



Linking & Learning

Transition Unit Classroom Resource Pack



WorldWise provides support to second-level schools and colleges in Ireland that are involved in learning partnerships with schools or organisations in developing countries.

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Transition Unit descriptor

1. Title of Transition Unit

Linking and Learning

2. Area of study

Local and Global Citizenship

3. Overview

This Transition Unit was developed in response to the growing number of teachers and students in Ireland who are developing links with their peers in the Global South. It provides a range of activities aimed at helping students to explore their understanding of North/South relationships and concepts such as partnership, development, power, and solidarity. It challenges students to think critically about their perceptions of themselves, their world and their place in it. The main aim is to help students and teachers explore and experience how North/South learning partnerships can be a vehicle for enhancing understanding, facilitating joint learning and expressing solidarity.

4. Related learning

This Unit has clear links with **CSPE** in the Junior Certificate, **Religious Education** and **Home Economics (Social and Scientific)** at Leaving Certificate level, **Social Education** in the Leaving Certificate Applied, as well as links to the proposed new Leaving Certificate subject **Politics** and **Society**.

The exploration of development themes also links with both Junior Certificate and Leaving Certificate **Geography**.

5. Summary outline of the Unit

Resource materials are available to support teachers and students in working through this Transition Unit.

This Transition Unit is broken into three parts. **A flexible approach to delivering this unit is recommended and each part need not be taught in the order set out below.**

Part 1 Our place in the world (introductory activities) 4-5 weeks

- Students create a short profile of 'Me and My Life' with the intention of exchanging it with peers in their partner school
- Students consider what life is like for a student in their partner school and discuss similarities and differences with their lives
- Students who have participated in the school's N/S linking project in a previous year talk about the people they came to know and their experience of linking
- Students begin thinking about questions they would like to ask young people their age who are living in their partner country
- Through a series of activities the students examine their perceptions of different people and places and our links with them
- Students play a series of games to stimulate discussion on the often harmful nature of stereotyping
- Students examine media images of people in the developing world as depicted in a variety of media sources, e.g. newspapers, magazines, internet, books. They may take a particular country or region and survey the amount and type of coverage/language that different newspapers give to that country/region



- Perceptions of culture are explored to create an awareness of cross-cultural similarities and differences
- Students conduct some initial research on their partner country or on an issue of relevance to their partner school e.g. climate change, HIV/AIDS, conflict, etc.

Part 2 Taking a deeper look at our world (5-6 weeks)

- Students participate in an activity 'If the world was a village' to experience how the world's resources are divided unequally
- Students participate in an activity to explore interdependence and the ways we are all connected globally
- Students examine different world maps that reflect incidence of poverty, conflict and inequality across the globe
- Students rank different definitions of 'Development' and use photos and cartoons to discuss different perspectives on development
- Through a range of activities students are encouraged to identify what they consider to be the root causes of poverty both at home and in the wider world
- Students differentiate between causes and consequences, in particular the structural causes of poverty
- Students examine and debate the role of aid in alleviating poverty, different kinds of aid and the role of Irish Aid
- Students assess progress made in delivering on the Millennium Development Goals with a particular focus on their partner country.

Part 3 Developing Partnerships (4-5 weeks)

- Students brainstorm the various ways that cooperation and solidarity can be developed between people in Ireland and in the Global South, and exchange this with their partner school
- Through discussion and drama they explore the characteristics of reciprocal relationships and how they differ from unequal relationships
- Students discuss donor – recipient relationships.
- Students examine the reasons for linking and what they hope to learn, and share these with their partner school
- Students discuss the possible benefits and pitfalls for both partners
- Students draft a Partnership Agreement and agree on next steps in developing their learning partnership
- Students agree on ways of sharing the learning gained from their partnership (which may involve organising an awareness day, media event, project, participating in YSI, etc.)
- Students reflect on and analyse the knowledge, skills and attitudes developed and enhanced through their participation in this Transition Unit and from their learning partners.

It is important that students keep a learning journal throughout their participation in the Transition Unit. See section 11 below.

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6. Breakdown of the Unit

The Unit can be taught over a fifteen week period (e.g. September–Christmas) timetabled for two double periods each week. Alternatively it could be taught over a whole year timetabled for one double period each week. Double classes work best as they facilitate group work and active learning methodologies.

7. Aims

This Transition Unit aims to:

- Develop a critical awareness and understanding of key development concepts and issues
- Help students explore how a North/South learning partnership can be a way towards enhancing understanding, facilitating joint learning and expressing solidarity
- Foster attitudes of respect, understanding and empathy towards people in different cultures and circumstances.

8. Learning outcomes

On completion of this Unit students should be able to:

- Critically reflect upon their own perceptions of the world they live in and their place in it
- Analyse images, texts and maps related to the Global South
- Value each other and listen to each other with respect and openness
- Engage in group work and recognise the value of each person's contribution
- Express informed opinions on a range of development issues
- Recognise and critique stereotyping and bias in print, in images, in interpersonal discussion and in themselves
- Display skills associated with research, communication and presentation
- Present information and data to others in a creative and engaging way using a variety of artistic forms and ICT
- Critically reflect upon their reasons for North/South linking and the possible benefits and pitfalls
- Discuss and evaluate different practical ways that people can show solidarity and build reciprocal relationships between North and South
- Empathise (rather than sympathise) with people whose lives are different
- Demonstrate cultural awareness and cultural sensitivity in dealings with their partner school
- Demonstrate a sense of themselves as agents for change
- Reflect on themselves as learners through the use of a Learning Journal.



Transition Unit descriptor

V

9. Key skills

Information processing

How evidenced

Students will learn how to critically read images and information from various media. They will use the internet to find information in relation to global issues and develop skills in recording, organising and summarising information. They will also have to think about how best to present information to their peers and to their partner school.

Critical and creative thinking

Students will discuss and analyse global issues and be challenged to rethink some of their assumptions in relation to people and places. They will be encouraged to think critically and creatively in relation to making a learning partnership work.

Communicating

Through the various active learning methodologies, students will learn how to listen and converse with each other around global justice issues; expressing opinions, discussing, speculating, challenging, reasoning, and reflecting. They will also gain cross-cultural communication skills through their linking and learning with another school.

Working with others

Students will become more sensitive to different views and perspectives through a strong emphasis on group work. The students will also get a chance to learn how to work together through the research and project work, and understand how each member of a group has a unique contribution to make. They will also learn the value of collaborating with students from another culture.

Being personally effective

Students will become more confident in presenting their views and learn how to give and receive feedback. They will also set personal and collective goals and have to meet deadlines and targets in relation to project work and other aspects of the Transition Unit. Students will learn how to reflect on what they have learned and the skills they have gained through the use of a Learning Journal.



10. Teaching approaches

This Transition Unit promotes the use of active learning methodologies and acknowledges that students learn best from each other and in dialogue with people from a variety of backgrounds. Therefore group work and structured discussion play an important role in teaching this Unit. Photos, images, cartoons, newspaper articles and short videos are also used as a way of challenging perceptions and opening discussion on a topic. Drama and role play are used to provide students with a chance to 'live out' the experience of another person. Visiting speakers can also be integrated into the Unit as well as field trips (such as a visit to the Irish Aid Information Centre, Dublin.) The use of ICT is encouraged through internet research, Skype, creating PowerPoint presentations, etc.

11. Assessment approaches

Assessment will be based on the completion of a Learning Journal. The journal will contain reflections on the students' responses to each of the sessions – using words, art or images. Five minutes should be allocated at the end of each class for students to record their thoughts and observations on each of the lessons. In some cases, students will need more time to complete their journal at home. Journal records need not be limited to the students' personal responses. In addition the teacher can provide questions aimed at helping the students consider key issues and challenges as they arise.

The journal will also allow students identify what they have learned, what skills they have gained and how the Unit has impacted on their attitudes and behaviour. Reflections in the journal need not be limited to written word (art, poetry, drawing, film etc. can also be used).

12. Evaluation

A comprehensive evaluation is built into the resources attached to this Transition Unit.

13. Resources and useful websites

Websites

The resources and worksheets needed to teach this Transition Unit are available from WorldWise, email worldwise@leargas.ie or you can download a copy at www.irishaid.gov.ie/worldwise

www.developmenteducation.ie

– see teacher's section

www.dea.org.uk

– development education in action website

www.developmenteducation.ie

– contains fact sheets, photo stories, cartoons and much more

www.trocaire.org

– check out both education resources and campaigning

www.cyberschoolbus.un.org

– the United Nations website about global issues for students

www.globalissues.org and www.oneworld.net

– both sites have good topic based information

<http://learn.christianaid.org.uk/YouthLeaderResources/>

– a range of fun and interactive, simulation games to explore real life global issues.

The following online resources could help teachers and students to explore issues of culture, identity and North/South power relationships.

'Through Other Eyes' <http://www.throughothereyes.org.uk/>

'Open Spaces for Dialogue and Enquiry' <http://www.osdemethodology.org.uk/>

Other useful teaching resources:

How the World Works, a resource for TY teachers, published by the Debt and Development Coalition, 2010 and available online at www.debtireland.org or by phoning 01 - 617 4835.

A Good Practice Guide to Whole School Linking, published by MUNDI

www.mundi.org.uk

What is Development? Teaching about Development Issues at key stage 3, published by TIDE 80:20.



The Unit aims to

- Help students explore and experience how a North/South learning partnership can be a way towards enhancing understanding, facilitating joint learning and expressing solidarity
- Develop a critical awareness and understanding of key development concepts and issues in relation to their learning partnership
- Foster attitudes of respect, understanding and empathy towards people in different cultures and circumstances.

Who is this Unit for?

The materials can be adapted to accommodate the needs and interests of diverse student groups and also to draw on the school's previous experience and links. This resource will be of interest to you if your school has established a link with a partner school or community, and are looking to develop that link in a mutually beneficial way. If you and your students are just beginning to think about the idea of a North/South learning partnership, then these resources will also generate discussion, debate and awareness of the issues involved.

The materials are designed to support active learning and to help students reflect on the learning and skills they are developing throughout the Unit. With this in mind, we suggest asking the student to get a special learning journal that they can use to record their personal reflections on what they have learned throughout this Unit as well as what skills they have gained, and how the Unit has influenced their attitudes and behaviour (see p. 5 for more details on the LEARNING JOURNAL).

How to use this pack

Although ordered into Three parts – Our Place in the World; Taking a Deeper Look at the World; Developing Partnerships – the Unit does not have to be worked through in a linear way, and it is intended to be used flexibly in accordance with your students' needs and interests. Therefore, an element of choice has been introduced with some of the activities classified as 'core' and 'non-core', leaving you free to choose how many activities you do in any given section. There will also be signposts to other sections of the pack (e.g. In Part 1, there will be suggestions to follow up some activities with sections from Parts 2 and 3), to encourage a flexible and non-linear approach to the resource pack.



Key

The following symbols will be used throughout the pack:



Core activity



Exchange activity – suitable to do with your partner school



Journal work



Extension activity



Signpost or jump forward (to different sections in the pack)



Computer



CD-ROM

I.T. based learning

If school facilities allow, there can be a substantial web-based element to the Unit. Students can complete many activities online, in particular the sections requiring research and investigation.

A cross-curricular approach

As indicated in the Unit Descriptor, this Unit has links with a range of subject areas across both junior and senior cycles. It may benefit some schools and students to adopt a cross-curricular approach to the Unit, with two or more teachers participating in its delivery. For example, the Geography teacher may wish to collaborate with a Science, History, Economics or R.E. teacher.

Group-work: Assigning roles

When students are working in groups of four to five, make sure each group is given a set of role cards for each member – to ensure that there are no ‘passengers’ in the activity and that each person is clear about the role they have to play:

Facilitator: my role is to make sure everyone gets a chance to speak and contribute ideas. I should also check that everyone is happy with what is being recorded from the group.

Recorder: my job is to write down the group’s ideas, but only when the whole group is happy that these are the agreed answers.

Reporter: I will report back for the group at the end of the task.

Timekeeper: I must keep the group focused on the task and remind them if time is running out.





Learning journal

One of the aims of this Transition Unit is to help students reflect on their knowledge, attitudes and beliefs and recognise how they might develop or be challenged through participating in the learning. The Unit also aims to support students in reflecting on different skills they are developing throughout the Unit. With this in mind, students should all keep a learning journal. This can be a hardbacked copy book or a special copy that is used each week to record their personal reflections on what they are learning as well as the skills they are developing.

1. Getting organised

Either the school can provide a set of special notebooks/copies for the students which are kept in school and used at the end of each class to record students' learning, or students can be asked to purchase their own special copy or hardbacked notebook which they can bring to class and use for this purpose. At the start it is important that the idea of a learning journal is explained to the class and how it will be used.

2. To begin

The learning journal might begin with students stating their hopes or expectations in relation to participating in this Transition Unit.

They might complete a couple of sentences such as:

I would like to learn about....

I hope to find out...

Skills I would like to develop through participating in this unit are...

At the end of this unit I hope that I....

