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## **Foreword**

Following a very impressive presentation at the offices of *Irish Aid* in March 2006, on *Development Education* I decided to explore the possibility of introducing a course for Transition Years on this topic at St. Mary's Academy CBS. The first teacher I met on my return was Joe Clowry, a senior Science teacher, and he immediately declared his interest in teaching the course. While he knew that there wasn't a syllabus for the course at this stage, he was certain that he had enough personal knowledge and enough contacts to design one suitable for the target group. We also needed a partner school and we decided to approach Katrina Foley, the senior RE teacher in Portlaoise CBS. Like Joe, Katrina was enthusiastic and interested. We now needed an expert in the field of Development Education to set us on the right course and I cannot think of a more skilled practitioner than Patsy Toland from Self Help Africa. Together, Joe, Katrina and Patsy designed the syllabus and Joe and Katrina began teaching the course in September 2006, in their respective schools.

St. Mary's Academy, Carlow and St. Mary's, Portlaoise are both involved in the Immersion Programme, organised by the Christian Brothers. Students from Carlow travel to India while the Portlaoise school is linked with Zambia. Both schools felt the need to create awareness of development issues so that these issues became embedded in the whole school. The Development Education course added value to the Immersion Programme activities.

It was decided to focus on Transition Year with a time-tabled slot of 2 classes per week. A successful funding application was made to Irish Aid to provide resources for the course. The course was developed with input from teachers, students and non-governmental organisations (NGOs) and was tried and tested in the classroom.

News of the success of the course spread and by the end of the first year many more schools showed interest in running the course. A very successful seminar was held at NUI Maynooth to showcase the programme to other schools and the level of interest shown by these schools in the project was heartening. A second phase of funding from Irish Aid was secured and by September 2007 there were twelve schools in the network. A third phase of funding was secured in August 2008 and to date over 30 schools have embedded the course in their school.

The course has developed an approach which is constantly growing and being improved by the input of the participating students, teachers and NGOs. This book outlines the approach and resources used to date but as you can see from the format we hope that you and your students will add to the course through your classroom experience and interaction with other schools.

We are indebted to Irish Aid for their financial assistance. The Irish Aid programme has as its absolute priority the reduction of poverty, inequality and exclusion in developing countries. I am thrilled that our school community is playing its part in addressing these issues.

Leo Hogan (Principal St. Mary's Academy CBS, Carlow) April 2009

## **Development Education for Transition Year Students**

### **Course Outline and Structure:**

The course consists of seven modules and each module should attempt to identify:

#### **Key Topics for Study –**

These should be identified through the Millennium Development Goals, local initiatives and issues relevant to the students and their school/community.

#### **Local and Global Elements -**

The guiding idea is that action and awareness should proceed from the *known* in the students life and community. This is followed by looking at the effect of personal actions on the local community, before proceeding to look at the affect on global issues. The strategy may reverse this order but should always seek to connect or link the personal and the global.

#### **Guest Speakers –**

Speakers should be drawn from local resources and/or expert groups who are familiar with the school environment. There are also many NGOs and community development organisations who have expertise in speaking to school groups. This should not preclude introducing relevant individual speakers from the community.

#### **Resource Materials –**

(film, audio, written, etc). The course will try to use the wealth of material that exists already, e.g. Self Help Africa sets of texts, 80:20, Amnesty, Fairtrade, Irish Aid, Oxfam and Concern publications. These organisations and other groups like Schools Across Borders and NUI Maynooth Combat Diseases of Poverty Consortium may also give access to speakers/experts in the various topics chosen. Teachers should also be encouraged to research further material themselves or through their students.

## Timetable:

Ideally, the course is taught over the full school year and given 2 class periods per week. In the pilot phase 2 single classes and 1 double were tried. The double period worked out better, allowing for viewing films, project activities, etc. This course follows the guidelines of the NCCA validated modules for Transition Year.

The following options are supported by the NCCA:

- a. 45 hours of traditional classroom based contact.  
*or*
- b. Classroom work with some independent/group research within the school timetable or outside – 45 hours total.  
*or*
- c. Blocks of theme-based study eg. HIV/AIDS week, etc. – 45 hours total.

