- Irish bands, e.g. The Pogues

#### **Cars**

- Why young people love them
- The dangers of them
- The prosocial driving programme on campus

## Travellers

- What it means to be a Traveller
- Our culture
- Music
- Why so many of us are in prison
- Why a lot move away to England to start afresh.

## Oberstown

The young people would like to do an information podcast for all new admissions, topics to be included were suggested below.

- What it's like to be on remand or committal in Oberstown.
- Remembering your first day.
- What would you like to know, how did you cope.
- What you should know what Oberstown is really like, the day-to-day things, it's not a warzone , it can be childish.
- How to book a visit, who can visit.
- You have no freedom.
- You have to wait to get your numbers cleared.
- It is a jail without the uniforms and batons.
- How to go about getting things.
- How to keep in contact with your families.
- Your rights in here.
- Phone calls levels.
- Sending a message to judges about the effect of long remands.
- Telling people to keep their heads down and mouth shut, keep to yourself and don't get smart.
- How to keep yourself safe here.
- The experience of care vs Oberstown.
- Knowing the rules.
- Talk to staff about their roles, and what you do.
- Something on activities.
- Going from Oberstown to court, the van, handcuffs, guards or care staff , the cells, getting fed when out, remember to bring your Mp3 player.
- Education on campus is why the school day is so short.
- Jobs.
- Training courses.
- Difference between remand and committal units.
- Transfers to prison.
- Searches.
- Talk about bullying on the campus or in general, feeling under pressure from others.
- Differing experiences of young people for the campus.
- Lads to interview other lads about why some achieve so much and others achieve little in the same amount of time.

### Knowing more about your rights

- When you are arrested or stopped and searched.
- How to change your solicitor.
- What's a pre-sentence report.
- Why reports delay a court.
- The system of going to court.

### Horses

- Learning to care for horses what to feed them.
- All different types of horses.
- Mistreatment of horses.
- What scares horses.
- Driving a sulky and keeping the horse calm.
- Experience of having horses from a young age.
- Picking a name for your horse.
- Different horse talents such as rodeo and American native Indian traditions on horseback.
- Dressage for horse.
- Working with horses, how much I loved it, keeping me busy and out of trouble.
- Travelers growing up with horses all their lives.

### Other ideas

- Interview John the Chaplain and have a chat about religion and spirituality.
- Making a podcast with staff and young people discussing the match of the day and football in general as there are so many passionate fans on campus. A YP BP stated this would be dynamite and great fun.
- Talking about Love Island was suggested and then retracted because it would be too gossipy and not that interesting.
- Talk about tattoos and the art of tattoos, their significance to some people, the prejudice about them and maybe interview a tattoo artist.
- It was identified that producing the podcast from a sound and participation perspective creates learning and opportunities.
- A podcast on when you leave what is your plan or dream, what you were doing before you came in and what you are going to do when you get out, will this include your family or your friends
- Talk about why it's important to get off your unit, not being locked in a room bored out of your head.
- A young person, PW spoke about working with Galia on campus on creative writing and rap and how this would link into the podcast production for him.
- Talk about what thing young people would like included in activities, mechanic and horses to add a few.
- Rap at the beginning and end of the podcast.
- Mix music to play during the podcasts.

Grainne Smyth, Advocacy Officer