3. Each week use the journal to write up

1. **Students' reflection** on what they have learned. Prompt sentences might include some of the following:

The main thing I learned is...

One thing I enjoyed was...

One thing I found difficult or challenging was...

The skills I'm developing are...

This will be useful when...

Students can also use their journals to reflect on how they are contributing to the class and how their team work skills are developing through the different activities.

2. The learning journal should also be used to keep a **record** of different tasks and assignments that have been undertaken as part of this Unit. For example, it might include a summary of information that students have researched, useful websites, draft presentations, worksheets and homework tasks.

4. To conclude

The learning journal should conclude with a reflective summary about how the entire Unit went for the student and where they feel they are now in terms of developing their understanding of partnership. They might reflect on questions such as these:

The most important things I've learned...

The main skills I've developed...

Something I've learned about myself...

Something I found difficult...

Something that surprised me...

Something that will be useful to me in the future is...

For me, the most important benefit of a learning partnership is...

Suggested marking:

- Current hopes and expectations are noted (10%)
- Weekly reflections on learning are recorded (40%)
- Evidence of homework, project work and group work (40%)
- Concluding reflection of overall learning experience. (10%)



Advance planning

1. Read the Transition Unit Descriptor (See pp. ii - vii) to get an overall sense of what this Unit is about and to familiarise yourself with the content and approach.
2. Make contact with WorldWise (worldwise@leargas.ie) and have a look at their website (www.irishaid.gov.ie/worldwise): they can help or advise you in developing your North/South learning partnership. You might want to invite someone to talk to the class about their experience of linking with a school or community in the Global South. There may also be local or national events that can be incorporated into your planning, for example, International Human Rights Day (December 10th), Africa Day (May 25th), etc.
3. Ask students to get ready for this Unit by purchasing a learning journal for use in class each day.
4. If you have a base classroom for teaching the Unit, set up a noticeboard to display work, to remind students of the ground rules they decided on for the class, and to keep a record of reflection questions for their journals.
5. In the first lesson, establish a contract – ground rules for cooperative learning that the whole class agrees to.
6. Display a Peter's Projection Map of the World in your classroom (to order one go to <http://www.petersmap.com/>)

A Note on Language

Throughout the Linking and Learning Unit and Resource pack the terms 'North/South', or 'Global North/Global South' are used, rather than 'First World/Third World' or 'Developed/Developing' countries. When we write about countries of the 'North' we are broadly describing countries in the continents of Europe, North America and Australia and when we write about countries of the 'South' we are broadly referring to countries in the continents of Africa, Asia and Latin America. Sometimes these country groups are also referred to as the 'Majority World' and 'Minority World' respectively. None of these terms fully describe the diversity within our global society (for example, the terms North and South minimise inequalities within Northern and Southern societies). We use them as a shorthand in a way that seeks not to imply superiority or inferiority between people.

This part of the Unit provides a range of activities that you can choose from to introduce students to the idea of a learning partnership, and to explore their own school partnership in more detail.

The activities aim to help students to think about themselves and their lives and how their lives are connected to the lives of people all over the world. This part of the Unit also aims to challenge stereotypes and perceptions related to different people and places, especially looking at perceptions of so called 'rich' and 'poor' countries.



Warm-up: Stand up, sit down

Aims

- To provide a light introduction to the Transition Unit and generate students' interest.
- To stimulate thinking about our global connections.

Steps

1. Explain that the students are going to do an activity which involves standing up and sitting down, as different things are mentioned. All the things mentioned are to do with our own behaviour. Highlight how our behaviour and actions are often connected to the rest of the world in some way. These connections can have both positive and negative impacts. Invite the students to offer some examples.
2. Start off with everyone standing. Then say "Keep standing if..."
 - You recycle any items at your house
 - Your family buys Fair Trade products
 - You walk or cycle to school
 - Your family composts waste food
 - You have energy efficient light bulbs
 - Someone in your family volunteers in the local community.

3. At the end of this part, see who is still standing.
 - Ask the whole group what all of these things have in common
 - Brainstorm briefly what it means to be a 'global citizen'. Invite students to give other ideas of behaviour that you might expect from a responsible global citizen.
4. Start off with everyone standing. Then say "Keep standing if..."
 - You've eaten chocolate in the last 24 hours
 - You've had a glass of orange juice for breakfast
 - You've drunk a cup of tea or coffee in the last 24 hours
 - You've eaten a banana in the last 24 hours
 - You're wearing something made of cotton .

By now, everyone will probably be sitting. Ask the students what all of these things have in common. Yes, all the things mentioned are produced in the Global South.

The above exercise is adapted from: Games and Activities to Encourage Thinking about the Global Dimension, Helen Gosnell, 2007.

Warm-up: Stand up, sit down (cont.)



Extension activities

Discuss this statement:

“Before you finish eating your breakfast this morning you’ve depended on half the world... We aren’t going to have peace on earth until we recognise this basic fact.”

Martin Luther King, Jr.

Another activity that can be used in the context of exploring our global connections is Globingo (see p. 11)



Journal work

At the end of each class ask the students to use their journals to help them reflect on what they have learned and how they have been affected by the issues explored in this class. This should become easier for them to do once they get used to reflecting on their learning after each lesson.

After these activities ask the students to complete the following sentences in their journals:

- The main thing I will take away from today is...
- The most interesting thing I learned was...
- I also learned...
- I was surprised by...

Useful websites



<http://www.developmenteducation.ie/teachers-and-educators/working-with-groups/general-icebreakers.html>

This site offers lots of ideas for getting started with global justice education.



GLOBINGO

Student worksheet

Move around the class and find a different person to answer each question.

Fill in their name and then the country/place they have a connection with.

Once you have completed the entire sheet shout "GLOBINGO".

<p>Has a relative living in another country</p> <p>Name:</p> <p>Country:</p>	<p>Has visited another country on holiday</p> <p>Name:</p> <p>Country:</p>	<p>Supports a team from another country</p> <p>Name:</p> <p>Country:</p>
<p>Can name a country where bananas are produced</p> <p>Name:</p> <p>Country:</p>	<p>Can name a famous sportsperson or musician from Africa</p> <p>Name:</p> <p>Sportsperson or musician:</p>	<p>Heard something about another country on TV recently</p> <p>Name:</p> <p>Country:</p>
<p>Was born in another country</p> <p>Name:</p> <p>Country:</p>	<p>Wants to live in another country</p> <p>Name:</p> <p>Country:</p>	<p>Is wearing something made in Asia</p> <p>Name:</p> <p>Country:</p>
<p>Has communicated with someone in another part of the world via the internet</p> <p>Name:</p> <p>Country:</p>	<p>Can speak the language of another country</p> <p>Name:</p> <p>Country:</p>	<p>Has something from another country in their pocket</p> <p>Name:</p> <p>Country:</p>



Me and my life - Part 1

Aim

- To create student awareness about similarities and differences between young people.



Part 1 – What have we in common and what's unique?

Before doing a group work activity like this for the first time, get students to copy down the different roles in their journals (see p. 4) so that they become familiar with them. You should also assign role cards with a description of that role to each participant, and make sure you rotate these roles during different group work activities.

1. Form groups of four to five students and give each group two sheets of paper and a pencil or pen. Make sure each group has a Facilitator, a Recorder, a Reporter and a Timekeeper. (For role card descriptions, see p. 4).
2. Then explain the task. The first part of the activity is 'Commonalities', where each group compiles a list of the things they have in common. In order for it to make the list, it must apply to everyone in the group. Ask the students to avoid writing things that people can see (e.g. "we are all wearing the same uniform"). Try to get them to dig deeper. After about five minutes, have a spokesperson from each group read their list.
3. Then on the second sheet of paper ask them to record 'Uniquities', meaning that each item applies to only one person in the group. The group tries to find at least two unquities for each person. After five to seven minutes, you can invite each person to say one of their unquities or have a person read them out one by one, having others try to guess who it was. (Again, students should go beyond the superficial, avoiding those things that people can readily see).

This activity gets people to realise that they have more in common than they might at first think. The awareness of their own unique characteristics is also beneficial when they begin to talk about people in other cultures or groups of people who are often stereotyped.

Credit: Comhlámh training resources.



Me and my life - Part 2



My personal profile

1. Ask the students to imagine that they are going to meet someone their own age who comes from a different culture. (If the school already has a link with a particular country then you can refer to that country).
2. To help introduce themselves they will prepare a profile of themselves, similar to what students may already have done on Facebook. Here are some questions to help them get started. Encourage the students to add their own.

Music I listen to

Where I live

What I like to watch on TV

My family

Favourite foods

The most important thing in my life right now

What I like to do in my free time

Things I'd like to change in the world

My favourite subjects at school

My hopes for the future

3. If students feel comfortable sharing their profiles in small groups then allow time for this. They might also like to exchange their profiles with a partner school now or at a later stage.
4. The next step is to open a conversation about the lives of young people in the Global South, looking at similarities and differences between their lives and the lives of teenagers in Ireland.

Choose from one of the following options:

- If your school is already linked to a school in the Global South then read some letters from students that tell about their lives
- Invite a visitor or past pupil into the class to talk about their experience of living in or visiting a Southern country and what they learned about young people's lives there. They might have photos and stories to share
- Read different accounts of life in Mozambique, Tanzania, Ethiopia, Lesotho, and Vietnam from the perspective of young people in 'One World Our World'. <http://www.developmenteducation.ie/media/documents/OneWorldOurWorld.pdf>



Me and my life - Part 2 (cont.)



Watch a video of young African people talking from the selection on the CD-ROM.

Some suggestions:

'[Join Up Kenya](#)', a short video which shows a partnership between Kenyan and Irish secondary students as part of Comic Relief 2008.

'[Why do white people have black spots?](#)' This short video (6 minutes) shows young people from Ghana asking questions about life in richer countries.

5. In small groups make a list of the common interests, experiences and hopes that all teenagers might share. Then on the other side of the page make a list of the ways in which your life in Ireland might be different than a teenager's life in your partner country.



Extension Activity

The activity on the next page (My Priorities) follows on well from this lesson.

You might also consider organising a visit to the Irish Aid Volunteering and Information Centre in Dublin (Telephone 01 854 6920) to view the Khulungira exhibition which features a video '[Harvesting Hope: Memory's Day](#)', a documentary of a day in the life of a school girl in Khulungira Village, Malawi.



Jump Forward: to some of the initial activities in Part 3 about motivations and expectations for linking.



Journal Work

In your journal write your reactions (your thoughts and feelings) to today's class.

Write about what you found most interesting, what surprised you and what you learned today.



Me and my life - Part 2 (cont.)

My priorities

Divide the class into groups of three to four and give each group a set of cards. You don't have to use all the cards below, these are just a guideline for you. The students' task is to arrange the cards in a pyramid according to what is most important and least important in their lives. Once they have read all the cards they must build a group pyramid. Remember there are no right and wrong answers. When they have completed this task and shared their responses then ask the students if they think teenagers in a different culture might complete this exercise differently. What priorities might be the same/different?



Students can record their answers and share them with their partner school.

Family

Animals

Education

Technology

Health

Friends

Social life

Money

Entertainment

Independence

Home

Healthy food

Freedom

A clean environment

Sport

Music

Water

Having a laugh

Clothes

Safety/Security

Religion

Use this card to add your own





Stereotypes and perceptions

Don't label me

The next four activities relate to the theme of stereotypes and perceptions. We recommend that you choose one or two of these to do in class with students to avoid repetition.

Aim

- To help students critically reflect on how stereotypes and preconceived ideas can influence how we see people – both as individuals and in groups .
- Ask the students to look at the words below and select three words to label each of the people listed below:

- Invite everyone to share their responses
- Discuss if certain words/impressions are commonly associated with particular groups of people. Are these labels accurate/fair? How might these labels affect the way we feel or act towards different people?
- What other examples of stereotypes can students think of? What about Northsiders and Southsiders? Culchies and townies? Gender stereotypes? Etc.
- Link this activity with the next activity in which students will consider how stereotypes can influence how we view people in poorer countries.

A hoodie teenager		A pensioner	A single mother	
Sponger	Loyal	Old-fashioned	Loving	Dependent
Energetic	Slow	Hard-working	Rich	Happy
Religious	Idle	Poor	Honest	Depressed
Sensitive	Sad	Elegant	Tired	Friendly
Lazy	Polite	Lonely	Drunken	Easy-going
Optimistic	Sexy	Carefree	Dirty	Poor
Boring	Kind	Funny	Aggressive	Peace loving



Exclusion game

Divide participants into three groups.

1. Place a dot on the forehead of each participant: **Red** for one group, **Green** for another and **Blue** for the third.
2. Tell participants that Greens are all in their 30s and 40s and that they have all the power. Give them chairs to sit on. Tell the Reds that they are all over 65 years old and must stand together on the edge of the room. They are not allowed to talk.
3. Tell the Blues that they are all under 18 and must do exactly what the Greens say. You can whisper some suggestions for instructions that the Greens might give to the Blues, such as hop on one leg, make animal noises, pretend to be a bird, that the Blues must stop/change whenever the Greens say so, etc.
4. You can repeat the exercise changing dots so that each person has a chance to experience each colour.
5. Bring the group back together to discuss:
 - How did each person feel at each stage of the game?
 - What does it feel like to be excluded/powerless?
 - Does this reflect how people of different ages are treated in Ireland?
 - What other groups experience exclusion?
 - Does this game reflect the way power operates between rich and poor countries too?