(Schools can also use individual modules as part of another subject time – e.g. Science, Religion, Geography, etc.)

Modules may differ in length and engagement with students but approximately 5 weeks were given to complete each module. In the pilot year 5 modules were completed by the schools involved.

We suggest that the modules on Poverty and Human Rights are essential starting points.

A ranking among pilot participants suggested the following order of importance:

1. Human Rights
2. Poverty
3. Gender
4. Conflict
5. Health and HIV/AIDS
6. Sustainability
7. Trade & Fairtrade

## **Support Days**

Teachers should also take into account the time needed for:

- a. One student workshop day per term
- b. One teacher support day per term.

Teachers should also take into account the demands on TY students from work experience, outdoor pursuit outings, etc.

## **Methodologies:**

Development Education can use a wide range of learning settings and active learning methodologies. For example:

1. Group work, discussion and debate
2. Project work & research
3. Visiting speakers & seminars
4. Use of I.C.T.
5. Community service
6. Cross curricular links eg. Science for Health & HIV/AIDS, etc
7. Art
8. Drama
9. Film
10. Games & simulations
11. Images – photopack
12. Popular media eg. national press
13. NGO resource packs and texts.

## **Assessment:**

To assess whether or not the students have achieved the learning outcomes of the unit and the level of their achievement, the following methods could be used:

1. Project reports
2. Portfolio
3. Presentation
4. Essay/Report
5. Written tests
6. Interview
7. Self Assessment
8. Peer Assessment – this is a key element in the student workshop days held each term
9. Action projects.

## **Evaluation:**

Students should maintain a journal as it is a useful way to evaluate their learning. In this journal the following can be recorded:

- Exercises/ Homework/ Research
- Skills developed & how this was achieved/demonstrated
- What skills need to be improved
- What was most enjoyable and least enjoyable ( for each module)
- Greatest personal success or greatest challenge or difficult
- How the class worked together as a team/sharing
- What would we adapt or do differently for each module next time around.

Evaluation and monitoring of the course is a key element in the teacher support sessions and student workshop days. At the work shops students get the opportunity to meet and discuss the course with their peers from other schools. Students are encouraged to have an active role in shaping the course on these days.

## Resource Guide:

One of the key principles adopted for this course was to use the best resources available from a wide range of sources. Many NGO agencies have excellent resource packs, etc. often available free of charge.

Resources vary from films, video documentaries, text books, resource packs, photo packs, workshops, local speakers, etc.

Funding will determine the availability of the resources listed under each module. Although most of the suggested resources are traditional print and video/dvd media, there are some excellent online resources that will necessitate access to broadband for online viewing.

There are a number of recommended resources that are useful throughout the course:

1. 80:20 *'Development in an Unequal World'* – It's worth having a class set of these for activities and research on most modules.
2. Self Help Africa texts – Water; Food, Land & Trees and Health & Education. Again available as a class set and useful for many of the modules.
3. [www.developmenteducation.ie](http://www.developmenteducation.ie)

Please check the full list of resources mentioned in each module. Teachers and students are encouraged to recommend additional resources that they find useful.

(Take note that the worksheets and activity outlines are available on the accompanying CD. Included is a film review worksheet which can be used in conjunction with any of the recommended films. )

## **Introduction:**

### **What is Development Education?**

#### **Learning Outcomes**

1.	Define Development Education
2.	Name the Millennium Development Goals (MDG)
3.	Recognise relationship between MDG and course modules
4.	Students should recognise diversity in the classroom

#### **Key Skills**

1.	Express opinions on MDGs
2.	Understand global inequalities
3.	Recording, organising & summarising information in a personal journal
4.	Team Building
5.	Students should empathise with global inequality

#### **Resources**

1.	Irish Aid – <i>‘Developing, Understanding, Challenging’</i>
2.	‘Cake simulation game’
3.	<a href="http://www.developmenteducation.ie">www.developmenteducation.ie</a>
4.	<a href="http://www.ideaonline.ie">www.ideaonline.ie</a>
5.	‘Party Game.’