(This activity is adapted from NYCI All Different All Equal pack p. 18)



Journal work

For homework, use your journal to reflect on:

How I felt playing the game today...

How I feel about exclusion in Ireland today...

How I see exclusion happening in other countries or between countries...

On the bus

Aim

- That young people become aware of how common stereotyping and discrimination are.

Materials

Blu-Tack and character labels. This activity requires a large room, with enough space for students to walk around.

1. It is important that this activity is carried out in a “safe” environment which recognises that although we may have preconceptions and misconceptions, these can be challenged.
2. Labels are placed around the room describing different types of people, for example:
 - An international student studying English
 - An athlete
 - A Muslim
 - A granny
 - A single parent
 - A refugee
 - A person with mental illness
 - A farmer
 - A convicted criminal/terrorist
 - A businessman



On the bus (cont.)

3. Students are told they are going on a long bus journey and they can decide from the display of labels who they would choose to sit beside. They are allowed some time to read all the labels and then make their decision.

What the students do not know is **what lies behind the label**, so for example (feel free to insert your own names/images here):

- The athlete is Peter McGrath, Irish Special Olympics gold medallist
- The international student studying English is Antonio Banderas (had to learn English from scratch when first working in Hollywood, only spoke Spanish)
- The refugee is actor Jackie Chan or singer Mika
- The person with a mental illness is Princess Diana or J.K. Rowling
- The convicted criminal/terrorist is Nelson Mandela
- The businessperson is Mark Zuckerberg, founder of Facebook
- The Muslim is Muhammad Ali
- The farmer is a female strawberry farmer from the Philippines
- The granny is Mary Robinson
- The single parent is golfer Darren Clarke.

NB: These are only examples and the labels can be adapted to suit current trends, etc.

4. When everyone has taken their seat the participants can say why they made their choice and one by one are asked to describe the person they are sitting beside, using their imagination.
5. Then one by one the cards are opened up to reveal the person behind the label. Participants then discuss why they picked their seat and then how they felt when they opened their card.

Source: Northern Ireland Commission for Children and Young People

http://www.nickey.org/uploaded_docs/UNCRC%20Resources/Secondary%20exercises/On%20the%20Bus%20Jan%202009.pdf

First Impressions

- Form small groups of no more than five to six students. Pass a selection of pictures around each group or alternatively paste them on the wall and invite the students to walk around to view them. Use 'post-its' to allow students write down their first impressions for the different photos and stick them to each picture.
- Invite everyone to share their first impressions and then discuss
 - Did all have similar first impressions?
 - What assumptions were made?
 - How does this relate to every day?
 - Have you ever had the experience of forming a first impression that turned out to be completely wrong.
- Then put these words (below) on the board/flipchart and ask the students to link each word with a country or its people.
- Gather all the responses and then discuss if certain words/impressions are common to particular countries. Why? Where have these impressions come from? Is this necessarily a true or fair image? If we hold negative images or stereotypes of a country how might this affect the way we feel towards people from that country? Might it affect how we relate to someone we might meet from that country?



Journal work

In your journal write your reactions (your thoughts and feelings) to today's class.

Then complete these sentences:

- One thing I've learned about myself is...
- One thing I've learned about others is...

Barren	Fertile	Hard-working	Rich	Dishonest
Religious	Idle	Poor	Honest	Wet
Happy	Sad	Elegant	Corrupt	Friendly
Lazy	Polite	Punctual	Musical	Easy-going
Cultured	Stylish	Loud	Elegant	Clean





Images and messages

Aims

- To build students' skills in interpreting media images and messages
- To challenge stereotypes and perceptions related to rich and poor countries.

Activity 1 - Warm up

Ask students to stand if they can answer yes to any of these questions:

- Who eats potatoes every day?
- Owns an Aran jumper?
- Plays or listens to traditional Irish music?
- Is a Roman Catholic who attends Mass every Sunday?
- Is one of a family of three children or more?
- Lives in a thatched cottage?
- Burns turf in an open fire?
- Plays in or supports the GAA?
- Has a computer at home?

Note: The questions are deliberately chosen to reflect common stereotypes of Irish people. The last question reflects modern Ireland – the biggest exporter of software in the world.



CD-Rom

1. Show students the slide show (Powerpoint slide show entitled "Images of Places" on CD) depicting the images of various countries and ask them to say where they think each photo was taken.
2. At the end of the slide show check to see which ones the students guessed correctly.
3. Discuss each image in turn and use it as an opportunity to challenge students' stereotypes about people and places in the Global South.

Questions such as the following may help:

- What surprised you? Why?
- Where do you get most of your impressions of the Global South from?
- Are they balanced? Are they fair?
- Describe the image of Ireland and Irish people that people outside of Ireland might have. What aspects are positive and what aspects are negative? Is it the whole picture?

(This question links back to the previous lesson and to the next lesson)

Credit: This activity is adapted from How the World Works, a Transition Unit developed by the Debt and Development Coalition, Ireland, 2010.



Images and messages (cont.)



Journal work

In your journal write your reactions to today's class.

You may use some of the discussion questions above to get students to reflect individually on the class.

- My impressions of the global South are mainly...
- Stereotypes have the effect of...



Useful websites

Search for 'The Africa you don't see on TV' on www.youtube.com and you'll get some interesting results.

See also Ideas for Using Photos in A Good Practice Guide to Whole School Linking, p. 83-84, published by MUNDI.

Have a look at a series of links to PDF files that were designed for teachers and students of Junior Certificate English and each PDF that accompanies the relevant documentary from the KMF Productions' 'What in the World?' series.

<http://www.kmfproductions.net/education/>





The world online

Note: Access to the internet is required for this activity. See p. 25 for a template for use when doing web research.

1. Bring in a selection of Irish newspapers to the class and identify the lead stories in the newspapers on that day. Note these on the board for later reference.
2. Students will work in pairs using the internet.

Assign a different country to each pair of students, ensuring a mix of Northern and Southern countries, e.g. Kenya, Uganda, the Philippines, Vietnam, India, USA, UK, etc. Then ask each pair to use the internet to find out what is the lead story in their country today. See sites suggested below.

3. When each pair has noted the stories making news in their country, bring the class back together to note the different stories on the board.

Discussion – What have you noticed about the different headlines? Are the big stories mainly about local or global issues? Are there any stories that are common to a number of countries/newspapers? Are there differences in the way they are reported?

4. As a follow up the students might print off a photo or image from their chosen newspaper that strikes them and say – What is the photo about? What are the causes of what is happening in the photo? What are the solutions? How many people are affected by the issue in the photo? Are they affected locally, nationally or globally? How might this photo affect people in Ireland? Display these images around the class.

Homework activity

During the coming week ask students to track the amount and type of coverage that is given to a particular Southern country or region in a range of Irish newspapers. (If you have a partner country then this might be a good place to start.)





Useful newspaper websites

Students will find links to thousands of newspapers around the world at www.onlinenewspapers.com. If they find this overwhelming you can suggest some of the following sites:

<http://www.dailymirror.ph/> A daily newspaper published in the Philippines

<http://www.mindanaotimes.net/> A daily newspaper published in the Philippines

<http://www.nation.co.ke/> Daily newspaper published in Kenya

<http://www.standardmedia.co.ke/> Daily newspaper published in Kenya

<http://www.monitor.co.ug/> Ugandan daily newspaper

<http://www.newvision.co.ug/> Ugandan daily newspaper

<http://ghanaian-chronicle.com/> Ghanaian online paper

www.ngrguardiannews.com/ Nigerian newspaper

www.tribune.com.ng Nigerian newspaper

<http://www.thezimbabwean.co.uk/> Zimbabwean daily newspaper

<http://www.theindependent.co.zw/> a weekly paper published in Zimbabwe

<http://vietnamnews.vnagency.com.vn> Vietnamese newspaper

<http://timesofindia.indiatimes.com> Indian newspaper

www.telegraphindia.com Indian newspaper

<http://www.nytimes.com/> New York Times newspaper

<http://www.boston.com/bostonglobe/> Daily newspaper published in Boston

<http://www.guardian.co.uk/> The Guardian newspaper published in London

Other useful sites for news and views from the Global South are:

<http://pambazuka.org/en/>

<http://www.africatime.com/home.asp>

www.globalvoicesonline.org



Journal work

Ask the students to complete the following sentences in their journals:

- What I found most interesting about looking at different newspapers was...
- I was surprised by...
- The main thing I learned was...

Credit: This activity is adapted from How the World Works, a Transition Unit developed by the Debt and Development Coalition, Ireland, 2010.



Internet and media research worksheet

Website/Newspaper	Organisation (if applicable, e.g. NGO, government, UN...)	What does the site/article say about your partner country? (5 points of information)	Does the site/article raise any more questions for you about this country?	Is this a reliable website/newspaper? Why?
1.				
2.				
3.				
4.				
5.				
6.				
7.				

Adapted from Trócaire worksheet





Culture – What does it mean?

Aim

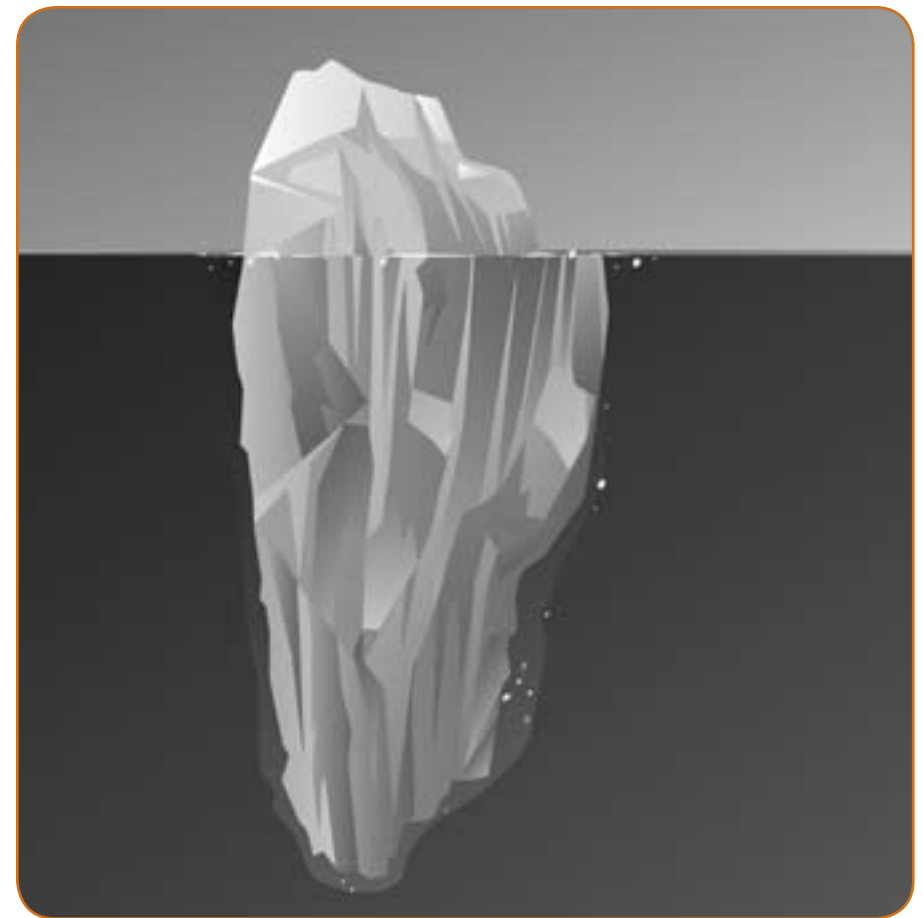
- To help students gain an understanding that all cultures are learned and are dynamic, not static.

Culture

Culture can be defined as a set of values or beliefs that is commonly shared between a group of people, either in a local community or at a national level.

...It includes the rules of the social game. How you expect each other to act in social contexts. People who share the same culture play the social game by the same rules. People from different cultures play by different rules. Misunderstandings can occur when rules are broken.

1. Hand out a definition of culture and then ask pairs to discuss some of the rules that Irish people play by. Take quick feedback on this. How easy did they find this question? Probably not easy. Explain that describing your own culture is difficult because you are so immersed in it you often don't see what makes it distinctive.
2. Draw an iceberg on the board/use the image below to explain how culture can be compared to an iceberg. Just as an iceberg has a visible section above the waterline and a larger invisible section below the waterline, so culture has many aspects which are obvious and some which are less obvious. Begin by suggesting a few ideas and then ask the students to continue.



Culture – What does it mean? (cont.)