## What is Development Education?

### Suggested Class Activities:

- To familiarise teacher with students use “the Party Game”.
- Before class ends address the question of what Development Education means by:
  - Having students write possible answers on a spidogram.
  - Reading pages 6/7 out of Irish Aid book and writing an agreed class definition.
- Students are encouraged to understand and empathise with inequality so that they consider reasons why Development Education is an important topic (See “Cake Simulation Exercise”).
- To familiarise students with the Millennium Development Goals, read page 23 of Irish Aid book and discuss the meaning and implication of each. Reinforce the necessity of Development Education course.
- Show outline of modules for the Development Education course and link each module with a relevant MDG.

## Module 1:

### Poverty

#### Learning Outcomes

1.	Define poverty
2.	Measure levels of poverty
3.	Identify people at risk of poverty locally, nationally and globally
4.	Interpret links between poverty and access to credit/money
5.	Identify actions taken by Government and communities to alleviate poverty
6.	Respond in a positive, active way to the issue of poverty
7.	Present information on Credit Unions & the Grameen Bank
8.	Examine Ireland's response to global poverty
9.	Debate the relationship between Poverty and all the other modules/issues on the course

#### Key Skills

1.	Express opinions on causes & consequences of poverty
2.	Examine patterns & relationships in the causes of poverty
3.	Interpret images/photographs
4.	Interpret statistical information on global poverty
5.	I.T. – log on & use streaming video resource

#### Resources

1.	Irish Aid – <i>What Are We Doing To Tackle Poverty? Developing, Understanding, Challenging</i>
2.	Self Help Africa – <i>Food, Land &amp; Trees</i>
3.	Self Help Africa– CSPE worksheets on measuring poverty
4.	<i>80:20</i> – Chapter 19 (p 283 -285)
5.	Combat Poverty bk. – <i>Counted Out</i>
6.	What the Credit Union can do for You. DVD, ( <a href="http://www.cu4youth.ie">www.cu4youth.ie</a> )
7.	Concern – DVD & booklet on Microfinanc - 'Give Credit to the Poor' - 'Hunger in a World of Plenty'
8.	MIT – Mohammed Yunus – Grameen Bank founder – streaming web video. Photocopy of speech on cd: <a href="http://mitworld.mit.edu/video/289/">http://mitworld.mit.edu/video/289/</a> or <a href="http://nobelprize.org">http://nobelprize.org</a>
9.	Debt Diaries – <a href="http://www.developmenteducation.ie">www.developmenteducation.ie</a>
10.	Irish Aid – <i>Our World Our Future</i>
11.	Blank Tree Handout
12.	Blank map of Africa - <a href="http://z.about.com/d/geography/1/0/4/L/africa.jpg">http://z.about.com/d/geography/1/0/4/L/africa.jpg</a>

## Poverty

### Suggested Class Activities:

- Use photographs from *Our World Our Future* to inspire students to write a definition of poverty.
- Focus on the causes & effects of poverty by filling in the blank tree. Point out the repetition of factors as both cause and effect making poverty cyclical. See pages 29-30/42/44 of "Counted Out".
- Review photographs & discuss the concept of relative poverty. Complete worksheets on pages 32-33 of "Counted Out".
- Read page 283 of 80:20 to summarise the ideas of Absolute Poverty, Relative Poverty and the Poverty Line.
- Using NGO posters or missionary magazines follow the exercise "A Picture is Worth a Thousand Words".
- Use pages 13, 15 and 22 of 80:20 book to introduce the idea of measuring poverty and wealth and the concept of Gross National Product.
- Use pages 23 & 24 of 80:20 to discover the advantages & disadvantages of Human Development Index.
- Complete exercise on page 27 of 80:20.
- To familiarise students with Africa have them complete a blank map of the continent filling in as many names of countries as they can.
- In pairs students research different African countries and identify the causes and effects of poverty in that country, completing another blank tree diagram using either *Irish Aid: What are we doing to Tackle Poverty?* or *Self Help Africa: CSPE Worksheets*.
- To identify people at risk of poverty and introduce the idea of social exclusion, use:
  1. Walking Debate page 74 of "Counted Out"
  2. Worksheets pages 37-41 of "Counted Out"
- To access possible response to poverty read about National Anti-Poverty Strategy on pages 79 & 80 of "Counted Out".
- Looking at community responses to poverty, watch DVD on Credit Union – *What the Credit Union can do for you*.
- Read Nobel Prize Acceptance speech from Mohammad Yunus.
- Watch Concern DVD on Microfinance & complete accompanying worksheet.
- Invite speaker from Saint Vincent de Paul or Credit Union or some local project related to the topics discussed.