3. Still working in pairs, ask the students to draw their own iceberg and to write or draw pictures on it of as many things as they can think of that are aspects of Irish culture both above and below the waterline. When they have had a go at this, share and discuss the feedback.
4. Call out the following statements, asking students to say whether they feel they relate to Irish culture by answering Yes, No or Somewhat (or this can be done as a walking debate, [see p. 42](#)):
 - Older people are highly respected
 - Young people do what they want to
 - Men and women have similar roles in society
 - We are a very religious culture
 - We are a very superstitious culture
 - We are very direct and say exactly what we think or feel
 - Family is very important
 - A person's appearance is important
 - Land is important
 - Alcohol is widely tolerated
 - We kiss all the time and Irish people are very demonstrative
 - Honouring the past and our ancestors is very important

Arising from these activities discuss with the students:

- Might people in your partner country answer these same questions differently?
- How do children learn how to behave within a given culture?
- Are there cultural differences even within different parts of Ireland?
- What happens when people from different cultures see the same situation differently?
- Have you ever had the experience of encountering an unfamiliar culture? When? What was it like?

This lesson is adapted from A Good Practice Guide to Whole School Linking, MUNDI Global Education Centre, p. 21)



Culture kit

Idea: Carry out this activity in advance of WorldWise Teacher Visits and exchange responses with partner school.

1. The students must imagine that there is a country where people know nothing about Ireland and they must decide what to send them that would represent Irish culture.
2. In small groups they must compile a list of 15 items that they would send in a box. After about five minutes, ask each group to tell what they have listed. Take feedback from each group.
3. Ask the groups to look at their lists again and note anything that looks touristy (e.g. Leprechauns, harps, thatched cottages – remind them of the stereotypes activity they did – see p. 21). Ask each group to adjust their list, if necessary, until they are happy that it represents today's Ireland and culture.
4. At the end of this exercise, invite the students to comment on how this exercise might relate to other cultures and to their partner country.
5. With your partner school, why not send details of your culture kit to them and ask them to send back their list that represents their culture.



Journal work

At the end of the class, invite students to use their journals to write about an experience of being in an unfamiliar culture and what it felt like.

Then conclude the lesson by asking them to complete the following sentences in their journals:

- The main thing I learned today is...
- I realised that...



Jump forward:

Partnership activities in Part 3 (p. 55)

What does it mean to be Irish?

- Your Christ is Jewish
- Your car is Japanese
- You pizza is Italian
- Your democracy is Greek

Based on graffiti found on a billboard

(Source: Partners Intercultural Companion to Training for Transformation, Dublin 2007, p. 37)





Mini-project work on partner country

Note: In order to answer some of the questions your students may have, direct contact with your partner school will be required, rather than simply looking for answers on the internet.

Aims

- To provide students with the opportunity to investigate some questions/issues related to their partner country
 - To develop students' skills in researching, processing and presenting information.
1. Inform students that they are required to research and present a mini-project on a topic of interest related to their country. They will be working in groups.
 2. Circulate the project proposal sheet and ask students to fill it in individually.
 3. Gather up the project proposals and collate them into groups according to different topics/interests.
 4. These can be used to form small groups of three to four around common areas of interest/common questions.
 5. Then in groups ask students to agree how they are going to work together, who will do what and their deadlines. Some questions that they might consider at this stage are:
 - What are the key questions that we want to answer? In other words, what do we want to find out?
 - They must decide (a) who will do what? (b) where will we get information? (e.g. Internet websites, CD-ROMs, email, library, personal contacts) (c) what are our deadlines?
 - Each person will research a particular question, and while doing so, keep an eye out for information of relevance to other group members
 - When the groups have completed their investigations a date is set to present each project. Each group is given three minutes to make a presentation to the rest of the class.

Mini project work on partner country (cont.)



Resources needed (CD)

- Project Proposal Worksheet (p. 31)
- Peer assessment of projects – Worksheet (p. 32)

Watch “Why do white people have black spots?” This short video (6 minutes) shows young people from Ghana posing questions they would like to ask about life in richer countries.



Useful websites

Country profiles and information

http://news.bbc.co.uk/2/hi/country_profiles/default.stm

BBC website presents excellent country profiles

<https://www.cia.gov/library/publications/the-world-factbook/index.html>

This site gives population and GNP figures for each country

www.alertnet.org

The Reuters foundation Alertnet site includes a country profile section with basic information on countries and links to recent news articles

www.wikipedia.org

Use the search facility for information on different countries

Sites that provide maps for regions of the world

www.worldmapper.org

This site offers a fantastic selection of maps on every topic under the sun – population, wealth distribution, education, health, etc

www.lonelyplanet.com

Google maps on <http://maps.google.com>



Mini-project proposal worksheet

My project proposal

The topic I would like to do a project on is...

My reasons for choosing this topic are...

I'm looking forward to finding out...

Name:



Peer assessment of mini-project

To be used by students as they listen to each others' presentations

Topic:

Presented by:

The main messages presented were...

.....
.....
.....
.....
.....
.....

The most interesting aspect of the project or presentation was... (and say why)

.....
.....
.....

One thing I learned...

.....
.....
.....

A question I'm left with is...

.....
.....

Assessed by: Class:



Reflecting on Part 1 - Questions for journal work

You have now reached the end of the first part of this Transition Unit. This is a good time to invite students to reflect on what they have learned and in particular to think about the skills they have developed.

Possible questions you can use:

- What I liked most about recent activities...
- What I found difficult was...
- One important thing I've learned ...
- My thinking has changed about...
- The skills I'm developing are...
- Something I've learned about myself is..

Reviewing my participation in class – Student checklist

- I shared my ideas...

- I listened well and showed respect for the opinions of others...

- I was willing to change my mind...

- I asked critical questions...

- I tried to see things from a variety of perspectives...

- I was open to change...

- I helped other members of my class learn...

- I participated well when we were working in groups...

- One thing I see I'm good at is...

- One thing I'd like to improve is...

This part of the Unit provides a range of activities to facilitate discussion and reflection on North/South inequalities and issues related to development.

While this Transition Unit is not designed to explore every one of these issues in detail, it does provide a space to touch on some of the issues that impact most on North/South partnerships and which are of most relevance to students in both Irish and partner schools. Our main aim is to help students understand the context in which North/South learning partnerships exist, recognising that the wider world in which we live is a hugely unequal one, and enabling students to recognise the roots of the inequalities that exist in all societies.

Students will be encouraged to look at the underlying structures that create poverty and injustice, understanding that these are not natural states but human-made problems that can be addressed.





If the world was a village

Aims

- To illustrate how unevenly the world's resources are distributed
 - To provide students with an experience of inequality using a simulation exercise.
- Use cardboard to mark out six areas in the room to represent each of the following geographical areas: Europe, North America, Central and Latin America, Asia, Oceania, and Africa.
 - Explain to the group that they represent the world's population. They must now guess how many people should stand on each of the areas and divide themselves accordingly.
 - When the students have settled into place then show them the actual breakdown of population by region and help them to rearrange themselves according to the actual breakdown of population.

60% Asians	12% Europeans
14% Africans	5% North Americans
8% Central/Latin Americans	1% Oceania

- In a class of 20 students this might roughly work out as follows:
12 Asians, 3 African, 2 Europeans, 1 North American, 2 Central/Latin Americans.
Explain that just 1% of the world's population lives in Oceania (Australia, New Zealand, etc.)
- Then show the group 20 chocolate bars and explain that they represent all the food in the world. Ask each group to guess how many bars their groups/regions should get and write it on the board. (Instead of chocolate, a cake can be used and cut up in class, or bananas or even a large sliced pan!)
- After each group has given their idea, divide the 20 bars of chocolate as follows:¹
Asians – 5 chocolate bars
Africans – 2½ chocolate bars
Central/Latin Americans – 2 ½ bars of chocolate
Europeans – 5 chocolate bars
North Americans – 5 chocolate bars

¹These figures are not precise but intended to provide a rough picture of global food consumption. It's important that the students understand that the countries with the maximum food intake per person are mainly in the Global North (United States of America, Canada, Europe, Australia) but some are also found in the South (Argentina, Mexico, Kazakhstan etc.). The countries with the minimum food intake are mainly Asian and African – India, Afghanistan, Burundi, Sudan, Ethiopia, Angola, etc. Students might be surprised to learn that Asia is becoming the continent most affected by hunger, in terms of actual numbers of hungry people. In India alone, 200 million people – that's 1 in 4 – remain hungry. 40% of the world's underweight children below the age of 5 are in India.

If the world was a village (cont.)

Discuss

- Are you surprised by this?
- How do you feel about your share of the food?
- If the bars were divided equally, would everyone be satisfied?
- What have we learned from this activity?

Conclusion

Students can read the following information – or alternatively you can use the statistics to run a short quiz or have a walking debate (see p. 42) whereby students need to guess the numbers that correspond to each category - and then invite the students to write in their journals:

If the world's population was reduced to a village of 100 people,

- 53 would live on less than \$2 a day
- 80 would live in sub-standard housing
- 18 would not be able to read or write
(by averaging 13 illiterate males/23 illiterate females)
- 50 would be malnourished
- 63 would have inadequate sanitation facilities
- 24 would have no electricity
- 1 would have a university degree
- 16 would be online



Journal work

Ask the students to complete the following sentences in their journals:

- This lesson has made me feel ...
- I now think...
- One important thing I've learned is...
- The main thing I will take away from today is...



Warm-Up: Country line up

1. Prepare a series of cards with a different country name on each one for each student. Give one to each student and explain that they need to try and line up, in silence, in order of how developed the country is that they are representing. So the most developed country will be at the top of the line and the least will be at the end of the line (see the Human Development Index, HDI, for a list of countries: <http://hdr.undp.org/en/statistics/>)
2. Once they are in a line, invite feedback on what kind of things they based their decisions on, what they think is meant by the term 'development' and why they think that countries are at different 'levels' of development.
3. It would be useful for you to emphasise that not everyone within a country has the same wealth, opportunities etc; many countries are very unequal and there is poverty even in the most 'developed' countries.
4. If you have access to the internet and a data projector you can access www.worldmapper.com to look at some interesting maps of the world which show incidence of human poverty, wars, carbon emissions, HIV/AIDS, life expectancy, youth literacy, and lots more.

Homework

You could follow this up by asking the students to look up information on their partner country using one of the websites listed below. They can find out indicators for things like GDP, access to education, participation in education, access to clean water, level of gender equality (in which many developed countries are ranked far lower), number of internet users etc. Are there important elements of societies that are not measured in development listings?

Adapted from: Games & Activities to Encourage Thinking about the Global Dimension, Helen Gosnell, 2007.



Useful websites

- UNICEF's website publishes an annual report 'The State of the World's Children' . Go to the last two pages and you will find a very useful table showing how each country is progressing in providing for basic needs.
<http://www.unicef.org/sowc09/docs/SOWC09-FullReport-EN.pdf>
- International Food Policy Institute <http://www.ifpri.org/>
This site contains lots of interesting information about global food consumption as well as the Global Hunger Index which ranks 119 Southern countries, beginning with the least hungry and ending with Burundi which is ranked the most hungry.
<http://www.ifpri.org/publication/2009-global-hunger-index>

80:20 Ireland in an Unequal World, Chapter 1 is also useful, especially p. 26.

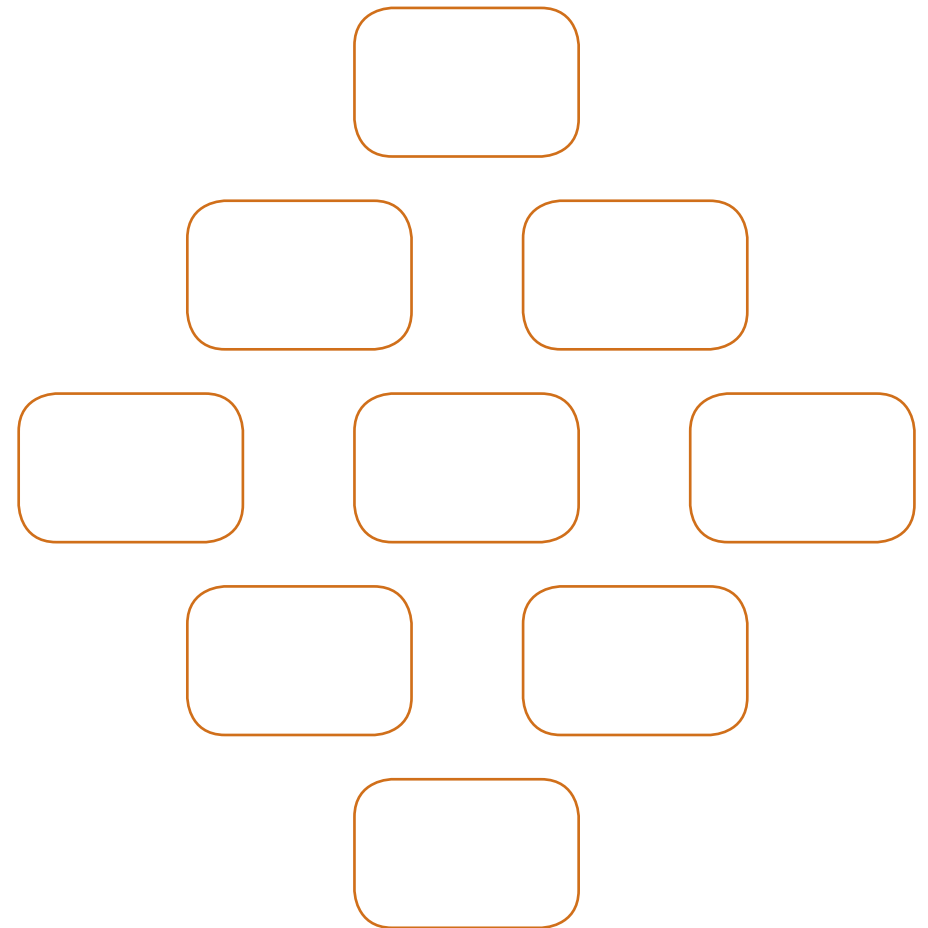


What is development?