## Module 2 :Gender

(It is essential that single-sex schools do some of this work with partner schools of the opposite sex.)

### Learning Outcomes

1.	Recognise how being born male or female affects life opportunities & choices
2.	Differentiate between gender & sex
3.	Analyse how gender inequalities can be the root of exploitation
4.	Recognise the importance of gender based development/aid programmes
5.	Investigate Gender-Based Violence
6.	Examine how culture affects gender rights
7.	Examine the link between gender & poverty (access to credit; inheritance; etc)

### Key Skills

1.	Debate/Challenge peoples assumptions about gender & stereotyping
2.	Develop empathy with women's oppression
3.	Develop relationships that are not gender biased
4.	Acknowledge individual differences
5.	Watch & interpret a foreign language film

### Resources

1.	'Admiring the opposite sex' activity
2.	'Sex & Gender game'. (Worksheet statements about men & women)
3.	' How Gender affects my life choices'
4.	Fact Sheet on Sex Education
5.	'World upside-down'
6.	Case study Kakenya – <a href="http://www.unfpa.org/swp/2006/moving_young_eng/Kakenya/Kakenya.html">http://www.unfpa.org/swp/2006/moving_young_eng/Kakenya/Kakenya.html</a> Case study Abwooli – Self Help Africa. Case study Edna – <a href="http://www.unfpa.org/swp/2006/moving_young_eng/endnotes.html#EDNA">http://www.unfpa.org/swp/2006/moving_young_eng/endnotes.html#EDNA</a>
7.	Gender-Based Violence Consortium: Gender-based Violence – Booklet/CD Rom – <a href="http://www.gbv.ie">www.gbv.ie</a> Gender-based Violence Worksheet
8.	<i>Moolaade</i> – Film Film Review Worksheet
9.	80:20 – Chapter 10
10.	'Women, Gender & Development', 'Young Women Around The World' –80:20 Resource Disc
11.	Col. Bhride, Carnew "Equality Charter"
12.	<a href="http://www.developmenteducation.ie">www.developmenteducation.ie</a>

## **2: Gender**

### **Suggested Class Activities:**

- Look at the issue of gender stereotyping by using the “Admiring the Opposite Sex” activity. Examine “Carnew Charter” with a view to adopting it in your school.
- Distinguish between the words “sex” and “gender” by using the “Sex & Gender” statement questionnaire.
- Students do research on how gender affects our life choices by completing the survey “How Gender Affects my Life Choices”.
- Use the activity “Young Women around the World” (80:20) to physically engage the students in considering the differences in opportunities for women.
- Read case studies on Kakenya/Edna/Abwooli and discuss how gender affected their life choices/opportunities.
- Follow with imaginary exercise “World Upside Down”.
- Before watching the film “Moolade” use the fact sheet on Sexual Education which may be helpful to clarify issues such as female Genital Mutilation.
- Students debate the issues raised in the film using the film review worksheet.
- Read topics of interest in chapter 10 of 80:20 pages 159-173.
- Focus on graphs on pages 166-167 of 80:20 and have students write out an interpretation of this information.
- Students examine the issue of violence by watching the Gender-Based Violence CD-Rom either individually in the computer room or as a class group and complete the Gender-Based Violence worksheet.
- Create a poster on the issue of Gender Based Violence.

## Module 3:Conflict

### Learning Outcomes

1.	Discuss & identify issues of conflict on personal and local basis Discuss 'School Bullying Policy'
2.	Identify regions of conflict in the world
3.	Acquire facts about the increasing use of small arms
4.	Prepare a debate on the Arms Industry
5.	Understand the concept of Genocide
6.	Prepare a case study on Rwanda or another incident of Genocide
7.	Investigate the issue of Child Soldiers and/or identify the link between Conflict and Migration/Food Security/Famine
8.	Investigate the role of the United Nations in conflict situations and in particular the role of Ireland

### Key Skills

1.	Examine patterns & relationships between conflict & conflict resolution
2.	Identify how language & stereotyping are used to reinforce conflict situations and distinguish between factual information and the views of the film's director
3.	Hold an informal debate within the classroom
4.	Create Poster/Mural to deliver a message
5.	Write a film review for local radio or print media
6.	To process and interpret information about small arms use

### Resources

1.	Films – 'Sometime in April' (Recommended film on Rwanda) 'Shooting Dogs' 'Hotel Rwanda' 'Lord of War'
2.	Concern / 80:20 booklet– 'Genocide Explored'
3.	80:20 chapter 13
4.	Various posters e.g. Amnesty, Concern, Trocaire
5.	Grant - 'The View From Africa', 'The War of the Ears' by Moses Isegawa.
6.	Conflict – <a href="http://www.developmenteducation.ie">www.developmenteducation.ie</a>
7.	Self Help Africa texts
8.	Push & Give Game
9.	Oxfam: <i>Making Sense of World Conflicts</i> : <a href="http://www.oxfam.org.uk/education/resources/making_sense_of_world_conflict/">http://www.oxfam.org.uk/education/resources/making_sense_of_world_conflict/</a>
10.	Schools Across Borders- Darren Irvine

### **3: Conflict**

#### **Suggested Class Activities:**

- Focus on personal knowledge of conflict e.g. bullying. Examine school policy on bullying and discuss possible resolutions through written or verbal exercises: “Push and Give Game”.
- Using Self Help Africa book – “Food, Land and Trees” page 6-7, raise the issue of colonisation and the conflicts which resulted.
- Move onto pages 8-9 of the same book to discuss a modern conflict in Ethiopia.
- Individual students each fill in a blank world map of the regions they consider are in conflict. (Get feedback and share knowledge)
- Use the Oxfam Lesson Plan 1. – Find out about World Conflict.
- Identify any patterns e.g. need for resources such as oil.
- Watch “Lord of War” and use Film Review sheets.
- Students research the direct and indirect impact of the arms industry on development: Pages 203-214 in 80:20.
- Use the Oxfam Resource, Lesson 3 ‘Arms Bazaar: A Mystery’ and debate the issues.
- Watch “Sometimes in April”
- Discuss stages of Genocide using “Exploring genocide”.
- Students research and present a case study on one example of genocide.
- Analyse daily and weekly newspapers focusing particularly on U.N. activity.

Other possible areas of research are:

- Child soldiers
- Links between: Conflict and Famine, Conflict and Migration and Conflict and Food Security

## Module 4: Health & HIV/AIDS

### Learning Outcomes

1.	Access & analyse information on HIV/AIDS
2.	Develop an understanding of the stigma of HIV/AIDS
3.	Examine the pattern and history of eradication of TB infection in Ireland and its relevance to the present HIV/AIDS pandemic
4.	Develop empathy with those affected by diseases of poverty and particularly HIV/AIDS
5.	Name & list the major diseases of poverty

### Key Skills

1.	Access, Record and Present information on diseases of poverty
2.	Present objective information, using suitable media, to the school and wider community
3.	Be open minded and engage in debate on HIV/AIDS
4.	Analyse and interpret video documentary
5.	Interview people about life experiences of illness
6.	Carry out & analyse a survey on health-related issues
7.	Analyse objective information from national print media