Aim

- To critically discuss different views on 'development' and help students critically reflect on their own views on development.
1. Organise students into small groups, with role cards for each student (as on p. 4).
 2. In groups, students consider the different definitions of development that they have been given on cards (see p. 40). They read and discuss the statements together, then jointly decide how to diamond rank them. This means that each group must agree one priority statement, followed by two second priority statements. The middle of the diamond should contain the statements which have a relatively equal level of importance but are less important than those above them. The least important statement is placed at the bottom of the diamond.

Ask them to do the exercise thinking of Ireland first. Then they can repeat the diamond while thinking of their partner country.



What is development? (cont.)

3. When each group has formed their diamond, compare which statements were placed at the top of the diamond and which were placed at the bottom, by different groups and why.
4. Staying in their small groups, they should now come up with their own definition of 'Development' that they all broadly agree on.
5. Place these definitions around the room on flip chart paper.
6. Discuss the following questions (alternatively these can be done individually as homework)
 - Who would not agree with your definition of development?
 - Do you think your country is 'developed'? What are your criteria for evaluating development? Where do those criteria come from?
 - What are the parameters or criteria for development (or for achievement or merit) in your community?
 - How does your community see itself in relation to other communities? How do you think other communities see your community and why?
 - How do you think you contribute (or not) to the development of your country and community? Who has established the criteria of this contribution? Are there any groups that would have more difficulties in meeting these criteria?

Adapted from Through Other Eyes – Dr. Vanessa Andreotti and Prof. Lynn Mario de Souza.



Resources needed (CD)

Another way of exploring different perceptions and definitions of development is through images.

See "[Cartoons \(Linking&Learning\).pdf](#)" for examples.

You might show a series of images from the website <http://www.developmenteducation.ie/cartoons-and-photos/cartoons/?category=38> and invite the students to pick the image that they think best raises the issue of what development means.

For homework, students can find images from the internet, magazines and newspapers and create their own collage or PowerPoint presentation entitled 'Development'.



Journal work

For homework ask the students to answer the following questions in their journals. Reflecting on the diamond that you created today, think about:

- Is your diamond aspirational (what you would like it to be) or does it reflect reality?
- Write a short poem or draw an image that reflects how you would like development to look.



The trading game

http://learn.christianaid.org.uk/YouthLeaderResources/trading_game.aspx

Development definitions

Copy these definitions of development onto card and cut out, and give one set of cards to each small group.

2. Development is about challenging injustice and creating a fairer world where all people's rights are respected.

4. Development should enable people to have a say in decisions and to take charge of their own lives.

6. Development is about looking after the environment and protecting it for future generations.

8. Development is about people living without fear of war or oppression.

1. Development is about having modern transport and communications such as motorways and computer technologies.

3. Development is ensuring that everyone has access to education and healthcare and that their basic needs are met.

5. Development is about everyone having enough and living without waste.

7. Development is about people having higher salaries and being able to buy what they want.

9. Development is about having a growing economy and full employment.

Adapted from Global Dimensions: A Guide to Good Practice in Development Education and Intercultural Education for Teacher Educators - the DICE Project.



Teachers' reference notes

Mainstream notions of development - An overview

Development is a controversial concept. It is linked both to decolonisation processes and to the end of World War II, when countries were classified according to their political/ideological alliances: First World (capitalist), Second World (communist) and Third World (unaligned nations). Therefore, the notion of development always implies a relationship with other countries and ideas about what ideal societies should look like.

The idea of a more developed country generally evokes the image of industrialised, affluent nations, material wealth, technology, modernity, democracy, scientific knowledge, civilisation and education. However, this image is constructed in relation to other nations and their peoples which are thought to be 'backwards', lacking in these attributes and in need of assistance to catch up. But who defines these parameters, in whose name and for whose benefit?

This concept of development has been questioned in recent years from different perspectives. Some critics see development as the imperialism of knowledge, a continuation of colonialism, which imposes on the world a 'modernity' that it does not necessarily want. Others see development efforts as political moves that will benefit mainly the economies of 'developed' countries and create even more inequalities as the flow of knowledge and power is often one-way in the 'development industry'.

Some groups have tried to re-deploy the notion of development taking into account the environmental costs of industrialisation and have advocated for 'sustainable development'. Others say that a capitalist economic model is never going to be sustainable, so what we need is 'sustainable contraction' (as opposed to development)... and the discussion goes on.

Credit: Through Other Eyes www.throughothereyes.org.uk

Useful resources for teaching about development

What is Development? Published by TIDE (This includes a useful photo pack for exploring different concepts and images of development).

80:20 Development in an Unequal World, 5th Edition, published by 80:20 Educating and Acting for a Better World, 2006.





So why is there poverty in a world of plenty?

Aim

- To encourage students to think critically about the causes and consequences of poverty – both locally and globally.

Activity 1 - Poverty is...

First remind students of some previous activities from Lesson 1 which looked at global inequalities, such as *"If the world was a village"*.

- Begin by writing on the board 'Poverty is...' and ask the students to brainstorm as many possible words or sentences that describe poverty. You may need to remind them that poverty is more than just about not having money.
- Either create a space in the classroom or move to another space where the students can move around for a Walking Debate. You will need two signs 'I AGREE' and 'I DISAGREE' displayed on opposite sides of the classroom or hall.
- Stand in the middle of the room with the students. Explain that as they hear a statement read out they must decide if they agree or disagree with it and move to the relevant sign. If they are unsure then they should stay in the middle.

- Get the ball rolling with a lighthearted statement that students will readily respond to.
- Explain that the object of the game is to raise discussion and that everyone's position is important. It is important that students can change their mind in the course of the discussion. After discussing each statement return to the middle of the room and read another.

Statements

- If you are poor you can't afford to eat healthy food
- Real poverty is only found in poorer countries
- If you are poor you don't have the same choices as other people
- People who are poor shouldn't expect to be able to go to the disco or the cinema or other things like that
- People who are well off deserve all they have because they work hard for it
- People who are poor don't have as much influence as rich people
- Poor people should be happy with what they are given.

Adapted from Counted Out, page 34-35, published by Combat Poverty Agency.

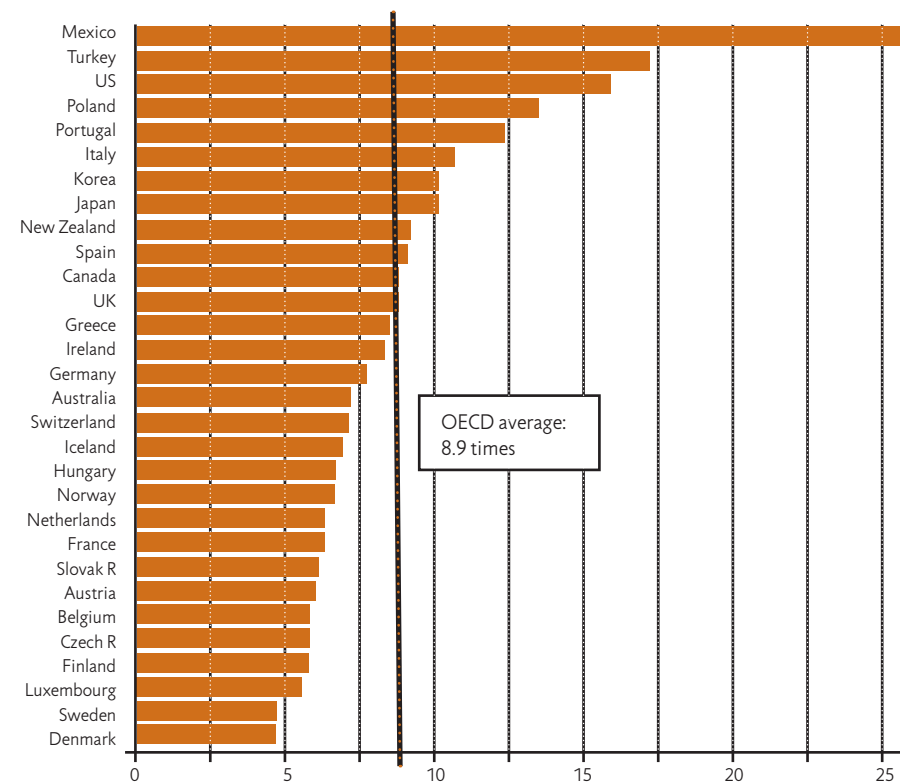


So why is there poverty in a world of plenty? (cont.)

In the follow-up discussion it might be helpful to introduce students to the concepts of absolute poverty and relative poverty. Absolute poverty is defined by the World Bank as having an income or access to resources of less than \$1 per day. (This applies to 20% of the world's population). Relative poverty measures levels of poverty within a particular country. In this instance, poverty is seen as the critical minimum amount needed to live a normal decent life within society. So while not having electricity may be deemed normal in one part of the world it would be a sign of poverty in another part of the world.

Wealth disparity within countries is also worth mentioning. Brazil (the richest 10% control 46% of the country's wealth while the poorest 10% receive less than 1%) and the USA (the richest 20% of the population has 45.6% of the wealth while the poorest 20% has 5.4%) are just two examples. See the accompanying table which shows incomes of the richest 10% compared to the average income in each country, e.g. the richest 10% of the population in Mexico have 26 times the average income.

The gap between rich and poor in 2005



Average incomes of richest 10% multiple of average incomes of poorest 10%.
Source: Growing Unequal? OECD, 2008.

So why is there poverty in a world of plenty? (cont.)

Activity 2 - Possible causes

Aims

- To explore the causes of poverty both in Ireland and the wider world
- To initiate a discussion on how poverty is due to unjust structures.

1. Divide the class into groups of three or four and distribute copies of student handout on p. 77, (source 'Possible Causes of Poverty' (Counted Out, Combat Poverty Agency). Tell the students that their task is to discuss the most significant causes of poverty in Ireland. After some discussion the group should agree on three. As on p. 4, assign roles for each person in each group – such as Reader, Recorder, Facilitator and Timekeeper.
2. After an agreed time, the Reporter from each group should feed back on the three causes their group agreed upon.
3. List these on the board and note similarities and differences between groups.
4. It may not have been possible for the group to reach agreement. Discuss difficulties that arose.
5. Ask students to consider whether they would pick the same three causes of poverty if they were doing this exercise in relation to their partner country. What do we learn from this?



So why is there poverty in a world of plenty? (cont.)

Activity 3 - Giant Steps

(Adapted from <http://cspe.slss.ie/>)

Aim

- To develop empathy and understanding amongst students in relation to social exclusion and poverty and the resultant effects of poverty on people's life opportunities.
- Copy the role cards on p. 46 and cut them up so that each person in the class gets a role card. Ask students to read their role card and to think about who they are, where they live, how many are in their family, what kind of life they have, whether they feel as though they belong in their community, school, family etc.

Note: It doesn't matter if several students have the same role card. Alternatively, you can give the role cards to just six students, with the rest of the students observing the activity and commenting afterwards.
 - They then stand in character at one end of the room with their backs against the wall. Use the full length of the space.
 - Explain that you are going to call out some statements. After each statement on p. 46 is read they must take a giant step, a baby step, or stay where they are depending on what the statement means to them.

Explain to them how to move as follows:

Take a giant step if you can do it quite easily or if the statement fully applies to you.
Take a baby step if you can do it, but with difficulty or if it applies to you a little bit.
Don't move if you can't do it at all.

- Emphasise that the aim of the exercise is to try to experience what life is like for their character - it is not about reaching the end first, or even at all.
- Now call out the first statement. Once everybody has responded, ask them to explain what they did and why. Choose more statements from the list, read them out, and allow participants to make their move. Alternatively, read all the statements out consecutively and ask participants at the end to explain who their character was and which statements they found applied to them more than others and vice versa. The latter method is useful if time is limited or you are using this as an introductory activity during a class.
- When all the statements have been read, begin the debriefing.