### Resources

1.	Concern 'Youth Positive' – video & booklet
2.	T.B. article (Dr. Noel Browne)
3.	Self Help Africa – HIV/AIDS game
4.	'An Irishman's HIV story' Barry Malone – <a href="http://www.ireland.com">www.ireland.com</a>
5.	Michael Kelly – HIV Prevention – Handout & Powerpoint
6.	80:20 Chapter 17
7.	Self Help Africa – <i>Health and Education</i>
8.	Edna & Kakenya's story – <i>Moving Young</i> UNFPA
9.	'Self Help Africa – <i>Health Questionnaire</i> '
10.	Combat Diseases of Poverty Consortium NUIM - <a href="http://www.cdpc.ie">www.cdpc.ie</a>
11.	'Stigma Activity'



## 4: Health and H.I.V./AIDS

### Suggested Class Activities:

- Begin with medical questionnaire filled in by each student about their own medical history. **(Note: Teachers must be aware of possible sensitive personal issues and focus more so on immunisation.)**
- Students survey the medical experiences of older family members grandparents/parents/guardians using questionnaire.
- Read article on Dr. Noel Brown.
- Students examine the pattern and linkage between T.B. and poverty in Ireland and the steps taken to eradicate poverty.
- Watch video – “Positive Youth” on H.I.V. AIDS and complete accompanying exercises found in the “Positive Youth” book.
- Another option is to use the Fr. Michael Kelly power point presentation supported by page 260 of 80:20.
- Examine the causes and impact of HIV in Africa by reading pages 261-266 in 80:20.
- Using this information, students design awareness posters for the school.
- In an effort to develop empathy with HIV sufferers students can read “An Irishman’s HIV Story” or engage in the “Stigma” exercise.
- Students research other diseases of poverty such as measles or malaria. See pages 12-14 of Self Help Africa: “Health and Education” or by using the internet.
- Invite Education Officer from NUI Maynooth “Combat Diseases of Poverty Consortium”.

## Module 5: Human Rights

### Learning Outcomes

1.	What is a Human Right?
2.	Students recognise 5 Human Rights that affect themselves
3.	Identify these 5 rights from the Declaration of Human Rights
4.	Research the origin of the Declaration of Human Rights
5.	Rank the 30 Human Rights from the Declaration
6.	Identify 5 local or national abuses of Human Rights
7.	Recognise 5 structures or organisations involved with protecting Human Rights
8.	Research & promote the role of one of these organisations or structures
9.	Take the initiative to promote one Human Rights in your school
10.	‘Rights are not absolute’ – debate

### Key Skills

1.	Debate & listen to opposing points of views
2.	Develop empathy for one group suffering abuse
3.	Select key personal Human Rights
4.	Challenge assumptions about Human Rights
5.	Express one Human Right through song/drama/ or any other media
6.	Appraise their personal attitude to one abuse of Human Rights
7.	Access information from organisations/Web/literature/newspaper

### Resources

1.	‘Introducing & exploring Human Rights’ Resource CD – 80:20
2.	Voice our Concern – <a href="http://www.developmenteducation.ie">www.developmenteducation.ie</a>
3.	Bob Dylan CD <a href="http://www.lyrics.com">www.lyrics.com</a> – Protest Songs
4.	80:20 - Chapter 3
5.	Self Help Africa books
6.	Film – ‘Cry Freedom’ ?

## 5: Human Rights

### Suggested Class Activities:

- Introduce the question “What Is a Human Right?” by either dividing class into groups that a) produce spidograms or b) have a walking debate on the issue using Human Rights Activity on 80:20 Resource Disc.
- As part of the follow-up discussion, have students record 5 Human Rights that affect them or 5 they would least like to lose.
- Using the summary on pages 11-13 of “Voice Our Concern” the students, in groups, rank the 30 rights in order of importance to them.
- The students then identify 5 local and/or 5 national abuses of Human Rights.
- A possible good activity in addition to this would be the “Rights Boat” pg.16 Voice our Concern.
- Using the internet, students research the origins of the Declaration. In addition each student should choose one right and researches an organisation that promotes and protects that right.
- Watch the film “Cry Freedom” and review it in terms of human rights abuses.
- Introduce the idea of the protest action in the form of song (Live Aid, Self Aid, Live 8, U.N. concerts, Bob Dylan, etc.)
- Have Students list any singers or songs they consider as protests. Students may bring in samples of such songs to be analysed in a subsequent class.
- In the meantime the class could listen to or read the lyrics of:

“Times They Are a-Changing”, “Blowing in the Wind” & “Hurricane” by Bob Dylan.

“Biko” by Peter Gabriel.

Analyse the message of the songs and the abuse of human rights to which they relate.

## Module 6: Trade & Fair Trade

### Learning Outcomes

1.	Describe what trade is
2.	Recognise the need for trade
3.	List 5 food products traded globally and 5 food products traded locally
4.	Understand the concept of 'Food Miles'
5.	Differentiate between Trade and Fair Trade
6.	Trace the origins of one of the following products: Food, Fashion or Oil
7.	Interpret and restate the information from Global Map(s)
8.	Research the Fair Trade mark and availability of 5 Fair Trade products locally
9.	Promote Fair Trade consumption products in your school (staff & students)
10.	Differentiate between Trade & Exploitation
11.	Illustrate one case of human exploitation

### Key skills

1.	Access & interpret information from map
2.	Present information from your product search
3.	Explore options for lowering 'Food Mile' products
4.	Analyse & explore issues related to food miles
5.	Create a marketing strategy for Fair Trade in your school
6.	Empathise with victims of trade exploitation
7.	Carry out & analyse survey of available Fair Trade products
8.	Use IT to access information on Fair Trade
9.	Write a review/create a poster/ of the film 'Black Gold'
10.	Hold an informal debate on Fair Trade

### Resources

1	80:20 Chapter 9
2	Film 'Black Gold'
3	Fair Trade information pack/posters
4	Global maps
5	Games – Trading Game/Oxfam-Looking behind the Logo
6	<a href="http://www.schoolisthebestplacetowork.org">www.schoolisthebestplacetowork.org</a>
7	Fashion Industry Documentaries
8	Concern Child Labour Campaign toolkit

## **6: Trade & Fair Trade**

### **Suggested Class Activities:**

- Students individually write definitions of trade and then, after feedback, a class definition is decided on. Students may wish to research the issue with the school business teacher.
- See page 143 of 80:20 to discuss the question “Why Do We Trade?”
- Students list 5 food products traded globally and 5 food products traded locally.
- A suitable home exercise would be to ask each student to identify the origins of all the products in a typical shopping basket.
- Introduce the concept of “Food Miles” and debate the advantages and disadvantages. Students analyse and present the information on the global maps.
- To emphasise the difference between Trade and Fairtrade divide the class into groups and use the Banana Exercise from Self Help Africa ‘*Food, Land and Trees*’ p. 26/27.
- Read page 7 of “Looking behind the Logo” showing the origins of a running shoe. Students then write a similar version tracing the possible origins and global supply chain of oil or a food product.
- Engage the class in the “Trading Game”.
- Watch and review the film “Black Gold”.
- Using the internet students research the “Fairtrade” mark. They must also research Fairtrade products available locally.
- The information gathered can be presented to the school through assemblies, a class-made documentary or posters.
- Introduce the concept of exploitation using either the “Looking behind the Logo” game or by illustrating one case of human exploitation such as child labour or the sex trade.
- Look at Concerns Child Labour Campaign.

## Module 7: Sustainability

### Learning Outcomes

1.	Define sustainability
2.	Give 5 examples of sustainable activities – eg. building/farming/energy use
3.	Become aware of the U.N. ‘Decade for Sustainability. 2005-2015
4.	Outline the link between Millenium Development Goals and sustainability
5.	Give an example of Sustainable Development Aid and Emergency Aid
6.	Research 2 organisations that provide: Sustainable Development Aid Emergency Aid
7.	Understand concepts of ‘Carbon Footprint’ ‘Ecological Footprint’ and ‘Food Miles’
8.	Measure a personal/family/class or school ‘Carbon Footprint’
9.	Initiate at least one activity to reduce or compensate for school’s ‘Carbon Footprint
10.	Produce a music/image resource to promote this module