Discussion

- Who got the furthest along? Why? Do you think this happens in real life?
- Who got left behind/out? Why? Do you think this happens in real life?
- How did you feel when you took a giant step/couldn't move?
- How did you feel when others were moving at a faster/slower pace than you?
- Do you think that there are people/groups in your community that feel left out (excluded)? Who are they? Why are they excluded?
- Choose one character. Discuss what could be done so that he/she could feel more empowered and could have more opportunities in life.

So why is there poverty in a world of plenty? (cont.)

Statements

- It is likely that you will complete secondary school
- You could go to college when you finish school
- When you are sick you can go to your doctor
- You can live with your family at home
- You have a secure home
- You don't have to worry about money
- You get plenty of help whenever you need it
- You can look forward to the future
- You like living where you live; it's a nice, clean environment
- You feel like you have lots of choices about what you will do with your life.

Role cards

Elena, 14

I am 14 years old and come from Uganda. During the day I help out on my family farm doing things like collecting water and taking care of the cattle. Even though this is hard work I enjoy it. People in my village would like to set up a night school for children like me so that we could get an education and learn better ways of looking after the farm. But they don't have enough money to do this.

Sophie, 16

I have 3 brothers and live in Limerick. Both my parents used to work for a big computer company until it closed down and they were made redundant. Now things are really tight and my Mam and Dad are worried that they won't be able to keep up the mortgage payments. I'm already working part-time but I might have to give up school altogether if Mam or Dad can't get a job. Anyway it's hard to study with all the stress in the house.

Jackie, 15

I live in Dublin. I spent a lot of my childhood in care due to family problems. I can't read or write properly because I missed a lot of school over the years. I dropped out when I was 12. I've been living on the streets now for the past 9 months. I have a drug habit. I don't see any hopes of getting out of my situation. I don't think anyone cares.

Sagar, 14

I am 14 years old and I live in India where people are divided into different categories called "castes". I am a member of the Dalits which is the 'lowest' caste. We are not allowed to enter the same temple or to eat with people from the higher castes. I work on the farm of a rich family for very little money. Myself and others from the Dalit caste have joined together and we are trying to fight for our rights.

Maria, 15

I live in Nairobi, the capital of Kenya. My father works as a government official and I live in a nice house. My mother takes care of the house and family although she has help with this - a cook and a cleaner. There is a security guard at the gate 24 hours because there's lots of poverty in the city and well off areas are targets for crime. I'm still at school and hoping to go to university when I finish - maybe even to London.

Mark, 16

I have 2 sisters and a brother and live in Galway in a nice house overlooking the sea. My Mum is a teacher and my Dad owns his own company. I have my own bedroom and my own laptop. I am in 5th year and planning to go to university after my Leaving Cert to study languages.



So why is there poverty in a world of plenty? (cont.)



Extension and online activity

Useful websites and resources for teaching about poverty.

<http://go.worldbank.org/KKROBEZF92> (Scroll down the homepage to find Twenty Questions about Poverty and Development).

The Combat Poverty Agency has produced a range of excellent teaching resources such as Counted Out, Fair Shares and Ireland – A Level Playing Pitch? A Transition Unit Resource. All of these can be downloaded at <http://www.combatpoverty.ie/povertyinireland/teachers.html>



Journal work

Complete these sentences:

- I enjoyed today's class because...
- The main thing I learned is...

What questions do these cartoons ask...?

Identify a stimulus (an image, an item, a story, a dramatised scene) that could be used within your partnership to develop a joint enquiry regarding the nature of development.





What's aid got to do with it?

Aim

- To enable students to critically explore and discuss the role that aid can play in promoting development both in Ireland and other countries.
- Share some of the key facts contained in the article 'Ireland's forty year bonanza of foreign aid from the European Union' p. 50. Then brainstorm with the students how all this money was spent.

Are the students aware of local amenities that were built with EU funds? How has this aid helped Ireland to develop both at a local level and nationally? Do they think the money was well spent?

- Then show the poster 5:50:500 and allow students time to read and discuss the facts. Ask the students to pick out a fact that shocks or surprises them most.
- Then set the students to work in groups. One half of the class must research how Irish aid agencies (such as Trócaire, Concern, etc.) are making an impact through their overseas development work while the other half of the class must find evidence that shows how the Irish Government's aid programme is promoting development and helping communities to overcome poverty. Students can conduct their research individually or in pairs.

- Present the results of the research and in light of this ask the students whether they are convinced that aid really does work.



Useful website

http://www.irishaid.gov.ie/publications_case.asp this link provides real examples of how Irish aid is making a difference.



Journal work

In your journal write your reactions to today's class. Write a few lines that summarises your own thoughts on aid. Has your view changed as a result of this lesson?



Extension activity:

A Question of aid: Aid in an unequal world

There are further activities on the subject of aid in this Trócaire resource, http://www.trocaire.org/sites/trocaire/files/pdfs/edu/A%20Question%20of%20Aid_0.pdf

What's aid got to do with it? (cont.)

Ireland's forty year bonanza of foreign aid from the European Union

The view in early 2008:

'According to the Department of Finance, Ireland received €60 billion from the EU since joining in 1973 and had paid back €20 billion so far.

Ireland will have received €41bn in net receipts from the European Union before becoming a net contributor in 2013. Ireland is expected to contribute an estimated net €500 million annually to the EU budget from 2013.

The biggest gain for Ireland has been from the Common Agricultural Policy and in the pre-May 2004 EU 15, Irish net per capita income from the EU budget headed the rankings for many years.

One of Ireland's richest businessmen Larry Goodman, collects more than €500,000 in respect of his 1,600 estate and the amount is payable even if he just watches the grass grow.

For example, Ireland received some €2 billion in support from the EU budget in 2007, but contributed some €1.5 billion. This means that Ireland was in receipt of some €500 million from the EU budget in 2007, compared with some €1.5 billion just five years earlier.

By 2011, the amount which the State receives and contributes to the EU budget is expected to be roughly equal. However, by 2013 Ireland should be a net contributor of some €500 million per year.

Ireland received approximately €60 billion in EU support since it joined the European Economic Community in 1973 until 2007. But during that period, it has also paid out some €20 billion, leaving net gain of some €40 billion.

By 2013, the State will have received approximately €72 billion and is expected to have paid out approximately €31 billion'.

This article is adapted from:

http://www.finfacts.ie/irishfinancenews/article_1012675.shtml

Times have changed:

However things did not quite turn out as envisaged in the article above. For a more recent view of EU aid see:

http://www.finfacts.ie/irishfinancenews/article_1021128.shtml





Promises, promises – What about the Millennium Development Goals?

Aim

- To discuss the importance of international government commitments to eradicating poverty.



Resources needed: Set of MDG posters (on CD-ROM, courtesy Oxfam) and information from the Oxfam webpage http://www.oxfam.org.uk/education/resources/change_the_world_in_eight_steps/?37



Journal work

- Begin class by allowing time for the students to write in their journals:

My hopes for the world...

- When they have done this, students might like to share their thoughts with a friend or in small groups. Invite students to share some of their common hopes and write these on the board.

- Place the MDG posters around the room. Explain that the world's leaders came together and these were the promises they made. Notice which of the MDGs correspond with the students' hopes for the world that they wrote about at the start of class. Ask the students to walk around and read them and choose one goal that they feel is the most important.
- When everyone is seated again, discuss which goals students chose and why. Ask the students to think about which goal might be most important for their partner country? Which goal might be of common interest to students in Ireland and students in their partner country? How might they start a discussion about this with their partners? Discuss.
- Get into pairs, pick one of the MDGs and think about three things that need to be done between now and 2015 in order for that particular MDG to be attained. Each group shares the outcome.

Having explored what needs to be done in order to achieve the MDGs, ask the students if they think they are realistic?
- Show the PowerPoint presentation and when it is completed allow some quiet time for students to write their reactions in their journals.



Millennium Goals Summary

Millennium Goal 1 Poverty and Hunger

Cut in half the number of people who live on less than one US dollar a day and who suffer from hunger.

Millennium Goal 2 Education

Make sure that all children start and finish primary school.

Millennium Goal 3 Girls

Be sure that as many girls as boys go to school.

Millennium Goal 4 Infants

Cut back by two-thirds the number of children who die before they reach the age of five.

Millennium Goal 5 Mothers

Cut back by three-quarters the number of women who die when they are having babies.

Millennium Goal 6 Disease

Stop terrible diseases like HIV/AIDS, malaria, TB, from spreading and make them less common.

Millennium Goal 7 Environment

Cut in half the number of people who lack clean water, improve the lives of people who live in slums, and promote policies that respect the goods of creation .

Millennium Goal 8 Global Partnership

Promote greater cooperation among all nations with special concern for fairer deals for poor countries in trade, aid, debt, new technologies, etc.

Credit: Pathways for Teaching the Millennium Development Goals, DICE Project 2006.



Useful websites

- Oxfam has produced a set of posters linked to the Millennium Development Goals which are accompanied by classroom activities. They can be downloaded at http://www.oxfam.org.uk/education/resources/change_the_world_in_eight_steps/
- <http://www.un.org/en/mdg/summit2010/successstories.shtml> Good examples of progress made.
- <http://www.developmenteducation.ie/issues-and-topics/millennium-development-goals/>



Extension activity:

Create an MDG Brochure

Ask students to put ICT skills into practice by creating a brochure on the topic of the MDGs, using the web to find answers to any outstanding questions they have. Some information to include might be:

- What the MDGs are
- How the MDGs came about
- Examples of progress made/not made
- Alternatives to the MDGs?



Reflecting on Part 2 - Questions for Journal Work



You have now reached the end of the second part of this Transition Unit.

At home use your journals to reflect on some of these questions:

- What I liked most about recent activities...
- What I found difficult was...
- One important thing I've learned...
- My thinking has changed about...

Then create an image that depicts how you now see the world.



In this part of the Unit students will examine their motivations and expectations in relation to North South linking and they will explore how relationships can be developed based on genuine respect and reciprocity to create a two-way learning partnership with their partner school. They will also consider ways of sharing the learning gained from their partnership with others and reflect on their whole experience and learning.

As with the other parts of this Transition Unit, the lessons are devised in such a way as to provide flexibility and choice. All the lessons can be adapted to suit your students' interests and needs. They do not need to be taught in the sequence laid out here.



Additional resources for the teacher on the topic of building school partnerships can be found at the following websites:

- <http://www.dfid.gov.uk/get-involved/for-schools/global-school-partnerships/>
- <http://www.ukowla.org.uk/toolkitmain/toolkit.asp>
- <http://www.think-global.org.uk/resources/>



Warm-up: Making a difference

Aim

- To raise awareness that linking is just one way to make a difference.

Form a big circle and go around the circle inviting each student to name one person who inspires them and say why. (It can be someone famous, a person in their family or friend.)

1. There are many ways that cooperation and solidarity can be developed between people in Ireland and in the Global South. Conduct a brainstorm to get students thinking about the many ways that they can make a difference and show solidarity with people living in the Global South.

Some of the things they might suggest – Fair Trade, Stop Climate Change, Trade Justice, join a campaign, change lifestyle (e.g. reduce, reuse and recycle), fundraise, write a letter of protest, sign a petition, lobby our politicians, etc.

2. When the brainstorm is complete, then use pair work to get students discussing these questions - Which activities are most effective? Which activities do I feel comfortable doing? Why/why not? Do they ever feel like there's no point? Why? What or who gives them hope or inspiration? You might relate this back to the initial warm-up exercise.

3. Take feedback.

4. Invite a guest speaker from a campaigning or development organisation to talk to the students about a particular campaign or action.



Journal work

Read this extract and then ask the students to write their reactions to it in their journals.

“Tell me the weight of a snowflake”, a coal-mouse (a small bird) asked a wild dove. “Nothing more than nothing”, was the answer. “In that case, I must tell you a marvellous story”, the coal-mouse said. “I sat on the branch of a fir tree, close to its trunk, when it began to snow – not heavily, not a raging blizzard – no, just like in a dream, without a wind, without any violence. Since I did not have anything better to do, I counted the snowflakes settling on the twigs and needles of my branch. Their number was exactly, 3,741,952. When the 3,741,953rd dropped onto the branch, nothing more than nothing you say, the branch broke off”. Having said that, the coal-mouse flew away. The dove, since Noah’s time an authority on the matter, thought about the story for a while and finally said to herself, “Perhaps there is only one person’s voice lacking for peace to come to the world.”

Credit: Kurt Kauter, New Fables – Thus spoke the caribou.



So what does a successful relationship look like?

Aims

- To explore the characteristics of reciprocal/equity-based relationships
- To consider some of the barriers to equity-based relationships being formed between schools and to identify ways of overcoming these barriers.

1. Using their journals, ask the students to think about a relationship in their own life that is successful. Jot down three or four words or phrases that would describe this relationship.
2. Then invite students to share their ideas and write them on the board. You may have phrases such as – we trust each other, we respect each other, we can be honest with each other, etc.
3. Ask the students to consider if feeling equal is an important characteristic in a relationship. Why? Point out that being equal does not mean being the same. For example, you might not have the same talents as your friend but still feel equal.
4. Then ask the students to look at the quotes on the student worksheet (next page). In pairs, discuss what these quotes all have in common. What is the key message coming through?