### Key Skills

1.	Information Technology Research
2.	Use various methods to measure Carbon Footprint
3.	Research song words: Hard Rain by Bob Dylan
4.	Express key message through music / image or relevant media
5.	Carry out and analyse energy use or related survey

### Resources

1.	Hard Rain – photo exhibition and book
2.	80:20 Chapter 4
3.	Self Help 3 texts – particularly ‘Food, Land & Trees’
4.	Concern – ‘Combating Desertification’
5.	Concern – ‘People on the Move’ (Ch3 on Environmental Refugees)
6.	Green pages telephone directory
7.	‘An Inconvenient Truth’ – Film
8.	My Big Idea – Self Help Africa /RTE documentary
9.	<a href="http://www.globalfootprints.org">www.globalfootprints.org</a>
10.	Power Point from Maynooth, Geography Department
11.	Venn Diagram
12.	<a href="http://www.ecocho.eu">www.ecocho.eu</a>
13.	Mark Edwards “A Hard Rain’s a-Gonna Fall” <a href="http://www.hardrainproject.com">www.hardrainproject.com</a>

## **7: Sustainability**

### **Suggested Class Activities:**

Introduce topic by watching “An Inconvenient Truth”.

- Encourage comment and interpretation from students on the images presented.
- From this discussion focus on particular key words. Most especially introduce the idea of sustainability. See page 64 of 80:20 for more information or research on the net.
- In their journals, students list 5 sustainable activities e.g. what kind of energy production, farming, building, etc. Is sustainable.
- If class have internet access use [www.ecocho.eu](http://www.ecocho.eu) to research the “*U.N. Decade of Sustainability*”. With regard to any research in this area, it is recommended to use this site. Ask students why this site is suitable for environment research. [with every 1000 searches 2 trees are planted]
- Students read page 72 of 80:20 to learn how the Millennium Development Goals are limited to sustainability. Focus on goals 2 & 3 and follow up with a viewing of “*My Big Idea*” – Self Help DVD.
- Introduce the idea of aid and how emergency aid differs from sustainable aid. Have students list examples of emergency situations worldwide and the kind of aid provided from the world community using Concern – ‘*People on the Move*’. How does this differ from the aid given by Self Help Africa as outlined in textbook two “*Food, Land and Trees*” and/or [www.selfhelpafrica.com](http://www.selfhelpafrica.com). Identify one group that specialises in emergency aid and research the origins and activities of this group: Red Cross/ Goal/ Medicin Sans Frontieres.
- To understand the concepts of ecological footprint read pages 68-69 of 80:20. Students in groups devise a strategy to reduce their carbon footprint such as less electricity use; reduce car journeys etc. (Walk on Wednesday initiative). Reduce water consumption.
- Students can promote the use of sustainability within the school by producing a project on whichever related topic caught their attention using songs and images.

## Acknowledgements

### **Principal, staff and students of:**

St. Mary's Academy, Carlow	<b>Irish Aid</b>
St. Mary's, Portlaoise	<b>Self Help Africa</b>
St. Leo's College Carlow	<b>Concern</b>
Presentation College, Carlow	<b>80:20</b>
Cross and Passion, Kilcullen	<b>Schools Across Borders</b>
Knockbeg College, Carlow	<b>Education Dept., NUI Maynooth</b>
Coláiste Bhríde, Carnew	<b>Combat Diseases of Poverty Consortium, NUIM</b>
St. Wolstans, Celbridge	<b>Irish League of Credit Unions</b>
Lucan Community College, Lucan	<b>Cultivate Centre</b>
Presentation College, Lucan	<b>Just Forests</b>
Coláiste Phadraig, Lucan	<b>Amnesty</b>
St. Peters, Dunboyne	<b>Fr. Michael Kelly</b>
St. Thomas' Community School, Bray	<b>Oxfam</b>
	<b>N.C.C.A.</b>
	<b>Christian Brothers</b>