Is there one quote that strikes you? Which one? Why?

5. Come back together to gather feedback and discuss the activity.
6. Then ask the students to work again in pairs to come up with a list of the barriers to equity-based partnerships between schools in Ireland and the Global South. Then side by side with this, list the ways for overcoming these barriers.

The page should look something like this...

Barriers to equal partnership	Ways of overcoming these
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	



Student worksheet

"In our experience of North South school partnerships the Irish school is likely to set the agenda and take the lead in the partnership."

"How can an equal partnership evolve when one partner is the recipient of charitable giving from the other? True partnership means that both partners are changed by the relationship."

(Toolkit for Linking: Opportunities and Challenges. UKOWLA, 2007)

"I am not interested in picking up the crumbs of compassion from the table of someone who considers himself my master. I want the full menu of rights."

Bishop Desmond Tutu, South Africa

"First we had you as missionaries; then you came as colonisers; now we have you as linkers."

"When you suggest a link, are you offering us a relationship or do you just want to sell us your language and culture?"

Nidaa Al Ghazai, Lebanon

"When you link to England you should do what they ask you to do or they may decide to find another school."

Brazilian teacher, involved in a school linking project

"If you have come here to help me, you are wasting your time... but if you have come because your liberation is bound up with mine, then let us work together."

"We feel embarrassed about partnership if we talk about it purely in material terms. Partnership is really about sharing our common humanity: working together for a better world."

Paul Nyathi, Zimbabwe

Based on an idea from Introduction to Global School Partnerships, Participants' Workbook, p. 13 DFID Global School Partnership programme.



Freeze it

Aims

- Ask the students to form pairs (or small groups). They are now going to create a freeze frame depicting the kind of relationship that they would like to see between themselves and their partner school. Explain that a freeze frame is like a photo where people take on different poses to convey a message. Their task is to create a freeze frame and prepare to show it to the class.
- When each group is ready the teacher invites some students to show their freeze frames. As each freeze frame is held, the other students can comment on what they see or ask questions about it.
- Conclude the activity with a discussion on how they felt in the different roles and what they have learned from doing the freeze frames.

Suggestion: Take photos of some of the freeze frames and exchange them with your partners, to get a clear idea of how you both want to see a two-way partnership developing.





Picture this – Aid for Ireland

Aims

- To critically analyse donor-recipient relationships.

Note: This activity requires a fair bit of role-play, but mostly from you, the teacher, who (in part one) takes on the position of chairperson of an overseas aid organisation, with the rest of the group acting as the committee responsible for fundraising.

In part two, you clarify that the donor group's international aid agency is from a [fictitious] resource-rich, progressive state, Qutan and their target country is Ireland. You encourage the group to see the scenario outlined below from an unexpected perspective, that of the recipient rather than the donor.

Parts 3 and 4 outline a debriefing process, during which the group has time to reflect on and discuss their experience of the activity. This is a critical part of the experience. Teachers and facilitators should be aware that it is a provocative activity and can be an emotive one. Originally written in about 2000, this activity has taken on a new resonance for students suddenly confronted with the reality of IMF-EU 'bailouts' and the return of mass unemployment and emigration in Ireland. It is essential to allow time for the students to discuss the issues raised by the game. It is also very important, during the role-play, to contradict the patronising assumptions and omissions of the Qutan donors, by focussing on the many positive aspects and achievements of the recipient country, Ireland.

Finally, there are suggestions for follow up information and actions. Creating constructive channels for further reflection and action is also a very important part of the learning process.

Part 1

It might be useful to remind students of work they have already done in Part 1 of this Transition Unit, in relation to perceptions of the Global South as this activity also challenges perceptions and attitudes.

Explain to the class that in this activity, they will imagine themselves to be the committee of an overseas aid agency. They have selected a new target country, and have just returned from a fact-finding mission, visiting the capital and outlying rural areas. On this trip the group witnessed first-hand the impact of poverty on large sections of the society, alongside evidence of considerable wealth in this highly unequal country. Now ask the group to discuss how they will fund-raise for the new partner country. Suggestions may include the use of schools packs (including collection boxes for each child to bring home), poster campaigns, the promotion of 'ethical gifts', as well as the use of the media and social networking.



Picture this – Aid for Ireland (cont.)

Part 2

Now reveal that the charity is called 'Qutan Aid', an international NGO from the rich, progressive state, Qutan. The focus country for this year is Ireland. The 'Help Ireland' campaign will raise funds to support important and much needed development work with Irish women and children.

Provide background: Ireland has been heavily dependent on the aid it receives from donor countries for several decades. Since the early 1970s it has received over €60 billion in aid from the EU. This helped Ireland to create jobs, boost agriculture and pay off its enormous national debt (at one stage, the highest per capita debt in the world).

However, these EU grants are now drying up. It is clear that this aid was not always wisely spent or strategically invested and despite a spectacular economic boom, wealth and resources are divided very unequally in Ireland, leaving many at significant risk of poverty.

Even at the height of the boom nearly 20% of Irish children were living at risk of poverty (2007) and 65,000 children were living in families who could not meet their basic needs. Now, with the economic situation deteriorating, it is clear that we, the Qutani people, cannot sit by and ignore this suffering.

The committee has generated several fund-raising ideas that could help the Qutani public to support the 'Help Ireland' campaign. There are several projects that might be highlighted in a fund-raising drive. Now the committee (students) should consider the one(s) they think will attract the most cash, and add in any new ideas as they emerge.

- Encourage families in Qutan to sponsor a brick to build a much-needed hospital to tackle crisis-level waiting lists for health treatment
- Launch an awareness campaign to teach Irish doctors and other medical staff to wash their hands properly, to tackle the problem of MRSA and other infections in Irish hospitals. (At 41%, Doctors in Ireland have the highest rate of non-compliance with hand-hygiene requirements of all hospital staff)
- Sponsor a child in a poor area, to pay for their school books and a healthy lunch every day. Sponsors could also send presents to their adopted child at the end of Ramadan, for Eid. (This would tie in nicely with our celebrity charity single - 'Feed the Irish, Let Them Know it's Eid Al-Fitr' - scheduled to be released at the launch of the Help Ireland campaign.)
- 'Adopt a Granny' and make a difference to one of the 133,000 households suffering 'fuel poverty' in Ireland (the highest rate in Europe), causing about 2,000 premature deaths a year.

Picture this – Aid for Ireland (cont)

- Provide funding to build a drug treatment clinic in each of the major cities, with training from our experts in dealing with alcohol abuse, which is clearly rampant in Ireland both amongst the young and older generations, costing the economy millions every year
- Donate live camels and other farm animals to a rural family who have fallen on hard times
- Train community leaders in proper waste management to address the chronic pollution caused by mismanagement of septic tanks in rural Ireland and the dumping of raw sewage into the waterways. (E-coli are a recurring presence in their drinking water and recent outbreaks of cryptosporidium caused considerable hardship, with 90,000 people unable to drink the water in Galway. The local and national government's handling of the crisis was widely considered to be inept)
- Fund educational projects for young people and population control programmes (contraception) to tackle the alarmingly high rate of crisis teenage pregnancy in Ireland (linked with alcohol abuse, it is amongst the highest in Europe)
- Collect second-hand blankets to send to the homeless
- 1 in 5 Irish children are deemed to have special educational needs (SEN). Encourage Qutani college students to volunteer in Ireland as SEN support workers during their gap year

- Send Imams to provide spiritual guidance to the Irish people in an era of spiraling materialism and erosion of values
- Diabetes and even heart disease are serious and mounting problems amongst Irish children. Set up a training programme in nutrition for Irish mothers, to teach them how to feed their children properly
- Highlight the need for a team of Qutani investigators into corruption in Irish political and business affairs. We will train government and civil servants in financial regulation. Other recent examples of chronic mismanagement (e.g. e-voting and Health Board computing systems) costing the state tens of millions also suggest the need for training in planning and management skills. Alternatively, if they proved unresponsive to our advice, the Irish government could be by-passed in future and development work could be directly coordinated by Qutan Aid officials in the field.

See [p. 64](#) for references/sources.

In addition the committee [the participating students] needs to select a photograph for the 'Help Ireland' appeal posters. This will appear on the packs sent to schools (including the collection box that each child takes home during Ramadan), in magazines and on billboards. The facilitator can display images of poverty in Ireland clipped from newspapers (images of homelessness or queues for social welfare, for example) or discuss ideas for photos with the group.

Picture this – Aid for Ireland (cont.)

What image would make the most impact?

- A photo of a child waiting for essential medical services
- A Grandmother after her third day lying on a hospital trolley in the corridor of an overcrowded hospital, waiting to be seen by a doctor
- A young man, sleeping rough, curled up in a doorway
- Show the look of stress and pain on the face of someone whose social welfare and rent allowance have just been cut
- Or else, a 'positive shot' of a happy child receiving help from one of our field workers, so that people can see the good their money is doing.

Facilitator: "Qutan Aid will, of course, pay and credit our photographers when publishing these materials. Is there anything else we need to consider before we go to print with these images? We didn't actually ask permission from the subjects to use their images for our campaign (the grandmother on the hospital trolley was unconscious anyway), but we're sure they wouldn't mind. After all, it's all in a good cause and for their benefit, isn't it?"

Part 3

Explain that this section of the role play is now complete. Acknowledge that it will probably have stirred up a lot of feelings and issues to discuss. There will be time to do this shortly, but first, the group is asked to try considering Qutan Aid's 'Help Ireland' campaign from a different perspective.

Now invite the group to imagine that they are a group of Irish people, travelling to Qutan. They may be travelling there on holiday, to work, to study or to visit friends. Whatever the reason, they are arriving just as the 'Help Ireland' appeal gets into full flow. School children have collection boxes; there are posters around the towns, and campaign materials in all the major media.

- How might it feel to be Irish in Qutan right now?
- If Qutani people have little other information about Ireland, other than what they've heard from the Help Ireland campaign, how do you think they see Irish people? What's it like to be in a place where all they know about us is what we lack, or where we're struggling?



Picture this – Aid for Ireland (cont.)

- The 'Help Ireland' campaign outlines real problems but it fails to show the ways in which Irish society functions perfectly well. There is no mention at all of the skills and competencies that Irish people have themselves or of all the positive things that happen every day. If the Qutani people aren't being told anything about our strengths and achievements, do you think they imagine that we could have anything positive to offer? If not, what do they think we're doing in Qutan?

Instead of just focusing on problems and shortcomings, would it be important for the Qutanis to know about Irish achievements? Should they know that we have our own language and a rich cultural heritage? That Irish playwrights, musicians and dancers fill theatres around the world? That Ireland has produced Nobel-prize winning authors and scientists? That Ireland fought a war of independence within living memory, against one of the world's biggest imperial powers? That Irish workers were important allies in the campaign to end apartheid in South Africa? That Irish community development workers, activists and volunteers have always made an enormous contribution to their communities? What else has been ignored by the Qutani campaign? The Qutani NGO fails to acknowledge (or perhaps to notice) the massive amount that the people in their focus country already do to tackle problems themselves. Does this sound familiar?

Part 4

Role Play Over:

Invite the group to share their experiences of the activity. Did it make them feel angry at any point - sad, frustrated or amused? Do they see any parallels with 'real life' aid relationships? What could be done to change things for the better? What might it take to create a genuine partnership in development work?

Invite the group to learn more about the politics of aid, by looking into issues like tied aid, global debt [www.debtireland.org], trade justice [www.comhlahm.org] and tax justice [www.debtireland.org and www.christianaid.ie].

Dóchas (The Irish Association of Non Governmental Development Organisations) encourages aid agencies in Ireland to adopt a voluntary Code of Conduct on the promotion of images and messages in fundraising, education and reporting. You'll find more on this, along with a list of NGOs who have signed up, at www.dochas.ie

Picture this – Aid for Ireland (cont.)



Journal work

- Write about what you learned from participating in this activity
- Has your perspective shifted? If so, how?

References:

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3. <http://www.irishexaminer.com/archives/2009/0316/ireland/children-face-2-year-wait-for-therapies-86895.html> Irish Examiner, 16th March 2009.
4. Research in Irish hospitals indicates that healthcare workers' hand-hygiene practices remain suboptimal, and there is a significant need for improvement. See Hand hygiene compliance: exploring variations in practice between hospitals, 8 December, 2009, available <http://www.nursingtimes.net/hand-hygiene-compliance-exploring-variations-in-practice-between-hospitals/1944149.article>
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What's our motivation in linking?

Aims

- To help students examine their motivations and expectations in school linking.

Resources needed: a blank page and pen plus a set of six blank cards for each small group.

Part 1

- Form small groups (ideally four) and give a set of blank cards to each group. Assign a Facilitator, Recorder, Reporter, and Time-keeper for each group. The Facilitator's role is to make sure everyone gets a chance to speak and contribute ideas. The Facilitator should seek to gain agreement from the group on how the task will be completed. The Recorder's job is to write down the groups ideas on the cards provided, but only when the whole group is happy that these are the agreed answers. The Reporter will report back for the group at the end of the task. The Timekeeper must keep the group on task and remind them of the need to reach agreement if time is running out.
- Once they are all settled and know their roles, then set the task. Students are to list on a page all the possible reasons for linking that they can think of. In other words, why would they want to develop a link with students in another country? What would they hope to gain from it?

- When they have completed the list, then ask them to agree their six most important reasons and write them on the cards provided. Then rank these reasons placing the most important one on the top, the next most important underneath, etc.
- Take feedback from each group and discuss.

Sample finished pyramid

Want to learn and get wider perspective

Makes learning interesting

Hope to travel to another country

We share common projects and ideas

We might fundraise and help them

Helps me develop as a person



What can your school learn from your partner school?

Introduction

"I've learned how lucky I am, to appreciate what I have..." is a common sentiment amongst those engaged in a link with a developing country. This is a generalised and potentially dismissive conclusion. It can, if developed, form a good basis on which to further encourage the whole school community to value and celebrate their locality and strengthen it. BUT there is much more to be explored in terms of gaining positive learning experiences from engaging with another culture through a link.

One of the things that I've learned is that to be in a school is a privilege and there is a strong desire to learn in schools in Zimbabwe which is not present as much here.

A lot of kids get locked in to computer games. Hopefully the Zimbabwean toys have shown them the pleasure you can gain from something simpler.

We've only got a few things that they haven't got, but they've got things that we haven't got and I hadn't really thought about that before.

Part 1

1. The following statements are taken from the responses of students and staff at secondary and primary schools as a result of a linking project with schools in Zimbabwe.
2. Ask students to read the statements in pairs.
3. To what extent do they feel that the learning has taken place is positive? Are any stereotypes reinforced? Any inappropriate language?

Students soon realised that Africa wasn't what they thought it was. They had thought that it was one big country, not a continent made up of different cultures, religions and languages.

Their country is so grateful for the things they have and we're not because we've got so much. We don't really need to because we know it's always there so it makes me think I should stop wasting things and think about what I do.

They eat a lot of pumpkins and they can't waste anything so they use everything like the pumpkin seeds. Things that are left are made into the next meal.

Credit: A Good Practice Guide to Whole School Linking, p. 59.





So where are you now in your partnership?

Aims

- To provide a space for students to review both the pitfalls and benefits of learning partnerships, for both sides.
1. Begin by giving each student a copy of this illustration (or you can access it on the CD-ROM and project it as a PowerPoint slide onto the white board.) Ask the students to consider the picture and see where they would place themselves. Which of the characters best depicts where they now are in relation to the partnership journey?

Allow time for students to explain and discuss where they see themselves.

Source: www.oweiss.com/blog/category/tree



So where are you now in your partnership? (cont.)

2. Then conduct a brainstorm with the class on the problems that they have encountered in relation to creating a learning partnership. List these and highlight the biggest problems such as

- Communication breakdown
- Resource imbalance
- One partner taking the lead and making all the decisions
- Different expectations

Then discuss ways of overcoming these problems.

3. Use the following table to discuss how the students' perceptions of partnership may have changed over the past few months.

The following tables show what Mexican learners said when talking about England. What are the main differences between their view at the start and one year on? How has this school partnership affected or changed their perceptions?

How would this relate to your experience so far?

At the beginning of the partnership...

People are intelligent and cultured

It is a very good country

There are lots of people who are intelligent so it is very developed

They are mentally and physically better than us

They have goals to work to

They have made lots of inventions

People read books

After a year of partnership...

They do not have lots of traditions like us

There is a prime minister not a president

They do not stay with their parents when they go to college like in Mexico

The composition of the government is different and the evolution of the country has been different to ours

Issues are discussed more freely

Family values are not so important

People do not live with their grandparents

Young people have a lot of freedom

There are good and bad things about England, and lots of things we do and feel the same as English people

Responses taken from Cumbria Development Education Centre





A Partnership Agreement

Aims

- To draw up a draft Partnership Agreement that can be shared with a partner school and become the basis of an agreed understanding of partnership between the students.
1. Remind students of the work they have done in previous lessons in naming their expectations.
 2. Explain that they will now begin the process of jointly working on a Partnership Agreement with their partners. In this process, they will be consulting with their partner school.
 3. Divide the board in half. First, ask students to consider what their partner school's expectations might be. Draw up a list on the board and discuss each one. Then use the other side of the board to write a list of their own expectations and hopes.
 4. Taking the expectations of both sides into account, students will now work in groups to draw up a draft Partnership Agreement. Explain that this is like a set of ground rules which sets out what each side can expect and how each side will behave in the partnership.

5. When all the groups have had a go at this then share the ideas and agree the key points that should be included.
6. Ask for a volunteer to type this up nicely so that it can be sent to the partners and they can be invited to send back their comments and suggestions and anything they would like to add.

(See p. 75 for Partnership Agreement Template. Source: Partnerships Building Effective Partnerships, Participants' Workbook, Resource Sheet 14, p. 22 and p. 23.)

“Why do you want to link with an Asian community several thousand miles away, when you never say more than ‘Curry chips, please’ to the man who works in the takeaway at the end of the road?”

(Adapted from UKOWLA Toolkit)



Sharing the learning

Aims

- To explore ways that students can share the learning gained through partnership with the wider community.

At this point, a strong consensus may already be emerging among the students regarding how they can share their learning with the wider school community and beyond. If the students are not in agreement the following steps can be taken:

1. Brainstorm ways that you can raise awareness either about your partner community/ country or about an issue that affects them.
2. Agree the three most popular suggestions and write them on the board.
3. Invite three people to volunteer to make the case for each one. Each person must say why they think this is an important issue for your partners and suggest ideas for action that could be taken (perhaps even joint action with your partner might be possible). Remind the students to be as creative as possible in thinking up ways that they can bring their message to a wide audience.
4. Following further discussion the class is now faced with selecting one action. This could be done by consensus, by a vote or by putting all the suggestions in a hat. Once the decision is made the students should agree that they are committed to working on this action together.





Reflecting on my learning

Aims

- To help the students reflect on their experiences of learning during this Transition Unit.



Journal work

You have now reached the end of this Transition Unit. It is important to invite students to reflect on what they have learned and the skills they have developed.

Possible questions you can use...

At the end of this Transition Unit:

- The most important thing I've learned...
- My thinking has changed about...
- I was challenged to change when...
- The skills I've developed are...
- Some things I've learned about myself are..
- Explain how your expectations or understanding of a school partnership has developed during this Unit
- How do you hope to continue to develop your learning partnership?
- How have you decided to share your learning with others?

Check to see if the students feel comfortable sharing their responses with a partner. Facilitate some discussion based on their journal work.

Student's evaluation of the Transition Unit

Title of Transition Unit :

Please complete the following sentences

1) The thing I most enjoyed about this Transition Unit was....

2) The most interesting thing I learned was....

3) This will be useful because...

4) The thing I least enjoyed about this Transition Unit was...

5) The things I found most difficult were...

6) If this Transition Unit was being taught to another group of students what changes, if any, would you suggest to make it better?



What does a successful partnership look like?

A successful school partnership contains three key elements.

It is:

EDUCATIONAL

SUSTAINABLE

EQUITY-BASED

Remember! We are working towards achieving school partnerships that are...



Dealing with sensitive issues in partnership

Tips on working with items and images from partner countries

Some questions to ask yourself:

- What will learners gain from working with this item or image?
- Are modern as well as traditional equivalents being looked at?
- Can comparisons be made with other similar objects and images?
Are we comparing like with like e.g. everyday items and more 'exotic' ceremonial or traditional items? What are the reasons for comparing?
- Should preliminary work be done before learners work with the item or image?
- Would an older or younger person be happy with the choices used to illustrate their country or community?
- Would boys and girls be equally happy with the choices?
- Might handling items or having particular images cause offence to anyone e.g. some religious objects or provocative images?
- Will similar items and images from different cultural traditions be looked at?
For example, traditional costumes in Ireland and India?
- How will you deal with any negative comments?

- What false impressions could be given about you and your lifestyle from any of the items or images?
- Will they challenge or reinforce existing stereotypes?

When buying items:

- Purchase items that illustrate a range of perspectives: traditional, modern, old, new, recycled
- It is desirable to have detailed, written information about each item; its uses, materials that it is made from, how it is made. Photographs showing items being used in context contribute to learners' understanding
- Items need to reflect the variety of environments in any country: rural and urban, traditional and modern
- Where possible, source and buy items in-country to ensure authenticity
- Consider who receives the 'profit' if you buy out of country, as well as fair trade practices.

Sheet adapted from materials from GLADE, MUNDI and the Centre for Global.



Partnership Agreement template

1. Vision

- What is your shared vision for the project?

2. Quality

- Is the main focus of your project on educational outcomes for all participants?
- How will your project contribute to quality teaching and learning about development and global issues?
e.g. what themes will you both cover and in which curricular/extra-curricular areas?
- What resources will you both use to support teaching and learning about these themes?

3. Educational objectives

- What are your agreed educational goals?
- Have you identified areas of potential or actual curricular collaboration?
- Will educational outcomes:
 - support mutual respect between learners
 - challenge and inform perceptions of development issues
 - develop critical thinking
 - encourage open-mindedness
 - develop participatory skills?

4. Values and principles

- What are the schools' values and principles?
- How do these complement each other?
- Are there any non-negotiable expectations concerning values and principles?

5. Mutual trust and respect

- How can mutual trust and respect be established?
- How will a breakdown of trust and/or respect be dealt with?

6. Sustainability

- How integral is the linking project to the schools involved?
- What resources (people, time, skills, finance, and external support) are needed to sustain the project?
- How might you make the project more sustainable? (e.g. involving parents, communities, greater numbers of students and teachers, etc.)

7. Inclusiveness and equality

- How inclusive is the project?
- How can marginalised individuals and groups (in schools and local communities) be more involved?
- What can be done to ensure that the project is based on equality?

Partnership Agreement template (cont.)

8. Obligations and responsibilities

- What roles and responsibilities does each school have?
- What rights and obligations does each school have?

9. Reporting, reviewing and reflection

- What frameworks will be used for reporting, reviewing and reflection?
- What will be done to ensure that this is a two-way and on-going process?

10. Monitoring and evaluation

- How will progress be measured, including the development of the project itself?
- What will be the indicators for success?
- Who will determine these?
- What will be done to ensure that this is an open and collaborative process?

13. Timelines

- Are there indicative and actual timelines related to specific tasks and outcomes?
- How necessary are these?

14. Financial issues

- If money is involved, what are the terms, conditions, accounting standards, accountability, etc?
- How will you record spending for the project and report on this?

15. Fund-raising

- If fund-raising happens, are there procedures to ensure the equal participation of all partners in planning, undertaking fund-raising activities and in agreeing on the use of funds raised?
- Are financial and other contributions valued equally?

16. Conflict resolution

- What mechanisms will be used to resolve conflicts?
- What role might third parties play (if any)?

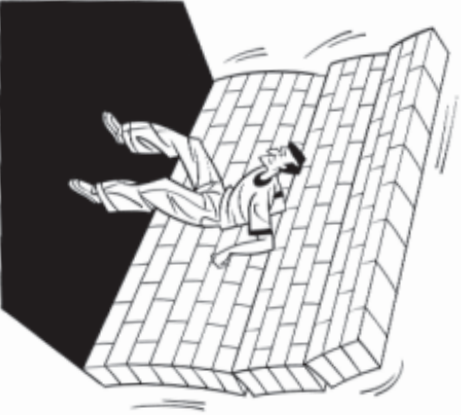
(Based on WWF-UK Organisation Development Unit toolkit)



POSSIBLE CAUSES OF POVERTY

The bricks in this wall stand for things that cause poverty. Write in other causes if you can think of ones that are not here.

Discuss these with members of your class and your teacher. Do you agree with the causes that are listed here? Circle the 3 bricks that you think cause the most poverty.

FAMILY BACKGROUND (JOBS AND EDUCATION)		BEING ABLE TO READ AND WRITE		GOVERNMENT HELPING BETTER-OFF PEOPLE	
POWER AND WEALTH	BEING JUDGED ON WHERE YOU LIVE	FEELING THAT YOU HAVE NO POWER		HAVING NO JOB	
HAVING A BADLY PAID JOB		PEOPLE NOT BEING TREATED THE SAME (INEQUALITY)		NOT MANY JOBS IN THE COUNTRYSIDE	
DISCRIMINATION		WELL -OFF PEOPLE DON'T CARE		LEAVING SCHOOL EARLY	
BEING SICK		OWING A LOT OF MONEY		PEOPLE GET TOO MANY HANDOUTS	
		WELL -OFF PEOPLE DON'T CARE		HAVING A DISABILITY	
		PREJUDICE		VALUING YOURSELF AND YOUR ABILITIES	
		NOT HAVING ENOUGH MONEY		POOR FARMING LAND	

SECTION 1 POVERTY - THE WHO, WHAT, WHY & HOW?



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